

GLOBAL GOALS

Co-creating Africa-UK Research Management Solutions



New approaches

Challenging the status quo

Pillars of the IRMSDP

Strengthening collaboration, building
capacity, exchanging knowledge

Sustaining relationships

How do we build stronger
international links?

Toolkits

Open access resources for all

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May 2021

The International Research Management and Staff Development Programme (IRMSDP) is a collaborative effort between the Research Management Programme in Africa (ReMPro Africa), a programme of the Alliance for Accelerating Excellence in Science in Africa (AESA), and the Association of Research Managers and Administrators (ARMA) in the UK.



ARMA (UK) is the professional association for research management in the UK. It is a community of research management professionals who work with UK and international bodies to influence and understand the changing research management agenda, working to deliver improved recognition, resources, and opportunities for its members.

@arma_uk



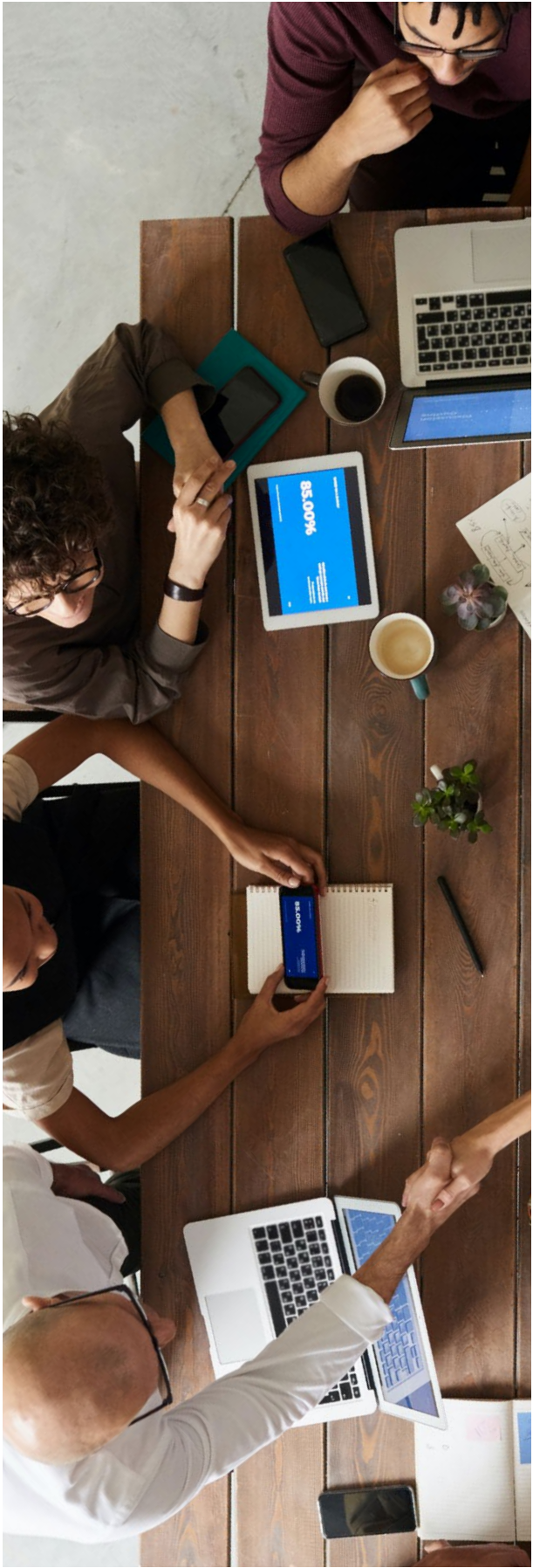
AESA was created in 2015 through a partnership of the African Academy of Sciences (AAS), the African Union Development Agency (AUDA-NEPAD), founding and funding global partners, and through a resolution of the summit of African Union Heads of Governments. Its mission is to shift the centre of gravity for African science to Africa through agenda setting, mobilizing research and development (R&D) funding, and managing continent-wide Science, Technology & Innovation (STI) programmes.

@AESA_Africa



Wellcome supports science to solve the urgent health challenges facing everyone. It is working with the communities most affected by climate change to explore the harmful effects of global heating on health and is using research to develop new ways of protecting people's health.

@wellcometrust



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FOREWORD



**Professor Tom Kariuki,
Director, AESA**

Capacity development remains a key challenge hindering the development of research management ecosystems in Africa. While there are examples of good research project administration across Africa, critical gaps still exist in terms of obtaining, improving, and retaining research management knowledge, capability, skills, tools, and resources for enabling research managers and administrators to run their research management functions effectively and efficiently.

Research management institutions in Africa have received significant amounts of funding from UK institutions for running research projects. While UK research institutions have produced models of excellence for research management, there were no significant partnerships or support to enhance research management within African institutions.



This publication is testament to what can be achieved through collaboration.”

The Research Management Programme in Africa (ReMPro Africa) was initiated to fill this critical gap by developing the individual capacity of research managers in Africa. The International Research Management Staff Development Programme (IRMSDP) was launched in October 2020 as an initiative of the Alliance for Accelerating Excellence in Science in Africa (AESA), being implemented in collaboration with the Association of Research Managers and Administrators (ARMA) in the UK. The programme's dual aims were to foster knowledge sharing between individuals and develop tools and resources for the wider research management community. This work was completed by six international teams, consisting of research management professionals from the UK and across Africa.

The IRMSDP programme is testament to what can be achieved through collaboration. Each of the IRMSDP teams have helped bridge the research management capacity and development gap in Africa. Their publications and toolkits will inspire other African research managers and administrators and will also enhance Africa-UK research management partnerships.

I acknowledge and thank our partners, ARMA, Wellcome and the six teams for their support in implementing these projects. Without the commitment of their time and financial support to ReMPro Africa and ARMA, this programme would not have been possible. I am immensely proud of what the teams have delivered. I look forward to seeing these projects continue to enrich and inspire the research management profession and foster future collaborations between Africa and the UK.



**Sapna Marwaha, Deputy Chair
Elect, ARMA**

ARMA's role in ReMPro was a concept crafted before I joined the ARMA Board and I must thank John Kirkland, Simon Kerridge, Pauline Muya and Silke Blohm for their early work in building the connections and partnerships that enabled ARMA to become a partner in this African Academy of Sciences' programme. As my first assignment as an ARMA Director, it has been a special opportunity for me.

I must thank Allen Mukhwana, AESA and AAS for inviting us on board and being valued partners. I would also like to thank Simon Kay at Wellcome for his encouragement, when he met with Allen and I, to think bigger and bolder in our plans. Such exchange opportunities are rarely focused on research management and administration staff and we wanted to create a programme that brought together a broad range of institutions, networks, and individuals. With the support and input of colleagues from ARMA, AAS and our sister association SARIMA, we prioritised effort to design an inclusive and equitable programme for our communities that delivered lasting impact through co-created resources and community building.



