Significant change is required for Poland to improve collaboration between HEIs and business.
Significant change is required for Poland to improve collaboration between HEIs and business

The results of this study reflect a significant lack of commitment and cultural orientation to university-business cooperation (UBC) in Poland. Whether it be the low-medium development of cooperation and Commercialisation of research and development (R&D), the poor balance between perceived barriers and drivers of UBC, or the development of UBC supporting mechanisms, Polish higher education institution (HEI) managers and academics rate themselves and their environment to be one of the least oriented to UBC in Europe. Significant change is required in Poland if UBC is to be developed involving all UBC stakeholders. Government and HEI management need to work together with a long-term commitment, not only to create appropriate support strategies, structures and approaches, but also to bring about necessary cultural change to embrace UBC.
The State of University-Business Cooperation (UBC) in POLAND

1. Executive summary – 2
2. About the study – 4
3. Extent of University Business Cooperation (UBC)
4. Influencing factors – 7
5. Supporting mechanism development – 17
6. The UBC ecosystem – 30

The UBC ecosystem

1. Indirect outcome (society)
2. Direct outcome (stakeholder)
3. University-Business Cooperation (UBC) types
4. Influencing factors
5. Supporting mechanisms
6. Key stakeholders
About the study

The results presented in this report were from a study commissioned by the European Commission (EC). Surveys were sent out to all registered European HEIs in 33 countries in 2011. In total, 6,280 responses were received from European academics and HEI management (HEI managers and HEI professionals working with industry) whilst from Poland, 620 responses from academics (461) and HEI management (159) were received. The study measured the perceptions of these two groups in respect to their own cooperation efforts and those of their universities respectively.

Methodology

The survey was created during a project completed with the EC in a fifteen and a half month study on the cooperation between HEIs and public and private organisations in Europe. The main components of the project were in-depth qualitative interviews with 10 recognised industry experts as well as a major quantitative survey. The survey was translated into 22 languages and sent to all registered European HEIs (numbering over 3,000) in 33 countries during March 2011. Through this, a final sample population of 6,280 academics and HEI management was achieved making the study the largest study into cooperation between HEIs and business yet completed in Europe.

Objective

The objective of this report is to evaluate the current status of UBC in Spain and benchmark these outcomes against European HEIs. As a result of this analysis, the reader will have a clearer understanding of the extent of cooperation with business. Furthermore, the report aims to highlight the Barriers and Drivers preventing or motivating cooperation as well as the extent of development of mechanisms supporting UBC, in comparison with the European average.

Questions were posed to two groups within HEIs. These groups were asked about their perception of UBC:

1. **Individual academics** were asked to respond on behalf of themselves.

2. **HEI management** (HEI managers and university professionals working with industry) were asked to respond on behalf of their HEI.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Responded on behalf of</th>
<th>Colour code for results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academics Indv. academics</td>
<td>Green</td>
</tr>
<tr>
<td>2</td>
<td>HEIs HEI management and university professionals working with industry</td>
<td>Orange</td>
</tr>
</tbody>
</table>

Colour codes have been used throughout the report to identify those results received from the academic (green) and those results received from the HEI (orange).
Extant of UBC

Eight types of cooperation between university and business have been recognised in the State of European UBC Report with the following descriptions:

1. Collaboration in R&D
   Includes joint R&D activities, contract research, R&D consulting, cooperation in innovation, joint publications with firm scientists/researchers, joint supervision of theses (Bachelor, Master or PhD) or projects in cooperation with business.

2. Mobility of academics
   Consists of temporary movement of professors, researchers from HEIs to business; and employees, managers and researchers from business to HEIs.

3. Mobility of students
   Consists of temporary movement of students from HEIs to business.

4. Commercialisation of R&D results
   Includes the commercialisation of scientific R&D results through disclosures of inventions, patenting and licenses.

5. Curriculum development & delivery
   Consists of the joint development of a programme of courses, modules, majors or minors, planned experiences as well as guest lectures by delegates from external private and public organisations within undergraduate, graduate or PhD programmes.

6. Lifelong learning
   Includes the provision of adult education, permanent education and/or continuing education involving the acquisition of skills, knowledge, attitudes and behaviours by HEIs to people working in external organisations.

7. Entrepreneurship
   Consists of actions involving HEIs towards the creation of new ventures or developing entrepreneurial mind-sets in cooperation with business.

8. Governance
   Includes academics involved in firm decision-making or sitting on the boards of firms and also having business leaders involved in HEI decision-making or sitting on the boards of HEIs or at a faculty management level.

Relationship among cooperation types

The study identified that HEIs tend to cooperate at a similar level in all UBC types e.g. if they cooperate to a high extent with business in Collaboration in R&D, they cooperated to a similar extent for all the types of UBC.
Extent of University-Business Cooperation in Poland

As answered by HEI management

- Mobility of students: 5.5 (Poland), 6.3 (Europe)
- Lifelong learning: 5.2 (Poland), 5.8 (Europe)
- Curriculum development and delivery: 5.1 (Poland), 5.8 (Europe)
- Entrepreneurship: 5.0 (Poland), 5.7 (Europe)
- Collaboration in research and development: 4.9 (Poland), 6.4 (Europe)
- Governance: 4.7 (Poland), 5.2 (Europe)
- Mobility of academics: 4.4 (Poland), 4.7 (Europe)
- Commercialisation of research and development results: 4.0 (Poland), 5.4 (Europe)

Not at all | Low | Medium | High
Factors influencing the extent of UBC

The coming section will outline the extent to which a number of factors affect cooperation within business in Spain. These factors have been found to significantly influence cooperation within the European context.

