

**Study on the Cooperation
Between HEIs and Public and
Private Organisations in Europe**

HIPPO

DG Education and Culture

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Prof. Dr. Thomas Baaken, Münster Germany**

**Largest study into
European
university-business
cooperation (UBC)...**

**6,280 responses from
rectors and academics.**

Acknowledgement

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www.ub-cooperation.eu

METHOD: Multi-Method

1. Secondary information search	<ul style="list-style-type: none">– Literature,– Published reports (national and EU level),– Books,– Journals.	
2. Quantitative research	<u>10 expert interviews</u>	
3. Quantitative research	<ul style="list-style-type: none">– Survey translated into <u>22 languages</u>,– Sent to all European HEIs (3551 HEIs),– <u>33 countries</u>,– Survey sample = <u>6,280</u>,– Representative sample achieved.	Perceptions of UBC development of Academics & HEI reps
4. Qualitative workshop	<u>12 experts</u> in UBC met in Brussels	
5. Case studies	<u>30 good practice</u> European UBC case studies	

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 Alliance (EEA) were targets of the study.



Involved in study



RESULTS: Total UBC

ACADEMICS

4,123 academics
responded to the
major study

HEI REPRESENTATIVES

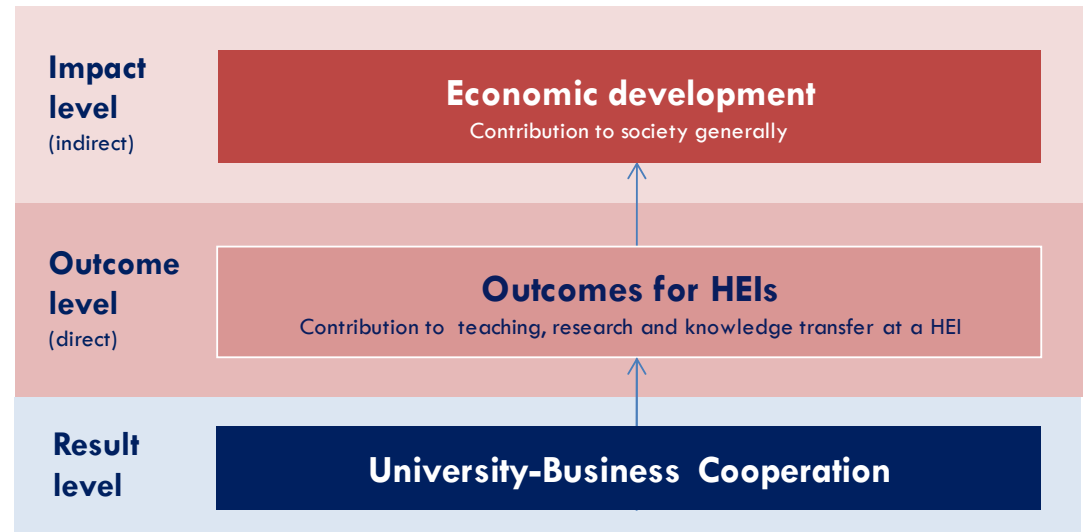
2,157 from HEI Mngt.
responded to the
major study

6,280 total responses

RESULT 1: UBC is crucial to building a knowledge society

through:

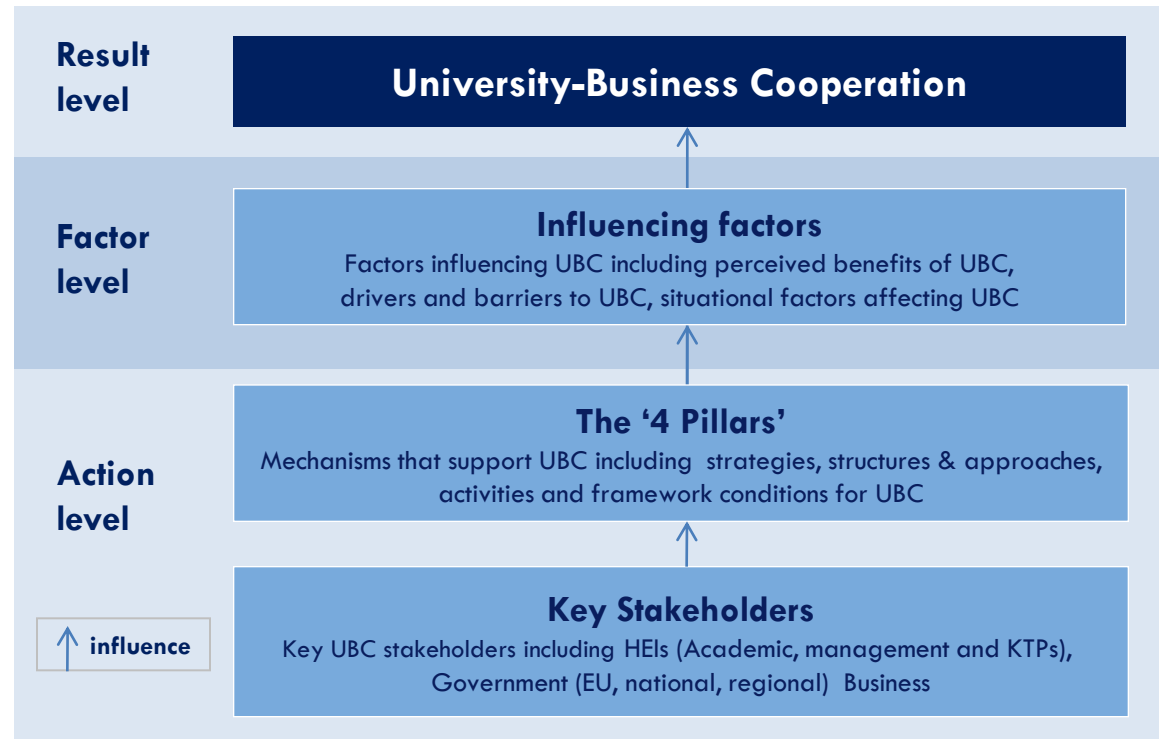
1. knowledge transfer,
2. creation of new technologies,
3. providing people with effective skills and knowledge



