

Institutional Support

Capacity strengthening for academic, professional, and administrative staff



Introduction

University managers and administrative staff play a crucial role in doctoral training and research. This curriculum provides guidance addressed to you, the person designing and/ or facilitating the training. CARTA recommends that you gather finance officers, deans of graduate schools, academic deans, librarians, procurement officers, registrars, and any others involved in institutional processes, to deliberate on and appreciate their complementary roles in creating a conducive environment for research excellence.

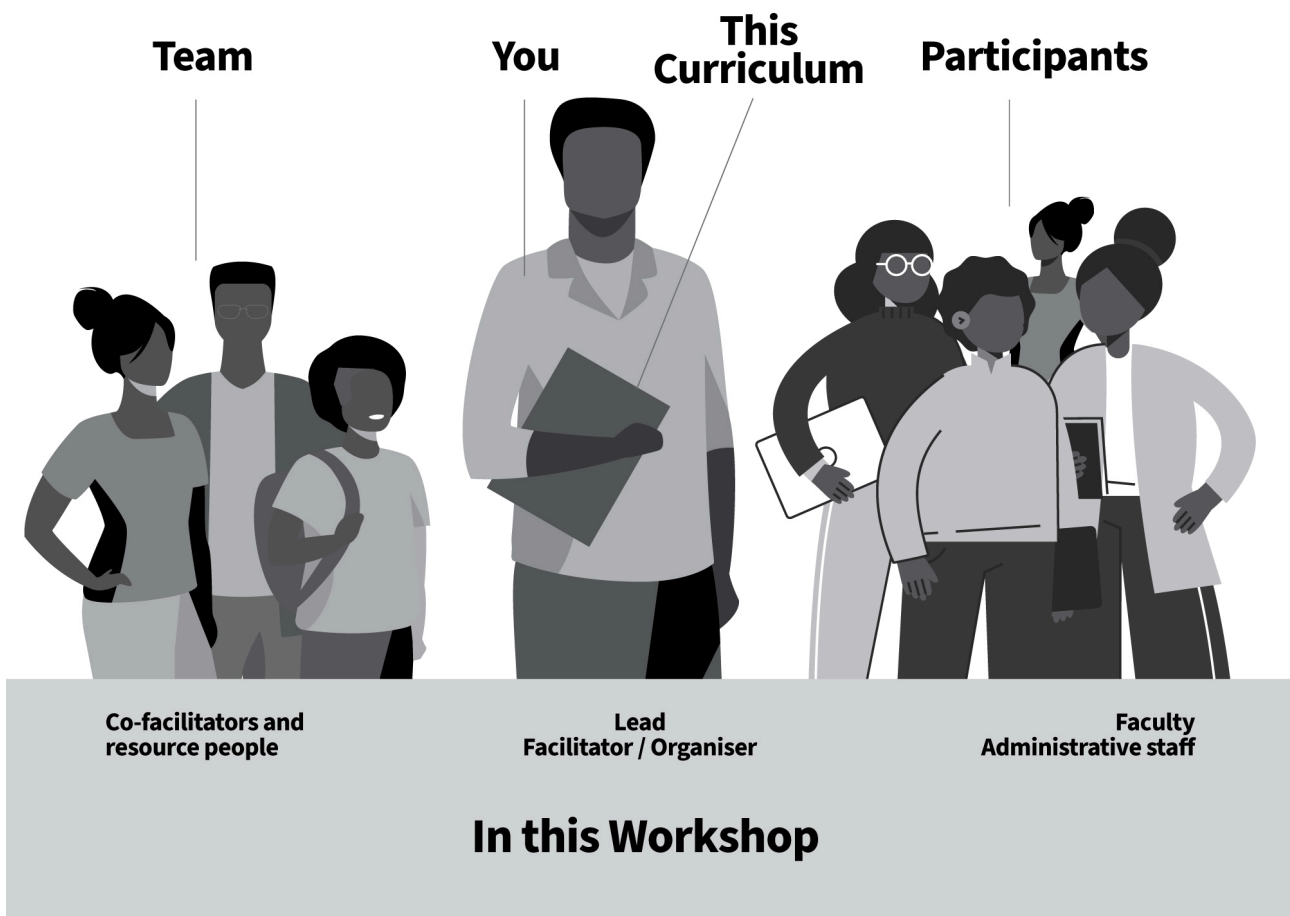
Download [this curriculum](#) in full.

Overview

CARTA designed these sessions to inspire participants to improve institutional systems and drive transformation to attain world-class research in African universities in particular, but the training is effective in research institutions anywhere in the world, as a one-week workshop or over time, for faculty and administrative staff.

