

Programme content for INORMS 2012

The programme for the INORMS 2012 Congress is close to completion. Below, you will find a description of all sessions and workshops..

The programme consists of three general tracks:

MAN

This track focuses on us as individuals. The sessions will focus on professional development, examples of best practice, career development, new skills and related types of sessions.

MACHINE

This track focuses on the teams and organizations we work in at various levels. Compliance, ethics, knowledge and technology transfer, innovation, decision making support could be examples of sessions.

MEANS

This track focuses on funding issues and infrastructures in general. The conditions for funding and how to work with funders will be covered in these sessions.

During the selection process, these seven sub-tracks emerged:

1. Integrity, compliance and ethical issues
2. Measuring performance – key performance indicators in research administration
3. Career development, focusing on young researchers
4. Working to strengthen multidisciplinary research
5. Towards a Professional Development Framework for Research Administrators
6. Building and developing emerging research institutions
7. Data management systems

You will find a brief description of the sub-tracks below with session titles and speakers.

A number of sessions do not fall into these seven sub-tracks and are listed separately as general sessions.



Workshops

Sunday 13 May 2012

Workshop 1:

Sunday, 13 May 9.00-12.00

Dan Nordquist

Washington State University
USA

Andrea Degen Iseli

EU Relations
Switzerland

Title: Research Management and the Use of Social Media

Social Media is a powerful tool that is changing the way we communicate as a society. With one in every 40 scholars active on Twitter and the potential of crowdsourcing being explored by governments, corporations, and researchers across the globe, the choice ceases to be whether to participate and becomes how.

In this workshop, presenters will discuss ways in which social media and networking can be utilized effectively in research universities and particularly in research administration. Presenters will share personal accounts of how they have implemented social networking tools to catalyze engagement, knowledge sharing, improve “customer” service and collaborate around research.

This will be an interactive workshop, with discussions centered on how to create a trustworthy, valuable and visionary social media framework that is accessible, flexible and responsive to the changing demands.

Workshop 2:

Sunday, 13 May 9.00-12.00

Jan Andersen

University of Copenhagen
Denmark

Patrick Schlessinger

University of California at Berkeley
USA

Tracey Swift

University of South Australia
Australia

Title: Global professional development – a further step

The aim of the workshop is to identify common goals and learning objectives for research managers and administrators on a global scale. How do they complement existing models for recognition and what is needed looking ahead? What is different from a national or regional perspective?



First steps have been taken to identify overall challenges, now the next step is to go in-depth in defining strategic goals, methodologies etc.

The learning objective is to discuss and formulate global trends and challenges for research managers and administrators regarding professional development and recognition and through this be able to participate in the ongoing discussion and goal setting for global professional development.

Workshop 3:

Sunday, 13 May 13.00-16.00

Mark Hochmann

University of Tasmania
Australia

Simon Bain

Australia National University
Australia

Ada Sue Selwitz

University of Kentucky
USA

Title: Building and Assessing an Institutional Culture of Research Integrity

The issue of research integrity has been of growing international importance in recent years. Whilst the United States has had a framework of research integrity through the ORI for many years, this has been an emerging field in many other countries. In recent years we have seen the emergence of Codes of Responsible Conduct in Research in several countries. These include:

The Australian Code for responsible Conduct of Research (2007)

The RCUK Policy and Code of Conduct on the Governance of Good Research (2009)

The UK RIO Code of Practice for Research: Promoting Good Practice and Preventing Misconduct (2009)

Fostering Research Integrity in Europe (ESF, 2009)

Honesty, Accountability and Trust: Fostering Research Integrity in Canada (2010)

Many of the more recent codes above have sought to embed responsible conduct of research (RCR) within an institutional culture of research integrity and good research practice, rather than a culture of compliance.

This workshop will look at institutional examples from multiple countries and examine the processes used to implement RCR Codes. In particular the workshop will examine the issues of RCR as a culture rather than a compliance regime and will focus on two distinct issues:

- Institutional practice in developing an RCR culture
- How an institution can practically assess the "depth" of an RCR culture.



Workshop 4:

Sunday, 13 May 13.00-16.00

Robert Porter

University of Tennessee
USA

Title: Writing Successful Grants

This workshop covers basic principles of good grant writing, starting with the phrasing of a compelling research theme to the actual construction of the proposal itself. Major differences between traditional “academic prose” and persuasive grant writing are highlighted. Common pitfalls that can lead to early rejection of good ideas are reviewed, matched with practical strategies for better writing. Special attention will be paid to the perspectives of grant reviewers and how to write in ways that will meet their expectations.

- Killer mistakes in grant writing and how to avoid them
- Two critical steps that will double your chances for success
- How to win over the grant reviewer
- Simple keys to a more powerful writing style
- Visualization: Using illustrations to “sell” your project.



Plenary Sessions

Monday 14 May 2012

- a. Albert Haldemann**, European Space Agency: *What does it take to put a car on Mars? Making the factors Man, Machine and Means work together.*
- b. Peter Härtwich**, Head of Sector: *Horizon2020: The big picture, the road ahead and simplification.* EU plenary (90 minutes)

Wednesday 16 May 2012

- a.** Oral competition between 5 selected posters
- b. Ehsan Masood**, ResearchResearch (tbc): *Emerging Stronger: Research in Tough Economic Times*

General sessions including funder presentations

Allison Lerner

National Science Foundation, USA

Description to be inserted.

Adeline Kroll

European Commission

Title: Plans for a European Multi-Ranking System

Aldo Stroebe

University of the Free State
South Africa

John Westensee

Aarhus University
Denmark

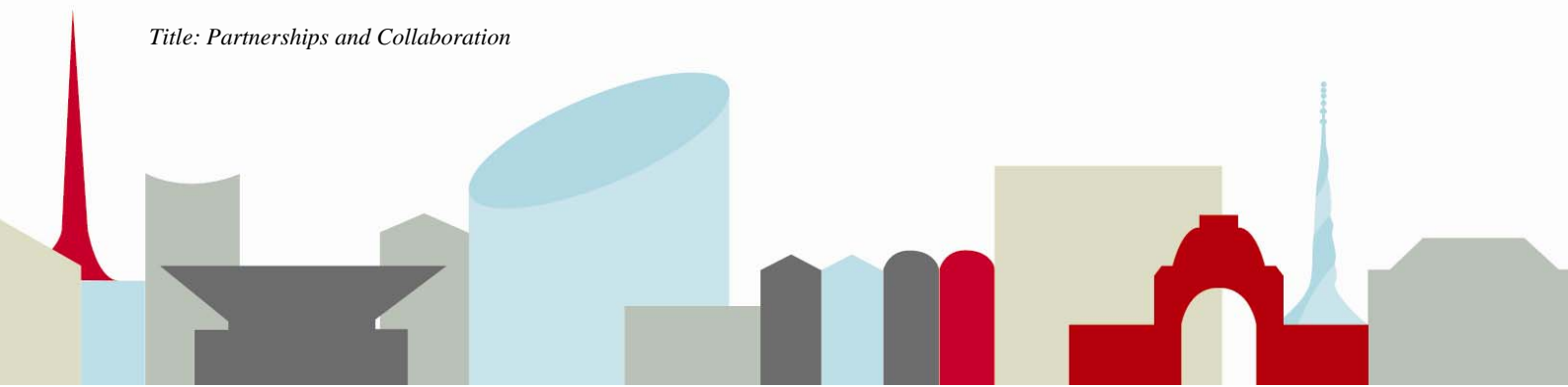
Janet Dibb-Leigh

University of South Australia
Australia

Ian Carter

University of Sussex
UK

Title: Partnerships and Collaboration



The world-wide scientific community requires increased collaboration and partnerships, incl. North-South. Successful collaboration and research partnerships begin with convincing people who do not need to work together that they should. This depends on:

Inspiring them with a vision of change that is beyond any of their powers to bring about individually

Convincing them that the other collaborators are vital to their efforts and success

Preventing any one party from benefitting so much that the other partners feel that they are exploited.

Research partnerships are characterized as:

Projects in which groups of scientists from two or more partner-countries carry out long-term, trans-disciplinary collaborative research on problems that are important to all the partners

Teams chosen on the basis of equal representation, and all those involved should have opportunities for continuing education and training

cooperation with developing countries which still tends to occur only in limited instances.

Building blocks for effective partnerships include Relevance, Effectiveness, Efficiency, Sustainability, and Impact. In addition, a culture of trust and teamwork is essential, supported by four key aspects, i.e.:

A Shared Purpose

An Ethic of Contribution

Instituting Interdependent Processes

Creating a Collaborative Infrastructure

Successful partnerships require the skill to manage complex, multi-stakeholder and multidimensional systems in an increasingly interconnected world.

Ann Goldwater

Australian National University

Australia

Title: Are We There Yet? - How Building and Developing Teams Can Move Institutions in the Right Direction

People are the single biggest asset and resource to an institution, therefore, it is vital to recruit, develop and maintain staff. It is not enough for institutions to rely on researchers alone, it is just as important to ensure that research support in the form of senior advisors, managers, administrators, compliance offices etc. is articulated, developed and correct for the institution they serve. Research managers and similar support staff come from a variety of backgrounds, this variety needs to be acknowledged and creatively used within institutions whose mission is research. How this is done and the impact of such approaches will be the basis of this presentation.

This presentation will consist of case studies, processes used for identifying /building teams and how to ensure momentum is maintained once the team is functioning and performing. From my experience as a senior manager in a research intensive institution I also intended to discuss lessons learned from my experience of building teams, inheriting teams and how I have used these experiences and activities to help move the institution's research agenda forward.

There is no single one size fits all solution. People have their strengths and this should be viewed as an opportunity to think creatively when managing and leading teams.

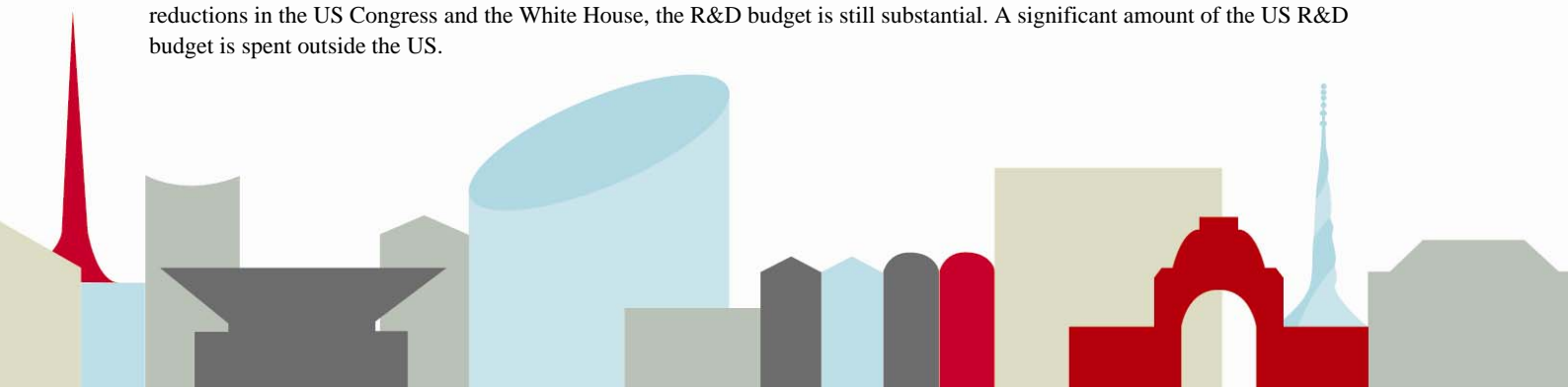
Bill Schweri

University of Kentucky

USA

Title: How can non-US institutions work with US federal funders

President Obama has proposed an FY2013 US budget that increases the federal R&D investment to \$142.2 billion. This request represents a \$1.7 billion increase, or 1.2%, above FY 2012 estimated funding levels. Despite a focus on budget cutting and cost reductions in the US Congress and the White House, the R&D budget is still substantial. A significant amount of the US R&D budget is spent outside the US.



This session will describe what non-US institutions need to know to compete for US funding from several US agencies which fund research outside the US or fund collaborative international work.

Colin Cooper

Liverpool Hope University
UK

Title: The Development of Research Support over time - Tales from a lifetime in Research Administration

David Richardson

Pennsylvania State University
USA

Title: Rethinking Intellectual Property Management of Corporate Sponsored Research

Traditionally, institutions of higher education have negotiated vigorously for retention of intellectual property rights on corporate sponsored research. The origins of this approach are embedded within institutional practice and culture. In practice, the majority of research funding has historically derived from governmental entities that are generally agreeable to assigning ownership and control of intellectual property rights to the institution in return for retaining “march-in” rights. Culturally, institutions that receive operational subsidies from governments or have historically financed research facilities with tax-free bonds have been very cautious to having their sponsored research considered work-for-hire and potentially exposing the institution to taxation concerns. To reduce risk and to remain consistent regardless of the source of funding, institutional policies have generally gravitated toward the one-size-fits-all model whereby institutions negotiate to retain the rights to any newly discovered intellectual property. However, the realities of today’s economic concerns mixed with the need to efficiently shift discoveries from the lab to the marketplace have many of us rethinking our traditional approach to the management of corporate funded intellectual property. There may be circumstances where the present value of the research contract is greater than the future value of any potential royalties rendering the standard position of wanting to retain ownership as being unreasonable.

This session will share Pennsylvania State University’s examination of our corporate sponsored portfolio and how we have restructured our intellectual property practices to accommodate the needs of the institution, the investigator, and the corporate sponsors with the collaborative goal of spurring sponsorship and entrepreneurial activities.

