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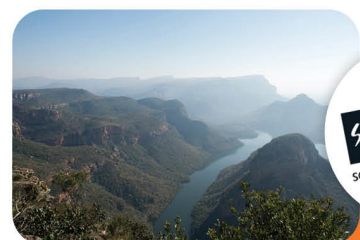
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ABSTRACT BOOK



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Funding responsible research and innovation for global impact

Ms Christine Aitana¹

¹*Namibia University of Science and Technology (NUST), Windhoek, Namibia*

Biography:

Christine Aitana is an Entrepreneurship scholar with interests in business development for MSMEs, venture capital (vc) and private equity (pe) funding for small businesses in Namibia. She is currently Administrative and Accounting Officer in the Department of Research, Innovation and Partnership at Namibia University of Science and Technology (NUST). She holds a Master of Business Administration (University of Namibia) and a Post-graduate Diploma in Business Administration (University of Namibia).

The concept of responsible research and innovation (RRI) emerged in recent years, challenging and intriguing both funders and researchers to ethically consider the impact of research on the environment, human beings, as well as future resources. Further, RRI seeks to promote the formulation and implementation of policies and frameworks that advocate for socially responsible research practices that protect and enhance the preservation of natural resources through, innovation, technology and commerce.

This presentation, therefore, aims to highlight the importance of purposely vetting and selecting funding organisations or donors that promote RRI, particularly in developing countries. In addition, the presentation provide examples of irresponsible research projects and innovation conducted in Southern African countries, and the negative impacts that resulted from them. In conclusion, the presentation will provide a step by step guidelines for selecting and partnering with RRI supporting organisations and donors, as well proffer recommendations to Universities to act as national agents of RRI for their countries.

Capacity-building grants- a key transformational tool for research administration in African tertiary institutions

Mrs Nana Oye Akuffo¹

¹University of Ghana, Legon- Accra, Ghana, ²Noguchi Memorial Institute for Medical Research, Legon-Accra, Ghana

Biography:

Nana Oye Akuffo is a Senior Grant Administrator with 15 years of experience in research management. Nana established the Office for Research Support at the Noguchi Memorial Institute for Medical Research in Ghana, and currently managing multiple of research grants from international agencies; NIH, WHO etc. A two-time awardee of NIH G11 grant to establish office of research support at tertiary institutions in Ghana and Africa, a maiden recipient of the Society of Research Administrators International, Mobility Program Scholarship in 2018. An Assistant General Secretary of the West African Research and Innovation Management Association, Resource person for several grant management training programs.

Research administration is an important role that covers all aspects of grants management, from application to managing the funds, monitoring goals and milestones, and tracking funder regulations. However, the funding environment of US agencies, Federal government, and most major European funders are becoming more demanding with several regulations and procedures.

These administrative regulations and procedures meant to bring clarity and fairness to the application processes have had the unintended effect of making foreign-based investigators less likely to apply. This is especially so because most institutions lack the administrative structures and capacities to comply with issues regarding the administrative and implementation processes. To ensure that African research institutions attain the highest standards in research administration to enhance successes in grant applications, overcoming these challenges is necessary. To assist other African institutions to build up their research support structures, the Noguchi Memorial Institute for Medical Research, Ghana successfully applied for an NIH/G11 grant for capacity building. The presentation will highlight the grant's achievements in setting up offices of research support and training of staff in tertiary institutions in Ghana, Sierra Leone and Liberia in West Africa to emphasize the importance of capacity-building grants for research administration in the developing countries that lack the wherewithal to succeed with grant applications.

Perspectives on gender, race, power, and group dynamics in international partnerships: Opportunities for capacity strengthening

Ms Ann Allegra¹

¹*Michigan State University, East Lansing, United States*

Biography:

Ann Allegra is a proposal and capacity strengthening administrator at the Alliance for African Partnership at Michigan State University. She has over a decade of experience in the US nonprofit sector, including grant writing, grant coordination, and grantmaking. Additionally, she worked in Zimbabwe with Amani Trust and the Zimbabwe Human Rights NGO Forum documenting human rights abuses during the 2000 parliamentary elections. Ms. Allegra holds a Master of Arts degree in International Development.

International collaboration between Global North and Global South partners can promote knowledge generation, innovation, and societal impact, strengthen institutional capacity and resource sharing including scientific expertise, and solve global and local challenges. These partnerships have often benefited partners in the Global North. Challenges often occur if the partnerships are not perceived as mutually beneficial, transparent, equitable, or reflect the different partners' values and priorities. This presentation will focus on the pre-award stage of international collaborative partnerships and discuss common issues related to gender, race, power, and group dynamics that can arise during proposal development within teams of researchers and faculty from the Global North and Global South. It will use specific de-identified examples to share some of the ongoing challenges and the increasing evidence that there are shifts occurring in these partnership models. Acknowledging and discussing challenges and proposing solutions are important aspects of ongoing conversations because of the negative impacts of these issues, including harm, the reproduction of global hierarchy, and neocolonialism. There is an opportunity for proposal team members including both researchers and professional staff to examine our roles on teams and our institutions' role in relation to historical legacies and ethical challenges. Finally, the case will be provided for the need to develop capacity strengthening programs for both Global North and South researchers and professional staff and engage stakeholders such as funders to sustain the changes needed.

Reimagining researcher support: Navigating a research funding dystopia with a community of skilled research managers

Ms Suzanne Austin¹,

¹*University of New South Wales (UNSW), Sydney, Australia*

Biography:

Suzanne Austin is the Strategic Research Engagement Manager for the University of New South Wales (UNSW) Canberra campus. She is the first point of contact for research funding matters for around 200 academics. Previous to the UNSW role, Suzanne forged a decade-long career working for the UK Research Councils specialising in international funding programmes. She is passionate about the benefits of joint peer review and development of schemes with viable success rates. Having lived in the UK, France, USA, UAE, India and Australia plus holding a MA in Linguistics amounts to Suzanne truly enjoying meeting contacts from across the world.

Painfully low success rates (15% and below) are the status quo for many major research funding schemes worldwide. Confronted with these grim statistics, there is a critical need to ensure that researchers are well-supported in their research funding endeavours and that their efforts are not futile. So, how do modern-day researchers rise from rejection to effectively navigate this dystopic funding landscape? We argue that it takes a village of research managers to raise researcher success.

Many models of researcher support rely on distinct management either at a local (Faculty) level or centrally within an institution. However, an alternative strategy, leveraging both local and central expertise, interests and relationships, has the potential to provide a continuum of collaborative and complementary support that incorporates aspects of career planning, skills development and strategic guidance.

This support has tangible value to researchers irrespective of funding outcome, offering opportunities for continued growth and implementation. Under this model, research managers would embody not only content and process expertise, but also mentoring and training proficiency. Leveraging the important roles of research managers across an institution is crucial to fostering and nurturing a sustained culture of research innovation and success.

As researchers' roles and careers take on increasing workloads, complexities and competitiveness, ideally they would look more readily to research management professionals in their organisation to increase their chances of survival and success in the research funding dystopia.

Evolution of a Knowledge exchange model for developing countries: Universidad de los Andes study case

Dr Silvana Becerra¹

¹Universidad De Los Andes - TTO, Santiago, Chile

Biography:

Engineer, Ph.D. She was the first Chilean woman to receive the RTTP status.

Silvana has been involved in academia and innovation management for over ten years.

She served as General manager of CREAS, the Regional Centre for Healthy Food Studies, where she worked with researchers and spin-off for the development of new healthy food products.

As deputy director of technology development and marketing at Universidad de los Andes TTO, she has led methodologies to innovation management.

Silvana is the former chairwoman of Red GT, organisation that brings together technology managers from Chilean universities and businesses..

Chile is an incipient country regarding knowledge exchange (KE). The actual ecosystem started 15 years ago and it's just generating the first outcomes, cultural fits, and potential benefits.

The Innovation department at Universidad de los Andes, created the TTO in 2011. It works together with its research "partners" and their faculties or schools, in order to give support during the research process and the needs arising during development of products or technologies to market. The model that we initiated tried to replicate the triple helix framework in where academia interacts with government and industry.

For this, we created an incubator that provides capacities, support, and services in resource management, networking, policies and regulations, management of resources, attracting talent and communicating to all actors the benefits of KE. We also built an accelerator for projects that advance on technological readiness in where we seeked to deliver resources and mentoring to investors and private sector to promote the development of technologies as part of being a "bridge" between academic and industry sector, facilitating understanding and ensuring progress relevant to all interested parties or stakeholders.

We have now evolved our TT model to KE model and include the penta-helix components. In this sense we include social innovation, teaching capabilities to our student community and sustainable initiatives with the civil society, which along with the previous approach led to the sustainable innovation model.

We have generated more than 20 TT cases in the health, biotech, engineering and education space. A clear example is "Dia+", a self-applied assessment of reading skills and mathematical competence to provide immediate feedback with analysis of the performance of the students assessed and suggestions on how to strengthen weaker areas. This technology has improved the learning of 220.000 students in Chile, Argentina, Colombia, Panama, and Mexico.

Women role in innovation management in Chilean academic institutions

Dr Silvana Becerra^{1,3}, Ms Macarena Rosenkranz^{2,3}

¹Universidad De Los Andes, Santiago, Chile, ²Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile, ³Red de gestores tecnológicos de Chile, Valparaíso, Chile

Biography:

Engineer, Ph.D. She was the first Chilean woman to receive the RTTP status.

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Silvana is the former chairwoman of Red GT, organisation that brings together technology managers from Chilean universities and businesses.

Chile holds position 47th in The Global Gender Gap Index 2022 ranking. Female participation in the labor force is on average 40%. There is an overrepresentation in care and educational tasks and an underrepresentation in STEM areas.

Particularly in universities, their access to the highest levels of the academic career is limited and in the best case is around 30%.

Regarding TTOs that most of the country's universities have, the situation is different. These divisions consider a high female presence (54%) and a high participation in leadership or decision-making positions (61%), according to the 2020 report from RedGT, Red de Gestores Tecnológicos de Chile.

This could be explained by various reasons, some of which are related to having the possibility of developing the activities in flexible hours, more compatible with family life. These positions also allow high autonomy and experience is highly valued, so maternity leave does not seriously affect job performance.

On the other hand, women express their genuine interest in collaboratively leading the transfer of knowledge that contributes to improving the economic and social conditions of people.

Interestingly, when we compare both genders, women have better academic preparation, as measured by postgraduate degrees and training in specific topics in the area, as well as more experience in R&D.

In 2022, the Ministry of Science, Technology, Knowledge, and Innovation launched the first gender policy for Chile that seeks to encourage the participation of women in R&D, innovation and entrepreneur.

It is our hope that this policy will provide new opportunities into concrete actions in Chilean academic institutions that can be taken to ensure systemic changes that foster greater engagement of academic women in all stages of the innovation lifecycle.

Squaring the circle: striving for research excellence, addressing global challenges and strengthening research capacity

Mrs Silke Blohm^{1,2}

¹4Sciences Group Ltd, Leighton Buzzard, United Kingdom, ²International Centre for Higher Education Management, ICHEM, University of Bath, Bath, UK

Biography:

Silke is founder and director of 4Sciences Group Ltd, a UK-based HE consultancy. She has held senior management positions in three continents, most recently as Director Research & Enterprise at SOAS University of London and Senior Advisor to the Pan-African University, Cameroon. From 2010 – 2013 she established the Office of Research Services at KAUST, Saudi Arabia. Silke has longstanding experience in institutional and strategic development, creating governance & policy frameworks and research support structures in different regional and cultural settings. Silke is a doctoral researcher at the International Centre for Higher Education Management, ICHEM, at the University of Bath.

In the last few decades, research has become increasingly international and collaborative (Gui, 2019). This includes an increasing number of partnerships with emerging research institutions from low- and middle-income countries (LMIC). Challenges to these partnerships are well understood ranging from uneven resource distribution and power balances to agenda-setting (Jooste, 2016; Bradley, 2016). However, despite intensive efforts made in the last 30+ years by funders, universities and research support structures through research capacity strengthening (RCS) activities, establishing best practice and working towards equitable partnerships, significant challenges remain (Sarpong et al, 2020, Howell et al., 2020).

This presentation is placed in the context of a shift towards output driven and goal-oriented research serving national or global societal agendas; performance- and project-based, competitive funding for such research; the globalisation of research with new actors entering collaborations, and a blurring of research and development aid funding leading to overlapping agendas of research partnerships striving for research excellence versus those striving for global development.

Emphasis in current approaches is often placed on well-known differences between Northern and Southern partners and the lack of equity in such partnerships. The fact that each of these partners constitutes a diverse group of actors, namely researchers, administrators, and senior leadership, who are serving potentially conflicting institutional, national, and global agendas, is often neglected. Similarly, how the increasingly overlapping themes of research excellence and global development agendas impact on the actions of universities is under-researched.

The presentation explores how collaborations are influenced by potentially conflicting agendas of different actors. It presents a research project exploring the role of different stakeholders behind collaborations, their often very different drivers, objectives and constraints and how those can impact on successful outcomes of collaborations. This is embedded in an overview of current approaches to best practice and other work around equitable partnerships.

Impact-oriented monitoring tools for sector-specific funders of research in agriculture

Prof Nelius Boshoff¹

¹*Stellenbosch University, Stellenbosch, South Africa*

Biography:

Prof Nelius Boshoff is an Associate Professor in the Centre for Research on Evaluation, Science and Technology (CREST) at Stellenbosch University, South Africa. He is also a researcher in the DSI-NRF Centre of Excellence in Scientometrics and STI Policy (SciSTIP), which is hosted by CREST. He has a PhD in Science and Technology Studies from Stellenbosch University and specialises in studies of research uptake and the social impact of research, research collaboration, and bibliometric analysis with a focus on research in Africa.

There is a need for funders to make informed decisions about the potential and real impact of their research, with a focus on learning about the elements of projects that deliver research impact. What seems to be needed are context-specific tools that will enable funders to systematically monitor for impact already during the 'life' of a funded project, i.e. from the project start to the project end (and even beyond, where possible). This implies a close connection between the monitoring of research projects and the management of desired outcomes. In the context of research, the process of managing desired outcomes requires tools to ensure that research (and especially the interactions of the research) remains on a path that is likely to result in the expected impact, but which will also leave room for research to generate any other unexpected positive outcomes. This presentation reports on such a set of tools proposed for two sector-specific funders of agricultural research in South Africa. The first tool, a Research Impact Pathway Framework, provides the overall logic and conceptual framework for six more tools (templates). Four of these templates are for collecting data on impact contribution at different project reporting stages. The other two templates deal respectively with scoring and reporting the data collected. The tools, which are flexible, can provide basic indicators for inclusion in funder reports (to satisfy accountability pressures), as well as provide evidence for decisions made by funders (i.e. to identify projects that require intervention or re-direction to meet the desired outcomes). The presentation will therefore highlight tools for managing the funded research projects of sector-specific organisations, for such projects to lead to impact.

More Than Our Rank: Supporting universities to showcase their wide-ranging contribution

Dr Elizabeth Gadd¹, **Dr William Bramwell**²

¹INORMS Research Evaluation Group & Loughborough University, Loughborough, United Kingdom, ²INORMS Research Evaluation Group & The Association of Commonwealth Universities, London, United Kingdom

Biography:

Elizabeth (Lizzie) Gadd is Research Policy Manager at Loughborough University. She chairs the International Network of Research Management Societies (INORMS) Research Evaluation Group and co-champions the UK Association of Research Managers and Administrators (ARMA) Research Evaluation Special Interest Group. She founded the LIS-Bibliometrics Forum and The Bibliomagician Blog which provides bibliometric advice and guidance 'by practitioners, for practitioners'. Elizabeth was the recipient of the 2020 INORMS Award for Excellence in Research Management Leadership.

The More Than Our Rank initiative was developed by the INORMS Research Evaluation Group in response to some of the problematic features and effects of the global university rankings. It provides an opportunity for universities and other academic institutions to highlight in a narrative form the many and varied ways they serve their local communities and the wider world that are not captured by the university rankings. Every institution in the world, whether top-ranked or the newest university in a small economy, is much more than their rank. This initiative is an opportunity to publicly say so and explain why. By participating in the More Than Our Rank initiative, universities are demonstrating a commitment to responsible assessment and a commitment to fellow institutions whose strengths may not be rewarded by the narrow view of 'excellence' taken by the rankings as currently constituted.

This presentation will outline the background to, and history of, this initiative, the response it has received, and where it plans to go next. It will also provide research managers and administrators with practical guidance as to how they can support their institutions to get involved. A Q&R session will follow the presentation.

Creating a roadmap for the future of research management in Europe (RM ROADMAP)

Dr Evelina Brännvall, Mr Nik Claesen¹

¹*Earma, Brussels, Belgium, ²Lulea University of Technology, Lulea, Sweden*

Biography:

Evelina the Chair of EARMA and has been involved closely with the association for over 6 year. She has served on multiple committees and the board in such area's as conference programme, professional development and external relations. Evelina is a research manager at Lulea University of Technology and a researcher in geology. She is also an evaluator for the European Commission and the Lithuanian Research Council. Evelina has also been active in the EARMA Alumni community and the Swedish Association of Research Managers (SWARMA).

This session will inform the participants about the RM ROADMAP project. This is a 1,5M euro project funded by the European Commission in Horizon Europe. The project is coordinated by the European Association of Research Managers and Administrators and is a pilot project to develop a plan in the form of a roadmap for research management. This project will directly inform the policy of the European Commission while also aiming to inform as many European countries as possible. Moreover, the project will seek to benchmark and engage with countries outside of Europe. It will take into account the results of the RAAAP surveys and other existing projects and publications.

The key objectives of the envisaged roadmap are as follows. First, to create a (common) term for research management and a definition. Secondly, to gather further intelligence on the community. Thirdly to make the current training and networking opportunities easier to access while also analyzing which training and networking is needed in the future. The overarching objective will be to clarify the role and value of the research manager to the research and innovation system and the European Research Area.

The project will create a large online and partially in person co-creation exercised aimed at letting thousands of research managers from Europe and outside Europe co-create a joint future. We will create national and thematic communities. The thematic communities will cover the different types of research managers such as proposal writers, knowledge brokers, data stewards, project managers, policy advisors, financial experts, knowledge transfer professionals, research infrastructure research managers.

The participants to this session can expect to learn more about the current situation and momentum in Europe and our plans for the future while also reflecting other countries outside of Europe and the context of research managers in those countries.

Understanding and Optimizing the Role of Research Management and Administration in Kenyan Universities

Prof Peter Bukhala¹

¹*Masinde Muliro University of Science & Technology, KAKAMEGA, Kenya*

Biography:

Prof. Peter Bukhala holds a Master's degree from McGill University- Canada and a PhD in Disability studies from Kenyatta University –Kenya. His expertise is in programme planning for inclusive physical activities. He is a Eunice Kennedy Shriver Fellow and a member of the Fitness Advisory Board of the Special Olympics International as well as serving on the executive board of the International Federation of Adapted Physical Activities. Prof. Bukhala is the Director Research and Postgraduate support and Associate Professor in the Department of Health Promotion and Sports Science. He is a visiting Professor at Katholieke University - Leuven, *Belgium*.

Professional management is increasingly important for successful research at universities. Although various initiatives have been developed to grow research capacity in Africa through associations of research managers, research services and functions have remained low in African universities. Managing a research group or faculty remains an increasingly challenging task especially when the Universities have to develop capacities to collaborate and compete at a global level. Furthermore, creating a strategy that will lead to the best outcomes in terms of research impact or innovation requires a highly-specific skill set which frequently lies outside of the experience of those chosen to lead. Analysis of the research management and administration capacities shows that most of the top 200 African universities do not meet the standards for strategic research management. Using the 9 key pillars of research management, this study assessed the level of research management and administration strategies utilized by public and private universities in Kenya.

Objectives: a) To understand the changing role of university research in the global knowledge economy b) analyze institutional research management capacity c) investigate tools and techniques being applied to improve the development, management, and impact of university research d) understand personal leadership styles and strengths in each university as relates to research management and administration e) assess universities capacity building strategies to grow research.

Methodology: The Mixed methods research design specifically exploratory sequential (qualitative then quantitative) was adopted where qualitative data from interviews, multiple forms of qualitative evidence (observations and interviews) and multiple types of quantitative evidence were used to collect data.

Results: Lack of structures to support research capacity building in most universities noted. The role of research management remains peripheral in majority of universities. Most units remain understaffed and underbudgeted.

Recommendations: Capacity building training and benchmarking for all university managers and research management officers needed.

IP considerations in the Fintech Industry in Africa

Ms Zama Buthelezi¹

¹*Spoor & Fisher, Pretoria, South Africa*

Biography:

Zama Buthelezi is a Trade Mark Practitioner with LLB and LLM (Business Law) degrees from the University of KwaZulu-Natal. She is an Attorney of the High Court of South Africa, specializing in trade mark prosecution and enforcement as well as copyright law matters. Zama is a fellow of the South African Institute of Intellectual Property Law (SAIIPL) and a member of the Legal Practice Council. Zama has written articles published in industry media, including Polity, Mondaq, Go Legal, BizCommunity and Engineering News. Zama is also the co- author of the International Comparative Legal Guide to Copyright (Global Legal Group), 2018.

Innovation in Fintech is allowing financial institutions to serve customers in novel, easy and unexpected ways. There is no denying that the fintech industry in Africa has experienced significant growth in the past few years and this growth is only expected to continue. It is said that between 2020 and 2021, the number of tech start-ups in Africa tripled to around 5200 companies - and just under half of these companies were fintechs. Given the increasing growth of the fintech industry, the question arises: are the players in this field protected from an intellectual property ("IP") point of view?

My presentation will seek to explore the IP considerations in the fintech industry. In particular, I will look at the key IP considerations for fintech companies and investors.

Thoughts on International Research Partnerships: How should we go about creating and supporting them?

Dr Ian Carter¹

¹*Carter Research Navigation, Lewes, United Kingdom*

Biography:

Ian Carter has over 30 years' experience in research management, across a range of topics and contexts. He is now an independent consultant having worked for three universities and in the capital engineering industry. He has provided professional advice on all aspects of research management, including strategy, policy, organisational and operational management, and systems, to universities, funders and governments in the UK and elsewhere. He has served on a number of national committees, project boards and working groups on topics such as full economic costing, grant management systems, open access, research careers, research assessment, and research information management.

Why are we interested in international research partnerships? How do we construct, manage and support them? With whom should our partnerships be?

All sensible questions, with which many of us will have grappled. Along with the often-asked and sometimes hard to answer, 'with whom do we already have a relationship or partnership?'

Research partnerships (whether international or not) can exist at three levels: individual, group or topic, and institutional. Each of these has its own characteristics and needs, although all successful partnerships depend on respect, trust and aligned interests.

This presentation will consider these questions in relation to each of the three levels, seeking to demonstrate the differences and hence the variations in approach needed. Those approaches may be light-touch and facilitative (e.g. creating time and providing some resource) or involve significant institutional commitment and hence be more directive (e.g. investment being made over an extended period of time).

Whatever the type of partnership and whichever approaches are used, this is all part of creating and providing the environment and culture for research. Managing the research environment in one organisation is hard enough; doing so across multiple organisations at the same time requires skill, patience and flexibility.

Research Impact: A Poisoned Chalice or the Holy Grail: Narratives of Rural Community Members

Prof Willie Chinyamurindi¹

¹*University of Fort Hare - South Africa, East London, South Africa*

Biography:

Prof Willie Chinyamurindi is a National Research Foundation (NRF) Rated Researcher (Y2). He considers himself as a pan-Africanist and is a scholar with intent in promoting such ideals in his work. As a broad theme, his research is along aspects of human and organizational capabilities and how they contribute towards the theme of development. This entails aspects such as: a) Human Resources Development (HRD) and Organisational Psychology covering sub-themes such as careers, employability, decent work, technology in HRD. b) Interpretivist research methods within the management sciences. c) Entrepreneurship and Strategic Management especially the intersection of strategy in organizational behaviour.

The South African higher education system is continually encouraging metrics that promote impactful research. This is a trend that is seen to be important in advancing the global competitiveness of South Africa. However, in seeking for this research that is impactful, the benefit (often a power dynamic) favours more the researcher (and the university) than the community in which the research is conducted. The paper gives focus to the aspect of research impact through considering the voices of rural inhabitants. The research utilised interviews with 36 community members in the Raymond Mhlaba Municipality. Narrative analysis using the three levels of meaning-making was used as the data analytical tool. The study revealed three main narratives. First, community members cited suffering from “research fatigue” attributing the pressure to be coming from the university. Second, the rural inhabitants expressed concern around issues related to power dynamics. These were manifest in researchers from the university often using language and “methods” foreign to the experience of rural communities. Finally, rural community members that took part in this research advocated for a co-creation model to the aspect of researching impact. Based on these findings, implications are made that affirm rural community members role and participation as important in the quest for research that is impactful. The study contributes to an ongoing discussion around aspects related to how community groups can be part of the coreactivities such as research crucial within the university setting. The focus of this work is on promoting voice around this topic and to provide suggestions for university stakeholders especially those tasked with research management efforts.

Challenges on Managing the National System of Science, Technology and Innovation in Mozambique

Prof Eugenia Flora Cossa¹

¹*Ministry of Science Technology and Higher Education, Maputo, Mozambique*

Biography:

Eugénia Cossa holds a PhD and Master's degree in Science Education from the Universities of Western Cape (2007) and Witwatersrand (1998), South Africa. Graduated in Biology Teaching from the University of Rostock, Germany (1992). 1983 completed a Biology and Chemistry teaching course at Eduardo Mondlane University (EMU). She started teaching in 1982 at General Secondary School and she joined the EMU in 1993 as lecturer. From 2008 to 2016 served as the Dean of the Faculty of Education of EMU. 2016 to 2021, National Director of Higher Education and from 2021 to present, National Director of Science, Technology and Innovation

This paper aims to promote a reflection on the management of the National System of Science, Technology (NSSTI) and Innovation based in two legal instruments approved by the Council Ministers, namely, (i) Policy of Science and Technology (PST, 2003) with four main pillars: Research, Education, Innovation and Dissemination; and (ii) Mozambican Strategy of Science Technology and Innovation (MOSTIS, 2006-2016) which focused on the framework to promote the development of an articulated system of STI in Mozambique. Like in many African countries, in Mozambique, the establishment of the NSSTI went through many socio-political and economic changes since the creation of the first Ministry of Higher Education, Science and Technology (MHEST), in 2000. For example, in 1975, after the National Independence, no scientific researchers were registered and the system of STI was growing slowly, very unequally, dominated by the research led by the universities and in health sciences. In this regard, the approach brought in this paper shows that the challenges of managing the NSSTI can only be understood through a holistic and in-depth analysis of the historical context of the system since the colonial period and based on documental and review of relevant literature. The reflection indicates that, among several challenges, the following still prevailing (i) a weak connection between public and private sectors, with the latter employing recent graduates, but not engaging them in the co-development or joint innovation activities; (ii) limited funds for innovation and research, below 1% of the GDP as foreseen by the STI Strategy for Africa 2024 of the African Union; and (iii) insufficient STEM research, professional and technical skills all over the country which contributed for the lack of indicators in implementing the PST and the MOSTIS.

Navigating Conflicting International Data Protection and Privacy Regulations: Facilitating the Future of Borderless Research Collaborations

Miss Gabriele Crytser¹, Ms Samantha Crytser¹

¹*Carnegie Mellon University, Pittsburgh, United States*

Biography:

Gabriele Crytser is a finance and research administrator at Carnegie Mellon University. She has over 5 years experience in research administration and is a certified research administrator. Gabriele also holds a Master in Applied Anthropology from Macquarie University and a Masters by research with merit in Science, Technology, and Society from the University of Edinburgh. She is a fan of science fiction shows like Star Trek and enjoys imagining a hopeful tomorrow of collaborative research and adventures across borders and cultures.

With the invention of the internet and the ever growing use of more complex algorithms (machine learning and artificial intelligence), there has been an ever-growing complex web of different global regulations and policies surrounding research, development, and deployment of these technologies. In our roles within research administration and research contracting at a US research university we have observed the challenges that this poses to completing collaborations across borders. In this presentation we will discuss the challenges we face with facilitating collaborative research with regards to differing global privacy and data protection regulations and rights. To do this we will explore existing and upcoming regulations including, GDPR, the South African POPI act, US FTC regulations, as well as other African and Asian nation regulations. Through our review of these regulations we will seek to understand the differences that may lead to conflicts that prevent our institution from fully participating in international research collaborations. We will attempt to answer if and how we can mitigate these hurdles to research collaborations, as well as the possibility for more uniform global regulations in the future.

Science Engagement Monitoring and Evaluation Frameworks: Knowledge versus Knowers

Ms Diane Dowejko¹

¹*CoE-MaSS, University of the Witwatersrand, Johannesburg, Johannesburg, South Africa*

Biography:

Diane Dowejko is the Research Administrator for Communications and Events at the DSI-NRF Centre of Excellence in Mathematical and Statistical Sciences. They have recently attained an MA in Linguistics, and their research interests include discursive analysis of educational and science engagement policy, and the impact of science communication on researchers and their publics.

The Department of Science and Innovation (DSI) Science Engagement Monitoring and Evaluation Framework (MEF), released in 2020 following the DSI's 2015 Science Engagement Strategy (SES) and 2019 White Paper on Science, Technology and Innovation, intends to provide performance indicators to establish both if and to what extent an SES programme progresses towards and meets its goals. Such documents, designed to enlighten and guide research professionals as to how to determine this progress through evaluation studies, contain both language and knowledge. How this knowledge is construed through language may reveal the kind of research professional, or ideal reader, envisaged by the document, and the assumptions made regarding the dispositions of these readers.

