



UNIVERSITY-BUSINESS
COOPERATION IN EUROPE

State of University- Business Cooperation

GREECE

University Perspective

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



Science Marketing
Science-to-Business Marketing Research Centre

technopolis [group]



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

Partners



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Executive summary

Summary

This report seeks to contribute to our understanding of the higher education institution's (HEI) perspective of university-business cooperation (UBC). Examining the perceptions of academics, HEI managers and knowledge transfer professionals (KTP) provides positive signs for the future, with all respondents currently cooperating with businesses planning to maintain or increase their cooperation in the future. Yet, more can be done, for example, in supporting academics in their cooperation efforts, including the development of dedicated academic UBC networks, as well as the development of incentive systems for academics engaging in UBC.

About the study

The results presented in this national report are from the State of European University-Business Cooperation (UBC) study executed for the DG Education & Culture of the European Commission (EAC/10/2015) by a consortium led by the Science-to-Business Marketing Research Centre. The project investigated university-business cooperation (UBC) from the perspective of both university and business, seeking clarity on mechanisms supporting it, drivers, barriers and challenges. The results are part of two quantitative surveys (university and business perspectives) ran in 2016 and receiving 17,431 responses, making it the largest International study yet competed on the topic.

University-Business Cooperation

Greek 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: 14.3% and 12.4% of respondents respectively cooperate with businesses in these activities at a high level. On the other hand, more than 70% of academics do not undertake any UBC activities at all. Greek 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 half 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 Greek 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.

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.

Executive summary

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 Greek businesses and universities should focus on relationship development as a success factor.

Employability as a priority

Greek academics and HEI representatives recognise the improvement of graduate employability as one of the main motivators to engage in UBC. Gaining new insights for research, improving the university's reputation and impacting society 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 Greece are currently starting to develop solid support mechanisms for UBC. High-

level strategic mechanisms such as top-level management commitment for UBC and a documented mission/vision embracing UBC are the most developed in Greek 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 offices and lifelong learning programs involving business people.

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. On the other hand, student networks dedicated to UBC are the least developed operational mechanisms.

Cooperating with conviction

Greek 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 Greece perceive a less positive attitude of the business sector and the region towards UBC. Overall, Greece is seen as a vastly receptive market for UBC, with positive momentum for the future.

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, 51 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.



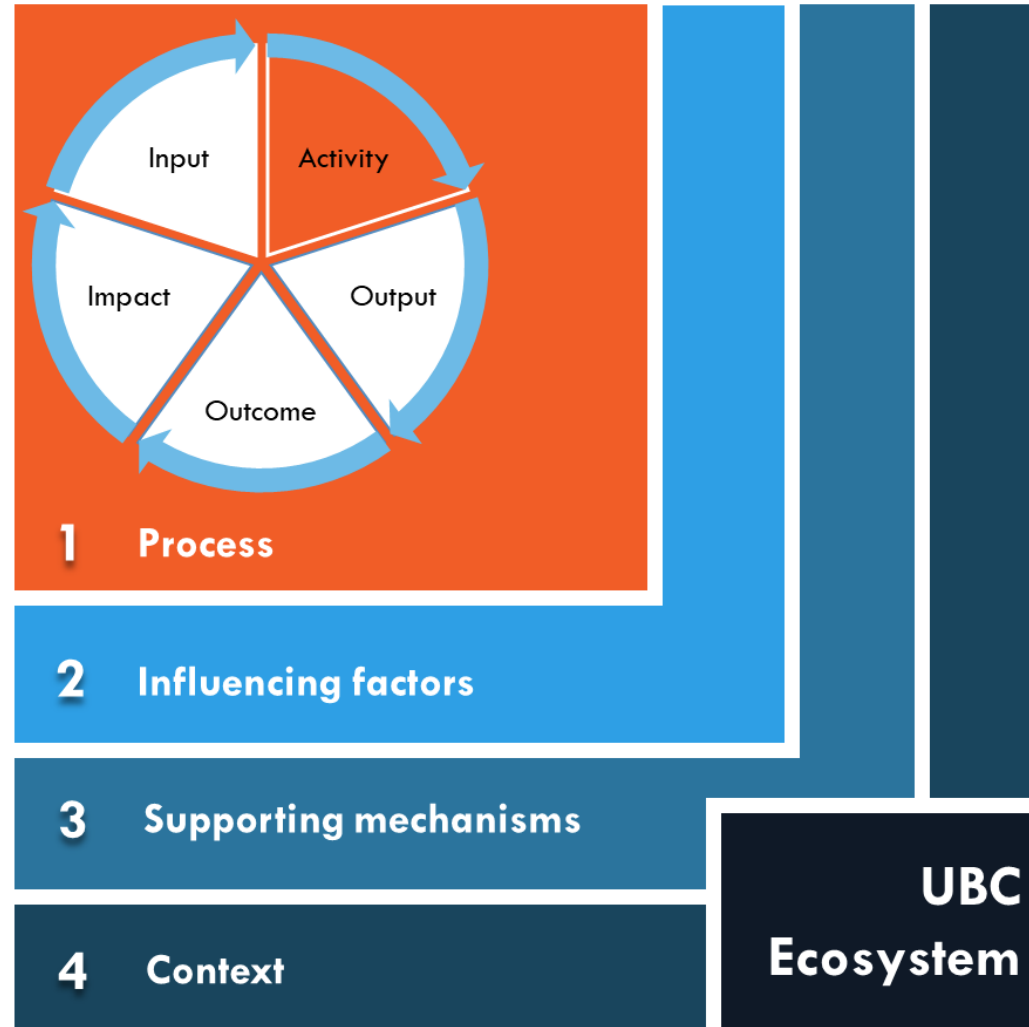
UBC activities

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

Development of UBC activities

Greek academics see the development of UBC in their country lower than the European average. Less than a fifth of the respondents indicated medium to high levels of development for most UBC activities.

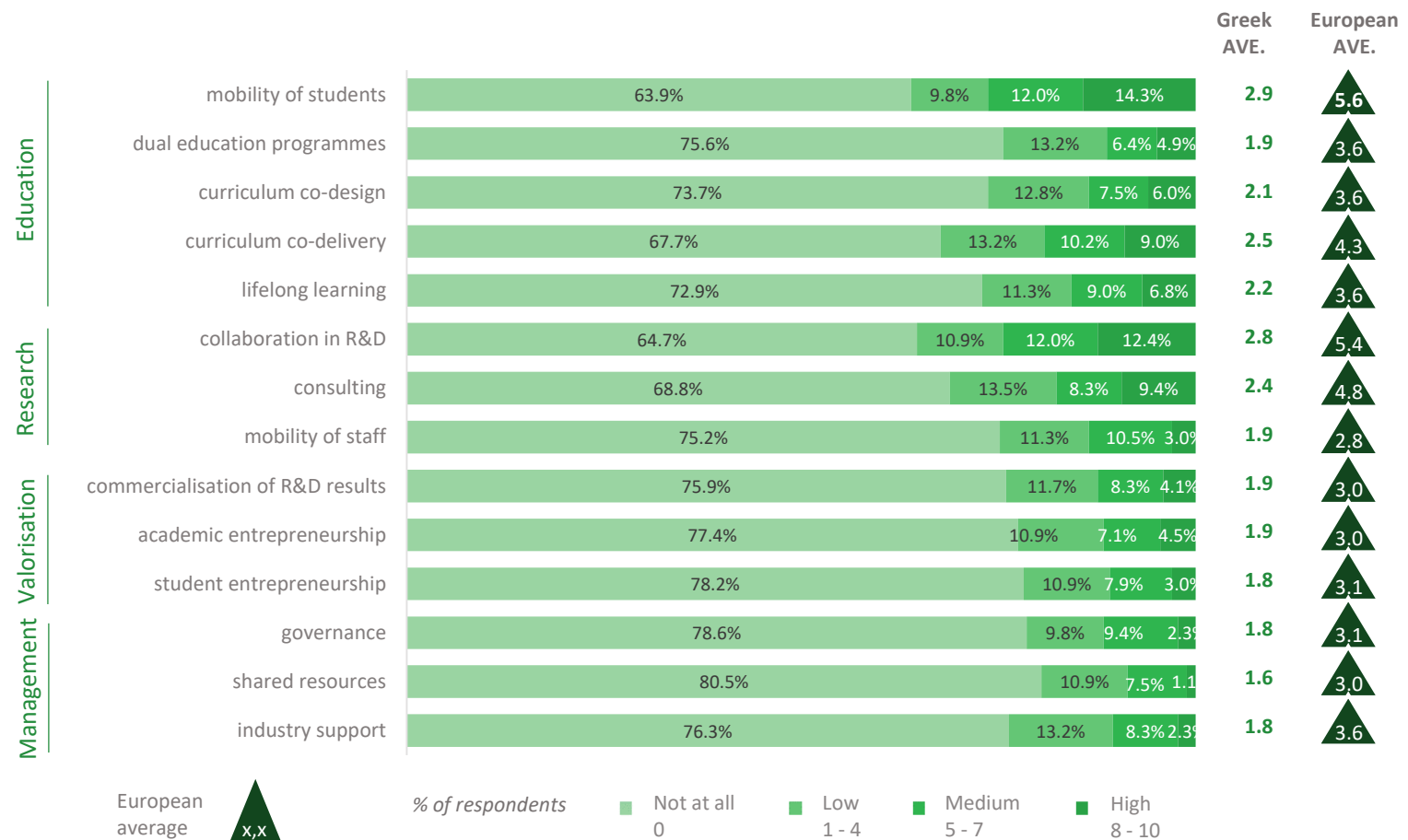
The most developed activity is mobility of students (2.9), followed by collaboration in R&D (2.8). Nevertheless, over 60% of Greek academics do not engage in these activities at all.

Consulting and curriculum co-delivery are among other better developed UBC activities. In general, education and research related activities have the highest levels of development in Greece.

On the other hand most UBC management and valorization activities are reported not to be present at all by over 75% of Greek academics.

The extent of development of UBC activities

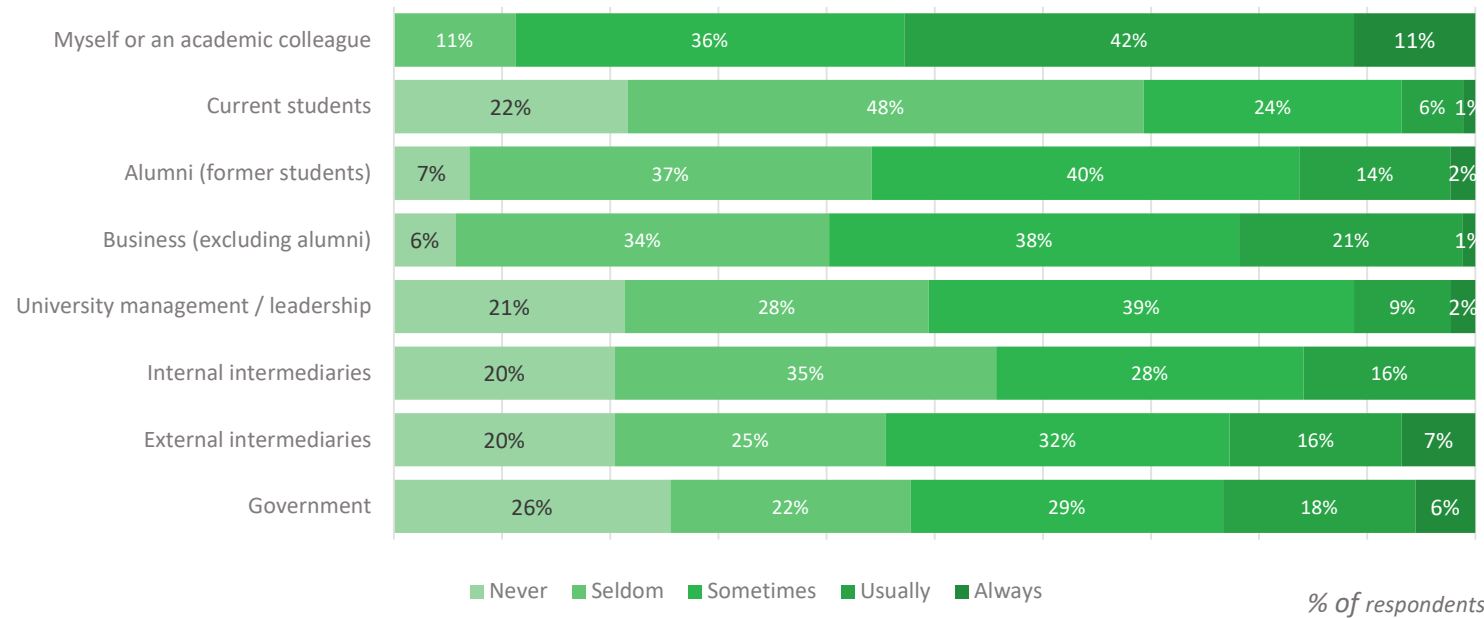
'Which UBC activities do you collaborate with businesses in?' – as answered by academics



Initiation of UBC

How UBC is initiated

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



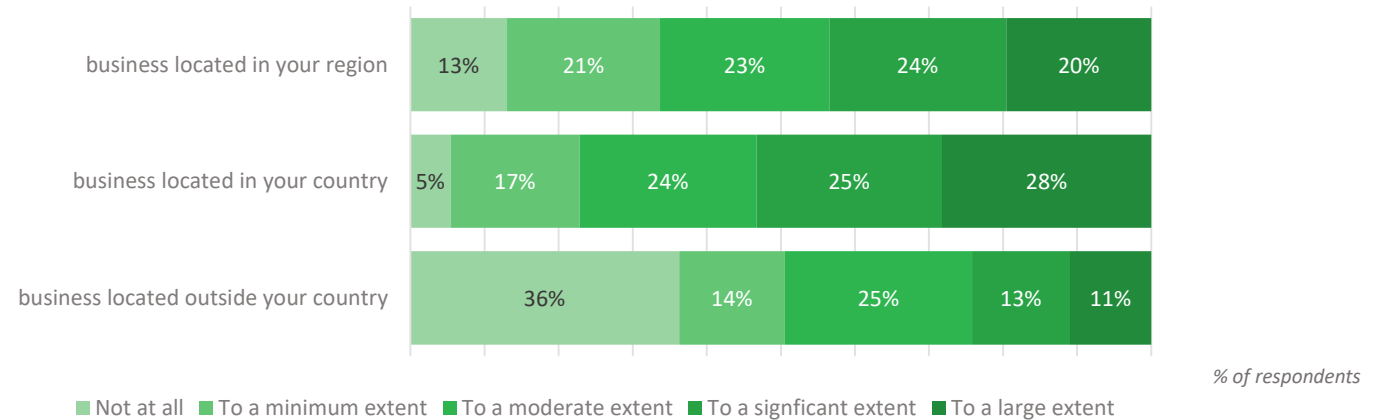
Over a half of Greek academics (53%) state that they themselves or their colleagues always or usually initiate UBC.

