

DRUSSA

Development Research Uptake
in Sub-Saharan Africa

Towards Uptake in Practice

Approaches to Embedding and
Sustaining Institutional Change

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How do we embed institutional change?

- Convening leading institutions with a clear motivation for research to have developmental impact
 - University leaders – driving strategic vision for institutional change
 - Senior practitioners – implementing that vision, supported by formal processes
 - Active researchers – identifying research to drive through these processes
- Recognising diverse contexts, unified by ambition to achieve transformative shifts
- Learning from universities and tailoring our initiatives

Our starting point: DRUSSA Statements of Good Practice

- Established by DRUSSA Leaders and Champions at Programme Inauguration in 2012
- Reflecting a broad consensus, but not prescribing targets
- Designed as tool for universities to identify priority areas
- Grouped under:
 - Strategy and mission
 - Staffing for Research Uptake
 - Internal organisation and promotion of Research Uptake
 - Support for externally-facing activity

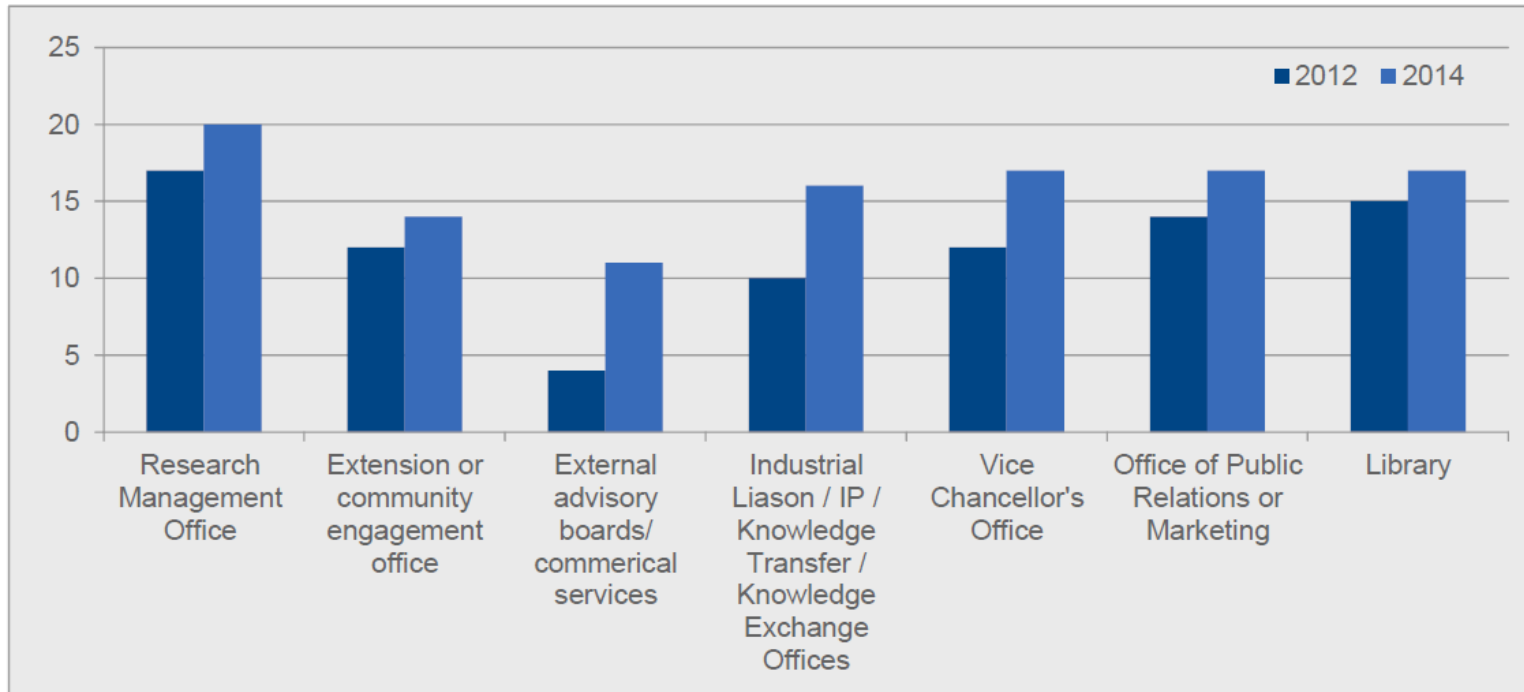
DRUSSA Statements of Good Practice: examples

