STATE OF EUROPEAN UBC
with a focus on Collaboration and Commercialisation of R&D

TII – Proton Conference
Copenhaguen, 26st April 2012

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Science to Business Marketing Research Centre

Largest study into European university-business cooperation...

6,280 full responses from HEIs’ managers and academics
The S2B Marketing Research Centre

• Established in 2002 in Münster, Germany
• 22-person team
• Development of more than 70 instruments of Science Marketing
• Organiser of 11 international conferences
• Over 200 presentations and workshops in 27 countries
• Assisted in creation of the Responsible Partnering Handbook and the TechAdvance Technology Assessment Handbook
ABOUT THE STUDY

Study on the cooperation between HEIs and public and private organisations in Europe (HIPPO)

DG Education and Culture, European Commission

May 2010 to August 2011 (15.5 months)

4 project partners

- Coventry University
- Red OTRI Universidades
- Cracow University of Economics
- Free University Amsterdam

It aims to give a **clear picture** of the extent of UBC in Europe and to get a **better understanding** of how greater UBC can be fostered

**Sub-objectives**

1. To **chart the current situation** regarding UBC in Europe,
2. To **describe the factors that facilitate or inhibit** UBC,
3. To **identify and describe 30 examples of good practice** in European UBC.
METHOD: Countries involved

PARTICIPATING COUNTRIES

Countries that are existing, or candidate members, of the European Union or are partly committed to the EU economy and regulations as member of the European Economic Area (EEA) were targets of the study.

Involved in study
## METHOD: Multi-Method

1. **Secondary information search**
   - Literature,
   - Published reports (national and EU level),
   - Books,
   - Journals.

2. **Qualitative research**
   - 11 expert interviews

3. **Quantitative research**
   - Survey translated into 22 languages,
   - Sent to all European HEIs (3551 HEIs),
   - 33 countries,
   - Survey sample = 6,280,
   - Representative sample achieved.

4. **Qualitative workshop**
   - 12 experts in UBC met in Brussels

5. **Case studies**
   - 30 good practice European UBC case studies

   Perceptions of UBC development of Academics & HEI reps
METHOD: Sample

ACADEMICS
4,123 academics responded to the major study

HEI REPRESENTATIVES
2,157 from HEI Mngt. responded to the major study

6,280 total full responses
RESULTS

10 Key Findings
What is the contribution (outcomes and impacts) of UBC?
FINDING 1: Knowledge society

UBC is crucial for creating a knowledge society

1. Creating the knowledge society
Refers to the indirect outcomes experienced by society generated from UBC, including
- creates jobs and stimulates economic growth,
- increases living standards, productivity and social cohesion.

2. Outcomes for HEIs, academics & business
Refers to the direct outcomes experienced from UBC specifically in regard to:
- teaching,
- research and
- knowledge transfer
## FINDING 1: Impacts of UBC

<table>
<thead>
<tr>
<th>DIRECT outcomes</th>
<th>INDIRECT outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HEIs</strong></td>
<td><strong>Academics</strong></td>
</tr>
<tr>
<td>• improving the research conducted within the HEI,</td>
<td>• more relevant research and teaching content</td>
</tr>
<tr>
<td>• improving transfer of knowledge and technology to society</td>
<td>• better / greater opportunities to fund projects</td>
</tr>
<tr>
<td>• increasing third-party money</td>
<td>• more publishing opportunities</td>
</tr>
</tbody>
</table>

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*Science Marketing*

*Science-to-Business Research Centre Germany*
Finding 1

UBC is seen as a crucial activity in the development of knowledge societies

...able to directly benefit all actors involved: students, academics, HEIs and businesses
What is the nature of the UBC environment?
FINDING 2: The UBC ecosystem

European UBC is influenced by a large number of factors including:

1. **Influencing factors**
   - I. Situational factors
   - II. Barriers and drivers
   - III. Perceived benefits

2. **Mechanisms that support UBC**
   - I. Strategies
   - II. Structures and approaches
   - III. Operational activities
   - IV. Framework conditions

3. **Key stakeholders**
   - I. Business
   - II. HEIs
   - III. Government
   - IV. Intermediaries
Finding 2

The UBC ecosystem is complex and integrated...

All variables and their interrelations must be considered and developed simultaneously with a long term focus.
What is the meaning of UBC and what is included in this concept?
FINDING 3: 8 Types of UBC

UBC is more than the creation of patents, licences and contract research...

