

IFE INSTITUTE OF ADVANCED STUDIES



NEWSLETTER (2023)



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IIAS Convener Speaks

on Advancing Africa Through the Academy in His Welcome Address at the 7th Summer Institute

The Convener of *Ife Institute of Advanced Studies* (IIAS), Prof. Jacob Kehinde Olupona, welcomed onsite and online fellows, facilitators and friends to the seventh IIAS Ife Summer Institute, which was held between Sunday, the 23rd of July, and Friday, the 4th of August 2023. The theme was *Advancing Africa Through the Academy: Innovation, Creativity, and Service*. He acknowledged dignitaries, guests, Professors, and past and present fellows of the Institute who had come from within and outside Africa to attend the program.



Prof. Jacob K. Olupona, Ph.D. FNAL, NNOM,
Harvard University, Cambridge, M.A., USA,
Founder, Ife Institute of Advanced Studies, Nigeria

Prof. Olupona spoke at the Pre-Summer Institute Workshop held between July 19th and 21st of July, 2023. The research team leaders facilitated the workshop in the ongoing Mastercard Foundation-sponsored project. He mentioned that eighty participants were in attendance on the first day when the findings of the multi-regional ethnographic study investigating the realities of unemployment and under-employment in Africa were presented. He enumerated the number of people involved in the research project from its launch in 2022. He noted that the workshop was a realisation of a long-awaited vision of IIAS to see fellows work together to solve challenges faced by young people across the continent. He said this was a confirmation of the success of the IIAS vision, which attests that the seven-year initiative of the Institute had yielded excellent dividends.

The convener urged fellows who have graduated from the program to promote similar research and projects across the continent by raising the ranks at their various institutions, winning awards and recognition in their countries, and making their mark globally. He reported that IIAS fellows are making great strides in securing academic fellowships, grants, and auspicious invitations to

participate in noble projects and conferences, with others applying the same efforts toward entrepreneurship and other non-academic opportunities. He noted that there had never been a dull moment since the IIAS Summer Institute began in 2017.

Prof. Olupona also said that the inaugural interdisciplinary Institute incorporating the STEM disciplines and the IIAS-Science Institute had taken flight with the second STEM-focused program which took place in November

2023. According to him, Without mincing words, all this demonstrates that the fellows being mentored and trained are incredibly qualified to take charge of various similar projects globally, wherever they may find themselves, building mentorship relationships for those who will come after them.

He testified that all the achievements of IIAS to date are an even greater affirmation of its relevance and importance in 'today's academies in Africa and for Africa; hence, the need to be more practical about drumming up support and increasing fundraising efforts for constructing an IIAS Mini-Campus, as he had mentioned earlier in the year 2022. In light of this, he happily reported that a ten-acre piece of land had been earmarked for the mini-campus. He said the land was procured with the assistance of the IIAS advisory team, helmed by Prof. Olurinde Lafe and that the architectural designs and plans for general consideration, to break ground by the end of 2023, were already available. Thus, he hoped for not only the timely construction of what would be the premier Ife Institute of Advanced Studies, a permanent home for the Institute with a world-class facility at the level of Princeton, Israel, and Berlin Institutes of Advanced Studies, but also for the humble

beginnings to develop the Institute toward advanced studies and expand the sister countries, where fellows and facilitators have shown significant interest in hosting regional hubs, thereby setting the pace for the beginning of other institutes across the continent. He saw all these as a gradual transformation toward making the IIAS Institute an intellectual powerhouse in Africa.

The IIAS convener acknowledged the numerous fellows of the Institute based in other parts of the continent. He particularly thanked Dr. Nkatha Kabira for her tremendous help in anchoring the projects in Kenya. In the same vein, he appreciated the labour of love of members of the internal group of professors and facilitators in Nigeria and other parts of Africa who have been working round the clock to plan and execute the IIAS programs throughout the year. He expressed his gratitude to the External Advisory Committee chaired by the highly distinguished educationist Madam Nkoye Rapu and her indefatigable team toward the raising of funds for the realisation of the enormous projects designed for the Institute, which has often been possible with the unsurpassed involvement of a critical mass of professionals and consultants with fundraising strategies.

More so, he reiterated the partnership support from the Mastercard Foundation and her fearless leader, Dr. Tade Aina. He then acknowledged and appreciated the planning grant awarded to the Institute, which had largely enabled the accelerated progress of the Summer Institute and all related projects. He underscored the full support received, noting that it enabled the continuity of plans and programs targeted toward empowerment and employment opportunities made available for higher education graduates and institutions. For many of the fellows, he confirmed

that each study's results had largely provided them with hope for a better future within and beyond their academic borders. Beyond any reasonable doubt, he avowed that the unwavering support received from the Mastercard Foundation had remained invaluable to the IIAS community hence the desire for further partnership.

Speaking on the choice of the theme for the 2023 Summer Institute, Advancing Africa Through the Academy: Innovation, Creativity, and Service, Prof. Jacob Olupona stressed the importance of making necessary connections between exploring the relevance of higher education, including all its components and applying critical thinking skills to empower young intellectuals and academics who daily embark on the transformation of society and their communities of concern. He believed that the aggregate efforts toward such interventions in many places around the world would ultimately connect IIAS to the advancement of Africa and, without fail, work collaboratively toward dismissing the long-term negative stereotypes about Africa which had become part of our narratives as Africans when considering the continent and its people.

He concluded his welcome speech by encouraging experienced and budding academics, scholars, and researchers at the occasion to apply the everyday strategies learned in their intellectual engagements to their roles as they choose to venture outside the academy and become entrepreneurs, politicians, or pursue a corporate career, whatever it may be. He assured them that constant, consistent, and concerted efforts would undoubtedly avail them the surest way to reap the fruits of their labor, in peace and satisfaction.



A Snapshot of Prof. J. Olupona and Mrs. Josephine Olupona at the 7th IIAS Dinner



A Snapshot of Prof. Simeon Bamire, Vice Chancellor, Obafemi Awolowo University (OAU) with Prof. Jacob Olupona

The Opening Remarks of Professor Simeon Adebayo Bamire

the Host and Vice-Chancellor, Obafemi Awolowo University, Ile-Ife, at the 2023 Ife Summer Institute

With great joy, Professor Simeon Adebayo Bamire, the Vice-Chancellor of Obafemi Awolowo University (OAU), Ile-Ife, Osun State, Nigeria and host of the Ife Summer Institute, 2023, welcomed all participants, fellows, facilitators, scholars, and friends to the 7th Summer Institute. Prof. Bamire specially thanked the Convener of the Ife Institute of Advanced Studies (IIAS), Prof. Jacob Olupona, for his unrelenting contributions toward the advancement of humanity in scholarship.

Likewise, he appreciated all coordinators and facilitators from Nigeria and around the world for their unflinching efforts and support toward the achievement of the aim and objectives of the IIAS program. He encouraged the fellows and participants to be open-minded during the two weeks of active intellectual engagement. He implored the past fellows to be more inquisitive about research, development, and innovations within and outside their intellectual horizons. The Vice-Chancellor remarked that the IIAS Program

has consistently delivered unsurpassed life-impacting and era-defining programs embedded with opportunities for nurturing human talents and potentials that are thoroughly furnished unto all good works in the academy and society at large. He promised continued support of OAU as a host university to the IIAS and sustained relationship with the Institute.

The three Deputy Vice Chancellors (DVCs), (Prof Olubola Babalola, Prof Yomi Daramola and Prof. Akanni Akinyemi) and some other principal officers of Obafemi Awolowo University were among the entourage of the Vice Chancellor to the opening ceremony of the 2023 Ife Summer Institute.



Prof. Olubola Babalola
DVC, Academic, OAU



Prof. Yomi Daramola
DVC, Administration, OAU



Prof. Akanni Akinyemi
DVC, Research, Innovation and
Development, OAU

A Synopsis of the 7th Summer Institute Keynote Address on Advancing Africa through the Academy: Innovation, Creativity, and Service by Professor Kamari Clarke

Prof. Kamari Clarke was the keynote speaker at the July/August 2023 IIAS program. In her keynote address, titled *New Possibilities for Africa for Considering the Preconditions for Advancing Africa in the Academy*. Prof. Clarke emphasised the need to consider the archives available in Africa as they are an embodiment of the African social thoughts. She expressed this view by drawing from the story of “Anansi the spider” in which the spider is claimed to be the wisest creator and greatest teacher, spreading the gift of knowledge wide, thereby justifying that “true wisdom lies not in withholding knowledge but in sharing it”.

Reflecting on this orally transmitted story to Africa, Prof. Clarke underscored the need to share knowledge regardless of who wants it, and to maintain social cohesion by reinforcing the importance of community values and norms, the significance of cooperation and unity, the value of collaboration and the preservation of history, values and customs. But much more important about this story to Africa, is the consideration of the kind of analytic and conceptual tools needed in the academy to make sense of the vicious effects of laws, coloniality, capitalism, white supremacy, violence, and climate change. She established the need for African scholars and researchers to understand that knowledge is rooted in communities rather than mere individuals. She pointed out that the theme thinking otherwise, is not only about decolonising the analytic tools that structure our ways of making and sharing knowledge but also about rethinking the sources of knowledge upon which we draw for possible solutions, as it is about expanding our archives to reflect the realities of our lives and offering



Professor Kamari Clarke

*(Centre for Criminology & Sociolegal Studies and the Centre for Diaspora & Transnational Studies, the University of Toronto, Ontario, Canada)
Keynote Speaker of the 2023 Summer Institute*

possibilities for imagining new ways to solve deeply political problems.

