



THINKING SMART

Thinking Smart - Toolkit for the engagement of
HEI in regional growth / HEIS3

Thinking Smart Project: Supporting HEIs in RIS3

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I. – Background

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What is Smart Specialisation ?

= evidence-based: all assets

= not top-down decision, but
dynamic/**entrepreneurial discovery
process** inv. key stakeholders

= global perspective on potential
competitive advantage & potential for
cooperation

= source-in knowledge, & general
purpose and enabling technologies
rather than re-inventing the wheel

= priority setting in times of scarce
resources

= getting better / excel with something
specific

= focus investments on regional
comparative advantage

= accumulation of critical mass

= not necessarily focus on a single sector,
but cross-fertilisations

Source: Goddard, 2014

I. – Background



Smart Specialisation * Key Facts

121 national/regional strategies tailored to specific strengths and potentials new growth dynamics and a transformation of EU economies towards innovation driven growth

Mobilising up to **€ 250 billion**:

- European Structural and Investment Funds
- National & regional public funds
- Private investments
- Horizon2020, COSME ...
- EFSI

For **investment projects** in innovation, research, SME competitiveness, digital economy, talents, entrepreneurial skills, innovation in energy, health, environment, transport, etc.

Source: Walter Deffaa, Smart Regions Conference, June 2016

Source: <http://s3platform.jrc.ec.europa.eu/map>

Why should universities care about smart specialisation?

- Universities are a vital partner for regions in the process of design and implementation of smart specialisation strategies
- Increasing concern about social and economic impact of publicly funded universities
- Large amount of European Structural and Investment Funds linked to smart specialisation
 - Universities can benefit from structural funds, but only if they understand and address the needs of the region
 - Synergies between support for R&I through the structural funds and European / national competitive financing will determine the overall funding structure
- Opportunity to build partnerships with local and regional authorities for mutual benefit

Source: Rakhmatullin, 2014

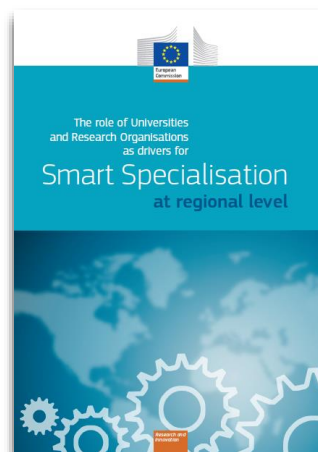
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Source: Kempton et al., 2013



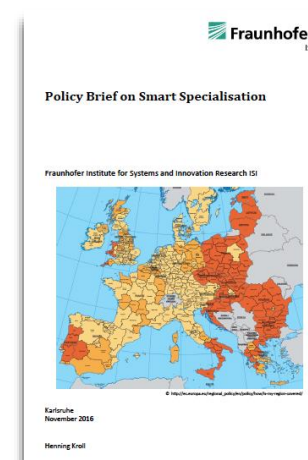
Source: EUA., 2014



Source: Fotakis et al., 2014



Source: Morais et al., 2016



Source: Kroll, 2016

...

... and more ...

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Source: Goddard, 2016

I. – Background

Dedicated conference session on S3 and HEIs:

- ***Less emphasis*** should be put on basic, curiosity driven research, and a ***stronger focus*** should be placed on strategic and applied, interdisciplinary research in close collaboration with industry, the public sector and civil society (e.g. NGOs) to, among other objectives, contribute to ***solving societal challenges***, and – not the least – on the ***provision of human capital***.
- Multiple roles of universities in regions, including:
 - *Creators of knowledge;*
 - *Knowledge reservoirs;*
 - *Knowledge antennas;*
 - *Human capital creators;*
 - *Transferors and commercialisers of knowledge;*
 - *Regional leaders;*
 - *Influencers of the image and identity of regions;*
 - *Connectors to local civil society.*



Source: Goddard, 2016

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“Universities masquerade as innovation agents, while they are knowledge silos”.