Within a single institution or a group of several, the sessions create a forum for those who seldom collaborate collectively. Here, they discuss:

- How different functionaries can be more responsive to and supportive of research, research training and doctoral and postdoctoral fellows.
- Ways in which they can strengthen the training of doctoral and postdoctoral fellows and at the same time strengthen the capacity of the institutions.
- The rationale for a strong research agenda, including the positive linkages between good research and development.
- The important role of a supportive network of research administrators.
- Clear distinctions between different roles and functions.
- The need for funding and technology transfer, particularly in Africa.
- Knowledge management, defined as the process of creating and sharing information.
- The ethical use of social media as a platform capable of enhancing credible knowledge generation.
- Other relevant topics such as repository policies (especially in open access journals) and copyright issues.



Outcomes

By the end of this Institutional Support workshop, participants can:

- Illustrate roles of different functionaries necessary for the improvement of research outputs.
- Communicate why research training is fundamental to the wellbeing of society.
- Compare shared experiences, challenges, and best practices in research and research support.
- Foster networks between people of similar interests, from whom to seek and share advice in future.
- Identify their own strengths and develop areas for growth in supporting research, PhDs, and postdocs.
- Demonstrate understanding of the challenges limiting research productivity in Africa and elsewhere.
- Commit to contributing towards improved research outputs.

In this workshop participants will	Understand different research roles in our institutions	Explore reasons for working in current institutions	Appreciate leadership capability in universities	Discuss why African universities must do world class research	Deepen understanding of institutional challenges	Explore challenges experienced by other institutions	Understand research governance	Explore how functionalities can advance an institutional research agenda	Develop personal commitment statements
Describe different research roles									
Communicate why research is fundamental to wellbeing of African societies									
Identify best research practices in Africa									
Develop research networks									
Identify areas for supporting research									
Understand research challenges									
Commit to improving research outputs									

Institutional Support workshop: matrix of learning outcomes and content.

Approach

The CARTA approach is problem-posing and participatory, acknowledging the skills and experience that people bring into the workshop. Each session presents situations and poses problems. Participants work with each other and with inputs from the facilitator to find solutions. Problem-posing education bases itself on creativity and stimulates true reflection along with action on reality (Freire, 2020). It is different from the transfer or transmission of knowledge or facts to the passive learner, where the trainer is seen as possessing all essential information and trainees as ‘empty vessels’ needing to be filled with knowledge.

The choice of participatory method is deliberate: there is a coherence between values and the approach to sharing them. From the beginning, this curriculum recognizes all participants as thinking, creative people with the capacity for action. Each person is a contributor, bringing different perceptions based on their own experiences. This requires that you, as facilitator, make a conscious effort to use participatory methods to enable participants to grow in awareness.

Watch this video for more insight into CARTA's approach.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.pub/cartacurricula/?p=2005#oembed-1>

Facilitation

Some people assume that facilitating a workshop will be an easy process, until they try doing it. The participatory method

means that you and your co-facilitators guide the workshop while appreciating that the participants are in charge. Your responsibility is to create an enabling environment that allows participants to learn from each other, come to an understanding, and pool their collective wisdom in resolving issues.

A good co-facilitator works as an ally to help you ensure that meetings, seminars, planning sessions and workshops deliver the intended and desired outcomes. It is very difficult to facilitate a meeting yourself when you also want to participate in it as an equal. But not all facilitators are alike. Identify co-facilitators who have the personality and aptitude to understand the goals, objectives and expected outcomes of this curriculum. CARTA recommends you look for co-facilitators with these attributes.

Facilitator attributes

An unbiased perspective

Participants should feel comfortable that their opinions are welcomed and encouraged. As an unbiased facilitator, you create a neutral zone where alternative points of view can be shared and debated in a respectful manner. This is key to driving a constructive, productive discussion.

Sensitivity to individuals

To create and maintain an atmosphere of trust and respect, you must be aware of how people are responding to the topics under discussion and to the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings, or even anger; instead, they silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.

Sensitivity to the group

In any group, the whole is greater than the sum of the parts, and group 'chemistry' generally reflects shared feelings: eagerness, restlessness, anger, boredom, enthusiasm, suspiciousness, or even silliness. Perceiving and responding to the group's dynamic is essential to skilful facilitation.

Ability to listen

One way you learn to sense the feelings of individuals is by listening carefully, noting body language along with both the explicit meaning of words and their tone and implicit meaning. As a good facilitator, you practise 'active listening'. You might repeat, sum up, or respond directly to what a speaker says to ensure that their meaning is correctly understood by the group.

Tact

Sometimes, a facilitator must say difficult things for the good of the group. The ability to do so carefully and diplomatically is critical. Examples include a group discussion dominated by one person or a group of silent participants. Find a gentle, tactful way to engage the group so that everyone can participate and get the most out of the session. A capable facilitator knows how to diffuse awkward moments and maintain a productive atmosphere.

Commitment to collaboration

Collaborative learning can occasionally seem frustrating and inefficient. At these moments, every facilitator feels tempted to take on the familiar role of the traditional teacher and to lead, rather than facilitate. However, genuine conviction about the empowering value of cooperative learning will help you resist a dominating role. Likewise, a good facilitator is willing to share facilitation with co-facilitators. The goal is always to conduct the best and most effective discussion. To that end, you need to adjust your role accordingly.

