Mobilizing higher education institutions in smart specialization

Denis Crowley – DG EAC
We have at this meeting regions who performed well, but also regions who are here to learn. **Universities had not been so much involved in RIS3s preparation so far.**

Kevin Morgan – University of Cardiff
Extremely important **to have perspectives from 5 DGs of EC about this topic plus JRC Seville, OECD** – we can calibrate different views at institutional levels and the regions themselves.

John Goddard - Newcastle University
The issue is about connecting university to regional growth.
High education and research community where aside the regional development and the innovation community.
Smart spec assessed how HEIs are critical for the success of **regional development based on innovation**
- Role and purpose of higher education in a contemporary society
- HEIS are the main source of knowledge in aging regions
- **Lagging regions are institutional thin (missing actors and links between)**
- Implementation of RIS3 is not about focusing on spending EU, is about producing knowledge, changing the inter-institutional capacity within quadruple helix, integration of different policy areas
- Modernization of HEIs means
  o Enhancing relevance towards a society of learning and teaching
  o Becoming strong regional innovators
  o Providing that education and research are mutually reinforcing

Strategic Agenda for HEIs and Research 2015-2025
Innovation ecosystem perspective - the collaborative networks
The generative & developmental role of the universities in the regions: generate knowledge > get capacity in the industry to absorb that knowledge > be collaborative > demonstrate leadership
Opportunity to the feature: societal challenges/open innovation and quadruple helix
Civic/Engaged university – connected region
Regions as a living lab
Challenge driven university (Case study Nesta – experimentation in a challenge driven university or EUSKampus - University Basque Country) – in the end regional innovation requires institutional change in the regions and university both

Adrian Healy, Coordinator of FP7 SmartSpec
Junker Commission agenda for growth renewal
Innovation is critical for economic growth
Smart specialization and the role of research and innovation strategies
Building on the past:
- Building on existing potential and strengths
- Strengthening the competitive advantage
- Stimulating innovation

- Connecting and engaging with external expertise and engaging with that

Involves focus investment:
- Through prioritization of RD fields
- Stimulating discovery and search process

The spatial development
- Disconnected university
- The asymmetric universities (the real cathedrals)
- The emergence of new scale of activity and learning (a reversal and traditional model) – **twinning between universities to build their capacity**

Raises questions as to what we mean by innovation

Role of universities:
- Focus on research and commercial (move from one point to another)
- Influencing innovation spaces
- Shaping agendas (as safe spaces of conversations)
- Strongly involved in designing RIS3 (offering data, indicating priorities) – **what they can do for the region?**
- Less emphasis on attracting talents, skills development
- Act as integrators – realizing policy synergies in practice
- **Translational and transformative role only gradually emerging (entrepreneurial and innovative universities)**
- Challenges of the regions with lower GDP and weaker innovation performance:
  o Political and policy instability – university can be stabilizing factor
  o Limited and fragmented support structures lacking common objectives
  o Collaboration hurdles between companies, universities and public authorities
- In the complexity of the EDP process, university starts to bring together the different actors at different levels and engage the debate

Opening the black box of the university:
- Shaping actions of other universities
- Shaping the agenda of external actors
- Acting as leaders and connectors within regions and across regions

Ask: **How the university can contribute to the region? To the innovative ecosystem?**

John Edwards DG JRC IPTS
Role of the universities in designing RIS3 – Experience with HEIs in RIS Platform

Example of Catalonia and ACUP

Varied university sector – 8 public universities (1 on-line)
RIS3 Cat Communities = established as an instrument to roll-out the EDP process
Conceptual framework: 3 calls, 15 communities, 7 RIS3 priority areas – financed by the governmental system
Methodology: in-depth interviews with university managers, more active participation,
Trade-off between strategy of the university as institution and as research careers –
Campus sectorials Girona – introduces **knowledge brokers** from the HES to business, doing the engagement and then the researchers that develop the theme.

RIS3 Cat Communities good instrument for resilient HEIs:
- RIS3 cat communities
- Forming the communities
- Flexible configuration

Conclusion:
- EDP – need flexible and adaptable instruments, include public actors
- HEIs are learning and adapting, career incentives are incompatible with territorial engagement
- Skills and training are largely excluded from the debate

