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**KNOWLEDGE EXCHANGE
AND COMMERCIALISATION:
THE STATE OF THE PROFESSION
IN UK HIGHER EDUCATION**

“Knowledge Exchange and Commercialisation: The state of the profession in UK Higher Education”

This report was commissioned by PraxisUnico
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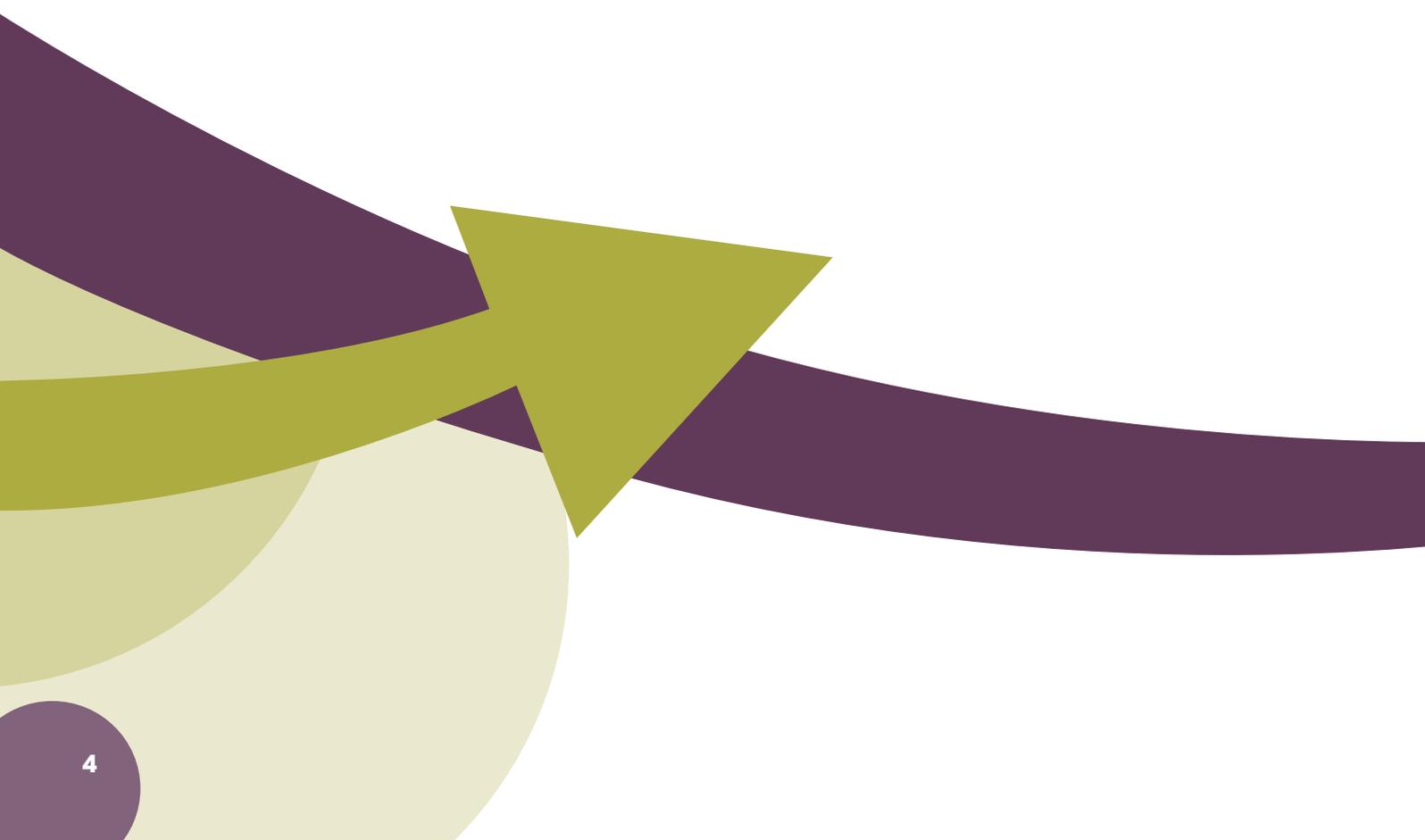
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FOREWORD

The focus on taking research knowledge into commercial products and services, policy and social interventions is intense. PraxisUnico has represented professionals working at the interface between researchers and external organisations for almost 15 yearsⁱ. During that time we have seen the work of such intermediaries become increasingly recognised and respected.

The UK is ranked 4th in the world for university-industry collaboration in R&Dⁱⁱ. The government's ambition is that universities should *'continue to increase their collaboration with industry to drive research commercialisation'* and increase the income they earn from working with business and others to £5 billion by 2025ⁱⁱⁱ. That should be achievable: according to Higher Education – Business-Community Interaction data the number of formalised Knowledge Exchange and Commercialisation (KEC) transactions and their value has increased year-on-year since tracking started in 2000^{iv}. For the academic year 2013-14 total income across all categories was almost £4 billion^v.

A cohort of professionals with specific skills relating to business development, the treatment of intellectual property, relationship management, and enterprise funding has grown up within universities over the past two decades, to stimulate and cater for the growth in demand for external collaboration. The increased expectations of universities nationally (productivity and skills) and locally (enterprise and growth) have brought changes to these professionals: a larger scale and broader scope of activity, new skills focusing on long-term relationships and business development, more relevance to institutional goals, and greater visibility across disciplines (the latter partly thanks to the REF).

“ At a time of growth in the economy following a prolonged period of economic difficulty, growth in knowledge exchange income and activity provides an excellent case for continued public investment in higher education and specifically in knowledge exchange funding streams”
(HEFCE, 2015^v)

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There is a constant drive to do more, to generate more activity with more diverse partners, in different sectors, with SMEs as well as multinationals. Universities have responded by growing and formalising their knowledge exchange and commercialisation teams to, we estimate, a cohort of around 4,000 full-time equivalent (FTE) staff members.

We wanted to dig deeper into what this profession looks like today and provide an evidence base that can complement other metrics and case studies produced by and on behalf of the sector. The work will also help demonstrate the importance of KEC work, and what it involves in terms of both the people and the process elements of the work.

The climate for KEC is still uncertain in many respects, but our research shows a profession comprised of experienced, skilled professionals who are well-equipped to deal with the challenges ahead. The expertise and dedication contained within the profession (many of whom have remained within this career path for 10+ years) makes it well-placed to support universities in their response to external pressures.

It is important to keep investing in the people within this profession, as our survey highlights that finding appropriately-skilled people is the main challenge facing recruiters.

The pressure for the UK to be among the best – if not the best – at innovation and enterprise continues to grow. Many surveys of ‘third stream’ activity fail to consult the university-based intermediary alongside company and/or academic partners^{VI}, but it is a role on which much of this activity hinges. We are pleased to see that the government has recognised the importance of the Higher Education Innovation Fund (HEIF) and has confirmed that allocations for HEIF will be maintained at current levels. Nevertheless, as PraxisUnico’s submission to the HE Green Paper highlighted, KEC is in danger of being overlooked in the assessment of HE priorities going forward.

KEC professionals have an important role to play in helping the UK achieve its global ambitions, and can be rightly proud of their contribution. We hope that this report will provide a benchmark for further development of the profession within UK universities.

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^I PraxisUnico represents researchers in universities and public sector research establishments.

^{II} World Economic Forum Global Competitiveness Report 2014/15, http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2014-15.pdf (see p.377, bottom right, 12th pillar).

^{III} ‘Fixing the foundations: creating a more prosperous nation’, HM Treasury and BIS, July 2015 <https://www.gov.uk/government/publications/fixing-the-foundations-creating-a-more-prosperous-nation>

^{IV} HEFCE <http://www.hefce.ac.uk/kess/hebci/>

^V HEFCE’s HE-BCI report <http://www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2015/201513/2015-13.pdf> - page 4 (point 7).

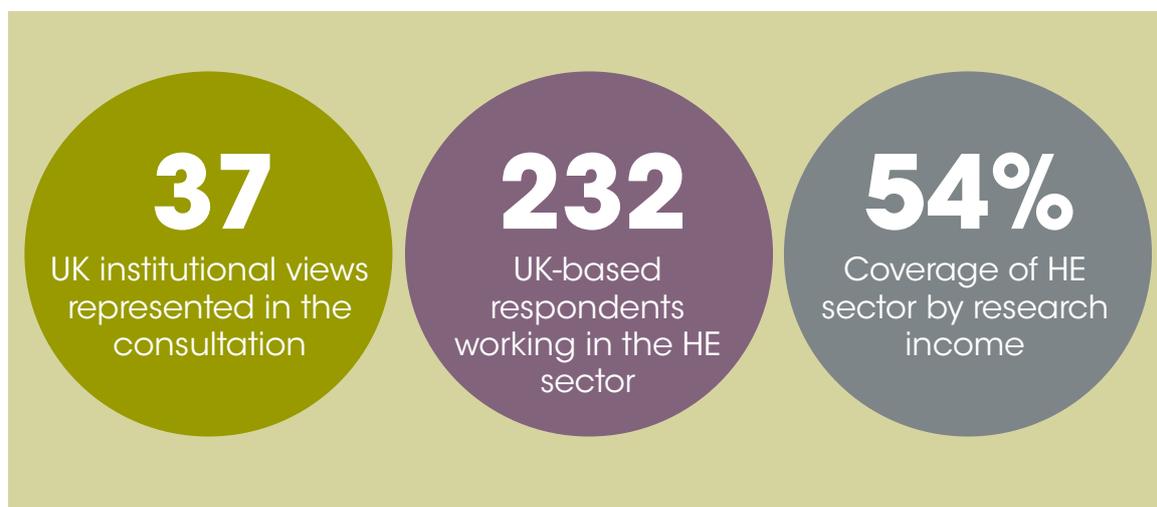
^{VI} For the Dowling Review, the RAEng and PraxisUnico convened an intermediaries workshop to ensure this viewpoint was considered.

EXECUTIVE SUMMARY

Knowledge Exchange and Commercialisation (KEC) has developed at lightning pace over the past fifteen years, rapidly gaining the traits of a distinct profession with members in virtually all UK universities. The skills, roles and contributions of KEC professionals are increasingly important to the academic and business communities, and indeed, to the dynamism and innovativeness of the UK economy as a whole.

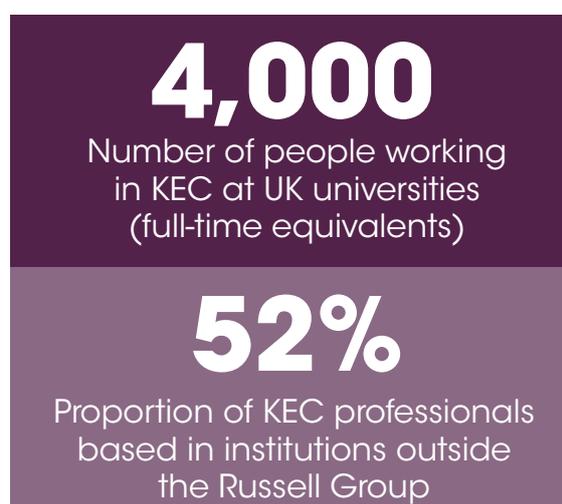
In order to improve understanding of the current state of the KEC profession in UK higher education, PraxisUnico undertook a national survey of KEC practitioners and institutions in late 2015. The consultation obtained the views of 37 UK Higher Education Institutions (HEIs), representing 54% of the total research income to UK universities, and 232 individuals working in 76 UK HEIs. As the first

comprehensive survey of the KEC profession in UK HE, the study remains exploratory in nature. However, it provides valuable new insights into the role and experiences of KEC professionals, and the institutional environments in which they work. The results are summarised in this document and presented in 5 sections.



Section 1 looks at the defining characteristics of the KEC profession.

The KEC profession has grown to a community of over 4,000 full-time equivalent (FTE) staff members in the UK HE sector. KEC professionals deliver a wide range of activities with a far broader remit than technology transfer, and play a critical role in the delivery of impact. KEC work is usually co-ordinated by central departments offering dedicated skills and services, but the form of these functions varies widely, reflecting differences in institutional size and mission. Only the most complex and specialist activities are outsourced to external service providers.



Section 2 examines the work of KEC professionals.

KEC practitioners have a clear professional identity and increasingly specialised roles. The average professional manages at least 7 projects at a time and interacts with more than 10 non-academic partners each month. KEC professionals offer support across all discipline areas and the vast majority work with international partners. Nevertheless, most collaborations concentrate on scientific and technological projects with UK-based partners, thus contributing to national economic growth.

55%

Have private sector experience

85%

Work with international partners

Section 4 considers what constitutes success in the KEC profession, and what its ingredients are.

Performance in KEC has historically been assessed in financial terms, but today non-financial measures such as the number of strategic partnerships and contribution to impact are increasingly common. KEC work is first and foremost one of skilled mediation, which requires a range of hard and soft skills. Building and maintaining productive professional relationships, networking and partnership building are seen as especially important. Practitioners value membership of professional bodies, and rely heavily on them as well as their HEIs for training and professional development.

90%

of KEC functions have seen an increased emphasis on non-financial returns

85%

Have experienced increased expectations from senior management

Each month, a typical KEC professional works with:

10 academics
7 partner organisations

Top KEC activities:

- Facilitating research exploitation
- Knowledge sharing
- Public engagement

Section 3 builds a profile of the typical KEC professional.

KEC Professionals are usually highly educated individuals in the middle of their career. Most combine an excellent understanding of research with prior experience working in a commercial environment. They command above-average salaries for the HE sector and, although both genders are equally represented overall, male KEC staff dominate senior level positions.

Relationship Management

The most important skill needed by KEC professionals

Top indicators of KEC performance:

- Number of strategic partners
- External income generation
- Contribution to impact

Section 5 considers the trends and challenges facing the KEC profession.

KEC professionals feel they are becoming increasingly recognised and valued. But challenges remain, such as conveying the profession's value to academic staff and senior management, mediating between academic and business cultures, navigating institutional governance arrangements and recruiting appropriately skilled staff. The vast majority of KEC functions have seen their remit broaden as KEC becomes embedded in institutional goals. It is clear, then, that the KEC profession has an increasingly central role to play in enabling UK universities to deliver and demonstrate economic and societal impact.

BACKGROUND AND METHODOLOGY

Introduction

This report summarises the results of a UK-wide consultation of professionals and institutions that are part of the Knowledge Exchange and Commercialisation (KEC) community in higher education. The consultation consisted of two online questionnaires, one sent to individual KEC professionals and the other to senior KEC managers speaking on behalf of their institution. The surveys contained a mix of open-text and multiple-choice questions prepared by Research Consulting, on behalf of PraxisUnico. They were completed in November 2015.

Definition of KEC professionals

For the purposes of this study, KEC professionals have been defined as follows:

“ Those individuals who work at the interface between universities, industry, government and not-for-profit organisations to help build relationships and translate research and education partnerships and outcomes into products, services and policies that have an economic and social impact”

Scope of work

KEC professionals can be found both in universities and in other organisations such as public sector research establishments (PSREs). The scope of this study is however limited to those individuals working in the UK higher education sector.

