



Training for SME & SME Partners (HEI)

Module 4: Regional Innovation Systems and Intellectual Capital Reporting

Session 2: University-Business Cooperation



Overview Module 4

- Session 1: Theoretical background on regional innovation systems
- Session 2: University-Business Cooperation to foster regional relational capital
- Session 3: Key Driving Factors, Regional Innovation Systems and intellectual capital reporting
- Session 4: Regional Innovation System Policies to foster innovation and R&D
- Session 5: Interdisciplinary Intellectual Café
- Session 6: Wrap-Up and Conclusion



Session 2

UNIVERSITY-BUSINESS COOPERATION TO FOSTER REGIONAL RELATIONAL CAPITAL

Agenda

1. Recent studies on University-Business cooperation in Europe
2. The Triple-Helix-Model
3. The State of European University-Business-Cooperation
4. The UBC ecosystem model and its different levels
5. Conclusion and key insights

University-Business cooperation

Recent study on State-of-the-Art of University-Business cooperation in EU: <http://ub-cooperation.eu/>

- No individual report for Slovakia yet, but for 12 other EU countries available and for the whole European Union which included Slovakian academics and HEIs

WHY?

- Successful UBC relies on improvement of education, R&D transfer and the indirect support for creation of a knowledge economy
- University-Business Cooperation is important for knowledge-based economies and societies (Triple Helix)

The Triple-Helix model: creation of a knowledge economy & regional innovation ecosystem

