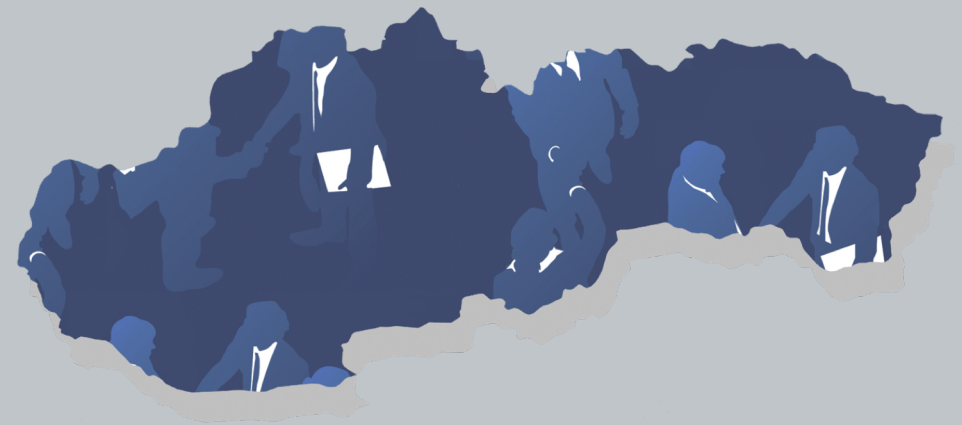


State of University- Business Cooperation SLOVAKIA

Business Perspective

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



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

Partners



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Executive summary

Summary

This report seeks to contribute to our understanding of the business perspective on university-business cooperation (UBC) in Slovakia. Examining the perceptions of a wide range of businesses provides positive signs for the future. 98% of Slovak businesses that cooperate with universities are planning to maintain or increase their future cooperation. Yet, more can be done, for example supporting businesses' cooperation efforts through funding and develop capabilities, particularly of businesses not currently cooperating.

About the study

The results presented reflect the perceptions of business people in Slovakia with respect to their cooperation with universities. Data was collected by means of an online survey sent out via email to a business database that was developed from publicly available information, leading to a total of 75 responses. We were able to compare this sample to the 3113 responses in general European sample. The study measured the perceptions of respondents with respect to their businesses in cooperation efforts toward universities.

University-Business Cooperation

Education-related cooperation between the European businesses involved in this survey and universities is highly diverse. While 70% of respondents cooperate with universities in relation to student mobility and 36% in regards to lifelong learning, much fewer businesses are involved in

the design and delivery of the curriculum - 25% and 32% respectively. Research-related cooperation activities, such as R&D consulting and joint R&D, are practiced by a large number of businesses in the general sample - 63% and 70% respectively. The respondents' cooperation in relation to valorisation (e.g. academic and student entrepreneurship) is on the other hand limited, with only scores of 25% for academic entrepreneurship and 30% for student entrepreneurship.

Lack of funding and knowledge

The main barriers identified by the Slovak businesses are the lack of funding (government and business level) as well as the lack of people with business knowledge in universities. In addition, for Slovak business, the university bureaucracy is also an important barrier. It is more typical for Slovak businesses than elsewhere to lack awareness about university research activities and offerings as well as lacking scientific people inside of own business. Both worlds are obviously personally more isolated.

Relationships matter

While funding to undertake cooperation emerges as the top five facilitator, relational factors are much more prominent. It is the existence of mutual trust and a shared goal, alongside flexibility and prior relations with a partner that facilitate cooperation. Therefore, any effort towards enabling cooperation between businesses and universities should focus on relationship development as a central ingredient.

NOTE: This report provides a business view 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 and the size of the sample, the results provide positive signs both of the present and for the future, while also providing an indication of areas that require future development.

Executive summary

It is not just for us

Slovak businesses cooperate with universities principally to have access to better qualified graduates. This is the bottom line for business engagement in UBC – having impact on substantial changes in education quality in the whole tertiary education system and intervening with own resources into education, getting out more graduates fitted to business needs.

However, they also highlight the motivation of accessing new technologies and increasing their reputation. Outside the organisational motivation they also collaborate to impact the society through collaboration.

Strategy first, but still insufficient

Strong emphasis has been placed on the development of UBC supporting mechanisms by universities; yet little is known about such mechanisms in the business realm. This study indicates that in Slovakia none of the suggested mechanisms exist in over 40% of the business in the sample.

For Slovak businesses the most developed UBC mechanism is related to student projects (36%), followed by presentations, lectures or mentoring within the university (33%). Which again stresses the education and student focus of Slovak businesses in UBC.

All mechanisms in Slovak businesses are less common than the European average, particularly systematic and structured R&D programmes and interest in recruitment of PhD graduates.

Room for improvement

Compared to the European average, Slovak businesses are more certain about their responsibility to collaborate with universities in education. Furthermore, they believe they have a lot to offer to universities in developing and delivering education. This emphasises the primary focus of Slovak businesses, collaboration in education with universities as (at present) main purpose of UBC. It also shows that their contribution is of high value and show a high level of readiness to deliver this contribution.

Slovak business has a lower knowledge of UBC and universities needs and wants than their European counterparts, calling for actions to address this gap. Lacking intensive information exchange, stronger isolation of the business and university worlds, if compared to other countries, are obvious areas for improvement.

Slovak business report to be satisfied with their cooperation with universities in education and would be willing to recommend it to their colleagues. At the same time, the satisfaction is much lower in their cooperation in research and very few are willing to recommend it. These satisfaction rates are the opposite than those of the European business.

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.



UNIVERSITY-BUSINESS
COOPERATION IN EUROPE

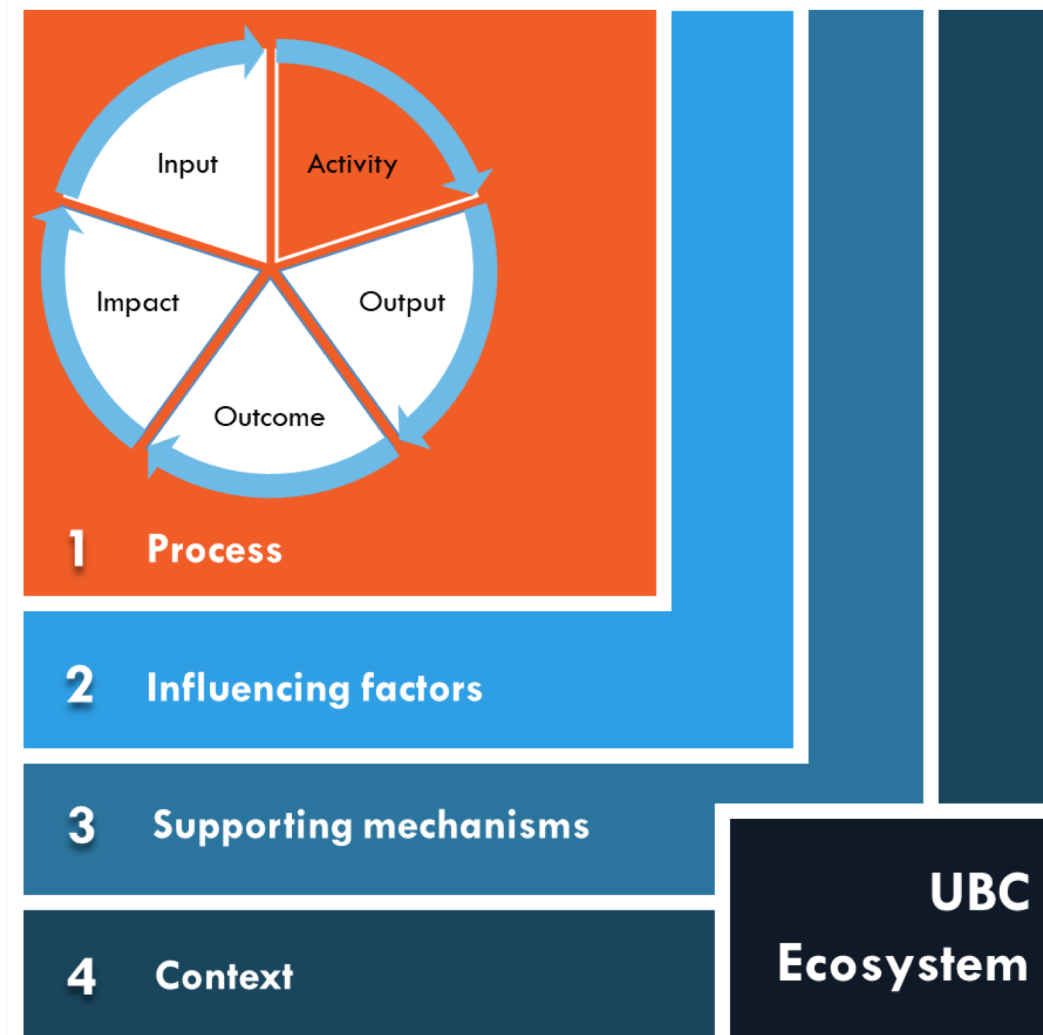
UBC activities

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, commonly categorised into the areas of education, research, valorisation and management.

Area	Activities
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

Slovak businesses engage mainly in research UBC activities such as consulting (4.5) and collaboration in R&D (4.3) – but to a lower extent than European business. However, over half of them do not undertake mobility of staff.

Regarding UBC in education, mobility of students is the most developed activity (4.3) and it is also the main focus of business regarding UBC at the moment. Contrary, curriculum co-design is very rare, as it never happens for more than 75% of businesses.

