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Growing the profession

Professional development in Australasia and the US

Gender patterns in technology transfer

Profiling RM staff

Research Global

Editorial Team:
Dr John Kirkland, Julie Stackhouse
Patrice Ajai-Ajagbe, Natasha Lokhun
(resman@acu.ac.uk)

Book Listings and Reviews: Nick Mulhern

Design: Chris Monk

Printers: Trident Printing

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Woburn House
20-24 Tavistock Square
London WC1H 9HF
Tel: +44 (0)20 7380 6700
Fax: +44 (0)20 7387 2655

www.acu.ac.uk/researchmanagement

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The Association of Commonwealth Universities

This issue

Exploring

The publication of this edition of *Research Global* coincides with the second biennial INORMS Congress (www.inorms2008.org). The International Network of Research Management Societies (INORMS) was initiated in 2001 (at an excellent Society of Research Administrators meeting in Vancouver, Canada, as it happens), with the intention of enabling the exchange of good practice between the member societies. Exchanges have been regular and productive, and the first Congress was hosted by the Australasian Research Management Society (ARMS) in Brisbane, Australia, in 2006, to great acclaim. So, in hosting the second congress in June 2008 in Liverpool, the UK Association of Research Managers and Administrators (ARMA) has a hard act to follow.

The theme of the Congress is 'Exploring Similarities', to recognise the similar challenges faced by research managers and administrators across the world, despite variations in their environments. Wherever you are, there are challenges of attracting funding, engaging the academic community, supporting project applications and operation, responding to government policies, achieving senior management expectations, and meeting regulatory and legislative requirements. Plus, of course, trying to develop one's own professional standing and career.

The existence of INORMS reflects the increasing number of national and regional societies being established to support the growing professional cadre of research managers and administrators. For its part, ARMA has expanded significantly over the last three years, and has become more active in representing its members' professional interests, as well as continuing to provide an evolving range of high-quality training opportunities. We have also been pleased to help in the creation of the West African Research and Innovation Management Association (WARIMA). It's not just in Africa that associations are developing, as we have had discussions with colleagues in other parts of Europe about the current challenges, and there is an increasing level of

our similarities

interest in India, for example.

This issue of *Research Global* focuses on professional development, with an interesting range of topics covering personal and professional development, workforce dynamics, technical briefings, and examples of the results of collaboration.

Julie Stackhouse's initial report on the GRMN survey illustrates my earlier point, about the similarity of roles and challenges in the profession, along with some of the tensions. Sandra Nordahl illustrates the range of the profession, and rightly encourages us to read around the subject, but also observes the need to stretch oneself: your employer may provide some opportunities, but only you can develop yourself. In a related vein, Marilet Sienaert identifies a set of qualities and skills for a research manager, which thus provides a framework for training and development. Kathryn Bellion also explores professional development, and what ARMS provides and is planning. She includes a mention of their successful mentoring scheme, which, through the INORMS links, ARMA has borrowed, adapted and is now running. Both Sandra and Kathryn mention the Body of Knowledge, an online toolkit which provides a repository of information and expertise, as well as a framework for skills development.

Marina Ranga's article discusses gender patterns in the workplace, in particular in the context of technology transfer roles. She notes that there is a gender-neutral situation in some countries, but that others are more skewed. Extending the analysis across further countries and regions would be interesting. Also on the technology front, Leigh Jerome's set of highlights provides ten interesting examples of developments based on research collaborations.

Alice Ngan's article on contract negotiation succinctly presents a complex subject, highlighting the key areas for consideration in research and knowledge transfer agreements. Whilst there is increasing pressure for universities and other public institutions to interact with businesses, in order to generate economic impact, there are associated risks to an institution's and a researcher's abilities to explore concepts and expand basic understanding.

Extension and community engagement is the theme of Liam Roberts' item. This area, as with other parts of the soft end of knowledge transfer, is highly encouraged by government and other agencies, but is not self-sustaining; it needs to be funded. Liam illustrates the situation with a wide range of international examples, but also notes that the activity doesn't always feature in promotion criteria, and hence there can be a lack of individual engagement.

To conclude, and to borrow from one of my own presentations, I would suggest that the roles and knowledge base required to be a successful research manager include:

- being a diplomat, politician, people manager and motivator, an organiser, organisational manager, project manager, communicator, spokesperson, and policy maker and interpreter; and
- understanding HR, finance, estates, law (contract, company, employment), systems, e-business, market needs, marketing, PR, and technical subject knowledge.

I hope you enjoy reading these articles, and also like the new look of *Research Global*. I look forward to seeing as many of you as possible at the INORMS Congress in Liverpool in June, to help enhance your own professional development. RG

Ian Carter is Director of Research at the University of Liverpool, UK, and Chair of the Association of Research Managers and Administrators (UK).

Gender patterns in technology transfer:

social innovation in the making?

Henry Etzkowitz, Marina Ranga, Cheryl Conway and **Liz Dixon** from Newcastle University, together with a group of international partners, look at recent career trends and emerging opportunities for scientifically skilled women. This article follows an 18-month project focussing on women's participation and advancement in technology transfer, incubation and entrepreneurship professions in four European countries.

Technology transfer, incubation and entrepreneurship (TIE) occupations are emerging as fields where women are increasingly gaining ground, in spite of persistent under-representation in many scientific areas. What organisational processes, institutional and social factors assisted this advance and how might they be replicated elsewhere? These issues were addressed by a recent 18-month research project (October 2006-March 2008), 'Women in Technology Transfer, Incubation and Entrepreneurship', funded by the European Commission's DG Research, focussing on women's participation and advancement in TIE professions in four countries – UK, Germany, Finland and Romania.

The project focus on TIE is timely since the field has grown in importance as science has become a pillar of knowledge-based economies but, given its relative novelty, many of its aspects are still largely unexplored. As tasks relating to the economic and social uses of science become more important, so do the holders of those positions. If so, will the hierarchical gender segregation patterns identified in science replicate in TIE? Can women retain their gains or will the historical patterns hold, with women being pushed out as the status of the field rises?

Methodology

The project results were obtained primarily through case studies of five TIE organisations in each of the four countries, selected by type, maturity of the industry and geographical representation. In each country, 25 semi-structured in-depth expert interviews were conducted with female employees of various hierarchical positions, experience, age, disciplinary backgrounds and education. In each organisation, interview guides were used, which covered issues such as work history and science career, current tasks and past experiences in TIE organisations, career opportunities in TIE, importance of networks and networking in the field, gender segregation and work-life balance issues from a personal and an institutional perspective.

Project findings

General Trends

Competencies required for TIE work range from having a scientific research background to having business experience and knowledge of R&D funding mechanisms. The overall mix of expertise within the team as a whole, and effective team working, appear to be very important.

TIE covers a wide range of institutions such as research institutes, technology transfer offices, science parks and universities of applied science, which perform a more 'classical' transfer of new technology, while universities and network organisations represent a broader approach to technology transfer, including knowledge transfer via further training and research/regional business marketing. TIE units are generally embedded in dense network structures, which provide an interface between academic spin-offs, business development agencies and entrepreneurship support structures.

The TIE sector shows a broadly gender-neutral nature, with some variations among the four countries examined. Some of the conditions that have promoted gender equality in TIE organisations are most visible in the UK case, which is placed at the positive end of the spectrum:

- Flexible working practices, with a high degree of autonomy and freedom in how employees approach their work, producing a family-friendly environment that benefits both female and male employees.
- A good work-life balance – when working hours were long, this was as a result of work necessity rather than any culture of 'presenteeism'. The sector was characterised by a 'work hard' rather than a 'long hours' culture.
- A general lack of ageism – age and experience are valued and taking a career break does not disadvantage women. Although some women reported difficulties when returning after maternity leave, these were not at the same level as in previous work in both academia and industry. Again, this perspective benefits both sexes, women taking career breaks and men changing career direction.
- A general perception that TIE work brings benefits to society and enables employees to interact with a range of people, which was often found much more appealing than being 'locked away in a lab somewhere'. Working in TIE was viewed as highly enjoyable and satisfactory, especially when compared with previous work experiences.
- All case studies identified an ongoing debate within the sector regarding the necessity of developing formal qualifications specific to the sector, such as a PhD, as compared to more commercial skills and attributes. In practice, many of those working in the sector have both.

Country Highlights

The UK case studies suggest that the TIE sector has achieved a large measure of gender neutrality and does not have a 'glass ceiling'. Rec-

The under-representation of women in science and in scientific decision-making bodies is a waste of human resources, but presents an opportunity to recruit for new occupations requiring scientific and technological skills.

ruitment and promotion are carried out on the basis of 'the best person for the job'. Not only are women employed in equal numbers to men, but also a high proportion of women are to be found in senior positions. 'Old boy networks' are notably absent in TIE. Equally, women's-only networks appear to be generic in nature, having a geographic or institutional focus or being targeted at a wide range of 'business women'.

The Finnish case highlighted different conditions for women's participation in TIE according to institutional type:

1. In technology transfer offices, where work appears to be more stable and regular, but also more rigid and less well-paid, women employees are present in large proportions (about 60%). This seems to be a more accessible environment for women, who occupy many positions in top management.
2. In science parks, where work is more hectic, better paid and involves a lot of networking, women employees appeared to be slightly less represented (about 50%) and have less access to top management positions.
3. In private intermediaries, where there are more options for openness, different solutions and alternative thinking, but which are also more stressful, women are the least represented, and their access is rather limited and gained with hard work.

Women employees in Finnish TIE organisations are usually involved in the management of R&D projects and training schemes; development of public sector services via new innovations; networking SMEs, public sector partners and R&D organisations; and conducting reviews and consultations in SMEs and the public services. In some cases, female employees do lower-level work, which involves more practical chores and support of the work of males in higher positions. Men have tasks involving core knowledge of technology and networking, whereas women have tasks requiring deep knowledge of one area, for example legal rights or funding mechanisms. Networking skills appeared to be crucial; a woman succeeds better if she manages to gain access to male networks and build effective female networks, which are growing in importance. The academic degree acts as a platform for entry in TIE professions and may be supplemented by various courses on, for example, project management, regional development, and marketing. Doctoral degrees are seen to be beneficial to working in TIE. Women's presence in top management positions is relatively low, and some interviewees acknowledged that although they had been offered managerial roles, they had refused because they disliked 'boss-subordinate' relations or the 'thirst for power'.

Most German women in TIE have adjusted their career aspirations to be working close to, but not within science. The perception of a TIE career was closer to a business rather than a science career. On the one hand, TIE offers women responsible and flexible work and the opportunity to balance career and family. On the other hand, a majority of the women were reluctant to apply the term 'career' to their situation, as their TIE work was often considered as temporary employment or a stepping-stone before moving into a 'real' career. TIE jobs were often viewed as an adjustment to initial career plans or the career plans of their spouses. Therefore, women unsurprisingly often consider their TIE careers as 'second best' when compared to a career in science, the career of their partners or of people with similar jobs in the private business sector.

In Romania, TIE is still a relatively new area. The TIE organisations examined have been established within the last five years and are quite small (5-10 employees). Although some gender asymmetries could be observed in the TIE organisations examined, these cannot be considered to be the result of gender discrimination. Appointment of experts, salaries and opportunities for career advancement in TIE organisations appeared to be based on competences, experience, performance and professionalism, rather than gender. The overall picture is one where most TIE organisations are led by males, who tend to be more highly qualified (more men have PhDs in a technical field) and have more experience than women.

Conclusions

The under-representation of women in science and in scientific decision-making bodies is a waste of human resources, but presents an opportunity to recruit for new occupations requiring scientific and technological skills. Women have always been welcome in the

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Professor Henry Etzkowitz, **Dr Marina Ranga**, **Cheryl Conway** and **Dr Liz Dixon** are from Newcastle University, UK.
Email: henry.etzkowitz@ncl.ac.uk;
l.m.ranga@ncl.ac.uk;
c.d.conway@ncl.ac.uk;
elizabeth.dixon@newcastle.ac.uk

Dr Oili-Helena Ylijoki, **Dr Marja Vehviläinen** and **Pia Vuolanto** are members of the Science, Technology and Innovation Studies Research Group (TaSTI) at Tampere University, Finland.
Email: oili-helena.ylijoki@uta.fi;
marja.vehvilainen@uta.fi;
pia.vuolanto@uta.fi

Stefan Fuchs, **Dr Corinna Kleinert**, **Dr. Juliane Achatz** and **Simon Rossmann** are from the German Institute of Employment Research (IAB), Germany.
Email: stefan.fuchs@iab.de;
corinna.kleinert@iab.de;
juliane.achatz@iab.de;
simon.rossmann@iab.de

Professor Doina Banciu and **Nicoleta Dumitrache** are from the National Centre for Programme Management, Romania.
Email: doina.banciu@ici.ro;
nicoleta_scanteie@cnmp.ro

Negotiating contracts for knowledge transfer:

the position of the academic institution

Universities have an important role when it comes to technology transfer and R&D collaboration agreements. **Alice Ngan** outlines some key considerations for universities and their collaborators involved in contract negotiation.

Contract negotiation is an art that combines legal, business, product/ technical knowledge and communication skills. While the objective of a negotiation is to reach an agreement, this cannot be done without the negotiating party having a clear position on the issues being negotiated. This position is not meant to restrict flexibility but should be viewed as a tool to facilitate understanding between the parties so that differences, if any, can be resolved with good communication. This article discusses the various issues that managers at academic institutions who are engaged in the negotiation of technology transfer and R&D collaboration agreements would come across. While the perspectives are those of an academic institution, external collaborators should also be able to gain some insight from this discussion.

Contractual parties

In an institutional contract, who should be the contractual party? Should it be the project leader, the department chair, the dean, an administrator or the president of the institution? It is correct to say that a contractual party to a legal document should be a legal entity. It follows that whoever is signing the agreement must have formal authority to bind the legal entity to the contractual terms. Therefore, a formal authorised signatory is required. While all researchers are encouraged to participate in all stages of technology transfer and engage in research collaboration with outside parties, care must be taken that no contractual terms are agreed by staff on behalf of an institution without formal authorisation. It is recommended that there is a formal arrangement for authorised signatories to facilitate a proper administration of the agreement as well as to give proper legal effect to the agreement. The details of this formal arrangement must be well communicated within the organisation so that there is no misrepresentation.