Janette Elizabeth Hocking

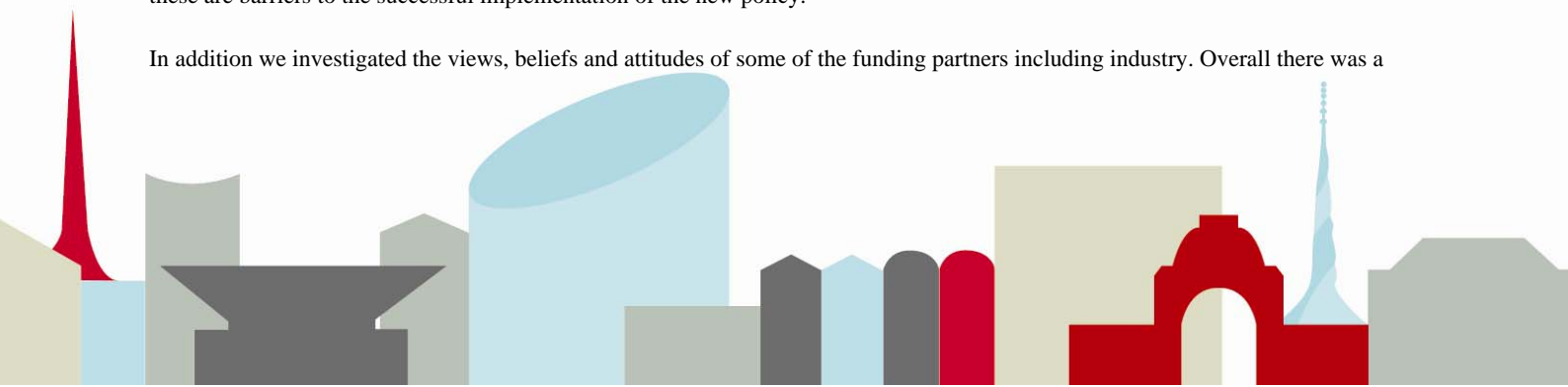
University of Melbourne
Australia

Title: What price research? - The myths and challenges.

This novel research investigated how to develop a sustainable model for funding research at universities. The first part of the project carried out a detailed transparent and defensible analysis of the full cost of research. However policy implementation theory suggests that successful policy change requires the acceptance and support of the key actors. In our context this means researchers and funding bodies.

The second and most novel aspect of this research investigated barriers to implementation. We interviewed over 60 academic staff members to understand their views, beliefs and attitudes to the price of research. The results were illuminating, showing there is a significant level of misunderstanding, inaccurate assumptions and myths about university finances in the minds of many staff. All of these are barriers to the successful implementation of the new policy.

In addition we investigated the views, beliefs and attitudes of some of the funding partners including industry. Overall there was a



significant mismatch between how these funding partners viewed the price of research and the beliefs of many of our staff about what constitutes an appropriate price. This paper articulates these findings shedding light on the myths and challenges of implementing a sustainable research pricing framework.

Jennifer Shambrook

St Jude Children's Research Hospital
 USA

Title: Stressors, stress perception and stress resiliency in academic research administrators

How stressful is the work environment for research administration professionals at your home institution? Would you like to know what you can do to make that work environment a little more healthy? Stress is directly related to the major causes of chronic disease and death in adults. Stress in addition to being itself, is also the cause of itself, and the result of itself (H. Seyle, 1951).

In this session we will use data from the 2010 Research Administration Stress Perception Survey to learn what causes stress in research administrators; the health behaviors that are strongly associated with high perceived stress in the members of this group; and, most importantly, what can be done to build a higher resiliency to stress in this group. Learn what you can do to facilitate a healthier work environment at your own institution for yourself and those with whom you have influence.

Khor Khiam Aik

Nanyang Technological University
 Singapore

Title: Growing Pains of a Fast Maturing Research Intensive University: Critical Role of Research Administration

Nanyang Technological University (NTU) is Singapore's science and technology university. Established as NTU in 1991 it has undergone rapid development as a research intensive university since 2005. Since 2005, NTU's external research grant awards have grown ~ 6-fold to ~US\$200M per annum. Accompanying this growth is an increasing need for capable and competent research administrators to assist the growing body of research professors and research staffs cope with the administration and management of their grants, along with the compliance to funding agencies.

The Research Support Office (RSO) was established in 2007 to provide administrative support to the growing number of research awards at NTU. This presentation will highlight the various developments that took place since its inception. Among these are i) the setting up of a Research Information Management System (RIMS), ii) training of research administrators in the schools, iii) organization structure for research administration, iv) utilization of Bibliometric tools in the assessment of the research output of the schools and departments and v) establishment of a research administrators' network

This presentation will highlight the key lessons learnt in the rapid expansion of research at NTU, Singapore, the critical role of research administration in the management of research programmes and centres, the importance of a research information management system and the need to have in place an in-house training programmed for new research administrators.

Lois Fitz-Gerald

RMIT University
 Australia

Title: Building the Jet-Pack - a Framework for Boosting Research Performance

Research is critical to building reputation. However, as researchers strive to engage in high quality research which addresses major global issues there is also a growing recognition that researchers require specific support mechanisms and frameworks to boost their performance. This presentation will focus on the strategies research leaders in managerial and administrative roles can put in place to



support individual researchers or research teams to significantly boost their performance.

We identify 10 critical components of the research support ‘jet-pack’ and share our strategies and progress in establishing these initiatives to improve long term research performance at RMIT:

- a clear, exciting research plan shaped by university stakeholders
- setting expectations for performance and a balanced workload for academics
- a policy framework to build critical mass in areas of strength
- energizing and focusing support teams
- aligning budget and strategy and demonstrating value and return on investment
- celebrating achievements and translating high impact research
- implementing sound research governance and supporting research integrity
- targeted support and mentoring for researchers and research partnerships
- transparent, university-wide, evidence-based target setting and research performance monitoring tools for individuals and management
- access to critical infrastructure and facilities to improve research performance

We show the critical role of the research office in working with research leaders to devise and implement these important initiatives for improved performance.

Negin Sobhani

KAUST
 Saudi Arabia

Title: Building a Culture of Excellence through International Collaborations: A Funder's View

King Abdullah University of Science and Technology (KAUST) is an independent, graduate-level research university in Saudi Arabia, established in 2007 and inaugurated in 2009. KAUST is dedicated to research and education that will advance science and technology of global impact and inspire innovation and enterprise. The Global Collaborative Research (GCR) program, housed in the Office of Competitive Research (OCRF), is positioned at the base of this mission, creating and nurturing international partnerships that foster a culture of excellence and act as a catalyst for a new age of scientific research in Saudi Arabia.

In 2007, no precedent existed for building a university with such ambitious goals and at such an accelerated pace as KAUST. The collaborations initiated by GCR were designed to address the initial needs of the institution, including faculty/student recruitment, and laboratory and infrastructure design. These early partnerships planted the seed for a culture of research and educational excellence at KAUST, crucial to the early development of a new institution, while also providing an early basis by which to benchmark our growth and academic output.

KAUST's OCRF incorporates the traditional pre- and post-award roles, as well as a distinctive portfolio of “middle-award” responsibilities. Research administrators must go beyond the customary duties and engage in this new and crucial role, connecting and coordinating collaboration activities across the campus.

The presentation will primarily be informative; however we hope to engage the research community in a discussion focusing on some key questions to improve grantor-grantee relationships in international research collaborations:

What are the roles and responsibilities of an international funder?

How can you maximize the mutual benefit from these partnerships?

What useful lessons can be shared for the creation and implementation of competitive research funding programs?

Peter Townsend

Loughborough University
 UK



Dan Sinai

University of Western Ontario
 Canada

Michael Owen

University of Ontario Institute of Technology
 Canada

Title: The Development of Institutional Research and Enterprise/Innovation Support Structures – an International Comparison.

The three international presenters will outline as case studies, the developments and drivers at three research-intensive institutions over the last few years, to explain and examine how their current Research and Enterprise Offices have developed.

They will explain how these reflect changing institutional strategies which are gravitating towards the establishment of joint/merged Research and Enterprise support structures, where a key factor is how key relationships with strategic industry partners can be most effectively encouraged, facilitated and managed whilst also ensuring economic and social impact at potentially regional, national and international levels.

Robert Porter

University of Tennessee
 USA

Title: What are reviewers looking for

Ross Forbes

Flinders University
 Australia

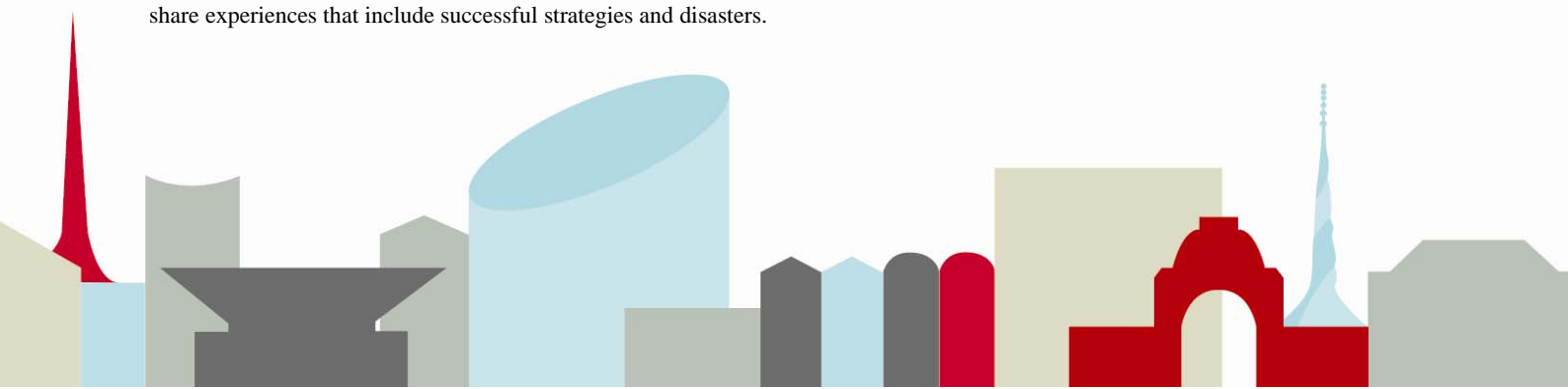
Title: Research Administration and Support for a Faculty of Health Sciences - Strategies to Promote High Quality Research Activities and Training

Flinders University has established a reputation as a research intensive institution and continues to demonstrate consistent, high quality, research performance placing it in the top ten in Australia, in international rankings. Flinders operates with an organizational structure involving a number of centralized administrative units, including a Research Services Office, and in addition the University has four faculties. The Faculty of Health Sciences is consistently responsible for attracting 70% of the university's research income. Some part of this success can be attributed to a very significant Faculty-based research administration unit that facilitates a comprehensive range of innovative strategies to promote high quality research activities and deliver a suite of research training programs.

These strategies will be described in detail, including:

- distribution of approx \$1M (AUS) each year across a variety of internal faculty research grants using a rigorous peer-review process (seeding, top-up, near miss, establishment, equipment & infrastructure)
- scholarships for high performing students entering an Honours program
- comprehensive range of support strategies available for research higher degree students at PhD and Masters levels (research student maintenance, provision of a notebook computer for the term of candidature, incentives for students to publish research findings during candidature, support schemes to assist attendance and conference presentations)

This presentation would be most appropriate as an interactive forum providing the opportunity for delegates to contribute ideas and share experiences that include successful strategies and disasters.



Sandra M. Nordahl

San Diego State University
USA

Jim Hanlon

TRIUMF
Canada

Title: Preparing and Managing in Crisis Mode

The presenters will discuss preparation for "crisis mode."

What should institutions do when faced with a number of potential situations that may have serious implications, such as sponsor audits, misappropriation of funds, acts of nature, etc.

The importance of being prepared in advance for crisis is a necessity in the research administration environment. A Business Continuity Plan template will be shared, along with practices for other crisis situations. This is mainly a lecture with opportunity for discussion.

Sean McCarthy

Hyperion
Ireland

Title: Working Strategically with Horizon2020

This session will focus the latest news on the next framework programme of the European Commission called Horizon 2020. The overall structure will be explained and put in an international context.

The lobby process will be covered including how decisions are made; who makes and contributes to decisions; how to influence the work programme; how to monitor and influence the structure of Horizon 2020 and how to prepare a lobby plan for a research centre.

Silke Blohm

KAUST
Saudi Arabia

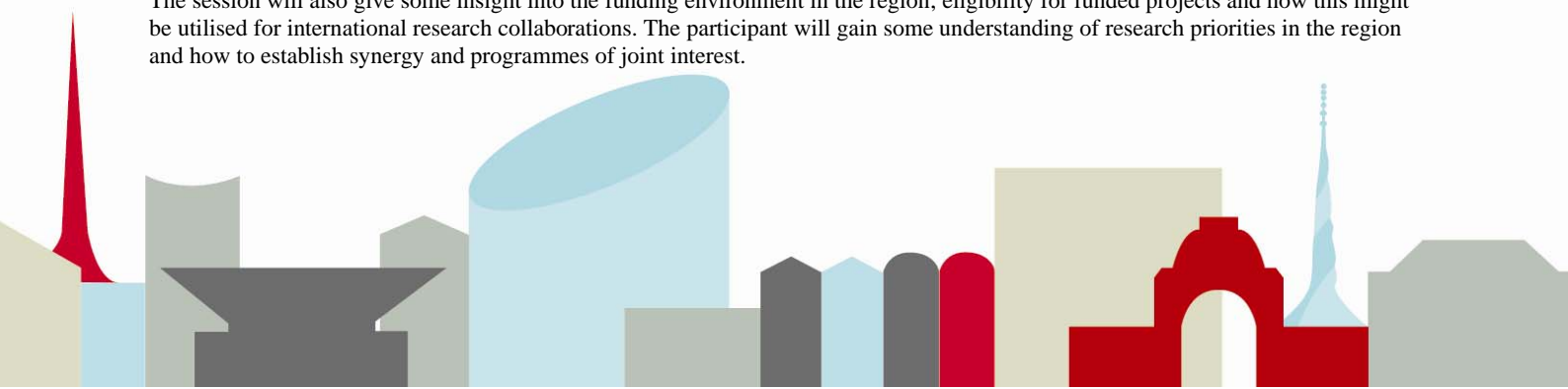
Title: Research Collaboration in and with the Middle East - a step forward in the globalisation of research

The presentation will give a Middle Eastern perspective on establishing international research collaborations. As an introduction the presentation will give a brief overview of research activities and areas in the region, some figures with regards to funding, research expenditure as percentage of GDP and trends over the last years.

We will look at the research environment in the region and explore key parameters for successful collaboration: The infrastructure, the legal framework and how to create win/win situations.

The presentation will explore the impact of local infrastructure and practical hurdles to overcome to make collaboration work. It will address contractual issues like choice of law, export control as well as aspects of compliance and other requirements when dealing with institutions embedded in different legal settings. It will provide the participants with some tools to evaluate the different factors and make a cost-benefit analysis.