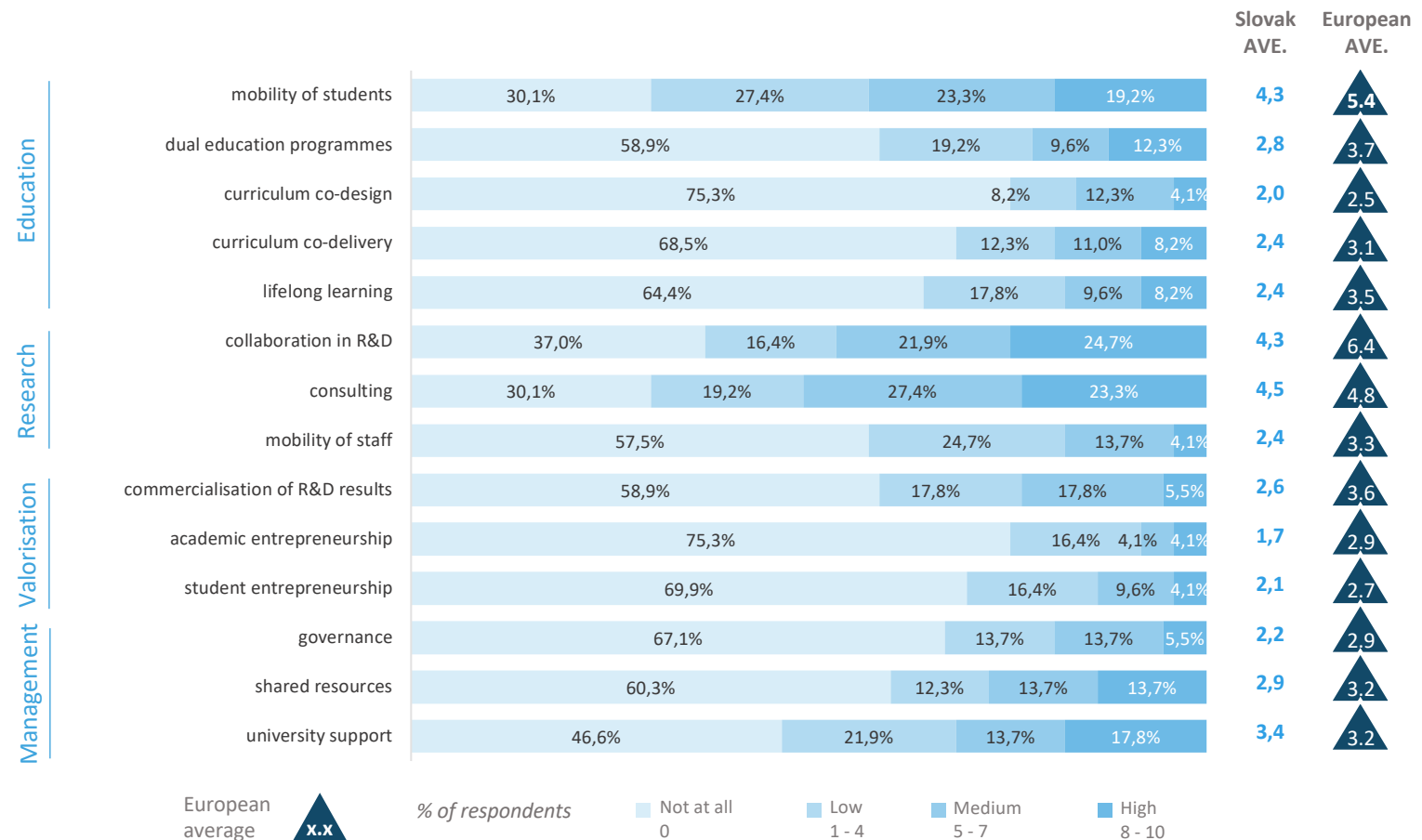
The development of dual education programmes, lifelong learning and co-delivery lags considerably behind, as over 50% of the businesses report that they do not undertake any of these activities. In Slovakia, these activities are often discussed but rarely implemented, due to a very closed academic environment regarding participation of external subjects in the education process.

Valorisation activities are particularly low. There is a weak academic base for supporting entrepreneurship – both at academic as well as student level.

Overall, UBC activities are more developed in European businesses than in Slovak ones - with one exception: university support.

UBC activities development

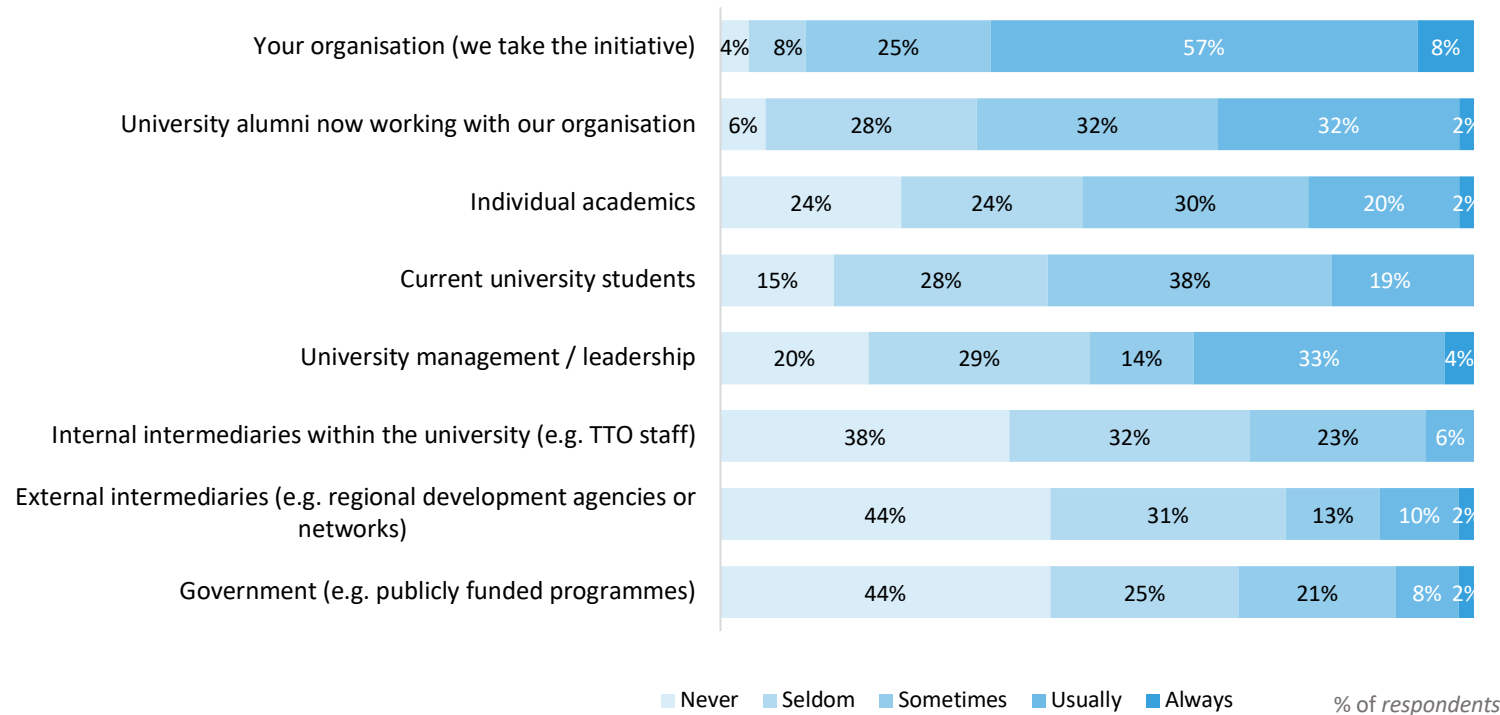
'Which UBC activities do you collaborate with universities in?'



Initiation of UBC

How UBC is initiated

'How often various stakeholders initiate UBC activities'



Slovak businesses see themselves as the major initiator of cooperation with universities. 65% of businesses state that their organisation always or usually initiate UBC. At the same time, academics also stressed their own role as crucial, so views differ substantially.

They also see university management and university alumni now working with their organisations active in initiating cooperation, although to a lesser extent. These are often the most relevant sources able to navigate business subjects through the academic environment, one with decision powers, the other with insight into both parties procedures and functioning.

External and internal intermediaries are perceived as passive in UBC initiation with 75% and 70% of the businesses reporting that they never or seldom undertake any first actions towards UBC initiation respectively. This is a mirroring of low efficiency in most existing supporting schemes (many government funded) for UBC, which are emerging more and more in recent years.

Geographical location still matters

It is very good news for Slovak UBC, that despite general UBC scores compared to European averages lack behind in most areas, there are local ties, which are very frequent and should create an environment for UBC growth in near future.

It also creates potential for regions in Slovakia, which are highly differentiated in economical development to use university involvement as a supporting factor for business development. The similarly distributed university network should allow for such an impact.

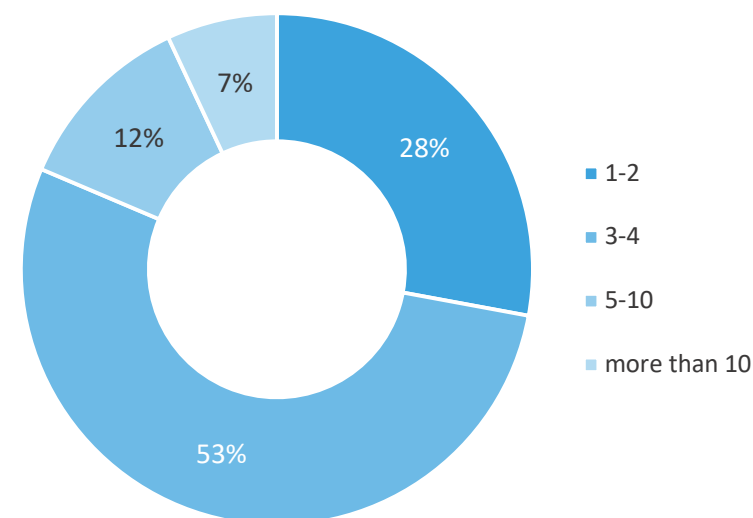
Regional stakeholders need more space for applied research and the third mission of universities, if the above noted potential should be exploited. This could be supported by changes in the financing and accreditation systems applied toward universities in Slovakia.