External intermediaries (23%) and government (24%) are also considered more active UBC initiators.

Greek academics agree that their current students and internal intermediaries only sometimes initiate actions towards UBC.

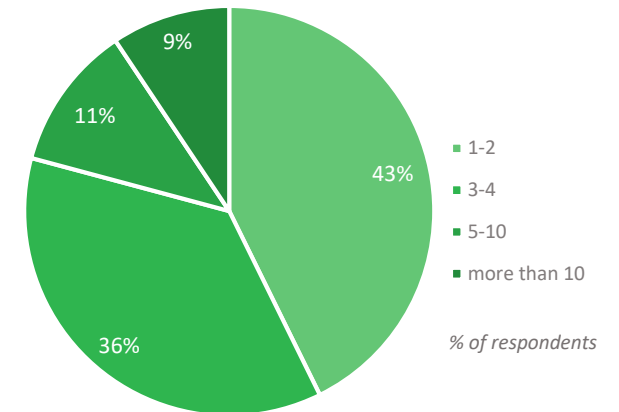
Location of cooperating partners

Location of business partners



Academics in Greece mostly focus on collaboration with regional and national businesses. 53% of respondents indicate the collaboration at a national level to be developed from significant to a large extent while 44% reported the same for the regional level. However, only 24% of academics closely cooperate with international businesses.

Number of business partners

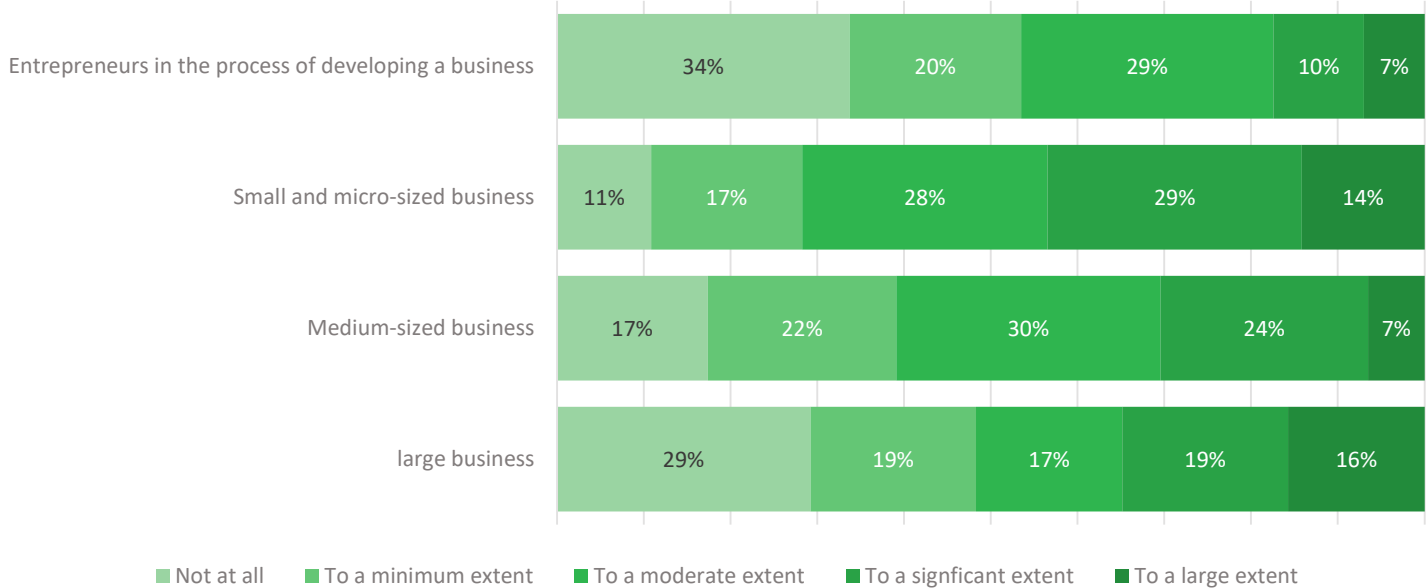


Over three quarters of Greek academics cooperate with 1 to 4 businesses (79%). The remaining 11% have partner relations with 5 to 10 partners, while 9% established connections with more than 10 businesses.

Size of cooperating partners

Size of cooperating partner

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



43% of cooperating academics in Greece engage to a significant or large extent with small and micro-sized businesses.

Further high levels of cooperation are exhibited with large businesses as well (35%).

Greek academics are less likely to cooperate with entrepreneurs in the process of developing a business (17%).

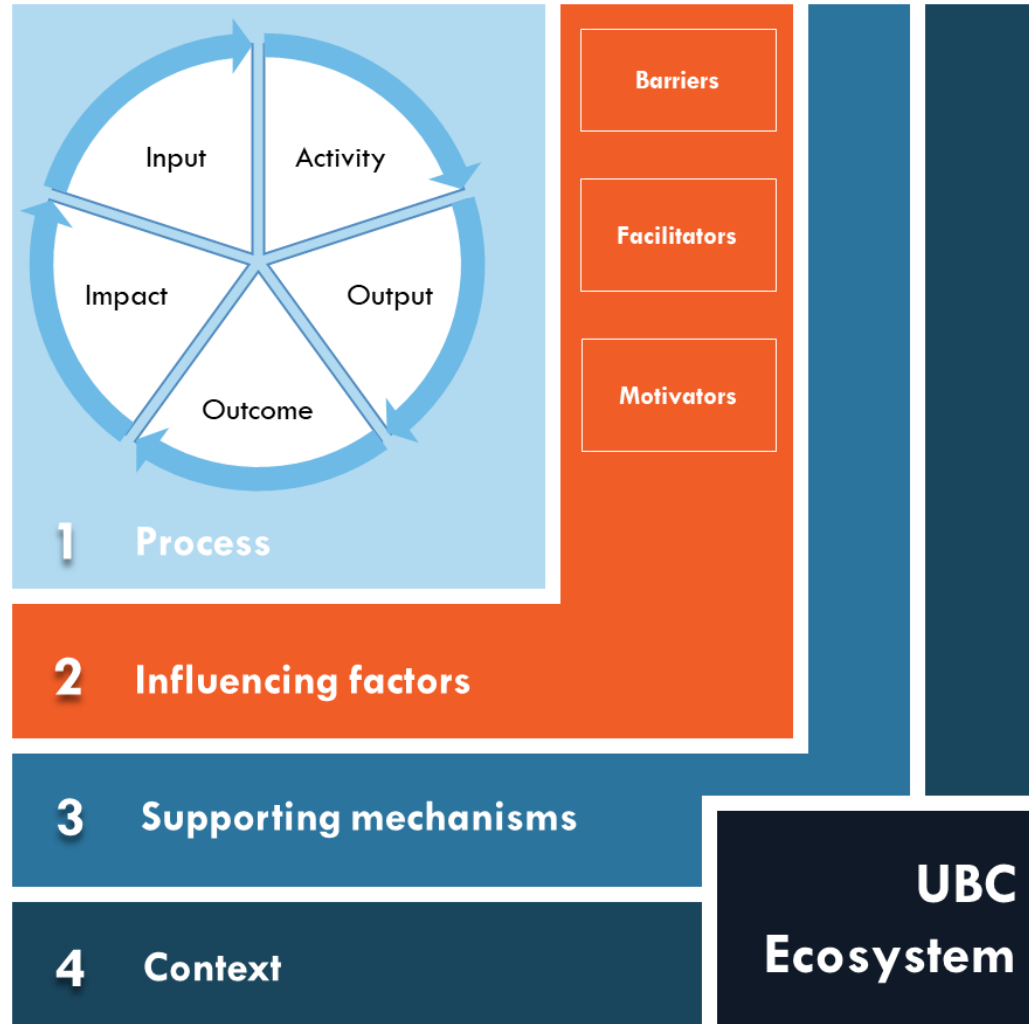
Factors influencing UBC

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 sufficiently present.



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.	Lack of university funding for UBC	Lack of government funding for UBC
2.	Limited resources of SMEs	Limited resources of SMEs
3.	Lack of business funding for UBC	Lack of university funding for UBC
4.	Lack of government funding for UBC	Bureaucracy related to UBC
5.	Bureaucracy related to UBC	Differing motivation / values between university and business
<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 both collaborating and non-collaborating academics are quite similar.

Funding is a major barrier for both cooperating and non-cooperating academics. Cooperating academics find lack of university, business and government funding at the top 4 barriers. For the non-cooperating academics it is quite similar, with the exception of lack of business funding, which was not pointed out.

Further barrier pointed out by both groups is bureaucracy related to UBC.

The least important factor that might inhibit UBC for both groups is frequent staff turnover within the university or the business.

Barriers hindering UBC

Greek academics perceive most of the barriers to UBC to be higher than those perceived by European academics.

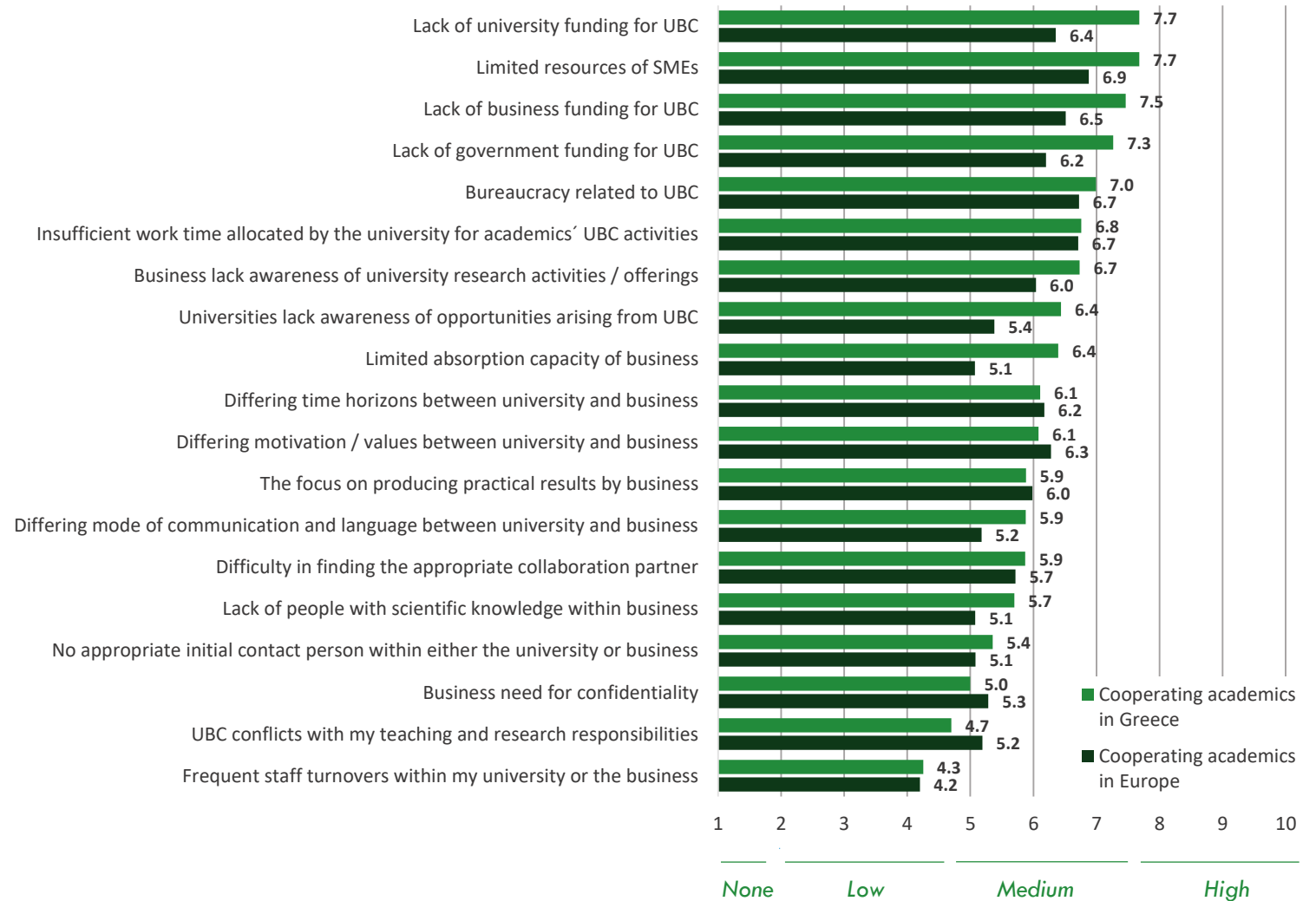
Greek academics are hindered by funding-related issues with lack of university, business and government funding exceeding substantially the European average.