Kevin Morgan, Professor of Governance and Development, Cardiff University
[@Smart Regions Conference, Brussels, 1-2 June 2016]

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→ The project concept

	S3 steps →	Analysis	Process	Vision	Priorities	Policy Mix	Monitoring
HEI missions							
Education							
Research							
“Third mission”							

Exploratory goal:

Mapping European best practice for each S3 step

Comparative goal:

Benchmarking HEI and regional case studies

Summative goal:

Lessons learnt and policy recommendations

Formative goal:

A diagnostic toolkit for HEIs and S3 managers

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Contents	Targets	S3 Themes	Aim	Impact
Materials	HEIs & regional policy makers	1-Entrepreneurial Discovery	Realisation of “Smart Changes”	“Better” policies and strategies
Booklets				
Modules		2- Implementation		
Guidelines		3- Trust building and cooperation among peers		
Recommendations				

Source: Description of the Action, 2015 – with adaptations, 2016

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→ Conceptual framework: HEI maturity model

S3

Maturity Levels:

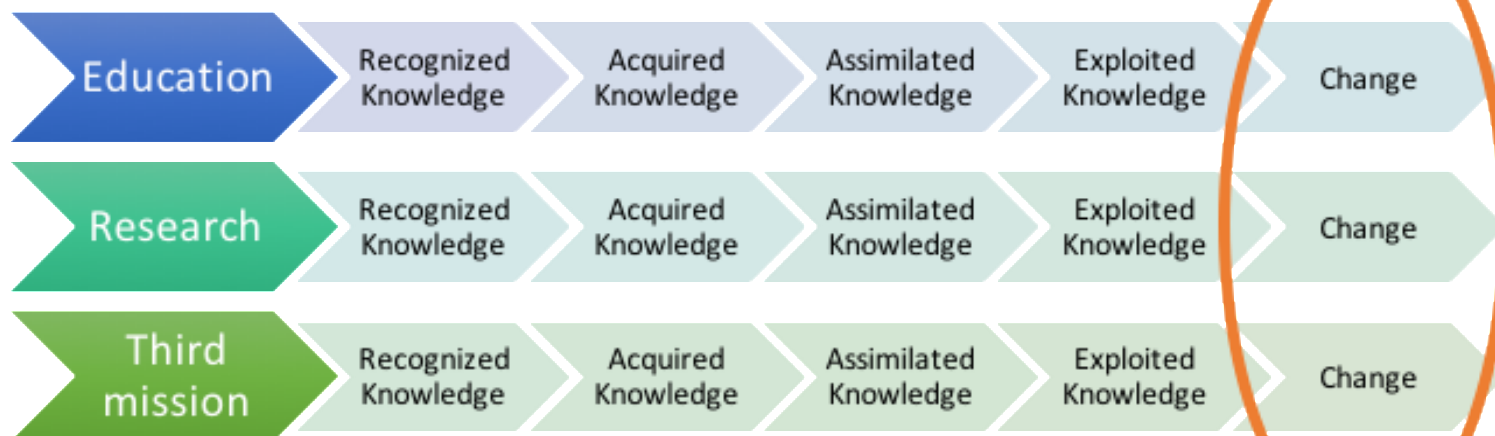
1

2

3

4

5



by inspiration of Cohen and Levinthal, 1989 & 1990

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→ The five levels of HEI maturity