Final session 1:
- **Avoid linear innovation** – knowledge brokers as intermediaries for academia, create translational models
- Do the EDP process involved non commercial stakeholders? **Academic don't see themselves as citizens of places.** You need people in intermediary position to facilitate the process. Majority of the time societal aspects are not included. RIS3 did not to felt necessary to include that. **We need knowledgeable knowledge brooker (very technical)**. We create positions without thinking what is going to be needed behind that.
- **We need new positions in the universities** (not academic and not entrepreneurship part). Dominant science and TT, business incubation function - global profession. How you bring a new profession?
- **Incentives – between individual and the career – what should be that incentives to make HEIs interested to contribute to the regional development?** Managing the institutions is a complex set of issues. To put someone in a different role is not enough. An access agenda, justice development model – more embedded and transversal. **A deeper intellectual understanding that it is necessary a profiling strategy in complex environment.**
- **How can a region can contribute to develop an university?** It links together with RD capacity.
- Often we speak about HEIs = HE System. Not all the HE are equal, we ask research teaching engagement, etc. **Catalonia = association of universities created a regional high educational system.** There is money there, they though how to use them, learn from each other. In many countries university education is a national system.

 Teaming and Twinning in Horizon 2020. Link with RIS3.

Peter Baur DG EAC

HEIs Project – wll be launched during the European Week of Regions and Cities 2016 (October) special event
Now it is under development the concept behind the project: what, who, how
What – a new EC project of the S3 Platform in cooperation with DGEAC
Aims
- Align human capital supply with S3 priorities (regional demand)
- Strengthen the contribution of HEIs to regional innovation systems

Pilot starts now for 12 months with a limited scope to produce a handbook on mobilizing HEIs toward S3

Why?
S3 still do not have sufficient understanding of human capital or how fully involve HEIs
Prioritized domains will not be sustainable without HR
Risk that ESI funds are not strategically spend in that areas
Lack of integration /synergies of policies between the knowledge triangle
Perspective of RIS3 in the context of Europe 2020 Strategy – full of examples of the
incapability of correlating skills and RD with RIS3 priorities

Connecting with Knowledge for growth, Lagging regions, Stairway to excellence, OpenEdu, EntreComp, UB Forum, Knowledge Alliances HEInnovate

How?
Global analysis of relationships between HEI, S3 and FESI
Action of research – what is happening in these regions
Dissemination to reach a wider audience

Conclusions Day 1

Ellen Hazelkorn – Head of Higher Education Authority in Ireland
How the RD structures combine and work together. The institutions are interstatic. There is a lot of development there. How the different policies are interacting together. We do not see art and humanity in these strategies…

There are lots of developments happening in the higher education itself. It is a tendency to look at regional development like something darkness…who defined the regions? They have ever been regions? The references in **the HEIs modernization document** is about how the higher education will change and contribute to the geopolitical scenario.

Richard Tuffs ERRIN
What is the role of the regions? What is the difference between the institutions and the people inside RIS3? **How do we embed S3 in the university and the region policy = Who invites who at dancing**? Every step it is going a new one. What are the reward systems? **Why should regions should go to universities and viceversa?**
Universities want publishing opportunities. S3 was very much driven with academic contribution. Every region is operating in a national context. See Scotland S3? No regional grouping of universities. **Quality of governance at regional level it is a key for success – see Vanguard initiative.** The political dimension of S3. Here it is a friendly environment. In the fireline should stay the politicians…with their agendas. We need to link S3 with what is going on around with innovation Horizon 2020, see open innovation in Netherlands…. Synergies – mid term review Horizon 2020.European Innovation Council debate…where is RIS3 in that?

Move from EDP to governance. Who should be doing internationalization? How do evaluate the success of S3? What would be the role of universities in that process? Governance, skills set, align from internationalization.

Today we reflect on the size of the challenge. How HE should be taken care with all these initiatives? From peacefull and traditional to active adult learning.

DAY 2

WG Governance
National regional, local, but deals also with organizational governance (degree of autonomy over increasing salary)

Power of the individuals
Metrics, what explain these metrics (governance matter)
Triangle of governance: the state, the market and academic oligarchy (more of the times to prisoned to the state, they are missing the market engagement (including societal challenges)
Difficulties when HEI want to get close to S3
- Bring together different disciplines
- Importance of choosing different career profile within HEI broker of knowledge
- **How can we use outside institutions to make change inside institutions** – ask the external partners what change they need? NESTA Innovation Agency University of Cardiff (bring the outside perspective and voices to get diversity and innovation) Incentives for academics versus disincentives.