Assignment of rights

It is not uncommon for a sponsor of a research project or an interested commercial entity to ask for total assignment of rights to a certain technology, instead of a licence. There are certain business merits behind a 'clean' right. What position should the institution adopt in this situation? To begin with, does the signatory to an agreement have the right to assign, instead of license, the rights of a technology? A publicly-funded institution may have more constraints in this regard than a private institution. Apart from the legal concern, the soft element should not be overlooked. It is often thought that the very word 'assignment' can imply to the public that an institution is abdicating its fiduciary responsibility regarding proper stewardship of technology. An outright assignment may also hinder the institution from further use of the technology for educational and research purposes. From the point of view of an institution, a licence may be a better instrument for technology transfer than an assignment.

Publication

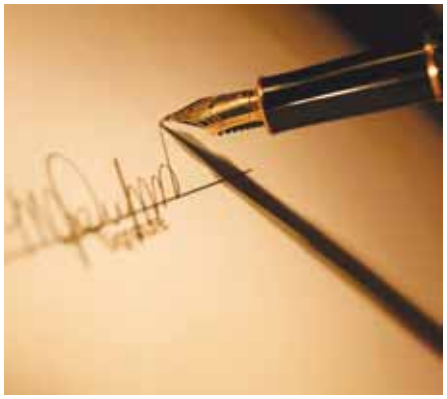
The first and foremost mission of an academic institution is the rapid dissemination of state-of-the-art knowledge. It is reasonable that any restrictions on the freedom of publication by faculty and students of their research should be resisted. The freedom to publish becomes even more important as the emphasis on 'publish or perish' becomes stronger. This point should be close to the hearts of all researchers, and should readily receive buy-in. However, the implications of a confidentiality clause may not be easily apparent to a researcher and it is the responsibility of the administrating officer to explain how it would affect his academic freedom. Having said that, a workable compromise is for an institution to agree to a reasonable delay of publication to enable protection of intellectual property rights, taking into consideration the fast pace of research and quick editorial response.

Rights reserved

This point is in line with the mission of an academic institution to teach and to carry out research. It is not advisable for a university to accept restrictions on internal institutional use of licensed technology for research, academic and educational purposes. As a matter of fact, these are important rights to be reserved under all situations. As inter-institutional collaboration is becoming increasingly popular, it is desirable for these rights to be extended to allow for such academic collaborations.

Prospective rights

A researcher typically receives funding from various sources for his research. Each funding source may have different funding conditions, for example, ownership or commercialisation restrictions. A single technology transfer activity should not bind the institution to grant rights, or options to rights, 'improvement' or other prospective inventions to a licensee or research sponsor. Otherwise, this will effectively shunt all funding opportunities for a researcher and adversely affect research activities. All prospective inventions should only be available to an organisation funding the research or, where the right is waived, to suitable licensees using the usual technology transfer mechanism.



Restrictions on other researchers

An authorised signatory signing an agreement on behalf of an institution will bind the institution to all the terms and conditions of that agreement. However, in an environment where academic freedom is sacred, any restriction on the contractual party should only apply to the research team, provided this is not against any institutional policy and is agreeable to the research team. It would not be fair to restrict the freedom and rights of other researchers because of the research agreement or licence agreement related to another group. Furthermore, reaching through to the other researchers' activities or results would not be reasonable or manageable.

Useful references

AUTM Technology Transfer Practice Manual – **www.autm.net/ttp/index.cfm**

les Nouvelles, journal of the Licensing Executives Society – **www.lesi.org**

Intellectual property-related policies at:

Chinese University Of Hong Kong – **www.cuhk.edu.hk/v6/en/staff/support/teaching.html**

Massachusetts Institute of Technology (MIT), USA – **http://web.mit.edu/ogc/material**

Stanford University, USA – **www.stanford.edu/dept/DoR/Resources/ip**

University of Oxford, UK – **www.admin.ox.ac.uk/rso/integrity/ip.shtml**

Warranty and indemnity

This term is particularly important for public institutions where support comes from public funding. An institution is first and foremost a research and educational organisation. The transfer of technology for public use and benefit is but a secondary public service mission. It is inappropriate to expose the institution to the risk of loss and/or lawsuit, which may jeopardise its primary research and educational functions, by accepting contractual obligations on warranty, liability and indemnity for a single activity in research or technology transfer. To do so would attract criticism for putting public money at risk.

Indirect costs

Indirect costs or overheads should be accounted for under all circumstances. These are real costs that are incurred. While such costs should be noted, whether they are charged at full or reduced rate under special circumstances is a separate issue. For example, there could be clear guidelines that all indirect costs on project activities that are entirely contracted out are waived. The rate and the charging policy should be consistent and made clear to all concerned.

Although the notion of overheads and indirect costs is readily understood in the commercial environment, this concept may not be clear in an academic environment. Therefore, it is useful to provide a clear overview on how the overhead rate is calculated and how the amount charged is used. Such transparency will also help the commercial partner understand why overheads should be charged by an institution for sponsored activities.

Publicity and use of name and logo

The name of an institution, like any intellectual property, should be respected and protected. While it is desirable for an institution to engage in some publicity activities, these must be conducted with the mission of the institution in mind. The name of an institution means more than just a technology or an invention; it represents its students, faculties, tradition, culture and myriad of research as well as its institutional prestige. An abuse or misuse of this very important intellectual property will have dire consequences for the institution. An institution should exercise complete control over the use of its name and logo as well as the name and images of its staff, through restrictive clauses in an agreement which could lead to termination and other penalty clauses.

Best business practices

Technology transfer is a business activity. Therefore, best business practice should be applied in its course. This includes a business approach to negotiation – to reach a win-win situation. While institution technology transfer carries a mission to benefit the public, and so income generation should not be the first and foremost consideration, it should not be used as a means to subsidise a licensee or else it will create unfair competition in society.

Best business practice also includes good cash management such as covering, at minimum, all patent and other direct expenses incurred on a case from initial license fees and subsequent royalties. Prospective cash expenditures incurred by the institution for these items after license signing should also be covered by the licensee. Because academic institutions are risk-adverse organisations in general, caution should be exercised when equity shares are received as compensation for technology provided. Where equity shares are received, the technology manager should be mindful that this particular case will not be able to generate any income stream to support research through license fees or royalties in the near term.

The above are some common matters to be considered by research and technology managers. Each organisation will have a different position on these issues according to its particular situation and background. However, the position of your individual institution should always be clear and consistent to facilitate a successful research and technology management programme. RG

Alice Ngan is Director, Technology Licensing Office at the Chinese University of Hong Kong.
Email: alicengan@cuhk.edu.hk

Profiling the profession

The GRMN is currently conducting a survey profiling research management staff around the world and seeking their opinions on their profession. **Julie Stackhouse** reports.

All staff engaged in research management activities around the world are invited to take part in the GRMN survey, which asks not only about themselves and what they do but also what they think about research management at their institution, in their country and as a profession in general. From the results, we hope to build a picture of where research management staff come from, in terms of their educational and employment background; what their jobs entail; what type of offices they work in; what they think about their jobs; and where they think both they and the profession might be headed. We hope to draw out comparisons across regions and countries, levels of seniority, and degrees of specialisation, and contrast those working in central and more devolved offices. The survey is currently ongoing and a more in-depth analysis will be presented at the INORMS Congress in June 2008 and in Issue 20 of *Research Global*. This article will outline the aims of the project and highlight some of the emerging trends.

So far around 400 individuals have responded to the survey, with the majority completing it online. This method of distribution has meant that the survey has already achieved a very wide spread of those involved in research management at all levels. We are pleased to say that national and regional research management organisations have assisted with distribution, making the survey an excellent example of INORMS collaboration. The majority of the first wave of respondents comes from Australasia, the UK and Africa and so this early analysis, of the first 320 responses, will for the most part focus on these regions. Responses are currently being received from other regions, particularly North America, and will be included in the later analysis.

We hope that the results will be of interest to research management staff (in terms of where they are positioned vis-à-vis the activities and attitudes of their colleagues both nationally and internationally), to those recruiting and managing research management staff, and to those responsible for planning research management at all levels.

What do research management staff do?

Around three-quarters of our early respondents work exclusively on research management activities. This appears to reflect an increasing trend to specialisation when compared to earlier surveys, although distribution methods may have an influence on this. For African countries other than South Africa (which was similar to the other regions), this was lower but also represented an increase from previous surveys.

The survey was prefixed with the following definition of research management and respondents were asked whether this is a suitable description of what they do:

Research management embraces anything that universities can do to maximise the impact of their research activity. It includes assistance in identifying new sources of funds, presenting research applications and advice on costing projects and negotiating contracts with external sponsors. It incorporates project management and financial control systems. It also involves help in exploiting research results – through commercialisation, knowledge exchange and dissemination to wider society.

Increased expectations of funding bodies and *The need to deal effectively with an increasing number of international partners* were perceived as the most significant challenges facing the profession.

A very high number (85%) of respondents so far agreed with the above statement. The remainder were split between those who work on other areas and those who work exclusively on research management but feel that certain elements are missing from this definition, such as research policy and strategy, research quality and evaluation, and ethics.

When asked to describe their position, most respondents viewed themselves as either 'senior administrators' or 'mid-level administrators'; few see themselves as 'junior' and few were consultants or financial staff. Slightly fewer African respondents (not including South Africa) described themselves as 'administrators'. A significant minority of this group described themselves as senior academic staff undertaking some RM tasks alongside their academic work – for example, as part of their leadership of research departments or units.

We asked respondents how much time they spent working on particular types of research management activities. Early responses suggest that the *Management and reporting of grants and contracts* and the *Sourcing and publicising of funding opportunities* are the areas in which most respondents have some involvement. These areas, particularly the former, also tend to take up a sizeable chunk of their time, while only around a third of respondents so far do any work on knowledge transfer and commercialisation. Of those that do, only a few reported that they spend a lot of time on it, suggesting, perhaps, that these are both more specialised and less well-covered areas. We intend to carry out further analysis of this alongside job titles and office names to give an international perspective of how RM is organised.

Other questions in the area of respondents' current role included who they are employed by, who they report to and how their performance is evaluated and rewarded. We also asked which sources of external information they had found most helpful in doing their jobs. Answers to these questions will be included in our subsequent analysis.

Skills and training

Respondents were asked what skills they feel are important in the role of research manager,

what areas of expertise both they and their institution need to increase, and to rate potential barriers to meeting these training needs. Results will be analysed in detail and compared regionally and across levels of seniority in our later analysis. However, from the responses so far, the abilities to develop good personal relationships and to absorb complex information are seen as most important for the job. The responses also indicate that there is most perceived need for institutions to increase expertise in innovation, technology transfer and marketing, and the greatest barrier to increasing expertise is the lack of appropriate training courses. So far, nearly 60% of respondents feel they have unmet training needs.

On the other hand, early results also suggest an increasing degree of organisation, with around three-quarters of respondents being members of professional associations and the same number having attended an event of a professional association or a training course in the last twelve months.

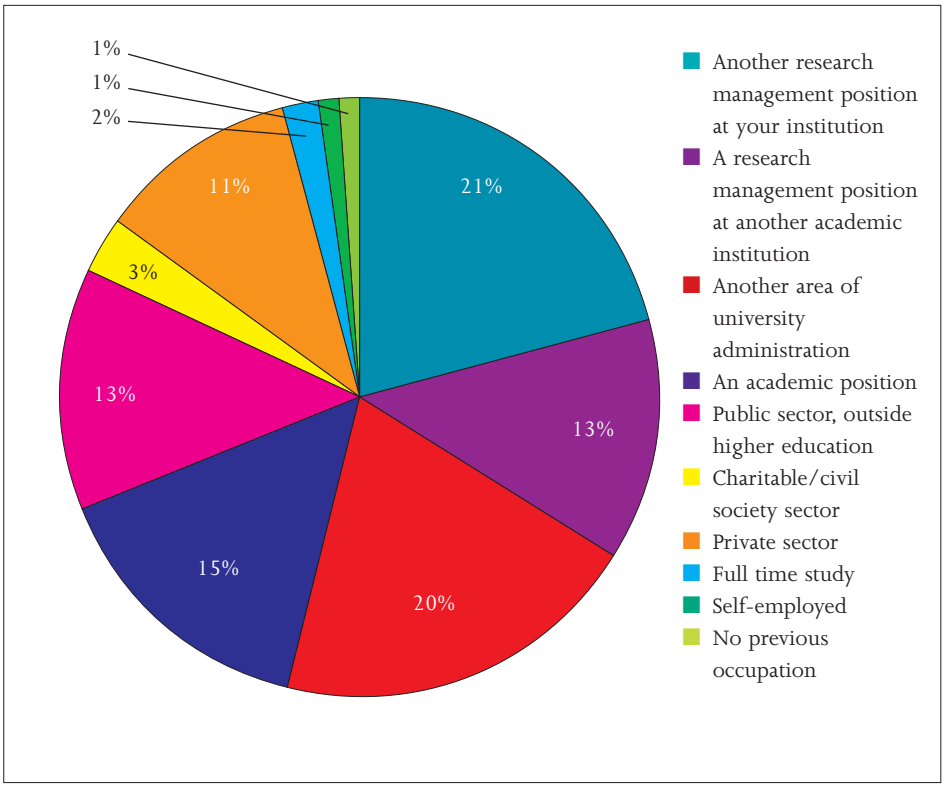


Figure 2: Respondents' previous positions

Past career

Respondents were asked a number of questions about their previous employment, qualifications held and their career route into research management. The majority so far have come from positions within HE administration (including other research management positions) and from other public sector organisations. At present, only around 11% of respondents previously worked in the private sector. Around half of African respondents were previously academics, while for Australasia this was only 10% and for the UK 7%. All respondents tended to have high-level academic qualifications, with nearly all being graduates and over half having a postgraduate qualification. Interestingly, 30% reported having a relevant professional qualification.

