

State of University- Business Cooperation

CYPRUS

University Perspective

Study on the cooperation between
higher education institutions and
public and private organisations



The State of Cypriot University-Business Cooperation: the university perspective

Partners



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Executive summary

Summary

This report provides the findings of a study on the university-business cooperation (UBC) in Cyprus from the perspective of higher education institutions (HEIs). Examining the perceptions of academics, HEI managers and knowledge transfer professionals (KTPs) provides positive signs for the future, with 100% of respondents currently cooperating with businesses planning to maintain or increase their collaboration in the future. In this sense, Cyprus proves to be an attractive country for UBC. However, currently UBC in Cyprus is significantly less developed compared to the European average. There is significant room for improvement especially with respect to the provision of additional financial resources to support UBC initiatives and the development of incentive systems for academics engaging in UBC.

About the study

The results presented in this report reflect the perceptions of academics, HEI managers and KTPs in Cyprus with respect to cooperation between HEIs and business. Data was collected by means of an online survey distributed via email to all registered European HEIs in 33 countries during October-November 2016, leading to a total of 91 Cypriot responses. The study measured the perceptions of respondents with respect to their cooperation efforts, barriers, drivers, supporting mechanisms and perceived capabilities.

University-Business Cooperation

Cypriot academics are involved in a variety of different cooperation activities, but their overall involvement is rather low. Student mobility and joint R&D emerged as the most developed UBC activities: 16.7% and 13.2% of respondents respectively cooperate with businesses in these activities. On the other hand, more than 80% of academics do not undertake any UBC activities at all. Cypriot HEIs are relatively new and therefore their UBC activities are still on an early development stage.

Academics see themselves as proactive initiators of UBC, with a third of them stating that they usually or always initiate such cooperation. On the contrary, they perceive that students and businesses are those stakeholders that less often initiate UBC.

Resources are key

Independent of whether academics are currently cooperating with business or not, the lack of business funding for UBC activities is identified as an important barrier to cooperation. As Cypriot business fails to realise how UBC can benefit them, there is no strategic resource allocation for UBC related activities. While cooperating academics identify business' lack of awareness of university research activities and bureaucracy related to UBC as relevant barriers, non-cooperating academics are concerned with the limited resources of SMEs and the lack of governmental and university funding available.

NOTE: This report provides a university perspective on university-business cooperation UBC, drawing on a survey of European higher education institutions, academics and businesses. While acknowledging limitations relating to the generalisability of the results due to the non-random nature of the sample, the results provide positive signs both of the present and for the future, while also providing an indication as to areas that require future development.

Barriers most strongly perceived by HEI management also primarily relate to monetary resources, including limited resources of SMEs as well as lack of university, business and government funding.

Relationships matter

While funding to undertake cooperation emerges as one of the top five facilitators, ranked the highest by HEI managers, relationship related factors emerge as the most prominent facilitators. The existence of mutual commitment, a shared goal and mutual trust facilitate and thus drive cooperation. These results confirm that any effort dedicated to enable and increase cooperation between Cypriot businesses and universities should focus on relationship development as a success factor.

Employability as a priority

Cypriot academics and HEI representatives recognise the improvement of graduate employability as one of the main motivators to engage in UBC. Addressing societal challenges and issues, improving the university's reputation and contributing to its mission feature as further relevant motivators. As for cooperating academics, the research related motivators including its practical application and willingness to get new insights drive them to cooperate with businesses.

Strategy first

Universities in Cyprus are currently starting to develop solid support mechanisms for UBC. Due to

the fairly young age of Cypriot HEIs, paper strategies are substantially more developed than implementation strategies. Thus, high-level strategic mechanisms such as top-level management commitment for UBC and a documented mission/vision embracing UBC are the most developed in Cypriot HEIs. Yet, specific incentive systems, the practise of recruiting business professionals into careers office and the reduction of teaching time emerge as less developed. The most developed structural mechanisms in the given sample include career and industry liaison offices.

When examining the development of specific activities, there is a strong focus being placed on students, with the highest development reported in relation to the student entrepreneurship courses and UBC activities facilitating student interaction with business. Academic entrepreneurship courses on the other hand, are perceived as the least developed.

Cooperating with conviction

Cypriot academic respondents already cooperating with business have a positive attitude towards UBC, as well as a positive view of their own abilities and roles in undertaking UBC. Academics believe in their ability to exchange knowledge and technology with business and are certain that they have a lot to offer to business with respect to research. Yet, academics in Cyprus perceive a less positive attitude of the business sector and the region towards UBC. Overall, Cyprus is seen as a vastly receptive market for UBC, with positive momentum for the future.

Introduction

About the study

The study focuses on the cooperation between higher education institutions (HEIs) and public and private organisations in the 28 European Union Member States and 5 associated countries.

The State of European university-business cooperation (UBC) study is executed for the DG Education and Culture at the European Commission (EAC/10/2015) by a consortium led by the Science-to-Business Marketing Research Centre (S2BMRC), in Germany from January 2016 until November 2017.

The aim of the study is to get a more profound, comprehensive and up to date understanding of the state of UBC in Europe: what is the state of play of a wide range of UBC activities in the different countries, what are the main drivers and barriers for the different stakeholders and at what levels; what is the regulatory framework and socio-economic conditions and what kind of measures/initiatives exist on a national level to support the development of UBC. The project investigates UBC from the perspective of both university and business.

Main activities

The main components of the project were a series of expert interviews with 23 recognised UBC experts, 52 good practice case studies, a UBC policy and indicators review as well as a major quantitative survey of stakeholders within both HEIs and business. The survey was translated into 25 languages and sent to all registered European HEIs (numbering over 3,000) in the 33 countries during

October-November 2016. Through this, a final sample of 17,410 representatives from within HEIs and business was achieved. This makes the study the largest international study into cooperation between HEIs and business yet completed.

Why care about university-business cooperation?

- UBC is considered to be the engine towards knowledge-based societies and economies
- UBC is specially needed in the European context, threatened by increased global competition, with ongoing economic and social problems and high levels of youth unemployment
- UBC helps to create a more connected and functioning relationship between government, business and HEIs, which is at the core of EU funding schemes, such as Horizon 2020 and Erasmus+.
- UBC direct outcomes include:
 - improving the competitiveness of business,
 - increasing the relevance and innovativeness of research and teaching in HEIs,
 - improving the future job prospects of students and graduates,which can in the longer term:
 - create jobs,
 - stimulate economic growth,
 - increase living standards,
 - reduce hindrances to good living.

Study Objectives

The specific objectives for the study are:

- Chart the current state of play and provide an in-depth analysis of UBC in the countries covered by this study, from the HE and business perspectives;
- Deliver 52 case studies of UBC (representative sample, balanced distribution among countries and organisations, balanced distribution of HEI and business led cases);
- Review indicators measuring UBC and propose possible scenarios for the implementations of UBC monitoring in Europe;
- Provide policy conclusions and recommendations for the furthering of UBC and the best approaches to take.



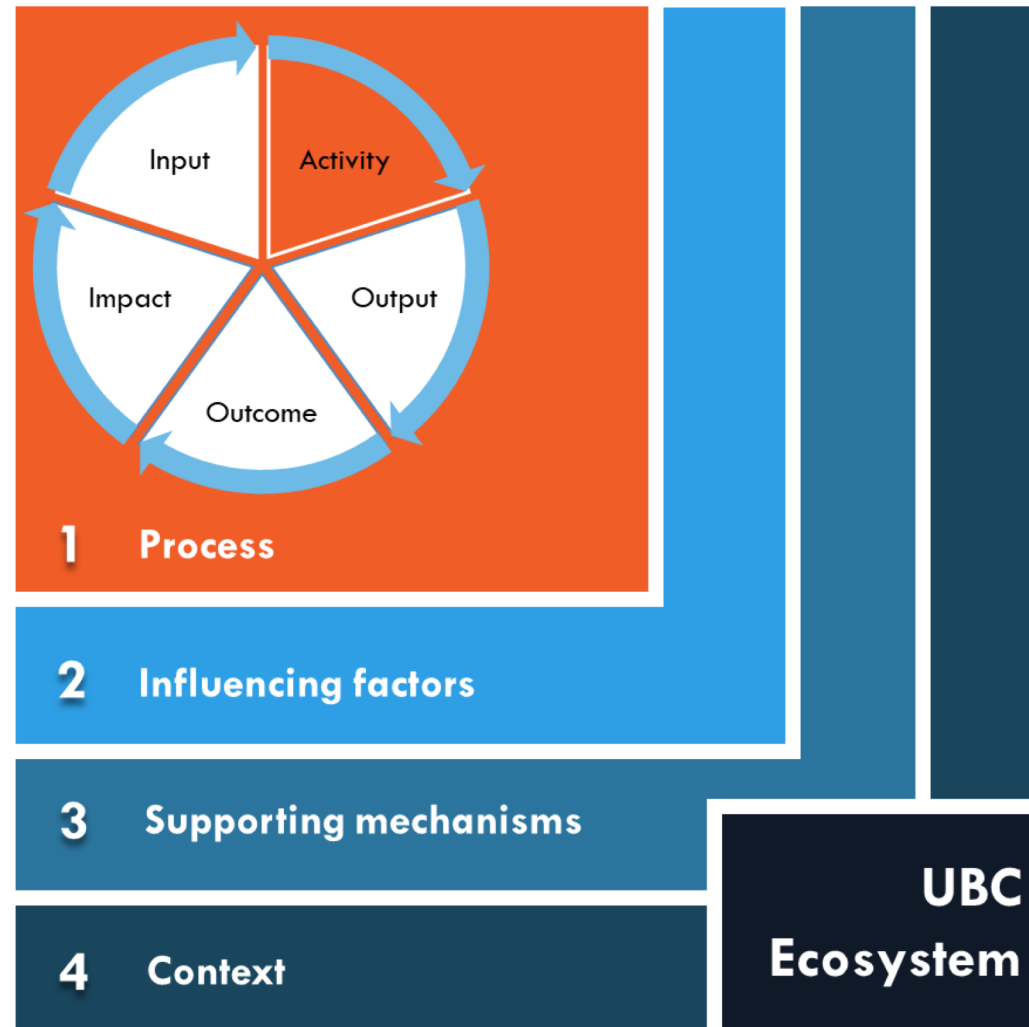
UBC activities

UBC Ecosystem Framework™

In order to best organise the project results, a project conceptual framework was chosen.

The UBC Ecosystem Framework possess a number of interrelated elements including the process of undertaking UBC, factors that are influencing UBC, mechanisms supporting UBC and finally the context in which UBC occurs.

The framework ties together the respective project activities, providing a common thread for reporting results and making recommendations.



Source: Galán-Muros, V.; Davey, T. (2017) *The UBC Ecosystem: Putting together a comprehensive framework for university-business cooperation*. *Journal of Technology Transfer*. <https://doi.org/10.1007/s10961-017-9562-3>

UBC Activities

Fourteen UBC activities are recognised and categorised into the areas of education, research, valorisation and management.

Area	Activity
Education	<ol style="list-style-type: none">1. curriculum co-<u>design</u>2. curriculum co-<u>delivery</u> (<i>e.g. guest lectures</i>)3. mobility of students (<i>i.e. student internships/placements</i>)4. dual education programmes (<i>i.e. part theory, part practical</i>)5. lifelong learning for people from business (<i>e.g. executive education, industry training and professional courses</i>)
Research	<ol style="list-style-type: none">6. joint R&D (<i>incl. joint funded research</i>)7. consulting to business (<i>incl. contract research</i>)8. mobility of professionals (<i>i.e. temporary mobility of academics to business and vice versa</i>)
Valorisation	<ol style="list-style-type: none">9. commercialisation of R&D results (<i>e.g. licencing/patenting</i>)10. academic entrepreneurship (<i>e.g. spin offs</i>)11. student entrepreneurship (<i>e.g. start-ups</i>)
Management	<ol style="list-style-type: none">12. governance (<i>e.g. participation of academics on business boards and businesspeople participation in university board</i>)13. shared resources (<i>e.g. infrastructure, personnel, equipment</i>)14. industry support (<i>e.g. endowments, sponsorship and scholarships</i>)

Development of UBC activities

UBC activities are considerably less developed for Cypriot academics than for their European counterparts. This can be explained by the fact that universities in Cyprus are relatively new and therefore unexperienced in promoting collaboration between business and academia. The first university, University of Cyprus, was established in 1989 and the other two public universities in 2003-2004. Consequently, in 2007, the existing private colleges were transformed into universities¹.

Cypriot academics engage with business mainly in student mobility (2.0) and collaboration in R&D (2.0), which are the activities that receive the most funding and support from the national government and the EU². However, more than 75% of Cypriot academics do not engage in these activities at all.

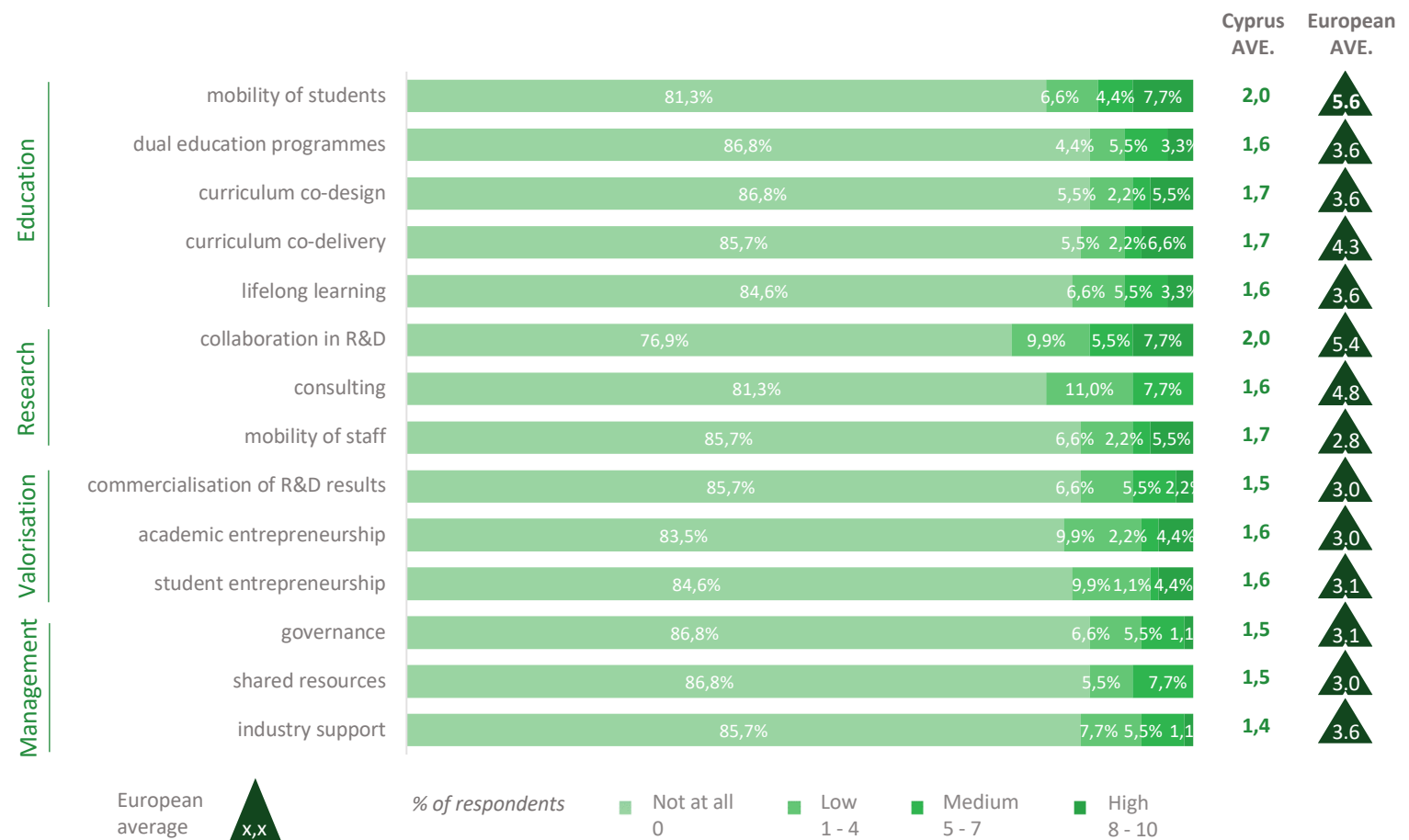
The third most developed type of activity for academics in Cyprus is curriculum co-design (1.7), along with curriculum co-delivery (1.7) and mobility of staff (1.7). While less than 10% report a medium to high level of development, over 80% are not engaged at all. UBC management and valorisation activities also lag considerably behind the European average. Over 80% of respondents indicate that these activities are not developed in Cyprus.