The aim of this work was:

- To gain insights into KEC professionals' activities and needs, relationships and organizational structures
- To set a benchmark which can be used to track trends in the HE sector
- To use the findings to raise awareness of the profession and the contribution it makes

To this end, the consultation engaged with a broad range of individuals and institutions so as to provide an accurate picture of the KEC profession in UK higher education institutions (HEIs).

Survey methodology

Invitations to complete the **Survey of Knowledge Exchange and Commercialisation Professionals 2015** were sent via email to 2,718 individuals on the PraxisUnico mailing list on 22 and 23 October 2015. Further reminders were sent to these individuals in advance of the survey's closure on 20 November 2015.

The survey was also promoted via social media, on the PraxisUnico website, and by the Association of Research Managers and Administrators (ARMA) and the Association of University Research and Industry Links (AURIL).

Recipients of the institutional survey (see below) were encouraged to promote completion of the survey of KEC professionals by staff at their institution.

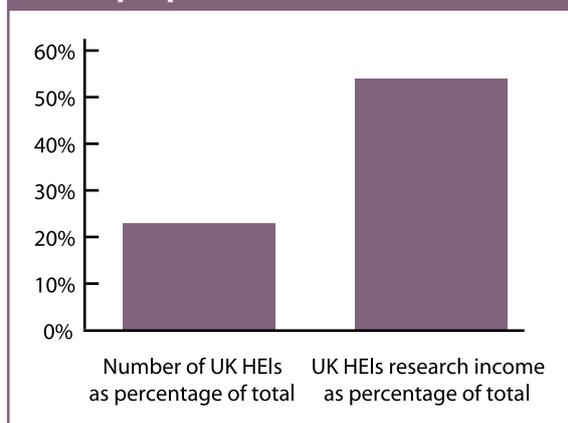
Fig i – Individual Survey Responses

Number of people invited to complete the survey	2,718
Number of these who completed the survey	235
Response rate	8.6%

In total 235 individual responses were received, 232 of which came from staff based at UK HEIs and were thus eligible for inclusion in the results. Respondents represented 76 different UK HEIs, and came from all geographical regions of the UK. 78% of respondents were based at institutions that are members of PraxisUnico, and 22% at non-member institutions. 54% of individual responses came from staff based at Russell Group universities and only two institutions had more than 10 respondents.

Invitations to complete the **Survey of Institutional Knowledge Exchange and Commercialisation Functions 2015** were sent via email to relevant contacts at 155 UK HEIs on 23 October 2015. A total of 37 responses were received from institutions, representing 23% of UK HEIs. 34 of the 37 responding institutions (92%) are members of PraxisUnico. Given the nature of the survey, research-intensive universities are proportionally better represented than other institutions and, as a result, respondents collectively account for 54% of the research income received by UK HEIs¹. Over half of Russell Group members contributed, and respondents also included members of the University Alliance, Million+, GuildHE and Conservatoires UK groups. Only a small minority of post-1992 institutions contributed, however. Respondent institutions came from all UK regions, except Northern Ireland (30 English, 4 Scottish and 3 Welsh).

Fig ii - Institutional respondents (as a proportion of UK HE sector)



Survey limitations

The findings of this study are subject to a number of limitations. Not all individuals or institutions responded to all elements of the survey, and therefore sample sizes for some questions are smaller than those indicated above.

Comparison of the findings of the two surveys shows that staff working in central functions at research-intensive institutions are over-represented amongst the individual respondents, and are disproportionately likely to be engaged in technology transfer/commercialisation functions. The views of, for example, those individuals engaged in public engagement and knowledge diffusion activities at a faculty and departmental level may thus be under-represented in the findings.

The noted bias towards research-intensive institutions in the survey of KEC functions has been addressed through disaggregation of many of the findings by institution type (see Appendices 1 and 2 for details). However, in some cases the resultant sample sizes are relatively small as a proportion of the total population, particularly for post-1992 and specialist institutions, and so these results should be treated as indicative only. 29 of the participating institutions provided full responses, while eight provided responses to only some of the survey questions. The nature of the response provided by each institution is indicated in Appendix 2. A small number of outlying responses were also excluded from the calculation of the total number of KEC professionals in the HE sector.

Reporting and analysis

Analysis of the survey results and the preparation of this report were conducted independently by Research Consulting. Commentary is provided on the implications of the data, but the overall aim has been to provide an unbiased picture of the KEC profession, letting the facts speak for themselves. Some quotes from respondents have been edited for readability purposes. Such edits do not change the substance or emphasis of the original message.

Acknowledgements

We are grateful to all the respondents, both individuals and institutions, for sharing their data, views and opinions with us. For helping promote the surveys within the sector, for their guidance and advice, and for providing useful reviews and comments on the early versions of the report, we would also like to thank the members of the project steering group (see Appendix 3).

¹ For more details on the respondent institutions please see appendices 1 and 2



THE KEC PROFESSION IN UK HIGHER EDUCATION

SECTION HIGHLIGHTS

- KEC is not just about technology transfer
- Over 4,000 full-time equivalent KEC professionals work in the UK higher education sector
- 51% of KEC professionals work in a dedicated organisational structure

1.2. The impact agenda is driving the development of KEC as a cohesive set of activities

KEC is no longer the exclusive domain of STEM² and life science disciplines. Survey respondents stress that the introduction of impact in the 2014 Research Excellence Framework (REF), coupled with the impact requirements of Research

Councils UK (RCUK), means they now support and engage with researchers across the institution. Financial metrics are complemented by other measures (such as the number of academics engaged and the quality of relationships formed with external stakeholders), with a growing focus on longer term benefits to society over short-term commercial returns. This is further discussed in section 4.1.

“ KE is an embedded part of our research endeavour, which is focused on making a sustained impact on key economic and societal challenges”

1.3. A growing community of over 4,000 full-time equivalent KEC professionals now work in the UK higher education sector

KEC professionals can be found across UK higher education institutions - in dedicated central units, other support services, in faculties, departments and research institutes. 28 institutions provided data on their KEC staffing levels, equating to a total of 1,258 FTEs. Just over half of these individuals were reported as being based in central research, commercialisation or enterprise functions, indicating that a significant minority of the profession are based elsewhere in the institutional hierarchy. It should be stressed that these figures do not include the significant time spent by researchers themselves on brokering and delivering KEC activities.

Extrapolation of the results of our study across the sector as a whole indicates that there are over 4,000 full-time equivalent staff members working in KEC at UK higher education institutions (HEIs). While this represents a substantial community of practice, it is a much lower figure than the estimated 8,000 FTE's reported in past Higher Education – Business and Community Interaction (HE-BCI) surveys, which until 2012/13 gathered data on staff employed in a dedicated business and community role. This reflects the narrower definition of KEC professionals adopted in our survey (see p.9). According to the Higher Education Statistics Agency (HESA) data, the UK has an academic population of about 156,000 full-time equivalent academic staff members - meaning that there are around 38 academics for each KEC professional.

The community of KEC professionals supports an enormous range of activity at UK universities.

The annual Higher Education – Business and Community Interaction (HE-BCI) survey reveals that annual KE investment in HE was worth almost £4 billion a year in 2013/14³ - equivalent to almost £1m for each full-time equivalent KEC professional working in the sector. However, a key finding from our survey is that, contrary to popular perception, most KEC professionals don't work in technology transfer. In fact less than 1,500 of the 4,000 KEC professionals in UK HEIs play any role in facilitating research exploitation. Many instead work in areas that cannot be readily expressed in financial terms, such as knowledge sharing and public engagement.

4,000

Number of people working in KEC at UK universities (full-time equivalents)

of which less than 1,500

work in research exploitation/technology transfer

38

Number of academic staff per KEC professional

² Science, technology, engineering and mathematics

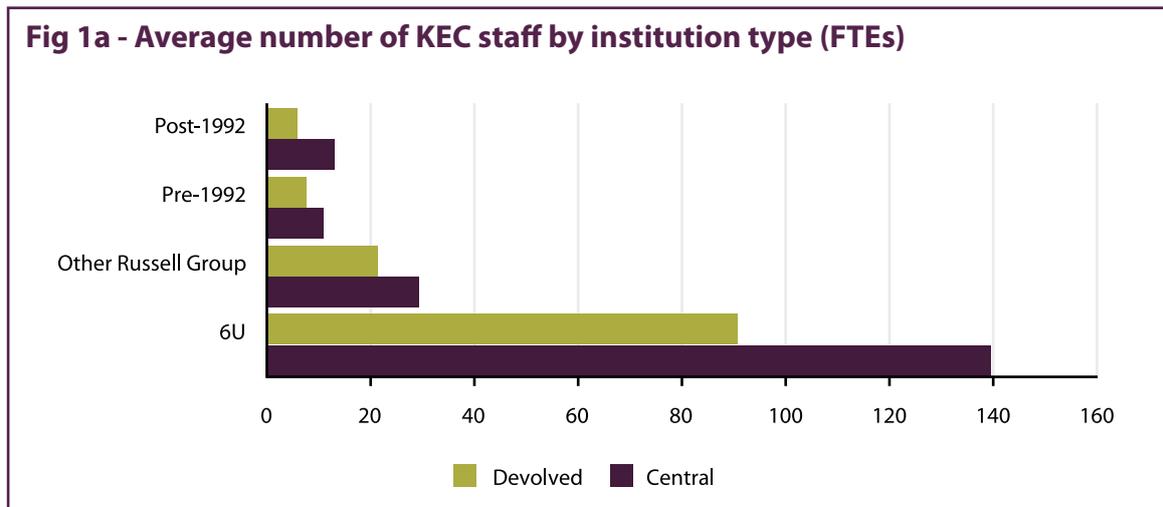
³ Source: Higher Education Business and Community Interaction survey 2013/14, see: <http://www.hefce.ac.uk/pubs/year/2015/201513/>

1.4. Research-intensive institutions have the largest concentrations of KEC staff – but only a minority of UK KEC professionals work in Russell Group universities

Unsurprisingly, the number of KEC staff per institution varies widely, with representatives from the six institutions with the largest research income (6U) reporting vastly greater staff numbers than the rest of the sector. Other research-intensive institutions that are Russell Group members also have notably larger central KEC functions and more devolved staff than either

pre-1992 or post-1992 universities⁴. However, the difference between these two last groupings is minimal, with both reporting an average of 19 KEC staff members – though these are more likely to be centrally located in a post-92 institution. These findings suggest that critical mass is important for KEC functions, and that institutions need a minimum number of KEC professionals if they are to effectively deliver KEC activities, irrespective of size or research intensity. The underlying data bears this out, with all but 3 responding institutions indicating that their central KEC function comprises a minimum of 6 FTEs.

Fig 1a - Average number of KEC staff by institution type (FTEs)



23% of KEC professionals are based in one of the 6U universities, and a further 25% in one of the other Russell Group institutions.

The majority of the KEC community is in fact based outside this group of institutions, with over 700 FTEs based in pre-1992 institutions, and almost 1,500 working to support KEC activities at post-1992 and specialist HEIs.

52%
of KEC professionals are based in institutions outside the Russell Group

⁴ See Appendix 1 for a definition of these groupings.

Fig 1b - Number of KEC professionals in UK HE (Full-time equivalents)



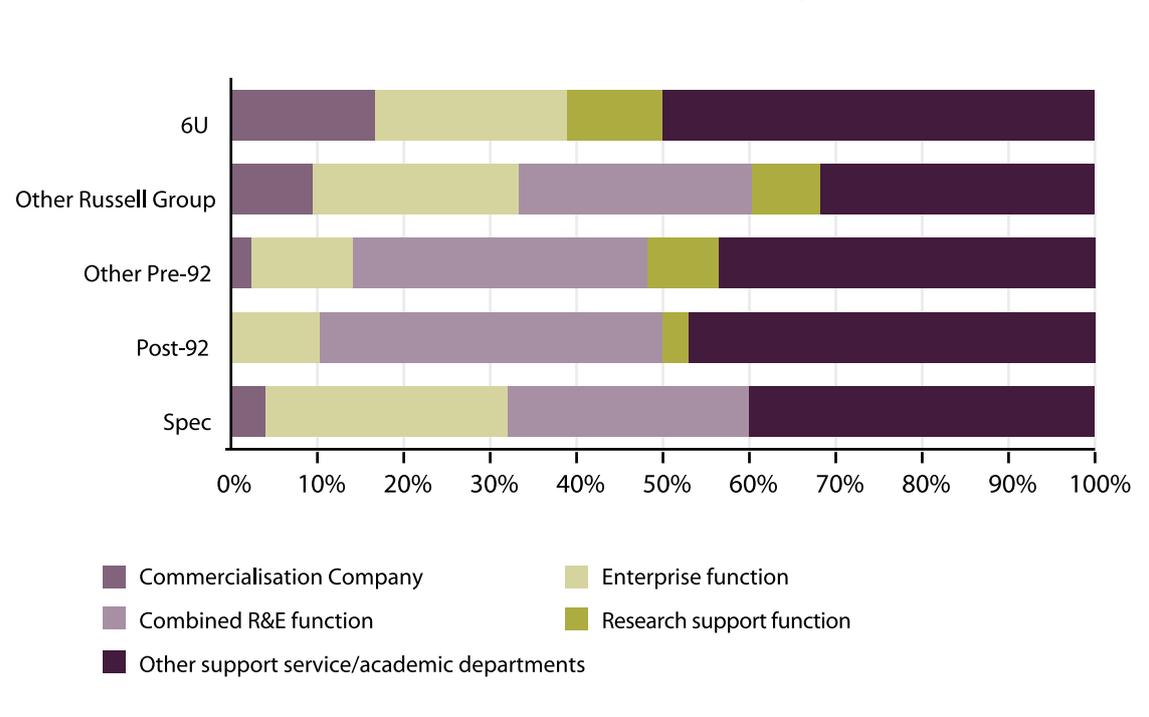
1.5. KEC functions are diverse in nature and role, reflecting significant differences in institutional size and mission

Over the past five years, many HEIs have consolidated their KEC staff into centrally-managed teams of specialists. As one respondent put it: “too many cooks do indeed spoil a broth and KEC staff must retain at least oversight of the entire KEC activity of the organisation”. Successive rounds of the Higher Education Innovation Fund (HEIF) in England and the Knowledge Transfer Grant in Scotland have supported many institutions in developing their internal capacity

– though others fund their KEC functions from internal resources.

However, the form and role of central KEC functions varies widely, and indeed the term KEC is rarely, if ever, used in the context of organisational structures. Only in the very smallest institutions are all KEC staff located under common management, and in most cases responsibility for delivery of KEC is spread across multiple institutional functions, as well as academic faculties and departments, as indicated below⁵. This reflects both the diverse range of activities involved, and the significant variations in scale and mission between HE institutions.