There are eight different ways in which HEIs and business cooperate

1. Collaboration in research and development (R&D),
2. Mobility of academics,
3. Mobility of students,
4. Commercialisation of R&D Results,
5. Curriculum development and delivery,
6. Lifelong learning (LLL),
7. Entrepreneurship,
8. Governance.
FINDING 3: 8 Types of UBC

- Collaboration in R&D: 5.0
- Mobility of students: 4.3
- Commercialisation of R&D results: 4.0
- Lifelong learning: 4.0
- Curriculum development and delivery: 3.8
- Entrepreneurship: 3.3
- Governance: 2.9
- Mobility of academics: 2.9

n=3460

ACAD
FINDING 3: 8 Types of UBC

- Collaboration in R&D: 6.4
- Mobility of students: 6.3
- Commercialisation of R&D results: 6.0
- Lifelong learning: 5.8
- Curriculum development and delivery: 5.8
- Entrepreneurship: 5.7
- Governance: 5.2
- Mobility of academics: 4.7

n=1753
There are eight types of UBC

...being Collaboration in R&D and Commercialisation of R&D Results in the top 3 of development

All types of UBC are correlated, meaning that they do not act and cannot be addressed in isolation.
How extensive is Collaboration with business and Research Commercialisation in European HEIs?
Finding 4: Extent of Collaboration in R&D

Half of the academics undertake low or no amount of collaboration in R&D.

- 24% No Col
- 26% Low Col
- 50% Med-high Col

n=4123
Approximately two thirds of the academics undertake low or no amount of commercialisation of R&D Results.

Finding 4: Extent of Commercialisation of R&D Results

- No Com: 37%
- Low Com: 29%
- Med-high Com: 34%

n=4123
FINDING 4: Extent of Collaboration in R&D

1 of every 5 HEIs undertake no or a low amount of Collaboration in R&D

Extent of Collaboration in R&D

- No Col (9%)
- Low Col (19%)
- Med-high Col (81%)

n=2157
FINDING 4: Extent

Half of the HEIs undertake no or a low amount of Commercialisation of R&D Results

Extent of Commercialisation of R&D Results

- No Com (18%)
- Low Com (33%)
- Med-high Com (49%)

n=2157
UBC in Europe is still in the early stages of development. As such, there is a lot of potential development for UBC... Especially in earning income from UBC (only 4.5% of HEIs’ budgets).
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)

b) Barriers

c) Drivers

d) Perceived benefits
FINDING 5: Situational factors

All ‘situational factors’ play a role in influencing the extent of UBC

- Years working in the HEI
- Gender
- Age
- Country
- Years working in business
- The type of HEI they work for
- Faculty

Outcomes for HEIs, academics, business
Knowledge society
University-Business Cooperation (UBC)
Influencing factors
Supporting mechanisms
Key stakeholders

Benefits
Drivers & Barriers
Situational Factors

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**FINDING 5: Example**

<table>
<thead>
<tr>
<th>Years in business</th>
<th>Total UBC</th>
<th>Col. R&amp;D</th>
<th>Com. R&amp;D Results</th>
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<tbody>
<tr>
<td>None</td>
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<tr>
<td>&gt; 0 - 2</td>
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<td>&gt; 2 – 5</td>
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<tr>
<td>&gt; 5 – 9</td>
<td>4.4</td>
<td>5.3</td>
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<tr>
<td>&gt; 9 - 19</td>
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<td>&gt; 19 years</td>
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<td>4.5</td>
</tr>
</tbody>
</table>

*Scale: 1 = none, >1 - 4 = low; >4 - 7 = medium; >7 - 10 = high*

UBC is significantly lower for those with no experience in business and also less for those with less than 2 years of experience in business.

‘Diminishing returns’= 5 years working in business.
## FINDING 5: Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Collaboration in R&amp;D</th>
<th>Mobility of academics</th>
<th>Mobility of students</th>
<th>Commercialisation of R&amp;D Findings</th>
<th>Curriculum development and delivery</th>
<th>Lifelong learning</th>
<th>Entrepreneurship</th>
<th>Governance</th>
<th>Total UBC</th>
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</tr>
</tbody>
</table>

