EU Universities & RIS3

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Implementación de la Estrategia de Especialización Inteligente para la Investigación e Innovación en la Comunitat Valenciana (RIS3-CV) y participación de las universidades

27th June 2018
Ciudad Politécnica de la Innovación, Valencia

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I. – The Thinking Smart Project

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http://thinkingsmart.utad.pt/content/download-area
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II. – The Self-Assessment Tool

- Co-design workshop (Milano, 4-5 July 2017)
- Development of the draft version of the Toolkit
- Peer review workshops & Online webinars
- Development of the final version of the Toolkit

Source: Thinking Smart Description of the Action, 2015 – with adaptations, 2018

http://thinkingsmart.utad.pt/content/toolkit
Thanks for accepting to participate in this EU-wide survey. With your precious help, we will extend our database of (anonymous) respondents and formulate critical hypotheses on the current and prospective alignment of your own institution to the regional/national smart specialisation framework.

No personal data will be collected or stored during or after the compilation of this questionnaire and the feedback you will receive at the end of the survey is fully automated and will only be known by you.

You may hold on with the compilation at any time and recover the answers already inputted by selecting "Resume later" on the top right of the screen.

An important side note: this self-evaluation tool is still in beta version. Thus, we apologize in advance for any involuntary problem and cordially invite you to send your feedback to the following email address: info.thinkingsmart@utad.pt

Legal Notice. In case you decide to reply using the "Resume later" facility displayed on the top right menu we will temporarily store in our electronic archives (permanently located at www.spi.pt in Portugal) both the responses received so far and email address you will be using for the purpose of saving those responses for further revision. All the above personal data and information will be deleted after you have confirmed and uploaded the final version of your replies to this questionnaire. For any clarification regarding the above statement and to receive the confirmation of your individual rights according to the EU General Data Protection Regulation (GDPR) you can always send an email to info.thinkingsmart@utad.pt
II. – The Self-Assessment Tool

... and more ...
II. – The Self-Assessment Tool

Number of respondents (June 2018)

- Profile only: 35
- Full survey: 82

Profile only   Full survey
II. – The Self-Assessment Tool

→ A source of inspiration

How innovative is your higher education institution?

Being an entrepreneurial higher education institution depends upon individuals, and innovative ways of doing things. There is no ‘unique’ approach, but a variety of ways in which HEIs behave entrepreneurially, for example, in how they manage resources and build organisational capacity, involve external stakeholders into their leadership and governance, create and nurture synergies between teaching, research and their societal engagement, as well as knowledge exchange. This also includes recognition...
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Your assessment

Thanks for accepting to participate in our HEI benchmarking exercise. The following text has been automatically generated and will never be shared with anyone. If you want to see how your HEI performance compares with the other respondents, you can download your answers and results in pdf.

Your Institution of affiliation is a University and your personal Role/Position therein is Researcher.

Your Institution has its seat in the region.

Your Institution is Public.

Your Academic staff (teaching & research) FTE counts Over 500 FTE.

Your Admin & Tech staff counts 1251-2500 FTE.

The number of bachelor students in your Institution is Over 25000.

The number of graduate students in your Institution is Over 25000.

The number of doctorate students in your Institution is 501-1000.

The number of international students in your Institution is Over 1000.

By responding to this survey, you have provided information on a specific research domain that matches the priorities of Regional/National Smart Specialisation. Based on your responses we have defined the following profile for your Institution.

Your Institution is quite active in the collection of public and/or non public grants, possibly including from the regional/national levels. Nevertheless, we recommend undertaking a more holistic approach to smart specialisation as a strategic change factor.
Also because you may expect to be more and more engaged in the S3 governance system over the years to come. If you would like to learn more on how well other European HEIs have done in the recent past, you may visit other sections (thinkingsmart.utad.pt/good-practices) of this website.

**GROWING INTEGRATION**

We detect some degree of ongoing adaptation in the strategic behaviour of the HEI while the HEI has always played a Passive / Taker role wrt to RIS3

Your Institution has been peripheral to the design of national/regional smart specialisation in this specific area but there is evidence of growing integration in the recent past.

To print this page, click on the following button: Print results

We thank you again for your interest and invite you to call back again.

To save all the results of your survey in pdf or xml, click on this link.
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III. – Interim Results

→ Some preliminary reflections – and caveats

• **Data has started to speak**: however, due to the paucity of received responses, we should resist the temptation of generalising or drawing any implications from the evidence collected so far.

