



Working Package 1

Mapping 3M activities in partner universities

Deliverable 1.1

Good practices of 3M in University of Turku

Final report

February 2013

**U3M-AL PROJECT - DEVELOPING THIRD MISSION ACTIVITIES IN
ALBANIAN UNIVERSITIES**

Project No: 530243-TEMPUS-1-2012-1-ES-TEMPUS-SMHES

This project has been funded with support from the European Commission.

This publication reflects only the views of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

This report has been prepared with the participation of:

Céline Charpentron
University of Turku

Johanna Alanen
University of Turku

Petteri Sinervo
University of Turku

1 INTRODUCTION

1.1 Short profile university (type of university, size, special features)

The University of Turku (UTU), founded in 1920, is an international research university and a leading, trendsetting provider and developer of higher education in Finland. The University of Turku includes seven faculties: the Faculty of Humanities, the Faculty of Mathematics and Natural Sciences, the Faculty of Medicine, the Faculty of Law, the Faculty of Social Sciences, the Faculty of Education and Turku School of Economics. UTU offers attractive higher education and forms a network in conjunction with other higher education institutions, public sector, research institutions and companies in the region. The University of Turku is a public university and, unlike other European public universities, is financed by both state funding and complementary funding. The financing of Finnish universities is composed of 60% of public funding and 40% of external funding. The external funding comes from various sources: from operating income, EU grants, National funding, the Academy of Finland, regional authorities and the industry. Since 2010, the new Universities Act gave the Finnish universities an independent legal status which provides them with full financial responsibility.

Turku School of Economics (TSE) and the University of Turku merged and the new University of Turku started its operations in the beginning of 2010. With the resources and expertise of these two universities combined, business knowledge can be closely integrated into education and research.

The University of Turku comprises 21 000 students of which 17 000 are degree students, 1 800 are Post-Graduate students and 2 000 are visiting students. Yearly, 1 400 Master's degrees are delivered as well as 1 400 Bachelor's degrees and 150 Doctoral degrees. Over 4 000 scientific publications are released annually. The University of Turku ranks 211 in the whole world¹.

1.2 Regional context

The Turku region, composed of around 307 000 inhabitants (the City of Turku has around 180 000 inhabitants), is located in the South-west of Finland and has two universities: the Åbo Akademi and the University of Turku; as well as the biggest polytechnic in Finland: Turku University of Applied Sciences. In addition many research units of various organisations exist in the region. Biotechnology, ICT, food stuff, engineering and medical industry are the main sectors represented in the area and because the Turku region lies on the coast of the Baltic Sea its logistical activities and shipbuilding are also important.

¹ QS World University Rankings 2012

The recent merger of Turku University and Turku School of Economics is a result of the changes in the Finnish education system². Mergers of universities and creation of strategic alliances aim to aggregate resources and strengthen research capacity. Ultimately, mergers are seen as a way to improve the international visibility of universities, with aspiration to secure higher ranking positions, cumulate funding for research as well as to lower barriers which hamper smaller universities in participating in research competitions due to high administrative costs. It is hoped that recent changes will allow Finnish universities to compete more successfully in international market.

According to the Ministry of Education³, the demographic structure in Finland will be fundamentally affected by the ageing of the population. The older population is a large labour reserve which is important to focus on. Youth is strategically placed with regard to demographic development and education. The aim of education policy is to ensure that all age groups have a level of education and knowledge which meets the requirements of the society and the labour market. The promotion of lifelong learning will help to keep the ageing population longer in the working life.

Finland is also actively investing in research, development and technology, while the output has been so far very modest, like in the rest of the Europe. Only a few companies are science-based and entrepreneurship scores low among educated people. According to a study on industry-academia collaboration⁴, there are problems in the Finnish innovation system. Two of the problems negatively impacting new ideas and innovations coming from the university sector are that the growth and internationalisation of new innovation has been very moderate due to the limited number of potential innovations in the first place, and due to the limited understanding and capabilities for commercialising new ventures⁵. A later study⁶ revealed that the innovation environment in Turku, although strong in basic research, does not turn out businesses to a satisfactory degree. Researchers are not implicitly encouraged to actively cooperate with industries. Due to increased national (TEKES⁷) and international (EU) demand, research institutions are becoming more active in university-industry collaboration.

² Report from the study visit to Turku University, 28-29th June 2011, prepared by Ela Krawczyk and Alfredo Soeiro

³ Ministry of Education Strategy 2015

⁴ Malinen, P., Hytti, U., Brännback, M., Elfving, J., Hudd, I., Magnusson, A. and Pohja, T.-L. 2005. The Development Challenges of the Innovation Environment in Turku. Publications of the Business Research and Development Centre, Turku School of Economics, series B2/2005, Turku, Finland.

⁵ Research in Economics and Business: Central and Eastern Europe, No. 1, 2009. Tallinn University of Technology

⁶ Malinen et al. 2006

⁷ The Finnish Funding Agency for Technology and Innovation

1.3 Changes in the role of universities in the context of regional economy and change of the UEP role

The role of universities is being widely reviewed. The growing number of public rankings and accreditations is but one phenomenon. Traditionally, universities have been autonomous and publicly funded organisations. Today, the university sector is facing external and internal pressures to change. Externally, diminishing public funding and productivity pressures are affecting the university sector. Internally, universities are looking for additional income which can be significantly increased from the industry. The other external funding can also be increased but in smaller proportion. The 2010 University Act gave universities an independent legal status. Its main aim was to balance public and private funding to universities in the future. In 2008, core funding allocated by the Minister of Education accounted nearly to 60% of the total universities' expenditure. The changes introduced by the Act aim to enhance university autonomy to supplement basic funding with donations and business activities.

