

**The Association  
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**Survey of Current Research Management  
Practice within the Africa and Caribbean  
regions 2011/2012**

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## Contents

<b>List of figures</b>	<b>II</b>
<b>List of tables</b>	<b>II</b>
<b>Introduction</b>	<b>1</b>
<b>Respondents</b>	<b>2</b>
<b>Key Findings</b>	<b>3</b>
<b>Training and Development</b>	<b>5</b>
Provision of Research Management training and support	5
The Research Management profession	6
Case Study: Skills for Research Management Staff	8
<b>Research Management Structure and Provision within Institutions</b>	<b>9</b>
The Research Management Office (RMO)	9
Provision of Research Management Office services	9
Institutional support for research activities	11
<b>Summary</b>	<b>13</b>
<b>Appendix A</b>	<b>15</b>

## List of figures

<b>Figure 1</b>	Useful tools for professional development of Research Management Profession	<b>7</b>
<b>Figure 2</b>	Useful skills for Research Management Staff	<b>7</b>
<b>Figure 3</b>	2008 Global Research Management Staff Survey: Skills needed in current profession	<b>8</b>
<b>Figure 4</b>	Responsibility for areas of Research Management within institutions	<b>9</b>
<b>Figure 5</b>	Research Management service provision – Perception of Academics	<b>10</b>
<b>Figure 6</b>	Research Management service provision – Perception of Research Management Staff	<b>10</b>
<b>Figure 7</b>	Institutional support for Post-Award activities – Perception of Research Management Staff	<b>12</b>
<b>Figure 8</b>	Institutional support for Post-Award activities – Perception of Academics	<b>12</b>

## List of tables

<b>Table 1</b>	Satisfaction with Research Management training provision for Academics	<b>5</b>
<b>Table 2</b>	Satisfaction with Research Management training provision for Research Management Staff	<b>6</b>

## Introduction

The survey is part of the larger RIMI4AC Project, which aims to improve Research and Innovation Management capacity in Africa and the Caribbean. The survey aims to inform policy at institutional and national levels by providing information on the current provision of Research and Innovation Management support in the ACP region. It also seeks to ensure that work undertaken at institutional and regional levels feeds into, and reflects wider policy issues. Finally, it aims to support an informed policy dialogue between key stakeholders who are able to influence practice at various levels in the research community.

This is the second survey of current provision of Research and Innovation Management support in the ACP region; the first being carried out in October 2010. These surveys build on previous efforts by the ACU to establish the state of Research Management (RM) structures and practices worldwide. In 2001, the ACU conducted a global survey, focussing on concrete RM structures and functions. The survey was redistributed in 2005 and covered a wider spread of countries (including countries outside of the Commonwealth). In 2008, the ACU conducted an international survey of Research Managers to establish a profile of Research Management professionals. The picture that emerged from these surveys was one of increasing professionalisation of the RM field. However, they also found that development had not been uniform and that 'some regions are further behind when it comes to [...] policies and mechanisms, particularly in the areas of Intellectual Property (IP) management and commercialisation' of research results. Results from the surveys also showed that whilst structures have grown, RM services have lagged behind. The 2008 survey found RM to be a fast moving profession. A majority had been in their current position for under five years and under half felt that they would remain in RM for the duration of their career.

The present survey includes many of the questions from the previous questionnaires, for example on the structure of the Research Management Office (RMO) and institutional RM processes. However, it focuses on provision of training and support for RM staff and academics in order to inform current needs and future requirements.

The survey was sent out in November 2011 and respondents were given a month to complete it. It was primarily aimed at Research Managers and Administrators in Africa and the Caribbean. However, the survey was also sent to academic contacts, as anecdotal evidence has suggested that many RM functions and responsibilities are still carried out by academics in these regions. We also thought it would be useful to compare academics' views on RM to those of RM staff. The survey was also translated into French and distributed to colleagues in Francophone Africa through the Central African Research and Innovation Management Association (CARIMA). The analysis below combines the responses from the English and French version of the survey. In the report, respondents have been divided into three categories. Tables and graphs will indicate the sample category using the classification below

### **Research Management Staff**

This category refers to all respondents who have indicated that their work involves Research Management. This includes professional Research Managers/Administrators, Heads of Research Management Offices/Functions and staff who are involved in both academic work and Research Management.

### **Academics**

This category refers to respondents who have indicated that they work primarily as academics or researchers.

### **Heads of Research Management Offices/Functions**

This category refers to respondents who have indicated that they are a Head of Research Management Office/Function.

## Respondents

- The survey generated 65 responses, of which 39 were Research Management Staff (of these, 20 were Heads of Research Management Offices/Functions (RMOs/Functions)). The remaining 26 respondents indicated they were academics. The majority of respondents (91%) work at universities and 8% work in Research Institutes.
- The majority of respondents (75%) were male and from Africa (97%) - with the remaining respondents from the Caribbean (3%). Within Africa, the majority of respondents were from West and Central Africa (37% from each of these regions) and 19% and 8% of the respondents were from Southern and East Africa respectively.

## Key Findings

From the 65 responses we have been able to identify some general points that can serve as initial indicators of Research Management training and service provision in these regions, whilst not claiming to be firm evidence of trends in Africa and the Caribbean;

### Training and Development

- In general, the RM Staff respondents were more positive about the provision of RM training and services and institutional support for research activities than the academics respondents. Over 60% of academic staff indicated that they were negative about the provision of RM training, services and institutional support for research activities.
- Overall, both RM Staff and academics indicated that, where training was available, it was provided internally (from within the university). Views on institutions' overall support for RM training (not specific to area) on the other hand differed between respondents. RM Staff – and Heads of RMOs/Functions in particular – were positive about their institutions' overall support for RM training for all levels of staff, whereas academics were, on the whole, dissatisfied. Contrary to academics, a majority (approx. 70%) of RM Staff rated support for senior staff as 'satisfactory' or above.
- RM Staff in general were optimistic regarding career prospects for their profession, with more than half reporting that their next job is likely to be in the Research Management field. At the same time over 60% indicated that 'creation of more recognised Research Management roles within the university' and 'on the job training' would be the most useful tools for the RM profession.
- RM Staff considered writing and communication skills as the most useful to their profession, which is similar to results from 2010. However, compared to the 2008 RM Staff Survey and the 2010 survey, 'numeracy skills' was rated as more important by respondents in the current survey – 61.5% indicating that it is 'very' or 'extremely' important.
- The survey indicates that both RM Staff and academics spend time on RM related work to varying degrees and that the stated professions of the respondents do not easily correlate with time spent on RM related work. Responses to the survey appear to indicate different interpretations as to what Research Management includes. For example, some respondents who identified themselves as *Research Management Staff* reported that they *did not* spend most of their time on RM related work. At the same time some respondents who identified themselves as academics, reported spending over 50% of their time on RM related work. Among these, several were Heads of Academic or RM related Units/Departments. Previous surveys of the region have for example found that academics are involved to a higher degree in RM functions in Africa compared to other regions.<sup>1</sup>

