



MONASH University
Art & Design

Research Day

27 March 2009

Research Day: March 27, 2009

Schedule

9.00-9.15	Arrival (Tea and Coffee)
9.15-9.30	Welcome by Professor John Redmond 'Why research is a priority'
9.30-10.45	Session 1: Research Planning and the ERA This session will examine research data and will contextualise the Faculty of Art & Design's performance. It will explore ideas for our future development through strategic planning and provide an insight into the implications and requirements of the ERA.
11.00 -11.15	Break for Morning Tea.
11.15 -12.30	Session 2: Review and reflect Research Cluster planning. Groups will discuss the highlights of their research and will have an opportunity to reflect upon this performance and consider strategies for 2009-2011.
12.30 -1.30	Lunch
1.30 – 3.00	Session 3: Grant Writing This session will focus on how to write grant applications; how to select the right funding body, and when is the right time to write them. Case Study 1: 20 minute presentation followed by Q&A A/Prof Arthur de Bono Case Study 2: 20 minute presentation followed by Q&A Dr Kathy Temin Top Tips for grant writing Kathie Barwick
3.00 - 3.30	Afternoon Tea
3.30 - 4.00	Conclusions Professor Anne Marsh

List of delegates and Nominated Research Cluster (alphabetical):

	Name	Cluster
1	Aslanis George	Environment, Object and Space (EOS)
2	Bawden Gene	Visualisation
3	Bird Terri	Contemporary Art & Critical Publics
4	Brewin Ross	Architecture
5	Burns Karen	1) Industrial Design 2) Architecture
6	Butler Jen	Environment, Object and Space (EOS)
7	Clancy Peta	Photography and Video Research
8	Coutts Maryanne	Paradoxa
9	Coxon Selby	Industrial Design
10	Crawford Marian	Paradoxa
11	Dane Jo	Spatial Research
12	De Bono Arthur	Industrial Design
13	Durre Caroline	Paradoxa
14	Dziekan Vince	Photography and Video Research
15	Forbes Rodney	GCAD
16	Gregory John	Visual Discourses
17	Hanning Tony	GCAD
18	Haylock Brad	Visualisation
19	Hibberd Lily	Contemporary Art & Critical Publics
20	Hosking Marian	Paradoxa
21	Innocent Troy	CEMA
22	Janet Jeff	CEMA
23	Kennedy Russell	Visualisation
24	Leslie Donna	Visual Discourses
25	Marsh Anne	Photography and Video Research
26	Mercuri Nadia	Environment, Object and Space (EOS)
27	Miles Melissa	Photography and Video Research
28	Mills Mike	Industrial Design
29	Morgan Luke	1) Visual Discourses, 2) Spatial Research
30	Mourtzakis Nick	Paradoxa
31	Murray Shane	Architecture
32	Nelson Robert	Visual Discourses
33	O'Brien Darragh	Spatial Research
34	Perkins Matthew	Photography and Video Research
35	Purdy Susan	GCAD
36	Ramirez-Lovering Diego	Architecture
37	Redmond John	N/A
38	Richardson Mark	1) Industrial Design, 2) Spatial Research
39	Rose Cameron	Photography and Video Research
40	Simpson Andrew	Architecture
41	Smith Ken	Paradoxa
42	Stocks Bronwyn	Visual Discourses
43	Temin Kathy	Contemporary Art & Critical Publics
44	Teo Hsu-Li	Spatial Research
45	Terstappen Claudia	Photography and Video Research
46	Vale Michael	Photography and Video Research
47	Vu Trinh	CEMA
48	Wise Kit	1) Contemporary Art & Critical Publics, 2) EOS
49	Wollmering Dan	Environment, Object and Space (EOS)
50	Zika Joel	CEMA

IN ATTENDANCE	
Barwick Kathie	N/A
Stanners Adrian	N/A
APOLOGIES	
Eastman Leslie (OSP)	Paradoxa
Hoffert Bernard (OSP)	Visual Discourses
Nicholson Tom (Interstate)	Contemporary Art & Critical Publics
Rrap Julie (Interstate)	Contemporary Art & Critical Publics
Jones Sarah (Long Service leave)	Visualisation
Palmer Daniel (Overseas)	1) Contemporary Art & Critical Publics 2) Photography and Video Research

List of delegates and Nominated Research Cluster (by cluster):

	Name	Cluster
1	Brewin Ross	Architecture
2	Murray Shane	Architecture
3	Ramirez-Lovering Diego	Architecture
4	Simpson Andrew	Architecture
5	Innocent Troy	CEMA
6	Janet Jeff	CEMA
7	Vu Trinh	CEMA
8	Zika Joel	CEMA
9	Bird Terri	Contemporary Art & Critical Publics
10	Hibberd Lily	Contemporary Art & Critical Publics
11	Temin Kathy	Contemporary Art & Critical Publics
12	Wise Kit	1) Contemporary Art & Critical Publics, 2) EOS
13	Aslanis George	Environment, Object and Space (EOS)
14	Butler Jen	Environment, Object and Space (EOS)
15	Mercuri Nadia	Environment, Object and Space (EOS)
16	Wollmering Dan	Environment, Object and Space (EOS)
17	Forbes Rodney	GCAD
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28	Durre Caroline	Paradoxa
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30	Mourtzakis Nick	Paradoxa
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35	Terstappen Claudia	Photography and Video Research
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Session 1: Research Planning and the ERA

The presentation for this session will be available on our website. Attached is some additional information which may be referred to during this session.

