circle

The Association of Commonwealth Universities

CIRCLE Programme Report Series

CIRCLE Institutional Strengthening Programme
2019 Report

Acknowledgements

Cover Photo: Dr Mercy Derkyi presenting at the UENR Mentoring workshop funded by the CIRCLE ISP Implementation Fund

Contents

Tables and Figures

Executive Summary

Since the CIRCLE Institutional Strengthening Programme (ISP) began in 2015, a total of 434 actions have been outlined across Action Plans of the 20 CIRCLE Institutions who remain involved in the ISP. As of April 2019, of the actions outlined, 242 (56%) have been fully completed, 120 partially completed (28%) and 51 (12%) not completed. The status of 21 actions has not been provided.

To further explore what types of actions were more successful, actions were analysed based on Type, Topic and Time taken to complete.

Overall, the most common Action Type was Support Provision Improvement, whereby ISP Implementation Groups aimed to enforce or improve support offerings already in place within the institution, with 129 (32%) actions. Many institutions reported that there were opportunities in place for early career researchers to gain support, but that opportunities were either limited or not promoted widely enough for uptake. Institutions may also find it easier to work with support offerings already in place, rather than come up with new initiatives and try to get them implemented at an institutional level. Overall, 53% of actions of this type were completed, with many institutions reporting challenges such as resource limitation and the need for further internal discussion before implementation can begin. Monitoring and Evaluation actions had the highest reported completion rate with 83%, which is unsurprising as many of these actions were related to ISP progress reporting and review. Institutional targets had the lowest proportion of completed actions with 40% completed. This may reflect the difficulty Implementation Groups experience in implementing actions that address wider institutional issues.

The largest category of action Topic was Mentoring with 80 (18%) actions, followed by Researcher Development with 69 (16%). This is encouraging for CIRCLE, as much of our training and support focused on the most commonly reported actions, namely mentoring, researcher development and career development. The category with the fewest number of Actions was changes to Teaching/Curricula with 4 (1%), and Research Ethics with 6 (1%). CIRCLE Specific actions had the highest reported completion rate with 79%. This is unsurprising as CIRCLE Specific actions would need to be completed within the scope of the ISP in order for Implementation Groups to proceed with their activities. Example activities here include ISP Group meetings, ISP Action Plan reviews and reporting. Leadership/Management targeted actions (69%), and Researcher Development actions (67%) were also widely successful.

Most completed actions took approximately 2 years to be successfully implemented. Training workshops and low-level Support Provision Improvements were the only Types of activities that were delivered within a year of being added to Action Plans. 50% of Monitoring and Evaluation activities were completed after a year, but this is unsurprising as many such activities needed to be completed to inform the remainder of ISP activities. Developments of new Course/Departments often took over 2 years, as did the achievement of wider institutional targets.

Actions were then analysed based on their alignment to the UK Concordat Principles. 53% all actions outlined in ISP Action Plans were focused on Concordat Principles 3&4: Support and Career Development (232). The CIRCLE ISP Logframe indicators were all focused on improvements to support provision for early career researchers, so this high proportion is unsurprising, and is aligned to the focus of training delivered throughout the programme. The Principle with the highest proportion of completed activities was Principle 7: Implementation and Review (67%). This is unsurprising as many such activities needed to be completed to inform the remainder of ISP activities. Other Principles also had high proportions of completed actions, i.e. Principle 5: Researcher Responsibilities (58%) and Principle 1: Recruitment and Selection (57%). The largest proportion of actions under every Principle, with the except of Principle 1: Recruitment and Selection, were completed over 2 years, with proportions ranging from 38% - 76%. Over half of actions under Principle 1 were completed over 3 years. Actions outlined under Principle 1: Recruitment and Selection took the longest to complete, with over 50% of those completed taking approximately 3 years to be implemented.

Further analysis took place using Institutional Variables, which were the country in which the institution was based, the academic focus of the institution and the age of the institution.

The largest proportion of Actions for each country fell under the category type of either Support Provision Improvement or Training. The topics of Actions focused on by country varied. The largest proportion of action Topic were as follows: Ethiopia – Mentoring (17% of all Actions) and Researcher Development (17%); Ghana – Mentoring (19%); Kenya – Research Outputs (33%); Nigeria – Researcher Development (28%); South Africa – Career Development (29%) and Mentoring (29%); Tanzania – Researcher Development (52%)l Uganda – Mentoring (50%); Zimbabwe – Research Outputs (26%).

The majority of actions successfully implemented by institutions based in Ghana, Kenya, Tanzania, Uganda and Zimbabwe took approximately 2 years to be completed. Institutions based in South Africa reported the fastest turnaround of actions, with 42% of actions took just 1 year to implement. Institutions in Ethiopia took the longest amount of time, reporting approximately 3 years to implement successful actions.

There was a 1% difference in the proportion of completed action reported by type of institution, with General/Comprehensive institutions reporting 56% of actions as completed, compared to 55% reported by Specialist institution. Proportions of Partially and Non-completed actions were also similar between types of institutions. It does not appear that the Focus of the institution has an effect on the successful completion of activities. The largest proportion of Actions for both institutional Focus fell under the category type of Support Provision Improvement followed by Training. The topics of Actions focused on by institutional type varied slightly. Both types of institution had large proportions of actions categorised under Mentoring (19% of those by General/Comprehensive institutions vs 18% of Specialist) and Researcher Development (18% vs 14%). When analysed by Focus of the institution, the time taken to complete actions does not appear to differ. Both types of institution reported that 50% of actions took approximately 2 years to implement.

Institutions established 51+ years ago reporting a higher proportion of completed actions (63%) than younger institutions. Older institutions may benefit from well-established support frameworks and departments or may already have long-standing policies and/or strategies in place, thereby enabling a larger number of actions to be successfully completed. The largest proportion of actions for all Institutional ages fell under the category type of Support Provision Improvement followed by Training. The topics of Actions focused on by institutional age varied slightly. Institutions between 0-20 years old had a higher proportion of actions fall under Mentoring (23% of all actions) whereas both institutions between 21-50 years and those 51+ years old had a higher proportion of actions fall under Researcher Development (14% and 21% respectively. When analysed by Age of the institution, all groups reported that the majority of actions took approximately 2 years to complete.

The proportion of actions completed by groups with 1 – 5 members and 10+ members was very similar, with 62% and 64% of actions completed respectively. Groups with 6 – 9 members reported 52% of actions as completed, and also had the largest proportion on non-completed actions (14%). Groups of all sizes had the largest proportion of actions fall under Support Provision Improvement, followed by Training. Groups of between 1 – 5 members and 6 – 9 members also had large proportions of actions addressing Policy Development Change (17% each) compared to larger groups (7%). Groups of between 1 – 5 members and 6 – 9 members had the highest proportion of actions fall under the topic of Mentoring (15% and 21% respectively) whereas the highest proportion of actions for groups with 10+ members fell under Researcher Development (27%).   When analysed size of implementation groups, all groups reported that the largest proportion of completed actions took approximately 2 years to implement. Groups with 10+ members reporting the highest proportion completed in this timeframe, with 71% of actions completed in this time.

ISP Groups with Managers, Departmental Co-ordinators or Professors had the largest proportion of completed activities, with 65%. Groups with Lecturers or Researchers had the highest proportion of non-completed actions with 21%. It is worth highlighting again that there is only one group with a VC/DVC as the lead. All groups, with the exception of the one group with a VC as the lead, had the largest proportion of actions fall under Support Provision Improvement, followed by Training. The group with the VC as the lead had the highest proportion of actions fall under Policy Development/Change (35%), whereas all other groups had between 13-16% of actions under this type. Groups with Deans, Directors or Heads of Departments, and those with Managers, Coordinators or Professor as leads, as well as the one institution with the VC as a lead, had the highest proportion of actions addressing Mentoring (17%, 17% and 39% respectively). Groups with Researchers as leads had the highest proportion of activities addressing Researcher Development (26%) followed by Mentoring (16%). When analysed group lead, all groups reported that the largest proportion of completed actions took approximately 2 years to implement.

The number of CVFs did not appear to affect the number of completed actions. Groups with 3 CVFs had the highest proportion of completed activities, with 66% of all actions completed, although groups with no or one CVF had a similar proportion with 64%. Groups with 2 CVFs had the highest proportion of non-completed activities with 20%. All groups had the largest proportion of actions fall under Support Provision Improvement, followed by Training. Groups with 4+ members had the highest proportion of actions under Policy Development/Change with 23%. All groups, except those with 2 CVFs, had the largest proportion of actions address Mentoring, followed by Researcher Development. Groups with 2 CVFs had the largest proportion of actions address Career Development followed by Researcher Development. When analysed group lead, all but one groups reported that the largest proportion of completed actions took approximately 2 years to implement. Groups with 3 CVFs

reported a slightly higher proportion of activities were completed within 1 year (38%), although there wasn't much difference in actions completed in 2 years (34%).

Finally, institutions were asked to explain why actions had not yet been completed and whether they could provide further information on challenges they were facing. Institutions provided information for 148 incomplete actions. The most commonly reported reason for lack of completion was that further training was required to hit the target success measures, with 16% of actions. Unsurprisingly, the most common type of activity that required further training were Training related actions, which constituted 45% of action types. This also suggests that, although many training workshops were successfully delivered, ISP Implementation Groups may have underestimated either the demand for the Training or the need for a more extensive training package to ensure that learning through the ISP is successfully embedded across the institution.

Overall, the progress made by the institutions involved in the CIRCLE ISP Extension has been impressive. Just one institution involved in the CIRCLE extension has not yet reported having a formal mentoring mechanism in place at their institution. Every institution involved in the ISP Extension has at least one policy and/or strategy in place for supporting early career researchers, and all but two institutions have improved the quality or quantity of training and support offered to early career researchers since the programme began.

Within the scope of another limited ISP Extension, another round of Implementation Funding will be offered to institutions to further embed learning and increase the impact of the ISP. Institutions will be encouraged to adapt their ISP Action Plans to build in "short-term wins" to ensure that learning is shared to enable actions which will have a wider impact. Institutions will also be encouraged to review their institutional structures and identify opportunities for future actions that do not rely on extensive resources or funding.

1. Background to the Institutional Strengthening Programme

The Climate Impacts Research Capacity and Leadership Enhancement (CIRCLE) programme is an initiative of the UK's Department for International Development (DFID). Managed by the Association of Commonwealth Universities (ACU), CIRCLE adopted a dual approach to individual and institutional capacity building with two principle aims:

1. To strengthen the capacity of African scientists to undertake research on climate change and its local impacts on development

2. To strengthen the research capacity of participating African institutions

To this end, between 2014-2017, 97 CIRCLE Visiting Fellowships were completed while 31 institutions participated in the CIRCLE Institutional Strengthening Programme (ISP). In March 2018, the CIRCLE ISP was extended until 2019 to further facilitate the strengthening of professional development systems in participating institutions.

This report details the progress made by participating institutions towards their individual ISP's in order to assess the success of the CIRCLE ISP model. An institution's ISP is a structured series of actions/activities undertaken to strengthen a particular area of work within that institution. With the context of the CIRCLE programme, institutions undertook activities to strengthen systems that support the professional development of their early career researchers (ECRs).

Why the CIRCLE ISP was developed

Experience from existing international postgraduate scholarship and fellowship schemes, including the Commonwealth Scholarships, indicates that, where a returning scholar or fellow works in an academic role, the long-term impact of any scholarship or fellowship programme is in large part determined by the institutional context into which the scholar or fellow returns. After spending time working and/or studying in another country, many academics at African institutions struggle to establish successful research careers after returning to institutions that, for a wide variety of reasons, either constrain or do not adequately support their career and professional development. The importance of providing targeted professional development support to early career researchers, and especially in the form of academic mentoring was also borne out by the Nairobi Process – a series of research reports conducted by the ACU in partnership with the British Academy.[1]

To address this issue, the CIRCLE ISP was developed. The purpose of the ISP was to help the home institutions to create a more enabling environment in which the returning fellows' research could flourish over the long-term. This would enhance the potential of the CIRCLE Visiting Fellows (CVFs) to capitalise on the experience gained during the fellowship, build successful research careers, and share their expertise, thereby helping to secure the long-term contribution of African scientists to the body of knowledge on climate impacts. Active participation in the ISP was a requirement for all CIRCLE home institutions as a condition of being able to nominate staff to undertake a CIRCLE Visiting Fellowship. Participation was optional for host institutions, although most elected to join the programme. In all, 31 institutions across 9 countries in sub-Saharan Africa participated in the ISP.

The CIRCLE ISP programme is informed by the principles embodied in the UK's Concordat to Support the Career Development of Researchers (the Concordat) and in the European Union's Charter for Researchers and its Code of Conduct for the Recruitment of Researchers.

ISP Objective

The primary objective of the ISP is to strengthen the capacity of participating universities to support and enhance the career progression of research staff early in their careers. The ISP aimed to achieve this objective by focusing on three areas: academic mentoring; institutional policy policies and frameworks; training and support provision. The ISP is in effect an institutional change process.

The ISP in Practice

The ISP Implementation Groups

Upon joining the ISP, institutions nominated members of staff to become ISP Champions, forming their ISP Implementation Groups. ISP goals require actions to strengthen provision for all researchers in the institution, not only those in the areas of

---

[1] The Nairobi Process Report Series can be found on the ACU website: https://www.acu.ac.uk/focus-areas/early-careers/nairobi-process

climate change. Therefore, members of the ISP Implementation Group were expected to be in a position of influence to enable institutional strengthening to deliver sustainable change across the institution.

ISP Champions were asked to nominate an ISP Group Lead and were tasked with deciding how to involve members from important institutional groups and/or committees so that the ISP can embed change in wider institutional business. ISP Implementation Groups varied in composition with a combination of academic leads, Human Resources and finance personnel and included the Mentoring Trainer and RDF Coordinator roles following attendance at Training of Trainers' activities. In many cases, institutions added the CIRCLE Visiting Fellows to their implementation Groups after their return from the fellowship.

Through a series of face-to-face workshops, webinars and sharing of online resources, these Groups were introduced to a range of existing policies, frameworks and tools that had been effective in the UK and elsewhere in driving capacity building and were invited to adapt them for the African context. Selected members of the implementation Groups were also invited to participate in training of trainer workshops focussed on delivering mentoring training and in establishing and growing a professional development programme.

The ISP Gap Analysis and Development of ISP Action Plans

At the inaugural Champions meeting in February 2015 participants explored the UK Concordat to Support the Career Development of Researchers (the Concordat) and agreed to use this framework as a point of reference in the CIRCLE ISP process. Our Champions then carried out in-depth institutional gap analyses,[2] including identification of common needs and challenges, based on an adapted version of the UK Concordat Principles.[3] Champions were asked to consider their strategic goals, review current provision for each Principle in relation to strategic goals and identify gaps in provision in relation to these strategic goals. The Implementation Groups then designed comprehensive action plans aimed at addressing the gaps identified in their gap analysis with ownership and timelines specified for all actions. Group were also asked to ensure that they consistently review their progress as the programme developed.

Throughout the programme, ISP Implementation Group members received training designed to respond to common needs and challenges identified.[4] Regular consultation with Vitae was encouraged throughout 2015, 2016 and 2017, and institutions were required to regularly report on progress made in the implementation of their ISP Action Plans. This enhancement-led approach enabled institutions to benchmark themselves and self-reference progress in a structured way, rather than by comparison with other institutions. This approach was effective and appropriate as institutions started from different stages in developing career support for researchers and had access to varying levels of resourcing to support their progress. They each therefore progressed at a different pace.

As the ISP progressed, an important difference between the UK and African contexts emerged. The UK and European gap analysis processes assume that institutions will develop action plans for all Principles at the same time. UK institutions involved in similar institutional strengthening initiatives in the past have been well placed to carry out simultaneous actions addressing the requirements of all the Concordat Principles, mostly due to numerous pre-existing resources and supportive infrastructures, but this was not possible for the institutions in the CIRCLE ISP for reasons of culture, resources and infrastructure. While CIRCLE institutions were able to provide coverage of all Concordat Principles, the highest number of new activities fell under Principles 3 & 4: Support and Career Development. It became apparent that when an institution initially focuses an action within Principles 3 & 4, they would need to link this action to further, sequential actions under the other Concordat Principles in order to effect wider institutional change. For example, when an institution aims to enhance mentoring capacity at their institution, their action may prioritise how to build the competencies of mentors and mentees within their institution (Principles 3 & 4). In addition to this focused action, before learning can be efficiently embedded across the institution, they would also have to undertake a series of additional, linked actions such as producing quality assessment criteria, reviewing recruitment criteria or writing mentoring responsibilities into promotion criteria. Due to a range of dependencies, contextual considerations and resource constraints, these actions would typically need to be pursued one at a time, building cumulatively on the success of one to make progress in another. This stands in contrast to the European experience where greater human and financial resources and external policy drivers permitted and encouraged activities across all Principles to be pursued in parallel. See below figure as an illustration of this approach:

---

[2] Champions were provided with a Gap Analysis template based on requirements of the UK HR Excellence in Research Award.
[3] See Annex 1 for overview of the Concordat Principles.
[4] Training and bespoke support to strengthen support within the participating institutions is provided by our partner, Vitae.