### Research Management Structure and Provision within institutions

- Overall institutional support related to Intellectual Property was the area respondents were most dissatisfied with. This is a similar picture to that obtained from the 2001, 2005 (especially the African respondents) and 2010 surveys, where the respondents expressed dissatisfaction with support in this area.
- All respondents in the survey reported that their institution has a central office with responsibility for RM, mostly as a separate office/department with primary responsibility for a range of RM functions. Some RM functions were however reported as spread across multiple offices within the institution. IP rights was the area most likely to be the primary responsibility of the RMO, and contrary to survey results from 2010, *'financial management of awards'* is the area where most universities *do not have a central office with responsibility*.
- Perceptions of institutional support for research activities differed between RM Staff and academics, the former reporting higher satisfaction than academics. Around 40% of RM Staff (including Heads of RMOs/Functions) indicated that they were positive regarding institutional support for research activities reported, whilst more than half of academic respondents were dissatisfied with overall institutional support for research activities. The views of RM Staff were also less polarised than the views of academics with almost 40% expressing 'satisfaction' with institutional support for research activities.

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<sup>1</sup> J. Stackhouse and R. Day , (2005), p.196

- Nevertheless, the sample as a whole was more positive regarding their institutions' support for activities during the life of research projects than support for activities at the outset of and the completion stages of research projects, especially in the areas of interim reporting and support for the publication of academic papers. Even though almost a fifth indicating that their university does not have a central office with responsibility for financial management of awards, both RM Staff and academics were fairly satisfied with support for financial management of projects, compared with support for other research activities.

## Training and Development

### Time spent on Research Management related work

- More academics reported spending over 50% of their time on RM related work in this survey compared to the 2010 survey (23% in 2011 compared to 12.5% in 2010). Fifteen per cent also indicated that they spend 40-50% of their working week on RM related work.
- The majority of RM Staff, including Heads of RMOs/Functions, reported that they combine academic work with their RM duties, however almost 40% indicated that they work as a professional Research Manager/Administrator most of the time and almost 60% reported spending between half and all of their time on RM related functions. More Heads of RMOs spend most of their week on RM related work compared to RM Staff overall; a large majority spend more than half the week on RM related work. Most of the respondents to the French version of the survey considered themselves to be academics first and Heads of RMOs/Functions second.

### Provision of Research Management training and support

#### Research Management training and support

- Academics were, on the whole, dissatisfied with their institutions' support for RM training for all levels of staff. They were particularly negative about support for senior staff, however almost a third were satisfied or positive about support for junior- mid-level staff. Overall, academics displayed especially low satisfaction in the area of negotiating research projects; where 80% considered needs to be 'not met at all' or 'rarely met'. Similarly to 2010, academics were also dissatisfied with training provision in Intellectual Property (IP) issues, and most satisfied with training in disseminating research results (see table 1 below).
- A majority of academics (almost 58%) also indicated that their institutions' support for finding funding opportunities was dissatisfactory, which corresponds to over half of respondents indicating that they find funding opportunities through their own networking or through the internet and journals. Interestingly though, over 40% said that they were satisfied or happy with *training* in how to find funding opportunities.

**Table 1: Satisfaction with Research Management training provision for Academics**

Counts Analysis %	Respondents	Negative	OK	Positive
		61.2%	23.7%	15.1%
<b>Identifying funds</b>	<b>26</b>	15 57.7%	9 34.6%	2 7.7%
<b>Preparing research proposals</b>	<b>26</b>	16 61.5%	5 19.2%	5 19.2%
<b>Negotiating research projects</b>	<b>25</b>	20 80%	2 8%	3 12%
<b>Managing research projects</b>	<b>25</b>	16 64%	3 12%	6 24%
<b>Intellectual Property issues</b>	<b>25</b>	18 72%	4 16%	3 12%
<b>Dissemination of research</b>	<b>25</b>	8 32%	13 52%	4 16%

Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
Sample: Academics

- RM Staff, on the other hand, and especially Heads of RMOs/Functions, were positive about their institutions' overall support for RM training for all levels of staff. Contrary to academics, a majority (approx. 70%) of RM Staff rated their institutions' support for senior staff between 'satisfactory' and 'very good'.
- Satisfaction with specific areas of RM training provision for RM Staff was not as high as for overall institutional support for RM training, however, RM Staff were much more positive than academics; a little over a third indicating that training needs for RM Staff are 'often' or 'always' met. This differs from results in 2010, when a higher proportion of RM Staff were dissatisfied with specific RM training provision for RM Staff.
- RM Staff were most satisfied with training in managing research projects, and – similarly to academics – dissemination of research results. Also similarly to academics, RM staff were less satisfied with training in how to negotiate research projects and dealing with IP issues (see table 2 below). The views of RM Staff was on the whole less polarised than those of academics (see tables 1 and 2).