**Benefits for students, the HEI, business, society and academics.**

**Drivers relating to:**
- Commercial, practical and logistical drivers,
- Relationship drivers.

**Barriers relating to:**
- Usability of results,
- Organisational and relational barriers,
- Funding barriers.
### Barriers (grouped) to cooperation – Poland vs. Europe

As answered by academics and HEI management

#### Usability of results

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Extent of relevance (1-10) Poland</th>
<th>Extent of relevance (1-10) Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • The focus on producing practical results by business,  
• The need for business to have confidentiality of research results,  
• Business fear that their knowledge will be disclosed. |                                  |                                  |
| ACAD     | 6.5                              | ACAD 6.1                         |
| HEI      | 6.3                              | HEI 6.0                          |

#### Funding barriers

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Extent of relevance (1-10) Poland</th>
<th>Extent of relevance (1-10) Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Lack of external funding for University-Business cooperation,  
• Lack of financial resources of the business,  
• Lack of HEI funding for UBC,  
• The current financial crises. |                                  |                                  |
| ACAD     | 6.6                              | ACAD 6.5                         |
| HEI      | 7.1                              | HEI 6.8                          |

#### Relational barriers

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Extent of relevance (1-10) Poland</th>
<th>Extent of relevance (1-10) Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Business lack awareness of HEI research activities / offerings,  
• The limited absorption capacity of SMEs to take on internships or projects,  
• Differing time horizons between HEI and business,  
• Differing motivation / values between HEI and business,  
• Universities lack awareness of opportunities arising from UB-cooperation,  
• Bureaucracy within or external to the HEI,  
• Limited ability of business to absorb research findings,  
• Differing mode of communication and language between HEI and business,  
• A lack of contact people with scientific knowledge within business,  
• Difficulty in finding the appropriate collaboration partner,  
• No appropriate initial contact person within either the HEI or business. |                                  |                                  |
| ACAD     | 6.6                              | ACAD 6.4                         |
| HEI      | 6.5                              | HEI 6.2                          |
Main barriers to cooperation – Poland vs. Europe

As answered by HEI management

- Lack of university funding for UBC
- Business lack awareness of university research activities / offerings
- Lack of financial resources of the business
- Lack of external funding for UBC
- Differing motivation / values between university and business
- Limited ability of business to absorb research findings
- Bureaucracy within or external to the university
- The focus on producing practical results by business
- The limited absorption capacity of SMEs to take on internships or projects
- The current financial crises
- Universities lack awareness of opportunities arising from UBC
- A lack of contact people with scientific knowledge within business
- Differing time horizons between university and business
- The need for business to have confidentiality of research results
- Business fear that their knowledge will be disclosed
- Difficulty in finding the appropriate collaboration partner
- Differing mode of communication and language between university and business
- No appropriate initial contact person within either the university or business

For further information, go to www.ub-cooperation.eu/index/poland
Drivers (grouped) of cooperation – Poland vs. Europe

As answered by academics and HEI management

<table>
<thead>
<tr>
<th>Relationship drivers</th>
<th>Extent of facilitation (1-10)</th>
<th>Extent of facilitation (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Existence of mutual trust,</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td>• Existence of mutual commitment,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Having a shared goal,</td>
<td>6.1</td>
<td>7.0</td>
</tr>
<tr>
<td>• Understanding of common interest by different stakeholders (e.g. universities; business; individuals; students),</td>
<td>5.7</td>
<td>6.7</td>
</tr>
<tr>
<td>• Prior relation with the business partner,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cooperation as effective means to address societal challenges and issues.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business drivers</th>
<th>Extent of facilitation (1-10)</th>
<th>Extent of facilitation (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employment by business of HEI staff and students,</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td>• Interest of business in accessing scientific knowledge,</td>
<td>4.8</td>
<td>5.6</td>
</tr>
<tr>
<td>• Possibility to access funding / financial resources for working with business,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Short geographical distance of the HEI from the business partner,</td>
<td>5.1</td>
<td>6.7</td>
</tr>
<tr>
<td>• Flexibility of business partner,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Access to business-sector research and development facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Commercial orientation of the HEI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Main drivers of cooperation – Poland vs. Europe

As answered by HEI management

- Prior relation with the business partner
- Existence of mutual trust
- Having a shared goal
- Existence of mutual commitment
- Understanding of common interest by different stakeholders
- Cooperation as effective means to address societal challenges and issues
- Possibility to access funding / financial resources for working with business
- Short geographical distance of the university from the business partner
- Interest of business in accessing scientific knowledge
- Employment by business of university staff and students
- Flexibility of business partner
- Access to business-sector research and development facilities
- Commercial orientation of the university

Not at all  | Low  | Medium  | High
--- | --- | --- | ---
Poland  | 6,4 | 7,0 | 7,5
Europe  | 6,3 | 7,1 | 7,1

For further information, go to www.ub-cooperation.eu/index/poland
### Benefits (grouped) from cooperation – Poland vs. Europe

*As answered by academics*

<table>
<thead>
<tr>
<th>Benefits for students</th>
<th>Extent of importance (1-10)</th>
<th>Extent of importance (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UB activities improve employability of future graduates</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td>• UB activities improve the learning experience of students</td>
<td>ACAD 7.1</td>
<td>ACAD 7.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits for business</th>
<th>Extent of importance (1-10)</th>
<th>Extent of importance (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UB activities improve the performance of business</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td></td>
<td>ACAD 6.6</td>
<td>ACAD 7.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits for HEIs</th>
<th>Extent of importance (1-10)</th>
<th>Extent of importance (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Successful UBC is vital to achieving the mission of the HEI</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td></td>
<td>ACAD 6.0</td>
<td>ACAD 6.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits for academics</th>
<th>Extent of importance (1-10)</th>
<th>Extent of importance (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Successful UBC is an excellent way of getting funding</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td>• Successful UBC increases my reputation in my field of research</td>
<td>ACAD 5.6</td>
<td>ACAD 5.9</td>
</tr>
<tr>
<td>• Successful UBC is vital to my research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• UB activities improve my standing within the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• UBC activities increase my chances of promotion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Benefits from cooperation – Poland vs. Europe

