

Collaboration with External Partners

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Erasmus+ Programme
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Our previous experience

2010-11



The State of University-Business cooperation in Europe - The largest international study completed on the topic of University-Business Cooperation includes: 30 good practice case studies, Major survey (over 6,800 responses), 13 national reports, 13 national partners



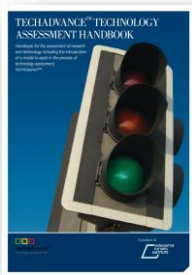
2017-18



The State of University-Business cooperation in Europe - the largest international study completed on the topic of University-Business Cooperation includes: 51 good practice case studies, Major survey (over 17,400 responses), 25 national reports, 35 national partners, major policy review



Other



Global Univeristy-Engagement Monitor - 41 national partners, major policy review





University of Bologna
Founded in 1088 in Bologna, Italy

Mission – Education

Initial focus on law and theology, liberal arts.

A black and white photograph of the Humboldt University building in Berlin, Germany. The building is a grand, classical structure with a prominent portico supported by tall columns. The inscription 'HUMBOLDT-UNIVERSITAET' is visible above the columns. The building is set against a sky with scattered clouds. In the foreground, several bicycles are parked along a railing.

Humboldt University

Founded in 1810 in Berlin, Germany

Mission – Research

Academic autonomy – Teaching based on academic research

Professionalizing research – Specialization and funded lab space

TTO @ University of Wisconsin

Founded in 1925 in Madison, United States



Mission – Technology Transfer

Bringing research into production – an attempt to bridge TRL 1-3 to 6+

01. Introduction to the UBC Ecosystem

university-external partners cooperation

University-external partners relationships don't (naturally) work

Misalignment of:

- expectations
- risk profile
- time orientation
- mindset
- goals
- attitude towards rules



So how can we support them (sustainably)?

... through a **better understanding** of the
university-external partners cooperation
ecosystem.

Managing university-external partners cooperation

The UBC Ecosystem Framework

A framework for understanding and managing the elements affecting University-Business Cooperation(UBC)

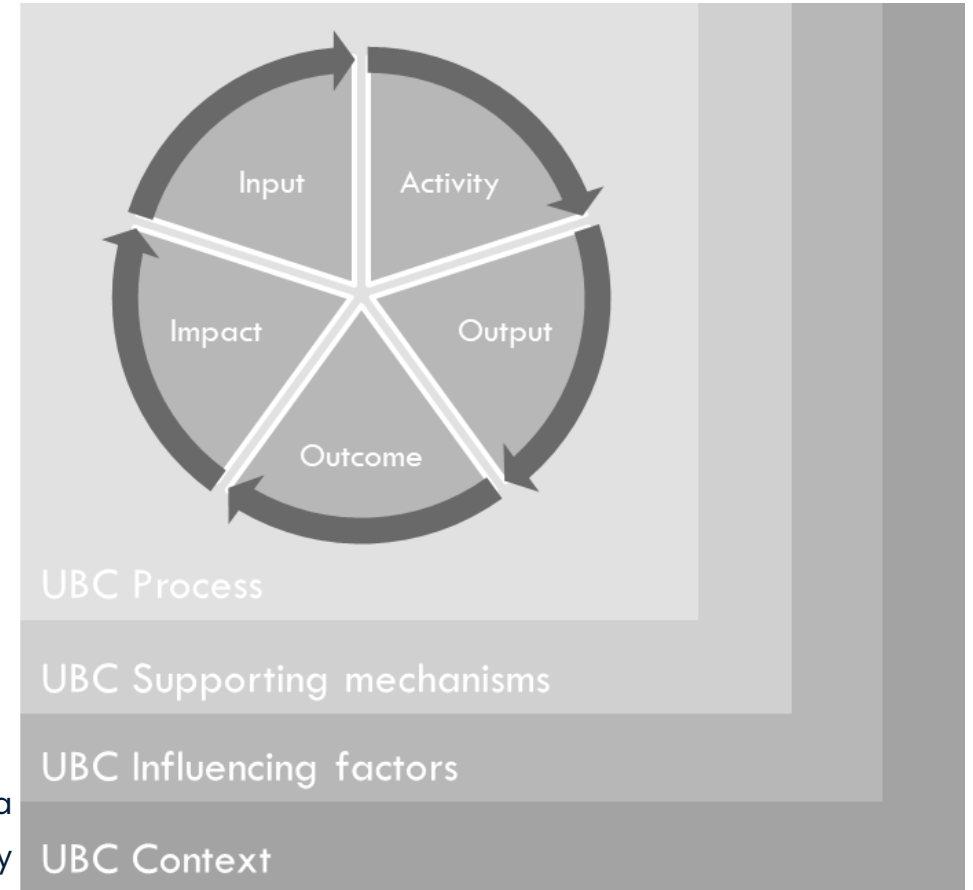
Framework created by

A/Prof. Todd Davey, Arno Meerman, Dr. Victoria Galan Muros, Prof. Thomas Baaken

Co-created by

Over 400 practitioners validating the framework in their work.

Publication: Galán-Muros, V.; Davey, T. (2019) The UBC Ecosystem: Putting together a comprehensive framework for university-business cooperation. Journal of Technology Transfer. DOI: 10.1007/s10961-017-9562-3



Why this Framework?

Universities-external partners cooperation :

- Is a complex topic
- Is an abstract topic
- Lacks common definitions/concepts
- Lacks evidence

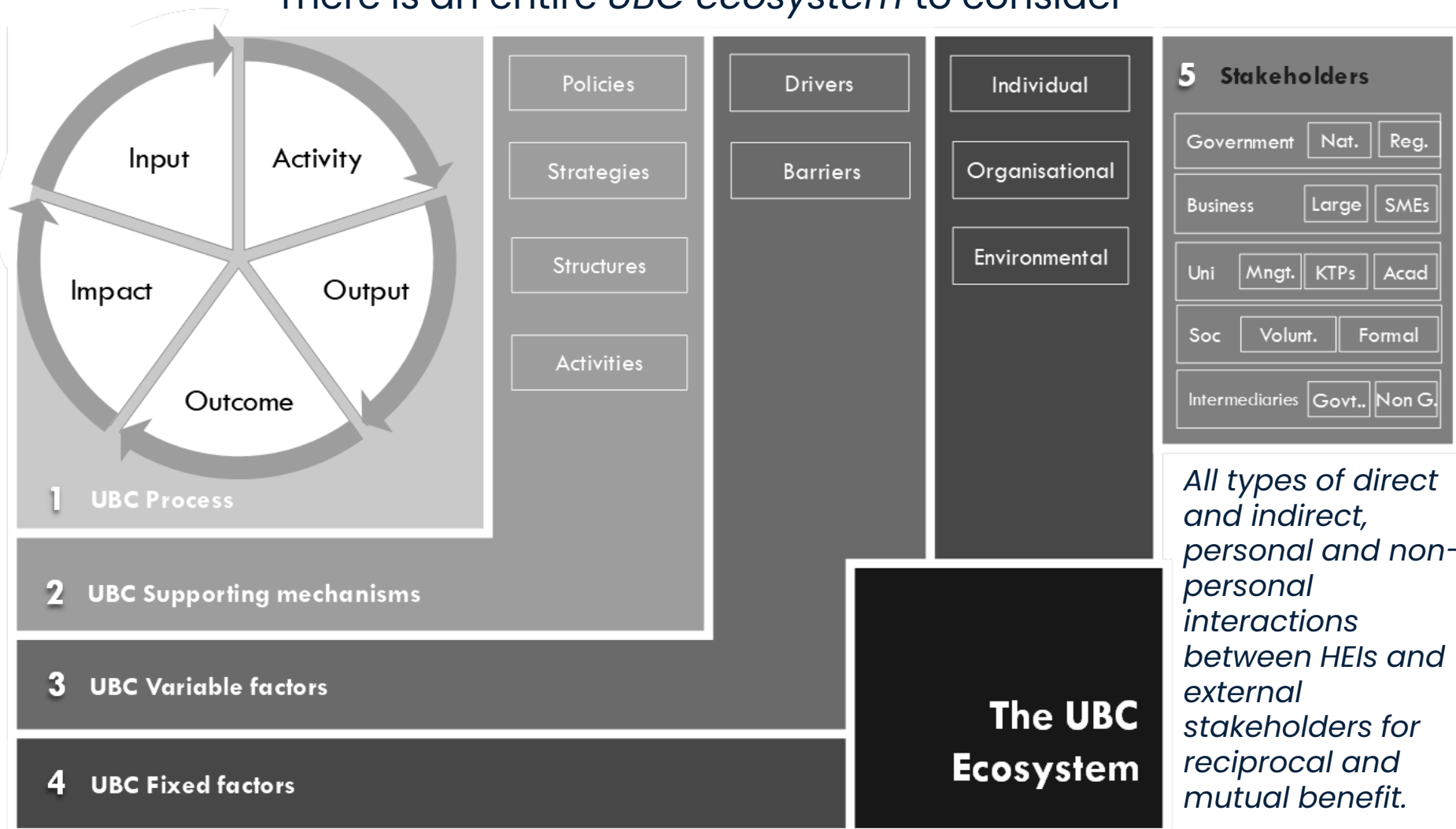
The Ecosystem Framework provides:

