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**The Implications of Knowledge Transfer for Universities: the Case of the Arts and Humanities**

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**Abstract**

Knowledge Transfer (KT) is an increasingly high-profile part of UK Government policy. This interactive and exploratory seminar aims to explore whether KT is a uniquely UK concept. The seminar will begin with an introduction to Knowledge Transfer in the UK Higher Education context, with particular reference to the arts and humanities and the University of Sheffield experience. Participants will be invited to discuss and feedback to the seminar on key questions, including:

* How, if at all, is our version of Knowledge Transfer understood a) in your country, b) in your institution, c) by your subject area and d) by you?
* What are the implications of this understanding in an increasingly global world?

To support your preparation for the seminar and thus encourage discussion, here are three different working definitions of Knowledge Transfer drawn from UK sources.

**Some definitions of KT**

1) Activities that are concerned with the generation, use, application, and exploitation of knowledge and other University capabilities outside academic environments.

**University of Sheffield 2007**

2) Government support for the research base aims to increase the contribution made to improving exploitation of the research base to meet national economic and public service objectives. The Research Councils believe that the maximum benefit is derived from their investments. They run a number of initiatives that aim to encourage the flow of ideas, trained people and knowledge to potential users and beneficiaries in business, in government and in the voluntary and charitable sectors.

These (knowledge transfer) activities can be placed under four broad headings:

* Co-operation in education and training at masters and doctoral level
* People and knowledge flow
* Collaborative research with users
* Commercialisation including IP exploitation and entrepreneurial activities

**Research Councils UK, 2008**

3) To exploit fully the new knowledge and learning that is generated in Higher Education Institutions, it has to be applied to areas of life where it can make a difference.

**Arts and Humanities Research Council, 2007**