- *The University's research strategy should explicitly recognise the need to support research uptake activity, taking into account available resources, or reasonable aspirations for future resources.*
- *Research uptake activity should be embedded in overall research and community service objectives and should be included in relevant staff induction or postgraduate training programmes.*
- *A range of mechanisms should exist to bring the work of the University to external users, such as centrally produced newsletters, open days, research fairs, mailing lists and the university website.*

From consensus to evaluation: DRUSSA Benchmarking

- Understanding good practice, there is a need to understand institutional state-of-play
- Traces change across lifespan of programme
- Benchmarking change ≠ “ranking,” leading or recommending change
- Window to trends (Where are efforts successful? What are common challenges?)
- Tool for each university to inform action for achieving university-derived targets

University offices with a reported interest in research uptake: change (2012 – 2014)

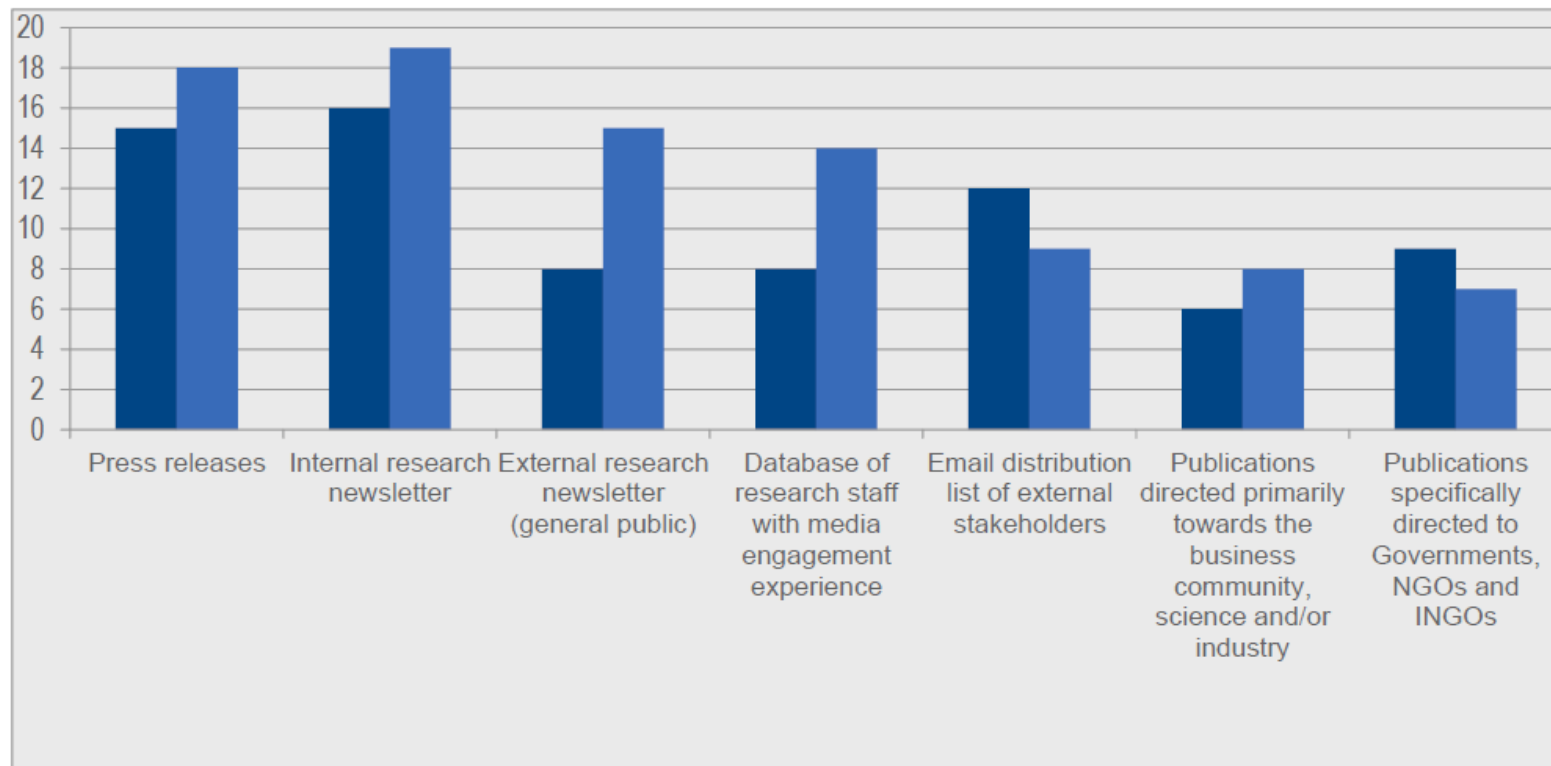


Sources: DRUSSA benchmarking survey 2012 (sample: 23); DRUSSA benchmarking survey 2014 (sample: 22)