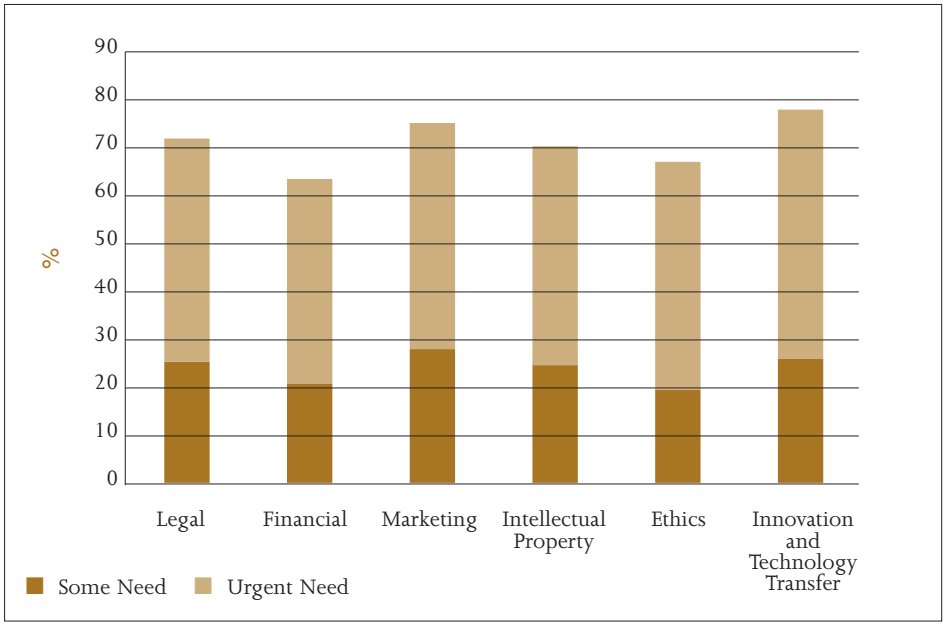


Figure 1: Areas where respondents felt their institution needed to increase expertise

Perceptions of research management

Respondents were presented with a series of 12 statements about research management in their environment, and asked to rate them on

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Julie Stackhouse is Senior Programme Officer (Research) at the Association of Commonwealth Universities.
Email: j.stackhouse@acu.ac.uk

Achieving your potential as a research administrator/manager:

taking advantage of available resources!

In the rapidly changing field of research management, how does one establish a 'career path'? Here, **Sandra Nordahl** outlines a few avenues of development for research managers and administrators.

If you are looking for a career that rarely is stagnant, the field of research administration surely offers an ever-changing climate and a wealth of opportunities for personal and professional growth. The challenge is to take advantage of the vast array of activities and occasions that are present. Unlike some professions, it is not essential to focus on a particular area of knowledge to be successful. As a starting point, you may wish to conduct a personal assessment. What topics capture your interest and are relevant to you? While professional organisations and meetings can be costly, many growth experiences are very inexpensive or offered at no cost and are simply a 'click' away!

Agencies, institutions and organisations vary in the composition of 'duties' associated with each department. This presents many learning experiences for the research administrator. It is important to remember that there is not one best structure that works for all organisations locally, nationally or internationally. Flexibility is the key to growth in research administration and will serve you well in your daily routine.

The field of research administration is quite extensive, but is primarily comprised of the following broad areas:

- information dissemination – distribution of funding opportunities to targeted individuals
- pre-award – assisting in the preparation and delivery of proposals, RFP/RFQs to the sponsoring agencies
- post-award – assisting in expenditure activities and other related areas
- compliance

These four broad areas comprise a multitude of activities, ranging from contract negotiation to human tissue research. Many of these have sub-specialties within them that provide in-depth learning experiences. It's up to you to set your learning course and thrive!

Determining your own personal education path in research administration is much like preparing yourself for a higher education experience. Many adjustments are made throughout the process in order to discover the areas that are either relevant to your own position or more importantly pique your interest. As a research administrator, you should not feel limited to learning only about your own specialty. A critical concept to remember is that what each department does within an organisation can and does affect the work of other departments. The beauty of research administration is that there is always so much to learn and the climate continuously changes, making educational opportunities ever present.

Good old-fashioned reading always provides an opportunity to develop many areas of technical expertise. Thorough reading of the rules, regulations, policies and procedures is essential. Be sure to delve into the associated articles, journals and other materials related to your topic of interest. The background to a regulation provides insight into its development and a better understanding of its current application. Consider reading items that may not be directly related to research administration, in areas such as communications or human resources. General information that provides inspiration should never be discounted. Often, a brief article will provide motivation to tackle a difficult situation or problem.

If possible, become familiar with emerging issues within your organisation that may not be directly related to your position, but could have an impact on your work. For example, in the late 1990s, as concern grew over possible Y2K computer disasters, our organisation needed to implement an improved product. As a result, we converted to a new financial management system, many aspects of which directly affected our research administration work environment. One example was a new tracking system that needed to be developed for a special contract. This presented the opportunity to learn how software works behind the scene, including a better understanding of how data is stored and retrieved. While this is not a primary research administration function, it provided the opportunity to create better reports for the sponsor and to retrieve data more readily. More importantly, it presented a new area of knowledge that crossed departmental lines.

Electronic resources

One way to accomplish your own personal growth is to take advantage of the many resources that are literally available at your fingertips via the internet and email. Generally, these resources are available at no cost to you as an individual, if you already have access to the internet. Entities involved in research administration often use their websites to publish policies and procedures related to their best practices. For example, San Diego State University Research Foundation's *Project Administration Guide* is located at **www.foundation.sdsu.edu/pag**. Search the websites of various organisations known for their expertise and review their best practices. Ask yourself how these policies and procedures could be modified to best fit your institution's needs.

In addition, there are several research administration 'listservs' you can easily subscribe to for free. Listservs provide an open-air forum to ask questions and obtain input from all subscribers wishing to weigh in on the topic. Remember to be considerate of colleagues, limit 'chatter', and avoid posting personal comments that once posted will be archived. Subscribers may have the option of receiving a compilation of the week's activity, in lieu of receiving each individual email. This is highly

recommended for individuals who become easily overwhelmed by email. You can subscribe to one of the more popular listservs, RESADM-L, by visiting **www.hrinet.org/lists.**

One new resource is the creation of the Body of Knowledge (BoK), an information source similar to Wikipedia. The beauty of the BoK is that it is built and maintained by professionals in the research administration field. It is structured into six categories:

- Infrastructure
- The profession
- Pre-award
- Post-award
- Public responsibility
- Clinical trials

The goal is to create a robust internationally-based resource. The BoK can be accessed at: **www.srainternational.org/newweb/enterprise/index.cfm?fuseaction=sraWiki.viewGateway**. Become involved by contributing – it's easy and can be very rewarding!

Networking

One of the best attributes of the profession is the collegiality of research administrators, who are almost always willing to share information. Develop a list of colleagues that you can readily email to query different issues. If you are gathering information about a topic, it is important to share the outcome of the data with your colleagues – this encourages future participation in the informal environment. Ensure that the privacy of an individual/institution is protected if necessary. This network, once developed, can be invaluable.

While technology has provided a vast array of resources, personal networking always has been and continues to be a key area in developing knowledge and resources. Who you know is important! Contacts can prove to be critical, I cannot stress how important it is to interact with colleagues at the professional level. Take advantage of each and every opportunity to learn from your colleagues.

Professional meetings

If your organisational or personal budget will allow, attend professional meetings whenever possible. There are many organisations throughout the world, directly related to the field of research administration, that hold meetings and offer educational programmes for the novice through to the most advanced practitioner. Another benefit of attending professional meetings is the opportunity to learn about current issues that are of concern to various sponsoring agencies. Additionally, officials are generally available to discuss areas of interest with individuals. The chance to develop a useful (and face-to-face) relationship with an individual from a critical sponsor should never be overlooked.

> It's up to you to set your learning course and thrive!

Every two years, the INORMS Congress is held – a gathering of associations, organisations, societies and individuals throughout the world from the field of research administration. The purpose of the Congress is to foster interactions among colleagues, share best practices and procedures, and promote activities between member societies, which will benefit individuals and members. The Congress programme is filled with topics of interest to those active in the field. The next Congress takes place in June 2008 – further details can be found at **www.inorms2008.org**.

Public speaking

Participating in individual/panel presentations and/or workshops is another opportunity for personal growth. While some may not be comfortable with the thought of public speaking, it provides an excellent opportunity to work with colleagues to present a topic, while allowing you to expand your horizons. If the thought of speaking in front of an audience terrifies you, start small. Work with a mentor or colleague who is willing to offer an honest assessment of your presentation techniques. Offer to present relevant topics at internal meetings, such as department or smaller workgroup meetings. Use handouts in lieu of electronic presentations. Handouts serve two purposes, making information available to the audience and providing you with the feeling that focus has been diverted directly from you for a brief period of time. For a novice, this can be quite daunting. After each presentation, take time to reflect. Think of the positive aspects first and then assess what could be improved upon. As your confidence builds, slowly progress to more advanced presentations, including speaking at professional meetings with handouts and electronic presentations. Your institution will also benefit from your public speaking by having you as their representative; this may serve to justify your attendance at a meeting.

Certification

The Research Administrators Certification Council (RACC) tests the competencies of an individual's knowledge in the field of research administration. Study groups, in preparation for the examination, provide another networking opportunity. The examination is quite comprehensive, covering the topics of the BoK, including:

- Project development and administration
- Legal requirements and sponsor interface
- Financial management and general management

Obtaining a Certified Research Administrator (CRA) designation is a rewarding personal achievement. Individuals should maintain and enhance their knowledge base, as re-certification must be applied for every five years. Further information can be found at **www.cra-cert.org**.

Research administration is the perfect field for curious minds, those not content to make widgets. Remember to take advantage of opportunities as they become available. Challenge yourself and exercise your intellect in a positive way. Take pride in your career. Most importantly, never stop looking for opportunities to learn! RG

Sandra Nordahl CRA is Manager, Sponsored Research Administration at San Diego State University Research Foundation, USA.
Email: snordahl@foundation.sdsu.edu

Developing professional research administrators and managers –

perspectives from a South African university

Marilet Sienaert outlines some of the steps taken by the University of Cape Town to identify skills and training needs for effective research management.

In today's rapidly changing research environment, new requirements for effective support in our research offices emerge on an almost daily basis. Over and above the standard administrative and technical proficiency that would be assumed, the range of qualities and skills taken into account when considering appointments in our institutional offices point to a shortage of training and professional development opportunities to grow a cadre of personnel able to take research support to the next level. Although some of the skills in demand could effectively be outsourced on a project-specific basis, much value is added by having appropriately trained staff providing in-house support. This enables a research office to develop models of good practice that can be shared with other institutions and also creates a consistent base on which to build new or adjusted practices as circumstances change.

However, providing the specifications for appropriate training is not as simple as it may seem; first of all, the nature of the support required continues to evolve and, secondly, the job requires a combination of skills and qualities that could take years to acquire.

To grow research management as a profession, it may be useful to try and define some core principles for staff training. I will attempt to do that here with an example from the University of Cape Town (UCT), where the need to drive large, collaborative partnerships with a focussed research agenda has been increasing. Besides international funding opportunities that require the establishment of fully-blown consortia, our national funding framework increasingly encourages collaboration across disciplinary and institutional domains. By considering the research manager's role in supporting such joint ventures, one may be able to pinpoint key requirements for the job which in turn could serve as the starting point for targeted staff training.

To position the university in relation to funding opportunities requiring a collaborative approach and to encourage and develop its practice amongst our researchers, an in-house model of interdisciplinary partnership was designed (the so-called 'signature theme' framework) to support the collaborative trend. Implementation started in 2006, and demonstrated the university's deliberate strategy to foster large-scale but focussed collaboration that would offer more than 'business as usual' as produced by the large number of research groupings already operating within the institution. In other words, the signature themes had to deliver an x-factor that would be larger than the sum of activities already being carried out by the university's existing research units, centres and institutes. Although the latter groupings operate on team-based principles, activity occurs mostly in response to opportunities, rather than being driven by a focussed agenda. Moreover, these groupings often display disjuncture between research and the curriculum, and consequently suffer from an insufficient supply of postgraduate students.

Although some of the skills in demand could effectively be outsourced on a project-specific basis, much value is added by having appropriately trained staff providing in-house support.

The purpose of the formalised research signature themes would be to provide a mechanism for inter- and multidisciplinary collaboration able to tackle increasingly complex research questions whilst overcoming the above-mentioned limitations. In addition, the university would provide seed funding to leverage substantial national and international grants. The iterative process whereby the framework policy was developed is not discussed here, but the main challenge was to overcome the time-honoured tradition and mindset of working in silos of discipline specificity. Once the policy was in place and the selection of themes had been completed, we were faced with the challenge of implementation and the brokering of partnerships across disciplinary and methodological boundaries.

Although implementation depended heavily on academic leadership within the signature theme, it soon became evident that – for the initiative to achieve its full potential – proactive support from the research office would be crucial. The need for a project manager to drive and coordinate activities whilst also playing a monitoring and reporting role became


University of Cape Town

apparent. Moreover, some aspects of successful rollout could not be expected from the researchers themselves. For example, ongoing scans of the policy environment help to direct a research agenda towards optimal chances of funding, and it is for the research manager to come to grips with national R&D policy and related strategies. As elsewhere in the world, the national position on R&D is informed by analyses of socio-economic needs, and takes into account existing national strengths and weaknesses as well as geographical advantage. As such, the national policy provides a bird's eye view on key areas for priority and development and acts as an indicator of potential funding sources. This had to be familiar terrain for the successful research manager, not only in terms of knowing what the opportunities are but also being able to liaise effectively with the different agencies.

On an internal level, too, knowledge of institutional policies and practices proved to be equally important, as was the ability to build good relations with key players within the institution. This enables the successful manager to foresee and avoid administrative deadlocks, to ensure alignment with related practices elsewhere in the university, to optimise resources and to avoid duplication.

A 'wish list' of qualities and skills for the ideal candidate could be summarised as follows, and provides a possible framework for skills training of an effective research manager:

- Familiarity with the national R&D policy and related strategies.
- Familiarity with the national and international funding environment. This would assume:
  - identification of suitable funding opportunities
  - relationship building with funding agency staff
  - in-depth understanding of agency requirements and criteria for awards
  - establishment of a network based on mutual trust between the agencies, the research office and the researchers
  - relationship building with counterparts at other research institutions to share information and examples of good practice
- Familiarity with institutional policies and practices.
- Basic understanding of the different research areas operating within the relevant research theme.
- Knowledge of researchers across the institution in order to spot collaboration potential and identify the synergies.
- The ability to create an enabling environment by acting as central point for coordination, communication and planning purposes. This entails:
  - being politely persistent in coercing sometimes reluctant, overburdened researchers into a working group (consisting of the scientific leader and a core team of researchers representative of the different areas constituting the inter- or multidisciplinary group)
  - scheduling working group meetings followed by an aide-memoire and 'action list' with follow-up directives
  - tactfully prodding and reminding researchers of deadlines, as needed
  - establishing clear hurdles related to institutional policies or constituencies
  - tracking the grouping's activities (awards, publications, students etc) to inform annual reports or self-evaluation portfolios

To have all these skills and qualities concentrated in one individual seems a pipedream, and it may indeed take years to achieve. Although a crash course in national and institutional policies may make headway in addressing some of the training needs, an additional resource would be to consider internships for staff at research agencies, government departments and sister institutions.