RESULT 2: The UBC ecosystem is complex and integrated

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

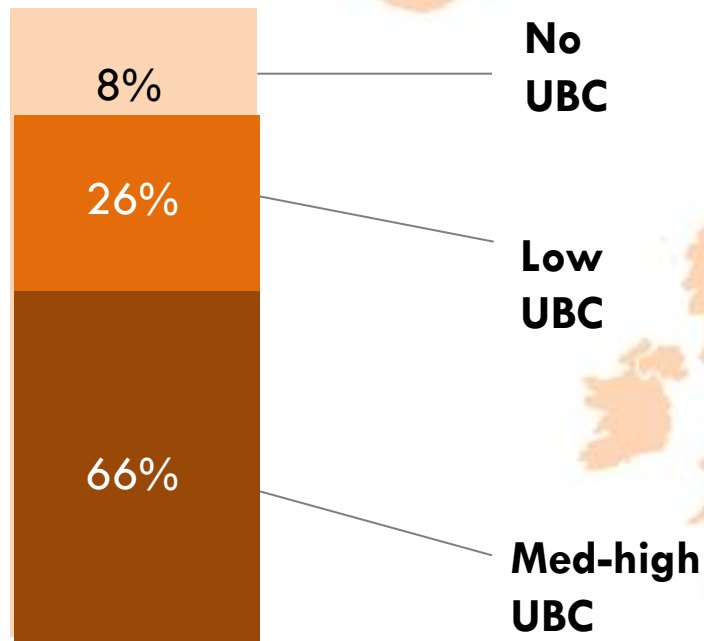
1. Influencing factors
2. Mechanisms that support UBC (The '4 Pillars')
3. Key stakeholders



A stack of grey concrete blocks, arranged in a stepped pattern, against a clear blue sky. The blocks are stacked in a way that creates a sense of depth and perspective, with the top of the stack receding into the distance. The lighting is bright, casting soft shadows between the blocks.

