

# UNIVERSITIES PROMOTING REGIONAL INNOVATION ACROSS EUROPE

RECOMMENDATIONS OF THE 2015 EUA EXPERT GROUP  
ON RIS3 MEETING AND WORKSHOP OUTCOMES

WORKSHOP ON "UNIVERSITIES PROMOTING REGIONAL INNOVATION ACROSS EUROPE"  
ORGANISED BY CRUE/CPU/EUA, HOSTED BY THE AUTONOMOUS UNIVERSITY OF MADRID  
24 NOVEMBER 2015

BY RITA MORAIS, PETER HARING BOLÍVAR, RAY O'NEILL AND LIDIA BORRELL-DAMIÁN



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**BY RITA MORAIS<sup>(1)</sup>, PETER HARING BOLÍVAR<sup>(2)</sup>, RAY O’NEILL<sup>(3)</sup> AND LIDIA BORRELL-DAMIÁN<sup>(4)</sup>**

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## EXECUTIVE SUMMARY

The first meeting of the EUA Expert Group on Research and Innovation Strategies for Smart Specialisation (RIS3) took place back-to-back with the workshop on “Universities Promoting Regional Innovation across Europe”, held in Madrid (Spain) on 24 November 2015. This workshop was jointly organised by EUA, Crue (Universidades Españolas, Spain) and CPU (Conférence des présidents d’université, France). It was kindly hosted by the Autonomous University of Madrid.

There is increasing recognition by political actors at European, national and regional levels of the key role of higher education institutions in the definition, implementation and impact enhancement of Smart Specialisation strategies. However, more can be done to better leverage the benefits that research universities bring to regional development across Europe.

Building on the outcomes of the workshop and on the discussions during the meeting, the EUA Expert Group on RIS3 agreed on the following main messages and recommendations for action:

- Effective Smart Specialisation is an ongoing and evolving process: political support is needed to promote strong co-operation among relevant stakeholders in regional innovation. Platforms for dialogue bringing together universities, public authorities at national, regional or national level should be put in place, along with focused oversight groups that include meaningful university representation.
- There are already many good examples of effective Smart Specialisation in both established and more recent accession countries. Specific showcase initiatives should be set up with a view to sharing good practice in research and innovation activities for regional development across Europe.
- Decision-making processes in the area of Smart Specialisation and regional innovation should be evidence-based and transparent.
- It will be important for future policy development to monitor and evaluate current approaches. Regions should use an appropriate range of assessment approaches and multi-dimensional measures that are able to capture diverse effects in the local innovation ecosystem.
- Diverse funding mechanisms are available which can be combined to contribute to regional competitiveness and innovation. However, the synergetic use of funds can only be achieved with higher levels of strategic and practical alignment of different funding instruments. Further harmonisation and simplification of regulations would be highly beneficial.
- Many top universities are establishing more and more significant incentives and recognition mechanisms to support collaboration activities with external stakeholders. There is recognition that co-creation of knowledge through active engagement with external stakeholders should be valued on a par with traditional research activities. Teaching that is informed by external engagement ensures relevance and freshness, and gives added value.
- Universities provide a unique and essential link between research and education. Investing in even stronger links between education and research will support the development of human talent which is the fundamental driver of innovation. Physical infrastructures are necessary to build capacity for innovation in the short-term, but are not sufficient. Investment in human talent is essential to spark off, take forward and catalyse long-term innovation.

# 1. INTRODUCTION

This report presents the outcomes of the first meeting of [EUA's Expert Group on Research and Innovation Strategies for Smart Specialisation \(RIS3\)](#). It specifically makes recommendations for actions relevant to universities and public authorities at regional, national and European levels. In addition, this report presents the main outcomes of the workshop "Universities Promoting Regional Innovation across Europe" held in Madrid (Spain) on 24 November 2015. The workshop took place back-to-back with the first meeting of EUA's Expert Group on RIS3 and its outcomes served as a basis for the discussions and recommendations for action proposed by the Expert Group.

The workshop "Universities Promoting Regional Innovation across Europe" was jointly organised by EUA, [Crue](#) (Universidades Españolas, Spain) and [CPU](#) (Conférence des présidents d'université, France). It was kindly hosted by the Autonomous University of Madrid.

A brief outline of EUA's major initiatives in the area of Research and Innovation Strategies for Smart Specialisation (RIS3) is provided below.

## 1.1 EUA's contribution to the development of RIS3 in the university sector

EUA has been actively involved in the policy area of RIS3 since 2012 as this became a relevant area for research and innovation in Europe. Within the new European Union (EU) Cohesion Policy (2014-2020), RIS3 was defined as an "ex-ante conditionality", meaning that every member state and region was required to have a "strategic policy framework for Smart Specialisation"<sup>1,2</sup> in place before they could receive EU financial support through the Structural Funds for their planned research and innovation measures.

In order to prepare for an active involvement of the university sector in the development of RIS3, EUA set up an Expert Group in 2012 with a view to forming a delegation of university leaders who would participate in an event jointly organised by EUA and the Smart Specialisation Platform (S3) of the Joint Research Centre in Seville, Spain (February 2013). The outcomes of this workshop were summarised in the EUA report "[The role of universities in Smart Specialisation](#)", which included a series of "good practices" in the use of EU Structural Funds for regional cooperation in Research and Innovation by university experts nominated by their respective national rectors' conferences (NRCs). This report was used as a basis to organise the conference "[Mobilising Universities for Smart Specialisation](#)" that took place on 20 June 2014 in Brussels, at which high-level officials of the European Commission encouraged and fully supported the active role of universities in defining and implementing RIS3. As a result of this event, a [joint statement](#) between EUA and the JRC was published in July 2014. This document consolidated the political support of the European Commission to the development of RIS3, recognising the critical role of universities for RIS3 strategies and for regional development.