The session will also give some insight into the funding environment in the region; eligibility for funded projects and how this might be utilised for international research collaborations. The participant will gain some understanding of research priorities in the region and how to establish synergy and programmes of joint interest.



The aim of the presentation is to provide some insight into the research infrastructure in the Middle East and provide some tools to overcome hurdles and create successful research collaborations.

Silke Blohm

KAUST
Saudi Arabia

Annedorte Vad

Copenhagen Business School
Denmark

Title: The Do's and Dont's of Setting up a Research Office - why not just copy what has been done elsewhere?

The presentation is drawing on a comparison between the experiences of setting up the Office of Research Services (ORS) at the newly founded King Abdullah University of Science and Technology and the experience of establishing a Research Support Office as a new service in an old institution from Copenhagen Business School (CBS).

Using the two universities as a case study the session focuses on the similarities and differences in three main areas required for research office to operate successfully: Policy, staffing and infrastructure. The presentation will explore the key policies required to establish sound processes and how to work without them in the meantime.

It will outline the importance of staffing and analyse if there is a difference in newly founded organisations and well-established organisations. The presentation will look at the importance of in-house infrastructure, the interdependencies between a research office and other administrative departments and the impact on the shaping and functionality of the office. We will also look at the research infrastructure in a Middle Eastern context - the funding environment in the region; eligibility for funded projects and contractual requirements - and explore how successful research collaborations can work in this context.

The session will identify some key priorities when starting a research office from scratch and discuss what one can and cannot do without. It will demonstrate how the environment impacts on the set-up of the office and discuss why copying what has been done elsewhere often doesn't work.

The presentation will give examples of some typical traps to fall into and how to avoid them. It will explore means to make use of experiences and work done at other institutions while acknowledging the unique institutional setting one is operating in. The presentation discusses how to tailor a Research Office in response to its institutional and regional environment. It will also provide tools to stay proactive and prioritise when a lot of parameters are beyond control.

Simon Kerr

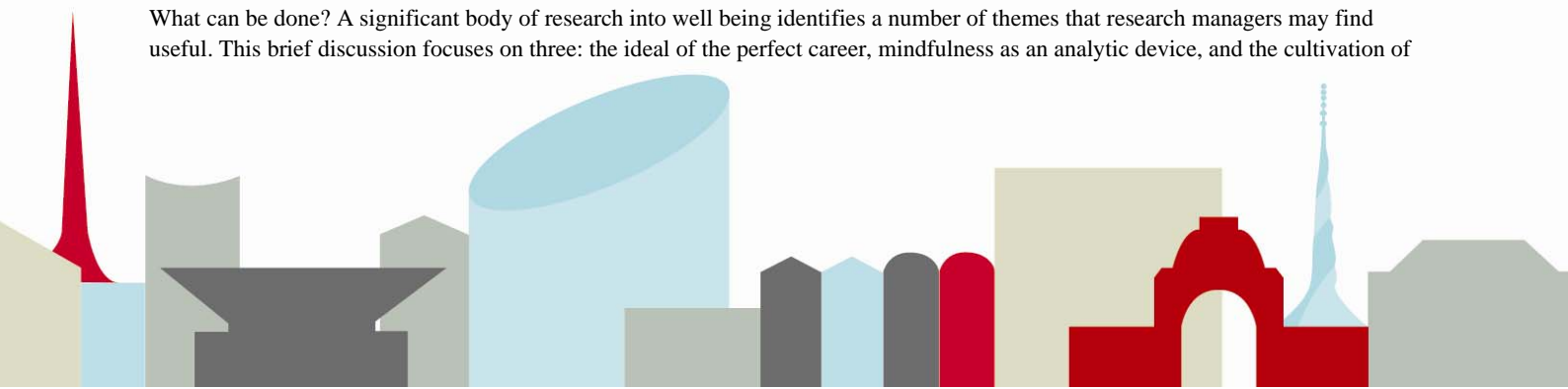
University of Melbourne
Australia

Title: Zen and the art of research management

This talk is focused on the critical role of stress management in a busy and time bound environment found in most Research Offices. It is a reformulation of a highly successful talk given at the Australasian Research Management Conference in Sydney in September 2011.

In contemporary culture Zen implies a state of peace and well-being, in contrast to the stressed conditions research managers and administrators often find themselves. This discussion, using Zen as a metaphor, focuses on recognising, adapting to and mitigating stress. There is clear clinical evidence that stress reduces health outcomes and productivity. Given the increasing obligations of employers to manage stress in the workplace, it is useful for some reflection as a profession particularly vulnerable to a stressful work environment..

What can be done? A significant body of research into well being identifies a number of themes that research managers may find useful. This brief discussion focuses on three: the ideal of the perfect career, mindfulness as an analytic device, and the cultivation of



positive brain chemistry. Tips, tricks and story-telling are all used to demonstrate, reiterate and reinforce those insights that science provides in managing stress on a day to day basis. It may just help us to smile a little more!

Tania Tambiah

RMIT University
Australia

Title: "Holistic Researchers" and "Holistic Research Managers" - The Symbiotic Relationship for Research Excellence?

Authors: Charles Tambiah, The Australian National University, Australia, Tania Tambiah (Presenting Author), RMIT University, Australia, Yasmin Tambiah, The University of Sydney, Australia and Lisa Batten, The University of Melbourne, Australia

The research industry generally believes that researchers obtain skills and expertise required for a successful research career through their disciplinary pursuits and research mentoring. This belief also informs the more recent drive to develop the “holistic researcher” – one who has a well-rounded understanding of all aspects of research practice, from disciplinary expertise to the “social skills of research” (incorporating the basics of strategic planning, contract and IP negotiation, conflict resolution, industry engagement, finance, ethics, project management, etc). The industry also often assumes that research managers are simply administrators who only provide secondary or peripheral services to research/researchers (in both development and practice).

This presentation challenges such assumptions.

This presentation is a collaboration between four experienced research managers with academic backgrounds across four Australian universities, aiming to repair the schism between researchers and research managers, in order to advance research excellence and impact in a landscape that is global, dynamic, unpredictable and competitive. Shifts in paradigms are proposed to affirm and accelerate symbiosis between the roles.

Thematic sub-tracks

1. Integrity, compliance and ethical issues

The importance of integrity and compliance in research has increased over the last decade spurred by a number of cases from different parts of the world. These cases – often spectacular and fueled by intense media exposure – have drawn the attention of both research communities and the press towards the issues of integrity and compliance in research.

During these sessions, we offer presentations from around the world. They cover a range of themes from the historical origins of the debate on ethics in science, over new tools to improving the ethical review process to the role of the administrator in ensuring research compliance. Apart from the sessions, there is also a 3-hour workshop on Sunday, 13 May on this topic.

There will be ample opportunity to discuss issues such as the organization of ethical review committees, the institutional and administrative setup of research compliance, consequences of managing international funding paired with specific rules about compliance, and the consequences of cases of misconduct for (lack of) trust in research from the public, the funders and governments alike. There will also be a workshop on Sunday, 13 May to cover this topic.



Ren Yi

Macquarie University
Australia

Title: One Degree, Two Problems: Research Integrity Management for Cotutelle and Joint PhD programs

Research integrity management has become increasingly important around the world, particularly with an increase in international research collaboration. Concomitant with an increase in Cotutelle and Joint PhD program enrollments has been an increase in research integrity management issues for institutions engaging in the program. All stakeholders in the joint doctorate supply chain including governments, research institutions, supervisors, students, and funding bodies, should participate in research integrity management of the joint PhD.

This presentation provides a review of national and institutional structures and policies on joint doctorate management in Australia, highlighting Macquarie University and The University of Queensland as two case studies. Compliance, research misconduct management and education for prevention have been highlighted as the three key elements for institutional leadership in advancing research integrity. Challenges and issues arising from research integrity management in the joint doctoral program are also addressed.

Ted Rohr

La Trobe University
Australia

Title: Angst, Ethics & Compliance: Working towards a Common Goal

Integrity in research and ethical conduct and research practice are essential to promote trust in research outcomes. We are at an important stage where technology is advancing rapidly, changing the face of interactions between people, be it through social platforms, smart phones, virtual meeting spaces or electronic workflows. These new tools open up exciting opportunities for researchers, institutions and regulators to communicate and improve the robustness of research compliance processes.

An on-line survey was conducted in Australia and New Zealand inviting parties involved in ethical review to identify and comment on areas that may need improvements. The survey participants were recruited from both human and animal ethics and consisted of three participant groups, including researchers, committee members and ethics administrators. The survey results demonstrate a number of important areas in ethical review that need improvement to avoid lack of participation in the process, with potentially great risks for all those involved. It will be discussed how real and perceived conflicts between parties can be addressed using advances in technology, including the use of parameters that can be collected on the way to determine whether the initial improvement goals are being met.

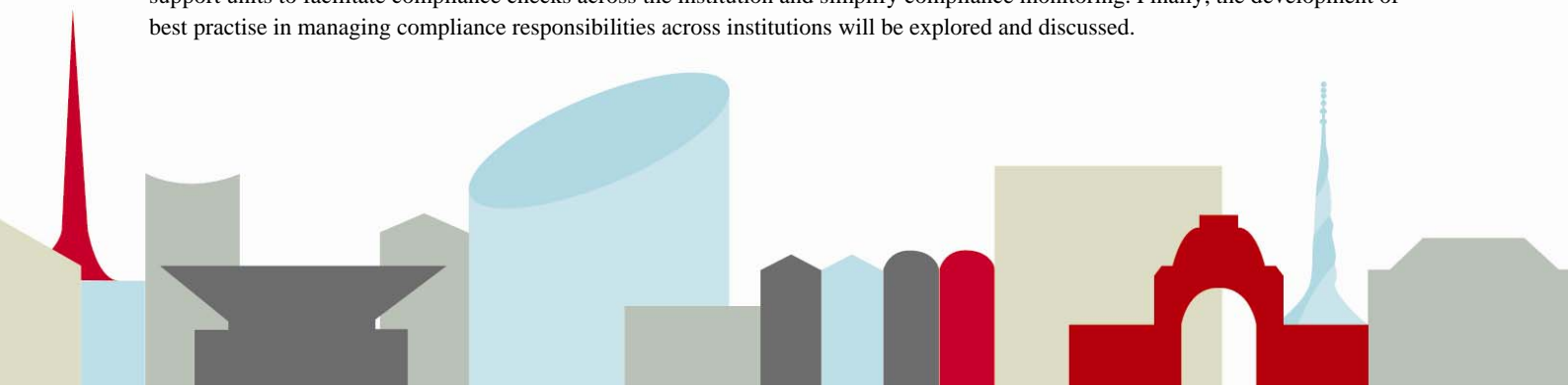
Todd G. Guttman

Ohio State University
USA

Title: Facilitating Compliance Management Across Research Administration Units.

This interactive discussion session will provide a forum to explore how best to coordinate research compliance activities across institutions, including those with designated compliance and research administrative support units. As part of the discussion, the roles, responsibilities and interactions between the various research support offices at the Ohio State University, including the Office of Research Compliance, will be presented.

In addition, the session will discuss an electronic compliance look-up tool, which is utilized at Ohio State by multiple research support units to facilitate compliance checks across the institution and simplify compliance monitoring. Finally, the development of best practise in managing compliance responsibilities across institutions will be explored and discussed.



Trevor Davis

Mount Royal University
Canada

Ronald Heslegrave

Clinical Trials Ontario and University of Toronto
Canada

Title: Emerging International Standards for Research Integrity and New Developments in Canada

Across the world a number of high profile cases have made the general public, and therefore governments, sensitive to issues of researcher integrity in all areas of research. A 2010 2nd International Conference on Integrity and the resulting 'Singapore Statement' demonstrates how this is leading to emerging international standards. Canada has been taking a proactive approach to managing issues of research integrity. Two national panels and a focus by our granting councils have resulted in two major reports and a new national policy affecting all universities. The panels have focused on an integrated approach: one recommending a new, dedicated national council as an educational and advisory arm. Additionally, Canada will be hosting the 3rd International integrity Conference in 2013.

This presentation will detail the Canadian approaches to enhancing transparency and accountability and how they fit into the international standards emerging from the Singapore Statement. The presentation will also outline and discuss a new (spring 2012) national policy on research integrity that has made significant changes in how researchers are held accountable for responsible conduct and will include a presentation on the Canadian Expert Panel Report on Research Integrity.

2. Measuring performance – key performance indicators in research administration

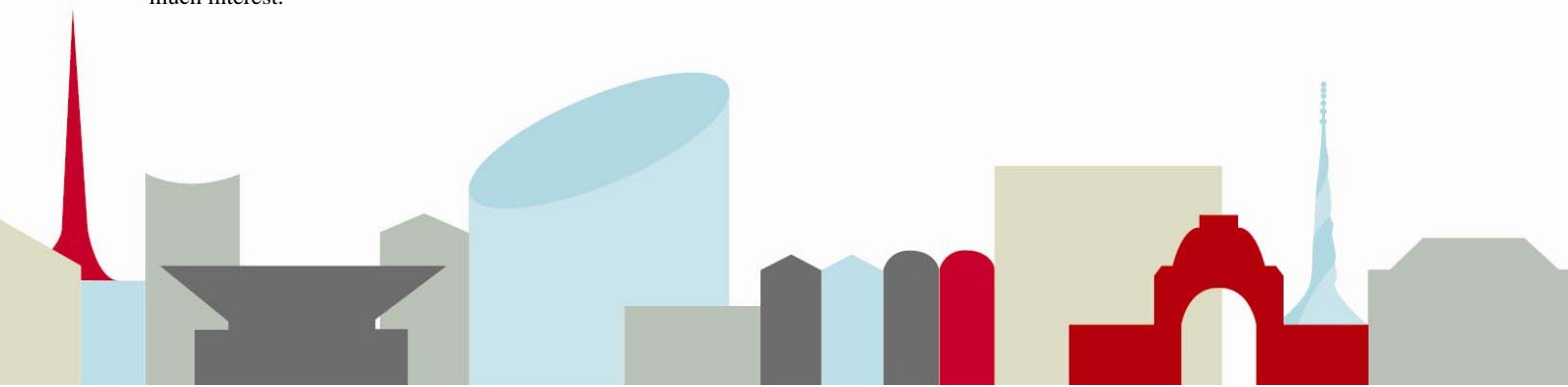
The increased focus on accountability in governments around the world changes the relationship between funders, including governments, and the research institutions. Funding schemes have changed from general donations for teaching and research to donations driven by productivity and politically defined output goals. Accountability becomes a key factor in the relationship between funders and research institutions that spurs an institutional focus on measuring performance. To build and maintain funders' trust in research, transparency in resource spending becomes vital. The sessions draw on experiences from various countries to discuss institutional impact of governmental funding schemes with performance requirements, how measuring performances relates to strategic planning or maybe doesn't, and ways of dealing with discrepancies between performance indicators relevant to funders and research institutions.

