



UNIVERSITY-BUSINESS
COOPERATION IN EUROPE

State of University-Business Cooperation

LATVIA

University Perspective

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



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The State of Latvian 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, much more can be done because only a relatively small percentage of Latvian academics cooperate. Academics can be supported more in their cooperation efforts, including including the provision of funding, developing knowledge, skill, networks and support for UBC, as well.

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.

Valorisation and Management warrant attention

Despite a comparatively low extent of UBC in Latvia, cooperating academics responding to this survey are involved in a variety of different

cooperation types, with educational activities like curriculum co-delivery, lifelong learning and mobility of students, emerging as the most developed ones. Yet, more than 70% of academics do not undertake any valorisation or management activities at all.

Respondents see themselves and university management as proactive initiators of UBC, with 41% and 38% of respondents respectively stating that they usually or always initiate such cooperation. In comparison, only 6% and 15% of respondents perceive current students and external intermediaries as usually or always initiating cooperation.

Lack of funding the bane of development

One of the major challenges to UBC in Latvia is lack of funding. This has been highlighted by both academics and HEI representatives alike. In particular both groups place lack of government funding at the number one place out of 19 possible barriers. This situation significantly exceeds the EU average and thus warrants attention in Latvia. Moreover, the second highest barrier identified by both groups is the lack of business funding. Thus, adequate funding mechanisms should be put in place if UBC potential is to be harnessed in the Latvian higher education context.

Relationship and funding are paramount

Funding to undertake cooperation emerges as one of the top five facilitators for academics, while 'relationship' factors such as the existence of a shared goal are more prevalent facilitators with HEI representatives.

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.

Another relational factor facilitating and driving cooperation from the perspectives of both HEI respondents and academics is a prior relationship with a business partner. The interest of business in accessing scientific knowledge represents another important driver of UBC. Moreover, the funding or provision of R&D facilities for academics to cooperate appears to be specific policy in the Latvian context.

Self-interests matter

While cooperating academics highlight self-interests, such as using research in practice and obtaining funding, academics not cooperating don't identify their own benefits as the biggest motivating factor for cooperation. Instead they identify benefits that other stakeholders can obtain from UBC. These include improving graduate employability, addressing societal challenges and issues as well as contributing to the university's mission. This lack of connection of UBC with research outcomes by academics who do not cooperate offers a clear point of action for developing UBC in Latvia. Seemingly, a better aligning of UBC with the research interests of academics and/or the promotion of UBC as a means for driving research agendas, seems essential.

Both academics and HEI representatives perceive business to be a lesser beneficiary of UBC. Without responses from business to this point, it is difficult to be sure. However, it seems that efforts need to be made to ensure businesses get more benefits from UBC activity.

Strategy first

With respect to the development of UBC supporting mechanisms, high-level paper strategies such as a strategy supporting UBC and a documented mission/vision embracing UBC are perceived as the

most developed. Yet, specific implementation strategies such as incentive and recognition systems along with the reduction of teaching time for undertaking collaboration emerge are less advanced.

The most developed structural mechanisms in the given sample include alumni networks, lifelong learning programmes as well as board member or vice-rector positions for UBC. When examining the development of specific activities, a strong focus on students emerges, with the highest development reported in relation to student entrepreneurship courses and UBC activities facilitating student interaction with business. Another important operational mechanism relates to information sessions on UBC. Academic entrepreneurship courses and networks, on the other hand, are perceived as least developed. Overall, whilst there seems to be tacit support for UBC within Latvian universities, given the lower commitment to the provision of resources, the lower development of incentives for academics to cooperate and the comparatively lower level of development of structural mechanisms, which demand more financial resources, a more significant commitment to UBC by the national government as well as university management would seem essential for its further development.

Cooperating with conviction

Academic respondents already cooperating with business have a positive view of their abilities and roles in undertaking UBC. Indeed, the respondents believe that it is the role of academics to cooperate with business in both research and education. Furthermore, they are convinced of having a lot to offer to business in education and training. Yet, few agree that they have sufficient support to undertake 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, 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.



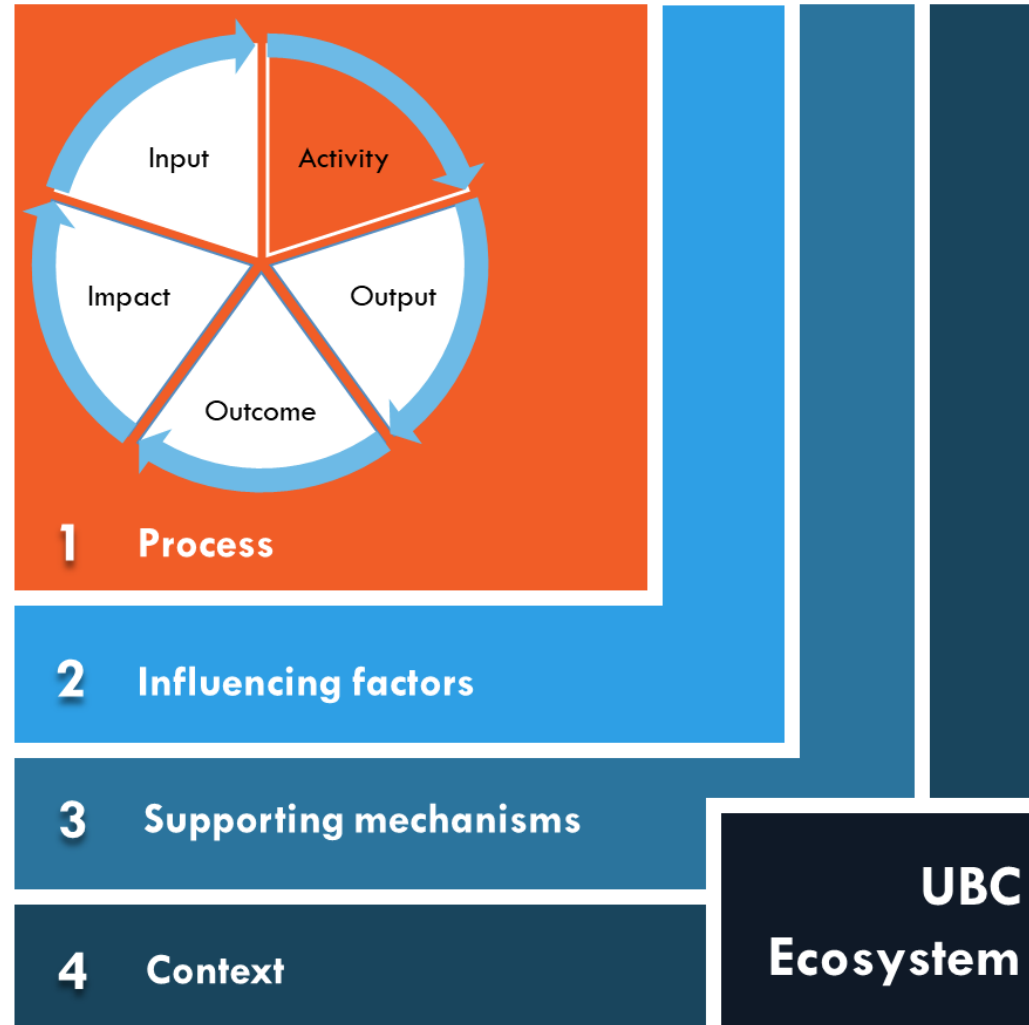
UBC activities

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

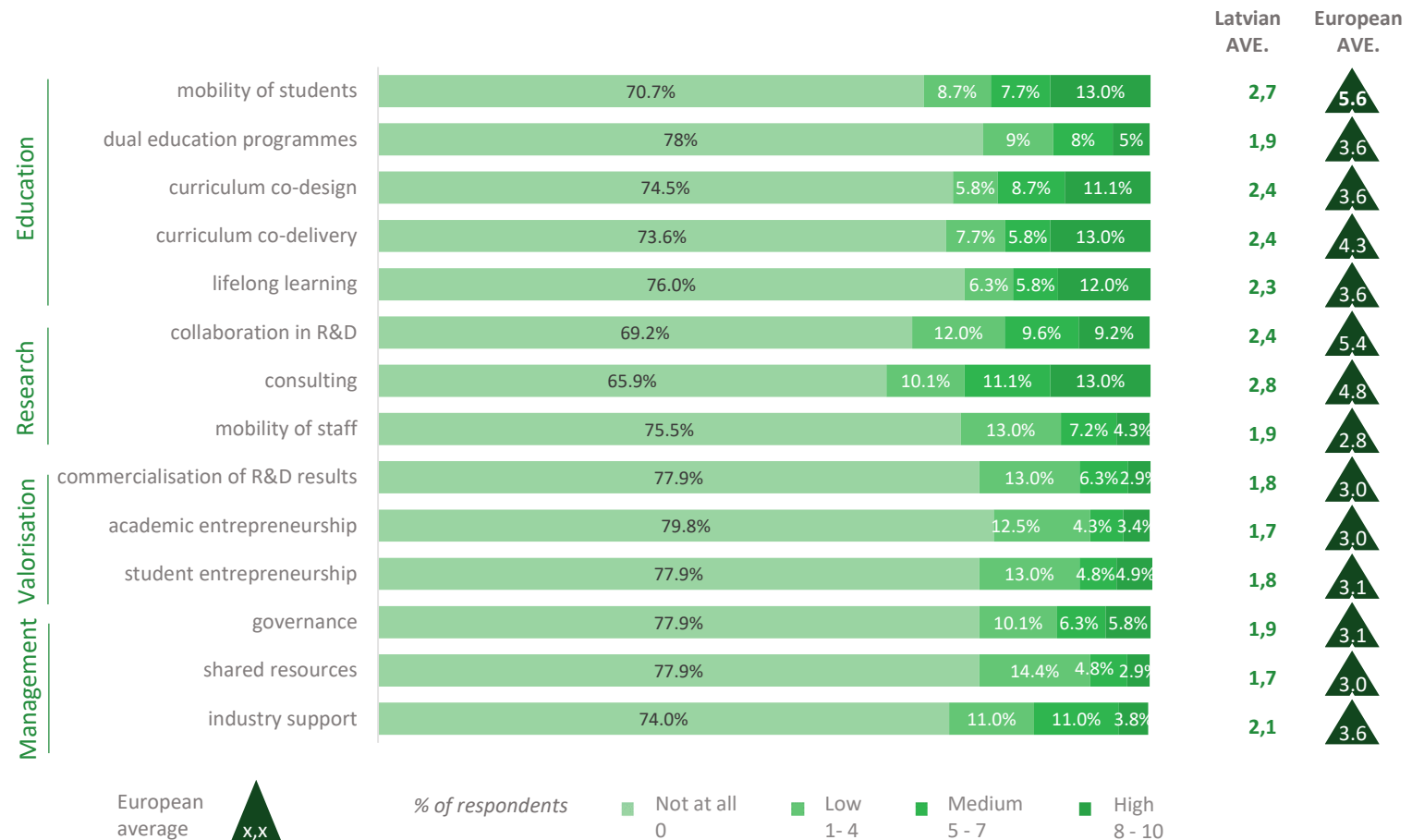
Fourteen UBC activities are recognised and categorised into the areas of education, research, valorisation and management.

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

Development of UBC activities

The extent of development of UBC activities

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



Latvian academics see the development of UBC in their country substantially lower than the European average. Less than a fifth of the respondents indicated medium to high level of development for most UBC activities. More than 70% of academics do not cooperate with business in each of the UBC activities except consulting and collaboration in R&D.

The most developed activity is consulting (2.8). Nevertheless, almost 70% of Latvian academics do not engage in it at all.

Mobility of students (2.7) is also better developed than other UBC activities in Latvia. This is followed by collaboration in R&D (2.4) and curriculum co-delivery (2.4).

Most UBC management and valorization activities are reported to be undeveloped or not present at all by over 70% of Latvian academics.

