SIMON DIEDONG DOMBO UNIVERSITY OF BUSINESS AND INTEGRATED DEVELOPMENT STUDIES

RESEARCH AND INNOVATION POLICY

JULY, 2024

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1 PREFACE

The SDD-UBIDS Research and Innovation Policy establishes a comprehensive framework to foster a robust research culture within the University. This policy aims to advance research and innovation at SDD-UBIDS, fostering a culture of excellence and positioning the University to be leader in applied research and practical education. By providing clear guidelines on research governance and management, it supports and promotes research and innovation, placing the Directorate of Research, Innovation, and Consultancy (DRIC) at the centre of these activities.

The goal of the policy is to create an environment that sustains a vibrant research and innovation culture. The objectives of this policy include: positioning the University as a leader in research and innovation, benchmarking against global standards, emphasising applied research, and supporting academic units as hubs of research and innovation. It applies to all University employees and students and aligns with the University's mission to be an internationally acclaimed centre of excellence in higher education. The core principles of high-quality research, practical application, efficient dissemination, resource mobilisation, alignment with development priorities, and ethical conduct, form the foundation of this policy. It also identifies the functions of operational units under the DRIC and aims at enhancing research and grant-writing capacity and research dissemination.

I thank the underlisted committee members whose sacrifices and efforts led to the production of a comprehensive Research and Innovation Policy for the University:

1. Prof. Frederick Dayour   Chairman
2. Prof. Maurice Oscar Dassah   Member
3. Dr Bismarck Yelfoglo Guba   Member
4. Dr Charles Quansah   Member
5. Dr Felicia Naatu   Member
6. Dr Constance Awinpoga Akurugu.   Member
7. Dr Lea Anzagra   Member
8. Dr Rita Udor   Member
9. Madam Lydia Faith Nsabuga   Member
10. Dr Dennis Puorideme   Member
11. Dr Florence Naah Bamora   Member
12. Dr Francis Nangbeviel Sanyare   Member
13. Ms Cynthia Digadem   Secretary

I invite the University community, all stakeholders and partners to embrace and contribute to our collective goal of research excellence and innovation by fully complying with the policy and expressing it on the ground.

Professor Emmanuel Kanchebe Derbile
(Vice-Chancellor)

2 PREAMBLE

SDD-UBIDS is both old and new. It is old in that it was a campus under the University for Development Studies (UDS) (gazetted on 15th May 1992) located in Wa in the Upper West Region of Ghana and new because the campus became an autonomous University established by Act 1001 of 2019. The University is committed to its mandate of being an outstanding internationally acclaimed centre of applied research and a practically-oriented educational institution dedicated to developing business and integration studies and related matters. To actualise this mandate, the University needs to be intentional about research, innovation and consultancy to drive transformational change and solve societal challenges within its catchment area and beyond, hence the need for a comprehensive policy framework to guide research and innovation.

The Research and Innovation Policy is a vital and critical document for the university for several compelling reasons. First, it articulates the University's vision and mission in the realm of research, helping to align academic pursuits with broader institutional goals. Additionally, it offers a clear and structured framework for guiding the institution's research and innovation endeavours. Further, by providing a strategic roadmap, the Research and Innovation Policy ensures that research activities are purposeful and directed towards specific objectives, preventing ad-hoc or fragmented efforts. This strategic direction is instrumental in optimising resource allocation, allowing the university to invest in areas that hold the most promise to advance knowledge, foster innovation, and contribute to societal progress.

Moreover, this policy will foster a culture of research excellence within the University community. It sets high standards for quality, integrity, and ethical conduct of research leading to innovation. Commitment to excellence not only attracts and retains top-tier faculty and researchers, but also motivates students to engage in research activities. A culture of excellence can lead to ground-breaking discoveries, innovative solutions, and contributions that resonate both within the academic community and in the broader world. Finally, the Research Policy plays a pivotal role in accountability and transparency by establishing mechanisms for monitoring, evaluating, and reporting on research outcomes to ensure that resources are utilised

efficiently and effectively. By setting benchmarks and performance indicators, the policy enables the University to measure its progress, identify areas for improvement, and make informed decisions regarding research investments and priorities. This transparency will enhance the University's credibility and foster trust among stakeholders, including funding agencies, industry partners, and the public, thereby reinforcing its reputation and impact.

In an increasingly competitive global academic landscape, a well-crafted research and innovation policy is not an option, but a necessity for a forward-thinking SDD-UBIDS. Consequently, this Research and Innovation Policy is developed to provide a strategic roadmap for conducting research and innovation and related activities within the University.

3　ACRONYMS

ARUA	:	African Research Universities Alliance
CBSU	:	Capacity Building and Support Unit
CoE	:	Centre of Excellence
COI	:	Conflict of Interest
CRS	:	Catholic Relief Services
DAAD	:	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
DCOBI	:	Directorate of Community Outreach and Business Incubation
DIMS	:	Directorate of Information Management Systems
DRIC	:	Directorate of Research, Innovation and Consultancy
ESRC	:	Economic and Social Research Council
EU	:	European Union
FCDO	:	Foreign, Commonwealth & Development Office
FDI	:	Foreign Direct Investment
FIDS	:	Faculty of Integrated Development Studies
FPLM	:	Faculty of Planning and Land Management
FRIC	:	Faculty Research and Innovation Committee
FSSA	:	Faculty of Social Science and Arts
GCMU	:	Grants and Consultancy Unit
GIS	:	Geographic Information System
GIZ	:	Deutsche Gesellschaft für Internationale Zusammenarbeit
GTEC	:	Ghana Tertiary Education Commission
ICJME	:	International Committee on Medical Journal Editors
ICT	:	Information and Communication Technologies
IDRC	:	International Development Research Centre
IFS	:	International Foundation for Science
IGF	:	Internally Generated Funds
IPP	:	Intellectual Property Policy
IRB	:	Institutional Review Board

JICA	:	Japan International Cooperation Agency
M&E	:	Monitoring and Evaluation
NAB	:	National Accreditation Board
NGOs	:	Non-Governmental Organisations
PDRPU	:	Publications, Dissemination, and Research Performance Unit
RERB	:	Research Ethics Review Board
SBL	:	School of Business and Law
SDD-UBIDS	:	Simon Diedong Dombo University of Business and Integrated Development Studies
SDGs	:	Sustainable Development Goals
SIDA	:	Swedish International Development Agency
SRIC	:	School Research and Innovation Committee
SSRC	:	Social Science Research Council
TUBITAK	:	Scientific Technological Research Council of Turkey
UDS	:	University for Development Studies
UKRI	:	United Kingdom Research and Innovation
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNICEF	:	United Nations International Children's Emergency Fund
URIC	:	University Research and Innovation Committee
USAID	:	United States Agency for International Development
WASH	:	Water, Sanitation and Hygiene

4   POLICY STATEMENT

This policy provides a framework aimed at creating an environment conducive to promoting and sustaining a culture of robust research, innovation and scholarship underpinned by accountability, honesty and best practices, among others, to put the University on a research-leaning and, eventually, research-intensive trajectory. It provides guidelines on research governance and management and serves as an architecture to support research and innovation. The policy gives recognition to DRIC and puts it at the centre of research and innovation as the umbrella entity for promoting, facilitating and supporting research and innovation within the University and handling research-related contracts between staff and external collaborators, partners and stakeholders.

5   GOAL AND POLICY OBJECTIVES

The goal of the policy is to create an environment that promotes and sustains a robust culture of research and innovation that aligns with key tenets and principles of research.

In line with this goal, the key objectives of the policy are to:

a. Put and maintain the University on a research-leaning trajectory leading to it becoming research-intensive.

b. Benchmark the University against its counterparts nationally, regionally, continentally and globally.

c. Emphasise a focus on applied research to provide solutions to local, national, regional and global problems.

d. Support existing and future Faculties/Schools, Centres, Institutes, Sections and Units as nerve centres of research and innovation.

e. Within its capacity, raise research funds from national and international sources.

f. Facilitate training of staff in the art of writing publishable articles and successful research grant proposals.

g. Facilitate electronic capturing of information on relevant staff research outputs and activities to highlight and disseminate them in the University's annual research report.

h. Prioritise research capacity building by organising conferences, seminars and workshops for researchers and graduate students within and outside the University.

i. Develop a comprehensive publication strategy and checklist for SDD-UBIDS researchers' choice of academic journals and publishers.

6   SCOPE

The policy applies to all employees and students of the University and all research conducted. It shall be read in conjunction with Act 1001 (Republic of Ghana, 2019), which established the University and requires it to be "… an outstanding internationally acclaimed applied research and practically-oriented educational institution …" and the University's vision "to be an internationally acclaimed centre of excellence in higher education" as well as its mission of becoming "a global centre of excellence for practically-oriented teaching, learning, cutting-edge research and extension". Further, the policy shall also be read alongside **Statute 29**, which gives legal recognition and assigns specific functions to DRIC.

7   CORE PRINCIPLES

This Policy is underpinned by the following core principles:

7.1   *Ensuring the safeguarding of academic freedom, creativity, and innovation at all times*

This means creating an environment in SDD-UBIDS where scholars, researchers, and students have the freedom to pursue their ideas and research without fear of censorship or reprisal. It encourages the exploration of new and unconventional ideas and fosters creativity and innovation, which are essential for the advancement of knowledge and progress in various fields.

7.2   *Cultivating a high-quality research culture that adheres to rigorous standards*

This involves fostering a culture of excellence in research, where scholars are encouraged to conduct thorough and meticulous research following established methodologies. Rigorous standards encompass peer review, data validity and reliability, and adherence to ethical guidelines. A high-quality research culture ensures that findings made and conclusions drawn are reliable and credible.

7.3 *Using research outputs to proffer pragmatic solutions to societal problems*

The policy encourages research findings be be applied to address real-world issues and challenges society faces. By using research outputs to develop practical solutions, researchers can positively impact communities and contribute to social and economic development.

7.4 *Promoting efficient dissemination of research findings and innovation*

The policy maintains that efficient dissemination ensures research and innovation outcomes reach the intended audience, including other researchers, policy-makers, and the general public. By sharing findings through publications, conferences, and other platforms, research can have a broader impact, stimulate further studies, and inform decision-making.

7.5 *Providing effective support for resource mobilisation in research endeavours*

The policy appreciates that research requires resources such as funding, access to facilities, and equipment. Effective support in resource mobilisation ensures that researchers have the necessary means to conduct their studies, fostering a conducive environment for research productivity and innovation.

7.6 *Aligning research and innovation with local, national, regional and global development priorities*

The policy recognises that research and innovation should be oriented towards addressing the most pressing challenges in specific contexts, whether at local, national, regional, or global levels. By aligning research and innovation with development priorities, researchers can contribute to sustainable development and targeted progress.

7.7 *Upholding the utmost ethical conduct in all research activities*

Ethical conduct is fundamental in research to protect the rights and well-being of participants and maintain the integrity of research results, the researcher/inventor and the University. Researchers and inventors must adhere to ethical principles, such as obtaining informed consent, respecting privacy, and ensuring confidentiality of sensitive information.

Upholding ethical standards ensures that research is conducted responsibly and with the highest level of integrity.

8   DEFINITION OF KEY TERMS

In the context of this policy, the following terms shall have the meanings ascribed to them:

8.1   *Faculty/School*

A Faculty or School refers to a division or academic unit within the University that is responsible for overseeing and managing a group of related academic disciplines or fields of study. Faculties and Schools are organisational structures that group together departments, programmes, and faculty members who share a common academic focus. They play a key role in providing education, conducting research, and contributing to scholarly activities within their designated areas.

8.2   *Academic Department*

An academic department is a distinct organisational unit within the University that is responsible for overseeing and managing a specific academic discipline or field of study. Academic departments serve as administrative and organisational structures that house staff, students, and resources related to a particular subject area. Each department typically offers courses, conducts research, and contributes to the advancement of knowledge and scholarship in its designated field.