As answered by academics

- UB activities improve employability of future graduates (transition to labour market)
- UB activities improve the learning experience of students
- Successful UBC is an excellent way of getting funding
- UB activities improve the performance of business
- Successful UBC increase 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

For further information, go to www.ub-cooperation.eu/index/poland
Benefits (grouped) from cooperation – Poland vs. Europe

As answered by HEI management

<table>
<thead>
<tr>
<th>Benefits for the HEI</th>
<th>Extent of importance (1-10)</th>
<th>Extent of importance (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UBC is vital to achieving the mission of the HEI.</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td></td>
<td>HEI</td>
<td>6.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits for students</th>
<th>Extent of importance (1-10)</th>
<th>Extent of importance (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UBC increases skills and graduate development</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td></td>
<td>HEI</td>
<td>7.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits for business and society</th>
<th>Extent of importance (1-10)</th>
<th>Extent of importance (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UBC has beneficial effects on the local industry</td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td>• UBC improves regional productivity</td>
<td>HEI</td>
<td>6.3</td>
</tr>
<tr>
<td>• UBC creates local employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• UBC increases local GDP and disposable income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• UBC creates a range of beneficial social and recreational benefits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Benefits from cooperation – Poland vs. Europe

As answered by HEI management

- UBC increases skills and graduate development: 7.6 (Poland), 8.5 (Europe)
- UBC is vital to achieving the mission of the university: 6.8 (Poland), 7.7 (Europe)
- UBC has beneficial effects on the local industry: 6.8 (Poland), 7.7 (Europe)
- UBC improves regional productivity: 6.6 (Poland), 7.6 (Europe)
- UBC increases local GDP and disposable income: 6.3 (Poland), 7.3 (Europe)
- UBC creates local employment: 6.3 (Poland), 7.3 (Europe)
- UBC creates a range of beneficial social and recreational benefits: 5.5 (Poland), 6.7 (Europe)

Not at all: 1, Low: 2, Medium: 5, High: 8
Using the State of European University-Business Cooperation (HIPPO) study results, decision makers, managers and practitioners involved in UBC can benefit from receiving:

1. a benchmark in terms of UBC of your organisation, institution, sector, region or country against others.
2. a clear picture of progress in efforts to increase UBC,
3. proactive areas of focus for increasing UBC,
4. the required information to advance UBC within their region or institution

A state of the UBC report dedicated to your organisation can assist with developing greater financial and non financial benefits from UBC. It will be provided to your organisation in the form of a report and/or presentation.

Please contact davey@apprimo.com for more information.
Supporting mechanisms for UBC

Supporting mechanisms are interventions designed to support the development of cooperation between HEIs and business.

The coming section will outline the extent to which UBC supporting mechanisms are developed in Spain. The development of these mechanisms has been found to significantly influence cooperation within the European context.

1. Strategies
   - Documented (Paper) strategies
   - Implementation strategies

2. Structures & approaches
   - Role-based approach in UBC
   - Internal/External agencies focused on UBC

3. Activities
   - Internally focussed education and workshops focused on academics and/or students
   - Externally focussed networking, promotional and project activities

For further information, go to www.ub-cooperation.eu/index/poland
**Supporting mechanisms explained**

The UBC Supporting mechanisms constitute the 'action-level', where all stakeholders need to focus their efforts when they want to influence the extent of UBC.

The specific role and importance of Supporting mechanisms at HEIs has long been recognised in both practice and literature. They are often recognised in multiple ways including (i) in a variety of different names (e.g. interventions, enablers), (ii) captured in a model (e.g. ecosystem, regional innovation system) or (iii) known as individual elements (e.g. activities, infrastructure).

A key finding of the State of European UBC Report was that the extent of development of the Supporting mechanisms was found to significantly affect the extent of general activity between HEIs and business. The nature of the Supporting mechanisms in terms of (i) responsibility, (ii) expense and (iii) time to impact are summarised in the table below.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Primary responsibility for the mechanism</th>
<th>Secondary responsibility</th>
<th>Expense</th>
<th>Time to impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEI management</td>
<td>HEI management</td>
<td>All UBC stakeholders</td>
<td>Low</td>
<td>Long term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures and approaches</th>
<th>Primary responsibility for the mechanism</th>
<th>Secondary responsibility</th>
<th>Expense</th>
<th>Time to impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEI / regional Govt. and agencies</td>
<td>HEI / regional Govt. and agencies</td>
<td>Regional UBC stakeholders</td>
<td>Agencies: High Personnel: Med-high</td>
<td>Agencies: Long Personnel: Medium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operational activities</th>
<th>Primary responsibility for the mechanism</th>
<th>Secondary responsibility</th>
<th>Expense</th>
<th>Time to impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge transfer Professionals</td>
<td>Knowledge transfer Professionals</td>
<td>Regional UBC stakeholders</td>
<td>Medium</td>
<td>Short-medium term</td>
</tr>
</tbody>
</table>
## Development of UBC strategies (grouped) – Poland vs. Europe