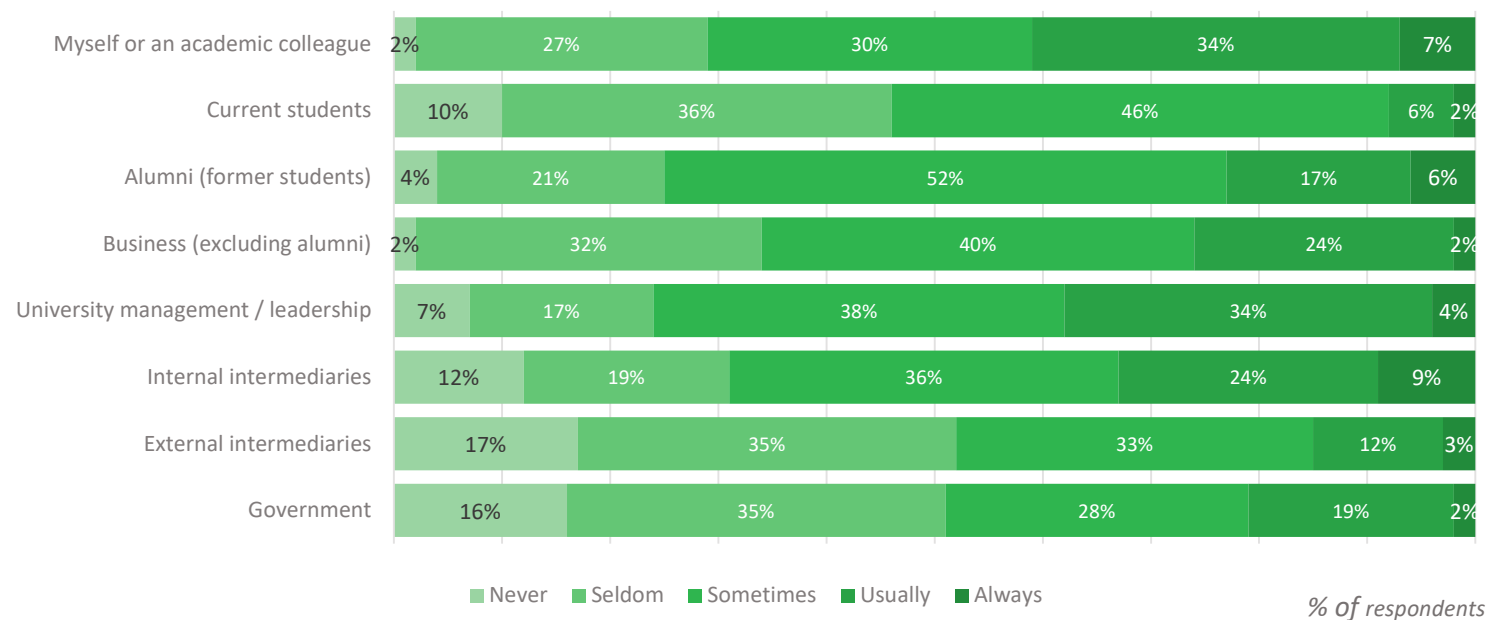
The Ministry Audit Report states that the main obstacle to staff development and attracting potential industry experts into academia is a non-competitive financing model in Latvian higher education.¹ As seen later in the report, the funding woes have been also highlighted by both academics and HEI representatives alike.

¹Ministry of Education and Science (2017). Audit report. Retrieved from: http://www.lrvk.gov.lv/uploads/reviziju-zinojumi/2016/2.4.1-15_2016/Revizijas%20zinojums-IZM_30.11.2017.pdf

Initiation of UBC

How UBC is initiated

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



Almost half of cooperating Latvian academics (41%) state that they themselves or their colleagues always or usually initiate UBC.

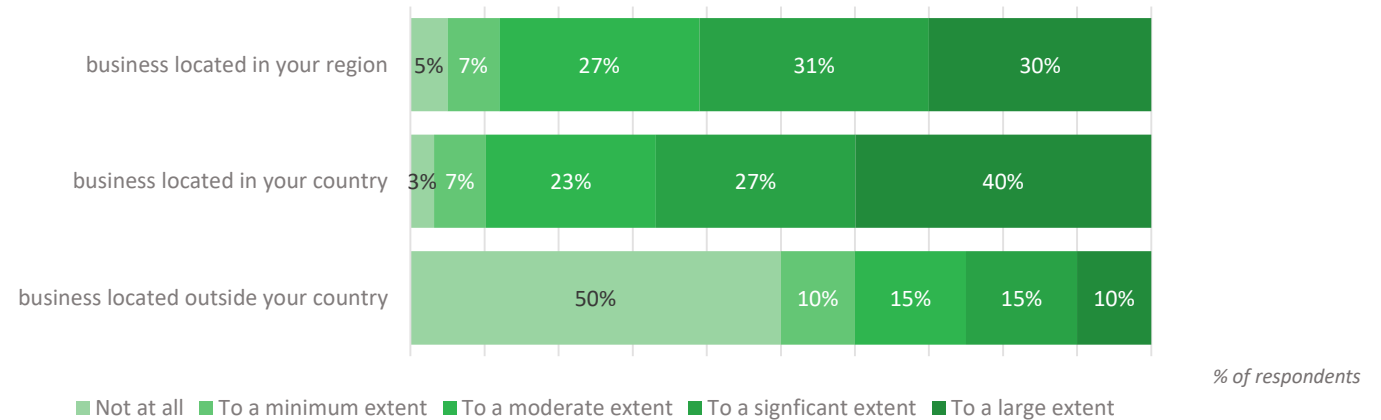
University management (38%) and internal intermediaries (33%) are also considered more active UBC initiators.

Latvian academics agree that their current students, government and external intermediaries initiate the UBC activities the least.

The reason why academics of Latvia are not potentially initiating the UBC more often lies in the Law on Higher Education in Latvia where it states that the extent of the tasks of academics is to be determined by the higher education, which can limit academics in reaching out to the industry without this permission.²

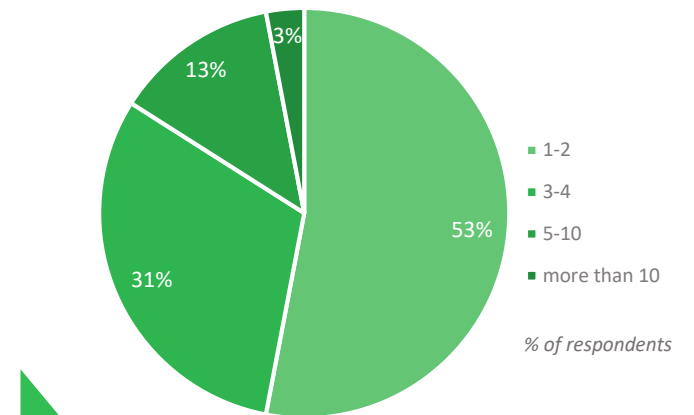
Location of cooperating partners

Location of business partners



Academics collaborating in Latvia mostly focus on collaboration with regional and national businesses. 61% of respondents indicate the collaboration at regional level and 67% at national to be developed to a significant or large extent. However, only 25% of academics closely co-operate with international businesses. The lack of adequate cooperation with international actors has been pointed out in the accreditation processes of Latvian universities. Again, the lack of appropriate funding has been identified as the primary reason for this absence of cooperation with international community.

Number of business partners

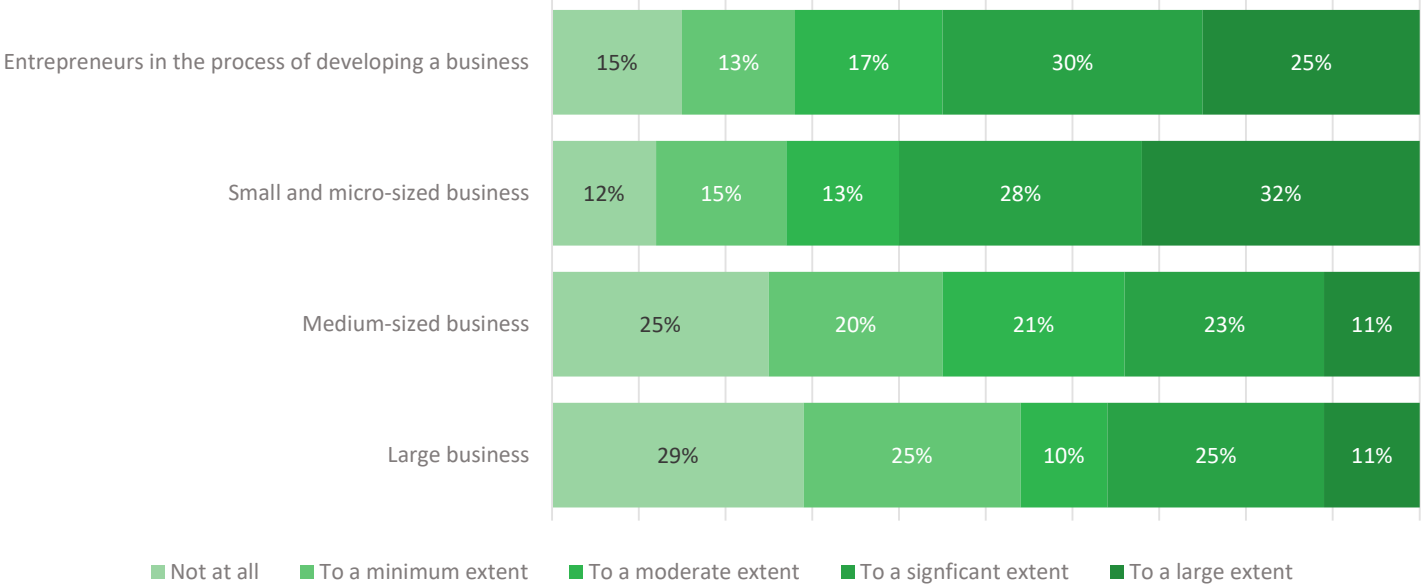


Over a half of cooperating Latvian academics cooperate with 1 to 2 businesses (53%). 31% have partner relations with 3 to 4 partners, 13% with 5-10 partners while only 3% established connections with more than 10 businesses.

Size of cooperating partners

Size of cooperating partner

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



Cooperating Latvian academics collaborate the most with small and micro-sized businesses with 60% of respondents stating significant to large extent of collaboration with these entities.

The bigger the business, the less inclined the academics to collaborate. Around 50% of Latvian academics state that they do not collaborate or do so to a minimum extent with medium-sized businesses and large businesses. The reason behind this could be in the fact that 90% of Latvian businesses are small and micro-sized, while only 1% is medium-sized businesses.

Latvian academics are also more inclined to collaborate with entrepreneurs in the process of developing a business (55%).

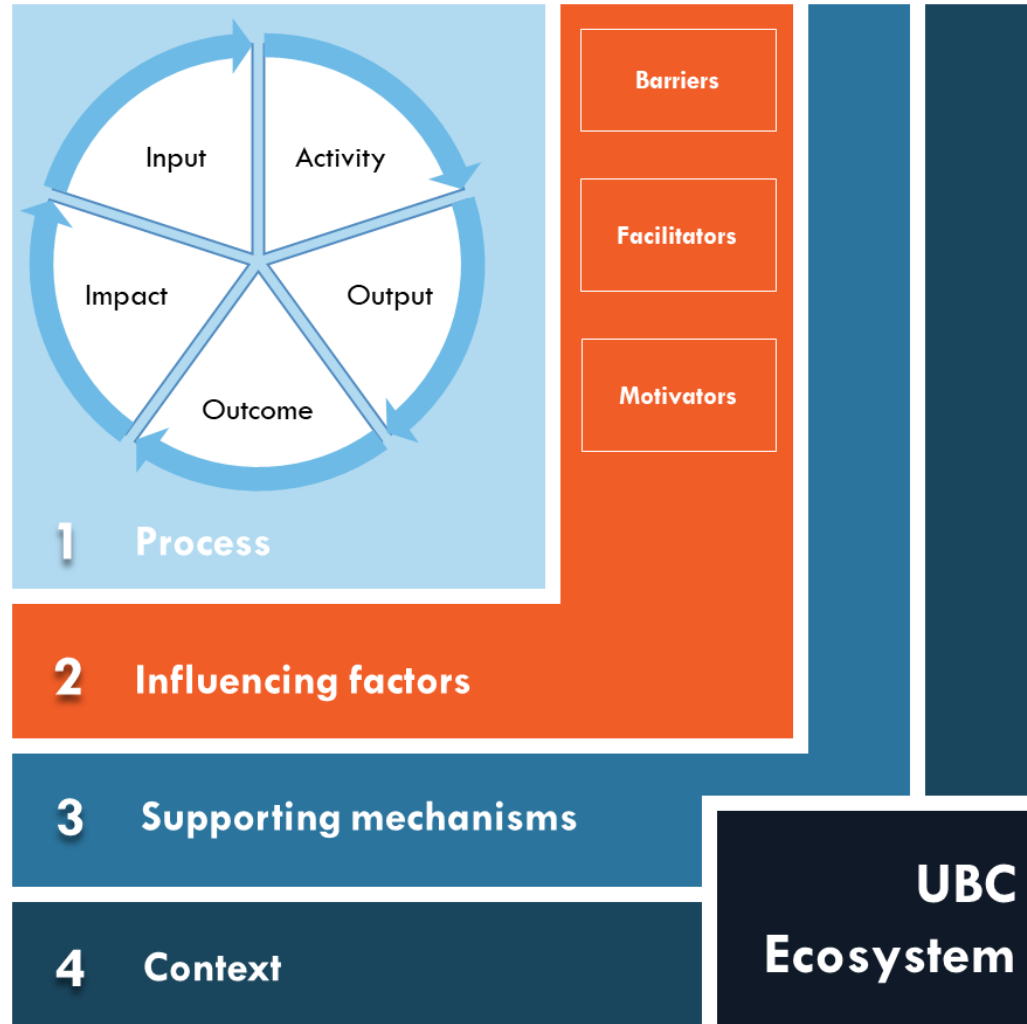
Factors influencing UBC

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 government funding for UBC	Lack of government funding for UBC
2.	Lack of business funding for UBC	Lack of business funding for UBC
3.	Bureaucracy related to UBC	Bureaucracy related to UBC
4.	Lack of university funding for UBC	Lack of university funding for UBC
5.	Differring motivation/values between university and business	The focus on producing practical results by business
<i>Lowest</i>	Differring time horizons between university and business	Frequent staff turnovers within my university or the business

The top five barriers for both collaborating and non-collaborating academics in Latvia are very similar.

The main barriers to UBC seem to be funding and bureaucracy. Bureaucracy, the lack of government, business and university funding are among top five barriers both for cooperating and non-cooperating academics.

The least important factor that inhibits UBC is frequent staff turnovers for non-collaborating academics and the differing time zones between the two protagonists for collaborating academics.