¹ Ministry of Education and Culture (2012), Higher Education in Cyprus, p. 35.

² Statistical Service of Cyprus (2017), Cyprus in Figures 2017 edition, p.32.

The extent of development of UBC activities

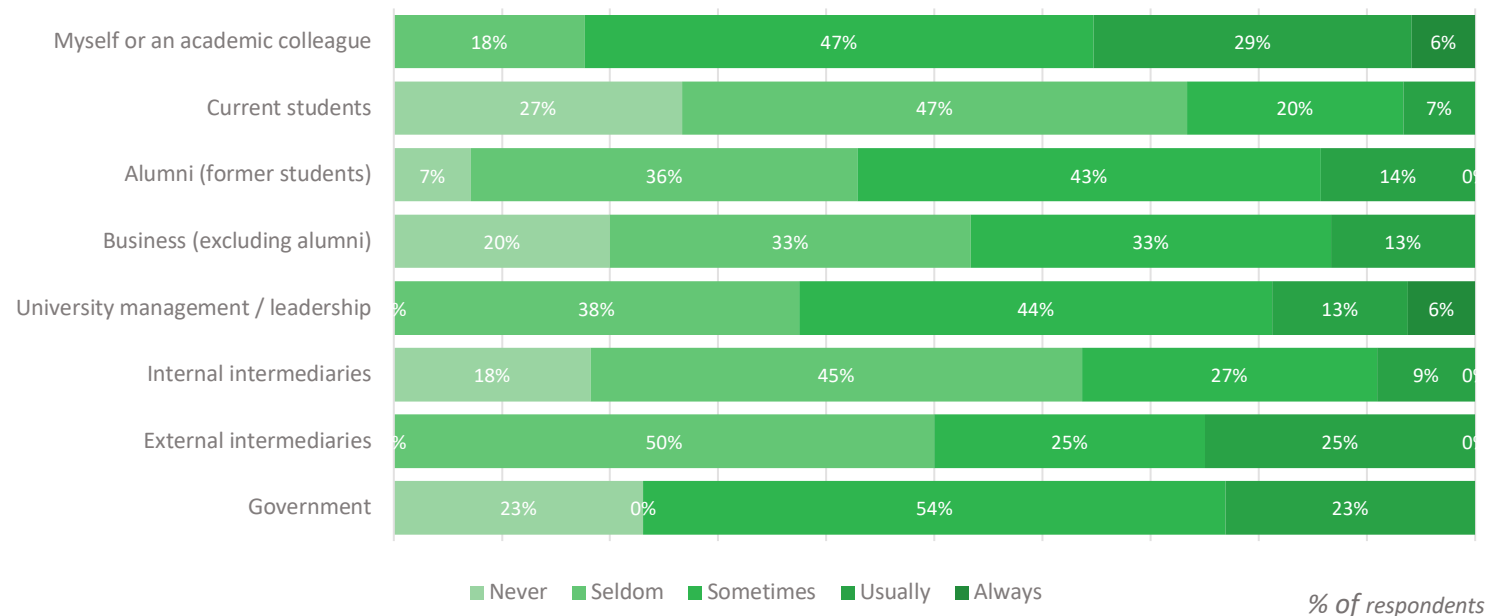
'Which UBC activities do you collaborate with businesses in?' – as answered by academics



Initiation of UBC

How UBC is initiated

'How often various stakeholders initiate UBC activities' – as answered by academics



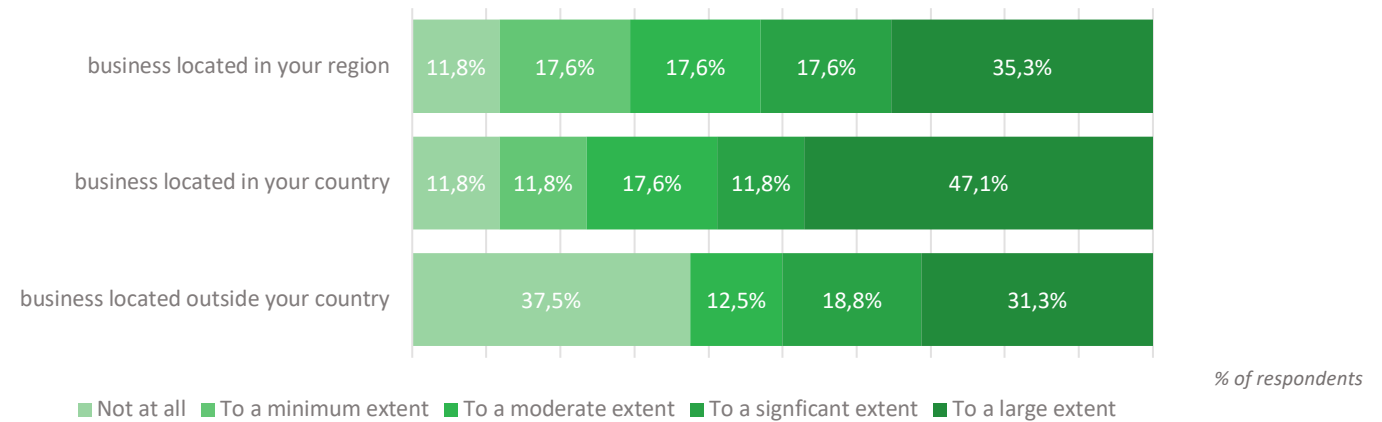
One third of Cypriot academics (35%) consider that themselves or their colleagues always or usually initiate UBC, motivated mainly by their own research needs and academic purposes.

University management (29%) is also considered as an initiator. Cypriot HEI managers recently realised the importance of UBC and its benefits for HEIs. Therefore, there is a growing support for networking and awareness activities with businesses, in order to initiate UBC through the university administrative and support services.

On the contrary, academics perceive current students as those stakeholders that less often initiate UBC, followed by business, which are neither aware of the opportunities and benefits of UBC nor able to implement UBC without any support.

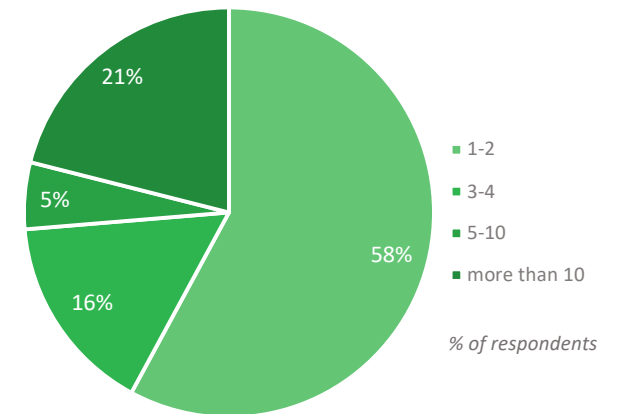
Location of cooperating partners

Location of business partners



Academics in Cyprus focus on collaboration with national businesses (47.1%), with whom it is easier to undertake regular meetings and visits required during the initiation of collaboration. Hence, cooperation with regional and international businesses is not far behind with 35,3% and 31,3% respectively. Yet, almost 40% of Cypriot do not collaborate with international businesses at all.

Number of business partners

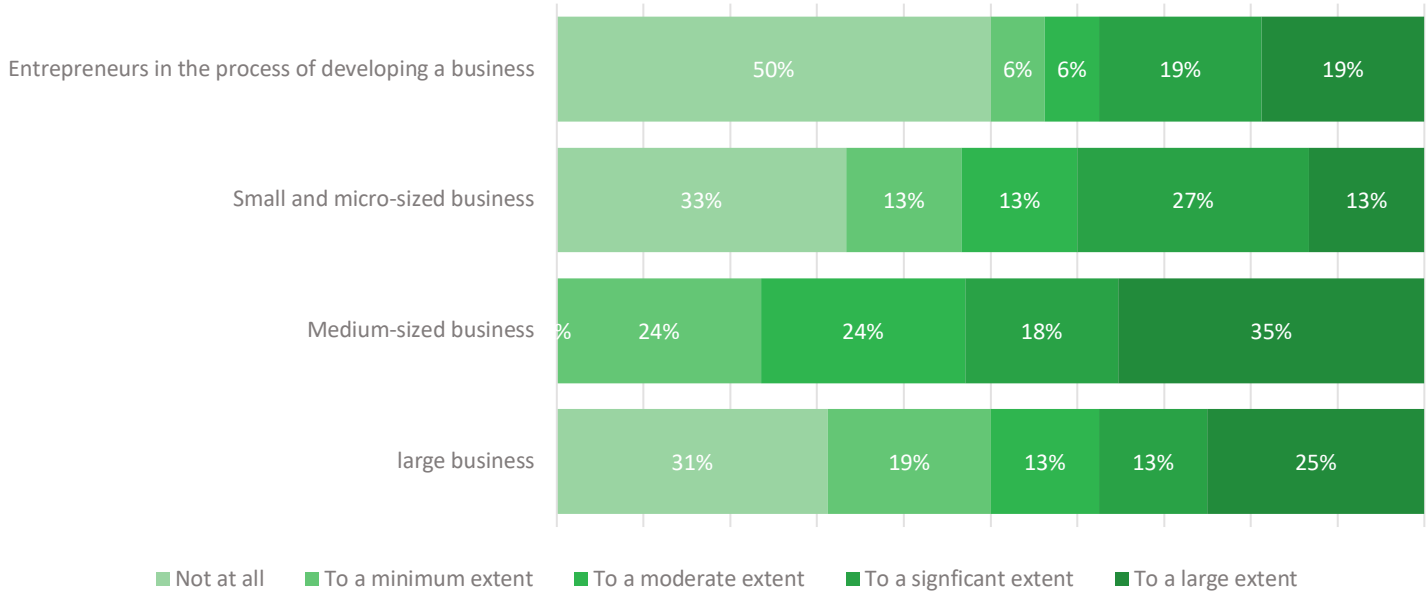


More than half of academics (58%) in Cyprus cooperate with 1 or 2 businesses, while only 21% collaborate with over 10 business partners.

Size of cooperating partners

Size of cooperating partner

'With whom do you collaborate?' – as answered by academics



More than half of cooperating academics in Cyprus (53%) engage to a significant or large extent with medium-sized businesses and 40% with small and micro-sized businesses.

As a matter of fact, the overwhelming majority of the businesses in Cyprus are SMEs (up to 250 employees and turnover less than €50m). Out of those businesses, the majority are family oriented micro-sized businesses (up to 10 employees and turnover less than €2m)¹.

An even proportion of Cypriot academics (38%) collaborate with entrepreneurs and large businesses to a significant or large extent.

¹ European Commission (2016), SBA Fact Sheet Cyprus, p. 2.

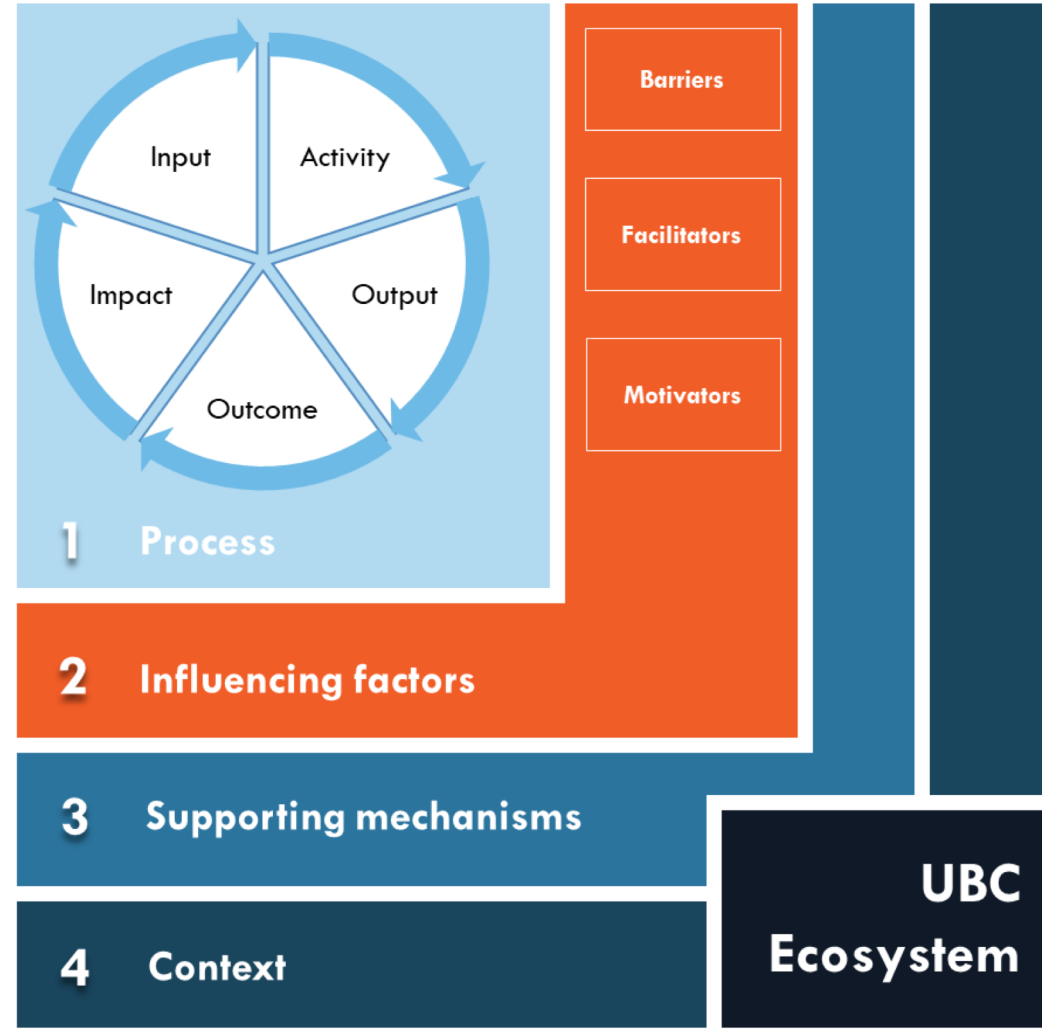
Factors influencing UBC

This section outlines the extent to which various factors affect UBC.

