

# Business-University collaboration for research and innovation

A guide for CBI Members

# 1. Introduction



This guide is designed to help CBI members who are interested in establishing or building collaborative relationships with universities for their research and innovation work. It is based on the results of a year-long project conducted by the CBI's Inter-Company Academic Relations Group (ICARG). The guide sets out some general principles, best practice tips and details of specific schemes and initiatives that other members may find useful. The guide is not meant to be exhaustive, but it focuses on areas that ICARG members themselves have found to be of greatest value, supported by commentary, quotes and useful web links. We welcome comments from CBI Members, both on the contents of this guide and on other aspects of issues involved — see last page for contact details.

## Background

The CBI's Higher Education Task Force report, *Stronger Together*, identified improvement of the environment for business-university collaboration on research and innovation as one of the top business priorities for higher education, and made a number of recommendations to achieve this goal. Our report on *The Shape of Business: The Next 10 Years* foresaw more businesses partnering with universities to undertake shared R&D as a means of carrying out innovation activity which might otherwise be constrained by their finances. The current economic climate may add to the incentives for business-university collaboration (creating increased business demand), while the framework for allocating public research funds is also increasingly supportive from the supply side.

Many companies already work with universities in a wide variety of ways, benefiting both partners. Better understanding of the reasons **why** companies collaborate with universities, the ways in which they work together – and **how** they can ensure the relationship works smoothly and productively – may enable more companies to gain similar rewards. This guide explains the benefits of such links and how other companies may be encouraged to take advantage of the resources which UK universities offer. The quotes in this note are almost all from current ICARG members.

## 2. Business-university interactions – why?

In their own words, this is why some of CBI's ICARG members work closely with universities in the UK and elsewhere...

*"Recruitment and staff training are direct benefits. We prime universities to prepare the skills for the future of the sector"*  
David Attwood – BAE Systems

*"University researchers challenge and inform in-house staff"*  
Mark Jefferies – Rolls-Royce

*"Through universities we can help reposition the profile of our traditional industry to stakeholders"*  
Jenny Cooper – National Grid

*"They have different ideas and approaches"*  
Malcolm Skingle – GSK

*"They have extensive knowledge, facilities and equipment that just could not be justified in the company"* Alison Hodge – QinetiQ

*"For a product which needs many years to bring to market, the advice of an academic expert can help shave a couple of years off the time it takes – bringing enormous benefits in cost and competitive advantage"*

*"Not all the skills we need are available in-house – they offer their own knowledge and also their links with the global academic network"*  
Mike Lant – Syngenta

*"Collaborations with universities are an essential component of AstraZeneca's R&D process. Collaborations and partnerships contribute to greater understanding of disease and therapeutic agents, help to develop networks with academics to facilitate knowledge exchange, and support the training and education of skilled scientists and clinicians. Taken together, such interactions are key to maintaining a robust bio-medical science base"*  
Aileen Allsop - VP Science Policy, AstraZeneca

*"University teams are constantly refreshed – and so are their ideas"*  
Tim Slack – Airbus

*"Our research relationships with universities helped us to set up a technical accreditation scheme to equip our staff with skills to support future low carbon technologies and product development"*  
Jo Lopes – Jaguar Land Rover

*"The university expertise prevented us going down a dead end – that saved us huge sums of money!"*

## Rationale

### Benefits for business

Businesses report many different reasons for engagement with universities, but typically they fall into three broad areas: to reduce cost and risk; for new ideas and horizon scanning; and to develop skills, capability and profile. These kinds of rationale are closely inter-related and contribute to a model of open innovation, in which companies may retain some core R&D activities in-house to focus on priority issues and to maintain absorptive capacity for new developments, but actively seek to benefit from knowledge and expertise elsewhere.

As with all R&D, the objectives are typically to inform and enhance investment decisions and derive future competitive advantage through higher income, lower capital costs, longer lifetimes, lower operating costs, and reduced risk.