Barriers hindering UBC

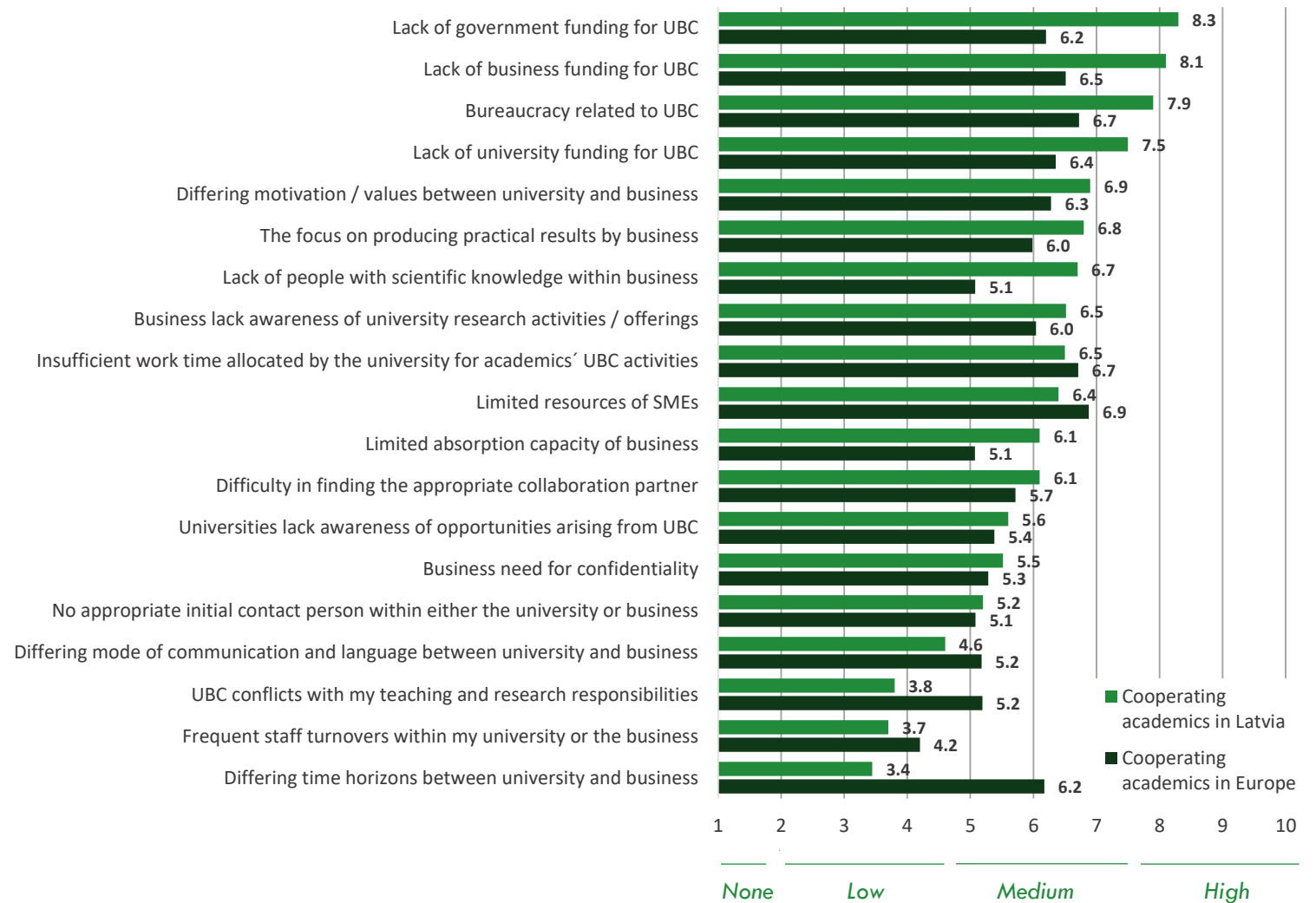
Latvian academics perceive most of the barriers to UBC to be higher than it is the case with their European counterparts, with some exceptions.

The biggest barrier is reported to be the lack of government funding for UBC (8.3) and lack of business funding for UBC (8.1). This is closely followed by bureaucracy related to UBC 7.9 and lack of business and university funding for UBC (8.1 and 7.5 respectively). Lack of government funding for education and science is one of the major challenges in Latvia. Public funding for science amounts to merely 0.51% of GDP, which ranks Latvia at the penultimate place out of all EU countries.³

On the other hand, contrary to EU perceptions, Differing time horizons between university and business, frequent staff turnovers and UBC conflict with teaching and research responsibilities are seen as the lowest barriers with averages of 3.4, 3.7 and 3.8, respectively.

Barriers

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

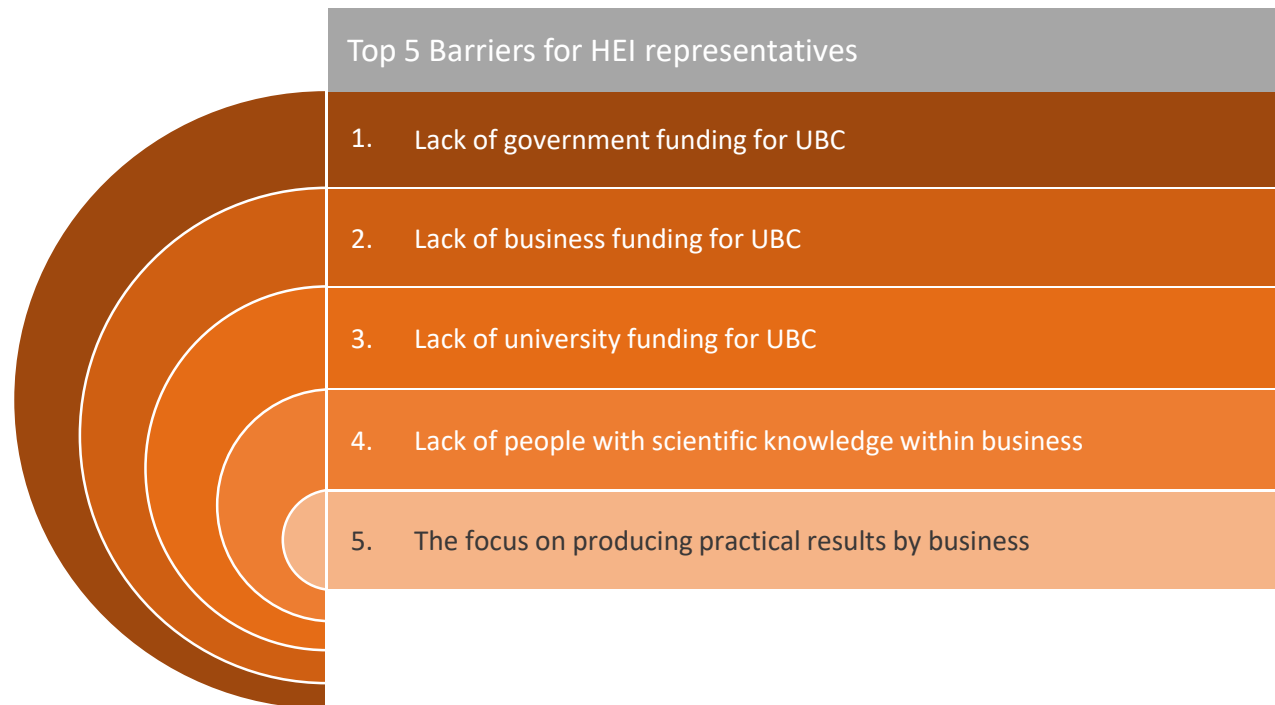


³Eurostat (2019). R&D Expenditure in the EU.

Barriers hindering UBC

Barriers

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



Similar to academics, Latvian HEI representatives indicate funding as the greatest UBC hindrance.

The lack of government, business and university funding are the top three barriers to UBC.

Further important barriers pertain to cultural and results differences. The lack of people with scientific knowledge within business and the focus on producing practical results by business are among the top five barriers to UBC in Latvia.

It is evident that HEI managers and academics agree on what hinders them the most – lack of government and business funding. On the other hand, while HEI management in Latvia highlights lack of people with scientific knowledge within business as another relevant barrier, academics are more obstructed by bureaucracy related to UBC.

Barriers hindering UBC

Overall, Latvian HEI representatives perceive most of the barriers to UBC rather similarly to the European average, with some discrepancies along some indicators.

Latvian HEI representatives are mostly hindered by lack of government, business and university funding for UBC (with averaged of 7.9, 7.9 and 7.5 respectively) and lack of people with scientific knowledge within business (6.9).

Latvian HEI managers perceive differing time horizons between university and business less pressing than European managers.

Similarly to EU HEI managers, Latvian HEI managers see frequent staff turnovers within university or business as insignificant barrier for UBC.

This suggests generally, that 'funding' barriers are more present in Latvia than 'cultural' barriers although the need for practical results and lack of scientific knowledge in the company are specific barriers of concern in Latvia.

Barriers

'What is inhibiting your cooperation with business?' – as answered by 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 Latvian academics and Latvian HEI representatives are rather similar.


Both groups agree that facilitators related to prior relation with the business partner, the existence of funding and personal relationships (shared goal, mutual trust) and interest of the university in accessing business-sector R&D facilities are highly important for UBC.

Similar to most countries surveyed, the results shows that Latvian UBC is a people's game underpinned by personal relationships.

There seems to be a need for access to R&D facilities by Latvian academics that business could supply, which opens the possibility of public-private partnerships to develop shared R&D facilities.

Facilitators

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



	Academics cooperating	HEI representatives
1.	Prior relation with the business partner	Existence of a shared goal
2.	Existence of funding to undertake the cooperation	Existence of mutual trust
3.	Existence of a shared goal	Prior relation with the business partner
4.	Existence of mutual trust	Interest of the university in accessing business-sector R&D facilities
5.	Interest of the university in accessing business-sector R&D facilities	Existence of funding to undertake the cooperation

Drivers stimulating UBC

European and Latvian academics have similar perceptions of UBC facilitators.

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

Further important facilitator for both groups is the existence of funding to undertake cooperation.

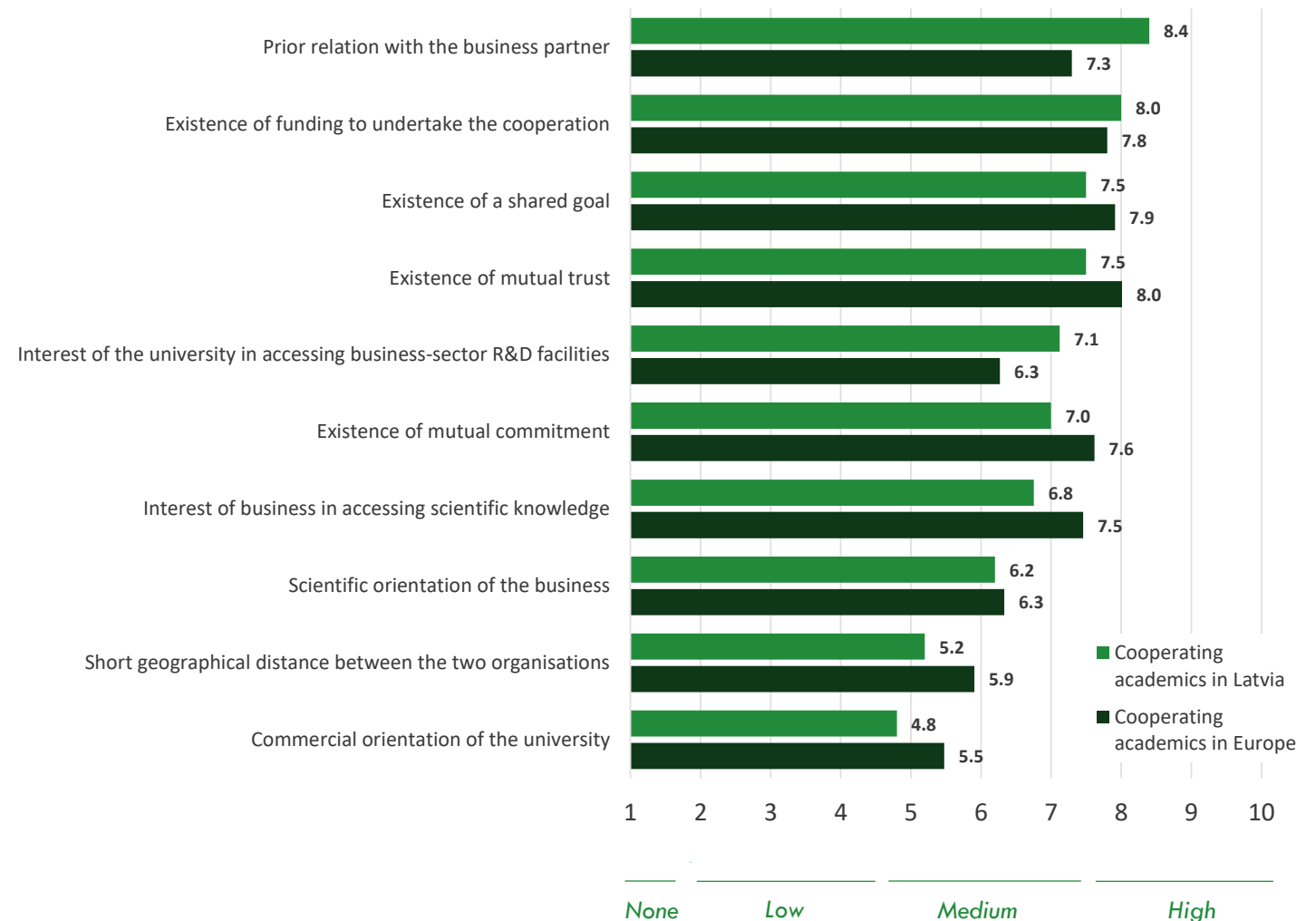
Interestingly, Latvian academics find prior relation with the business partner more relevant than it is the case with EU academics.