She argued that academic work is not simply an objective act disarticulated from life, rather it involves escapades of the past as an impetus for theory building and as laws into our world. She noted that the task of advancing Africa through the academy is by empowering our conversations toward conceptualising the epistemologies, methods, and forms of transmission that shape our world. She added

that, reconceptualising the African academy is a way of bringing about a future in which we dare to imagine knowledge not simply about Eurocentric frameworks and the related instruments, classifications, and decontextualisation but also outside of these frameworks and, even more fundamentally, these projects or otherwise scholarship, entails reconceptualising what it means to be humans and resituating cosmologies that fit uneasily with contemporary ontological worlds. So, according to Prof. Clarke, the challenge for us today as we advance Africa through the academy is for us to reckon with the new ways of making sense of African reviews, stories, analogies, and concepts.

She argued that the project of advancing Africa through the academy may want Africans to think otherwise so that we might learn, unlearn, relearn, and popularise what is needed to propel Africa forward. In addition, the keynote speaker underscored that to make headways, this effort requires circular decolonisation to foster new world views that will produce new archives for which the histories rendered to end the problems of knowledge, methods, and transmissions will speak to the need to break from scholarly traditions

that overdetermined African lives and realities and start to develop new ontologies and epistemologies through the imaginative and covering of new archives, new methods, and new modes.

In concluding the keynote speech, Prof. Clarke affirmed that we need to transform what exactly knowledge is, taking us beyond universalism

and limits of the world, the forms of innovation and creativity needed to tell different stories about our lives and our histories and so paying attention to the methods, knowledge, and transmissions that allow us to take responsibility toward advancing Africa and the academy.



Some 2023 fellows with Facilitators



Prof. Taiwo Soneye (Obafemi Awolowo University), Mrs. Joesphine Olupona, Dr. Olubunmi Ashaolu (Obafemi Awolowo University)



Ifeyinwa David-Ojukwu (University of Nigeria, Nsukka), Prof. J.K. Olupona (Harvard University), Dr. Kenechukwu Chidiogo Daniel (University of Nigeria, Nsukka)



A Snapshot of some Distinguished Facilitators



A snapshot of the immediate past VC of OAU, Prof. Eytipe Ogunbodede seated with the IAS Convener, Prof. Jacob Olupona

SYNOPSIS OF FACILITATORS' PRESENTATIONS AT THE INSTITUTE



Telling a Good Story: Innovative Pitching of the African Story Line

Dr. Nkatha Kabira argued that the stories we write about Africa are the narratives that transcend generations. Exercises were conducted to state the thoughts about Africa and the challenges of Africa. Having diverged and converged, there is a need for us to reframe these issues using questions to proffer solutions and not the problem. When you reframe a problem, it creates an avenue to solving it and not complaining. She urged fellows to exercise on elevator pitches and note that how they tell their stories matters. She claimed that researchers should use lived experiences, use African authors, avoid biases, and change how and why we write about Africa.



Africa as Sacred Symbol in the African Diaspora

Prof. Tracey E. Hucks said “*Yoruba Traditions: African American Religious 'Nationalism'*” is an unavoidable discussion of the study of Africa in the diaspora“. She deconstructed the notion of “Africa: Heritage Identity and Land”, and the establishment of colonisation, positing that the growing numbers of blacks avoided the use of the term 'Africa', and opted for a safer application, 'colour'. She theorises “Africa as Sacred Symbol in the African Diaspora” citing “*the Oyotunji African Village*” in America (from 1970) which tries to reconnect the Oyo Kingdom to Africa through the *Oyotunji Royal Academy*, which educates the children about the Egungun festivals, etc. She noted that the Yoruba Nation of North America connects to Africa, their symbol of ancestral home, and is studied as a sacred symbol in the African diaspora.



Transnational and African Feminism

Prof. Maha Marouan said the symbolism of African feminism in the North, as it remains, is different from that of other parts of the world. She explained that African feminism hails from our culture, history, songs, and documentaries and that feminists in the continents are often exposed to challenges and dangers such as violence against women, the dismissal of feminist research, the issue of sexism in research, the absence of methodological training, the challenge to feminist modalities in the continent, the local and global politics of geographical waves, and the issue of intellectual productions among women.



Ontologies and Epistemologies to Underwrite Youth Empowerment

Prof. Ayodeji Bewaji affirmed that the ontological myths and '*epistemicide*' have destroyed African humanity. He explained that while the ontologies are the myths that have been combined to destroy African humanity, *epistemicide* is a coordinated plan of different actions and inactions at the destruction of the essential foundation of the life of national, ethnic, religious, or racial groups. He added that ontological suicide arises when the only thing a group of people can be is to be like others, and this makes them begin to cherish the ancestry of their oppressors on all sides. He established the dire need to empower the youth to understand the reality of the environment where they live, instead of looking for salvation out there, because, “for us to change the narrative as Africans, we need the kind of education that fits the climatic conditions of the year for our youth.



History and Archival Writing: Writing Biographies and Recording Meetings

Prof. Olutayo Adesina observed that the issue of biography writing is an important aspect of daily discussion. He noted that biography has become a site of contestation but can also serve as a remarkable interface of peer and practice. Moreover, he added that although writers, researchers, and scholars neglect this issue, every man or woman of stature, regardless of their capacity, is a property of biography.



Africa and the Legacies of Slavery: The Impact of Socioeconomic and Psychospiritual Conditions of Descendants of Enslaved Africans in America on the Development of Africa

Prof. Melisa Wood Bartholomew revealed, “My life experiences have prepared me for this path”. She suggested the need to always take a moment, be still, and lay aside every distraction and thought. She brought back the memories of African ancestors and descendants who lost their lives to slavery and explored the impact of racism on our psyche and the connection between slavery and racism in the US. She observed that many people often argue that the killing of blacks was a sign of trauma. She justified that racism has continued to thrive as it is a system of assigning connections and values and a social determinant of health. She mentioned that another demon of dealing with the aftermath of slavery is grief. The scope of black grief is expensive. The role of social media also amplifies this. She concluded that we need each other to change the narratives.



2nd Babatunde Ogunnaike Annual STEM Lecture

Prof. Matthew Adigun said introducing robotics and coding is a good step in the decolonisation of education and that real decolonisation has shifted from a disciplinary base to an interdisciplinary one, which is preparedness for pandemic resistance and Response (PPR) literacy. He added that, it is not enough to talk about computer literacy, as public health and social response should also be improved. He said the social media should be harnessed as a means of pandemic resistance and response and that employability is needed to enable a university to prepare for the job market. He suggested the application of new assessment modalities to enable students see how they can solve problems in their society and emphasised that STEM is no longer the only way to promote creativity in education as “The arts are now included”. He said these implied that emotional and empathetic AI are now the focus.



Gender and Race Dynamics in African Migration

Prof. Tunde Lawuyi explained gender to be the socio-cultural and psychological patterning between males and females. Likewise, he raised the issue of migration as basically a response to ecological, nutrition, and resource availability. He emphasised that women and children are usually elements of negative repercussions of migration. He ended his discussion on what gender relations between men and women will be without power. He affirmed that gender relations will not be in the control of women without economic resources. Moreover, he expressed his concern about how women have always been served by society.



Life Course Approach to Research

Dr. Ngozi Enelamah explained that the life course approach is not a theory but, a way of looking at research. She said it looks at chronology, which is how age and relationships come into play from birth to death. Listing the key points such as *cohorts*, *transitions*, *tenacity*, and *turning points*, she stated that the life course approach uses methods, data collection, and measurements. She noted that children who develop poorly are predisposed to mental health issues later in life and having early childhood education, access to books, and education of parents, have outcomes for the child. The life course approach looks at a person from early childhood, into adolescence, adulthood, and death. The strength of the life course approach is that it pays attention to the change in human behaviour and the social dimension of well-being. She mentioned that the life course approach has its weaknesses.



Career Development and Self-Assessment: Rediscovering Self and Advancing Career

Prof. Akanni Akinyemi foregrounded the necessity of making an academic career out of research. In his discussion, he revealed some issues that cut across the academic borders, which serve as a source of reflection, reasoning, and re-assessment. Drawing from these issues, he based his discussion on the inputs and outputs that define scholarship, asserting the need for scholars to develop good working or annual plans as transition is inevitable in scholarship. In connecting his approach to the issues, he posited the following targets, namely the relevance of skills in collaboration with certificates, the superiority of thinking in scholarship and not status; the setting of a target every year for the type of network you want in your career; and the learning of soft-skills are crucial.



Publishing for Transformative Impact

Prof. Margaret Lombe theorised research as a tool for the public good but perceived that if this enterprise is possible, it must start with the good of the community. Therefore, research must be done in partnership with the community. The product of research has to begin with what the community should know about issues such as poverty, HIV/AIDS, younger people's issues, and the gaps in humanity, amongst others. She noted that the community is not a laboratory in research but a critical partner, and the conversation should be on what the community wants to know. She concluded that in research, the community should be seen as spaces that are holy and we should learn how to take off our shoes as we are on holy grounds.