**Table 2: Satisfaction with Research Management training provision for Research Management Staff**

Counts Analysis %	Respondents	Negative	OK	Positive
		30.6%	36.5%	32.9%
Identifying funds	37	9 24.3%	19 51.4%	9 24.3%
Preparing research proposals	37	10 27%	17 45.9%	10 27%
Negotiating research projects	37	16 43.2%	14 37.8%	7 18.9%
Managing research projects	37	9 24.3%	11 29.7%	17 45.9%
Intellectual Property issues	37	16 43.2%	8 21.6%	13 35.1%
Dissemination of research	37	8 21.6%	12 32.4%	17 45.9%

Source: ACU Survey of Current Research Management Capacity in the ACP region 2011.  
Sample: Research Management Staff

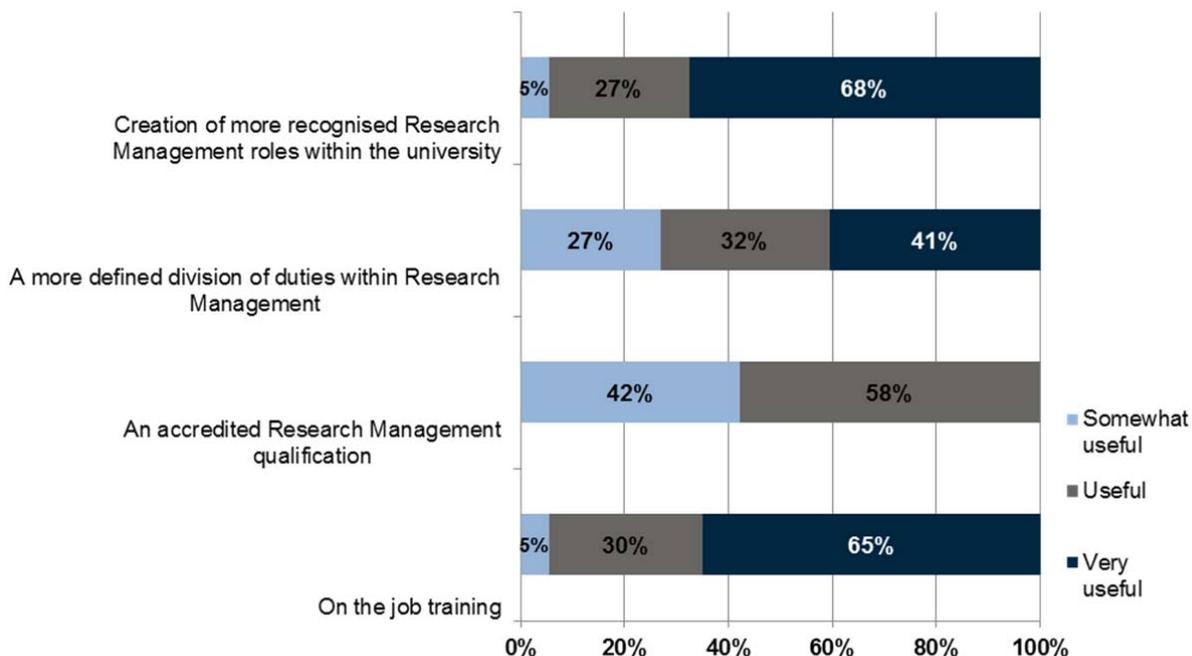
- Overall, a majority (almost 70%) of RM Staff and academics indicated that, where training is available, it is provided internally – either through their department or another department within their institution. Proposal writing was highlighted by both RM Staff and academics as an area where training is provided. However they differed slightly in terms of the source of training, with more academics indicating external sources compared to RM Staff. Project Leadership training was least likely to be provided at all, and over a third of RM Staff said that no training was provided for costing/accounting of projects and IP. Figures for these two areas increase to 40% and 48% respectively when academics were questioned.

## The Research Management profession

- When RM Staff were asked about useful tools for the professional development of their profession, 'creation of more recognised Research Management roles within the university' and 'on the job training' emerged as the tools considered most useful with over 60% considering these to be 'very useful'. None of the tools listed were considered 'not useful at all' (see Figure 1 below), however an accredited Research Management qualification was considered less useful than other tools.
- Overall, RM Staff are fairly positive regarding career prospects for RM staff, with over half of respondents indicating that they are likely to continue working in the field. Heads of RMOs/Functions are more positive about career prospects than RM Staff overall, in particular regarding the *improvement* of career prospects for RM Staff within their institutions – with 70% 'agreeing' or 'strongly agreeing' that

prospects are improving. However, only half of Heads of RMOs/Functions indicated that they were likely to stay in the field in their next job – but very few considered leaving the university sector.

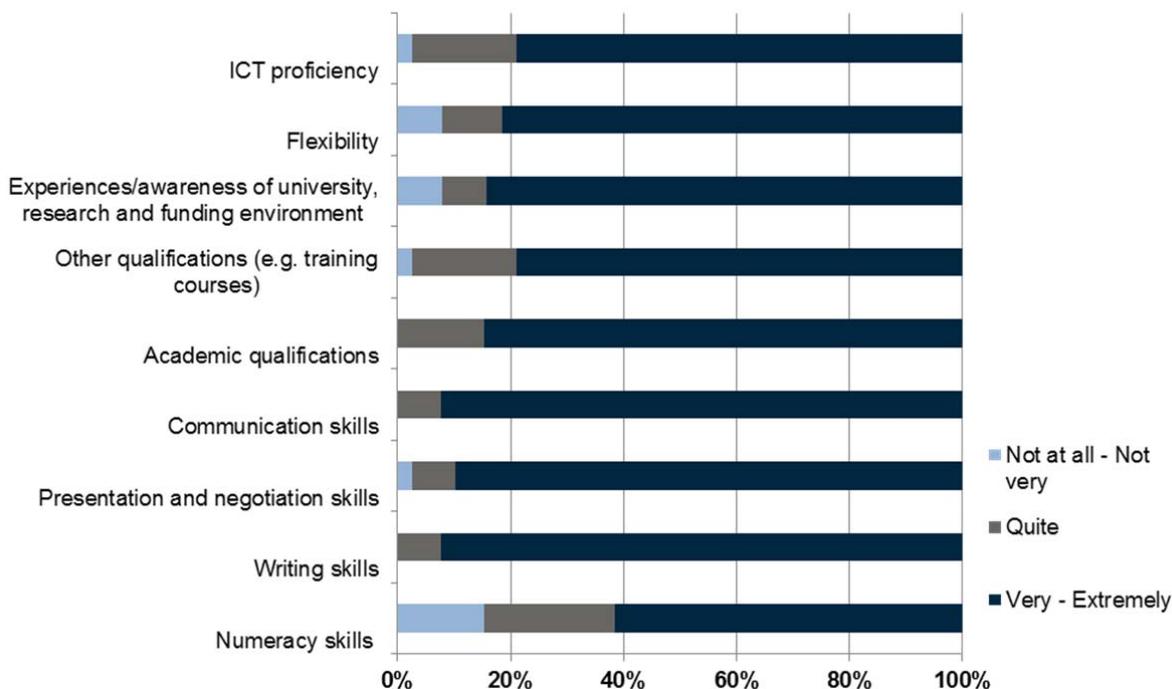
**Figure 1: Useful tools for professional development of Research Management Profession – Perception of Research Management Staff**



Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
 Sample: Research Management Staff

- RM Staff listed writing and communication skills as the most useful to their profession, followed by presentation skills and academic qualifications. An awareness of the university research and funding environment was also considered to be very useful. Numeracy skills and ICT proficiency were seen as the least important skills for RM Staff (see Figure 2 below).

