



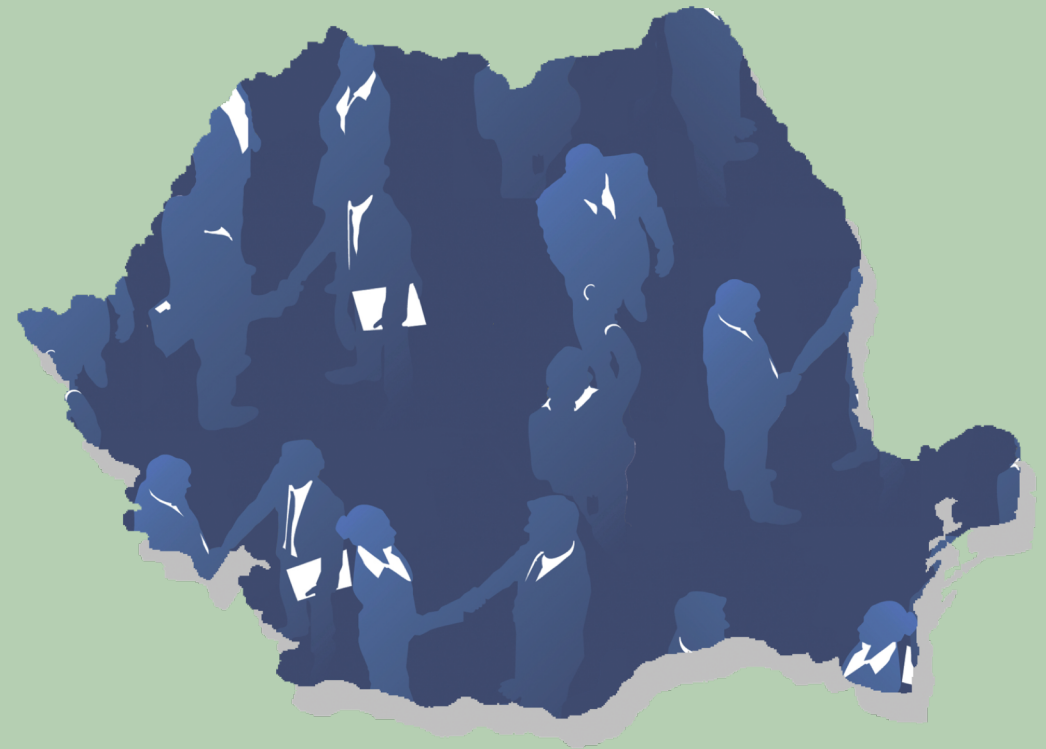
UNIVERSITY-BUSINESS
COOPERATION IN EUROPE

State of University- Business Cooperation

Romania

University Perspective

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



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

Partners



Authors: Mihai Melonari, Adina Fodor, Marina Ranga, Todd Davey, Arno Meerman, Balzhan Orazbayeva and Victoria Galán-Muros.

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



Executive summary

Summary

This report provides the findings of a study on university-business cooperation (UBC) in Romania 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 the majority of respondents currently cooperating with businesses planning to increase or maintain their cooperation in the future. In this sense Romania proves to be an attractive country for UBC.

Yet, UBC in Romania is currently considerably less developed compared to the European average. There is significant room for improvement, specifically in supporting academics in their UBC efforts, including the development of incentive and performance measurement systems, as well as the provision of additional financial resources.

About the study

The results presented in this report reflect the perceptions of academics, HEI managers and KTPs in Romania 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 447 Romanian HEI responses. The study measured the perceptions of respondents with respect to their cooperation efforts, barriers, drivers, supporting mechanisms and perceived capabilities.

University-business cooperation

Romanian academics responding to this survey are involved in a variety of different cooperation types, with mobility of students and business consulting emerging as the most developed UBC activities. In the further UBC education and research Romanian academics collaborate to a lesser extent. As for management and valorization areas, their development considerably lags behind.

Academics see themselves as active initiators of UBC, with 45% of academic respondents stating that they usually or always initiate such cooperation. On the contrary, Romanian academics perceive external intermediaries and current students as those stakeholders that less often initiate UBC.

Lack of resources hinders UBC

All Romanian HEI respondents, including cooperating and non-cooperating academics as well as HEI representatives, are significantly hindered by limited resources. For UBC there is hardly any regular budget available neither in the business sector nor funded by the government. This is also consistent with the high bureaucracy being another major barrier identified by all academics, independent of whether they undertake cooperation or not. While, cooperating academics and HEI representatives generally identify the lack of monetary resources as the biggest barrier, non-collaborating academics are mainly hindered by cultural barriers.

NOTE: This report provides a university perspective on university-business cooperation UBC, drawing on a survey of European higher education institutions, academics and businesses. While acknowledging limitations relating to the generalisability of the results due to the non-random nature of the sample, the results provide positive signs both of the present and for the future, while also providing an indication as to areas that require future development.

Executive summary

Acknowledging motivations and interests

Notwithstanding the lack of funding being one of the biggest barriers, the main facilitators for both academics and HEI managers focus on the importance of a shared goal and existence of interest on both sides of the cooperation. These results are particularly interesting as the motivations of academics, HEI managers and business differ although don't conflict. Thus, whilst the existence of a shared goal facilitates UBC, all actors involved need to be aware of and acknowledge the different motivations driving them to cooperate with each other. In order to develop relationships as well as awareness for the differences between the stakeholders, more open and transparent communication is needed.

Funding matters

Romanian academics as well as HEI representatives initiate UBC primarily for obtaining financial resources. Thus, they highlight the motivation to obtain funding, whereas those not engaged in UBC are more driven by motivators related to other stakeholders (e.g. employability of graduates, societal needs, mission of the university), which suggest that they have more idealistic perceptives. Cooperating academics are also more motivated by the benefits for their own research (e.g. new insights, practical application), as they are willing to advance their scientific outputs.

Paper strategy vs commitment of resources

Universities in Romania seem to place a strong emphasis on developing supporting mechanisms for

UBC. The high-level strategic developments such as top-level management commitment for UBC and a documented mission/vision embracing UBC are perceived as well developed. Yet, specific incentive systems, the integration of UBC in academic performance assessment and the reduction of teaching time in exchange for extended cooperation emerge as less developed, which shows the formal commitment of Romanian HEIs to UBC above the actual dedication of resources.

The most developed structural mechanisms in the given sample include board members or vice rector positions for UBC and career office(s). When examining the development of specific activities, a strong focus on students emerges, with the highest development reported in relation to student entrepreneurship courses, and UBC activities facilitating student interaction with business and student networks dedicated to UBC (e.g. entrepreneurship networks). The student and academic networks dedicated to UBC as well as entrepreneurship courses offered to academics are less developed in the Romanian HEI context.

Cooperating with conviction

Romanian academic respondents already cooperating with business have a positive view of their own abilities and roles in undertaking UBC. They believe it is their and universities' role to collaborate with businesses, in both research and education. While overall academics have a positive attitude towards collaboration, they perceive a less positive attitude of the business sector and the region towards UBC.

Introduction

About the study

The study focuses on the cooperation between higher education institutions (HEIs) and public and private organisations in the 28 European Union Member States and 5 associated countries.

The State of European university-business cooperation (UBC) study is executed for the DG Education and Culture at the European Commission (EAC/10/2015) by a consortium led by the Science-to-Business Marketing Research Centre (S2BMRC), in Germany from January 2016 until November 2017.

The aim of the study is to get a more profound, comprehensive and up to date understanding of the state of UBC in Europe: what is the state of play of a wide range of UBC activities in the different countries, what are the main drivers and barriers for the different stakeholders and at what levels; what is the regulatory framework and socio-economic conditions and what kind of measures/initiatives exist on a national level to support the development of UBC. The project investigates UBC from the perspective of both university and business.

Main activities

The main components of the project were a series of expert interviews with 23 recognised UBC experts, 52 good practice case studies, a UBC policy and indicators review as well as a major quantitative survey of stakeholders within both HEIs and business. The survey was translated into 25 languages and sent to all registered European HEIs (numbering over 3,000) in the 33 countries during

October-November 2016. Through this, a final sample of 17,410 representatives from within HEIs and business was achieved. This makes the study the largest international study into cooperation between HEIs and business yet completed.

Why care about university-business cooperation?

- UBC is considered to be the engine towards knowledge-based societies and economies
- UBC is specially needed in the European context, threatened by increased global competition, with ongoing economic and social problems and high levels of youth unemployment
- UBC helps to create a more connected and functioning relationship between government, business and HEIs, which is at the core of EU funding schemes, such as Horizon 2020 and Erasmus+.
- UBC direct outcomes include:
 - improving the competitiveness of business,
 - increasing the relevance and innovativeness of research and teaching in HEIs,
 - improving the future job prospects of students and graduates,which can in the longer term:
 - create jobs,
 - stimulate economic growth,
 - increase living standards,
 - reduce hindrances to good living.

Study Objectives

The specific objectives for the study are:

- Chart the current state of play and provide an in-depth analysis of UBC in the countries covered by this study, from the HE and business perspectives;
- Deliver 50 case studies of UBC (representative sample, balanced distribution among countries and organisations, balanced distribution of HEI and business led cases);
- Review indicators measuring UBC and propose possible scenarios for the implementations of UBC monitoring in Europe;
- Provide policy conclusions and recommendations for the furthering of UBC and the best approaches to take.



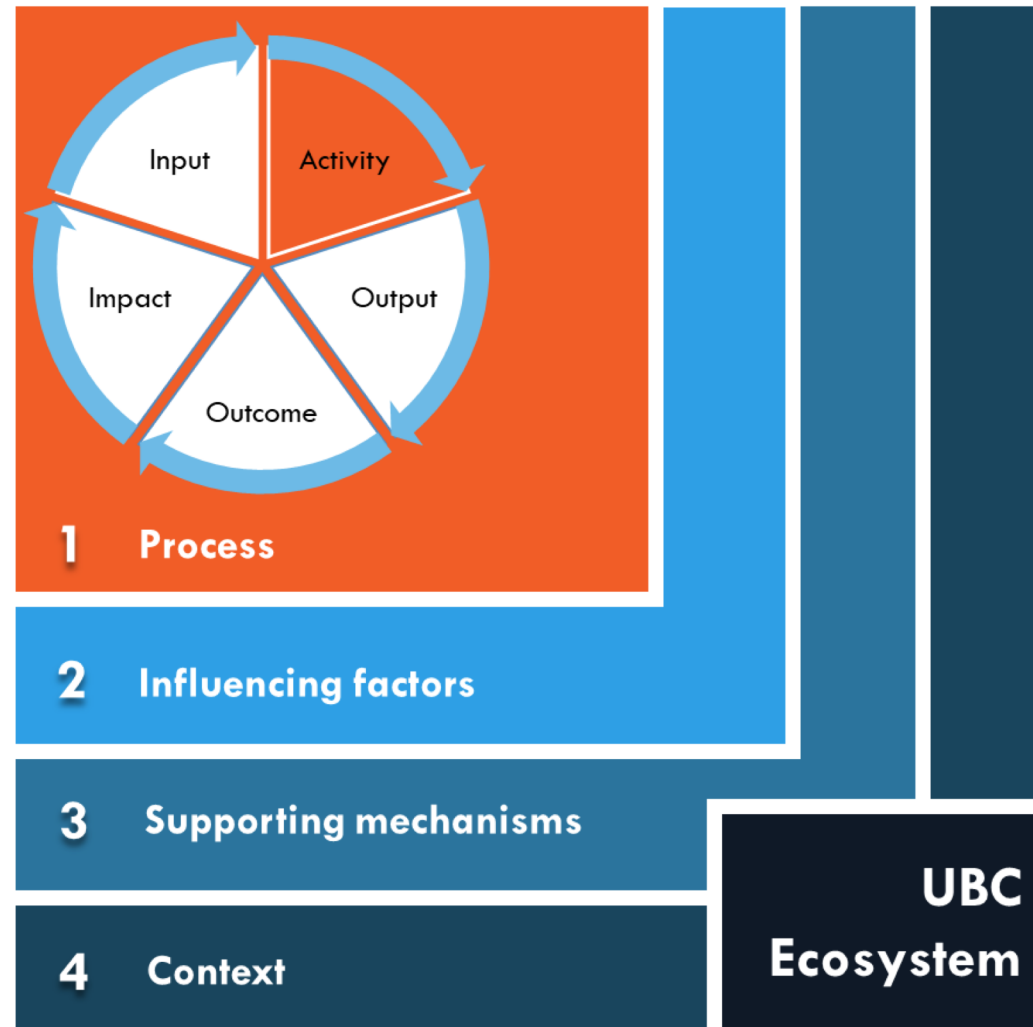
UBC activities

UBC Ecosystem Framework™

In order to best organise the project results, a project conceptual framework was chosen.

The UBC Ecosystem Framework possess a number of interrelated elements including the process of undertaking UBC, factors that are influencing UBC, mechanisms supporting UBC and finally the context in which UBC occurs.

The framework ties together the respective project activities, providing a common thread for reporting results and making recommendations.



