

RESEARCH GLOBAL

Bridging the Gap: Bringing research communities together



ASSOCIATION OF
COMMONWEALTH
UNIVERSITIES

SRA International

Going Global: An ACU-SRA International partnership
Managing risk in research
Navigating the ethics issue



Research Global

(Formerly *Research Opportunities*)

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Research Global is published three times per year by the Association of Commonwealth Universities on behalf of the Global Research Management Network.

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The Global Research Management Network is a partnership between the Association of Commonwealth Universities and SRA International, dedicated to the development of an international collaboration amongst the research management community.

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Cover: Dr Anil Subedi and Dr Ram B Rana of the LIBIRD (Local Initiatives for Biodiversity, Research and Development) organisation work on an IDRC-funded Participatory Plant Breeding project in the Seti River Valley near Pokhara, Nepal.
Photo: Dr Daniel Buckles.

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2-3 A new global partnership

John Kirkland and Michael Owen on a new ACU-SRA International initiative.

4-5 Research to reduce poverty

Steve Morgan describes opportunities under a new DFID-ESRC scheme.

6-7 Assessing and managing risk

Risk management requires a strategic approach, argues Steff Hazlehurst.

8-9 Motivating staff to do research

Cliff Studman advises on increasing staff research output.

10-12 Benchmarking update

Rachel Day reports on the second international seminar.

13 International meetings

The 2006 INORMS Congress and more.

14-15 Regional research management training

William Schweri, Paul G Waugaman, Jennifer Shambrook, and Tamra Hackett report on lessons from Nigeria and Russia.

16-17 The ethics question

Michael Owen on key issues in social research.

18-19 Engaging the World Bank

Nina Maqami on a networking opportunity for researchers.

20-21 Recent publications

Nick Mulhern summarises.

22-23 ResearchResearch update

Jon Thornton provides the latest news.

24-27 Funding update

Funding opportunities from the Community of Science's Simon Lister.

A new glob

The Global R

Building bridges is an apt theme for this issue of *Research Global*. Active research managers find that their time is largely taken up in developing new links, collaborations and understanding between a diverse range of groups – universities and external funders, academics and administrators, researchers and policy makers, to name but a few.

In this issue, we are pleased to announce a new initiative which we hope will take this process even further – the establishment of the most comprehensive Global Research Management Network ever. The network is now strengthened by a collaboration between the **Association of Commonwealth Universities (ACU)** and the **Society of Research Administrators International (SRA International)**.

The ACU and SRA International have developed a close working relationship over the past four years. Both were heavily involved in the establishment of the International Network of Research Management Societies (INORMS) – a network of existing professional research administration and management organisations. INORMS has already demonstrated the potential benefits of sharing best practices through an internationalised 'body of knowledge'. A number of meetings have been held, culminating in the major international conference planned for August 2006 in Australia. Further details on this can be found on page 13 of this issue. INORMS recognises that 'best practices' share common understanding with regard to research integrity and accountability, but that the ways in which best practices are implemented may be situationally dependent.

The Global Research Management

Global partnership:

Research Management Network

Network (GRMN) takes this process further. It is very much an ACU-SRA International initiative, focused on providing regular information, analysis and networking opportunities directly to individual practitioners and their institutions. It represents the first genuinely global research management organisation with a direct membership of individuals and their institutions. Hopefully the offer will be widely taken up, making the notion of the 'global research management community' a reality. A particularly important element in our work will be the development of a structure relevant to practitioners in both the developed and developing worlds – another example of 'bridge-building'.

The GRMN is also developing other tools for the education and professional development of research managers. The Association of Commonwealth Universities has taken the lead on the distribution of a monthly electronic news briefing, *Research Global* magazine, and a peer reviewed journal providing timely and topical professional articles to expand the 'body of knowledge' and provide information on international initiatives impacting the work of research managers and administrators.

Recognising that all members of the profession benefit from the exchange of knowledge, best practices and information on developments in other jurisdictions, the GRMN will be a virtual network of individuals and organisations.

SRA International has developed a comprehensive website (www.globalrmn.org) that we hope will become a focal point for the new global network. The GRMN, ACU and SRA International will be backing up this activity with a wide range of events, benchmarking and other opportunities. All of these will be available to members.

In short, the GRMN is an innovative approach to ensuring that relevant information and analysis is made available to research managers internationally. Recognising that all members of the profession benefit from the exchange of knowledge, best practices and information on institutional and environmental developments in other jurisdictions, the GRMN will be a virtual network of individuals and organisations. This network will actively seek to draw on the knowledge and practices of academic and professional research managers in developing countries to inform their colleagues in developed countries on issues from indigenous approaches to intellectual property (IP) management, to more relevant approaches to obtaining informed consent in research studies from communities and vulnerable populations.

This vision can only become reality if the GRMN has active support and membership on a global level. That is where you, the reader, come in. Membership fees for the network have been set at a rate that should allow us to recruit a very significant number of members from all parts of the world. We invite you, either as an individual or institution, to join the network.



John Kirkland (left) and Michael Owen (right) seal the new collaboration

We encourage you to return your GRMN membership form today.

The formal launch of GRMN at the annual meeting of the Society of Research Administrators International in October 2005, together with the first professional development congress of INORMS reported in this issue, mark the beginning of a new era in the professionalisation of research managers and administrators. With your help, we can make sure that the profession is a genuinely global one. **RG**

Michael Owen, PhD

Associate Vice-President Research
Brock University
& Immediate Past President
SRA International

John Kirkland, PhD

Deputy Secretary General
(Development)
Association of Commonwealth Universities

To join the network

please complete the enclosed form, visit www.globalrmn.org, or email resman@acu.ac.uk or info@globalrmn.org for further details.

New research opportunities in **poverty reduction**

The UK's Department for International Development (DFID) and the Economic and Social Research Council (ESRC) are addressing the issue of poverty reduction through a new research scheme open to researchers around the world.

Steve Morgan provides details.

Two major UK funding agencies, the Department for International Development (DFID) and the Economic and Social Research Council (ESRC), announced in August 2005 the launch of a new joint GBP13 million research scheme focused on international poverty reduction. Managed by the ESRC, the scheme is open to researchers anywhere in the world and has no prescribed research themes or questions. The identification and development of research questions is left to be defined by the academic community in their specific projects.

GBP5 million is available in the first call of the scheme, with a deadline for applications of 1 November, 2005. The remaining GBP8 million will be distributed in two calls to be launched between spring and autumn in 2006.

No prescribed research agenda

Few would doubt that the issue of international poverty reduction is a complex, multi-dimensional problem. Personal incomes alone do not reflect the full range of social, political and economic factors that influence our understanding, attitude and response to global poverty. Many exogenous factors (such as civic governance, civil order, health, education, employment and economic opportunities, urban form, land use, the natural environment, food and water supplies to name but a few) influence the ability of individuals and their communities to combat poverty and improve their life chances and quality of life. Hence, DFID and ESRC are encouraging applications from across the full range of social sciences and beyond. The only stipulation is that applicants, regardless of their subject or disciplinary focus, articulate how

their project will potentially have a direct or indirect impact on the poverty reduction agenda.

The scheme sponsors are encouraging ground-breaking and innovative research of the highest quality. Challenges to existing theoretical, conceptual and methodological paradigms and approaches are welcome, even where the outcomes may be uncertain and unpredictable. The challenge that the sponsors pose to the research community is to identify the impact and relevance of the research for academic and non-academic audiences, keeping in mind the ultimate aim to advance knowledge and understanding of some of the most intractable and complex issues confronting the world now and in the future.

Any combination of disciplines

The scheme facilitates multi- and interdisciplinary approaches and collaborations, but single discipline applications are equally

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welcome. The critical issue is that the disciplinary configuration (e.g. mono-, multi- or inter-disciplinary) is compatible with the intellectual agenda and the research questions to be addressed; in the right context, all of the different disciplinary configurations can be appropriate.

At this point in the article, readers may see a key theme emerging for the scheme – flexibility. The two funding agencies have put in place a scheme that encourages creativity and innovation in the intellectual process, allowing those who are close to certain subjects to define what is important and why. The aim is to allow different project configurations that fit specific intellectual agendas, with a focus on what can be allowed, rather than what cannot be allowed.

Geographical flexibility

The sponsors of the scheme decided not to adhere to a bureaucratic list of what constitutes a 'poor country'. Rather, the spirit of the call is to focus on the concept of poverty in the poorest countries and amongst the poorest people. This flexibility opens the opportunity for research on countries or people that *have been, are now, or in the future could be* in poverty. It also allows for comparative studies across different social, political and cultural domains. Using this approach, the geographical focus of projects should be defined by their academic focus and intellectual coherence.

Research resources and human capacity

This flexibility in research focus is accompanied by an openness to address research resource and human capacity issues. Whilst the scheme does not support 'bricks and mortar infrastructure' *per se*, the call does allow researchers to address research capacity issues, provided such elements are subordinate to the main research agenda and are necessary to confront the project's intellectual agenda and research focus. The kinds of research and human resources issues



that may be included are: 1) the development of new theory, research methods or datasets; and 2) visiting researchers, doctoral students and private consultancies.

Addressing such issues should allow projects to be configured with the most appropriate personnel in the most appropriate places. Visiting researchers and doctoral students may be placed in any organisation, though special rules apply in the case of doctoral students who must be registered for their degree at an ESRC-recognised outlet for postgraduate doctoral provision. The ESRC is currently in the midst of a recognition process with departments either seeking re-confirmation of existing recognition, or recognition for the first time. Decisions on this exercise should be available by the time of decisions in the DFID-ESRC scheme, which means that the DFID-ESRC scheme will take into account the results of the process for recognising doctoral training outlets.

There has already been much interest from prospective doctoral students in both the UK and beyond. However, in the first instance this call is not focused on doctoral students. Rather, the intention is to encourage the best ideas from the best researchers in the world, with their track record in research being one of the determinants in decision making. Doctoral students may be added to applications as part of a coherent staff profile, provided the doctoral work is both a contribution to the main project and also a piece of standalone research. The hope is that this mixed staffing configuration will provide the basis for research talent at different stages of their career to get involved in a major international project.

Participation in the first or subsequent calls

The full specification of the scheme is available on the ESRC website (www.esrc.ac.uk), and from 15 September, online applicat-

ion is available. Annexes A and B of the full specification contain essential information about the application process and issues to be addressed in the case for support. Anyone interested in the call should carefully read the full specification and then take steps to register on the Research Councils Joint Electronic Submission system. This registration process should be undertaken alongside work on the 'Case for Support' that is described in Annex B of the specification. If not already registered on the Je-S system, it is essential that applicants and their host organisations do not leave registration until just before the deadline.

The DFID-ESRC scheme has been launched at the same time as two major changes have occurred within the social science research funding domain in the UK. First, there is the adoption of the Cross-Council Joint Electronic Submission system, which is new to most of the social science community in the UK, and secondly, the introduction of the Full Economic Costing regime for research grant applications. The sponsors hope that these administrative changes will be seamless and that high quality applications will be received from across the social sciences. Should potential applicants have any concerns about the new arrangements, they should contact Steve Morgan (steve.morgan@esrc.ac.uk) or Oliver Moss (oliver.moss@esrc.ac.uk) from the DFID-ESRC Project Unit based in the ESRC. **RG**

Steve Morgan is from the DFID-ESRC Project Unit at the ESRC. More information on the scheme is available online at www.esrc.ac.uk.

Connecting media with research and development in Asia

ResearchSEA, Asia's first service to connect the media with Research and Development (R&D) in Asia has recently been launched online at www.researchsea.com.

ResearchSEA has 6 research news themes, including Medicine, Science, Technology, Business, Culture and People. Currently there are 46 research based institutions from 18 different

countries registered on ResearchSEA.

Registration to ResearchSEA offers:

- Summaries of recently published research papers
- Highlights from recent or upcoming conferences and meetings
- Announcements of grants, research centres and books
- Contact details of researchers recognised as national or international experts

Journalists and members of the public can sign up free for this invaluable research news resource. Institutions wishing to contribute articles are also invited to sign up now for a two-month free trial to take advantage of this opportunity to publicise their research.

