

Impact and Impact Acceleration

A Strathclyde Perspective

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1. Background and History

The University of Strathclyde

- Founded in 1796, *‘a place of useful learning’*
- Former Royal Technical College
- Royal Charter in 1964
- Transformation since 2008
‘a leading international technological university’
- **THE Awards** – 3 consecutive years



UK Entrepreneurial University
of the Year 2013/14
UK University of the Year
2012/13

Background and History

Enthuse, Engage and Escalate

Strathclyde's Approach to KTA
(Knowledge Transfer Account)

(£2.6M over 3 years - 1 of 12 awards)

Background and History

Strathclyde KTA aims to:

Achieve a measurable permanent step change in Knowledge Transfer culture through the improved exploitation of EPSRC funded research engaging with the following Industry Sectors:

- Power and Energy
- Chemical and Biotechnology
- Healthcare
- Advanced Manufacturing and Defence
- Electronics and Communications

Interlinked with BTG, Links and Encompass projects

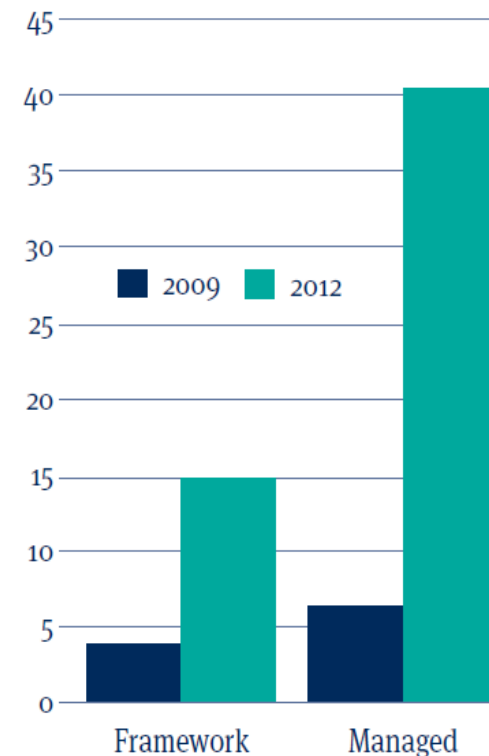


Approach

The Strathclyde Company Escalator

Engagement Level	Relationship	Example activities
Framework	Mutually-beneficial multi-level strategic partnerships (collaborative research, research chairs, joint training, infrastructure investment)	Sharing technology roadmaps, IPR portfolios; 2-way secondments, KTPs, Corporate venturing
Managed	Existing links through KTP or RAIS; Masters projects; CPD; Serial user of consultancy	Regular liaison with Portfolio Manager/PI; REP secondments; One or more KTP
Emergent	Trust-building phase; some existing or new small scale engagements; brokered by PIs and intermediaries	REP; Company "assessed"; development menu by Portfolio Manager

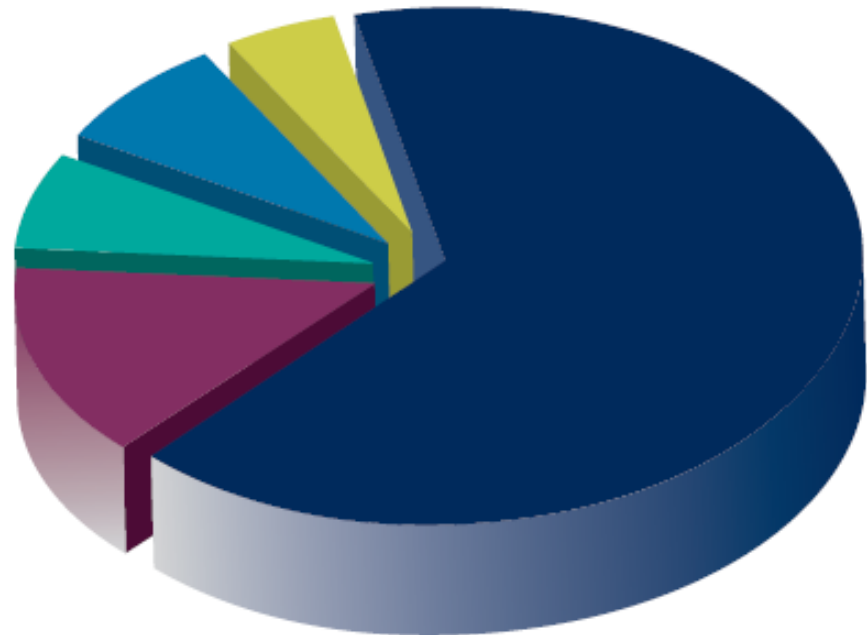
The Strathclyde Company Escalator



Mechanisms

KTA Support

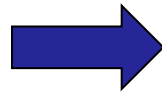
- Research Exploration Partnership
- Emergent company award
- Knowledge Transfer Partnerships
- Proof of concept
- Senior Internship



The Strathclyde Knowledge Transfer Account (KTA) has funded a total of 85 projects. Research Exploitation Partnerships (REP) have been the most successful mechanism, covering 66% of all funded projects. Strathclyde implemented an escalator model to broaden and deepen relationships with external organisations.

