



**UNIVERSITY-BUSINESS**  
COOPERATION IN EUROPE

# State of University- Business Cooperation **FINLAND** University Perspective

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



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## The State of Finnish 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 Finland from the perspective of higher education institutions (HEIs). Examining the perceptions of academics, HEI managers and knowledge transfer professionals (KTP) provides positive signs for the future, as 99% of respondents currently cooperating with businesses plan to maintain or increase their cooperation in the future. In this sense, Finland proves to be an attractive country for UBC. Yet, as less than 50% of academics cooperate in any UBC activity, there is room for further development and improvement. Specifically, support is needed to support academics in their cooperation efforts, including the development of incentive and performance measurement systems in UBC and the promotion of cooperation beyond research activities (e.g. education and valorisation).

## About the study

The results presented in this report reflect the perceptions of academics, HEI managers and KTP in Finland 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 463 Finnish HEI responses. The study measured the perceptions of respondents with respect to their cooperation efforts, barriers, drivers, supporting mechanisms and perceived capabilities.

## University-Business Cooperation

Finnish academics responding to this survey are involved in a variety of different cooperation types, with joint R&D, mobility of students and curriculum co-delivery emerging as the most developed ones. However, more than half of Finnish academics do not engage in these activities at all. Management and valorisation related activities are the least developed in Finland, ranking below the European average.

Academics see themselves as proactive initiators of UBC, with over half of them stating that they usually or always initiate such cooperation. In contrast, only 16% and 23% of respondents perceive current students and external intermediaries respectively as usually or always initiating cooperation.

## Lack of resources hinders UBC

All Finnish HEI respondents, including cooperating and non-cooperating academics as well as HEI representatives, state that they are considerably hindered by limited business and university funding. Both, cooperating academics and HEI managers identify limited resources of SMEs as the main barrier obstructing cooperation, while non-cooperating academics are more concerned about the difficulty in finding the appropriate collaboration partner. Cultural related barriers such as differing time horizons and differing motivations between university and business also inhibit UBC in Finland.

**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.

### **Relationships matter**

While funding to undertake cooperation emerges as one of the top five facilitators, the relational factors play even more important role. It is the existence of mutual trust, mutual commitment, a shared goal and prior relations with the partner that facilitate and thus drive cooperation from the perspective of HEI respondents. These results confirm that any effort dedicated to increase cooperation between businesses and universities should focus on relationship development as a basis for UBC.

### **Different motivations for UBC**

There is a high degree of autonomy within Finnish HEIs, and therefore it is often up to individual academics to decide how and how much they want to cooperate with businesses. In general, the main motivation to undertake UBC differs for HEI management and academics. Gaining new insights for research ranks first for cooperating academics while improving graduate employability is perceived to be the most important motivator for academics who do not cooperate. As for HEI representatives, willingness to positively impact society represents the motivating factor. Overall, contributing to the mission of the university, obtaining financial resources and using research in practice motivate all HEI respondents to engage in university-business cooperation.

### **Lack of incentives**

Universities in Finland are seen to place a strong emphasis on developing support mechanisms for UBC. As is evident in the data, high-level strategic developments such as top-level management commitment for UBC, a documented mission/vision

embracing UBC and a strategy supporting UBC are perceived as well developed, above the European average. Nevertheless, the development of mechanisms related to the provision of incentives for academics to undertake UBC, including the recognition of their UBC activities is quite low. This is quite a paradox given that the substantial 'paper strategies' related to the mission and vision) already exist, but academics are not incentivised in any way to do so in practice. UBC activities are not reflected in the performance assessment of Finnish academics. As less than 2% of a universities budget coming from their UBC activities, there is also a lack of incentive for universities to undertake UBC.

### **Strong focus on student entrepreneurship**

Student-centred activities are the most developed operational mechanisms. Entrepreneurship courses offered to students and UBC activities facilitating student interaction with businesses are the most developed activities. In recent years, robust and proactive student-driven entrepreneurship societies and communities have emerged in Finland and they are widely supported by at all levels of HEIs. Contrarily, entrepreneurship courses offered to academics are less developed within Finnish HEIs, as a culture that is generally discouraging to entrepreneurial activities pervades.

### **Positive attitude towards UBC**

Academic respondents already cooperating with business have a positive perception of their abilities and roles in undertaking UBC. They believe it is their and their universities' role to collaborate with businesses, in both research and education. Overall those cooperating have a positive attitude towards UBC.

# Introduction

## About the study

The study focusses 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 50 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.



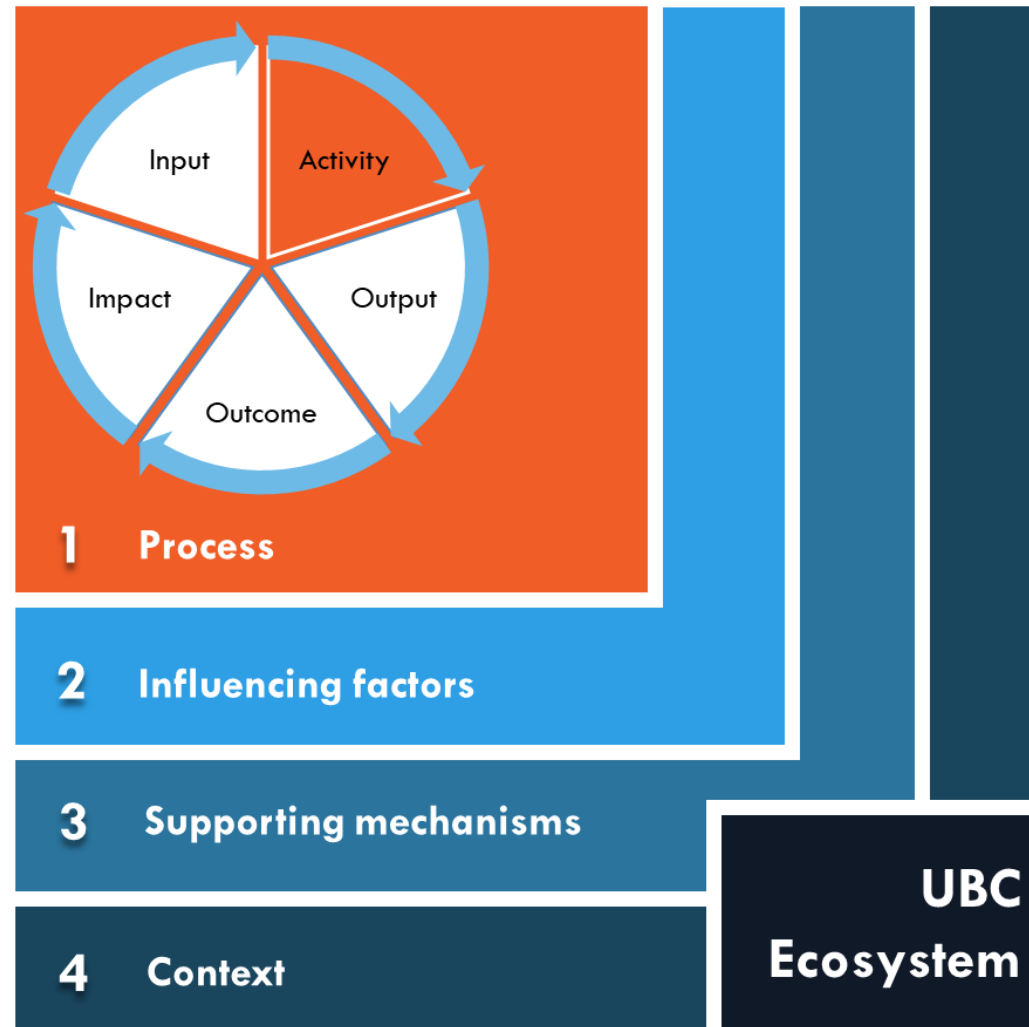
# UBC activities

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

# Development of UBC activities

Overall, most UBC activities are less developed for Finnish academics than for their European counterparts.

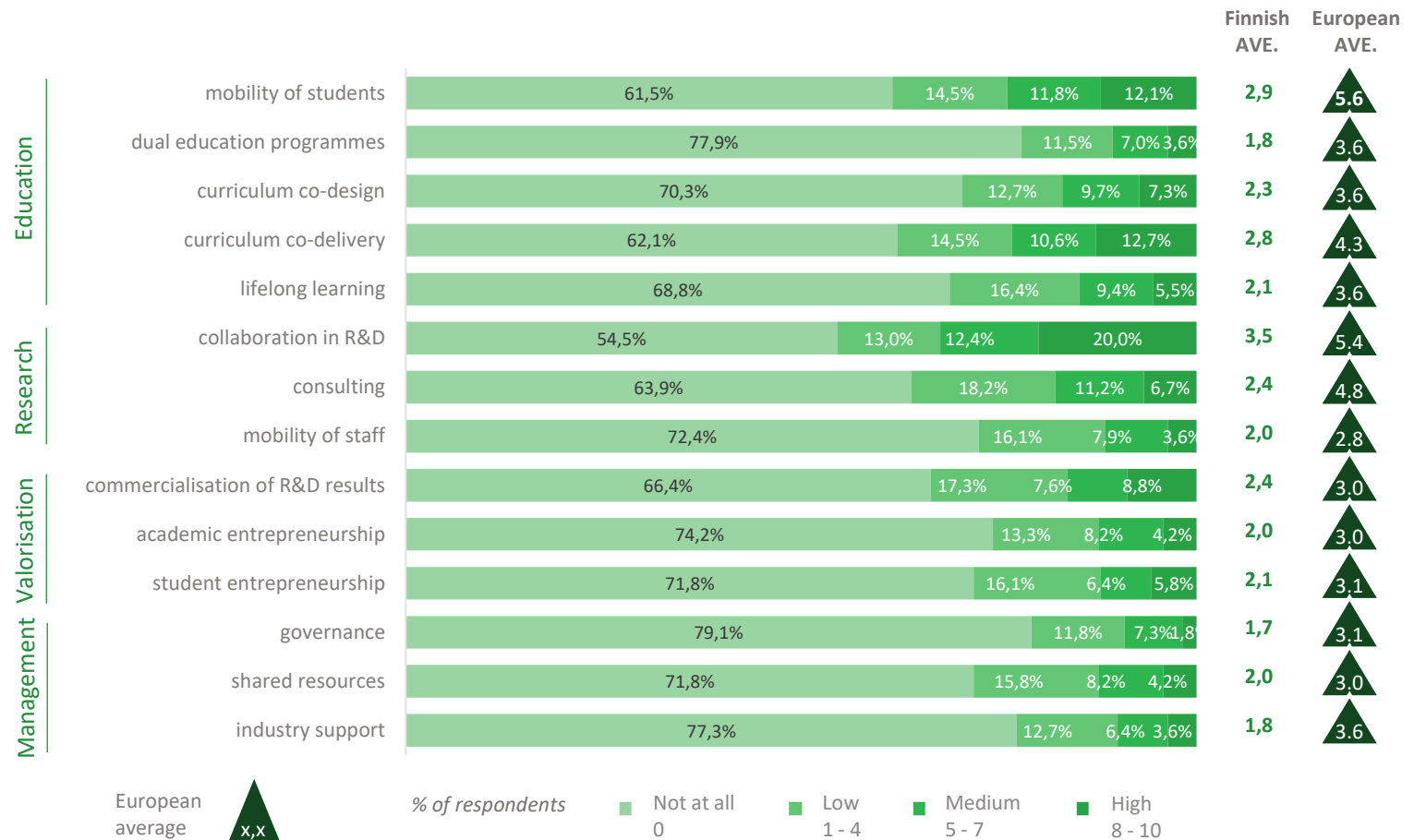
Finnish academics most commonly engage with business in joint R&D (3.5). R&D projects leverage the project funding as well as the core funding from the Finnish state. In addition, Finnish HEIs have also a long tradition in R&D collaboration with larger, growth-oriented innovative companies<sup>1</sup>.

As for education related UBC, mobility of students (2.9) and curriculum co-delivery (2.8) are the most developed activities. However, more than half of Finnish academics do not engage in these activities at all. Generally, UBC is not required from Finnish academics, as they have a large degree of autonomy over their own work. Furthermore, some academics perceive UBC as an extra effort on top of teaching and research duties.

All the UBC management activities and valorisation activities (except commercialisation of R&D) are not developed for over 70% of the Finnish academics. Academic entrepreneurship and mobility of staff are discouraged or even prohibited by some HEIs. The engagement in student entrepreneurship, on the other hand, is limited only to certain individuals, or is a entirely student-driven effort without any participation of university administration and academics.

## The extent of development of UBC activities

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

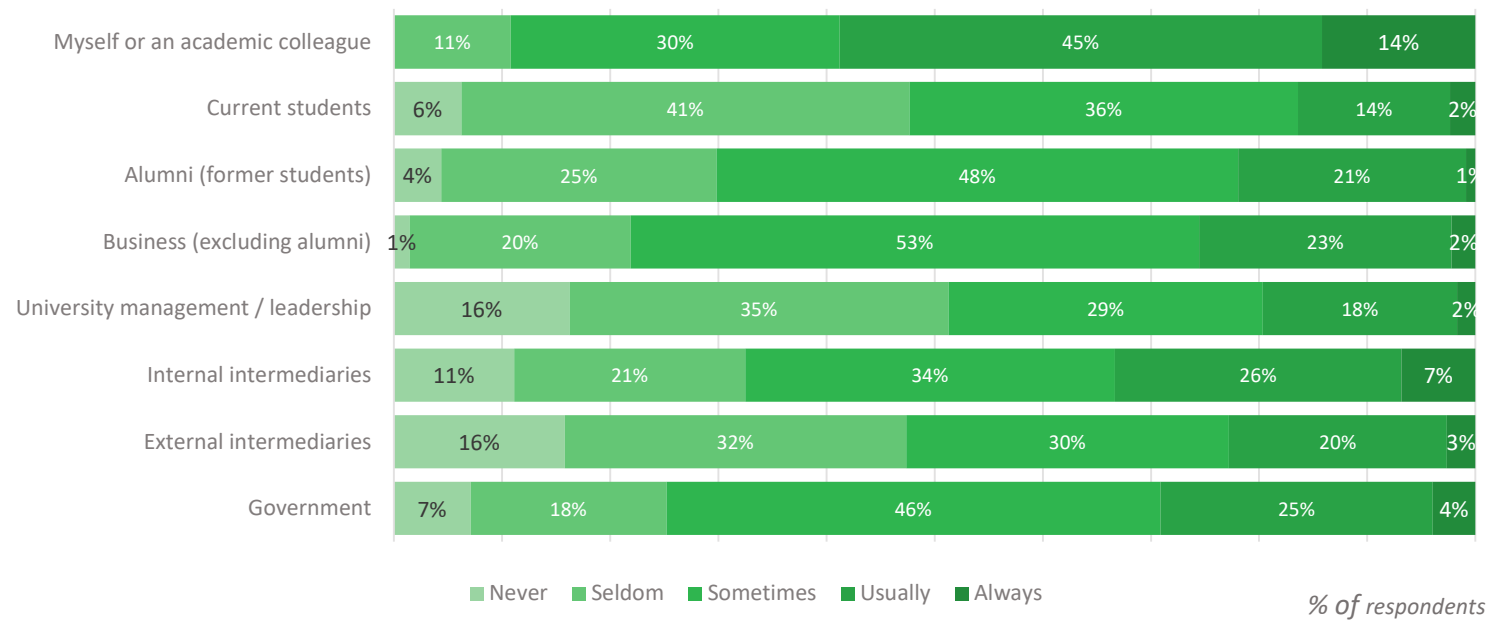


<sup>1</sup> World Economic Forum (2016). Global Competitiveness Index 2015-2016.