Fig 1c - Indicative spread of organisational responsibility for KEC activities



“ One of the key challenges is the wide variety of roles and activities that exist in this area, depending on the academic focus of the institution”

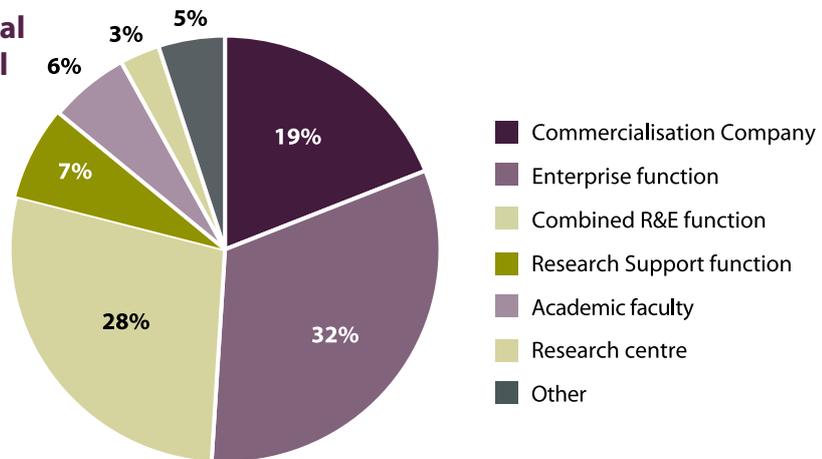
⁵ The graph is based on responses indicating which institutional functions have responsibility for the six distinct KEC activities listed in Appendix 1, with responses averaged across the number of respondents in each institutional category. It does not correspond to the numbers of KEC staff within each function.

1.6. Most survey respondents work in dedicated organisational structures

Just over half of respondents to the survey of individual KEC professionals work in an organisational unit dedicated to KEC: 32% in a dedicated technology transfer/enterprise/partnerships function and 19% in a university commercialisation company. A further 28% work in a combined research and enterprise function, a structure that is particularly favoured by other pre-1992 and post-1992 institutions. Only a minority of respondents (7%) work in a dedicated research support function, academic faculty or school and 3% in a research centre or institute.

“ More functional areas of the University are becoming aware of research impacts and the implications for the institution, and are therefore becoming involved in delivering services.”

Fig 1d - Organisational structures (individual respondents)



32%

Of survey respondents work in a dedicated technology transfer/enterprise partnership function

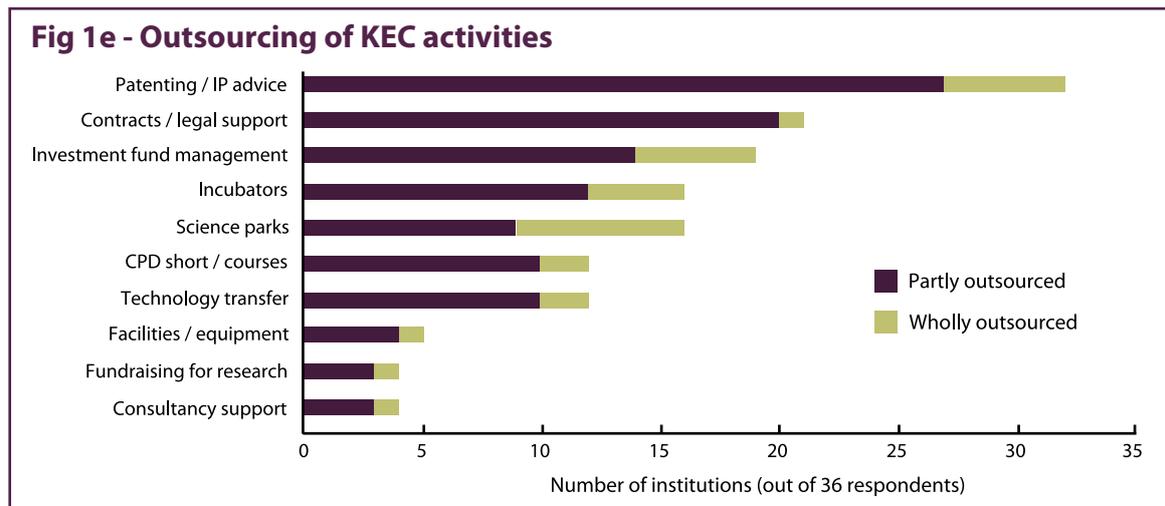
19%

Of survey respondents work in a university commercialisation company

1.7. KEC activities are only outsourced in complex cases requiring highly specialised skills

Institutions tend to rely first and foremost on in-house KEC professionals, with only a small minority of institutions choosing to outsource the bulk of their KEC activities. Yet virtually all institutions indicated a willingness to outsource activities when external providers offer specialist skills, expertise or access to finance that are not available within the institution itself. Highly specialised activities such as legal and IP support

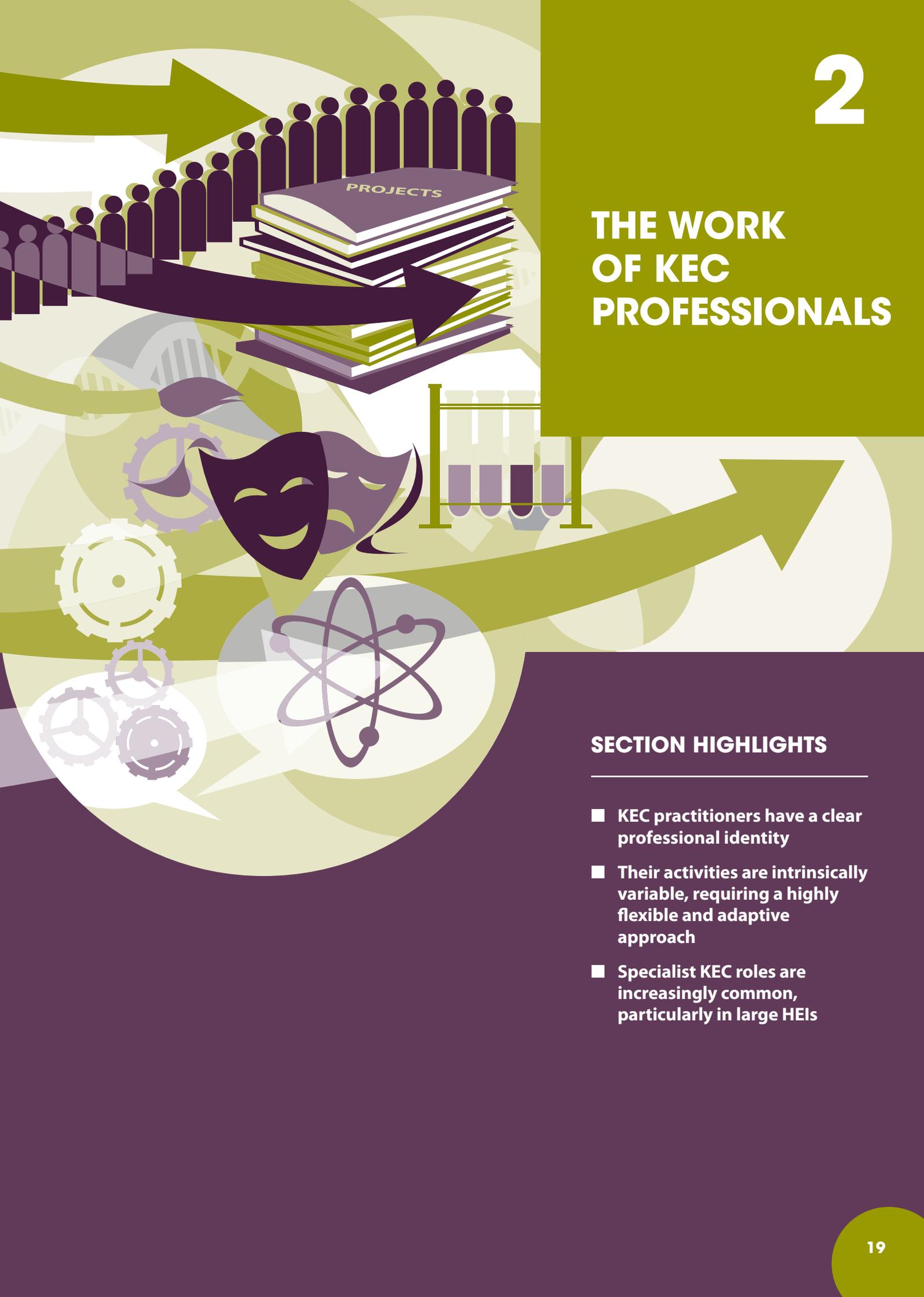
are the most likely to be outsourced to external service providers, with a majority of institutions using external lawyers and patent attorneys to supplement their in-house capability. Around half the institutions surveyed drew on external providers in the areas of investment fund management, incubators and science parks, while consultancy support and fundraising were the least likely to be outsourced. Several institutions noted that they would turn first to other institutions, sector bodies, or regional partners such as local councils and NHS trusts before sourcing external support on a commercial basis.



“ Although we have in-house capability and capacity, for contracts and IP we use external lawyers depending on complexity or to provide temporary additional capacity”

Virtually all institutions indicated a willingness to outsource activities when external providers offer specialist skills, expertise or access to finance

Highly specialised activities such as legal and IP support are the most likely to be outsourced to external service providers



THE WORK OF KEC PROFESSIONALS

SECTION HIGHLIGHTS

- KEC practitioners have a clear professional identity
- Their activities are intrinsically variable, requiring a highly flexible and adaptive approach
- Specialist KEC roles are increasingly common, particularly in large HEIs

THE WORK OF KEC PROFESSIONALS

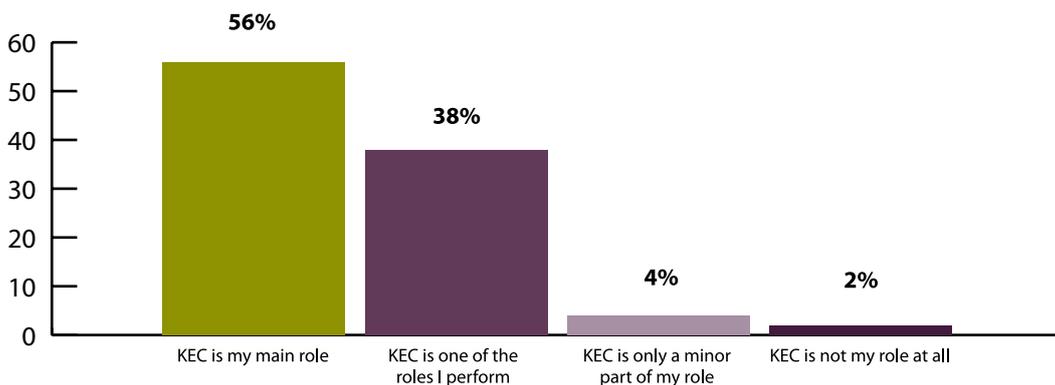
KEC practitioners have a clear professional identity and increasingly specialised roles, particularly in research-intensive institutions. They are busy people, contending with multiple projects and managing relations with several non-academic partners at any given time. While there is a strong international dimension to the profession, most interactions are with UK-based partners. Support for KEC in the arts and social sciences is developing rapidly, but most KEC professionals work in STEM and life science disciplines.

2.1. KEC practitioners have a clear professional identity

56% of survey respondents consider KEC to be their main role, and a further 38% stated that KEC is "one of the roles they perform". A mere 4% of responses indicated that KEC was only a minor part of their role, and 2% that it is not their role. This indicates an emerging community who increasingly identify themselves as KEC professionals first and foremost, rather than university administrators or research support staff.

“ Not all KEC professionals are recognised as experts in their own right with a particular skill set to offer ”

Fig 2a - Professional identity in KEC



56%

Of respondents describe their main role as Knowledge Exchange and Commercialisation

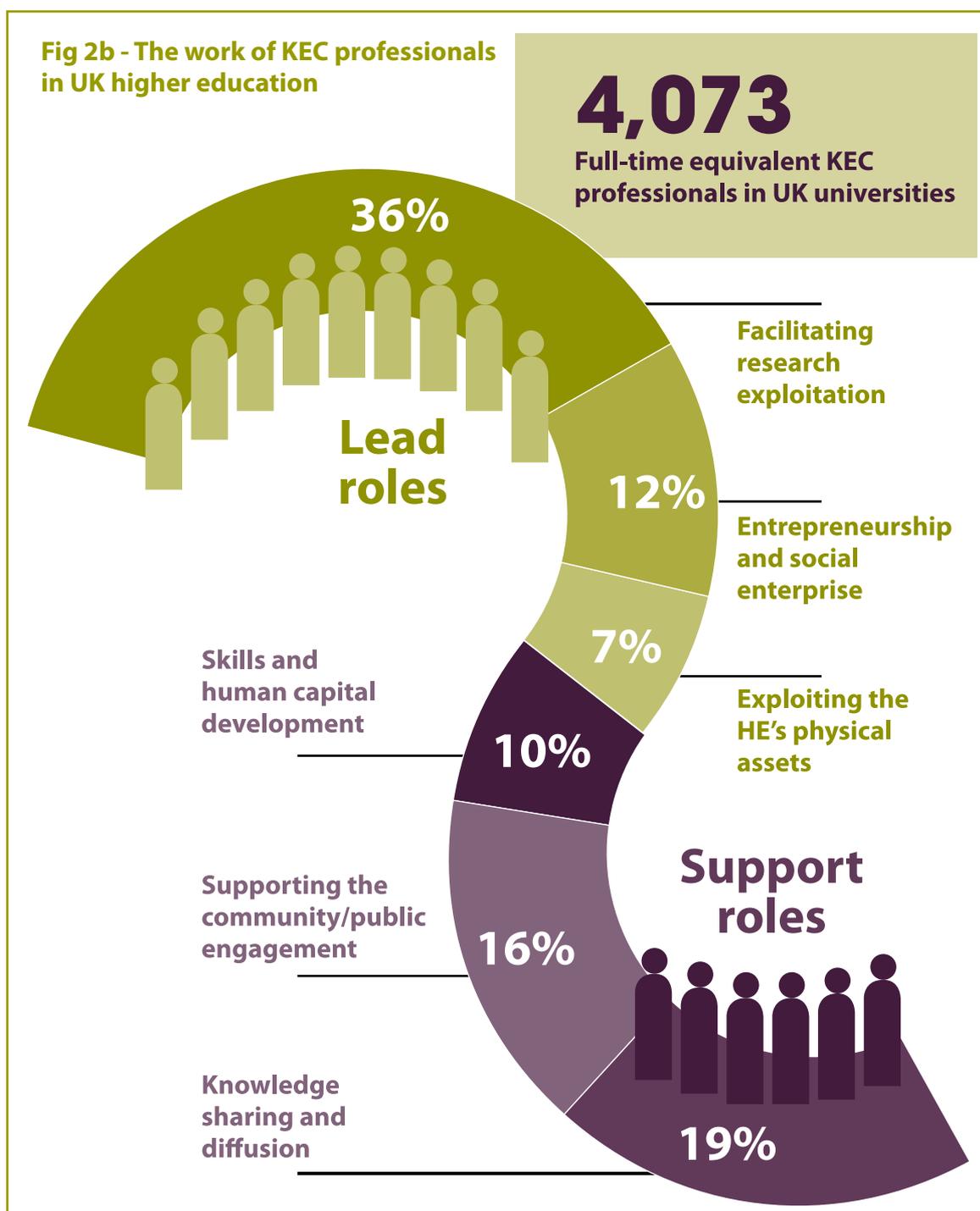
This indicates an emerging community who increasingly identify themselves as KEC professionals first and foremost, rather than university administrators or research support staff

2.2. The work done by KEC professionals is varied and highly collaborative

Across the HE sector KEC professionals undertake a wide range of activities, corresponding to the six descriptors identified in the CBR/PACEC working paper 'Understanding the KE Infrastructure in the English HE sector'⁶. Institutional responses to the survey indicate that just over a third of effort goes on facilitating research exploitation, which accounts for 36% of KEC professionals' activity across the sector. Significant effort also goes into knowledge sharing and diffusion (19%) and supporting the community/public engagement (16%).