Finnish universities have been educating personnel to industry and the public sector. However, as these two categories do not generate enough new jobs, a clear change is taking place. The universities' mission is to prepare students to the working life by providing them with the appropriate tools related to the business needs. In order to adapt the education to the society's needs, universities are enhancing partnerships with businesses and promoting entrepreneurship.

In the past decade, many universities in Europe have formally incorporated regional economic development into their mission statements, as did the University of Turku. UTU has intensive cooperation with companies, NGOs, municipalities, public administrations and with the other higher education institutes in the region. In addition, the University has about 3 500 employees making it the third largest employer in Turku. Hence, the institution plays a significant role in the development of the region of south-west Finland through numerous actions, programmes and networking activities.

The University of Turku's approach to university-business collaboration can be described from many angles: through its educational and research activities, based on the University's regional and international engagements and role. Here is a broad range of services offered by the University of Turku to external partners, including:

- participation in collaborative, joint national and international projects
- use of the facilities of the University, including testing, laboratories, measuring and analysis equipment

- educational and development services for enterprises, organisations, national and international public authorities
- In-house development, training programmes and seminars for enterprises
- provision of state-of-the-art knowledge and expertise
- adult education
- alumni
- recruitment services

The University of Turku is involved in a large number of joint projects with for example the city of Turku and the former TE-Centre⁸, which is one of the 15 regional employment and economic development centres in Finland organised in a network. They serve the needs of SMEs by providing business support services, consultation and advice as well as finance.

An example of change within the University of Turku can be illustrated by the evolution of Business and Innovation Development (BID) unit. When the Business and Research Centre was firstly created, the unit was solely operating under Turku School of Economics. Since the merger of TSE and UTU, the role of BID has been increasing and the unit nowadays operates to serve all University's units. BID aims to develop the innovation and entrepreneurship strategy of the University of Turku which intends to influence the society at large. This implies that BID conducts research in Innovation and Entrepreneurship in collaboration with the other departments of the University of Turku, with other universities and the industry. BID provides also education in Innovation and Entrepreneurship and Information Technology to undergraduate and postgraduate students and external parties.

2 INSTITUTIONAL PERSPECTIVE TO U3M ACTIVITIES

2.1 What are the main types of U3M developed in this university? What are the main characteristics of the partnerships involved in U3M activities? (E.g. What are their levels of formality? Who is the university's counterpart in the partnership? (e.g. individual academics, central level entities); Who is the external/enterprise's counterpart in the partnership? What is the number and type of staff involved in the partnerships? How much are the funds invested and revenues obtained? What are those funds' sources? What are the main types of

⁸ Center for Economic Development, Transport and the Environment

activities developed? What are the main governance structures responsible for the U3M activities?)

The University of Turku supports actively all Third Mission activities without setting priorities – they are all as important. Examples of U3M activities are for instance lifelong learning by providing e.g. courses at the Open University, university-business collaboration, courses for professional development, tailored training for organisations and enterprises and kids' University with lectures, workshops and science camps. The University is also very active in International cooperation by implementing research projects and programmes, developing global academic networks, student and staff exchanges and joint curriculum development.

Societal interaction is part of the University's operation that has been integrated into research and education. The University of Turku provides an example of a higher education institution where societal interaction is carried out at all different levels of the organisation by various staff members. It takes place both at organisational level through central initiatives and at the individual level. Top down central initiatives meet bottom up projects and ideas, in line with the main objectives and priorities of the institutions' strategy. The University supports synergy with the society and is conscious that developing Third Mission activities requires time from the staff for research, education and activities development.

Curriculum development at the University of Turku is the responsibility of the professors, the departments and the faculties. The University staff has the freedom in deciding on the level and methods of business involvement in the curricula. Faculty members are encouraged to increase business involvement in the education, as business relations are considered as major catalysts for improved graduate employability. There is a variety of ways to provide more entrepreneurial and practice orientation education, including visiting lecturers from the businesses, involvement of the students in business related activities through thesis work or collaborative projects and collaboration with mentor companies. The former Turku School of Economics applies business relations in its educational activities in the most systematic way. A common form of university-business collaboration takes place through the involvement of the professors on the various company boards. The interaction can be seen in service-related research projects and in utilising their results as well as in international, national or regional development projects. Academic expertise is disseminated to society through the University's communication and publication activities. Ensuring the working life relevance of degree education, providing lifelong learning and exporting Finnish education are a sign of cooperation.

The multidisciplinary University encourages its units to understand innovation not only as technological but also as social and service innovation. The

University avers that regional development is based on reciprocal interaction where the parties listen to each other's expectations and divide the implementation responsibilities appropriately. The aim is long-lasting partnerships that create well-being in the region.

The University's strategy states that the business activities conducted at the University of Turku must support the realisation of the University's basic missions and the so-called Third Mission. Both added-value and additional resources need to be sought for basic and applied research within the University's business activities. The University's policy is to be commercially conservative, aiming at long-term profit.

