



Exemplars of Excellence in Knowledge Exchange (KE)

Note: *Knowledge Exchange (KE) is in this document used as shorthand for activities engaging stakeholders beyond the academic community in order to increase impact of research; and includes commercialisation, technology transfer, public engagement and engagement with policy and professional practice.*

Contents

1 Background and Assumptions.....	4
2 Guiding Principles	4
3 Exemplars of Excellence in Knowledge Exchange	5
3.1 Direct Contribution (“Hands-on” involvement and achievement in KE activities)	5
3.2 Leadership in KE	6
3.3 Dissemination of Good Practice in KE (i.e. Publication and Conferences).....	7
3.4 External Esteem and Recognition.....	7
4 History and Review	8

Introduction

The University strategic plan highlights the importance of global impact and contribution to society. The three goals that underpin this are: Excellence in Teaching, Excellence in Research and Excellence in Innovation. The latter incorporates knowledge exchange with a variety of audiences and stakeholders. It is crucial that the University's reward and recognition processes reflect achievements in all three of these goals.

The University has clear, balanced Grade Profiles for academic staff that match individuals' activities and achievements to UoE grades 6-10, with respect to teaching, research and leadership/management. Reward processes have, historically, recognised contributions in these three areas. Exemplars of productive activity and excellent performance in research and leadership are well established and understood within their discipline-specific contexts and cultures. Exemplars of excellence in teaching have now been defined in a document ([Exemplars of Excellence in Student Education](#)) that is an adjunct to the grade profiles - effectively fleshing out their rather skeletal nature. While some outstanding promotions have been made with KE as a component of the case, we have to date lacked an accepted set of flexible and dynamic exemplars to put flesh on the bones of the Grade Profiles with respect to KE.

The purpose of the exemplars is to encourage and reward effective engagement with stakeholders, audiences and users of research, aiming to increase the uptake and thus the impact of the academic expertise in the University. This is entirely consistent with external imperatives to demonstrate impact from research, including those expressed in the Research Excellence Framework (REF). The impact component of REF 2014 focused on the difference that the underpinning research made, not on who actually generated the impact. For the University promotion process however, it is appropriate that it is the successful effort made by the academic applying for reward/promotion that is rewarded. This should acknowledge the time invested in engagement with stakeholders to increase impact, which otherwise could be used on research, teaching or leadership activities. For that reason, it is essential that the applicant has taken a proactive and effective role in the KE activity individually or as part of a group. Similarly, we will only reward engagement activities where there is evidence of uptake from the target groups beyond academia.

A set of exemplars should not, by definition, be exhaustive. It will thus develop continuously as (a) experience of its use in our own reward processes improves its clarity and usefulness; (b) the nature of KE *per se* evolves and (c) new exemplars emerge. This 2015 document should not therefore be regarded as either a fully-formed, complete document or a one-off experiment. It is, rather, the next step in a process that aims to improve the robustness and effectiveness of our reward processes in all areas of activity - matching individual efforts and achievements to the goals of the University. This will, in the KE area, stimulate the growth of a more diverse set of exemplars of excellence in KE drawn from future promotion/reward cases that have been inspired and informed by this initial list.

This document therefore provides **additional** guidance to users of the existing grade profiles, **supplementing** both the [Research and Teaching sections of the Representative Work Activities in all academic profiles](#). It also aims to assist both colleagues preparing a case for promotion/reward and those evaluating such cases as members of promotion panels. It provides concrete, illustrative examples of excellent performance in and contribution to KE that match the better-understood measures of research and, now, teaching excellence. It does not set numeric targets for what is required, as in line with the amount of research funding and number of research outputs expected, this will vary greatly between disciplines and the context in which the activity and impact takes place. The challenge for the candidate is to demonstrate sustainable activity that has filled a demand or need and has had impact beyond academia.

The exemplars must not be regarded as a set of boxes to be ticked. Rather they offer an insight into the nature, level and breadth of impact of the achievements and contributions, and the form of the evidence needed to support them, that can give substance to the generic activities that are in the grade profiles. Furthermore, **it is not expected that all cases for reward will necessarily have an explicit KE component.**

KE may be derived from research and/or teaching. Rewards for excellence in KE must be equal in status, and most importantly **in value to the University**, to those for excellence in research and teaching. This document therefore proposes exemplary achievements in KE that are as challenging as those used in determining promotions and rewards for research and teaching. It thus provides a principled framework, clear exemplars and maximal evidence to inform the value judgements that are made by promotions and reward committees. These exemplars should help to set clear, challenging and valuable goals for colleagues whose primary focus, as agreed during Annual Review, includes KE.