Further barriers exceeding the European average significantly are limited absorption capacity of business and universities' lack of awareness on UBC-related opportunities.

Both groups see frequent staff turnovers within either partner as the least significant barrier for UBC.

Barriers

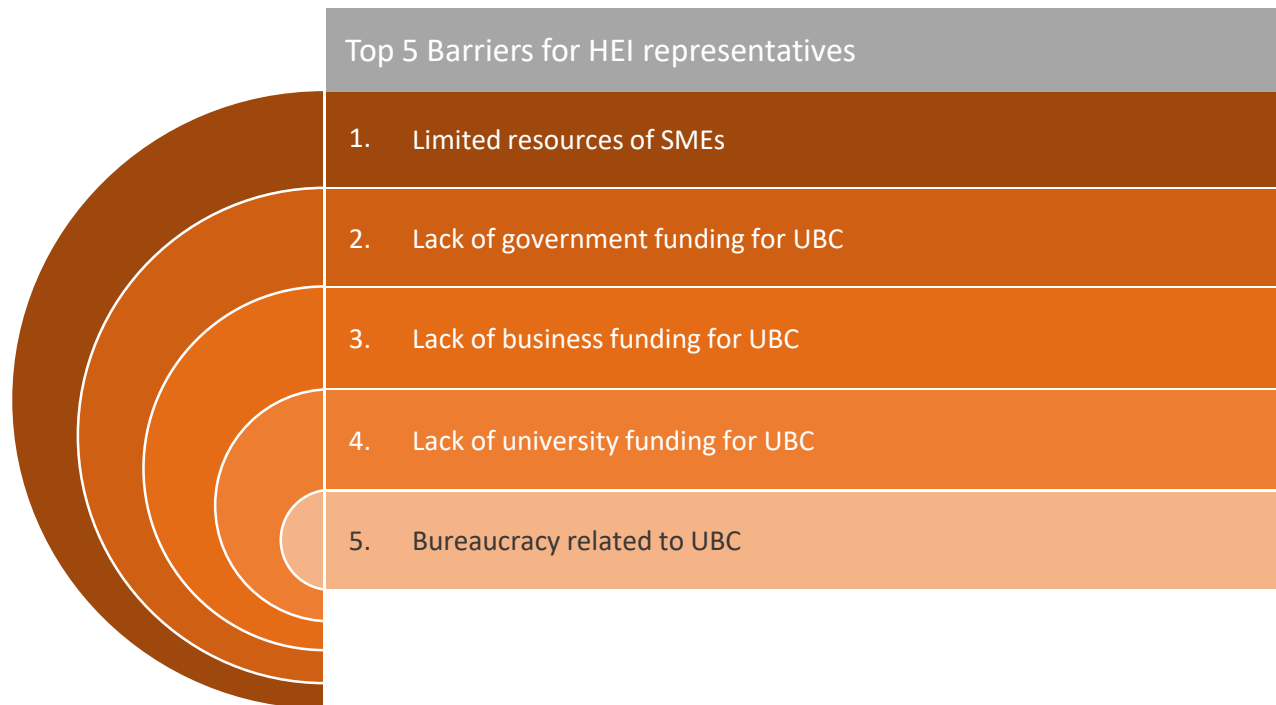
'What is inhibiting your cooperation with business?' – as answered by academics



Barriers hindering UBC

Barriers

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



Greek HEI representatives have pointed out the same top five barriers as Greek academics.

Hence, limited resources of SMEs, lack of government, business and university funding, as well as bureaucracy related to UBC have also been labelled as major barriers by HEI representatives, with some differences in the order.

Barriers hindering UBC

Overall, Greek HEI representatives perceive most of the barriers to UBC to be rather higher than the European average.

Greek HEI representatives are hindered by limited SMEs resources, lack of university, business and government funding.

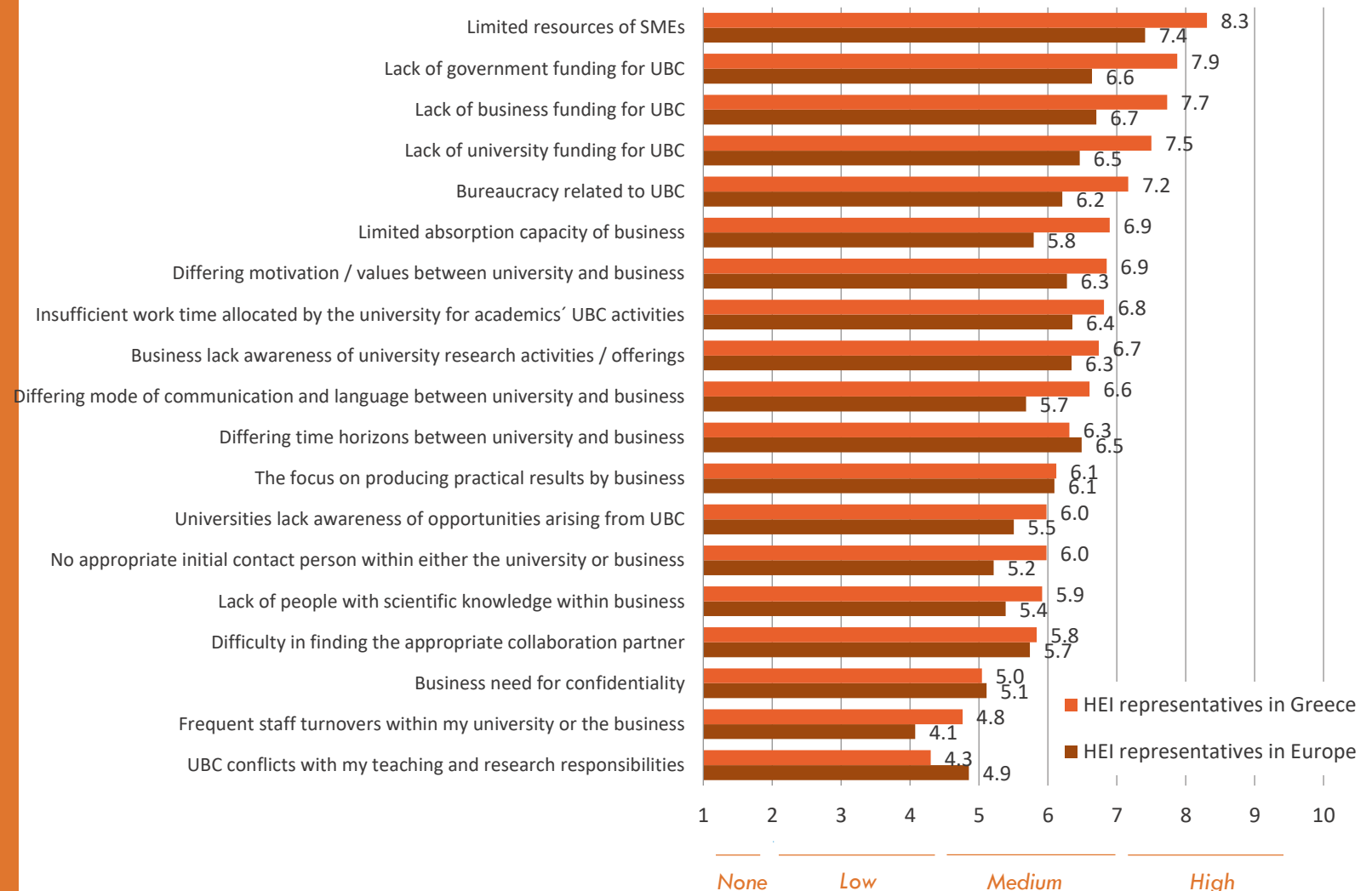
On the other hand, Greek HEI managers see lack of funding from government and businesses as less pressing than European managers.

Similarly, businesses unawareness of university research activities and their limited absorption capacity seem less important barriers for Greek HEI representatives than for their European counterparts.

Frequent staff turnovers within the collaborating partners is the least common UBC barrier for both groups.

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 UBC facilitators for both Greek academics and Greek HEI representatives are rather similar.

Both groups agree that facilitators related to the existence of funding and personal relationships (e.g. existence of mutual commitment, mutual trust, a shared goal) are highly important for UBC.

Yet, while cooperating academics recognize existence of funding to undertake the cooperation as the top facilitator of UBC, HEIs representatives value it less. The latter consider the existence of mutual trust as the most important facilitator.

Facilitators

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



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

Drivers stimulating UBC

European and Greek academics' have slightly differing perceptions of UBC facilitators.

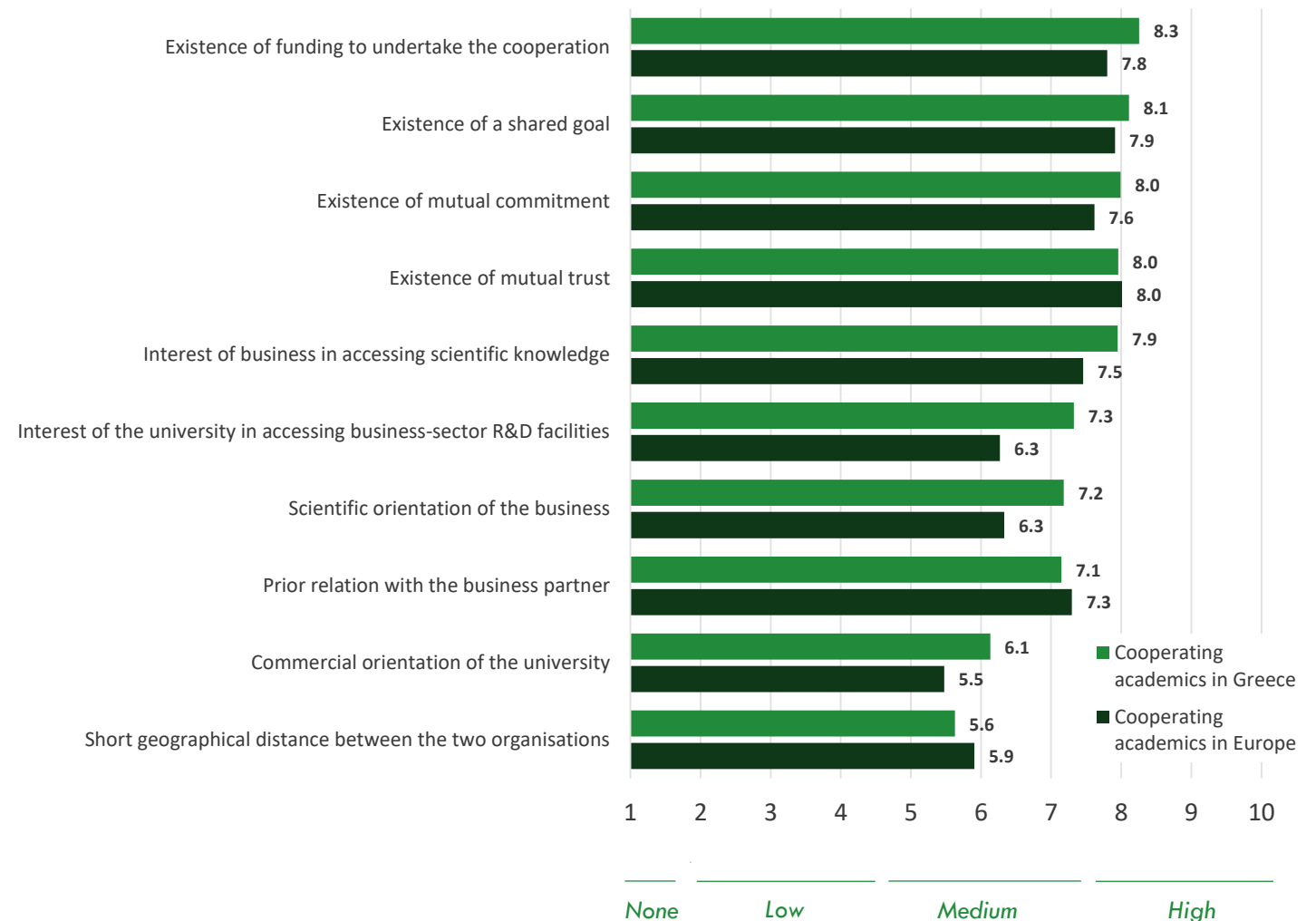
For both groups, the most common UBC facilitators are those related to the existence of funding to undertake the cooperation and positive relationships between the actors (e.g. existence of mutual commitment, trust and a shared goal).

On the other hand, Greek academics find the university interest in accessing business-sector R&D facilities less stimulating than their European counterparts.

Commercial orientation of the university emerges as the least important UBC driver for both groups.