As the University of Turku Third Mission activities are seen as part of normal work, it is difficult to know exactly how many resources have been allocated to Third Mission activities. For example, Third Mission is not mentioned in the University's accounting. No budget is precisely allocated to U3M activities. What can be known is the amount of working hours each person involved in Third Mission activities has spent implementing them. Societal interaction is quite new in the administrative sense: the means for follow-up and monitoring are still rather weak. The funding differs depending on the type of the activity. There are different products and services sold directly to customers, whereas some projects are funded by the European Union and TEKES.

The University of Turku is a responsible member of the society and social interaction is an integral part of research and education. UTU is active in developing all U3M activities. Below are some examples:

The University supports *lifelong learning* by providing studying opportunities and trainings. Its education is based on academic research and its high-level, multi and interdisciplinary research forms the foundation of the University operations. The University provides opportunities for education and support for professional development throughout the working career. The University lifelong learning services include Open University, management training and specialisation programmes with the related development projects. The University provides also tailored training and education services for a fee. Its unique Children University is also a good illustration of the University's commitment. In the spring of 2008 the University of Turku created the Children's University which aims to introduce and familiarize children to interesting topics through science and research. The Children University organises also camps where children are encouraged to think further and discover the joy of doing things on their own. The Children University give children a first experience with the university life.

Applied research is an essential part of the University's integration into society and it improves the employment opportunities for young researchers outside of the University. Cooperation with other actors such as research-intensive

companies strengthens the University's own know-how and also opens up new problem settings for basic research. The Project and Innovation Services unit is responsible for assisting researchers by providing them information about funding opportunities, funding applications, dealing with legal and administrative issues related to projects, negotiating terms and conditions of the funding, and other legal and financial affairs. The unit is also responsible for the commercialisation and technology transfer activities, as they are considered to be the starting phase when developing the application. The unit is a research support for which works a patent information officer employed by the Foundation for Finnish Invention⁹. The unit also receives funding from TEKES for actions and projects that aim at the commercialisation of the research results, such as patent searches.

The University-industry collaboration plays an important role as the University is acting as an interface between the students and the businesses. The University of Turku is partnering with companies and organisations in various education, research and development projects. Those collaborations ensure the University that its educational programmes are in correlation with the society's needs; offer to businesses a direct access to educated workforce; communicate about the various collaboration options; and give the opportunity to students to work on real cases and to acquire professional experience. Moreover, the University of Turku is a strong hub of business expertise that applies the special business knowledge to various discipline and business projects.

2.2 How have the number and intensity of the different types of U3M activities evolved at the institutional level? (e.g. which types of U3M activities have increased more? Which are the most important ones for universities?)

Regarding the intensity of the different types of U3M activities, it is clear that the development of the related activities is more systematic and that the University staff is more active than before. Due to the increase of 3M activities, the University staff has been more aware of the opportunities available and of their effects on the society. More and more projects are developed. The University's support on 3M activities has also proved to be beneficial. A report from August 2011 shows that business cooperation has increased, mainly through the development of new projects from BID unit.

Despite encouraging results, University-businesses collaborations seem to have become more complicated during the last 10 years and there are many pros and cons regarding collaboration with industrial partners. The increased level of

⁹ The Foundation for Finnish Invention is a government funded independent foundation, supporting and promoting the development and exploitation of Finnish inventions. Legal advice and financial support for patenting inventions is an important part of the activities of the Foundation.

administration, the time devoted to marketing and advertisement of the research activities instead of actual research, IPR issues, the restriction of the freedom of a researcher are major drawbacks considered when entering into collaboration with businesses. However, the motivation of the individuals to be able to attract the best talent, to provide better options and facilities, to create social impacts and the external funding are decisive factors in university-business collaborations.

2.3 University policy and strategy towards 3M activities

The University of Turku has integrated Third Mission into its strategy and sees “societal interaction” as part of the University’s basic mission integrated into research and education.

Continuing education has traditionally been strong in Finland. The University Continuing Education Network (UCEF) was founded in 1990 as a cooperative organisation for the UCE institutions in Finnish Universities. The strong commitment to lifelong learning (LLL) activities of the University of Turku is reflected in its institutional strategy and in the many activities carried out throughout the whole University, with its first adult education strategy having been created in 1996. Nowadays, there is a legislative requirement, the University Act, on the universities to promote lifelong learning activities. At the University of Turku those activities are mainly executed by the different special units, primarily by the Brahea Centre for Training and Development and the Centre for Maritime Studies. However, the individual faculties, the Future Research Centre and TSE exe special units are also active in adult education. Annually, about 17 000 people participate in adult education organised by the University. The lifelong learning actions of the University of Turku cover a broad range of activities with many new and innovative ideas. The Open University promotes education to all, irrespectively the age group or educational background of the students. Its operation covers mainly the Southwest region but through its e-learning courses its services are more widely accessible.

2.3.1 Are there any institutional policies to foster 3M activities? Who is in charge of developing them? Which are the main types of U3M activities encouraged? To what extent are policies contextualized in innovation or third mission institutional strategies?

Since 2010, the YVV unit is in charge of monitoring and implementing the Third Mission measures at the University of Turku. The unit is composed of two distinct areas: societal interaction working group and societal interaction network. The working group is in charge of supporting the social interaction, collecting and updating information from the University and its interaction with the society, planning and monitoring activities related to performance indicators,

as well as identifying and planning future societal interactions and their dissemination.

The network supports the various units of the University and their collaboration with stakeholders, promotes working life through training, encourages the development of new activities and good practices dissemination, and boosts work-related cooperation and exchange of information. Within each department of the University, a report on activities developed is published twice a year. Each department chooses one person (professor, researcher, assistant or any other) for the network who will be responsible for the development of Third Mission activities. Each contact person can give feedback on what should be done or improved within their department.

