

Improving Data and Metrics on University Knowledge Exchange for Regional Economic Growth

*Outcomes and priority actions from a
UCI Policy Evidence Roundtable*

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DECEMBER 2024

UCI EXPERT INSIGHTS SERIES:

University Knowledge Exchange and Regional Economic Growth

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Research England national knowledge exchange metrics programme



This briefing note was produced by UCI, as Research England’s national knowledge exchange (KE) metrics advisers, as part of its joint work programme with Research England to develop better data and metrics for KE.

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The views and arguments expressed in this report are of the authors and do not represent the positions of organisations or expert groups of which the authors are currently, or were previously, members.

Suggested citation

Please cite this work as: Miller J. and Ulrichsen T.C. (2024) Improving data and metrics on university knowledge exchange for regional economic growth: Outcomes and priority actions from a UCI Policy Evidence Roundtable. Policy Evidence Unit for University Commercialisation and Innovation, University of Cambridge.

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Published by the Policy Evidence Unit for University Commercialisation and Innovation, Institute for Manufacturing, University of Cambridge.

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1 Introduction

There is a significant and rapidly growing interest across the UK on the ability of all regions and nations to fulfil their economic potential and address long-standing spatial disparities. Universities have a significant role to play in helping to deliver policy ambitions in this area, including through their knowledge exchange (KE) activities.

There are growing pressures on funders of university KE, including Research England, to develop strategies, approaches and funding programmes that enable universities to accelerate their contributions to regional economic growth. However, a current lack of robust data and metrics in this space hampers Research England's ability to do this.

To address this issue, Research England and the Policy Evidence Unit for University Commercialisation and Innovation (UCI), working in partnership with the Higher Education Statistics Agency (HESA, part of Jisc), have established a joint development programme to design and collect next generation metrics for KE. Alongside other workstreams, a key part of this national KE metrics programme is aimed at improving data and metrics capturing the health and performance of university contributions to regional economic growth through KE.

To clarify the focus of this regionally-focused workstream, UCI hosted a policy evidence roundtable held in September 2024. The roundtable brought together national funders and policymakers with academic and sector experts from across the nations and regions of the UK.

The focus of our discussions was identifying areas of core need and prioritisation of where we should target future specific metrics development projects to drive forward progress toward improved data and metrics on university knowledge exchange for regional growth.

This report captures the insights we gained from the roundtable and the priority topics areas that emerged. To make headway with developing robust data and metrics in this space, these topics require further understanding, insight and expertise to be brought together and situated in the context of Research England's metrics needs.

The remainder of this report is structured as follows:

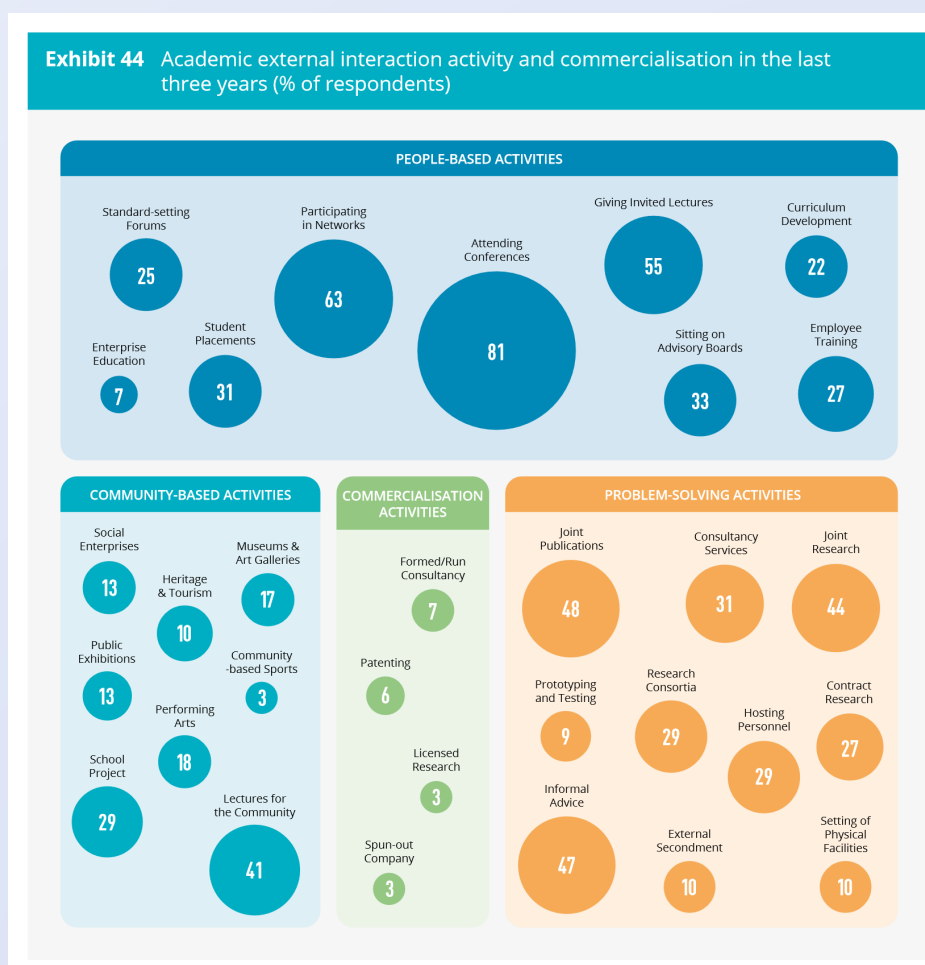
- Research England's need for better metrics on universities and regional economic growth (section 2)
- Key issues and themes emerging from the roundtable (section 3)
- Priority areas where further insights and understanding is needed to enable Research England and UCI to make progress in improving the data and metrics on university KE for regional growth (section 4)