**Figure 2: Useful skills for Research Management staff**



Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
 Sample: Research Management Staff (including Heads of RMOs/Functions)

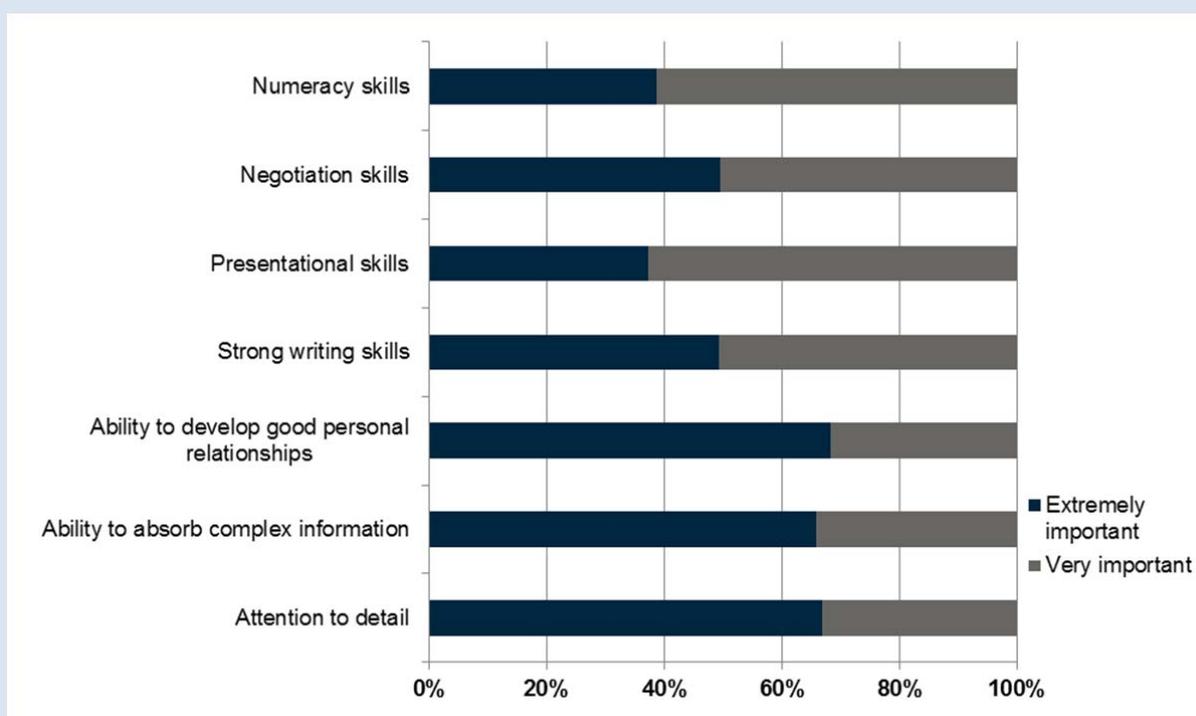
## Related findings: Skills for Research Management Staff

In 2008 the ACU conducted a global survey of Research Management staff in order to establish a profile of the people who worked in Research Management. As part of the survey, we asked respondents to indicate which skills they thought were important for their job. Their responses are outlined in Figure 3 below.

The questions asked in the 2008 global survey are not identical to those asked in the current (2011) survey, so an exact comparison of responses is not possible.<sup>2</sup> However, as some of the questions are similar, it is possible to make general comparisons in some areas.

For example, looking at Figures 2 and 3, we can see that 'numeracy skills' was rated as less important than other skills in both surveys (i.e. by both the global group in 2008 and the Africa and Caribbean group in the 2011 survey). However, compared to the 2010 survey of Research Management Capacity in the ACP region, 'numeracy skills' was rated as more important by respondents in the 2011 survey – 61.5% indicating that it is 'very' or 'extremely' important. There is also a clear difference in the skill rated most highly by respondents to the 2008 survey and the surveys of Research Management Capacity in the ACP region (2010 and 2011). The global picture showed that 'writing skills' was neither the most or least important skill – whereas 'writing skills' was rated the most important/useful skill in both the 2010 and 2011 surveys of Research Management Capacity in the ACP region.

**Figure 3: 2008 Global Research Management Staff Survey – Skills needed in current profession**



Source: ACU 2008 Research Management Staff Survey  
Sample: All respondents (the World)