Two members are working full time at the YVV unit. The funds for this department are provided from external sources. It is very difficult to estimate the total number of staff members being active in all the 3M activities. However, the personnel is more involved in U3M activities than it was 5-10 years ago. There have been some difficulties encountered due to cultural barriers such as the mind-set of the teaching staff and a lack of business-minded attitude in some cases.

2.3.2 Are there policies to encourage U3M activities via human resources management incentives?

At the moment, there are no incentives to encourage the Third Mission activities. The funds are mainly allocated based on research (basic and applied-research) and teaching activities. According to the YVV unit, everyone should be involved in such activities and they should not be seen as extra work but been integrated into daily work. The Planning Officer of the department admits that the University staff would most likely be more motivated if there were incentives, especially for the more experienced professionals who do not always see the need of such activities.

The University of Turku is planning to implement an incentive system to reward researchers who have been successful in the Academy of Finland and European Union Framework programme applications. The measure of the success of research will be regularized and the results will be taken into account in allocating resources. Moreover, individual results are considered in the allocation of resources and in career development¹⁰. There is also a specific Action Plan: “integration societal interaction into research and education” which outlines specific aims and actions in this area.

¹⁰ University of Turku, Strategy 2010-2012

2.3.3 To what extent the U3M activities described above are a consequence of institutional policies? Have national/regional policies played a key role in their development? Have these activities been impelled by the involved enterprises?

Due to the active role of the Finnish Government towards academia-industry collaboration and the implementation of several initiatives, Finnish universities had to adapt their activities. The Science Park, owned by the City of Turku, is a business incubator providing modern facilities and bringing together academic and business expertise at a shared location and provides efficient seed-beds for start-up technology and science based firms. Several units are developing projects in cooperation with the Science Park. With the creation of such initiatives, the universities have had to rethink their strategy to promote entrepreneurship and support the researchers developing their ideas.

The University Act encourages universities to be more autonomous, implying to increase their interaction with companies and developing their services. The companies are also gaining from their partnerships with the University. By involving companies in education and research activities, they also become more active in developing partnerships and long term relations and offer occasionally thesis projects, internships to students and participate into lectures.

3 CHARACTERISTICS OF U3M ACTIVITIES (OF THE ONE OR TWO CASES FROM EACH OF THE MAIN TYPES OF ACTIVITIES ASSESSED MORE IN DETAIL)

3.1 Qualitative aspects

3.1.1 Brief description of the U3M activity

3.1.2 Stakeholders involved (public authorities will be included in the reports only if relevant to the analysed cases)

3.1.3 Governance/ management

- 3.1.3.1 General governance structure
- 3.1.3.2 Decision- making procedures/ strategy development
- 3.1.3.3 Funding/ financial system
- 3.1.3.4 Internal and external accountability
- 3.1.3.5 Steering tools (e-g. customer- relation management)

3.2 Quantitative aspects

3.2.1 Funding/financial figures (e.g. revenues, budgets, financial incentives)

3.2.2 If available, figures on staff involved, results, valorisation, depending on particular aims

The Business Development Laboratory

The Business Development Laboratory (BDL) is a joint project with the University of Turku and the Turku Science Park Ltd. The goal of the Laboratory is to support university research based on new venture creation and to raise the level of business competence and the awareness of entrepreneurship of the university researchers and students. The Business Development Laboratory was developed as a solution to the Finnish paradox in innovation, while the country has actively invested in R&D&T but the output has been very modest. The programme emphasises the importance of facilitating the networking of the potential entrepreneurs with the public and private business service providers and investors in the Turku area.

The programme has two target groups – university researchers and university students. It aims at supporting the commercialisation of the university research by offering researchers an opportunity to develop their business competence, to gain insight into the business opportunities of their research findings and to develop a business plan for the commercialisation of their invention or service concept. On the other hand, the programme offers the students a practical learning experience and an opportunity to acquaint themselves with a career in high technology SMEs. In addition, the programme also promotes entrepreneurship to both groups. The task is to consult researchers and mentors in order to write a business plan and commercialise the invention. The course is based on entrepreneurial learning through learning-by-doing and on a different teaching method allowing mistakes. The international dimension of the programme is possible through the participation of exchange-students.

The university-industry cooperation enables the participants to build a valuable personal network, as for researchers to meet potential service providers, employees and partners. The BDL provides also education in business development and new venture creation for the participants. The increased business competence and learning to see the researcher's results from the market point of view leads to a wider perception of the business opportunities of the university researchers, and as a result, to see entrepreneurship as a career option. The programme contributes to building a more competitive university in Turku, which has a catalytic role for the development of the community and also competitiveness of the local businesses.