What is knowledge exchange?

Universities teach students and undertake research that creates new and useful knowledge. But they also work with many different types of partner to ensure that this knowledge can be used for the benefit of the economy and society - this is known as knowledge exchange (KE) (<https://kef.ac.uk/about>).

KE includes a wide variety of mechanisms through which knowledge is exchanged including collaborative and contract research, consultancy, provision of facilities and equipment services, training and workforce development, commercialisation of intellectual property via spinouts and licensing activities, provision of (formal and informal) advice by academics, and many others (see figure below).

Figure 1| Key dimensions and factors influencing the spinout development and scale-up



Source: Hughes, A., Lawson, C., Kitson, M., & Salter, A. (2016). *The Changing State of Knowledge Exchange: UK Academic Interactions with External Organisations 2005-2015*. London, UK: National Centre for Universities and Business.

What do we mean by 'regional'?

For simplicity, we used the term 'regional' to mean any relevant sub-UK spatial geography during the roundtable. A key topic raised at the discussion was around the right sub-UK/regional level at which to collect data (see section 3.3.).

2 The need for better metrics on universities, knowledge exchange and regional growth

Research England is responsible for funding and engaging with English higher education providers (HEPs), to create and sustain the conditions for a healthy and dynamic research and knowledge exchange system in the higher education sector. In the area of KE, it allocates funds to HEPs both via formula (e.g. the [Higher Education Innovation Fund](#)) and through university-level competitions for larger-scale projects (e.g. the [Connecting Capability Fund](#)). In 2023/24, it was also asked to allocate funding via formula to support regional economic growth through its [Regional Innovation Fund](#). This fundamentally differs from funding provided by UKRI Research Councils that typically allocate funding to individual / groups of academics who are based at universities.

Research England also manages the [Knowledge Exchange Framework \(KEF\)](#), which was introduced in 2021 with the aim of providing publicly accessible and visible information on HEP performance in knowledge exchange to aid benchmarking and efforts to improve performance. A key dimension of the KEF is ‘local growth and regeneration’, which currently relies on a single metric based on the amount of income HEPs receive for regeneration and development programmes and a narrative statement about how their institutions are working to support local growth and regeneration covering their strategy, activities and results.

The development of national policies and funding programmes in this area of KE is hampered by the lack of fit-for-purpose data and metrics, which are required to capture the ability of universities to contribute to regional economic growth outcomes. For Research England, which allocates KE funding to universities at the institutional-level both through data-driven formulae and through competitions, this constrains their ability to:

- Effectively allocate public funding (by formula, competitive grant or otherwise) to enable and incentivise universities to contribute more actively and strategically to regional economic growth through KE;
- Track and evaluate the performance of such funding programmes; and,
- Enable and incentivise effective strategic learning by universities within the system to drive innovation and improvement in how they deliver regional economic growth impacts

As the importance of investing to enable universities to support regional economic growth through KE grows, Research England has a growing need for data and metrics to support both the allocation of funding (e.g. via formula), and KE frameworks such as the KEF. A unique constraint this introduces is the need for high-quality data (as described above) to be appropriately and consistently available across all eligible universities.