CIRCLE Institutional Strengthening Radial Planning Tool

Start with one ISP action and build your institutional strengthening plan outwards by identifying the actions that are related to its success within other Principles

Principle 5
Researchers' Responsibilities

Researchers advised and understand their responsibility to arrange meetings with mentors, about setting agenda and taking actions on basis of mentoring guidance

Principle 1
Recruitment and Selection

Review recruitment criteria for supervisors to assess mentoring skills

Principle 6
Diversity and Equality

Provide training in unconscious bias and equality policies of the university and included these policies on the website

ISP Action
Put in place Mentoring training for supervisors

Principle 2
Recognition and Value

Recognise and value mentors by including this in their promotion criteria and their workload

Principle 7
Implementation and Review

Monitor and evaluate:
- quality of mentoring
- benefit of mentoring
- uptake of mentoring

Principle 3 & 4
Support and Career Development

Train researchers in how to make the best of mentoring
Provide training in professional development planning using the RDF
Provide Policy on mentoring
Develop programme of training mapped to needs of researchers evidenced through mentoring

Vitae, © The Careers Research and Advisory Centre (CRAC) Limited

Figure 1 – Illustration of the CIRCLE ISP Approach

The CIRCLE Lens on the Vitae Researcher Development Framework

The Vitae Researcher Development Framework (RDF) is an internationally recognised framework for the development of researchers' competencies for the diversity of skills required to create excellent research with impact. The Vitae Researcher Development Framework (RDF) is structured into four domains covering the knowledge, behaviours and attributes of researchers. It sets out the wide-ranging knowledge, intellectual abilities, techniques and professional standards expected to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Within each of the domains there are three sub-domains and associated descriptors.
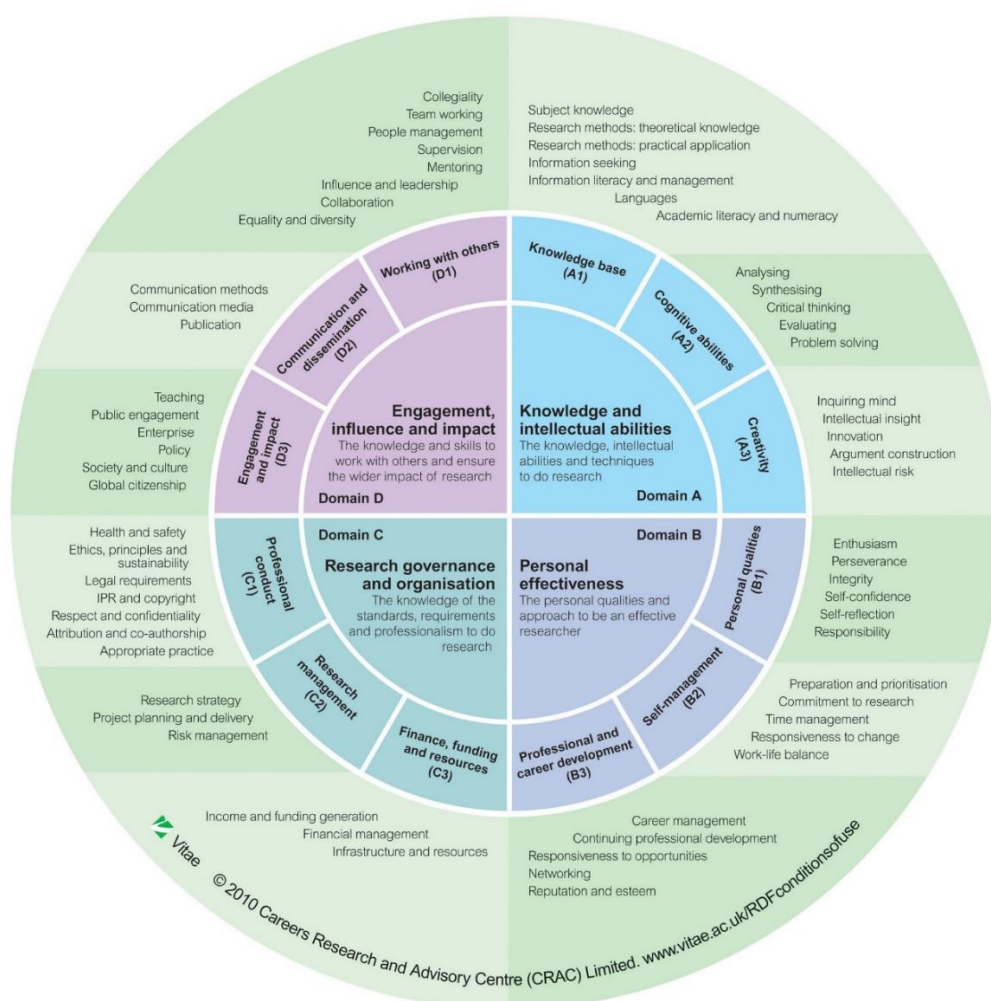
Figure 2 - The Vitae Researcher Development Framework model

As part of the CIRCLE workshops, all participants, including Fellows and ISP Champions, reviewed the RDF to identify priority competencies for CIRCLE from both a strategic and a personal point of view. Based on this review, a CIRCLE Lens was developed, identifying career development priorities for CIRCLE – see Figure 3. This lens was used by the Champions and the Fellows to inform the design of institutional support programmes and enable individuals to prioritise their own professional development needs. Other lenses highlighting the different competencies for supervision and mentoring were also developed to support mentoring training programmes.
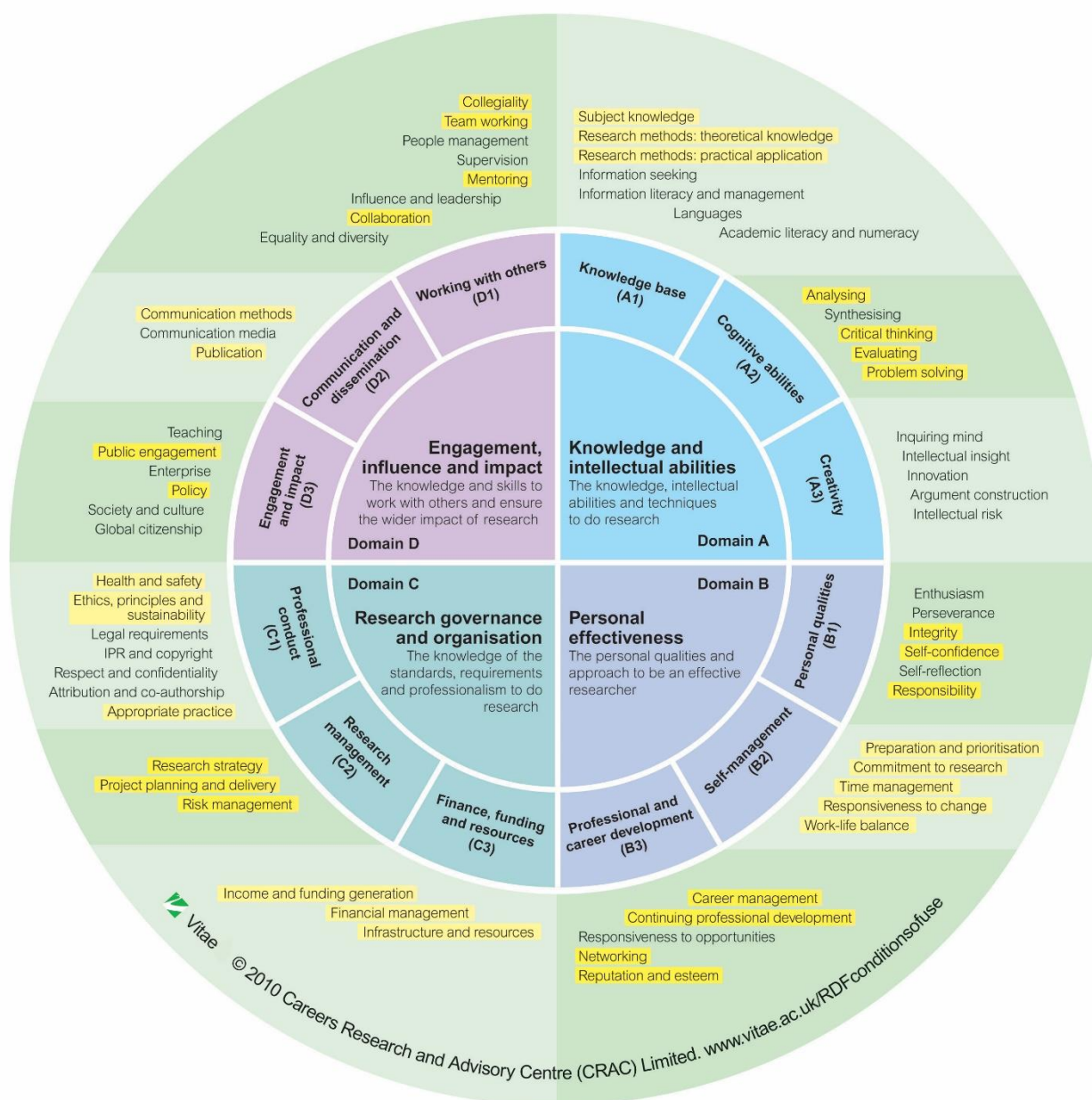
Figure 3 - CIRCLE RDF Lens identifying aims for CIRCLE by participant group

These aims helped guide the training workshops, content and support provided by Vitae and the wider programme to support institutional strengthening.

The CIRCLE ISP Timeline

The CIRCLE ISP began in 2015 when Home Institutions of the CIRCLE Visiting Fellows were invited to take part. The following timeline followed:

Table 1 - The ISP Timeline

Original Application to the ISP • 2015	**Champions Workshop 2** • December 2016	**Vitae Consultancy** • March – May 2017	**Final Updates** • March 2019
Champions Workshop 1 • February 2015	**Training of Trainers RDF Workshop** • July 2016	**Training of Trainers Supervisors and Mentors Workshop** • May 2017	**ISP Implementation Fund** • Nov 2018
Training of Trainers Mentoring Workshop • May 2015	**Vitae Feedback** • Oct 2016	**Champions Workshop 3** • December 2017	**Champions Workshop 4** • October 2018
ISP Engagement Webinar • June 2015	**RDF Coordinator Webinar** • November 2015	**ISP Reapplication** • July 2018	**Vitae and ACU Feedback** • September 2018

The CIRCLE Extension and the ISP

The ISP ran parallel to the Fellowship programme until March 2018, when the CIRCLE Programme was scheduled to close. DFID granted a one-year no-cost extension to continue the ISP and further monitor the impact of the wider programme. All institutions were formally invited to reapply for the extended programme and were required to submit detailed data on institutional developments, achievements and challenges in the design and delivery of their ISP Action Plans. 20 institutions successfully reapplied to take part in the extended programme.

A structured monitoring framework has been developed to better assess and evaluate the impact of the ISP across the institutional network, guided by current progress in delivery of the ISP Action Plans. Each institution will be supported to set revised targets and actions to further embed the ISP and build on achievements made within the programme so far. These targets were revisited and evaluated throughout the extension period and updated where necessary.

2. Data covered in this report

All institutions previously involved in the CIRCLE Institutional Strengthening Programme (ISP) were formally invited to reapply for the extended programme and were required to submit detailed data on institutional developments, achievements and challenges in the design and delivery of their ISP Action Plans. If already developed, institutions were also asked to provide a new ISP Action Plan for 2018-19, with outlines of targets and actions based on the revised comprehensive monitoring framework, designed to effectively measure the impact of the ISP on institutional policy and support for early career researchers.

20 institutions were selected to take part in the extended programme based on a consistent level of engagement throughout the earlier stages of the CIRCLE project and their forward plans.

Table 2 - Institutions involved in the CIRCLE Programme and current ISP status

Institution	Involved in ISP extension
Addis Ababa University	No
Chinhoyi University of Technology (CUT)	Yes
Ebonyi State University	Yes
Ethiopian Institute of Agricultural Research (EIAR)	No
Federal University of Agriculture, Abeokuta (FUUA)	No
Hawassa University	Yes
International Livestock Research Institute (ILRI)	No
Kenyatta University	Yes
Kwame Nkrumah University of Science and Technology (KNUST)	Yes
Ladoke Akintola University of Technology (LAUTECH)	Yes
Lilongwe University of Agriculture and Natural Resources (LUANAR)	No
Makerere University	Yes
Mekelle University	Yes
Michael Okpara University of Agriculture, Umudike (MOUAU)	Yes
Muhimbili University of Health and Allied Sciences (MUHAS)	Yes
Obafemi Awolowo University	Yes
Organization for Social Science Research in Eastern and Southern Africa (OSSREA)	No
Council for Scientific and Industrial Research (CSIR) - Science and Technology Policy Research Institute (STEPRI)	Yes
University for Development Studies (UDS)	Yes
University of Cape Town (UCT)	Yes
University of Dar Es Salaam	No
University of Embu	Yes
University of Energy and Natural Resources (UENR)	Yes
University of Fort Hare	Yes
University of Ghana	No
University of Ibadan	Yes
University of Kordofan	No
University of Nairobi	No
University of Port Harcourt	Yes
Wollo University	Yes
World Agroforestry Centre (ICRAF)	No

The reapplication process has allowed CIRCLE to collect in-depth data on the changes in policy and practise taking place across CIRCLE institutions and the factors that have been barriers to change. This has enabled the project to contribute further to our understanding of how to strengthen institutional capacity to support the undertaking of high-quality research into climate impacts in Africa – one of the project's intended outcomes.

This report presents an analysis of data submitted by the above 20 institutions in the following ways:

- Successful institution ISP reapplications submitted in July 2018
- Original CIRCLE application forms and supporting evidence submitted in 2015
- 57 ISP action plans submitted between 2015-2018 (average of 3 per institution)

- Previous CIRCLE annual reports (2015-16 to 2017-18)
- CIRCLE ISP Implementation Fund applications
- Final updates for 2018-19 submitted by institutions in April 2019. Updates were obtained from 17/20 institutions involved in the extension ahead of this reporting deadline.[5]

CIRCLE is required to provide an update on progress against Outcome and Output Indicators within our programme Logframe when reporting to our funder, the UK Department for International Development (DFID). The CIRCLE Logframe includes one wider Outcome Indicator and one Output with three Indicators that are directly related to the CIRCLE ISP. CIRCLE has consistently met Logframe targets and new targets for 2018-19 have been developed to reflect earlier success.

Our ISP Outcome is to develop an **"Understanding of how to strengthen institutional capacity to undertake high quality research into climate impacts in Africa."** Our indicator for this outcome is the production of three reports on the ISP model of the CIRCLE programme, which covers its contribution to research capacity at the CIRCLE institutions and strategic approaches to climate impact research.

This report is one of those three reports, and describes the progress and achievements made by our CIRCLE ISP Implementation Groups throughout our programme.

Further information on how we report progress against the ISP can be found in the next section, **3. CIRCLE ISP Output Indicators**.

---

[5] The remaining three institutional updates were received after the reporting deadline and have not therefore been included in this analysis.

3. CIRCLE ISP Output Indicators

Within our Logframe, there are three indicators used to measure our success in reaching our ISP Output Indicators. This section reviews progress against these Indicators, with supporting information from our institutions.

Table 3 - CIRCLE ISP Logframe Output Indicators

OUTPUT	INDICATOR	BASELINE DATA 2015	TARGET 2019	REPORTED 2019
OUTPUT 2: AFRICA-BASED RESEARCH INSTITUTIONS HAVE STRENGTHENED CAPACITY TO SUPPORT AND ENHANCE THE CAREER PROGRESSION OF RESEARCH STAFF EARLY IN THEIR CAREERS	**Output indicator 2.1**: Number of institutions that have strengthened their provision of academic mentoring for early career researchers.	5 institutions had formal mechanisms in place to mentor early career researchers effectively.	18 institutions to have formal mechanisms in place to mentor early career researchers effectively.	25 institutions reported having formal mechanisms in place for effective mentoring of early career researchers
	Output indicator 2.2: Number of institutions that have strengthened institutional policies and frameworks for career and professional development planning for research staff.	6 institutions had policies and/or strategies for supporting career and professional development planning in place at the start of the programme.	15 institutions to have policies and/or strategies in place for supporting career and professional development of research staff.	30 institutions reported having policies and/or strategies in place
	Output indicator 2.3: Number of institutions with strengthened training and support provision for early career researchers.	13 institutions indicated that the delivery of professional development opportunities for staff was satisfactory or poor.	16 institutions to have increased the quality and quantity of training and support offered to ECRs compared with the start of the programme.	21 institutions have reported an increase in the quality and quantity of training and support

Output Indicator 2.1: Number of institutions that have strengthened their provision of academic mentoring for early career researchers.

Target: 18 institutions to have formal mechanisms in place to mentor early career researchers effectively.

In the CIRCLE 2018-19 Annual Report, we reported that 25 institutions have formal mechanisms in place for effective mentoring of early career researchers (20 with evidence provided, 5 self-reported).

Output Indicator 2.2: Number of institutions that have strengthened institutional policies and frameworks for career and professional development planning for research staff.

Target: 15 institutions to have policies and/or strategies in place for supporting career and professional development of research staff.

In the CIRCLE 2018-19 Annual Report, we reported that 30 institutions have policies and/or strategies in place (25 with evidence provided, 5 self-reported)

All institutions involved in the CIRCLE ISP Extension reported having at least one policy/strategy in place.

29 institutions (those with CVFs or Counterfactual responses) were cross-referenced with Counterfactual and CVF surveys responses. Responses from each institution confirm that that there is at least one policy/strategy in place at each institution.

Output Indicator 2.3: Number of institutions with strengthened training and support provision for early career researchers.

Target: 16 institutions to have increased the quality and quantity of training and support offered to ECRs compared with the start of the programme.

In the CIRCLE 2018-19 Annual Report, we reported that 21 institutions increased the quality and quantity of training and support (18 with evidence provided, 3 self-reported).

10 institutions reported that there had been no increase in the quality and quantity of training and support for ECRs since the programme began. None of these institutions are currently involved in the CIRCLE ISP extension.

These institutions were cross-referenced with Counterfactual and CVF surveys responses. Responses from each institution confirms that there has been an increase in support and training for ECRs. CIRCLE has shared this data with the institutions and requested further evidence.

4.   Progress in implementing the ISP Action Plans

Original ISP Action Plans were developed in 2015, with implementation throughout 2016 and 2017. Institutions added new actions throughout the programme, but original actions were often retained to monitor progress.

As part of the reapplication process in early 2018, institutions were required to provide updates on their last submitted ISP Action Plan. An analysis on these actions was produced as a progress report in July 2018. CIRCLE extracted all actions from the submitted ISP Action Plans for analysis, as well as all other actions submitted in previous Action Plans. At this time, a total of 360 actions were outlined across 20 ISP Action Plans. Of the 360 actions outlined in the CIRCLE ISP Action Plans, 142 actions (39%) were fully completed, 124 were partially completed (34%), 57 were not completed (16%) and the status of 37 (10%) actions were not provided.

In September 2018, Vitae and the CIRCLE Team provided feedback to institutions on their last submitted Action Plans, including advice on creating SMART measures and how to build on successes of previously delivered actions. Selected ISP Leads and Champions attended the fourth ISP Champions workshop in October 2018, where they discussed their achievements and common obstacles, and critically reviewed their Action Plans. In November 2018, institutions were invited to apply for Implementation Funding, and were requested to submit their revised Action Plans to support applications. Finally, in March 2019, institutions were asked to submit a final progress report on their Action Plans, including details of any new actions they had included since the ISP Implementation Fund[6] was closed in November 2018. Final updates were obtained from 17/20 institutions involved in the extension ahead of this reporting deadline.

Since the previous ISP Progress Report created in July 2018, a further 74 actions had been added to institutional ISP Action Plans, creating a total of 434 actions outlined across 20 Action Plans. As of April 2019, of the actions outlined, 242 (56%) have been fully completed, 120 partially completed (28%) and 51 (12%) not completed. The status of 21 actions has not been provided.

Table 4 - Status of all reported ISP actions 2018-19

STATUS OF ACTIONS	JULY 2018	APRIL 2019
COMPLETED	142 / 39%	242 / 56%
PARTIALLY COMPLETED	124 / 34%	120 / 28%
NOT COMPLETED	57 / 16%	51 / 12%
NOT PROVIDED	37 / 10%	21 5%
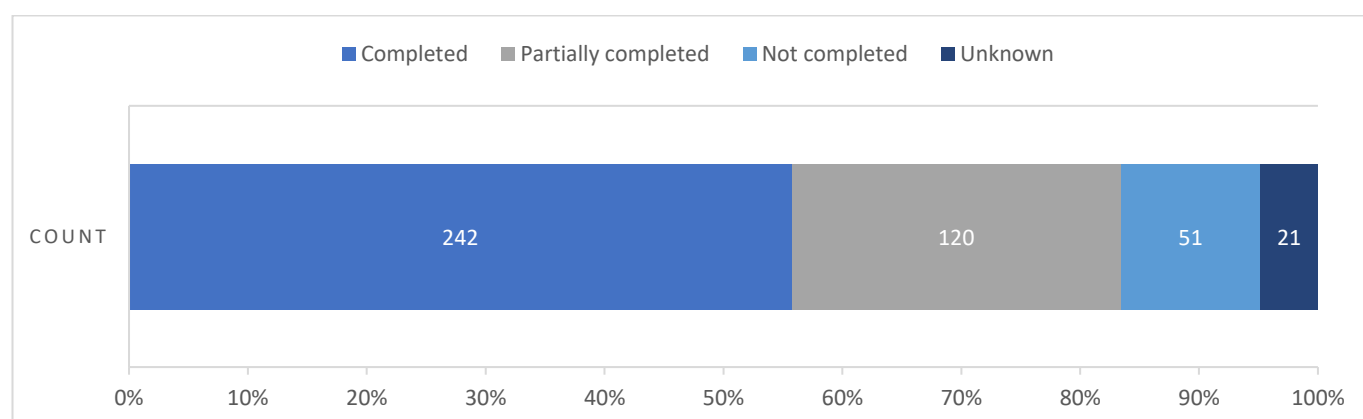
Figure 4 - Status of all reported actions April 2019

As will become clear from the analysis below, not all actions are directly comparable in terms of their scope and scale, nor of the magnitude of work required to complete them. This analysis does not therefore permit any value judgements to be made of progress and this needs to be kept in mind when considering the completion rates of actions within the various plans.