**RESULT 3: Cooperation
between university and
business in Europe is
still in the early stages
of development**

HEI UBC in Europe



n=2136

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

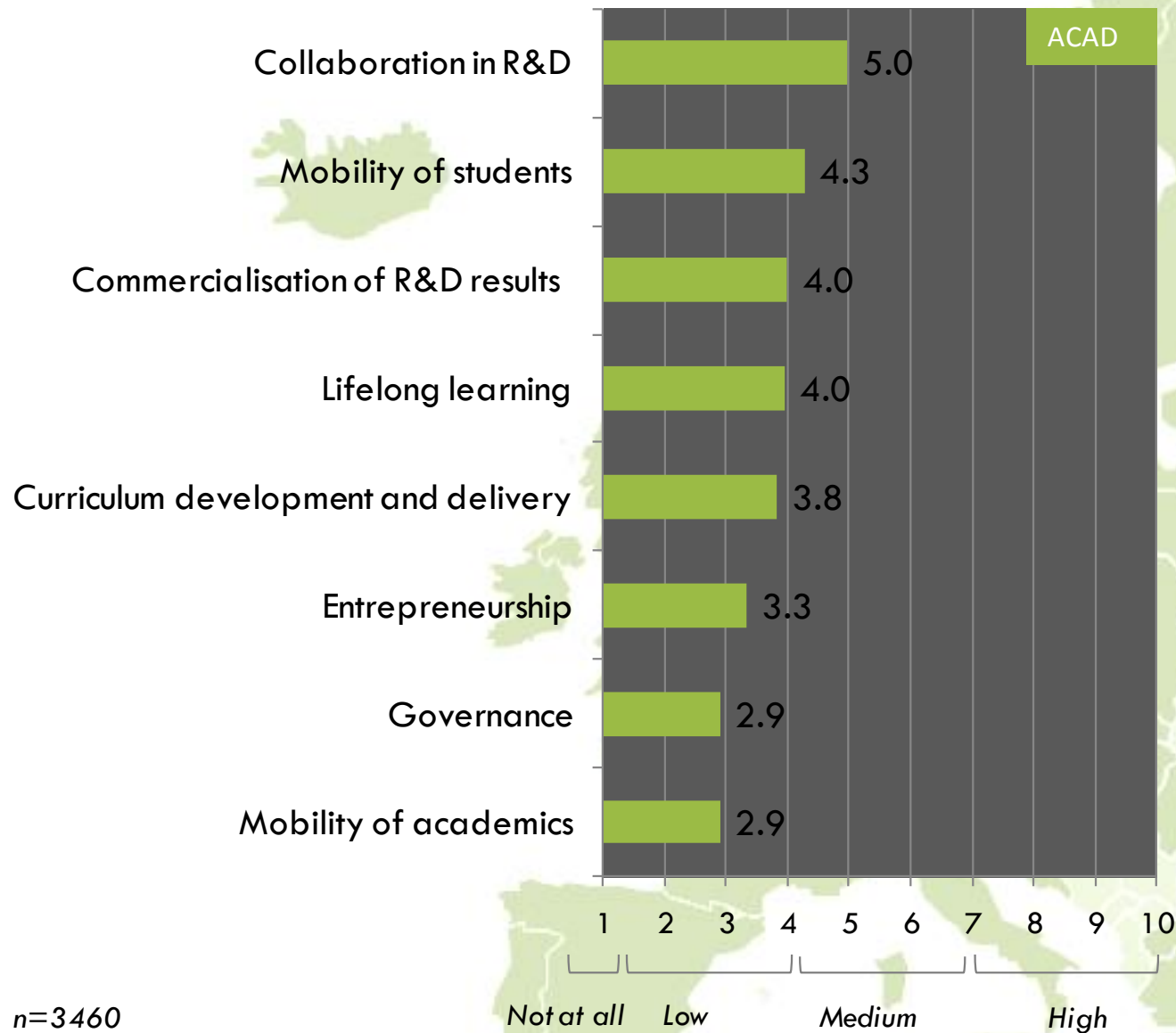
RESULT 4: There are 8 types of UBC

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.