While there is certainly research on the monitoring, evaluation, and impact of science engagement programmes and activities, there is little evidence of research related to how such documents envisage and idealise those who utilize them, and little evidence of linguistic research pertaining to such documents. This study adopts a framework which inspects this language using Systemic Functional Linguistics (SFL), and the instructional knowledge built in the MEF through applying Legitimation Code Theory (LCT), to discover how the reader is envisaged, while speaking to the broader subject of the relationship between research professionals and science engagement policy. The 'kind' of reader of this study is realised as the disposition of the reader, in terms of their technical skills, attributes, professional identities, and possession of subject knowledge.

SFL is used to analyse language in relation to its functions in social contexts, while LCT analyses processes of knowledge production and recontextualization. The final stage of analysis will help ascertain the assumptions made regarding the readers' role as legitimate knowers within the broader context of science engagement activities, and how such activities and their impact are and can be monitored and evaluated.

What institutions need to know about US government-funded research collaborations

Mr William Ferreira¹

¹*Hogan Lovells, Washington, United States*

Biography:

Bill Ferreira heads the firm's Global Government Contracts and Education Practice. Plugged into US federal grants and contracts, Bill works extensively on federal award compliance, domestically and internationally. Drawing on deep experience with global operations, Bill's team has guided many of the most dynamic research, development, and academic sites across the globe, including high profile projects in the Global South and the Persian Gulf. Bill serves on the firm's Africa leadership team and speaks regularly about strategic issues at the forefront of globalization of higher education, scientific research, and government grants.

The US government expects an extraordinary level of transparency, openness, and accountability by recipients of US government research funds -- including African institutions that are recipients or subrecipients of US grant funds. Institutions have been audited and scrutinized heavily in recent years. Current and pending US legislation also promotes intensive accountability by recipients of US federal funds. This talk centers on both classic and emerging areas of compliance exposure for institutions participating in US government-funded scientific research collaborations.

We will start the session with a common understanding of terminology, including the types of US government-funded programs that fund research. We will then proceed to review real-life calamities that both African and US institutions have encountered relative to compliance with the terms and conditions of US research awards, as well as the government's focus on international activity. Finally, we will focus on lessons learned by institutions to build awareness and strategy to navigate the US-government's funding terms and the expectations of US research partners. The key take away message for the audience is the following: compliance with US government policies and procedures have challenged some of the most prominent research institutions in the world, and there is much to learn from the pitfalls and pratfalls of peers to help improve protocols in this area.

The audience will benefit from a US perspective, particularly as US-African scientific collaborations have matured over time. This is an evolving area, and US sponsoring agencies have revamped and updated expectations and guidance over the past year. Accordingly, institutions must devote resources to keeping up with developments and improving their overall understanding of key financial and scientific elements of US government grants and contracts. We aim to include Q&A time for the audience to articulate best practices and approaches to dealing with US government requirements.

Diversity and Inclusion: An institutional pathway to professional RM Utopia

Ms Barbara Herweg¹

¹*Wits Enterprise, Johannesburg, South Africa*

Biography:

Ms Herweg is a Senior Research Project Manager and Research Management Professional at Wits Commercial Enterprise (Pty) Ltd (Wits Enterprise), a wholly-owned company of the University of the Witwatersrand, Johannesburg (Wits).

With 15 years' experience in Research Management, Barbara's practice has become Post Award focused with a special interest in multi-national projects and the dissemination of RM skills to both young RM professionals and early career researchers.

Prior to this, Barbara was with the Wits where she gained experience in the Research environment, general business and financial management practices which together provide a strong foundation for her current role.

"A diverse and inclusive workplace is one that makes everyone, regardless of who they are or what they do for the business, feel equally involved in and supported in all areas of the workplace."

MATT BUSH, *Why Is Diversity & Inclusion in the Workplace Important?*, 13 APRIL 2021
<https://www.greatplacetowork.com/resources/blog/why-is-diversity-inclusion-in-the-workplace-important>

- Diversity is about how representative an organisation is.
- Inclusion is about how well the contributions, presence and perspectives of the diverse groups of people are reflected in an organisation.

A consideration of these concepts provides useful insights that are adaptable to Research Management and the development of a professional utopia. Together, Diversity and Inclusivity, offer a framework for the development of successful research teams and organisations.

From Business Science we know that the benefits of a diverse and inclusive work-space includes:

- Improved Work environment
- Better Financial returns
- More successful Overall business strategy
- Better public perception of your organization

These benefits seem to be aligned with the RM utopia, where we can strive for Institutional excellence through Research and the practice of professional level Research management.

So, what is our action plan: First we need to create an understanding of the principles of each concept and then the develop an institutional practice that allows for the application of these principles to the research activity and professional Research Management.

Cracking the code to combining departmental and central collaboration for successful and efficient research support

Mrs Jane Finnerup Johnsen¹, Ms Veronica Chesi¹, Mrs Stine Skipper¹

¹*Copenhagen Business School (cbs), 2000 Frederiksberg C, Denmark*

Biography:

Jane Finnerup Johnsen is Head of the central Research Support Office (RSO) at Copenhagen Business School. She has been working in the field of University Research Support for 15 years, working with both pre- and post-award, and across both national and international calls. Moreover she has held leadership positions in Research Support for more than 12 years at both Copenhagen University, and now at CBS. This gives her strong competencies in linking the operational aspects of research support to the strategic aspirations of the University, paving the way for constant development both within the unit and at CBS in general.

This presentation will give you an insight into the unique set up of a professional Research Support Unit at a Scandinavian university.

One of the unique features of the Copenhagen Business School (CBS) Research Support, is the appointment of so-called Funding Coordinators (FC) among the senior faculty staff at each Department, who work in close collaboration with the consultants in the research support office. With a scientific background, the FCs bring other qualities to the application process and can play a different role. By bridging the competences of FCs and research consultants, strong and efficient support is provided to the researcher in the application process and to the department and department leadership.

Another unique feature is the specialization and professionalism of the central Research advisors. The Research Support Office (RSO) at CBS is divided into three source groups, the EU group focusing solely on European Commission grants, the Public Group focusing on public funds, and finally the Private group dealing with private foundations. This specialization allows for a deeper knowledge of both the concrete calls, the motivations behind and not least the policies shaping the calls, securing a unique and tailored support for both the individual researcher and the broader CBS community strengthening the organizations strategic aspirations in this field.

Finally the Research Support Unit maintains a digital database allowing for a complete pipeline and activity overview as well as production of multifaceted management information.

We will present the Research support's governance structure including the matrix of roles, functions and competences and we will show how this enables - research manager specialization, - methodological knowledge exchange - and cross competence exchange with the university's research community. In the presentation we will also include examples of activities and work processes.

SADC's Technology Transfer and IP commercialization milieu: A comparative review

Mr Blessings Katuma¹

¹*University of Malawi, Zomba, Malawi*

Biography:

My name is Blessings P. Katuma, a PhD student at the Malawi University of Science and Technology. Working as an assistant librarian with the university of Malawi and also as a coordinator for the technology and innovation support center. As a budding researcher, I am interested in technology transfer and IP commercialization.

Universities and research institutions play an important role in the advancement of research and development (R&D), technology transfer and IP commercialisation. However, for R&D, Technology Transfer and IP commercialisation to flourish there is a strong need for an enabling environment to exist. In most cases governments enables that by deliberately enacting laws, regulations and policies that directly addresses that. However, as these countries differ so are their legal instruments, advancement of R&D, technology transfer and IP commercialisation. Globally there are 46 least developed countries and out of that, 33, are all from Sub-Saharan Africa, of which, half of the SADC countries are in the LDCs category and the other half are different economic categories. Further, pursuant to Article 5 of the SADC treaty and Article 2 of the SADC protocol on Science, Technology and Innovation, SADC is devoted to promote the development, transfer and mastery of science, technology and innovation. It is against this background that this underway study will be carried out in order to compare the Science, Technology and Innovation Policies and Intellectual Property Policies of the SADC regional block as it represents different economic categories of countries. With the main aim of establishing the impact these policies on R&D, technology transfer and IP commercialisation in the SADC block. The study will be comparative in nature as it will compare STIPs and IPPs in 16 SADC countries. The comparative research methodology has been chosen as the study is cross-national and seeks to compare and contrast nations STIPs and IPPs in regards to R&D, technology transfer and IP commercialisation. The study will support and contribute to theory formation. From the findings the best approaches, STIPs, IPPs and implementation plans best fitting Africa and LCDs will be recommended.

Building a sustainable Research Culture in young Universities with low research capacity

Prof Eli Katunguka-Rwakishaya¹

¹*Kyambogo University, Kampala/uganda, Uganda*

Biography:

Prof. Eli Katunguka-Rwakishaya, Vice Chancellor of Kyambogo University is an academic and a research administrator. At Makerere, he was head of department of Veterinary Medicine (1984-1988), Deputy Dean (1992-1995), Dean (1996-2004), and Director of Research and Graduate Training (2004-2013) where he attracted large grants from many international development agencies for research capacity building. He served as President of EARIMA, founded URIMA and is an Executive member of the International Accreditation Council of the Southern African Research and Innovation Management Association

He has published eight books, six book chapters, 65 papers in peer reviewed journals, and over 70 conference proceedings.

Over the past twenty-five years, there has been a marked increase in both private and public universities on the African continent. Currently there are 1,225 officially recognized universities. This dramatic increase can be attributed to high demand for higher education and privatization of the provision of education services. Diminishing Government funding has led to low staffing levels amidst increasing numbers of students and lack of programmes to support research and staff development. This has led to reduced numbers of senior staff with doctorates and faculty at professorial levels to provide academic and research leadership contributing to low research output from African institutions. The situation has been exacerbated by the Covid Pandemic which hit the continent from 2020.

As a way of overcoming some of the challenges and basing on experience in research management, I propose a number of innovative measures to build a sustainable research culture of academic staff in young institutions which include inhouse training workshops focusing on proposal development, research methodologies, scientific communication and budgeting for research. Other approaches include encouraging research seminars at departmental level, Investment in improving science laboratories and library resources, providing institutional funding opportunities, Development of graduate programmes both Masters and Doctorates, providing incentives for research conduct, Publication avenues and targeted mentorship programmes. The mentorship programme empowers young academics and also changes their attitude towards research which is important for their career progression and building a sustainable research culture in young institutions of higher learning.

Developing an Ethics Review Model for Public Health Emergencies in three African countries

Miss Charmaine Khumalo¹

¹*University of the Witwatersrand, Johannesburg, Johannesburg, South Africa*

Biography:

Charmaine Khumalo has been working as a research ethics administrative officer since 2018 at Wits University. She is currently administering the Animal Research Ethics, Institutional Biosafety, and Ethics Advisory committees. She has previously administered the HREC Medical committee. She has a science background with an honours degree in Medical Microbiology from UKZN. She also holds an MSc (Med) in Bioethics and Health Law from the Steve Biko Centre of Bioethics at Wits University. She has currently been shortlisted for the final round of the SARETI PhD Research Ethics Leadership Programme, for a PhD in Health Ethics at UKZN.

Background: Public health emergencies have an impact not only on the health of the population but also on research ethics capacity. Research Ethics Committees (RECs) cannot rely on conventional review methods during such periods. Processes need to be in place prior to experiencing the public health emergency. This will ensure a more responsive approach that will yield better results. There is currently a knowledge gap in terms of ethics preparedness during public health emergencies which will be addressed in this study.

Problem Statement: Public health emergencies have become normal – Eg)Ebola virus in West Africa and now Covid - 19 worldwide. Ethics review committees in Africa are ill equipped to deal with the emerging and re-emerging infections/pandemics.

Rationale: A framework would enhance the decision making and REC operations and harmonise how RECs work, hence increase efficiency. This would inevitably assist research ethics committees and also inform guidelines on ways of working during public health emergencies.

Aim: The aim of this study is to explore RECs' experiences of ethics review in a public health emergency. This will in turn inform the development of an ethics review model from an African perspective.

Methods: The study will use a qualitative design with structured questionnaires and interviews. The study population will comprise of REC chairs and administrators from registered health RECs in South Africa (SA), Kenya and Nigeria. The questionnaires and interviews will be done via an online platform.

Results: The data will be analysed, and the themes and patterns determined. The results will then be discussed, and an ethical framework will be developed from the findings. The ethical framework will also be transferred to other African countries and adapted to suit their environment.

The Research and Innovations Management Professionals: Where they all look alike!

Mr Mark Kparamak¹

¹*University of Jos, Jos, Nigeria*

Biography:

Mr Kparamak is a Research and Project Administrator at the Office of Research and Development (ORD), University of Jos, Nigeria. He has 11 years of managing sponsored researches and projects around the world. He also led the patents and commercialization of some nutraceuticals in Nigeria. His work is in pre-award, post-award, research ethics and integrity. He was a one-time Association of Commonwealth Universities (ACU) Research and Innovation Management travel grantee as well as the Society of Research Administrators International (SRAI) travel grantee. Mr Kparamak was also a project director/principal investigator of a NIAID/NIH research administration development program in Jos, Nigeria.

The world has provided humanity with diversities and varieties in all its endeavors. Managing these varieties for a common purpose is essential for a sustained coexistence. Through collective regulations and standards, institutional leaderships and personal drive, the diversities and varieties of research and innovation management profession will be positively harnessed for a common purpose, of support for research and innovation around the world.

The objective of this presentation is to do an exposé on the state of the development of the research management and innovation career, profession, capacities and practices in developing countries, comparatively with some developed countries; the diverse roles of the research and innovation management societies and funding agencies, for capacity development; the role of institutional governance and leaderships in the practices and professionalization of RIM, capacity development support as well as enabling administrative structures and environment for the profession to thrive. This was achieved through the methods of RIM systems review, interviews, on-site visits, surveys during capacity development training workshops and institutional leadership engagement of some institutions. The presentation will also unravel the challenges confronting the profession and initiatives taken to overcome them by these institutions.

The 20 Year History of INORMS

Dr Elliott Kulakowski¹

¹*University of Utah, United States*

Biography:

Dr. Elliott Kulakowski has over 30 years of experience in all aspects of research management. He worked in leadership positions at the US National Institutes of Health, universities, and academic health centers and received research funding from a number of organizations. Dr. Kulakowski also served as an international research management consultant. He was past president of SRAI and served as its CEO for over 6 years. Elliott coauthored the book, "Research Administration and Management." He is recipient of SRAI's Excellence Award, and an emeritus Distinguished Faculty Member. He was designated as a Senior Research Management Professional by SARIMA in 2019.

The International Network of Research Management Societies (INORMS) celebrated its 20th anniversary in 2021. Representatives from existing research management societies, representatives of societies in the planning stages of being established, and other interested international research management individuals met at the Society of Research Administrators International Annual Meeting in Vancouver, Canada. The meeting occurred in October 2001, just over a month after the events of 9-11 occurred. They met to discuss how the international research management community could work more closely together. The attendees agreed that an international federation of research management societies was needed because there was 1) increased international funding of research, 2) a growing number of international research collaborations, 3) an increasing number of investigators moving among countries, and 4) a need for research managers in one country to understand the research regulations of other countries. Beginning in 2006, INORMS began to host biannual international conferences to meet the challenges of international research activities. Over the years, the number of research management societies grew, and an increasing number of them became members of INORMS. This increasing number of INORMS member societies led to a need for a more formal organizational structure of INORMS and operating principles were established. The INORMS virtual meeting hosted by RMAN-J in 2021 celebrated the 20th anniversary of INORMS. The Hiroshima Statement, endorsed by INORMS Council members and highlighted at the 20th anniversary meeting, described the principles and responsibilities of research managers, namely collegiality, inclusiveness, professionalization, innovation, and accountability. This session will trace the history of INORMS from what led to its formation and trace its growth and major activities over its 20-year history to today.

Multi-stakeholder platforms as enablers for collaboration intelligence and accelerated impact: relevance to the research manager

Dr David Langley¹, Ms Kimberly Cornfield², Mr Richard Twohig¹

¹Crowdhelix, London, United Kingdom, ²University College London, London, United Kingdom

Biography:

David is Chief of Strategy at Crowdhelix, having spent many years at the forefront of research management, and has played a significant role championing professional development. He co-led Erasmus+ StoRM project and is now part of RM Roadmap project.

He was previously Chief of External Engagement at New Model Institute for Technology and Engineering, Director of Research and Enterprise Development at the University of Bristol, Deputy Chief Scientific Advisor to the Welsh Government, Professor of Practice in Research Management at Cardiff University, Director of Research Services at Imperial College London, and a Senior Manager at the UK Medical Research Council.

The increasingly complex funding landscape now sets requirements on research to include international collaboration, interdisciplinary connections, and industry, citizen or patient engagement throughout the research and innovation lifecycle. We are also seeing increasing demands for projects to work together on common challenges, and to draw on matched funding from national, other public or private funds.

This has turned the research and innovation landscape into a web of stakeholders that needs to be mapped, managed, and utilised throughout a project. At initiation, making connections and establishing trust are vital to forming working relationships for project consortia. During a project, stakeholder engagement to facilitate validation, steering and demonstration prepares for and de-risks post-project activities, accelerating the path to knowledge valorisation and impact realisation.

The emergence and growth of multi-stakeholder platforms to facilitate both research, the management of research, and impact acceleration has been rapid, following the path of social media, and innovative, underpinned by developments in machine learning and the virtualisation of work.

In this contribution we discuss these needs, the relevance of partnerships to the international research ecosystem, including the critically important role of research management, and our vision for the future of multi-stakeholder platforms for the international research community. We review the various services from funding agencies and private ventures in Europe and worldwide, and present examples of success and lessons learned in the evolution of the Crowdhelix Open Innovation platform. University College London will jointly present their experience of using collaborative platforms, what they have learnt and what is has helped them achieve.

Reflections on decolonising research administration and management: the old new normal

Dr Renee Le Roux Goretsky¹

¹*University of the Witwatersrand, Johannesburg, South Africa*

Biography:

Renee Le Roux Goretsky is currently the Head of Pre-Award Support at the University of the Witwatersrand, Johannesburg in South Africa. She has over 20 years research management experience through working at a funding agency in South Africa, and university research offices in both South Africa and Canada. She has been instrumental in initiating and growing research networks for knowledge fields' development and advancement, including in marine science; biosystematics; education; and Indigenous knowledge. She sees herself as an advocate for transformative change in research management through decolonising lenses, and her recent PhD thesis focused on Indigenizing water governance in Canada.

The world has evolved and continues to evolve in response to various stimuli urging researchers to innovate both the 'what and how' of research. Researchers have to continuously pivot to address complexity which requires new ways of knowing, doing and being through plural and diverse lenses. The questions which emerge are 'How do we, as research administrators, facilitate these shifts in paradigms and practice which are reinforced in dominant western lenses?'; 'How do we enable agency of the marginalised voices and lenses to decolonise the academy?'; and 'How do we decolonise our own practice to enable and support plurality and diversity.

In this presentation, I will reflect on these three questions based on my lived experience in being a person of colour marginalised under the apartheid system in South African; in doing research with Indigenous peoples in Canada; and in working as a research administrator in four university research offices, two in South Africa and two in Canada, for over 20 years. Last, in making recommendations for the way forward, I will draw from Gaudry and Lorenz's (2018) three-part conceptual model, based on their study in the Canadian higher education sector with Indigenous academics. This model calls for 1) decolonial Indigenization requiring the dismantling of current colonial dominant systems for new systems which equally respect Indigenous and colonial systems; 2) Indigenous inclusion where Indigenous peoples are specifically targeted to be included in the current colonial systems; and 3) reconciliation Indigenization where both Indigenous and colonial systems can be negotiated for a common ground (Gaudry and Lorenz, 2018).

Reference:

Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenizing the Canadian Academy. *AlterNative: An International Journal of Indigenous Peoples*, 14(3), 218–227. <https://doi.org/10.1177/1177180118785382>.

Unlocking the gems of wisdom, finding tracks of utopia in research management and administration (RMA)

Ms Rosemary Madnick¹, Dr Susi Poli²

¹The Lundquist Institute for Biomedical Innovation At Harbor-ucla Medical Center, Torrance, United States, ²Bologna University (Unibo), Bologna, Italy

Biography:

Rosemary Madnick, MBA is Vice President for Research Administration at The Lundquist Institute for Biomedical Innovation at Harbor UCLA Medical Center. In her current position, she is responsible for all aspects of research administration at the Institute including grants and contracts (pre and post), clinical trials/industry agreements, investigational drug services, regulatory and ethical compliance, biological resource center, environmental health and safety and core equipment. Her experience with research administration at various institutions has provided her with more than 30 plus years of knowledge in the profession.

The role of research management and administration has rapidly evolved over the past several decades due to a variety of factors, for example to a vibrant eco-system of the profession, to a multicultural community, and also to a fast-growing body of research covering the profession, its features and upcoming challenges. The presenters will explore the “gems of wisdom” to find/identify the examples of utopia in the growing field.

These will be the main topics/tracks covered and connected here:

- The ecosystem of RMA and looking at the future strategically through the higher education system and context. RMA have cultivated an enterprise mindset by being innovative. This has led to building successful ecosystems incrementally, broadening the value of their core roles and shared functionality, looking to needs of other colleagues in RMA profession. Looking at the cross-cultural understanding of the profession through transnational cooperation and what does this mean regionally by way of the European Strategy and building effective bridges for European higher education cooperation.
- The community of RMA has grown and as a result professionalism and
- (theoretical) concepts are the starting points/gateways of the theory/literature of the profession which as contributed to the eco-system of the profession and RMA should engage both the academic and professional literature

Through the discovery of these topics, the session will guide participants to take the “gems of wisdom” to leverage and integrate into the future.

Overcoming barriers in Industry-University Collaboration: Reflection on interviews with industry partners in the high-technology industry

Mrs Cornelia Malherbe¹

¹*Stellenbosch University, Stellenbosch, South Africa*

Biography:

Cornelia is recognized by her peers as a leader in the field of research contracts management and was the recipient of several awards. Her career in research contract management kicked off in 2003 where she established the research contracts office at SU. Her core responsibilities include research contracts negotiations and remedial actions; development and implementation of institutional policies; plays a pivotal role in research management and governance; legislative-, due diligence- and audit compliance and risk management related to research. She is actively sharing knowledge with researchers and the research management practitioners internationally.

From existing literature on academic engagement and industry-university collaboration (IUC), it is evident that IUC are viewed as beneficial for both universities and industry, however there are barriers that deter industry from engaging with universities in research collaborative activities. From the literature intellectual property (IP)- and contract negotiations are reported as perceived barriers for industry to work with universities. However, the literature does not provide very specific insight into what raises these concerns and does not make proposals to ensure that industry and universities find common grounds. The significance of this study therefore lies within the insights provided by the industry (via interviews conducted with 14 companies with an interest in IUC), and the proposed enabling solutions tested and validated by industry and universities in South Africa and internationally.

From interviews with industry partners (SMME's and large multinationals (one with EU origin)) in the high-technology industry in South Africa with a strong international footprint, it became evident that the mentioned barriers reported in literature, holds water. For this presentation I will only focus on the following key perspectives shared across these industry partners, namely: (1) industry needs upfront certainty on several aspects; (2) contracting instruments that are conducive to creating the mechanisms to overcome some of the identified barriers are critical; (3) universities tend to over-estimate the value of the Intellectual Property (IP) created by them, which in turn impacts the negotiations; (4) universities tend to over-estimate the Technology Readiness Levels (TRL), which impact the negotiations.

This feedback from industry was then presented to 15 universities from South Africa, Ireland, England and Scotland, with specific proposals on how to address these perceived barriers. This presentation will provide insight in the views and perceptions from both industry and universities and recommendations presented which are validated with industry and universities.

Towards innovation based research: the case of Zambian universities

Dr Dina Popo Mambwe¹, Dr Patrick Chikoti²

¹*Copperbelt University, Kitwe, Zambia*, ²*Zambia Agricultural Research institute, Chilanga, Zambia*

Biography:

Dina Mambwe is currently a lecturer/ researcher in the School of Natural Resources at the Copperbelt University. Her University training is in Agronomy and in Public and development management. She has over 15 years working experience in the field of agriculture and land use. She currently teaches several courses including Agronomy, land use planning and Agriculture, food security and climate change among others.

In Zambia, there are 63 universities. Out of these, nine are public and 54 are private. Traditionally, many Zambian university students conduct research because it is a pre- requisite for them to graduate. Because of this, most of the research is designed to barely collect data and graduate, or in a few instances, publish. We set out to review the emerging trends in research and innovative thinking and management among under and post-graduates from three public and five private universities. Preliminary results indicate that there is a steady shift towards innovative student thinking and research that aims to answer real life problems and providing solutions. Furthermore, some universities and other research institutions are establishing centers and initiatives that promote such innovations. Going forward, with emphasis on establishment of innovation hubs in tertiary institutions, Zambia is expected to see increased number of innovations.

Industry-specific value chain mapping and analysis to aid the commercialisation of inventions

Mr Saberi Marais¹

¹*University of Cape Town (uct), Cape Town, South Africa*

Biography:

Saberi Marais (MBA (USB) and MSc (UCT)) is an Innovation Commercialization Manager for the University of Cape Town. He is part of the Research Contracts and Innovations team. In this role he commercialises the University's research outputs to realise their intended impact in society and returns for the University. Saberi has extensive experience in invention valorisation, project and business funding, deal structuring, investment funds management through the different stages of technology development and Venture Capital. He is also a Steercom member of the SA Startup Act Movement.

The presentation will address the benefit of industry-specific value chain analysis to enable the commercialization of inventions from universities. Industry-specific value chains are a means of understanding how value is delivered to the end user, from invention to sales, within a particular industry or sector. The industry value chain can have its own nuances depending on the industry structure, maturity, role players and other factors. These nuances may impact the time-to-market and the commercialisation modality. My presentation will highlight a case study from the animal vaccine development and/ or lateral flow diagnostic development sectors as an example to demonstrate the benefit of value chain analysis using specific examples from the University of Cape Town's technology portfolio. The presentation will also highlight key success factors when doing a value chain analysis.

Balancing the Research and Innovation Value Chains

Dr Anna Matros-Goreses¹

¹*Namibia University of Science and Technology, Windhoek, Namibia*

Biography:

She has more than 17 years professional experience in management and leadership positions, with a PhD in Economic regulation of water management from Cranfield University (England) which set the basis for her skills in evaluation and assessment of various regulatory and investment tools, mechanism, systems and processes. She established the Projects Services Unit (PSU), at the Namibia University of Science and Technology managing external donor-funded research and capacity development projects. As the Executive Director, she also leads the establishment of Technology Transfer Office, Entrepreneurial Hub and Post-Graduate Studies Development, with an emphasis on intellectual property for innovation and economic development.

In recent years, "research impact" has become a major topic of debate within the academy; this is largely due to the processes for evaluating research and innovation (RI) value addition to society. Hence, a cumulative mix of indicators were synthesized from various literature to assess the research innovation development status and readiness of Namibia regarding the most lucrative Research and Innovation landscape/roadmap. The research defined the 3-6-6 development indicators, using three (3) levels of assessments reflecting on RI outputs, outcomes and impacts, assessed across six (6) areas of assessment namely, impact, infrastructure, income, financing, quality and capacity, within the six (6) national research focal areas (NRFA) as consolidated and defined by stakeholders engaged namely, water, energy, agriculture, health, mining, education and digital services.

The beneficial consequences of research is further contextualised against two types: academic and societal. Academic consequences include publications, collaborations, participating in peer review, new ways of thinking about and understanding our world, and new research questions. Societal consequences are the elements that society gains from research, which might include better products, better services, healthier lives, better welfare, as well as increased understanding of ideas and attitudes, values and beliefs, and so on. The aim of the paper is therefore to understand the diverse pathways to creating impact along the respective value chains. The linkage between these value chains are critical. However, the emphasis on demonstrating research impacts along value chains is currently outpacing the development of robust, widely accepted tools to measure research impacts. The enablers of the two way exchange between researchers and research users to share ideas, research evidence, experiences and skills, is fundamental to the understanding of knowledge exchange and impact.

RMA as a unique subset of Professional and Administrative Staff: a Wits University case study

Ms Caryn (Caz) McNamara¹

¹*University of the Witwatersrand, Johannesburg, South Africa*

Biography:

Caz has a Masters degree in Biochemistry but has worked in the Academic Research Management sector for 15 years. She also holds IPRC-conferred Senior Research Management Professional (SRMP) status. Caz is currently the Manager of the national DSI-NRF

Centre of Excellence in Mathematical and Statistical Sciences (CoE-MaSS) that is hosted at Wits University, is involved in professional development advocacy, and has served numerous conference Local Organising Committees (LOCs) including SAARMSTE, SARIMA and WCRI. In her free time, she enjoys dancing (salsa, tap, ballroom and latin, and more) and scuba diving when she gets to the coast.

<https://orcid.org/0000-0002-0701-6481>

Research Management and Administration (RMA) staff have specialist skillsets that are utilised by research-intensive institutions to drive the research endeavour. However, these RMA staff are often difficult to identify on University HR systems as they may have obscure job titles. This makes the organisational planning of specialist training initiatives and development opportunities for these staff members very difficult. In addition, strategic succession planning is extremely difficult so as not to lose those RMAs who hold a wealth of institutional memory and knowledge, and are possibly employed long-term on "soft funding" from external grants.