All actions have been assessed and categorised by the Type of action, and the Topic of the action, and the Time taken to complete actions, to evaluate which actions were more successful than others.

Types, Topics, and Time to Complete Actions

Types of ISP Actions

To better understand which ISP actions were being completed and which actions were not as successful, all actions were categorised by Type. Actions were categorised as follows:

Table 5 - List of Action Type including descriptions and example actions

TYPE OF ACTION	DESCRIPTION	EXAMPLE ACTION
AWARENESS RAISING	General promotion of actions/activities/ developments relating to ISP topics	Design a bi-weekly newsletter to inform staff of professional development opportunities for female researchers
COURSE / DEPARTMENT EXPANSION / ESTABLISHMENT	Expansion of already established courses/departments, or establishment of new ones.	Modules to incorporate RDF planner into Graduate school programme
INSTITUTIONAL TARGETS	Specific growth targets outlined by the institution (e.g. enrolment/recruitment)	20% annual increase in number of proposals written
LARGE-SCALE EVENTS	For example, conferences, institution-wide forums	Mount international research and innovation conferences, symposia and exhibitions: 4 exhibitions
MONITORING AND EVALUATION	Monitoring of progress and evaluation of success of actions/events	Continue to monitor existing policy and give feedback and support to CIRCLE applicants
NEEDS ASSESSMENT / REVIEW	Further analysis on need for further support or review of current provision	Conduct a needs assessment and for research managers and line managers
POLICY DEVELOPMENT / CHANGE	Development and/or implementation of new policies, or changes to those in place	Amend promotion criteria and place more weight on the extension aspect of the research to make the university more relevant to society and industry
SMALL-SCALE EVENT	For example, seminars, presentations	Half day presentation on developing the culture and discipline of conducting and publishing research
SUPPORT PROVISION IMPROVEMENT	Enforcement of or improvement to support offerings already in place at institution (e.g. expansion of mentoring activities, increased access to resources)	Create opportunities to attend research conferences; mentoring of early career researchers by experienced professors
TRAINING	Delivery of training workshops or distribution of training materials	Hold one workshop for supervisors to explain topic formulations and writing for publication.

The actions were divided as follows:
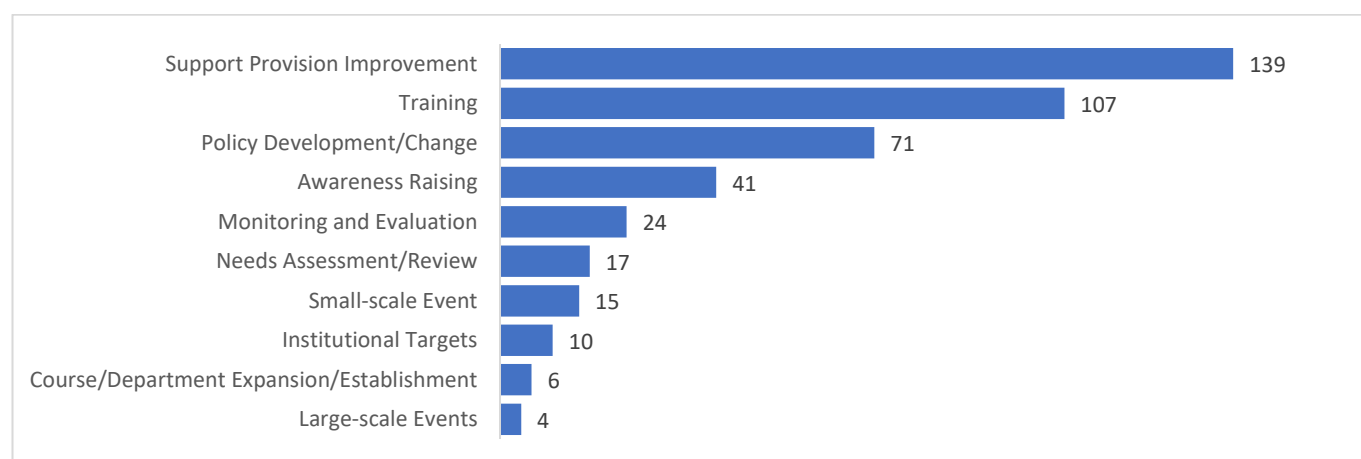
Figure 5 – Count of actions by Type

The largest category of Action Type was Support Provision Improvement with 129 (32%) actions, followed by Training delivery with 107 (25%) actions. The Type of action with the lowest numbers were Large-Scale Events with 4 (1%) and Course/Department Expansion/Establishment with 6 (1%).

Types of actions were then analysed based on their status.
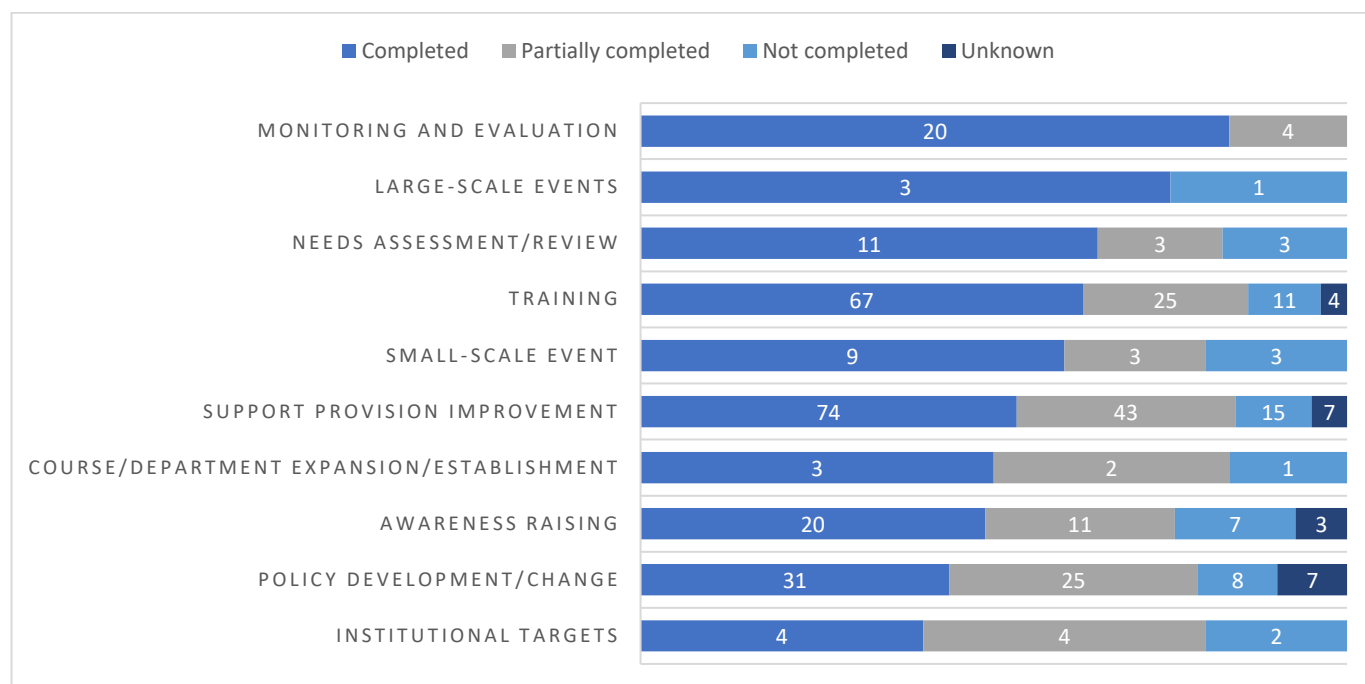
Figure 6 - Status of actions by Type

Overall, the most common Action Type was Support Provision Improvement, whereby ISP Implementation Groups aimed to enforce or improve support offerings already in place within the institution. Many institutions reported that there were opportunities in place for early career researchers to gain support, but that opportunities were either limited or not promoted widely enough for uptake. Institutions may also find it easier to work with support offerings already in place, rather than come up with new initiatives and try to get them implemented at an institutional level. Overall, 53% of actions of this type were completed, with many institutions reporting challenges such as resource limitation and the need for further internal discussion before implementation can begin.

The delivery of training sessions was the second most commonly reported Action Type, with 63% of training actions being successfully implemented across the programme. The design and delivery of a training workshop can be easily managed and maintained and require limited support from senior staff. Many institutions reported that although they were able to deliver some training sessions, there was still an increased demand and further training was required to scale-up and reinforce learning delivered.

Monitoring and Evaluation actions had the highest reported completion rate with 83%, which is unsurprising as many of these actions were related to ISP progress reporting and review. Other types that had large proportions of successful actions were Large-Scale Events (75%) and Needs Assessments / Reviews (65%). Institutional targets had the lowest proportion of completed actions with 40% completed. This may reflect the difficulty Implementation Groups experience in implementing actions that address wider institutional issues.

Topics addressed by ISP Actions

The topics of which the ISP Actions were addressing was also analysed. The following topics were outlined in the analysis:

Table 6 - List of action Topic including descriptions and example actions

TOPIC	DESCRIPTION	EXAMPLE ACTION
CAREER DEVELOPMENT	Relating to staff promotions, career development support, opportunities	Management to step up efforts in providing the suitable training and support
CIRCLE-SPECIFIC	Focused on CVF Fellowship or sharing of ISP Progress	Evaluation of CVF experiences between 2015-2017
EQUALITY & DIVERSITY	Focused on topics such as gender, ethnicity, disability, return to work etc.	Higher priority to be given to women in science related disciplines for career development
LEADERSHIP / MANAGEMENT	Specific support for leaders/managers in improving support	Trainings for Research managers and Human Resources Department on research policy
MENTORING	Focus on mentoring support and mentoring relationships	Expand scope of the existing mentoring scheme
NEW STAFF ORIENTATION	Inductions and information for new starters	Training modules for new recruits
RECRUITMENT	Relating to transparent recruitment and support for recruiters	Training for staff to equip them for efficient handling of recruitment and progression
RESEARCH ETHICS	Ensuring that research is carried out ethically	Responsible conduct of research workshop
RESEARCH OUTPUTS	Focus on research skills and production of research publications	Support for collaborative interdisciplinary research, identifying topics and report writing
RESEARCH(ER) FUNDING	Improving access/provision for grant funding for research/researchers	Applying for funding support from local and International sources
RESEARCHER DEVELOPMENT	Development for individual researchers, often related to the RDF	Researcher trained to identify PDP and CEPD needs using the RDF Planner
RESEARCHER NETWORKING / DISSEMINATION	Opportunities/support to network and share research findings	Create opportunities to attend research conferences
SALARIES, PAY SCALES & STAFF BENEFITS	Improvements to salaries, pay scales and staff rewards and incentives	Salary scales made available to researchers
STAKEHOLDER ENGAGEMENT	Engagement with wider local communities and private sector	Formulate regulation to ensure that research proposals and community service projects are demand-driven
TEACHING / CURRICULA	Relating to developments in programme delivery or curriculum review	Bringing the capacity of senior researchers together to develop academic curricula

The actions were divided as follows:
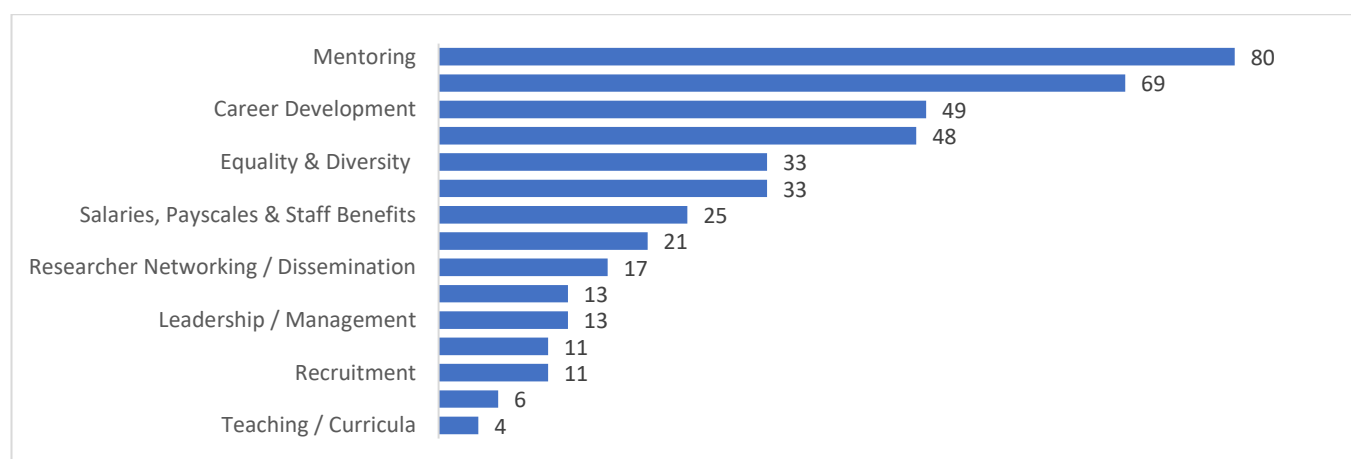
Figure 7 - Count of Topics of actions

The largest category of action Topic was Mentoring with 80 (18%) actions, followed by Researcher Development with 69 (16%). This is encouraging for CIRCLE, as much of our training and support focused on the most commonly reported actions, namely mentoring, researcher development and career development. The category with the fewest number of Actions was changes to Teaching/Curricula with 4 (1%), and Research Ethics with 6 (1%).

The distribution of Topics across Types of activities were as follows:

Table 7 - Count of Action Topics addressed by actions categorised by Type

	AWARENESS RAISING	COURSE / DEPT EXP / EST	INSTITUTIONAL TARGETS	LARGE-SCALE EVENTS	MONITORING AND EVALUATION	NEEDS ASSESSMENT / REVIEW	POLICY DEV/CHANGE	SMALL-SCALE EVENT	SUPPORT PROVISION IMPROVEMENT	TRAINING	TOTAL
MENTORING	7	0	0	0	3	1	25	3	22	20	81
RESEARCHER DEVELOPMENT	2	1	0	0	1	5	6	0	24	30	69
CAREER DEVELOPMENT	7	1	1	0	0	5	5	0	22	8	49
RESEARCH OUTPUTS	2	0	4	0	1	1	4	4	10	22	48
EQUALITY & DIVERSITY	6	3	0	0	7	0	8	0	7	2	33
CIRCLE SPECIFIC	2	0	0	0	9	3	0	2	14	3	33
SALARIES, PAYSCALES & STAFF BENEFITS	5	0	0	0	0	0	12	0	8	0	25
RESEARCH(ER) FUNDING	3	0	2	0	0	0	4	0	10	2	21
RESEARCHER NETWORKING / DISSEMINATION	1	0	0	4	0	0	1	3	5	3	17
LEADERSHIP / MANAGEMENT	1	0	0	0	0	1	0	0	4	7	13
NEW STAFF ORIENTATION	1	0	0	0	0	0	0	1	7	4	13
RECRUITMENT	2	0	0	0	1	0	3	0	0	5	11
STAKEHOLDER ENGAGEMENT	1	0	3	0	1	0	0	1	5	0	11
RESEARCH ETHICS	1	0	0	0	1	0	2	1	0	1	6
TEACHING / CURRICULA	0	1	0	0	0	1	1	0	1	0	4
TOTAL	41	6	10	4	24	17	71	15	139	107	434

There were some interesting trends in the Topics of actions when organised by Type. All Large-scale events were designed to address Researcher Networking/Dissemination. 50% of actions which aimed to establish new departments or courses were on the topic of Equality & Diversity, and 40% of actions which aimed to help achieve institutional targets were aiming to increase Research Outputs. 25% of actions which intended to introduce or change institutional policies were focused on Mentoring.

Topics of actions were also analysed based on their status.

Table 8 - Status of actions by Action Topic
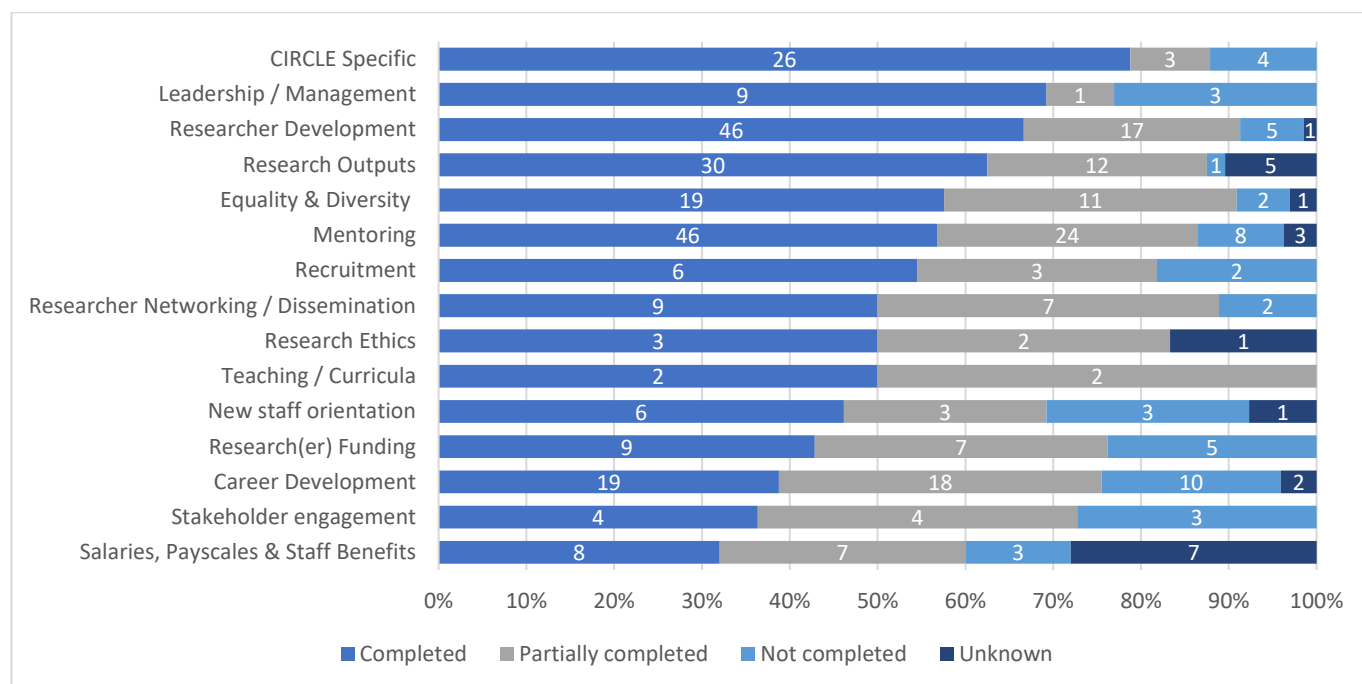
CIRCLE Specific actions had the highest reported completion rate with 79%. This is unsurprising as CIRCLE Specific actions would need to be completed within the scope of the ISP in order for Implementation Groups to proceed with their activities. Example activities here include ISP Group meetings, ISP Action Plan reviews and reporting. Leadership/Management targeted actions (69%), and Researcher Development actions (67%) were also widely successful.