Phil Purnell

Thomson Reuters
UK

Title: New Trends in Tracking Research Output, Collaboration and Performance

The unprecedented volume of research output in multiple formats, combined with fierce competition for grant funding and the enormous implications of successful awards has emphasised the need for analysis of research networks which has recently attracted much interest.



We will look at some of these networks, particularly collaboration and citation networks and discuss how they are currently being used to evaluate research performance. In addition we will look at future trends in network analysis in relation to research and innovation.

David Richardson

Pennsylvania State University
 USA

Bill Schweri

University of Kentucky
 USA

Title: The Recovery Act and Its Legacy on Research Administration

The passage of the American Recovery and Reinvestment Act in early 2009 was a direct response by the US government to the global economic crisis offering significant short-term (non-recurring) financial stimuli aimed at creating jobs, spurring economic growth, and fostering in new and unprecedented levels of accountability and transparency in government spending. All research institutions benefited enormously from this new and unanticipated source of funding to support projects to improve human health, to find alternative sources of energy, and to implement solutions to societal problems. Some institutions were clever in their approach and planning for the use of the non-recurring funding and devised ways to increase the impact of these funds well beyond the relatively short life of the projects while some institutions utilized the unanticipated funds to leverage immediate infrastructure needs. In return for accepting the Recovery Act funding, award recipients were tasked with tracking the economic impact of their recovery projects including the number of jobs created and providing detailed project information on a quarterly basis. While the legacy of the Recovery funding will be debated for many years, its impact on accountability and transparency has forever changed the administration of US funded research.

This session will focus on the institutional impact of this unique funding and how the specialized reporting requirements are influencing future funding opportunities, how institutions have modified their strategic planning efforts to ensure the maximum impact of specialized non-recurring funding, and how our research administrative practices have changed to meet the additional requirements.

Floris van der Leest

James Cook University
 Australia

Title: Challenges designing an individual Research Performance Model for a medium-sized regional university

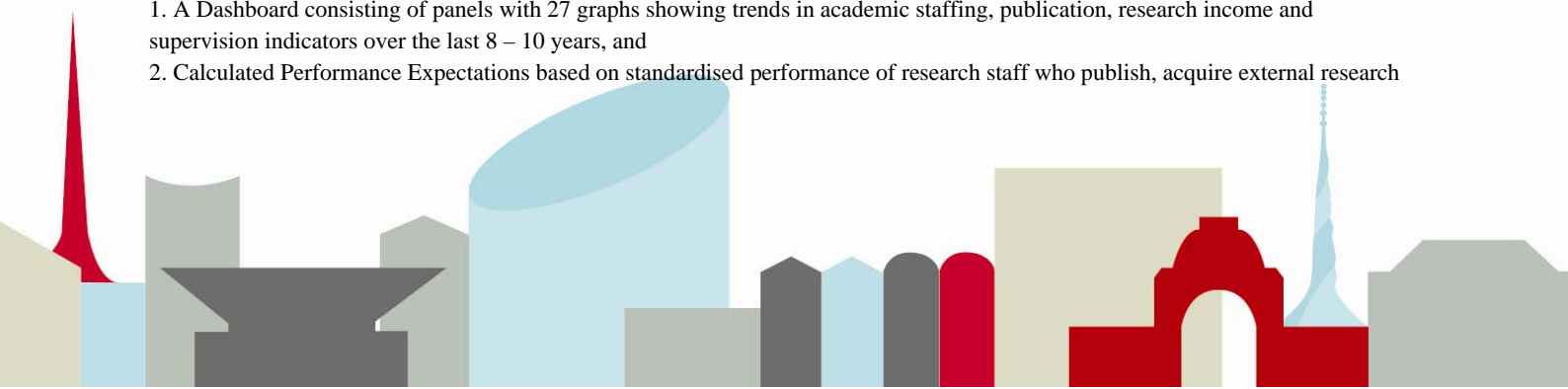
The purpose of the new Research Performance Model (RPM) at James Cook University (JCU) is to assist in understanding the nature of research effort within our schools, at the level of individual academic staff. The RPM is intended to be used as:

- A basis for mentoring staff in career development;
- An input to performance assessment; and
- A foundation for determining the scope for productivity improvements.

JCU's RPM acknowledges the variable character of research performance across schools. Its measurement parameters mirror those used sector-wide and reflect national and institutional policy priorities. It provides sensible benchmarking (peer-to-peer in relation to useful comparators) and internalises aspirations in terms of productivity improvements.

The RPM consists of two complementary parts:

1. A Dashboard consisting of panels with 27 graphs showing trends in academic staffing, publication, research income and supervision indicators over the last 8 – 10 years, and
2. Calculated Performance Expectations based on standardised performance of research staff who publish, acquire external research



income and/or supervise HDR students by yearly academic level based on figures over the three most recent years.

Ideally, to calculate the expectations one would simply take averages per academic level per school to derive targets for individual performance. However there is insufficient data to make this possible at a comprehensive regional university. Our RPM is therefore based on applying a ratio derived from university wide per-level output averages, to normalise all indicators for a school to academic level C and from the resulting figure calculate the per level expectations for the school: Surprise, ... the ratio is incomprehensible simple!

Frans Swanepoel

University of the Free State
 South Africa

Title: Knowledge Management for Increased Impact

Over the past decade the global growth of a 'knowledge society' and 'knowledge economy' has changed the environment in which universities and research institutions operate. In a world driven by technological advancements, globalisation and rapid social change, effective knowledge management is widely recognised an essential strategy for success. It is not the knowledge itself that is managed, but the processes and systems through which knowledge is acquired or learnt, created, captured, stored and preserved, shared and used.

The focus is therefore on people, their work processes and the resulting knowledge products and services. These are supported and not driven by information and communication technologies. Organisations have already entering the "third generation" of knowledge management.

Three types of knowledge to be managed:

- From a strategic perspective: Data, information and knowledge directed by the institution' mission, in particular through its research and community outreach initiatives.
- From a management perspective: To enable the management of the institution in a strategic and organised manner.
- From an operational perspective: Knowledge needed primarily by an organisation's staff (and students at a university) to conduct their normal work.

Knowledge Management Maturity Models are often used to diagnose the state of knowledge management in organisations, and can provide a roadmap for a phased and systematic improvement in knowledge management over time.

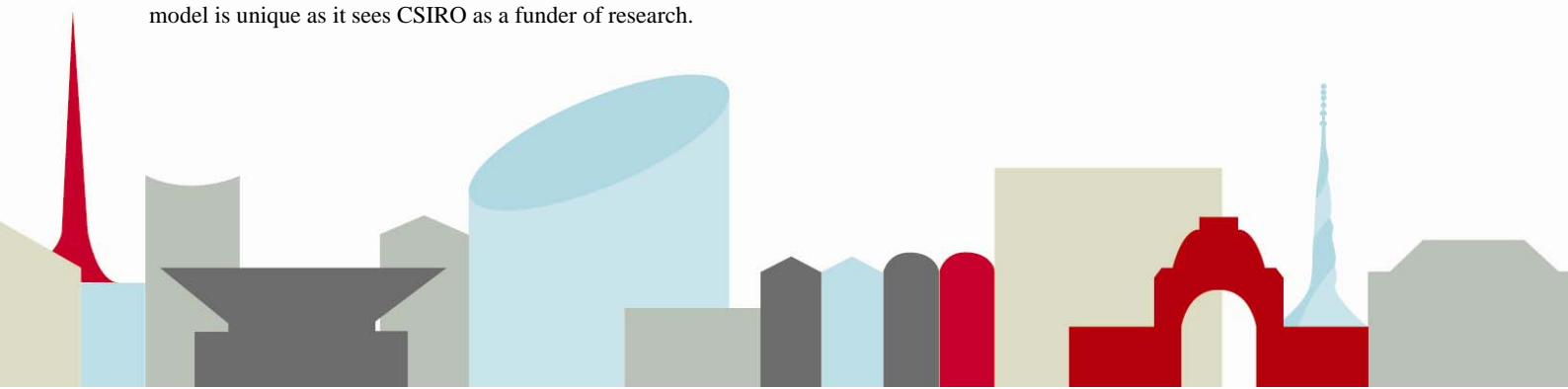
At an institution, an exercise assessing the state of knowledge management could focus on identifying a few of the most critical areas in need of improvement towards the best results in each of the three types of knowledge management. Research organisations (incl. universities) are complex organisations and developing a knowledge management strategy for the organisation as a whole is a challenging task.

Kathy Dunn

Commonwealth Scientific Industrial Research Organisation
 Australia

Title: CSIRO – Did you know we're also a funder? An Australian R&D organisation's perspective on seeking value for money from its research fund.

The National Research Flagships Program was established in 2002 to pursue "big hairy audacious goals" aligned with the Australian National Research Priorities. The Flagship Collaboration Fund (FCF), administered by the Commonwealth Scientific Industrial Research Organisation (CSIRO), was launched in 2005 to enhance and reinforce progress to the Flagships' goals through the development of collaborative partnerships between CSIRO, the universities, and other publicly funded research agencies. This model is unique as it sees CSIRO as a funder of research.



Over the past year, and focussing on the FCF, CSIRO has piloted a 'results-based' methodology to develop performance measures. In particular it has focussed on measuring the performance of the collaborations which the FCF invests in. This includes gaining a better understanding of relationships as well as other aspects of building capability, and whether they are contributing to the delivery of useful research results. Understanding what works best for the Fund and recipient alike, is critical for success. Experience and lessons learned to date in developing, implementing and using the new measures will be discussed including how to effectively work with a funder.

Kathy Heinze

Commonwealth Scientific Industrial Research Organisation
Australia

Title: Our Voyage of Discovery; Transforming the delivery of research administration support services in CSIRO

This session describes and discusses effective strategies and methods for achieving transformational design and delivery of integrated support services, with a focus on people, processes, systems and change management. It discusses CSIRO's approach to strategy development and its 2011-2015 strategy and the challenges of supporting CSIRO's strategy, improvements and benefits achieved to date at the local and enterprise level, issues arising, and lessons learned.

CSIRO is Australia's national research organization. Its primary purpose is to address Australia's national research challenges through mission-directed research. It achieves this through the National Research Flagship Program, requiring a multi-disciplinary and multi-agency approach to research. To effectively support this research effort and operating across multiple time zones and locations requires an integrated enterprise approach to the delivery of research administration support services. Prior to 2006 CSIRO was structured into twenty semi-autonomous research Divisions, each responsible for its own support services, with only high level central policy guidance. The operating models and associated skill levels were highly variable.

In 2006 CSIRO commenced a significant change program, bringing the majority of its core support services under centre-leadership supported by integrated business processes and key enterprise systems. The combined benefits have transformed CSIRO's research business, delivering single point accountability, consistent and high standard service levels, a flexible and "structure independent" operational model, the ability to meet increased governance demands, and more efficient service delivery at reduced cost.

Mark Hochmann

University of Tasmania
Australia

Title: It All Comes Down to the Individual: Impact Through Individuals

Increasingly we are seeing a convergence of research strategy amongst institutions and across nations. For example, the majority of institutions in Australia have research strategies aimed at recruiting high quality leading researchers, developing and retaining good researchers already in the institution, developing leading edge research infrastructure – generally in niche areas of strength. Add to this the programs run in each institution aimed at developing high quality applications- whether they be to the Australian Research Council (Australia), NSF (North America) or EU Programs (Europe).

Given this convergence of research strategies amongst institutions, what is the differentiating factor that causes some institutions to grow their research (often in spectacular fashion), whilst others languish? Is it all down to money? Whilst financial resourcing of strategy is very important, increasingly it is implementation of strategy that determines success or failure – this is where the individual is very important, where the individual can make a large impact.

This talk will look at examples of real research strategies and their implementation, drawing on the speaker's experience across multiple institutions. It will highlight the critical role of individuals in implementation and draw out those critical incidents which determined success or failure of implementation and resultant research outcomes. The talk will conclude with a composite list of key factors that can be used by individuals to ensure successful implementation of research strategy in their local environment.



Martin Kirk

University of British Columbia
Canada

Title: UBC and Canadian experience in developing Research Impact Metrics using advanced Bibliometric Tools

Universities in Canada, and globally, are under ever increasing pressure to demonstrate the impact and value of research. The traditional KPIs are no longer sufficient to demonstrate the impact especially in terms of "return-on-investment". Research funders e.g. The Canada Foundation for Innovation (CFI) are now requiring Universities to demonstrate the impact of their investments using advanced tools and methodologies.

The presentation will explore the University of British Columbia and U15 (largest 15 research universities in Canada) efforts to measure research impact using new bibliometric tools and the Consortia Advancing Standards in Research Administration information (CASRAI) efforts to define appropriate national standards in research impact metrics.

UBC and U15 have been working at the VP (research), Deans and Dept. Head levels to develop appropriate research impact KPIs. Collaborations with Thomson-Reuters and Elsevier have allowed us to create reports that demonstrate the utility of some of the bibliometric tools that are now available to provide powerful and easily accessible KPIs. The presentation will illustrate some of the reporting utility of the new tools and our national efforts to develop appropriate standards in research impact metrics.

INORMS provides a unique network of research management professionals who have a shared desire to both demonstrate the impact of research on a local level but also on a global scale. This session provides a call to action to create an international INORMS group who will work collaboratively and provide continuity between INORMS conferences to develop research impact KPIs/benchmarks to allow us as a community to understand, evaluate and compare the impacts of research, globally.