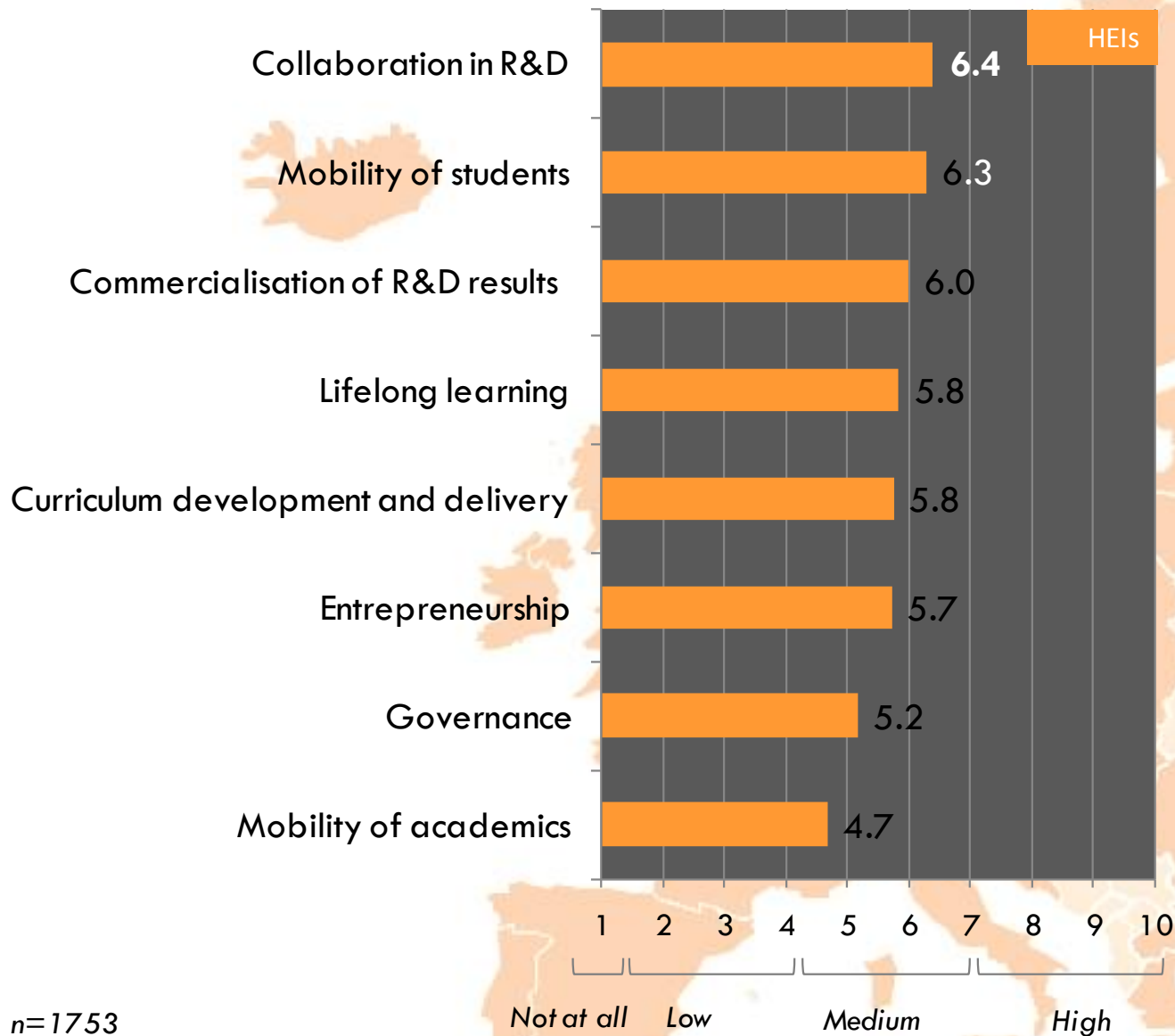




n=3460

RESULTS: Types of UBC

HEIs

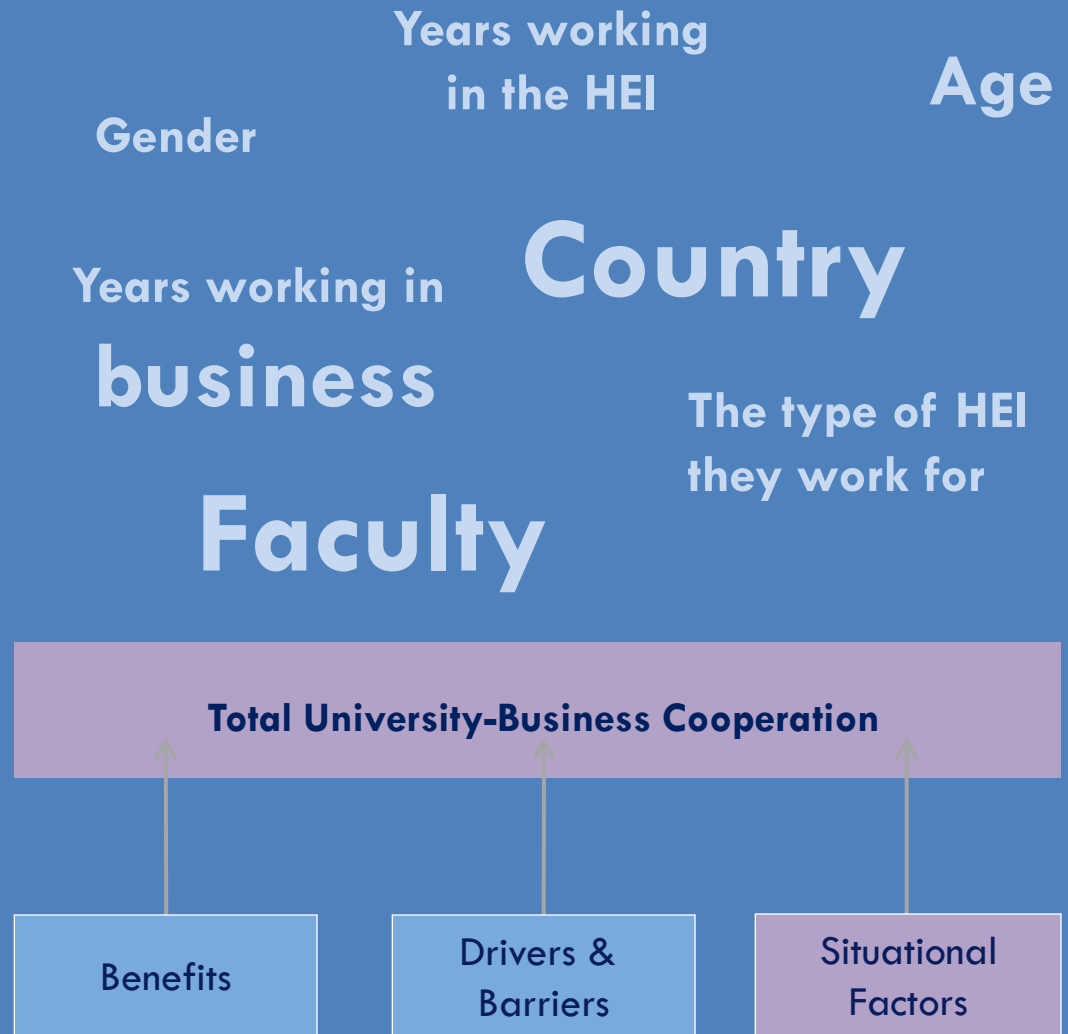


n=1753

RESULT 5: Situational factors partly explain UBC

All 'situational factors' ..