Source: Galán-Muros, V.; Davey, T. (2017) *The UBC Ecosystem: Putting together a comprehensive framework for university-business cooperation*. *Journal of Technology Transfer*. <https://doi.org/10.1007/s10961-017-9562-3>

UBC Activities

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

Area	Activity
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. joint R&D (<i>incl. joint funded research</i>)7. consulting to business (<i>incl. contract research</i>)8. mobility of professionals (<i>i.e. temporary mobility of academics to business and vice versa</i>)
Valorisation	<ol style="list-style-type: none">9. commercialisation of R&D results (<i>e.g. licencing/patenting</i>)10. academic entrepreneurship (<i>e.g. spin offs</i>)11. student entrepreneurship (<i>e.g. start-ups</i>)
Management	<ol style="list-style-type: none">12. governance (<i>e.g. participation of academics on business boards and businesspeople participation in university board</i>)13. shared resources (<i>e.g. infrastructure, personnel, equipment</i>)14. industry support (<i>e.g. endowments, sponsorship and scholarships</i>)

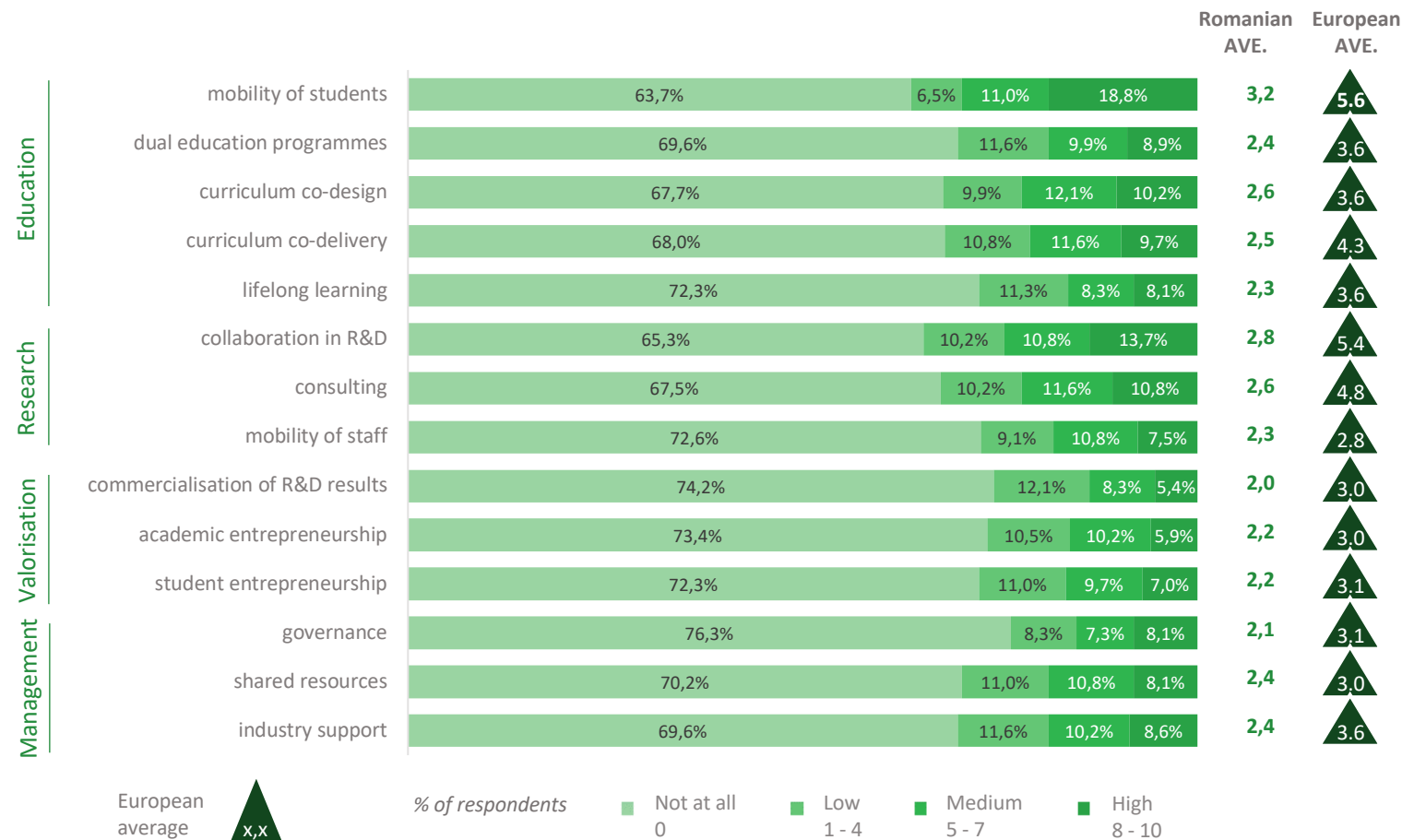
Development of UBC activities

Overall, UBC activities are significantly less developed for Romanian academics than for their European counterparts. It can be explained through the lack of resources from government, companies or universities to undergo 'cooperation with business'. Furthermore the engagement with businesses is not perceived to be highly beneficial for academics' career advancement.

Romanian academics most commonly engage with business in mobility of students (3.2), collaboration in R&D (2.8), curriculum co-design (2.6) and consulting (2.6). The further UBC education and research activities are slightly less developed. The development of UBC management and valorisation activities is particularly low.

The extent of development of UBC activities

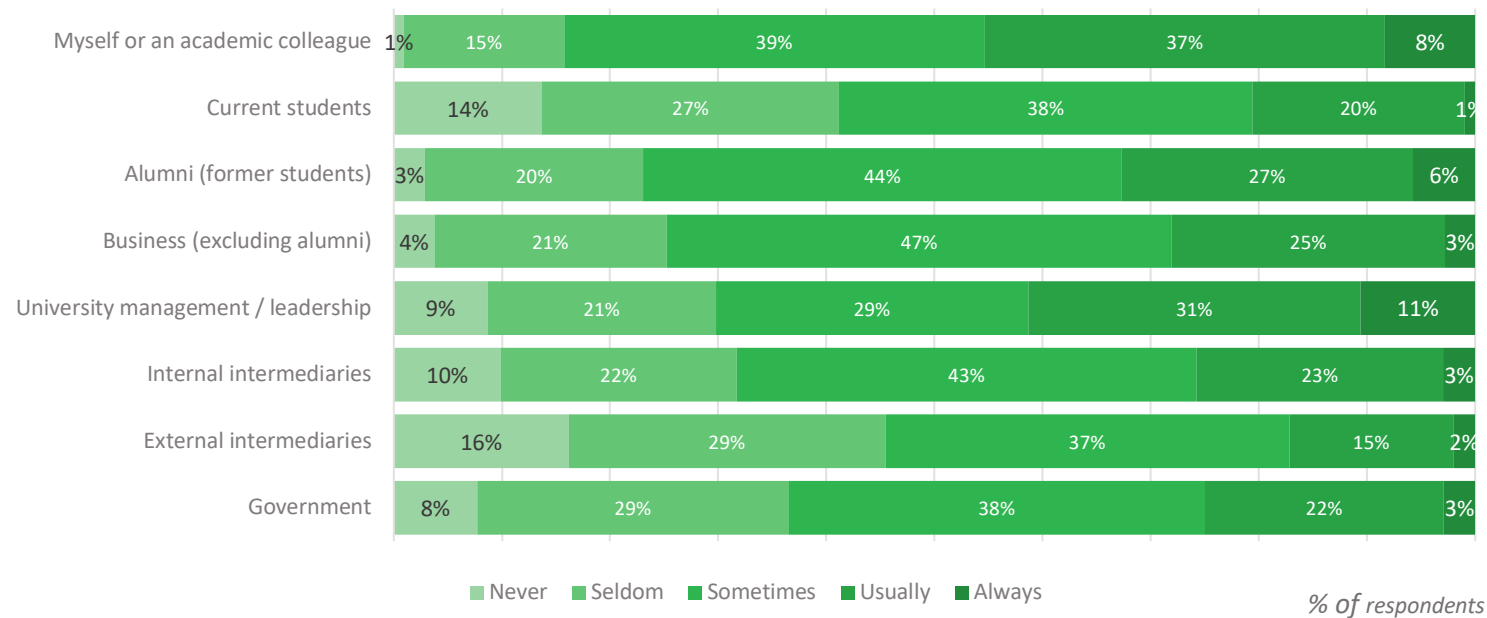
'Which UBC activities do you collaborate with businesses in?' – as answered by academics



Initiation of UBC

How UBC is initiated

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

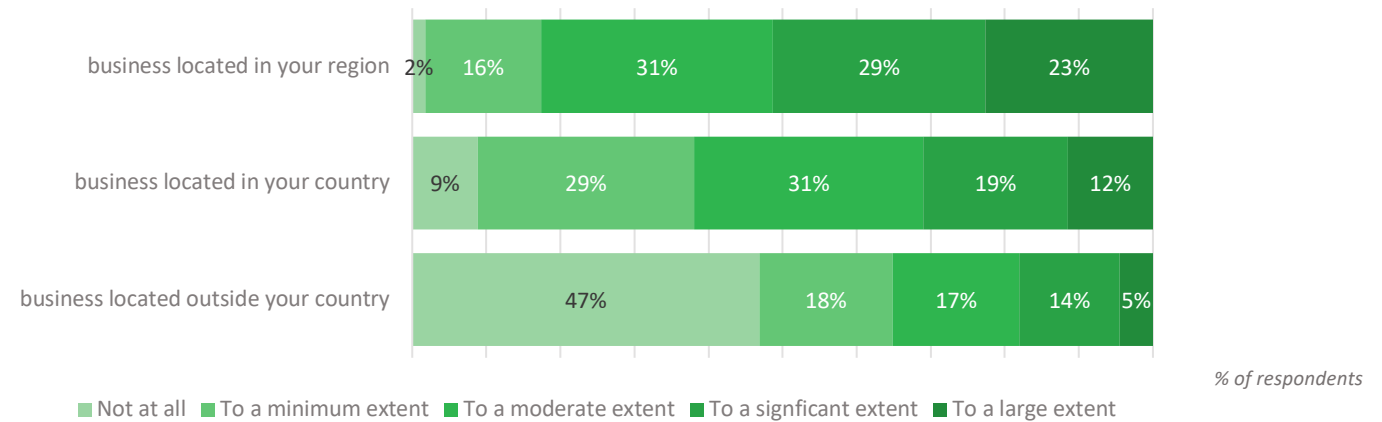


45% of Romanian academics consider that themselves or their colleagues always or usually initiate UBC. University management (42%) and alumni (33%) are also considered initiators.

Contrary, academics perceive that students as well as both external and internal intermediaries are those stakeholders that less often initiate UBC.

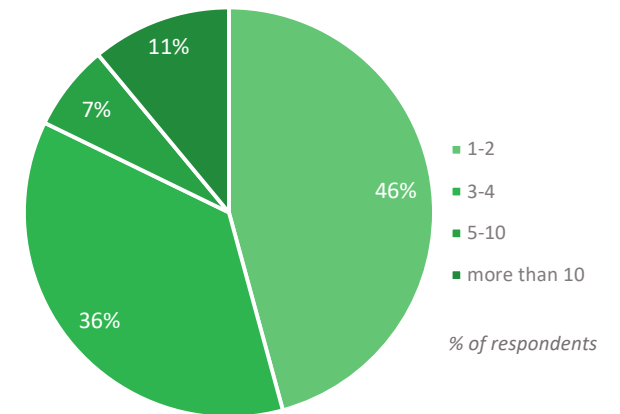
Location of cooperating partners

Location of business partners



Romanian academics undertake cooperation to significant or high level with regional businesses (52%). Collaboration with Romanian businesses follows with 31%. Only 5% of academics collaborate to a high extent with international businesses and about 50% do not collaborate at international level at all.

Number of business partners

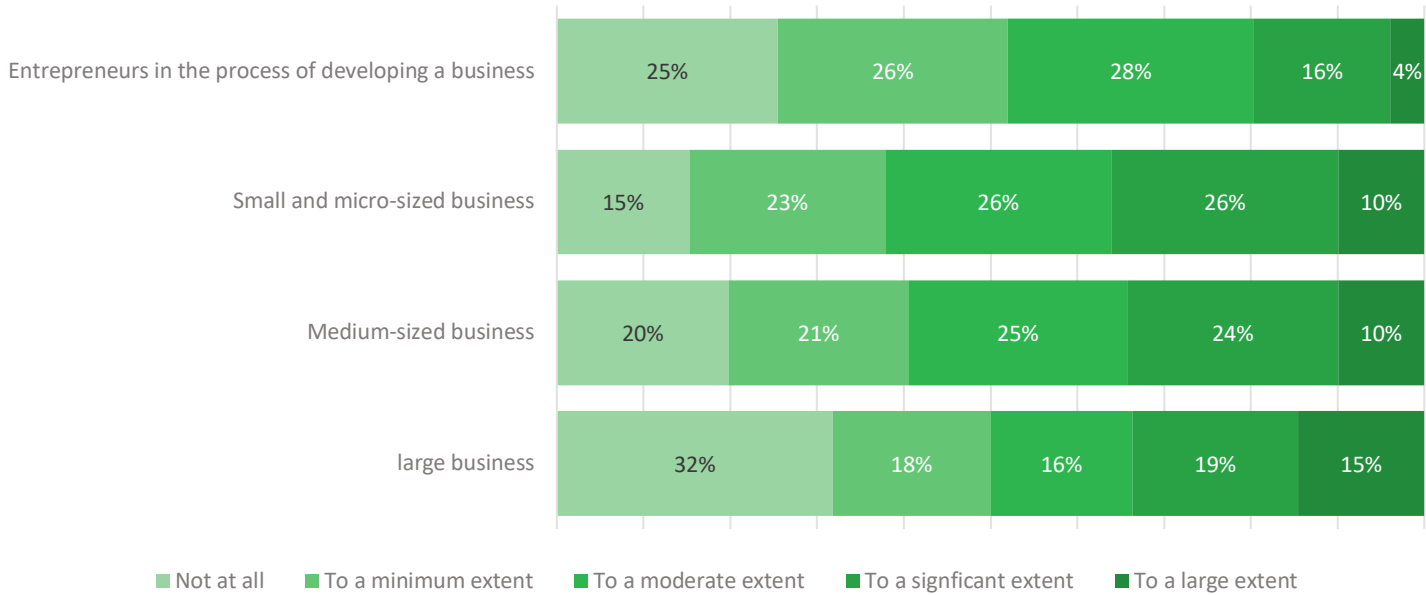


82% of Romanian academics cooperate with 1 to 4 businesses. The remaining 18% have partner relations with 5 or more partners.

