



Why should we care about doing
research into RMA?
A skill in demand right now

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FINAL CONFERENCE OF THE V4+WB RMA
NETWORK PROJECT

Talking about

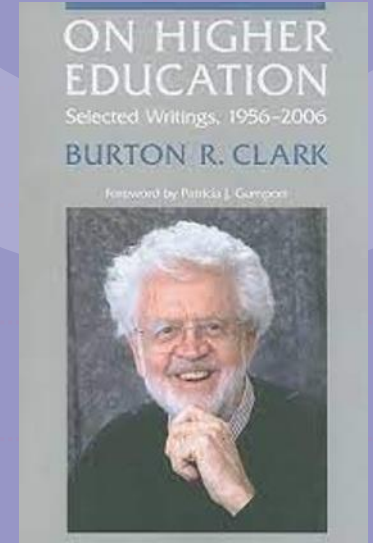
- 1) Doing research into RMA, why should we do that?
- 2) Following Burton Clark as the master of research into the HE sector
- 3) Understanding (and shaping) our idea of professionalism: concepts and examples
- 4) Engaging with research into RMA - academic and professional literature - but also with research into HE and HEM, and (why not) with institutional research
- 5) Discussing selected pieces of research into RMA: which pieces we should begin reading first and how to reflect on these pieces.

Is this a new skill or one in demand right now?

1. So why doing research into RMA?

- Gaining an understanding
- Collecting data and analysing (in different ways)
- Connecting data with results systematically (and revising) – System thinking
- Sharing results and reflecting on them with peers – Reflection in action

2. Burton Clark – The leading figure to understand why we should do research into HE



- ❖ Burton “Bob” Clark, Ph.D. in Sociology from University of California, Los Angeles (UCLA), taught at five American research universities at Stanford University, Harvard University, UC Berkeley, Yale University and UCLA.
- ❖ Clark was one of the first sociologists to study higher education from a global perspective.
- ❖ His research include comparative higher education, creating entrepreneurial universities, sustaining change in universities, explaining the organisational saga in HE and the HE system, the academic profession, research and advanced education in modern universities as places of enquiry, and much more.

3. Understanding ideas of professionalism following Ronald Barnett (to shape our own)

- ❖ Barnett suggests re-creating the discourse of competences, qualifications, and professional frameworks in an age of *super complexity*.
- ❖ “*Where even knowledge has a limited timespan*”, he claims.
- ❖ His suggestion: to move away from the regulated professional and embrace the modern, creative professional.
- ❖ This professional is “*a living project of knowledge in action*”.
- ❖ *She* [she in the text] knows, practices, and is the one who explores the doing. And *she* is in action with courage, in today’s fragile domain of professionalism.
- ❖ *She* dares to be the pioneer or the creator of these new discourses (Barnett, 2008:206).

Examples of
professionalism to
consider
(to shape our own
idea of it)

Professional associations

- PD frameworks
- Qualifications
- Working Groups (WGs)
- Calls for research
- Projects, e.g., the RM ROADMAP

To know more on professional associations: see the Italian report to gain an overview of professional associations, PD frameworks, projects, and qualifications available in RMA globally (next slides).

Italian report CODAU WG – Benchmarking table (Romano and Albanesi, 2021)

- ❖ Association and Country
- ❖ Scope
- ❖ *Professional Development Framework*
- ❖ Professional Level
- ❖ Training and Accreditation
- ❖ Website

See a page and its full table in the next slide



NAME and COUNTRY	SCOPE	PROFESSIONAL DEVELOPMENT FRAMEWORK	PROFESSIONAL LEVEL(S)	TRAINING and ACCREDITATION/ RECOGNITION	WEBSITE
ARMA (UK)	Founded in 1991, has over 3,000 individual members from around 250 organizations, ranging from Universities and Funding Bodies to the National Health Service and independent Research Institutions.	Yes, available on the website https://arma.ac.uk/professional-development/	Three professional levels.	Two certificates (Foundation and Advanced) accredited by Awards for Training and Higher Education (ATHE) https://arma.ac.uk/qualifications/ other than training events https://arma.ac.uk/events/	www.arma.ac.uk
ARMA-NL (the Netherlands)	Founded in 2018, following 10 years' activity as an information network. It includes professionals active in advice, management and administration of international as well as national financed research, innovation and education projects.	Under development.	Not yet available.	ARMA-NL is developing a program of certified training courses and workshops.	www.armanl.nl/web
ARMS (Australia, New Zealand and Singapore)	Founded in 1999, involves more than 3,000 members from universities, independent research institutions, government and health and research institutions.	Yes, available on the website https://www.researchmanagement.org.au/professional-development	Three levels for knowledge enhancement.	Two accreditation programs (Foundation and Advanced) https://www.researchmanagement.org.au/advanced-level-accreditation-program-opportunities-still-available-join-2020-cohort	www.researchmanagement.org.au
CARA-ACAAR (Canada)	Provides a critical interface between all stakeholders in the management of the research enterprise. Has more than 1,000 members.	Not Formally defined.	Not Formally defined.	Two programmes (fellowship and mentorship) and one certificate in Research Administration in partnership with Mohawk College. Another certificate in progress https://cara-acaar.ca/Programs/ProfessionalCertification	www.cara-acaar.ca
DARMA (Denmark)	Open to individuals working as research and development (R&D) managers or administrators, from all kinds of employers—universities, colleges, research institutes, hospitals, museums, companies, funders, agencies or any organisation engaged in scientific research.	Not formally defined.	Not formally defined.	DARMA organizes workshops, webinars, and courses.	www.darma.dk

4. Research into RMA and what we can pick up

Explore both academic and professional literature in RMA but also in Higher Education (HE) and HE Management (HEM)

Professional: journals, for example Journal of Research Administration (SRAI), Research Management Review (NCURA), NCURA magazine, The Protagonist (ARMA), EARMA newsletter, Perspectives, but also see blogs on LinkedIn

Academic literature: see next slide

5. Selected pieces in RMA

The interface of science: the case for a broader definition of research management

Agostinho et al.

The interface of science: the case for a broader definition of research management

Marta Agostinho ^a, Catarina Moniz Alves ^b, Sandra Aresta ^c, Filipa Borrego ^d, Júlio Borlido-Santos ^{e,f}, João Cortez ^{e,g}, Tatiana Lima Costa ^h, José António Lopes ^{i,j}, Susana Moreira ^k, José Santos ^l, Margarida Trindade ^m, Carolina Varela ⁿ and Sheila Vidal ^o

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ABSTRACT

This paper results from on-going reflection within the practitioners group *Plataforma de Interface à Ciência* (Platform of Professionals at the Interface of Science), an informal nationwide network in Portugal that brings together professionals involved in a large scope of activities related to research management, knowledge transfer and science communication. Due to the wide scope of functions and profiles of these professionals, they are not publicly nor institutionally recognised as part of the same professional group, which raises barriers for their recognition as relevant players in the research & innovation ecosystem and full achievement of their potential. We take stock of the several definitions of their roles found in the literature and conclude on the need for an inclusive approach to consider these roles as a profession. We propose the designation of Professionals at the Interface of Science (PIoS) to name this wide group of professionals that sits at the interface at all scientific disciplines.

KEYWORDS

Interface of science; research management; science communication; knowledge transfer

Invisible Intermediaries: A Systematic Review into The Role of Research Management in University and Institutional Research Processes

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Invisible Intermediaries: A Systematic Review into The Role of Research Management in University and Institutional Research Processes

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Abstract: *The introduction of competitive rankings and research assessment frameworks have necessitated that research organisations continually monitor their research strengths and weaknesses. Such monitoring is essential to be able to strategically respond in a competitive environment. There is little research on the role of research management in research organisations, including universities, but the literature suggests that when implemented well, research management is an essential component of the research process. Despite this, an evidence-based understanding of the strategies available for successful research management is lacking. In order for organisations to structure their research management strategies more efficiently, as well as to inform practitioners of the best way to deliver their service, an understanding of the evidence for successful research management strategies is needed. The aim of this article is to provide a systematic review to investigate the evidence base for successful research management strategies.*

Keywords: *research support, research management, technology transfer, knowledge transfer, commercialisation, research collaboration*

What can we learn from this research?

Paper	Main points	Benefits
Interface of science by Agostino et al	Definitions of RMA and boundaries of the profession	Understanding the variety of roles that could fall into RMA. But also discussing the boundaries (if any) of the profession
Invisible intermediaries by Derreck and Nickson	Literature review on RMA, including the variety of topics and issues in today's RMA already explored	Understanding of how much it has been written on RMA and so of how many solutions (or tips) can be found out there
Scaling up professionalisation by Williamson et al	Development of a professional PD framework, actors and steps	Learning how to get there and connecting with these experts
RMAs as servant leaders by Waite	Characteristics of today's RMAs, leadership and supportive role but also issues of identity	Being servant and leader, or mixing the two in our own way
Research managers uncovered: changing roles and 'shifting' arenas by Shelley	Working places, roles in RMA centrally and locally, and what research capital stands for	I am not alone in this world (of the profession). The Centre versus the Periphery sort of clash in RMA. Research capital is what I owe.

Who do they think they are? The changing identities of professional administrators and managers in UK higher education

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Contemporary universities, serving mass higher education markets, find themselves delivering complex, broadly based projects such as student support and welfare, human resource development, and business enterprise. Established concepts of academic administration and devolved management have been overlaid by more fluid institutional structures and cultures, with a softening of internal and external boundaries (Whitchurch, 2004, 2005). These developments have caused major shifts in the identities of professional administrators and managers as they adopt more project-oriented roles crossing functional and organisational boundaries. This paper considers the dynamics of these changes, in terms that move beyond conventional assumptions about administration and management. While identities have been defined traditionally via structured domains such as professional knowledges, institutional boundaries, and the policy requirements of the higher education sector, an emergent *project domain* has fostered the development of an increasingly multi-professional grouping of staff, with implications for career futures.

5. Selected pieces in HEM

Who do they think they are?

The changing identities of professional administrators and managers in the UK higher education

Celia Whitchurch UCL, UK

Institutional research

- ❖ **Institutional research** is a broad category of work done at universities to inform decision-making and planning
- ❖ It can be done in areas such as admissions, financial aid, curriculum assessment, enrolment management, staffing, student life, finance, facilities, athletics, research, and alumni relations.
- ❖ Institutional researchers collect, analyse, report, and warehouse **quantitative and qualitative data** about their institution's students, faculty, staff, curriculum, course offerings, and learning outcomes.
- ❖ In addition to reporting, institutional researchers **often engage in data analysis**, ranging from simply testing to developing and using causal and predictive statistical models.
- ❖ **Start by looking at: HEIR Institutional Research Network UK:** the HEIR network believes that IR is playing an increasingly important role in enhancing learning and teaching practice and providing timely and relevant evidence to aid management decision making at all levels within UK and Irish higher education institutions.
- ❖ Web site to the 2021 conference can be found here: <https://heir2021.wp.st-andrews.ac.uk/>

Thanks for
your
attention



Any question welcome



Raise more points even in the
coming days



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Follow my research on
<https://ioe.academia.edu/SusiPoli>

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