play a role in influencing the extent of UBC



Years in business	Total UBC*
None	3.4
>0 - 2	3.9
3 - 5	4.2
6 - 9	4.4
10 - 19	4.5
20 + years	4.5

Significantly lower for those with less than 2 years of experience in business,

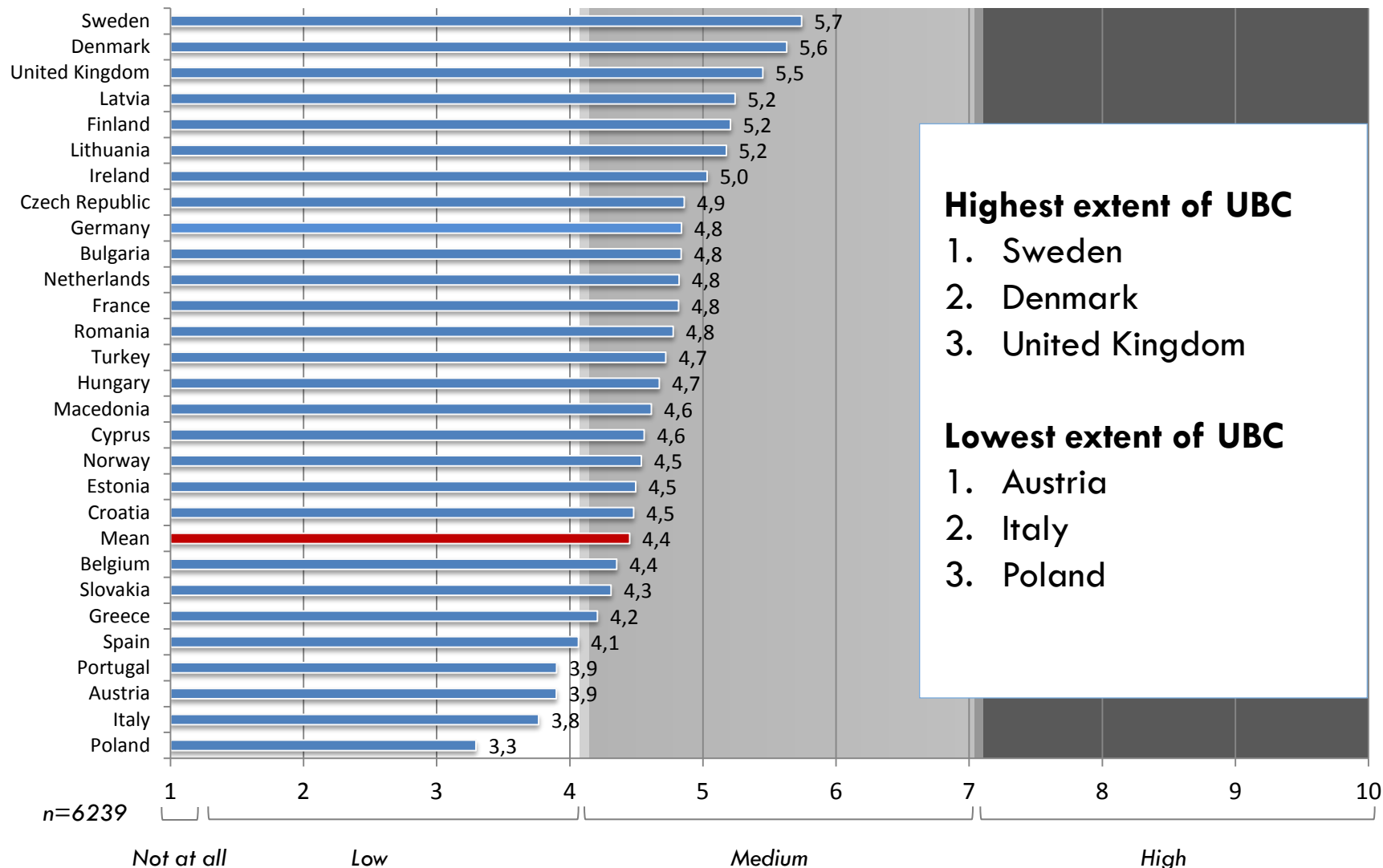
'Diminishing returns' = 5 years working in business,

Technology and Engineering have the highest level of UBC.