**Scale:** 1 = No UBC, >1 - 4 = low; >4 - 7 = medium; >7 - 10 = high

### GERMANY

**European leaders in UBC**
1. Collaboration in R&D
2. Mobility of students
3. Commercialisation of R&D

**Below average extent of UBC**
1. Curriculum development & Delivery
2. Lifelong learning
3. Governance
PROFILE OF ACADEMIC WITH HIGH COOPERATION IN COLLABORATION IN R&D / COMMERCIALISATION OF R&D RESULTS:

- Men
- Between 40 and 50 years
- Between 10 and 19 years of experience working in HEIs
- More than 5 years of experience working in business
- Working in a Polytechnic University
- In the area of Technology and Engineering
- Located in Finland / UK / Sweden
Finding 5

Situational factors help to explain UBC

...but only a few of them have practical implications
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)

b) Barriers

c) Drivers

d) Perceived benefits
Finding: All academics and all HEI representatives see the same barriers to UBC regardless of their extent of cooperation.

Most important barriers for academics:
1. Bureaucracy within or external to the HEI (7.3)
2. Lack of HEI funding for UBC (6.9)
3. Lack of external funding for UBC (6.9)

Most important barriers for HEIs:
1. Lack of external funding for UBC (7.0)
2. Lack of financial resources of the business (6.9)
3. Business lack awareness of HEI activities (6.9)

Scale: 1 = No importance, - 10 = high importance
Finding 6

Lack of funding and excess of bureaucracy at all levels (HEI, national, European) are the highest barriers to UBC

... but removal of barriers does not create UBC
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)

b) Barriers

c) Drivers

d) Perceived benefits
**Finding:** All academics and all HEI representatives see the same drivers to UBC regardless of their extent of cooperation.
Finding 7

Personal relationships drive UBC. It’s a people game!

Existence of mutual trust and commitment are the most important drivers of UBC for both academics and HEIs.

Those academics or HEIs perceiving higher drivers for UBC are more engaged in UBC than those perceiving low drivers for UBC.
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)

b) Barriers

c) Drivers

d) Perceived benefits
FINDING 8: Perceived benefits

Academics recognise the high degree of benefits from successful UBC for different stakeholders… however to a lower extent the personal benefits they receive from UBC.
FINDING 8: Perceived benefits

Please indicate the extent to which you agree or disagree with the following statements.

- UB activities improve employability of future graduates
- UB activities improve the learning experience of students
- UB activities improve the performance of business
- Successful UBC is an excellent way of getting funding
- Successful UBC increases my reputation in my field of research
- Successful UBC is vital to achieving the mission of the university
- Successful UBC is vital to my research
- UB activities improve my standing within the university
- UB activities increase my chances of promotion

n=2394

<table>
<thead>
<tr>
<th>Personal benefits for academics</th>
<th>Benefits for students, business or the HEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>Low</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8,0</td>
<td>7,8</td>
</tr>
</tbody>
</table>

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FINDING 8: Perceived benefits

HEIs rated the highest benefits for students, followed by business…

then the ability of UBC to contribute to the mission of the HEI with the lowest benefits perceived for society.
Please indicate the extent to which you agree or disagree with the following statements.

- UBC increases skills and graduate development: 8.5
- UBC has beneficial effects on the local industry: 7.7
- UBC is vital to achieving the mission of the HEI: 7.7
- UBC improves regional productivity: 7.6
- UBC creates local employment: 7.3
- UBC increases local GDP and disposable income: 7.3
- UBC creates a range of beneficial social and recreational benefits: 6.6

n=313

Personal benefits for HEIs
Benefits for students, business or society
Perceptions of high benefits & incentives drive UBC

The perception of self-benefit is a major factor in UBC.

The higher the perceived benefits, the higher the extent of UBC carried out.
If influencing factors are only part of the explanation for UBC activity, what else can help to explain European UBC?

The existence of supporting mechanisms for UBC
1. Strategies
2. Structures and approaches
3. Operational activities, and
4. Framework conditions
The creation and development of supporting mechanisms are critical for UBC

1. **Strategies (4.9)**
   - a. Documented e.g. vision / mission,
   - b. Implementation e.g. incentives

2. **Structures or approaches (5.1)**
   - a. Positions i.e. personnel
   - b. Agencies i.e. units of focus

3. **Operational activities (5.4)**
   - a. Academic focussed
   - b. Student focussed

4. **Framework conditions (4.5)**
Thinking about strategies used within your HEI, how developed are the following points?