Widening the Circle of Innovation in Higher Education

Prof. Francis Egbokhare said two burning issues that have been displaced in the Nigerian higher education system are academic freedom and institutional autonomy. He noted that these obvious issues are not an end to a means but are a means to an end in creating an enabling environment and ethical innovative standard in the Nigerian education system. He emphasised the need for innovation as a prime principle of the academy and argued that all tertiary institutions of education should exhibit academic freedoms that undergird innovation such as freedom of learning, freedom of thinking, freedom of dissent, freedom of action, intelligent governance and management framework, a dynamic capacity to learn and adapt.



Teaching and Researching Internationally: Creative and Innovative Teaching Style

Prof. Olufemi Vaughan posited that a good teacher should see themselves as an excavator of knowledge in their own fields and interrelated or interdisciplinary areas toward the recognition of explaining and solving the problems and challenges and creating opportunities in the Nigerian educational space. He said the skill of encouraging students to reflect deeply on specific skills that can proffer lasting solutions to the major problems posing threats to the Nigerian educational system should be sustained. He underscored the importance of working hard on improving writing skills, either as a teacher/scholar or student and affirmed regardless of the field of study; that writing should be intentionally incorporated into the teaching process since it is an essential component of whatever tasks take place in the school or university system. He noted that three issues of teaching skills, verbal communication, and writing skills can pave the way for teaching and researching in an international or global setting and concluded that collaborative learning, not during examinations, should be encouraged in our educational practices as a system.

Generating Theoretical Ideas from African Experiences



Prof. Tunde Decker discussed the subject of generating theoretical ideas from African experiences by drawing from one of the papers he once published which is centered on “Contemporary Experience and Theoretical Knowledge”. He then addressed such issues as the suspension of time and space as a cyclical event, the current and present-day examples about migration that give priority to the present, and the identities that come from refugees.



Prof. Gbemisola Adeoti said “people see theory as a ‘dry area’ in scholarship”, especially a foreign-generated theory. He observed that theory is a fundamental element of scholarship that should not be different from the local or international way of discussing it. Moreover, most theories have antecedents in Western academics. He said theories offer the opportunity to predict and explain a problem in scholarship, that it is a rational part of thinking about a phenomenon, and that it is one area in which academics need decolonisation. He said this should start with our approach to theorising, and confidence should be demonstrated in the enterprise. He also affirmed the need for interdisciplinary research in generating ideas.



Manuscript Writing: Crafting Innovative Manuscript Titles and Introduction

Prof. Morenike Ukpong emphasised the purpose for writing manuscripts which is not primarily for promotion but for contribution to scholarship. She said, answering the knowledge gap should be the drive for writing manuscripts and itemised the processes of writing the introduction in a manuscript which includes: the background that will establish the context of the research, a highlight of why the issue needs attention, a conceptual framework for the study, and any theoretical framework that supports the conceptual framework, and the study objectives and hypothesis. She underscored the need for a writing style and made some recommendations, namely: starting one's paragraph with the message, dedicating a paragraph to a message, ensuring grammatical correctness, and paragraph transit, and using simple language by writing a story.



IIAS-MCF Inaugural Entrepreneurship and Employability Lecture

Prof. Jacob Olupona argued that entrepreneurship has become a significant word and venture in the education sector across Africa and the global world. He asked – “what place does entrepreneurship have in education; what do we mean by entrepreneurship education; and why might it be significant in the African context? He established a set of situation analyses, such as the crisis in liberal education and its curricula, colonial methods, poverty, and the information and technology revolution. He said entrepreneurship education focuses “on inspiring entrepreneurship potential, the mindset, skills, and knowledge to generate creative idea competence, supporting economic activity, and the entrepreneurship initiative to turn those ideas into action”. He noted the need to develop “key competence, supporting economic and social wellbeing of nations/countries” in the educational sector and recommended some entrepreneurship behaviors for the entrepreneurship education curriculum such as total commitment, perseverance, drive to achieve and grow, taking the initiative and personal responsibility, sense of humor, and seeking and using feedback. He urged that the idea of co-teaching in formal educational enterprises is of greater benefit to the present-day educational system and should be encouraged especially on the part of the students in widening and deepening their knowledge beyond their specific disciplines.



Questions about Fact, Fiction, and Literature

Prof. Moradewun Adejumobi explained the kinds of articles to look for as a guide in analysing texts. She interrogated the idea of using creative text to analyse autobiographies, citing Wole Soyinka as a pretender of autobiographical works. In this light, she remarked that fictional writings pretend to reflect what happens, by exemplifying with Wole Soyinka's *Ake*. She expounded on autobiographical writings showing the gap between reality and what is represented in them as work of literature. She argued that Wole Soyinka's *Ake* is seen as a wonderful autobiographical writing and not a history and that with autobiographies, we cannot assume that what we are reading is fact. She added that autobiographical writing is viewed as a created text because the writer has the license to image situations that did not happen since it is very delicate to recreate the past. She said we should not see any text as (an automatic) reflection of reality; because it only offers us an interpretation of what happens and does not show us the exact interpretation of what happens. She affirmed that treating a created work as reality is like confusing realism for reality. She established that some scholars with scepticism view creative historical texts, as they are seen as interpretation and affirmed that (literary) texts should be seen as a production rather than a reflection of reality. She added that created text is meaningful only partly about the culture from which it borrows its materials and people outside the specific culture will find the text irrelevant. She emphasised that the most important texts are always meaningful beyond the society and culture of the authors, and this should be one of our most important duties as critics. No text, even historical texts, is a reflection of reality, and our tasks as critics are to identify what has been aborted, left out, and silenced, she added. She concluded that close reading is legitimate, but we as critics will encounter a problem when we take close reading as a source of reality when analysing a text.

Networking & Mentoring: Sustainable Scholarship Through Mentoring and Networking



Prof. Charles Ukeje established the need for a mentor-mentee relationship, a lifestyle of the Convener and likewise cardinal in the IIAS. Moreover, he stressed that this kind of relationship can only work out well if the two parties are committed. He established the SWOT analysis by commenting on the mentor-mentee relationship. The S - Strengths: The mentee needs to have an established goal. The W - Weaknesses: As a mentee, you must acknowledge your weaknesses, and challenges and therefore be humble enough to meet your academic or professional needs even when the potential mentor grants you the gateway. The O - Opportunities: Mentees should endeavor to research potential mentors who can be sought after within the academic environment, personal associations, and published journals, amongst other pointers. He advised fellows to do extensive research. The T - Threats: The mentee should not ignore threats that could shape current and future operations in the course of the relationship. Moreover, such threats help the mentee develop strategic goals in the course of meeting the intended needs of the mentee. He concluded that a mentor-mentee relationship should be based on reciprocity, that is, the two parties must benefit from each other. Also, the emphasis is on having good ethics in such a relationship, he added.



Prof. Simeon Ilesanmi established the need for a mentor-mentee relationship by citing the Yoruba proverb, “*oni bere o kii si na*”, (whoever inquires does not go astray). He affirmed that one of the key ingredients of a mentor-mentee relationship is trust. Moreover, he asserted that trust cannot be built overnight, it takes time. For him, a mentor is somebody far more experienced than you; someone who can help you achieve your goal and build the kind of professional structure and heights you intend to achieve and reach. He gave some qualities of a good mentor: someone who has what it takes to give out, someone who is more knowledgeable and qualified than who you are, someone who is lovable, someone who is not judgmental, someone who is tolerant, caring, and patient. To him, at the center of any mentor-mentee relationship is a human relationship, which means having a sense of empathy toward others.



Prof. Jacob Olupona shared his views on the mentor-mentee relationship by drawing from his experience over the years. He affirmed that a mentee's career in academics begins in the graduate (i.e., postgraduate) schools. He stated that one's primary mentor should come from one's academic field of study as “these mentors know your strengths and weaknesses and are in the best position to write reference letters for you as an applicant”. He stated that the kind of mentors one is intending to choose should have a good name and character. He advised mentees not to prove smarter than their mentors when they are introduced to other mentors and scholars or their networks. He stressed the need to show humility on the part of the mentees in the mentor-mentee relationship and the need for commitment and respect in such a relationship in order not to abuse each other's personality. Also, he strongly advised mentees not to bite the fingers that might have fed them when they have arrived.



Manuscript Writing – Titling Academic Writing: The Tussle between Creativity and Craftiness

Prof. Taiwo Soneye defined a research “title” as a promissory note that should deliver the promised goods. She said a manuscript title has the potential to stimulate (or suppress) readers' interest, create an unintended impression of manipulation or totally misinform if it is poorly crafted. She said well-crafted, and precise titles could reveal writers' intellectual dispositions and provide visibility for their writings. She suggested that a title be assigned to a manuscript early enough, to serve as a guide to the writer because the essence of the writing is often embedded in the keyword(s) forming the title. She discussed prospects and problems of titling, emphasising that a creative title should be clear, brief, catchy, stimulating curiosity, and providing the targeted information. She said as academics, if we desire to decolonise knowledge, the right way to start is by decolonising our titles! She added that we must critically think, concertededly study, consciously and consistently title, and carefully translate (if needed). She noted that, the titles we assign our work reflect our creativity and attest our aversion for carelessness and craftiness. She suggested that indigenous words may be retained in titles so they do not lose their meaning and uniqueness, affirming that we do not need to translate our titles into English before they could be global, unique and sought after.

