

**COMMUNIQUE ISSUED AT THE END OF THE THIRD SUMMER
INSTITUTE ORGANIZED BY THE IFE INSTITUTE OF ADVANCED
STUDIES(“OAU”), HELD ON JULY 21st – AUGUST 3rd, 2019, AT OAU, ILE-
IFE, OSUN STATE, NIGERIA.**

INTRODUCTION

The Ife Institute of Advanced Studies (IIAS) held its third Summer Institute on 21st July – August 3rd, 2019. The theme of the Summer Institute Program was “***Knowledge Society: Scholarship, Teaching and Service.***” The Program was aimed at encouraging the participation of both senior and junior scholars in building a knowledge society focused on scholarship, teaching, research and service. The program was also aimed at fostering academic discussions around how to shape Nigeria’s and Africa’s future through scholarship and establishing a network of public intellectuals, academics, non-university intellectuals, Nigerian and African society thought-leaders, and civil servants. The first two institutes were very successful and set a high standard for the Summer Institute moving forward. As a collaborative effort of African Scholars both resident in Africa and the diaspora and academic stakeholders across the globe, the IIAS through its multi-disciplinary approach sought to propel pre-doctoral and postdoctoral research to the next level by focusing on Africa’s most pressing issues, most crucially, the development of its intellectual and academic workforce. IIAS capitalized on its scientific network and key competences to intervene in building PhD capacity in Sub-Saharan Africa, the institute continues to make progress towards making opportunities available for young scholars to “go global” and become internationally competitive with their research and careers. The first two summer institutes solidified the tradition of bringing research home to Africa, doing research for Africans and by Africans.

In his opening remarks, Prof. Jacob Olupona, Harvard University noted that the scholarly growth of the Institute fellows continues to break the mold of typical African scholarship, pursuing horizons beyond the capabilities of many African institutions by expanding research networks locally, regionally and internationally. He noted that the mentorship and training that fellows receive at the Institute goes beyond the two-week Summer Institute and as all records show, the Institute has made great progress in fostering collaborative research avenues between visiting faculty mentors and fellows. Prof. Olupona noted that some of the research collaborations that

have emerged from the Summer Institute have resulted in peer reviewed scholarly articles, invitations to participate in international research centers such as Oxford University UK, Rhodes University, Port Elizabeth – South Africa, Stellenbosch Institute of Advanced Studies and others. Prof. Olupona noted further that several projects have materialized from these efforts. These include: -

1. *"Transnational Pentecostalism in the Age of #MeToo: Sexual Violence and Harassment From Lagos to Los Angeles "*. – Prof. Corey Williams (Leiden University, Netherlands) – Faculty Summer Institute 2018/19 and Oladimeji Ogunoye (Obafemi Awolowo University, Nigeria) – Fellow Summer Institute 2017/18.
2. *"Musical Narratives of Oil Exploration, Land Degradation, (In)justice and (Dis)placement: in the Niger Delta of Nigeria"* – Dr. Stephen Olusegun Titus (Obafemi Awolowo University, Nigeria) – Fellow Summer Institute 2017; Mentored by Dr. Lee Watkins (Rhodes University, South Africa) – Faculty Summer Institute, 2017.
3. *"Ise Olokun Esin: Self-apprehension and the Belligerent Poor in Colonial Lagos"* – Af-Ox Fellow and Visiting Faculty, Oxford University - Dr. Tunde Decker (Osun State University, Nigeria) – Fellow Summer Institute 2018; Mentored by Prof. Wale Adebawale (Oxford University, UK) – Faculty Summer Institute 2018/19.
4. *"The Law of Commissions: a comparative study of the place of commissions in law and governance in Africa"* – Stellenbosch IAS Iso Lomso Fellow 2018-2019. Dr. Nkatha Kabira (University of Nairobi, Kenya) Mentored by: Prof. Simeon Ilesanmi (Wake Forest University, US) and Prof. Jacob Olupona (Harvard University), Faculty Summer Institute 2017/18/19.
5. *"Kwibuka: Divergent Memory and the Quest for Justice in Post-Genocide Rwanda."* – Program on Negotiation Graduate Research Fellow, Harvard Law School, 2018/19
Ph.D. Candidate, Clark University, US; Mentored by Prof. Jacob Olupona (Harvard University, US) Faculty and Convener, Summer Institute 2017/18/19

