

## **RESEARCH DEVELOPMENT PROGRAM**

*A trial program for CSU early career and developing researchers conducted in 2011*



**Institute for Land,  
Water and Society**  
Charles Sturt University

**FINAL REPORT and RECOMMENDATIONS**

**JUNE 2012**

## **Research Development Program – Report**

### **1.0 Summary:**

The Research Development Program (RDP) was developed by senior staff of the Institute for Land Water and Society (ILWS) in 2010 to meet the CSU strategic requirement for increased research outputs. Funding of \$100,000 was provided by the Deputy Vice-Chancellor (Research) to deliver this program in 2011 as a trial for future application to enhance research at CSU. The program initially enrolled 20 early career or developing researchers from a range of fields and campuses across the University. During the program, two participants withdrew through transfer to a different employer, leaving a total enrolment of 18 research staff.

The program was run from ILWS, using largely internal resources. Workshops were offered on the three major campuses in rotation with all participants attending each workshop. At the end, participants were asked to indicate their publication and proposal outputs and to evaluate the program.

### **Findings and Recommendations:**

**Publications** – 62 papers were worked on during this program with 19 being accepted for publication and 7 conference papers accepted to date.

**Funding proposals** – 29 external funding proposals were submitted with 8 successful to date.

The majority of participants found the program helpful, with the most successful component being the writing workshops. A summary of outcomes and recommendations follows:

- There was strong demand for this program, with 37 applicants for the 20 places available;
- Although the integrated program was considered to be useful by participants, formal development using individual workshops would be just as successful. It would be essential to get agreement from Heads of School for participants to be fully off line for a number of days;
- Writing workshops were highly valued and had good output results – two sequential workshops (with attendance compulsory at both) are more successful to allow development of skills over two periods and consolidate learning;
- More developmental work is required to help staff prepare high quality funding proposals;
- Targeted “just in time” work by a mentor in response to an actual call for funding is likely to be more productive rather than a group workshop approach;
- A multi campus approach to research training seems to be unnecessary for excellent results and is definitely not cost effective for CSU staff from both a staff time and funding perspective;
- CSU should consider a review of its approach to mentoring and career planning from a research perspective and discuss a more targeted approach to research mentoring with Heads of School, Sub/Associate Deans Research and Research Centre Directors;
- A suggested approach to future early career development is to include it formally within the induction program for new staff and to involve the Head of School, Centre Director and Research Office in a tailored program of workshops and mentoring for each new researcher.

Participants were unanimous in requesting that a greater level of research career planning and individual mentoring be made available, both from Heads of School and, where appropriate, from Research Centre Directors or Strategic Professors.

## 2.0 Background:

In mid 2010, the implementation of “Compacts” set indicative targets for an increase in the number of publications and externally funded projects as part of the major strategic goals for the University. A review of capacity for increasing these outputs within ILWS identified one potential source of improvement – early career and developing researchers - who would benefit from mentoring and career development in the area of their research.

It was proposed that this mentoring would take the form of an intensive 12 month course of activities designed to fast track researchers’ abilities to construct excellent research proposals, apply for funding, prepare quality publications and submit them to high ranking journals, and to meet CSU requirements for effective and compliant management of their research.

The expected outcomes expected from this funding were:

- Improved journal writing and grant development skills
- At least two journal articles per participant
- At least of one new external funding proposal per participant
- An enhancement of the confidence and skill of developing researchers at CSU
- An increase in researchers’ understanding of CSU and general procedures and protocols in relation to research proposal development and management.

It was proposed that this program be run as a pilot for possible wider implementation and be managed by ILWS, but involve participants from other CSU Research Centres or Schools. Following a submission to the Deputy Vice-Chancellor (Research), funding of \$100,000 was allocated to the program, to be run in 2010/2011, followed by an evaluation.

## 3.0 Program Design:

The program involved a series of workshops and activities with the timing and location developed in conjunction with the relevant Heads of School and the participants. Applicants were asked to sign up to the program as a whole, which was scheduled to run over about a 12 month period.

The design of the program emphasised a “hands-on” approach to research development, with the participants work-shopping actual project proposals and publications through the program. All of these activities were supported by expert mentors from within CSU. Each participant was required to commit to submitting one research grant proposal by the end of the program and completing an additional two publications to those they otherwise would have produced.