For more information and to sign up, please visit www.researchsea.com or contact Dr Magdelaine Pokar on m.pokar@researchsea.com for further details.

Risk management and research

The assessment and management of risk in research provides universities with the opportunity to make contingency arrangements and strengthen current planning and strategic decision making. **Steff Hazlehurst** explains the benefits of risk management, and outlines how to identify, assess, and minimise risks in research.

Research, by its nature, involves uncertainty. One thing which is certain, however, is that things will not always go according to plan. Acknowledging this and making necessary preparations means that difficulties can be reduced and disasters avoided: this is what risk management aims to achieve. The better a university understands the threats and opportunities it faces, the better placed it is to prepare for and react to them. This logic applies as much to teaching and other activities as it does to research, but this article will consider risk management as it relates to research specifically.

In the UK, public funders of research are increasingly requiring researchers to complete risk assessments as part of their bids for funding. With well thought-out procedures, the preparation of the risk assessment for the funder and the risk assessment for the university can be done as one process with minimal duplication.

Risk management has three elements:

- Assessing the risks;
- Planning responses;
- Reviewing and updating the assessments and the plans.

Assessing the risks

In research, the most obvious risks to assess are those associated with carrying out an identifiable piece of research: an externally funded project, work carried out by a student for a PhD, or any other structured and discrete research activity. Risk assessment considers things which may prevent the successful completion of the planned work, and puts measures in place to reduce the chance of such things occurring, or to reduce their negative impact if they do occur.



Risk assessment in research can also consider the risks associated with a particular event. What happens if a significant stream of funding is not renewed? If a key researcher in the department left, how would that affect the work of others? What are the risks associated with a change in (or, indeed, a decision not to change) research strategy?

It would be easy to set up a process which focused on project and event-level assessment, but forgot to consider the impact of identified risks occurring in a number of projects at the same time. The department might be able to manage if one person goes on maternity leave, but what if two key researchers are away at the same time? A combination of exchange rate losses on one or more projects along with a number of projects where income fails to meet the full costs of the research could cause significant difficulties for a faculty. These are issues of portfolio management, and such situations can be planned for if they are recognised. At department, faculty and university levels, consideration needs to be given to the 'multiplier effect' of problems occurring in a number of projects. It is possible to identify two sorts of 'cross-cutting' assessments: portfolio and infrastructure.

In this system, the portfolio assessment considers the risks to the successful completion of work in the current research port-

folio (and could similarly consider risks to the teaching portfolio or the range of other activities), whereas infrastructure assessments consider whether the different types of infrastructure (e.g. personnel, finance, premises, IT) are sufficient to support the work of the department, faculty or institution.

Risks to consider fall into several categories: policy and strategy; academic; physical; financial; ethical; humans and animals; legal; commercial; staff-related; collaborative; reputation, PR and perceptions; IT; and international issues. Some of these are more obvious than others. Staff-related risks include not being able to appoint good research assistants, or them failing their probation; key staff taking maternity or sick leave; staff leaving before the end of the project; and risks to staff welfare, depending on the type of research involved. Financial risks include poor budgetary control and/or costs rising beyond budget; exchange rate losses; inability of funders to pay; or failure to recover the full costs of research.

Risks to the institution's reputation include failure to complete work to the necessary standard and/or timetable. Accepting funding from controversial funders, or publishing controversial findings, could also impact negatively on the way the university is perceived. Working in countries other than the one where the university is located could bring risks to researcher health; difficulties with travel and accommodation which delay fieldwork; or problems arising from different cultures and different business/working practices. Local political situations could lead to risks to researcher safety, or the delay or prevention of fieldwork.

In each area, the key to assessing the risk is to ask "what might happen to prevent us from delivering what we have promised on this project? What problems might arise in resourcing it?" Having identified problems, the assessor considers their impact, and how likely they are to happen.

Planning responses

Having identified something that might prevent, or hinder, research delivery, and having decided what impact it would have and how likely it is to happen, the next stage is to make plans for how to reduce the impact, or the likelihood, or both. Procedures and plans will already be in place to deal with many risks, but undertaking risk assessments will probably reveal some areas where change is needed. Assessing the frequency of maternity leave might lead to an adjustment in financial planning to ensure adequate preparation. Similarly, risk assessment might demonstrate a need to publish policies on lone working or overseas working, and ensuring researcher safety. Understanding the financial composition of a portfolio can improve strategic decision making about the appropriate balance of funding streams within the portfolio.

Each control put in place to manage risks should have an 'owner' who is responsible for ensuring that it is implemented. At departmental level, the owner could be the principal investigator, or the head of department, or the department administrator. At institutional level there might be a risk management committee composed of senior managers who 'own' risks at university level.

Reviewing and updating the assessments

Any risk management process will require that a risk assessment be conducted before an event, or at the start of an activity, whether that is at the proposal stage or when a contract is agreed. However, it is easy to overlook the need to review ongoing activities to take account of changing circumstances. The initial assessment may have identified six risks at the start of the project, any one of which could have a serious effect on the project, but each of which seemed to be manageable in itself. If one of these risks occurs, the response to the others might need to change. When one member of the team has gone on maternity leave, what would happen if another gets a new job and leaves the team? If a

collaborative relationship completely breaks down, can the costs of bringing in a new collaborator be covered? How does this affect the funder's view of the university? Can the project still deliver results on time?

It is even more important to regularly review risk assessments at the portfolio levels and across different areas of infrastructure. The 'helicopter view' is important in this respect. For example, one research centre may have contingency plans based on additional support from the central research office in case the research manager leaves. What if one or two other research centre managers decide to leave at the same time? Each research centre may think it will cope with help from the research office – meanwhile the research office is wondering how it will cope with the increased demand.

Case study 1

Your university is a partner in a collaborative project, coordinating a strand of research involving three smaller colleges. The overall research leader is increasingly uncooperative and unwilling to listen to the ideas of partners and work is falling behind schedule.

- What are the risks?
- What could be done to mitigate them?

Case study 2

A large building in the centre of your campus burns down. The building houses research staff, several research students and a number of research labs.

- What are the risks?
- What could be done to mitigate them?

Case study 3

A research team is invited by a foreign charitable organisation to undertake some research in a third country. The university has not previously received funding from this charity. The political situation in the third country is tense and there are periodic violent incidents, but the research team has carried out work there before.

- What are the risks?
- What could be done to mitigate them?

Whose responsibility is it?

Effective risk management is likely to involve researchers and managers (academic and administrative) and to require effective communication between local and central departments. Administrators may be involved in many risk assessments, and thus have greater experience of the approaches to use and questions to be asked, but researchers need to be responsible for their own projects and to engage with the risk assessment and problem solving. Managers, whether academic or administrative, have a critical role in the oversight at portfolio level, or for the parts of the infrastructure for which they are responsible. For everyone involved, it is important to provide adequate training in the approaches to use to ensure consistency across the university.

Conclusions

Risk management allows universities to consider things which may not go according to plan, and make contingency arrangements to reduce the impact of problems. Making preparations involves identifying risks – what they are, how likely they are to occur and what their impact would be – and how they can be minimised. Risk assessment can also provide an insight into various areas where preparations are not adequate, make explicit things which are tacitly understood, and enable managers to improve planning and strategic decision-making, and to address areas of policy weakness.

In many ways, risk management is common sense. The challenge is to make it not just a bureaucratic exercise in form-filling, but to embed an ethos in which both academic and administrative managers can see the benefit in planning and delivering research.

RG

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Motivating staff: Towards a research

How can universities address the problem of overworked staff who might not have the time, or incentive, to do research? **Cliff Studman** provides a personal view.

Introduction

Putting it simply, most research directors and managers are expected to grow either the quality or the quantity of research within their organisation. When that organisation is one where the main activity is undergraduate teaching, it is not long before one has to address the problem of academics who have a low or non-existent research output. Historically this has been solved by conventional methods: research outputs determine contract renewal (publish or perish) or promotion (publish or stagnate).

This simple system has been undermined in recent years by a number of trends:

- 1 Attempts to recognise the importance of teaching and extension in the work of university staff have led to (largely unsuccessful) attempts to reduce the importance of research in promotion criteria;
- 2 Economic cutbacks have meant that an increasing proportion of time is necessarily committed to teaching;
- 3 In developing countries, in Africa particularly, low pay, sometimes coupled with government directives to employ nationals, has meant that there is a shortage of qualified academic staff, resulting in a level of job security that is better than even traditional Western tenured positions;
- 4 Salary scales in some developing countries are very flat, so that promotion does not bring significant compensation; instead, it just brings more work;
- 5 In young predominantly undergraduate institutions (PUIs) a historical research culture is missing, so junior staff do not have active researchers around them for inspiration, guidance or role models.

Of course, many academics undertake research anyway because they enjoy it. Even if the research is not in one's area of preference,

or if resources and training are not readily available, there are ways to do research. At the very least, a motivated person can always write research proposals, if necessary getting some training along the way to improve their research proposal writing skills.

The challenge of new staff

In developing countries, the problem can be something like this: a new staff member returns from PhD studies overseas to her (or his) department, keen to continue their research studies, only to find that the head of department (HOD) has allocated her several large classes to teach. Without a supervisor to encourage her, the only immediate pressure seems to be to do a good job teaching. The first wave of enthusiasm is thus absorbed in writing lectures, and coping with the new responsibilities that teaching brings – marking, handling students, and a myriad of administrative duties. After a couple of years, the staff member has lost the original drive and is rapidly getting out of date, so research becomes an increasingly difficult undertaking.

The important versus the urgent

Things do not improve as you mature: academics know that research is *important* for their careers, but it is not *urgent*. On

.. academics know that research is *important* for their careers, but it is not *urgent*. On the other hand, a group of students wanting to be taught is not only urgent but it appears to be important, at least to the students.

the other hand, a group of students wanting to be taught is not only urgent but it appears to be important, at least to the students. Culturally, it is a high context activity in the sense that the students are present and waiting, whereas research is low context. Except in agriculture, most research issues are not metaphorically standing in front of you and demanding attention. And as all time management books will tell you, most of us deal with the urgent (important or otherwise) before the important (but not urgent).

Money money money

In the developing world, low salaries can add another important and pressing issue – income generation. It is not surprising that in some universities, consultancies take precedence for staff over research (and even teaching). University administrators sometimes respond to this challenge by the negative approach – by trying to control the level of consultancy with disciplinary action against offenders. Unfortunately the very nature of private consultancy makes it difficult to police.

So the issue is, how can we motivate academics in PUIs to devote more of their time to research? I think that we have to go back and examine basic motivational theory. Maslow's hierarchy of needs tells us that there is little point in meeting high-level requirements if lower level essentials are missing. Thus for lowly paid academics, we will have to find ways to reward staff financially for undertaking research successfully. In my view this is an important reality for developmental agencies to recognise, and financial rewards should be part of the developmental package. I can think of no more effective way of encouraging and building research capacity, along with the economic development that research activity generates.

If staff are not well paid, then I would argue that financial incentives for undertaking research are probably the most effective motivator. I see nothing wrong with the South African approach of paying

Research culture

a set amount for every refereed paper published. In this case the money comes directly from government, and sadly few countries have taken this way forward. However there are ways to generate financial rewards for research success: at the University of Botswana we awarded prizes for the top researchers. We also allocated 40 per cent of the administrative overhead charge on all external projects back to the project leader for 'research-related activities'. Conference leave money can also be allocated on the basis of research outputs. External stakeholders could sponsor research prizes. In New Zealand we ran postgraduate conferences, and found sponsorship to award prizes to the best presentations.

Other motivators

Having addressed the issue of money, I want to argue that there are many other motivators that universities can use to encourage staff, many of which are not costly.

