Introduction: Sections

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I. Introduction: Ideas

- Many reasons why Polish universities need further reforms – but **weak university-business links** figure out prominently.
- **Snapshot picture:** Polish universities are
  - self-centered,
  - inward-looking,
  - semi-feudal and hierarchical,
  - too much collegial and not managerial enough.
- Needed today: to **encourage a good institutional climate** for stronger university-business links, academic entrepreneurialism, and cooperation with the outside (extra-mural...) world.
- Western European university governance and funding models to be applied
  - no more „Polish exceptionality” – Western European solutions which work – as the key.
  - More learning needed – no time for a national trial-and-error approach.
- Successful Western European models – with national adaptations.
- More **competition** – for prestige, recognition, and research funding.
- Better understanding of universities to bring **science and business closer** (the world of business much better analyzed!).
- The two worlds – **fundamentally different:** academic prestige maximization (and prestige-seeking) vs. **profit-maximization** (and profit-seeking).
- Will always be different – understanding differences by all three stakeholders: universities, businesses, and the state.
- **Generic differences** between the two worlds vs. differences between Polish and Western European academics. In the long run – Polish academy cannot be so different!

I. Introduction: Empirical Background

- Empirical background for this presentation: research into:
  - 3 years: „**academic entrepreneurialism**” in 7 European countries (EUEREK);
  - 2 years: „**university-enterprise partnerships**” in 6 European countries (GOODUEP), and
  - 6 years: the „**changing academic profession**” in 12 European countries (EUROAC/CAP).
- **Dozens** of institutional case studies across Europe; **hundreds** of interviews and interview reports; **thousands** (17,212) of faculty surveys returned (including 3,704 in Poland).
- The „data-rich” environment – leads to **evidence-based research** and strong policy implications!
I. Introduction: Brief Macro-Level Picture

- Poland’s ranks in “higher education and training” and in “innovation” have decreased substantially in the last five years (Global Competitiveness Index: 2010 and 2015).
- Poland moves forward – but others are moving forward much faster!
  - Poland has lower ranks in all 8 indicators of the former – and in all but one 7 indicators of the latter ranking.
- Despite investing additional billions of European structural funds!
- Statistical picture:
  - low public expenditure on higher education (0.65% of GDP in 2013);
  - low public and private expenditure on R&D (0.94% of GDP in 2014);
  - low industry-financed public R&D as a percentage of GDP (0.3% of GDP). Heavily disappointing!
- But macro-level picture is only part of the picture! I refer to different data!
  - What also matters (complementarily) – is a micro-level picture:
    - what academics think and how they work (= the shop-floor level of university-business links; those who actually do the cooperation).

II. The university-business dialogues (1)

- University and Business as two fundamentally different spheres:
  - Based on different institutional (and individual) awards:
    - academic recognition by peer academics, priority of discovery, vs. financial awards and bonuses
  - Different reward structures, individual motivations, motivating forces:
    - going up the academic ladder vs. up the corporate ladder; academic promotion & prestige vs. increasing company profits
  - Different timetables for cooperation:
    - a long timetable for both universities and academics; long-term (incl. life-time) vs. short-term perspectives. Time goes by differently!
  - Different languages (academic recognition vs. profit margins)
  - Different incentives for collaboration:
    - academic research vs. corporate research (linked to different monetary and non-monetary awards).
II. The university-business dialogues
(2)

- Different institutional cultures:
  - A "cultural divide":
    - cross-organizational cooperation vs. cross-company competition;
    - quasi-markets (at best) vs. real markets
- Different social norms and institutional policies
- Different aims of research:
  - Recognition for publicly-available discovery vs. corporate profits;
  - Public goods, open access and public disclosure of results vs. private goods, applied research and non-disclosure (or delay) of results
- Different approach to financial profits:
  - marginal vs. critical role; non-profit vs. for-profit
- Puzzle (= curiosity) – Ribbon (recognition) – Gold (basic motivation in science):
  - Curiosity and ribbon much less prominent in the biz sector

II. The university-business dialogues
(3)

- In a word:
  - academic research is a multi-billion-euro enterprise embedded in higher education institutions: research results are publicly available public goods produced in a sophisticated system of academic awards, recognition and prestige!
- Point 1: only by understanding the role of academic research for institutions and academics = can we imagine better university-business links!
- Point 2: The prestige-based system of the academy and the profit-based system of the corporate sector are incommensurable:
- Point 3: Prestige maximization vs. profit maximization!
- Point 4: Therefore the state (the third player) intervenes and funds the uni-biz cooperation across Europe!
II. The university-business dialogues (4)

• In most OECD systems university-business links are powerfully supported with public funds.
  – The state funds
    • direct cooperation between the two sectors,
    • mobility between them,
    • support structures outside (technology parks) and inside (technology transfer offices) higher education.

• The state also increasingly supports corporate research:
  – public funding increasingly goes directly to the corporate sector (NCBR, is a perfect example).

III. Polish academics (1)

• We know what seems to work in Western Europe. I know academic attitudes in Poland and in 10 Western European systems. So I compare them.
• What makes the Polish academy different – and Polish academics different (with reference to university-business links!).
• The differences – fundamental; they need close policy attention in the future.
• European comparative and quantitative perspective.
• The analytical power of my indexes and my data lies in their relative nature:
  – the relative ranking of the Polish higher education system among other 10 European systems is more important than the absolute values of these indexes and values.
III. Polish academics (2):
The Index of Academic Entrepreneurialism

- The “Index of Academic Entrepreneurialism” (next slide), the five items studied – various dimensions.
  - Question: “To what extent does your institution emphasize the following practices?”,
  - The percentages for answers 1 and 2 are combined. A five-point Likert scale is used from 1 = “very much” to 5 = “not at all”), aggregating and averaging answers for the 5 items.