The Topics with the lowest proportion of completed actions were Salaries, Payscales & Staff Benefits (32%) and Stakeholder engagement (36%). Both topics require extensive external engagement and support which may have affected their success.

Time Taken to Complete Actions

Successfully completed actions were analysed based on the approximate number of years they took to be implemented.

Table 9 - Time taken to complete actions
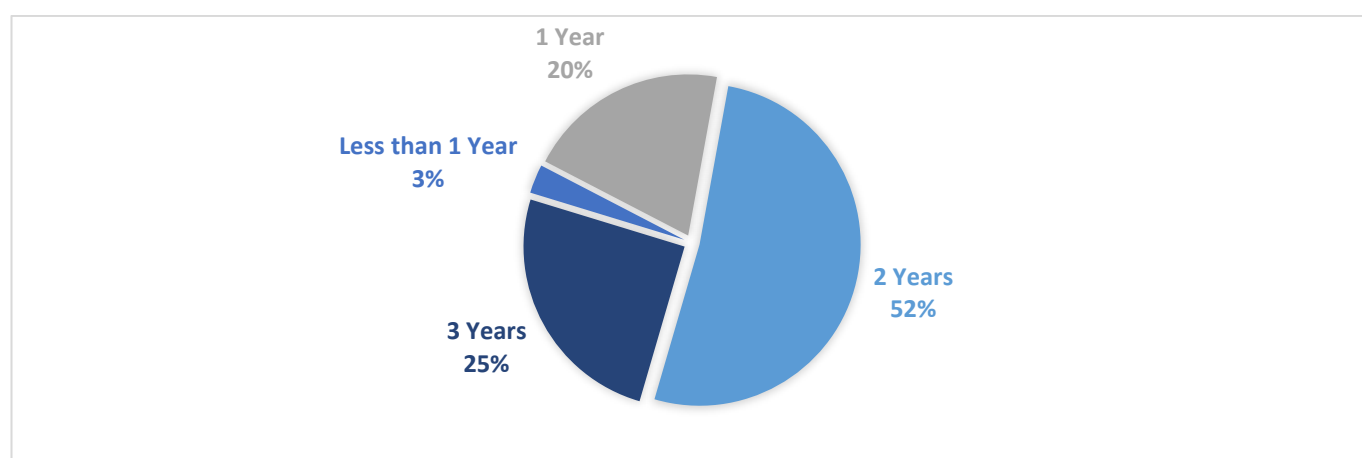
Most completed actions took approximately 2 years to be successfully implemented.

Actions were also analysed on time taken to complete by Type:
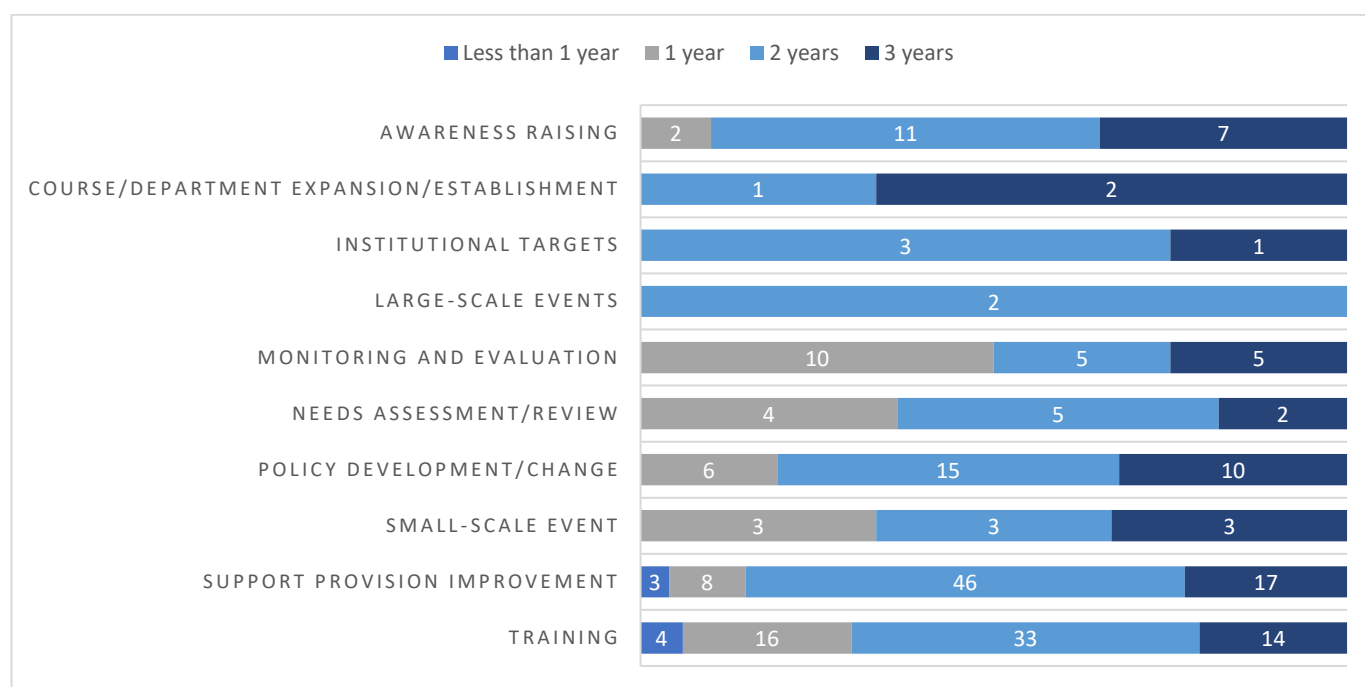
Figure 8 - Time taken to complete actions by Type

Training workshops and low-level Support Provision Improvements were the only Types of activities that were delivered within a year of being added to Action Plans. 50% of Monitoring and Evaluation activities were completed after a year, but this is unsurprising as many such activities needed to be completed to inform the remainder of ISP activities. Developments of new Course/Departments often took over 2 years, as did the achievement of wider institutional targets.

Actions were also analysed based on the year they were introduced to the institutional Action Plan.
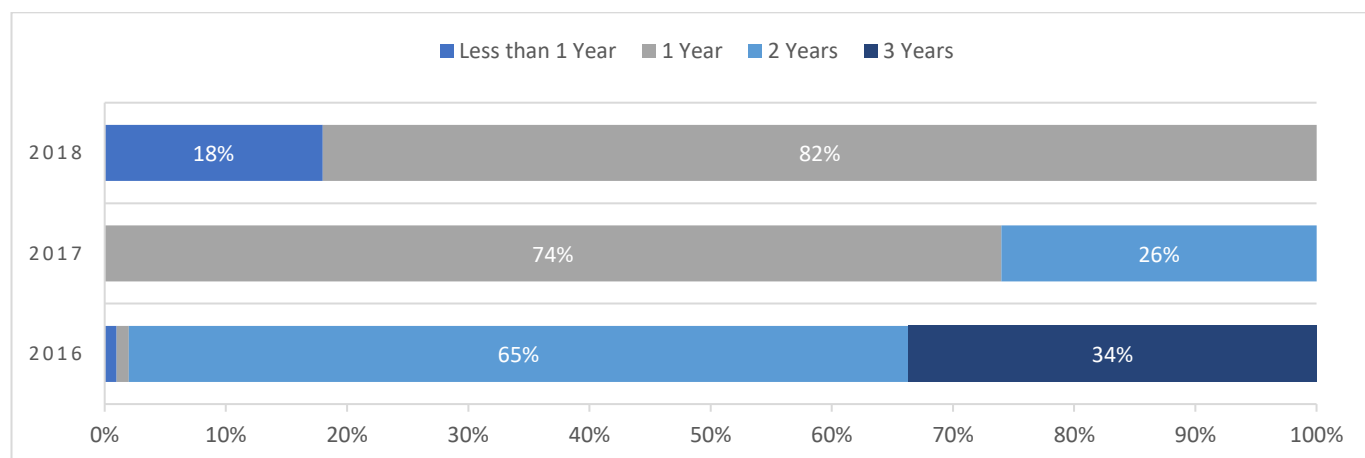
Figure 9 - Time taken to complete actions by year introduced

Actions introduced in 2016 were more likely to take 2+ years to implement compared to those developed in 2017 or 2018. This may be due to institutions receiving training and feedback on their Action Plans later in the programme, with accentuation on the need to develop realistic action success measures and create "short term wins". Later actions also outlined key activities and events that needed to occur to achieve wider actions outlined in previous plans. These actions ensured that others were achievable and allowed Implementation Groups to break down their plans and make them more manageable.

Concordat Principles

ISP Champions were requested to structure their ISP Action Plans around the 7 Concordat Principles. The percentage of actions by Principle is provided in the graph below.
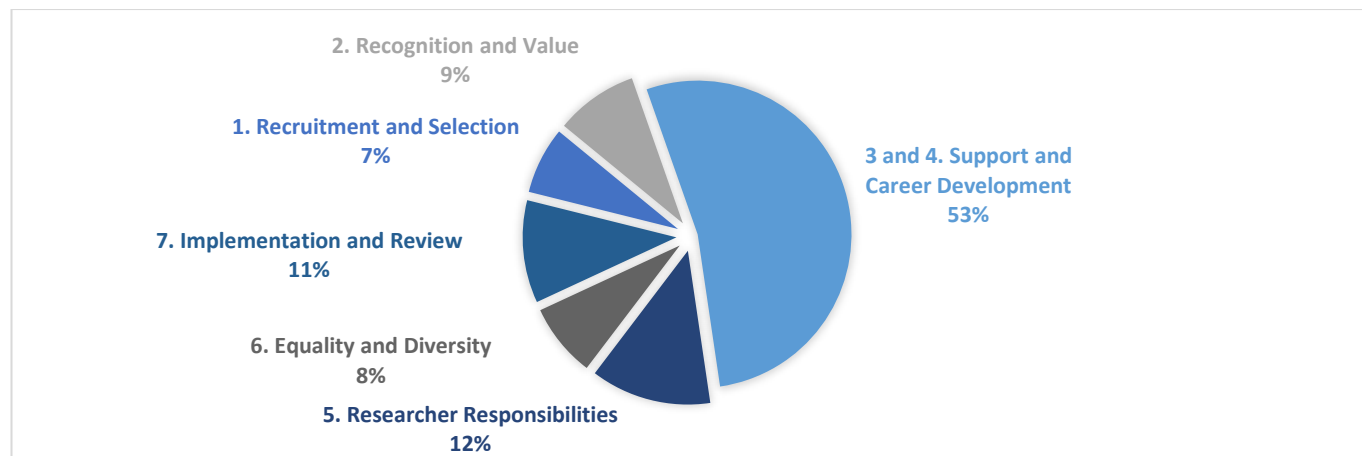
Figure 10 - Chart to show division of all actions by Concordat Principle

Just over half of all actions outlined in ISP Action Plans were focused on Concordat Principles 3&4: Support and Career Development (232). The second largest proportion of actions were outlined under Principle 5: Researcher Responsibility (55), All other actions were roughly equally distributed across the remaining principles: Principle 1: Recruitment and Selection (28), Principle 2: Recognition and Value (38), Principle 6: Equality and Diversity (33) and Principle 7: Implementation and Review (48).

Concordat Principles by Country

Concordat Principle focus was analysed by the country in which the institutions were based. As the number of institutions vary drastically by country, it is difficult to analyse reported actions using this variable. This data can however provide a broad overview of focus.
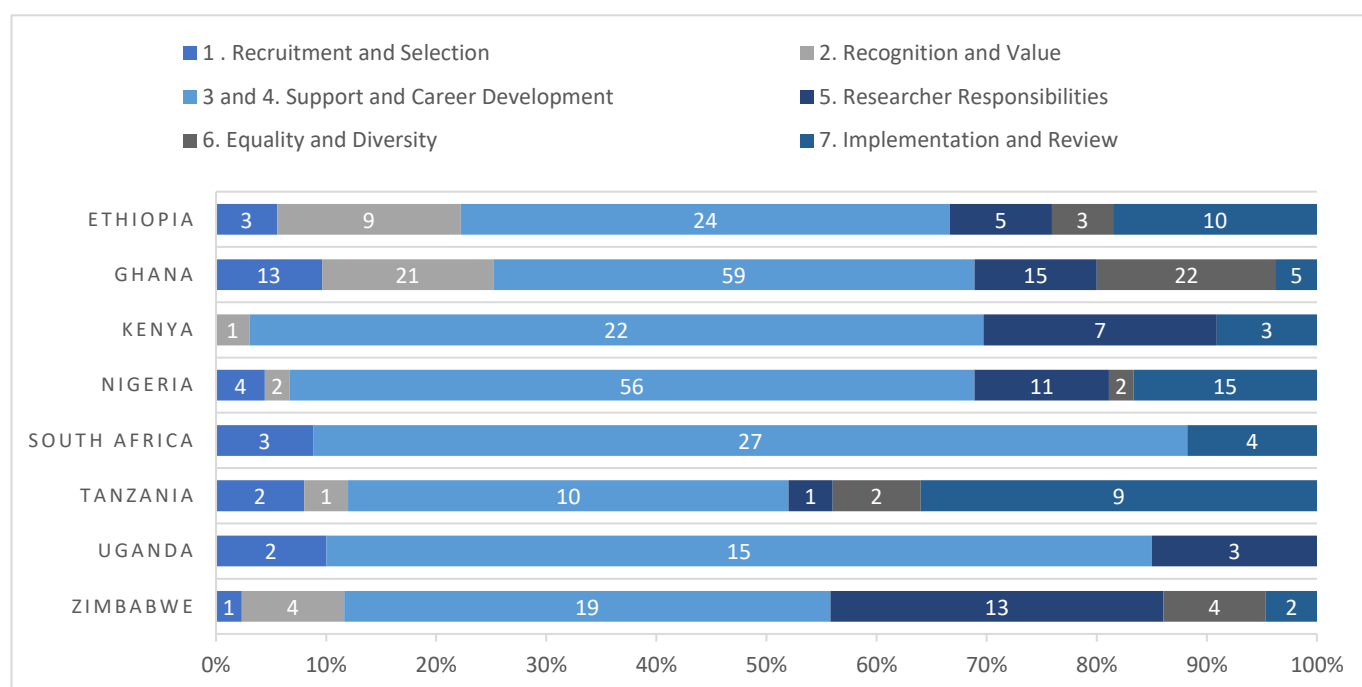
Figure 11 - Actions reported by institutions categorised by country and by Concordat Principle

Institutions in all countries focused most of their actions on Principles 3&4: Support and Career Development. Institutions based in Kenya did not include any actions addressing Principle 1: Recruitment and Selection. This was reportedly due to the 2014 introduction of *Harmonized Criteria and Guidelines for Appointment and Promotion of Academic Staff in Universities in Kenya* by the Commission for University Education (CUE) which standardised Recruitment processes across the country. Principle 2: Recognition and Value was not addressed by any institutions in South Africa or Uganda. Institutions in South Africa did not address Principle 5: Researchers Responsibilities. Principle 6: Equality and Diversity was not addressed by any institutions based in Kenya, South Africa or Uganda.

Action Status by Concordat Principle

The status of actions has been analysed according to Concordat Principle:
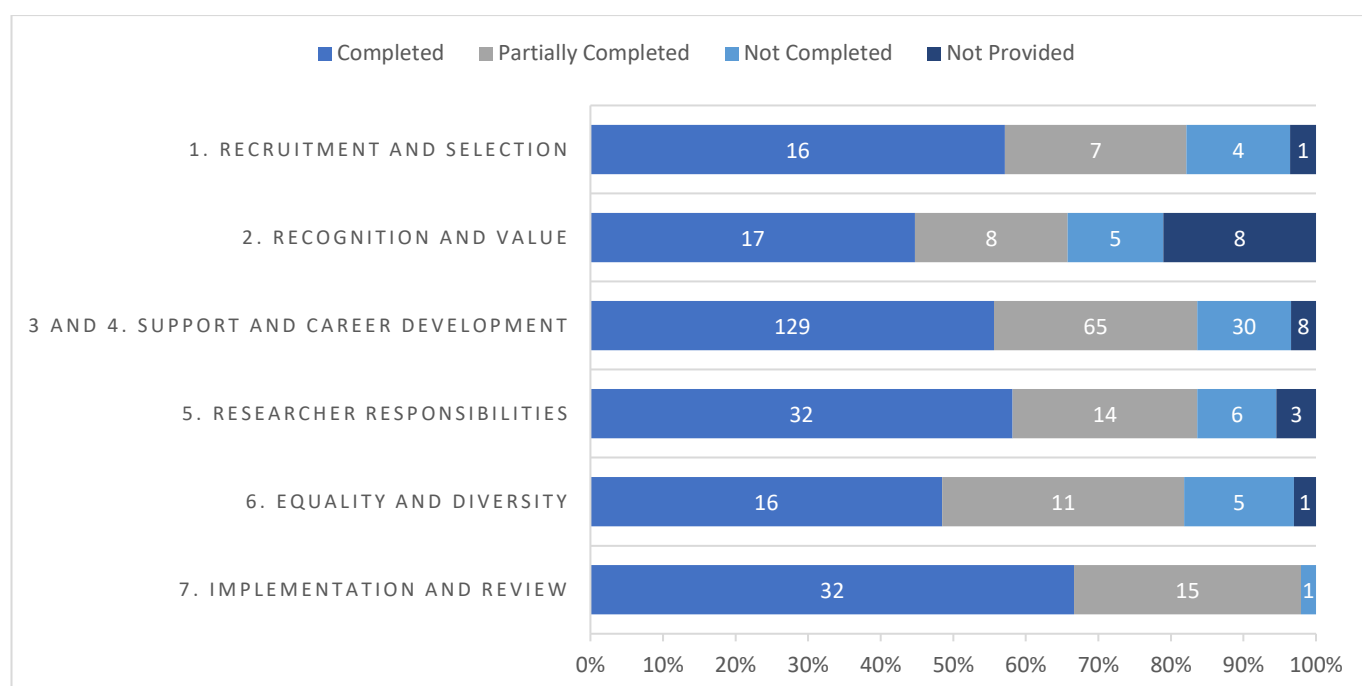
Figure 12 - Status of actions categorised by Concordat Principle

The Principle with the highest proportion of completed activities was Principle 7: Implementation and Review (67%). This is unsurprising as many such activities needed to be completed to inform the remainder of ISP activities.

Other Principles also had high proportions of completed actions, i.e. Principle 5: Researcher Responsibilities (58%) and Principle 1: Recruitment and Selection (57%). The Principle with the smallest proportion of completed activities was Principle 6: Equality and Diversity (27%). Actions under Principle 6 often focused on the creation of new departments or policies and it is therefore unsurprising that Groups were unable to facilitate large-scale changes at an institutional level within the timeframe of this programme.

Types of Action

The types of actions were then analysed based on the Concordat Principles.