Facilitators

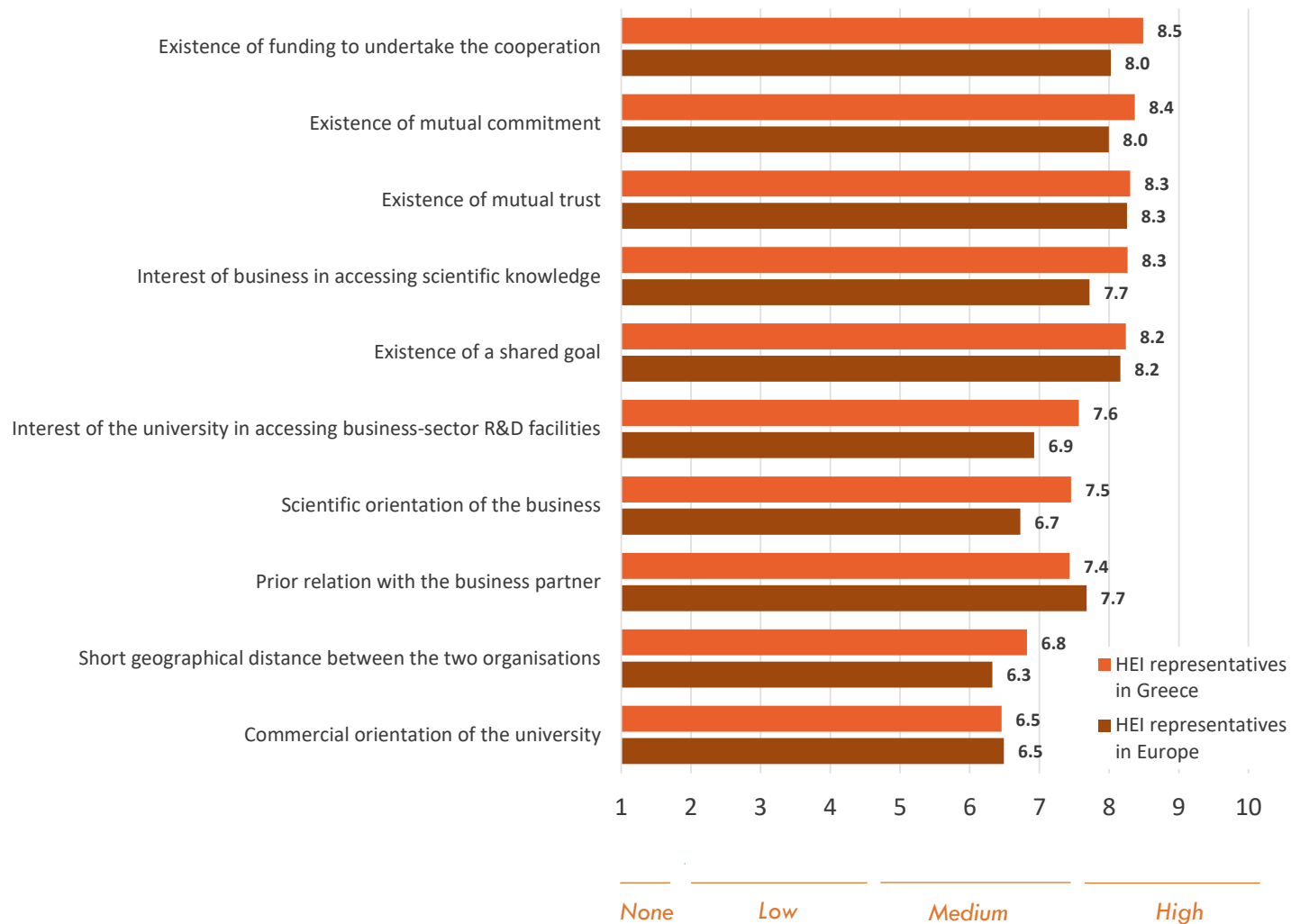
'What is facilitating your cooperation with business?' – as answered by academics



Drivers stimulating UBC

Facilitators

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



European and Greek HEI representatives have relatively similar perceptions of what stimulates UBC.

For both groups, the most important facilitators relate to personal relationship and existence of funding to undertake UBC. This is consistent with the academic perspective.

Greek HEI representatives see scientific orientation of business as more important driver stimulating UBC than their European counterparts.

Compared to European average, Greek HEI representatives see prior relation with the business partner as significantly less stimulating drivers for UBC.

Drivers stimulating UBC


Cooperating and non-cooperating Greek academics have certain discrepancies in their motivations to engage in UBC.

While cooperating academics are highly motivated to use their research in practice and gain new insights for research, their non-cooperating colleagues are willing to improve graduate employability and contribute to the mission of the university.

Furthermore, cooperating academics highlight the funding motivations, whereas those not engaged in UBC are more driven by the addressing societal challenges.

Motivators

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

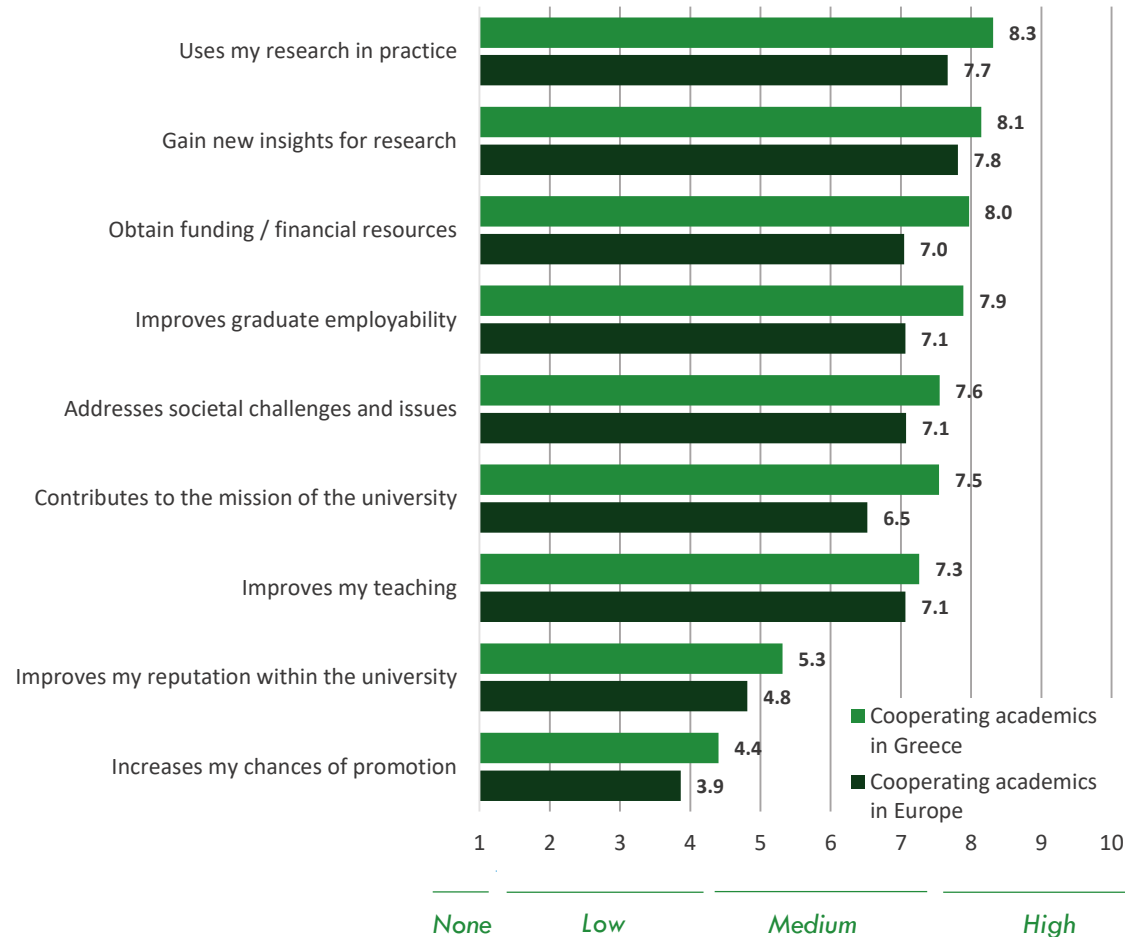


	Academics who cooperate	Academics who <u>do not</u> cooperate
1.	Uses my research in practice	Improves graduate employability
2.	Gain new insights for research	Contributes to the mission of the university
3.	Obtain funding / financial resources	Addresses societal challenges and issues
4.	Improves graduate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

Drivers stimulating UBC

Motivators

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



Greek and European academics' perceptions of UBC motivators are different. Greek academics rate all motivators higher.

Greek academics are primarily motivated by research oriented motivators such as using research in practice.

Another indicator rating high on Greek academic motivator list is the chance of obtaining funding and it significantly exceeds the European average.

Promotion and reputation related motivators are the weakest motivators for both groups.

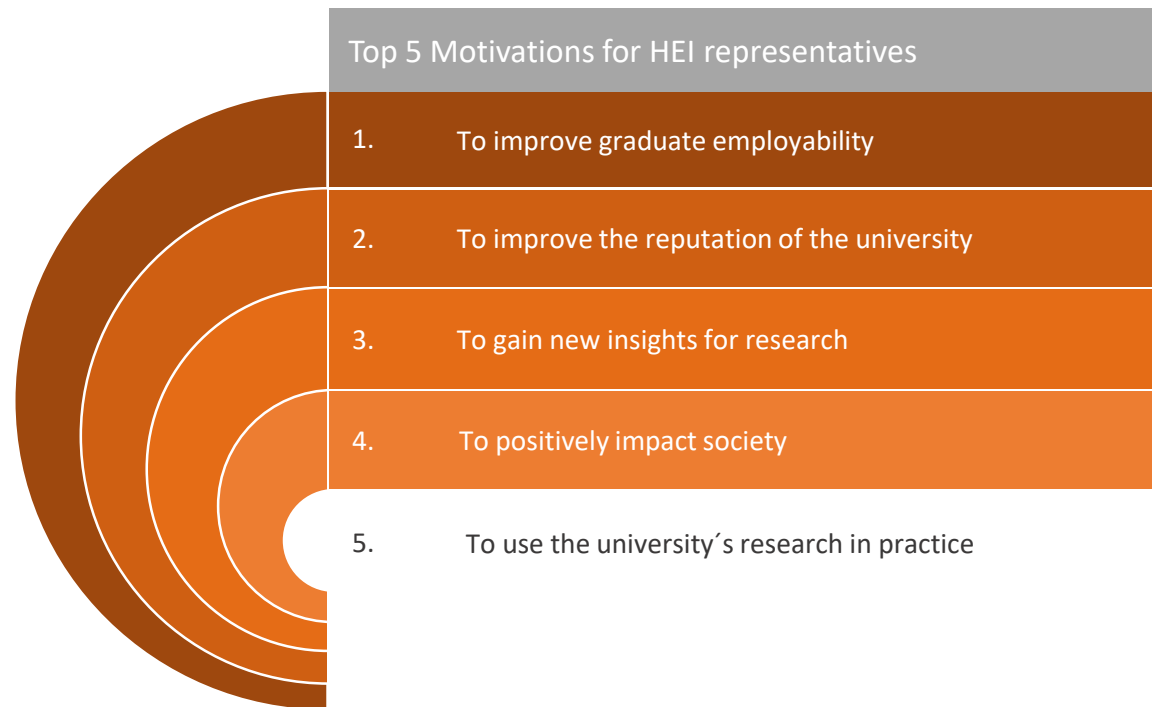
Drivers stimulating UBC

Greek HEI representatives are motivated to improve the graduate employability the most.

They are also interested in improving the reputation of the university and gain new insights for research.

Motivators

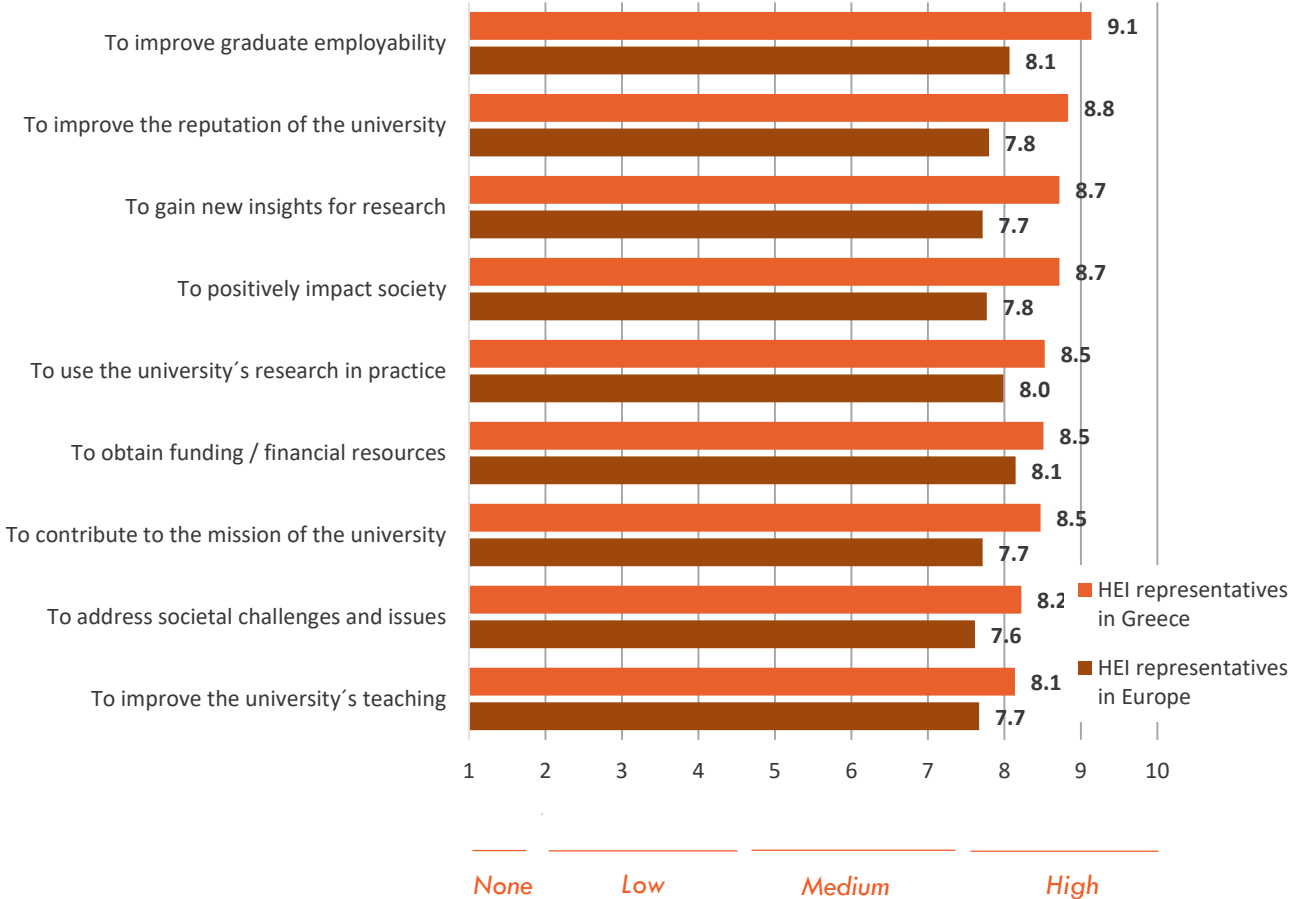
'What motivates your HEI to cooperate with business?' - As answered by HEI representatives



Drivers stimulating UBC

Motivators

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



Greek and European HEI representatives have slightly different perceptions of UBC motivators.