The work of KEC staff is inherently collaborative, involving partnership-working both within the institution and externally. However, our study finds that KEC professionals typically have the lead responsibility for facilitating research exploitation, supporting entrepreneurship and social enterprise and exploiting the HE's physical assets.

By contrast, other activities such as knowledge sharing and diffusion, supporting the community/public engagement and skills and human capital development are usually led elsewhere in the institution. In these cases KEC professionals are more likely to take a supporting or co-ordinating role.



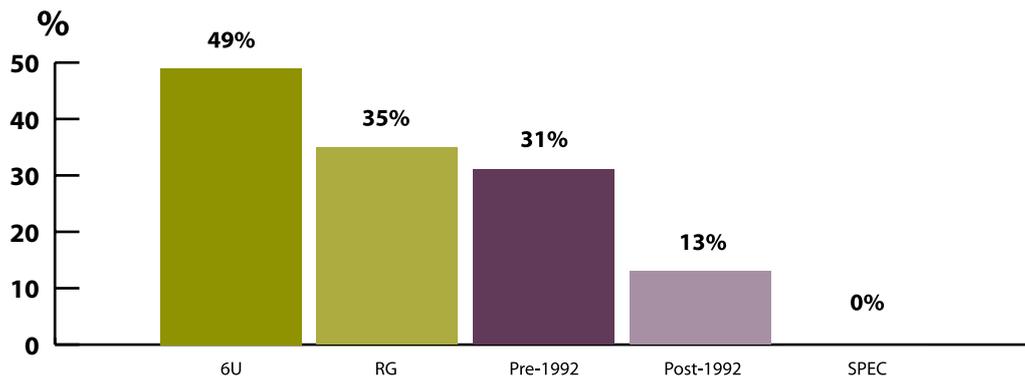
⁶ www.pacec.co.uk/reports/Understanding_the_Knowledge_Exchange_Infrastructure_in_the_English_Higher_Education_Sector.pdf

2.3. KEC roles are increasingly specialised, particularly in research-intensive HEIs

We asked KEC professionals to estimate what proportion of their working time is spent, over the course of a typical year, supporting each of the six KEC activities in Figure 2b. Overall, respondents with highly specialised roles (i.e. those that dedicate at least 80% of their time to

only one of the six activity descriptors) are in the minority, but the proportion varies hugely across universities. In the largest research-intensive institutions (6U), almost half of KEC professionals have specialised roles; this falls to around a third of all KEC professionals working in Russell Group (RG) and pre-1992 universities and only one in eight professionals working in post-1992 institutions. None of the respondents from specialist institutions fell into this category.

Fig 2c - Proportion of KEC staff with specialised roles

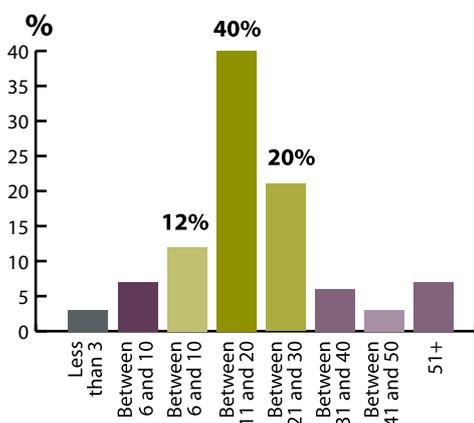


2.4. Most KEC professionals interact with more than 10 academics and 7 different partners every month

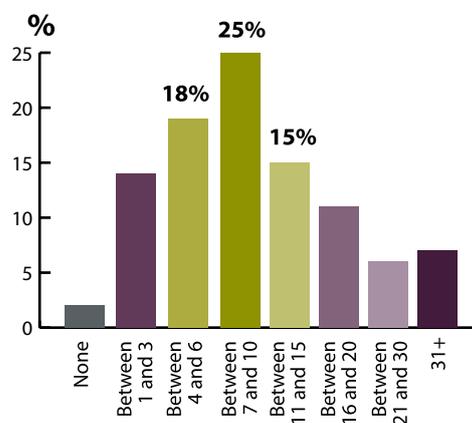
Respondents indicated that they manage a high number of relations with academics and researchers within their university. In an average month, roughly 77% of respondents interact with 10+ academic staff, 37% interact with more than 21, and 7% with over 51 academics.

Over the same period, roughly 65% of respondents interact with at least 7 non-academic partners, and around 40% interact with more than 10. Non-academic partners include traditional business partners such as corporations and SMEs as well as Innovate UK, the NHS, local authorities (particularly Councils), Local Enterprise Partnerships (LEPs), non-governmental organisations (NGOs) and charities.

Fig 2d - Monthly interactions with academic staff



Monthly interactions with other organisations

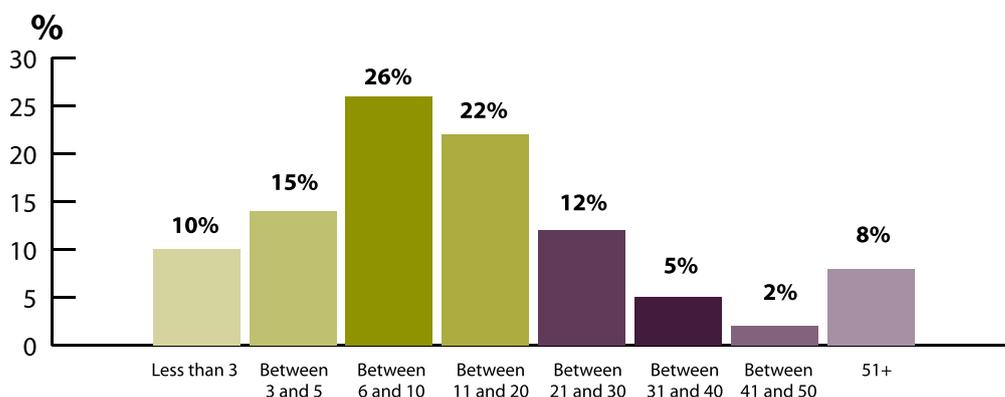


2.5. Almost all KEC professionals are managing multiple projects at any given time

The number of projects handled by KEC professionals is very substantial. Half of the surveyed KEC professionals work on up to 10 projects at any given time, and just over 22% manage between 11 and 20 projects. However, the spread is significant: around 25% of respondents handle less than 5 projects at any given time while 27% handle 21 projects or more. The great variability in the number of projects and interactions indicates that KEC activities are themselves intrinsically variable. Some KEC staff are intimately involved in a few high-profile projects and negotiations which command the majority of their time, while others must balance a multitude of small projects involving a wide range of different researchers and external partners.

“ As KE Managers we are involved in the full process of engagement with external organisations”

Fig 2e - Number of projects managed at any given time

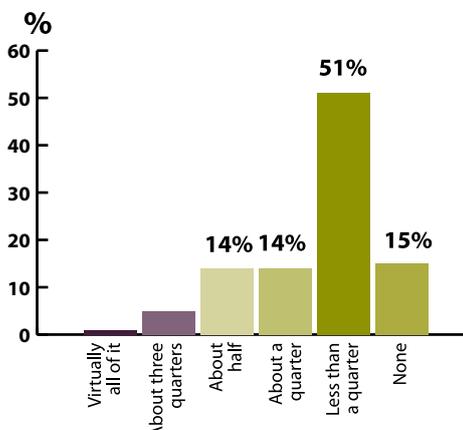


2.6. 85% of KEC professionals work with international partners

The vast majority of KEC professionals have some exposure to international partners and stakeholders. However, in most cases this accounts for only a small minority of their time. Respondents spend most of their time working with local or national partners, thus contributing primarily to UK economic growth and societal well-being. That said, some UK KEC practitioners maintain a strong international focus, with 28% of respondents spending ‘about a quarter’ or ‘about half’ of their time working with international partners/stakeholders.

Top international partners include large multinational corporations (particularly in those universities that have long-established partnerships) and collaborators on the EU research funding programme Horizon 2020.

Fig 2f - Time spent working with international stakeholders

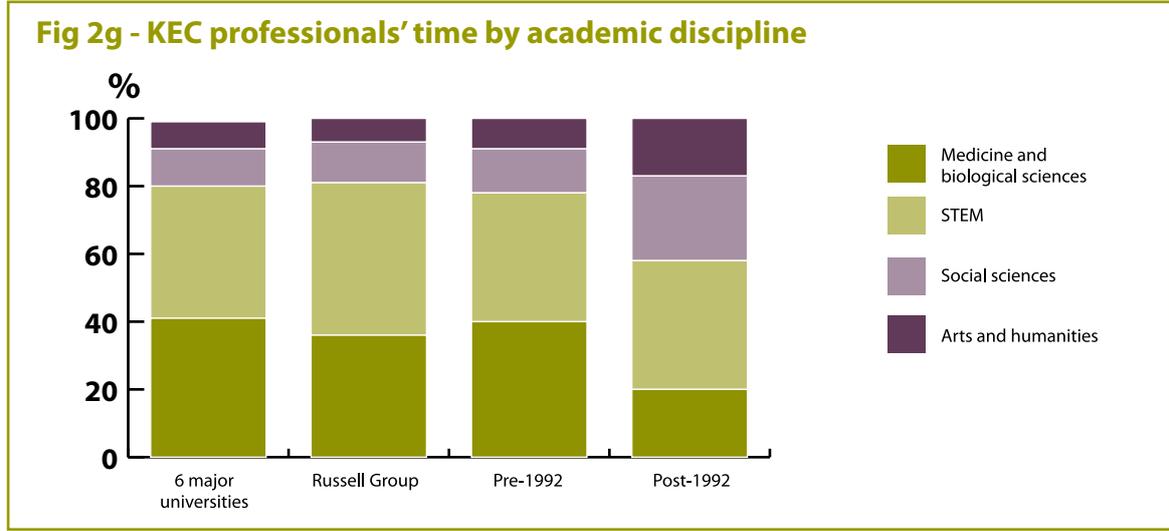


2.7. KEC staff spend most of their time with researchers from STEM and life science disciplines

KEC professionals estimate that most of their time is spent working with academics and researchers from STEM disciplines (36%) and life sciences (34%). Social sciences and arts and humanities only occupy 16% and 14% of their time respectively. The time allocated to STEM disciplines does not change much between more and less research-intensive universities. But significant differences emerge in other disciplines.

The difference is particularly clear between post-1992 universities and more research-intensive ones (the 6 major universities, the Russell Group and pre-1992 universities). KEC professionals working in research intensive universities allocate almost three times as much time to projects related to medicine and biological sciences compared to social science projects, or research from the arts and humanities. By contrast, KEC professionals working in post-1992 universities allocate almost as much time to social sciences and to arts as they do to medicine and life sciences, reflecting the very different disciplinary mix and research profile in these institutions.

“ It is particularly challenging for institutions with no STEM activities to form relevant partnerships and find events / representative bodies with activities that relate to our work”



PROFILING KEC PROFESSIONALS

SECTION HIGHLIGHTS

- KEC attracts highly qualified, multi-skilled professionals
- Staff typically enter the profession mid-career, bringing a wealth of experience from other sectors
- The profession as a whole is evenly balanced in gender terms, but male KEC professionals dominate senior positions

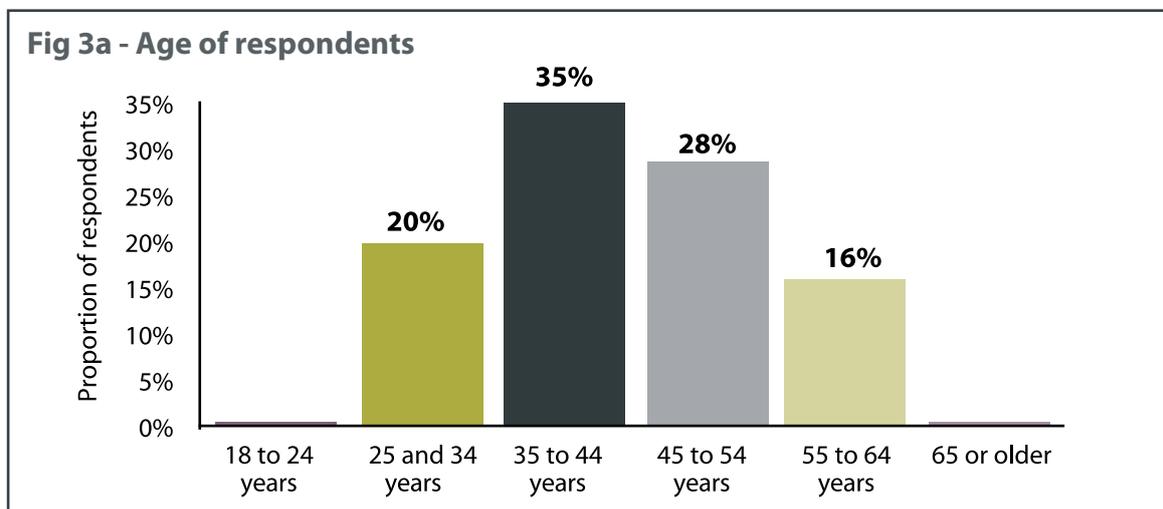
PROFILING KEC PROFESSIONALS

KEC professionals are highly educated individuals with an excellent understanding of research and extensive prior experience working in a commercial environment. They are usually in the middle of their career and bring a wealth of experience from private sector and research roles. KEC professionals receive above-average salaries by institutional standards and gender is equally represented. However, male KEC staff dominate senior level positions.

3.1. The typical KEC professional is 35 to 44 years old and works full time

80% of survey respondents were aged over 35, and the majority of individuals enter the profession mid-career, having gained prior experience in other sectors. The largest age group

is 35-44 (35%), and the second largest is 45-54 (28%). Just over 15% are aged 55-64, and only a single respondent to our survey was aged over 65. The predominance of middle-aged respondents partly reflects the rapid growth in the profession in recent years, with many individuals having moved into KEC in recent years.



91% of surveyed professionals work full time. This is a much higher percentage than the average for managerial, professional and technical staff across the HE sector, where the full-time workforce represents around 72% of the total⁷. Of the 20 respondents who work part-time, 9 work between 15 and 24 hours, 7 work 25 to 30 hours, with the remaining three working more (31-35 hours) or less (under 15 hours).

