



ARMS 2017

Funding Research
Drawing on the power of collaboration

MUSEUM OF NEW ZEALAND TE PAPA TONGAREWA

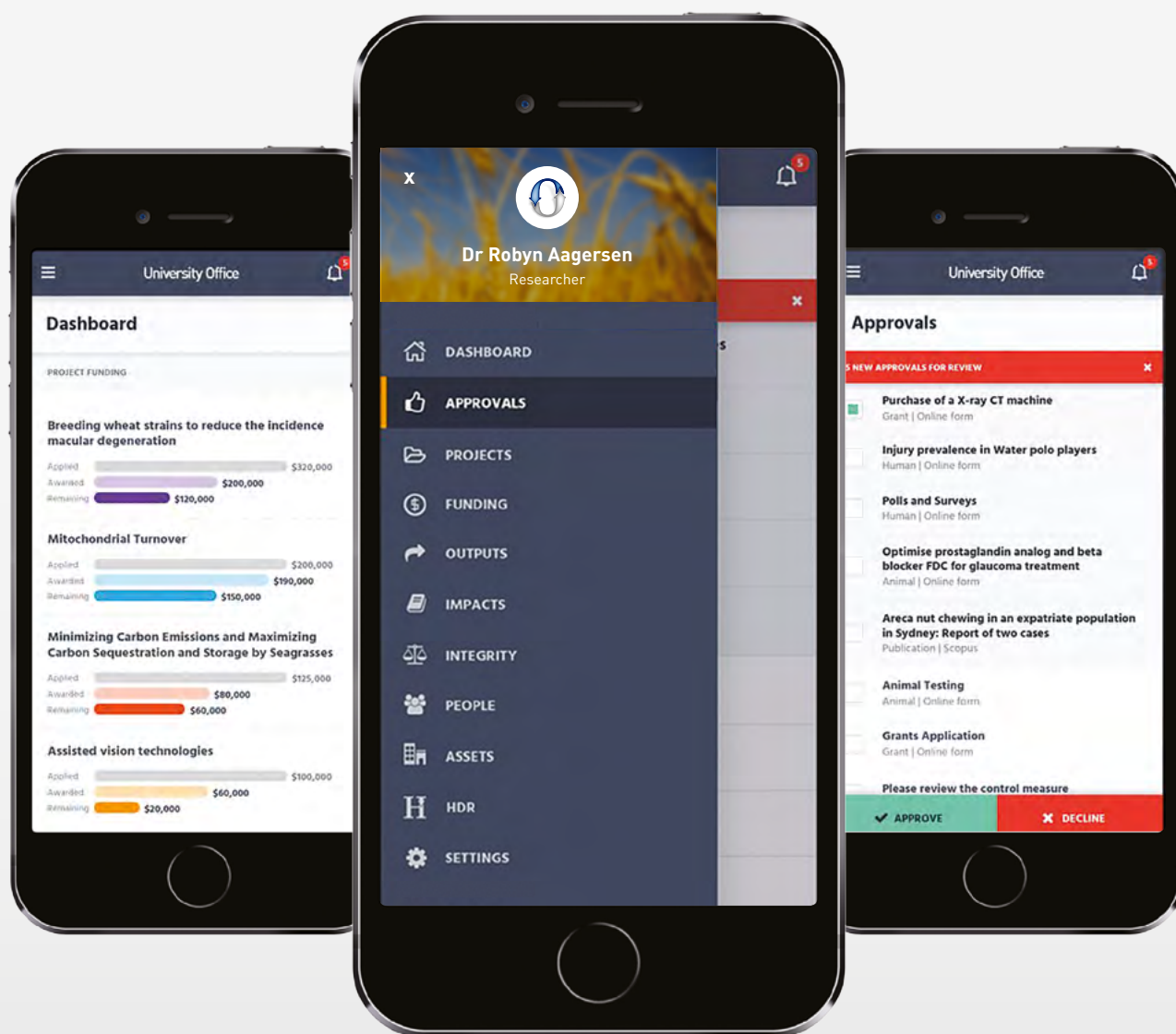
Wellington, New Zealand, 26 – 29 September 2017

Conference Handbook
Program and Abstracts

ARMS
Australasian Research Management Society

www.arms2017.org.au

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Handbook Contents

page

4	Conference Organising Committee
4	Conference Program Committee
5	Welcome
7	Conference App Instructions
9-12	Keynote Speakers
13	Invited Speakers
13	Theme Presenters
14	Partners
15	Social Functions
16	Pre Conference Activities
17	Meetings
17	Chapters
19-24	Accreditation Programs
25-35	Conference Program
36	Trade Exhibition
37	Exhibition Floor Plan
38-39	Venue Floor Plan
41-42	General Information
ABSTRACTS	
44-48	Abstracts Contents
49-52	Workshops Abstracts
53-73	Presentations Abstracts
74-87	Poster Abstracts
88	Presenting Speakers Index
89-91	Notes

ARMS 2017

Funding Research
Drawing on the power of collaboration

ARMS 2017 Conference Organising Committee

- Dr Chris Kroger (Conference Co-convenor)
GNS Science, New Zealand
- Ms Jayne McQueen (Conference Co-convenor)
Massey University, New Zealand
- Dr Hannah Clarke
ACT Health, Australia
- Ms Melissa Climo
University of Canterbury, New Zealand
- Dr Denise Greenwood
University of Auckland, New Zealand
- Dr Ted Rohr
University of New South Wales, Australia
- Dr Tracey Swift
Wickentree Limited, Auckland, New Zealand
- Ms Sian Wright
Monash University, Victoria, Australia

ARMS 2017 Conference Program Committee

- Dr Tracey Swift (Chair)
Wickentree Limited, Auckland, New Zealand
- Dr Hannah Clarke
ACT Health, Australia
- Dr Sianna Panagiotopoulos
Austin Health, Victoria, Australia
- Dr David Huang
National Institute of Education, Singapore
- Professor Lucy Johnston
University of Newcastle, New South Wales, Australia
- Ms Jayne McQueen (Conference Co-convenor)
Massey University, New Zealand
- Dr Ted Rohr
University of New South Wales, Australia
- Dr Mara Wolkenhauer
Otago University, New Zealand

Professional Conference Organiser



Consec – Conference and Event Management
PO Box 3127
BDC ACT 2617 Australia

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F: + 61 2 6252 1222
E: arms@consec.com.au
W: www.arms2017.org.au

Conference Manager: Barry Neame *CEM, PCO-DIR*
Conference Coordinator: Beth Mossman *DipEvtsMgt*

ARMS 2017

Welcome Messages

Welcome

The Organising Committee welcomes you to the 18th Annual Conference of the Australasian Research Management Society which is being held in Wellington, New Zealand.

Wellington is a magnet for creative thinkers and is widely regarded as New Zealand's arts and culture capital. There's prolific public art, fabulous and funky boutiques, and a show on pretty much every night. But, as well as all that arty stuff, Wellington's loved for its gastronomic delights. You might say they like their food, and they like it good. If you need to walk off all that goodness, you're also in luck. Wellington is a capital city right on nature's doorstep, with a peaceful walk through native bush or along a golden sand beach never far from the urban hub.

This year's conference theme **FUNDING RESEARCH: DRAWING ON THE POWER OF COLLABORATION** will explore opportunities to bring together professionals in research organisations and funding bodies to create greater efficiencies in the wider management of research and its funding. The Programme Committee has assembled a strong line-up of invited speakers and delegates will also hear from ARMS members on a wide variety of topics related to the conference theme during concurrent sessions. We hope you find the conference informative, interesting and stimulating. Make the most of the exciting social events and networking opportunities.

We hope you have a great and memorable time.

The ARMS 2017 Organising Committee
Dr Chris Kroger and Ms Jayne McQueen
Co-conveners, ARMS 2017



President's Welcome

Kia ora!

On behalf of the Australasian Research Management Society (ARMS), I welcome you to the 18th Annual Conference of ARMS in Wellington, New Zealand. ARMS is the Australasian professional association dedicated to supporting research excellence and the enhancement of the research enterprise through the professional development of research managers and administrators and the promotion of the profession of research management. The conference program is centred on bringing together research management professionals from a wide cross section of organisations and funding bodies to foster the exchange of new ideas and provide opportunities for delegates to share knowledge and create new networks.

I commend the 2017 Conference and Program Organising Committees for bringing together a compelling program of internationally renowned speakers and I take this opportunity to acknowledge the generosity of our conference partners, presenters and other supporters whose contributions are imperative in making this conference a success.

I urge you to take time during your stay to explore one of the most unusual and beautiful conference venues in the world - National Museum of New Zealand, Te Papa Tongarewa and its surrounding waterfront and all of the cultural and outdoor activities this unique city has to offer.

Enjoy your conference!

Ms Janice Besch
President, ARMS





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Welcome to the ARMS 2017 Conference App

The ARMS 2017 Conference App is compatible with iPhones, iPads and Android phone and tablets.


The ARMS 2017 Conference App is the best way to let conference delegates and attendees get the most out of their conference experience and all in the palm of your hand. The App runs on Apple and Android devices and features:

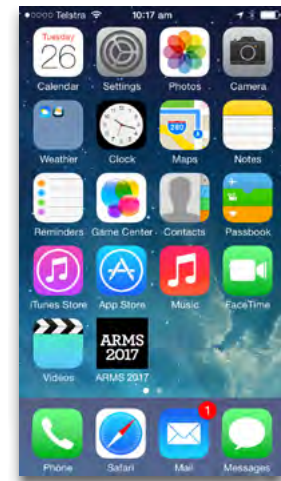
- the full conference program for sessions and speakers
- bookmarks that delegates can use to plan out their day
- venue details with maps
- exhibitor directory
- partner listings that delegates can browse and be directed to a company's specific web page, and
- any conference news and last minute notices.



How to Access the ARMS 2017 Conference App:


iPhone and iPad Users

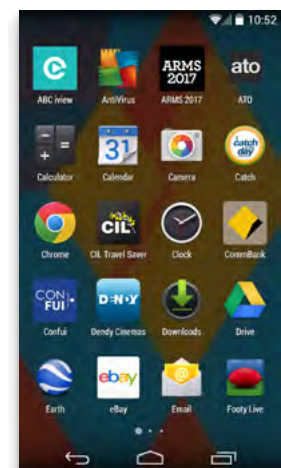
1. Click on the App icon  on the home page of your iPhone or iPad
2. In the search bar type 'ARMS2017' and the App should come up on the screen
3. Click on 'FREE' and then click on 'INSTALL'
4. This installation process will take a minute or so to download and then the ARMS2017 App icon will appear on your home screen ready to use.



How to Access the ARMS 2017 Conference App:

Android Phone and Tablet Users

1. Click on this Google Play icon  on the home page of your Android phone or tablet
2. In the search bar type 'ARMS2017' and the App should come up on the screen
3. Click on 'FREE' and then click on 'OK'
4. This installation process will take a minute or so to download and then the ARMS2017 App icon will appear on your 'All Apps' screen, hold down on the icon and drag it to the home screen and it's ready to use.



GNS Science welcomes delegates to ARMS 2017.



GNS Science is a Crown-owned research and consultancy organisation that specialises in earth science with the aim of building a more resilient, more prosperous, and cleaner New Zealand.

www.gns.cri.nz

Principal Location

GNS Science
1 Fairway Drive, Avalon
Lower Hutt 5010
PO Box 30368
Lower Hutt 5040
New Zealand
T +64-4-570 1444
F +64-4-570 4600

Other Locations

National Isotope Centre
30 Gracefield Road
Lower Hutt 5010
PO Box 31312
Lower Hutt 5040
New Zealand
T +64-4-570 1444
F +64-4-570 4657

Dunedin Research Centre
764 Cumberland Street
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Dunedin 9094
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Wairakei Research Centre
114 Kareito Road
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Taupo 3352
New Zealand
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F +64-7-374 8199



ARMS 2017

Keynote Speakers



Susan Gomes

Director of Research Development and Strategy, Faculty of Arts and Sciences, Harvard University, USA

Ms Gomes is the founding Director of Research Development at Harvard University's Faculty of Arts and Sciences, Harvard's largest school,

with over 800 faculty in two schools encompassing three divisions: science, social science, arts and humanities and the Harvard John A Paulsen School of Engineering and Applied Sciences.

Her role at Harvard has focused on creating an institutional infrastructure designed to advance and support the successful pursuit of sponsored funding. Under her leadership, the Research Development office provides catalytic support to help faculty grow and diversify their research portfolios.

Her current role draws on over 15 years of higher education experience in strategic leadership, project management, program development and large-scale proposal development. She also oversees efforts to foster relationships with external sponsors and works closely with faculty and administrators from across Harvard's many schools.

Over the course of her career, she has contributed to major project proposals resulting in total project awards in excess of \$63 million. She is currently a member of the National Organization of Research Development Professionals (NORDP) and chair of NORDP's northeast regional organization.



Dr Tricia Huang

Executive Director, National Medical Research Council, Ministry of Health, Singapore

Dr Huang received her Bachelor degree with Honours in Natural Sciences (Biological) and Masters from the University of Cambridge,

United Kingdom in 1995 and 1999 respectively. Her education was sponsored by the Singapore Economic Development Board (EDB) under the GlaxoSmithKline-EDB Scholarship.

In her role as Executive Director at the National Medical Research Council, she manages research grants and talent awards as well as research policy to support translational and clinical research among the medical schools and healthcare institutions in Singapore. These are aimed at creating better health and wealth outcomes for Singapore through health research and innovation.

Prior to joining the Ministry of Health in 2015, Ms Huang worked at EDB for 11 years, and at the Agency for Science, Technology & Research (A*STAR) for 9 years. At EDB, she spent the majority of her time in the Biomedical Sciences cluster where she did investment promotion for the biotechnology sector and developed policies and plans for Singapore's Biomedical Sciences initiative which was launched in 2000. She also spent one year on secondment to the Ministry of Trade & Industry. At A*STAR, she held appointments at the A*STAR Graduate Academy which manages scholarships and science outreach programs, the Biomedical Research Council which manages A*STAR's 11 biomedical research institutes & consortia, and the Planning & Policy Department.

Ms Huang is a Training Fellow for the Australasian Research Management Society. She is also a Board member of the Singapore Science Centre, and serves on the School Advisory Committee of Tanjong Katong Girls' Secondary School.



Dr Susan Brown-Shafii

Independent Trade Advisor and former Scientific Coordinator, Swiss National Centre of Competence in Research on Trade Regulation, World Trade Institute, Switzerland

Susan's a trade policy and global governance practitioner who has

worked at the interface between the private sector, policy and academic communities for nearly 30 years, promoting sustainable economic integration. An expert in the politics of international trade and strategic procurement, she has a PhD in International Relations from the London School of Economics, an MBA from the Rotterdam School of Management in the Netherlands and a BA from the University of Michigan.



William Cullerne Bown

William Cullerne Bown is a journalist who has been writing about research, universities and politics all over the world for 30 years.

He is the founder of *Research, known to ARMS members for the *Research Professional funding and news service, a global service that includes dedicated coverage of Australia and New Zealand from Canberra.

Our research is paving the way to a brighter future

HEALTHY PEOPLE, RESILIENT SOCIETIES,
PROSPEROUS ECONOMIES, SECURE PLANET
AND INNOVATIVE TECHNOLOGIES



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The world's challenges are complex and interrelated. Their solutions require thinking that is not constrained by traditional academic boundaries. With a collegial and cross-disciplinary approach at the heart of our ethos, Macquarie is uniquely positioned to find these solutions. Our five future-shaping research priorities, which are aligned with the national research agenda and global challenges of significance, provide a focal point for cross-disciplinary research that draws on the deep disciplinary strengths Macquarie is known for.

Learn more about Macquarie University research at mq.edu.au



MACQUARIE
University



Australian Government Australian Research Council

The Australian Research Council (ARC) is a Commonwealth entity within the Australian Government. The ARC's purpose is to grow knowledge and innovation for the benefit of the Australian community through funding the highest quality research, assessing the quality, engagement and impact of research and providing advice on research matters.

The ARC funds research and researchers under the National Competitive Grants Program (NCGP). The NCGP consists of two elements—Discovery and Linkage. Within these elements are a range of schemes structured to provide a pathway of incentives for researchers to build the scope and scale of their work and collaborative partnerships. The majority of funding decisions under the NCGP are made on the basis of peer review.

The ARC evaluates the quality of research undertaken in higher education institutions through the Excellence in Research for Australia (ERA) program. ERA is an established evaluation framework that identifies research excellence in Australian higher education institutions by comparing Australia's research effort against international benchmarks. ERA assesses quality using a combination of indicators and expert review by research evaluation committees.

The ARC is also responsible for developing and implementing an Engagement and Impact assessment, announced by the Australian Government in December 2015 as part of the National Science and Innovation Agenda (NISA), which will assess the engagement of researchers with end-users, and show how universities are translating their research into economic, social, environmental and other impacts.

For more information on the ARC, visit www.arc.gov.au.

The ARC is proud to sponsor the 2017 ARMS Conference.



Dr Cornel de Ronde

Principal Scientist, GNS Science, New Zealand

Dr Cornel de Ronde is a Principal Scientist at GNS Science, New Zealand. He leads a research group that focuses on seafloor hydrothermal systems and their

associated mineral deposits related to submarine volcanoes, principally offshore New Zealand, but also elsewhere around the world. Currently, his team has strong working relationships with collaborators in the US, Germany, Japan and Australia. He has received numerous international awards for his research and in 2010 was awarded the New Zealand Prime Minister's Award for Science Communication. Dr de Ronde is a sought-after speaker at international conferences and regularly appears on TV and radio in New Zealand and overseas, and has featured in numerous documentaries and newspaper and magazine articles.



Leanne Harvey

Acting Chief Executive Officer, Australian Research Council (ARC), Australia

As Acting Chief Executive Officer, Ms Leanne Harvey manages the Australian Research Council (ARC) in line with the requirements of the

PGPA Act and Public Service Act 1999.

Under the ARC Act, the CEO has the following functions:

- to make recommendations to the Minister in relation to which proposals should be approved for funding
- to administer financial assistance approved by the Minister for research programmes
- to provide advice to the Minister on research matters
- any other functions conferred on the CEO by this or any other Act.

Leanne played a pivotal leadership role in developing and delivering Excellence in Research for Australia (ERA). Demonstrating the quality of ERA in 2010, the Organisation for Economic Co-Operation and Development (OECD) recognised the exercise as 'state-of-the-art'. Each ERA cycle continues to build on the utility and evidence base for research policy both for Australia and internationally.

The Engagement and Impact Assessment of Australian university research is also being led by Leanne and the pilot phase will be undertaken this year, which will test the details of the framework to be implemented in 2018. The national assessment will be undertaken as a companion to Excellence in Research for Australia (ERA).

Ms Harvey joined the ARC in March 2008, after transferring from (the then) Department of Education, Science and Training due to Machinery of Government changes. Since then, she has led the ARC through a substantial reorganisation to better align the agency with current Government agendas.

Ms Harvey completed her education in regional New South Wales, graduating at the top of her school and holds a Bachelor of Business in Accounting from (the now) Charles Sturt University. She moved to providing policy analysis and advice regarding Australia's research sector in 2004. Since joining the Australian Public Service in 1987, her career has seen her involved in social policy initiatives including leading publicly funded research, child support and taxation reforms.



The Hon Pete Hodgson

Chief Executive, Otago Innovation Ltd, New Zealand

Pete is currently the Chief Executive of Otago Innovation Ltd. He holds a Bachelor Veterinary Science and Master of Public Policy, with distinction. He has practised as a

large and small animal veterinarian in NZ and the UK. He was a member of the New Zealand Parliament from 1990-2011, and was a senior Cabinet Minister within the New Zealand Government from 1999 -2008. He held numerous portfolios and Select Committee memberships in Parliament. His Cabinet portfolios included Climate Change Policy, Commerce, Economic development, Education (tertiary), Energy, Fishing, Forestry, Land information, Health, Science and innovation, and Transport.

Since leaving Parliament, Pete has held numerous positions including Director of Otago Innovation Ltd (OIL), Chair of Otago Innovation Advisory Committee, NZ independent chair of the Council for the Care of Animals in Research and Teaching (ANZCCART) as well as various other trusteeships and associateships. He is married to Anne, has two adult sons, two daughters-in-law, two grandsons, and a love for mountain biking.



Professor Anne Kelso

CEO, National Health and Medical Research Council (NHMRC), Australia

Before joining the NHMRC in April 2015, Professor Kelso spent many years as a biomedical researcher in immunology alongside other roles,

most recently as Director of the WHO Collaborating Centre for Reference and Research on Influenza at the Doherty Institute in Melbourne. She is a member of several Government and international committees, including the Australian Medical Research Advisory Board (advising the Minister for Health on the strategy and priorities for the Medical Research Future Fund) and the Boards of the Global Alliance for Chronic Diseases and the Human Frontier Science Program Organization.



Dr Kathryn McPherson

Chief Executive, Health Research Council of New Zealand

Professor Kathryn McPherson became the Chief Executive at the HRC in 2015 (www.hrc.govt.nz). Kath has worked in the research field for over 20 years focusing on research

that identifies new approaches to improving outcome, and quality of healthcare for people with long term disabling health conditions.

Kath is author or co-author of more than 180 peer-reviewed journal articles and holds a PhD from the University of Edinburgh. Her clinical background is in nursing, midwifery and community health, with an academic background in psychology and rehabilitation.

Kath's most recent academic appointments have been at AUT University (NZ), University of Southampton (UK) and the University of Otago (NZ). Kath maintains an active involvement in research and publication although at a reduced level in view of her current appointment.



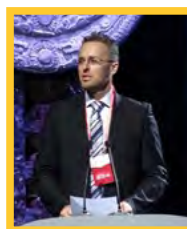
Charles Royal

Director, Nga Manu Atarau (Communities, Repatriation, Sector Development), Te Papa Museum, New Zealand

Te Ahukaramu Charles Royal is a composer, researcher and teacher and a passionate advocate for "indigenous

creativity". Through composing and performing music and through researching and teaching iwi histories and traditions and indigenous knowledge, Charles seeks to unlock the "creative potential" of indigenous peoples and their knowledge. Charles composes for orchestra and chamber groups.

He also composes and performs moteatea-chanted song poetry and popular song. Charles has written and/or edited six books, all on iwi histories and traditions and matauranga Maori. Charles is also the founder and leader of an annual whare tapere – iwi based "houses" of storytelling, dance, games, music and other entertainments – which takes place in Hauraki. Previously he was Director of Graduate Studies and research at Te Wananga-o-Raukawa, Otaki and Professor of Indigenous Development and Director, Nga Pae o te Maramatanga, University of Auckland. Charles belongs to Marutuahu, Ngati Raukawa and Nga Puhi.



Clinton Watson

Principal Advisor, Science, Innovation and International Branch, NZ Ministry of Business, Innovation and Employment

Mr Watson has been in his current position for three years, which has included leading a sector-wide,

cross-government project on improving data on research, science and innovation in NZ.

Clinton has previously worked at the OECD and the evaluation office of UNESCO in Paris. He was awarded the James Bertram scholarship in 2012 to study a Master of Public Policy at Peking University and a Master of International Relations at Victoria University of Wellington. This follows undergrad studies in Economics, Japanese and Linguistics at the University of Canterbury.

Clinton is particularly interested in economic history, science and innovation policy, linked data infrastructures and the Chinese innovation system.



Dr Prue Williams

General Manager, Science System Investment and Performance Ministry of Business, Innovation and Employment, New Zealand

Prue Williams is General Manager, Science System Investment & Performance for the Ministry of

Business, Innovation & Employment (MBIE). She has responsibility for making and managing scientific investments that are focussed on science excellence and contributing to New Zealand's economic, social and environmental goals.

Prue has a PhD in soil science and a research career aimed at developing sustainable land management practices. She moved into research management when she was appointed as General Manager Research for one of the Crown Research Institutes. Prior to joining MBIE she was Chief Science Advisor to the Foundation for Research, Science & Technology and the Ministry of Science & Innovation.

ARMS 2017

Invited Speakers



Professor Bronwyn Carlson

Head, Department of Indigenous Studies, Macquarie University, New South Wales, Australia



Dr Kevin Cullen

CEO, UNSW Innovations, Sydney, New South Wales, Australia



Professor Brigid Heywood

Deputy Vice Chancellor (Research), University of Tasmania, Australia



Professor Michael Khor

Director, Research Support Office and Bibliometrics Analysis in Nanyang Technological University, Singapore



Professor Peter Whiteford

Dean, Faculty of Graduate Research, Victoria University of Wellington, New Zealand

Theme Presenters

Connecting Research with Communities

Dr Maxine Bryant

Acting Director, Research Services, University of Canterbury, New Zealand

Research Strategy & Planning

Caroline Burbury

Team Leader, Research Operations-Funding, University of Tasmania, Australia

Research Intelligence & Systems

Ian Carter

Director of Research And Enterprise, University of Sussex, United Kingdom

Research Degree Matters

Lena Caruso

Deputy Director, Graduate Research School, UNSW Sydney, Australia

Supporting the Delivery of Research with Impact and Translation

Michelle Duryea

Manager, Research Analytics, Systems and Performance, Office of Research & Innovation, Edith Cowan University, Western Australia, Australia

Research Degree Matters

Dr Krystyna Haq

Graduate Education Officer, University of Western Australia, Australia

Grants Support & Development

Dr Simon Kerr

Managing Grant Development, La Trobe University, Victoria, Australia

Supporting the Delivery of Research with Impact and Translation

Professor Kambiz Maani

Professor of Systems Thinking & Practice, Associate Pro Vice-Chancellor (Research), Massey University, Auckland, New Zealand

Research Strategy & Planning

Anicca Maleedy-Main

Hallmark Initiatives Project Officer, University of Melbourne, Victoria, Australia

Research Strategy & Planning

Tam Nguyen

St Vincent's Hospital Melbourne, Victoria, Australia

Research Integrity & Ethics

Dr Ted Rohr

Director, Research Ethics and Compliance Support, The University of New South Wales, Australia

Research Intelligence & Systems

Paul Wong

A Senior Data Management Specialist, Australian National Data Service (ANDS), ACT, Australia

ARMS 2017

Partners

Gold Partners

University Office



University Office is an Australian based international leader in research management

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University Office is one of few research management systems providers globally to have achieved Collect and Connect certification with ORCID, and we are the first gold corporate sponsor of the Australasian Research Management society (ARMS).

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ResearchMaster Pty Ltd is Australasia's leading research management solution provider, with a solid and proven foundation to provide management of an organisation's complete research lifecycle.

RME is a collaborative cloud based system, enabling you to collect, store and manage the full breath of research activity information across your organisation, including research projects, ethics applications, postgraduate research and higher degree research reviews. RME provides an intuitive, configurable interface that is easy to use, with powerful security and permission settings.

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For over 125 years, the University of Tasmania has been at the forefront of discovery and innovation.

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In our areas of specialisation, such as medical research, and science focused on the Antarctic and Southern Ocean – we are arguably amongst the best in the world. We discovered the link between the sleeping position of babies and Sudden Infant Death Syndrome (SIDS); identified genetic markers linked to men's risk of developing prostate cancer; and promoted the theory of continental drift when it was denied by most of the scientific world.

Bronze Partners

Australian Research Council



Australian Government
Australian Research Council

The Australian Research Council (ARC) is a Commonwealth entity within the Australian Government. The ARC's purpose is to grow knowledge and innovation for the benefit of the Australian community through funding the highest quality research, assessing the quality, engagement and impact of research and providing advice on research matters.

Deakin University



At Deakin University our researchers are making a positive impact on the lives and well-being of communities – not just in Australia, but around the world – through exceptional innovation and research. Using our industry, government and institutional

networks, we are building our global research footprint across four key themes, supported by world-class Research Institutes and Strategic Research Centres. www.deakin.edu.au/research

Conference Supporter

GNS Science



GNS Science is a Crown-owned research and consultancy organisation focused on securing benefits for New Zealand from natural processes occurring in the Earth's crust. We are known internationally for our research on earthquakes, volcanoes, landslides, and tsunamis and for advising on measures to mitigate the physical, economic, and social impacts of these hazards. We explore the Earth regarding geothermal energy, groundwater, hydrocarbon and mineral resources, and the vast ocean floor in New Zealand's offshore territory. At GNS Science you find unrivalled expertise in stable and radioisotope analysis for environmental applications, nanotechnology, materials science, and radiocarbon dating.

ARMS 2017

Social Functions

Welcome Reception

Tuesday 26 September 2017
6.00pm–7.30pm
Wharewaka Function Centre
2 Taranaki Street, Wellington
Dress: Smart casual

Conference Gala Dinner

Thursday 28 September 2017
7.00pm–11.00pm
Wellington Foyer
National Museum of New Zealand – Te Papa
Dress: Cocktail attire



ARMS 2017

Pre Conference Activities

WORKSHOP 1

MBIE Workshop

The National Research Information System: understanding research, science and innovation in New Zealand through shared data

Date: Tuesday 26 September 2017

Time: 9.00am–11.00am

Venue: Rangimarie Room 1, Te Papa

Presenter: Dr Rebecca Burson, Ministry of Business, Innovation and Employment

COLLABORATION MEETINGS

ORCID Consortium Meeting

Date: Tuesday 26 September 2017

Time: 8.30am–12 noon

Venue: offsite

Presenters: Jason Gush, Dr Laurel Haak, Dr Heath Marks

Nature versus Nurture: Earth Sciences Disclosing the Power of Nature Underground and the Impact of Main in the Air

Date: Tuesday 26 September 2017

Time: 9.30am–5.00pm

Venue: offsite

Presenters: Dr Russ van Dissen, Dr Jocelyn Turnball, GNS Science

ACCREDITATION MODULES

Accreditation Module D

Legislation as it Affects Research in New Zealand

Date: Tuesday 26 September 2017

Time: 8.30am–12.30pm

Venue: Rangimarie Room 2, Te Papa

Presenter: Dr Denise Greenwood

Accreditation Module O

Working with Industry

Date: Tuesday 26 September 2017

Time: 1.30pm–5.30pm

Venue: Angus Rooms, Te Papa

PRE-CONFERENCE PROFESSIONAL DEVELOPMENT WORKSHOPS

WORKSHOP 1

Digital Transformation to Support Industry Engagement: Beyond Indicators, Towards an Outreach Services Paradigm

Date: Tuesday 26 September 2017

Time: 8.30am–12.30pm

Venue: Waterfront Room, Macs Function Centre (next door to Te Papa)

Presenter: Jean-Francois Desvignes

WORKSHOP 3

Grantsmanship, Winning Investment in Research and Enhancing Impact

Date: Tuesday 26 September 2017

Time: 8.30am–12.30pm

Venue: Te Aro Room, Macs Function Centre (next door to Te Papa)

Presenter: Susan Gomes, Dr Mara Wolkenhauer, Professor Sally Davenport

WORKSHOP 4

Facilitating Research Strategy Sessions: The Systems Thinking Approach to Collaborative Impact

Date: Tuesday 26 September 2017

Time: 8.30am–12.30pm

Venue: Cable Room, Macs Function Centre (next door to Te Papa)

Presenter: Dr Lewis Atkinson

WORKSHOP 5

Enabling Technologies and the Research Data Life Cycle

Date: Tuesday 26 September 2017

Time: 1.30pm–5.30pm

Venue: Rangimarie Room 1, Te Papa

Presenters: Ian Duncan, Dr Andrew Janke, Dr Siobhann McCafferty

WORKSHOP 6

ORCID IDs as a Tool to Enable the Re-use of Data in Funding Workflows from Grant Applications to Reporting

Date: Tuesday 26 September 2017

Time: 1.30pm–5.30pm

Venue: Rangimarie Room 2, Te Papa

Presenters: Josh Brown, Nobuko Miyairi

WORKSHOP 7

Where is Research Management Best Practice being Published?

Date: Tuesday 26 September 2017

Time: 1.30pm–5.30pm

Venue: Waterfront Room, Macs Function Centre (next door to Te Papa)

Presenters: Melissa Climo, Dr Denise Greenwood

WORKSHOP 8

Using Video to Drive Wider Impact and Collaboration for Research

Date: Tuesday 26 September 2017

Time: 1.30pm – 5.30pm

Venue: Cable Room, Macs Function Centre (next door to Te Papa)

Presenter: Dr Ben McNeil

WORKSHOP 10

Mapping the Principles of Research Integrity against your Institution's Policy and Education Needs

Date: Tuesday 26 September 2017

Time: 1.30pm – 5.30pm

Venue: Te Aro Room, Macs Function Centre (next door to Te Papa)

Presenters: Dr Ted Rohr, Dr Karolyn White, Elise Grosser, Dr Elizabeth Visser, Bronwyn Green

ARMS 2017

Meetings

ARMS COMMITTEE

Meeting: ARMS Board Meeting

Date: 25 September 2017
Time: from 8.30am–5.00pm
Venue: Pencarrow Room, Copthorne Hotel,
100 Oriental Parade, Wellington
Convenor: Maria Zollo

STANDING COMMITTEES/NETWORKS

Meeting: Education and Professional Development Committee

Date: 27 September 2017
Time: 7.00am–8.00am
Venue: Copthorne Hotel, 100 Oriental Parade,
Wellington
Convenor: Lyn McBriarty

Meeting: Conference and Major Events Committee

Date: 28 September 2017
Time: 12.15pm–1.15pm
Venue: Angus Rooms, Te Papa
Convenor: Dr David Huang

SPECIAL INTEREST GROUPS/NETWORKS

Meeting: Ethics and Research Integrity SIG

Date: 27 September 2017
Time: 12.55pm–1.55pm
Venue: Rangimarie Room 2, Te Papa
Co-convenors: Dr Ted Kohr, Dr Karolyn White

Meeting: University Research Directors SIG

Date: 26 September 2017
Time: 7.30pm–late
Venue: Pravda Cafe, 107 Customhouse Quay,
Wellington
Co-convenors: Rochelle Finlay, Ross McLennan,
Robin Hill

Meeting: Research Information Management Systems SIG

Date: 28 September 2017
Time: 10.20am–11.00am
Venue: Angus Rooms, Te Papa
Co-convenors: Graham Pearson, Michelle Duryea

Meeting: Australasian Research Training Network

Date: 28 September 2017
Time: 12.15pm–1.15pm
Venue: Rangimarie Room 2, Te Papa
Co-convenors: Professor Lucy Johnston, Joe Luca

ARMS 2017

Chapters

CHAPTERS

Meeting: NSW Chapter

Date: 28 September 2017
Time: 12.15pm–1.15pm
Venue: Rangimarie Room 1, Te Papa
Co-convenors: Kathy Homan, Debbie Docherty

OTHER MEETINGS

Meeting: URONZ Workshops – Contract Working Group and Performance Based Research Fund

Date: 26 September 2017
Time: 1.00pm–4.00pm
Venue: Victoria University of Wellington
Contact: URONZ

Meeting: Accredited Research Managers (Foundation) ARMFs and Accredited Research Managers (Professional) or ARMPs. Welcome Drinks (including Training Fellows)

Date: 27 September 2017
Time: 5.15pm–6.15pm
Venue: St John's Restaurant and Bar
Contact: Maria Zollo

Meeting: Hobart 2018 Conference and Program Organising Committee

Date: 27 September 2017
Time: 12.55pm–1.55pm
Venue: Rangimarie Room 3, Te Papa
Contact: Adele Kay

Meeting: ARMS Training Fellows Meeting

Date: 28 September 2017
Time: 12.15pm–1.15pm
Venue: Rangimarie Room 3, Te Papa
Contact: Mark Hochman

Local Partnerships, Global Networks



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EMPIRICAL
RESEARCH DEVELOPMENT

ARMS Professional Level Accreditation Program

The Professional Accreditation Program is designed for mid to senior research managers who wish to enhance their leadership, management and content skills to become more effective research leaders in the rapidly evolving research and innovation sector.