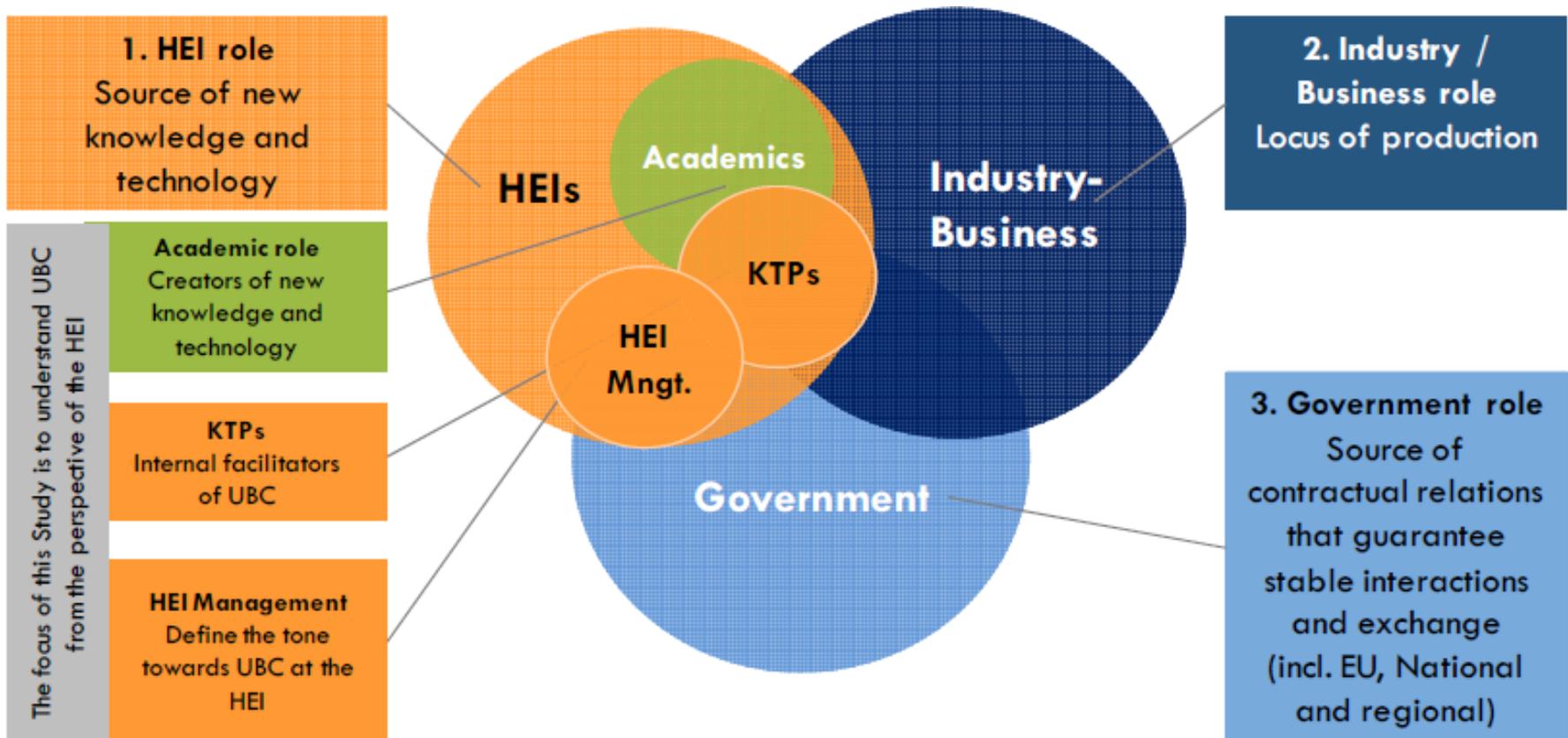


Illustration: The Triple Helix Model with further information about UBC stakeholders' roles
 Model adapted from Etzkowitz & Leydesdorff (2000). Source: The State of European University-Business Cooperation, 2011, p. 32