There are several stakeholder groups involved in the BDL and they can be listed as follows:

- The researchers, owners of the business idea/innovation. The programme is targeting young researchers as they appear to be more willing to cooperate with students
- The students with different educational background. They are generally students from the Turku School of Economics (4 students per team) and from the Law Faculty (4 students per team). International students are among the main participants. Students participating in the programme get 6-8 ECTS¹¹
- Business and Innovation Development (BID) unit of the University of Turku. BID is the initiator of the programme and is the main organiser and developer
- University of Turku's professors. The professors specialised in knowledge-intensive business and entrepreneurship are giving intensive lectures on business-planning and supporting the teams during the programme
- Mentors. The teams receive personal mentoring by experienced entrepreneurs or industry specialists who have business experience in the field related to the business idea
- Turku Science Park incubator. Science Park comprises of around 90 enterprises specialised in biotechnology and ICT. The Turku Science Park participates in the programme as consultant. The manager of the department is also evaluating the Business Plan at the end of the programme and is a valuable member for the future integration of the business into the Science Park
- PriceWaterhouseCooper (PWC) is the auditor of the Business Plan and participates as consultant. PWC is working on a voluntary basis to support the students and researchers with their projects. Future cooperation can be established if the project is successful and can be considered as counterpart
- TEKES is also participating in the Business Plan evaluation and is an important actor for the future financial support of the business project
- Abo Venture, an investment company, is also one of the Business Plan evaluator and is a valuable partner for the development of the project

¹¹ European Credit Transfer and Accumulation System

The programme has been implemented for the first time in 2007 as a project pilot. Nowadays, solely one person from BID is managing the programme with the support of the University of Turku and the Science Park managers.

The project manager responsible for the programme is selecting the researchers and the students. Only the students from the Law Faculty are selected by the partners from the Law Faculty. Then, the most successful business ideas/innovations are chosen in collaboration with the Science Park incubator manager, considering the business field of the companies present in Science Park. Following this phase, the students and researchers are interviewed by the project manager, who pays a particular attention on the participants' profile to form the teams.

The programme is organised once a year during which several teams are working on different projects and 12 students are enrolled per team. The programme lasts 15 weeks, during which each team is receiving lectures on how to write a Business Plan. From the beginning of the programme, students and researchers are asked to fill in a confidentiality agreement as information is exchanged between teams. In the middle of the programme, the teams have to present their business idea under the Elevator Pitch¹² to evaluate the precision of their business idea. At the end of the programme, each team presents its Business Plan which gets evaluated by the project manager, the Science Park manager, TEKES and AboVenture.

The programme development is funded by the University of Turku and covers the salary of the project manager. The collaboration with the different professional partners is based on voluntary basis as well as the collaboration with private companies. Each participatory group gets to develop their network and gain professional experience from the programme which is why no extra funding is necessary.

Staff involved:

The staff involved comprises:

- one project manager (from BID unit), organising the programme and selecting the researchers and students
- one professor, specialised in entrepreneurship and business planning
- one professional per team, to support and mentor the participants with experience in the appropriate field

¹² The Elevator Pitch is a short presentation defining a business idea or product which should be described in the time span of an elevator ride, from 30 seconds to two minutes.

- one auditing company (PWC), collaborating with the teams and advising them
- one attorney to advice on legal practice
- one evaluation team composed of representatives from the National Funding Agency (TEKES), a manager from the Science Park Incubator, and representatives from an investment company (AboVenture).

Results:

So far, two third of the projects have been successful with one third established as companies. Two theses have been written by Master's degree students for the benefit of the researchers and students have been working on two or three successful projects. Some projects have also been unsuccessful, and according to the project manager's feedback it is mainly due to the researchers' lack of investment in their own project.

TSE Exe – Turku School of Economics, Executive Education and Development

TSE Exe - Turku School of Economics, Executive Education and Development organises different programmes including an executive MBA (eMBA) for managers and executives; JOKO, a management training programme for specialists and managers who want to develop their organisation; and tailored courses for businesses' special needs. Its mission is to convert cutting edge academic research results and expertise into forms, useful to companies for enhancing their business competence. The unit connects the business world and Turku School of Economics which is part of the multidisciplinary University of Turku. The need for such programme started in 1982.

The direct stakeholders of the programmes are:

- the customers, who are the employers from the participating companies
- the participants who are the employees of those companies and are in the process of career development or change
- TSE Exe staff, recruiting and selecting the participants and tailoring the programmes regarding customers' needs
- the teaching and training staff of the Turku School of Economics
- private educators who are participating in some of the educational sessions
- private consultants

- companies who are also participating as speakers during the programme

TSE Exe is a business unit of the University of Turku and the working staff of the department is developing the programmes. As the eMBA programme has international accreditation, its development is organised jointly with the programme committee. The programme committee can give recommendations on how to improve and develop the programme in order to sustain the accreditation. The tailored programmes are developed in collaboration with the TSE Exe staff members and the companies regarding their needs.

The recruitment of the participants for the eMBA programme is organised by TSE exe. The selection criteria are experience in business (min. 5 years) and education (Bachelor or Master degrees). The selection process is followed by an interview. According to the Director of the unit, participants are usually already in the process of getting promoted or in need to develop their knowhow. Each year, 20 participants are recruited. The participants for that programme are usually medium and large size companies, as the cost for participation is relatively high. Participants are originally from industries but more and more also from the medical sector, pharmaceutical companies and business services.

Tailored courses can be more suitable for SMEs as the courses can be for a shorter period and allow a smaller group of participants. Half of the participants are coming from the Turku region and half from the Helsinki region. The University of Helsinki (Aalto University) offers also similar programmes, but as TSE Exe organises a wider range of courses with different topics, companies from further are also taking part in these programmes.

During the eMBA programme which lasts two and a half years, three foreign study visits are organised respectively in the USA, Hong Kong and Italy. During those visits participants get to visit local companies, share their experience and participate in lectures. At the end of the programme, participants receive credit points and are given a diploma. The programme is EPAS accredited (European Foundation for Management Development EFMD) since the beginning of 2009 which gives more credit to the department.