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Most commonly used research communication channels (2012 – 2014)

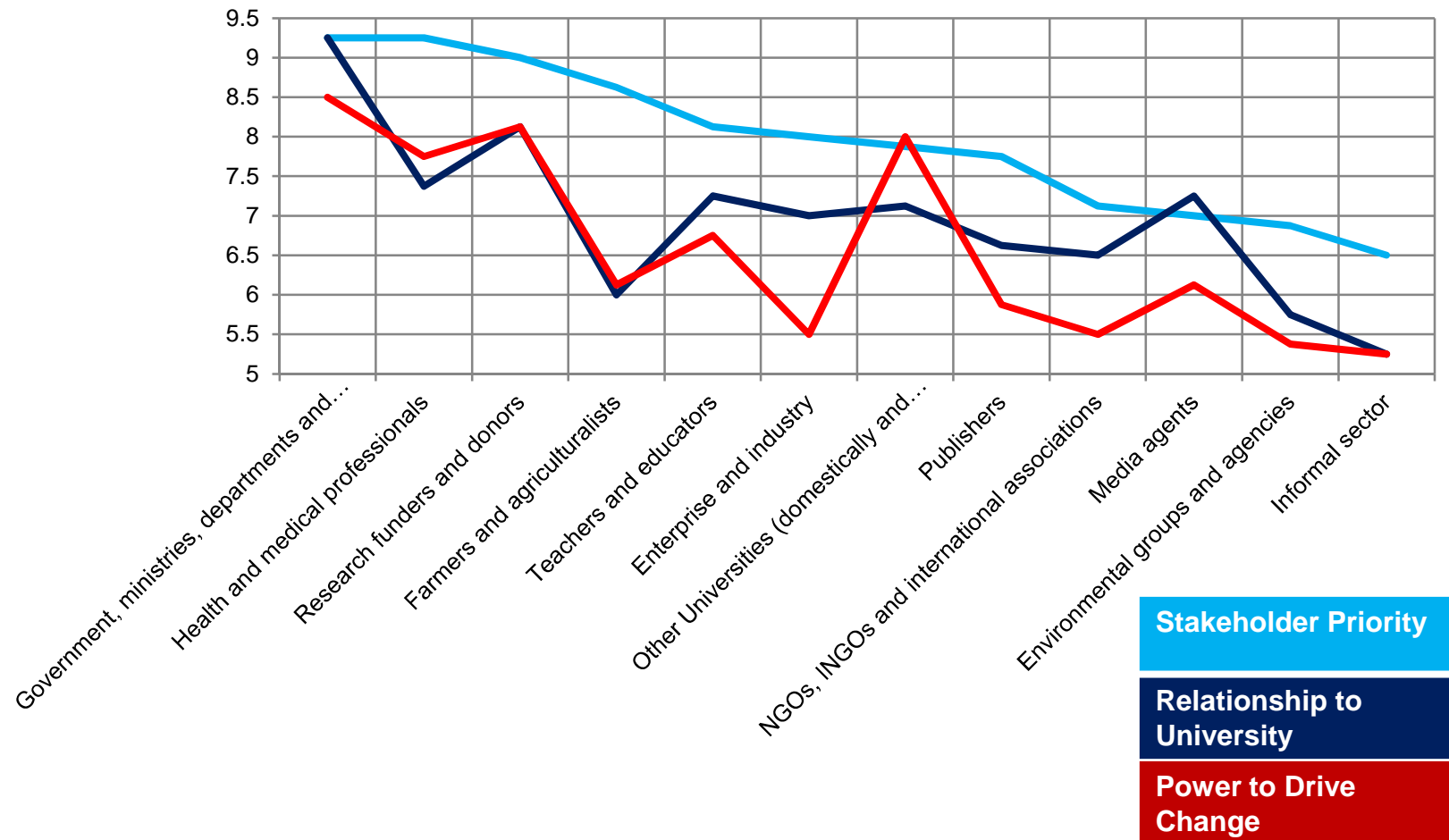


Source: DRUSSA benchmarking survey 2012 (sample: 23); DRUSSA benchmarking survey 2014 (sample: 22)

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Stakeholder Engagement (regional sample)



What does Benchmarking tell us?