8.3   *An Institute*

An institute within the University refers to a specialised academic unit or division that focuses on a specific area of study, research, or professional training. Institutes are often established to promote in-depth exploration and advancement of knowledge in a particular field or discipline.

8.4   *A Centre*

A Centre refers to a specialised unit or organisation that focuses on a specific area of research, education, outreach, or service. Similar to institutes, centres are dedicated to

advancing knowledge and expertise in a particular field, but they can vary in size, scope, and purpose.

8.5 Centre of Excellence

A Centre of Excellence (CoE) within the University is a specialised and focused academic unit or research entity dedicated to advancing knowledge, innovation, and expertise in a specific area or discipline. It promotes excellence, collaboration, and leadership in its respective fields by bringing together researchers, faculty members, students, and external partners who share a common interest or expertise. CoEs play a pivotal role in enhancing research, education, and engagement within their designated areas of specialisation.

8.6 Research Ethics

This refers to the set of moral principles, guidelines, and standards that govern the conduct of research involving human participants, animals, and the collection, analysis, and dissemination of data. Research ethics ensure that research is conducted in a responsible, transparent, and ethical manner, with a focus on protecting the rights, well-being, and dignity of all individuals involved and maintaining the integrity of the research process. It encompasses various ethical considerations that researchers must address throughout the research lifecycle, which include: informed consent, confidentiality and privacy, beneficence and non-maleficence, scientific integrity, animal welfare, conflict of interest, transparent reporting, and social responsibility, among others.

8.7 Research

Research refers to a systematic and organised process of inquiry, investigation, and exploration aimed at expanding knowledge, understanding, and solving problems. It involves careful and methodical examination of a subject or topic to gather data, analyse, and draw conclusions. Research can be conducted in various fields, such as science, social sciences, humanities, technology, and plays a fundamental role in advancing human understanding and driving innovation.

8.8 Applied Research

Applied research is a type of scientific inquiry that is conducted with the specific purpose of addressing practical problems, challenges, or real-world issues. Unlike basic research, which seeks to expand fundamental knowledge without immediate practical application, applied research is focused on generating actionable insights and solutions that can be directly applied to solve specific problems or improve existing practices. Applied research bridges the gap between theory and practice by using scientific methods to address practical concerns in various fields.

8.9 Research Focus/Niche

A research niche refers to a specialised and specific area of focus within a broader field of research or academic discipline. It represents a distinct and often narrowly defined subset of a larger subject area, where researchers concentrate their efforts on exploring unique and often unexplored questions, topics, or problems. Developing a research niche allows scholars to become experts in a particular subdomain, contribute new insights, and make meaningful contributions to their field.

8.10 Research Agenda

This refers to an outline that shows a researcher, department, section, institute or Faculty/School's research focus areas and priorities. A well-defined research agenda helps researchers stay organised, focused, and aligned with their research objectives, thereby guiding their efforts purposefully and systematically.

8.11 Research Grant

A financial award provided to individuals or research teams to support the execution of a specific research project. It is a form of funding that enables researchers to carry out their studies, investigations, and inquiries by providing the necessary resources, including financial support, to cover expenses such as personnel salaries, equipment, materials, travel, and other project-related costs. Research grants are typically awarded by funding agencies, government organisations, private foundations, non-profit organisations and, sometimes, private companies.

8.12 Research Contract

This pertains to funds received through contracts by faculty members to conduct scientific research projects. These research contracts are designed to address specific issues raised by an external organisation. The requesting entity, often seeking the expertise of academic staff, clearly outlines the scope and objectives. As a result, research contracts are closely linked to predefined outcomes and deadlines. Non-compliance may carry legal consequences for both the faculty member and the University itself.

8.13 Consultancy

This is the provision of specialised expertise and services by academic staff or experts affiliated with the University to external clients, organisations, or businesses. Consultancy work leverages the knowledge, research capabilities, and skills of academic staff to address specific challenges, provide solutions, and contribute to the broader community.

8.14 Innovation

Innovation refers to the process of creating and implementing new or improved ideas, products, services, processes, or technologies that result in positive change and offer value to individuals, organisations, and society at large. It involves the application of creative thinking, experimentation, and problem-solving to generate novel solutions and drive progress. Innovation can occur in various fields, including science, technology, business, healthcare, education, arts, and other areas.

8.15 Intellectual Property Policy

Intellectual Property Policy (IPP) is a set of guidelines and principles that an organisation or institution, typically a university, research institution, or a company, establishes to manage the transfer of technology and the protection of intellectual property developed within the organisation. IPP policies are important in fostering innovation, supporting research and development, and ensuring that inventions and innovations are appropriately protected and disseminated.

8.16 *Stakeholder*

This term refers to people or entities with a vested interest in any decision or undertaking of the University and encompasses students, honorary members, adjunct faculty and staff, contract lecturers, as well as research collaborators.

9   KEY STAKEHOLDERS OF THE POLICY

a. University Council

b. Vice-Chancellor

c. Pro Vice-Chancellor

d. Registrar

e. Director, Research, Innovation and Consultancy

f. Director of Finance

g. Director, Academic Planning and Quality Assurance

h. Director, Community Outreach and Business Incubation

i. Director, Information Management Services

j. Librarian, University Library

k. Deans of Faculties and Schools

l. Heads of Departments

m. Academic and Non-Academic Staff

n. Students

o. Funding Agencies

p. Industry Practitioners

q. Policy-makers

10   GOVERNANCE AND MANAGEMENT OF RESEARCH AND INNOVATION

10.1 *Research Governance*

The following bodies and entities will constitute the governing organs of research and innovation within the University. They shall be directly in charge of providing policy direction and making major decisions around research and innovation in the University.

10.1.1 University Council

The University Council is the main governing organ of the University and, among other things, is responsible for vetting and approving major policy documents, including the Research and Innovation Policy.

10.1.2 Academic Board

The Academic Board formulates academic policies of the University, including policies relating to programmes of study, admission, teaching, assessment, progression, and research. The Research and Innovation Policy must be laid at the Academic Board for scrutiny and approval before passing it on to the University Council for approval.

10.1.3 Vice-Chancellor

The Vice-Chancellor is the Chief Executive of the University and shall be responsible, in accordance with the Law, *Statutes* and decisions of the Council and Academic Board, for organising and conducting the academic, financial and administrative business of the University and promoting efficiency and good order of the University.

10.1.4 Pro Vice-Chancellor

The Pro Vice-Chancellor shall perform functions of the Vice-Chancellor in the absence of the Vice-Chancellor. More specifically, the Pro Vice-Chancellor oversees research, teaching, and community outreach activities by the University.

10.1.5 Directorate of Research, Innovation and Consultancy

The DRIC is responsible for governing and directing research, innovation and consultancy in the University and providing policy direction for consideration to improve research, innovation, and consultancy.

10.2 Management of Research and Innovations

10.2.1 Directorate of Research, Innovation and Consultancy

10.2.1.1 Vision

To be a leading centre of excellence in research, innovation, and consultancy, driving transformative solutions and advancements that empower our institution and society at large.

10.2.1.2 Mission

To facilitate, support, and lead research endeavours, foster innovation, and deliver expert consulting services. The Directorate aims to create an ecosystem that encourages curiosity, exploration, and knowledge application for the betterment of our institution and broader communities. It is committed to upholding the highest standards of quality, ethics, and impact in all our activities.

The DRIC shall manage all matters relating to research, innovation and consultancy. According to the SDD-UBIDS Statute 29, the Directorate shall perform the following functions:

i. coordinate the university-wide research agenda;
ii. source and manage funding for research;
iii. develop and advise the Academic Board on the criteria for the research component of assessments for promotion, motivate research efforts of Faculties/Schools, and sponsor research and conferences;
iv. ensure standard/quality research by writing out research proposals that can sell and executed to register the University's presence in the Ghanaian economy and the international domain;
v. coordinate and support the publication of journals and books in the University; and
vi. liaise with the Director of Academic Planning and Quality Planning (DAPQA) to advise management on procedures that promote research-based teaching.

As Figure 1 indicates, the DRIC is headed by the Director who reports to the Vice-Chancellor through the Pro Vice-Chancellor. Deans of Faculties/Schools shall work collaboratively with the Director to implement the policy and research agenda and share information.
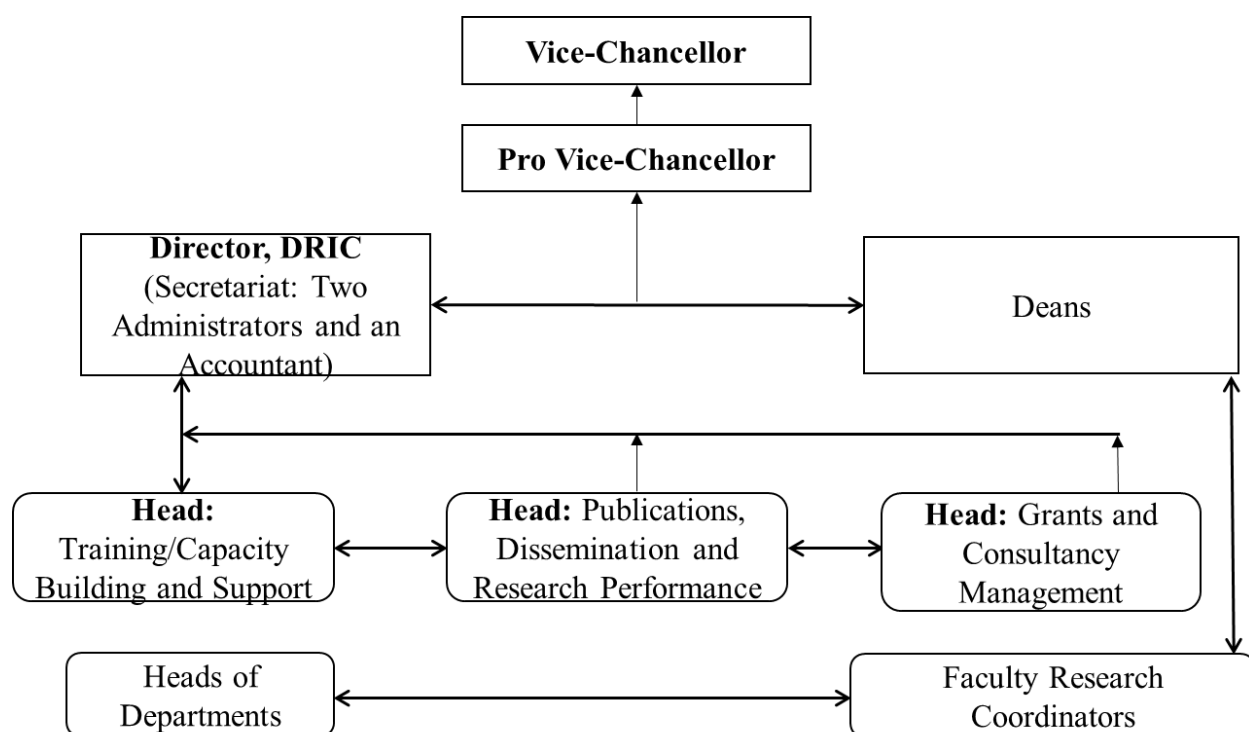
Figure 1: Organogram of DRIC

Both the Director and Deans report to the Vice-Chancellor through the Pro Vice-Chancellor. Units under DRIC report to the Pro Vice-Chancellor through the Director of DRIC. Heads of Academic Departments report to the Director of DRIC through Faculties'/Schools' research coordinators and Deans. To ensure effective functioning, there is a need for the following Units to assist the Directorate in operating optimally in its activities:

10.2.1.3 Capacity Building and Support

The Capacity Building and Support Unit (CBSU) shall be headed by, at least, a Senior Lecturer/Senior Research Fellow. It shall perform the following functions:

a. Organise and conduct workshops, seminars, and training programmes to enhance the research skills and capabilities of researchers in the University. These may

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include sessions on research methodologies, data analysis, scientific writing, and grant proposal development.

b. Ensure that all research conducted within the University adheres to ethical standards and complies with the SDD-UBIDS Research and Innovation Policy and other relevant statutory requirements. This may involve providing guidance on ethics review processes and obtaining necessary approvals.

c. Assist researchers in managing and analysing research data, including providing access to data management tools and statistical analysis software.

d. Facilitate collaboration and networking opportunities for researchers, both within the University and with external partners, to foster interdisciplinary research and knowledge exchange.

e. Assist researchers in leveraging technology and innovation to enhance their research processes and outcomes.

f. Assist researchers, as much as it can, to have access to the necessary research facilities, equipment, and resources to conduct their studies effectively.

g. Any other relevant role determined by the Director of DRIC.