A small amount of financial support to buy out teaching was also made available to program participants in order to provide additional time to be devoted to program activities.

A local group was established on each of the major campuses of CSU for members of the program to meet on a regular basis to discuss issues and ideas. Each group was led by a senior researcher (Professor Finlayson, Professor Morrison and Professor Parton).

The program included the following five mandatory workshops:

- Introduction and grant writing workshop 1
- General writing skills workshop
- Journal article writing workshop 1
- Grant writing workshop 2
- Journal article writing workshop 2

#### 4.0 Applications and Selection:

Applicants for the program were sought from all eligible researchers at CSU in September 2010. The program was mainly directed at early career and developing researchers, however more experienced researchers who had not had the opportunity to attract external funding were encouraged to apply. Participants were asked to submit an expression of interest to participate in the program and advised that they would be working on utilising research work already completed to prepare articles for publication and would be also preparing actual research proposals for submission.

Applicants were also required to secure the approval of their Head of School prior to submitting the application. It was expected that the 12 month program would require the commitment of approximately 14 days for workshops, about 6-10 meetings of the local support group and potentially other meetings with a mentor. Participants were also asked to put in additional time to the development of their research proposal and publications.

There were 37 applications for the program received by ILWS. Table 1 shows these applications broken down by Campus and School.

**Table 1: Applicants to the RDP**

CSU School/Centre	Campus						Total
	Albury	Bathurst	Dubbo	Goulburn	Orange	Wagga	
Agricultural and Wine Sciences					1	2	3
Animal and Veterinary Sciences						1	1
Biomedical Science			1		1	1	3
Business	3	5				1	9
Communication and Creative Industries		1					1
Community Health	1						1
Computing and Mathematics						1	1
Environmental Science	1						1
Faculty Science						1	1
Human Movement Studies		2					2
Humanities and Social Science						3	3
Humanities and Social Sciences		1				2	3
Information Studies						3	3
Murray School of Education	1						1
Policing Studies				1			1
Teacher Education		1					1
NWGIC						1	1
Institute for Land, Water and Society	1						1
<b>Grand Total</b>	<b>7</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>37</b>

Of these applications, 20 were selected (15 – ILWS members and 5 non-ILWS members). Selection was on the basis of the excellence of the application and an assessment of the researcher's potential to benefit from the program. Selection was undertaken by Professors Finlayson and Morrison.

During the program two applicants moved to another University and one participant had significant issues with health and was unable to participate in some of the activities.

## 5.0 Program Outputs and Outcomes

### 5.1 Outputs

The participants in the Research Development Program are listed in Appendix 1. Table 2 shows their distribution by School and Centre.

**Table 2: Participants Completing the RDP in 2011.**

School	Centre					Grand Total
	ILWS	CRICS	EH Graham	RIPPLE	None	
Agricultural and Wine Sciences	1		1			2
Animal and Veterinary Sciences			1			1
Biomedical Science					1	1
Business	4				1	5
Communication and Creative Industries	1					1
Community Health				1		1
Computing and Mathematics		1				1
Environmental Science	1					1
Faculty Science	1					1
Humanities and Social Science	3					3
Institute for Land, Water and Society	1					1
<b>Grand Total</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>18</b>

It was the goal of the RDP to assist early and developing researchers to produce an average of two papers and one external grant proposal during the program. Output figures for 16 of the 18 researchers are now available as shown in Table 3.

**Table 3: Publication Outputs**

Centre	Papers Submitted	Papers Accepted	Papers in Preparation	Reports	Conf Paper Accepted	Conf Paper Pending	Total Papers	RDP Respondents
ILWS	25	11	7	2	7	1	40	11
CRICS	1	1	1	0	0	0	2	1
EH Graham	10	6	1	0	0	0	11	2
RIPPLE	0	0	2	0	0	0	2	1
None	3	1	2	0	0	0	5	1
<b>Grand Total</b>	<b>39</b>	<b>19</b>	<b>13</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>60</b>	<b>16</b>

Participants worked on an average of 3.9 papers per person with an average of 2.4 journal articles/book chapters submitted by early 2012. Of the papers submitted, 19 have been accepted or already published to date, 3 have been rejected and 17 are pending review.

A number of conference papers and reports have also been completed with 7 accepted and presented.

Table 4 shows funding proposals from respondents.