	1: RECRUITMENT AND SELECTION	2: RECOGNITION AND VALUE	3 AND 4: SUPPORT AND CAREER DEVELOPMENT	5: RESEARCHER RESPONSIBILITIES	6: EQUALITY AND DIVERSITY	7: IMPLEMENTATION AND REVIEW	TOTAL
AWARENESS RAISING	2	6	16	7	5	5	**41**
COURSE/DEPARTMENT EXPANSION/ESTABLISHMENT	2	0	1	0	2	1	**6**
INSTITUTIONAL TARGETS	0	0	5	4	0	1	**10**
LARGE-SCALE EVENTS	0	0	3	1	0	0	**4**
MONITORING AND EVALUATION	2	0	3	1	5	13	**24**
NEEDS ASSESSMENT/REVIEW	0	1	10	1	0	5	**17**
POLICY DEVELOPMENT/CHANGE	4	12	38	4	10	3	**71**
SMALL-SCALE EVENT	1	0	11	3	0	0	**15**
SUPPORT PROVISION IMPROVEMENT	8	14	74	17	9	17	**139**
TRAINING	9	5	71	17	2	3	**107**
TOTAL	**28**	**38**	**232**	**55**	**33**	**48**	**434**

Figure 13 - Action types by Concordat Principle

For most of the Principles, the highest proportion of Actions fell under Support Provision Improvement (approximately 30% of all Actions per Principle). For Principle 1: Recruitment and Selection, there were slightly more actions under Training, and for Principle 5: Researchers Responsibilities, there was an equal proportion of actions categorised as Support Provision Improvement and Training (31%).

Topics of Action

The topics of actions were then analysed based on the Concordat.

	1: RECRUITMENT AND SELECTION	2: RECOGNITION AND VALUE	3 AND 4: SUPPORT AND CAREER DEVELOPMENT	5: RESEARCHER RESPONSIBILITIES	6: EQUALITY AND DIVERSITY	7: IMPLEMENTATION AND REVIEW	TOTAL
CAREER DEVELOPMENT	1	7	33	4	0	4	49
CIRCLE SPECIFIC	1	1	12	2	2	15	33
EQUALITY & DIVERSITY	0	0	1	2	25	5	33
LEADERSHIP / MANAGEMENT	0	5	6	1	0	1	13
MENTORING	1	1	76	2	0	1	81
NEW STAFF ORIENTATION	7	1	4	1	0	0	13
RECRUITMENT	10	1	0	0	0	0	11
RESEARCH ETHICS	0	0	1	4	0	1	6
RESEARCH OUTPUTS	0	0	22	21	0	5	48
RESEARCH(ER) FUNDING	1	4	11	3	2	13	34
RESEARCHER DEVELOPMENT	1	2	48	5	0	0	56
RESEARCHER NETWORKING / DISSEMINATION	2	0	9	5	1	0	17
SALARIES, PAYSCALES & STAFF BENEFITS	3	15	3	1	3	0	25
STAKEHOLDER ENGAGEMENT	0	0	4	4	0	3	11
TEACHING / CURRICULA	1	1	2	0	0	0	4
TOTAL	28	38	232	55	33	48	434

Figure 14 - Topics of actions by Concordat Principle

The topics of Actions under each Principle varied. The largest proportion of action type were as follows: Principle 1: Recruitment and Selection – Recruitment (36%); Principle 2: Recognition and Value – Salaries, Payscales & Staff Benefits (39%); Principles 3 and 4: Support and Career Development – Mentoring (33%); Principle 5: Researchers Responsibilities – Research Outputs (38%); Principle 6: Equality and Diversity – Equality and Diversity (namely Gender specific issues) (76%); Principle 7: Implementation and Review – Researcher Development (27%). All topics of activities are aligned to the scope of the Principles.

Time to Complete Actions

Successfully completed actions were analysed by Principle based on the approximate number of years they took to be implemented.
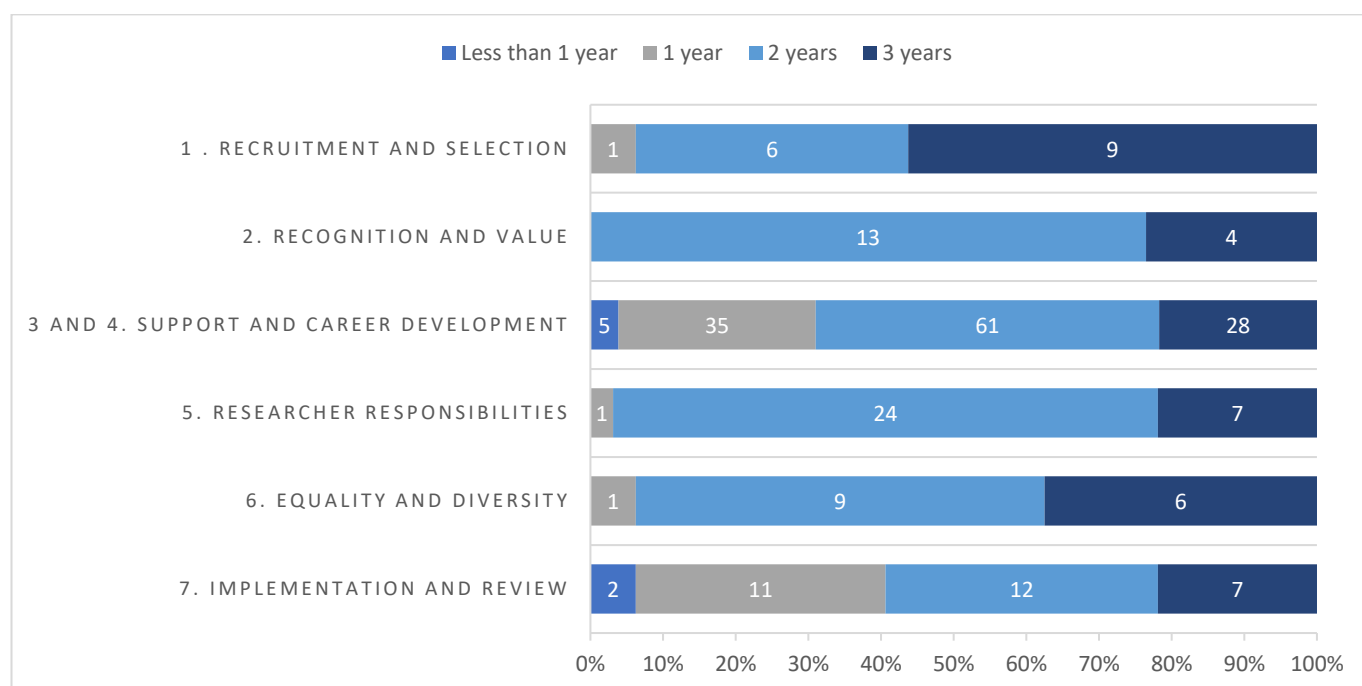
Figure 15 - Time taken to complete actions by Concordat Principle

The largest proportion of actions under every Principle, with the except of Principle 1: Recruitment and Selection, were completed over 2 years, with proportions ranging from 38% - 76%. Over half of actions under Principle 1 were completed over 3 years.

Summary

53% all actions outlined in ISP Action Plans were focused on Concordat Principles 3&4: Support and Career Development (232). The CIRCLE ISP Logframe indicators were all focused on improvements to support provision for early career researchers, so this high proportion is unsurprising, and is aligned to the focus of training delivered throughout the programme.

The Principle with the highest proportion of completed activities was Principle 7: Implementation and Review (67%). This is unsurprising as many such activities needed to be completed to inform the remainder of ISP activities. Other Principles also had high proportions of completed actions, i.e. Principle 5: Researcher Responsibilities (58%) and Principle 1: Recruitment and Selection (57%). The largest proportion of actions under every Principle, with the except of Principle 1: Recruitment and Selection, were completed over 2 years, with proportions ranging from 38% - 76%. Over half of actions under Principle 1 were completed over 3 years.

Actions outlined under Principle 1: Recruitment and Selection took the longest to complete, with over 50% of those completed taking approximately 3 years to be implemented.

Institutional Variables

To help further determine which variables influence the success of ISP Action Plan implementation, actions have been analysed by Concordat Principle, Country of institution, Focus of the institution, Age of the institution, and ISP Implementation Group Membership. In addition, all actions were also assessed by the Type of action, and the Topic of the action to evaluate which actions were more successful than others.

Country of institution

Institutions were divided according to the country in which they were based. 20 institutions from eight countries are currently involved in the CIRCLE Extension: Ethiopia (3), Ghana (4), Kenya (2), Nigeria (6), South Africa (2), Tanzania (1), Uganda (1) and Zimbabwe (1).

Action Status by Country

As the number of institutions vary by country, it is difficult to analyse reported actions using this variable. This data can however provide a broad overview of progress when the status of actions is analysed.
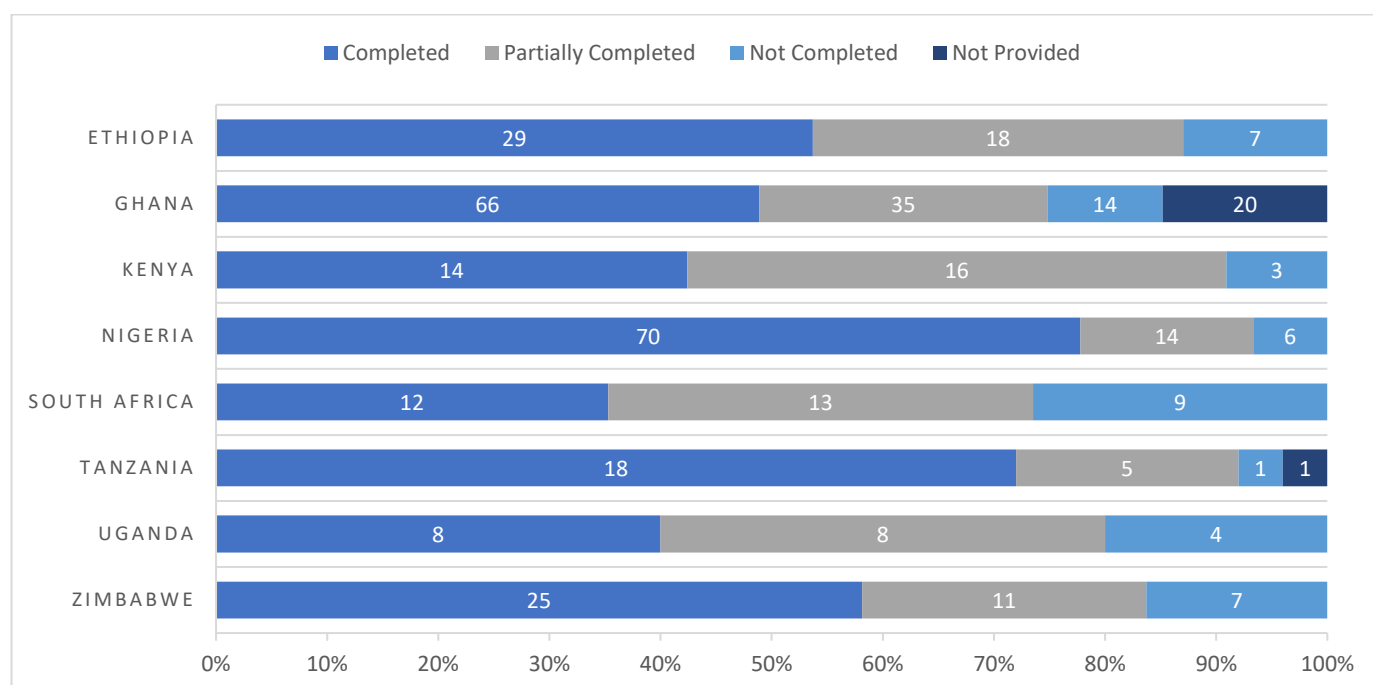
Figure 16 – Status of actions reported by institutions categorised by country

Institutions based in Nigeria reported the highest proportion of completed actions, with 78% completed at the time of reporting. Tanzania also reported a high proportion of completed actions, with 72% actions completed. Institutions in South Africa had the lowest proportion of completed actions with 35%.

Institutions in South Africa had the highest proportion of actions that had not yet been completed (26%).

Types of Actions

The Types of actions were analysed based on the Country.

	ETHIOPIA	GHANA	KENYA	NIGERIA	SOUTH AFRICA	TANZANIA	UGANDA	ZIMBABWE	TOTAL
AWARENESS RAISING	3	23	2	6	2	3	1	1	**41**
COURSE/DEPARTMENT EXPANSION/ESTABLISHMENT	0	4	0	1	0	1	0	1	**7**
INSTITUTIONAL TARGETS	0	0	9	0	0	0	0	0	**9**
LARGE-SCALE EVENTS	1	0	2	1	0	0	0	0	**4**
MONITORING AND EVALUATION	7	6	0	9	0	1	0	1	**24**
NEEDS ASSESSMENT/REVIEW	0	1	1	4	9	1	0	1	**17**
POLICY DEVELOPMENT/CHANGE	11	31	4	9	6	3	4	3	**71**
SMALL-SCALE EVENT	0	0	3	3	1	0	3	5	**15**
SUPPORT PROVISION IMPROVEMENT	20	47	10	26	6	10	4	16	**139**
TRAINING	12	23	2	31	10	6	8	15	**107**
TOTAL	**54**	**135**	**33**	**90**	**34**	**25**	**20**	**43**	**434**

Figure 17 - Types of actions by Country

The largest proportion of Actions for each country fell under the category type of either Support Provision Improvement or Training. Countries with the largest proportion of actions under Support Provision Improvement were Ethiopia (37% of all actions), Ghana (35%), Kenya (30%), Tanzania (40%) and Zimbabwe (37%). Countries with the largest proportion of actions under Training were Nigeria (34%), South Africa (29%), and Uganda (40%).

Topics of Actions

The Topics of actions were then analysed by Country.

	ETHIOPIA	GHANA	KENYA	NIGERIA	SOUTH AFRICA	TANZANIA	UGANDA	ZIMBABWE	TOTAL
CAREER DEVELOPMENT	8	20	3	5	10	2	0	1	49
CIRCLE SPECIFIC	3	5	0	11	1	2	4	7	33
EQUALITY & DIVERSITY	3	20	0	6	0	2	0	2	33
LEADERSHIP / MANAGEMENT	0	4	0	4	0	0	0	5	13
MENTORING	9	25	1	15	10	3	10	8	81
NEW STAFF ORIENTATION	1	4	0	2	2	0	2	2	13
RECRUITMENT	3	4	0	2	1	1	0	0	11
RESEARCH ETHICS	0	3	0	2	1	0	0	0	6
RESEARCH OUTPUTS	5	7	11	11	0	0	3	11	48
RESEARCH(ER) FUNDING	2	9	4	4	7	0	0	2	28
RESEARCHER DEVELOPMENT	9	9	2	25	1	13	1	3	63
RESEARCHER NETWORKING / DISSEMINATION	4	4	4	2	1	0	0	2	17
SALARIES, PAYSCALES & STAFF BENEFITS	3	20	0	0	0	1	0	0	24
STAKEHOLDER ENGAGEMENT	3	0	7	1	0	0	0	0	11
TEACHING / CURRICULA	1	1	1	0	0	1	0	0	4
TOTAL	54	135	33	90	34	25	20	43	434

Figure 18 - Topics of actions by country

The topics of Actions focused on by country varied. The largest proportion of action Topic were as follows: Ethiopia – Mentoring (17% of all Actions) and Researcher Development (17%); Ghana – Mentoring (19%); Kenya – Research Outputs (33%); Nigeria – Researcher Development (28%); South Africa – Career Development (29%) and Mentoring (29%); Tanzania – Researcher Development (52%)l Uganda – Mentoring (50%); Zimbabwe – Research Outputs (26%).

Time to Complete Actions

Completed actions were analysed based on the time taken for them to be successfully completed:
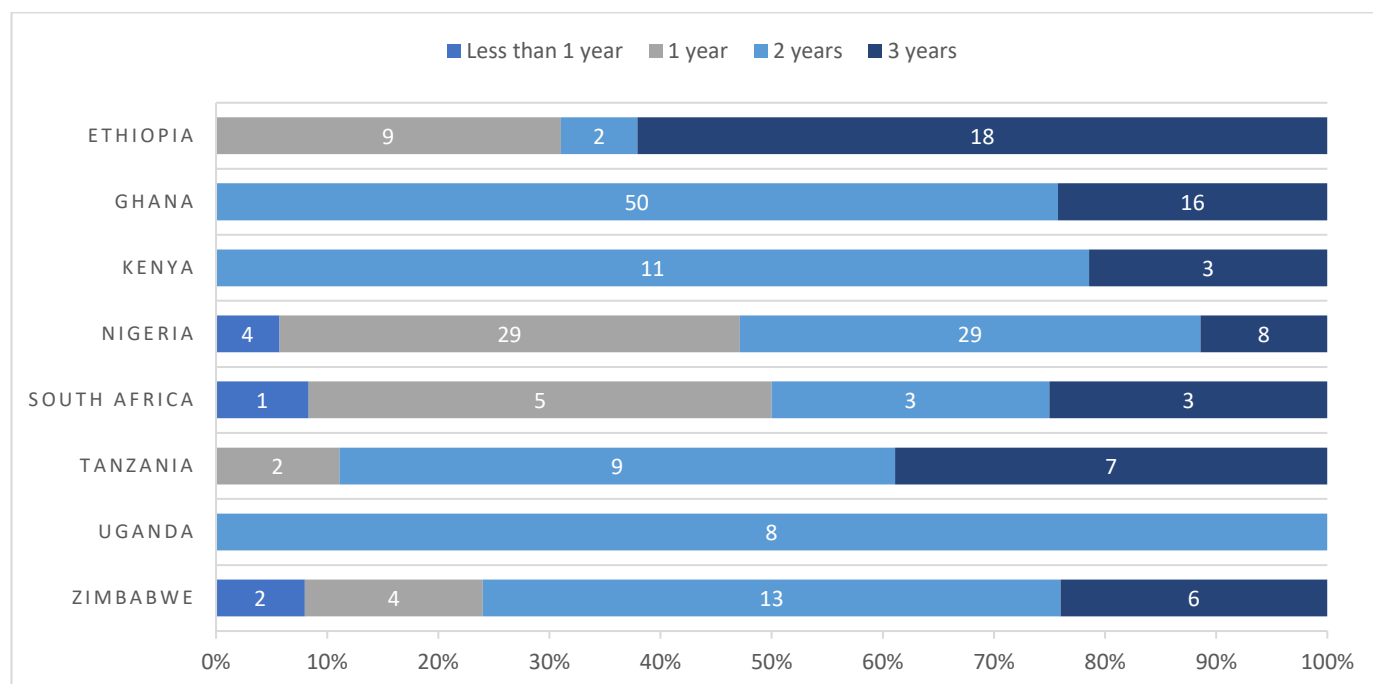
Figure 19 – Time taken to complete actions by Country

The majority of actions successfully implemented by institutions based in Ghana, Kenya, Tanzania, Uganda and Zimbabwe took approximately 2 years to be completed.

Institutions based in Nigeria reported that 41% of successful actions took 1 year to implement while another 41% of actions took 2 years.

Institutions based in South Africa reported the fastest turnaround of actions, with 42% of actions took just 1 year to implement.

Institutions in Ethiopia took the longest amount of time, reporting approximately 3 years to implement successful actions.

Summary

The largest proportion of Actions for each country fell under the category type of either Support Provision Improvement or Training. Countries with the largest proportion of actions under Support Provision Improvement were Ethiopia (37% of all actions), Ghana (35%), Kenya (30%), Tanzania (40%) and Zimbabwe (37%). Countries with the largest proportion of actions under Training were Nigeria (34%), South Africa (29%), and Uganda (40%).