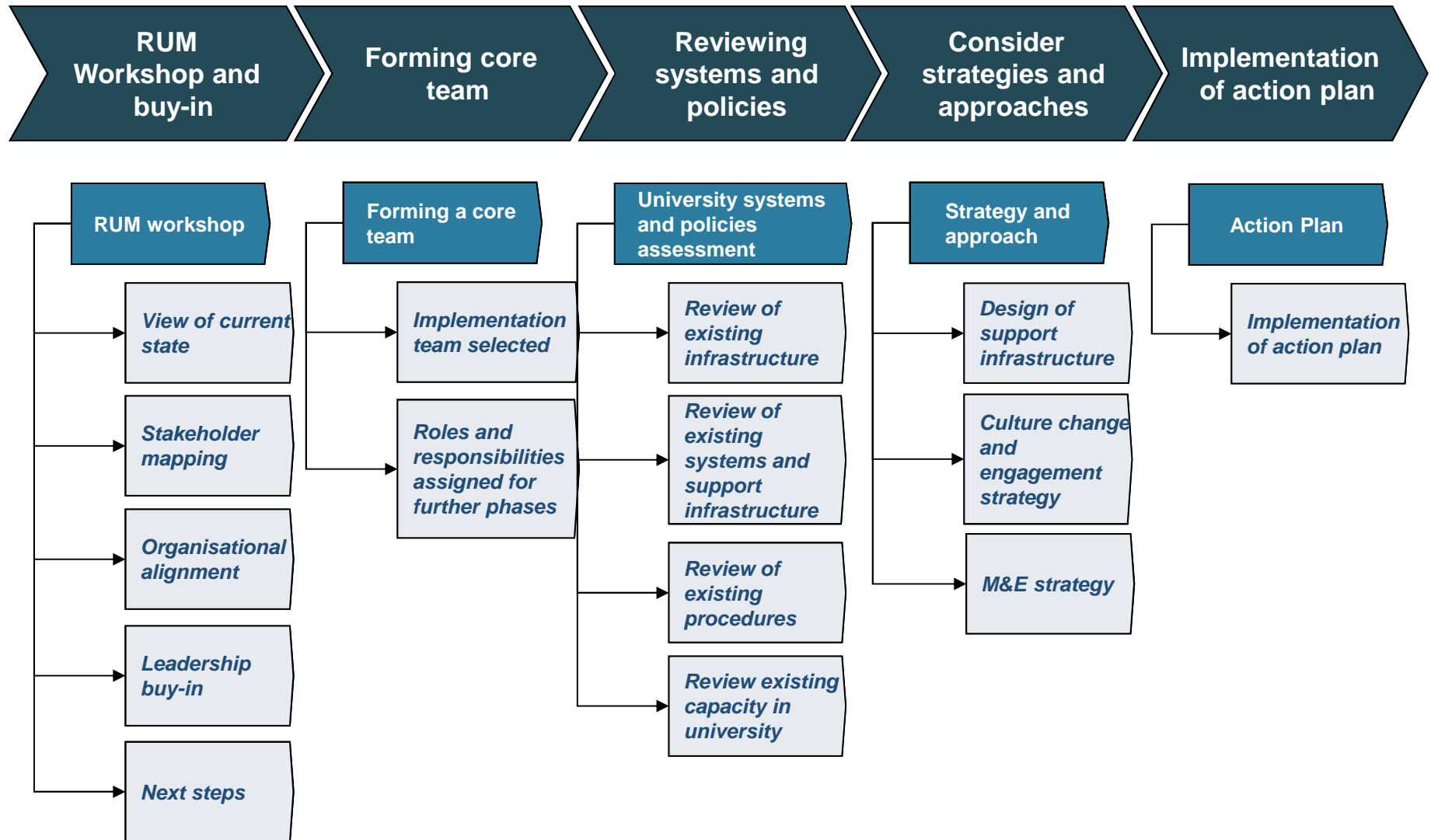
- Internal drivers have different motivations for Uptake
- Internal drivers take different approaches to Uptake
- External stakeholders are situated differently: relationships, demand, experience, strength

