



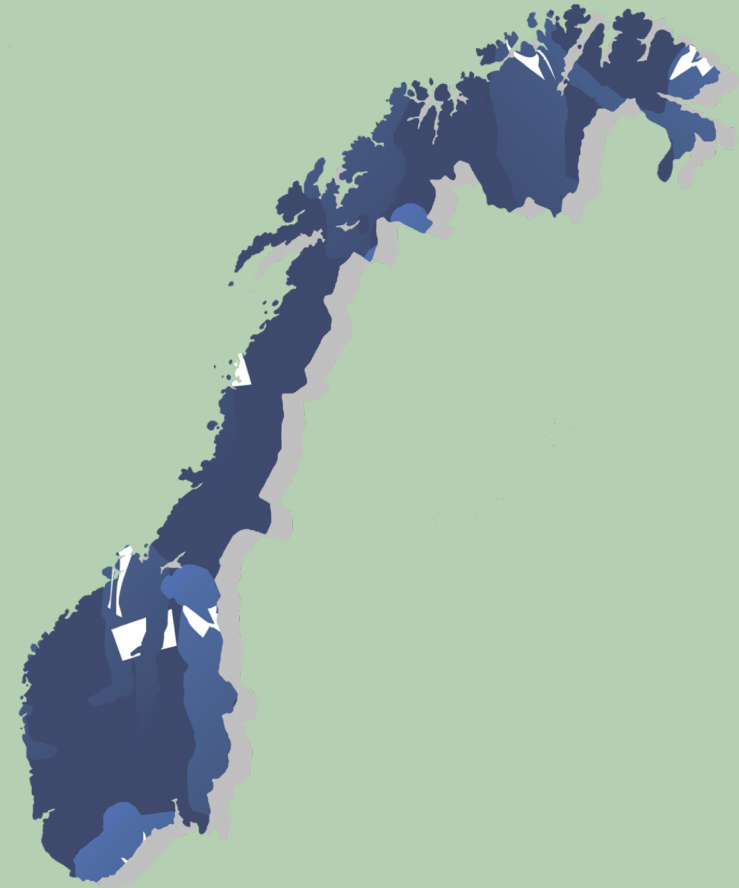
UNIVERSITY-BUSINESS
COOPERATION IN EUROPE

State of University- Business Cooperation

NORWAY

University Perspective

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



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

Partners



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Executive summary

Summary

This report provides the findings of a study on the university-business cooperation (UBC) in Norway from the perspective of higher education institutions (HEIs). Examining the perceptions of academics, HEI managers and knowledge transfer professionals (KTPs) provides positive signs for the future, with 95% of respondents currently cooperating with businesses planning to maintain or increase their cooperation in the future. In this sense, Norway proves to be an attractive country for UBC.

Currently, the Norwegian UBC is less developed compared to the European average. Thus, there still is room for further improvement, specifically in supporting academics in their cooperation efforts, including the allocation of financial resources and work time for UBC activities and the promotion of cooperation beyond research activities.

About the study

The results presented in this report reflect the perceptions of academics, HEI managers and KTP in Norway with respect to cooperation between HEIs and business. Data was collected by means of an online survey distributed via email to all registered European HEIs in 33 countries during October-November 2016, leading to a total of 562 Norwegian HEI responses. The study measured the perceptions of respondents with respect to their cooperation efforts, barriers, drivers, support mechanisms and perceived capabilities.

University-Business Cooperation

Academics responding to this survey are involved in a variety of different UBC activities, but research activities such as joint R&D and business consulting emerge as the most prevalent ones, along with mobility of students. Over 75% of academics do not undertake UBC activities in the valorisation or management domains. Particularly low is the commercialisation of R&D results.

Academic respondents see themselves as the most proactive initiators of UBC as 58% of respondents state that they usually or always initiate such cooperation. Norwegian academics also assign an important role to the government. Contrary, university management and internal intermediaries are perceived as those stakeholders that less often initiate cooperation.

Funding is key

Independent of whether Norwegian academics are currently cooperating with business or not, the lack of funding from different stakeholders is identified by all academic respondents as one of the main barriers to UBC. In addition, academics perceive differing motivations as well as time horizons between universities and business and insufficient work time for UBC activities as further barriers. Collaborating academics are concerned about the business lack of awareness of university research activities.

Aligned with the academic perception, barriers most strongly perceived by Norwegian HEI representatives also relate to lack of monetary resources, and cultural differences.

NOTE: This report provides a business 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

Relationships matter

While funding to undertake cooperation and the business' interest in accessing scientific knowledge emerge as two of the top five facilitators, relational factors bear even higher importance for UBC. It is the existence of mutual trust, commitment, a shared goal and prior relations with the partner that facilitate and thus drive cooperation, from the perspectives of all HEI respondents. When developing UBC, any effort to enable and increase cooperation between businesses and universities should primarily focus on relationship-building.

Society matters

All Norwegian academic respondents are motivated to collaborate with businesses mainly by the willingness to address societal challenges and issues, along with the possibility to improve their teaching. Both, cooperating and non-cooperating academics are also motivated to improve graduate employability, while HEI representatives mention the motivation to obtain financial resources. Research-oriented benefits including new insights for research and its practical application are also important for all respondents.

Academics perceive society as the stakeholder group that benefits the most from UBC and HEI representatives perceive students as the major beneficiaries.

Paper strategies vs. Implementation

Universities in Norway place a strong emphasis on

developing supporting mechanisms for UBC. As evident in the data, high-level strategic developments including a documented mission/vision embracing UBC, top-level management committed for UBC and a strategy supporting UBC are already in place and perceived as the most developed mechanisms in Norway. Yet, specific recognition systems, the reduction in teaching time in exchange for extended cooperation and the practice of recruiting business professionals into the careers/alumni office emerge as less developed.

The most developed structural mechanisms in the given sample include incubators and lifelong learning programmes. When examining the development of specific activities, a strong focus is seen to be placed on students, with the highest development reported in relation to student entrepreneurship courses and activities facilitating student interaction with businesses.

Positive attitude but lack of support

Academic respondents already cooperating with business have a positive view of their abilities and roles in undertaking UBC. Norwegian academics generally have a positive attitude towards UBC and perceive their own and the universities' educational profile as strong. However, they perceive they lack knowledge about the UBC procedures and processes, they have insufficient business contacts and they report a general lack of 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.



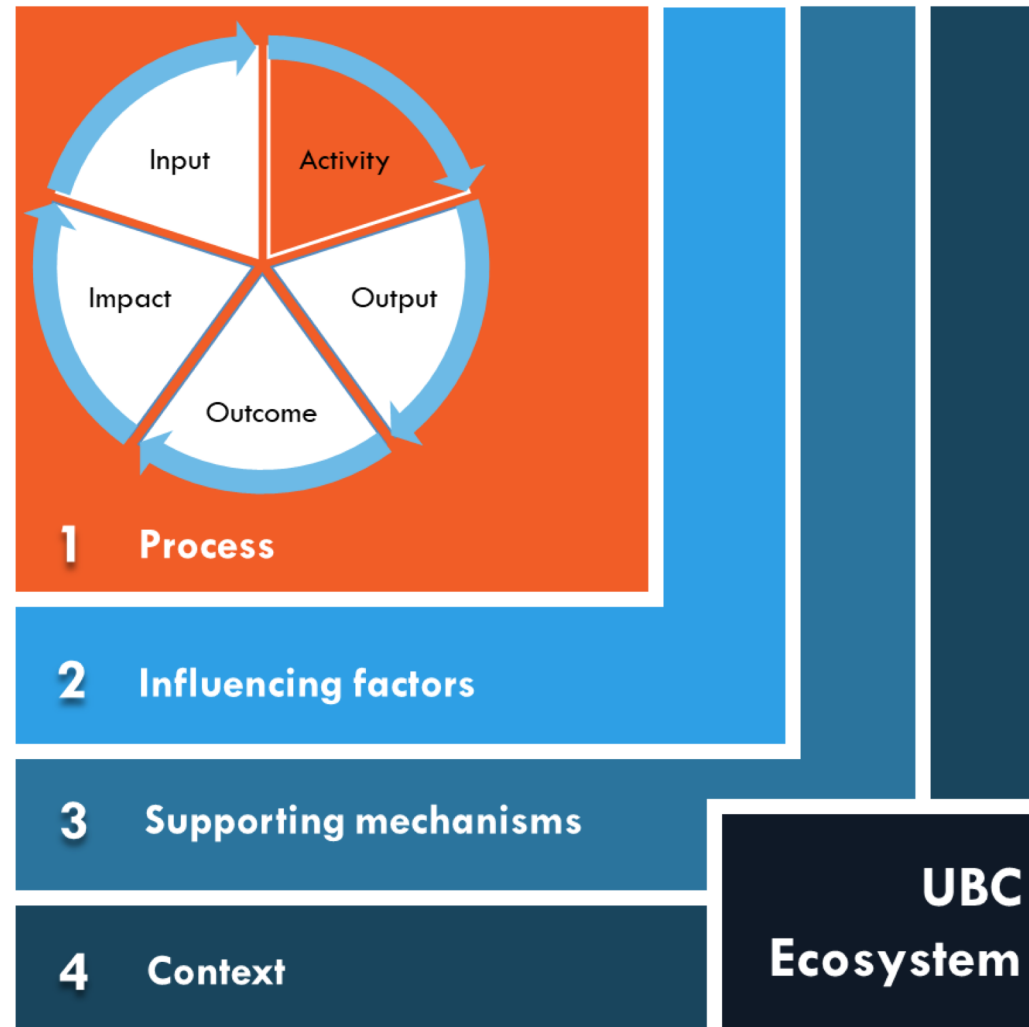
UBC activities

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

Development of UBC activities

Overall, UBC activities are significantly less developed for Norwegian academics than for their European counterparts.

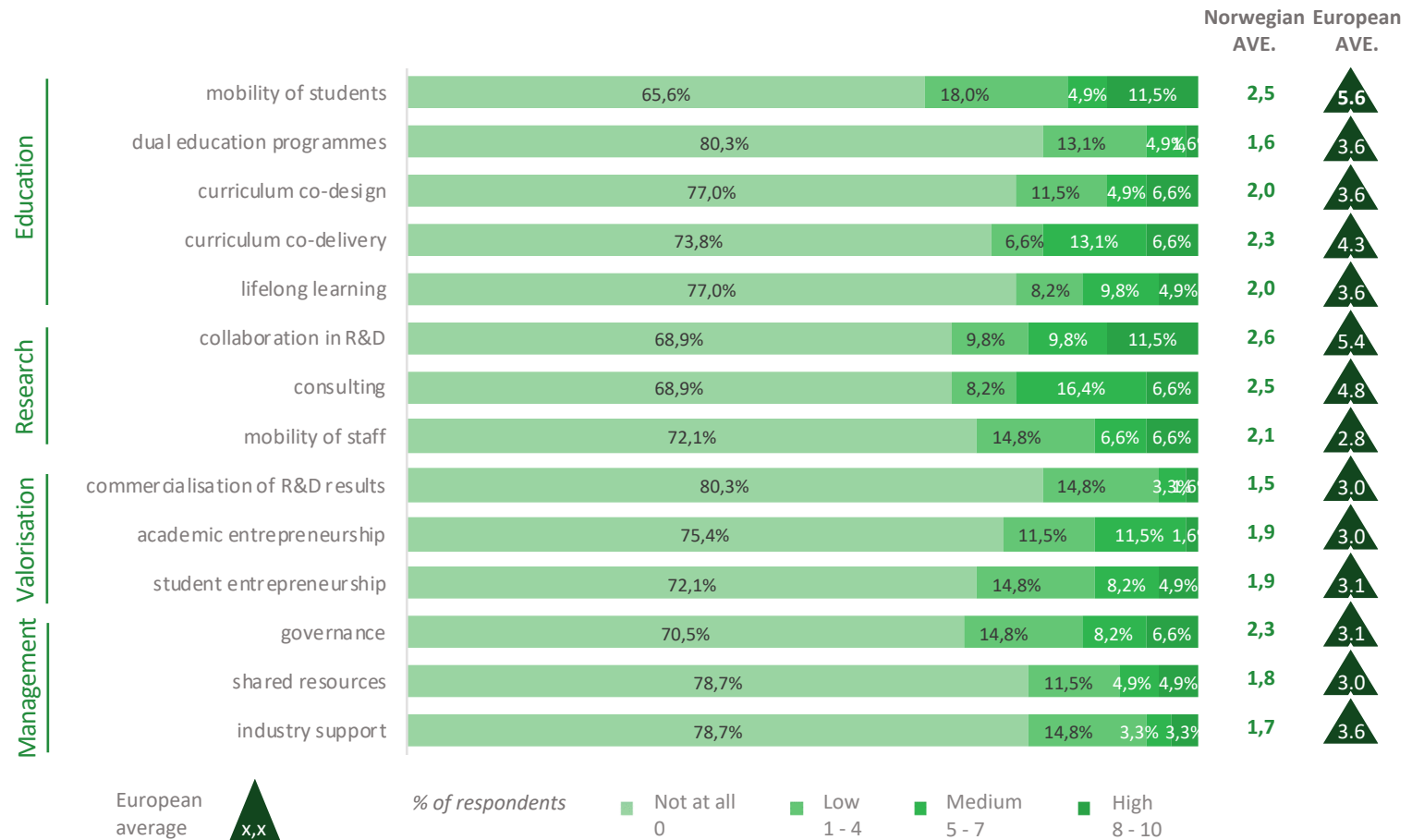
Norwegian academics most commonly engage with business in collaboration in R&D (2.6), consulting (2.5) and mobility of students (2.5). However, almost 70% of them do not engage in these activities at all.

