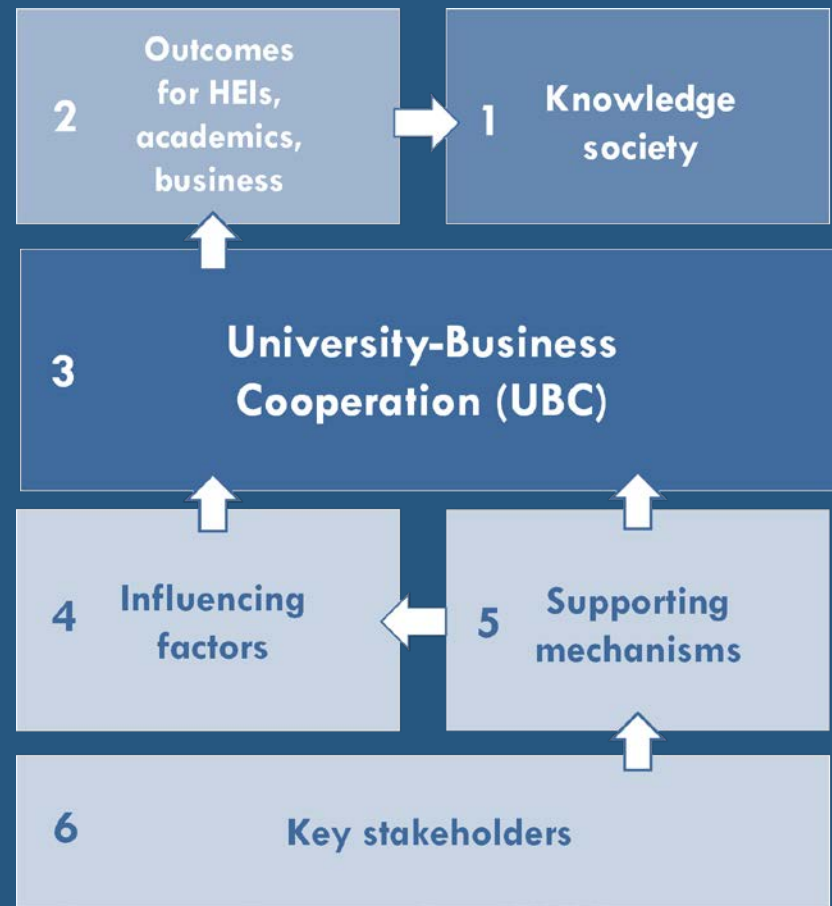


The describer of European University-Business Cooperation (UBC)

# The UBC Ecosystem

A simple model for increasing the understanding of European University-Business Cooperation (UBC)



# ABOUT THE STUDY: Hippo

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

Client: DG Education and Culture,  
European Commission

Duration: May 2010 to August 2011  
(15.5 months)

### 4 project partners:



Coventry University



Red OTRI Universidades



Cracow University of Economics



Free University Amsterdam

## 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.

**6,280** total responses

**Largest study ever into European university-business cooperation (UBC)**

- 4,123 academics
- 2,157 from HEI Mngt.

# The UBC Ecosystem

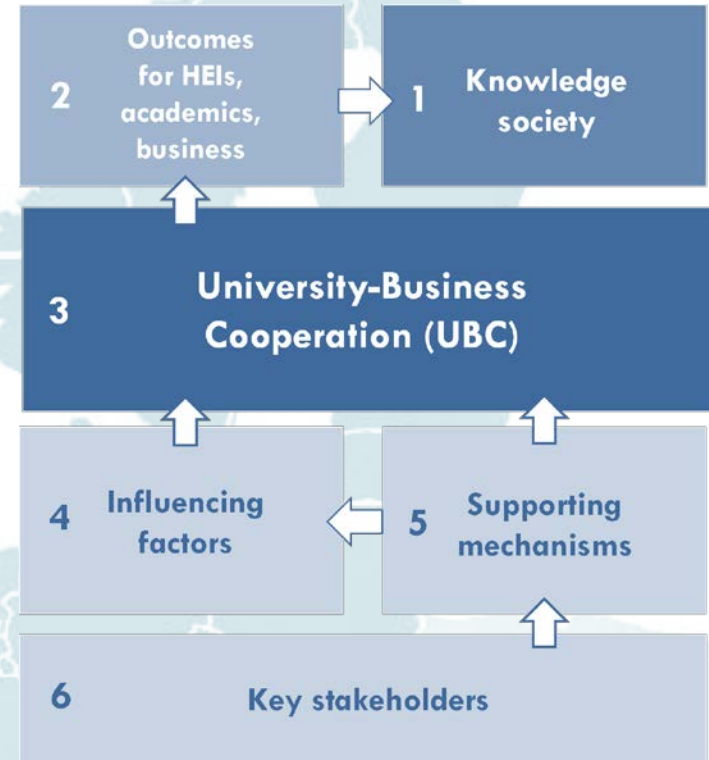
## DEF\_University-Business Cooperation (UBC)

*All types of direct and indirect, personal and non-personal interactions between HEIs and business for reciprocal and mutual benefit.*

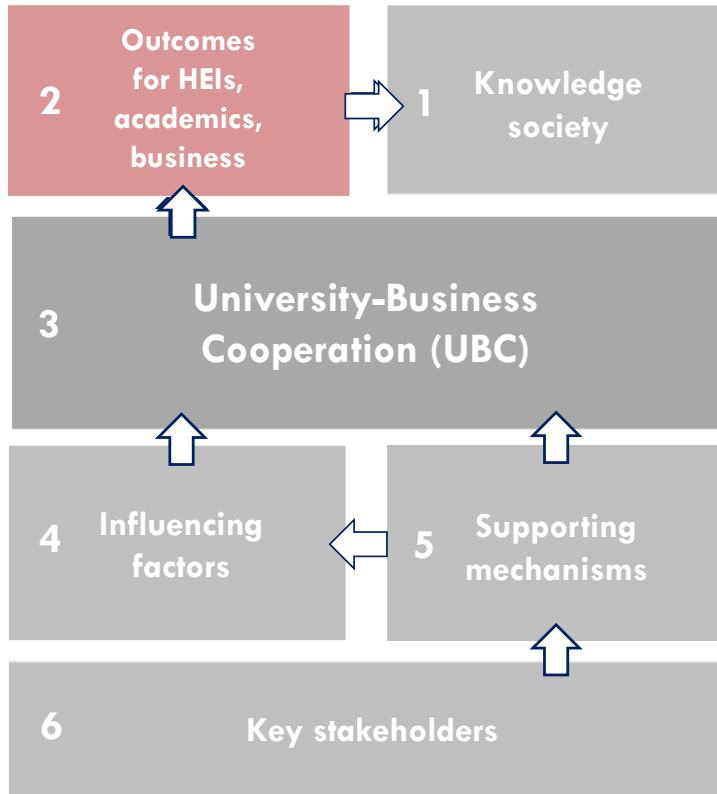
## DEF\_ The UBC Ecosystem

*A model that describes how UBC is affected, influenced or supported by other aspects including drivers, barriers, perceived benefits, supporting mechanisms and key UBC stakeholders. The model also shows the outcomes of UBC in HEIs, academics and business, as well as the society as a whole.*