10.2.1.4 Publications, Dissemination and Research Performance

The Publications, Dissemination, and Research Performance Unit (PDRPU) is responsible for managing the publication and dissemination of research and innovation outputs, as well as evaluating and enhancing the research performance of the institution. The head of this Unit shall be, at least, a Senior Lecturer or Senior Research Fellow. The Unit shall perform the following functions:

a. Support researchers in effectively communicating their research findings through publications, conferences, and other dissemination channels.

b. Collect and analysing data on research outputs, impact, and productivity to evaluate the performance of research activities and identify areas for improvement.

c. Prepare reports and evaluations on research activities and outcomes for internal and external stakeholders.

d. Collect and share information on upcoming conferences, seminars, symposia and summer schools for participation by researchers in the institution.

e. Facilitate collaborations between researchers and industry partners or the local community to address real-world challenges and foster knowledge transfer.

f. Develop and implement strategies to effectively disseminate research findings, ensuring they reach relevant stakeholders, policy-makers, and the general public.

g. Collect and analyse data related to research productivity, funding success, collaboration networks, and other performance metrics to assess the overall research performance of the institution.

h. Study various university ranking requirements and ensuring SDD-UBIDS ticks the necessary boxes to become an internationally acclaimed university.

i. Identify relevant benchmarks and performance indicators to compare the institution's research performance with peer organisations at the national and international levels.

j. Maintain and curate researcher profiles and unique identifiers (that is, ORCID, Google Scholar) to ensure accurate attribution of research outputs and enhance researcher and institutional visibility.

k. Collaborate with media and communication teams to highlight research achievements and engage with the public through press releases, interviews, and media coverage.

l. Organise events, seminars, and conferences to showcase collaborative research projects and foster interdisciplinary interactions.

m. Recognise and promote outstanding research achievements within the SDD-UBIDS by recommending awards, honours, and other recognition programmes.

n. Prepare reports on research performance and outcomes for internal and external stakeholders, as well as ensure compliance with reporting requirements for funded projects.

o. Any other relevant role determined by the Director of DRIC.

10.2.1.5 Grants and Consultancy Management

The Grants and Consultancy Unit (GCMU) shall serve as the central hub that facilitates and manages the acquisition of grants and consultancy projects. Its functions involve various aspects related to securing external funding and engaging in consultancy work. The head of this Unit shall be, at least, a Senior Lecturer or Senior Research Fellow.

The functions of the GCMU include, but are not limited to:

a. Monitoring and identifying potential funding opportunities from government agencies, foundations, international organisations, and other sources.

b. Assisting researchers in identifying potential funding opportunities for their research projects and providing guidance in preparing grant proposals and budgetary planning.

c. Assisting researchers and staff in preparing high-quality grant proposals, including writing, budgeting, and ensuring compliance with application requirements.

d. Registering SDD-UBIDS with local and international funding agencies in order to access calls for funding.

e. Managing the submission process for grant applications and ensuring that all necessary documents and compliance requirements are met.

f. Overseeing awarded grants, including financial management, progress reporting, and compliance with grant regulations and reporting obligations.

g. Collaborating with internal stakeholders to identify consultancy opportunities that leverage the organisation's expertise and capabilities.

h. Working with consultants and experts within the University to develop consultancy proposals that meet the specific needs of clients or organisations seeking consultancy services.

i. Negotiating project terms and contracts with clients and ensuring that all legal and contractual obligations are met.

j. Allocating resources, including personnel, facilities, and equipment, to support both grant-funded projects and consultancy engagements.

k. Managing the financial aspects of both grant-funded projects and consultancy work, including budgeting, tracking expenses, and ensuring financial accountability.

l.   Generating reports on project progress, financial performance, and outcomes for both grant-funded projects and consultancy assignments.

m.   Identifying and mitigating potential risks associated with grants and consultancy projects, ensuring the smooth execution of activities.

n.   Through the CBSU, provide training and support to researchers and staff involved in grant applications and consultancy projects to enhance their skills in securing funding and delivering successful projects.

o.   Contributing to the development of institutional research strategies and policies related to publications, dissemination, and research performance.

p.   Any other relevant role determined by the Director of DRIC.

10.2.2 University Research and Innovation Committee

The University Research and Innovation Committee (URIC) is a crucial administrative body within the University that oversees and promotes research and innovation activities across the institution. This is a standing committee and its membership comprises:

a.   Pro Vice-Chancellor (Chairperson)

b.   Director of Research (Chairperson in the absence of Pro Vice-Chancellor)

c.   Chair of University Ethics Committee Review Board

d.   Dean of Faculties/Schools (Ex Officio members) or Vice-Deans as their representatives

e.   Dean of the School of Graduate Studies

f.   Faculty/School Research Coordinators

g.   A highly skilled and competent Secretary provided by the Office of the Registrar

The committee shall convene, at least, once a trimester to consider matters regarding research and innovation.

The functions of the URIC include, but are not limited to:

a.   Developing and updating the University's research policy and long-term plans, outlining goals, objectives, and key performance indicators to guide research activities.

b. Ensuring that all research conducted within the University adhere to ethics guidelines and regulations.

c. Identifying opportunities for research collaborations and partnerships with other universities, industry, government agencies, and non-profit organisations to enhance research capabilities and impact.

d. Overseeing the protection of intellectual property resulting from research activities and promoting technology transfer and commercialisation of innovations.

e. Implementing mechanisms to assess and improve the quality and impact of research outputs, including conducting research assessments and evaluations.

f. Recommending and granting awards and recognitions to outstanding researchers and research teams for their contributions to the University's research and innovation ecosystem.

g. Fostering a vibrant research culture within the University by encouraging collaboration, supporting creativity, and recognising the value of research excellence.

h. Regularly monitoring and reporting on the University's research performance and progress towards achieving research-related goals and targets.

i. Investigating matters of non-compliance and policy breaches and making recommendations on appropriate sanctions to Management.

j. The Committee shall meet once every trimester on an agenda decided upon jointly by the Chairperson and Director of DRIC. However, emergency meetings could be called as and when necessary.

10.2.3 Faculties'/Schools' Research and Innovation Committees

Faculties'/Schools' Research and Innovation Committees (FRICs/SRICs) are a crucial administrative body within Faculties/Schools that oversee and promote research and innovation activities. Membership of these standing committees comprise:

a. Deans (Chairpersons)

b. Vice-Deans

c. Directors of Centres (if any)

d. Faculties'/Schools' Research Coordinators

e. Departmental Representatives

f. A highly skilled and competent Secretary provided by the Office of the Dean

The committee shall convene, at least, once a trimester to consider matters regarding research and innovation.

The functions of the FRICs/SRICs include, but are not limited to:

a. Developing and implementing research strategies and plans specific for Faculties/Schools, and aligning them with the overall University's research priorities.

b. Assisting faculty members in identifying research funding opportunities, providing guidance on grant applications, and allocating internal research funds within Faculties/Schools.

c. Ensuring all research conducted within Faculties/Schools follow ethics guidelines and regulations, and facilitating the ethics review process for research projects.

d. Facilitating interdisciplinary and collaborative research initiatives within Faculties/Schools and promoting research partnerships with external organisations.

e. Encouraging faculty members to disseminate their research findings through publications, conferences, and other appropriate channels.

f. Recommending awards to outstanding staff for their outstanding research contributions and innovations.

g. Tracking and reporting on the research performance of Faculties/Schools, including research outputs, funding successes, and collaborations.

h. Encouraging research collaboration between staff and students, including undergraduate and graduate research projects.

10.2.4 Faculties'/Schools' Research Coordinators

These are academic staff members appointed to oversee and coordinate research activities within specific Faculties/Schools in SDD-UBIDS, whose role is crucial in supporting and facilitating research endeavours among staff, researchers, and students. Their functions include:

a. Promoting a culture of research and innovation activities within Faculties/Schools/Centres by encouraging staff and researchers to engage in research projects and publish.

b. Facilitating communication and information sharing related to research opportunities, funding, and events among Faculty/School members and researchers.

c. Assisting staff in identifying research funding opportunities and providing guidance on grant applications and budget planning.

d. Ensuring that all research conducted within the Faculty/School adheres to ethical guidelines and regulatory requirements, including coordinating the ethics review process.

e. Organising workshops, seminars, and training sessions to enhance the research capabilities of faculty members, researchers, and research students.

f. Collecting and organising research-related data, progress reports, and outcomes to facilitate reporting to DRIC.

g. Evaluating the impact of research projects within Faculties/Schools/Centres and tracking research performance metrics.

h. Assisting in the development of Faculties'/Schools'/Centres' research plans.

i. Supervise the implementation of the University research foci.

j. Producing and submitting annual research, innovation and consultancy reports to DRIC to compile the University's annual research report.

10.3 Research Performing Entities

10.3.1 Faculties/Schools

Faculties/Schools shall play a crucial role in research and innovation within the University. Their involvement is essential for fostering a culture of inquiry, knowledge generation, and innovation. Faculties/Schools perform the following functions:

a. Contribute to the advancement of the University research foci through the implementation of Faculty/School research priority areas.

b. Facilitate interdisciplinary collaboration among researchers from different departments and fields. They provide a platform for researchers to come together, share ideas, and collaborate on projects that require diverse expertise.

c. Ensure that research projects are designed and carried out ethically and in compliance with relevant laws and regulations.

d. Ensure an active research culture exists by organising seminars, conferences and capacity-building workshops.

e. Subject to available resources, supporting staff to attend local and international research events.

f. Track all research and innovation-related activities and submit a written annual report to DRIC.

10.3.2 Directorate of Community Outreach and Business Incubation

DCOBI plays a pivotal role in connecting academic research and innovation within the broader community and commercial sector. Its functions encompass a range of activities aimed at fostering collaboration, knowledge exchange, and the practical application of research outcomes. The Directorate will perform the following functions:

a. Serve as a bridge between the academic institution and local community, facilitating partnerships, projects, and initiatives that address community needs, and leveraging the institution's research expertise to create positive societal impact.

b. Support the development of start-ups and entrepreneurial ventures based on innovative research ideas and technologies. It also provides resources, mentorship, and networking opportunities to help researchers and students transform their ideas into viable business ventures.

c. Foster collaboration between researchers and industry partners by identifying opportunities for joint projects, research partnerships, and technology development that could lead to innovative solutions and products.

d. Submit an annual written report to DRIC on its research- and innovation-related activities for inclusion in the University's annual report.

10.3.3 Academic Departments/Research Centres

Academic departments play a significant role in driving research and innovation within an educational institution. They are key organisational units where subject-specific expertise is concentrated, and they provide a framework for fostering a culture of inquiry, discovery, and creative problem-solving. The functions of academic Departments or Centres include, but are not limited to:

a. Being hubs of knowledge creation and dissemination as staff within Departments/Centres conduct original research, publish scholarly articles, and contribute to the advancement of knowledge in their disciplines.

b. Designing and offering research-focused courses and programmes that equip students with skills and knowledge needed to engage in independent research and innovation.

c. Collaborating with industry partners to apply research findings to real-world challenges, leading to technology transfer, joint projects, and development of practical solutions.

d. Assisting staff and researchers in identifying funding opportunities and preparing grant proposals and may also have their own research funds or endowments that could be used to support research projects.

e. Establishing specialised research centres or institutes that focus on specific areas of study to facilitate collaborative research, host conferences, and provide a platform for interdisciplinary engagement.