We wanted to create a programme that brought together a broad range of institutions, networks, and individuals.”

The pandemic sought to rewrite many of those plans, but we have managed to stay true to the values and framework that we set out. I must thank our Programme Managers Rose, Vincent and Eva for their heroic efforts in ensuring we continued to deliver. The ongoing support, patience and flexibility shown by our advisors, facilitators, trainers, partners, and funders have also been crucial. Delays, changes, and 'going virtual' have meant that our participants have had a vastly different experience to what any of us had imagined. They have nonetheless done an incredible job. They have co-created a range of tools and resources for the international research management community, in a virtual environment, in a condensed timeframe and in the middle of pandemic that has deeply affected all our lives. I am incredibly proud of what we have achieved together, and I am delighted that we are able to showcase the efforts of participants here.

We launch these resources at a time when funding cuts have placed immense pressure on the partnerships and research this programme seeks to support. Research managers and researchers are once again being asked to deliver more with less. We hope that our participants have gained valuable knowledge and skills, built lasting connections, and set off with inspiration on how they can continue to drive progress within the profession.

Strengthening Collaboration, Building Capacity, Exchanging Knowledge

The International Research Management Staff Development Programme (IRMSDP) formed part of the Research Management Programme in Africa (ReMPro Africa). Set up by AESA and ARMA, this ambitious practical skills and cultural learning programme aimed to develop the capabilities of research management staff across Africa and the UK.

Pillars of the IRMSDP

Three people close to the programme describe its three defining principles...

1. Collaboration based on understanding and respect



Allen Mukhwana, Research Systems Manager at AESA

We want to see the people who facilitate research collaborating and building strong partnerships. Our main reason for starting the programme was for research managers to learn and to grow their networks by exchanging information and skills.

We wanted to co-create a programme that delivered mutual benefits for both the African and UK participants. In other programmes of this kind, African research managers and administrators do not always feel involved in the process of creating projects but rather feel that they are simply roped in to do the work, without any contribution at an intellectual level.

We knew it was vital to create a programme that took account of cultural differences and perspectives. Now for instance, if someone from SOAS in London needs something from the University of Nairobi, they understand the processes involved, the work ethic, and the cultural influences.

Forming international teams and asking them to infuse their separate objectives into a single project demands true collaboration. What do they drop? What do they keep? How do they compromise?

Twinning teams in this way turned out to be a winning formula. Every project has developed open-access resources for the international research management community. And that is a powerful end result.

2. New opportunities and far-reaching support



Sapna Marwaha, Deputy Chair Elect at ARMA

When we first came together, the ReMPro team was seeking to collaborate on a project to address their objective of building individual research manager capacity. In parallel, ARMA had strategic goals to strengthen our ties with our international sister associations and deliver more global networking opportunities for our members.

Together, ARMA and AAS sought to design a programme that delivered on each of those objectives. IRMSDP was far more than an exchange programme because it offered a combination of professional and project development. It is rare for the research management community to get access to this amount of investment and training. It brought together individuals with connections to ARMA and our sister associations across Africa – SARIMA, WARIMA, EARIMA, CARIMA and the newest addition, NARIMA. Everyone, including our trainers, facilitators, advisors, speakers, and participants, were drawn from the communities these associations serve. There was cross cultural collaboration at every level.

During the training courses, participants learnt from both experts in the field and their peers. Because their training cohort was different to their project cohort, they were able to connect with a wider network of people. So much of what they did was about building relationships and building lasting connections.

Individual participants have gained valuable skills and networks to help them progress in their research management careers, but the overall impact is much greater. The teams have delivered events for the community throughout the programme and their open access tools and resources will continue to benefit the global research management community.

The participants have completed huge amounts of training and they have worked together to co-create valuable resources. And they have done all this in the exceptional circumstances of a pandemic, amidst huge changes in research funding. It is a great achievement.

3. Inclusivity across the board



Eva Kagiri-Kalanzi, Programme Manager at ARMA

This programme has been completely dedicated to inclusivity – to an extent I have not seen before. The rules have been the same for everybody and focus has been on novelty, not ranking.

At the institutional level, we wanted to see new relationships formed and we wanted to bring people on board who might not otherwise have been invited.

We did not allow applicants the luxury of choosing who they worked with but twinned the teams from the UK and

Africa, based on their plans and ideas. As a result, there is a diverse range of institutions involved. A high-ranking African university was at the same table as a newly formed university, and UK and African universities who had no previous collaboration worked together on a joint project. This would never have happened before.

The impact of that has been greater than I anticipated. I am amazed that so many of the participants want to do more and move beyond the immediate scope of this programme. I know of a few teams who plan to continue working together after the programme ends, forming networks, special interest groups and building on their work.

I feel that this programme has started changing the landscape of collaboration and knowledge exchange between Africa and the UK. It is only one step, but this process has pioneered change and showed that partnerships can be more sustainable and more inclusive. I have felt a genuine shift in the power dynamic.



IRMSDP in numbers



6 Project Teams



10 Countries



58 Participants



47 Outputs



16 Workshops and Events

Links

ReMPro: www.aasciences.africa/aesa/programmes/research-management-programme-africa-rem-pro-africa

AESA: www.aasciences.africa/aesa

AAS: www.aasciences.africa

ARMA: www.arma.ac.uk

SARIMA: www.sarima.co.za

WARIMA: www.warima.org

EARIMA: www.earima.net

NARIMA: www.facebook.com/narima.initiative



Co-lead: Grace McConnell

Title: Head of Research Development, London School of Economics and Political Science

Location: UK

Team members

Ikenna Acholonu, London School of Economics and Political Science

Melissa Anderson, London School of Economics and Political Science

Angelica Baschiera, SOAS University of London

Ying Chen, SOAS University of London

Laurine Chikoko, Midlands State University

Courtie Mahamadi, Bindura University of Science Education

Paul Makoni, National University of Science & Technology

Mandla Tirivavi, Africa University

Improving Pre-Award Tracking and Collaboration

The Language of Research Development

Language is the foundation of effective communication and strong, equitable networks. This project aimed to improve pre-award tracking, monitoring and qualification in research offices across Africa and the UK.

The team reviewed jargon and terminology used by research offices, funders, and institutions in the UK, US, Europe and Africa in research development.

Why develop a glossary of terms?

Reflecting on their project over video conference, it is clear that co-leads Grace and Thoko have become adept at reading each other's tone of voice and

body language. Together, they have successfully led a project to completion without ever having met.