Generally, a barrier provides a hindrance or obstacle to do something. Drivers comprise facilitators, which enable or ease the process, and the motivators, which triggers the starting of an activity and are often related to the expected outcome(s).

At the European level, this study has found that removing a barrier does not necessarily create UBC but rather it makes UBC possible. Instead, it is the facilitators and motivators (drivers) that initiate UBC.


For example, even when a lack of funds is often named as a major barrier to cooperation, the presence of funds may not be enough for cooperation to happen if the perceived facilitators or motivators are not sufficient.



Barriers hindering UBC

Barriers

What is inhibiting your cooperation with business?' – as answered by academics



	Academics collaborating with business	Academics not collaborating with business
1.	Business lack awareness of university research activities / offerings	Limited resources of SMEs
2.	Bureaucracy related to UBC	Lack of university funding for UBC
3.	Lack of business funding for UBC	Lack of business funding for UBC
4.	Limited absorption capacity of business	Lack of government funding for UBC
5.	Insufficient work time allocated by the university for academics' UBC activities	Differing motivation / values between university and business
<i>Lowest</i>	Frequent staff turnovers within my university or the business	UBC conflicts with my teaching and research responsibilities

The top five barriers for collaborating academics differ from those mentioned by non-collaborating academics.

While cooperating academics are mostly hindered by business' lack of awareness of university research activities, for their non-cooperating colleagues limited resources of SMEs is the biggest barrier.

The further factors inhibiting UBC for collaborating academics relate to administrative issues, limited absorption capacity of business and lack of work time for UBC. Very few Cypriot businesses have established R&D offices. This means that UBC is very often the duty of directors or senior officials that have little or no time for non-structured activities.

Academics not engaging in UBC are considerably more hindered by resources and funding related barriers. Academics collaborating with businesses do so regardless of the availability of funding. On the contrary, academics not collaborating with businesses are looking for funds and business assistance before initiating collaboration activities.

Barriers hindering UBC

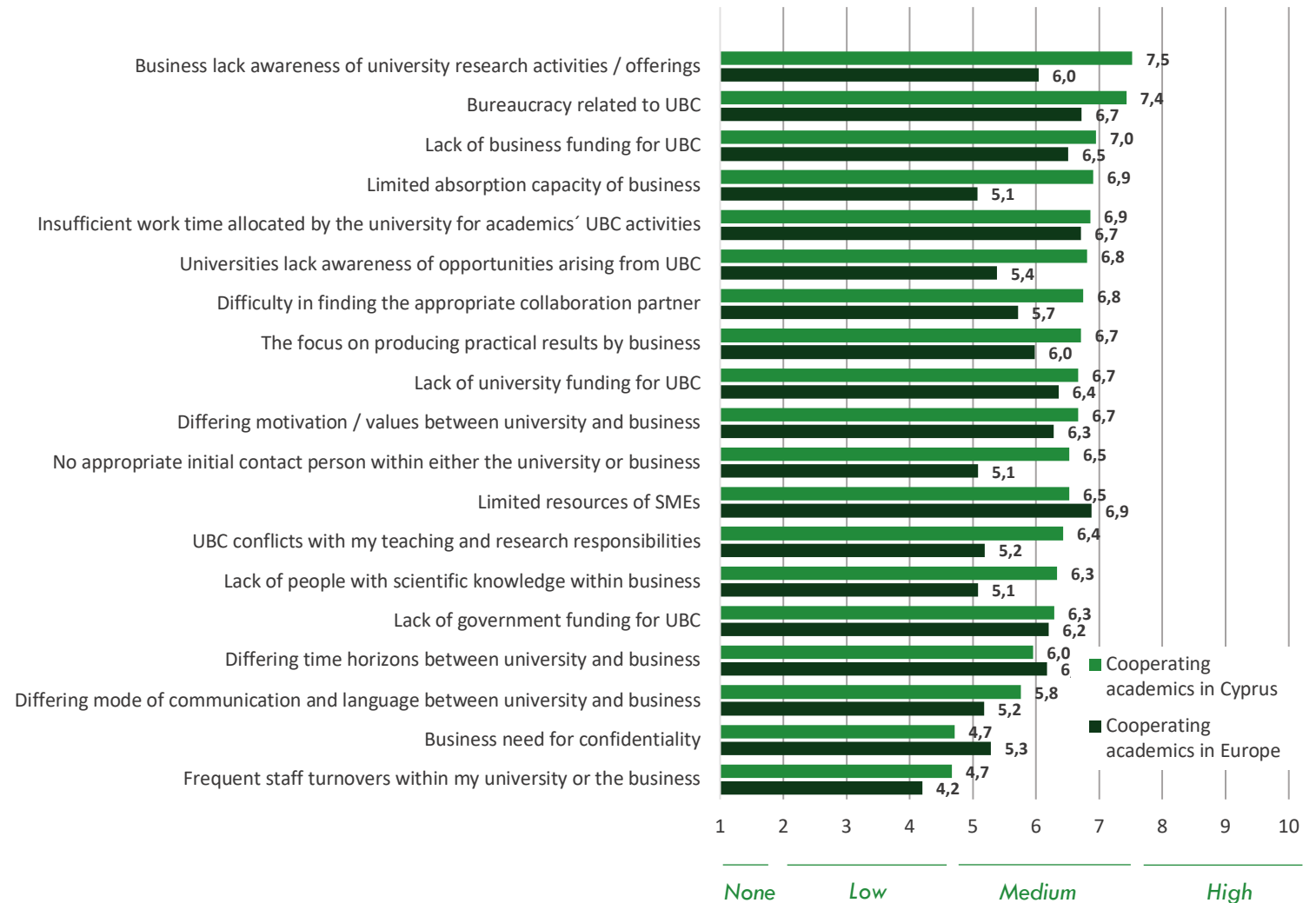
Cypriot academics perceive most barriers stronger than their European counterparts. Thus, they are significantly more hindered by the limited absorption capacity of businesses, that in Cyprus are rather small in size and mainly service oriented.

Further perceived barriers include the lack of business awareness of university research activities, and the lack of universities' awareness of opportunities arising from UBC. There is insufficient knowledge, plus underestimation among Cypriot businesses of the benefits they can obtain from cooperation with academia. In addition, the HEI sector is rather young, meaning that UBC experience is still scarce.

Academics in Cyprus are slightly less hindered than their European counterparts by the limited resources of SMEs, the differing time horizons between university and business and the business's need for confidentiality.

Barriers

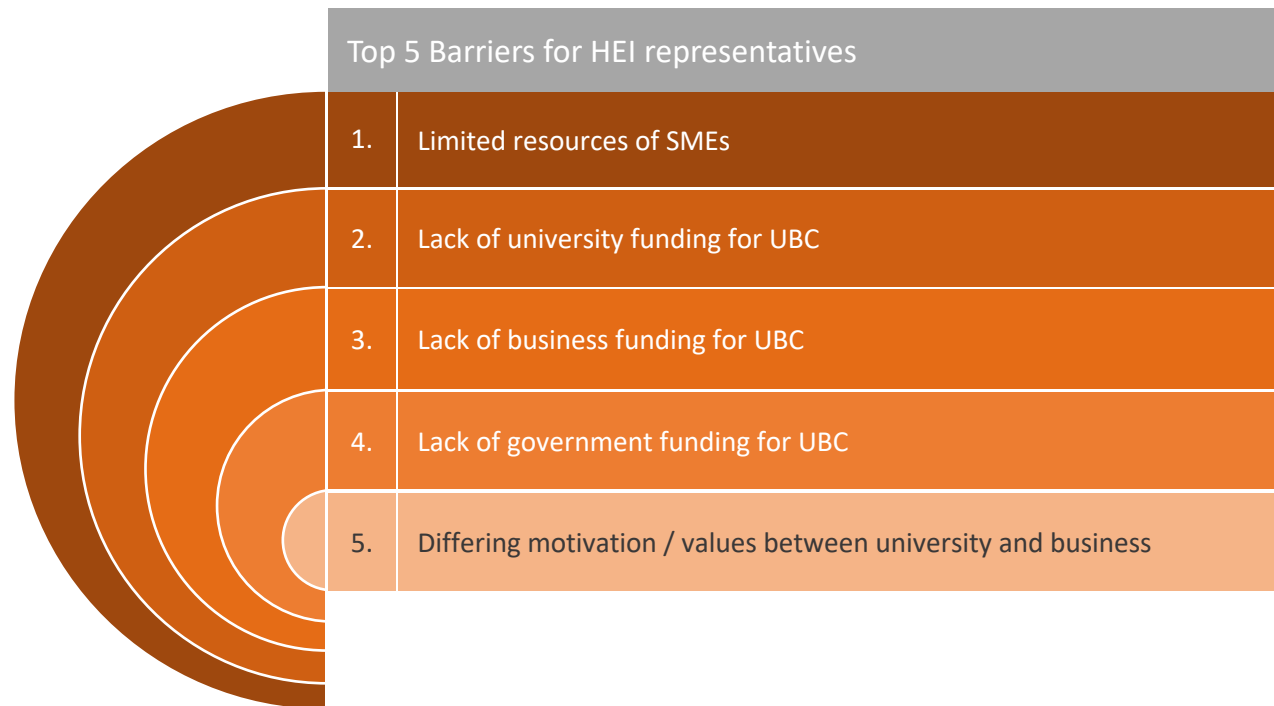
'What is inhibiting your cooperation with business?' – as answered by academics



Barriers hindering UBC

Barriers

'What is inhibiting your HEI cooperation with business?' – as answered by HEI representatives



Cypriot HEI representatives are strongly hindered by the resource and funding related issues. In particular, limited resources of SMEs and university funding are seen as the strongest barriers. This is consistent with the perception of Cypriot academics that are not collaborating with business.

Differing motivations are a further barrier inhibiting UBC. Cypriot businesses' interest in short term economic benefits and the upgrade of their economic activities conflicts with HEIs and academics focus on enhancement of their research and teaching activities and the advancement of scientific knowledge, showing few interest in practical applications, such as applied research or consulting.

Until recently UBC was not part of the culture of neither HEIs nor businesses. These limitations create further barriers to the successful establishment of UBC in Cypriot context.

Barriers hindering UBC

Overall, Cypriot HEI representatives perceive barriers stronger than their European counterparts, with the exception of the 'differing time horizons between university and business'.

Resources and funding related factors are the most inhibiting for both Cypriot and European HEI representatives. Currently, competition for EU funding is higher than in previous years and Cypriot national funding is very limited. Thus, the National Research Foundation has announced only 2 calls for project proposals during the last 7 years (2011 and 2017).

Contrary, the frequent staff turnovers within university or businesses is one of the weakest UBC barriers for both groups, along with the conflicts that UBC generates with respect to teaching and research responsibilities. In Cyprus, UBC does not conflict with the teaching and research as collaborative activities are perceived as complementary.

Barriers

'What is inhibiting your cooperation with business?' – as answered by academics and HEI representatives



Drivers stimulating UBC

Drivers are those factors that encourage businesses, academics or HEIs to engage in UBC.

Drivers of UBC are divided into two factors:

1. **Facilitators** – factors that enable or ease cooperation
2. **Motivators** – incentives or benefits that the respective stakeholders would like from the cooperation

Together, these two factors provide a comprehensive picture of what compels businesses to cooperate.

The 2010-11 State of European UBC study showed that for European universities the existence of strong UBC drivers can overcome the presence of barriers to UBC.

The main factors that facilitate UBC for both Cypriot academics and HEI representatives are similar.


The main three facilitators focus on the resources and relationship aspects of UBC, highlighting the importance of funding, mutual commitment and a shared goal as a basis for successful collaboration.

Due to the limited resources and lack of funding, positive relationship dynamics between the parties involved are key for the sustainability of UBC. Agreement on specific targets and goals is necessary in order to implement collaborative activities in Cypriot context.

Just like other relationships related factors, the existence of mutual trust is also recognised as important by both groups. Cyprus represents a rather small society where trust is a value that is proven to be of high importance in doing business.

Facilitators

'What is facilitating your cooperation with business?' – as answered by academics and HEI representatives



	Academics cooperating	HEI representatives
1.	Existence of a shared goal	Existence of funding to undertake the cooperation
2.	Existence of funding to undertake the cooperation	Existence of mutual commitment
3.	Existence of mutual commitment	Existence of a shared goal
4.	Interest of business in accessing scientific knowledge	Existence of mutual trust
5.	Existence of mutual trust	Prior relation with the business partner

Drivers stimulating UBC

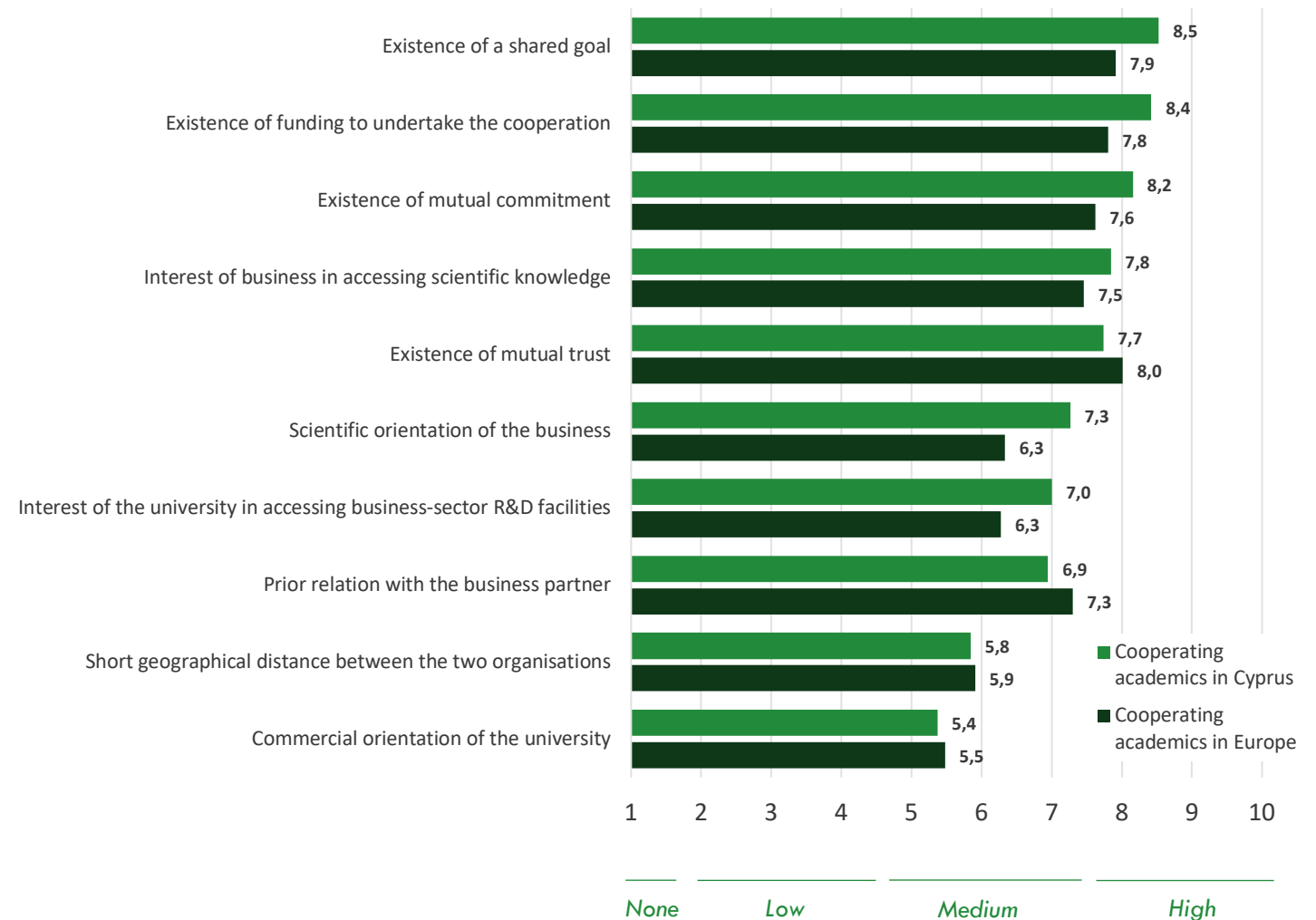
European and Cypriot perceptions of UBC facilitators align. Yet, notably Cypriot academics perceive the top four drivers slightly stronger than European academics.

