



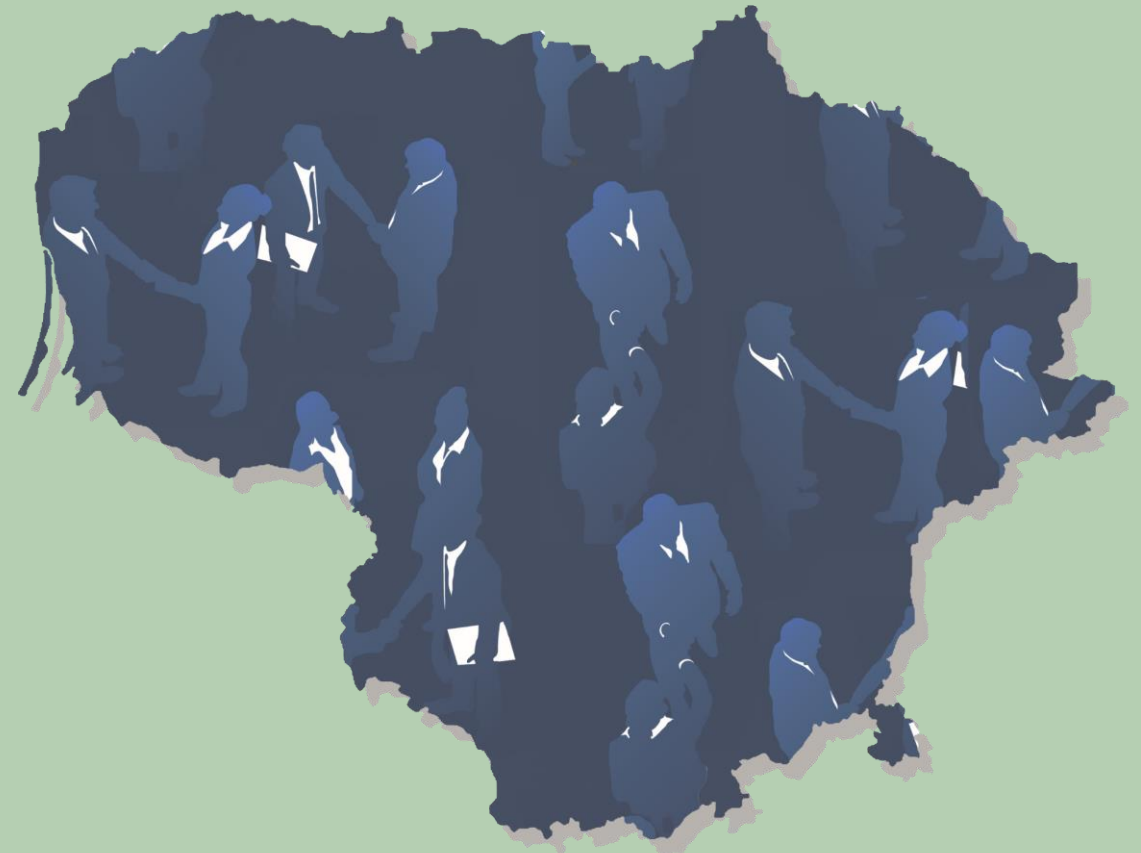
UNIVERSITY-BUSINESS
COOPERATION IN EUROPE

State of University- Business Cooperation

LITHUANIA

University Perspective

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



Science Marketing
Science-to-Business Marketing Research Centre

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Universiteit Leiden



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

Partners



Authors: Adisa Ejubovic, Thomas Baaken, Nida Macerauskiene, Todd Davey, Arno Meerman, Victoria Galan-Muros, Balzhan Orazbayeva

For further information about the State of European University-Business Cooperation project, national reports or the Global Engagement Monitor, please contact Todd Davey (Davey@fh-muenster.de) or Arno Meerman (meerman@uiin.org)

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.

Extensive workload perceived as UBC hindrance

Lithuanian academics see the development of UBC in their country lower than the European average. Around 70% of the respondents indicated they do not cooperate in UBC activities. The most developed activity is mobility of students consulting and curriculum co-delivery. Nevertheless, over 60% of Lithuanian academics do not engage in it at all. Though Lithuanian HEIs in general have successfully implemented the Bologna process, some academics still persevere with their old-school attitude that they are not responsible for any other activity apart from teaching. Another reason might be poorly balanced workloads of academics with the enormous number of contact (teaching) hours. In contrast to many other European universities, the academics themselves are not initiating UBC frequently. 63% of cooperating academics in Lithuania engage to a significant or large extent with SMEs, as these are more flexible and responsive. The bigger the business the less universities collaborate with them and only 25% collaborate with large businesses to a significant/large extent.

Lack of funding as major barrier

The top five barriers for both collaborating and non-collaborating academics are exactly the same. Lack of funding is identified as the largest barriers to UBC, with three indicators on funding rating among top five barriers (Lack of government/ business/ university funding).

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

Lithuanian academics perceive most of the barriers to UBC to be rather higher when compared to their EU counterparts.

Lithuanian HEI representatives indicate that funding is even more serious barrier than it is the case with Lithuanian academics. Investment in R&D in Lithuania is below the EU average and remains highly dependent on ESI Funds. The underfunding of researchers and fragmentation of the R&D system is resulting in low quality of public research.

Human factor predominates

The main UBC facilitators for both Lithuanian academics and Lithuanian 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. HEIs representatives consider the prior relations with the business partner as more important facilitator than Lithuanian academics do. Their experience shows that prior success stories, personal relations often help to get support and even funding.

Motivators differ

While cooperating academics are highly motivated to gain new insights for research through UBC, their non-cooperating colleagues are willing to improve graduate employability. Lithuanian HEI representatives are motivated to obtain financial resources the most, as it is the biggest problem in Lithuanian higher education. They are also interested in improving the reputation of the university and graduate employability.

Education-related UBC more developed

Lithuanian academics are less satisfied with UBC in research than their European counterparts. Lack of institutional UBC strategies, poor funding and fragmentation of research activities makes UBC a complicated task for academics. But Lithuanian academics are more satisfied with education-related UBC than academics in Europe. Education-related UBC has already become a tradition in LT. Business people are positive to this type of cooperation. They gladly participate in study programme committees, final thesis assessment commissions, engage in teaching, create internship places, etc. UBC is seen as a powerful driver for the development of higher education.

Lithuanian academics show very strong commitment to UBC. Many of them expect to increase or maintain their UBC activities. Unfortunately, they lack support to undertake UBC. The top-level management of Lithuanian HEIs is also highly committed to UBC. Generally, the paper strategies are substantially more developed than the implementation mechanisms in both Lithuanian and European HEIs. HEI management has clear understanding of UBC goals, but there are too many obstacles for implementation of the strategies.

Lithuanian academics strongly believe the role of academics is to collaborate in research and education and the role of universities to collaborate with business, at a rate much higher than it is the case with their European counterparts. Overall, both academics and HEI representatives have a positive attitude towards UBC and consider their universities to have a strong education profile. Collaboration in research remains problematic.

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.



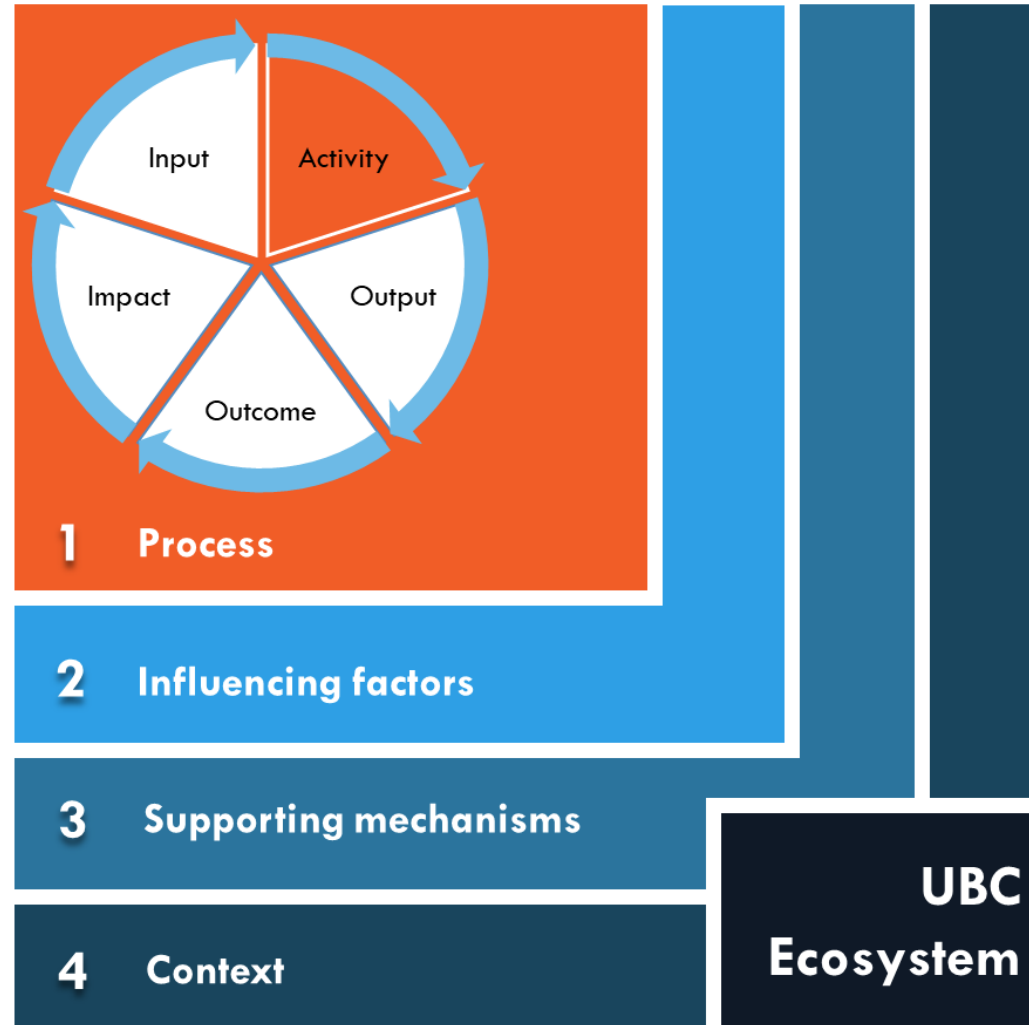
UBC activities

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>

Lithuanian academics see the development of UBC in their country lower than the European average. The most developed activity is mobility of students (3.1), consulting (2.6) and curriculum co-delivery (2.6). Though Lithuanian HEIs in general have successfully implemented the Bologna process, some academics are still living in the “ivory tower”, focusing only on teaching. Another reason might be unbalanced workloads of academics with the enormous number of contact (teaching) hours. As for curriculum co-delivery, engagement of academics depends on institutional policy. Most HEIs consider it as academic’s responsibility, while others prefer expert services.

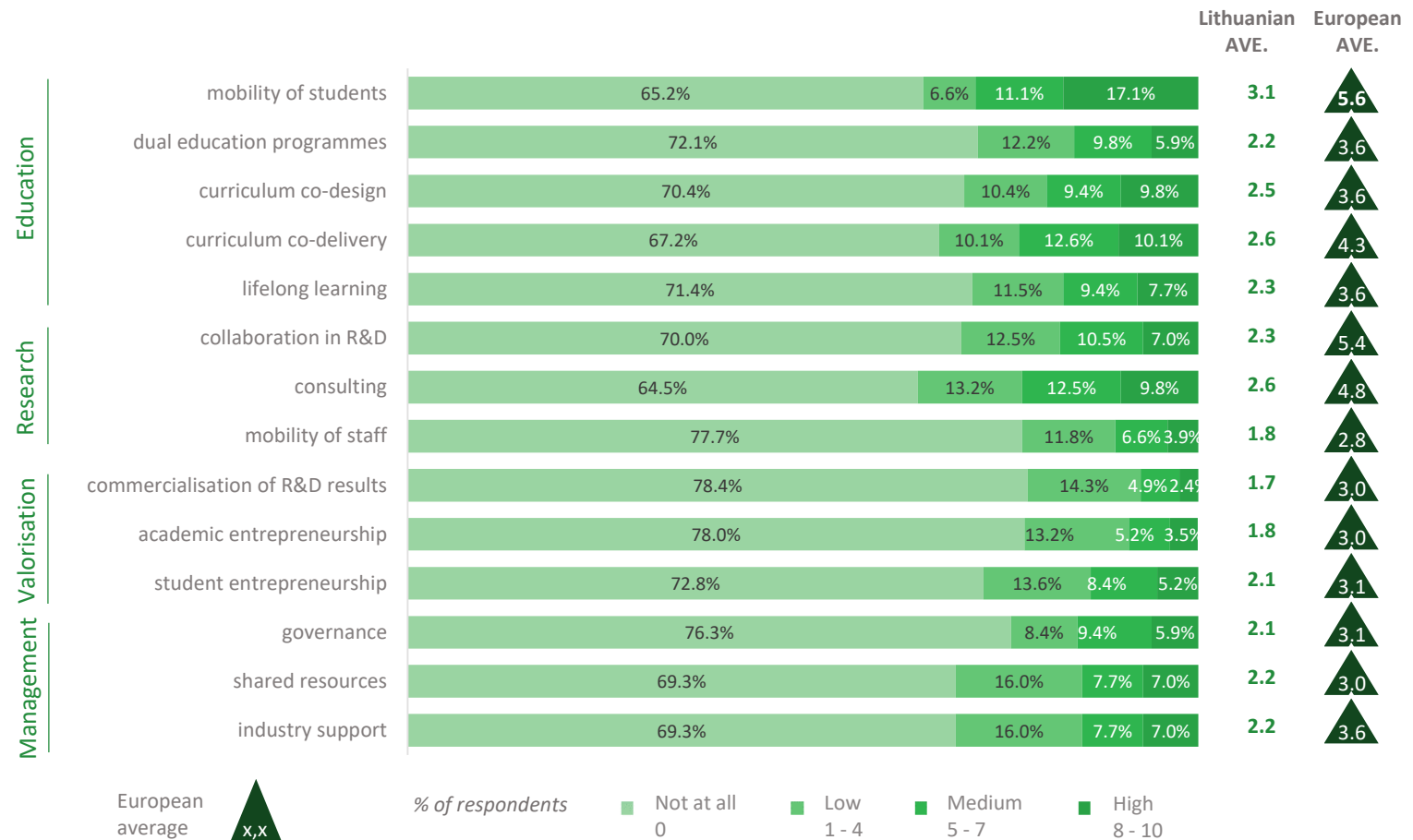
Curriculum co-design (2.5) is also better developed than other UBC activities in Lithuania. This is followed by collaboration in R&D and lifelong learning with 2.3 average points each. During the process of implementation of ECTS, Lithuanian HEIs have perceived the necessity of collaboration with stakeholders in formulating and revising the learning outcomes. Participation of business representatives in the study programme committee has become a norm in Lithuanian HEIs.

