



**University-Enterprise Cooperation**  
**BUILDING ON NEW CHALLENGES FROM PAST EXPERIENCES**  
**Setting the scene**  
**Key issues from a Socrates Project**

**Accompanying Measure project N°130023 -AM-06-EMC**

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# The project

## ✦ Report

- Working Document for conference
- Will lead to a final dissemination report
  - ✦ Based on comments & discussions (conference)

## ✦ My presentation

- Key issues for debate – Main survey
- Some highlights – Specific survey UETPs
- Not focusing on detailed statistics of the report

# ESMU

- ◆ European Centre Strategic Management of Universities
  - 1986
  - Aims – Promoting professionalisation of University management
    - Networks (HUMANE, DEAN)
    - Projects & Benchmarking exercises
    - Conferences, seminars
    - Training programmes (Winter School)
  - Target groups - University leadership (heads of administration, deans, decision-makers – other levels)

## ESMU (2)

- ✦ Since 1987 – Involvement in shaping and implementing education & training programmes (EU level)
  - Technical Assistance
    - ✦ COMETT programme – university-enterprise cooperation
    - ✦ SOCRATES, LEONARDO and YOUTH programmes (with ACA)
      - As Advisory on policy issues (individual ESMU experts/members) – close links (DGEAC)
      - TEMPUS programme

# Projects' partners

- ✦ Project - run by DAAD (German Academic Exchange Service)

- Consortium
  - ✦ ESMU
  - ✦ Nine National Socrates Agencies
  - ✦ A number of European experts

- ✦ Project's aims

- Analyze the place UEC in E & T policies
- Assess - universities integrating UEC in strategic developments & activities
- Formulate recommendations (further stimulation UEC)

# Why ? The EU context

- Major progress in the last twenty years; still a lot to do!
- European Union - most dynamic knowledge-based economy
  - Lisbon Agenda, Bologna Process, Hampton Court Council
  - Recent EC communications
    - "The role of universities in the Europe of Knowledge" (2003)
    - "Mobilizing the brainpower of Europe : enabling universities to make their full contribution to the Lisbon Strategy" (2005)
    - "Delivering on the modernization agenda for universities : education, research and innovation (2006)
    - "Improving KT between research institutions & industry across Europe : embracing open innovation - Implementing the Lisbon Agenda" (2007)
  - Lifelong Learning Programme 2007-2013 (Erasmus strand) - specific line (UEC projects)

# Universities urged to take the lead

- ✦ For sustainable partnerships with enterprises
- ✦ Requires modernisation
  - Governance
  - Mode of operation
    - ✦ Employability issue – relevance to labour market
    - ✦ Lifelong Learning agenda
    - ✦ Commercialisation of research results
    - ✦ Entrepreneurial spirit

# Our project's approach

## ◆ Online survey

- End of January - early April 2007
- Snapshot UEC - Key areas for particular attention and future actions
- Various types UEC activities
- Assessment made of progress

## ◆ Eleven institutions selected - case studies

## ◆ Conference – Bonn

## ◆ Recommendations

# Types of “actors” – Online survey

- ✦ Three types of actors
  - ***Socrates & Leonardo projects*** (UEC)
  - ***Universities*** active in UEC + via networks (ESMU-DEAN & ESMU-HUMANE, ECIU, LERU)
  - ***Former “UETPs”*** (i.e. “University-Enterprise Training Partnerships” ; EU COMETT programme, 1987-1995)

✦ 3 500 organisations/projects contacted

- 403 responses (11.5 %) - 34 countries
  - ✦ 360 universities (including 37 UETPs) - 91 %
  - ✦ 19 from E & T org. (13 “separate” UETPs; 6 other structures)
  - ✦ 30 responses - MoE, social partners & enterprises

# Types of “actors” – Online survey

## • Responding universities

- Comprehensive Research Univ. (31.8 %); Comprehensive professional Univ. (33 %); Specialised research Univ. (13.6 %)
- 80 % publicly-funded HEIs
- 1/3 small size (< 5 000 students); 1/3 (5 000 to 20 000 students)
- Staff with administrative function (41 %); decision-making position (29 %); 2/3 of the respondents (central level)

# The results – Perceptions

- ◆ UEC perceived as **key area** to develop further (80 %)
  