Improving graduate employability is the top motivator for Greek HEI managers to engage in UBC. This is hardly surprising given the fact that Greece has the highest unemployment rate in the entire EU. ¹

Further important motivators for Greek HEI representatives are related to improving the university reputation and gaining new insights for research.

The least relevant motivators for Greek HEI representatives relate to improving university teaching and addressing societal challenges.

¹Statista. (2019). Unemployment rate in member states of the European Union in August 2019.

Benefits of UBC

Greek academics and HEI managers have somewhat similar perceptions about the stakeholders that benefit from UBC.

While academics see businesses benefitting from UBC the most, HEI representatives see considerably less benefits for businesses.

Instead, HEI representatives see universities as the primary beneficiaries of UBC. Both groups agree that students benefit from UBC to a large extent.

Both groups see society and government as benefiting the least from UBC.

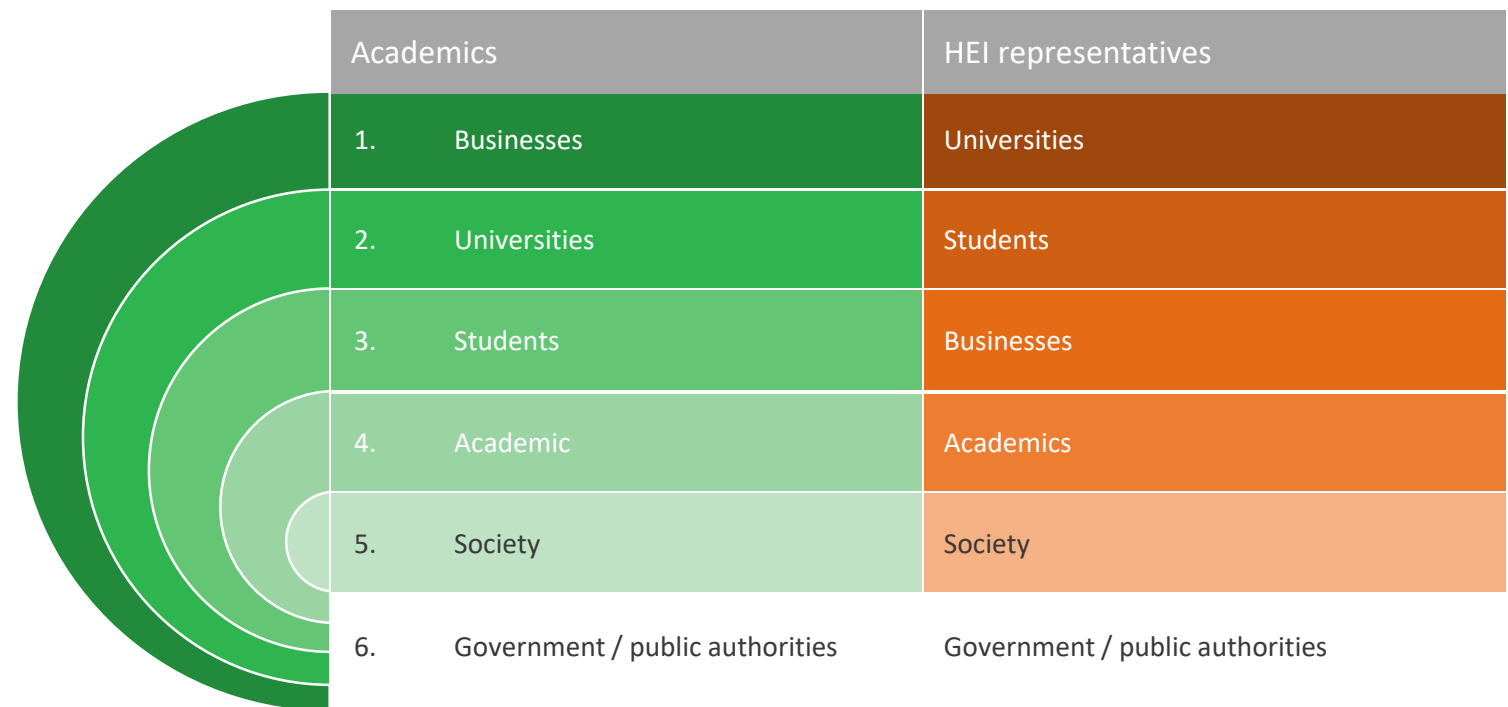
Benefits are the perceived positive outcomes (financial and non-financial) from undertaking UBC as relevant for the different stakeholder groups that can potentially participate in UBC.

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

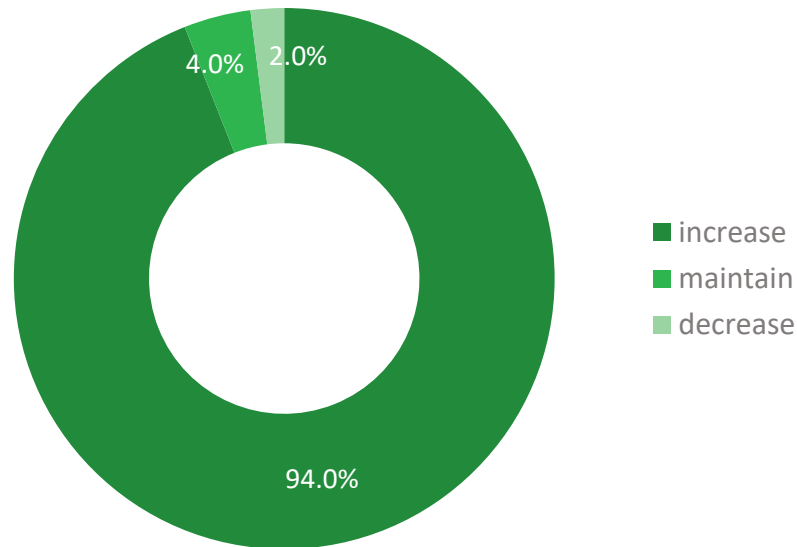
'Who receives the benefits of UBC?' - as answered by academics and HEI representatives



Future intentions

Future UBC intentions – Greece

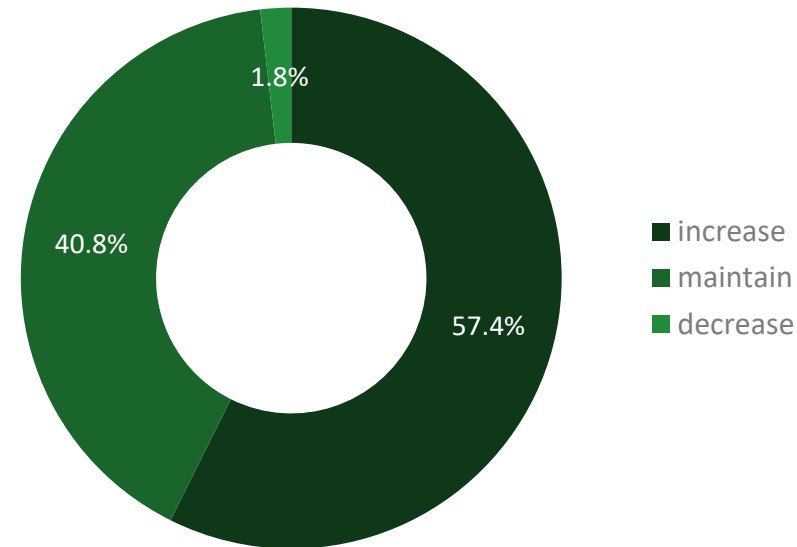
As answered by Greek academics



Greek academics show very strong commitment to UBC. 98% of academics expect to increase (94%) or maintain (4%) their UBC activities. 2% of the sample plans to decrease the cooperation.

Future UBC intentions – EUROPE

As answered by European academics



Academics in Europe show equal commitment to increasing UBC activities. 57,4% of cooperating academics 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 Greek cooperating academics to recommend to an academic colleague engaging in UBC varies depending on whether this cooperation is in research or in education.

Greek academics are considerably more satisfied with UBC in research than their European counterparts (NPS=49). While 59% of them will promote UBC in research positively, only 10% will do it negatively.

On the other hand, Greek academics are less satisfied in education-related UBC, but still more satisfied than academics in Europe (NPS=4 for Greek academics).

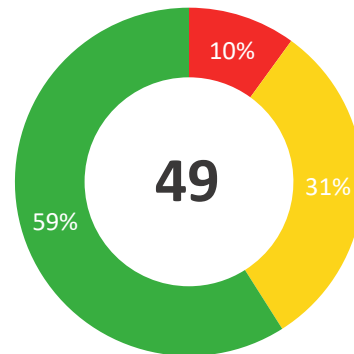
Willingness to recommend to an academic colleague cooperation with business in R&D and education

As answered by academics

	Detractors	Passives	Promoters	Net promoter score
Academics cooperating in E&T	30%	36%	34%	4
Academics cooperating in R&D	10%	31%	59%	49

Satisfaction in cooperation with businesses (net promoter score)

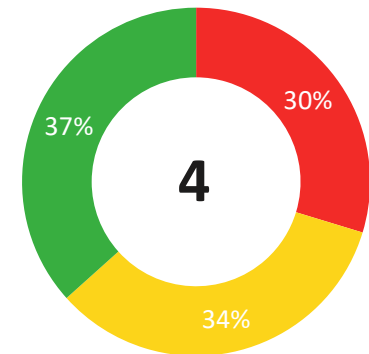
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