Publishing Your Research: Articles, Books, Dissertation, and Exhibitions (Poster)



Prof. Gareth Doherty discussed “landscape architecture” as a process of investigation, leading to new insights that could be efficiently shared. He explained how landscape architectural works can be turned into research and then published as articles, books, dissertations, and exhibitions, citing from his published works. He stressed the fact that to turn a dissertation into a book, the researcher must bear the audience in mind. He affirmed that in terms of writing, he writes every day, which has become a habit for him, and such a habit is important in research. He theorised the aspects of articles, books, dissertations, and exhibitions. He concluded that the essence of research is for national development.



Prof. Olatunji Adejumo asserted that the essence of publishing is to publish within the reach of the immediate people which in turn will solve the people's problems and challenges. Moreso, he affirmed that research should lead to the proposition of policies that will change the narratives of the people for the better. He projected that publishing research papers should be for policy making, hence the essence of research. He interrogated whether researchers were looking forward to benefit the global north, the local environment or to benefit themselves.



Prof. Bayo Amole discussed the challenges that scholars often face within the education system, drawing from his academic experience. He posited that the research to be conducted should not be disrupted by the so-called challenges but rather targeted to solve the problems within the nation. He affirmed that research is a community and therefore necessary to be connected to a mentor. Going further, he posited three unavoidable tasks that young scholars must undergo: they must learn how to read, write, and think. He affirmed that the notion of “thinking” is the most difficult task that every researcher needs to do. He argued that conceptual thinking is the biggest problem evident in academics, especially amongst emerging researchers. He concluded that publishing is a gradual process and therefore necessary for up-and-coming scholars to get a good mentor. Moreover, he stated that decolonisation of the mind must take place before the desirable decolonisation will eventually take place.

Gender and Africa: Feminist Theory and Methodology



Dr. Simidele Dosekun opined that Gender Studies does not entirely center on the study of women, but rather on what society and culture understand as a social structure of being a man or woman without infringing on each gender's inalienable rights to live and survive. She asserted that Gender Studies is interested in gender relationships, gender identities and ideologies (social constructions), gender politics and power role play, gender history and culture, and gender norms, amongst other factors she centered her discussions on.



Dr. Sharon Omotoso said that “even while working in the field, gender should always be at the center of insights”. She affirmed that the specific issues of oppression and suppression, race, identities, and ideologies in our research should be historicised and brought into the limelight of proffering and offering solutions to future challenges. She underscored that gender research should center on how men and women are affected, drawing from the social factors that affect both genders. She advocated the need for specificity in feminist research, which could spotlight women in research by highlighting and uncovering hidden identities and ideologies. She opined that theorising in gender studies within the African contexts should largely focus on African feminist works and how they could be incorporated into theories unlike adopting Western philosophies which are incapable of solving the African gender issues.

The Academic Community's Role in Africa's Progress



Dr. Oluwakemi Adesina claimed that the present African academy no longer focuses on Africans' problems and challenges. She affirmed that the threats to Africa's African system that also have damaged the academic communities are unhealthy and corrupt leadership or bad governance, inadequate funding, poor network system, and no technology. She hinted at the active role the academic community needs to play through research in influencing governmental policies. She concluded that, despite the obvious and numerous challenges facing the academic environment, researchers should continue to contribute toward reforming the Nigerian and African environments through research and curriculum development.



Prof. Adeleke Adeeko in his presentation on “Small is the Number Undone by Knowing; Countless are Undone by Not Knowing How” noted that intellectuals need to be self-aware and fiercely find ways to contribute toward national development. He theorised the topic drawing from D. O. Fagunwa's two texts, “Ogboju Ode Ninu Igbo Ironmole” and “Igbo Olodumare”, for the rich, historic, innovative, and aesthetic use of language that garnished the two genres. He asserted that the texts benefit intellectuals in the area of knowledge and power. He viewed the intelligentsia as social science influencers saddled with the responsibility of national development through research, creativity, and innovations. He recommended that the intelligentsia must participate actively and forge an intelligentsia of interest (collaborative efforts from the sciences, social sciences, and the arts and humanities) tied to a specific location toward national development.

Paths to Academic Leadership and Administration: Intellectual Humility and Virtues



Prof. Eyitope Ogunbodede, in his presentation titled “Academic Culture and Value: The Right Orientation for Virtues” emphasised the issue of protocol as often found in the Nigerian system which he advised to be minimised. He referred to academic culture as the attitudes, values, and ways of behaving shared by people who work within the universities, such as lecturers, researchers, and students. He affirmed that academic culture provides the main background for knowledge increase and has a great impact on knowledge creation, research, and innovation and gave some dimensions of academic culture that could be derived from core functions of universities such as collegiality, scholarship and research, teaching and learning, student development, job satisfaction, administrative requirements including statutes, laws, and regulations, adapting to new technologies, professional growth and development. He established that academics must aim to achieve leadership positions since leadership is the ability or action to influence, inspire, and guide a group of people or an organisation toward a goal. He concluded by encouraging fellows to strive to contribute to their unit and university communities.



Emeritus Prof. Funmi Bickersteth advised that intellectual humility and other virtues be adopted in the academic environment. She defined intellectual humility as the inner awareness that is demonstrated based on virtues. She described academia as an evolving enterprise not based on dogmatism. She emphasised the need to look out for new ideas, information, and knowledge in solving the various problems of humanity and how intellectual humility works daily. She said information and the acquisition of managerial and administrative skills are germane for anyone to function in the administrative environment, adding that intellectual humility should be patterned along with intellectual efficiency and effectiveness. She cited some advantages of being intellectually humble, including follower-centered leadership and access to many sources of information.



Prof. Jacob Olupona added that leadership within the academic environment is saddled with the collaboration between teaching and non-teaching staff in finding lasting solutions to the numerous challenges and threats posed by the education system in Nigeria. He said such collaboration paves the way for capital planning, innovation, and the maintenance of law and order. He emphasised the roles of the Office of Research in terms of research, innovation and development within the local and global space.



Prof. Simeon Ilesanmi affirmed that leadership is an essential component of university life. He noted that leadership understood in the managerial or administrative sense is not the only plane to becoming a leader. He opined that leadership also entails the act of being an expert in one's career or field, contributing to research and knowledge. He established that leadership could be incompatible with work, life balance, and time factor, among others. In navigating the process of leadership, he emphasised the need to take up responsibilities given within the academic environment.



Manuscript Writing: Presenting Findings and Results

Prof. David Ogungbile asserted that a manuscript is a typed or handwritten piece that is useful in every stage of scholarship, whether doctoral or postdoctoral dissertation. He engaged participants with the techniques of crafting good titles for manuscripts and affirmed that the title aims to motivate the reader. He opined that the title should clarify the subject matter and that the number of words put into the title should be moderate. He further justified that the title of the manuscript provides the bases and boundaries for literature reviews and likewise serves as a road map for appropriate methodology. He emphasised that methods and methodology are useful for data interpretation, analysis, selection, and collection. He discussed where findings and results are derived from and noted that findings could either strengthen or disprove the objectives. He further related with the fellows on what language should be adopted for reporting data. Conclusions were drawn from his presentation that the simple past tense, past tense, or present tense could be used in the body of the work while the past tense would be appropriate for the discussion of results.

Advancing Academy in Africa: The Role of Scholars



Prof. Charles Ukeje interrogated the current state of the academy, stating that, reflecting on the past, and understanding the present, to project into the future is essential. He stated that although the academy is alive but not well. He discussed the context of the socio-economic and political crises of the 1980s in Africa, the impact of the neo-liberal reform agenda on higher education and the academy, and how the government is not bothered about the intellectuals and education system in terms of funding, the roles scholars play in tackling the act of killing university education, and the role of technology in addressing some of the deficits in the education system.



Prof. Simeon Ilesanmi made some submissions by interrogating scholars' roles and intellectuals' identities. He asserted that scholars are expected to serve as intellectual guides to society by helping society construct the metaphors of self-awareness and self-belonging in politics and governance. He went further to unearth some of the issues that have bedevilled the Nigerian education system, especially the tertiary education such as, overpopulation or over-enrolment of students in public universities, and how scholars explain the poor state of the education system.



Prof. Femi Mimiko argued that the foundation of scholarship in the world lies in individual and collective responsibilities. He discussed the tuition of neoliberalism in the African academy and acknowledged that the essence of scholarship is knowledge creation, knowledge dissemination, and knowledge usage. He enumerated the four layers for enhancing the quality of education based on epistemological issues relating to the education system in Nigeria and Africa as a whole, operational and methodological issues in the academic institutions, and policy orientation, as most of the education policies made are not evidence-based in the Nigerian education system and Africa. He sensitised scholars on the need to be public intellectuals.

Africa/Nigeria and the World - Prof Abiodun Alao and Prof Olufemi Mimiko speak...



Professor Abiodun Alao buttressed the issue of, “you either publish or perish” catchphrase which has (re)created the Nigerian academic system. He posited the idea of “publish, but quality work”! He identified key issues linking Nigeria, Africa, and the world. He emphasised that the first key Nigeria and Africa need to consider in relation to the world is the new world order. More so, he deliberated on the contagious effect of religion and localisation, the external ramifications of youthful involvement, and how African relevance to the global community can significantly increase.