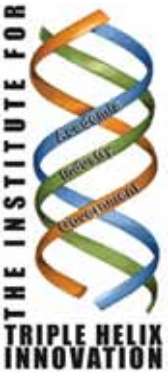
The UCT research office recently hosted an official from the Department of Education for four weeks, to experience the dreaded publication count process from the institutional side. This visit, initiated by the government department and paid for by them, turned out to be mutually beneficial. We gained a much better understanding of the state machinery, while the intern gained frontline experience of the difficulties and frustrations experienced on our side. A report was produced from which both sides may benefit and which will feed into ongoing improvement of this annual process. As a mechanism for skills transfer and knowledge sharing, this internship model could perhaps be expanded to provide in-house training for a new generation of research managers. RG

Dr Marilet Sienaert is Director, Research Office at the University of Cape Town, South Africa.
Email: rea-research@uct.ac.za

Triple helix headlines and highlights

Global connectivity, technology development and accelerated knowledge creation are bringing about unprecedented opportunities for innovation. Rapid development yields an ever-changing landscape that favours agility, flexibility and dynamic partnering between sectors and disciplines – across traditional boundaries. By creating new value chains we can leverage our collective expertise and create profitable, evidence-based collaborative innovations that also hold the greatest promise for impacting our most intractable social challenges. This column features cross-sector, multidisciplinary events, research, discoveries and policy development with the aim of increasing access to and knowledge about industry-government-academic, or 'triple helix', innovation.

For more information, visit www.triplehelixinstitute.org
Contribution ideas for this column can be emailed to info@triplehelixinstitute.org



Innovating with cell phones to end poverty

The populations of developing countries are embracing information and communication technologies, starting with what is most affordable: cell phones and airtime. Their spending on ICT increases faster than spending in any other category, including health, education and housing. Already, by the end of 2006, 68% of the world's mobile subscriptions were in developing countries, where many are using their cell phones to innovate, solve problems, and increase their living standards. Ugandans started using prepaid airtime as a way of transferring money from place to place, something that is especially important for those who do not use banks. This inspired new services for mobile banking, where companies allow their customers to use their phones to store cash credits transferred from another phone or purchased through a post office, phone kiosk operator or other licensed operator. In February 2007, Vodafone rolled out its M-Pesa mobile-banking program in Kenya, and within a year they reached 1.6 million subscribers.
www.nytimes.com/2008/04/13/magazine/13anthropology-t.html

Managing open innovation

Open innovation is an emerging trend where organisations reach outside their boundaries to develop new ideas, utilising regional innovation systems and social networks to do so. A team from Chamlers University of Technology in Sweden has recently published a paper summarising current knowledge on open innovation. Their intention is to help a broader audience to better understand the concept of open innovation, and to encourage further research on this emerging subject. The report builds on a literature review on open innovation and a study where nine key researchers in the open innovation field (from the UK, Denmark, France, Germany, Austria and the US) were asked to define the frontier in open innovation research.
www.vinnova.se/upload/EPiStorePDF/vr-08-02.pdf

Collaborative innovation for responding to emergencies, disease and disaster

InSTEDD (Innovative Support to Emergencies, Disease and Disaster) is a new non-profit innovation lab financed by Google.org and the Rockefeller Foundation, and is working towards using new social networking capabilities for humanitarian coordination. The project aims to improve early disease detection and rapid disaster response by connecting and adapting ubiquitous free software such as Facebook, Google Earth and Twitter. InSTEDD collaborates with universities, corporations, international health organisations, humanitarian NGOs and communities in its mission to discover, develop, test, deploy and share information about technologies that buy critical time.
www.instedd.org

Collaboration: unlocking the power of teams

Collaboration and workflow moved into second place in *CIO Insight*'s late 2007 'Top Trends Survey' of the most strategic technologies. This confirmed what CIOs and other IT executives have been reporting about the field's growing importance to their businesses, and prompted Allan Alter of *CIO Insight* to write a report describing data from more than 180 respondents. The report looks at the reasons behind the technologies' increasing significance, which tools are making the greatest impact and how broadly they have been adopted. Web 2.0 technologies get the attention, but IT executives say other collaboration technologies are more valuable. Shared project management systems, workflow systems, real-time document collaboration tools and knowledge management systems are considered more important than any Web 2.0 technology.
www.cioinsight.com/c/a/Research/Collaboration-Unlocking-the-Power-of-Teams

Global research community bridges digital divide

African research capacity is to be boosted through a high-speed network link connecting the UbuntuNet Alliance to the international research community via the GÉANT2 network.

The connection enables researchers and scholars in sub-Saharan African universities and research institutions to share information and data and to collaborate through a 1 gbps link with their peers in Europe and the rest of the world. The high capacity connection aims to bridge the digital divide and enable faster collaboration on projects, irrespective of location. It builds on an existing link between South Africa and Europe, extending the benefits of collaboration to researchers and scholars across sub-Saharan Africa.
www.geant2.net/server/show/ConWebDoc.2677

IP networks prove integral to successful global collaboration

75% of firms plan to increase collaborative relationships with overseas third parties, according to a survey from the Economist Intelligence Unit (EIU) conducted for AT&T. The worldwide survey of 497 senior executives reveals that firms plan to increase the number of collaborative relationships they hold with third parties overseas in order to bring greater economies, talent and efficiencies to their operations. The survey also reveals that firms are deploying an entire range of tools to communicate with overseas partners, rating web and video conferencing as the most promising of multiple technologies that will help collaborative relationships succeed. The human factor is also viewed as a fundamental part of making collaboration work. Almost half of survey respondents agree that the skills of personnel assigned to a partnership are vital to its success.
www.corp.att.com/emea/insights/whitepaper/s5_collaboration.html

Wireless networking in the developing world

Wireless Networking in the Developing World is a 'practical guide to planning and building low-cost telecommunications infrastructure'. The massive popularity of wireless networking has caused equipment costs to continually plummet, while equipment capabilities continue to sharply increase. The goal of this book is to help people to begin to have a stake in building their own communications infrastructure and to show how it can be done in one's local community. Wireless infrastructures can be built for very little cost compared to traditional wired alternatives. Further, providing a local community with cheaper and easier access to information means access to the global network and translates into wealth on a local scale, as more work can be done in less time and with less effort.
http://wndw.net/download.html

The wisdom of patients: healthcare meets online social media

Social media on the internet are empowering, engaging and educating healthcare consumers and providers. While consumers use social media – including social networks, personal blogging, wikis, video sharing, and other formats – for emotional support, they also heavily rely on them to manage health conditions. The outcome of this development is 'Health 2.0' – a new movement that challenges the notion that healthcare happens only between a single patient and doctor. This report, prepared for the California Healthcare Foundation, details how innovative collaborations online are changing the way patients, providers, and researchers learn about therapeutic regimens and disease management. It examines the benefits and concerns regarding Health 2.0 and it also includes an extensive listing of health media resources.
www.chcf.org/topics/chronicdisease/index.cfm?itemID=133631

Global research needed to address malaria

In recognition of World Malaria Day (25 April 2008), the National Institute of Allergy and Infectious Diseases (NIAID), part of the National Institutes of Health (NIH), released two documents that describe a set of actions – national as well as international – that lay the scientific foundation for continued public health advances in the struggle against malaria. The theme of this inaugural World Malaria Day, 'A Disease Without Borders', reflects the worldwide impact of malaria and underscores the increased need for global collaboration.
www.niaid.nih.gov/topics/malaria

European Commission's ICT progress report

More than half of Europeans are now regular internet users, 80% have broadband connections and 60% of public services in the EU are fully available online. These are the findings of a European Commission report on the results achieved so far with i2010, the EU's digital-led strategy for growth and jobs. In 2007, the internet attracted nearly 40 million new regular users in the EU (now 250 million in total). However, some parts of the EU are still lagging behind and are not fully connected. Nearly 40% of all Europeans do not use the internet at all, ranging from 69% (Romania), 65% (Bulgaria) and 62% (Greece), to 13% (Denmark, The Netherlands). To encourage use of new online technologies, the Commission will publish a 'Guide to EU Users' Digital Rights and Obligations' later in 2008. While in some countries – Austria, Czech Republic, Malta, Portugal – 100% of basic public services for businesses can be fully transacted online, others lag behind (Bulgaria, 15%, Poland, 25%, Latvia, 30%). In May, the Commission will therefore launch large-scale projects to support pan-European public services such as the cross-border operation of electronic identity or electronic signatures.
http://ec.europa.eu/i2010

Dr Leigh W Jerome is Director of the Institute for Triple Helix Innovation, Hawaii, USA.
Email: info@triplehelixinstitute.org

International round up

Society for Research Administrators International

The 2008 SRA International Annual Meeting will be held on 9-13 October at the Gaylord National Resort and Convention Center in National Harbor, Maryland, USA. The theme is 'Charting the global convergence of people, plans and possibilities'. Further information can be found at http://www.srainternational.org/sra03/template/tntbAM08.cfm? id=744

The final meeting of the **Carnegie Programme to Strengthen Research Management in African Universities** took place on 3-4 April 2008 at the Centre for African Wetlands, University of Ghana. The year-long project, funded by the Carnegie Corporation of New York, intends to develop specific proposals for steps to improve capacity to perform competitive research in five Carnegie partner universities, four MacArthur universities and four other ACU member universities in Africa. The project was facilitated by SRA International, the ACU and the Southern African Research and Innovation Management Association (SARIMA). The final report of the project will be completed later this year. For further details, visit www.acu.ac.uk/resman

University-industry-government (triple helix) interactions PhD programme

The Triple Helix Research Group was established at the Newcastle University Business School as an international centre of excellence in the analysis of dynamics of and transformations within and among university, industry and government institutions as key innovation stakeholders.

The Group is pleased to announce the launch of the PhD programme in University-Industry-Government (Triple Helix) Interactions, starting in October 2008. Applications are invited from suitably qualified individuals with research interests in a range of areas, including (but not limited to):

- The dynamics of triple helix relations and transformations within and among university, industry and government institutions
- Innovation policy at regional and national level
- Financing schemes and support structures for innovation
- Gender, science and technology
- Collaborative structures for technology development in various areas

Eligibility

We seek highly motivated individuals with an appropriate academic background (generally at MSc level) in Science, Technology and Innovation studies and related social sciences disciplines. Applicants must be a graduate of a recognised university or higher education institution, or hold a qualification equivalent to a British first or second class honours degree plus relevant work experience. Experience in research and business related to triple helix issues would be a plus. Applicants from countries where English is not the language of instruction must demonstrate attainment of English language proficiency (British Council IELTS score of 6.0 or equivalent).

Tuition fees – 2008-2009 academic programme

UK/EU students: GBP 4,070 full-time; GBP 2,035 part-time

International (i.e. non-EU) students: GBP 9,915 full time; please contact us for up-to-date fees information for part-time study

Application procedure

Applications can be made throughout the year, but preferably before 31 July 2008, by submitting an application form with a 5-10 page formal research proposal. The application will not be considered without a research proposal. An application form is available at www.ncl.ac.uk/postgraduate/apply. Please quote studentship code NUB01 when submitting your application.

Further details

Applications: Ms Stefanie Szomoru, Secretary for Postgraduate Research Programmes – s.l.szomoru@ncl.ac.uk

The Business School's doctoral programme: www.ncl.ac.uk/nubs/postgrad/research/mphil_phd

Triple Helix PhD programme: Dr Marina Ranga – l.m.ranga@ncl.ac.uk

Triple Helix Group: www.ncl.ac.uk/nubs/research/centres/triplehelix

International Meeting of University Administrators

The next IMUA conference on 'Globalization' will take place on 17-21 August 2008 at the University of British Columbia, Vancouver, Canada.

The conference has four sub-themes:

- evolution of learning
- research commercialisation
- sustainability
- leading and organising academic institutions of the future

Further details can be found at www.imua2008.ca

European Association of Research Managers and Administrators

The 14th EARMA Annual Conference will take place on 25-28 June 2008 at the University of Barcelona, Spain. The main theme of the conference is 'Shaping the Profession: Exploring the Boundaries of European Research Management and Administration'.

The main conference workshops and sessions will take place on Thursday 26 and Friday 27 June, but other associated activities will take place on the preceding and following days.

EARMA would like to thank the University of Barcelona for hosting the conference this year, and looks forward to seeing its members there!

Further information and the conference programme are available at www.earma2008.net

International Network of Research Management Societies

The second biannual INORMS Congress takes place on 16-19 June 2008 at the BT Convention Centre in Liverpool, UK. Please see the editorial on page 2 for further details. More information will be reported in *Research Global* Issue 20

Australasian Research Management Society

The next, and tenth, national ARMS Conference will be held on 3-5 September 2008 in Hobart, Tasmania. For further information and the conference programme, visit www.arms2008.com.au

West African Research and Innovation Management Association

The most recent WARIMA workshop on the 'Fundamentals of Research Management' was held on 31 March-1 April at the Centre for African Wetlands, University of Ghana. The workshop, which was facilitated by the Association of Research Managers and Administrators (ARMA) UK, identified the key roles and functions of research support offices and staff. This included some practical pointers of particular relevance to administrators in the region. The workshop also covered some higher-level strategic issues, relevant to those with a management responsibility for supporting and developing research and creating research support offices. The workshop was attended by delegates and speakers from West Africa, as well as Cameroon, India, South Africa, Uganda, the UK, the US and Zambia. More information is available at www.warima.org/advertisements.asp

The next annual WARIMA conference will take place on 10-12 November 2008 at the University of Ibadan, Nigeria. The theme is 'Institutionalisation of Research Management'. Further information can be found at www.warima.org/AnnualConference2008.asp

ANNUAL MEETING CALENDAR

2008

June

25-28 EARMA
14th Annual Conference
University of Barcelona, Spain
www.earma2008.net

July

17-18 WIPO
International Conference on Intellectual Property Management Education and Research
Geneva, Switzerland
www.wipo.int/academy/en/execed/conf/index.html

September

3-5 ARMS
'Tastes of Research Management'
Hobart, Tasmania www.arms2008.com.au

October

9-13 SRA International
'Charting the global convergence of people, plans and possibilities'
Gaylord National Resort and Convention Center, National Harbor, Maryland, USA
www.srainternational.org/sra03/template/tntbAM08.cfm?id=744

November

2-5 NCURA
50th Annual Meeting
Washington, DC, USA www.ncura.edu

10-12 WARIMA
'Institutionalisation of Research Management'
University of Ibadan, Nigeria
www.warima.org/AnnualConference2008.asp

28-30 ACU Conference of Executive Heads
'Dazzling technologies: seismic shifts in higher education in a fast-changing and unequal world'
Hyderabad, India www.acu.ac.uk

2009

February

12-14 AUTM Annual Meeting
Marriott Orlando World Center Resort, Orlando, Florida, USA
www.autm.net

Research outside the box:

networking practitioners in extension community engagement

Liam Roberts looks at the role of the university in strengthening existing extension and community work in less developed countries.