Other obvious motivators are prestige or recognition (promotion falls into this category for academics), and power or control. Recognising an academic as departmental researcher of the year costs nothing, but it is very prestigious (and useful for her CV). Neither does power mean control over others: in the examples mentioned above the power to utilise money to go to conferences or to purchase a portable computer, without having to go through a lengthy justification process to the HOD and the financial unit of the university, was highly motivating. Another highly prestigious motivator is a dinner engagement with the vice-chancellor (with photographs for the university newsletter), or recognition at the graduation ceremony. We need to celebrate research successes noisily and widely!

The tragedy is that, so often, university administrators fail to link rewards to desired outcomes. They may agree that sponsored research is important, but then they create administrative nightmares that inhibit researchers from getting such funds! As research administrators we have



Cliff Studman with colleagues from SRA International during a recent workshop in Tanzania (From left to right: Paul G Waugaman, Cliff Studman, Jennifer Shambrook, William Schweri)

to be ever wary of falling into this error. For example, I have even heard the research administration in a progressive Australasian University being referred to as 'the enemy' by a leading researcher! At the University of Botswana, team leadership and collaboration was supposedly encouraged, but in fact it was never rewarded. To illustrate, if a paper was co-authored, in the promotion round each author appeared to get half the credit. This may seem fair, but it can act as a strong disincentive against collaboration. Removing negative constraints on researchers can be an effective long-term motivator, especially if the change is well-advertised.

Time is another motivator. If staff are rewarded for research outputs by receiving a reduced teaching load, or a research day free of teaching and administrative responsibilities, this has a catalytic effect on research capability. Of course someone else will have to do the teaching, but an increased teaching load becomes a consequence of not doing research.

People can also be motivated by example: bringing in international researchers to provide inspiration and leadership can be highly successful, providing the opportunity exists for the staff to follow the lead. International collaboration can also work wonders in this way.

A final comment is to note that I have consistently referred to rewarding research outputs, which I define as being those outcomes that we want staff to deliver. I firmly believe that we should reward all forms of research success. In this sense, obtaining external research funding is just as valid a research success as a published paper, or a patent, and in a developmental context, changing government policy through research findings. Hence these outputs are part of a new performance-based reward system being introduced for academics in Botswana. It is important that the outputs be measurable and specific; we should not reward work in progress.

In summary, universities and donor organisations need to decide what they want academic staff to do, and then reward accordingly in ways that are motivators for the staff and culture concerned – preferably making a very great deal of noise about it in the process! **RG**

Professor Cliff Studman is Director of Pie Squared Consultants, and a past Director of Research and Development at the University of Botswana.
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Statements of good practice generated from the second session of the International Research Management Benchmarking Project

Section 5 – Project management and control

- 1 Systems (in the broadest sense) are regularly reviewed to ensure alignment with the institution's strategy, goals and reporting needs.
- 2 All project proposals contain explicit statements of how the project will be managed and, where possible and appropriate, provision for the appointment of specialist staff.
- 3 Mechanisms are in place to recognise the critical role of Principal Investigators, to ensure that they and other key actors are aware of their roles and responsibilities before commencement of the project and where required, that appropriate training is undertaken.
- 4 Key milestones (including reporting and financial review dates) are agreed with key actors at the outset and updated amongst all those actors throughout.
- 5 IT systems are designed, as far as is possible, to accommodate the business and culture of the institution.
- 6 Key actors, including Principal Investigators and Deans, are provided with regular and up to date project information (including financial, human resources, intellectual property and commercialisation information), through on-line access or regular statements.
- 7 Information provided to key actors, including Research Officers and Deans, pro-actively highlights any risks and obligations specific to both them and the institution.
- 8 Procedures are in place to ensure that all those with access to research are covered by appropriate confidentiality and rights assignment agreements (depending on jurisdiction), particularly those who are not covered by a contract of employment with the institution.
- 9 Mechanisms are in place to ensure that intellectual property both brought to and emerging from research is identified, protected, tracked and signed off at all stages and that staff have access to specialist advice in this regard.
- 10 Procedures are in place for the appropriate monitoring of material transfer agreements.
- 11 Mechanisms are in place to identify possible delays and monitor expenditure to ensure it is in line with project budgets.
- 12 The institutions has an explicit cons-

istent framework within which academic units can predict future revenue and expenditure, especially where such income contributes to underpinning core activities.

- 13 Mechanisms are in place for the disclosure and management of conflict of interest.
- 14 Mechanisms are in place to obtain feedback from project sponsors, which can be taken into account in future planning.
- 15 Formal closure and continuous monitoring processes are in place ensuring that all obligations have been and continue to be met and that opportunities arising from the project are identified.

Section 6 – Commercialisation and exploitation of research

- 1 The institution has a clear strategy in place towards all forms of intellectual property management.
- 2 Clear mechanisms are in place for conflict resolution within commercialisation.
- 3 The intellectual property strategy takes account of different jurisdictions and regulatory frameworks involved in international collaboration.
- 4 There is a broad strategic approach in place toward the management of investment in intellectual property where the university has an interest. The appropriate level of funding is made available, or sources of funding are identified, for successful delivery of the strategy.
- 5 Clear regulations are in place to determine the ownership of intellectual property by and between staff, students and third parties. These regulations are effectively disseminated throughout the institution and externally.
- 6 Academic departments and research projects are systematically monitored to identify emerging intellectual property at an early stage.
- 7 The institution establishes a register of intellectual property assets and pro actively manages and maintains it at all stages of development and exploitation.
- 8 The institution has, or has access to, specialist expertise in the identification, assessment, legal protection, marketing and exploitation of its intellectual property appropriate to the scale of activity.
- 9 Mechanisms are in place to monitor the use by external partners of intellectual property

in which the university has an interest.

- 10 The rights and obligations of external sponsors on particular projects with regard to the commercialisation (ownership, licensing and protection) and publication of emerging intellectual property and know-how are fully defined, recorded and disseminated to appropriate individuals.
- 11 The institution has appropriate procedures in place for protecting and managing disclosure of intellectual property so as not to unduly delay publication.
- 12 Staff are given appropriate incentives to engage in knowledge transfer activities. Such work is fully taken account of in staff evaluation, assessment and promotion procedures.
- 13 Clear policy mechanisms are in place to govern the distribution of revenues from intellectual property between the university and other key stakeholders.

Section 7 – Dissemination to wider society

- 1 The institution's research communication strategy is consistent with the institution's overall strategy and underpins the core missions of the institution, particularly in relation to the integration of research, education and service.
- 2 There is a clear understanding of the roles and responsibilities of the different offices/officers responsible for research communication and good channels of communication exist between all these actors.
- 3 The institution pro-actively identifies projects (at various stages) and outcomes that are aligned with the university's priorities and are particularly suitable for external dissemination.
- 4 The institution has a programme of events, such as launches, to profile major achievements or projects which relate to the strategic objectives and any priority research themes of the institution.
- 5 The institution has clear criteria for the type of work most likely to generate good publicity, and guidance on how to avoid poor publicity, and make this information available to staff.
- 6 The institution has a clear strategy and procedures with regard to handling crisis communications and ensures these are

International benchmarking: The post-award picture

disseminated to every level.

7 The institution seeks to make key research findings accessible to a wider audience, through the use of research summaries, expert guides and speakers lists, produced in suitable lay language and in publicly accessible formats so as to engage public understanding of the core mission of the institution (including inter-institutional partnerships).

8 The institution has established clear mechanisms to review and reward the performance of departments and research groups in the area of dissemination, which are integrated with an incentivisation policy providing a variety of incentives.

9 Mechanisms are in place for staff to report their dissemination activity. Such mechanisms maximise research kudos and academic excellence and be consistent with any reporting requirements to external organisations.

10 The institution provides assistance and systematic training programmes for staff in handling the media, and specific assistance in the drafting of press releases and publicity materials.

11 The institution facilitates the participation of researchers, particularly early career researchers, in international conferences and other fora to present their research findings and raise their profile.

12 Where possible, dissemination outputs of staff are captured in a centrally managed integrated digital repository, linked to any central research activity database, which is made available to all units of the institution.

13 The institution has a framework for managing the expectations and communication requirements of external sponsors in a systematic and co-ordinated way.

14 The institution has a clear branding policy which is consistent with the research communication strategy.

15 The institution's web portal reflects the institution's core mission and strategy and is strategically and systematically managed as a key tool for promoting research to the broader community.



Participants at the international benchmarking meeting in April 2005

Issue 9 of *Research Global* reported on the outcomes of the first meeting of the International Research Management Benchmarking Programme, supported by the Higher Education Funding Council for England. Here **Rachel Day** reports on the second meeting, held in Edinburgh, UK in April 2005.

The second meeting of the Higher Education Funding Council for England (HEFCE) International Research Management Benchmarking Programme¹ concentrated on post-award issues, including project management and control as well as the commercialisation and dissemination of research outputs. The meeting was structured in the same way as the previous seminar, with participants submitting their responses to a series of questions in advance and background papers summarising these responses being circulated prior to the meeting. Key issues for discussion were also identified and circulated along with the background papers.

The first of three sessions in Edinburgh focused on Project Management and Control. One of the primary issues that emerged was the difficulty of achieving or

maintaining central control over the potentially vast number of research projects that may be going on within the institution at any one time. Participants therefore noted the importance of establishing institution-wide procedures and guidelines for monitoring progress and expenditure, as well as ensuring that specialist advice and training for key members of staff was provided where appropriate. Also noted was the need for every project proposal to include a clear statement outlining how and by whom a project would be managed from the outset.

Moving on to more specific elements of project management, participants considered risk management and responsibilities, confidentiality, the identification and recording of intellectual property (IP) and monitoring financial expenditure. With regard to the first, most participant institutions

¹ The International Research Management Benchmarking Programme comprises 15 institutions from 9 countries. Further details on the programme and its first meeting can be found in issue 9 of *Research Global*.

had some type of procedure in place to evaluate potential risks and define key responsibilities at various levels, including mechanisms for categorising projects according to risk, assigning responsibility for signing off projects and ensuring that finance offices, ethics specialists, heads of department and so on were consulted where appropriate. In relation to confidentiality, examples of practice included offering general advice in some cases and monitoring individual contracts in others. Several participants also noted the complexity of managing confidentiality issues with regard to non-employees, particularly student researchers.

Responses to questions on the identification and recording of IP suggested that policy and practice here were on the whole reactive, often instigated by individual researchers or specific projects. Some institutions were, however, developing more proactive policies including in one case setting up regular meetings with departments and in another establishing tracking systems. Finally, a key outcome of this session was the need to manage the closure of the project, particularly with regard to the various issues outlined above, and consequently to obtain and record feedback, particularly from sponsors and funding bodies. This was rarely done systematically although there was some evidence of procedures being implemented with the aim of acquiring and recording sponsor feedback.

The next session considered issues surrounding the commercial exploitation of research, recognised as an area of growing complexity thanks to the increasing number of national and international collaborations and inter-institutional partnerships. The three key areas under discussion related to the ownership, management and exploitation of intellectual property. Most of the participant institutions provided for ownership to reside with the university, particularly where research was undertaken within regular working hours or as part of a member of staff's normal working duties. Where the individual owned the IP, there were often provisions to allow for it to be assigned to the university where necessary, such as when meeting obligations to third parties. Different categories of staff also

needed to be taken into account, with student researchers in particular needing to be made aware of their rights. Another key area of discussion related to the importance of recognising and managing potential conflicts of interest. Participants noted that mechanisms to deal with such conflicts needed to be appropriate to both the institutional context and the research environment and that external or third party advice should be accessible if necessary.

Overall, participants were mostly agreed that systems were currently geared more towards the actual conduct of research rather than its commercial exploitation or wider utilisation. Most participants acknowledged that any register of IP assets was likely to be incomplete, relying as it did in many cases on individuals disclosing their inventions to the central research office. The importance of maintaining channels of communication between faculties and the research offices was therefore also recognised. Whilst in practice much of this communication was informal, there was evidence of some formal mechanisms including the monitoring of live projects. The importance of attracting and maintaining academic interest in commercialisation was also acknowledged and the need for training and incentives recognised.