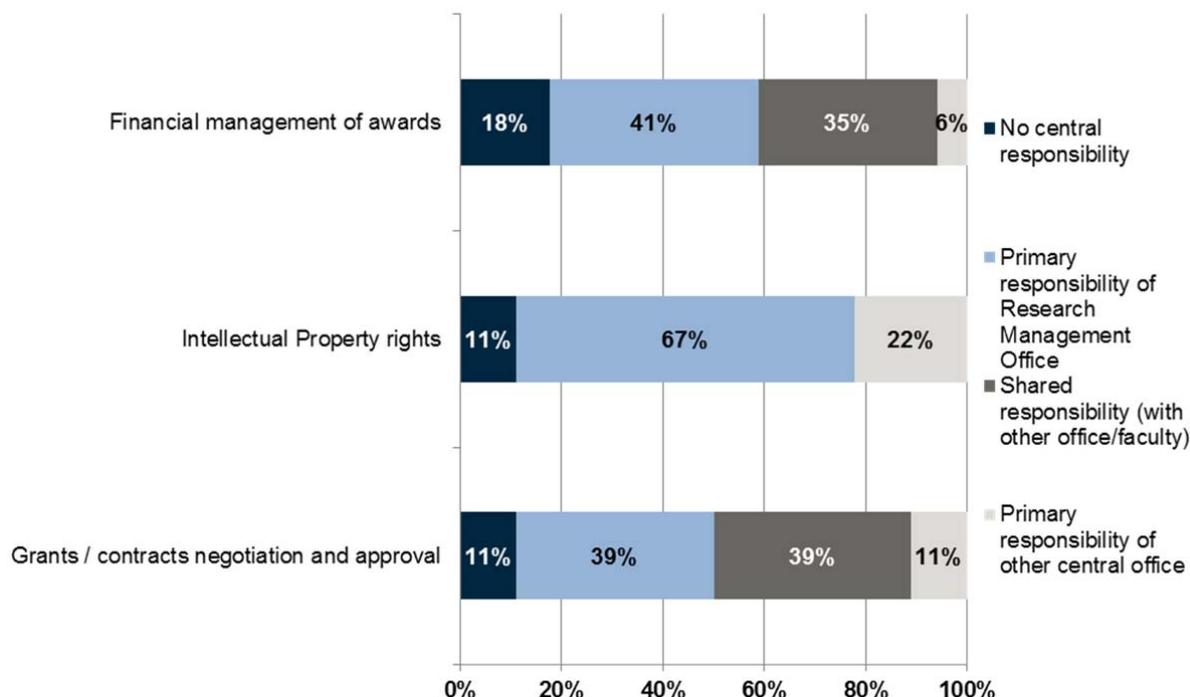
<sup>2</sup> The global survey of 2008 included African and Caribbean respondents. This survey achieved responses from nearly 400 individuals in 24 different countries. Around one third of the sample was from Australasia, one third from Europe 15% from Africa, 15% from Americas and 3% from Asia.

# Research Management Structure and Provision within Institutions

## The Research Management Office (RMO)

- All respondents (at universities and Research Institutes) indicated that their institution had an office with central office with responsibility for Research Management, mostly as a separate directorate/office and in a few instances as units within the VC's Office. Some RM functions were however reported as spread across multiple offices within the institution.
- From the responses *'Intellectual Property rights'* was the area most likely to be the primary responsibility of the central RMO (67%) , followed by *'financial management of awards'* and *'grants and contract negotiation and approval'*, where around two fifths of respondents indicated that the central RMO had primary responsibility (see Figure 4 below).

**Figure 4: Responsibility for areas of Research Management within Institutions**



Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
 Sample: Heads of RMOs/Functions

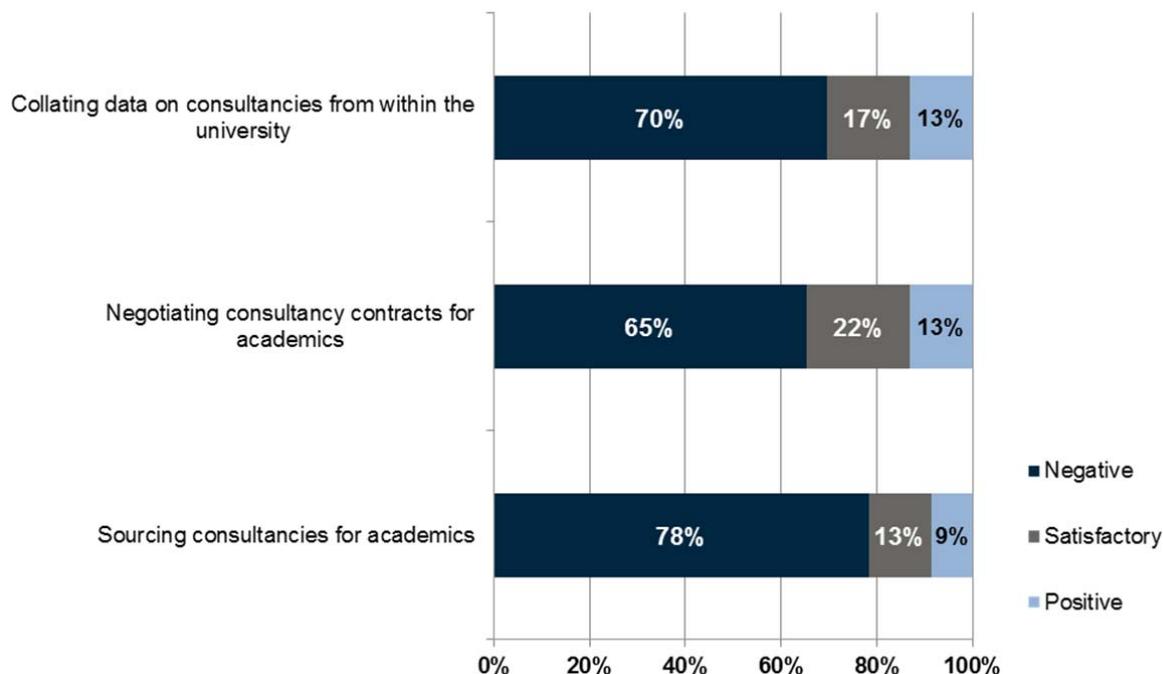
- Contrary to survey results from 2010, *'financial management of awards'* is the area of RM where most universities *do not have a central office with responsibility (18%)* – whereas in 2010 it was the only area to *always* be under the responsibility of a central office.
- Most respondents indicated that they recruit their RM Staff from both internal and external sources, and around a quarter recruit internally, from other departments within the institution.