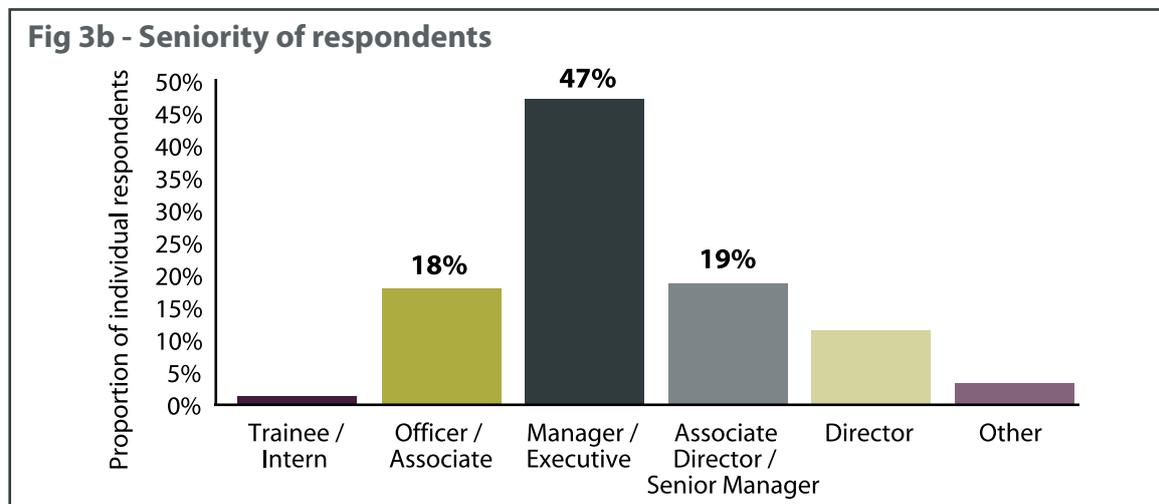
91%
Of respondents work full time

⁷ Based on 2013-2014 data provided by the Higher Education Statistics Agency (HESA).

3.2. Survey respondents are mainly in senior positions

Respondents have predominantly senior roles within institutions. Executive⁸ and managerial roles account for almost half of responses (47%),

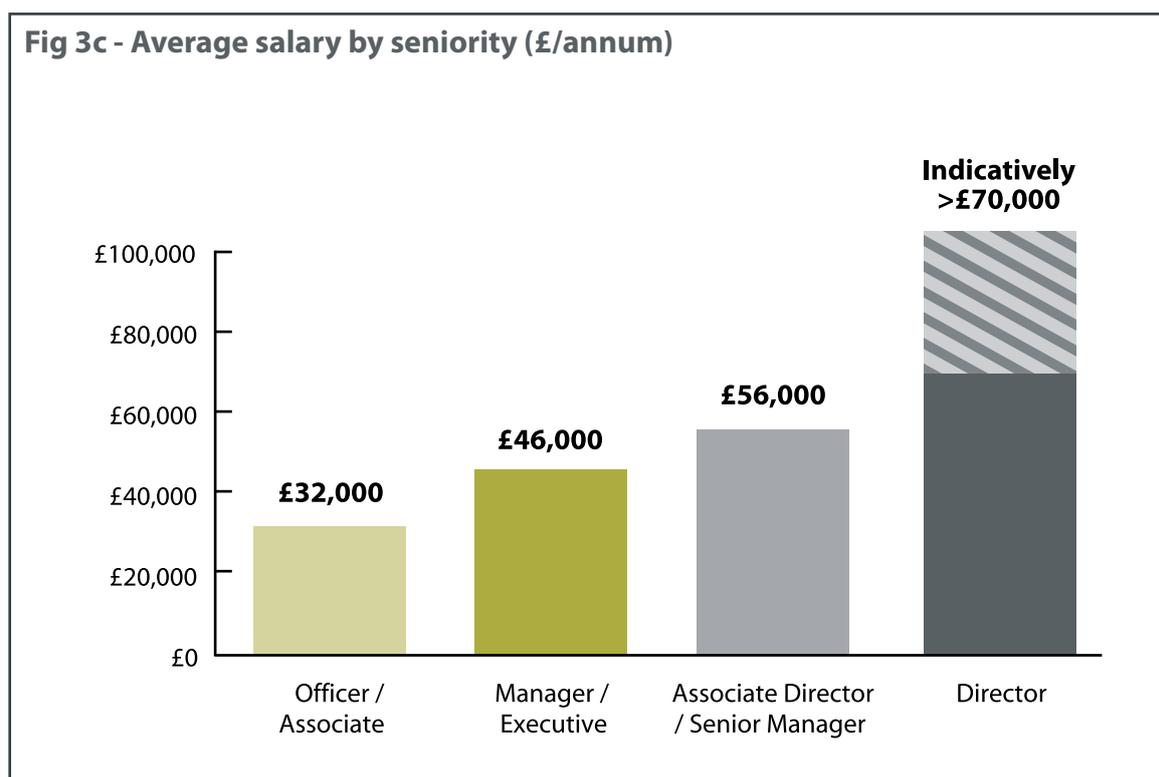
while senior manager and director-level jobs account for almost 30% of responses. Less than 20% of respondents have an officer/associate level role or lower.



3.3. Salaries reflect the level of demand for KEC professionals' skill-sets

The salaries of KEC professionals generally reflect their senior status. Even respondents at the lowest category (Officer/Associate level) mostly earn a yearly salary (in full-time equivalent or FTE) of between £30,000 and £40,000. KEC professionals at Manager/Executive level largely fall in the £40,000 to £50,000 range, though many fall into a higher bracket. This reflects

high demand for the skills of KEC professionals, with HE institutions often competing against commercial organisations in the recruitment of these individuals. Associate directors mostly earn £50,000 to £60,000 while directors typically earn more than £70,000 per year. Nevertheless, several respondents expressed frustration with their remuneration and a perceived lack of career progression opportunities, arguing that this reflects a lack of understanding of the importance and difficulty of the profession.

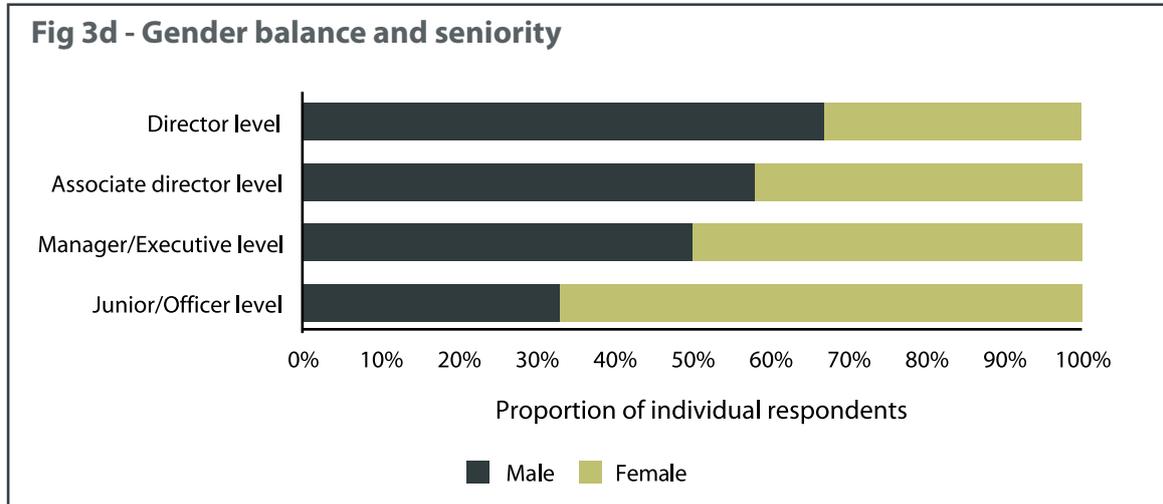


⁸ Executive is used in this context to refer to individuals with a particular specialist skill, e.g. licensing executive, technology transfer executive, and so forth.

3.4. Male KEC professionals dominate senior level positions

Gender is evenly split among respondents, with 117 male and 116 female respondents. However, marked gender differences arise in relation to the level of seniority of respondents. Female respondents tend to have lower level positions,

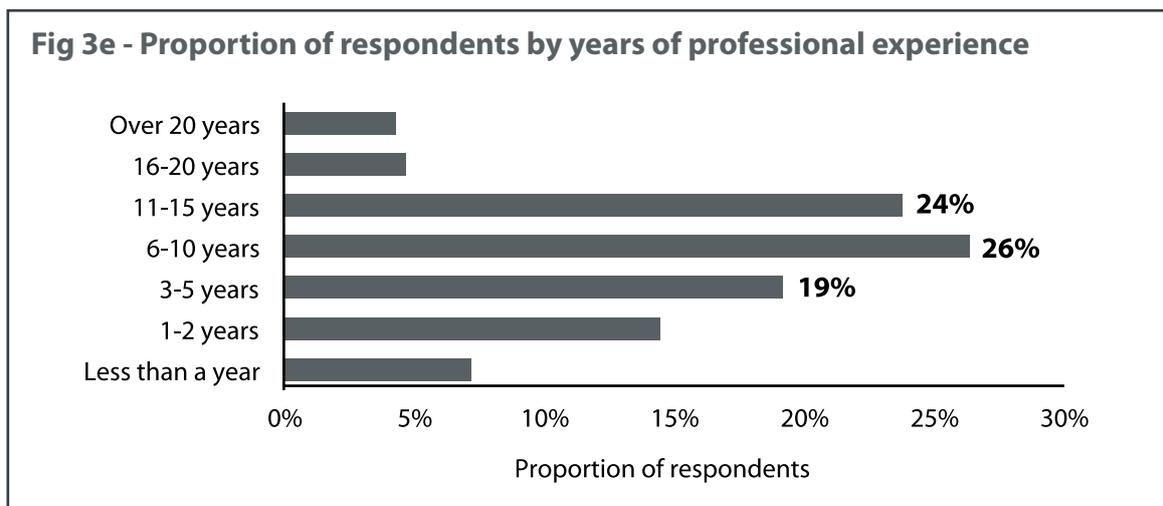
with 67% of junior/officer level jobs occupied by women. The male-female ratio then progressively changes with seniority level: at manager/executive level there is perfect gender balance, but males are more numerous at the associate director level (58%) and dominate the director level positions (67%).



3.5. 60% of respondents have over 5 years of experience working in KEC

Around 60% of respondents have over 5 years of experience working in KEC, and 32% have over 10 years' experience. The relatively low number of professionals with over 20 years of KEC—specific experience (4%) reflects the fact that the profession is still relatively young, with many entering the higher education sector in recent years.

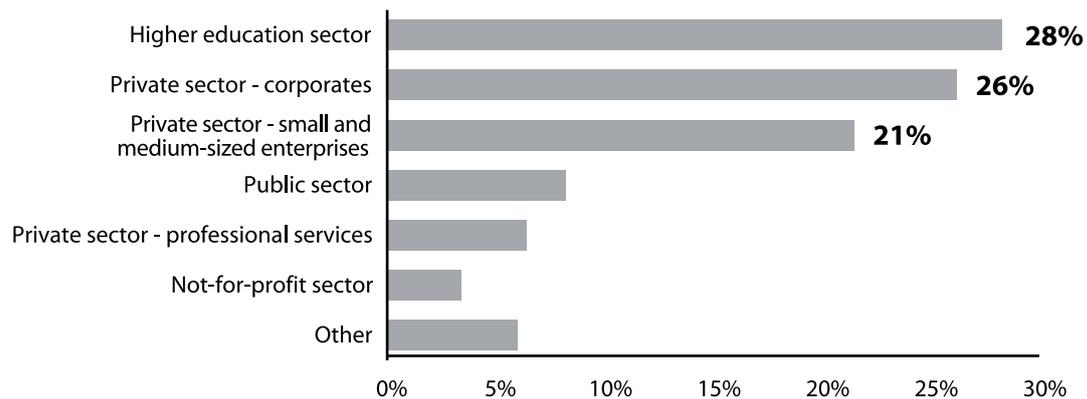
c. 60%
Of respondents have over 5 years of experience working in KEC



KEC professionals generally occupied different roles (either within a university or in other organisations) prior to working in KEC. Almost 55% of survey respondents have previous experience working in the private sector, 28% had previously worked in the HE sector, 8% in the public sector and only 3% in the non-profit sector. A good number of respondents indicated that they had gained experience in more than one of the sectors included in the survey.

c.55%
Of respondents have previous experience working in the private sector

Fig 3f - Where KEC professionals come from

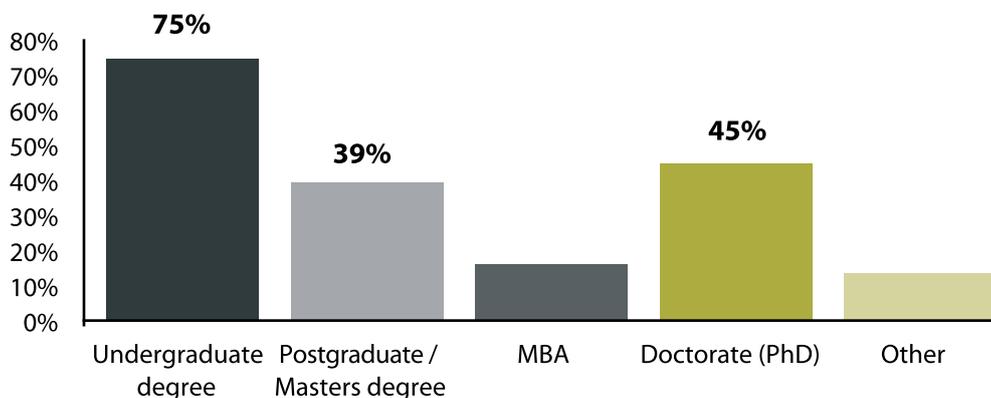


3.6. KEC professionals are highly qualified

Amongst the various qualifications that individuals can simultaneously hold, almost 75% of survey respondents have a university degree and over half (53%) also have a postgraduate degree. Around one quarter of respondents hold a research degree and 8% have an MBA, further demonstrating that the KEC profession combines staff with both academic/research qualifications and business insight.

