

# British Academy Writing Workshop for Sub-Saharan Africa (Early Career Researchers)



24-26 September 2019  
Venue: University of Zimbabwe  
**PROGRAMME**

THEME

Writing for Sustainable Development: Towards  
strengthening African grant and research writing for  
publication

THEME



University of Zimbabwe



## Background

The Zimbabwe Council for Higher Education and the University of Nottingham in partnership with the University of Zimbabwe, with funding support from the British Academy organised a writing workshop at the University of Zimbabwe, Harare from **24-26 September 2019**.

Higher education research, particularly by organisational management and comparative education scholars, acknowledges the under representation of Africa in scholarly conversations and outputs with limited showing of works in reputable journals (e.g Mamdani, 2011; Sawyerr, 2004, Pupilampu, 2015). While research output in Africa is growing it continues to represent only about 2% of global knowledge production (Mouton, 2010; Nkomo, 2015; Schemm, 2013). Further, the continent is argued to be lacking in home grown theories and conceptual prescriptions and suffers from having its students and researchers constantly resorting to mostly western-originated books and other scholarly resources.

Literature reveals the barriers to scholarly productivity as including: resource constraints under which many universities in Africa operate; the nature and state of research infrastructures; attitudes, values and behaviours which act as barriers to scholarly outputs; leadership and political culture as well as; the rapid changes and pressures under which universities currently operate within the broader context of global fast paced changes in the higher education sector in areas such as innovation, funding arrangements,

networking and changing student demographics and financing systems (Mamdani, 2011; Ngobeni, 2010). Scholars also point to the continuing difficulty of many universities to overcome the lingering effects of colonial practices on the structure of higher education and the lack of research that centres on African problems and challenges. (Mamdani, 2011; Ngobeni, 2010). Consequently, many early career researchers within the region find it difficult to access and navigate opportunities for international publishing and for increasing the local, national and global impact of their work.

This workshop responds directly to these problems by offering targeted support to a selection of early career researchers from across the region, who will commit to sharing their experiences and learning with students and colleagues in their home institutions and networks. The workshop will strengthen the grant writing and impact publication capacities of early career researchers based at universities in the following six selected Sub-Saharan Africa countries: Ghana, Kenya, Nigeria, South Africa, Uganda, and Zimbabwe. It affords early career researchers an opportunity to work on their papers with the support of a team of journal editors in a focused, intensive environment.



## PROGRAMME

### Arrivals

23 September 2019

1100-1800

Participants arrive and settle into accommodation

1900-2000

**Dinner at hotel**

## PROGRAMME

### Day 1

24 September 2019

|                        |   |                                       |
|------------------------|---|---------------------------------------|
| 0800-0830 hours        | Registration  |                                       |
| 0830-0845 hours        | Introductions   | (Dr Evelyn Garwe)                     |
| 0845-0855 hours        | Welcome Remarks   | (University of Zimbabwe VC)           |
| 0855-0905 hours        | Objectives of the Workshop  | (Dr Juliet Thondhlana)                |
| 0905-0915 hours        | Message from ZIMCHE   | (Professor Kuzvinetsa P. Dzvimbo CEO) |
| 0915-0925 hours        | Introduction to ORCA  | (Professor Stella Nkomo)              |
| 0925-0940 hours        | Modalities of the workshop  | (Professor Tristan McCowan)           |
| 0940-1040 hours        | Understanding international publication   | (Tristan, Stella, Hermann and Simon)  |
| <b>1040-1100 hours</b> | <b>Health Break</b>   |                                       |
| 1100-1200 hours        | Characteristics of the research article   | (Tristan)                             |
| 1200-1300 hours        | Understanding Editors' journals:<br>Identifying journals and understanding<br>the publication processes | (Parallel sessions)                   |
| <b>1300-1400 hours</b> | <b>Lunch</b>  |                                       |
| 1400-1500 hours        | North-South tensions and challenges<br>in academic writing for African scholars                         | (Stella)                              |
| 1500-1730 hours        | Individuals/Groups develop their<br>writing plans with the support of<br>mentors.                       |                                       |
| <b>1900</b> hours      | <b>Dinner at hotel</b>  |                                       |

## PROGRAMME

### Day 2

25 September 2019

|                        |  |                        |
|------------------------|--|------------------------|
| 0800-0900 hours        | Framing abstracts, titles and introductions  | (Tristan)              |
| 0900-1100 hours        | Individual/Group writing/revision and mentoring  |                        |
| <b>1100-1130 hours</b> | <b>Health Break</b>  |                        |
| 11.30-1200 hours       | Reflections  | (Breakout Discussions) |
| 12.00-1300 hours       | Peer reviewing of papers from editors' journals using their criteria and publication conventions | (Hermann)              |
| <b>1300-1400 hours</b> | <b>Lunch</b>   |                        |
| 1400-1600 hours        | Webinar with international journal editors   |                        |
| 1600-1730 hours        | Individual/Group writing/revision and mentoring  |                        |
| <b>1900 hours</b>      | <b>Welcome Dinner</b>  |                        |