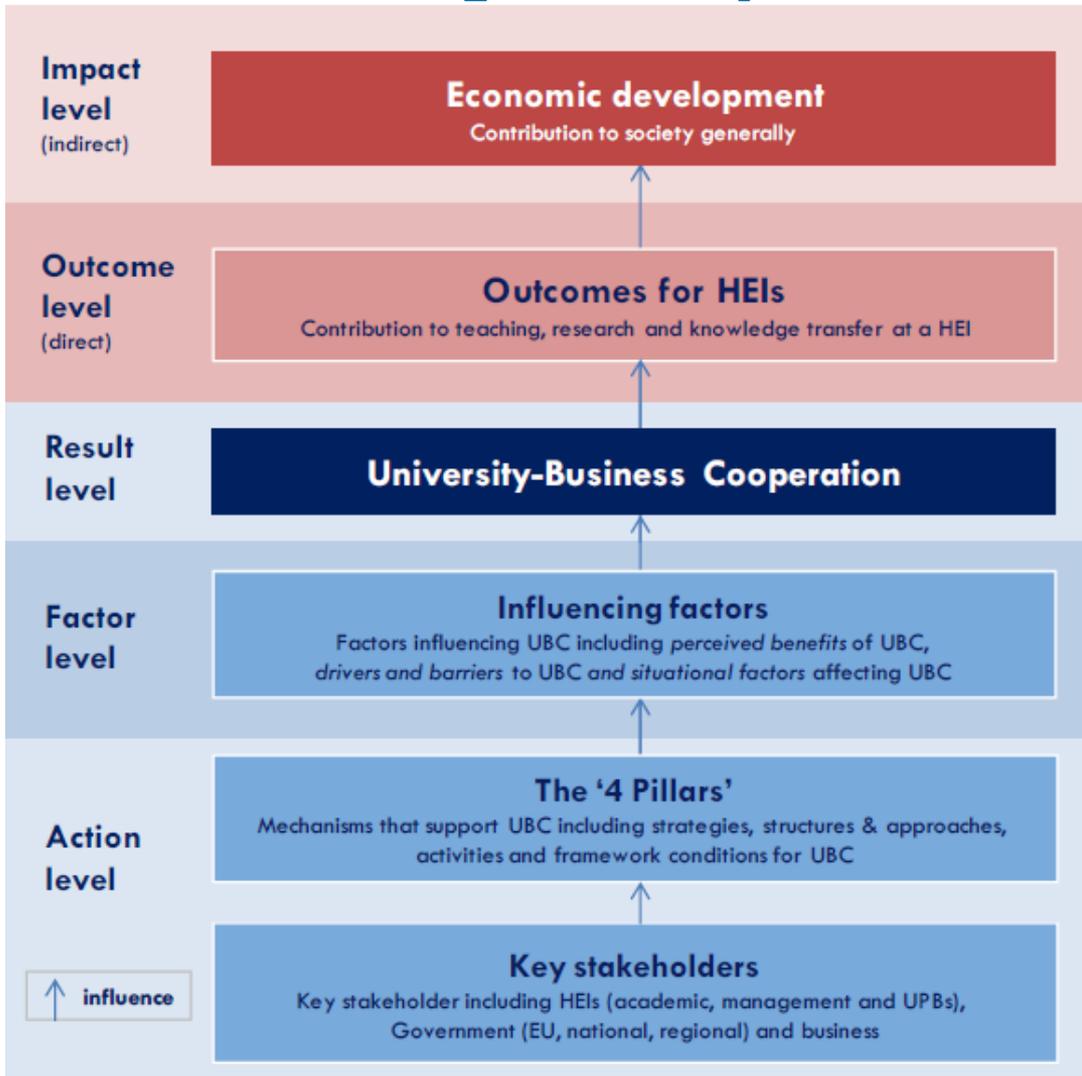
Findings: UBC in Europe

- > *UBC in Europe is still at the early stages of development*

- > *European UBC is influenced by a large number of factors including*
 - the perception of benefits from UBC as well as barriers & drivers to UBC
 - Age, Gender, Years at a HEI, Years in Business, Type of HEI, Country

- > *An increase of UBC is given through appropriate supporting mechanism such as UBC Strategies, Structures & Approaches, Operational activities, Framework conditions (the “4 pillars”)*

The UBC ecosystem model: Relationship between important elements affecting University-Business Cooperation (UBC)