Developing better data and metrics for a national level funder takes time and effort. Metrics need to be **high quality**; they need to be **meaningful, robust, complete, and fair**. While Research England has specific needs in this space that the KE metrics programme should primarily seek to address, they are also committed to ensuring that data and metrics can serve

a range of evidence needs where possible, balancing the value of the insights they unlock with the burden of data collection. They should be aligned across Higher Education and other research and innovation stakeholders, and with local and national partners and other relevant organisations. Data should also be designed to be interoperable with other relevant sources where possible, to maximise the opportunities we can leverage using data held by all.

3 Summary of the roundtable discussion

Bringing together national funders and policymakers with academic and sector experts from across the nations and regions of the UK, the policy evidence roundtable explored the following questions:

- What are the latest developments in policies and approaches aimed at driving regional economic growth and how do universities typically feature within them?
- What do we know about the role and contribution of different types of universities to regional economic growth through their knowledge exchange activities, and how do the conditions of a place affect the ability of universities to deliver benefits to their regions?
- What are the key needs for improved data and metrics on the potential and performance of universities' KE activities in regional economic growth, for national funders of knowledge exchange, for local growth strategy development, and for universities/other stakeholders delivering regional growth-focused KE initiatives?
- What data do we already collect in this space and where are the biggest opportunities for improving data and metrics in the short/medium/long term?

A more detailed agenda is provided in Annex A. The discussion was held under Chatham House Rules.

In the remaining subsections, below, we summarise some of the key themes and insights that were discussed.

3.1 Drivers of regional economic growth

Regional innovation is highly sticky, often determined by historic dynamics. Where regions have successfully transitioned upwards along the global distribution of innovation capability, they have been shown to align the following factors:

- **R&D investment:** exhibits highly non-linear relationship and strong threshold effect before reaching high returns
- **Human capital:** exhibits a more linear relationship between investment and innovation than R&D investment, albeit with some quirks, and has a strong threshold effect below which regional effects of additional human capital are negligible (e.g. the mobility of human capital can lead to brain drain effect)
- **Foreign direct investment and global connectivity / access to global value chains:** often materialises in a compounding effect over time, whereby FDI promotes the generation of new local knowledge, which attracts further FDI.
- **Collaboration and knowledge exchange:** crucial to the success of innovation ecosystems and building links between the knowledge generation part of the system and innovation efforts. However, this is challenging and necessitates specific incentives and infrastructure, as well as being difficult to capture through data/metrics. There are many pathways that link universities to the innovation efforts of regions, well beyond creating new ventures and licensing IP.
- **The importance of institutions and institutional actors** both in the region and affecting it (including regional/national policies).

- **Industrial/innovation commons:** the importance of the set and strength of common knowledge, know-how, technical, R&D, and manufacturing capabilities available within a region available to drive innovation across a wide range of sectors/technologies
- **Clusters and agglomeration effects** in increasing impacts of investments in regions through the geographic co-location of activities

3.2 Measuring knowledge pathways and routes to impact

Some attempts have been made to measure impact pathways and associated multiplier effects from universities to regional growth.¹ However, we need to better map the many and varied knowledge pathway flows from inputs to impact (effectively a Theory of Change) and overlay the existing data landscape on top to understand what from these pathways we can and can't currently capture. Existing data sources and metrics often undervalue the *enabling activities* undertaken by universities to improve the capabilities of innovation ecosystem (e.g. their role shaping policy, rules, regulations with the wider ecosystem), as well as other non-income generating activities.

Clearer frameworks are required to articulate the impact universities have on building capabilities of regional ecosystems to Treasury in a more nuanced way. In business cases, there are ways to build in impacts qualitatively, if not possible to quantify (due to activities being intangible or non-income generating). Where required (e.g. when making assessments at the UK level), these frameworks should consider the importance of additionality in regional context and account for any displacement of activity elsewhere in the system.

3.3 Appropriate level of comparability and geography

When developing data and metrics for regional economic growth strategies, the appropriate level of comparability or geographic unit is not clear-cut. For researchers, comprehensive, highly granular, standardised data on university engagements is ideal to better understand nuanced dynamics and processes, but this often presents challenges in data collection and sharing due to both burden and privacy/confidentiality concerns. The resolution to this problem is probably a multiplicity of indicators which cover a broad range of innovation dynamics.