The largest proportion of Actions for each country fell under the category type of either Support Provision Improvement or Training. The topics of Actions focused on by country varied. The largest proportion of action type were as follows: Ethiopia – Mentoring (17% of all Actions) and Researcher Development (17%); Ghana – Mentoring (19%); Kenya – Research Outputs (33%); Nigeria – Researcher Development (28%); South Africa – Career Development (29%) and Mentoring (29%); Tanzania – Researcher Development (52%)l Uganda – Mentoring (50%); Zimbabwe – Research Outputs (26%).

The majority of actions successfully implemented by institutions based in Ghana, Kenya, Tanzania, Uganda and Zimbabwe took approximately 2 years to be completed.

Institutions based in South Africa reported the fastest turnaround of actions, with 42% of actions took just 1 year to implement. Institutions in Ethiopia took the longest amount of time, reporting approximately 3 years to implement successful actions.

Focus of institution

Institutions were categorised depending on whether they were an institution that offered a General/comprehensive selection of courses/research (11), or if they were a Specialist institution focusing on one scientific area of research (9).

Action Status by Focus

The status of actions by Focus of institution was analysed.

Figure 20 - Status of actions by focus of institution

There was a 1% difference in the proportion of completed action reported by type of institution, with General/Comprehensive institutions reporting 56% of actions as completed, compared to 55% reported by Specialist institution. Proportions of Partially and Non-completed actions were also similar between types of institutions. It does not appear that the Focus of the institution has an effect on the successful completion of activities.

It should be noted that the status of 1% of actions for the General/Comprehensive institutions and 8% of actions for the Specialist institutions were not provided at the time of reporting.

Types of Actions

The types of actions were analysed based on the Focus of the institution.

	GENERAL / COMPREHENSIVE	SPECIALIST	TOTAL
AWARENESS RAISING	14	27	41
COURSE/DEPARTMENT EXPANSION/ESTABLISHMENT	1	5	6
INSTITUTIONAL TARGETS	9	1	10
LARGE-SCALE EVENTS	2	2	4
MONITORING AND EVALUATION	10	14	24
NEEDS ASSESSMENT/REVIEW	12	5	17
POLICY DEVELOPMENT/CHANGE	24	47	71
SMALL-SCALE EVENT	7	8	15
SUPPORT PROVISION IMPROVEMENT	57	82	139
TRAINING	54	53	107
TOTAL	190	244	434

Figure 21 - Types of actions by institutional Focus

The largest proportion of Actions for both institutional Focus fell under the category type of Support Provision Improvement (30% of actions by General / Comprehensive institutions , 34% of actions by Specialist institutions) followed by Training (28%, 22%).

Topics of Actions

The topics of actions were then analysed by Focus of institution.

	GENERAL / COMPREHENSIVE	SPECIALIST	TOTAL
CAREER DEVELOPMENT	29	20	49
CIRCLE SPECIFIC	12	21	33
EQUALITY & DIVERSITY	8	25	33
LEADERSHIP / MANAGEMENT	2	11	13
MENTORING	37	44	81
NEW STAFF ORIENTATION	6	7	13
RECRUITMENT	6	5	11
RESEARCH ETHICS	2	4	6
RESEARCH OUTPUTS	21	27	48
RESEARCH(ER) FUNDING	10	11	21
RESEARCHER DEVELOPMENT	34	35	69
RESEARCHER NETWORKING / DISSEMINATION	9	8	17
SALARIES, PAYSCALES & STAFF BENEFITS	5	20	25
STAKEHOLDER ENGAGEMENT	8	3	11
TEACHING / CURRICULA	1	3	4
TOTAL	190	244	434

Figure 22 - Topics of actions by institutional Focus

The topics of Actions focused on by institutional type varied slightly. Both types of institution had large proportions of actions categorised under Mentoring (19% of those by General/Comprehensive institutions vs 18% of Specialist) and Researcher Development (18% vs 14%). However, the third most commonly reported topic of activity differed, with 15% of actions reported by General/Comprehensive institutions falling under Career Development compared to 11% of actions reported by Specialist institutions falling under Research Outputs. This suggests a slight variation in the priorities of the wider institution, with Specialist institutions placing more weight on research outputs and production of scientific publications.

Time to Complete Actions

When analysed by Focus of the institution, the time taken to complete actions does not appear to differ. Both types of institution reported that 50% of actions took approximately 2 years to implement.
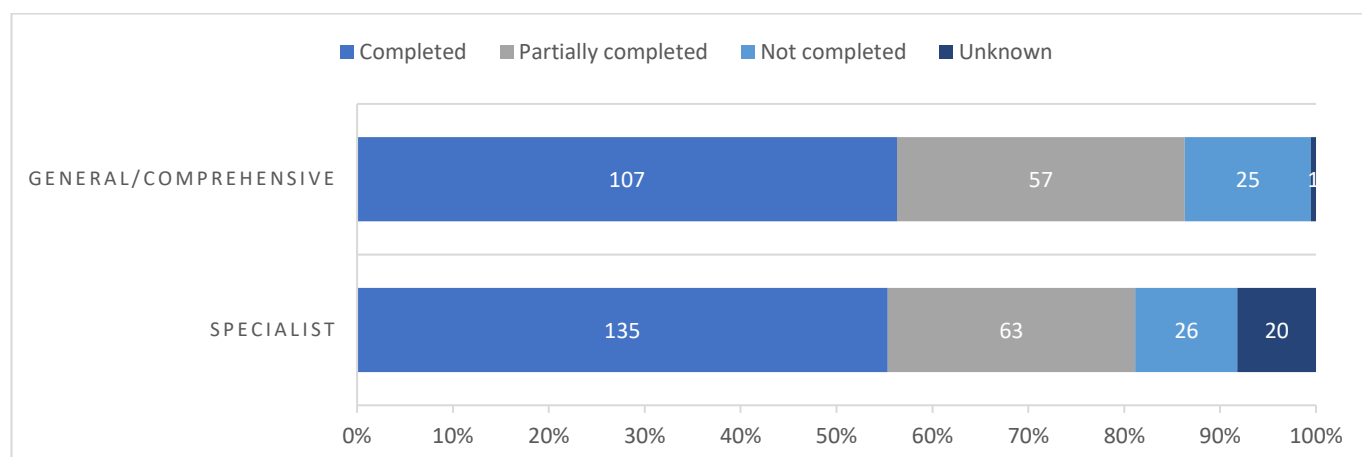

Figure 23 - Time taken to complete actions by focus of institution

Summary

There was a 1% difference in the proportion of completed action reported by type of institution, with General/Comprehensive institutions reporting 56% of actions as completed, compared to 55% reported by Specialist institution. Proportions of Partially and Non-completed actions were also similar between types of institutions. It does not appear that the Focus of the institution has an effect on the successful completion of activities.

The largest proportion of Actions for both institutional Focus fell under the category type of Support Provision Improvement followed by Training.

The topics of Actions focused on by institutional type varied slightly. Both types of institution had large proportions of actions categorised under Mentoring (19% of those by General/Comprehensive institutions vs 18% of Specialist) and Researcher Development (18% vs 14%). However, the third most commonly reported topic of activity differed, with 15% of actions reported by General/Comprehensive institutions falling under Career Development compared to 11% of actions reported by Specialist institutions falling under Research Outputs. This suggests a slight variation in the priorities of the wider institution, with Specialist institutions placing more weight on research outputs and production of scientific publications.

When analysed by Focus of the institution, the time taken to complete actions does not appear to differ. Both types of institution reported that 50% of actions took approximately 2 years to implement.
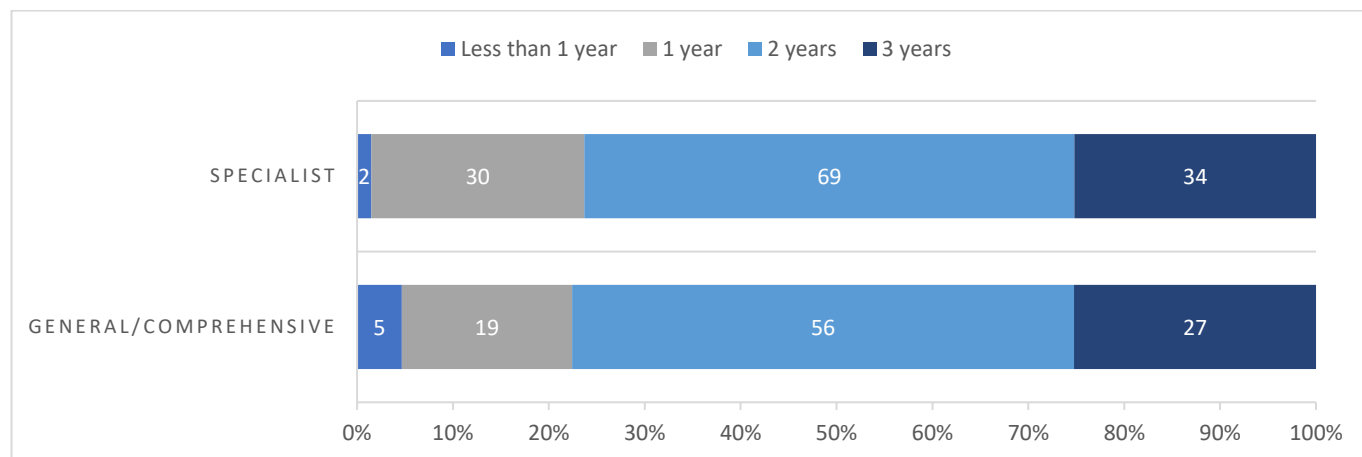
Age of institution

Institutions were broadly divided into age groups of those between 0-20 years old (7), 21-50 years old (6), and 51+ years old (7).

Action Status by Focus

The status of actions was analysed by age group.
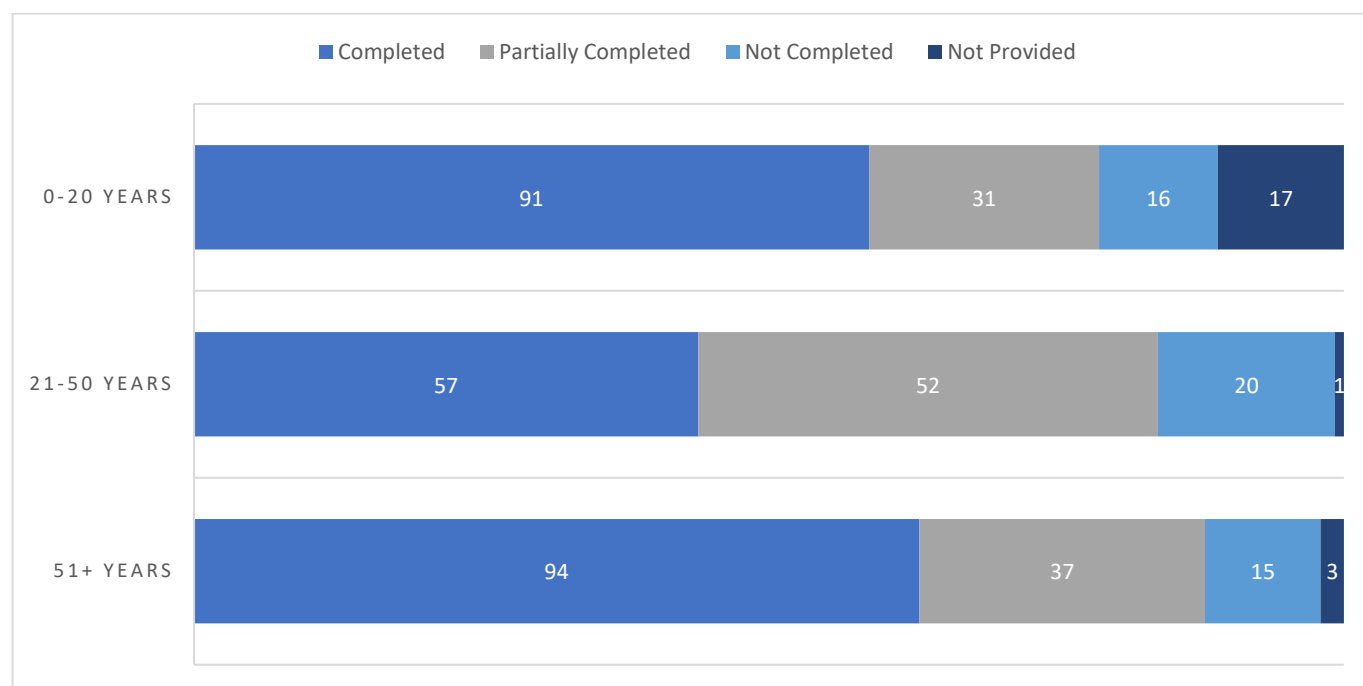
Figure 24 - Status of actions by Age of institution

Institutions established 51+ years ago reporting a higher proportion of completed actions (63%) than younger institutions, although institutions between 0-20 years old reported 59% of actions as completed.

The proportion of actions that had not been completed at the time of the reporting does not drastically vary by age of institution, although institutions between 21-50 years had a higher proportion of actions that were Partially completed (40%) and Not completed (15%).

It should be noted that the status of 11% of actions by institutions between 0-20 years, 1% of actions by institutions between 21-50 years and 2% of actions by institutions 51+ years old, were not reported.

Older institutions may benefit from well-established support frameworks and departments or may already have long-standing policies and/or strategies in place, thereby enabling a larger number of actions to be successfully completed.

The types of actions were analysed based on the Age of the institution.

	0 – 20 YEARS	21 – 50 YEARS	51+ YEARS	TOTAL
AWARENESS RAISING	12	14	15	**41**
COURSE/DEPARTMENT EXPANSION/ESTABLISHMENT	0	3	3	**6**
INSTITUTIONAL TARGETS	1	9	**0**	**10**
LARGE-SCALE EVENTS	1	3	**0**	**4**
MONITORING AND EVALUATION	10	6	8	**24**
NEEDS ASSESSMENT/REVIEW	1	5	11	**17**
POLICY DEVELOPMENT/CHANGE	29	17	25	**71**
SMALL-SCALE EVENT	6	5	4	**15**
SUPPORT PROVISION IMPROVEMENT	53	45	41	**139**
TRAINING	42	23	42	**107**
TOTAL	**155**	**130**	**149**	**434**

Figure 25 - Types of action by Age of institution

The largest proportion of Actions for all Institutional ages fell under the category type of Support Provision Improvement followed by Training.

Topics of Actions

The topics of actions were then analysed by Age of institution.

	0 – 20 YEARS	21 – 50 YEARS	51+ YEARS	TOTAL
CAREER DEVELOPMENT	12	15	22	49
CIRCLE SPECIFIC	15	8	10	33
EQUALITY & DIVERSITY	9	8	16	33
LEADERSHIP / MANAGEMENT	7	4	2	13
MENTORING	35	17	29	81
NEW STAFF ORIENTATION	5	2	6	13
RECRUITMENT	5	3	3	11
RESEARCH ETHICS	0	2	4	6
RESEARCH OUTPUTS	23	17	8	48
RESEARCH(ER) FUNDING	4	12	5	21
RESEARCHER DEVELOPMENT	20	18	31	69
RESEARCHER NETWORKING / DISSEMINATION	6	8	3	17
SALARIES, PAYSCALES & STAFF BENEFITS	10	7	8	25
STAKEHOLDER ENGAGEMENT	3	8	0	11
TEACHING / CURRICULA	1	1	2	4
TOTAL	155	130	149	434

Figure 26 - Topics of actions by Age of institution

The topics of Actions focused on by institutional age varied slightly. Institutions between 0-20 years old had a higher proportion of actions fall under Mentoring (23% of all actions) whereas both institutions between 21-50 years and those 51+ years old had a higher proportion of actions fall under Researcher Development (14% and 21% respectively.

Time to Complete Actions

Completed actions were analysed based on the time taken for them to be successfully completed by each age group of institution:

Less than 1 year ■ **1 year** ■ **2 years** ■ **3 years**

Age	Less than 1 year	1 year	2 years	3 years
0-20 YEARS	2	16	42	31
21-50 YEARS		21	28	8
51+ YEARS	5	12	55	22
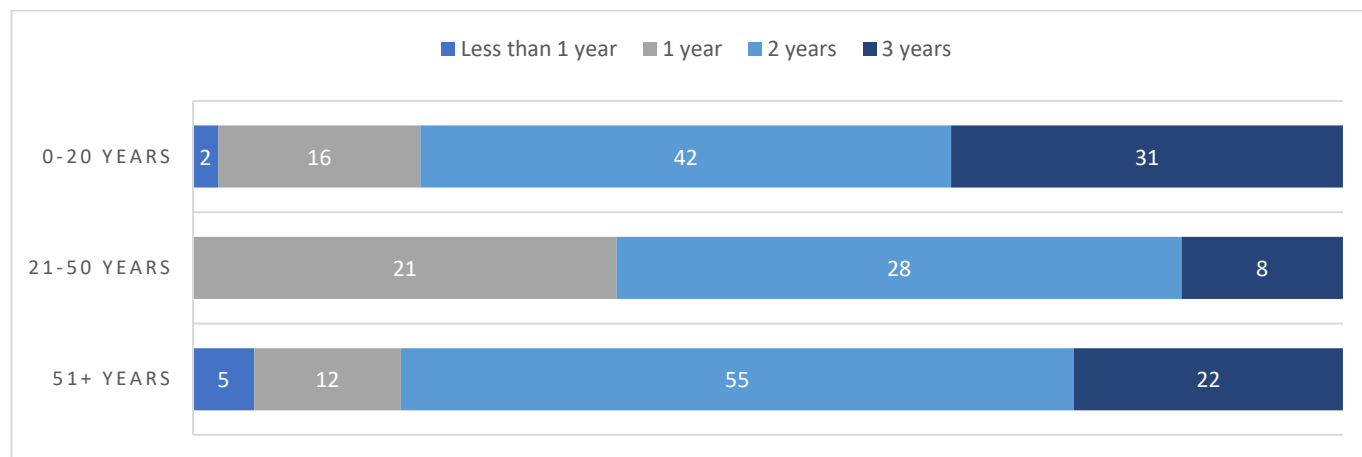
Figure 27 - Time taken to complete actions by age of institution

When analysed by Age of the institution, all groups reported that the majority of actions took approximately 2 years to complete. Institutions between 21-50 years old had the highest proportion of actions completed over a year, with 37% of actions completed within this time, compared to 18% of actions reported by institutions between 0-20 years old and 13% of those reported by institutions over 51 years.

Summary

Institutions established 51+ years ago reporting a higher proportion of completed actions (63%) than younger institutions. Older institutions may benefit from well-established support frameworks and departments or may already have long-standing policies and/or strategies in place, thereby enabling a larger number of actions to be successfully completed.

The largest proportion of actions for all Institutional ages fell under the category type of Support Provision Improvement followed by Training.

The topics of Actions focused on by institutional age varied slightly. Institutions between 0-20 years old had a higher proportion of actions fall under Mentoring (23% of all actions) whereas both institutions between 21-50 years and those 51+ years old had a higher proportion of actions fall under Researcher Development (14% and 21% respectively).

When analysed by Age of the institution, all groups reported that the majority of actions took approximately 2 years to complete.

ISP Implementation Group Membership

The membership of all ISP Implementation Groups was analysed to determine if Group numbers and Group make-up had an effect on the success of the ISP Action Plan implementation.