## PROGRAMME

### Day 3

26 September 2019

|                        |   |   |
|------------------------|---|---|
| 0800-0930 hours        | Understanding the peer review process   | (Mentor and Editor-led in groups)   |
| 0930-1100 hours        | Individual/Group writing/ revision and mentoring  |   |
| <b>1100-1200 hours</b> | <b>Health Break</b>   |   |
| 1130-1300 hours        | Paired peer review of writing   | (Mentor-supported)  |
| <b>1300-1400 hours</b> | <b>Lunch</b>  |   |
| 1400-1530 hours        | Writing successful grant proposals: understanding the instructions, processes and seeking support | (Simon)   |
| 1530-1700 hours        | Research impact: local, regional and international visibility                                     | (Practical workshop with editors and organisers) (Tristan, Stella, Hermann and Simon) |
| 1700-1800 hours        | Reflections, further planning and closing.  |   |
| <b>1900 hours</b>      | <b>Dinner at hotel</b>  |   |

### Day 4

27 September 2019  
(post-workshop)

|           |   |  |
|-----------|---|--|
| 0900-1700 | Participants depart                                     |  |
| 1000-1400 | Organisers' meeting - reflections, report and follow-up |  |

## Editors and Facilitators

Facilitators will be drawn from leading Journal Editors from the global North and the global South and Senior scholars as shown below:



**TRISTAN MCCOWAN**  
Lead Editor and Facilitator

Professor of International Education at the Institute of Education, University College London.

His work focuses on higher education and international development, particularly in Latin America and Sub-Saharan Africa, including issues of access, quality, innovation and impact. He has recently been involved in multi-country research projects on higher education pedagogy and the public good in Africa, and on indigenous education in the Brazilian Amazon and Mexico. He is the author of *Rethinking Citizenship Education* (Continuum, 2009) and *Education as a Human Right* (Bloomsbury, 2013), and is editor of *Compare – a Journal of International and Comparative Education*. In January 2019 he started as Deputy Director of the Centre for Global Higher Education at UCL. His latest book, to be published in 2019 by Palgrave Macmillan, addresses the question of higher education and the Sustainable Development Goals.



**STELLA M. NKOMO**

Strategic Professor in the Department of Human Resource Management at the University of Pretoria, South Africa.

She holds a Ph. D. in Business Administration from the University of Massachusetts (USA) and an MBA from the University of Rhode Island (USA). Her internationally acclaimed research on race and gender in organizations, leadership, and managing diversity and management in Africa has been published in numerous journals and books. She is co-author of the critically acclaimed Harvard Business School Press book, *Our Separate Ways: Black and White Women and the Struggle for Professional Identity and Courageous Conversations: A Collection of Interviews and Reflections on Responsible Leadership* by South African Captains of Industry. She serves on the editorial board of several management journals. She is a South African National Research Foundation A-rated researcher. Professor Nkomo is the recipient of numerous awards including the Distinguished Woman Scholar in the Social Sciences Award from the Department of Science and Technology (South Africa). Two of her most recent awards are the International Leadership Association Lifetime Achievement Award and the Academy of Management Distinguished Service Award.

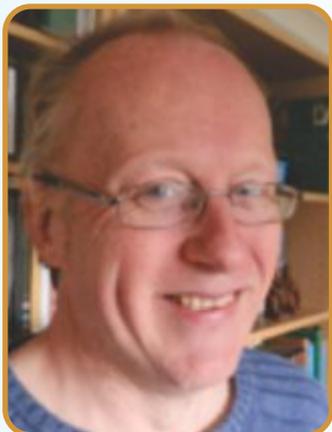
## Editors and Facilitators



### **HERMANNA. NDOFOR**

Assistant Professor of management at the Kelley School of Business in Indiana University.

His research interests include competitive dynamics, resource management, top management teams, and entrepreneurship, with specific interest in Africa. His research has been published in a range of journals including the Strategic Management Journal, the Journal of Management, the IEEE Transactions on Engineering Management, Business Ethics Quarterly, and Leadership Quarterly. Dr. Ndofor is currently an Associate Editor with the Africa Journal of Management and is on the editorial review boards of Strategic Management Journal and Management and Organization Review. Prior to joining the Kelley School of Business in 2015, he was an Assistant Professor with the Mays Business School at Texas A&M University. Professor Ndofor received his B.A. and M.A. degrees from the University of Wisconsin-Madison, his MBA from the University of Maryland, and his PhD in management from the University of Wisconsin-Milwaukee.