Size of cooperating partners

Size of cooperating partner

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



Romanian academics undertake cooperation with businesses of different sizes.

36% of them engage to a significant or large extent with small and micro-sized businesses. An even proportion of them (34%) cooperates with medium-sized and large businesses.

This cooperation is reduced to 20% for entrepreneurs in the process of developing a business.

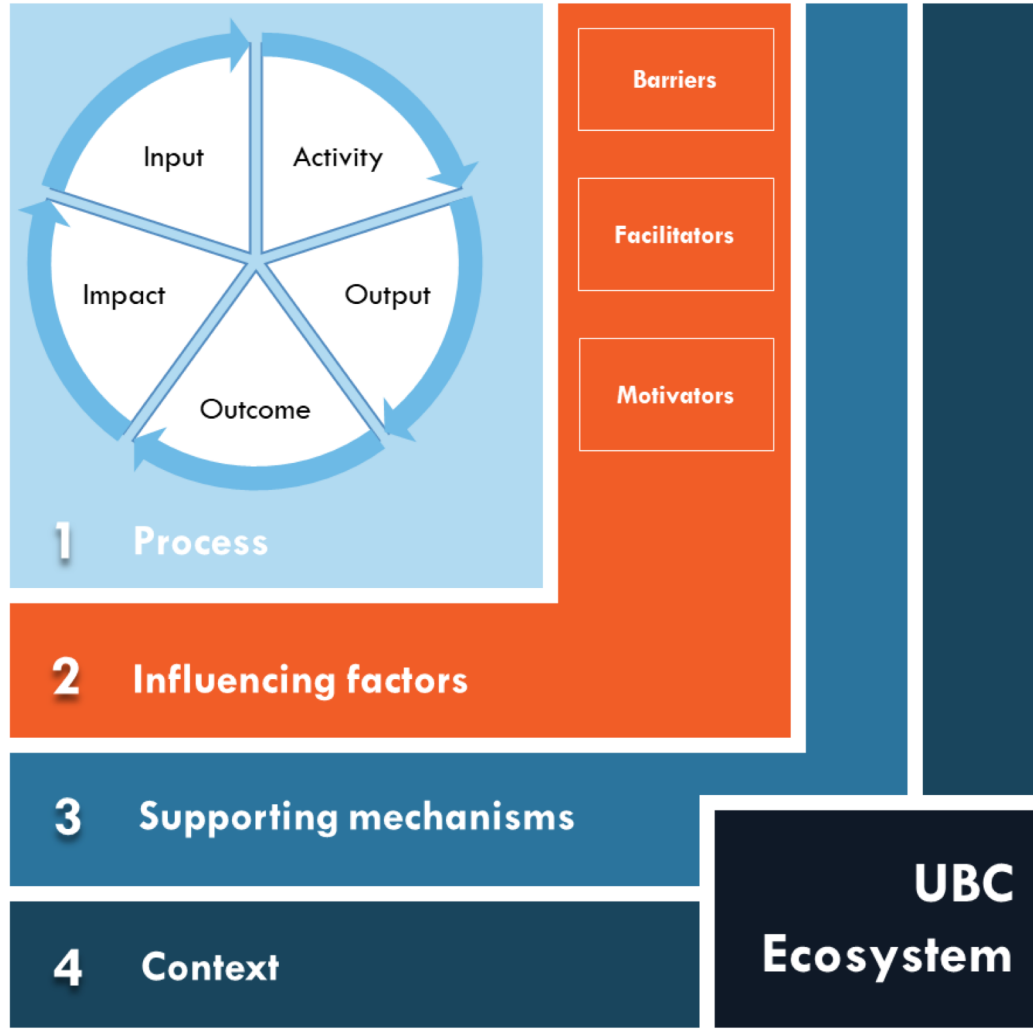
Factors influencing UBC

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 business funding for UBC
2.	Limited resources of SMEs	Bureaucracy related to UBC
3.	Lack of business funding for UBC	Difficulty in finding the appropriate collaboration partner
4.	Lack of university funding for UBC	Limited resources of SMEs
5.	Bureaucracy related to UBC	Differing motivation / values between university and business
<i>Lowest</i>	UBC conflicts with my teaching and research responsibilities	Frequent staff turnovers within my university or the business

The top five barriers to UBC for Romanian academics relate to resources, administrative and cultural issues.

The most relevant barriers to cooperation for both groups are related to funding: government funding for collaborating and business funding for non-collaborating academics.

Additionally, the limited resources of SMEs and bureaucracy related to UBC are major barriers for both groups.

Lack of university funding is seen as a barrier by collaborating academics while it isn't by their non-collaborating colleagues.

Similarly, the difficulty in finding the appropriate collaboration partner and differing motivations are considered as inhibiting factors for academics not collaborating with business and yet they are not for those who already undertake UBC.

Barriers hindering UBC

Romanian academics perceive most barriers stronger than their European counterparts.

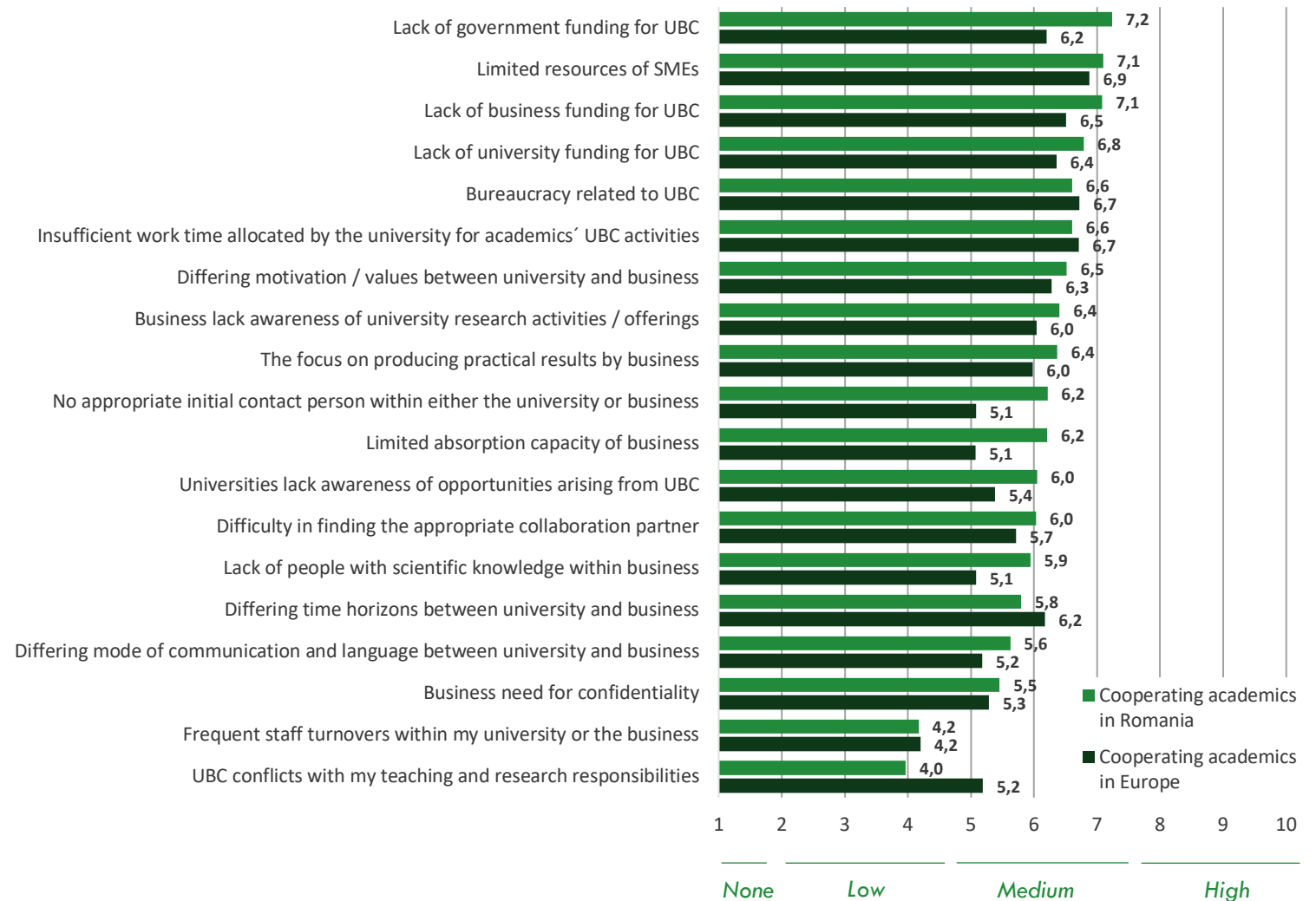
In Romania, academics are more hindered by the lack of government, business and university funding and the limited resources of SMEs.

However, they are less hindered than their European counterparts by the differing time horizons between university and business and UBC conflicting with teaching and research responsibilities.

The difficulty finding an appropriate initial contact person and the business' limited absorption capacity are significantly more inhibiting for Romanian academics than for European academics.

Barriers

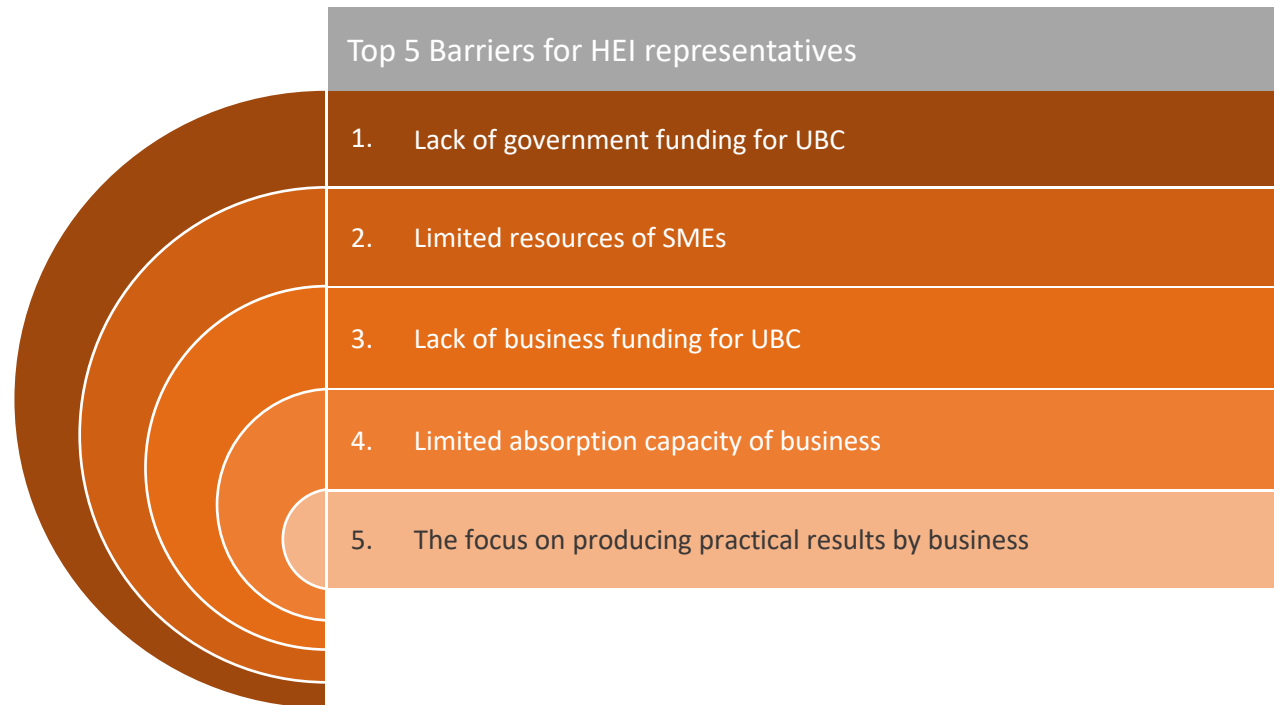
'What is inhibiting your cooperation with business?' – as answered by academics



Barriers hindering UBC

Barriers

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



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

The lack of government funding and limited resources of SMEs are the largest barriers. This is consistent with the perception of Romanian academics.

HEI representatives recognise lack of business funding also as a major barrier.

Additionally, the business' limited absorption capacity and its focus on producing practical results can also significantly inhibit UBC in Romania.