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

Q7. Extent of cooperation per country (combined) *(min 30 respondents)*

Please indicate to what extent you / your HEI cooperates with business *(mean of all)*



Country	Collaboration in R&D	Mobility of academics	Mobility of students	Commercialisation of R&D results	Curriculum development and delivery	Lifelong learning	Entrepreneurship	Governance	Total UBC
Austria	6.7	3.8	5.1	5.5	5.0	5.4	4.5	4.4	5.0
Belgium	6.3	4.5	5.9	5.6	5.5	5.4	5.6	4.5	5.4
Bulgaria	5.4	5.4	6.0	4.8	5.7	6.4	5.6	5.5	5.8
Czech Republic	6.1	5.0	5.8	5.0	6.3	6.3	4.0	3.9	5.3
Denmark	6.3	4.8	6.7	5.4	5.8	6.3	6.0	4.7	5.8
Estonia	5.1	4.1	5.2	4.7	6.9	6.4	4.9	4.0	5.1
Finland	7.4	5.3	7.0	5.4	5.9	6.6	6.0	5.0	6.2
France	6.8	4.0	6.8	5.2	6.3	6.2	6.0	5.9	5.9
Germany	7.2	4.6	6.7	5.9	4.9	5.3	5.6	4.7	5.6
Hungary	6.4	4.6	5.4	4.7	6.1	6.2	4.8	5.1	5.6
Ireland	7.9	5.1	7.2	7.7	7.3	7.1	7.6	6.8	6.9
Italy	5.8	4.8	6.0	5.0	5.9	5.5	5.1	4.7	5.3
Latvia	6.4	5.9	7.2	4.4	6.7				
Lithuania	4.9	5.9	7.2	4.4	6.7				
Netherlands	6.4	4.6	6.1	5.4	5.2				
Norway	6.5	4.0	5.3	4.7	4.5				
Poland	4.9	4.4	5.5	4.0	5.1				
Portugal	6.0	4.8	6.8	4.8	6.0				
Romania	6.8	6.3	7.2	5.5	6.9				
Slovakia	5.1	4.8	5.4	4.4	4.9				
Spain	6.9	4.9	6.6	6.1	5.7				
Sweden	7.0	4.4	5.4	6.2	5.5				
Turkey	5.6	5.0	5.4	4.5	4.6				
United Kingdom	7.6	5.4	6.5	7.4	6.9				

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

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



RESULT 6: BARRIERS

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 UBC, >1 - 4 = low ; >4 - 7 = medium ; >7 - 10 = high

RESULT 7: DRIVERS (most important)

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)