A sense of timing

Any facilitator needs to develop a sixth sense for timing: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.

Resourcefulness and creativity

Each group of participants presents different dynamics. Despite a well-planned agenda, discussions may not unfold as anticipated. You must be able to think on your feet. This may mean changing direction in mid-stream, using other creative

approaches to engage the group, or welcoming ideas from the group on how to shift the agenda. Good facilitators always have tricks up their sleeves to move forward with an eye on the overall objective of the meeting.

A sense of humour

As in most human endeavours, even the most serious, a sense of humour enhances the experience for everyone. A good facilitator appreciates life's ironies and is able to laugh at themselves and share the laughter of others.

Preparation

A successful Institutional Support workshop depends on a mix of participants from all the different offices that deal with or support postgraduate research and training. This includes finance officers, deans of graduate schools, academic deans, librarians, communication/public relations officers, grant managers, procurement officers, registrars, research officers, those responsible for quality assurance, postgraduate supervisors, postgraduate program managers, and ICT personnel. In general, all offices within the university or research institute that contribute towards research and postgraduate training are potential participants.

Two weeks before the workshop, send detailed information to participants on workshop logistics, the reason they were selected, the participatory workshop method, and what is expected of them as participants.

You might also consider sharing an online pre-workshop survey link to get the participants' profiles and to give them an opportunity to state their expectations and describe what they are willing to contribute to ensure the successful running of the workshop. With your co-facilitators, you can then analyse the information and adapt the workshop program, as much as possible, to suit participants' expressed needs.

In plenty of time, identify and engage the co-facilitators and the different contributors. Hold planning meetings until the team members are on the same page. To prepare, advise facilitators to read and re-read this training manual until they feel comfortable and confident that they know what is expected for all the sessions.

Identify a location that will allow participants to move around easily, for example for role-plays. Make sure there are enough break-away rooms for small-group activities and adequate wall space for poster tours and other elements of the workshop methodology.

Sessions

Sequence, 10 sessions, 1 week

Session 1. Welcome and Roles | 90 minutes

Welcome the group and establish a relaxed and collaborative atmosphere – the kind of enabling learning environment that all learners in their university will benefit from. Participants share their expectations and learn about each other through an informal activity.

Outcomes

By the end of the session, participants can:

- Identify other participants by their names, where they work, and where they were born.
- Identify other participants by their work responsibilities, professions, and interests.

Preparation

- Make enough copies of the People Halala! table, one for each participant, or create your own, similar one.
- Organize a gift for the winner.
- Provide sticky notes.
- Tape or stick flipchart sheets on the wall.
- Ensure all participants have pens.

Steps

Time	Step	Who
30 minutes	1. Welcome everyone	Facilitator, participants
20 minutes	2. Play “People Halala!”	Participants
25 minutes	3. Express hopes, fears, and commitments	Participants
10 minutes	4. Introduce the workshop	Facilitator
5 minutes	5. Present session highlights	Facilitator

Step 1. Welcome everyone

30 minutes

Welcome everyone warmly to the session. Introduce yourself as the facilitator and explain your role. Invite participants to introduce themselves in turn. Each one names their role or function in the institution. Establish a light-hearted informal atmosphere.

Step 2. Play “People Halala!”

20 minutes

Invite participants to

- Move around the room.
- Look for people you do not know.
- Fill out the details in the [table](#).
- The first to fill their table shouts “Halala!” and wins the prize.

CRITERION	NAME OF PERSON	WHERE THEY WORK	TOWN THEY WERE BORN IN
Performs the same or similar function as you do.			
Is a librarian. [or specify another function]			
Has run a road race, climbed a mountain or completed another challenging physical activity.			
Has published an article in any form (academic, newspaper, magazine, etc)			
Teaches.			
Has been featured in a newspaper article.			

Step 3. Express hopes, fears, and commitments

25 minutes

Hand out sticky notes invite participants to note their hopes and fears (briefly) about the workshop. Post three flipcharts on the wall and participants stick their hopes on one and fears on another. Organize the sticky notes into clusters.

Then invite participants to suggest ground rules for the workshop. A volunteer records these on another flipchart. Finally, ask participants to note on another sticky note their commitment to taking responsibility for the success of the workshop.

Step 4. Introduce the workshop

10 minutes

Introduce the Institutional Support workshop – structure, objectives, and content – and invite any questions.

Step 5. Present session highlights

5 minutes

Note your take-aways from the session. Point out how the exercise has contributed to a more relaxed atmosphere and invite participants to contribute to creating an enabling learning environment for everyone. You could invite online or sticky-note session evaluations.

Session 2. Research Roles in Institutions | 60 minutes

This session deepens participants' understanding of research roles in a university setting and the relationships between them.

Outcomes

By the end of the session, participants can:

- Identify the critical roles played in a university setting.
- Demonstrate an appreciation of the different roles played in a university setting.

Preparation

- Arrange the room. You might provide a desk and chairs for Step 2: Play roles.
- Print the briefs for the three characters in the role-play and put each brief in an envelope.

