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Summary Group work I

1. Who are the most important non-university collaboration partners?

- In the partnerships there is a strong focus on research. For this the most important partners are national agencies, state institutes and national research institutes e.g. Max Planck Society. These collaborations often have also an international dimension.
- A second group is defined by collaborations with public institutions like schools, hospitals and other health care institutions or museums. In this group there are often local or regional institutions as partners, the municipality or the government. This kind of collaboration is characterized by a strong regional focus.
- A third variety of collaboration is defined by singular professors or scientists who are asked as consultants or members of expert groups by the government.
- The fourth group of partners are companies and industry. There are important partners for certain disciplines or universities, but in general they are of minor relevance for collaboration.
- The relevance of the partners listed above are very dependent on the university, their disciplines, the specific local surrounding (e.g. existence of big industries, raw materials, agriculture etc.), the kind of study programs and the activities and interests of the researchers. Most of the “applied” projects have a basis in research activities and/or in study programs. As a matter of fact, the research interests have the strongest influence on the definition of the kind and intensity of collaboration.
- Beside the project based or institutionalized cooperation with established partners most universities offer science parks or science labs as a space, where new initiatives or potential partners find resources to meet, to exchange ideas or start projects. The support for new companies (start ups), who emerge from the universities in order to bring new ideas from science to the market has become an important element for knowledge transfer and a general collaboration between university and society.
- There was an agreement in the group, that graduated students are the most relevant carrier for the skill- and knowledge-transfer from universities into society. The collaboration with alumni as “ambassadors of universities”

within companies and industries, who act as an employer, are of high relevance. Many universities invite alumni in the QM-processes in order to learn, how the study-programs could be improved. They are also integrated in the activities, to help graduated students in finding their first job positions.

2. How does your institution collaborate with industry, NGO:s and public organisations?

- There is a large variation in the way HEIs across Europe collaborate with outside partners.
- It happens not only in research (maybe the prime focus of our workshop in Uppsala) but also in other domains: education (research out programs with schools) and in what some called our 3d mission
- Collaboration maybe started in the context of knowledge transfer (aimed at technological innovation; IP patents etc) but increasingly our collaboration is aimed at solving societal issues (from de Grand Societal Challenges to very societal challenges in very local communities).
- Increasingly we see the city as collaboration partner. Often gets the shape of living labs. Very interesting!
- It requires leadership to stimulate institutions to collaborate. Increasingly we see that in executive boards of universities non-academic leadership is chosen. Isnt always a success.
- Importance of students as a means to collaborate with partners. Interesting examples like student-incubators or programs aimed at community service / community engagement.

3. Which strategies and goals does your institution have for collaboration activities?

- In many of our universities the strategies seem to express in a way or another attempts to solve the problems of future society. Emphasis on life sciences, ecology, sustainability, human rights and equality were given as examples. In those areas the collaboration has also typically been seen as a mean to achieve the goals.
- When implementing this kind of strategies we make science and art equally accessible to all in the society.
- Universities strategies claim: we achieve concrete solutions to future challenges.
- As a more traditional and "realistic" goal fund raising was also mentioned. But we ended up agreeing, that leaving academia and being somehow helpful to society comes first, and better economy comes afterwards, as a result of that.
- Collaboration is not only happening when carrying out our third mission activities. In education we can get better employment to our graduating students by using collaboration. That goes to all levels: bachelor, master and doctoral level.

- HEI's can offer space or platform for open discussions between different actors/agents of society. It's was said that universities should be active in those debates themselves, too.
- Collaboration can make it possible to have clashes and collisions in a positive sense.
- Making institutions brand stronger was also seen as a goal for collaboration.
- Finally, we were listing features that HEI's have that would be useful in collaboration (something that other agents in industry would possibly not have):
 - Universities are not competitors to business
 - Universities do basic research
 - We educate and are specialists in how to educate - that can be useful skills in co-operation, too
 - Mentoring: if there's a good mentoring relationship between a professional (alumni) and a student, they both can learn from each other. Students may have the latest knowledge in the field and methods, whereas the professional can help him/her with the experience he/she has.

4. Has your collaborative effort had an impact? How do you measure it?

- Communication (e.g. focus groups)
- Description (in detail), can perhaps evolve to measurable goals
- Sharing (e.g. rewards and celebration)
- Storytelling

5. What does the organisation for collaboration activities at your institution look like?

- One result from the discussions was that collaborative activities depend on the scientific field people are working in. Within Science for example there is traditionally quite a lot collaboration with related industries whereas collaborative partners are more difficult to define in e.g. humanities. There are also different cultures regarding the different disciplines. Researchers within e.g. humanities often work with monographs which may be a more isolated activity than doing experiments in e.g. Science that are described in a scientific paper afterwards.
- How to organise support for collaborative activities is also a matter of university strategy. Some may think that collaboration is not the task of a higher education institution. Students may be important drivers for collaborative activities.
- We discussed the professors' responsibilities as role models for other researchers and students. If they are not willing to collaborate, this unwillingness easily can spread within the organisation.

- We talked about physical places that support collaboration and ended up by stating that collaboration is all about relations and that support should be organised in order to give weight to these relations.
- Some universities have so called Research support offices (Utrecht, Helsinki,...) that support researchers even when it comes to collaboration. However, in the cases we discussed, there existed no concrete strategy for this support.
- Support functions for collaborative activities are often decentralised but one university (Radboud) had also a unit for innovation on university level with a mission to find crosscutting research topics and supporting innovation.
- Legislation can sometimes be a problem for collaboration.