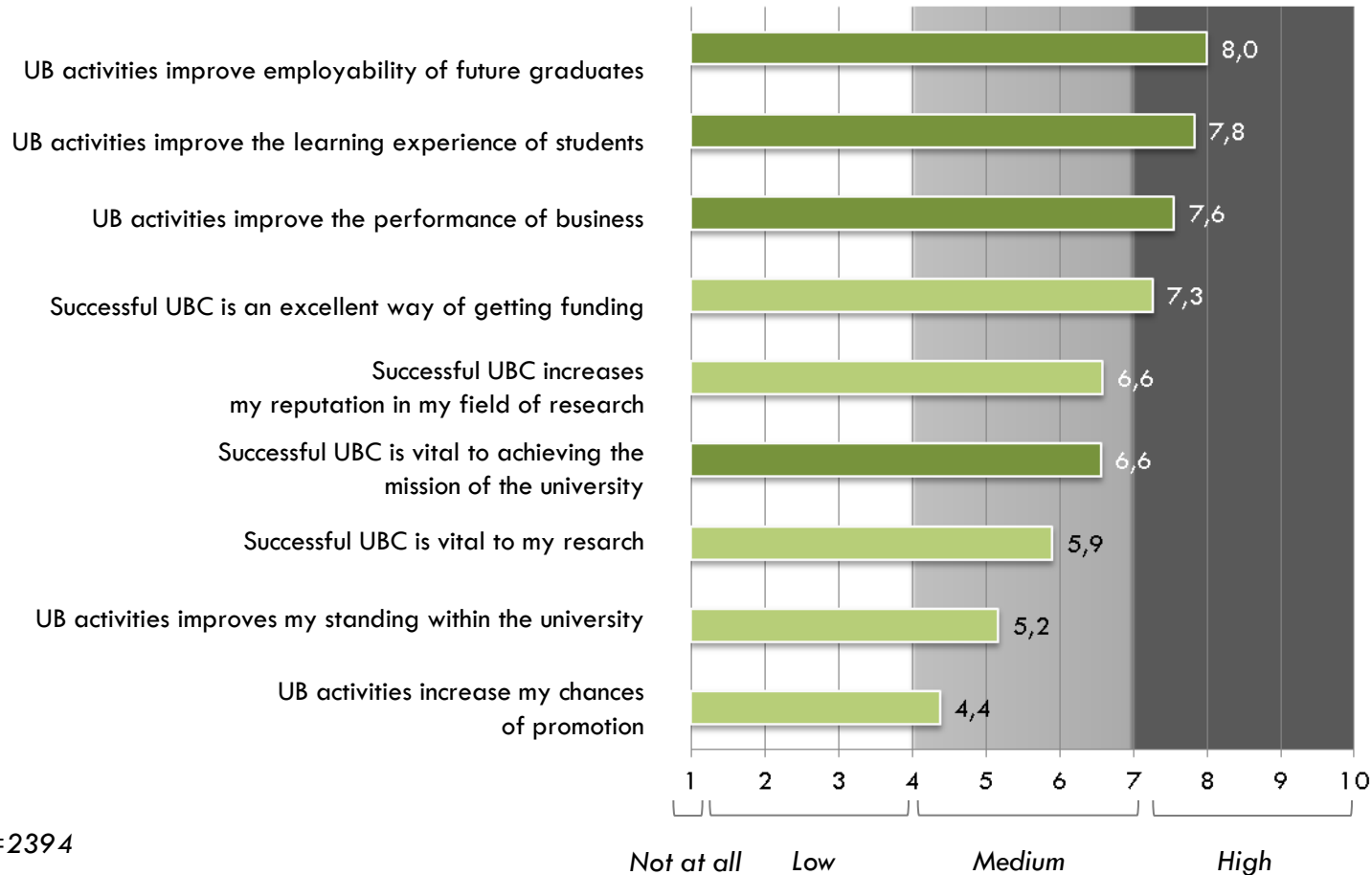
Most important drivers for **HEIs**

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

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

RESULT 8: Benefits of UBC

Q24. Please indicate the extent to which you agree or disagree with the following statements.

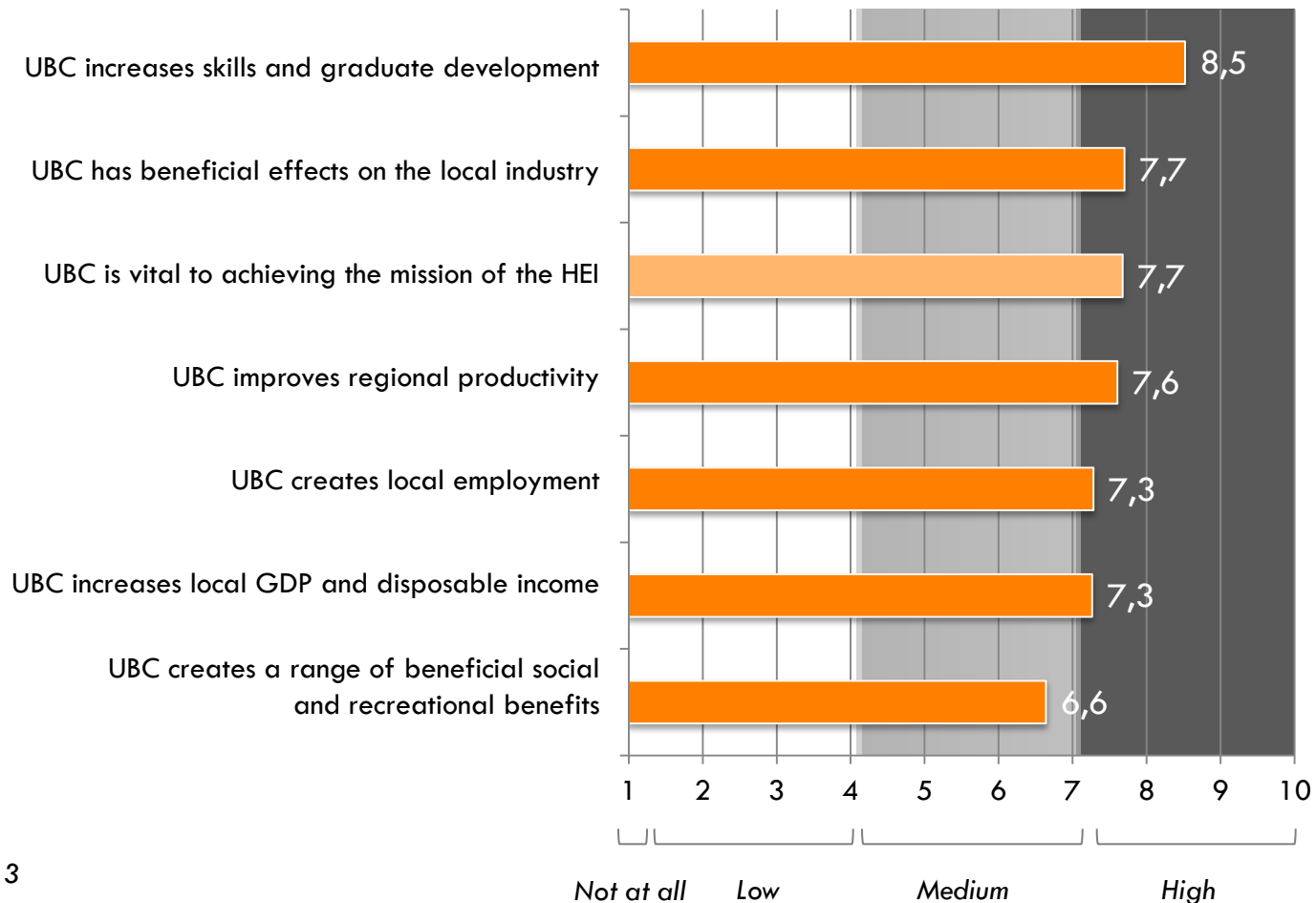


n=2394



Personal benefits for academics
Benefits for students, business or the HEI

E3. Please indicate the extent to which you agree or disagree with the following statements.



n=313



RESULT 9: 4 PILLARS (developm. vs impact)

DEVELOPMENT

Most important developed of the

The extent of development of the 4 Pillars from most developed to least is:

1. Operational activities (5.4),
2. Structures and approaches (5.1),
3. Strategies (4.9), and
4. Framework conditions (4.5).