Professor Olufemi Mimiko based his presentation on the theme of the IIAS 7th Annual Summer Institute 2023, “Advancing Africa through the Academy: Innovation, Creativity and Service”. He posited the need for a new governance structure that is capable of addressing the conflicting interests of the society, and regional integration, amongst various issues. He concluded on the need for regional integration, Africa recognising her relationship with the local system, and political economy, prioritising knowledge creation in terms of funding and support for the academic, and portraying global inspiration amongst all the possible factors for driving development in Nigeria and Africa as a whole.



IIAS Annual Research Grant Competition for Early Career Researchers

At the 7th Summer Institute, **Prof. Afe Adogame** reaffirmed the willingness of the IIAS family to sustain an incentive platform for the IIAS research grant competition, which is widely open to all fellows of the Institute. Early career researchers who are IIAS fellows had earlier been invited to apply for the grant. Among the several applications submitted for the session, only five proposals were finally selected after a thorough review. Each of the five awardees then got a five-hundred US dollar (\$500) grant. The profiles of the awardees are given on the next page.

The July/August 2023 IIAS 7th Summer Institute Closing Ceremony

The 2023 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 appreciates the support from Mastercard Foundation and the Olupona Foundation for their support. 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 in new methods innovative research, challenge existing paradigms, and set examples in all their endeavours.

2023-2024 IIAS GRANT AWARDEES



Name: Emoruwa, Esther Abimbola-Omolara
Position: PhD student, Department of Theatre and Media Arts, Federal University, Oye-Ekiti, Ekiti State, Nigeria
Research Topic: “Contextualizing the Sociology of Sexuality in Scenography and Nigeria's Space”
IIAS Mentor: Dr Nkatha Kabira



Name: Asare, Seth Nyarko
Position: PhD student, University of Ghana, Legon,
Research Topic: “Responsible Stewards: Illegal Mining 'Galamsey' and Stewardship in the Eastern Region of Ghana Christian Environmental”
IIAS Mentor: Dr Sheila Otieno



Name: Dr Levi Ekwa Mokake
Position: Asst. Lecturer, Department of Linguistics & African Languages, University of Bamenda, Cameroon
Research Topic: “Communication in Bride Price Negotiation: A Sociolinguistic Documentation of Verbal and Nonverbal Communication Techniques in Bride Price Negotiation in *Isubu*”
IIAS Mentor: Prof. Taiwo Soneye



Name: Starris-Onyema, Promise Nkwachi
Position: PhD student, Department of Sociology, University of Ibadan, Ibadan, Nigeria
Research Topic: “Adoption of Health Insurance Scheme and Health-seeking Behavior among Employees of Private Organizations in Enugu State, Nigeria”
IIAS Mentor: Prof. Margaret Lombe



Name: Tulani Francis L. Matenga
Position: PhD Student & part time lecturer, University of Zambia, Zambia. Research Fellow, Centre for Infectious Diseases, Lusaka, Zambia
Research Topic: “Exploring the Integration Processes of Complex Interventions into Routine Healthcare Practice: A Case Study of HIV/NCD Integration into Zambia's National HIV Program”
IIAS Mentor: Prof. Morenike Ukpong

IAS FELLOWS ARE BREAKING NEW GROUNDS AND WINNING AWARDS!



Name: Dr Ademola Adesola
Cohort Year: 2017
Award: Mount Royal University Grant for a New Initiative, African and Black Writings in Canada Series: Enhancing Equity, Diversity, and Inclusion through Stories and Conversations
Year of Award: 2023
Institutional Affiliation: Mount Royal University



Name: Dr Ekundayo Opeyemi
Cohort Year: 2017
Award: African Consortium of Law and Religion Studies (ACLARS) Travel Grant
Year of Award: 2022
Institutional Affiliation: Obafemi Awolowo University



Name: Helena Osei-Egyir
Cohort Year: 2021
Award: 2023- Queen Elizabeth Scholar on a short visit.
Year of Award: 2023
Institutional Affiliation: Kwame Nkrumah University of Science and Technology



Name: Dr. Tolu Osayomi
Cohort Year: 2017
Award: AfOx TORCH Visiting Fellowship.
Year of Award: 2024
Institutional Affiliation: University of Ibadan



Name: Dr. Morufu Omigbule
Cohort Year: 2022
Award: Fellowship of Ghent University, Belgium
Year of Award: 2024
Institutional Affiliation: Obafemi Awolowo University



Name: Chukwuemeka N. Oko-Otu
Cohort Year: 2023
Award: World Scholar Travel Fund Scholarship
Year of Award: 2024
Institutional Affiliation: University of Buckingham

Sustainable Development Goals, Multidisciplinary Research, and Game-Changing Research Tactics



Professor Desola Olumide

Research has a lot to do with SDGs as far as the seventeen goals are concerned. Research is critical to achieving the goals of SDGs as a result of several relevant interventions. It will always help inform the subsequent goals of SDGs. Therefore, research must be examined in a broader vein, and we must be intentional about the type of research we want to carry out. A good researcher must possess the five qualities: curiosity, analytical ability and foresight, determination, collaboration, and communication towards positing the subsequent goals of SDGs.



Dr. Nadia Sam-Agudu

Understanding some concepts such as multidisciplinary, interdisciplinary, and transdisciplinary is needed for collaborative and interactive research. A collaborator is a long-term partner in academics. Collaboration is essential to go fast and far in research. Some helpful and useful tips toward achieving greater and more successful research include building or joining meaningful collaboration, becoming a great collaborator or mentee, building oneself, and thinking big.

IIAS-SCIENCE INSTITUTE

November 21 – November 25, 2023

A Synopsis of the 2nd IIAS-Science Institute Keynote Address on “Decolonizing Science Research: The 'Why' and 'How' by Professor Rasigan Maharajh

Prof Rasigan Maharajh was the keynote speaker at the November 2023 IIAS-Science Institute program. In his keynote titled “Decolonizing Science Research: The 'Why' and 'How'“, Prof. R. Maharajh emphasised the role of science in developing the world. Central to his address is the assertion that our comprehension of the natural world must undergo profound transformations to effect meaningful changes. He underscored the imperative of decolonising our perspectives, asserting that our minds and viewpoints have been subject to colonisation. He proposed some areas of collaboration among African countries in terms of multidisciplinary, interdisciplinary, and transdisciplinary research, innovation, and development among African institutions of learning, including financial support from the government and private individuals and organisations.

In his response to rethinking the current landscape, Prof. Maharajh scrutinised the global response to the COVID-19 pandemic, unveiling underlying profit motives that overshadowed genuine health concerns. This critique served as a microcosm of broader issues within the scientific community, where commercial interests often eclipse the pursuit of public good. By questioning prevailing paradigms, Prof. Maharajh laid the groundwork for reimagining science as a catalyst for inclusive progress. In reconnoitering the unpacking evolutionary history, Prof. Maharajh explored the complex interplay between African and European civilisations, tracing the enduring legacies of colonial encounters. These historical



Professor Rasigan Maharajh
Founding Chief Director at Institute for Economic Research on Innovation, Tshwane University of Technology, Gauteng, South Africa; and the Chair of the Southern Africa Node of the Millennium Project.
Keynote Speaker of the 2023 Summer Institute

dynamics continue to shape contemporary socio-scientific landscapes, underscoring the need to confront entrenched power structures and epistemic hierarchies. By illuminating historical injustices, Prof. Maharajh underscored the imperative of decolonising our collective consciousness. **Moreover, to navigate colonialism, ecology, and technology**, Prof. Maharajh dissected the intertwined forces of colonialism, ecological degradation, and technological advancements, revealing their profound impact on global systems. He

elucidated how colonial imperatives have historically shaped scientific knowledge production, perpetuating systems of domination and exploitation. By foregrounding these interconnections, he emphasised the urgency of reorienting scientific inquiry toward emancipatory ends.

In addition, Prof. Maharajh proposed some collaborative frameworks in academia and the entire human world. He advocated collaborative approaches to multidisciplinary research, innovation, and development among African nations, emphasising the potential of South-South cooperation and public-private partnerships in fostering inclusive growth and addressing systemic inequalities. By foregrounding the role of collective action, Prof. Maharajh underscored the transformative potential of collaborative endeavors in shaping a more just and sustainable future.

Finally, the subsequent discussions and comments from attendees underscored the resonance of Prof.

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EXPERIENCE AT THE IIAS SCIENCE INSTITUTE: FELLOWS AND FACILITATORS SPEAK...



Dr. Adaobi Okonji

The STEM Program has been a life-impacting and era-defining one. The IIAS is indeed for collaboration, training, and networking, amongst others.



Dr. Adekunbi Malomo

My first contact with IIAS in the year 2022 on the issue of collaborative research was awesome. Since then, I have always been benefitting from both national and international collaborative research and networking.



Dr. Bamigboye Olukemi

The idea of empowerment is always made available for early career researchers, beginning from my engagement at the STEM Conference titled "STEM As a Possibility" which has made my journey with IIAS era-defining.



Dr. Oloniyi Ibidunni

The STEM Program has always been filled with mind-blowing experiences. IIAS stands on the shoulders of giants who are always ready to shoulder early career researchers. IIAS is without doubt a place for collaboration and networking.



Prof. Temitope Olomola

IIAS is a grooming ground where demands are highly placed on fellows towards the positive sides in any situation, they find themselves, as far as national consciousness and nation-building are concerned. Overall, the Institute focuses on the change of worldview where researchers are open to collaboration and global relevance.