Source 1: What is Research?

Research encompasses activities that increase the sum of human knowledge [OECD Definition].

Research and experimental development comprises:

- creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications; [OECD Definition]
- any activity classified as research and experimental development is characterised by originality; it should have investigation as a primary objective and should have the potential to produce results that are sufficiently general for humanity's stock of knowledge (theoretical and/or practical) to be recognisably increased. Most higher education research work would qualify as research and experimental development. [DEST 2002, *HERDC Specifications for the collection of 2002 data*]

Research carries with it a professional and ethical responsibility to disseminate and apply the results of research activity. An essential characteristic is that it leads to publicly verifiable outcomes which are open to peer appraisal.

The complementary activity of scholarship refers to possession of an extensive and profound knowledge of an academic discipline and the analysis and interpretation of existing knowledge aimed at improving, through teaching or by other means of communication, the depth of human understanding.

Types of Research Activity

Research includes pure basic research, strategic basic research, applied research and experimental development [ABS 1998, *Australian Standard Research Classification*]

Pure basic research is experimental and theoretical work undertaken to acquire new knowledge without looking for long-term benefits other than the advancement of knowledge.

Strategic basic research is experimental and theoretical work undertaken to acquire new knowledge directed into specified broad areas in the expectation of useful discoveries. It provides the broad base of knowledge necessary for the solution of recognised practical problems.

Applied research is original work undertaken primarily to acquire new knowledge with a specific application in view. It is undertaken either to determine possible uses for the findings of basic research or to determine new ways of achieving some specific and predetermined objectives.

Experimental development is systematic work, using existing knowledge gained from research or practical experience that is directed to producing new materials, products or

devices, to installing new processes, systems and services, or to improving substantially those already produced or installed.

Types of Externally Funded Research

Collaborative R & D occurs where:

- jointly sponsored research projects are developed between a university and a partner; and
- ownership of intellectual property arising from the project is negotiated on a case by case basis and depends on:
 - the equity contributions of both parties;
 - the existing intellectual property brought to the project by each party; and
 - the industry partner would usually have the right to exploit commercially the final intellectual property in return for a royalty to be paid to the university.

Contract Research occurs where:

- a request is made by industry or a Government agency for a specified research project to be carried out with identified aims and objectives;
- the research project is often undertaken on the basis of a competitive bid for funds from an agency;
- it is anticipated the research will result in a deliverable product or report of commercial importance to industry; and
- ownership of intellectual property is negotiated between the parties and depends on the financial and intellectual contribution of both parties.

Sponsored Research i.e. Grants occurs where:

- the funding is frequently driven on a competitive basis;
- the research is mainly basic or strategic but not usually concerned with commercial outcomes; and
- the intellectual property results are owned by universities.

Examples of sponsored research include the major project funding by the Australian Research Council (ARC).

What Research is Not

Text has been adapted from:

Paul D. Leedy *et al* (2004), *Practical Research: Planning and Design*, Prentice Hall, pp 318. (ISBN: 978-0139603600)

1. Research is not mere information gathering. A child comes home from school with this announcement: "The teacher sent us to the library today to do research on dinosaurs." This child has been given the idea that research means going to the library to get information or to glean a few facts. This may be *information discovery*; it may be learning *reference skills*; but it certainly is not, as the teacher so termed it, research.

2. Research is not mere transportation of facts from one location to another. A student completes a "research paper" on the sonnets of Shakespeare. Although the student did, indeed, go through certain activities associated with formal research -- collecting data, assembling a bibliography, referencing statements properly -- these activities still do not add up to a true "research" paper. The student missed the essence

of research: the interpretation of data. Nowhere in the paper did the student say, in effect. "These facts that I have gathered seem to indicate *this*." Nowhere did the student draw conclusions or interpret the facts themselves. The mere compilation of facts, presented with reference citations and arranged in a series misses genuine research by a hair. Unfortunately, many think that looking up a few facts and transferring them to a written paper with benefit of references constitutes research. Such activity is, of course, more realistically called *fact discovery*, *fact transportation*, and / or *fact transcription*.

3. Research is not merely rummaging for information. The house across the street is for sale. I consider buying it, and so I call my realtor to find out how much my own home would sell for. "I'll have to do some research," the realtor says, "to find the fair market value of your property." What the agent calls "doing some research" means going through files of recent sales of comparable properties to give an estimate to report to me. This so-called research is little more than rummaging through files to find what the agent did not know. Rummaging, whether in one's personal records or in the public or college library is not research. It is accurately termed an exercise in *self-enlightenment*.

4. Research is not a catchword used to get attention. The morning mail arrives. I open an envelope and pull out its contents. A statement in boldface type commands attention: Years of Research Have Produced a New Car Wash! The phrase "years of research" catches my attention. The product must be good, I reason, because "years of research" have been spent on developing it. I order the product -- and what do I get? Dish-washing detergent! No research merely the clever use of a catch-word that, indeed, fulfilled its purpose: to catch my attention. "Years of research" -- what an attention-getting phrase, yet how misleading!

What Research is

Research is a process through which we attempt to achieve systematically and with the support of data the answer to a question, the resolution of a problem, or a greater understanding of a phenomenon. This process, which is frequently called *research methodology*, has eight distinct characteristics:

1. Research originates with a question or problem. The world is filled with unanswered questions, unresolved problems. By asking questions, we strike the first spark igniting a chain reaction that terminates in the research process. An inquisitive mind is the beginning of research.