11 OPERATIONALISATION OF THE POLICY

a. Upon approval by the University Council, based on the advice of the Registrar, the policy shall become operational.

b. The implementation of this policy will be aligned with the University's mandate, mission, vision, and strategic plan.

c. DRIC will bear the responsibility of overseeing and ensuring successful implementation, administration, management, enforcement, and monitoring of the Research and Innovation Policy.

d. Deans, Directors, Academic Heads of Departments and Research Coordinators are responsible for ensuring staff and students within their units as well as Stakeholders who engage with their units comply with provisions of the policy.

e. Research and innovation activities by staff in academic Departments, Faculties/Schools, Directorates and Centres will give life to the University-wide research foci and legitimise policy guidelines.

f. Failure to adhere to this policy will be regarded as a breach of university regulations, potentially resulting in the application of sanctions or disciplinary measures.

12   CONDUCT OF RESEARCH

The Research and Innovation Policy is designed to support academic and non-academic staff of the University to undertake credible and impactful research and innovation. Its primary purpose is to stimulate adherence to industry best practices and to facilitate the systematic tracking of research engagement within the University.

Research engagements are expected to result in various outcomes including, but not limited to, peer-reviewed journal articles, working papers, publications in reviewed or non-reviewed conference proceedings, policy briefs, news briefs, technical reports and other discoveries. Individuals, Departments, Centres, Sections, Faculties/Schools, and Directorates involved in research activity (for example, investigation, funded projects, capacity building, workshops, seminars, conferences etc) are required to:

a. Formally inform the DRIC through their research coordinators and follow established procedures and ethical considerations in submitting research proposals and conducting research activities.

b. Submit their research proposals (as appropriate) through the DRIC to funding agents.

c. In the case of a research contract or consultancy, provide comprehensive and accurate information regarding the conduct of their research to the University through the DRIC.

d. Specify the use of tangible and intangible resources from the University when informing the DRIC about their research or consultancy activity.

e. Share copies of all proposals, contract letters, and research outputs resulting from their work with DRIC.

f. Through the DRIC, collaborate with the Centre for Data Archiving and Management Unit to archive all research data.

g. In the case of capacity-building workshops and seminars, formally inform DRIC about the purpose, activities, dates, targets and facilitators as well as share a report with DRIC after the event for documentation.

h. State their institutional affiliation on all research-related outputs and innovation.

i. Staff applying for research grants must:

- Inform DRIC and seek technical assistance to enhance their proposals or submit same to the funder.

- Obtain clearance from the University's legal team through the DRIC regarding the terms of the contract.

- Immediately inform DRIC about the success or otherwise of a research grant application.

Staff members who deliberately conceal research grants won to avoid overhead charges should know that such grants will not be recognised by the University when used to support an application for promotion or appointment to a higher rank/office, for which grantsmanship is a criterion for selection.

13 CORE UNIVERSITY RESEARCH FOCI

13.1 Background

In today's rapidly changing global landscape, research plays a pivotal role in addressing some of the most pressing challenges facing societies and economies globally. At SDD-UBIDS, our commitment to advancing knowledge, development-oriented problem-solving and fostering positive societal change is at the heart of our mission. In alignment with this, comprehensive research foci areas have been identified that encompass a diverse range of critical research areas. These research areas cut across diverse disciplines, reflecting the interdependence of environmental, social, and economic systems. They are driven by a

common goal: to generate knowledge, inform policy, and drive transformative change in society.

As an assemblage of diverse individual, and team-based research portfolios from departments, Faculties/Schools, Institutes and Centres, these research foci are wholly owned by the SDD-UBIDS research community due to the bottom-up approach used in developing it. The foci also aim to guide research, using inimitable ideas and processes to generate original research output for the benefit of society. Besides, they align with the 2030 Agenda for Sustainable Development, that is, SDGs, and Ghana's development priorities. These foci will ensure SDD-UBIDS is strategically positioned among research-intensive universities, nationally, regionally and worldwide. Therefore, to give life and meaning to them, faculty members, departments, institutes, Faculties/Schools and Directorates are required to align their research endeavours with their Faculty/School research foci dovetailing into the University's foci. Besides, postgraduate students are required to pivot their research work around their Faculties'/Schools' respective foci areas. However, in the interest of interdisciplinarity, multidisciplinary and transdisciplinary research, they can conduct research on topics that cut across different foci areas in different Faculties/Schools within the University. Besides, studies on trendy or contemporary subject matters reflecting time are encouraged.

Ten university-wide research foci identified are: environmental sustainability and climate change; social and economic development; community engagement and governance; business, innovation and sustainability; technology and data science; urban development and infrastructure; health systems and policy; gender, equity and social justice; pedagogical approaches and curriculum development in education; and justice and human rights for sustainable development.

13.2 *Environmental sustainability and climate change*

In the face of escalating environmental challenges, this research area seeks to unravel the intricate dynamics of climate change and environmental sustainability. It delves into the complex web of ecological interactions, human activities, and policy

interventions that influence the health of our planet. By exploring innovative strategies, assessing the impacts of climate change, and advocating for sustainable practices, we aim to mitigate environmental threats and ensure a harmonious coexistence with nature.

13.3 Social and economic development

The pursuit of sustainable development is at the heart of this research focus. It seeks to address disparities in wealth, access to resources, and quality of life through economic growth and social inclusion. We examine policies, practices, and frameworks that promote equitable and sustainable development, laying the foundation for thriving societies and resilient economies.

13.4 Community engagement and governance

Effective governance is essential for fostering community well-being and participatory decision-making. This research area explores the dynamics of community engagement, local governance structures, and mechanisms for citizens empowerment. We seek to strengthen the bonds between governments, communities, and institutions to ensure that development initiatives are responsive to the needs and aspirations of the people they serve.

13.5 Business, innovation and sustainability

Business enterprises are pivotal agents of change in the modern world. This research focus examines the intersection of business, innovation, and sustainability. It explores how organisations can drive economic growth while embracing sustainable practices and fostering innovation to address pressing societal challenges.

13.6 Technology and data science

Technology and data science have transformative potential across all sectors in the digital age. Here, we investigate the applications of emerging technologies, data

analysis, and artificial intelligence to address complex problems in healthcare, governance, commerce and environmental monitoring.

13.7 Urban development and infrastructure

Urbanisation is an unstoppable global trend, posing both opportunities and challenges. This research focuses on urban development, infrastructure planning, and resilient city design. We seek to proffer solutions to create more liveable and sustainable urban environments while addressing housing, transportation, and infrastructure development issues.

13.8 Health systems and policy

Accessible and efficient healthcare systems are fundamental to societal well-being. We seek to analyse healthcare policies, systems, and practices to improve health outcomes and ensure equitable access to quality healthcare services.

13.9 Gender, equity and social justice

This research focus emphasises the importance of gender equality and social justice in all aspects of life. It examines the intersection of gender, ethnicity, and socio-economic factors, aiming to bridge barriers to equality and promote inclusive societies.

13.10 Pedagogical approaches and curriculum development in education

This research theme focuses on enhancing pedagogical methods, curriculum development, and instructional strategies across various subfields within education. We seek to explore innovative ways of teaching and learning, incorporating technology, addressing diverse learning needs, promoting inclusive education, and evaluating curriculum effectiveness.

13.11 Justice and human rights for sustainable development

This theme encompasses various aspects of law such as human rights, family law, land law, criminal law, and contract law. We explore the intersection of legal frameworks and rural

challenges, aiming to develop comprehensive strategies for addressing legal issues, protecting human rights, and promoting social, economic, and environmental justice, especially in rural areas.

14 FACULTIES'/SCHOOLS' RESEARCH FOCI AND PROBLEM-SOLVING AREAS

14.1 Introduction

In the dynamic landscape of academia, the pursuit of knowledge and innovation stands as a cornerstone of progress within a university. Within this realm, Faculties/Schools play a pivotal role in shaping the research foci and problem-solving landscape. By meticulously defining research focal areas and addressing pressing challenges, Faculties/Schools become incubators of discovery, forging pathways towards solutions that enrich our understanding of the world and drive positive change.

At the heart of every Faculty/School lies a strategic research focus, a compass that guides scholars, researchers, and students towards uncharted territories of inquiry. This agenda is not merely a list of topics, but a meticulously crafted roadmap that reflects Faculties'/Schools' core values, strengths, and aspirations. It crystallises a commitment to exploring the frontiers of knowledge and contributing meaningfully to academic discourse and societal advancement.

Embedded within these research foci are core problem-solving areas that encapsulate the Faculties'/Schools' dedication to addressing real-world challenges. These problem-solving areas resonate with the pressing needs of communities, industries, and global issues. Through these designated spheres of focus, Faculties/Schools demonstrate their responsiveness to the evolving needs of society, leveraging their expertise to develop pragmatic solutions that can catalyse progress and support lives and livelihoods. Presented hereafter, are Faculty-/School-specific research foci and problem-solving areas that feed into the University-wide research foci.

14.2 Faculty of Integrated Development Studies

14.2.1 Introduction

Based on an interdisciplinary approach to development studies, the Faculty of Integrated Development Studies (FIDS) was established in 1994 to provide dynamic training to students to enable them contribute effectively to the development of Northern Ghana, in particular, and Ghana as a whole. The FIDS seeks to promote scientific research, quality teaching and community service to enhance human development. It offers students options of full specialisation in some core subject areas in various departments, namely: Department of Environment and Resource Studies, Department of Communication, Department of Development Studies, and Department of African and Endogenous Studies. This Faculty is designed to promote contact and cooperation with local communities, other universities and institutions to promote holistic human development. In this connection, SDD-UBIDS' flagship programme, known as the Third Trimester Field Practical Programme and Business Incubation, which cuts across all Faculties/Schools, is at the core of its existence and crucial to the realisation of the mission of the FIDS. The Third Trimester Field Practical Programme and Business Incubation combines academic and community-based field practical work. It spans a trimester each academic year for three years and ensures that students work closely with communities to formulate specific interventions to address specific development issues.