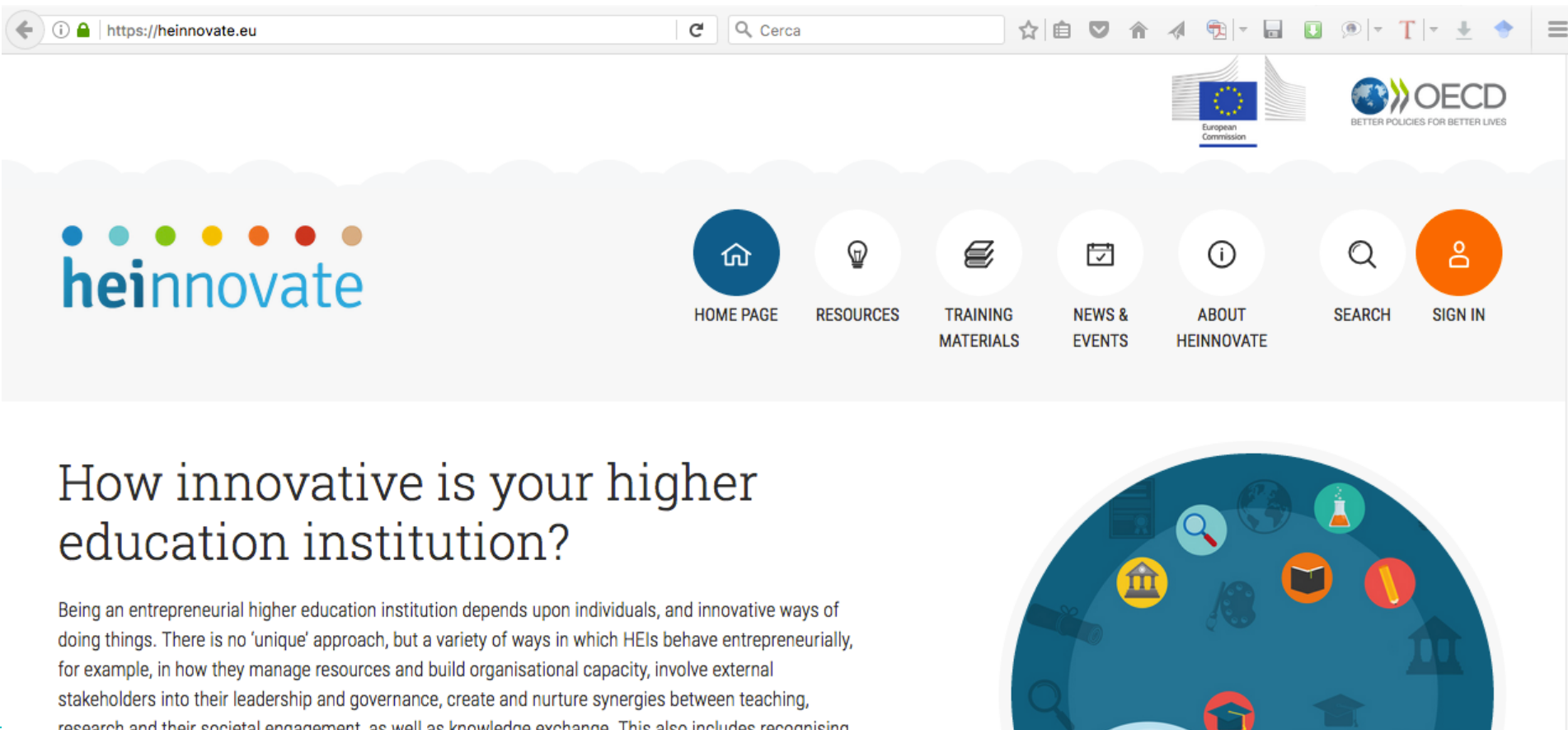
- **Recognized knowledge:** HEIs have recognized that S3 related information, descriptions or skills are relevant for their strategic behaviour;
- **Acquired knowledge:** HEIs have acquired S3 related information, descriptions or skills by perceiving, discovering, or learning;
- **Assimilated knowledge:** 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

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→ A source of inspiration



The screenshot shows the homepage of the heinnovate.eu website. The browser address bar displays 'https://heinnovate.eu'. The website features a navigation menu with icons for Home Page, Resources, Training Materials, News & Events, About Heinnovate, Search, and Sign In. The main content area includes the heinnovate logo and a large graphic titled 'How innovative is your higher education institution?' with a semi-circular arrangement of icons representing various educational and research activities.