2. Research requires a clear articulation of a goal. A clear, unambiguous statement of the problem is critical. This statement sets forth clearly and precisely what the ultimate goal of the research is. The statement asks the researcher, "What precisely do you intend to do?" This is basic and is required for the success of any research undertaking. Without it, the research is on shaky ground.

3. Research requires a specific plan of procedure. Research is not an excursion into happy expectation, of fondly hoping that the data necessary to solve the problem will somehow fortuitously turn up. It is, instead, a carefully planned attack, a search-and-discover mission explicitly planned in advance. Depending on the specific research question, different designs and methods will be more or less appropriate. You must not wait until you're knee deep in the project to plan and design your strategy: Where are the data? Do any existent data address themselves to the research problem? Is it reasonable that you have access to them? What will you do with the data?

4. Research usually divides the principal problem into more manageable subproblems. The whole is composed of the sum of its parts. That is a good precept to

observe in thinking about one's principal goal in research. If researchers don't take the time or trouble to isolate the lesser problems within the major problem, their research projects become cumbersome and unwieldy. From a design standpoint, therefore, it is expedient to reduce the main problem to a series of logical sub problems that, when resolved, will resolve the main problem.

5. Research is guided by the specific research problem, question, or hypothesis.

Hypotheses are constant, recurring features of every day life. Something happens. Immediately, you attempt to account for the cause of the happening by constructing a series of reasonable guesses. In so doing, you are hypothesizing. Hypotheses are never proved nor disproved; they are either supported or not supported (rejected). Now, you go in search of information to determine which of your hypotheses may be correct. The data either support or fail to support the hypotheses.

6. Research accepts certain critical assumptions. Careful researchers -- certainly in academic research -- set forth a statement of the assumptions as the bedrock upon which the study must rest. In your research, therefore, it is important that others know what you assume with respect to your project. For, if one is to judge the quality of your study, then the knowledge of what you assume as basic to the very existence of your study is vitally important.

A *hypothesis* is a conjectural supposition that is posited in order to facilitate the search for facts but that is held in abeyance until the data are available and have been interpreted. An *assumption* is quite a different matter. An assumption is a condition that is taken for granted, without which the research situation would be impossible. Assumptions are usually so self-evident that, many times, we consider it unnecessary to mention them; but, careful researchers do, so that those inspecting the research procedure may see every component and evaluate it accordingly. For the beginning researcher, it is better to be overexplicit than to take too much for granted.

7. Research requires the collection and interpretation of data in attempting to resolve the problem that initiated the research. Data, events, happenings, and observations are of themselves only data, events, happenings, and observations -- nothing more. But all these are potentially meaningful. The significance of the data depends on the way the human brain extracts meaning from those data. In research, data unprocessed by the human brain are worthless. Data demand interpretation. Interpretation is subjective: It depends entirely on the logical mind, inductive reasoning skill, and objectivity of the researcher.

8. Research is, by its nature, cyclical; or more exactly, helical. Research is never conclusive. In a truer sense, the "circle of research" might be more accurately conceived of as a helix, or spiral, of research. In exploring an area, one comes across additional problems that need resolving. Research begets research.

To view research in this way is to invest it with a dynamic quality that is its true nature -- a far cry from the conventional view, which sees research as a one-time act -- static, self-contained, an end in itself. Every researcher soon learns that genuine research creates more problems than it resolves. Such is the nature of the discovery of knowledge.

Source 2: Research Expectations

A Research Output is defined as any output approved in the HERDC collection under the following categories:

Year	Qualifying Research Outputs
2006	A1, A2, A3, A4, B1, B2, C1,,C2, C3, C4, D1, D2, E1, E2, E3, E4, F1, G1, H-DA, HDAD, I1 J1, J1AD, J2, J2AD, J3, J3AD, J4, J4AD, J5AD, K0, L1, M1 N1, O
2007	A1, A3, B1, C1, C3, E1, F1, G1, H-DA, J1, J2, J3, J4, J5, K0, M1, N1
2008	A1, A3, B1, C1, C3, E1, F1, G1, H-DA, J1, J2, J3, J4, M1
2009	A1, A3, B1, C1, E1, F1, G1, H-DA, J1, J2, J3, J4, M1

Each record represents one output excluding A1 which is weighted as equivalent to 5 outputs.

Salary level will be taken at the end of the year preceding assessment.

It is expected for a member of staff to be "Research Active" each year the following minimum requirements should be achieved.

Level A

At least one Research Output or \$5000 external research income

Level B

At least 2 Research Outputs and \$5000 external research funding

or

At least 3 Research Outputs.

Level C

At least 3 Research Outputs and \$10,000 external research funding

or

At least 4 Research Outputs.

Levels D and E

At least 3 Research Outputs and \$15,000 external research funding.

or

At least 4 Research Outputs.

Notes:

1. We envisage that these numbers would be used as a guide in the performance management process however the calculation will allow 'a lean year' preceding superior performance.
2. One output will be credited for multi-authored works (in the case of staff who are involved in several multi-authored publications their contribution will be weighted appropriately)
3. Consideration will be given to part-time staff on a case by case basis.
4. The targets may need further refinement in light of benchmarking data.