This will have a gradual and sustainable effect on the quality of KE and the esteem that is given to it. Most nominations for promotion/reward are, however, based on at least two, if not more of *Teaching, Research, and Leadership/Management*. This document therefore has the potential to inform **all** nominations and thus raise quality with respect to the KE dimension.

1 Background and Assumptions

- Existing Grade Profiles provide clear, balanced, but necessarily generic, descriptions of the nature of the activities in *teaching, research and leadership (with references to knowledge exchange)* that define an individual's level of contribution to the work of the University. They also provide generic measures of performance.
- Detailed criteria of excellence for research are well-understood and largely quantitative (e.g. publications, research income). The exemplars are quite different across diverse subject areas, but are well understood within the context of each subject and research discipline. Used holistically and flexibly, they reward a wide range of research excellence, in different subjects and contexts.
- Similar [Exemplars of Excellence in Student Education](#) are now defined, in use and are “bedding down” well as a useful component of the reward and recognition process, informing the value judgements that are made by reward committees.
- Criteria for excellence for KE-focused activities are currently far less well understood and are relatively ill-defined.

2 Guiding Principles

- To reward excellence in KE that is evidenced by individual achievements that are of direct and measurable benefit to the process of KE.
- To maximise the level of external evidence in assessing excellence.
- To present robust sources of internal evidence where external evidence is not feasible.
- To ensure that the achievements measured are of equivalent value and status, and are as challenging to attain, as those for research-focused and teaching-focused activity.
- To encourage candidates using this set of exemplars of achievement to present **multiple, but not necessarily all** of these exemplars of excellence, as do candidates for reward/promotion based upon teaching, research and leadership¹. Multiple, sustained achievements are, quite correctly, sought for all promotions.
- To encourage the presentation of new examples of excellence that is of the same standard and integrity as those in this document.
- These exemplars are grouped for clarity. The groupings are not, however, mutually exclusive. For example, a valuable external activity that bestows esteem on the individual will reflect well on the University and is also likely to make a substantial direct or indirect contribution to the quality of KE.
- Internal evidence should be sought from the Head of School, Head of College or a relevant Vice Principal appropriate to a particular exemplar of excellence. The evidence will therefore carry that authority. However, it is accepted that details of the evidence are likely to be sourced from, for example, Edinburgh Research and Innovation, the Beltane Public Engagement Network, Communications and Marketing and other colleagues with direct involvement of the exemplar in question.
- These exemplars do not distinguish between grades. However, for grade 10 examples of achievement in Leadership in Knowledge Exchange would be required.

¹ This principle is already embedded in the Grade Profiles as “*No job is expected to include all the activities listed; most will only include a subset.*”

3 Exemplars of Excellence in Knowledge Exchange

3.1 Direct Contribution (“Hands-on” involvement and achievement in KE activities).

With Internal Evidence

Activity, achievement	Evidence of Excellent Performance	Source of Evidence
Major contribution to impact achieved as documented in one of the impact case studies submitted to REF2014.	Evidence provided confirms the contribution of the individual in the process generating impact.	Head of School (based on REF submission).
Secured external funding for KE activity.	Translational awards from RCUK Charities and other sources (incl. Impact Acceleration Account funds), Public Engagement, Proof of concept funding, Industry, CASE and Collaborative Studentships etc.	Head of School (based on ERI data).
Effective commercialisation/ technology transfer	Licensed IP to third party and/or spin out company based on University owned IP.	Head of School (based on ERI data).
Provision of consultancy for external organisation	Significant consultancy income administered through ERI (private consultancy not included). For additional impact see below.	Head of School (based on ERI data).
Provision of Continuing Professional Development/ Executive Education.	Significant income through consultancy, fees or other income coming to School. For additional impact see below.	Head of School, based on ERI, Registry and School income data (for consultancy). IAD and OLL (for CPD provision).
Sustained proactive media engagement.	Used as expert by broadcast, print and significant social media outlets, contributing significantly to public debate and enlightenment. This includes news, current affairs, documentaries etc.	Head of School (based on press/broadcast clips and data from CAM).
Principal’s Medal, Tam Dalyell Prize and other internal prizes.	Achievement in KE recognised by the award.	Head of School/award documentation.

With External evidence

Activity, achievement	Evidence of Excellent Performance	Source of Evidence
Sustained engagement with organisations in public, private or third sector using research to inform policy and practice.	Successfully exchanged knowledge/research to the benefit of the organisation.	External organisation.