Brief for the administrator

You are a student applying to the university to enrol for a PhD. You have had a problem using the university website and do not know what forms to fill in or where to find them. This is the second time you have been to the university and yesterday you stood in a long queue but never got help. You have a deadline to meet – to get a scholarship, you must have your admission form submitted in two days' time. You know you have to get it signed by the university but you don't know who signs it. You have eventually found someone seated behind their desk, seemingly working. You knock on the door to ask for assistance ...

Brief for the academic

You are an administrator who enrolls postgraduate students at the university. The intake for students happens over a five-day period. There are pamphlets everywhere which explain to students what to do. The information is also on the website. You have been sitting at your desk for hours. Students seem unable to understand the simplest instructions and do not bring the required documents, such as their ID or passport. If they are eligible for postgraduate research degrees, why do they seem to struggle with things that seem obvious to you? You are not permitted to register any student who has not got proof from the finance department that they have paid their pre-registration administrative fee. You are busy getting a report ready for an urgent admissions committee meeting when a student knocks on your door ...

Brief for the finance person

You are a senior professor at the university. You have worked there for years and are well respected by your peers as an excellent researcher. Your research is complex and you need to make sure that you have good quality PhD students and post-doctoral fellows assigned to your lab. You know that the administration section of the university is often getting in the way of your ability to quickly and efficiently register the students that you want. You are busy but you have popped down to the registration area because you want to get feedback on whether your students have been registered by the postgraduate administrator. You need the names of these students for your grant proposal. You can see there is someone with the administrator, but you interrupt to get the information you need ...

Steps

Time	Step	Who
5 minutes	1. Introduce the session	Facilitator
35 minutes	2. Develop step-down plans	Small groups
20 minutes	3. Discuss the workshop	Plenary
15 minutes	4. Document individual commitments	Individuals
15 minutes	5. Evaluate the workshop	Individuals, survey
25 minutes	6. Network	All
5 minutes	7. Present highlights and conclude	Facilitator

Step 1. Introduce the session

5 minutes

Explain what the session will cover and why.

Step 2. Develop step-down plans

35 minutes

Divide the participants into small groups to develop plans using the [step-down planning template](#):

Step-down planning template

Long-term goal (include timeframes)

Example:

Within [XX time], strengthen the capacities and enthusiasm of different functionaries in the university in advancing responsiveness to graduate training and research.

Mid-term goals (include timeframes)

Example:

Within [XX time], train all research support staff involved in postgraduate training.

Short-term goals (include timeframes)

Examples:

- Within [XX time], plan the first research-support training workshop.
- Within [XX time] deliver an initial research-support training session.

Step 3. Discuss the workshop

20 minutes

Give each participant a sheet of paper. They write their email address on one side.

Invite questions, comments, and suggestions on the whole workshop.

Step 4. Discuss research roles

25 minutes

Remind everyone that this was role-play: no-one acting was actually being themselves. Often, caricature (overemphasizing certain characteristics) can help us unmask things that should be talked about.

Ask the audience, "Do you think this scenario could actually happen?" Ask them if they have ever done anything similar to the actors. And if so, why? Facilitate a discussion about why these kinds of things happen.

Finally, ask participants what they have learned about the nature of relationships between different staff at universities. Are these relationships good? Bad? Inevitable?

Remind participants of the session's expected learning outcomes. Ask them whether these were achieved or not during the session. Draw out lessons learnt and summarise them.

Session 3. Reasons for Working in our Current Institutions | 75 minutes

This session explores participants' reasons for working at the institutions. Collectively, you rate the most common reasons according to their functional areas and analyse similarities and differences of such reasons across disciplines/functions.

Outcomes

By the end of the session, participants can:

- Identify the key reasons why they work in their current institutions.
- Rate the key reasons why the participants are working in their current institutions.
- Establish whether there are similarities and differences in the ratings according to different functions.

Preparation

- Write each function that people play at universities on a sheet of paper – one function per sheet.
- Place each function/sheet on its own table.
- Provide three sticky notes per participant.
- Have a flip chart per group.

Functions might include librarian; ICT; finance/procurement/grant management; public relations and communications; student administration (faculty or department level); professor; and lecturer.

Steps

Time	Step	Who
10 minutes	1. Introduce the session and groupsy	Facilitator
5 minutes	2. Identify individual reasons	Individual participants
10 minutes	3. Rate and prioritise reasons	Small groups
20 minutes	4. Present reasons	Groups to plenary
30 minutes	5. Analyse reasons	Plenary, facilitator

Step 1. Introduce the session and groups

10 minutes

Introduce the session and its objectives. Ask people to divide into groups according to their functions at the university. No group should have fewer than five people; if necessary, merge groups

Step 2. Identify individual reasons

5 minutes

Each participant writes down their own reasons for working in their institutions. On their own sheets of paper or sticky notes, they write down why they are at a university or research center – one reason per sheet.