Supporting change in diverse contexts

- University Action Plans: supportive, not prescriptive
- Working with universities to identify and manage priority areas for change
- Deliver specific institutional targets within an agreed framework
- Driven by Leaders and Champions in house with support of DRUSSA programme staff

Institutionalising Research Uptake Management: five key phases

Research Uptake Management Implementation Process



Ways forward – Institutional Action Plans

- *Actions to ensure engagement with and support of university senior management and governing bodies, including at Faculty / School / College level in promoting research uptake management*
- *Actions to establish university-wide, active and focused DRUSSA team*
- *Actions to develop, change, ratify, implement and publicise policies relevant to research uptake*
- *Actions to address recording of and access to records of university research*
- *Actions to identify key stakeholders and end users to engage with them in ways to promote research uptake*
- *Specific projects based on a specific research outcome to promote research uptake*
- *Actions to engage with local media and to improve their understanding of research, of research uptake and the university generally*

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Examples of Action Plan initiatives

- New DVC post created responsible for uptake and outreach, and building new internal structures for communicating research
- Engaging Research Managers with the Department of Journalism to sensitise new media graduates as to university research outputs
- Uptake-orientated policies and strategies being designed at some universities
- Identification of demonstrator research projects across many universities

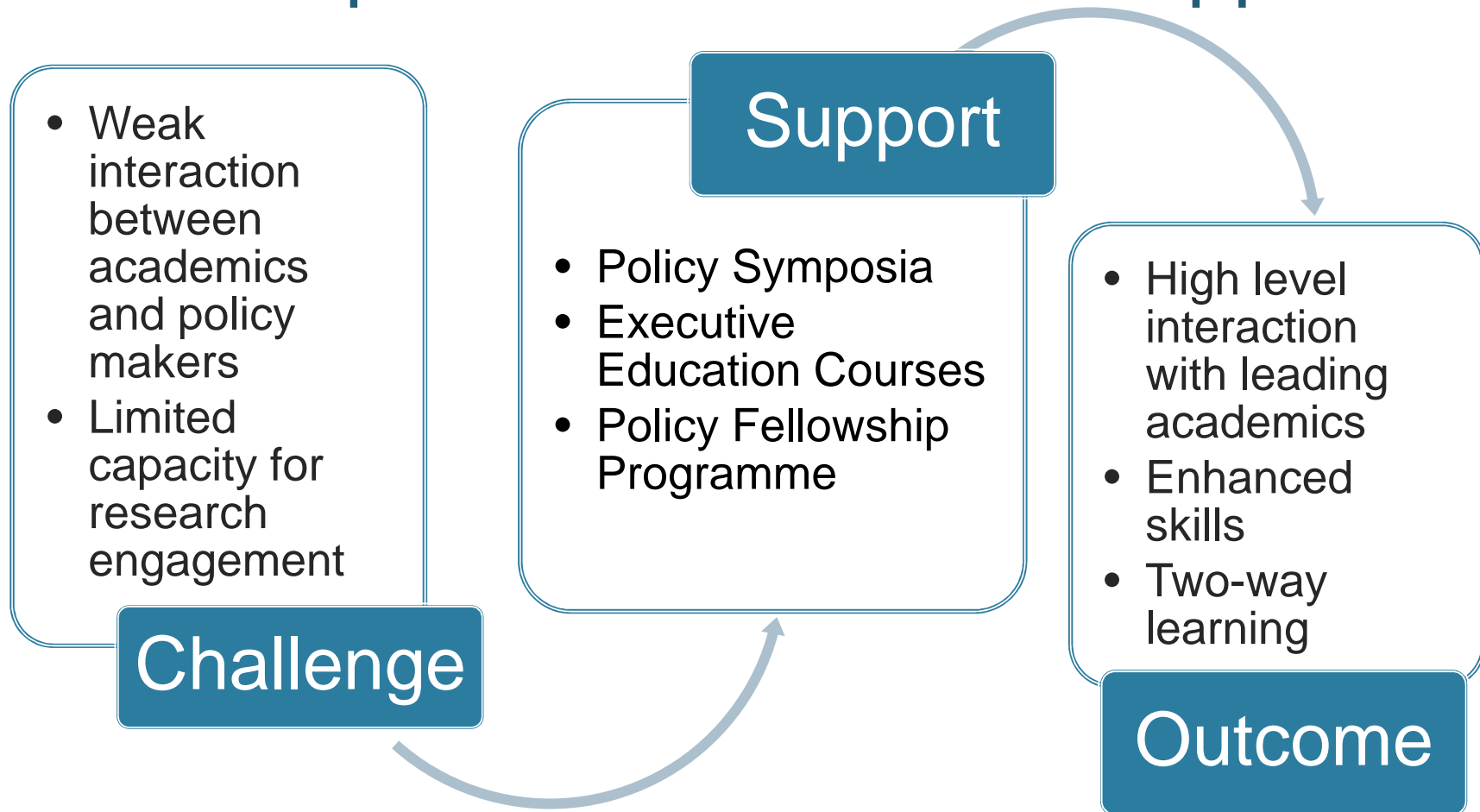
Examples of Action Plan divergence

- Dissonance between policy approaches
 - Discrete research uptake policy
 - Embedding research uptake within existing research or IP policy
 - Addressing research uptake activities within HR policies
- Different stakeholders mean different training priorities
 - Engaging policy makers
 - Engaging agents of media
 - Different internal research uptake practitioners (e.g. academic, research management, public relations, library and information science)

Leveraging Opportunities

- Demand-side Research Uptake in Ghana and Uganda
- Exposure for university success stories at international events
 - ACU-SARIMA Conference (Johannesburg)
 - INORMS (Washington)
 - ResUp MeetUp (Nairobi)
 - UNESCO/GUNi (Kampala)
- Open to new ideas

Example of Demand-side Support



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Some successes

“A key success has been the development and adoption of a 10 year strategy for research and innovation, which has a focus on research uptake.”

“[We have] introduced a policy on pay for performance which takes into account research uptake activities.”

“Working closer with the Marketing department has resulted in more visibility of research, and an increase in focus on research output.”