Category Definitions

Teaching material which is developed primarily for the use of internal and external students of this university is excluded. The categories of publication used in the collection of research publications are:

- A1 Book: Authored Research
- A2 Book: Authored - Other
- A3 Book: Edited
- A4 Book Revision or new edition
- B1 Book Chapter: DEST
- B2 Book Chapter: Non Commercial Publisher
- C1 Journal Articles: Refereed Article in a scholarly Journal
- C2 Journal Articles: Other refereed contribution to a scholarly journal
- C3 Journal Articles: Non-refereed articles in a scholarly or professional journal
- C4 Journal Articles: Letter or Note
- D1 Major review > 4000 words
- D2 Minor review < 4000 words
- E1 Conference Publications: Full written paper, Refereed
- E2 Conference Publications: Full written paper, Editorial board but not refereed
- E3 Conference Publications: Full written paper, non-refereed
- E4 Conference Publications: Extract of a paper in a conference proceedings
- F1 Audio-Visual Recordings
- G1 Computer Software
- H DA Refereed Design, Design Awards
- I1 Patents (I2 Published Patents to be released)
- J1 RW Creative Works: Major Recorded original work
- J1 PW Creative Works: Major Published original work
- J1 EX Creative Works: Major exhibition
- J2 Creative Works: Minor Written or Recorded work
- J3 Creative Works: Solo Exhibition of Original Art
- J4 Creative Works: Curated group exhibition or juried award exhibition
- K0 Non-Commercial Books / Reports: Commissioned by government or industry
- L1 Thesis
- M1 Performances
- N1 Expert Commentary
- O1 Other

Source 3: Research Excellence

This definition of an research excellence has been prepared to assist in identifying outstanding researchers and to provide an aspirational standard. Also included in this document is the relationship of this standard to the Faculty of Art & Design research expectations.

1. Definition of Research Excellence

In order to be considered an excellent researcher, an academic would have:

- 1) a substantial body of high quality work published over a sustained period of time;
- 2) a reputation as an excellent researcher in their field;
- 3) demonstrated research leadership within the University (or, in the case of new appointments, research leadership in their previous workplace/practice).

2. Substantial Body of High Quality Work

Researchers take a number of different paths. Some researchers aim primarily to influence the academic community and the quality of their work is most appropriately recognised through academic quality indicators such as journals, books etc. Other researchers aim to influence their field through practice and the quality of their work may in part be measured by the impact that it has in the public domain e.g designs, exhibitions.

Quantitative measures as a proxy for quality are not always suitable or appropriate. Some research is in the form of substantial books that take years of concentrated research to produce; others are in the form of relatively short articles. Some researchers work part time and others take on substantial administrative or teaching loads. It is expected that an excellent researcher would produce a substantial body of work over a sustained period of time and reflecting their time-fraction of employment. What is considered to be a substantial body of work will depend on the precise type of research that a member is engaged in, but the research should be substantial and innovative.

Innovative, high quality research may take a number of forms, but would always aim to meet *world standards of excellence*. That does not mean that the work should always be published in international outlets as the domestic nature of some research means that world class research will in some cases be published domestically, this is particularly the case for exhibitions.

Quality may be demonstrated by a combination of many (though not necessarily all) of the indicators listed below. A quality work is one that has significant influence in the field in which the scholarship is undertaken. The indicators below are not intended to be comprehensive or to exclude other indicators of quality that may be more appropriate for particular types of scholarship.

Indicators of Research Excellence:

- Publication of a book/monograph (or a chapter) published by a top tier publisher.
- Publication of the researcher's journal article in a leading journal.
- Exhibition in a high ranking venue.

- Reviews or articles that engage in a substantial (even if critical) debate with works by the researcher.
- Citations of works by the researcher by authors, particularly citations by leading scholars in the field.
- Adoption/use of works by government, industry, the non-government sector or other end users.
- Substantial debate/discussion about the work by any level of government, international organisation, or industry.
- Use of works as prescribed reading/examples of best practice at other universities.

3. Recognition as a Leading Researcher in the Field

In addition to a core body of excellent scholarship, an excellent researcher is expected to be recognised as a leading researcher in his or her field. Some indicators of recognition are set out below. No-one would be expected to achieve all of these, but an excellent researcher would be expected to achieve a significant number of them.

Indicators of Recognition as a Leading Researcher in the Field

- Editorships of journals or other significant responsibilities such as section editor.
- Editorship of a book series.
- Membership of advisory committees for journals, research centres, galleries, museums, national funding bodies, etc.
- Invitations to speak at conferences, particularly as a key note speaker.
- Invitations to exhibit at International Biennales.
- National survey exhibitions e.g. AGNSW Australian Perspectives.
- Esteemed prizes/competitions e.g. Archibald Prize.
- Partnership in research collaborations or research networks, including programmes such as the ARC Research Networks programme.
- Fellowships or honorary positions at other universities.
- Research fellowships or scholarships from external funding sources.
- Contributions to highly regarded non-specialist publications.
- Awards or honours for research by government or non-government bodies.
- Curator of major exhibition at prestigious venue.

- Recognition as an Australian Reader, International Reader or other serious responsibilities by the ARC or similar international research scheme.
- Membership of government, industry, non-government advisory boards (including boards of management) or consultancies/advisory positions with such bodies where such membership is attributable to research expertise.

4. Research Leadership

The final requirement for an excellent researcher is that they make a contribution of research leadership. Again, no researcher would be expected to meet all of these indicators. Some areas of scholarship may be better able to attract grant money, for example, while others may attract more research students. Other people may make their contribution through assisting with the development of research policy or mentoring. Others may do so through university initiatives and committees where they substantially contribute to research development. Those who are recent appointments may demonstrate equivalent research leadership in their previous workplace/practice.

