

Expanding the 'Academic Impact Cycle'

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Science and Technology Innovation Policy is a highly specialised and one of the few successful inter- and trans-disciplinary area:

- Co-existence of disciplines
- Openness to the world of practice
- Interested in experimentation and applied research

Yet insular in its own openness

- institutional setting of the system
- the capacity of mission managers
- mission framing

Academics trained to **understand** a problem

Public officials trained to **define** a problem

Businessmen trained to **solve** the problem

Division of Labor



With universities becoming increasingly important in delivering **policy solutions** to today's **grand societal challenges**, such as climate change or major health crises, academic impact, understood as the impact of academics on the social and political world, has also become more important in higher education.

What drives some scholars to engage and others not to?

1. Not my job
2. Perceived with suspicion by academia
3. Left to individual scholar or research
4. Not institutionalised
5. Little accessible, be it epistemically or practically

1. Inform the debate
2. Set the agenda
3. Raise awareness
4. Reform agenda
5. Fix a problem, often systemic and therefore wicked or difficult to solve
6. Feel useful...



BEAM



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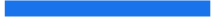


TRUSS



CANTILEVER





How 'to connect' and who does?

Academic Engagement (Public Sciences)

- It represents inter-organisational collaboration instances, usually involving 'person-to-person interactions' ([Cohen et al., 2002](#))
- It links universities and other organisations, notably firms ([Bonaccorsi and Piccaluga, 1994](#), [Meyer-Krahmer and Schmoch, 1998](#), [Schartinger et al., 2002](#))
- the quid-pro-quo agreed amongst the partners may be financial (i.e. the academic may work for a fee) or may consist of non-financial benefits such as access to materials or data for academic research projects or ideational input ([Mansfield, 1995](#), [Perkmann and Walsh, 2009](#), [Senker, 1995](#)).
- participants pursue goals that are broader than the narrow confines of conducting research for the sake of academic publishing and seek to generate some kind of utility for the non-academic partners.



Research Policy

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Academic engagement: A review of the literature 2011-2019

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ABSTRACT

We provide a systematic review of the literature on academic engagement from 2011 onwards, which was the cut-off year of a previous review article published in Research Policy. Academic engagement refers to knowledge-related interactions of academic scientists with external organisations. It includes activities such as collaborative research with industry, contract research, consulting and informal ties. We consolidate what is known about the individual, organisational and institutional antecedents of academic engagement, and its consequences for research, commercialisation, and society at large. Our results suggest that individual characteristics associated with academic engagement include being scientifically productive, senior, male, locally trained, and

Reframe Knowledge Production



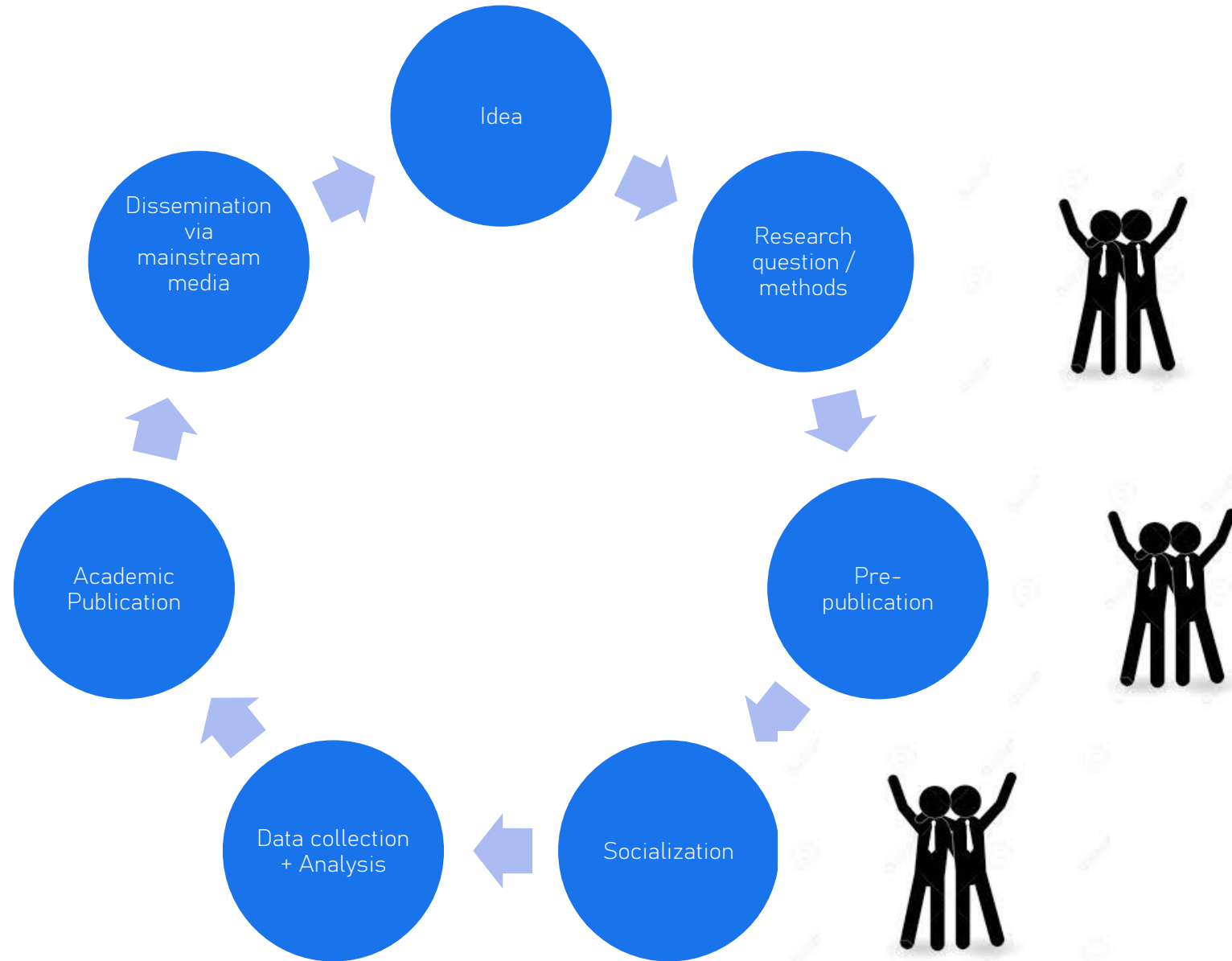
Expand Knowledge Production's frame



From a **linear** to a **cycle** Knowledge Production



Expand Knowledge Production's ecosystem



Academic engagement as 'Solutions Scholarship'

- A research approach that focuses on the responses to social issues and the problems themselves.
- Solutions research, anchored in credible evidence, explains how and why responses are working or not working.
- This academic approach aims to present people with a truer, more complete view of these issues, helping to drive more effective policy responses.

The case for academic engagement

- Maximise effectiveness of both scientific production and policy solution
- Increase the legitimacy of scientific production
- Heighten acceptance of policy solution
- Extend its shelf-life



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