The least developed activities refer to valorization activities with commercialization of R&D results being the least developed (1.7). As said in the 2019 European Semester, the research and innovation system is fragmented in Lithuania and private R&D investment is among the lowest in the EU. Collaboration between university researchers and the companies is also rather fragmented.

Development of UBC activities

The extent of development of UBC activities

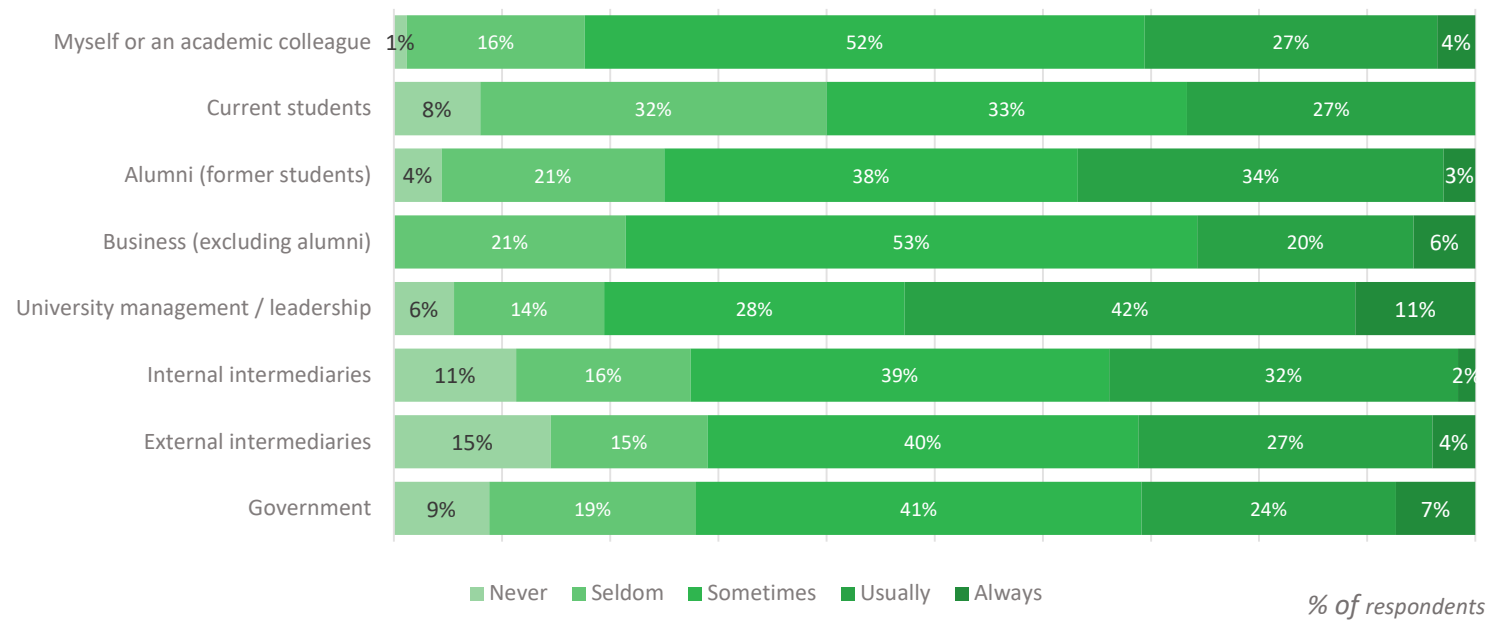
‘Which UBC activities do you collaborate with businesses in?’ – as answered by academics



Initiation of UBC

How UBC is initiated

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



Over a half of Lithuanian academics (53%) state that the university management always or usually initiates UBC. The reason might be that some universities apply top-down management schemes. Therefore, academics feel insufficient responsibility to initiate UBC.

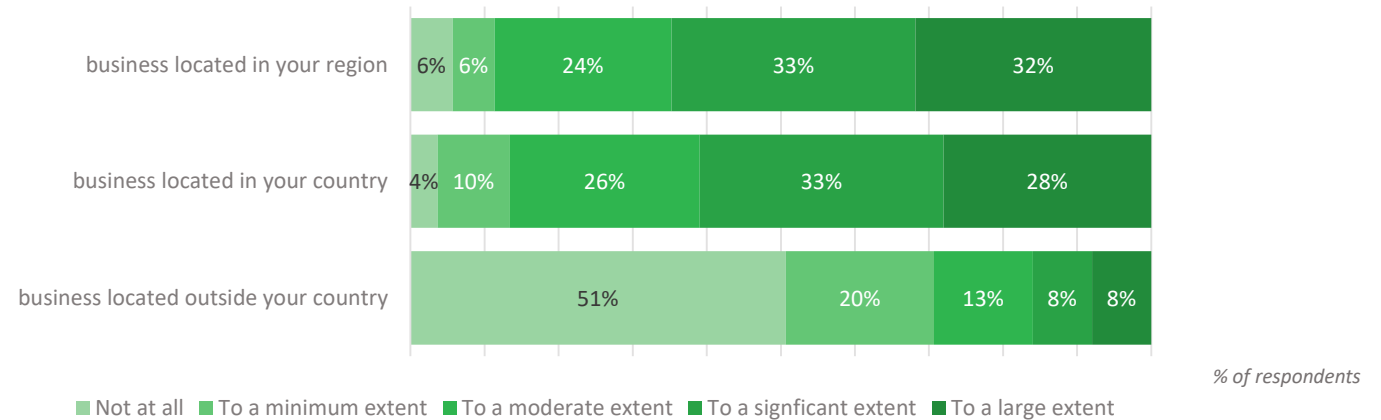
Alumni (37%) and internal intermediaries (34%) are also considered more active UBC initiators. Most HEIs have developed close and long-term relationships with their alumni. Alumni are emotionally inclined to collaborate with their HEIs.

In contrast to many other European universities, the academics themselves are not initiating UBC frequently. The entities that initiate UBC the least are businesses and current students.

If UBC is not included into academic staff responsibilities, it is generally not seen as necessary by academics and the expectations to initiate UBC are in the hands of management staff. The level of innovation and technology absorption capacity of businesses in Lithuania is low. Businesses in general are not active initiating UBC.

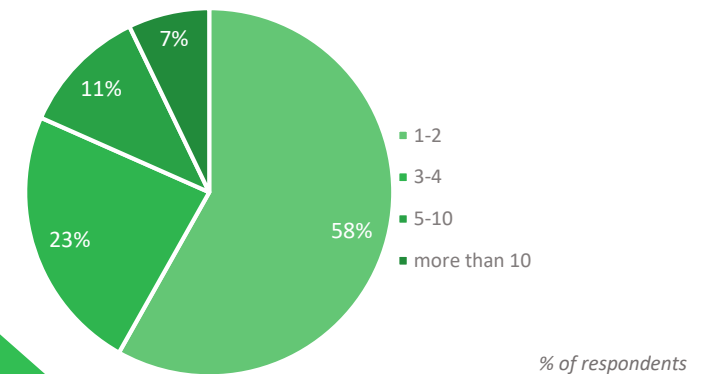
Location of cooperating partners

Location of business partners



Academics in Lithuania mostly focus on collaboration with regional and national businesses. 65% of respondents indicate the collaboration at regional level and 61% at national to be developed to a significant or large extent. However, only 16% of academics closely co-operate with international businesses. A potential reason might be insufficient foreign language and intercultural competences. External assessment experts have recommended to most Lithuanian HEIs to pay great attention to development of the above mentioned competences and to improve internationalization.

Number of business partners

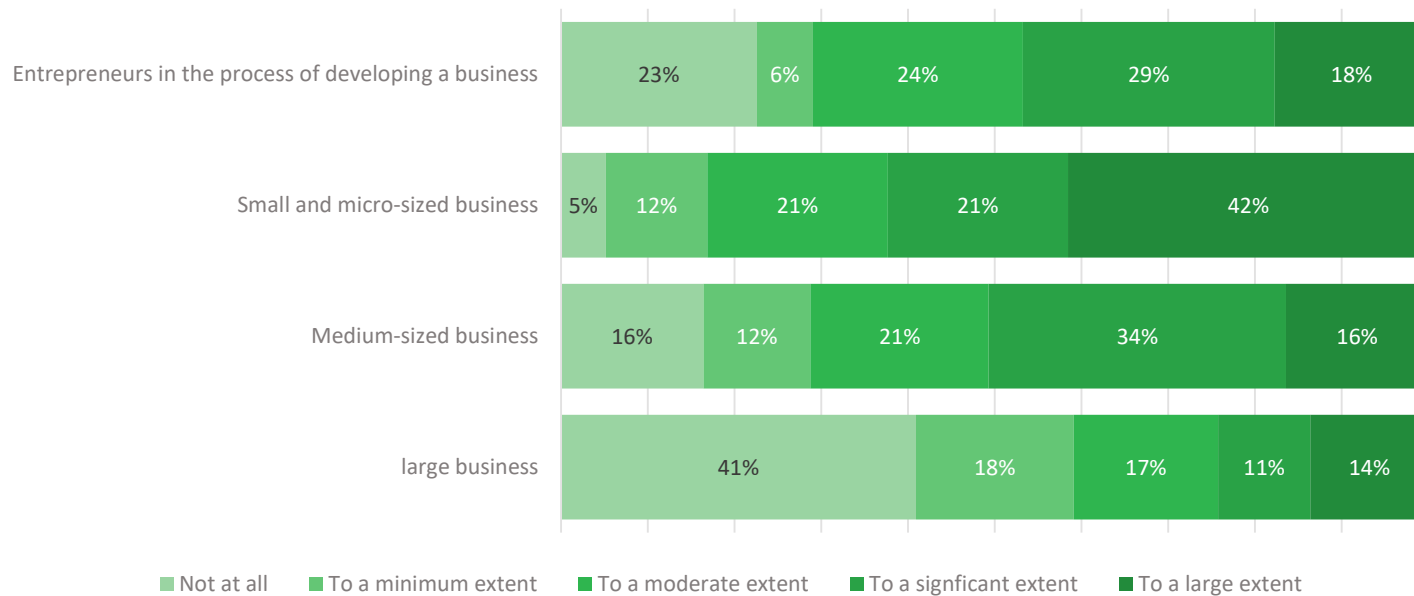


Over a half of Lithuanian academics cooperate with 1 to 2 businesses (58%). The remaining 23% have partner relations with 3 to 4 partners, while 11% established connections with 5-10 businesses. Only 7% collaborates with more than 10 businesses. Extensive teaching workload precludes academics to develop effective collaboration with a bigger number of partners. On the other hand, the quality and effectiveness of partnership matters, not the numbers.

Size of cooperating partners

Size of cooperating partner

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



63% of cooperating academics in Lithuania engage to a significant or large extent with small and micro-sized businesses. SMEs are more flexible and responsive to collaboration in curriculum design, internships and other activities. Unfortunately, they lack funding for R&D more than big companies, but they are in need of innovation.

These are followed by medium-sized business (50%). The bigger the business the less universities collaborate with them and only 25% collaborate with large businesses to a significant/large extent.

Lithuanian academics are not very likely to cooperate with entrepreneurs in the process of developing a business (47%). The tradition of cooperating with these stakeholders is not in yet in place. Strategies exist, but the implementation process is slow.

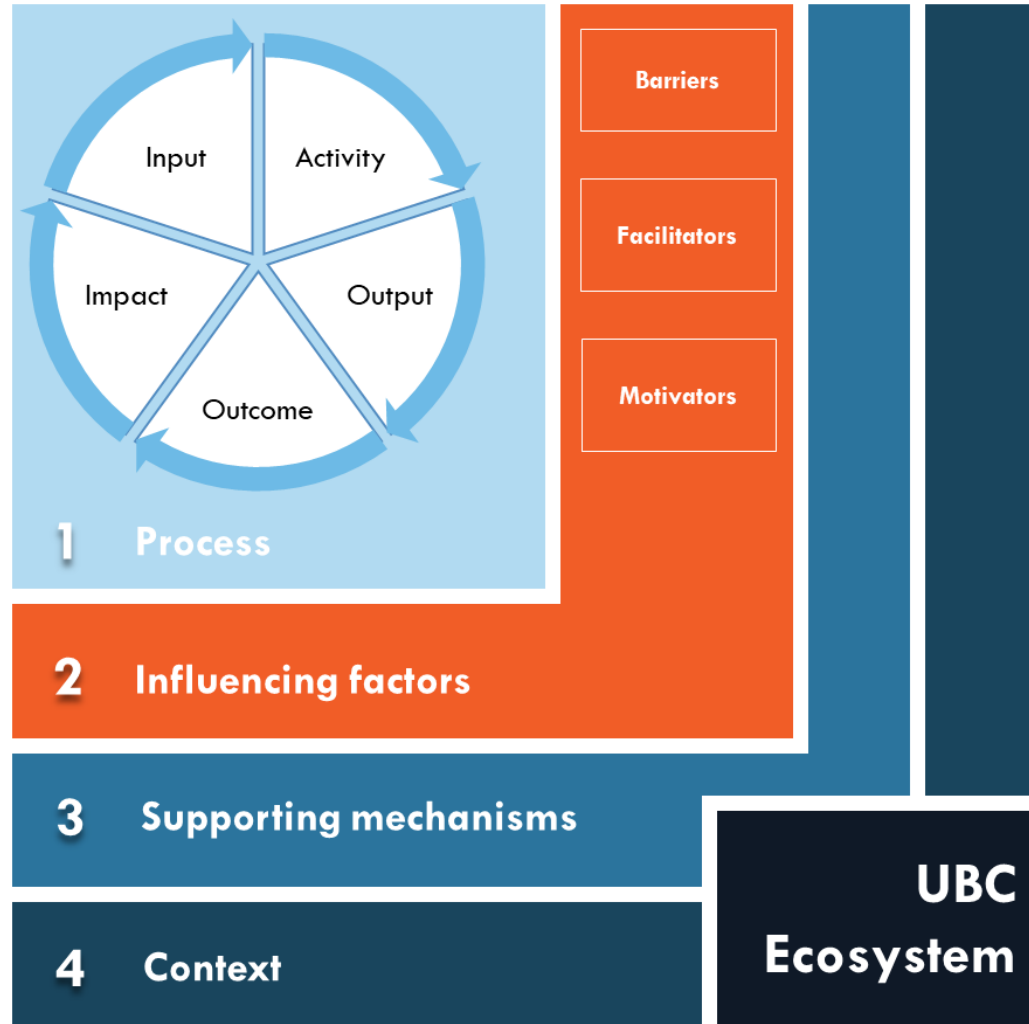
Factors influencing UBC

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.	The focus on producing practical results by business	The focus on producing practical results by business
3.	Lack of university funding for UBC	Lack of university funding for UBC
4.	Differing motivation / values between university and business	Differing motivation / values between university and business
5.	Lack of business funding for UBC	Lack of business funding for UBC
<i>Lowest</i>	Frequent staff turnovers within my university or the business	Frequent staff turnovers within my university or the business

The top five barriers for both collaborating and non-collaborating academics are exactly the same.