- ◆ Perceived **increase** felt in following activities :
  - European student placement & European placement of graduates
  - Mobility at national level
  - Training needs'analysis; Analysis of skills deficit
  - Training activities
  - Transfer of innovation
  - R&D
  - Curriculum design
  - Guidance
  - Student integration in labour market
  
- ◆ Main survey vs. UETP survey – some variations (stronger focus on R&D, placements, training analysis, skills deficit, innovation)

# The results – Perceptions

- ◆ UEC - **positive impact** on universities
  - Improve university management
  - Improve entrepreneurial behaviours
  - Increase international attractiveness
  - Support dvpt of specialized programmes
  - Support the dvpt CE programmes
  - Stimulate KT
  - Enable Joint research
  - Promote innovative culture
  - Main survey vs. UETP survey (variations)
- ◆ **University-Enterprise strategy** vs. activities (2/3)
- ◆ UEC - impact on **professionalisation**
- ◆ 29 % perceive **lack of resources in universities**

# Survey findings (1)

## ◆ UEC - *all levels*

- Regional, national, European & international levels
- 78 % - European dimension as key in institutional strategy

## ◆ *Areas of cooperation*

- ***Student mobility (industrial placements)*** key in UEC (overall strategy - employability)
- Increase ***staff mobility*** - improve mutual understanding

## Survey findings (2)

### ✦ **Strategy & activities**

- Need for **structures & adequate platforms**
  - ✦ on-going dialogue
  - ✦ better understanding
  - ✦ Development of knowledge/innovative regions with clear strategies involving all stakeholders.
- **University-Enterprise strategy** - not translated into strategic plans, objectives, financial and human resource policies
- Many **activities** (joint training, CD, mobility, R&D, KT) – Taking place - various levels/units
- Need further **professionalisation** HE mgt/UEC (i.e. IP mgt, staff management, customizing services)

# Survey findings (3)

## **Obstacles**

- ***Lack of trust***
  - Different objectives
  - Different timetables
  - Different expectations
- **Others ?**



## Survey findings (4)

### ✦ ***Critical success factors***

- Universities - ***responsive*** to their ***external environment***
  - ✦ Transferring knowledge to society through education and training
  - ✦ Transferring research and innovation
- Involving stakeholders in university governance
- Training administrative & academic staff
- Combining individual initiatives of academics with institutional strategic approaches
- Working top down and bottom up

# To conclude

- ◆ ***Recommendations*** for HEIs & European Commission
  - Further progress with UEC to enhance Europe's competitiveness & contribute to EU policy and activities in this area
  - Based on findings online survey, the case studies and the discussions between all stakeholders at the European Conference in Bonn on 18-19 June 2007

# Recommendations – Focus



## **Sharing good practices - Networks of exchanges**

- Reforming the curriculum (employability, entrepreneurship)
- Strategic dimension to industrial placements
- Increasing KT
- Strategic dimension - Lifelong learning



## **Identifying critical success factors**



## **Individual initiatives embedded in strategic partnerships**



## **Focus - leadership and professionalisation**

- Professional career services, interface structures/liaison offices
- Managing the curriculum (customisation)
- Efficient management student mobility and industrial placements
- Commercializing research results; IP, spin-offs
- Project/partnership management; HRM; managing seed capital

# Recommendations – Previous work

- ◆ Innovative universities - Burton Clark's book "Creating entrepreneurial universities" (1998)
  - Governance and management to interact with their environment
  - Key features
    - ◆ (1) Strong academic & administrative leadership - all levels
    - ◆ (2) mechanisms for collaboration with external partners around core areas
    - ◆ (3) Priority to high academic quality in all activities
    - ◆ (4) Diversified funding base
- ◆ Major project OECD-IMHE "Supporting the contribution of Higher Education Institutions to regional development" (2006-2007)
  - Regional capacity building and strategic approaches
  - Stimulate dialogue between stakeholders
  - Strengthen regional innovation & economic growth

# Recommendations – Previous work

## ✦ ESMU

- Report (1996) and a handbook (1997) on UEC (TEMPUS TOP reports in TEMPUS PHARE countries)
- In cooperation UNESCO-IIEP : Examples of good practices compiled in several UNESCO-IIEP publications

## ✦ In 2005 - New study on University-Enterprise cooperation in TEMPUS partner countries

- DGEAC/European Training Foundation
- Results of this Study - Conference in Amman, April 2006

# Final Dissemination Report

- ◆ Recommendations
- ◆ Promoting UEC in LLL and other complementary policy and programme initiatives

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***Thank you.***