Location of university partners

Percentage of cooperating businesses with...	
universities in their region	86%
universities in their country	85%
universities outside their country	51%

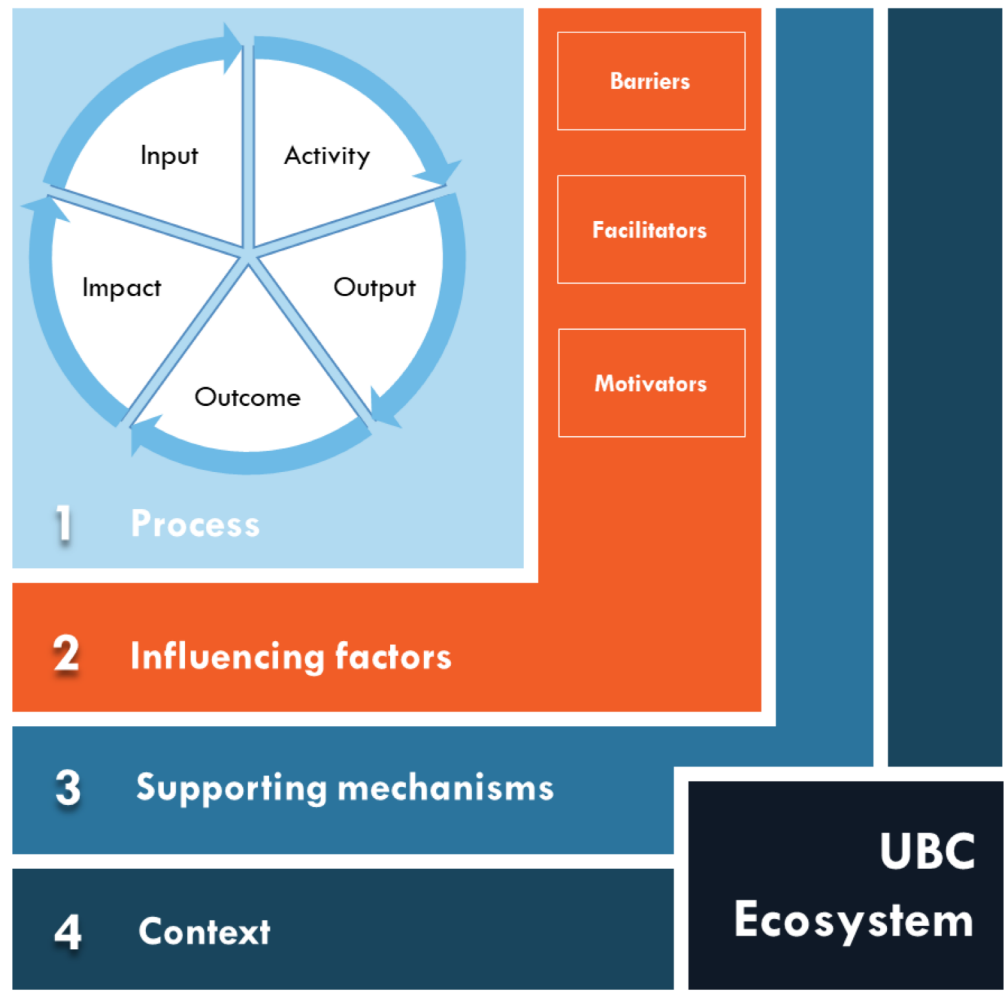
Most Slovak businesses cooperate with regional and national universities (86% and 85% respectively). Only 51% of them cooperate with international university partners. This international share is larger than the one reported by Slovak universities, where only 17% cooperate with foreign businesses. Partially this picture might be influenced by many foreign companies doing business in Slovakia and orienting activities toward universities in country of origin, partially this might be a result of the limited UBC capability of local universities.

Number of university partners



More than 80% of the Slovak businesses cooperate with less than 4 university partners. 12% have established relations with 5-10 partners and only 7% cooperate with more than 10 HEIs. Compared to the survey results for academics, this shows a slightly broader range of co-operations for businesses.

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 trigger the starting of an activity and are often related to the expected outcome(s).

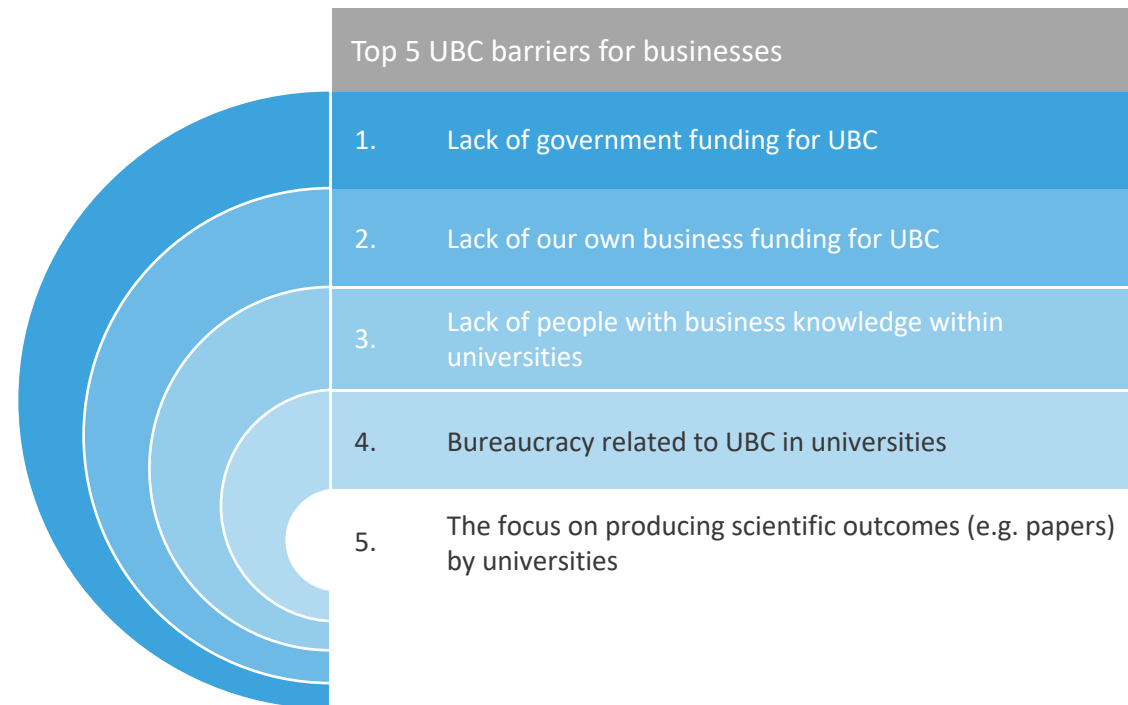
At the European level, this study has found that removing a barrier does not necessarily create UBC but rather it makes UBC possible. Instead, it is the facilitators and motivators (drivers) that initiate UBC.

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 sufficient.

Barriers hindering UBC

Barriers

‘What inhibits your cooperation with universities?’



The main five factors inhibiting Slovak businesses to cooperate with universities are mostly related to funding and administrative issues.

The lack of government and business funding for UBC are considered as the main barriers. It shows a lasting perception of Slovak research sector as underfunded (below European average), despite a recent growth by 0.2% of GDP of science funding between 2013 and 2015 (mainly from EU funds). In this respect, it could also indicate some inefficiency in recently allocated raised funding – low impact perceived by businesses.

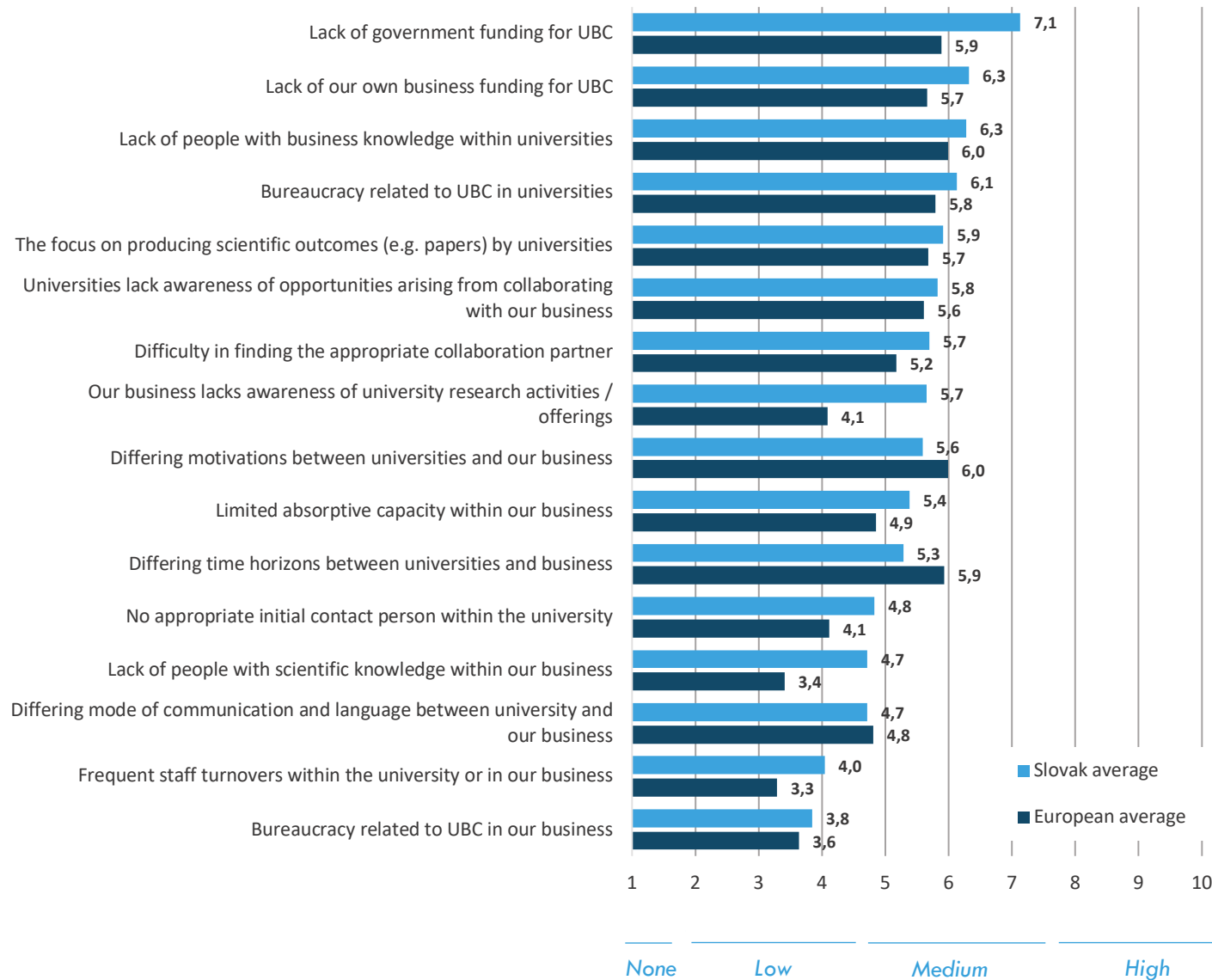
Slovak businesses also report the lack of people with business knowledge and bureaucracy related to UBC in universities as further obstacles for UBC. This may be related to internal academic structures, where only the rector is representing the university and all inter-institutional contracts have to pass at some point the university management bureaucracy. Another reason might be, that UBC is typically dependent on EU funding, which is known for requiring extensive bureaucracy.