Lack of funding is identified as the largest barrier to UBC, with three indicators on funding rating among top five barriers (Lack of government/business/university funding). Investment in R&D is below the EU average and remains highly dependent on ESI Funds. SMEs would like to collaborate with HEIs, but they cannot afford university services. Large companies usually have their own competence development centers and innovation creation divisions, so they are not in need of HEIs to work for them. The underfunding of researchers and fragmentation of the R&I system is resulting in low quality of public research.

The other two barriers include the focus on producing practical results by business and differing motivation/values between university and business. The reason is lack of mutual understanding that both universities and business would achieve a common goal by working together – professionals who meet the rapidly changing labor market requirements.

The least important factor that might inhibit UBC for both groups is frequent staff turnover within the university or the business. Academics are rather underpaid in Lithuania. The best ones are often attracted by companies, leaving thus HEIs. Frequent turnover of the staff influences UBC, but not significantly.

Barriers hindering UBC

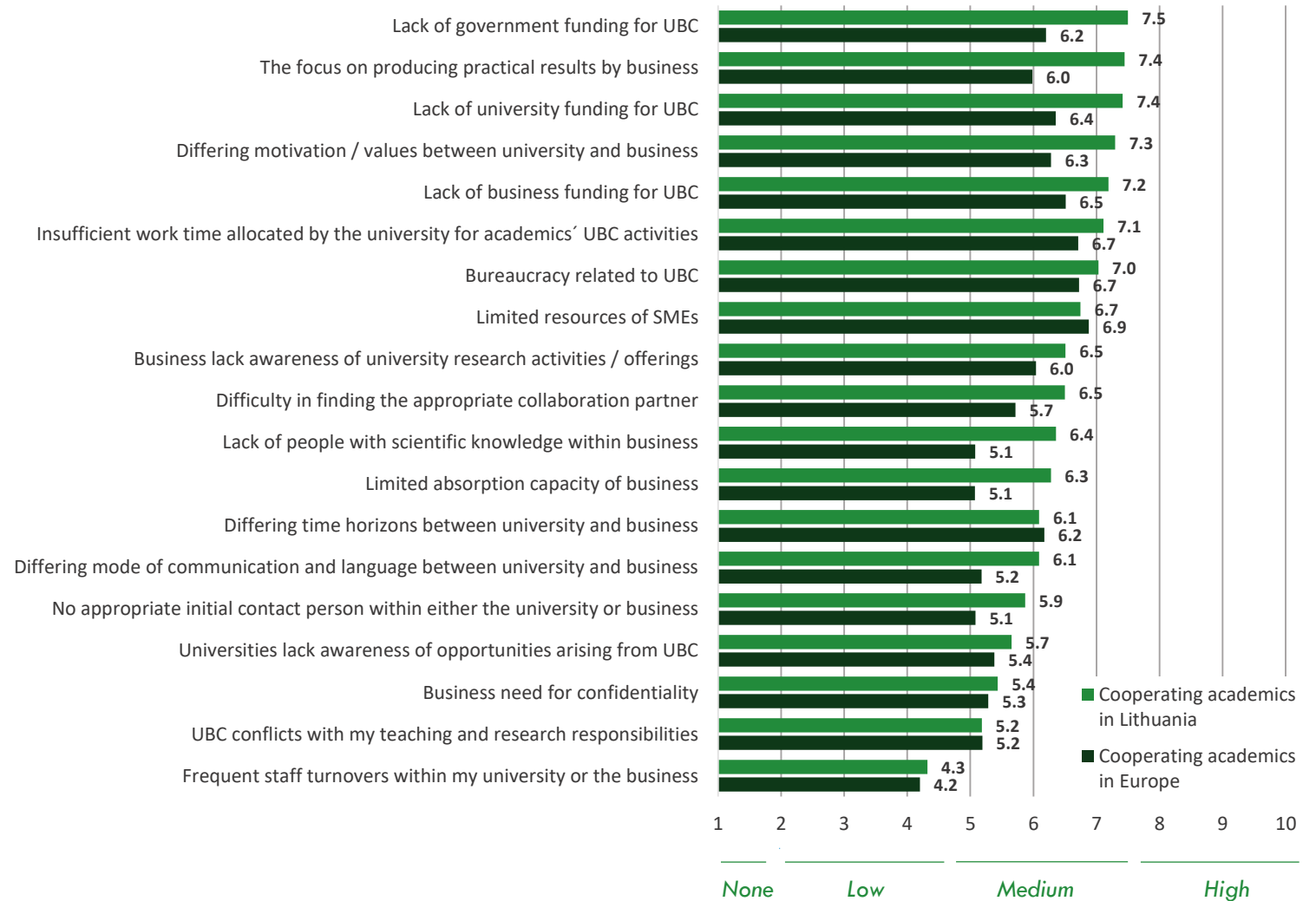
Lithuanian academics perceive most of the barriers to UBC to be rather higher when compared to their EU counterparts.

Lithuanian academics are significantly hindered by funding, cultural issues and results barriers. Top five barriers have the average of over 7.0, which is significantly higher than the European ones. Lack of government incentives to bring universities and companies together for common activities is the main reason. Investment in R&D is below the EU average and remains highly dependent on ESI Funds.

Similarly to European academics, the lowest barriers for Lithuanian academics are frequent staff turnover, business need for confidentiality and conflicting nature of UBC with teaching and research. These might be strong barriers for cooperating universities. In general, lack of funding is the biggest problem that leads to the creation of the other barriers.

Barriers

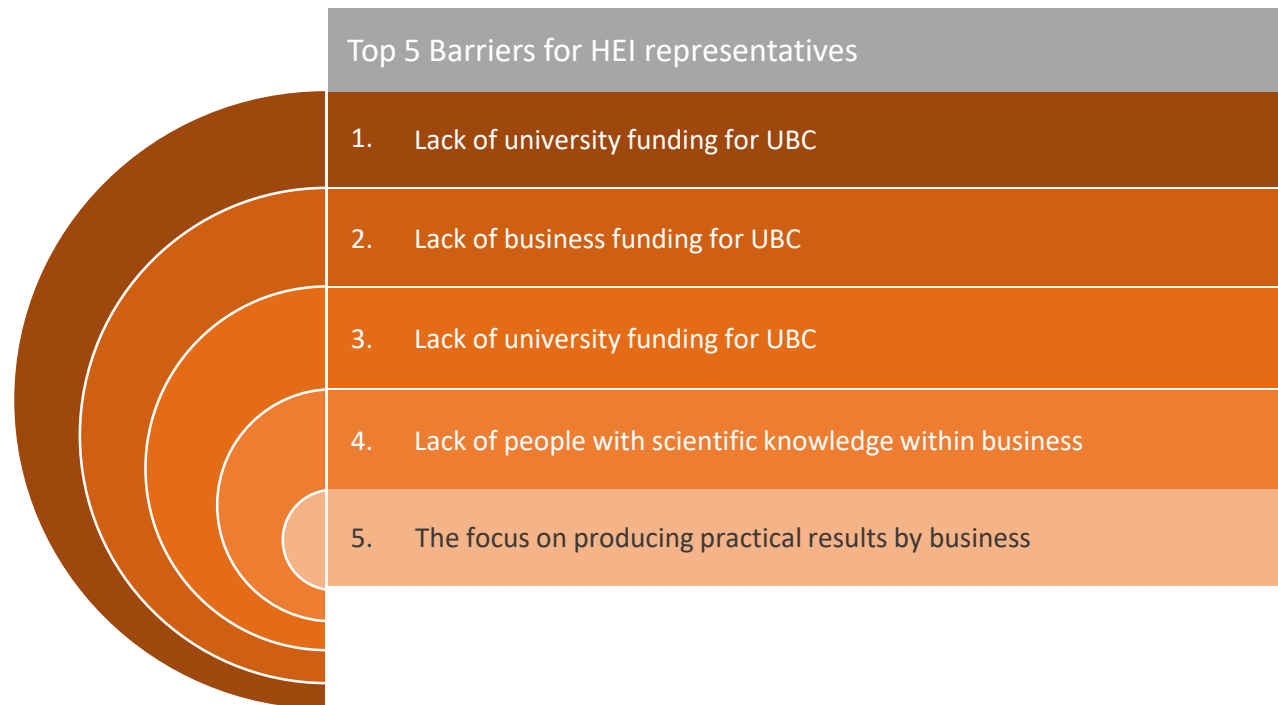
'What is inhibiting your cooperation with business?' – as answered by cooperating academics



Barriers hindering UBC

Barriers

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



Lithuanian HEI representatives indicate that funding is even more serious a barrier than it is the case with Lithuanian academics.

Lack of funding is seen as the top three barriers by HEI managers. HEI representatives are often personally responsible for UBC in their institutions. Lack of funding prevents them from making a good starting point.

Lack of people with scientific knowledge within business and the focus on producing practical results by business are seen as further important barriers in Lithuanian HE context. Lack of people with scientific knowledge within business is a hindrance to finding a common language between HEIs and companies. Companies are not aware what results UBC might produce. Universities of applied sciences are more inclined to implementation of their research results due to the nature of applied research. It is usually contracted and has a clearly expressed goal and fixed deadlines. Basic research results are often not implemented because businesses are usually not aware of them.

Barriers hindering UBC

Overall, Lithuanian HEI representatives perceive most of the barriers to UBC rather differently to the European average, but with some exceptions.

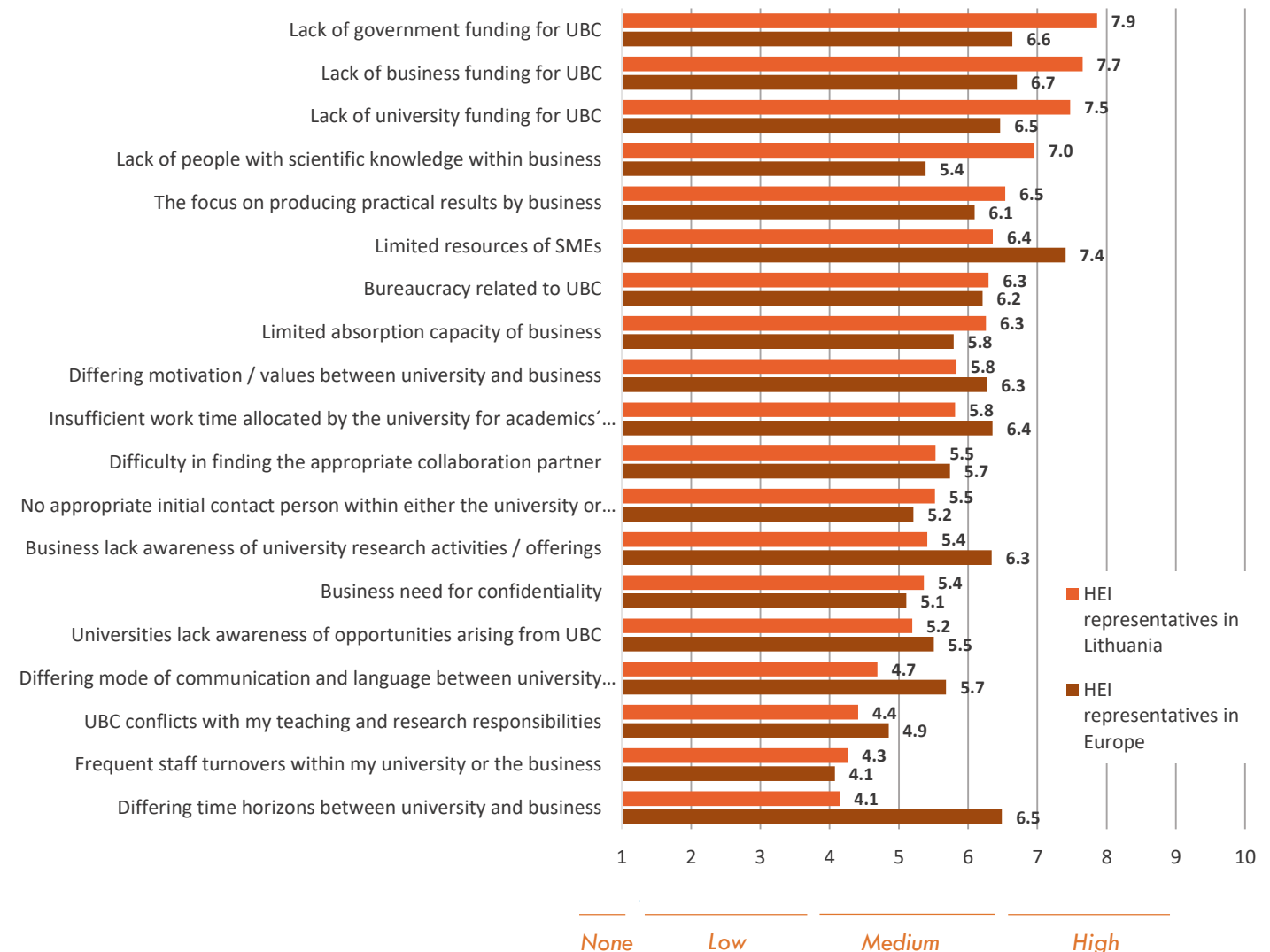
Lithuanian HEI representatives perceive barriers pertaining to the lack of funding, business people with scientific knowledge and focus on producing practical results to be higher than it is the case in Europe.

Government and private funding for UBC is significantly lower in Lithuania if compared to most European countries. The Lithuanian economy continues to catch up with the rest of the EU, but still insufficiently. Lack of government financial support for higher education has a negative effect on UBC. Strong business does not consider HEIs to be equal partners. On the other hand, lack of people with scientific knowledge within business creates the environment where HEIs lack trust in businesses.

On the other hand, Lithuanian HEI managers see limited resources of SMEs, lack of business awareness of university research and differing horizons between university and business as less pressing than their EU counterparts do. The biggest problem for Lithuanian HEIs is lack of funding and other barriers emerge subsequently. Limited resources of SMEs is a problem for universities of applied sciences, as traditional universities tend to collaborate with big companies. Differing horizons between HEIs and business is the consequence of lack of dialogue.

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 Lithuanian academics and Lithuanian 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. As experience proves, these are the most important elements to make effective UBC happen.

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 prior relations with the business partner as more important facilitator than Lithuanian academics do. HEIs representatives have more experience in finding UBC incentives and feel more responsible for the results of UBC. They know that prior success stories, personal relations often help to acquire support and funding.

Facilitators

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



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

Drivers stimulating UBC

For Lithuanian academics almost all facilitators are at a higher level than it is the case with the rest of the European academics.