*The model reflects the complex interrelationship and co-reliance among these elements within the UBC ecosystem*



# 2. Outcomes for HEIs, academics & business (direct)



**DEF** Refers to the direct outcomes experienced at an HEI / business from UBC specifically in regard to:

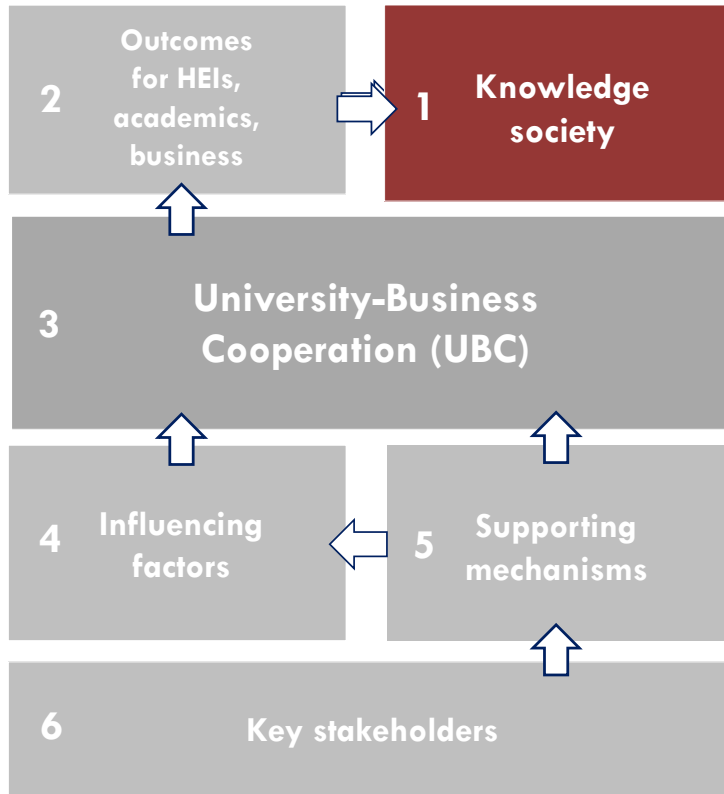
1. teaching,
2. research and
3. knowledge transfer

Benefits for HEIs	Academics	Business
Improving/increasing <ul style="list-style-type: none"> <li>• <u>future job prospects</u> of students,</li> <li>• the <u>research conducted</u> within the HEI,</li> <li>• <u>transfer of knowledge and technology</u> to society</li> <li>• increasing <u>third-party money</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>more relevant research and teaching</u> content</li> <li>• better / greater <u>opportunities to fund projects</u></li> <li>• <u>more publishing opportunities</u></li> </ul>	<ul style="list-style-type: none"> <li>• drives local business <u>through product and service development</u>,</li> <li>• drives necessary <u>skills and knowledge</u></li> <li>• <u>drives future income</u></li> </ul>

## **ACTION**

Promote these within the HEI

# 3. Outcomes for society (indirect)



**DEF** Refers to the indirect outcomes experienced by society generally from UBC

The indirect social contribution of UBC includes:

- creates jobs and stimulates economic growth,
- increases living standards, productivity and social cohesion.

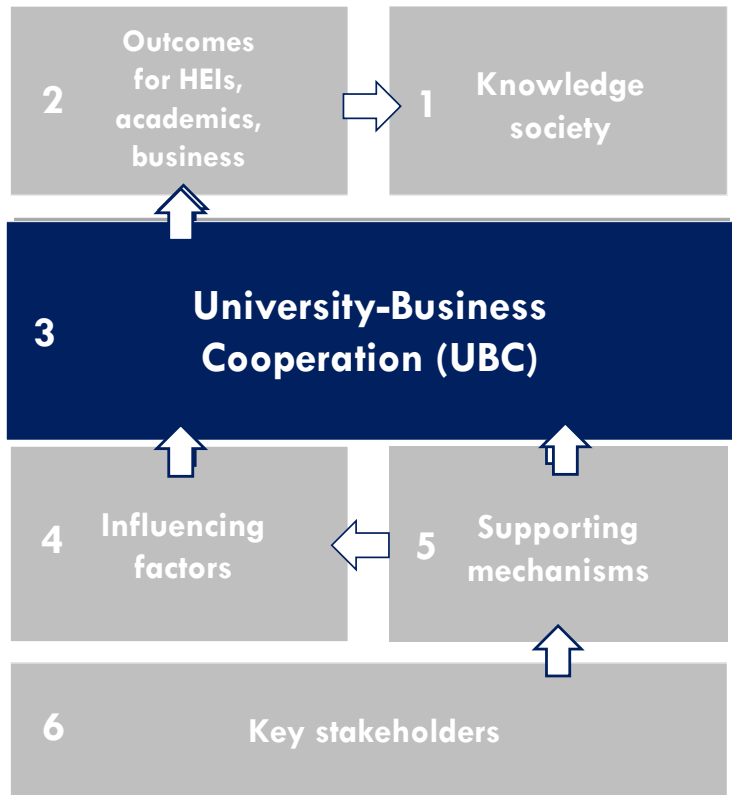
## **Key to building the Knowledge Society**

With the creation of the Europe 2020, the European Union's (EU) growth strategy for the coming decade, and the higher education modernisation agenda, Europe is embracing the need to create a more connected and functioning relationship between government, business and HEIs