- Simplification of reality
- Concrete elements and their relationships
- Common definitions/concepts
- Structure to analyse your own environment

To support strategic decision making process and undertake evidence-based management and policy

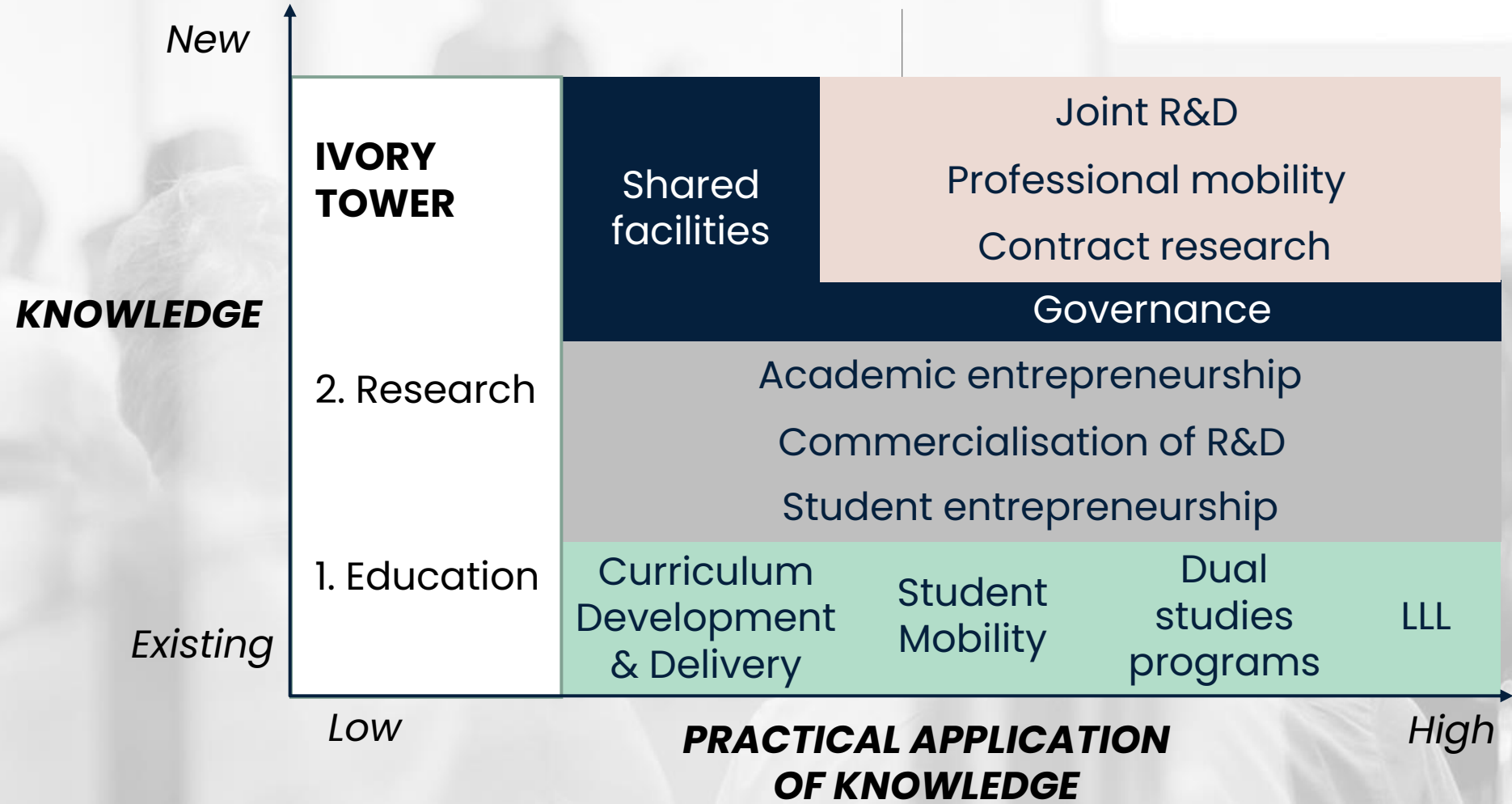
UBC Ecosystem Framework

There is an entire *UBC ecosystem* to consider



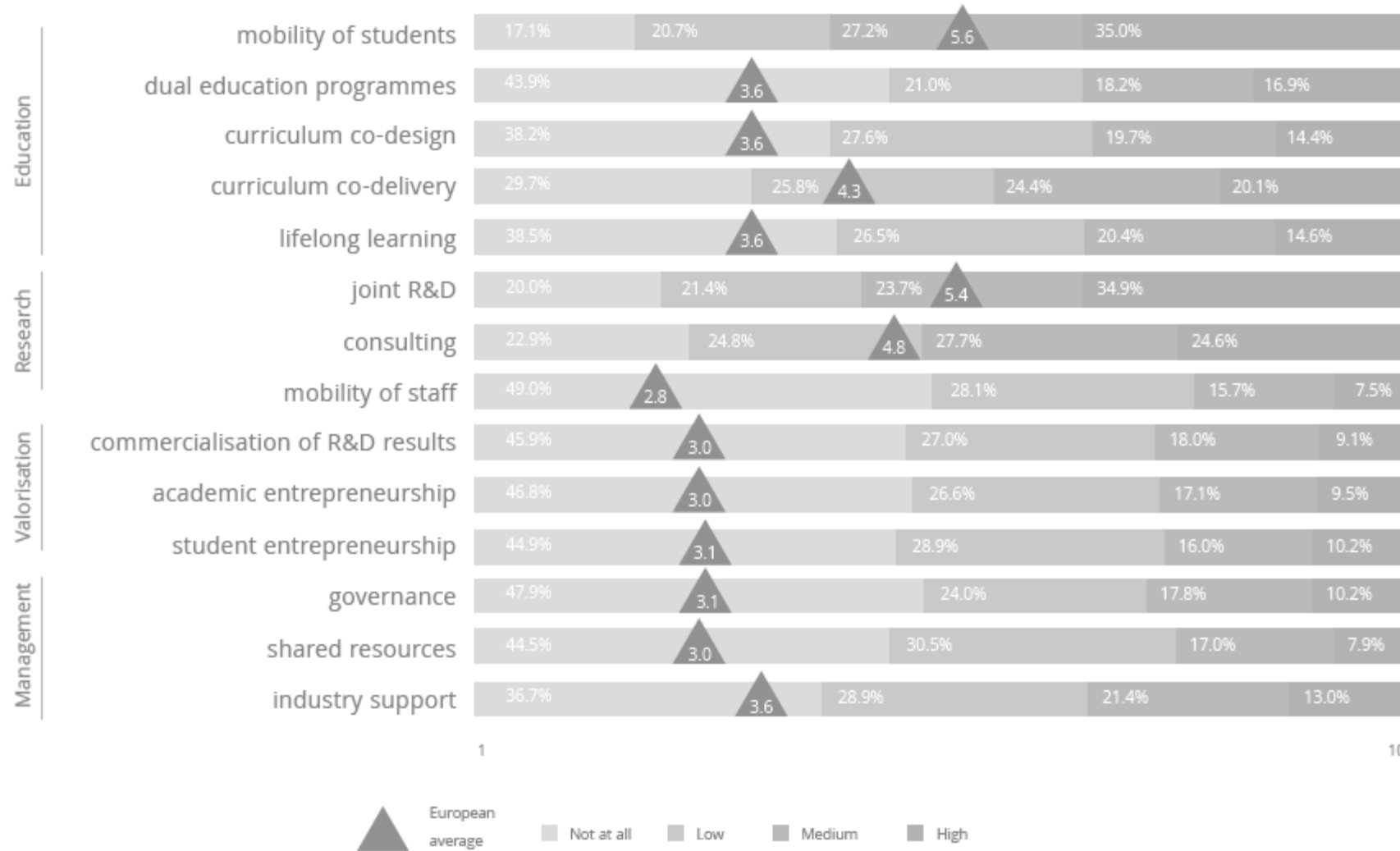
02. Collaboration activities between universities and external partners

Collaboration activities



Q. Which activities do you undertake?

Most common ways for universities to collaborate with external partners

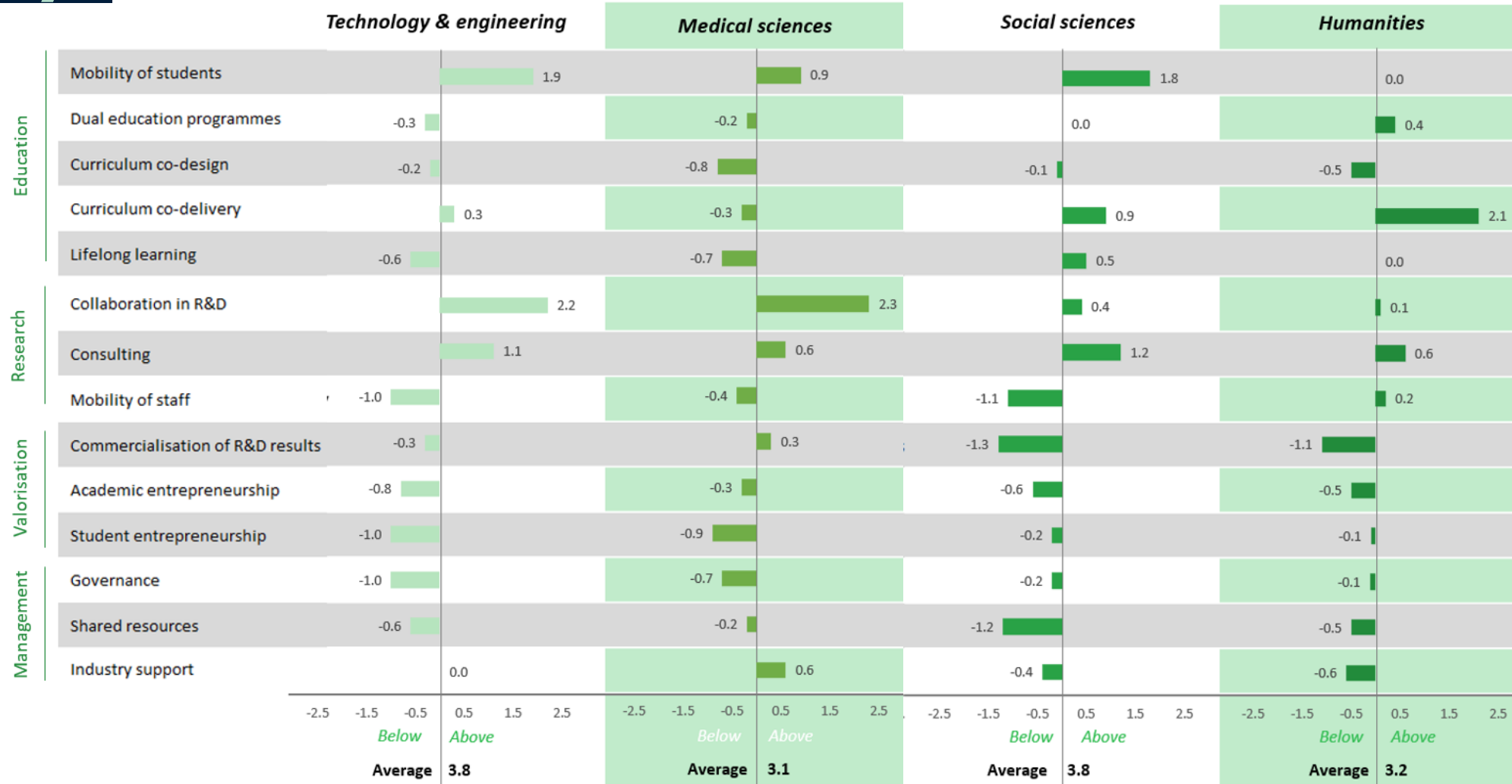


There are a **broad range of activities** through which universities can collaborate with business

At least **40% of academics** don't cooperate at all with business

Source: Davey, T., Meerman, A., Galan Muros, V., Orazbayeva, B., Baaken, T., (2018). State of University-Business Cooperation in Europe, European Commission, www.ub-cooperation.eu/img/finalreport2018.png

Different research areas collaborate in different ways



Case Study – MA in Social Work at Warwick

Collaboration in education creates ‘work-ready’ students

Case location: Warwick, UK

Stakeholders: Academic staff, students, private, independent and voluntary sectors, County & City Councils.

- The curriculum MA in Social Work at Warwick University is designed for students to be able to collaborate with external partners during two practice learning placements.
- A *practice placement learning agreement* is set up between the university and external institutions (including Warwickshire council and Coventry city council).
- Practice learning opportunities are organised across a diverse range of statutory, voluntary and independent social work and social care agencies, spanning a variety of service user groups.

Support mechanisms: Close co-operation between course supervisors & placement providers from local authorities



Photo credits: Warwick University

Case Study – Library Living Lab

Exploring how technology transforms the cultural experience of people: The systemic change for public libraries in the digital transformation

Case location: Barcelona, Spain

Stakeholders: Autonomous University of Barcelona (UAB), Computer Vision Centre (CVC), Sant Cugat Municipality, Barcelona Provincial Council, Association of Neighbours of Volpelleres.