Indicators of Research Leadership

- Success as a Chief Investigator on ARC research grants.
- Obtaining other competitive, external research grants.
- Leadership in obtaining industry or other funding for research.
- Leadership of a successful and research active research cluster (where there is a demonstrated link between the leadership of the group and the research output of the group).
- High level of successful research supervision of HDR students.
- Leadership role in developing links that led to an ARC Linkage Grant or other external funding, even if not participating in those grants as a CI.
- Mentoring role for research staff and research students.
- Leadership in developing research policy and planning for the Faculty or University.

5. Minimum expectations

In 2006, the Faculty of Art & Design introduced 'minimum expectations' for a researcher to be considered 'research active'. Each year the qualifying research outputs were reduced in order to increase work in categories of higher research value over a two year period. The expectations were set according to salary level and based on 0.4 FTE research.

The expectations set a minimum standard and research quantity. While research quality has been targeted through selective qualifying categories, achieving a minimum standard does not achieve research excellence. Researchers achieving 'research excellence' will exceed these expectations.

Source 4: Australian Competitive Grants Register

Australian Competitive Research Grants Commonwealth Schemes (by portfolio)

Agriculture, Fisheries & Forestry

Australian Centre of Excellence for Risk Analysis **NEW**

Australian Egg Corporation Limited - Egg Industry Research and Development Program

Australian Pork Ltd.

Australian Wool Innovation

Cotton Research and Development Corporation

Dairy Australia

Fisheries Research and Development Corporation

Forest and Wood Products Australia Ltd.

Grains Research and Development Corporation

Grape and Wine Research and Development Corporation

Horticulture Australia Ltd – General Call

Land and Water Australia – Innovation Call

Meat and Livestock Australia - Research Program

Rural Industries Research and Development Corporation

Sugar Research and Development Corporation

Attorney-General's Department

Criminology Research Council - Criminology Research Fund

Broadband Communications and the Digital Economy

Telecommunications Research Grants

Defence

Army History Unit - Army History Research Grants Scheme

Education, Employment and Workplace Relations

National Centre for Vocational Education Research Ltd (NCVER)

- National Vocational Education and Training Research and Evaluation Program

(NVETRE) **NEW**

- Adult Literacy Research Program

Environment, Water, Heritage and the Arts

Australian Biological Resources Study – National Taxonomic Research Grants Program **NEW**

Australian Antarctic Division

- Australian Antarctic Science Grants

- Australian Centre for Applied Marine Mammal Science (ACAMMS) Grants **NEW**

Commonwealth Environment Research Facilities (CERF)

Marine and Tropical Sciences Research Facility (MTSRF)

The Great Barrier Reef Marine Park Authority – Science for Management Award

Families, Housing, Community Services and Indigenous Affairs

Social Policy Research Service Agreements

Foreign Affairs and Trade

Australian Centre for International Agricultural Research (ACIAR) – R&D Programs

AusAID - Australian Development Research Awards **NEW**

Health and Ageing

Anti-Doping Research Program

Australian Centre for Hepatitis and HIV Virology Research

Cancer Australia

- Priority Driven Collaborative Cancer Research Scheme **NEW**

- Support for Cancer Clinical Trials – Existing National Cooperative Oncology groups **NEW**

- New National Co-operative Oncology Groups **NEW**

National Drug Law Enforcement Research Fund (NDLERF)

National Health and Medical Research Council (NHMRC)

- A Healthy Start to Life for Aboriginal & Torres Strait Islander Children

- Ageing Well, Ageing Productively

- Australian-European Union Health Research Collaboration

- Australian Health Ministers Advisory Council – Priority Driven Research program

- Capacity Building in Population Health Research **NEW**

- Career Development Awards

- Centres for Clinical Research Excellence

- Dementia Research Grants **NEW**

- Development Grants

- Electromagnetic Energy Research
- General Practice Clinical Research Program
- Health Services Research Program
- International Collaborative Indigenous Health Research Partnership
- International Collaborative Research Grant
- National Asbestos Centre
- NICS Fellowship **NEW**
- Oral Health
- Palliative Care
- Post-doctoral Fellowships for Palliative Care Research
- Practitioner Fellowships
- Preventative Healthcare and Strengthening Australia's Social and Economic Fabric **NEW**
- Program Grants
- Project Grants
- Research Fellowships
- Special Program Grants in Type 1 Diabetes
- Training Fellowships
- Urgent Research – Pandemic Influenza

Primary Health Care Research, Evaluation and Development (PHCRED) Strategy - Research Fellowships **NEW**

Innovation, Industry, Science and Research

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) - Research Grants

Australian Research Council

- ARC Centres of Excellence
- Discovery - Federation Fellowships
- Discovery - Indigenous Researchers' Development
- Discovery - Projects
- Linkage - International
- Linkage - Projects
- Special Research Centres
- Thinking Systems

CSIRO

- Flagship Collaborative Research Program - Clusters
- Flagship Visiting Fellowship

Infrastructure, Transport, Regional development and Local Government

Australian Transport Safety Bureau - Road Safety Research Grants Program

Prime Minister & Cabinet

National Security Science and Technology Unit - Research Support for Counter Terrorism (RSCT) Program

Non-Commonwealth

Alcohol Education and Rehabilitation Foundation - AER Research Grants

ANZ Trustees

- Judith Jane Mason & Harold Stannett Williams Memorial Foundation
- The J.O. & J.R. Wicking Trust

Arthritis Australia (Arthritis Foundation of Australia) - National Research Program