The further UBC education and research activities are less developed.

Additionally, the development of UBC management and valorisation activities is particularly low. Over 75% of Norwegian academics are not engaged in this kind of collaboration at all.

The extent of development of UBC activities

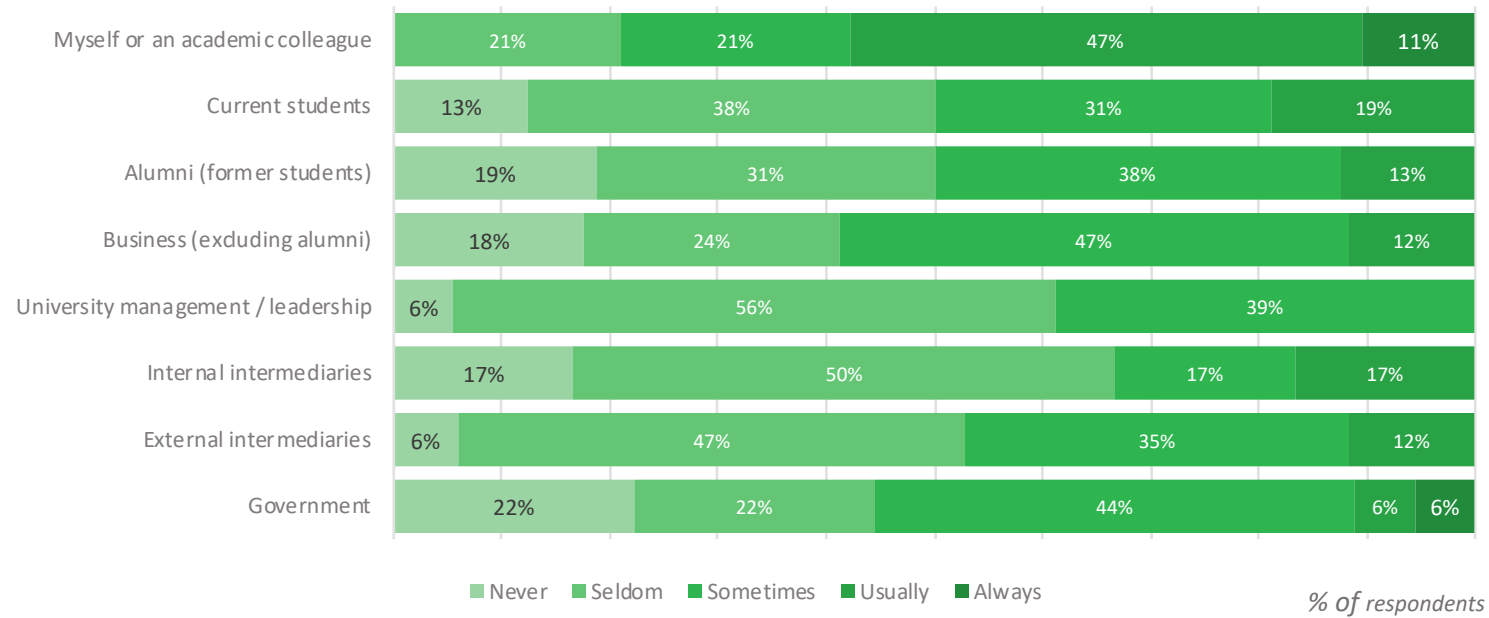
'Which UBC activities do you collaborate with businesses in?' – as answered by academics



Initiation of UBC

How UBC is initiated

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



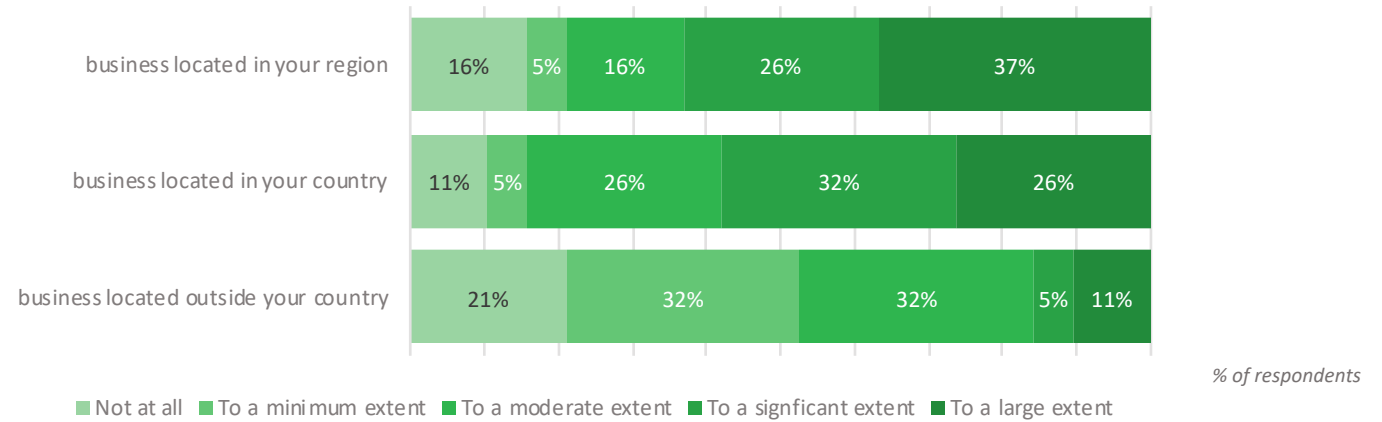
Over half of Norwegian academics (58%) consider that they themselves or their colleagues always or usually initiate UBC.

Government is another stakeholder that initiate UBC, but to a lesser extent.

Contrary, academics perceive that university management and internal intermediaries are those stakeholders that less often initiate UBC.

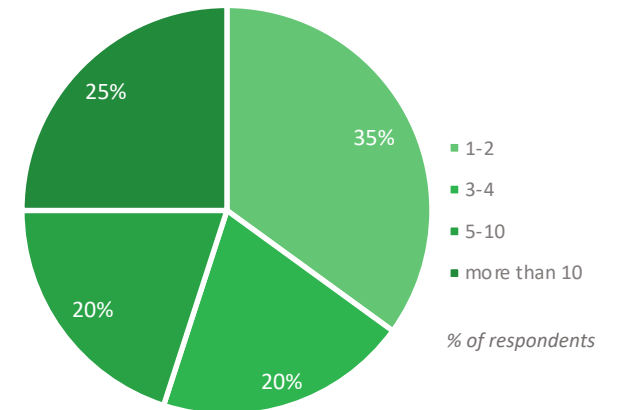
Location of cooperating partners

Location of business partners



Academics in Norway undertake a significant or high level of cooperation with regional businesses (63%). However, collaboration with national businesses is not far behind with 58%. Only 16% collaborate with international businesses to a significant or large extent.

Number of business partners

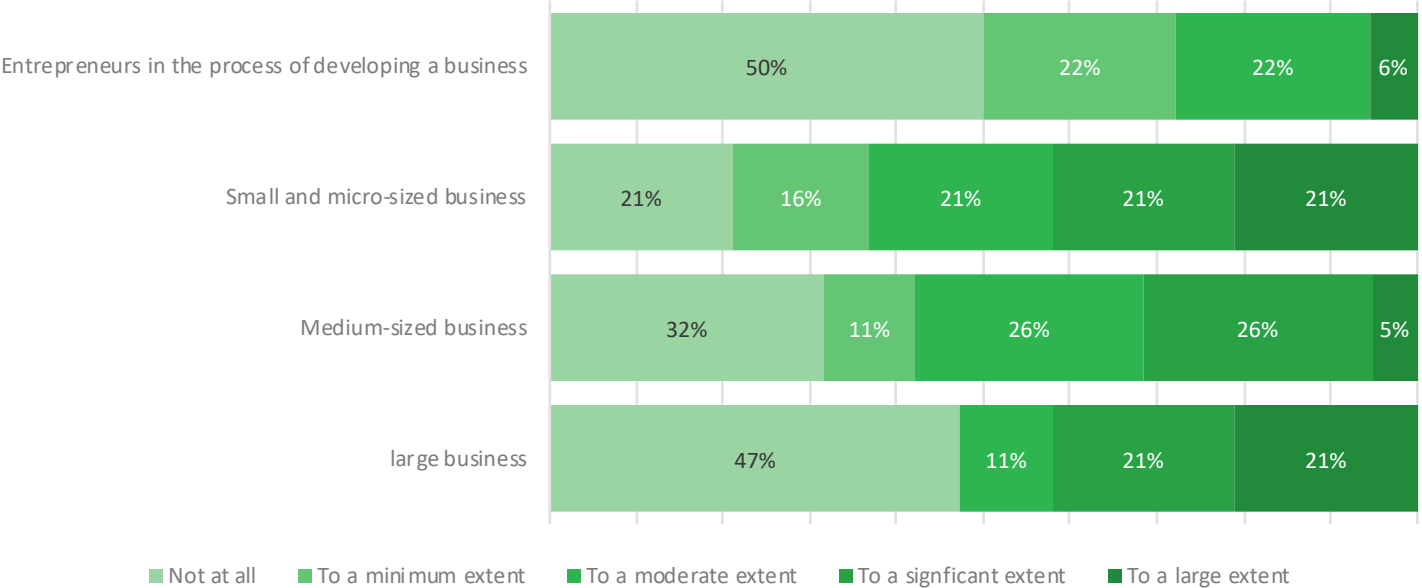


Over half of Norwegian academics cooperate with 1 to 4 businesses (55%). The remaining 45% have partner relations with 5 or more partners.

Size of cooperating partners

Size of cooperating partner

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



Norwegian academics engage to a significant or large extent with small and large businesses (42% both).

This cooperation is reduced to 31% for medium-sized businesses and 28% for entrepreneurs. 50% of the academics do not cooperate with entrepreneurs at all.

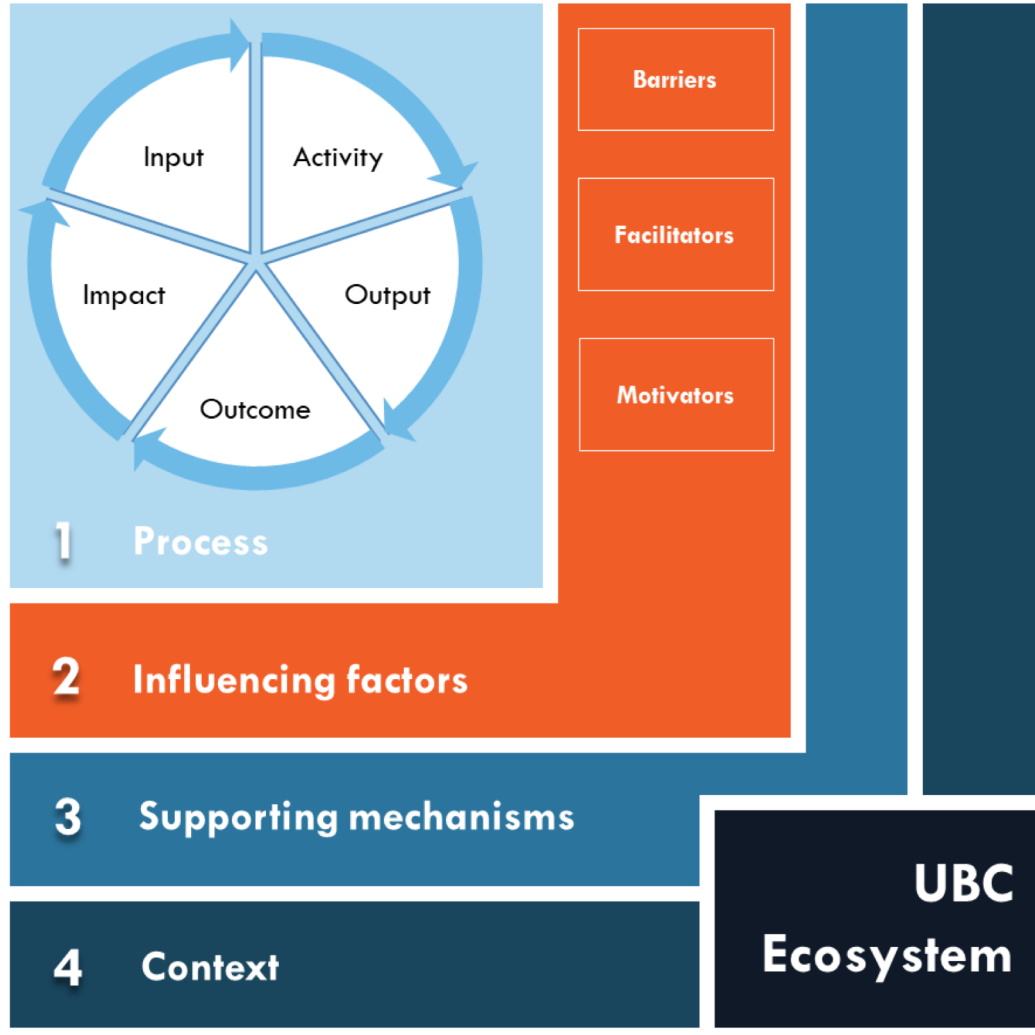
Factors influencing UBC

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 business funding for UBC	Differing time horizons between university and business
2.	Lack of university funding for UBC	Lack of government funding for UBC
3.	Differing motivation / values between university and business	Lack of university funding for UBC
4.	Business lack awareness of university research activities / offerings	Lack of business funding for UBC
5.	Insufficient work time allocated by the university for academics' UBC activities	Insufficient work time allocated by the university for academics' UBC activities
<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 have some discrepancies.