Size of Implementation Group

Analysis was carried out on the size of the ISP Implementation Groups. Institutions were grouped as follows:

NUMBER	COUNT
1 - 5	4
6 - 9	12
10+	5

Action Status by Group Size

The status of actions was analysed by group size.
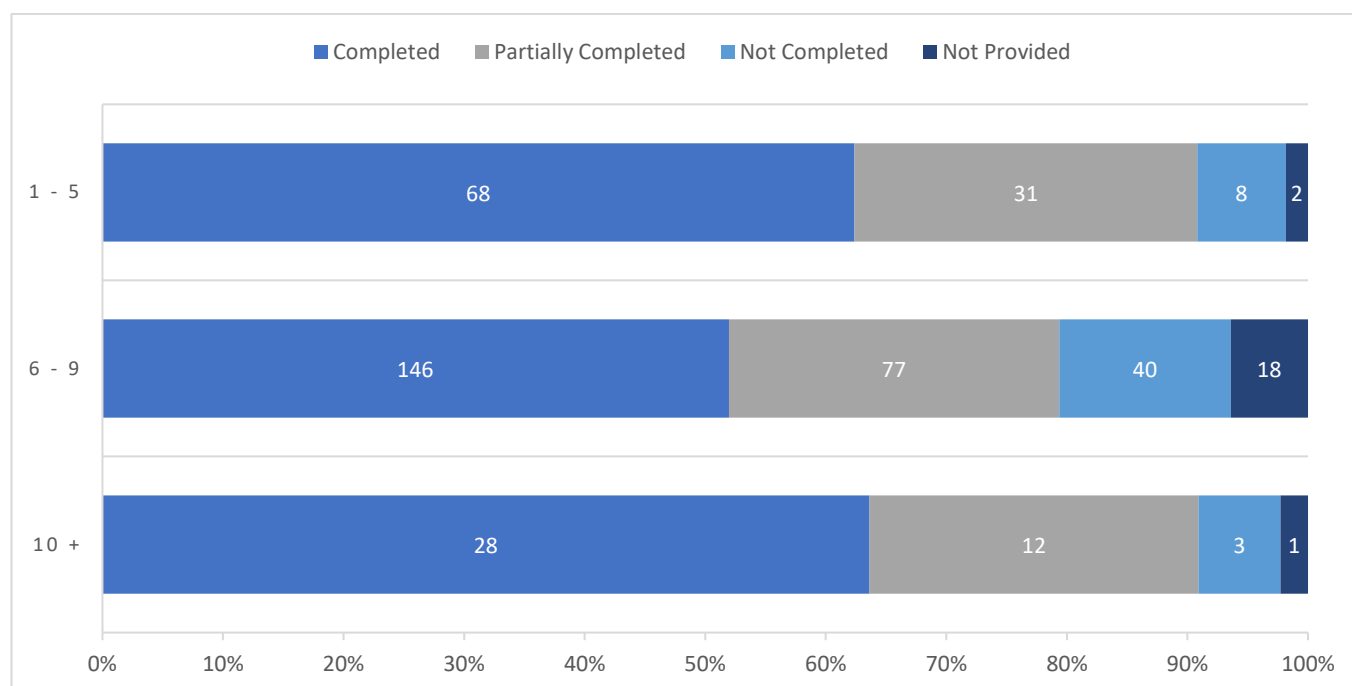
Figure 28 - Status of actions by group size

The proportion of actions completed by groups with 1 – 5 members and 10+ members was very similar, with 62% and 64% of actions completed respectively. Groups with 6 – 9 members reported 52% of actions as completed, and also had the largest proportion on non-completed actions (14%).

It may be that smaller groups are better able to develop actions that are achievable and that can be prioritised by each Group member. Larger groups may also be better able to distribute responsibility in the delivery of actions and related tasks and may also benefit from a wider pool of experience and resources than institutions with smaller Groups.

Types of Actions

The types of actions were analysed based on the size of the implementation group.

	1 - 5	6 - 9	10+	TOTAL
AWARENESS RAISING	12	27	2	**41**
COURSE/DEPARTMENT EXPANSION/ESTABLISHMENT	2	3	1	**6**
INSTITUTIONAL TARGETS	9	1		**10**
LARGE-SCALE EVENTS	2	1	1	**4**
MONITORING AND EVALUATION	7	16	1	**24**
NEEDS ASSESSMENT/REVIEW	2	13	2	**17**
POLICY DEVELOPMENT/CHANGE	19	49	3	**71**
SMALL-SCALE EVENT	5	9	1	**15**
SUPPORT PROVISION IMPROVEMENT	31	88	20	**139**
TRAINING	20	74	13	**107**
TOTAL	**109**	**281**	**44**	**434**

Figure 29 - Types of action by Implementation group size

Groups of all sizes had the largest proportion of actions fall under Support Provision Improvement, followed by Training. However, groups of between 1 – 5 members and 6 – 9 members also had large proportions of actions addressing Policy Development Change (17% each) compared to larger groups (7%). There were fewer institutions within the largest member bracket, which may account for the difference, or it may be that larger groups prioritised the other two types of activities over policy change.

Topics of Actions

The topics of actions were then analysed by size of implementation group.

	1 - 5	6 - 9	10+	TOTAL
CAREER DEVELOPMENT	13	31	5	**49**
CIRCLE SPECIFIC	5	25	3	**33**
EQUALITY & DIVERSITY	14	17	2	**33**
LEADERSHIP / MANAGEMENT	2	10	1	**13**
MENTORING	16	59	6	**81**
NEW STAFF ORIENTATION	4	8	1	**13**
RECRUITMENT	1	10	**0**	**11**
RESEARCH ETHICS	2	2	2	**6**
RESEARCH OUTPUTS	15	30	3	**48**
RESEARCH(ER) FUNDING	6	10	5	**21**
RESEARCHER DEVELOPMENT	10	47	12	**69**
RESEARCHER NETWORKING / DISSEMINATION	6	9	2	**17**
SALARIES, PAYSCALES & STAFF BENEFITS	6	18	1	**25**
STAKEHOLDER ENGAGEMENT	7	3	1	**11**
TEACHING / CURRICULA	2	2	**0**	**4**
TOTAL	**109**	**281**	**44**	**434**

Figure 30 - Topics of actions by Implementation group size

Groups of between 1 – 5 members and 6 – 9 members had the highest proportion of actions fall under the topic of Mentoring (15% and 21% respectively) whereas the highest proportion of actions for groups with 10+ members fell under Researcher Development (27%).

Topics of actions differed between size groups. As well as Mentoring, groups of between 1 – 5 members had large proportions of actions under Research Outputs (14%), Equality and Diversity (13%) and Career Development (12%). Groups of between 6 – 9 members had large proportions of actions under Researcher Development (17%), Research Outputs (11%) and Career Development (11%) in addition to Mentoring. Aside from Researcher Development, Groups consisting of 10+ members reported large proportions of actions under Mentoring (14%) and Career Development (11%).

Time to Complete Actions

Completed actions were analysed based on the time taken for them to be successfully completed by each implementation group size:
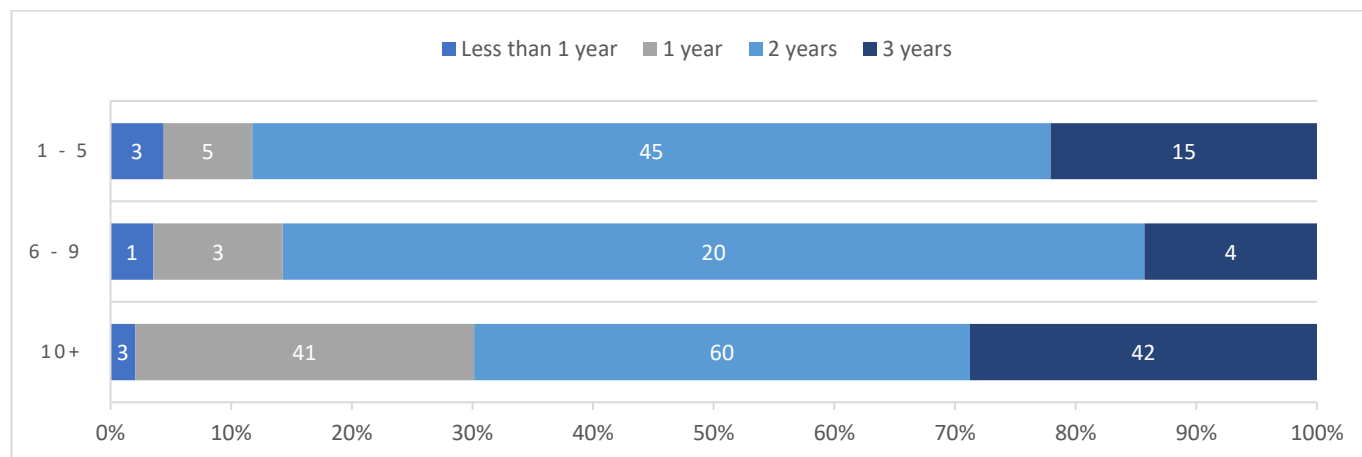

Figure 31 - Time taken to complete actions by Implementation group size

When analysed size of implementation groups, all groups reported that the largest proportion of completed actions took approximately 2 years to implement. Groups with 10+ members reporting the highest proportion completed in this timeframe, with 71% of actions completed in this time.

Summary

The proportion of actions completed by groups with 1 – 5 members and 10+ members was very similar, with 62% and 64% of actions completed respectively. Groups with 6 – 9 members reported 52% of actions as completed, and also had the largest proportion on non-completed actions (14%).

Groups of all sizes had the largest proportion of actions fall under Support Provision Improvement, followed by Training. Groups of between 1 – 5 members and 6 – 9 members also had large proportions of actions addressing Policy Development Change (17% each) compared to larger groups (7%).

Groups of between 1 – 5 members and 6 – 9 members had the highest proportion of actions fall under the topic of Mentoring (15% and 21% respectively) whereas the highest proportion of actions for groups with 10+ members fell under Researcher Development (27%).

When analysed size of implementation groups, all groups reported that the largest proportion of completed actions took approximately 2 years to implement. Groups with 10+ members reporting the highest proportion completed in this timeframe, with 71% of actions completed in this time.

Seniority of ISP Lead

Groups were analysed based on the seniority of the ISP lead. Institutions were grouped as follows:

SENIORITY OF LEAD	COUNT
DEAN / DIRECTOR / HEAD OF DEPARTMENT	8
LECTURER / RESEARCHER	5
MANAGER / COORDINATOR / PROFESSOR	6
VC/DVC	1

Action Status by ISP Lead

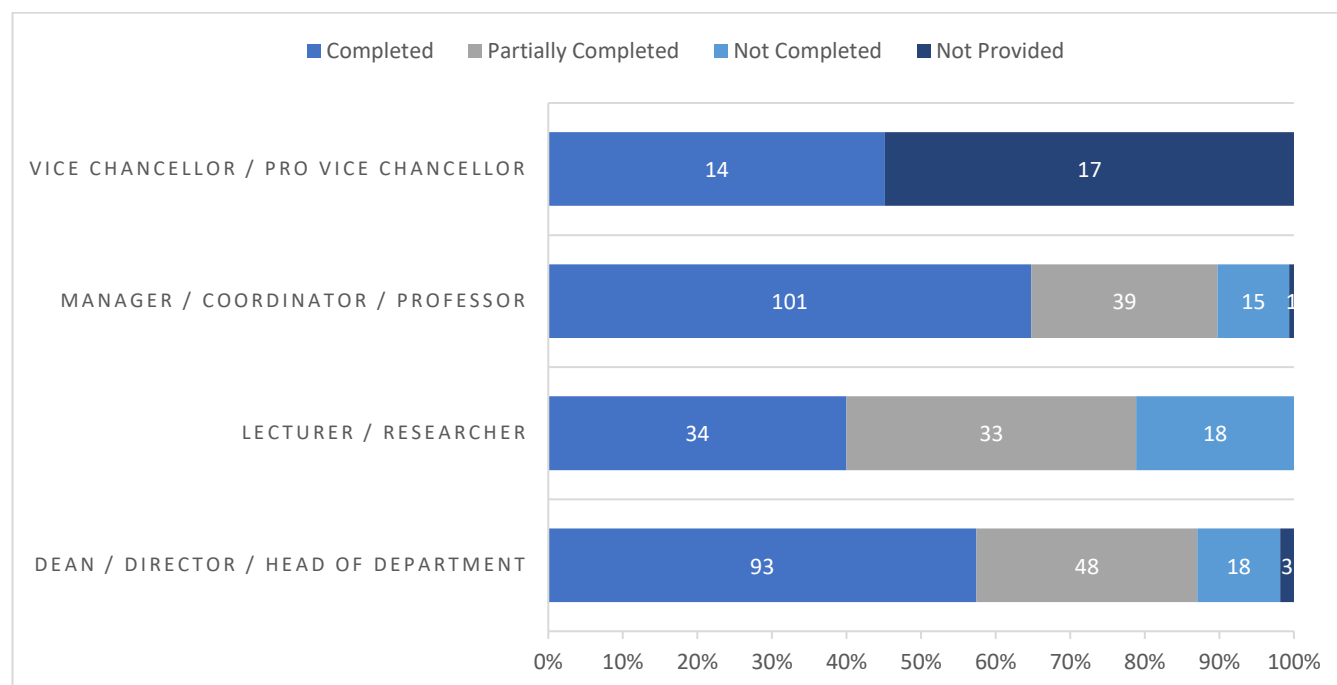The status of actions was analysed by group Lead.

Figure 32 - Status of actions by ISP Group Lead

ISP Groups with Managers, Departmental Co-ordinators or Professors had the largest proportion of completed activities, with 65%. Groups with Lecturers or Researchers had the highest proportion of non-completed actions with 21%. It is worth highlighting again that there is only one group with a VC/DVC as the lead.

Types of Actions

The types of actions were analysed based on the seniority of the group lead.

	DEAN / DIRECTOR / HEAD OF DEPARTMENT	LECTURER / RESEARCHER	MANAGER / COORDINATOR / PROFESSOR	VICE CHANCELLOR / PRO VICE CHANCELLOR	TOTAL
AWARENESS RAISING	16	8	13	4	**41**
COURSE/DEPARTMENT EXPANSION/ESTABLISHMENT	3	2	1	0	**6**
INSTITUTIONAL TARGETS	9	0	1	0	**10**
LARGE-SCALE EVENTS	2	1	1	0	**4**
MONITORING AND EVALUATION	5	5	14	0	**24**
NEEDS ASSESSMENT/REVIEW	13	0	4	0	**17**
POLICY DEVELOPMENT/CHANGE	26	13	21	11	**71**
SMALL-SCALE EVENT	7	1	7	0	**15**
SUPPORT PROVISION IMPROVEMENT	49	25	55	10	**139**
TRAINING	32	30	39	6	**107**
TOTAL	**162**	**85**	**156**	**31**	**434**

Figure 33 - Type of actions by ISP Group Lead

All groups, with the exception of the one group with a VC as the lead, had the largest proportion of actions fall under Support Provision Improvement, followed by Training. The group with the VC as the lead had the highest proportion of actions fall under Policy Development/Change (35%), whereas all other groups had between 13-16% of actions under this type.

Topics of Actions

The topics of actions were then analysed by group lead.

	DEAN / DIRECTOR / HEAD OF DEPARTMENT	LECTURER / RESEARCHER	MANAGER / COORDINATOR / PROFESSOR	VICE CHANCELLOR / PRO VICE CHANCELLOR	TOTAL
CAREER DEVELOPMENT	26	8	15	0	**49**
CIRCLE SPECIFIC	8	4	17	4	**33**
EQUALITY & DIVERSITY	15	5	13	0	**33**
LEADERSHIP / MANAGEMENT	2	2	9	0	**13**
MENTORING	28	14	27	12	**81**
NEW STAFF ORIENTATION	6	1	5	1	**13**
RECRUITMENT	2	3	6	0	**11**
RESEARCH ETHICS	4	1	1	0	**6**
RESEARCH OUTPUTS	16	8	19	5	**48**
RESEARCH(ER) FUNDING	10	6	5	0	**21**
RESEARCHER DEVELOPMENT	20	22	25	2	**69**
RESEARCHER NETWORKING / DISSEMINATION	8	2	7	0	**17**
SALARIES, PAYSCALES & STAFF BENEFITS	8	6	4	7	**25**
STAKEHOLDER ENGAGEMENT	7	2	2	0	**11**
TEACHING / CURRICULA	2	1	1	0	**4**
TOTAL	**162**	**85**	**156**	**31**	**434**

Figure 34 - Topics of actions by ISP Group Lead

Groups with Deans, Directors or Heads of Departments, and those with Managers, Coordinators or Professor as leads, as well as the one institution with the VC as a lead, had the highest proportion of actions addressing Mentoring (17%, 17% and 39% respectively). Groups with Researchers as leads had the highest proportion of activities addressing Researcher Development (26%) followed by Mentoring (16%).

Time to Complete Actions

Completed actions were analysed based on the time taken for them to be successfully completed by each group:
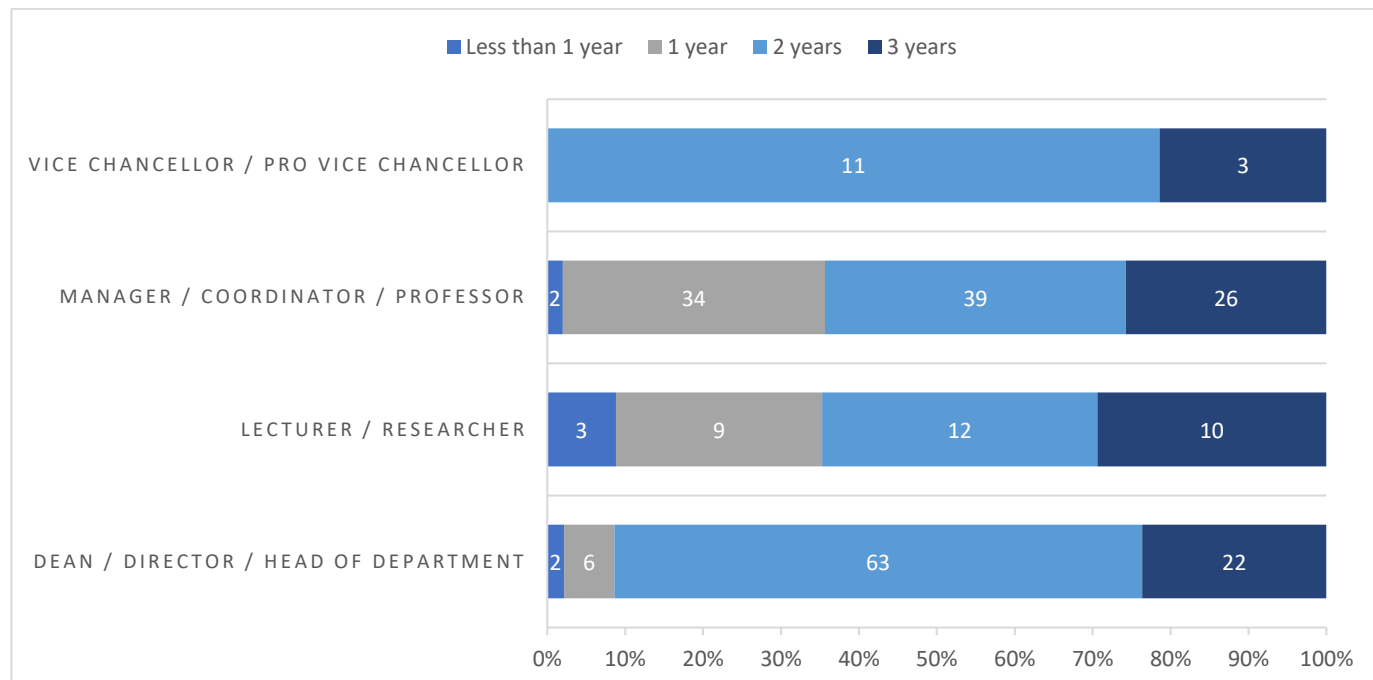

Figure 35 - Time taken to complete actions by ISP Group Lead

When analysed group lead, all groups reported that the largest proportion of completed actions took approximately 2 years to implement. The group with the VC as lead reported the highest proportion completed in this timeframe, with 79% of actions completed in this time. The group with Deans, Directors and Heads of Department also reported a high proportion of actions completed in this timeframe, with 68% of all completed actions implemented in two years.