Step 3. Rate and prioritise reasons

10 minutes

Around their table, each group works together to prioritise the reasons. They share and sort the sheets or sticky notes. If they have used different words/phrases meaning the same thing, they agree on one word/phrase. They count how many they have of each type of reason. Each table comes to a consensus on the top three reasons and puts them in order of importance.

Step 4. Present reasons

20 minutes

Back in the plenary, groups share their top three reasons. As each spokesperson lists the three reasons, write them up on a flip chart or computer screen. If one table has the same reason as another, just note “2” by the first mention.

Step 5. Analyse reasons

30 minutes

Ask participants to analyze the reasons. A co-facilitator could support you with a roving microphone so that everyone can hear. You could ask questions such as:

- Is there overlap between reasons from different groups/ functions?
- Are there reasons that everyone agrees on? Or are the reasons all different?

Several participants may say something like, “Education is valuable and important.” If that comes up as the most important or common reason (even if it is not first for all groups), write that up as a value everyone shares.

At the end, summarise what participants agree about and what they differ over. The point is to find what motivates people to work at a university rather than anywhere else and create awareness of the range of reasons and the similarities and differences. Ask participants what lessons they have learned from the session.

Session 4. Leadership Capability in Universities | 60 minutes

Invite an open discussion on concepts related to leadership, management, and administration. Participants reflect on their own individual management style, while coming to recognise and appreciate other leadership styles. Leadership styles and roles include:

- Creating vision, making decisions, planning, and solving problems.
- Communication and advocacy.
- Managing conflict, managing performance, mentoring and coaching, and negotiating.
- Technical capabilities such as intelligence gathering, technical credibility, and evaluation.
- Aspects of emotional intelligence such as reflection, self-awareness, self-regulation, time management, empathy, social skills, networking and motivation.

Outcomes

By the end of the session, participants can:

- Illustrate leadership and related concepts and terminologies.
- Outline how they identify with different leadership styles.
- Identify different leadership skills.

Preparation

Invite an expert to lead an interactive presentation and discussion on ‘Leadership’.

Alternatively, prepare or source a PowerPoint presentation on leadership and/ or screen a video interview with an expert, and lead discussion yourself as the facilitator.

Steps

Time	Step	Who
5 minutes	1. Introduce the session	Facilitator
50 minutes	2. Present on and discuss ‘leadership’	Expert or facilitator with participants
5 minutes	3. Present highlights	Facilitator

Step 1. Introduce the session

5 minutes

Explain what the session will cover and why. If you have a guest expert, welcome and introduce them.

Step 2. Present on and discuss 'leadership'

50 minutes

The invited expert leads the session – or you do, as facilitator. Give examples and discussion questions on various concepts and styles of leadership.

Allow a few minutes for participants to assess their own leadership skills and those of others in the group. Then lead an open discussion about practical ways to further develop these skills.

Step 3. Discuss the steps

5 minutes

Conclude with comments you have noted during the activity. These may include appreciation of how different leadership styles can all contribute to building a successful research agenda in Africa. Point out that leadership is not limited to position or function; all participants can play an important leadership role at the workplace.

Session 5. World-class Research | 90 minutes

This session is designed for discussion of the critical role that African universities could play in producing scientists who lead world-class research on the continent. However, you can use or adapt the questions and activity for any context.

Outcomes

By the end of the session, participants can:

- Provide the rationale for a strong research agenda.
- Relate good teaching to sound research.
- Relate good research to development agendas.
- Describe what is required for the success of research in African (or other) institutions.
- Clarify the roles that different functionaries need to play to improve research output in African universities.

Preparation

Identify and invite three panellists, one each with expertise in:

- Knowledge management.
- Post-graduate academia.
- Finance and procurement.

Ask each one to prepare a three-minute presentation, responding from their own perspective and expertise to a provocative question such as:

“What would it take for African universities to be world-class research entities?”

Make sure that the space permits a [fishbowl setup](#), with easy access to two circles. Use seven chairs to create the inner circles and provide microphones if necessary.

- Three chairs are the inner circle for the panellists.
- Four chairs facing them make up the next circle for four participants to be nominated during the session.
- The other participants work in small groups; arrange chairs accordingly.

