Cooperation between business and HEIs is essential for building a knowledge based-society:

• **For HEIs** – greater sources of revenue
• **For academics** – more relevant research, greater access to finance, more publishing
• **For students** – more relevant skills and knowledge

University-Business cooperation in Europe is at an early stage of development.
STATE OF EUROPEAN UBC

DG Education and Culture Study on the Cooperation Between HEIs and Public and Private Organisations in Europe

HIPPO STUDY
Largest study into European university-business cooperation (UBC)...

6,280 responses from rectors and academics.

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• Prof Dr. Thomas Baaken
• Victoria Galan Muros
• Arno Meerman

1st April, 2012
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Case study: MUAS
About us
About the project
Method
Findings
The S2B Marketing Research Centre

- Established in 2002 in Münster, Germany
- 20-person team
- Development of more than 70 instruments of Science Marketing
- Organiser of 10 international conferences
- Over 200 presentations and workshops in 27 countries
ABOUT THE STUDY: Hippo

Study on the cooperation between HEIs and public and private organisations in Europe (HIPPO)

DG Education and Culture, European Commission

May 2010 to August 2011 (15.5 months)

4 project partners

- Coventry University
- Red OTRI Universidades
- Cracow University of Economics
- Free University Amsterdam

It aims to give a clear picture of the extent of UBC in Europe and to get a better understanding of how greater UBC can be fostered

Sub-objectives

1. To chart the current situation regarding UBC in Europe,
2. To describe the factors that facilitate or inhibit UBC,
3. To identify and describe 30 examples of good practice in European UBC.
METHOD: Countries involved

PARTICIPATING COUNTRIES

Countries that are existing, or candidate members, of the European Union or are partly committed to the EU economy and regulations as member of the European Economic Area (EEA) were targets of the study.

Involved in study
### METHOD: Multi-Method

| 1. Secondary information search | - Literature,  
- Published reports (national and EU level),  
- Books,  
- Journals. |
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<tr>
<td>2. Qualitative research</td>
<td>11 expert interviews</td>
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</table>
| 3. Quantitative research      | - Survey translated into 22 languages,  
- Sent to all European HEIs (3551 HEIs),  
- 33 countries,  
- Survey sample = 6,280,  
- Representative sample achieved. |
| 4. Qualitative workshop       | 12 experts in UBC met in Brussels |
| 5. Case studies               | 30 good practice European UBC case studies |
Largest study ever into European university-business cooperation (UBC)

**Method: Sample**

**ACADEMICS**

- 4,123 academics responded to the major study

**HEI REPRESENTATIVES**

- 2,157 from HEI Mngt. responded to the major study

**Total responses**

- 6,280
RESULTS
10 Key Findings
What is the contribution (outcomes and impacts) of UBC?
FINDING 1: Knowledge society

UBC is crucial for creating a knowledge society

1. Creating the knowledge society

**DEF** Refers to the indirect outcomes experienced by society generally from University-Business Cooperation

The indirect social contribution of UBC includes:
- creates jobs and stimulates economic growth,
- increases living standards, productivity and social cohesion.

2. Outcomes for HEIs, academics & business

**DEF** Refers to the direct outcomes experienced at an HEI / business from University-Business Cooperation specifically in regard to:
- teaching,
- research and
- knowledge transfer
### FINDING 1: Knowledge society

<table>
<thead>
<tr>
<th>DIRECT outcomes</th>
<th>INDIRECT outcomes</th>
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<tr>
<td><strong>HEIs</strong></td>
<td><strong>Academics</strong></td>
</tr>
<tr>
<td><em>improving future job prospects of students,</em></td>
<td><em>more relevant research and teaching content</em></td>
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<tr>
<td><em>improving the research conducted within the HEI,</em></td>
<td><em>better / greater opportunities to fund projects</em></td>
</tr>
<tr>
<td><em>improving transfer of knowledge and technology to society</em></td>
<td><em>more publishing opportunities</em></td>
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<td><em>increasing third-party money</em></td>
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</table>
Finding 1

UBC is seen as a crucial activity in the development of knowledge societies.
What is the nature of the UBC environment?
FINDING 2: The UBC ecosystem

The UBC ecosystem is complex and integrated.

European UBC is influenced by a large number of factors including:

1. **Influencing factors**
   i. Situational factors
   ii. Barriers and drivers
   iii. Perceived benefits

2. **Mechanisms that support UBC** (The ‘4 Pillars’)

3. **Key stakeholders**
Finding 2

The UBC ecosystem is complex and integrated...