Prof. Olupona further noted that the knowledge society continues to grow by leaps and bounds. The Third Institute brought together an impressive number of senior and junior scholars from over twenty universities from Nigeria, other parts of Africa such as Kenya, Zambia, South Africa and globally renowned universities such as Princeton, Harvard, Wake forest University and others, engaged a wide range of themes and issues designed to deepen the understanding of research and teaching mission in the academy. As

facilitators and participants, these scholars led discussions on various conceptual, methodological and theoretical topics central to their various fields of interest. They explored the application of various tools of research in the fields of humanities and social sciences, networking techniques and professional ethics. Facilitators included Professors from departments of Religious Studies, Anthropology, Psychology, Sociology, Economics, History, Linguistics and Literary Studies, Philosophy, and Gender Studies. In addition, the Institute played host to Chinese students led by their Professor, Tang Xioyang. This laid the foundation for knowledge sharing and development cooperation between China and Africa.

The opening ceremony of the Summer Institute was well attended by important dignitaries from across the country including the Vice Chancellor, OAU – Ekitope Ogunbodede, Prof. and Mrs. Bickersteth, Prof. Patricia Kameri-Mbote from the University of Nairobi, School of Law, **Former Lady Justice Nancy Baraza** and the Provost of Postgraduate College – Prof. Alebiowu, faculty facilitators; and a group of forty pre-doctoral and doctoral fellows from about twenty universities across Nigeria and South Africa.

Bringing their expertise from several disciplinary backgrounds in the social sciences and the humanities, the facilitators through lectures and panel discussions on various themes, focused on advancing both theoretical and practical knowledge and issues underpinning their scholarship, research, mentoring, teaching, writing and publication skills. They also conducted workshops and group discussions that either focused on [or] explored many topical issues significant for academic knowledge and the growth of pre-doc and post-doc fellows attending the Institute.

Among the topics covered were:- scholarship, teaching and service, grant and proposal writing, Cultural Studies and Performance Theory and Methods, Interpreting Oral and Textual Traditions, Designing scientific research, Academics, Policy and the Public Intellectual, Publishing Journal Articles and Book chapters, Creating African Epistemologies, Indigenous Hermeneutics, Historical and Archival Research Methods, Funding Academic Research, Professional Ethics and Academic Virtues, Conducting Library Research, Ethnographic Field Research and Methodology, Tips on Grants and Proposal Writing, Qualitative and Quantitative Research Methods, Manuscript Development, Humanizing Academics, Gender Sensitivity, Mentorship, Career Development, The Art of Teaching, Pedagogy and Method, ethical issues in the academy, mentorship in the academy, The Process of Selecting a Research Agenda, Developing a Teaching Philosophy and Methodology, preparing academic cvs, The Art and Process of Academic Writing, intersection of science and the humanities, among others. In addition, the facilitators explored such critical and broad cross-and trans-disciplinary themes as identity, security and nation building, globalization, state failure and collective violence, law and gender justice in Africa, cultural pluralism, legal education the legal profession in Africa.

At the opening ceremony, the Vice Chancellor, Prof. Ogunbodede, remarked that the Institute's vision to nurture young academics aligns with the University's commitment to excellence in research and teaching. He pledged his full support to this noble

initiative. In providing further clarification on the rationale for establishing the Institute, the Convener, Prof. Jacob Olupona, observed that it was very important for the participants to think beyond individual research and contribute to the collective pursuit of knowledge. The Institute's goal of mentoring and working with the fellows beyond these two weeks, will ensure that the Summer Institute outlives itself.

This year's keynote was delivered by Prof. Patricia Kameri-Mbote. She noted that the theme of this year's Summer Institute was: "*Knowledge society: scholarship, teaching and service*" but that a critical component in this quest is "research." She argued that knowledge generation and sharing should be driven by developments in technology: ICT, Biotechnology and nanotechnology. The proliferation of internet and mobile telephony have also spurred growth. Knowledge is a powerful way of highlighting important issues. She noted that the rise of ICT has made collation, processing and dissemination of knowledge very fast and efficient. This has changed the nature of research. She also remarked that for academics (knowledge mongers must public and perish, ICT is an indispensable tool that facilitates access and visibility e.g. google scholar. She remarked that there is very poor visibility of African scholarship and it is important facilitates access and visibly through google scholars. She noted that the poor visibility is attributable to inadequate research resources, dearth of reputable publication platforms, teaching. She also noted that information about Africa emanated is limited and Nigeria needs to take the lead in righting this wrong. Nigeria as the largest African country endowed with immense resource and must therefore take lion share of blame for dearth of African knowledge.