### **ACTION**

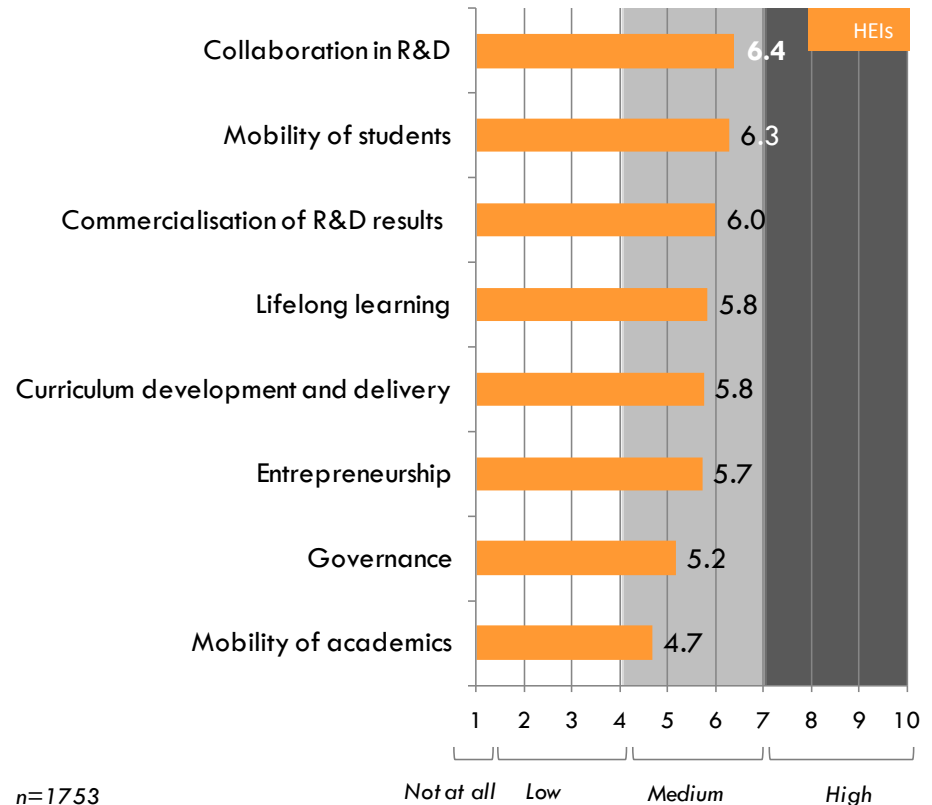
Promote these with key stakeholders

# 1. Extent of UBC



**DEF** Refers to the extent of UBC being undertaken by a HEI or an academic.

**There are eight types of UBC**  
(with different levels of development)



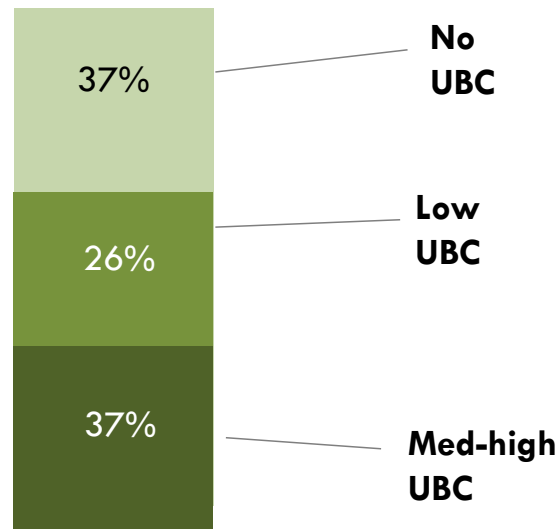
**Findingt:** Those types of UBC offering

1. more direct,
2. measurable, and
3. promotable benefits...  
are the most developed ones.

# 1. Extent of UBC

**Approximately  
2 of every 5 academics are  
responsible for most of the  
UBC activity**

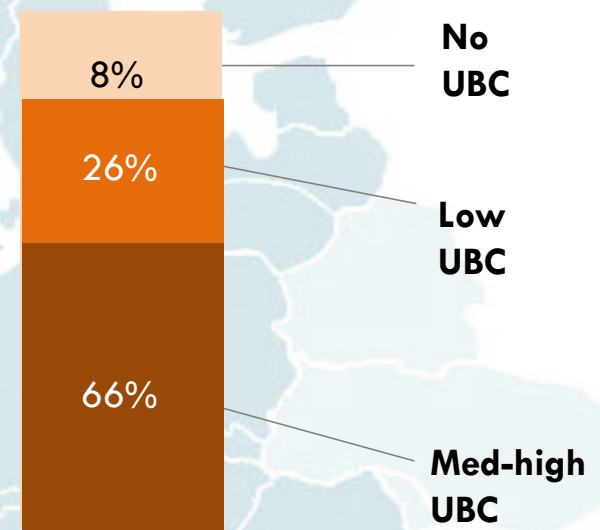
Academic UBC in Europe



n=6280

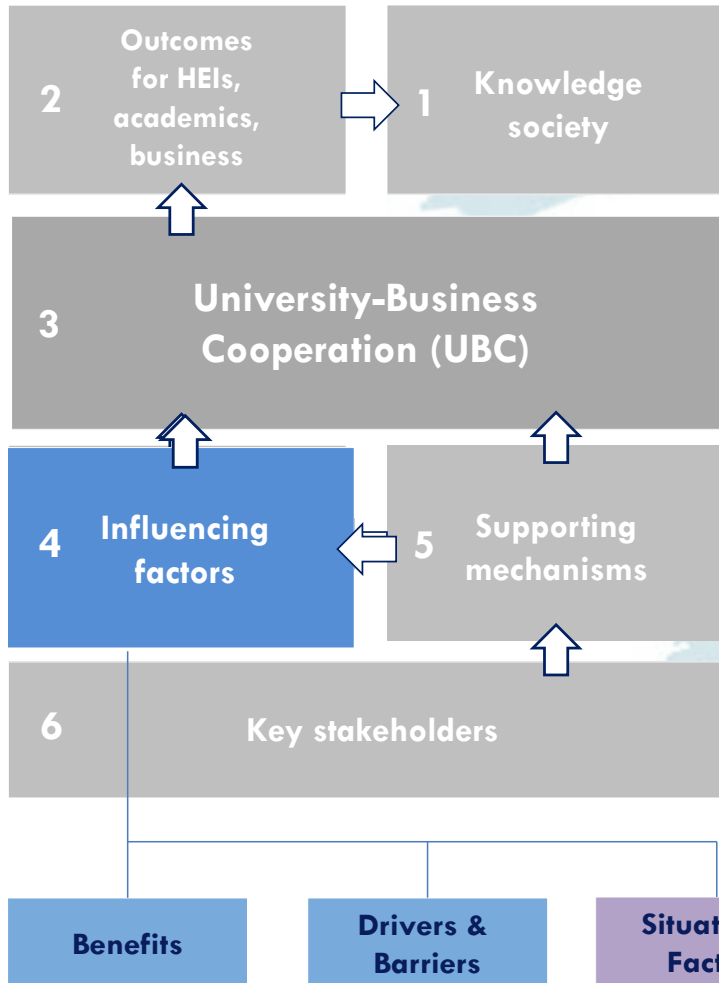
**1 of every 3 HEIs undertake  
no or a low amount of UBC  
activity**