All variables and their interrelations must be considered and developed simultaneously with a long term focus.
How extensive is UBC in European HEIs?
Approximately 2 of every 5 academics are responsible for most of the UBC activity.

1 of every 3 HEIs undertake no or a low amount of UBC activity.
Finding 3

UBC in Europe is still in the early stages of development

As such, there is a lot of potential development for UBC...

Especially in earning income from UBC (only 4.5% of HEIs’ budgets)
How extensive is UBC in European HEIs?
**FINDING 4: 8 Types of UBC**

**UBC is more than the creation of patents, licences and contract research.**

There are eight different ways in which HEIs and business cooperate

1. Collaboration in research and development (R&D),
2. Mobility of academics,
3. Mobility of students,
4. Commercialisation of R&D Findings,
5. Curriculum development and delivery,
6. Lifelong learning (LLL),
7. Entrepreneurship,
8. Governance.
FINDING 4: 8 Types of UBC

- Collaboration in R&D: 5.0
- Mobility of students: 4.3
- Commercialisation of R&D results: 4.0
- Lifelong learning: 4.0
- Curriculum development and delivery: 3.8
- Entrepreneurship: 3.3
- Governance: 2.9
- Mobility of academics: 2.9

n=3460
FINDING 4: 8 Types of UBC

- Collaboration in R&D: 6.4
- Mobility of students: 6.3
- Commercialisation of R&D results: 6.0
- Lifelong learning: 5.8
- Curriculum development and delivery: 5.8
- Entrepreneurship: 5.7
- Governance: 5.2
- Mobility of academics: 4.7

n=1753
There are eight types of UBC

And those types of UBC offering:
1. more direct,
2. measurable, and
3. promotable benefits...
are the most developed ones.
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)
b) Barriers
c) Drivers
d) Perceived benefits
All ‘situational factors’ play a role in influencing the extent of UBC

Years working in the HEI
Gender
Age
Country
Years working in business
The type of HEI they work for
Faculty
**FINDING 5: Years in Business**

<table>
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<tr>
<th>Years in business</th>
<th>Total UBC</th>
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<tbody>
<tr>
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<td>&gt; 0 - 2</td>
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<td>&gt; 19 years</td>
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</table>

*Scale:* 1 = none, >1 - 4 = low; >4 - 7 = medium; >7 - 10 = high

Significantly lower for those with **no experience in business** and also less for those with less than **2 years of experience** in business,

‘**Diminishing returns**’= **5 years** working in business,

Technology and Engineering have the highest level of UBC.
### Extent of cooperation per country (combined) (min 30 respondents)

Please indicate to what extent you / your HEI cooperates with business (mean of all)

**Highest extent of UBC**
1. Sweden
2. Denmark
3. United Kingdom

**Lowest extent of UBC**
1. Austria
2. Italy
3. Poland

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<th>Country</th>
<th>Score</th>
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**ACAD**

**HEI**

n=6239
## FINDING 5: Country

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</table>

**Scale:** 1 = No UBC, >1 - 4 = low; >4 - 7 = medium; >7 - 10 = high

**GERMANY**

**European leaders in UBC**
1. Collaboration in R&D
2. Mobility of students
3. Commercialisation of R&D

**Below average extent of UBC**
1. Curriculum development & Delivery
2. Lifelong learning
3. Governance
Finding 5

Situational factors help to explain UBC

...but only a few of them have practical implications
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)

b) Barriers

c) Drivers

d) Perceived benefits
Finding: All academics and all HEI representatives see the same barriers to UBC regardless of their extent of cooperation.
Lack of funding and excess of bureaucracy at all levels (HEI, national, European) are the highest barriers to UBC.

... but removal of barriers does not create UBC.
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)
b) Barriers
c) Drivers
d) Perceived benefits
FINDING 7: UBC Drivers

Most important drivers for academics

1. Existence of mutual trust (7.4)
2. Existence of mutual commitment (7.0)
3. Having a shared goal (7.0)

Most important drivers for HEIs

1. Existence of mutual trust (7.5)
2. Existence of mutual commitment (7.1)
3. Having a shared goal (7.1)

Scale: 1 = No importance, -10 = high importance
Finding 7

Personal relationships drive UBC. It’s a people game!

Existence of mutual trust and commitment are the most important drivers of UBC for both academics and HEIs.

Those academics or HEIs perceiving higher drivers for UBC are more engaged in UBC than those perceiving low drivers for UBC.
Why do some academics and HEIs engage in UBC and not others?