14.2.2 Research Foci

1. Climate change and environment

    a. Climate change, adaptation, mitigation and resilience

    b. Natural resources management

    c. Hydro informatics

    d. Extreme precipitation

    e. Floods under urban expansion

    f. Environmental management and planning

    g. GIS, RS and spatial aspects of development

    h. Sustainability of agriculture and food systems

    i. Smallholder farming systems and innovations

2. Social and Economic Development

    a. Gender, culture and development

    b. Migration and development

    c. Gender, artificial intelligence and development

    d. Social protection and public policy

    e. Governance and development

    f. NGOs and civil society management and accountability

    g. Development management

    h. Community development

    i. Institutions and capacity development

    j. Grassroots participation

    k. Deliberative democracy

    l. Men and masculinities, violence, gender and suicide

    m. Planning and international relations

    n. Rights-based approach

3. Community Engagement

    a. Household decision-making in utilising economic resources

    b. Monitoring and evaluation of development programmes

    c. Government expenditure-poverty nexus

    d. Trade liberalisation and economic growth

4. Communication, Mass Media and Discourse Studies

    a. Development communication

    b. Communication, media and governance

    c. Community radio and development

    d. Media, democracy and governance

    e. Journalism education

    f. Print media resilience

    g. Social and behaviour change communication and media studies

h. Extractive companies and local community relations discourse

i. Extractives and local community impact discourse

j. Corporate sustainability communication

k. Environmental communication

l. Development journalism

m. Social media and audience analysis

n. Communication and media ethics

o. Theatre for development

p. Advertising and public relations

q. Indigenous communication

r. Political communication

s. Discourse studies

14.2.3 Problem-Solving Areas

a. Gender issues (equality/Inequality) in Ghanaian societies

b. Sustainable rural livelihoods

c. Climate change adaptation and mitigation

d. Waste management and pollution control

e. Water resources management

f. Flora and fauna conservation

g. Flood hazard maps

h. Irrigation water management

i. Resource mapping and visualisation

j. Water information analysis

k. Rural-urban migration in the Northern Regions

l. Human rights of undocumented Ghana labour migrants in foreign countries

m. Governance issues

n. Awareness creation and sensitisation of community members to use local media, especially community-owned ones, to empower themselves to demand accountable, participatory governance for local development

o. Capacity-building initiatives for media personnel and development advocates to be abreast with current trends in effective communication in support of sustainable development initiatives

p. Media education and using social media for empowerment

q. Social and behaviour change communication in health promotion and sustainable development

14.2.4 Funding Agencies

- Internally generated sources – school fees
- Collaborators/partners such as UNICEF, UNESCO & Media Foundation of West Africa
- United Nations Environment Programme
- Global Environmental Facility
- Whitney Wildlife Conservation Fund

14.3 Faculty of Planning and Land Management

14.3.1 Introduction

The Faculty of Planning and Land Management (FPLM) is the second oldest faculty in SDD-UBIDS). The FPLM was established in the 2008/2009 Academic Year. The FPLM grew out of the Department of Planning, Land Economy and Rural Development, one of the maiden Departments of the Faculty of Integrated Development Studies of the University for Development Studies. It has since been a leader in training of professionals in community development, project management, development planning, urban design and infrastructure planning, real estate, construction studies, and land governance and management. The FPLM currently has six academic departments, namely: Department of Community Development, Department of Planning, Department of Real Estate, Department of Urban Design and Infrastructure Studies, Department of Land Management, and Department of Construction Studies. Faculty members' areas of expertise and research revolve around these departments, but are not limited to them, because the Faculty is involved in interdisciplinary research and welcomes collaborations with other departments within and institutions outside the University. The FPLM hosts the West African Centre of Sustainable Rural Transformation.

14.3.2 Research Foci

1. WASH Planning, Governance and Decentralisation
   a. Water and sanitation challenges in urban slums
   b. Multiple-water use services
   c. Irrigation governance and utilisation
   d. Smart policy planning and strategies
   e. Water-energy-food nexus in cities
   f. Parking planning policy and traffic congestion
   g. Participatory planning mechanisms
   h. Poverty and development
   i. Water resources access and utilisation
   j. Development planning and management

2. Climate Change, Environment and Sustainability
   a. Sustainability assessment
   b. Climate change adaptations
   c. Role of indigenous knowledge in climate change
   d. Mainstreaming climate change
   e. Environmental management
   f. Ecosystems assessment and natural resources management
   g. Ecotourism and community development
   h. Climate change and community livelihood diversity

3. Gender, Social Policy and Social Protection
   a. Social accountability
   b. Gender and education
   c. Social inequality
   d. Social mobility and higher education
   e. Health policy analysis and universal health coverage

    f.   Health care financing

    g. Maternal, adolescent and child healthcare

    h. Health systems research

    i.   Health and climate change

    j.   Social inclusion and exclusion analysis

    k. Social housing and affordability

    l.   Political economy of cash transfers

4. Population, Migration and Livelihoods

    a. Agriculture and livelihoods

    b. Urbanism planning and interventions

    c. Insurgent planning and co-production in urban service delivery

    d. Spatial analysis, resilient cities and urban transformation

    e. Ecosystems and agricultural value chains

    f.   Economic reforms and women livelihoods

    g. Transport development and livelihoods

    h. Migration and urban slums development

    i.   Rural-urban nexus

    j.   Climate change and agriculture

5. Land Real Estate and Facility Management

    a. Land value capture and land financing

    b. Land-based financing of urban infrastructure

    c. Real estate economics

    d. Property and facilities management

    e. Property financing

    f.   Sustainability issues in real estate

    g. Customary land management

    h. Land-use policy and planning

    i.   Neo-customary land delivery

    j.   Land tenure and large-scale land acquisition

6. Construction Management

    a. Quantity surveying and commercial management

    b. Construction waste minimisation and recovery

    c. Construction project management

    d. Health, safety and welfare management in construction

    e. Green buildings and sustainable construction

14.3.3 Problem-Solving Areas

    a. Assessing the state of sanitation and issues of marginality in Wa, Ghana.

    b. Formative and sustainability study on WASH in schools, health facilities and menstrual hygiene management.

    c. Promoting women's economic empowerment and recovery through social protection and complementary access to water services in sub-Saharan Africa.

    d. Contribution of protected areas to the achievement of some Sustainable Development Goals: linkages, immediate outcomes, challenges and way forward.

14.3.4 Funding Agencies

- International Foundation for Science (IFS)
- UNDP
- UNICEF
- Volvo Research
- Educational foundations
- World Health Organisation
- Wellcome Trust Fund
- Bill & Melinda Gates Foundation

14.4 School of Business

14.4.1 Introduction

The School of Business (SoB) is a dynamic hub of academic excellence and ground-breaking research at the intersection of business, innovation, and societal impact. Established with a commitment to nurturing future business leaders, it is at the forefront of business education, empowering individuals to thrive in today's dynamic and competitive global landscape. The School is made up of eight (8) departments, namely: Department of Marketing and Entrepreneurship, Department of Procurement and Supply Chain Management, Department of Management Studies, Department of Banking and Finance, Department of Accounting, Department of Hospitality and Tourism Management, and Department of Health Services Management. The School's commitment to research is embedded in every facet of our educational philosophy. It believes in more than just classroom learning. It fosters an environment that encourages critical thinking, entrepreneurial spirit, and collaborative engagement. Faculty members, composed of accomplished academics and industry experts, bring a wealth of knowledge to the classroom, which ensures that students receive a well-rounded education that integrates theoretical foundations with practical insights.

14.4.2 Research Foci

1. Sustainability and Green Business
   a. Sustainable marketing and business research
   b. Sustainable supply chains and customer satisfaction
   c. Climate change and sustainable procurement
   d. Sustainable hospitality and tourism
   e. Health and climate change
   f. Green Accounting: disclosure and sustainable reporting by firms
   g. Green and sustainable finance
   h. Sustainable procurement in public and private sectors

2. Digital Technology and Business Success
   a. Digital technologies in strategic marketing management

b. Electronic procurement on organisations and internal/external customer satisfaction

c. Digital hospitality and tourism economy

d. Financial technology and digital currency

3. Dynamics of Social Entrepreneurship

a. Social marketing and entrepreneurship

b. Corporate social responsibility in public and private

4. Business Innovation and Development

a. Entrepreneurial networking and innovative behaviours

b. Value co-creation

c. Customer engagement and value co-creation

d. Healthcare innovations

e. Coopetition and business success

5. Global Disruptions and Business

a. COVID-19 and business or value chain disruptions

b. COVID-19 and global supply chain distortions

c. Uncertainties and economics of the world

6. Business and Public Sector Enterprise Management Dynamics

a. Advertising and strategic procurement in the public sector

b. Public sector finance

c. Public health and global pandemics

d. Health systems policy research

e. Business policy research

7. Total Quality Management

a. Total quality in business

b. Primary health care services and management

c. Quality of healthcare and patient satisfaction

d. Integration of health services

e. Communicable and non-communicable disease epidemiology

14.4.3 Problem-Solving Areas

a. Exploring and informing effective ways of promoting green business in emerging and frontier economies.

b. Leveraging digital technologies to improve business performance in Sub-Saharan Africa

c. Exploring effective ways of collaborative care between the public and private sector

d. State of the art research to provide best ways of leveraging digital platforms for value co-creation, customer satisfaction and total quality management.

e. Promoting collaborations between agencies, and their regulatory authorities.

f. Proposing methods of integrating programme-based care into the normal care stream.

g. Leveraging the best means available through research to inform best control measures in business and health sector.

h. Managing the disease-epidemiology paradigm.

i. Exploring the stock market contagion and its impact on economies and the way forward.

j. Examining the effect of Corporate Social Responsibility, Innovation, Remittances, FDI on economic activities in Africa.

k. Investigating the impact and link between infrastructure and economic activities in Africa

l. The nexus between energy consumption, FDI, Financial Market Development and environmental footprint in Africa.

m. Examining the link and impact of international trade on economic issues in Africa.

n. Investigating the nexus between capital flows and the attainment of SDGs in Africa.

14.4.4 Funding Agencies

● Conference support fund from the School of Business

● University of Agder Norway Alumni Support

● Global Fund

● World Health Organisation

● Wellcome Trust Schemes

● World Bank

14.5 *Faculty of Public Policy and Governance*

14.5.1 Introduction

The Faculty of Public Policy and Governance was scaled up from the Department of Governance and Development Management, previously under the Faculty of Planning and Land Management. It was set up to run various undergraduate and postgraduate programmes in line with the strategic plan of SDD-UBIDS. Interest in these programmes has grown over the years due to the responsive nature of the programmes to the market and their uniqueness as the only such degree programmes run in the Upper West, Upper East and the Brong-Ahafo Regions of Ghana. These programmes produce quality professionals to fill the void created in the wake of the public sector reforms programmes, especially in the northern sector. The University consciously and systematically runs programmes targeted at preparing individuals to establish careers in their specialised areas and equips these practitioners with the requisite training to enable them live and function in deprived communities.

14.5.2 Research Foci

1. Policy, Transformational Development

    a. Policy and social service provision; education, health, housing, water and sanitation, power
    b. Policy and environmental management
    c. Policy and economic management
    d. Policy, social protection poverty reduction and safety nets
    e. Public policy, politics and conflicts nexus
    f. Policy and public sector reforms and management
    g. Stakeholder interest in public policy management
    h. Global policy for international partnership
    i. Public policy and disaster management

2. Public Policy, Leadership, and Governance in the Public Sector

    a. Africanisation of governance and leadership
    b. The global political economy and development initiatives in Africa

3. Development Policy, Governance and Management
   a. Governance, wealth creation and democracy
   b. Managing projects and programmes for development
   c. Participation, equality, accountability, and civil and human rights
   d. Power relations between actors in processes of governance and policy, and in politics
   e. Interactions of governments, private enterprises, development organisations and communities

4. Health Policy and Health Systems Strategic Purchasing of Healthcare and Health Systems' Governance
   a. Health promotion, health diplomacy, power relations, and health inequities
   b. Health communication, media relations and vaccine/medicine hesitancy
   c. Transformational health policies and translational health research
   d. Biological wars, migration, maternal, adolescent and child health

5. Western Cultural Imperialism
   a. Discourses of development
   b. Decoloniality, feminism and epistemologies
   c. Gender and development

6. Urban Infrastructure as an Asset and Instrument for Urban Development and Control
   a. Critical infrastructure and peri-urban expansion
   b. Key players and their roles in shaping urban expansion
   c. Utility services and gender-responsive social services to redistribute reproductive roles and enhance labour outcomes

7. Urban Politics, Land and Informalities in Africa
   a. Power politics and informalities in defining towns and cities
   b. Power, urban development and the forms of manifestation
   c. The potential of urban informalities in the context of mid-sized towns and cities and how beneficial these could be in urban development

8. Disaster Risk, Floods, Risk Reduction Measures and Prevailing Hazards
   a. The (in)action of residents and future risks to disaster
   b. Urban-specific measures for minimising future hazards and disasters and lessons

9. Organisational Structure and Power Relations, Workplace Behaviour
   a. Corporate governance and social responsibility, best practices and learning
   b. Technology-driven innovation management, operations management, customer satisfaction, total quality assurance and financial sustainability and learning
   c. Industrial relations, organisational conflict, labour law, workplace safety, work-life balance and learning
   d. Needs assessment of local governance systems and power dynamics in decentralised governance
   e. Strengthening governance systems to make them truly decentralised and functional
   f. Enhancing private-public-community partnership for rural development

2. Climate Change, Migration, Environment and Natural Resource Nexus
   b. Migration change, natural resource degradation and exploitation
   c. Climate change financing in sub-Saharan Africa and Ghana

3. Conflict, peacebuilding and development
   a. Conflict, underdevelopment and poverty
   b. Conflict research, analysis, planning and intervention
   c. Public policy, power dynamics and conflict
   d. Modern and traditional institutions in peacebuilding
   e. Competition, conflict and environment natural resource management
   f. Peacebuilding and sustainable development
   g. Gender, violent conflict and development

14.5.3 Problem-Solving Areas

a. Governing urban infrastructure and services through inclusive, resilience and safe urban development control strategies.

b. Exploring the roles of urban politics, land and informalities in sustainable urban development trajectories.

c. Promoting urban resilience through urban environmental governance and disaster management.

d. Strengthening decentralisation and strategic local governance tenets for local development.

e. Governance and management of development projects and programmes in developing economies.

f. Real work for real fair pay and industrial conflicts.

g. Corruption in organisations and institutions.

h. Unemployment, particularly youth unemployment and real poverty reduction.

i. Unethical organisational and institutional misbehaviour.

j. Corporate social responsibility.

