GLASGOW CALEDONIAN UNIVERSITY
SFC UNIVERSITY INNOVATION FUND PRIORITIES FOR AY2016-17

The University has developed a set of Strategic Indicators which set ambitious outcomes for measuring progress against our 2020 goals. These are complemented by a clear focus on enhancing our social and economic impact as a University for the Common Good through a range of mechanisms from student enterprise and volunteering to our innovative outreach and environmental initiatives.

All institutions shall receive a platform grant of £250K pa to maintain essential Knowledge Transfer capacity. In previous years GCU has used the KT grant to pay for central professional support to academic staff active in applied research, consultancy, continuous professional development, in protecting and developing inventions and promoting innovation e.g. via University Technology.com. The actual costs that GCU incurs in professional support are in excess of £250k and we can demonstrate a matched funding commitment from existing staff costs incurred across the wider enterprise agenda that would meet with SFC requirements.

For the University Innovation Fund we have set our plans under the 12 priority areas indicating where our activities make a contribution to the wider Scottish innovation and enterprise landscape.

1. **Promote entrepreneurial opportunities to students during their studies.**

   The University has a Strategy for Learning in place to support the development of entrepreneurial and employability skills and content of programmes. Specifically this addresses the following goals:
   
   - Equipping all students with the ability to develop an entrepreneurial attitude to their studies, their career planning and graduate employment
   - Embedding an understanding of being entrepreneurial as a way of thinking and behaving that drives innovation, creativity and ethical, sustainable change in the economy and society as a whole
   - Encouraging the development of an 'entrepreneurial mind-set' which includes generic personal attributes such as initiative, independent thinking, problem solving, creativity, general commercial awareness, networking, identifying business opportunities
   - For all disciplines at UG level, core and high-profile modules which explicitly address employability and foster an entrepreneurial attitude throughout the programme of study, including consideration of responsible management/leadership and professional ethics (amended as appropriate in the case of direct entry students articulating on to any programme).
   - Opportunities for every student for entrepreneurial development through core and/or co-curricular activities such as volunteering, internships, and authentic projects either employer- or community–based and for such activity to count towards a degree award.

   In most Undergraduate teaching at levels 1, 2 and 3 in two Schools (Glasgow School for Business and Society, Engineering and the Built Environment), students are typically required to complete 60 credits. Students also undertake real-world projects engaging with a variety of external employers and communities, in the social, private and public sectors. We intend over time to develop high quality opportunities for students to develop skills relevant to the global workplace. Our aim is to foster personal development through collaborative participation and engagement to improve the transferability of skills into the workplace environment and to create value in both economic and social contexts. Our goal is that every student will exit our programmes with practical experience of working in external organisations, a nascent network of local and national/international peers and sufficiently adaptable to transfer skills across different contexts that they will encounter in the on-going development of their careers. We are committed to expanding the opportunities via vehicles such as the Enterprise Value challenge (via trading projects), our own U-Hatch enterprise incubator, and in a unique offering of training in Global Social Enterprise and Entrepreneurship.

   **Action:** UIF resources will be used to better co-ordinate, support and expand such initiatives and promote the achievements and outcomes as role model and case study materials for future student cohorts.

2. **Increase development opportunities for and uptake of entrepreneurial training and education, and develop institutions' practitioner-led entrepreneurial training.**

   Entrepreneurial training and education is mainstreamed in existing delivery. The area where we can increase our contribution is to go beyond current awareness raising and educational delivery to generate
increased entrepreneurial activity arising from the student population. U-Hatch is GCU’s recently launched incubator space, designed to assist entrepreneurial students, graduates and staff members. This initiative is closely aligned with the objectives of other external networking and support facilities including Entrepreneurial Spark, the Scottish Institute for Enterprise, the Santander Universities network, and Converge Challenge. Examples of recent activities include training in the development of pitching skills for aspiring entrepreneurs and access to for example the Santander Universities 60 second pitch awards and enterprise portal. GCU has also developed a suite of transferrable skills training for postgraduate students delivered via our award winning Graduate School and via the sector wide Scottish Researcher Development Policy Forum which supports KT initiatives. The Research Innovation and Enterprise Office provides training and support to academic staff engaged in the development and exploitation of innovation arising from research utilising external providers where appropriate to supplement internal provision. GCU also contributes to the Enterprise Campus initiative to support postgraduate students who want to set up their own business is initiative. Our award winning Graduate School interacts with Enterprise campus using the west of Scotland hub based at Strathclyde.