Comparability

There are benefits of data being internationally comparable to benchmark UK performance internationally. However, the focus on international comparability may have led to research relying on imperfect measures or an overfocus on particular types of KE (e.g. patents and spinouts) that miss key activities undertaken by universities. There is also a need for comparability at UK level to understand differences across regions, as well as metrics which capture the specific characteristics of particular geographies.

¹ For example, London Economics' economic impact assessments of universities provide one such starting point.

Geographic granularity

The right unit of analysis depends on the policy problem in question and whether this requires system-level or programme-level of analysis. Amongst the discussion, there was no agreed consensus on a correct level (be it mayoral combined authority, ITL etc.). Customisable geographies (enabled for example through postcode data) are beneficial to be able to capture complex dynamics between clusters, policy and knowledge exchange that don't occur in neat and consistent geographic units. However, the complications of postcode data were acknowledged, including: obtaining permission to share, excessive disclosure, and difficulty identifying the location of the actual activity.

3.4 Measuring performance as the strength of alignment between regional ambitions & needs with universities' capabilities and contributions

One approach to examine the performance of universities in regional innovation and economic growth is to consider the strength of alignment between the needs of a region and university strategies, capabilities and, ultimately, contributions to meeting these needs. A successfully performing system could then be conceived as one where the supply side (university R&D specialisms and strengths) is addressing the needs and opportunities from the demand side (local firm's challenges, industrial portfolio, innovation gaps).

To measure the extent of this alignment, we need data and metrics, which capture:

- i. **The region's specific strategic ambitions, challenges and needs**
- ii. **Universities' own strengths, strategies, and capabilities**, recognising universities cannot be expected to play every role in delivering to these needs. While there is data available on what universities do, there is not necessarily good coverage about how well they do it, and how this is aligned with data on the innovation gaps and needs that occur the demand side.
- iii. **Regional initial conditions / starting point**: the assessment of the strength and alignment of regional needs and opportunities and university capabilities and potential to contribute needs to be in the context of the initial conditions or starting point of the region. For example, the current portfolio and strength of its R&D and innovation capabilities, types and strengths of local industrial value chains and the local 'industrial/innovation commons'^{2,3}, governance capabilities etc.

² Industrial commons, a concept developed by Gary Pisano and Shih, refers to the set of knowledge, know-how, tools, R&D, technical, and manufacturing capabilities that underpin innovation across a broad range of industries. For more details, see e.g. Pisano, G. P., & Shih, W. C. (2012). *Producing Prosperity: Why America Needs a Manufacturing Renaissance*. Harvard Business Review Press.

³ Innovation commons here refers to shared collective resources that are pre-cursors to innovation: e.g. connectivity, culture, open data. See Potts, J. (2019). *Innovation commons: The origin of economic growth*. Oxford University Press.

3.5 Incentivising an appropriate local strategy within universities

In designing funding programmes, we should look to incentivise universities to propose initiatives and strategies for their region that leverage their strengths and capabilities, rather than incentivise specific behaviours they may not perform well in. Universities should not be thought of in isolation; there are other actors in the system (government, further education, business etc.), which can also play role, together in collaboration with universities, in supporting regional economic growth. As such, suggestions were made that any data collection should not be sole responsibility on universities and there should be joint liability for data collection across the whole system (for example, a HEBCI-like survey for business or an ESG reporting element to get business perspectives).

3.6 Characteristics of good metrics

There are many actors in space: Data collectors, providers, users – all with specific interests. So, when developing new, improved metrics, it is useful to consider who we need to capture data on and ‘by whom’ (i.e. who will use the data?) for this particular case. Attempting to develop data and metrics that try to measure everything for everyone will not make progress.

Other characteristics of good data and metrics that were discussed include:

- **Strike an appropriate balance between metrics capturing quality and quantity:** Repeat interactions and willingness to interact are just as valuable to measure performance as volume measures.
- **Interoperability and opportunities for data linking:** Large potential and opportunities unlock if we collected CRNs of businesses engaging with universities⁴ and linking this to other sources (Companies House, R&D tax credit data and cluster through CRNs) could provide additional value.
- **Longitudinal perspective across the lifecycle of the intervention:** not just considering the activity itself or the impact but the interaction from initial conception to outcomes/impacts.
- **Sensitive to the different contexts** that universities operate in and incentivise universities to leverage their strengths (mitigating a possible perverse incentive of wanting to appear good at everything).