HEI UBC in Europe



n=2136

# 4. Influencing factors



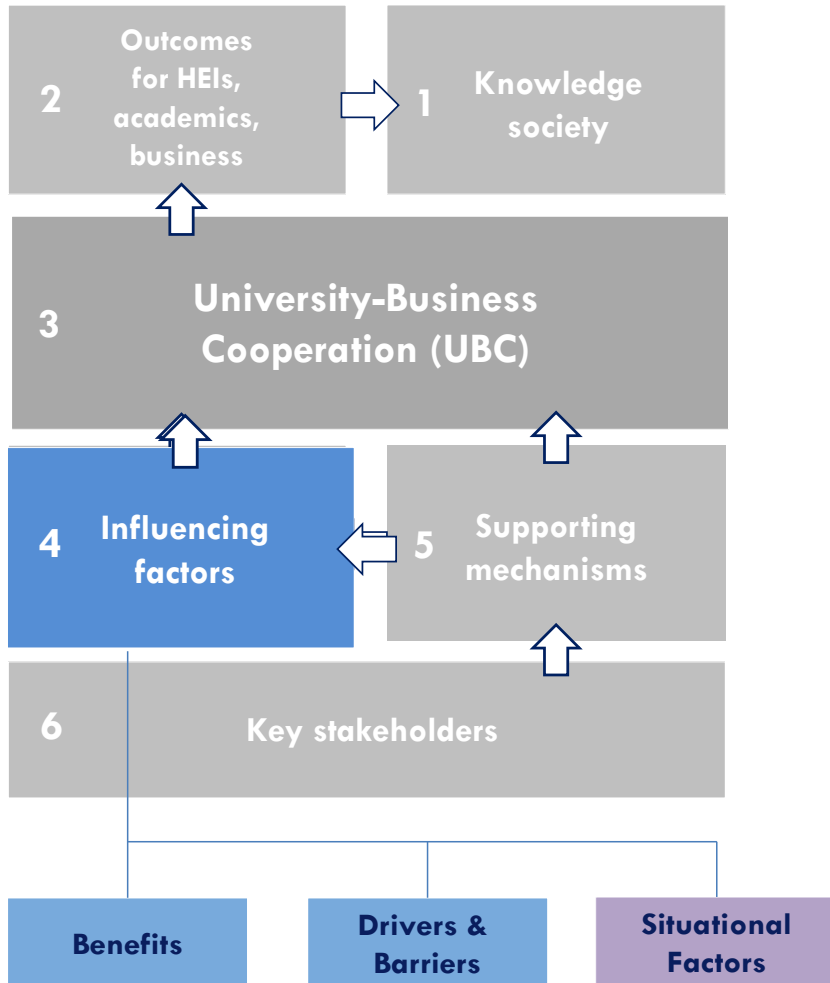
## 4. Influencing factors are made up of:

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



# 4. Influencing factors: Years in business

d) All Situational factors help to explain UBC



Gender  
Years working in the HEI  
Age  
Country  
The type of HEI they work for  
Faculty  
Years working in business

...but only a few of them have practical implications

Years in business	Total UBC
None	3.4
> 0 - 2	3.9
> 2 - 5	4.2
> 5 - 9	4.4
> 9 - 19	4.5
> 19 years	4.5

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

**Finding:** The extent of UBC is significantly lower with those academics with no experience in business

# 4. Influencing factors: Country

Country	Collaboration in R&D	Mobility of academics	Mobility of students	Commercialisation of R&D results	Curriculum development and delivery	Lifelong learning	Entrepreneurship	Governance	Total UBC
Austria	6.7	3.8	5.1	5.5	5.0	5.4	4.5	4.4	5.0
Belgium	6.3	4.5	5.9	5.6	5.5	5.4	5.6	4.5	5.4
Bulgaria	5.4	5.4	6.0	4.8	5.7	6.4	5.6	5.5	5.8
Czech Republic	6.1	5.0	5.8	5.0	6.3	6.3	4.0	3.9	5.3
Denmark	6.3	4.8	6.7	5.4	5.8	6.3	6.0	4.7	5.8
Estonia	5.1	4.1	5.2	4.7	6.9	6.4	4.9	4.0	5.1
Finland	7.4	5.3	7.0	5.4	5.9	6.6	6.0	5.0	6.2
France	6.8	4.0	6.8	5.2	6.3	6.2	6.0	5.9	5.9
Germany	7.2	4.6	6.7	5.9	4.9	5.3	5.6	4.7	5.6
Hungary	6.4	4.6	5.4	4.7	6.1	6.2	4.8	5.1	5.6
Ireland	7.9	5.1	7.2	7.7	7.3	7.1	7.6	6.8	6.9
Italy	5.8	4.8	6.0	5.0	5.9	5.5	5.1	4.7	5.3
Latvia	6.4	5.9	7.2	4.4	6.7				
Lithuania	4.9	5.9	7.2	4.4	6.7				
Netherlands	6.4	4.6	6.1	5.4	5.2				
Norway	6.5	4.0	5.3	4.7	4.5				
Poland	4.9	4.4	5.5	4.0	5.1				
Portugal	6.0	4.8	6.8	4.8	6.0				
Romania	6.8	6.3	7.2	5.5	6.9				
Slovakia	5.1	4.8	5.4	4.4	4.9				
Spain	6.9	4.9	6.6	6.1	5.7				
Sweden	7.0	4.4	5.4	6.2	5.5				
Turkey	5.6	5.0	5.4	4.5	4.6				
United Kingdom	7.6	5.4	6.5	7.4	6.9				