# Initiation of UBC

## How UBC is initiated

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



Over half of Finnish academics (59%) consider that themselves or their colleagues always or usually initiate UBC.

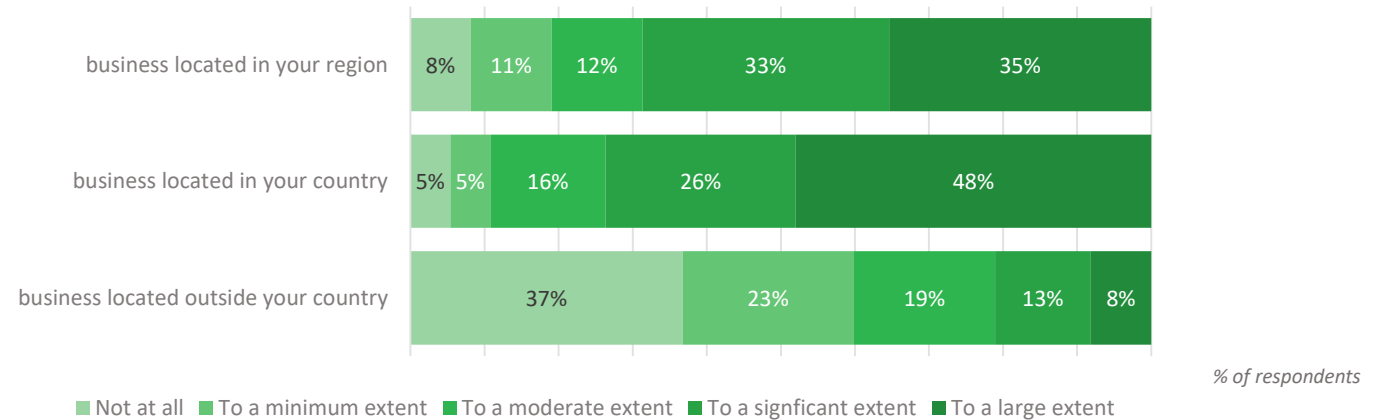
Internal intermediaries (33%) and government (29%) are also considered initiators. Contrary, academics perceive that external intermediaries and university management are those stakeholders that less often initiate UBC, followed by current students.

Generally, the market for external UBC intermediaries in Finland is not well developed. Much of the intermediary activity is funded from temporary sources, such as EU projects.

Volume-wise, students play a major role initiating hands-on UBC activities, but their efforts and results might perhaps be overlooked by academics.

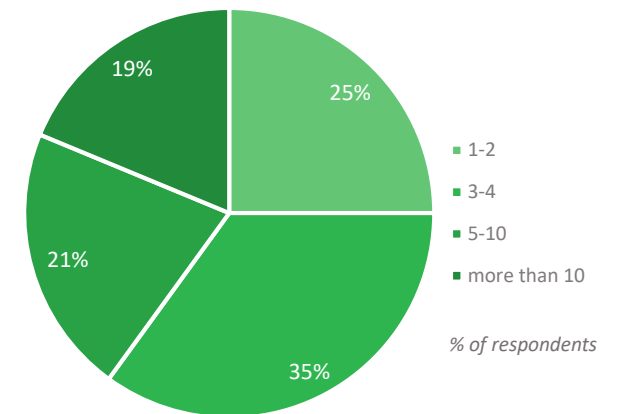
# Location of cooperating partners

## Location of business partners



Academics in Finland focus on collaboration with regional and national businesses. They undertake a significant or high levels of cooperation with businesses at a regional and national level (74% and 68% respectively). However, only 21% of academics indicate significant or high level of cooperation with international businesses. Especially universities of applied sciences in Finland focus on local interests and needs, which may explain some of the bias towards regional cooperation.

## Number of business partners

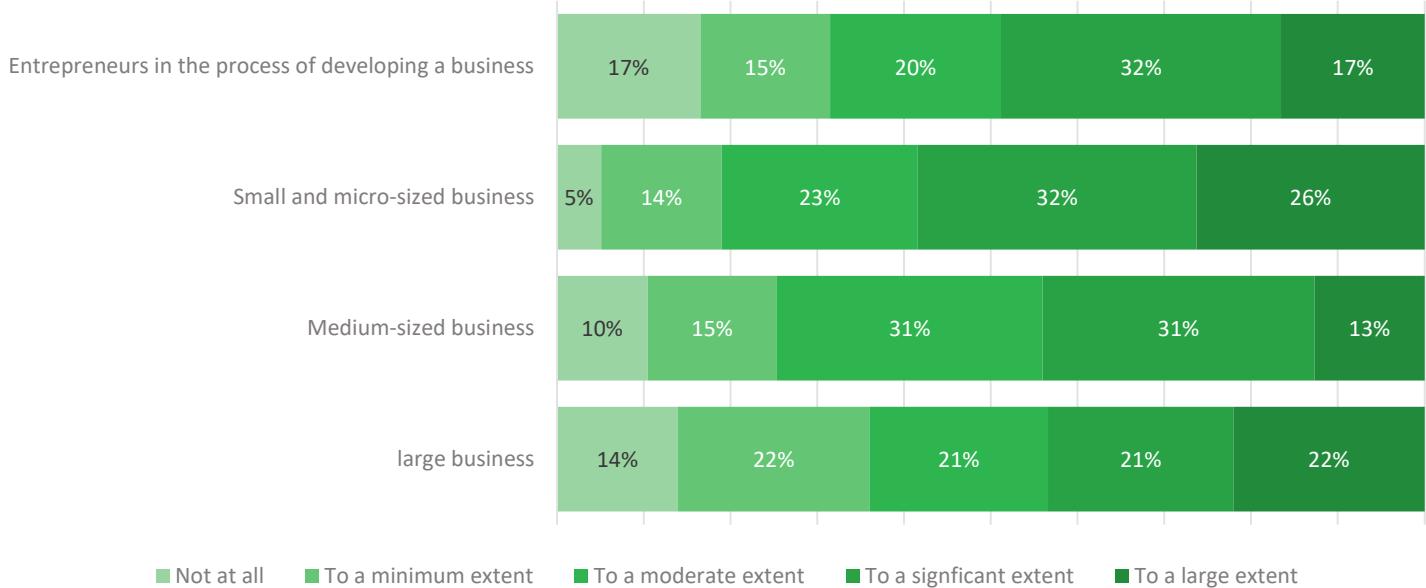


Over a half of Finnish academics cooperate with 1 to 4 businesses (60%). While 21% collaborate with 5 to 10 partners, remaining 19% do so with more than 10 businesses.

# Size of cooperating partners

## Size of cooperating partner

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



Over a half of cooperating academics in Finland engage to a significant or large extent with small and micro-sized businesses (58%).

SMEs form the backbone of the Finnish economy. In recent years, the number of micro-sized businesses has been growing annually, while large enterprises have continued to reduce their workforce. In the 21st century, most new jobs have been created by SMEs with the majority represented by small companies that employ less than 50 people<sup>1</sup>.

UBC is reduced to 49% for entrepreneurs, to 34% for medium-sized businesses and 33% for large businesses.

<sup>1</sup> Federation of Finnish Enterprises. (2017). Retrieved from <https://www.yrittajat.fi/suomen-yrittajat/yrittajyy-suomessa-316363>

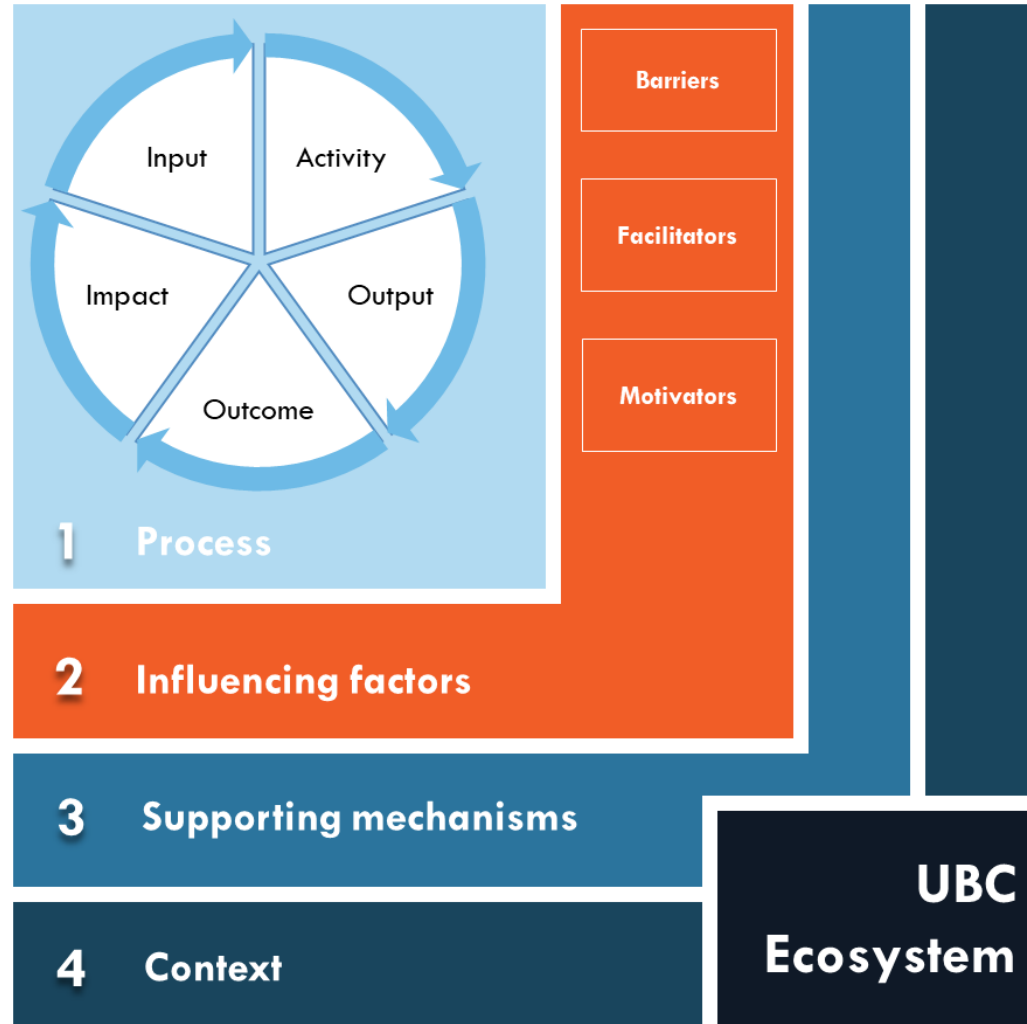
# Factors influencing UBC

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.	Limited resources of SMEs	Difficulty in finding the appropriate collaboration partner
2.	Lack of business funding for UBC	Differing motivation / values between university and business
3.	Lack of government funding for UBC	No appropriate initial contact person within either the university or business
4.	Differing time horizons between university and business	Lack of university funding for UBC
5.	Lack of university funding for UBC	Lack of business funding for UBC
<i>Lowest</i>	Frequent staff turnovers within my university or the business	Frequent staff turnovers within my university or the business

The top five barriers for Finnish collaborating and non-collaborating academics differ.

Thus collaborating academics are mostly hindered by resources and funding related factors. As a general rule, most Finnish businesses are not growth-oriented. During the Finnish recession 2011-2015, investments in R&D have been reduced even in bigger corporations.

As for the non-collaborating academics, the strongest barriers perceived by them include factors related to cultural issues as well as lack of initial contacts with businesses. UBC is a people's game and non-collaborating academics often lack connections with businesses. In addition, funding issues also inhibit the time they can dedicate to UBC.

Frequent staff turnovers within the university or the business is the least inhibiting factor for both collaborating and non-collaborating academics.

# Barriers hindering UBC

Finnish academics and their European counterparts perceive most barriers similarly.