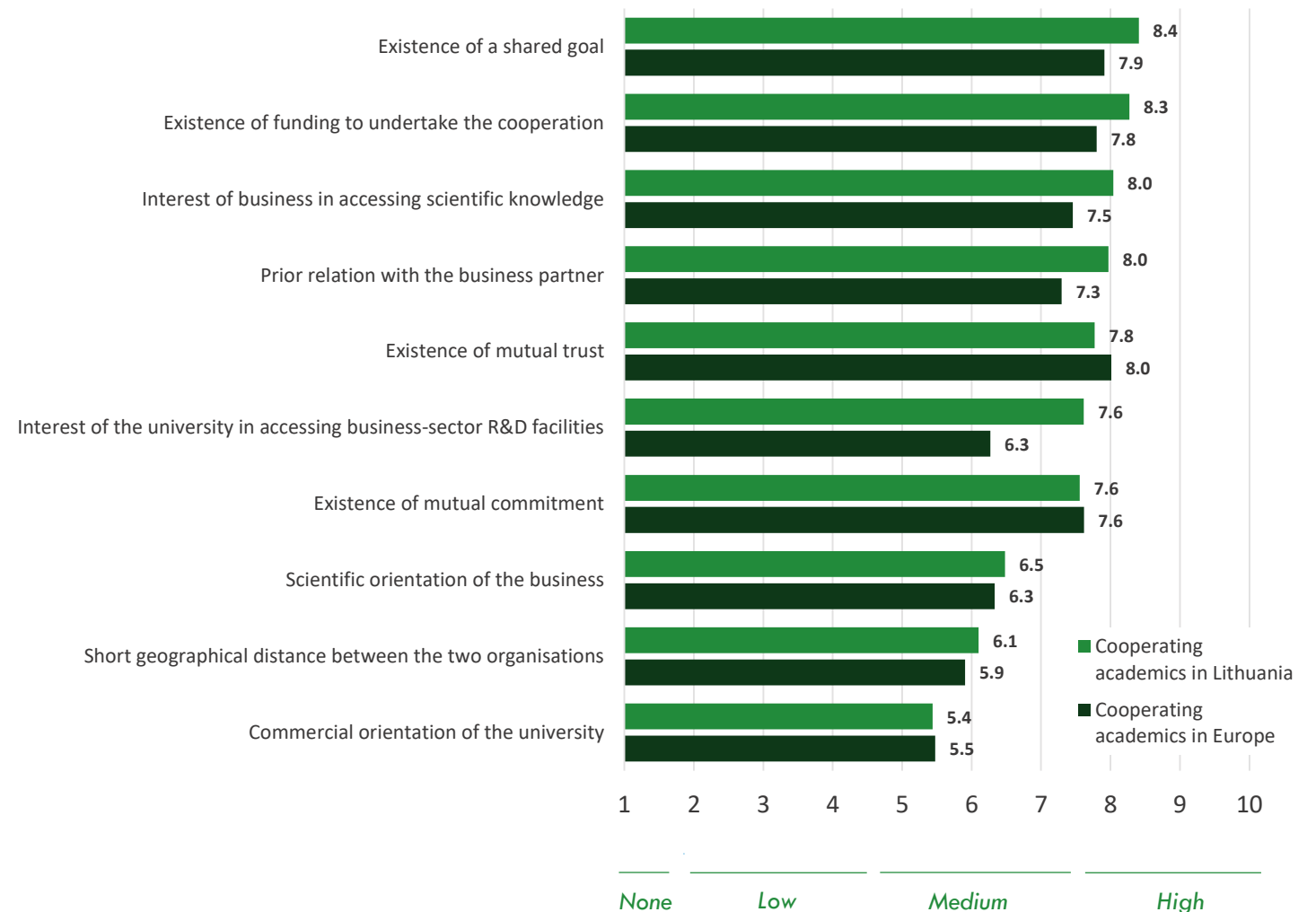
For both groups, the most common UBC facilitators are those related to the existence of funding to undertake the cooperation and positive relationship between the actors (e.g. existence of mutual commitment, trust and a shared goal). Poor funding is the main problem in Lithuanian higher education preventing positive steps forward in many spheres, not only in UBC.

Lithuanian academics find universities' interest in accessing business-sector R&D facilities to be a considerably stronger facilitator than it is the case with other EU academics. The reason might be that Lithuanian HEIs have significantly poorer research environment than in most European countries. Access to business-sector R&D facilities is crucial in some areas, as equipment is very expensive.

Commercial orientation of the university emerges as the least important UBC driver for both groups. This is the result of weak cooperation with business.

Facilitators

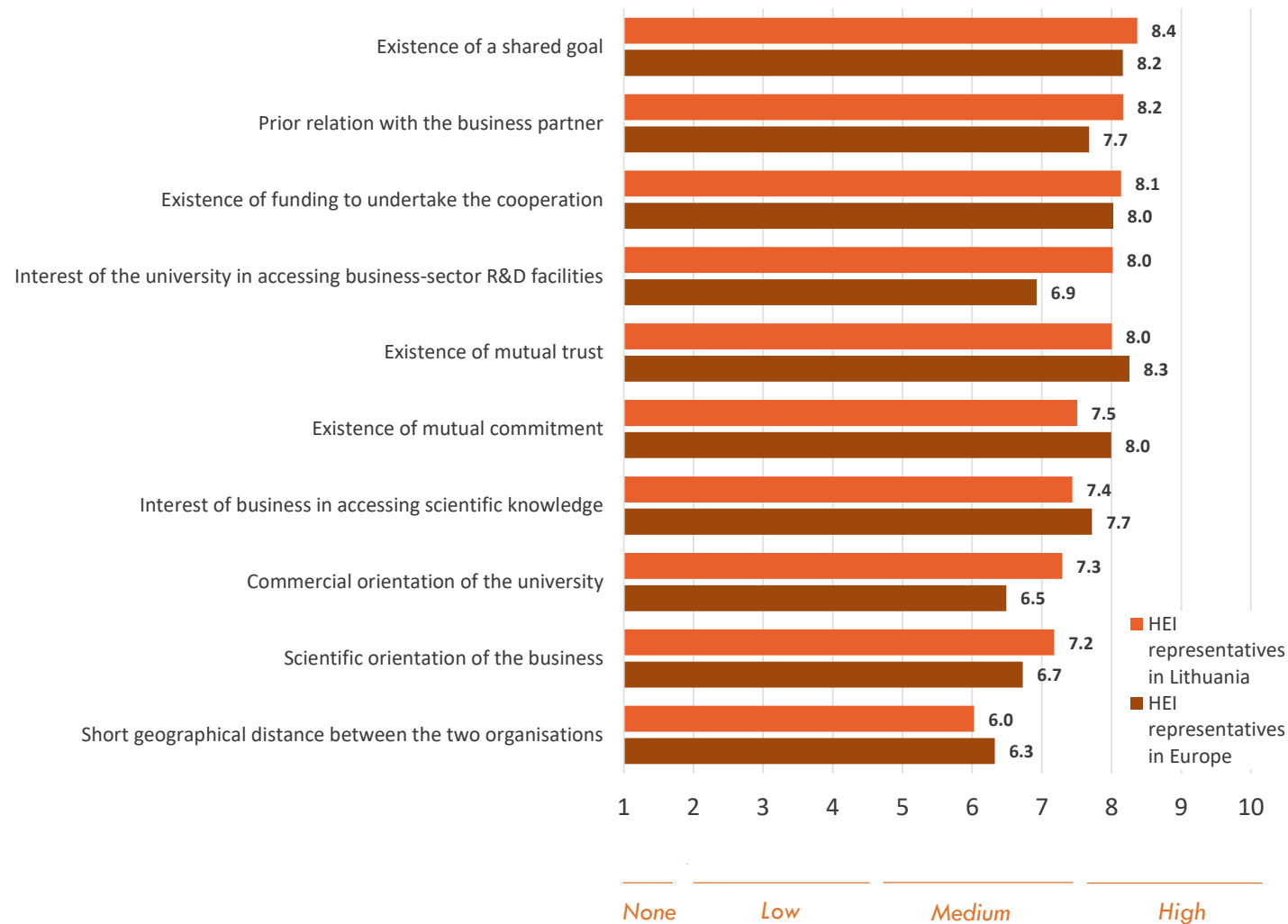
'What is facilitating your cooperation with business?' – as answered by cooperating academics



Drivers stimulating UBC

Facilitators

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



European and Lithuanian HEI representatives have relatively similar perceptions of what stimulates UBC, with some exceptions.

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.

Lithuanian HEI representative value more the interest of the university in accessing business-sector R&D facilities and prior relations with the business partner more. Lithuanian HEIs are not well equipped in R&D as those of most EU countries, therefore HEI representatives highly appreciate the possibility to access business sector facilities. Prior personal relations with business help to find common goals and sometimes funding possibilities. This is conditioned by mutual trust.

Similarly to EU counterparts, Lithuanian HEI managers see short geographical distance as least stimulating. Apart from academic and research goals, there are always personal wishes to see new countries, to know new cultures and to make new contacts. Therefore, the possibility to visit project/research/academic partners in the countries one is not familiar with seems attractive.

Drivers stimulating UBC

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

While cooperating academics are highly motivated to gain new insights for research, their non-cooperating colleagues are willing to improve graduate employability.

Furthermore, cooperating academics highlight the improvement of teaching as a motivation, whereas those not engaged in UBC are more driven by the possibility to contribute to the mission of the university. Cooperating academics know the real value of UBC, whereas the non-cooperating colleagues address the mission of the university as an official statement because of their personal uncertainty and lack of awareness.

Motivators

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

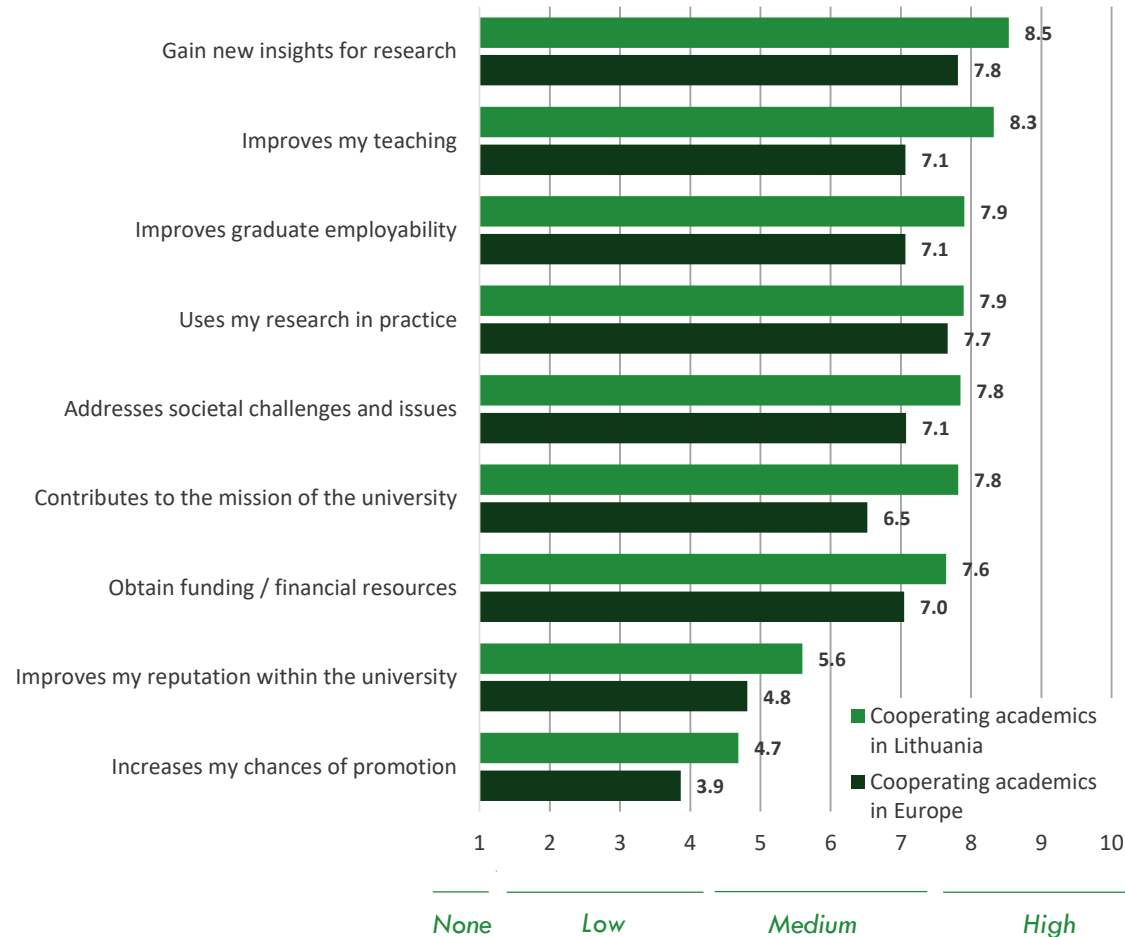


	Academics who cooperate	Academics who <u>do not</u> cooperate
1.	Gain new insights for research	Improves graduate employability
2.	Improves my teaching	Contributes to the mission of the university
3.	Improves graduate employability	Addresses societal challenges and issues
4.	Uses my research in practice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

Drivers stimulating UBC

Motivators

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



Lithuanian academics have larger motivations to engage in UBC than it is the case with the EU counterparts.

The largest incentive to engage in UBC is the possibility of gaining new insights for research. Research activities have recently been highlighted in both traditional universities and universities of applied sciences as a priority. The demands for research results and effectiveness are very high. Therefore, academic staff are looking for new research platforms.

This is followed by the possibility of improving the teaching, employability and using research in practice. There is a growing competition among university staff. Therefore, those who are eager to work for universities, must meet the governmental and institutional requirements.

Promotion and reputation related motivators are the weakest motivators for both groups, although rated noticeably higher by Lithuanian academics. In the Lithuanian context, one cannot achieve promotion and high reputation without the other incentives mentioned above.