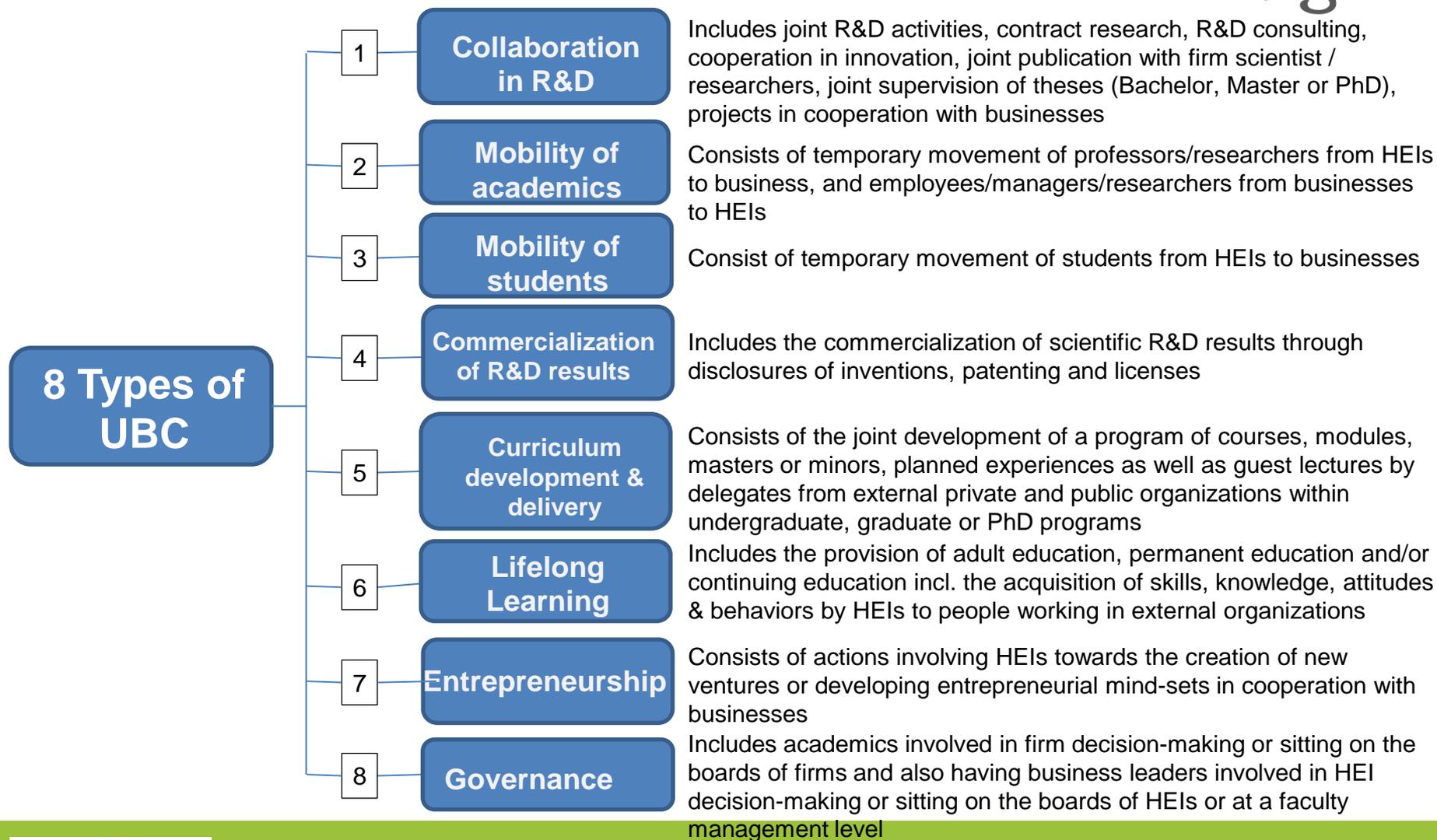


blue-shaded areas: elements that were researched during the study
maroon-shaded areas: elements that were not researched during the study.

>> According to the **impact level**, a new report has just recently been released: “Measuring the impact of university-business cooperation”, Luxembourg: Publications Office of the European Union, 2014. Freely available under http://ec.europa.eu/education/library/study/2014/university-business_en.pdf

1) Result level:

Types of University-Business cooperation



2) Factor level: Benefits, Drivers & Barriers of UBC

Benefits

- Academics: see personal benefits of UBC as low
- HEIs: rate the benefits of UBC the highest for students, then businesses, HEI and the lowest for society

Drivers

- Most important drivers for academics & HEIs concern their relationships with businesses.
- Essential are mutual trust, mutual commitment & shared goals

Barriers

- Funding barriers (esp. lack of funding) and bureaucracy within HEI are the most relevant barriers

➤ **Drivers and barriers are related**

2) Factor level: Situational Factors affecting UBC

- Academics' **personal characteristics** play a role in influencing the extent of UBC (Gender, Age, Experience, Work Field, Country)
- The **country** where the HEI is located has a large influence on their perceived extent of UBC (Highest UBC rate: Ireland, UK, Romania)
- **Type** of HEI: Polytechnics & Universities of applied sciences – highest level of cooperation

3) Action level: The „4 Pillars“ of UBC



1. Strategies
2. Structures & Approaches
3. Activities
4. Framework Conditions

→ The extent of development of the 4 Pillars has been found to significantly affect the extent of cooperation between HEIs and business

3) Action level: Actions that can increase EU UBC

- Increasing the perceived benefits
- Reducing the highest barriers
- Fostering relationships drivers between academics and business, providing relationship management support
- Encouraging academics to spend more time working with business
- Developing the mechanisms that support UBC (*4 Pillars*)
- Looking at countries or regions that have well developed UBC (good practice)

Conclusion and overall key insights

1. Multiple UBC actors need to work cooperatively and in an integrated manner to affect and increase UBC
2. UBC is complex and integrated
3. The focus of UBC should be on the relationships between the academic and the business
4. UBC is closely connected with mind-set, attitude and willingness
5. There is a difference in development between those types of UBC with clearly measurable, direct and potentially large financial benefits and those without
6. In terms of income, only a small part of third party-funds derives from cooperation with business
7. Removing barriers is not enough: drivers and benefits are also needed