### Benefits for universities

The university partner also benefits from these relationships through:

- engagement with business-relevant research challenges
- access to company knowledge and resources
- new ideas for teaching and training
- improving market awareness and reputation
- creating new opportunities for the institution, its staff and students.

*“Our company has no special budget for research with universities. Every research interaction that we have with a university is designed to deliver some element of the company’s strategic research programme, using the budget for that programme. . . the choice is simply whether to deliver that research to the R&D programme via internal R&D, via R&D with a commercial or public research organisation (in the UK or abroad) or via R&D at a university.”*

## The rationale for engagement with universities may be to:

<b>Cost and risk</b>	Provide a flexible and cost-effective extension of the R&D resources (expertise, equipment, facilities) available to the company
	Save costs, by making comparatively short-term, arm's-length use (e.g. consultancy) of skills, knowledge and expertise which would be expensive to bring in-house by recruitment of full-time staff
	Share or reduce risk and cost until there is a clear route to exploitation
	Leverage activity and funding through collaborative programmes, including those supported by the Research Councils, Technology Strategy Board and European Framework Programme
<b>Ideas and horizon-scanning</b>	Get early warning of emerging potential business opportunities and threats
	Learn about new areas of research, and track topics which are relevant but not central to current internal research priorities
	Test the potential of, and explore, ideas and options for possible new directions of future R&D
	Bring new perspectives to problems, including otherwise intractable ones
	Benchmark the quality of the company's in-house research
<b>Skills, capability and profile</b>	Update internal capability
	Identify possible new recruits
	Support and influence the supply of relevant skills
	Develop networks with academics and access the global academic network
	Promote a positive image of the company

# Measuring and delivering value



## Measuring value

Some companies have systems in place for assessing and summarising benefits from their engagement with universities. Increasingly, universities are also interested in understanding more about the impact of work they undertake with business to help them in securing public research funds.

However, it is difficult, and may also be misleading, to try to *directly* measure commercial outcomes of engagement. Many of the indicators which companies use involve proxies, such as research outputs, or inputs to the engagement. Measuring value is largely a matter of professional skill and judgment. It often happens that very informal types of interaction can lead to important breakthroughs.

Setting appropriate milestones for research projects is difficult and requires a high level of expertise. If they are set, it is possible to appraise the progress of research activity with university partners in terms of timeliness in meeting them: whether early, on time, late, or not achieved.

## Delivering value from business-university engagement

This depends on many factors, including:

- The quality and extent of the engagement
- The experience and quality of the university staff and students involved
- Speed of response when needed: market changes may mean that quick answers are needed
- Aligned value propositions between the two sides of the partnership
- Stability of ownership and management (on both sides)
- Clarity of the challenge and of exploitation channels
- Appropriate flexible handling of IP and due consideration of commercial and other sensitivities.

*“Our company has a long history of engaging with universities in support of our own internal R&D programmes. In the past these tended to be relationships established with individual academics or departments in support of specific operational R&D programmes. More recently, a series of relationships have been established to provide more general support for our strategic R&D programme.”*

## Business-university interactions: an ICARG SWOT analysis

### Strengths

- New ideas and innovations of all kinds – not bounded by industry mind-set
- Networks and knowledge of international, cutting edge research
- Highly specialised research and test facilities
- Excellent teams of researchers, constantly being refreshed with new talent
- Specialist consultancy to complement the research work

### Opportunities

- Universities are being encouraged to demonstrate impact from their research
- Alternative sources of leverage funding from UK Government, specifically for industry-university collaboration
- University links to other industries, allowing research consortia to be created
- Ability to spot and recruit the brightest young talent

### Weaknesses

- Academics are largely 'free agents'; if there are problems don't expect to 'go to their boss' to sort it out
- Not all academics collaborate well with industry – some just want to go in their own direction
- University capability and excellence is scattered and not easy to spot
- Resource is not 'on-tap' (unlike a sub-contract organisation) they generally have to recruit for specific pieces of research
- Generally, they will not take Research & Technology beyond Technology Readiness level 3 (TRL 3)