Prof. Mbote further noted that knowledge societies are nurtured by their diversity and capacity and information and knowledge sharing is the cornerstone for building the knowledge society we want in Africa. Traditional knowledge as well is important in the quest for building knowledge societies. She demonstrated that Universities are peculiar knowledge societies who reason for existence is to build knowledge. Universities therefore need to unearth Africa's way of knowing. She stressed that African Universities have a role to ensure production of relevant endogenous knowledge. Nigeria has a huge role to play in this regard. For every five-black people one is Nigerian. She stressed that there is need to rethink, reimagine, reengineer African universities as knowledge societies. Universities have a role of ensuring production of relevant endogenous knowledge. African Universities should be doing research on issues African consider important. It is important for African universities to invest in our natural and human capital and build knowledge premised on our African values. She stressed that the context for knowledge generation and transmission in universities has changed due to easily accessible information, increasing use of data. As a teacher, Prof. Mbote noted, she learns a lot more from students than they learn from her. The role of teacher has changed to more of facilitative sharing. In addition, the curriculum and the way we transmit knowledge needs radical changes. Our pedagogical and andragogic approaches also require radical changes. There is need to infuse new technologies and rethink the traditional classrooms. She stated that as the role of the African university is to ensure availability of knowledge on issues important for Africans. This avoids the ghettoization, marginalization and mischaracterization of knowledge. Africa, and particularly Nigeria needs to take lead in generating knowledge. We must share information through East

and West let it be available to other Africans. It is important to challenge knowledge hegemonies.

In the course of its deliberation, the Institute noted: -

1. THAT fostering capacity building and transnational collaborative research opportunities is critical in addressing the challenges facing Africa today.
2. THAT transforming the academic landscape through the development of education, leadership, and context-focused initiatives will transform the communities in which our scholars serve.
3. THAT facilitating and fostering innovative research of young scholars in the Nigerian and African academy will re-energize and re-invigorate the continent.
4. THAT welcoming scholars from other fields like the physical and biological sciences, engineering and other STEM academic fields in the year 2020 will expand the transdisciplinary network of the Institute and enable us to explore strategies and innovative approaches that model best practices of scholarship in other parts of the world re-energizes and re-invigorates the University.
5. THAT funding research in Africa is critical in addressing the challenges facing Africa today in the areas of governance, poverty, environmental degradation, democracy among others
6. THAT expansion of content available to scholars in terms of the intellectual pursuit of knowledge and widening their scope of study and create new ways to address the contemporary problems faced by Nigerians.
7. THAT questioning of habits and values of the profession's integrity are intangibles that are very important to achieving one's goals in life. In the academy, respect should be earned and developed by engaging fairly with both students and colleagues.
8. THAT synergy between the public and private sectors can help bridge the gap between research and action.
9. THAT exposure to critical thinking is core to learning and excellent research in the University and that
10. THAT entrepreneurship in Africa is key to overcoming many of Africa's current challenges.
11. THAT the practical demonstration of theoretical insights is key to the learning process.
12. THAT research projects must identify specific problem statements, good research questions, employ suitable research methods, apply a theoretical and conceptual framework that forms the bedrock for good research.
13. THAT encouraging multidisciplinary, interdisciplinary, transdisciplinary and cross-disciplinary engagement can help strengthen the position of the Social Sciences and the Humanities debunking negative assumptions about them.

14. THAT sustained attention to thinking about how those in the Social Sciences and the Humanities do their work, sharpens the thinking of students and empowers new scholars to make innovative contributions to their respective fields.
15. THAT interaction between junior and senior scholars results in the emergence of a non-hierarchical learning culture that promotes partnership, collegiality, mutual respect and a mentoring spirit between senior and junior scholars and colleagues.
16. THAT reflecting on the challenges facing scholars in the academy creates opportunities and populates ideas that can innovate and reinvigorate the academy.
17. THAT networking and collaboration among scholars are critical to academic excellence and career success.
18. THAT theorizing on African epistemologies and applying lessons learnt will change the direction of policy by ensuring that policies are compatible with the social and political contexts in Nigeria, Africa and beyond.
19. THAT exposing young scholars to the craft and skill of academic writing and publishing will empower them to overcome the challenges facing scholars in Africa.
20. THAT exposure to global academic cultures on teaching, writing, publishing, mentoring and leadership is critical to the success of the young academic.
21. THAT interaction with colleagues and scholars from other institutions challenges scholars to think globally and to see their local struggle as part of a broader global issue.