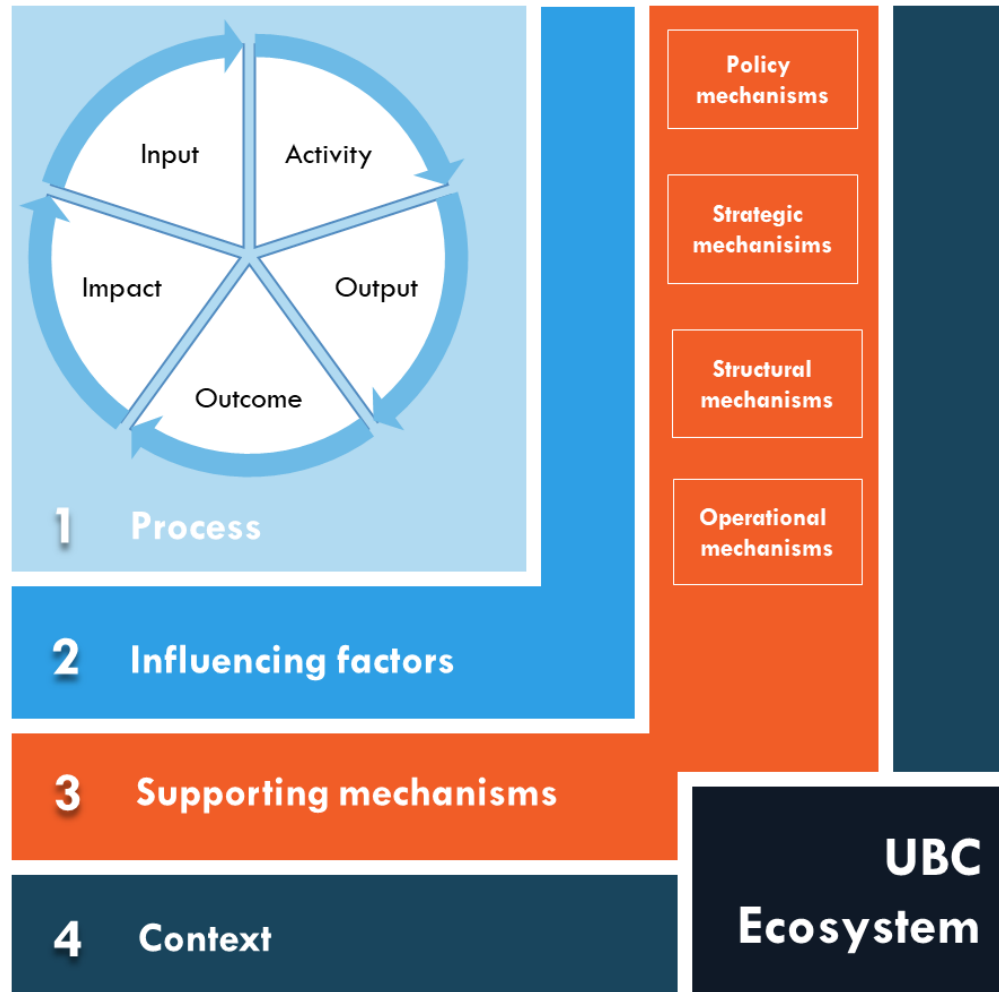
Academics cooperating in education



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: -14

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

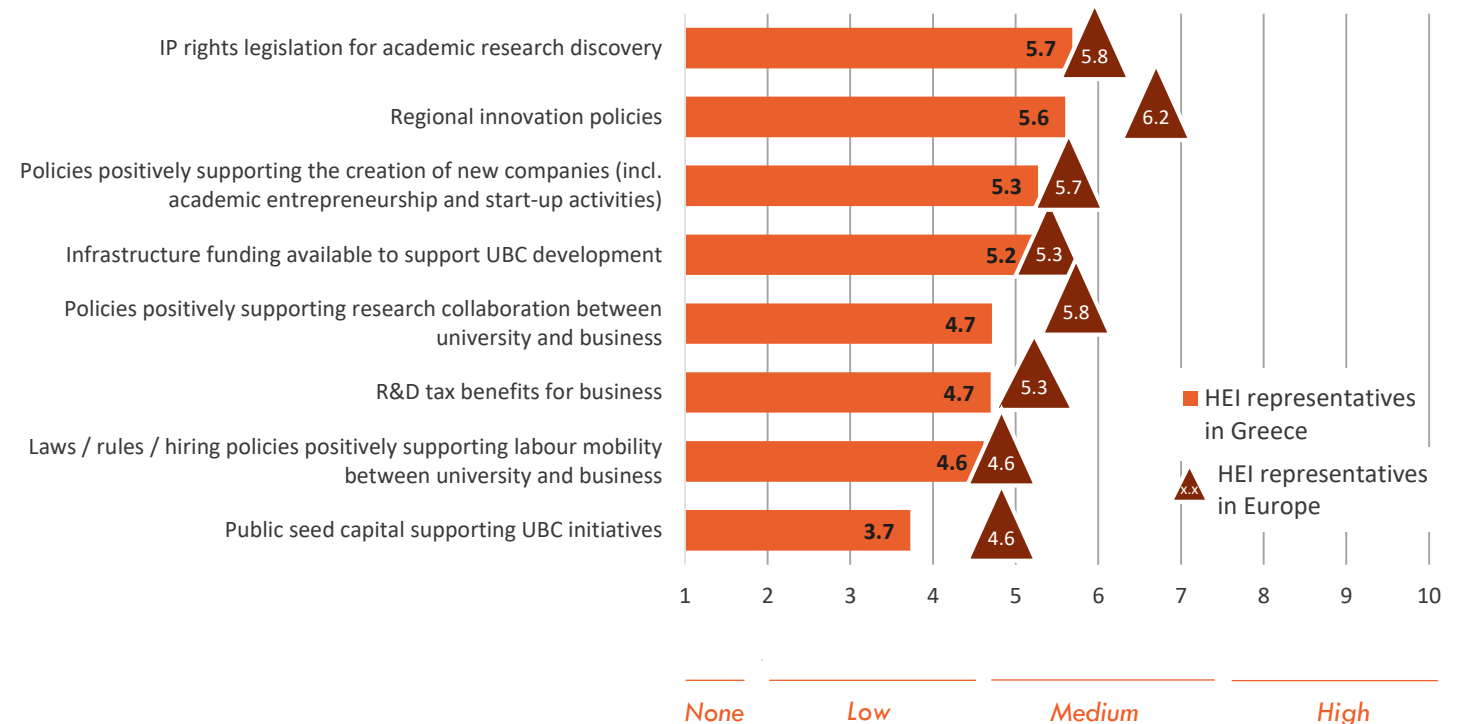
This section outlines the extent to which UBC supporting mechanisms are developed in this sample from the HEI perspective.

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

Supporting mechanisms for UBC

Policy mechanisms

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



Greek HEI representatives perceive UBC supporting policy mechanisms to be developed low to a medium level. All of them are perceived to be less developed than the EU average.

IP rights for academic research discovery and regional innovation policies are the most developed supporting mechanisms in Greek HEIs (5.7 and 5.6 respectively). However, both are still below the EU average.

Policies positively supporting research collaboration between university and business are significantly less developed than the European average. Despite some legislative frameworks being created, more effort is needed to fully embrace opportunities coming from UBC on the policy level. 2

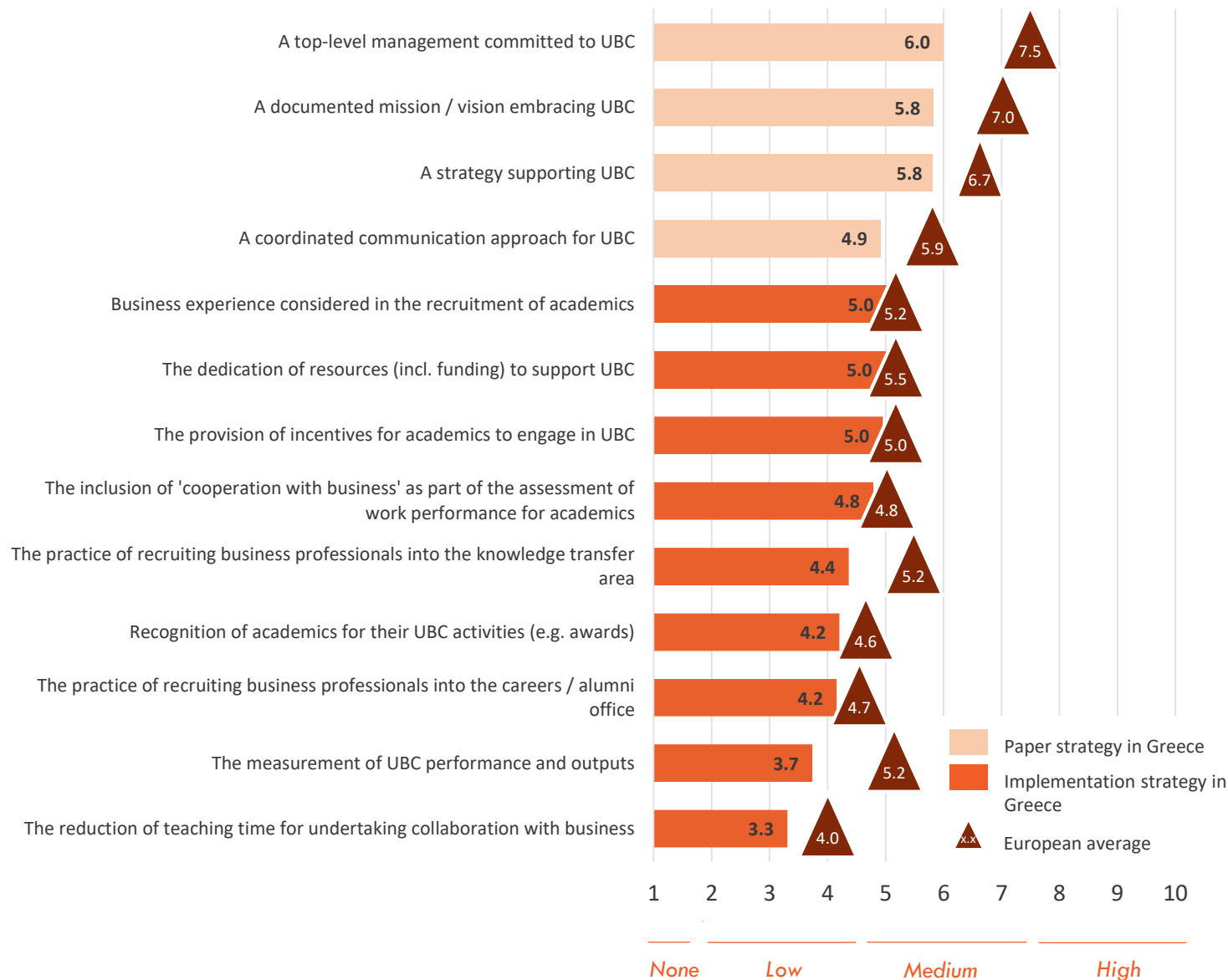
Public seed capital supporting UBC initiatives are the least developed and much lower than the EU average.

2Kaltsogianni et al. (2014). Cooperation Between University and Industry. Good Practices in European Countries-The Case of Greece

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 in Greek and European HEIs is rather different. All strategic mechanisms are less developed in Greek HEIs.

The top-level management of Greek HEIs is the most developed, yet considerably lower than European average (6.0). Generally, the paper strategies are slightly more developed than the implementation mechanisms in Greek HEIs. This is consistent with the rest of the EU.

The least developed mechanisms are the measurement of UBC performance and outputs (3.7) and the reduction of teaching time for cooperating academics (3.3).

Supporting mechanisms for UBC

The level of development of Greek HEI structural mechanisms to support UBC differs from the European average. All indicators are less developed at Greek HEIs.

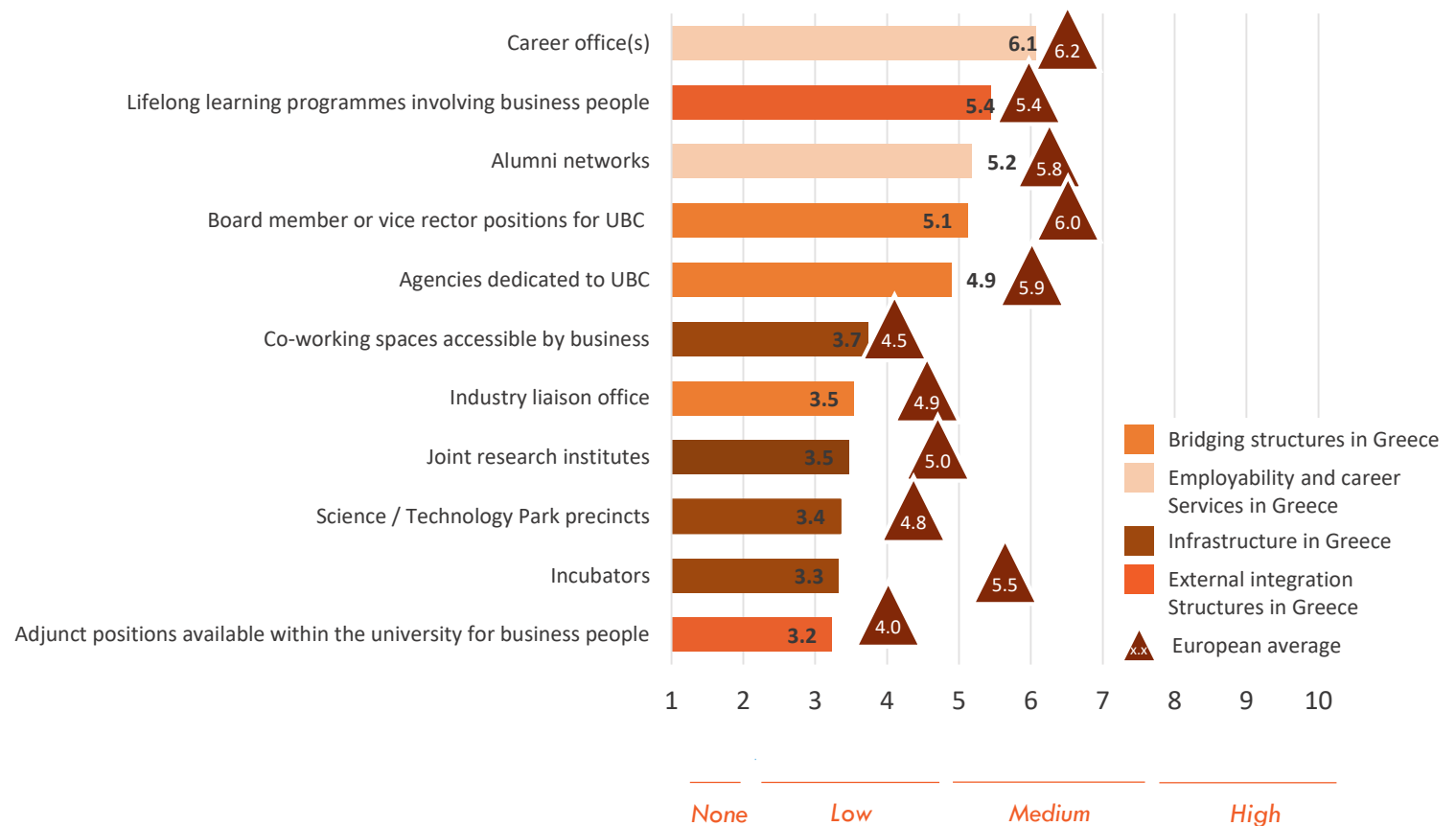
Top three structural mechanisms are related to the employability structures (career offices and alumni networks) and external integration structures (Lifelong learning programmes involving business people).

Among the least developed mechanisms are infrastructure-related (incubators, science parks, etc.) and quite lower than EU average.

Adjunct positions available within university for business people are the least developed for both Greek and European contexts.