The university's focus on producing scientific outcomes is also an important barrier for Slovak businesses, which underlines the problematic non-diversified university landscape - with limited space for applied research, "teaching only" and/or third mission focus.

Barriers hindering UBC

Barriers

‘What inhibits your cooperation with universities?’



Overall, Slovak businesses perceive the barriers stronger than their European counterparts.

Thus, the lack of government and business funding is perceived significantly higher by Slovak businesses. This may be related to lack of meaningful use of recently available amounts from EU funds in UBC from the businesses point of view.

Conversely, the barrier related to differing time horizons between two organisations is less inhibiting for UBC in Slovakia than in Europe. We expect this to be a result of less implementation experience in common projects as well as a result of focusing at other, more fundamental problems to establish UBC at all.

It seems that Slovak universities compared to other countries remain very closed to external environment. This is demonstrated by the higher score in the item: Our business lacks awareness of university research activities/offerings. However, this also could indicate low expectations on the side of businesses, who consequently do not search for information actively.

Frequent staff turnovers within the university or business and bureaucracy related to UBC in own business are the weakest barriers for Slovak businesses.

Drivers stimulating UBC

The main factors that facilitate Slovak business cooperation with universities are related to funding and relationships.

The existence of funding to undertake the cooperation plays an essential role in facilitating UBC in the Slovak business context. This relates to the identification of the lack of funding as the main barrier.

Additionally, a relationship based on trust, shared goal and flexibility, as well as the existence of a prior relation with the university partner highly facilitate cooperation for Slovak businesses, resulting in smoother and more successful collaboration with universities.

Most UBC happens in Slovakia, as other research also shows, is on the basis of individual, interpersonal relationships. Additionally, overcoming of bureaucratic barriers, which were indicated as top UBC barriers by universities and academics, requires trust and more than standard relationships also on the business side. Commitment to purpose of the collaboration might even become in some cases overshadowed by this aspect of relationships importance.

Drivers are those factors that encourage businesses, academics or HEIs to engage in UBC. Drivers of UBC are divided into two factors:

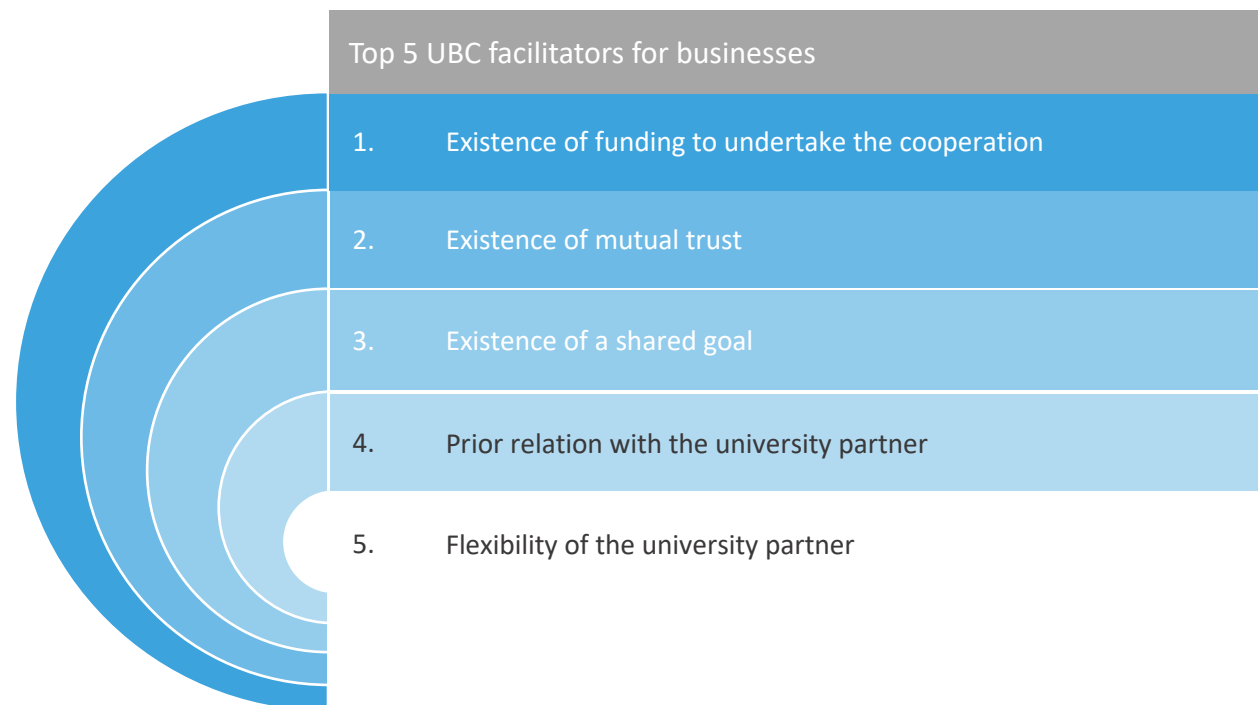
1. **Facilitators** – factors that enable or ease cooperation
2. **Motivators** – incentives or benefits that the respective stakeholders would like from the cooperation

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.

Facilitators enabling UBC

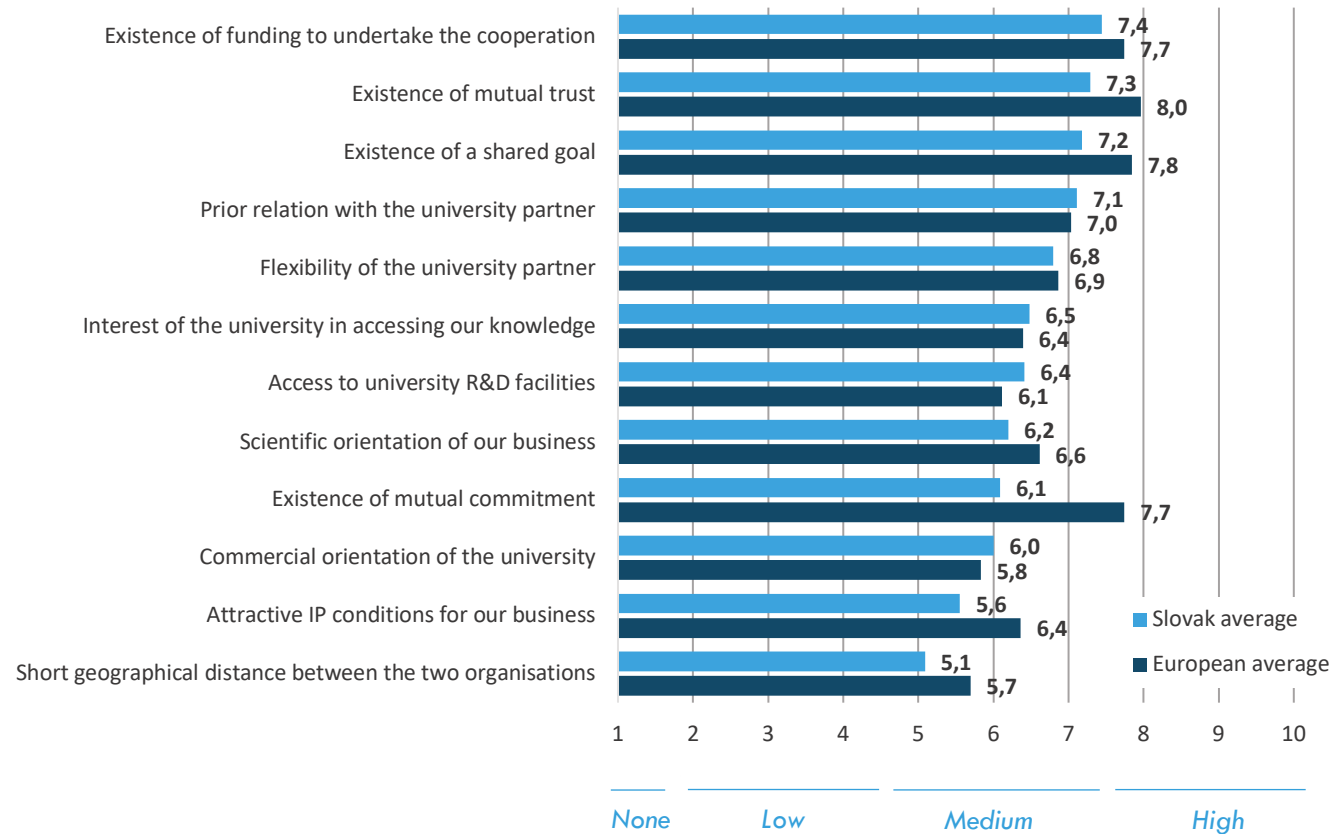
'What facilitates your cooperation with universities?'



Drivers stimulating UBC

Facilitators

'What facilitates your cooperation with universities?'



Most facilitators are perceived lower by Slovak businesses than they are by European businesses.

The existence of mutual commitment is perceived significantly higher in Europe than in Slovakia. Despite the fact that most UBC in Slovakia is based on strong personal ties of business people and academics, the purpose of the cooperation – the issue to be solved, can sometimes be dragged aside by common effort to master bureaucratic and financial obstacles. The results may also indicate a lower level of expectations and/or assigned competency to solve issues mostly relevant for the business if cooperating with academics. This performance related hypothesis is also visible in the very different score in the item: Existence of mutual commitment – where the Slovak sample scores much lower than the European sample.

Conversely, the access to university R&D facilities is a slightly more important facilitator for Slovak businesses than for their European counterparts.

The commercial orientation of the university, attractive IP conditions (score in this item is for Slovak businesses much lower) and short geographical distance between the two organisations are the least important facilitators for Slovak businesses.

Drivers stimulating UBC

The main motivators for Slovak businesses are of more general nature, with the drive to positively impact society and improve reputation of business among the top 3 ranks.

Slovak businesses cooperate with universities primarily to obtain access to better qualified graduates. This result is showing the high need for better qualified labour force as well as scarce HR during the present high growth economic period. The high score of the motivation to positively impact society may also be connected to the ambition of many business representatives to get involved in raising university education to higher quality levels.

A less important but still relevant motivation is to improve the innovation capacity of the business, but it comes after those education focused drivers.

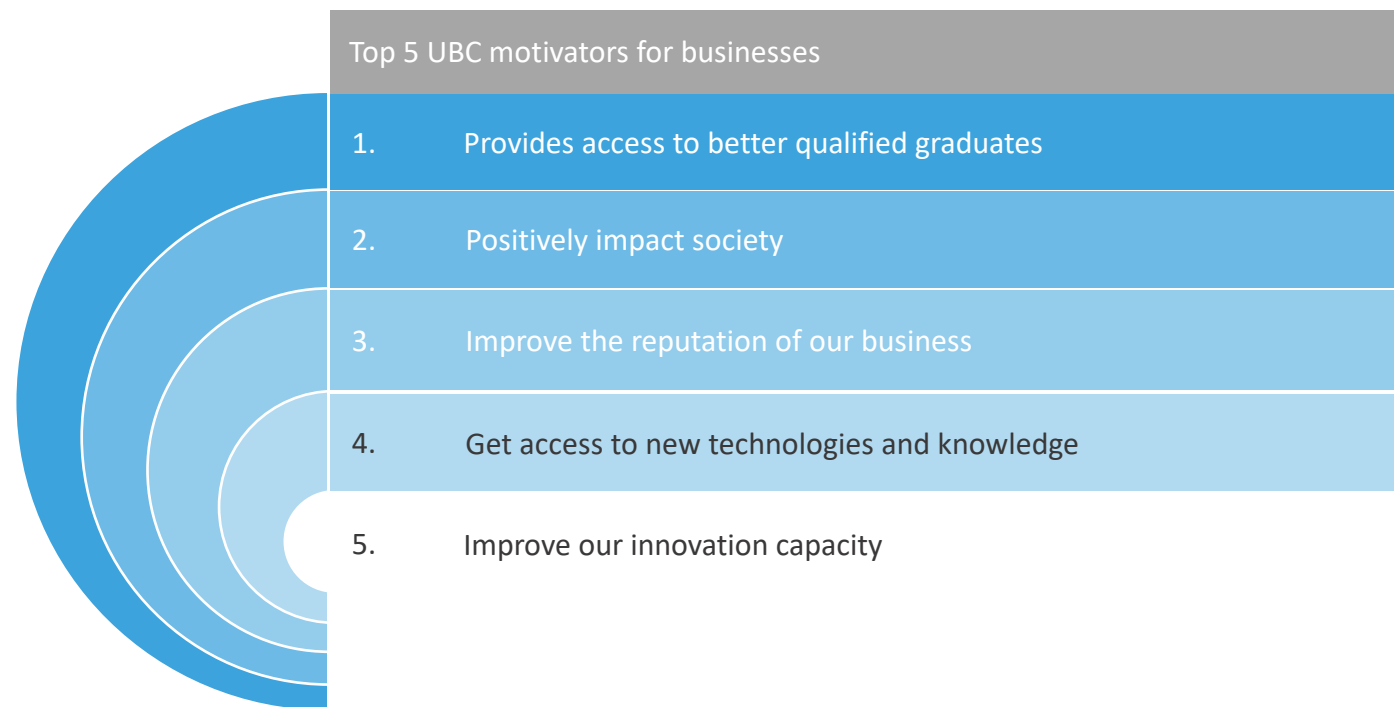
Motivations for UBC are the reasons why businesses collaborate with university.

They provide key information about the outcomes that the businesses seek from their collaborative activities relating to education, research, valorisation and management.

The ability of the collaboration to achieve these outcomes will have a substantial influence on the businesses' assessment of the success of their collaboration.

Motivators

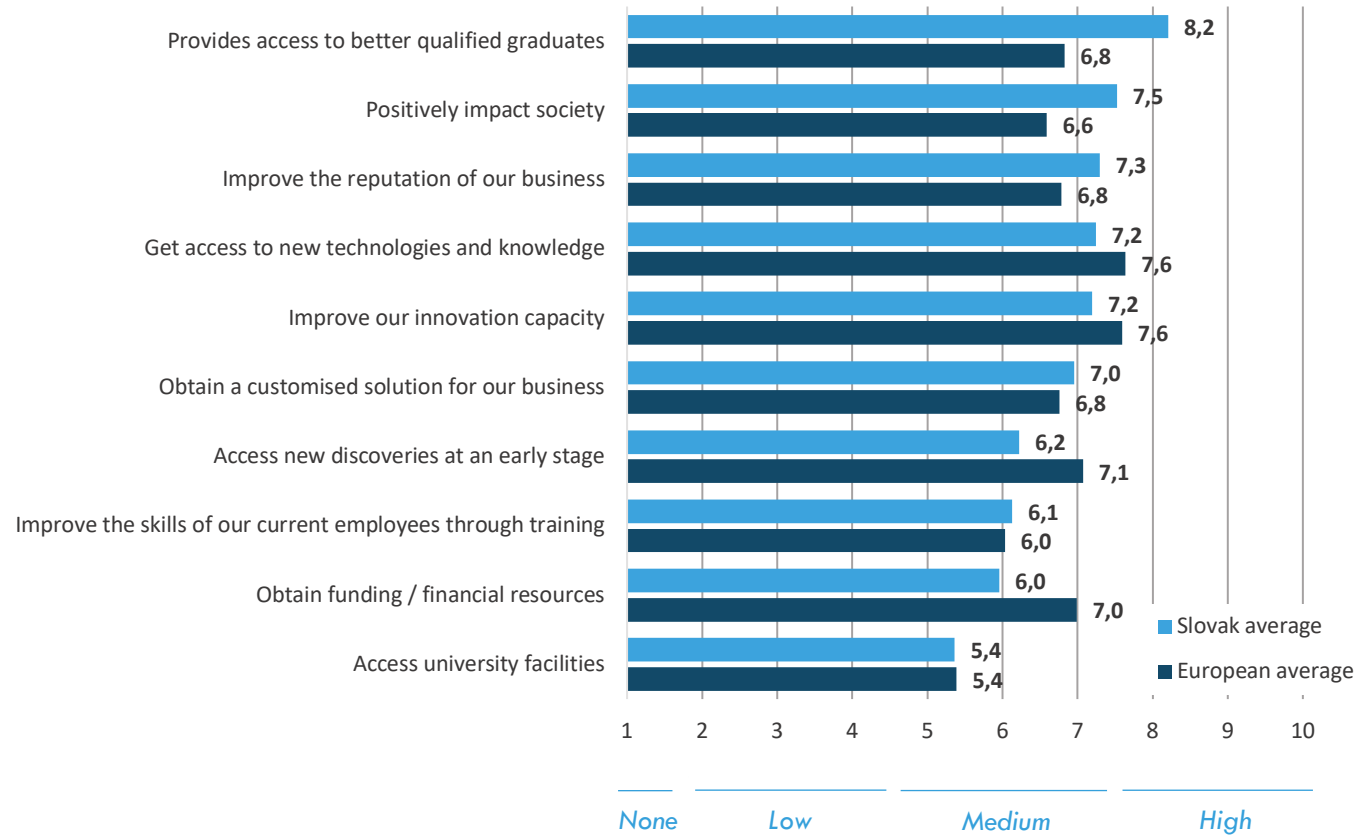
'What motivates you to cooperate with universities?'



Drivers stimulating UBC

Motivators

'What motivates you to cooperate with universities?'



Overall, Slovak and European businesses have a different perception of UBC motivators.

The motivation of obtaining access to better qualified graduates is considerably higher for Slovak businesses than for their European counterparts. In fact, this motivation is rated the highest for Slovak businesses. This is also connected to the very high score of impacting society positively, where businesses are getting more involved in activities targeting substantial changes in Slovak tertiary education.

Compared to European average, Slovak business are less motivated by the willingness to access new discoveries at an early stage and obtain funding. Both findings show that the expectations of businesses from UBC are not focus at accessing cutting edge knowledge and that improved funding of UBC relevant activities is not a crucial motivator in the business side.

Like their European counterparts, Slovak businesses are not highly motivated to access university facilities. In Slovakia it is a result of university low premises and technology investments over decades, although may be changing in specific places and for specific fields due to the recent large EU funding for research.

Benefits of UBC

Slovak and European businesses have a similar perception in respect to which stakeholder group benefits more or less from UBC.

Both groups see students and universities as the primary beneficiaries of UBC. From business point of view their involvement in UBC is more a giving than take relationship. This results differs from the perception of academics and HEI representatives, who think that businesses are the main beneficiaries.

Notably, businesses perceived themselves also as beneficiary but to a slightly lower extent.

The lowest benefits are perceived to be for society, academics and government. It is interesting, that under Slovak UBC financing and implementation mechanisms, it is the academics, who are in the eyes of businesses, viewed less fortunate than the public, when benefits for stakeholders are being compared.


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 of UBC

'Who receives the benefits of UBC?'