### Threats

- Academics will always seek to publish something from their research (it's what they are judged on)
- A university will work with the whole industry, including, potentially, your competitors
- Universities want to make money out of what they invent
- A proper contract MUST be in place to control these risks*

### 3. Business-university interactions – how?

#### Business-university interaction can take many forms...

Some interactions are focused on specific modes of supporting research, including:

- contract research (also called 'commissioned' research), where the relationship between company and university is essentially that of customer and contractor
- collaborative research, where the goals are jointly defined and all partners actively contribute
- sponsored postgraduate studentships

Other kinds of interaction can help to promote the relationship more generally, such as:

- exchanges, placements, secondments, etc
- sponsored and honorary posts
- departmental advisory board membership

Engagement can also take other forms:

- sharing or exchanging equipment, facilities, data, samples, etc
- sharing company knowledge of the commercial marketplace and academics' specialist research knowledge.

In developing a relationship it is important for both sides to have a broad idea of the purpose it is to serve and the kind of commitment it is likely to involve. CBI member companies can benefit from participation in ICARG, which forms a repository of expertise, knowledge and networks across business sectors.

## General principles

Different modes of engagement vary in intensity, commitment level, cost, and potential outputs and benefits.

Among the general principles which are conducive to a successful relationship are:

### Keys to success

Understand that research and its outcomes are only part of a bigger picture of the benefits of interaction – personal interactions and personal relationships underpin the value which flows from a company’s university engagements

Active participation on both sides, both formal and informal and involving a wide range of staff, is crucial to maximising the benefits – staff visits and exchanges can help bring this about and foster the chances of progressing to longer-term engagements

Direct involvement of appropriate internal specialists in the management of projects helps to ensure effective transfer of knowledge back to the company

Communication between the partners is vitally important for the successful management of a collaborative project – management structures and procedures should foster adequate levels of contact between researchers and managers of all the partners

“The academic world out there is bigger than the company – an externally-facing mindset is required”

You will also need to think through quite carefully how intellectual property (IP) arising from the interaction, and background IP you may put into the interaction, is to be managed...

## The Lambert Toolkit

Determining how to manage IP in a business-university interaction, and thus what sort of contract is required, can be a time-consuming process adding to your opportunity costs. To help you through this, a set of [model agreements](#) has been developed for use in negotiating the terms of collaborative business-university partnerships and is available online. This ‘Lambert toolkit’ —named after Richard Lambert—consists of five model research collaboration (bilateral) agreements, covering a range of possible scenarios for IP, and four consortium (multi-party) agreements, together with detailed notes and a decision guide. The toolkit also includes outlines to help in identifying the main issues that may need to be discussed internally and with the collaborators before drafting an agreement to ensure that expectations are suitably aligned.

The model agreements are entirely voluntary and you may still wish to use your own bespoke contracts, but at the very least, the model agreements and support material allow you to see what universities are likely to expect from a formal interaction with business. The agreements themselves were designed and written by businesses, universities, legal and IP experts working together. They have been tried and tested by CBI members and are used both in the UK and abroad.

***“Key characteristics needed – industry lead, people interaction (hence geography helps), students and academics on company sites, company staff on university sites.***

- *Phased projects with interim reviews, rather than one long project*
- *Accept that university work should not be on the critical path!*
- *Project management should normally lie with the company*
- *In collaborative projects, university contributions will normally be in their technical expertise; companies are usually better placed to cover financial, legal, personnel, etc*
- *Agree terms for IP, confidentiality, at the start.”*

*“Lambert model agreements represent the sort of position you are likely to reach after three months of negotiation .... without spending three months getting there.”*

## Specific funding schemes

There are a number of schemes in the UK which help to fund different kinds of business-university partnership. Most of these are operated by the Research Councils or Technology Strategy Board. Different schemes are likely to be suitable for different circumstances and purposes. The schemes listed here include the main ones which ICARG members favour. Further information on these and other schemes is available from the Research Councils UK [‘Knowledge Transfer Portal’](#), which also offers a useful [glossary](#).