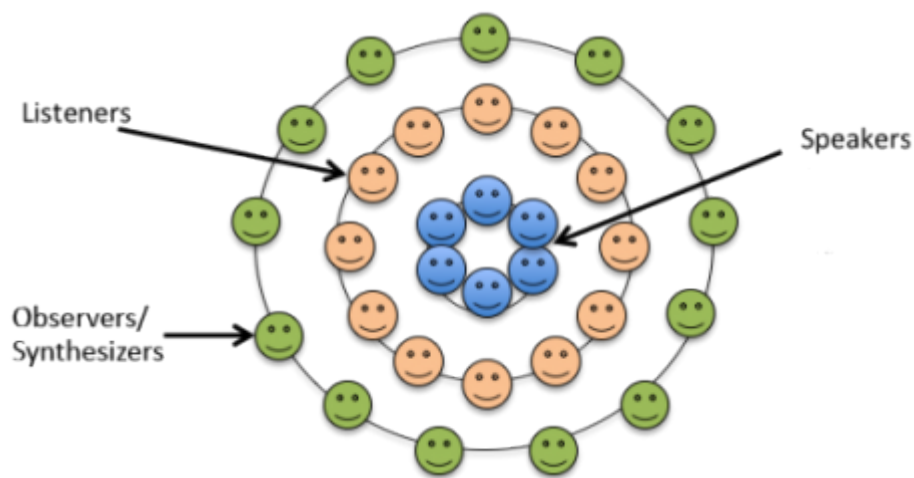
Steps

Time	Step	Who
14 minutes	1. Introduce the session, activity, and panelists	Facilitator
12 minutes	2. Present on the issue	Panelists
10 minutes	3. Deliberate on the presentations	Small groups
5 minutes	4. Nominate a critical 'questioner'	Each small group
30 minutes	5. Put questions to the panel	Critical 'questioners'
14 minutes	6. Present concluding points	Each panelist
5 minutes	7. Summarise and conclude	Facilitator

Step 1. Introduce the session, activity, and panellists

12 minutes

Invite the panellists to sit in the centre circle, strategically facing the four seats. Explain how the process will work. Give a brief biography of each panellist.



Step 2. Present on the issue

12 minutes

Open the floor with a provocative question such as:

“What would it take for African universities to be world-class research entities?”

Each panellist has four minutes to present on the topic.

Step 3. Deliberate on the presentations

10 minutes

In their small groups, participants deliberate on the presentations.

Step 4. Nominate a critical 'questioner'

5 minutes

Each small group nominates one of their members to be the first to raise critical follow-up questions for the panel.

Step 5. Put questions to the panel

30 minutes

Moderate the discussion. Ask each 'questioner' to give a brief self-introduction before presenting their question, which should also be brief. The panellists respond. Allow follow-up questions.

At any point, a participant from outside the circles may come to the second inner circle, tap a 'questioner' on the shoulder,

and take that person's seat. The new volunteer can ask a question on the next round. Allow each 'questioner' at least one question before they are replaced.

Let the discussion continue in this way as long as time allows, until most critical issues have been raised.

Step 6. Present concluding points

12 minutes

Allow each guest panellist four minutes to present their concluding points.

Step 7. Summarise and conclude

5 minutes

Conclude by drawing out highlights from the session. These may include:

- The rationale for strong research agendas in African universities.
- The link between teaching and research, and research and development agendas.
- Characteristics of world-class research institutions.
- The roles of different functionaries in facilitating research outputs.

Session 6. Institutional Challenges | 105 minutes

This session deepens participants' understanding of institutional challenges in realising the research agenda.

Outcomes

By the end of the session, participants can:

- Describe the institutional challenges that affect realization of the research agenda in their universities/research institutions.
- Identify potential solutions.

Preparation

Label tables for small groups with the name of the institution or department.

Engage co-facilitators to moderate small-group discussions.

Provide flip chart paper, pens, and other materials for poster-making.

Prepare a flipchart and sticky notes or an online form for participants' evaluation of the session.

Assessment

Participants assess whether the session objectives were achieved, by posting sticky notes on a flipchart or responding to a web-based link.

Steps

Time	Step	Who
5 minutes	1. Introduce the session	Facilitator
15 minutes	2. Identify barriers to the research agenda	Small groups
10 minutes	3. Brainstorm solutions	Small groups
15 minutes	4. Create a poster	Small groups
20 minutes	5. Present posters	All

Step 1. Introduce the session

5 minutes

Explain the process of the session and divide participants into groups, so that they work with colleagues from different departments of the same institution.

Step 2. Identify barriers to the research agenda

15 minutes

In a facilitated discussion, participants identify the challenges they face, gaining insight into the barriers as seen from various functional perspectives.

Step 3. Brainstorm solutions

10 minutes

Small-group discussion moves on to consider things that participants can do differently in their institution.

Step 4. Create a poster

15 minutes

Each group thinks of a metaphor for the barriers they have identified. They create a poster to represent the challenges in their institution.

Step 5. Present posters

20 minutes

Groups present their posters. Participants gain further insight into each other's challenges.

Summarise session highlights before you invite participants' evaluation (online or on a flipchart) and conclude the session.

Session 7. Challenges in Other Institutions | 45 minutes

This session exposes participants to the institutional challenges experienced by other universities. If your participants are all from the same institution, the activity reveals perspectives from other small groups.

Outcomes

By the end of the session, the participants can:

- Identify the institutional challenges experienced by other universities/research institutions in the realisation of their research agenda.
- Analyse the similarities and differences between their own institutional challenges and those of other universities/research institutions.
- Formulate solutions to institutional challenges in the realization of the research agenda.

Preparation

Ensure that each poster from Session 6 is mounted on a wall or a stand with masking tape, and spaced far apart so participants can walk freely from one to the next and easily read each one.