"When we were chatting as a team, trying to come up with a joint project, we noticed that even the language we were using was different," explains Thoko. "We decided to develop a glossary of language used within pre-award so that international partners would at least be talking the same language."

"We realised that terminology knowledge could really help lower barriers," adds Grace. "Instead of spending time trying to clarify what things mean, you could be concentrating on the research and on developing the collaboration."

The final glossary covers five categories of terms and definitions



Towards a framework for pre-award tracking

"Within Zimbabwe, we already act as a big sister to other, smaller institutions, who rely on us when it comes to research management. But we had our own challenges to solve," explains Thoko. "Our main objective was to get training and resources to help us track our work within the research office. And specifically for the pre-award phase because that's the work of just one person – me, supporting the whole faculty!"

Most UK universities have central research information systems for recording the mass of information about

the proposals they're preparing. The project team wanted to understand how they could use this data to track their proposals, drive efficiency, and make their funding applications more successful.

"Say that a funder asks how many projects you've been awarded in the last three years within a certain discipline over a certain total cost," explains Grace. "If you can pull out a report containing all that data, that's going to put you at a significant advantage, both in terms of your time and your quality of information."

Test your terminology!

Q1. Which four phrases can all be used to describe external In-Kind Contributions?

Indirect Costs / Matching / Cost Sharing / Fringe Benefits / Direct Contribution / Buyout / Cash Contribution / On-Costs / Estate Costs

Q2. True or false? A Principal Investigator may also be known as a Lead Applicant.

Q3. Which one of these phrases may be used as an alternative to Overheads?

- a) Depreciative Outlay
- b) Indirect Costs
- c) Profits

Answers at the bottom of the page.

Collaboration

(Partnership; Alliance; Consortium): An equal partnership between two or more entities or individuals who are pursuing mutually interesting and beneficial research.



We realised that terminology knowledge could really help lower barriers" Grace

Quiz Answers

Q1 – Matching, Cost Sharing, Direct Contribution, Cash Contribution
Q2 – True
Q3 – b) Indirect Costs



Co-lead: Thokozile Mashaah

Title: Deputy Director & Grants Administrator, Research Support Centre, University of Zimbabwe Faculty of Medicine and Health Sciences

Location: Zimbabwe

Resource:

Interactive PDF of pre-award terminology, including guidance and recommendations for pre-award monitoring and qualification.

Link: <https://arma.ac.uk/pre-award-tracking-a-glossary-for-research-development/>

Please respond to this survey to help develop this resource and measure its impact: www.surveymonkey.co.uk/r/IRMSDPresources

Other Links

Project webpage: <https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/lse-irmsdp-project>



Co-lead: Simon Glasser

Title: Research Development Manager, University of Bristol

Location: UK

Team members

Collet Dandara, University of Cape Town

Ailsa Davies, Cardiff University

Olivia Lelong, University of West England

Collen Masimirembwa, African Institute of Biomedical Science and Technology

Alecia Naidu, University of Western Cape

Anne Priest, University of Bath

Michelle Skelton, University of Cape Town

Sarah Tupper, University of Exeter

Mentees

Paidamoyo Bodzo, University of Cape Town

Alice Mutambiranwa, AiBST

Tamsin Thomas, Exeter University

SMARTLife

Sustainable Management and Administration for Research: Training across the project Lifecycle

The project team set out to help research managers and administrators build strong, equitable, and professional international partnerships. They examined barriers to collaboration and identified evidence-based practices and competencies for strengthening collaboration and increasing impact and sustainability.

Q. What did the IRMSDP programme offer you and your institutions?

Simon: My role involves developing international collaborations for research partnerships. It's become clear to me that their success relies on excellent research management. That in turn relies on the local research managers and administrators having an appreciation and understanding of their counterparts in other countries. In the UK, there isn't a lot of experience in these kinds of collaborations.

Vicky: It's often academics who do most of the networking, so it was refreshing to find a project that promoted networking and knowledge exchange across the research support team. As a result of this project, we've now got one-on-one mentoring going on between UK and African partners. By sharing our experiences in these ways, we can strengthen our work and our skill sets.

Q. And for you personally?

Vicky: When I moved from a research career to a support career, there wasn't any formal training. Most of what I picked up was self-taught or came from watching others. IRMSDP was an opportunity to develop a base for more formal training for people like me who work in research support.

Q. IRMSDP was originally planned to include an exchange programme. How did you adapt your plans in response to the COVID-19 pandemic?

Simon: We've had weekly virtual project meetings and separate meetings for the team's subgroups. Without meeting face-to-face, it's more difficult to build team culture – especially in a short timeframe. We've had to develop our partnership at the same time as implementing the project, which has highlighted the importance of strong relationships in running successful international programmes.

Vicky: We've had a really great team to work with though, and they have all worked extremely hard.

Q. As well as the survey, what other resources has your team been working on?

Simon: We've gathered experiences and advice on how to run equitable partnerships. Some of our outputs will be shareable resources on this topic.

Vicky: The needs assessment survey revealed the importance of offering multimedia resources. We plan to publish a report on our findings to add to the small body of formal and informal literature on research management. We've also delivered a virtual workshop on building and sustaining interdisciplinary, equitable partnerships. This explored why they matter, and the key principles of how research management style and culture affect the set-up and running of international partnerships.

Q. Do you have any longer-term ambitions leading on from this project?

Vicky: We'd love to use our competency lists, pilot training sessions, and the needs assessment aspect of the survey to push for a formal research management curriculum. A diploma in one of the partner universities, for example, would be fantastic.



The survey reinforced our perception that the roles and responsibilities of UK research managers are different to Africa. That finding has implications for the kind of training that's needed." Simon

Simon: This project feels like the start of something. We've thought about running a session at the INORMS conference, for example. It would be

great to continue the conversation and share what we've learned with other parts of the world.

Survey highlights

The team conducted a survey that attempted to understand the challenges, the skills, and the needs of its UK and African networks.



Roles and qualifications:

- Many research managers are self-taught or informally trained by peers.
- Roles are often not clearly defined.
- Workload commonly involves a wide range of support activities.
- There is misalignment between qualifications and current roles.

Skills, needs, and challenges focused around:

- Successful communication in international partnerships;
- Facilitating equitable partnerships;
- Time management;
- Budget and procurement.



We'd really like to carry out this survey annually, to create a useful barometer of where people are in their careers." Vicky



Co-lead: Vicky Nembaware

Title: Project Coordinator, University of Cape Town

Location: South Africa

Resources:

Results from the knowledge and skills gap survey.

Recommendations to ARMA, AESA and other relevant stakeholders on a draft curriculum for research management training.

Pilot training session on setting up and running an equitable international collaboration.

