# Universities and RIS3: the case of Catalonia and the RIS3CAT Communities

## JRC-IPTS and ACUP

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# Drivers of the study

| Varied University sector | Interesting RIS3 instrument |
|---|---|
| *8 Public universities* <br> • 4 Barcelona <br> • 3 in other provinces <br> • 1 online | *RIS3Cat Communities* <br> • A continuous Platform for EDP |
| RIS3 & EDP in HEIs in different settings | Ability of the instrument to engage HEIs in the RIS3 |

# Conceptual Framework

## Third Mission

- HEI reconsider role in society
- Entrepreneurial actors
- Organisational and governance shift

## Entrepreneurial Discovery Process

- EDP as "**Taking Stock**" – identification of priorities
- EDP as "**Flow**" – engagement in the definition, implementation and monitoring of the related instruments.

# RIS3CAT Communities – EDP as "flow"

3-ple helix actors **+** RTDI Action-plan **=** Community-Status i.e. Co-funding

- 3 calls - 2015-2017
- 15 Communities
- 7 RIS3 priority areas

# Universities in Catalonia

| | |
|---|---|
| Universitat de Barcelona | Metropolitan area BCN |
| Univesitat Autonoma de Barcelona | Metropolitan area BCN |
| Univesitat Politecnica de Catalunya | Metropolitan area BCN - technical |
| Univesitat Pompeu Fabra | Metropolitan area BCN – small; international |
| Universitata de Girona | Other provinces - Girona |
| Universitat Rovira I Virgili | Other provinces - Tarragona |
| Universitat Oberta de Catalunya | Online |
| ~~Universitat de Lleida~~ | Did not take part |

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**More attention to the territory**

# Methodology

**In-depth interviews to university managers**

- S3 Process
- EDP process
- RIS3CAT Communities

**Desk research**

- Policy environment
- University system

**Validation with ACUP and interviewees**

# **Results 1 –**Universities participation in the RIS3 process: an overall good experience

## 1. Identification of priorities

- Top-down approach (not necessarily bad)
- Simple forms of engagement (consultation, information)

## 2. RIS3CAT Communities

- More active participation
- Not always easy: different actors have different needs and incentives

## Overall evaluation

- Good experience in line with the evolution of HEIs
- Impact on research.
- Only indirect impact on teaching

# Results 2 – EDP - trade-off between institutional strategy and individual careers

*EDP **aligned** with HEIs international ambitions*

*EDP **not-aligned** with individuals career incentives*

# Results 2 –
## EDP - trade-off between institutional strategy and individual career progression
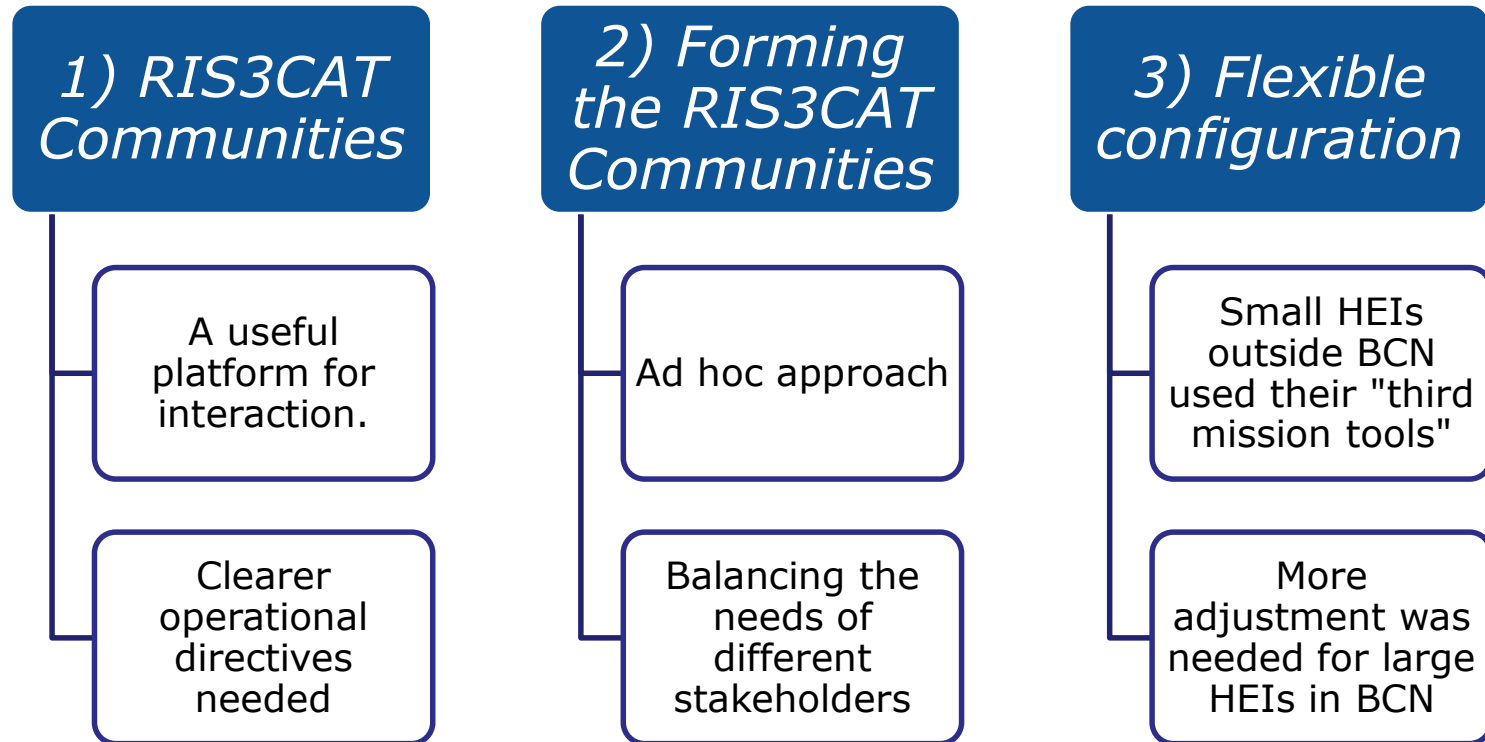
EDP **aligned** with HEIs intern... amb...

EDP **not-aligned** with individuals ...centives

**HEIs are devising solutions:**
- *"Campus Sectorials" (Girona)*
- Knowledge brokers between HEIs and business.
- "No distractions for academics"

# Results 3 –
## Participation in RIS3CAT Communities: a flexible instrument for resilient HEIs

**1) RIS3CAT Communities**

- A useful platform for interaction.
- Clearer operational directives needed

**2) Forming the RIS3CAT Communities**

- Ad hoc approach
- Balancing the needs of different stakeholders

**3) Flexible configuration**

- Small HEIs outside BCN used their "third mission tools"
- More adjustment was needed for large HEIs in BCN

# Conclusions – Implications for EU regions

## EDP

- need for **flexible instruments** that allow different actors to take part

- Need for **public sector** to provide **"platforms"**

## HEIs

- **HEIs** are learning and **adapting** to the new policy landscape

- **Challenges ahead**:
  - **Career incentives** incompatible with territorial engagement
  - **Skills and training** are largely excluded from the debate