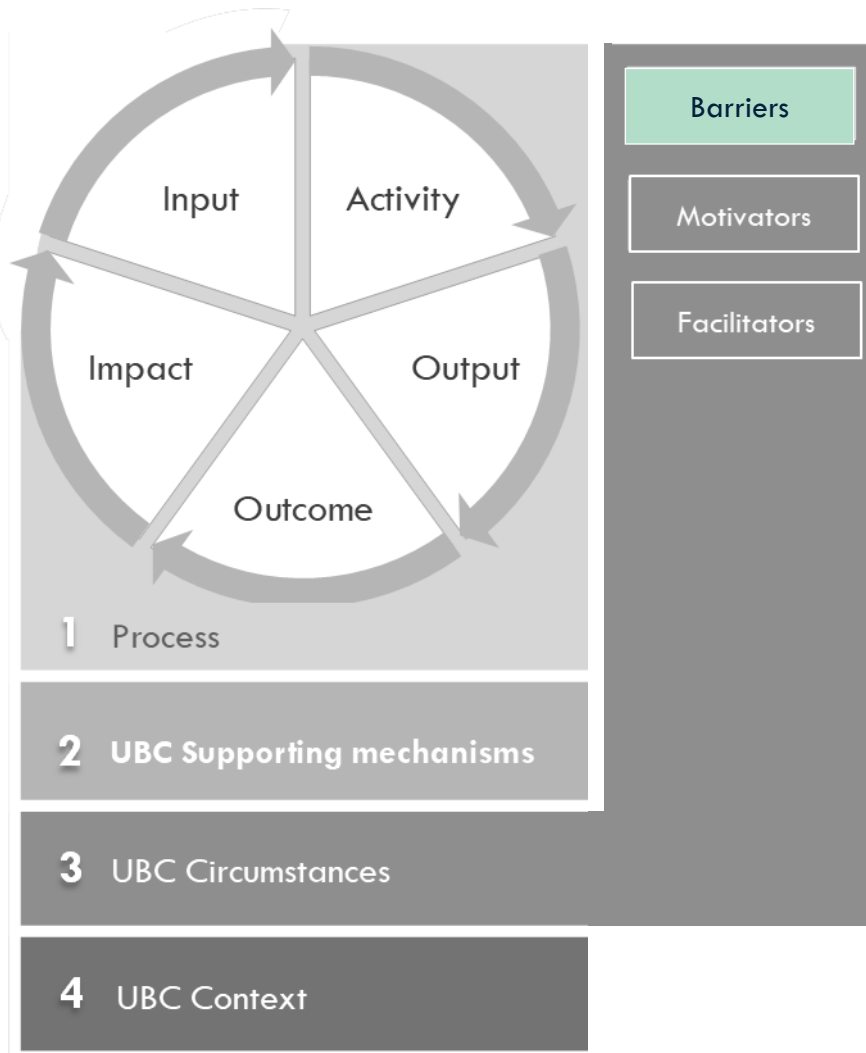
- The Library Living Lab (LLL) is a quadruple-helix implementation exploring how technology transforms the cultural experience of people.
- Envisions communities of knowledge and experimentation spaces, democratization of knowledge & innovation.
- The UAB played a key role, supporting and co-financing the creation of the lab and collaborating with the rest of the stakeholders

Supporting mechanisms: University Policy, BIBLIOCAT program to introduce innovation spaces within existing libraries of the network; European network of Living Labs; Citizen-led interest groups.



03. Barriers & Facilitators to collaboration with external partners

UBC Ecosystem Framework



Barriers

Barriers are those obstacles that restrict or inhibit the ability of the academic or HEI to engage in in collaboration with external partners.

Three groups of barriers

Resulting from an analysis of the results, barriers can be categorised in the following groups:

- I. usability of results
- II. funding barriers and
- III. relationship barriers

University Management

Limited resources of SMEs **7.4**

Lack of business funding for collaboration **6.7**

Lack of government funding for collaboration **6.6**

Academics

Limited resources of SMEs **6.9**

Bureaucracy related to collaboration **6.7**

Insufficient work time allocated by the university for academics' collaboration activities **6.7**

Business

Lack of people with business knowledge within universities **6.0**

Differing motivations between universities and our business **6.0**

Differing time horizons between universities and business **5.9**

Barriers to external engagement

Case Study - Oxford University Innovation for SSH

Oxford University Innovation (OUI) develops valorisation activities

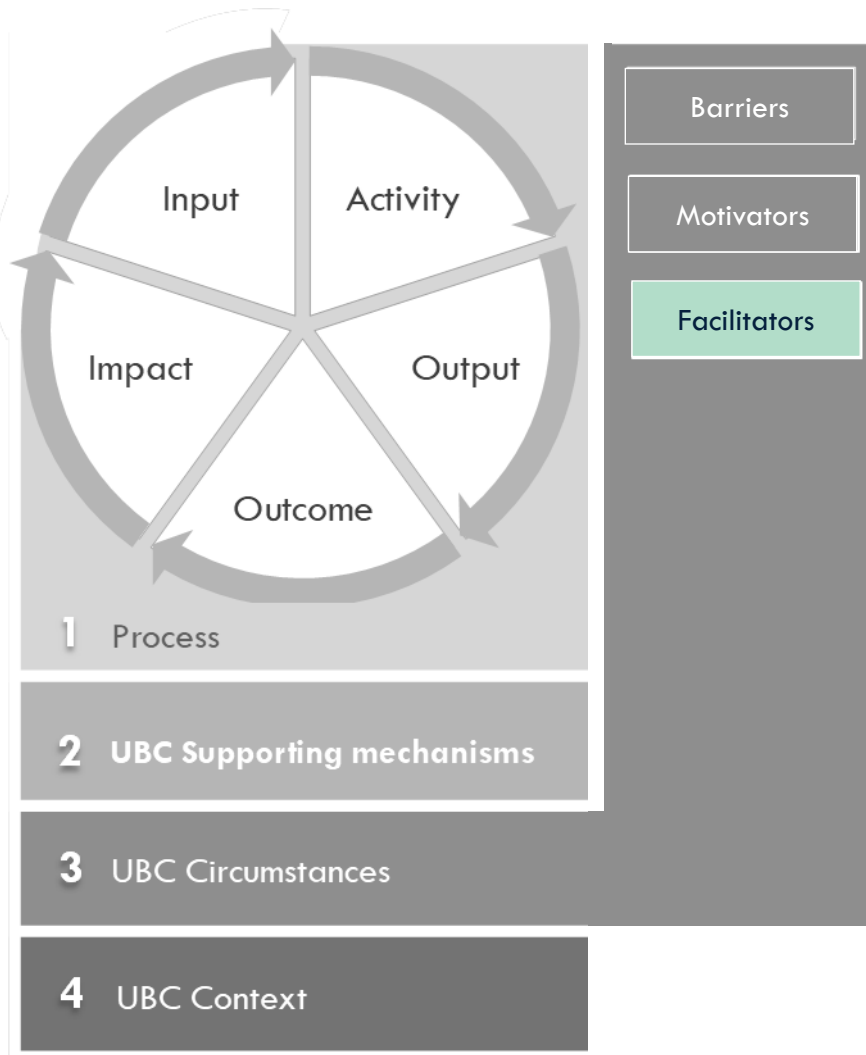
- OUI works with staff & students to apply their expertise and research. Provides mentoring & consulting support for university community.
- OUI's work encompasses 1) launching innovative ideas, 2) investing in new ventures, and 3) providing consulting services.
- Is responding to demand for innovation support from the SSH community and is developing products to support academics looking to create greater impact from their ideas.