Paul Waugaman

TeTRA Group Inc.
USA

Bill Schweri

University of Kentucky
USA

Elliott Kulakowski

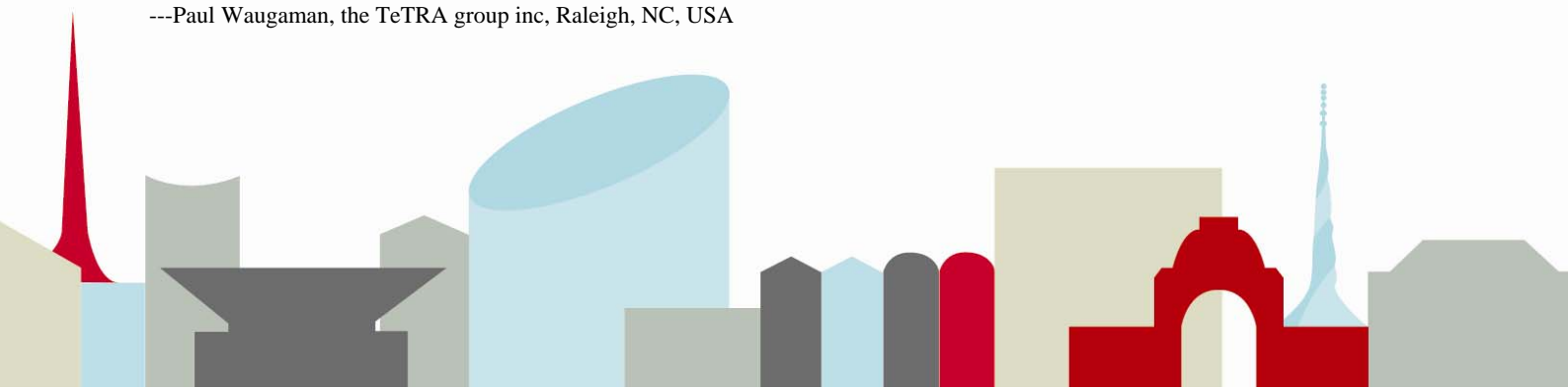
Society of Research Administrators International
USA

Title: Lessons learned from "Innovation U." - and how those lessons apply to universities everywhere

Purpose: To present and discuss those best practices that appear to successfully promote competitive research in the current world; and lead to a discussion of how these best practices can be adopted or adapted to the environments in which universities actually live and work. The session would be based on a study of best practices in the American environment which was published as a monograph: "Innovation U: New University Roles in a Knowledge Economy." The study was published in 2001, but the lessons learned continue to be relevant, and - we believe - transferrable to other cultural settings.

Introduction: The Innovation U study; why it was done, how it was done, overall findings.

---Paul Waugaman, the TeTRA group inc, Raleigh, NC, USA



Best Practices; Integrating technology development, transfer and commercialization with the traditional university functions of research and education.

---Elliott Kulakowski, RAM Strategy Group Inc, Park City, UT, USA

Best Practices; promoting an academic culture that supports economic growth and development.

---William Schweri, University of Kentucky, Lexington, KY, USA

Open discussion: Practical solutions to overcoming the barriers to adoption of best practices in various settings. (Panel of “expert” practitioners to be selected)

Russell Dawe

Intuitive Innovations

Australia

Title: One can only manage what one can measure!

But is that the whole story? Far from it. Unless there is a good understanding of what the ‘measure’ ought to be, the measurement may not add anything to the real state of one’s knowledge, or the capacity to manage it well.

Governments around the world have been focusing on getting ‘more bang for their buck’ in terms of the quality of the research undertaken at Universities. Such measures tend to provide assessments of research quality in terms of a few categories – e.g. ‘world standard’. They are variously focused – but provide limited management information – and commonly have the objective of influencing, at government level, the allocation of public funding.

Then there are the measures seeking to provide an international ‘ranking’. But such gross systems may not provide the real comparative measures that are best to aid in informed research management decision-making. For performance improvement measurement they are blunt instruments! Most of the processes focus on the three principal ‘measures’ in research management – research outputs, research postgraduates and research income – at least one element of which may actually relate to research undertaken several years before.

Internal and group institutional information may not only allow effective comparisons to be made but may provide special insights when related to the vast range of public information available. Specialist tools are required for collection, collation and analysis - by institution, discipline, unit, year, currency etc.

Effective benchmarking requires some basic similarities – size, discipline range, type of institution etc. Tools must make comparison relatively easy and, for management purposes, should provide the selective capacity to facilitate choice, identification of relativity, and the tools to allow identification of relative research performance. One might even say that effective benchmarking provides a window on real research productivity.

Tracey Jane Thomas

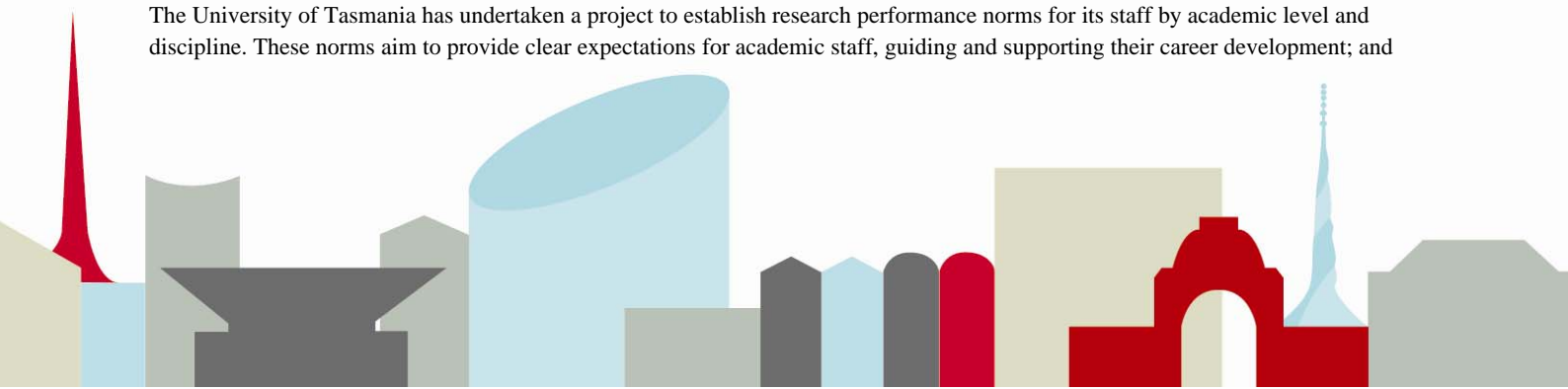
University of Tasmania

Australia

Title: Norms: Establishing Academic Performance Expectations to Build Research Productivity

Proliferation of University rankings and performance based funding measures is changing the research landscape. As Universities aspire to improve their research standing there is an increasing drive to grow the research output of academic staff. Those goals can only be realized by having a high level of research engagement and a strong research culture amongst all staff. Many Universities have sought to provide general definitions of “research active” for staff; some have established norms using internal datasets, sometimes by academic level; few use external benchmarks to define detailed research expectations.

The University of Tasmania has undertaken a project to establish research performance norms for its staff by academic level and discipline. These norms aim to provide clear expectations for academic staff, guiding and supporting their career development; and



they support senior University managers and academic supervisors in setting goals and managing performance. They can be used in a range of contexts including performance assessment, promotion, research funding, sabbatical leave, workload distribution and research rewards and recognitions.

Phase 1 of the research norms, set the levels for which staff and managers could assess performance. Phase 2 will look at the inclusion of a point system to allow for comparison across the disciplines and individual researchers. It may also be used for broader purposes by incorporating similar factors for other University performance measures such as teaching.

The presentation will outline the process undertaken to establish the academic performance norms, their implementation and context within the University environment.

Andrea Eickmeier

Kiel University
Germany

Christian Hertzog

Elsevier

Title: Knowledge transfer, brain circulation and R&D impact on the economy

Come and fly to Mars and join the journey where the government describes the way they set policy, a funding organization adjusts their funding initiatives, and a research institution applies their research strategy.

Learn from experts in the field such as, Andrea Eickmeier, Service Centre Research and Innovation, Strategic Planning, Kiel University and Christian Hertzog, VP SciVal Custom Solutions, Elsevier and learn how these processes affect one another

3. Career development, focusing on young researchers

Many funders – governments, private foundations, the European Union among others – provide relatively generous funding for research training, including PhD-students. This is reflected in growing numbers of PhD-graduates, many of whom are unlikely to pursue a career in research. The sessions under this topic offer insight into the role of the research manager in institutional efforts to train researchers, particularly PhD-students.

At the other end of the career span there is another challenge. The consequences of the demographic developments in countries that expanded their universities and research institutions in the 70s, mean that senior posts will be vacant after numerous retirements over the next 5-10 years.

Empirical evidence is provided to highlight issues like mentoring, collaboration versus competition, building a new relationship between young researchers and research administrators, and linking career development with productivity and fundraising.

Alison Mitchell

Vitae
UK



Title: Developing Researchers for Research Excellence Using the Researcher Development Framework: The Role of Research Managers

Research managers are part of the machine working alongside researchers to achieve research excellence. Research managers have an important relationship with researchers, influencing them informally or formally, developing professional skills and enhancing careers. Regular contact with researchers places research managers uniquely to impact on researchers' capabilities to achieve future success. The UK Researcher Development Framework encapsulates the knowledge, skills and capabilities of researchers as a foundation for researcher career development in the 21st century, and provides a basis for development of researchers, informs institutional researcher development strategy as well as enabling individual researchers to explore their strengths and opportunities as professional researchers. Aspects of the Researcher Development Framework such as research governance and organisation, engagement influence and impact are relevant to the interactions of research managers with researchers, and offer insights into how research managers can enhance researchers' capabilities. There is wide European interest in the Researcher Development Framework, and a series of trials are underway in 6 different European countries. The PDP planner helps researchers analyse their personal career development needs and can form the basis of developmental discussions with research managers as well with PIs, supervisors, and employers.

Following an introductory formal presentation, through group discussion participants will

- Explore how interactions with researchers can be enhanced using the Researcher Development Framework
- Discuss how the Researcher Development Framework overlaps and compliments research managers professional development frameworks using the UK ARMA framework as a reference point

Participants will gain a greater understanding of how they or their department might add value to organisational research strategy for sustainable excellence by contributing to researcher development, and helping to build researcher capabilities.

Don McMaster

University of Adelaide
Australia

Title: Building International Partnerships - The Australian - German Go8 - DAAD experience

The Australian Group of Eight (Go8) universities and the German Academic Exchange Service (DAAD) initiated 'The Go8-Germany Research Co-operation Scheme' in 2007. The scheme has provided nearly AUD5 million to foster research collaboration between Australian researchers from Go8 universities and German researchers. Early career researchers are the target group for the scheme. I have been the University of Adelaide Contact Officer since the scheme started and have seen the scheme grow in demand and witnessed the positive and ongoing collaborative research partnerships develop.

The scheme supports reciprocal exchanges of Go8 researchers who spend time at partner institutions in Germany and for collaborating German researchers to spend time at Go8 universities and aims to:

- foster research collaboration of the highest quality; and
- result in research outcomes and the exchange of skills and knowledge of mutual benefit to Australia and Germany.

The University of Adelaide has found the scheme to be highly successful with positive outcomes and productive collaborations. This is an excellent example of best practice whereby limited funding can instigate strong international partnerships and develop innovative collaborative research. This is made more powerful in that Early Career Researchers are the major participants, building their professional development and laying the foundations for the research and development of the individuals, the institutions and both countries. The presentation would look at the process used and how it has developed over the last four years, citing examples of best practice and some of the pitfall that have been overcome. I will also look at ways to improve the scheme and how it could be transferred and grown.

This is an example of best practice that can be expanded to include other countries and various career levels in the scheme. However, while it would transfer to partnerships with other countries readily, it may not be as suitable for other career levels. This is an area that I will explore during the presentation to make it as interactive as possible.



Gayle Morris

Flinders University
Australia

Title: Development and training of researchers

Research managers play a key role in training, in addition to supporting, researchers. Researcher training is vital for developing research capacity and ensuring research growth in an increasingly competitive national and international environment. To support this initiative, an extensive research development program has been designed including mentoring, research leadership training, cognitive behavior based training in addition to the more traditional specialist grants and ethics workshops.

A researcher mentoring program has been developed for early career researchers and new university academic staff. Past participants report great improvement in their productivity, research progress, work-life balance, and engaging in a more strategic approach to research.

The unique building research leaders program was designed to address high level interpersonal skills, leadership skills, delegation, thinking strategically, self-management and the ability to promote oneself. To specifically support the development of early career researcher, a cognitive behavior based program, delivered by skilled trainers, has been most recently designed. The program incorporates workshops focused on productivity gains for the participants and includes follow-up to the workshops which had been clearly demonstrated to increase outcomes.

The presentation will discuss the extensive researcher training program developed to support researchers designed to increase productivity and increase research performance.

Jo Ann Lévesque

McGill University
Canada

Title: Changing Generations: Changing Strategies in Research Grant Development

The Faculty of Arts at McGill University, like most universities around the world, has recently experienced a renewal of close to 85% of its 270 tenured and tenure-track faculty professors. Wisely recognizing the implications of such a turnover, the Faculty at the same time created a new service to help all members adapt to and embrace emerging research trends, with a particular emphasis on the new generation of researchers now in a majority position within the Faculty.

This combination of new tenure track applicants with the established applicants, carefully guided by this new service, Research Services, has led to a 350% increase in the Faculty's annual grant income. What strategies led to this transformation of the Faculty, from one with very moderate research dollar success to one that now helps place McGill within the three top universities in Canada? What lessons have been learned in helping both the new and older generations of researchers? How can scholars build upon their success and skills in grants over time? What is the role of a research manager in this new research environment? This presentation will illustrate the different strategies and tools developed by Research Services to help researchers succeed at the main source of research funding in Canada, the Social Sciences and Humanities Research Council (SSHRC) through two of its main programs, the Insight and Connection programs. It will also show how this new generation of researchers at McGill University has succeeded far beyond expectations in obtaining major research grant infrastructure funding from the Canadian Foundation for Innovation (CFI).

This presentation will share with all the participants a leading-edge process of research and innovation management that has been shown to be remarkably successful.

Lynette Browning

Central Queensland University



Australia

Title: Shooting for the Stars: From Leading Researcher og Research Leader

The tertiary education sector is a dynamic environment where universities now compete on a global basis for resources, students, and high quality staff. The impending retirement of the baby-boomer generation will create increased competition for academic leaders within the next decade, and leadership of research will be no exception. One way to address this leadership shortfall is to develop research leaders from existing researchers, but we first need to know what it takes to transition from a leading researcher to a research leader. Whilst there is considerable literature on teaching and learning in universities there is very little on researchers. To address this we undertook a mixed methods study involving semi-structured biographical interviews with research leaders, and content analysis of their track records. Our study has enabled us to understand the transition from early career researcher to leading researcher to research leader. Key transitional factors include: working within a culture that supports research; having access to resources, mentoring, and professional development; and developing a career path. In this session, we present the results of interviews with thirty senior research leaders and research managers from a range of organizations across Australia: their views of leadership, and how they developed their research groups and their careers in a highly competitive research environment; and examples of best practice from their career experiences. This understanding extends leadership theory into a research domain and provides insights into the profession of research leadership.