IMPACT

Most biggest impact on UBC from the Pillars:

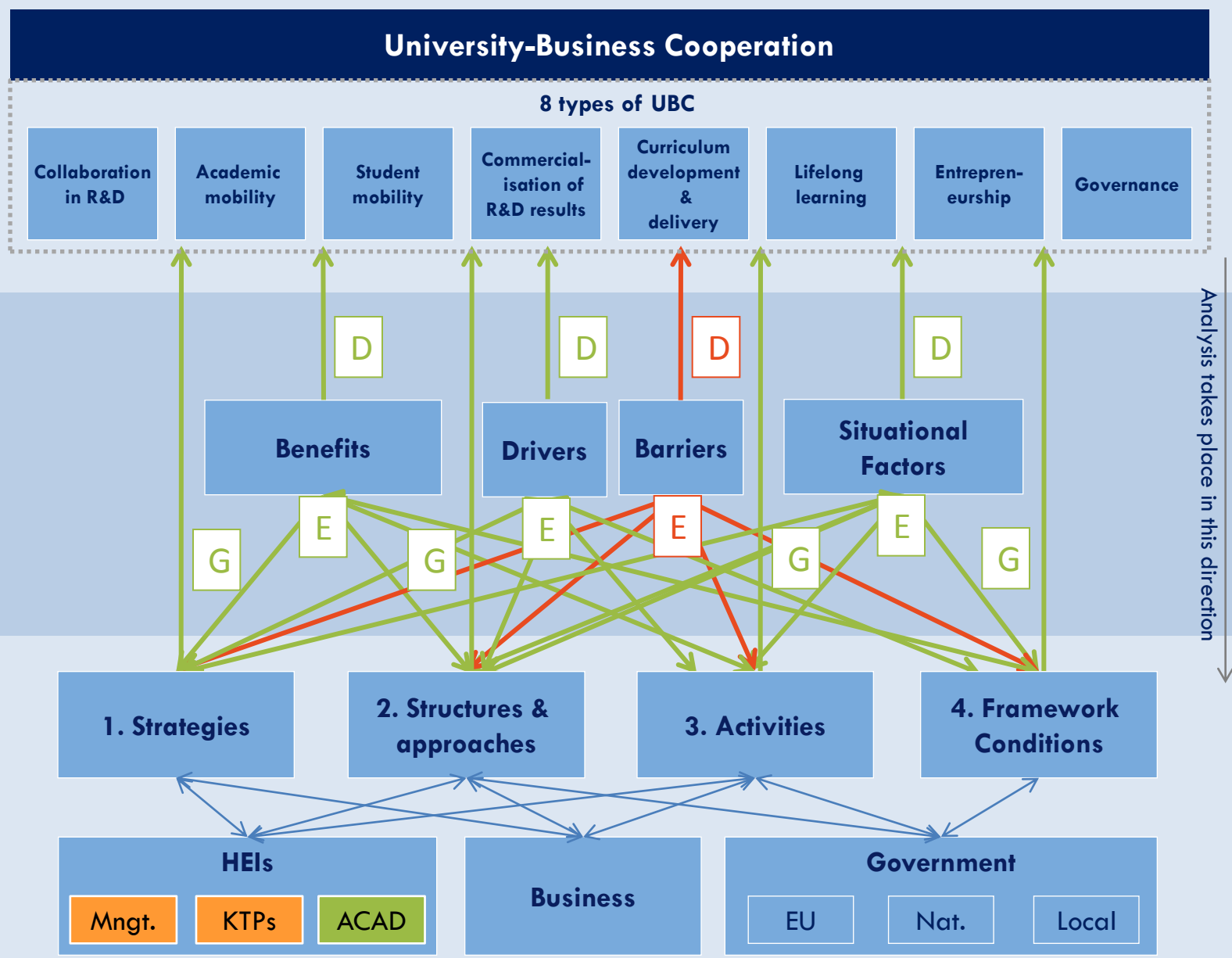
The extent of development of the 4 Pillars from most developed to least is:

1. Strategies (58%)
2. Operational activities (53%),
3. Structures and approaches (52%), and
4. Framework conditions (40%).

A greater focus on strategies (especially implementation strategies) is required

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

RESULT 10: UBC Ecosystem





So 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)
- Just HEIs and business
- Creating a science park
- One-off, short-term interactions
- ...

Contact

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