Structural mechanisms

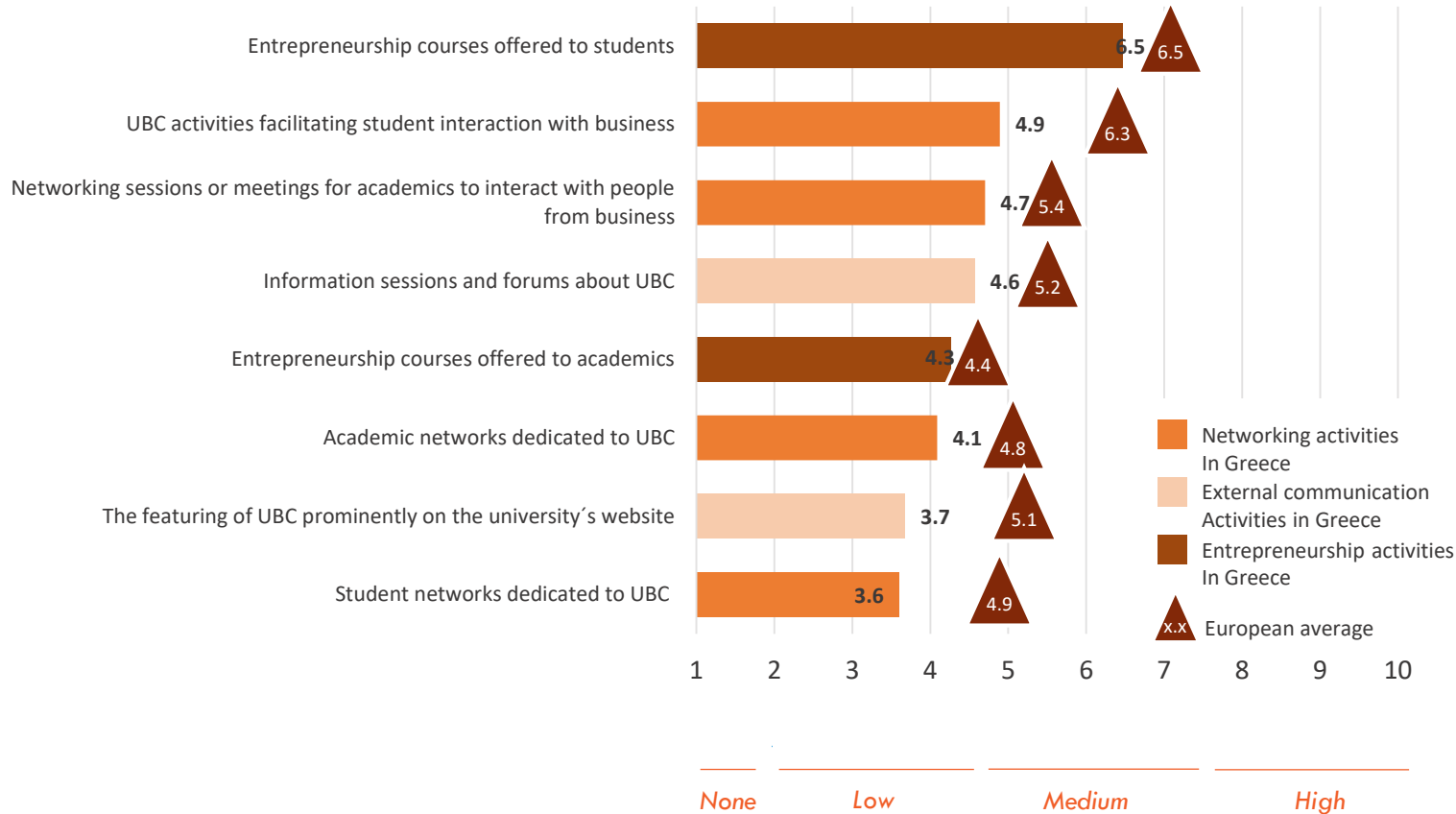
'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Supporting mechanisms for UBC

Operational mechanisms

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



Overall, operational mechanisms supporting UBC are less developed in Greek HEIs than in European ones.

Student-oriented mechanisms are the most developed for both Greek and European HEI representatives, where entrepreneurship courses offered to students and UBC activities facilitating student interaction with businesses are ranked the highest.

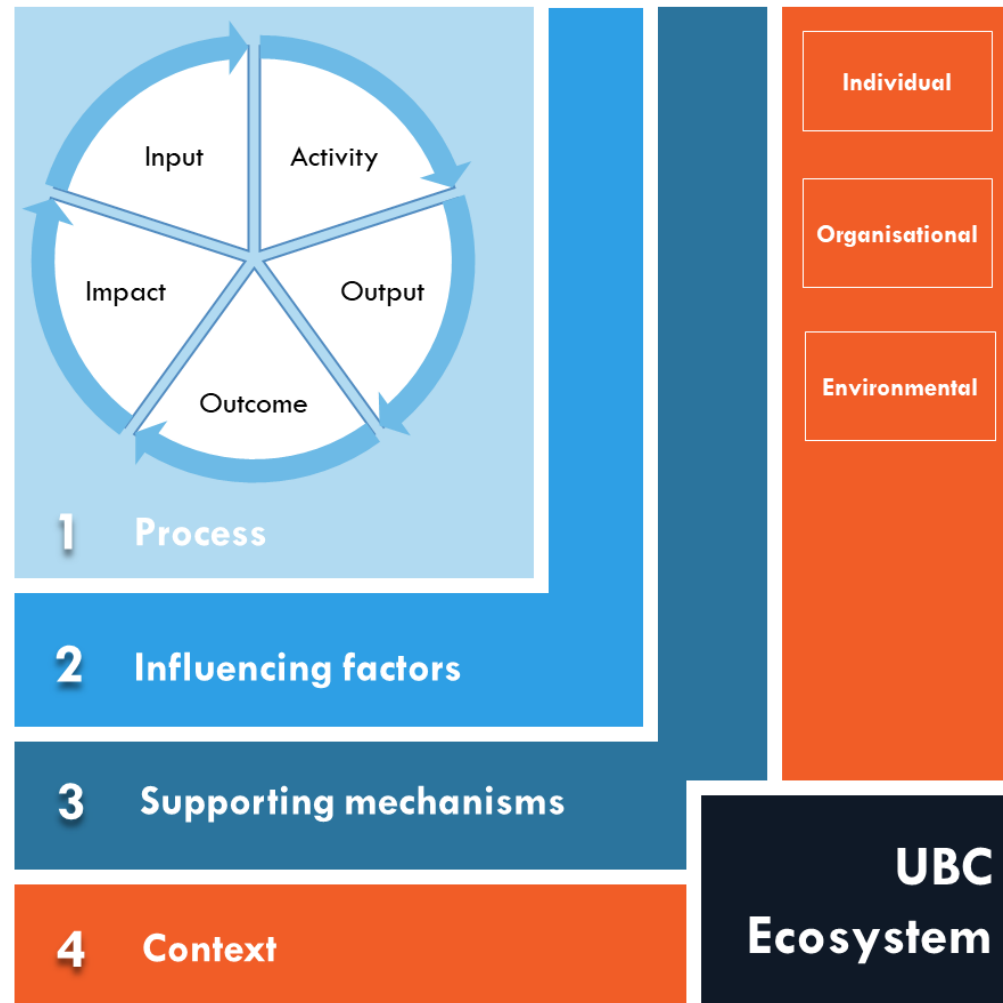
Greek HEIs representatives perceive student networks dedicated to UBC to be the least developed, along with promotion of UBC on their website. Both are significantly less developed than EU average.

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 or medium 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.).

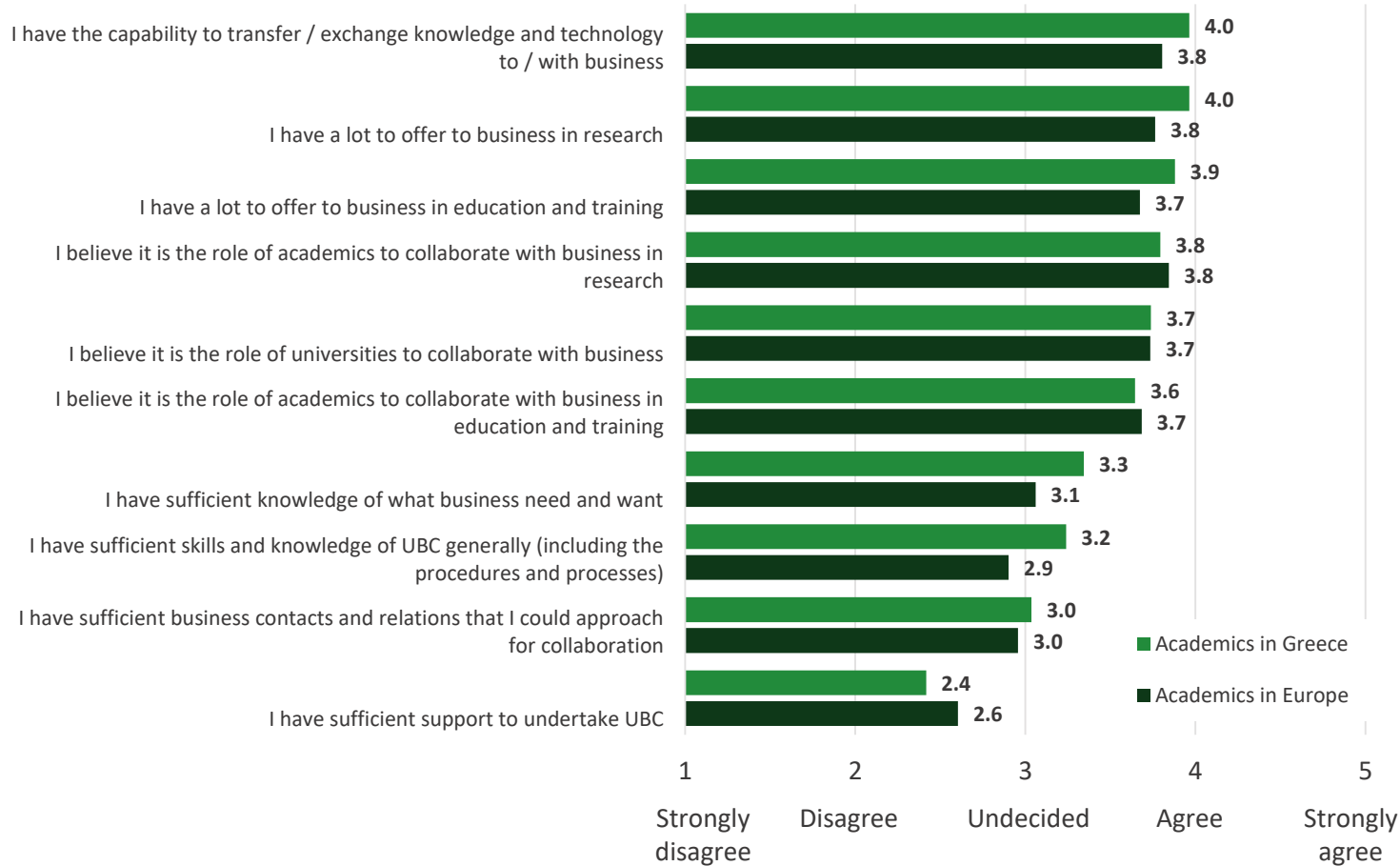
This section outlines how some contextual factors influence UBC in the country.



UBC capabilities

Capabilities for UBC

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



Greek academics identify moderate UBC capabilities and beliefs about the role of UBC.

Greek academics identified their strengths in the capability of transferring knowledge and technology.

They furthermore believe that they have a lot to offer to business in research and education, both of which exceed European average.

However, Greek academics consider they have insufficient business contacts and support to undertake UBC.

Context

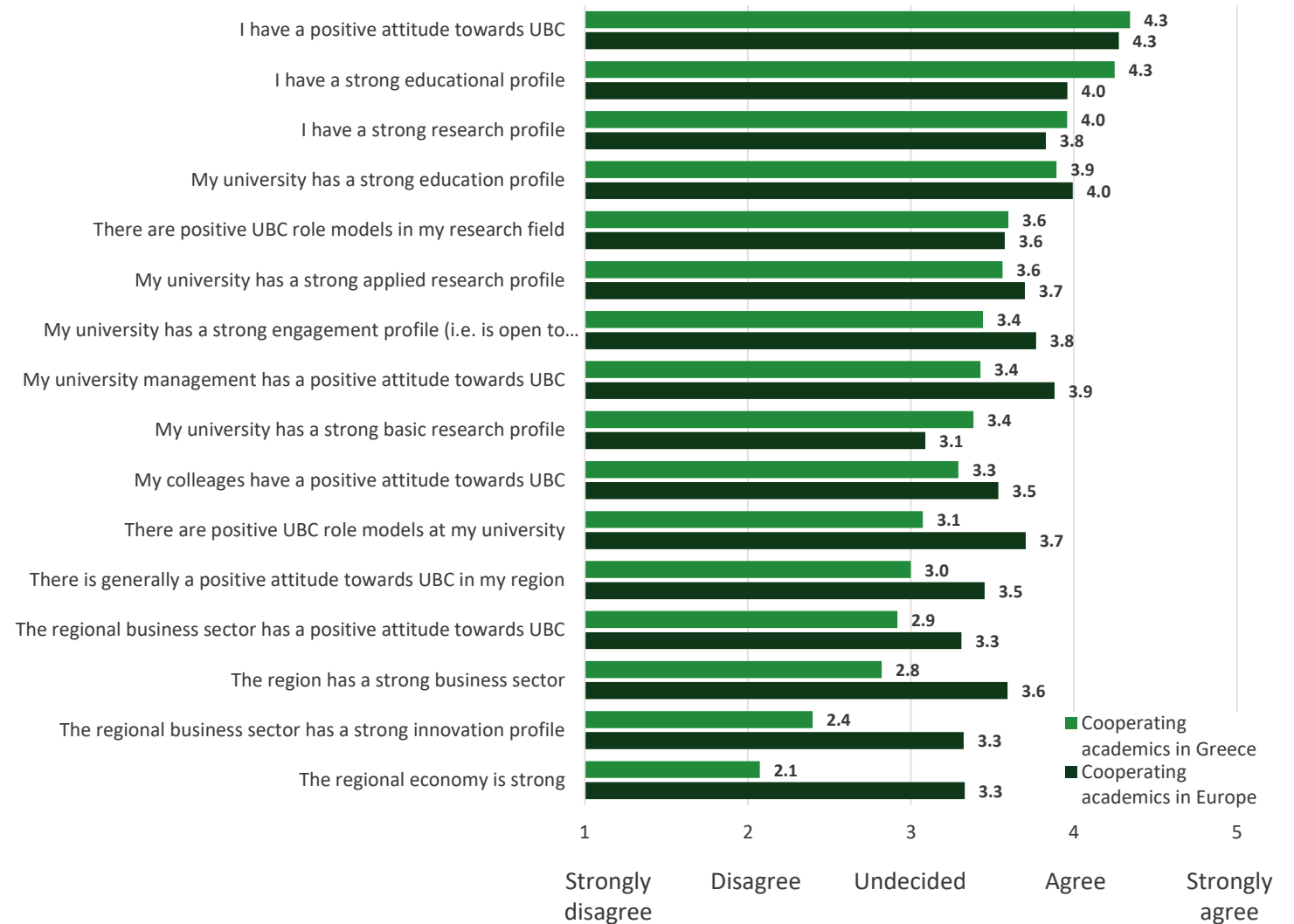
Greek academics rate most contextual factors affecting UBC lower than European academics do, with some exceptions.