In the developing world, many universities are strongly encouraged by international donor agencies to strengthen research outputs and to participate more fully in the global research community. At the same time, however, many of these universities have had a difficult time convincing donor agencies that their community engagement activities should also be vigorously supported.

University extension and community engagement activity is often extolled as a key component of the university's wider mission. Competing priorities and financial pressures on university administrators and academics, however, often means that extension activity is not supported as fully as it could be, despite the agreed benefits to both the community and to the institution.

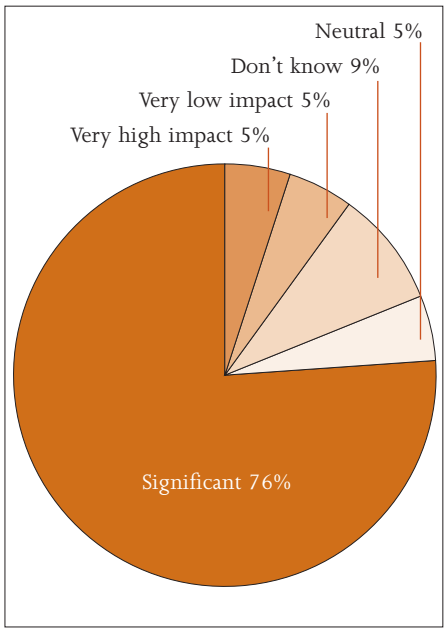


Figure 1: Respondents' perceived impact of their institutions' mobile clinics, libraries, and learning centres on local communities (ACU extension capacity survey 2007)

This seems a paradox, as universities potentially have a huge developmental role to play, chiefly through knowledge dissemination and technology transfer – in a developing world context, this can often mean that even basic technology transfer can have a meaningful impact on local economies. Also, developing country universities have the potential to disseminate skills and knowledge outside the traditional sphere of higher education and into rural communities, teaching about a range of large-scale agricultural, environmental, and market principles that might apply locally. This can help advance sustainable local economies through creating better-skilled workers and increasing local capacity.

Extension need not be seen as an area that competes for resources with mainstream research activity, and can instead be seen as a natural part of the research function of the university. Land-grant institutions in the United States have long demonstrated that research activity can be linked to the development needs of surrounding communities, with agricultural research and knowledge being disseminated throughout the region surrounding the university. This activity is delivered through a varied mix of lifelong learning, distance education and learning through correspondence, and skills training, all with the aim of bringing new knowledge to people who are otherwise not likely to participate in the higher education sector.

The knock-on effects of such engagement are that local communities with better access to new knowledge can enjoy better economic prospects, and business can benefit from collaborations with the university. The university itself can benefit from these partnerships, and can learn more about what kinds of knowledge are most useful to disseminate locally. This can reinforce the university's relationship with the community whilst further informing the university's research strategy.

There are many extension practitioners working in higher education systems across the developing world who have been making great gains in disseminating research to local communities, and have pioneered innovative programmes to better engage rural actors and small to medium enterprises (SMEs), working with them in identifying local development needs, and using this to help focus university research strategies. This work, however, is not always fully recognised or supported by international donor agencies, partly because measuring the precise impact of extension can be problematic, as indicators tend to be both contentious and long-term in nature, but also because the nature of the work is not widely understood.

With an interest in helping to provide a platform for extension workers to better share their experiences in the field and to support the vital work that they do, the ACU convened extension workers and community engagement professionals for an international seminar at the University of Ghana on 2 April 2008. The seminar, 'Effective dissemination of research results', was supported by the Development Partnerships in Higher Education (DelPHE) programme, and attracted over 50 delegates from across Africa, as well as international speakers from Ghana, Nigeria, Cameroon, Uganda, India, and Indonesia.

The purpose of the seminar was twofold. First, in bringing extension professionals together to share their experiences in leading projects in rural communities or remote health clinics, be it in securing funding for such projects or in how to identify the right research activity that will be of benefit to both the investor and the community, we believed that delegates could gain more confidence in their work and generate new ideas of what might work well in their own contexts. Speakers at the seminar also made the case that extension activity should be seen as a natural part of the research process, especially so in countries where technology transfer and knowledge

dissemination is so crucial for poor communities looking for support.

At the seminar itself, presentations from Africa included a range of case studies in rural development. Delegates' presentations explained a range of extension programmes in education about erosion and desertification, biodiversity and resource management, linking enterprise and research, and understanding wider market trends for agricultural products. These programmes are all aimed at helping agricultural practitioners to maximise their capacity without sacrificing sustainability, and presentations also touched upon wider policy lessons learned and how these projects might relate to different local contexts.

Session speakers from Asia focussed on poverty reduction through open and distance learning, a range of models in engaging local and state government in technology transfer initiatives, rural development, and extension in health, through the dissemination of information in new diagnostic procedures to local clinics. For example, Dr Agnes Kurniawan from the University of Indonesia, which leads on a DelPHE project in parasitic infections, spoke about the goal of their DelPHE project in informing rural health clinics about diagnosing various opportunistic parasite infections and the vulnerability of HIV-positive individuals.

The ACU also presented results from the survey on university extension capacity, highlighting trends between Africa and Asia in particular. The survey, which generated 52 responses from extensionists in African (34), South American (1) and Asian (17) HEIs,[1] was carried out in order to evaluate what structures exist among southern universities to disseminate their research results locally and to develop community engagement programmes. The survey contained both quantitative and qualitative components, allowing us to identify some extension capacity trends that exist across the global south as well as learn about specific successful case studies in community engagement. Respondents evaluated their own exten-

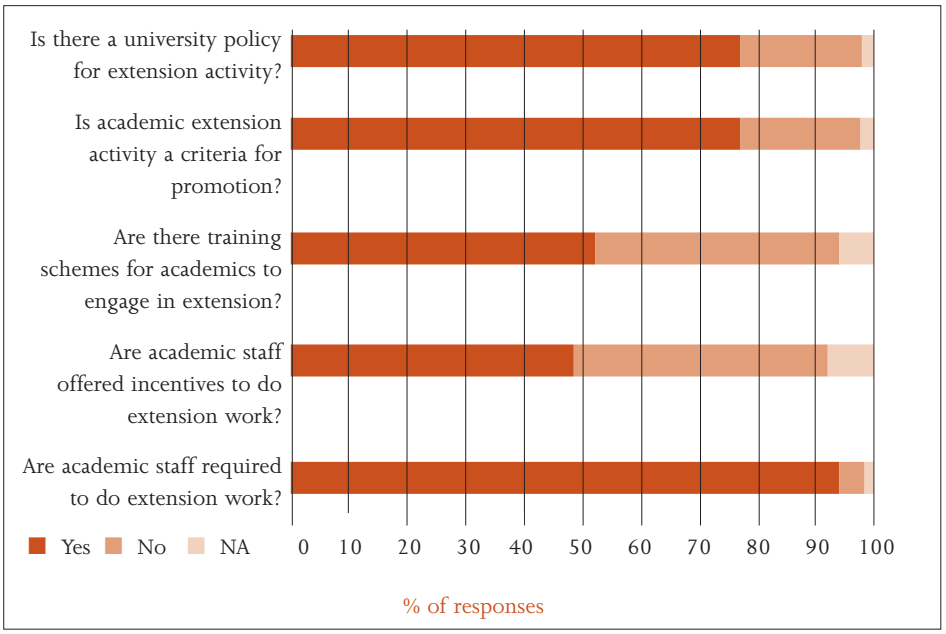


Figure 2: Institutions' extension capacity (ACU extension capacity survey 2007)

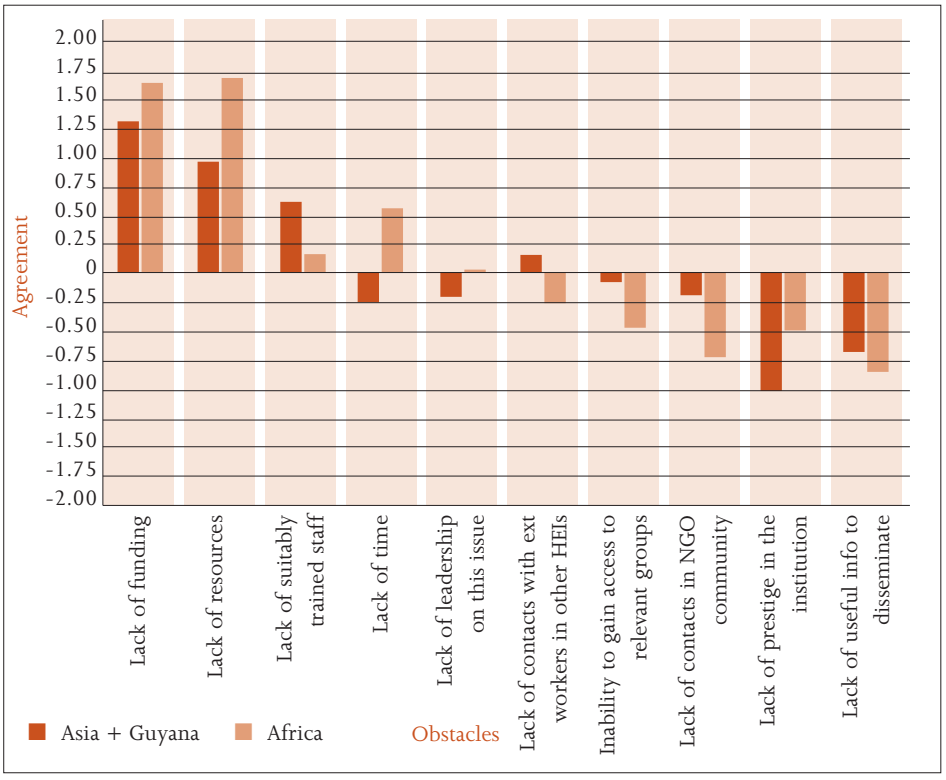


Figure 3: Perceived obstacles to strengthening extension capacity (ACU extension capacity survey 2007)[2]

Continued on page 23

1 African responses were submitted by universities in Botswana, Cameroon, Ghana, Kenya, Malawi, Mauritius, Nigeria, South Africa, Uganda, Zambia, and Zimbabwe. Asian responses were submitted by universities in Bangladesh, India, Indonesia, Pakistan and Sri Lanka, and the South American response was from Guyana.

2 Please refer to Figure 3: Perceived obstacles to strengthening extension capacity (Africa and Asia+), ACU Survey on University Extension Capacity (2007). This illustrates average levels of agreement, with 'strongly agree' = +2 points, 'somewhat agree' = +1 point, 'neither agree nor disagree' = 0 points, 'somewhat disagree' = -1, and 'strongly disagree' = -2 points.

Liam Roberts is Project Officer at the Association of Commonwealth Universities.
Email: l.roberts@acu.ac.uk

What's happening on the Australian and New Zealand professional development scene?

Kathryn Bellion highlights some of the objectives for research management and administration in the Australia and New Zealand region.

The career path and professional development of research managers and administrators (collectively referred to here as 'research support practitioners') on the Australian and New Zealand scene look set to pick up pace in 2008. It seems a whole host of organisations in the region – both those employing research support practitioners and those representing their interests such as the Australasian Research Management Society (ARMS) – are embracing the challenge of documenting, benchmarking, revamping, and generally enhancing their professional development plans and opening up career options for this increasingly 'specialised' profession.

In Australia and New Zealand, as in other countries, the discipline and profession of a research support practitioner is slowly expanding to encompass those who provide research support to the core business of universities, medical research institutes, hospitals, industry, government bodies and voluntary agencies, to name just a few in a range of different occupations. Many of these practitioners may bring to the table a whole host of skills, or they might be starting out in the field. As with all professions though, in order to move forward and increase our standing, we must retain the best by making those on board want to stay while still attracting newcomers to work with our respective organisations. A career in research support needs to be as attractive as possible.

A whole spectrum of research support practitioners

At the entry level of the research support profession and in its most simplest explanation, a grants assistant within a university or an independent medical research institute must understand, or begin to understand, the research lifecycle from scoping funding opportunities, submitting an application with the proverbial i's dotted and t's crossed (and all the content in between) right through to acquittals to the funding body. Their more senior and experienced colleagues in contract management at a government research body such as the (Australian) Commonwealth Scientific and Industrial Research Organisation must have an overarching and strategic view of research administrative strategy and commercial industry to research industry processing, integration and improvement for the unique demands of contract-driven research.

In the university sector, knowledge of higher education policy and the capacity to forge links with industry may be just two of the attributes required of the research manager. Add into the mix the growing compliance requirements, understanding of complex information systems and occupational health and safety issues and you have a need for a unique set of skills and understandings.

The growth of research management as a specialized and professional field of activity of the past decade has been striking – European University Association (EUA) workshop, 2004

This leads us to see that the spectrum of research support practitioners who need to operate effectively in the sector and keep up with change at an often ridiculously fast pace results in their professional development becoming even more important.

Professional development options with breadth and depth to meet needs

Currently, on the Australian and New Zealand scene, a range of professional development options is available but where does the research support practitioner start to look for these, let alone find them?

That is where ARMS, as a peak body in Australia and New Zealand, is looking to provide a one-stop directory for its members to access quality professional development programmes. Whilst many organisations offer professional development training to research support practitioners (e.g. the Cooperative Research Centres Association, various higher education associations and individual institutions), ARMS remains a key stakeholder in providing a growing range of programmes targeting different levels within the research support spectrum.

Some of those currently available are Professional Development Travel Awards, Awards for Excellence in Research Management, the ARMS Mentor Scheme and, together with the ARMS International Committee, a scholarship programme for members seeking support to travel to the INORMS Congress in Liverpool, UK, in June 2008.

Six Chapter sub-committees also offer more localised knowledge sharing, development and networking opportunities. ARMS has also developed an entry-level 'Fundamentals of Research Management' course – now being run in State Chapters – and its annual conference is a major knowledge sharing event which focuses on topical research management themes.