The Society is pleased to announce the first cohort of Accredited Research Managers (Professional) or ARM(P)s. We formally congratulate the inaugural cohort of ARM(P)s, listed below by organisation:

Name	Organisation	Accreditation Conferred
Annette Harris	Charles Sturt University	July 2017
Maya Roberts	Flinders University	July 2017
Claire White	Griffith University	July 2017
Tania Bezzobs	Swinburne University of Technology	July 2017
Anders Wennstrom	formerly The University of Melbourne (now Umeå University)	July 2017
Judy Alexander	The University of Newcastle	July 2017
Anne Louise Bulloch	The University of Queensland	July 2017
Christine Casey	The University of Western Australia	July 2017
Caroline Pratt	University of Auckland	July 2017

ARMS Foundation Level Accreditation Program

The Foundation Level Accreditation Program provides a series of training modules that cover many of the basic areas of research administration and management at a foundation level of knowledge.

Since the inception of this program in 2013, there have been 191 candidates achieve status as an ARMS Accredited Research Manager (Foundation) or ARM(F). We congratulate the following ARM(F)s on their achievement:

Name	Organisation	Date of Accreditation
Lihong Kong	Australian Catholic University	December 2014
Andrew Schrader	Australian Catholic University	May 2014
Danielle Hughes	Australian National University	March 2017
Rebecca Erlich	Baker IDI Heart and Diabetes Institute	August 2015
Chung Yan (Cherry) Yu	Baker IDI Heart and Diabetes Institute	December 2015
Lyndsey Wright	Bushfire Cooperative Research Centre	May 2014
Lynette Browning	Central Queensland University	May 2014
Olivia Richardson	Charles Darwin University	March 2017
Lisa McLean	Charles Sturt University	March 2017
Catherine Barkley	CSIRO	December 2015
Wayne Robertson	CSIRO	December 2014
Susan Soleil	CSIRO	March 2017

ARMS Foundation Level Accreditation Program

Name	Organisation	Date of Accreditation
Deepa Sharma Acharya	Curtin University	December 2015
Khyati Ananthram	Curtin University	December 2014
Melissa Carrol	Curtin University	December 2015
Tanya Chambers	Curtin University	December 2014
Mun Yin Cheong	Curtin University	December 2015
Stuart Clarke	Curtin University	August 2017
Carly Fleming	Curtin University	December 2014
Catherine Gangell	Curtin University	December 2015
Melanie Griffith	Curtin University	March 2017
Grace Lamont	Curtin University	April 2015
Jennifer Liddle	Curtin University	December 2015
Shuie Liu	Curtin University	December 2014
Belinda Northeast	Curtin University	December 2015
Misty-Lee Palmer	Curtin University	May 2014
Richard Pokonski	Curtin University	December 2015
Christopher Pryor	Curtin University	December 2015
Jananee Raguragavan	Curtin University	March 2017
Anneli Robbshaw	Curtin University	December 2015
Anne Brocklebank Proud	Deakin University	December 2014
Amanda Williams-Constantinou	Deakin University	May 2014
Claire Blankley	Edith Cowan University	December 2015
Joyce De Lucia	Edith Cowan University	December 2014
Lorraine Dunbar	Edith Cowan University	December 2014
Sandra Green	Edith Cowan University	December 2015
Nichole Kemp	Edith Cowan University	December 2015
Sharon Middleton	Edith Cowan University	December 2014
Kylie Rudrum	Edith Cowan University	December 2015
Sallyann Webster	Edith Cowan University	December 2014
Jill Boatman	Federation University of Australia	March 2017
Joanne Davis	Federation University of Australia	March 2017
Katie Donnelly	Federation University of Australia	May 2014
Louise Drohan	Federation University of Australia	December 2016
Thembelihle Dube	Federation University of Australia	May 2014
Tina D'Urbano	Federation University of Australia	August 2017
Jane Eltringham	Federation University of Australia	September 2014
Elanor Mahon	Federation University of Australia	May 2014

ARMS Foundation Level Accreditation Program

Name	Organisation	Date of Accreditation
Raimond Placidi	Federation University of Australia	May 2014
Suzanne Read	Federation University of Australia	May 2014
Marina Delpin	Flinders University	December 2015
Linn Kaing	Flinders University	May 2014
Karen Lang	Flinders University	December 2015
Mary Lyons	Flinders University	April 2016
Nima Nezhad	Flinders University	May 2014
Alex Noblet	Flinders University	May 2014
Raymond Tham	Flinders University	May 2014
Katherine Willson	Flinders University	December 2016
Vivienne Pearson	Institute for Breathing and Sleep, Austin Hospital	August 2015
Susan McGrath	James Cook University	August 2017
Ann Pearson	La Trobe University	May 2014
Kerryn Westcott	Ludwig Institute for Cancer Research	September 2014
Ruolan Lan	Macquarie University	December 2014
Lynne Cousins	Macquarie University	August 2017
Frances Thorp	Macquarie University	August 2017
Angela Magira	Melbourne Health	April 2016
Michelle Armstrong	Monash University	August 2017
Eliette Dupre Husser	Monash University	August 2017
Christine Farmer	Monash University	September 2014
Luke McAvaney	Monash University	September 2014
Sarah Oliver	Monash University	December 2016
Marianne Ciavarella	Murdoch Childrens Research Institute	May 2014
Chrissandra Zagami	Murdoch Childrens Research Institute	May 2014
Naomi Arbon	Murdoch University	December 2014
Nicola Barlow	Murdoch University	December 2015
Janine Blake	Murdoch University	December 2015
Kate Brooks	Murdoch University	August 2017
Adrian Cheng	Murdoch University	December 2014
Carla De Gois	Murdoch University	August 2017
Jessica Derrett	Murdoch University	August 2017
Kiloshni Hahn	Murdoch University	December 2014
Siobhan Hodge	Murdoch University	August 2017
Jennifer Radford	Murdoch University	August 2017
Hinke van Gelder	Murdoch University	December 2015

ARMS Foundation Level Accreditation Program

Name	Organisation	Date of Accreditation
Riduan Bin Mazlan	Nanyang Technology University	May 2016
Shirley Ho	Nanyang Technology University	May 2016
Krisnan Kumutha	Nanyang Technology University	May 2016
Amarnisha Mohd	Nanyang Technology University	May 2016
Yvonne Ng	Nanyang Technology University	May 2016
Bee hua Quek Tan	Nanyang Technology University	May 2016
Vincent Sung	Nanyang Technology University	May 2016
Ambar Widiastuti	Nanyang Technology University	May 2016
Cheng Peng Woon	Nanyang Technology University	May 2016
Emma Hegarty	RMIT University	August 2017
Catherine Standing	Royal District Nursing Service	August 2017
Suzanne Ryan	Sunshine Coast Hospital and Health Service	December 2014
Sheila Hamilton-Brown	Swinburne University	August 2017
Charles Czank	Telethon Kids Institute	April 2016
Giuliana D'Alerio	Telethon Kids Institute	December 2015
Narelle Mullan	Telethon Kids Institute	August 2017
Ashley Schoof	Telethon Kids Institute	December 2014
Leanne Scott	Telethon Kids Institute	December 2014
Sean Downes	The Australian National University	May 2014
Louise Knox	The Australian National University	May 2014
Belle (Ling) Ma	The Australian National University	August 2015
Angela McKeegan	The Australian National University	December 2014
Katy Paterson	The Australian National University	May 2014
Lorraine Piper	The Australian National University	May 2014
Ragini Singh	The Australian National University	May 2014
Roy Sneddon	The University of Adelaide	March 2017
Catherine Bressanutti	The University of Melbourne	March 2017
Julie Blasioli	The University of Melbourne	March 2017
Dimity Evans	The University of Melbourne	March 2017
Melanie Willingham	The University of Melbourne	March 2017
Thomas Wright	The University of Melbourne	August 2017
Julie Orr	The University of New England	March 2017
Nakia Bolt	The University of New South Wales	April 2015
Luc Legeret	The University of New South Wales	December 2016
Katherine Yeh	The University of New South Wales	May 2014
Jodi McLean	The University of Newcastle	May 2014

ARMS Foundation Level Accreditation Program

Name	Organisation	Date of Accreditation
Alan Hales	The University of Newcastle	December 2016
Kylie Hugo	The University of Newcastle	March 2017
Bahareh Badrian	The University of Notre Dame Australia	December 2015
Heather Clarke	The University of Notre Dame Australia	December 2014
Hayley Coppinger	The University of Notre Dame Australia	December 2014
Natalie Giles	The University of Notre Dame Australia	December 2014
Margaret Jones	The University of Notre Dame Australia	December 2014
Lorraine Mayhew	The University of Notre Dame Australia	December 2014
Denise McLinden	The University of Notre Dame Australia	December 2014
Carmen Buttery	The University of Queensland	May 2014
Sandrine Kingston-Ducrot	The University of Queensland	December 2016
Justin Nicholls	The University of Queensland	April 2016
Monika Dzikowska	The University of Sydney	May 2014
Diane Arnott	The University of Western Australia	August 2017
Amanda Cleaver	The University of Western Australia	December 2014
Kate Croker	The University of Western Australia	November 2016
Karen Dalby	The University of Western Australia	December 2014
Lara DeLacour	The University of Western Australia	August 2017
Amanda Elliott	The University of Western Australia	December 2014
Monique Fountain	The University of Western Australia	December 2015
Animesh Ghosh	The University of Western Australia	August 2017
Heather Gordon	The University of Western Australia	December 2015
Jennifer Grant	The University of Western Australia	December 2014
Sohini Halder	The University of Western Australia	December 2015
Vicky Johnstone	The University of Western Australia	August 2017
Caizia Li	The University of Western Australia	December 2014
Ieuan Linck	The University of Western Australia	August 2017
Melissa Lindeman	The University of Western Australia	August 2017
Valerie Mandel	The University of Western Australia	December 2015
Rosanna Marchesani	The University of Western Australia	August 2017
Carina Marshall	The University of Western Australia	December 2015
Monika Mathyssek-Kilburn	The University of Western Australia	December 2015
Lisa Melvin	The University of Western Australia	April 2016
Peter Miller	The University of Western Australia	December 2015
Fiona Miotti	The University of Western Australia	August 2017
Alison Panther	The University of Western Australia	December 2015

ARMS Foundation Level Accreditation Program

Name	Organisation	Date of Accreditation
Maruf Razzaq	The University of Western Australia	December 2014
Laila Simpson	The University of Western Australia	December 2015
Katina Toufexis	The University of Western Australia	December 2015
Andrea Tongue	The University of Western Australia	December 2014
Mary Vukmirovic	The University of Western Australia	April 2016
Louise Wedlock	The University of Western Australia	December 2014
Helen Au Yeung	Unitec Institute of Technology	August 2017
Natalie Scerra	Uniting Care Children Young People and Families	May 2014
Caroline Pratt	University of Auckland	August 2017
Kath Dougall	University of New England	May 2014
Libby Magann	University of New England	May 2014
Katrina Vardanega	University of New England	May 2014
Kylie Aston	University of South Australia	May 2014
Ruth Brogan	University of South Australia	May 2014
Michelle Chen	University of South Australia	December 2015
Katy Dolman	University of South Australia	August 2017
Shona Ellison	University of South Australia	May 2014
Dawn Leonard	University of South Australia	April 2016
Alison Curtis	University of Southern Queensland	May 2014
Nigel Blundell	University of Tasmania	August 2015
Caroline Burbury	University of Tasmania	August 2015
Tracey Burke	University of Tasmania	May 2014
Catherine Dwyer	University of Tasmania	August 2015
Oliver Grant	University of Tasmania	March 2017
Nicola Hodgman	University of Tasmania	May 2014
Julianne O'Reilly Wapstra	University of Tasmania	August 2015
Mandy Pink	University of Tasmania	August 2015
Jennifer Robinson	University of Tasmania	August 2015
Daniele Ryrie	University of Tasmania	August 2015
Kate Vincent	University of Tasmania	August 2015
Richard Evans	University Office	May 2014
Jenny McKellar	Victor Chang Cardiac Research Institute	December 2016
Cora Ng	Victoria University	May 2014
Rebecca Cook-Johnson	Walter and Eliza Hall Institute	May 2014
Cheng Yue Pan	Workplace Safety and Health Institute, Singapore	April 2016

Tuesday 26 September Professional Development Workshops, Accreditation Modules

8.00am–5.30pm	CONFERENCE REGISTRATION OCEANIA ROOM, LEVEL 3, TE PAPA		
8.30am–10.30am	RANGIMARIE ROOM 1 TE PAPA 9.00am–11.00am MBIE WORKSHOP The National Research Information System: understanding research, science and innovation in New Zealand through shared data <i>Dr Rebecca Burson, Ministry of Business, Innovation and Employment</i>	RANGIMARIE ROOM 2 TE PAPA ACCREDITATION MODULE D Legislation as it affects research in New Zealand <i>Denise Greenwood</i>	MACS FUNCTION CENTRE WATERFRONT ROOM PROFESSIONAL DEVELOPMENT WORKSHOP 1 Digital transformation to support industry engagement: Beyond indicators, towards an outreach services paradigm <i>Jean-Francois Desvignes</i>
		MACS FUNCTION CENTRE CABLE ROOM PROFESSIONAL DEVELOPMENT WORKSHOP 4 Facilitating research strategy sessions: The systems thinking approach to collaborative impact <i>Lewis Atkinson</i>	MACS FUNCTION CENTRE TE ARO ROOM PROFESSIONAL DEVELOPMENT WORKSHOP 3 Grantsmanship, winning investment in research and enhancing impact <i>Susan Gomes, Mara Walkenhauer and Professor Sally Davenport</i>
10.30am–11.00am	MORNING TEA		
11.00am–12.30pm		ACCREDITATION MODULE D (continues)	PROFESSIONAL DEVELOPMENT WORKSHOP 1 (continues)
		PROFESSIONAL DEVELOPMENT WORKSHOP 4 (continues)	PROFESSIONAL DEVELOPMENT WORKSHOP 3 (continues)
12.30pm–1.30pm	LUNCH		

Tuesday 26 September Professional Development Workshops, Accreditation Modules

1.30pm–3.00pm	<div>RANGIMARIE ROOM 1 TE PAPA</div> <div>PROFESSIONAL DEVELOPMENT WORKSHOP 5</div> <div>Enabling technologies and the research data life cycle <i>Ian Duncan, Dr Andrew Janke and Dr Siobhann McCafferty</i></div>	<div>RANGIMARIE ROOM 2 TE PAPA</div> <div>PROFESSIONAL DEVELOPMENT WORKSHOP 6</div> <div>ORCID IDs as a tool to enable the reuse of data in funding workflows from grant applications to reporting <i>Josh Brown and Nobuko Miyairi</i></div>	<div>ANGUS ROOMS TE PAPA</div> <div>ACCREDITATION MODULE 0</div> <div>Working with Industry</div>	<div>MACS FUNCTION CENTRE WATERFRONT ROOM</div> <div>PROFESSIONAL DEVELOPMENT WORKSHOP 7</div> <div>Where is research management best practice being published? <i>Melissa Climo and Dr Denise Greenwood</i></div>	<div>MACS FUNCTION CENTRE CABLE ROOM</div> <div>PROFESSIONAL DEVELOPMENT WORKSHOP 8</div> <div>Using video to drive wider impact & collaboration for research <i>Dr Ben McNeil</i></div>	<div>MACS FUNCTION CENTRE TE ARO ROOM</div> <div>PROFESSIONAL DEVELOPMENT WORKSHOP 10</div> <div>Mapping the principles of research integrity against your institution's policy and education needs <i>Dr Ted Rohr, Dr Karolyn White, Elise Grosser, Dr Elizabeth Visser and Bronwyn Greene</i></div>	<div>VICTORIA UNIVERSITY</div> <div>URONZ PRE-CONFERENCE WORKSHOPS</div> <div>1.00pm–4.00 pm</div> <div>Academic freedom: What it is, what it isn't and how it affects research contracting</div> <div>1.00pm–2.30pm</div> <div>PBRF open session</div> <div>1.00pm–2.30pm</div> <div>URONZ PRE-CONFERENCE WORKSHOPS (continues)</div> <div>Contracts working Group closed session</div> <div>2.30pm–4.00pm</div> <div>PBRF closed session</div> <div>2.30pm–4.00pm</div>
3.00pm–3.30pm	AFTERNOON TEA						
3.30pm–5.30pm	<div>PROFESSIONAL DEVELOPMENT WORKSHOP 5</div> <div>(continues)</div>	<div>PROFESSIONAL DEVELOPMENT WORKSHOP 6</div> <div>(continues)</div>	<div>ACCREDITATION MODULE 0</div> <div>(continues)</div>	<div>PROFESSIONAL DEVELOPMENT WORKSHOP 7</div> <div>(continues)</div>	<div>PROFESSIONAL DEVELOPMENT WORKSHOP 8</div> <div>(continues)</div>	<div>PROFESSIONAL DEVELOPMENT WORKSHOP 10</div> <div>(continues)</div>	

Tuesday 26 September Collaboration Meetings



8.00am–5.30pm	CONFERENCE REGISTRATION OCEANIA ROOM, LEVEL 3, TE PAPA	
8.30am–10.30am	ORCID COLLABORATION MEETING 8.30am start Australian Access Federation and the Royal Society of New Zealand <i>Jason Gush, Laurel Haak, Heath Marks</i>	COLLABORATION MEETING 9.30am start Nature versus nurture: Earth sciences disclosing the power of nature underground, and the impact of man in the air <i>Russ van Disсен and Jocelyn Turnbull, GNS Science</i>
10.30am–11.00am	MORNING TEA	
11.00am–12noon	COLLABORATION MEETING (continues) ORCID Consortium Meeting	COLLABORATION MEETING (continues) Nature versus nurture
12.30pm–1.00pm	LUNCH	
1.00pm–2.30pm		COLLABORATION MEETING (continues) Nature versus nurture
2.30pm–3.00pm	AFTERNOON TEA	
3.00pm–5.00pm		COLLABORATION MEETING (continues) Nature versus nurture
6.00pm–7.30pm	WHAREWAKA FUNCTION CENTRE WELCOME RECEPTION	

Wednesday 27 September Conference Program

7.00am–5.00pm	CONFERENCE REGISTRATION OCEANIA ROOM, LEVEL 3, TE PAPA
8.00am–8.15am	AMOKURA GALLERY New Zealand welcome <i>Mihi Whakatau</i>
8.15am–8.20am	Welcome to conference <i>Janice Besch, President, ARMS</i>
	AMOKURA GALLERY, TE PAPA PLENARY SESSION 1 <i>Chair: Tracey Swift</i> Scientific collaboration is the lifeblood of small nations <i>Dr Cornel de Ronde, Principal Scientist, GNS Science, New Zealand</i> Funding research: Drawing on power of collaboration <i>Professor Anne Kelso, Chief Executive Officer, National Health and Medical Research Council (NHMRC), Australia</i> Towards a national data infrastructure for research information: reasons, challenges and direction <i>Clinton Watson, Principal Advisor, Science, Innovation and International Branch, NZ Ministry of Business, Innovation and Employment</i> Beyond the academy: How Australia is moving from a single focus on research quality to the parallel assessment of quality, engagement and impact <i>Leanne Harvey, Acting Chief Executive Officer, Australian Research Council (ARC), Australia</i> Health & biomedical sciences in Singapore - From research to impact <i>Dr Tricia Huang, Executive Director, National Medical Research Council, Ministry of Health, Singapore</i>
10.10am–10.45am	OCEANIA ROOM – EXHIBITION AREA MORNING TEA
	AMOKURA GALLERY, TE PAPA PLENARY SESSION 2 <i>Chair: Hannah Clarke</i> Supporting researchers to win more funding: The role of the professional research administrator in a competitive landscape <i>Susan Gomes, Director of Research Development and Strategy, Faculty of Arts and Sciences, Harvard University, USA</i>
11.15am–11.25am	MOVE TO BREAKOUT SESSIONS

AMOKURA GALLERY, TE PAPA	ICON ROOM, TE PAPA	SOUNDINGS THEATRE, TE PAPA	RANGIMARIE ROOM, TE PAPA
<p>CONCURRENT SESSION 1 RESEARCH INTELLIGENCE & SYSTEMS <i>Chair: Ian Carter</i></p> <p>1A1: Enabling open access: The UK scholarly communications licence <i>Ian Carter</i> Theme Leader Presentation</p> <p>1A2: Improving access to research: an evaluation of a faculty-based open access project <i>Jenny McKnight and Tom Wright</i></p> <p>1A3: Creating active DMRs that are beneficial to both researchers and institutions – Viable alternatives to DMPs <i>Helen Morgan</i></p> <p>1A4: ORCID – Supporting institutional research management <i>Melroy Almeida</i></p> <p>1A5: The project management framework – SMI's answer to managing industry sourced funding in a university environment <i>Lisa Kennedy</i></p> <p>1A6: Driving change via next generation research analysis techniques <i>Simon Porter</i></p> <p>Q&A Panel</p>	<p>CONCURRENT SESSION 2 RESEARCH STRATEGY & PLANNING <i>Chair: Caroline Burbury</i></p> <p>1B1: Fostering transformational research – creating an environment that supports big picture thinking <i>Caroline Burbury</i> Theme Leader Presentation</p> <p>1B2: More than just forms and processes: Bringing together acrobats, theologians, teachers, and communicators, and living to tell the tale <i>Lisa McLean</i></p> <p>1B3: Embedding impact practice and instilling cultural change in UK universities <i>Laura Fedorciow</i></p> <p>1B4: RAAAP: Research management as a profession <i>Janice Besch</i></p> <p>1B5: Research capacity building outcomes under three sub-contexts: A case study of Victoria University's Collaborative Research Network Project <i>Narelle Tunstall</i></p> <p>1B6: Three, two, one, zero – blast off – our multi-tiered research support model at Monash University <i>Lawrence Hogan</i></p> <p>Q&A Panel</p>	<p>CONCURRENT SESSION 3 RESEARCH DEGREE MATTERS <i>Chair: Lucy Johnston</i></p> <p>1C1: Developing effective industry-PhD collaborations: what processes could facilitate mutual benefit and manage inherent risk? <i>Krystyna Haq</i> Theme Leader Presentation</p> <p>1C2: iPREP – A collaborative program developing links to industry and enhancing employability of PhD graduates <i>Natasha Ayers</i></p> <p>1C3: Innovation in HDR – The QUT model <i>Lisa Leeton</i></p> <p>The HDR sessions are intended to be interactive. The presentations will facilitate discussions on important themes for HDR managers and administrators.</p>	<p>CONCURRENT SESSION 4 SUPPORTING THE DELIVERY OF RESEARCH WITH IMPACT AND TRANSLATION <i>Chair: Michelle Duryea</i></p> <p>1D1: Establishing an Australian research engagement and impact assessment: Justifying public investment in research, but at what cost? <i>Michelle Duryea</i> Theme Leader Presentation</p> <p>1D2: Export controls: An Australian and American perspective <i>Suzana Kovacevic and Dr Marianne Woods</i></p> <p>1D3: Is the impact 'agenda' going to ruin academia? Findings from a UK study tour. <i>Gen Ford</i></p> <p>1D4: We're all in this together – The phenomena of power in research administration <i>Jo Haslam</i></p> <p>1D5: Gender in the global research landscape: Focus on Australia and New Zealand <i>Cassandra Sims</i></p> <p>1D6: Showing progress towards a research impact: The pragmatic approach of a medical research institute <i>Tobias Schoep</i></p> <p>Q&A Panel</p>

Wednesday 27 September Conference Program

12.55pm–1.55pm	<p>OCEANIA ROOM, EXHIBITION AREA LUNCH AND NETWORKING sponsored by Taylor & Francis</p> 	
1.55pm–2.25pm	<p>AMOKURA GALLERY, TE PAPA PLENARY SESSION 3 <i>Chair: Denise Greenwood</i></p> <p>What makes health research unique in New Zealand – What this means for international collaboration <i>Kath McPherson, CEO Health Research Council, New Zealand</i></p>	
2.25pm–3.10pm	<p>AMOKURA GALLERY, TE PAPA PLENARY SESSION 4 <i>Chair: Denise Greenwood</i></p> <p>Connecting research with communities <i>Charles Royal, Director, Nga Manu Atarau (Communities, Repatriation, Sector Development), Te Papa, New Zealand</i></p> <p>Connecting research with communities – Covering the Aboriginal and Torres Strait Islander perspective <i>Professor Bronwyn Carlson, Head of Department of Indigenous Studies, Macquarie University, Australia</i></p> <p>Q&A Panel Discussion</p>	
3.30pm–4.15pm	<p>OCEANIA ROOM, EXHIBITION AREA AFTERNOON TEA POSTER SESSION sponsored by Monash University</p> 	
4.15pm–5.00pm	<p>AMOKURA GALLERY, TE PAPA CONCURRENT SESSION 5 <i>Chair: Tam Nguyen</i></p> <p>Health Panel Research management through the global looking glass. Identifying and meeting the challenges in a constantly changing political landscape. <i>Professor Anne Kelso, Dr Kathryn McPherson, Dr Tricia Huang, Susan Gomes</i></p>	<p>ICON ROOM, TE PAPA CONCURRENT SESSION 6 <i>Chair: Lucy Johnston</i></p> <p>The management of HDR/PGR candidates: In medio stat virtus <i>Professor Peter Whiteford</i></p>
		<p>SOUNDINGS THEATRE, TE PAPA CONCURRENT SESSION 7 <i>Chair: TBC</i></p> <p>Engaging research with society: Case studies in healthcare and elder care technologies <i>Professor Michael Khor</i></p>
5.00pm–5.30pm	<p>SOUNDINGS THEATRE, LEVEL 2, TE PAPA ARMS ANNUAL GENERAL MEETING <i>Chair: Janice Besch, President, ARMS</i></p>	

Thursday 28 September Conference Program

8.00am–5.00pm	CONFERENCE REGISTRATION OCEANIA ROOM, LEVEL 3, TE PAPA
8.30am–9.00am	AMOKURA GALLERY, TE PAPA PLENARY SESSION 5 <i>Chair: Mara Wolkenhauer</i> The Great New Zealand Science Project 4 years on <i>Dr Prue Williams, Ministry of Business, Innovation & Employment, New Zealand</i>
9.00am–9.30am	AMOKURA GALLERY, TE PAPA PLENARY SESSION 6 <i>Chair: Mara Wolkenhauer</i> The hard business of soft wiring <i>The Hon Pete Hodgson, Chief Executive, Otago Innovation Ltd, New Zealand</i>
9.30am–10.20am	AMOKURA GALLERY, TE PAPA PARTNERSHIP AND EXHIBITOR FORUM <i>Chair: Mara Wolkenhauer</i> University Office ResearchMaster Pty Ltd University of Tasmania Digital Science Johns Hopkins University Infonetica The GrantEd Group Research Media Research Professional InfoEd Global Oxford University Press-Epigeum Clarivate Analytics Elsevier Australia
10.20am–10.45am	OCEANIA ROOM, EXHIBITION AREA MORNING TEA

Thursday 28 September Conference Program

10.45am–12.15pm	AMOKURA GALLERY, TE PAPA CONCURRENT SESSION 8 SUPPORTING THE DELIVERY OF RESEARCH WITH IMPACT AND TRANSLATION <i>Chair: Kambiz Maani</i>	ICON ROOM, TE PAPA CONCURRENT SESSION 9 RESEARCH INTEGRITY & ETHICS <i>Chair: Ted Rohr</i>	SOUNDINGS THEATRE, TE PAPA CONCURRENT SESSION 10 RESEARCH STRATEGY & PLANNING <i>Chair: Anicca Maleedy-Main</i>
	2A1: Research translation for real impact <i>Kambiz Maani</i> Theme Leader Presentation	2B1: Broken windows: Using criminology research to shape the culture of responsible research <i>Ted Rohr</i> Theme Leader Presentation	2C1: Developing interdisciplinary research capacity through strategic investment in multi-faculty research initiatives <i>Anicca Maleedy-Main</i> Theme Leader Presentation
	2A2: Student led applied research into solar site optimisation – A collaboration between industry, students and TAFE NSW higher education <i>Matthew Fairbairn</i> 2A3: Paving a path to impact: project management strategies to maximise collaboration, engagement and translation <i>Joann Cattlin</i> 2A4: 'Through the looking glass' towards research impact <i>Jane Hobson</i> Q&A Panel	2B2: The ethics of metrics <i>Sebastian Gimenez and Dr Lisa Gillespie</i> 2B3: 'Racism on the bus': lessons learned from an international ethics debacle <i>Chloe Patton</i> 2B4: Clinical trial governance at the university of Tasmania <i>Joanne McEvoy</i> 2B5: Implementing a clinical research governance framework at MQ Health, Macquarie University: What have we learnt so far? <i>Yordanka Krastev</i> 2B6: RIA data management workshops: Lessons learned in building a national capability development activity <i>Paul Wong</i> Q&A Panel	2C2: Centrally managed research facilities and their role in collaboration <i>Grainne Moran</i> 2C3: Policy direction in the NZ Science System <i>Richard Walley</i> 2C4: There's no such thing as fake excellence: Building robust research collaborations <i>Stephen Gray</i> 2C5: Research programme design and evaluation – A critical review of the literature <i>David Junsong Huang</i> 2C6: Research highlights – strengthening the research culture at The University of Sydney Business School <i>Prudence Murphy</i> Q&A Panel
12.15pm–1.15pm	OCEANIA ROOM, EXHIBITION AREA LUNCH AND NETWORKING		

Thursday 28 September Conference Program

1.15pm–2.50pm	AMOKURA GALLERY, TE PAPA CONCURRENT SESSION 11 GRANTS SUPPORT & DEVELOPMENT <i>Chair: Simon Kerr</i>	ICON ROOM, TE PAPA CONCURRENT SESSION 12 RESEARCH STRATEGY & PLANNING <i>Chair: Tam Nguyen</i>	SOUNDINGS THEATRE, TE PAPA CONCURRENT SESSION 13 RESEARCH INTELLIGENCE & SYSTEMS <i>Chair: Paul Wong</i>
	3A1: Being a successful research management professional (eg in grant development) means understanding the communication problématique <i>Simon Kerr</i> Theme Leader Presentation	3B1: Research business development: From a hospital research directorate perspective <i>Tam Nguyen</i> Theme Leader Presentation	3C1: Digital transformation of research management: From data to decision <i>Paul Wong</i> Theme Leader Presentation
	3A2: A science advisor's observations of grant application processes: A view from three sides <i>Hamish Spencer</i>	3B2: Old culture, new habits: What we learnt at La Trobe University about the global trend towards professionalisation <i>Alexander Lugg</i>	3C2: Engineering research performance standards; The journey continues <i>Reeta Kumar</i>
	3A3: Quality and delivery in a contestable funding environment – Examples from the New Zealand science system <i>Max Kennedy</i>	3B3: From lone wolf to everyone's a winner to collaborative excellence: A quest for the best strategy <i>Lynanne McKenzie</i>	3C3: Implementing a new researcher financial system to support researchers and reduce institutional risk <i>Judy Alexander</i>
	3A4: Building a development framework for big bids: Reflecting on a work in progress <i>Dora Horvath</i>	3B4: From research narrative to research impact – Considerations for a regional university research office <i>Robert Doubleday</i>	3C4: How impact capture systems can help to evidence impact <i>Laura Fedorciw</i>
	3A5: The developing nature of research development: From reactive to proactive research services <i>Marie-Helene Rousseau</i>	3B5: Hop on board, but where are we going? And why? The origins of research strategies <i>David Parrish</i>	3C5: Federated identity management for research (FIM4R) – A catalyst for digital transformation' <i>Sat Mandri</i>
	3A6: One flew over the funding threshold: Development & implementation of an NHMRC strategic first page peer-review program <i>Che O'May</i> Q&A Panel	3B6: Developing a strategy for research funding success! <i>Tania Carrubba</i> Q&A Panel	Q&A Panel
2.50pm–3.35pm	OCEANIA ROOM, EXHIBITION AREA AFTERNOON TEA/ EXHIBITION		

Thursday 28 September Conference Program

3.35pm–4.50pm	<p>AMOKURA GALLERY, TE PAPA</p> <p>CONCURRENT SESSION 14</p> <p>CONTRACTS & INTELLECTUAL PROPERTY</p> <p><i>Chair: Kevin Cullen</i></p> <p>4A1: IP as a tool for partnering <i>Kevin Cullen</i></p> <p>Theme Leader Presentation</p>	<p>ICON ROOM, TE PAPA</p> <p>CONCURRENT SESSION 15</p> <p>CONNECTING RESEARCH WITH COMMUNITIES</p> <p><i>Chair: Maxine Bryant</i></p> <p>4B1: Meaningful research partnerships with Indigenous communities <i>Maxine Bryant</i></p> <p>Theme Leader Presentation</p>	<p>SOUNDINGS THEATRE, TE PAPA</p> <p>CONCURRENT SESSION 16</p> <p>RESEARCH DEGREE MATTERS</p> <p><i>Chair: Lucy Johnston</i></p> <p>4C1: Information sharing for quality outcomes: The GRIS story <i>Lena Caruso</i></p> <p>Theme Leader Presentation</p>
	<p>4A2: Research, contracts and intellectual property – Why all three are necessary to progress research today <i>Deborah Kuchler</i></p> <p>4A3: Research or consultancy that is the question. Distinguishing features, deceptive similarities, how to avoid some of the ‘slings and arrows’ <i>Alma-Mary McFarland</i></p> <p>4A4: Enhancing support for researchers for industry engagement <i>Amanda Smith</i></p> <p>4A5: Why do research contracts take so long to negotiate? <i>Anthony Fortina</i></p> <p>4A6: Creating agile teams in universities – Is it possible? <i>Theo Kapodistrias</i></p>	<p>4B2: Research engaging Māori: A bicultural, blended approach <i>Helen Gremillion</i></p> <p>4B3: Active collaborative research patterns – exploring the connected culture of collaboration <i>Daniel Hook</i></p> <p>4B4: The University of Canterbury Maori Consultation Process <i>Nigel Harris</i></p> <p>Q&A Panel</p>	<p>4C2: If I had known then what I know now: The life and times (to date) of the HDR administration centre <i>Sophia Davidson Gluyas, Fernanda Miranda</i></p> <p>The HDR sessions are intended to be interactive. The presentations will facilitate discussions on important themes for HDR managers and administrators.</p>
7.00pm–11.00pm	<p>WELINGTON FOYER, TE PAPA TONGAREWA</p> <p>CONFERENCE GALA DINNER</p> <p>sponsored by Macquarie University</p>		



