



**KNOWLEDGE
EXCHANGE
CONCORDAT**

**ENGAGING ACADEMICS THROUGH
RECOGNITION AND REWARD:**

Insights from the KEC Action Plans 2021

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Process



- **Starting point:**

the [Next Steps in KEC Implementation workshop](#) linked academic engagement to challenges around: 1) communication and clarity; 2) [recognition and reward](#)

- **Main question:**

What can the KEC Action Plans tell us about [good practice](#) in engaging academics through [recognition and reward](#)?

- **Sample:**

Institutions: Those rating themselves as [3 or higher](#) on [Principle 6: Recognition and Rewards](#).

Text: self-evaluation and examples in [Section 3F](#) + evaluators' responses

Presentation Structure



1 What **types** of academic recognition and reward are high-ranking HE institutions most proud of and what are their **next priorities**?

(self-evaluation)

2 What do **good** recognition and reward initiatives look like?

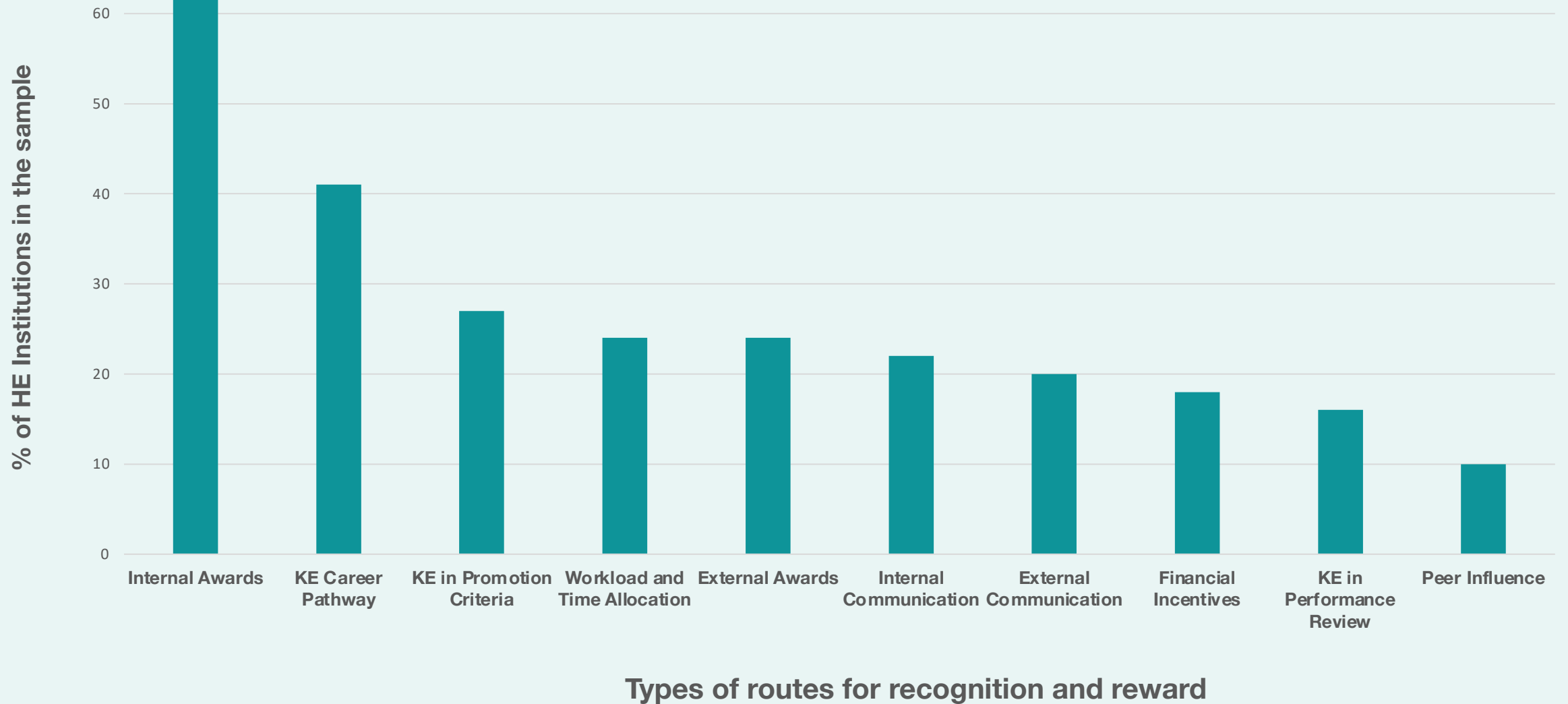
(self-evaluation and evaluators' comments)