For both groups, the most important facilitators are those related to the relationship and resources. The Cypriot academics highlight the existence of a shared goal, funding and mutual commitment among the most important facilitators that influence their cooperation with businesses. Cypriot academics need to acknowledge the same values as their business partners in order to proceed with the implementation of UBC activities.

In addition to the relationship facilitators, the interest of business in accessing scientific knowledge also plays an important role for both. The commercial orientation of the university emerges as the least strong facilitator, as HEIs in Cyprus mostly focus on the scientific excellence and the provision of high education standards and are not commercially oriented. During the implementation of UBC, Cypriot universities put an emphasis on scientific advancement that assists business' efforts to increase commercial exposure.

Facilitators

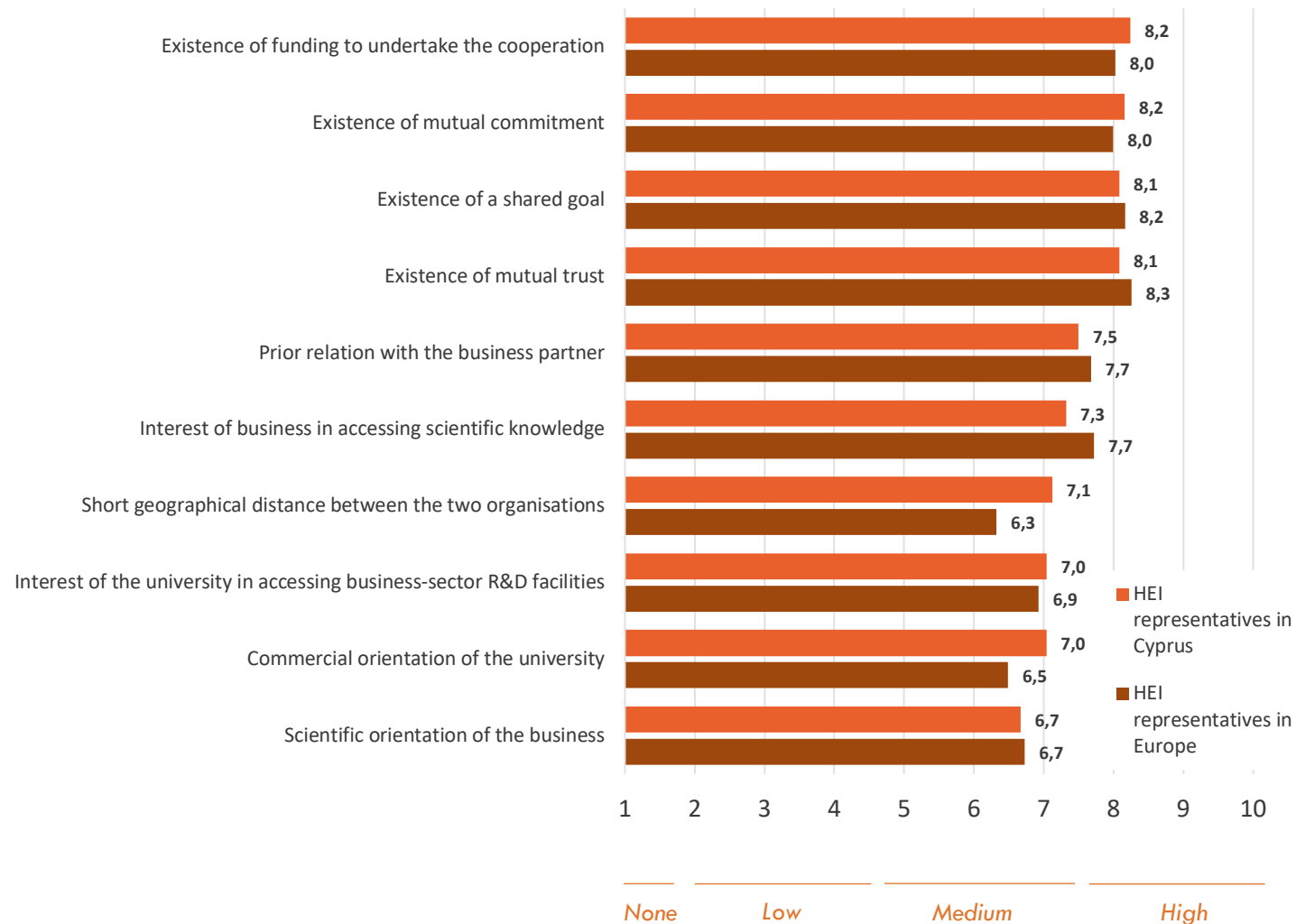
'What is facilitating your cooperation with business?' – as answered by academics



Drivers stimulating UBC

Facilitators

'What is facilitating your cooperation with business?' – as answered by HEI representatives



Cypriot HEI representatives and their European counterparts perceive most facilitators in a similar way.

For both groups, the most important facilitators relate to the resources and relationship related aspects of UBC.

As resources in Cyprus are limited for academia as well as for businesses, and the current competition for funding (EU and national) is higher than in previous years, the existence of funding to undertake the cooperation emerges as the strongest facilitator. Due to the scarce resource availability for UBC, funding has a potential to secure sustainability of the collaboration.

While for European HEI representatives this factor also plays an important role, the existence of mutual trust is perceived the strongest.

The commercial orientation of the university is considered a weak facilitator for HEIs. Similarly, the scientific orientation of the business emerges as the weakest driver stimulating UBC.

Drivers stimulating UBC


Motivators of Cypriot academics who already cooperate with businesses and motivators of non-cooperating academics have certain discrepancies.

While cooperating academics highlight research motivations as the strongest, academics not cooperating are driven by the willingness to improve graduate employability and to contribute to the mission of the university. This illustrates the difference in perception between those academics with UBC experience who already know how it works and are aware of its benefits, and those who have never engaged in UBC.

Interestingly, non-cooperating academics rate motivators related to other stakeholders (e.g. employability of graduates, societal needs, mission of the university) more strongly, which suggest that they might have more idealistic perceptive.

Motivators

'What motivates you to cooperate with business?'- as answered by academics

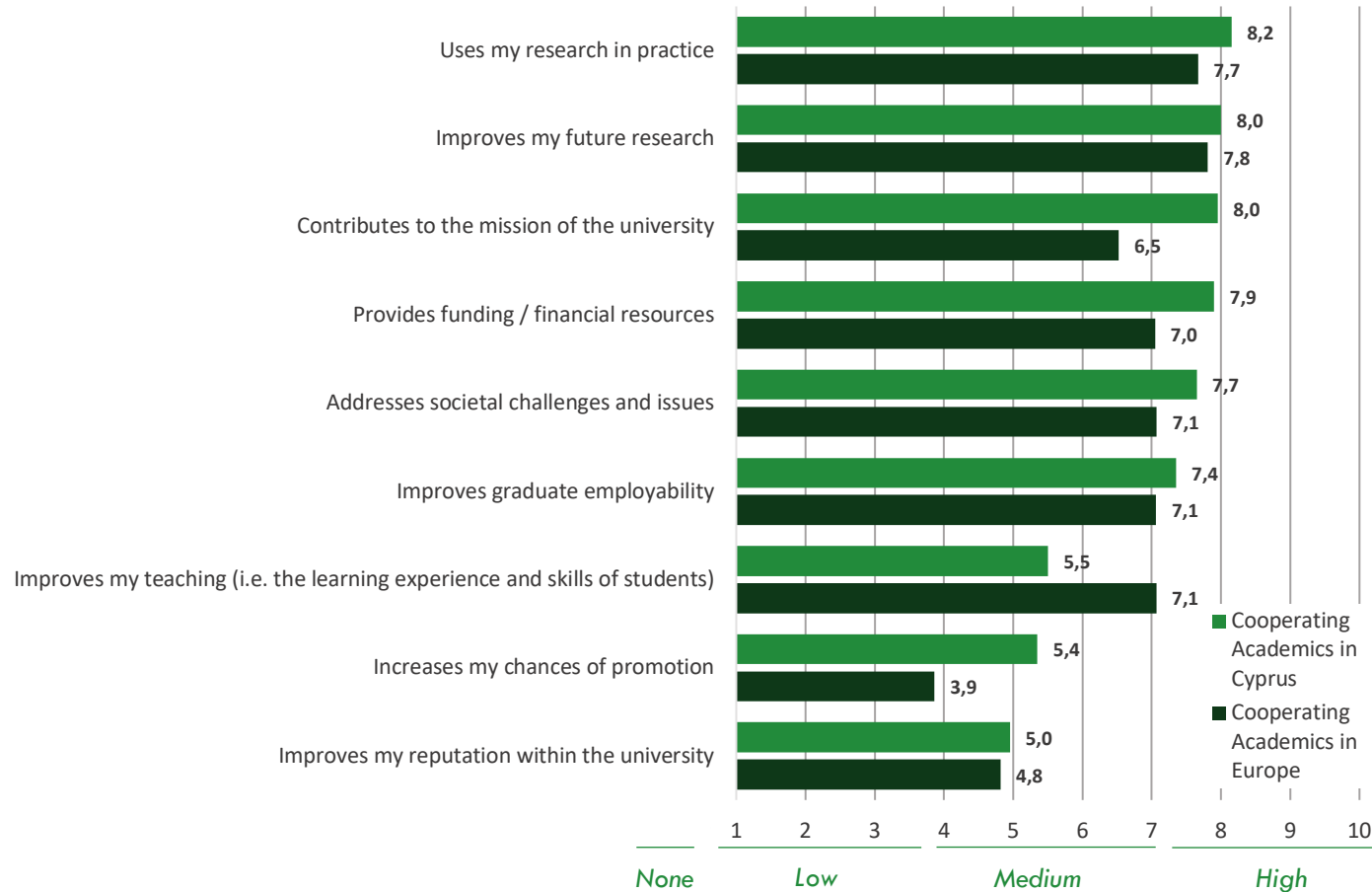


	Academics who cooperate	Academics who <u>do not</u> cooperate
1.	Uses my research in practice	Improves graduate employability
2.	Improves my future research	Contributes to the mission of the university
3.	Contributes to the mission of the university	Address societal challenges and issues
4.	Provides funding / financial resources	Use my research in practice
5.	Addresses societal challenges and issues	Gain new insights for research

Drivers stimulating UBC

Motivators

'What motivates you to cooperate with business?'- as answered by academics



The perceptions of Cypriot and European academics differ with respect to the motivators. Notably, Cypriot academics perceive the motivators stronger than their European counterparts.

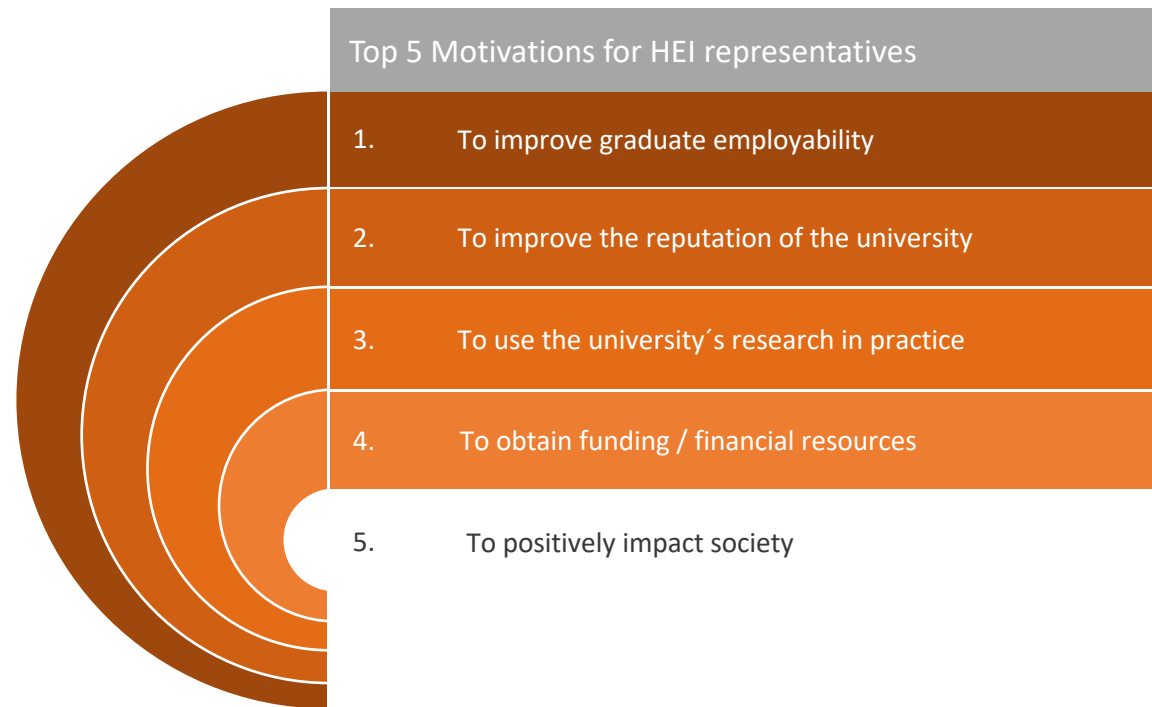
The only exception is the teaching related motivation. Thus, Cypriot academics are considerably less motivated to cooperate with businesses to improve their teaching than academics in Europe. Nevertheless, there are some examples of businesses participating in the enrichment of HEIs' teaching activities in Cypriot context.