Over the last decade, there has been significant development in the professionalisation of RMA as a profession on the African continent, through initiatives such as: the development of the SARIMA Professional Competency framework (PCF), the International Professional Recognition Council (IPRC) programme, and new formalised postgraduate courses such as the Wits Digital Campus online short courses and the Stellenbosch University Postgraduate Diploma in RMA. Looking forward, this now needs to progress further and become embedded in our institutional HR systems and hiring processes.

The presentation will share a current case study of a strategic initiative whereby the SARIMA PCF will ultimately be used to improve the Professional and Administrative Staff (PAS) experience at Wits University in Johannesburg, South Africa.

Animal Research Ethics – A Journey of a Thousand Miles

Dr Bert Mohr¹, Mr Siyanda Manqele², Mrs Maricél Van Rooyen³

¹Scientific Veterinary Consulting, South Africa, ²University of Zululand, , South Africa, ³University of the Free State, , South Africa

Animal research ethics protects the most vulnerable of populations – non-human animals – which current scientific evidence indicates are sentient, i.e. capable of experiencing pleasures, suffering, and complex emotions. Robust research management systems are thus needed to enable high-quality science, safeguard animal welfare, and maintain public confidence.

Though well-defined frameworks govern the functioning of Animal Ethics Committees (AECs; Institutional Animal Care and Use Committees, IACUCs) in numerous constituencies globally, many regions, countries and institutions do not yet have effective systems in place for assuring (animal) research integrity, empowering impactful science, and mitigating institutional risk.

Here we outline a strategy for all institutions, irrespective of status, to establish compliant and efficient research management systems for the care and use of animals for scientific purposes, by breaking down the journey towards sound governance into four practical levels, i.e. for four tiers of institutions, in terms of their practical needs, challenges, opportunities and next steps:

1. Institutions with no animal ethics committees: Understanding key principles of animal ethics and welfare; standards and regulations; and the role of animal ethics committees
2. Institutions with joint human and animal ethics committees: Recommendations for the establishment of AECs & policy frameworks; strengthening the quality of ethical review
3. Institutions with unregistered animal ethics committees: Key principles for research managers; practical harm-benefit analysis; eliminating common non-conformances
4. Institutions with registered animal ethics committees: Improving efficiencies; post-approval monitoring; facility inspections; promoting a culture of care & personnel wellbeing

An interactive discussion session will focus on practical steps and examples in progressing confidently on this journey of a thousand miles. Further in-depth, long-term support for animal research ethics managers will be continued through the SARIMA Communities of Practice.

A Road-trip in Establishing a Research Management Professional Development Program: the ARMS story

Prof Gayle Morris¹, Ms Tania Tambiah², Ms Maria Zollo³, Dr Mark Hochman⁴

¹Australian Institute of Business, Adelaide , Australia, ²Swinburne University of Technology , , Australia, ³Australian Research Management Society (ARMS), Adelaide , Australia, ⁴Research Management Resources Pty Ltd, Hobart, Australia

Biography:

Professor Gayle Morris has an extensive background within the research and education sector. Gayle is currently the Associate Dean Research at the Australian Institute of Business (AIB), and Principal of G Morris Consulting. Over the past fourteen years she has held Director Research roles at Flinders and Victoria University's and locum roles at Charles Darwin and Griffith University's and AIB. She has been an active and successful scientific researcher since 1992, attracting over five million dollars of nationally competitive and industry research funding. She is a former Australasian Research Management Society (ARMS) President and a Fellow of ARMS.

Research management is a global profession and one that is embedded as a standalone, enabling profession going from strength to strength. Much of its recognition, and future growth, is based on quality education, training and professional development activities and programs designed to support the delivery of high-quality research management practices that support future research excellence on an international stage.

With stakeholders covering a broad range of experience levels, vast role diversity, and broadening sectors, professional development activities have continued to evolve since ARMS was established in 1999. Continuous professional development planning and monitoring has ensured the range of topics is contemporary, diverse and accessible to all levels of research management professionals within and outside the remit of ARMS.

Of the more skills focused professional development, key pillars in the current framework include a high-quality module based accreditation program which has attracted more than 5,600 registrations and 550 graduates since 2013, as well as other education and training programs and professional development resources. With the establishment of the ARMS Executive Office, a key investment priority over several years saw the delivery of tiered level accredited training. In our presentation we will discuss the background and structure of this most impressive ARMS accreditation framework, its continuous improvement initiatives and other ongoing development opportunities.

Perspectives of the Impacts of Joint Research Funding Instruments: Lessons from Namibia and South Africa

Ms Rennie Munyayi¹

¹*Namibia University of Science and Technology, Windhoek, Namibia*

Biography:

Rennie Munyayi is the Acting Director of the SASSCAL Graduate Studies in Integrated Water Resources Management, and a Projects Coordinator under the Directorate of Research, Innovation, and Partnerships. In her function as a Projects Coordinator, Rennie is responsible for the management and coordination of internal and external research grants and projects. She works with the NUST research community, supports grant management strategy formulation and execution, and provides guidance throughout the project lifecycle.

In March 2005 an agreement on collaboration in Science and Technology was signed between the governments of Namibia and South Africa. This was followed by a Programme of Cooperation (PoC) aimed at implementation of the agreement. In subsequent years, the National Commission on Research, Science and Technology (NCRST) in Namibia and the National Research Foundation (National Research Foundation) in South Africa have commissioned joint funding calls covering disciplines aligned to the national development imperatives of Namibia and South Africa. This paper presents a critical and reflective perspective of the outcomes of joint research funding instruments. This paper outlines the rationale for joint research funding instruments, discusses the lessons learned from implementation, and maps the outcomes of bilateral collaborative research and innovation projects. There is a scarcity of research into this important area, and we therefore undertook a comprehensive literature review to map the collaborative research funding instruments commissioned jointly by the NCRST and the NRF from 2005 to 2022. This initial analysis provided insights into the research and innovation priority areas between Namibia and South Africa. Primary data collection was then collected through surveys and key informant interviews with a range of experienced researchers that have benefited from the joint funding instruments between Namibia and South Africa. Our findings will be of benefit to research commissions and policy makers alike involved in crafting innovative funding instruments in support of research, science, and technological innovations in Southern Africa.

State of Research Management in West Africa

Mr. Kouassi Jean Pierre N'Guessan¹, Ms Ndeye Mbakhe Niabaly¹, Mr Dembo Bakary Kanteh²

¹*Institut De Recherche En Santé, De Surveillance Épidémiologique Et De Formation (iressef), Dakar, Senegal,* ²*MRCG AT LSHTM GAMBIA, Banjul, The Gambia*

Biography:

Jean Pierre N'Guessan is a Research Management Professional (RMP) and Certified International Business Leader (CIBL). He is the Project Manager for the West African Network for TB, AIDS, and Malaria (WANETAM) headquartered at IRESSEF Dakar, Senegal. He is also the PRO of the West African Research and Innovation Management Association (WARIMA) since October 2021. The career of Jean Pierre spans more than 20 years in the management of research projects. As a passionate of Research Management, he is keen to promote the profession in West Africa and specifically in French-speaking institutions and universities.

Background: Research and innovation are key drivers of development. In industrialized countries of North America, Europe and Asia, significant resources are allocated to research. Moreover, well-trained staff are appointed to manage research in an effective and efficient manner so that it can generate more impact. In Sub-Saharan Africa and more specifically in West Africa, research is low and its management very weak, especially in French speaking West Africa where it is not yet included in the curricula of teaching institutions and universities.

Methodology: We administered a questionnaire to West African institutions within WANETAM www.wanetam.org and WARIMA www.warima.org. Respondents were both French and English-speaking countries. We also conducted in-depth interviews with key respondents in all institutions for further interaction on technical aspects of our survey.

Results: Regarding the number of active grants, it is balanced among francophone and anglophone institutions. 5 institutions (2 francophones and 3 anglophones) had between 1-15 grants; 6 (2 francophones and 4 anglophones) had between 16-30 grants; 1 francophone institution had between 31 - 50 grants and 8 (4 francophones and 4 anglophones) had more than 50 active grants. When it comes to the professionalization of Research Management, 9 institutions (45%) had a Research Management Office (RMO) whereas 11 institutions (55%) had no dedicated RMO. Of the institutions having an established RMO, 2 were francophone (22.23%) and 7 were anglophones (77.78%). Regarding institutions without RMO, 8 (72.73%) were francophone and 3 (27.27%) were anglophones. All the 20 respondents (100%) agreed that it was necessary for research institutions to have an RMO.

Conclusion: The professionalization of research Management is becoming a reality in West Africa with a significant advance in English-speaking countries. Yet, more advocacy needs to be done for the promotion of the profession and its adoption in the sub-region, with specific emphasis on francophone institutions.

EDI Data Pathways to Research Excellence: Targeting Race Equity in Research Support

Dr Anouska Nithyanandan¹

¹*London School of Economics and Political Science, London, United Kingdom*

Biography:

Anouska is Research Development Manager at the London School of Economics and Political Science, and a senior leader in research development, policymaking and grant funding. Anouska has a PhD in Biomaterials Engineering from University College London, and a first class MEng degree in Mechanical Engineering and Business Management from the University of Warwick. Her first-hand experience of academia gives her a valuable insight into what it takes to translate research ideas into highly successful funded projects. Her areas of expertise include developing and embedding equality, diversity and inclusion policy and practice to facilitate research excellence and excellence in research support.

The EDI Pathways to Research Excellence tool, launched and presented by the author at INORMS 2021, formalised a universal methodology for institutions to align and progress EDI (equality, diversity and inclusion) and research excellence. Over the last few years, race equity has gained wider prominence as an area that requires swift and targeted improvement. Research institutions require meaningful data to facilitate evidence-based actions, but how do we as research support professionals ensure we select and use data efficiently rather than 'drowning in the data' and suffering 'analysis paralysis'? What data do we even collect and compare to support race equity actions in research support?

In this session, the author shares their experience applying the EDI Pathways to Research Excellence tool to advance race equity in research support at their institution, the London School of Economics and Political Science (LSE). Ten years of grant bidding data was, for the first time, cross-referenced with personnel data on applicant race and ethnicity to create a rich and multi-layered data resource. How was this used to foster understanding, strategic purpose and commitment to action from key stakeholders? Which data insights were most useful, and what evidence-based policies and actions were informed by this work?

In this session, the author presents their experience of targeting race equity in research support by following the four steps of the EDI Pathways to Research Excellence tool in a real-life example from their institution. The session will focus on the fundamentals of the tool in defining the EDI challenge, facilitating conversations using data, aligning research and EDI strategies, and creating buy-in to embed actions across the research support system. By the end of the session, you will recognise how to address EDI and race equity challenges in your own research institutions using the EDI Pathways to Research Excellence methodology.

Portfolio Review: An effective tool in research and innovation management

Mr Francois Oosthuizen¹, Dr Andrew Bailey¹

¹University of Cape Town, Cape Town, South Africa

Biography:

Francois has over 14 years' experience in innovation management and business development for technology ventures. He is currently an Innovation Commercialisation Manager at the RC&I at UCT. In his role he aims to develop and commercialise early-stage technologies from UCT.

Francois previously worked as an engineer in industry. He co-founded a technology company in 2011 before exiting the venture in 2014. He has obtained exposure and experience in a wide range of industries.

Francois obtained a masters in engineering from NWU in RSA. He has also completed short courses in technology entrepreneurship, technology transfer, techno-economic analysis and IP management.

Globally, research institutions are experiencing increasing levels of pressure to sustain consistent, high-quality research, and to extract value from research outputs for societal impact. Financial pressures, lack of appropriate skills, and the disconnect between industry and academia are presenting considerable challenges for research managers (RM) and innovation managers (IM) to support research and translation via commercialisation. Innovative approaches in RM and IM present good options to optimise interventions and improve support for research and innovation.

The proposed talk will discuss the value of a Portfolio Review (PR) technique often used by RMs or IMs to solve challenges while building a long-term plan for the research group. The PR technique has the goal of assessing: a portfolio of research in a group, the infrastructure, the team and skills, the industry and market dynamics, and resource requirements. The PR technique provides a holistic review of the research function with the goal of refining a strategy for the research group, identifying optimal research areas, prioritising key projects, articulating resource requirements, mapping key collaborations, and provide an implementation plan to achieve the goals. The holistic strategy and roadmap provided from a PR process provides a valuable framework to direct and measure outputs as well as allows RMs and IMs to work closely with the researchers to provide optimised support. The ongoing support is especially important in innovation management - directed research outputs present a far better opportunity to translate.

The conclusion is a case study of a review performed at the University of Cape Town. The structure of the review and the outputs will be presented to demonstrate the impact. The value for both RMs and IMs will be discussed to demonstrate how using holistic techniques can optimise resource use to support research and commercialisation functions at a university.

Global Decolonial Writing Center Partnerships

Dr Grace Pregent¹, Dr Trixie Smith¹, Dr Godson Gatsha²

¹Michigan State University, East Lansing, United States, ²Botswana Open University, Gaborone, Botswana

Biography:

Dr. Grace Pregent is the Associate Director of the Writing Center at Michigan State University and faculty in Writing, Rhetoric, and American Cultures as well as Global Studies. Through teaching, research, and community engagement, she pursues intersections in global higher education, writing and literacy centers, and organizational management. Her recent work has been published by Lever Press (2022) and McFarland & Company (2023).

A growing trend in writing center studies and practice is the perceived need to export the North American writing center model when establishing centers globally. Building decolonial partnerships, however, is a different pathway to collaboratively supporting writers, researchers, and managers across contexts. These coalitional partnerships require recurring and recursive open communication and perspective building.

In this collaborative learning session, facilitators will share approaches to building intentional decolonial global partnerships through a strengths-based model. In particular we will focus on the developing collaborations between Botswana Open University and Michigan State University. One perspective will focus on the role of planting and maintaining seeds that allow for partnerships to grow, paying particular attention to the slow nature of relationality and community engagement (Riley-Mukavetz, Powell et al, Brooks-Gillies et al, Connell). Another will focus on the role of infrastructure building including feasibility studies, physical structures, and personnel needed for the establishment of writing support programs, particularly those designed to augment civic learning, online learning, life-long learning, and gender equity (Friere, Greenfield). The third will focus on developing a sustainable and collaborative model for education abroad and exchange programs that engage individuals with people and places while foregrounding reciprocity and cultural humility (Welch and Plaxton-Moore, Haywood, Walonen).

Presenters will facilitate conversation and group exercises on these three perspectives so that participants can also consider the strengths of their organizations and potential partnerships as they develop capacities for innovative coalitions and research. Ultimately, participants will consider the complexities and complications of ethical global collaborations and sustainable partnership building.

Making the most of commercial and business opportunities from Social Sciences, Humanities and Arts research

Dr Paul Roberts^{1,2,3}

¹Collaborate HE Ltd, Hove, United Kingdom, ²University of Sussex, Brighton, United Kingdom, ³ASPECT, London, United Kingdom

Biography:

Dr Paul Roberts is a Knowledge Exchange Consultant and Higher Education Researcher associated with the University of Sussex, UK. He has supported research and knowledge exchange in UK institutions for over 20 years and his extensive experience of business development, bid design, partnership and project management is being used to facilitate multi-partner collaborations and stimulate a more connected research and innovation community. At the conference he will be representing a consortia of higher education institutions exploring how social science, arts and humanities academics can be supported to engage with innovation (APPLE project, funded by ASPECT).

Can there be a utopia in research and innovation management if the social sciences, humanities, and arts disciplines are left behind?

A perceived lack of engagement by Social Science, Humanities and Arts academics was identified as one of the foremost reasons for comparatively low levels of interaction with professional services supporting innovation (Aspect Learning Gain Report, 2021). How can we create and enhance frameworks for these academics and allow them to make the most of commercial and business opportunities?

This presentation will:

(1) Highlight the work of ASPECT (a network for organisations looking to make the most of commercial and business opportunities from Social Sciences, Humanities and Arts research). Aspect was one of 14 projects funded by Research England's Connecting Capability Fund. Launched in 2018, ASPECT received a £5 million funding award for the first three years of operation and then, in 2021, follow on funding of £2.4 million to mobilise the learnings from the first three years of the programme by expanding the membership, creating further additional good practice in social sciences, arts and humanities commercialisation, capturing that practice and embedding it across the higher education community.

(2) Present findings from a project exploring how systems underpinning academic career progression can be better aligned to support meaningful engagement with entrepreneurship and innovation. The findings will draw on research undertaken in autumn 2022, including interviews with senior institutional stakeholders (e.g. Pro-Vice-Chancellors and Deans), focus groups with social science, humanities and arts faculty and a survey. The presentation will introduce a toolbox of current and new approaches to rewarding and recognising social sciences, humanities, and arts academics engaging in innovation.

Who do research integrity practitioners serve? How do we serve our community?

Mrs Paula Saner¹

¹*University of Cape Town, Cape Town; Western Cape, South Africa*

Biography:

Paula Saner is the a manager at the University of Cape Town's (UCT) Office of Research Integrity (ORI). In 2014, she joined the ORI as a Senior Administrative Officer to support the ORI's compliance programme. As the ORI Manager, Paula coordinates the activities of the ORI and is responsible for developing and delivering training modules on responsible conduct of research (RCR) for UCT. She advises researchers on research integrity matters and helps to ensure a robust and up-to-date research integrity policy environment.

Paula is currently pursuing an MEd in Higher Education Studies, researching disciplinary engagement with research integrity values.

Following from the recent success of the 7th World Conference on Research Integrity, in Cape Town, in 2022, there has been a surge of interest in research integrity (RI) and responsible conduct of research (RCR) in Africa. In particular, the issue of conducting research in resource-poor settings, without local partners has come under the spotlight.

But there is a broad range of disparate, approaches to matters of RI and RCR. For example, in some spaces industrious academics have taken it upon themselves to incorporate RCR training into their curricula; in other spaces there is a more programmatic approach to training, offered as researcher development courses through research management offices, by research managers. There is no uniform approach. As research managers we work with researchers to empower them and support the development of their careers. However, we should not neglect ourselves as research managers as we occupy a critical and liminal space. We are not academics or researchers, although many of us do have academic and other professional qualifications. Yet we are expected to be subject matter experts, to be purveyors of legitimate knowledge, in order to meaningfully engage in academic development programmes and to be on hand for guidance and support. To support researchers adequately we must grow and support the RI research manager community as well. This community is diverse in every aspect of the word (nationality, gender, discipline, institution, and career path).

So how do we bring together disparate stakeholders and serve the community of RI professionals, so that it can grow and thrive and in turn upskill and empower the next generation of researchers and research managers? This presentation will attempt to answer some of these questions and pose more to encourage meaningful discussion and thoughtful engagement.

Reflections on the Cape Town Statement: Promoting Fair Partnerships from an Integrative Indigenous-centred Perspective

Dr Retha Visagie¹

¹*University of South Africa, Muckleneuk, Unisa Pretoria, South Africa*

Biography:

Dr Retha Visagie is a Non-Executive Director and the Chairperson of the EthiXPERT Board of Directors. She co-founded the SARIMA Northern Regions Community of Practice for Research Ethics and Integrity and serves as co-chair of its Executive Committee. She was a founding board member of the Research Ethics Committee Association of Southern Africa from 2015 to 2019. She established Unisa's Research Integrity Office in 2014 and serves in several national and international leadership positions. She is the 2018 recipient of the DST/SARIMA Award for Professional Excellence in Research Management. Her research niche focuses on indigenous-centred research ethics and integrity scholarship.

The Cape Town Statement is intended to be an important outcome of the 7th World Conference on Research Integrity, which took place in South Africa from May 29 to June 1, 2022. The theme of the Conference, "Fostering Research Integrity in an Unequal World", aligns closely with Goal 17 of the Sustainable Development Goals (SDGs) of the United Nations which urges nations to "revitalize the global partnership for sustainable development". In response to concerns regarding differences in research partnerships between partners from Low and Middle-Income Countries and partners from Wealthy Nations, the Cape Town statement underscores the fundamental significance of international research collaborations for sustainable development. Indigenous knowledge creation has been identified as one of the key principles in the statement to promote fairness, equity and diversity in collaborative research between LMIC and High Income countries. Consequently, the aim of this conceptual research was to expand on the insights shared in the background paper to the Cape Town Statement (<https://osf.io/bf286/>), in particular, to explore how research partners can foster Indigenous Knowledge Creation by consciously applying values and action guides informed by an Integrative Indigenous-centred perspective. I hope that the presentation will motivate Research Managers and Administrators to critically consider their role in promoting equity, diversity and fairness in research partnerships from a Post-Colonial Integrative perspective.

Coaching as a tool for improving research output and retention of researchers

Prof Antonia Wadley¹, Dr Robin Drennan¹

¹*University of the Witwatersrand, Johannesburg, South Africa*

Biography:

Dr Wadley is a Senior Lecturer in the School of Physiology and project manages the Carnegie Diversifying the Academy Programme for the Transformation and Employment Equity Office. In addition to her academic role, Dr Wadley coaches academics and postgraduate students. She is a certified Integral coach and is registered and accredited with the International Coaching Federation. Dr Wadley is passionate about the contribution coaching can make to the well-being and productivity of researchers.

A recent ministerial report in South Africa described a leaky pipeline, with academics, and particularly previously disadvantaged academics, leaving academia at the mid-career stage. Retaining talented researchers is important for research and innovation management, as is, encouraging sustainable research outputs. Whilst coaching is a common tool in corporate institutions, it is not so common in academia. We conducted a pilot of coaching in a group of early and mid-career academics. Integral coaching was used, which is an holistic method. Integral coaching facilitates personal development through identifying the competencies needed to overcome a presenting challenge and uses narrative and metaphor to motivate the client to step into new possibilities. The offer of coaching was popular with more requests than our capacity. The most common reason for researchers requesting coaching was 'lack of time for research'. Despite the implication that time management was the core issue, coaching discussions unearthed various other reasons for lack of progress. These reasons and the personal competencies required to overcome these issues will be discussed. Feedback from the researchers on the coaching was extremely positive. We hope these data will provide useful insights to research and innovation managers about personal development skills that hamper research productivity and researcher retention. We discuss the use of coaching in academia including the value of holistic methods that address the whole person not just the researcher, and the logistics of rolling out such a programme.

Innovating data reporting: how do we make our data talk?

Ms Maggie Wang¹, Dr Chun Xiao¹, Mr Stephen Waibel¹, Mr Scott McWhirter¹

¹*University of Technology Sydney, Sydney, Australia*

Biography:

Passionate international engagement and project management professional with 20+ years of experience in government, non-profit and higher education, and corporate sectors

Ten years in China working in diplomatic offices promoting trade and investment and nurturing bilateral relations for Malaysia, Australia, British, and South Africa.

Started at UTS in 2014 and have undertaken roles in UTS International and UTS Faculty of Engineering and IT. Now joined UTS Research Office- Research Grants Team responsible for the international research grants opportunities and submissions.

At UTS, we have relied on analyst-defined reports for data provisioning in excel format. However, Excel reports are problematic for infrequent users to navigate functionality. Further, excel reports are static, which requires a refreshed copy each time to maintain the currency of the information. This became a significant problem when combining large-sized data across different data sets requested by different users.

To overcome this challenge, Maggie and Chun teamed up with other data and grant team members at UTS. They initiated creating data reports using an intuitive reporting tool called Microsoft Power BI. This tool saved time on manipulating Excel-generated data, except for the initial cleaning and verifying of said data. The true power of the Power BI tool lies in data visualization. It can publish data-generated insights online for teams, decision-makers, and other users to evaluate, repurpose, and develop evidence-based strategies. For example, User refreshable reports include the distribution and trend of funding source and income, impact-driven projects with sustainable development priorities, top international partners, and top researchers.

Both technical and non-technical knowledge contributed to this initiative: Maggie defined the purpose of data reports and parameters to ensure the visualized data conveyed meaningful and readable messages to end users and decision-makers. Chun applied her data analytic knowledge and Python programming skills to design and deliver interactive dashboards. Other members provided their unique expertise in data sourcing and community alignment. Challenges encountered were around meeting different requests by various users and identifying the same language conversed among the research manager, data analyst, and end users. However, both tackled these challenges through effective communication, understanding, and collegiality.

This project showcases evidence-based decision-making through the application of research information management, provides a framework for effective work with data specialists, and presents a live example of cross-team collaboration.

Developing a Culture of Data-Informed Research Strategy and Management

Dr Alexandra Wesnousky¹, Dr Nina Gray¹

¹*New York University, New York, United States*

Biography:

Dr. Nina Gray is the Assistant Vice Provost for Research Planning and Analysis at New York University, where she fosters the development and growth of NYU's research enterprise. She formerly served as the Associate Dean for the Sciences and Executive Director of the Advanced Science Research Center (ASRC) at The Graduate Center, City University of New York, where she oversaw ASRC operations and research strategy. She held previous roles at The New York Academy of Sciences and at NYU Langone's Neuroscience Institute. Dr. Gray received her PhD in Neuroscience from Brown University.

Research intensive organizations seek strategies to grow investigator-led research activity in an increasingly challenging and competitive funding environment, with goals including strengthening institutional reputation, building important revenue streams, and increasing research impact. Often this includes data-driven approaches to optimize research management practices and institutional investments in research. As our research office develops more sophisticated data-based research management tools, we also look to develop a positive culture that employs data and metrics transparently, equitably, and openly to facilitate collaborative decision making at multiple levels of the organization. In this process, we have asked, How do we encourage use of available research data dashboards; how do we implement goals and benchmarks that are perceived as motivating rather than punitive; and how do we remain inclusive while using research performance data to guide institutional investments?

We approach answering these questions through a five-year look back at developing and implementing new research data management tools at New York University, the largest private University in the USA. Our office has the challenge of working with central university leadership and decentralized leaders from schools across our global campuses to create guidelines that are suitable for everyone. Appropriate stakeholders must be identified and included throughout the process, including during tool development and benchmark setting. Other key challenges we address include validating and developing trust in the data, tailoring tools and metrics to a diverse array of needs and research fields, and developing appropriate incentives for use. We also discuss lessons learned from successes and challenges experienced in the process of establishing institution-wide norms around the use of research data and metrics. Successfully addressing these challenges has facilitated the growth of our research enterprise, including our increase in research reputation and rankings, and the near tripling of our research expenditures over the past decade.

A targeted approach towards professionalisation through standardization of concepts

Mr Erlend Aano¹

¹*University of Stavanger, Stavanger, Norway*

Biography:

Erlend Aano is a senior advisor in the University of Stavanger. He is interested in learning through collaborating across borders, institutions, disciplines and at the same time challenging those borders. He has the role as an administrative project leader in several large projects and believes that research and innovation management deserves a more central role in all research and in all stages of research.

Research is rapidly getting more complex and cooperation in research is daily crossing new boundaries. To ensure effective support structures in this landscape we need to lay the ground for continuous skills development within the research and innovation management community.

An important obstacle for effective skills development and professionalisation of the research and innovation management community is the lack of standardization of concepts.

Attempts of standardization exist and have been made, both in the national, European (EARMA) and world context (INORMS) and in research, e.g. "A standardization of Selected Management Concepts" (A.G. Bedeian). Nevertheless, a common global framework and nomenclature for research and innovation management is yet to be seen. In this presentation, I will discuss challenges in these attempts, with the aim of pointing to a few realistic measures to take towards strengthening such a framework.

To ensure career development, effective support structures and professional recognition, a minimum of common language is crucial. Standardization of concepts does not have to lead to uniformity or strict standards. On the contrary it could widen the knowledge frame for the next generation skills development.

Standardization of concepts would enable the future formal education in the field and skills development through formalized certifications. With solid common structures we can create a platform for better career development opportunities and increased professional recognition. Within the fields of education and heavy industry the international standardization of concepts has been highly effective.

A solid and wide concepts frame could function as a scaffolding for specialization and place research and innovation management as a core activity in all research.

In the race towards better and faster interdisciplinary knowledge, specialized and professional competencies within research and innovation management is essential. Only by speaking the same language will we be able to win this race.

Capacity Development Pathways to Improve Research Management: The Case of a Kenyan University (MMUST)

Mr Kaleb Mwendwa Adamba¹, Prof. Peter Wisiuba Bukhala¹

¹Masinde Muliro University of Science and Technology, Kakamega, Kenya

Biography:

Mr. Kaleb Adamba Mwendwa is a Lecturer at Masinde Muliro University of Science and Technology (MMUST), Kenya. He holds an MPhil. Forestry/Soil Science (Moi University/Institute of Grassland and Environmental Research (IGER)/ University of Aberystwyth, Wales, UK Kingdom), BSc. Forestry (Moi University) and Graduate Diploma in Education from MMUST. Currently a final year PhD research student. He has completed 5 courses on Research Management offered by SARIMA through University of Witwatersrand (South Africa). He is a Fellow of the Association of American Geographers (AAG), International Atomic Energy Agency (IAEA/FAO) and World Wide Fund for Nature-US (WWF-US). He is a member SARIMA.

Research management is an emerging cadre in many African universities however research management capacity is often limited and overlooked. This affects research projects' delivery and the ability to secure further research funding. Enhancing capacity in research management can contribute to positive research culture and is increasingly a priority for funders looking toward proper financial and grants management, reporting processes and procurement systems. MMUST researchers have trained in thematic research competencies, writing for academic journals, research methodologies and ethical principles. A number of researchers in MMUST were trained through structured short courses by SARIMA from 2020 to 2022.