• **No statistical sampling has been / can be done**: respondents are probably biased, not only geographically or thematically, but also in terms of pre-existing knowledge about / interest in S3 related topics;
  - This is confirmed by the **very high number of interrupted questionnaires**: despite the incentive, people do not go to the end, probably because they are unaware of some (or most) of the responses to be given.
III. – Interim Results

→ Example of evaluative question

*How much do you agree with the following statements? (VM= Very Much, TSE=To Some Extent, NAA=Not At All)*

a) I from time to time keep myself updated with the developments of S3 programming in that area of specialisation
b) Some colleagues of mine closely follow the developments of S3 programming in that area
c) My supervisors / responsible persons closely follow the developments of S3 programming in that area
d) Managers of my Institution closely follow the developments of S3 programming in that area
e) I know who has been put in charge within my Institution of closely following the developments of S3 programming in that area
f) I am periodically offered opportunities within my Institution to know the developments of S3 programming in that area
g) I know about periodic “closed door” reflections in my Institution on its positioning with respect to the S3 priorities in that area
III. – Interim Results

→ The five levels of HEI maturity

- **Recognized knowledge**: HEIs have recognized that S3 related information, descriptions or skills are relevant for their strategic behaviour;
- **Acquired knowledge**: HEIs have acquired S3 related information, descriptions or skills by perceiving, discovering, or learning;
- **Assimilated knowledge**: HEIs have taken stock of and adapted, rather than simply stored, S3 related information, descriptions or skills;
- **Exploited knowledge**: HEIs have exploited S3 related information, descriptions or skills for their own strategic purposes;
- **Change**: HEIs have evolved from their initial positioning within the RDI governance system as a result of the appropriation of S3 related information, descriptions or skills.

by inspiration of Cohen and Levinthal, 1989 & 1990
Weak signs of change can be detected...

Maturity Levels:

- 1
- 2
- 3
- 4
- 5

Education:
- Recognized Knowledge
- Acquired Knowledge
- Assimilated Knowledge
- Exploited Knowledge
- Change

Research:
- Recognized Knowledge
- Acquired Knowledge
- Assimilated Knowledge
- Exploited Knowledge
- Change

Third mission:
- Recognized Knowledge
- Acquired Knowledge
- Assimilated Knowledge
- Exploited Knowledge
- Change
III. – Interim Results

→ ... but more at the individual/collective than the organisational level

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<th>Barriers</th>
<th>Enablers</th>
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<td>Role, position and job tasks in the organisation</td>
<td>Excess workload, cultural resistance, privileged position</td>
<td>Action and interaction with the ‘external world’</td>
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<td>Collective Dimension</td>
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<tr>
<td>Organisational rules, routines, conventions etc.</td>
<td>‘Silo’ fragmentation, poor mechanisms of knowledge sharing</td>
<td>Awareness raising and incentive systems</td>
</tr>
<tr>
<td>Organisational Dimension</td>
<td></td>
<td></td>
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<tr>
<td>Operational context, available resources and infrastructures</td>
<td>Decision making structures, lack of systems thinking</td>
<td>Cultural vision, alignment strategy, external shocks</td>
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IV. – Conclusions and Next Steps

→ Individual respondents always get a personalised feedback, we cannot know about

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<th>Role of HEI in S3 development</th>
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IV. – Conclusions and Next Steps

→ Hopefully this spreading of awareness will contribute to further organisational learning

Strategic evolution over time (before/after S3)

Role of HEI in S3 development

Proactive/Giver

Passive/Taker

“Strategic Alignment”

“Leading Ambition”

“Policy Co-Developer”

“Business as Usual”

“Growing Integration”

“Emerging Key Actor”

No change

Ongoing

Change

(predictable) learning curve(s)

Hopefully this spreading of awareness will contribute to further organisational learning
IV. – Conclusions and Next Steps

➔ What we will do next

- **Continue to publicize the survey**: not only directly (by personal invitations) but also with the support of regional officers and trying to exploit word of mouth effects;
- **Build strategic alliances**: ideally, the support of additional key stakeholders can fasten the pace of evidence gathering;
- **Publish the current survey results**: not aiming to statistical representativeness, but showing the potential of this tool – also at the service of policy evaluation;
- **Work at a scientific publication**: putting emphasis on the learning dimensions and their impact transmission mechanisms, while no sufficient evidence exists to allow mapping the knowledge absorption process in a defendable manner.
IV. – Conclusions and Next Steps

→ Contacts

Email: [info@thinkingsmart.utad.pt](mailto:info@thinkingsmart.utad.pt)

http://thinkingsmart.utad.pt/content/toolkit

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How to contact me: [mail@francescomolinari.it](mailto:mail@francescomolinari.it) - francesco.molinari@polimi.it
“The philosophers have only interpreted the world, in various ways. The point, however, is to change it”.

Karl Marx, *Eleven Theses on Feuerbach*

[These words are also inscribed on his grave]