Link: <https://arma.ac.uk/sustainable-management-and-administration-for-research-training-across-the-project-lifecycle-smartlife/>

Please respond to this survey to help develop these resources and measure their impact: www.surveymonkey.co.uk/r/IRMSDPresources

Other Links

Project website: <https://sickleinafrica.org/smartlife>

Watch the pilot training sessions: shorturl.at/nGKT1

Research Development International, University of Bristol: <https://www.bristol.ac.uk/red/international/>



Co-lead: Dr Helen Coskeran
 Title: GCRF AFRICAP Programme Manager, University of Leeds
 Location: UK

Team members

Kelvin Addicott, Africa Health Research Institute
 Jay Kubler, SOAS University of London
 Jon Lawn, University of Southampton
 Christine Mazarire, Rwanda Zambia Health Research Group
 Kevin One Opelokgale, Botswana-Harvard AIDS Institute Partnership
 Helen Rajabi, University of Leeds
 Ashmika Surujdeen, Africa Health Research Institute
 Lorraine Youds, University of Leeds

Cradle to Grave

A Research and Programme Management Knowledge-Sharing Series

This team set out to share knowledge on issues from across the research project lifecycle. The aim was to deliver more efficient project management from cradle to grave. Through interactive workshops, team members shared their experiences, personal challenges, and examples of best practice to help others develop their project management skills.

What IRMSDP meant to me

Sashin “This project was a great way to bring research managers from Africa and the UK together. As we worked together, we picked up on a lot of barriers and the similarities between those barriers in both settings. I think there’s a gap between research managers and academics... and this project helps understand this gap and tries to bridge it.”

Helen “The call came at a time when my colleagues and I were working out how to share knowledge and research management between ourselves and our partners in sub-Saharan Africa. We had a lot to learn about the international context. The project came at the perfect time to feed into that, helped us meet our programme objectives, and has had lots of other benefits.”

Sharing knowledge

The project team hosted three intensive workshops for around 30 participants, with the aim of sharing knowledge and best practice. The audience was truly global. Most participants hailed from sub-Saharan Africa and the UK, but some joined from other parts of the world.

1. Pre-award and design

The first workshop in the series delved into the pre-award design process and proposal development phase, exploring questions such as:

- how should you prepare academics in advance of bids?
- in what ways can you build effective teams?
- how can you conduct proper due diligence?
- why is a project’s legacy so important?

2. Reporting frameworks for the implementation of research collaboration

The second workshop shared knowledge and experience in supporting effective project management and roll-out. Areas of discussion included:

- What are the principles of equitable partnerships?
- How can you best manage communications and measure impact?
- Why is it so important to stay on top of reporting and finances?
- How to manage quantitative research data and develop a quality data management plan?

3. Wrap-up and legacy

The workshop series ended with key considerations when closing out research programmes. The conversations triggered in-depth discussions on:

- technical and financial close-out requirements;
- ensuring programme legacy;
- offering monitoring, evaluation and learning for impact and accountability to a range of stakeholders.



We’re hoping that we can use the workshops and the contacts that we’ve gained as a basis for an international research management network. This will be fantastic for building future connections and sharing career opportunities.” Helen



This is a way for us all to have confidence in what we’re doing. The toolkit isn’t policing you. Instead, it’s recognising the problems and offering a way of helping and bridging the gaps.” Sashin



Co-lead: Sashin Harilall
 Title: Research Grants Manager, Africa Health Research Institute
 Location: South Africa

Resource:

A research and programme management toolkit, containing templates, guidelines, workshop videos, and useful resources.

Link: www.arma.ac.uk/cradle-to-grave-a-research-and-programme-management-knowledge-sharing-series

Please respond to this survey to help develop this resource and measure its impact: www.surveymonkey.co.uk/r/IRMSDPresources

Other Links:

Workshop 1:
<https://youtu.be/LMcPsbwBAjY>

Workshop 2:
https://youtu.be/at_L0aYXyeo

Workshop 3:
<https://youtu.be/gJshOEbYjxQ>

Towards a Common Research Management Profession



Contact between research managers in African and UK institutions has increased rapidly in the past three years. Yet there is much we do not understand about each other, and many regional differences. John Kirkland reports on the seminar held as part of the IRMSDP Festival of Events in April 2021, which explored the necessary steps towards common understanding.

Research managers are vital to programme delivery. But evidence points to significant differences in the backgrounds of African and UK research managers. These may lead to misunderstandings and delays.

The 2021 ReMPro/ARMA survey found that much of what the UK considers to be research management is conducted by researchers themselves in Africa, where 45% of those responding have the title of 'researcher'.

The separate INORMS-RAAAP2 survey found that 78% of UK respondents are full-time research managers, compared to about half of Africans. The overlap between academic and management roles in Africa is further demonstrated by the higher proportion of Africans with postgraduate qualifications, and qualifications in the academic disciplines in which they work. African respondents see a greater need for professional qualifications. Almost half strongly felt that these would help their career; only 5% in the UK.



Both systems have strengths. The African one might more closely unite management and the disciplines that they support. 60% of Africans cited this as important in the INORMS survey, compared with 14% in the UK.

The UK itself has yet to find the perfect balance between centralised and decentralised approaches. African universities, meanwhile, are moving towards the establishment of central research management offices. Three-quarters of those in the ReMPro/ARMA survey recognise the existence of such an office at their institution.

Seeking common ground

To date, most partnerships are initiated and funded in the UK. Research management should be the mechanism by which these arrangements are scrutinised and made relevant to African partners. It

can be a channel through which African institutions advance their own ideas and instigate new collaborations. There are four critical elements to this approach, outlined below:

1. Common skills base

The African-based International Professional Recognition Council (IPRC) is developing a framework for professional accreditation of research managers. Funded by the European Union, the StoRM initiative is one project aiming to build capacity and professionalise research managers at institutional level. A common skill base should be supported by common training opportunities.

"The amount of work required to deliver international research projects is often assumed to be something that can be absorbed... often because frank conversations about the admin requirements do not take place." Seminar delegate

2. Universal understanding

Africa-UK project negotiations often lack common ground. African participants sometimes feel under pressure to agree to unfamiliar regulations. UK institutions may be unaware or distrustful of available facilities and expertise. Sign-off procedures are not always understood or appear unduly bureaucratic. UK and African systems often reflect different cultures – such as their ability to 'buy out' academic staff and the calculation of indirect costs; these should be understood at the outset.

"The power dynamics at play – where the rules and norms are set by the global north – often result in global south partners conceding elements that they perhaps could contest." – Seminar delegate

3. New communication channels

UK managers feel that it would be helpful to speak to their equivalents at an earlier stage of negotiations. Dialogue is also needed outside specific projects. Possibilities include an ongoing network, a directory of research managers and administrators happy to be approached, and signposting to these individuals on institutional websites.