Summary

ISP Groups with Managers, Departmental Co-ordinators or Professors had the largest proportion of completed activities, with 65%. Groups with Lecturers or Researchers had the highest proportion of non-completed actions with 21%. It is worth highlighting again that there is only one group with a VC/DVC as the lead.

All groups, with the exception of the one group with a VC as the lead, had the largest proportion of actions fall under Support Provision Improvement, followed by Training. The group with the VC as the lead had the highest proportion of actions fall under Policy Development/Change (35%), whereas all other groups had between 13-16% of actions under this type.

Groups with Deans, Directors or Heads of Departments, and those with Managers, Coordinators or Professor as leads, as well as the one institution with the VC as a lead, had the highest proportion of actions addressing Mentoring (17%, 17% and 39% respectively). Groups with Researchers as leads had the highest proportion of activities addressing Researcher Development (26%) followed by Mentoring (16%).

When analysed group lead, all groups reported that the largest proportion of completed actions took approximately 2 years to implement.

CVF Membership

Groups were analysed based on the number of CVFs as members. Institutions were grouped as follows:

Table 10 - Number of CVFs in Implementation Groups

NUMBER OF CVFS	NUMBER OF INSTITUTIONS
0 - 1	4
2	6
3	7
4+	3

Action status by CVF Involvement

The status of actions was analysed by CVF involvement.
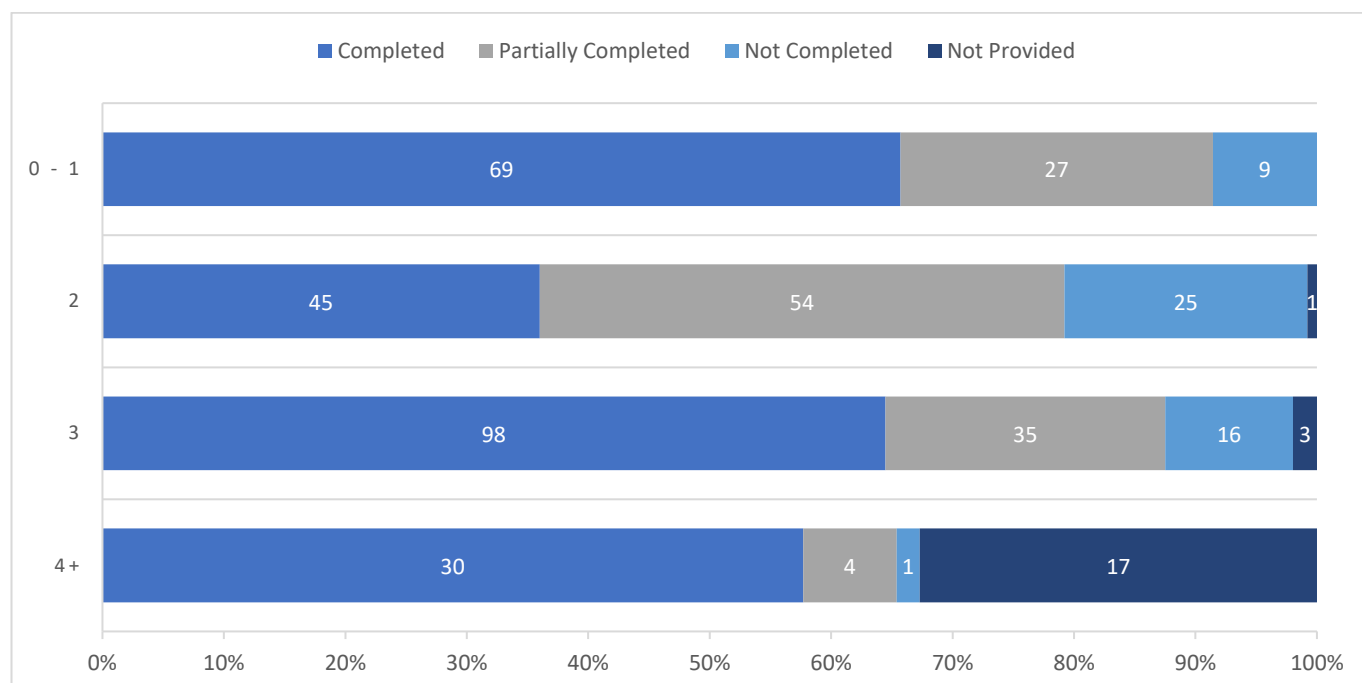

Figure 36 - Action status by CVF involvement

The number of CVFs did not appear to affect the number of completed actions. Groups with 3 CVFs had the highest proportion of completed activities, with 66% of all actions completed, although groups with no or one CVF had a similar proportion with 64%. Groups with 2 CVFs had the highest proportion of non-completed activities with 20%.

Types of Actions

The types of actions were analysed based on the number of CVFs involved.

	0 - 1	2	3	4+	TOTAL
AWARENESS RAISING	13	14	10	4	**41**
COURSE/DEPARTMENT EXPANSION/ESTABLISHMENT	3	2	**0**	1	**6**
INSTITUTIONAL TARGETS	0	9	1	**0**	**10**
LARGE-SCALE EVENTS	0	3	1	**0**	**4**
MONITORING AND EVALUATION	6	2	16	**0**	**24**
NEEDS ASSESSMENT/REVIEW	5	7	3	2	**17**
POLICY DEVELOPMENT/CHANGE	21	20	18	12	**71**
SMALL-SCALE EVENT	3	4	7	1	**15**
SUPPORT PROVISION IMPROVEMENT	34	39	48	18	**139**
TRAINING	23	25	45	14	**107**
TOTAL	**108**	**125**	**149**	**52**	**434**

Figure 37 - Types of actions by CVF involvement

All groups had the largest proportion of actions fall under Support Provision Improvement, followed by Training. Groups with 4+ members had the highest proportion of actions under Policy Development/Change with 23%.

Topics of Actions

The topics of actions were analysed based on the number of CVFs involved.

	0 - 1	2	3	4+	TOTAL
CAREER DEVELOPMENT	14	21	14	7	56
CIRCLE SPECIFIC	7	2	17	0	26
EQUALITY & DIVERSITY	16	6	11	0	33
LEADERSHIP / MANAGEMENT	2	2	9	0	13
MENTORING	24	16	27	14	81
NEW STAFF ORIENTATION	4	3	5	1	13
RECRUITMENT	3	3	5	0	11
RESEARCH ETHICS	2	2	1	1	6
RESEARCH OUTPUTS	3	16	21	8	48
RESEARCH(ER) FUNDING	2	11	5	3	21
RESEARCHER DEVELOPMENT	18	18	22	11	69
RESEARCHER NETWORKING / DISSEMINATION	3	7	7	7	24
SALARIES, PAYSCALES & STAFF BENEFITS	8	7	3	0	18
STAKEHOLDER ENGAGEMENT	0	9	2	0	11
TEACHING / CURRICULA	2	2	0	0	4
TOTAL	108	125	149	52	434

Figure 38 - Topics of actions by CVF involvement

All groups, except those with 2 CVFs, had the largest proportion of actions address Mentoring, followed by Researcher Development. Groups with 2 CVFs had the largest proportion of actions address Career Development followed by Researcher Development.

Time to Complete Actions

Completed actions were analysed based on the time taken for them to be successfully completed by each group:
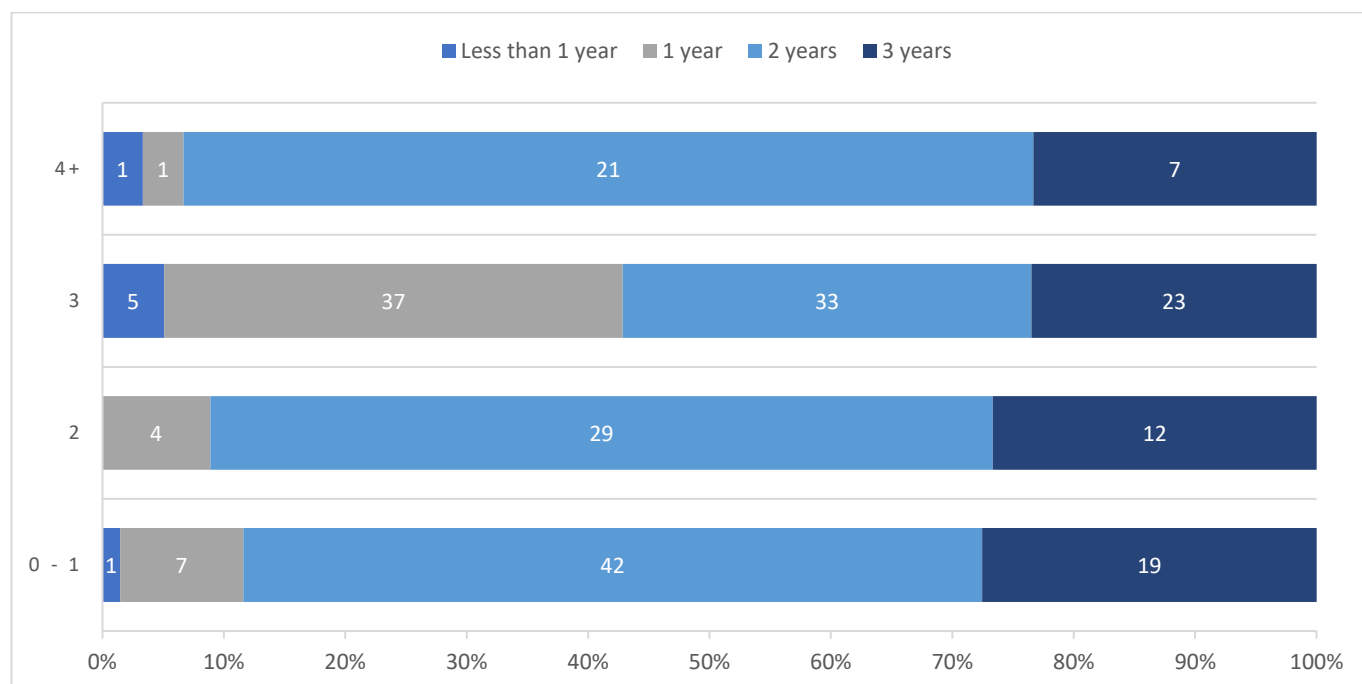

Figure 39 - Time taken to complete actions by CVF involvement

When analysed by CVF involvement, all but one groups reported that the largest proportion of completed actions took approximately 2 years to implement. Groups with 3 CVFs reported a slightly higher proportion of activities were completed within 1 year (38%), although there wasn't much difference in actions completed in 2 years (34%).

Summary

The number of CVFs did not appear to affect the number of completed actions. Groups with 3 CVFs had the highest proportion of completed activities, with 66% of all actions completed, although groups with no or one CVF had a similar proportion with 64%. Groups with 2 CVFs had the highest proportion of non-completed activities with 20%.

All groups had the largest proportion of actions fall under Support Provision Improvement, followed by Training. Groups with 4+ members had the highest proportion of actions under Policy Development/Change with 23%.

All groups, except those with 2 CVFs, had the largest proportion of actions address Mentoring, followed by Researcher Development. Groups with 2 CVFs had the largest proportion of actions address Career Development followed by Researcher Development.

When analysed group lead, all but one groups reported that the largest proportion of completed actions took approximately 2 years to implement. Groups with 3 CVFs reported a slightly higher proportion of activities were completed within 1 year (38%), although there wasn't much difference in actions completed in 2 years (34%).

Feedback on actions not yet completed

120 (28%) actions were reported as Partially completed, and 51 (12%) actions as Not Completed, creating a total of 171 actions. Institutions were asked to explain why actions had not yet been completed and whether they could provide further information on challenges they were facing. Institutions provided information for 148 incomplete actions:

CHALLENGE REPORTED	COUNT
FURTHER TRAINING REQUIRED	22
FURTHER DISCUSSION NEEDED	18
RESOURCE LIMITATION	16
NO LONGER A PRIORITY	14
RESPONSIBILITY LIES WITH ANOTHER DEPARTMENT	11
IMPLEMENTED BUT NOT MONITORED	11
POLICY IMPLEMENTATION PENDING	10
CHANGE OF STAFF	9
LACK OF DEMAN	6
PARTIAL COVERAGE ELSEWHERE	6
PROGRESS DEPARTMENTALLY	6
SENIOR SUPPORT REQUIRED	5
EXTERNAL DISRUPTION (STRIKE ACTION)	4
COMPLEX BUREAUCRATIC PROCESS	3
TOTAL	143

Figure 40 - Challenges reported by ISP Implementation Groups

The most commonly reported reason for lack of completion was that further training was required to hit the target success measures, with 16% of actions. Unsurprisingly, the most common type of activity that required further training were Training related actions, which constituted 45% of action types. This also suggests that, although many training workshops were successfully delivered, ISP Implementation Groups may have underestimated either the demand for the Training or the need for a more extensive training package to ensure that learning through the ISP is successfully embedded across the institution.

Other action types included Awareness Raising (18%) and Support Provision Improvement (18%):

"Awareness is ongoing among early career researchers on career development and improvement possibilities. Senior researchers are also continuously engaged to offer as much support as possible. Evidence-based trainings…had been conducted for ECRs. In addition, evidence-based use of the RDF Map for career development had also been conducted for ECRs."

13% of actions required further internal discussion between the ISP team and institutional staff.

"We…proposed a research ethics committee which was accepted in principle…Setting up the research ethics committee requires a more elaborate arrangement."

The largest proportion of activities which needed further internal discussion were related to Support Provision Improvement (39%) and Policy Development/Change (28%). Resource limitation was also commonly identified as a challenge, with 12% of actions being affected:

"The University has an [office] responsible for research administration and oversight. Training for administrative staff of the office awaiting availability of funds"

Some actions (10%) were affected as they were no longer considered to be a priority, either by the wider institution or the ISP Group themselves.

5. Recommendations

Based on the above analysis, it is apparent that institutions are making measurable progress in gaining wider institutional recognition and support to help embed learning and developments in strengthening the support for early career researchers. The analysis also highlights a variety of barriers and institutional obstacles that still need to be addressed.

In the July Progress report, several factors were highlighted that were suggested to affect the successful implementation of CIRCLE ISP Action Plans, namely the types and topics of the ISP Actions, the size and composition of the ISP Implementation Team and the involvement of VC/DVCs.

Based on updated data, a clearer picture of institutional activity and key factors has emerged. The most common Action Type was Support Provision Improvement, whereby ISP Implementation Groups aimed to enforce or improve support offerings already in place within the institution. Many institutions reported that there were opportunities in place for early career researchers to gain support, but that opportunities were either limited or not promoted widely enough for uptake. Institutions may also find it easier to work with support offerings already in place, rather than come up with new initiatives and try to get them implemented at an institutional level. Overall however, 53% of actions of this type were completed, with many institutions reporting challenges such as resource limitation and the need for further internal discussion before implementation can begin. The assumption that adapting provision that is already in place has therefore not been overly successful, and Implementation Groups may need to reconsider how they intend to improve provision, and to develop detailed strategies before the action moves forward.

Time is also a key factor, with most completed actions taking approximately 2 years to be successfully implemented. Training workshops and low-level Support Provision Improvements were the only Types of activities that were delivered within a year of being added to Action Plans.

Institutions established 51+ years ago reported a higher proportion of completed actions (63%) than younger institutions. Older institutions may benefit from well-established support frameworks and departments or may already have long-standing policies and/or strategies in place, thereby enabling a larger number of actions to be successfully completed. Institutions should review their structure and consider the best way to navigate internal processes to ensure their actions are implemented.

Group leadership was the only Membership factor that had a noticeable effect on successfully actions. ISP Groups with Managers, Departmental Co-ordinators or Professors had the largest proportion of completed activities, with 65%. Groups with Lecturers or Researchers had the highest proportion of non-completed actions with 21%. This is likely due to a combination of seniority of the Lead and the time they are able to allocate to ISP activities. Groups with researchers or lecturers as leads reported time management issues and the high pressure of workloads. Managers and Departmental Co-ordinators are likely to already be in a position that requires them to consider improvements to support provision for staff and students. They are also likely to have working relationships with key members of senior and support staff elsewhere in the institution which helps them to delegate responsibilities and tasks.

The most commonly reported reason for lack of completion of actions was that further training was required to hit the target success measures. This suggests that, although many training workshops were successfully delivered, ISP Implementation Groups may have underestimated either the demand for the Training or the need for a more extensive training package to ensure that learning through the ISP is successfully embedded across the institution. Those that have participated in CIRCLE have also developed an extensive understanding of key topics such as mentoring, researcher development and how to deliver a training session. This learning needs to be shared with the wider institution to ensure that there is a solid understanding of key concepts and potential benefits. Only once key senior staff and the researchers themselves understand why support provision needs to be improved will the ISP Implementation Groups be able to scale up their activities and gain institutional support.

Overall, the progress made by the institutions involved in the CIRCLE ISP Extension has been impressive. Just one institution involved in the CIRCLE extension has not yet reported having a formal mentoring mechanism in place at their institution. Every institution involved in the ISP Extension has at least one policy and/or strategy in place for supporting early career researchers, and all institutions have improved the quality or quantity of training and support offered to early career researchers since the programme began.

Within the scope of another limited ISP Extension, another round of Implementation Funding will be offered to institutions to further embed learning and increase the impact of the ISP. Institutions will be encouraged to adapt their ISP Action Plans to build in "short-term wins" to ensure that learning is shared to enable actions which will have a wider impact. Institutions will also be encouraged to review their institutional structures and identify opportunities for future actions that do not rely on extensive resources or funding.

What has also become apparent is the impact of the CIRCLE ISP Programme on the individual Champions themselves, who have successfully led a change management programme. An unintended, but very positive benefit of this process has been the personal growth and development of the leadership skills of the Champions, with many now emerging as experts in leading institutional change and strengthening support for early career researchers within the African context. It is hoped that data from this report will encourage our Champions to continue building on their CIRCLE ISP achievements, and draw on experiences from across the CIRCLE Network, working together to overcome barriers in implementing institutional change to better support early career researchers within the field of climate change, across the breadth of the institutions and within the wider research sector in their respective countries.

6. Appendices

Appendix 1: Concordat Principles

Principle 1: Recruitment and Selection

Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

Principle 2: Recognition and Value

Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.

Principle 3 and Principle 4: Support and Career Development

Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

Principle 5: Researchers Responsibilities

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

Principle 6: Diversity and Equality

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

Principle 7: Implementation and Review

The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.