### **SIMON McGRATH**

UNESCO Chair and Professor in International Education and Development in the Centre for International Education Research, University of Nottingham.

He also an Extraordinary Professor at the University of the Western Cape. He is the former Editor-in-Chief for IJED and is currently one of the main editorial board members for the Journal of Vocational Education and Training and for the Journal of Vocational, Adult and Continuing Education (South Africa). He has run writing workshops in Africa, Asia and the Pacific Islands. He is on the international advisory boards for another African education journal and one each from Russia, Singapore and the Pacific Islands. He has published on a number of aspects of education - development links, especially at the post-school level. He is researching theories of vocational education and training for development; policies on the internationalisation of higher education in small states; and the development of new approaches to institutional development and evaluation in vocational education and training.



### **JULIET THONDHLANA**

Associate Professor of Education and Migration in the Centre for International Education Research in the School of Education at the University of Nottingham.

Her teaching and research interests are in education and migration including highly skilled migration; refugee education; the internationalisation of higher education; as well as the intersection of education, human trafficking and modern day slavery. She is co-researcher on organisational and research cultures in African universities (ORCA) and is country lead of the Zimbabwe chapter of ORCA. She is also co-lead on Migration-Slavery Nexus project for the Rights Lab Beacon of Excellence. She serves on the editorial board of Compare.

## Editors and Facilitators



### **EVELYN CHIYEVO GARWE**

Deputy CEO at the Zimbabwe Council for Higher Education

She is a strategist with 28 years of experience and passion in managing progressively larger establishments and more complex portfolios, programmes, and projects in public, quasi-government and private sectors. She held senior positions such as Dean at the Chinhoyi University Technology and the Women's University in Africa. She holds of four degrees obtained with distinction from universities in Zimbabwe and UK.



### **RAVINDER RENA**

Professor of Economics and Internationalization Project Leader at the Business School, North-West University, South Africa and Adjunct Professor, Monarch University, Switzerland.

He is founding Editor-In-Chief of the International Journal of Education Economics and Development (IJEED). He also serves as an Associate Editor of African Journal of Science, Technology, Innovation and Development (AJSTID) both of these journals indexed in IBSS and Scopus. He serves as the Chairman of the Panel of Judges for Economics of the Global Undergraduate (UA) Award based in Dublin, Ireland. He has published widely and presented over 40 papers in the national and international conferences and seminars.



### **YVONNE DU PLESSIS- BSc Hons, MBA and PhD (UP)**

Full Professor, Business School, North-West University.

Her field of expertise lies in both managing Organisational Behaviour and Strategic Human Resource Management. She is not just an academic who has published widely, but has much experience in especially the people-side of organisations where she developed a keen interest in Project Management. Both her Masters and PhD research was based on Project Management – focusing on the development of a project management culture assessment tool for organisations. Her premise was that organisations just jump into Project Management without understanding the "philosophy and principles" of conducting beneficial projects.

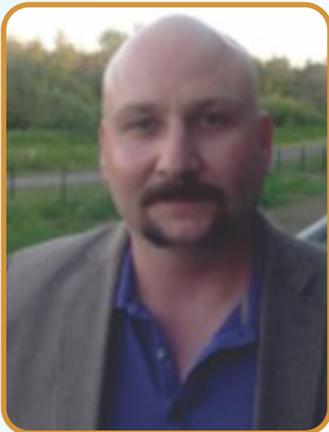
## Editors and Facilitators



### **TONY BUSH**

Professor of Educational Leadership at the University of Nottingham.

He is also President-Elect of the British Educational Leadership, Management and Administration Society (BELMAS). He has been the editor-in-chief of the leading international journal, Educational Management, Administration and Leadership (EMAL), since 2002. He is a prolific author with 30 books and more than 90 refereed journal articles. His extensive international work includes research, consultancy and invited keynote presentations in 22 countries on all six continents.



### **WILLIAM (BILL) M. FOSTER (Ph.D)**

Professor of Management at the Augustana Campus of the University of Alberta.

His primary research interests include rhetorical history, social memory studies, service learning, and business ethics. He has been published in journals such as Journal of Management, Strategic Management Journal, Human Relations, Business History and Journal of Business Ethics. He is the Editor-in-Chief of Academy of Management Learning and Education and serves on the Editorial Review Boards of Organization Studies, Academy of Management Review, Journal of Management Education and Business History. He has taught courses in organizational behavior, strategy, sustainability, marketing and management. His teaching style is Socratic and is focused on engaging students through various techniques such as experiential learning, service learning, case studies and classroom discussion.