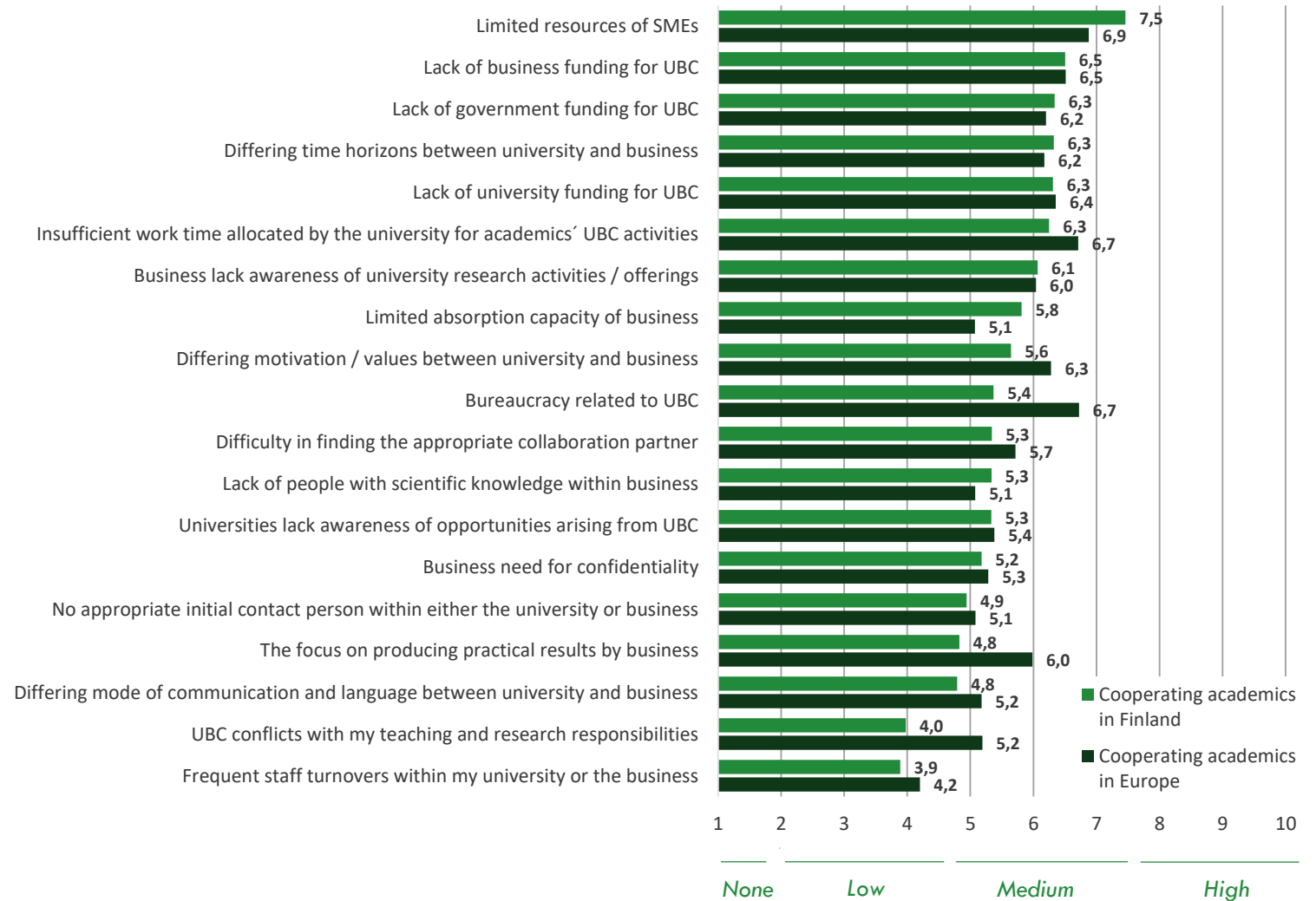
In Finland, academics are more hindered than their European counterparts by the limited resources of SMEs.

Contrary, compared to European average they are less hindered by bureaucracy related to UBC, the business' focus on producing practical results and differing motivation between university and business.

Frequent staff turnovers within the university or the business is the least inhibiting factor for both Finnish and European academics.

## Barriers

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

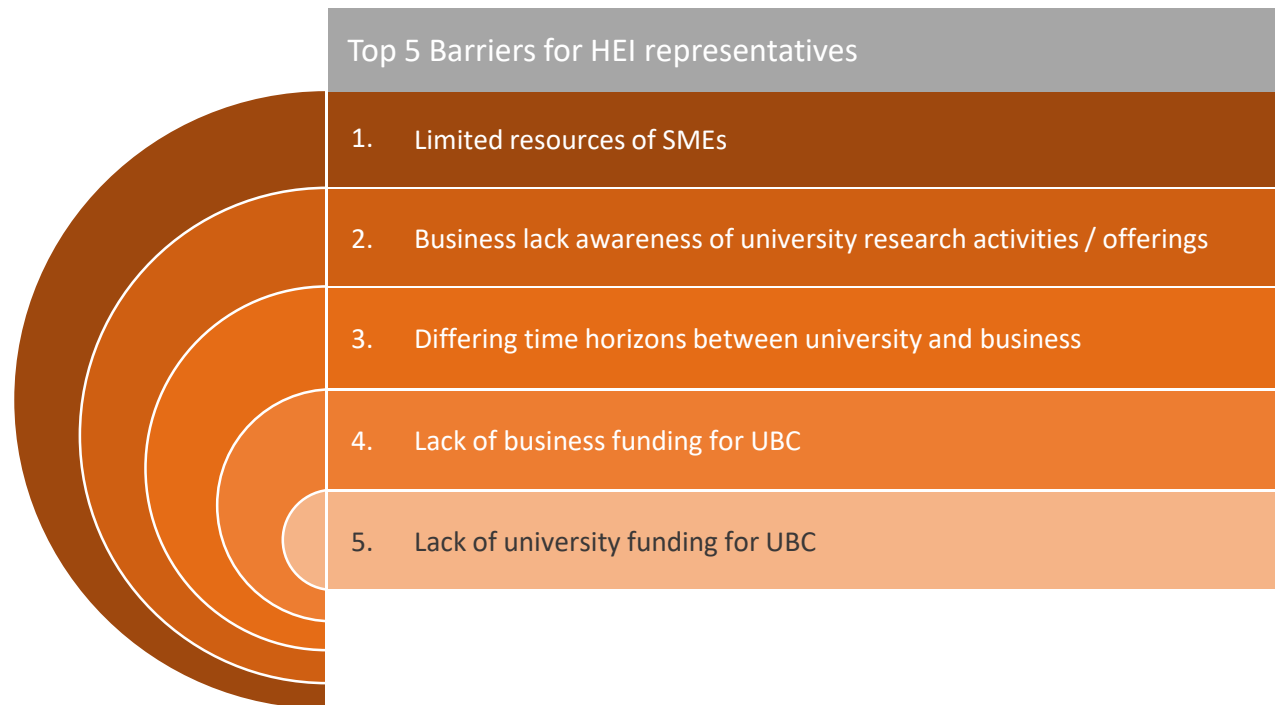




# Barriers hindering UBC

## Barriers

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



The lack of resources of SMEs is the largest barrier for Finnish HEI representatives. This is consistent with the Finnish academics' perception. As previously mentioned, the majority of Finnish businesses are not growth-oriented, which might be reflected in their lack of willingness to invest in UBC. Generally, funding related factors can significantly inhibit UBC in Finland.

HEI representatives recognise that the business' lack of awareness of university research activities and differing time horizons are also major barriers. Relatively few HEIs or academics proactively market their services and offering for businesses. Also many UBC activities in Finland are tied to curriculum calendar, while business needs may arise often unexpectedly.

# Barriers hindering UBC

Overall, Finnish and European HEI representatives perceive barriers differently.

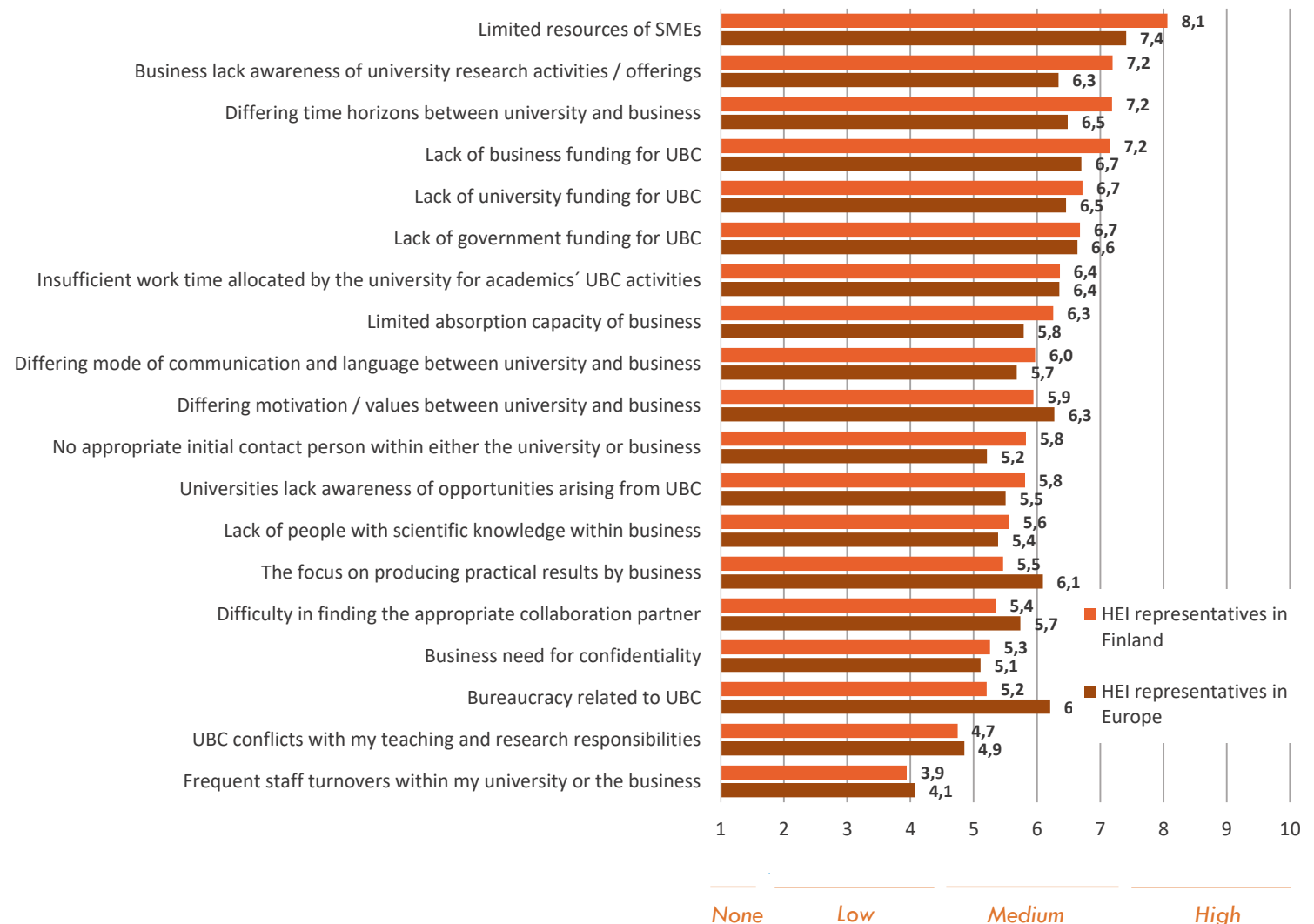
The lack of resources of SMEs is however the largest barrier for both groups, although perceived stronger by Finnish HEI representatives, who are also more hindered by the business' lack of awareness of university research activities. Few Finnish HEIs proactively market their offering for businesses. UBC service sales and intermediary ecosystem are still in their infancy in the Finnish context.

Both European and Finnish HEI representatives focus strongly on the funding related factors, mentioning lack of business, university and government funding as primary barriers. Current funding criteria for Finnish HEIs do not directly incentivise UBC, in particular for scientific universities<sup>1</sup>.

Notably, compared to their European counterparts Finnish HEI representatives are less hindered by bureaucracy related to UBC and business' focus on producing practical results.

## Barriers

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



<sup>1</sup>Finnish Ministry of Education and Culture. Funding model for scientific universities. Retrieved from [http://minedu.fi/documents/1410845/4449678/rahoitu\\_smalli+2017fi.pdf/56729efa-1815-411c-997d-c12165c96ede](http://minedu.fi/documents/1410845/4449678/rahoitu_smalli+2017fi.pdf/56729efa-1815-411c-997d-c12165c96ede)

# 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.

Like in most European nations, UBC is universally a people game in Finland and relationships built on mutual commitment trust and a shared goal being important.


The main factors that facilitate UBC for both Finnish academics and HEI representatives are identical.

The main facilitators focus on the relationship aspect of UBC, highlighting the importance of mutual trust, mutual commitment and a shared goal for successful UBC.

The existence of funding to undertake UBC is also recognised by both groups. They also perceive prior relations with business partner as a primary driver.

## Facilitators

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



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

# Drivers stimulating UBC

European and Finnish perspectives in respect to UBC facilitators almost align. Yet, Finnish academics perceive the drivers stronger than European academics.