Drivers stimulating UBC

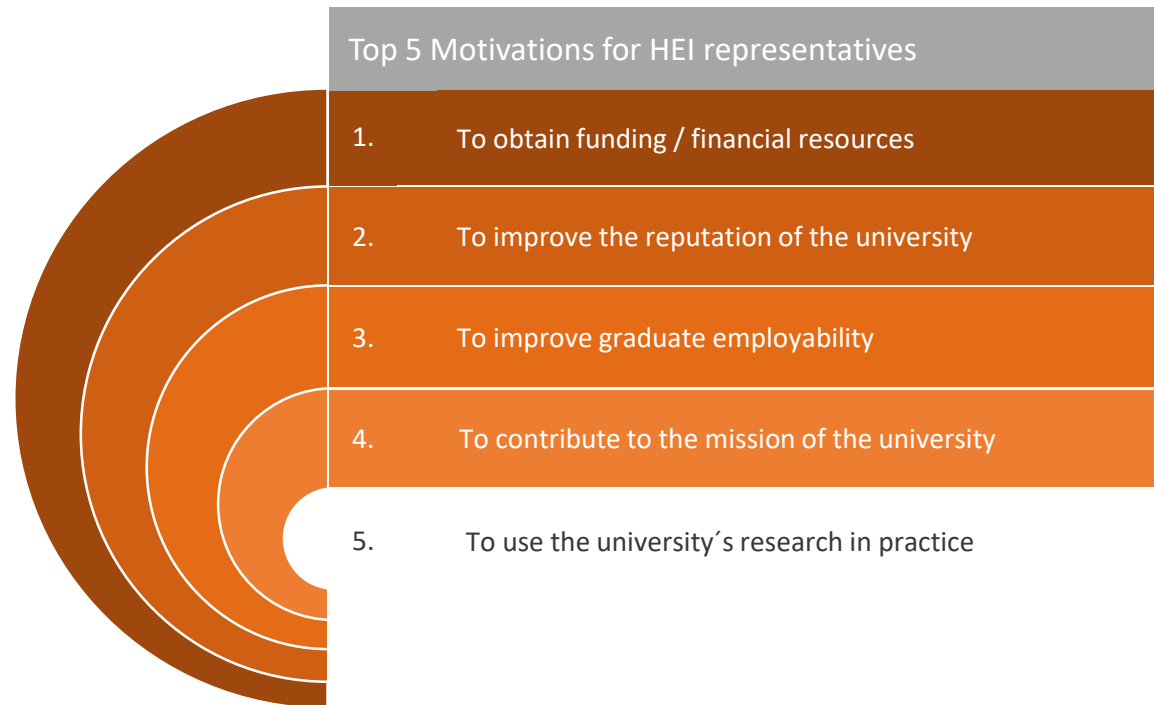
Lithuanian HEI representatives are motivated to obtain financial resources the most. This is one of the most important requirements for HEIs declared by the Ministry of Education, Science and Sport.

They are also interested in improving the reputation of the university and graduate employability. There is a large number of HEIs in Lithuania, and the number of applicants for studies is decreasing. Consequently, there is a big competition between universities. Another reason is the funding model of higher education in Lithuania – HEIs are funded according to the number of students they enroll. University reputation is a very important factor for a secondary school graduate in making decision where to study. Graduate employability is the main outcome that shows the effectiveness of HEI.

Motivations to contribute to the mission of the university and apply university's research also drives UBC for Lithuanian HEI representatives. These are among the most important indicators HEIs are assessed by external evaluators. The latter is also an indicator showing the impact of HEI on the regional development. Successful institutional accreditation increases university reputation and has an effect on admission results. Significant achievements of application of research results increase HEI's visibility in the society and reputation.

Motivators

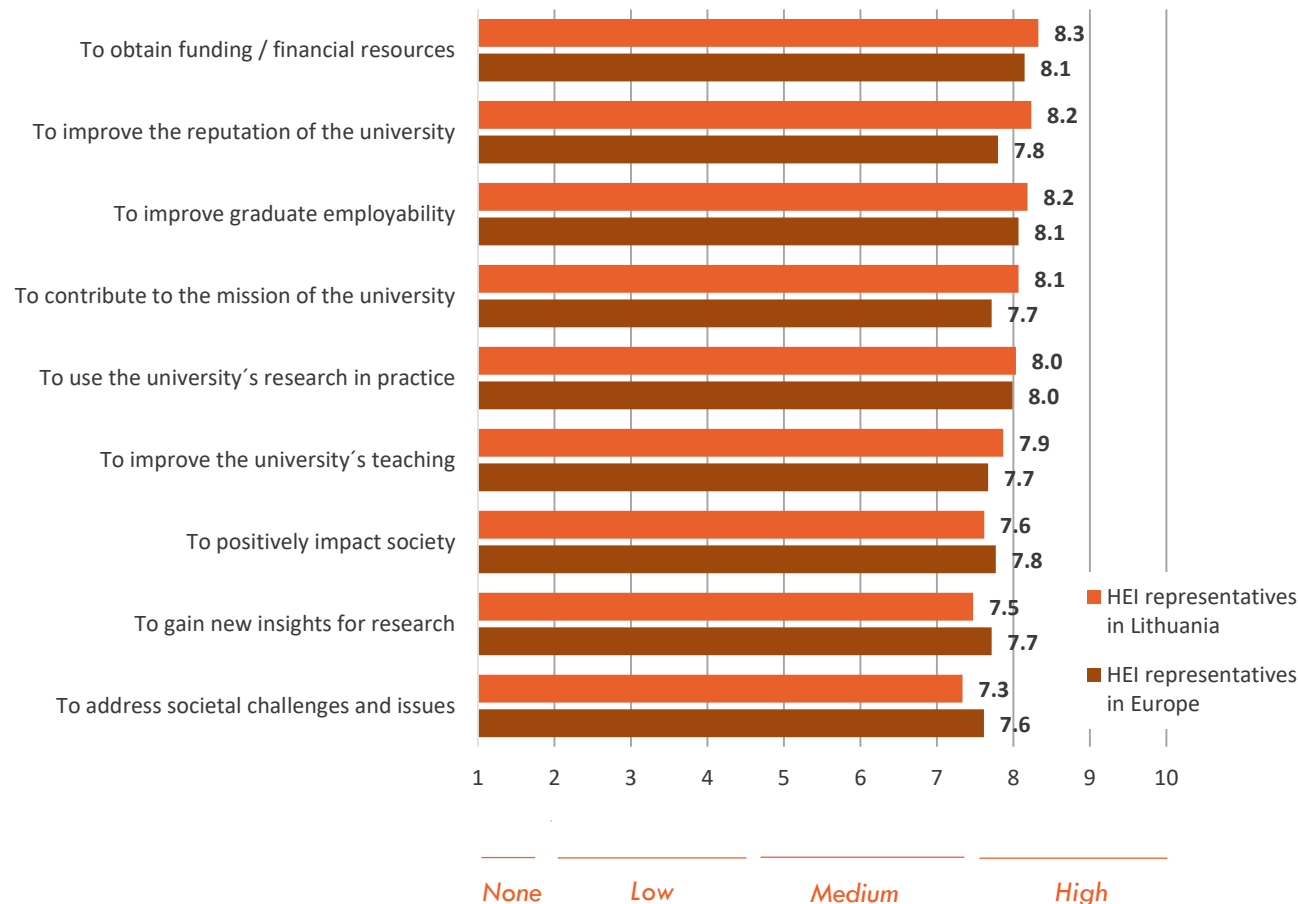
'What motivates your HEI to cooperate with business?' - As answered by HEI representatives



Drivers stimulating UBC

Motivators

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



Lithuanian and European HEI representatives have very similar perceptions of UBC motivators.

Obtaining funding is the top motivator for both groups. High quality studies and research are unlikely without appropriate funding.

Improving the reputation of the university and graduate employability are also ranked high, similarly to the EU average. Institutional reputation and graduate employability are among the main goals of any HEI. They indicate the effectiveness of the institution.

Gaining new insights and addressing societal challenges are the least stimulating drivers for Lithuanian HEI representatives, and they are lower than EU averages as well.

Benefits of UBC

Lithuanian academics and HEI managers have rather similar perceptions about the stakeholders that benefit from UBC.

Both groups see universities as benefiting the most from UBC. They consider UBC to be crucial in the future development of HEIs.

On the other hand, academics see students as important benefactors of UBC while HEI managers see the society as benefitting more from UBC. Lithuanian academics are student-oriented and their ultimate goal is a qualified graduate. Lithuanian HEI managers have a broader institutional perspective. Unfortunately, the understanding of this perspective has not reached the academics yet. This is a big shortcoming in the development of UBC.

Moreover both groups see the government as the stakeholder that benefits 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

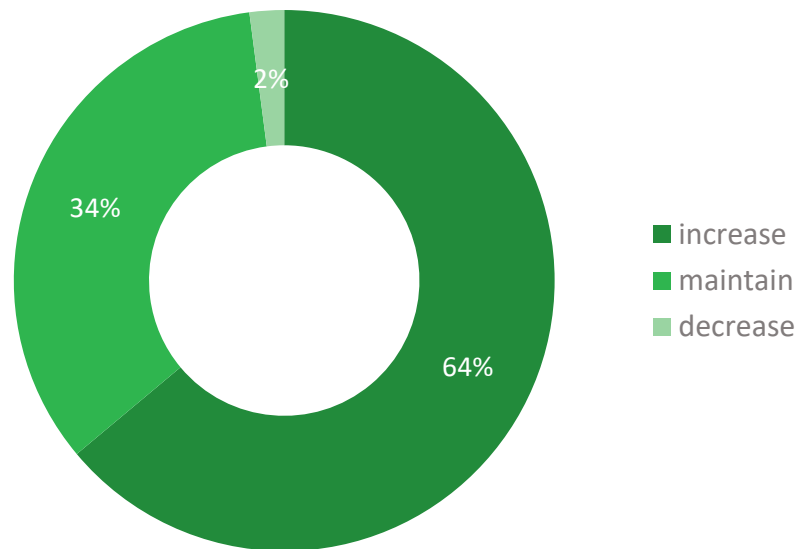


	Academics	HEI representatives
1.	Universities	Universities
2.	Students	Society
3.	Businesses	Students
4.	Academics	Businesses
5.	Society	Academics
6.	Government / public authorities	Government / public authorities

Future intentions

Future UBC intentions – Lithuania

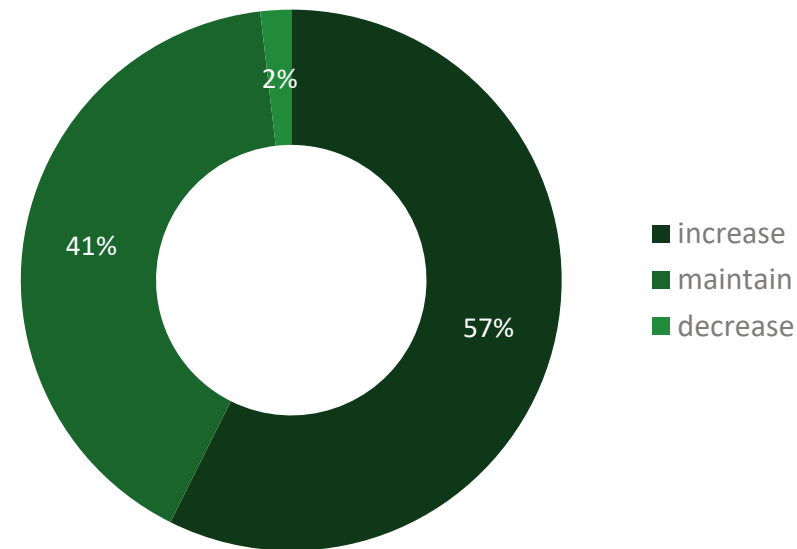
As answered by Lithuanian cooperating academics



Lithuanian academics show very strong commitment to UBC. 64 %of academics expect to increase while 34% plans to maintain their UBC activities. Only 2% plans to decrease their UBC activities. This is likely the consequence of UBC development being recently strongly emphasized in higher education institutions of Lithuania.

Future UBC intentions – EUROPE

As answered by European academics



Academics in Europe show equal commitment to increasing UBC activities. 57% of cooperating academics expect to increase their cooperation and only 2% plan to decrease their collaborative activities with businesses. This shows a positive projection for UBC in Europe.

Willingness to recommend UBC

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

Lithuanian academics are less satisfied with UBC in research than their European counterparts (NPS=13). While 42% of them will promote UBC in research positively, 29% will do it negatively. Lack of institutional UBC strategies, poor funding and fragmentation of research activities makes UBC a complicated task for academics.

On the other hand, Lithuanian academics are more satisfied with education-related UBC than academics in Europe, (NPS=5 for Lithuanian and NPS=-14 for European academics). Education-related UBC has already become a tradition in Lithuania. Business representatives are rather positive to this type of cooperation. They gladly respond to invitations to participate in study programme committees, final thesis assessment commissions, in teaching, etc.

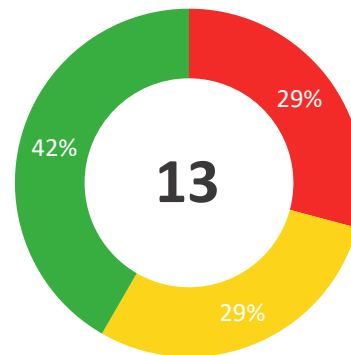
Willingness to recommend to an academic colleague cooperation with business in R&D and education

As answered by academics

	Detractors	Passives	Promoters	Net promotor score
Academics cooperating in E&T	31%	33%	36%	5
Academics cooperating in R&D	29%	29%	42%	13

Satisfaction in cooperation with businesses (net promotor score)

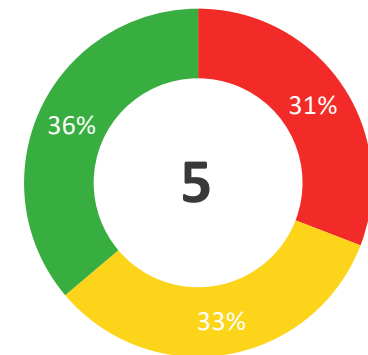
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

