

A conceptual approach towards understanding issues
in the third stream:
valid knowledge and knowledge transfer in UK policy

Innovation KT-2010

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Policy

□ Context

- 'Third Mission'; 'Second Revolution'; Knowledge Transfer
- Academic knowledge; valid knowledge in the new economy
- Aim of universal engagement: 'all HEIs' (HEFCE, 2008)
- Institutional autonomy (BIS, 2009)
- Exciting, interesting, important, but not straightforward...

□ Issues

- Inconsistent engagement across: individuals; departments; disciplines; HEIs; regions; sectors (HEFCE, our own insights)
- Conclusions? Insightful research?
- Supply side; different stakeholders & levels...more research
- Risk (HEFCE, 2008) & urgency (Browne Review; CSR, 2010)

Questioning the discursive domain



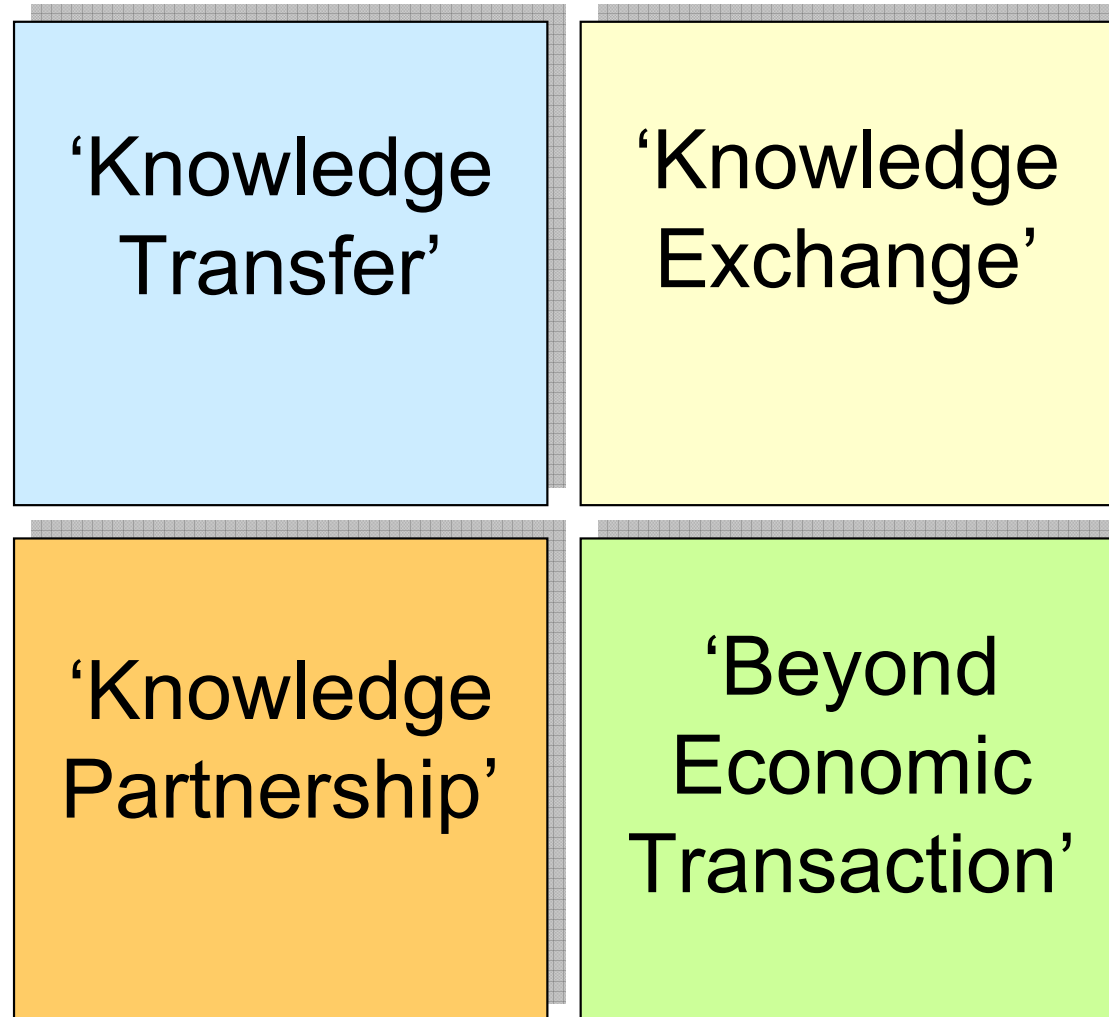
- ❑ Disquiet
 - What is it? IP; tech transfer; spinouts; networks; consultancy. 'Wide-ranging moniker' (Urwin, 2003)
 - Interchangeable terms: knowledge transfer; exchange; partnership, collaboration; third stream; community engagement...
 - 'Different discursive domains'; 'Local inflection'
 - Relationship between kind of knowledge and its transfer (humanities?)
 - 'Framework' of 'shared values & goals'? (DIUS/BIS)
- ❑ Clarity and coherency of policy discourse?
- ❑ How is valid knowledge and the knowledge transfer process conceptualised?
- ❑ A framework for more meaningful analysis of different levels/domains?