Moving forward

ARMS' professional development programme for 2008-2010 will expand upon its current stalwart offerings. This involves developing an Australian and New Zealand articulated accreditation path for members in the research support profession and an endorsed Body of Knowledge (online toolkit) which will utilise the expertise and enthusiasm of all ARMS members. This initiative has been embraced by our international sister societies and we look forward to learning from and working with them in expanding the initiative to the southern hemisphere.

These projects will assess the current ARMS offerings and those of other relevant organisations with a view to an externally engaged project consultant recommending opportunities to improve, enhance and expand the ARMS professional development programme on a broader scale to achieve:

- enhanced management and administration of research by member organisations
- an enhanced formal professional development suite offered to individual and corporate ARMS members
- an improved research support training environment
- a clarified and enhanced career path as a research support professional within the Australian and New Zealand scene
- stronger connections within university, medical and government research environments

The consultant's brief will also see him or her providing recommendations for ARMS to endorse possible interesting and high-quality training courses and events run by other organisations, for its members to access both in Australia and New Zealand and where the learnings are internationally transferable. Should the project reveal that members can access professional development from reliable sources, we will be happy to see them do so and, at the same time, see their networks further developed.

In essence, ARMS has identified the design and delivery of professional development activities for research support practitioners in Australia and New Zealand as a priority and there is no doubt that this is a big but essential task.

Summary

Research management is a new and emerging profession in Australia and New Zealand, and its professionalisation will pay dividends by significantly enabling Australian and New Zealand organisations operating in a range of research spheres to increase their productivity and performance in this competitive arena. As we all know, research is the lifeblood of innovation and progression for any country.

Looking forward, ARMS, its members, its global sister societies and other like organisations, including employers of research support practitioners, should work together to upskill and enhance their efforts in developing, optimising and, more importantly, retaining the already relevant skills, knowledge and attributes available within these organisations and residing within their members.

For Australia and New Zealand, ARMS' professional development offerings for 2008-2010 are only a first tentative embrace of the challenges ahead but, if coupled with other activities in the region, they will make an excellent start. RG

Kathryn Bellion is Human Resources and Industrial Relations Manager at Murdoch Children's Research Institute, Australia.
Email: kathryn.bellion@mcri.edu.au

Continued from page 5

early stages of development of scientific fields, but as their status increased, women lost ground. Will changes in gender, science and society sever this traditional relationship? TIE provides a significant test case with mixed results to date.

In the UK, the gender-neutral status of the sector is very advanced, so that most often it is a particular type of person that is attracted to work in the TIE sector rather than a particular gender. Similarly, women in TIE in Romania were found in relatively equal proportions to men and career opportunities appeared to be based on competences, experience, performance and professionalism. In Finland, male networks are significant in the TIE field, and women's access to these networks is limited and difficult, but women's networks are gaining more and more ground, as women have more responsibilities in the regional and national development of the field. In Germany, women's representation in TIE appeared to be lowest where the profession is most developed, which suggests that women in German TIE fall back behind their male counterparts at a fast pace, even in occupational fields where they have (re)appeared only recently, once enough reward and prestige have been accumulated or assigned to attract men.

TIE occupations provide a mix of advantages and disadvantages. The generally limited ability of TIE organisations to offer continuous career paths is prompted by their relatively small size and flat structures which enhance gender equality while limiting career advancement, with the notable exception of spin-off entrepreneurship. Given that many women work part-time, the intersection of 'career' and 'flexibility' appeared to be a double-edged sword, but flexible work schemes can significantly improve the work-life balance and preserve career advancement opportunities. The restructuring of work and gender relations identified in some of the case studies of TIE organisations also provides a possible model for academic and industrial laboratories. RG

Continued from page 9

a five-point scale from 'Strongly agree' to 'Strongly disagree'. In general, the three statements that elicited the strongest agreement were: *Research management plays an important role in improving the research reputation of my institution*, *Research management plays an important role in increasing the income of my institution* and *My office has expanded in the last three years*.

Australasian respondents were least positive that research management was highly valued by academics at their respective institutions, with over half disagreeing or undecided, while 69% of African respondents agreed with the statement.

In general, respondents appear most undecided about whether or not career prospects for research managers at the start of their careers are very good.

The future

In the final section of the survey, respondents are asked to look to the future. This section includes questions on where they think their career will go, whether or not they will stay in research management, and where and why they would move (should they choose to leave their current position). They were also asked what they saw as the main challenges facing the profession in general. So far, around half of all respondents feel that they are likely to spend the rest of their career working in research management, and around 60% thought they were likely to spend the rest of their career working in higher education. For African respondents, this figure was higher at 80%, while around one third of respondents from Australasia and the UK were undecided on this issue.

So far, of six suggested issues, the *Increased expectations of funding bodies* and *The need to deal effectively with an increasing number of international partners* were perceived as the most significant challenges facing the profession as a whole.

The picture emerging so far is that the RM profession is still in a state of rapid expansion

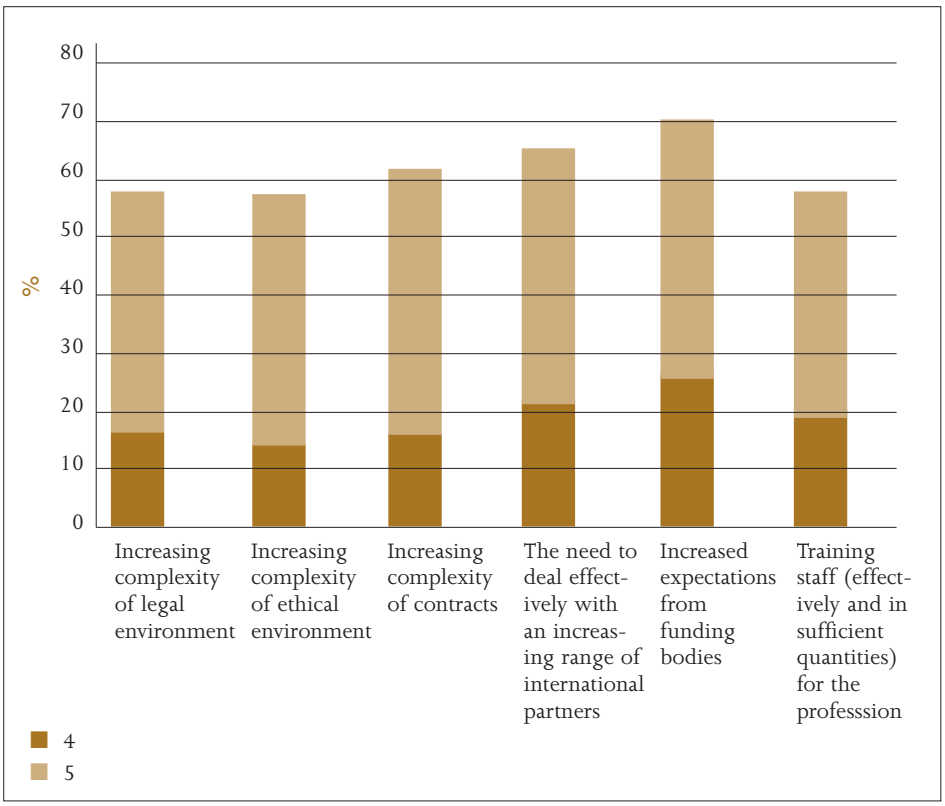


Figure 3: Issues rated by respondents as a serious challenge for the RM profession (4 and 5 of 1-5 scale)

Summary

The picture emerging so far from this and earlier ACU surveys is that the RM profession is still in a state of rapid expansion. On the one hand, it is becoming an increasingly well-defined and organised profession with high levels of membership of professional associations. On the other hand, research managers are working in an increasingly complex and changing environment where the development of appropriate training, evaluation and other structures remain outstanding concerns. It will be interesting to see how this picture further develops with added responses and how regions (and other variables) will compare in detailed analysis.

The survey will remain open for some months to come and results will be updated. All those participating in the survey and registering an email address will be notified of the analysis. The survey is online at **http://snaponline.snapsurveys.com/surveylogin.asp?k=120523777547** RG

Continued from page 19

sion systems and indicated what the challenges and successes have been with their own institutions.

Amongst respondents, there was strong agreement that a lack of funding and a lack of human resources were the biggest challenges to developing extension programmes in both African and Asian universities, whilst respondents disagreed, on average, that home institutions suffered from a lack of quality research outputs to disseminate, or that a lack of university 'prestige' was an inhibiting factor in engaging communities more effectively.[2] The survey also suggests that 52% of respondents were aware of training schemes for extension workers to build their own skills in research dissemination methodology and how to manage extension projects at their institutions – this contrasts with the high number of respondents, 77%, who indicated that experience in leading or participating in extension projects is a criteria for promotion. Extension work may not figure strongly in many university promotion systems even when it is a criterion, but it is important to note that the frequent absence of adequate training schemes does further inhibit the effectiveness of extension work and can mean that some researchers will be carrying out community engagement activity with fairly unregulated quality. A detailed ACU report on the full results of this survey will be made available separately.

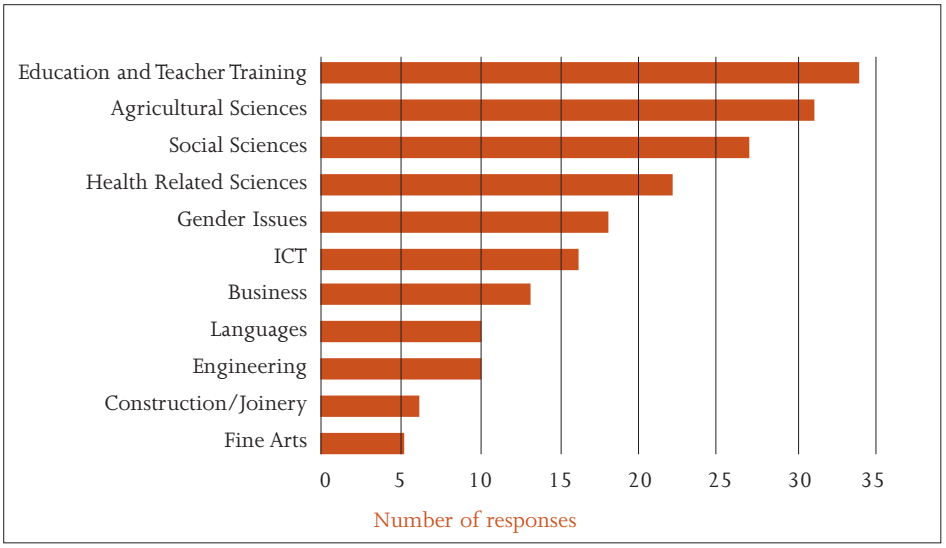


Figure 4: Existing extension activity by discipline
(ACU extension capacity survey 2007)

With the detailed analyses of extension programmes that were presented by our range of international session speakers, as well as the ACU overview of the broad trends and particular case studies that were collected through the survey, the seminar was a productive and eventful day, which concluded with a constructive discussion period on how the day's lessons learned can be applied to future activity. This led to the second objective of the seminar, to launch a new networking initiative for university staff working in extension.

The ACU extension workers' network will seek to carry forward the momentum from the seminar in a new international forum for extension practitioners and community engagement professionals in developing countries. The focus on developing countries recognises the enormous transformative potential that universities have in the global south if research extension and community engagement systems are backed up by adequate funding, practitioner training schemes, and enthusiastic leadership. The network plans to support and encourage extension activity through facilitating an ongoing dialogue of extension methodologies amongst practitioners in the field, and to continue to highlight successful case studies in rural community knowledge transfer and community engagement. A network publication, which will be authored by and distributed to members, is planned to enable this dialogue, and further seminars and meetings will be organised to allow members to deliver presentations and learn about activities in other southern countries and other universities.

There is enormous potential for extension activity to help connect university research capacity to local development needs, which will be of interest not only to the stakeholders and communities in-country, but to international donors who generally share the consensus that universities are crucial to building local economies.

In building this sense of momentum and professional confidence, it is our hope that extension practitioners in developing countries will be able to make a stronger case for increased support for their work from institutions, as well as from international donor agencies and other partners. RG

Session speakers at the ACU seminar on 'Effective dissemination of research results', 2 April 2008, hosted at the University of Ghana

Dr Bernard Yerima, University of Dschang, Cameroon
Dr Moses Zinnah, Sasakawa Africa Fund for Extension Education, Nigeria
Dr B O Antwi, CSIR – Soil Research Institute, Ghana
Dr Stella Odebode, University of Ibadan, Nigeria
Dr Masokoyi Wasswa, Islamic University in Uganda
Dr Agnes Kurniawan, University of Indonesia
Dr Chandrakant Puri, SNDT Women's University, India
Dr Parisa Rao, Acharya N G Ranga Agricultural University, India
Dr Sandeep Malhotra, University of Allahabad, India
Liam Roberts, The Association of Commonwealth Universities

Recent publications

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

International

A Global Perspective on Research and Development (UIS Fact Sheet)

(5; 10/07)

A brief statistical overview of R&D as reflected in the numbers of researchers, the gender gap, and R&D investment/intensity. Data are presented principally by region and country, though some are by sector. Aggregated figures, but useful mainly as one of a series of clearly visualised comparative guides.

[UNESCO. Institute for Statistics (UIS); 2007 (www.unesco.org/science/psd/wsd07/global_perspective.pdf)]

OECD Factbook: Economic, Environmental and Social Statistics

Annual statistical summary, with figures for R&D spending, and communications infrastructure, in addition to demographic, employment, and environment indicators

[OECD; 9789264040540; OECD; 2008 (www.sourceoecd.org/factbook)]

Africa

Knowledge, Technology, and Cluster-Based Growth in Africa

Enterprise case studies: Ghana, Kenya, Mauritius, Nigeria, South Africa, Tanzania, and Uganda.

[Zeng, D.; 978-0-8213-7306-4; World Bank; 2008 (http://publications.worldbank.org/ecommerce/catalog/product?context=drilldown&item%5fid=7579748)]

Building Science, Technology, and Innovation Capacity in Rwanda: Developing Practical Solutions to Practical Problems

Focuses on Rwanda's STI capacity-building programme, concentrating on defined development needs (clean drinking water) as well as realistic and nationally relevant opportunities (the food processing industry, geosciences). Values STI as fundamentally collaborative, in integrating sectors, resources, and markets: 'all levels of technology and skills – ranging from sophisticated scientists to engineers and technical and vocational workers – have to be developed'.

