

Universities-Communities: strengthening cooperation



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WP 1. RESEARCH RESULTS

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Research methodology

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- Research structure
- Main Lessons Learned

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UNIVERSITIES-COMMUNITIES COOPERATION IN EUROPE



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- Communities are part of the European policy life
- At the level of communities the EU policies are implemented, thus they are important as the part of the EU policy-making EU Regional Policy
- Economy based on knowledge requires the participation of HEIs innovations and skills

COUNCIL OF EUROPE: Recommendation of the Committee of Ministers of the Council of Europe (Recommendation CM/Rec (2007)6, 2007)

EUROPEAN UNION: European Strategy for Universities (European Strategy, 2022), EU Council Conclusions of April 6, 2022 – service-based learning



Research Methodology I



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- Desktop research on third mission, its legal and regulatory frameworks
- Study visits
- Surveying

Research Questions:

- how the third mission of universities is regulated in Ukraine and the project partner countries: Italy, Germany, Czech Republic, Sweden, and Latvia at the level of higher education institutions, regional and national levels?
- what models of realization of the third mission of universities exist in Ukraine and how the war affected the realization of the third mission by domestic universities?
- What are the current priorities for the third mission of universities in higher education institutions in Ukraine?





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Research Methodology II

- Desktop research on third mission, its legal and regulatory frameworks: methodological approaches to the third mission definition, models of its realization, measurement of the efficiency of TM activities as well as regulatory approaches towards its maintenance at the international, national and institutional levels including research of the latest developments with regard to the TM regulation in UN, OECD, Council of Europe, EU, in the EU Member States Italy, Germany, Czechia, Latvia and Sweden and in Ukraine
- Study visits: how the third mission of universities is regulated in Ukraine and the project partner countries: Italy, Germany, Czech Republic, Sweden, and Latvia at the level of higher education institutions, regional and national levels
- Surveying: what models of realization of the third mission of universities exist in Ukraine and how the war affected the realization of the third mission by domestic universities? What are the current priorities for the third mission of universities in higher education institutions in Ukraine?
- Focus group meetings: what is the external view of UNICOM partner main stakeholders and their perception of the TM as one of the core activities of Ukrainian universities.





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Research Structure

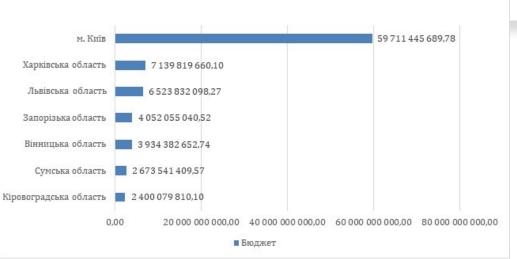
METHODOLOGY	Methodological Foundations for the Study of the Third Mission + of Universities				
Section 1	The Third Mission of Universities: Definition, Approaches, and Performance Indicators				
Section 2	Legislative and Regulatory Framework for the Implementation of the Third Mission: European Experience and National Practice in Ukraine				
Section 3	The context of the Third Mission of Universities and Profiles of University Partners from Ukraine				
Section 4	The Practice of Partners from Ukraine and Their Regulatory Framework for the Third Mission				
Section 5	Expectations of Higher Education Institutions Stakeholders Regarding the Third Mission				
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UNIVERSITY-COMMUNITY COOPERATION TYPES

Title.	Definition.				
	Types of involvement				
Public engagement / Publicuriesly					
Cooperation 3 Covers all aspects of interaction between universities and communities at different levels - local, regional, national support inclusiveness, reciprocity and partnership in exchange for resources and knowledge					
Community engagement					
Third mission	Covers various efforts by universities to collaborate with businesses and communities, often described as technology and innovation transfer, skills development and socialengagement as complementary to education and science				
/alorization Covers all practices of disseminating research results beyond the academic environment and includes open access and coop non-traditional stakeholders in the field of education and science					
	Collaboration models for innovation				
Triple helix	The model describes the cooperation between government, business and highereducation in the economy knowledge to support innovation				
Quadruple helix	To the triple model is added civil society as the fourth spiral for				
	promoting a more human-centered, consumer-oriented approach to innovation, including their involvement in the process of creating innovations				
The triangle of knowledge	It describes knowledge creation as the interaction of three components - science, education and innovation, which means that educational, scientific and innovation policies need to be coordinated. This approach is part of the EU's Lisbon Strategy.				
Technology transfer	Describes the transfer of ideas, practices, knowledge, intellectual property, discoveries of HEI research (in collaboration with or without external partners) to thenon-academic environment, which can create benefits at the local, regional, nationalor global level				
Smart specialization	A policy approach to investing in knowledge that aligns with education,				
	industrial and innovation policy based on the comparative advantages of the community, region, and country; a strategic approach to economic development through targeted support for science and innovation				
	Concepts for higher education institutions				
Entrepreneurial University	An approach to organizing the university as a company in terms of both performanceand internal processes. This approach is associated with commercialization of knowledge and research results, development of entrepreneurial skills, etc.				
Civic University	A civic university has an understanding of its purpose and place, a holistic vision ofengagement through the development of institutional cooperation with the non- academic environment, uses innovative approaches to cooperation with communities and the world, is transparent and responsible to stakeholders and the public				
Innovative university	The approach developed in the OECD and the EU, when a university conducts a self-assessment				
	manages resources, builds institutional capacity, cooperates with external stakeholders, creates and strengthens synergies between its core functions, uses digital technologies, supports entrepreneurship and promotes the exchange of knowledge with the outside world				

