

UKCGE Workshop - 20th October 2009

# Joining up the Dots – Managing the Research Portfolio

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## Background

# Essential Components of Research

- | Original ideas
- | Creative thinking
- | Innovation
- | Professionalism
- | Justification

# Components of Research Management

- I Quality assurance
- I Capacity building (training)
- I Organisation
  - Ø Support
  - Ø Governance
- I Foresight

# External Environment – Policy Driven

- | Lisbon Agenda [2000]
- | Lambert Review [2003]
- | Sainsbury Review (Race to the Top) [2007]
- | HEFCE Employer Engagement [2007/8]
- | Innovation Nation [2008]
- | New Industry, New Jobs [2009]

# Research and academics

- | Academic freedom
- | Creativity
- | Movement into new fields
  - ∅ Comfort zone
  - ∅ Short term risk to career
  - ∅ Institutional discomfort about short-term lack of 'productivity'
- | Research is a long term activity

# Managing the research portfolio ?

- | Are we talking about managing research itself or research processes and governance ?
- | Are we constraining or empowering ?
- | Can you manage research activity (can you herd cats ?)
- | Are we managing the risk for the institution ?
- | Is finance a component of research or is research a component of finance ?
- | Do we do it for prestige or the greater good ?

# Supporting research change

- | Many researchers evolve. What do we do when an evolutionary dead end is reached
- | When do we stop ?
- | Academics are personally risk averse
- | Universities and researchers often continue with a research area long past its sell by date
- | What should we do ?
  - ∅ Compensate for benefits
  - ∅ Cold turkey

# Impact

- | Excellent research doesn't go hand in hand with excellent impact
- | Which is best
  - ∅ Good quality research (4\*) producing poor impact
  - ∅ Poor quality research (1\*) producing good impact
- | Need to monitor and measure pro-actively

# Innovation, Research and Knowledge Transfer

# Research and Knowledge Transfer

- | Berlin wall between Research and Knowledge Transfer
- | Not separate communities
  - ∅ Separate support specialists
  - ∅ One informs the other
- | Increasingly managing the Research portfolio will involve managing innovation and the Knowledge Transfer portfolio, particularly in relation to impact

# Two HEFCE 'Research' Agendas

## I Research Assessment Exercise:

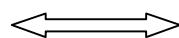
- ∅ Generalisable research (basic or applied)
- ∅ Funded by research councils, grants, research contracts
- ∅ HEFCE income via [RAE QR](#)

## I Knowledge Transfer:

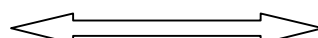
- ∅ Problem specific research
- ∅ Supporting an external agenda
- ∅ Funded by private, public and 3rd sectors contracts
- ∅ HEFCE income via [HEIF](#) and [Business QR](#)