3 What amounts to a **successful institutional approach**?

(evaluators' comments)

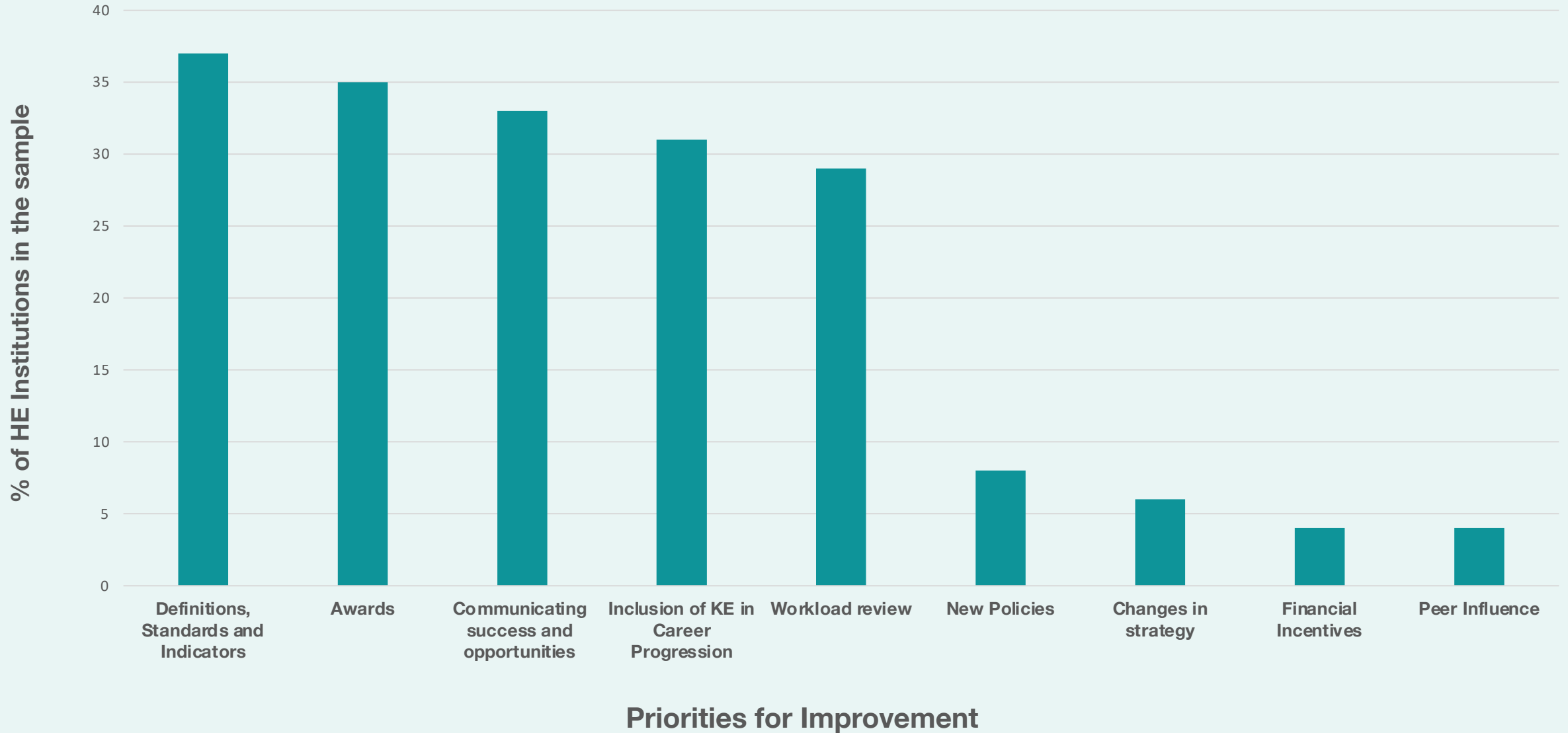
Types of examples

1



Priorities for improvement

1



Awards: Checklist

❖ How wide-ranging are your awards?