IIAS-SCIENCE INSTITUTE

November 21 – November 25, 2023

Cont'd from pg. 20

Maharajh's ideas, affirming the imperative of decolonising science research and fostering interdisciplinary collaboration. He concluded by saying that, as we navigate the complexities of the modern world, it is incumbent upon us to heed his call for transformative action and collective agency

in reshaping the contours of scientific inquiry and that by embracing inclusive approaches and challenging entrenched power structures, we can forge a path toward a more equitable and sustainable future for all.



Some of the Facilitators at the 7th IIAS Summer Institute



Dr. Enoch Gbadegesin, Obafemi Awolowo University (OAU),
Omigbule Tayo (OAU)



Prof. Gareth Doherty (Harvard University), Dr. Tayo Owoye
(Glasgow Caledonian University)



Prof. Sola Akinrinade (OAU), Mrs. O. I. Abogan (The Bursar, OAU)



Prof. Tracey Hucks (Harvard University), Prof. Melissa Bartholomew
(Harvard University)



A snapshot of fellows at the 7th IAS Summer Institute in August, 2023



L-R: Oluwaseun Mabel Olagunju (OAU), Dr. Eunice Omolara Olarewaju (OAU), Prof. David Ogungbile (OAU), Prof. J.K. Olupona (Harvard University), Edith N. Uwalaka (OAU).



L-R: Prof. Olukemi Rotimi (OAU), Prof. Eytlope Ogunbodede (OAU), and Prof. Tony Akintomide (OAU)



Allwell Sunny Njigwum (Ignatius Ajuru University of Education, Port Harcourt), Prof. Melissa Bartholomew (Harvard University), Dr. Ngozi Dora Ulogu (Nnamdi Azikiwe University, Awka)



Dr. Catherine Oyetunji-Alemmede (OAU), and Dr. Babalola Oyeyemi (OAU)

FACILITATORS OF THE 2ND IAS-SCIENCE SUMMER INSTITUTE SPEAK ON ISSUES CRITICAL TO THE ACADEMIC COMMUNITY

Critical Thinking: The Art of Questioning



Professor Marcus Eleruja explained that critical thinking is an innate characteristic that is important in all disciplines and all stages of research. He said Physical Science depends on critical thinking to grow and without depth, the essence of critical thinking cannot be seen. He added that Questions are a prerequisite for critical thinking and without questioning what is germane to critical thinking cannot be known. Noting that powerful questions invite creativity and new possibilities, he asserted that critical thinking and Questioning are the vehicles for conducting teaching, learning, and research in physical science and powerful questioning gives more and better insight into critical thinking.



Dr. Soji Ilori spoke on the importance of Intellectual humility in every argument, noting that intellectual standards are crucial because they present research with every basis it needs. Right questioning, he said, is crucial to critical thinking and that the unique quality of an engineer is in the modality of their thinking as they design any form of constraints. He added that critical thinking and problem-solving can be taught, practiced, and evaluated and thus can be integrated into every course that is being taught.



Prof. Boladale Mapayi described critical thinking as a process by which we examine, analyse, question, and challenge situations, issues, and information of all kinds. She added that critical thinking is not only necessary for research even though it is an important part of it, but it is important in making life decisions and affects the details of our lives. She said critical thinking could also be seen as an intellectually disciplined process of actively and skillfully conceptualising, applying, analysing, synthesising, and or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action.

Controversies: Deconstructing Exploitation in Science Research



Professor Douglas BATTERY expounded controversies surrounding the exploitation of science research from the lens of the 17 goals of the United Nations Sustainable Development Goals (SDGs), which are birthed to transform the world. The science and technology communities, he said, include industrial, academic, and national and international laboratories, and the interlink between the STEM and non-STEM disciplines is therefore quite relevant for sustainable outcomes.



Prof. K. S. O. Oyedeji added that the exploitation of society could be caused by both the researcher and the series of research conducted and that, as researchers, we should know that we should not humiliate a fellow human being in the process of carrying out a series of research. He said further that, the primary source of data should not be neglected in terms of the distribution of the gains that come out from research and the knowledge taken from a source should not be handled as one's original knowledge.

Artificial Intelligence and Decolonizing Science



Professor Ibrahim Adeyanju discussed the benefits of the major branches of Artificial Intelligence (AI) to research, including machine learning, robotics, expert systems, natural language processing, natural networks and deep learning, and computer vision. He added that decolonising science deals with addressing traditional/modern scientific practices, and embedded historical and systematic biases, amongst other issues.



Professor Morenike Ukpong described the society we have built so far as a reinforcement of the Eurocentric communication in our biomedical and medical training. She added that we have built our healthcare system in a eurocentric mode, leaving behind our African model. She noted that bringing in AI and using its Eurocentric training and language only estranges our people from their culture and that we are at the brink of change with AI as another point of revolution. She said it will be good if AI Evolution can promote and adopt our African culture but that as things are, AI is going to take over thinking and everything. She then admonished that in engaging with the AI evolution, we have to consciously deconstruct decolonisation by ensuring that the AI's language and education is *Africentric* and not Eurocentric in its communication.



Professor Odetunji Ajadi Odejobi said the Yoruba Intellectual Tradition is called “*arokun*” while the European Intellectual Tradition is called philosophy. He added that the instrument of language will determine permissible responses and answers, and the three categories of the instrument of language in Yoruba are instruments of regular language (which is used to express context), context-neutral language (which is context-free), and context-sensitive language. He said philosophy believes that truth can be proven and expressible, and *Arokun* believes that truth can be inferred. He added that, one evidence of the Yoruba Language is that it does not have a counting system but the Yoruba people have a counting scheme and it is different from other counting schemes. To him, the concept of AI is contradicting and its questions are vague.

Why and How to Promote Africa When Writing Proposals for Research Grants



Professor Temitope Olomola said a research grant is a financial award given by a funding organisation which could be government, private, or business but such funds are meant to support the investigation and exploration of specific research questions. He noted that promoting Africa in writing research grants is a strategic investment in the future of the global scientific process, not just a philanthropic endeavor. There is a need to include the peculiarity of Africa in research proposals, and that this is not only limited to diversity but also the immense contribution the continent can make to the advancement of knowledge.



Prof. Oluwaseunfunmi Tale Arogundade said the idea of inclusivity in research is targeted to investigate African challenges and proffer lasting solutions to them. The Prof. noted that diversity of perspective is the first reason to be considered in promoting Africa in research writing and Agriculture can be managed to solve global problems. Research grants served as a key to tapping into untapped potential.

Collaborative Research for National Growth and Development



Professor Segun Alatise defined Research collaboration as the coming together of two or more researchers toward actualising effective research goals. For research collaboration, collaborators have many mentors from which to benefit. One key feature of research collaboration is that it can be either a short-term or long-term research collaboration. Collaboration, he said, can be between an academic institution with another institution or with a non-academic institution or platform. He added that, some basic traits for research collaboration include listening ear to both expressed and unexpressed suggestions, good communication skills, teamwork spirit, interpersonal skills and strengths, shared resources, etc. He concluded that the essence of research collaboration is not in writing and publishing but rather in solving humanity's problems.



Dr. Margaret Japhet added that collaboration is a necessary part of the academic environment and entails such concepts as collaboration, collaborative research, national growth, and development. For any collaborative research, there is always a task to be accomplished. Some qualities of true collaboration include open-mindedness, teamwork spirit, and hard work. Research collaboration brings talents together.



Prof. Oliver Ezechi stated that collaborative research entails such concerns as mentor-mentee relationship, timeliness, research agreement, institutional fees, non-verbal communication, teamwork and interference, leadership skills, and guidance, amongst other concerns.

Life Course Approach to Research



Prof. Ngozi Enelamah reiterated the importance of a decolonised approach in life course and the inclusion of life-course measures in research, culturally appropriate measures, research discipline, and rigor.



Prof. Eme Owoaje said the life course approach to research cuts across the review of policies to research, especially from the side of the government in terms of funds, availability of digital technologies, the inclusion of Indigenous cultures, access to literacies, and collaboration to research. The key way to put a stop to the 'Japa' syndrome and brain drain is to address the government to be able to provide policy statements that can boost the economy; hence, there is the need to interrogate the issue of the 'Japa' syndrome, she added.



Prof. Lanre Ikuteyijo explained that life course perspectives can be multidisciplinary, interdisciplinary, and transnational and that the availability of data should be considered when embarking on life course research.

Contextualising the Design of Science Research



Dr. Aminu Yakubu

It is necessary to make research valuable to society, as was the case during the COVID-19 pandemic. Lack of contextualisation often results in catastrophic situations; hence, the importance of contextualisation cannot be overemphasised as far as the benefit of balance of research studies is concerned.



Dr. Alice Neequaye

There is a need for decolonisation, and to decolonise research, we need to do more in terms of mobilising research funds domestically.

Making Research a Life-Sustaining Source of Income



Prof. A. J. Akindele said that to make research a source of sustaining income, we should think outside the box and look for an alternative source of income. He added that action is characterised by the need to identify a local challenge and find solutions to the problem. Also, posited that keying into grantsmanship makes research a sustainable source of income for quality research cannot be conducted with quality output, without the funding to support the research. He emphasised that innovative ideas, strategic collaboration, and a connectedness of passion with what we are doing are key elements in writing a grant proposal. He concluded that intellectual Property is important to protect the output of our Research.