## Provision of Research Management Office services

### Research Management Office services

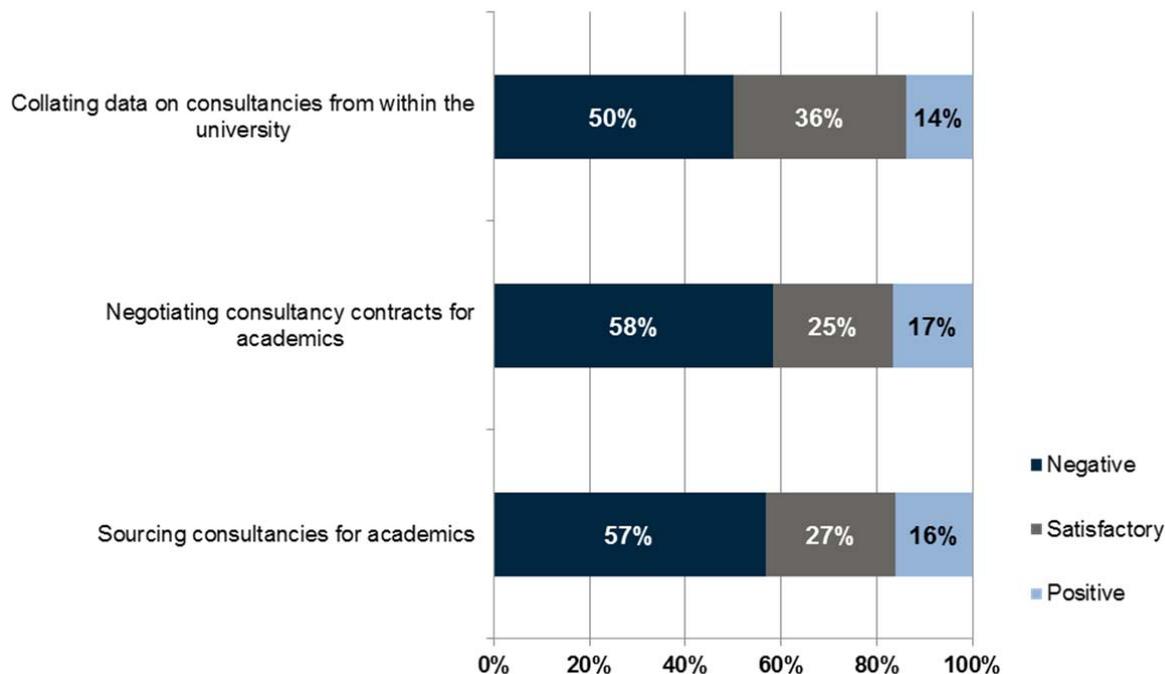
- Overall, academics were more negative about RM service provision within their institutions than RM Staff, where most were concerned with the lack of involvement of RM services in *'sourcing consultancies for academics'* (78% negative).
- On the whole RM Staff were more positive than academics regarding overall RM service provision; around a third indicated that that provision is *'satisfactory'* at their institutions. Furthermore, half of respondents indicated that they are satisfied or positive about *'collating data on consultancies within the university'* (see Figures 5 and 6 below).

**Figure 5: Research Management service provision – Perception of Academics**



Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
 Sample: Academics

**Figure 6: Research Management service provision – Perception of All Research Management Staff**



Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
 Sample: Research Management Staff (incl. Heads of RMOs/Functions)

**Research Management within the institution**

- Overall, RM Staff are positive that RM plays an important role within their institutions, in particular that *'awareness of Research Management has increased among academics in the past years'*, with between 80% 'agreeing' or 'strongly agreeing' that this is the case. Most RM Staff also believe that the support their office provides is *'highly valued by academics at their institutions'*.

- On the other hand, when asked about resources for RM within their institutions, views are more divided. Almost 40% do not believe that Research Management is well resourced, whilst 37% 'agree' or 'strongly agree' that it is.

### **Institutional support for research activities**

- Overall, academics were dissatisfied with overall institutional support for research activity with an average of 66% having a negative perception of support. RM Staff and Heads of RMOs/Functions on the other hand were more positive – in particular Heads of RMOs/Functions – with around 40% having a positive view of institutional support for research activities and if the 'satisfied' responses are included it increases to 78%. The views of RM Staff were also less polarised than the views of academics with almost 40% expressing 'satisfaction' with institutional support for research activities.
- Overall, respondents are most satisfied with support associated with the duration of research projects, such as project reporting and financial management of research projects. Again, RM Staff are on the whole more positive than academics, with around 90% indicating that they are 'satisfied' or 'positive' regarding institutional support for these activities, whereas the corresponding figure for academic staff is around 40%.
- Respondents were least satisfied with institutional support at the outset of research projects and support associated with the completion of research projects, such as IP issues and patent applications and technology transfer. Again, RM Staff were more positive than academics; with a third indicating positive views compared with academics where almost 70% indicated dissatisfaction with institutional support (see Figures 7 and 8 below).

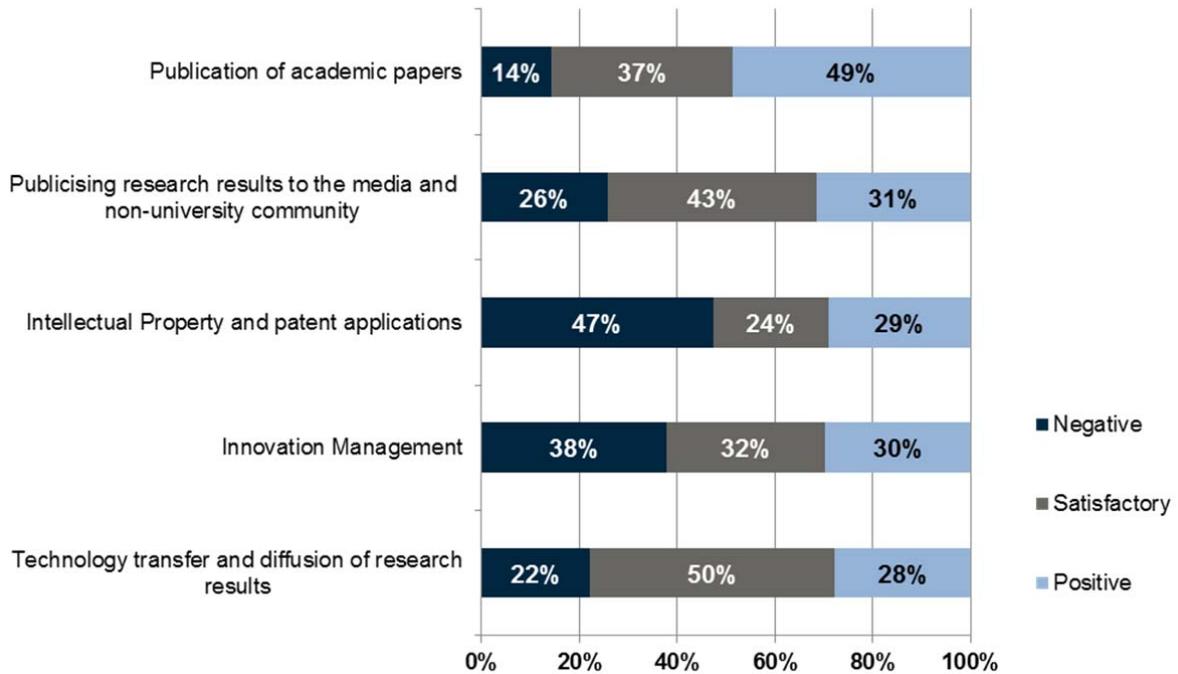
### **Support for Pre-Award activities**

- Dissatisfaction with support for Pre-Award activities was high among academics, particularly support for peer review and administrative support for grant applicants; 72% indicating that support is 'poor' or 'very poor' in these areas. RM Staff on the other hand were more positive than academics; 78% expressing that support for Pre-Award activities is satisfactory or above. As opposed to academics they were particularly positive (46%) regarding administrative support for grant applicants.