Barriers hindering UBC

Romanian and European HEI representatives perceive barriers hindering UBC in a different way.

Yet, resources related factors are seen as the strongest barriers by both groups. However, while Romanian HEI representatives are more hindered by the lack of government funding, their European counterparts have a stronger perception of the SMEs' limited resources as a UBC barrier.

The frequent staff turnovers within the university or business and UBC conflicting with teaching and research responsibilities are the weakest UBC barriers for both groups.

Barriers

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



Drivers stimulating UBC

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

Drivers of UBC are divided into two factors:

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

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

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


The main factors that facilitate UBC for Romanian academics and HEI representatives are very similar.

The existence of funding to undertake the cooperation is the main facilitator for academics, while for HEI representatives the major driver is the interest of university in accessing business-sector R&D facilities.

Both groups agree that the existence of a shared goal, the business interest in accessing scientific knowledge and a prior relation with business are those factors that facilitate UBC.

Facilitators

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



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

Drivers stimulating UBC

European and Romanian perceptions of UBC facilitators are similar. For both groups, the strongest facilitators are those related to funding and the relationship component of UBC.

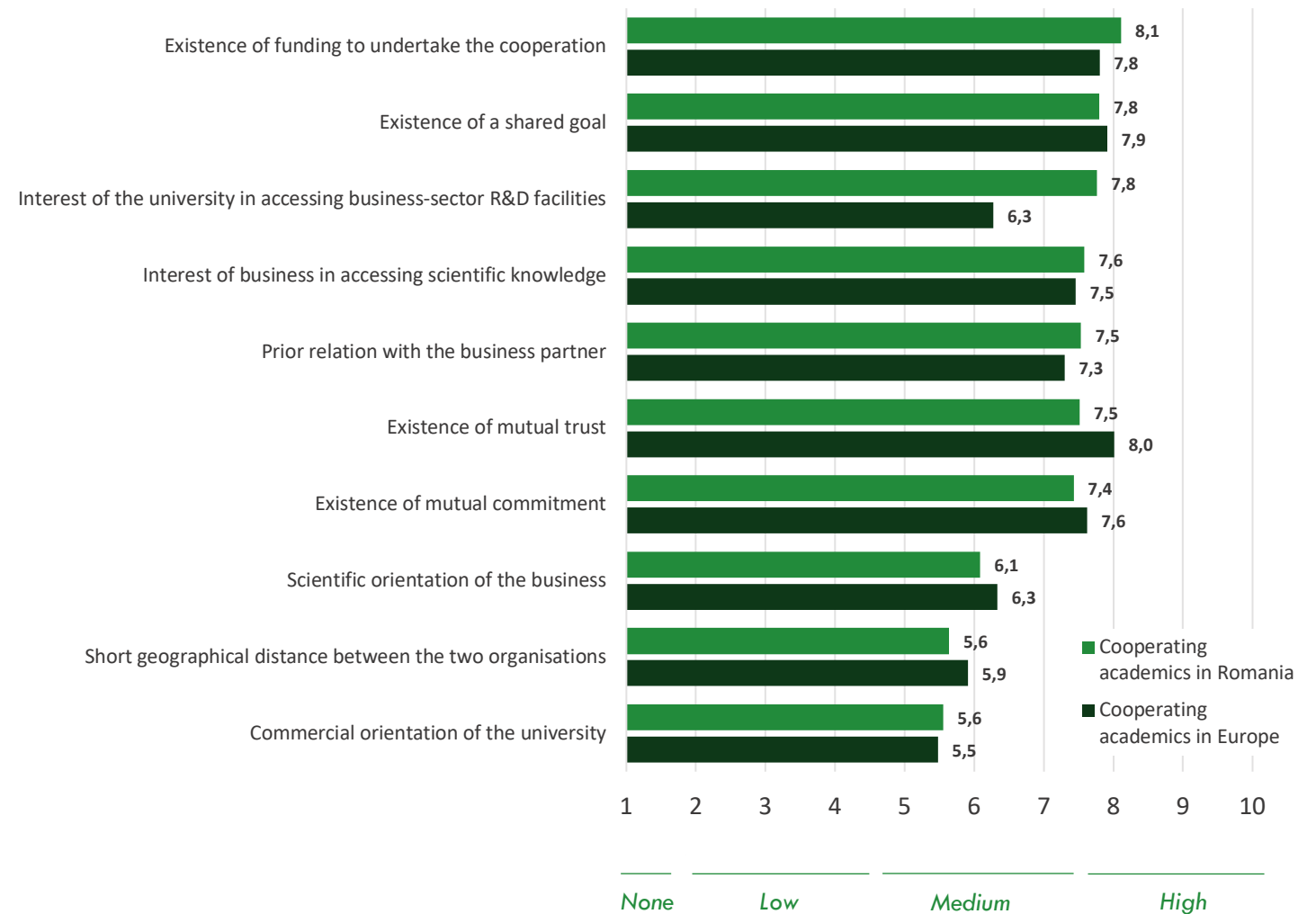
However, the existence of mutual trust as a facilitator bears higher importance for academics in Europe than in Romania.

Contrary, the university interest in accessing business-sector R&D is perceived significantly higher by Romanian academics.

The short geographical distance between the two organisations and the commercial orientation of the university emerge as the least strong facilitators.

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



Romanian HEI representatives and their European counterparts have different perceptions of UBC facilitators.

For Romanian HEI representatives the main facilitator is the university interest in accessing business-sector R&D facilities, whereas for European HEI representatives the relationship factors are those drivers that facilitate UBC. They include mutual trust, a shared goal and commitment. Both groups however agree on the importance of funding and the business' interest in accessing scientific knowledge.

Drivers stimulating UBC

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

Both groups are highly motivated to improve the graduate employability.

However, while cooperating academics are more motivated by the willingness to improve their research and teaching, their non-cooperating colleagues are highly driven by the benefits that other stakeholders (university, graduates, society) can get from UBC.

Motivators

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

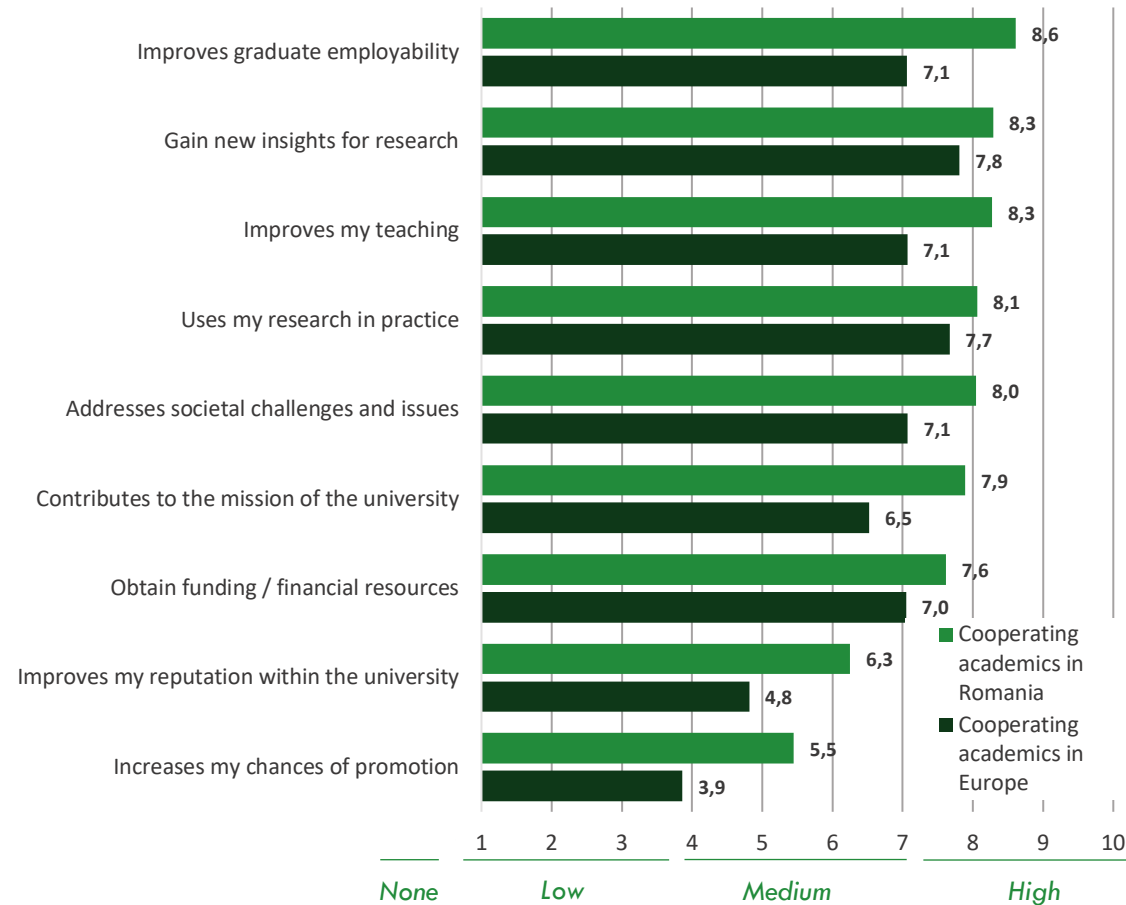


	Academics who cooperate	Academics who <u>do not</u> cooperate
1.	Improves graduate employability	Contributes to the mission of the university
2.	Gain new insights for research	Improves graduate employability
3.	Improves my teaching	Addresses societal challenges and issues
4.	Uses my research in practice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



Romanian academics have a stronger perception of UBC motivators than their European counterparts.

Thus they are considerably more motivated by the benefits other stakeholders, like graduates, university and society, can get from UBC.

They however have also a stronger perception of the motivators related to their own profile in particular to research and teaching.

Notably promotion and reputation related motivators are the weakest drivers stimulating UBC for both groups.

Drivers stimulating UBC

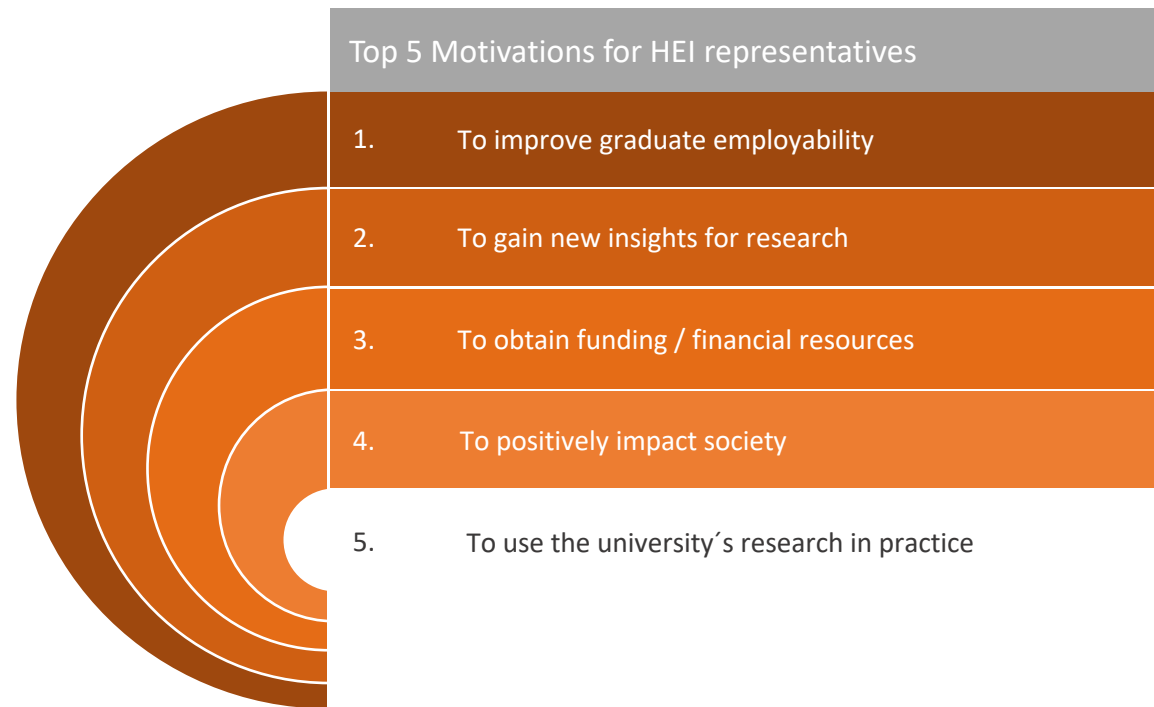
Romanian HEI representatives are highly motivated to improve graduate employability.

Research related motivations such as gaining new insights for the research and its practical application, along with obtaining funding are also important.

Furthermore HEI representatives are also motivated to positively impact society.