**GERMANY**  
**European leaders in UBC**

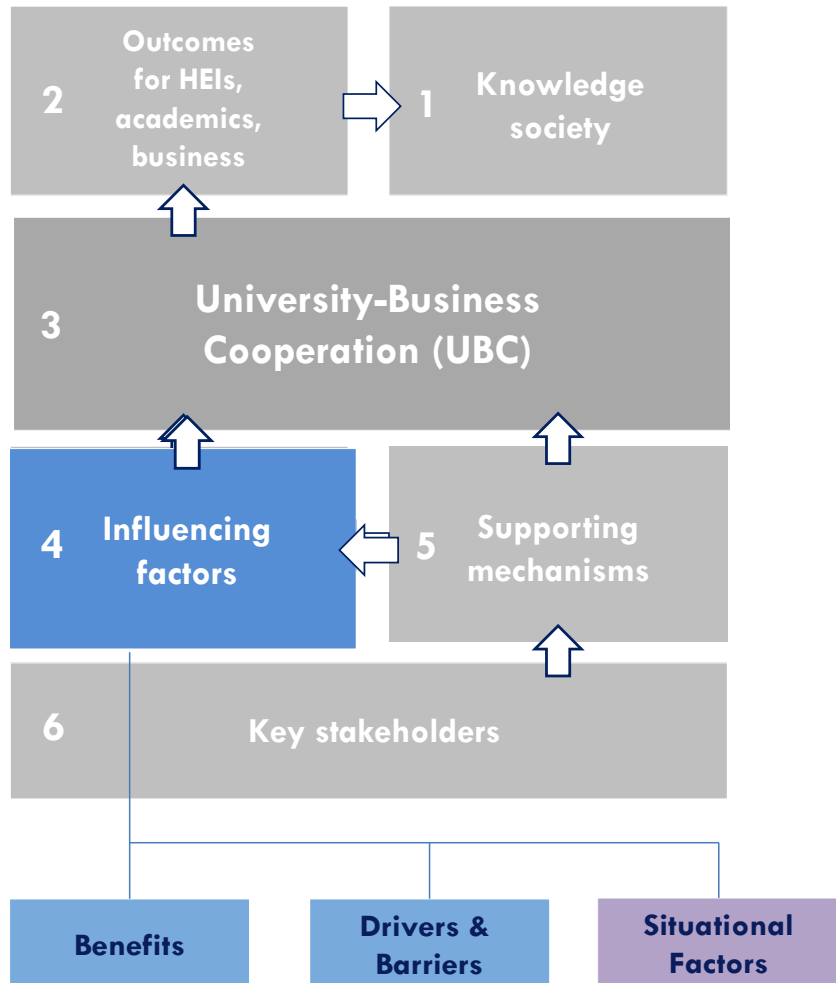
1. Collaboration in R&D
2. Mobility of students
3. Commercialisation of R&D

**Below average extent of UBC**

1. Curriculum development & Delivery
2. Lifelong learning
3. Governance

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

# 4. Influencing factors: Barriers to UBC



**Lack of funding and excess of bureaucracy at all levels are the highest barriers to UBC... but removal of barriers does not create UBC**

## Most important barriers for **academics**

1. Bureaucracy within or external to the HEI (7.3)
2. Lack of HEI funding for UBC (6.9)
3. Lack of external funding for UBC (6.9)

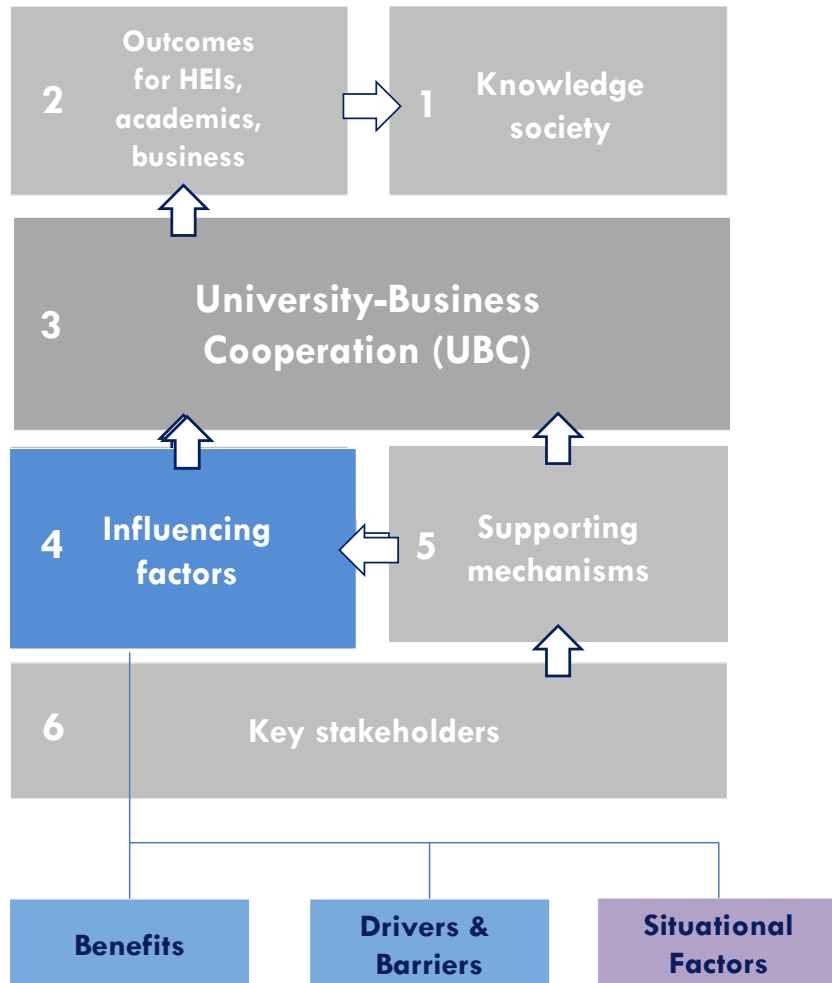
## Most important barriers for **HEIs**

1. Lack of external funding for UBC (7.0)
2. Lack of financial resources of the business (6.9)
3. Business lack awareness of HEI activities (6.9)