The lack of business and university funding are the most relevant barriers according to collaborating academics.

Non-collaborating academics perceive the differing time horizons between university and business as the major obstacle for UBC in Norway, followed by the lack of government funding.

Differing motivations and lack of business awareness of university research activities are perceived as inhibiting factors only by collaborating academics.

Insufficient work time allocated by university for academics' UBC activities is a relevant UBC barrier for both groups.

Barriers hindering UBC

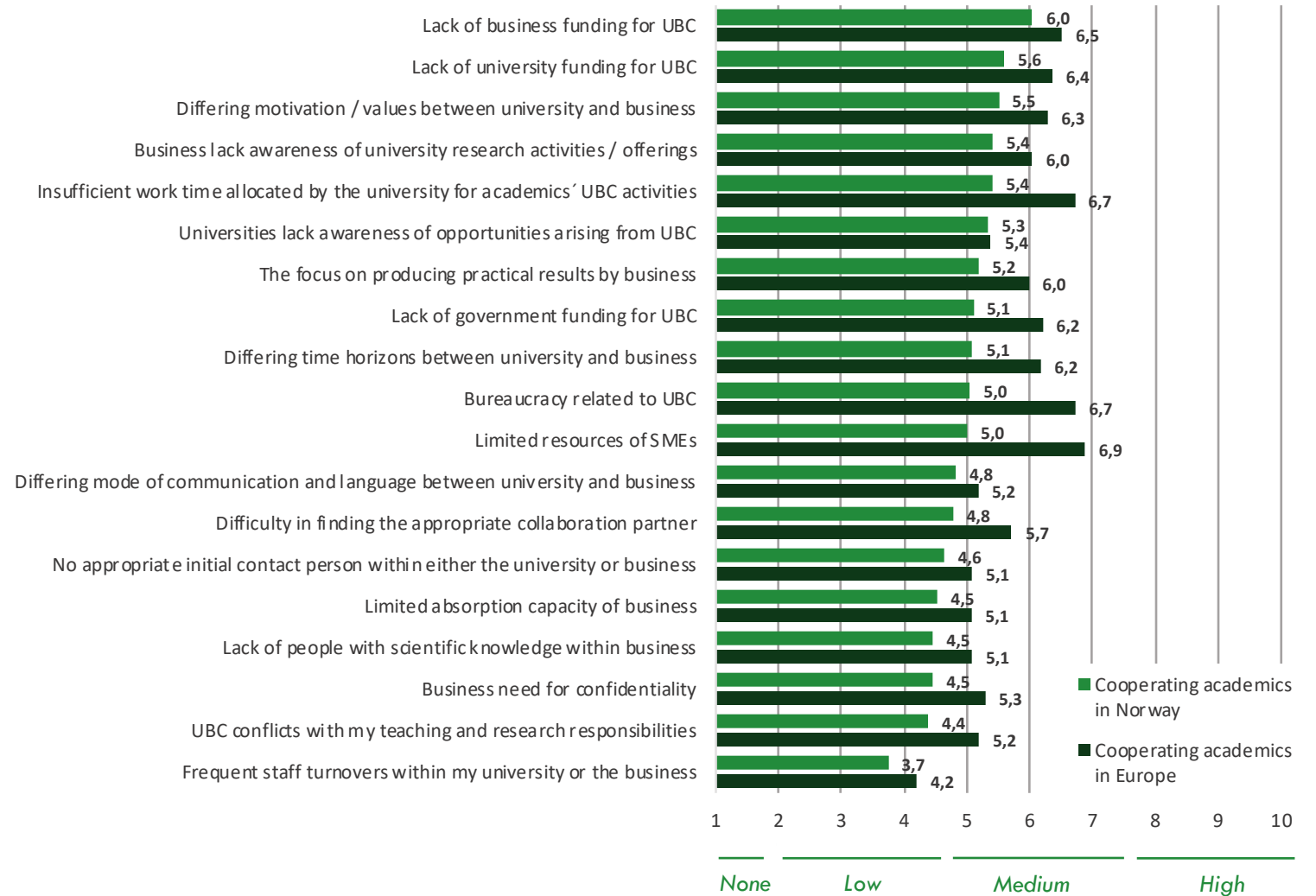
Norwegian academics perceive most barriers lower than their European counterparts.

In Norway, academics are notably less hindered than their European counterparts by the insufficient work time allocated by university for academics' UBC activities, the lack of government funding, bureaucracy and limited resources of SMEs.

Frequent staff turnovers is the weakest barrier for both groups, however, it is also less hindering for Norwegian academics than for their European counterparts.

Barriers

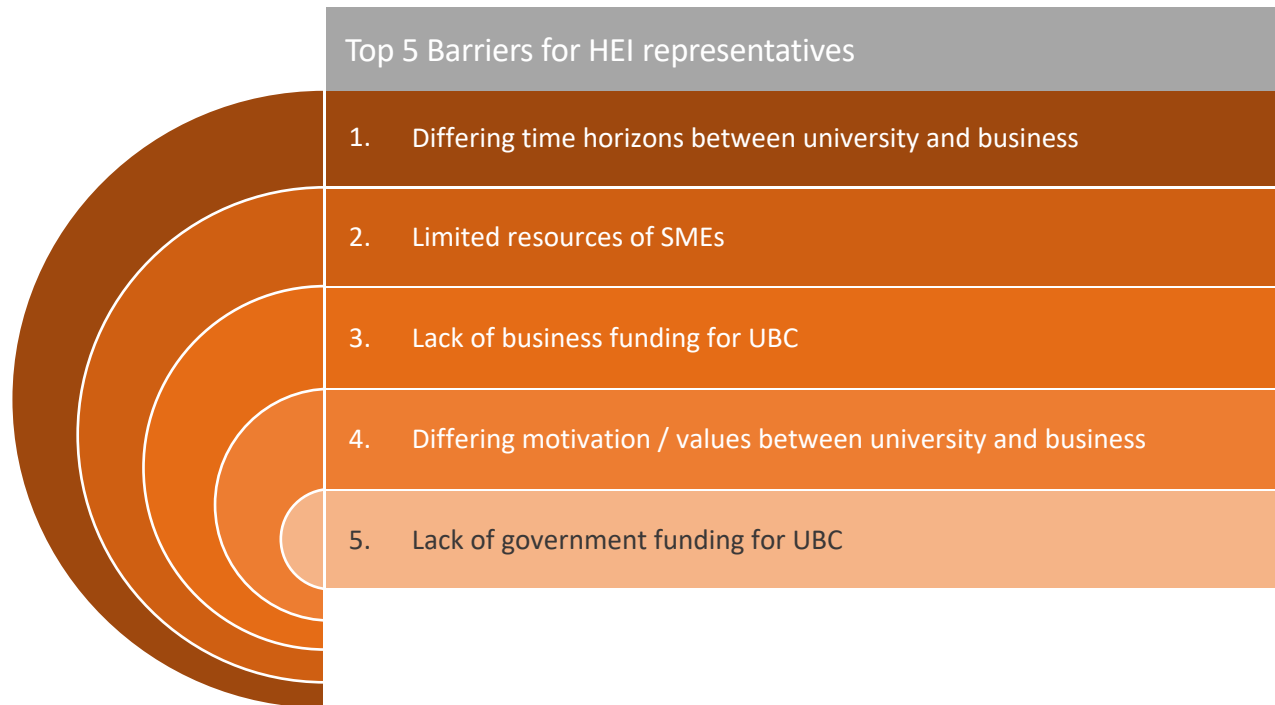
'What is inhibiting your cooperation with business?' – as answered by academics



Barriers hindering UBC

Barriers

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



Norwegian HEI representatives are inhibited to engage in UBC by the lack of resources and cultural differences.

Culture-related barriers such as the different time horizons and motivations between university and business can significantly inhibit UBC in Norway.

The lack of resources of SMEs as well as limited business and government funding are also relevant obstacles.

Barriers hindering UBC

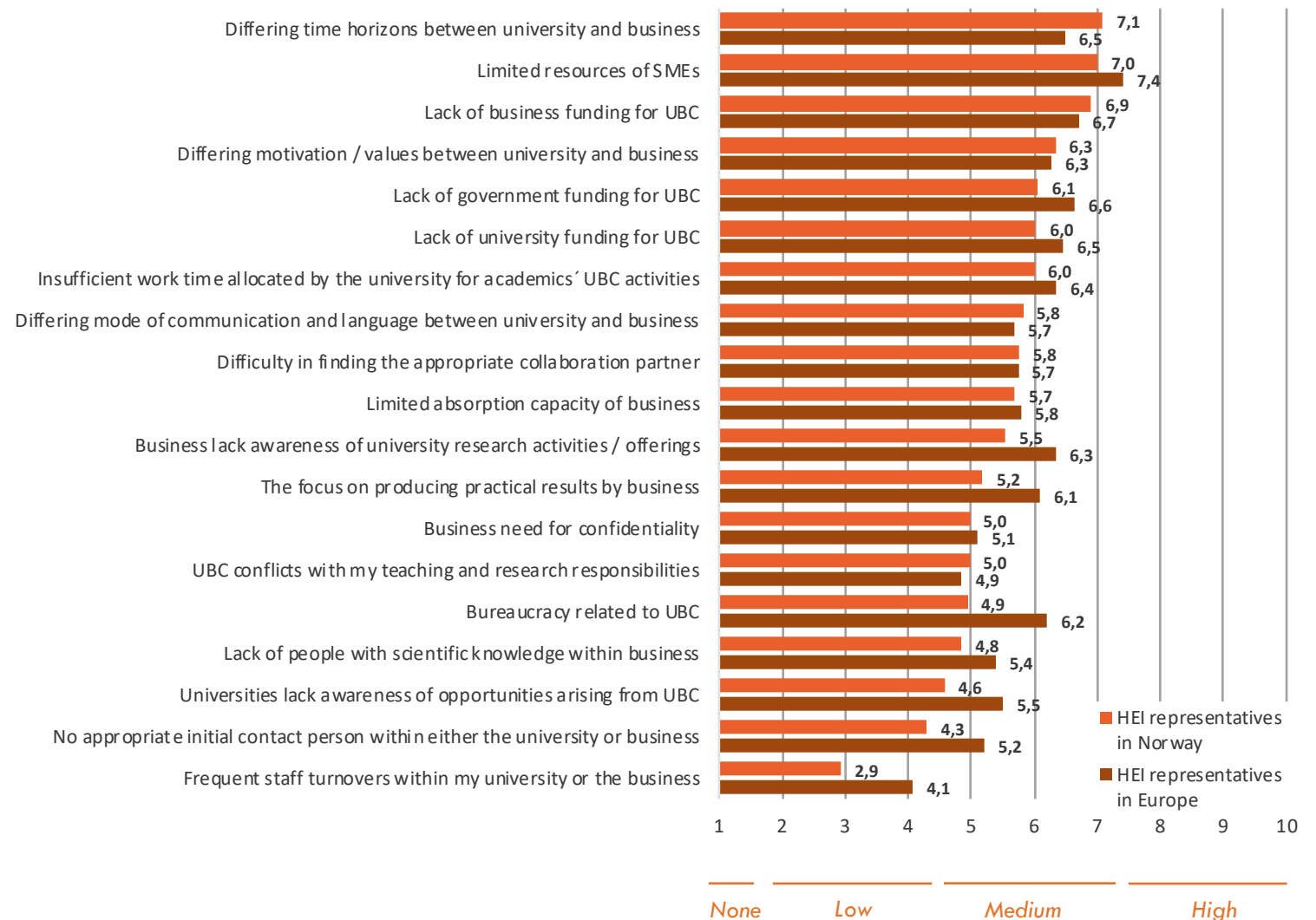
Overall, barriers hindering UBC are perceived similarly by Norwegian and European HEI representatives.

Factors such as the business' lack of awareness of university research activities, along with their focus on producing practical results and bureaucracy related to UBC are less inhibiting for Norwegian HEI representatives.

Although, both groups agree on the weakest barriers, they are significantly less hindering for academics in Norway.

Barriers

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



Drivers stimulating UBC

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

Drivers of UBC are divided into two factors:

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

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

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


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

The facilitators focus on the existence of funding to undertake the cooperation and the relationship aspect of UBC, highlighting the importance of mutual trust, mutual commitment and a shared goal for successful UBC.

The interest of business in accessing scientific knowledge is also relevant for both groups.

Facilitators

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



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

Drivers stimulating UBC

European and Norwegian perceptions of UBC facilitators align. Yet, Norwegian academics perceive most drivers lower than European academics.