Friday 29 September Conference Program

8.00am–1.00pm	CONFERENCE REGISTRATION OCEANIA ROOM, LEVEL 3, TE PAPA
9.00am–9.45am	AMOKURA GALLERY, TE PAPA PLENARY SESSION 7 <i>Chairs: Lucy Johnston, Sianna Panagiotopoulos</i> Panel Discussion Emerging trends in research management from an international perspective <i>Helen Anderson International, Ian Carter UK & EU, Mark Hochman Australia, John Westernsee Copenhagen</i>
9.45am–10.05am	AMOKURA GALLERY, TE PAPA PLENARY SESSION 8 <i>Chair: Susan Gomes</i> Seeding a global research area: Challenges and opportunities for EU funding post-Brexit <i>Dr Susan-Brown Shafii, Independent Trade Advisor and Former Scientific Coordinator, Swiss National Centre of Competence in Research on Trade Regulation, World Trade Institute, Switzerland</i>
10.05am–10.25am	How to stay global: Enlightened research policy in Trumpian times <i>William Cullerne Bown, Founder and Executive Chairman, *Research</i>
10.25am–10.45am	Q&A Panel Discussion
10.45am–11.15am	OCEANIA ROOM, EXHIBITION AREA MORNING TEA/EXHIBITION
11.15am–11.35am	PLENARY SESSION 8 continues AMOKURA GALLERY, TE PAPA Research futures <i>Professor Brigid Heywood, Deputy Vice Chancellor (Research), University of Tasmania, Australia</i>
11.35am–11.45am	Presentation of 2018 Conference <i>Adele Kay, UTAS</i>
11.45am–12noon	CONFERENCE CLOSE Conference Convenors and Program Chair
12noon–1.00pm	OCEANIA ROOM, EXHIBITION AREA LUNCH

ARMS 2017 Trade Exhibition

The trade exhibition will be located in the
Oceania Room, Level 3, Te Papa

EXHIBITION DAYS	OPENING HOURS
Wednesday 27 September 2017	8.00am–5.00pm
Thursday 28 September 2017	8.00am–5.00pm
Friday 29 September 2017	8.00am–1.00pm

List of Exhibitors

TABLE 2

Digital Science

Lauren Martin
4 Crinan Street
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W www.digital-science.com

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E ts.info.anz@thomsonreuters.com
W www.clarivate.com

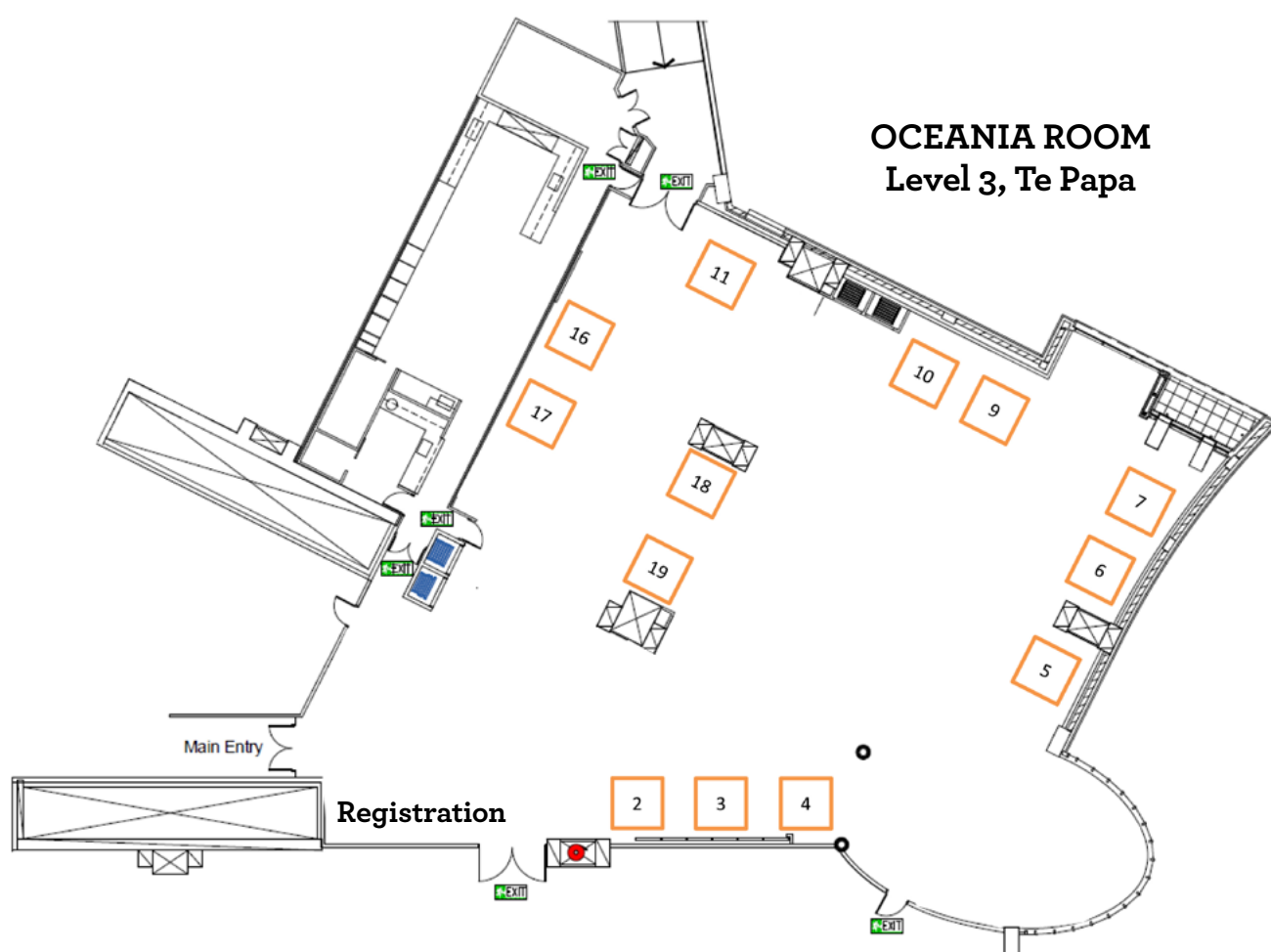
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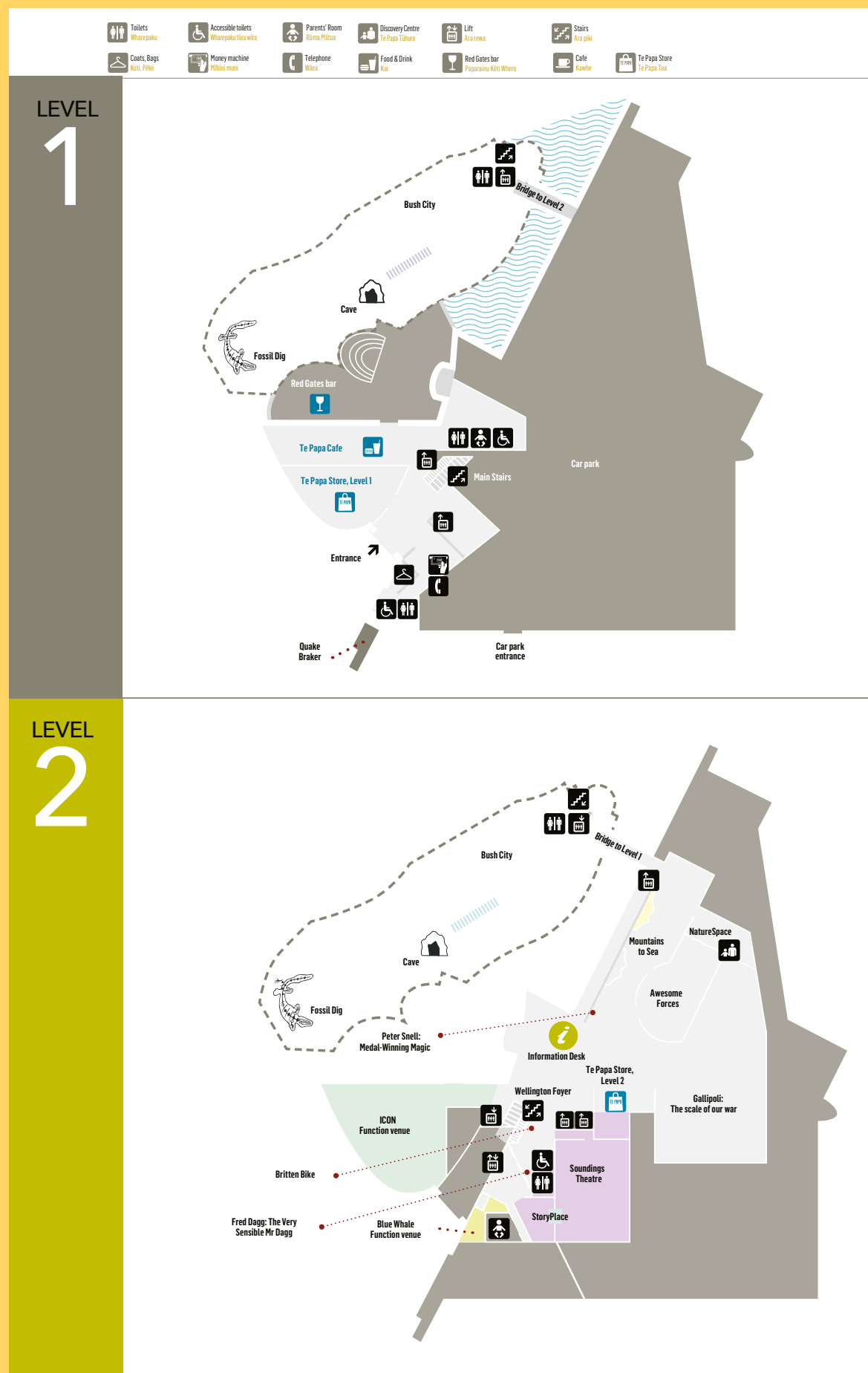
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E mac.lee@elsevier.com
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ARMS 2017 Exhibition Floor Plan

OCEANIA ROOM Level 3, Te Papa



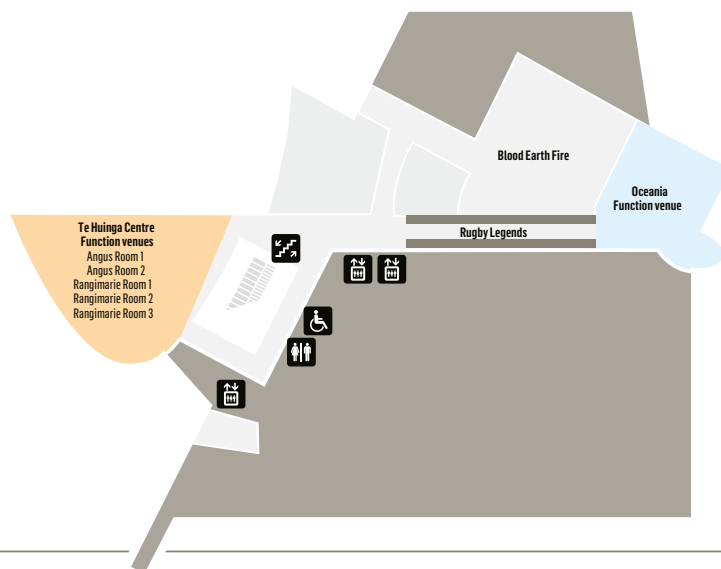
ARMS 2017 Venue Floor Plan



ARMS 2017 Venue Floor Plan

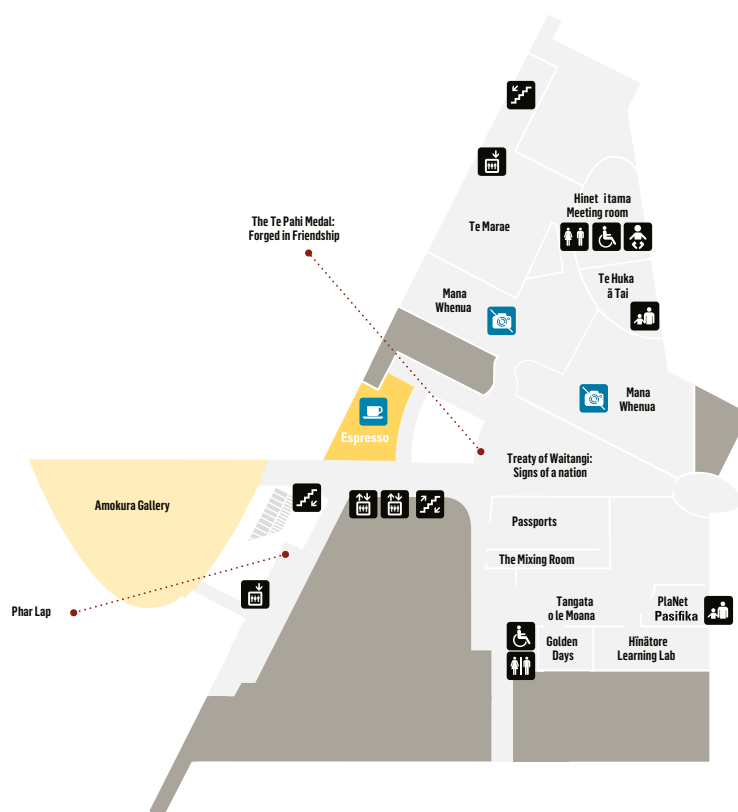
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ARMS 2017

General Information

Welcome to Wellington

Energetic and creative, Wellington has been called the world's 'coolest little capital'. Wellingtonians enjoy an outdoor lifestyle, thanks to its harbourside setting and 425 hectares of bush-clad town belt.

With reportedly more cafés, bars and restaurants per capita than New York, Wellington is known for its lively nightlife and world-class culinary scene. Already proud of its internationally recognised coffee culture, Wellington has become the hub of New Zealand's craft beer revolution, with experimental breweries and specialist bars popping up all over the city. Home to national museums, galleries and theatres, the city is at the heart of New Zealand's arts and culture, and Wellington's innovative film production and digital technology sectors have built a worldwide reputation.

The city combines the sophistication, cosmopolitan outlook and global reach of a capital city, along with the warmth and personality of a village.



Conference Venue

55 Cable St Te Aro
Wellington 6011 New Zealand

ATM

The nearest ATM is located at the BP Roadmaster 15 Taranaki St, Wellington, 6011, New Zealand which is an approximate 5 minute walk from Te Papa.

Disclaimer

The information is correct at the time of providing. However, the organisers reserve the right to change the information where necessary without notice.

Dress

Recommended dress for the conference and welcome reception is smart casual and cocktail attire for the conference dinner.

Liability Waiver

In the event of industrial disruptions or cancellation, the conference and the organisers accept no responsibility.

Mobile Phones

Mobile phones are not to be used while sessions are in progress. Please ensure they are switched to silent during these times.

Name Badges

Your name badge is your official pass to the conference sessions, the welcome reception, the dinner, the exhibition and catering areas. Ensure you wear your name badge at all times and if misplaced, please see the staff at the registration desk, as soon as possible, for a replacement.

No Smoking Policy

Te Papa is a "non-smoking" venue, including all exterior areas and balconies.

Personal Insurance

Delegates shall be regarded in every aspect as carrying their own risk for loss or injury to person or property, including baggage, during the conference. The organisers are in no way responsible for any claims concerning insurance.

Privacy Clause

In registering for this conference, relevant details will be incorporated into a delegate list for the benefit of all delegates (name, organisation, state/country only – in accordance with the Australian Privacy Amendment Act 2000) and may be made available to parties directly related to the conference including Consec – Conference and Event Management, The Australasian Research Management Society (ARMS), the conference organising committee, venues and accommodation providers (for the purposes of room bookings and conference options), key sponsors (subject to strict conditions) and parties associated with related conferences.

By completing the registration form, you have acknowledged that the details supplied by you may be used for the above purposes.

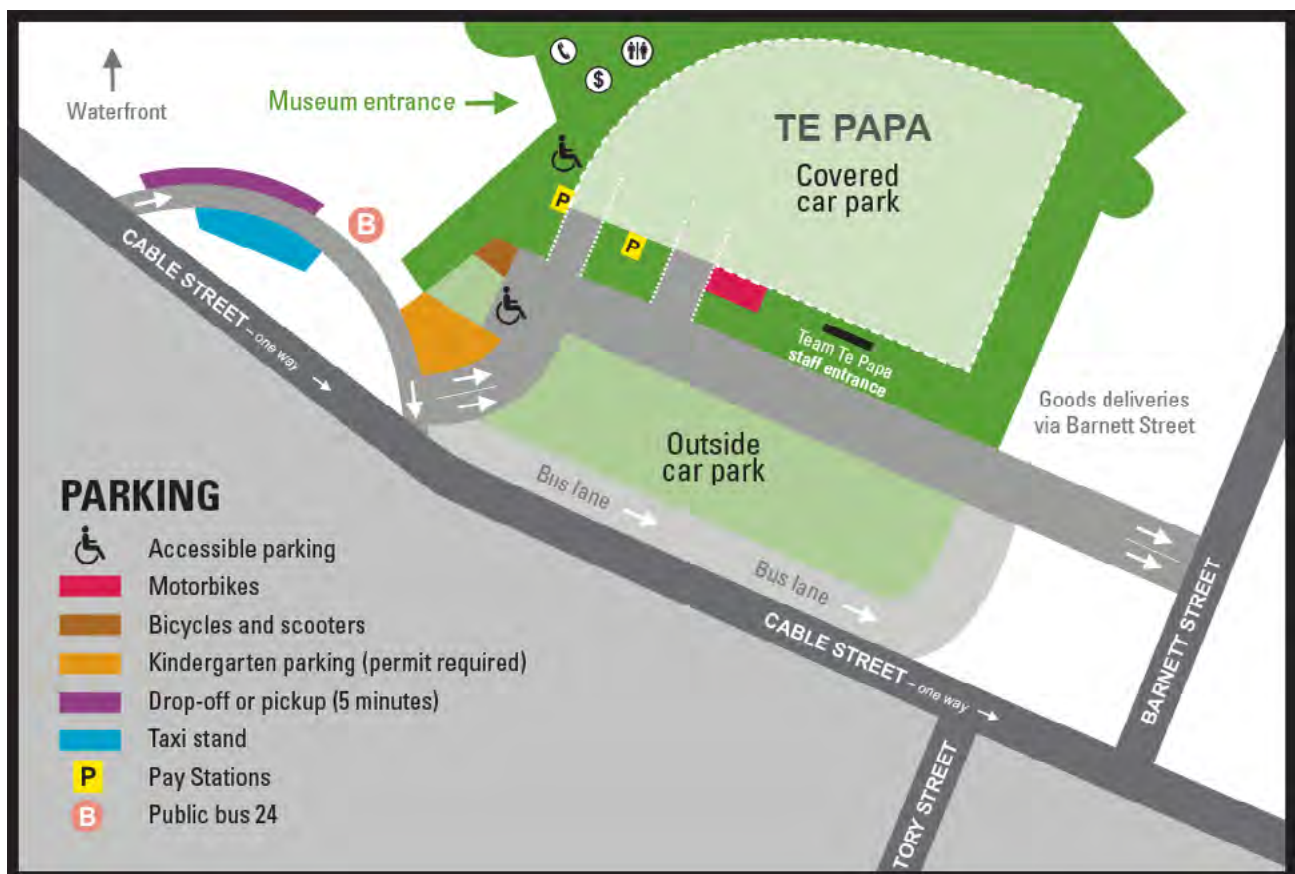
Program Changes

Program changes will be made on the conference app.

Registration Desk

The Conference Registration Desk will be situated outside the Oceania Room and will be staffed as follows:

Tuesday 26 September 2017	8.00am–5.30pm
Wednesday 27 September 2017	7.00am–5.00pm
Thursday 28 September 2017	8.00am–5.00pm
Friday 29 September 2017	8.00am–1.00pm



Parking

Daytime

- 8.00am–5.00pm
- \$4 per hour, up to a maximum of \$30
- Lost ticket fee: \$40

Evening and Overnight

- 5.00pm–8.00am: \$2 per hour (up to \$8 when exiting before 2am, or up to \$24 before 8am)
- 24-hour maximum: \$40
- Lost ticket fee: \$40

How to Pay

- At the entry gate take a ticket. Just before leaving, go to a pay station and use cash (change is provided) or card to pay. Drive to the exit gate and present your ticket.

Public Transport

Most Wellington buses (including those from the airport and railway station) stop along Courtenay Place and Willis Street. From these stops, it's just a few minutes walk to Te Papa.

Private tour and 'hop on, hop off' buses stop outside the museum.

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You may search for flights by destination/origin or flight number. Simply follow the instructions of the voice prompts.

Wireless Internet Access

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CSIRO and UNSW Sydney's pilot Industry PhD Program

We're developing the next generation of agile professionals to deliver innovative solutions for industry's biggest challenges.

The Industry PhD program is a new initiative from CSIRO delivered in partnership as a pilot with UNSW Sydney and industry stakeholders, providing students with supervision and mentors across research and business disciplines.

These three-way partnerships deeply embed industry involvement throughout a four year PhD in the UNSW Sydney School of Engineering, which offer exclusive benefits in giving students access to world-class researchers, professionals and infrastructure, with six month industry placements paving the path to deliver solutions to real-world problems.

Making connections across our innovation system is critical for the nation's future. This program promises to create a new breed of researchers at CSIRO and UNSW Sydney who are comfortable moving into and out of academia, industry and applied research institutes.

UNSW Sydney is joining with CSIRO to deliver the first round of the Industry PhD, which will be a pilot for what we hope will become a broader program.

Interested in finding out more? Head to: csiro.au/industry-PhD

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Abstracts Contents

Professional Development Workshops Abstracts

WORKSHOP 1

- 49 DIGITAL TRANSFORMATION TO SUPPORT INDUSTRY ENGAGEMENT: BEYOND INDICATORS, TOWARDS AN OUTREACH SERVICES PARADIGM
Mr Jean-Francois Desvignes, Dr Tim Cahill, Mr Adam Finch, Dr Steven Riddell, Dr Ambery Thomas, Dr Paul Wong, Dr Simon Porter, Dr Anthony Dona, Dr Anders Karlsson

WORKSHOP 4

- 49 FACILITATING RESEARCH STRATEGY SESSIONS: THE SYSTEMS THINKING APPROACH TO COLLABORATIVE IMPACT
Dr Lewis Atkinson

WORKSHOP 5

- 50 ENABLING TECHNOLOGIES AND THE RESEARCH DATA LIFE CYCLE
Ian Duncan, Dr Andrew Janke, Dr Siobhann McCafferty

WORKSHOP 6

- 51 ORCID IDS AS A TOOL TO ENABLE THE REUSE OF DATA IN FUNDING WORKFLOWS FROM GRANT APPLICATIONS TO REPORTING
Mr Josh Brown, Mrs Nobuko Miyairi

WORKSHOP 7

- 51 WHERE IS RESEARCH MANAGEMENT BEST PRACTICE BEING PUBLISHED?
Ms Melissa Climo, Dr Denise Greenwood

WORKSHOP 8

- 51 USING VIDEO TO DRIVE WIDER IMPACT & COLLABORATION FOR RESEARCH
Dr Ben McNeil

WORKSHOP 10

- 52 MAPPING THE PRINCIPLES OF RESEARCH INTEGRITY AGAINST YOUR INSTITUTION'S POLICY AND EDUCATION NEEDS
Dr Ted Rohr, Dr Karolyn White, Elise Grosser, Dr Elizabeth Visser, Bronwyn Greene

Conference Presentations Abstracts

RESEARCH INTELLIGENCE & SYSTEMS

- 53 1A1: ENABLING OPEN ACCESS: THE UK SCHOLARLY COMMUNICATIONS LICENCE
Dr Ian Carter
- 53 1A2: IMPROVING ACCESS TO RESEARCH: AN EVALUATION OF A FACULTY-BASED OPEN ACCESS PROJECT
Ms Jenny McKnight, **Mr Thomas Wright**
- 53 1A3: CREATING ACTIVE DMRS THAT ARE BENEFICIAL TO BOTH RESEARCHERS AND INSTITUTIONS – VIABLE ALTERNATIVES TO DMPS
Ms Helen Morgan, Dr Andrew Janke
- 54 1A4: ORCID – SUPPORTING INSTITUTIONAL RESEARCH MANAGEMENT
Mr Melroy Almeida, Mrs Elleina Filippi
- 54 1A5: THE PROJECT MANAGEMENT FRAMEWORK – SMI'S ANSWER TO MANAGING INDUSTRY SOURCED FUNDING IN A UNIVERSITY ENVIRONMENT
Ms Lisa Kennedy
- 54 1A6: DRIVING CHANGE VIA NEXT GENERATION RESEARCH ANALYSIS TECHNIQUES
Mr Simon Porter, Professor Judith Smith

RESEARCH STRATEGY & PLANNING

- 55 1B1: FOSTERING TRANSFORMATIONAL RESEARCH – CREATING AN ENVIRONMENT THAT SUPPORTS BIG PICTURE THINKING
Ms Caroline Burbury, Ms Catherine Dwyer
- 55 1B2: MORE THAN JUST FORMS AND PROCESSES: BRINGING TOGETHER ACROBATS, THEOLOGICALS, TEACHERS, AND COMMUNICATORS, AND LIVING TO TELL THE TALE
Ms Lisa McLean
- 56 1B3: Embedding impact practice and instilling cultural change in UK universities
Laura Fedorciow
- 56 1B4: RAAAP: RESEARCH MANAGEMENT AS A PROFESSION
Ms Janice Besch

- 56 1B5: RESEARCH CAPACITY BUILDING OUTCOMES UNDER THREE SUB-CONTEXTS: A CASE STUDY OF VICTORIA UNIVERSITY'S COLLABORATIVE RESEARCH NETWORK PROJECT

Dr Narelle Tunstall, Dr Andrew Gaff, Professor Warren Payne

- 57 1B6: THREE, TWO, ONE, ZERO - BLAST OFF – OUR MULTI-TIERED RESEARCH SUPPORT MODEL AT MONASH UNIVERSITY

Mr Lawrence Hogan

RESEARCH DEGREE MATTERS

- 57 1C1: DEVELOPING EFFECTIVE INDUSTRY-PHD COLLABORATIONS: WHAT PROCESSES COULD FACILITATE MUTUAL BENEFIT AND MANAGE INHERENT RISK?

Dr Krystyna Haq

- 58 1C2: iPREP – A COLLABORATIVE PROGRAM DEVELOPING LINKS TO INDUSTRY AND ENHANCING EMPLOYABILITY OF PHD GRADUATES

Dr Natasha Ayers

- 58 IC3: INNOVATION IN HDR – THE QUT MODEL

Dr Lisa Leeton, Professor Helen Klaebe, Dr Paige Maguire

SUPPORTING THE DELIVERY OF RESEARCH WITH IMPACT AND TRANSLATION

- 58 1D1: ESTABLISHING AN AUSTRALIAN RESEARCH ENGAGEMENT AND IMPACT ASSESSMENT: JUSTIFYING PUBLIC INVESTMENT IN RESEARCH, BUT AT WHAT COST?

Ms Michelle Duryea

- 58 1D2: EXPORT CONTROLS: AN AUSTRALIAN AND AMERICAN PERSPECTIVE

Ms Suzana Kovacevic, Dr Marianne Woods

- 59 1D3: IS THE IMPACT 'AGENDA' GOING TO RUIN ACADEMIA? FINDINGS FROM A UK STUDY TOUR

Dr Gen Ford

- 59 ID4: WE'RE ALL IN THIS TOGETHER – THE PHENOMENA OF POWER IN RESEARCH ADMINISTRATION

Ms Jo Haslam

- 59 ID5: GENDER IN THE GLOBAL RESEARCH LANDSCAPE: FOCUS ON AUSTRALIA AND NEW ZEALAND

Mrs Sarah Huggett, Dr Anders Karlsson, Dr Holly Falk-Krzesinski, **Ms Cassandra Sims**

- 60 ID6: SHOWING PROGRESS TOWARDS A RESEARCH IMPACT: THE PRAGMATIC APPROACH OF A MEDICAL RESEARCH INSTITUTE

Dr Tobias Schoep, Adjunct Professor Paul Watt, Mr Regis Williams

SUPPORTING THE DELIVERY OF RESEARCH WITH IMPACT AND TRANSLATION

- 60 2A1: RESEARCH TRANSLATION FOR REAL IMPACT

Professor Kambiz Maani

- 60 2A2: STUDENT LED APPLIED RESEARCH INTO SOLAR SITE OPTIMISATION – A COLLABORATION BETWEEN INDUSTRY, STUDENTS AND TAFE NSW HIGHER EDUCATION

Dr Matthew Fairbairn

- 61 2A3: PAVING A PATH TO IMPACT: PROJECT MANAGEMENT STRATEGIES TO MAXIMISE COLLABORATION, ENGAGEMENT AND TRANSLATION

Ms Joann Cattlin, Associate Professor Wesley Imms

- 61 2A4: 'THROUGH THE LOOKING GLASS' TOWARDS RESEARCH IMPACT

Dr Jane Hobson

RESEARCH INTEGRITY & ETHICS

- 61 2B1: BROKEN WINDOWS: USING CRIMINOLOGY RESEARCH TO SHAPE THE CULTURE OF RESPONSIBLE RESEARCH

Dr Ted Rohr, Ms Bronwyn Greene

- 62 2B2: THE ETHICS OF METRICS

Mr Sebastian Gimenez, **Dr Lisa Gillespie**, Mrs Elise Grosser

- 62 2B3: 'RACISM ON THE BUS': LESSONS LEARNED FROM AN INTERNATIONAL ETHICS DEBACLE

Dr Chloe Patton, Ms Kristina Tsoulis-Reay

- 62 2B4: CLINICAL TRIAL GOVERNANCE AT THE UNIVERSITY OF TASMANIA

Dr Jo McEvoy, Sarah Bascomb, Adele Kay

- 62 2B5: IMPLEMENTING A CLINICAL RESEARCH GOVERNANCE FRAMEWORK AT MQ HEALTH, MACQUARIE UNIVERSITY: WHAT HAVE WE LEARNT SO FAR?