Influencing factors help to explain this:

a) Situational factors (e.g. age, faculty, years in business, etc.)

b) Barriers

c) Drivers

d) Perceived benefits
FINDING 8: Perceived benefits

Academics recognise the high degree of benefits from successful UBC for different stakeholders…

however to a lower extent the personal benefits they receive from UBC.
FINDING 8: Perceived benefits

Please indicate the extent to which you agree or disagree with the following statements.

1 2 3 4 5 6 7 8 9 10
UB activities improve employability of future graduates
UB activities improve the learning experience of students
UB activities improve the performance of business
Successful UBC is an excellent way of getting funding
Successful UBC increases my reputation in my field of research
Successful UBC is vital to achieving the mission of the university
Successful UBC is vital to my research
UB activities improve my standing within the university
UB activities increase my chances of promotion

n=2394

Personal benefits for academics
Benefits for students, business or the HEI

Not at all Low Medium High

Science Marketing
Science-to-Business Research Centre Germany
FINDING 8: Perceived benefits

HEIs rated the highest benefits for students, followed by business, then the ability of UBC to contribute to the mission of the HEI with the lowest benefits perceived for society.
Please indicate the extent to which you agree or disagree with the following statements.

- UBC increases skills and graduate development: 8.5
- UBC has beneficial effects on the local industry: 7.7
- UBC is vital to achieving the mission of the HEI: 7.7
- UBC improves regional productivity: 7.6
- UBC creates local employment: 7.3
- UBC increases local GDP and disposable income: 7.3
- UBC creates a range of beneficial social and recreational benefits: 6.6

n=313

Personal benefits for HEIs
Benefits for students, business or society
Perceptions of high benefits & incentives drive UBC

The perception of self-benefit is a major factor in UBC.

The higher the perceived benefits, the higher the extent of UBC carried out.
If influencing factors are only part of the explanation for UBC activity, what else can help to explain European UBC?

The existence of supporting mechanisms (4 Pillars) for UBC
1. Strategies
2. Structures and approaches
3. Operational activities, and
4. Framework conditions
The creation and development of supporting mechanisms are critical for UBC

1. **Strategic instruments**
   - a. Documented e.g. vision / mission,
   - b. Implementation e.g. incentives

2. **Structural instruments or approaches**
   - a. Positions i.e. personnel
   - b. Agencies i.e. units of focus

3. **Operational activities**
   - a. Academic focussed
   - b. Student focussed

4. **Framework conditions**

**Finding:** The UBC supporting mechanisms that are easier to implement, are much more developed than those that are more difficult to implement

**Having a dedicated:**
1. *strategy,*
2. *programme / agency / responsible person, activity,*

Has a substantial effect on stimulating the different types of UBC
FINDING 9: Supporting mechanisms

DEVELOPMENT

The development of the 4 Pillars (supporting mechanisms) from the most developed to least is:
1. Operational activities (5.4),
2. Structures and approaches (5.1),
3. Strategies (4.9), and
4. Framework conditions (4.5).

IMPACT

The impact on UBC from the 4 Pillars from the highest to lowest is:
1. Strategies (58%) (especially implementation strategies)
2. Operational activities (53%),
3. Structures and approaches (52%), and
4. Framework conditions (40%).

ACTION

A greater focus on strategies (especially implementation strategies) is required.
Thinking about strategies used within your HEI, how developed are the following points?

- A top-level management committed to UBC: 7.3
- A documented mission / vision embracing UBC: 6.9
- A strategy for UBC: 6.8
- The internal promotion of UBC: 6.6
- The external promotion of UBC: 6.3
- The dedication of resources (inc. funding) to support UBC: 5.7
- The provision of incentives for academics to encourage UBC: 5.4
- The inclusion of ‘cooperation with business’ as part of the assessment of work performance for academics: 5.0

n=834
Strategies development

‘Documented strategies’ (management committed to UBC or mission / vision embracing UBC) … is more developed than the ‘implementation strategies’ (The inclusion of UBC as part of the assessment of academic work performance and dedication of resources)

IMPACT

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<th>IMPACT</th>
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<tbody>
<tr>
<td>The inclusion of UBC as part of the assessment of academic work performance</td>
<td>25%</td>
</tr>
<tr>
<td>The dedication of resources (including funding) to support UBC</td>
<td>18%</td>
</tr>
<tr>
<td>The provision of incentives for academics to encourage UBC</td>
<td>13%</td>
</tr>
<tr>
<td>The internal promotion of UBC</td>
<td>13%</td>
</tr>
<tr>
<td>A top management committed to UBC</td>
<td>12%</td>
</tr>
<tr>
<td>The external promotion of UBC</td>
<td>9%</td>
</tr>
<tr>
<td>A documented mission/vision embracing UBC</td>
<td>7%</td>
</tr>
<tr>
<td>A strategy for UBC</td>
<td>4%</td>
</tr>
</tbody>
</table>
Thinking about structures and approaches used within your HEI, how developed are the following points?

- Career offices within the HEI
- An alumni network
- The presence of business people on the HEI board
- Board member or vice rector positions for UBC
- The practice of recruiting industry professionals into the knowledge transfer area
- Agencies (internal) within the HEI dedicated to UBC
- Incubators for the development of new business
- The presence of academics on company boards
- Agencies external to the HEI dedicated to UBC.

_FINDING 9: Structures dev. HEIs_

Perception of HEIs

- Career offices within the HEI: 6.2
- An alumni network: 6.0
- The presence of business people on the HEI board: 5.9
- Board member or vice rector positions for UBC: 5.6
- The practice of recruiting industry professionals into the knowledge transfer area: 5.4
- Agencies (internal) within the HEI dedicated to UBC: 5.4
- Incubators for the development of new business: 5.2
- The presence of academics on company boards: 4.1
- Agencies external to the HEI dedicated to UBC: 4.1

n=732

Not at all Low Medium High Not at all HEIs

53
**FINDING 9: Structures impact**

**Structures and approaches development**

Development of ‘agencies’ and ‘people-based’ structures and approaches perceived to be similarly developed.

**IMPACT**

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry professional employed in knowledge transfer area</td>
<td>18%</td>
</tr>
<tr>
<td>Incubators for the development of new business</td>
<td>17%</td>
</tr>
<tr>
<td>Board Member for UBC</td>
<td>13%</td>
</tr>
<tr>
<td>Alumni network</td>
<td>13%</td>
</tr>
<tr>
<td>Existence of career office</td>
<td>12%</td>
</tr>
<tr>
<td>Academic on business board</td>
<td>11%</td>
</tr>
<tr>
<td>Business people on university board</td>
<td>8%</td>
</tr>
<tr>
<td>External agencies dedicated to UBC</td>
<td>4%</td>
</tr>
<tr>
<td>Internal agencies dedicated to UBC</td>
<td>4%</td>
</tr>
</tbody>
</table>
Possession of the facilitators supporting different types of cooperation

FINDING 9: Structures

Those HEIs with a specific contact person, contact agency or programme / initiative have a significantly higher development of these types of UBC in comparison to those that do not have them.
Thinking about operational activities used within your HEI, how developed are the following points?

- Collaboration activities facilitating student interaction with business: 6.5
- Entrepreneurship education offered to students: 6.3
- Workshops, information sessions and forums for UB collaboration targeting academics: 5.7
- Networking sessions or meetings for academics to meet people from business: 5.5
- The featuring of UBC prominently on the HEI's website: 5.4
- Collaboration activities facilitating academics interaction with business: 5.4
- Entrepreneurship education offered to academics: 4.8

n=643
Activities development

Operational activities are also assessed to be moderately developed, with those ‘UBC activities targeting students’ more developed than those ‘UBC activities targeting academics’.

IMPACT

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration activities facilitating student interaction with business</td>
<td>27%</td>
</tr>
<tr>
<td>Workshops, information sessions and forums for UBC targeting academics</td>
<td>25%</td>
</tr>
<tr>
<td>Entrepreneurship education offered to students</td>
<td>16%</td>
</tr>
<tr>
<td>Collaboration activities facilitating academics interaction with business</td>
<td>12%</td>
</tr>
<tr>
<td>The featuring of UBC prominently on the university’s website</td>
<td>8%</td>
</tr>
<tr>
<td>Networking sessions or meeting for academics to meet people from business</td>
<td>7%</td>
</tr>
<tr>
<td>Entrepreneurship education offered to academics</td>
<td>5%</td>
</tr>
</tbody>
</table>
Thinking about the environment that your HEI operates in, how developed are the following points?

- Laws / regulations positively supporting UBC (excl. creation of new companies) rated at 5.8.
- Laws / regulations positively supporting the creation of new companies rated at 5.4.
- Personnel mobility laws / regulations allowing movement of staff between HEI and business rated at 4.8.

n=621
Framework conditions development

Laws positively supporting UBC being more developed than those laws supporting staff mobility

**IMPACT**

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laws/regulations positively supporting UBC</td>
<td>54%</td>
</tr>
<tr>
<td>Laws/regulations allowing movement of staff between university and business</td>
<td>39%</td>
</tr>
<tr>
<td>Laws/regulations positively supporting the creation of new companies</td>
<td>7%</td>
</tr>
</tbody>
</table>
The creation and development of supporting mechanisms are critical for UBC.

The UBC supporting mechanisms that are easier to implement, are much more developed than those that are more difficult to implement.
How do the previous findings interrelate and how reliable are they in explaining European UBC?
In the UBC ecosystem, the multiple actors need to work cooperatively...

...and in an integrated manner towards effectiveness and developed UBC.

If only one of those actors does not perform actively, the disruptive influence might be considerable enough to inhibit the whole momentum.
A summary of key findings

10 key findings

1. UBC is vital in creating a knowledge society
2. UBC ecosystem is complex and integrated
3. UBC in Europe is at an early stage of development
4. Those UBC types with more direct, measurable, and promotable benefits are the most developed (e.g. collaboration in R&D, mobility of students)
5. Situational factors (e.g. age, faculty) help to explain UBC but there is little that can be implemented from these Findings
6. Lack of funding and excess of bureaucracy at all levels (HEI, national, European) are the highest barriers to UBC
7. Personal relationships drive UBC. It’s a people game!
8. Perceptions of high benefits & incentives are motivators of UBC
9. The creation and development of supporting mechanisms (especially those with the highest impact) are critical for UBC
10. In the UBC ecosystem, the multiple actors need to work cooperatively and in a coordinated manner
What does this mean for HEIs, Govt. and key stakeholders?

A new paradigm is in play

New thinking is required to develop our societies through UBC

A more holistic approach to UBC is required beyond:

- Patents and licenses, paper strategies (mission / vision), creating a science park, one-off, short-term interactions …

Knowledge and support mechanisms must be increased based on a comprehensive understanding of the elements in the UBC ecosystem and their interrelations
## Recommendations for UBC stakeholders

### TOP 3 actions for stakeholders

<table>
<thead>
<tr>
<th>HEIs (Rectors)</th>
<th>Academics</th>
<th>Business</th>
<th>Society (Policy makers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create ‘implementation strategies‘ (e.g. UBC as part of academic assessment)</td>
<td>1. Seek opportunities or invite business to partner in research projects</td>
<td>1. Proactively seek opportunities to meet relevant contacts within academia</td>
<td>1. Funding is working in removing barriers to UBC (keep doing it!).</td>
</tr>
<tr>
<td>2. Reduce bureaucracy within the HEI for UBC</td>
<td>2. Proactively seek opportunities to meet relevant contacts within business e.g. through the TTO or through student internships</td>
<td>2. Seek to better understand the motivations of academics and HEIs</td>
<td>2. Programmes funded that research and promote the benefits of UBC</td>
</tr>
<tr>
<td>3. More focus on relationship development (especially trust) between academics and business, as this drives UBC</td>
<td>3. Seek opportunities to engage with business in curriculum development and delivery</td>
<td>3. Seek to partner on projects or provide finance for UBC</td>
<td>3. Programmes funded that support a dedicated programme, contact person or agency for UBC (structure) with HEIs</td>
</tr>
</tbody>
</table>

**Bonus:** Promote the benefits of UBC (monetary and non-monetary)

**Bonus:** Emply those who have worked within academia to liaise with academics
TEAM HIPPO

Todd Davey, Project Manager
Dr. Thomas Baaken, Project Director
David Serbin, Survey Design and Data Management
Victoria Galan Muros, Analysis Management
Arno Meerman, Data Management and Analysis
Michael Deery, Case Study Management
What now?

Top 4 actions for stakeholders

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain the report</td>
<td>Collaborate with us!</td>
<td>Acquire your own report</td>
<td>Receive a workshop to develop UBC</td>
</tr>
<tr>
<td>Go to: <a href="http://www.ub-cooperation.eu">www.ub-cooperation.eu</a> and...</td>
<td>We invite interest from: 1. practitioners 2. academics 3. Governments 4. Business ... to build greater knowledge and understanding of University-Business collaboration.</td>
<td>Acquire a customised University-Business Report for your organisation, institution, sector, region or country by contacting us.</td>
<td>Receive workshops on University-Business Cooperation by the authors of the report by contacting us.</td>
</tr>
</tbody>
</table>

You can also download other resources at this site

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