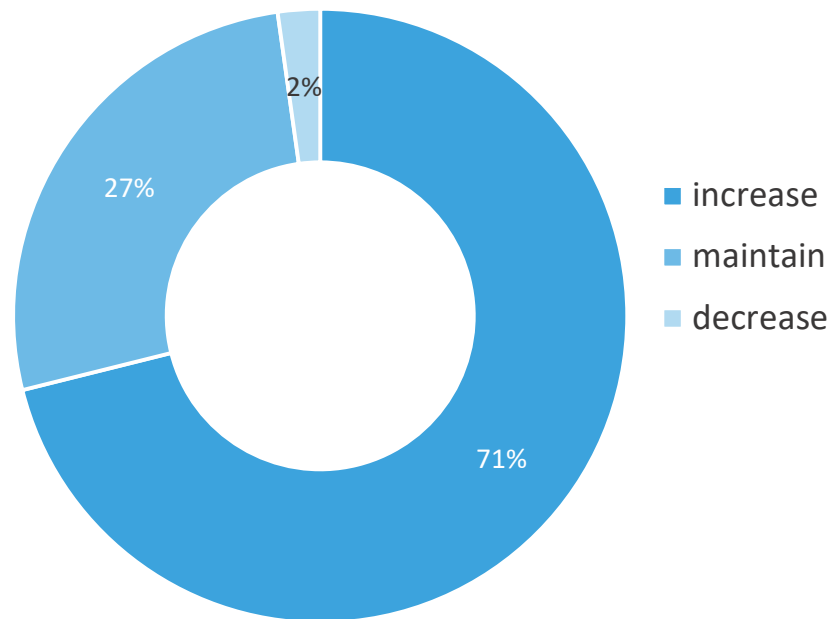


	Slovak businesses	European businesses
1.	Students	Students
2.	Universities	Universities
3.	Businesses	Businesses
4.	Society	Academics
5.	Academics	Society
6.	Government/public authorities	Government/public authorities

Future intentions

Future UBC intentions – Slovakia

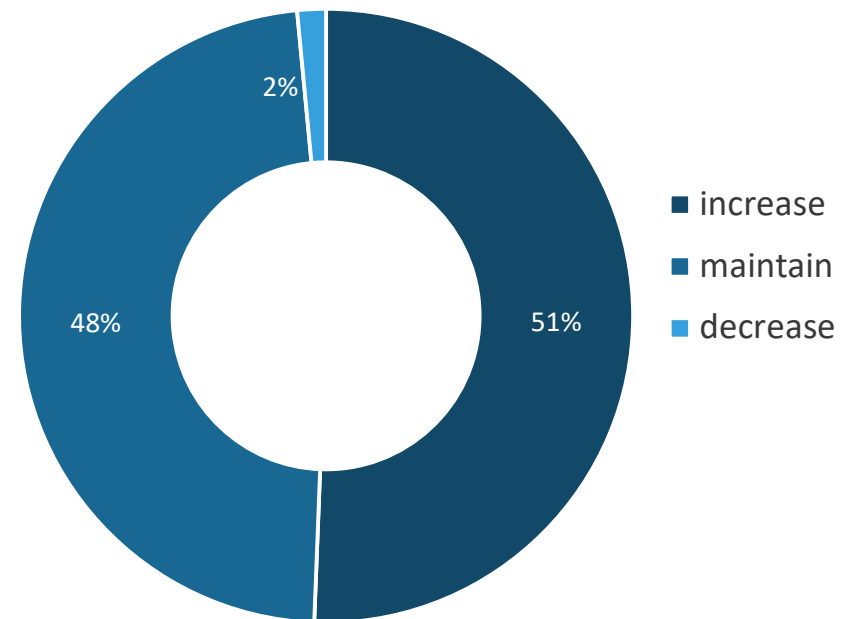
As answered by Slovak businesses



98% of Slovak businesses currently cooperating with universities plan to maintain or increase their cooperation, while only 2% intending to reduce it. This shows an important momentum for UBC in Slovakian industry, more positive than the European one.

Future UBC intentions – EUROPE

As answered by European businesses



European businesses also seem to be confident in their future intentions towards UBC as over half (51%) of them plan to increase their cooperation activities and only 2% to reduce them.

Willingness to recommend UBC

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

Slovak businesses are considerably less satisfied with their cooperation in research than their European counterparts (NPS=-3). While only 35% of them will promote it positively, 38% would do it negatively. This result clearly stresses the low potential of universities in the eyes of businesses – most probably not only at expectation level but at experience level as well.

Contrary, Slovak businesses are significantly more satisfied with UBC in education than their European counterparts (NPS= 24). While 50% would highly recommend it, 24% will not recommended it. The mood of business to get university education transformed and made more relevant for their needs is evident and the experience of those engaging with universities in this process is obviously encouraging.

Respondents were asked how likely it would be that they recommend to a business colleague to engage in UBC in the areas of R&D and

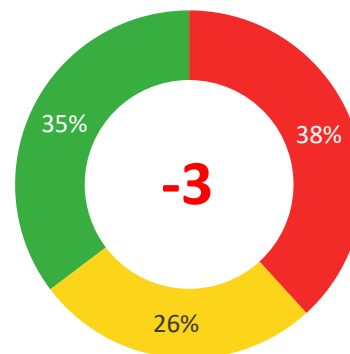
education and training (E&T). The *Net Promoter Score* metric offers a proxy for customer satisfaction.

Willingness to recommend cooperation with universities in R&D or E&T

	Detractors	Passives	Promoters	Net promotor score
Business cooperating with universities in R&D	38%	26%	35%	-3
Business cooperating with universities in E&T	26%	24%	50%	24

Satisfaction with cooperation with universities (net promotor score)

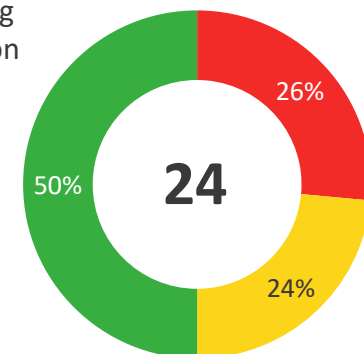
Business cooperating in research



■ Detractors ■ Passives ■ Promoters

European business NPS result: 28.2

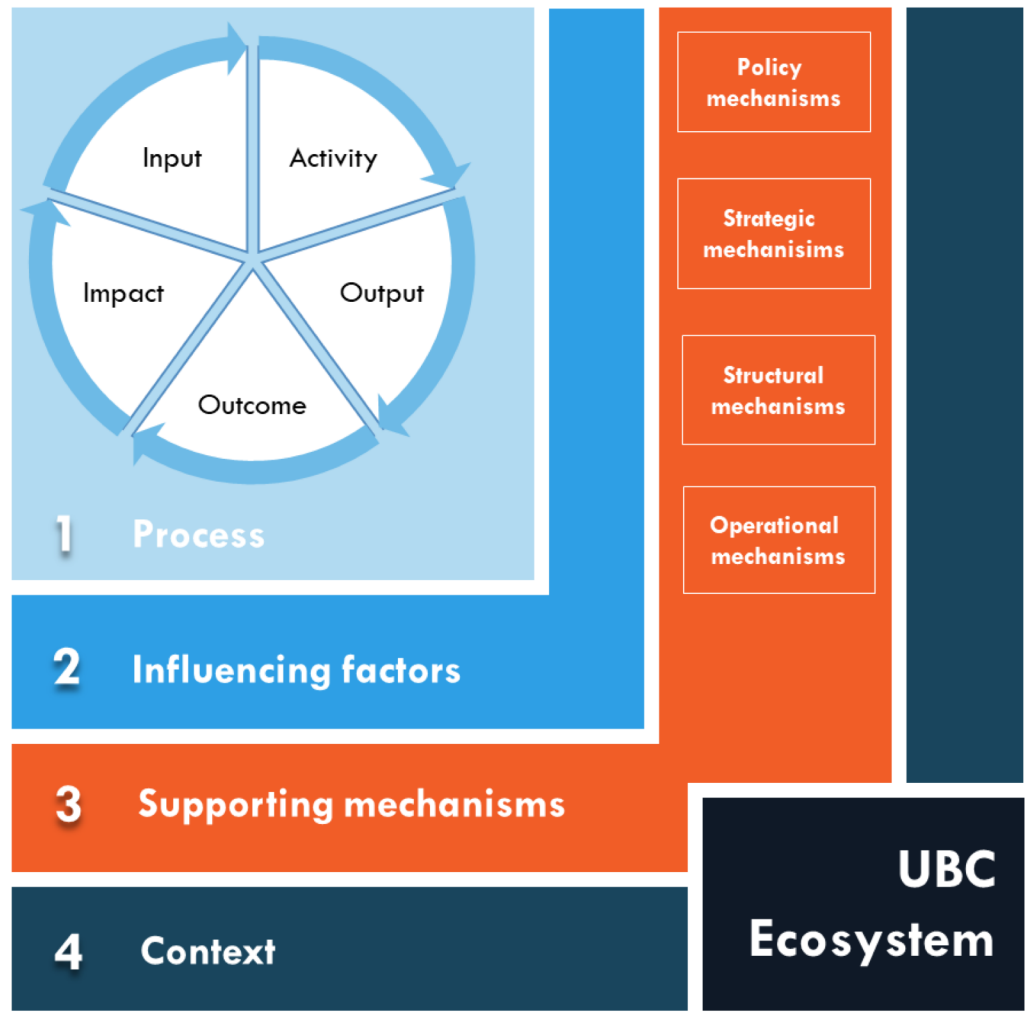
Business cooperating in education



■ Detractors ■ Passives ■ Promoters

European business NPS result: -2.1

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.

Slovak businesses can adopt a range of supporting mechanisms in their interaction with universities, but most of them are present in under a third of the businesses. Overall, Slovakia exhibits major differences compared to the European average.

For Slovak businesses the most developed UBC mechanism is related to student projects (36%), followed by presentations, lectures or mentoring within the university (33%). Which again stresses the education and student focus of Slovak businesses in UBC. This is also reflected in the fact that the existence of co-working spaces along with student-idea competitions are more common in Slovakia – showing engagement and investment into UBC at these levels.