"Knowing who to talk to can be really useful. A webpage giving roles and contact details helps to give some context about the organisation." – Seminar delegate

4. Similar status

The most effective negotiations happen when those doing research management have similar status. Research management skills should be recognised within institutions and backed up by incentives and career structures. Without these, the notion of a research management profession will be hard to maintain, and staff will be lost.

"Here in [African country], research management is not regarded as a separate profession. Research managers are called administrators. This undervalues their contribution to research management internally and in external negotiations." – Seminar delegate

Links

INORMS-RAAAP2 Survey 2019: <https://inorms.net/activities/raaap-taskforce/raaap-survey-2019/>

The International Professional Recognition Council (IPRC): <https://iprcouncil.com/>

The StoRM project: <https://sites.google.com/view/projectstorm/home>

Seminar recording: <https://vimeo.com/548344376>



The amount of work required to deliver international research projects is often assumed to be something that can be absorbed... often because frank conversations about the admin requirements do not take place." Seminar delegate



Co-lead: Kate Clift
Title: Research Development Manager, Loughborough University
Location: UK



Co-lead: Clare Edwards
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Location: UK

Team members

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Pamela Claassen, University of Namibia

Deryn Evans, Cranfield University

Dr Laurence Gardiner, Nottingham Trent University

Maryke Hunter-Hüsselmann, Stellenbosch University

Caryn McNamara, University of Witwatersrand

TReMOR

Toolkit for early-career Research Managers Online Resource

This project aimed to bring about a positive shift in the lives of early-career research managers and administrators by equipping them with resources and tools to do their job effectively.

Q. Why did you decide to create resources for early-career research managers and administrators (RMAs)?

Kate: "These are complicated, sophisticated roles that demand a very varied skill set. You've got to be a diplomat. You've got to be an accountant. You've got to be a facilitator... There are all sorts of different skills that have to be called upon. We felt that helping early-career RMAs focus their energies and efforts on acquiring the skills and experience to help them with their career was really important."

Q. How do you hope the toolkit will help this group of people?

Kate: "We wanted to provide what I'd call relatable resources. If you're starting out in your career or you want to grow your research office, you can use the resources to look at the different models and range of activities that a research office performs."

Bas: "Research managers join this career path from all sorts of different places. We hope that the toolkit will give newcomers to the profession the motivation and excitement to do the job and to improve things. We're still a young profession and there's a lot to be done in every institution."



A lot of miscommunication can happen if you collaborate internationally. But if you have a toolkit that both sides can use, you have access to a common language." Bas

Q. How might it support the wider field of research management?

Bas: "A lot of miscommunication can happen if you collaborate internationally. But if you have a toolkit that both sides can use, you have access to a common language."

Clare: "There's also a lot of great practice out there, for which we need to create more forums. By giving less experienced people something to aspire to and giving more experienced people the opportunity to share something they've learned, we can raise the benchmark right across the board."

Tricks of the trade: The toolkit at a glance

Downloadable resources include guidelines, blog posts, top tips, interviews, and presentations relating to pre- and post-award processes.

Pre-award:

- Identifying appropriate funders and funder requirements and rules
- How to initiate and manage international collaborations equitably
- How to approach and support the grant proposal writing process
- Ethics Standard Operating Procedures

Post-award:

- Research data management
- Research contracts management
- Raising visibility of your research (including research impact, uptake, science communication)
- Financial management
- Requirements for the management of international collaborations
- Responsible research and publication practices

Top tips for newbies

- The very nature of research is its unpredictability. You'll experience a lot of rejection and failure. You've got to build up personal and professional resilience and be able to adapt. – Kate
- You'll need a lot of skills – people skills, budget skills, proposal writing skills, and so on. But the main skill you should have is to be able to put yourself second and not have too big an ego! – Bas
- To build international collaborations you need to create solid partnerships and connections first. – Clare



People like you

The TReMOR project has drawn together short biographies and advice from research managers and administrators from a diverse range of backgrounds, roles, and institutional structures. Here are some excerpts.

Caryn McNamara, Manager of the Centre of Excellence in Mathematical and Statistical Sciences, Wits University

I would encourage all early-career RMAs to find a regional RMA professional association to affiliate with, and for you to actively grasp their opportunities with both hands. I could certainly not have achieved what I have done thus far without learning from the research enablers that have gone before me, nor those that surround me and keep pursuing research excellence for all stakeholders.

Changu Batisani, Research Coordinator at the Office of Research and Innovation Management, Botswana Open University

I interpret and implement the university policies and procedures by offering support to various research committees across the institution. We have adopted a research development approach that motivates a culture of research. Rewarding desirable research behaviours is integral in developing a research culture.

At their final workshop, the team asked: Workwise, at this moment, are you...?

- 6% Thriving
- 82% Just Surviving
- 12% At my wits end!



Co-lead: Bas Rijnen
Title: Projects Coordinator, Namibia University of Science and Technology
Location: Namibia

Resources:

An online, open-access toolkit for early-career research managers and administrators on the support required by researchers when they apply for national and international grants.

Link: <https://arma.ac.uk/tremor-toolkit-for-early-career-research-managers-online-resource/>

Please respond to this survey to help develop this resource and measure its impact: www.surveymonkey.co.uk/r/IRMSDPresources

Other Links:

Website: bit.ly/tremor-project

Twitter: @TReMORProject



Team member: Nicolette Davies

Title: Institute Manager, Institute of Global Health Innovation, Imperial College London.

Location: UK

Team members

Co-lead: Clare Turner, Imperial College London

Abdirizak Adam, Nugaal University

Rosanna Gillespie, Imperial College London

Stella Kyohairwe, Uganda Management Institute

Rosemary Omwandho, University of Nairobi

Alfred Sebahene, St John's University of Tanzania

Rosie Waldron, Francis Crick Institute

Research Communication for Impact

Effective communication of research increases two-way dialogue and demystifies research activity. This team focused on how researchers – specifically early-career researchers and research managers – can effectively disseminate their research to policymakers. The project builds on work already carried out by the University of Nairobi and EARIMA on their policy brief platform.

London learnings

Team member Nicolette Davies helped facilitate workshops and training sessions as part of the project, focusing on developing the networking sub-theme in partnership with Dr Alfred Sebahene of St John's University of Tanzania. We find out what she thinks Imperial College London has gleaned from its involvement in IRMSDP.

Here at Imperial, we have an active Public Affairs team and we've also established the Forum to connect our researchers with policymakers to discover new thinking on global challenges through articles, events, and workshops. I believe we can strengthen programmes by giving Imperial researchers working overseas a wider understanding on factors which could influence local policy, such as cultural practices.