75%
Of respondents have a university degree and 53% have a post graduate degree

Fig 3g - Academic qualifications

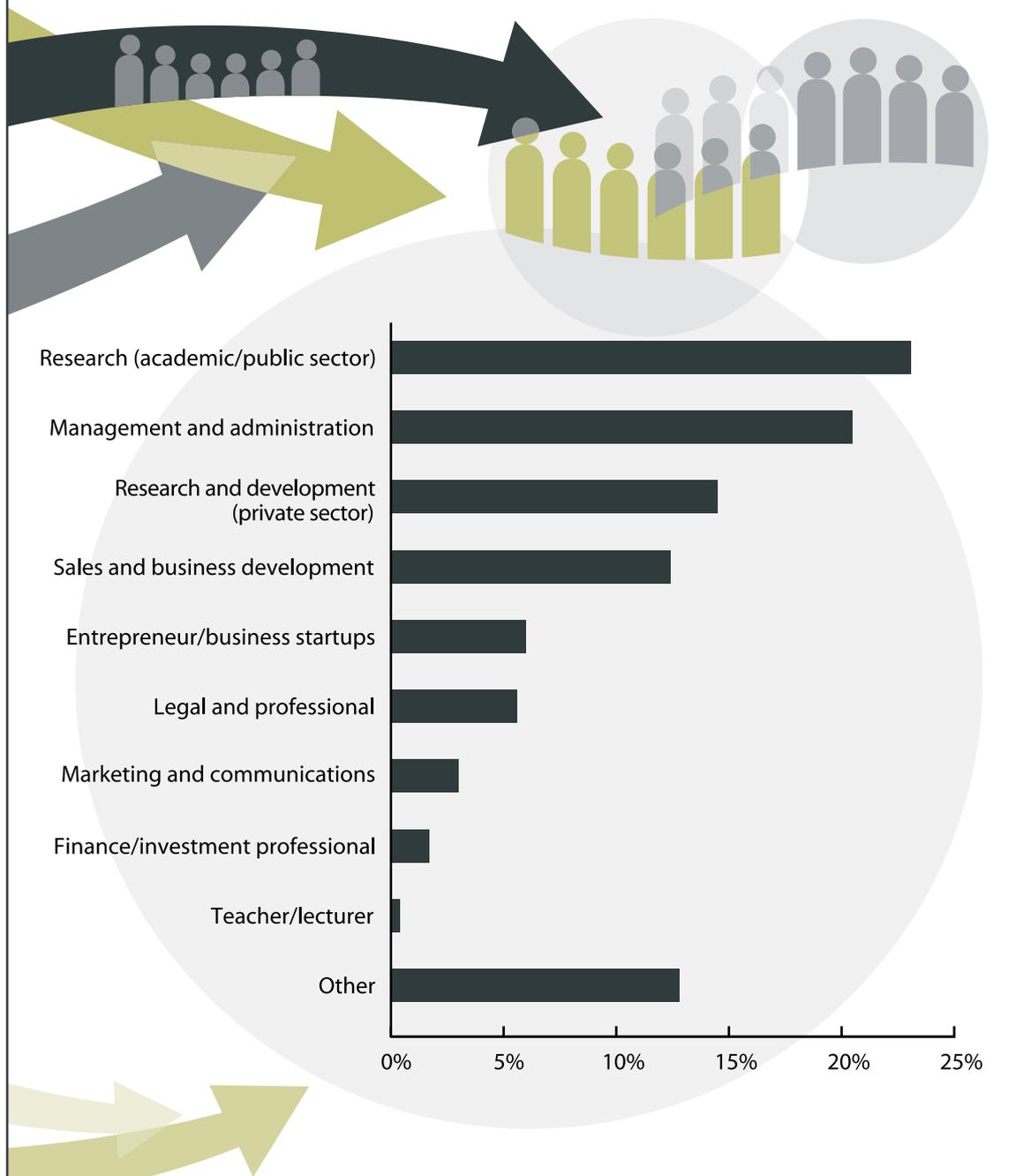


3.7. KEC professionals typically have backgrounds in research, business development and management

KEC professionals have a deep understanding of academic research and many bring first-hand research experience. Almost 40% of respondents have a research background, mostly in academia (24%) but also substantially in corporate/private sector R&D departments (15%). Management, administration, and sales and business development are also common backgrounds for the KEC professional.

“ I get frustrated at the demand by some institutions that people in KEC roles should have a PhD and a research background, whereas clearly, business experience is more important”

Fig 3h - Professional background



IMPROVING THE EFFECTIVENESS OF THE KEC PROFESSION

SECTION HIGHLIGHTS

- Success in KEC is about more than financial returns
- The ability to build and maintain relationships is key to the profession
- Relevant training and memberships are highly valued by respondents

IMPROVING THE EFFECTIVENESS OF THE KEC PROFESSION

Performance in KEC is no longer assessed purely in financial terms. Other indicators are increasingly used to capture KEC's broad contribution to the prestige, innovativeness and socio-economic impact of HEIs, and the employability of their students. KEC professionals have a range of hard and soft skills, but building and maintaining productive professional relationships is by far the most important. Practitioners value training and membership of professional bodies highly, and they typically rely on the latter to find about available training opportunities.

4.1. KEC performance is measured more broadly than just financial returns

The Dowling Review of Business-University Research Collaborations recommended in 2015 that universities 'ensure that the overarching metric used to assess the success of TTOs is their effectiveness in supporting translational activities over the longer term, not short-term revenue generation'. The desired shift away from short-term, financial metrics can already be discerned in the wide range of indicators being used by respondent institutions to monitor KEC performance.

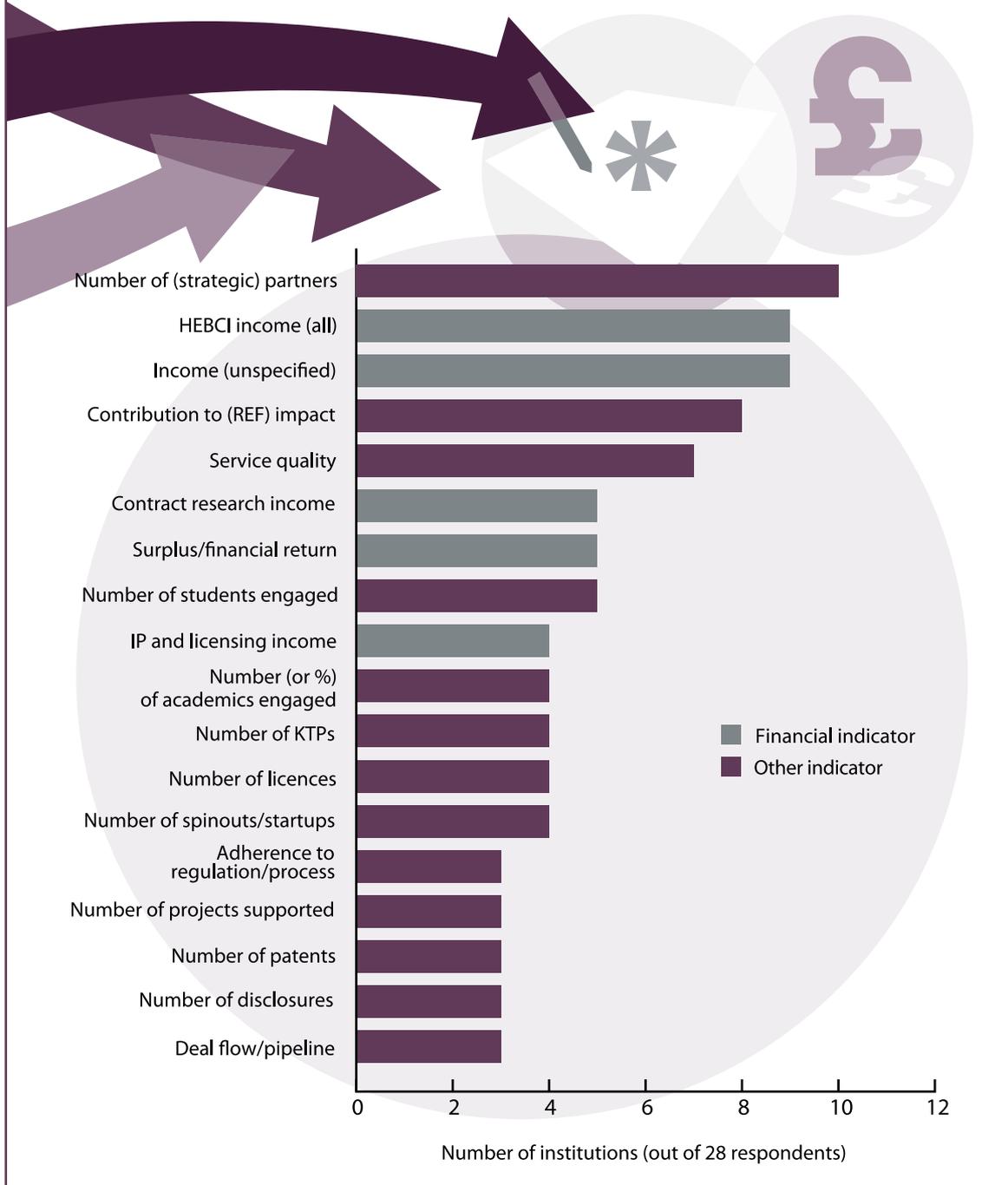
Most institutions actively track some or all of the income metrics reported in the annual HEBCI return, reflecting their importance in determining allocations of the higher education innovation fund (HEIF) for English HEIs. However, these measures are almost invariably complemented by other indicators designed to capture the breadth and depth of external relationships, and levels of academic and student engagement.

The single most common measure used is the number of external partners (either in total, for smaller institutions, or in terms of 'strategic' partners at larger HEIs). A growing number also seek to evaluate the KEC function's role in contributing to impact, for example by capturing the number of REF impact case studies supported.

“ My team has financial targets for both invention and research funding income but I think we are largely assessed according to how smoothly high profile projects have progressed ”

A wide range of further criteria are used by institutions to assess performance, such as number of KTPs, licences, industry leads generated, invention disclosures, patent filings, academics engaged and knowledge exchange events organised. More qualitative criteria, such as the strength of partnerships built or perceptions of service quality, are also used. Finally, in some cases, institutions do not use measurable targets and codified criteria for assessing the performance of KEC functions, relying instead on qualitative appraisal by senior managers.

Fig 4a: Institutional measures of KEC performance



Respondents also indicated that there has been blurring of the lines between commercial and impact outcomes over the past 3 years, often compounded by revised institutional KPIs that reflect REF results. While some institutions are taking a broader view on impact that is not just focused on commercialisation, many others are placing increasing emphasis on IP and commercialisation as a 'measurable' form of impact. These differing responses reflect the evolving understanding of "REF impact" within the sector.

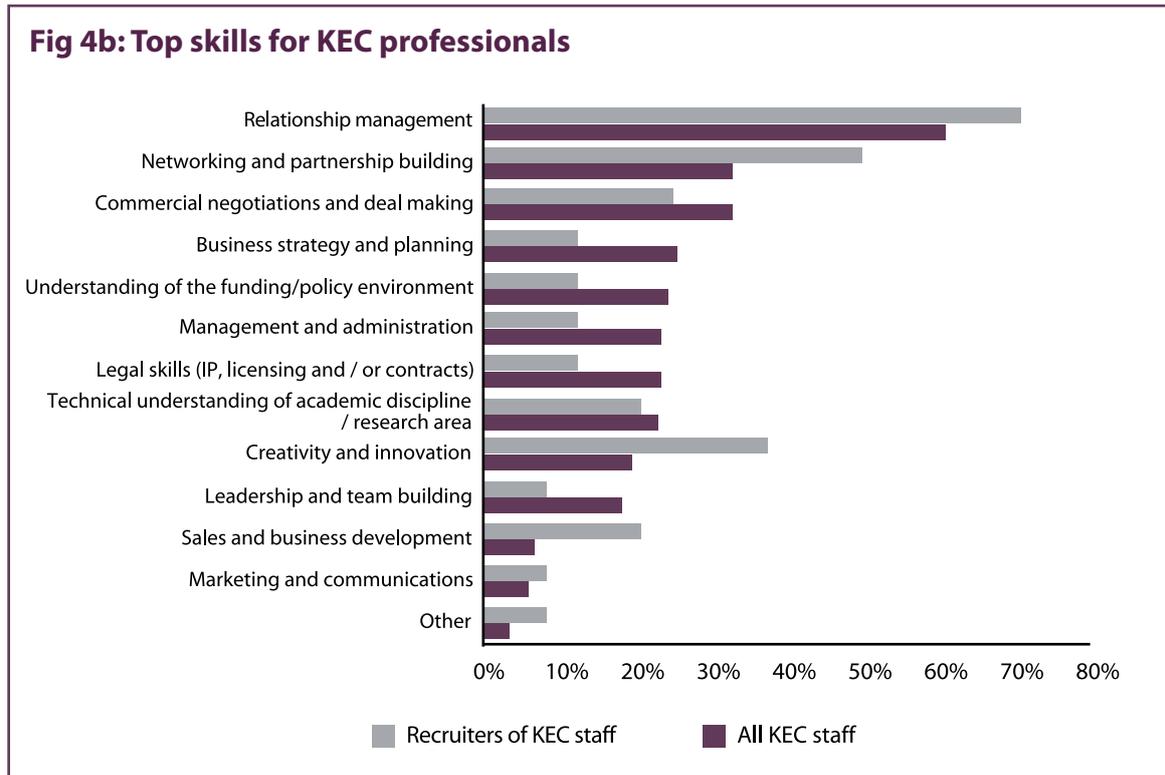
// Our focus is changing much more towards relationship management rather than technology transfer"

4.2. The ability to build and maintain relationships is key to the profession

KEC professionals need to be comfortable moving between different worlds, and must develop effective networks both inside and outside the institution. Accordingly, over 60% of respondents chose relationship management as one of the top three skills for the KEC profession. Those individuals with responsibility for recruiting KEC

professionals value it still more highly, with 71% selecting it as a critical skill. Both groups agree that networking and partnership-building, and commercial negotiations and deal-making are of crucial importance. However, recruiters tend to value soft skills more highly than the community as a whole, with creativity and innovation in particular being highly prized by over a third of recruiters.

Fig 4b: Top skills for KEC professionals



“ People and relationship skills are essential ingredients and attributes to possess in KEC ”

The wider community gave more weight than recruiters to understanding the funding and policy landscape, technical understanding of academic research and business strategy – perhaps because these skills are necessary prerequisites, but not determinants of success or failure.

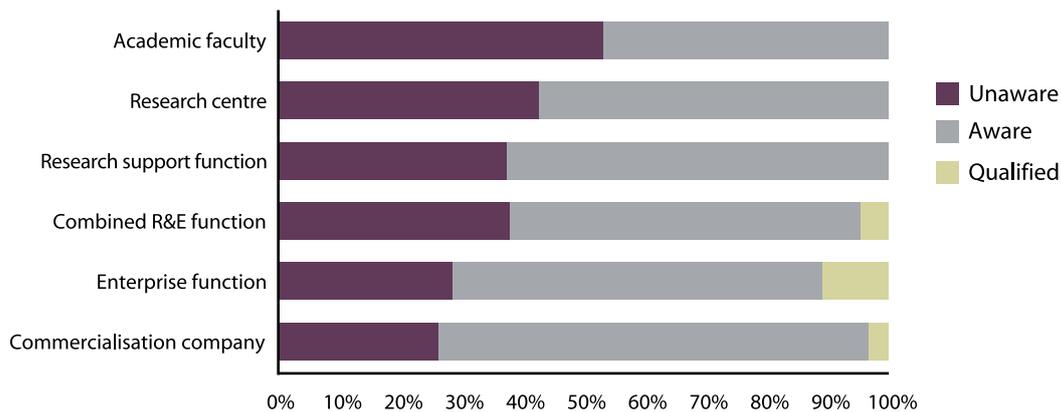
The least important skills are considered by the community as a whole to be marketing and communication, and sales and business development. The latter term is however more highly valued by recruiters, which goes some way towards explaining the regularity with which it appears in respondents’ job titles.