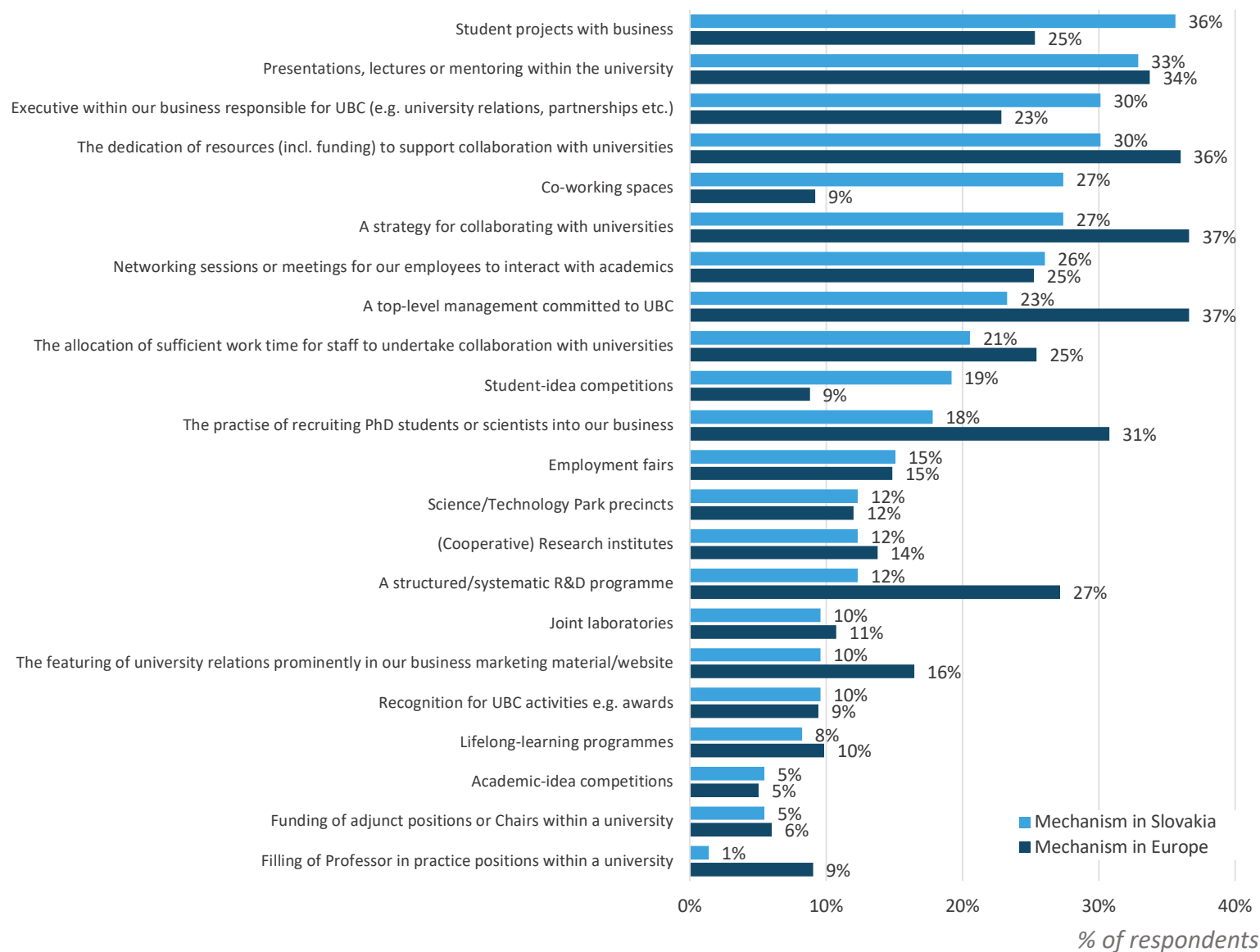
Notably the top-level management of Slovak businesses (23%) is considerably less committed to UBC as well as the strategy for collaboration with universities is much less common (27%) compared to European average (both top ranked – above 37%). Obviously UBC is still not such a priority for businesses leading bodies as in other countries.

The practise of recruiting PhD students is alarmingly low in Slovakia, showing a lack of fit between their profiles and the company needs. The existence of a structured R&D programme are also significantly less developed in Slovakian businesses, presenting probably the other major reason for low PhD demand as well as research UBC demand.

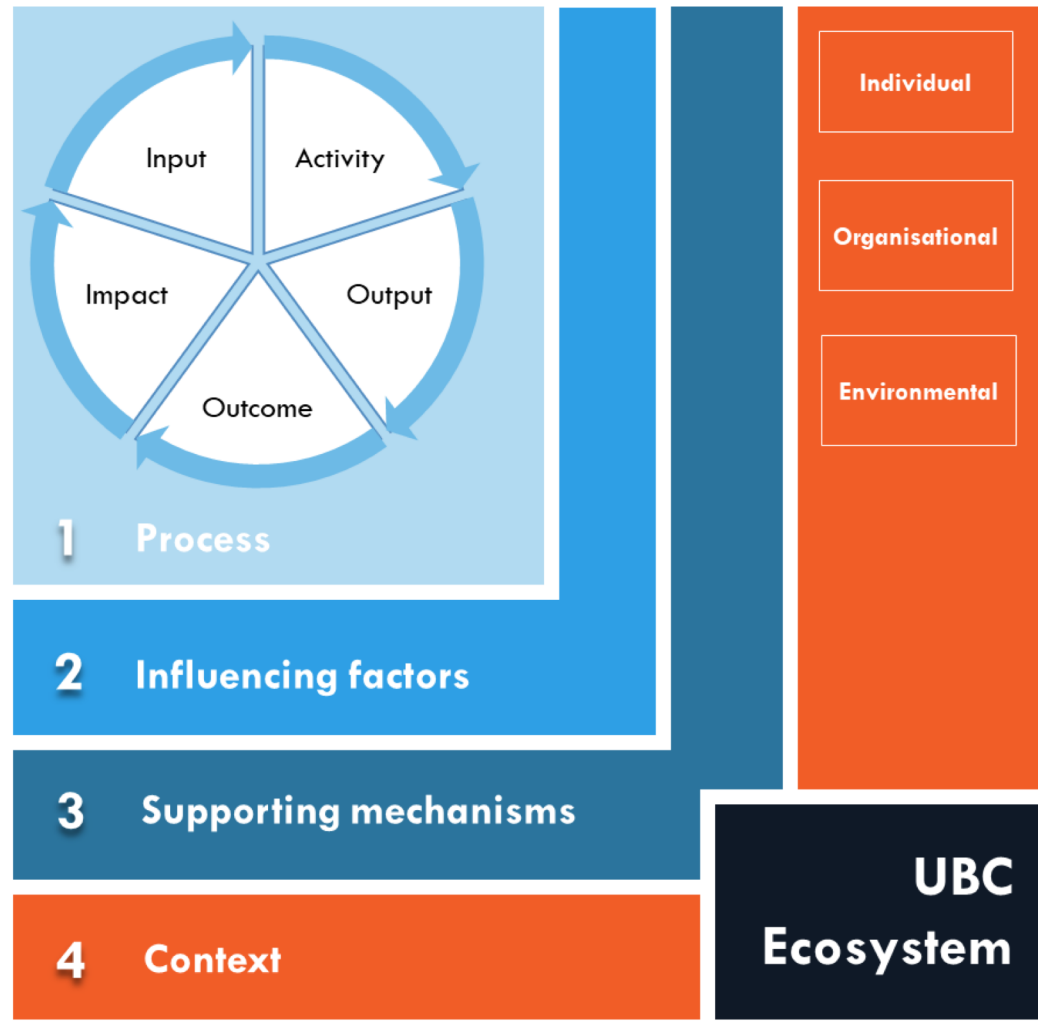
Supporting mechanisms for UBC

Mechanisms supporting UBC

‘Do these supporting mechanisms for UBC exist in your business?’



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 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.

Context

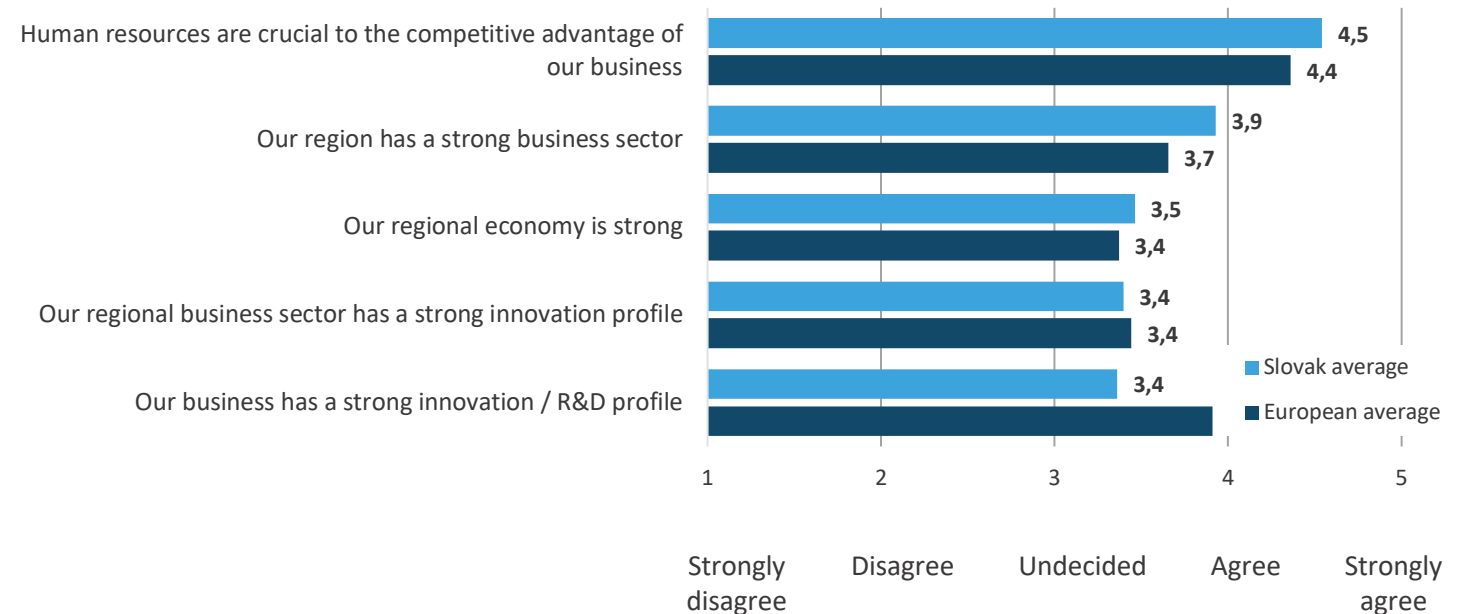
Slovak businesses cooperating with universities perceive their context similarly to European cooperating businesses.

Human resources are essential for their competitiveness and regional business sector is seen as strong. As the majority of business headquarters and best universities are concentrated around the capitol Bratislava, the slightly higher score of regional 'strong business' concentration at a national level is understandable.