Notably promotion and reputation related motivators are the weakest drivers stimulating UBC for both groups. In Cyprus, UBC is not part of any evaluation process, as academics are promoted based on their teaching experience as well as research record.

Drivers stimulating UBC

Motivators

'What motivates your HEI to cooperate with business?'- As answered by HEI representatives



HEI representatives are more motivated by the willingness to increase graduate employability. Thus, the improvement of the employability is a priority for the Cypriot government. Currently it is one of the main strategic objectives of the project "Development and Operation of Enterprise Liaison Offices in Universities Operating in the Republic of Cyprus" funded by the European Social Fund since 2009¹.

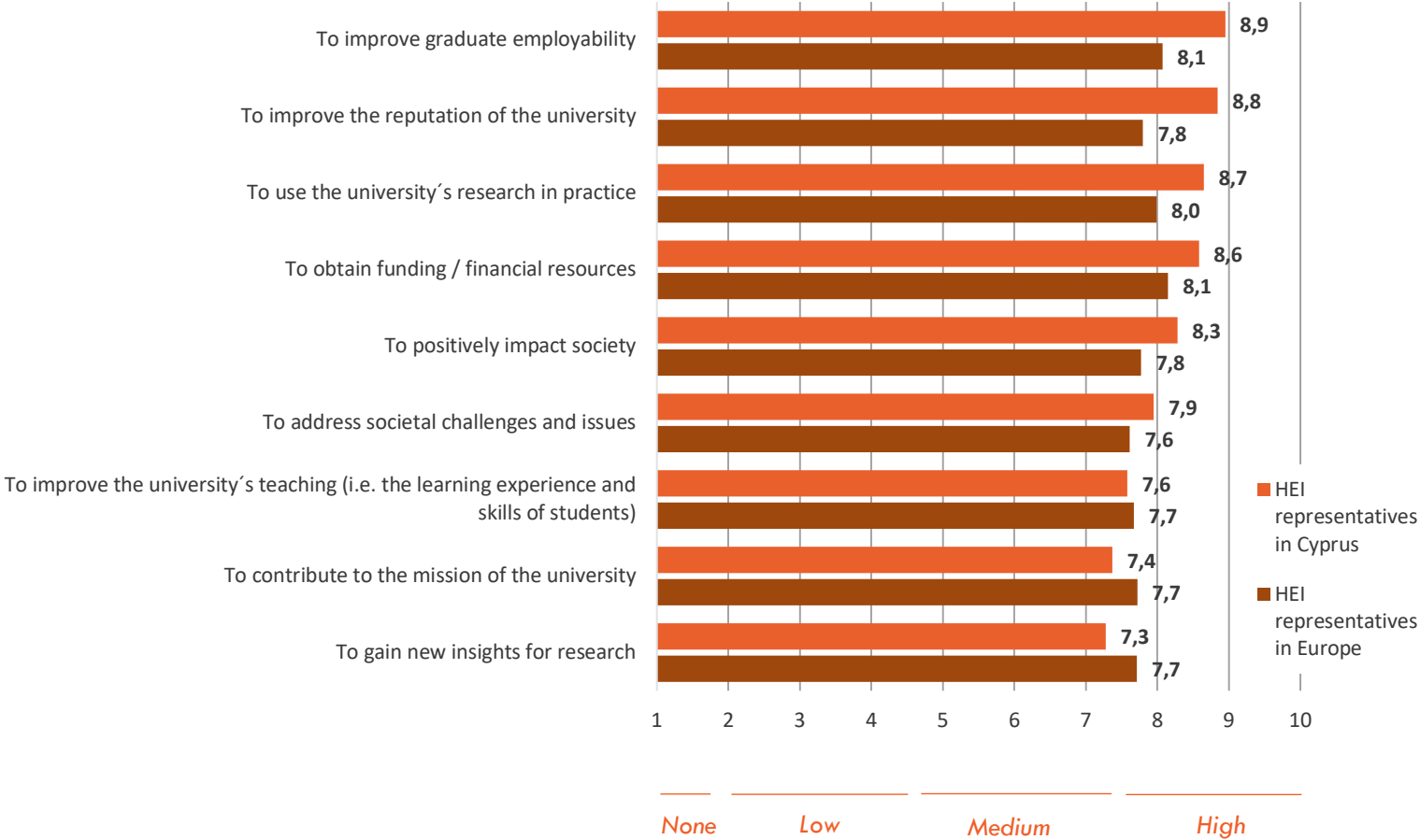
This is followed by the motivators related to improvement university's reputation, application of the research, obtaining financial resources and impacting society in a positive way.

¹ Ministry of Education and Culture (2012), Higher Education in Cyprus, p. 94.

Drivers stimulating UBC

Motivators

'What motivates your HEI to cooperate with business?'- as answered by HEI representatives



Cypriot HEI representatives perceive the majority of motivators stronger than their European counterparts. However, both groups agree on the importance of the improvement of graduate employability as one of the most important motivators for UBC.

Work experience is crucial nowadays especially due to the high unemployment rates all over Europe. Through UBC in Cyprus, students have access to short term internships and work placements. Direct contact with business during their studies enhances their employment potential after graduation.

More crucially, for both European and Cypriot HEI representatives all motivators were ranked with a high score (from 7.3 to 8.9), which ultimately means that all these motives have a potential of stimulating UBC for universities.

Benefits of UBC

Cypriot academics and HEI managers have different perceptions about the stakeholders that benefit from UBC.

Academics in Cyprus perceive universities and businesses as the main beneficiaries of UBC, whereas HEI representatives perceive students and society as the stakeholder groups who benefit the most.

Initially, UBC in Cyprus started by providing short term placements and internships for students. These are factors that improve student and alumni employability and lead to the reduction of unemployment. The benefits for students and the society are immediate.

Academics and the Cypriot government are believed by both groups to gain little benefits from UBC, although the government is perceived as one of the main UBC actors particularly with regards to the policy development and provision of funding to support collaborative activities.


Benefits are the perceived positive outcomes (financial and non-financial) from undertaking UBC as relevant for the different stakeholder groups that can potentially participate in UBC.

The perception regarding who benefits from such cooperation can influence the decision to increase or decrease their participation or the involvement

of other groups. For example, if academics perceive their own *benefits* to be low, they may refrain from engaging in UBC. Yet, if they perceive *benefits* for students to be high, they might undertake actions that contribute to students' involvement in UBC.

Benefits

'Who receives the benefits of UBC?' - as answered by academics and HEI representatives

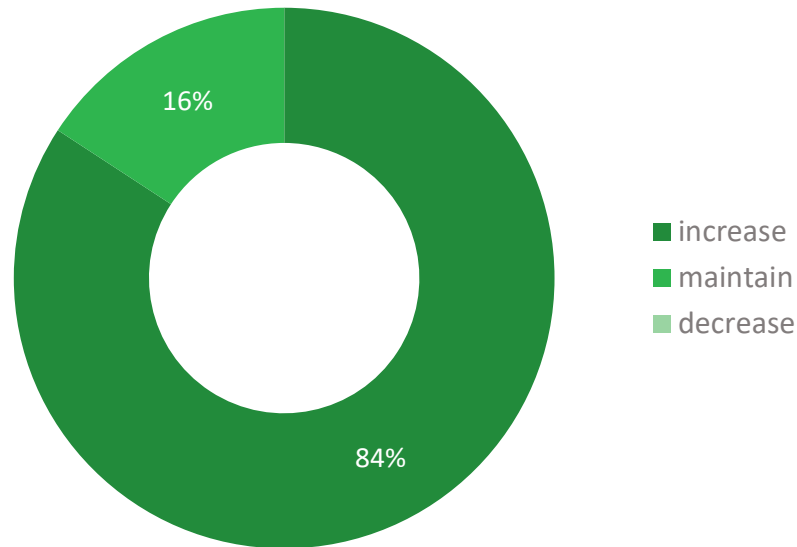


	Academics	HEI representatives
1.	Universities	Students
2.	Businesses	Society (in general)
3.	Students	Universities
4.	Society (in general)	Businesses
5.	Academics	Academics
6.	Government / public authorities	Government / public authorities

Future intentions

Future UBC intentions – Bulgaria

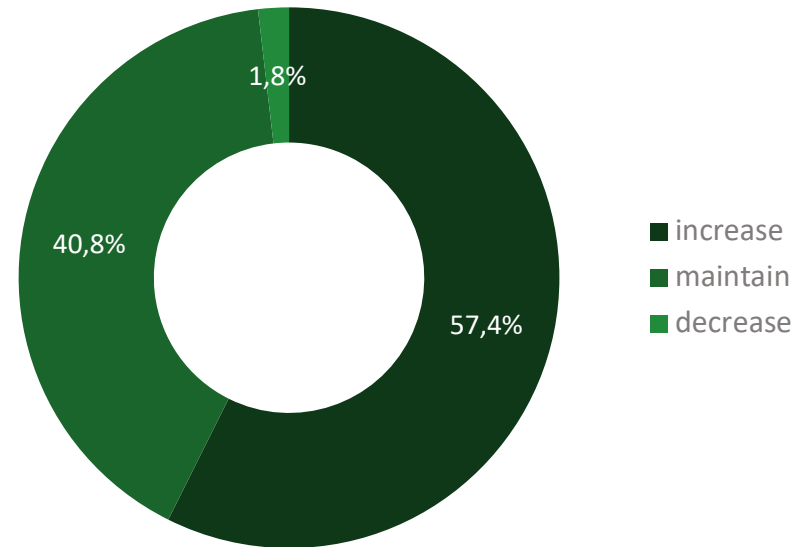
As answered by Bulgarian academics



Cypriot academics show a very strong commitment to UBC as 100% of them expect to increase or maintain their UBC activities. In this sense, Cyprus proves to be a vastly receptive market for UBC, with positive momentum for the future.

Future UBC intentions – EUROPE

As answered by European academics



Academics in Europe also showed a strong commitment to increasing UBC activities. 57,4% of academics with cooperation experience expect to increase their cooperation and only 1,8% plan to decrease their collaborative activities with businesses. This shows a positive projection for UBC in Europe.

Willingness to recommend UBC

The willingness of Cypriot cooperating academics to recommend to a colleague to engage in UBC highly varies depending on whether this cooperation is in research or in education.

Cypriot academics are more satisfied with UBC in research than their European counterparts (NPS=40). While 60% of them will promote it positively, 20% would do it negatively.

Contrary, Cypriot academics are less satisfied with education-related UBC than their European counterparts (NPS = -28 for Cypriot and -14 for European academics). Education related UBC is not popular in Cyprus. Even though there are very well organised and promoted activities in place, they do not attract enough audience.

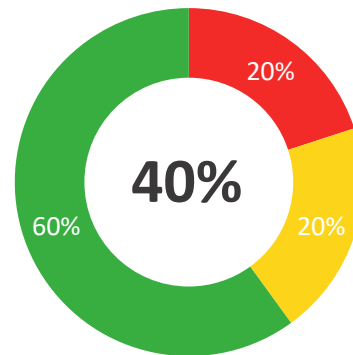
Willingness to recommend to an academic colleague cooperation with business in R&D and education

As answered by academics

	Detractors	Passives	Promoters	Net promotor score
Academics cooperating in E&T	56%	17%	28%	-28%
Academics cooperating in R&D	20%	20%	60%	40%

Satisfaction in cooperation with businesses (net promotor score)

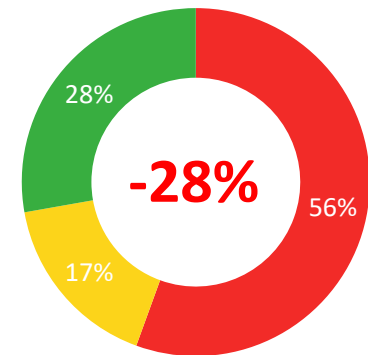
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

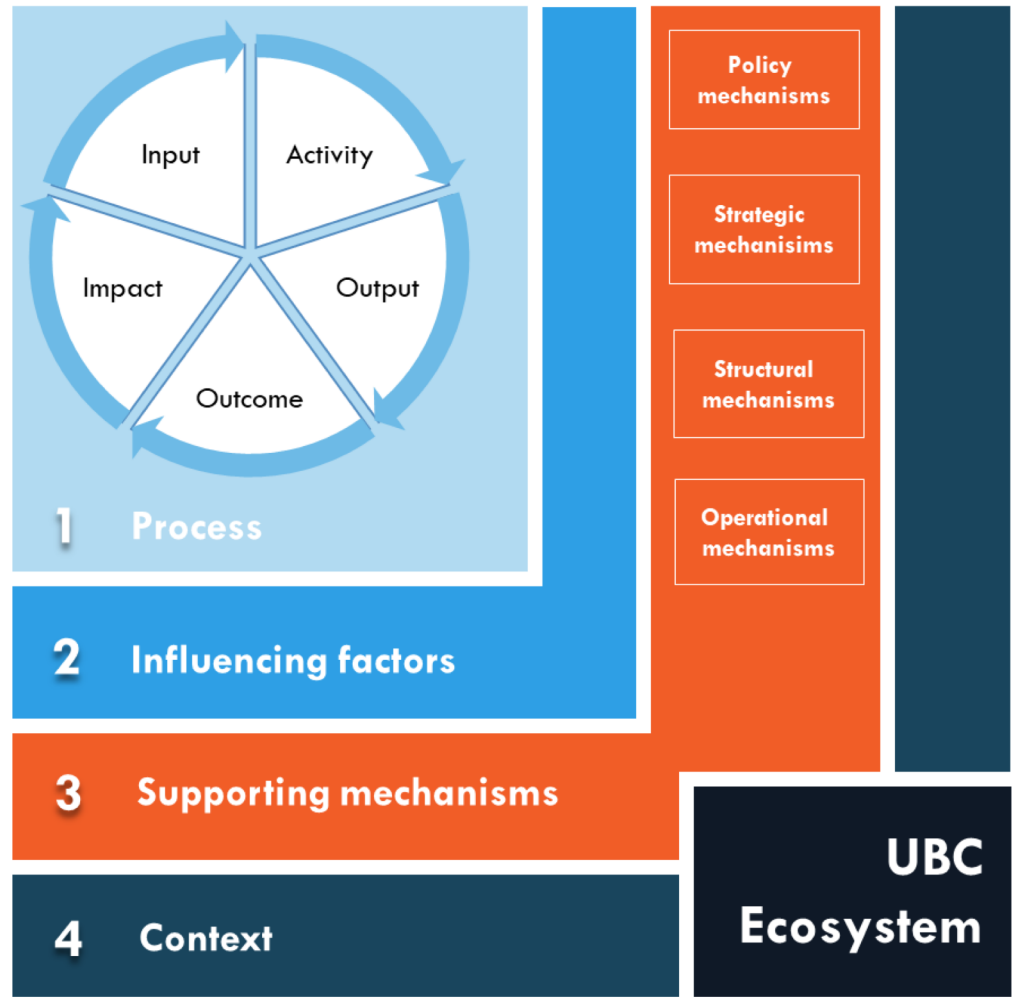
Academics cooperating in education



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: -13.8

Supporting mechanisms for UBC



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

There are four types of supporting mechanisms:

- Policy
- Strategic
- Structural
- Operational

This section outlines the extent to which UBC supporting mechanisms are developed in this sample from the HEI perspective.