I've found my involvement in the IRMSDP project beneficial for understanding more about the challenges faced by local researchers when trying to engage and raise their profile with policy makers. I plan to implement the knowledge gained from this initiative to strengthen collaborations with our overseas partners to help influence international health policy.

We've all gained insight, shared knowledge, and enjoyed getting to know our colleagues. Plus, it's been rewarding to know that we are working on something which will aid others. I sincerely hope that we can build on

these foundations to develop further collaborations.

East African impact

Project co-lead Madara Ogot explains why research managers need encouragement to engage with policymakers. He explains how the programme fed into his dual roles as Deputy Vice Chancellor for Research, Innovation and Enterprise at the University of Nairobi and as President of the Eastern Africa Research and Innovation Association (EARIMA).

At the University of Nairobi, one of my key roles is ensuring that our postgraduate students are trained to interact with policymakers. We've found that to be a huge challenge because understandably, many of them want to focus on getting funding and getting the research done.

The African team's original proposal for IRMSDP was developing a training a package for early-career researchers and managers here at the University. Imperial College's idea was to develop a toolkit about how to engage with policymakers, and we realised we could work together as a group to do both. Because of course, some people prefer to learn through a training session and other would prefer to read a document.

As President of EARIMA – which covers Kenya, Uganda, Tanzania, Rwanda, Burundi, and Somalia and has steering committee members from three other universities in East Africa – I realised the IRMSDP programme could have a much wider impact.

So, we're now going to train trainers here at the University of Nairobi and also in those three universities. By then sharing those training materials with all the universities in the EARIMA region, we'll achieve a really broad spread of training capability across East Africa.

Breaking down barriers

Through virtual, discussion-based workshops, the team identified four key areas of tension between early-career researchers and policymakers. Their guidance sets out to tackle these common areas of confusion:

- **Apathy:** Why should I engage with policymakers?
- **Time:** When can I fit this into my work schedule?
- **Communication:** How should I talk to policymakers?
- **Networks:** Who should I speak to?



Because the resources have been co-developed between six international institutions, it's much richer than any one of us could have done individually."Madara



Co-lead: Prof. Madara Ogot

Title: Deputy Vice-Chancellor, Research Production and Extension (Ag.), University of Nairobi

Location: Kenya

Resource:

Online, open-access guidance and training materials to help early-career researchers and research managers engage with policymakers.

Link: <https://arma.ac.uk/re-search-communication-for-impact/>

Please respond to this survey to help develop these resources and measure their impact: www.surveymonkey.co.uk/r/IRMSDPresources

Other Links:

EARIMA: <http://www.earima.net/>

The Forum at Imperial College: <https://www.imperial.ac.uk/the-forum>



Co-lead: Dr Anna Brown

Title: Senior Research Development Manager (International), Durham University

Location: UK

Team members

Salome Chira, KEMRI Wellcome Trust Research Programme

Leila Cole, Durham University

Ann Gumbe, IQVIA

Elisa Lawson, Newcastle University

Patricia Owira, International Centre for Reproductive Health

Rachel Pears, Durham University

Joe Timlin, Northumbria University

George Wanje, University of Washington Kenya

A Competencies Tool Kit for Research Managers and Administrators

In sub-Saharan Africa, research managers often manage and implement research activities in addition to their administrative roles. They may have to manage complex research application processes and awards with minimal training. Team members exchanged knowledge, experiences, and best practice to assemble support and guidance on which skills research managers need and how they might acquire them.

Grace, Anna, and the team spent their time in the programme developing a competency toolkit. It is packed with how-to guides, hints and tips, training materials and advice. We sat down with them both to find out more.

Q. Why did you decide to apply for the IRMSDP programme?

Anna: In the UK, when we get funding to work with international partners, we have to go through a certain amount of admin. We work with our counterparts in other countries to do that, but the infrastructure is not the same. We all face a lot of the same issues, but we are coming at them from a different viewpoint and in different circumstances. So, we wanted to see how we could help each other.

Grace: I thought this programme would be a good place to help me gain perspectives and ideas from different research managers – both within our region and internationally – that I could try to implement in our setting. I hoped I would also meet people working in the same context as me, because their challenges may mirror the ones I'm currently going through and I might learn how to mitigate these challenges.

Q. Why did you decide to focus on competencies for research managers?

Grace: We felt there was a significant gap in the career trajectory of research managers in sub-Saharan Africa. We thought that a competency toolkit would be a good reference point for people across Africa and further afield to access and gain professional skills. This project was a way of bringing different research managers together to think about what specific competencies should be included in that toolkit.

Anna: And to an extent, those are issues in the UK, too. Research management does not have an obvious career pathway. There are definitely common issues around trying to identify what it is that you need to know and what you need to be able to do to follow that path.

Q. What kind of response did you receive to your workshops?

Grace: We had an incredibly high response rate, receiving hundreds of applications from different institutions within Kenya and from as far afield as South Africa, Uganda, and Tanzania.

Anna: People from all facets of research wanted to attend. Not only research managers, but researchers, and people in more widely related spheres of work were interested in what we had to say.

Grace: We wanted to make the workshops as interactive as possible, and we wanted to be able to make decisions collaboratively. We had to distil the participants down to 40 by giving priority to those from our respective institutions and to those who manage research in administrative departments. It wasn't an easy task – we wished that everybody could have taken part.

Workshopping needs and solutions

The team delivered three virtual workshops to help establish needs and generate content for the toolkit.

They covered:

- grant writing;
- research development;
- costing and pricing, grant submission, contract management and post-award management.

A fourth workshop brought together the findings from the first three in a Best Practice Exchange. The team hopes that this initial community could go on to form a Special Interest Group for continuing to share and discuss professional issues and offer support.

Sneak peeks

Ensure **gender equality** in your project proposals by:

- showing the gender composition of communities, beneficiaries, and participants;
- explaining why you have chosen to use female/male research participants etc;
- discussing possible gendered outcomes;
- showcasing equality of opportunities for project members;
- asking whether your research would benefit from including gender expertise.

To provide **safeguarding** for research participants, communities, and research staff, you should:

- **Anticipate.** Gather information on all the potential harms that your research or research call may create or exacerbate;
- **Mitigate.** Take action and put processes in place to mitigate the harms you have identified;
- **Address.** Ensure there are adequate processes to report, investigate and provide redress for any safeguarding harms which may arise.



Co-lead: Grace Mwashigadi

Title: Project Coordinator for the PRECISE Network, Centre of Excellence in Women and Child Health, Aga Khan University

Location: Kenya

Resource:

An online competency toolkit, offering guidance and resources to help support the professional development of research managers and administrators.