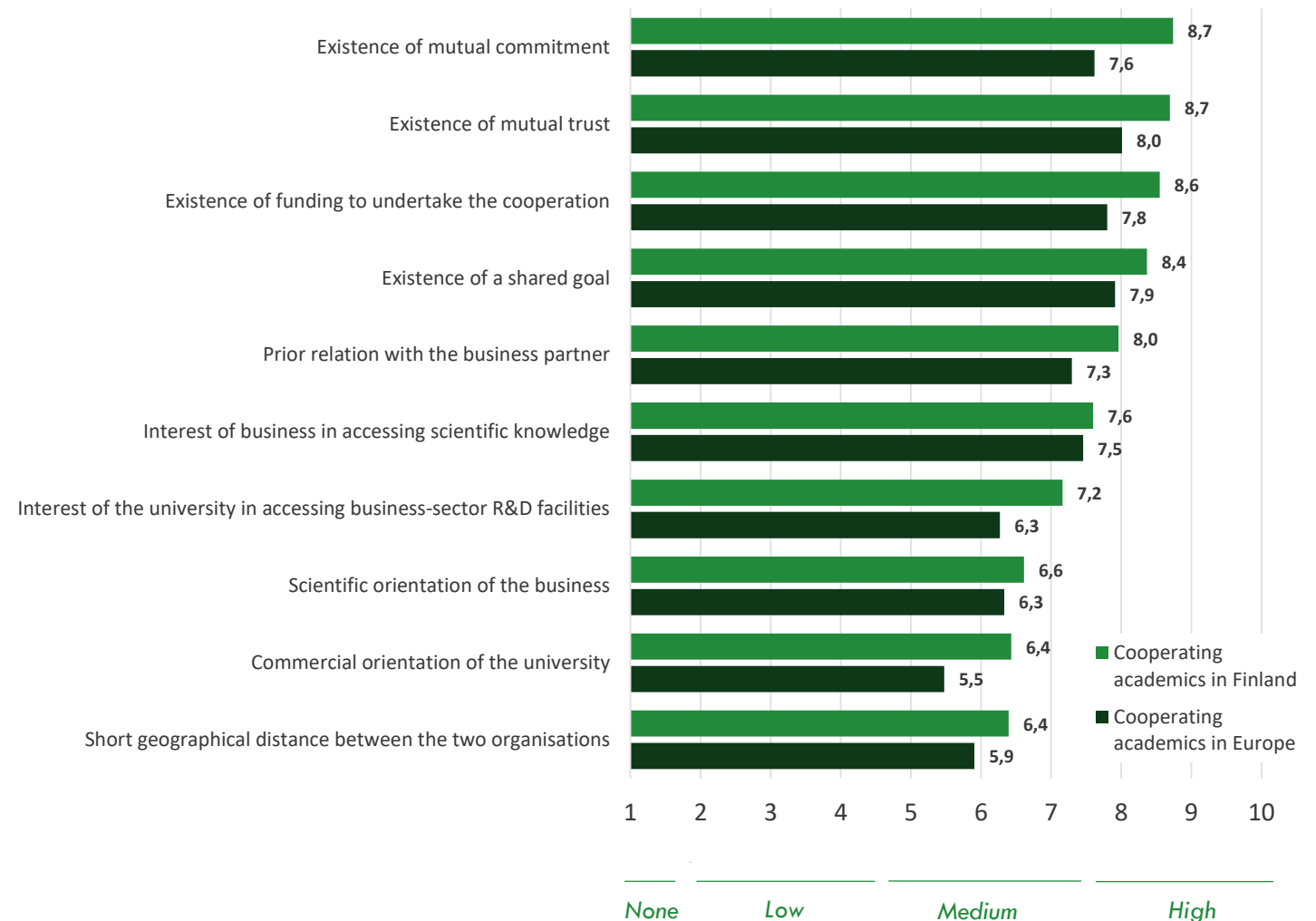
For both groups, the most important facilitators are those related to the relationship component of UBC. The academics highlighted the existence of mutual commitment and trust, among the most important facilitators influencing their cooperation with businesses. Overall, attitudes of Finnish society towards higher education are positive. Their exists a low-level of hierarchies in HEIs and business facilitates open culture and interaction<sup>1</sup>.

Existence of shared goal and prior relations with business partner are also perceived as drivers facilitating UBC.

In addition to the relationship facilitators, the existence of funding plays important role for both. The short geographical distance between the two organisations emerges as the weakest facilitator. Finland is sparsely populated and generally characterised by long distances. People are accustomed to travelling for business needs.

## Facilitators

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

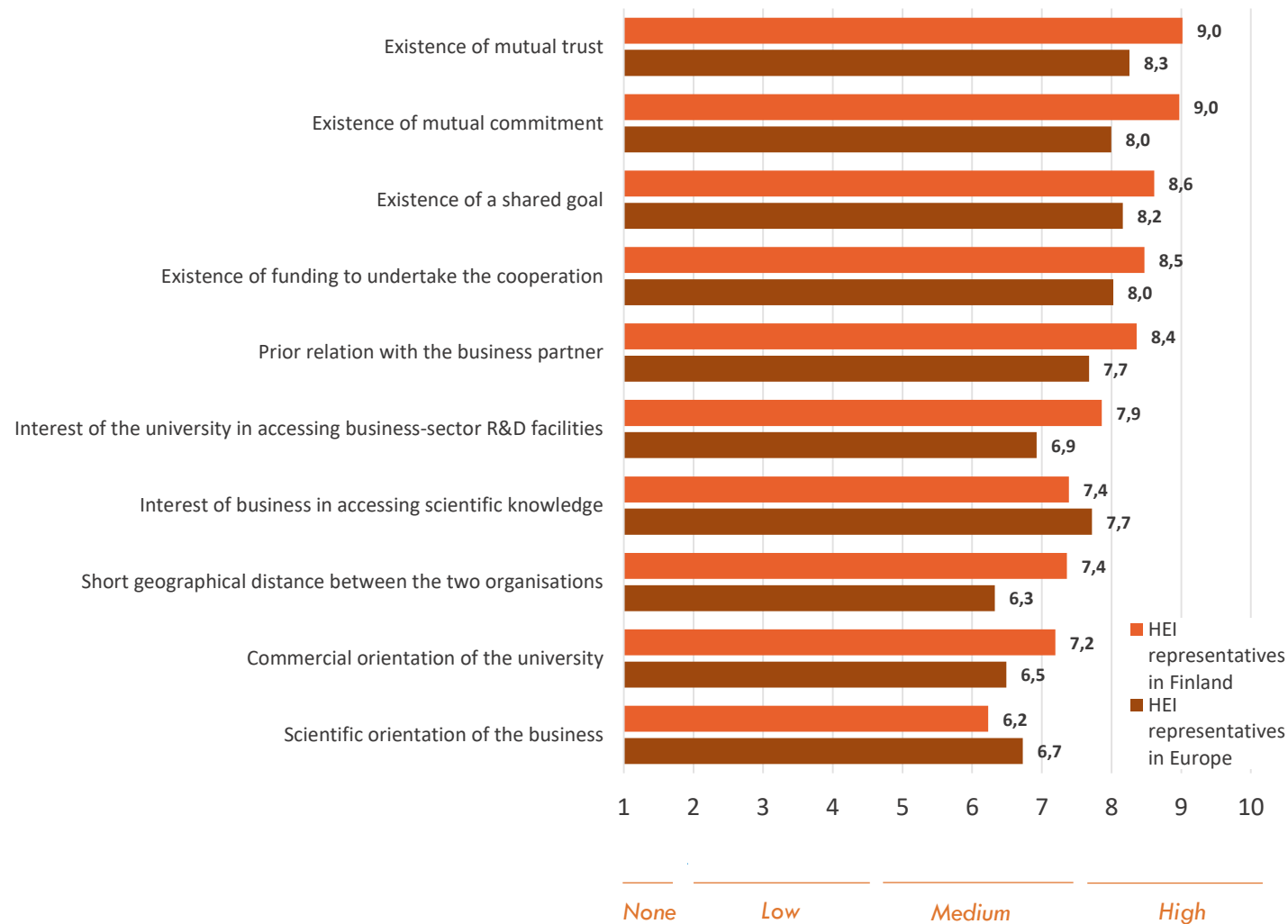


<sup>1</sup>Holopainen, H. (2016). Yhdessä kohti tulevaa - Selvitys korkeakoulujen ja muun työelämän yhteistyöstä.

# Drivers stimulating UBC

## Facilitators

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



Finnish HEI representatives perceive facilitators stronger than their European counterparts.

For both groups, the most important facilitators also relate to the relationship aspect of UBC. The existence of mutual trust, mutual commitment and a shared goal are the most important drivers facilitating their cooperation with businesses.

The existence of funding also plays an important role. Funding has become an increasingly relevant issue for Finnish HEI representatives, caused by budget cutbacks and growing competition for project funding.

The scientific orientation of the business and commercial orientation of the university are the weakest facilitators.

# Drivers stimulating UBC

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


While cooperating academics highlight research motivations that include obtaining new insights for research and its practical application, academics not cooperating are driven by the willingness to improve graduate employability and address societal challenges. Academics who cooperate are able to utilise UBC as a vehicle for advancing their individual goals and self-development as experts in their field. Resultantly, they see how it brings them personal benefits.

Interestingly, non-cooperating academics rate motivators related to other stakeholders (e.g. employability of graduates, societal needs, mission of the university) more strongly. Non-cooperating academics fail to see how UBC can benefit them on an individual level.

Overall, due to a high degree of autonomy in Finnish HEIs, it is often up to individual academics to decide how and how much they wish to cooperate with businesses in their teaching or research activity.

## Motivators

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

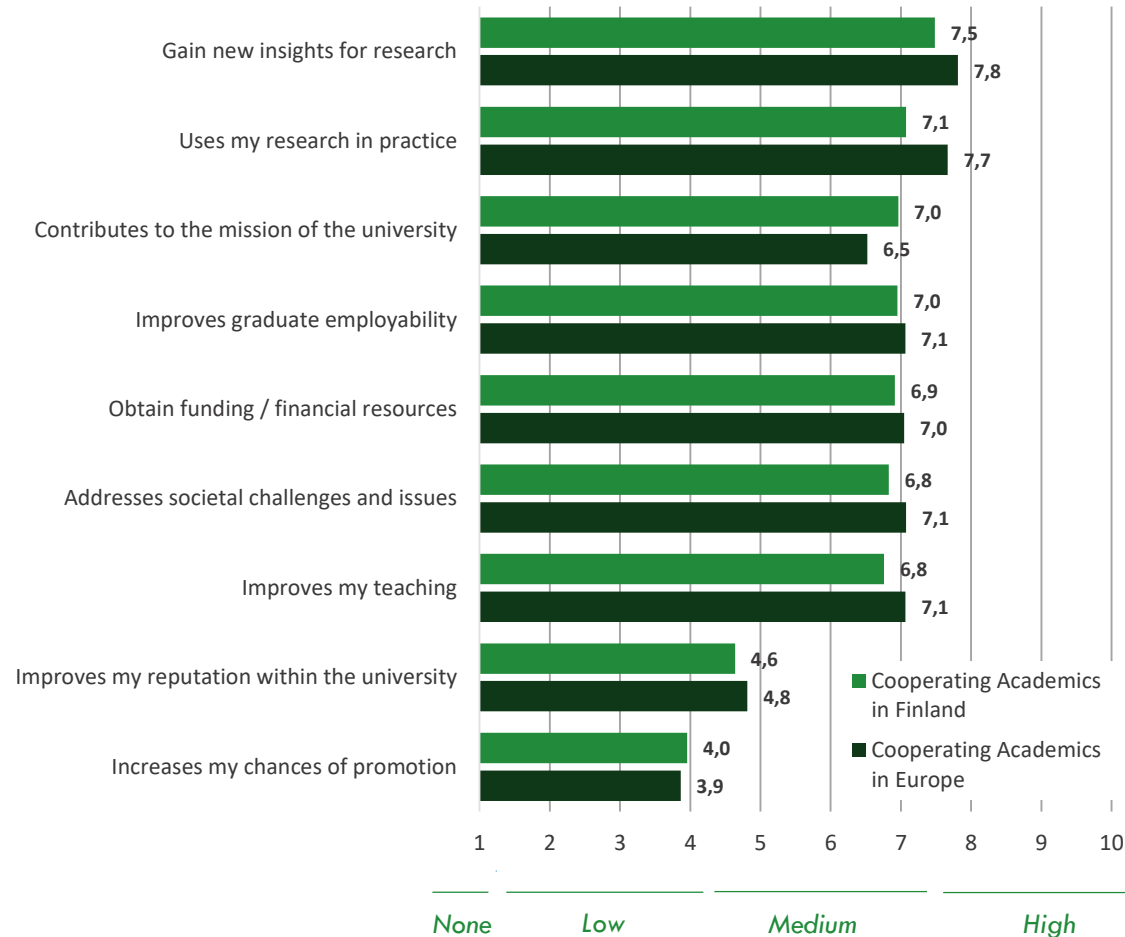


	Academics who cooperate	Academics who <u>do not</u> cooperate
1.	Gain new insights for research	Improves graduate employability
2.	Uses my research in practice	Addresses societal challenges and issues
3.	Contributes to the mission of the university	Contributes to the mission of the university
4.	Improves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

# Drivers stimulating UBC

## Motivators

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



The perception of UBC motivations of Finnish academics mostly align with the perceptions of their European counterparts, although they perceive them less strongly.

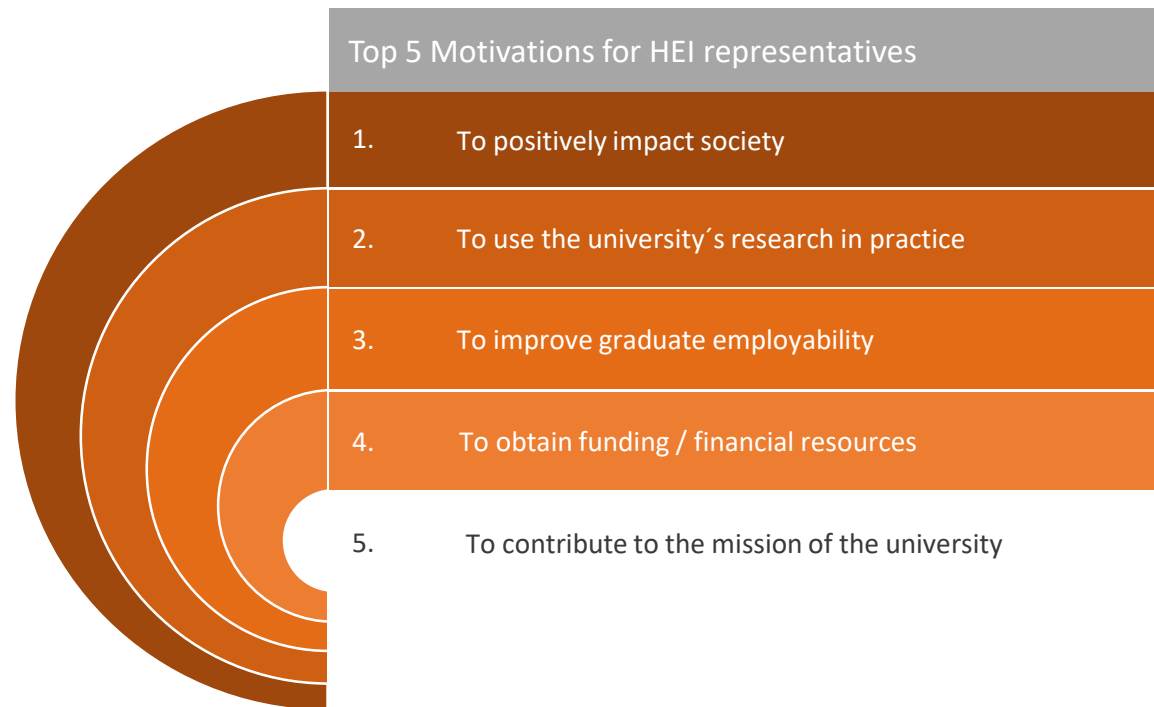
In particular, Finnish academics are less driven by the motivators related to research compared to European average. Finnish efforts to increase UBC have tended to overlook the diversity of the UBC activities and the benefits related to these activities.