14.5.4 Funding Agencies

- Wellcome Trust
- Catholic Relief Services (CRS)
- Plan Ghana/International
- Care International
- German Academic Exchange Service (DAAD)
- Economic and Social Research Council (ESRC)

14.6   Faculty of Social Sciences and Arts

14.6.1 Introduction

The Faculty of Social Science and Arts (FSSA) was created from existing departments of FIDS to realign the academic programmes and staff. It is made up of six (6) departments namely: Department of Economics, Department of Geography, Department of History and Political Science, Department of Sociology and Social Work, Department of Modern Languages and Diasporan Studies, and Department of Applied Statistics. The vision of FSSA is related to that of the University, that is, to build a community of theoretically rich and empirically grounded Faculty motivated by expertise in applied research to become the leading voice for social and economic reforms in an ever-evolving economic and social system. The FSSA seeks to realise this through cutting-edge research that provides solutions to real issues of society locally, nationally and globally making FSSA the preferred choice of people seeking collaboration in research or knowledge on a wide range of issues relating to the various disciplines in Social Sciences and Arts within the West African sub-region and beyond. The Faculty hopes to achieve this by bringing together expertise in the various disciplines, ranging from Economics to Sociology, in a concerted commitment to developing new knowledge that ethically addresses the social, economic and developmental issues that directly impact people and policy.

14.6.2 Research Foci

1. Development Economics and Policy Analysis
    a. Applied health economics and health system research.
    b. Development finance and policy analysis
    c. Agribusiness and enterprise development
    d. International trade, global markets and innovation
    e. Economic modelling and policy analysis
    f. Environment and resource economics

2. Environmental Policy and Natural Resource Governance
    a. Environment and geo-information

b. Population and health

c. Disaster management

d. Transport and the space economy

e. Urban trade and governance

f. Climate change, natural resources and livelihoods

g. Development and rural livelihoods

h. Urbanisation and waste management

3. Sociology and Social Work

a. Social change and traditional social institutions

b. Social policy, social work and social legislation

c. Critical everyday life diversities and collective behaviour

d. Social inequalities, social protection and social ordering

e. Social organisation of health and well-being across the life course

4. History and Political Science

a. Inclusion and exclusion in Ghanaian politics

b. Divergence, religion and ethnicity as political tools

c. Comparative studies of African traditional governance systems

d. Electoral administrative systems and management

e. Technology and democracy

f. Digital transformation and governance

g. Refugee studies and management in Africa

h. Ethnicity and nationalism

i. Chieftaincy conflicts and development

j. Post-colonial state formation and politics

k. Resource-based conflicts

l. Organisational politics and conflicts

m. International organisations

n. Regional cooperation and integration in Africa

o. Local governance and administration

p. Geopolitics in international relations

q. Policy analysis

r. History and politics of development

5. Applied Statistics and Mathematical Modelling

   a. Economic statistics

   b. Health and biostatistics

   c. Mathematical modelling

   d. Machine learning

14.6.3 Problem-Solving Areas

   a. Research into social issues such as social inequalities, social protection and social ordering that directly impact people and policy.

   b. Researching into development economics with emphasis on economic growth, climate change, inequality, gender, local government financing, and migration.

   c. Health and energy economics; healthcare systems research and financing, energy consumption and health outcomes, energy demand and population health.

   d. Mathematical and statistical modelling, and general application of statistics in data analysis to provide insights for decision-making and in tackling socio-economic challenges.

14.6.4 Funding Agencies

   • World Bank

   • Bill and Melinda Gates Foundation

   • Faculty Research Fund

   • German Agency for International Cooperation (GIZ)

   • DAAD

   • United Nations Population Fund

14.7 School of Education and Lifelong Learning

14.7.1 Introduction

The School of Education and Life-long Learning was established in 2020. The school has four departments that run a total of ten undergraduate programmes, four Master of Philosophy (MPhil) programmes and four diploma programmes. Its Centre for Distance Education and Lifelong Learning also runs five programmes at the Master of Education (M.Ed.) level. However, the research interests and practice of faculty staff cut across different fields. While the School works to strengthen the pedagogical capacity and critical thinking skills of staff and students, for the past three years it has worked hard to improve teaching, learning and research to address individual needs and has also addressed some socio-economic problems confronting the region. It is organised into four academic departments: Department of Business Education, Department of Social Science, Department of Educational Foundation and Department of Languages.

14.7.2 Research Foci

Education Accounting, Pedagogy and Instruction

a. Accounting education, public financial management, pedagogy, curriculum and instructions
b. Mathematics education, mathematics curriculum theories and evaluation,
c. Pedagogy and integration of ICT and innovative ways of teaching and learning of Mathematics
d. Mathematics education, mathematical proficiency and competency - mathematical modelling, mathematical reasoning and mathematical problem-solving.
e. Management education, pedagogy, curriculum and instructions

Socio-economic and Political Systems of Ghana

a. Socio-economic analysis of inequality in Ghana
b. Gender analyses of education
c. Economics, socio-cultural, political and development issues.
d. Social and political history of Northern Ghana
e. Migration history of the various societies in Northern Ghana

f. Cultural history and social change in Northern Ghana

g. Climate change and its associated characteristics

h. Environmental sustainability, land uses, landforms and resources

i. Vegetation and human activities

j. Developed and developing world

Educational Technology and Pedagogy

a. Curriculum and pedagogy

b. Inclusive and differential learning

c. Mathematics education and technology

d. Instructional strategies and inclusive education

e. Counselling and inclusive education

f. Cognitive psychology, learning and instruction

g. Anxiety, stress, study habits and academic performance

h. Job satisfaction and labour productivity

i. Educational management and policy

j. Gender relations

k. Globalisation and international education

l. Ethical dimensions in education and ecofeminism

m. Diversity and social justice

Language, Culture and Pedagogy

a. Teaching French as a foreign language and specific purpose

b. Language acquisition and second language

c. African literature

d. Education and development

e. Cognitive psychology

f. Psychology of instructions and learning

14.7.3 Problem-Solving Areas

a. Application of scientific and innovative methods of teaching and learning in schools to improve cognitive and affective development globally.

b. Child-centred approach to teaching and learning in school to improve skills development.

c. Application of audio and visual aids in schools to improve teaching and learning.

d. Adaptation of innovative psychological and pedagogic methods of teaching and learning to cater for the various individual and cognitive differences.

e. Mass education on environmental protection and sustainability of natural resources for future development.

f. Gender issues (equality/inequality) in Ghanaian societies.

14.7.4 Funding Agencies

a. Plan International

b. Care International

14.8 Faculty of Information and Communication Technology

14.8.1 Introduction

The Faculty of Information and Communication Technology is one of the newest faculties in the University. It was established in the 2020/2021 academic year to train students in the areas of Computer Science, Informatics, Information Systems, Systems Engineering, Computer Science Engineering, Health Informatics and Business Informatics. Currently, the Faculty is running two academic departments, the Department of Computer Science and the Department of Informatics.

14.8.2 Research Foci

1. Digital Platforms and Innovation

a. Core platform infrastructure and digital service innovation

b. Platform systems for public and private sectors

c. Multi-sided platform applications and digital networks

d. Digital organisation and society

e. Interaction design and learning technology

2. Information Technology and Society

    a. Disruptive technologies and economic development

    b. Financial technologies and inclusion

    c. Digital identity management systems

    d. Information privacy in social media

    e. ICT for Development

3. Ubiquitous Computing and Data Analytics

    a. Mobile technologies and distributed work

    b. Internet of everything and big data

    c. Data, information and knowledge management

    d. Virtual teamwork and digital transformation

    e. Location-based healthcare systems

4. Artificial and business intelligence

    a. Semantic information processing

    b. Knowledge-based reasoning

    c. Computer vision

    d. Deep and machine learning

    e. Neural networks

5. Human-Computer Interaction

    a. User-centric technologies and interfaces

    b. Accessible computing for everyone

    c. Virtual and augmented reality technologies

6. Computer Arithmetic

    a. Computer numeracy and operations

    b. Residual number systems

    c. Digital signal processing

d. Cryptography and cryptosystems

e. High-precision computing

7. Operations Research

a. Problem-solving and decision-making

b. Production scheduling and engineering

8. Cybersecurity

a. Prevention and protection technologies

b. Protocols and algorithms

14.8.3 Problem-Solving Areas

a. Leveraging emerging Artificial Intelligence, Internet of Things, Virtual Reality and Augmented Reality technologies to explore and design user-centric technologies and interfaces for businesses, health, and education domains.

b. Promoting user-centred design and development of interactive and learning technologies among communities and organisations based on context-awareness and user experiences.

c. Designing assistive and accessible computational technologies for everyone including people with visual, hearing, and intellectual disabilities in Upper West Region and beyond.

d. Proposing explanations and guidelines for how and why digital platforms are exploited for service innovation in public and private sector organisations for value co-creation with customers or consumers.

e. Processing large raw data to uncover trends and patterns, and draw meaningful insights for decision-making at personal, organisational and governmental levels.

f. Exploring and developing financial and mobile technology systems to improve financial inclusion and socio-economic lives among rural and underserved populations in Ghana.

14.8.4 Funding Agencies

- Google
- Microsoft
- African Academy of Science
- African Union

14.9 School of Law

14.9.1 Introduction

The School of Law was part of the School of Business and Law (SBL), which was established in 2014 at Wa Campus of UDS. The SBL was carved out from the erstwhile Faculty of Education, Law and Business Studies (FELBS). The establishment of the School, among other things, was borne out of the University's quest to respond to the critical development needs of the business community and the legal fraternity. Its response has always been to provide innovative, relevant and practical academic programmes that meet the growing demands of the business world and the environment in which it is situated. However, the teaching of Law, so far, has been limited to the study of business-related law courses such as Commercial Law, Company Law and Contract Law. In 2019, SDD-UBIDS was created as an autonomous university from the University for Development Studies, Tamale. Section 2(2) of the Act that established the University emphasises studies in business and integrated development studies and provides that it shall have a School of Business and a School of Law. The then National Accreditation Board (NAB), now Ghana Tertiary Education Commission (GTEC), subsequently granted accreditation to SDD-UBIDS to offer programmes leading to the award of certificates, diplomas, and degrees. These programmes are directed towards the practical and equity needs of the five regions of northern Ghana, in particular, Upper West, Upper East, Savannah, Northern and North-East Regions, and Ghana as a whole. The School of Law was launched on March 1, 2023. It currently has two departments: Department of Private Law and Department of Public Law. Its focus is to provide quality education through the provision of modern, comprehensive, liberal and professional programmes that challenge learners to be creative and innovative.