⁴ Note this is data that is collected on systematic basis in Scotland

4 Prioritisation of key topics to drive forward improvements

Reflecting on the roundtable discussion, and the themes and ideas raised, a list of specific topics emerged (detailed below) where we feel improved insights and understanding could move the dial towards developing improved data and metrics on university KE and regional economic growth.

Aiming to make progress towards metric development, these topics were presented back to the academic experts who attended our roundtable, seeking contributions from them, in the form of expert insights papers, that bring together the latest academic thinking and insight surrounding one or a couple of these topics. As with many of these types of cross-sector discussions, often we find that some of the ideas are already being tackled in a different context and from alternative perspectives, therefore require re-centring on the specific policy problem at hand.

Topic 1: Approaches to strengthening regional economic growth

Regional economic growth and innovation are complex phenomena influenced by a variety of factors, including R&D investment, human capital, FDI and global connectivity, and institutional frameworks. Our understanding of how regions can approach the challenge of strengthening their economic growth performance continues to evolve, both from a theoretical and empirical perspective, as does the role of the knowledge base and universities in delivering these approaches.

Drawing on theory, empirical evidence and international learnings, contributions could consider:

- Approaches to strengthening regional economic growth: What is the latest thinking (theoretical and empirical) on strategies and approaches to enhance regional economic performance and the key drivers of growth?
- What are the latest international trends and experiences in developing approaches to strengthen regional economic growth (e.g. at the EU-level, in relevant European countries, US, elsewhere)?
- What data and metrics are used to inform the development of these approaches and capture key needs and drivers?
- What is the appropriate level of geography for these approaches to focus on?

While topic 1 considers approaches to strengthening regional economic growth and is not specific to the potential contributions of universities, the following topics seek to narrow our attention down to thinking specifically about universities and their potential to contribute to regional economic growth through KE...

Topic 2: Opportunities and challenges for regional economic growth

The ambition to accelerate regional economic growth presents each region with a wide range of economic and social opportunities and challenges, some unique to regions and others shared more widely. Universities can play a significant role by leveraging their knowledge and expertise through knowledge exchange, to contribute to some of these opportunities.

Contributions here could explore the following questions:

- What are the types of regional economic growth challenges and opportunities where universities can make a measurable difference through its knowledge exchange activities?
- How could these opportunities / challenges where KE could contribute be measured using existing data and metrics?
- In absence of any existing data and metrics, how could tractable datasets or collection instruments be designed and developed that could support the measurement of these regional growth opportunities and universities knowledge exchange contributions? (e.g. capturing the needs/capabilities of businesses, local government, and other key regional growth stakeholders)
- How could alignment between the KE capabilities of universities and needs of a region in terms of economic growth be captured and measured?

Topic 3: Types of regions or regional contexts and how these shape the role universities should play to drive regional growth

The regional context in which a university is situated can significantly influence its potential and approach towards impacting regional economic growth through knowledge exchange. During the roundtable discussions it was strongly suggested that accounting for the **starting point of the region** is important when developing approaches to measure performance i.e. the types of strategies, capabilities & potential universities will deploy will depend on where you start. Discussions also noted that opportunities will be shaped strongly by specifics of local context.

As such, characterising regions based on factors like economic structure, innovation capacity, and infrastructure can help universities tailor their KE strategies to specific needs and understand the various starting points that exist.

- What are the features of a region that are likely to shape the opportunities it can pursue and its economic growth trajectories?
- What is the most appropriate geographical unit to use when characterising regions in this manner?

We are also looking for contributions that develop a typology of regional context and propose tractable ways that this typology can be implemented, for example tagging in particular datasets.

- Do existing typologies exist that could be readily deployed for this problem? If not, what could a new typology look like?

Focusing in on ecosystem maturity specifically....

Discussions at the roundtable raised the concept of **ecosystem maturity** as a way of thinking about the starting point of the region, with the suggestion that maturity of a regional ecosystem influencing the potential role and impact universities can have on regional growth through their KE activities. It was also suggested that policy interventions and funding programmes should recognise the starting point in terms of ecosystem maturity in their design and decision-making process. Furthermore, an understanding by universities of the type of ecosystem they operate in could help them shape and deliver more appropriate local strategies.