**Action:** UIF resources will more closely align the delivery of enterprise training from undergraduate modules and research student training to U-Hatch enterprise outcomes. This will include enhancing staff development using internal and external practitioner expertise and facilitating the delivery of greater impact in this area and engaging proactively via cross sector mechanisms.

3. **Encouraging mobility of staff between business and universities.**

The University has a very strong vocational orientation and has a very significant role to play in the development of skills in partnerships with the public private and voluntary sectors. For example we have a very strong relationship with the NHS across the fields of Nursing and Midwifery, and Professions Allied to Medicine. A significant component of that relationship includes secondments of NHS staff to the University. We also deliver a professional doctorate qualification which allows individuals in permanent employment outside the HE sector to engage in higher degree level project work relevant to their workplace. Research project collaborations also offer the opportunity for staff from outside HE to work on activities with a common purpose together establishing relationships over the longer term. We also provide students to work on company project for educational reasons as well as on commissioned work. However, we know from experience that that SMEs are specifically assisted by the creation of new staff posts as a result of participating in KTP projects, which is something that GCU has prioritised strategically and has contributed to significantly over many years. The appointment of a student to a KTP associate position is a very effective way of developing graduate skills directly relevant to the workplace but also ensures that academic staff pending time being involved in and advising on project activities of direct benefit to business partners.

**Action:** The University will support businesses via the KTP scheme with the placement of associates working on client premises. The University innovation fund will be used to support the institutional infrastructure to deliver an increase in this KTP activity in the future.

4. **Set out breadth and depth of professional development available to University Enterprise & Innovation officers; Identify any gaps.**

The University obtained the HR Excellence in Research Award in 2013 and has just passed the two year review stage. We intend to build on build on our work in this area. While the primary focus for our research staff development framework (CREDO) has been the enhancement of academic research excellence and impact University support staff are also included within the ambit of our internal provision. We also draw on the courses provided by ARMA. AURIL, PRAXIS UNICO, The Leadership foundation, and make use of the collective expertise available through the Scottish Researcher Development Policy Forum which we currently chair. We will participate in a sector wide approach if that was found to be most efficient and appropriate. We currently assess the professional development needs of all staff (both academic and professional) via our annual appraisal process and align our staff development provision to with the achievement of institutional objectives.

**Action:** To commit to carrying out an analysis of skill gaps and to actively relevant promote opportunities whether internal or external to KT support staff as appropriate

5. **Enhance skills for effective collaboration within the academic and SME business base**
The University via the Glasgow School for Business and Society is developing an application for the award of the Small Business Charter. The review process assesses our engagement with business across a range of activities. The University also provides CREDO staff development workshops for researchers to improve effective knowledge transfer and to achieve impact from their research by building relationships and networks with the local business community. The research innovation and enterprise office provides professional skills development and support in engagement with the private sector. Our School for Work Based Education provides an additional mechanism for assisting academic staff in the delivery of professional development in Business Academy partnerships in Scotland (for example with Howden) and we anticipating expanding this activity next year. The strategic approach in this area allows experienced staff to mentor staff new to this type of activity. Specific Provision for staff development and skills enhancement is already included in the annual performance review process for all staff.

**Action:** Achieve small business charter award and provide training for staff on how to engage with businesses.

6. Examine partners current strategies/initiatives, and the government actions, to ascertain how to best support the transition from transactional to strategic relationships between universities and business/industry sectors

We anticipate that strategic dialogues with business/industry will be conducted on a sector wide basis for example via the Innovation Centres who have appropriate structures for this purpose. GCU is involved in 5 of the Innovation Centres and would be keen to play a role in developing strategic relationships with the sector as indicated. Each institution will also have its own strategic dialogues, so we would be able to provide examples of these also within the remit of the UIF supported activity going forward. As part of this process we will commit to examining areas where the level of repeat business would suggest the need to go beyond existing transactional arrangements. We understand that a new Innovation Agency may be created and the University would wish to play its part in supporting the development of such a mechanism in Scotland if it assisted the development of improved strategic relationships.

**Action:** To support HE sector level strategic dialogues with industry groups and Scottish Enterprise/SDI and other national forums and mechanisms such as the Innovation Centres.

7. Implement enhanced template contract arrangements for SME’s in all Scottish universities

The University is fully committed to this objective and has for many years supported the provision of Lambert standard template agreements for HEI business interactions. Our research office is involved in the on-going development of pan-Scotland contract templates that can be used for this purpose via the University Scotland RCDG group. There are technical issues to resolve that will require a significant amount of work to be carried out in order that robust but usable templates are developed that can be adopted by all HEIs. A process of consultation with business groups will be required to establish priorities across the range of contract models in use and to ensure that any such agreements are accessible to business users in order to gain endorsement for the approach. Standard sector agreed contracts will be used by GCU and offered to companies as requiring no negotiation with the advantages of making interactions simple, consistent and minimising legal costs.