Motivators

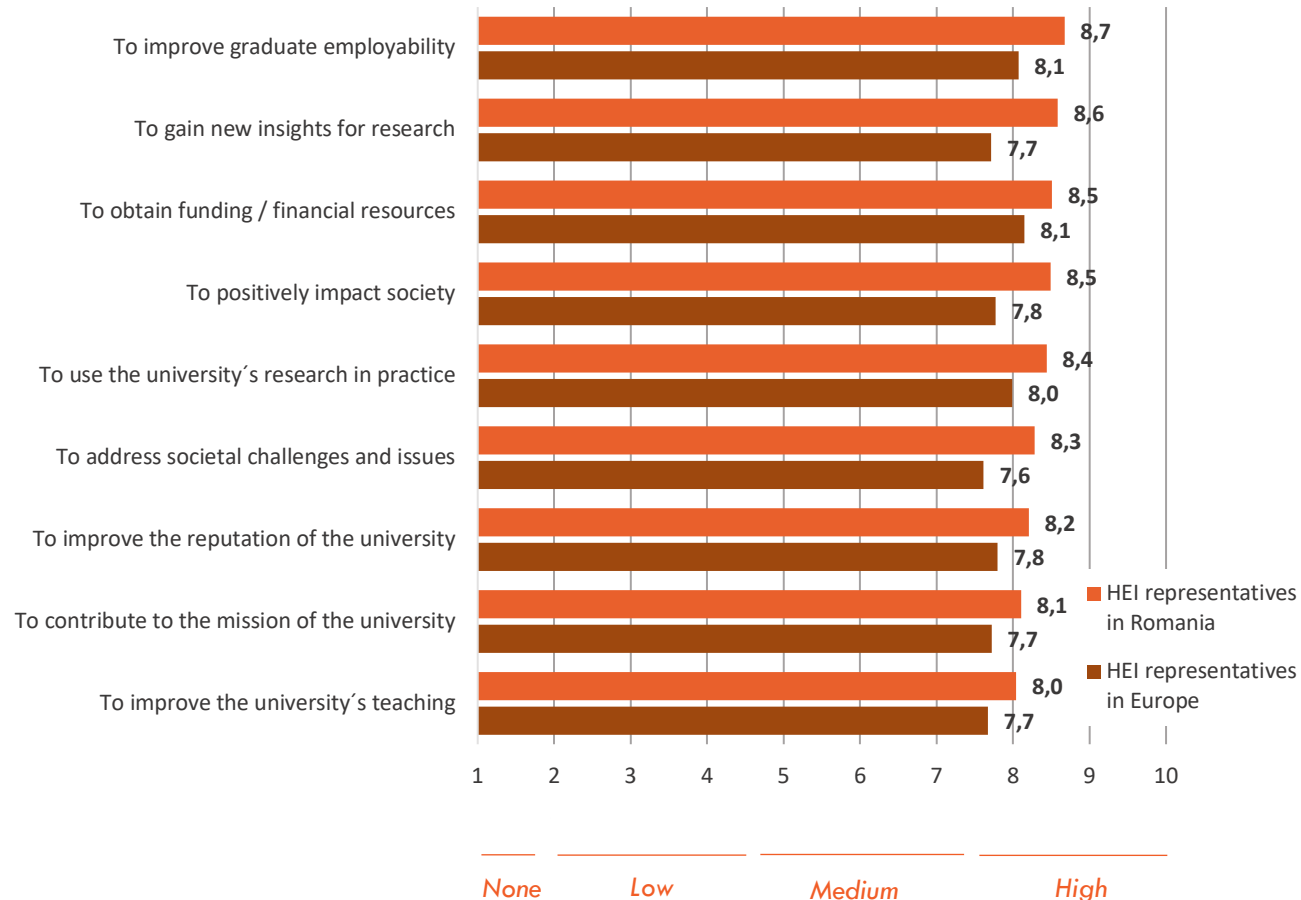
'What motivates your HEI to cooperate with business?'- As answered by HEI representatives



Drivers stimulating UBC

Motivators

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



Romanian HEI representatives perceive motivators higher than their European counterparts.

Both groups however agree on the importance of the motivation of improving graduate employability.

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

Benefits of UBC

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

Students are perceived by both groups as the stakeholder group who benefits the most from UBC. Businesses and universities are also seen as important beneficiaries.

Academics see their own benefits higher than the benefits for society and government, whereas HEI representatives perceive academics as a stakeholder group that gains little benefits from UBC.

The Romanian government is believed by both groups to gain the least benefits 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

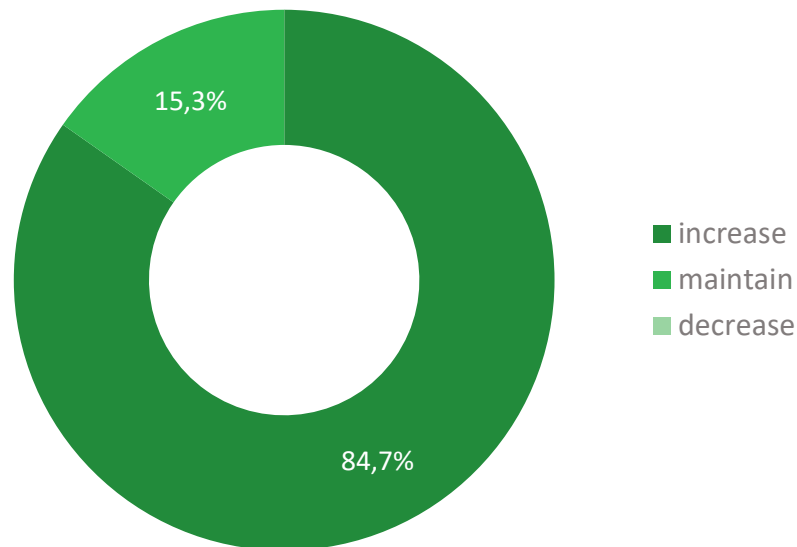


	Academics	HEI representatives
1.	Students	Students
2.	Businesses	Universities
3.	Universities	Businesses
4.	Academics	Society
5.	Society	Academics
6.	Government / public authorities	Government / public authorities

Future intentions

Future UBC intentions – ROMANIA

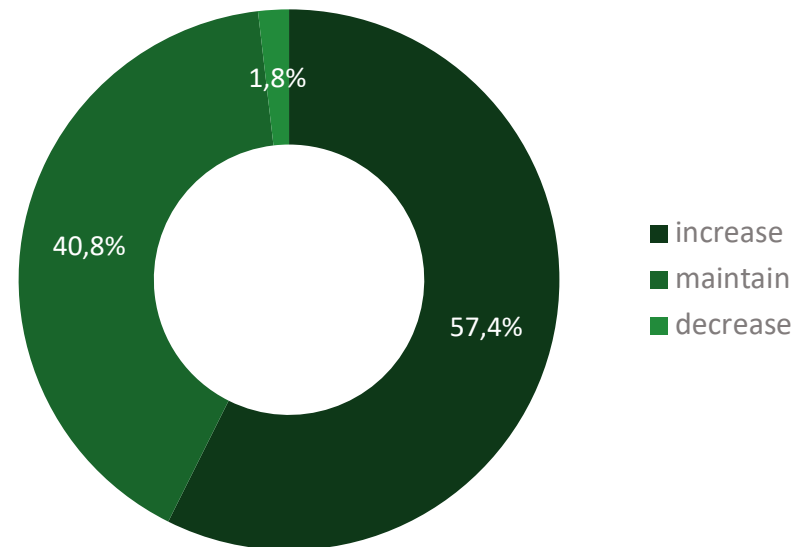
As answered by Romanian academics



Romanian academics show a very strong commitment to UBC. 100% of them expect to maintain or increase their UBC activities. In this sense, Romania proves to be an attractive country for UBC, with positive momentum for the future.

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. This shows a positive projection for UBC in Europe.

Willingness to recommend UBC

The willingness of Romanian cooperating academics to recommend to a colleague to engage in UBC varies depending on whether this cooperation is in research or in education.

Romanian academics are slightly more satisfied with UBC in research than their European counterparts (NPS=42). While 58% of them will promote it positively, only 16% would do it negatively.

Similarly, Romanian academics are significantly more satisfied than their European counterparts in education-related UBC (NPS = 23 for Romanian and -14 for European academics).

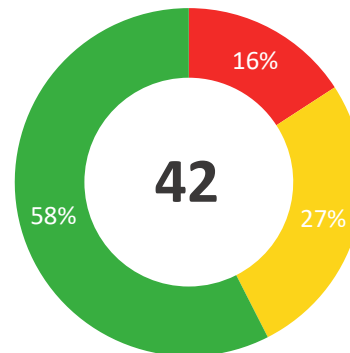
Willingness to recommend to an academic colleague cooperation with business in R&D and E&T

As answered by academics

	Detractors	Passives	Promoters	Net promotor score
Academics cooperating in E&T	23%	31%	46%	23
Academics cooperating in R&D	16%	27%	58%	42

Satisfaction in cooperation with businesses (net promotor score)