Objectives: a.) To examine the perceptions of researchers of the training courses b.) To assess the impact of the short courses on researchers' conduct after the training. Methodology: This was a retrospective study where a cohort design was used. A representative sample from the 11 Schools was divided into two groups i.) Those that undertook the training courses (exposed) and ii.) Those that did not undertake the training (unexposed). The respondents responded to either online questionnaires or were interviewed face-to-face.

Results: Majority of the exposed (> 70%) trainees agreed that they had been exposed previously to the contents of the courses. At least 20% wanted to be trained for longer periods in research management. More than 90% agreed that they had learnt something new in the two courses of Grants Management and Intellectual Property and Commercialization. Less than 20% viewed research management as a profession or were unaware of the process as career development.

Recommendations: Refresher face-to-face courses to build a research management culture should be mounted and a team of ToTs trained to embrace the changing dynamics of research management. Awareness should be raised about Research Management Professional recognition. SARIMA should enhance the courses to grow the capacity of the regional RIMAs.

Barriers and solutions to effective mentorship in health research and training institutions in Nigeria

Prof Joseph Anejo-Okopi¹, Prof Maduka Ughasoro², Professor Onyemochi Audu³, Professor Oliver Ezechi⁴, Dr Chika Onwuama⁵, Prof Babatunde Salako^{6,7}

¹Federal University of Health Sciences Otukpo, Nigeria, Otukpo, Nigeria, ²Department of Paediatrics, University of Nigeria, Enugu Campus, , Nigeria., ³Department of Community Medicine, Federal University of Health sciences Otukpo, , Otukpo, Nigeria., ⁴Department of Clinical Sciences, Nigerian Institute of Medical Research, , Yaba, Nigeria, ⁵Centre for Human Virology and Genomics, Nigerian Institute of Medical Research, , Yaba, Nigeria., ⁶College of Medicine, University of Ibadan, , Ibadan, Nigeria. , ⁷Nigerian Institute of Medical Research, , Yaba, Nigeria

Biography:

I am Anejo-Okopi, a professor of infectious disease with particular interest in viral infections and cancer. I currently serve as Dean Faculty of Science, Federal University of Health Sciences Otukpo since October 2, 2021. I have broad experience in the administration and management of grants working with US, PEPFAR program, and a researcher from 2004-2014. I am a fellow of Harvard Consortium Fogarty Global Health Research program 2017/2018, Global Virus Network alumni 3rd short 2016, and fellow of The Desmond Tutu Health Foundation and International AIDS Vaccine Initiative, University of Cape Town, South Africa on adolescent HIV/TB research.

Aims and background: Mentoring relationships and programs have become a subject of global interest and their relevance is high in the ever-evolving health system. In Nigeria, informal system of mentoring is largely practiced. To be able to institutionalize mentoring program, there is need to explore the various challenges of mentoring process and suggest potential approaches for effective mentor-mentee relationship in health research institutions in Nigeria.

Subjects and methods: The study was designed to explore the barriers and solutions to mentoring process from the perspectives of the mentor, mentee, and organization in health research and training institutions in Nigeria. A cross-sectional descriptive design was employed and the study was conducted among 21 health researchers drawn from 24 health research institutions across the 6 regions of Nigeria. The nominal group technique was adopted in the data collection process.

Results: The most frequently reported mentor challenges were "lack of understanding of mentorship process" (84.2%) and "lack of capacity for mentoring" (78.9%), while those of mentee were "mentor preference" (73.7%) and "lack of freedom of expression" (47.4%). "Culture of selfishness/individualism" (84.2%) and "lack of formal relationship" (63.2%) were the most mentioned systemic challenges. Training on mentoring process and relationship was mentioned as the most frequent approach to overcoming challenges for the three perspectives.

Conclusion: Significant mentorship challenges exist in the Nigerian health, academic and research institution. Systematic approaches to finding and implementing the appropriate solutions are needed to circumvent these bottlenecks.

Creating an Enabling Environment for Scientific Studies using Animals: The Role of Research Ethics Administrators

Mr Fidelis Edem Yao Anumu^{1,2}, Dr. Retha Visagie³, Professor Elizabeth Kempen²

¹University of Health and Allied Sciences, Ho, Ghana, ²College of Agriculture and Environmental Sciences, University of South Africa, Pretoria, South Africa, ³Directorate of Research Support, University of South Africa, Pretoria, South Africa

Biography:

Fidelis Anumu is a Research Administrator and currently the Head of Research Operations at the University of Health and Allied Sciences (UHAS), Ghana. He is also a PhD student at the University of South Africa. He has been in Research Management/Administration for the past ten years. Mr. Anumu's research interests are in Research Ethics, Research Governance, and Research Integrity. He is a bioethicist and the administrator of the UHAS Research Ethics Committee. He is currently the President of the Ghana Association of Administrators of Research Ethics Committees (GHAAREC). Fidelis also provides pre and post-award services.

Introduction: Despite being a subject of great contention because of the ethical and moral implications of their use, animals continue to be essential in scientific studies, particularly, to inform medical discoveries. Animal research ethics governance entails national and international systems of administration and supervision that have been set for the independent review of research proposals that are both ethically and methodologically sound. Globally, countries have established research ethics governance systems to promote the humane use of animals during scientific studies through the establishment of Animal Research Ethics Committees (AREC). The status of animal research ethics governance, particularly, the role ARECs are playing in promoting the ethical use of animals in scientific studies has not been widely explored.

Aim/Objective: The study aimed to explore and describe existing animal ethics governance frameworks globally that promote the ethical use of animals in scientific studies.

Methodology: A detailed narrative review of literature was conducted to achieve the aim of the study using various databases, such as MEDLINE, JSTOR, Scopus and ScienceDirect. The specific keywords that directed the search included: "Animal research ethics governance", "Research Governance", "Research Ethics Governance", "Animal Research Ethics Committee/Institutional Animal Care and Use Committee", "Role of ARECs" and "Role of AREC Administrators".

Results: The study identified ARECs as an important oversight body. Although some authors raised concerns about ARECs composition and its effects on the deliberations and outcome of protocols reviewed, the indispensable role of AREC administrators was acknowledged in the literature. AREC administrators were identified as non-members of the AREC who work behind the scenes to facilitate the work of the AREC and therefore are as important as the voting members.

Conclusion: There is the need for knowledgeable and professional AREC administrators to guide the operations and deliberations of the AREC to ensure efficient governance of research using animals.

Using data to visualise institutional research capabilities

Ms Yuveena Gopalan¹, Mrs Alexandra Frasen¹, **Dr Tania Bezzobs**²

¹University of Technology Sydney, Ultimo, Australia, ²ARMS, Australia

Biography:

Yuveena Gopalan is a Research Data Insights Analyst with UTS's Research Office. In her current role within the Research Office, she has been exploring institutional research data in developing tools towards demonstrating institutional research capabilities and sector based funding opportunities for UTS. She has worked on education-based data science projects with NSW government Data Analytics Centre and with CSIRO on predicting water pipeline asset failure.

The need for institutions to stay ahead of new forms of research performance-based metrics are ever growing in our current climate. Institutional research performance, such as evidencing quality and impact of research including demonstrating collaboration growth and undertaking cross-disciplinary research are needed as part of national and governmental assessments and funding requirements, in addition to conventional research outputs. These varying governmental, policy and benchmarking requirements necessitates the need to move beyond current reporting and to finding new ways in using research data to provide timely information.

At UTS, a project was undertaken in identifying areas of research capability and capacity that provide opportunities for generating new streams of international revenue. This was done based on projects related data, quality of the research, scholarly impact, productivity of our researchers in the area, our reputation, within and external to the academy, scale of our activities in the area, extent of the connectedness, extent of the uniqueness and our capacity to explore and deliver other outcomes from that research base.

We undertook analysis using Elsevier's SciVal data was also analysed using a range of scholarly research output metrics such as Field Weighted Citation Impact (FWCI) and prominence percentile. Following which topic cluster analysis was performed by grouping topics into associated Sustainable Development Goals (SDGs) and visualised using bibliometric network software tool, VOSviewer to show co-authorship and prominent keywords occurring within each SDG. In addition, internal projects based data to analyse and visualise projects by Socio Economic Objectives (SEO) grouping and have started extending the analysis to university prioritised target sector-based analysis by implementing term searches. This project showcases the decision making process that UTS undertook towards understanding and identifying funding areas where UTS has true international standing and competitiveness. The project was a collaboration between the Research Office and Performance Evaluation teams.

Networking as a Tool for Professionalisation and Capacity Development in Research and Innovation Management: Overview

Mrs Beatrice Sakyibea Biney-Nyamekye¹, Mrs Grace Martey¹

¹*University of Ghana, Accra, Ghana*

Biography:

As a Research Development Officer at the Research Office (ORID), University of Ghana, I am responsible for coordinating the university's pre-award operations from the central office. My work includes coordinating the pre-award processes up to submission and managing limited submissions. I also provide training programs on the pre-award processes to members of the University including students and beyond. I hold an MPhil in Science and Technology Studies from Stellenbosch University, South Africa, MPhil in Development Studies, and BSc in Natural Resources Management, both from Kwame Nkrumah University of Science and Technology, Kumasi-Ghana.

Networking is of great professional value for Research Administrators and associations such as INORMS, NCURA, SARIMA, WARIMA etc. In fact, it is of the view that Research and Research Management thrive on collaborations which we often rely on our networks. As such networks play a pivotal role in all facets of the research agenda including research management. Research managers share ideas, share resources, and even connect our researchers/researchers to connect in partnering institutions to undertake research and innovation.

During conferences and meetings such as INORMS, SARIMA, and NCURA, networking events form integral parts of the programs with the hope of promoting networks among participants. These events help meet new people, exchange pleasantries, and to some extent share ideas. However, how well we can build on these networks to help us professionalize and contribute to our capacity development in research and innovation management remains a challenge. This poster presentation explores the effects of Networking on capacity development and advancing a career in research and innovation management and proposes directions for future study. Important questions to be considered for the presentation will include "How do we manage these networks to aid in our professional advancement and capacity building to support research and innovation in our institutions"; How do we make these networks sustainable; and how do we use the social media platforms such as WhatsApp, LinkedIn, and Facebook to advance these networks. Data is collected from the personal experiences of the Presenter and some well-established Research Administrators and Managers.

It is anticipated that this presentation will equip participants especially first-time attendees of the conference on how to build on the networks they establish from this conference in a bid to develop their capacity in research and innovation management and advance their careers.

Knowledge advancement through collaborative research: an essential tool for research and innovation management

Dr Abolade Bolaji¹

¹*Obafemi Awolowo University, Ile-Ife, Ile-Ife, Nigeria*

Biography:

Dr. Abolade Oluremi Bolaji is a Senior Lecturer at Obafemi Awolowo University, Ile-Ife, Nigeria. She is a Fellow of the Nuffic Fellowship Programme of the Wageningen University, The Netherlands. She is also a Fellow of the International Centre for Genetic Engineering and Biotechnology, Italy. She is a seasoned Scientist with several years of teaching and research experience. Dr. Bolaji will be giving an insightful presentation on the topic 'Knowledge advancement through collaborative research: an essential tool for research and innovation management'.

Researchers develop experience and expertise in their fields through collaborative research projects. The lack of proper understanding of the concept of collaborative research, and how it could be utilized as an essential tool for knowledge advancement that could drive the emergence of innovations has led to various constraints and the inability of research collaborators to actualize their common goals or harness the inherent synergistic potentials of the team. There is a need for an adequate understanding of the concept of collaborative research, and how to navigate through the various constraints inherent in the process, in order to maximally harness the vast potential benefits of effective collaborative research, which quite outweighs the constraints. Multiple databases, including Google Scholar, ResearchGate, and other credible professional organizational sites were consulted using the internet. The utilized sources were selected based on their relevance to the topic being considered and their publication in peer-reviewed journals or on credible professional sites. The sources were analyzed based on their relevance to the research questions being addressed in this presentation, which include: what is collaborative research? Why and how is it an essential tool for knowledge advancement and innovation? What are the benefits of effective collaborative research? What are the constraints to effective collaboration and how can research collaborators navigate through them to actualize their common goals while maximally harnessing the synergistic potential of the collaborating team so as to promote the advancement of knowledge and emergence of innovations? This presentation provides insightful information on the concept of collaborative research, and how the process engenders the advancement of knowledge, through the emergence of new perspectives, new relationships, and new organizational transformation and innovations, thereby, enhancing research innovation management. The presentation is primarily targeted at earlier-career researchers, however, researchers at all levels of professional experience may also benefit from it.

Managing collaborative research during uncertain times - The University of Botswana Covid-19 Experience*

Mr Olebile Bolobilwe¹

¹*University of Botswana, Gaborone, Botswana*

Biography:

An experience research manager with over 10 years experience managing research in higher education. I have over 20 years overall experience from government, non-governmental Organisations, intergovernmental partnerships and higher education, with the bulk of my experience in research-focused functions. My early career years were spent in the HIV & AIDS Prevention and Education sector mainly focused on Monitoring and Evaluation before acquiring a Master of Science degree in Project Management. I have presented at various Conferences regionally and internationally on research management and other topics. I have presented oral presentations at three previous SARIMA Conferences.

Research management in academia is characterised by a lot of managing the unexpected through new partnerships, new funding calls and related aspects of the research management profession. The wildfire-like spread of COVID-19 in early 2020 caught everyone by surprise and placed the whole world on a freeze, taking management of the unknown to new levels. Lock-downs, essential services, front-line staff, first responders, and similar concepts suddenly took centre stage. As the lexicon and related actions gained momentum, researchers faced unfamiliar challenges. The sweeping movement restrictions left the researchers community worldwide ground, except for those in the health and clinical research categorised as essential service workers.

This unfamiliar territory created a new reality for the researchers and managers to navigate in an effort to support and facilitate research. Supporting overwhelmed academics who had to contend with the new full-time online teaching methods and related challenges was never going to be easy. The University of Botswana, like other institutions elsewhere was not spared the headaches of juggling this new reality with planning and implementing their research.

In 2020, shortly after the first country lock-down, the University of Botswana (UB) issued a special internal funding call aimed at addressing COVID-19 challenges across the spectrum. The series of lock-downs that followed the initial one placed several challenges to both researchers and their support system. From information dissemination, facilitating collaborations, researchers and research managers had to jump over hoops, all the way to award. With most of the projects funded from this initiative now completed, this abstract presents a case study of trying to address a global crisis across borders.

Unpacking the Role of Research Managers in Science Communication

Ms Kuda Brandt¹

¹*Namibia University of Science and Technology, Windhoek, Namibia*

Biography:

Ms Kuda Brandt is a communications practitioner with over ten years of experience in the field. She has expertise in the following areas: print and electronic journalism; marketing and science communication. She started off as a journalist in 2008 at a privately-owned broadcaster in Namibia.

Thereafter, in 2015, she became a Communications Officer then subsequently Senior Communications Officer in the Marketing and Communications Department at NUST. In 2021, she was appointed as the Communications Coordinator for the Southern African Science Service Centre for Climate Change and Adaptive Land Management (SASSCAL) Graduate Studies Programme (GSP) at NUST.

Science communication has over the years taken centre-stage in the research field with scientists gradually appreciating the value in publicizing their work beyond academic circles. However, as the field becomes more popular, it has become evident that the duty to communicate science goes beyond the researchers themselves, public relations officers, but research managers as well who are a crucial piece of the puzzle. This presentation will delve into the many layers of research management with a focus on emerging trends and how this fits into science communication. It will include qualitative and quantitative data collected from research managers and scientists, with the aim to showcase how and what is worthy of communication. The overall objective is to highlight the roles that research managers have to play in enhancing the profiles of their institutions through science communication on various traditional and digital communication platforms.

Performance Management and Wider Productivity in Medical Research Council the Gambia at LSHTM

Mr Nfamara Camara, Mr Amulai Touray, Ms Njilan Johnson, Mr Dembo Kanteh

¹MRC Unit the Gambia at the London School of Hygiene and Tropical Medicine, Banjul, Gambia

Biography:

Nfamara Camara is a Project Manager at Medical Research Council, the Gambia at the London School of Hygiene and Tropical Medicine (MRCG at LSHTM). He is also an adjunct lecturer at the University of the Gambia. He served in numerous research projects with different national organisations including World Bank, United Nations Development Programme, International Organization for Migration and International Relief and Development. He completed a master's degree in Local Government, Urban and Environmental Studies at Istanbul University in Turkey. He is currently, doing second master's degree in Project Management at the University of Salford in the United Kingdom.

Training and career development is vital to staff performance and the advancement of any organisation to attain its strategic goals. Historically, the main indicator used by academic institutions to measure performance is peer review publications. At Medical Research Council at the London School of Hygiene and Tropical Medicine (MRCG at LSHTM), performance management was broadened to include other measures such as funding attraction, gender, equality and diversity, staff training as well as clinical trials and first-rate research outputs, submissions to the Scientific Coordinating Committee (SCC) and Ethics submissions and the impact of research in informing policy and practice. It is realised that the Unit's performance report does not reflect a broader picture of other relevant variables. This limits the Unit's ability to identify unproductive units and forecast for future performance. The Unit's staff appraisal system allows staff to reflect on both their achievements and challenges but have yet to craft a road-map for career and professional development. To improve and sustain staff performance in the Unit, staff must be empowered to realise their full potentials through innovation management, provision of incentives and setting up of performance standards as well as management of poor performers. In this review, training, and career development on staff performance in the Unit was examined using a mixed research method to give a holistic picture of the situation and align it to the Unit's strategic goals. The data collected will enable leadership and conference attendance to link training and career development with staff productivity.

Propping Emerging Female Academics for Research Productivity: Interventions at Midlands State University, Zimbabwe

Prof Laurine Chikoko¹, Prof Hazel Ngoshi¹, Dr Umali Saidi¹

¹*Midlands State University, Gweru, Zimbabwe*

Biography:

Prof. Chikoko is currently the Executive Director of Research and Innovation at Midlands State University, Zimbabwe. Prof Chikoko has done consultancy work for international organizations and produced technical and policy documents. Professor Chikoko makes prolific and invaluable contributions to national policy formulation and reforms. Professor Chikoko is distinguished scholar, with an established research and publication record in monetary and financial economics. She has distinguished herself academically by training and examining PhD scholars regionally and internationally.

This presentation will report a practical study that mapped impediments to research productivity by emerging female researchers at the Midlands State University in Zimbabwe and an accompanying programme of intervention, code named PropEFA, designed to prop up emerging female researchers. This study established that emerging female researchers at the institution suffered burdensome teaching loads, a homogeneous research funding model that is not sensitive to gender specific needs; lack of capacity to compete for international research grants; absence of structured mentorship opportunities leading to failure to penetrate local and global research networks and cultural issues linked to domestication. This paper proposes the Open-Crocodile-Mouth concept to explain how these factors are responsible, in symbolic terms, for the 'spirit murdering' of female academics. PropEFA created a platform to support the advancement of research activities and productivity of emerging female academics to set the ground for their career advancement. It thus initiated action leading to the establishment of an academic network of senior and emerging female researchers to facilitate mentorship. We posit that the critical intervention of the programme was to nurture passion for research among emerging female academics and put in place measures to mitigate gender related impediments to full pursuit of academic research with the aim of creating a sustained research culture. It is concluded that the institution must revise its Research Policy and reform institutional structures to address gender specific needs of emerging female researchers.

Towards Equitable and Sustainable Partnerships: Building capacity of Research Managers

Dr Yolanda Davids¹, Ms Louise Heery¹, Dr William Mitchell¹

¹University of the Witwatersrand, Johannesburg, South Africa

Biography:

Yolanda is the Deputy Director of Research Development at the University of the Witwatersrand (Wits). She delivered workshops on Grantsmanship in Africa (which includes Malawi, Botswana, Kenya, Tanzania, and Senegal) and authored a Manual for the Management of Research Grants for Science Granting Councils in Africa. Prior to her position at Wits, she worked for 12 years as a Director of Grants at the National Research Foundation.

Calls for applications are no longer business as usual, with a greater emphasis on Sustainable Development Goals (SDGs) and Equity, Diversity, and Inclusion (EDI) in research. Research managers must be able to adapt quickly to this changing environment. It is therefore becoming increasingly important for research managers to develop diverse skills-set to manage equitable partnerships.

Institutional KPIs for partnerships tend to be important for institutional reputation and visibility vs. depth of partnership which is typically the aim in R&I development, but not necessarily creating equitable partnerships. Research managers are required to manage this sequential growth, particularly in environments where funding for activities is competitive and must be secured.

The culture and practice of research collaboration, as well as co-design, co-development, and co-production applied to institutional partnerships, requires research managers to influence this course of action so that ALL institutional partnerships are more equitable.

The objectives of our collaborative-learning session are:

- Understand the funding context from your own and your partner's perspective
- Create self-awareness: Knowing yourself - what skills do I have, what skills do I need to develop
- Understand the types of partnership: bi-lateral, multi-lateral/consortia
- Becoming a co-designer in a research project
- Working with research manager counterparts within a project context
- Creating equity and fairness within a research partnership
- Measuring the success of partnership elements of a research project

Our proposed program (90 minutes) to achieve the above objectives are:

- Session objective: Evidence-informed practices: Participants should understand the context in which they operate as well as the challenges (20min)
- Session format (5 min)
- Small group/pair discussions: Reflect on own context and own skills. (45 min)
- Participants will identify similarities and differences during an open discussion (10 minutes).
- Output: list of tools, evidence, and best practice

Assessing the impact and increase visibility of your Research Infrastructure (equipment and core facilities)

Mrs Helen de Mooij¹, Mr Alberto Zigoni¹

¹*Elsevier Bv, Amsterdam, Netherlands*

Biography:

Alberto Zigoni joined Elsevier in 2011 as a consultant for the Research Intelligence portfolio, where he supported Academic and Government institutions in South Europe, Middle East and Africa, including several national research assessment exercises. He then led the launch of Elsevier's Research Data Management solutions and is currently responsible for the integration strategy of the Research Intelligence portfolio, where he is also leading the innovation projects related to research infrastructure tracking and evaluation. Alberto holds a Master's degree in computer engineering from the University of Padua.

Research Infrastructure (RI) - which includes core facilities and scientific equipment - is an essential input of research, together with people and money, and it is also critical for both innovation and economic development. Institutions are investing heavily in research equipment to support cutting edge research projects, foster impactful collaborations, and attract new talents. In Europe alone, 11.3B EUR are invested in RI every year.

To justify such massive investments, research administrators at institutions must provide evidence of the impact of RI in research and innovation, but this is an extremely difficult and time-consuming task, because, unlike with people and funds, there is no standard way to track the use of facilities and equipment in research projects.

Such tracking is however essential, not only to report back to funders and institutions' constituents, but also to help institutions build stronger future RI funding applications (by showing the impact of current RI investments). On top of that, tracking RI can help improve reproducibility of research, an essential goal of Open Science. The challenge therefore is: "Is it possible to automatically link research outputs to the equipment, in order to enable impact assessment?"

Over the past two years, Elsevier has worked on an innovation initiative (called "Telescope") that uses state-of-the-art Natural Language Processing (NLP) technologies to extract mentions of equipment from the articles full text and link such mentions to a RI taxonomy. The outputs of this analysis can then be used to perform impact analysis using tools such as Elsevier's SciVal, or load equipment-publication links in Research Information Systems such as Elsevier's Pure.

This presentation will describe the Telescope initiative and its status, with examples from projects done with early adopting institutions around the world.

Career development for the next generation of RMA in an independent research institute: a case study

Dr Anita Edwards¹

¹Africa Health Research Institute, Durban, South Africa, ²University of KwaZulu-Natal, Durban, South Africa

Biography:

Head of department; Social and Behavioural Sciences

Professional Recognition as Research Manager

Member of STARS programme

Background: Research Management and Administration (RMA) as a profession has been shown to vary between regions and institutions. The professional and career maturity of RMA at small and independent research institutes is one of the variations in the field. This case study of the process of building skills and career progression opportunities in an independent research institute, the Africa Health Research Institute (AHRI), aims to highlight lessons learnt when developing the next generation of RMAs in a specific context.

Approach: A Research Manager at the research institute, independently applied for professional recognition and was invited to be a member of the STARS programme aimed at raising awareness of the professional recognition programme within their institutions. The activities included having meetings with senior managers and colleagues to raise awareness of RMA professionalisation and proposing inclusion of the Professional Competency Framework in a career development programme. Group SARIMA membership for 15 staff members was obtained. A Community of Practice of these members was established. Regular meetings are held to raise awareness of courses and degrees, share knowledge and experiences for mentoring purposes, and share and adapt study co-ordination tool kits. A training needs survey and attendance and feedback from the SARIMA 2022 conference were amongst the activities.

Lessons learnt: The process of developing the next generation of RMAs in an independent research institute requires a champion of the cause to lead and mentor team members. A regular COP meeting allows ongoing raising of awareness, mentorship and share of resources. The awareness of potential International Professional Recognition Council (IPRC) recognition and career development opportunities raised not only the skills but the moral of team members as well as their confidence to pursue a career in RMA. This process provides opportunities for larger institutions to benefit and for collaborations between other smaller organisations.

Research Management and curriculum development: towards a course that promotes ethical decision-making

Mr Sidney Engelbrecht¹, Mr Rob Anderson¹, Mrs Ana Molina¹, Mrs Tiphaine Kirner¹

¹King Abdullah University of Science and Technology, Thuwal, Saudi Arabia

Biography:

Sidney Engelbrecht is appointed as Senior Research Compliance Specialist at the King Abdullah University of Science and Technology (KAUST) in Saudi-Arabia.

Sidney has been working in research administration and management for 13 years with a specific focus on research ethics and research integrity, and compliance. He is a seasoned research ethics administrator in human research, animal research and biosafety, and research integrity. He is an international professional recognised Research Manager, and the recipient of the Award for Distinguished Contribution to the Research Management Profession. He co-led the drafting of Research Ethics Guidelines and Toolkit on The Nagoya Protocol for SADC.

Best practice suggests that research institutions educate researchers on research ethics and integrity. This teaching is crucial in promoting a culture of responsible conduct of research, especially at a research-intensive university. An integral part of this teaching is providing tools to researchers to reach ethical maturity. In turn, this will encourage and create an enabling environment for researchers to conduct research in a responsible and ethical manner.

To achieve this, the Research Compliance (RC) Team led the development of a course called “Building resilience in ethical-decision making”. The aim of this course is to promote responsible conduct of research through ethical decision-making. Through this course, researchers are exposed to a tool which has two phases (i) initial analysis phase, and (ii) review phase. Furthermore, case studies are employed by means of bespoke videos, which highlights ethical dilemmas for discussion. The videos also show possible alternate endings, and ethical blind spots. This course creates an opportunity for robust discussion, reflection and sharing of ethical issues that occurred in researchers’ current or past work experience.

Pre-course homework includes optional participation in a survey called the “Ethical Lenses Inventory” (ELI), which is a personal evaluation tool designed to help researchers to understand the values that influence their choices and decisions. It identifies how they prioritize values when making ethical decisions opposed to peers who may chose a different approach in their ethical decision-making.

This course is offered by the RC Team with support from KAUST Research Management and Leadership. The course will be mandatory for students (Master students and Doctoral students), and will be offered to Postdoctoral fellows (emerging researchers) and Faculty on an ad-hoc basis. Through curriculum development, RC endeavors to ensure that researchers think ethically when conducting research on humans, animals, plants and the environment as well as lab-based research.

Building a Sustainable Mentorship Programme for New, Current and Future Research Management Professionals

Ms Eleni Flack-Davison¹, Mr. Sidney Engelbrecht, Mr. Winston Beukes, Mr. Siyanda Manqele, Ms. Jacintha Toohey, Ms. Tanya Coetzee, Dr. Mari Mwale-Manjoro, Dr. Retha Visagie

¹University of the Witwatersrand, Johannesburg, Johannesburg, South Africa

Biography:

Eleni Flack-Davison, Admitted attorney, Legal Adviser, Research Compliance Manager, Head: Office of Research Integrity and Research Data Protection Officer at Wits University. Eleni was a special adviser to the 7th WCRI in Cape Town. She on REASA Executive and Marketing and Communications. She has been part of the ASSAf drafting Committee in relation to the POPIA Code of Conduct for Research. Eleni is the co-Chair the Northern Regions Research Ethics and Integrity CoP under the auspices of SARIMA. She co-led the Research Ethics Guidelines and Toolkit on the Nagoya Protocol for SADC. She serves as a member on SARIMA's RM Committee.

Research Management Professionals (RMPs) are responsible for managing and advancing research-related processes at Higher Education Institutions and research institutions. During the Covid-19 pandemic, RMPs were under immense pressure to operate in a business as usual mode under a new normal. This called for specialised knowledge and a certain set of skills that had an impact on an RMP's success or failure.

The pandemic further highlighted that RMPs cannot function in isolation and need collaboration with peers through research management associations such as the Southern African Research and Innovation Management Association (SARIMA). SARIMA and South African Department of Science and Innovation (DSI) have enabled and supported the establishment of Communities of Practice (COPs) in Research Ethics and Integrity. Currently, member countries within the Southern African Developing Community (SADC) region are represented in the COPs.

These COPs have created a platform to share similar interests, generate support in peer-led activities, build resilience with limited resources, and create opportunities for meaningful engagement. We argue that these COPs have become RMPs very 'own utopia' – a perfect place for engagement with exceptional outcomes and impact throughout the SADC region and beyond. Evidence shows that these COPs significantly improve research management and RMPs' professional development.