Provided talks, exhibitions, performances and other activities designed to communicate research to a range of external organisations and audiences.	Several invitations over time from a range of organisations demonstrating demand and active engagement with the content provided.	Invitations/documentation of events taken place.
Uptake of research based content, including creative outputs, among external organisations/audiences.	This includes a broad set of achievements from developing good practice guidelines that is taken up by psychotherapy agencies, science engagement tools being used by other institutions, to music scores used by choirs and orchestras.	External organisation(s).
Appointments to boards, working groups, and committees in public, private and third sector organisations.	Using academic expertise to inform and make an impact upon policy making, development of practice and the effective running of organisations.	External organisation incl. documenting that the appointment is based on candidates' academic expertise/University role.

3.2 Leadership in KE

With Internal Evidence

Activity, achievement	Evidence of Excellent Performance	Source of Evidence
Held internal KE management positions and served on College and University committees with KE remit.	Effective and sustained service in management positions and on committees.	Head College /relevant VP.
Major contribution to development of policies for KE within the institution.	Effective and sustained service on temporary working panels or in other ways making significant contributions to policies and guidelines promoting KE.	Head of School/College/ relevant VP.
Being an ambassador for KE, mentoring colleagues and extending networks to other colleagues.	Contribution to culture change by involving colleagues and students in KE, including encouraging and mentoring them to develop their own strands of activity.	Head of School/College/ relevant VP (could be based on info from Beltane and other KE support).

With External Evidence

Activity, achievement	Evidence of Excellent Performance	Source of Evidence
Contribution to KE policies and guidelines beyond the institution, incl. RCUK, SFC, charities etc.	Effective and sustained service on a major external committee or in other ways called upon as expert to significantly inform KE policy and guidance.	External organisation/ body.

Contribution to review of grants and judging competitions with strong KE components.	Member of assessment panels for external KE grant and prizes incl. EPSRC Public Engagement Fund, BBSRC Innovator of the Year, ESRC Impact Awards etc.	Documentation of invitation/acceptance.
--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------

3.3 Dissemination of Good Practice in KE (i.e. Publication and Conferences)

With Internal Evidence

Activity, achievement	Evidence of Excellent Performance	Source of Evidence
Giving talks at awareness raising and good practice events at the University.	At least two invitations to share experience from KE activity at School, College or University level.	Head of School/College/ relevant VP, based on info from KE support staff.
Major contribution to material developed within the University to share good practice in KE.	Significant input in the writing, and/or provision of expertise and case studies to material delivered online or print.	Head of School/College/ relevant VP, based on info from KE support staff.

With External Evidence

Activity, achievement	Evidence of Excellent Performance	Source of Evidence
Publication in academic and/or practitioner oriented journals.	Publication accepted subject to peer review and/or rigorous editorial selection/review.	Confirmation of the publication and the review process.
Presentation of experiences and case studies of KE at conferences.	Invitations from external conference and/or panel organisations.	External organisation/ individual extending the invitation.
Significant contribution to good practice guides including online resources for KE activity.	Material used beyond the institution (e.g. RCUK, National Coordinating Centre for Public Engagement etc.).	External institution hosting the material reporting on use and quality.

3.4 External Esteem and Recognition

With External Evidence

Activity, achievement	Evidence of Excellent Performance	Source of Evidence
Awarded external prizes in recognition of excellence in KE.	Includes RCUK Impact awards, RSE Prize for Public Engagement, Praxis Unico awards, Scottish Enterprise, subject/area specific prizes etc. Generic prizes can be included when the individual award was made in explicit recognition of KE and impact achievements.	Prize award statement.

External promotion of individual and their work through case studies, feature interviews etc.	Case studies featuring individual and/or KE excellence on web and print publications in order to promote KE.	Print of publication/ online material.
-----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	----------------------------------------

4 History and Review

This document was produced by a working group comprising:-

- Professor Alan Murray, Dean of Students, College of Science and Engineering
- Professor Charlie Jeffrey, Senior Vice Principal
- Martyn Peggie - Deputy Director of HR (Reward, Systems, Business Information and Resourcing)
- Anne Sofie Laegran, Knowledge Exchange Manager, College of Humanities and Social Science
- Derek Waddell, Chief Executive, Edinburgh Research and Innovation
- Heather Rea, Project Lead , Beltane Public Engagement Network
- Lynne Forsyth, College Research Officer, College of Science and Engineering
- Shona Cunningham, Technology Transfer Executive, Edinburgh Research and Innovation

It was subject to consultation with a range of senior academic colleagues across the three Colleges and published in July 2015.

It is intended that the document will evolve and grow in light of experience and further examples.

Feedback is welcome to: uhrs@ed.ac.uk