Link: www.arma.ac.uk/a-competencies-tool-kit-for-research-managers-and-administrators

Please respond to this survey to help develop this resource and measure its impact: www.surveymonkey.co.uk/r/IRMSDPresources



We wanted to make the workshops as interactive as possible and be able to make decisions collaboratively.” Grace



We all face a lot of the same issues, but we are coming at them from a different viewpoint and in different circumstances. So, we wanted to see how we could help each other.” Anna

School of Thought

A core goal of IRMSDP was to upskill research management staff, giving them more confidence to enact change and solve problems in their institutions and communities. We caught up with two of the trainers to find out more.

Saskia Walcott runs her own UK-based research impact consultancy, Walcott Communications.

Saskia worked with Idah Makukule, from the Department of Higher Education and Training in South Africa to deliver interactive, discussion-based workshops about research uptake and impact.

“Our participants came from across Botswana, Namibia, Somalia, Tanzania, South Africa, and the UK – all with different experiences to share,” says Saskia. “I wanted to give them the time and space to think about implementing changes within their university or their department. And at a personal level, too.”

In the final session, participants worked on a plan of how to take forward what they had learnt. “I didn’t want to teach that, because they know their experience,” says Saskia. “Instead, we asked them to think about where they were in that journey, and then to think about what their next step could be, and how they could get there.”

One participant is planning to set up a Research Impact Committee to create a more formal and integrated support structure for recognising and encouraging research impact within their institution. Somebody else is devising training for academic colleagues, and another participant has set out an ambitious, five-year plan of what want to achieve within their university.

“I think what everyone found most helpful was being able to share their challenges, discuss solutions, and get



feedback from each other,” says Saskia. “There is much to be gained from being part of a network of people all thinking about impact and asking similar questions.”

Sidney Engelbrecht is Research Ethics & Compliance Manager at the University of Cape Town in South Africa.

Sidney helped to deliver five training sessions on career development. Participants ranged from people just starting their career to seasoned research managers, as well as academics who had moved into research management.

“The variety of backgrounds was useful for the types of discussions we had and helped them feel all-inclusive,” says Sidney.

He shared insight from his 13-year journey into research management and also spoke about how more senior research managers can “empower and enable their staff, see their potential and ensure that potential is nurtured.”

Sidney believes that participants valued the ability to build relationships. He hopes they will continue to build on these new networks. “Seldom do we have such opportunity to engage with and learn from our peers, especially on an international platform that reaches beyond individual institutions and countries.”

It was a great learning opportunity for everyone involved, he adds. “The sessions offered things that participants can immediately implement back at work, in their office, with their team.”



Being early in my research administration career, the training programme was really useful for me and came at the perfect time to help me prepare for a recent interview. I’ve already put into practice things I’ve learnt from the programme, and I’ll continue to do so as I take the next steps into my new role.” Ailsa Davies, Cardiff University, UK



Saskia’s take-home message

Wherever you are and whatever your situation, the barriers you’re facing are similar to every other research manager and administrator in the world. Unfortunately, there are no easy answers, and I can’t give you a list of things to do. How impact is defined and achieved is particular to each individual context. Focus on what’s going to work within your scenario and find the appropriate approach and tools.



Sidney’s next steps

As a result of the IRMSDP training, a group of us at the Southern African Research Innovation and Management Association (SARIMA) are building a survey for members. We’ll use this to gauge how aware our institutions are of the important role played by research managers.

Communities of Practice

As part of SARIMA, Sidney has established Communities of Practice (CoPs) across South Africa, Zimbabwe, Botswana, and Namibia. You can find out more about getting involved with these by contacting Sidney.

Learn, share, teach

IRMSDP participants spent half of their time in the programme engaging in professional development training. Topics were determined and developed based on input from the participants.

They selected from the following course options:

- Research Funding
- Research Collaboration and Partnership
- Professional Development
- Research Impact and Uptake
- Research Functions and Infrastructure



The training was professional and knowledgeable, and I enjoyed its participative nature. I certainly learned a lot, and now the burden is on me to use it for the wellbeing of our research community in Tanzania.”

Dr Alfred Sebahene, St John’s University of Tanzania

Links

Get in touch with Saskia via her website: www.walcottcomms.co.uk

Get in touch with Sidney via LinkedIn: <http://www.linkedin.com/in/sidney-engelbrecht-a81569b9>

SARIMA: <https://www.sarima.co.za/>

The IRMSDP programme



Alone We Can Do So Little; Together We Can Do So Much

One of the key barriers to any knowledge exchange initiative is the lack of information on potential partners, collaboration mechanisms and access to funding opportunities. When we started to develop the IRMSDP programme, ReMPro Africa's strategic objective was for it to help *"shift the centre of gravity of African science to Africa through the creation of a community of competent research management professionals"*. Achievement of this objective would require strong collaborations, not just between researchers, but also between the community of research management professionals supporting the work. ReMPro Africa and ARMA have facilitated this knowledge exchange on research management by linking Africans with UK partners, defining collaboration mechanisms and providing funding for collaborating teams to successfully complete their deliverables.

Our selection of the six IRMSDP teams and projects was rigorous and strenuous. We received many excellent and innovative project ideas from research management experts from Africa and the UK, keen to advance their research management skills and knowledge through the exchange. In the face of a pandemic and the challenges it brought, I never imagined that the teams

could go that extra mile and create the solutions which are at the heart of this publication.

The excellent outputs accomplished by the IRMSDP teams over the last seven months is a clear indication that *"people can do so much together, while very little can be done alone"*. Due to the pandemic, planned physical exchange visits could not take place. Despite that, the participants' great passion, enthusiasm, and commitment for advancing their research management professionalism was impressive – we have seen a full-blown effort on problem-solving. I look forward to the continuity of the work that was accomplished by the teams, and anticipate that the solutions they created will benefit the wider research management community in Africa and the UK.

Vincent Nkundimana
Programme Officer, ReMPro Africa.



Diversity and Inclusion for Growth

Recent years have seen research spending increase across Africa; in parallel, research management (RM) activity has expanded and become more complex with a multiplicity of funding sources, operational structures in institutions, and an increasing need for dedicated staff. In many places,

however, RM is still not recognised and appreciated as a profession; there exists a big gap in the experience, expertise, and knowledge of many of the "incidental" RM practitioners involved. We also observe a dearth of opportunities for learning and training.

IRMSDP was thus born at an opportune time to contribute towards strengthening and professionalising research management in Africa. We wanted to provide a platform in which research managers and administrators from Africa and the UK could come together to network and to learn together and from each other.

As the call for proposals went out, we were not sure we would receive many applications because the call required a consortium of applicants from several institutions. This diversity requirement called for creativity in finding peers from different institutions to form a team. In other words, the individuals were collaborating right from the start! This approach also ensured there was inclusivity from the outset – individuals were not drawn only from the dominating 'big' institutions but also from the smaller institutions. Teams that included first-time participants in an international capacity building exchange programme got a bonus point.