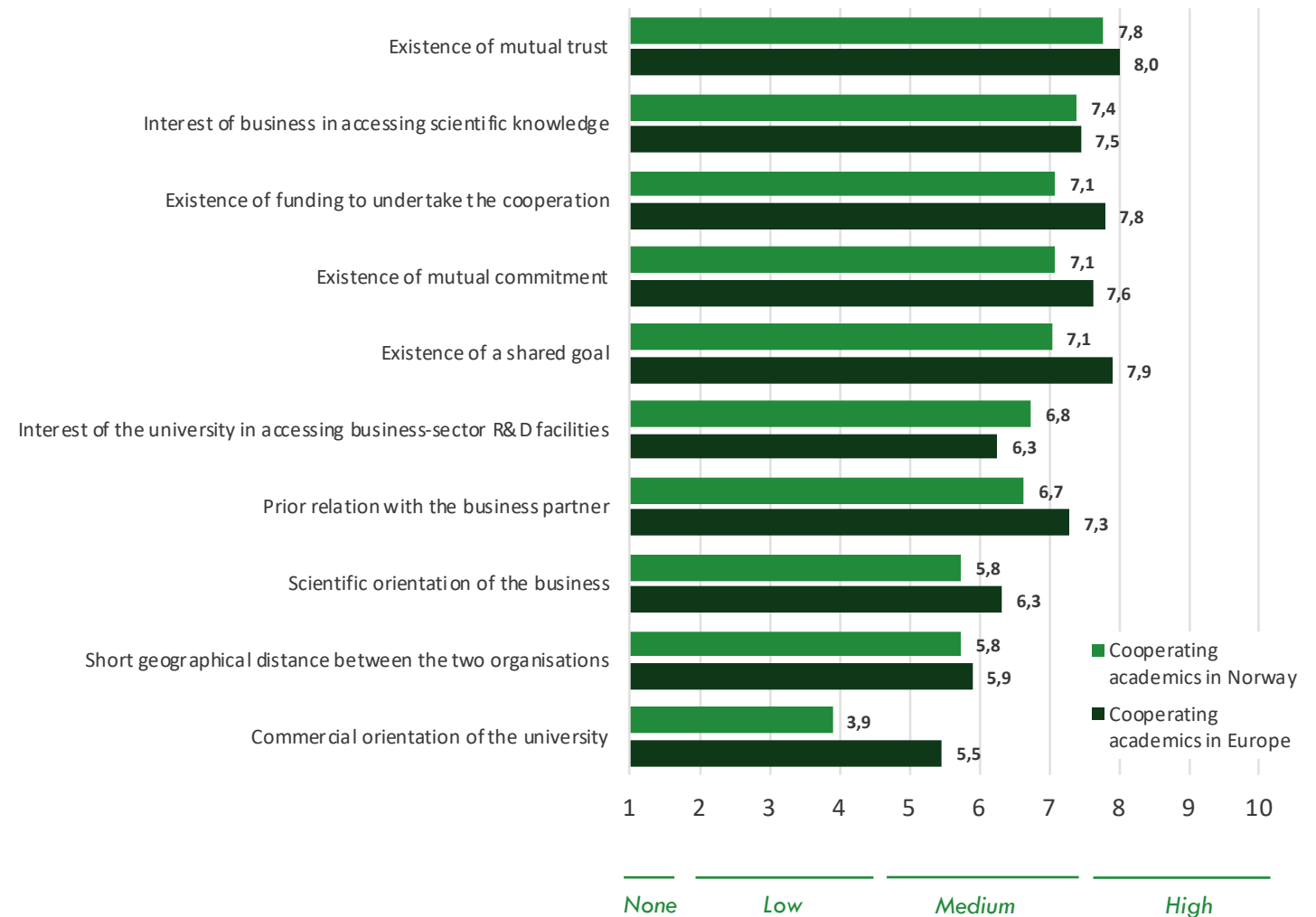
For both groups, the most important facilitators are those related to funding and the relationship component of UBC.

However, European academics consider the existence of a shared goal as a more relevant facilitator than their counterparts in Norway.

Additionally, the commercial orientation of the university emerges as the weakest facilitator for both groups, but it is perceived significantly lower by Norwegian academics.

Facilitators

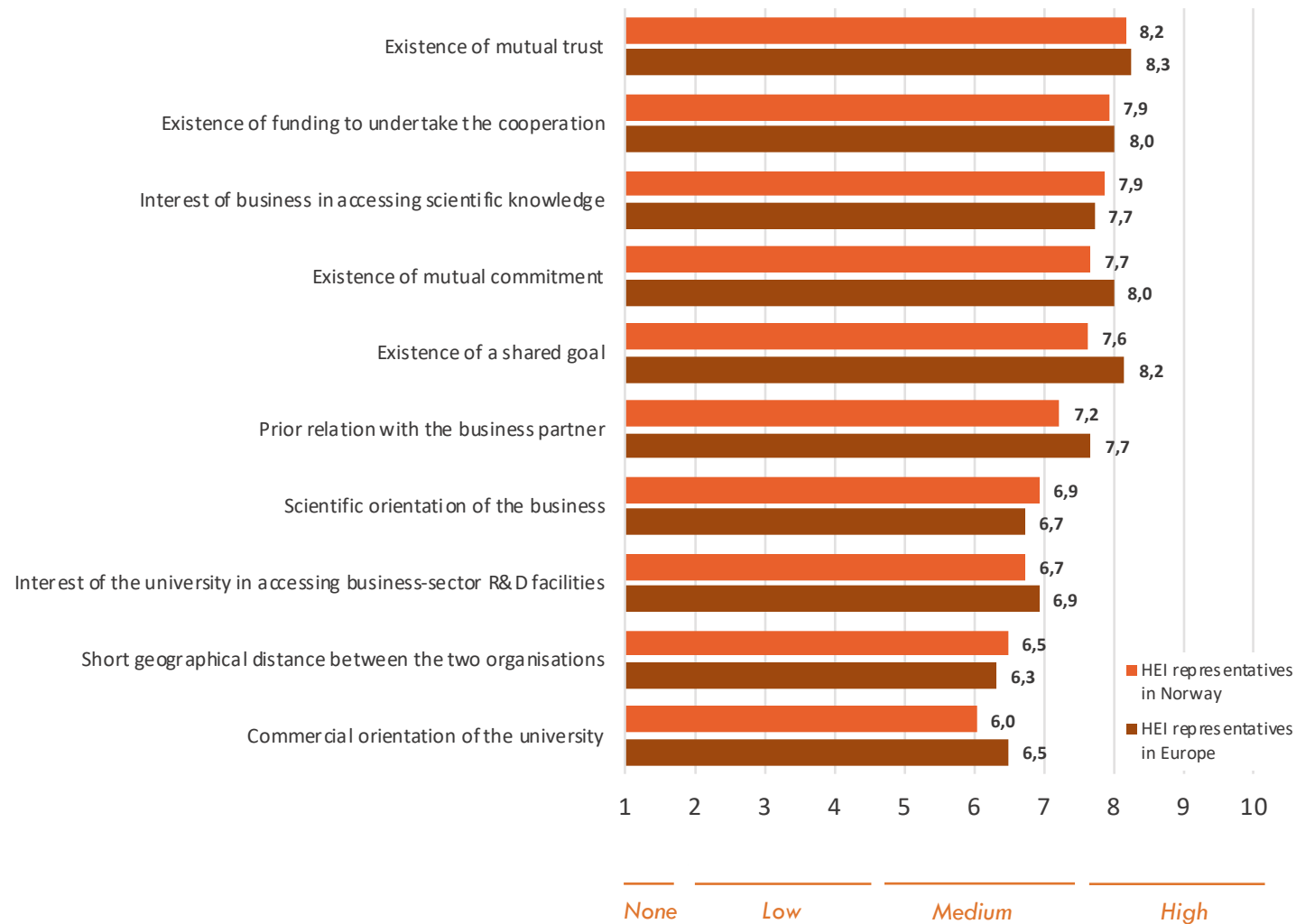
'What is facilitating your cooperation with business?' – as answered by academics



Drivers stimulating UBC

Facilitators

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



Norwegian HEI representatives and their European counterparts perceive the facilitators in a similar way.

For both groups, the most important facilitators also relate to funding and the relationship aspect of UBC.

The interest of business in accessing scientific knowledge also plays a crucial role.

Similarly to academics, the commercial orientation of the university is the weakest facilitator.

Drivers stimulating UBC

Motivators of Norwegian academics who already cooperate with businesses and motivators of non-cooperating academics are similar.

Addressing societal challenges and issues emerges as the main motivator for both groups.

Research motivations, such as gaining new insights and use it in practice are more important for cooperating academics.

Improving teaching and graduate employability are relevant motivators for both groups.

Motivators

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

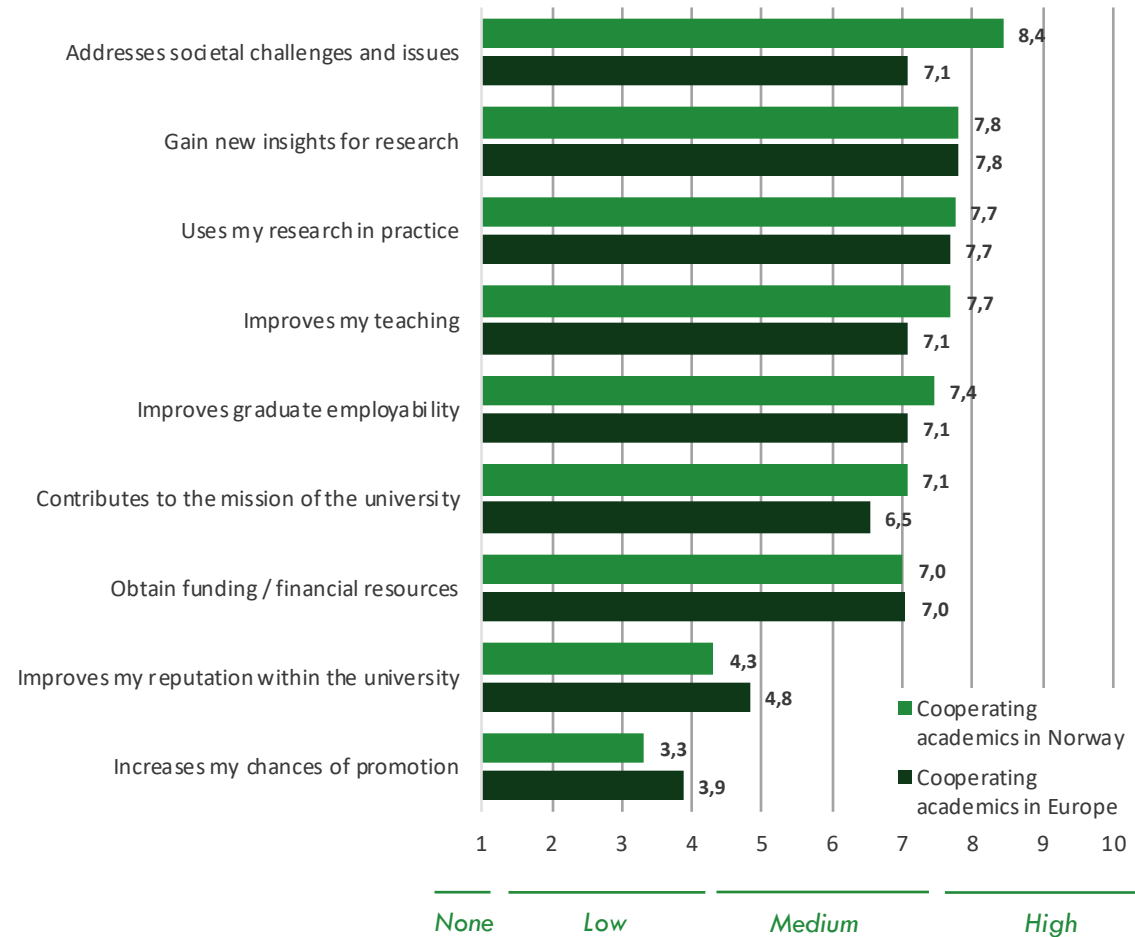


	Academics who cooperate	Academics who <u>do not</u> cooperate
1.	Addresses societal challenges and issues	Addresses societal challenges and issues
2.	Gain new insights for research	Contributes to the mission of the university
3.	Uses my research in practice	Improves my teaching
4.	Improves my teaching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

Drivers stimulating UBC

Motivators

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



The perception of UBC motivations of Norwegian academics mostly align with the perceptions of their European counterparts.

In comparison to the European average, the main motivator that is related society is perceived stronger in Norway.

Conversely, promotion and reputation related motivators are perceived lower by Norwegian academics. Yet, they are weakest drivers stimulating UBC for both groups.

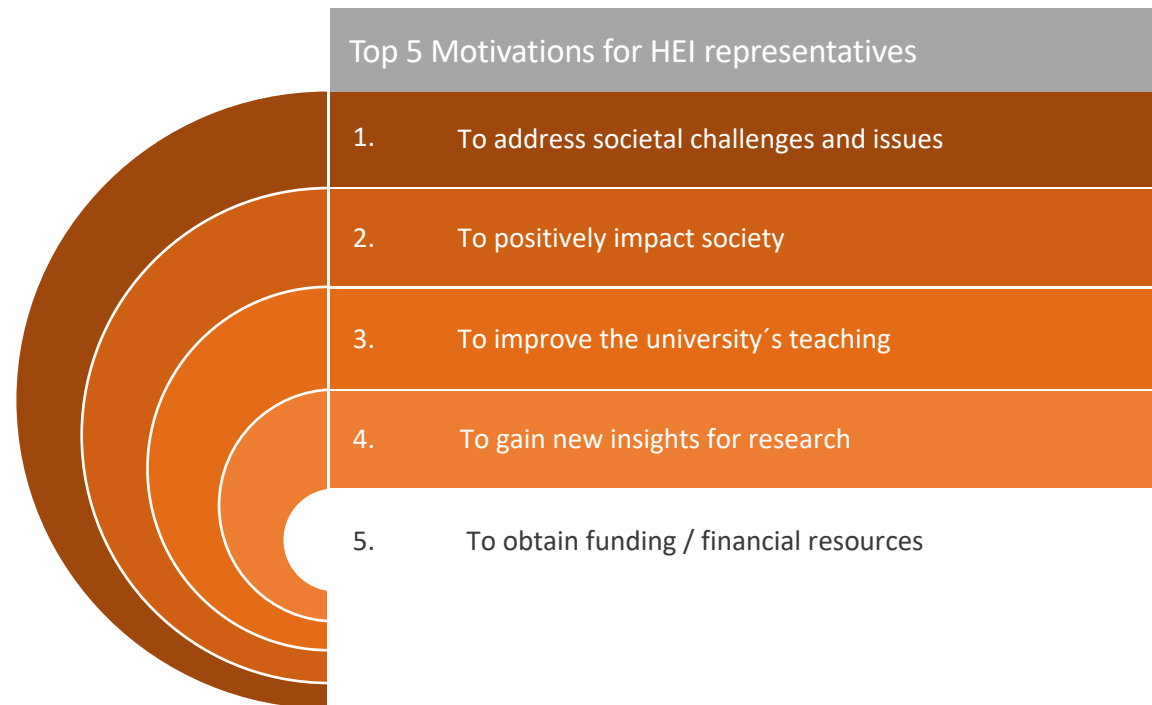
Drivers stimulating UBC

Norwegian HEI representatives are motivated by the benefits that UBC can bring to society.