We are therefore also interested in contributions that explore this concept further and whether it has potential to provide a useful tool to identify the starting point of regions, and support the work of Research England in allocating regional-growth-focused funding for KE.

- Can ecosystem maturity models / approaches provide a valuable tool for Research England to inform their understanding of the starting point of regions and funding allocation approaches/decisions?
- What are the key factors shaping ecosystem maturity (in terms of regional innovation and / economic growth), and how are they typically measured?
- How is progress measured using these types of models?
- What does/could an ecosystem maturity framework look like to support the needs of Research England in terms of KE funding and university-level KE performance benchmarking/monitoring?

Topic 4: Pathways for delivery

There are various pathways for universities to deliver impactful KE activities that make contributions to regional economic growth. As part of our ongoing work programme on place, UCI have mapped out these pathways in a conceptual framework showing how universities can enhance regional economic growth through KE (this work is forthcoming and will be shared with contributors). The development of this framework has come out of an extensive literature review and UCI's existing knowledge of the sector and prior studies. For the next stages of the development of this framework, we would welcome thoughts and reflections from those within the sector as to how different types of KE pathways play out in reality, and in particular how they might differ for different types of universities based in different types of regions (for example those in different KE clusters that underpin the KEF).

- What do university KE pathways to regional economic growth look like, and how does these vary across types of regions and types of universities?
- What factors shape these pathways and the roles of universities, and their ability to deliver successful outcomes?

Topic 5: Agents of delivery

Effective KE for regional growth will likely require strong collaboration among various actors (within universities, and externally with local government, business, third sector organisations). Contributions in this area would improve understanding on who needs to be involved from across the regional ecosystem formally or informally, to ensure that the university can leverage its capabilities to impact regional economic growth through KE. We would also be interested in the nature of the capabilities and resources the different key actors require, and the importance of pre-existing relationships and coherence of their objectives and ambitions.

Sub-questions that papers might seek to address include:

- Who are the primary actors that need to come together to enable stronger contributions of universities to regional growth through KE?
- What roles do these actors play in the process, and what capabilities and resources do non-university actors need themselves to enable the regional growth contributions of universities to be realised?
- How to bring together an effective coalition? What is the role/importance of champions/changemakers? Who might perform these roles, and what are some of the ideal characteristics/behaviours they should exhibit?
- To what extent do administrative geographic boundaries limit the ability of a university to engage with particular actors?
- How can the availability and strength/alignment of the capabilities of the system of local actors that need to be involved be captured and measured?

Topic 6: Organisational alignment and adaptation capabilities within universities

Thinking internally within a university, universities will likely have to assemble, commit and align resources from across different parts of the institution, and potentially adapt organisational strategies, structures and processes to successfully deliver significant impacts on regional economic growth through KE.

We would be particularly interested in insights on the following questions:

- What internal capabilities and resources (leadership, incentives, support, processes etc.) do universities need to successfully deliver KE able to impact regional economic growth? Note this includes what is needed to enable universities to adapt and reconfigure to pursue regional economic growth opportunities.
- What challenges and barriers do they face in putting in place these capabilities and resources? How can these barriers be addressed?
- How can the strength / suitability of these capabilities and resources be captured and measured?
- How important is it for national funders like Research England to understand the strength of these types of capabilities when designing KE funding programmes and allocating KE funds for regional growth?

Topic 7: Developing metrics/indicators for allocating funding and monitoring / evaluating performance

Drawing on experiences and learnings from other areas of policy design and funding programme monitoring and evaluations (M&E) exercises, we are looking for contributions that lay out some of the issues and challenges around developing indicators for measuring and evaluating system-level and organisation-level health and performance (i.e. moving beyond measuring the impacts / performance of specific projects). It would be very helpful if these consider specific challenges related to Research England's data requirements to design and evaluate funding programmes that cover a broad and diverse sector. Some potential questions that could be addressed:

- What are some of the features of good metrics for system-level / organisation-level M&E?
- What are the challenges of developing metrics for system/organisation-level M&E?
- What considerations need to be made when developing these types of metrics?
- How can we avoid unintended consequences or perverse incentives?
- Are there examples of funding programs in other countries or sectors that have successfully incentivised universities to prioritise and demonstrate their contributions to local and regional economic growth? What lessons can be learned and applied?