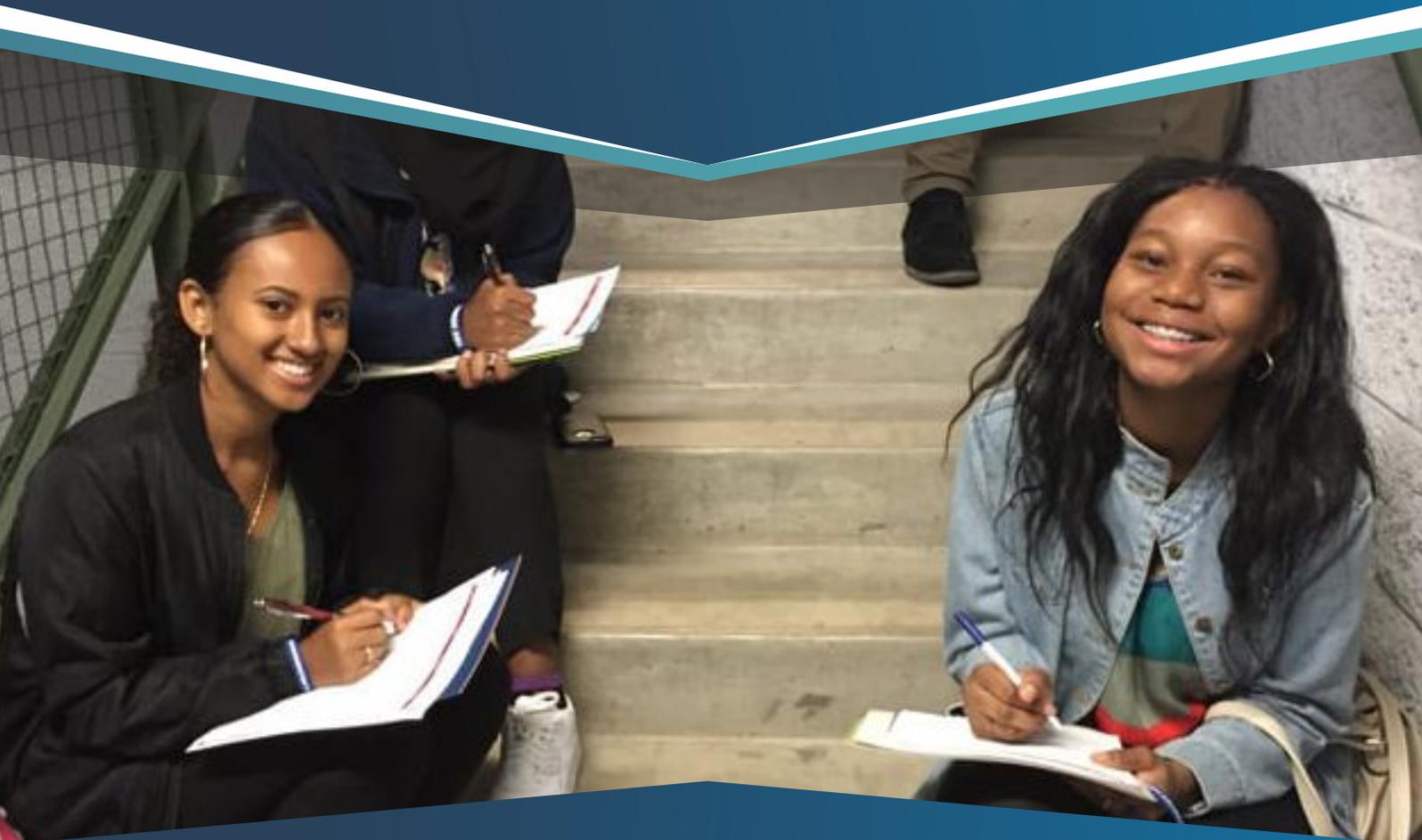


### **BILL BUENAR PUPLAMPU**

Chartered Psychologist, Professor and Vice Chancellor Central University, Ghana.

He served as Pro Vice Chancellor for Academic Affairs and Dean of the Business School at the same University. He has held teaching roles at the University of Ghana, University of Westminster (UK) and University of East London (UK). His research interests and publications are on employee motivation, leadership and organisational culture in the African contexts. A graduate of the German Deans' Course for Africa, he has participated in forums on Higher Education Management. He is a member of the Africa Academy of Management, the British Psychological Society and the Hamburg Global University Leaders Council. He serves on Ghana's National Insurance Commission; the National Development Planning Commission and is a Fellow of the Ghana Academy of Arts and Sciences.

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Development: Towards  
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**University of  
Nottingham**  
UK | CHINA | MALAYSIA

University of Zimbabwe



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