The willingness to improve teaching, research and obtaining funding also motivate them to engage in UBC.

Motivators

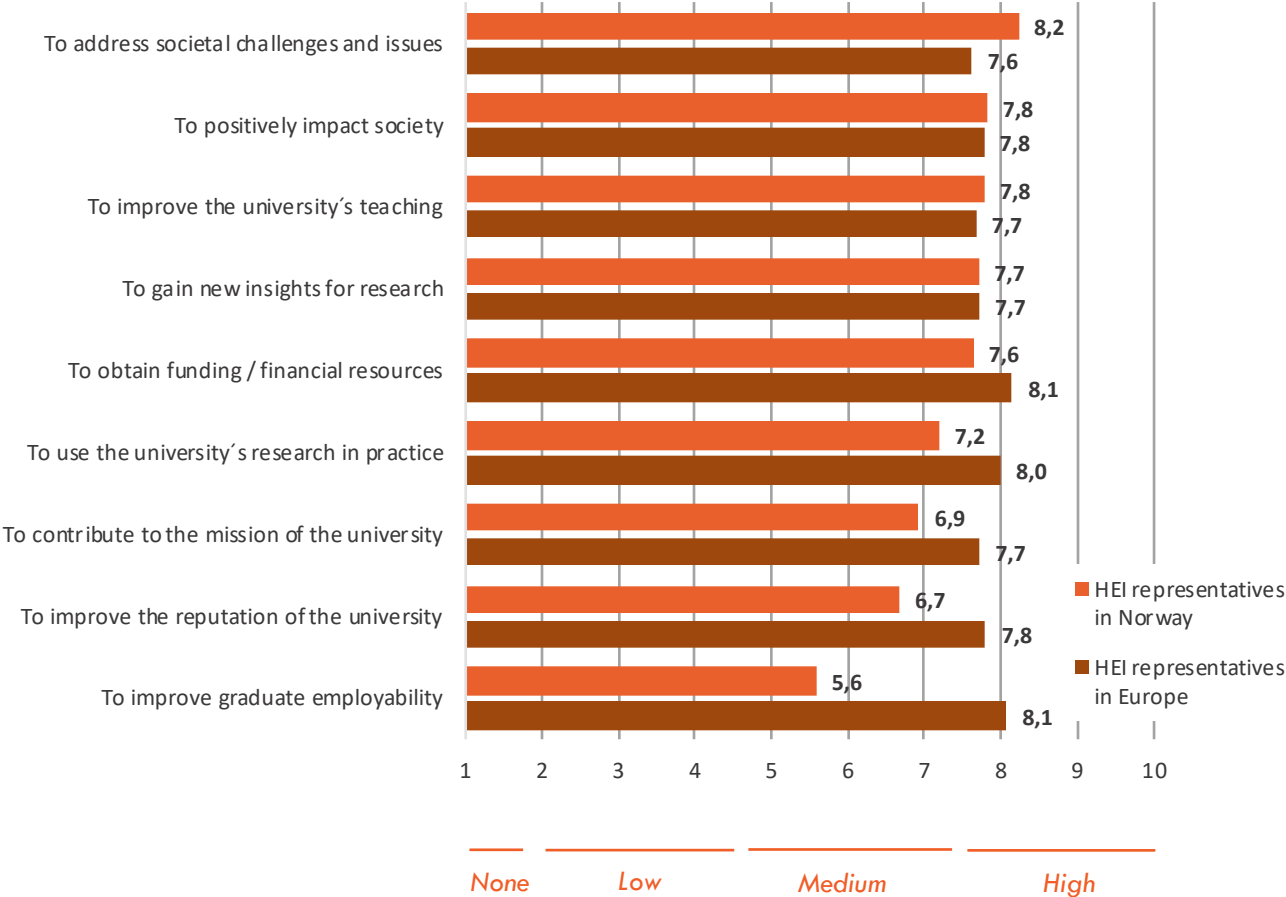
'What motivates your HEI to cooperate with business?'- As answered by HEI representatives



Drivers stimulating UBC

Motivators

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



Norwegian HEI representatives perceive motivators differently to their European counterparts.

Improving graduate employability is perceived as the weakest motivator by Norwegian HEI representatives (5.6), while for European HEI representatives it is the most important one (8.1).

This is also similar with the motivation to use the university's research in practice.

Benefits of UBC

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

Society and universities are perceived by academics as the main beneficiaries, followed by students and government.

HEI representatives recognised students and universities as the stakeholders who benefit the most from UBC, followed by business and society.

Academics are believed by both groups to gain little benefit 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

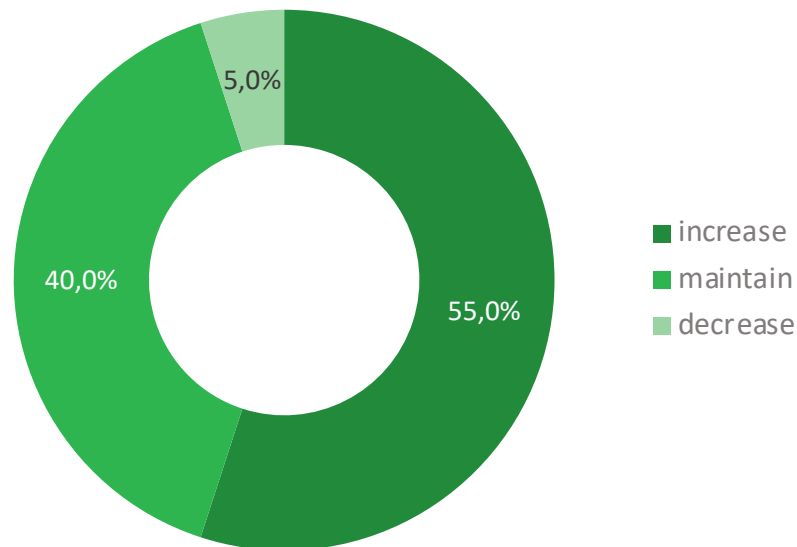


	Academics	HEI representatives
1.	Society	Students
2.	Universities	Universities
3.	Students	Businesses
4.	Government / public authorities	Society
5.	Businesses	Government / public authorities
6.	Academics	Academics

Future intentions

Future UBC intentions – Norway

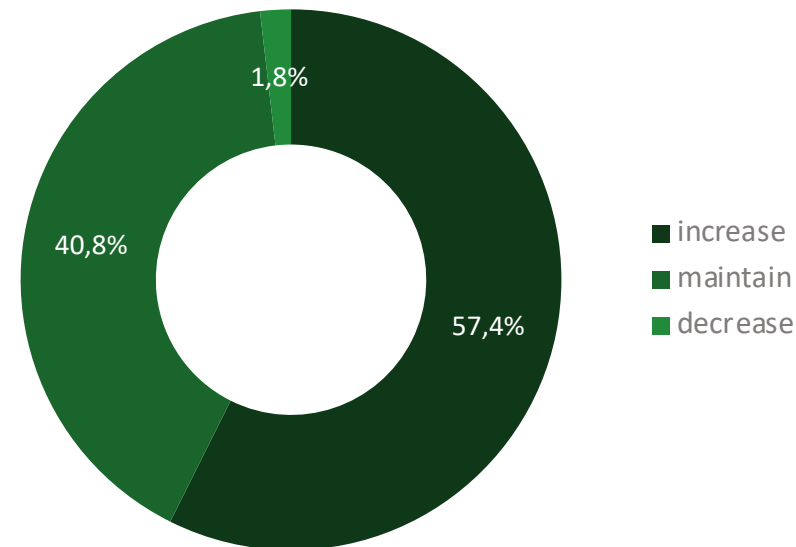
As answered by Norwegian academics



Norwegian academics show a very strong commitment to UBC. 95% of them expect to increase or maintain their UBC activities.

Future UBC intentions – EUROPE

As answered by European academics



Academics in Europe also show a strong 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.

Willingness to recommend UBC

The willingness of Norwegian academics to recommend to a colleague to engage in UBC does not vary much depending on whether this cooperation is in research or in education.

Norwegian academics are significantly less satisfied with UBC in research than their European counterparts (NPS=-20). While only 25% of them will promote it positively, 45% would do it negatively.

Norwegian academics are also not satisfied in education-related UBC (NPS=-11), which is almost equal to the satisfaction level of their European counterparts.

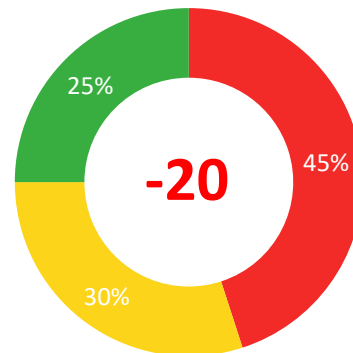
Willingness to recommend to an academic colleague cooperation with business in R&D and education

As answered by academics

	Detractors	Passives	Promoters	Net promotor score
Academics cooperating in E&T	47%	16%	37%	-11
Academics cooperating in R&D	45%	30%	25%	-20

Satisfaction in cooperation with businesses (net promotor score)

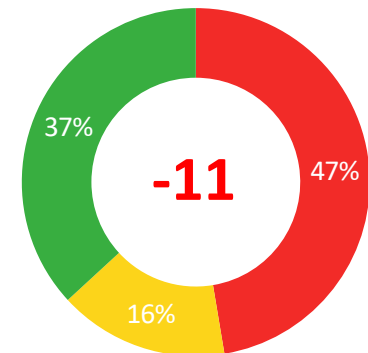
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

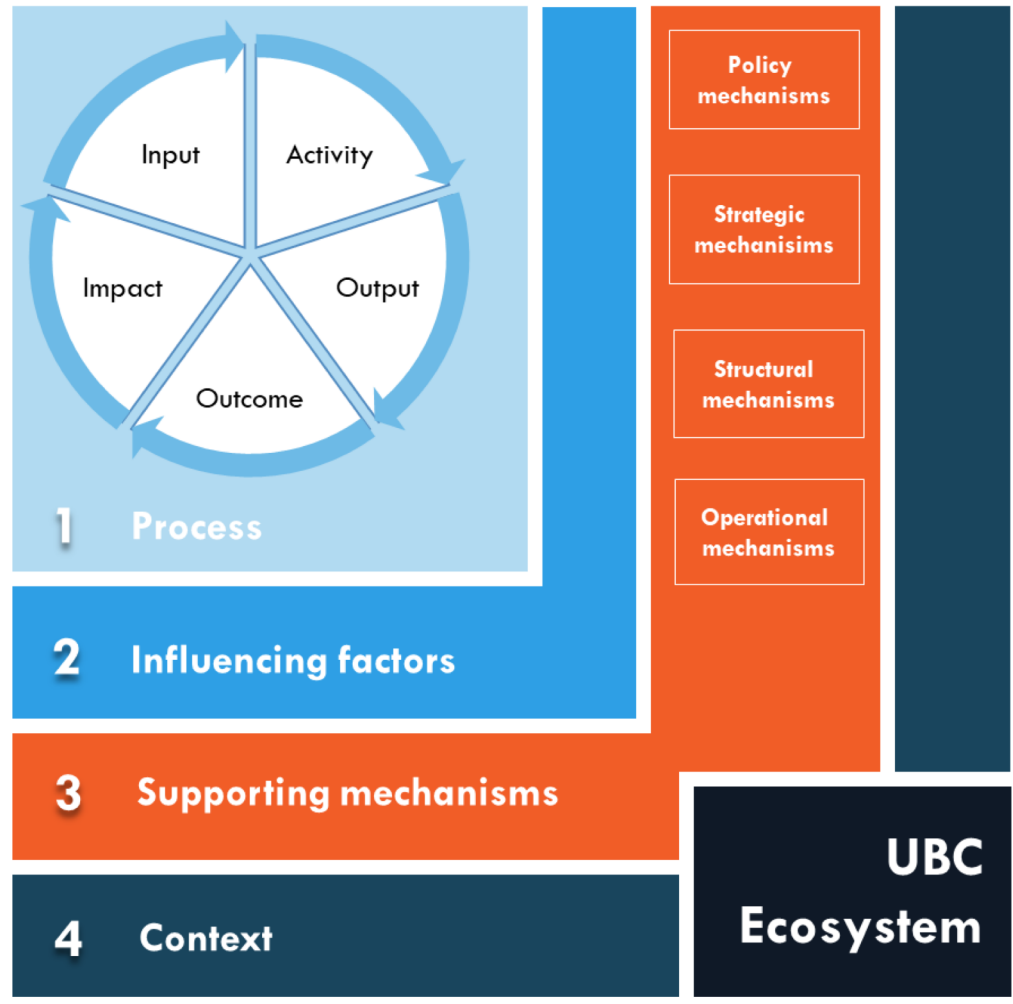
Academics cooperating in education



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: -13.8

Supporting mechanisms for UBC



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

There are four types of supporting mechanisms:

- Policy
- Strategic
- Structural
- Operational

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

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

Supporting mechanisms for UBC

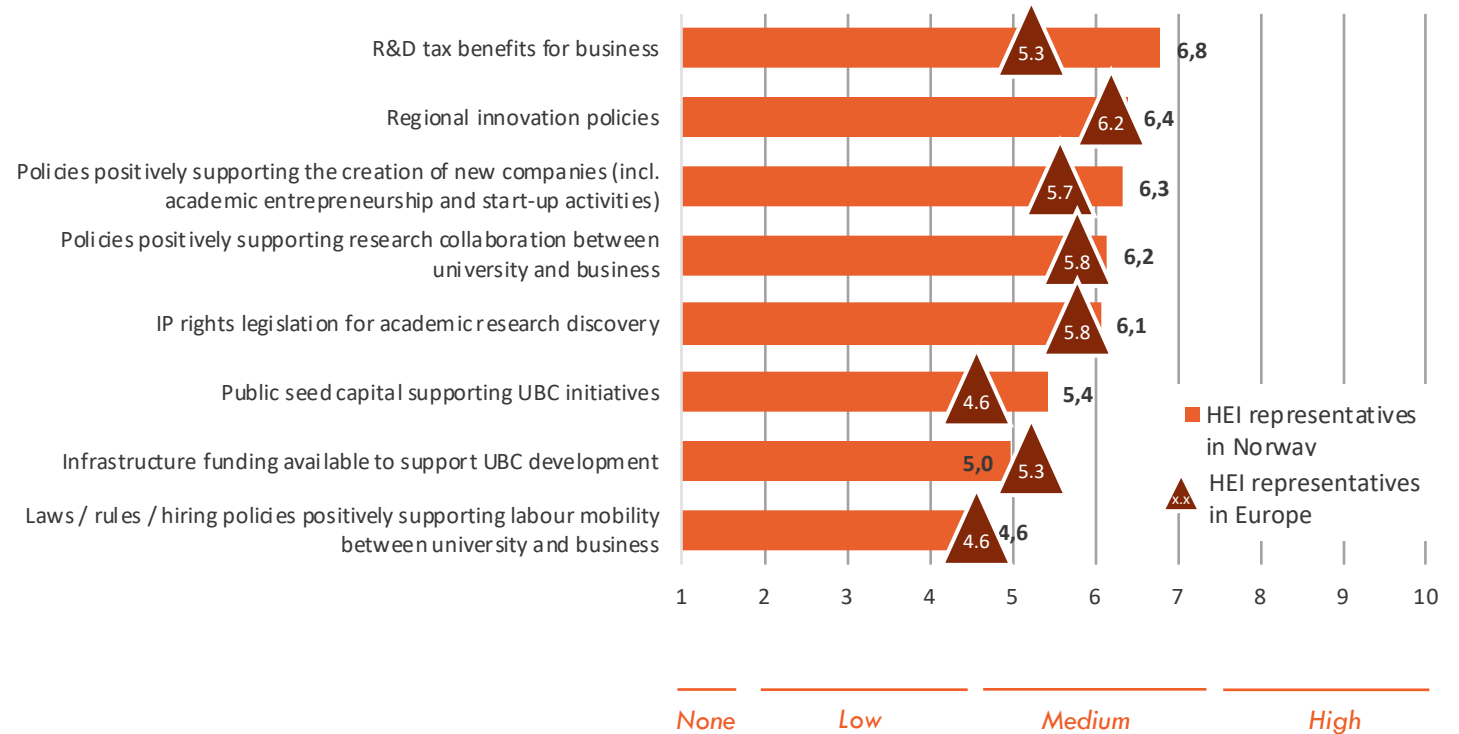
Norwegian HEI representatives perceive policy mechanisms to be developed to a medium-low level. These perceptions are similar or higher than perceptions of their European counterparts.

R&D tax benefits for businesses are perceived as the most developed mechanism by Norwegian HEI representatives (6.8) and it is significantly higher than the EU average (5.3).

Regional innovation policies and policies positively supporting the creation of new companies are the well-developed supporting mechanisms in both Norwegian and European HEIs.

Policy mechanisms

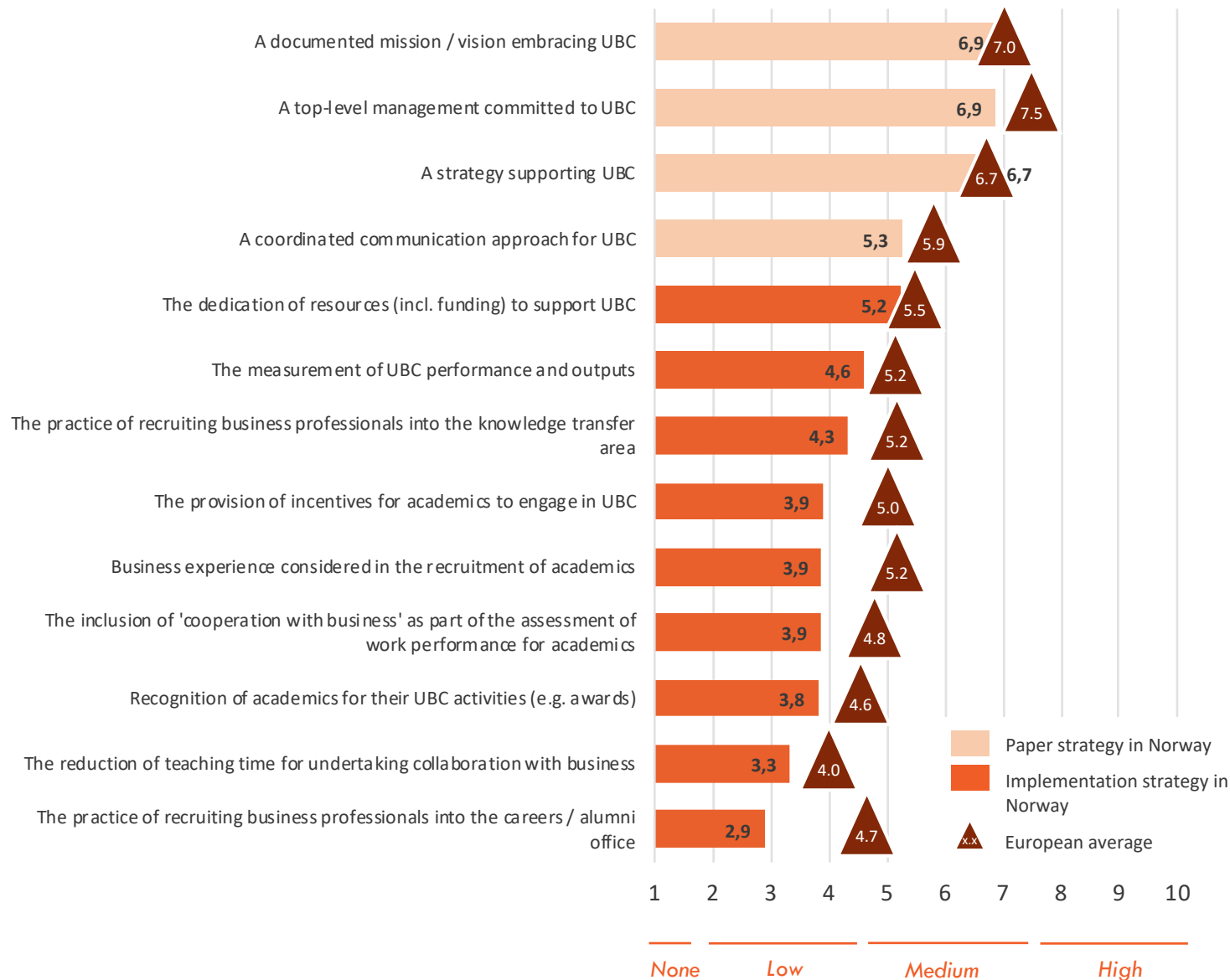
'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Supporting mechanisms for UBC

Strategic mechanisms

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



Overall, the development of the strategic mechanisms is lower in Norwegian HEIs .

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

The least developed mechanisms are related to recognition of academics' UBC activities (3.8), the reduction of teaching time (3.3) and practise of recruiting businesses professionals (2.9).

Supporting mechanisms for UBC

The development of external integration structures is more developed in Norwegian HEIs than in European ones.

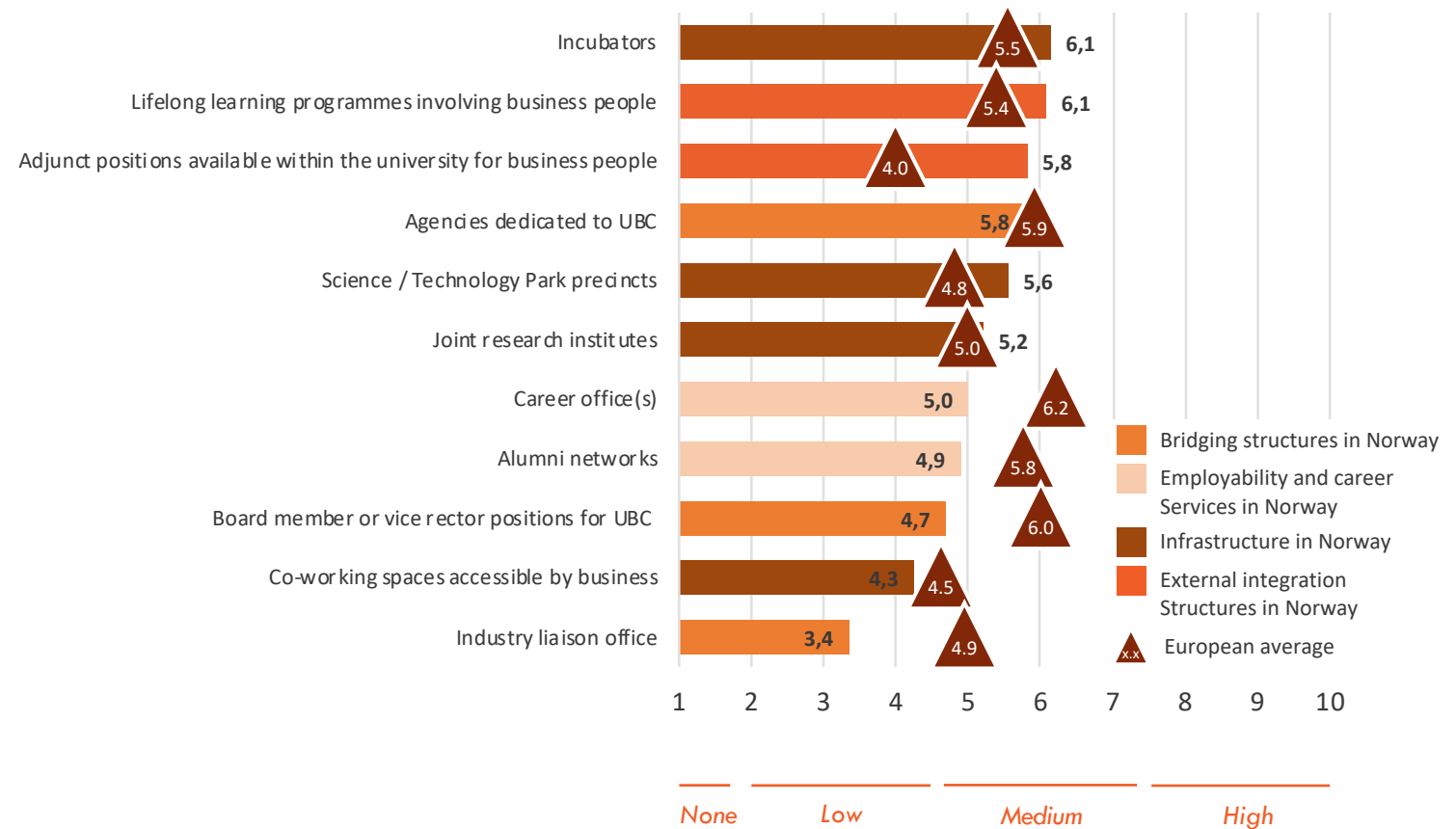
The development of the infrastructure related mechanisms is very similar in both, Norwegian and European HEIs.

Contrary, employability and career services are significantly less developed in Norwegian HEIs.

As for bridging structures, the development of board member or vice rector positions for UBC along with industry liaison office are also under the EU average.