### **Support for Post-Award activities**

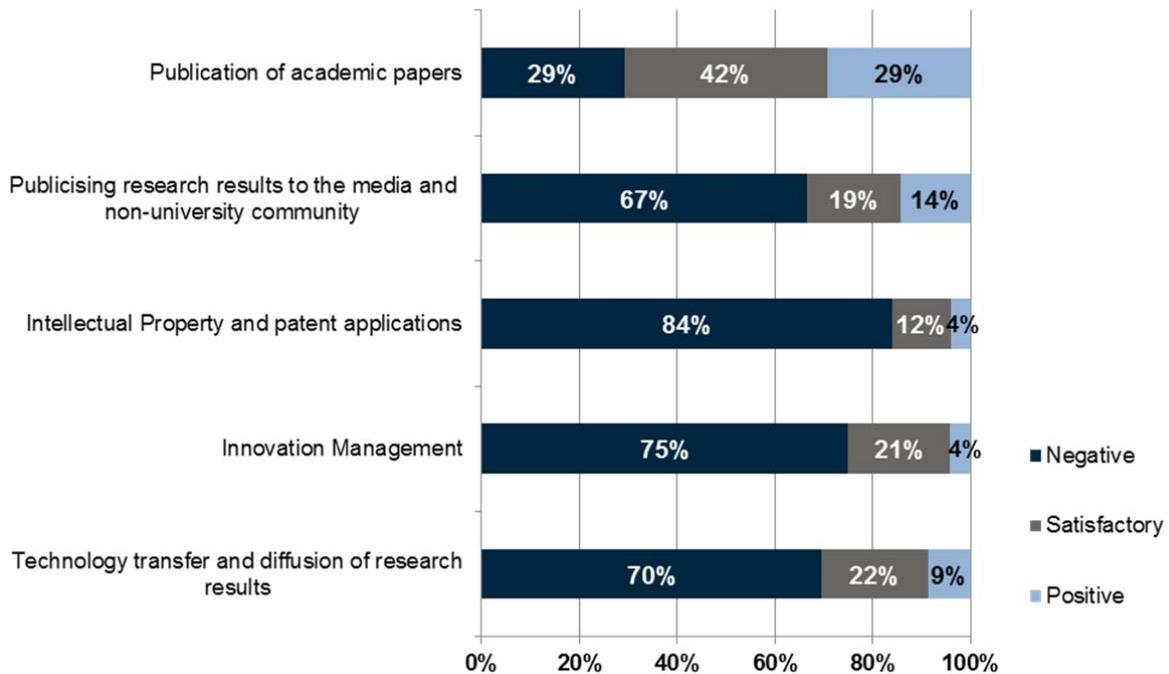
- All respondents were more positive about support during research projects than support offered before and after research projects, particularly for the areas of interim project reporting and financial management of projects. However, over half of academic respondents reported dissatisfaction with support for 'ethics and responsible conduct of research', whilst this area was the one where RM Staff indicated the highest satisfaction (57% of RM Staff and 60% of Heads of RMOs/Functions indicating that support was 'good' or very good').
- Overall, RM Staff were most dissatisfied with support for activities related to the completion of research projects. If support for the publication of academic papers was excluded, this was the case for academics as well. This is particularly notable in the areas IP issues and patent applications and innovation management; 84% of academics and almost half of RM Staff indicating dissatisfaction with support for IP issues and patent applications. Dissatisfaction with support for technology transfer and diffusion of research results was also high among academics.
- Respondents were most satisfied with support for the publication of academic papers, ranging from around a third (academics) to almost half of respondents (RM Staff) expressing positive views regarding institutional support in this area.

**Figure 7: Institutional support for Post-Award activities – Perception of All Research Management Staff**



Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
 Sample: Research Management Staff (incl. Heads of RMOs/Functions)

**Figure 8: Institutional support for Post-Award activities – Perception of Academics**



Source: ACU Survey of Current Research Management Capacity in the ACP region 2011  
 Sample: Academics

## Summary

Managing research for the benefit of institutions and the community at large continues to be a major concern for universities, especially where such research has the potential to contribute to the development of countries' economies. The ACU has previously attempted to establish the state of Research Management structures worldwide; in 2001 and 2005 global surveys focussing on concrete RM structures and functions were conducted.<sup>3</sup> Again, in 2008, an international survey of Research Managers was conducted in order to establish a profile of Research Management professionals.

The two surveys carried out as part of the RIMI4AC project builds on these previous efforts, focussing on the provision of Research Management training and services in Africa and the Caribbean, with the aim of providing data to inform policy. The response rate between the two surveys differed; 65 responses in 2011 compared to 39 in 2010. In the 2011 survey, 46 universities/research institutes were named, and of these 7 were represented in both surveys. In addition to an increase in responses from 2010 to 2011, the latter also contains multiple responses from the same university (7 universities); including both RM Staff and academics from the same university.