As the department is a business unit, no budget from the University is allocated for the financing of the activities. The department is funded by the programmes participation fees. The participation fee for the eMBA programme is 34 500€ per participant, which is paid by the participating companies. The fee includes the modules, training materials as well as the books and meals.

14 people from the TSE Exe are involved in the programmes. During the programme the participants improve their skills, get practical business expertise and management thinking, develop their career opportunities, gain entrepreneurial skills and develop a powerful network of personal and professional contacts. Participating in the programmes provides the

organisation with up-to-date practices and expertise, solutions responding to their needs and challenges through the assignments and thesis, increase the motivation of their employees and support the key employees with their development.

Brahea Centre for Training and Development

Brahea Centre was established in 1985 and is nowadays divided into three departments: Open University, expert services and internal services. Brahea Centre acts directly towards the development of Third Mission by connecting the society with the University. Brahea main tasks include creating a contact point between the academics and the society; planning and organising adult and continuing education in collaboration with the faculties and institutes; planning and coordinating regional development programmes; providing congress services and also participating in the University's staff development. The Centre is an expert in Lifelong Learning bridging scientific research and practical life for professional and human growth. Brahea targets with its diverse array of activities all different types of actors, including university professors and researchers, students and the University's alumni, local businesses and authorities. The Centre promotes also the creation of innovative living and learning environment in the Baltic Sea region. Aspects include culture, entrepreneurship, tourism, environment and the food industry.

The section of the Open-University offers studies for personal and working life, as well as for the needs of the society. Studies consist in principle of basic level university studies with 40 subjects and language courses available. Studies are offered in cooperation with 60 adult education organisations all over Finland. Few courses are also taught in English. The Open-University cannot award degrees, but credits are transferrable and can be incorporated into a university degree.

The section of Professional Services offers academic continuing professional education, custom-made education, development projects, project services, and takes part in the development of academic special competences. The main fields of expert services include higher education, welfare and entrepreneurship. Services are aimed for example at universities, universities of applied sciences, public and private organisations, companies and SMEs.

The Congress Office offers services for academic units, associations and other organisations. It organises mainly scientific congresses, both international and national. Congress services include practical arrangements, registration services, and accommodation reservations, designing printed and online publications and handling financial transactions.

Parts of the stakeholders are:

- The customers of the Centre: adult learners and students who are taking courses at the Open-University, public organisations and companies who are either entrepreneurs or corporate staff members and congress guests. The target groups of the expert services include professionals working in the social, health care and education sector, private and public organizations, companies and higher education institutions
- The teachers who are giving the courses
- The City of Turku by increasing its inhabitants knowledge and keeping elderly longer in the working life

Brahea Center is a special unit of the University of Turku and is governed according to the University's regulation by a Director and Deputy Director. The Director is assisted by two team managers for the professional services and the Open-University, an administration manager for the internal services and a third manager who is also the employee representative. In accordance with the University's regulation, an Advisory Board is also part of the governance of the unit and composed of representatives from the university's employees, students and representatives of different departments.

The strategy of Brahea is in close connection to the University overall strategy and is revised annually according to the feedback from the internal experts in the different fields of operation. The management of the Centre is divided into three departments under the director: internal services, the Open University and the Expert services. The latter two are then sub-grouped according to areas of disciplines or branches (e.g. studies in education sciences; services to the enterprises). The supervisors of these groups participate in the planning of strategy and action plan by providing information on the current situation in the field and the needs of development recognized by the customers, researchers and developers.

The Centre is funded through external funding through receiving fees from the courses at the Open-University and the organisation of event at the Congress Centre. Annual budget of €7,5 million, mainly from external funding. The Brahea Centre has 80 staff members and approximately 12 000 students per year.

Lähde Työelämään (Towards the working life)

Lähde Työelämään is a project which started in 2010 and for which five Finnish universities are working together. The University of Turku is one of the partners. The project was started by the Head of the Career Service department of the University of Turku following a study among local businesses which revealed that the problem for establishing and enhancing collaboration with the

universities and the companies was the lack of information. Companies did not know which services the universities were offering, how they could benefit from the collaboration and whom to contact.

The project aims to give the companies and the potential employers up-to-date contact information and the collaboration possibilities with the University. The goal of this continuing project is to make clearer what the University can offer for companies and how they can develop partnerships. During the project, three subprojects have been implemented: creation of a website for companies collecting information from all Finnish universities and providing instructions on how to start the collaboration with the universities (through internships, lecture participation, thesis' subjects, students' projects, etc.); creation of a web-based information system enhancing international traineeships of higher education students; and support of the teachers on how to integrate Third Mission activities into their daily work and creating events to share their experience. The University of Turku has been working on the communication of the different services offered by the University to companies and on supporting teachers to develop their activities related to Third Mission.

Several stakeholders are involved in the project. The University of Turku's Career Service and Brahea Centre are the main stakeholders as they are developing the project and have been initiating it. The administration of the University is also an important stakeholder. The teachers are also main actors in the development of Third Mission as they are the one defining the teaching materials they are using during their courses and who establish collaboration with companies. The teachers can either integrate companies in their courses during lectures or participate in companies study cases, by adapting their courses to the needs of companies and communicating into the university webpage about the content of their courses and the students' knowhow. The companies are the main target of the project and the initiator of the project based on their needs.

The project is governed by the Head of the Career Service of the University of Turku, as well as by the Project Manager.