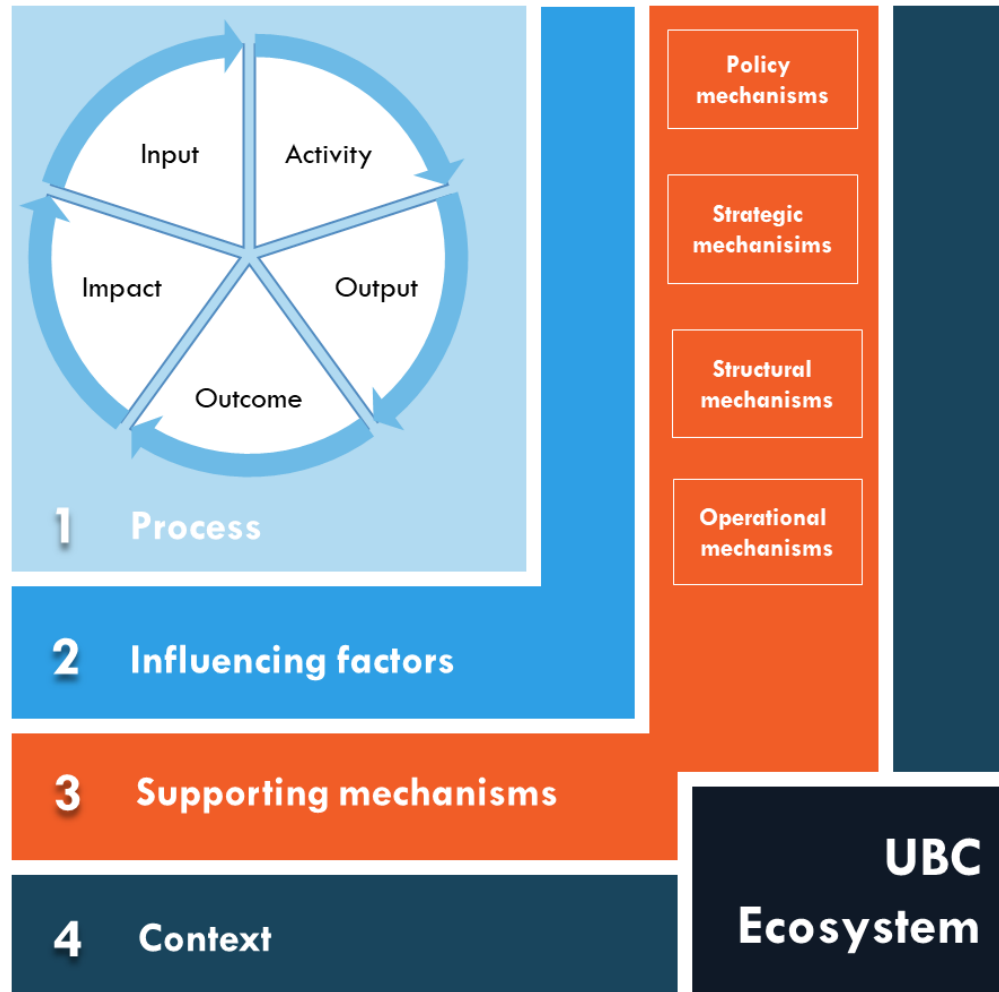
Academics cooperating in education



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: -14

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

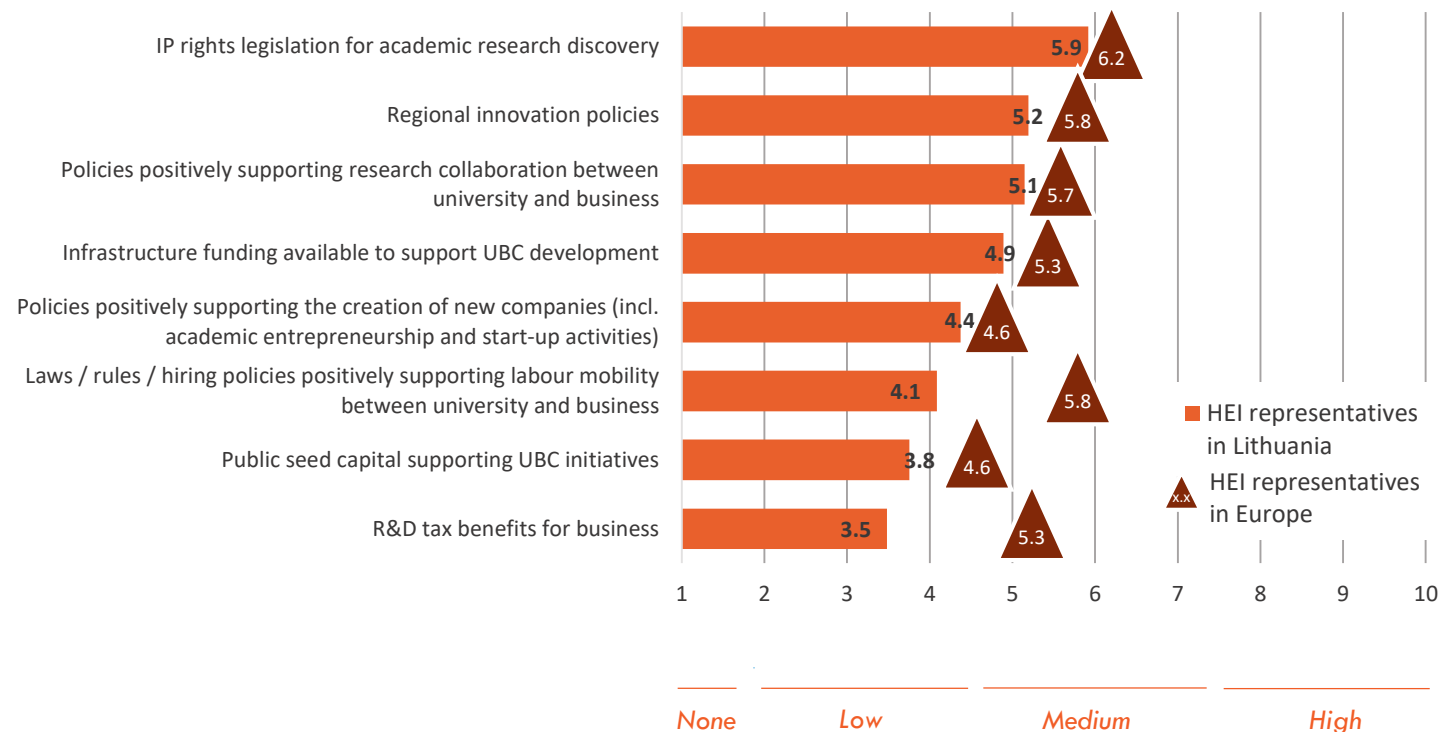
Lithuanian HEI representatives perceive UBC supporting policy mechanisms to be developed to a medium level. This perception is more negative compared to European average.

IP rights legislation for academic research discovery and regional innovation policies are the most developed supporting mechanisms in Lithuanian HEIs (5.9 and 5.2 respectively).

On the other hand, R&D tax benefits for business and public seed capital supporting UBC initiatives are less developed in Lithuania than in Europe on average.

Policy mechanisms

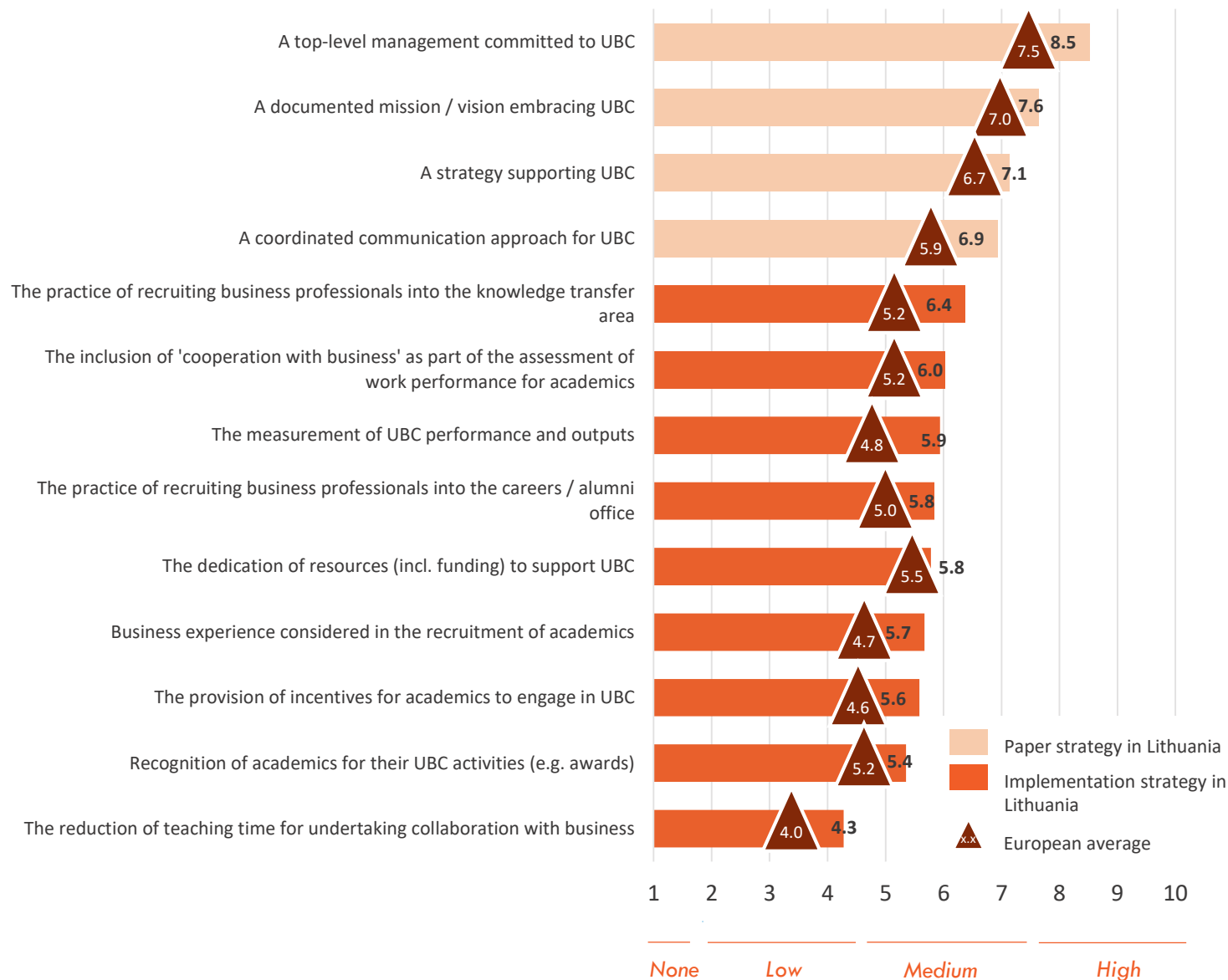
'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Supporting mechanisms for UBC

Strategic mechanisms

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



The strategic mechanisms in Lithuania are more developed than in the rest of the EU.

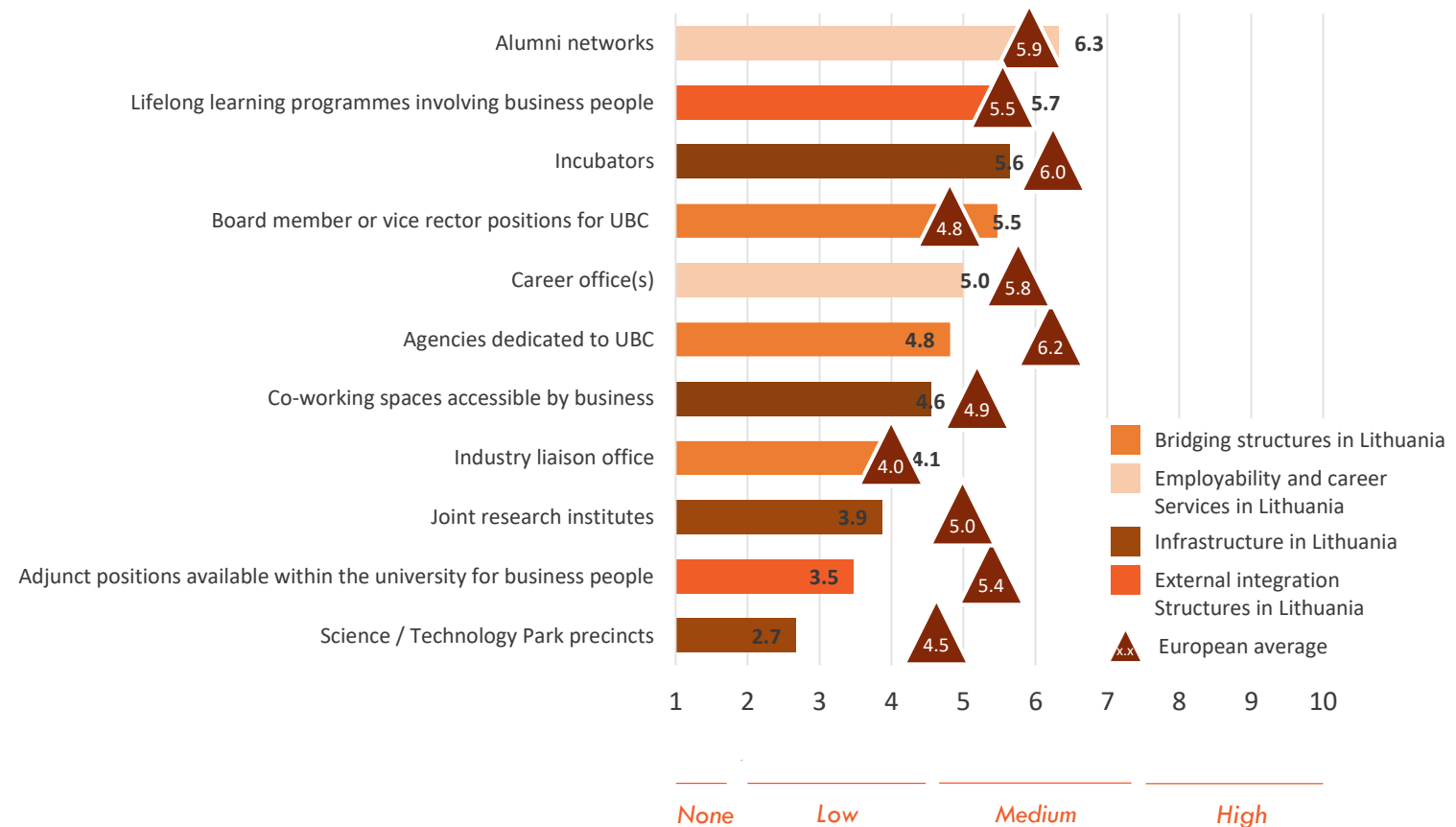
The top-level management of Lithuanian HEIs is highly committed to UBC (8.5). Generally, the paper strategies are substantially more developed than the implementation mechanisms in both Lithuanian and European HEIs. Lithuanian HEI management has a clear understanding of UBC goals, but there are too many obstacles for implementation of the strategies.

The least developed mechanisms are the strategies related to the practice of recognizing academics for their UBC activities (5.4) and the reduction of teaching time for cooperating academics (4.3). The success of the strategies related to the practice of recognizing academics for their UBC activities depends on the assessment criteria and indicators which are difficult to define. Reduction of the teaching time depends upon the funding of the HEI – whether it can afford that. And it also depends on institutional capacity to design study programmes, to manage the study process, to effectively use teaching/learning methods and study modes.

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 Lithuanian HEI structural mechanisms to support UBC are mostly lower than the European average.