14.9.2 Research Foci

 1. Human Rights Law

    a. Access to education

    b. Clean water and sanitation

    c. Freedom from discrimination

d. Freedom of expression and information

e. Protection from environmental harm

f. Cultural and indigenous rights

g. Freedom from forced labour and child labour

h. Social and economic rights

2. Family Law

   a. Domestic violence and abuse

   b. Child custody and support

   c. Property and inheritance issues

   d. Marital dissolution and separation

3. Land Law

   a. Land ownership disputes

   b. Land tenure security

   c. Land redistribution

   d. Environmental protection

   e. Inheritance and succession

   f. Customary land tenure and traditional dispute resolution

   g. Land access and ownership

   h. Agricultural land use and conservation

   i. Land development and infrastructure

4. Criminal Law

   a. Domestic violence

   b. Poaching and illegal hunting

   c. Agricultural and livestock crimes

   d. Prevention of gang activities

   e. Environmental violations

   f. Drug offenses

5. Contract Law

   a. Infrastructure development

   b. Cooperative agreements

   c. Contract farming

   d. Land ownership and use

   e. Employment and labour contracts

   f. Natural resource contracts

   g. Dispute resolution

14.9.3 Problem-Solving Areas

   a. Rural access to essential services

   b. Sustainable land and resource management

   c. Enhancing community safety and policing

   d. Strengthening labour and contractual rights

   e. Promoting gender, indigenous, and human Rights

14.9.4 Funding Agencies

   - McDan Group of companies

   - School IGF

   - Donations

   - Grants

   - Plan Ghana

Table 1: Implementation of School/Faculty Research Foci

Activity	Responsibility
Admission of postgraduate students (MSc by research, MPhil and PhD) into Faculties'/Schools'/departmental research focal areas	HoDs
Constitute research groups in Faculties/Schools and Departments to conduct research on focus areas	Deans/Research Coordinators/HoDs
Carve sub-themes for annual Research and Development Conference around the research focus	DRIC

Compile databases that will serve as outlets for publication	DRIC
Facilitate research collaborations within and outside the University	DRIC
Annual monitoring and evolution of foci	URIC
Faculties/Schools to submit comprehensive bi-annual reports sanctioned and signed by Deans that cover research-related activities undertaken by Departments/Centres/Institutes/ Units/Sections to DRIC through Faculty/School research coordinators	Deans/Research Coordinators
Final evaluation	Director, DRIC

14.9.5 Monitoring Framework for the Research Foci

Table 2: Monitoring Report Template for Research Foci

No	Research Title	Thematic area within Faculty/School Research Foci	Period of Research	Status (completed or ongoing)	Faculty members involved and their departments	Research output (policy brief, articles, product, grant proposal)	Funding Sources	
							Self	Others (state funder)
1								
2								
3								
4								
5								

15 RESEARCH AND INNOVATION DISSEMINATION CHANNELS

Dissemination of research and innovation outcomes provides avenues for knowledge valorisation and making informed policy. Ensuring research and innovations are as open as possible is crucial in our knowledge- and an information-driven world where data are progressively valued, and access to data is a competitive advantage. It is, therefore, vital to disseminate research and innovation outcomes. The University expects all research outputs to be publicly available. Under certain circumstances, as permitted by law, the University may withhold research outputs where "good reason exists". Research may be restricted as necessitated by the University's Intellectual Property Policy. In disseminating research findings, researchers must:

a. Ensure research methods are appropriate to the objectives and purpose of the research and conclusions are justified by the results.

b. Disseminate research findings accurately, responsibly and broadly and, where necessary, take action to correct errors promptly.

c. Acknowledge and cite other relevant works accurately.

d. Carefully evaluate the credibility of the journal and publisher.

e. Adopt appropriate protection of sensitive and confidential information.

f. Adhere to authorship, funding acknowledgement and affiliation.

Channels for dissemination of research and innovation continue to evolve. Some outlets for disseminating research and innovation are:

i. **Publication of Scientific Papers:** Scientific publications are crucial dissemination channels for sharing research outcomes with academics, policy-makers, stakeholders and the general public. They allow researchers to use the findings of their work in a responsible manner.

ii. **Events:** Conferences, seminars, workshops, industry fairs, expositions and exhibitions all provide avenues maximising impact of research and innovation. Presentations at conferences, seminars and workshops allow researchers to disseminate their findings and receive feedback from scholars or persons who are also knowledgeable in the field. They also provide for broader visibility and spread of knowledge produced. Industry

fairs, expositions and exhibitions serve as platforms where researchers can meet relevant industry players who might find their research and innovations helpful in promoting social change and development.

iii. **Print Media:** Print media, such as newspapers, although traditional, are still relevant for disseminating research findings.

iv. **Online and Social Media Channels:** Online channels are the fastest means of disseminating information. Researchers can share their research findings through online channels such as LinkedIn, Facebook, Instagram and Thread, X (formerly Twitter). Blog posts, webinars, the Conversation and videos also allow broad coverage of research dissemination.

v. **Reports and Policy Briefs:** Reports and policy briefs are non-peer-reviewed. However, these media allow researchers to advocate for a cause of action, provide relevant information on issues and communicate results to a targeted audience.

vi. **Radio and Television:** Radio and television remain important media for disseminating information. Most homes in Ghana own, at least, one of these devices, making them the easiest means to reach large numbers of people. They are also necessary for reaching rural folks and those without access to the Internet. Researchers can design simplified versions of their research that can be communicated through radio and television in simple terms and local languages.

vii. **Newsletters:** The University should produce quarterly newsletters to disseminate research and innovation by staff and students, which should be available in hard copy and online versions.

viii. **Podcasts:** Podcasts allow researchers to synthesise their work into an episodic series that is downloadable by a wide range of users. This medium also makes researchers

consider how their work can reach a broad audience and helps maximise the impact of research and innovations.

ix.   **Profile Pages:** Researchers can use their profile pages on the University website to project their research and innovation endeavours. All academic staff of the University must have a profile page created for them by the Directorate of Information Management Services (DIMS), facilitated by DRIC. Staff are required to continuously update their profiles regarding all new research outputs, research engagements, innovations and consultancies, among others.

x.   **Research Database Accounts:** These allow researchers to publicise their research work and other endeavours, establish collaborations and obtain information from other researchers. These databases include, but are not limited to, Google Scholar, ResearchGate, Academia.edu, Scopus, and Science Direct, among others. All academic staff must have a Google Scholar account and an ORCID account to promote the visibility of their research. All Deans, Directors, HoDs and Unit heads, through University Relations, must ensure each academic staff has an active personal profile page on the University's website as well as a Google Scholar account.

16 PUBLICATION OUTLETS

Academic publication outlets are channels or platforms where researchers, scholars, and academics share their research findings, scholarly articles, and academic works with the broader academic community and the public. These outlets serve as vehicles for disseminating knowledge and contributing to the advancement of various academic disciplines. Common academic publication outlets include:

a.   **Academic Journals:** Academic journals are, perhaps, the most traditional and widely recognised outlets for scholarly publications. They cover a broad spectrum of academic disciplines and typically publish peer-reviewed research articles, reviews, and other scholarly content.

b. **Books and Monographs:** Books and monographs provide an in-depth exploration of a particular topic or research area. They are often authored by individual scholars or research teams and published by academic publishers or university press.

c. **Conference Proceedings:** Many academic conferences publish proceedings that include research papers, abstracts, and presentations delivered at the conference. These proceedings are a way to share research presented at conferences with a broader audience.

d. **Magazines and Newsletters:** Some academic institutions and organisations publish magazines and newsletters that highlight research, news, and developments within specific academic fields or communities.

e. **Blogs and Online Forums:** Researchers and scholars may contribute to academic blogs or participate in online forums where they share insights, commentary, and informal research findings.

f. **Research Reports and Working Papers:** Research organisations, think-tanks and academic departments often release research reports and papers presenting research findings and analyses on specific topics.

g. **Multimedia Platforms:** In addition to traditional written publications, researchers may use multimedia platforms like YouTube, podcasts, and webinars to share their findings and engage with a broader audience.

16.1 Recommended publishing outlets for SDD-UBIDS

Staff and students are encouraged to use the publication guidelines developed by the University as a reference when deciding on outlets for their research output.

17 AUTHORSHIP

17.1 *Determination of Authorship*

Publications, invariably journal articles, are the 'currency' of research. Consequently, authorship is of crucial importance. This raises the issue of who qualifies to be included as an author, which needs to be properly understood. Authorship involves deciding whose name is recorded as having contributed to a research output. Thus, an author "is … an individual who has made a significant intellectual contribution to the study" (Elsevier, 2017). Authorship is crucial because it not only gives researchers credit but also places responsibility on them. There is no problem when the output is credited to a single author; or two or three authors. Problems, however, arise when an output has several names listed as authors, the problem being ascertaining the level of contribution of the various authors. There is no doubt at all when an output is credited to a single author. It may still not be problematic in the case of two or three. However, the issue assumes problematic dimensions when output is attributed to several people, the problem being how to determine the level of contribution of each individual.

Two major arguments have been expressed by scholars on who should be considered an author. The first is that accountability for the whole article should be the minimum requirement for authorship, while the second proposes that the multi-dimensional nature of research does not allow any person to be fully responsible for an article.

According to guidelines provided by the International Committee on Medical Journal Editors (ICJME), 'All persons designated as authors should qualify for authorship, and all those who qualify should be listed.' The ICJME lists four key criteria that qualify a person to be an author:

(i) substantial contribution to the conception of the study and design, acquisition of data,

analysis and interpretation of data;

(ii) drafting the article or revising it critically for important intellectual content;

(iii) approval of the final version to be published; and

(iv) agreement to be accountable for all aspects of the work related to the accuracy or integrity of any part of the work.

To satisfactorily address authorship issues, Elsevier advises that: (i) all co-authors participate in making a joint decision on the order of authorship (ii) people involved in a study (provision of advice, allocation of research space, oversight and provision of funding), but do not satisfy a journal's authorship criteria be labelled 'Contributors' or 'Acknowledged Individuals' (iii) in the case on multi-centre trials, a list of clinicians and centres be published with individual contributions stated.

17.2 Order of Authorship for Joint Articles

There are ethical issues associated with co-publishing articles because authorship does not simply give credit, but also goes with responsibility. First, it must be clear who the first or lead author is. In a two-person authored article, it is the one who does the research, writes and edits the article; the co-author is the person who collaborates and makes a significant contribution. For some journals, in the case of joint or multiple-authored articles, authors are acknowledged in descending order according to their level of contribution, while other journals list co-authors alphabetically, irrespective of their contributions.

17.3 Unacceptable Practices

The ethics of publication requires honesty and fairness to the extent that dishonesty is an unacceptable practice. In this respect, it is considered misconduct for a researcher to deliberately misrepresent their relationship to their work because it undermines confidence in the reporting of the work. Specifically, three types of authorship are unacceptable:

(i) 'Ghost' author: an author who contributes substantially, but is unacknowledged possibly because the sponsors have paid him/her.

(ii) 'Guest' author: one whose contribution cannot be ascertained, but is listed to assist in influencing the chances of the article being published.

(iii) 'Gift' author: one who is listed as an author, but whose association with the study is minute.

17.4 *Authorship of Dissertations/Theses and Articles Produced*

Regarding postgraduate dissertations/theses, authorship is typically unproblematic. Students are the sole authors and supervisors are acknowledged for providing mentorship. Thus, although supervisors play an important role in research leading to the writing of dissertations/theses, it is generally agreed that ownership of these works accrues to students, while supervisors are acknowledged.

Concerning a journal article originating from a dissertation/thesis, the status of the first author automatically belongs to the student, while the supervisor is/supervisors are second authors. Based on this norm, it is a violation of publishing ethics and constitutes misconduct, for a supervisor to publish extracts from a student's dissertation/thesis or the project of a group of students surreptitiously and fail to include them as author(s). However, in a case where the supervisor initiates the writing of an article (conception, design, acquisition of data and a draft) and asks a student to add data and do the analysis and interpretation, the supervisor is the first author and the student the second.

