



Research & Knowledge Exchange

Feedback from (tell us which meeting or event)

How should we create stronger connections between the University's research and teaching?

- If we are a research university (creation and dissemination of knowledge) exposure to research becomes a part of our UG degrees. When we are structured into teaching departments, research has become edged out in favour of industrial linkage but moving forwards we would like to see research edging back in; failure should be embraced, don't teach that a project should not fail – give students the chance to undertake projects that do fail.
- To increase the research/teaching link, we could build in awareness of research into more UG programmes e.g. research roadshow that undergraduates have to attend
- Engineering has interesting modules that look at research areas (in M3) this might offer some examples to roll out in other departments.
- A challenge to linking teaching and research is that students have to opt into attending the research- undergraduates are at a low for curiosity, they are not as interest in blue skies as they were 10 years ago
- There is likely to be a trade-off between research exposure and league table standing: Research link might be too niche and lecturers just teach what the students like.
- Other options include:
 - A 4th year research exposure.
 - Review modules and identify where there needs to be a common theme (e.g. chem eng did this for safety, may wish to roll out a research module)
 - Could look at all modules 'where is the element of research that is bought into this module' and embed an aspect of this.

Which aspects of knowledge exchange should we prioritise?

	High Priority	Priority	Low Priority	Not a Priority
Intellectual property, commercialisation and spin-outs	x			
Training courses and employer-led teaching			x	
Industry and end-user engagement in research	x			
Supporting local businesses		x		
Public and policy engagement	x			

Any other ideas?

This should also consider social impact.

What should be the focus of University of Nottingham research?

On a sliding scale of 1 – 5 where:

1 is blue skies discovery research and

5 is research commissioned to solve a known practical problem

University Strategy Consultation 2019 Discussion & Feedback Sheet



University of
Nottingham

UK | CHINA | MALAYSIA

1	2	3	4	5
---	---	---	---	---

- The focus of research 1-5 is a flawed question; these two options are not and should not be presented as a tension against each other. The University should work across the whole spectrum and there is no reason that there should be a single focus. The group was keen to express that this does not mean a focus at '3'.
- Further, the group was keen to flag that research and the continuum is a pipeline, that we don't do 'one or the other' and we should work on everything.
- The group also wished to flag that whilst there might be a desire to focus on one end of the spectrum or the other, it would be a challenge and not possible to 'make' academics focus on one area.
- There is a danger in focusing on just one end of the spectrum: we can't have applied work without the blue skies research, similarly, we can't have blue skies research without knowing what the applied problems/challenges are.
- The group acknowledged that currently the funding landscape is increasingly challenge driven and blue skies activity has been lost. If this continues, there is risk that the ideas of the last 10 years are used but without creating future ideas/pipeline
- The group were keen to see what post-Brexit, notional compensation for EU funding would be made available
- The group also acknowledged that much of the funding in the research landscape was, at the moment, focused around the challenge areas and if the immediate aim is to increase funding capture then this stream should be pursued.
- Future consultation around this question should include a comment box on the questionnaire.
- What is distinctive about the University depends on our product/what we sell. For Nottingham this is our reputation and research is a pillar that support this. The group felt that our reputation was more important than spending every point and defining ourselves in a specific area. What we are is about Knowledge Exchange and Dissemination: all of this is based on good knowledge.
- Reputation is also important to teaching and recruitment. An option is to go post '92 and focus on a small number of 'vanity projects' but limit research – this would not be beneficial to Nottingham.