Professional development is a crucial pillar of COPs, thus an essential part is empowering the current RMP generation to leave a lasting impact on future generations. However, there is a critical need to build the next generation of RMPs by applying a peer-led mentorship programme through the use of a novel COP model. In so doing, we could build a sustainable and innovative Research Management Profession.

The focus of this abstract within the context of research ethics, integrity, and compliance is to describe such a vibrant mentorship programme for RMPs. Our motto remains, "as we rise, we pull, we conquer."

Ethical Review during COVID-19: A Case Study of University of Botswana Institutional Review Board

Ms Julia Gaorekwe¹

¹*University of Botswana, Gaborone, Botswana*

Biography:

A research ethics personell with over 8 years experience in ethics and risk management as well as Sarima Early career excellence award winner 2018 and University of Botswana research administrator of the year 2019 award winner.

The Office of Research and Development drives the university research excellence strategy and consolidates all the research management portfolios of the University of Botswana. The Research Ethics and Compliance unit is the portfolio responsible for risk assessment for research protocols coordinated through two institutional review boards for the bio-medical and socio-behavioral research. During the beginning of the covid-19 pandemic there was an urgent need for accelerated review of covid-19 research by the ethics committee. This paper will evaluate the covid-19 review procedures and compare them with the regular review process in relation to the ethical and regulatory status as they an integral part of the IRB review .Highlights will be shared on problems that UB IRB encountered in the risk/benefit analysis process and its interpretation and application to submitted proposals guided by the Ministry of Health standard operating procedures (2011),Guideline for regulating the conduct of clinical trials using medicines in human participants (2012) and the Public health Act of Botswana.

Innovation and Commercialisation through Education 5.0 at National University of Science and Technology

Case Study

Dr William Msekiwa Goriwondo²

¹National University of Science and Technology, Bulawayo, Zimbabwe, ²Zimbabwe Institution of Engineers, Harare, Zimbabwe

Biography:

Dr William Goriwondo is a registered Professional Engineer with an MSc. degree in Manufacturing Systems & Operations Management as well as a Doctor of Philosophy (PhD) in Business Administration. Proven track record of technical, engineering, operational and strategic leadership, spanning over 25 years in industry and academia. Currently the Pro Vice Chancellor for Innovation and Business Development at the National University of Science and Technology. William is a Senior Lecturer, Researcher and an Engineering & Management Consultant. Member of the Institute of Directors Zimbabwe (IoDZ), Fellow and Board member of the Zimbabwe Institution of Engineers (ZIE).

This paper presents a case study of the National University of Science and Technology (NUST)'s roadmap towards operationalization of the Education 5.0. Research and Innovation Management is a critical aspect of transforming the role of institutions of research and higher learning in development. The paper presents a case for NUST, where an education system is being transformed from one with mere teaching, research and community service to one that emphasises on innovation and commercialization. The global village has transformed competitiveness and opened up organisations to global competition. It is therefore desirable that sustainable solutions should come from institutions of research and higher learning as centres of excellence. They should proffer solutions that are guided by research. NUST is among the institutions in Zimbabwe that have started the journey of incubating ideas from research at an Innovation Hub and taking them through to commercialization. The construction of the innovation hub at NUST and at other institutions of higher learning in Zimbabwe has resulted in an increase in the innovative projects pipeline. The statistics are showing an increase in the adoption of research and innovative projects for further development at the Innovation hubs and ultimately commercialisation. The University had experienced some challenges with Intellectual Property violation by other institutions and organization but with no clear form of recourse. The development of the Innovation Hub and a Technology Transfer office has raised awareness on IP and willingness to extend research from beyond the laboratory. Innovation disclosures by researchers and students has increased and industry – academia partnerships have been developed. The thrust of Education 5.0 is an important vehicle towards the aspiration of “Attaining an upper middle class economy by 2030”. The missing link in this development had been the professionalization of Research and Innovation Management at the institution.

Next-generation global leaders: Reform of Japanese graduate education through MEXT's WISE Doctoral Program

Dr Kate Harris¹, Dr Satoru Nogami^{1,2}

¹*Office of Research Strategy and Development, School of Science, The University of Tokyo, Hongo 7-3-1, Bunkyo-ku., Japan,*

²*Office for Advancement of Research Administrators, The University of Tokyo, Hongo 7-3-1, Bunkyo-ku., Japan*

Biography:

Originally from the UK, Kate Harris is a Senior Research Administrator at the University of Tokyo. She graduated from the University of Edinburgh and received her PhD in supramolecular chemistry from the University of Basel in Switzerland, before moving to Tokyo as a postdoctoral researcher. After learning Japanese and spending several years at an academic editing company in western Japan, she began her career in research administration in 2017. Among many other things, including acting as a member of the current INORMS Secretariat, she currently manages a MEXT-funded programme that aims to increase the international competitiveness of Japan's graduate education.

At odds with the global trend, the number of Doctoral students enrolled in Japanese universities is in slow decline, dropping over 15% in the last 20 years. This lack of investment in young talent is now being felt in Japan's scholarly output and scientific innovation potential, which are not keeping pace with the rest of the world.

In addition to insecure early-career academic positions, the reluctance of Japanese students to continue their education includes several reasons particular to Japan. Doctoral students typically receive no financial support, female students are regularly discouraged from studying science, and Japanese companies are often reluctant to hire Doctoral graduates, fearing that they will not adapt to the company culture after their specialist training.

To reverse this decline in student numbers, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has instigated several initiatives to kick-start the reform of graduate education and increase the international competitiveness of Japanese research. Their "Doctoral Program for World-leading Innovative and Smart Education" (WISE Program) aims to address the above issues and produce Doctoral graduates who will rise to the challenge of solving the major problems facing our society today.

The University of Tokyo's "Forefront Physics and Mathematics Program to Drive Transformation" (FoPM) was selected for the WISE Program in 2019 and aims to combine the strengths of Japanese and international universities to maximise the potential of Doctoral graduates in the basic sciences. We provide students with the skills to exert a wide influence on scientific and social innovation and expect to see them leading the future global society from within Japanese academia and beyond.

Here, we present the challenges of setting up and managing FoPM under the WISE Program funding scheme, balancing the ambitions of the programme organisers with the views of a traditionally conservative society.

A research management intervention in response to a crisis in the higher education sector

Mrs Tania Holmes-Watts¹, Mr Sidney Engelbrecht²

¹University of Fort Hare, East London, South Africa, ²Stellenbosch University, Cape Town, South Africa, ³SARIMA, , South Africa

Biography:

Tania Holmes-Watts is a professional research support professional with 15 years work experiences within the higher education sector. She is currently pursuing her doctoral degree from the University of Stellenbosch. Her professional journey started at the National Research Foundation and thereafter at a public, University of Technology, for over a decade. Tania has made remarkable contributions to the research management profession through her writings, or via the management of grants and/or her participation both at regional, national and international levels. These include her participation within SARIMA, INORMS, SANPAD, European Commission, HERS-SA, Communities of Practice, among many others.

Research and Development (R&D) processes is confirmed in literature to be difficult to manage and control as it involves, the participation of multiple stakeholders, resembling an eco-system, in which the higher education sector, is a key role-player. Any positive aspect or disruption in one area, would inadvertently, affect and influence other areas. Many developing economies like Brazil, Russia, India and China are known as major players in some R&D areas; attributed to innovative capabilities, among others. However, in South Africa (SA), whilst we aspire to become a knowledge economy, the National Development Plan's target to reach 1.5 percent of the Gross Domestic Product by 2030, remains a challenge. Notwithstanding, the higher education sector in any country has potential to lift the R&D prospects of nations, and although universities worldwide are commonly known as highly convoluted spaces, it serves as a pertinent constituent, envisaged to drive a country's R&D goals.

The public higher education sector in SA, is mandated by government to produce and advance research to the benefit of society. However, in vast areas of this sector a continuous hail of allegations relating to maladministration, mismanagement, corruption, poor governance, leadership challenges, differentiated and poor research performance, in and among institutions, have become the order of the day. In our role as research management professionals (RMPs), we are obligated to offer solutions in response to challenges in our areas of influence. This abstract is aimed at introducing a research management intervention model for the improvement of research and research performance within the higher education sector, in the South African context. RMPs have a responsibility to provide practice-level solutions to ensure that the negative narrative around the SA higher education sector shifts. This abstract, therefore, offers a meaningful contribution that is timeous as it offers an African solution to an African problem.

Global Collaboration: The bitter, sweet and keys to success

Dr Tan Hsiao Wei¹, Mr Jagdees Pabla²

¹*Data Analytics & Intelligence Unit, Institute of Research Management & Services, Universiti Malaya, Kuala Lumpur, Malaysia,*

²*Coventry University, Priory Street, CV1 5FB,, , United Kingdom*

Biography:

Tan Hsiao Wei has worked in the field of Research Management for more than eight years. She started her research management career at the Institute of Research Management & Services, Universiti Malaya, immediately after she graduated with her Ph.D. degree in colloidal chemistry in 2013. She was appointed as the Head of the Research Management Policy and Strategy Unit from 2018 – 2020. She is currently the Coordinator of the Data Analytics & Intelligence Unit at Universiti Malaya.

International collaboration in research to tackle a multiplicity of local to global socio-economic issues is on the rise but with the recent health crisis and resulting international travel hiatus affecting cooperative research activity, it's timely to take stock and reflect on the changes to the collaborative environment faced by researchers. This contemporary study also considered the effects of the COVID-19 pandemic on global researcher behaviour and experiences and perceptions of researchers in seeking, securing and delivering international research work. The tailoring and optimisation of research support for projects with multiple global partners is a key study driver, together with the aim to define the best strategies to manage collaborative projects facing different cultural, linguistic and contextual backdrops.

Impact of a research office: moving beyond conventional research outputs as a measure of success

Dr Sarah Iqbal¹

¹*George Institute for Global Health, India, Delhi, India*

Biography:

Dr Sarah Iqbal is an Assistant Research Manager at the George Institute for Global Health. She has a PhD in Biochemistry from Aligarh Muslim University, India and has completed a brief postdoctoral stint at Institute of Genomics and Integrative Biology, New Delhi. Since 2019, Sarah has been associated with research administration. She previously worked as a Grants Adviser in DBT/Wellcome Trust India Alliance where she co-managed fellowships and mobility grants program before transitioning to her current role. She is interested in intersections of science, policy and writing

The value of a research office has historically been assessed as a function of research funding. Over the years, publication numbers, collaborations and other quantitative research outputs have been tied to the research management divisions to justify their impact. But work within research offices goes beyond just meeting the institutions' year on year funding goals. Research officers are involved in strategic activities like conducting needs assessments, mapping resources, planning activities to build capacity, engaging with stakeholders, helping decision makers with prioritising research goals etc. In short, they are involved variously to foster a more efficient scientific ecosystem.

In this study, I use survey data as a part of a mixed method approach to document the activities of three research offices catering to regional offices of the George Institute for Global Health, in India, Australia and UK. The purpose of the investigation is to document activities supported or led by research managers throughout the journey of the research office that add value to the scientific ecosystem of the institution irrespective of its impact on institutional funding.

At least five in-depth interviews were carried out with research managers and early and mid-career researchers in each location to understand the kind of support offered by the research office over time. Survey data was also collected from senior management to capture their perceptions about the value of the research office. The findings of this study elucidate the affiliated works of research offices that add value to the research ecosystem and have been instrumental in sustaining research impact. For each of the regions studied, I will present an example of a thematic area to which the office has contributed the most outside of funding in terms of impact. An understanding of these affiliated roles can help widen the scope of research management.

The alignment of the various administrative offices to ensure a purposeful Directorate Research Development unit

Ms Mandy Jampies¹

¹University of the Free State, Bloemfontein, South Africa

Biography:

Mandy Jampies holds a National Diploma in Commercial Administration and a B.Tech in Office management and Technology; both qualifications were obtained from Central University of Technology. She started her career at Central University of Technology as a Senior Administrative Assistant and was at the Institution for 5 years. She then joined the University of the Free State in 2008 at Student Academic Services; in January 2013 she joined the Directorate: Research Development where she currently holds the position of Senior Officer. She is the co-ordinator for the UFS postdoctoral fellows and manages bursaries within the DRD.

The Directorate of Research Development is essential in creating and disseminating research knowledge. Therefore all role players within the Directorate need to be aligned and focused on achieving this goal.

Research administration provides outstanding service to the University of the Free State's researchers and all external stakeholders. The accomplishment of the research development department business processes relies on the effectiveness of the different administration offices within the department. The various administrative departments within the Directorate have a core responsibility of ensuring that the UFS community and external stakeholders comply with all University procedures and policies related to research at UFS.

One of the administration offices is the Research Information Management System (RIMS). RIMS is a system used by UFS staff, students and external applicants for ethical clearance applications and processes such as research outputs, contracts, tech transfers, and funding. The RIMS administrators provide different administrative roles, such as training on the ethical clearance procedures at UFS.

Other administrative offices within the Directorate include the postdoctoral office, finances, innovation and contracts, NRF grants management, and the front office of the Senior Director.

Postdoctoral fellows are appointed to strengthen the research capacity and to bring a sense of diversity and research culture to UFS. Postdoctoral fellows are an indispensable part of the university and have increased in numbers over the years. Postdoctoral fellows are loaded on the RIMS database for easy access to information such as research outputs. Some postdoctoral fellows need to register patents or need legal advice on contracts from our Innovation and Contracts office. Therefore the alignment within the DRD is of great importance for this office.

Effective administration within DRD has benefitted the authorities in achieving the departmental strategy.

Research is critical in creating a safer, healthier, fairer, more sustainable planet and providing evidence of what could work.

The role of research professionals in an evolving research landscape

Ms Amber Jennings¹

¹*Monash University, Clayton, Victoria, Australia*

Biography:

Amber specialises in strategic project management utilising agile and human centred design methodologies. She is passionate about research management and making a positive impact via her work.

Growing up Amber always imagined being an academic, however, after completing her Honours in Film and Screen studies she realised that her passion was in supporting others to create impact.

In her role at Monash University she is responsible for managing projects with significant impact in the Office of the Deputy Vice-Chancellor (Research). Previously she has worked in a range of roles across numerous faculty settings.

What is the role of the research professional in the next decade? Is our professional talent ready for the increased focus on programmatic research?

As we look to the next ten years in the Research Sector, we look to a future where the funding landscape is increasingly competitive and traditional funding schemes are reaching capacity.

To thrive in the emerging research environment, supporting the hero model of research alone will no longer be enough. As we move to a funding landscape that is based on a diverse range of funding avenues, we need a diverse professional workforce to support our researchers with their impact efforts.

Strategically we need to focus on building and retaining our professional research talent, this is a key priority for the Monash Research Portfolio. Building a connected professional community across central and faculty based staff to support research excellence and societal impact.

In the development of the professional stream of the Monash Research Talent Enhancement Scheme, Amber has taken a Human Centred Design approach to unpacking how we can attract, build and retain talent in the professional research space. With a particular focus on the key skills we need to equip our research professionals with to excel in the current research landscape and create societal impact.

Session Outline

Presentation from Amber on findings of Monash University Research Talent Human Centred Design project

Small group brain writing activity

Small group affinity mapping activity

Group discussion of key themes

International collaboration and the COVID 19 Pandemic

Dr Raven Jimmy¹

¹*National Research Foundation, Pretoria, South Africa*

Biography:

I am currently employed at the NRF for 15 years under the International and National Equipment programmes.

In the last two centuries, pandemics have led to countries to mutually agree to fight infectious diseases by collaboration. The World Health Organization helped institutionalize these collaborations. International collaborations has once again shown its effectiveness in the progressive fight against the COVID 19 pandemic.

Knowledge sharing and expertise fast-tracks learning expedites progress more rapidly. Studies on pathogens and their modes of transmission are some areas in which health professionals can benefit from the experience of others through collaboration. Rules for engagement and standards, helps institute good practice, reinforces collective understanding and mutual trust through collaboration. The importance and how collaboration was seriously tested during the pandemic with many success stories and challenges. Research collaborations in general have been profoundly impacted by the pandemic going forward. Some existing partnerships were strengthened and some news ones were forged. However, it must be noted that international collaborators conducting multidisciplinary research were stalled by the closing of the national borders, logistic issues due to lockdown, quarantine limitations and social distancing measures. The full impact of this crisis on science has not yet been clearly defined, however, these factors have most unquestionably hampered academic research activities. Additionally, this might have been deepened by the challenges arising from long-standing political tensions. Furthermore, many collaborative efforts and engagements were conducted using various technologies. This subsequently decreased the number of travel activities especially cross border air travel, however, the use and need for online platforms, video conferencing facilities, data usage etc have increased significantly. This inclination did bring many positives for research such as new investments by government and business in improving and building new infrastructure to enable researchers and students to work more effectively at any given time or place with minimal disruptions as possible.

Developing together capabilities for the future - Case 3UAS in Finland

Mrs Sanna Juvonen¹, Ms Minna Möttönen, Dr Virpi Turkulainen

¹Laurea University of Applied Sciences, Vantaa, Finland, ²Haaga-Helia University of Applied Sciences, Helsinki, Finland,

³Metropolia University of Applied Sciences, Helsinki, Finland

Biography:

Sanna Juvonen, Development Manager, works at Laurea University of Applied Sciences (FIN) and leads research, development and innovation (RDI) services and competence development in RDI. She is responsible for team which experts support global project preparation, consortium management of whole University of Applied Sciences and ongoing projects' management. She has a long experience of national and international RDI-work in the field of Higher Education Institutions. She holds a Master's degree in Education, a Bachelor's degree in Social Services, and she is currently reading for a PhD in Education.

3UAS is a strategic alliance among the three biggest UAS in the Helsinki capital region in Finland: Haaga-Helia, Laurea, and Metropolia. The aim of 3UAS is to benefit from the strengths of three UASs and gain added value from the cooperation in the areas of RDI activities, education, as well as providing impact on the society in general. All UAS involved in this strategic alliance have the aim to win more EU projects, especially Horizon Europe. However, preparing such projects together in the same consortium is not possible, for example, due to the geographical dimension. To reach our aims, we have decided to work together with the alliance to develop the competencies to apply for EU funding successfully. In this regard, we have started a project funded by the regional funding agency to facilitate this endeavor. The activities include, for example, trainings provided to faculty and staff, development of EU influencing capabilities and a joint EU influencing strategy. The specialty of these activities is to collaborate in a way, which supports organizations' collaboration and trust towards each other. Both joint collaboration and trust between employees in every organization have increased due to the many activities and encounters, which have developed common understanding. The collaboration has brought up other positive ways to work together. 3UAS has started systematically influencing to the regional and international policy makers and academic actors. Together 3UAS represents around 25% of the number of students at Finnish universities of applied sciences and the aims to increase the amount of external RDI -funding for 2023 are planned around 8–9 million euros. This presentation focuses on developing capabilities of 3UAS in order to achieve its goals and be recognized player in global higher education context.

Approaches to optimal recovery of indirect costs for research activities

Ms Stella Kakeeto¹, Ms Susan Mawemuko, Ms Elizabeth Nambi

¹*Makerere University College of Health Sciences, Kampala, Uganda*

Biography:

I am a Compliance specialist for donor funded programs. With more than nine years in grants administration, I have wide-ranging knowledge and experience in both prime and sub-awards management. My experience includes soliciting suitable funding opportunities for research, preparing research budgets, negotiating grant agreements, grant reporting, risk assessment and management and close-out.

I am a current Fellow of the University Administration Support Program funded by the Carnegie Corporation of New-York.

I am passionate about strengthening Research-management capacity. Last year, the National Institutes of Health awarded us a grant to train Administrators in East-Africa in the efficient management of NIH grants.

Full recovery of indirect costs is critical for the sustainability of research activities. Yet many institutions in developing countries still grapple with the recovery of full indirect costs for their research activities. The growing restrictions by funders on indirect costs and the general absence of Negotiated Indirect Cost Rate Agreements (NICRA) remain a challenge. It is estimated that more than 90% of research institutions in Africa do not have NICRAs. They often recover less than what it costs to conduct their research activities.

It is essential that institutions develop and maintain their research environments to sustain high quality research, and the recovery of full indirect costs is critical to this end. My presentation will explore some of the tools that can be used to ensure optimal recovery of indirect costs for research, the pre and post award good practices to maximize recovery of indirect costs for research and how to optimize indirect cost recovery if funders allow lower than the institutional indirect cost rate. I hope research Institutions with a similar challenge can learn new tools and approaches to optimally recover indirect costs for their research activities.

New Book - The Emerald Handbook of Research Management and Administration around the World

Dr Simon Kerridge¹, Dr Susi Poli², Professor Mariko Yang-Yoshihara³, Jan Andersen⁴, Melinda Fischer⁵, Dr Mark Hochman⁶, Fernanda Oliveira⁷, Professor Makiko Takahashi⁸, Dr Therina Theron⁹, Virág Zsár¹⁰

¹EARMA, Kerridge Research Consulting, Canterbury, United Kingdom, ²University of Bologna, , Italy, ³Stanford University, , USA, ⁴University of Southern Denmark, , Denmark, ⁵Clemson University, , USA, ⁶Research Management Resources, , Australia, ⁷Brazilian Agricultural Research Corporation, , Brazil, ⁸Kanazawa Institute of Technology, , Japan, ⁹Stellenbosch University, , South Africa, ¹⁰HETFA Csoport, , Hungary

Biography:

Simon is an internationally recognised research manager and administrator with over 30 years' experience and led research support in two universities. He has been chair of the UK association of research managers and administrators (ARMA) and sits on the European association (EARMA) board. He has a professional doctorate in RMA and has led the NCURA funded Research Administration as a Profession (RAAAP) series of projects since 1996. Simon is also an editor of the Journal of Research Management and Administration (JoRMA) and a co-chair of the Journal of Research Administration (JRA) Author Fellowship Program committee.

This poster announces a new book on research management and administration (RMA). It has been developed by RMAs for RMAs with around 50 contributors from around the world.

The poster will present the book structure and chapter contents covering the history of the development of RMA around the world; the mechanics of RMA; professionalism and identity in RMA; and a suite of country focussed chapters describing the current state of research management and administration.

The book has been sponsored by a number of INORMS member associations to be open access - so it is free for everyone to read!

Using process maps to improve grant management process for compliance purposes

Mrs Ninette Kotzee¹

¹*University of Pretoria, Pretoria, South Africa*

Biography:

She is currently the Research Grants Manager at the Department of Research and Innovation at the University of Pretoria (South Africa) Her responsibilities include working with researchers to identify and successfully apply for research funding and ensuring that the institutional grant management processes are in line with the compliance requirements of UP's funding agencies.

Universities are under increasing pressure to ensure that researchers and the institutional processes are in line with the compliance requirements of funding agencies. At the heart of institutional compliance is the improvement and implementation of grant management processes. Although these processes span many support departments, the research management professionals at the research support department remain the custodians of the processes and the primary contacts with the funding agencies.

These professionals grapple to find a balance between the demands of compliance with the limited resources available. Failure to respond adequately does not only have an implication in terms of cost effectiveness and efficiency, but can also put the grant-recipient institution at risk of audit findings or, worse, securing future funding.

The Grant Management Team at the University of Pretoria (SA) undertook a project to revise existing and implement new post-award processes. The team utilized process mapping. Process maps is a management tool mostly used by the manufacturing industry to describe in work flow diagrams and supporting text every vital step in a business process. This approach visually represents the end-to-end business process between different support departments within the institution. A process map reveals the 'white spaces' between activities, identifies the value adding activities and points out the barriers that hinder work flow and the wasteful activities that merely consumes resources.

The literature reveals that research management professional have used process maps but predominantly to improve clinic research processes. UP used the processing mapping approach to improve the standard post-award support services such as setting up an award, drawing down funds, managing sub-awardees and closing out.

This poster shares the slightly adapted steps followed (and reasons for the adaptation) from other studies discussed in the literature review as well as lessons learned and what we would do differently the second-time around!

Impact through collaboration to enable research

Ms Olivia Langenhoven¹, Mr Sidney Engelbrecht²

¹University of Cape Town, Cape Town, South Africa, ²King Abdullah University of Science & Technology, Thuwal, Kingdom of Saudi Arabia

Biography:

Olivia is the Manager of Ethics & Compliance at the Faculty of Health Sciences at the University of Cape Town, South Africa and is passionate about the subject of Ethics. She has experience in research administration, and contributes to enabling ethical research which complies with institutional and international research compliance standards.

Research compliance, which includes research ethics and integrity is an integral part of the cycle of a research project. The same could be said for collaboration. The role of research managers includes bringing together compliance and collaboration to enable research.

Research managers fulfil a pivotal role to enable collaborative research that is compliant with the relevant regulatory frameworks and institutional policies and standard operating procedures (SOPs). This could be achieved through creating linkages and platforms for engaging beyond institutional boundaries. For example, research managers could form linkages with higher education institutions (HEIs), establish communities of practice for sharing best practices, form regional or national platforms for collaboration to occur between institutions, and collaboration with salient governmental departments. Potential impact and benefit of this would be forming professional liaisons with oversight and regulatory bodies such as national departments and professional bodies; e.g. in the fields of medicine or veterinary services, etc. There could also be multi-institutional collaboration on compliance matters to enable research through sharing of resources and skillsets. This, and other examples, are facilitated through research managers between HEIs and governmental departments. Research managers not only enable research but promote a culture of responsible (and compliant) research through collaboration with all stakeholders. Collaboration leads to the improvement of existing systems, updating policies and SOPs, training and consultation. Publication Count in South Africa and globally is a means for measuring research impact. Forming these linkages translates to high research publication count. This requires innovation as a skill of research managers.

There are established regional collaboration between the HEI communities in South Africa and beyond, which were established by research managers for the sole benefit of enabling research beyond borders. This includes involving and providing training for communities at grassroots level such as non-institutional members as voices for communities and community representatives.

A management framework for multi-institutional research programmes

Prof Laetus Lategan¹, Prof Corli Witthuhn², Ms Edith Sempe¹

¹Central University of Technology, Bloemfontein, South Africa, ²University of the Free State, Bloemfontein, South Africa

Biography:

Laetus Lategan completed doctoral studies in philosophy (1992), theology (1995), and community health (2021) at the University of the Free State. Following a career as a researcher and research manager, he is the author or co-author of more than 200 publications and has served in positions such as Dean of Research Development, Dean of Research and Innovation, and Senior Director of Research Development and Postgraduate studies at the Central University of Technology. Professor Lategan is currently a Research Professor in Research Education and Postgraduate Development, a South African NRF-rated researcher, and editor of the Journal for New Generation Sciences.

The Central University of Technology (CUT) and the University of the Free State (UFS) in the Free State province, South Africa, implemented an annual joint research call in 2015 aimed at (a) strengthening research collaboration between the two universities leading to (b) building research critical mass, (c) improving research outputs based on joint publications and joint postgraduate supervision, and (d) joint funding proposals.

Over time the call developed into three tracks to strengthen the objectives of the call and to grow research and innovation. The first two tracks focus on research projects in general although different in scope and hence funding. A third track was added in 2020 and focuses on joint research on the impact of COVID-19 and/or the 4th Industrial Revolution.

The eight calls attracted over time 81 applications and resulted in 38 awards to the value of R 4 605 000.

This presentation, directed at all academic ranks and levels, will identify what impact such a programme can have on higher education, health, business, and industry. A management framework for multi-institutional research programmes will be presented, based on the observations, and informed by data collected from eight calls for funding. The framework will focus on four dimensions, notable as knowledge generation, regional collaboration, research capacity development and research education.

The international relevance for such a programme lies in (a) how multi-institutional collaboration can grow research and innovation capacity, (b) the role of peer collaboration and (c) the value for regional development.

Education 5.0 in Zimbabwean State Universities

Its future and prospects

Ms Patience Mabika³

¹Great Zimbabwe University, Masvingo, Zimbabwe, ²Institute of Personnel Management, Harare, Zimbabwe, ³Bindura University of Science & Technology, Bindura, Zimbabwe

Biography:

Patience Mabika is a PhD student at Great Zimbabwe University in the school of Social Sciences. She is a full time lecturer at the same institution. She has been lecturing for the past 9years. She is a holder of masters' and bachelors degree in Social sciences. She holds a certificate in Research Methodology, data analysis team building and HR analytics .Her research interest include development, decent work, innovation, 4IR and Change. She is a member of the institution of Personnel Management in Zimbabwe (IPMZ) and Black belt Human Capital Management Institute Zimbabwe (BHCMIZ). She has been doing research since 2014.

Zimbabwean government introduced education 5.0 in an effort to ease pressure on the flooded labour market. The study focused on research outputs from State Universities and their impact to the overall economy. The major objective was to establish availability and how the research funds are being managed in State Universities and to determine the contribution of research and innovation hubs recently introduced. The study adopted a purely qualitative approach. Probability sampling technique was used where purposive random sampling was adopted. A sample of 4 State universities was used to collect data on the research outputs from State Universities and their impact to the overall economy. An interview guide was used to gather in-depth information about the topic under study. The major findings indicated that students and lecturers in State Universities are involved in research but the output is limited. Some brilliant innovative ideas and prototypes are rotting in research incubations due to non availability of funds .To date no meaningful industry have been opened out of the State Universities research output. There is misuse of research funds in state institutions to an extent of some funding being withdrawn by funders around the world. The study concluded that education 5.0 may remain on paper and fail to yield the expected results of innovation, industrialisation and commercialisation if funding issues are not looked into. The study also concluded that if research outputs from State Universities are funded the problem of unemployment can be eased. The study recommended that research accounts be managed separately from other funds of the institutions. Third party funds management was also recommended .It also recommended that in cases where a grant is released, researchers/innovators and grantor involved should be involved in the management of the funds to avoid misuse of funds and increase research output for State Universities.