Another peculiarity that emerges from the Latvian context (similarly to the rest of the Eastern European countries) refers to the access to R&D facilities as being a leading driver of UBC.

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

Facilitators

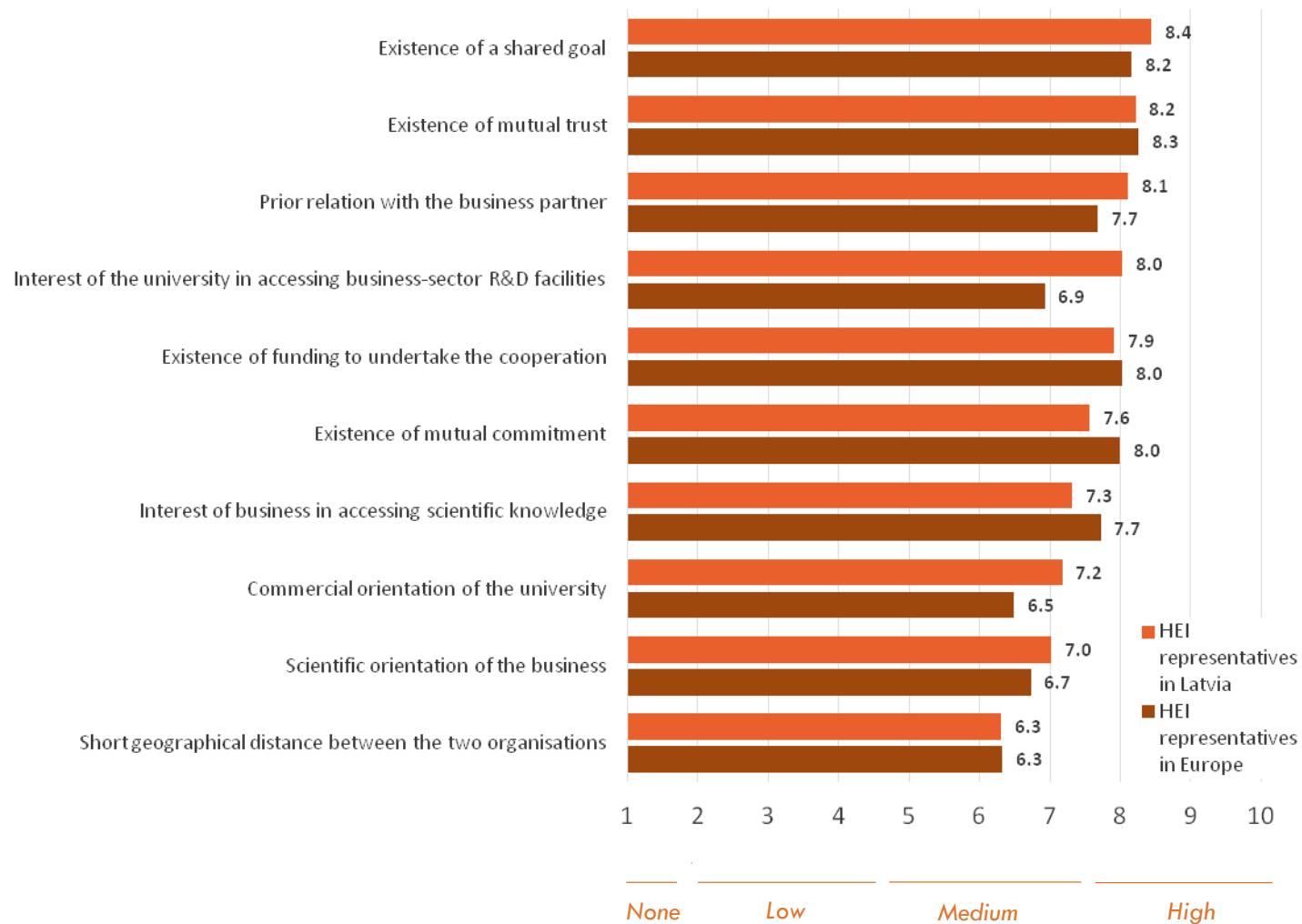
'What is facilitating your cooperation with business?' – as answered by cooperating academics



Drivers stimulating UBC

Facilitators

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



European and Latvian 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. Prior relation with the business partner is seen as a greater facilitator by Latvian HEI managers when compared to EU managers.

Similarly to EU managers, Latvian HEI representatives see short geographical distance between partners as least important driver stimulating UBC.

Drivers stimulating UBC

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

While cooperating academics are highly motivated to use their research in practice, their non-cooperating colleagues are willing to engage in UBC in order to improve graduate employability.

Furthermore, cooperating academics highlight the importance of obtaining funding, whereas those not engaged in UBC are more driven the possibility of addressing societal challenges and issues.

Non-cooperating academics perceive the benefits for cooperation to go to others, including students, society and the university, rather than themselves. This provides a clear point of action for developing UBC in Latvia, better align UBC with the research interests of academics and/or promote UBC as a means for driving research agendas.

Motivators

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

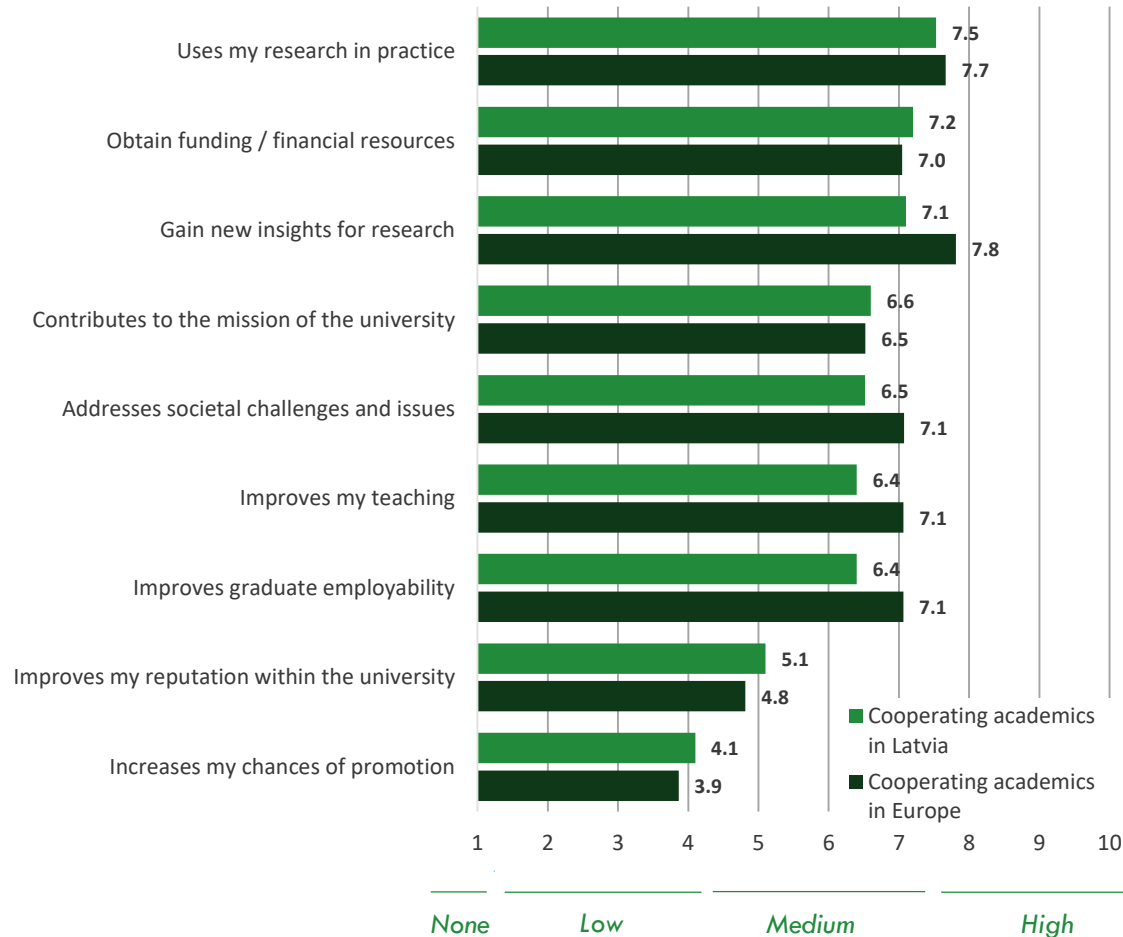


	Academics who cooperate	Academics who <u>do not</u> cooperate
1.	Uses my research in practice	Improves graduate employability
2.	Obtain funding / financial resources	Addresses societal challenges and issues
3.	Gain new insights for research	Contributes to the mission of the university
4.	Contributes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

Drivers stimulating UBC

Motivators

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



Latvian and European academics' perceptions of UBC motivators are similar, with some exceptions.

Similarly to EU cooperating academics, Latvian academics are motivated by the possibility to use their research in practice and obtain funding.

Compared to European average, Latvian academics are less motivated by the possibility to address societal challenges.

Both Latvian and EU academics are least motivated by chances of promotion and increase in reputation within university. Since engagement in UBC is not one of the criteria for promotion in Latvian academia, it is no wonder this indicator ranks the lowest.

For policymakers, the question to answer is: Are academics not motivated by UBC for their career and reputation or is it that UBC and career advancement are simply not aligned?

Drivers stimulating UBC

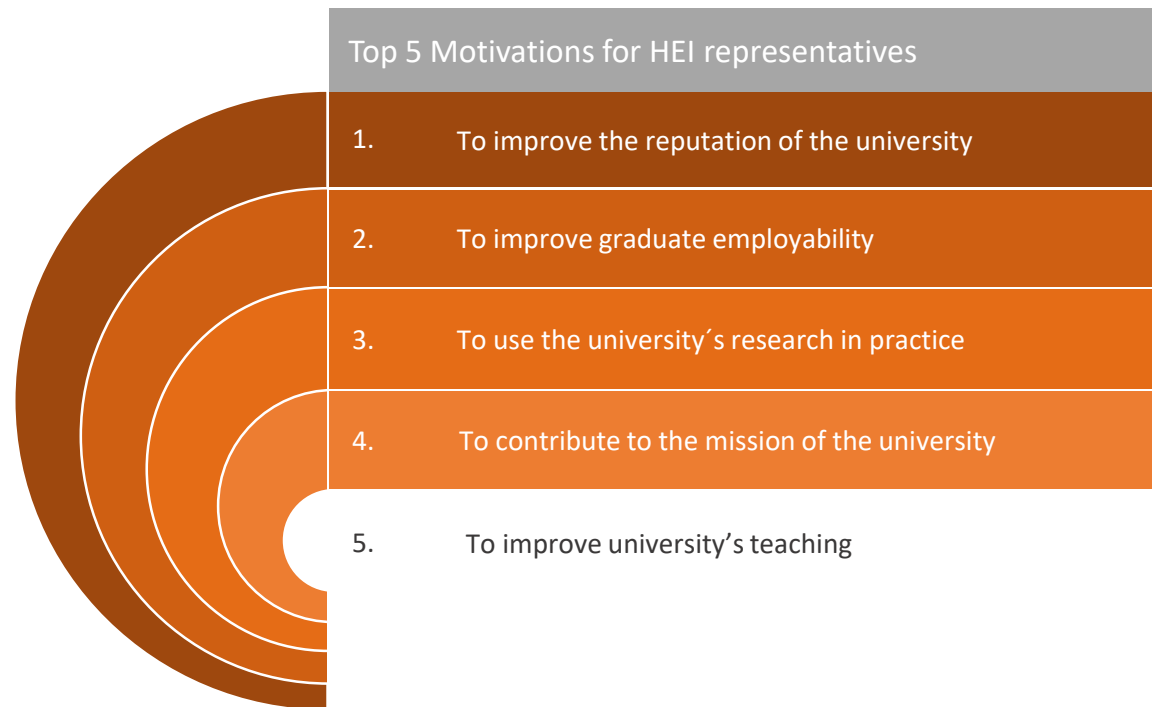
Latvian HEI representatives are motivated by the possibility of obtaining financial resources the most.

They are also interested in improving the reputation of the university and graduate employability by engaging in UBC.

Motivations to contribute to the university mission and to apply the university's research also drives UBC for Latvian HEI representatives.