**Table 4: RDP Funding Proposals**

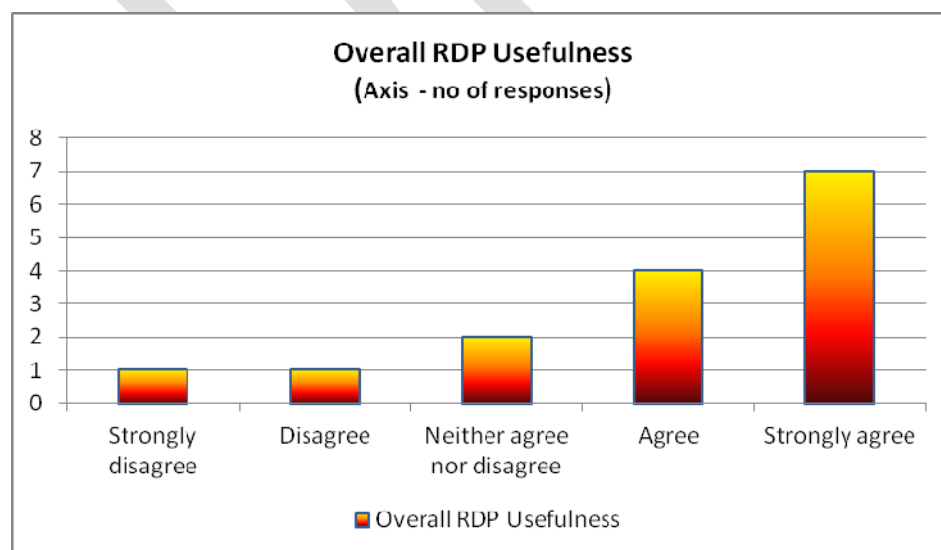
Centre	Ext Funding Proposal Submitted	Ext Funding Proposal Successful	Ext Funding Proposal Unsuccessful	Ext Funding Proposal In Preparation	RDP Respondents
ILWS	17	7	6	9	11
CRiCS	9	1	8	3	1
EH Graham	3	0	3	0	2
RIPPLE	0	0	0	1	1
None	0	0	0	0	1
<b>Grand Total</b>	<b>29</b>	<b>8</b>	<b>17</b>	<b>13</b>	<b>16</b>

Participants made substantial efforts in the development of external funding proposals, which was an area of activity new to many of these researchers. A total of 42 proposals were either submitted or are still in preparation (an average of 2.8 per participant) however the success rate has not been high for those submitted with 59% of the projects so far assessed being rejected. Participants also submitted 8 internal funding proposals during the program (4 successful, 1 rejected and 3 pending review). Some participants felt that it was not ideal for them to attempt to develop a “generic” proposal – that is to craft a submission where no obvious funding source was identified.

**5.2 Outcomes – Participants’ Perceptions**

Participants were surveyed to provide an evaluation of the RDP program components and the program as a whole (see Appendix 2 for copy of survey). Figure 1 shows the distribution of responses to the question “I found the RDP valuable overall in developing my research activities at CSU”.

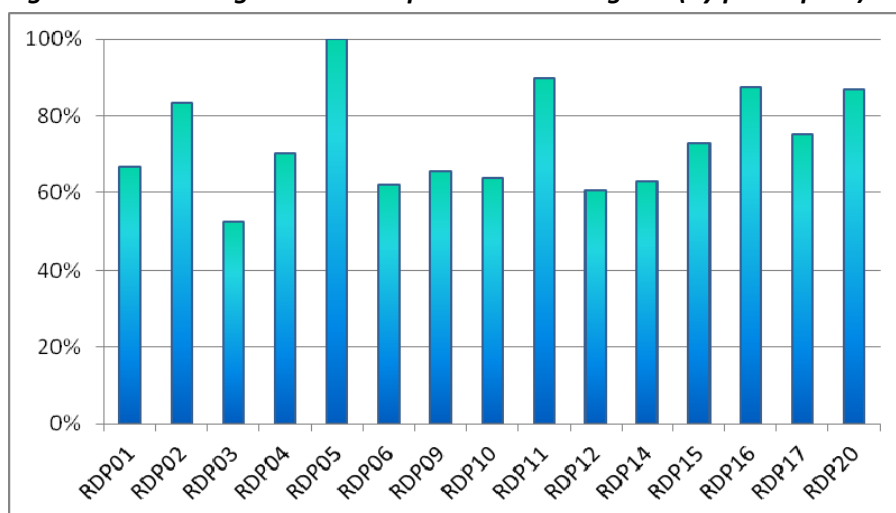
**Figure 1: Responses to the Overall Usefulness of the Program\* (n=14)**



\*Q 36 I found the RDP valuable overall in developing my research activities at CSU.