Structural mechanisms

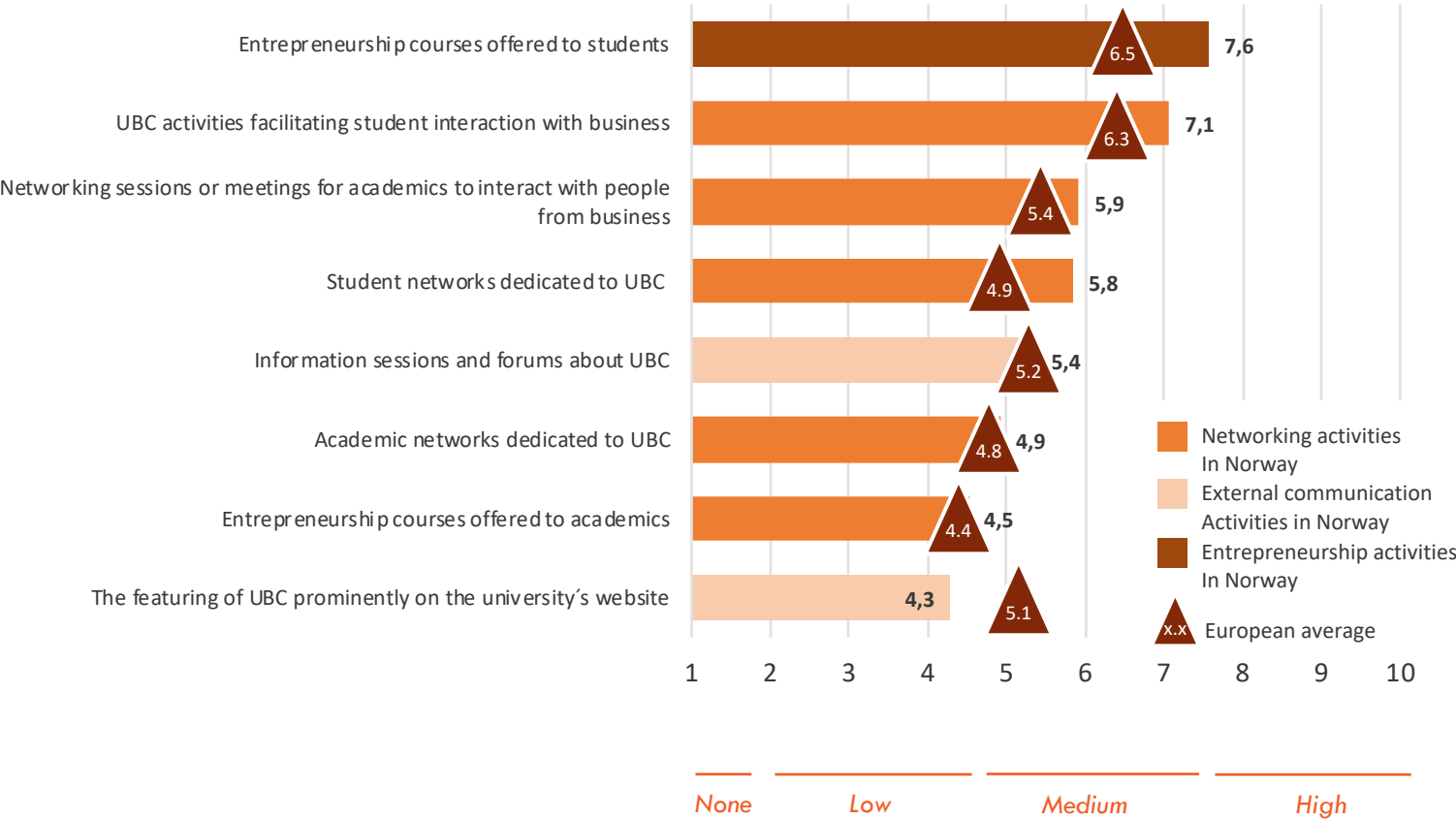
'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Supporting mechanisms for UBC

Operational mechanisms

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



Overall, the perspectives of Norwegian and European HEI representatives align in respect to the development of operational mechanisms.

Student-centred activities are the most developed operational mechanisms, with entrepreneurship courses offered to students (7.6) and UBC activities facilitating student interaction with businesses (7.1) ranked the highest.

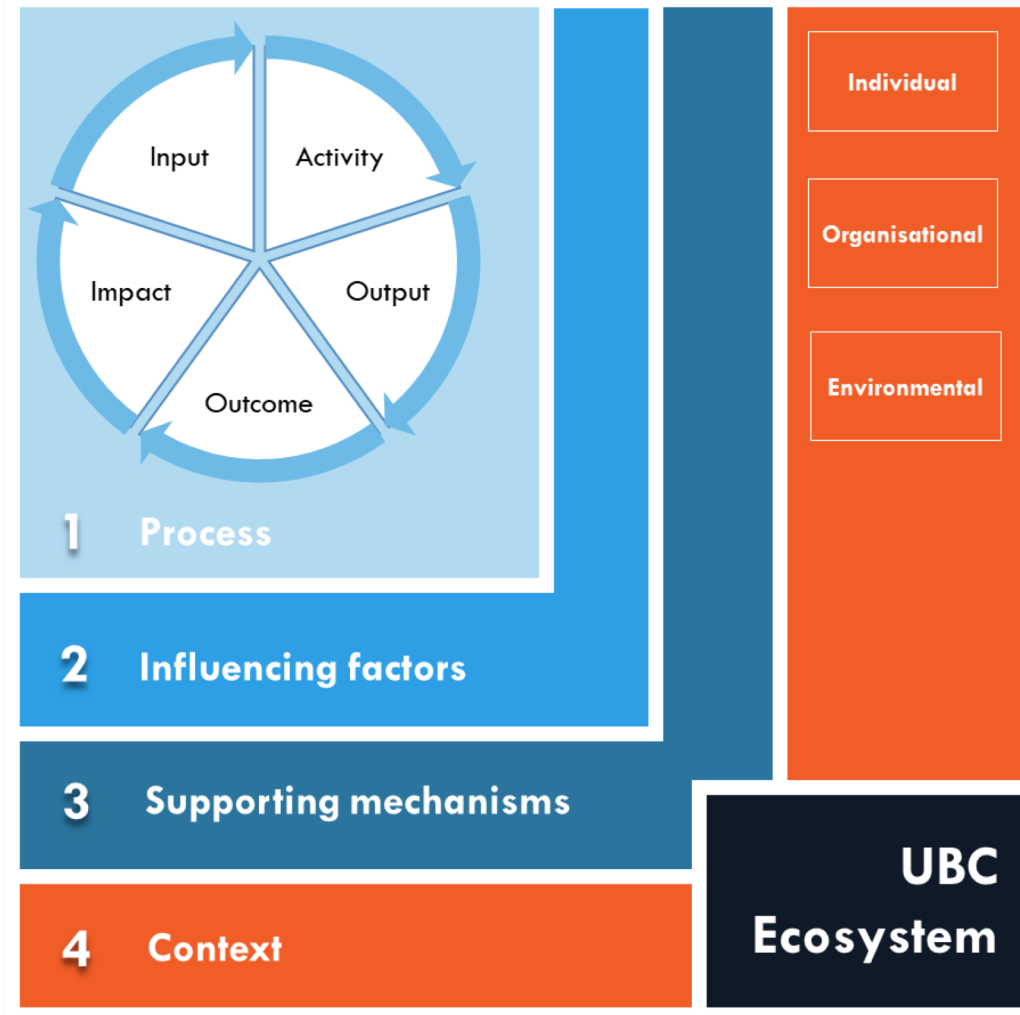
The less developed mechanism and the only one under the EU average (5.1), is the featuring of UBC on the university's website (4.3).

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.).

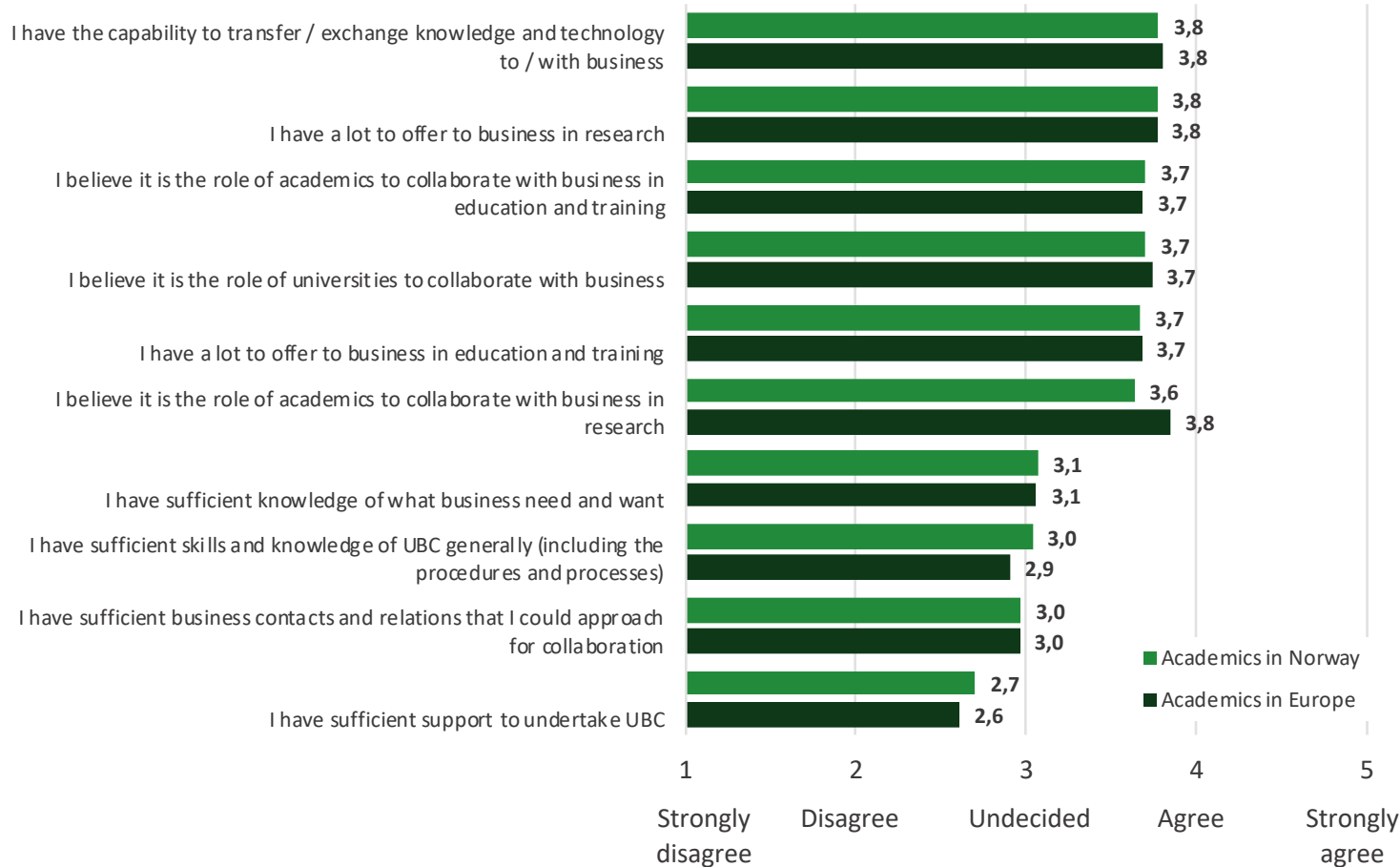
This section outlines how some contextual factors influence UBC in the country.



UBC capabilities

Capabilities for UBC

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



Norwegian academics identified moderate capabilities for UBC and beliefs about its role. Their perception is very similar to the one of their European counterparts.

Norwegian academics identified their strengths in the ability to exchange knowledge (3.8) and to do research with/for business (3.8).

They perceive they have insufficient business contacts (3.0) and general support (2.7) to undertake UBC.

Context

The perception of most contextual factors in Norway is very similar to the European one.

Both Norwegian and European academics have a positive attitude towards UBC (4.3).

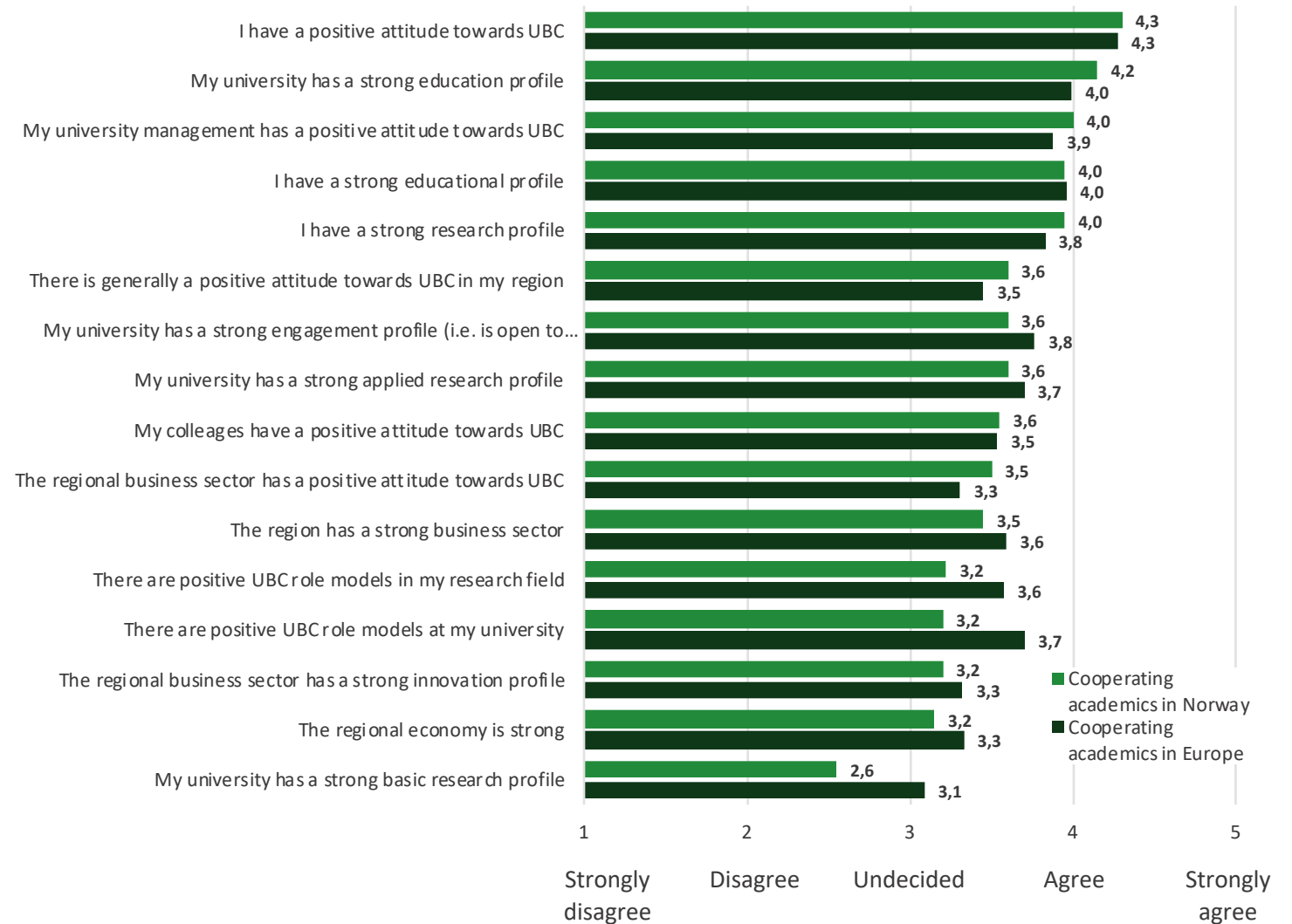
But Norwegian academics perceive a slightly more positive attitude of their colleagues, HEIs and region towards UBC.