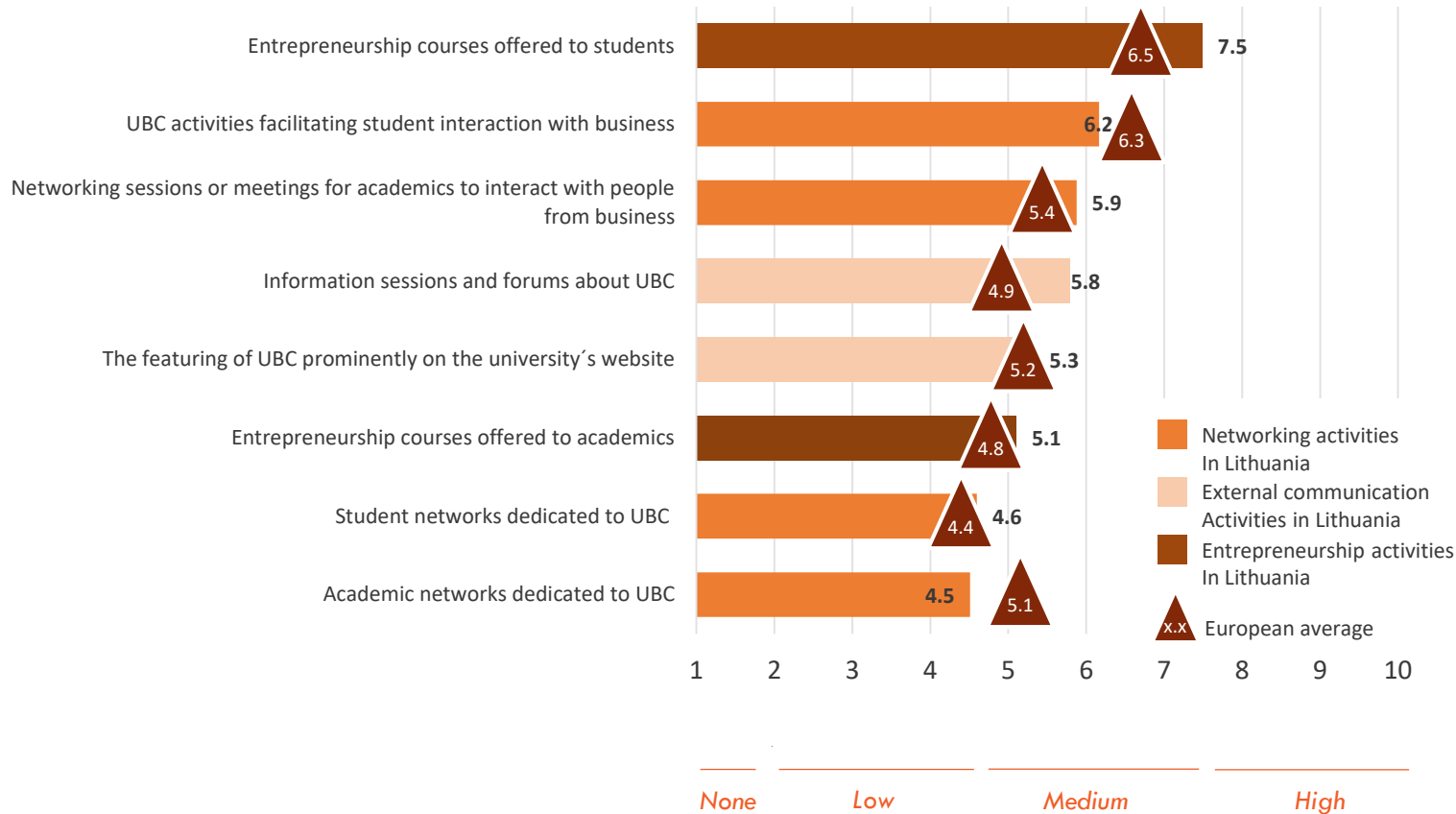
Top four structural mechanisms are alumni networks, lifelong learning programs, incubators and board member positions for UBC. Three out of those 4 indicators are more developed than the EU average. These are the mechanisms UBC is really supported by in Lithuania. The others are more declarative.

On the other hand, technology parks and adjunct positions for business people within universities are the least developed. There were great expectations concerning technology parks in Lithuania as the main places for universities, research centers and business to meet and work together. Unfortunately, they haven't created sufficient possibilities for UBC. Adjunct positions for business people in HEI are not common in Lithuania.

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 more developed in Lithuanian HEIs than in European ones, with minor exceptions.

Student-oriented mechanisms are the most developed for both Lithuanian and European HEI representatives, where entrepreneurship courses offered to students and UBC activities facilitating student interaction with businesses are ranked the highest. Entrepreneurship courses offered to students and UBC activities facilitating student interaction with businesses are the most common means of bringing business issues closer to students. Entrepreneurship promotion and support is underdeveloped in higher education. Entrepreneurship needs to be strengthened in Lithuanian higher education.

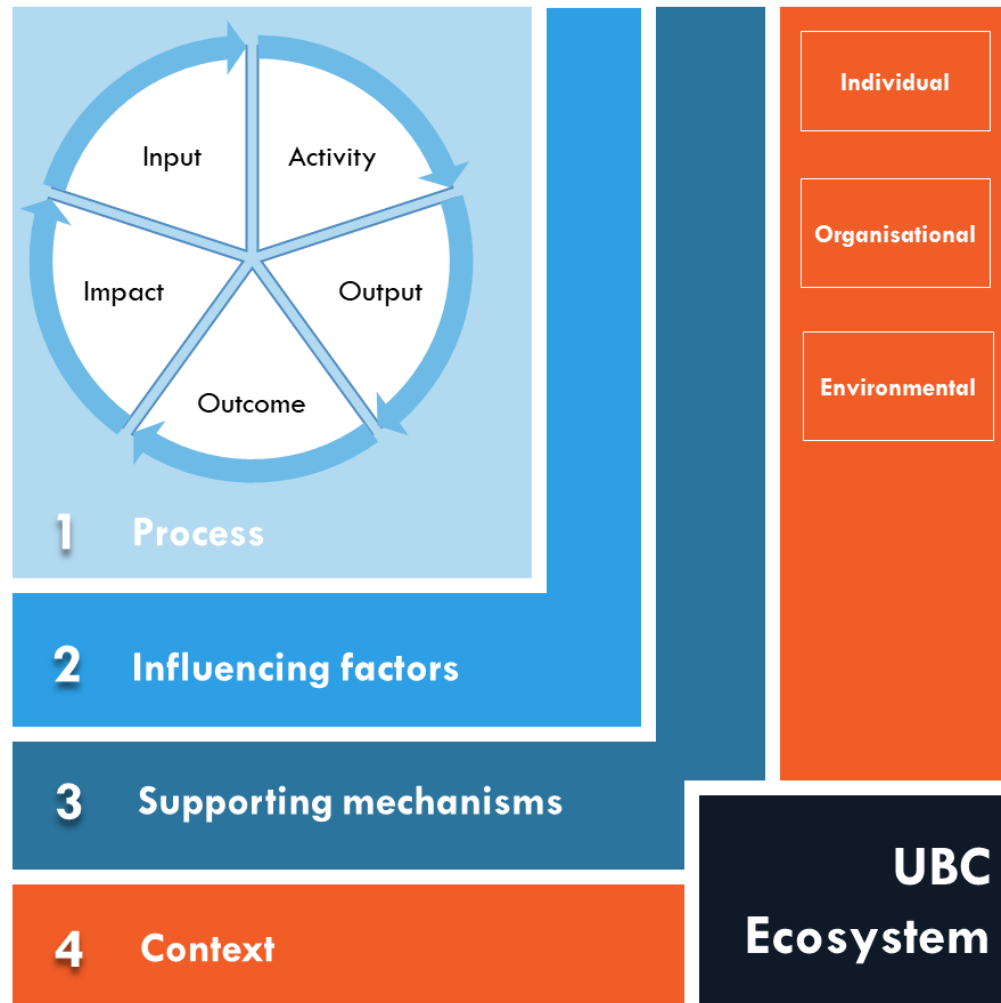
Academics-centered mechanisms (with the exception of networking sessions for their interaction with business) are the activities that are less developed in Lithuanian HEIs. As said in the Youth Entrepreneurship Report 2015, entrepreneurship needs to be strengthened in Lithuanian higher education. To advance an entrepreneurial agenda in higher education, policy makers need to convince university leadership about the value of entrepreneurship. There is a need to demonstrate its value for the institution (e.g. to attract top researchers), for professors (e.g. to identify and seek research funding) and for students (e.g. to develop an awareness of entrepreneurship and its potential, develop entrepreneurship skills).

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.).

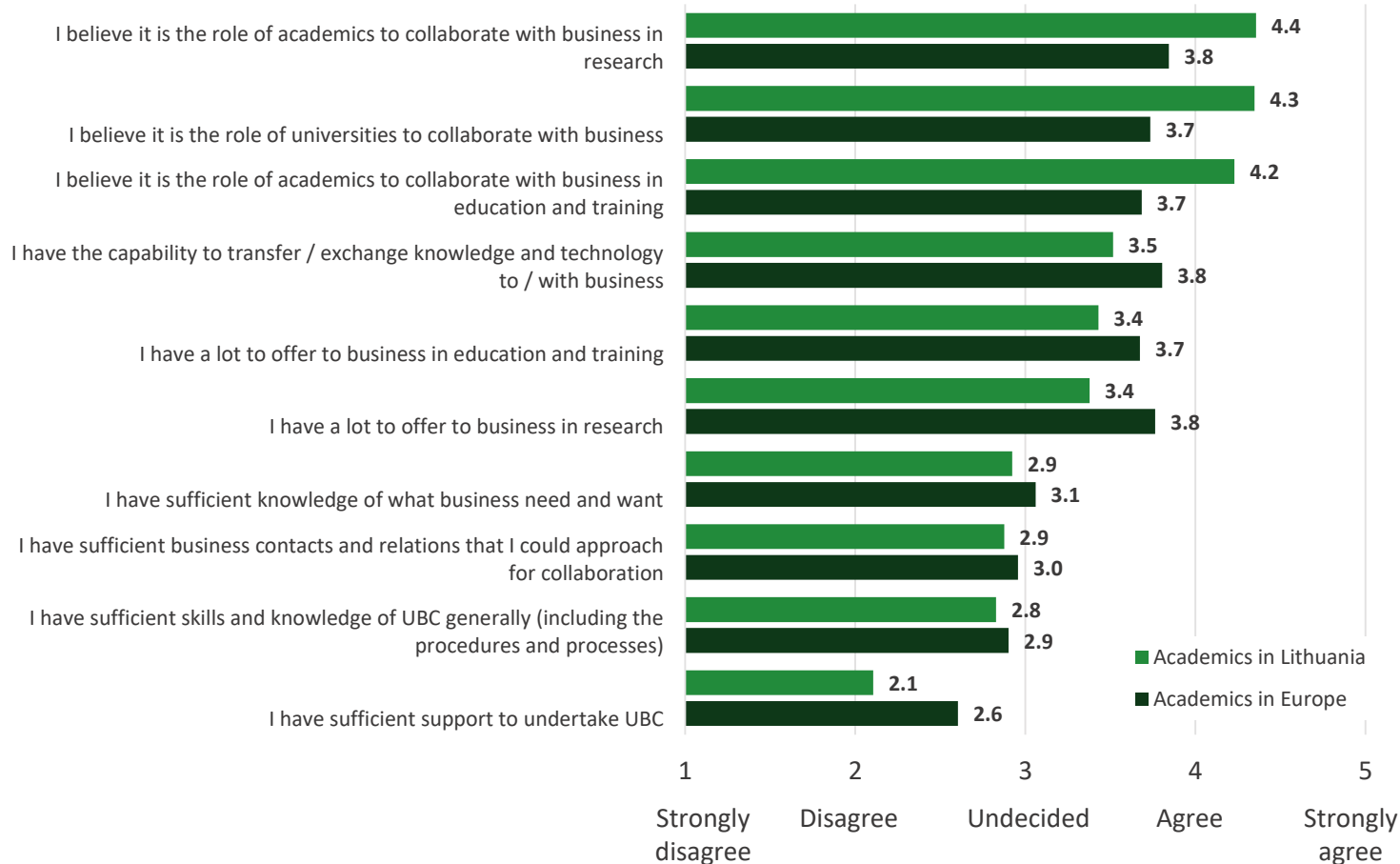
This section outlines how some contextual factors influence UBC in the country.



UBC capabilities

Capabilities for UBC

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



Lithuanian academics have quite a different opinion on their capabilities in UBC than their EU colleagues.

Lithuanian academics strongly believe the role of academics is to collaborative in research and education and the role of universities to collaborate with business, at a rate much higher than it is the case with their European counterparts. Recently, HEIs are strongly focusing on UBC in their institutional strategies. This naturally goes down to the requirements for the academic staff activity.

Academics identified their strengths in the capability of executing education and doing research for companies and transferring knowledge and technology to be lower than it is the case with European counterparts.

Generally, academics in Lithuania lack support to undertake UBC. This might be the case with traditional universities, because they lack experience. Universities of applied sciences have some experience and success stories, but their applied research, experimental development and art activities were not funded since the implementation of the binary HE system, and were based only on individual initiatives of the motivated staff members.

Context

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

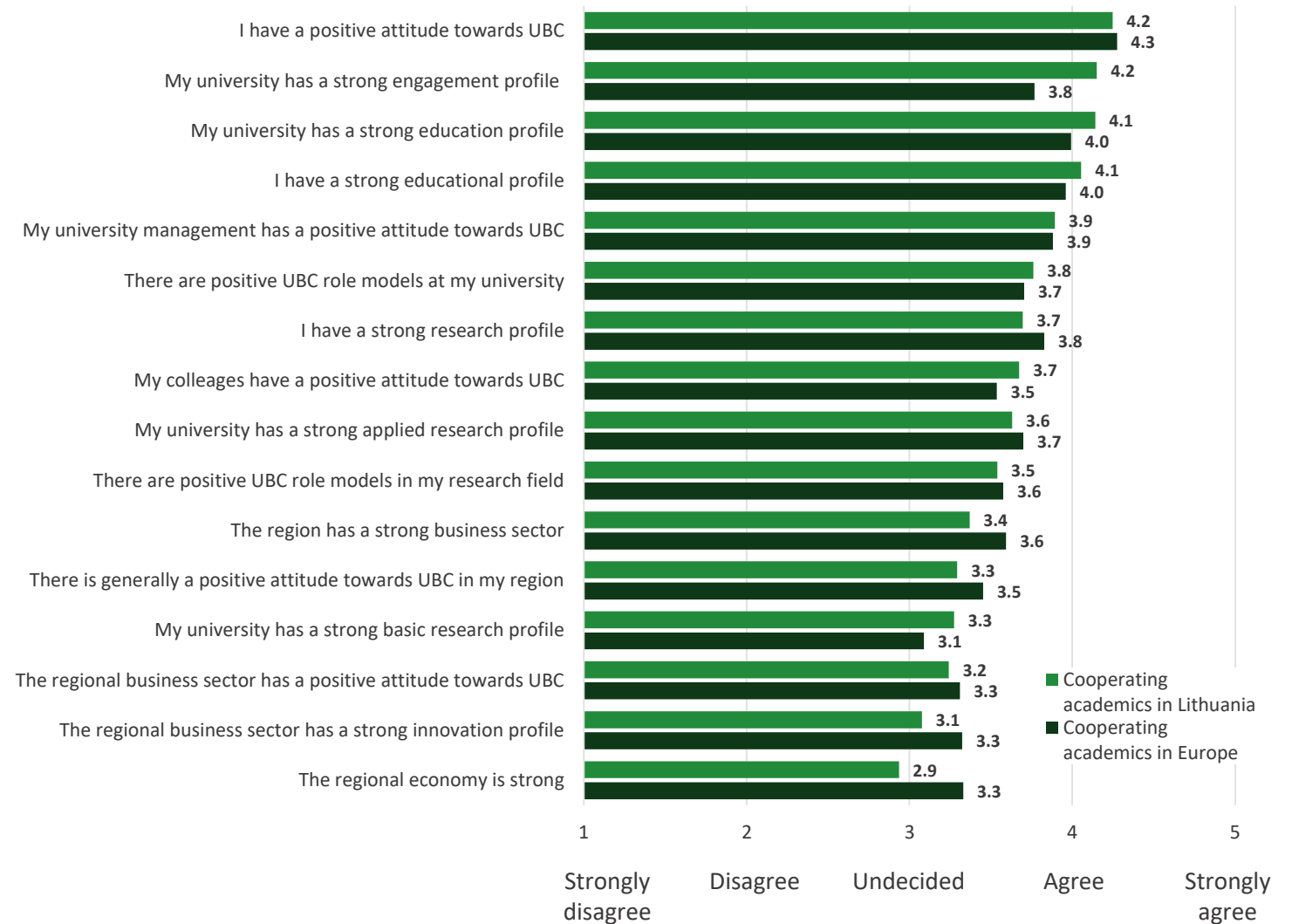
Overall, both groups have a positive attitude towards UBC and consider their universities to have a strong education profile. They all are focused on the strategic orientation to work together with business for the HEI graduates to meet the requirements of the labor market.

