

The Third Mission of Universities

Case Study on European and American Universities

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Third Mission of Universities

**Wilhelm von Humboldt Model
(U. Berlin 1810)**

Research and teaching

Societal needs – Late XX century

Connection with local communities

Access to higher education

**Social role of universities within
mission?**

Third Mission of Universities (cont.)

Knowledge management

Efficient contribution of universities

Social contract

Transparency and accountability

Funds spent in universities

Role of Engineering and of Technology

British institutions – government support
(90s)

HE services for community needs

Extension of services

Local authorities funds

Social premium

Private financing

Role of Engineering and of Technology (cont.)

Russell group of universities indicators

- a) technology commercialization;
- b) entrepreneurial activities;
- c) advisory work;**
- d) commercialization and use of university facilities;
- e) contract research with non-academic clients;
- f) non-academic collaboration in academic research;**

Role of Engineering and of Technology (cont.)

g) flow of academic staff, scientists and technicians

h) student placements and internships;

i) learning activities;

j) social networking;

k) active alignment of teaching with social and economic needs;

l) non-academic dissemination.

Role of Engineering and of Technology (cont.)

Higher Education Funding Council for England (HEFCE)

Seven million £ (1999 and 2005)

Independent of teaching or researching

Volume activity

Role of Engineering and of Technology (cont.)

Seminars for policy makers,
enterprises, industry associations and
trade unions

Interviews in media

**Working groups organized by policy
makers**

Advisory boards

Publishing debates

Active discussion in political and policy

Case study 1

**FASTS, Federation of Australian
Scientific and Technological Societies**

**Australian Mathematics-In-Industry Study
Group (MISG) Workshops of one week
with projects from industry**

**1984, 17 workshops, 77 companies, 120
projects**

30 % of the companies have returned

Case Study 1 (cont.)

SMEs can benefit from using smart solutions

Create networks of firms and universities

Consultation and counseling

Qualification of provider

Access to research and advisory boards

Mutual acknowledgement of universities and firms

Case Study 2

Catalan Universities

Foundation CYD Objectives

- Development of the entrepreneurship culture in the universities
- Raising awareness within firms of the importance of the contribution of the universities in the strategy of innovation
- **Stimulating the role of the university as a driver for regional development**

Case Study 2

Catalan Universities (cont.)

Strategy

- Promote the cooperation between universities, decision makers and society to achieve a cultural change
- Be the repository and creator of reference information and capable of disseminating
- **Identify the aspects that are barriers for a greater connection between the university and the production system and propose solutions**
- Reflect about the social impact to foster a cultural change

Case Study 2

Catalan Universities (cont.)

Law 3/2006 17Mar06 Generalitat

TM = Economic support of regional development of HE

Minimum of 2% of HE budget per year from government

1 – budget of each HE institution

2 - level of social and economic development

3 – planned impact (entrepreneurial innovation or territorial development)

Case Study 2

Catalan Universities (cont.)

Universidad Politecnica Valencia

(OECD report)

Social – sports facilities; libraries; summer courses; support for handicapped students; international cooperation; local support of critical neighbourhoods; integration of foreign workers.

Cultural – use of facilities; conferences; musical, theater and art events; training of cultural staff.

Environmental – management system, recycling of university garbage, strategical sustainability

Case Study 3

University Geneva

CE as New Mission: Canton Geneva (91)

Cooperation with professional associations, public institutions and private firms

(1/3 firms, 1/6 unemployed, 1/2 individuals)

Open library, access to rooms, technology transfer, international promotion

Case Study 3

University Geneva (cont.)

Public courses and conferences

Third age seminars and conferences

Science and City – cafes in UG and city, children
tasting science, CERN results

Free theater shows

Data base of competences and Expert lists

Joint catalog of libraries

Free services online – journals, publications,
theses, ...

Case Study 4

American Universities

Remarkable book written in 1957 by Edward Danforth Eddy Jr.:

Colleges of Our Land and Time

(The Background, The Foundation Stone (1862), The Struggle (1863-1879), The Idea Takes Shape (1880-1899), Form and Substance (1900-1914), The Response to Crisis (1915-1937), Maturity (1938-1956), The Negro Land-Grant Universities and Some Philosophy and Conclusions)

Case Study 4

American Universities (cont.)

Land-Grant universities

1787 Northwest Ordinance (United States of America Continental Congress)

Reserved land for schools in every community

**Public university for industrial classes
(Jonathan Turner - 1850)**

Needs of society in terms of professional and applied knowledge

Case Study 4

American Universities (cont.)

Morrill Act of 1862

Agriculture, military tactics, mechanical arts
and classical studies

17 million acres (68000 Km²)

Iowa, then Vermont and Connecticut

50000 dollars/year per state/territory

Hatch Act (1887) federal funding for
agricultural experimental station

Smith-Lever Act (1917) Cooperative Extension

Case Study 4

American Universities (cont.)

Practical education with relevance to daily lives

Federal support of 550 million USD for Land Grant

Sea-Grant universities (1996 – 30 univ.)

52 Space-Grant universities (1988)

Five Sun-Grant universities (2003)

17 special higher education institutions Land-Grant type for segregated populations (since 1871)

Case Study 4

American Universities (cont.)

American Indian Higher Education Consortium (1994)

USA territories and Columbia (1972)

Innovation in terms of curriculum, methods, research, intellectual independence and connection with the driving forces of society

www.nasulgc.org

Case Study 5

University Georgia

University of Wisconsin, Ohio State University, University of Michigan, Penn State University and University of Georgia

Journal of Higher Education Outreach and Engagement

www.uga.edu/~jheoe

Institute of Higher Education – Dr. Tom Dyer and Dr. Edward Simpson

Case Study 5

University Georgia (cont.)

Mission - “To teach, to serve and to inquire the nature of things”

Land-Grant institution (1784)

“College or seminary of learning”

Sea-Grant university (1996)

Needs of a changing society and economy

Extension of the university’s resources in the form of professional knowledge and expertise to help communities improve their quality of life

Case Study 5

University Georgia (cont.)

Public Service and Outreach

Vice-President for PSO

Office of International PSO

Small Business Development Center

Institute of Higher Education

Carl Vinson Institute of Government

**Georgia Center for Continuing
Education**

159 counties with centers

Case Study 5

University Georgia (cont.)

Projects

Kenya (2004) – Finding Markets for East African Entrepreneurs (apparel design, commercial craft and cut flower marketing + portfolios for Kenyan businessmen)

Latino Initiative (2003) - Improving access to education funded by the state of Georgia (train more K-12 teaching staff, develop leadership capabilities, increase the number of Latino youth in HE)

Oyster Redux (2003) – Community volunteers with UGA Marine Extension Service (recovering shells of oysters and of returning these to sea beds)

Case Study 5

University Georgia (cont.)

Organization

University, institute and department level

Federal, state, local or university funds

Parallel career track

Competitive bidding, allotted funds or voluntary contribution

Evaluation and benchmarking

Final Notes

Strong and effective third mission

**Economic and social developments AND
cultural change**

Increased accountability

**Stronger participation of universities
outside walls**

Independent opinions on actual issues

Social responsibility of universities

Questions

Can current Third Mission activities within each institution be identified?

What is a strategy for possible enlargement of TM activities?

How to support TM activities (financing, dissemination, involvement, liaison with society, infrastructures)?

Which public policies and legislation for TM should be adopted?

Thank you

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