Australian Coal Research Ltd - Australian Coal Association Research Program (ACARP)

Australian Housing and Urban Research Institute (AHURI) - Research Funding Scheme

Australian Institute of Nuclear Science and Engineering - AINSE Awards

Australian Primary Health Care Research Institute

Australian Rotary Health Research Fund

Australian Stem Cell Centre - Australian Stem Cell Centre Grants Scheme

Brain foundation - Annual Research Awards **NEW**

Cystic Fibrosis Australia - Australian Cystic Fibrosis Research Trust

Dairy Innovation Australia Limited – Dairy Innovation Processes and Products **NEW**

Diabetes Australia Research Trust - Awards and Research Grants

Diabetes Vaccine Development Centre - Programs

Kidney Health Australia - Medical Research Program

Juvenile Diabetes Research Foundation

- Research Grants

- Islet Transplantation Program in Australia **NEW**

Leukaemia Foundation - National Research Program

Multiple Sclerosis Research Australia – Investigator Project Grants

National Breast Cancer Foundation

- Collaborative Breast Cancer Research Grant Program
- Concept Awards
- Project Grant (Formerly known as Kathleen Cunningham Research Grant)
- Pilot Study Grants

National Food Industry Strategy – Food Centres of Excellence

National Heart Foundation of Australia

- Fellowships (Biomedical, Clinical, Public Health, Overseas, Career Development)
- Grants-In-Aid (Biomedical, Clinical and Public Health)

Ophthalmic Research Institute of Australia Research Grants

Pfizer Australia

- Cardiovascular and Lipid Research Grants
- Neuroscience Research Grants
- Pfizer Australia Research Fellowships

Pharmacy Guild of Australia - Investigator Initiated Grants

RANZCO Eye Foundation - National Collaborative Project

Sea World - Research & Rescue Foundation

Sylvia and Charles Viertel Charitable Foundation - Medical Program

The Australian and New Zealand College of Anaesthetists – ANZCA Research Grants

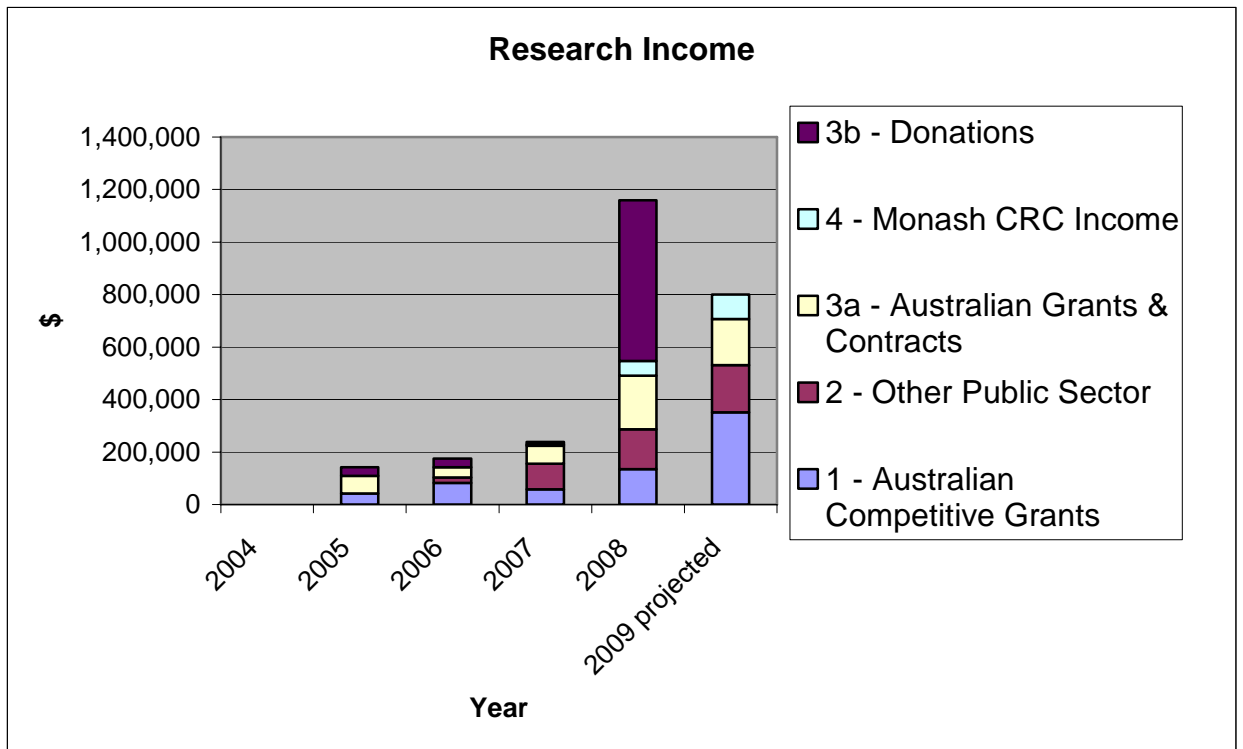
The Financial Markets Foundation for Children