Lithuanian academics perceive the strength of their regional economy and regional business sector innovation profile to be considerably lower than it is the case with the EU average. In comparison to other European countries, the profile is not sufficiently developed, and Lithuanian academics feel this in their professional practice.

Lithuanian academics believe their university has a strong engagement profile at a much higher rate than their EU counterparts. They might have assessed their HEI positively because they see significant changes in their institutions.

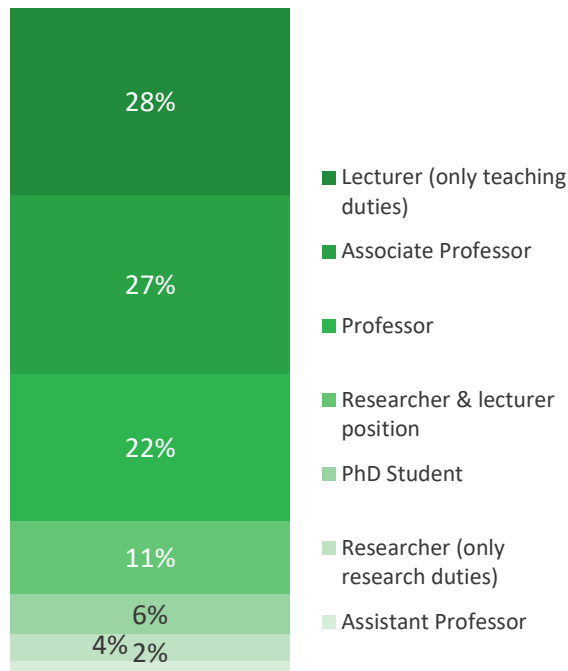
Contextual factors affecting UBC

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



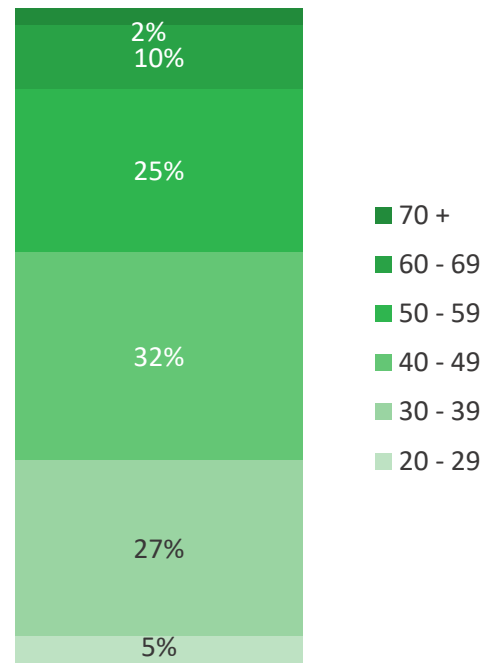
Respondent profile – academics

Position of respondent



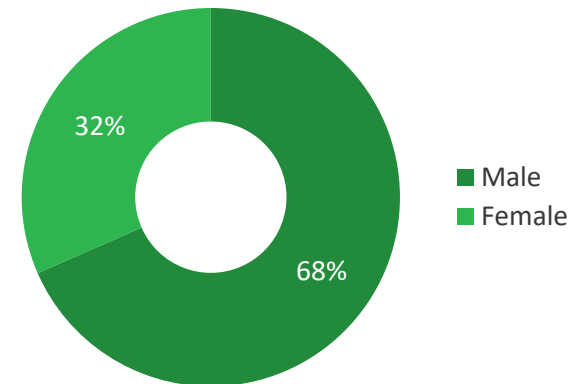
Lecturers represent the largest group within Lithuanian academic sample (28%). It is closely followed by associate professors (27%) and professors (22%). The remaining respondents identified themselves as researchers/lecturers (11%), PhD students (6%), research only (4%) and assistant professors (2%).

Age of respondents



The majority of Lithuanian academics in the sample are in their 40s (32%). 27% of the respondents are aged 30-39, and 25% of academics are in their 50s. 10% of academics are aged 60-69. Academics younger than 30 are 5% and those older than 70 are only 2%.

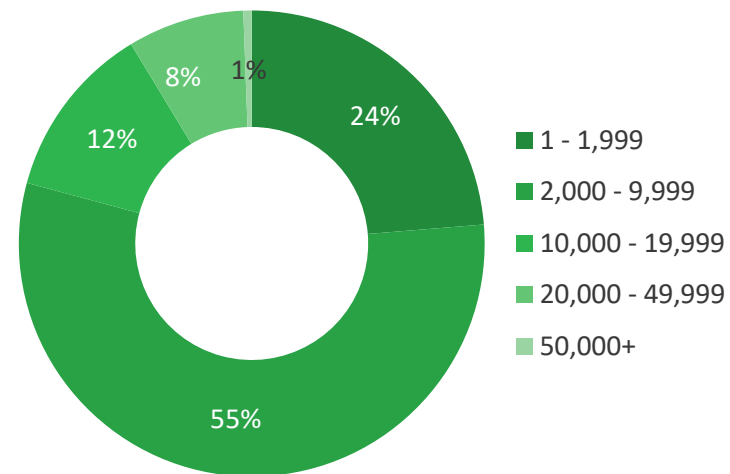
Gender of respondents



The gender distribution in the academic sample in Lithuania is skewed towards male respondents, who represent 68% of the total sample.

Respondent profile – academics

Number of students of the HEI

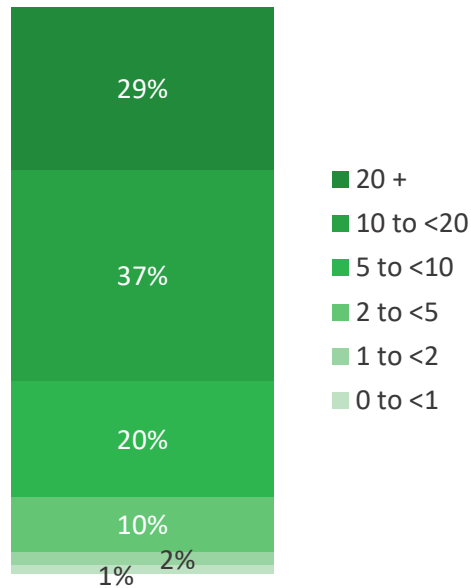


Sample Size	
Lithuanian Academics	n=287
European Academics	n=10.836
Lithuanian HEI representatives	n=90
European HEI representatives	n=3.482

55% of Lithuanian academics in the sample work for small-size HEIs (2,000 to 9,999 students), followed by 24% based in micro-sized HEIs (up 1,999 students). 12% of all respondents work for medium-sized HEIs (10,000 to 19,999 students). Large HEIs (20,000 to 49,999 students) are represented by 8% of respondents. Only 1% of the academics work at very large HEIs with over 50,000 students.

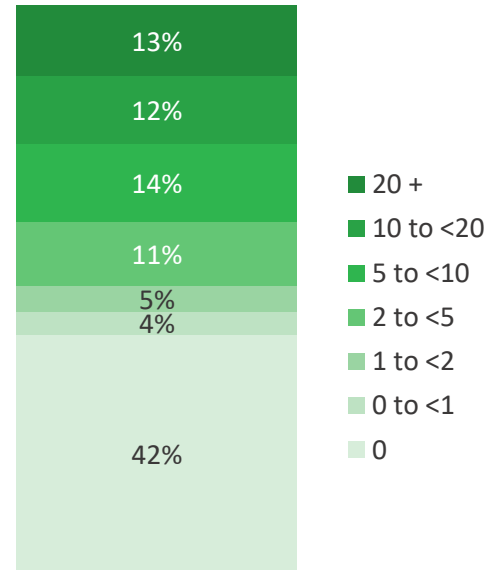
Respondent profile – academics

Years working in university



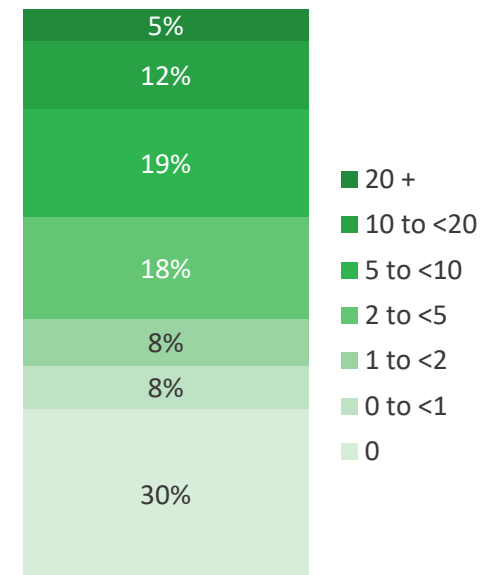
More than a third of academics have worked in universities from 10 to 20 years (37%). They are followed by 29% of academics who have 20+ years of academic experience. 20% have worked for academia for 5-10 years and further 10 % have done so for 2-5 years. Only 3% worked for universities up to 2 years.

Years working in business



Over a half (51%) of academics have little or no industry experience. 11% of respondents worked for 2-5 years in industry before, while 14% have done so for 5-10 years. 12% have business experience of 10-20 years. 13% of respondents have worked in business for over 20 years.

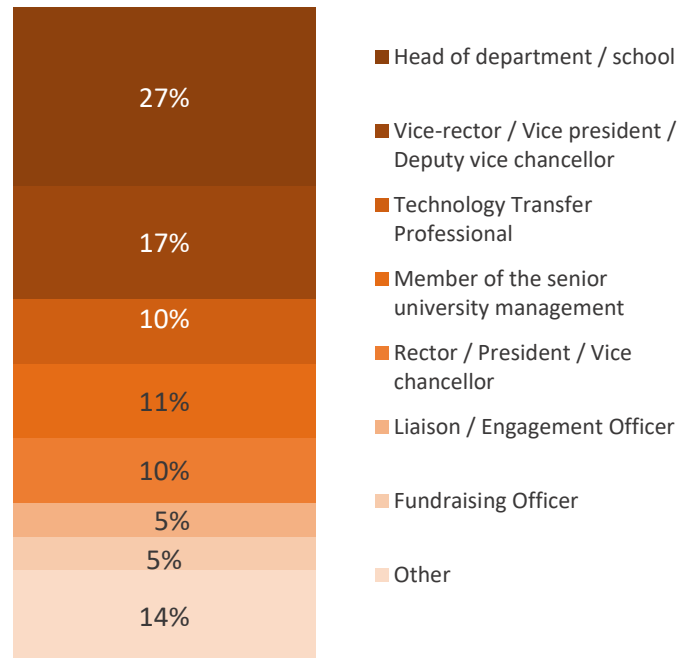
Years involved in UBC whilst working at a university or business



Almost half of academics in Lithuania have little to no UBC experience (46%). 18% have been involved in UBC from 2-5 years. 19% have 5-10 years of experience. 12% have been cooperating with businesses for 10-20 years. Only 5% of academics in the sample have over 20 years of UBC experience.

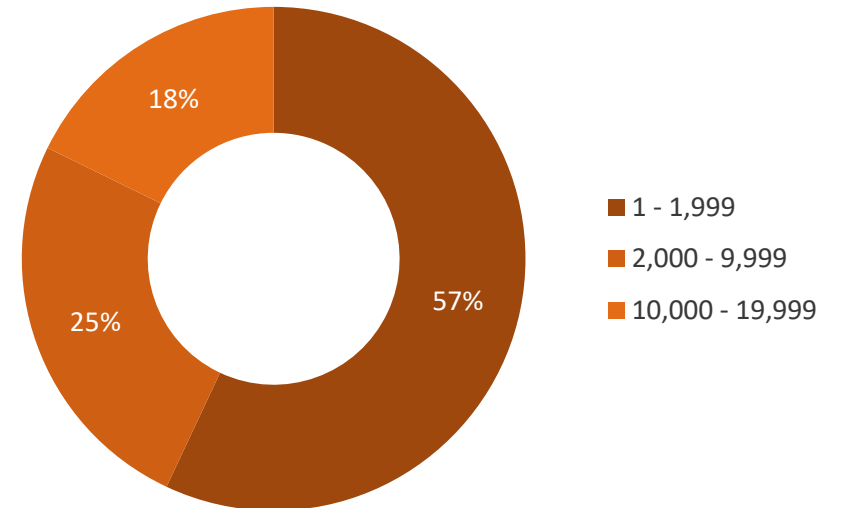
Respondent profile – HEI representatives

Position of respondent



Heads of departments/schools represent the largest group of Lithuanian HEI representatives (27%). 17% identified themselves as vice-rectors/-presidents while 11% are members of the senior university management. 10% each belong to rector and technology transfer professional groups. 5% each hold liaison and fundraising officer positions.

Number of students of the HEI



Overall, over a half of HEI representatives work for micro-sized HEIs (up to 1,999 students). This is followed by 25% of HEI managers who work at small HEIs (2,000 to 9,999 students). Lastly, 18% work for medium-sized HEIs (10,000 to 19,999 students).

Contact us

Todd Davey - davey@uiin.org

Arno Meerman - meerman@uiin.org

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 ubc-monitor.com