Prof. Kayode Ijadunola defined research as the process of seeking out knowledge and said that biomedical research looks at ways to prevent or cure diseases that lead to illness and death in humans and animals. He highlighted, winning grants, consulting for companies or organisations, publishing and royalties, book sales, intellectual property and licensing, and freelance writing as sources of income for researchers. He added that research income can be sustained by research grant success rate, collaboration, reputation held in the research world, and ability to attract funding or consultancy opportunities based on individual accomplishment and stage of career. He encouraged researchers to work in multidisciplinary teams that bring diverse expertise to the table to write grant-winning and impactful proposals.



Prof. Abiodun Ogunyemi stated that social, scientific, and economic impacts must drive our research and that we must develop innovations for solving simple to complex societal problems. High-quality research should be used to drive national and international policymaking.

Career Development and Self-Assessment



Dr. Mary Obiyan described self-assessment as the ultimate for self-analysis. She said career progression requires actionable steps, continual education, and strategic planning, noting that some career development tools include networking, training, and mentorship. She identified some challenges to career development including balancing work and life, managing a high volume of information, judging activities to ensure better management, and adhering to one's field as an academic, and observing scientific guidelines.



Prof. Joshua Aransiola defined career development as a proactive process of subscribing to training programs, education, certifications, networking, nurturing, advising, and mentorship. He noted that constant self-assessment is important in career development as it reveals the areas of strengths and weaknesses and the place of adjustment and balance. He established the importance of goal-setting, implementing plans, acquiring skills, reflecting regularly, seeking feedback, and adapting. He noted career development challenges such as limited opportunities, lack of support, and improved performance.



Career Skills and Practice – What Next? Make Your Career a Work and Not Just a Job

Dayo Reiman clearly distinguished between a job and work on the planes of nature, motivation, engagement, fulfilment, goals, view of time, and legacies. She said the essence of a true researcher should be to seek to add value to society, be involved in a deep commitment to advancing knowledge, contribute to academic or scientific fields, and pursue intellectual challenges. She added that moving from job to work is an intentional step that should transform our career into a journey of continuous learning, meaningful challenges, and lasting impact, and that embracing our passions and purpose will enrich our professional experience.



Researching Science in a Martial Art

Prof. E. Ezeanolue

The four main qualities of martial art are integrity, discipline, focus, and perseverance. Early career researchers should develop and acquire skills and build investment in themselves, maintain efficiency and time management, build their collaboration, and finally think of their institution. Also, they should invest heavily in their skills, collaboration, and the institutions where they hail from.

IIAS-SCIENCE 2023 GRANT RECIPIENTS



Afolabi Adebukunola Olajumoke is a registered nurse (midwife and public health nurse) and a doctoral student at the Department of Nursing, Obafemi Awolowo University, Ile-Ife. She is passionate about Maternal, Child health, Gender, and Policy issues and envisions health system research which offers a global best professionalism in planning, organising, and delivery of quality care to women and newborn child across all settings. She has conceptualised, collaborated, authored, co-authored, and published several empirical studies.



Charity Kanyika-Mbewe is an analytical and environmental chemist, with experience in water quality, water resources management, engineering, and development. Initially trained as a pure chemist and later specialised in water quality and environment as an applied chemist. She is currently doing a PhD in Applied Chemistry specialising in Water Resources, Management, and Development at Mzuzu University, Malawi. She has experience in research and development and has published her work in a high-impact international journal.



Robert Kwesi Reeks is a master's student in the Department of Medical Biochemistry, at the University of Ghana Medical School. His Research Interest is in Biomarkers and Diseases. His Undergraduate Research was on "Assessing the Anti-Inflammatory Activity of Secondary Metabolites Produced by *Trichoderma Viride*". His other projects conducted include the detection and Removal of Formalin in Fish and the health Implications of Consuming Fish Laced with Formalin.



Damilola Olanipon is a lecturer in the Department of Biological Sciences, Afe Babalola University, Ado Ekiti. Her research encompasses plant biotechnology concerning molecular biology. She recently completed her PhD in Plant Science and Biotechnology and she has published up to 8 articles and a book chapter. She has also presented her research findings at conferences both to local and international audiences. She is committed to making use of opportunities to develop herself.



Omolola Oshosanya is a Doctoral Student in the Department of Soil Science at Obafemi Awolowo University, Ile-Ife, Nigeria. Her research focuses on the use of geospatial technology in agriculture.



Dr. Debisi Araba,
Visiting Research Fellow,
Centre for Environmental Policy,
Imperial College, London and
Former Managing Director
Africa Green Revolution (AGRF).



Prof. Kehinde Taiwo,
Professor of Food Science and
Technology, Obafemi Awolowo
University, Ile-Ife, Nigeria.



Dr. Portia Adade Williams,
Research Scientist,
CSIR-Science and Technology
Policy Research Institute
(CSIR-STEPRI), Accra-Ghana.

A Summary of the Third Guest Lecture Series

Dr. Adebisi Araba, a visiting research fellow at the Center for Environmental Policy, Imperial College London, delivered the third guest lecture titled "Navigating the Complexities of Agricultural Transformation: Pathways and Barriers." He characterized agriculture as a process driven by both public sector facilitation and private sector leadership, involving multiple stakeholders and beset by numerous challenges. Dr. Araba emphasised that failures in agriculture are often interconnected with failures in other systems. His lecture posed fundamental questions. "Are farmers poor or are poor people farming? Should the food system prioritise cheap food or support wealth creation among farmers? How can we address the adaptive challenges essential for agricultural transformation?" Responding to these questions, Dr. Araba concluded that the prevalence of poor farmers signifies a market failure, yet the issue of poverty in farming demands solutions through rural transformation. He stressed, "Agricultural transformation is not merely a technical issue but an adaptive challenge."

Responding to the lecture, Prof.

Kehinde Taiwo, a professor of Food Science, discussed the food processing perspective. She defined agricultural transformation as "moving from a high prevalence of subsistence farming to high productivity." Prof. Taiwo stressed the importance of raising awareness among the public about advanced technologies and underscored the necessity for increased investment in research and development. She also advocated for a global approach to address the complexities inherent in agricultural systems.

Dr. Portia Adade Williams, a research scientist at CSIR-STEPRI, offered insights in response to the lecture. She emphasized the pivotal role of smallholder farmers and the profound impact of climate change on the African food system. Dr. Williams underscored the importance of economic sustainability, stakeholder engagement, and the necessity to repurpose public support to incentivise transformation within the food system. She concluded, "We need public support to be shifted to achieve better outcomes of livelihood and food systems for Africa, if things will work."

A Summary of the Fourth Guest Lecture Series



Prof. Rita Charon,
Chair, Medical Humanities and
Ethics, Executive Director,
Columbia Narrative Medicine,
Columbia Vagelos College of
Physicians & Surgeons,
New York, USA



Dr. Wale Okediran
Secretary General,
Pan African Writers
Association,
Accra, Ghana

The institute's fourth guest lecture, "The Radical Thrust of Narrative Medicine: Transformation by Attention and Interpretation," was delivered by Prof. Rita Charon, a pioneer in Narrative Medicine from Columbia University. She defined Narrative Medicine as "a scholarly, clinical, educational discipline that attempts and succeeds in part to fortify the healthcare". She highlighted the significance of empathy, permeability, humility, discernment, and creative courage in narrative medicine. Prof. Rita engaged participants with a visual analysis of images, exploring how different perspectives and emotions can be evoked from the same image. She concluded that "one cannot know without

seeing, one cannot see without conferring some kind of form on what is seen".

In conversation with the guest lecturer, Dr. Wale Okediran, a medical doctor and accomplished writer, posed thought-provoking questions. He inquired, "Over the years, has there been an empirical study to confirm that bringing humanity/literature to medicine has improved healthcare?" "Especially for a developing country, will creating more academicians in the field of narrative medicine be beneficial in the long run?" to mention a few. In conclusion, he underscored the significance of storytelling in exploring issues of development, healthcare, and connecting with younger generations.