The participants envisioned that in future the Institute would:

1. Set aside two days of the Summer Institute for fellows to develop their abstracts, research proposals and papers which will ultimately be submitted at the end of the program for publication.
2. Provide a forum for the fellows to write a research article/paper that practically applies the knowledge they have learnt on research methods and theory.
3. Allow the facilitators to provide critical feedback on the fellows' research and writing projects
4. Encourage continuous mentorship of the fellows beyond the Institute, particularly on how to publish in reputable journals, develop leadership skills, polish their grant and proposal writing skills and improve on their pedagogical approaches and teaching philosophies.
5. Urge senior faculty members to participate in the Summer Institute to reinvigorate their research and engage new innovations.
6. Provide a forum for the students to discuss the challenges they are facing in their individual research work and at their workplaces.
7. Generate wider publicity for the Institute and launch satellite campuses of the Institute in Eastern, Central and Southern Africa.

8. Create avenues for the fellows to showcase their writing both locally and internationally.
9. Enable the establishment of a network between the cohorts of fellows by providing networking opportunities for current and future participants, fellows and faculty advisers.
10. Create a comprehensive database of opportunities available for scholars including research funding, conference opportunities, publication opportunities, grant opportunities, job opportunities, consultancy opportunities and online research resources etc.
11. Foster the participation of scholars and facilitators from a wide range of disciplines
12. To create synergy and partnerships between the Institute and governmental or non-governmental institutions in Nigeria.
13. To provide a forum for intermediary follow up of fellows before the next Summer Institute
14. Build fellows' capacity by funding and enabling them to attend conferences thereby contributing to future cohorts of the Institute.
15. Cluster the sessions of the Institute to reflect fellow competence and levels of expertise. e.g. Beginner's, Intermediate and Advanced levels, to address specific needs.
16. Create thematic workshops designed to run contemporaneously within the scheduled activities of the Summer Institute.

In light of the observations made by participants the following recommendations were arrived at:

1. To start a publication series that will specifically be an avenue to showcase the work of the Institute's fellows and provide an opportunity for such work to benefit from the reviews and comments of facilitators before publication. Fellows who have participated in a summer institute would be invited to submit paper proposals and abstracts in response to a Call that would be issued immediately at the end of that summer institute's activities. They will present their papers at a two-day pre-Institute's conference in the following summer.
2. To form a joint cohort of Fellows that combines the 2017, 2018 and 2019 fellows to ensure cohesiveness of the group and encourage continued collaboration beyond the institute. The 2017, 2018 and 2019 cohort of fellows will be invited to participate in the 2020 Summer Institute as mentors and coordinators.
3. Introduce a new item on the program next year – titled “Knowledge Sharing and Development Cooperation between Kenya and Nigeria.” Where Kenyans and Nigerians share experiences in their academies and nations.
4. To update the website to provide information on the third cohort of fellows and mentors as well as facilitators and to provide access to field research opportunities, doctoral and postdoctoral funding opportunities.
5. To develop a list of grant institutions and foundations with available grants for Nigerian students both locally and internationally.

6. Facilitators who serve on review boards of reputable journals to share selected samples of good proposals with the fellows of the institute.
8. Prof. Adogame to facilitate access to certain funding resources.
9. To develop a database of Facilitators partnering them to fellows according to their research area. Facilitators will also connect students with their external contacts who can help.
10. Next year, have facilitators create a bibliography to prepare students for the Institute – and a bound reader to be given to the fellows at the beginning of the Institute.
11. To nominate a “Fellow of the Year” award – drawn from reviewed articles written and submitted to the facilitators, who will serve as a review board.
12. Prof. Adogame promised that if their proposals, he will fund two fellows 500 dollars each to the next World Christianity Conference which will take place in Princeton in 2020.
13. To make materials from 2017, 2018 and 2019 Institute available to all cohorts of the Institute.
14. To develop Institute annals, where the facilitators can publish fellows’ written works to be printed every subsequent year.
15. Suggest establishment a learning center to address issues of cultural competence, new methodologies and knowledge sharing. Which will bring experts in to talk about issues that face faculty members.

CONCLUSION

The 2019 Summer Institute made major strides in solidifying its vision for training and equipping promising African scholars with skills, competencies and values that will place them at the cutting edge of scholarship and knowledge production. The Institute will continue to invest in a new generation of scholars, who will be globally visible and locally relevant. The Institute encourages African scholars to seize the opportunity to engage new methods and innovative research and challenge existing paradigms.