Overall, both groups have a positive attitude towards UBC and consider themselves to have a strong education and research profile. These are exceeding European average.

Yet, Greek academics perceive the strength of the regional business sector, its innovation profile and regional economy noticeably lower than their European counterparts.

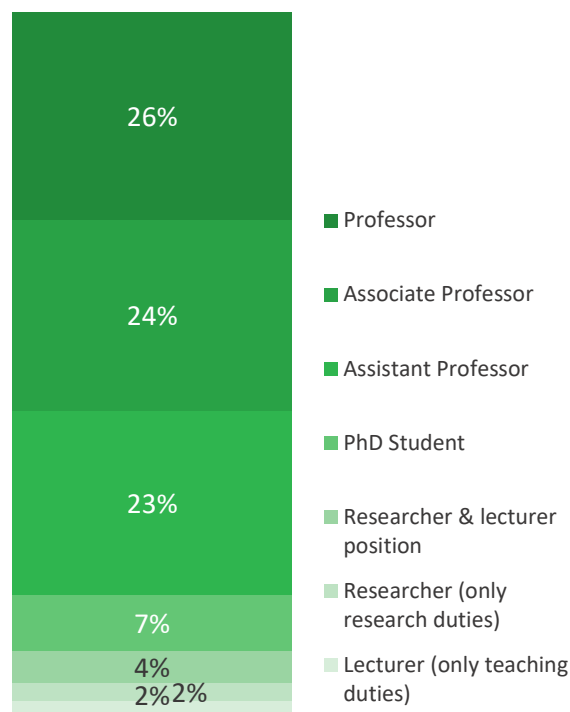
Contextual factors affecting UBC

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



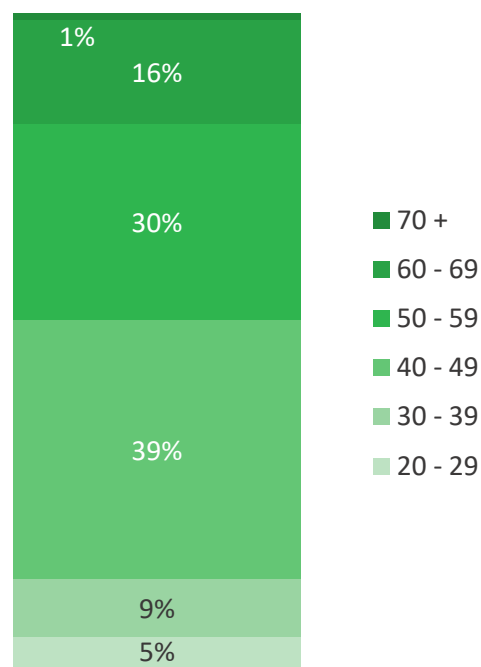
Respondent profile – academics

Position of respondent



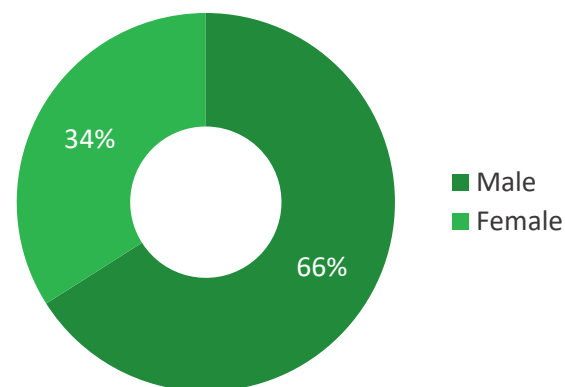
Professors represent the largest group within Greek academic sample (26%). This is closely followed by associate professors (24%) and assistant professors (23%). The remaining respondents identified themselves as researchers/lecturers (4%), PhD students (7%), lecturers and researchers (2% each).

Age of respondents



The majority of Greek academics in the sample are in their 40s (39%). 30% of the respondents are aged 50-59. 16% of the sample is in their 60s. 9% of academics are aged 30-39. Academics younger than 30 are 5% while those older than 70 are only 1%.

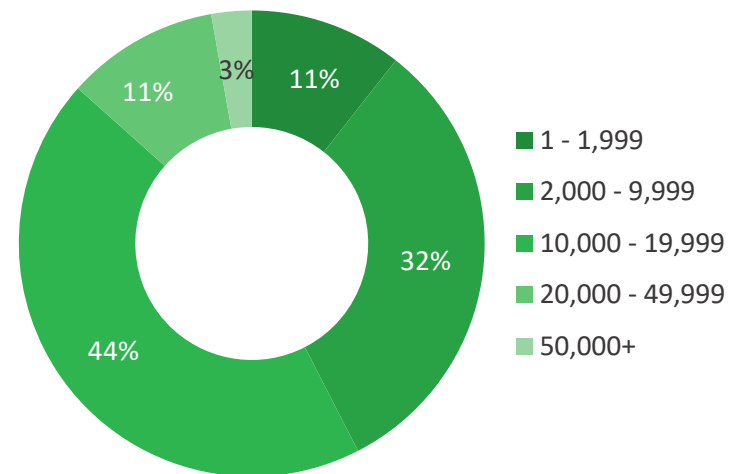
Gender of respondents



The gender distribution in the academic sample in Greece is skewed towards male respondents, who represent 66% of the total sample.

Respondent profile – academics

Number of students of the HEI

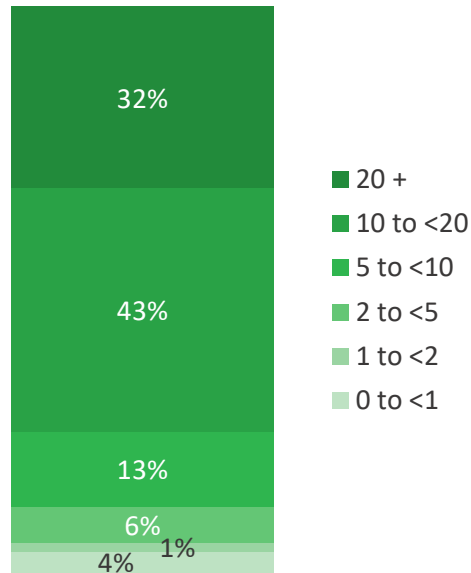


Sample Size	
Greek Academics	n=266
European Academics	n=10.836
Greek HEI representatives	n=62
European HEI representatives	n=3.482

44% of Greek academics in the sample work for medium-sized HEIs (10,000 to 19,999 students), followed by 32% based in small HEIs (2,000 to 9,999 students). 11% each work for micro-sized HEIs (1 to 1,999 students) and medium-large HEIs (20,000-49,999). Micro-sized HEIs (up 1,9999 students). Only 3% of the academics work at very large HEIs with over 50,000 students.

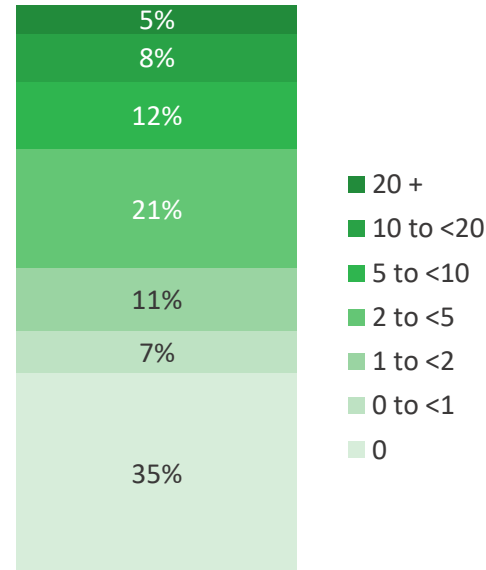
Respondent profile – academics

Years working in university



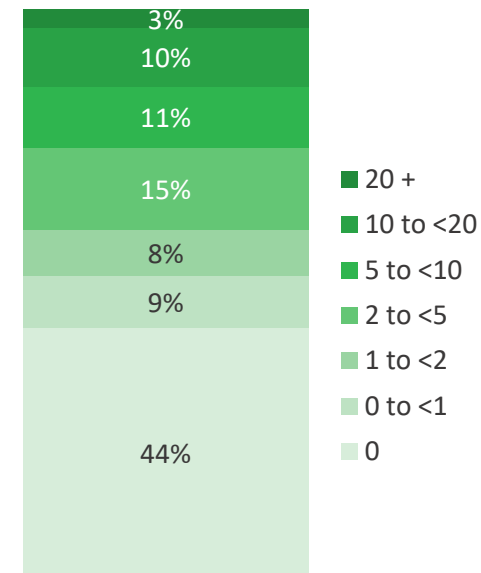
Almost a half of academics have worked at universities from 10 to 20 years (43%). They are followed by 32% of academics who have over 20 years of academic experience. 19% have worked for academia for 2-10 years and further 5% have done so for up to 2 years.

Years working in business



Over one third (35%) of academics have no industry experience. 18% of respondents have up to 2 years of experience working in industry before, while 21% have done so for 2-5 years. 12% have business experience of 5-10 years. 8% of respondents have worked in business 10 to 20 years, while only 5% have done so for over 20 years.

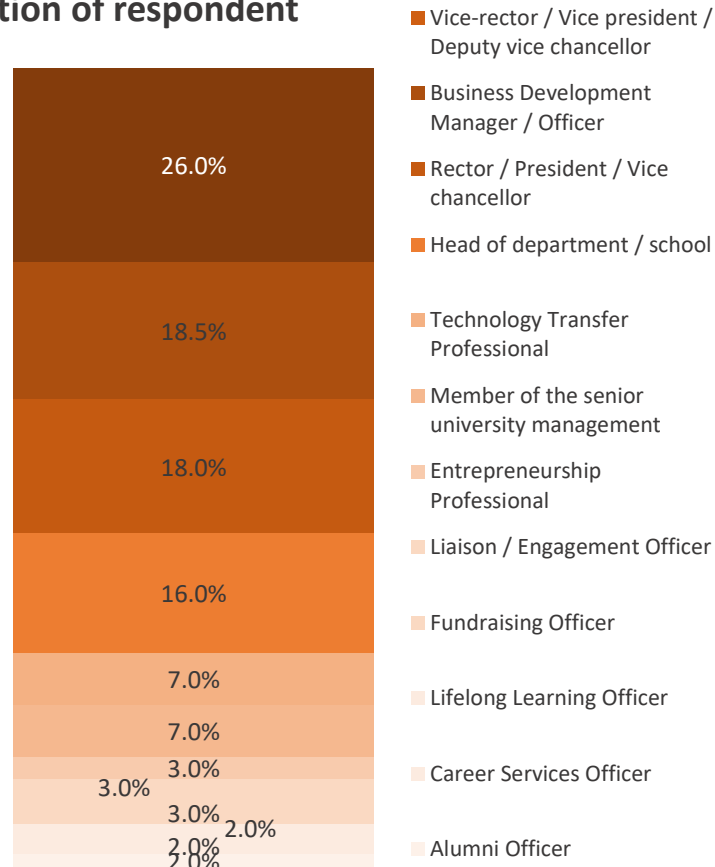
Years involved in UBC whilst working at a university or business



Almost half of academic respondents in Greece have no UBC experience (44%). 17% have been involved in UBC for up to 2 years. 26% of respondents have 2-10 years of experience, while 10% have 10-20 years of experience in UBC. Only 3% of respondents have over 20 years of UBC experience.

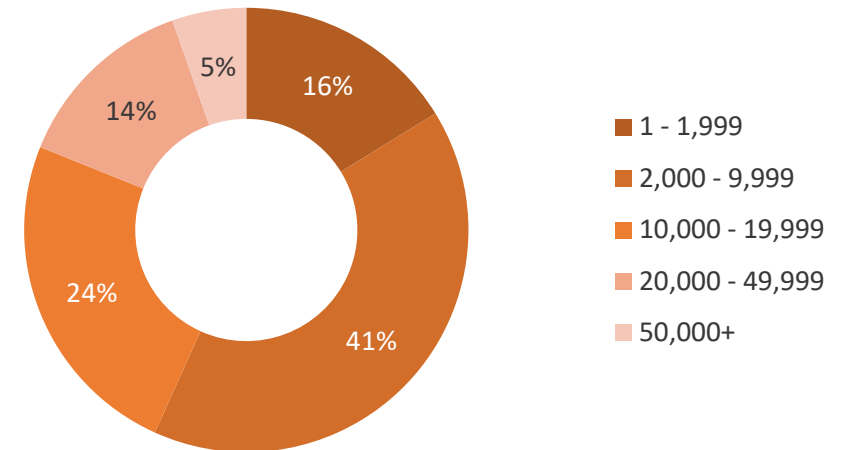
Respondent profile – HEI representatives

Position of respondent



Vice rectors represent the largest group of Greek HEI representatives (26%). 19% identified themselves as business development managers. Rectors constitute 18% of the sample. Heads of departments/schools comprise 16% of the sample. Technology transfer professionals and members of senior university management make up 7 percent each. The remaining respondents identified themselves as entrepreneurship professionals, liaison officers, lifelong learning officers, fundraising, career services and alumni officers.

Number of students of the HEI



Overall, around half of HEI representatives work for small HEIs (2,000 to 9,999 students). 24% of Greek sample are employed at medium-sized HEIs (10,000 to 19,999 students). 16% of the sample is micro-sized HEIs (up to 1,999 students). 14% work at medium large HEIs, while only 5% work for large HEIs (over 50,000 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

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