L-R: Dr. Catherine Oyetunji-Alemmede (Obafemi Awolowo University),
Mrs. Joesphine Olupona, Dr. Babalola Oyeyemi (Obafemi Awolowo University)



Dr. Adebisi Oluwashina (University of Ilorin), Ibukunolu Oludude
(Obafemi Awolowo University), Dr. Felicity Apaah (University of Ghana)

THE IFE INSTITUTE OF ADVANCED STUDIES 2023/2024 WEBINAR SERIES

The *IIAS* Faculty provide Fellows with theoretical and practical knowledge on issues concerning scholarship, research, writing, and publication skills through the webinar series which have been quite rewarding:

2023/ 2024	TITLE OF PRESENTATION	PRESENTER (S)	DISCUSSANT(S)/ RESPONDENT(S)
September 2023	Making Sense of Interdisciplinary Collaborative Research Grants: Tips towards writing an interdisciplinary research proposal	Prof. Afe Adogame	
January 2024	(In-house Lecture) Career Goals and Strategies for Career Advancement in 2024	Prof. Afe Adogame	
February 2024	Follow-up Workshop on Setting Career Goals	Dr. Omotayo Owoeye	
	Virological Marker of Rubella Virus Infection Among Pregnant Women in Rivers State, Nigeria	Dr. Chioma Chimbundum Adim, (University of Port Harcourt, Rivers State, Nigeria.	Dr. Adeola Fowotade (University of Ibadan, Nigeria)
	The Cytotoxicity of Breast Cancer MCF-7 Cell Line Treated with Different Wavelength of Low-level Laser	Habib Ahmad Ibrahim (Aliko Dangote University of Science and Technology Wudil, Nigeria	Prof. Pascal Tchokosa (Obafemi Awolowo University)
	The Gravest Problem of the Country: Medical Sanitary Controls, Venereal Disease in Six Colonial Nigeria	Adewale Onagbesan (University of Lagos, Nigeria)	Prof. Babatunde Decker (Osun State University Osogbo, Nigeria)
March 2024	Women Scholars: Breaking Barriers; Shaping Societies	Emeritus Professor Funmi Togonu-Bickersteth Prof. Funmi Soetan Prof. Dianne Stewart	Dr. Sheila Otieno
April 2024	Publishing for Impact and Global Recognition	Prof. Charles Ukeje (Obafemi Awolowo University, & Prof. Tolulope Sajobi (Cumming School of Medicine, University of Calgary)	
May 2024	3 rd Guest Lecture Navigating the Complexities of Agricultural Transformation: Pathways and Barriers	Dr. Adebisi Araba (Visiting Research Fellow, Centre for Environmental Policy, Imperial College London)	Prof. Kehinde Taiwo (Obafemi Awolowo University & Dr. Portia Williams, (CSIR-Science and Technology Policy Research Institute, Accra-Ghana)
June 2024	4 th Guest Lecture The Radical Thrust of a Narrative Medicine: Transformation by Attention and Interpretation	Prof. Rita Charon (Vagelos Colleges of Physicians and Surgeons, Columbia University, USA)	Dr. Wale Okediran (Pan African Writers Association, Accra, Ghana)



Snapshot of facilitators and participants at IIAS 2023



L-R: Prof. Eytipe Ogunbodede, Prof. Yomi Daramola, and Prof. Jacob Olupona



Dr. Ngozi D. Ulogu (Nnamdi Azikiwe University), Prof. Dianne Stewart (Emory University), Dr. Mirian N. Alike (Nnamdi Azikiwe University), Ifeyinwa David-Ojukwu (University Of Nigeria)

Snapshot of facilitators and participants at IAS 2023





L-R: Dr. Gabriel Chidiebere Alonta (Nnamdi Azikiwe University, Awka), Oluwaseun Igbagboyemi SOILE (Olabisi Onabanjo University, Ago-Iwoye, Nigeria), Dr. Mariam Member Asuwe (Obafemi Awolowo University)



Prof. Ogunfowokan (OAU) and Dr. Eunice Omolara Olarewaju (OAU)

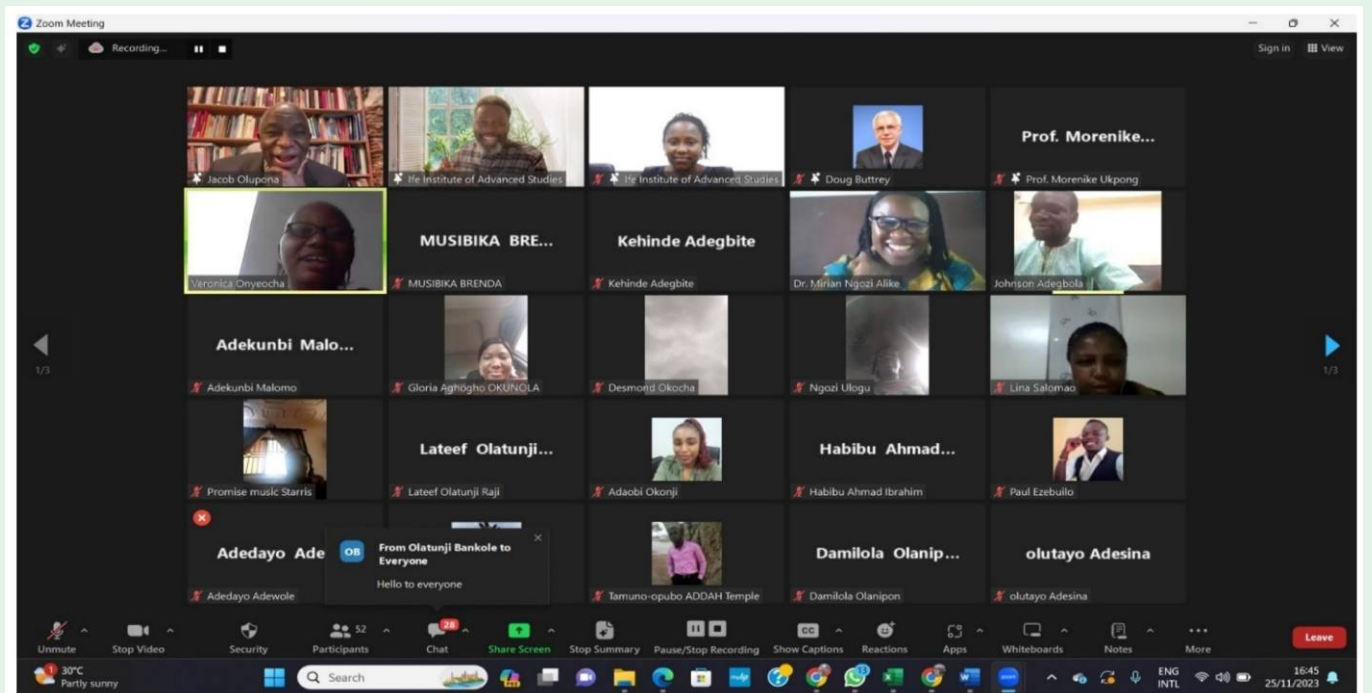
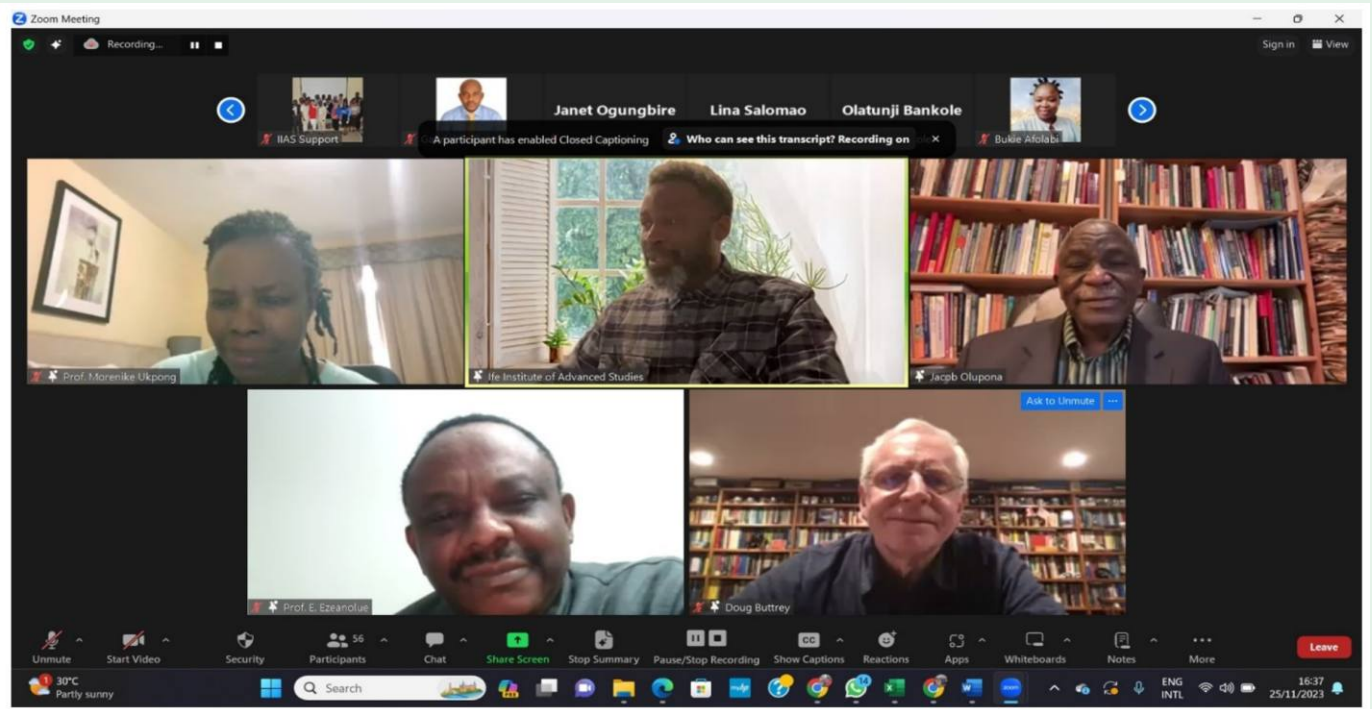


Dr. Mirian Ngozi Alike (Nnamdi Azikiwe University) Prof. Simeon Ilesanmi (Wakeforest University)



Prof. J.K. Olupona (Harvard University), Prof. Morenike Ukpong (Obafemi Awolowo University), Prof. Olufemi Vaughan (Amherst College)

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