The Garnett Passe & Rodney Williams Memorial Foundation - Project Grants

The Geoffrey Gardiner Dairy Foundation - Innovation and Biotechnology Program

The Hermon Slade Foundation

Source 5: Faculty performance



Source 6: FOR codes

- 01 MATHEMATICAL SCIENCES**
- 02 PHYSICAL SCIENCES**
- 03 CHEMICAL SCIENCES**
- 04 EARTH SCIENCES**
- 05 ENVIRONMENTAL SCIENCES**
- 06 BIOLOGICAL SCIENCES**
- 07 AGRICULTURAL AND VETERINARY SCIENCES**
- 08 INFORMATION AND COMPUTING SCIENCES**
- 09 ENGINEERING**
- 10 TECHNOLOGY**
- 11 MEDICAL AND HEALTH SCIENCES**

12 BUILT ENVIRONMENT AND DESIGN

- 120101 Architectural Design
- 120102 Architectural Heritage and Conservation
- 120103 Architectural History and Theory
- 120104 Architectural Science and Technology (incl. Acoustics, Lighting, Structure and Ecologically Sustainable Design)
- 120105 Architecture Management
- 120106 Interior Design
- 120107 Landscape Architecture
- 120201 Building Construction Management and Project Planning
- 120202 Building Science and Techniques
- 120203 Quantity Surveying
- 120301 Design History and Theory
- 120302 Design Innovation
- 120303 Design Management and Studio and Professional Practice
- 120304 Digital and Interaction Design
- 120305 Industrial Design
- 120306 Textile and Fashion Design
- 120307 Visual Communication Design (incl. Graphic Design)
- 120401 Engineering Design Empirical Studies
- 120402 Engineering Design Knowledge
- 120403 Engineering Design Methods Environment (excl. Architecture)
- 120404 Engineering Systems Design
- 120405 Models of Engineering Design
- 120501 Community Planning
- 120502 History and Theory of the Built
- 120503 Housing Markets, Development, Management
- 120504 Land Use and Environmental Planning
- 120505 Regional Analysis and Development
- 120506 Transport Planning
- 120507 Urban Analysis and Development
- 120508 Urban Design

13 EDUCATION

14 ECONOMICS

15 COMMERCE, MANAGEMENT, TOURISM AND SERVICES

16 STUDIES IN HUMAN SOCIETY

17 PSYCHOLOGY AND COGNITIVE SCIENCES

18 LAW AND LEGAL STUDIES

19 STUDIES IN CREATIVE ARTS AND WRITING

- 190101 Art Criticism
- 190102 Art History
- 190103 Art Theory
- 190104 Visual Cultures
- 190201 Cinema Studies
- 190202 Computer Gaming and Animation
- 190203 Electronic Media Art
- 190204 Film and Television
- 190205 Interactive Media
- 190301 Journalism Studies
- 190302 Professional Writing
- 190303 Technical Writing
- 190401 Aboriginal and Torres Strait Islander Performing Arts
- 190402 Creative Writing (incl. Playwriting)
- 190403 Dance
- 190404 Drama, Theatre and Performance Studies
- 190405 Maori Performing Arts
- 190406 Music Composition
- 190407 Music Performance
- 190408 Music Therapy
- 190409 Musicology and Ethnomusicology
- 190410 Pacific Peoples Performing Arts
- 190501 Crafts
- 190502 Fine Arts (incl. Sculpture and Painting)
- 190503 Lens-based Practice
- 190504 Performance and Installation Art

20 LANGUAGE, COMMUNICATION AND CULTURE

21 HISTORY AND ARCHAEOLOGY

22 PHILOSOPHY AND RELIGIOUS STUDIES

Source 7: Monash Themes

Sustainability

Research in any discipline that investigates solutions for a sustainable future which could include, but is not limited to, research in the fields of water, climate change, biodiversity, energy, transport, buildings and governance/policy/social/economic issues. This could include research in more fundamental areas such as physics, meteorology or chemistry.

Health

Research in any discipline that enhances our understanding of health and wellbeing in the community. In addition to encompassing research in traditional health, medical and pharmaceutical sciences, and injury prevention, this theme includes health-related research in the social sciences and humanities, business and economics, education, engineering and information technology.

Social inclusion

Research in any discipline that promotes our understanding of social inclusion. This theme incorporates the areas of social justice (for example gender, education, language and literacy, human rights, access to services, rural communities), policy and governance (social policy and advocacy, immigration, labour markets, economic regulation, demographics, public law, governance and regulation) and peace and security (terrorism, community relations and social cohesion, policing and criminology, religion, culture and belief).

Understanding cultures

Research in any discipline that promotes understanding of our region and our world. This will include learning from the past (history, archaeology, fine art), literature, media and the arts (cinema, contemporary art, music, electronic media arts, literature), languages and linguistics, cultural studies and philosophy.

Productivity and innovation

Research in any discipline that enhances knowledge of innovation and productivity in all sectors including services (accounting, law, clinical, pharmaceutical and health services, business, tourism and transport), manufacturing (industrial design, intelligent robotics, power electronics, structural integrity and safety, electronics and communications, light metals), resources (sustainable transport, biomechanics and safety engineering, geotechnical engineering), and the public sector (early childhood development, education, public, law, government and regulation, economic policy).

Source 8: National Research Priorities

AN ENVIRONMENTALLY SUSTAINABLE AUSTRALIA

Transforming the way we utilise our land, water, mineral and energy resources through a better understanding of human and environmental systems and the use of new technologies

1. Water – a critical resource

Sustainable ways of improving water productivity, using less water in agriculture and other industries, providing increased protection of rivers and groundwater and the re-use of urban and industrial waste waters.

2. Transforming existing industries

New technologies for resource-based industries to deliver substantial increases in national wealth while minimising environmental impacts on land and sea.