We wanted the teams to co-create tools and resources that could be used by other research management individuals in Africa and the UK. The teams showcased these during a week-long festival of events held in April 2021; we are confident they have developed useful tools that will continue to serve the RM community beyond this programme. I must commend the teams for all the time commitment and effort they have put to make IRMSDP such a success.

Rose Wepukhulu
Programme Officer, ReMPro Africa

Sustaining Africa-UK Relationships



John Kirkland reflects on how universities and governments can help maintain a close relationship between African and British researchers in the face of funding cuts.

Africa's contribution to global knowledge is increasing, often based on international collaboration. African universities are increasingly sought after as partners. In turn, programmes such as the Global Challenges Research Fund (GCRF) have helped position the UK as the partner of choice.

The recent decision to reduce funding – for future projects and those already agreed – puts this reputation at risk. The forthcoming government spending review must address this. But project funding should be only one aspect of our wider relationship.

Funding is vital to address urgent problems but is usually time limited. It can be difficult to create equitable partnerships when timescales, priorities and rules are set by the funder. Piecemeal projects may not be the best way to deliver interdisciplinary collaboration. The transitory nature of funding does not always align to long term needs and the aspirations of funders may not be the same as policymakers. Projects alone do not provide effective evaluation of progress. UK funders have been poor at evaluating impact after the funding ends.

A revitalised research programme

A need exists to build longstanding Africa-UK relationships, in which agendas can be jointly devised in an atmosphere of trust.

Universities and governments can play their part in developing these. Funding should be distinct from project funding. Implementation should be immediate, and not wait for the current cuts to be restored.

UK universities have demonstrated commitment, often making up the shortfall in GCRF funding. This is welcome but not sustainable. Viewing African research as less well funded or more difficult to negotiate will not attract the top academic teams. Incentives are critical.

Universities can provide the necessary environment by developing visible African strategies that are:

- long-term (at least one institution has embedded Africa in its strategy to 2030);
- holistic – embracing areas such as scholarships, training, and alumni as well as research;
- supported by institution-wide structures, such as regional groups to share learning and ideas across disciplines;
- supportive of staff at all levels, including opportunities for students and early career staff. Research managers, at the interface between the parties, have a critical role;
- strong on two-way capacity building. UK staff have much to learn from Africa, as well as the reverse;
- rich in ongoing dialogue with African colleagues outside the confines of specific projects;
- capable of attracting external funding in their own right;
- flexible – allocating resources according to need.

Consistency and commitment

Government funding should support these initiatives. Several participants at a recent seminar I organised cited the importance of international development quality related (QR) funding. Although relatively small, these allocations provided scope for innovation and catalysed wider activity. This funding should be restored or replaced urgently.

The UK Government needs to take a holistic approach, too. The merger of the Foreign & Commonwealth Office (FCO) and the Department for International Development (DFID) was justified by a perceived need for a more coherent approach. Yet universities continue to report duplicating and conflicting demands from different departments. Visa policy needs further alignment to the longer-term goal of partnership. The Government needs to be consistent and keep its commitments.

Both Africa and the UK must be clear on why they want to work together. A new approach should be rooted in three objectives:

- Developing long term partnerships to mutual benefit (diplomatic benefits).
- Advancing African systems (international development benefits)
- Direct outcomes that address global problems (scientific and research benefits).

Transparency about the relationship between these is vital. Embedding them in a new approach would help realise the catalytic potential of GCRF and other investments and restore some of the UK's credibility.

Directory & Resources

Improving Pre-Award Tracking and Collaboration: The Language of Research Development

Contacts: Grace McConnell, g.mcconnell@lse.ac.uk / Thokozile Mashaah, thokozilemashaah@gmail.com

Resource: Interactive PDF of pre-award terminology, including guidance and recommendations for pre-award monitoring and qualification.

Link: <https://arma.ac.uk/pre-award-tracking-a-glossary-for-research-development/>

Project webpage: <https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/lse-irmsdp-project>

Sustainable Management and Administration for Research: Training across the project Lifecycle (SMARTLife) through Competency-Based Training and Knowledge Exchange Activities

Contacts: Simon Glasser, s.glasser@bristol.ac.uk / Vicky Nembaware, vnembaware@gmail.com

Resources:

- Results of the knowledge and skills gap survey
- Recommendations to ARMA, AESA and other relevant stakeholders on a draft curriculum for research management training
- Pilot training session on setting up and running an equitable international collaboration.

Link: www.arma.ac.uk/sustainable-management-and-administration-for-research-training-across-the-project-lifecycle-smartlife

Cradle to Grave: A Research and Programme Management Knowledge-Sharing Series

Contacts: Dr Helen Coskeran, H.Coskeran@leeds.ac.uk / Sashin Harilall, sashin.harilall@ahri.org

Resource: An open-access, interactive PDF containing project management templates, guidelines, and useful resources.

Link: www.arma.ac.uk/cradle-to-grave-a-research-and-programme-management-knowledge-sharing-series

Workshop video series:

<https://youtu.be/LMcPsbwBAjY>
https://youtu.be/at_L0aYXyeo
<https://youtu.be/gJshOEbYjxQ>

Toolkit for early-career Research Managers Online Resource (TReMOR)

Contact: Kate Clift, k.clift@lboro.ac.uk / Clare Edwards, c.e.edwards@lboro.ac.uk / Bas Rijnen, brijnen@nust.na

Resource: An online, open-access toolkit for early-career research managers and administrators on the support required by researchers when they apply for national and international grants.

Link: www.arma.ac.uk/tremor-toolkit-for-early-career-research-managers-online-resource

Project website: bit.ly/tremor-project

Twitter: @TReMORProject

Research Communication for Impact

Contact: Madara Ogot, madaraogot@uonbi.ac.ke / Clare Turner, clare.turner@imperial.ac.uk

Resource: Online, open-access guidance and training materials to help early-career researchers and research managers engage with policymakers.

Link: www.arma.ac.uk/research-communication-for-impact

A Competencies Tool Kit for Research Managers and Administrators

Contact: Dr Anna Brown, anna.brown@durham.ac.uk / Grace Mwashigadi, grace.mwashigadi@aku.edu

Resource: An online competency toolkit, offering guidance and resources to help support the professional development of research managers and administrators.

Link: www.arma.ac.uk/a-competencies-tool-kit-for-research-managers-and-administrators

To help us develop these resources and measure their impact, please fill in this short survey to let us know how you intend to use them: www.surveymonkey.co.uk/r/IRMSDPresources

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Toolkit for early-career Research Managers Online Resource (TReMOR)

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Research Communication for Impact

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Acknowledgements continued

The Research Manager
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