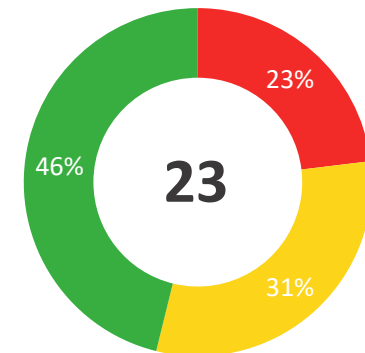
Academics cooperating in research



■ Detractors ■ Passives ■ Promoters

European academics' NPS result: 17

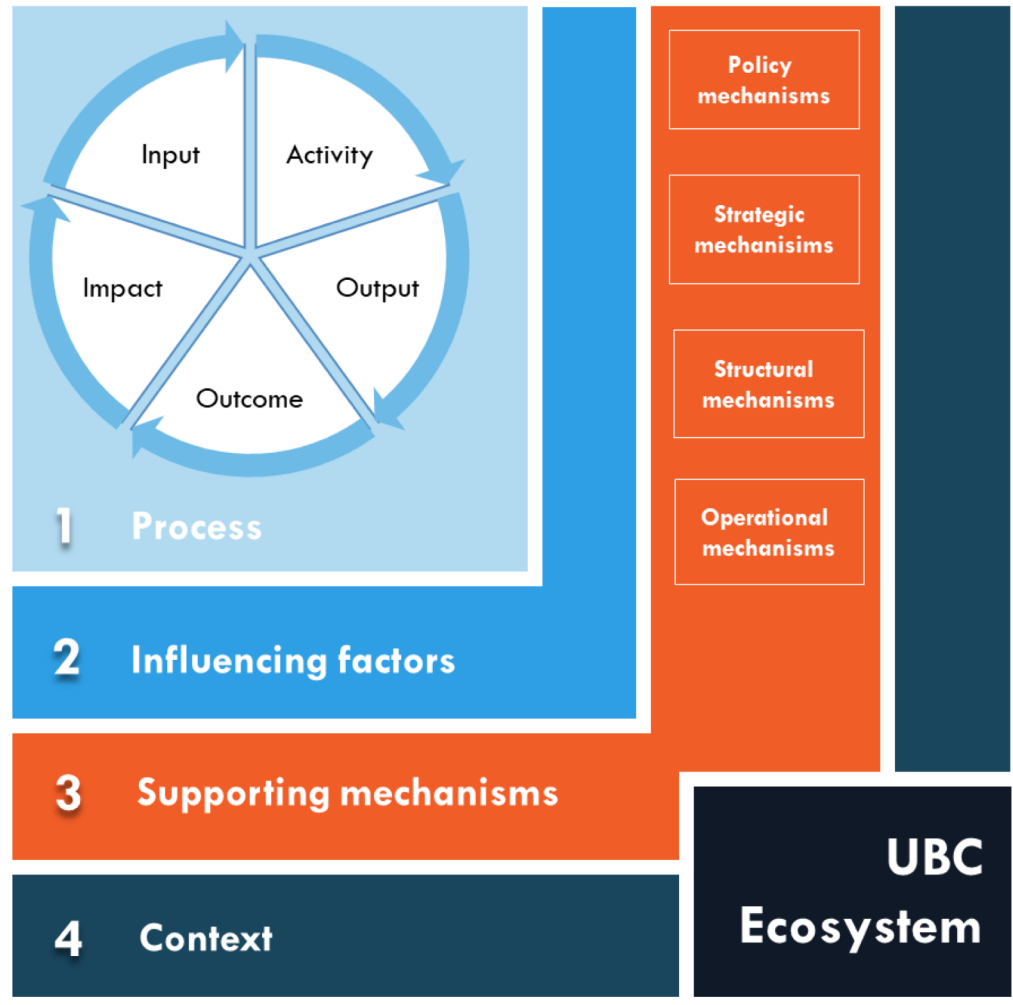
Academics cooperating in education



■ 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

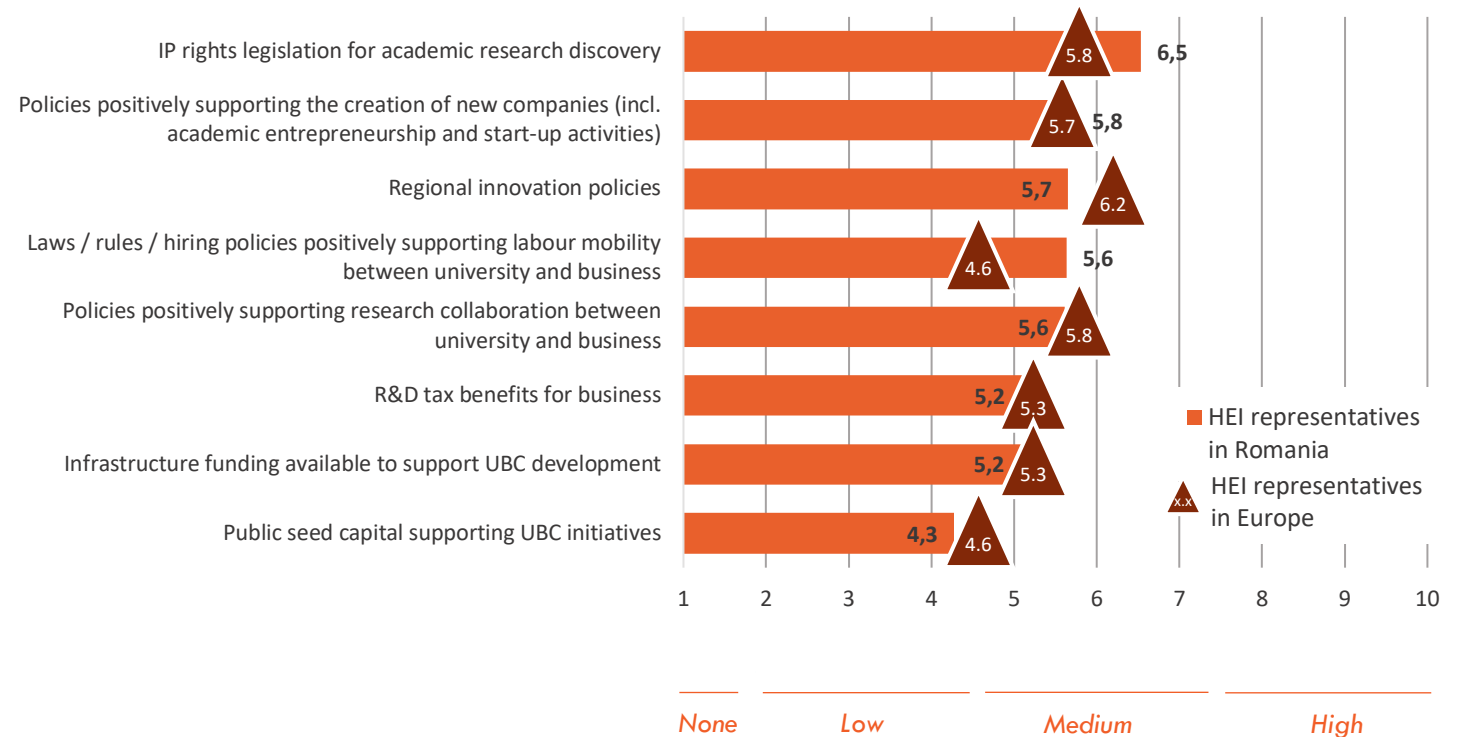
This section outlines the extent to which UBC supporting mechanisms are developed in this sample from the HEI perspective.

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

Supporting mechanisms for UBC

Policy mechanisms

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



Romanian HEI representatives perceive policy mechanisms to be developed to a medium-low level. These perceptions are similar to the perceptions of their European counterparts.

IP rights legislation for academic research discovery is the most developed supporting mechanism in Romania (6.5), followed by policies supporting the creation of new companies (5.8).

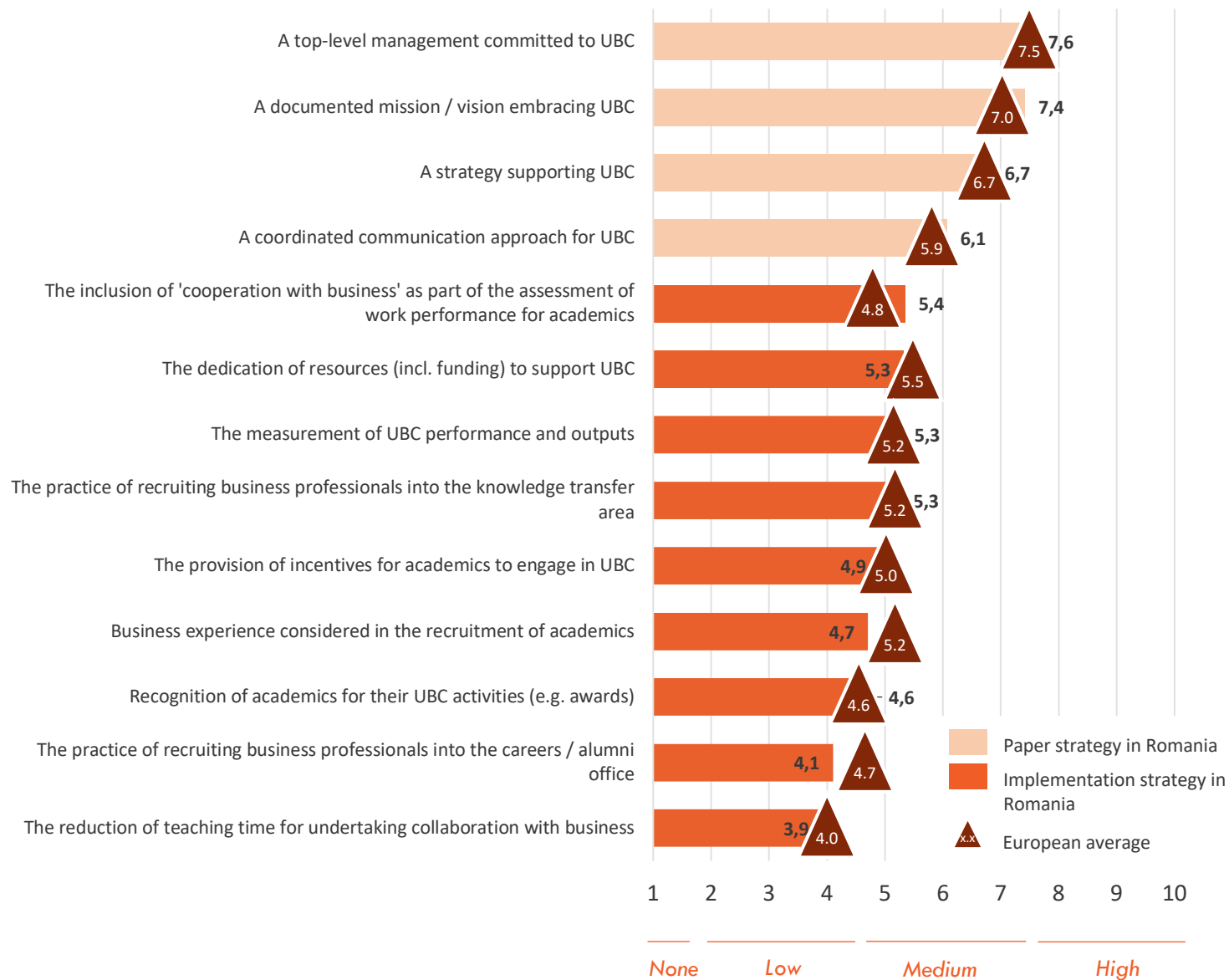
Laws, rules and hiring policies supporting labour mobility between universities and business are significantly better advanced than in Europe.

The least developed mechanism, lower than the EU average, is the public seed capital supporting UBC activities (4.3).

Supporting mechanisms for UBC

Strategic mechanisms

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



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

The most developed mechanisms relate to the official commitment of top-level management and a documented mission/vision embracing UBC.

Contrary, the practise of recruiting business professionals into careers office (4.1) and the reduction of teaching time (3.9) are the least developed mechanisms.

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

Supporting mechanisms for UBC

The development of structural mechanisms is very similar in Romanian and European HEIs.

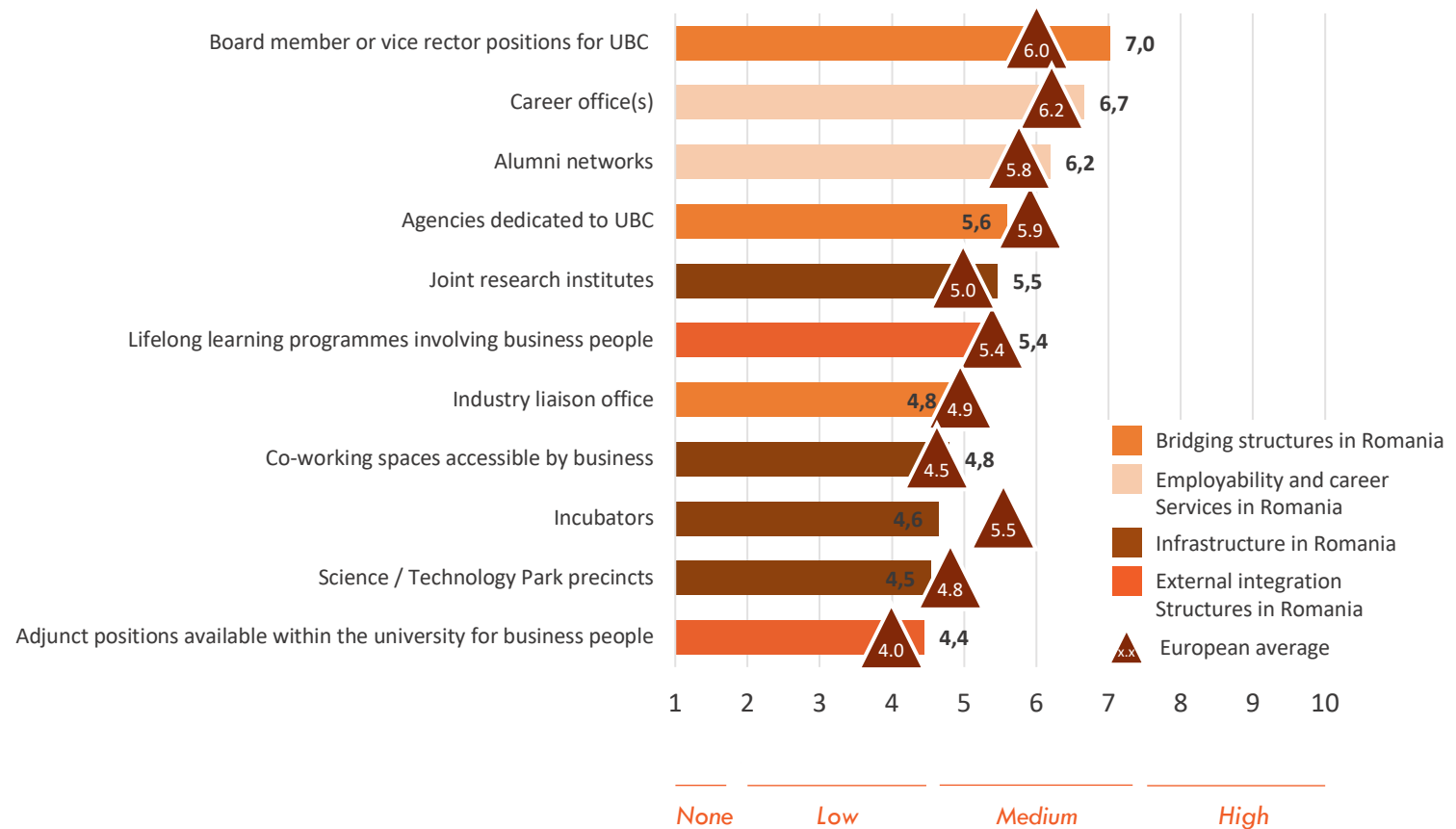
European and Romanian HEI representatives indicated the same top two structural mechanisms: a board member or vice rector positions for UBC career office(s).

Overall, for both groups employability/career services and bridging structures are the most developed types of structures supporting UBC in universities.

Mechanisms related to infrastructure are less developed in Romania than in Europe.

Structural mechanisms

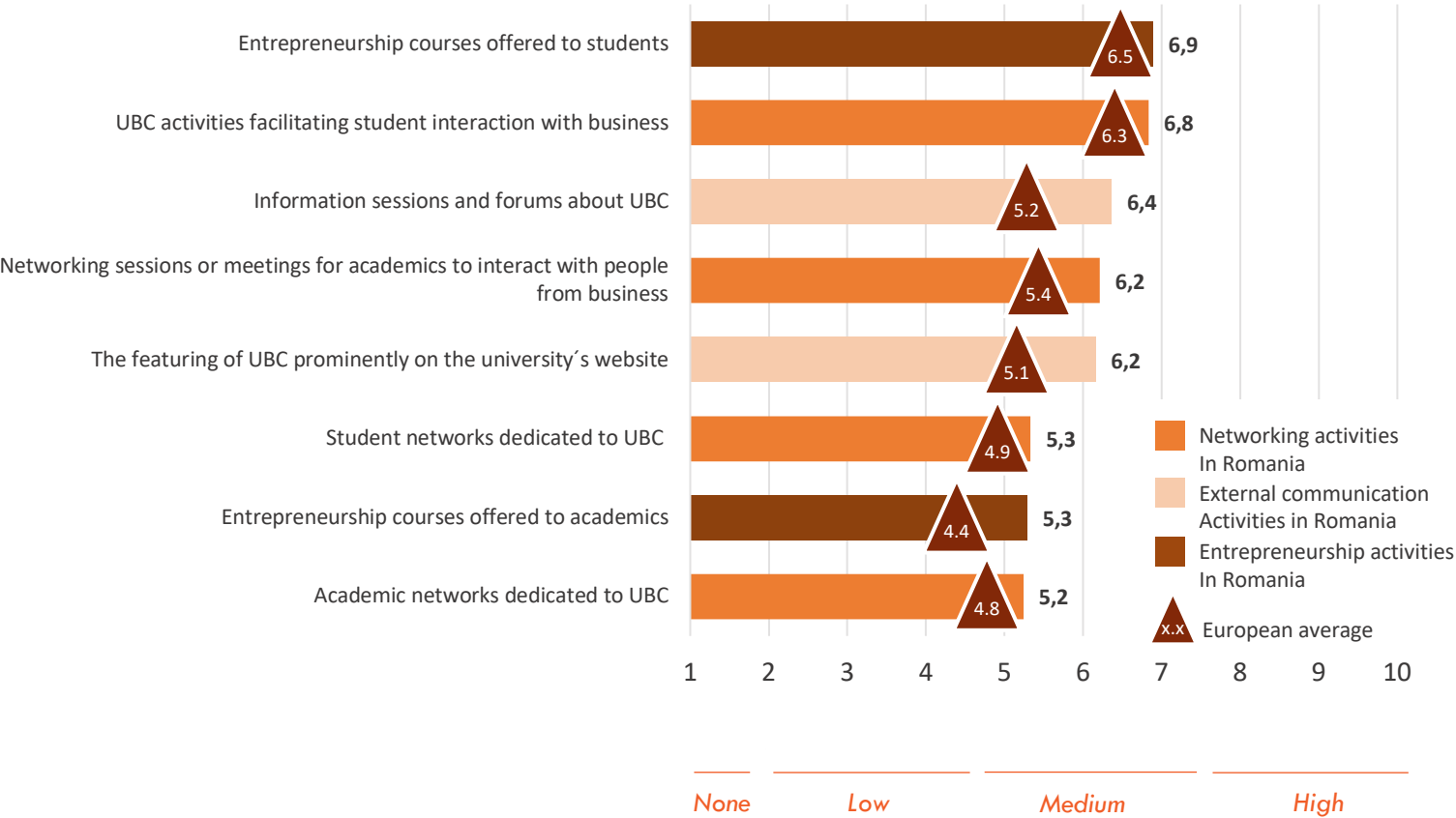
'To what extent do these mechanisms support UBC in your HEI?' - as answered by HEI representatives