As answered by HEI management

### Documented (Paper) strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Poland</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>A top-level management committed to UBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A documented mission / vision embracing UBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A strategy for UBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The internal promotion of UBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The external promotion of UBC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extent of development (1-10)</th>
<th>HEI</th>
<th>Extent of development (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>5.9</td>
<td>Europe</td>
</tr>
<tr>
<td>HEI</td>
<td>6.8</td>
<td>HEI</td>
</tr>
</tbody>
</table>

### Implementation and motivation strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Poland</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dedication of resources (incl. funding) to support UBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The provision of incentives for academics to encourage UBC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The inclusion of ‘cooperation with business’ as part of the assessment of work performance for academics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extent of development (1-10)</th>
<th>HEI</th>
<th>Extent of development (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>4.3</td>
<td>Europe</td>
</tr>
<tr>
<td>HEI</td>
<td>5.4</td>
<td>HEI</td>
</tr>
</tbody>
</table>
Development of UBC strategies - Poland vs. Europe

As answered by HEI management

- A top-level management committed to UBC: Poland 6.4, Europe 7.3
- A documented mission / vision embracing UBC: Poland 5.9, Europe 6.9
- A strategy for UBC: Poland 5.8, Europe 6.8
- The internal promotion of UBC: Poland 5.7, Europe 6.6
- The external promotion of UBC: Poland 5.6, Europe 6.3
- The inclusion of ‘cooperation with business’ as part of the assessment of work performance for academics: Poland 4.5, Europe 5.0
- The dedication of resources (inc. funding) to support UBC: Poland 4.3, Europe 5.7
- The provision of incentives for academics to encourage UBC: Poland 4.1, Europe 5.4

HEIs

For further information, go to www.ub-cooperation.eu/index/poland
**Development of UBC structures and approaches (grouped) – Poland vs. Europe**

As answered by HEI management

<table>
<thead>
<tr>
<th>Roles-based approaches in UBC</th>
<th>Extent of development (1-10)</th>
<th>Extent of development (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td>The presence of academics on company boards,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presence of business people on the HEI board,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board member or vice rector positions for UBC,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The practise of recruiting industry professionals into the knowledge transfer area,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An alumni network.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal/External agencies focused on UBC</th>
<th>Extent of development (1-10)</th>
<th>Extent of development (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poland</td>
<td>Europe</td>
</tr>
<tr>
<td>Career offices within the HEI,</td>
<td></td>
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<tr>
<td>Agencies (external) to the HEI dedicated to UBC,</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Incubators for the development of new business.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Development of UBC structures and approaches – Poland vs. Europe

As answered by HEI management

- Career offices within the university
  - Poland: 6.6
  - Europe: 6.2

- An alumni network
  - Poland: 4.2
  - Europe: 6.0

- Agencies (internal) within the university dedicated to UBC
  - Poland: 4.2
  - Europe: 5.4

- Incubators for the development of new business
  - Poland: 4.2
  - Europe: 5.2

- The presence of business people on the university board
  - Poland: 3.9
  - Europe: 5.9

- The practice of recruiting industry professionals into the knowledge transfer area
  - Poland: 3.9
  - Europe: 5.4

- Board member or vice rector positions for UBC
  - Poland: 3.6
  - Europe: 5.6

- The presence of academics on company boards
  - Poland: 3.5
  - Europe: 4.1

- Agencies external to the university dedicated to UBC
  - Poland: 3.1
  - Europe: 4.1

For further information, go to www.ub-cooperation.eu/index/poland
### Development of UBC operational activities (grouped) – Poland vs. Europe

**As answered by HEI management**

<table>
<thead>
<tr>
<th>Internally focused education and workshops focused on academics</th>
<th>Extent of development (1-10)</th>
<th>Extent of development (1-10)</th>
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</thead>
<tbody>
<tr>
<td><strong>Poland</strong></td>
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</tr>
<tr>
<td>• Workshops, information sessions and forums for UBC targeting academics,</td>
<td>HEI 5.1</td>
<td>HEI 5.3</td>
</tr>
<tr>
<td>• Entrepreneurship education offered to academics.</td>
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</table>

<table>
<thead>
<tr>
<th>Internally focused education and workshops focused on students</th>
<th>Extent of development (1-10)</th>
<th>Extent of development (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poland</strong></td>
<td><strong>Europe</strong></td>
<td></td>
</tr>
<tr>
<td>• Entrepreneurship education offered to students.</td>
<td>HEI 6.1</td>
<td>HEI 6.3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Externally focused networking, promotional and project activities</th>
<th>Extent of development (1-10)</th>
<th>Extent of development (1-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poland</strong></td>
<td><strong>Europe</strong></td>
<td></td>
</tr>
<tr>
<td>• Networking sessions or meetings for academics to meet people from business,</td>
<td>HEI 4.9</td>
<td>HEI 5.7</td>
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<tr>
<td>• The featuring of UBC prominently on the HEI’s website,</td>
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<tr>
<td>• Collaboration activities facilitating student interaction with business,</td>
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<td></td>
</tr>
<tr>
<td>• Collaboration activities facilitating academics interaction with business.</td>
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</table>
Development of UBC operational activities – Poland vs. Europe

As answered by HEI management

- Entrepreneurship education offered to students
- Collaboration activities facilitating student interaction with business
- Workshops, information sessions and forums for UBC collaboration targeting academics
- Entrepreneurship education offered to academics
- The featuring of UBC prominently on the university’s website
- Collaboration activities facilitating academics interaction with business
- Networking sessions or meetings for academics to meet people from business

Scores:
- Poland
- Europe

Not at all | Low | Medium | High
---|---|---|---
6.1 | 6.3 | 5.4 | 6.5
5.2 | 5.7 | 5.0 | 4.8
4.8 | 5.4 | 5.4 | 5.4
3.2 | 4.5 | 5.4 | 5.5

For further information, go to www.ub-cooperation.eu/index/poland
The number of academic respondents per country reflects the size of the HEI system in the respective country.