**Finding:** All academics and HEI representatives see the same barriers to UBC

**Scale:** 1 = No importance, - 10 = high importance

# 4. Influencing factors: Drivers of UBC



**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.

## 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)

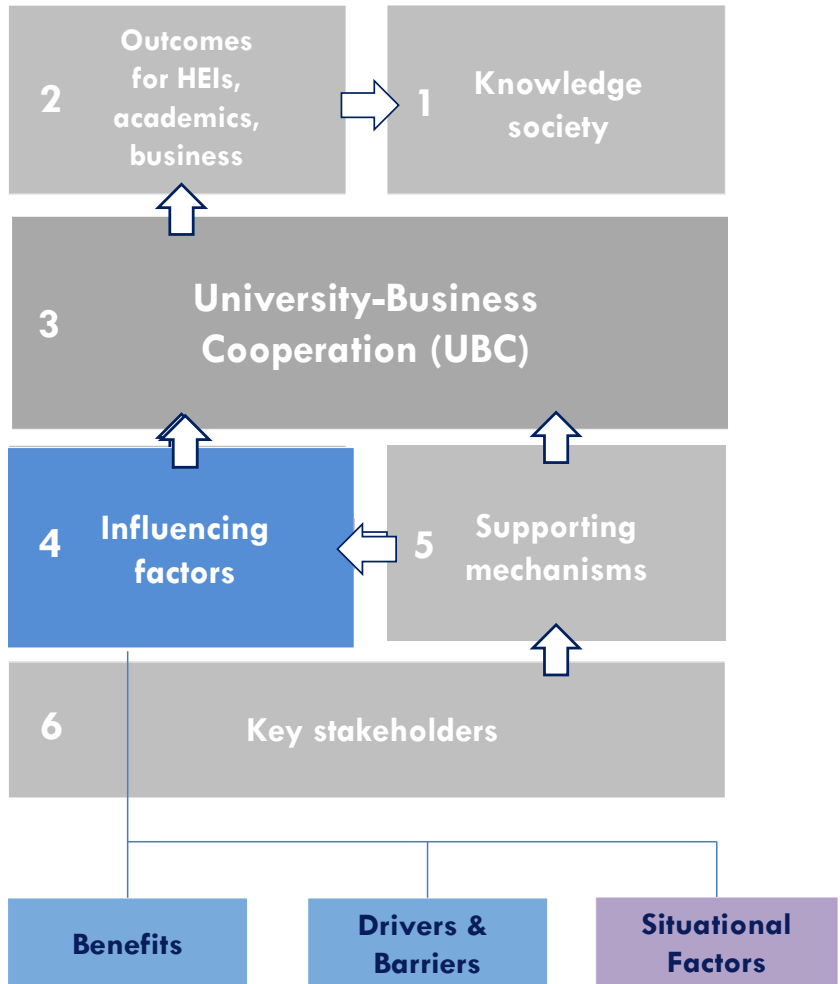
## Most important drivers for **HEIs**

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

**Finding:** Those academics or HEIs perceiving higher drivers for UBC are more engaged in UBC than those perceiving low drivers for UBC

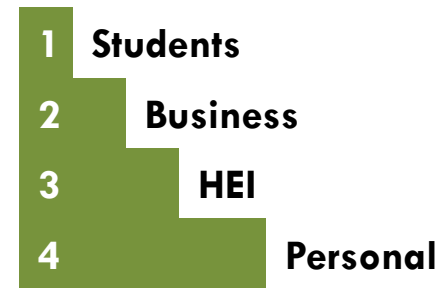
**Scale:** 1 = No importance, - 10 = high importance

# 4. Influencing factors: Perceived benefits

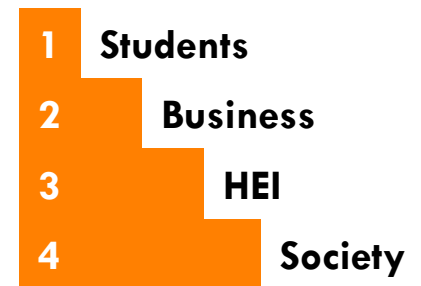


**Perceptions of high benefits & incentives drive UBC.**

**Academics** recognise benefits for different stakeholders... however to a lower extent the personal benefits they receive from UBC.



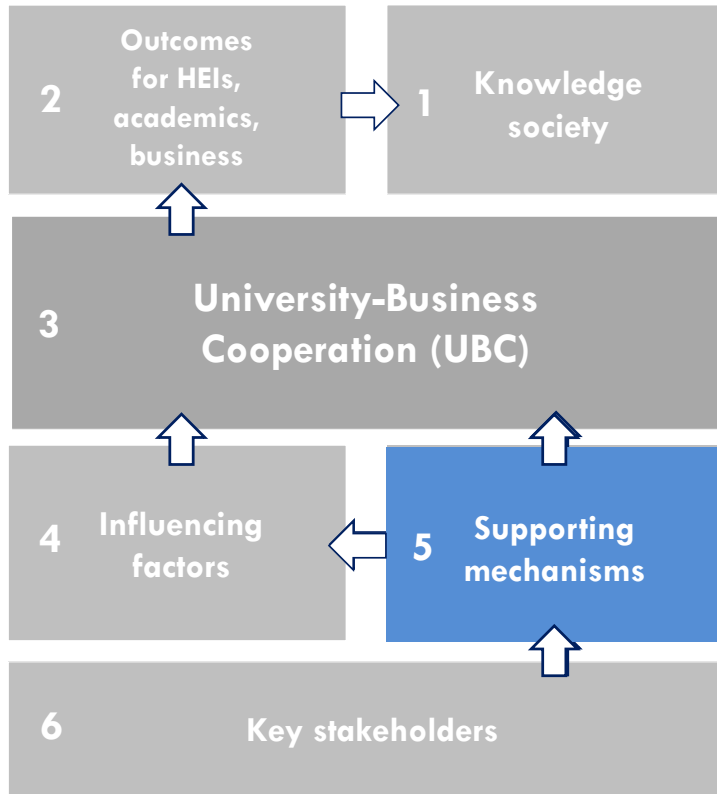
**HEIs** rated the highest benefits for students, followed by business... then the ability of UBC to contribute to the mission of the HEI in third place with the lowest benefits perceived for society.