Lynette Read

University of Auckland
New Zealand

Ole Henckel

Aarhus University
Denmark

Title: Facilitating Sustainable International Research Collaborations - the Opportunities and Challenges

One effect of the globalization of the research environment is that engagement in international research collaboration is becoming increasingly significant both in terms of the number of research teams with international linkages and in terms of research funding. However, many international research collaborations develop as a result of associations between individual researchers, often on an ad hoc basis, rather than as a planned long-term collaboration between research teams.

This presentation will discuss how international mobility funding schemes can be utilized to encourage the development of collaborative research platforms and sustainable partnerships. The presenters are members of a team of researchers, research managers and administrators, jointly funded in 2009 by the European Commission and the New Zealand Ministry of Science and Innovation to develop partnerships between University staff in New Zealand, UK and Denmark. Drawing on their experience they will provide some practical insights into the opportunities and challenges that arise from working with international teams.

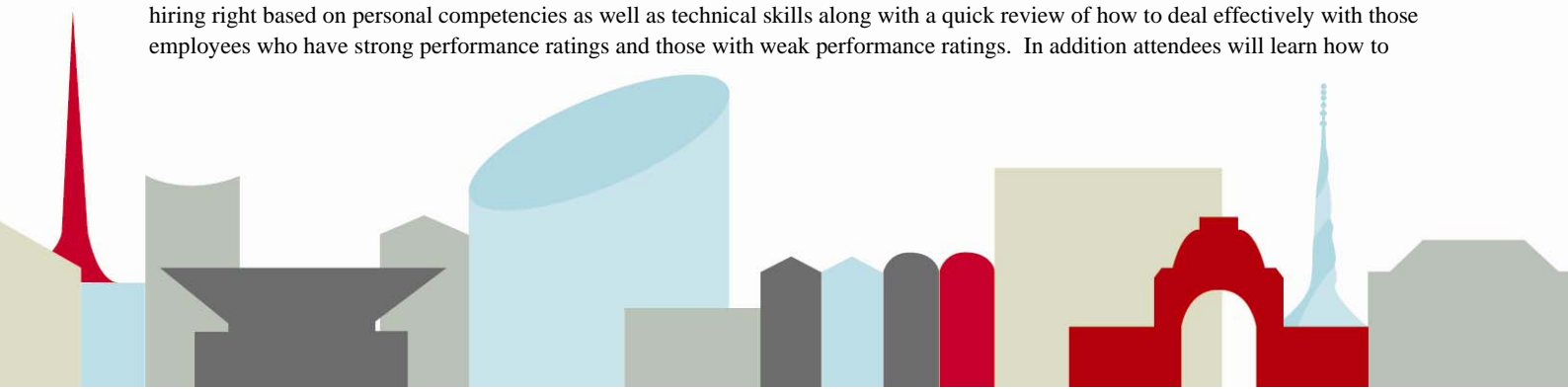
The session will combine a short presentation on international mobility schemes such as IRSES (International Research Staff Exchange Scheme) and Erasmus Mundus and how they work in practice with interactive discussions.

Jim Hanlon

TRIUMF
Canada

Title: Maximizing your Human Resource

This session will cover major issues that arise on a regular basis but are seldom addressed in a timely manner. Areas covered will be hiring right based on personal competencies as well as technical skills along with a quick review of how to deal effectively with those employees who have strong performance ratings and those with weak performance ratings. In addition attendees will learn how to



communicate effectively with all employees, delivering bad news when required as well as motivation tactics. This session will appeal to both intermediate and senior research administrators.

This session will be made up of two component; first a lecture followed by an opportunity for an interactive discussion. Sandra has several years of experience in mentoring and coaching staff in a fast paced environment where string communication skills are essential.

4. Working to strengthen multidisciplinary research

Many have argued that the future scientific breakthroughs are expected to come from collaboration across professional disciplines. Therefore, a number of funders as well as research institutions are eager to support multidisciplinary research in many different ways. The sessions present examples of how institutional structures can support multidisciplinary collaboration and how it can be linked to career development. Furthermore, there will be a possibility to discuss the challenges of multidisciplinary research. A core issue of all the discussions will be the key role of the research administrators in initiating and supporting multidisciplinary scientific collaboration.

David Langley and Lorna Colquhoun

University of Bristol
 UK

Title: Emerging role of research development professionals within UK research management and administration: challenges, opportunities and solutions.

The University of Bristol is a Research Intensive University in the UK. The University has a professional research development team who works closely with Faculty Directors of Research to develop appropriate ways of supporting new research ideas. One of the most challenging areas is to attract academics into working outside of their own disciplines. We have trialed numerous different methodologies to provoke productive discussion and achieve tangible outcomes. We have adopted and adapted mechanisms used by others to be better suited to a University environment (eg mini –sandpit events), and also developed novel tactics (eg open lab events). This session will discuss the different approaches we have used, with a focus on what works and what doesn't work for different academic communities. It will also address the key role that the professional research administrator can play.

The Research Development team play an active role in coming up with new practices, with facilitating academic introductions, and the events that follow; and increasingly in using their professional knowledge of funding and construction of successful bids to be able to challenge the academics productively during the process .

Elizabeth Kerr

Queenland University of Technology
 Australia

Title: Supporting Interdisciplinary Research

The Institute of Health and Biomedical Innovation (IHBI) is a collaborative institute based at Queensland University of Technology (QUT), devoted to improving the health of individuals through research innovation. IHBI is about people from traditionally independent disciplines working together to solve the health problems that affect Australia and our neighbouring communities. With over 800 institute members, IHBI draws from a wide base of leading health and biomedical researchers including engineers, physicians, molecular biologists, infectious disease specialists, nurses, psychologists, public health experts, vision scientists, movement physiologists and statisticians.

The model of multidisciplinary health research is being advanced internationally; and this presentation will focus on how institutional



structures can support interdisciplinary research; using IHBI as a case-study. This presentation will focus on breaking down barriers internally and externally to achieve better health outcomes.

Content:

Why interdisciplinary research?

Overcoming internal barriers

- Institutional Leadership

- Institutional Support structures (people and infrastructure)

- Incentives and Reward

- Promoting interactions

Overcoming external barriers

Funding agencies and interdisciplinary research

Wound Healing CRC – Interdisciplinary success story!

Janet Dibb-Leigh

University of South Australia

Australia

Title: Career Development Through Collaboration: Stories of how multidisciplinary research collaboration has accelerated three academic careers

Many of the social, economic, environmental, security and other challenges facing society today are complex and multidimensional. In setting thematic research priorities, funding bodies are increasingly encouraging researchers to collaborate across disciplinary boundaries and develop projects that address such complex issues in a more integrated way. In response, institutions are investing in staff and strategies to build a collaborative culture and an enhanced capacity to undertake competitive multidisciplinary research that can not only win larger grants and lead to academic publications but will also address some of these contemporary issues. At the individual level, participation in multidisciplinary research networks and “clusters” can offer many benefits to researchers at any stage of a career.

This presentation will tell three stories – stories of how three research academics, at different stages of their career and in different disciplines, have benefitted from engaging in the activities of multidisciplinary Research & Innovation Clusters addressing the issues of Human Rights & Security and Zero Waste, Sustainable Design & Behaviour.

My stories will highlight some of the strategies and outcomes (both intended and serendipitous!), leading to new pathways, long-term partnerships and accelerated career development of these researchers. Some of the challenges of multidisciplinary research will also be addressed. The presentation will highlight the benefits of an institution’s investment in building and nurturing such thematic clusters and networks that bridge disciplinary siloes and cross structural boundaries, within and outside an institution. Participants will then be encouraged to share some of their own experiences (challenges, success stories) of engaging researchers across institutional boundaries in building a collaborative research culture.

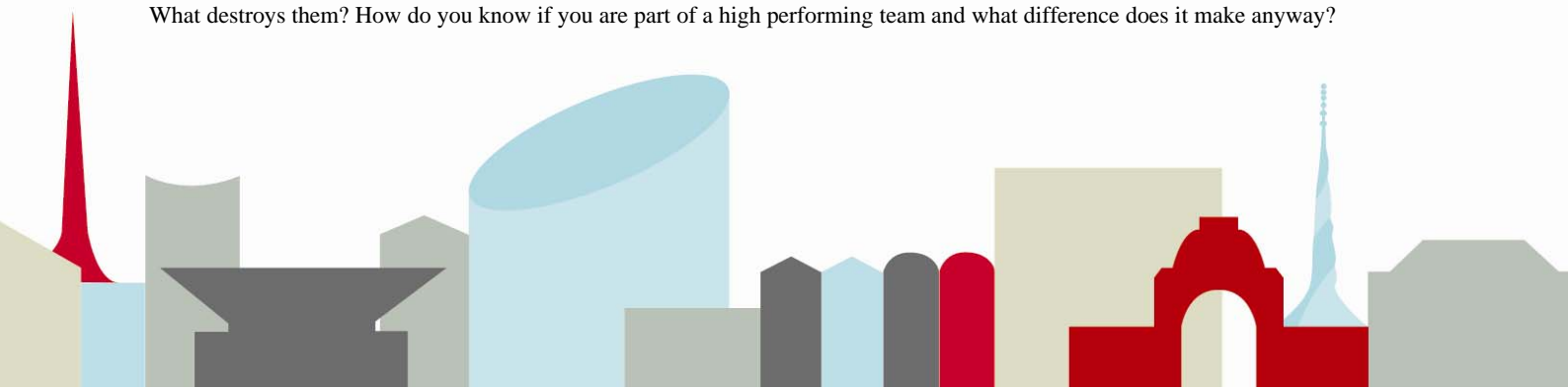
Warwick Dawson

University of New South Wales

Australia

Title: High performing and transforming teams – experience the difference

High performing teams are transformational. They add significant value and benefit to organisations and enable team members to achieve outstanding outcomes. What are the characteristics of high performing teams? How are they established and maintained? What destroys them? How do you know if you are part of a high performing team and what difference does it make anyway?



Teamwork is an essential aspect of successful research management. Whilst an individual's ability to be a team player is a frequently asked interview question, it is impossible to predict in advance whether they will complement and add value alongside colleagues in providing effective services that align with group values and cultures and the expectations of customers. Furthermore, as internal and external environments and requirements change with ever increasing frequency, the ability of individuals and groups to recognise the need to adapt to new or modified roles is a critical factor impacting superior performance.

This presentation will explore the elements and environments that enable high performing and teams to form, norm and prosper. It will be examine behaviours relevant to both team leaders and team members and provide some practical tips and experiences on how to transform your team.

5. Towards a Professional Development Framework for Research Administrators

The profession of research administrators has emerged over the last 40 years in response to professionalization of university administrating, increased demands for accountability and higher complexity of research funding. Research administrators have entered the profession with all kinds of university training (natural sciences, social sciences, humanities, law, finance etc.) and with different professional experiences; some have a background in research and others don't. Therefore, this profession has had a particularly strong need to interact with other research administrators and ensure training within knowledge and skills relevant for the profession. In several countries it led to formal and informal group and network to allow for exchange of experiences. Some of these networks have been formalized into national associations (USA, UK, Australia, South Africa, and Denmark among others). Furthermore, there are a number of international association with the aim to enhance collaboration between research administrators from different pars of the world, such as EARMA and INORMS.

These sessions will explore the effort to establish professional training and development. Focus will be on the development of the profession as such, including how to make it a profession of choice rather than by accident. This also covers the effort to develop training program, which is the main activities of the national associations. A workshop on Sunday 13 May also covers this topic.

Ewart Wooldridge

Leadership Foundation for Higher Education
 UK

Title: Research Leadership and Management – a new “psychological contract”

Research Leadership and Management – a new “psychological contract”. The research leadership deal is changing. Relations between government and higher education, staff and universities, academics, administrators and professionals are all being transformed. This transformation brings the need for new roles, new relationships and a different trajectory from lift off to landing in research enterprise.

The speaker will draw on 8 years of research (much of it recent), development practice and stakeholder engagement. In a highly interactive session we will invite participants to engage in some star gazing and to reinvent their own roles and relationships. Key issues will be:

- Research “impact” – the emerging new UK agenda
- Academic leadership – new profiles and perspectives from recent LF research
- ‘The Third Space’ – redefining the relationship between Professional and Research leaders
- The new competencies required of research leaders – agility, authenticity, confidence building and collaboration.



Joanne C. Bentley

Yale University
USA

Title: Developing a Regional Organization for Better Faculty Support

The changing nature of research administration led us to evaluate the models we use institutionally to provide services to faculty. This session will look at Yale's approach to the Pre-award and Post Award activities and how we decided to regionalize the service for non-medical school departments. The new organization, Faculty Research Management Services, seeks to raise the level of service for PI's, both academic and non-academic, increase compliance and mitigate risk. Information will be provided about the scope of work from the detailed process review to job descriptions of the new staff and implementation. A review of the interface of FRMS with the Institutional Central Offices will be discussed.

Lessons learned about starting a new organization, overcoming departmental boundaries, and implementing new technology will be shared.