[Watkins, A.; Verma, A.; 978-0-8213-7356-9 (WB Doc. No. 2008/01/01); World Bank; 2008 (www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/02/18/000333038_20080218042009/Rendered/PDF/425320PUB0ISBN101OFFICIAL0USE0ONLY1.pdf)]

Asia

Building the Sri Lankan Knowledge Economy

The business environment, information infrastructure, innovation systems (scientific culture), and human resources are the principal categories by which this ambition is addressed. The World Bank's Knowledge Assessment Methodology (KAM) (www.worldbank.org/kam) is used to benchmark Sri Lanka's development towards a knowledge economy. Case studies from China, Korea, and Singapore are explored as evidence for what Sri Lanka could learn from other countries.

[978-955-8908-28-0; World Bank. Finance and Private Sector Development Unit. South Asia Region; 2008 (http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/ 223546-1206318727118/4808502-1206318753312/slknowledgeeconomy.pdf)]

National Knowledge Commission: Report to the Nation: 2007

This second report, released 01/08, includes recommendations on innovation and intellectual property; the NKC is also 'formulating 'Knowledge Initiatives' at state and district levels.

[Government of India. NKC; 2008 (http://knowledgecommission.gov.in/reports/report07.asp)]

Americas

AUCC Submission to House of Commons Standing Committee on Industry, Science and Technology (18/04/08)

Briefing note which 'puts forward AUCC's ideas for the ongoing implementation of the [2007] S&T Strategy and discusses AUCC's perspective on the four principles outlined'.

[AUCC; 2008 (www.aucc.ca/_pdf/english/reports/2008/st_brief_industry_cttee_04_18_e.pdf)]

The Art of Collaboration: The Relationships That Bring Academic Innovations to the Marketplace (Part One), Technology Transfer Works: 100 Innovations from Academic Research to Real-World Application (Part Two)

Two related AUTM Better World Project reports presenting case studies of successfully applied academic innovation – one concentrating in detail on 25 examples of marketed technologies, the second summarising by discipline 100 illustrations and patterns of technology transfer. Characterises the US system, though also includes a few examples from Australia, Canada, Singapore, Sweden, and the UK.

[0-9778444-5-5; 0-9778444-4-7; AUTM; 2008 (www.betterworldproject.net/reports.cfm)]

Australasia

Encouraging and Supporting Innovation Fund

Details on this, the first round of the fund, were released 25/03/08 by New Zealand's Tertiary Education Commission (TEC) which administers the competitive scheme. The Fund 'supports tertiary education organisations to undertake new projects that will improve the transfer of knowledge between the tertiary sector and industry, and encourage students to study at higher levels'. Universities, institutes of technology, polytechnics, and industry training organisations are among those whose projects have been recognised.

[Tertiary Education Commission (TEC); 2008 (www.tec.govt.nz/templates/standard.aspx?id=2536)]

Review of the National Innovation System (forthcoming)

A panel has been established to 'review the [Australian] national innovation system and the coherence and effectiveness of existing Government support for innovation.' The review, launched January 2008, is due to issue a green paper by 31/07/08 as the basis for a subsequent government white paper. Its international review panel includes advisers from Cambridge, Manchester, and MIT, among others.

[(www.innovation.gov.au/innovationreview/Pages/home.aspx)]

Europe

Innovation Nation

This white paper sets out the ambition, and the options, to 'make Britain the best country in the world to run an innovative business or public service'. Argues that its 'research base promotes collaboration for excellence irrespective of national borders'.

Implementing The Race to the Top: Lord Sainsbury's Review of Government's Science and Innovation Policies,

a progress report on last year's recommendations, was issued simultaneously.

[Cm7345; Dept. for Innovation, Universities, and Skills (DIUS); 2008 (http://dius.dialoguebydesign.net/rp/ScienceInnovation_web.pdf) (www.dius.gov.uk/publications/SainsburyReview-v12.pdf)]

Research Strategy 2008-2013

'DFID's first substantive five-year strategy for research', issued 04/08.

[Department for International Development (DFID); 2008 (www.dfid.gov.uk/pubs/files/Research-Strategy-08.pdf)]

Senior Human Resources in Science and Technology

(Statistics in Focus series, 26/2008)

Comparative numbers of scientists and technically qualified workers in the 45-64 age group for EU member states, with implications for national innovation policies.

[1977-0316; Meri, T.; EC; Eurostat; 2008 (http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-SF-08-026/EN/KS- SF-08-026-EN.PDF)]

UNESCO

The UNESCO Forum on Higher Education, Research and Knowledge has issued in various formats selected papers and proceedings from its regional conferences. In addition to the papers presented at the Colloquium on Research and Higher Education Policy (as noted previously in *Research Global* Issue 18 (February 2008)), there is now material from its recent regional seminars.

Competition, Collaboration and Change in the Academic Profession: Shaping Higher Education's Contribution to Knowledge and Research

In presenting the published conference papers 'the authors present a strong case for constructing dynamic and innovative higher education and research systems that can meet the huge demand for access in the region, [and] develop robust knowledge systems which can help generate cutting-edge research and link to international efforts in this area'. It includes thematic studies and country reports, many exploring how research universities and research cultures can develop, and so the different expectations which come to be placed on HEIs locally and nationally. Developed and developing country experience is compared, though some factors which support research management, and its priorities, are held in common.

[Salazar-Clemena, R.M.; Lynn Meek, V. (eds.); 978-971-93801-2-2; Libro Amigo Publishers for UNESCO Forum on Higher Education, Research and Knowledge, and De La Salle University-Manila; 2008] (Based on the 2nd Regional Seminar for Asia and the Pacific, 17-18 September 2007, Zhejiang University, Hangzhou, China) (http://portal.unesco.org/education/en/files/54998/11970447515Final-Report-Asia-Pacific-2007.pdf/Final-Report-Asia-Pacific-2007.pdf)]

Research and Higher Education Policies for Transforming Societies: Perspectives from Latin America and the Caribbean

This includes papers on enhancing research productivity from a UWI perspective, and an analysis of the impact of globalisation on human resource development – and so a redefined university role. The development of research capacity (specifically in Brazil) and factors supporting successful research universities (Latin America and Caribbean) are other included studies.

[Mollis, M.; Nussbaum Voehl, M. (eds.); UNESCO Forum on Higher Education, Research and Knowledge; 2007] (Based on the 2nd Regional Seminar for Latin America and the Caribbean, 19-20 July 2007, Port of Spain, Trinidad and Tobago) (http://portal.unesco.org/education/en/files/54997/11970439025Final-Report-LAC-2007.pdf/Final-Report-LAC-2007.pdf)]

A Symposium on Comparative Analysis of National Research Systems, (16-18/01/08, Paris, France)

focussed on the projected mapping of research systems, and the development of effective internationally comparable indicators.

[(http://portal.unesco.org/education/en/ev.php-URL_ID=54627&URL_DO=DO_TOPIC&URL_SECTION=201.html)]

RG

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Norway signs research agreements with Brazil, Argentina and Chile

(first published 11 April 2008)

The Norwegian government is paving the way for more joint research projects with Brazil, Argentina and Chile. The government has signed letters of understanding for research collaboration with the South American countries' governments, the Ministry of Research and Higher Education said on 8 April.

Norway has so far had limited scientific collaboration with South America. However, it is time for change, the ministry says, as all three countries have research fields that interest Norway. One example is Chile's aquaculture research programme; energy, climate, polar, medical and educational research and preservation of the rainforests are other areas of common interest.

'I am very pleased about the great interest in collaboration with Norway that I met in Brazil, Argentina and Chile,' said research minister Tora Aasland. 'The agreements will give the educational and research environments a better opportunity to participate in the exciting developments in these three countries. I also expect the research collaboration to stimulate an exchange of researchers and students.'

'Ljubljana process' to boost European Research Area development

(first published 23 April 2008)

Europe is not yet fully exploiting its research potential, said Mojca Kucler Dolinar, the Slovenian Minister for Higher Education, Science and Technology, at the informal meeting of the Competitiveness Council in Ljubljana on 15 April.

During the meeting, Dolinar said that inefficient use of the European research base and its human resources was the main reason that innovation in Europe still lags behind that in the US and Japan. She called on member states to devote themselves to creating the European Research Area (ERA) and developing Europe-friendly research policies.

The ministers at the meeting agreed that the European Commission and member states should be jointly responsible for the ERA development process. They said that improved political management and alignment of research, education and academic policy were vital to create an atmosphere of collaboration among the European countries. These agreements were dubbed the 'Ljubljana process' and the Slovenian presidency expressed its hopes that future presidencies would take this further.

The Commission has chosen 22 researchers and business leaders to form the European Research Area Board (ERAB), which will advise the Commission on how to develop the ERA.

European coordination of national efforts 'can only be done in partnership with member states, the research community, business and many other people,' said Janez Potocnik, Commissioner for Science and Research. 'I count on the new ERAB to advise me and the Commission services on how we can facilitate the development of a true ERA.' The board was inaugurated on 11 April and succeeds the European Research Advisory Board which was active from 2002 to 2007.

Nigeria nearly cracks the 1% for science goal

(first published 25 April 2008)

Nigeria's science budget for 2008 is USD 218 million (NGN 25.3 billion), according to figures from its just-approved and, following a lengthy dispute between the president and the national assembly, much-delayed annual budget.

Amongst the various ministries and departments, science has the eleventh largest budget; the largest is education. The science budget, 0.9% of the total budget of NGN 2.76 trillion, is a slight improvement over the past four annual budgets. It is to fund capital projects in science, technology and innovations systems, as well as recurrent expenditure such as salaries, training and maintenance.

The current democratic leadership was elected a year ago and one of the ways President Umaru Yar'Adua, a former chemistry teacher, hopes to achieve his seven-point policy agenda is through the development of the science and technology sector.

The Minister of Science and Technology, Grace Ekpiwhre, is optimistic that the president will give priority to science and technology issues. For Nigeria to be amongst the top 20 economies in the year 2020, Ekpiwhre argues that science must be adequately funded.

But the budget for science remains below the African Union target for African countries to spend one per cent of national budgets on science.

A key science ministry plan is to increase support for the commercialisation of research from Nigerian scientists, which Ekpiwhre hopes may make some money for the ministry.

She says the National Science and Technology fund established in 1987 to support the annual budget allocation has become moribund, but hopes that it will be revived.

Vice-Chancellors' India trip

(first published 30 April 2008)

A delegation of vice-chancellors from UK universities visited India in April to discuss future collaboration as India expands its

higher education sector.

The two-day trip, which was organised by Universities UK as part of the UK-India Education and Research Initiative, followed up on the meeting between Prime Ministers Gordon Brown and Manmohan Singh in January, where an agreement was made to promote increased links between British institutions and the top universities in India.

The trip was led by Rick Trainor, President of Universities UK and Vice-Chancellor of King's College London. He was joined on the visit by Paul Wellings of Lancaster University, Caroline Gipps of the University of Wolverhampton and Andrew Hamnett of the University of Strathclyde.

Patent cooperation with China

(first published 1 May 2008)

A project under which Europe and China will cooperate on intellectual property rights had its European launch in Brussels on 25 April. The cost of the IPR2 project, which aims to promote the introduction of international IPR standards in China, will be shared, with the EU providing around EUR 11 million and China around EUR 5 million.

Commission's intellectual property code released

(first published 1 May 2008)

The European Commission published its Code of Practice for the management of intellectual property in knowledge transfer between industry and public research organisations on 10 April. The code says it is vital that research organisations provide appropriate incentives for knowledge transfer and build up coherent portfolios of intellectual property.

French universities should have more control of research units, says ex-minister

(first published 1 May 2008)

France's universities and grandes écoles must be awarded more control of the mixed research units (UMRs) that populate the majority of their laboratories, in line with the institutions' newly-awarded independence, the country's government has been advised.

Former research minister François d'Aubert was commissioned last year to review the relationship between universities and research organisations such as the CNRS or Inserm.

D'Aubert and his group released their report on how the partnerships could be managed more efficiently on 16 April. It includes changes to rules on the management of UMRs, as this has been singled out as a prime example of bureaucracy holding French research back.

D'Aubert's group has ruled that, within the next three years, the number of supervisory bodies should be limited to no more than two at each laboratory, which will work together to define the scientific agenda of the UMR. The financial administration of each UMR will fall under the sole responsibility of the organisation that hosts the laboratory in which it works. More often than not, this is the university or grande école.

The report also recommends that HEIs and research organisations should work to bring their recruitment procedures and managerial approaches more closely in line to achieve greater coherence.

However, Jean Fabbri, Secretary General of higher education union Snesup FSU, told the newspaper *Libération* that he was not convinced by the changes. 'Managing UMRs is not really a top priority for universities,' he said. 'Our principle goals are to improve courses and help students in their first and second years at university.'

Nations: Finland and Estonia, Saudi Arabia, Kazakhstan

(first published 1 May 2008)

The prime ministers of Finland and Estonia have agreed to increase the number of joint science PhD programmes between the two countries. The premiers met in Tallinn on 15 April to discuss R&D cooperation. Estonia's Prime Minister, Andrus Ansip, said that Estonia needs at least 600 additional researchers to build up its R&D system.

Europe and Saudi Arabia could both improve their climate change and communication technologies research if they increased collaboration, said Benita Ferrero-Waldner, European Commissioner for External Relations, during a seminar in the King Abdulaziz City for Science and Technology. Saudi Arabia has increased its spend on research to 2.5% of GDP, and launched several science parks. In March, King Abdullah promised to invest USD 300 million (EUR 190 million) in research on environmentally friendly technologies.

A delegation from Kazakhstan visited the ITER fusion project in Cadarache, France, on 17 April for two days of informal meetings on possible contributions to the project should the country be invited to join. (ITER is a joint international research and development project that aims to demonstrate the scientific and technical feasibility of fusion power.) The Kazakhs gave presentations on their technical areas of interest and their preparations for possible formal interactions.

RG

Funding opportunities

This edition of *Research Global* features funding opportunities brought to you by **ResearchResearch**. With editorial teams in London, Washington DC, Sydney, Brussels, Stockholm, Amsterdam and Cape Town, ResearchResearch provides a comprehensive source of funding opportunities open to researchers around the world. ResearchResearch.com – your resource for Research Funds, Sponsors & News.

NIH immune mechanisms of virus control

Closing date: letters of intent 18 July 2008; full applications 18 August 2008

Details: The National Institute of Allergy and Infectious Diseases invites applications for its immune mechanisms of virus control grants. These grants seek to establish a network of synergistic research teams focussed on basic immunological parameters of virus infection, mechanisms of virus-induced inflammation, and protective vaccination. The programme also seeks to discover and define novel basic immune mechanisms for controlling virus infections that will lead to new potential targets for developing future vaccines and therapeutics.