Supporting mechanisms for UBC

Operational mechanisms

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



Overall, compared to European average, the development of operational mechanisms is higher in Romanian HEIs.

Student-centred activities are the most developed operational mechanisms, with entrepreneurship courses (6.9) and UBC activities facilitating student interaction with businesses (6.8) ranked the highest.

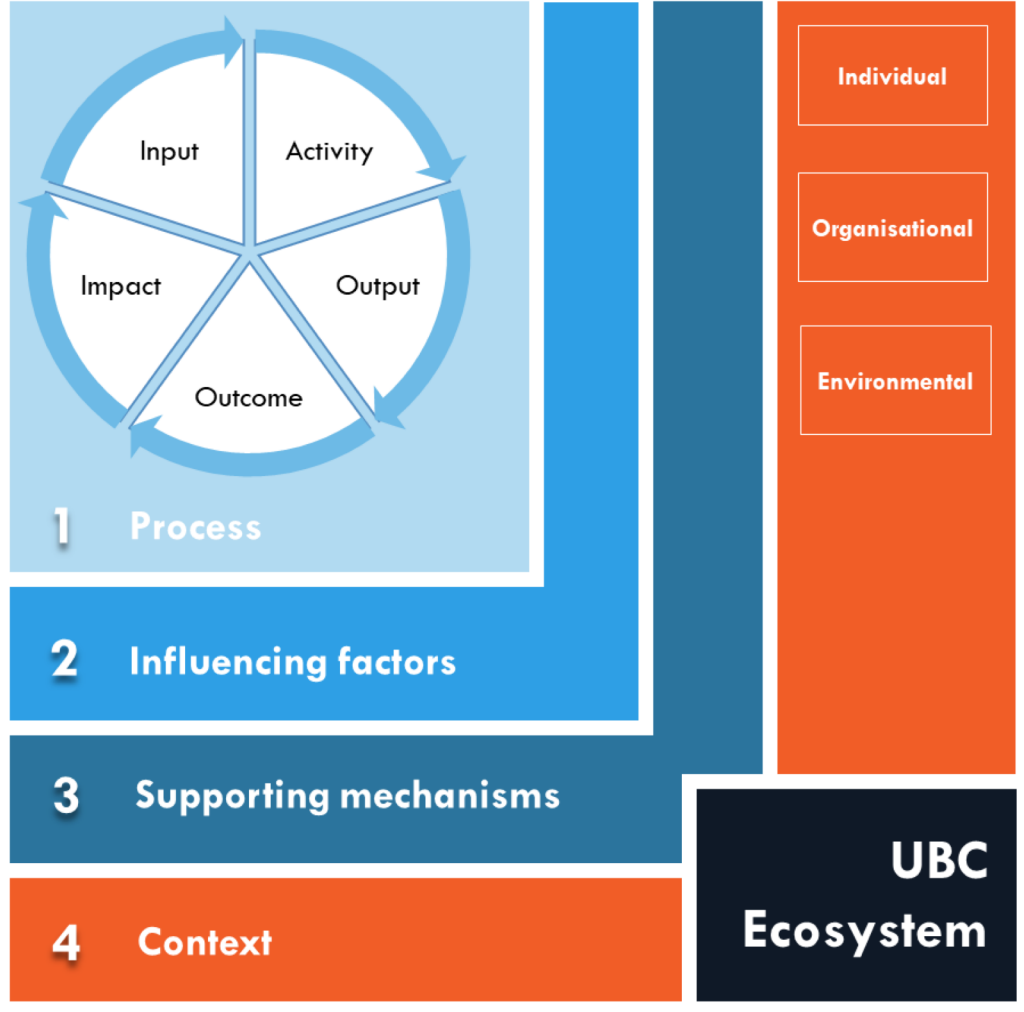
As for the activities focused on academics, they are less developed. Entrepreneurship courses offered to academics (5.3) and academic networks dedicated to UBC (5.2) are the least developed operational mechanisms for both groups.

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.).

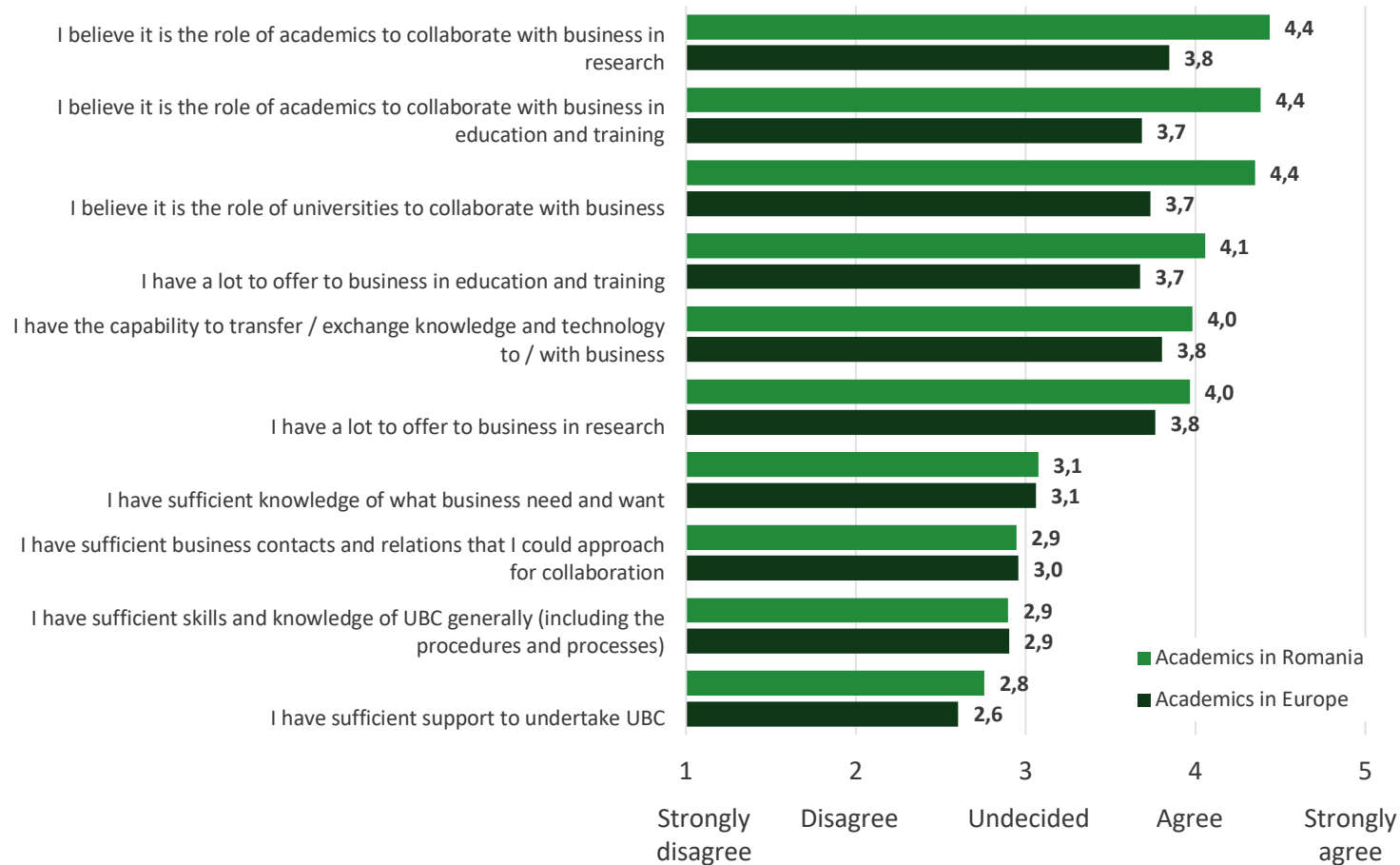
This section outlines how some contextual factors influence UBC in the country.



UBC capabilities

Capabilities for UBC

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



Romanian academics identified moderate capabilities for UBC and beliefs about the role of UBC. For most of them they have a more positive attitude than their European counterparts.

Romanian academics believe that is their role to collaborate with business in research (4.4) as well as in education (4.4). Similarly, they believe that it is the universities' role to undertake cooperation with business (4.4).

Like academics in Europe, Romanian academics perceive they have insufficient contacts and relations (2.9), skills and knowledge (2.9) and support (2.8) to undertake UBC.

Context

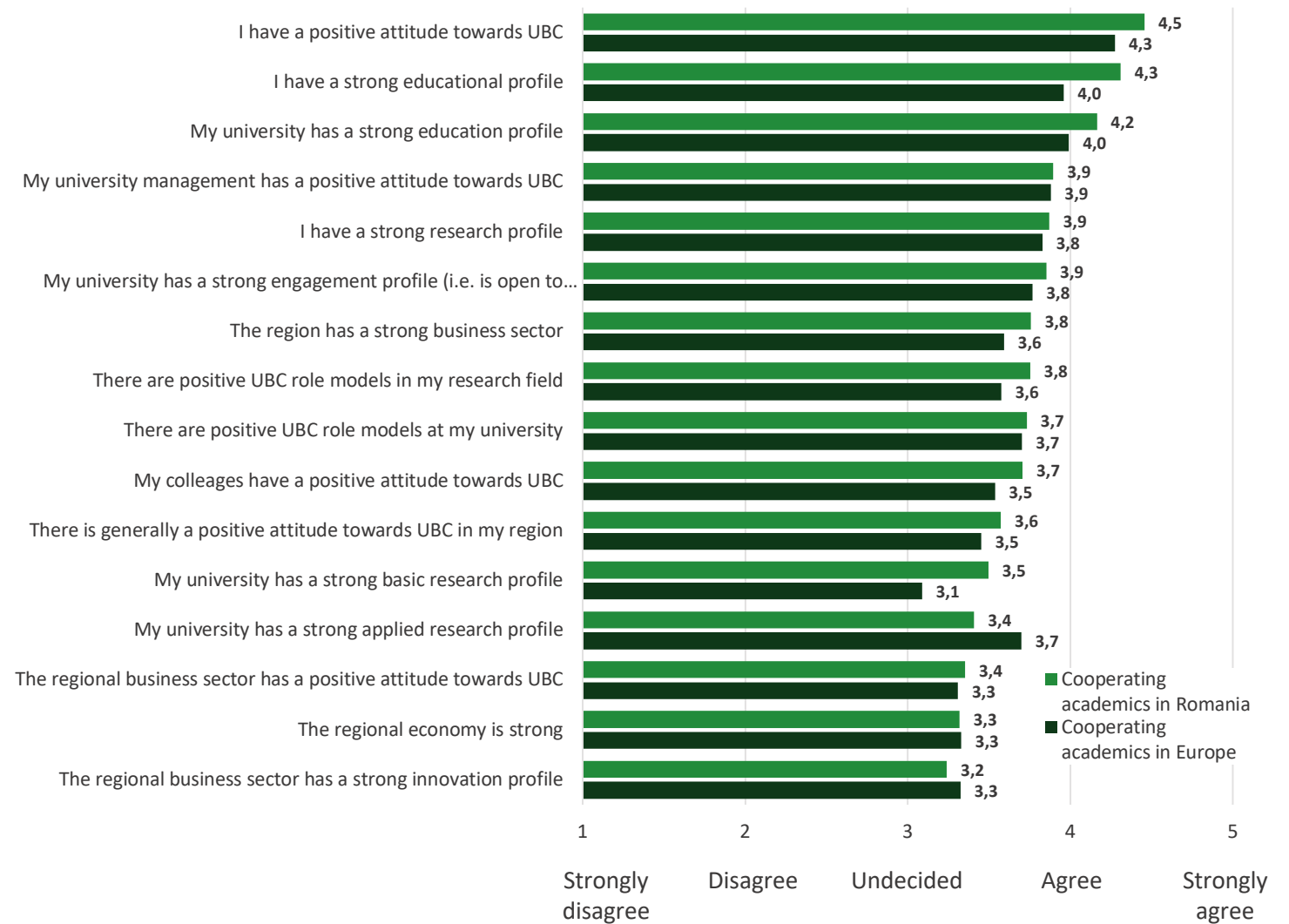
Although Romanian and European academics perceive their contextual factors similarly, the perception of the majority of contextual factors appears to be more positive in Romania.