John Kirkland

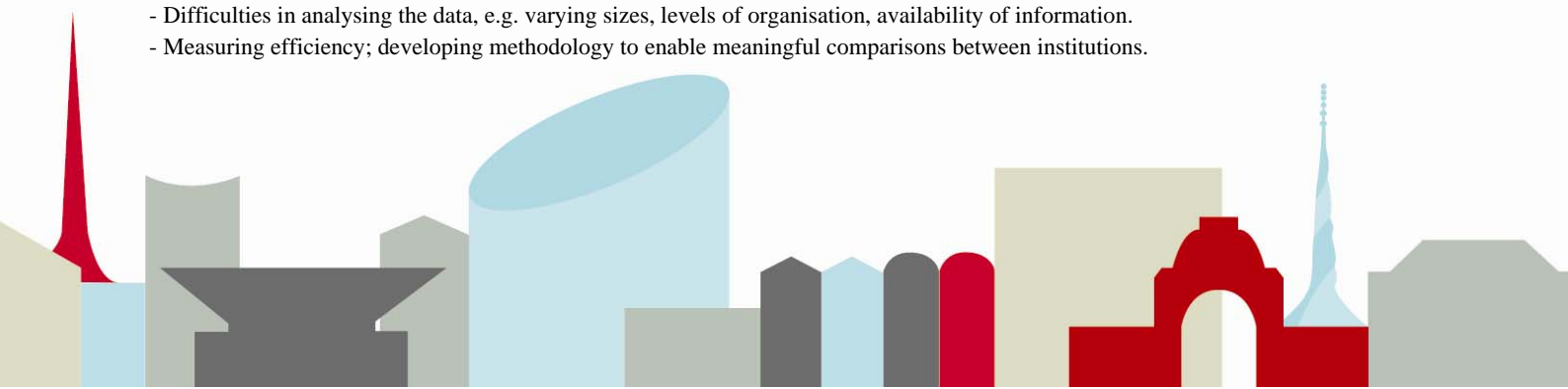
Association of Commonwealth Universities
UK

Title: Good Practice in Research Management – Benchmarking of RM offices

In late 2010, the ACU for the first time sought to develop and use quantitative indicators of Research Management. Through its international RM Benchmarking Programme, a quantitative survey of Research Office finances, projects and structures was conducted and later refined and redistributed within the group. The survey was explicitly experimental, and initially received 12 responses from the varied range of institutions in the group. The main task of the exercise has been to develop a methodology which will make international comparisons of ROs meaningful. The presentation will look at both the possibilities and challenges of quantifying data on ROs/RM functions.

This session will cover a review of the content of the quantitative exercise to date, encouraging feedback from participants regarding its wider applicability, including;

- Survey Techniques;
- 1st survey; size, budgets, research income, applications processed, number of projects etc.
- 2nd survey; refined, including further break down of categories, e.g. types of income, applications, RM tasks etc.
- Initial findings; report distributed to group for consideration.
- Consultation; developing a refined survey through collaboration/ discussion with participating institutions regarding useful measures.
- Key outcome/learning points (without breaking confidentiality of participating institutions, these will cover)
- Successes;
- Useful information on structures, practices, efficiency and strategies of participating RMOs
- Consistency of answers; clustering around the median
- Possibilities;
- Extending the survey at a relatively low cost
- Using efficiency measures to lobby funders
- Success rates of applications as useful indicator of institutional strategy
- Challenges;
- Difficulties in analysing the data, e.g. varying sizes, levels of organisation, availability of information.
- Measuring efficiency; developing methodology to enable meaningful comparisons between institutions.



Appropriate benchmarking techniques can provide institutions with greater insight about their strengths and weaknesses. However, these need to be carefully designed, their limitations recognised and used in context. This session will review the applicability of one specific exercise in this context. If demand exists, the session will be used to launch a wider international exercise, which will achieve these aims at low cost to each participating institution.

Jörg Langwaldt

Tampere University of Technology
Finland

Title: A network of four Finnish universities for development of pre-award services

In Finland, the Research and Innovation Services of Tampere University of Technology has joined forces with universities in Tampere, Jyväskylä and Vaasa to foster professional development of EU advisors in pre-award services. The aim is capacity building of EU advisors in the areas of acquisition of European research funding and research management skills. The network provides researchers FP7 workshops on writing of competitive proposals and career development support. The network identifies best practices by benchmarking of Research Offices in Europe and develops best practices in relation with consultants offering proposal writing and management services. The best practices are disseminated in regional events and conferences.

The presentation will summarize the initial results of the benchmarking study on EU pre-award services and the mapping of consultant services for FP7 proposal preparation.

Louise Shelley

Bangor University
UK

Title: Development of the Role of the Research Manager

This paper explores the roles of senior research managers. It offers an understanding of the changes in their work and responsibilities by exploring the boundaries of the research manager field with the research academic field. The paper builds on research that explored the career experiences of research managers and administrators (Shelley, 2010) and offers early results from an in-depth qualitative study with a sample of senior research managers who were previously interviewed in 2005. Using Bourdieu's theory of Social Practice to understand these changes, and exploring a shared space, the 'shifting arena', where the research manager field crosses into the academic field, the paper identifies where research managers and academics share research as cultural capital.

Using the lived experiences of senior research managers, allowing their views and understandings to take centre stage, the paper considers whether the positions they now occupy in their field are a reflection of their accumulation of research capitals. The paper explores the career aspirations of research managers as well as the challenges the profession now faces.

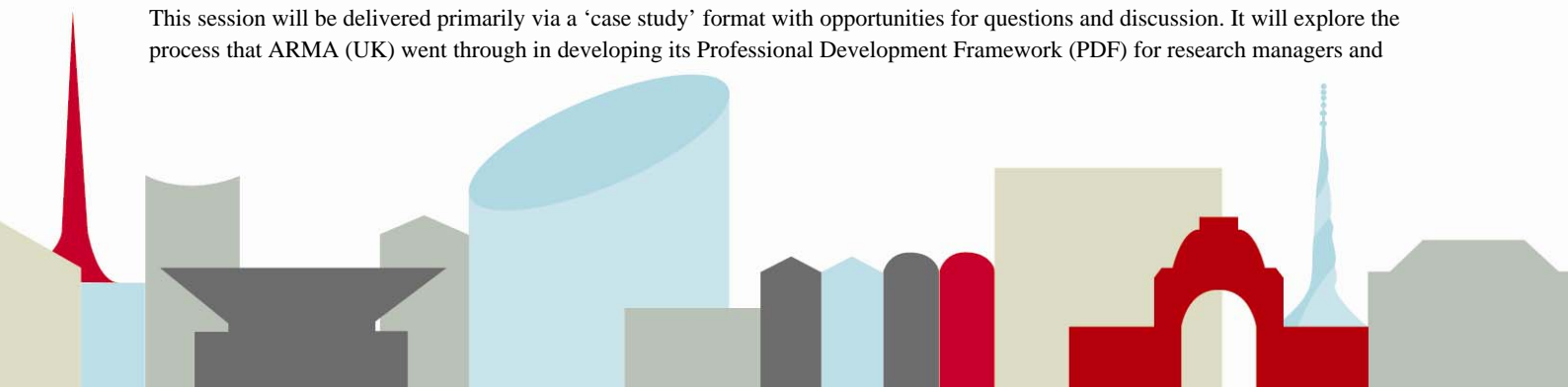
The concept of a 'shifting arena' is offered as a conceptual tool to help identify shared working practices between research managers and academics, and as a tool to identify opportunities for future professional development.

Marie Garnett

Association of Research Managers and Administrators
UK

Title: A Professional Development Framework for Research Managers and Administrators

This session will be delivered primarily via a 'case study' format with opportunities for questions and discussion. It will explore the process that ARMA (UK) went through in developing its Professional Development Framework (PDF) for research managers and



administrators. It will also provide examples of how the PDF is being used. The first iteration of the PDF, completed in July 2011, describes the knowledge, skills, behaviours and activities required of research managers and administrators across the full range of roles in HE.

The PDF is intended to:

- inform ARMA and partner UK organisations' provision of initial and continuing professional development for research managers and administrators
- help individuals to reflect on their development needs and plan their career
- inform institutions' internal training and development for research managers and administrators
- help managers in the task of preparing job descriptions and person specifications

ARMA hopes that the PDF will also prove to be a useful reference point for sister organisations and international research managers and administrators. ARMA (UK)'s focus for 2011-12 will be on embedding the PDF and beginning to develop an increased ARMA training and development provision, underpinned by the PDF.

Simon Kerr

University of Melbourne
Australia

Gayle Morris

Flinders University
Australia

Title: Transforming Research Management into a Career of Choice

Most people with research administration or management careers did not 'choose' this profession. Most of us did not even know that it existed prior to entering this field. We discovered this profession by accident for the most part.

However, research management is undergoing significant growth around the world for a variety of reasons. In Australasia we have seen significant growth in ARMS membership, and Universities and research institutions are competing for good quality research administrators and managers. It is challenging however to recruit qualified people with relevant experience.

In conjunction with this growth has been significant work undertaken in establishing professional development and training. While this work is still in its infancy, we propose that the profession needs to also consider how it can raise the profile of the profession. How can we develop and market the profile of research administration and management so that it ceases to become a profession of happy accidents, but rather a profession of choice?

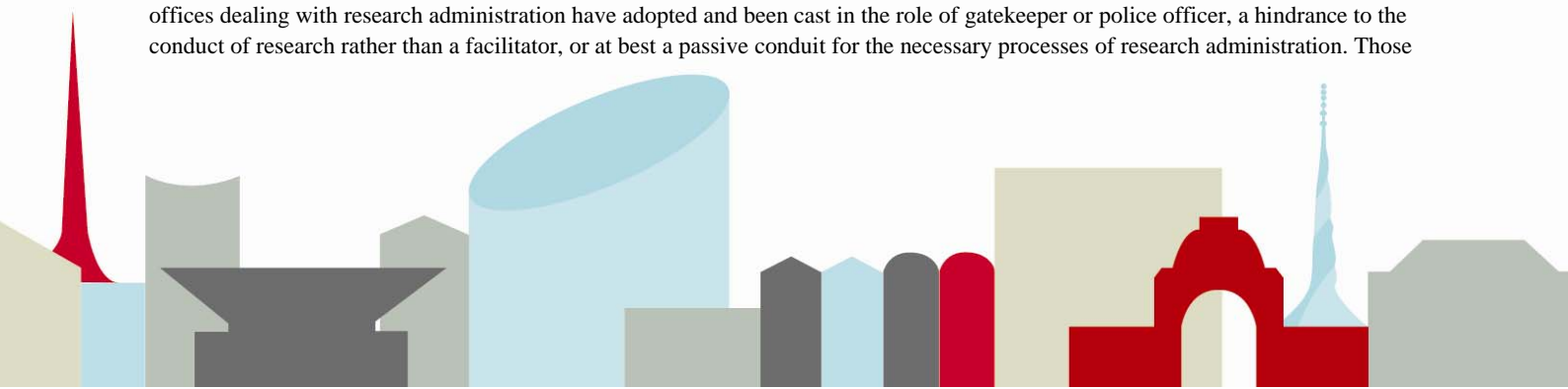
The presenters have between them many years of experience in academia and research management and will present ideas and options relating to this challenge. They will argue that our effectiveness as an emergent profession to meet the needs depends on research management becoming a career of choice!

Susan Louise Fleck

Macquarie University
Australia

Title: More than paperwork: training new staff in research administration

Research administration and the role of research administrators are widely understood to be changing rapidly to keep pace with the speed of change in the higher education environment and the research environment more generally. Increasingly, it is recognised that offices dealing with research administration have adopted and been cast in the role of gatekeeper or police officer, a hindrance to the conduct of research rather than a facilitator, or at best a passive conduit for the necessary processes of research administration. Those



new to research administration enter the environment and immediately embark on a very steep learning curve in relation to those sometimes arcane processes. Often, however, new research administrators have no background in research and no understanding of their place in the research environment. This presentation describes the development of a professional development workshop intended to provide that context and to empower research administration staff to take their places as facilitators of and participants in the research process.

The presenter begins with the premise that a research project begins with an idea and ends, if at all, with research outputs and/or translation into practice. In between these two points, tasks include: the application, award and management of funding, research integrity issues, employment of research staff, obtaining of equipment and consumables, reporting of output and management of intellectual property and so on. These tasks are undertaken by a range of participants, including centrally, of course, the researcher or research team, as well as research administration staff, and staff from the faculty, finance, human resources, facilities management and so on. By encouraging all of these participants in a research project to see themselves as having active and engaged roles in the progress of the project, as being engaged in the research culture of the institution, it is expected that the research endeavour will continue more efficiently and with better results.

6. Building and developing emerging research institutions

South Africa hosted Inorms 2010 with around 400 participants, many of whom came from the continent. That created an opportunity to discuss many of the issues particularly relevant for the African research institutions, such as limited funding, capacity building and international collaboration with partner institutions. This Inorms conference provides a new opportunity to discuss these issues and the role for research administrators in dealing with these challenges.

Diana Coates

Organisation Systems Design
 South Africa

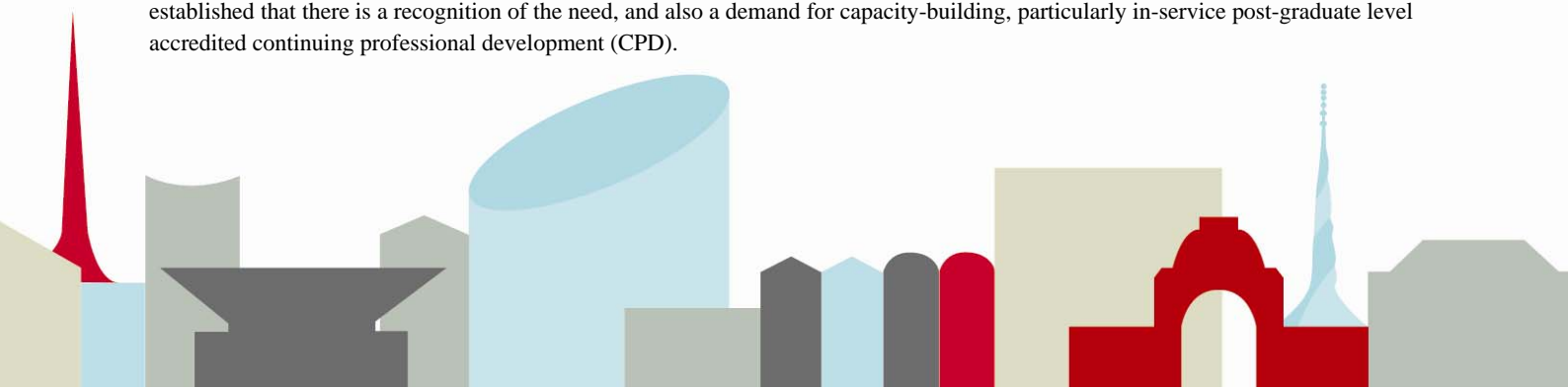
John Kirkland

Association of Commonwealth Universities
 UK

Title: Managing Development Research Outputs to optimize Uptake and Utilisation – the sub-Saharan African context

Research Uptake Management is a new and necessary specialization that lies within the scope of central, institutional research management. It has traditionally been the responsibility of individual principal investigators that have brought in development (applied and strategic) research grants and contracts, with, at best, oversight from contracts compliance officers. Research management has included intellectual property management and technology transfer, that is relations with the business and commercial sectors for some time. There has been a lack of concentrated institutional attention the field of knowledge transfer for public benefit. Increasingly, funders are concerned that their investments in development research result in tangible and useful 'products' for the named beneficiaries – be it policy briefs for government ministries to workbooks for field work dissemination and training. For their part, universities commit to serving their stakeholder communities – not only in providing competent graduates, but also in ensuring that there is evidence that applied research actually does benefit the stakeholder community(ies) for whom it is intended.