Motivators

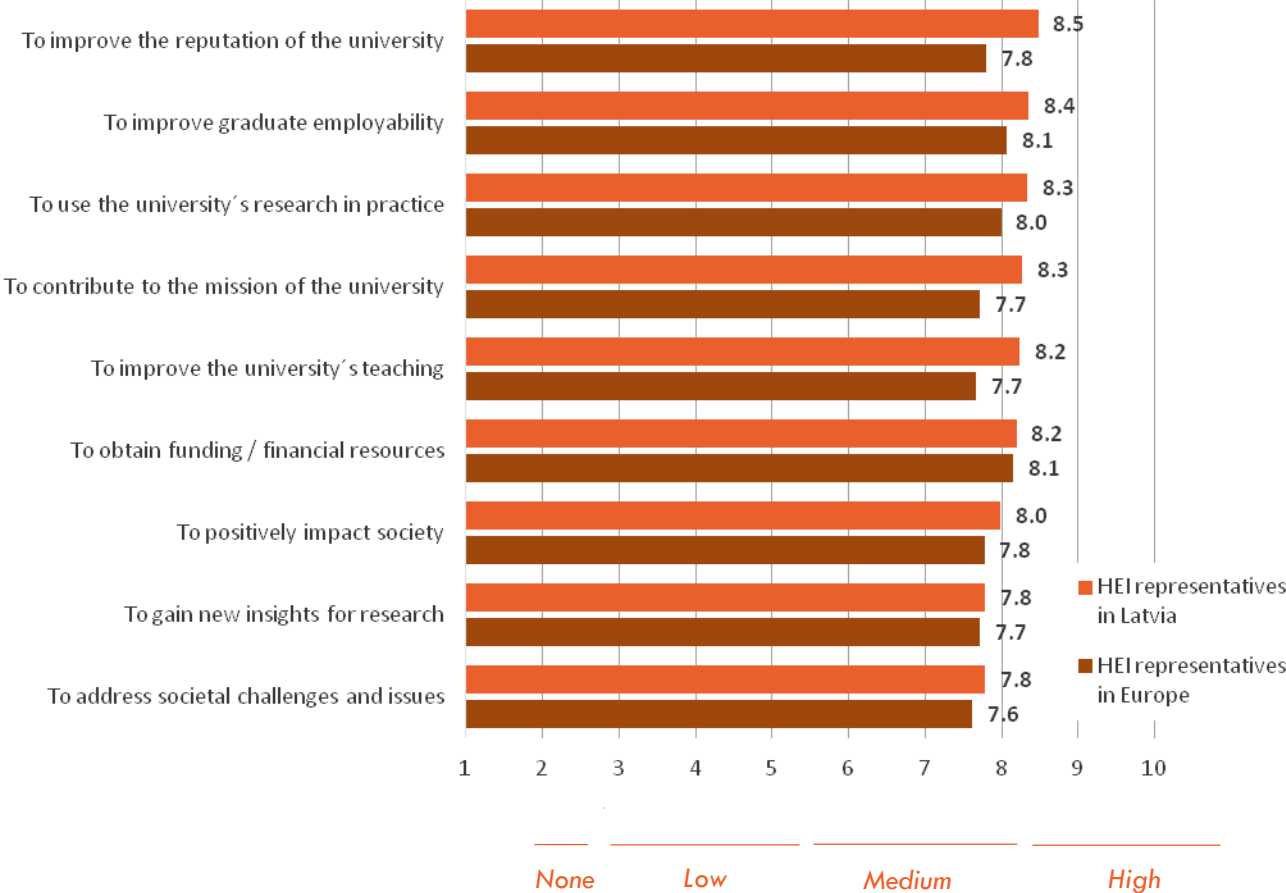
'What motivates your HEI to cooperate with business?'- As answered by HEI representatives



Drivers stimulating UBC

Motivators

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



Latvian and European HEI representatives have very similar sets of motivators.

Improving the reputation of the university emerges as the top motivator in the Latvian context, followed by desire to improve graduate employability and use of research in practice. All these indicators are slightly higher than EU average.

The least important motivators for Latvian HEI representatives are related to gaining new insight for research and addressing societal challenges and issues, similarly to EU HEI managers.

Benefits of UBC

Latvian academics and HEI managers have relatively similar perceptions about the stakeholders that benefit from UBC.

Both groups see universities as the main benefactors of UBC. They also rank students and businesses equally on the benefit spectrum.

On the other hand, academics perceive themselves as important benefactors while they place society close to the bottom. For HEI managers the places are opposite: the society is seen as the important benefactor while academics are among the least benefiting actors.

Both groups see the government as the least benefitting actor in UBC.

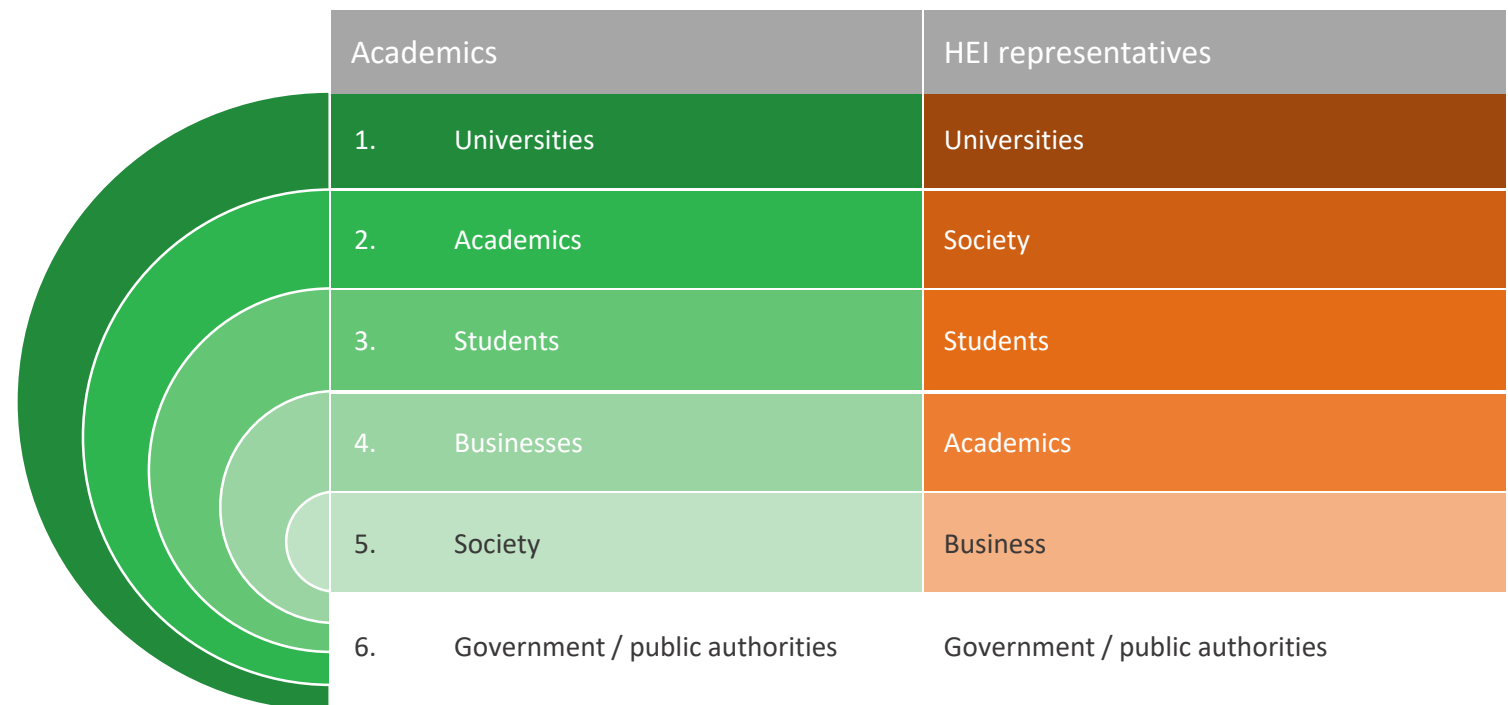
Benefits are the perceived positive outcomes (financial and non-financial) from undertaking UBC as relevant for the different stakeholder groups that can potentially participate in UBC.

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

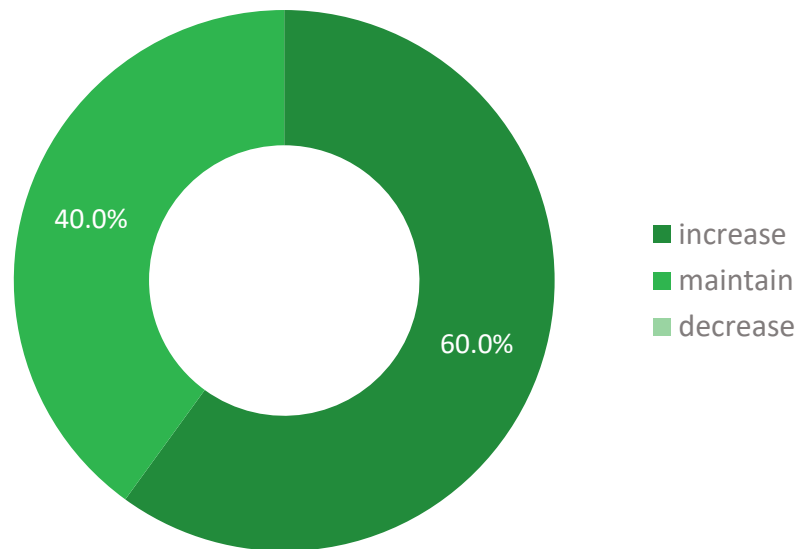
'Who receives the benefits of UBC?' - as answered by academics and HEI representatives



Future intentions

Future UBC intentions – Latvia

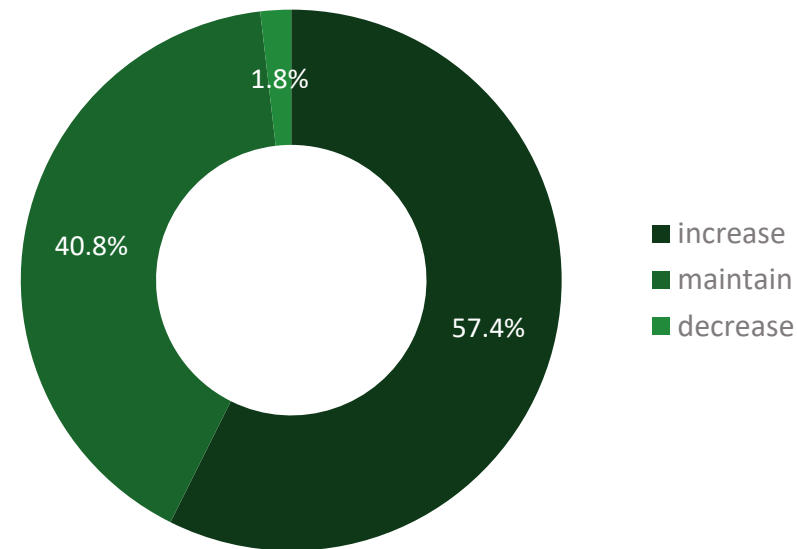
As answered by Latvian academics



Latvian academics show very strong commitment to UBC. 100% of academics expect to increase (60,0%) or maintain (40,0%) their UBC activities.

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

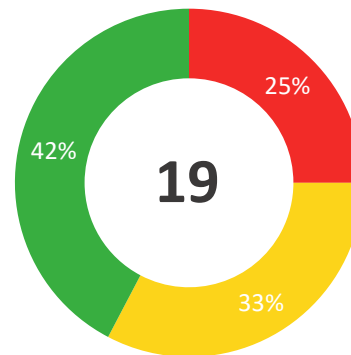
Willingness to recommend to an academic colleague cooperation with business in R&D and education

As answered by academics

	Detractors	Passives	Promoters	Net promotor score
Academics cooperating in E&T	25%	33%	42%	-4
Academics cooperating in R&D	29%	23%	48%	19

Satisfaction in cooperation with businesses (net promotor score)

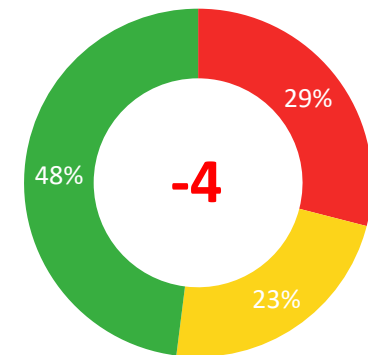
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

Academics cooperating in education



■ Detractors ■ Passives ■ Promoters

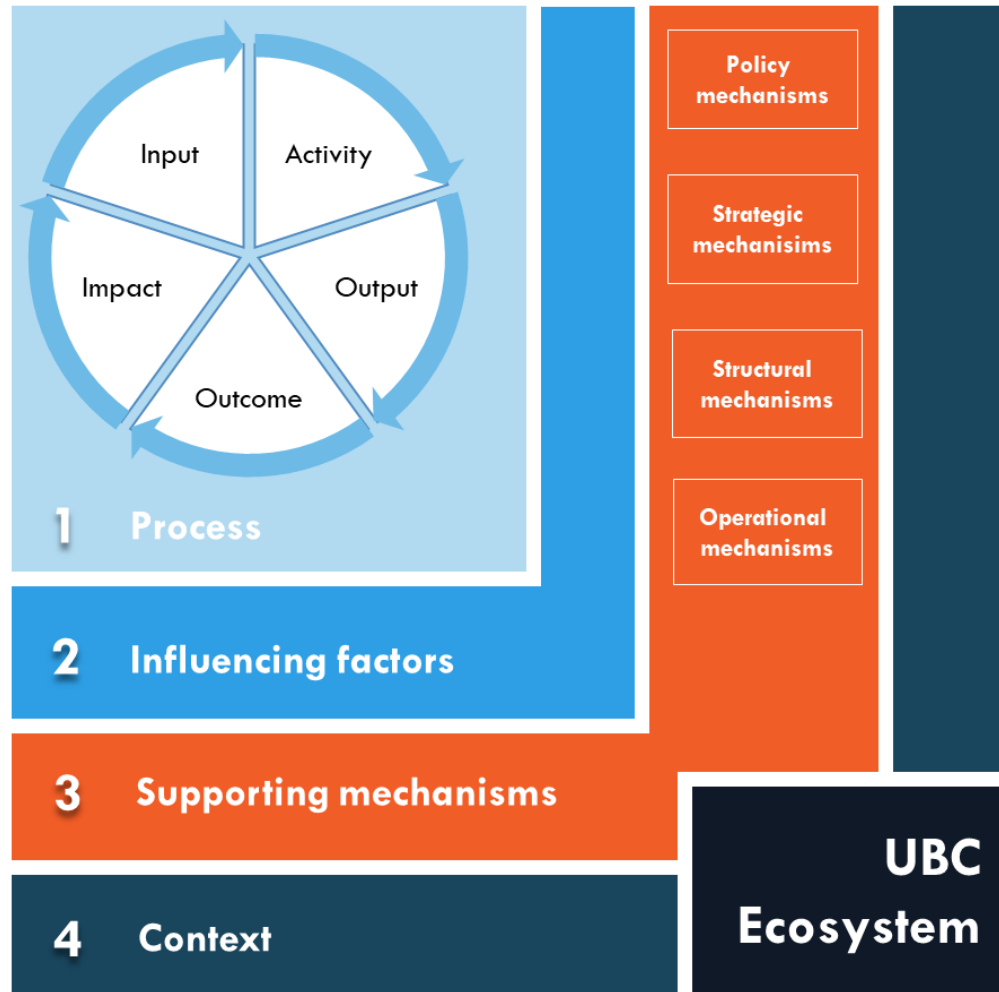
European academics' NPS result: -14

The willingness of cooperating Latvian academics to recommend to an academic colleague engaging in UBC varies depending on whether this cooperation is in research or in education.