Measuring Research impact in Zimbabwean Universities

Challenges for researchers in Social sciences & Arts

Ms Patience Mabika¹

¹*Great Zimbabwe University, Masvingo, Zimbabwe*

Biography:

Patience Mabika is a PhD student at Great Zimbabwe University in the school of Social Sciences. She is a full time lecturer at the same institution. She has been lecturing for the past 9years. She is a holder of masters' and bachelors degree in Social sciences. She holds a certificate in Research Methodology, data analysis team building and HR analytics .Her research interest include development, decent work, innovation, 4IR and Change. She is a member of the institution of Personnel Management in Zimbabwe (IPMZ) and Black belt Human Capital Management Institute (BHCMI). She has been doing research since 2014.

Zimbabwe have been using education 3.0 to measure research impact but there is now education 5.0 as an emerging trend. Education 3.0 looked at research, learning & social engagements but educations 5.0 have two more pillars, innovation and industrialisation which are the emphasis. The major objective was to establish the fitness of the yardstick or standard that is being used to measure research impact and to determine its implications to those in social sciences and Arts. The study adopted a purely qualitative approach. Probability sampling technique was used where purposive random sampling was adopted. A sample of 5 universities was used to collect data on the new yardstick being used to measure research. An interview guide was used to gather in-depth information about the topic under study. The major findings indicated that lecturers and researchers in social sciences and Arts are failing to meet all the requirements on the standards that determine research impact. They indicated that they get information from people of which out of that they cannot come up with something new unlike their counterparts in Sciences. It was highlighted that researchers in Sciences can get into the laboratory and come up with something new that can lead to industrialisation and commercialisation which is the government's thrust. The study concluded that the emerging trend for measuring research impact in Zimbabwe have limitations as it does not consider those in Arts and social sciences who cannot innovate nor lead to industrialisation. The study recommended that international standards for measuring research impact should be adopted and drop this new yardstick as it leaves behind those in Arts and social sciences .The study also recommended that researches in Social Sciences and Arts should also be considered and prioritised as they bring solutions to societal problems like those in Sciences.

Doctoral Student Support: A SASSCAL Graduate Studies Programme in IWRM model

Dr Patrina Mabuku¹

¹*Namibia University of Science and Technology, Windhoek, Namibia*

Biography:

Monde Patrina Mabuku is a postdoctoral researcher at the Namibia University of Science and Technology. She holds a PhD in Agricultural Engineering from the University of KwaZulu Natal, South Africa.; a Masters degree in Integrated Water Resources Management from the University of Dar es salaam; a BSc in Environmental Science from the University of Botswana; and a National Diploma in Forestry from the University of Namibia.

Studies show that although students' invest a lot of time and energy into doctoral programmes, approximately 50% fail to complete their doctoral degrees. This failure to complete doctoral degrees may be attributed to various reasons such as isolation, lack of supervision, lack of financial support, disengagement, anxiety, and depression and many more. Numerous initiatives to support doctoral students have been adopted in different institutions, including Namibia University of Science and Technology (NUST). The purpose of this study was to examine doctoral student experiences in the support offered by NUST, with particular focus on SASSCAL Graduate Studies Program in Integrated Water Resources Management students. A questionnaire was designed and administered to 13 PhD students registered in four different PhD programmes in order to evaluate their experiences and what they would propose as idea support to complete their studies and graduate on time. The results showed that students have sufficient support such as weekly technical seminars for the first 4 months, student's colloquiums, and research seminars and financial. However, social support was recommended to be enhanced on the programme. The results of the study will help Namibia University of Science and Technology and partners who are implementing the programme to create a conducive environment that will further support graduate students to graduate on time.

Innovation & Commercialisation in Zimbabwe Universities – Assessment of the status, challenges & way forward

Dr Lifa Maposa¹

¹1, BULAWAYO, Zimbabwe

Biography:

Dr Lifa Maposa is a career lecture in finance & investments for over 12 years. He is currently Director for Business Development at the National University of Science & Technology, Zimbabwe. Before joining the academia, he worked in the banking & investment sector for 8 years with three years being at senior management level. His Industry experience is on portfolio management, Investment analysis & business development.

Innovation & Commercialisation in Zimbabwe state Universities – Assessment of the status, challenges & way forward.

Academic entrepreneurship, university spin-offs and student entrepreneurship are important innovation channels, but they still only constitute a small part of universities' overall innovation contribution to society in Zimbabwe. Despite some deliberate efforts by both the government through the Ministry of Higher Education, innovation output from universities remains subdued and uncoordinated. A significant number of innovations by both students and academic staff fail to go through the complete process of innovation, technology transfer to commercialisation stage. Worth noting is the thin number of start-up firms emanating from university related research, innovation & commercialisation. This paper employs a mixed method approach where interviews with key informants used to complement electronic questionnaires to relevant stakeholders involved in research, innovation & commercialisation units of universities. Assessing the status of this process within universities seeks to be a monitoring tool, which serves to identify early symptoms of derailment. Such assessments provide corrective action and improve outcomes thereof. A number of university specific and external factors contribute to the demise of innovation, technology transfer and commercialisation by state universities. Lack of funding, adequate funding and timely funding are found to be major causes of failure of university projects. There is a general lack of motivation by academics to fully pursue innovation & commercialisation owing to lack of incentives. On the other hand, lack of entrepreneurial mind-set by academics and invisible collaboration amongst universities and industry is also a contributing factor. Lack of skilled personnel within the research for commercialisation, technology transfer and business development units is also being 'hissed' as a major limitation. Lack of genuine support & sustainable commercialisation model by both government & private sector towards supporting innovation, technology transfer and commercialisation by universities, is a major factor too.

Facilitating research collaborations in the current era: Perspectives from the University of Ghana

Mrs Grace Martey¹, Mrs. Beatrice Sakyibea Biney-Nyamekye¹

¹*University of Ghana, Accra, Ghana*

Biography:

As a Research Development Officer and the Award Services Coordinator at the University of Ghana's Research Office, my responsibility involves leading and managing the University's award negotiation and acceptance processes, including due diligence and subcontracting processes. I have led the team to successfully negotiate on various grants whilst ensuring minimal institutional risks. I have extensive experience in research management and have held several roles culminating in my experience in pre-and-post-award services. I hold an MBA in Project Management from the Wisconsin International University College (Ghana) and a BSc in Computer Science and Statistics from the University of Ghana.

One key element connecting the dots around the conversation of research is collaboration. Funders, over time, have recognized the importance of investing across institutions (industry and research institutions), cross-cutting/multi-disciplinary areas, and across nations, and thus, are promoting collaboration across these stakeholders. Research institutions are increasingly realizing the combined gains in collaborating to promote knowledge creation and innovation, making the issue of collaboration one of key interests. The issue of co-creation among researchers, administrators and funders has become paramount due to the value derived from collaboration. This development has triggered changes in how institutions find and work with collaborators on research projects. The quest to enhance co-creation of thoughts and ideas and promote discovery of innovation whilst preventing and mitigate risks have necessitated having robust collaborating measures in place. This poster presentation will focus on the structures, systems and processes that the University of Ghana has put in place to promote collaborations in the areas of subcontracting/sub-awarding and risk management from the pre-award stage to project close-out. Additionally, the presentation will explore how the University of Ghana is capitalizing on technological resources for collaborative work among its researchers and research support staff in the current post-covid-19 era. Cognition will be given to differences in institutional cultures and how they inform collaborative research. The adoption of a collaborative management model requires strategic measures both at the institutional and international levels to boost partnerships in order to achieve a common goal.

It is anticipated that this presentation will highlight the emerging trends in collaboration with emphasis on subawarding from a low-and-middle-income country.

The State of Research and Innovation Support at a Selected Zimbabwean University

Dr Nhamo Mashavira¹

¹*Great Zimbabwe University, Runyararo, Zimbabwe*

Biography:

Nhamo Mashavira (PhD) is Senior Lecturer in the Department of Human Resources Management at Great Zimbabwe University in Zimbabwe. He holds a PhD in Human Resources Management from the Central University of Technology, South Africa; a masters degree, and two bachelors degrees.

The Centre for Education, Innovation Research and Development Bill of 2020 promotes the national vision for Zimbabwe to become an upper middle-income economy by 2030. The same bill seeks to ensure that Zimbabwe's education, innovation, research and development gets translated into industry that provides jobs and opportunities through the exploitation of natural resources. The bill applies to all higher and tertiary educational institutions in Zimbabwe. Despite crafting such a high sounding bill, Zimbabwean universities not only struggle to fund researchers, but face insurmountable hurdles in constructing the requisite innovation hubs. A case study design utilising a purely qualitative approach was adopted. Semi-structured interviews were used to collect data from fifteen participants who were purposively sampled from the selected institution of higher learning. Participants included the Director for innovation and research, faculty innovation and research Coordinators, faculty deans and deputy deans. Thematic analysis was used to analyse the data. It was established that the university had very limited funding to incentivise research and innovation among faculty members and could hardly finance patent and copyright fees. The innovation hub is not yet completed and funding from central government is minimal. It is recommended that calls for research and innovation can only be heeded if serious funding of research and innovation endeavors is done. It is again recommended that besides technical and product innovation, social innovation be given equal impetus.

A new role for University of Botswana Researchers: Publications visibility using RMS

Ms Monica Matlhaku, Mr Kenneth Kavuna, Ms Lesego Phuthego

¹Ub, Gaborone, Botswana, ²Ub, Gaborone, Botswana, ³UB, Gaborone, Botswana

Biography:

Ms Monica Matlhaku

Office of Research and Development

University of Botswana

In the strive for a knowledge-based world, convenience and easy access to research publications are not only a requirement but encouraged in the world of academia; and the University of Botswana's (UB's) Research Management System (RMS) is a step in the right direction to achieve this. Currently, UB is training scholars on how to upload their publications themselves on this system, for worldwide reception. Performance appraisals by management could not get any easier through the RMS, due to ease of access and suitability. Not only are we readying our scholars for the world, we are readying the world for our scholars.

Optimizing mentorship and exchange programs for research management capacity building at the University of Zimbabwe

Mr Antony Matsika¹, Ms Thokozile Mashaah¹

¹University of Zimbabwe, Harare, Zimbabwe

Biography:

Antony Matsika, BBS, MBA, PhD (Student) is an enthusiastic research management and capacity building leader based at the University of Zimbabwe. He is passionate about research capacity development and has supported many early career researchers to become independent and competent researchers. He has also supported many research teams in proposal writing. Antony currently holds the position of Programs Coordinator for HEPI-PETRA, Global NCD-ENRICH and SANTHE-BMGF. He is well-versed in coordinating learning approaches such as mentoring, exchange programs, interprofessional education, project-based multidisciplinary learning, team-based learning and experiential learning. He is a member of Society for Research Administration International

In 2010 the University of Zimbabwe (UZ) received funding from National Institutes of Health under MEPI to implement transformative health education and research programs, implemented through a consortium of universities from South Africa, United Kingdom and United States of America. Research management capacity building was key in the initiative. A three pronged strategy for long-term research management capacity building was employed namely; collaboration, mentoring and exchange visits. MEPI staff who performed key research administration functions; research coordination/leadership, grants administration, ICT tools for research, financial management and monitoring and evaluation were mentored through this program. They were paired with 2 US universities (Colorado Denver and Stanford) mentors. The mentorship included travel to the US universities to learn advanced research management. US mentors also travelled to UZ to mentor staff and also upgrade ICT systems. Staff were also exposed to regional and international networks (NIH Grants Seminars, SARIMA, INORMS and SRA International conferences).

The staff have become the nucleus of research management supporting faculty in proposal writing, pre-and post-award processes, use of ICT tools for research, monitoring and evaluation of research programs. They contributed to the development of a faculty research policy and training manuals. They have become facilitators for research administration, project management and REDCap database. They have presented at regional and international conferences. One staff who is now IPRC certified RMP has actively participated in other African and UK staff development initiatives. The staff are now also mentoring departmental and other universities research administration staff. One mentored staff from Africa University is now IPRC certified RMP. The ICT administrator has become a vital cog in providing researchers with support for the REDCap data management platform. The use of formal mentoring and exchange programs to build capacity in research management can bear positive results if properly supported by institutional leadership.

Conceptualization and Practice of Research and Innovation in the Global South: Insights from Zimbabwean Universities

Mr Emmanuel Maziti¹

¹*Great Zimbabwe University, Masvingo, Zimbabwe*

Biography:

Emmanuel is a clinical psychologist and a researcher. He is well published in mental health issues. Emmanuel has been engaged in innovative researches in mental health that has changed the field in Zimbabwe. He has pioneered an innovative research in African classification systems of mental health. In 2022 May/June, Emmanuel presented a paper at the 7th World Research Integrity conference held in Cape Town. He is a member of ARIN.

This paper will sought to establish the relationship between conceptions held by research and innovation offices in institutions of higher learning in Zimbabwean and practice of research support. Research and innovation offices are full with documents containing policies and practices on how research and innovation ought to be initiated and nurtured up to service and product harvesting. There is seemingly more lip service and documentation as compared to what is transpiring in practice. It seems as if research and innovation policies become invisible within the orbit of research practices. Such ineffective research support in practice is in sharp contrast to conceptions of research and innovation DNA. To understand the relationship, the study will use a conceptual framework developed from the Theory of Action. Ten institutions of higher learning will be examined and a meta-analysis of findings using the constant comparison method will be conducted. The authors will propose a model for effective research support for institutions of higher learning in Zimbabwe.

Impact assessment of research ethics and integrity training: An ODeL perspective

Ms Thando Mdaka¹, Mrs Tanya Coetzee¹, Dr Retha G Visagie¹, Dr Angelo Fynn¹

¹Unisa, Pretoria, South Africa

Biography:

Thando Mdaka is the Research Integrity Officer at Unisa. She is an emerging scholar and a member of SARIMA. She assists the Research Integrity Manager with inquiries of alleged cases of research transgressions. For the past three years, she has been involved in various aspects of research support, including the establishment of support systems and the development and coordination of research training offered by the Research Integrity Office (RIO).

Ethics training forms a vital part of the research support programmes at Universities. Within the context of this presentation, these services are offered by the Research Integrity Office (RIO) at an Open Distance e-Learning institute (ODeL) in Africa. The increasing number of staff members and postgraduate students accessing training programmes through online platforms has made it easier for the university to expand its reach to a wider community. An evaluation of the programmes' impact was done in order to make sure that the training met its goals. The aim of the study was to gather information about the various aspects of the training and identify areas where the programme can be improved. Kirkpatrick's learning evaluation model was used to evaluate the results of an online survey. The online survey included participants that have attended any 3 to 5 training offerings from the RIO in the past five years.

The results confirmed that the training raised participants' curiosity to learn more about research ethics and integrity, which led them to pursue further training. The need to stay current with environmental changes, the need to advance their knowledge and skills, and the desire to assist colleagues and postgraduate students to strengthen their research ethics practice were some of the key driving forces behind their motivation. The participants were generally satisfied with the training. In this presentation, we aim to create discourse about the need of performing institutional research ethics and integrity training impact assessments in order to develop evidence-based research capacity developing programmes.

Internal Alliances: Core team capacity building for management in research and innovation.

Ms Mirabell Moscote¹, Mrs Indira Sotelo¹, Mrs Alejandra González¹

¹*Universidad De La Sabana, Cajicá, Colombia*

Biography:

Luz Indira Sotelo is a full professor with a background in Food Engineering, PhD in Food Science and Technology from the Polytechnic University of Valencia, with academic stays in Japan 2003 in Japan International Cooperation Agency. Post-doctoral Fellow of the Carolina Foundation in 2010 and Full Professor at the University of La Sabana in 2016.

Universidad de La Sabana has an organizational structure that promotes from the International Relations Office, that each academic unit has an internationalization coordinator which enables a constant capacity building in different areas. The General Directorate of Research and the Directorate of International Relations work together in the mapping and effective recognition of the capacity of each unit in terms of research and innovation. Both units actively promote training through national and international partners, which allows the promotion of these skills, that are aligned to specific goals and objectives at an institutional level. The importance of the institutional strategy in the promotion and recognition of research and innovation management and administration capacity, facilitates the professionalization of this type of activities, which is reflected in the progress of research management in Colombia, permeates international cooperation activities as joint research projects and provides guidance for the search of international funds for research. This matrix model seeks to be replicated in the General Direction of Research and in other units, so that capacity building has greater reach within the University and therefore greater impact at regional and national level. The presentation will portray the general structure for capacity building at La Sabana, to support the general development of skills in management and administration of research and innovation.

Measuring Postdoctoral Researcher productivity as a mechanism to stimulate investment in capacity building programmes

Dr Palesa Mothapo¹

¹*Stellenbosch University, Stellenbosch, South Africa*

Biography:

I am passionate about capacity development in academia, improving research transition from academia to industry, and a focus on improving holistic development of high-end skills graduates (PhDs and Postdocs) in higher education in Africa. I hold a PhD degree in Zoology and 6 years' experience internationally as a postdoc. I am engaged in 3 communities of practices with universities in Ghana and South Africa focused on researcher development and entrepreneurship. Currently Steering committee member at the Research Management Network (RemNet), and the founder of the Pan-African Postdoctoral Research Network launched in 2022.

Postdoctoral Research Fellows (Postdocs) are emerging researchers within Higher Education Institutions (HEIs) who are within 5 years of graduating their PhD. They invest a substantial amount of time in research in order to increase their skills as researchers and to gain entry into academic positions. Given the low turnover rates, many remain in this position for too long without opportunities to build relevant skills to enable them to transition into other careers. Higher Education Institutions also do not invest adequate resources in training these scholars for diverse careers, although they gain significantly in terms of research contribution and productivity by PDRFs. Using Bibliometric and Scientometric analyses, the research activities and productivity of Postdocs at HEIs is mapped relative to the contribution of tenured academic staff. Further, the Researcher developer framework of Vitae is used to model the value addition in skills development for Postdocs as the future skilled workforce through mapping and development of key competencies.

The transformation of research into goods and services (innovations and industrialisation) in Zimbabwean Universities

Prof Francis Mugabe¹

¹*Zimbabwe Open University, Harare, Zimbabwe*

Biography:

Francis Mugabe joined the Midlands State University as a Senior lecturer, researcher and Associate Professor, Dean in the Department of Land and Water Resources. He was Director of Research and Director of Innovation and Technology Transfer at Chinhoyi University of Technology. For three years he was a visiting Professor on a SADC MSc programme on Water Resources Management (2009-2012). He served as a visiting Professor at the National University of Lesotho for eight months in 2018. Currently he is the Pro-Vice Chancellor responsible of Research, Innovation and Enterprise Development at Zimbabwe Open University.

Universities are part of the community and should serve the farming communities and industry to spearhead the country's development through production of appropriate innovations and technologies that can produce goods and services to take the country forward. Most of African universities had three pillars of education (teaching, community service and research) that were used for securing tenure and promotion while their counterpart universities in the developed world had since added two more pillars (innovation and industrialisation) in the last five or so decades. The last decade has seen our African universities adding two more pillars in their university education and Zimbabwe has officially added these two pillars some 5 years ago with the advent of Education 5.0 which ensures the production of goods and services. This paper describes how Zimbabwean universities have added two more pillars in university education and how universities together with the Ministry of Higher and Tertiary education, Science, Innovation and Technology Development are managing the change to come up with goods and services. A lot of changes have taken place, universities had Deputy Vice Chancellors and Directors of Research before 2015 and with the fusion of Education 5.0 the posts of Deputy Vice Chancellors and Directors of Research, Innovation and Business Development were appointed around 2018 to transform research into goods and services. The same period saw the construction of Innovation hubs and Industrial parks and the hiring of Innovation Leads and Business Development Specialists for the development, incubation, transfer and commercialisation of technology. The innovation hubs and industrial parks is meant to ease the establishment of small and medium enterprises as well as to allow cross learning best practices from fellow adjacent techno-entrepreneurs within the parks. The investment in innovation hubs empowers Africa's young entrepreneurial ecosystems since they are catalysts for innovation and entrepreneurship.

The importance of the research support office in providing capacity building for emerging researchers

Miss Sindiswa Mzizi¹, Dr Palesa Mothapo¹

¹*Stellenbosch University, Stellenbosch, South Africa*

Biography:

Sindiswa Mzizi is an Intern at the Postdoctoral Research Support at the Division of Research Development at Stellenbosch University. Sindiswa holds a Bachelor of Honour in Zoology and is busy with a Master of Science in Zoology degree. I love nature. I like hiking and spending time with family in my free time.

Capacity-building is defined as the process of developing and strengthening the skills, instincts, abilities, processes, and resources required by organizations and communities to survive, adapt, and thrive in a rapidly changing world. These training initiatives are usually targeted for tenured staff and early career researchers and are often exclusive to PhD students and Postdoctoral Research Fellows (Postdocs). Beyond the technical concentration of their research, Postdocs need to expand their skill set, which can help them excel in both academia and industry, opening them up to a range of career possibilities. Postdocs can find employment in any field and succeed in it through networking, communication, career planning, teaching, grant writing, and other professional development skills. Making time in a hectic schedule is difficult, and some postdocs experience pressure from their host to work exclusively on their projects during working hours which may have unintended consequences in terms of career prospects. The Postdoctoral Research Office at Stellenbosch University implemented a capacity-building program to help postdoctoral fellows in their career development. We conducted a survey to assess the skills needs of postdocs and fine-tuned the capacity building training available in response to identified needs. Postdocs identified that they need more skills development in these areas, research and teaching, professional, leadership and management, and job marketing skills. We provide a model for the research support office to improve on capacity building opportunities that grow the postdoc and emerging researchers within universities.

Building South-to-South Academic Networks: The ‘How’ on formation and sustainability of partnerships

Ms Jackie Norah Nanteza¹

¹*Makerere University School of Public Health, Kampala, Uganda*

Biography:

Jackie Norah Nanteza is a grants and sub-contracts management professional at Makerere University. She has 7 years' experience in research and grants management, particularly; in coordination of partnerships and collaborative projects between universities and other stakeholders. Jackie has effectively managed large-scale regional projects funded by different donors including USAID, the Global Fund and the Gates Foundation amongst other donors. Jackie is a certified Project Management for Developments professional and currently manages sub-contractors implementing research grants in over 15 countries in Africa.

Decolonization of Global Health is increasingly receiving attention in health programming. One way of making this a reality could be through building and successfully managing south-to-south inter-institutional partnerships. This will empower researchers in the global south to drive and be more responsive to the research agenda of their own countries and regions. We believe that the decolonization movement presents an opportunity to build onto decades of capacity gains from north-south collaboration while strengthening southern institutions and driving them along the path to self-reliance.

In 2018, Makerere University School of Public Health (MakSPH) in Uganda partnered with seven other universities in eastern and southern Africa to implement the Partnership to Enhance technical Support for Analytical capacity and Data use in Eastern and Southern Africa (PERSuADE) initiative. The partnership was funded by the Global Fund to enhance the analytical and data use capacity of Ministries of Health in Africa.

PERSuADE presents a tangible and practical illustration of the different stages of partnership initiation, implementation and sustenance in the global south. On partnership formation and sustenance, our experience underscores the significant role of that old partnerships play in the initiation of new partnerships, we established that collaborating and partnering is a cyclic process that keeps taking different forms along the sequence.

Our experience with PERSuADE also shows that south-to-south institutional partnerships and collaborations present opportunities for shared learning, create sustainable solutions tailored to local contexts and builds synergy to collectively work on common regional health problems.

Outputs, Expertise & Assets: Facilitating innovation & collaboration through enhanced discoverability

Ms Natalie Guest¹, **Mr Daryl Naylor**²

¹*Symplectic, London, United Kingdom*, ²*Digital Science,, United Kingdom*

Biography:

Kate is an expert in research management and people-centric product management. Prior to working in research and information technology, Kate spent almost a decade in academic libraries, specialising in research reporting, researcher engagement and information and knowledge management.

Kate leads product for the Symplectic team, guiding development of their suite of products including research information management system Symplectic Elements and grants management tool Symplectic Grant Tracker. She also works closely with Figshare, an open repository where users can make all of their research outputs available in a citable, shareable and discoverable manner.

Effective discoverability is essential to driving research collaboration and innovation: knowledge, after all, means very little if it is not shared. We see this in the growing international movement toward not only making papers open access, but also sharing outputs such as datasets, code, workflows and media openly accessible in order to drive insight and reproducibility.

And it's not only visibility of outputs that is important: being able to find, connect with and leverage the right physical resources is also critical. This applies not only to researchers themselves, who need to be able to navigate the networks of knowledge around them, but also to infrastructure and equipment. Higher education institutions and research organisations are home to high cost, highly-specified infrastructure which often go under-utilised due to a lack of visibility.

In this session we will explore how data around all types of outputs, researchers, and equipment can be publicly showcased to help build partnerships, drive innovation, increase research impact, and create technology transfer opportunities. We will illustrate different approaches taken globally through a series of case studies, highlighting:

- Ways to streamline the creation and maintenance of public research profiles.
- Effective strategies for curating metadata to optimise the discoverability of your outputs, experts & assets for a variety of audience including academia, industry, practitioners and the general public.
- Opportunities for combining expert profiles with open repository technologies to maximise the discoverability of your research.
- Emerging trends in discoverability including new data types & strategies for engaging audiences.
- How visual collaboration networks can help researchers navigate and find opportunities for collaboration, or members of the public or press find specialists on certain topics.

Research Impact Evaluation: From Income to Outcome

Mr Daryl Naylor¹, **Mr Ben McLeish**¹

¹*Digital Science, London, United Kingdom*

Biography:

Ben has been at Digital Science since 2014, focusing on Altmetric and then, when it launched in 2018, on Dimensions and Altmetric together. He is based in Yorkshire, UK.

Ben has worked in academic publishing and information services since 2004. Previously at John Wiley & Sons and The American Chemical Society, he also represented the introduction of the Summon Library Discovery service in Northern Europe while at ProQuest. Ben has also worked in TV and radio Media Monitoring in Australia as well as CleanTech and Digital Media sector analysis.

The UN Sustainable Development Goals are less than 7 years away. Public and private funders are now increasingly requesting evidence of societal impact resulting directly from the grants they award, yet institutional systems are not set up to detect and report such impact.

Digital Science presents an interconnected set of tools for research discovery, evaluation and funder reporting at grant level, broken down by key measures such as the UN Sustainable Development Goals. In this session we navigate across over \$2 trillion of global grant funding, 130 million publications, global patent literature and the over 250 million online mentions of research that we have detected in online and social media.

We move in one click from a grant awarded to a South African university, to the resulting publications of that grant, collaboration and citation networks of those publications, and from there to the reportable online dissemination of those results, as well as evidence of reuse of that research within global policy and think tanks and citations within patent literature.

Transformation into a Research and innovation management Unit: The case of The University of Zambia

Dr Wilma Nchito¹, Mr. Thabo Christopher Liswaniso¹, Mrs. Barbara Bwalya¹, Dr. Mususu Kaonda¹

¹*The University of Zambia, Lusaka, Zambia*

Biography:

Wilma S. Nchito is an urban Geographer who is currently the Director of Research and Postgraduate Studies. She is an Urban Geographer and has worked closely with the local authority and a Slum Dwellers International (SDI) affiliate on several research projects to co-produce knowledge for inclusive upgrading. She has published on the informal sector in Zambia, climate change and adaptation in the city, settlement upgrading. She has extensive knowledge of the city of Lusaka and urbanization of Zambia and has worked on several issues including local area planning, gentrification, access to water, climate mitigation, street vending and urban transport development.

The University of Zambia established the Directorate of Research and Graduate Studies (DRGS) in 1994 with the mandate to coordinate research and postgraduate activities of the University. In 2020 the approximately 90 percent of the postgraduate responsibilities were taken to the faculties as it was felt they could be better handled there. This has left the Directorate with the Research functions. The Directorate is therefore in the process of transforming into a Research and Innovation Management Unit This means transforming and expanding the Research Department that has been responsible for the general administration of research activities of the University. This paper outlines how the unit envisions its transformation from where it is now to where it intends to be if it is to serve the institution in terms of R&D. The main goal will be to assist academic staff in technology development and to enable them to produce commercial outputs from their research whilst creating knowledge transfer impacts. This paper will present results of a survey of academic staff and their understanding of R&D, innovation, technology transfer, IP, disclosure and other functions carried out by research managers to get an idea of the community the Unit will be serving. This will also give an understanding of where the unit needs to start in order to achieve the desired results. As the University of Zambia makes steps towards becoming a research-intensive institution the Directorate will have to play a key role and the paper will outline the proposed strategy that will help guide the institution. In developing this strategy, the unit seeks to learn from what other institutions have done and therefore the presentation will include benchmarking the units plans against best practices in research management that we intend to learn from within the region and beyond.

The New World Kirkpatrick Model as an evaluation tool for a research writing retreat programme

Ms Eleanor Nel¹

¹*Central University of Technology, Bloemfontein, South Africa*

Biography:

Eleanor Nel is a Research Officer at the Research Development and Postgraduate Studies Office at the Central University of Technology, Free State. She has a B.Com Master's degree in Industrial Psychology. Her research focusses on monitoring and evaluation in academic institutions. Her current role entails, among other, coordinating capacity development programmes for staff members and postgraduate students.