Notably promotion and reputation related motivators are the weakest drivers stimulating UBC for both groups. Being active in UBC in Finland does not increase an academic reputation within the university or among peers, as it is not measured by the HEIs. In some cases or fields, it may even be looked down upon. Research and education duties take prevalence over UBC.

# Drivers stimulating UBC

## Motivators

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



Finnish HEI representatives are motivated by the benefits that other stakeholders can get from UBC. Thus they are driven by the willingness to positively impact society and improve graduate employability.

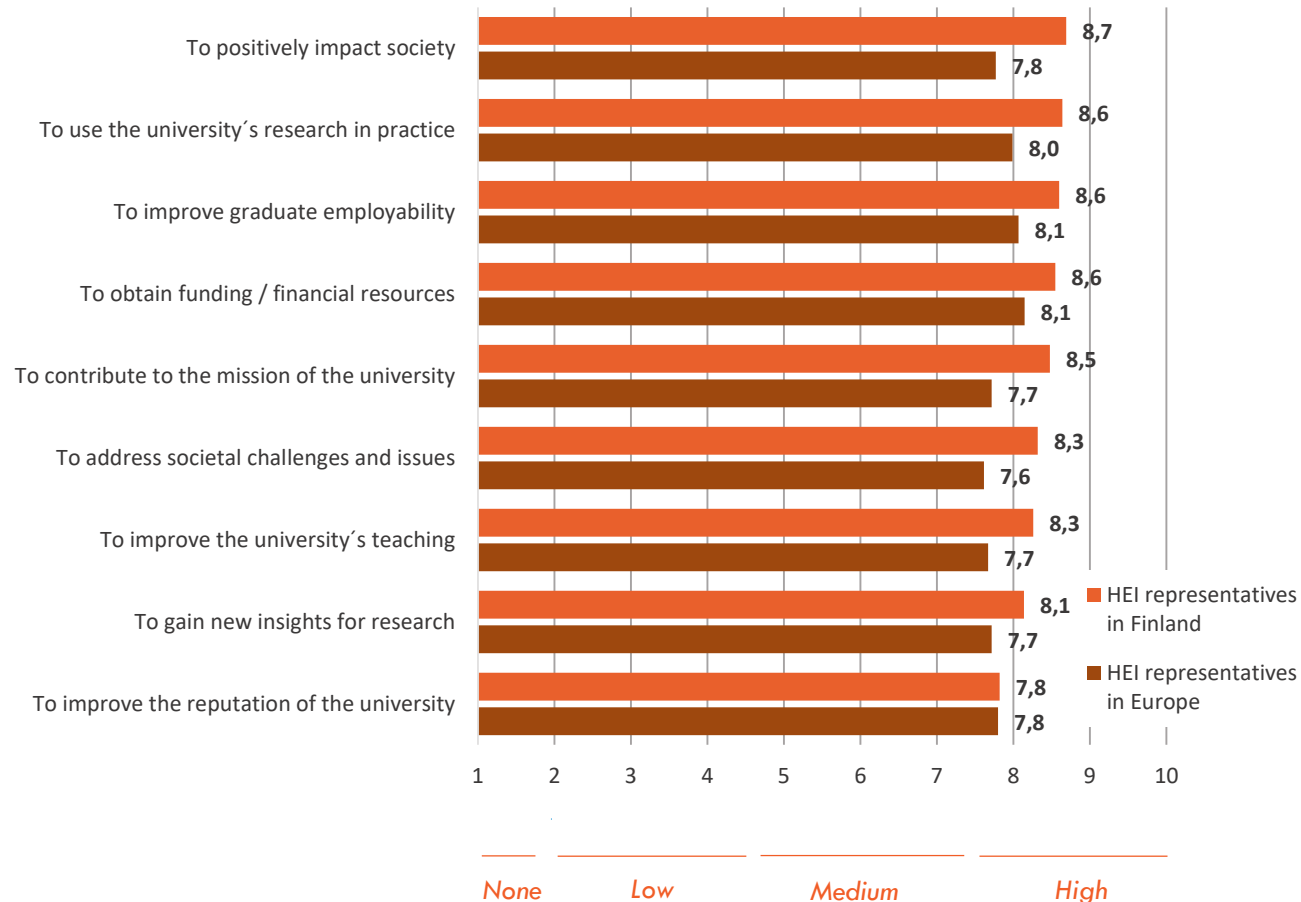
At the same time, they are also motivated by the benefits that their HEIs can get from UBC, such as practical research application, additional financial resources and contribution to the mission of the university.



# Drivers stimulating UBC

## Motivators

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



Finnish HEI representatives perceive all motivators higher than European HEI representatives. However, both groups agree on the importance of the top four motivators.

More crucially, for both European and Finnish HEI representatives all motivators were ranked of nearly equal importance (from 7.6 to 8.7), which ultimately means that all these motives have a potential of stimulating UBC for universities.

# Benefits of UBC

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

While academics consider businesses and universities as main beneficiaries, for HEI representatives those are students and academics.

The Finnish government and society are believed by both groups to gain little benefits from UBC. Government and society as beneficiaries are impacted indirectly, as they are 'far back in the value chain'.

**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

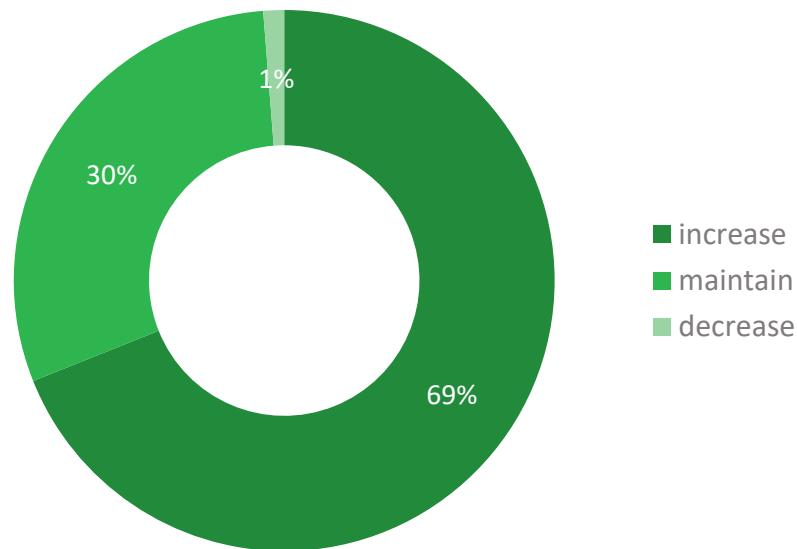
*'Who receives the benefits of UBC?'* - as answered by academics and HEI representatives

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

# Future intentions

## Future UBC intentions – FINLAND

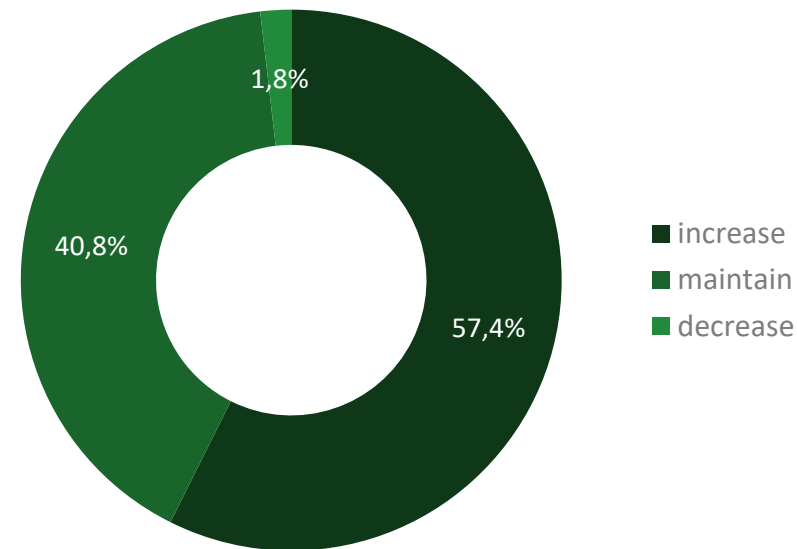
*As answered by Finnish academics*



Finnish academics show a very strong commitment to UBC, with 99% of them expecting to maintain or increase the UBC activities. In this sense, Finland proves to be an attractive country for UBC, with positive momentum for the future. In recent years, the UBC topic has been widely publicised and encouraged by various parties in Finland.

## Future UBC intentions – EUROPE

*As answered by European academics*



Academics in Europe show an even less stronger commitment to increasing UBC activities. 57,4% of cooperating academics expect to increase their cooperation and 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 Finnish cooperating academics to recommend to a colleague to engage in UBC slightly varies depending on whether this cooperation is in research or in education.

Finnish academics are more satisfied with UBC in research than their European counterparts (NPS=34). While 57% of them will promote it positively, 23% would do it negatively.

In contrast to European NPS, Finnish academics are considerably more satisfied with education-related UBC, (NPS = 13 for Finnish and -13.8 for European academics).

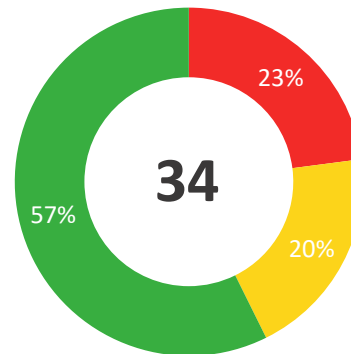
## Willingness to recommend to an academic colleague cooperation with business in R&D and education

As answered by academics

	Detractors	Passives	Promoters	Net promotor score
Academics cooperating in E&T	46%	20%	34%	-11%
Academics cooperating in R&D	27%	33%	41%	14%

## Satisfaction in cooperation with businesses (net promotor score)

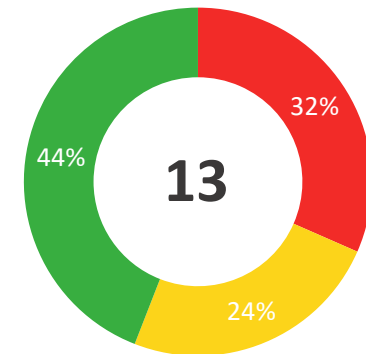
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