Whilst the results from the two surveys cannot claim to provide firm evidence of trends in Research Management training, services and structures in the Africa and Caribbean, we have been able to identify some general points that can work as initial indicators of Research Management provision in these regions;

## Training and Development

- In both 2010 and 2011, RM Staff (incl. Heads of RMOs/Functions) were more positive about the provision of RM training and services and overall institutional support for research activities than academic respondents. Over 60% of academic respondents expressed overall dissatisfaction in the current survey (2011).
- Views of overall institutional support for RM training have improved among RM Staff since 2010, (especially among Heads of RMOs/Functions); almost 70% were satisfied or happy regarding institutional support for RM training for senior staff, compared to 63% in 2010. On the other hand, a higher proportion of academic respondents were negative about institutional support for senior staff in 2011 compared to 2010, whereas dissatisfaction with support for junior- mid level staff was slightly lower.
- RM Staff satisfaction with training provision in *specific areas of RM* is not as high as for overall institutional support for training; however it has increased since 2010. For example, satisfaction with training in the areas of '*managing research projects*' and '*disseminating research results*' have gone up 14% and 24% respectively. The views of RM Staff in 2011 were also more evenly distributed compared with 2010, with roughly around a third of respondents having '*positive*', '*negative*' and '*satisfactory*' perceptions of training provision. Academics, on the other hand, appear to have become more dissatisfied with training provision in specific areas of RM, particularly training in '*identifying research funds*' and '*negotiating research contracts*'.
- Both RM Staff and academics are on the whole concerned about the provision of RM services, academics to a higher degree than RM Staff. Since 2010 RM Staff appear to have become more negative about RM Services; 55% expressing negative views in 2011 compared with 46% in 2010, whilst academics' perceptions have improved in specific areas. For example, over a third indicated that they are satisfied or above with service provision in '*negotiating consultancies*' compared with a fifth in 2010.
- Respondents overall continue to be particularly dissatisfied with training and service provision in the area of Intellectual Property and related issues.
- Career prospects for the RM profession continue to be favourably perceived by RM Staff; in both 2010 and 2011 over half of RM Staff indicated that they were likely to stay in the field for their next job. However, responses also show that most RM Staff (65% in 2010 and 71% in 2011) have been in their current position between six months and five years, which is similar to results from the 2008 survey, which found that RM Staff had been in their positions for less than five years. The 2008 survey also found that less than half of respondents said they were likely to stay in the field for the duration of their career. This indicates that the profession is still fairly young and fast changing in the region.

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<sup>3</sup> For more information on ACU's global surveys of Research Management 2001 and 2005 see: J. Stackhouse and R. Day , (2005), 'Global and regional practices in university research management; emerging trends', *International Journal of Technology Management and Sustainable Development*, pp. 189-205

- At the same time results from 2010 and 2011 show that both academics and RM Staff spend time on RM related work. Responses in 2011 show an increase in both categories of respondents spending over half of the week on RM functions compared to 2010; 60% of RM Staff compared to 50% in 2010 and 23% of academics compared to 12.5% in 2010. However, in 2011 a majority of RM Staff also said that they combine academic work with their RM duties and over 60% indicated that 'creation of more recognised Research Management roles within the university' and 'on the job training' would be the most useful tools for the RM profession. These findings indicate that the RM profession is still evolving and that there does not appear to be a firm division between academics and RM Staff.

## Research Management Structure and Provision within institutions

- All respondents in both 2011 and 2010 reported that their institution has a central office with responsibility for Research Management; however it appears that more functions related to RM are the primary responsibility of the RMO in 2011 compared with 2010, where most RM functions were shared between the RMO and other central offices within the university. *'Intellectual Property rights'* was the area most likely to be the primary responsibility of the RMO in 2011 compared to *'grants /contracts negotiation approval'* in 2010. Contrary to survey results from 2010, *'financial management of awards'* was the area where universities most universities reported that they *do not have a central office with responsibility*, whereas in 2010 this was the area where universities always had an office with central responsibility. At the same time, RM Staff in 2011 indicated that they were fairly satisfied with support for financial management of projects, compared with support for other research activities.
- Respondents in both 2011 and 2010 were more positive regarding their institutions' support for activities during the life of research projects than support for activities at the outset of and the completion stages of research projects, especially in the area of *'interim project reporting'*.

## Appendix A – Respondent Profiles

### Research Management Staff (including Heads of Research Management Offices/Functions)

- The survey generated 65 responses in total. 39 (of the 65) respondents indicated that they work mainly as Research Managers/Administrators, as academics with Research Management responsibilities, or that they carry out some type of Research Management related work. A sizable portion of these respondents were also Head of RMOs/Functions.
- A majority of RM Staff (95%) were from Africa; within Africa, a third of respondents were from West Africa, a third from Southern Africa, 23% from Central Africa and 10% from East Africa. The remaining respondents were from the Caribbean. A majority of respondents were male, with just under a third being female.
- Most RM Staff (71%) have been in their positions up to five years and a majority work across all areas of Research Management, from Pre- to Post-Award activities. Around a third work exclusively with Pre-Award, with very few involved in Post-Award related activities only (e.g. tech transfer, IP and dissemination of research results).
- 61% of respondents indicated that they had participated in activities related to the RIMI4AC project in the past year, such as attending the Capacity Building Schools or receiving communications from the project (e.g. R2 Magazine).

### Heads of Research Management Offices/Functions

- Heads of RMOs/Functions accounted for a third of respondents to the survey and were all from Africa. West and Southern Africa made up 35% and 30% of the respondents respectively, followed by East (20%) and Central Africa (15%). A majority of respondents were male, with 26% of respondents being female.
- Over half of respondents were Directors or Deputy Directors of RM related offices, with a quarter holding “other” senior management positions related to research management. A large majority have been in their current position up to five years.
- Most respondents in this category work at universities, across all areas of RM. This is followed by a third that deal with Pre-Award related activities only and similarly to research management staff overall, very few are involved in activities related to the completion of research projects (i.e. Post-Award activities).
- There was a 50/50 split in involvement with the RIMI4AC project in the past year, with more of the respondents to the English version of the survey indicating that they had participated in or received communications from the project than respondents to the French version.

### Academics

- There were a total of 26 academic respondents, all of which were from Africa, with 81% being male and 19% being female. Within Africa the regional spread was: Central: 58%, West: 38%, East: 4% and none from Southern Africa.
- About a third of respondents were lecturers, and a majority (65%) have been in their posts between zero and five years, followed by 23% who have been in post between five and 15 years. When the French responses were included, the rate of Senior Management Staff increased from none to 19% and a third of these classified themselves as academics at the same time as holding Heads of RMO positions.
- Most academics indicated that they work in social sciences – 38%, increasing to 46% if you include Arts and Humanities – followed by a third who work in biological/life sciences. This differs from the 2010 survey where most academic respondents worked in the biological/life sciences.
- A majority (63%) of academics responding to the survey have participated in activities or received communication from the RIMI4AC project in the past year. Responses to the English and French surveys were reversed, where most of the English survey respondents indicated some involvement (80%), whereas most of the respondents to the French version had not had any such involvement.

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