### Collaborative Research Grants

Grants led by academic researchers, but with business or other partners, who generally contribute either cash or ‘in-kind’ services to the cost of the research. Research Councils and the Technology Strategy Board support collaborative research through a variety of mechanisms aimed at encouraging academic collaboration with industry. Collaborative research can take a variety of forms, from a basic grant between two partners, to a complex multi-partner research programme.

### BBSRC Industrial Partnership Awards (IPAs)

Grants for university research where an industrial partner contributes in cash (not ‘in-kind’) at least 10% of the cost of the project, with the remainder coming from the Biotechnology and Biological Sciences Research Council. The BBSRC [‘Working with Business’](#) webpage lists a number of other schemes, including strategic partnerships and [‘research and technology clubs’](#), which support research in areas identified as strategically important by BBSRC and industry. They are funded jointly by BBSRC, other funding bodies and consortia of companies, and operate by establishing funding pots to support academic research and encourage closer links between academia and industry.

### EPSRC-funded centres and networks

Include Innovative Manufacturing Research Centres (IMRCs) as well as the new EPSRC Centres for Innovative Manufacturing, and a small number of Integrated Knowledge Centres (IKCs – also known as Innovation and Knowledge Centres).

### Strategic partnerships with the Engineering and Physical Sciences Research Council (EPSRC):

Formal agreements with business and other organisations to jointly fund research activities.

### MRC Industry Collaboration Awards (MICAs)

From the Medical Research Council, aimed at translating research into healthcare improvements and enhanced economic prosperity. These awards can either be ‘fully flexible’ – where there is no required minimum level of contribution by the industrial partner – or involve ‘gated contributions’, where industry must meet a minimum level of contribution (25% for basic research or 50% for applied research), but in exchange may pre-negotiate the distribution of the IPR generated by the collaboration.

*“EPSRC IMRCs are attractive for collaboration because the university has control of the funding so **decision times can be quicker** and we can get a **better success rate** by making sure our research is properly aligned to the Centre’s goals and by getting a prior understanding of the available funding. The other attractive aspect is that funding from the IMRC can be matched by both cash and in-kind contributions.”*

*“A big benefit of the EPSRC partnership (as well as the funding) was the fact that, as intended, it attracted a lot of universities that we had no prior contact with or even knowledge of. Furthermore, each grant required the university to sign a research agreement with us, so IPR etc. was tied down properly in accordance with company policies.”*

## Collaborative Doctoral Studentships

This covers a range of different schemes involving PhD studentship projects based in UK universities. Projects are often carried out in collaboration with companies, which typically contribute resource and/or intellectual support and mentoring for the project and/or student. Expectations of company involvement vary for different schemes.

### CASE studentships

(Previously known as Collaborative Awards in Science and Engineering) – are intended to encourage and develop collaboration and partnerships between companies and university departments by providing opportunities for doctoral students to carry out research in conjunction with companies (as well as public or third sector organisations). The awards provide opportunities for doctoral students to gain first-hand experience of work outside an academic environment and they are jointly supervised by the collaborating academic department and the company. Five Research Councils offer CASE awards: [AHRC](#), [BBSRC](#), [ESRC](#), [NERC](#), and [STFC](#).

### Industrial CASE Awards

Provide funding for PhD studentships where **businesses can take the lead in arranging projects with an academic partner of their choice**. This scheme gives PhD students an excellent and challenging training experience within the context of a mutually beneficial collaboration between academic and industry. The awards are offered by three Research Councils: [BBSRC](#), [EPSRC](#) and [MRC](#).