Latvian academics are more satisfied with UBC in research than their European counterparts (NPS=19). While 48% of them will promote UBC in research positively, 29% will do it negatively.

Latvian academics are also more satisfied in education-related UBC than academics in Europe (NPS=-4 for Latvian and NPS=-14 for European academics). Compared to research, Latvian academics are less inclined to recommend UBC in education (42%).

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

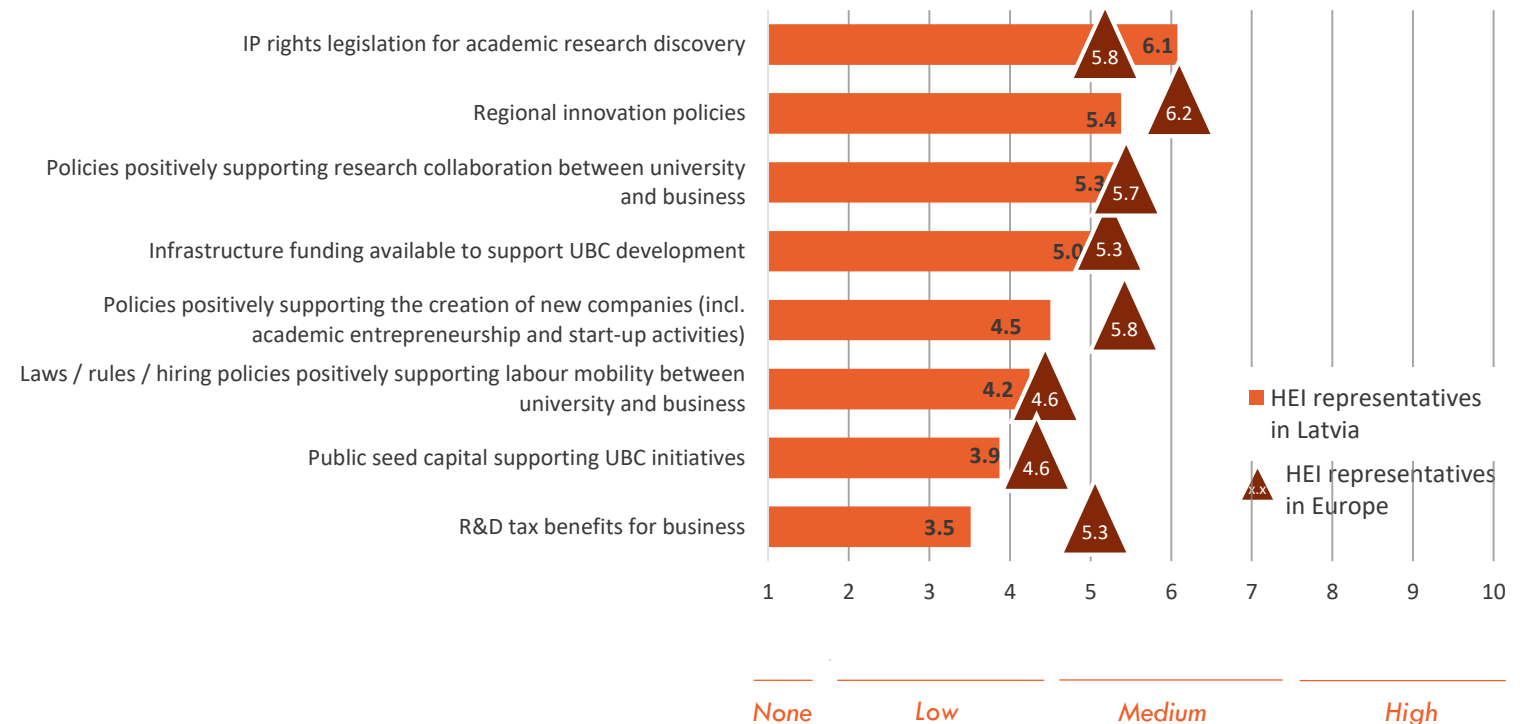
This section outlines the extent to which UBC supporting mechanisms are developed in this sample from the HEI perspective.

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



Latvian HEI representatives perceive UBC supporting policy mechanisms to be developed at a low to medium level. These figures are mostly below the European average.

IP rights legislation for academic research discovery are the most developed (6.1) while regional innovation policies and policies positively supporting research UBC are the second and third most developed supporting mechanisms in Latvian HEIs (5.4 and 5.3 respectively).

On the other hand, public seed capital supporting UBC activities and R&D tax benefits for business are the least developed in Latvia.

The relative development of innovation and research policies could be explained by the initiative taken by the Ministry of Economy, which introduced funding program "Aid for the Development of the Technology Transfer System" to stimulate the UBC.

On the other hand, the tax system in Latvia is thought not to promote innovation processes and is considered a barrier to the competitiveness on the local and global levels.

Supporting mechanisms for UBC

Strategic mechanisms

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



The strategic mechanisms in Latvia are more developed than the implementation, ones, which echoes the pattern in the rest of the Europe.

The top-level management of Latvian HEIs is highly committed to UBC (8.8). Generally, the paper strategies are substantially more developed than the implementation mechanisms in both Latvian and European HEIs.

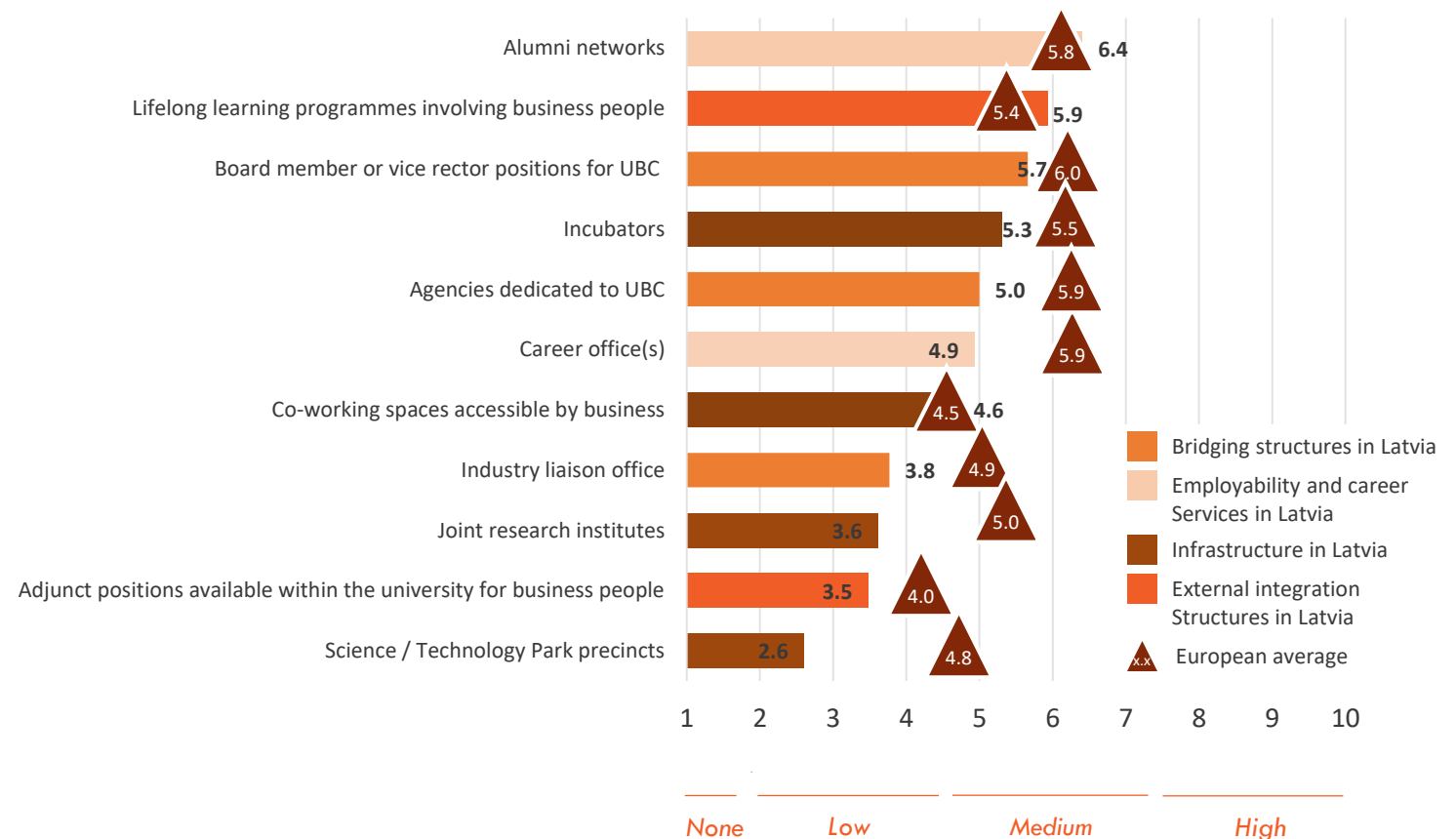
The least developed mechanisms are the strategies related the reduction of teaching time for cooperating academics (4.5) and recognition of academics for their UBC activities (5.4). The low figures for the implementation strategy could again likely be such due to the already mentioned low financial resources.

Relating the lower development of mechanisms rewarded academics back to the drivers for UBC, it seems clear that academics receive limited rewards for UBC within the university and therefore they are not a prominent reason to undertake it.

Supporting mechanisms for UBC

Structural mechanisms

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



The level of development of Latvian HEI structural mechanisms to support UBC differs from European average as most structural supporting mechanisms are below the European average.

Top three structural mechanisms are related to alumni networks (6.4) and Lifelong learning programs involving business people (5.9) and board members for UBC (5.7). The first two indicators exceed the EU average.

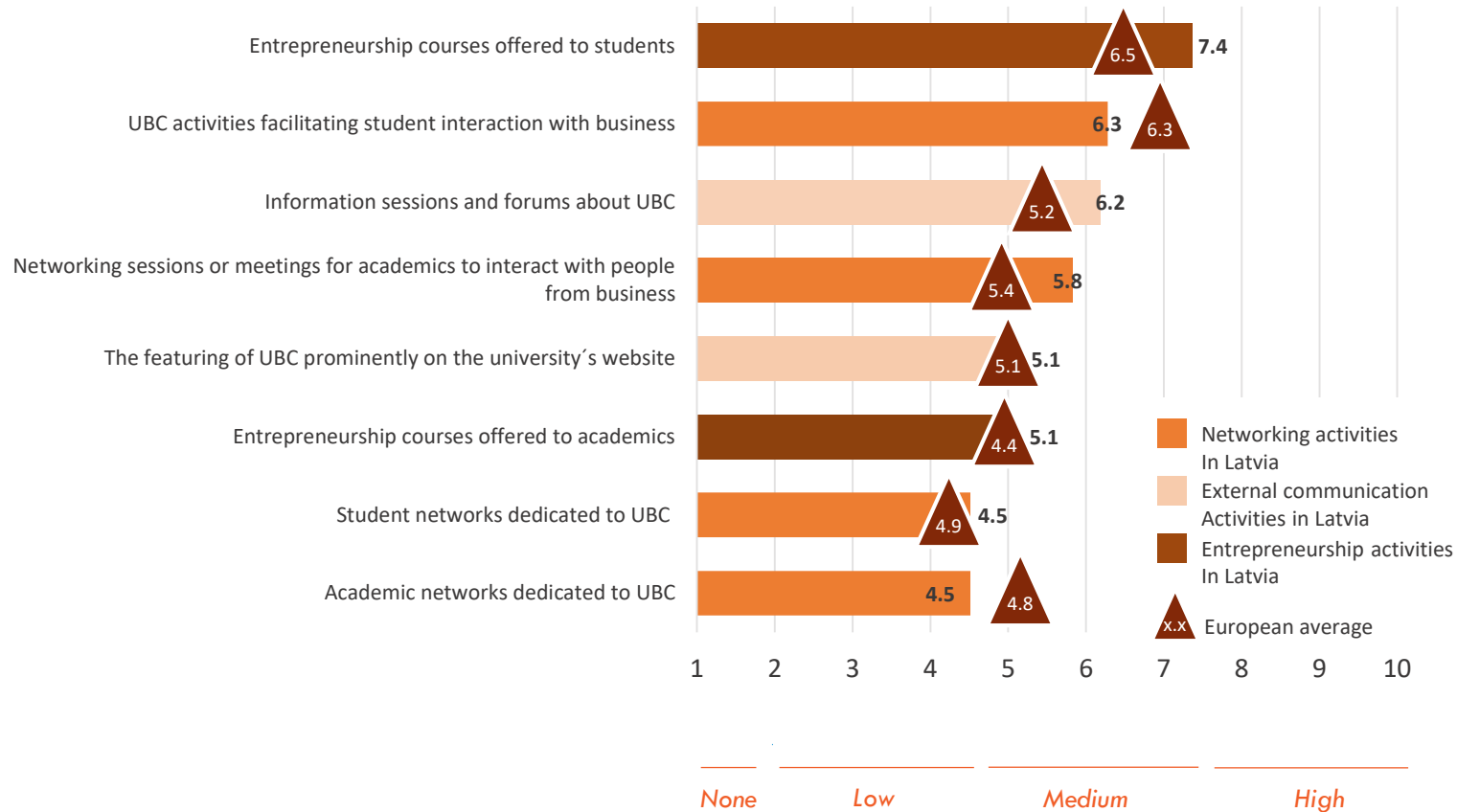
On the other hand Science/Technology Parks precincts and adjunct positions available in the university for business people are the least developed (2.6 and 3.5 respectively).