- Rewarding many different types of KE
- Rewarding different types of actors (individuals and projects)

❖ Are they dedicated to KE explicitly and do they use KE language?

❖ Is there an external element in the award system?

- Nominating/support for external awards
- Internal awards involving external collaborators (e.g. as judges)

❖ How inclusive are the awards?

- review the balance of disciplines
- monitor the characteristics and career profiles of award recipients
- monitor the characteristics of partners in the projects awarded

❖ Are there informal awards or rewards?

❖ Do commercialization awards reward factors other than financial success?

Career Progression: Checklist

2

1. KE as criteria for progression

- ❖ **Is KE included clearly in promotion criteria for academic staff?**
 - A designated KE career pathway is strongly recommended by many evaluators
- ❖ **Are performance/promotion criteria linked to KE strategy?**
- ❖ **Is KE used in recruitment criteria for external candidates?**

2. Clarity

- ❖ **Do the performance/promotion criteria provide institutional indicators for high-quality KE?**
- ❖ **How clear is the KE pathway?**
 - review guidance for applicants and panel members to ensure that the KE pathway is well-understood by both applicants and assessors
 - increase the visibility of role models (academics who reach senior positions through KE)

Career Progression: Checklist

2

3. Support

- ❖ Do colleagues receive **mentoring and coaching** to help them evidence their contribution and progress via the KE route?
- ❖ Could this be accompanied by a **PhD support programme** that could develop a 'pipeline' of academics who are effective at KE?

4. Equality, Diversity and Inclusion

- ❖ Do the KE promotional pathways have **parity with Teaching and Research**?
- ❖ Are **all types of KE** recognised equally?
- ❖ Does the route promote **candidates from a wide range of backgrounds**?

Career Progression: Checklist

2

Example of a plan for improvement (extract from a KEC Action Plan):

- *Increase the number of academic staff seeking promotion via a KE-rich route.*
- *Improve clarity on the KE and mixed promotion routes in the academic career development and promotion across the faculties.*
- *Improved awareness raising and training to promote the KE academic career path.*
- *Engage staff who have used KE successfully to develop their career as KE Champions.*

Financial and Time Incentives

2

❖ How generous is the revenue-sharing arrangement?

Good example from an HE provider:

The first £10K in royalties received renumerated to the academic contributors, flexibility on 100% of the fee made available for academics to use.

❖ Is KE formally recognised in workload?

- Academic **contracts** with clear recognition and time allocation for KE
- **Ceilings and floors** for time dedicated to KE
- Workload allocation includes **time for developing** a KE project
- Supported by the Workload Allocation Management System (**WAMS**)
- Aligned with KE **mission** and **strategy**
- **Mirrors** allocations for research; ensures **equity** and **parity of esteem** for different activities

Other ideas

2

❖ Are you listening to academic staff?

- For example, staff surveys to identify concerns and receive feedback on whether current provisions for KE (including workload allocation) are satisfactory

❖ Are you making the most of peer influence?

- E.g. establishing KE Champions
- Champions must be meaningful and carry status (e.g. seniority or reputation)

❖ Are you promoting KE through communication campaigns and events?

- Must be both internal and public – e.g. staff bulletins, KE newsletters, press releases, celebratory events
- Action Plan examples: a monthly ‘Celebrate Our Staff’ newsletter; ‘Breaking Research Boundaries’ webpages; ‘KE in Lockdown’ communications campaign; ‘Festival of Innovation’.

❖ Can you repurpose REF case studies and highlight KE elements within them?

Successful institutional approaches:

3

- 1** Reward, incentivise and recognise academic involvement in KE through **a wide range** of policies and initiatives
- 2** Link initiatives (such as awards and promotional pathways) explicitly to **KE language**
- 3** Do not introduce initiatives in a **vacuum** – holistic approaches that connect with other work (for example links to researcher development and research culture)
- 4** **Think beyond binary terms** - not only checking that an initiative is in place but also asking whether it is satisfactory, effective, and inclusive. Raising awareness of initiatives across the university and monitoring their effectiveness in increasing engagement with KE.
- 5** Strive for **consistency across the institution** – rolling out local (Faculty/School-level) examples more widely; seeking KE inclusion in all career pathways, career levels and disciplines.