Those countries over-represented included Lithuania, Portugal, Cyprus, Latvia, Bulgaria and Romania.

Countries under-represented included Denmark, Norway, Sweden, Germany and United Kingdom.

To correct the over- and under-representation, a weighting system was applied.

Number of academic respondents per HEI in Poland

Number of academics per HEI in Europe

Number of students per HEI in Poland

Number of students per HEI in Europe
Science Marketing
Science-to-Business Marketing Research Centre

Authors: Todd Davey, Victoria Galán-Muros, Arno Meerman and Tomasz Kusio

ISBN: 978-94-91901-00-3

For more information about the University-Business Cooperation reports please contact Todd Davey (davey@apprimo.com)

This document has been prepared by the authors using data that had been collected in the framework of a study prepared for the European Commission. It reflects the views only of the authors, and the Commission cannot be held responsible for any use that may be made of the information contained therein.

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For further information, go to www.ub-cooperation.eu/index/poland


Red OTRI, Red UGI (2012). Informe de la encuesta de investigación y transferencia de conocimiento 2011 de las universidades españolas. Conferencia de Rectores Universidades Españolas (CRUE), Madrid, Spain

Contact us

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UIIN

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Victoria Galan-Muros
galanmuros@fh-muenster.de
If you are involved in any form of university-business collaboration (UBC) you need to understand the ‘big picture’
Describing University-Business Cooperation (UBC)

The UBC Ecosystem

A model for understanding the important elements affecting University-Business Cooperation (UBC)

Model created by
Todd Davey, Victoria Galan Muros, Arno Meerman

Model validation partners
Science-to-Business Marketing Research Centre, UIIN, apprimo UG

Co-created by
105 practitioners validating the model in their work.

The model relationships have been scientifically validated by the Science-to-Business Marketing Research Centre

1. Indirect outcome (society)
2. Direct outcome (actors)
3. University-Business Cooperation (UBC) types
4. Influencing factors
5. Supporting mechanisms
6. Key stakeholders
• attempting to develop UBC within your organisation?
• repetitively thinking about the factors affecting cooperation between university and business as well as their how they relate to each other?
• trying to foster open innovation involving universities?
• continually confronted with the challenge of creating better relationships between HEIs and business?
• a revolutionary trying to match researchers with business partners?

... if you answered ‘yes’ to any of these questions, you are not alone: this model was developed by people like you for these reasons
## UBC ECOSYSTEM > Layers explained

<table>
<thead>
<tr>
<th>Layer</th>
<th>Concept</th>
<th>Level</th>
<th>How it impacts society</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indirect Impact</td>
<td>Impact level</td>
<td>How it impacts society</td>
</tr>
<tr>
<td>2</td>
<td>Direct outcomes</td>
<td>Outcome level</td>
<td>How it affects stakeholders</td>
</tr>
<tr>
<td>3</td>
<td>University-Business Cooperation</td>
<td>Result level</td>
<td>What occurs</td>
</tr>
<tr>
<td>4</td>
<td>Influencing factors</td>
<td>Factor level</td>
<td>What you have to consider</td>
</tr>
<tr>
<td>5</td>
<td>Supporting mechanisms</td>
<td>Action level</td>
<td>What you can do</td>
</tr>
<tr>
<td>6</td>
<td>Key stakeholders</td>
<td>Stakeholder level</td>
<td>Who is involved</td>
</tr>
</tbody>
</table>

**All aspects are measurable (benchmarking)**
DEF Refers to the indirect outcomes experienced by society generally from UBC

The indirect social contribution of UBC includes:
• creates jobs and stimulates economic growth,
• increases living standards, productivity and social cohesion.

**UBC is vital in building the knowledge society**
As societies develop from farming, industrial to knowledge societies, governments are embracing the need to create a more connected relationship between government, business and HEIs with focus on UBC. A knowledge society consists of: (i) innovation, (ii) education, (iii) ICT and (iv) science & technology, to which UBC is vital.

**Validation:** Literature, expert interviews and 30 case studies show that UBC is crucial for creating a knowledge society

**ACTION:** Promote ways of measuring and recognising this contribution
1. INDIRECT IMPACTS

UBC is an engine for the development of a knowledge society

> Farming (land)
> Industrial age (labour)
> Knowledge society

Consisting of:
(1) Innovation
(2) Education,
(3) ICT
(4) Science & Technology

The indirect social contribution of UBC includes:
• creates jobs and stimulates economic growth,
• increases living standards, productivity and social cohesion.

GP FOR GOVERNMENTS/HEIs
• Elevate UBC onto an equal footing as teaching and research
• Manage the process of turning UBC activity and outcomes into impact
• Evaluate impact for each stakeholder group involved

GP FOR BUSINESS
Recognise that business are also part of the process of delivering benefit to society
2. DIRECT OUTCOMES

UBC reports direct positive outcomes for each of the stakeholders groups involved

Direct benefits (most highly recognised)

<table>
<thead>
<tr>
<th>HEIs</th>
<th>Academics</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving/increasing</td>
<td>• Funding</td>
<td>• Accessing new discoveries and accessing problem-solving capabilities</td>
</tr>
<tr>
<td>• future job prospects of students,</td>
<td>• Informing their teaching</td>
<td>• Provision of future income through product and service development</td>
</tr>
<tr>
<td>• the relevance of research conducted</td>
<td>• Increasing scientific productivity measured in quality and quantity of articles</td>
<td>• Reducing R&amp;D risk and expense</td>
</tr>
<tr>
<td>conducted within the HEI,</td>
<td>• Accessing equipment and resources</td>
<td></td>
</tr>
<tr>
<td>• transfer of knowledge and technology to society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• increasing third-party money</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GP for HEIs / TTOs