Dr Yordanka Krastev, Dr Kyle Ratinac

- 63 2B6: RIA DATA MANAGEMENT WORKSHOPS: LESSONS LEARNED IN BUILDING A NATIONAL CAPABILITY DEVELOPMENT ACTIVITY

Dr Daniel Barr, Dr Wee-Ming Boon, Dr Ted Rohr, Dr Paul Taylor, Mr Justin Withers, **Dr Paul Wong**

RESEARCH STRATEGY & PLANNING

- 63 2C1: DEVELOPING INTERDISCIPLINARY RESEARCH CAPACITY THROUGH STRATEGIC INVESTMENT IN MULTI-FACULTY RESEARCH INITIATIVES

Anicca Maleedy-Main

- 64 2C2: CENTRALLY MANAGED RESEARCH FACILITIES AND THEIR ROLE IN COLLABORATION

A/Professor Grainne Moran

- 64 2C3: POLICY DIRECTION IN THE NZ SCIENCE SYSTEM
Mr Richard Walley
- 64 2C4: THERE'S NO SUCH THING AS FAKE EXCELLENCE: BUILDING ROBUST RESEARCH COLLABORATIONS
Mr Stephen Gray
- 64 2C5: RESEARCH PROGRAMME DESIGN AND EVALUATION – A CRITICAL REVIEW OF THE LITERATURE
Dr Jun Song, David Huang, Ms Sasha Lawrence
- 65 2C6: RESEARCH HIGHLIGHTS – STRENGTHENING THE RESEARCH CULTURE AT THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL
Ms Prudence Murphy

GRANTS SUPPORT & DEVELOPMENT

- 65 3A1: BEING A SUCCESSFUL RESEARCH MANAGEMENT PROFESSIONAL (E.G., IN GRANT DEVELOPMENT) MEANS UNDERSTANDING THE COMMUNICATION PROBLÉMATIQUE
Dr Simon Kerr
- 65 3A2: A SCIENCE ADVISOR'S OBSERVATIONS OF GRANT APPLICATION PROCESSES: A VIEW FROM THREE SIDES
Professor Hamish Spencer
- 65 3A3: QUALITY AND DELIVERY IN A CONTESTABLE FUNDING ENVIRONMENT – EXAMPLES FROM THE NEW ZEALAND SCIENCE SYSTEM
Dr Max Kennedy
- 66 3A4: BUILDING A DEVELOPMENT FRAMEWORK FOR BIG BIDS: REFLECTING ON A WORK IN PROGRESS
Dr Dora Horvath, Ms Rose Scasni
- 66 3A5: THE DEVELOPING NATURE OF RESEARCH DEVELOPMENT: FROM REACTIVE TO PROACTIVE RESEARCH SERVICES
Dr Marie-Helene Rousseau
- 66 3A6: ONE FLEW OVER THE FUNDING THRESHOLD – DEVELOPMENT & IMPLEMENTATION OF AN NHMRC STRATEGIC FIRST PAGE PEER-REVIEW PROGRAM
Dr Che O'May, Dr Joanne McEvoy, Ms Rose Pongratz, Dr Chloe Bibari, Associate Professor Tracey Dickson

RESEARCH STRATEGY & PLANNING

- 67 3B1: RESEARCH BUSINESS DEVELOPMENT: FROM A HOSPITAL RESEARCH DIRECTORATE PERSPECTIVE
Dr Tam Nguyen
- 67 3B2: OLD CULTURE, NEW HABITS: WHAT WE LEARNT AT LA TROBE UNIVERSITY ABOUT THE GLOBAL TREND TOWARDS PROFESSIONALISATION
Dr Alexander Lugg, Dr Georgina Caruana, Dr Sejal Kendal, Dr Catherine Hayden, Dr Simon Kerr

- 67 3B3: FROM LONE WOLF TO EVERYONE'S A WINNER TO COLLABORATIVE EXCELLENCE: A QUEST FOR THE BEST STRATEGY
Ms Lynanne McKenzie, Ms Denise Redfern
- 68 3B4: FROM RESEARCH NARRATIVE TO RESEARCH IMPACT – CONSIDERATIONS FOR A REGIONAL UNIVERSITY RESEARCH OFFICE
Mr Robert Doubleday, Ms Rachel Roberts
- 68 3B5: HOP ON BOARD, BUT WHERE ARE WE GOING? AND WHY? THE ORIGINS OF RESEARCH STRATEGIES
Mr David Parrish
- 68 3B6: DEVELOPING A STRATEGY FOR RESEARCH FUNDING SUCCESS!
Ms Tania Carrubba

RESEARCH INTELLIGENCE & SYSTEMS

- 69 3C1: DIGITAL TRANSFORMATION OF RESEARCH MANAGEMENT: FROM DATA TO DECISION
Dr Paul Wong, Mr Clinton Watson
- 69 3C2: ENGINEERING RESEARCH PERFORMANCE STANDARDS; THE JOURNEY CONTINUES
Ms Reeta Kumar
- 69 3C3: IMPLEMENTING A NEW RESEARCHER FINANCIAL SYSTEM TO SUPPORT RESEARCHERS AND REDUCE INSTITUTIONAL RISK
Ms Judy Alexander, Mr Mitchell Green
- 70 3C4: HOW IMPACT CAPTURE SYSTEMS CAN HELP TO EVIDENCE IMPACT
Mrs Laura Fedorciow, Dr Tamika Heiden
- 70 3C5: FEDERATED IDENTITY MANAGEMENT FOR RESEARCH (FIM4R) – A CATALYST FOR DIGITAL TRANSFORMATION
Sat Mandri, Scott Koranda

CONTRACTS & INTELLECTUAL PROPERTY

- 70 4A2: RESEARCH, CONTRACTS AND INTELLECTUAL PROPERTY – WHY ALL THREE ARE NECESSARY TO PROGRESS RESEARCH TODAY
Dr Deborah Kuchler
- 71 4A3: RESEARCH OR CONSULTANCY THAT IS THE QUESTION. DISTINGUISHING FEATURES, DECEPTIVE SIMILARITIES, HOW TO AVOID SOME OF THE “SLINGS AND ARROWS”
Ms Alma-Mary McFarland
- 71 4A4: ENHANCING SUPPORT FOR RESEARCHERS FOR INDUSTRY ENGAGEMENT
Ms Amanda Smith, Mr Justin Manzano
- 71 4A5: WHY DO RESEARCH CONTRACTS TAKE SO LONG TO NEGOTIATE?
Anthony Fortina
- 72 4A6: CREATING AGILE TEAMS IN UNIVERSITIES – IS IT POSSIBLE?
Kate Taylor, Dr Jo McEvoy, Theo Kapodistrias

CONNECTING RESEARCH WITH COMMUNITIES

- 72 4B1: MEANINGFUL RESEARCH PARTNERSHIPS WITH INDIGENOUS COMMUNITIES
Dr Maxine Bryant
- 72 4B2: RESEARCH ENGAGING MĀORI: A BICULTURAL, BLENDED APPROACH
Associate Professor Helen Gremillion
- 72 4B3: ACTIVE COLLABORATIVE RESEARCH PATTERNS – EXPLORING THE CONNECTED CULTURE OF COLLABORATION
John Hammersley, Daniel Hook, Ian Calvert, Laurel Haak, Liz Allen, Helen Josephine, Sam Burridge
- 73 4B4: THE UNIVERSITY OF CANTERBURY MAORI CONSULTATION PROCESS
Mr Nigel Harris

RESEARCH DEGREE MATTERS

- 73 4C1: INFORMATION SHARING FOR QUALITY OUTCOMES: THE GRIS STORY
Ms Lena Caruso, Mr Simon Kalucy
- 73 4C2: IF I HAD KNOWN THEN WHAT I KNOW NOW: THE LIFE AND TIMES (TO DATE) OF THE HDR ADMINISTRATION CENTRE
Dr George Carayannopoulos, Ms Sophia Davidson Gluyas

Poster Presentations
Abstracts

- 74 P1 – THE MOST IMPORTANT ELEMENTS OF A SPONSORED RESEARCH GRANT APPLICATION AS PERCEIVED BY RESEARCHERS: AN ONLINE SURVEY
Mr Paul Adams, Dr Associate Professor Jaranit Kaewkungwal
- 74 P2 – RESEARCHERS' PERCEPTIONS OF THE MOST IMPORTANT FACTORS FOR SUCCESSFUL PUBLICATION IN BIOMEDICAL JOURNALS
Mrs Pornpimon Adams, Dr Associate Professor Jaranit Kaewkungwal
- 75 P3 – EVIDENCE OF HIGHER GRANT SUCCESS FOR APPLICANTS WHO RECEIVE PERSONALISED GRANT WRITING SUPPORT
Dr Lyn Airey
- 75 P4 – USING GLOBAL RESEARCH ACTIVITY FOR INFORMED, DATA-DRIVEN RESEARCH ADMINISTRATION
Dr Tom Lickiss, Mr Bo Alroe
- 75 P5 – REVIEWING OUR RESEARCH: A COLLABORATIVE ACTIVITY EXPOSING THE GOOD, BAD AND UGLY IN PLANNING FOR THE FUTURE
Dr Andrea Averis
- 75 P6 – SNAKES AND LADDERS: HOW TO PLAY THE GRANT WRITING GAME
Ella Horton, Rose Pongratz, Dr Chloe Bibari

- 76 P7 – DEVELOPING EFFECTIVE RESEARCH STRATEGY FROM OUTCOME DATA ANALYSIS
Dr Michelle Bonello, Dr Alice Antony, Ms Deborah Docherty
- 76 P8 – ASSESSMENT OF GRANT APPLICATIONS FROM DIVERSE DISCIPLINES – A RECIPE FOR SUCCESS
Dr Anne Brocklebank Proud, Dr Anne Drake
- 76 P9 – BUILDING BRIDGES BETWEEN RESEARCHERS AND RESEARCH ADMINISTRATORS
Caroline Burbury, Dr Alice Percy
- 77 P10 – NOT WHAT YOU KNOW BUT WHO YOU KNOW
Dr Adam Butler
- 77 P11 – UNIVERSITIES VS THE COMMUNITY: RESEARCH UPTAKE A THEORY OR A REALITY
Mrs Tarisai Chikungwa-Everson
- 77 P12 – COMPLIANCE, SCIENCE AND COMMERCIALISATION CLOUT: A 3-WAY APPROACH TO SUPPORTING NHMRC DEVELOPMENT GRANT APPLICATIONS
Ms Anne Coco
- 77 P13 – STREAMLINING THE EXECUTION OF COLLABORATION AGREEMENTS INVOLVING INTERNATIONAL INSTITUTIONS
Ms Anne Coco, Mrs Mahesh Sundar, Ms Kristin Williams
- 78 P14 – FACILITATING AND GROWING SUCCESSFUL MULTIDISCIPLINARY RESEARCH TEAMS: HURDLES AND SOLUTIONS
Ms Lisa Elliott, Ms Courtney Bendall
- 78 P15 – NEW ZEALAND'S INTERNATIONAL CONNECTEDNESS AND THE CATALYST FUND
Ms Karla Falloon
- 78 P16 – IS EVERYBODY OVERRATED? COAUTHORSHIP IS DISTORTING MEASURES OF ACADEMIC IMPACT
Mr Adam Finch
- 79 P17 – ESTABLISHING AN INSTITUTIONAL CORE RESEARCH FACILITIES STRUCTURE FROM SCRATCH: LESSONS LEARNT AND YET TO LEARN
Ms Daina Garklavs
- 79 P18 – WHO KNEW? MOVING INDUSTRY ENGAGEMENT AND IMPACT ACTIVITIES TO BE WITHIN OUR REACH
Ms Ruth Graham, Ms Kathy Homan
- 79 P19 – TRAINING STRATEGY FOR ACCOMMODATING MULTIPLE HONOURS PROGRAMS, A DIVERSE STUDENT COHORT AND A RANGE OF RESEARCH TOPICS AND METHODOLOGIES
Ms Sharon Gurry, Dr Joanne O'Toole, Dr Jayamini Illesinghe
- 79 P20 – ENHANCING DIVERSITY AND INCLUSION IN RESEARCH COLLABORATIONS WITH A GENDER BALANCE ACTION PLAN
Ms Amy Bairstow, Kathy Homan

- 80 P21 – DMRS: DATA MANAGEMENT RECORDS AND PIDS FOR PROJECTS, NOT PEOPLE
Dr Andrew Janke, Ms Siobhann McCafferty, Ms Helen Morgan, Mr Ian Duncan
- 80 P22 – HOW TO LEVERAGE PEER REVIEW TO IMPROVE INSTITUTION PERFORMANCE
Mr Daniel Johnston
- 80 P23 – ADMINISTRATING NATIONAL RESEARCH COLLABORATIONS: THE UNIVERSITY OF AUCKLAND EXPERIENCE
Ms Katie Jones
- 81 P24 – THE MOST IMPORTANT ELEMENTS OF ETHICAL CONSIDERATIONS AND INFORMED CONSENT PROCESS RATED BY RESEARCHERS AND ETHICS COMMITTEE: AN ONLINE SURVEY
Dr Associate Professor Jaranit Kaewkungwal, Mrs Pornpimon Adams
- 81 P25 – VISUALISING THE OUTCOMES OF INTERNATIONAL STRATEGIC RESEARCH COLLABORATION FUNDS
Ms Emily Kersing
- 81 P26 – EVALUATING THE IMPACT OF RESEARCH FUNDING: WHAT RETURN DID WE GET ON OUR INVESTMENT?
Anne-Maree Dowd, Caitlin Gardiner, **Merrilyn Lárusson**
- 82 P27 – USING MULTIPLE METRICS AND MACHINE LEARNING TO IDENTIFY RESEARCHERS FOR DEVELOPMENT
Dr Regina Magierowski, Dr Eric Sivret, Dr Tammy Harvest
- 82 P28 – DO THE WINNERS ALWAYS WIN: IS THERE A MATHEW EFFECT SHAPING RESEARCH ‘SUCCESS’ IN AUSTRALIAN FUNDED GRANT SCHEMES?
Ms Bethany Pye-Respondek, **Ms Sally McNeill**
- 82 P29 – USE OF TECHNOLOGY TO MANAGE RESEARCH PROJECT REPORTING TO FUNDERS AND COLLABORATORS
Mr Todd Melville
- 82 P30 – THE PROFESSIONAL DEVELOPMENT PROGRAM – SUPPORTING RESEARCH, EDUCATIONAL PRACTICE AND CAREER DEVELOPMENT
Ms Prudence Murphy
- 83 P31 – THE LANGUAGE OF POLICY AND THE LANGUAGE OF RESEARCH: THE RESEARCH OFFICE AS TRANSLATORS BETWEEN FUNDER AND RESEARCHER
Dr Carina Nandlal, Ms Chloe Keel
- 83 P32 – UNDERSTANDING PHILANTHROPIC FOUNDATIONS AND TRUSTS IN ORDER TO DEVELOP A COMPELLING APPLICATION
Ms Lyndal Nicholson, Ms Jessica Wallis
- 83 P33 – NETWORKS AS ENABLERS OF ACADEMIC RESEARCH CAREERS AND PERFORMANCE: HOW TO SUPPORT THEIR DEVELOPMENT, MAINTAIN THEIR VALUE AND AVOID TROUBLE
Dr Caroline Northwood, Dr Bryony Wakefield, Ms Tania Tambiah, Dr Fraser Rogerson, Ms Monique O’Callaghan, Ms Alice Boland
- 84 P34 – USING DATA TO SUPPORT THE GRANT LIFECYCLE AND TRACK PERFORMANCE
Ms Monique O’Callaghan, Ms Anne Coco, Ms Barbara Slattery, Mr Orazio Francavilla
- 84 P35 – A REGIONAL HUB DOES WHAT?! – CARE, CULTIVATE, COLLABORATE AND PROSPER
Ms Amanda Paech
- 84 P36 – TRI-SECTORAL COLLABORATION: MANAGING IMPACT AND IMPLEMENTATION EXPECTATIONS
Ms Jennifer Otoadese
- 85 P37 – COMPETITIVE SYSTEMS AND PRACTICES – HOW WE AIM TO LEAN UP!
Dr Alice Percy
- 85 P38 – SMOOTH RUNNING: STREAMLINING THE CONTRACT NEGOTIATION PROCESS
Dr Alice Percy
- 85 P39 – RESEARCH MANAGEMENT FROM A TRANSLATIONAL PERSPECTIVE: EXAMPLE FROM SINGHEALTH TRANSLATIONAL IMMUNOLOGY AND INFLAMMATION CENTRE (STIIC), SINGAPORE
Dr Lakshmi Ramakrishna, Professor Salvatore Albani
- 85 P40 – MACQUARIE MINDS SHOWCASE - SHOWCASING RESEARCH IMPACT AND ENGAGEMENT
Dr Erin Semon
- 86 P41 – RISK MANAGEMENT – THE PLAN, THE PROCESS, THE IMPLEMENTATION
Ms Marina Skiba, Dr Jayamini Illesinghe, Professor John McNeil
- 86 P42 – USING EXCELLENCE IN RESEARCH FOR AUSTRALIA RESULTS IN GRANT PROPOSALS
Dr Jennifer Steen, Mr Luke McAvaney
- 86 P43 – ALL HANDS ON DECK – ADMINISTRATIVE COLLABORATION TO ENHANCE THE QUALITY OF COMPETITIVE RESEARCH PROPOSALS
Dr Katrin Steinack, Ms Jeanette Wrench, Mr John-Paul Hougaz
- 87 P44 – RESEARCH CAPACITY BUILDING IN ONE OF THE POLISH LEADING NATIONAL RESEARCH CENTRES – CASE STUDY OF IGAB PAS
Cyprian Tomasik, Professor Jaroslaw Horbanczuk
- 87 P45 – ADMINISTERING HDR FUNDS: IS THERE A BETTER MODEL?
Ms Nadine White, Ms Andrea Streckfuss
- 87 P46 – DEVELOPING A TOOLKIT FOR RESEARCH TENDERS
Dr Nigel Young

Professional Development Workshops Abstracts

WORKSHOP 1

DIGITAL TRANSFORMATION TO SUPPORT INDUSTRY ENGAGEMENT: BEYOND INDICATORS, TOWARDS AN OUTREACH SERVICES PARADIGM

Mr Jean-Francois Desvignes¹, Dr Tim Cahill², Mr Adam Finch³, Dr Steven Riddell⁵, Dr Amberyn Thomas⁴, Dr Paul Wong⁷, Dr Simon Porter⁶, Dr Anthony Dona¹, Dr Anders Karlsson⁸

1 Clarivate Analytics, Melbourne, Sydney, Australia, 2 The Conversation, Melbourne, Australia, 3 CSIRO, Adelaide, Australia, 4 The University of Queensland, Brisbane, Australia, 5 Elsevier, Sydney, Australia, 6 Digital Science, London, United Kingdom, 7 Australian National Data Service, Canberra, Australia, 8 Elsevier, Tokyo, Japan

Learning Objectives

- To increase awareness and exposure to novel capabilities in advanced analytical tools for engagement support services.
- To build an understanding of the uses of analytics in international case studies and hands on tools.
- To build an understanding of digital transformation in an ecosystem of shared data and industry networks.
- To develop your digital data plans for a range of outreach scenarios in a practical setting.

Workshop Overview

The 2008 financial crisis has increased the drive from governments to increase accountability of the public money spent in R&D notably to improve “real world” impact on the economy. While this crisis is fading away, the drive to improve public research and higher Education organisations’ engagement with industry is more acute than ever. We have hereafter seen funding agencies around the world in the US, the UK, and Europe all using analytics within their research and innovation evaluation frameworks. However, indicator driven analytics is barely touching the surface of the digital information cornucopia.

In this interactive workshop, we will examine a range of state of the art space cases across research management from users and vendors of advanced analytical techniques deployed to deliver novel services that support engagement with industry, cut red tape, simplify processes. Such services include white space analysis, partnership building, development, planning for impact, and staff training among others. Presenters and participants will work to identify data that can be shared to answer stakeholders’ needs in fostering and monitoring outreach. Participants will be able to share their experience and bring qualitative validation.

Workshop Structure

Participants will be given reading materials in advance and will be asked to prepare a case study that will be developed during the workshop (they will bring their own mobile devices to engage and interact with other participants using cloud based collaborative tools). The panel of presenters will give a series of brief presentations on selected novel projects using advanced analytics to support industry engagement from an industry, government of Higher Education viewpoint. The workshop will be based on a series of exercises on the case studies in breakout groups with the panel members followed by panel discussions to start Q&A with all participants.

Experience Level/Target Audience

Research analysts, research managers, and development and translational managers, business & management schools managers, innovation specialists, who would like to build analytical capabilities and capacities will find the workshop useful to develop strategies.

Staff interested in going beyond routine reporting and standard research performance analysis will find state of the art practices and new ideas.

WORKSHOP 4

FACILITATING RESEARCH STRATEGY SESSIONS: THE SYSTEMS THINKING APPROACH TO COLLABORATIVE IMPACT

Dr Lewis Atkinson¹

1 Haines Centre for Strategic Management Llc, Brisbane, Australia

Learning Objectives

- Learn how to facilitate high impact research strategy sessions for:
 - research visioning, priority planning and development (eg CRCs)
 - research management capacity building, and next practice
 - research themes, program structure and infrastructure planning
 - business development strategies for funding research
 - engagement of investor stakeholders and research partners.
- Apply *The Systems Thinking Approach* to meeting facilitation and improve the outcomes of strategic planning and strategic management discussions.

- Increase your understanding of effective group facilitation: purpose, concepts, approaches, techniques and parameters (what – why – who – where), etc.
- Practice facilitation strategies and group process approaches in small groups.

Summary of Session

Well, that was a royal waste of time! How many times have you left a meeting and either thought this yourself or heard another say it aloud? Meetings ARE a waste of time . . . IF they are not effectively guided through a series of important processes that ensure group input is focused and balanced. Unfortunately, facilitation skills are seldom taught intentionally, seldom studied and implemented with finesse, and usually ignored as a field of study for strategic planning and change. Yet, it is one of the most important and powerful tools research managers can use to lead and manage research strategy in a disruptive world. C.K. Prahalad identified three strategic actions of managers:

Managing the Present, Selectively Abandoning the Past, and Creating the Future. How can a research manager guide this critical work with a research team if (a) a single voice dominates the conversation, (b) hostility overtakes content, (c) the focus becomes blurred, or (d) there no is cohesive structure and process to ensure success? Applying *The Systems Thinking Approach*® to facilitating research strategy dramatically improves outcomes!

Funding Research – Drawing on the Power of Collaboration

Research leadership's primary role is to lead and manage change. We have learned across the centuries that the kind of innovative and strategic thinking necessary to maintaining agility in a rapidly changing world can be trampled by authoritarian dictates and one-way communication. A poorly led meeting can strangle creativity, commitment and alignment. Whether researchers are paid or not, they are all volunteers. They volunteer every day to bring their hearts and minds to the work; the body arriving at the workplace is generally a given if they receive a paycheck. Effective meeting facilitation at all levels of the organization is important, but critical in strategic and systems-level conversations that guide cutting-edge innovation, development of future-oriented research strategy, and proactive program planning and change.

How will our Session Actively Engage Adult Learners?

This session provides practical tools and strategies to improve any group planning or process session. Participants will have many chances to connect the content to their own experiences, validating their current skills and shining a light on strategies to complement their repertoire. Real-life examples, modeling and stories will encourage transfer to long-term learning. A balance between theory and application is established as participants practice applying the content in small groups and participate

in both individual and collective reflection on the learning. Participants will leave the session with 1 – 3 active commitments to refine their practice of group facilitation.

Pre-conference Workshops at ARMS Annual Conference: Most Recent Title and Year

- Creating Sustainable International Projects and Partnerships using Strategic Thinking and a Collaborative Systems Approach – **Singapore 2015**
- Competition is the new competition – Collaboration Bootcamp – **Christchurch 2009**
- Steering the wheels of change – Research Management is Change Management – **Canberra 2000**

WORKSHOP 5

ENABLING TECHNOLOGIES AND THE RESEARCH DATA LIFE CYCLE

Ian Duncan, Dr Andrew Janke, Dr Siobhann McCafferty

Traditional methods for Data Management are static and cannot reflect the dynamic and connected nature of current digital research activity. In particular, it is difficult for Research Administrators and Managers to get a full picture of researcher activities, outputs and infrastructure usage as researchers move quickly between institutions and work groups. How then is it possible to for institutions to have comprehensive insight into data resources used by specific research projects and researchers?

An answer may be “better plumbing” to connect institutions, tools and researchers.

The Data Life-Cycle Framework (DLCF) is an Australian based project investigating and developing a range of “Enabling Technologies” to connect research resources and activities throughout the Data Life Cycle and help create better reporting and analytics of research activity.

The first of the Enabling technologies is a persistent identifier for Research Activities (RAiD) which places the research activity or project at the centre of the research data lifecycle and connects it to other related ID's such as ORCID, GRID and DOIs.

RAiDS can be minted via traditional Data Management infrastructure such as DMP Tool or new tools such as Virtual Labs and the management of these tools is a key issue.

This workshop will explore Digital Identifier options for Research Administrators and Managers and demonstrate their use in improving research activity visibility by providing previously unavailable insight into the data resources used by specific research projects, which will in turn lead to improved statistics on institutional engagement with infrastructure providers and data output impact measures.

WORKSHOP 6

ORCID IDS AS A TOOL TO ENABLE THE REUSE OF DATA IN FUNDING WORKFLOWS FROM GRANT APPLICATIONS TO REPORTING

Mr Josh Brown¹, Mrs Nobuko Miyairi²

¹ ORCID, Bethesda, United States

Funders increasingly collect and use ORCID iDs for researchers in their workflows. This means they benefit from an open, interoperable research infrastructure that supports data exchange between systems across the research cycle. We outline how ORCID integrations help funders, researchers and research organisations make the whole funding workflow more efficient and transparent: enabling data exchange and reuse at stages from submission and review through to reporting. We will show how the ORCID registry and API operate and can be integrated. We will provide case studies from research funders around the world that demonstrate the possibilities and advantages of using identifiers to automate data sharing.

We will explore important issues like researcher control, privacy and data protection; researcher engagement and benefits; efficiencies and policy goals; reusing data and making data available for re-use; and the uses of identifiers throughout the research ecosystem.

Workshop attendees will gain an understanding of how person identifiers are used in funding systems around the globe. They will be able to articulate the benefits of identifiers for each group that interacts with funding data (researchers, institutions, and funders themselves). They will be able to address the practical and policy challenges of implementing iDs, and to advocate for best practice in research information.

NB: There is a collaboration meeting for members of Australian and New Zealand ORCID consortia before the conference to discuss lessons learned during the establishment of the consortia. This workshop is a distinct, forward-facing event, and will be accessible to all, not just consortium members.

WORKSHOP 7

WHERE IS RESEARCH MANAGEMENT BEST PRACTICE BEING PUBLISHED?

Ms Melissa Climo, Dr Denise Greenwood

Where do research managers go to find published research and current best practice in the diverse world of research management? Is there a holy grail of research management journals or books? How do we become published authors?

If these questions perplex you as much as they did us, please join our journey of discovery. In workshoping style, participants will learn what is out there, where to find it and what to do to get published. You will be encouraged to share your experiences, and to suggest

what content and access research managers want from the publishing landscape. Let's investigate what research managers are looking for and develop a strategy for how to find and/or create it.

WORKSHOP 8

USING VIDEO TO DRIVE WIDER IMPACT & COLLABORATION FOR RESEARCH

Dr Ben McNeil

Thinkable.org

Market-research suggests that by 2020, some 80% of content on the internet will be consumed via video. Meanwhile, researchers who create a 'video abstract' for their publications have been shown to receive up to 10x larger audiences and up to 40% more citations for their work. As industry, universities & governments look for new ways to drive research impact & collaboration, video provides a powerful new way for researchers to engage wider audiences & partners. Despite its use for research crowd-funding, many grant makers are now requiring videos within research grant applications.

In this workshop, Dr Ben McNeil will provide insights on the emerging trend in using video to communicate research and how research managers can integrate video into their current research programs to upskill & empower their researchers to create video. The outcome of the workshop will be to equip research managers with new insights & confidence about using video & other technologies in order to drive better outcomes, impact & collaboration for their research programs.

Workshop Structure

The workshop will be delivered in three modules with examples:

- 1) What are the benefits & barriers to employing video within research grants?
- 2) What are current best practices for universities, governments & industries to integrate video into their research awards?
- 3) Interactive & fun group exercise on how to pitch research using video

Experience Level/Target Audience

This workshop is suitable for people managing research programs, centres and researchers/

Learning Objectives

After the workshop attendees will have gained:

- 1) Awareness of the use of video in research grants & journals
- 2) Understand the capabilities and possibilities by using video for your own research programs
- 3) Confidence and skills on how to encourage researchers participation in their own programs.

Workshop Presenter

Dr Ben McNeil was a senior climate researcher at UNSW & Princeton University for over 20 years, publishing in leading journals and has secured over \$2million in competitive funding. These unique insights within academia inspired Ben to build Thinkable.org, a technology platform that empowers research managers to deploy new tools & methods to drive wider impact & collaboration for research. Thinkable has now partnered with over 30 universities, industries & governments to help drive partnerships & research collaboration. Video is one element that drives successful research programs with notable partners include UNSW, MIT, UCL, NASA, Novartis & Hitachi.

WORKSHOP 10
**MAPPING THE PRINCIPLES OF
RESEARCH INTEGRITY AGAINST
YOUR INSTITUTION'S POLICY AND
EDUCATION NEEDS**

**Dr Ted Rohr, Dr Karolyn White, Elise Grosser,
Dr Elizabeth Visser, Bronwyn Greene**

The trend towards principles-based regulatory frame works for research integrity presents a great opportunity to review the existing policy and education settings at your institution. The workshop is hosted as a collaboration between the ARMS Ethics and Research Integrity Special Interest Group and the Group of Eight Research Integrity and Ethics Group, in partnership with the University of Auckland. You will join your peers and discuss with experts the opportunities in refreshing your institution's responsible conduct of research practice.

Workshop activities will include how complaints and allegations are received and responded to, who will investigate and what skills are needed to sequester evidence, the networks with Legal Services, IT and other departments that contribute to investigations, the general policy requirements and frameworks, and the level of training and education to promote a culture of best research practice.

An important learning outcome will be to map your institutional policy and education requirements against the principles of research integrity, from practice in data management to HDR supervision responsibilities, authorship agreements and collaboration, to enable institutions to roll out best research practice.

Conference Presentations Abstracts

RESEARCH INTELLIGENCE & SYSTEMS

1A1: ENABLING OPEN ACCESS: THE UK SCHOLARLY COMMUNICATIONS LICENCE

Dr Ian Carter¹

¹ University of Sussex, Brighton, United Kingdom

Governments, research funders and institutions across the world have adopted policies encouraging or mandating open access to the results of research. Journals and publishers have responded in a variety of ways, with a plethora of different approaches. Meeting the requirements of policies can be challenging for researchers and those in their institutions who support them.

One initiative in the UK has been the development of a policy-based approach, that can be implemented by institutions to enable compliance en masse, rather than on an article-by-article basis. Whilst this does not resolve all issues, it is believed to be a substantive step forward in the UK context.

This presentation will outline the approach taken, which involves the licensing back by the author to the institution of the copyright in the article. It will highlight some of the generic and specific challenges that have been experienced, both technical and cultural.

Learning objectives are to understand:

- The OA policy context
- The basics of the policy and licence approach
- The technical and cultural challenges involved

1A2: IMPROVING ACCESS TO RESEARCH: AN EVALUATION OF A FACULTY-BASED OPEN ACCESS PROJECT

Ms Jenny McKnight¹, Mr Thomas Wright¹

¹ University of Melbourne, Melbourne, Australia

In 2015, Faculty of Business and Economics (FBE) researchers at the University of Melbourne had minimal engagement with open access (OA). Only two percent of research outputs were openly accessible in the university repository, Minerva Access, and none of our grant holders were compliant with ARC and NHMRC OA policies.

In 2016, the FBE Research Development Unit undertook an ambitious project aiming to increase OA awareness, engagement, and compliance with funder policies. Twelve months later, 25% of our total research publications were deposited in Minerva Access and 100% compliance with the ARC and NHMRC's policies was achieved.

Our presentation will explore the outreach practices we undertook to develop researcher engagement in this space, an evaluation of these practices, and an assessment of future challenges. Data for our evaluation is drawn from Minerva Access and the university's publications management system, Minerva Elements, as well as via survey research with FBE academics. We will also offer our personal reflections on the successes and shortcomings of our engagement with systems and academics, and future plans to build on our initial project.

Our evaluation data demonstrates how quickly cultural change can occur, however a number of challenges remain for phase two of our project. These include: knowing whether all ARC and NHMRC funded publications have truly been captured, measuring external impact and engagement with the faculty's (increasingly accessible) research outputs, and further educating researchers regarding intellectual property rights.

1A3: CREATING ACTIVE DMRS THAT ARE BENEFICIAL TO BOTH RESEARCHERS AND INSTITUTIONS – VIABLE ALTERNATIVES TO DMPs

Ms Helen Morgan¹, Dr Andrew Janke^{1,2,3}

¹ The University of Queensland, Australia, ² National Imaging Facility, Australia, ³ Research Data Services, Australia

Data Management Plans (DMPs) have become synonymous with best-practice research data management, however their usefulness and ability to provide tangible benefits has been questioned. The general approach taken by funders globally, and Australian institutions has been to mandate DMPs... DMPs have become the goal, but is there a better way?

[...] good data management and stewardship is not a goal in itself, but rather a precondition supporting knowledge discovery and innovation.
-- Wilkinson, et al., 2016^[1]

Arguably, best practice data management should be something that feels natural to researchers. Workflows should be built into systems and infrastructure that take care of the basic elements of data management automatically. Equally, data management systems should link with institutional research management systems and provide intelligence about current research activities.

The University of Queensland (UQ) has created a system based on minimal, active Data Management Records (DMRs) which are researcher-centric and concern working data. It is of critical importance to note that DMRs are centred on collecting metadata at the project-level. From an institutional perspective of curating research data long term, people are ephemeral. Thus designing DMRs to be project based solves multiple problems for the institution

and enables better governance and curation of the research data throughout the entire data lifecycle.

The new UQ system allows researchers to expand the metadata record as required, and to create and export DMPs as a derivative of the project DMR. DMPs can therefore be seen more realistically for what they actually are - an artefact of the research process.

This talk will outline the benefits of DMR-based systems to both researchers and institutions.

[1] Wilkinson, M. D., Dumontier, M., Aalbersberg, I. J., Appleton, G., Axton, M., Baak, A., . . . Boiten, J.-W. (2016, March 15). The FAIR Guiding Principles for scientific data management and stewardship. *Scientific Data*, 3. doi:10.1038/sdata.2016.18

1A4: ORCID – SUPPORTING INSTITUTIONAL RESEARCH MANAGEMENT

Mr Melroy Almeida¹, Mrs Elleina Filippi

¹ Australian Access Federation, Tenerife, Australia

Uniquely identifying researchers has been a long-standing problem plaguing the research sector. ORCID – a unique persistent identifier for researchers aims to solve the issue of name ambiguity for researchers.

Since its inception there has been rapid uptake of ORCID iDs by researchers, partly driven by publishers and funders making it mandatory to have an ORCID before publishing or applying for a grant with them. Organisations are also encouraging their researchers to register for an ORCID.

With over 3 million live ORCID iDs containing approximately 20 million work activities, there is substantial metadata within the ORCID registry. As big data becomes a key focus within the research data management domain, there is an opportunity for ORCID members to analyse the metadata within the ORCID registry to predict trends and create reports, which can drive investment in research funding. ORCID can also assist organisations with identifying and supporting research policies to help increase research efficiency.

As a unique digital identity for researchers, ORCID plays an important role in building and maintaining relationships of trust between researchers and organisations in today's interconnected society, so that research outcomes can be exposed through collaboration.

This presentation will focus on ORCID and examples of how its usage can:

- underpin a better approach to research data management
 - allow institutions to report on research performance
 - help measure research impact.

1A5: THE PROJECT MANAGEMENT FRAMEWORK – SMI'S ANSWER TO MANAGING INDUSTRY SOURCED FUNDING IN A UNIVERSITY ENVIRONMENT

Ms Lisa Kennedy¹

¹ The University of Queensland, Brisbane, Australia

Virtually all universities have become dogged in their pursuit of collaboration with industry and industry sourced income. The University of Queensland's Sustainable Minerals Institute (SMI) has been particularly successful and is almost exclusively funded through industry sourced research contracts. At any given time there are around 120 research projects being delivered by a team of approximately 80 researchers. Many of the research collaborations have been enduring over many years fostering a flow of students to and from industry partners.

However, delivering these projects and managing a pipeline of business development to ensure ongoing viability has proved challenging with university systems and processes designed and implemented for competitive grant funding.

This presentation focuses on the unique and highly regarded Project Management Framework and reporting mechanisms that SMI has developed. The framework provides project management resources for researchers ensuring compliance with UQ's policies and government reporting requirements. Reports are generated to keep Chief Investigators informed about budgets and the progress of key deliverables. Portfolio reports keep senior leaders informed about the management of risks and how the Institute is performing.

Despite initial scepticism about whether the framework would be embraced by researchers and the utility to senior leaders, there has been a surprising level of compliance and willingness to make the system work at all levels. The three critical success factors will be highlighted during this presentation.

1A6: DRIVING CHANGE VIA NEXT GENERATION RESEARCH ANALYSIS TECHNIQUES

Mr Simon Porter¹, Professor Judith Smith²

¹ Digital Science, London, United Kingdom, ² University of Technology Sydney, Sydney, Australia

The Faculty of Science, University of Technology Sydney has embarked on a new strategy to grow its research workforce in order to support the University's objective to double its research funding by 2021. In order to grow both rapidly and sustainably, emphasis has been placed on identifying paths of expansion that reinforce the existing natural clusters of research activity.

To draw out these natural research clusters, the Faculty of Science worked with Digital Science Consultancy to employ next-generation research analysis techniques combining both network and topic analysis. The data for the analysis were all made available through the UTS research management information system.

This presentation will highlight the advantages of making strategic decisions based on network analysis, and the various perspectives through which this can be understood including faculty, departmental, fields of research, and HR attributes such as gender, employment type and position.

The advantages of employing topic analysis to identify natural research strengths will also be explored. Digital Science conducted a topic analysis using the titles and abstracts of UTS Faculty of Science publications. The identified topics were then superimposed on the network of people to provide a map of both collaboration and research activity. Select topics of management interest could then be used as 'topic lenses' in third-party analytic platforms such as Dimensions to provide highly-tailored environmental scans and analyses. This retrieves data suitable for seeding discussions on recruitment strategy and institution level collaborations.

RESEARCH STRATEGY & PLANNING

1B1: FOSTERING TRANSFORMATIONAL RESEARCH – CREATING AN ENVIRONMENT THAT SUPPORTS BIG PICTURE THINKING

Ms Caroline Burbury¹, Ms Catherine Dwyer¹

¹ University of Tasmania, Hobart, Australia

The University of Tasmania is an unaligned institution and the sole higher education provider in the state of Tasmania. Our unique characteristics, values and mission mean that while we aim for and take pride in academic prestige, we also deeply respect the responsibility we have to our community and our local industries.

Our industry success is evidenced by our track record in the Australian Research Council (ARC) Industrial Transformation Research Program. We lead the nation with seven projects: four Training Centres and three Research Hubs totalling over \$21M in funding from ARC and \$11.5M from partners.

So how do we do it? Like all areas of research, there is not one magical formula (not one we're willing to share anyway!) We will outline the development strategies that we have implemented to create an environment that supports current research priorities and nurtures the next research leaders. We will also examine what it takes to direct a training centre and research hub and our directors' thoughts on their success. We will also discuss the administration of a centre/hub from a research management and financial perspective.