Contrary, European academics perceive more positive UBC role models in their research fields and universities than Norwegian ones.

The strength of the economy, business sector's innovation profile and university's basic research profile are perceived higher by European academics.

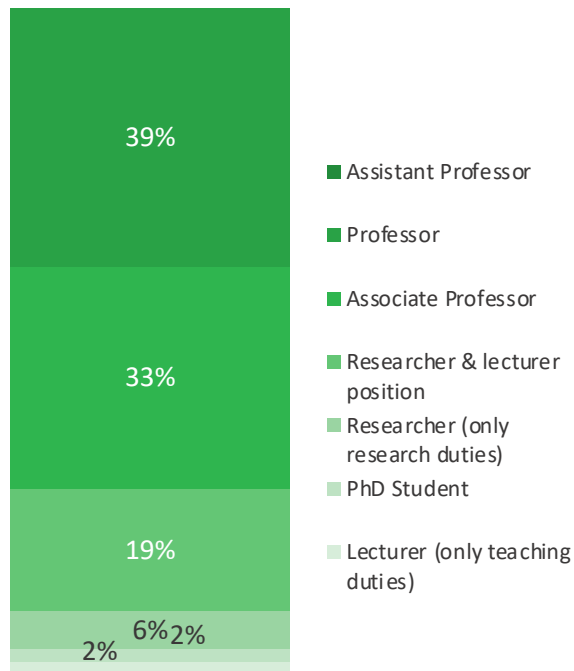
Contextual factors affecting UBC

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



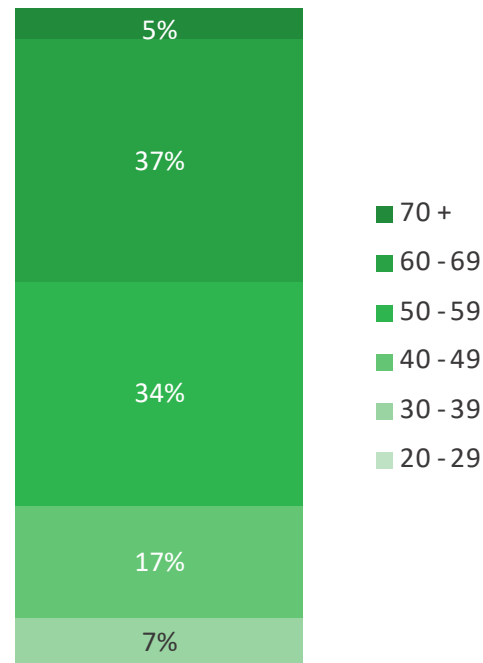
Respondent profile – academics

Position of respondent



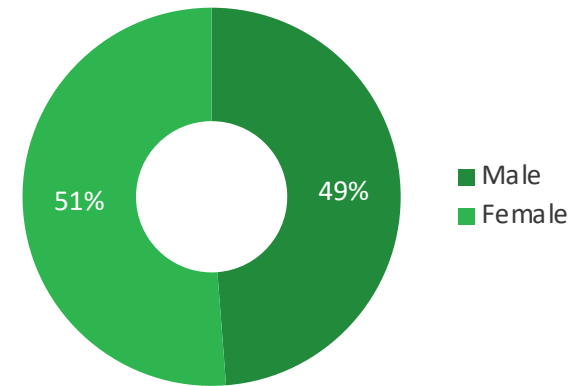
Assistant professors and professors comprise the largest groups with 39% and 33% respectively, followed by associate professors (19%). The remaining academics identified themselves as researcher and lecturers, researchers, PhD students and lecturers.

Age of respondents



37% of Norwegian academics in the sample are aged 60-69, followed by those aged 50-59 (34%). Other significant group are those aged 40-49 (17%). Academics under 30 years are 7% and those older than 70 are 5%.

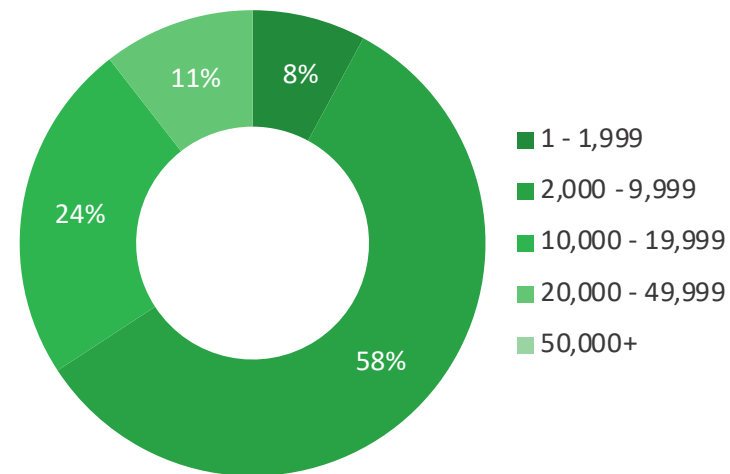
Gender of respondents



The gender distribution in the academic sample in Norway is almost even: 51% female and 49% male.

Respondent profile – academics

Number of students of the HEI

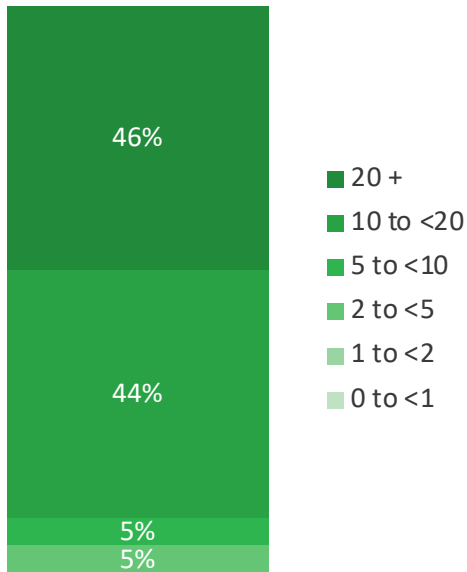


Sample Size	
Norwegian Academics	n=452
European Academics	n=10.836
Norwegian HEI representatives	n=110
European HEI representatives	n=3.482

More than half of the Norwegian academics (58%) in the sample work for small HEIs (2,000-9,999 students) and 8% of them work for very small HEIs (under 1,999 students). Medium-sized HEIs (10,000-19,999 students) are represented by 24% of respondents and 11% of the academics work at large HEIs (20,000-49,999 students).

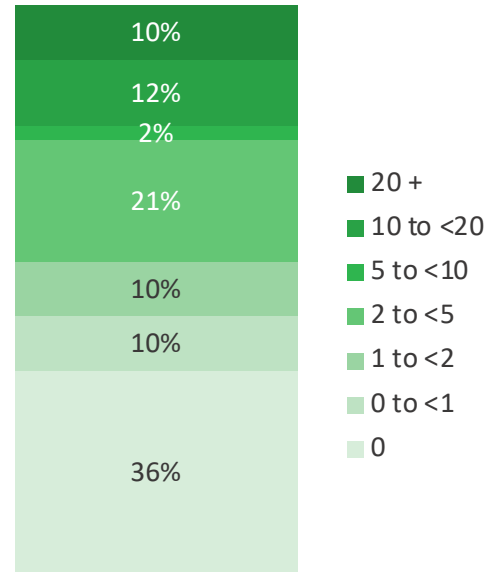
Respondent profile – academics

Years working in university



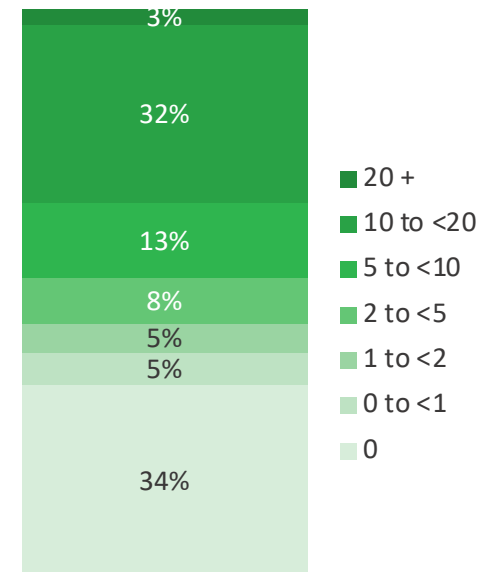
Most academic respondents in the Norwegian sample have worked in academia for several years. 46% of them over 20 years of experience. 44% have worked in universities for 5-10 years. Only 10% have under 10 years of experience.

Years working in business



Academic respondents are experienced in businesses. Almost two thirds (65%) of the Norwegian academic respondents have worked in industry before. 20% of them have done so for under 2 years, 21% have 2 to 5 years of experience and 14% have worked in industry for 5 to 20 years. Only 10% have worked in business for over 20 years.

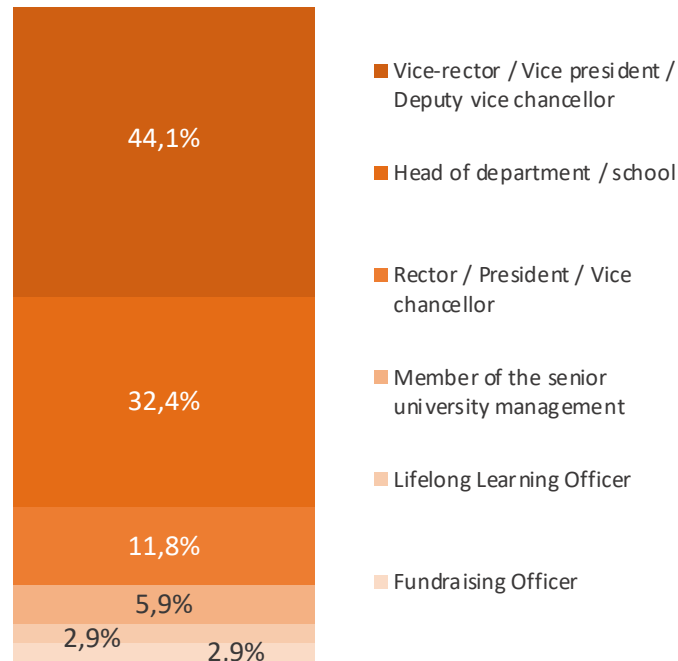
Years involved in UBC whilst working at a university or business



Most academic respondents in Norway have some UBC experience. Although only 3% have been involved in UBC for over 20 years, 45% have between 5 and 20 years of experience and 18% between 1 and 5 years of experience. 34% of academics in the sample have never engaged in UBC.

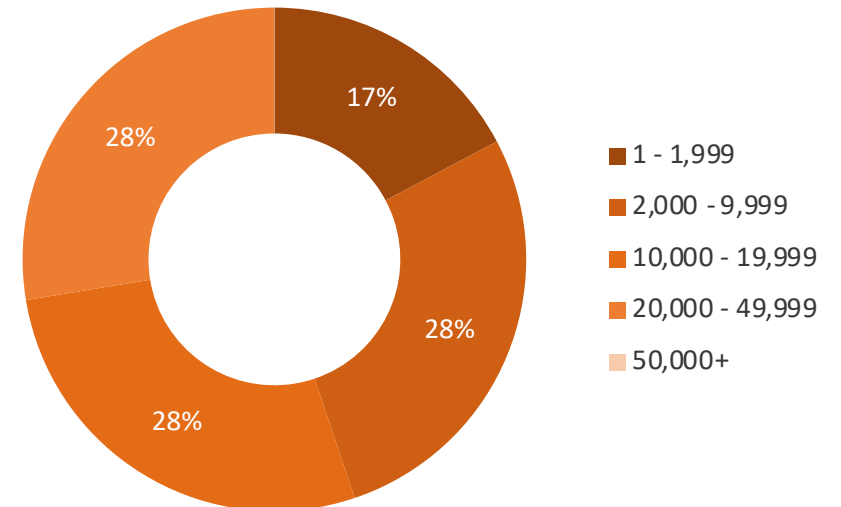
Respondent profile – HEI representatives

Position of respondent



Norwegian HEI representatives hold a variety of roles. 44.1% of them are vice-rectors or vice-presidents. Heads of department are the second largest group with 32.4%. Less represented groups in the Norwegian sample are rectors, or president, members of the senior university management, lifelong learning officers and fundraising officers.

Number of students of the HEI



28% of HEI representatives work for small HEIs (2,000-9,999 students), 28% are based in medium-sized HEIs (10,000-19,999 students) and further 28% in large HEIs (20,000-49,999 students). 17% of them work in micro-sized HEIs (under 1,999 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