Generally, UBC supporting mechanisms require more financial investment than strategic and operational mechanisms, which fits the previous narrative of a lack of funding for UBC.

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 similarly developed in Latvian HEIs as in European ones.

Entrepreneurship courses offered to students are the most developed (7.4) and they exceed the EU average. Further developed mechanisms include UBC activities facilitating student interaction with businesses and information sessions for a forums about UBC.

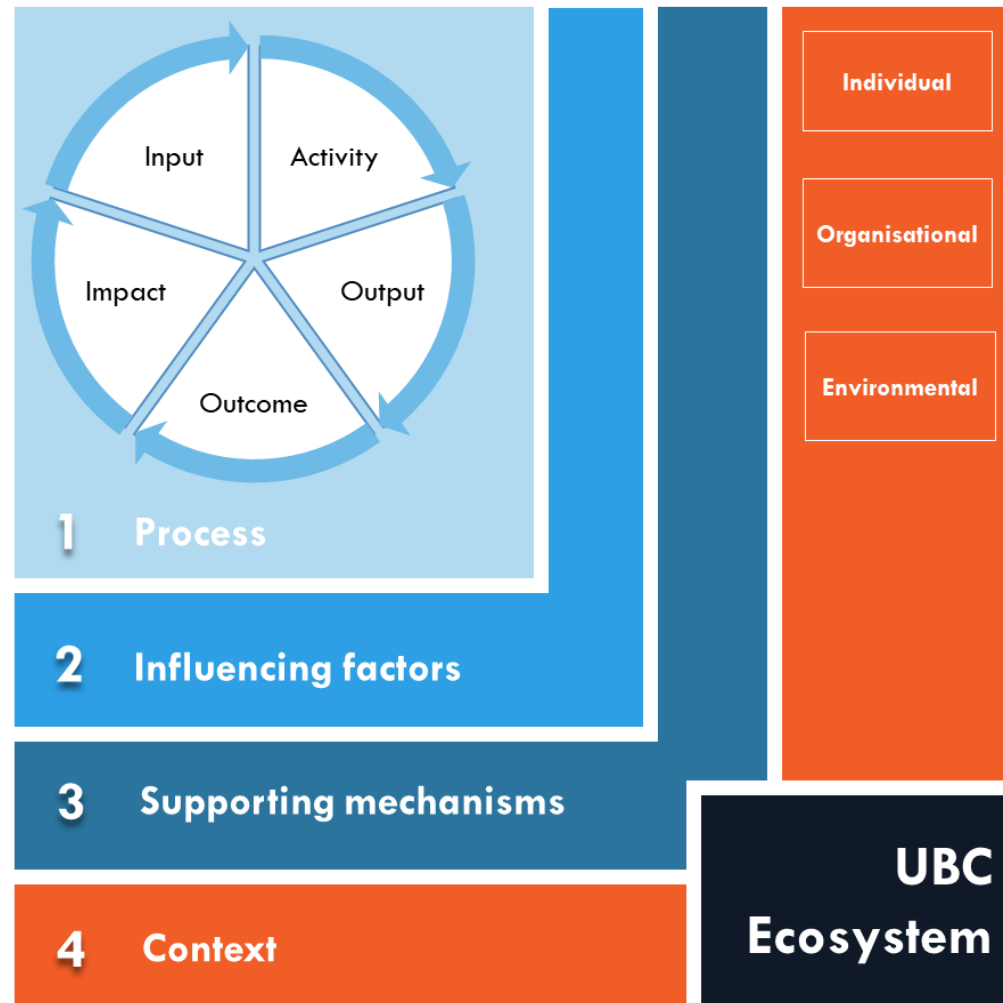
The least developed mechanisms are pertaining to networking activities, namely student and academic networks dedicated to UBC (4.5 each).

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.).

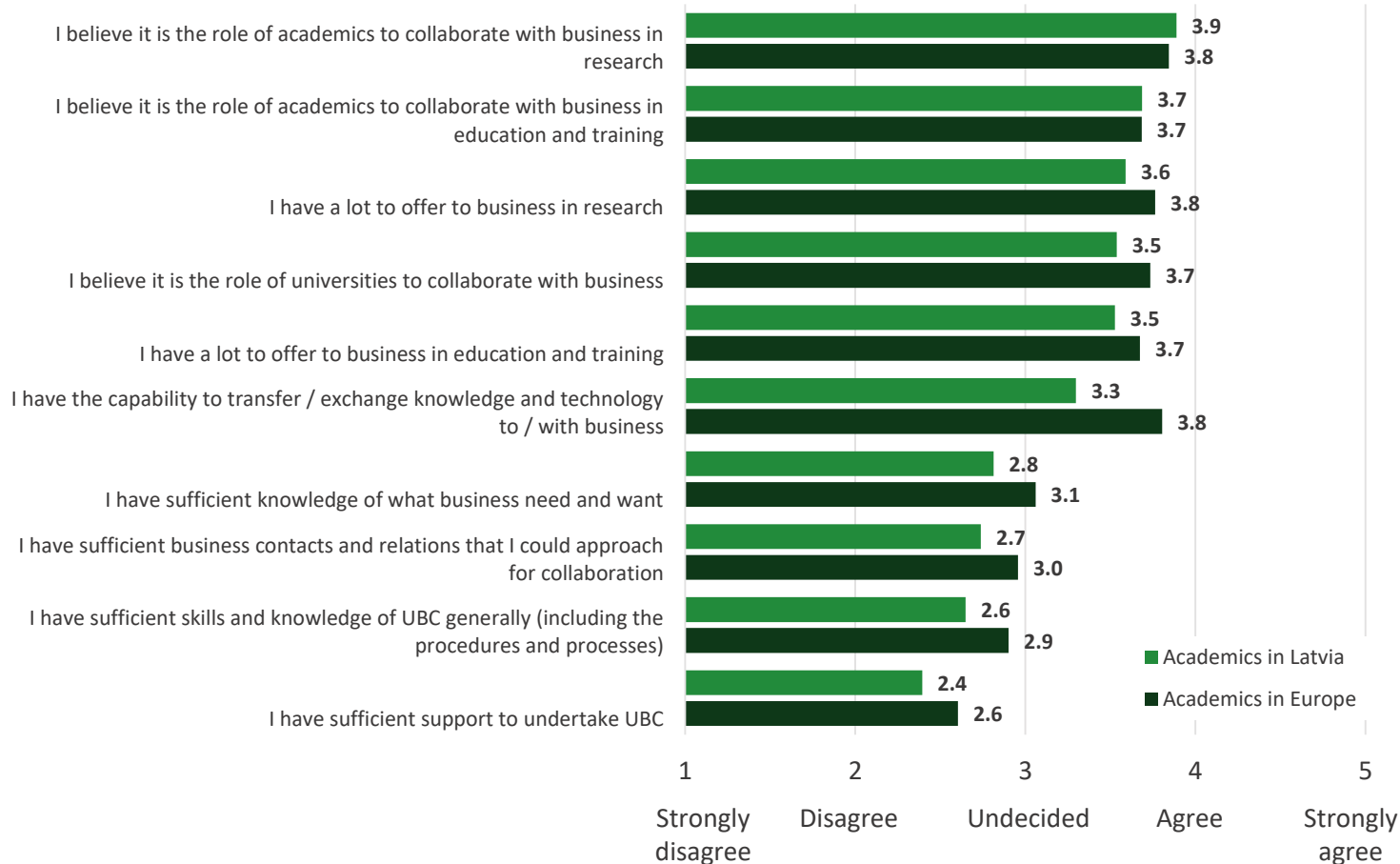
This section outlines how some contextual factors influence UBC in the country.



UBC capabilities

Capabilities for UBC

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



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

Latvian academics have strong beliefs that the role of academics is to collaborate with business in research and education (3.9 and 3.7), to the similar extent as the European academics.

In a similar vein, Latvian academics identified their strengths in the capability of doing research for companies (3.6) and education and training (3.5).

However, Latvian academics consider their knowledge about UBC (2.6) and they perceive the support to undertake UBC as lacking (2.4). These figures are lower than EU average.

To increase the rate of UBC in Latvia, improving the knowledge, skills, networks and support of academics should be a priority.

Context

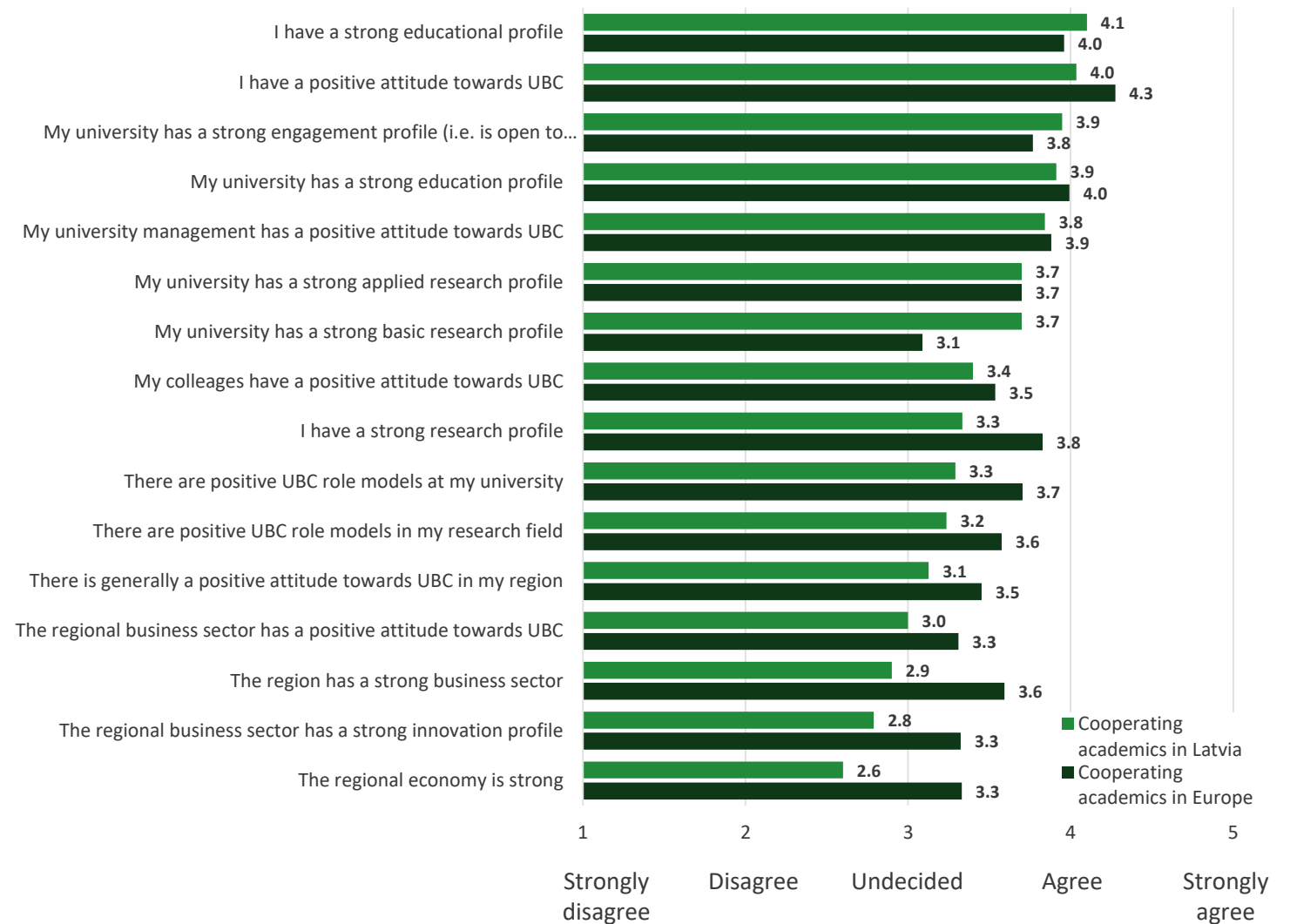
Latvian academics rate most contextual factors affecting UBC lower than European academics do.