*“EPSRC CASE awards in general (not only Industry CASE) are highly valued routes to engaging with PhD students and are far more cost-effective than fully funding a student directly. They allow a wider engagement with academia that would not otherwise be possible with the available internal funds. The formal industry supervisor role is very valuable.”*

## CASE-Plus Studentships

These are unique to a single Research Council, the STFC (Science and Technology Facilities Council). They extend the CASE scheme to help students become more effective in promoting technology transfer, should their career path take them into either academic research or industry. For the first three years of the award, CASE-Plus operates in the same way as the CASE scheme. The main difference is that the student spends a fourth year working full-time on the premises of the company or other organisation as an employee.

## Dorothy Hodgkin Postgraduate Awards (DHPA)

The scheme funds top quality ('best of the best') graduates in science, technology, engineering and medicine from a range of countries to study for PhDs in the UK for up to four years, with the cost shared by the Research Councils and the sponsoring company. The allocation of scholarships to universities is driven mainly by the preferences of the corporate sponsors, which are also able to decide on the university involved, the research project, the country/ies the students come from, and which student does which project. Students can also spend part of their time on a placement working at the sponsoring company. Some companies use the scheme to identify potential employees, particularly if they are developing a presence in the student's country of origin. Others use the scheme to bring the very best students and research organisations together to work on projects that are relevant to the company's R&D programme. For smaller companies, the scheme gives them the opportunity to engage in research which they would otherwise not be able to afford.

*"The [DHPA] students are of high quality and can have a good engagement with the sponsoring company. This can be fostered by requiring that all students have an internal business customer within the company, from whose budget the company's sponsorship funding is paid – this ensures that demand for the project comes from within the company."*

*"DHPA plays an important role in enabling small technology companies like Tracsis plc to engage in research for the longer term." Raymond Kwan - Tracsis*

## Centres for doctoral training—supported by the EPSRC

These are of two kinds: the 17 life sciences interface training centres and the 52 distinct engineering doctorate and industrial doctorate centres.

At all these centres, students carry out a PhD-level research project together with taught coursework. The **engineering doctorate** and **industrial doctorate** students spend about 75% of their four-year programmes working within a company and their training includes management skills to help their professional development. Students undertaking this type of training are among the most highly prized by business.

The centres themselves cover a wide range of business-relevant research, including digital technology and its applications, new energy technologies, ‘nano-applications’, complexity science, plastic electronic materials, advanced composites, chemical synthesis, and the interface of engineering and the physical sciences with medicine and biology.

*“Sponsoring a PhD / EngD student in the UK costs a company in the order of £10k pa for 3-4 years – a very cost-effective route to accessing new techniques, equipment, and wider university knowledge via skilled researchers. Some will be recruited.”*

## Exchange schemes to promote ‘two-legged’ knowledge transfer

### ‘Industry Interchange’

A BBSRC programme which supports short-term exchanges – in both directions – between industry and the science base, and aims to provide strategic advantage to the UK science base and industry through sharing access to facilities, expertise and/or knowledge, and increased understanding of scientific issues of common concern. Industrial partners in recent years have included Pfizer, Waters Corporation, AstraZeneca, GlaxoSmithKline and Unilever. The ESRC also offers a Business Placement Fellowship Scheme for economic and social science researchers to spend 1-12 months in industry on a new research or knowledge exchange project.

### Royal Society Fellowships

Funded by the Royal Society, three Research Councils, Rolls-Royce and AstraZeneca – provide opportunities for an academic scientist to work on a collaborative project with industry, or someone employed in industry to work on a collaborative project with a university department or not-for-profit research organisation. It is anticipated that fellows will establish personal and corporate links between the two sectors in the UK as a foundation for their long-term future development.