- A top-level management committed to UBC: 7.3
- A documented mission / vision embracing UBC: 6.9
- A strategy for UBC: 6.8
- The internal promotion of UBC: 6.6
- The external promotion of UBC: 6.3
- The dedication of resources (inc. funding) to support UBC: 5.7
- The provision of incentives for academics to encourage UBC: 5.4
- The inclusion of ‘cooperation with business’ as part of the assessment of work performance for academics: 5.0

n=834
Thinking about structures and approaches used within your HEI, how developed are the following points?

- Career offices within the HEI
- An alumni network
- The presence of business people on the HEI board
- Board member or vice rector positions for UBC
- The practice of recruiting industry professionals into the knowledge transfer area
- Agencies (internal) within the HEI dedicated to UBC
- Incubators for the development of new business
- The presence of academics on company boards
- Agencies external to the HEI dedicated to UBC.

n=732

FINDING 9: Structures

HEIs
FINDING 9: Structures

Possession of the facilitators supporting different types of cooperation

Those HEIs with a specific contact person, contact agency or programme/initiative have a significantly higher development of these types of UBC in comparison to those that do not have them.
Thinking about operational activities used within your HEI, how developed are the following points?

- Collaboration activities facilitating student interaction with business: 6.5
- Entrepreneurship education offered to students: 6.3
- Workshops, information sessions and forums for UB collaboration targeting academics: 5.7
- Networking sessions or meetings for academics to meet people from business: 5.5
- The featuring of UBC prominently on the HEI’s website: 5.4
- Collaboration activities facilitating academics interaction with business: 5.4
- Entrepreneurship education offered to academics: 4.8

n=643
Thinking about the environment that your HEI operates in, how developed are the following points?

- Laws / regulations positively supporting UBC (excl. creation of new companies)
  - Development Level: 5.8

- Laws / regulations positively supporting the creation of new companies
  - Development Level: 5.4

- Personnel mobility laws / regulations allowing movement of staff between HEI and business.
  - Development Level: 4.8

n=621
The creation and development of supporting mechanisms are critical for UBC...since the higher the development of the mechanisms, the higher the extent of UBC.

The UBC supporting mechanisms that are easier to implement, are much more developed than those that are more difficult to implement.
How do the previous findings interrelate and how reliable are they in explaining European UBC?
FINDING 10: The UBC Model

University-Business Cooperation

8 types of UBC

- Collaboration in R&D
- Academic mobility
- Student mobility
- Commercialisation of R&D results
- Curriculum development & delivery
- Lifelong learning
- Entrepreneurship
- Governance

Benefits
Drivers
Barriers
Situational Factors

1. Strategies
2. Structures & approaches
3. Activities
4. Framework Conditions

1. Strategies
2. Structures & approaches
3. Activities
4. Framework Conditions

HEIs
- Mngt.
- KTPs
- ACAD

Business

Government
- EU
- Nat.
- Local

Analysis takes place in this direction

Result level

Factor level

Action level
In the UBC ecosystem, the multiple actors need to work cooperatively...

...and in an integrated manner towards effectiveness and developed UBC.

If only one of those actors does not perform actively, the disruptive influence might be considerable enough to inhibit the whole momentum.
A summary of key findings

1. UBC is vital in creating a knowledge society
2. UBC ecosystem is complex and integrated
3. UBC in Europe is at an early stage of development
4. All UBC types are interrelated so the cannot be addressed in isolation
5. Situational factors (e.g. country, faculty) help to explain UBC but there is little that can be implemented from these findings
6. Lack of funding and excess of bureaucracy at all levels are the highest barriers to UBC
7. Personal relationships drive UBC. It’s a people game!
8. Perceptions of high benefits & incentives are motivators of UBC
9. The creation and development of supporting mechanisms are critical for UBC
10. In the UBC ecosystem, the multiple actors need to work cooperatively and in a coordinated manner toward effective UBC
What does this mean for HEIs, Govt. and key stakeholders?

A new paradigm is in play

New thinking is required to develop our societies through UBC

A more holistic approach to UBC is required beyond:

- Patents and licenses, paper strategies (mission / vision), creating a science park, one-off, short-term interactions …

Knowledge and support mechanisms must be increased based on a comprehensive understanding of the elements in the UBC ecosystem and their interrelations
What now?

Top 4 actions for stakeholders

<table>
<thead>
<tr>
<th></th>
<th>1 Obtain the report</th>
<th>2 Collaborate with us!</th>
<th>3 Acquire your own report</th>
<th>4 Receive a workshop to develop UBC</th>
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<tbody>
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