Barriers: lack of awareness about the importance of valorisation; lack of funding for non-tech outputs - most of the SSH initiatives are service-based & investors tend to think their scalability potential is limited.

Supporting mechanisms: Research Excellence Framework (REF) has been a stimulus for getting academics involved and interested in valorisation initiatives, because it gave them additional incentives to embark on these initiatives to get more resources from the university.



UBC Ecosystem Framework



Facilitators

Drivers are one of those factors that facilitate the academic or the HEI to engage in UBC.

Two groups of UBC drivers

Resulting from an analysis of the results, drivers can be categorised in the following groups:

- I. Motivators
- II. Facilitators

University Management

Existence of mutual trust **8.3**

Existence of a shared goal **8.2**

Existence of funding to undertake the cooperation **8.0**

Academics

Existence of mutual trust **8.0**

Existence of a shared goal **7.9**

Existence of funding to undertake the cooperation **7.8**

Business

Existence of mutual trust **8.0**

Existence of a shared goal **7.9**

Existence of mutual commitment **7.8**

Facilitators of external engagement

Scale: 1 = "Not at all relevant" to 10 = "Extremely relevant"

Case Study - Linköping University



Having a culture conducive to engagement is important

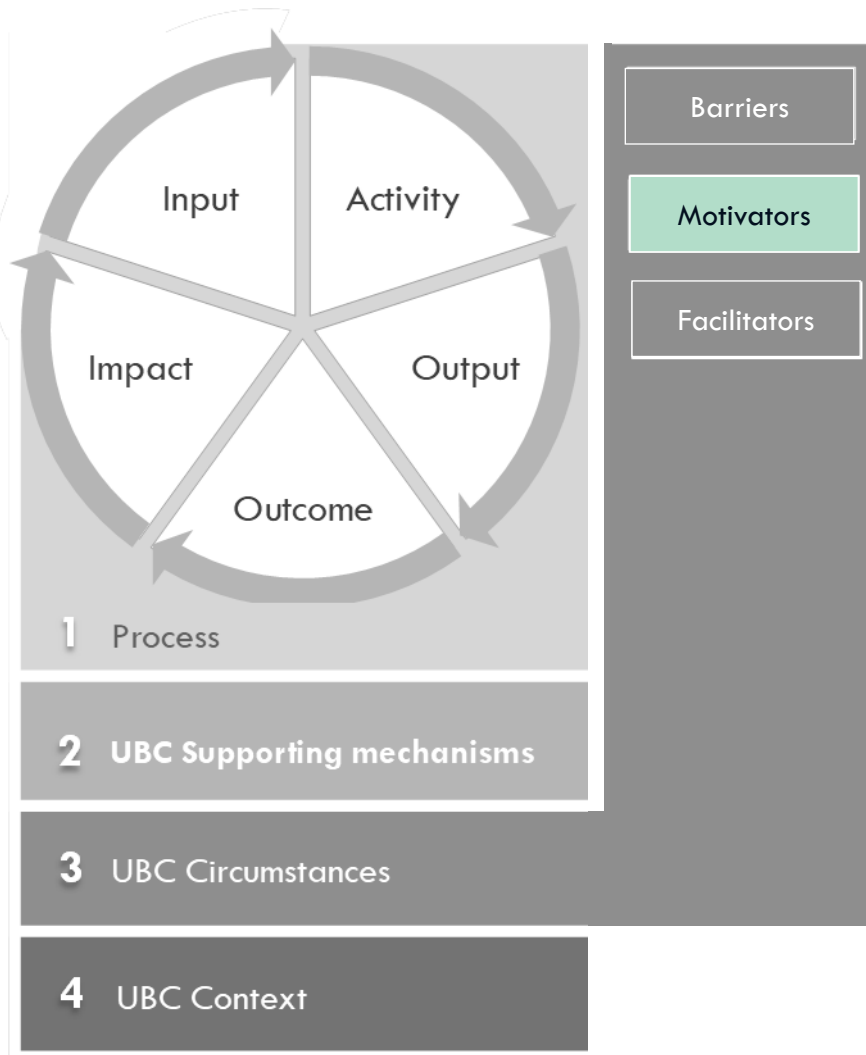
- Linköping University has had a culture of co-operation for some time.
- The university was founded out of a need for an educated workforce in the region, and from early on the university was engaged with the actors surrounding it.
- Government policies around engagement in Sweden ensure the university fosters a culture of engagement.
- Research, education and valorization are three pillars under which the university conducts its activities.
- The Strategic Collaborations Offices undertake innovation activities to use and manage the knowledge outputs that are produced.

Barriers: Cultural barriers, such as different expectations in terms of timelines; finding resources to co-fund both university and external partner; getting staff to collaborate with one another first, which is crucial before external engagement can occur.

Support mechanisms: a well-developed stakeholder management system; working through intermediaries allows for improved communication; working across disciplines because societal challenges require an interdisciplinary approach.

04. Motivators for collaboration with external partners

UBC Ecosystem Framework



Motivators

Drivers are one of those factors that facilitate the academic or the HEI to engage in UBC.

Two groups of UBC drivers

Resulting from an analysis of the results, drivers can be categorised in the following groups:

- I. Motivators
- II. Facilitators

University Management

To obtain funding / financial resources

8.1

To improve graduate employability

8.1

To use the university's research in practice

8.0

Academics

Gain new insights for research

7.8

Use my research in practice

7.7

Address societal challenges and issues

7.1

External Partners

Get access to new technologies and knowledge

7.6

Improve our innovation capacity

7.6

Access new discoveries at an early stage

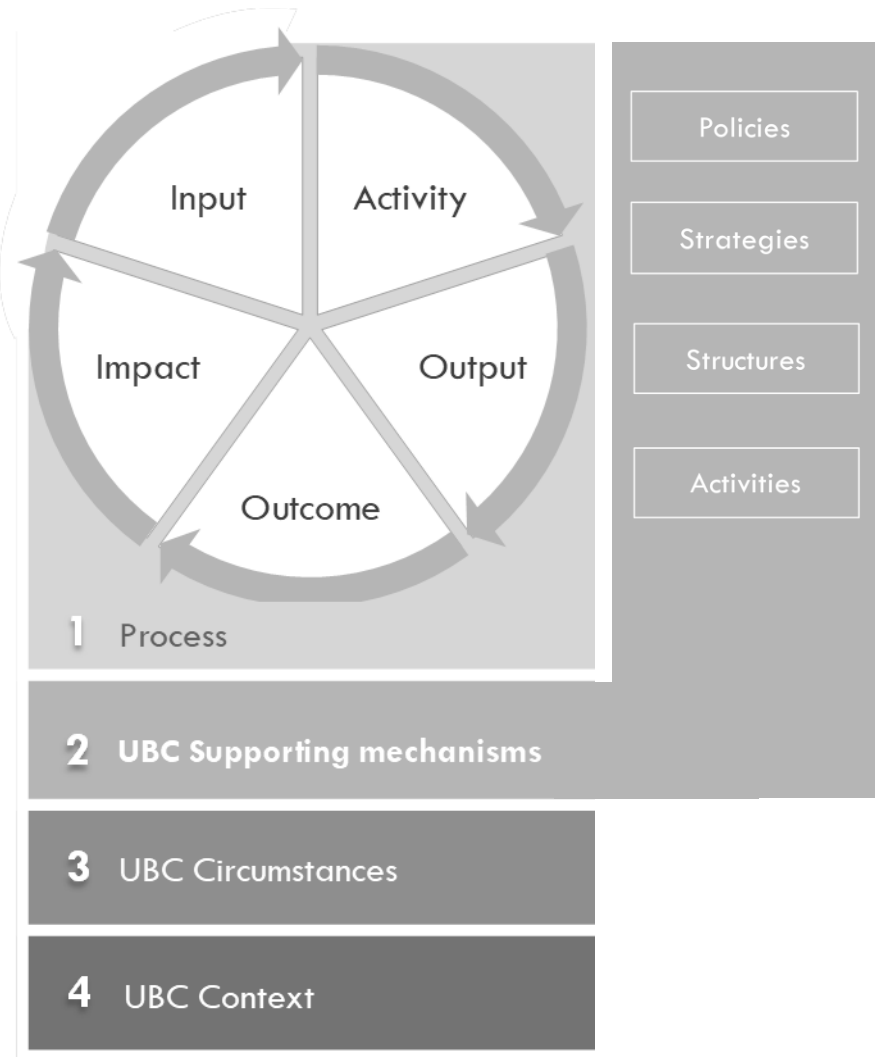
7.1

Motivators of external engagement

Scale: 1 = "Not at all relevant" to 10 = "Extremely relevant"

05. Supporting collaboration in SSH

UBC Ecosystem Framework



Supporting Mechanisms

Supporting Mechanisms are those elements that support academics or the HEIs to engage in UBC.

Three types of supporting mechanisms

Supporting mechanisms can be characterized as

- I. Policies
- II. Strategies:
 - a. Documented paper strategies
 - b. Implementation and motivation strategies
- III. Structures & Approaches
 - a. Role based approaches
 - b. UBC agencies
- IV. Activities

Key supporting mechanisms

Policies		Regional innovation policies	IP rights legislation for academic research discovery
		Policies positively supporting research collaboration between university and business	Public seed capital supporting collaboration initiatives
Strategies		Resources to support collaboration	Board member or vice rector <u>positions</u> for collaboration
		The reduction of teaching time for undertaking collaboration with business	The provision of <u>incentives</u> and recognition for academics to engage in collaboration
Structures		Personnel to support collaboration	<u>Adjunct positions</u> for business people
		Knowledge transfer and cooperation <u>agencies</u> dedicated to collaboration	Science / Technology Park <u>precincts</u> Co-working <u>spaces</u> accessible by externals
Activities		Networks dedicated to valorisation/collaboration (e.g. entrepreneurship network)	<u>Information sessions</u> and forums about collaboration
		<u>Entrepreneurship and commercialisation courses</u> offered to academics	Collaboration <u>activities</u> facilitating student interaction with external organisations

Münster University of Applied Sciences

Münster, Germany



FH MÜNSTER

Münster University of Applied Sciences provides academics that acquire industry funding with:

- 1. A 10% top-up on any funding acquired**
- 2. Additional office space**
- 3. Reduction in teaching hours and publication requirements**
- 4. Part of performance assessment for promotion**

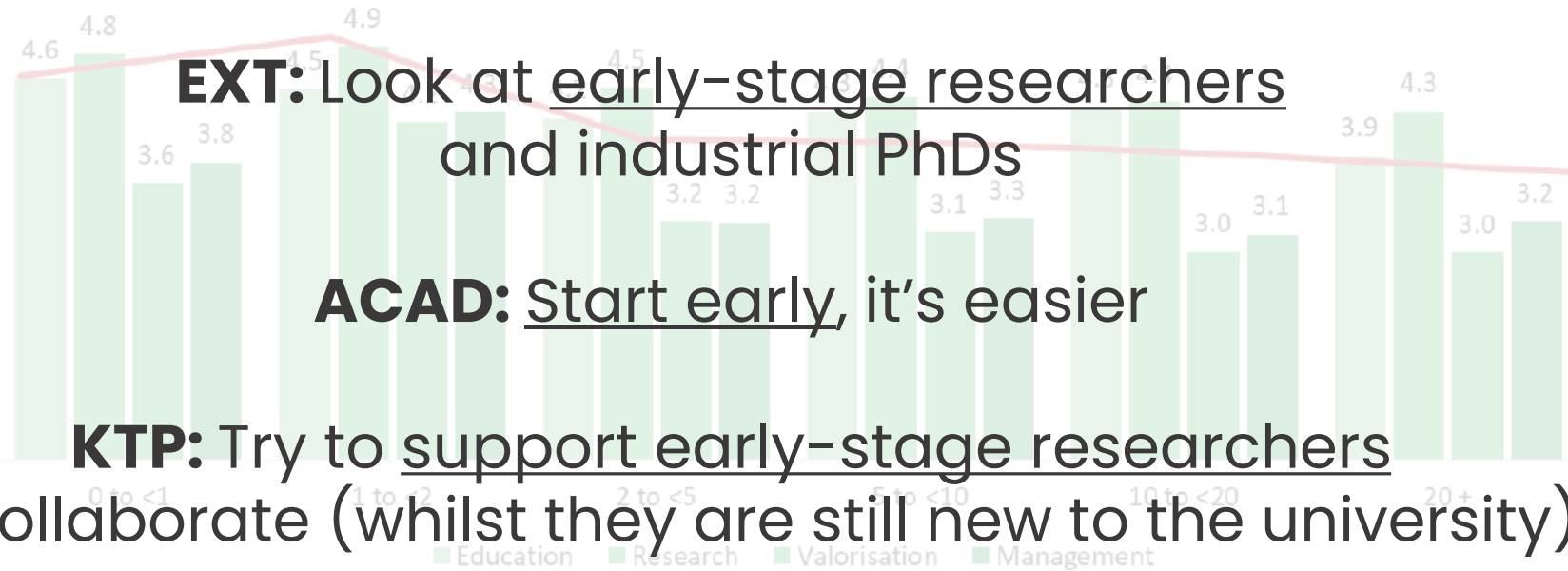
06. Characteristics of academics that cooperate

YEARS WORKING in HEI vs. AMOUNT OF COOPERATION

The 'university influence'? – **THE 'UNIVERSITY EFFECT'?**

Years working at the HEI negatively impacts academics cooperation with business

1 = "Not at all" to 10 = "To a large extent" ...



EXT: Look at early-stage researchers and industrial PhDs

ACAD: Start early, it's easier

KTP: Try to support early-stage researchers to collaborate (whilst they are still new to the university)

YEARS WORKING IN INDUSTRY vs. AMOUNT OF COOPERATION

1 = "Not at all" to 10 = "To a large extent" ...