### Royal Academy of Engineering research chairs scheme

Provides funding for full-time professorial appointments, at UK universities, in order to develop pre-competitive research programmes which will attract significant sponsorship and support from UK industry. The scheme aims to strengthen industrial/academic links through co-funding the appointments with industrial organisations over periods of five years to establish or enhance an internationally renowned centre of excellence in an identified area of engineering. There is also a scheme supporting research fellowships for early-career engineering researchers.

## Other knowledge transfer initiatives used by ICARG members

### Visiting Professors

Some of the research professionals within companies hold positions of visiting professor at institutions around the world. This provides good exposure for the company and can be an excellent career enhancement for staff. It also provides a closer engagement between the company and the academic department.

### Dual appointments

Where someone is simultaneously a member of the staff of a company *and* of the university faculty, dividing time between the two. An effective mode of engagement and knowledge exchange.

### Knowledge Transfer Partnerships (KTPs)

Involve a partnership between a company and a university or other institution and the temporary, subsidised recruitment of a recently qualified person to work on a project for the company, but with support from an academic. They can vary from 1 to 3 years for the 'classic' KTPs and from 10-40 weeks for the shorter variant. On average they lead to an increase of over £220,000 in annual profits before tax, the creation of three genuine new jobs, and an increase in the skills of existing staff. The CBI is working with the TSB, which administers the scheme, to enhance its effectiveness and benefits for companies of all sizes..

**ICARG members have also created their own fellowship and scholarship schemes to promote two-legged knowledge transfer**

Here are two examples:

*“Our company has a **short-term research fellowship** scheme which provides funding for academics to work in industry for typically 6 weeks over the summer. The level of remuneration is targeted to be attractive to junior academics, but is also open to more senior academics. The intention is to use this as a vehicle to forge new relationships with good academics that are keen to work with industry. They usually provide very good results in a short timescale.”*

*“We offer **senior scholarship awards** to very good PhD students at one university. This is another low cost engagement option which provides funding for the student to attend conferences etc. that relate directly to their research. In return, the student agrees to spend up to 12 days working with industry during the year. The scheme allows a relationship to build between the student and the industry manager, and provides the student with a rich industry experience. The intention is to bring the fresh minds of the best students to consider new ways of approaching industry research challenges. Like many student engagements this has proven to be a good recruitment opportunity. We also expose local schools to these excellent students as part of our corporate social responsibility.”*

## Other modes of engagement

### Thought Leadership events and ‘sandpit’- style workshops

Some companies organise opportunities for their staff to take part in workshops featuring the latest thinking from top academics, either on technical topics or more frequently on management topics from academics at business schools. This can work particularly well with strategic academic partners with whom the company has established a deep and long standing relationship.

### Part funded PhD student

This is a lower cost option for studentships, particularly useful for exploring topics that are outside the current core interests of industry, but nevertheless have potential for real disruption in the future. Part funding reduces the risks and also has the potential to foster closer engagement with other industry players when they also part-fund the student.

### Membership/Industrial Partnership Programmes

Providing a low level of ‘partnership’ funding for a university can be the basis of a deeper relationship and allows quick response to requests for speakers, events and other academic support. This works well with a small number of strategic academic partners.

*“Workshops with content carefully planned, hand-picked participants flown in from all corners of the world, professionally-facilitated sessions and the overt purpose of breaking academic silos to create and shape research areas of industrial interest.”*

*“Membership of **departmental advisory boards** by company staff may cost a company no more than the time and travel, but expose potential business opportunities and threats emerging in academia.”*

## Letters of support for university bids for Research Council funds

University researchers submitting proposals for Research Council funding are increasingly being invited to indicate the relevance of their proposed research to potential industrial users, and whether there is any involvement of potential users. The association of companies as potential users of the research offers them the opportunity to gain early insights into basic and more 'up-stream' research. The level of input by the company is relatively low but can involve, for example, the provision of low-level funding, materials, equipment or facilities or the informal monitoring and mentoring of the research. It is important to clarify from the outset (i.e. at the application stage, when the participating company or companies are expected to provide a letter of support) how results emerging from the project will be treated, in what way IP might be exploited, and who might take forward this activity.