**Finding:** The higher the perceived personal benefits of UBC, the higher the extent of UBC carried out

**ACTION:** In order to encourage UBC, the right incentives need to be in place

# 5. Supporting mechanisms



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

## The creation and development of supporting mechanisms are critical for UBC

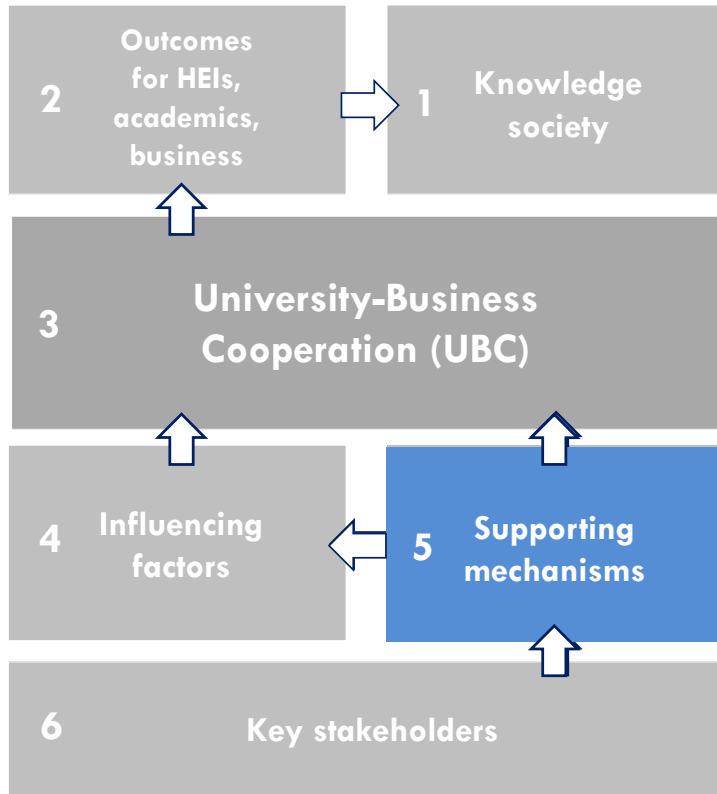
1. Strategic instruments
  - a. Documented e.g. vision / mission,
  - b. Implementation e.g. incentives
2. Structural instruments or approaches
  - a. Positions i.e. personnel
  - b. Agencies i.e. units of focus
3. Operational activities
  - a. Academic focussed
  - b. Student focussed
4. Framework conditions

Having a dedicated:

1. strategy,
2. program / agency / responsible person, activity,

Has a substantial effect on stimulating the different types of UBC

# 5. Supporting mechanisms



**ACTION** A greater focus on strategies (especially implementation strategies) is required

## DEVELOPMENT

The development of the 4 *Pillars* (supporting mechanisms) from the most developed to least is:

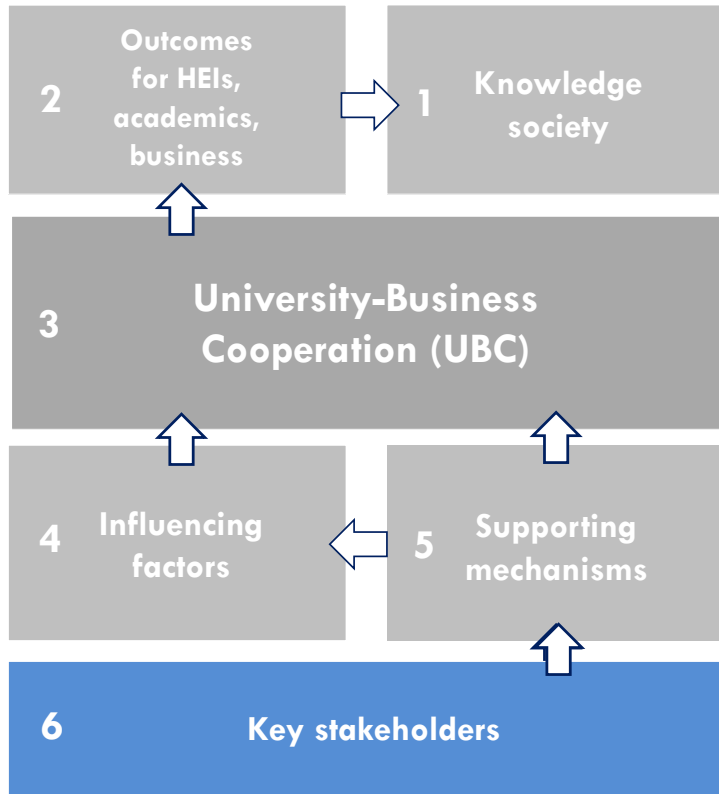
1. Operational activities (5.4),
2. Structures and approaches (5.1),
3. Strategies (4.9), and
4. Framework conditions (4.5).

## 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%).

# 6. Stakeholders



Stakeholder	Explanation
<b>Governments</b>	Includes all levels of governments ranging from regional or national to international.
<b>HEIs</b>	<u>HEI representatives:</u> <ol style="list-style-type: none"> <li>1. University management</li> <li>2. University professional working with business</li> <li>3. Academics (incl. professors, researchers and lecturers)</li> </ol>
<b>Business</b>	Business is considered in a broad sense in the study to include: <ol style="list-style-type: none"> <li>1. Privately and publicly owned organisations,</li> <li>2. Non-government organisations,</li> <li>3. Not-for-profit organisations</li> </ol>
<b>Intermediaries</b>	Intermediaries in UBC can be understood as those organisations not necessarily owned or managed by either the Government or HEI that facilitate UBC. These include: chambers of commerce, business associations, investor groups and regional development agencies.