The 'understanding effect'? – The greater the number of years that an

“THE UNDERSTANDING EFFECT”

The longer an academic has worked in industry, the more they collaborate (even just 6 months)



ACAD: Work in industry / externally for at least 6 months before commencing your academic career

EXT & KTP: Seek out academics who have worked in industry for a period of time

YEARS WORKING IN COOPERATION vs. AMOUNT OF COOPERATION

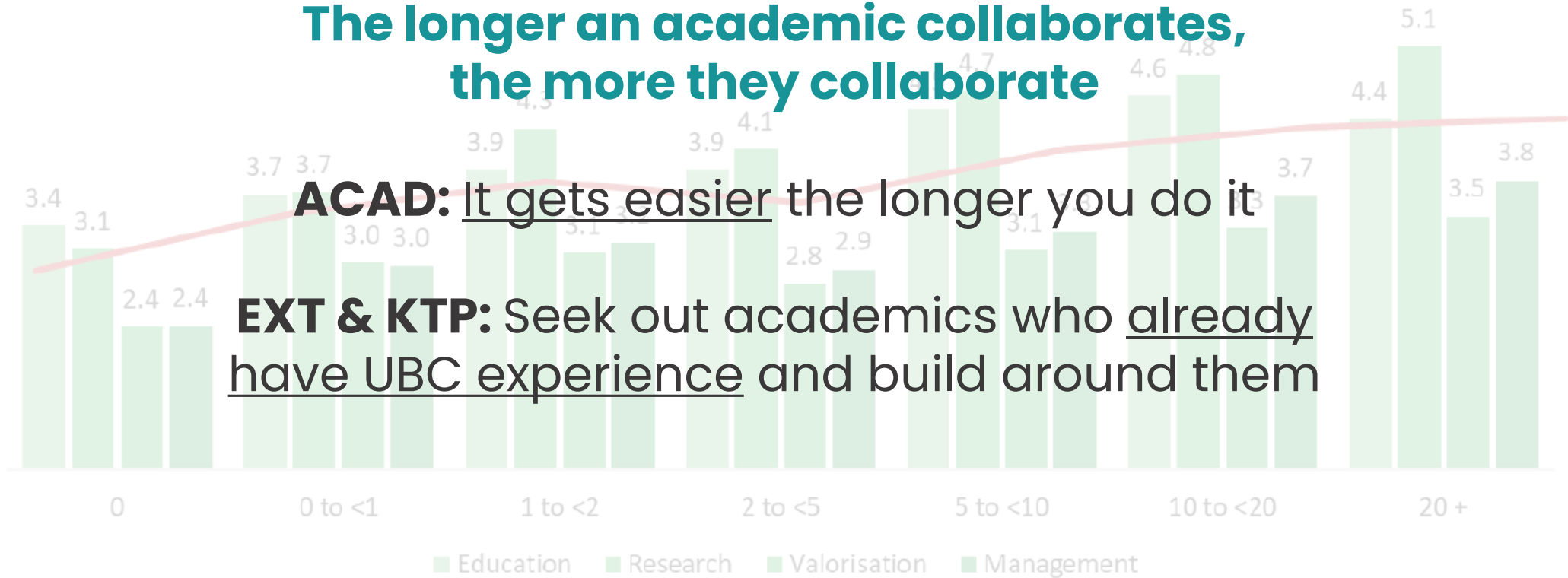
The 'experience multiplier? – The greater the number of years that an academic cooperates with business the more cooperation they undertake

“THE EXPERIENCE MULTIPLIER”?
The longer an academic collaborates,
the more they collaborate

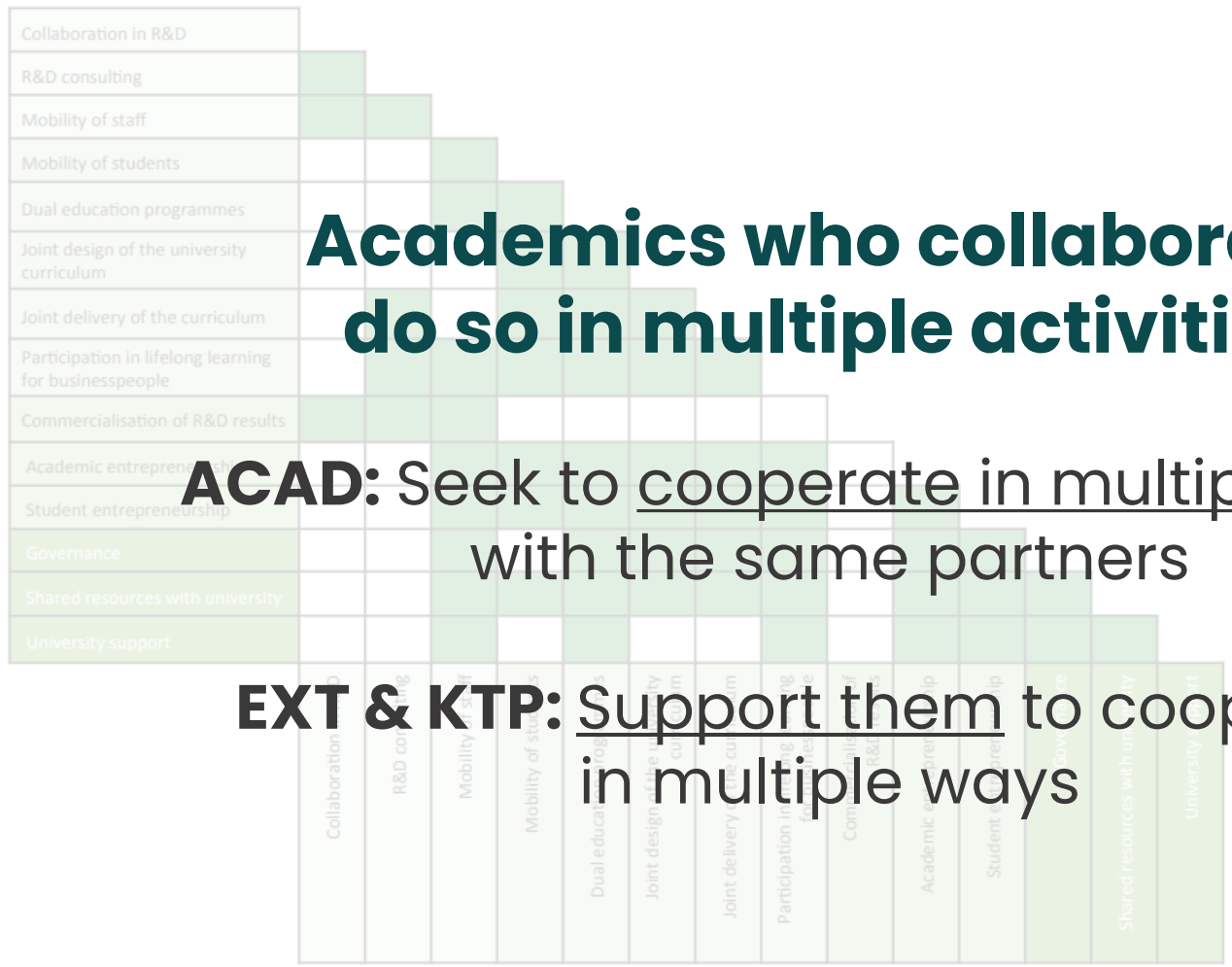
ACAD: It gets easier the longer you do it

EXT & KTP: Seek out academics who already have UBC experience and build around them

1 = "Not at all" to 10 = "To a large extent" ...