*"We wrote a number of letters of support for bids in 2008 – all for research which was definitely of interest within the scope of our R&D internal programme but much of it so speculative that it never makes the internal funding cut-off. We are careful not to write generic letters of support – as a rule of thumb, I tell the R&D staff that if they are not interested enough to go to project steering meetings several times a year then they shouldn't write a letter. The vast majority of these did not commit any funding but offered "in-kind" support. This in-kind support includes items such as staff time to advise and contribute to a project intellectually, through to providing materials, data, facilities etc."*

## Contract research

Here the relationship between company and university is one of customer and contractor rather than true partners. This has some advantages and corresponding limitations. In recent years it is widely perceived to have become prohibitively expensive, possibly as a consequence of universities' cost base and pricing structure. But companies nevertheless spent £382m for university research conducted on this basis in 2009-09 – an increase of 4% over the previous year.

*“The main advantage of this arrangement [contract research] is that our requirements are clearly specified and research can be carefully monitored (no wandering off on pet topics). It's also flexible year-to-year depending on the state of the R&D budgets. The obvious disadvantage is that the university is treated like a supplier not a partner so the full benefits of partnership are not realised.”*

## 4. Tips for getting started and points to watch

### Some final thoughts from ICARG members based on their experience:

- Universities contain extensive expertise and knowledge—It may not be necessary for them to embark on a major research programme before offering useful information and guidance for business.
- Getting started depends on the collaborators finding each other and realising the scope for working together. But finding who does what within a university is not always easy – nor is identifying the right university. Good engagement often begins from chance encounters – but it need not be so. Research Councils can play a useful role in helping to find academics with the necessary skills, expertise and mindset.
- Personal relationships and mutual understanding are usually critical—time and understanding are required to build links, which can be weakened or broken by changes of personnel.
- Universities have an open culture—this can conflict with commercial sensitivity.
- Publication is often a requirement for universities (academic literature, theses, project reports).
- Handling intellectual property (IP) is often a key area for negotiation. Lambert model agreements may be helpful.
- Turnover of research staff and students is inevitably high.
- Experienced researchers are often occupied by teaching and other commitments.
- Students and research associates may lack depth or breadth of expertise.
- Business and market knowledge may be limited.
- Breaking a project into phased parts reduces risk, but is often incompatible with university staff and student contracts.
- Not all research will be successful—and success may take a long time, so much so that when it comes the university contribution is hard to perceive.
- Even a negative result is still a result and may be as useful and informative as the result which was hoped for.

### **CBI Inter-Company Academic Relations Group (ICARG):**

#### **CBI Inter-Company Academic Relations Group (ICARG):**

About 40 professionals in 'inward knowledge transfer', who are specialists in managing their companies' relationships with universities in the UK and elsewhere to maximise the benefits of these links.

Membership is drawn from a wide range of business sectors, and includes representatives of many large R&D-intensive companies in the UK as well as those with limited internal R&D capacity.

ICARG meetings provide members with an opportunity to:

- learn about funding schemes and new developments which may affect their companies
- develop their professional networks
- share their knowledge and expertise and exchange examples of good practice in business-university relationship management
- discuss policy priorities with representatives of the Research Councils, Technology Strategy Board, Higher Education Funding Council for England, Universities UK and government
- participate in the development of policies to promote the commercial benefits of university research

The group is open to representatives of all CBI member companies. It meets four times a year, usually at member sites. Meetings in 2010 have been held at Microsoft Research (Cambridge), Syngenta (Jealott's Hill) and Jaguar Land Rover (Castle Bromwich). ICARG is recognised by policy-makers, research funding bodies, and the wider research community as a source of expertise on business-academic interaction, and contributes to review panels and consultation responses to ensure the voice of business is heard in the development of research policy.

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