4.3. Most respondents are aware of the RTTP qualification, but only a small minority are qualified

The Registered Technology Transfer Professional (RTTP) qualification is conferred by the international Alliance of Technology Transfer Professionals, of which PraxisUnico is a founding member. Though the qualification is most relevant to staff involved in facilitating research

exploitation, a substantial majority (almost 63%) of survey respondents are familiar with it, though only 7% are RTTP qualified. Awareness is greatest among professionals with a more commercial focus (those based in university commercialisation companies, TTOs and enterprise offices) and lowest among staff working in research centres and faculties/departments.

Fig 4c: Awareness of RTTP qualification



4.4. Relevant training and memberships are highly valued by respondents

Respondents hold a variety of professional qualifications and memberships relevant to KEC. Among the most popular are institutional memberships of PraxisUnico and AURIL⁹, and individual memberships of ARMA¹⁰, while training courses organised by ARMA and PraxisUnico were also frequently mentioned. In particular, they value specialised courses covering business development, strategic partnerships, technology transfer and legal matters (IP, contracts and licensing).

Respondents are generally happy with the range and quality of the training provided, but suggestions for further improvement included:

- making sure that KEC courses are more integrated, for instance by providing an integrated professional development suite;
- developing a wider range of courses specifically focused on arts and social science disciplines;
- promoting collaborations with third-party training providers such as IP law practices; and
- promoting common approaches to the KEC profession, so as to reduce the amount of HEI-to-HEI negotiation.

KEC professionals also attend a variety of generic training courses, including: sales, project management (e.g. PRINCE2), leadership and time management and IT. Some respondents also mentioned CPD courses relevant to their area of specialism (e.g. Good Clinical Practice training for NHS-facing activities).

“ There is such an extensive range of training available, that it’s difficult to find significant gaps”

⁹ The Association for University Research and Industry Links
¹⁰ The Association of Research Managers and Administrators

4.5. KEC professionals suggest their training needs to their employer, and rely on professional bodies to alert them to training opportunities

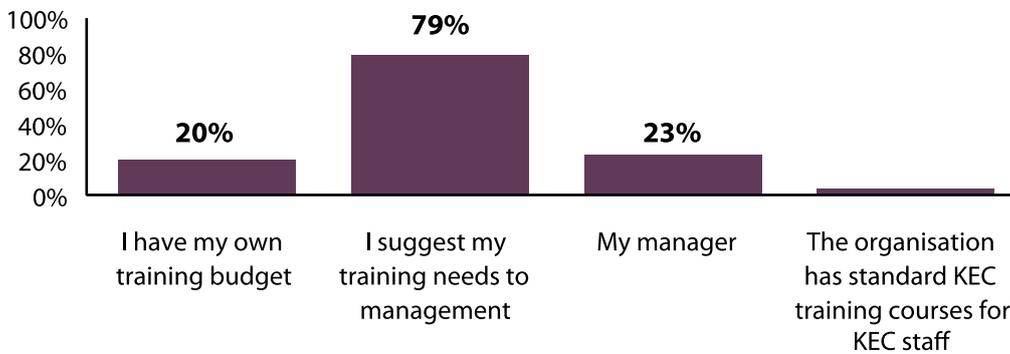
78% of respondents suggest their training needs to their employers. In most cases KEC professionals access internal training for generic topics, such as finance, IT, leadership and management, presentation and pitching. Formal KEC-specific training is only available in-house (or under development) in 8 out of the 37 surveyed institutions, sometimes as part of the institutional CPD training portfolio. Such training covers a

variety of KEC-specific activities, including IP, commercial relationships, project costing and pricing, negotiation and networking.

KEC professionals look primarily to sector bodies such as ARMA, AURIL and PraxisUnico to deliver specialist training and professional development, although in some instances, training is also delivered locally by professional service firms.

KEC professionals find out about training opportunities through a variety of channels, mostly through professional bodies (PraxisUnico 65%, ARMA and others 60%) but also through organisational channels (59%).

Fig 4d - Identification of training needs



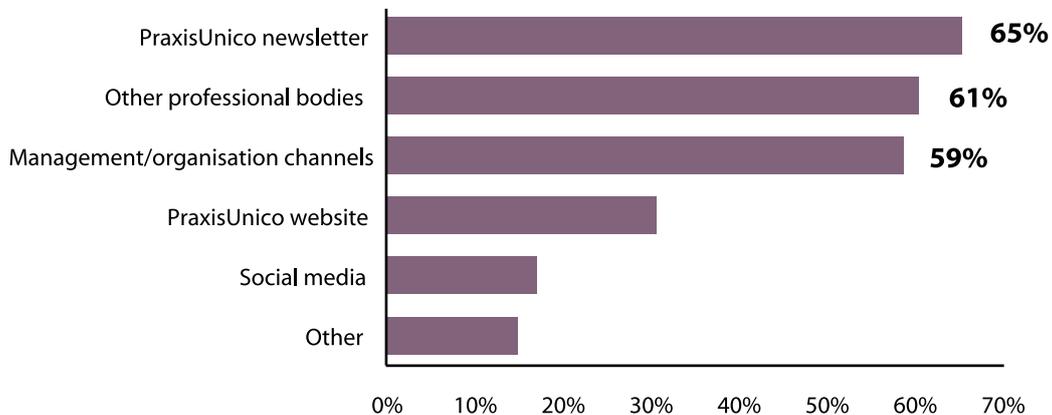
78%

Of respondents suggest their training needs to their employer

65%

Of respondents find out about training through PraxisUnico

Fig 4e - Training information



KEY TRENDS AND CHALLENGES

SECTION HIGHLIGHTS

- The KEC profession is coming of age and adapting to a fast changing environment
- The contribution of the KEC profession is broadly recognised, but not uniformly understood
- Academic culture and institutional bureaucracy are among the top challenges for KEC professionals

KEY TRENDS AND CHALLENGES

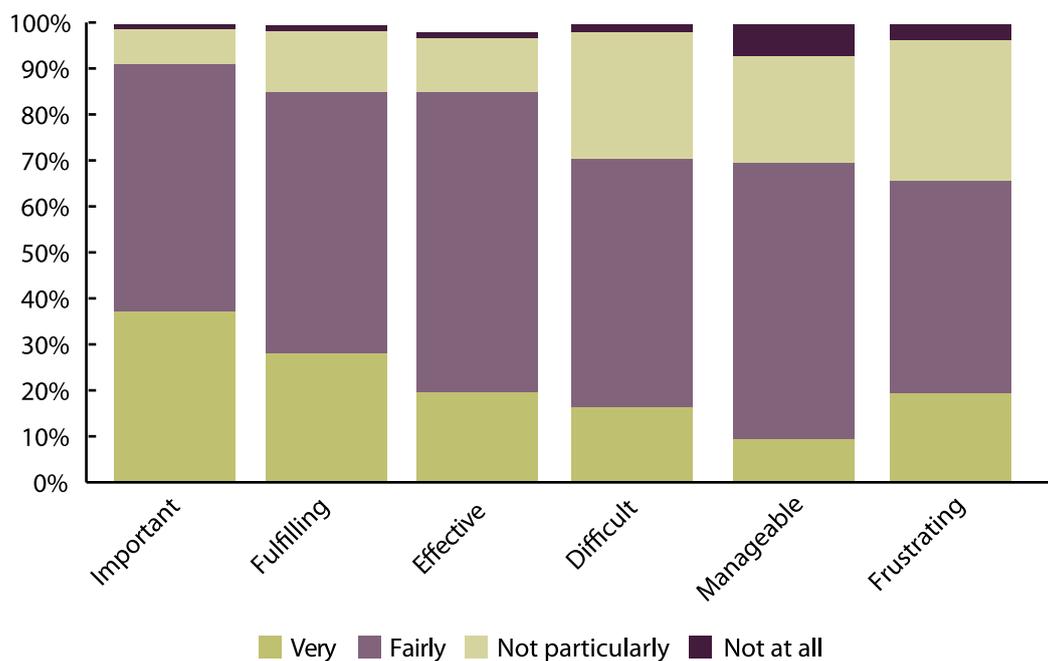
Working in Knowledge Exchange and Commercialisation is an interesting and rewarding experience, and respondents feel that their work is important and useful. Most KEC professionals feel recognised and valued but challenges remain: these include developing effective working relationships with academic staff and senior management, mediating between academic and business cultures and navigating institutional governance and decision-making processes. Recruiting new staff with the necessary skills is also a recurrent concern for senior members of the profession.

5.1. The KEC profession is important and fulfilling

KEC professionals see themselves as having a crucial bridging role, facilitating communication between the private sector and academia, who often speak very different languages. For instance, companies often wish to gauge the level of compatibility and experience before engaging

with academics, while a focus on teaching and creation of research means that it can be difficult to gain academic buy-in. KEC professionals are key to articulating the benefits of collaboration to both cohorts. The vast majority of respondents think that such work is important (90%), fulfilling (85%) and effective (85%). At the same time, however, respondents also described it as difficult (70%) and frustrating (65%).

Fig 5a - Respondents' perceptions of the KEC profession



5.2. KEC professionals have a manageable albeit increasing workload

Perhaps surprisingly, analysis of open text responses showed that the workload or pace of work was not mentioned as a significant stress factor. In fact, respondents generally deem their workload manageable (70%), even though two thirds think that workloads have increased since last year. Despite this, nearly two thirds of respondents find their position moderately stressful and 20% very or extremely stressful.

The greatest causes of stress were considered to be uncertain relationships with academics and management, and the complex institutional governance KEC professionals are required to navigate.

“As an experienced KEC professional, I enjoy my career and find it incredibly interesting and rewarding”

64%

Of respondents find their position moderately stressful and 20% very or extremely stressful

The greatest causes of stress were considered to be uncertain relationships with academics, management, and complex institutional governance

70%

Of respondents deem their workload manageable

Fig 5b - Level of stress

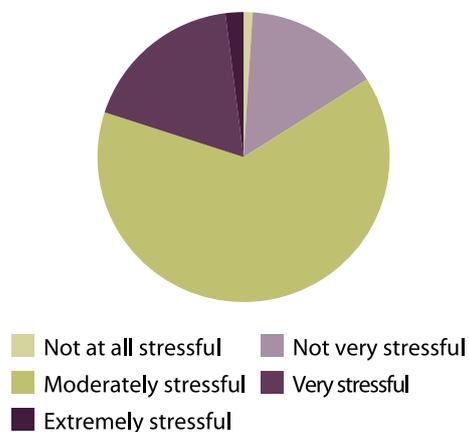
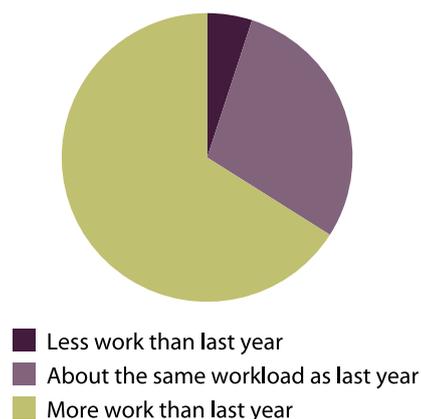


Fig 5c - Level of workload



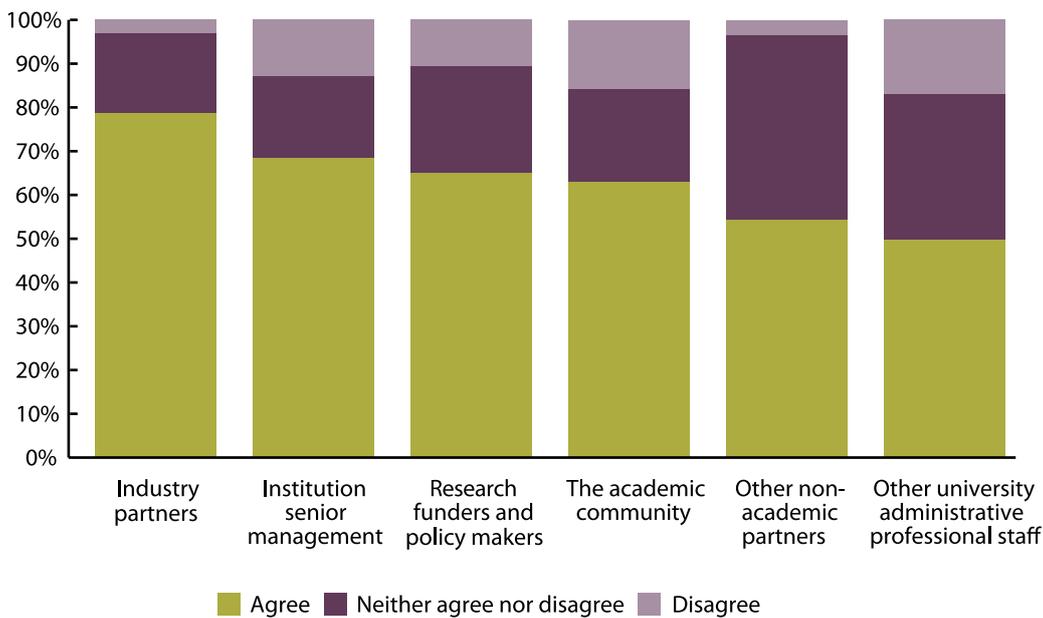
5.3. The contribution of the KEC profession is broadly recognised, but not uniformly understood

Asked whether their work is valued by KEC stakeholders, participants gave a broadly positive response. However, substantial differences emerged between cohorts of stakeholders: the strongest appreciation was felt to be received from industry partners, “people who would otherwise struggle to navigate the complexities of university administration”. Institutional senior managers and

research funders are also considered to recognise the importance of the profession.

At the other end of the spectrum, the profession is less valued by other administrative and professional staff at universities and by academics. Some respondents noted that, as business development and external partnerships are becoming more central to the role of academics, the value added by KEC professionals can be harder to articulate.

Fig 5d - KEC professionals are valued by...



42% of respondents are unsure of the views of other non-academic partners, such as the government and the NHS. In particular, the government is considered to have an ambivalent view of the profession's value, with some respondents concerned that UK universities are unfairly painted as 'poorly translating tech'.

Respondents indicated that the impact agenda is slowly helping the KEC community gain an increasingly formal role in institutions, and attitudes are beginning to reflect this. However, because the value of income generation to the University through industry engagement is still relatively small compared to that raised through student fees, the profession is still seen as less important than student recruitment, teaching and research support.