COOPERATING ACADEMICS | DIFFERENT TYPES OF COOPERATION



Academics who collaborate, do so in multiple activities

ACAD: Seek to cooperate in multiple ways with the same partners

EXT & KTP: Support them to cooperate in multiple ways

N.B. Correlations indicated in green

DESIRE TO CONTINUE COLLABORATING

Future intentions

Cooperating academics overwhelmingly want to maintain or increase cooperation with externals



ACAD: Once you start, the benefits become more obvious and accessible

EXT & KTP: Build around those academics who already undertake collaboration and engage them as champions

POTENTIAL COLLABORATORS

PhD students are presently underutilised

ACAD: Seek to connect externally at the start of your PhD process

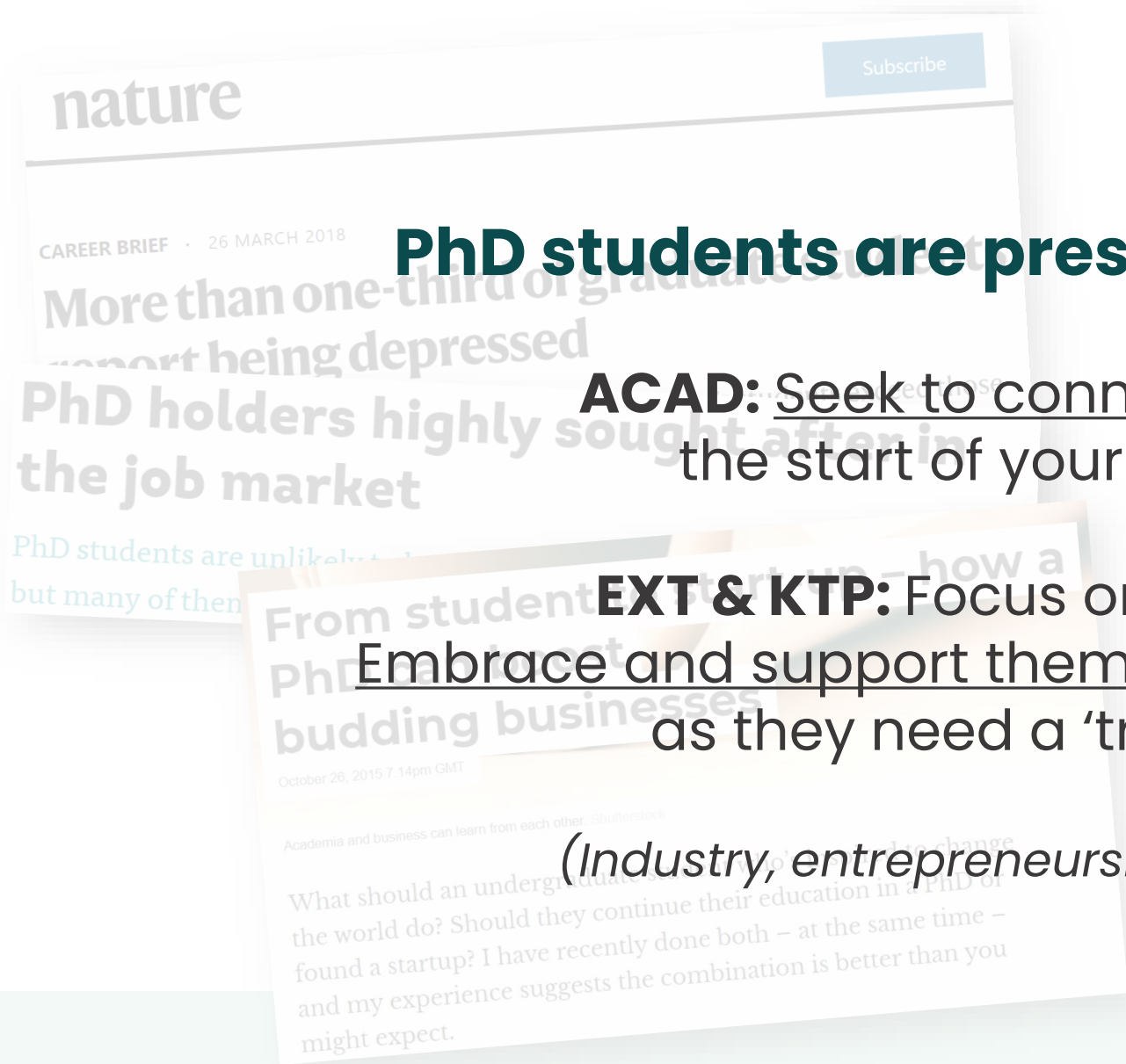
EXT & KTP: Focus on PhD students? Embrace and support them and get them engaged as they need a 'tribe' or 'home'

(Industry, entrepreneurship or societal PhDs)

"One thing many PhD students have in common is dissatisfaction. Some describe their work as "slave labour".

"There is an oversupply of PhDs. Although a doctorate is designed as training for a job in academia, the number of PhD positions is unrelated to the number of job openings. Meanwhile, business leaders complain about shortages of high-level skills, suggesting PhDs are not teaching the right things. Some even compare research doctorates to Ponzi or pyramid schemes."

- The Economist



more than
half
initiate their
own cooperation
with business

62%
cooperate with
more than
2 businesses

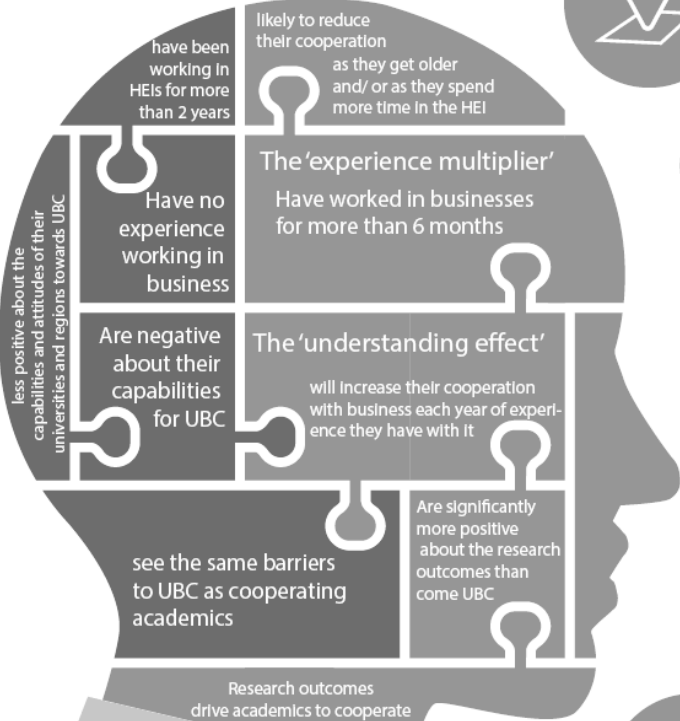
■ Cooperating academics
■ Non-cooperating academics



Most cooperate with business in their
region or nation



59%
cooperate in more
than 1 activity



98% plan to maintain
or increase their cooperation



cooperating academics are also highly likely to **recommend** research cooperation to their academic colleagues (but not in education)

PROFILE OF THE "ACADEMIC COLLABORATOR"

- Start early, it's easier
- It gets easier the longer you do it
- Once you start, the benefits become more obvious and accessible
- Seek to cooperate in multiple ways with the same partners

It is all about collaboration

Transactions are short-term, relationships are there to stay

Mutual expectations | Insights from universities & external partners

When entering relationships

- Start on common ground
- Transparency on goals/ interests
- Clear articulation of what each party wants to achieve
- Take time to understand the other party's objectives
- Jointly agree upon objectives and success measures
- Invest time into exploring and finding shared priorities to work on

When collaborating

- Focus on a few topics instead of trying to cooperate on everything
- Honest evaluation along the process
- Scheduled and structured quarterly business review
- Account management/key account model needs to work on both sides
- Open and transparent communication

Strive towards mutual benefit!

'THANK YOU!'

– Any comments or questions?