WG changing HES landscape - John Goddard New Castle University

Euskampus Basque Country – regional campus for both University of Bordeau with the purpose to have Euro regional development of the Euro region; management and governance of RIS3, connect
- Project financed by Spanish governance
- Set-up something external to bring other influences
- **Change the collaboration between university and TT centers not based on client type relation but a new path on innovation (co leadership)**

Marta Finchievici JRC; the role of the social science and humanism in this; the role of creative sector

Mario Cervantes OECD STI Directorate – the matrix of the innovation agenda;
- There are different drives in regional development, which are not necessary converging

 Arno Merme Germany
- Assessing universities with entrepreneurs, case studies, annual conference university-industry interaction
- Not too much on-line – every project is saying that they will create something on-line

Peter Baur DG EAC

- Cities – HEIs relation with municipalities; difficult to disconnect; Katya Reppel poor message

Ellen Hazelkorn Higher Education in Ireland
- Irish National Strategy on regional clusters
- **Modernization Paper – the students are not anymore 18-22 they are adults coming to learn, OTHER TYPE OF NEEDS**

JRC has capacity to assess different stakeholders

- HES creating a community of practice on this topic
- Drivers - global, digital
- Institutional transformation projects towards transactional attitude
- External-internal catalyst
- Embedding
- Disciplinary differences (relations between different type of institutions)
- Diversity HEIs – different model
- Changing external environment
- Multi actors consultants and networks
- Platforms
- Actions learning around challenge common agenda
- Excellence global and local
- Not binary but with wide spectrum connected/not connected
- **Steering performance indicators**
- **Institutional self serving**
- Who shapes the public good
- Path dependency between modernization and going back to the initial mandate
  Excellent with a purpose!!!
- **Biggest asset of the university are their graduates!!!! They are the future citizens!!! How can I take back the benefits both from having international students in my region and bringing back the students original in the region who have studied outside. Looking for teaching and learning, open lab, Useful learning,**
- **Cities – shared vision**
- Foreward look review FPs ESF
- Foreword look (national agency to agency dialog plus civil society and business networks on different challenges to assess what is significant for them)
- **Many time the high level dialogue is just senior to senior not institution to institution**
- HEIs purpose - Set of tools to progress on action learning process
- Manage collaboration to avoid competition and develop educational pathways
- **Co-leadership/forced collaboration to receive the funding** move to educational planning
- **Demonstrate and making more evident the contribution of the university**
- **From self serving to responsible autonomy**
- HES Project will be quite focused to bring different people to the same table toward the process. There must be a sort of co - laboratory. From self serving to blending in the society – articulating benefits. Identification of benefits: students, incomes.

WG Disconnect between skills needed and career matrix to allow good people to entry to HES
Interdisciplinarity
Cross sectorial
Outward facing – networking
Parallel tracking combined portfolio
Embedded skills in the individual
Next generation
Transnational skills interfaces
Internationalization,
Teaching intensity (value of teaching functions and research functions)
More diverse funding sources (from businesses, cities, etc)
Career path incentives and rewards language we use to reframe the challenges
What about the skills for S3 of the other regional development actors? We discuss about the need of university to provide skills to entrepreneurs and citizens

If university want to become a knowledge hub they need a new set of skills (but which are connected to old matrix of career)

WG Internationalization

Role of HEI internationalization strategy - joint degree, cooperation programs, teaching, recruitment, etc
Brussels office of universities, the networks
Internationalization for S3 – it has EU focus; competitive advantage (how they compare themselves with other regions, too much internal, not international); absorbing knowledge from elsewere, Interreg project; Baltic area;
Two ships travelling in parallel paths: HR internationalization versus S3 internationalization
Higher education can contribute a lot on
-   quantitative proves about S3
-   knowledge production
-   lack of knowledge on S3 in HE in general (practitioners experience on S3)
-   skills development correlated with the S3 priority; who has the power to tell who does what? It is about governance (decision, choices versus university autonomy)
-   opportunity

HE is about the spatial skills there are necessary.

OECD perspective

HE role in S3 means also to look on the role of HE in the reform of structural funds

Patricia O'Relly member of Commissioner Navracsics Cabinet DG EDU
Politicians works for determined period. Education policy doesn't work in that cycle

DG EDU help people to showcase best practice, remind the economic driver sometime forgotten (saying to the PM this is important); Have that evidence and strong arguments to demonstrate and move on.

That tension between autonomy of HE and how they bring value to their regions can not be ignored.

We have to collect good arguments to sell this potential contribution to the politicians

Some successful HE don't recognize conventional ranking system.

Additional skills - value of teaching is very important to use it for the future policy

Gender theme….

Bringing the outside in – not only from businesses…delivering the graduated experts they need but also contributing to curricula design

Opportunities – link to ERASMUS, OECD

Conclusion John Edwards

Smart spec finishes in May but the new project Mobilyzing HES in pilot regions for S3

JRC to look for evidences,

Project will be launched in October

Results expected: deliverables can be changed depending on the progress – practical handbook for policy makers – how HE can be used for S3