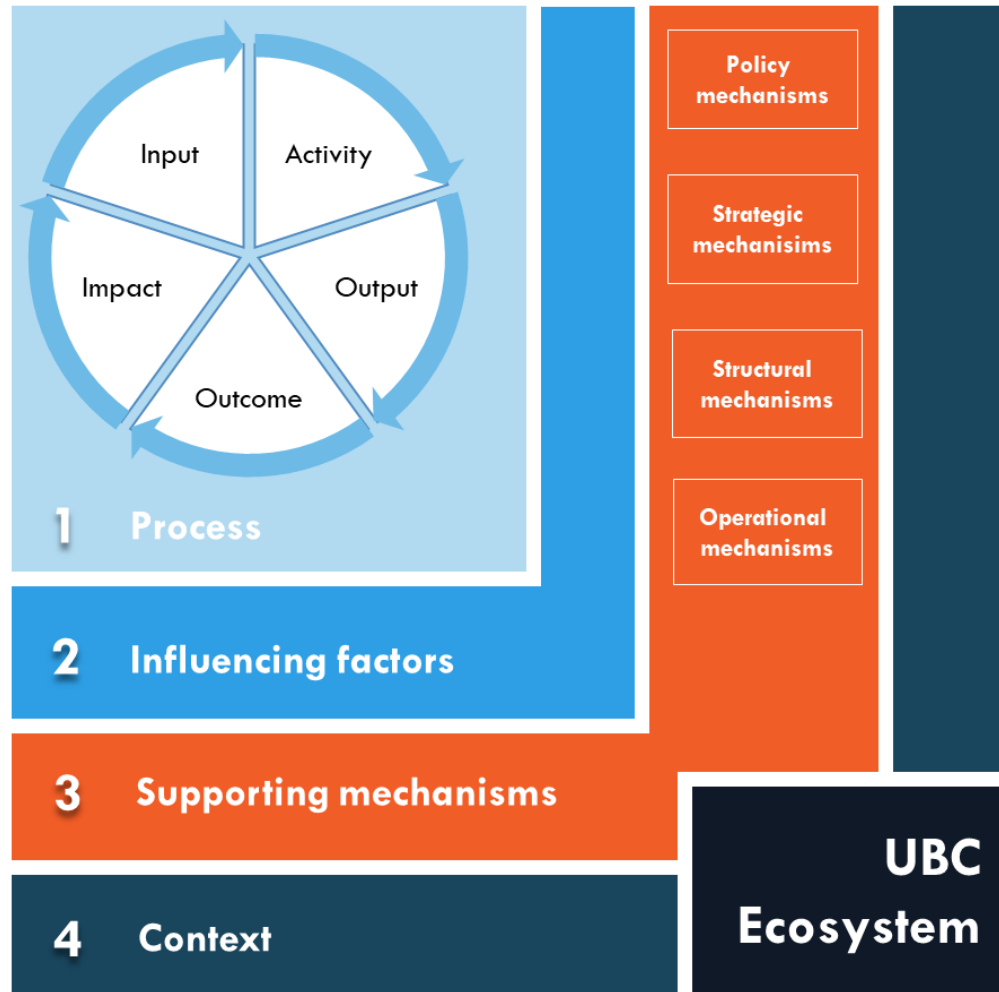
Academics cooperating in education



■ 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

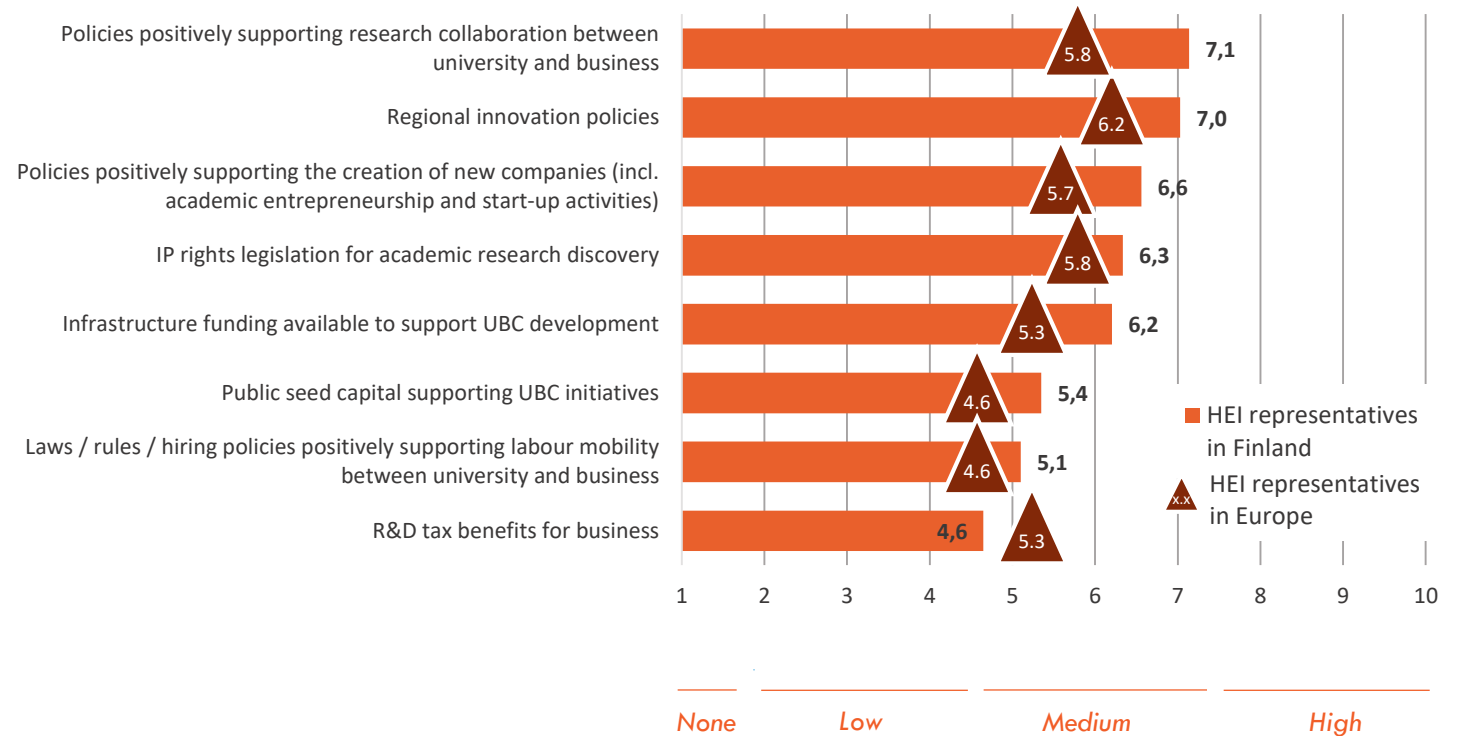
Finnish HEI representatives perceive policy mechanisms to be developed to a medium level. These perceptions are a higher than the perceptions of their European counterparts.

The policies positively supporting research UBC are seen as the most developed supporting mechanism (7.1) followed by the regional innovation policies (7.0). UBC in research has a long tradition in Finland and its impact is also reflected to some extent in funding policies. Regional authorities have on-going cooperation with HEIs as a result of regional innovation policies that direct funding efforts in this context.

The policies positively supporting the creation of new companies (6.6) and IP rights legislation for academic research discovery (6.3) are also well developed in Finland. During last decade, student start-up activities have been in the focus of the Finnish policy makers, receiving widespread support. Setting up a business in Finland is a quite straightforward process. With regards to commercialisation, the University Inventions Act, in operation since 2007, has given Finnish HEIs ten years to think about research commercialisation and IP rights legislation.

## Policy mechanisms

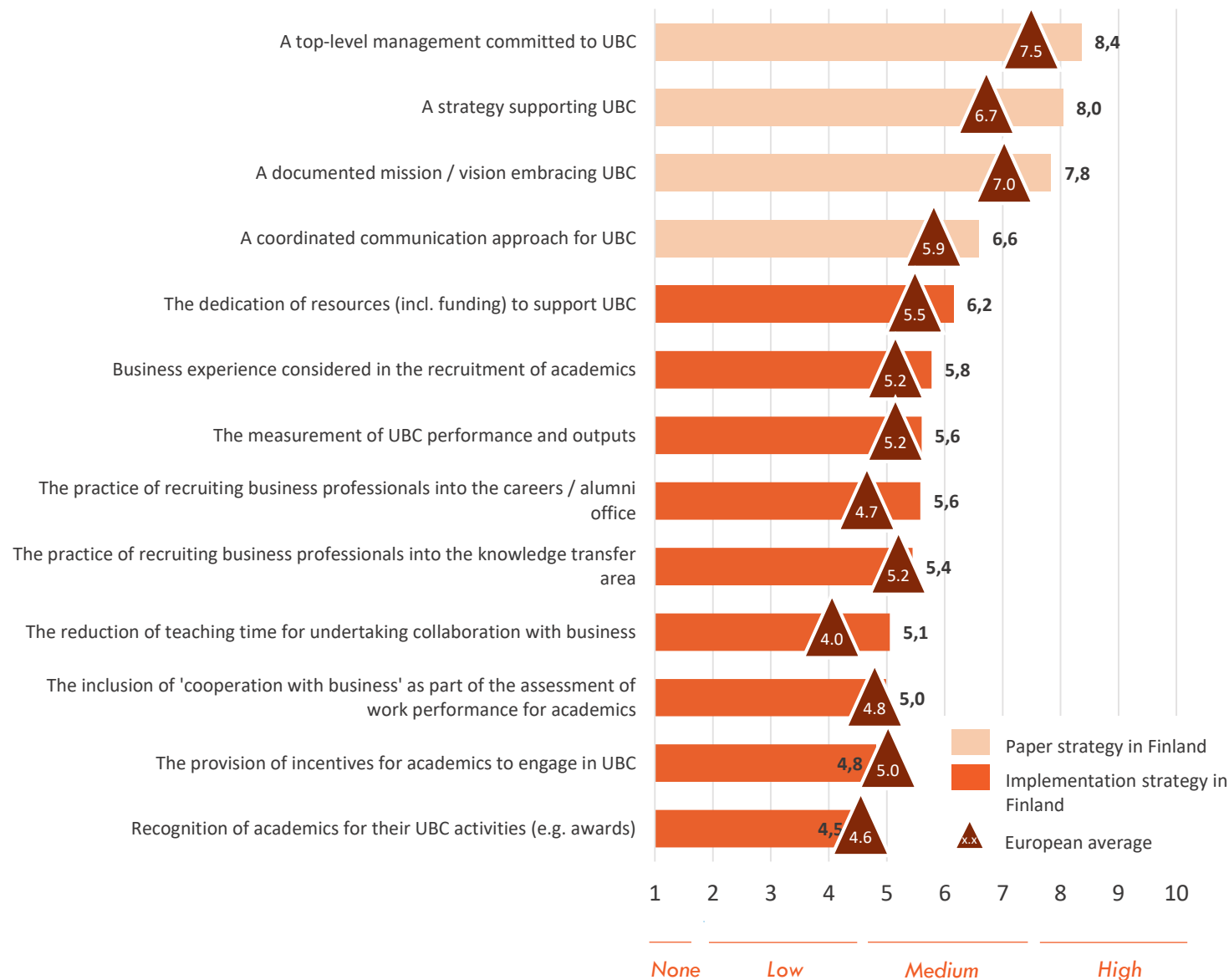
*'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives*



# Supporting mechanisms for UBC

## Strategic mechanisms

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



Overall, the development of the strategic mechanisms in Finnish and European HEIs is similar.

Paper strategies are substantially more developed than implementation strategies, showing the official commitment of Finnish HEIs to UBC above the actual dedication of resources.

The least developed mechanisms are related to the provision of academic incentives to undertake UBC (4.8), including the recognition of their UBC activities (4.5).

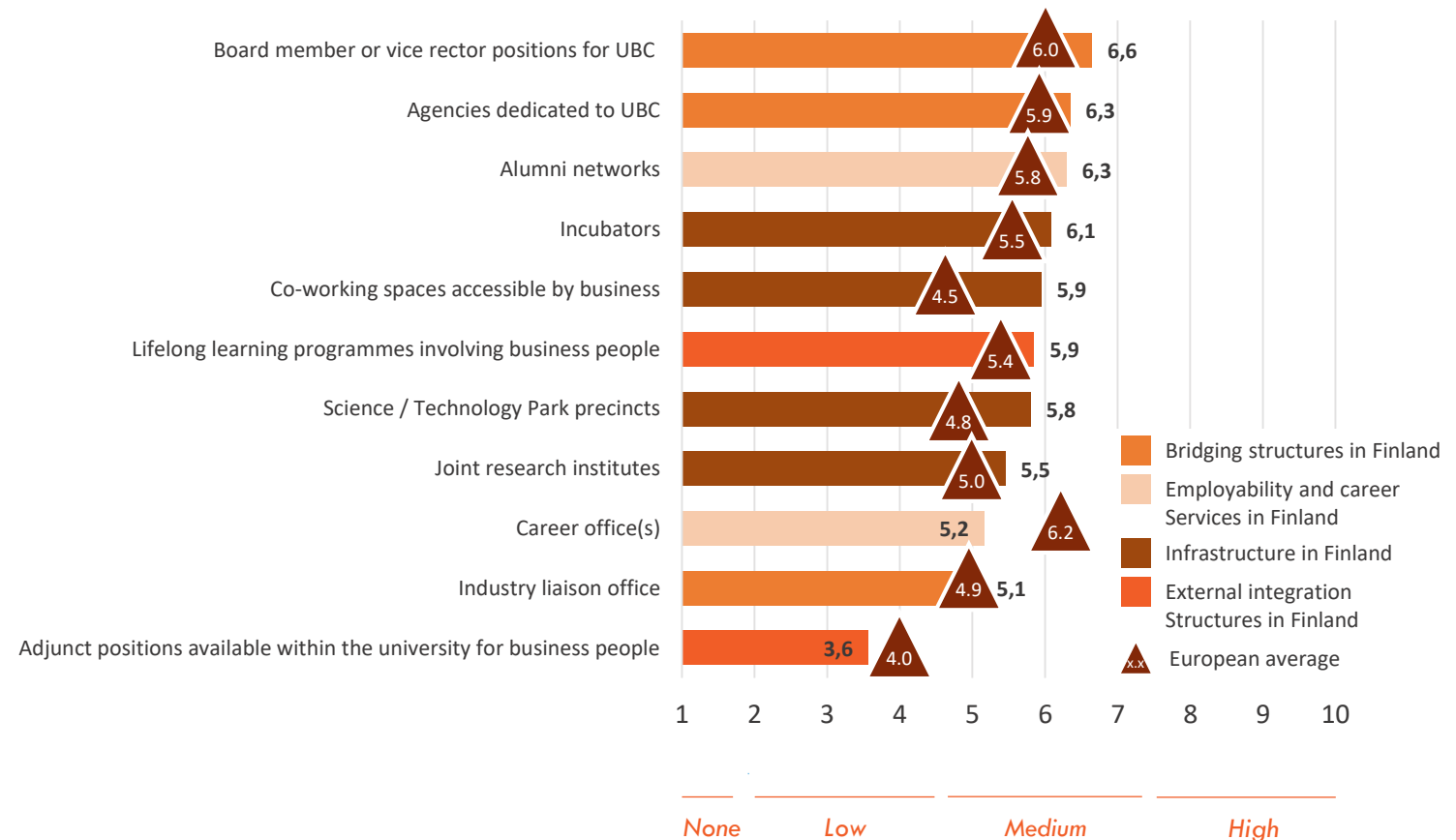
Lack of personal incentives for academics is a key issue for UBC in Finland. This is quite a paradox given that the substantial paper strategies (e.g. mission, vision) already exist and HEIs are generally expected to undertake UBC, but academics are not incentivised in any way to do so in practice. Furthermore, UBC activities are not reflected in the performance assessment of Finnish academics.

Currently, some Finnish HEIs have initiated the implementation of internal metrics and KPIs for measuring UBC activity, such as HEInnovate.

# Supporting mechanisms for UBC

## Structural mechanisms

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



The development of structural mechanisms in Finnish HEIs is similar to the European average.

Both European and Finnish HEI representatives indicated the same top three structural mechanisms. Overall for both groups bridging structures and employability/careers services are the most developed types of structures supporting UBC in universities. These mechanisms are historically seen as the oldest in Finnish HEI context.

The most developed structural mechanisms include board member or vice rector positions for UBC (6.6) and agencies dedicated to UBC (6.3).