3. Overcoming soil loss, salinity and acidity

Identifying causes and solutions to land degradation using a multidisciplinary approach to restore land surfaces.

4. Reducing and capturing emissions in transport and energy generation

Alternative transport technologies and clean combustion and efficient new power generation systems and capture and sequestration of carbon dioxide.

5. Sustainable use of Australia's biodiversity

Managing and protecting Australia's terrestrial and marine biodiversity both for its own value and to develop long term use of ecosystem goods and services ranging from fisheries to ecotourism.

6. Developing deep earth resources

Smart high-technology exploration methodologies, including imaging and mapping the deep earth and ocean floors, and novel efficient ways of commodity extraction and processing (examples include minerals, oil and gas) while minimising negative ecological and social impacts.

7. Responding to climate change and variability

Increasing our understanding of the impact of climate change and variability at the regional level across Australia and addressing the consequences of these factors on the environment and on communities.

PROMOTING AND MAINTAINING GOOD HEALTH

Promoting good health and well being for all Australians

1. A healthy start to life

Counteracting the impact of genetic, social and environmental factors which predispose infants and children to ill health and reduce their well being and life potential.

2. Ageing well, ageing productively

Developing better social, medical and population health strategies to improve the mental and physical capacities of ageing people.

3. Preventive healthcare

New ethical, evidence-based strategies to promote health and prevent disease through the adoption of healthier lifestyles and diet, and the development of health-promoting products.

4. Strengthening Australia's social and economic fabric

Understanding and strengthening key elements of Australia's social and economic fabric to help families and individuals live healthy, productive, and fulfilling lives.

FRONTIER TECHNOLOGIES FOR BUILDING AND TRANSFORMING AUSTRALIAN INDUSTRIES

Stimulating the growth of world-class Australian industries using innovative technologies developed from cutting-edge research

1. Breakthrough science

Better understanding of the fundamental processes that will advance knowledge and facilitate the development of technological innovations.

2. Frontier technologies

Enhanced capacity in frontier technologies to power world-class industries of the future and build on Australia's strengths in research and innovation (examples include nanotechnology, biotechnology, ICT, photonics, genomics/phenomics, and complex systems).

3. Advanced materials

Advanced materials for applications in construction, communications, transport, agriculture and medicine (examples include ceramics, organics, biomaterials, smart material and fabrics, composites, polymers and light metals).

4. Smart information use

Improved data management for existing and new business applications and creative applications for digital technologies (examples include e-finance, interactive systems, multi-platform media, creative industries, digital media creative design, content generation and imaging).

5. Promoting an innovation culture and economy

Maximising Australia's creative and technological capability by understanding the factors conducive to innovation and its acceptance.

SAFEGUARDING AUSTRALIA

Safeguarding Australia from terrorism, crime, invasive diseases and pests, strengthening our understanding of Australia's place in the region and the world, and securing our infrastructure, particularly with respect to our digital systems

1. Critical infrastructure

Protecting Australia's critical infrastructure including our financial, energy, communications, and transport systems.

2. Understanding our region and the world

Enhancing Australia's capacity to interpret and engage with its regional and global environment through a greater understanding of languages, societies, politics and cultures.

3. Protecting Australia from invasive diseases and pests

Counteract the impact of invasive species through the application of new technologies and by integrating approaches across agencies and jurisdictions.

4. Protecting Australia from terrorism and crime

By promoting a healthy and diverse research and development system that anticipates threats and supports core competencies in modern and rapid identification techniques.

5. Transformational defence technologies

Transform military operations for the defence of Australia by providing superior technologies, better information and improved ways of operation.

Source 9: Format of Research Statement for Peer Review of Creative Works for the HCA Cluster

For the HCA cluster, the following research output types may be submitted:

- Original Creative Works;
- Live Performance of Creative Works;
- Recorded/Rendered Creative Works; and
- Curated or Produced Substantial Exhibitions or Events.
-

For these research outputs which are selected for peer review, a statement identifying the research component of the output must be available in an institutionally-supported repository. The statement must be a maximum of 250 words and address the following categories:

1. Research Background
 - Field
 - Context
 - Research Question
2. Research Contribution
 - Innovation
 - New Knowledge
3. Research Significance
 - Evidence of Excellence

The following is an example of an acceptable visual arts research statement:

Research Background

Current international developments in painting have identified the need to establish complex forms for representing identity in terms of facial expression. While this research recognises the significance of facial expression, it has overlooked the unstable nature of identity itself.

Research Contribution

The paintings *Multiple Perspectives* by Y address the question of the unstable nature of identity as expressed in painterly terms through a study in unstable facial phenomenon using the philosophical concept of 'becoming'. In doing so it arrives at a new benchmark for the discipline in understanding visual identity, namely that identity is not bound to stable facial phenomena but, like other forms of meaning, is constantly undergoing change.

Research Significance

The significance of this research is that it overcomes barriers for visually understanding the complex nature of identity and its expressive painterly possibilities. Its value is attested to by the following indicators: selection of the painting for inclusion in the international exhibition Documenta, Kassel, Germany; its inclusion as a case study in the renowned Courtauld Institute, University of London, *Issues in Contemporary Art* graduate seminar series; its being the subject of a chapter in the book *Identity Reframed* published by Thames and Hudson and authored by the renowned art historian Z; its forming part of a competitively funded ARC project.

When selecting outputs for ERA peer review, institutions should focus on those outputs with a substantial research component. Peer reviewers will only examine these outputs on the basis of the research component as specified in the research statement available in an institutionally-supported repository.