A Four Metaphor Framework... applied to UK policy

- ❑ Evolutions in understanding of the nature of knowledge, valid knowledge and the university-industry relationship, e.g.
 - Biglan (1973); Gibbons et al (1994); Godemann (2008)
 - Delanty (2001); Etzkowitz (2008);
 - Fowler & Lee (2007); Ozga & Jones (2008); Smith & Taylor (2009)

- ❑ Applied to UK policy (White Papers/texts since 2002), e.g.
 - BIS (The Future of HE, 2003; Higher Ambitions, 2009)
 - DIUS (Implementing the race to the top; Innovation Nation, 2008)
 - HEFCE (Strategic Plan 2006-7)
 - TSB (Connect & Catalyse 2008-2011; KTPs, 2010)
 - Lambert Review (2003)

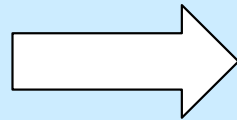
A Four Metaphor Framework



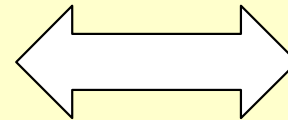
A Four Metaphor Framework

Academic knowledge
hard; soft; pure; applied
Linear concept
Expert towards
consumer
policy bias...
paradigmatic,
legitimation of formal
scientific knowledge

Knowledge
Transfer

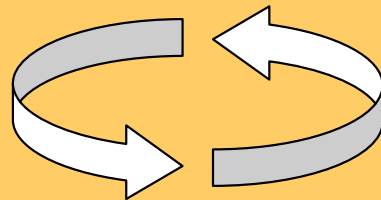


Knowledge
Exchange

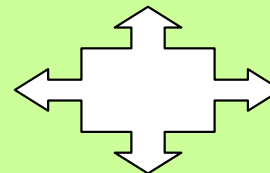


Inter/multi disciplinary
Mode 2;
socially distributed;
Post modern
heterogeneity
New sites of knowledge
production
Blurred university
boundaries
Builds on existing k

Knowledge
Partnership



Beyond
Economic
Transaction



Greater Social Good
Validation beyond the user
Mode 3?
The human agenda
Community
development
and public good
Social knowledge
Sticky knowledge

Trans-disciplinary
freed from interests &
methods of discipline;
integrated; meta knowledge;
new vantage point
knowledge creation
Mode 3? Group tacit knowledge
Common ground;
Agreed role: University:
credentials/integrity'

Policy: Mixed Metaphors

Universities: the most important mechanism we have for generating and preserving, disseminating and transforming knowledge' (BIS, 2009)
'Supply and demand' (HEFCE, 2008)
'from lab to marketplace' (DIUS, 2008)

Transfer

Exchange

the research base sits... alongside other sources of knowledge like large companies, SMEs, users (DIUS, 2008)
'not all knowledge can be codified... Innovators can be helped by interaction' (DIUS, 2008)

'consensus between three parties' (BIS, 2009)

In practice... Partnership working... unusual equality... university provided academic integrity'

Partnership

Beyond
Economic
Transaction

'Social impact' (HEFCE, 08)
'economic imperative' & 'funding challenges' (BIS, 2009)
to increase the impact of the HE knowledge base to enhance economic development and the strength and vitality of society' (HEFCE, 08)

Summary and Conclusions

- ❑ Knowledge Transfer discourse: clarity and coherency?
- ❑ Four Metaphor Analytical Framework for different domains/levels: Transfer; Exchange; Partnership; Beyond Economic Transaction
- ❑ UK Policy: Mixed Metaphors (link to heterogeneous engagement?)
- ❑ Focus & framework for future meaningful research: policy instrument; institution; faculty; department; industry; individual
- ❑ Where Next? KTPs; in one HEI; academic; business; associate...

'Knowledge Transfer'

Transfer

Academic knowledge:
hard; soft; pure; applied...

Linear concept
Expert towards consumer...

policy bias...paradigmatic..
legitimisation of formal...
scientific knowledge

'Hard and soft KT' (BIS, 2003)

'Universities: the most important mechanism

we have for generating and preserving, disseminating and transforming knowledge' (BIS, 2009)

'Supply and demand' (HEFCE, 2008)

'from lab to marketplace' (DIUS, 2008)

'newer areas;hidden innovation' (DIUS, 2008)

'Knowledge Exchange'

Exchange

Inter-multi disciplinary

Mode 2; Socially distributed;
Applied to external problems
Post modern heterogeneity

**New sites of
knowledge production**
**Blurred university
boundaries**

Builds on existing knowledge

*'open innovation process..
the research base sits...
alongside other sources of knowledge
like large companies, SMEs, users
(DIUS, 2008)*

*'not all knowledge can be codified...
Innovators can be helped by interaction'
(DIUS, 2008)*

*'No question of compromising
pure research
(DIUS, 2008)*

'Knowledge Partnership'

Partnership Transdisciplinary

freed from interests &
methods of discipline; **integrated**;
meta knowledge; new vantage point

knowledge creation

Mode 3?

Group tacit knowledge

Common ground;

Agreed role

University: dispenser of credentials

In Policy:

'consensus between three parties'
(BIS, 2009)

university contribution to the
knowledge equation??

KTPs...technologies...(TSB, 2010)

In Practice:

Partnership working...

unusual equality...

university provided academic integrity'
(Sylva et al, 2007)

'beyond an economic transaction'

Greater Social Good

Validation beyond the user

Mode 3?

*The human agenda
(Huff & Huff, 2001)*

Community development
*and public good
(Rhoades, 2003)*

*Sticky knowledge
(Ozga & Jones, 2006)*

'Social impact' (HEFCE, 08)

vs

'economic imperative' &
'funding challenges' (BIS, 2009)

*to increase the impact
of the HE knowledge base
to enhance economic development
and the strength and vitality
of society'* (HEFCE, 08)

Problem of co-habiting dual ideologies (Fanghanel, 07)