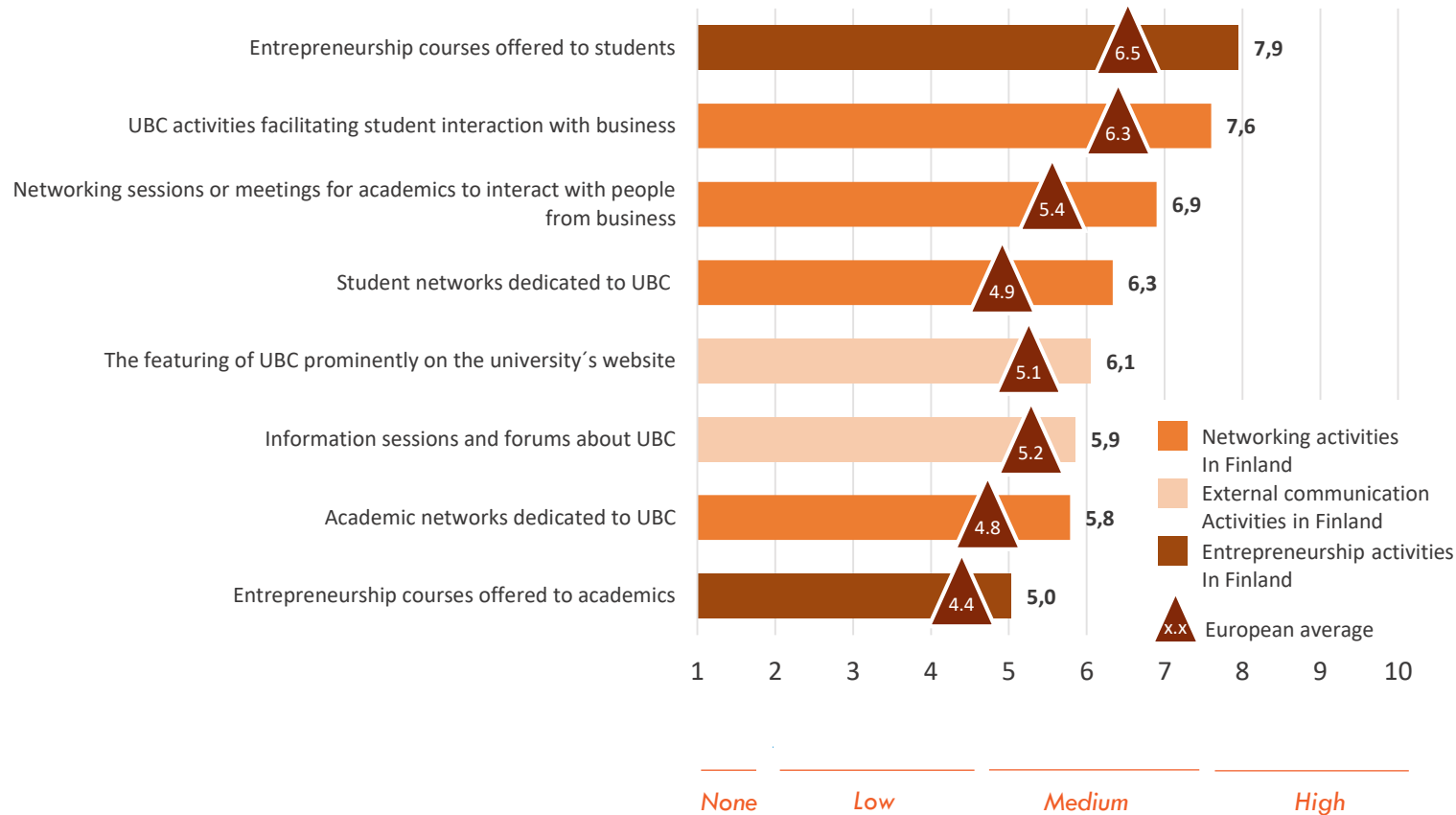
Contrary, industry liaison offices and adjunct positions available within university for businesspeople are the least developed mechanisms (5.1 and 3.6 respectively).



# Supporting mechanisms for UBC

## Operational mechanisms

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



Overall, the perspectives of Finnish and European HEI representatives align in respect to the development of operational mechanisms. Yet, they are better developed in Finland.

Student-centred activities are the most developed operational mechanisms, with entrepreneurship courses offered to students (7.9) and UBC activities facilitating student interaction with businesses (7.6) ranked the highest.

Student entrepreneurship typically receives wide support at all levels of HEIs in Finland. In addition to the official support provided by HEIs, Finland has its own old and extremely active student-society culture that forms a basis for entrepreneurial bottom-up development initiated by students for students. During the 2010s, a movement of student-driven entrepreneurship societies popping up across campuses emerged in the Finnish start-up scene. As a result, events like Slush – the biggest start-up event in Europe attracting more than 17,500 participants – and business accelerators like Start-up Sauna were born in Finland.

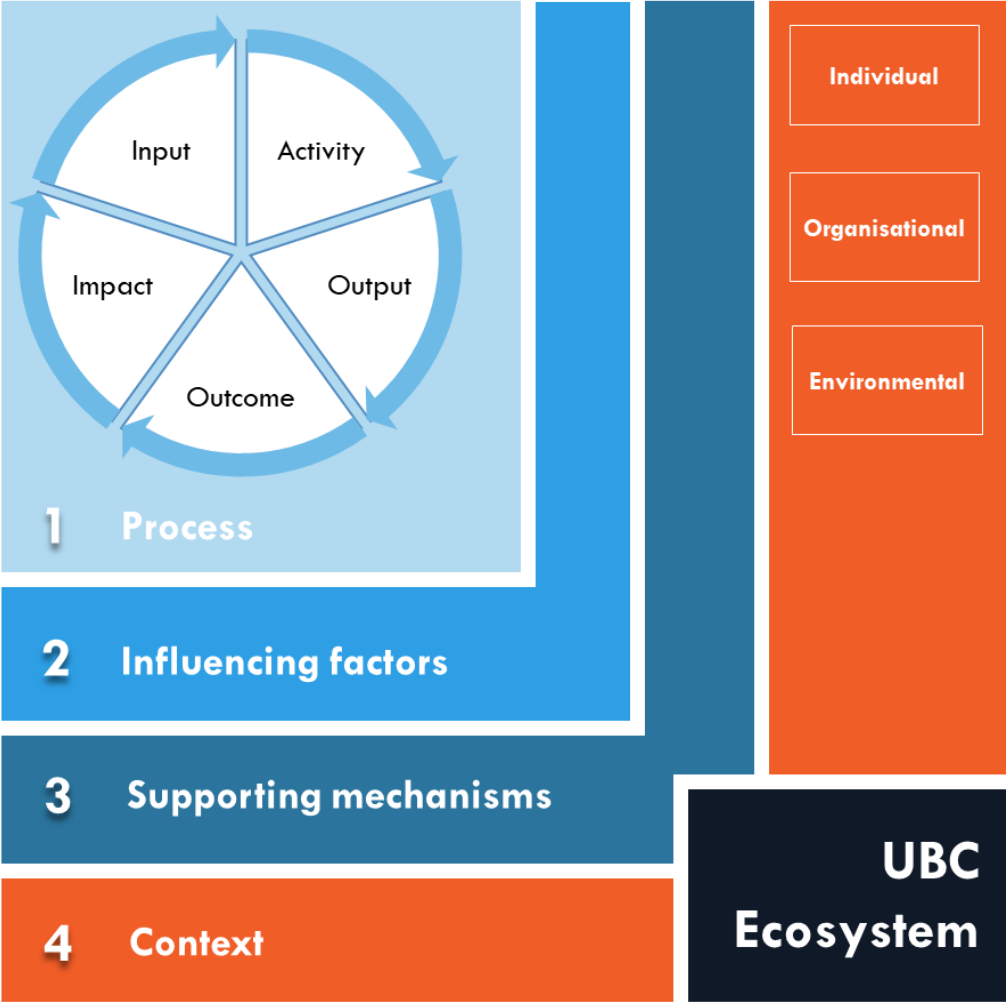
Among the activities focused on academics, networking sessions to interact with businesspeople are also well developed (6.9) in Finland. Conversely, entrepreneurship courses offered to academics (5.8) and academic networks dedicated to UBC (5.0) are perceived as less developed. Many HEIs view academic entrepreneurship as an undesired element. In many cases it is discouraged or even forbidden by the management.

# Context

The degree to which UBC takes place is influenced by a set of element 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.).

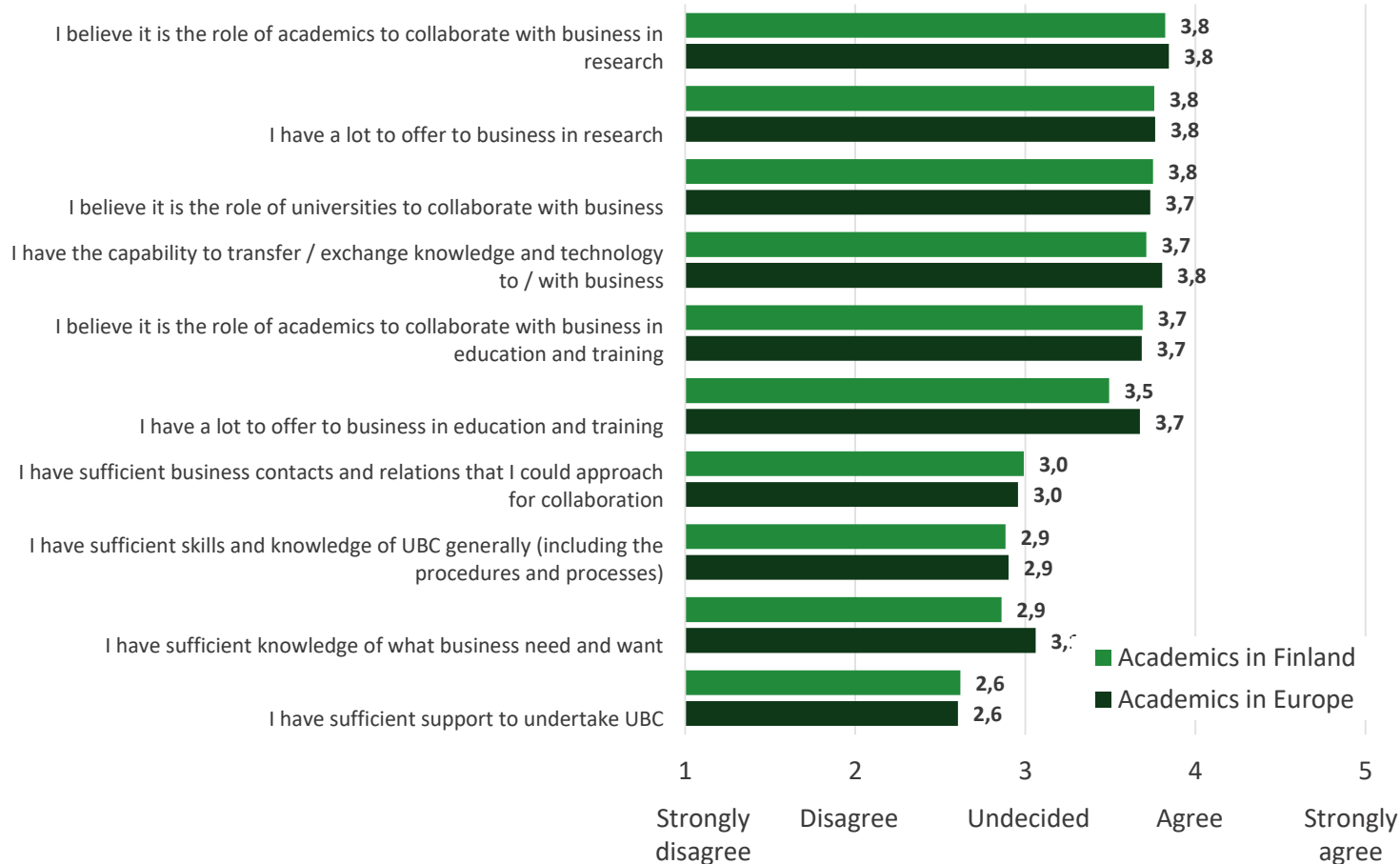
This section outlines how some contextual factors influence UBC in the country.



# UBC capabilities

## Capabilities for UBC

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



Finnish academics identified moderate capabilities for UBC and beliefs about its role. Compared to European average, they have similar perception.

Finnish academics believe that is their role to collaborate with business in research (3.8). They identified their strengths in the ability to do research for companies (3.8) and to exchange knowledge with them (3.7). They also believe that it is role of university to collaborate with business.

Their beliefs and perceived capabilities to cooperate in education are more negative than the research ones. In particular, for academics at scientific universities, research takes priority over education.

Finnish academics perceive they have insufficient knowledge about business needs (2.9) and support to undertake UBC (2.6).

# Context

Although Finnish and European academics perceive their contextual factors similarly, the perception of most contextual factors is slightly more positive in Finland.

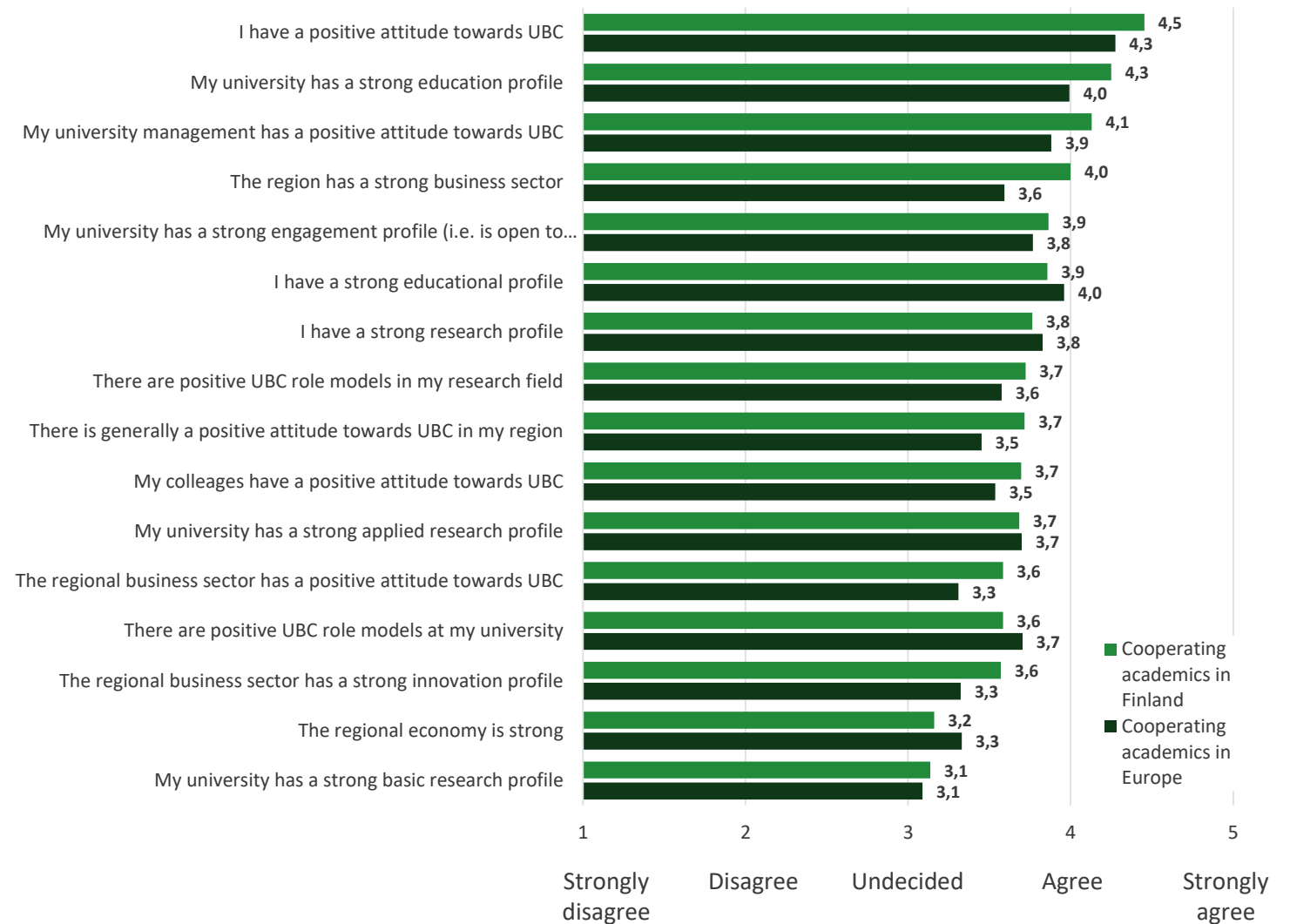
The only exception is that European academics perceive they have a stronger education profile and more positive role models in their universities. Mostly, Finnish HEIs tend to lack a supportive UBC culture with few academic engagement “super stars”.