BUDGETARY ASPECTS







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 managing the quality of higher education through continuous improvement of the structure, effective distribution of functional obligations, rights and responsibilities of university employees, the content of educational programs and technologies for their implementation;
 Sustainable development of the university's quality management system that ensures compliance with the requirements of DSTU ISO9001:2015; unconditional compliance with legislative and regulatory documents, standards and guidelines for the educational process; applying a systematic and risk-oriented approach to the main scientific and educational processes; development of the university as an educational organization that provides conditions for maximum satisfaction of the needs, expectations and requirements of consumers of educational services, scientific and innovative products; continuous improvement of the model of professional competence of the NPP; development of general cultural, universal and professional competencies in higher education students; development of partnerships with industrial and scientific organizations, general and professional educational institutions in Ukraine and abroad; providing quality assurance for the training of competitive graduates; quality management of the university's innovation structure
research role of the institute (conducting research activities on higher education, dissemination of research results in the
academic environment);
- the educational role of the Institute (development, modernization and implementation of educational programs and events for
researchand teaching staff of Ukrainian universities);
social role of the institute (dissemination and popularization of research results);
economic role of the institute (impact on the economic development of Ukraine through the promotion of sustainable and
innovative development of national universities, increase); - cultural role of the institute (educational activities, - establishing a culture of quality and integrity in higher education in Ukraine).

Priorities for quality assurance in research, education and the third mission

UNIVERSITY	Priorities		
Ivan Franko National University of Lviv	 strengthening the autonomy of higher education institutions; ensuring academic freedom; Strengthening the principles of democracy and openness as thedefining principles of the university's organization; ensuring academic integrity; promoting equal opportunities for all participants in the educationalprocess; student-centered learning; development system training of specialists to the peculiarities of the modern labor market; fostering civic engagement and responsibility; improving the internal system of quality assurance in education 		
Pirogov Vinnytsia National Medical University	 an atmosphere of academic integrity and responsibility of everyone for the results of their work, which promotes the development and self-improvement of participants in the educationalprocess; modern practical training of students and provision of medical and preventive care are carried out in the multidisciplinary university clinic and at the university's clinical bases; preserving educational and scientific traditions and supporting thepursuit of excellence; Integration into the global and European higher education space is carried out as a result of the internationalization of educational and research programs; maintaining the high reputation of graduates among employers; development of fundamental and applied medical science, intellectual potential for the medical industry of the state. Projects within the framework of the third mission of the University are selected according to the importance of issues that can be solved for the community (basedon a preliminary study of these issues). 		
Donetsk State University of Internal Affairs	Targeted use and transfer of academic knowledge to solve various social problems; transfer of technologies and innovations in the form of cooperation with government agencies government, enterprises and the private sector.		
Ukrainian state university named after M. Drahomanov University	Academic integrity and sustainable development goals		
Sumy national agrarian university	Basic research on the most important issues of development of scientific, technical, socio-economic, socio-political, and human potential to ensure Ukraine's competitiveness in the world and sustainable development of society and the state, information and communication technologies		
Kharkiv National Universityof - fullrealization of students' potential to ensure theircompetitiveness at the national and international levels; Radio Electronics - developing human capital and preparing students for activecitizenship; - - protection and enhancement of moral, cultural, scientific valuesand results			



BENEFITS FROM THE IMPLEMEN-TATION OF THE THIRD MISSION



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Ivan Franko National University of Lviv