In the sub-Saharan African context, where a major proportion of research funding to universities is intended for public benefit, and where university's capacity to undertake research uptake management is scarce, there is a need for a model that effectively integrates existing capacity in research and communication management offices with the management of the projects located in the university. The 'Communicating Research for Utilisation' (CRU) study undertaken in 2010 among a sample of sub-Saharan African universities established that there is a recognition of the need, and also a demand for capacity-building, particularly in-service post-graduate level accredited continuing professional development (CPD).



The presentation will describe the early stages of implementing a five-year DFID (UK) funded programme of individual and institutional capacity-building, case- and tracking study research into the trajectories and outcomes of managed Research Uptake, and evaluation of Research Uptake Management.

Eli Katunguka-Rwakishaya

Makerere University
 Uganda

Title: Building Research Capacity: Experiences of Managing Development Cooperation Assistance to Makerere University

Makerere University is one of the oldest and leading higher education institutions in Africa having been established in 1922. The university has been attractive to development cooperation funding. In the last decade, assistance was obtained from Swedish International Development Assistance, Norwegian Development Cooperation, Norwegian government, Carnegie cooperation of New York, Rockefeller foundation, National Institute of health and Bill and Melinda Gates foundation to mention but a few.

Management of these different sources of funding presents some challenges due to various objectives of each programme. However, the university has tried to handle the development partner needs and match them with its strategic objectives. Through these efforts, the university has come to appreciate the challenges of building research capacity in a poor resourced university.

The message from this presentation is what we consider to be the best model for research capacity building in an African university that is underfunded by the state.

Garry Aslanyan

World Health Organization

John Kirkland

Association of Commonwealth Universities
 UK

Title: Good practices of research costing to bridge the gap in the funding of research in low and middle income countries

At the INORMS 2010 Conference in Cape Town, South Africa the Association of Commonwealth Universities organized a Funders Seminar which highlighted research costing as a major barrier to developing a sustainable research environment in low and middle income countries (LMICs). In order to address these challenges, the ESSENCE on Health Research initiative, which provides a collaborative framework for funding agencies to address LMIC health research capacity needs, has embarked on developing an ESSENCE Good Practice Document that will help to better understand the challenges and needs related to research costing in LMICs. This guide will be useful for funders and recipients alike.

The panel will be divided into several parts: (a) an introduction provided by the moderator (maximum 5 minutes); (b) a presentation of the Good Practice Document (maximum 10 minutes); (c) a moderated discussion among panelists that will address key questions of research costing in LMICs and ways of dissemination of the good practices (maximum 20 minutes) (d) questions from the audience (maximum 25 minutes). The panel proposal is initiated at the request of ESSENCE member agencies and is prepared by the ESSENCE Steering Committee (The Wellcome Trust, NWO/WOTRO-the , Sida, and WHO/TDR as the ESSENCE Secretariat) in collaboration with Research and Accodia Global Health Foundation.

Karen Bruns

Research Africa
 South Africa



Title: Matching Research Funding Assistance to Researcher Life Histories

In order to increase the access of African researchers to global sources of funding in the science disciplines, we need to understand their changing needs as they progress through their academic life history. Here we provide a general model of the evolving funding needs of university or museum-based scientists as they are promoted through academic channels.

In the beginning, researchers with a recently (or not quite yet) obtained doctoral degree are either solo performers or junior members of established research teams, probably led by a supervisor or senior colleague, and are somewhat burdened by new teaching responsibilities.

Mid-career researchers have established their own teams, including graduate students, have recognized regular funding opportunities and have their eye on high impact factor journals. Their focus is on their own career development.

By the final 15 years of their careers successful research scientists head large teams, seek extensive grants that include post-docs, internships and funding for multiple colleagues.

In the African academic environment, many institutions are facing the imminent retirement of a large cohort of researchers and the challenge of bringing early career academics onboard. Public funding of institutions is in decline while student numbers are on the increase, and these factors impact on the ability to build a research-led university agenda. While some African states have met the Millennium Development Goal of allocating 1% of GDP to research and development, many continue to depend on international funding to fuel institutions' third stream income needs.

How then do funders currently accommodate these changing requirements and researcher life cycles? We offer some thoughts on these trends.

Paul Ivey

University of Technology
 Jamaica

Title: Advancing the Research Agenda of an Emergent University through Structured Research Management

The University of Technology, Jamaica, (UTech) is Jamaica's national university. It succeeded the College of Arts, Science & Technology, founded in 1959, mainly as a "teaching" institution. UTech was accorded university status in 1995 and it was important that it established and implemented a coherent research agenda and support structure.

An Office of Research and Graduate Studies (ORGS) was initially established. In 2007, the ORGS was replaced by the School of Graduate Studies, Research, and Entrepreneurship (SGSRE) as the locus for Research & Innovation Management. The SGSRE guides and support research activities as directed by the research mandate of the University. The aim is to promote applied and commissioned research that will provide solutions to societal needs.

Measuring research performance provides a university with information in: (i) informing decisions concerning allocation of funding to particular areas of research (ii) benchmarking itself against local and international standards of research output, that revolve around the following questions: how much research is conducted? What is its impact? How many papers are published in quality journals? What is the overall trend in the number of such of publications?

For the reasons stated above, and also to use the findings as a proxy indicator of the effectiveness of UTech's research support infrastructure, the SGSRE measured the institution's research productivity and impact – using counts of papers published in peer-reviewed journals and counts of citations of the papers, respectively - since the establishment of the SGSRE in 2007.

The results of the study, which will be presented as a Lecture, highlighted that, with a supporting infrastructure as the scaffolding, research is taking root within the fabric of the university, and the trend is of an increasing number of published papers. In addition, the citation counts and the citation to publication ratio revealed that the published papers had some impact within the scientific community.



Therina Theron

Stellenbosch University
 South Africa

Title: Mentorship in the development of early career researchers – a developing country perspective

Securing and developing the next generation of researchers remain one of the biggest challenges in the higher education landscape of the developing world. According to a recent study undertaken by the Centre for Research in Science and Technology (CREST) at Stellenbosch University (SU), alarmingly large percentages of South African universities' productive researcher cohorts are nearing retirement age. Concurrently there is a dearth of academic positions available at national level to retain young academic staff, universities have relatively low percentages of doctorate staff, and there is not a well-established post-doctoral research culture. Young researchers who do manage to secure academic positions often struggle to complete their doctoral degrees and establish an international research profile, due to the general lack of a supportive culture and large undergraduate teaching loads. There is therefore an urgent need for university leadership to implement effective interventions to support the retention and development of early career researchers.

At Stellenbosch University, a formal mentorship programme for the development of early career researchers has been established to address this challenge. Through this donor-funded programme, the experience of senior researchers is harnessed for the development of early career researchers, through formalised and carefully managed mentee-mentor partnerships. The SU Mellon Early Research Career (MERC) programme will be presented as a case-study to illustrate best practice principles and critical success factors involved in the establishment and management of a research mentorship programme for the professional development of early career researchers. Issues pertaining to the implementation of a formal mentorship programme that will be discussed include:

- The definition of research mentorship
- The potential for mentorship to improve research outputs and impacts in the developing world
- The capacity development needs of early career researchers
- The desired attributes of research mentors
- Mentorship training for senior researchers
- The mentor-mentee relationship
- The roles of academic departments and faculties
- The facilitative role of the Research Office and other institutional support structures

7. Data management systems

An increased focus on measuring performance goes hand in hand with demands for data management systems. Therefore, research administrators around the world are eager to develop appropriate systems to handle data about finances, personnel, strategy, and combining and synthesizing it into key performance indicators. The sessions under this topic headline will provide state-of-the-art solutions and more importantly spur discussions about potentials and pitfalls when working with data management systems. Institutional versus national data system as well as different needs for data output will be analyzed. The relationship with strategic planning is also likely to be included in the discussions, and finally we may discuss the data management systems from a meta-perspective: are the systems contributing to improving research or do they focus on the trees, preventing us from seeing the forest?

Dan Nordquist

Washington State University



USA

Dave Richardson

Pennsylvania State University

USA

Title: Empowering Your Investigators – Data Sharing and Access

Institutional policies and practice place the principal investigator directly accountable for both the technical and fiduciary responsibilities associated with their sponsored portfolio. However, institutional project management systems have traditionally been developed to meet the administrative needs of the institutional research managers and not necessarily the needs of the individual investigators. Often times, the needs of the investigator and the administrator are different. A typical investigator may simply want to know their current account balance or time left remaining on a project while an institutional administrator may be more focused on the rate of expenditures and the amount of revenue collected. This ingrained difference in needs combined with an investigator's expectation of immediate and around-the-clock data feedback has challenged the capacity of conventional project management systems.

This session will showcase how two institutions have successfully implemented investigator directed data portals to meet the needs of their investigators while at the same time improving the data fidelity of their institutional project management systems. We will demonstrate the institutional solutions highlighting the various data elements that investigators have identified as being essential to meeting their technical and fiduciary responsibilities and describe how such systems have added value to their institutions by enhancing project management.

David Bannatyne Lewis

The Australian National University

Australia

Title: Stopping Mindless Data Entry - A True Alternative

A major problem for research administrators is the sheer quantity of data that has to be manipulated and transferred between systems. The use of web browser based software promises to change how this is done even for a small number of applications. Instead of relying on manual entry or central computing services to enter data, research offices can now use browser software. If you enter individual applications through a web page you can now automate this process for multiple applications. A programming background is beneficial but amateurs are able to do this without any formal computer training.

It is now feasible to automate current manual entry of applications for individual schemes, ranging from a small number of applications to thousands. This depends upon the complexity of the applications, either using simple CSV spreadsheets from the funding body, or using scripting techniques. Processes include entering applications into a funding body's system or extracting application data from such systems in order to update your own databases. In the latter case, cleaning the organization's internal data so that users can be matched to the funding body's data is still time consuming but this also has to be done for traditional processing by central computing services.

Web browser automated data entry saves many hours of manual data entry. It also provides an extremely cost efficient and valuable alternative to formally programmed centralized data processing.

Simon Kerridge

University of Kent

UK

Daléne Pieterse

Stellenbosch University



South Africa

Anne Asserson

University of Bergen

Norway

Title: Models of National Electronic Research Administration a comparison of approaches in the UK, South Africa and Norway

In the UK the national Higher Education Funding Council (HEFCE) have funded an initiative to develop a framework for a 'cradle to grave' research management and administration system. The overall aim is to define a framework into which software vendors can position their products in such a way as to allow these sub-systems to interoperate in a 'plug-and-play' manner. To facilitate this approach an enterprise service bus (ESB) architecture is being developed to pass CERIF compliant messages between the various component systems, some of which may be cloud based.

In South Africa the Department of Science and Technology (DST) approved funding for obtaining a national license for a research information management system (RIMS). The vendor of choice was a company by the name of InfoEd, whose product consists of a comprehensive range of modules dealing with all aspects of research management within one system. The official license holder and co-ordinating body for this initiative is the National Research Foundation (NRF) and stakeholders include both research councils as well as number of higher education institutions in South Africa.

In Norway a University of Bergen developed system was piloted as a national research information system (FRIDA) for use from 2004/5. This has now developed into a full national system (CRIStin, paid for by the Ministry of Research and Education) and from 2011 is used by all publicly funded research performing institutions in Norway (including universities, but also hospitals and research institutes). The system is CERIF compliant and focuses on peer reviewed research outputs (publications) and their evaluation by the ministry.

The overall aim of this session is to explore these three national approaches towards comprehensive, integrated national research information management systems with specific emphasis on issues such as the scope, governance of the process, benefits and constraints.

Posters

Natasha Peters (SA)	Tasks and limitations experienced by Supervising Area Managers in a South African City
Christle de Beer (SA)	Implementation of an effective disclosure process at the University of the Free State
Jeanette Maritz (SA)	External group coaching and mentoring programmes: What research managers should know
Julie Ward (AUS)	Research Gateway – A showcase of Research at UNSW
Cornelia Malherbe (SA)	The State of Effective and Efficient Research Contract Management in Southern African Higher Education Institutions
Simon Kerridge (UK)	What do Academic Staff think of Research Management and Administration
Natalie le Roux (SA)	Professional development of selected academici in a South African Higher Educational Institution
Natalie le Roux (SA)	Using the "PhD as a driver" for research capacity development at the University of the Free State, South Africa.
Simon Kerridge (UK)	RMAS – Research Management and Administration System for the UK
Khor Khiam Aik (Singapore)	Critical Lessons from an in-house research information management system
Simon Liddle (AUS)	The Early Career Researcher Network: A structured approach to building research capacity and research culture at RMIT.
Julie Stackhouse (UK)	Benchmarking Performance in Research Management Internationally



Josepha Foba Tendo (Cameroon)	Forging a Community of Practice Amidst Diversity
Isaac Kyeyune (Uganda)	Establishing and Sustaining a “Grants Support Office” in Resource-Limited Settings – Sharing MU-JHU IEARDA experience
Marietjie Halgryn (SA)	Understanding Research Support in the South African Tertiary Research environment
Ian McMahon (AUS)	Transforming the Research Policy Environment: Experiences of the Group of Eight
Emily Murray (AUS)	Crooked paths: silhouettes of a research workforce in the critical zone of mid-career
Jo Stone (NZ)	Transforming TechNZ
Jayne McQueen (NZ)	Growing Research Support Capability: Tools, Mechanisms and Focus
Emma Hughes (NZ)	Facilitating collaboration in health research: Completing the puzzle
Jacob Ashong (Ghana)	Ghana Planetarium - A Journey into Space
Penelope Dawson (SA)	Promoting research in a historically disadvantaged institution
Yogeshkumar S Naik (Zimbabwe)	Accessing larger grants for young researchers in Sub-Saharan Africa: Challenges and possible solutions