- Strategise win-win situations prior to UBC commencement
- Promote potential benefits to get people involved and committed
- Manage the process to ensure that positive outcomes are delivered for all UBC stakeholders

GP for business

- Be clear of your desired outcomes
- Identify the most-important outcomes for your collaboration partners
3. UBC TYPES

There are eight different types of UBC but are all interrelated

GP for governments HEIs & TTOs
- Recognise this broader form of UBC
- Have a general strategy for UBC combined with more specific strategies for each of the types
- Find ways to make all UBC types more direct, measurable and promotable

GP for academics
- To explore the different types of cooperation with your partners

GP for business
- Approach collaboration with HEIs more holistically (instead of in a ‘siloed’ manner)

Finding: Those types of UBC offering: (1) more direct, (2) measurable, and (3) promotable benefits are the most developed ones.
3. UBC TYPES

Approximately 2 of every 5 academics are responsible for most of the UBC activity

Academic UBC in Europe
- 37% Med-high UBC
- 26% Low UBC
- 37% No UBC

n=6280

1 of every 3 HEIs undertake no or a low amount of UBC activity

HEI UBC in Europe
- 66% Med-high UBC
- 26% Low UBC
- 8% No UBC

n=2136
A 2-step cluster analysis shows that ‘trailblazers’ academics (high UBC) are likely to cooperate with business in all the 8 Types to a similar extent, which range from medium to high. This finding is reflected through all 3 clusters which allows us to conclude the following:

The eight types of UBC are all interrelated (they do not work in isolation)
Influencing factors explain the aspects that effect the extent of UBC for academics and HEIs.

**Influencing factors are:**

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

b) Barriers

c) Drivers

d) Perceived benefits

**Validation:** Literature, expert interviews, 30 case studies, a survey pre-test and then quantitative analysis of the major study provided the validation of the importance of each of the influencing factors. Furthermore Kruskal-Wallis tests confirmed their significant influence on the extent of UBC.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>Indirect outcome (society)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>Direct outcome (actors)</td>
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<td>University-Business Cooperation (UBC) types</td>
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<td>4</td>
<td>Influencing factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Situational factors</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Supporting mechanisms</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Key stakeholders</td>
</tr>
</tbody>
</table>

**ACTION:** Consider the four different factors and their effects on UBC.
4. INFLUENCING FACTORS > Situational factors

All situational factors help to explain UBC

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Country</th>
<th>Faculty</th>
<th>The type of HEI they work for</th>
</tr>
</thead>
</table>

...but only a few of them have practical implications
For example:

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

<table>
<thead>
<tr>
<th>Years in business</th>
<th>Extent of UBC</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3.4</td>
</tr>
<tr>
<td>&gt; 0 - 2</td>
<td>3.9</td>
</tr>
<tr>
<td>&gt; 2 – 5</td>
<td>4.2</td>
</tr>
<tr>
<td>&gt; 5 – 9</td>
<td>4.4</td>
</tr>
<tr>
<td>&gt; 9 - 19</td>
<td>4.5</td>
</tr>
<tr>
<td>&gt; 19 years</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Finding:** The extent of UBC is significantly higher with those academics with some experience in business

**GP for HEIs:**
- Consider all the situational factors in decision making processes
- Prepare strategies / structures or activities that address the most important situational factors affecting UBC
- Employ academics with business experience or provide opportunities for academic mobility

**GP for academics**
- Seek business experience prior to or concurrently with your academic career

**GP for business**
- Employ those with academic / scientific understanding
## 4. INFLUENCING FACTORS

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>6.7</td>
<td>3.8</td>
<td>5.1</td>
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<td>4.4</td>
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<td>3.9</td>
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</table>

**AVERAGE**

<table>
<thead>
<tr>
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<td>5.3</td>
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</tbody>
</table>

### Germany

**Above average in**

1. Collaboration in R&D
2. Commercialisation of R&D

**Below average in**

1. Curriculum development & Delivery
2. Lifelong learning
3. Governance

**HEIs**

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Scale: 1 = No UBC, >1 - 4 = low; >4 - 7 = medium; >7 - 10 = high
Barriers are those obstacles that restrict or inhibit the ability of the academic or HEI to engage in UBC.

Three groups of UBC barriers
Resulting from an analysis of the results, barriers can be categorised in the following groups:
I. usability of results,
II. funding barriers and
III. relationship barriers.

Barriers to UBC measured included:
‘Lack of external funding for University-Business cooperation’, ‘Lack of financial resources of the business’, ‘Business lack awareness of university research activities / offerings’, ‘The current financial crises’, ‘Lack of university funding for University-Business cooperation’, ‘Differing time horizons between university and business’, ‘The limited absorption capacity of SMEs to take on internships or projects’, ‘The need for business to have confidentiality of research results’, ‘Bureaucracy within or external to the university’, ‘Differing motivation / values between university and business’, ‘The focus on producing practical results by business’, ‘Universities lack awareness of opportunities arising from University-Business cooperation’, ‘Business fear that their knowledge will be disclosed’, ‘Limited ability of business to absorb research findings’, ‘Differing mode of communication and language between university and business’, ‘Difficulty in finding the appropriate collaboration partner’, ‘A lack of contact people with scientific knowledge within business’, and ‘No appropriate initial contact person within either the university or business’.
4. INFLUENCING FACTORS > Barriers to UBC

Lack of funding and excess of bureaucracy are the highest barriers to UBC

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)

**Finding:** All European academics and HEI representatives see the same barriers to UBC no matter their extent of cooperation

**Scale:** 1 = No importance, -10 = high importance

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)

**GP for government and HEIs:**
- Reduce (ideally remove) the main barriers related to funding (HEI) and bureaucracy (ACAD)
- TTOs to support academics with bureaucracy

**GP for business**
- Don’t expect something for nothing > expect to pay
- Support the university to reduce bureaucracy

... but removal of barriers does not necessarily create UBC!
Drivers are those factors that facilitate the academic or the HEI to engage in UBC.