HEI as an incubator of educational, scientific, technical and social innovations, a science park operating in the commercial dimension of educational and scientific activities

institution as a tool for modeling social design and a human capital bank, a space for the formation of universal competencies based on national achievements and global development

a space where social and environmental values are formed, an environment for communication, a space for the exchange of ideas and opinions, the formation of a new elite of society and agents of change, a center that works for the benefit of society

positive image of the institution and attractiveness for students Cooperation with stakeholders and the community, development of civil society socio-economic development of the region

Socio-economic development of the regio

ahomanov National University of

Don Dl

sustainable development Cooperation with the community and feedback from stakeholders Innovative development and internationalization

Pirogov National Medical University
 Improving the quality and life expectancy of community residents, preventing disability and disease, taking care of mental health, and increasing efficiency commercialization of scientific research Implementation of the concept of a socially responsible university
TIEE NAPN
quality of education and science, testing of research results Cooperation with the community and feedback from stakeholders international integration of higher education institutions and competitiveness
HNURE
ENGRE
ranking and competitiveness, image and reputation of the HEI HEI as a center of technological expertise, consulting for external
clients, commercialization of enterprises, science parks, technology transfer offices
networking and promotional events, local socio-cultural and development projects, partnerships and contracts with external actors, business centers and coworking spaces, leasing and

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entrepreneurship centers and social responsibility

social cohesion and community support motivation and attractiveness for students

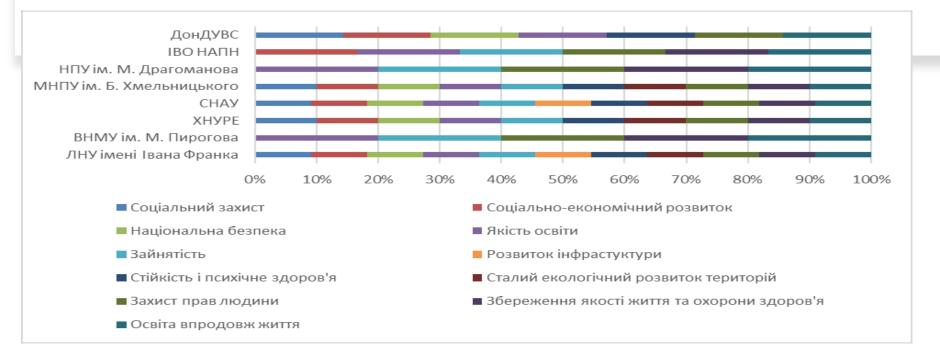
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нормативноправовове регулювання третьої місії

відстність цільового відсутність критеріїв фінансування та брак оцінки виконання матеріальнотретьої місії технічних ресурсів усвідомлення людські ресурси важливості третьої місії війна та пов'язані із нею виклики (питання безпеки, окупація, організаційна міграція, демографічні підтримка, ризики, травматизація, пасивівність та економічна консерватизм, нестабільність) відсутність мотивації

Main Lessons Learned



METHODOLOGY	- TM as consisting of two components: fostering HEIs' entrepreneurial profile through exploitation and commercialization strategies for their scientific outputs (concepts of a "entrepreneurial university") at one hand and highlighting the HEIs contribution to the solution of societal challenges and problems (concepts of an "engaged university") at other hand.
Section 1	 -is no universally accepted TM definition. Basically the TM are defined by any HEI activities which do not fall under the traditional domains for university life: namely education and research. - No universally accepted indicators for its measuring - 2-dimensional structure: engaged and entrepreneurial universities
Section 2	No holistic approach to the TM in the countries, also different levels on the TM institutionalization internally at HEis
Section 3	Region's economic profiles, budgetary expenditures for HE, strategic vision of the HEI, its profile, resources available
Section 4	immediate war consequences, the HEIs in Ukraine with regard to the TM activities struggle with difficulties related to the TM financing, lack of regulatory frameworks and normative settings, lack of clear TM assessment criteria, lack of understanding of the TM importance at the institutional level as well as lack of human resources and organizational support at the HEIs level.
Section 5	expectations of the stakeholders in the focus-groups however, revealed that the HEIs TM activities are often not effectively communicated for the public. Moreover, there is a need for HEIs to serve as independent platforms for professional discussions on main social problems, as well as the educational support to the stakeholders needs to be more intense and visible.

MAIN RECOM	1MENDATIO	NS Universities-Cor strengthening co	
FOR state bodies: to create a flexible model for the TM support depending on the HEIs profiles and needs	FOR HEIs: to focus on their systematization of their TM practices, priorities and management	FOR COMMUNITIES: define priorities	
FOR NGOs: to sharpen their capabilities in the area of HE policy-making	FOR BUSINESS: to focus on social innovation	FOR MEDIA: communication of the TM	
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