# Categories of Research and Knowledge Transfer

Translational  
Research

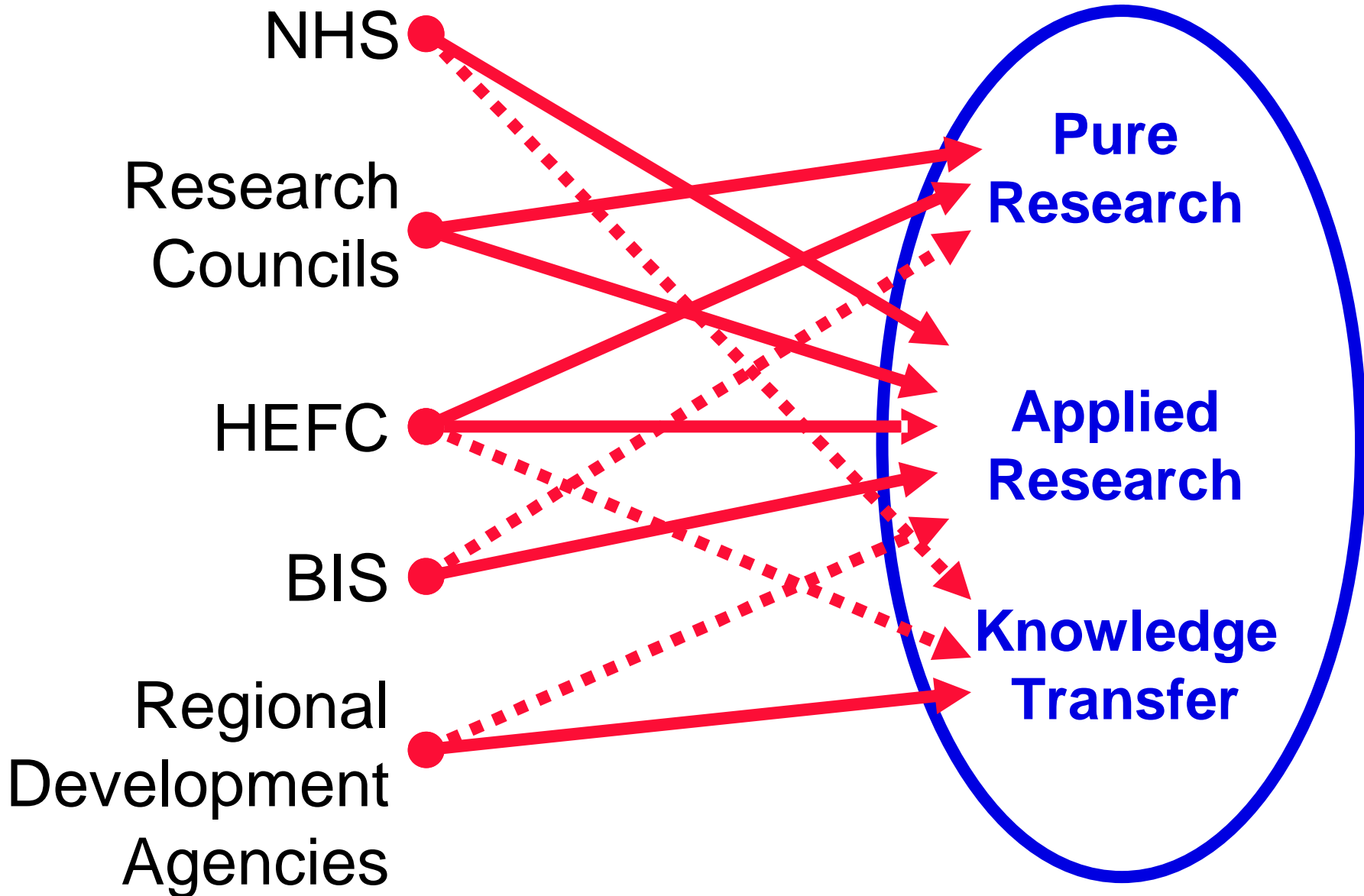


Near Market  
Research

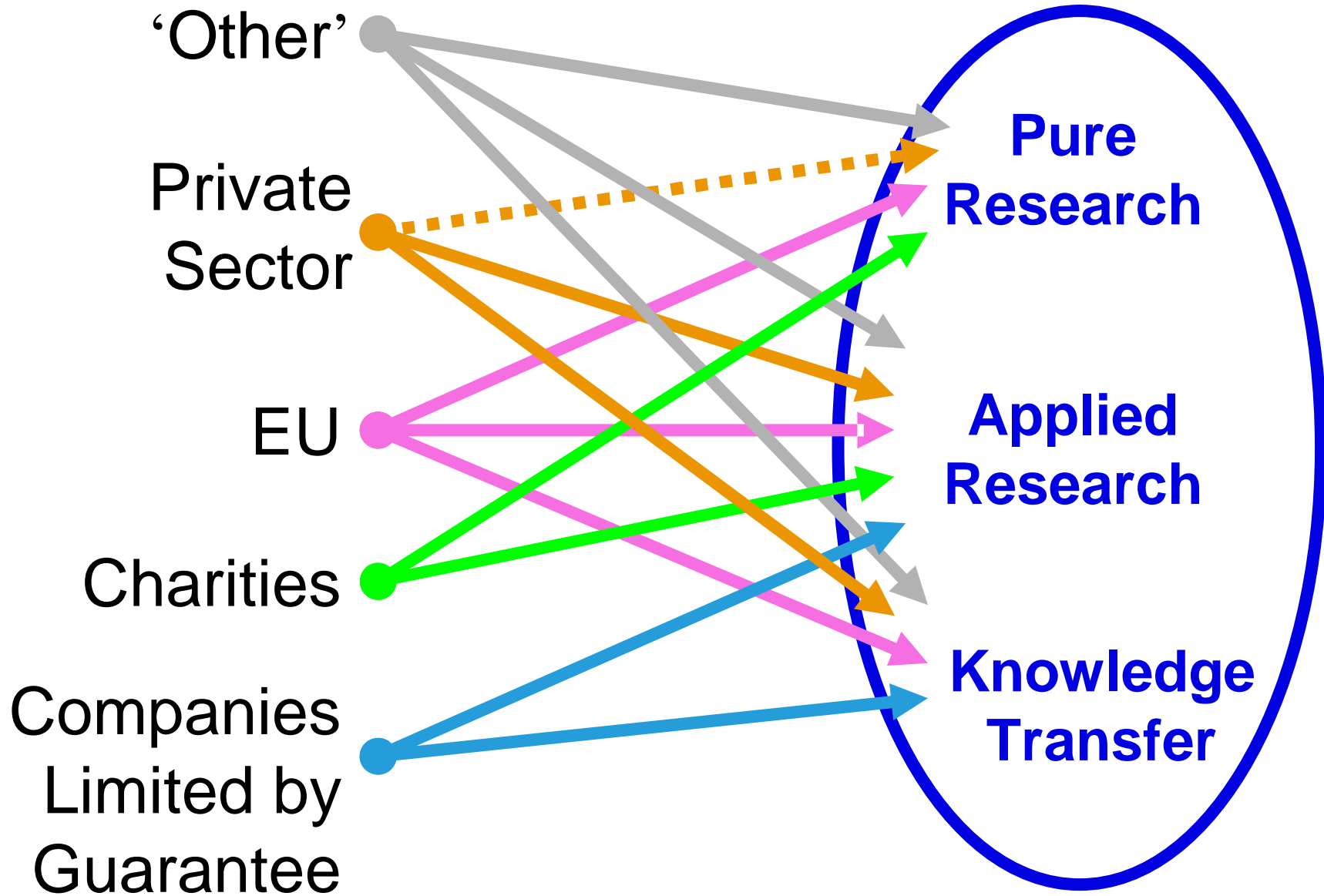


	Pure or Fundamental Research	Academic driven Applied Research	User specific Applied Research	Consultancy	Knowledge Application and Partnerships	Education and Training
<b>Research (for REF)</b>	Yes	Yes	Yes to some extent	No	Now, yes	No
<b>Timeframe to contribute to Economic or Social Transformation (approx)</b>	30yrs	10yrs	3-5yrs	1yr	1-3yr	1-3yrs
<b>Knowledge Transfer</b>	No	Yes to some extent	Yes	Yes	Yes	Yes
<b>Ability to contribute financially to post '92 University</b>	No	No	Yes	Yes	Yes	Yes
<b>Funding Examples</b>	RCs	RCs, DH, EU Frameworks	Government Departments, Companies	Private and public sector bodies	KTPs, RDA	CPD

# Innovation



# Innovation



## The R words

# RAE

- | Not good just least worst
- | Manageable
- | Compliant with academic psychology
- | Awards points
- | Light touch, less bureaucracy, objective, etc

## **Innovation and Research in the Health Sector**

## NIHR

- | CLAHRC
- | Academic Health Centres
- | i4i

## Darzi

- | Innovation Agenda with SHA  
– innovation *into* the NHS
- | Innovation Competitions

## DH Education

- | Health Innovation and Education Clusters (HEIC)