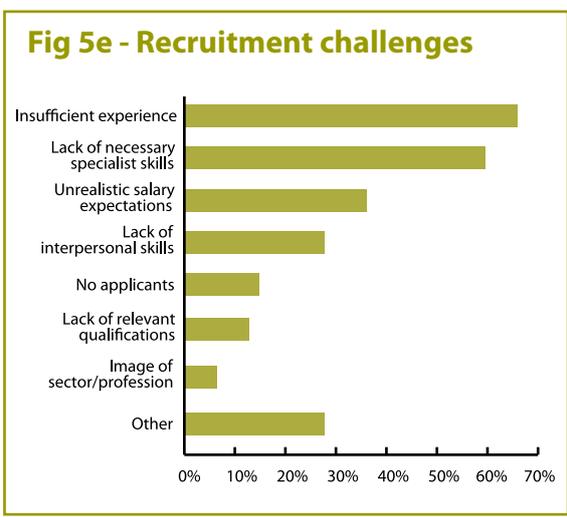
Moreover, recognition of KEC professionals' work varies widely even within specific cohorts. Academics tend to value KEC only if and after they benefit from their services, but others “often feel that the whole knowledge exchange agenda is yet

another task to add to their already overcrowded day job”. Similar differences exist among senior managers, with those more involved in KEC holding the profession in high regard while it was felt that others failed to “understand the role or the value of this role within the institution”.

“ Recognition of the contribution of the KEC profession is usually earned rather than granted automatically”

5.4. Recruiting new professionals is difficult due to lack of experience and specialist skills

KEC professionals are also faced with budgetary constraints and difficulties in recruiting skilled staff, with around 40% of survey participants involved in recruitment over past 2 years. Of this group, respondents were almost evenly split between those who had some difficulties recruiting (51%) and those who had none (49%). Insufficient expertise and lack of necessary specialist skills were the most frequently cited recruitment challenges. This illustrates the need to bring significant professional expertise to the role which must be acquired in the field given the lack of specialised educational paths.



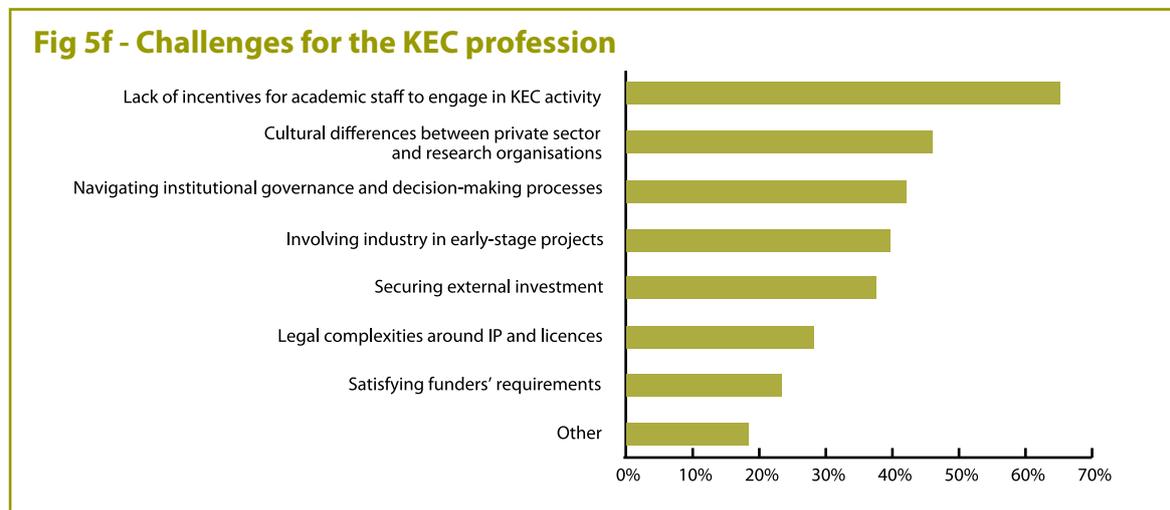
5.5. Academic culture and complex institutional governance are among the top challenges for KEC professionals

Asked what the top three challenges in their work are, 65% of individual respondents mentioned a lack of engagement by academics, while as one KEC professional put it: “academics see me as an administrator, administrators as an academic, I am not strictly speaking either of them”. Over 40% indicated cultural differences between academia and the private sector and navigating institutional governance arrangements: “KEC has an essential role to fulfil but is affected by the priorities set within the institution. Policies and procedures and an aversion to risk affect the time taken to do something”.

Involving industry partners and securing investments at the early stage of research are other common difficulties. In this respect, uncertainty over innovation policy and funding environments was mentioned as a barrier to ‘bridging the valley of death’ in innovation.

The long time needed to translate KEC work into tangible outcomes or outputs can also make it difficult to demonstrate the value of the profession. Respondents indicated that, to be successful, KEC has to become embedded in the culture of the University and be enabled through appropriate policies, procedures and reward mechanisms.

“ Tech transfer needs to have a degree of autonomy over certain decisions”



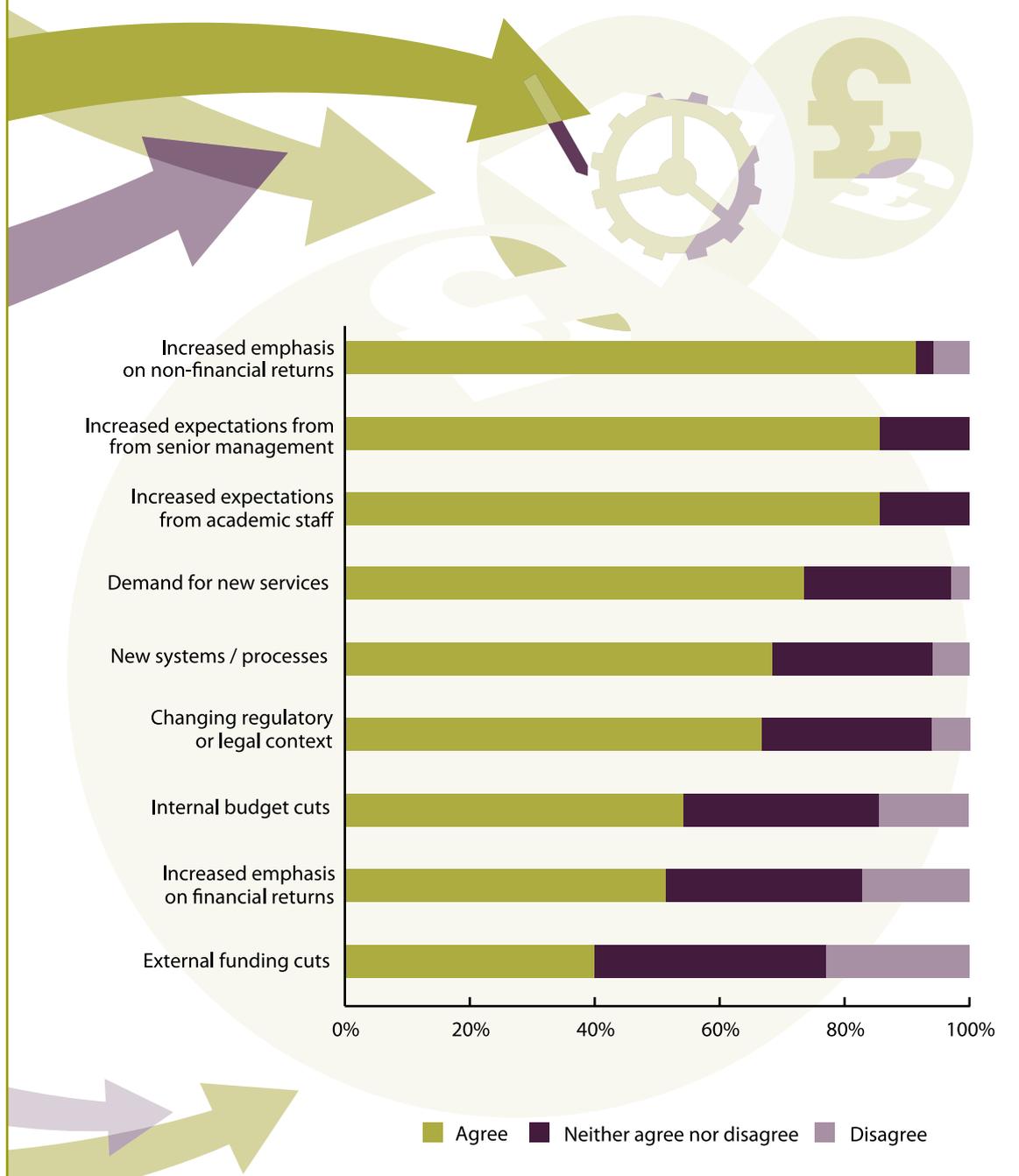
5.6. The growing emphasis on non-financial returns results in increased expectations on KEC staff

The KEC profession has to contend with a fast-changing environment. Over the past 3 years, KEC offices across the UK have experienced a range of changes. In particular, an increased emphasis on non-financial returns from KEC activities (mentioned by 91% of respondents) but also the increased expectations placed on KEC professionals from academic staff and institutional senior management (86%) are the most widely cited changes. These changes suggest that the

profession is coming of age, as appreciation of its contribution and importance results in rising stakeholder expectations.

At the same time, demand for new services (74%), new systems and processes such as IT systems (69%), revisions to monitoring & evaluation processes (69%), alongside continuous changes to the regulatory or legal context (67%), present fresh challenges for senior managers and institutions alike. In order to meet these challenge, the sector will likely continue the current trend towards increased professionalisation that has characterised the past two decades.

Fig 5g - Changes to KEC functions over the past 3 years



APPENDIX 1

Definition of University groupings

The UK higher education sector is diverse, and so many of our findings have been analysed into the following institutional groupings to aid understanding:

Six universities (6U): this grouping includes the six UK universities with the largest levels of research income: Imperial College London, the University of Oxford, the University of Cambridge, UCL, The University of Manchester and University of Edinburgh. The term 6U is used to refer to an informal network comprising representatives of technology transfer offices from each of these 6 institutions which are also part of the Russell Group. The average research income of institutions in this category is **£330m** per annum.

Other Russell Group (RG): includes the remaining 18 research-intensive universities in the Russell Group, excluding 6U, which offer world-class research and traditionally strong links with industry partners. More information can be found at: <http://russellgroup.ac.uk/about/our-universities/>. The average research income of institutions in this category is approximately **£100m** per annum.

Pre-1992: this is a heterogeneous group of 45 universities established prior to the Further and Higher Education Act 1992, but which are not part of the Russell Group; it includes both teaching-intensive and research-intensive universities, and both large and small institutions. On average, these institutions receive **£22m** of research income per annum.

Post-1992: also known as 'new universities', this large group of 73 universities includes former polytechnics that acquired university status pursuant to the Further and Higher Education Act 1992; Post-1992 universities are generally teaching-oriented, focusing less on research. On average, these institutions receive **£4m** of research income per annum.

Specialist: a grouping of 19 specialist music/arts institutions; HEIs in this grouping are much smaller than non-specialist HEIs, with average research income of **well under £1m** per annum.

Definition of KEC activities

In the survey we classified KEC activities in six main categories, drawn from the CBR/PACEC working paper 'Understanding the KE Infrastructure in the English HE sector'¹¹:

- 1. Facilitating research exploitation** includes: business development; technology transfer; consultancy; contracts/legal/patents/IP; corporate relations; press/communications; investment and fundraising
- 2. Knowledge sharing and diffusion** includes: the provision of public space; alumni networks; KE professional networks; staff exchanges; academic-external organisation networks
- 3. Developing skills and human capital** includes: CPD/short courses; curriculum development; lifelong learning; careers services/work placements
- 4. Developing entrepreneurship and social enterprise** includes: support for social enterprise; enterprise and entrepreneurship training
- 5. Supporting the community/public engagement** includes: outreach activities; volunteering; widening participation; awareness-raising/knowledge diffusion; social cohesion/community regeneration
- 6. Exploiting the HEI's physical assets** includes the development of science parks; incubators; facilities/equipment

¹¹ www.pacec.co.uk/reports/Understanding_the_Knowledge_Exchange_Infrastructure_in_the_English_Higher_Education_Sector.pdf

APPENDIX 2

Summary of institutional responses

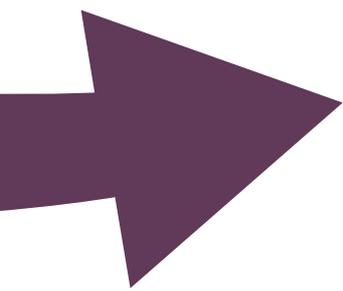
Institution	Research income (£m, 2013/14)	Region	Institutional Grouping	Response
Bangor University	23.0	Wales	Pre-92	Full
Canterbury Christ Church University	1.3	South East	Post-92	Partial
Cardiff University	93.6	Wales	RG	Full
Edinburgh Napier University	4.5	Scotland	Post-92	Partial
Heriot-Watt University	27.1	Scotland	Pre-92	Full
Imperial College of Science, Technology and Medicine	350.9	London	6U	Partial
Middlesex University	4.0	London	Post-92	Full
Oxford Brookes University	4.9	South East	Post-92	Full
Royal College of Music	0.2	London	Spec	Full
Royal Holloway and Bedford New College	15.1	South East	Pre-92	Full
The Institute of Cancer Research	49.6	London	Pre-92	Full
The Royal Veterinary College	9.7	London	Pre-92	Full
The University of Bath	30.7	South West	Pre-92	Full
The University of Birmingham	111.8	West Midlands	RG	Full
The University of Bristol	136.8	South West	RG	Partial
The University of Cambridge	371.1	East	6U	Partial
The University of East Anglia	32.4	East	Pre-92	Full
The University of Essex	22.6	East	Pre-92	Full
The University of Exeter	60.1	South West	RG	Full
The University of Huddersfield	5.0	Yorkshire and the Humber	Post-92	Full
The University of Keele	14.5	West Midlands	Pre-92	Full
The University of Liverpool	83.7	North West	RG	Partial
The University of Oxford	472.0	South East	6U	Partial
The University of St Andrews	39.2	Scotland	Pre-92	Full
The University of Stirling	11.0	Scotland	Pre-92	Full
The University of Sussex	28.1	South East	Pre-92	Full

Institution	Research income (£m, 2013/14)	Region	Institutional Grouping	Response
University of Derby	0.7	East Midlands	Post-92	Full
University of Hertfordshire	11.8	East	Post-92	Full
University of Northumbria at Newcastle	4.6	North East	Post-92	Full
The University of Sheffield	129.1	Yorkshire and the Humber	RG	Full
The University of Warwick	90.1	West Midlands	RG	Partial
The University of York	55.1	Yorkshire and the Humber	RG	Full
University College London	374.5	London	6U	Full
University for the Creative Arts	0.2	South East	Spec	Full
University of Durham	54.1	North East	RG	Full
University of South Wales	5.9	Wales	Post-92	Full
University of the Arts, London	1.1	London	Spec	Full
Total research income of respondents	2,729.9			
Total for UK sector	5,084.0			
Respondents' research income as percentage of UK sector	54%			

APPENDIX 3

Thanks are due to the following individuals who served as part of the project steering group:

Name	Organisation
Amy Firth	PraxisUnico
Tamsin Mann	PraxisUnico
Sue O'Hare	PraxisUnico Board
Paul Findlay	University of Hertfordshire
Sarah Fulton	University of Sheffield
John Francis	University of South Wales
Ian Carter	University of Sussex
Sue Ratcliffe	University of West of England, Bristol



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www.praxisunico.org.uk

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