“[We’ve developed] a dedicated unit with the sole purpose of implementing research uptake”

“More lecturers and young researchers are interested in [development].”

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...some barriers

“We still are not able to capture the full extent of our research impact and uptake.”

“Communicating research from the different units is still difficult.”

“Many researchers are pre-occupied by their teaching and research activities. Writing up research publications takes up time as well.”

“The community is yet to fully embrace [it].”

“There is some way to go to ensure that uptake is part of the fabric of research culture.”

“Researchers need to be able to take ownership and drive public engagement.”

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Leveraging what is there: governance

Who can help	What they can do
VCs office	<ul style="list-style-type: none">• Introduce best practice• Increasing the profile of research• Awards and recognition
Senate	<ul style="list-style-type: none">• Creation and resourcing of appropriate policy environment
Deans and Heads of Departments	<ul style="list-style-type: none">• Provision of mentoring, recognition, incentives• Endorsement• Lobbying
Research Office	<ul style="list-style-type: none">• Keep record of university research / dissertations• Financial support• Link with end-users and knowledge users
University Research Committee	<ul style="list-style-type: none">• Managing research quality• Sets the policy environment – the prioritisation of research projects with uptake potential

Leveraging what is there: across the institution

Who can help	What they can do
Website	<ul style="list-style-type: none">• Make outputs available• Interviews with researchers – introducing researchers to the public• Research groups
Public relations office	<ul style="list-style-type: none">• Media engagement expertise• Knowledge Translation• Access to diverse stakeholders
Library	<ul style="list-style-type: none">• Records of research papers• Houses institutional repository• Online accessibility

Leveraging what is there: across the institution

Who can help	What they can do
IP office	<ul style="list-style-type: none">• Legal advice
University press	<ul style="list-style-type: none">• Faculty journals
Linkages office	<ul style="list-style-type: none">• Help with collaborations (new and existing)
Alumni office	<ul style="list-style-type: none">• Contacts with industry and alumni
Science park	<ul style="list-style-type: none">• Incubating innovation
HR - Staff Development office	<ul style="list-style-type: none">• Creation of mechanisms for recognising buy-out, promotion policies that recognise Research Uptake

Leadership and learning

- Embedding institutional change can take time
- No single model of Research Uptake Management will apply across all institutions
- University vision and strategy can be supported by sharing experiences and lessons learned
- Sustaining institutional change beyond the DRUSSA programme: what do leaders require for long-term impact?

Thank you

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