18 RESEARCH CAPACITY BUILDING

The University, as part of its mandate, seeks to be an acclaimed institution of excellence in the area of applied research. To achieve this, there is the need to initiate and nurture a capacity-building culture among members of the University community, which includes teaching and non-teaching staff as well as students. The University, through DRIC, will create an enabling environment by organising workshops, and seminars, initiating mentorship schemes across Faculties and Schools to develop Early Career Research staff as well as research students and providing infrastructural and technological support for research in the form of office space with appropriate technology to bring staff up to speed with current developments in global research. Additionally, semi-annual capacity-building seminars on grant proposal writing, hands-on data analysis skills training and research data management, among others, will be held. Faculties and Departments are encouraged to, at least, organise two research capacity-building workshops and seminars where staff and students present works-in-progress for input.

19 RESEARCH SUPPORT SERVICES

University Management acknowledges the importance of supporting and fostering research activities and endeavours to establish a congenial and supportive environment for conducting research and utilising research outcomes. Furthermore, the University aims to enhance research management and coordination. To achieve these objectives, through the DRIC, the university will offer support services for the conduct of research and engagement in consultancies by staff of the University by:

a. Developing comprehensive research foci and plans that span the entire university.

b. Ensuring that all research protocols undergo ethics clearance at the university and any other pertinent organisations.

c. Providing research grants to support research projects aligned with the university-wide research foci.

d. Providing matching funds, where necessary, to encourage participation in research grants.

e. Subscribing to databases that offer valuable information on research funding, ethics guidelines, and best practices.

f. Offering financial support to academic staff to attend conferences.

g. Promoting the organising of conferences, seminars, workshops and symposia by Faculties/Schools and departments.

h. Supporting the growth and sustainability of journals within the university.

i. Organise research conferences, seminars, research summer schools, research training workshops and symposia, and research and innovations fairs.

j. Fostering adherence to research ethics through the University Research Ethics Review Board.

k. Recognising outstanding researchers and innovators by establishing an award scheme to incentivise and celebrate their contributions.

l. Ensuring researchers and consultants comply with contractual agreements resulting from internal or external funding.

m. Offering support in the research proposal development process.

20   UNIVERSITY RESEARCH ETHICS REVIEW BOARD

The Research Ethics Review Board (RERB) ensures appropriate procedures and processes exist to safeguard and protect the rights, safety and welfare of research subjects. In fulfilling this responsibility, the RERB reviews all research documents and activities that bear directly on the rights and welfare of the subjects of the proposed research. Documents the RERB reviews include: applications/protocols, consent/assent document(s), research equipment forms, tests, surveys, questionnaires and similar measures, and recruitment documents. Before any human being or living organism is the subject of research, the RERB gives proper consideration to:

a. risks to the subjects;

b. anticipated benefits to the subjects and others;

c. importance of knowledge that may reasonably be expected to result;

d. informed consent process to be employed; and

e. conflict of interest and integrity of the research process.

20.1   Functions of the Board

The UBIDS RERB shall:

a. Review protocols submitted by researchers from the University and other research institutions in Ghana and abroad proposing to conduct scientific research related to humans, animals, other organisms, genetically modified materials and the environment.

b. Pay special attention to studies that may include vulnerable participants such as children, prisoners and mentally challenged people, among others.

c. Act in the full interest of actual or potential research participants and concerned communities, taking into account the interests and needs of researchers, and having due regard for the requirements of relevant regulatory agencies and applicable laws.

d. Ensure that only approved investigators are allowed to conduct proposed studies by considering relevant qualifications as well as training and experience, as documented by current curriculum vitae and/or any other relevant documentation.

e. Provide ethics oversight by monitoring approved projects.

f. Suspend, withdraw approval or stop research projects that it approved, but which have proved to be harmful to participants to an extent that makes the risk/benefit ratio ethically unacceptable.

g. Ensure that research results have potential benefits to the participating individuals/communities and are disseminated to policy-makers to enable translation into policy and/or interventions.

h. Give ethics support and advice to researchers, policy-makers and any other stakeholders.

i. Make efforts to conduct community outreach activities so as to sensitise communities about scientific research and research ethics.

j. Concern itself strictly with the scientific and ethical merits of submitted protocols for approval and execute its functions without bias or influence.

k. Organise regular training and awareness creation on ethics and good research practices for students and staff.

21 FACULTIES'/SCHOOLS' RESEARCH ETHICS REVIEW COMMITTEES

Each Faculty/School shall have a Research Ethics Review Board.

21.1 Functions of Faculties'/Schools' Research Ethics Review Committees:

a. organise regular training and awareness creation on ethics and good research practices for students and staff;

b. provide guidance relating to recommended ethical practices to students in the Faculty/School;

c. conduct initial review of applications submitted by students proposing to conduct scientific research related to humans, animals, other organisms, genetically modified materials and the environment;

d. recommend students' applications that meet ethical standards for approval by the RERB;

e. ensure students within the Faculty/School comply with approved ethical standards; and

f. provide ethics oversight through monitoring of approved projects within the Faculty/School.

22 SOURCES OF FUNDING FOR RESEARCH

To support research and innovation activities, enhance research skills, and manage research-related administration, funding shall be sought both from within the University and beyond.

22.1 Internal Sources of Funding

Subject to availability of funds, University Management through DRIC, will award merited "small/soft" research grants to staff to undertake research to advance the University research foci. These grants will be generated from various sources within the University, including returns on research contracts, the University's Research Fund, and profits from income-generating initiatives by DRIC. The Vice-Chancellor, in consultation with the Director of Finance and DRIC, will determine the specific income-generation interventions and the proportion of profits to be allocated to DRIC to fund research initiatives. Besides, funds to support the enhancement of research skills and management/administration of research-related activities will be sourced from:

- research grants won by academic staff; and
- returns on consultancy activities undertaken by staff.

22.2 External Sources of Funding for Research

In addition to contract research funds, and donations and endowments, DRIC will:

a. Actively update staff about research grants and contracts available through external sources.

b. Collaborate with external agencies, such as development partners, the Government of Ghana, and private organisations/individuals to attract research funds to support various research initiatives.

c. Be the sole entity responsible for registering the University on all external research-funding platforms.

Potential funding sources for the University include, but are not limited to:

- German Development Corporation/GIZ
- Ford Foundation
- Bill and Melinda Gates Foundation

- British Academy

- British Council

- European Commission Research and Innovation Funding

- The Scientific Technological Research Council of Turkey (TUBITAK) - Turkey Research Funding

- International Development Research Centre (IDRC)

- UK Research and Innovation (UKRI)

- Swedish International Development Agency (SIDA)

- Wellcome Trust

- Social Science Research Council (SSRC)

- Carnegie Corporation of New York Grant

- Danish International Development Agency

- African Research Universities Alliance (ARUA)

- United States Agency for International (USAID)

- Foreign, Commonwealth & Development Office (FCDO)

- Japan International Cooperation Agency (JICA)

- European Union (EU)

- Catholic Relief Service (CRS)

- Fulbright Scholarships

- Plan Ghana/International

- Care International

- DAAD

- ESRC

23 CONFLICT OF INTEREST

Conflict of interest arises when a researcher's personal, financial, or other non-scientific interests could compromise their objectivity, professional judgement, or decision-making in conducting research. Conflict could occur when researchers have financial ties, affiliations, or other personal relationships with individuals, organisations, or entities that could influence the design, conduct, analysis, or reporting of their research.

Disclosure of potential conflicts of interest to the University through DRIC is essential in research, research contracts or consultancies to maintain transparency and allow others to assess the potential impact of these interests on research findings and conclusions.

24 CONFLICT OF COMMITMENT

Conflict of commitment occurs when a researcher's obligations or commitments to external activities or organisations interfere with their ability to fulfil their responsibilities and duties related to research conducted within their institution. To ensure integrity and productivity of research, staff are required to disclose or manage potential conflicts of commitment, such as setting reasonable limits on outside commitments, to prioritise their primary research responsibilities.

25 RESEARCH INTEGRITY

Research integrity is a fundamental ethical principle that governs the conduct of research across all disciplines. It encompasses a set of values, principles, and practices that ensure the honesty, objectivity, and credibility of research processes and outcomes. Research integrity is essential for maintaining public trust, advancing knowledge, and upholding the reputation of the research community. Key elements to guide research integrity in the University include:

a. **Honesty:** Researchers must be truthful and transparent in all aspects of their work, from data collection and analysis to reporting results. This includes accurately representing methods, findings, and potential conflicts of interest.

b. **Objectivity:** Research should be conducted without bias or undue influence. Objectivity requires researchers to base their work on evidence and avoid personal or financial conflicts of interest that could compromise the integrity of their research.

c. **Transparency:** Researchers should be open about their methodologies, data, and sources of funding. Transparent reporting allows others to evaluate and replicate research, enhancing its reliability.

d. **Accountability:** Researchers are responsible for the quality and ethical conduct of their work. This includes taking responsibility for errors and correcting them promptly when identified.

e. **Fairness:** Researchers should treat all participants, collaborators, and colleagues with fairness, respect, and dignity. Discrimination and bias have no place in ethical research practices.

f. **Responsible Authorship:** Authorship should be based on substantial contributions to the research. All contributors should be credited, and ghost-writing and honourary authorship should be avoided.

g. **Data Management:** Researchers should maintain accurate, complete, and secure records of their research data. Data should be preserved to allow for verification and replication.

h. **Ethical Review:** Research involving human participants, animals, or sensitive topics should undergo ethics review by the RERB or a Faculty/School Research Ethics Review Committee, as appropriate, to ensure compliance with ethical standards and legal regulations.

i. **Plagiarism and Academic Integrity:** Plagiarism, the use of others' work without proper attribution, is a breach of research integrity. Upholding academic integrity is crucial for maintaining trust in research and education. Refer to SDD-UBIDS Plagiarism Policy: **Plagiarism-Policy-UBIDS.pdf**

j. **Conflict of Interest:** Researchers should disclose financial, personal, or professional conflicts of interest that could potentially influence the design, conduct, or reporting of their research.

k. **Whistleblowing:** Researchers have a responsibility to report unethical or fraudulent practices by colleagues to the University through DAPQA.

26 INTELLECTUAL PROPERTY POLICY

The University recognises the importance of IPP and technology transfers in our efforts to innovate and invent new ideas and technology. Thus, ownership of all intellectual property resulting from technology transfers and research activities shall be determined by the relevant clauses of the SDD-UBIDS IPP.

27 CONFIDENTIALITY

In this document, confidentiality refers to the obligation to protect sensitive information or data entrusted to an individual or institution and the duty of responsibly sharing information only when the need arises. This is to prevent information from unauthorised access. The University, through DRIC, shall be responsible for the security and confidentiality of all data and information received and reported to the DRIC, except what is publicly available or need to be publicly available. Thus, all privileged information or data associated with research projects or consultancy services agreements shall be kept confidential and only be used solely for academic research or related activities. Breach of confidentiality by any individual shall be dealt with according to the University's regulations.

28 PUNISHMENT FOR MISCONDUCT

Academic staff who fail to comply with the provisions outlined in this policy or do not fulfil contractual agreements will be referred to the University Management by the URIC for the appropriate sanctions to be applied.

29 MONITORING AND EVALUATION

- Every research project that receives approval must include a component for monitoring and evaluation (M&E).
- The DRIC is responsible for ensuring the implementation of M&E for all approved projects, which may include conducting site visits.
- Principal Investigators (PIs) are required to submit quarterly progress reports, both technically and financially, to the DRIC following a prescribed format.

- In the case of externally funded research, PIs must submit progress and final reports as stipulated by the donor through DRIC.
- Deans/Directors, HoDs and Research Coordinators shall serve as M&E officers of research projects initiated by their Faculties/Schools/Institutes/Departments/Units or by external sources.

30 AMENDMENTS TO THE POLICY

The URIC, as and when necessary, shall review the policy every five years to assess its effectiveness and make recommendations to the Academic Board for consideration. For the avoidance of doubt, any modifications to the policy will be proposed by the URIC through the Academic Board and require the approval of the University Council.

31 REFERENCES

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