At the European level, the extent of development of all these mechanisms significantly influences the extent of cooperation.

Supporting mechanisms for UBC

Cypriot HEI representatives perceive policy mechanisms to be developed to a medium and low level. These perceptions are lower than those of their European counterparts.

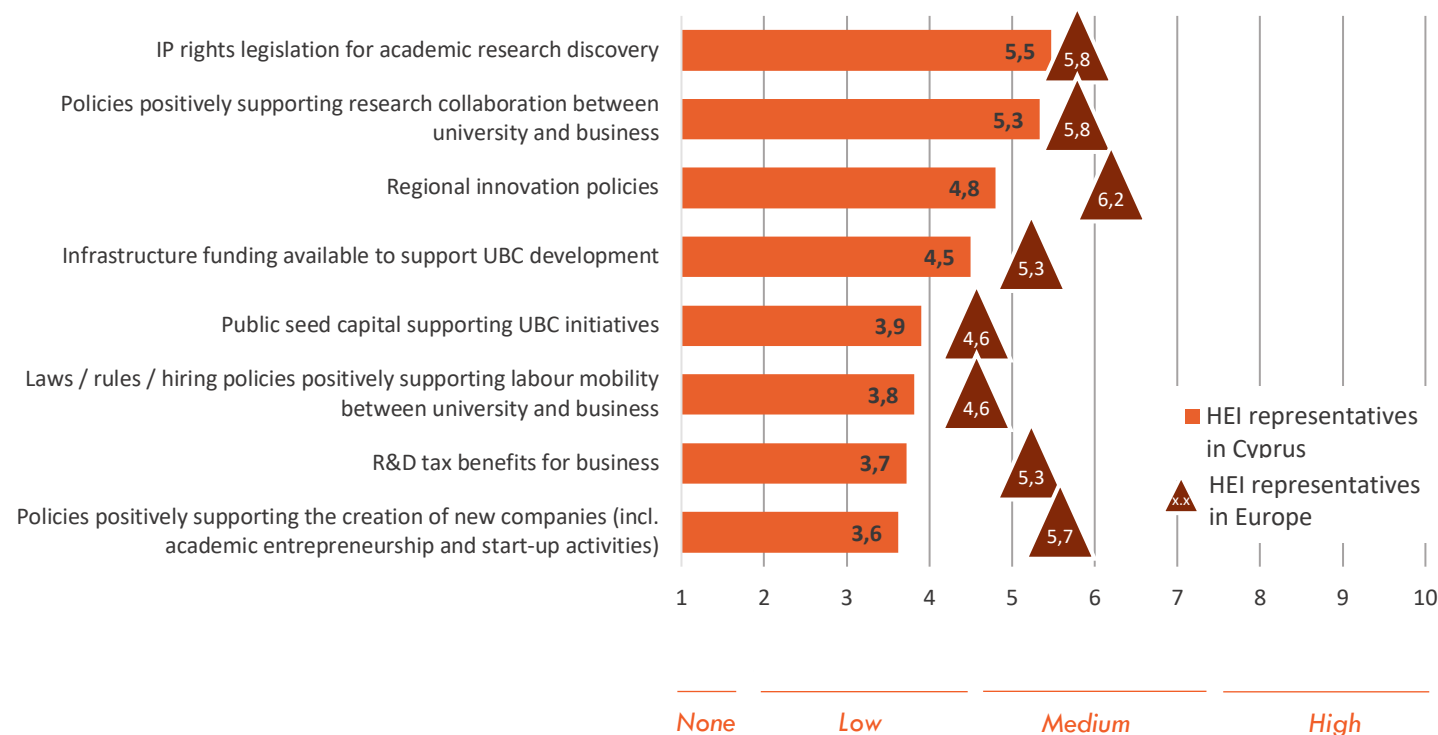
IP rights legislation for academic research discovery is the most developed supporting mechanism (5,5), followed by the policies positively supporting research collaboration between university and business (5,3).

In 2015, when the Cyprus Research Promotion Foundation (RPF) was established, Cypriot HEIs and research institutes were assisted by Oxford University to draft their IP policies and other policies related to research, teaching and other fields i.e. thesis protection and consultancy to businesses. Since then, most HEIs and research institutes have adopted these policies.

R&D tax benefits for business and policies positively supporting the creation of new companies are the least developed mechanisms (3,7 and 3,6 respectively) and are significantly lower than in Europe. R&D tax benefits were introduced by the Government of the Republic of Cyprus at the beginning of 2017¹. Additionally, only private HEIs can create start ups as the law prohibits their creation by public education institutions. However, the House of Parliament recently started the discussion on the draft law regarding the creation of start-ups by public HEIs.

Policy mechanisms

'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives

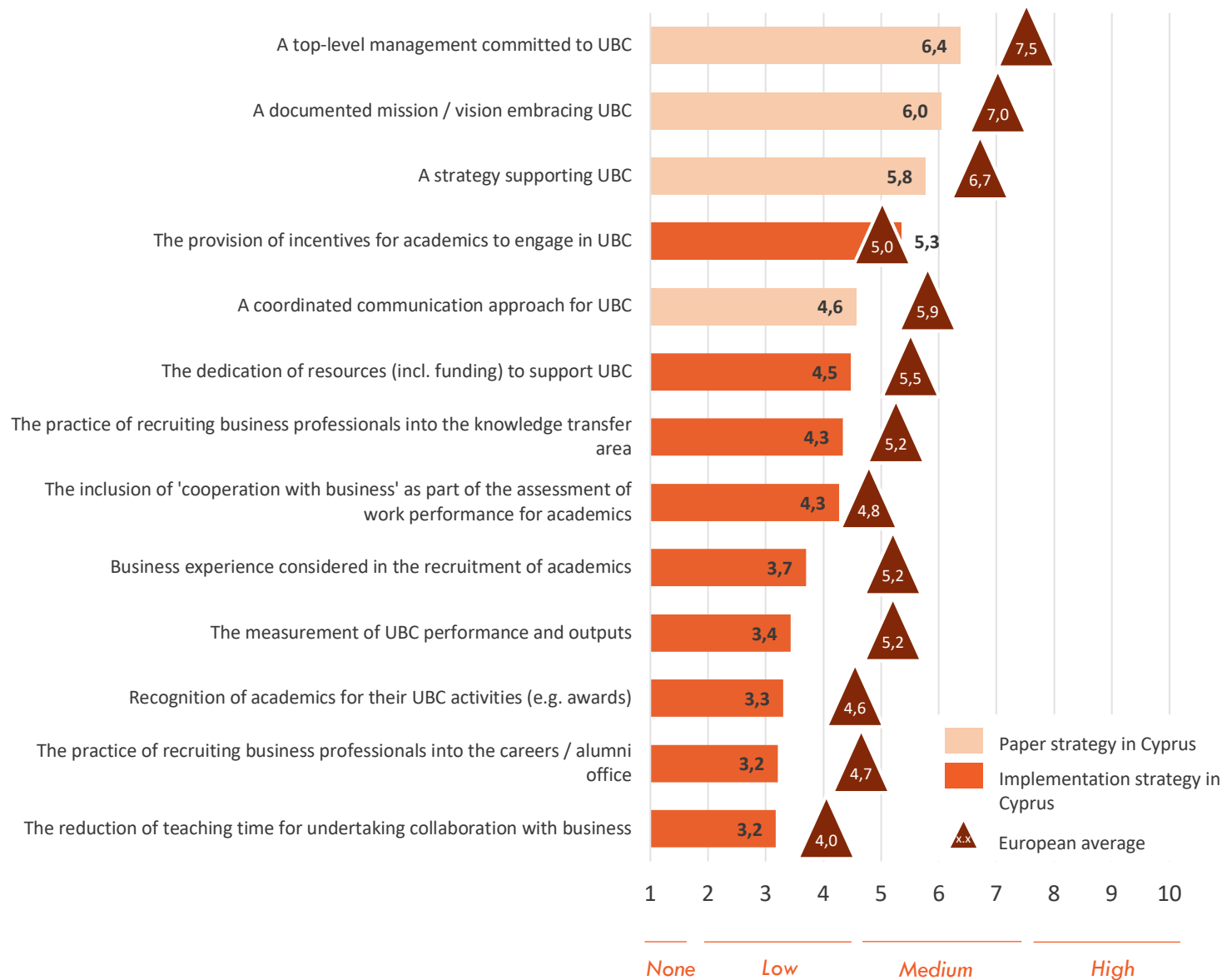


¹ KPMG (2017). Tax measures for a more competitive environment. Retrieved from <https://home.kpmg.com/cy/en/home/insights/2017/01/tax-measures-for-a-more-competitive-environment-january-2017.html>

Supporting mechanisms for UBC

Strategic mechanisms

'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



The development of the strategic mechanisms is notably lower in Cypriot HEIs than in European HEIs.

Generally, the paper strategies are substantially more developed than implementation strategies, showing the official commitment of Cypriot HEIs to UBC above the actual dedication of resources. This is due to the early stage of development of UBC activities in Cypriot HEIs.

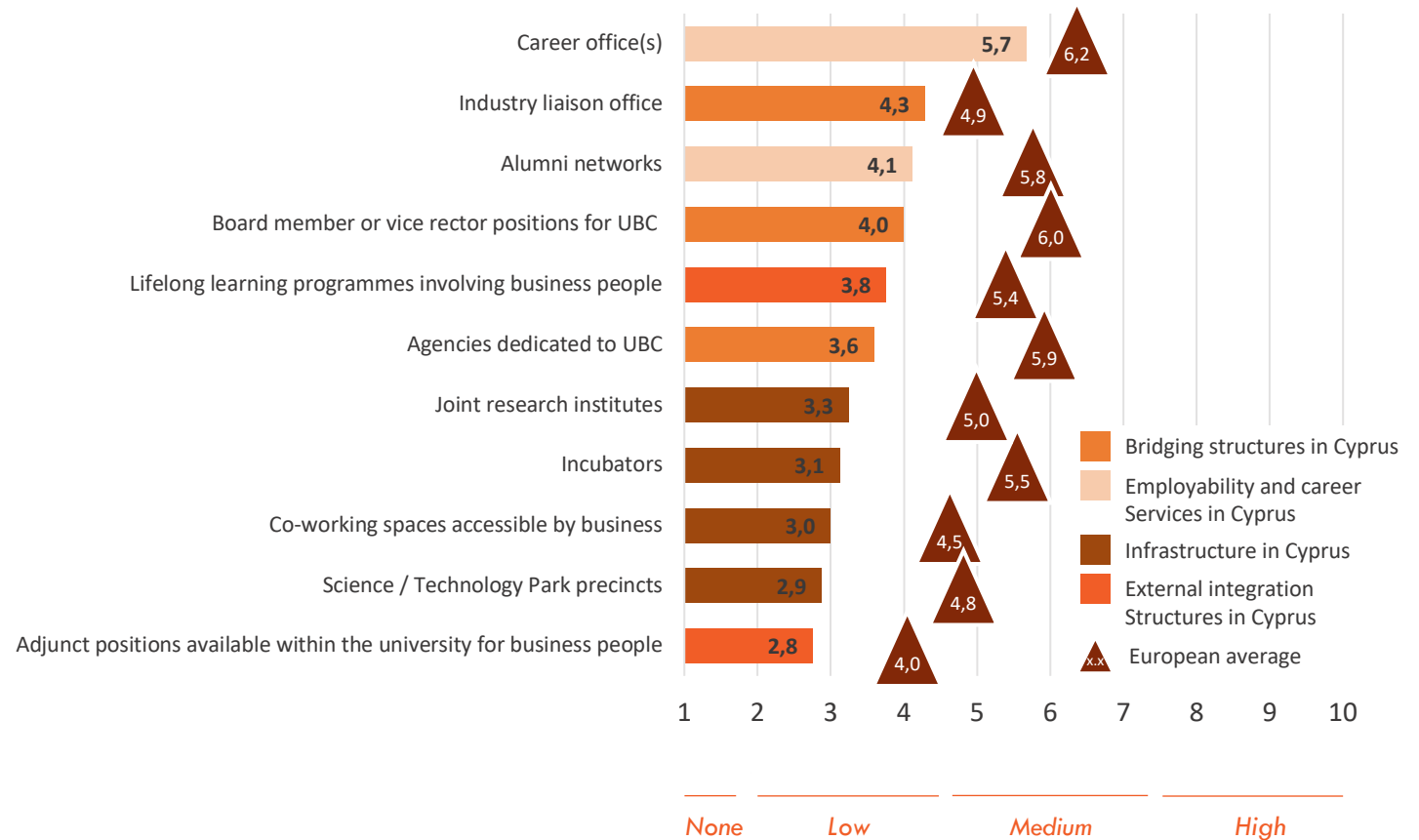
The least developed mechanisms are related to the recognition of academics for their UBC activities (3,3), the practise of recruiting business professionals into the career or alumni offices (3,2) and the reduction of teaching time (3,2).

Currently, there is a lack of incentives for academics to collaborate with the private sector in Cyprus. As for career offices, at the public HEIs they have just recently been established, therefore they still need to expand and improve their endeavours. Thus, private HEIs already recruit professionals with business background to work at their career offices.

Supporting mechanisms for UBC

Structural mechanisms

'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Structural mechanisms are less developed in Cypriot HEIs than in Europe.

Both European and Cypriot HEI representatives indicate the same top structural mechanism – career office(s). Indeed, the majority of the Cypriot universities have well established career offices.

Other developed structural mechanisms in Cyprus relate to the existence of industry liaison offices (4,3), which were introduced in 2010 as an European project. In 2012, all operating universities in Cyprus established their own offices and they are still operating after the end of the funding project period.