1B2: MORE THAN JUST FORMS AND PROCESSES: BRINGING TOGETHER ACROBATS, THEOLOGIANs, TEACHERS, AND COMMUNICATORS, AND LIVING TO TELL THE TALE

Ms Lisa McLean¹

¹ Charles Sturt University, Bathurst, Australia

There is some literature around the impact that Research Education Coordinators, such as Deans of Graduate Studies, Sub-Deans, and people in similar roles, have on research culture in higher education institutions (Brew, Boud, & Malfroy, 2016; Johnson & Louw, 2014). However the literature is silent about the impact research administrators have on research culture, with these positions often rendered invisible in the discussion of research culture (Allen-Collinson, 2009; McCoy, Flanzer, & Zlotnik, 2012; Szekeres, 2004). An example is from within the suite of ARMS Foundational modules: *Module E, Understanding Research and Researchers* discusses research culture as a driver of research managers and administrators, but does not explore the impact research administrators can have on research culture in a school, faculty, college or the institution more broadly (ARMS, 2013). This is not a criticism but speaks to the 'invisibility' of our work.

How do we make an impact on research culture? What is 'best practice'? And how do we empower and give agency to research administrators at all levels to make a positive impact on research culture of their institution?

While I don't have the answers, yet, what I would like to do is share some practices undertaken at my institution that have made a positive impact on the research culture in a newly-merged faculty which saw the bringing together of vastly different disciplines, and helped researchers to be open to cross-disciplinary collaborations that they otherwise may not have considered. Most importantly, however, I'd like to start a conversation recognising the important role research administrators have in the (re)production of a 'vibrant' research culture in higher education institutions.

Allen-Collinson, J. (2009). Negative "Marking"? University Research Administrators and the Contestation of Moral Exclusion. *Studies in Higher Education*, 34(8), 941-954. doi: 10.1080/03075070902755641

ARMS. (2013). *MODULE E: Understanding Research and Researchers*. Brew, A., Boud, D., & Malfroy, J. (2016). The role of research education coordinators in building research cultures in doctoral education. *Higher Education Research & Development*, 1-14. doi: 10.1080/07294360.2016.1177812

Johnson, B. J., & Louw, A. H. (2014). Building a Research Culture from Scratch at a University of Technology. *Mediterranean Journal of Social Sciences*, 5(1), 151-164.

McCoy, R. G., Flanzer, J. P., & Zlotnik, J. L. (2012). Research Administration: Creating Essential Infrastructure. In R. G. McCoy, J. P. Flanzer & J. L. Zlotnik (Eds.), *Building Research Culture and Infrastructure*. New York, New York: Oxford University Press.

Szekeres, J. (2004). The invisible workers. *Journal of Higher Education Policy and Management*, 26(1), 7-22. doi: 10.1080/1360080042000182500

1B3: EMBEDDING IMPACT PRACTICE AND INSTILLING CULTURAL CHANGE IN UK UNIVERSITIES

Laura Fedorciow

Vertigo Ventures, Victoria, Australia

In the 2014 UK national assessment framework (REF 2014), broader (social, economic and environmental) impact was included with 20% of the overall marks being assigned to the quality of the impact case studies. For the first time, all UK universities had to develop impact case studies from their research portfolios to secure their next tranche of block grant funding. This requirement to demonstrate return on investment in research is a global trend, with New Zealand's large focus (50%) on impact within their Ministry of Business, Innovation and Employment funding schemes, with Australia launching their Engagement and Impact Assessment pilot in 2017.

A common issue for UK universities in REF 2014 was that impact terminology was generally new to the research community and the new requirement to report on it in a systematic way before. As such there was a lack of understanding about what engagement and impact was amongst the research community.

Cultural challenges do still exist: academics' understanding/knowledge of the impact journey, in empowering researchers to take ownership of impact and collect robust indicators. Significantly, how does an organisation embed impact as part of 'business as usual' is a key question facing many universities as they seek to excel in this. This session will share learnings from across 20 UK research organisations on how they are stimulating this internal change to drive external engagement, collaboration and thereby impact.

What do researchers really need from support staff? What is realistic/possible in terms of support provision? How can impact capture systems ease the pain?

1B4: RAAAP: RESEARCH MANAGEMENT AS A PROFESSION

Ms Janice Besch¹

¹ NHMRC National Institute for Dementia Research, Canberra, Australia

The session will provide insights from the NCURA Research Program funded RAAAP project – a worldwide survey of the profession that was undertaken in 2016. The survey provided both a snapshot of the profession across a number of countries and looked at the skills needed to become a research administration leader. Over 2,500 responses were received. Various analyses will be presented including differences by country and type of person.

The dataset available to research administrator's world-wide captures the key skills of research administration leaders. This knowledge better enable those appointing new research administrators to select the most promising candidates. It also enables junior staff already in post to accelerate their career progression.

The survey covers the nature of the role being performed, the skills and aptitudes brought to the role, prior experience brought to the role, time in role, and

key demographics. It asks respondents to give their ratings on the importance of the various attributes their role, and what.

Some of the findings confirm what we think we already know about who we are. Other findings will surprise. The investigators are keen to repeat the survey over time to chart trends.

The project has been funded under NCURA's Research Program, through a competitive call and has involved 12 research management associations across the world including Australasia, Africa, Asia, Europe, North and South America.

1B5: RESEARCH CAPACITY BUILDING OUTCOMES UNDER THREE SUB-CONTEXTS: A CASE STUDY OF VICTORIA UNIVERSITY'S COLLABORATIVE RESEARCH NETWORK PROJECT

Dr Narelle Tunstall^{1,2}, Dr Andrew Gaff¹, Professor Warren Payne¹

¹ Victoria University, Melbourne, Australia, ² Empirical Research Development, Melbourne, Australia

The Australian Commonwealth Collaborative Research Network (CRN) scheme was established to develop the research capacity of smaller and regional higher education institutions by supporting their collaboration with larger research-intensive universities in areas of common interest. Benefits from these partnerships were expected for all participants, as well as the research and innovation system as a whole.

The scheme aimed to improve short-term performance outcomes with a measurable increase in the level of collaborative activities such as: joint research publications; joint applications for competitive grants; joint supervision of HDR Students; and the number of 'research active' staff. Longer-term expected outcomes included: the sustainability of partnerships or collaboration between institutions; the realisation of institutional goals; increased research capacity, including increasing the number of research groups performing at world class levels; and the contribution of projects to national research & innovation priorities.

The Victoria University CRN project had three research 'elements' which were aligned with the institutional strategic focus areas, but that were at different phases of establishment when the CRN commenced. The investment provided a variable mix of teaching relief, fellowships and scholarships plus project funding to support collaborative efforts to each of the elements. Here, we report on the outcomes of capacity building for the three elements in the sub-context of existing capacity and the variable investments. We report on the ability of these elements to use the CRN resources to produce immediate outcomes versus their ability to establish sustained outcomes for VU's research focus areas.

1B6: THREE, TWO, ONE, ZERO - BLAST OFF – OUR MULTI-TIERED RESEARCH SUPPORT MODEL AT MONASH UNIVERSITY

Mr Lawrence Hogan¹

¹ Monash University, Australia

What is the most efficient way to support our Researchers and Research Administrators?

What is the best collaborative customer service experience for them?

At Monash we've responded to these questions with a 4 tiered collaborative support model that is professional, efficient and transparent.

How it works!

Tier	What	Rationale
Zero	Dedicated website, Intranet based FAQs, guides, videos and support material	Researchers & research administrators can access continually updated support material at any time or place Tier 1 scrutinise Tier 0 for answers to queries.
One	First contact point for support <ul style="list-style-type: none"> • Phone - 9 to 5, Monday to Friday • Email 	Dedicated trained team that solve 65% of queries on first contact – Tier 1 provide information and answers (not guidance) – using Tier 0 content and briefings from Tier 2
Two	Monash central teams that manage: <ul style="list-style-type: none"> • Research Grants and Contracts • Research Outputs • Research Accounting • Research Reporting • Information Technology • Human Resources • Faculties • Research Services • Research Services Transformation 	Receive direct transfers from Tier 1 and provide advanced guidance, knowledge and problem resolution for issues that can't be answered by Tier 1.
Three	Business Process Owners within Central Teams Software Vendor	Leadership and support, policy and procedure and decision making. System issues, enhancements and bugs referred by technology and central teams.

What it Does

Professionalism and collaboration works through a shared enquiry management system (CRM) and the ongoing update and review of support and referral documents by all teams overseen via a portfolio level management and leadership structure.

Efficiency is enhanced by resolution of 'easily answered' questions at Tier One removing the impact of spurious questions on high value Tier Two staff who can concentrate on 'requests reflective of their knowledge and experience'.

65% of Researchers and Administrators queries are answered by Tier 1

RESEARCH DEGREE MATTERS

1C1: DEVELOPING EFFECTIVE INDUSTRY-PHD COLLABORATIONS: WHAT PROCESSES COULD FACILITATE MUTUAL BENEFIT AND MANAGE INHERENT RISK?

Dr Krystyna Haq¹

¹The University Of Western Australia, Crawley, Australia

Recent reviews of research training in Australia (eg ACOLA 2016) support the Federal Government's desire to encourage broader industry-university collaboration. Since successful collaboration necessitates mutual understanding, a significant challenge for industry-university collaboration is the sharp cultural divide that separates these sectors. For example, significant differences exist in the attribution of value to knowledge, skills and research outputs; in the value of cross-disciplinary knowledge; in the perception of risk; in work practices and in timeframes of interest. Industry-university collaborations in Doctoral training have much to offer, but the cultural divide brings traps for the unwary.

There are many examples of successful University-Industry collaborations (eg Science/Business Innovation Board AISBL 2012, Thune 2010); these are commonly built over time, are based on mutual understanding and trust, and are supported by senior management on both sides. In Australia there is comparatively little strategic engagement between universities and industry, rather there is an ad hoc array of industry-university collaborations in Doctoral training, which brings a greater element of risk. Under the "Research Degree Matters" theme of support and mentorship for students and supervisors, I propose a discussion that focuses on the following questions:

- 1) what university processes can mitigate risk to students and to supervisors of industry-funded PhD projects?
- 2) what university structures and processes may interfere with successful industry-PhD collaborations?
- 3) how can universities support supervisors (and students) to develop collaborations with industry that facilitate high quality outcomes for all participants?

1C2: iPREP – A COLLABORATIVE PROGRAM DEVELOPING LINKS TO INDUSTRY AND ENHANCING EMPLOYABILITY OF PHD GRADUATES

Dr Natasha Ayers¹

1 Edith Cowan University, Perth, Western Australia

The traditional view of the PhD as a pathway to long-term academic employment has become outdated as less than 40% of PhD graduates actually gain an academic job. For PhD candidates that have not had industry exposure, programs are needed to develop the skills and experience required to apply their research knowledge in a business setting. These programs also need to be attractive to industry to build long-lasting relationships that support innovation and knowledge exchange. iPREP (Industry and PhD Research Engagement Program) is an innovative initiative that helps PhD candidates engage and network with industry. The program is unique in that PhD candidates who have submitted their thesis for examination are given the opportunity to work in interdisciplinary teams with an industry partner on a 6-week project (with scholarship). iPREP was initially trialled at Edith Cowan University and was expanded in 2015 as part of a collaboration between the 5 universities in Western Australia. So far 26 companies and 100 PhD candidates have participated in iPREP. Interviews with industry partners highlighted the value PhD researchers can bring to their organisation. In addition, the PhD students reported that their employability has been enhanced by participating in iPREP. Longer-term evaluation of the program is being undertaken to determine the impact of iPREP for enhancing collaboration between the universities and industry.

IC3: INNOVATION IN HDR – THE QUT MODEL

Dr Lisa Leeton, Professor Helen Klæbe, Dr Paige Magquire

QUT

In this era of innovation, technology disruption and cross-sectorial engagement there is an emerging national focus, across the higher education sector, towards meeting the changing expectations of higher degree by research (HDR) students to address future employability and career goals during candidature. Recent Postgraduate Destinations data (Postgraduate Destinations, GCA, 2015) for Australia indicate that more than half of all PhD graduates do not end up in academic roles post-graduation (both in the short and long term) and this figure is growing. This is compounded by a growing trend in changes in cohort composition at the point of admission resulting in an added need to address a broader diversity of candidates and their accompanying graduate expectations and the diverse pathways that these students are representing.

To address these issues for QUT HDR students, we are developing the QUT model for Graduate Research Education and Development which will complement the knowledges acquired by the development of the research thesis by providing multi-modal training, resources and authentic learning experiences across key skills areas. These areas will be streamed via three thematic pathways (Advance, Lead and Engage)

and will allow students to personalise their learning journey to better support research, academic and non-academic goals and skills gaps.

We will present the QUT model and the various issues that were considered during its development.

SUPPORTING THE DELIVERY OF RESEARCH WITH IMPACT AND TRANSLATION

1D1: ESTABLISHING AN AUSTRALIAN RESEARCH ENGAGEMENT AND IMPACT ASSESSMENT: JUSTIFYING PUBLIC INVESTMENT IN RESEARCH, BUT AT WHAT COST?

Ms Michelle Duryea¹

1 Edith Cowan University, Joondalup, Australia

In late 2015 the Australian Government launched its National Innovation and Science Agenda (NISA). One of the measures within the agenda was for Australia to introduce a national impact and engagement assessment to examine how universities translate their research into economic, social and other benefits and to encourage greater collaboration between universities, industries and other end-users of research.

The Australian Research Council (ARC) facilitated a pilot assessment early in 2017 to inform the development of the final model scheduled for rollout in early 2018. It is planned that the new national assessment will be undertaken as a companion exercise to ERA (Excellence in Research for Australia) which assesses the quality of research undertaken in Australian universities. Furthermore, the Watt Review recommended that “the results of the first full impact and engagement assessment in 2018 could be used to allocate [Research Block Grant] funding in the order of 10 to 20 per cent in 2019” (Review of Research Policy and Funding Arrangements – Report, November 2015, p. 73).

When announcing the pilot, the Minister for Education and Training explained that the intent was to “ensure that taxpayer funds were being targeted at research and initiatives that would ultimately pay dividends for Australian young people, old people, mums and dads.” Furthermore, the Minister stated that he was “...also conscious of keeping the burden of too much reporting and paperwork to a minimum for universities.” The presenter will discuss whether these aims are likely to be realised given experience participating in the national pilot.

1D2: EXPORT CONTROLS: AN AUSTRALIAN AND AMERICAN PERSPECTIVE

Ms Suzana Kovacevic¹, Dr Marianne Woods²

1 Research Ethics And Integrity – University of Melbourne, Melbourne, Australia, 2 Johns Hopkins University, Baltimore, United States of America

With the introduction of export control legislation across Australian university's, it has been important to launch a comprehensive overview of the operations

in place to meet compliance obligations throughout many institutions. Determining how best to develop and implement operational procedures or instructions and integrate legislative requirements into existing everyday work process documents has been explored via the following areas, Process Improvement, Metrics suite development, Education/Training and Policy, in an effort to achieve a framework for compliance of Export Controls. With efforts currently focussed on conveying compliance expectations and requirements for University staff, students and affiliates, the next phase is to provide training. Much like Australia, Export Control Regulations are extensive in the U.S. There are three separate federal agencies that have regulations concerning export controls. These agencies are the US Department of Treasury, U.S. Department of Commerce, and the U.S. Department of State. So a research administrator must know a series of regulations in order to deal with export control issues. In addition, the issues are complex and require constant vigilance as any violation may result in a fine and/or imprisonment. This session will provide an overview and discussion of these issues and how they apply to collaborative and international research along with implementing a good governance framework.

1D3: IS THE IMPACT 'AGENDA' GOING TO RUIN ACADEMIA? FINDINGS FROM A UK STUDY TOUR

Dr Gen Ford¹

1 University of Melbourne, Carlton, Australia

The Australian Research Council will soon be introducing research impact and engagement assessment exercises, to run as companions to Excellence in Research Australia. Impact 'sceptics' are quick to suggest that measuring the impact of research is dangerous, that it's going to be the death of fundamental research and will ruin academia. Critics argue that what you measure becomes a target, and the assessment exercise will promote perverse behaviours, with individuals skewing their research towards 'quick, dirty and high impact' to the detriment of society. On a Universitas21 funded trip to the UK in March 2017 this issue was explored in depth with stakeholders who have been working with the impact 'agenda' (formally introduced in the 2014 Research Excellence Framework exercise) for almost a decade. In this presentation I will share my findings, central to which is the reassuring likelihood that actually, everything is going to be okay.

1D4: WE'RE ALL IN THIS TOGETHER – THE PHENOMENA OF POWER IN RESEARCH ADMINISTRATION

Ms Jo Haslam¹

1 University of Canberra, Bruce, Australia

From Weber to Dean, the role of power as a social construct continues to be explored from the broader political environment to individual relationships. The phenomena of power in the University sector is of growing interest, and the increasing demands of University workers to diversify is having significant ramifications on research administrators.

As research administrators, we have organisational power and are the conduits for the financial and political systems that are shaping the research environment. The federal reporting requirements necessitate increased surveillance of academic activities, but in counterpoint to this surveillance is the emergence of the 'third space' in which professional and academic spheres are increasingly converging.

In this environment the historical autonomy of academia is being eroded and the traditional charismatic power that came with academic appointment is being reframed by political and organisational agenda.

These shifts in power are creating new dynamics in research management that are changing the spaces in which we operate.

Using power theory and ethnographic methodology to explore the dynamics between research administrators and academics, is it possible to identify how research administrators can empower academics to enable collegial outcomes?

ID5: GENDER IN THE GLOBAL RESEARCH LANDSCAPE: FOCUS ON AUSTRALIA AND NEW ZEALAND

Mrs Sarah Huggett¹, Dr Anders Karlsson², Dr Holly Falk-Krzesinski³, **Ms Cassandra Sims⁴**

1 Elsevier, Singapore, Singapore, 2 Elsevier, Tokyo, Japan, 3 Elsevier, USA, USA, 4 Elsevier, Chatswood, Australia

Diversity is integral to innovation as it adds to the collective intelligence of a research group, providing different perspectives and ideas as well as new contexts for research. Gender is a key aspect of diversity. The importance of progress towards gender balance in research has been recognized by both the United Nations (Sustainable Development Goal 5 and the Women's Empowerment Principles) and the Global Research Council. And the Science in Australia Gender Equity (SAGE) program formed in 2013 within the Australian Academy of Science has embarked on a pilot study of the Athena SWAN program to evaluate gender equity issues in STEM in Australia. Drawing upon the recent Elsevier report, Gender in the Global Research Landscape, our unique gender disambiguation methodology, and the unprecedented breadth of the Scopus database, we present key findings on research performance, including output, impact, and collaboration through a gender lens for Australia, New Zealand, and beyond. Critical issues related to gender disparity and bias must be examined by sound studies and supported by data. Our report findings cover 20 years and 27 subject areas, providing powerful evidence-based insight and guidance for decision-making and policy development related to gender equality for governments, funders, and institutions.

ID6: SHOWING PROGRESS TOWARDS A RESEARCH IMPACT: THE PRAGMATIC APPROACH OF A MEDICAL RESEARCH INSTITUTE

Dr Tobias Schoep¹, Adjunct Professor Paul Watt¹,
Mr Regis Williams¹

¹ Telethon Kids Institute, Perth, Australia

Interest in measuring research impact emerged in the 1970s when the social responsibilities of scientists were looked at in the context of stringent economic constraints. The Telethon Kids Institute is committed to bringing its stakeholders and partners along with researchers on the journey towards delivering positive impacts on child health and wellbeing. To capture how researchers are progressing towards delivering research impacts, the Telethon Kids Institute is developing two innovative tools. The first is the Impact Management System for collecting the research impact information. The second is the Pathway to Impact Mapping System which will enable the assignment of these impacts to a field specific translational pathway within a given timeframe, producing a visualisation of incremental progress towards a research impact. The design of these tools is being guided by the Telethon Kids Research Impact Framework which is based on the Canadian Academy of Health Sciences model, and uses tools such as impact indicators, descriptors and case studies to demonstrate how research impacts on health and society. It is anticipated that these systems will also enable researchers to realistically identify the barriers to achieving specific research impacts. The Telethon Kids Institute is committed to using the learnings gained from the analysis of research impact information to provide the best environment for its researchers to perform translational health and wellbeing research. The systems and tools in development at Telethon Kids are likely to have broader applicability and relevance to other research organisations within the medical research institute and university sectors.

SUPPORTING THE DELIVERY OF RESEARCH WITH IMPACT AND TRANSLATION

2A1: RESEARCH TRANSLATION FOR REAL IMPACT

Professor Kambiz Maani¹

¹ Massey University, Albany, New Zealand

The last five years have seen an increasing pressure and demand for evidence of societal and economic impacts of academic research. Concomitantly, there has been a backlash against over reliance on journal rankings and impact factors as the sole measure of quality and efficacy of research. Yet, most academic research is written in a specialist jargon-filled language foreign to stakeholders and would-be users. This inhibits the potential uptake of research and limits effective industry-academic partnership and engagement with the wider community.

For Massey Business School (MBS), New Zealand, impactful research and engaged stakeholders are two strategic priorities. To promote our research and engage with external stakeholders, MBS initiated the Research Translation Competition (RTC) in 2014. The purpose of this initiative was to demonstrate our research relevance and creativity to external stakeholders and the general public and to build staff capacity and confidence in communicating their research to a non-specialist audience.

For the competition, the participating staff were required to 'translate' a selected research paper that was already in public domain into a form that was useable and valued by the business community. The top three articles received research grants or cash prizes and their articles were distributed through media releases and featured on the University website with opportunities provided for the winners to present to audiences of external stakeholders, through our Big Issues in Business fora.

The audiences who attended the final event had high praise for the initiative. The finalists were featured in TV interviews, media and video releases as well as in Big Issues in Business series - which was another incentive for staff to participate. One entry was published in the Institute of Directors' magazine at the urging of an advisory board member.

Massey Business School's experience has shown that the RTC can garner the interest of academics, the business community and the media. The initiative engaged the business community through involvement in judging process as well as knowledge exchange. In 2015, AACSB selected the RTC as one of the top 30 "Innovations that Inspire" global initiatives.

2A2: STUDENT LED APPLIED RESEARCH INTO SOLAR SITE OPTIMISATION - A COLLABORATION BETWEEN INDUSTRY, STUDENTS AND TAFE NSW HIGHER EDUCATION

Dr Matthew Fairbairn¹

¹ TAFE NSW, Sydney, Australia

Student led applied research activities, situated in the curriculum in the form of professional experience, but focused on a specific industry or community determined 'problem' are becoming more prevalent and legitimate forms of scholarly practice in higher educational institutions.

As collaboration between the client and the educational institution, applied research activities conducted by students are characterised by a client driven brief, with an identified problem that demands a practical solution. In the process, students acquire employability skills and behaviours that industry value in graduates, academic staff enhance their capabilities in their discipline and in the scholarship of learning and teaching, the institution builds on its partnerships, and the client benefits directly (often commercially) from a solution to their specific need.

This presentation will elaborate on an applied research project led by TAFE NSW Higher Education students which aims to significantly reduce the

energy costs and carbon footprint of a large water and wastewater corporation. The research task was to determine the most suitable sites for installation of photovoltaic (PV) solar energy collection equipment from a list of hundreds of water/wastewater treatment sites owned by the client. By applying their knowledge of solar PV systems and liaising with the client to research site/industry specific environmental factors and energy requirements, the students developed a criteria for site selection optimisation. Using this criteria, the students have determined the key sites for solar PV installation and designed an optimal system unique to each site.

2A3: PAVING A PATH TO IMPACT: PROJECT MANAGEMENT STRATEGIES TO MAXIMISE COLLABORATION, ENGAGEMENT AND TRANSLATION

Ms Joann Cattlin¹, Associate Professor Wesley Imms¹
¹ University of Melbourne, Melbourne, Australia

Research collaborations between universities and other organisations in education face many challenges navigating the differences in organisational cultures, priorities and practices to achieve translation of research findings into tangible outcomes. In recent years, the growing field of knowledge mobilization has increased understanding of the systemic barriers to research being incorporated into education policies and teachers' practices. However, in practice there remain significant challenges in adapting the way universities approach research management, engagement and dissemination, how this is enacted at the project management level and how impact is measured. Studies indicate that indicators of successful collaboration include strong personal relationships, tapping into potential users' existing information sharing networks and making research findings accessible in plain language. This presentation details a research case study of the project management strategies and practices used for building engagement on a large, cross-disciplinary ARC Linkage Project involving 15 varied international partners. The study seeks to identify the most effective project management practices for building engagement with partners and translating findings into practice. Early findings indicate success in achieving a high level of partner engagement and identify contributing factors as a responsive project management, a fine-grained approach to navigating the gap between university and partner organisational cultures and communicating research activities and outputs right from the beginning of the project in accessible, discoverable and useable information sources. This study will further test a model, developed by the project team, for guiding collaboration and engagement, based on reciprocal relationships with each stakeholder and knowledge management principles.

2A4: 'THROUGH THE LOOKING GLASS' TOWARDS RESEARCH IMPACT

Dr Jane Hobson¹

¹ Cancer Council NSW, Kings Cross, Australia

As the largest non-government funder of cancer research in Australia, Cancer Council NSW requires funded researchers to have members of the community actively involved in the research team. And our grant review process incorporates community review, contributing up to 50% of the final score for three year project grants worth \$450,000.

Evidence is presented that involving members of the community in research moves researchers and end users closer together, improving the quality and relevance of research, enhancing transparency and accountability and improving acceptance of research findings in the community. It also (drum roll) ensures researchers consider the pathway, obstacles and barriers to impact, and identify stakeholders needed to move findings towards impact before the first key stroke of preparing a grant application.

RESEARCH INTEGRITY & ETHICS

2B1: BROKEN WINDOWS: USING CRIMINOLOGY RESEARCH TO SHAPE THE CULTURE OF RESPONSIBLE RESEARCH

Dr Ted Rohr¹, Ms Bronwyn Greene¹

¹ UNSW Sydney, Sydney, Australia

Prominent examples of research misconduct attract significant publicity and can lead to the creation of overly reactive research policy environments at both university and government levels. These reactive approaches are driven by a perception that to avoid future instances of research misconduct adverse behaviour must be punished to the full extent possible. In these circumstances, universities and research institutes are likely to adopt policies reflecting a language of 'zero tolerance' towards any form of non-compliance. Drawing from the research field of criminology and applying the Broken Windows Theory, we use current research to show administrators and policy makers that a single policy approach to avoid occurrence may not be appropriate. We synthesise the findings of research across multiple disciplines to explore how administrators and policy makers can use different policy approaches to target researcher attitudes towards good research practice while other approaches can target the avoidance of serious research misconduct. We examine current research on ethical work behaviour and, using the scientific evidence, we can see how effective education and training strategies can be embedded by institutions to create a culture of good research practice whilst also addressing the potential for serious misconduct. We then reflect on how the findings can be used by administrators and policy makers to influence policy developments in research integrity.

2B2: THE ETHICS OF METRICS

Mr Sebastian Gimenez¹, Dr Lisa Gillespie¹, Mrs Elise Grosser¹

1 University of Melbourne, Melbourne, Australia

Measuring research ethics and its impact is a challenge being experienced by ethics administrators the world over. Beginning in 2014, the University of Melbourne introduced a number of changes to its animal and human ethics systems. In order to measure the impact of these changes, the University's Research Ethics & Integrity team was tasked with identifying and reporting on a series of performance metrics. Since this time, the team has continued to collect and analyse these data, and is constantly refining its metrics and reporting strategy. This presentation will provide a summary of the University's past and current metrics and reporting undertakings, share key learnings, and outline plans for the future. In doing so, it will attempt to answer the following key questions about the ethics of metrics:

How do you measure ethical review?

Can/should you measure ethical review?

How do metrics reflect value?

How and to whom do you present your findings?

How do your findings inform and improve research administration?

2B3: 'RACISM ON THE BUS': LESSONS LEARNED FROM AN INTERNATIONAL ETHICS DEBACLE

Dr Chloe Patton¹, Ms Kristina Tsoulis-Reay²

1 RMIT University, Melbourne, Australia, 2 RMIT University, Melbourne, Australia

In 2015, the Australian academic world was rocked by claims that the University of Queensland suppressed a study into the racism of Brisbane bus drivers. Conducted by star UQ economist Paul Frijters and his PhD student Redzo Mujcic, the research sparked a long and bitter battle between Frijters and UQ, which culminated in a Fair Work Australia ruling in Frijter's favour. It also became the focus of international scholarly debate over the perceived overreach of university ethics committees, often referred to as 'ethics creep'. In order to assess whether the case empirically supports the ethics creep thesis, we examine the working paper that was eventually published by Frijters and Mujcic against the NHMRC National Statement on Ethical Conduct in Human Research. Drawing on the academic background in racial theory of one of the presenters, we also consider whether the study's contribution to knowledge about racism outweighs the ethical risks involved, as one international commentator has suggested. We argue that far from being an example of ethics creep, the 'racism on the bus' case points to significant problems with researcher familiarity with the National Statement and the disciplinary siloing of knowledge. We conclude by considering how research administrators can help address these issues.

2B4: CLINICAL TRIAL GOVERNANCE AT THE UNIVERSITY OF TASMANIA

Dr Jo McEvoy¹, Sarah Bascomb¹, Adele Kay¹

1 University of Tasmania, Sandy Bay, Australia

Clinical Trials are essential for advances in detecting and treating illness and disease. However, by their very nature, Clinical Trials are classed as high risk research projects and require a comprehensive governance framework to ensure appropriate management. Driven by the Research Integrity and Ethics Unit, in collaboration with the Funding Team, Legal Office and Insurance Office, the University of Tasmania has implemented a robust, user friendly Clinical Trial Authorisation Process. Working from a blank slate, with support from the National Health and Medical Research Council via participation in a national project, the Process was developed with input from both users and administrators and reaches an appropriate balance between usability and rigour. A state-wide Steering Committee was established to ensure all processes were able to be harmonised with the State's Health Department and Hospital Service, ultimately positioning Tasmania as a desirable location for clinical trials. A testament to the body of work, the Tasmanian Governance Application Form has since been taken up by the National Mutual Acceptance Group for adaptation into a National Site Specific Application form. Implementation has been supported by an educational webpage, decision aids and a face-to-face workshop.

As we continue to refine the Process and gain valuable experience we aim to have a Clinical Trial Policy drafted by the end of 2017. Key learnings from our experience such as when smartphone applications can be medical devices, using multi-disciplinary teams to effectively make decisions and rolling out mandatory Good Clinical Practice training will provide valuable information for other Institutions looking to develop or update their clinical trial governance process.

2B5: IMPLEMENTING A CLINICAL RESEARCH GOVERNANCE FRAMEWORK AT MQ HEALTH, MACQUARIE UNIVERSITY: WHAT HAVE WE LEARNT SO FAR?

Dr Yordanka Krastev¹, Dr Kyle Ratinac¹

1 Macquarie University, Sydney, Australia

Sound research governance processes are important in ensuring the quality of clinical research. As outlined by the NHMRC (Good Practice Process for Site Assessment and Authorisation Phases of Clinical Trial Research Governance, v 2.3), a clinical research governance framework includes good research culture and practice, organisational strategy, clear accountabilities and competencies, assessment and management of risks and resources, compliance with legal, regulatory and contractual requirements, scientific review, and ethical review and approval, among other considerations.

Despite the agreed importance of governance frameworks, the associated processes often cause major delays in getting clinical research underway.

Macquarie University has been faced with this challenge in recent years as it has moved into clinical care and research through creation of MQ Health.

MQ Health is a fully-integrated academic health campus, built on: Macquarie University Hospital, Australia's only private hospital owned by a university; a range of associated clinics and the University's Faculty of Medicine and Health Sciences; and a rapidly growing clinical trials unit.

With the growth of the clinical research at MQ Health, there was a need for a well-structured and functioning clinical research governance framework to support all clinical research activity. The presentation will outline the journey of developing clinical research governance application forms, processes, decision support tools for researchers and decision makers, and other resources. It will also touch upon the different pathways for governance endorsement and authorisation and the challenges faced by the team in implementing the framework.

2B6: RIA DATA MANAGEMENT WORKSHOPS: LESSONS LEARNED IN BUILDING A NATIONAL CAPABILITY DEVELOPMENT ACTIVITY

Dr Daniel Barr¹, Dr Wee-Ming Boon², Dr Ted Rohr³, Dr Paul Taylor⁴, Mr Justin Withers⁵, **Dr Paul Wong⁶**

1 Deakin University, Geelong, Australia, 2 National Health and Medical Research Council, Canberra, Australia, 3 Australasian Research Management Society, Australia, 4 RMIT University, Melbourne, Australia, 5 Australian Research Council, Canberra, Australia, 6 Australian National Data Service, Canberra, Australia

Throughout 2017, research integrity managers and officers from institutions across Australia together with the Australian Research Council, the National Health and Medical Research Council, the Australasian Research Management Society and the Australian National Data Service developed and delivered a national series of research data and records management workshops for Research Integrity Advisors (RIAs).

The appointment of RIAs by institutions is a mandatory requirement of the Australian Code for the Responsible Conduct of Research. RIAs provide discipline-sensitive advice on responsible practices in research to staff and students at institutions.

Good research data management is one of the cornerstones of responsible research. As advocates for responsible research, RIAs were targeted and provided with development and networking opportunities. These workshops were capped to a small size to ensure that RIAs have plenty of time to reflect, share and discuss their experience. The goal is to better equip RIAs to understand research data management across a range of disciplines, and enable them to provide higher quality advice to those that they may meet with.

In this presentation, we will reflect on our observations and lessons learned through our journey from the initial conceptualisation and development to the subsequent implementation and delivery of the program across Australia.

RESEARCH STRATEGY & PLANNING

2C1: DEVELOPING INTERDISCIPLINARY RESEARCH CAPACITY THROUGH STRATEGIC INVESTMENT IN MULTI-FACULTY RESEARCH INITIATIVES

Anicca Maleedy-Main

1 The University of Melbourne, Melbourne, Australia

The University of Melbourne has designed and implemented a range of interdisciplinary projects or "Hallmark Initiatives". These Initiatives are intended to enable the maturing of focused research communities that build on research strengths across the University, but are broader than existing research groups. They have a distinctive interdisciplinary emphasis in selected areas with significant potential to grow and open up new opportunities. A key goal for each Initiative is competitive positioning for future major research funding.

With the Initiatives now heading into their third year of funding this paper will use a combination of anecdotal and qualitative evidence to explore the benefits and challenges of using the Hallmark Initiatives to promote the establishment of vibrant, productive interdisciplinary research communities at an Australian Higher Education institution.

Initial analysis has shown that the benefits of such initiatives include:

- The creation of a strong sense of identity for researchers, which gives an increased sense of legitimacy and opened doors for collaborations both internally and externally.
- The provision of research and professional development opportunities that allow Early- and Mid-Career Researchers to engage in, and gain recognition for, interdisciplinary research.
- An increase in interest from external organisations and the germination of a range of formal and informal partnerships that transcend organisational boundaries.

Challenges include:

- The engagement of an active community across the university, beyond the Initiative.
- The ability to attribute increases in collaboration, funding and opportunities to the Hallmark Initiatives themselves, as opposed to the already active work of participating researchers.