Provide sticky notes. If possible, allocate a different colour to each department, unit and university or research institution. For example, Department of Health Sciences, the library pink, and so on. Each participant needs as many sticky notes as there are posters – so if there are 11 posters, they need 11 sticky notes.

For tips, watch these videos of activities that end with similar but not identical poster tours:

[Marketplace of Ideas](#)

[Multiple Perspectives](#)

Prepare a flipchart and sticky notes or an online form for participants' evaluation of the session.

Assessment

Participants assess whether the session objectives were achieved, by posting sticky notes on a flipchart or responding to a web-based link.

Steps

Time	Step	Who
5 minutes	1. Set up poster stations	All
30 minutes	2. Conduct a poster tour	Facilitator, all
10 minutes	3. Discuss insights and highlights	All, facilitator

Step 1. Set up poster stations

5 minutes

Explain that one person from each group must stand next to their poster so that they can explain it to the viewers and answer questions.

Step 2. Conduct a poster tour

30 minutes

Everyone else walks around to view the posters. They can ask the assigned person to explain anything they do not understand.

Each person then puts one sticky note per poster on the part of each poster that seems to be most similar to their own experience.

Step 3. Discuss insights

5 minutes

Facilitate a discussion of new insights from the activity. Conclude with your own summary of the highlights. These might include:

- The outcomes of the poster tours.
- The number of sticky notes on specific parts of each poster.
- The patterns that emerged through placing of the sticky notes.
- The commonalities and differences in experiences across universities, research institutions, and/or departments and functions.

If the poster tour revealed no predominant experiences, discuss what that implies.

Session 8. Research Governance | 120 minutes

With a lecture presentation followed by discussion, expose participants to principles of university and research governance. They analyse the governance model of their own institutions and devise models themselves.

Outcomes

By the end of the session, participants can:

- Describe governance and use related terminology and concepts.
- Describe the relationship between institutional governance and research governance.
- Review the key components of research governance.
- Describe different models of research governance and the related roles and functions.

Preparation

Prepare a 20-minute lecture/presentation on aspects of university and research governance with examples and notes to guide you. Source a video of 10 minutes or less on governance concepts and models. The whole session is 120 minutes, so pre-timing is a necessity. Make notes to guide you.

Prepare a flipchart and sticky notes or an online form for participants' evaluation of the session.

Assessment

Participants assess whether the session objectives were achieved, by posting sticky notes on a flipchart or responding to a web-based link.

Steps

Time	Step	Who
5 minutes	1. Introduce the session	Facilitator
30 minutes	2. Present on research governance	Facilitator
25 minutes	3. Analyse the research governance in their institution	Small groups
25 minutes	4. Devise a model for their institution	Small groups
30 minutes	5. Present posters depicting models	Groups to all
5 minutes	6. Present highlights	Facilitator

Step 1. Introduce the session

5 minutes

Explain the process and objectives.

Step 2. Present on research governance

30 minutes

Give the presentation you prepared and screen the video you sourced.

Step 3. Analyse the research governance in their institution

25 minutes

In institutional groups, participants share experiences and examples of research governance models (including funds and grants management aspects). They discuss weaknesses and strengths and the roles of various faculty and administrators in the research governance model of their institution.

Step 4. Devise a model for their institution

25 minutes

Each group devises a research governance model for their own institution. They summarise the model as a poster.

Step 5. Present posters depicting models

30 minutes

Groups stick their posters on the walls and, one by one, describe their unique research models.

Step 6. Present highlights

5 minutes

Allow each guest panellist four minutes to present their concluding points.

Step 7. Summarise and conclude

5 minutes

Remind the participants of the purpose of the session and present your own observations of the highlights.

Session 9. Advancing the Institutional Research Agenda | 120 minutes

Engage participants in determining how their functionaries can contribute towards advancing their institutional research agenda and the roles they can play.

Outcomes

By the end of the session, participants can determine what contribution they can make towards advancing the research agenda in their institutions.

Preparation

Engage co-facilitators to guide small groups by function. Meet as a facilitation team to prepare thoroughly. Access materials online for each of the three functions:

1. Knowledge management.
2. Academic staff.
3. Finance, procurement, and grants management.

Print enough copies of the vignettes for the number of participants in each group and of the guiding questions for participants in Groups 1 and 3. Print one copy of the template for Group 1 for each of the four sub-groups.

Group 1: Knowledge management

Questions

Vignette

Template

Group 2: Academic staff

Vignettes

Group 3: Finance, procurement, and grants management

Questions

Vignette

Arrange tables in the room and label them by function:

- Knowledge management.
- Academic staff.
- Finance, procurement, and grants management.

Prepare a flipchart and sticky notes or an online form for participants' evaluation of the session.

Assessment

Participants assess whether the session objectives were achieved, by posting sticky notes on a flipchart or responding to a web-based link.