Both Finnish and European academics have a positive attitude towards UBC (4.5 and 4.3). Finnish cooperating academics engage in UBC activities because they are aware of personal benefits they can obtain from undertaking collaboration with business.

Furthermore, Finnish academics have a more positive attitude of their HEIs, colleagues, business sector and regions towards UBC. Generally, Finnish society encourages HEIs to engage in UBC, which may reflect academics’ positive attitude.

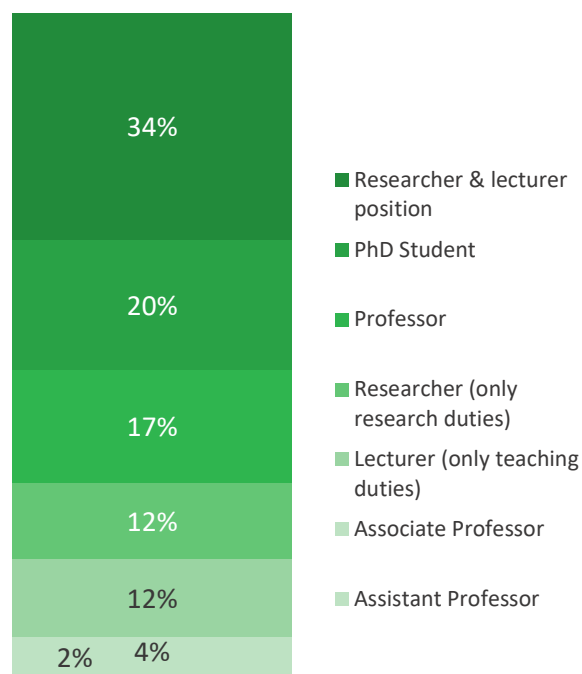
## Contextual factors affecting UBC

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



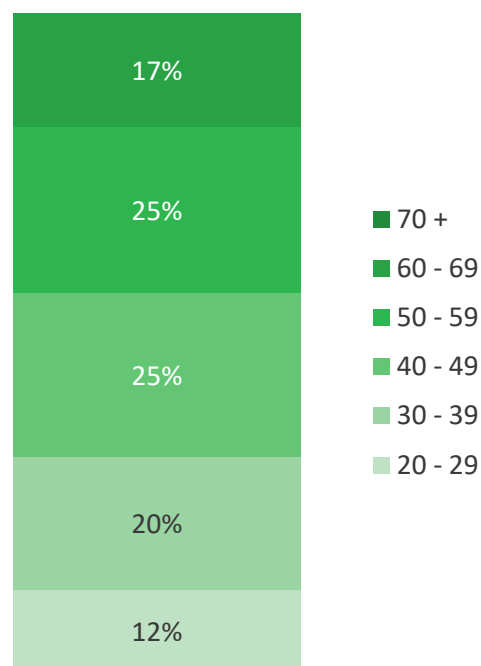
# Respondent profile – academics

Position of respondent



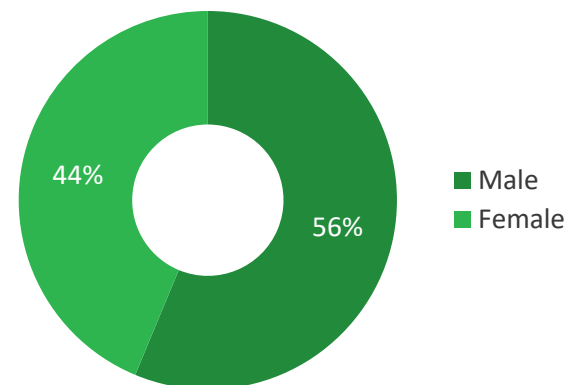
'Researchers and lecturers' comprise the largest group (34%), followed by 'PhD students' (20%) and 'professors' (17%). The remaining academics identified themselves as 'researchers' (12%) and 'lecturers' (12%).

Age of respondents



A quarter of the academics (25%) in the sample are between 40 and 49. Another quarter (25%) are those aged 50-59 (24%). Other significant groups are those aged 30-39 (20%) and 60-69 (17%), followed by those aged 20-29 (12%).

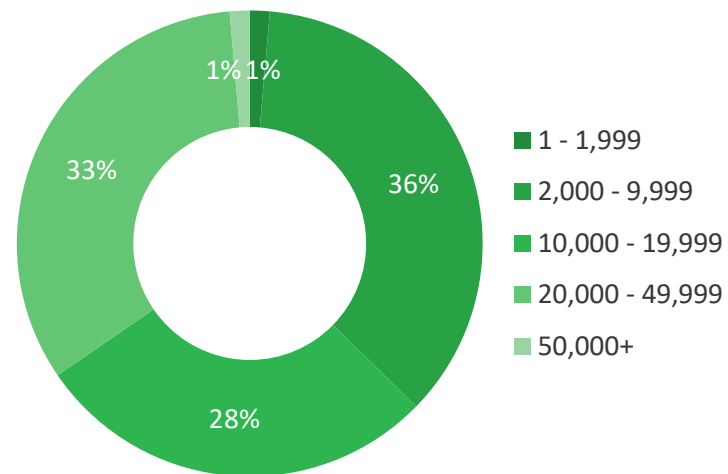
Gender of respondents



The emerged gender distribution is skewed towards male respondents, with 56% male and 44% female academics.

# Respondent profile – academics

## Number of students of the HEI

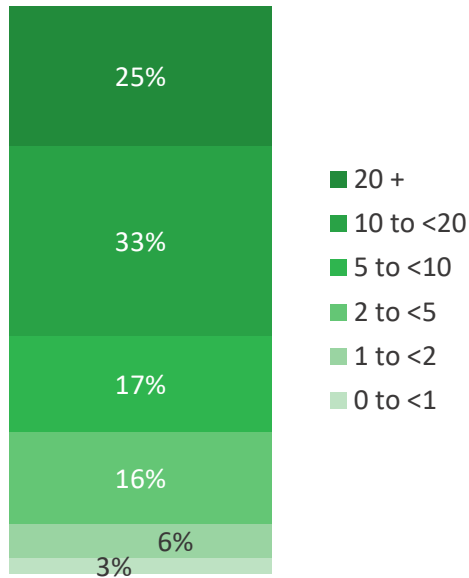


A third of Finnish academics work in small universities with 2,000 to 9,999 students (36%). Another third based in medium-sized HEIs with 10,000 to 19,999 students (28%). Larger universities with 20,000 to 49,999 students account for remaining 33% of the academics.

Sample Size	
Finnish Academics	n=330
European Academics	n=10.836
Finnish HEI representatives	n=133
European HEI representatives	n=3.482

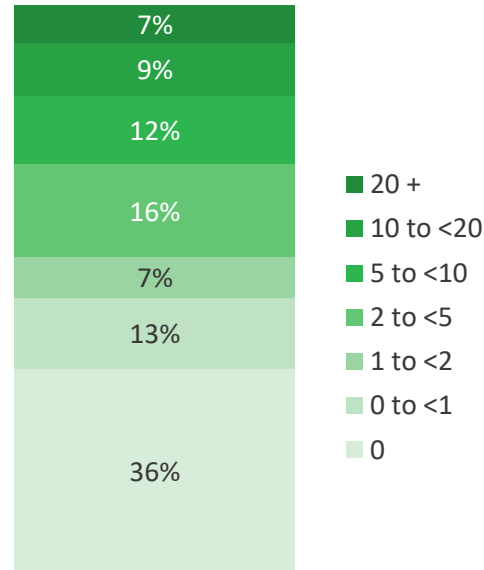
# Respondent profile – academics

## Years working in university



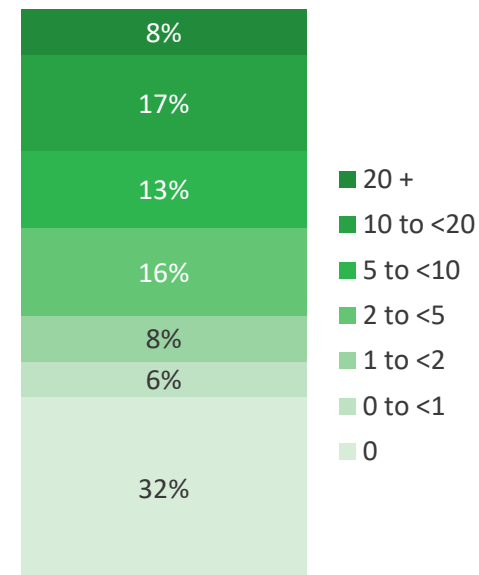
Most academic respondents have worked in academia for several years. Over a half of them (58%) have worked in academia for over 10 years. 17% have 5-10 years of experience and 16% have worked in academia for 2-5 years. 9% of the academics have less than 2 years of experience.

## Years working in business



Academic respondents are experienced in businesses. Almost two thirds (63%) of the Finnish academics have worked in industry before. 16% of them have done so for 2 to 5 years. 12% have 5 to 10 years industry experience. Only 16% have worked in business for more than 10 years industry experience.

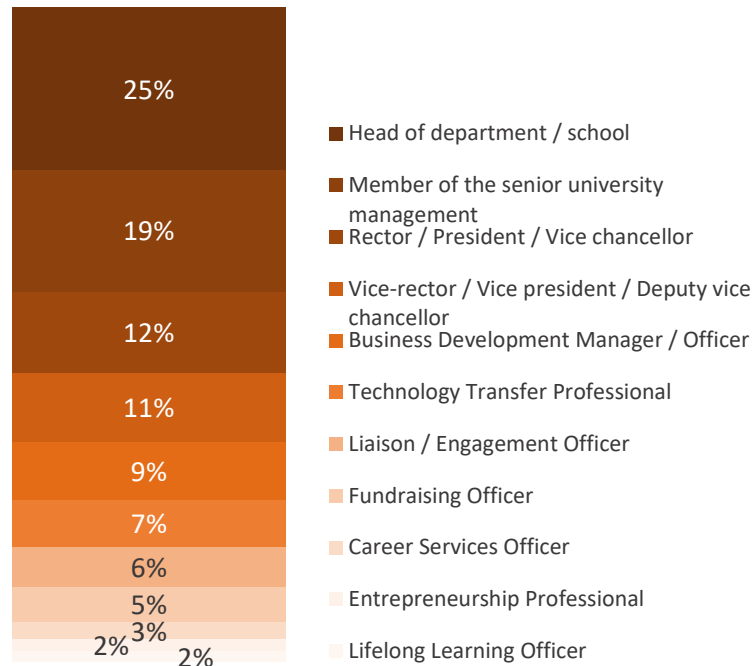
## Years involved in UBC whilst working at a university or business



Most academic respondents in Finland have some UBC experience. Although only 8% have been involved in UBC for over 20 years, 30% have 5 to 20 years of experience. Further 30% engage in UBC for 1 to 5 years. 32% of academics in the sample have never engaged in UBC.

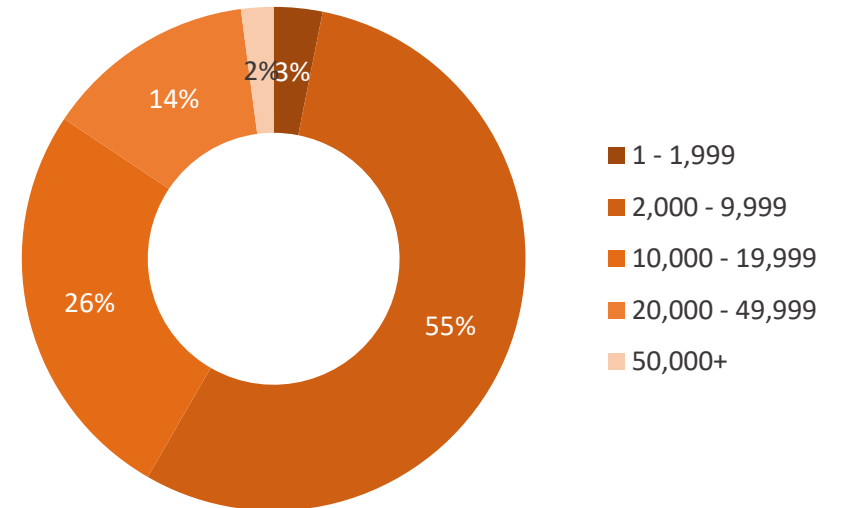
# Respondent profile – HEI representatives

## Position of respondent



Finnish HEI representatives hold a variety of roles. A quarter of them are heads of department/school. Members of the senior university management are the second largest group (19%). The smallest groups are rectors or presidents (12%), followed by vice-rectors or vice-presidents (11%) and business development managers (9%).

## Number of students of the HEI



Overall, over a half of HEI representatives work for small HEIs (under 9,999 students), from whom only 3% work for very small HEIs (under 1,999 students). 26% of respondents are based in medium-sized HEIs (with 10,000 – 19,999 students). Only 16% work in larger HEIs (over 20,000 students).





# Contact us

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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](http://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](http://www.uni-engagement.com)