III. Polish academics (3):
The Index of Academic Entrepreneurialism
Figure 1: “Index of Academic Entrepreneurism”. “To what extent does your institution emphasize the following practices?”, full time faculty only, universities only (Question E1, “from 1-very much, to 5-not at all; responses 1 and 2, “very much” and “a lot”, are combined) (percentages) (percent agreeing).

... “Performance based allocation of resources to academic units”.

Figure 2. ....” Considering the practical relevance/applicability of the work of colleagues when making personnel decisions”.
Figure 3. „Recruiting faculty who have work experience outside of academia”

Figure 4. „Encouraging academics to adopt service activities/entrepreneurial activities outside the institution”
III. Polish academics (4):

The power of the Ivory Tower ideal?

- The power of the traditional Ivory Tower ideal in Poland: What academics think?
- Four statements directly related to the Ivory Tower ideal (viewed here as the low connectedness of universities to the outside social and economic world)
  - (percent “agreeing”; we refer to percentages of answers 1 and 2 combined, on a five-point Lickert scale: from 1= strongly agree to 5= strongly disagree and from 1= very much to 5 = not at all, depending on the question; full-time academics, universities only):
    - “Scholarship includes the application of academic knowledge in real-life settings”:
      Poland, together with Austria, ranks the lowest
      (59 percent agreeing vs. the European average of 74 percent).
    - “Faculty in my discipline have a professional obligation to apply their knowledge to problems in society”:
      Poland ranks the lowest
      (40 percent agreeing vs. the European average of 57.3 percent).
    - “Emphasis of your primary research: applied/practically oriented”:
      Poland ranks the lowest
      (45.5 percent very much vs. the European average of 60.9 percent).
    - “Emphasis of your primary research: commercially oriented/ intended for technology transfer”:
      Poland ranks the lowest
      (9.8 percent very much vs. the European average of 15.4 percent).

Conclusion: very low index of entrepreneurialism (institutional practices) and the lowest ranks in academic attitudes linked to entrepreneurialism.
III. Polish academics: a summary of micro-level findings

- Polish universities - institutions isolated from both the needs of society and the needs of economy.
- Closer to the ideal of the Ivory Tower than any other European system studied.
- Results based on academics’ beliefs - which are crucial to academic performance (similar criticism: reports by the World Bank and the OECD).
- A picture shown in a relative and contextual manner: Poland compared with the other ten European systems.
- An uncommonly high level of interiorization of traditional academic norms (associated with the Ivory Tower ideal) - goes hand in hand with an uncommonly low level of readiness to professionally connect with the outside world.
- Today (2015) the picture may be slightly different – but not vastly different! Powerful ongoing changes – effects of the Kudrycka reforms!

IV. Why the Kudrycka reforms are not enough (1)

- The 2009-2012 reforms an important first step only (little awareness – data no available; anecdotal evidence; aggregated data).
- The changes in Poland are very late and very slow – in the EU comparator countries are one-two decades old and faster.
- The European context matters: if all competitors are running fast, we cannot be satisfied with running slow (only because we were walking before)! The context is the increased relevance of HE reforms, long-term strategic thinking, changing university and funding modes, and huge public funding.
- The distance between Poland and Western Europe in two sectors (higher education and innovation) is still increasing.
- Accumulating disadvantages means ever more efforts and ever less results – because a critical mass of institutional reforms and public funding have not been reached.
- Others are moving forward much faster than Poland because their reforms were conducted earlier, and public investments have been much higher.
- While „budget airlines” can work – „budget universities” will surely fail!
IV. Why the Kudrycka reforms are not enough (2)

- Poland needs **reformed institutions** (and possibly **new** institutions, like MABs – „intern’ research agendas”), more (both competitive and core) **public funding** – and more reliance on high **performance**. Condition not met!

- The participation in the **global production of research and innovation** requires Polish academics to play by the **global rules**. Condition not met!

- Research-intensive universities (possibly world-class) require three components: concentration of **talent**, abundant **resources**, and appropriate **governance**. Condition not met!

V. Conclusions

(1) A university-business **dialogue** requires a **better understanding of universities** (and their reward structures).
(2) Universities need **changes** towards more **managerialism** and business orientation – but not structural changes towards becoming fully-fledged **business organizations**.
(3) Both organizational types cooperate based on the cooperation of **people** (business people and academics). **Understanding academics** needed!
(4) Universities should not become **purely profit-driven** organizations. They have **different missions**! Mixing missions of the **two worlds** will fail!
(5) There are **three** (not two) major stakeholders in university-business links: universities, companies… and the (old good) **state** (with **public funding**)!
(6) **Changes** in academic attitudes **take time** (not overnight)! A **decade** is a realistic minimum period for changes (given that realistic policy **incentives** and ample public **funding** are made available).
(7) Further university **reforms** are a **must**: we are now **running**, not walking any more (as in pre-2009) – but still running very slow from a European comparative perspective...
(8) More **competition** in the university sector is a **must**! Then more **resources**, indispensable to concentrate talents... Otherwise „budget universities”, unable to cooperate with the outside world.

Understanding points (1) through (8) will **powerfully facilitate university business links** in the future!
Disregarding them – will lead to another lost decade!

- **Thank you for your attention! kwiekm@amu.edu.pl**
References: