

Planning for and implementing high- impact programmes

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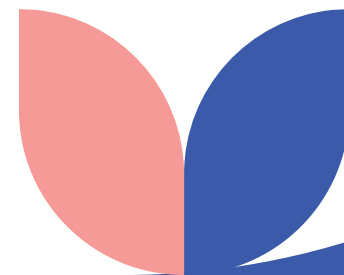


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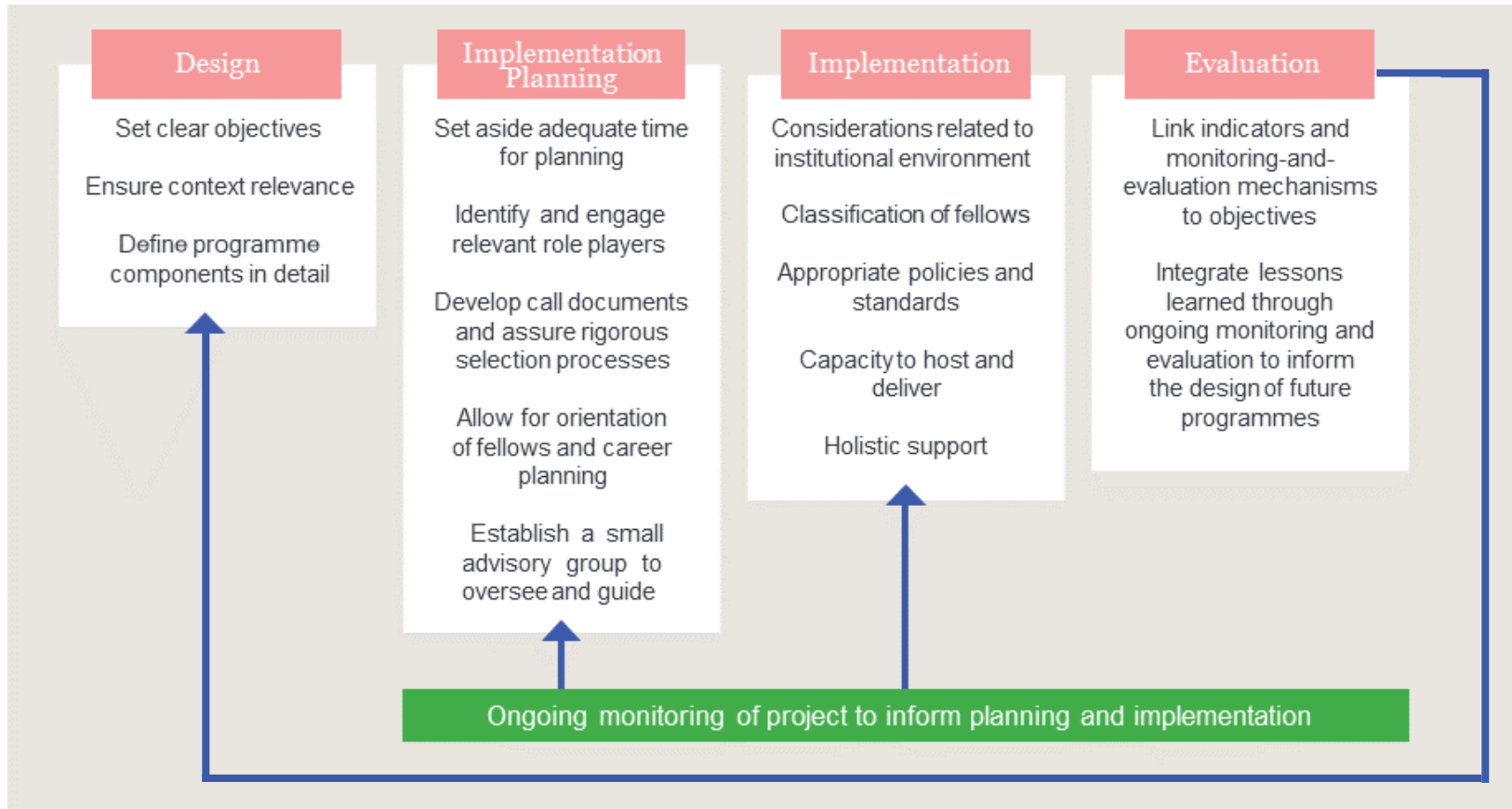
Context: Sequence of phases in the lifecycle of a programme

Planning for implementation phase

Implementation – role of institutional environment and examples of good practice

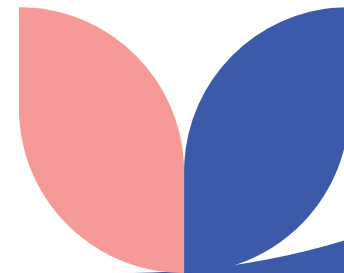


Lifecycle of a programme



Planning for implementation

- Invest time to allow implementation planning phase
- Bring key players (project management team, supervisors and mentors) on board early
- Preparation of call documents (targeted, nuanced, and appropriately directed)
- Rigorous application and selection process



Planning for implementation

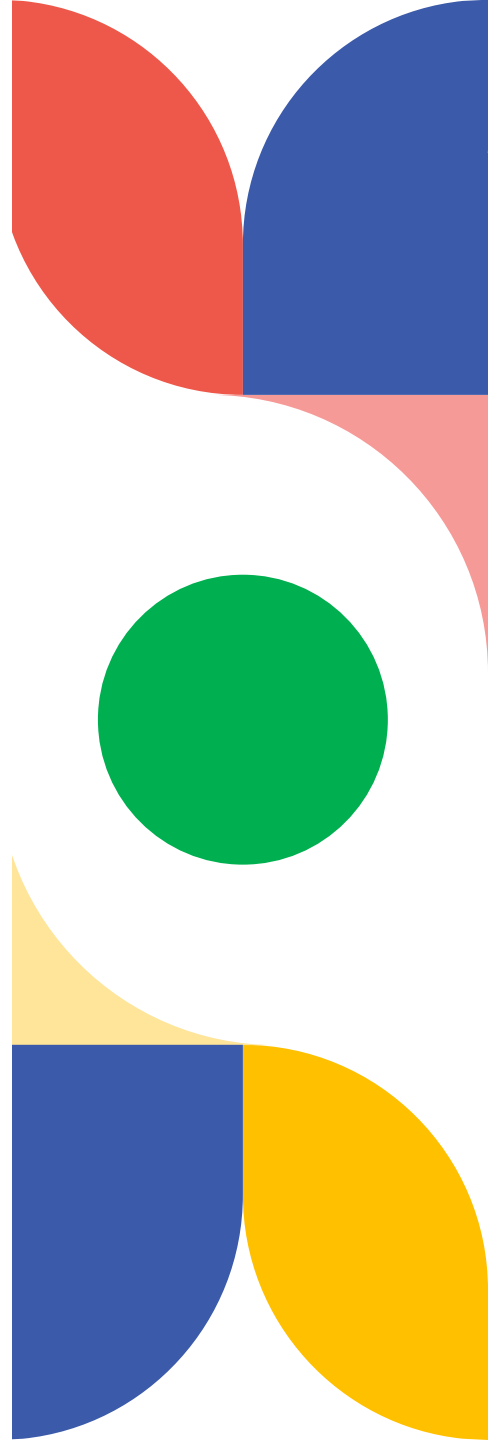
The application phase

FIGURE 5

Typical documentation required for a post-PhD programme application

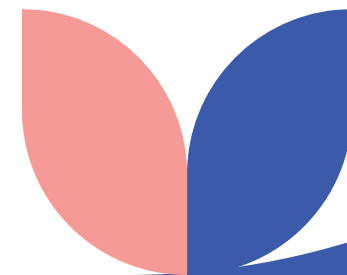
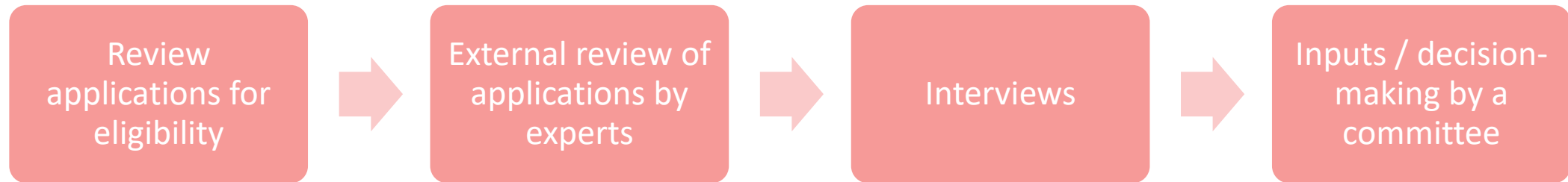
- A comprehensive research proposal or concept note (ranging from 2,000 words upwards)
- Summary of proposal (ranging from 200 words upwards)
- Comprehensive curriculum vitae (CV)
- Publication lists
- References
- Academic records
- A project workplan