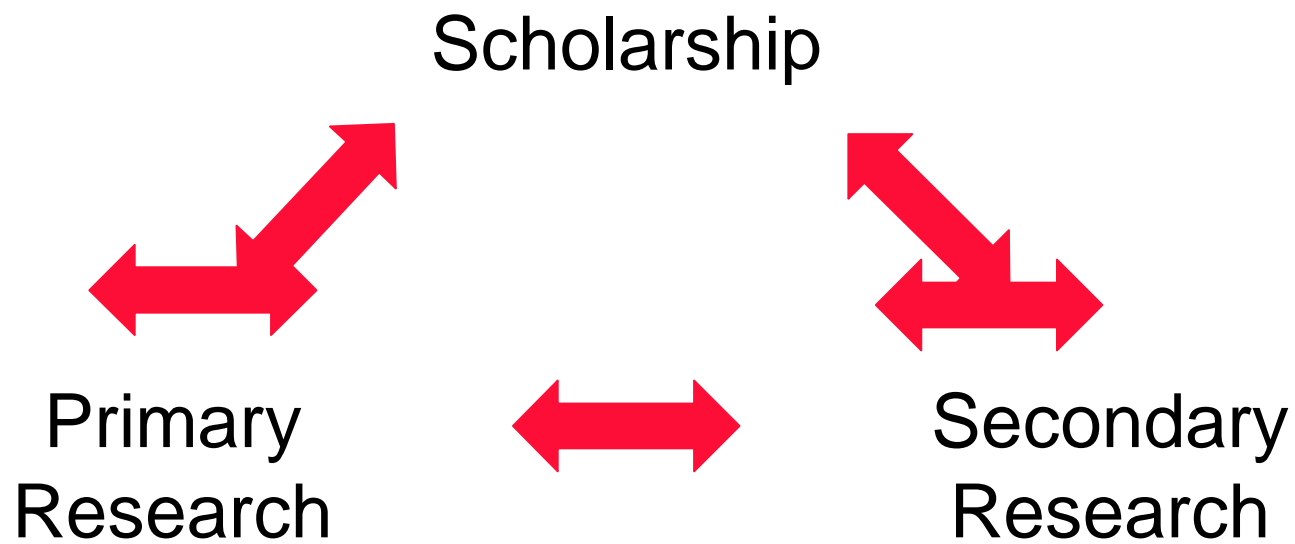
## NHS Institute for Innovation and Improvement

- | Innovation Hubs (eg Medipex) – commercialising innovation  
*out of* the NHS



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**Research Informed Teaching**



# Background

- | Concern about the confusion around the term 'research informed teaching'
- | Need to ensure it does not encourage poor quality research
- | Teaching should be informed by a critical appraisal of the latest research findings which are most likely to come from outside an academic's university
- | Not 'one size fits all'. Different approaches for different disciplines

**Summary**

# Common Research Issues <sup>(1)</sup>

- I What should we do ?
  - ∅ Research quality
  - ∅ Focus for research
  - ∅ Morality of what we do & ethics of how we do it
  
- I How should we do it ?
  - ∅ Research methodology
  - ∅ Research facilities and infrastructure
  - ∅ Cross disciplinary collaboration
  - ∅ Publication and/or dissemination

# Common Research Issues <sup>(2)</sup>

- I Why do we do it ?
  - ∅ RAE/REF focus
  - ∅ Knowledge transfer and commercial/social application
  
- I Who influences our research ?
  - ∅ Regional, national and international priorities
  - ∅ Strategic partners
  - ∅ Funding bodies

# Common Research Issues <sup>(3)</sup>

- I How do we pay for it ?
  - ∅ Research funding
  - ∅ Cost recovery
  - ∅ Full economic costs
  
- I Who does it ?
  - ∅ Capacity and capability
  - ∅ Education and training

# Common Research Issues (4)

- I Has it been done ?
  - ∅ Outputs
  - ∅ Interim and final reports
- I Was it done properly ?
  - ∅ Timesheets to claim funding
- I Was it any good ?
  - ∅ Metrics
  - ∅ Esteem indicators
- I Was it worth doing ?
  - ∅ Impact

# Governance

- I OED definition:
  - ∅ ‘Controlling or regulating’
  - ∅ ‘Influence, control, mastery’
  
- I Public sector
  - ∅ That which we can be sacked for not doing
  - ∅ That which minimises risk (ie protects the institution from legal action, adverse publicity or ministerial embarrassment)
  
- I Private sector
  - ∅ How the organisation is organised and run
  - ∅ What will not cause legal problems

# Principles of Research Governance

- I Don't let research governance be a brake on progress in research
- I Written policies
  - ∅ Research on human subjects
  - ∅ IP, licensing, equity holding
  - ∅ Funding sources
- I Procedures to redress problems
  - ∅ Scientific Fraud
  - ∅ Monitor contract budget and delivery

# Governance - Summary

- | Don't let research governance be a brake on progress in research
- | Monitor the implementation of strategies and policies
- | Do not rely on 'audit'
- | Minimise hurdles we set ourselves to jump over
- | Memoranda of understanding with strategic partners
- | Don't be excessively financially or legally driven
- | Take responsibility and apply the Jeremy Paxman filter



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