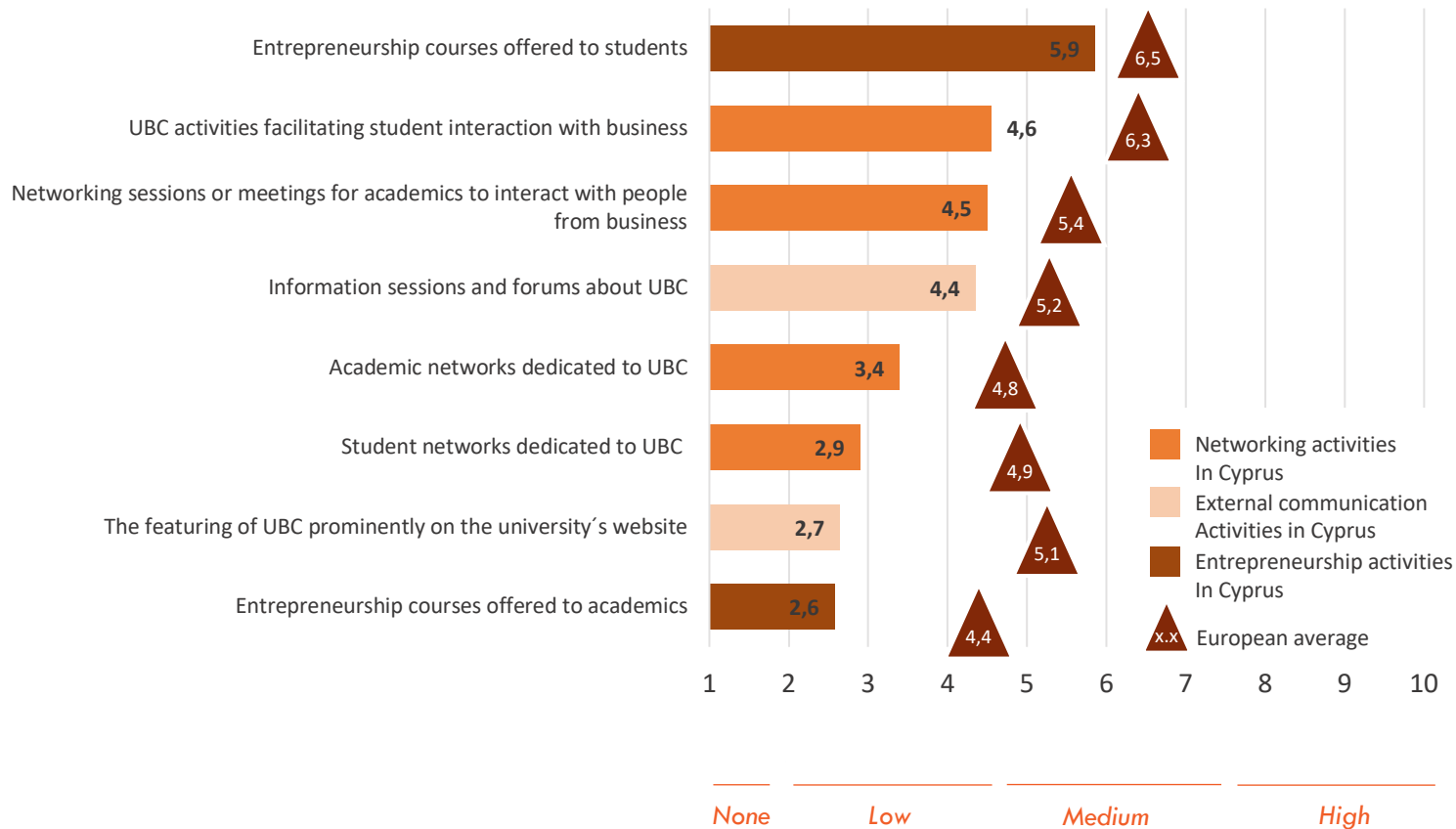
Contrary, science or technology park precincts and adjunct positions within the HEI for business people are the least developed mechanisms (2,9 and 2,8 respectively). In 2010, the Government of the Republic of Cyprus initiated public dialogue for the development of a national technology park. In 2016, after many years of discussion the Government announced a public procurement for expression of interest for investors for the establishment of a national technology park in a suburb of Limassol (Pantakomo)¹.

¹ Ministry of Energy, Commerce, Industry and Tourism (2016). Creation of the Cyprus Science Technology Park, in the Pentakomo area of the Limassol District. Retrieved from <http://www.mcit.gov.cy/mcit/mcit.nsf/All/E699AC5C6553B600C225805F00269406?OpenDocument&highlight=limassol&L=E>

Supporting mechanisms for UBC

Operational mechanisms

'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Cypriot HEIs lag considerably behind regarding the development of operational mechanisms supporting UBC compared to European average.

Student-centred activities are the most developed operational mechanisms, with entrepreneurship courses offered to students (5,9) and UBC activities facilitating student interaction with businesses (4,6) ranked the highest.

Among the activities focused on academics, the networking sessions or meetings to interact with business are also well developed (4,5), whereas the development of entrepreneurship courses for academics (2,6) considerably lags behind.

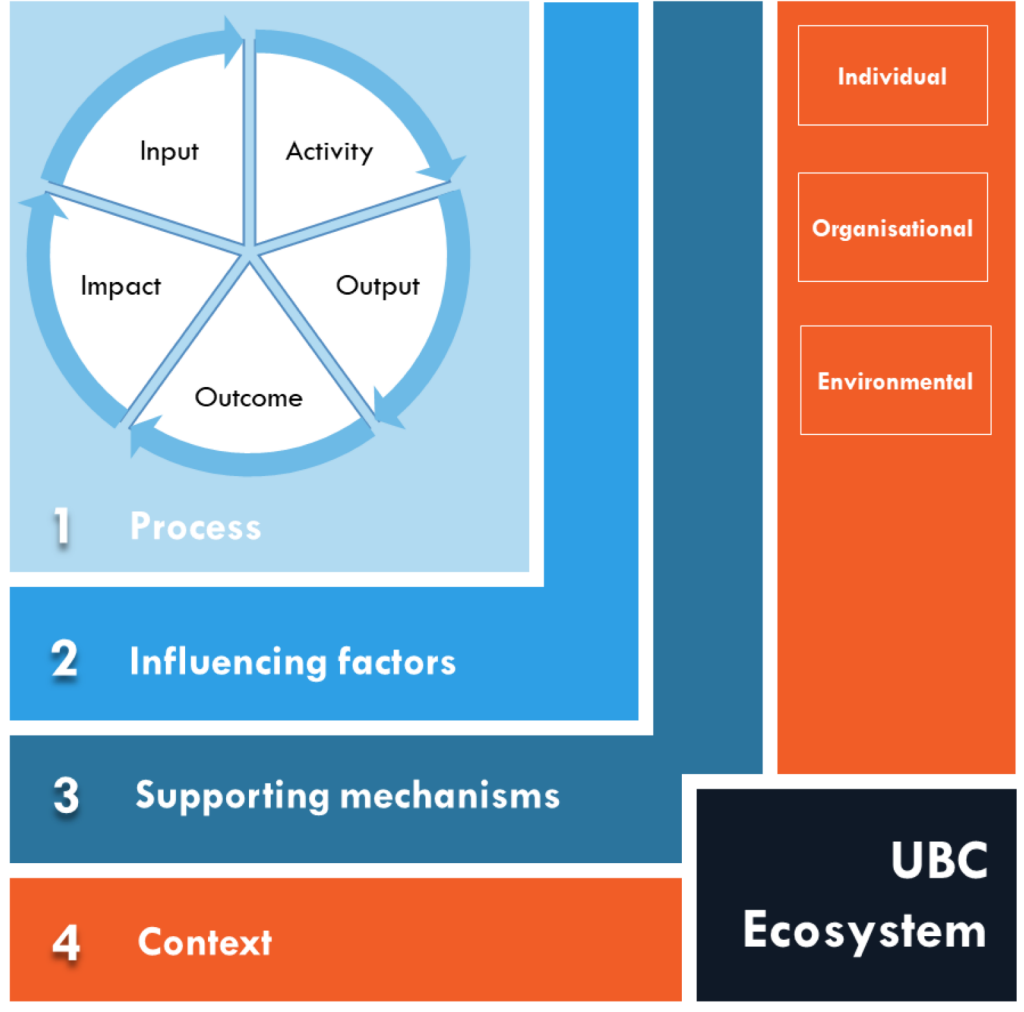
Networking and meetings with business representatives are well established since they are the first step to establish any kind of collaboration and they are being actively fostered by university management in Cypriot HEIs.

Context

The degree to which UBC takes place is influenced by a set of elements present in the context of the organisation that cannot be changed in short term.

These include the characteristics of individual actors involved, the institutional factors relating to the university and business, as well as by a set of broader environmental factors (political, economic, social, technological, etc.).

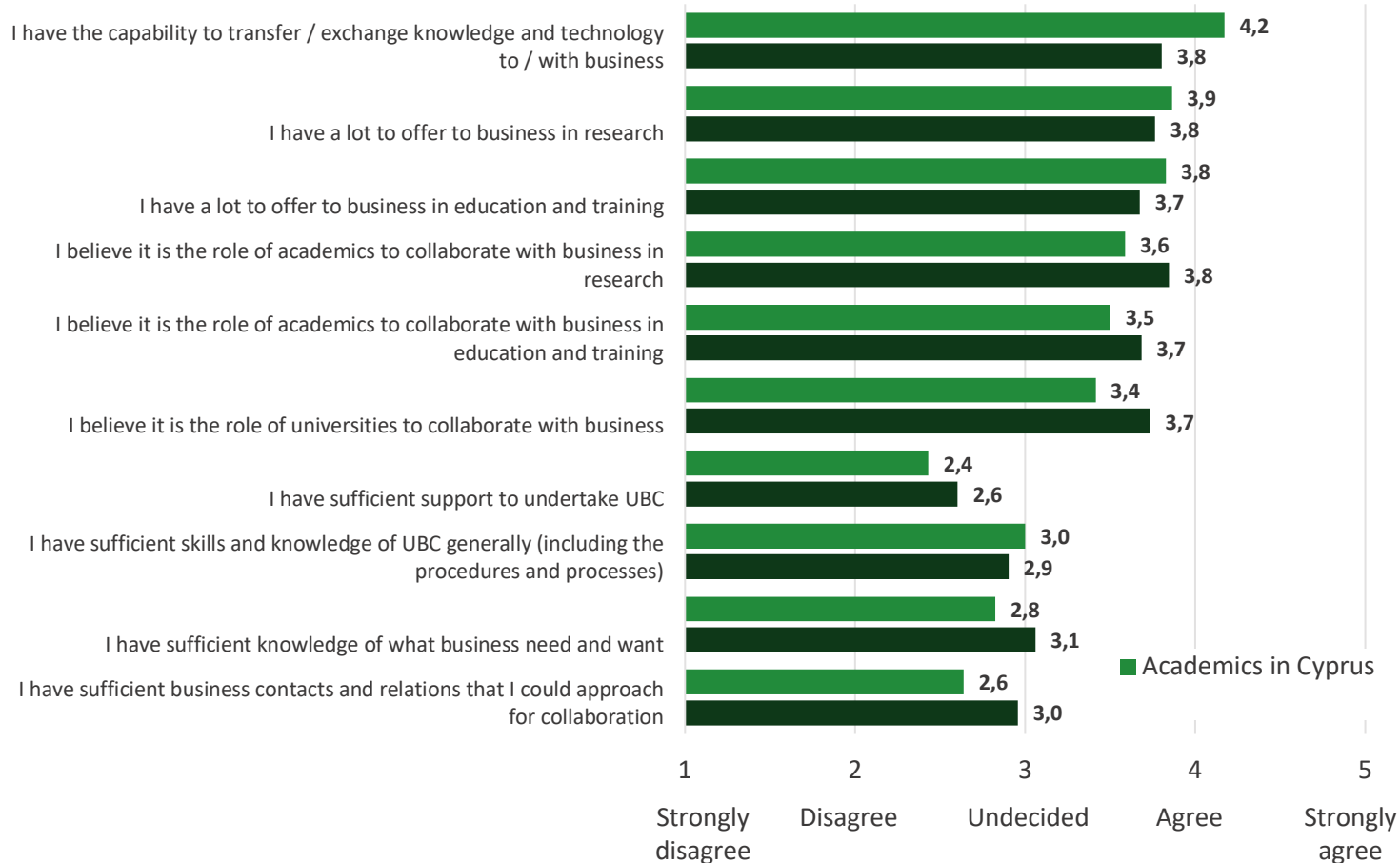
This section outlines how some contextual factors influence UBC in the country.



UBC capabilities

Capabilities for UBC

'To what extent do you agree or disagree with the following statements?' - as answered by academics



Cypriot academics identified moderate capabilities for UBC and beliefs about the role of UBC and for the first three of them they have a more positive attitude than their European counterparts.

Cypriot academics identified their strengths in the ability to exchange knowledge (4.2), doing research for companies (3.9) as well as providing them with education and training (3.8). Generally, they believe that it is their role to collaborate with business in both research (3.6) and education (3.5).

Yet, they perceive that they have insufficient knowledge of businesses needs (2.8), and business contacts (2.6) to undertake UBC. Traditionally, academia and industry were always separated in Cyprus, therefore academics are not aware of businesses' needs and they have insufficient business contacts. Implementation of UBC activities in Cyprus aims to bring academia closer to industry and promote mutual improvement.

Context

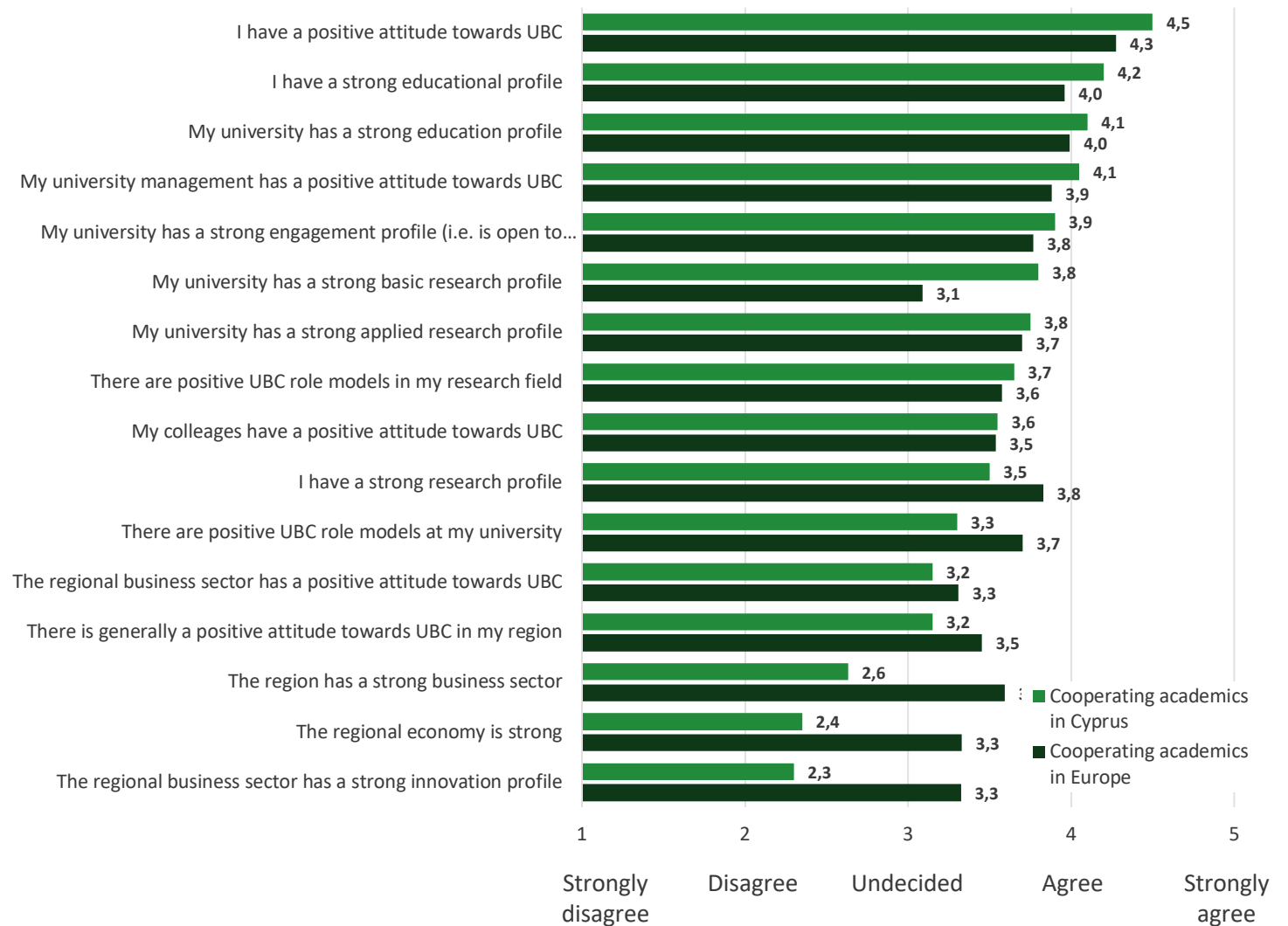
Cypriot and European academics perceive their contextual factors differently. Generally, both groups have a positive attitude towards UBC (4.5 and 4.3).