The project communication is based on the newly created website, the regularly update of the University webpage, the lectures organised at the university, as well as the "get together" event where teachers share their experience with the implementation of Third Mission activities. The Career Development Service defined with his team and regarding to the results of the survey, the activities implemented during the project. The Project Manager is in charge of conducting the implementation of the activities.

The project has been funded by the European Social funds at 85% and by the different partner universities at 15%. After the project ends in May 2013, part of

the activities will be continued by the Career Service, regarding the updating of the website for companies and the support to teachers; and part of the activities will be continued by Aarresaari, a well-known network of Academic Career Services representing 19 Finnish Universities. The network offers services for University students, graduates and employers as well as for the universities themselves. The network will provide information towards students with available positions and will make the link between companies and universities.

Results:

Establishing collaboration with companies has been more difficult than expected because of the time it takes to build trustworthy partnerships. The project manager stated that some partnerships were established rapidly, while others are still under negotiation. Regarding teachers, the lack of time seems to be one of the major barriers to developing Third Mission activities. The project manager has also noticed that teachers from the University are more willing to devote time to implement such activities than teachers from the University of Applied Sciences. The project manager also stated that the “get together” events had positive impact as once teachers could see the benefit of developing collaboration with companies, they were more willing and motivated to do so.

The main goals have been achieved, according to the fact that the University staff and companies are more aware of the opportunities to implement cooperation with UTU. The project also encouraged a change in the staff attitude towards Third Mission.

In order to have a successful project, the project manager advised to get the administration involved from the beginning of the project in order to get support from the University and to be able to allocate time to the teachers to develop Third Mission activities. She also warned that networking can take years and in order to develop cooperation more efficiently, it is important to share information with the different partners and to gather events where partners can meet and expand their network. She also recommended using the appropriate language to communicate to companies by avoiding for example the ECTS terms; and reducing administrative procedures which might not suit the companies' needs (if the company needs an intern urgently for example).

4 ANNEX

Source: the website of the University of Turku, <http://www.utu.fi/en/university/administration/>

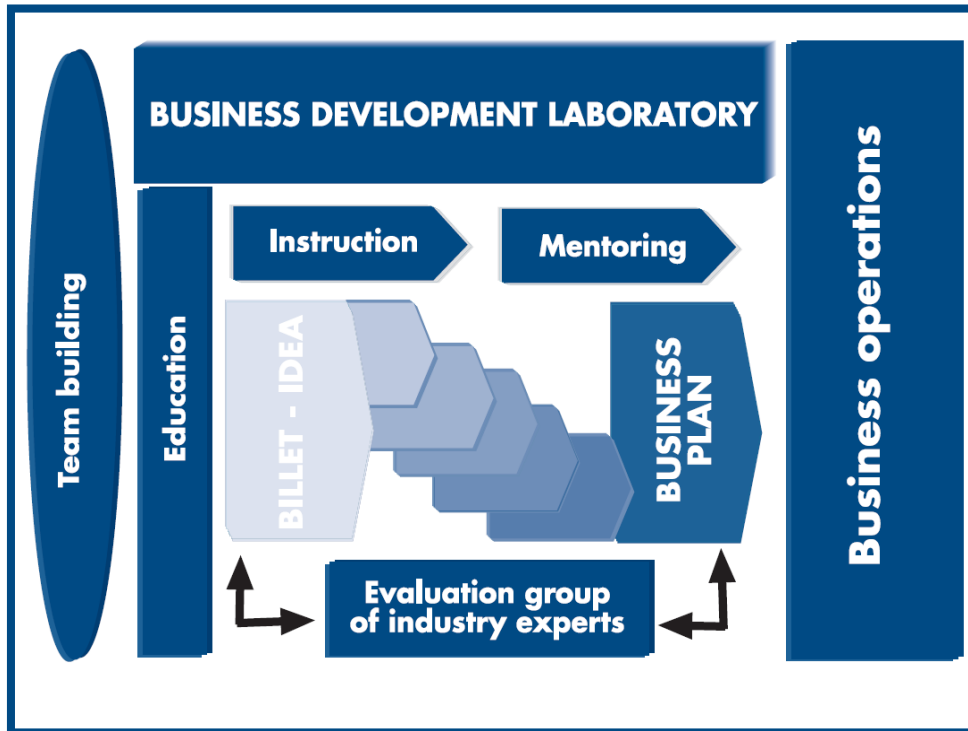


Figure 1. The concept of the Business Development Laboratory

Few examples of other 3M activities of the University of Turku

Business and Innovation Development's (BID) projects

IDEAtehdas – Idea Factory

The goal of IDEAtehdas is to accelerate and activate the R&D and innovation activities of the region's enterprises. IDEAtehdas is based on employing open innovation to build collaboration networks consisting of companies and research institutions around ideas, and taking the innovation process further. In addition to facilitating the idea development sessions, BID unit, which is the leader of the project, offers an interface to the research knowledge and projects and if needed, provides companies with help on applying for public funding to enable further development of their business ideas. IDEAtehdas is currently organized in 10 work groups which all feature a development process of a product or a service. In addition to the search for new business ideas and company groups,

IDEAtehdas organizes expert-led public events that feature discussion about topical product development and business issues.

3EP

The European Entrepreneurship Educators project aims to support and develop enterprise education in higher education through European Annual Summer Academies. The Summer Academies create a unique network of 3EP fellows. In support of Oslo Agenda, the 3EP Academies will develop pedagogy and support institutional change, building confidence and practice in educators. It is an opportunity for peers to share “know-how”, create entrepreneurial outcomes making a difference to personal practice, students, colleagues and institutions. Academies are delivered in 6 thematic areas over 6 days, through 50 pedagogies, supported by a “3EP entrepreneur-in-residence”, which is all underpinned by full detailed session materials to aid future teaching practice. BID unit is one of the partners organizing the Summer Academies.