Two groups of UBC drivers
Resulting from an analysis of the results, drivers can be categorised in the following groups:
I. Relationship drivers and
II. Outcome drivers

Drivers of UBC measured included:
Personal relationships drive UBC. It’s a people game!

### Most important drivers for academics

1. Existence of mutual trust (7.4)
2. Existence of mutual commitment (7.0)
3. Having a shared goal (7.0)

**Scale:** 1 = No importance, - 10 = high importance

### Most important drivers for HEIs

1. Existence of mutual trust (7.5)
2. Existence of mutual commitment (7.1)
3. Having a shared goal (7.1)

**Finding:** Those academics or HEIs perceiving higher drivers for UBC are more engaged in UBC than those perceiving low drivers for UBC

### GP for governments

- Funding opportunities aimed at encouraging and supporting the commencement of relationships
- Legal changes to allow freer mobility between government and business

### GP for HEIs / TTOs / business

- Support the creation and development of long-term personal relationship (partnerships)

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Benefits are the advantages that are received by the stakeholders from undertaking UBC.

Four groups of UBC benefits for academics
Resulting from an analysis of the results, benefits for academics can be categorised in the following groups:
(I) benefits for students,
(II) benefits for business,
(III) benefits for HEIs and
(IV) personal benefits for academics.

Benefits from UBC measured included:
Benefits for students (improving the learning experience of students, increasing skills and graduate development, improving the employability of future graduates), benefits for business (improves the performance of business), benefits for society (increasing local employment, benefitting the local industry, increasing local GDP and disposable income, creating a variety of range of social and recreational benefits, and improving regional productivity), benefits for HEIs (achieving the mission of the HEI), and personal benefits for academics (increasing the academics reputation in the field, being vital for personal research, increasing chances of promotion and employability, and improving the standing within the HEI).
Perceptions of high benefits & incentives drive UBC.

**Finding:** The higher the perceived personal benefits of UBC, the higher the extent of UBC carried out.

**GP for HEIs**
- In order to encourage UBC, the right incentives for academics need to be in place
- The incentives need to be recognised by the academics

**GP for business**
- Create the right incentives for academics
- Also your own employees need benefits

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5. SUPPORTING MECHANISMS

The creation and development of supporting mechanisms are critical for UBC. These include:

1. Strategic instruments
   a. Documented e.g. vision / mission,
   b. Implementation e.g. incentives
2. Structural instruments or approaches
   a. Positions i.e. personnel
   b. Agencies i.e. units of focus
3. Operational activities
   a. Academic focussed
   b. Student focussed
4. Framework conditions

**Finding:** It was found that having a dedicated:
1. strategy,
2. program,
3. agency, and/or
4. responsible person
has a substantial effect on stimulating European UBC.

**Finding:** The UBC supporting mechanisms that are easier to implement (e.g. activities) are more developed than those (e.g. structures) that are more difficult (costly, time-consuming) to implement.
The creation and development of supporting mechanisms are critical for UBC

**DEVELOPMENT**
The development of the mechanisms supporting UBC in Europe from the most developed to least are:
1. *Operational activities* (5.4),
2. *Structures and approaches* (5.1),
3. *Strategies* (4.9), and

**IMPACT**
It was found that the impact of the Supporting Mechanisms on European UBC is (from the highest to lowest):
1. *Strategies* (58%) (especially implementation strategies)
2. *Operational activities* (53%),
3. *Structures and approaches* (52%), and
4. *Framework conditions* (40%).

**GP for government**
- Support the creation of high impact supporting mechanisms to support UBC

**GP for HEIs**
- A greater focus on implementation strategies is required

**GP for business**
- Support the creation of high impact supporting mechanisms to support UBC

*Scale: 1 - 4 = low; >4 - 7 = medium; >7 - 10 = high*
6. STAKEHOLDERS

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governments</td>
<td>Includes all levels of governments ranging from regional or national to international involved in supporting and developing UBC</td>
</tr>
<tr>
<td>HEIs</td>
<td>HEI representatives include:</td>
</tr>
<tr>
<td></td>
<td>1. University management</td>
</tr>
<tr>
<td></td>
<td>2. University professional working with business</td>
</tr>
<tr>
<td></td>
<td>3. Academics (incl. professors, researchers and lecturers)</td>
</tr>
<tr>
<td>Business</td>
<td>Business is considered in a broad sense in the study to include:</td>
</tr>
<tr>
<td></td>
<td>1. Privately and publicly owned organisations,</td>
</tr>
<tr>
<td></td>
<td>2. Non-government organisations,</td>
</tr>
<tr>
<td></td>
<td>3. Not-for-profit organisations</td>
</tr>
<tr>
<td>Intermediaries</td>
<td>Intermediaries in UBC can be understood as those organisations not necessarily owned or managed by either the Government or HEI that facilitate UBC. These include: chambers of commerce, business associations, investor groups and regional development agencies.</td>
</tr>
</tbody>
</table>

**ACTION** The development of a well-connected, proactive and supporting UBC stakeholder community is crucial for developing UBC.
6 Ecosystem Elements (and their key findings)

1. UBC is vital in creating a knowledge society

2. UBC provides direct outcomes for students, HEIs, academics and businesses

3. Those UBC types with more direct, measurable, and promotable benefits are the most developed (e.g. collaboration in R&D, mobility of students)

4a. Situational factors (e.g. age, faculty) help to explain UBC but there is little that can be implemented from these results

4b. Lack of funding and excess of bureaucracy at all levels (HEI, national, European) are the highest barriers to UBC

4c. Personal relationships drive UBC. It’s a people game!

4d. Perceptions of high personal benefits & incentives are motivators of UBC

5. The creation and development of supporting mechanisms (especially those with the highest impact) are critical for UBC

6. In the UBC ecosystem, the multiple actors need to work cooperatively and in a coordinated manner
UBC ECOSYSTEM MODEL > Detailed

1. Indirect outcomes
   - Indirect outcomes for society
     - Economic and social contribution to society generally

2. Direct outcomes
   - Direct outcomes for actors
     - Contribution to students, academics, HEIs and business

3. University-Business Cooperation types
   - Collaboration in R&D
   - Academic mobility
   - Student mobility
   - Commercialisation of R&D results
   - Curriculum development & delivery
   - Lifelong learning
   - Entrepreneurship
   - Governance

4. Influencing factors
   - Benefits
   - Drivers & Barriers
   - Situational Factors

5. Supporting mechanisms
   - Strategies
   - Structures & approaches
   - Activities
   - Framework Conditions

6. Key stakeholders
   - HEIs
     - Mngt., KTPs, ACAD
   - Business
   - Government
     - EU, Nat., Local
Benefits

Situational Factors

Drivers

Barriers

University-Business Cooperation

Conditions

Framework

Structures & approaches

Activities

Strategies

University-Business Cooperation types

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

Influencing factors

NB. Relationships scientifically tested using the hippo data are marked in green (a factors relationship with the extent of UBC is proven) and red (a factor relationship on the extent of UBC is not proven)

Supporting mechanisms

HEIs

Mngt.
KTPs
ACAD

Business

Government

EU
Nat.
Local
UBC ECOSYSTEM > Benchmarking

Total U-B Cooperation
A. What is the extend of Total U-B cooperation including the 8 types of cooperation?
B. What is the nature of EU U-B cooperation?

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

Influencing factors
C. Which benefits, drivers, barriers and situational factors exist and how relevant are they?
D. What sort of influence do benefits, drivers, barriers and situational factors have on the extent of UBC (8 Types of UBC)?
E. What sort of influence do benefits, drivers, barriers and situational factors have on the mechanisms that support UBC (supporting mechanisms)?

Supporting mechanisms
F. What is the extent of development of the mechanisms that support UBC (supporting mechanisms)?
G. What sort of influence do the UBC supporting mechanisms have on the extent of UBC?

Analysis takes place in this direction

Benchmarking questions to allow benchmarking versus country ave. (hippo results)
UBC ECOSYSTEM > “Heat Map”

Outcomes and impacts
- A. How aware are key regional, business and HEI stakeholders of the potential outcomes and impacts of UBC?

Extent of UBC
- B. How developed are the 8 types within your HEI & where can more focus be given? Nominate strengths and weaknesses.

Benefits, drivers, barriers & situational factors
- C. Of these influencing factors, where do you think your university has strengths and weaknesses?
- D. Which of the factors are having the biggest affect on your efforts in increase UBC?

Supporting mechanisms
- E. Are there particular types of supporting mechanisms that are more developed than others?
- G. In terms of your UBC efforts, are there particular strengths or weaknesses of stakeholders that need consideration?

Outcomes
- Contribution to the three missions of a HEI

Economic development
- Contribution to society generally

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

Analysis takes place in this direction

Print and analyse your UBC ecosystem

Outcomes and impacts

Extents of UBC

Benefits, drivers, barriers & situational factors

Supporting mechanisms

HEIs
- Mngt.
- KTPs
- ACAD

Business
- EU
- Nat.
- Local

Government

1. Strategies

2. Structures & approaches

3. Activities

4. Framework Conditions

Outcomes & impacts

Drivers

Barriers

Situational Factors

Analysis takes place in this direction
UBC ECOSYSTEM CREATORS

Creators
Todd Davey, Victoria Galan Muros, Arno Meerman, Thomas Baaken, Thorsten Kliewe

Co-creators
30 good practice case studies – 6 key insights

1. The type and method of cooperation needs to fit to regional characteristics to maximise its success:
   - Fitting to the region’s strengths
   - Fitting to the region’s environmental framework and regional limitations

2. Multiple UBC actors need to come together in order to truly deliver new and sustainable value to a region

3. The extent of UBC development differs among the different regions in Europe, between HEI types and HEI sizes

4. Good practice can be transferred

5. A longer-term commitment to UBC is required

6. There is a movement to longer-term, sustainable funding models

http://www.ub-cooperation.eu/index/casestudy
Using the State of European University-Business Cooperation (HIPPO) study results, decision makers, managers and practitioners involved in UBC can benefit from receiving:

1. a benchmark in terms of UBC of your organisation, institution, sector, region or country against others.
2. a clear picture of progress in efforts to increase UBC,
3. proactive areas of focus for increasing UBC,
4. the required information to advance UBC within their region or institution

Provided to your organisation in the form of a report and/or presentation.

A state of the UBC report dedicated to your organisation can assist with developing greater financial and non financial benefits from UBC.

Please contact davey@apprimo.com for more information.