- Clearly define target beneficiaries
- Identifying fellows who are the right match for particular programme will help ensure that the fellows benefit optimally and that the programme can achieve its objectives.
- Allow time for applicants to develop high-quality proposals.
- The timing of the call needs to take into consideration the typical 'rhythm' of the institution or context



Planning for implementation

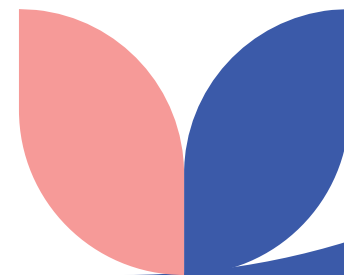
The selection process



Planning for implementation

Preparation and orientation

- Match fellows to supervisors and mentors as early as possible
- Induction meetings and orientation (MoU's recommended)
- Allow for flexibility to accommodate changing circumstances
- Role for small steering committee / advisory group



“

There are multiple stakeholders who need to play a role in enabling early-career researchers to achieve their career goals.

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Implementation – the role of institutional environment

- Awareness of post-PhD's embedded in institutional strategy
- Clear and consistent institution-specific classification of post-PhD fellows



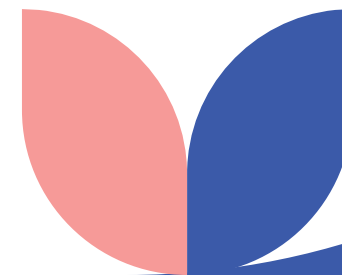


Example of work in progress at Stellenbosch University to formalise institution-specific classification of postdoctoral research fellows and early-career researchers

| POSTDOC | EARLY-CAREER RESEARCHERS |
|---|--|
| Within 5 years of PhD, age does not matter. | Employed as an academic. Holds either a master's or PhD or is post-PhD, but not yet independent researcher; still has a mentor or supervisor. |
| Cannot be employed (or have been employed) elsewhere – postdoc is an internship only. | Already on the university staff payroll as an academic; aims to have an academic career track. |
| Scientific skills development for academic career but also complementary skills that include exposure to career tracks outside of academia (e.g., public or private sector, industry, science communication and policy, research management, etc.). | Training aimed at academic career only: focus on scientific skills development and complementary skills that are required for an academic career, such as supervision and teaching skills, raising grants, writing for publication, etc. |
| After 5 years, can receive a maximum of 24 months extension, after which department must take over or person must raise own funds to cover salary. At this point, called a research associate or a research fellow. No longer a postdoc. | |
| Postdocs have access to an electronic platform with info on mentors that join on a voluntary basis. Postdocs make use of this on a voluntary basis. | Early-career researchers have access to a structured mentorship programme, where individual mentors are appointed based on the needs of the European Research Council (ERC). Mentors commit through a signed letter of commitment and receive a small honorarium for their time spent with the mentee. |
| Postdocs have formal MoU with supervisor. | |
| Dedicated office for postdocs that looks after all aspects of their needs. One-stop-shop for postdocs, but office works closely with existing service providers across campus such as international office and wellness services. | Access to all services available to academic staff. |

Implementation – the role of institutional environment

- Awareness of post-PhD's embedded in institutional strategy
- Clear and consistent institution-specific classification of post-PhD fellows
- Appropriate policies and standards readily available on website or in handbook
- MoU between fellow and host to agree on expectations and responsibilities
- Leadership training for inexperienced deans and HoD's to resolve systemic challenges related to administration of fellowships
- Dedicated administrative capacity to service processing of fellowships, attend to visa and travel requirements, and be responsible for logistical arrangements
- Access for post-PhD's to a university-wide association of peers for mutual support and to have a platform for raising concerns
- HR capacity to manage targeted post-PhD support programmes
- Institutional capabilities for strategic communication



Let's talk!