Adding all responses and adjusting for event non attendance, all participants recorded a more than 50% positive response to the program survey over **all** components of the scheme, although there was a reasonable degree of variability across individuals (Figure 2 – one column for each participant responding to the survey). The range of overall satisfaction varied from 100% down to 52%.

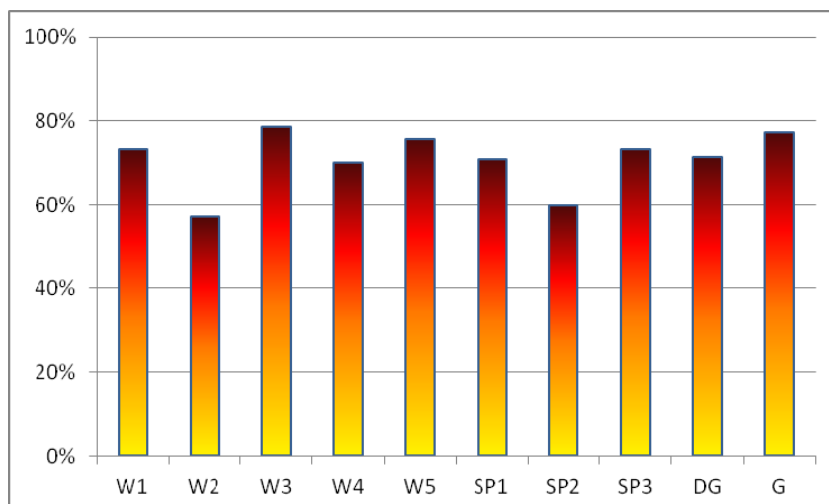
**Figure 2: Percentage Overall Response to the Program (by participant)**



Responses to the individual components of the program varied, but on average each event was well received. Figure 3 shows the responses to the **first** question in each group (see survey in Appendix 2) concerning the usefulness of the presentation or workshop.

The listing below shows the individual components of the RDP and Survey question groups.

Activity Code	RDP Component Name
W1	Introductory Workshop and First Steps to Getting a Research Grant
W2	Writing Skills
W3	Journal Article Writing Workshop 1
W4	Grant Writing Workshop 2
W5	Journal Article Writing Workshop 2
SP1	Special Presentation: Developing Relationships with Funding bodies
SP2	Special Presentation: Publishing Pitfalls
SP3	Special Presentation: Publishing – an Editor and Reviewers’ Advice
DG	Local Discussion Groups
G	RDP Overall Program

**Figure 3: RDP Activity - value# to participants**

#Percent satisfaction for questions 1, 6, 9, 15, 20, 26, 28, 30, 32, 36.

The lowest ranked workshop was the one on basic writing techniques (W2). While most participants were very happy with the presentation skills of Claire Aitchison, many felt that this workshop on basic writing was unnecessary for their level of existing skill in this area. This should be contrasted with advice from mentor/presenters such as Adjunct Professor Denis Saunders, who commented on the importance of attention to this issue, drawing on his extensive experience as a journal editor and reviewer.

The two writing retreats (W3, W5) were the most popular components of the program and this is also supported by the relatively strong outputs in terms of Journal articles from the participants. Researchers particularly appreciated the opportunity to take time out from competing priorities to do the writing workshops and in some cases felt that the time allocated to the workshops was not sufficient.

### 5.3 Key Conclusions: Program Outputs and Outcomes

- The number of papers developed during the RDP was consistent with the goals of the program, with all but two participants submitting papers and those two have papers in preparation;
- The number of external funding proposals submitted was also consistent with the overall goal for the RDP, however 7 participants did not submit a proposal during the program, and only two of these have project proposals in preparation. A more targeted approach to particular research proposals involving one on one mentoring is likely to have a greater impact in this area.
- The success rate of external funding proposals was low, however this was not unexpected;
- Participants were happy with the overall program but a number of individuals did not find all aspects of the program suitable to their needs.



- The writing workshops were very well received and could be considered the most successful part of the program in terms of outputs. It was also clear from discussions with participants that the second workshop was more successful, as participants knew more about how to approach the workshop structure and to take advantage of the clear period for writing.
- There was no evidence from participants' responses to suggest that the integrated nature of the program over a 12 month period was a major factor in improving research outputs.

## **6.0 Program Operation – Logistics and Costs**

### 6.1 Workshop Logistics:

The five workshops required by the program were a significant time commitment from participants, the majority of whom were teaching staff. To facilitate this, the timing of the workshops was discussed with the relevant Heads of School. It was the consensus of the Heads that the residential workshops must be held in non teaching time which restricted the times available to a degree during the year. This meant that some time elapsed between workshops which was considered to be a disadvantage by some staff, however it did provide a fair distribution of activity blocks during the 12 months of the program.

Workshops were also moved around between the three main campuses in order to ensure that participants were not always required to be away from home and had the opportunity to visit other locations, which does not always occur. The cost of the travel involved in running the program as a multi-campus activity was substantial, however the time commitment involved by the senior mentoring staff to run the workshops was not sufficient to allow the workshops to be run multiple times (ie on each campus).

The workshops were all multiple day programs, requiring staff to be away from home on a number of occasions. In most instances this did not cause serious hardship for staff, however in some cases personal issues required changes to travel schedules and some participants found the residential aspect difficult. Participants were also requested to make themselves completely available for the workshop with no absences for other work commitments. Initially some participants found this difficult to comply with and, in some cases, Heads of School scheduled activities for the participants which overlapped with the workshops. Discussion with participants and Heads in relation to the first workshop overcame this difficulty to a great extent. It is worth noting that participants' unwillingness to give up non-RDP related activities was a greater problem than the Head of School requirements.

The logistics of organising the meetings at other campuses also contributed to the high administrative overhead for this program. Substantial time was required to organise suitable venues and equipment for the workshops and even more time was required to organise the travel requirements for participants. Some participants also had special needs for travel and/or workshop facilities which contributed to a higher than expected administrative overhead.

Participants' feelings were mixed about the multi-campus nature of the program. Overall there was no strong support for this aspect as a key feature of the experience. It was also clear that the time taken to travel to another campus was valuable time which could otherwise have been spent on research activities.

## 6.2 Discussion Group Logistics:

Local discussion groups were much easier to organise than the workshops, as they could be scheduled during teaching time and were held on each campus separately.

Participants were largely positive about these local groups, although some participants found them unhelpful. Responses indicated that participants found discussions with their colleagues quite useful and that there was more scope to expand the mentoring aspect of these groups, possibly through a greater diversity of input from senior staff from different disciplines.

## 6.3 Special Presentations and External Presenters:

Three special presentations were organised to provide input on specific topics in a more flexible time scale than the workshops. Although the goal of these presentations was to be more accessible, the attendance at these events was lower than at the compulsory workshops. Another goal of these presentations was to utilise available expertise (both internal and external to CSU) to provide participants with input from experienced and successful researchers (Professor Allan Curtis, Professor Nick Klomp and Adjunct Professor Denis Saunders (AM)). The presentations were well received by the participants, however responses indicate that a number of researchers did not find the information provided of direct relevance to their activities and had not used the advice in their research.

## 6.4 Budget and Costs

Funding of \$100,000 was provided by the Deputy Vice-Chancellor (Research) for this trial program. The expected and actual costs of the program are shown in Table 5.

**Table 5: Budget and Actual Expenditure for RDP**

Activity	Budget \$	Budget %	Actual \$	Actual %
Participant Assistance	\$40,000	40.00%	\$28,500	28.50%
Workshops	\$46,000	46.00%	\$39,484	39.48%
Salaries/Admin	\$14,000	14.00%	\$32,015	32.02%
<b>Total</b>	<b>\$100,000</b>	<b>100.00%</b>	<b>\$100,000</b>	<b>100.00%</b>

Participant Assistance was provided to 15 of the 18 researchers on submission of a proposal setting out how the funding would enhance their research activity and participation in the program (note: funding was not requested by the remaining 3 researchers). Recent reports on activities funded during the program indicate an even distribution of expenditure between:

- teaching buyout;
- research activities and;
- conference attendance.

The overall cost of the workshops was consistent with the amount expected in the budget with expenditure to date at \$39,484. As expected, costs of travel and accommodation were high and some additional costs were incurred in providing separate travel arrangements for researchers who were unable to travel in a campus group as had been expected in the original proposal.

A much higher cost to the program was the cost of administration. The time taken to arrange the workshops, particularly on the different campuses was much greater than expected. However the biggest cost to the administration of the workshops was generated by special requirements for travel, accommodation and other support by many of the participants. Additional work was also required to coordinate the time of the internal presenters and in running an additional workshop on financial reporting at the end of the program. The administration of the evaluation survey and preparation of the report is also included here. It is noted that the majority of these administrative costs could be significantly reduced by running the workshops at a campus local to the participants.

#### 6.5 Key Conclusions – Program Logistics:

- Multiple day workshop based training can only be realistically scheduled outside teaching time.
- A multi-campus approach to the training program was of interest to some participants but not essential to the effectiveness of the program.
- The operation of this program over multiple campuses led to a substantial non productive time commitment by participants and a very high administrative cost.
- Local discussion groups may provide a useful forum for research staff to share experiences and learn from each other.

#### **7.0 Overall Feedback - Mentoring**

The results of the survey and discussions with the participants suggested that they were positive about the program and thought it was worthwhile. One issue which arose during a general discussion with all participants was that of research career mentoring at CSU. There was a strong view that this is an area not well covered at present. Career development for academic staff tended to be largely oriented towards teaching with all participants agreeing that they had received little or no assistance from their managers in developing their research skills or planning a long term career path.

The RDP had originally hoped to do a greater amount of individual mentoring of the participants, however this was replaced by the local group sessions with senior staff for the following reasons:

- It was difficult to identify senior staff outside the ILWS researchers involved in running the program who were willing to participate;
- ILWS senior staff did not have the time to run a one on one mentoring program for the 18 participants in addition to operating the program.

In a number of cases, participants took the opportunity to meet with senior members of ILWS and discuss particular issues. Feedback on this process was very positive, however it is recognised that this would have been more effective if it had been more frequent and coordinated with career goals and if it had involved work with the Head of School. Participants suggested that the role of research career development should be given a higher priority by CSU and that members of CSU accredited Research Centres should be able to seek support and mentoring on an individual basis from their Centre Director.

## 8. Proposal for Research Development

Based on the experiences and findings of the trial Research Development Program, the following recommended strategy is proposed:

All commencing research active staff should have the following included in their induction program:

1. Within the first 12 months of their work at CSU, staff should meet with their Head of School, the Director of their Research Centre (where applicable) and the senior development officer from the CSU Research Centre. This meeting would explore the staff member's research career goals and tailor a program of development to suit the researcher's requirements.
2. A suite of options for development should be made available from the Research Office (using existing programs, new programs as required and external opportunities). These options should be discussed with the new staff member at the meeting to ensure that they are familiar with all opportunities.
3. A program of development should be drawn up and agreed as part of the work plan of the new staff member, provision should be made for attendance at workshops within the staff member's work timetable and opportunities for external activities discussed.
4. The progress and outcomes of this development program should be included in the annual performance review by the Head of School.
5. New researchers who are members of a formal research Centre should also have the opportunity to meet regularly with their Director or other nominated senior mentor from the Centre to discuss progress, challenges and opportunities, particularly for collaborative work. It is important that new members have the chance to discuss potential funding with an experienced researcher as these opportunities arise.

This development strategy would require an appropriate range of research training workshops to be offered by the Research Office and commitment from Heads of School and Centre Directors to a more formal approach to mentoring new staff.

Given that there may be a number of early career and developing researchers who have already been at CSU for some time but feel the need for mentoring and assistance, the above opportunity might also be made available on request from the staff member.

Finally the development of CSU academics' research careers should be more formally included in all performance discussions on an annual basis.