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 recognising

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→ How the self-assessment section looks like (Beta)

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

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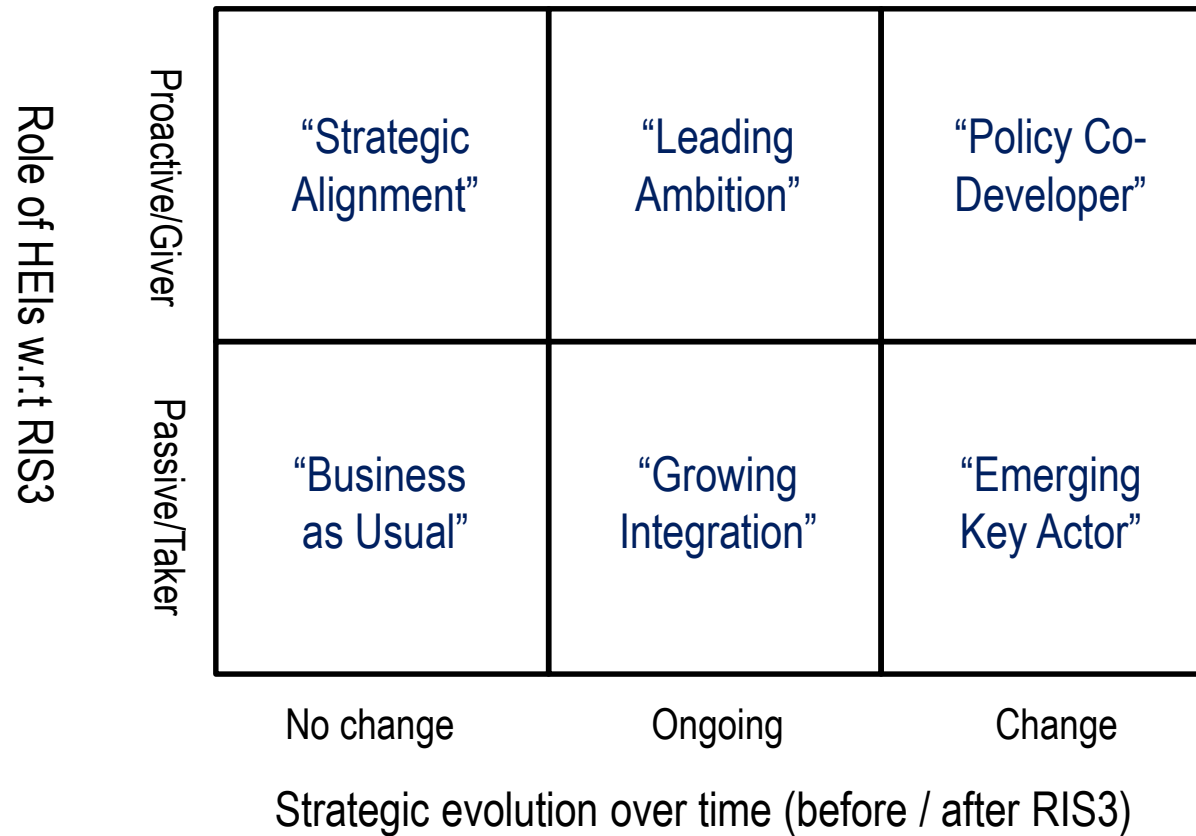
→ Internal scoring system (Beta)

Answer ID	Not At All	To Some Extent	Very Much
a)	0	1	2
b)	0	1	2
c)	0	1	2
d)	0	1	2
e)	0	1	2
f)	0	1	2
g)	0	1	2

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→ Response aggregation engine (Beta)



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Business As Usual

- There is no significant change over time in the strategic behaviour of the HEI as a result of RIS3

AND

- The HEI has always played a Passive / Taker role wrt to RIS3

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Strategic Alignment

- There is no significant change over time in the strategic behaviour of the HEI as a result of RIS3

BUT

- The HEI was already playing a Proactive / Giver role wrt to RIS3

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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

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Leading Ambition

- We detect some degree of ongoing adaptation in the strategic behaviour of the HEI

ALTHOUGH

- The HEI was already playing a Proactive / Giver role wrt to RIS3

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Emerging Key Actor

- We perceive a considerable extent of realized change in the strategic behaviour of the HEI