**Action:** We will use the UIF to support our contribution to the necessary sector-wide collaboration needed to deliver template agreements offered in common use in AY2016-17.

8. Implement “post-project referral protocol” in all individual HEIs and Innovation Centres.

The University is involved in 5 Innovation Centres and in the work sourced through interface. We are committed to the proposal for a post-project referral protocol to be used in ascertaining the customer experience from interactions with a view to demonstrating effectiveness of collaboration and in stimulating demand for further HEI sector engagement as appropriate to client needs. We will actively contribute to the implementation of this initiative via the RCDG group of the University Scotland Research and Knowledge Exchange Committee, Interface and other forums as appropriate.

**Action:** The University is committed to contributing to the development of an appropriate sector wide protocol and implementing it AY during 2016-17.

9. The development of a Framework for monitoring and evaluation of the success of the new UIF approach
We agree that HEIs ensure that there is a robust process for monitoring the effect of the change to the funding stream on activity and in evaluating the effectiveness of the proposed approach. A key question is how the quantum of funding changes based on relatively broad categories of activities proposed, a number of which are process based and may be delivered on different timescales. We believe this will need further discussion with SFC and would be pleased to contribute to the development of an appropriate framework. The level of monitoring should be appropriate to the level of funding involved.

**Action:** The University will contribute to a sector wide process to agree an appropriate Framework for the monitoring and evaluation of our contributions within the overall UIF approach.

Arising from observation in the Workshop discussion that more outward-looking goals are desirable, two further items for inclusion in this coming year’s priorities were agreed:

10. (Development of the structures and mechanisms to give) more ambitious and effective connection of universities to social and cultural beneficiaries;

The University has adopted the concept of the Common Good at the heart of the 2020 strategy and consequently social justice is embedded within our research strategy. We have also, with the Social Enterprise Academy, developed an MSc in Social Enterprise - the only postgraduate degree in Scotland designed specifically for the social enterprise sector. The University has specific enthusiasm for promoting and developing the social enterprise agenda and has established research units that contribute to this agenda such as the Women in Scotland’s Economy group and the Yunus Centre. We are seeing the creation of a number of social enterprises via our U-Hatch incubator initiative as highlighted at the recent Making it Happen event at the Scottish Parliament. We are well positioned to make a contribution that is both distinctive in Scotland and aligned with our strategy.

**Action:** GCU to make significant contribution to the development of an agenda addressing engagement with social beneficiaries.

11. (Development of the structures and mechanisms to give) more effective support for Scottish businesses to trade on a European and global stage.

The University now has a truly international footprint and is well positioned to help Scottish businesses do trade in Europe and beyond. We use our Europe Office to source partners for SMEs in projects involving larger European businesses and in Erasmus exchange programmes. Our research activity is networked globally and may be able to effect introductions to HE partners in other countries to help companies make contacts overseas. Our bases in GCU London, GCYOU New York, Oman, Bangladesh, and more recently Mauritius can be used as a point of contact/facilitation/local knowledge for outreach by Scottish companies.

**Action:** Set up Sector wide mechanism to screen opportunities for Scottish Businesses in which HEIs could help support or open doors.

12. Fundamentally re-thinking the innovation support ecosystem of Scotland.

A broad definition of innovation to include not only the private sector but also the public and voluntary sectors would represent a fundamental shift in thinking. For example we would be willing to take the lead on a more inclusive definition involving social innovation and looking at how that landscape may develop in a different way to that assumed for the traditional business –technology transfer focused model. In terms of innovation our biggest potential of scale lies in the creation of student entrepreneurs and what they achieve after they leave us. For that reason it is important from our own institutional perspective that we understand our key contribution to the wider landscape whatever that turns out to be: for example an Innovation Agency. We are content also to work with the US RCDG group in contributing to fundamentally revisiting this landscape. Sometime Scottish companies do not have the capacity to take leading edge research and apply it in house. There is a strong argument for the HE sector supplying the necessary skills they need to move them up the value chain to a point where they can develop such a capacity. This is more appropriately delivered via skills development via CPD and consultancy (where we can contribute for example via Business Academies).

**Action:** To contribute to the development of the innovation support ecosystem and to support it by actions in our chosen fields of endeavour set out above.