The final session looked at dissemination to wider society, an area suggested by participants at the first meeting. Although responses suggested that this was not seen as a primary function of the research office as such, it became clear that this office did have a role to play, both directly through activities such as publications and seeking new business contacts and indirectly by maintaining good relations with other departments, notably the communications/public relations or marketing offices. Participants agreed that a broad strategic approach was needed in this regard, not only to ensure that the research communication strategy was linked to the core missions of the university, but also that the roles of different offices were clearly understood. Once again good communication was flagged up as a vital component of this strategy, in this case between various central offices.

Another key area of discussion was how

best to identify which projects in particular were suitable for dissemination, bearing in mind the number of projects being carried out and the different functions and reporting mechanisms of different central offices. One suggestion was to establish a centrally managed digital repository of research outputs, linked to the research database and accessible to all key central offices and faculty staff. Practice was varied. One institution systematically asked departments to comment on potential for wider dissemination as part of the signing off process, another pro-actively sought out and publicised relevant research findings. On a broader scale one institution also reported that formal publicity processes were encapsulated in the university's forthcoming strategic plan. A final finding worth noting is that although overall the main focus of dissemination practice appeared to be on academic publications such as journals, there was increasing emphasis being placed on wider media activity, with some institutions establishing training programmes for staff and others setting up mechanisms to better communicate with the press.

As with the first meeting, one of the key outcomes of the Edinburgh seminar was the production of a list of good practice statements in each of the areas under discussion (see p.10-11). The statements from both meetings have been circulated amongst the participants and to members of the Global Research Management Network through this publication. In addition a report is currently being drawn up for submission to the sponsoring body HEFCE, which in due course will be made available on a wider basis.

The ACU would like to extend its gratitude to all the participants for their extensive input into the project, to the Association for University Research and Industrial Links (AURIL) for their assistance with the Edinburgh meeting and finally to HEFCE for their support. **RG**

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News from INORMS

Photo courtesy of Chris Stacey, University of Queensland



The International Network of Research Management Societies Congress 2006

Internationalisation of Research:

The Big Issues and Opportunities for Research Leaders and Managers

22-25 August, 2006, Brisbane, Queensland, Australia

This exciting inaugural event, hosted by the Australasian Research Management Society (ARMS), features:

- **Workshops** in Ethics, International Funding Opportunities, Professional Development;
- **International Keynote Speakers;**
- **Multi-sector panels** representing universities, medical research institutes, government agencies, private enterprise, foundations and the media;
- **Discussion and debate** around the following Congress themes: managing complex partnerships; the responsible

conduct of research across international boundaries; research evaluation; and the professional development of R&D managers and leaders;

- **Plenary addresses** and discussion by international panels, reflecting the different experiences, perspectives and expectations of research organisations and sponsors around the world; and
- **Social activities** and exciting tours.

Check the website for updates and information on how to register:
www.inorms2006.com/index.html.



Bursaries to attend the Congress

Research Global is delighted to announce that the ACU will be offering a number of bursaries to attend the INORMS Congress in 2006. Bursaries will cover in-country costs of registration and accommodation and are open to all ACU members. Members from the developing world are particularly encouraged to apply. The ACU is also interested in hearing from those who would like to contribute to a Congress session it is organising on *research management for new and emerging research institutions*.

To register your interest in applying for the bursaries and/or contributing to the session, please email Julie Stackhouse of the ACU at j.stackhouse@acu.ac.uk by 30 November, 2005 with your reasons for wishing to attend the Congress, and if appropriate, an outline of a paper you might like to present.

International Meetings

2-4 December, 2005

International Workshop on the Patent System

This workshop, held in Hyderabad, Pakistan, is jointly organised by the National Center of Excellence in Analytical Chemistry, University of Sindh, Jamshoro, Pakistan; the OIC Standing Committee on Scientific & Technological Cooperation (COMSTECH0); and the Islamic Educational, Scientific and Cultural Organisation (ISESCO). Further information is available at www.ceacsu.com.pk and www.comstech.org.pk.

4-6 December, 2005

18th UNICO Conference

In association with the Association of University Technology Managers (AUTM), UNICO – the UK University Companies Association – invites North American and International AUTM colleagues to attend the 18th UNICO Conference in Oxford, UK. Further details are available at www.unico.org.uk and www.autm.net.

2-4 March, 2006

AUTM Annual Meeting

The annual meeting of the Association of University Technology Managers will be held in Orlando, Florida, USA. Further details are available at www.autm.net.

Global knowledge, regional contexts

Research management training sessions conducted in Nigeria and Russia for upper-level administrators and senior scientists have demonstrated the need to be mindful of the needs of research managers in regions of the world outside North America and Europe. **William Schweri, Paul G Waugaman, Jennifer Shambrook, and Tamra Hackett** outline lessons learned from the training sessions that extend to research management practices globally.

Introduction

Two externally sponsored research management training sessions for upper-level administrators and senior scientists in two countries have demonstrated the need to refocus the body of knowledge for research management on the needs of research managers in areas beyond North America and Europe. The two training experiences demonstrated similarities in research management and the need to approach training of research administrators in the context of national organisational and governmental systems and from common approaches to many research management functions.

Experience 1: Nigeria

In 2003, the U.S. Study Tour by vice chancellors of several African universities was organised by the Society of Research Administrators International (SRA International) and sponsored by the Carnegie Corporation of New York. The tour was followed by a needs assessment in the domain of research and research management. As a result, Carnegie asked SRA International to organise and present a workshop experience at Obafemi Awolowo University in Ile-Ife, Nigeria. The primary objective was to build the capacity to seek and secure competitive funding for the university's research programmes.

The pilot training programme was funded by Carnegie, who took an active role in planning the workshop. Obafemi Awolowo University was selected based upon their needs assessment and their strategic plan from a number of universities which Carnegie is supporting in Africa. The participants in the workshop were

senior researchers and upper-level administrators from all areas of the university.

As a result of its popularity, another workshop was organised at the University of Education at Winneba, Ghana in March, 2005. Additional workshops to be sponsored by Carnegie will be held in Uganda and Tanzania for 2005 and Nigeria in 2006. Each workshop will be tailored to the specific needs of each university.

Experience 2: Russia

The United States Civilian Research and Development Foundation (CRDF), in cooperation with the Ministry of Science and Education of the Russian Federation supports the Basic Research and Higher Education (BRHE) programme in sixteen Russian universities. The programme supports Research and Education Centres (RECs) in each university with the purpose of strengthening both higher education and academic research in the sciences and engineering in Russia.

CRDF recognised two major objectives: 1) Improve the effectiveness of research managers in their new global context; and 2) Prepare the research managers to support faculty participation in research. In particular, research managers would assist faculty to seek and secure external support, develop competitive proposals, negotiate agreements for support, properly administer grants and contracts, and conduct research projects responsibly and ethically.

The Technology Commercialization Group LLC (TCG), and SRA International partnered to develop a winning proposal to work with CRDF to organise and present a workshop and to organise follow-

up efforts. CRDF and the Vladimir Potanin Charitable Foundation of Russia jointly supported the training and professional development programme for the first cadre of new research managers from the REC universities.

The four and a half day training seminar was held in Moscow. Thirty-nine senior researchers and administrators from the sixteen REC universities in Russia participated. Their scientific backgrounds ranged from biological sciences, physics and math to engineering. Again, the sponsors were pleased with the results, and follow-up efforts continue.

Findings

Comparing the experiences in Nigeria and Russia, a number of issues were apparent from the start:

1 National government competitive research grant programmes do not exist in other countries like those in the U.S., Canada, the UK and other European countries. The majority of governments outside North America and Europe do not use the competitive project support process. Public support of research is generally awarded as institutional block grants, although this is also true to some extent in Europe. Requests for Proposals or 'tenders' by public agencies are limited.

2 Most critical research management functions (e.g. proposal writing, budgeting, contracting, accounting, and reporting) are extant in all contexts. However, how they are managed and who is responsible for each of the functions varies greatly. Policy development also varies greatly from one context to the next, in some cases being more clearly institutionalised and more uniformly developed than in others.

3 Proposal development is more related to seeking opportunities to do research, education and service projects and meeting needs of sponsors than to understanding regulations governing grant programmes (as in the North American context). In the

global context, it is important to teach the skills necessary to help researchers find funding opportunities for research from international organisations (e.g. non-governmental organisations, foundations, United Nations), or multinational regional organisations, or national research programmes from other countries.

4 Research management functions are interrelated, and need to be taught as integrated activities. It is important to present information in a way that emphasises interrelationships and teamwork as success factors, and demonstrates how integrated functions support research in a way that individual functions cannot.

5 Research administration activities that often appear to be regulation-driven in North America need to be explained in contexts broader than the need to meet externally-imposed rules and regulations. One example is the responsible conduct of research. Not only are regulations governing research integrity absent, but people in different countries apply differing social, personal, and professional values and standards of behaviour based upon differences in their cultures. Differing values placed on the use of humans and animals in research, differing concepts governing the administration of teaching and research and differences in the value placed on research itself, all lead to different behaviour patterns from one country to another.

Post-award financial management needs to be viewed from the principles of project cost accounting (rather than mandated cost principles such as the US standard: OMB circular A-21). While full-cost project accounting is not the standard outside of North America, it is likely to become an institutional standard because it affords better management of resources and allows decisions regarding resource allocation to be priority-driven rather than driven by a single project and reactionary.

6 There is an interest and focus on intellectual property rights and the commercialisation of research. Research and development in the developing world has become increasingly linked with producing results that will solve problems, and this problem-



driven focus is likely to produce commercially valuable innovations. Research management capacity must include the capacity to recognise potentially valuable discoveries, to help inventors to properly develop them, to protect intellectual property rights, and to find appropriate ways to commercialise innovations in the best interests of inventors, institutions and the nation-states involved. These functions are always a tricky business. The models of market-driven technology licensing to established firms, and models of new business start-ups and spin-offs supported by venture capital which have evolved in North America and are spreading to Europe may not be realistic in areas of the world where large technology-driven firms and high-risk high-return investment capital are scarce or non-existent. Training must help participants in these countries to grasp principles and see opportunities, and think outside the box to develop solutions appropriate to their environment.

Lessons learned

1 Global training in research management must be organised based upon the needs of the audience and their 'environmental context' (government organisation, economic status, institutional priorities, etc.). Interactive goal-setting, including the development of realistic expectations with participants, is an important feature of any training. It is critical for the participants to set their own learning objectives early in the training experience. Continuous comparison of the training experience to the learning objectives aids in clarifying what is being accomplished and what needs to be done.

2 Offering comparisons to other universities in other countries is invaluable for expanding the participant's vision of possibilities. Comparing the current local policies,

structure and organisation to other like institutions affords participants the opportunity to consider different, and perhaps more effective, means to provide support for the research enterprise in their institution.

3 Group exercises are essential to permit participants to gain a complete understanding of how to apply new concepts in a realistic fashion. Group exercises emphasise the use of new skills and how they can be applied to improve an individual's capability. Group exercises also demonstrate the ability of the participants, as a group, to drive institutional change. This is critical to capacity building projects.

4 Follow-up is important to assure success of training experiences. Giving training courses is not the end point; rather, it is the starting point. Making the new skills stick is of critical importance. Follow-up must be planned to ensure that progress in capacity building continues beyond the initial training experience, requiring a strong commitment from trainers, sponsors, and the participating institutions. **RG**

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Ethics and human research: A view

Risks and harms particular to human research in the social sciences and humanities are often overlooked by Institutional Review Boards in their review of protocols.

Michael Owen reports that it is up to research managers and social scientists to raise awareness and create a safer environment for human research participants.

In several countries, the regimes governing the ethical conduct of research are under attack from critics who argue that bureaucratic review structures are stifling research. Social science researchers claim that Institutional Review Boards (IRBs) apply biomedical considerations of risks and harms on research protocols in the social and behavioral sciences. Critics argue that IRB membership lacks representation from key research disciplines, and that IRBs adhere to narrow definitions of regulations, are risk-averse, and take an inordinate amount of time to review and approve protocols. Many suggest that IRBs lack understanding of the nature and methodologies of social and behavioural sciences and impose unreasonable restrictions on research emerging from these disciplines. Finally, some argue that ethical review processes create barriers that hinder the ability of scientists to conduct research involving humans.