A lower perception emerges regarding the strength of the innovation profile of both, the regional business sector but mainly the own business. This speaks about the structure of Slovak business sector, highly industrial and partially service oriented, with few strong R&D and innovation oriented businesses or business sectors. Therefore, the lower expectations and involvement in cooperation in R&D and innovation originate in a a both sided deficit – at university, as well as business level. With different reasons but same inhibiting impact.

Contextual factors affecting UBC

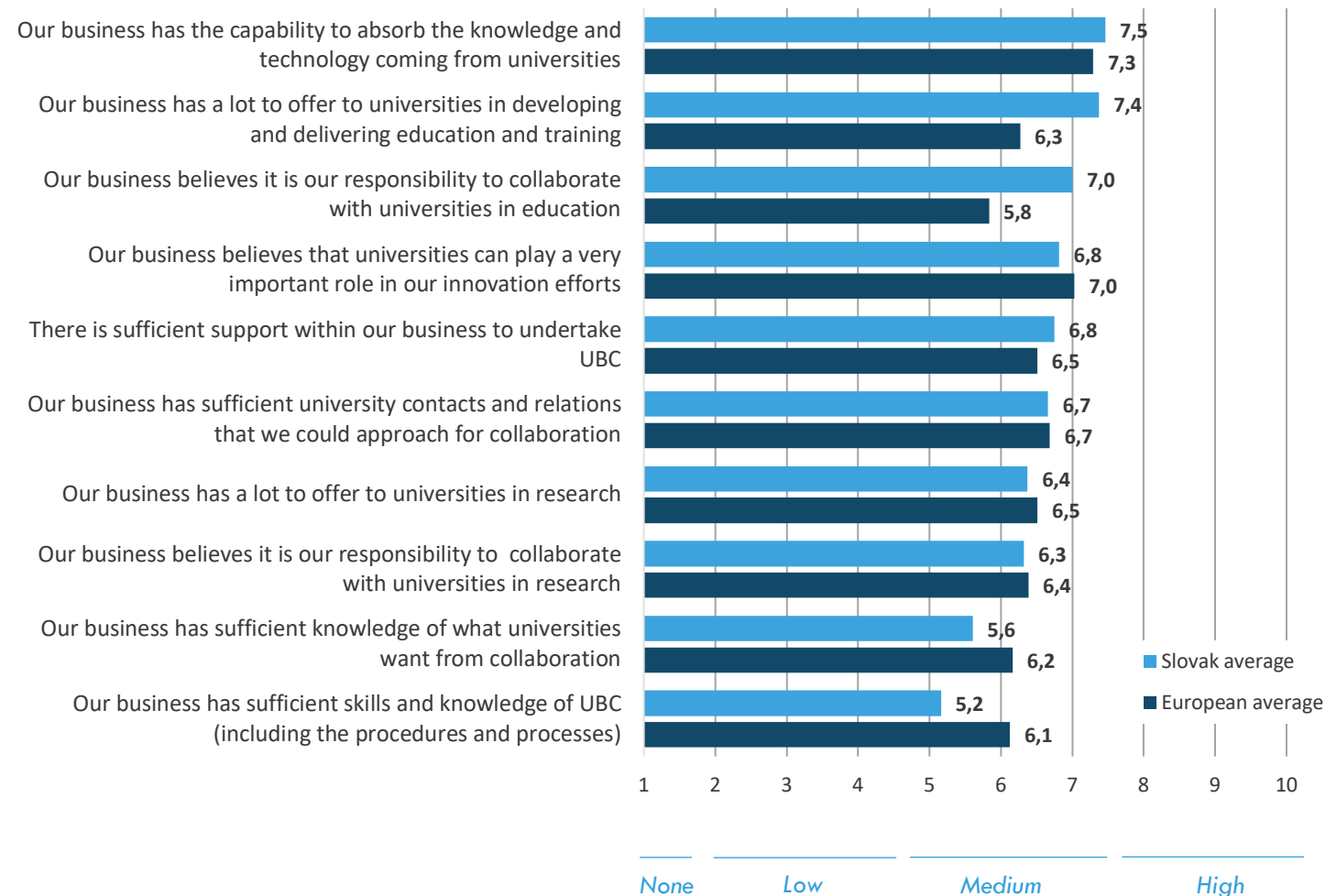
'To what extent do you agree with the following statements?'



UBC capabilities and beliefs

Supportive UBC environment

How supportive are your organisation and environment for UBC?'



Slovak businesses perceive themselves as supportive towards cooperation with universities.

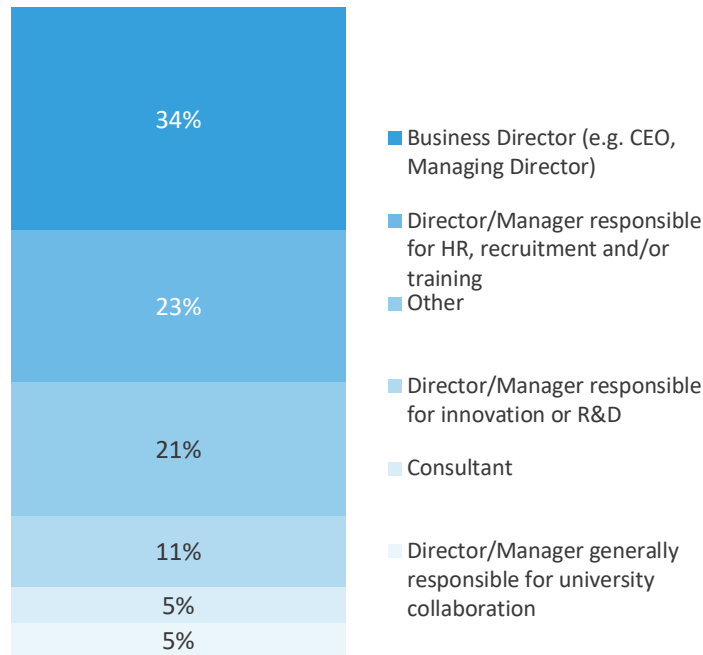
In particular they identified their biggest strength in the capability to absorb knowledge and technology from universities (7.5), similarly to average European respondents.

Compared to the European average, Slovak businesses appear to be more certain about their responsibility to collaborate with universities in education. They believe they have a lot to offer to universities in delivering and developing education. This emphasizes the primary focus of Slovak businesses, cooperation in education. It also shows that they believe their contribution to be of high value and their readiness to deliver this contribution.

Contrary, Slovak businesses perceive they have insufficient knowledge about UBC and what universities want from collaboration. The lack of systematic information exchange is noticeable.

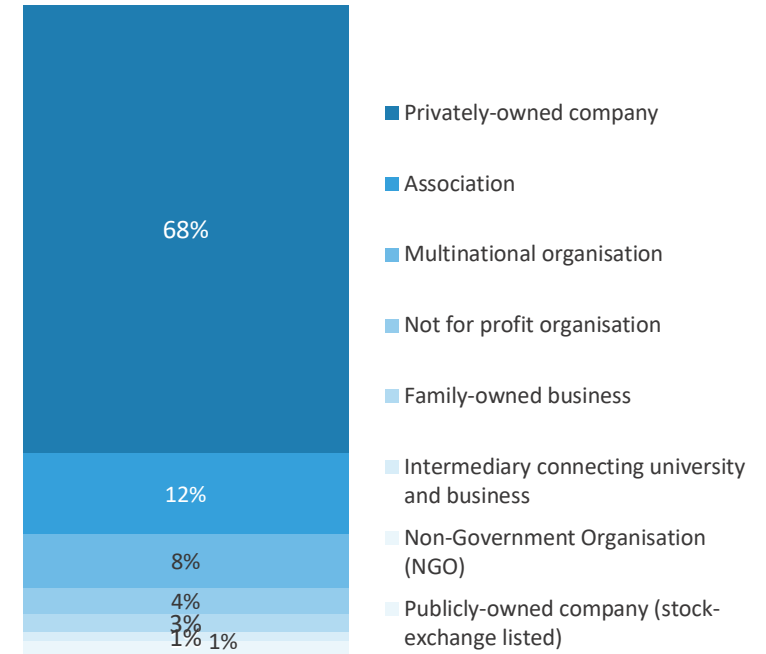
Respondents profile

Position of respondent



Business directors represent the largest group in the Slovak sample with 34%, followed by directors of HR, recruitment and training with 23%. The remaining business respondents identified themselves as directors responsible for innovation or R&D (11%), consultants (5%) and directors responsible for university collaboration (5%). 21% of Slovak business respondents hold 'other' positions.

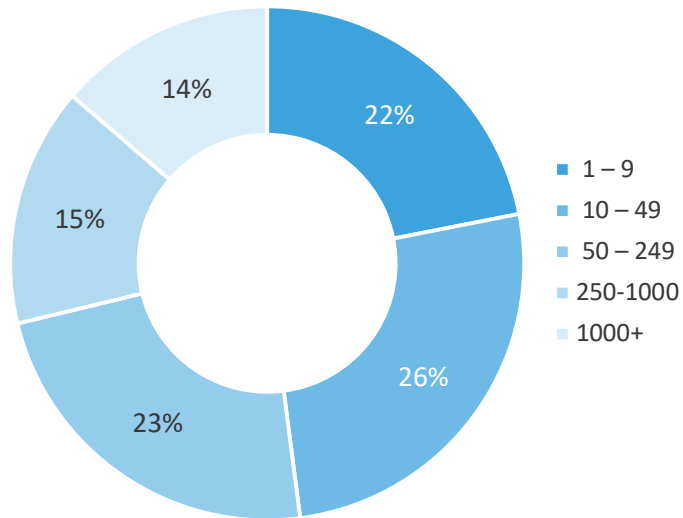
Type of business



A wide variety of businesses were represented in the Slovak sample but more two thirds of them are privately-owned companies (68%). Other types of businesses with less representation include associations, multinational organisations, not for profit organisations, family-owned business, intermediaries connecting university and businesses, NGOs and publicly-owned companies.

Respondents profile

Business size



Sample Size	
Slovak business representatives	n = 73
European business representatives	n = 3.113

About half (48%) of the Slovak sample is comprised by small firms with less than 49 employees. 23% of the Slovak business respondents work for medium-sized companies while large companies (250 to 1000+ employees) are represented by the remaining 29% of the respondents.

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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