The only exception is that European academics believe that their universities have a stronger applied research profile. They also think that the regional economy is stronger.

Overall, both Romanian and European academics have a positive attitude towards UBC (4.5 and 4.3). Yet, Romanian academics are more positive about the attitudes of their colleagues, and regions towards UBC.

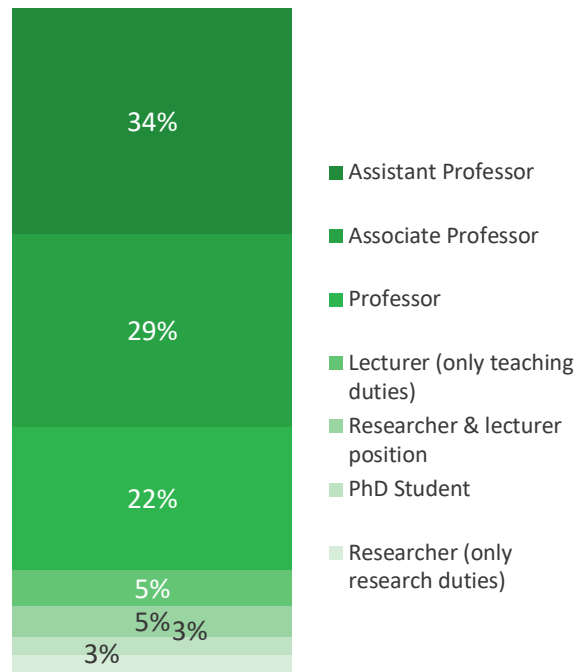
Contextual factors affecting UBC

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



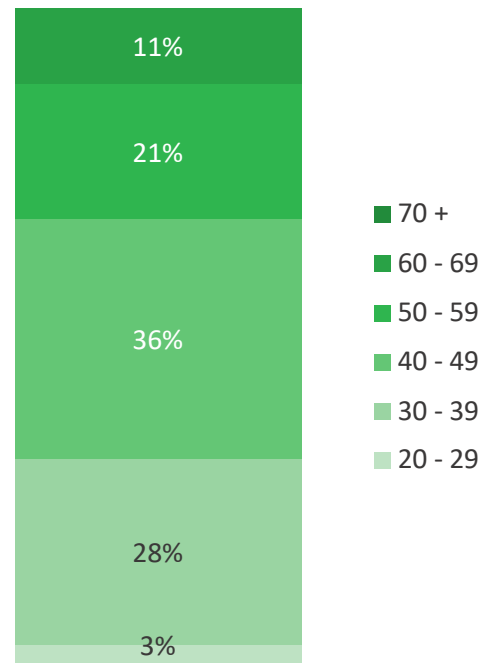
Respondent profile – academics

Position of respondent



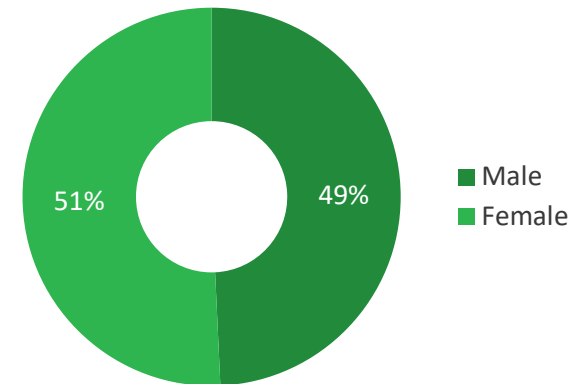
Assistant professors (34%), associate professors (29%) and 'professors' (22%), comprise the largest groups in the Romanian sample. The remaining academics identified themselves as lecturers (5%), researchers & lecturers (5%), PhD students (3%) and researchers (3%).

Age of respondents



More than half of Romanian academics in the sample (57%) are 40-59 years old. Other significant group is those aged 30-39 (28%). Academics between 60 to 69 represent 11% and those between 20 to 29 only 3%.

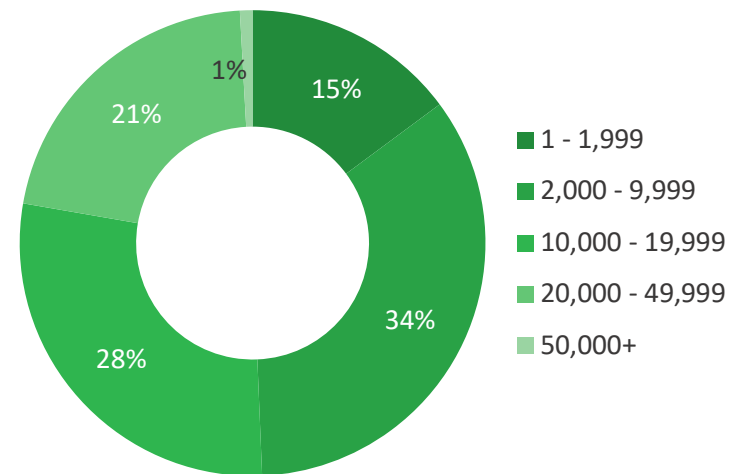
Gender of respondents



The gender distribution in the Romanian academic sample is almost even with 49% male and 51% female respondents.

Respondent profile – academics

Number of students of the HEI

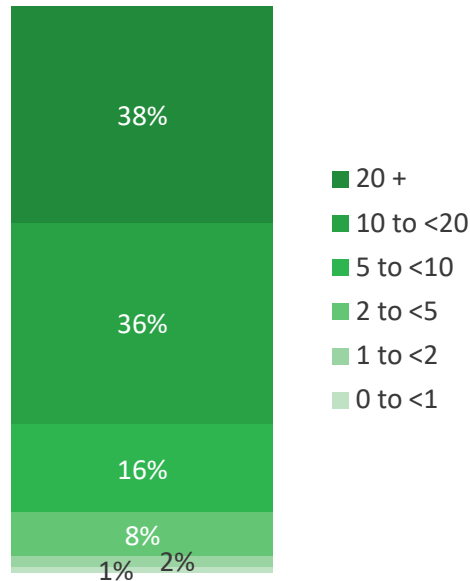


Sample Size	
Romanian Academics	n=372
European Academics	n=10.836
Romanian HEI representatives	n=75
European HEI representatives	n=3.482

Almost half of Romanian academics (49%) work for small or micro-small HEIs (2,000 - 9,999 students). The other half works at medium-large HEIs (10,000 – 49,999 students). Only 1% of them works for very large HEIs with over 50,000 students.

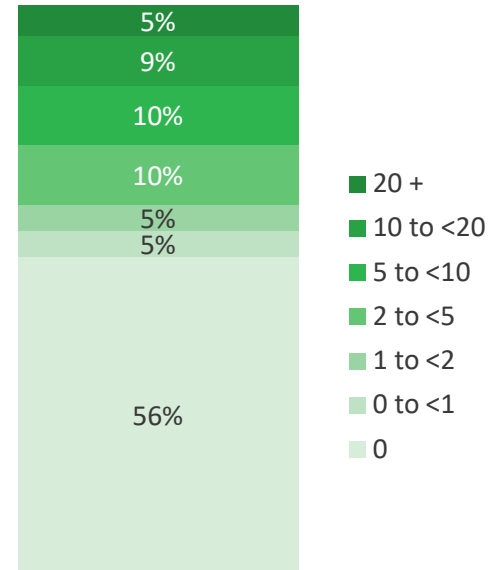
Respondent profile – academics

Years working in university



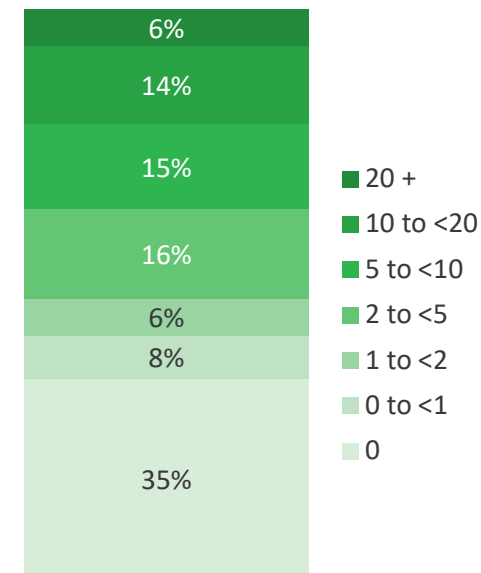
Most academic respondents have worked in academia for several years. 74% of them have worked in academia for over 10 years. 16% have 5-10 years of experience and 8% have worked in academic for 2-5 years. Only 3% of the academics have less than 2 years of experience.

Years working in business



More than half (56%) of the Romanian academic respondents have no working experience in business. 20% of them have 1 to 5 years of experience. 10% have worked for industry for 5 to 10 years and the remaining 14% have done so for over 20 years.

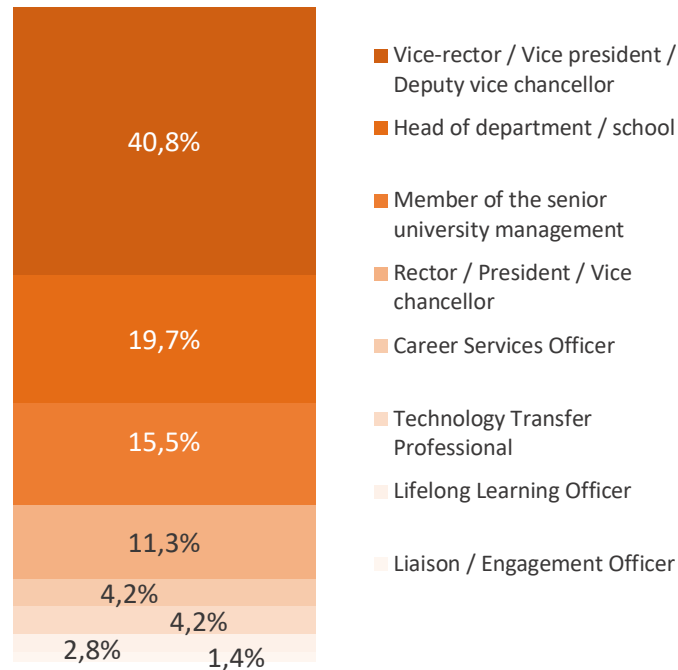
Years involved in UBC whilst working at a university or business



Over a third of academic respondents in Romania (35%) have no UBC experience. A third of them have been engaged in UBC for less than 5 years and 15% for 5 to 10 and 14% for 10 to 20 years. Only 6% have been involved in UBC for over 20 years.

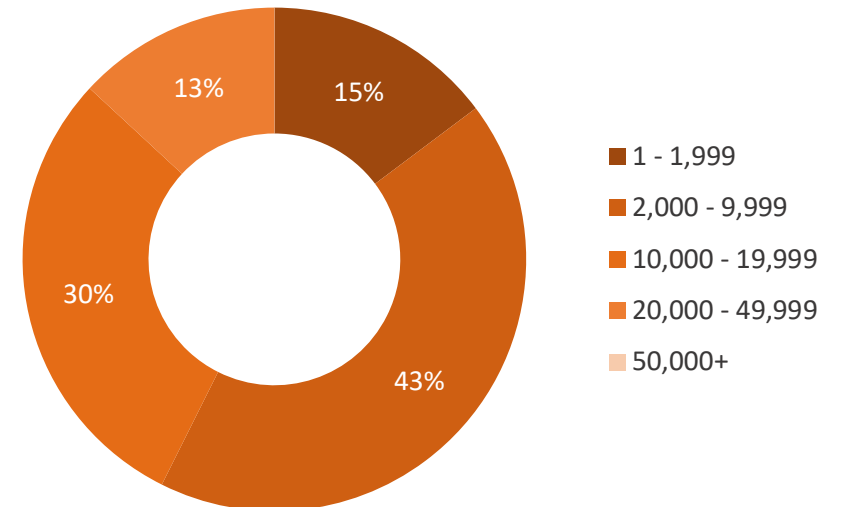
Respondent profile – HEI representatives

Position of respondent



Romanian HEI representatives hold a variety of roles. 41% of them are vice-rectors or vice-presidents, 20% are heads of department/school and 16% are members of the senior university management. Less represented groups are rectors or presidents, career service officers, technology transfer professionals, lifelong learning officers and liaison/engagement officers.

Number of students of the HEI



Overall, almost two thirds of HEI representatives work for small HEIs (under 9,999 students), from whom 15% work for very small HEIs (under 1,999 students). A third of the HEI representatives in the Romanian sample work in medium-sized HEIs (10,000 to 19,999 students) and 13% work in large HEIs (20,000 to 49,999).

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 www.uni-engagement.com