Steps

Time	Step	Who
25 minutes	1. Introduce the session, groups, and vignettes	Main facilitator
60 minutes	2. Discuss vignettes and questions	Sub-groups
30 minutes	3. Share ideas	Groups by function
5 minutes	4. Present highlights	Facilitator

Step 1. Introduce the session, groups, and vignettes

5 minutes

Explain the process and objectives. Divide participants into three groups by function. Each group has a co-facilitator who breaks their group into sub-groups and distributes copies of vignettes and guiding questions.

- Group 1: Knowledge management can be broken into two or more sub-groups if the variance is too great, each group working with the same vignette.

Group 2 Academic staff should be broken into four sub-groups, each working with a different vignette.

- Group 3: Finance, procurement, and grants management can be broken into sub-groups, each working with the same vignette.

Step 2. Discuss vignettes and questions

60 minutes

Group 1: Knowledge management

- Invite each sub-group to elect a chair to facilitate discussion of the vignette and questions. They note the answers to the vignette questions on flipcharts.
- Answer questions 6, 7, and 8 within the last 60 minutes of the session by the sub-groups: Library, ICT, Corporate Affairs, and Institutional Support Units.
- Ask each sub-group to use the template prepare separate lists of their functions and desirable inputs from the university in order for them to 'up their game'.
- Reconvene the group in the last 20 minutes for sub-groups to share their answers. Note areas of convergence.

Group 2: Academic staff

- Invite each of the four sub-groups to elect a chair to facilitate discussion of the four different vignettes. They note the answers to the questions on flipcharts.
- Sub-groups pass the vignettes between each other, to discuss as many as possible.
- In the last 20 minutes, bring the sub-groups together to share the solutions they came up with. For any solution that seems realistic to implement, the group discusses what would be required to implement it and why that solution has not been implemented to date.

Group 3: Finance, procurement, and grants management

- For the first half of the session, the group discusses the questions, noting answers on a flipchart.
- For the second half of the session, divide into sub-groups to discuss the vignette.

Step 3. Share ideas

30 minutes

Reconvene the full group. In the plenary, small groups share their solutions to the different questions, noting areas of convergence.

Step 4. Document individual commitments

15 minutes

Each participant reflects on their personal gains from the workshop and commits to improve at least one function when they go back to work. They write down their commitment.

Step 5. Evaluate the workshop

15 minutes

Each participant fills in the [survey](#) to evaluate the content, process, methods, and logistics of the workshop.

Step 6. Network

25 minutes

Participants exchange ideas in informal and celebratory conversation and farewells.

Step 7. Present highlights and conclude

5 minutes

Conclude with highlights of the session and good wishes.

Session 10. Step-down Planning | 120 minutes

In this session, participants develop a plan for cascading the lessons from this Institutional Support workshop – known as step-down planning – to their institution or department. They commit to improving their roles and functions in supporting research in their institutions.

Outcomes

By the end of the session, participants can:

- Develop a plan for stepping down lessons from the workshop to the local level (institution, department, faculty, and unit).
- List the ways they commit to improving their roles and functions in supporting research in their institutions.

Preparation

Print copies or share a link to the [step-down planning template](#).

Print copies or share a link to the workshop [evaluation survey](#).

Evaluation

Participants evaluate the workshop, in plenary discussion and in individual surveys.

Steps

Time	Step	Who
5 minutes	1. Introduce the session	Facilitator
35 minutes	2. Develop step-down plans	Small groups
20 minutes	3. Discuss the workshop	Plenary
15 minutes	4. Document individual commitments	Individuals
15 minutes	5. Evaluate the workshop	Individuals, survey
25 minutes	6. Network	All
5 minutes	7. Present highlights and conclude	Facilitator

Step 1. Introduce the session

5 minutes

Explain what the session will cover and why.

Step 2. Develop step-down plans

35 minutes

Divide the participants into small groups to develop plans using the [step-down planning template](#):

Step-down planning template

Long-term goal (include timeframes)

Example:

Within [XX time], strengthen the capacities and enthusiasm of different functionaries in the university in advancing responsiveness to graduate training and research.

Mid-term goals (include timeframes)

Example:

Within [XX time], train all Institutional Support staff involved in postgraduate training.

Short-term goals (include timeframes)

Examples:

- Within [XX time], plan the first Institutional Support training workshop.
- Within [XX time] deliver an initial Institutional Support training session.

Step 3. Discuss the workshop

20 minutes

Give each participant a sheet of paper. They write their email address on one side. Invite questions, comments, and suggestions on the whole workshop.

Step 4. Document individual commitments

15 minutes

Each participant reflects on their personal gains from the workshop and commits to improve at least one function when they go back to work. They write down their commitment.

Step 5. Evaluate the workshop

15 minutes

Each participant fills in the [survey](#) to evaluate the content, process, methods, and logistics of the workshop.

Step 6. Network

26 minutes

Participants exchange ideas in informal and celebratory conversation and farewells.

Step 7. Present highlights and conclude

5 minutes

Conclude with highlights of the session and good wishes.

Training of Trainers

To implement this curriculum effectively, facilitators must be well prepared. This ToT workshop builds or refreshes the skills and background knowledge of your team.

Download the [ToT workshop](#).