Research output is an indicator of institutional performance (and quality) resulting in increased pressure on academic institutions to perform in the research arena. Research output is further utilised to obtain research funding. Resultantly, academic institutions face significant pressure from governing bodies to provide evidence on the return for research investments. Research output has thus become a substantial discourse within institutions, mainly due to the processes linked to evaluating research output and the associated allocation of research funding. This focus on research outputs often surpasses the development of robust, widely accepted tools to additionally measure research impact at institutions.

An article writing retreat programme, for enhancing research output, was launched at a South African university in 2011. Although participants provided feedback after each writing retreat, no formal review was conducted to evaluate the research output directly associated with the programme.

A multi-method study, guided by the New World Kirkpatrick Model (NWKM), was conducted to determine the impact of the retreat model for the period of 2011 to 2018. Quantitative results indicated a total of 314 academics participating in 72 retreats over the study period. To better understand the quantitative results, an open-ended questionnaire and semi-structured interviews were conducted with nine participants from a particular faculty as a convenience sample. The qualitative findings highlighted the critical role of a multi-stakeholder strategy in strengthening support before, during, and after an article writing retreat programme to improve the impact and research outputs. Furthermore, monitoring on-the-job learning is critical to ingrain the new skills academics have learned during the writing retreat and to encourage them to be accountable and empowered. The NWKM additionally provided essential pointers on how to link the results more effectively from research writing retreat programmes to institutional strategic objectives to improve research performance and quality.

Research collaboration in Zimbabwe: Trends, patterns and issues

Dr Similo Ngwenya¹, Prof Nelius Boshoff¹

¹*Stellenbosch University, Cape Town, South Africa*

Biography:

Dr Similo Ngwenya is a Postdoctoral Research Fellow at the DSI-NRF Centre of Excellence in Scientometrics and STI Policy (SciSTIP), hosted by the Centre for Research on Evaluation, Science and Technology (CREST), Stellenbosch University, South Africa. She holds a PhD in Science and Technology Studies from Stellenbosch University. Her main research interests are studies of science policy, research collaboration, research uptake, research evaluation and bibliometric analysis. She has authored and co-authored several peer reviewed articles in national and international journals.

Over the past decades, various initiatives have been put in place to promote research collaboration between individuals, institutions and across sectors and geographic boundaries. This is due to a generally positive perception of research collaboration, in terms of citation impact, productivity and the solving of complex issues. Several studies of research collaboration have been performed for various parts of Africa, most notably for South Africa and countries in the western region of the continent. Little is known however about the collaboration trends and patterns of researchers in Zimbabwe. This paper presents such trends and patterns for the mentioned country, based on a bibliometric analysis of Zimbabwean articles for the period 1980-2016. An online survey of researchers in Zimbabwe was also conducted to solicit information about collaboration experiences. Using the survey data, the paper sheds light on the issue of so-called collaborator 'self-interestedness'. Self-interestedness refers to instances where collaborators pursue their own personal interest or advantage in research collaboration, thereby disregarding the views of others (e.g. claiming recognition on factors other than merit). It is generally argued that the success of collaboration strongly depends on the premise that all co-authors will uphold the values of honesty, fairness, trustworthiness, and respect for others. This paper highlights the extent of perceived self-interestedness among the collaborators of Zimbabwean researchers, focusing on the relationship with collaboration type and whether the perceiver is an early career researcher or an established researcher. The results presented have implications for best practice and research integrity in developing countries.

Research and Innovation Management: Is a Utopia Possible?

Mrs Carin Niemand¹

¹*Unisa, Pretoria, South Africa*

Biography:

In November 2011, Carin Niemand began working in the Finance Department at Unisa, dealing with financial transactions related to the research fund allocation. She became involved in the financial reporting process for the Research Department. In February 2017, she was seconded to the Research Department as the acting manager: Budget & Grants. Her main responsibility is to compile a report for management that includes all research-related accounts as well as the operating budget. Her passion to assist others motivates her to contribute to the creation of standard operating procedures for external funding at Unisa Research Department, among other things.

For research and innovation to have a global impact, research and innovation management is crucial. In this presentation I argue that an Utopia in research and innovation management could be attainable when leaders have a vastly increased understanding of the global research trends, legal environments, and financial arrangements affecting research and innovation management, in particular concerning finalizing grant agreement.

Policymakers often lack an understanding of how important institutional autonomy is to universities if they are to be expected to make a meaningful contribution to R&I. It is important that Research Policies and procedures are developed to guide researchers with the best practices when carrying out their plans. Service level agreements and Standard Operating procedure are helpful additions to the policies for managing interdependencies between the Researcher's, the Research Administrator and the Human Resources, Procurement Department, Finance Department, and Legal Departments to ensure that the research agenda are supported throughout the project. Researchers rely on the assistance of Professional Research Administrators to direct them through the phases of identifying financing, application, contracting, monitoring, expenditure, and close-up of the research project.

To enable the Research managers and administrators to fulfil their duties, training course, workshops, conferences are excellent opportunities for upcoming Research managers to gain knowledge. Training includes areas such as finance, budget management, human resource management, the creation of research opportunities, networking. Conferences, seminars, and workshops are organised on topics such as publications, research leadership, the commercialisation of research, entrepreneurship, and personal growth.

Research administrators and managers will require systems that will be able to deal with all the datasets to administer all the phases in grant management, to monitor the progress of each research projects and to record and analyses performance data such as publications, thesis, patents, and intellectual property. A Utopia for research and innovation management is then imaginable.

Whose research is it anyway? The quest for public engagement at the University of Botswana

Dr Kereilemang Khana Nthoiwa¹, Mr Olebile Bolobilwe¹

¹*University of Botswana, Gaborone, Botswana*

Biography:

Dr Kereilemang Khana Nthoiwa has over 26 years working in higher education, both as an academic and as an innovation management professional. She has a global experience, having worked in different universities and research institutions in Botswana and the United States. As an Assistant Director of Commercialization and Consultancies her current role involves managing and promoting the University's research output as well as managing consultancy contracts, a role that places her at the nexus between the university, industry and community to ensure mutually beneficial linkages, partnerships, and networks. She has published widely and presented at numerous international conferences.

Although academia is well-equipped to generate knowledge that can be used to tackle many societal problems and challenges, many universities play only a minor role in translating such knowledge and engaging the public and the decision makers in communicating outcomes of research. The University of Botswana (UB) is no exception to this. As a public university, it is even more important for the University to play a more dynamic role in creating relationships with industry and the communities in order to maximize the use of its research outputs and knowledge. Through its Strategic Plan of 2020-2029 the University has a goal of positioning itself as an 'Engaged university' that aims to 'establish sustainable and impactful intellectual, economic and social connections with the public'. In 2022 the University commemorated 40 years of existence since its inception in 1982. The university seized this as an opportunity to launch a series of activities with the goal to engage with the public and to showcase the University's research outputs and impacts beyond academic circles. A collaborative model was adopted in which stakeholders played a significant role in knowledge synthesis and sharing in ways that would benefit both the university and its various stakeholders. This paper highlights some of the approaches used in promoting dialogue and engagement between researchers, industry, government and public with regard to knowledge translation and the impact generated by the University's research. The paper also identifies some of the barriers that hinder successful and effective engagement, including challenges of measuring and documenting impact and engagement as well as demonstrating the extent to which impact is connected to the real needs and concerns of industry and the society.

Masters and doctoral online tracking system at the University of the Free State

Mr Katleho Nyaile¹

¹*University of the Free State, Bloemfontein, South Africa*

Biography:

Mr Katleho Nyaile is a Senior Officer at the Centre for Graduate Support at the University of the Free State. He holds a masters by research degree in Psychology. He is responsible for the postgraduate student tracking portfolio and has been involved with the Graduate Research Management (GRM) system from inception to date. The GRM system was introduced and implemented as an online tool to track, monitor, and evaluate the progress of postgraduate students from registration until graduation. Mr Nyaile oversees all processes involved with GRM and the development thereof and works with all seven faculties at UFS.

Institutions of higher learning in South Africa are largely made up of undergraduate student population in relation to postgraduates. Consequently, this results in administrative processes and systems that cater to the larger undergraduate student body. However, the postgraduate life cycle is different in nature and requires different administrative processes and systems to be able to provide the relevant support efficiently and effectively. The University of the Free State (UFS) employs a Graduate Research Management (GRM) online tracking tool which provides a full view of different components involved in the postgraduate life cycle. The main objective of GRM is to manage, track, monitor and evaluate the progress of postgraduate students from enrolment until graduation. It includes both administrative and academic business processes such as “student supervisor linkage, student supervisor memorandum of understanding (MOUs), title registration application, ethical clearance application, annual postgraduate progress reports, and research assessment”. It is additionally accompanied by a reporting tool which identifies “at risk” students early and enables decision making process in real time. The GRM system is beneficial to faculties as they can see their supervision capacity in real time in relation to their students' academic progress and thus inform their postgraduate enrolment targets. This reflective presentation sheds insight on the inception of the GRM tracking tool by UFS, processes followed, challenges, system “as is”, lessons learned and recommendations for institutions of higher learning for mapping out, developing, managing, and maintaining a postgraduate administrative business process system.

Research and innovation management in the Global South, experiences from Zimbabwe

Dr Willard Nyamubarwa¹, Dr Nhamo Mashavira¹

¹*Great Zimbabwe University, Masvingo, Zimbabwe*

Biography:

Dr Willard Nyamubarwa works as the Research Chair in the Julius Nyerere School of Social Sciences at Great Zimbabwe. His research interests encompasses innovations management and fostering research integrity in the Global South.

In 2018, the new Zimbabwean higher education authorities introduced innovation and industrialisation as additional pillars driving the higher education sector in the country. This move entailed that as a country, Zimbabwe is now gearing its efforts in research and innovations that can be used to drive the country's industrialisation efforts. Notwithstanding this noble move, Zimbabwe, like most countries in the Global South, is suffering from an economic downturn that has seen a curtailment in funding into areas like research and innovation. This move by authorities may be driven by the fact that, generally, research and innovations stemming from the Global South struggle to attract funding and where there are spawned, they are often ignored by the global community at large. On that basis the researchers sought to conduct a survey to determine the prospects and challenges faced by researchers and potential innovators in a third world economy like Zimbabwe. Using an online tool, data will be gathered from selected academics in all Zimbabwean universities as well as selected researchers registered with the Research Council of Zimbabwe. The findings of this research are expected to inform the global research community on the challenges faced by researchers and innovators in the Global South.

Research with human subjects in the Global South: Covid 19 induced prospects and challenges.

Dr Willard Nyamubarwa¹, Professor Crispen Chipunza¹

¹*Great Zimbabwe University, Masvingo, Zimbabwe*

Biography:

Willard Nyamubarwa is currently pursuing research interests in the field of research integrity. He has conducted research in the area before and presented the findings on an international conference.

The integrity of research with human subjects is strait jacket that every researcher must fit into in respect to the anonymity, confidentiality and the informed consent of the research participants. These three key ethical guidelines that demarcates the boundaries of ethical research with human subjects have over the years proved sacrosanct in determining the integrity of any research carried on human respondents. Meanwhile, this paper proposes that the advent of the Covid-19 pandemic has introduced new dimensions to the observation of these three ethical guidelines. This is particularly true in the Global South where resource limitations often lead to ethical infractions in pursuit of short-term goals. Using data gathered from researchers in Zimbabwe a country bearing the characteristics of economies in the Global South, the paper revealed that the use of online methods of data collection such as google forms which has been prevalent owing to the Covid-19 contact restrictions poses both challenges and prospects in terms of research integrity. The challenges stems from the fact that online data collection methods create a digital footprint that breaches the boundaries on anonymity and confidentiality. The data collecting agent can easily trace responses to their respondents thus compromising long held research integrity hallmarks. In addition, the research revealed that that the notion of informed consent which in essence should be an antecedent to the research engagement is now appearing as an afterthought to the research experience. However, all is not lost as the research revealed that the new Covid-19 induced digital data gathering landscape has presented numerous opportunities to researchers who can now gather data from widely spaced and diverse respondents using minimal resources.

Research and Innovation Management: Nigeria as a Case Study

Prof Joshua Obaleye¹

¹*Department of Chemistry, University of Ilorin, Ilorin, Nigeria*

Biography:

Prof. Joshua Ayoola OBALEYE is a Professor of Inorganic Chemistry, University of Ilorin, Ilorin, Nigeria. He obtained B.Sc. Chemistry (1977).and Ph.D. Radiation & Inorganic Chemistry (1981) from United States. He was former Head Chemistry Department and former Dean, University of Ilorin. He is the Chairman, ACS Nigeria International Chemical Sciences Chapter and Student Advisor, ACS University of Ilorin Student Chapter. He is a fellow of ACS, RSC, CSN, ICCON and NISEB. He has over 160 publications both nationally and internationally to his credit. He is a chartered Chemist and Chartered Scientist (UK). He is a member of Public Analyst of Nigeria.

It is very important for Africans to investigate many lacks and areas of weaknesses that are making us to remain on the same spot for many years as third world continent and unable to join the so called advanced continents. For Africans to climb the leader to expectation level there is need to take research very serious and make it of high priority in the annual budget of the nation concern. Abound in knowledge is to abound in research. Stability, progress, peace, harmony exist in a nation when research and innovation are strategically managed. For an industrialized nation to compete well in global market place, research and innovation management must be well placed in the strategic plan of that Nation. Despite the great interest in this management of innovation, people still have challenge with its principle and future research direction. There are many factors leading towards this.

This presentation will look at the challenge of management of the Research and Innovation facing Nigeria today especially from industrialization point of view. It was observed that for innovation projects to be a great success, it is necessary to be certain that all stakeholders play their part well. The conceptual and design phase of each project to the industrial-production and market phases are considered to be very important. All steps involved that led to the industrialization of research output and the innovation through the operating plans have been observed to focus towards the market. Other important factors that are affecting Research and Innovation in Nigeria and its impact on the masses will be looked at. Comparison with some other African countries will be attempted.

University of Ghana Internal Grants Business Process on Research Fund

Mrs Patience Okpoti¹

¹*University of Ghana, Accra, Ghana*

Biography:

As a Research Development Officer in charge of the Pre-And-Post Award Services of the University of Ghana Research Fund, under the Internal grants which mission is to promote, coordinate and facilitate research activities in the University, and lead the development plan of becoming an University with intensive edge cutting research. I have developed my career path in attending short courses and awarded the ERAMUS Staff Mobility Exchange Program in the UK. I am a member of SARIMA and SRAI to gain more exposure and enhance my day to day performance in the implementation of the processes in research administration.

With the rapid changes in technology and the advent of modern system, processes, procedures and management of research and innovation has also change. To conform to this technological change, research administrators has adapted new trends with the aim of making management, easier, convenient and more efficient. In this regard, the of University Ghana (UG) Office of Research, Innovation and Development (ORID) has introduce a business process to streamline and manage the activities of its internal grants. The implementation of these processes has been shortened to optimize efficiency and effectiveness of the Pre-and Pos Award on the grant application. The process starts with a call announcement through the UG Application Portal, after which applicants' information session is organized to brief applicants on processes in the applying and management of the grant. Afterwards, an initial review to select qualified applicants who meet the application criteria, a final review of the application is done by external reviewers before the announcement of the selected awardees.

As part of the implementation of the grant, the awardees are mandated to provide ethical clearance letter before the contract agreement would be signed by the awardees and the Office. The contract spells out the policies that governs the implementation of the funds.

Access to Research Management Information and challenges in College of Medicine, University of Ibadan, Nigeria

Mrs Olubunmi Olatoye¹, Dr Folusho Balogun¹, Dr Timothy Aladelusi¹, Dr Taiwo Obembe¹, Dr Ibukun Afolami¹, Mr Adesanmi A. Adetule¹, Ms Adenike A. Osiberu¹, Mr Babasanmi A. Osinkolu¹, Mrs Fatimah F. Salami¹, Prof Adesola O. Olumide¹

¹College of Medicine University of Ibadan, Ibadan, Nigeria

Biography:

Olubunmi Olatoye is a Research Administrator (RA) who oversees research governance related issues in the College Research & Innovation Management (CRIM), College of Medicine, University of Ibadan (CoMUI). She started her career in research administration in 2016 and as continued to build her research management skill sets from the pre-award to post-award stages of the research management cycle. Olubunmi is a University Administration Support Program (UASP) fellow and facilitator for research management trainings for Project Managers in CoMUI.

Research Management Information (RMI) encompasses all aspects of the research management cycle. Access to RMI encourages grant applications and it is key in the seamless management of grants awarded to institutions. There is dearth of information about the access of the staff and students of the College of Medicine, University of Ibadan (CoMUI), Nigeria, to RMI. The study investigated access to RMI and challenges encountered while accessing research grants among staff and students in CoMUI, Nigeria.

An online needs assessment was conducted using a semi-structured questionnaire on Google form platform among staff and students of CoMUI. Data about frequency and source of access to RMI and challenges encountered in the process were collected. Data were analyzed using descriptive statistics.

A total of 101 responses were retrieved. Of these 40.6% were academic staff, 21.8% were non-academic staff and 37.6% were students. On a scale of 1 to 10 (1 being the lowest and 10 highest), 24.4% of academic staff, 19.0% of non-academic staff and 10.2% of students, reported the frequency of their access to institutional RMI between 6 to 10. Overall, 22.8% of the respondents reported that they had access to RMI on other platforms aside the institution's research office. Of these, 2.4% academic staff, 14.3% non-academic staff and 23.1% were students. Also, 27.7% reported that they were aware of specific funding organizations that cover their areas of research interest and majority (43.9%) of these were academic staff. Some of the frequent challenges identified by respondents while accessing RMI include lack of/inadequate information, inadequate support/mentorship for proposal development, lack of training regarding funders' requirements.

Access to RMI among the study participants is poor. Improving and supporting access to RMI would increase knowledge and skills in research management process and consequently access to research grants.

Bridging the gap between research and innovation - the University of Ghana approach

Mrs Diana Adobea Owusu Antwi¹

¹*University of Ghana, Accra, Ghana*

Biography:

Diana joined the University of Ghana in 2012 as a Research Development Officer, responsible for the University's engagement with industry, intellectual property, and technology transfer. She developed the framework for the operationalisation of the IP unit, IP Policy and guidelines, and conducted programmes to raise awareness of IP at the University. Diana has served as a member of the UG IP Committee since 2016 and is a Co-chair of the African Sub – Committee of the International Strategy Committee of AUTM. She holds an MPhil in Economics, and a BA in Geography and Resource Development from the University of Ghana.

Research and innovation play a key role in the introduction of new or improved goods, services, and processes, promotes job creation and sustainable socio-economic development. Even though some innovative research findings emanating from the University of Ghana have been transferred for societal and industry use and informed policy making, several others remain on the shelves. A major challenge to the translation of research findings at the University of Ghana into innovative products and services is the absence of a gap fund to facilitate proof of concept or prototype development and help to position early staged technologies at a level that would attract investor buy in and facilitate technology transfer or commercialisation. Added to this, is the limited skills set and staff size in the technology transfer office to commercialise innovations. To address these challenges as a means of bridging the gap between research and innovation, the University has introduced certain strategic measures including the development of an Innovation Policy, and an Innovation Fund to help to move research from the lab to the market.

Other strategies include the establishment of innovation hubs, an Industry Academia Interaction Series, which brings together researchers, policy makers, entrepreneurs, and the public to discuss and shape the future of research and innovation in Ghana (and beyond), the promotion of student led entrepreneurial teams, facilitating strong connections with players within the innovation ecosystem to help to nurture research into innovative enterprises. Other measures include promoting academic industry partnerships, platforms for public engagements, enhancing the skills set of the technology transfer team to enable the team to better support the technology commercialisation process. It is expected that these measures would help to bridge the gap between research and innovation and promote technology transfer for public benefit.

Remote Research Administrators and its Impact on the Labor Market

Ms Jennifer Ponting¹

¹*University of Chicago, Chicago, United States*

Biography:

Jennifer is the Associate Vice President of Research Administration and Director of University Research Administration. Prior to joining UChicago, Ms. Ponting was Director, Pre-Award Services in the Office for Sponsored Programs at Harvard University. She served as Senior Contract Officer in Technology Ventures at Columbia University as well as the Export Control Officer and Contract Specialist for the Massachusetts Institute of Technology. Ms. Ponting received her B.S. from the University of New Hampshire and her Juris Doctor from Northeastern University School of Law. Jennifer is currently chairing NCURA's Select Committee on Global Affairs and serves on COGR Board of Directors.

Is remote work here to stay or just a lingering phase? This session will look at how remote work and a hybrid workforce will impact research administrators and overall challenges in the labor market. We will discuss pros and cons of remote work, workforce trends as well as the impact on institutions and implementation considerations.

Attendees can expect to learn the following:

Learn about the characteristics of the remote work landscape at different institutions and in different countries.

Recognize and evaluate the pros and cons of remote work.

Identify trends in the remote work environment.

Understand the impact of remote work on institutions.

Learn about different workplace practices to achieve and further workplace productivity in a highly remote work environment.

Administer the implementation of remote work at your institution

The target audience is leaders and managers who are looking for ideas to improve the service, productivity, and/or quality level of their research administration functions in a remote work environment. This session will be a combination of lecture and group discussion. Prior knowledge or experience of research administration and supervisor experience is recommended for this workshop to be meaningful to the attendee.

Global north and south collaboration – from capacity building to peer research

Dr Patrizia Rampioni¹, Dr. Carol Wangui Hunja, Dr. Rose Ramkat, Dr. Lillian Atieno Omondi

¹*Erasmus University Of Rotterdam, The Hague, Netherlands*

Biography:

Patrizia Rampioni, holds a PhD in Education from the University of Bologna, IT. She worked previously with NGOs and International Organizations (UNMIK) which brought her also to work abroad as in Montenegro, Kosovo, Israel and Palestine in projects on education, women empowerment and conflicts mediation and resolution. She has been working as RMA professional specialized in pre-award stage at the University of Bologna both in the Central Services and at Department Level (Architecture). Currently she is research and grant advisor in the Nederland's at the International Institute of Social Studies of the Erasmus University of Rotterdam, NL

The ever-growing demand for collaborative capacity building activities has seen establishment of strong consortiums. Most consortiums rely on RMA professionals for day-to-day project running and identification of more fundable opportunities. One example is a growing network of global North to South collaborative consortiums which has led to peer research activities. This was initiated by a project funded by NUFFIC, the Dutch Organization for internationalization in education, the NICHE project.

Successful implementation of the NICHE project led to development of more projects between Vrije Amsterdam University (VU), Netherlands; Moi University, Kenya and South Eastern Kenya University (ASALI project), also enlarging the partnership involving universities drawn from Europe, Kenya, South Africa and Turkey (CPC project) The CPC project aims at increasing research capacity by working in 'cultural domain' to foster development of research-rich environments where academics and postgraduate students can thrive. The project recognizes the role of RMA professionals in delivery of project milestones and in mobilization of additional resources through grant searching and writing. Hence, the project has done a grant writing skill building workshops for RMA professionals and researchers.

Furthering the relations of consortia, recently a new project has been awarded funding INSSPIRE project and other research proposals are being prepared using co-design approaches playing particular attention to indigenous knowledge.

This poster provides evidence on success of forging relations between institutions in global North and South enhancing capacity building within and without including development of peer-to-peer research advancing activities. Indeed, long standing international collaborative partnership has proved being mutual beneficial and equitable. Specifically, the co-creation process which is has been valued and experienced through the several projects' phases has ensured quality of partnership stressing the important role of RMA on sustainability of projects and necessity of close collaboration with researchers for a RMA professional development and proposal success.

Zooming out in Research Management to get a view on Innovation

Mr Gavin Reddick^{1,2}, Ms Davina Erasmus²

¹Interfolio, Cambridge, United Kingdom, ²Elsevier, Amsterdam, Netherlands

Biography:

Gavin Reddick is Chief Analyst at Researchfish. His background is quantitative and behaviorally focused, covering a range of non-parametric models. Current and recent research evaluation projects include investigating the proximity and strength of links between funding and drug therapies, connections between research funding and Research Excellence Framework (REF) case studies, modelling the probability of inclusion in REF case studies, understanding collaborative research networks, and institutional assessments for a number of organizations. Gavin serves as co-chair of the Research, Technology and Development section of the American Evaluation Association, and member of the Technical Committee for Interoperability and Standards (TCIS) for EuroCRIS.

CRIS functionality is rooted in the need to manage the registration of Research Output and the metadata around this. We use the research output, the “after-the-fact” registration of parts of the full outcomes of research projects, to get a view on the activity of the researcher and the impact of that activity through research output-specific metrics. We also use the picture painted by this output to showcase the researcher and represent their work over a period. While not wholly inaccurate, since the research output published by a researcher represents the “main learnings” of research activity that the researcher wants to share more widely, it is not a complete picture of the research nor of the researcher’s activity. Indeed, the discussion/argument over how to best measure the impact of research, has not reached, and it can be argued will never reach, a conclusion. However, a research output is a snapshot of a moment in the bigger research project, a zoom in on a moment. What happens when we zoom out?

This presentation draws on primary research undertaken using data from the UK REF2014 and REF2021 to develop a model to predict which research was selected for inclusion in impact case studies. We postulate that in zooming out to the wider project view, we will not only see more possible trends developing but also use that to understand possible indicators for other impacts/outcomes such as innovations along the lines of patents, spinoffs and other Intellectual property.

Evaluating north-south research collaborations: a white box approach

Mr Bas Rijnen¹

¹*Namibia University of Science and Technology, Windhoek, Namibia*

Biography:

As projects Coordinator at the Namibia University of Science and Technology, Bas Rijnen manages research grants (pre- and post award). Bas has presented at SARIMA conferences on north-south research collaborations (2019), Research Information Management Systems (2020), The Challenges and Considerations of International Project Collaboration (2021) and local knowledge creation (2022). He holds a Master's in organisation anthropology at Utrecht University and is currently doing his PhD in Sport Management at the University of Johannesburg. He was the African team leader of the TReMOR project (Toolkit for Early-career Research Managers Online Resources) under the International Research Management Staff Development Programme (IRMSDP).

A 2021 study (Rees: 2021) revealed that about 15% of 32,061 articles on global health research conducted in sub-Saharan Africa had no authors based in the country in which the research took place. Ebenezer (2022) concludes that most projects that aim to study, conserve or improve biological diversity in Africa have been led by researchers outside the continent and rarely meet the needs of people in Africa or align with its countries' science agendas.

This presentation will provide a critical reflection on north-south research partnerships in terms of local knowledge creation and impact using a white box approach where emphasis is more on the process of collaboration and the inner workings, connections, and operations of programme components than on the eventual impact. Practical experiences of southern partners (the Namibia University of Science and Technology and partner universities in Botswana and South Africa) will be presented as well as experiences of northern partners. It will look at the various stages of research management (pre- and post award), the process followed, the inner workings, the dynamics, and the power relations that take place.

The presentation will take Connell's Southern Theory as a theoretical perspective. The Southern Theory (Connell: 2007) provides a theoretical framework for greater critical engagement with knowledge produced by researchers within the global South and makes space for local context and local value creation. It critiques the dominance of Western models by identifying alternative thinkers and particular issues that have been overlooked in the academies.

Are most partnerships genuinely equitable? Are they really focused on sustainability and impact? To what extent is local knowledge created in the Global South while collaborating with Northern partners? The presentation will conclude with points of attention and recommendations for Research Managers in the Global North and South to ensure local knowledge creation and impact.

Processing of Creative Outputs at the University of the Free State for DHET Subsidy

Ms Boemo Segoje¹

¹*University of the Free State, Bloemfontein, South Africa*

Biography:

A young professional with a Bachelor of Arts Honours in Sociology from Wits University. Currently responsible for coordination of creative outputs at UFS. I have an insatiable drive to grow and learn

One of the ways in which the Department of Higher Education and Training (DHET) funds University of the Free State (UFS) research is through creative outputs (CO). Creative outputs recognized by DHET that UFS has submitted since 2019 include fine arts, music, design, literary arts, theatre, performance, and dance. The faculty works with the Directorate of Research Development (DRD) in processing CO to be evaluated by DHET for subsidy. This process is crucial as it ensures that there is integrity when submitting to DHET.

The first step in the process is for the researcher to capture their creative outputs on the Research Information Management System (RIMS). Then, outputs are routed to the head of the department for quality assurance. This phase helps ensure that submitted creative outputs meet the stipulated criteria. As the DHET policy suggests, particular focus is placed on the originality, relevance, and newness of the output submitted. The faculty research coordinator validates the URLs and ensures they are converted to “ufs.figshare.com.” Thirdly, the research office receives all CO that meet requirements. Further, the creative outputs coordinator is responsible for overseeing and managing the compilation and final submission of CO for DHET subsidy. The coordinator liaises with external peer reviewers on creative outputs evaluation. When external peer reviewers agree to assist UFS in the peer review process, the coordinator makes the submission using the Research Output Submission System (ROSS).

The current system is working as it has contributed to the overall efficiency and the success of receiving DHET subsidy. However, there is room for improvement and challenges to be conquered.

Uptake of writing retreats at the University of Limpopo – March to December 2022

Prof Mosa Selepe¹

¹*University of Limpopo, Polokwane, South Africa*

Biography:

Mosa Selepe is an Associate Professor in the Department of Research Administration and Development at the University of Limpopo since 2019. My main responsibility is to support and develop research for postgraduate students and staff. I also source funds for the development and support programmes for staff and post-graduate students, invite funding agencies to make presentations about funding opportunities, hold regular meetings with staff to highlight them on available funding opportunities, contract-in professionals who would advise and assist UL community on how to conduct research and I am responsible for the development and revision of all research policies and procedures.