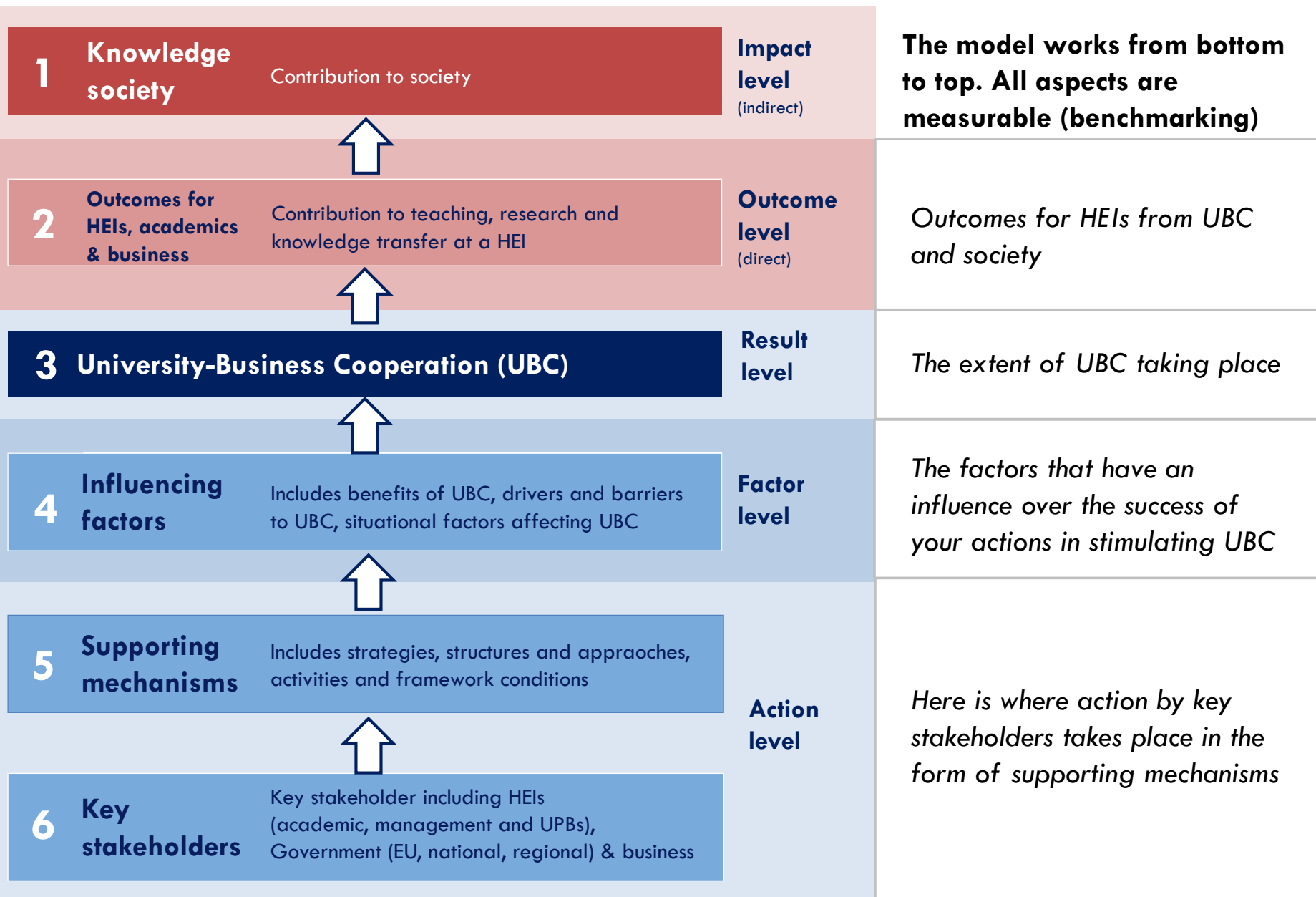


# Hippo Study: A summary of key findings

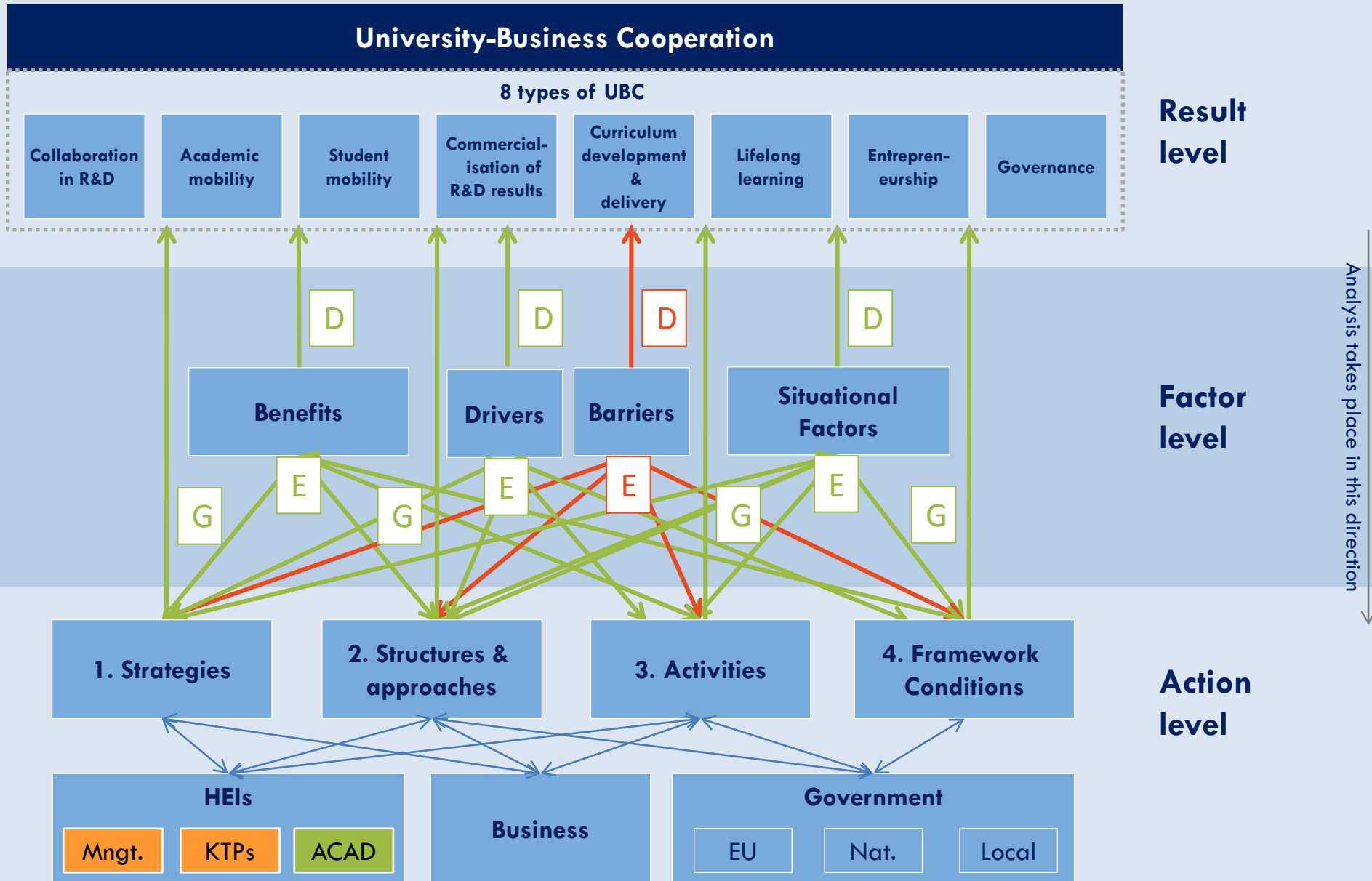
## 10 key findings

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 results
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 personal 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

# The UBC Ecosystem



# The UBC Model



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