WHILE

- The HEI has always played a Passive / Taker role wrt to RIS3

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Policy Co-Developer

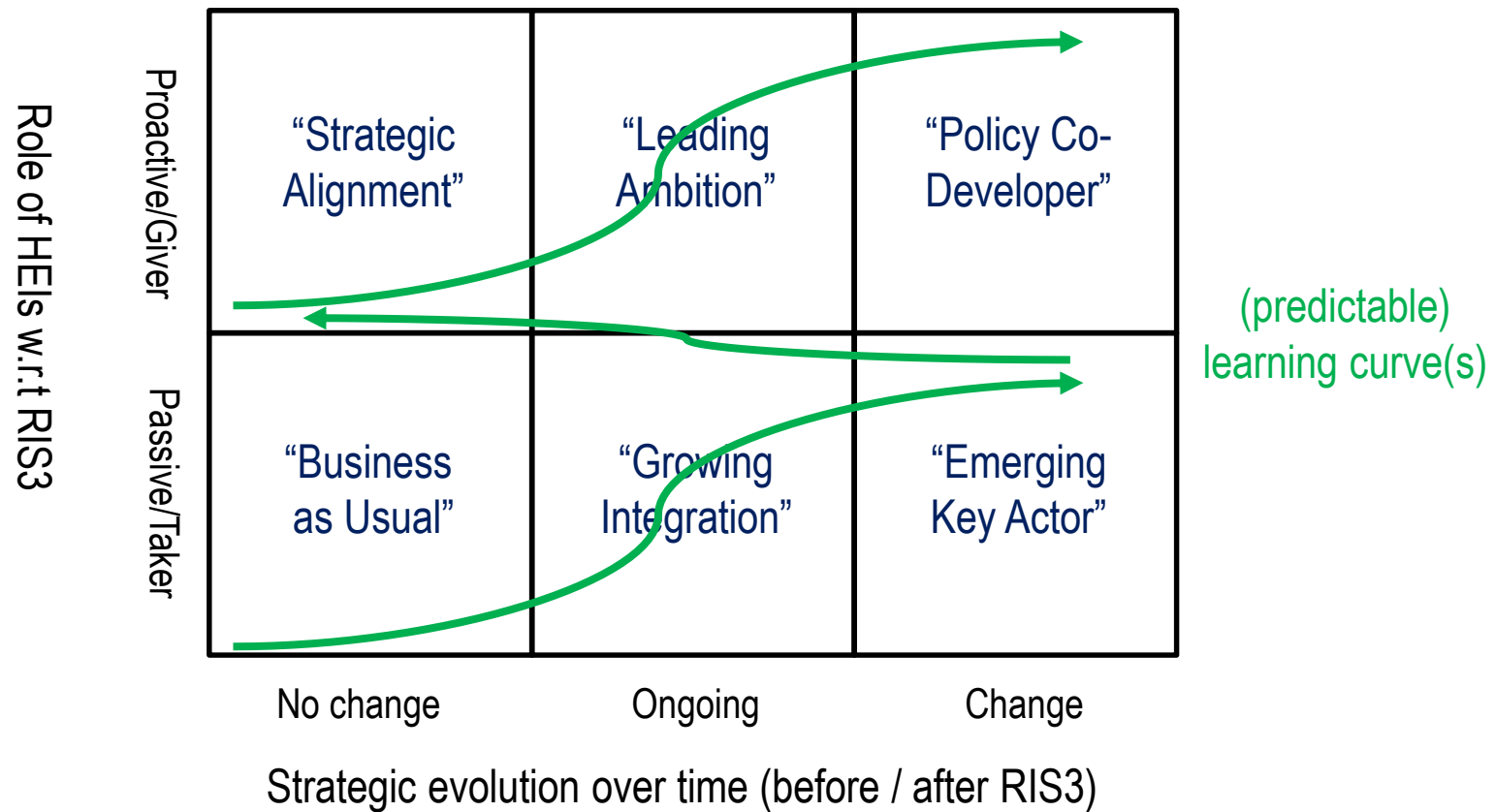
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ALTHOUGH