2C2: CENTRALLY MANAGED RESEARCH FACILITIES AND THEIR ROLE IN COLLABORATION

A/Professor Grainne Moran¹

1 UNSW Sydney, Sydney, Australia

Research infrastructure is increasingly being delivered through shared and/or centrally managed facilities. And most funding agencies now require cross-institutional partnerships and access schemes for major research infrastructure and facilities.

The key benefits of shared facilities are generally framed in terms of efficiency (space and resourcing), quality of support and the ability to plan strategically both for new capabilities and for upgrades or replacements. These are undoubtedly valid arguments in favour of a shared model.

There are equally important but less tangible benefits that emerge from the cultural changes accompanying the development and delivery of shared infrastructure and facilities.

While UNSW's development of shared facilities has been primarily in science, engineering and medicine, we are also exploring opportunities in other fields including arts and social sciences.

The theme of this presentation is to highlight the key factors in successful delivery of high-quality, well-supported shared infrastructure, and how this in turn enhances research collaboration. It also contended that a research culture that values partnership and collaboration opens opportunities for strategic developments, including funding and delivery of research infrastructure.

2C3: POLICY DIRECTION IN THE NZ SCIENCE SYSTEM

Mr Richard Walley¹

1 Mbie, Wellington, New Zealand

The Ministry of Business, Innovation and Employment is responsible for the strategy for New Zealand government investment in science. The overall strategy for the science system is set out in the National Statement of Science Investment 2015-2025. Our ongoing focus is working towards the ten-year vision in the National Statement of Science Investment for a highly dynamic science system that enriches New Zealand, making a more visible, measurable contribution to our productivity and wellbeing through excellent science.

This presentation will focus on the development of the ten-year vision and strategy; its focus on excellence, impact and monitoring of performance; the trajectory of New Zealand's science investment; and recent work to deliver on the strategy.

2C4: THERE'S NO SUCH THING AS FAKE EXCELLENCE: BUILDING ROBUST RESEARCH COLLABORATIONS

Mr Stephen Gray¹

1 UNSW, ARC Centre of Excellence for Climate Extremes, Sydney Australia

This presentation will explore the transition from crafting a strong funding application to successfully building a cross-institutional, collaborative research

team. It is based on the presenter's doctoral research into the evolution of intellectual capital and organisational culture in cross-institutional research centres. Perhaps more importantly, this research is also grounded in several years' experience managing a successful ARC Centre of Excellence.

Effective cross-institutional research centres – such as ARC Centres of Excellence – require careful planning and strong leadership and management throughout the whole journey from inception to funding application to implementation. The presentation will introduce the concepts of organisational rallying points and integrators as means of building and cementing robust teams and collaborative relationships within the complex structures of research centres that span institutional boundaries and which also often span academic disciplines.

The presentation will specifically examine the role of the research manager in working symbiotically with the centre director and chief investigators to ensure that the intentions and ideals spelled out in funding applications are not just rhetoric, but effectively and meaningfully put into practice over the life of a cross institutional research centre.

2C5: RESEARCH PROGRAMME DESIGN AND EVALUATION – A CRITICAL REVIEW OF THE LITERATURE

Dr Jun Song, David Huang¹, Ms Sasha Lawrence¹

1 National Institute of Education, Singapore

How a research programme is designed and evaluated underlies the effectiveness of the programme in achieving its objectives, and is important to both funding agencies and research institutes. As it sits at the nexus of academic and management work, programme design and evaluation demands strong academic and management expertise, and raises a challenge to research management.

Traditionally, attention is paid to the academic perspective of programme coherency and the logic relationships among sub-programmes. As a complement, this paper reviews models of programme design and evaluation from the management perspective. The purpose is to understand the strength and weakness of the models and inform the practice of designing, implementing and evaluating research programmes.

A total of twenty-three models, primarily on programme evaluation, were identified and reviewed. Based on the degree of objectiveness, the models were categorized as: connotative (i.e., detailing all the characteristics), purpose-driven and pseudo. The models in the purpose-driven category were further characterized based on two criteria: philosophical assumption (e.g., reductionist versus complexity) and theory of change (mechanisms through which a programme achieves its objectives). Two models; the Logic Model and the CIPP (Context, Input, Process and Product) model, are found to be particularly promising. While the Logic Model embodies strong change mechanism, the CIPP Model better responds in complex programme contexts.

A hybrid model is then proposed by incorporating context sensitivity into the Logic Model, and strengthening the model for programme implementation. The hybrid model is suitable for design, implementation and evaluation of research programmes.

2C6: RESEARCH HIGHLIGHTS – STRENGTHENING THE RESEARCH CULTURE AT THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL

Ms Prudence Murphy¹

1 The University of Sydney Business School, Sydney, Australia

Research Highlights is an initiative introduced to strengthen the research culture of the Business School at The University of Sydney. Academics from various disciplines across the School whose work is of a high academic merit and has an application to practice are invited to participate. Their research is featured on the Research Highlights webpage, through various media including a video to promote their project, a podcast interview and a press release.

Research Highlights represents what the Business School values in research terms; it helps researchers to understand what is going on in different parts of the School; and it encourages academics to be proud of the research achievements of the School. These are all beneficial in encouraging research excellence and helping to foster an excitement about research.

This presentation will examine the various ways that Research Highlights promotes the outstanding work of scholars at The University of Sydney Business School; how it strengthens the School's reputation amongst fellow academics; how it aims to establish research partnerships across institutions and attracts interest in the School's research from the business world. Individual projects featured in Research Highlights give the opportunity for someone outside the Business School to see the coverage and think about how that project relates to their own business or organisation. These are all important ways to engage with academic's research within universities as well as fostering significant external relationships.

GRANTS SUPPORT & DEVELOPMENT

3A1: BEING A SUCCESSFUL RESEARCH MANAGEMENT PROFESSIONAL (E.G., IN GRANT DEVELOPMENT) MEANS UNDERSTANDING THE COMMUNICATION PROBLÉMATIQUE

Dr Simon Kerr¹

1 La Trobe University, Melbourne, Australia

If you work in grant development then your job involves communicating stuff to people who need the stuff you know, and who are ignorant of and even indifferent to the stuff you know. And sometimes these people just don't listen! It is all about communication. That probably sounds easy; after all, we do it day in and day out. But it is not as straight forward as it might seem. So, to be a bit fancy, we can call this the communication problématique!

This presentation will change the way you think about communication. It may even change the way you communicate, though this bit can't be guaranteed. It takes some ideas of a very famous (and sadly, now deceased) German philosopher, Hans-Georg Gadamer, and mixes them in with a really important principle

that most of us fiercely believe in and then completely ignore; appropriate acronym use (or rather, the abuse of the acronym).

Gadamer argued the role of communication was to produce accurate understanding in the minds of all parties (such as our research colleagues). This presentation will explain why something that seems so simple to us (because we know what we mean) is not at all that simple (because 'we know what we mean' is no guarantee that they know what we mean, and this is something we often forget). Because this presentation is about better communication, you will actually understand what I am saying! With a bit of luck.

3A2: A SCIENCE ADVISOR'S OBSERVATIONS OF GRANT APPLICATION PROCESSES: A VIEW FROM THREE SIDES

Professor Hamish Spencer^{1,2}

1 Ministry of Business, Innovation & Employment, Wellington, New Zealand, 2 Department of Zoology, University of Otago, Dunedin, New Zealand

New Zealand's Ministry of Business Innovation & Employment (MBIE) is responsible for the design and implementation of a number of contestable funds to which scientific researchers can apply for grant support. The largest of these funds, the Endeavour Fund, contracts ~NZ\$190 million of research annually. In 2016, I was seconded from my ongoing academic position at the University of Otago to become one of two half-time Departmental Science Advisors (DSAs) to MBIE. This dual role has given me a unique perspective into MBIE's contestable funding system: as an applicant, as an assessor and as one who contributes to the design and running of the process. Here I share some of those observations. For instance, feedback from Endeavour applicants regularly includes requests for more space to explain their proposal. Yet, from an assessors' viewpoint, more words need not make for better decision making: longer sections may be less focussed, lack clarity or take longer to read. Another set of challenges concerns assessors' scores and comments, which applicants may want to use in revising a previously unsuccessful bid for a subsequent funding round. But such assessments are made for a different purpose (deciding which applications should be funded); maybe responsibility for quality improvement lies elsewhere (e.g., with for Research Offices)? I conclude by arguing that an explication of these different needs can improve both the effectiveness and the quality of decision making in the Endeavour and other of MBIE's funds.

3A3: QUALITY AND DELIVERY IN A CONTESTABLE FUNDING ENVIRONMENT – EXAMPLES FROM THE NEW ZEALAND SCIENCE SYSTEM

Dr Max Kennedy¹

1 NZ Ministry of Business, Innovation & Employment (MBIE), Wellington, New Zealand

The contestable science funding mechanisms in New Zealand are aimed at finding the highest merit applications that use excellent science to transform New Zealand in economic, environmental or societal outcome areas. As a funder we want to have high quality applications that demonstrate both excellence

and impact. This presentation will look at both the application and the monitoring of contracts to distinguish the attributes of a great research project. It will highlight common issues, as well as trends and opportunities that make a difference for New Zealand.

3A4: BUILDING A DEVELOPMENT FRAMEWORK FOR BIG BIDS: REFLECTING ON A WORK IN PROGRESS

Dr Dora Horvath¹, Ms Rose Scasni¹

¹ La Trobe University, Bundoora, Australia

How can a second-tier university transform into a “big player” in attracting large-scale research funding – in the “big bids” arena? This paper will focus on a case study analysis of a research development framework that was instigated to nurture “big ideas” for “big funding” at La Trobe University.

The University’s Future Ready strategy established five Research Focus Areas (RFAs) aligned with the University’s research strengths five years ago. The RFAs were designed to bring together researchers from across the university to collaborate on multidisciplinary research programs that address issues fundamental to the future of human societies and their environments. One key objective of the RFAs was to produce large-scale collaborative funding applications and grow (into) centres of research excellence. The initial assumption was that such “big bids” will emerge organically. On reflection, the University recognised that a coordinated development program and targeted financial investment was required to strategically support and accelerate this undertaking.

Given the scale and complexity of the funding schemes that would be targeted, and the long-lead up to submission, the Framework was set up to encompass a dedicated working group to oversee the Framework; targeted workshops and assessment sessions; a team of development managers and external advisors to provide stewardship for select big bids; and extensive financial support. By end of this year, the Framework will have been running for almost 18 months. What are the measures of success prior to submission? What are the lessons learnt so far, and what is the future of the Framework?

3A5: THE DEVELOPING NATURE OF RESEARCH DEVELOPMENT: FROM REACTIVE TO PROACTIVE RESEARCH SERVICES

Dr Marie-Helene Rousseau¹

¹ Australian National University, Canberra, Australia

Using a College Research Office from the Australian National University as a case study, this presentation will focus on the processes that it has recently implemented in response to both external and internal challenges in the research management domain. On the one hand, the research funding landscape has dramatically changed in the last few years, with external funding from the Australian Research Council and other Australian competitive schemes (Category 1) becoming increasingly harder to obtain, which in turn increases the pressure to develop proposals that are of an exceptionally high quality. On

the other hand, there has been a recent commitment to break an entrenched culture of overloaded demands and unreasonable expectations on professional research services staff so that they can achieve and maintain healthy work life balances. The combination of these challenges required the development and implementation of processes of grants development services that would enable research office staff to provide high quality services without jeopardising their wellbeing, while simultaneously maintaining the University’s competitiveness in the arena of external funding.

This presentation will cover an overview of the changes of services that this office offered to their academic staff, discuss how they were implemented, and outline the challenges faced, and the feedback received from academics and various stakeholders during the adaptation process. This presentation will tell the story of how a College Research Office went from being overworked and reactive to academic demands to a pro-active, strategically-focused, professional office providing effective and efficient research services. It will share best ideas and practices with concrete examples that can be adopted and adapted.

3A6: ONE FLEW OVER THE FUNDING THRESHOLD – DEVELOPMENT & IMPLEMENTATION OF AN NHMRC STRATEGIC FIRST PAGE PEER-REVIEW PROGRAM

Dr Che O’May¹, Dr Joanne McEvoy¹, Ms Rose Pongratz¹, Dr Chloe Bibari¹, Associate Professor Tracey Dickson²

¹ Office of Research Services, University of Tasmania, Hobart, Australia, ² Menzies Institute for Medical Research, University of Tasmania, Hobart, Australia

In the increasingly competitive world of research funding, programs and initiatives aimed at enhancing grant success are needed. The University of Tasmania Office of Research Services and academic community identified a need to enhance strategic support for National Health and Medical Research Council (NHMRC) applications. Together with the academics, the research office implemented an academic peer-review program targeting the first page of NHMRC Project grants.

Our overall objective was to implement a program of strategic grant development support, specifically aiming to: boost submission numbers; increase the competitiveness of applications; reduce withdrawals; provide early feedback to applicants; further improve the academic peer-review culture; and to enhance timely submissions for internal research office review.

A one-page template guided researchers to outline:

- The significant problem in human health and the current gap in the research;
- How their project would address this gap;
- The specific aims and hypotheses of the proposal; and
- A wrap-up of the expected outcomes and their significance.

Groups of 4-6 researchers peer-reviewed first pages and provided strategic feedback. The program contributed to higher submission numbers and fewer

withdrawals, provided strategic grant development support, enhanced the academic mentorship culture, forged new collaborations, and increased timely submissions. This presentation will outline details and key outcomes of the program, will discuss what worked and what did not, and will share key action points that other research managers can take home. Further, we will discuss our plans for adapting this program going forward and extending for other funding bodies.

RESEARCH STRATEGY & PLANNING

3B1: RESEARCH BUSINESS DEVELOPMENT: FROM A HOSPITAL RESEARCH DIRECTORATE PERSPECTIVE

Dr Tam Nguyen¹

1 St Vincent's Hospital Melbourne, Fitzroy, Australia,

2 The University of Melbourne, Melbourne, Australia,

3 RMIT University, Melbourne, Australia

St Vincent's Hospital Melbourne (SVHM) hosts a highly active research precinct involved a broad range of health, medical and medical technologies research. SVHM is part of St Vincent's Health Australia, the largest private not-for-profit health services provider in Australia and the 12th largest privately owned company in Australia.

The Research Directorate oversees research activity across SVHM, including promoting and facilitating research, developing new research opportunities and managing research ethics and governance.

This paper describes numerous business development strategies the research directorate has developed and implemented to make SVHM a premier and preferred site to conduct sponsored clinical trials across a broad range of disciplines. This includes:

- The establishment of the Research Valet® Service aim to improve support for sponsors, researchers and companies via ethics preparation and submission service and on-going post approval clinical study management
- Active engagement in promoting SVHM research capabilities both locally and internationally, in particular on participation on outbound trade missions and hosting international groups for inbound trade missions.
- Active industry engagement that resulted in meaningful site alliances with numerous sponsors, local and global CROs and biotech start-ups

The paper will also discuss on the current initiative where the research directorate team is leading the sector to build the Victorian Clinical Trials Promotion web portal, funded by a grant from the state government.

Despite our current and past successes in research business development activities, numerous challenges and barriers need to be addressed to sustain the process of translation of research to development and commercialisation.

3B2: OLD CULTURE, NEW HABITS: WHAT WE LEARNT AT LA TROBE UNIVERSITY ABOUT THE GLOBAL TREND TOWARDS PROFESSIONALISATION

Dr Alexander Lugg¹, Dr Georgina Caruana¹, Dr Sejal Kendal¹, Dr Catherine Hayden¹, Dr Simon Kerr¹

1 La Trobe University, Bundoora, Australia

What does it mean to 'professionalise' research management? Why is it important to a research office? Like many universities, La Trobe University has actively sought to improve its research performance in recent years. Part of the strategy has been to actively professionalise its research support services. This has resulted in significant improvement in researcher satisfaction with the Research Office. This presentation tells this story and why it matters.

This is not just La Trobe's story; it is the story of the changing face of research management and what it means to be a research management professional. La Trobe required significant cultural change that is ongoing and affects both academic and professional staff. We explain some key structural and personnel changes to the La Trobe Research Office that produced significant benefits in level and quality of services to researchers. In particular, these changes recognised the increased functional shift from administration to advising. This has increased capacity to provide professional advisory and development support to researchers while they plan, write and submit funding proposals while also increasing the efficiency of at- and post-award grant management. Advisors working in the team also contribute to the articulation strategic research plans at different organisational levels of the University. A move from administration to quality advising has produced a remarkable shift in service satisfaction level. This reflects the global trend away from less-skilled routine work to highly-skilled work dependent on human intelligence and creativity.

3B3: FROM LONE WOLF TO EVERYONE'S A WINNER TO COLLABORATIVE EXCELLENCE: A QUEST FOR THE BEST STRATEGY

Ms Lynanne McKenzie¹, Ms Denise Redfern²

1 Griffith Institute for Educational Research, Griffith University, Gold Coast Campus, Southport, Australia, 2 Griffith Institute for Educational Research, Griffith University, Mt Gravatt Campus, Mt Gravatt, Australia

In 2015 we attended the ARMS conference to tell you about our experience of reorganisation and restructure within our Institute – the Griffith Institute for Educational Research (GIER). Since establishing that new structure (which saw the formation of a number of Special Interest Groups), further formal Institutional reviews determined a need to focus on big research questions which address 'wicked problems' in the Education discipline. A new model, comprising four Programs of Research, has been developed with the intention that this new focus will result in collaborative work across inter-disciplinary specialties, resulting in projects which target educational leading, learning and change across the lifespan, within and outside schooling. Our roles have been to work with the Institute Director to expedite these changes, and to operationalise the

transformation to meet our researchers' expectations and the University's policies and processes. In this presentation we will describe our strategies, experiences and achievements (warts and all!) to our ARMS colleagues in Wellington.

3B4: FROM RESEARCH NARRATIVE TO RESEARCH IMPACT – CONSIDERATIONS FOR A REGIONAL UNIVERSITY RESEARCH OFFICE

Mr Robert Doubleday¹, Ms Rachel Roberts¹

¹ Charles Sturt University, Wagga Wagga, Australia

The objectives of this presentation are to examine: a) the strategic significance of an Institutional Research Narrative; b) the distinguishing features of regional University narratives; and c) implications for the CSU Research Office in collaborating with Researchers to implement the narrative.

In April 2017, CSU released its Research Narrative, RN17, with the overarching theme 'to create a world worth living in'. The purpose of this narrative is to articulate CSU's mission and vision for research activity, help prioritise resources and to promote organisational focus. RN17 is aligned with the University 2017-2022 Strategy in delivering impactful, solution-driven research that reflects CSU's existing areas of strength and tackles new challenges.

RN17 responds to the current research where success rates for Category 1 funding are decreasing. In common with other higher education institutions CSU seeks to increase collaboration with industry and to deliver demonstrable impact from research beyond the traditional primary metric of journal publications. This presentation will:

- argue that regional universities are advantageously placed to respond to the challenges of the current and developing funding climate. This is supported by an analysis of research income streams (HERDC reported) and analysis of the changing skill set researchers bring to the University as they increasingly transition from industry;
 - a) explore CSU institutional initiatives to harness researcher expertise to improve and increase research impact; and
 - b) consider the responsibilities of the CSU Research Office in implementation of the narrative.

A case study of CSU's current initiative to establish an Agri Sciences Research and Business Park will be examined.

3B5: HOP ON BOARD, BUT WHERE ARE WE GOING? AND WHY? THE ORIGINS OF RESEARCH STRATEGIES

Mr David Parrish¹

¹ RMIT University, Melbourne, Australia

Before heading off on a journey, it's helpful to know why we're undertaking the trip and where we might be headed. Research strategies may represent trains already having left the station, particularly for institutions that have been research-intensive for some time. However, this presentation asks us to re-

imagine our institution's research journey, including its purpose and maybe even the destination.

Research strategies don't exist in a bubble. At universities, research sits alongside learning and teaching and may be projected locally, regionally or globally. Research aims to solve some of the world's pressing problems. We are required to "transform the future" or "shape the world," which are lofty goals indeed. How do we make research strategies meaningful so academics, students and the community are enthused to jump on our train?

This presentation seeks to break down the origins of research strategies, using RMIT University as a case study. We are asked to consider three related questions, the answers to which can inform the vision for research that will animate your institution. Firstly, what is the role of the university and what is its core business? Secondly, what are our unique characteristics? Thirdly, what is the public policy landscape within which we exist? By better understanding ourselves and our environment we can more clearly express a vision for research, articulate our priorities and encourage others to embrace our strategic direction.

3B6: DEVELOPING A STRATEGY FOR RESEARCH FUNDING SUCCESS!

Ms Tania Carrubba¹

¹ Monash University, Clayton, Australia

Research strategy begins with questions. How well do you know your academics? Given our time constraints and constant resourcing pressures, this is a part of learning is often sidelined for other questions, such as, what do you want to do right now? However, to strategize, a Research Manager should know: How do your researchers measure research success? How invested are they in having research success? A lot of academics are solely focused on writing the ARC or NHMRC grant application instead of developing the project itself! How topical is the idea and their research direction? Is it a space that everyone is in? What makes your group's contribution unique in that space? What approach is needed to develop the idea? Who can we align with? How does this all fit into my current schedule? So many questions, and we haven't even started writing the application. Our role as Research Managers is to guide our researchers through the above dilemmas. As most researchers are time poor, developing a project planning strategy early is the key to allowing them the time and a process to ensuring that the application is planned as it can be from the outset as well as placed in a strategic position for funding.

Here, we explore how to get the idea off the ground with the development of a framework used to support Research Managers, who are faced with similar issues, with their academics in attracting research funding.

RESEARCH INTELLIGENCE & SYSTEMS

3C1: DIGITAL TRANSFORMATION OF RESEARCH MANAGEMENT: FROM DATA TO DECISION

Dr Paul Wong¹, Mr Clinton Watson²

¹ Australian National Data Service, Canberra, Australia,

² Ministry of Business, Innovation and Employment, Wellington, New Zealand

We live in a digital world. The research ecosystem is no exception. The rapidly advancing information and communication technologies provide researchers, research managers, librarians, eResearch specialists and funders with digital infrastructures to push and pull research information across a vast array of systems, platforms, social media and devices. Not surprisingly, however, like any large scale social transformation, the uptake of digital technologies is uneven across the research ecosystem.

In this presentation, we will consider the rationales and approaches to digital transformation for research management in the context of utilizing research information to support operational and strategic planning institutionally and nationally. Planning, policy development and decision making are all activities that need to be evidence-based, and thus high quality data and efficient reporting are central to any effective planning. The Science of Science Policy movement, for instance, seeks to better understand the whole research ecosystem and demonstrate the impacts of science. This understanding is important to develop national R&D policies, e.g. to build long term research capacity. Like any science however, the science of science policy needs quality data to inform the research and build strong frameworks. Linked data infrastructures open whole new opportunities to advance the science of science policy. Global data infrastructures are now no longer a pipedream, but visible on the horizon.

From the point of view of institutional research management, there are also strong arguments to embrace digital technologies to enable better tracking, reporting and analysis of research activities and achievements. Better reporting and analysis can lead to, for instance, better understanding and alignment of institutional research capabilities with funding and collaborative opportunities. In a highly competitive global research environment a lost opportunity can lead to loss of revenue and reduced competitiveness.

In the debate about the benefits and possibilities of digital transformation of research management, there are signs that “being digital” is gaining momentum amongst Australian and New Zealand research institutions. The establishment of two national ORCID consortia highlights the readiness of ANZ institutions to take a leadership role in the global transformation of research management practice. A key goal of the transformation is a more effective and efficient capture of high quality research information to support decision making, policy development and planning.

3C2: ENGINEERING RESEARCH PERFORMANCE STANDARDS; THE JOURNEY CONTINUES

Ms Reeta Kumar¹

¹ Monash University, Clayton, Australia

The Monash University Faculty of Engineering Research Performance Standards constitute a benchmarking tool that allows individual academic staff and their supervisors to assess research output, quality and impact.

In 2015, the current qualitative and quantitative research standards were established. The steps involved engaging with stakeholders, investigating measures used in international rankings and analysing strong evidence based research data.

The *quantitative research indicators* were based on the historical research performance of a cohort at a Teaching and Research academic salary level over the period relevant to the indicator. The minimum indicator is set close to the 25th percentile of the cohort performance and aspirational indicators close to the 75th percentile. The six indicators are based on research income, publications and postgraduate supervision.

The *qualitative impact descriptions* have been set to enable individuals to highlight their research impact in their particular research field, on their profession or practice, and within the Monash research environment.

The combination of *quantitative research indicators* and *qualitative research impact* provides a broad assessment of a researcher's performance and impact.

This presentation will outline how research data was used to set up the current research standards. Analysis of research data since the standards have been set will be done to see if this has led to a change in researcher behaviour and/or research performance. Finally, the review and revision of the current standards will be looked at with intention to include new indicators on engagement and impact.

3C3: IMPLEMENTING A NEW RESEARCHER FINANCIAL SYSTEM TO SUPPORT RESEARCHERS AND REDUCE INSTITUTIONAL RISK

Ms Judy Alexander¹, Mr Mitchell Green¹

¹ University of Newcastle, Callaghan, Australia

With increasing growth in the number of research grants, research funding levels and compliance there is an increasing demand for support by researchers in the management of their research funds. At the same time central staffing resources at the University, both within Research and Innovation Services and Financial Services, are under increasing pressure to either decrease in size or provide increased functions within the same staff portfolio. To ensure that researchers have the support required, we have successfully introduced a new Researcher Financial System (RFS) along with an extensive training programme for both researchers and the support staff located within the Faculties, Schools and research groups.

Previously researchers had to use the central finance system to obtain financial details of their accounts or request this information from suitable trained

staff. This information was provided in the standard university report format which didn't relate to normal research budget categories and didn't include awarded budget information. This made it difficult for researchers to track the financial progress of their grants and manage their funds within grant conditions.

The RFS solution has successfully enabled Researchers, Faculty PVC's, Heads of School and Support staff to manage their research funds by providing a view research grant budgets, expenditure and commitments via an easy to use dash board. By applying expenditure controls to awarded budgets, RFS has been successfully helping UON meet the regulatory requirements of research funding organisations.

3C4: HOW IMPACT CAPTURE SYSTEMS CAN HELP TO EVIDENCE IMPACT

Mrs Laura Fedorciow¹, Dr Tamika Heiden²

1 Vertigo Ventures, London, United Kingdom, 2 University of Western Australia/KT Australia, Melbourne, Australia

As a significant and increasingly important element of national assessment frameworks and grant application processes, impact now holds a prominent position across the Higher education sector in the UK, Australia and New Zealand, with many other countries around the world looking to follow suit.

Many universities and research institutes have developed strategies and appointed teams to support translation and impact but the main burden of capturing and demonstrating impact remains with researchers. With many competing time pressures, researchers frequently cite the administrative burden and the impenetrability of university systems as reasons for not fully engaging with impact.

In this session, Vertigo Ventures will offer their experiences of embedding an impact capture system across 20 leading UK universities and reflect on how this has improved researcher engagement with impact. This session will share the learnings from UK universities and the UK Research Excellence Framework (REF) and discuss the challenges researchers face in relation to evidencing impact and the tools and approaches they currently use to meet these challenges. The session will provide an opportunity to share best practice and discuss tangible ways researchers can be supported to demonstrate impact. What role do systems have in capturing and storing impact data? What are the barriers to using such systems? What is required from organisations looking to excel at impact?

3C5: FEDERATED IDENTITY MANAGEMENT FOR RESEARCH (FIM4R) – A CATALYST FOR DIGITAL TRANSFORMATION

Sat Mandri¹, Scott Koranda²

1 Service Manager, Tuakiri, Research and Education Advanced Network New Zealand, 2 Senior Scientist, University of Wisconsin-Milwaukee, United States and co-founder, Spherical Cow Group

A strategic element to maintaining a competitive advantage in research is by focussing energies in areas of innovation, which is facilitated by sharing of resources and support of inter-disciplinary collaborations at the national and international levels.

The primary impediment to this resource sharing and collaboration is the lack of an effective FIM (Federated Identity Management) ecosystem.

Federated identity management (FIM) in general and federated identity management for research communities (FIM4R) is an arrangement that can be made among multiple organisations that lets users use a single set of digital credential to obtain access to the secured resources of all organisations in the group.

Along with its huge upside and inherent value, digital transformation brings a unique set of risks and security challenges.

By enabling your identity & access and federated identity solution to be a catalyst rather than an obstruction and maintain the protection it is intended to deliver. When done right, digital transformation can help research institutions and their partner organisations become more agile, more connected, more efficient and more secure, as well as lower the cost of security and compliance.

Federated identity solutions gives institution the agility to successfully move at the speed demanded by your research intelligence and systems digital transformation strategy.

Because the solutions are standards-based, business-centric, scalable and centrally integrated, and support a policy-first approach enabled on an identity ecosystem build-on trust relationship, they can help your institution become a true enabler of innovation for research and education.

Digital transformation with federated identity management ensures that even as business accelerates, risk is mitigated and security remains at the forefront when dealing with a much larger user base, collaboration with partners (nationally and globally) and research data management – pertaining to access and data confidentiality

The LIGO* Case Study

Streamlining Collaboration for the Gravitational – Wave Astronomy Community with federated identity management

*Laser Interferometer Gravitational-wave Observatory

CONTRACTS & INTELLECTUAL PROPERTY

4A2: RESEARCH, CONTRACTS AND INTELLECTUAL PROPERTY – WHY ALL THREE ARE NECESSARY TO PROGRESS RESEARCH TODAY

Dr Deborah Kuchler¹

1 Innovation Management Australasia Pty Ltd and Hospital and Health Services IP Ltd, Sydney, Australia

Advances in technology, community demands and an increasingly networked world has meant that today, research benefits enormously from being stakeholder connected. Industry, university, government, other research teams and end users at local, national and international levels make up the many moving parts that interact to make research progress at a rapid rate today.

Such linkages stimulate research consultancies, partnering, collaborations, intellectual property and commercialization. They need negotiating and governing and a contract is the agreed terms of a relationship.

Collaborations and contracts need to be strategically designed so that no one party is a winner at the expense of others. Intellectual property assets which typically result from such collaborations, similarly need to be strategically managed so that they are attractive to the corporate sector, which will eventually craft their contributions to society.

Researchers need to understand the difference between research and a consultancy, how IP is an opportunity to start discussions on partnering, the negotiation process and how many moving parts interact to end up with a commercialization result.

Today a researcher needs to have a broader vision on how the research outcomes might eventually make our society a better place to live. In order for this broader vision to be realized, the researcher needs to understand how contracts allow the research to proceed within defined terms and rules. Intellectual property that may be generated adds value to the research and is the asset that carries the research outcomes through a commercialisation journey to a final product for consumers.

4A3: RESEARCH OR CONSULTANCY THAT IS THE QUESTION. DISTINGUISHING FEATURES, DECEPTIVE SIMILARITIES, HOW TO AVOID SOME OF THE “SLINGS AND ARROWS”

Ms Alma-Mary McFarland¹

1 Children's Cancer institute Australia, Sydney, Australia

There is a perception among researchers that consultancy agreements are easier/faster to get through the University Research Office than research agreements. As pressure to diversify the research funding base increases, it is becoming more critical to categorise research and consultancy activities correctly.

This presentation will explore some of the reasons why these perceptions persist, some of the risks of incorrect categorisation for both researchers and institutions. The author will also offer some practical suggestions for working with researchers to achieve satisfactory outcomes for both them and the institution, as well as essential contract negotiation and drafting tools for both types of engagement.

4A4: ENHANCING SUPPORT FOR RESEARCHERS FOR INDUSTRY ENGAGEMENT

Ms Amanda Smith¹, Mr Justin Manzano¹

1 La Trobe University, Bundoora, Australia

As government research policies move toward sharper incentives for university-industry engagement, universities are encouraged to increase their income for activities that engage with, and benefit, industry and other end-users in the community. La Trobe University's Research Office has established a Consulting and Contracts Team dedicated to the

management of contract research and consultancies to facilitate efficient and effective contracting with industry. To support the unpredictable and time-critical nature of research contracts, the team's response is two pronged – through the implementation of process improvement, and service innovation. The team has developed procedures, frameworks and expertise to streamline the submission of proposals, establishment of agreements and the ongoing contract management of projects. The team has enhanced its service offering by providing specialist expertise to closely engage with researchers, identify and resolve red flags around intellectual property, commercialisation and other risks. The enhanced service offering also supports the unpredictable nature of tenders, in particular issues with agreements to be addressed in the proposal, and supporting prompt contract execution, if awarded. Similarly, the team has worked closely with university solicitors to design a portfolio of agreed templates and removing the requirement for solicitor review in certain circumstances. Despite increasing volume, these approaches have significantly reduced turnaround timeframes for contracts. Data will be presented on volumes, turnaround times and success rates. If the perception outside of universities is that collaboration is hampered by lengthy contracting processes, then this approach has shown that establishing a dedicated team is something universities should consider.

4A5: WHY DO RESEARCH CONTRACTS TAKE SO LONG TO NEGOTIATE?

Anthony Fortina¹

1 The University of Western Australia, Perth Australia

Research collaborations with industry are an important element in translating research and driving innovation. They also contribute to an increasing share of university research funds. These collaborations are not exactly a new phenomenon, but there is a renewed focus on the role of universities in expanding and diversifying their local economies and providing businesses with a competitive advantage through access to leading experts and new technologies. Coupled with the steady decline in competitive grant funding (and the advent of the National Innovation and Science Agenda and the introduction of impact metrics in Australia), there is now even more impetus for universities to engage and collaborate with industry.

However, despite much discussion, research and many articles on this topic, industry and university research collaborations are often a faint shadow of what is considered best practice. This talk will focus on one important facet of the collaboration - the contract negotiation process. In the context of a typical university research support office, we will examine the (often convoluted) path contract negotiations take and explore ways to improve the process and help the relationship.

The presentation will provide a brief overview of the process, explore the interpersonal element, move through the different stages of negotiation and deal with roles. We will also briefly discuss good contract management practice.

4A6: CREATING AGILE TEAMS IN UNIVERSITIES – IS IT POSSIBLE?

Kate Taylor¹, Dr Jo McEvoy¹, Theo Kapodistrias¹

¹ University of Tasmania, Sandy Bay, Australia

Businesses often claim that there are protracted timelines when negotiating agreements with public research organisations. Frequently research administrators are placed in a difficult position where they are expected to increase industry engagement activities but also uphold the University's interests by capturing value from intellectual property. At the University of Tasmania, we have started to address these issues by articulating our intellectual property principles and trialling agile teams in order to accelerate contract negotiation. Previously, a more traditional, linear approach was taken in order to progress agreements which could result in delays if particular organisational units were not consulted early on during the contract negotiations. With the formation of agile teams, a wider range of skill sets, experiences and perspectives are utilised in order to avoid common pitfalls and accelerate contract finalisation. Although still in its infancy, feedback from initial team members suggests that this approach has accelerated their learning curve and helped them to gain a greater awareness and understanding of other organisational units within the University.

CONNECTING RESEARCH WITH COMMUNITIES

4B1: MEANINGFUL RESEARCH PARTNERSHIPS WITH INDIGENOUS COMMUNITIES

Dr Maxine Bryant¹

¹ University of Canterbury, Christchurch, New Zealand

Meeting the research needs of indigenous populations is becoming increasingly important, to enable indigenous groups to achieve their aspirations, to fulfil our (University's) responsibilities to our communities, and to respond to government policy. However, despite our best intentions, engaging with indigenous communities is hard – it is often difficult for researchers to connect with the right people or understand the cultural context – and this may lead to tokenism rather than meaningful consultation. How do we build meaningful partnerships that facilitate excellent research and deliver useful outcomes to indigenous peoples? The best results come from real and meaningful engagement – building research partnerships with indigenous populations to understand what their needs are, to work with them to develop their research questions, and to involve them in the research process, from inception to conclusion. This presentation considers what real and meaningful engagement is, and outlines the approach that the University of Canterbury has taken to invest in this engagement process to build enduring research partnerships with Māori.

4B2: RESEARCH ENGAGING MĀORI: A BICULTURAL, BLENDED APPROACH

Associate Professor Helen Gremillion¹

¹ Unitec Institute of Technology, Auckland New Zealand

This presentation reports on the consultation and implementation processes involved in creating a short course for academic staff members' professional development entitled 'Research Engaging Māori', which sits alongside a research-based 'Virtual Marae' targeting postgraduate students. Both projects are being established in 2017 at Unitec Institute of Technology, in Auckland. This presentation highlights key features of a bicultural approach not only to supporting researchers to engage with Māori, but also to advancing the professionalism of research managers seeking to grow cultural partnerships and Indigenous research. The consultation process leading into these new developments at Unitec modelled the kinds of collaborations to be promoted via the Virtual Marae and short course. Thus, the planning process and its implementation share an underpinning philosophy. Specifically, they draw on existing research 1) about postcolonial politics to be taken into account in New Zealand's bicultural context (Smith, 1999), and 2) about a range of partnership practices that may be appropriate for a given research project, depending on the level of engagement with and potential impact on Māori (Tolich & Smith, 2015). As interconnected projects, the Virtual Marae and short course will articulate these research resources and principles within a blended (online plus face-to-face) environment, offering accessible access to them for researchers engaged in various kinds of partnership contexts, and operating with differing levels of experience and also within a range of project stages. A planned evaluation will determine how successfully these research resources and principles can be conveyed in blended venues.

4B3: ACTIVE COLLABORATIVE RESEARCH PATTERNS – EXPLORING THE CONNECTED CULTURE OF COLLABORATION

John Hammersley¹, Daniel Hook², Ian Calvert², Laurel Haak³, Liz Allen⁴, Helen Josephine⁵, Sam Burridge⁶

¹ Overleaf, London, United Kingdom, ² Digital Science, London, United Kingdom, ³ ORCID, Bethesda, United States, ⁴ f1000 Research, London, United Kingdom, ⁵ Stanford University, Stanford, United States, ⁶ Sam Burridge, Consultant, London, United Kingdom

This presentation will provide data and discussion points on active collaboration research patterns and exploring the connected culture of collaboration. This data will be based on a report released by Overleaf, which takes an in-depth look at active collaborative research patterns. Rather than examining post-published collaboration patterns, "The Connected Culture of Collaboration" explores new, real-time information on collaboration to provide insights in collaboration patterns on national, state and institution-level scales.

Supported and contributed to by Digital Science, the report features a number of thought leadership contributions and includes a foreword from Laurel Haak, Executive Director, ORCID. The report

focuses on the varying aspects of collaboration: how collaboration is valued in science, the role of university libraries in research communication, and how the growth of open access facilitates collaboration.

An analysis of Overleaf collaboration data forms the heart of the study.

4B4: THE UNIVERSITY OF CANTERBURY MAORI CONSULTATION PROCESS

Mr Nigel Harris¹

¹ University of Canterbury, Christchurch, New Zealand

The University of Canterbury has a unique consultation process with facilitated engagement, which recognises the need for authentic engagement and inclusion of Maori it is both organic and structured and reliant on early consultation and engagement by individuals or teams at the design phases of their research.

The Vision Maturanga responsiveness is facilitated by the Ka Research and Maori consultation team. It has a series of pathways for engagement through the Ngai Tahu Research Centre, The Ngai Tahu Consultation and Engagement Group, The office of the Assistant Vice Chancellor Maori and The Mana Whenua of the local Hapu Te Ngai Tuahuriri.

We actively promote, facilitate and guide the early active involvement of Maori throughout the research process. We also will actively seek to identify and involve Maori within the research teams where appropriate through authentic engagement to co inform the research programs. As an example we will talk to an exemplar where we followed this process. As an example we will talk to an exemplar where we followed this process.

RESEARCH DEGREE MATTERS

4C1: INFORMATION SHARING FOR QUALITY OUTCOMES: THE GRIS STORY

Ms Lena Caruso¹, Mr Simon Kalucy¹

¹ UNSW Sydney, UNSW, Australia

UNSW has over 4000 active Higher Degree Research (HDR) candidates across nine faculties. UNSW employs a unique governance structure that allows the Graduate Research School (GRS) to effectively co-manage complex candidature cases in collaboration with Faculty Higher Degree Committees composed of Postgraduate Coordinators from each School.

However, detailed co-management of HDR candidatures is difficult with large student numbers at different stages of their studies. Candidature management is resource intensive as student research is highly individualised, cases are often complex, and research degree candidature does not always progress linearly. It is vital to identify problems early, and create the conditions to prevent these issues from developing in the first place.

The mid-2016 implementation of the Graduate Research Information System (GRIS) was designed to increase the capacity for effective admissions and candidature management both by creating

a more effective workflow system. The system incorporates admissions processes, variations to candidature, scholarship ranking and annual progress reviews. Importantly the GRIS supports greater co-management of the candidature life-cycle, and in particular facilitates early detection and coordinated management of complex cases by the GRS, School and Faculty stakeholders.

The implementation of GRIS has resulted in greater visibility of student data and knowledge sharing across schools, faculties and central management, improved relationships between key stakeholders and better reporting capabilities. Ultimately this has improved quality management of candidates from admission through to thesis submission.

4C2: IF I HAD KNOWN THEN WHAT I KNOW NOW: THE LIFE AND TIMES (TO DATE) OF THE HDR ADMINISTRATION CENTRE

Dr George Carayannopoulos¹, Ms Sophia Davidson Gluyas¹

¹ University of Sydney, Darlington, Australia

In 2015 the University of Sydney created a Higher Degree Research Administration Centre. Not quite a graduate school and not solely focussed on administrative candidature management, the HDR Admin Centre represented a new approach in the context of the support of HDR candidates.

Whilst the HDR Administration Centre looks after candidature milestones, faculties and schools remain the key educational focal point for candidates in terms of supervision, research training and research development activities. Within this context there have been both challenges and opportunities for cross-unit collaboration under the new arrangements. This has seen a breaking down of silos across the university and a move towards developing more cross-faculty opportunities for candidates. This presentation, involving members of HDR Administration Centre (HDRAC Head, George Carayannopoulos) and representatives from faculty (Coordinator, HDR Training, Sophia Davidson Gluyas) will interrogate the lessons learned to date from both a central and faculty level with a view to assessing the continuing development of this model.

Poster Presentations Abstracts

P1 – THE MOST IMPORTANT ELEMENTS OF A SPONSORED RESEARCH GRANT APPLICATION AS PERCEIVED BY RESEARCHERS: AN ONLINE SURVEY

Mr Paul Adams¹, Dr Associate Professor Jaranit Kaewkungwal²

1 Office of Research Services, Faculty of Tropical Medicine, Mahidol University, Bangkok, Thailand, 2 Department of Tropical Hygiene, Faculty of Tropical Medicine, Mahidol University, Bangkok, Thailand

Most researchers face challenges when applying for a sponsored research grant. The objective of the present study was to explore the opinions and experiences of researchers regarding the importance of issues that may discourage them from applying for a grant.

An anonymous online questionnaire was sent to researchers, grantees, and novices in different Thai academic and research institutes, in March 2017. The questionnaire covered critical elements and perceived obstacles for grant applications. Based on the importance level attributed by the researchers using a Likert rating scale, the ratings per item were analyzed.

The respondents comprised 16 novices, 54 recipients of local, and 21 recipients of both international and local grants. For the critical elements of a grant application, the larger differences in ratings for “most important” among novices, local grantees, and international grantees included: feasibility of the proposed research design/methodology (60%, 80%, 81%); strategy/process for managing/implementing the project (47%, 72%, 33%); and plan for evaluation of project progress/completion (67%, 50%, 33%), respectively.

Regarding perceived obstacles to grant applications, the large different ratings of the three groups were: financial support from workplace (7%, 19%, 15%); complexity of application procedures (13%, 30%, 37%); and experience of rejection (7%, 19%, 15%), respectively.

The results reflected different weightings by the three groups for the given elements; these may/ may not correlate with those of grant agencies. The study results will help clarify the expectations, and communications between researchers and grant agencies in the development of more successful grant applications.

P2 – RESEARCHERS’ PERCEPTIONS OF THE MOST IMPORTANT FACTORS FOR SUCCESSFUL PUBLICATION IN BIOMEDICAL JOURNALS

Mrs Pornpimon Adams¹, Dr Associate Professor Jaranit Kaewkungwal²

1 Office of Research Services, Faculty of Tropical Medicine, Mahidol University, Bangkok, Thailand, 2 Department of Tropical Hygiene, Faculty of Tropical Medicine, Mahidol University, Bangkok, Thailand

Peer review and publication are major concerns among researchers in the scientific community. The objective of this study was to explore perceptions among researchers regarding the critical elements/criteria employed by journal editors when they make decisions to accept or reject manuscripts.

An anonymous online questionnaire was sent to researchers in Thai academic institutes during March 2017. Based on the importance level attributed to each “critical element” by Likert rating scale, each item was analyzed, and differences in perceptions were assessed among 3 types of researcher. The ratings varied: 11 (15%) novices who had not successfully published, 36 (47%) researchers who had published in an international journal, and 29 (38%) researchers who had published in both local and international journals. For “study importance”, the larger differences in ratings for “most important” among the three groups were found for “generalizability of the study” (64%, 46%, 59%), respectively. Regarding “study design”, the ratings for “most important” were similar--60-65% for type of design and 45-50% for sample size. For “study presentation”, the ratings were also similar--60-65% for content organization and 45-50% for table/figure presentation. For “interpretation of findings”, the ratings differed for discussion/conclusions (64%, 83%, 72%).

This study reflected what researchers anticipate when they write/submit their manuscripts. The researchers’ weightings for the most important factors may differ from those of journal editors. The study results will help plan supports for novice and experienced researchers, to assist them to publish manuscripts in high-impact journals.

P3 – EVIDENCE OF HIGHER GRANT SUCCESS FOR APPLICANTS WHO RECEIVE PERSONALISED GRANT WRITING SUPPORT

Dr Lyn Airey¹

¹ The Granted Group, Bentleigh, Australia

We will present results from an analysis of grant success outcomes for cohorts of de-identified grant applicants who received different levels of grant writing support prior to, and during crafting of ARC proposals. This includes attendance at grant support workshops, 1:1 planning sessions to craft their own proposals, pitching sessions to faculty and research management staff, and strategic review and editing of their near final drafts.

We will present evidence which shows how extended support models have resulted in increased grant success rates for university departments. We will provide information on areas of grant writing that applicants across Australia need the most help with and how these support processes and tools can be used to increase competency and success in these areas.

Finally, we will present a model of research grant support we have seen to be effective at helping applicants craft proposals that get funded.

P4 – USING GLOBAL RESEARCH ACTIVITY FOR INFORMED, DATA-DRIVEN RESEARCH ADMINISTRATION

Dr Tom Lickiss¹, Mr Bo Alroe²

¹ Digital Science, London, United Kingdom, ² Digital Science, London, United Kingdom

Availability of richer research information and systems for integrating and interpreting it are rapidly providing a wider picture of research. When used for administration, it can help secure new funding, analyze existing funding in specific contexts, do gap analysis, and inform investments in people and infrastructure; all helping institutions to stay competitive, achieve goals, and support researchers.

Time previously required to collect wider data can now be used to analyze and interpret data, answering key questions; which grants were recently awarded in our fields, to whom, by which funders? What are our current research portfolio's strengths and weaknesses? How does our research activity compare to others; nationally, internationally, and in specific fields? How are funds allocated, and how can that help our researchers' new applications? These and other questions can be answered with awareness of the wider research landscape and associated data.

This session will focus on the range of wider data and metrics available to research administrators to provide context and inform strategy in different ways. Where once publications and citations were the narrow source of data about research activity, a host of new data is now available; worldwide grants and patent data give insights to research activity in real-time, for example. Using examples from Digital Science, this session will show attendees new possibilities for using wider data and metrics to support familiar business needs, and expand awareness of research activity outside of their institution as well as within it.

P5 – REVIEWING OUR RESEARCH: A COLLABORATIVE ACTIVITY EXPOSING THE GOOD, BAD AND UGLY IN PLANNING FOR THE FUTURE

Dr Andrea Averis¹

¹ Women's and Children's Health Network, North Adelaide, Australia

In 2016, the Gateway Research Review of the Women's and Children's Health Research Alliance (comprising research partners from the Health Network, University, Research Institutes, Pathology Service and charitable Foundation) was commissioned by the CEO of the Women's and Children's Health Network on behalf of the Alliance and coordinated by the Research Secretariat.

The Alliance was formed in 2008 to develop strong collaborative links between the research partners on the WCH campus by utilising its simple nexus between research, clinical practice and education.

The Review was facilitated by an external leading research strategist and involved desk top research and pre-review focus groups and meetings (involving over 120 individuals from across WCHRA organisations, external parties and consumers).

An external review was conducted over a one-week period by an external Scientific Advisory Committee that requested input from all WCHRA partners on research productivity, collaborations, goals and aspirations and received detailed submissions from various departments, individuals and other organisations linked to the Alliance.

The key findings of the Review were in four areas, namely:

1. Best practice
2. Research strategy
3. Funding
4. Research stewardship

This paper expands on the Review outcomes in building our research vision, informing the next iteration of the Strategic Plan, developing a research strategy and prioritising resources for future collaborative research. It explores the opportunities and problems encountered along the way.

Establishing a clear and accountable process for implementation of the Recommendations of the Review in a staged manner is an important aspect in renewing the research culture and in wisely using scarce resources to achieve success.

P6 – SNAKES AND LADDERS: HOW TO PLAY THE GRANT WRITING GAME

Ella Horton¹, Rose Pongratz¹, Dr Chloe Bibari¹

¹ University of Tasmania, Hobart, Australia

It is increasingly difficult for researchers to get funding. More often than not, it is the storytelling ability of a researcher that will push their project over the line. As Research Administration and Marketing Officers, we read research projects on a daily basis.

We see common mistakes researchers make in communicating their projects to funders. We also see well-written grants that are clear, concise and inspire the readers and, likely, the funders.

In this presentation, we will identify common mistakes (snakes) and writing tips (ladders) that can make or break a project in the competitive research funding world. We will create a snakes and ladders board game presented as a poster. This can be reproduced as a one-page resource that will be easy to use both for researchers who are writing grants and for research administrators who are reviewing grants.

P7 – DEVELOPING EFFECTIVE RESEARCH STRATEGY FROM OUTCOME DATA ANALYSIS

Dr Michelle Bonello¹, Dr Alice Antony¹, Ms Deborah Docherty¹

¹ University of New South Wales, Sydney, Australia

Strategic support for researchers could provide a competitive edge to increase the chances of receiving funding and increase success rates for universities. Utilising outcome data from funding agencies such as NHMRC and ARC can provide insight, information to researchers and strategy development to further support researchers at an individual, school, faculty and university level.

We undertook an analysis of recent outcome data for NHMRC Project Grants, Career Development Fellowships and Early Career Fellowships

Our analysis reflects the nuanced differences of proposal emphasis required for success in individual schemes.

The results indicate that for Project Grants a strong research team does not seem to influence funding success to the extent that is widely believed. Our analysis shows without high scores for Scientific Quality and Significance and/or Innovation success is unlikely.

The results for both Career Development and Early Career Fellowships indicate that researchers need to be strong in each criteria. There are areas of specific expertise, such as biostatistics, that may be successful with lower scores.

Outcome data analysis is likely to be a valuable tool for Research Administrators to utilise to examine performance and areas of research applications that could be strengthened. The analyses could be undertaken at a school, faculty and university level to provide specific advice and feedback. It would be useful to combine years of data and also do comparative studies from year to year. These analyses could be tailored and could provide a powerful tool to inform researchers, tailor advice and improve success rates in funding.

P8 – ASSESSMENT OF GRANT APPLICATIONS FROM DIVERSE DISCIPLINES – A RECIPE FOR SUCCESS

Dr Anne Brocklebank Proud¹, Dr Anne Drake¹

¹ Deakin University, Geelong, Australia

Assessment of grant applications by a single panel representing a diverse range of research disciplines poses challenges for academics and the research administrators supporting them.

Within the Faculty of Science, Engineering and Built Environment at Deakin University there are four schools representing the life sciences, engineering, IT and architecture. Consequently, a wide range of disciplines are represented in applications assessed for internal grant schemes run by the Faculty. Assessment panel meetings have traditionally been lengthy and problematic, largely due to a lack of agreement between assessors representing divergent disciplines.

Previously, our solution was to split the application pool into two discipline groups (1) life sciences and (2) remaining schools, which were evaluated in separate meetings. A final meeting was then held to combine the rankings. A difficulty with this model has been consistent interleaving of the two score sets to reach an agreed final ranked list. A further disadvantage is the administrative and workload considerations of attendance at three meetings.

We have developed a process by which a “virtual” multi-panel process is undertaken, requiring only a single assessment meeting. Panel members score all applications and a ranked list is generated. We extract the scores of the life science assessors for their school applications separately, and do the same for the remaining schools, then interleave them. The ranked lists are compared side by side. We have found this process provides a much smoother agreement between all parties and has greatly improved the efficacy of the decision making process.

P9 – BUILDING BRIDGES BETWEEN RESEARCHERS AND RESEARCH ADMINISTRATORS

Caroline Burbury¹, Dr Alice Percy¹

¹ University of Tasmania, Sandy Bay, Australia

The University of Tasmania is an unaligned institution and the sole higher education provider in the state of Tasmania. Our unique characteristics, values and mission mean that while we aim for and take pride in academic prestige, we also deeply respect the responsibility we have to our community and our local industries.

Our industry success is evidenced by our track record in the Australian Research Council (ARC) Industrial Transformation Research Program. We lead the nation with seven projects: four Training Centres and three Research Hubs totalling over \$21M in funding from ARC and \$11.5M from partners.

So how do we do it? Like all areas of research, there is not one magical formula (not one we're willing to share anyway!) We will outline the development strategies that we have implemented to create an environment that supports current research priorities and nurtures the next research leaders. We will also examine what it takes to direct a training centre and research hub and our directors' thoughts on their success. We will also discuss the administration of a centre/hub from a research management and financial perspective.

P10 – NOT WHAT YOU KNOW BUT WHO YOU KNOW

Dr Adam Butler¹

¹ University of Sydney, Sydney, Australia

The obsession with citation counting is ubiquitous throughout academia and may hinder creativity and sound research strategies. Researchers and groups are more often than not judged on their citation average and the plethora of other citation-based metrics (e.g. h-index and variants). The terms “quality”, “impact” and “excellence” have become synonymous with citations. But, is citation counting really an indication of an individual’s or institutions worth or the “quality” of their work? International university ranking systems would have us believe yes, not to mention government-led assessments like the ‘Excellence in Research for Australia’ (ERA), both rely on citation counting as a measure of “quality”.

This work discusses several papers including the authors’ own study that show an association between co-authorship networks and citations. The key idea is that the improved ability to conduct effective network analysis for large and complex networks shows that the notion of high citations being a proxy for “research quality” has run its course. Citation performance is more likely to be a result of co-authorship network dynamics rather than any perceived notion of “quality”. Moreover, it is time the folly of citation counting is put to rest so that research strategy and planning can exist without the yoke of citations. Your (academic) “impact” may be as simple as the reach you have across your network.

The subsequent result is that rather than worry about citations and/or one’s h-index, it is the connections through networks of people that drive success.

P11 – UNIVERSITIES VS THE COMMUNITY: RESEARCH UPTAKE A THEORY OR A REALITY

Mrs Tarisai Chikungwa-Everson¹

¹ University of Fort Hare, Alice, South Africa

With intensity and increase in research projects....: What are Universities doing with all knowledge extracted and produced from their surrounding communities and what impact has this research made in these communities in which the universities exist in. This paper seeks to explore initiatives employed by universities in developing and engaging their surrounding communities as co-producers of fundamental knowledge aimed at the improving livelihoods. The notion of research uptake is can be explained as a process in which research generated knowledge finds its way to benefit the community through policy makers, practitioners, government and other end users.

With the use of a case study of research uptake at one institution of Higher learning in the Eastern Cape Province of South Africa a review into the role of universities in inclusive innovation systems, the role of innovation intermediaries and their potential to help bridge the gap between Universities and society is explored further.

The methodology will assist to reflect on what has been done and the processes and principles that have

been followed to establish the intermediary platform. Furthermore the study will endeavour to give recommendations on pathways for research uptake

P12 – COMPLIANCE, SCIENCE AND COMMERCIALISATION CLOUT: A 3-WAY APPROACH TO SUPPORTING NHMRC DEVELOPMENT GRANT APPLICATIONS

Ms Anne Coco¹

¹ University of Melbourne, Carlton, Australia

The NHMRC Development grant scheme is aimed at health and medical research with a commercialisation outcome. The assessment criteria is weighted 60% on commercialisation aspects and 40 % on scientific merit. In the last 2 years, \$12M (2016) and \$14M (2017) was awarded for this scheme nationally, with University of Melbourne awarded on average over \$2M.

For the NHMRC’s Development grant scheme, the University of Melbourne’s central research office coordinates the provision of support with a focus on scientific strategy and commercialisation aspects. It is proposed that the engagement of this specialised support may provide an advantage to applications involving research with commercialisation outcomes.

In 2017, as a proportion of total applicants, 90% received a review centred on compliance and eligibility from the Research Office Grants team, 50% received a review focused on scientific strategy from an external consultant and 80% engaged in support on commercialisation aspects from the Business Development team.

This presentation will demonstrate the process used to coordinate this support from various sources and will outline the results of a post submission survey completed by applicants on their experience of application preparation and their perception of the impact of support received.

Although highly encouraged, it is not mandatory for applicants to engage in these services, however by providing support for scientific strategy and commercialisation aspects of these applications, it is hoped success in this scheme increases, which in due course has the potential to facilitate further research income to the University via commercialisation successes.

P13 – STREAMLINING THE EXECUTION OF COLLABORATION AGREEMENTS INVOLVING INTERNATIONAL INSTITUTIONS

Ms Anne Coco¹, Mrs Mahesh Sundar¹, Ms Kristin Williams¹

¹ University of Melbourne, Carlton, Australia

The NHMRC requires all collaborating institutions participating in funded research to enter into an agreement with the administering institution. The NHMRC Project grant scheme in 2016 delivered over \$71,000,000 of research income to the University of Melbourne. 45% of these funded projects involved national collaborators, with 27% involving one or more international collaborators.

Our standard process was to invite all collaborators participating in a research activity to be a party on a standard Group of Eight (Go8) approved multi-institutional agreement template. Although most national collaborators accepted the standard agreement template, it was increasingly found during negotiation that international collaborators had difficulty in accepting the terms of the agreement without proposing significant changes to the standard template. Recognising that this may have led to lengthy delays in executing agreements and potentially stifling the commencement of research activity, our team proposed a new standard process when co-ordinating collaboration agreements involving international parties.

In this poster we will identify the common areas in which International parties had objections and how we were able to implement an alternative simplified agreement which was acceptable to various international institutions whilst managing risk and complying with the NHMRC funding agreement.

By implementing this new approach we aim to achieve a more efficient agreement execution process without compromising the standard Go8 multi-institutional agreement template, and in turn facilitate the progress of research activity.

P14 – FACILITATING AND GROWING SUCCESSFUL MULTIDISCIPLINARY RESEARCH TEAMS: HURDLES AND SOLUTIONS

Ms Lisa Elliott¹, Ms Courtney Bendall¹

1 Macquarie University, Macquarie University, Australia

To be competitive in today's changing research funding environment and to deliver evidence-based solutions with real impact for society, multidisciplinary research teams are a must. While certain academics are good at engaging across disciplines, many are often unaware of the relevant research capabilities in their own institution and/or nationally. Therefore, having central Research Office personnel to assist in fostering and growing academic relationships can boost the effectiveness of their engagement. At Macquarie University, the rapid growth in its new Faculty of Medicine and Health Sciences has meant that the knowledge of the growing level of expertise within the Faculty and University has required the facilitation from the central Research Office and Faculty Research Office personnel. This facilitation is particularly important for ensuring collaboration between Medicine and Faculty of Human Sciences, the only Faculty of its kind in Australia and one that includes the diversity of psychology, cognitive science to education and linguistics (audiology and speech pathology). A case study will be presented which will describe a successful cross-disciplinary collaboration with the possibility of real impact on society that encompasses researchers from four of the five faculties at Macquarie University, but is led by the aforementioned two Faculties. The key areas of focus in our case study will be; seeding the collaboration, involving the right people (researchers and partners), diversifying the program of research, and the Research Offices role in managing the research program centrally.

P15 – NEW ZEALAND'S INTERNATIONAL CONNECTEDNESS AND THE CATALYST FUND

Ms Karla Falloon¹

1 Ministry of Business, Innovation and Employment, Wellington, New Zealand

International science and innovation links are a key part of the Government's plan to improve economic performance and increase New Zealanders' wealth and wellbeing. The National Statement of Science Investment 2015-2025 (NSSI) set out the Government's long-term vision for the science system and a strategic direction to guide future investment. The NSSI recognises the importance of international connections for enhancing the excellence and impact of New Zealand science, and the potential to strengthen even further the connectedness of New Zealand science to the rest of the world.

To achieve the NSSI vision of a "highly dynamic science system that enriches New Zealand, making a more visible, measurable contribution to our productivity and wellbeing through excellent science", it is vital that New Zealand advance and expand its international connectivity, seeking out strategic relationships with sophisticated science partners.

MBIE takes a leadership role in establishing and maintaining these key bilateral and multilateral science and innovation partnerships to better connect New Zealand's science system to the rest of the world. MBIE's dedicated international collaboration tool is the Catalyst Fund. The Catalyst Fund supports activities that initiate, develop and foster collaborations leveraging international science and innovation for New Zealand's benefit.

This presentation will discuss how the small and unique Catalyst Fund can be best deployed to achieve strategic benefits for New Zealand and support delivery of the NSSI vision.

P16 – IS EVERYBODY OVERRATED? COAUTHORSHIP IS DISTORTING MEASURES OF ACADEMIC IMPACT

Mr Adam Finch¹

1 CSIRO, Urrbrae, Australia

Citation analysis is a widely used and established way of evaluating the academic impact of research. It forms a key part of Excellence for Research in Australia, institutional rankings such as THE and Shanghai Jiatong and bibliometric tools like InCites and SciVal. A popular indicator is Relative Citation Impact, which adjusts performance for the influences of field and time and gives performance relative to a world average of one.

But this indicator is broken. Because more cited papers usually have more institutions attached to them, most institutions in the world now perform above average; moreover, it is possible for institutions to 'ride the coat tails' of other institutions. They get one author on a paper and get full credit for all of that paper's citations.

One way around this is to adjust the credit an institution receives for a paper by taking into account the number of institutions that worked on it. Doing so gives the "average" real meaning again, and makes

it harder to boost performance just by making lots of small contributions to big papers; a world-class breakthrough with just a few authors gets due credit once more. Making this adjustment for Australian institutions, at an organisation and field level, produces some tumultuous changes to ranking and yields a very different view of which institutions are stronger and weaker in the national research system.

P17 – ESTABLISHING AN INSTITUTIONAL CORE RESEARCH FACILITIES STRUCTURE FROM SCRATCH: LESSONS LEARNT AND YET TO LEARN

Ms Daina Garklavs¹

¹ Griffith University, Brisbane, Australia

The equipment and facilities supporting ground breaking research in our research institutions, represents a huge investment but until recently our management of such facilities has focused on the technical aspects of running a facility or on how to construct research facilities. Universities in particular support a very broad range of research facilities across all discipline areas yet their unique operational needs have been managed locally rather than as a core management focus institutionally. In 2015 Griffith University sought to implement a more institutional approach to the management of its research facilities. This presentation sets out to explain that journey and the key challenges and learnings that may be of benefit to other institutions also setting out on this path.

P18 – WHO KNEW? MOVING INDUSTRY ENGAGEMENT AND IMPACT ACTIVITIES TO BE WITHIN OUR REACH

Ms Ruth Graham¹, Ms Kathy Homan¹

¹ The University of Sydney, Sydney, Australia

The pressure is on research managers to fulfil requirements of national and international reporting on community and industry engagement practices of academic researchers to support research impact claims. In an organisation with emerging mechanisms for gathering data, how is it possible to systemise the collection of information to meet both compliance commentary and showcase research achievements? How does the professional development of research managers and support staff adapt to this changed landscape?

Given this context, we will present case studies from faculties of The University of Sydney: Faculty of Engineering and Information Technologies and Faculty of Arts and Social Sciences. This will include approaches to bring along the recognition and reward systems of the institution in line with the strategies of the National Science and Innovation Agenda and the Excellence in Research for Australia evaluation framework.

The paper will include lessons learned from the ERA 2017 pilot, academic profiles online to indicate connectivity and reactions to calls for information of this nature, whilst trying to further support growth in impact activities. In addition, we will review the scrutiny of the scale of research impact and the worthiness of reporting both local community case

studies as much as international narratives. The presentation will cover how robust data informs areas for development and expertise training for both academic and professional staff.

We will also pose the questions around whether (similar to the recording of publication information) there a place for the development of information sharing – Scopus for engagement and impact anyone?

P19 – TRAINING STRATEGY FOR ACCOMMODATING MULTIPLE HONOURS PROGRAMS, A DIVERSE STUDENT COHORT AND A RANGE OF RESEARCH TOPICS AND METHODOLOGIES

Ms Sharon Gurry¹, Dr Joanne O'Toole¹, Dr Jayamini Illesinghe¹

¹ Monash University, Melbourne, Australia

The School of Public Health and Preventive Medicine (SPHPM) is a large School within the Faculty of Medicine Nursing and Health Sciences, Monash University. SPHPM undertakes research in public health, clinical research methods, health services management, international health, large scale clinical data-management, biostatistics and occupational and environmental health. The school runs three Honours Programs, all of which offer a career path into public health and clinical research. One of the challenges that arises is how best to accommodate the training needs of a diverse set of students (domestic and international) as well as the breadth of research projects that they are undertaking. In 2017 new processes were implemented to address these training needs by offering stream-specific training, as well as a series of common training elements to all Honours students. Components, which cross over include: i) statistical training (STATA and/or SPSS packages); ii) 'open' sessions on ethics and project governance, qualitative research methods, questionnaire design and data management; iii) writing workshops, assisting students to write more effectively and which encourage students to submit their writing for peer assessment; iv) occupational, and where required, laboratory specific training and, v) sessions for students to practice their presentation skills. In this way, irrespective of the Honours Program, students are able to receive the training they require specific to their research project and personal needs.

P20 – ENHANCING DIVERSITY AND INCLUSION IN RESEARCH COLLABORATIONS WITH A GENDER BALANCE ACTION PLAN

Ms Amy Bairstow¹, Kathy Homan¹

¹ University of Sydney, Darlington, Australia

STEMM disciplines are notoriously male-dominated. The University of Sydney's Faculty of Engineering and Information Technologies ('The Faculty') sought to influence diversity and inclusion in research collaborations through the implementation of a Gender Balance Action Plan ('The Plan'); the ultimate aim being to underpin research excellence. The Plan was developed by the Associate Dean Research and Research Support team in collaboration with academic staff across five Schools with the final plan approved

by the Faculty's Dean's Advisory Committee. Along with recruitment targets for female Higher Degree Research students, academic appointments at all classification levels, and professional staff, a number of initiatives have been delivered. Namely, two new 'family friendly' funding schemes were developed and launched: The Carer Re-engagement Scheme, and The Carer Travel Assistance Scheme. Women identified for promotion were offered targeted development workshops and coaching by a specialist. An in-house diversity and inclusion workshop for leaders was delivered. Two champions were appointed to model at a senior level. A range of other initiatives are planned for 2017 including the development and delivery of a diversity and inclusion charter, recruitment strategy, and communications strategy. This is a long-term quest towards gender-parity and cultural shift may not be overtly evident for a number of years. Despite the initiatives that have been delivered further opportunities will be pursued for visible modeling by senior leadership and mentoring specifically targeted to emerging female researchers. We would recommend that others delivering a similar strategy focus on achieving senior stakeholder support early in the process.

P21 – DMRS: DATA MANAGEMENT RECORDS AND PIDS FOR PROJECTS, NOT PEOPLE

Dr Andrew Janke^{1,2}, Ms Siobhann McCafferty^{1,4}, Ms Helen Morgan³, Mr Ian Duncan¹

1 Research Data Services, Brisbane, Australia, 2 National Imaging Facility, The University of Queensland, Brisbane, Australia, 3 The Library, The University of Queensland, Brisbane, Australia, 4 Australian Access Federation, Brisbane, Australia

Data management concerns the entirety of the research lifecycle. Despite this, the traditional view of Data Management Planning (DMPs) is user centric and relates to a small part of this process. Instead, we need to think about curation of metadata related to projects. In order to do this we need long term, persistent identifiers for research activities. This project level metadata should go beyond the ordinary data management information to include the "who, what, why when and how" in the context of the activity that generates, collects and analyses the data. We assert the term Data Management Record (DMR) to describe this collection of information. DMRs are created and maintained at project-level, they can be thought of as useful both as active (aDMRs) during the early phases of the research lifecycle, and curated (cDMRs) as they are archived toward the end of the research lifecycle when the project outputs become finalised and/or published.

Institutions have much to gain through the use of DMRs. They can combine the metadata in the DMRs into a broad registry of projects and gain intelligence into the related research data (and who has access to it) across the institution.

As digital objects, DMRs would ideally be identified by a persistent identifier such as the Research Activity ID1. This would further allow for linking of other relevant persistent information such as Org IDs, ORCIDs, Funder and Grant IDs and DOIs for any related digital objects, data, software or publications.

P22 – HOW TO LEVERAGE PEER REVIEW TO IMPROVE INSTITUTION PERFORMANCE

Mr Daniel Johnston¹

1 Publons, Wellington, New Zealand

Peer review is an underutilised resource of researcher expertise indicators. The quality and breadth of academic journals that invite a particular researcher to peer review is reflective of that researcher's expertise and reputation in their field. Research institutions do not yet place much emphasis on peer review experience in the assessment and promotion of researchers because they have had to rely on self-reported data, which lacks evidence and context. This means institutions are underreporting the prestige of their researchers in profiles and funding applications.

With the rise of reviewer recognition platforms, it is now possible to utilise verified, contextual data on researchers' peer review and journal editing expertise. In this talk the founder of Publons, the world's largest peer review recognition platform, talks about how institutions are now using peer review to help measure, improve, and promote the prestige of their researchers.

P23 – ADMINISTRATING NATIONAL RESEARCH COLLABORATIONS: THE UNIVERSITY OF AUCKLAND EXPERIENCE

Ms Katie Jones¹

1 The University of Auckland, New Zealand

There is an increasing emphasis by the New Zealand Government on funding collaborative research, as seen by the introduction of National Science Challenges (NSC) and the increase in the number of Centres of Research Excellence (CoREs) funded. The University of Auckland hosts five of the 10 CoREs, two NSCs and one research infrastructure platform. The University is also a collaborative partner to all remaining CoREs and hosts research from all NSCs. In order to support these multi-institutional and highly complex projects the University established the National Research Collaborations support function within the Research Office in March 2015. The NRC team works in conjunction with other services divisions within the university to provide an end to end service, managing projects from the submissions stage all the way through to project closure, and centre reporting.

In partnership with my enrolment in the ARMS Professional Level Accreditation Programme, I conducted a review of the workload of the NRC team for 2016. As this team operates outside the established model of research support in the Research Office, the purpose of this project was to quantify the workload of this team; to better align the portfolios of work amongst the Research Coordinators in the team; to identify opportunities for improving service provision to our partners; and report to senior management challenges and opportunities in operating in this way. This presentation will report the key findings of this review, the procedural improvements implemented, as well as ongoing opportunities for collaboration between Research Offices in New Zealand.

P24 – THE MOST IMPORTANT ELEMENTS OF ETHICAL CONSIDERATIONS AND INFORMED CONSENT PROCESS RATED BY RESEARCHERS AND ETHICS COMMITTEE: AN ONLINE SURVEY

**Dr Associate Professor Jaranit Kaewkungwal¹,
Mrs Pornpimon Adams²**

1 Department of Tropical Hygiene, Faculty of Tropical Medicine, Mahidol University, Bangkok, Thailand, 2 Office of Research Services, Faculty of Tropical Medicine, Mahidol University, Bangkok, Thailand

Research should be designed, reviewed and conducted with respect to scientific integrity and ethical considerations. The objective of this study was to explore the opinions of researchers and ethics committee members regarding the importance of elements of ethical considerations and the informed consent process.

An anonymous online questionnaire was sent to researchers and ethics committee members in various academic and research institutes in Thailand during March 2017. Based on the importance level identified with a 5-point Likert rating scale, the ratings per item were analyzed.

The ratings differed between the 61 researchers and the 20 ethics committee members. For ethical considerations in the research protocol, the larger differences in ratings for “most important” among the researchers and ethics committee members included: balancing benefit and harm (66%, 75%), access to fair benefits (61%, 85%); protection of confidentiality (84%, 80%); recruitment process (57%, 70%), handling vulnerable population (70%, 65%); and handling conflict of interest (56%, 70%). Regarding the informed consent process, the ratings of the two groups were similar: about 65% for comprehension of information; 75% for communication of risk minimization; and 40% for time to make a decision and request for keeping leftover specimen(s). The consent form was rated differently as “most important” by the two groups for language (60%, 70%), form length (56%, 70%), provision of alternatives (70%, 50%), and handling of deviation/violation (63%, 75%).

The study results reflected different weightings for the elements given by the researchers and ethics committee members, suggesting gaps in their perceptions and expectations. The communication of these findings would help reduce such gaps in protocol design and review.

P25 – VISUALISING THE OUTCOMES OF INTERNATIONAL STRATEGIC RESEARCH COLLABORATION FUNDS

Ms Emily Kersing¹

1The University of Melbourne, Parkville, Australia

This presentation is a visual network representation of the researchers, organisations and relationships supported by contributions from a strategic international research collaboration fund at the University of Melbourne. The visualisation, using data collected over a four year period, looks at research outcomes in two ways:

- uncovering the quantitative research outcomes that emerge in the medium-term, such as publications and income from external research grants; and
- exploring how supporting international collaborations can lead to less tangible benefits to researchers and organisations, such as opportunities to participate in internationally funded projects and for the development of early career researchers and researchers in training.

The International Research and Research Training Fund (IRRTF) is a strategic fund at the University of Melbourne that aims to facilitate collaborations with high quality researchers and institutions in Brazil, Chile, China, Germany and India. The IRRTF was established to foster greater international research collaboration while providing an integrated international research training experience. Since 2013, the IRRTF has supported three open calls for applications as well as bilateral programs and strategic initiatives and awarded over 160 projects awarded with a value of nearly \$8M.

This visualisation places the IRRTF in a broader narrative of the development of an individual researcher or group, and suggests that the use of network visualisation can give context to the use of strategic funds and uncover outcomes that may not be captured by standard reporting.

P26 – EVALUATING THE IMPACT OF RESEARCH FUNDING: WHAT RETURN DID WE GET ON OUR INVESTMENT?

Anne-Maree Dowd, Caitlin Gardiner, Merrilyn Lárusson

CSIRO

The Science and Industry Endowment Fund (SIEF), established in 1926, has the core objective to make strategic investments in scientific research that addresses national priorities and contributes to Australia’s sustainable future. The fund is designed to promote world class science, foster collaboration, build research capacity and capability, and accelerate market adoption. The Fund increased significantly in 2009 when the Commonwealth Scientific and Industrial Research Organisation (CSIRO) gifted a total of \$150 million. But what impact and value has this investment delivered?

The diversity and nature of SIEF investments suggests an assessment needed to look not only at ‘return on investment’ measures but the full scale and scope of SIEF’s impacts and their associated value. This paper outlines the mixed methods approach undertaken to evaluate the economic, environmental and social benefits. A combination of case studies, results from a performance review, and the skills, experience, and research infrastructure developed was considered in the analysis. Lessons and solutions will also be shared based on the challenges faced with valuing R&D and innovation, given that this value is delivered across time and can be tangible and intangible in nature.

Results from a sample of research projects indicated current and future returns of \$4.3 billion (95:1 RoI). In addition, support was provided for 47 PhD students and postdoctoral fellows, 302 Early Career Researchers (almost 40% women) and development

of five leading-edge, strategic and cross-disciplinary research facilities. All significantly contributing to the capacity and quality of R&D capable to be undertaken in the Australian innovation system.

P27 – USING MULTIPLE METRICS AND MACHINE LEARNING TO IDENTIFY RESEARCHERS FOR DEVELOPMENT

Dr Regina Magierowski¹, Dr Eric Sivret¹, Dr Tammy Harvest¹

¹ University of Tasmania, Hobart, Australia

The University of Tasmania's research development program provides a range of seminars and workshops that are designed to support academic staff in building and progressing their research careers. To complement their existing program, the university has committed to offering more tailored research development opportunities for 'rising-star' researchers. This has required a shift from broadcast advertising of development opportunities to a more targeted approach of identifying high-potential researchers and their individual research development needs.

Here we show how we used multiple research output metrics and methodologies including machine learning to identify a performing cohort of researchers across disciplines and academic levels. The use of different methodologies enabled us to obtain a better understanding of the potential of these researchers and their development requirements.

The methodologies used included 1) an in-house research performance metric that standardises research performance through the use of discipline and level specific benchmarks for publications, research income and higher degree supervision and 2) Boosted Regression Trees (BRTs) trained to contrast researchers to their more senior colleagues from the same discipline. The BRTs were trained on two suites of metrics, those that indicate past performance (lag-indicators) and those thought to indicate research potential (lead-indicators). There was limited model agreement between the methodologies which has highlighted the challenge of identifying research potential and justified our approach of using multiple metrics and methodologies. This talk will provide an overview of the different approaches and methodologies utilised and how we used the results to identify the development needs of the individuals identified.

P28 – DO THE WINNERS ALWAYS WIN: IS THERE A MATHEW EFFECT SHAPING RESEARCH 'SUCCESS' IN AUSTRALIAN FUNDED GRANT SCHEMES?

Ms Bethany Pye-Respondek, **Ms Sally McNeill**

Illawarra Health and Medical Research Institute, Australia

The famous sociologist Robert K Merton coined the phrase "Mathew Effect" (1968) to capture an elitist tendency for successful researchers to be able to compound their research success over time by potentially using their past research reputation to skew peer review processes in their favour. Other scholars have also noted the possibility of a "Matilda

effect" working against female scientists, where unconscious bias serves to minimise the significance of women's contributions to research, and potentially leads to less funding and recognition for talented female scientists. Merton believed the 'social system of science' controlled for these phenomena in certain ways, but there has been ongoing interest on the part of sociologists of science who believe that the effect is hard to eradicate.

In this report I will consider whether or not a Mathew and/or Matilda Effect can be detected in Australian research funding schemes. I will use as a case study 10 years of grant data from the National Health and Medical Research Council (NHMRC), 2006 to 2015. I will consider how the effects can be measured and discuss ways they may be mediated. Finally I will explore whether the Australian Mathew/Matilda Effect is in the public interest in obtaining the best research outcomes.

P29 – USE OF TECHNOLOGY TO MANAGE RESEARCH PROJECT REPORTING TO FUNDERS AND COLLABORATORS

Mr Todd Melville

University Office

An observed trend is the rise of application of project management knowledge and techniques and to research project management. In addition, industry has seen the rise of project portfolio management beyond capital works in areas of technology, organisational development and operational efficiency. As research funding in industry has to compete with projects internal to an organisation, how research projects and selected, planned, executed and reported will ultimately be measured in the same way internal projects are through Project Management Office (PMO) structures. As industry PMOs look toward the measures of projects through schedule, milestones, risks, realisation of benefits, compliance and momentum; these metrics become opportunities for research projects to report on to industry partners so that research projects can fit into the emerging and established industry PMO structures.

To prepare for this level of reporting current research management information will need to evolve and be linked to individual projects, where those projects may be long running project multiple funding sources over a period. Technology platforms provide the tools for such collaborator, but considerations must be paid to rushing to cheap cloud based multi-tenant services, as collaborative must still be secure but also in context of the specific processes and disciplines in the research management domain.

P30 – THE PROFESSIONAL DEVELOPMENT PROGRAM – SUPPORTING RESEARCH, EDUCATIONAL PRACTICE AND CAREER DEVELOPMENT

Ms Prudence Murphy¹

¹ The University of Sydney Business School, Sydney, Australia

In 2016 the University of Sydney Business School introduced The Professional Development Program, a set of workshops focused across the areas of research, educational practice and career development. The

aim was to build a suite of interactive workshops that were useful and attractive to all academics within the School. This presentation will examine the program's design, reviewing its varied workshop topics, its implementation, and evaluation. It will highlight the benefits and importance of developing a professional development program to support academics in their research, teaching and career development.

P31 – THE LANGUAGE OF POLICY AND THE LANGUAGE OF RESEARCH: THE RESEARCH OFFICE AS TRANSLATORS BETWEEN FUNDER AND RESEARCHER

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¹ Research, Innovation and Commercialisation, The University of Melbourne, Parkville, Australia

The relationship between Researcher and Funder is symbiotic and mutually beneficial. However, when it comes to research funding, these two groups speak fundamentally different languages: the funder is bound by legal and policy frameworks when outlining what they want from applicants, meanwhile the researcher is thinking in terms of their specific research and can miss engagement opportunities simply by not understanding how to speak this unfamiliar language of the funder. Enter the Research Office whose staff use their skill in translation to negotiate the language barriers these two parties. Research office staff have an understanding of the funders' purpose and aims primarily because we spend our time understanding the funding rules and liaising with the sponsor. Hence we have the context to explain to the researchers what is really being asked by the sponsor in each question. Using examples from the 2017 ARC Discovery Programme grant rounds, we present examples of how we translated funder speak to researcher lingo. Importantly, we found that translation services are not just required one way between these groups. The poster demonstrates how important the research office understanding of these two groups is to effectively manage large grant rounds. Bridging the language barrier between the researcher and the sponsor results in more competitive applications.

P32 – UNDERSTANDING PHILANTHROPIC FOUNDATIONS AND TRUSTS IN ORDER TO DEVELOP A COMPELLING APPLICATION

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With government support the primary avenue for funding no longer increasing, there is a need to approach alternative sources to maximise research grant income.

Philanthropic foundations and trusts are entities that have been set up to distribute funds for charitable purposes – research included. Some of the difficulties academics face is knowing which organisation to apply to, and if it is plausible to submit the same application in a similar approach as, for example, an ARC Discovery project.

Foundations and Trusts can vary, although they all have clearly defined aims, and they fund

projects which help advance these aims. In order to successfully attract funds from a foundation, your project has to match these aims – not the other way around.

In today's philanthropic landscape trust and foundations are more than ever focussed purely on the intended outcomes of the research and the direct impact this research will have on its target community rather than the means or vehicle to get there, or the amount of citations and publications.

Here, we provide guidelines and tips on how research managers and administrators can assist researchers to tailor applications to what Philanthropic funders are really asking for. For example, the correct use of language and being able to provide a researcher's story, so as to secure research funding.

P33 – NETWORKS AS ENABLERS OF ACADEMIC RESEARCH CAREERS AND PERFORMANCE: HOW TO SUPPORT THEIR DEVELOPMENT, MAINTAIN THEIR VALUE AND AVOID TROUBLE

Dr Caroline Northwood¹, Dr Bryony Wakefield², Ms Tania Tambiah¹, Dr Fraser Rogerson¹, Ms Monique O'Callaghan², Ms Alice Boland¹

¹ RMIT University, Melbourne, Australia, ² The University of Melbourne, Melbourne, Australia

Research networks are an important way for research managers and administrators to enable opportunities for research collaboration and to develop research careers. Networks bring researchers together to share research ideas, stimulate discussion of novel interdisciplinary approaches and identify collaborators and mentors. They can be valuable tools to support the establishment of peer review groups and professional development.

The ability of a network to fulfil its purpose and engage members depends on leadership, governance, the purpose or mission of the network, categories of membership, the level of inclusivity vs exclusivity, the type and number of activities and events, the balance of in person or virtual meetings, activities and tools, balancing expectations and an effective communication strategy.

This presentation draws on the presenters' experiences of establishing and supporting two very different academic networks: the "RMIT Women Researchers' Network", established to support opportunities for networking and career development, and a research network established in the Faculty of Medicine, Dentistry and Health Sciences, at the University of Melbourne as part of the implementation of its research strategy. The presenters will share their experiences of the challenges encountered in establishing and growing the networks, lessons learned, outcomes achieved and will highlight a few things they might do differently next time they set up a network.

P34 – USING DATA TO SUPPORT THE GRANT LIFECYCLE AND TRACK PERFORMANCE

Ms Monique O'Callaghan¹, Ms Anne Coco¹,
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Data is collected throughout the grant lifecycle, to support various research administrative processes and to track grant performance as an indicator of institutional research excellence internally and relative to other institutions.

From pre-award activities such as running mentoring programs and reviewing applications, to post-award grant acceptance and budget management; the systems we have, and the data which is collected impacts how we conduct administration and understand grant success at our organisations. As a research manager, understanding the various datasets available, and knowing how to integrate data and interpret information are important skills. How we present data shapes the perception of our institution's grant performance, and informs the strategic decisions senior managers in our organisations make.

This poster will provide a broad overview of grant datasets available to a research intensive university and identify which research management processes the data supports at various stages of the grant lifecycle. The focus will be on National Health and Medical Research Council (NHMRC) grant data from both sponsor and institutional systems at the University of Melbourne. In considering how the data can be used to assess grant performance, we will identify that different datasets or 'lenses' can be used to paint different pictures of performance. We will also highlight broadly the challenges and limitations of systems and datasets in responding to changing funding landscapes and complex organisational Structures.

P35 – A REGIONAL HUB DOES WHAT?! – CARE, CULTIVATE, COLLABORATE AND PROSPER

Ms Amanda Paech¹

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Reaching out to the broader community is an integral tenet within the University of Tasmania (UTAS). Within its multi-campus structure, UTAS endeavours to provide world-class educational and research services, which engage and positively impact upon the island state of Tasmania, and beyond.

Regional hubs are typically smaller than their Central counter-parts. To ensure the Hub can provide a similar representation to that of the central office, it has to be multi-skilled and willing to diversify as the need arises.

The act of **caring**...

The Hub represents not only the centralised ORS, but also the local community. To enable individuals to feel supported, while encouraging growth, the Hub provides ground support for all individuals located in the North and North West irrespective of school or discipline.

A willingness to **learn and cultivate**...

A physical presence cannot be emphasised enough and the Hub provides this necessary link between the North and the South.

Collaboration...

Fewer on the ground research office staff can lead to stress, particularly during peak times. The interpersonal skill of collaboration is therefore vital, both within and external to the Hub, to ensure expectations are managed and overarching objectives are achieved with a high-quality service.

A willingness to change **culture**.

Shared values and goals helps build a resilient, caring office culture. Without this, collaboration, the willingness to learn and the act of caring becomes harder to achieve. A regional hub's success is therefore built upon its internal culture and its relationship within the central office community.

P36 – TRI-SECTORAL COLLABORATION: MANAGING IMPACT AND IMPLEMENTATION EXPECTATIONS

Ms Jennifer Otoadese

SAKMEO, King Abdullah University of Science and Technology, Thuwal, Saudi Arabia

Research managers are increasingly overseeing funding allocated to private-public partnerships with requirements to design funding proposals for impact at the outset. These tri-sectoral collaborations between industry, government and academia enact tensions over quality, type, ownership and credibility of impact.

At the King Abdullah University of Science and Technology in Saudi Arabia, one of the largest externally funded research projects is a Marine Environmental Observatory for the Red Sea. Funded by industry, implemented through an academic-industry partnership and seeking benefits to the Kingdom of Saudi Arabia, this marine environmental observatory has leveraged three pathways to impact. First, scientific characterization of the Red Sea from an ecological, biogeochemical and physical perspective will enable full understanding of how the sea functions. Second, the development of mapping capabilities, data centralization, visualization, modeling and integration for user-centered comprehension and feedback is sought. Finally, decision-support tools will be developed to provide real-time response, management and stewardship of the sea.

This poster will share the impact and implementation story of this action research project from a research project coordinator's perspective. More specifically, the tensions between academic impact (published papers, citations, outputs); industry impact (real-time information and management tools for immediate business needs); and government impact (triple bottom-line sustainability) will be discussed and emerging approaches shared.

P37 – COMPETITIVE SYSTEMS AND PRACTICES – HOW WE AIM TO LEAN UP!

Dr Alice Percy¹

1 University of Tasmania, Sandy Bay, Australia

The funding team in the Office of Research Services at the University of Tasmania manage negotiation of research agreements. Occasionally these agreements involve Higher Degree Research (HDR) candidates and it is necessary for many other professional service units of the university to review the agreements and provide advice (Business Development and Technology Transfer, Graduate Research Office and Legal Services).

In 2016, the administrative time for finalising an HDR scholarship agreement with industry was 21 hours or 63 to 72 days actual time lag. In order to increase efficiencies and ultimately industry engagement with the university we have streamlined our contract reviews and aim to decrease university administrative time and costs by at least 50% and increase efficiency by greater than 50%.

Currently we estimate there are at least 100 (66 grants, 34 direct offer) scholarships paid by industry each year. Here, we provide techniques and tools on how in 2017 we aim to reduce waiting time, duplication and over-processing; and increase researcher support and collaboration across units with an ultimate aim to save approximately \$40,000 per year.

P38 – SMOOTH RUNNING: STREAMLINING THE CONTRACT NEGOTIATION PROCESS

Dr Alice Percy¹

1 University of Tasmania, Sandy Bay, Australia

Where research projects involve a large number of organisations from industry, government and universities, the contract negotiation and review process can become complicated. Universities and researchers need to understand, and have processes in place to negotiate contracts efficiently and effectively to ensure all parties are satisfied with the final agreement.

At the University of Tasmania we have a number of processes in place to streamline our contract review process. We have developed standard legal templates and IP Principles Factsheet that sets out the preferred UTAS position on IP and Commercialisation clauses so that both researchers and partners know the platform on which we start negotiations. We run a number of post-award workshops and training sessions with researchers and staff, we have regular interaction across the funding, legal, graduate research and business development space and work in conjunction with researchers to negotiate contracts that supports research, while ensuring the needs of the university and partners are met.

Across the key areas involved in contract negotiation and review (Legal, BD&TT, Funding, GRO) we foster an environment of continual learning to ensure that team members are multi-skilled. Multi-skilling of team members ensures that possible hurdles in the contract negotiation process are picked up early and allows streamlining of the review process.

P39 – RESEARCH MANAGEMENT FROM A TRANSLATIONAL PERSPECTIVE: EXAMPLE FROM SINGHEALTH TRANSLATIONAL IMMUNOLOGY AND INFLAMMATION CENTRE (STIIC), SINGAPORE

Dr Lakshmi Ramakrishna¹, Professor Salvatore Albani²

1,2 Singapore Health Services Pte Ltd, Singapore

Translational Research, increasingly being embraced by academic and healthcare systems is aimed at driving research-benefitting society in an increasingly competitive scenario. In a bid to add value to healthcare and to stretch the research dollar for immediate impact, translational research marries many desirables: in context, the research begins and ends with patients, clinical unmet needs are identified with clinicians as active collaborators in the scientific process and cutting edge technologies and methodologies including genomic analyses are deployed on clinically defined patient samples. We present here our learning points in establishing an immunology and inflammation focused translational research Centre that is embedded within a health care setting in Singapore.

This positioning affords easy accessibility to clinical samples, fosters collaborations between academic researchers and clinicians, offers logistical advantages for sample collection and drives the collection of high-quality data. The pivotal objective to deliver impactful research with translational potential has led us to adopt a hybrid research management approach as follows:

- a standardized technology workflow with sufficient room for customization for specific projects and enough generality to be available for diverse research objectives
- a dynamic organization of mini work-teams as a matrix to optimize resources for timely delivery of projects.

With the successful adoption of the above approaches, results are evidenced by national and international collaborations, publications in peer review journals, successful competitive grant applications, training and education of researchers at various levels, industry collaborative projects and a cohesive and driven research team.

P40 – MACQUARIE MINDS SHOWCASE - SHOWCASING RESEARCH IMPACT AND ENGAGEMENT

Dr Erin Semon¹

1 Macquarie University, Sydney, Australia

As the Australian higher education landscape transitions to be more agile and engaged with end-users, universities need to move quickly to enhance their rhetoric around engagement and impact. Core end-users of university-based research (and teaching), also known as 'the public', perceive university environments to be out of touch and lacking clear direction and purpose in research. The introduction of engagement and impact measures into the Excellence in Research Australia (ERA)

process are a step-change in advancing the connection between universities and end-users. While metrics are wonderful hard-measures for universities, they do little to connect with the people who are impacted by the research. How then, do universities better engage and collaborate with end-users? How do universities bring their own communities together to start practicing multidisciplinary approaches to solving some of the world's greatest challenges? In 2016, Macquarie University, through the Office of the DVC (Research), sought to better communicate and engage with its wider community, to bring people together to share stories of research with impact, and learn more about how researchers can collaborate with each other to better address some of the great challenges. The 2016 Macquarie Minds Showcase was a two-day event with over 30 distinct sessions where Macquarie researchers, staff and students as well as local community members, research partners, and industry came together to share their stories. With well over 100 participants and 700 attendees, the Macquarie Minds Showcase proved to the University that communicating research with impact is a critical component of successful stakeholder management.

P41 – RISK MANAGEMENT – THE PLAN, THE PROCESS, THE IMPLEMENTATION

Ms Marina Skiba¹, Dr Jayamini Illesinghe¹, Professor John McNeil¹

¹ Monash University, Melbourne, Australia

The School of Public Health and Preventive Medicine (SPHPM), is a large School within the Faculty of Medicine, Nursing and Health Science at Monash University, based at the Alfred Medical Research Education Precinct (AMREP) in Melbourne, Australia. The SPHPM runs over 600 trials conducted by 1000+ staff and about 170 Higher Degree by Research (HDR) students.

Research Governance within SPHPM was established in 2000 and today includes the 7th edition of our Good Research Practice (GRP) Guide, a governance committee, an education program and a program of auditing. Risk Management forms an integral part of the SPHPM Research Governance strategy for the prevention of misconduct, loss of data, breaches of confidentiality etc. in light of the large, sensitive data sets held within the school and the remote/off site collect of a much of that data. Having a Risk Management plan in place is a very important starting point but it doesn't stop there. The plan must be workable, it must be disseminated to researchers and students and it needs to be "used". Our strategy for implementing our Risk Management plan has changed over time to achieve this.

This poster describes the risk management strategy implemented by the school which includes: advertising the existence of the school's Risk Management plan, educated staff about its content, obtaining feedback from many research groups within the school around the risks they face, drafting a risk matrix to be completed by each study on an annual basis as well as implementing the risk matrix.

P42 – USING EXCELLENCE IN RESEARCH FOR AUSTRALIA RESULTS IN GRANT PROPOSALS

Dr Jennifer Steen¹, Mr Luke McAvaney¹

¹ Monash University, Clayton, Australia

The Excellence in Research for Australia (ERA) exercise assesses the quality of Australian university research benchmarked against world standards, across all disciplines, as captured by the Australian and New Zealand Standard Research Classification Field of Research codes. With data now available from ERA exercises in the 2010, 2012 and 2015 collections, ERA ratings are used widely to describe emerging and established research strengths of universities within the Australian context. As such, there is a strong tendency by researchers to incorporate ERA data into grant proposals submitted to Australian and international funding bodies. We have observed that ERA results are often poorly understood and misused by researchers in preparing letters of support within grant proposals. Using the most recent round of Australian Research Council's Discovery Early Career Researcher Award (DE18) Statement by the Adminstrating Organisation as our dataset (n=118), this poster will highlight common mistakes, misreadings and misuses of ERA results in letters of support and ways to address these errors.

P43 – ALL HANDS ON DECK – ADMINISTRATIVE COLLABORATION TO ENHANCE THE QUALITY OF COMPETITIVE RESEARCH PROPOSALS

Dr Katrin Steinack¹, Ms Jeanette Wrench¹, Mr John-Paul Hougaz¹

¹ The University of Melbourne, Parkville, Australia

The Faculty of Arts annually submits 100-150 funding applications to the Australian Research Council – the majority of those during the Council's major rounds of in February and March.

To enhance the quality of applications, the Arts Research Team in partnership with academic staff has developed a suite of mandated support mechanisms that link in with the central University's technical compliance review and internal sign off by the hosting School and that aim to enhance the whole process of application development from incubation through to submission. Its core components are:

- drafting groups in the Faculty's five schools
- a series of grant writing workshops that alert researchers to common aspects of developing funding applications for ARC schemes
- 1:1 feedback on applications through ARC panel reviews involving lay and expert readers
- an ARC specialist clinic during major rounds. The clinic is facilitated in cooperation with the Arts Library team and the University's Socio-Cultural Informatics Platform. It serves as a one stop shop for applicants to obtain advice and support on research budgets, research data management and dissemination of outcomes, the drafting of the application's ROPE section and to receive more general feedback on the application prior to submission

- an approachable Research Grant Development team that provides 1:1 support on all non-standard aspects of developing a grant application.

Faculty submission guidelines provide a framework for the support measures and articulate minimum expectations for researchers who submit a grant application through the Faculty. All support mechanisms are reviewed annually to ensure maximum efficiency.

P44 – RESEARCH CAPACITY BUILDING IN ONE OF THE POLISH LEADING NATIONAL RESEARCH CENTRES – CASE STUDY OF IGAB PAS

Cyprian Tomasi¹, Professor Jaroslaw Horbanczuk¹

¹ Institute of Genetics and Animal Breeding PAS, Jastrzebiec n/Warsaw, Poland

The models and tools being used for research capacity building were presented in the paper, including human potential, infrastructure and international cooperation in one of the leading research institutions in Poland. The Polish Academy of Sciences Institute of Genetics and Animal Breeding has undertaken an ambitious program of research capacity building within projects funded by the European Commission.

In 2016 it has started coordination of a project within first call of a new Twinning activity of Horizon 2020 that aims at strengthening a defined field of research by creating a link between coordinating institution and at least two internationally-leading research institutions. On the national level, the Institute has been granted a prestigious status of a Leading National Research Centre in the Scientific Consortium “Healthy Animal – Safe Food” from the Polish Ministry of Science and Higher Education. It is a new model initiative that promotes flagship scientific institutions in Poland and supports development of the research potential, development of research personnel, including scholarships, internships and grants for young researchers, employment of scientific workers from abroad. There were analysed the critical factors of success and shown the results considering growing international scientific exposure of the Institute including attraction of 30% researchers from abroad and participation in the Global Research Alliance coordinated by New Zealand.

P45 – ADMINISTERING HDR FUNDS: IS THERE A BETTER MODEL?

Ms Nadine White¹, Ms Andrea Streckfuss¹

¹ Swinburne University, Hawthorn, Australia

Many Australian universities provide direct discretionary funding to Higher Degree by Research (HDR) candidates, usually for conference attendance and a range of consumables related to their research. As part of a commitment to empowering and supporting HDR candidates, Swinburne University of Technology provides funding to HDR candidates over the period of their candidature. Research managers in many universities have recently been looking at ways of streamlining systems for this kind of discretionary funding allocation and record management, as well as investigating how shared responsibilities

between HDR candidates, supervisors and research administrators can be better defined.

Here we report on an internal monitoring process currently reviewing administrative procedures for direct discretionary funding of our HDR candidates in our university. We compare various existing approaches designed to increase efficiency and empower HDR candidates and we describe practical considerations related to these. We also report on the collaborative feedback processes we are undertaking to refine our own system in order to reduce transactional waiting periods and ensure the approval process is more efficient, thus providing a better experience for all stakeholders.

P46 – DEVELOPING A TOOLKIT FOR RESEARCH TENDERS

Dr Nigel Young¹

¹ James Cook University, Cairns, Australia

Tenders are increasingly seen as a way for universities to diversify income and broaden partnerships with private industry and governments. The importance of submitting successful Tender applications has become even more important with increased competition for grant funding. Universities often receive minimal notice of prospective Tenders and need to respond quickly and efficiently to submit quality proposals prior to deadlines. Tenders regularly entail lots of work for project teams and necessitate assistance from research management staff with the provision of necessary corporate information and copies of documentation.

James Cook University has attempted to enhance our agility to respond to Tender invitations by the development of a “Tender Toolkit”. Our toolkit contains annual reports, incorporation document (JCU Act), salary ready reckoner, insurance certificates, bank account details, and Australian Taxation Office certificates. This central repository of corporate information documents can be readily accessed and supplied to researchers or inserted into Tender documents and saves time especially when submission timeframes can be really short. The Tender Toolkit has improved our ability to quickly create and submit professional and compliant Tender response documents that since adoption has resulted in increased success rate.

Presenting Speakers Index

- Adams, Paul, 74
 Adams, Pornpimon, 74
 Airey, Lyn, 75
 Alexander, Judy, 69
 Almeida, Melroy, 54
 Alroe, Bo, 75
 Atkinson, Lewis, 49
 Averis, Andrea, 75
 Ayers, Natasha, 58
 Besch, Janice, 56
 Bibari, Chloe, 75
 Bonello, Michelle, 76
 Brocklebank Proud, Anne, 76
 Brook, Lesley, 61
 Brown, Josh, 51
 Bryant, Maxine, 72
 Burbury, Caroline, 55, 76
 Butler, Adam, 77
 Carayannopoulos, George, 73
 Carrubba, Tania, 68
 Carter, Ian, 53
 Caruso, Lena, 73
 Cattlin, Joann, 61
 Chikungwa-Everson, Tarisai, 77
 Climo, Melissa, 51
 Coco, Anne, 77
 Davidson Gluyas, Sophia, 73
 Desvignes, Jean-Francois, 49
 Doubleday, Robert, 68
 Duncan, Ian, 50
 Duryea, Michelle, 58
 Elliott, Lisa, 78
 Fairbairn, Matthew, 60
 Falloon, Karla, 78
 Fedorciow, Laura, 56, 70
 Finch, Adam, 78
 Ford, Gen, 59
 Fortina1, Anthony, 71
 Garklavs, Daina, 79
 Gillespie, Lisa, 62
 Gimenez, Sebastian, 62
 Graham, Ruth, 79
 Gray, Stephen, 64
 Greene, Bronwyn, 52
 Greenwood, Denise, 51
 Gremillion, Helen, 72
 Grosser, Elise, 52
 Gurry, Sharon, 79
 Haq, Krystyna, 57
 Harris, Nigel, 73
 Haslam, Jo, 59
 Hobson, Jane, 61
 Hogan, Lawrence, 57
 Homan, Kathy, 79
 Hook, Daniel, 72
 Horvath, Dora, 66
 Huang, David, 64
 Janke, Andrew, 50, 80
 Johnston, Daniel, 80
 Jones, Katie, 80
 Kaewkungwal, Jaranit, 81
 Kapodistrias, Theo, 72
 Kennedy, Lisa, 54
 Kennedy, Max, 65
 Kerr, Simon, 65
 Kersing, Emily, 81
 Kovacevic, Suzana, 58
 Krastev, Yordanka, 62
 Kuchler, Deborah, 70
 Kumar, Reeta, 69
 Lárusson, Merrilyn, 81
 Leeton, Lisa, 58
 Lugg, Alexander, 67
 Maani, Kambiz, 60
 Magierowski, Regina, 82
 Maleedy-Main, Anicca, 63
 Mandri, Sat, 70
 McCafferty, Siobhann, 50
 McEvoy, Jo, 62
 McFarland, Alma-Mary, 71
 McKenzie, Lynanne, 67
 McKnight, Jenny, 53
 McLean, Lisa, 55
 McNeil, Ben, 51
 McNeill, Sally, 82
 Melville, Todd, 82
 Miyairi, Nobuko, 51
 Moran, Grainne, 64
 Morgan, Helen, 53
 Murphy, Prudence, 65, 82
 Nandlal, Carina, 83
 Nguyen, Tam, 67
 Nicholson, Lyndal, 83
 Northwood, Caroline, 83
 O'Callaghan, Monique, 84
 O'May, Che, 66
 Otoadese, Jennifer, 84
 Paech, Amanda, 84
 Parrish, David, 68
 Patton, Chloe, 62
 Percy, Alice, 85
 Porter, Simon, 54
 Ramakrishna, Lakshmi, 85
 Rohr, Ted, 52, 61
 Rousseau, Marie-Helene, 66
 Schoep, Tobias, 60
 Semon, Erin, 85
 Sims, Cassandra, 59
 Skiba, Marina, 86
 Smith, Amanda, 71
 Song, Jun, 64
 Spencer, Hamish, 65
 Steen, Jennifer, 86
 Steinack, Katrin, 86
 Tomasik, Cyprian, 87
 Tunstall, Narelle, 56
 Visser, Elizabeth, 52
 Walley, Richard, 64
 White, Karolyn, 52
 White, Nadine, 87
 Wong, Paul, 63
 Wong, Paul, 69
 Woods, Marianne, 58
 Wright, Thomas, 53
 Young, Nigel, 87

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