This article identifies key issues related to human research in the social sciences about which research managers and administrators need to be aware. Firstly, we need to be aware that not all social research is benign. While not always avoidable, potential risks and harms can be managed by researchers and participants. Secondly, social research permeates the world in which we live. Clinical trials have quality of life arms that employ social science techniques to assess the impact of new treatments on subjects and their families. Social research with individuals on the margins of society and studies in school, work and community settings contribute significantly to our understanding of the economic, political and social environments and underpin public policies and legislation. It is therefore important for research administrators to develop our knowledge of the potential benefits, risks

and harms to the individuals and communities asked to participate in these studies.

Institutions charge IRBs with responsibility for the protection of human subjects who participate in research under their auspices and as the entity responsible for ensuring adherence to national and international regulations.¹ While most social science researchers are aware of these regulations and institutional policies, many view IRBs, initially created to review research protocols from biomedical fields, as unable to effectively assess the research methodologies and practices common in the social sciences. Yet, awareness of regulations or guidelines amongst social scientists is not universal. Many social scientists engage in research involving human subjects without recognising their responsibilities for submission of protocols to IRBs or, if complying, are resistant to the application of institutional review procedures to their studies. For research administrators, there is a dissonance between institutional expectations and the possible sanctions that may be imposed on research institutions that do not conform to national regulations and academic prerogatives.

A core tenet in all research involving human subjects is informed consent. Most participants, IRB and research administrators, and researchers view informed consent as a one-time event, associated with the signing of a 'consent form'. However, informed consent is not a form to be signed or a single event at which an individual or community agrees to participate in a research study. Rather, it is often an ongoing educational process that takes place between researchers and prospective subjects/participants.

At times, researchers do not recognise that their assessment of potential risks or harms may not be shared by subjects. Thus,

IRB and research managers may serve as surrogates for the ways in which potential or actual research subjects may interpret the risks and harms of participating in any study and work with researchers to bridge any gap in understanding. In their assessment of research proposals and ethics protocols, research and IRB managers need to ensure that the methodology describes clearly how subjects are given sufficient information. IRB administrators also need to ensure that subjects are provided with the opportunity and time to assess whether they wish to participate and that the researcher is able to assess whether subjects have the capacity to comprehend the nature of the research in which they are to participate.

If informed consent is a process, researchers and IRBs should consider ways in which individuals or communities might provide or rescind their consent. Regulations that suggest that written consent is the 'gold standard', requiring the documentation of consent but allowing for its waiver in specific instances, presuppose a legalistic environment and undervalue the competency of individuals or collectivities to engage in a ground-up process in which consent is developed on the basis of trust between the researcher and the researched.

For social science researchers employing ethnographic, collaborative and emerging design methodologies, *written* consent may undermine the research and the informed consent processes. In ethnographic studies, for example, research may not be possible if individual written consent is required. Research administrators who are knowledgeable about the range of research methodologies and ethical, economic and political issues confronting populations being studied can advise researchers and IRBs of the flexibility that exists for ensuring consent is informed while eliminating barriers to the research that are imposed by a strict adherence to formulaic regulations.

This summary of key issues is preliminary to a larger question facing many univer-

from the social sciences

sities. Can the accreditation of institutional human research protection programmes overcome the barriers that social scientists argue are the outgrowth of regulations and processes designed for biomedical sciences? An accreditation process may help – but will not be the panacea.

Accreditation can help create an environment conducive to the ethical conduct of research. Indeed, it can help to create a culture of responsible conduct of research that focuses on the protection of the rights and welfare of human research participants, is proportionate in the assessment of risks and is reasonable in the requirements placed on researchers and institutions. Accreditation identifies where resources ought to be directed and builds a culture of integrity. Accreditation demands that researchers, IRBs, research managers, and institutional authorities pay attention to what is important – substance over form. In the United States, reports from institutions that have become accredited by The Association for the Accreditation of Human Research Protection Programs (AAHRPP) suggest that accreditation reduces the administrative burden on researchers, research managers and institutions.

McKendrick and Bennett (2002) argued that “ethical research is research which not only ‘does not harm,’ but also has positive outcomes for the communities in which the research is conducted and often more broadly.”² The research administrator must be knowledgeable of the broad range of regulations, disciplinary practices and

Can the accreditation of institutional human research protection programmes overcome the barriers that social scientists argue are the outgrowth of regulations and processes designed for biomedical sciences?

ethos, the contours of an ever-changing methodological environment in which researchers operate, as well as the ways in which different disciplines become aware of different research methodologies, the process of ethical review of research studies at her institution and, most importantly, the principles underlying the need for ethical research involving human subjects. Research administrators are assets to investigators in their pursuit of new knowledge for the benefit of the societies in which we live – not barriers. In many institutions the majority of researchers are in the humanities and social sciences and many of these conduct research with human subjects. Yet IRBs often focus entirely on clinical research, and national regulations and guidelines are aimed primarily at research involving humans in a clinical environment.

As research administrators, we need to



engage our community of investigators more actively in the research ethics process. Our researchers need to become knowledgeable of the principles of ethical conduct of research involving human subjects and to be sensitive to the constraints and practicalities of applying these principles. Research administrators need to be sensitive to the practicalities and realities of conducting research in the field, particularly the ways in which guidelines and regulations apply to and can be adapted to research from a range of non-clinical disciplines, employing a wide range of methodologies, and engaging a diversity of populations not considered when the codes of conduct, regulations, and review boards were first established.

In the end, IRBs, research administrators and researchers must keep their eye on the objectives of scholarly and scientific inquiry and on the need to inform and protect the interests of participants. If IRBs act without empirical evidence to back their decisions, research managers and social scientists should be the ones providing the empirical data and research analyses necessary. **RG**

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¹ While IRB administrators elsewhere employ different sets of guidelines and/or regulations, the ethical principles underpinning these guidelines and regulations have common origins, including but not limited to the Declaration of Helsinki and the Belmont Report. In Canada, for example, the Tri-Council Policy Statement (TCPS) asserts “The fundamental ethical issues and principles in research involving human subjects are common across the social sciences and humanities, the natural sciences and engineering, and the health sciences. They reflect shared fundamental values that are expressed in the duties, rights, and norms of those involved in research. Research subjects reasonably expect that their rights shall be equally recognised and respected, regardless of the researcher’s discipline. Canadian society legitimately expects that the benefits and harms of research shall be fairly

distributed.” The TCPS further states: “The cardinal principle of modern research ethics is respect for human dignity.” Respect for human dignity in research with human subjects incorporates (i) respect for free and informed consent; (ii) respect for privacy and confidentiality; (iii) balancing harms and benefits, including minimising harm: a principle directly related to harms-benefits analysis is non-maleficance, or the duty to avoid, prevent or minimise harms to others, while maximising benefit; (iv) respect for vulnerable persons; and (v) respect for justice and inclusiveness (TCPS, 2003).

² Jane McKendrick and Pamela Aratukutuku Bennett, “The ethics of health research and indigenous peoples,” *Monash Bioethics Review*, October 2002.

A global voice for development research

The Researchers Alliance for Development

Nina Maqami explains how the Researchers Alliance for Development provides the opportunity for researchers worldwide to engage in international development issues through dialogue with the World Bank.

What does a young civil servant in Azerbaijan have in common with an environmentalist from Norway? And why would a student act like a farmer from Burkina Faso? Ask these questions to Odd-Helge Fjeldstad, Research Fellow at the Chr. Michelsen Institute in Bergen, Norway, and he most likely will say, "It's the World Bank, of course!"

These people share an interest in development and became engaged with the World Bank through the activities of the Researchers Alliance for Development (RAD). Initially founded as a means to strengthen the voice of the development research community in Europe, the network has steadily grown to include academia and researchers from many regions.

Today, the RAD is an international network of about 350 research centres, academic institutions, think tanks, and organisational research units led by a steering committee of ten researchers. The secretariat is located at the European Vice-Presidency of the World Bank in Paris. It is an action-oriented and multidisciplinary network with the main objective of "contributing to innovative responses to development by strengthening interaction among researchers and the World Bank".

'Bridging the gap' through collaboration

As an increasing number of academics and researchers take an active part in the global debate on development cooperation, the World Bank is seeking new ways to mobilise knowledge resources on international development. Bridging the gap between researchers, the wider academic community and the World Bank is one of the

central objectives of the RAD. The network is of an inclusive and reciprocal character and encourages its members to engage in the many debates on development and its policies.

A key feature of the network is its Working Groups. For example, the informal group on Migration brings together researchers from prominent institutes, bilateral and multilateral organisations and the World Bank. They form a new consultative and multidisciplinary group, lead by Professor Philippe Fargues of the European University Institute in Florence, Italy, that the World Bank can tap into for fresh ideas. The group also provides its members with knowledge and resources they may find of use in their work.

Researchers on the World Bank

In April 2005, young researchers from 14 countries met at the Central European University (CEU) in Budapest, Hungary, in a workshop with the theme of 'Research Bank on the World Bank' to present and discuss their work. RAD Steering Committee member Professor Diane L. Stone of the Center for Public Policy at CEU initiated this project as a means to foster collaborative research and networking across disciplines. "Giving feedback to the sometimes provocative presentations, and engaging with these young and motivated researchers at an event like this makes me aware of the need to support research in developing countries, especially in the field of social sciences", said Jean-Jacques Dethier, Economist at the World Bank's main research department, Development Economics.

The departure of James D. Wolfensohn as president of the World Bank presented a great opportunity within the workshop to

reflect on existing policy trajectories. Participants were able to explore what the much-cited concept of the 'knowledge bank' actually means in the field, and to address the changing role of the World Bank in its client countries, in its operations, as well as in global governance.

Knowledge for development

As research takes place across units, the RAD works with Development Economics (DEC), the main research and development arm of the World Bank. Its researchers contribute to the creation of knowledge for advancing both the quality of World Bank operations and lending as well as data-gathering and analytical work that serve to strengthen global development knowledge and advocacy.

DEC produces publications and data to address the specific needs of clients, as well as issues and themes crucial to understanding the development process itself. These include the *Policy Research Reports*, *World Development Indicators*, *Global Economic Prospects* and *Global Development Finance*, as well as the Bank's two development journals, books, articles, and policy research working papers. These products boost developing countries' access to key information. In addition, a team of internal and external researchers prepare the World Bank's annual flagship publication, the *World Development Report (WDR)*, that seeks to break new ground while also consolidating existing knowledge on a particular aspect of development. The *WDR*, both during preparation and subsequent presentation, stimulates debate on new directions for development policy. The 2006 issue of the report, available from September 2005, explores the role of equity in development.

A good example of interaction through the creation of platforms between the global research community and policy-makers is the Annual Bank Conference on Development Economics (ABCDE), which

Research: moment

took place in Amsterdam in May 2005. The conference coincided with the RAD Annual Meeting and its network members were actively involved in the programme of the ABCDE.

Mobilising students

The desire for greater engagement with academia does not stop at dialogue with researchers; this dialogue includes the student community as well. The RAD offers Compact Seminars on International Development to raise awareness on development-related issues among master's-level students of various fields of study. The seminars are jointly organised with the host institution and follow an interactive methodology, including role playing and lectures from practitioners in the field which challenge students' common perceptions of development policies.