Innovator training

The Innovator training is a product customized in accordance with the needs of expert groups working in management, research, design and innovation. The training is also offered to experts working at faculties, institutes or units of the University of Turku. The Innovator training comprises three modules, of which 1-3 can be chosen. The topics of the trainings are 1) the improvement of personal expertise in entrepreneurship and innovation, 2) the aggregate development of know-how in advancing business activities and 3) the improvement of your industry- or science-specific innovation capability. BID unit organizes the Innovator training.

TIP – Turku Innovation Platform (project)

The TIP main goals are to increase knowledge in entrepreneurship, increase general business know-how, and improve the quality of innovations and the performance of company start-ups. Its objectives are to establish a knowledge-intensive community with critical mass for world-class innovative research and international networking; build a strong link between world class innovative research and creation of high-growth knowledge-based businesses; improve the interaction of research in science and business research in order to create a strong open innovation platform; strongly support academic degrees in science and technology with business competence; increase the quality and quantity of the new business deal flow in the region and to accelerate growth; and improve the link between innovative research and venture financing organisations.

The main activities of the TIP are to develop entrepreneurship programmes like the Technology Entrepreneurship programme between UTU and TSE; the implementation of the Business Development Laboratory (see above) and other

business development activities; international openings and giving conference paper and presentations.

Other projects

From Science to Business project (TILI)

The aim of the project is to establish internationally significant enterprises. The university selects innovation proposals, evaluates them and chooses the most promising ones for objective-oriented applied study to which TEKES funding will be applied. A commercialization team is assembled in addition to the research group. The commercialization preparations will be at least 30% of costs in this initiative. TEKES financing will be 70% of costs of accepted proposals. A prerequisite for participating in the TILI evaluation is that University owns the innovation or that the inventors are willing to transfer the ownership to the University. If the commercialization will end up in establishing a company, the University and/or researches could be stakeholders.

Other Special Unit or projects

Boost Turku

Boost Turku is a student-based network for young entrepreneurs and entrepreneur-minded people sharing knowledge among the universities of Turku. Boost Turku strives to be an “easy-access” open society for any kind of academic entrepreneurial matter. The core idea of Boost Turku is to match active people and create motion both within and outside of the society. Boost Turku supports the universities in their existing cross-faculty efforts by organizing different events: social nights, pitch events, workshops, start-up visits. Boost Turku wishes to be in the frontline of creating more value by providing connections of mentors, funding and team members. The ultimate goal is to create new start-up companies among the universities students and to promote entrepreneurship as a possible career option.

Turku PET Centre

Turku PET Centre is a Finnish National Research Institute in the field of medical research. The Centre has two major functions: high quality scientific research and diagnostic service for the whole country. Collaboration between academia and pharmaceutical industry is active. The studies are carried out together with scientists, dedicated physicists and radio chemists, experienced clinical investigators and other professionals.

Centre for Maritime Studies (CMS)

The Centre produces high-quality university level continuing education, tailored programmes, research and conferences based on the needs of its clientele. It participates in the socio-economic aspects of the maritime industry and the regional development of the coastal counties by producing and disseminating information and by critically observing current events within the community and the environment. The institute supports decision-making within private companies and the public sector, as well as serving their educational and research needs. The Centre provides research and consulting activities in the field of environment, regional development and maritime logistics. The clientele of the continuing education and conference services includes private persons, logistic and maritime companies as well as public authorities.

TUCS – Turku Centre for Computer Science

TUCS is a joint research institute with the University of Turku and Åbo Akademi which conducts basic and applied research in computer science and engineering. The Centre also provides education: Bachelor, Master and Ph.D. level. TUCS Graduate Programme offers a framework for studying for the doctoral (Ph.D.) degree in Computer Science, Mathematics, Information Systems, Computer Engineering, Communication Systems, and Microelectronics. TUCS is closely involved with Turku Science Park which joins together academic and business experts. Its special focal areas are biotechnology and ICT. It offers a unique growth environment for the commercialization of research-oriented innovations and for the generation and growth of enterprise activities related to high technology.

CCR – Centre for Collaborative Research

The mission of the centre is to increase the number of TSE's externally funded research projects in business competence and innovation research. TSE's areas of special expertise are entrepreneurship, management accounting and business networks. CCR is a linking actor between researchers, industry and society.

Another research-based activity implemented by UTU is *the bullying prevention programme, KiVa*, which has already reduced bullying by one-half in the primary schools that have implemented it. The actions are targeted to all students in a school. They refer to efforts made to influence the group norms and to build capacity in all children to behave in constructive ways, to take responsibilities for not encouraging bullying and to support the victims. The programme has already been implemented in several schools in Europe and in the US and has won the first prize in the European crime prevention contest.

Academic and Student Affairs

Rekry – Academic Career Service

Rekry is the Career Service of the three universities in Turku and Turku Employment and Economic Development Office. The aim of the service is for companies to be able to announce open vacancies, to be able to contact a group of students and jobseekers, to have access to suitable trainee and international students, to organize job interviews and participate in recruiting events. The Career Service aims to guide and support students and recent graduates with their career planning, job and internship seeking and find with them post-graduate placements.