This funding opportunity will utilise the cooperative (U01) and multi-project cooperative agreement (U19) grant mechanisms. It is anticipated that USD 14 million per year will be available for seven to 15 new awards in fiscal year 2009. Direct costs are limited to USD 500,000 per year for U01 grants, and USD 1.5m per year for U19 grants. Eligible applicants include domestic and foreign public or private institutions and non-profit or for-profit organisations. RFA-AI-08-013

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOpRecord&lang=EN&type= default&id=200894

National Research Council research associateship programmes

Closing date: 01 February, 01 May, 01 August and 01 November annually

Details: The National Research Council invites applications for its research associateship programmes at the Institute for Water Resources. The objectives of the programmes are to provide postdoctoral scientists and engineers of unusual promise and ability opportunities for research on problems, largely of their own choice, that are compatible with the interests of the sponsoring laboratories, and to contribute thereby to the overall efforts of the federal laboratories.

Awardees must hold the PhD, ScD or other earned research doctoral degree recognised in US academic circles as equivalent to the PhD, or must present acceptable evidence of having completed all the formal academic requirements for one of these degrees before tenure may begin. Applicants must have demonstrated superior ability for creative research.

Opportunities at IWR are open to all US citizens and to citizens of other countries who have full command of the English language. The current annual stipend for a postdoctoral research associate is USD 70,000.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOpRecord&lang=EN&type= default&id=196616

NIH quick-trials for imaging and image-guided interventions

Closing date: 11 August and 10 December 2008

Details: The National Cancer Institute is inviting applications for exploratory grants to perform quick-trials for imaging and image-guided interventions. The goal of this programme announcement is to support clinical trials conducting preliminary evaluation of the safety and efficacy of imaging agents, as well as an assessment of imaging systems, image processing, image-guided therapy, contrast kinetic modelling, and 3D reconstruction and other quantitative tools. The rapid translation of promising discoveries in the fields of imaging probes, methodologies, technologies and image-guided therapies to clinical practice requires timely support. This funding opportunity announcement will provide investigators with support for either pilot phase I and II cancer clinical trials, or patient monitoring and laboratory studies. The imaging and image-guided intervention studies, if proven successful in these early clinical trials, can then be validated in larger studies through competitive R01 mechanisms, or through clinical trials in the specialised programmes of research excellence, cancer centres or cooperative groups.

Eligible applicants include domestic and foreign for-profit or non-profit organisations and public or private institutions. This funding opportunity will use the NIH R21 exploratory or development award mechanism. Direct costs are limited to USD 500,000 over an R21 two-year period, with no more than USD 250,000 in direct costs allowed in any single year. PAR-08-147 (replaces PAR-06-293)

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOp Record&lang=EN&type= default&id=164405

Fundamental rights

Closing date: 15 August 2008

Details: Agence Universitaire de la Francophonie has issued its sixth call for proposals under the international research networks: fundamental rights programme. Applications are invited for collaborations between postdoctoral researchers who are part of research teams or based at university departments to work on the theme of the legal status of the individual and international political relations.

Proposals are invited for scientific and methodological research projects which will include exchanges between research teams or university centres in francophone countries. Researchers in non-francophone countries may participate, provided that their research findings will be disseminated in French. Projects will have a duration of four years.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOpRecord&lang=EN&type= default&id=199493

Christensen Fund global biocultural initiative programme

Closing date: 31 March and 31 August annually

Details: The Christensen Fund invites applications for its global biocultural initiative programme. Grants are given for projects involving the focus regions (the greater American southwest, northern Australia, Montane west and central Asia or the African Rift Valley in Ethiopia) and the wider world. The maximum grant size is USD 200,000 over two years. Eligible projects include:

- studies, writings, events, networks and multimedia dissemination efforts that build and share practical knowledge worldwide around the concepts of bio-cultural diversity, resilience and adaptive change, and the consequences of global warming for diversity;
- projects of artistic expression that can reach global publics to reshape understanding of how biological and cultural richness are interdependent and require passionate attention;
- opportunities to contribute towards international conferences around such issues of cultural and biological diversity resilience and climate change so as to support global learning and exchange.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOpRecord&lang=EN&type= default&id=187833

3R research grants

Closing date: 01 September 2008

Details: The 3R Research Foundation invites applications for its research grants. Funding is provided for research with the following aims: reduction of the impact on animals used in animal experimentation; reduction of the number of animals needed for any one experiment; replacement of specific experiments using animals. High priority is given to projects in the following areas: arthritis models; convulsion models; infection models; shock models. The duration of the project proposed should preferably be between one and three years and the budget should be from CHF 50,000 to CHF 300,000.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=187309

Christopher and Dana Reeve Paralysis Foundation quality of life grants

Closing date: 01 March and 01 September annually

Details: The Christopher and Dana Reeve Paralysis Foundation is expected to offer quality of life grants for research that develops treatments and cures for paralysis caused by spinal cord injury and other central nervous system disorders. Quality of life grants offer support to non-profit organisations that address the needs of persons living with paralysis (particularly spinal cord injury), their families and caregivers. Funding is awarded in 13 categories, including: accessibility, advocacy, arts, assistive technology, children, counselling, education, employment, health promotion, independent living, practical service, sports and recreation, and therapeutic riding. Except for the health promotion category, the primary focus of the grants is paralysis caused by spinal cord injury. Funding is awarded for up to USD 25,000 for each grant. Grants will only be awarded to non-profit organisations. Applications are accepted from organisations based outside of the US, although priority is given to those with an international scope.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=193523

International Retinal Research Foundation research grants

Closing date: 01 March and 01 September annually

Details: The International Retinal Research Foundation invites applications for its research grants programme. Grants support scientific research on the diseases of the human eye, especially its centre, the macula, and peripheral retinal research that ultimately will accelerate the outcome of discovery. Specific consideration will be given to those scientists who are actively working toward discovering the causes, preventions, and cures of macular degeneration and diabetic retinopathy.

Grants will only be awarded to non-profit organisations. Principal investigators must have primary faculty appointments at the level of instructor or higher. Projects will be funded for periods of one year up to a maximum of USD 100,000.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=199520

National Gallery of Art fellowship programme

Closing date: 21 September 2008

Details: The Center for Advanced Study in the Visual Arts, a part of the National Gallery of Art, announces its programme for Paul Mellon and Ailsa Mellon Bruce visiting senior fellowships. Applications will be considered for study in the history, theory, and criticism of the visual arts of any geographical area and of any period. Applications are also solicited from scholars in other disciplines whose work examines artefacts or has implications for the analysis and criticism of physical form. Fellows receive a stipend that includes round-trip travel and local expenses, ranging from USD 6,000 to USD 8,000, depending on relocation requirements.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOpRecord&lang=EN&type=default&id=199556

DHS international research in homeland security science and technology mission

Closing date: 11.59pm EST, 30 September 2008

Details: The Department of Homeland Security solicits applications for its international research in homeland security science and technology mission areas programme. International research projects aligned with the mission and requirements of DHS's science and technology directorate are sought. These projects should be designed to augment and complement, through international research and collaboration, the depth and breadth of homeland security science and technology research. Proposals include:

- evaluation of novel tools or approaches to confronting homeland security challenges;
- basic research to provide data, understandings, or models that support S&T efforts or policy decisions;
- S&T and operations research evaluations to support revolutionary improvements in DHS's mission and its component agencies' operations.

Eligibility is restricted to accredited institutions of higher education, both foreign and domestic, having the ability and capacity to conduct and facilitate substantial international research. Subject to the availability of funds and receipt of its fiscal year 2009 approp-

riation, DHS estimates that up to USD 1.2 million will be available including all direct and indirect costs. The maximum amount for an individual award will not exceed USD 200,000 for total costs. The performance period will be for one year. DHS-08-ST-108-002

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=198822

Stanley Medical Research Institute treatment trials for schizophrenia and bipolar disorder

Closing date: 11.59 EDT, 01 October 2008
Details: The Stanley Medical Research Institute invites proposals for treatment trials for schizophrenia and bipolar disorder. The purpose of this programme is to facilitate the direct testing of new treatments for schizophrenia and bipolar disorder in academic centres. SMRI is currently supporting treatment trials in the following project areas:

- natural substances, including: herbal medications, nutraceuticals and non-western traditional medicines;
- the off-label use of existing drugs.

The awards are granted for a maximum of USD 300,000 per year for up to three years, depending on the stage of development of the compounds to be tested and the type of trial that is required. Indirect costs of up to 15% may be included in the total award amount. Grants in this category will only be awarded to non-profit entities. Applications will be accepted from researchers in any country except where prohibited by US law.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=183290

Social and political science

Closing date: 25 October 2008
Details: The European University Institute invites applications for the Max Weber fellowships. The fellowships are open to candidates who have recently received their doctorates in economics, social and political sciences, law or history and who wish to pursue a career nationally or internationally as future academics. The fellowships are open to candidates who have successfully defended their PhD at the time of the start of the programme. Candidates of all nationalities are eligible for the Max Weber fellowships. The fellowships last for one to two years and carry a monthly stipend of EUR 2,000.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=176596

Chemistry research

Closing date: 31 October 2008
Details: The Royal Society of Chemistry invites applications for support through its research fund. The fund provides grants of up to GBP 2,000, for items such as the purchase of chemicals and equipment or for running expenses of chemical education research.

Awards are open to researchers based at universities, polytechnics, colleges and schools worldwide, whose work is held up for lack of moderate funding. Preference will be given to those working in less well-endowed institutions and to those supporting their own research. The society particularly encourages inventive proposals of a pump-priming nature and is prepared to consider applications from those working in chemical education as well as chemistry research.

Additional funds have been made available to provide grants for successful applicants from developing countries. Preference will be given to candidates able to cite collaborative research projects with institutions in countries other than their own.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=174279

Wenner-Gren Foundation for Anthropological Research dissertation fieldwork grants

Closing date: 01 May and 01 November annually
Details: The Wenner-Gren Foundation for Anthropological Research invites applications for its dissertation fieldwork grants. These grants are awarded to aid doctoral dissertation research in anthropology. Grants provide a maximum of USD 25,000. Proposals that employ a comparative perspective, can generate innovative approaches or ideas and integrate two or more sub-fields are preferred. There is no time limit on the duration of the grant and funding may be requested to cover distinct research phases (for example two summers) if this is part of the research design. Applicants must be currently enrolled for a doctoral degree. All nationalities are eligible to apply.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=195728

Arid geography research

Closing date: 28 November 2008
Details: The Royal Geographical Society (with the Institute of British Geographers) invites proposals for its Thesiger-Oman international research fellowship. The society offers two annual fellowships of up to GBP 8,000 each for geographical research, including fieldwork, in the Middle East and other arid regions of the world. One fellowship will focus on the physical geography of arid and semi arid environments, and the other on the human dimension of arid and semiarid environments.

Applicants must hold a doctorate and have a proven research record beyond their PhD. Candidates should be affiliated to a higher education institution, which can be anywhere in the world.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=200273

Marine geography

Closing date: 28 November 2008
Details: The Royal Geographical Society invites applications for the Ralph Brown expedition award. The grant is a single annual award worth GBP 15,000, offered to the leader of an expedition working in a marine environment. The proposed project should involve the study of inland or coastal wetlands, rivers or shallow (less than 200m) marine environments, including coral reefs. The research is expected to be of value to the host country and, where possible, to the local community. The team should include nationals of the host country, and the fieldwork should have a duration of four to six weeks. Applicants must be fellows or members of RGS-IBG. The grant is open to researchers from any nation.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=200257

American Cancer Society Audrey Meyer Mars international fellowships in clinical oncology

Closing date: 01 December annually
Details: The American Cancer Society is inviting applications for the Audrey Meyer Mars international fellowships in clinical oncology. The purpose of the fellowship is to provide one year of advanced training in clinical oncology at participating cancer centres in the United States to qualified physicians and dentists from other countries, particularly countries where advanced training is not readily available. Applications for training in basic cancer research will not be accepted for the award. Training will be conducted at one of the US National Cancer Institute designated cancer centres participating in the programme.

Applicants must be qualified physicians or dentists who have demonstrated an interest in clinical cancer management and who desire advanced training in clinical oncology. Applicants must be accepted for training by one of the participating institutions and must have fulfilled all requirements of the institution and of the state in which the institution is located.

The stipend attached to the award will be determined according to the experience and accomplishments of the selected fellow and the salary schedule of the institution where training is to be received. The award also provides a travel allowance equivalent to tourist/economy-class airfares between the home country of the fellow and the US city in which the institution is located. An appropriate amount may be included for travel to professional meetings in the US as approved by the institution during the fellowship period. The total fellowship award will not exceed USD 45,000.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm? pagename=fundingOpRecord&lang=EN&type= default&id=187881

International cancer award

Closing date: 01 December 2008
Details: The International Union Against Cancer and the American Cancer Society offer international fellowships to foster a bi-directional flow of knowledge, experience, expertise, and innovation between countries. These 12-month fellowships are intended for investigators and clinicians who are in the early stages of their careers, and hold assistant professorships or similar positions. Preference will be given to research projects into the pre-clinical, clinical, epidemiology, psychosocial, behavioural, health services, health policy and outcomes and cancer control. Fellowships have an average value of USD 45,000.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOpRecord&lang=EN&type=default&id=178920

Epilepsy research grants

Closing date: 15 January 2009
Details: The Savoy Foundation invites applications for its research grants. Grants worth up to USD 30,000 will be available to clinicians or established scientists working on epilepsy or related subjects. These grants will be for the following purposes:

- launching of a project: operating costs in the expectation of funds already requested from government agencies. In this category, the description of the project should bear mainly on the initial stages (or reorientation) rather than the whole research programme;
- pre-research: preliminary studies in preparation of a more substantial request to be addressed to another agency. In this category, the applicant should not only provide a description of his pre-research, but also outline the project to which it is leading. If he/she already holds other grants, it should be explained why these may not be used to finance the pre-research;
- pursuit or completion of a project: temporary support following the interruption or the termination of a grant;
- contribution to the funding of a research project of particular interest in the field of epilepsy;
- contribution to the funding of a scientific activity (e.g. publication, meeting) related to the field of epilepsy.

The grants are available to Canadian researchers, to foreign nationals or for projects conducted in Canada.

ResearchResearch link:
http://www.researchresearch.com/getPage.cfm?pagename=fundingOpRecord&lang=EN&type= default&id=189449

RG

Global Research Management Network

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 worldwide scale, and according to common standards. A global network is the only way to achieve this goal.

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www.globalrmn.org

resman@acu.ac.uk