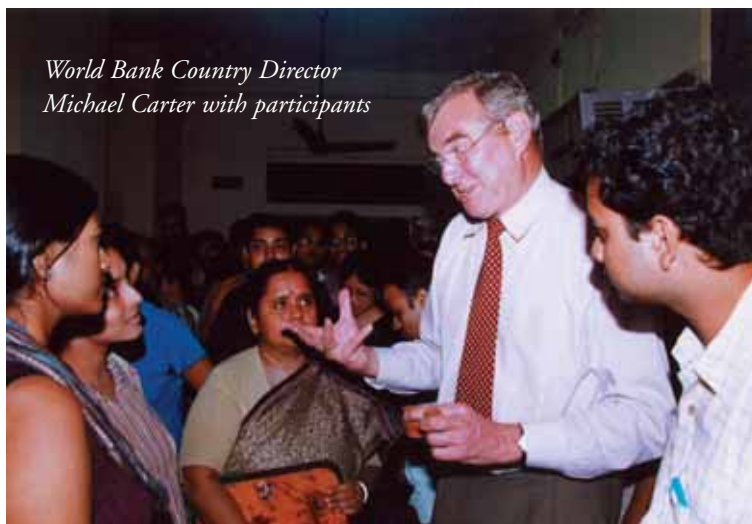
In these seminars, students are encouraged to come up with concrete proposals for dealing effectively with the challenges of poverty reduction and to gain insight into the practices of development cooperation. As Roger Grawe, Former Country Director for Central Europe and Baltic States put it, after he participated in the seminar that took place in Warsaw last year, "The Compact Seminar at the Warsaw School of Economics was a unique opportunity to engage a group of tomorrow's leaders in a dialogue on development challenges which are all too often a neglected aspect of their exposure to global issues."

This March, for example, students at the Sorbonne University in Paris learnt about agricultural projects in Burkina Faso. So far, Compact Seminars have been organised at the College of Europe, Belgium, Jadavpur University, India, the University of Cairo, Egypt and McGill University, Canada, among others.

Facilitating dialogue

"Development is obviously not only about economics; therefore, it is crucial for us to engage in a dialogue with various disciplines and to see what political scientists or agricultural specialists have to contribute to the development debate, for example," argues Jean-Christophe Bas, Manager of the Development Policy Dialogue Team at the World Bank. "To facilitate the interaction between trade union research on social security and World Bank labour specialists, or to identify and engage with young researchers, is the beauty of the RAD, its uniqueness: what makes it relevant."

Following the networking approach with its members, the RAD also forms partnerships with other networks in higher education. The International Association of University Presidents (IAUP) is a good example for engaging with the latter, while RAD dialogue with the members of the



World Bank Country Director
Michael Carter with participants

Global Union Research Network (GURN) by the International Labor Organization aims at binding their members in a dialogue on more specific topics such as labour and social security issues.

Facilitating dialogue and cooperation between Europe-based research institutions and the research community in developing countries will be the focus for the RAD in the coming year. Up-to-date information on upcoming activities is available on the network's website.

Joining the network

To continue increasing the number of research voices in substantive dialogue with the World Bank, the RAD welcomes applications for membership from researchers in the field of international development. Joining the network provides the opportunity for individuals and organisations to establish a working relationship with the World Bank and to benefit from a number of tailored member services. Information on becoming a RAD member is available at www.worldbank.org/rad or by contacting Nina Maqami at nmaqami@worldbank.org. **RG**



Compact seminar at Jadavpur University

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RAD membership is open to all university departments, research centres and networks, think tanks and foundations that work with international development, regardless of academic discipline. For further information, contact Nina Maqami at the address above, or visit www.worldbank.org/rad.

Recent publications

ACU Librarian, **Nick Mulhern**, summarises.



International

Published earlier this year, ***Innovation: Applying Knowledge in Development***, a report by the UN Millennium Project's Task Force on Science, Technology and Innovation, outlines the "significant role that science, technology and innovation can play in implementing the [Millennium Development] goals". The report considers policy opportunities for the developing world, including the improvement of higher education in science and engineering, and the redefinition of the role of universities. As its Executive Summary notes, universities' contribution to development can be realised in several ways. "They can conduct industrial R&D; create spin-off firms; participate in capital formation projects, such as technology parks and business incubator facilities; introduce entrepreneurial training and internships into their curricula; and encourage students to take research from the university to firms". Taking this as its focus, chapter 6 ('Investing in education in science and technology') analyses, with reference to case studies, the potential value of an increased commitment to educational support. "Universities are vastly underutilized and potentially powerful vehicles for development in developing countries, particularly with respect to science and technology. If both universities and industry are encouraged to work actively together, universities will be able to assume new roles that could accelerate local and national development." [Juma, C.; Yee-Cheong, L., 1-84407-218-5, 2005, Earthscan for UNDP, 2005 (www.earthscan.co.uk) (www.unmillenniumproject.org)]

UK

Addressing Ethical Issues in Higher Education: A Practical Guide. This consultation draft, prepared with the CIHE (Council for Industry & Higher Education) Advisory Group by S. Hooper Lea of the Institute of Business Ethics, as part of a CIHE-project and related conference (06/05), outlines a useful ethical policy framework using Research and Development as one of its contexts. [CIHE, 2005 (www.cihe-uk.com)]

International Competitiveness: Setting the Scene is a brief report that summarises a recent CIHE meeting (5/05), and was issued as an introduction to a developing project examining the international competitiveness of UK higher education institutions. [CIHE, 2005 (www.cihe-uk.com)]

Reshaping the University: New Relationships Between Research, Scholarship and Teaching is a series of papers examining changing roles and opportunities for universities. The link between teaching and research is a recurrent theme, not only in relation to traditional scholarship but in response to new contexts, such as the pressures of the market, the 'learning economy', and the development of a mass higher education system. [Barnett, R. (ed), 0-335-21701-X, Society for Research into Higher Education (SRHE) with Open University Press, 2005 (www.openup.co.uk)]

US

Academic Entrepreneurship: University Spinoffs and Wealth Creation examines the development of university spin-off companies, both historically and within current conditions, and combines a study of the environments which foster the creation of these companies with an analysis of their practice in terms of finance, performance and impact. [New Horizons in Entrepreneurship series, Shane, S., 1-

84542-221-X, Edward Elgar, 2004 (www.e-elgar.co.uk)]

Arenas of Entrepreneurship: Where Nonprofit and For-Profit Institutions Compete offers a review of research exploring the achievement of entrepreneurial institutions, particularly with reference to increasing access opportunities. It also considers the approaches of the nonprofit public and the private postsecondary sectors, with distinctive immediate missions but also fundamentally shared goals. [New Directions For Higher Education, no.129, Pusser, B. (ed), 0-7879-8052-8, Jossey-Bass, 2005 (www.josseybass.com)]

Measuring Internationalization at Research Universities is an analysis of American Council on Education (ACE) institutional surveys from 2001 and 2003. Part of the Measuring Internationalization Series covering different categories of US higher education (for example, research universities, comprehensive universities, etc.), it is useful in its examples of effective internationalisation practice, including infrastructure and funding. [Green, M., American Council on Education, 2005, Available as (free) PDF (www.acenet.edu/bookstore)]

The Entrepreneurial College President revises and re-examines an earlier ACE series title (The Effective College President, 1988). While confirming the shared characteristics of the leader and entrepreneur in attitudes, values and behaviour, it recognises the success of entrepreneurial approaches in higher education, whether intellectually in innovative thinking, or administratively in managing and promoting productive relationships with business and government. [ACE-Praeger series on higher education, Fisher, J.; Koch, J., 0-275-98122-3, Praeger, 2004 (www.greenwood.com)]

The Rise of American Research Universities: Elites and Challengers in the Postwar Era reassesses the achievement, and international prestige, of American universities as research institutions. Concentrating on 'faculty productivity' as apparent in statistics for research grants received and published research, as well as peer recognition, it is useful in its acknowledgement and analysis of research activity in relation to institutional size. [Graham, H.; Diamond, N., 0-8018-8063-7, John Hopkins University Press, 2004 (www.press.jhu.edu)]

Statistics



International **The OECD Factbook 2005: Economic, Environmental and Social Statistics**

is a new annual statistical summary covering the OECD's constituent countries using science/technology and education, among others, as indicators. Both current and historical statistics are included, enabling comparative and trend analysis in a variety of contexts. Expenditure on Research and Development, numbers of researchers, and numbers of patents, are among the specific categories used. The publication is available free online (<http://new.SourceOECD.org/factbook>). [OECD, 2005 (www.oecd.org)]

US

Chronicle of Higher Education – Almanac Issue. This 2005/06 issue, released at the end of August, is an annual digest of statistics relating to the American HE system. R&D-related statistics (e.g. expenditure, licensing income) are included under 'Resources'. The publication, including both earlier archived issues and current figures, is available free online (<http://chronicle.com/free/almanac/2005>).

Review



University Research Management: Meeting the Institutional Challenge

[Connell, H. (ed.); 92-64-01743-7; OECD; 2004

(www.oecd.org)]

In 2000, the Organisation for Economic Co-operation and Development's (OECD) programme on Institutional Management in Higher Education (IMHE) established its project on research management, aimed at analysing the context in which university research management currently operates, and to synthesise ideas from existing practice. Three related international seminars were organised – Paris (2000), Tokyo (2001), Bonn (2003), and eight case studies from a variety of university environments were developed. This report, published in 2004, summarises the project's work, and in including the case studies offers examples of distinctive responses to managing research in a competitive academic environment.

Several factors affecting research management are identified as presenting new challenges in the report. For example, there is an increased recognition of research policy by governments with the growth of the 'knowledge society', as well as a need for greater accountability and control of public funds. Changed funding patterns, of government and other agencies, has encouraged, paradoxically, both increased competition and collaboration between HE institutions. These changes have influenced the way research within universities can now be formulated and pursued; more specifically, it has become increasingly interdisciplinary and international. Ideas of the University itself, the development of mass higher education, and the impetus towards the greater commercialisation of research in addition affect an institution's immediate context.

In her summary report (Part 1), Connell examines the growing significance of the 'research mission' to higher education institutions, acknowledging the trends

now favouring global networks: "leading edge research in many fields is growing in complexity, scale and cost". The need, and opportunity, for strengthening structures and processes for research management within institutions is explored through possible changes in administrative practice as well as redefined policy. The funding and resourcing of university research has encouraged the development of varied university-industry links, but it has also raised issues of appropriate allocation within institutions. In a final section, 'Nurturing the Research Career', support for the recruitment and retention of research staff is recognised as a fundamental if less readily analysed aspect of the research management process, whether for contract researchers, newly appointed staff, or established faculty. Connell concludes that the OECD-IMHE project has highlighted three associated issues: increased specialisation/professionalisation of research management within institutions, or the appointment of staff with a defined research management responsibility, strategic research planning on an institution-wide basis, and institutional responsibility in fostering a research career.

The main body of the text (Part 2) comprises contributed reports on research management experience which usefully demonstrate both distinctive institutional histories, but also issues held in common. In relation to the University of Adelaide, for example, it is acknowledged that "the University's approach to research management is an evolving one and it is well recognised that not all problems can be solved immediately nor all strengths supported at the same level". At the Universiti Kebangsaan Malaysia, the value of a specific Research Management Centre to 'coordinate and manage research activities' is confirmed: "the setting up of the research management centre in UKM has definitely brought about a more conducive climate towards making research culture a core business of the university". Collectively the case studies suggest that although research management policies can be productively shared, a university's effectively managed research culture will inevitably need to be responsive to, and supportive of, distinctive institutional values. **RG**

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Blair announces research exchange scheme with India

(First published 08/09/05)

Tony Blair has announced a GBP10 million programme of academic exchanges between Indian and British universities, including joint research projects and awards for doctoral and post-doctoral researchers, reports The Guardian.

The programme will also enable exchanges between faculties at a senior level and encourage collaboration between centres of excellence in science and technology.

India to participate in Galileo

(First published 09/09/05)

India has reached an agreement with the EU on its participation in Galileo, Europe's satellite navigation system. The agreement, signed at the EU-India summit in New Delhi on 7 September, 2005, aims to ensure the availability of Galileo services in India and to promote the establishment of regional augmentation systems based on Egnos and Galileo.

Welcoming the outcome of the negotiations, the Transport Commissioner, Jacques Barrot said, "This is another important step for the development of Galileo as an international programme, but also a major milestone in the EU/India partnership".

India is the fourth country after China, Israel and the Ukraine to join the Galileo programme. Discussions are also underway with a further 10 countries.

UK already behind on Barcelona-style 2014 target for R&D spending

(first published 28/07/05)

The UK government has said it has made a "solid start" on implementing its 10-year science and innovation investment framework, through which it hopes to increase national spending on R&D to 2.5 per cent of its GDP by 2014. However, in its first annual report on the framework, the government admits problems remain in raising business investment in R&D and increasing the supply of science, engineering, technology and mathematics (STEM) skills.

The government says it is too early to assess the impact of many long-term policies. It records signs of progress, saying that the UK is second in the world for research excellence and that the sustainability of the science base has been improved through additional funding and the introduction of measures to cover a greater proportion of the full cost of research. "Raising the level of business investment in R&D remains a challenge," says the government. In 2003, investment rose by 2 per cent in real terms, "but needs to rise faster than that" to reach the targets, it says.

In order to encourage investment, the government plans to monitor the impact of recent measures to stimulate business R&D, such as the R&D tax credits and the Technology Strategy. It will also continue to work in partnership with business to develop policy and will hold a stakeholder consultation on the R&D tax credits.

Turning to the supply and demand of STEM skills, the report says progress has been mixed. In schools, there has been continued decline at upper secondary level in some subjects. In higher education, the report states, "the most recent application statistics suggest that interest in STEM subjects is on the rise overall, with significant increases in applications for chemistry, physics and mathematics." However, in engineering and computer science, application numbers have fallen at university level, the government continues.

The government intends to continue discussions with the public on science issues. The UK government's 10-year framework for science and innovation was published last summer.

Nigeria to launch home-built satellite by 2025

(First published 08/09/05)

Nigeria intends to launch its first indigenously built satellite by 2025, reports the Daily Champion. The announcement was made by Robert Borofice, Director General of the National Space Research and Development Agency at a News Agency of Nigeria forum in Abuja.

Borofice said that the agency had prepared a 20-year development programme that would facilitate the process of designing, building and launching of an indigenous satellite "within the next 18 years".

Borofice added that Nigeria now has a pool of scientific talent, and that "in terms of the design of software and hardware, we have trained engineers who have the basic ideas in designing, fabricating, integrating and launching satellites".

OSU gets to the root of the African malnutrition problem

(First published 12/07/05)

Ohio State University is to head a research collaboration aimed at improving the nutritional value of a crop that forms the staple diet of millions of people in sub-Saharan Africa.

The university's Richard Sayre will coordinate a USD7.5 million, 5-year cassava improvement project, called BioCassava Plus, which will involve 10 academic institutions around the world. The project is among those selected by the Bill and Melinda Gates Foundation as one of its USD450 million Grand Challenges in Global Health programme grants as an innovative solution to a global nutrition issue.

Cassava is the fourth most important agricultural crop in the world and the main food source for about 250 million Africans. However, its floury roots are low in protein and several micronutrients.

Among the teams involved in the project will be Edgar Cahoon's laboratory at the Donald Danforth Plant Science Center in St. Louis, which will be attempting to improve the plant's vitamin A and E content.

Canada considers consequences of new ethical requirements in U.S. health research

(First published 01/09/05)

Recent U.S. policy changes regarding conflict of interest guidelines for the National Institutes of Health may force Canada to review its own policies, reports The Canadian Medical Association Journal.

The ethics debate focuses on the trend for governments to encourage commercialisation of publicly funded research, which potentially conflicts with the need to place the public interest ahead of institutional benefit when investing taxpayer's money.

According to Alan Bernstein, president of the Canadian Institutes of Health Research, the Canadian approach currently places the onus on host institutions to have appropriate policies dealing with issues pertaining to conflicts of interest. Given current events in the U.S., however, "we might be wise to anticipate changes here in the public mood and to adopt a more proactive, pan-Canadian approach to these issues", he said.

Zambian government draws science into plans for wealth creation

(First published 01/09/05)

The Zambian government is to make a priority of science and technology in the country's fifth national development plan, reports The Times of Zambia. Speaking at a workshop on the development and application of science, Judith Kapijimpanga, the science minister, said that the strategic role of R&D in wealth creation merited increased funding in research.

Kapijimpanga commended the National Science and Technology Council (NSTC) for developing a framework for effective and efficient coordination of R&D activities. Sileni Mwenechanya, the NSTC chairman, urged the government to increase science funding. Mwenechanya also called for the setting of goals and priorities so that Zambia might utilise its science resources in ways that encourage economic growth.

Macfarlane lays plans for the future of Australia's science industry

(First published 06/09/05)

Australian Industry Minister, Ian Macfarlane has launched a blueprint for the science industry for the next 10 years. *Measure by Measure* identifies the expansion of an industry made up of 5000 manufacturers, distributors, laboratory services providers and researchers. The industry plans to triple its annual exports, now worth about

AUD1 billion, by 2015 while growing the local industry by more than 10 per cent a year.

Mr Macfarlane said the science industry developed the Action Agenda to help unlock the creativity needed for its continued high growth and development in the 21st century with the support of the Australian government. "Australia's science industry is recognised globally for its scientific research, and innovative products and laboratory technical services. Through the Action Agenda the industry has a cohesive plan to capitalise on its good reputation," he said.

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UNESCO / Keizo Obuchi Fellowships

Sponsor: United Nations (UN); United Nations Educational, Scientific and Cultural Organization (UNESCO)

Deadline: 13 January, 2006. Researchers must apply for the fellowships through their country's UNESCO National Commission.

Amount: USD6,000 to 10,000. The amount varies according to duration and place of study.

Eligibility: Applicants should be researchers from developing countries, no older than 40 years, and hold an advanced degree (MA, MSc or equivalent). A maximum of two researchers will be chosen by each National Commission.

Citizenship: Less Developed Countries (LDC)

Activity location: Unrestricted

Requirements: PhD/MD/Other Professional

Abstract: The programme is financed by Japan through its Funds-in-Trust programme for capacity-building of human resources. The programme grants a total of 20 fellowships a year to researchers in four areas: Environment; Intercultural dialogue; Information and communication technologies; Peaceful conflict resolution.

COS link: <http://fundingopps.cos.com/rg/90917>

Franklin Mosher Baldwin Memorial Fellowships

Sponsor: Leakey Foundation, L.S.B.

Deadline: 15 February, 2006 (Anticipated deadline)

Amount: Awards are limited to two years in duration. The maximum award is USD12,000 per year. Awards may be used for tuition, travel, living expenses, student fees, insurance, books, and other relevant categories of expenditure. Aid is not provided for family expenses or dependent support, salary or fringe benefits for the applicant, or institutional overhead.

Eligibility: An applicant must be prepared to demonstrate:

- affiliation or employment with an institution in his or her home country;
- provisional acceptance (or evidence of application) to the host institution;
- financial assistance from the host institution; and
- intention to return to work in his or her home country upon completion of training.

Citizenship: Africa

Activity location: Unrestricted

Requirements: Graduate Student;

PhD/MD/Other Professional

Abstract: This fellowship is intended for scholars and students with citizenship in an African country who seek to obtain an advanced degree or specialised training in an area of study related to human origins research. The award is for a programme of approved special training or advanced training towards an MA or PhD, or the equivalent.

COS link: <http://fundingopps.cos.com/rg/42669>

Master's Research Training Fellowship

Sponsor: Wellcome Trust; Biomedical Science; Health Consequences of Population Change (HCPC)

Deadline: 1 February, 2006; 1 July, 2006 (Anticipated deadlines)

Amount: Awards will be offered for a maximum of 30 months, depending on the needs of both the research training and the project phase. Whilst undertaking a master's course, fellows will receive a stipend in accordance with the local cost of living allowance in the country in which they will be training. Support for approved tuition fees, up to a maximum of 12 months, will be provided. For the research project,

support may be requested for the fellow's salary and project-dedicated expenses.

Eligibility: A candidate must be nominated by the principal investigator of a research programme based in a developing country who will submit the application on his or her behalf. Direct applications from individuals will not be considered. Candidates should be residents of the developing countries in Africa, Asia, or Latin America or the restructuring countries of Central and Eastern Europe, including the former Soviet Union. They should normally be educated at least to first-degree level in a relevant subject.

Citizenship: Africa; Asia; Central and Eastern Europe; Commonwealth of Independent States (CIS); Less Developed Countries (LDC)

Activity location: Africa; Asia; Canada; Central America; Europe; Oceania; South America

Requirements: Graduate Student

Abstract: The programme focuses on the changing health outcomes resulting from demographic, socio-economic, and lifestyle changes taking place in developing countries. These include migration, health issues of youth and ageing population, fertility, urbanisation and the environment, risk behaviour shifts, and the adoption of 'developed country' lifestyles. As part of the programme, the Wellcome Trust invites applications for Master's Research Training Fellowships. The purpose of these fellowships is to strengthen scientific research capacity in developing countries by supporting research training as part of a master's degree relevant to the Wellcome Trust's HCPC programme, and facilitate the development of links between internationally recognised centres of excellence in research training and local research-active teams or field-based research programmes. Awards are intended to provide a flexible approach to master's research training, which could be formal taught courses or part-time, modular, or distance learning programmes at internationally recognised centres of excellence in research training (excluding those in the United States). Research training must be combined with undertaking a research project in a research-active setting or within existing research programmes in developing countries.

COS link: <http://fundingopps.cos.com/rg/74001>

Trudeau Scholars Programme

Sponsor: Trudeau Foundation, Pierre Elliott
Deadline: 10 January, 2006. All application forms and original supporting documents must be received at the foundation's offices by the deadline date. Finalists will be contacted by the end of February and interviews will take place in March.

Amount: CAD105,000 to 200,000. Scholarships are tenable for three years, with a possible extension for a fourth year upon proof of satisfactory progress. The stipend is CAD-35,000 per year, which is intended to cover the cost of tuition and reasonable living expenses. An additional CAD15,000 per year is available to support approved research-related travel, and to cover networking expenses associated with events and joint projects undertaken within the framework of the foundation's programmes.

Eligibility: The scholarship's competition is open to Canadian citizens and landed immigrants pursuing full-time doctoral studies in Canada, and exceptionally to Canadians pursuing full-time doctoral studies at foreign institutions. Foreign nationals pursuing doctoral studies at Canadian institutions will also be supported, with a preference for candidates from the developing world. Although priority will be accorded to Canadian citizens and landed immigrants, up to one fourth of the total number of Trudeau Scholars may be foreign nationals. To be eligible, candidates must be applying into the first year of a doctoral programme, or must be registered in the first or second year of such a programme. A candidate must also be nominated by a university, and must be enrolled in or have completed a degree programme at the nominating institution, or must be enrolled in or applying to a doctoral programme there.

Citizenship: Canada; Less Developed Countries (LDC); Unrestricted

Activity location: Canada; Unrestricted

Requirements: Graduate Student

Abstract: The Trudeau Scholars Programme grants up to 15 new scholarships every year to outstanding doctoral candidates in the social sciences and humanities. The foundation supports doctoral candidates pursuing research of compelling present-day concern, touching upon one or more of the four themes of the foundation. The four themes are as follows:
1) Human rights and social justice; 2) Responsible citizenship; 3) Canada and the world;

4) Humans and their natural environment. Trudeau Scholars are required to spend a portion of their time during the tenure of their award at an institution or fieldwork location away from their home university, and outside the province in which that university is located. This time away may be spent inside or, when related directly to the scholar's research, outside Canada.

COS link: <http://fundingopps.cos.com/rg/83072>

IBRO Fellowships

Sponsor: International Brain Research Organization (IBRO)

Deadline: 1 March, 2006 (Anticipated deadline)

Amount: USD25,000 to 30,000. The funding for a 12-month fellowship is USD25,000. An Outstanding IBRO Fellowship of an additional USD5,000 will be awarded to the most distinguished candidate.

Eligibility: Applicants must be under the age of 45. Priority will be given to those who have not obtained an IBRO Fellowship within the past three years and who, after completion of the training funded by this fellowship, are willing to return to their home countries, bringing with them new knowledge and skills to advance neuroscience in their regions.

Citizenship: Less Developed Countries (LDC)

Activity location: Unrestricted

Requirements: PhD/MD/Other Professional

Abstract: The IBRO Fellowship Programme aims to foster quality neuroscience especially in the less developed and less well-funded countries. The programme welcomes young scientists from diverse geographic and scientific areas wishing to broaden the scope of their training in neuroscience by working one month to one year abroad in good laboratories.

COS link: <http://fundingopps.cos.com/rg/91354>

Small Grants Programme – Development History Research Projects

Sponsor: South-South Exchange Programme for Research on History Development (SEPHIS)

Deadline: 30 April, 2006 (Anticipated deadline). Applications must be submitted in English.

Amount: USD5,000 to 30,000. The maximum grant amounts are USD10,000 for production and preservation of alternative historical sources, USD30,000 for South-South Workshops, and USD8,000 for South-South Linkages.

Citizenship: Africa; Asia; Australia; Less Developed Countries (LDC); New Zealand; South America

Activity location: Africa; Asia; Australia; Less Developed Countries (LDC); New Zealand; South America

Requirements: PhD/MD/Other Professional

Abstract: The Small Grants Programme is intended to support small-scale development history research projects of particular relevance to the aims the Sephis programme, i.e., encouraging the use of alternative historical sources and strengthening academic exchange between research institutes and university departments in different continents and cultural zones of the South. Proposals for three different types of projects can be submitted to the Sephis Steering Committee:
1) Production and preservation of alternative historical sources;
2) South-South workshops;
3) South-South linkages. Projects in production and preservation of alternative historical sources should aim to produce relevant sources in the field of oral history, labour history, and histories of women and indigenous peoples, and to make these sources accessible to the public (including grass-roots groups) at the time of completion of the project. South-South Workshops are eligible if they aim to create linkages between scholars employed by Southern research institutes or universities and working on the history of development, involve scholars from more than one continent (a third of the participants should preferably come from a continent other than the one in which the workshop is held), are clearly related to one or both of the Sephis themes, and have the support of a local institution which is committed to hosting and co-sponsoring the workshop. South-South Linkages support university departments in Southern countries that study other cultural zones in the South. The idea of South-South linkages is to give some support to the establishment of longer-term linkages between research institutes and history departments located in different Southern continents or cultural zones.

COS link: <http://fundingopps.cos.com/rg/38013>

International Seminar Support Scheme (ISSS)

Sponsor: Australia Department of Foreign Affairs and Trade (DFAT); Australian Agency for International Development (AusAID)

Deadline: Continuous. An application must be submitted at least two months prior to a seminar. Applications for seminars in a different financial year (the Australian financial year is 1 July to 30 June) can only be given in-principle approval. This is because such funding is subject to appropriation of funds by the Australian Parliament and cannot be guaranteed.

Amount: AUD5,000-50,000. Normally only four participants will be considered from any one country. A gender balance will be achieved where possible.

Eligibility: Organisations are not eligible for funding under ISSS if they already receive funding from AusAID that provides support for seminars or related activities. Organisers of the seminar apply on behalf of the participants. Seminars must be initiated or co-sponsored by an Australian organisation. Eligible for funding are: 1) persons from developing countries who are in a position to use the seminar experience to influence development activities in their countries, especially in the implementation of change; and 2) Australians regarded as vital to the success of the seminar, e.g., invited to deliver the keynote address or to be the principal facilitator at a seminar held in a developing country, in the Asia-Pacific region.

Citizenship: Australia; Less Developed Countries (LDC)

Activity location: Unrestricted

Requirements: PhD/MD/Other Professional; Nonprofit

Abstract: ISSS is an Australian Government small grants scheme administered by the Australian Agency for International Development (AusAID). ISSS funds attendance at international development-oriented seminars in Australia and overseas. International seminars are defined as seminars, conferences, workshops, and symposiums at which over 20 percent of the expected participants (for seminars of less than 100 total participants), or over 20 individuals (for conferences of 100 or more total participants), will be from developing countries outside the country where the seminar is to be held. Normally a minimum of 25 participants would take part. Priority is given to short seminars with a clear focus and

practical value. AusAID will give priority to seminars that focus on: 1) poverty reduction including, employment generation; 2) good governance, human rights, and participatory development; 3) private sector development; 4) sustainable improvement of production and productivity in agriculture and other sectors, including technology transfer; 5) economic policy reform, including trade and income-related issues; 6) health and population, particularly primary health and child and maternal health; 7) education, including adult literacy and distance education; 8) urbanisation and infrastructure development; and/or 9) environment and development.

COS link: <http://fundingopps.cos.com/rg/25409>

Visiting Trainee Programme in Hematology

Sponsor: American Society of Hematology (ASH); ASH International Members Committee (IMC)

Deadline: 1 April, 2006 (Anticipated deadline). Applications, plus a letter of recommendation from the proposed host institution, must be submitted by the deadline in order to be reviewed by the IMC for experiences to occur anytime between 1 August and 31 July of that programme year. The online application will be available on 15 January. The application must: 1) identify a site and host for the proposed short-term clinical or laboratory experience; 2) give a clear statement of the topic or goal of the training programme; and 3. explain why this experience cannot be obtained in the applicant's own country, as well as what infrastructure is available and how the knowledge will be used.

Amount: The amount awarded varies depending on the applicant's detailed budget request. Funding may be requested for travel, accommodation, food, etc. No specific budget items are required and none are prohibited, but applicants should know that the IMC will strive to get the greatest return for the programme's investment, so applicants are strongly encouraged to seek in-kind support from their home institution, their host institution, or both, and request only what is absolutely needed.

Eligibility: Applicants from institutions where a member of the IMC practices hematology are not eligible at this time.

Citizenship: Less Developed Countries

(LDC), defined by ASH at http://www.hematology.org/education/international/country_list.cfm.

Activity location: Unrestricted.

Requirements: PhD/MD/Other Professional

Abstract: The programme provides scientists and hematologists in developing countries with clinical experience, technological training, or laboratory experience for up to 12 weeks on a specific topic at a host institution. During this period it is expected that the trainee will obtain relevant information and skills for transferring the specific topic to his or her own institution. The IMC is responsible for oversight of all aspects of the Visiting Trainee Programme including the selection of applicants for participation, programme evaluation, and financial oversight and recommendations for improvement (in consultation with the ASH Executive Committee).

COS link: <http://fundingopps.cos.com/rg/94759>

Tropical Biology Association Scholarships

Sponsor: Tropical Biology Association (TBA)

Deadline: 20 February, 2006 (Anticipated deadline). Successful applicants will be notified by the end of March.

Amount: Scholarships are available which include transport to and from the field site, accommodation, subsistence, and course fees. Courses are a month long. The TBA selects equal numbers of European and African participants for each course (a total of 22 to 26 on each) representing around 12 or 13 different countries. Due to the high demand for course places, students may only attend one month-long course.

Eligibility: Scholarship applicants must be nationals of an African country. They should have a first degree in a biological science (for example, zoology, botany, wildlife management, or conservation biology) by the time the course begins. Preference will be given to those involved in biological field research and/or those studying for a higher degree and who are at an early stage of their careers.

Citizenship: Africa

Activity location: Madagascar; Tanzania; Uganda

Requirements: Graduate Student; PhD/MD/Other Professional

Abstract: The Tropical Biology Association (TBA) offers field courses that cover a range of

topics in ecology, evolutionary biology, conservation biology, experimental design, and field techniques. The TBA fosters expertise in tropical ecology and conservation by providing students with training and practical experience, and helping academics from Europe and the tropics develop collaborative links. Tropical Biology Association courses are unique because they bring together students and academics from Africa, Europe, and elsewhere, providing a valuable opportunity for biologists from different countries to share ideas and make contacts. The courses aim to introduce participants to the excitement, challenges, and opportunities of biological research and conservation in tropical habitats.

COS link: <http://fundingopps.cos.com/rg/74313>

UNESCO-ASM Travel Awards

Sponsor: American Society for Microbiology (ASM); Awards
Deadline: 1 March, 2006 (Anticipated deadline).
Eligibility: Eligible nominees must be in the process of obtaining, or have obtained within the past five years, their masters, PhD, or other equivalent academic degree. Both the home country and host country must be United Nations/United Nations Educational, Scientific, and Cultural Organization (UN/UNESCO) members. The applicant must be from, and residing in at the time of the application, a developing country.
Citizenship: Less Developed Countries (LDC)
Activity location: Unrestricted
Requirements: Graduate Student; PhD/MD/Other Professional
Abstract: Travel Awards are given to provide the opportunity for promising young investigators throughout the world to travel to another country or a distant site to obtain expertise in a method, procedure, or specific topic. Such knowledge should not be available in their own laboratories and should be needed for application to work in their own laboratories and countries. The award is not intended to provide travel to obtain a degree at the host institution. Preference will be given to nominees from developing countries travelling to visit a MIRCEN (Microbiology Resource Center) laboratory.

COS link: <http://fundingopps.cos.com/rg/29649>

Centre for Sexual Health Research Bursaries

Sponsor: University of Southampton; Department of Social Statistics; Opportunities and Choices Reproductive Health Research Programme

Deadline: Continuous

Amount: These bursaries are intended for international travel and living expenses in the United Kingdom for the researcher for up to a period of six weeks. The bursary will not cover the expenses of accompanying spouse or children.

Eligibility: Authorisation from the researcher's head of department will be required in all cases.

Citizenship: Less Developed Countries (LDC). The programme's priority regions are Africa and Asia, but applications from researchers in other

developing regions may also be considered.

Activity location: Unrestricted

Requirements: PhD/MD/Other Professional

Abstract: Opportunities and Choices, a new five-year reproductive health research programme funded by the Department for International Development, is organised and operated in collaboration with the Centre for Sexual Health Research, University of Southampton, Marie Stopes International, and the London School of Economics, United Kingdom. The programme will focus on research into reproductive health in developing countries, with a special emphasis on poor communities. The programme aims to provide evidence-based research to improve the availability, quality, and efficiency of reproductive health services in resource poor environments. A limited

number of bursaries are available for researchers from developing countries to visit the Centre for Sexual Health Research at the University of Southampton for short-term scientific visits with the centre's research members. Research themes are: availability of services, new knowledge on affordability, operationalising the delivery of quality care, evaluation and monitoring, and effective dissemination of research into practice. The Opportunities and Choices programme is committed to disseminating research findings to policymakers and the wider research community.

COS link: <http://fundingopps.cos.com/rg/53772>

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Resources for Research, Worldwide

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Global Research Management

Research management has a genuinely global dimension. An increasing proportion of research involves international collaboration, or is funded by international funding bodies. It is vital that stakeholders approach their endeavours with a degree of common understanding. And, of course, many of the issues that researchers seek to address have global implications. It is critical that results are disseminated or exploited on a world-wide scale, and according to common standards. A global network is the only way to achieve this goal.

Why you should join the Global Research Management Network

The network, a joint ACU-SRA International initiative, combines regular information, analysis and networking opportunities to keep you informed and connected to research management activities throughout the globe. It provides a structure relevant both to practitioners in the developing and developed world and is based around five main strands of activity:

Research Global magazine

Based on ACU's successful *Research Opportunities* magazine, *Research Global* brings news, articles and funding information to members three times per year.

Free academic journal

To help provide a more theoretical background to the research management debate, all members of the network will receive a free subscription to the *International Journal of Technology Management & Sustainable Development*. The journal provides analysis and studies from a range of countries.

Benchmarking & good practice

The network will seek new ways to compare good practice and performance in a constructive manner – helping members to identify policies for implementation in their own work.

Electronic updates

Those members registering an email address will receive a regular briefing – one covering news and policy items.

Events & seminars

Given the global nature of the network, opportunities for face-to-face contact will be limited. Examples include the 'Research as an Agent for Transformation and Development' conference held in Cape Town in May 2004, jointly sponsored by ACU and the Southern African Research & Innovation Management Association (SARIMA), and the upcoming International Network of Research Management Societies (INORMS) Congress in Brisbane, Australia in August 2006.

To join the network please complete the form enclosed within this issue of *Research Global*, visit www.globalrmn.org, or email info@globalrmn.org or resman@acu.ac.uk for further details.



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