Overall, both groups have a positive attitude towards UBC and consider their themselves to have a strong education profile.

Yet, Latvian academics perceive the strength of the regional economy, regional business sector and its innovation profile and regional economy noticeably lower than their European counterparts. This could be accounted to the claim that Latvia's economy is still in the efficiency-based regime, rather than knowledge-based, growth-oriented mode.⁴

Contextual factors affecting UBC

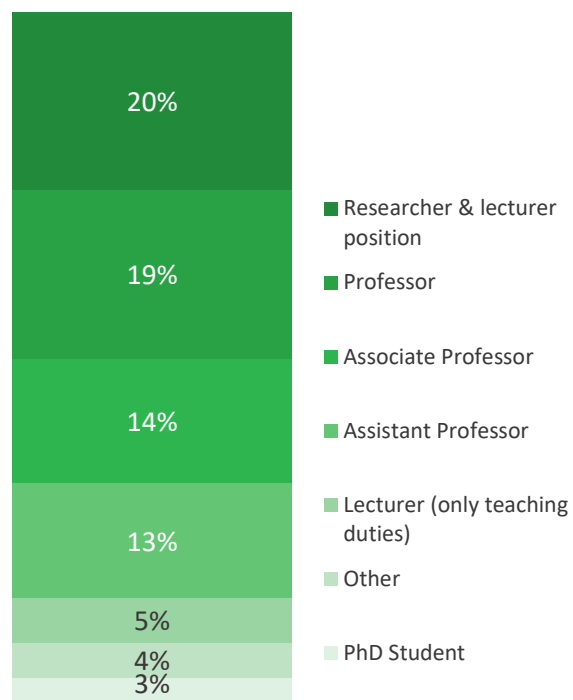
'To what extent do you agree or disagree with the following statements?' - as answered by cooperating academics



⁴European Commission (2017). Latvian Research Funding System Background Report

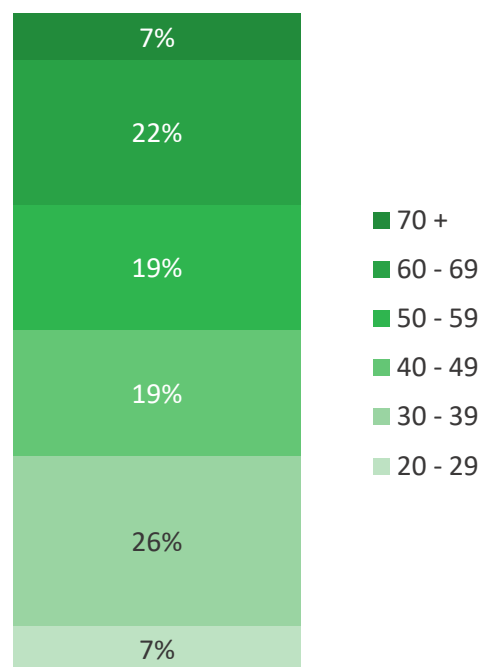
Respondent profile – academics

Position of respondent



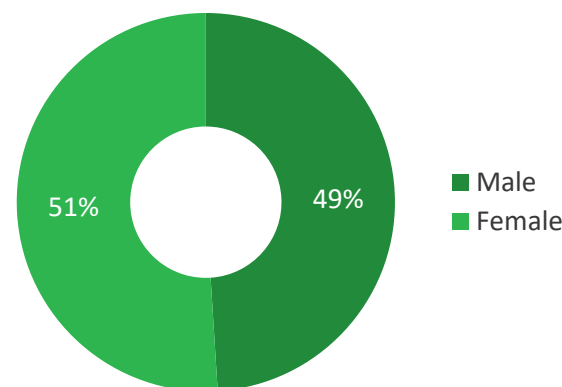
Researcher and lecturer positions represent the largest group within the Latvian academic sample (20%). This is followed by professors (19%) and associate professors (14%). Assistant professors take up 13% of the sample. The remaining respondents identified themselves as PhD students (3%), lecturers (5%) and other (4%).

Age of respondents



The majority of Latvian academics in the sample are in their 40s and 50s (38%). 22% of the respondents are aged 60-69. 26% of academics are aged 30-39. Academics younger aged 20-29 and those aged over 70 take up 7% of the sample each.

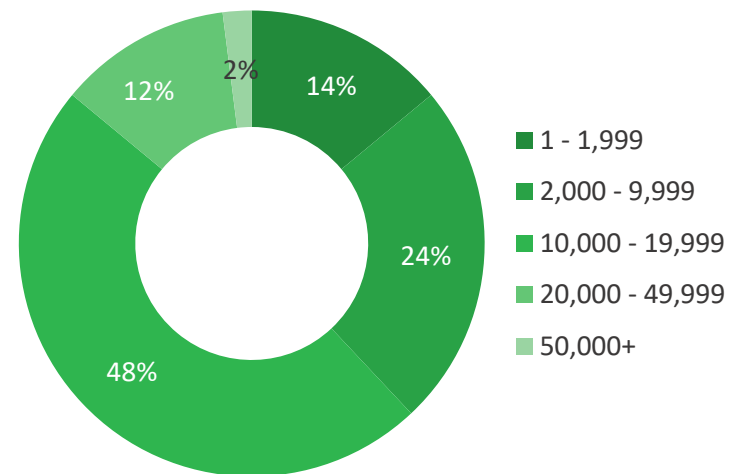
Gender of respondents



The gender distribution in the academic sample is almost equal with 49% belonging to the male population and 51% to the female one.

Respondent profile – academics

Number of students of the HEI

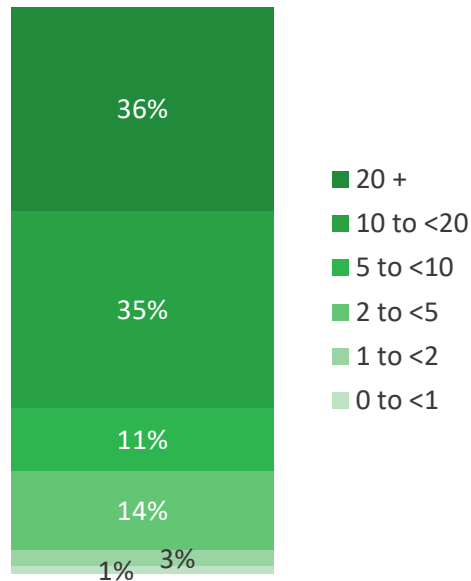


48% of Latvian academics in the sample work for medium-sized HEIs (10,000 to 19,999 students), followed by 24% based in small-size HEIs (2,000 to 9,999 students) an 14% of those based in micro-sized HEIs (up 1,9999 students. 12% belong to medium-large HEIs (20,000 to 49,999 students) while only 2% come from very large HEIs (over 50,000 students).

Sample Size	
Latvian Academics	n=208
European Academics	n=10.836
Latvian HEI representatives	n=53
European HEI representatives	n=3.482

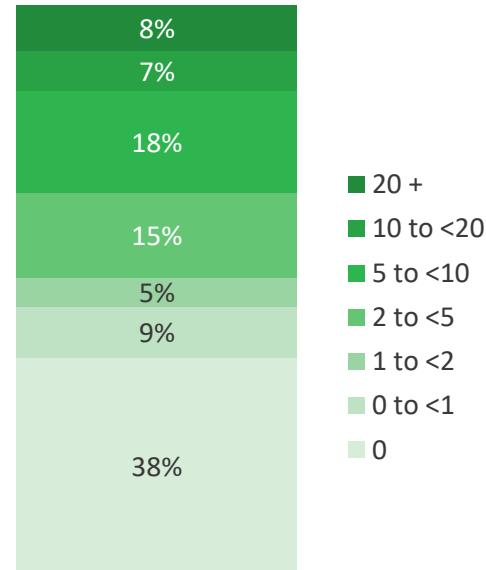
Respondent profile – academics

Years working in university



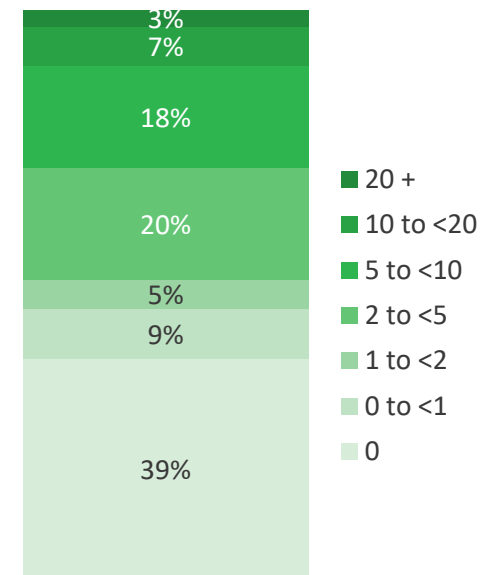
Over one third of academics have worked in universities for over 20 years (36%). They are followed by 35% of academics who have 10-20 years of academic experience. 11% have worked for academia for 5-10 years and further 14% have done so for 2-5 years. 4% have worked for academia 0-2 years.

Years working in business



Almost half of (47%) of academics have little or no industry experience. 20% of respondents worked for 1-5 years in industry before, while 18% have done so for 5-10 years. 8% have business experience of 10-20 years. Another 8% of respondents have worked in business for over 20 years.

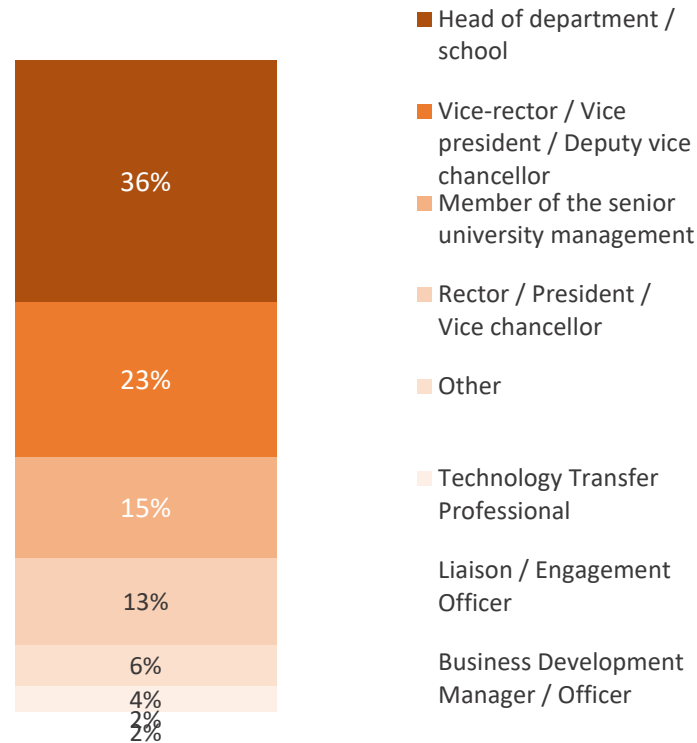
Years involved in UBC whilst working at a university or business



Less than two thirds of academic respondents in Latvia have some UBC experience. Only 3% have been involved in UBC for over 20 years, 25% have 5-20 years of experience. 25% have been cooperating with businesses for 1-5 years. 39% of academics in the sample have never engaged in UBC.

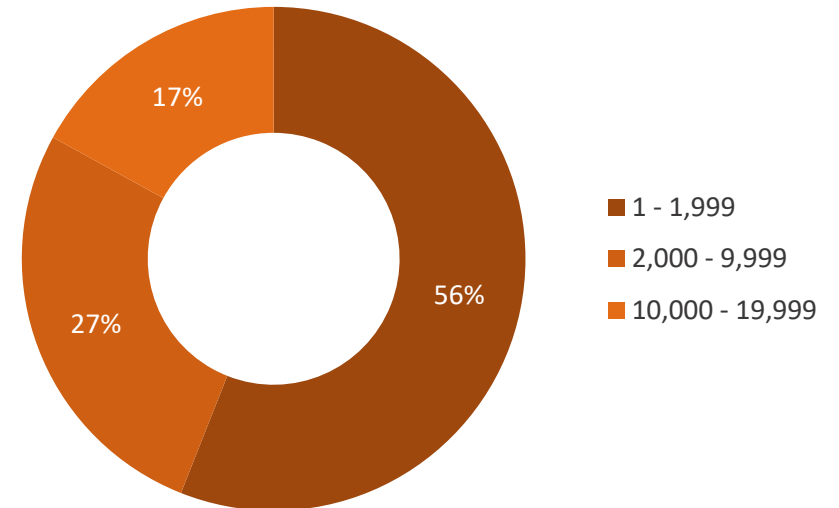
Respondent profile – HEI representatives

Position of respondent



Heads of departments/schools represent the largest group of Latvian HEI representatives (36%). 23% identified themselves as vice-rectors/-presidents. Members of the senior management take up 15% of the sample while 13% each belongs to the category. of rectors. Other category comprises 6% of the sample. Technology transfer professional make up 4% while liaison officers and business development managers comprise 2% each.

Number of students of the HEI



Overall, over a half of HEI representatives (56%) work for micro-sized HEIs medium-sized HEIs (up to 1,999 students). (10,000 to 19,999 students). 27% of Latvian sample are employed at small HEIs (2,000 to 9,999 students). This is followed by 17% of respondents who are employed at medium-sized HEIs (10,000 to 19,999 students).

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

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