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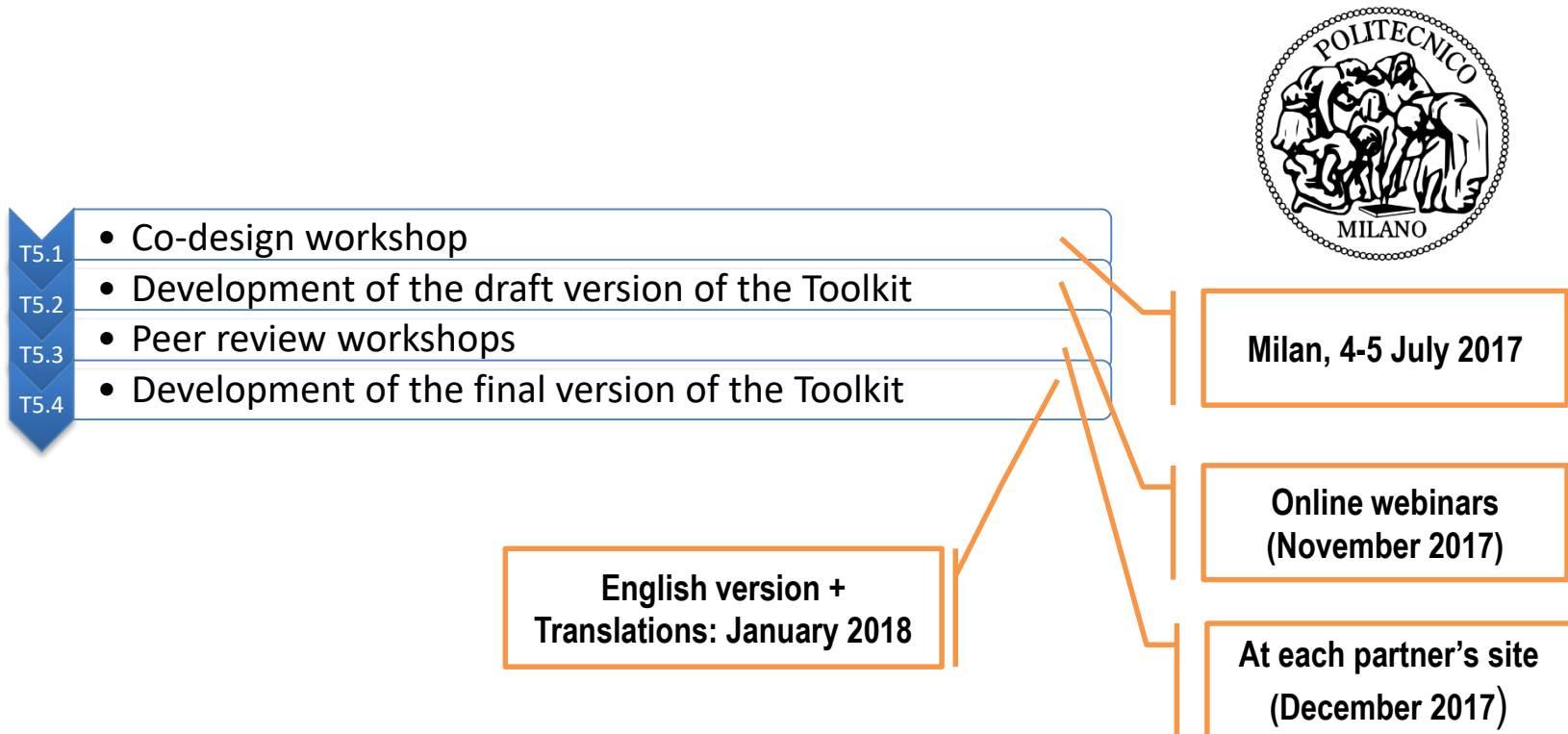
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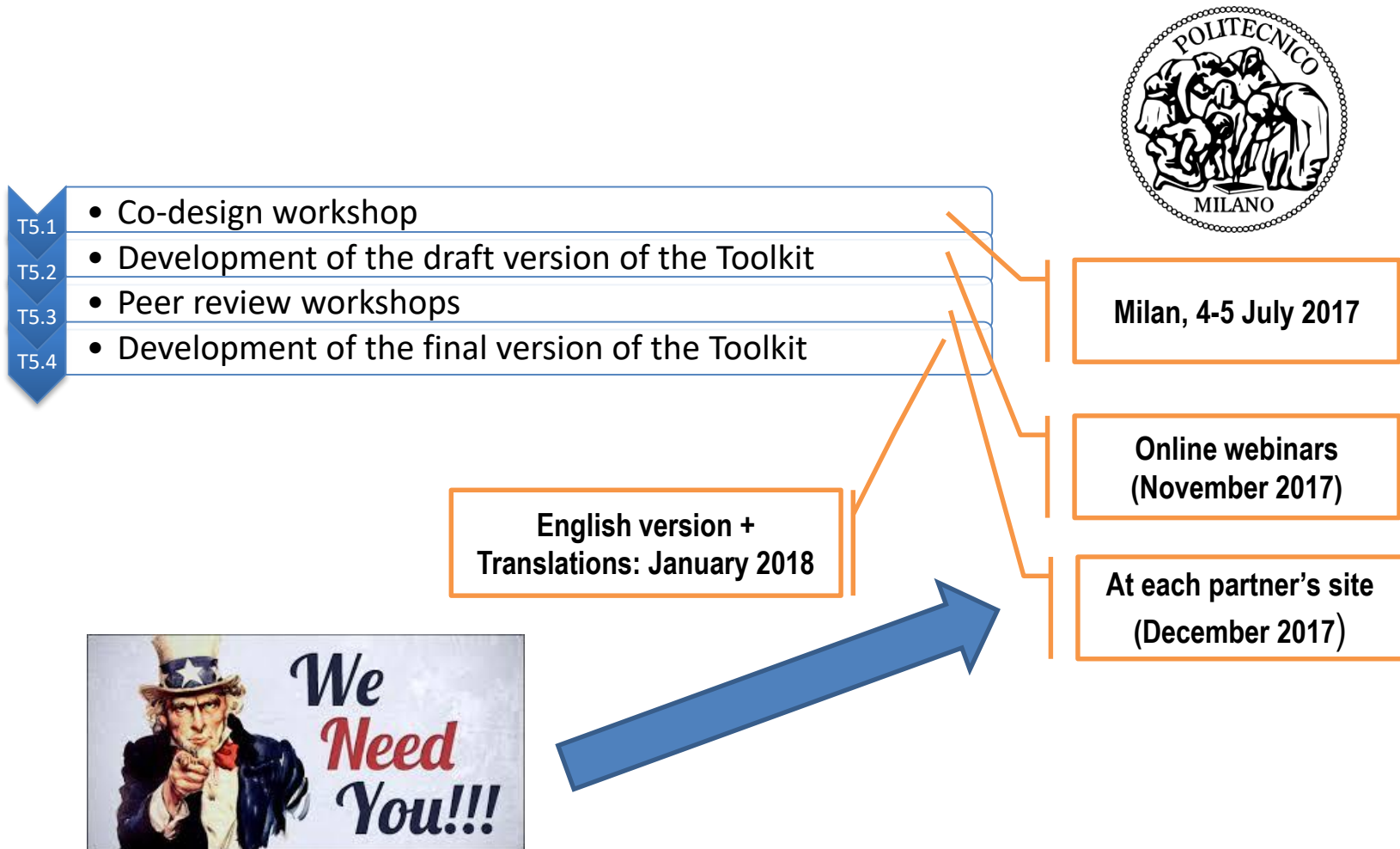
IV. Links

III. – Next steps



Source: Description of the Action, 2015 – with adaptations, 2017

III. – Next steps



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Thanks for your attention

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“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]