Cypriot academics perceive more positively the strength of the education and research profiles of their universities than their European counterparts. However, they perceive a less positive attitude of the region and business sector towards UBC. They also see their own research profile as less strong.

Cyprus is a small country and is considered as a single region with respect of its size and the main economic indexes. Moreover, it does not have a strong business sector or heavy manufacturing industry¹. In addition, due to the economic crisis of 2013-2014, viability was the main aim of the businesses. UBC is not considered as the main activity of the businesses.

Contextual factors affecting UBC

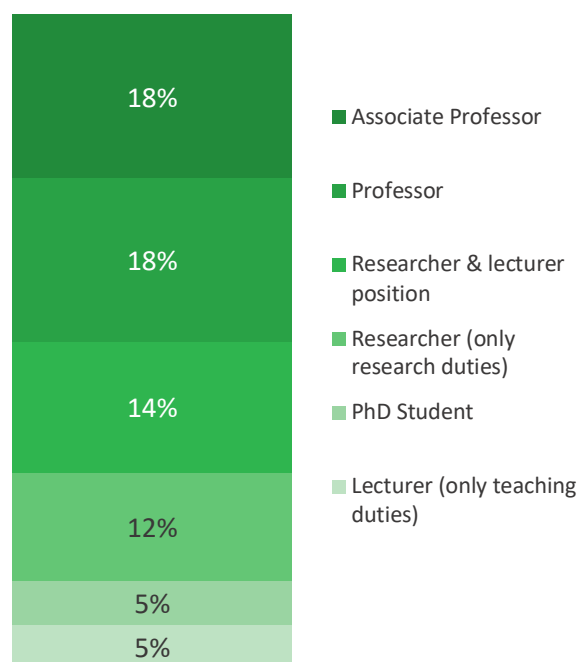
'To what extent do you agree or disagree with the following statements?' - as answered by academics



¹ Bank of Cyprus Group (2010). The Economy of Cyprus, p.3. Retrieved from <http://bankofcyprus.com/Documents/Publications/Country%20reports/l100181.pdf>

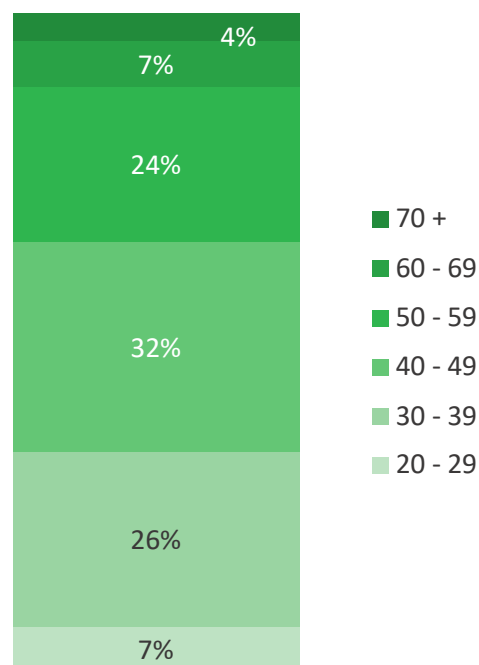
Respondent profile - academics

Position of respondent



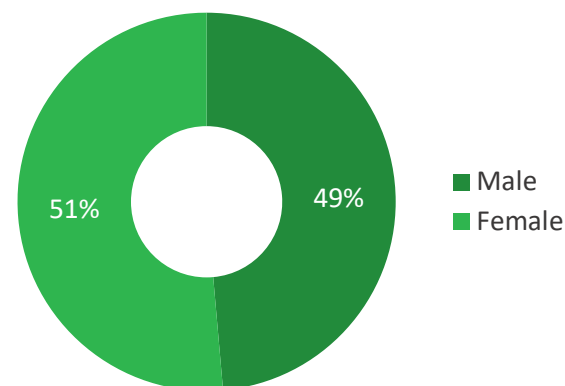
Associate professors and professors (18%), comprise the largest groups, followed by researchers and lecturers (14%). The remaining respondents identified themselves as researchers (12%), PhD student (5%) and lecturers (5%).

Age of respondents



Almost a third of the academics in the Cypriot sample are between 40 and 49 years old (32%). Other significant groups are those aged 30-39 (26%) and 50-59 (24%), followed by those aged 20-29 (7%) and 60-69 (7%). Academics above the age of 70 accounted for 4%.

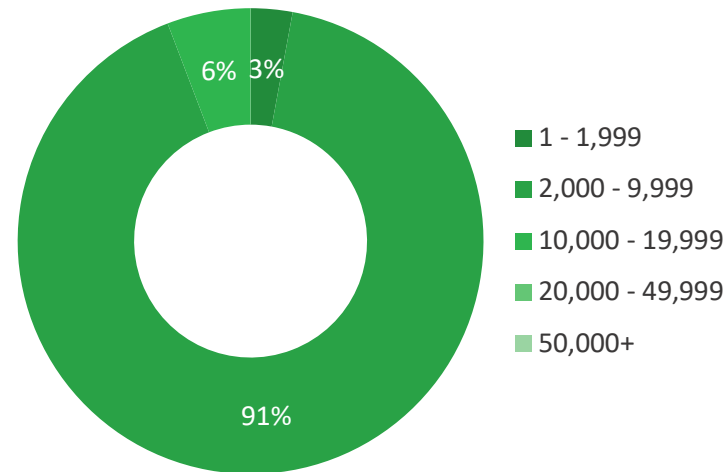
Gender of respondents



There is an even gender distribution in the academic sample in Cyprus with 51% of the total sample being female respondents.

Respondent profile - academics

Number of students of the HEI

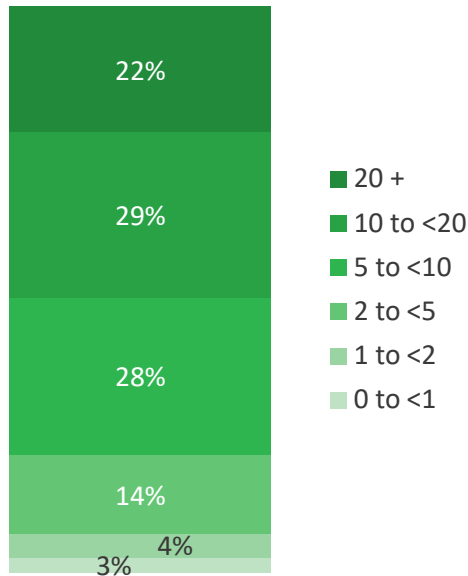


Sample Size	
Cypriot Academics	n=91
European Academics	n=10.836
Cypriot HEI representatives	n=20
European HEI representatives	n=3.482

More than 90% of Cypriot academics in the sample work for small HEIs (between 2,000 and 9,999 students). The remaining 6% work at medium HEIs (between 10,000 – 19,999 students) and only 3% of them work for very small HEIs (under 1,999 students).

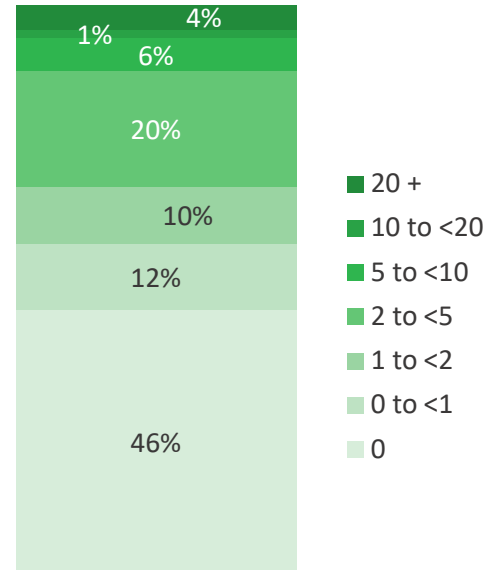
Respondent profile - academics

Years working in university



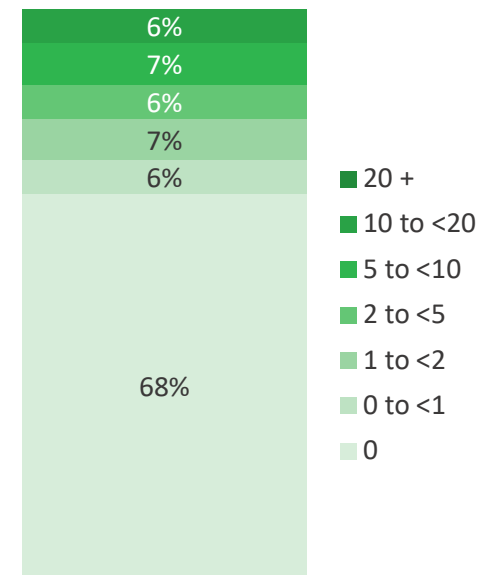
Half of academic respondents (51%) have worked in academia for over 10 years. 28% have 5-10 years of experience and 14% have worked in academic for 2-5 years. Only 7% of the academics have less than 2 years of experience.

Years working in business



Almost half of Cypriot academic respondents (46%) have no working experience in business. 20% of the respondents have between 2 to 5 years of experience, 10% between 1 and 2 years and 12% less than 1 year. Only 11% have worked in business for over 5 years.

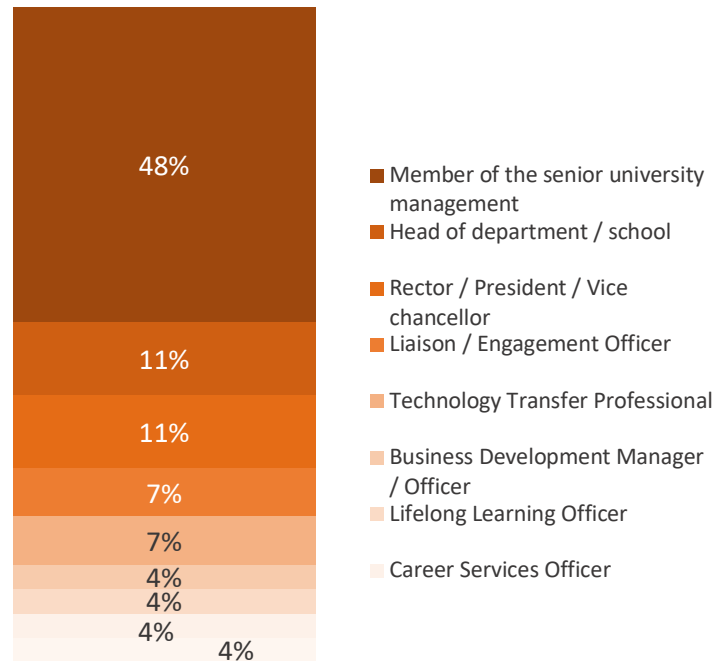
Years involved in UBC whilst working at a university or business



Few academic respondents in Cyprus have UBC experience. Over two thirds of the sample (68%) have no experience at all. 13% have been involved in UBC for over 5 years, another 13% have more than one year of experience and the remaining 6% have only been involved in UBC for less than one year.

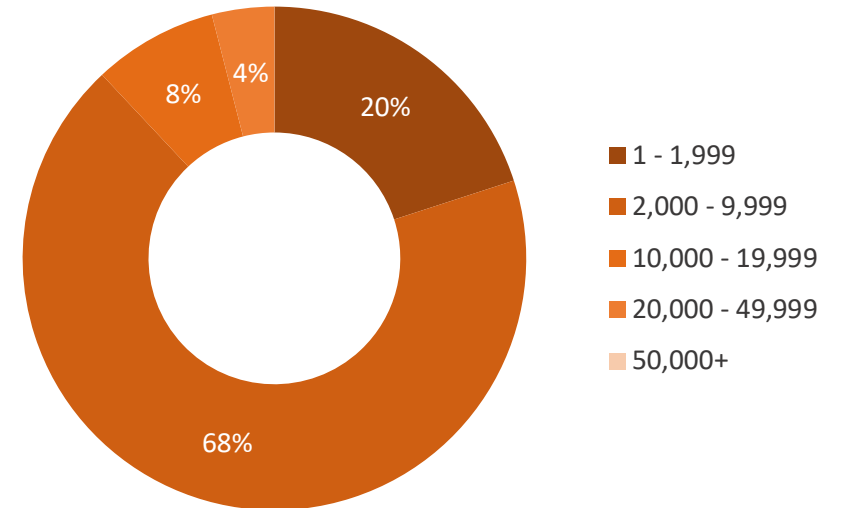
Respondent profile – HEI representatives

Position of respondent



HEI representatives in Cyprus hold a variety of roles. Almost half of the sample are 'Member of the senior university management' (48%). An even proportion (11%) identified themselves as 'Head of department / school' and 'Rector / President / Vice Chancellor'. Other positions represented in the sample are 'Liaison / Engagement Officer' and 'Technology Transfer Professional' each with 7%.

Number of students of the HEI



Overall, 88% of HEI representatives in Cyprus work for small HEIs (under 9,999 students), from whom 20% work for very small HEIs (under 1,999 students). 8% work in medium-sized HEIs (10,000 to 19,999) and the remaining 4% work in large HEIs (over 20,000 students).

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This report is part of the DG Education and Culture study on the University-Business Cooperation in Europe: drivers, challenges and opportunities in Europe EAC/10/2015. Further information can be found at www.ub-cooperation.eu

This report is also part of the Global University-Business Monitor initiative, a global study into university engagement and cooperation between university and business. Further information can be found at www.uni-engagement.com