Weir Group

£42k KTA
investment
– REP
Associate



Excellent
Engineering
Solutions



£1.9M

Weir
Advanced
Research
Centre

- KTA invested £42k, with Weir Group committing a further £15k, towards a Research Exploitation Partnership
- Training support to up-skill Weir group staff in advanced analysis methods through on-line CPD
- Framework agreement between Strathclyde and Weir Group now concluded

2. The IAA

Impact Acceleration Account

Strathclyde's Approach to IAA

(£1.86M over 3 years)

IAA Overview

- £1.86million investment by EPSRC
- 1st October 2012 to 30th September 2015
- Develop impact from Strathclyde's **EPSRC research grant portfolio**
- **Impact Champions** - designated researcher on project
- **at heart of IAA**
- Developing and implementing of **Pathways to Impact (PTI) Plan** as outlined in original research funding application.

Impact Development Fund

Priority is to support Impact Champions

Flexible - Small project funding ~£5-10K

Must be linked to PTI plan and specific targets for
Outputs/Outcomes/Impact

The fund could be deployed to advance any aspect of impact e.g. :

- public engagement activities
- Industry workshop
- commissioning expert advice from sector specialists
- market assessments to determine likely potential
- prototype development
- buying out of Impact Champion time to advance an aspect within their implementation plan

New Company Engagement

- **Grants £5k-£10K** awarded to evaluate the potential of a new product or process on behalf of a company
- **Should be a new relationship** between the Company and the research group – if company has already worked with University but not with a particular department the that is still a new company engagement.
- Additional financial support for **scoping workshops/sandpits**
- This operates in parallel with the Encompass project - see later for additional details - for Scottish SMEs but there is no restrictions in terms of company size and location within the UK.

Secondments

- Up to 12 month project with external partner to further EPSRC Impact
- Typically a PDRA
- Could also be Impact Champion
- **Must be associated** with EPSRC Pathways to Impact plan
- **Must demonstrate outputs, outcomes, impacts**

IAA contribution up to 50% of salary costs

IAA Contribution rates lower for larger companies or companies in receipt of previous KTA Secondment awards

Up to a maximum of 33% of the salary costs

Limited travel costs

Project specific costs may be available via the IDF

Criteria & Proposal Review

- Relevant EPSRC research
- Potential to create impact
- Range of impacts considered
- Reach & significance of impact
- Skilling of people towards achieving impact
- Advancement of Knowledge Exchange culture
- Alignment to EPSRC Performance Indicators

3. REF Impact and Exploitation

- Over 100 Case Studies considered
- Some went forward, some held back
- REF Impact Champions – an enabler for culture change
- Used for marketing, celebration (KE Prize), building new relationships, expanding into KTPs (portfolio doubled in 5 years), training and development



SPIRAL

Strathclyde Programme in
Research and Leadership





SPIRAL Programme

The **SPIRAL programme** is **designed to directly support** and align with the **strategic ambitions** of the University. These ambitions demand big changes such as in our **REF performance**, winning **more grant funding**, increasing **PGR numbers**, building **strong international links**, and **strengthening our work with external organisations** and **our impact on society** and the economy.

Key Features:

- Designed in partnership with Research and KE Staff
- Endorsed and supported by senior institutional leaders
- Contributions from leading researchers in their respective disciplines
- Master classes on specific topics of interest
- Practical and output focused
- Facilitating networking and collaborations across disciplines
- Tailored tools e.g. psychometrics, 360⁰ Feedback, Mentoring and 1:1 Coaching

4. The KE Professional

How it fits

- Academic
- Academic professional

Teaching

Research

KE

- Academic professional staff may do work in “other” categories, but have a clear primary focus.
- Advantages of specialised staff alongside general staff for portfolio of departmental activities

Why introduce a new job type?

- KE is one of the key strategic domains for the university
- Government (Scottish, UK, EU) demanding that universities are more responsive to demands of industry and other external organisations
- Outcome agreement (5 year):
 - Double CPD
 - Double Consulting
 - Licencing and commercialisation targets
- **Experience that some new job descriptions do not fit with existing categories**
- **Need to retain talent by offering career pathway**

Possible vision for KE professional

- Carries out consulting alongside academic colleagues
- Carries out CPD alongside academic colleagues
- KE income generation
- Contributes case studies to teaching
- Designs and runs student internship programme
- **Maintains first-line relationship with major external parties, timely and responsive**
- Impacts on public policy and professions

KE grade levels

Span Grade 6 through to Grade 10

Job title framework and job size mirrors other academic professional grades:

Grade 6, **KE Assistant** (degree qualified)

Grade 7, **KE Associate** (PhD qualified, PDRA equiv)

Grade 8, **KE Fellow** (independence, Lect B equiv)

Grade 9, **Senior KE Fellow** (SL equivalent)

Grade 10, **Principal KE Fellow** (Reader equivalent)

5. Additional Support

- Clear vision from the top – KE is important
- Built into ADR (Accountability Development Review – *PDP*)
- Built into Annual Plans, Faculty, Departmental & Personal
- Supported by Faculty Schemes
 - **Strategic KE Fund**
 - **Microgrant Scheme**
 - **KE Prizes**
- Lunchtime Seminar Programme (precursor to SPIRAL)
- Expanded Faculty Lecture Programme
- **ENGAGE Week – KE Week (April-May)**

6. Discussion

- How could elements of the Strathclyde approach be applied to your Institution, Faculty or School?
- What **one change** could make a direct impact over the next year?
- How do you change the **culture/behaviour/mindset** of staff towards accelerating KE and impact?
- Should we have KE Professors?
- How do we communicate and share our changed approach with industry – especially the SME community?
- What steps are necessary to make this happen?



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