Research and academic writing are gradually challenging to prioritise in institutions of higher learning. Academic writing retreats are gaining popularity as a means to help academics to publish papers in accredited journal. Writing retreats are a way to make time and space for writing. They are used as a vehicle to improve postgraduate outputs, research funding, organisational status, performance expectations and personal career aspirations within the institutions of higher learning. They are one of a range of strategies used by universities to boost publication output. Writing retreats create a safe opportunity and an atmosphere of trust, for productive writing. The process helps participants to learn from each other about paper writing, and build a multidisciplinary community of writers who would provide support and advice to one another. Academic writing explores important links between teaching, research, writing and scholarship. It provides a platform for a productive working experience in which each participant would commit to a specific writing goal and try to achieve it. Furthermore, a writing retreat may have limitations if not planned well, e.g. short retreats in terms of days as well as unstructured retreats. For the past six years, UL has offered writing retreats to different groups, namely, academic and administrative staff; staff in leadership and management positions and supervisor-candidate. Hence drawing from my own experience, writing retreats form a learning space known as the 'third space'. In such spaces, as seen through an Activity Theory lens, differences can be understood as drivers for collaborative learning and development. Theorising writing retreats as 'third spaces within an Activity Theory framework then open up ways to potentially enhance participants' learning experiences. This report will share how the UL uptake the writing retreat by looking at the faculty members, gender and academic level.

Using a Research Management Professional Competency Framework in the Establishment of a Research Office

Ms Takatso Semenya¹

¹*Sol Plaatje University, Kimberley, South Africa*

Biography:

Takatso Semenya holds a MBL Degree and is pursuing a PhD with a focus on knowledge translation. She is currently Director: Research at the Sol Plaatje University and has previously worked at SARIMA, as a Research Management Project Specialist. Prior to this, she was the Research Office Manager at the Sefako Makgatho Health Sciences University as well as worked as a part time Research Management Consultant on various projects with SARIMA, DHET and UP. She has developed a good understanding of Research Management and is passionate to see the practice grow into a fully recognised profession across Africa.

Research Management (RM), a growing field of expertise, has largely been embraced in the South African (SA) higher education system through the institution of university RM Offices. Of the 26 Universities in South Africa, Sol Plaatje University as one of the two new universities in the post-apartheid era, has been the latest university to establish its RM function in December 2019. The Director: Research was tasked with establishing the office structure as well as systems and processes to provide a supportive research environment for the university.

SARIMA has been in the forefront of professionalising the vast field of work and has since come up with the RM Professional Competency Framework (PCF) which lists key competency areas needed in the profession. The purpose of the presentation is to highlight two ways in which the SARIMA PCF was used in establishing SPU's Research Office.

One of the first steps in the establishment of a new office is to identify and articulate the core functions and the structure of the office. There are many views on whether function determines structure or whether structure determines function. The presentation explores how the PCF was used as a foundational framework in identifying the functions and structure of the SPU Research Office. Following the structuring of the office, the PCF was also used in developing job descriptions for the office organogram.

The use of the PCF provided a detailed framework from which an office of RM may be established from scratch. The context of the University dictated some of the boundaries within which the framework may be applicable. Furthermore, some gaps were identified where the framework was silent on functions which were necessary for a small and young university. A further emergence was that of the interconnectedness of the RM and IM functions seen in smaller universities.

A unique research support structure setup enabling specialization, knowledge - and cross competence exchange

Mrs Stine Skipper¹, Mrs Jane Finnerup Johnsen¹, Ms Veronica Chesi¹

¹*Copenhagen Business School, Frederiksberg, Denmark*

Biography:

Stine Skipper, Denmark, is chief research advisor and has more than twenty years' experience with research support, both pre- and post-award. She has a huge knowledge about both public and private foundations from her employment in several research institutions and universities. She has supported researchers from different scientific backgrounds such as energy- and environment, vaccine production, and civil engineering. Today, she is employed at Copenhagen Business School with special assignment related to Danish and international private foundations.

The poster will give an overview of a unique set up of a professional Research Support Unit at a Scandinavian university.

One of the unique features of the Copenhagen Business School (CBS) Research Support, is the appointment of so-called Funding Coordinators (FC) among the senior faculty staff at each Department, who work in close collaboration with the consultants in the research support office. With a scientific background, the FCs bring other qualities to the application process and can play a different role. By bridging the competences of FCs and research consultants, strong and efficient support is provided to the researcher in the application process and to the department and department leadership.

Another unique feature is the specialization and professionalism of the central Research advisors. The Research Support Office (RSO) at CBS is divided into three source groups, the EU group focusing solely on European Commission grants, the Public Group focusing on public funds, and finally the Private group dealing with private foundations. This specialization allows for a deeper knowledge of both the concrete calls, the motivations behind and not least the policies shaping the calls, securing a unique and tailored support for both the individual researcher and the broader CBS community strengthening the organizations strategic aspirations in this field.

Finally, the Research Support Unit maintains a digital database allowing for a complete pipeline and activity overview as well as production of multifaceted management information.

The Poster will show the governance structure including the matrix of roles, functions, and competences for both research consultants and scientific Funding Coordinators.

Enhancing the Sustainability of Health Research Groups

Ms Carmelita Sylvester¹

¹*University of Cape Town, Cape Town, South Africa*

Biography:

Carmelita Sylvester is a Centre Manager at UCT's Centre for Infectious Diseases Epidemiology Research (CIDER). Her career in research management spans 20 years and includes working in the UCT's Research Contract and Innovation Office for about 8 years, before moving into the role of Centre Manager for two very different research centres.

Carmelita completed the Executive MBA program at UCT's Graduate School of Business earlier this year and used this transformative learning experience to explore her interest in research management and design thinking.

Today's world is changing, so too is the role of the university. Modern universities function in an increasingly competitive, uncertain and fragmented world, evolving into highly complex organisations. The impact evident in the production of knowledge. The traditional paradigm of scientific discovery is transforming from an investigator-initiated, disciplined-based production to a transdisciplinary collaborative enterprise, led by university-based research centres and groups. These entities promote professional excellence, improves teaching, independently fund their research and is an important driver for socio-economic advancement. They provide the organisational framework to coordinate and expand the universities research enterprise. In South Africa these research entities are in a fragile state. Research by its very nature is difficult to manage. Taylor (2006) beautifully describes as, 'Managing the Unmanaged'.

The study seeks to understand and explore how the management of funded research can contribute to the sustainability of research entities, particularly health research entities operating in a South African context.

The research undertaken is qualitative in nature and grounded in data. Eleven semi-structured interviews was conducted with professionals and academics involved in the management of research and analysed following the methodological use of a Constructivist Grounded Theory approach.

A key outcome of this study recognise that sustainability is built through the diversification of services, income, resources and capacity, i.e. how well the research entity is able to diversify its research mandate and thus its income streams. 'Sustainability' in this context will also depend on the university's ability to adequately provide an effective management framework for its research entities.

There is little empirical research conducted on this topic. A new approach is needed to manage and support an evolving research entity that is able to operate independently and parallel to the university structures and has the flexibility to be agile and adaptable in a changing landscape.

Quantitative analysis of the impact of URA(RMA) on university-industry collaboration activities in Japan

Dr Makiko Takahashi¹, Dr. Koichi Sumikura¹, Dr. Toru Yoshioka-Kobayashi¹, Dr. Kazuma Edamura¹, Ms. Yoko Furusawa¹, Ms. Makiko Watanabe¹

¹*Kanazawa Institute of Technology, Minato-ku / Tokyo, Japan*

Biography:

Dr. Makiko Takahashi, Professor, Kanazawa Institute of Technology, Japan, is a Vice-Chair of RMAN-J. and a Chair of INORMS. For the past twenty years, she has devoted herself to the promotion of academia-industry collaboration, technology transfer, and research strategy, while working for Tokyo Institute of Technology, Tohoku University, and RIKEN. She has been appointed to various advisory roles in national and governmental organizations, including MEXT, METI, JST and a visiting scholar of the National Institute of Science and Technology Policy (NISTEP). She has served to establish the skill standards and educational program of Japanese URA system.

The development of university research capabilities and the promotion of industry-academia collaboration are important issues for science and technology (S&T) innovation globally.

In general, Japanese URA (University Research Administrator; in Europe, it is known as RMA in general) activities were triggered by S&T policies starting in 2011, and in these ten years, the number are increasing gradually. Currently there are about 1,500 URAs active at universities and other academic institutions (hear in after, universities) throughout Japan (MEXT 2022). On the contrary, under the severe circumstance especially in financial aspect, the importance and real function of URAs are continuously discussed with the stakeholders such as government officials, funding agencies and university headquarters.

Based on this recognition, our research question is: "What kinds of positive effects do URAs really have on research productivity and industry-academia collaboration activities in current Japanese situation? And what is the most efficient evidence to realize the importance of URAs to their stakeholders?"

To examine this question, we construct an original panel database from several official survey such as MEXT survey, S&T survey and Japanese Statistics Bureau.

The basic variables of each university organization are; the number of URAs, the number of researchers, the number of total employees, the number of support staffs, total operating grants, the number of support staff per researcher, the number of URAs per researcher etc.

The explained candidate variables are; the number of Grants-in-Aid for Scientific Research (amount and number of cases), joint research funds from the private sector (amount and number of cases), number of papers generated, number of invention notifications, number of patent applications, number of licenses etc.

We quantitatively analyze and evaluate the relationship between the presence of URAs and variables such as industry-university collaboration activities, acquisition of external funds, paper productivity, and intellectual property productivity.

Facilitating multi-partner collaborations: experiences from a Southern African HEI

Prof Moffat Tarusikirwa¹

¹Zimbabwe Open University, Harare, Zimbabwe, ²University of Eswatini, Manzini, Eswatini, ³University of Zambia, Lusaka, Zambia

Biography:

Prof. Moffat Chitapa Tarusikirwa holds a Ph.D. (UWC). Currently he is a professor in the Department of Teacher Development at ZOU. He has been external Examiner for UZ, University of Fort Hare, University of the Free State, Durban University of Technology and University of Zambia. He has presented 58 International Conference papers, published 28 articles in refereed journals, 2 books, and 3 book chapters. Furthermore he is a member of the African Network for Internationalization of Education (ANIE) and the Zimbabwe Academic and Non Fiction Writers Association.

Recently in the Research and Innovation sphere there has been an increased tendency to call for multi-party collaborative efforts by participants in order to get the necessary funding. This co-creation of value from a Regional or Global perspective has become the norm. Experience has brought to the fore a number of inherent challenges and complexities associated with multi-partner collaborations. Indeed in some instances, the ability to accomplish a research project lies in the ability to attract and form a multi-partner team of experts that works together to accomplish the task. Such co-creation of value enables organisations to avoid the usual lack of skills that may be available at one institution by complementing those with colleagues from other institutions for better goal achievement. The challenges lie in a broad spectrum of issues bordering on some of the following: team member expectations and work ethics/ culture, team work by members of the research team, different cultural expectations by members from different countries, the temporary nature of team alliances for the project duration comes with tensions that manifest in the quality of project delivery outputs among other issues that this paper will discuss. Apart from the inherent challenges associated with multi-partner collaborations, the paper will cover aspects of possible solutions to such challenges and a way forward. That way this research paper aims to share these important issues with colleagues and the audience for the benefit of current and future multi-party research and innovation collaborations.

Capacity building of upcoming research administrators through collaborative network Platforms

Ms Boniconsilli Tusiime¹, Ms. Melissa Sanyu Nakiyaga¹

¹*Makerere University, KAMPALA, Uganda*

Biography:

I am a Grants and Contracts officer, Makerere University College of Health Sciences. I am currently enrolled on Professional Certificate in Research Management with The Southern African Research and Innovation Management Association (SARIMA). I support source for suitable funding opportunities for faculty and researchers, negotiate grant contracts agreements, programmatic and fiscal, project risk assessment and management, compliance and grant close out. I also facilitate and deliver training for various donors, grants management processes. I have wide-ranging knowledge and experience in grants management for both prime and sub-awards. I am keen to contribute to professionalization pathway for research Administrators in Africa

Amidst the increasing research funding, bigger and more complex scientific questions keep emerging and expanding research at Makerere University. There's evidence that capacity development and preparation of young and upcoming research administrators (RAs) at Makerere University is relatively lacking. Currently Makerere University has developed discussion of forums like well-structured Research Administrator WhatsApp groups, discussion groups between established research administrators and early career research administrators these have empowered better access to mentorship, training resources. To maximize the impact of research, Makerere University explores approaches that address the new opportunities and upcoming research trends. I would suggest that having more established researchers and early career research administrators from different institutions in Uganda in Africa and beyond to be part of the discussion forums and platforms to share skills, experience. Positive environments allow exchange of opinions, growth of ethical professionalism among young and upcoming researchers. Profiling diverse RAs on these discussion forums engaging in training, skills development, skills and knowledge support has been a source for peer mentorship, a medium for exchange of ideas and next generation skills and capacity development. RAs engage in support that encompasses the life cycle of grants management and beyond proposal writing itself

RAs with limited capacity in research development and management but with clear learning intention's and actively engaged in a large range of research management activities enhance the success of research and innovation management. RAs benefit from the social networks, experience and expertise and the structuring elements of the institutions of established researchers. Faculty with passion for research provide formal mentoring programs, trainings, apprenticeships, coaching's to early career researchers with sustained commitment and learning.

From Fund and Forget to Commit and Integrate; bridging the gap between research and innovation

Dr Annelies Van Ravestijn¹

¹*Dutch Arthritis Society, Amsterdam, Netherlands*

Biography:

After working as a PhD student and postdoc, Annelies van Ravestijn has sat at the R&D table at different sides: first in the seat of the government funder, followed by a switch to the seat of grant advisor at an academic hospital. Sitting at these different seats built her expertise in public-private partnerships, research funding and management without losing sight of the challenges of being a researcher. Recently she moved to yet another seat, that of the charity the Dutch Arthritis Society. Supporting academic researchers, building networks with companies and leveraging external funding, all to really impact patient lives.

Traditionally, Dutch Health Funds such as the Dutch Arthritis Society (DAS), have been offering funding for fundamental and translational research to academic institutions. However, achieving real impact for patients has always been very difficult, as the funding does not cover the whole bench-to-bedside chain and is directed primarily at academia. The role of DAS was mostly passive, doling out funds to excellent research projects and collecting reports and publication lists. Recently, DAS decided that if research is to achieve impact for patients we need to have an active role in the bench-to-bedside chain and stimulate collaborations between the different stakeholders in that chain, such as private partners. DAS needed to become a full and committed partner and as such do active portfolio management and network connecting. The strategy needed to change from fund and forget to commit and integrate. As part of this strategy new expertise was brought in regarding trends and possibilities of public-private partnerships and what other types of funders (e.g. national government and HorizonEurope) have on offer complementary to DAS own resources and grant instruments. That way it would be possible to create more leverage for impactful research in relevant disease domains as well as actively stimulate and strengthen the stakeholder network needed to achieve impact for patients and society. DAS is one of the first Dutch charities to position itself more actively WITHIN the bench-to-bedside chain to stimulate, fund and support all phases of that chain. Via focused policies we aim to bridge the gap between research and innovation. This aligns excellent with the vision of research and innovation as a quadruple helix ecosystem and the trend to actively engage patients and citizens during research and innovation steps. This strategy creates interesting possibilities for grant advisors/project managers at charities as they have the key expertise needed.

Managing researcher portfolios with system integrations

Mr Roger Wood¹, **Ms Maricél van Rooyen**²

¹InfoEd Global, Albany, United States, ²University of the Free State, Bloemfontein, Republic of South Africa

Biography:

Roger has over thirty years' experience in research administration including pre-award, conflicts of interest, animal facility and recharge center management, and information systems. Prior to working at InfoEd, Roger focused on electronic research information systems development and implementation for over ten years involving pre-award, protocol development and management for human subjects, animals and environmental health and safety, animal facility management, training and certifications, and website and intranet development and management. Roger started with InfoEd in 2006 as a Product Manager working closely with clients and focusing primarily on grants-related modules and now leads InfoEd's Product Management team.

Recognising a complete portfolio of a researcher's activities is important, but it is not always that easy to manage. Researchers are globally evaluated according to research impact and bibliometrics. Research spans over disciplines and continents and getting it together can be a complex activity for researchers and Higher Education Institutions (HEIs). Electronic research management systems are, therefore, vital in research management at HEIs. Research management does not only include institution-specific processes but the importance of pulling data from external resources to provide a complete picture of a researcher's work and to analyse and understand their research performance. To achieve such a big goal, it is important to have system-to-system integrations to pull information together, ease the reporting process, and assist in a complete portfolio hosted in one place.

System-to-system integrations with platforms such as ORCID and Figshare facilitate data management and reuse without redundant data entry. They have partnerships with many research management systems. For example, current research information system (CRIS) vendors integrate with ORCID to synchronise researcher information linking data within their system to ORCID profiles.

Figshare, a web-based platform for managing and sharing research data, similarly supports pushing and pulling data between institutional systems and Figshare repositories. These are examples where system-to-system integrations between institutional data systems and collaborative platforms serve as a bridge to reach a common goal.

We need more unifying processes and a more sustainable systems-agnostic approach to creating an environment to bring systems together to maximise relevance, prevent siloed information, and avoid unnecessary duplications of effort ensuring streamlined research information management activities.

It became crucial for the research community, HEIs, researchers, funders and publishers to draw together the greatest possible range of research data and rely on relevant, updated, accurate data for the broader research information landscape.

Research compliance and ethical principles in Environmental and Biosafety Ethics: Breaking New Ground

Mrs Maricél Van Rooyen¹, Prof Johan Hattingh²

¹University of the Free State, Bloemfontein, South Africa, ²Stellenbosch University, Cape Town, South Africa

Biography:

Maricél is Project Manager for the Research Information Management System and an Ethicist, with experience in research ethics, research management and system management. Maricél completed a PGD in Applied Ethics and MPhil in Environmental Ethics cum laude at SU, covering a niche area. Maricél implemented and coordinated all ethics processes and ethics training programs. She was a SAALAS representative in Tunisia in 2019 to assist Africa committees with Guidelines for Animal Care and Use. Maricél serves on the UFS Senate Research Ethics Committee and the Central Eastern Region Forum's Community of Practice. She acts as the UFS POPIA Champion.

Over the last two decades, there was an upsurge of research and innovation in biotechnology and related fields, leading to exciting new discoveries in areas such as the engineering of biological processes, gene editing, stem cell research, CRISPR-Cas9 technology, Synthetic Biology, recombinant DNA, LMOs and GMOs, to mention only a few. At the same time, these advances generated concerns about biosafety, biosecurity and adverse impacts on biodiversity and the environment, leading to the establishment of Research Ethics Committees (RECs) at Higher Education and Research Institutions dedicated to reviewing research with implications for biosafety and the environment.

These Biosafety and Environment Research Ethics Committees, referred to as EBRECs, are in the early stages of their establishment and formalisation, and there is much uncertainty about their composition, scope, procedures of decision-making and the principles that should guide their deliberations and assessments. In many respects, EBRECs are venturing into uncharted territory, facing a very wide range of complex research fields, far-reaching research practices and deep concerns new to Review Boards, raising the question to what extent EBRECs can fall back on the fairly well-established principles and procedures of RECs focusing on Human, Health or Animal research, and to what extent they need new or adapted principles and procedures.

Against this background, my paper will look into the current state of ethical principles for ethics reviews in the field of environmental and biosafety research ethics and to establish which principles are currently used in this context. Also what ethical principles must be adopted by environmental and biosafety research ethics committees and guide them in their decision-making? Due to the complexity of EBR, different categories of principles could be the solution for EBRECs that can serve as an accessible and easy-to-use guide in decision-making.

Bridging the Capacity Gap: Mentorship and Exchange Programmes between Higher Education Institutions and Industry

Ms Delia Weimers-Maasdorp¹

¹*Namibia University of Science and Technology, Windhoek, Namibia*

Biography:

With 16 years experience of project and programme management, public health programming and community development programmes, she has worked closely with International donors, Civil Society and Governmental Partners and has successfully seen through the management and coordination of externally-funded projects targeted at mainly socio-economic development. Since 2018, she has been in the realm of Research and Innovation Management at the Namibia University of Science and Technology, where she is currently a Project Analyst in the Directorate of Research, Innovation and Partnerships - driving various strategic, innovative and operational aspects of Higher Education Institutes' and Industry collaboration.

Higher Education Institutions are not meeting the Industry Demand for required skill sets – specifically in terms of Knowledge, Innovation and Technology. What is the missing link? Where is the gap? How can HEI's, together with Industry, bridge this gap?

The rise of a global knowledge economy has intensified the need for strategic partnerships that go beyond the traditional funding of research projects. When companies, development partners and Universities work in tandem to push the frontiers of knowledge, they become a powerful engine for innovation and economic growth. Through the High-Tech Transfer Plaza Select (HTTPS) initiative, the Namibia University of Science and Technology has created a home for Digitilisation to strengthen Academic-Industry ecosystems and to develop new skills for a next-generation workforce.

It is predicted that there will be a shortage of Technology-oriented professionals in Namibia in the next coming ten years. There is a definite need for building Talent Alliance through Academies and Training Partnerships so that Talent Standards are set and cultivated by both HEI's and Industry. Through this process, students and select members of the public are able to access NUST HTTPS Certification, NUST Intelligence, Industry Partners, and employment opportunities.

Driven by the concept of a "Research Conveyor Belt", NUST, through the HTTPS, is working to match knowledgeable and skilled students and graduates who are able to match high-quality Industry and enterprises with good prospects and looking to expand. A key component of this is Internship /Mentorship/Exchange programmes as well as Work Integrated Learning (WIL) to transfer talent value and create job opportunities in line with the needs of Industry. The concept aims to result in strategic partnerships to merge the discovery-driven culture of the University with the innovation-driven environment of Industry. Ultimately, University and Industry partnerships will be strengthened to unlock specialised expertise and investment opportunities.

Orientation and Onboarding New Research Administrators – Ninety Days to Make a Difference

Mr Bruno Woeran¹, Ms. Tolise Dailey¹, PhD. Bryony Wakefield¹, Mrs. Abby Guillory¹

¹PMU, Salzburg, Austria

Biography:

Bruno is currently Head Research & Innovation Management www.PMU.ac.at & CEO PMU-Innovations Ltd. Over the past three decades he facilitated EU Affairs and Innovation Networks for www.MerinoVA.fi OY AB and <http://www.lut.fi>, Finland; Senior Expert Controlling www.IST.ac.at, ICT at www.eutema.com and DANUBE, the university-industry EU transfer organisation in the Vienna Region (FP3-7).

He pursues his PhD at OBS, Finland, holds a MBA University of Nebraska, Omaha (1993) and University of Economics, WU Vienna (1991).

Bruno engages in several networks; IPChair www.NCURA.edu RVIII; IPPresident www.TII.org; Board member www.ISPIM.org; co-editor, trainer and author on knowledge transfer, expert systems, certificates, innovation and intercultural communication.

Orient and onboard new research managers and research administrators first, then train them. Why, because it matters? New hires should go through a 'Welcome Wagon' orientation program to help newbies learn the layout of the land. The next step is 'Employee Engagement' an onboarding process that provides a clear understanding about the employee's job role, duties, and expectations. Engagement is the key tool for helping employees stay in engaged throughout their learning. The goal of orientation and onboarding is to support research managers and research administrators as they acclimate to their new organization, colleagues and their boss. When employers circumvent the orientation and onboarding process no one wins.

Making sense of it all, Funding Agency updates and innovations- What does it mean for Institutions?

Ms Noluthando Zikode¹

¹*University of Pretoria, Pretoria, South Africa*

Biography:

Miss Noluthando Zikode is a Research Grants Coordinator in the Capacity Development Unit of the Department of Research and Innovation at the University of Pretoria. She has been with the University of Pretoria for over 7 years. Prior to joining the University, she was with the Department of Higher Education and Training for 3 years. She has a love for the Higher Education and through her experience, has gained knowledge of the sector and skills in sourcing funding, writing proposals and managing funded projects.

Technological advances have played a key role in how research is managed in Higher Education Institutions (HEIs). Over the past decade, researchers have had access to platforms that enable them to source, propose, submit and managed research grants from local and international funding agencies. With time, be it new developments, benchmarking and the availability of best practices, there are always updates and improvements implemented by these agencies and the grantees are expected to adopt these at an institutional level.

In a quest to adopt a more advance, user friendly and one-stop type of system for grant management, the National Research Foundation (NRF), which is South Africa's biggest funding agency, updated its old NRF Online Submission System and launched the new NRF Connect System in 2022. The key feature is the requirement of an ORCID Identification in order to utilize the platform. Though launched with great excitement from the research management community, this new system quickly became a challenge. Some of the challenges included functions that did not work; revoking certain access to research administrators, inability to perform certain functions, etc. The University of Pretoria where the NRF on an annual basis accounts for over 60% of total grant applications, was not spared of the frustrations and challenges experience by majority of South African HEIs.

This paper seeks to uncover the implications of the new system at an institutional level in terms of the required training for both researchers and administrators, the relationship between the Research Office and Faculties, the relationship between the Institution and the NRF, the implications in terms of managing NRF calls and grants, how this could've been better implemented and lastly, ideas for the way forward.

foRMAtion: a unique initiative to train and mentor university students as potential future RMAs

Ms Virág Zsár¹, Ms Cristina Oliveira², Ms Margarida Trindade³

¹Hetfa Research Institute Ltd., Budapest, Hungary, ²Universidade Nova de Lisboa, School of Social Sciences and Humanities (NOVA FCSH), Lisbon, Portugal, ³Universidade Nova de Lisboa, Institute of Chemical and Biological Technology (ITQB NOVA), Lisbon, Portugal

Biography:

Ms Virág Zsár gained profound experience in the preparation and the management of transnational and EU funded projects. Inspired by her WG-leadership in BESTPRAC COST action (Voice of Research Administrators) she initiated and coordinates the Erasmus+ KA2 project foRMAtion and leads WP1 in RM ROADMAP funded by Horizon Europe. She is lecturer at Pazmany Peter Catholic University in Budapest responsible for the seminar on “EU Project Management”. Ms Zsár conducts PhD at the Corvinus University of Budapest. As expert, Ms Zsár is involved in the European Commission’s Horizon Results Booster service providing project.

The project foRMAtion was running between 2019 and 2022 with the aim of giving a glimpse on the RMA profession for university students, making it attractive and recognized.

An innovative educational module was developed and tested at the three partner universities based in Portugal, Hungary and Romania. The curriculum includes topics related to research methodology & design, research funding, policy & governance, project integration & management, as well as research impact & engagement. Teaching methods apply the Project Based Learning methodology and include numerous innovative and smart tools. This set up was successful delivered both in online and offline environment.

This was backed by an international mentorship programme based on a specifically developed guide, during which students were mentored by experienced RMAs of partner organizations and universities.

Besides, an online textbook and self-development tool was also elaborated, tested and made available for the broad RMA community facilitating the training of early career RMAs.

Short-term impacts of the project were identified at various levels, such as the level of students, teachers, university administration and leadership.

Though the project ended, alliances were set up by involving additional research performing organizations based in Europe aiming to adopt and adapt the module and the mentorship programme to their institutional environment.

The poster aims to provide an overview on the main activities, outcomes and outputs of the project to provide sources for knowledge, skill and capacity development opportunities for current and future RMAs as well as research support offices, but also to make a teaser for their potential adoption and adaptation all over the world

Understanding the impact and activities of RMA associations at the transnational, EU and international levels

Ms Virag Zsar¹

¹*Hetfa Research Institute Ltd., Budapest, Hungary*

Biography:

Ms Virág Zsár gained profound experience in the preparation and the management of transnational and EU funded projects. Inspired by her WG-leadership in BESTPRAC COST action (Voice of Research Administrators) she initiated and coordinates the Erasmus+ KA2 project foRMAtion and leads WP1 in RM ROADMAP funded by Horizon Europe. She is lecturer at Pazmany Peter Catholic University in Budapest responsible for the seminar on “EU Project Management”. Ms Zsár conducts PhD at the Corvinus University of Budapest. As expert, Ms Zsár is involved in the European Commission’s Horizon Results Booster service providing project.

The aim of the research was to understand the imprint and activities of RMA associations through the lens of social constructivism in international relations (IR). So far, RMA associations have not been touched upon in-depth, especially in IR; authors of social constructivism in IR either focused solely on states as the main actors of international relations, or specific types of civil society organizations.

For that reason, the purpose of the research was to investigate whether these associations can reinforce the common and collective identity of people working in the profession, on the one hand; on the other hand, whether these associations can shape or influence the course of policy-making at EU, transnational or international levels.

According to the literature the following assumptions were made: first, RMA association can provide professional identity, role, and interests to the members; but active members can also shape the associations’ goals and interests. Second, associations as corporate agents provide the platform for collective actions: shaping funding requirements, rules, policies, and so on.

The investigation included the analysis of presentations delivered by members of RMA associations and the circulation of an online questionnaire. The analysis revealed that the most important imprint of the RMA associations on their members is that they become aware of what they are doing and that RMA is a profession on its own. Members also confirmed that through the membership they become members of a new, international community.

The results reveal that the common and collective identity formation can be primarily tracked down in case of RMAs working in the profession for more than 7 years as leader, funding advisor or other types of RMAs. Policy related activities of RMA associations in favour of the profession are more visible and understood by members than those which are going beyond it.