Topic 8: Balancing metrics that measure quality with those that measure quantity

The roundtable discussion acknowledged that it is important to balance metrics that measure the quantity of KE activities with those that measure their quality. While volume metrics can provide a useful account of the amount of activity the quality of interactions (e.g. repeat interactions) can help to signal the depth and significance of the impact.

- In the context of measuring universities contributions to regional economic growth through knowledge exchange, what is the right balance between metrics that capture quantity vs quality?
- How might the quality of regional growth-focused KE interactions be measured (given the specific data needs of Research England)?

Annex A: Policy Evidence Roundtable: Discussion Agenda

The roundtable was held on 23rd September 2024, at UKRI's offices in London.

Session title	
ARRIVAL	
1	WELCOME & INTRODUCTIONS Professor Dame Jessica Corner, Executive Chair of Research England, welcomes everyone and introduces the workshop and topic
2	SCENE-SETTING: Workshop agenda and approach UCI to introduce the agenda and approach to the day
3a	DISCUSSION: Regional economic growth strategies and the potential for university contributions through knowledge exchange <i>Key topics</i> - Different types of strategies and approaches to strengthening regional economic growth – for example around what elements are key and how do they vary for different types of areas / objectives? What are key drivers / conditions for success? - What role do these strategies / approaches typically envisage for (different types of) universities and their knowledge exchange portfolios? - How does this vary for different types of areas? - How do the conditions and capabilities of the places within which universities are based shape their role in / potential for contributing to regional economic growth? - What role does data play in developing these strategies? How could this be improved? - Where are key opportunities/gaps in data and metrics e.g.: - Data and metrics capturing scale of opportunities / challenges of a place? - Data and metrics capturing the potential of university KE to contribute to regional growth? - What is the right unit of analysis for regional KE-related metrics? How important are standardised geographies versus the ability to develop bespoke geographies? <i>Session structure:</i> - Panel of speakers (45 mins) - Facilitated roundtable discussion (30 mins)
3b	IDEA GENERATION: Identification of specific areas of need for better KE data/metrics UCI summary of pre-work insights (~5 mins) Having listened to talks & discussion and summary of pre-work, roundtable participants to capture on Post-it notes additional areas of need / opportunity for regional KE-related data/metrics
LUNCH	

4a	DISCUSSION: Data and metrics for investing in university knowledge exchange to deliver regional economic growth ambitions: Opportunities and challenges for developing, implementing and evaluating funding programmes & initiatives <i>Key topics</i> • Examples of types of funding programmes and initiatives investing in university KE aimed at improving regional economic growth and how data and metrics support their design, implementation, monitoring and evaluation (e.g. formula-driven programmes such as the new Regional Innovation Fund, competition-based programmes such as Strength-in-Places Fund). • Needs and opportunities for better data and metrics to inform regional growth-focused KE funding programme development, implementation (including funding allocation decisions), monitoring & evaluation ○ Balancing data / metrics on what universities are doing to support their regions vs capturing the opportunities & challenges of their regions • What are the opportunities and challenges for developing KE data and metrics that can simultaneously meet the needs of national and local funders and policymakers? <i>Session structure:</i> • Panel of speakers (30 mins) • Facilitated roundtable discussion (45 mins)
4b	IDEA GENERATION: Identification of specific areas of need for better KE data/metrics UCI summary of pre-work insights (~5 mins) Having listened to talks & discussion and summary of pre-work, roundtable participants to capture on Post-it notes additional areas of need / opportunity for regional KE-related data/metrics (~10 mins)
BREAK	
5	PRIORITISATION: Towards a plan of action to improve data and metrics for capturing the potential and performance of universities in enabling regional economic growth <i>Prioritising areas (20 mins)</i> • Voting exercise to identify areas where group see the most urgent need for better regional KE-related data. <i>Taking action (40 mins)</i> • Focus on 3-5 key areas with most votes, work with group to identify action-oriented way forward. Explore: ○ What already exists? ▪ Data/metrics already exist in other areas and just need to be customised for this ○ What needs to be done to move the needle? ▪ Short term synthesis on insights/evidence (~3 months) ▪ Medium term metrics development work (9-12 months) ▪ Longer-term research to create new metrics (12+ months)
6	CLOSE & NEXT STEPS • Reflections on insights from the day by Professor Dame Jessica Corner, Executive Chair of Research England • Next steps



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