Roni McDowell  
April 2012

**Appendix 1: List of Participants in Research Development Program**

<b>Name</b>	<b>Surname</b>	<b>School</b>	<b>Centre</b>
<b>Alfred</b>	<b>Wong</b>	Business	None
<b>Andrea</b>	<b>Crampton</b>	Faculty Science	ILWS
<b>Angela</b>	<b>Ragusa</b>	Humanities and Social Science	ILWS
<b>Calvin</b>	<b>Wang</b>	Business	ILWS
<b>Catherine</b>	<b>Prentice</b>	Business	Left CSU
<b>David</b>	<b>Dowell</b>	Business	Left CSU
<b>Debra</b>	<b>da Silva</b>	Business	ILWS
<b>Felicity</b>	<b>Small</b>	Business	ILWS
<b>Glen</b>	<b>Duncan</b>	Business	ILWS
<b>Ingrid</b>	<b>Muenstermann</b>	Humanities and Social Science	ILWS
<b>Jonathon</b>	<b>Howard</b>	Environmental Science	ILWS
<b>Julia</b>	<b>Howitt</b>	Agricultural and Wine Sciences	ILWS
<b>Karl</b>	<b>Behrendt</b>	Agricultural and Wine Sciences	EH Graham
<b>Merrilyn</b>	<b>Crichton</b>	Humanities and Social Science	ILWS
<b>Michael</b>	<b>Mitchell</b>	Institute for Land, Water and Society	ILWS
<b>Oliver</b>	<b>Burmeister</b>	Computing and Mathematics	CRiCS
<b>Patricia</b>	<b>Logan</b>	Biomedical Science	None
<b>Peter</b>	<b>Simmons</b>	Communication and Creative Industries	ILWS
<b>Sally</b>	<b>Denshire</b>	Community Health	RIPPLE
<b>Shokoofeh</b>	<b>Shamsi</b>	Animal and Veterinary Sciences	EH Graham
<b>Grand Total</b>			<b>20</b>

**Appendix 2: Evaluation Survey Questions.**

Please tick one box in each row	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>Workshop 1 - Introductory workshop and first steps to getting a research grant (November 2010). Presenters – Various</b>					
1. I found this workshop useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The material provided was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have used the list of funding bodies to identify a possible funding opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The information on CSU procedures assisted me with internal processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The presentation on research career development was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Workshop 2: Writing Skills (February 2011) – Presenter Dr Claire Aitchison</b>					
6. I found the workshop useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The presenter was clear and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The time spent on general writing skills was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Journal Writing Workshop: (February 2011) – Presenters: Mark Morrison and Kevin Parton.</b>					
9. I found the workshop useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The information provided in advance on the requirements for the workshop was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick one box in each row	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
11. The time allowed for the work was suitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I made progress towards writing a journal article during this workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The presenters were clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. This is a good way to learn about writing a journal article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grant Proposal Workshop 2 (June 2011) – Presenters – Various.</b>					
15. I found the workshop useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I found the external presenter provided a helpful perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I found the internal presenters covered useful aspects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I found the time allowed for the workshop was suitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I made progress towards preparation of a grant proposal during the workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Journal Writing Workshop 2 (October 2011) – Presenters: Mark Morrison and Kevin Parton</b>					
20. I found the workshop useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The presenters were clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick one box in each row	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
22. The second workshop built on the lessons learned in Workshop 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I made good progress towards completing a journal article during this workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I found the time allowed for this workshop was suitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. The material presented was helpful and clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Special Presentations: 1. Prof Allan Curtis on Relationships with Funding Bodies</b>					
26. I found this presentation useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I have implemented recommended approaches in my interactions with funding bodies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Special Presentations: 2. Prof Nick Klomp on Publishing</b>					
28. I found this presentation useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I have used recommendations from this talk in my approach to publishing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Special Presentations: 3. Prof Denis Saunders on Journal Article Preparation and Dealing with Editors.</b>					
30. I found this presentation useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please tick one box in each row	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
31. I expect to use recommendations from this talk in my approach to publishing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Campus Based Discussion Group Meetings</b>					
32. I found the campus based discussion group meetings useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The interaction with the participants at these meetings built a greater sense of a team approach to the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The mentoring provided by senior CSU staff was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The time allowed for these meetings (2 hours) was suitable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program Overview – Please answer for the program as a whole.</b>					
36. I found the RDP valuable overall in developing my research activities at CSU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I feel I am better equipped to deal with the CSU procedures for managing research projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tick one box in each row	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
38. I have a better understanding the processes for developing and submitting research projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I feel more comfortable with writing up my research for publication after the RDP workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The RDP fulfilled my expectations of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I liked the multi-campus nature of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I feel that the compulsory integrated program was more useful than the opportunity to attend individual workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>