<sup>1</sup> Regulation (EU) 1301/2013 of the European Parliament and of the Council of 17 December 2013 on the European Regional Development Fund and on specific provisions concerning the goal of investment for growth and jobs.

<sup>2</sup> [http://ec.europa.eu/regional\\_policy/sources/docgener/informat/2014/smart\\_specialisation\\_en.pdf](http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/smart_specialisation_en.pdf)

In 2014, EUA became a member of the “European Structural and Investment Funds Structured Dialogue Expert Group” ([ESIF-SD Expert Group](#)) established by DG Regional and Urban Policy (REGIO), in cooperation with DG Employment, Social Affairs and Inclusion (EMPL), DG Maritime Affairs and Fisheries (MARE) and DG Agriculture and Rural Development (AGRI). This Expert Group aims to assist the Commission in the development of the European Structural Investment Funds (ESI Funds) policy in its different areas of expertise and to discuss the implementation of the ESI Funds. The ESIF-SD Expert Group reports to the European Commission and to the European Parliament. Professor Peter Haring Bolívar (University of Siegen, Germany), and Professor Ray O’Neill (National University of Ireland, Maynooth, Ireland), represent EUA in the ESIF-SD Expert Group.

In January 2015, the EUA Council decided to establish a mechanism to follow up the implementation of RIS3 by universities, namely the [EUA Expert Group on RIS3](#) and the thematic workshop series on RIS3, jointly organised by EUA and the NRCs. The aim of the Expert Group is to support universities in the implementation and follow-up of RIS3 and to coordinate policy input to the European institutions. The Expert Group is composed of [19 members](#) nominated by their NRCs and it reports to the Research Policy Working Group ([RPWG](#)) and to the EUA Council. The group is chaired by Professor Haring Bolívar and co-chaired by Professor O’Neill, both of whom represent EUA in the [ESIF-SD Expert Group](#) of the European Commission. The activities of the Expert Group and the workshops have a complementary approach, that is to say the positions and recommendations of the Expert Group feed into the workshops on RIS3 and the outcomes of the workshops inform the discussions of the Expert Group. These complementary activities allow the coordination of policy input to the [ESIF-SD Expert Group](#), in particular, and to EU policy development on regional innovation, in general.

## 2. EUA EXPERT GROUP ON RESEARCH AND INNOVATION STRATEGIES FOR SMART SPECIALISATION: RECOMMENDATIONS FROM THE FIRST MEETING

The first meeting of the EUA Expert Group on Research and Innovation Strategies for Smart Specialisation (RIS3) took place on 25 November 2015, back-to-back with the workshop on “Universities Promoting Regional Innovation across Europe”. The discussions among experts focused on a variety of topics, including taking stock of the workshop outcomes, the promotion of local innovation, synergies between RIS3 and Horizon 2020, regional R&I capacity and monitoring local innovation. The main messages and recommendations arising from the Expert Group meeting took into account the outcomes of the workshop.

The Experts welcomed the increasing recognition by political actors at European, national and regional levels of the key role of higher education institutions in the definition, implementation and impact enhancement of RIS3 strategies. Although in many European regions universities have taken an increasingly active role in the design and implementation of RIS3, in other regions progress has been slower. The recognition that universities are a key partner for regional development is not yet a general reality across Europe and more needs to be done to leverage the benefits higher education institutions bring to regional development across Europe.

### 2.1 Main messages and recommendations for action

#### Priorities at policy level

- **RIS3 is an ongoing process**

European policy on regional development, and particularly the policy on Research and Innovation for Smart Specialisation (RIS3), has been successful in mobilising regions towards an open and interconnected approach to foster regional innovation. It is now crucial to build on the positive effects of this policy and to maintain momentum in order to consolidate the progress achieved so far and to ensure interdependent and continuous relationships amongst universities, public authorities and other relevant stakeholders. Future political measures should thus embrace RIS3 as “an ongoing process” as it can be used as a stepping stone to generate more and stronger relationships amongst different local, regional and national stakeholders. Continuous dialogue amongst all relevant players should be pursued in order to assess and update regional innovation programmes, both at the strategic design level as well as at the programmatic implementation level.

*Continuous political support is needed to ensure ongoing dialogue among relevant stakeholders in regional innovation. Platforms for dialogue bringing together universities and public authorities at national, regional or national levels should be encouraged, along with focused oversight groups that include significant university representation.*



- **Transparent, evidence-based, decision processes should be enforced**

It is important to reinforce the need for evidence-based policies and transparent decision-making processes in the area of Smart Specialisation. The development and implementation of RIS3 activities should be informed and guided by the outcomes of regional policy at economic level, welfare and human talent. Building on the remarkable development of some European regions in a short time-span, activities demonstrating the effects of regional innovation strategies could be promoted, for example, by establishing innovation observatories to disseminate examples of good practice of successful innovation ecosystems. This could also help to mobilise those regions that need to further develop their competitiveness based on research and innovation activities.

*Decision-making processes in the area of RIS3 and regional innovation should be characterised by evidence-based and transparent processes. Activities and initiatives aimed at showcasing good practice examples should be established with a view to promoting the benefits of research and innovation activities for regional development across Europe.*

## Synergies across funding mechanisms

- **More harmonisation and simplification is needed for an effective synergistic use of diverse funding mechanisms**

It would be highly desirable and wise to have better coherence and synergy of the different funding mechanisms (European Structural and Investment Funds – ESIF, Horizon 2020, European Fund for Strategic Investment – EFSI, national and regional programmes). Universities have shown themselves to be able to make a combined use of different funding programmes, adapting to their diverse requirements (for example, using Structural Funds for research equipment and Marie S. Curie funds for human resources). However, synergy is not yet a systematic reality, given the multiple governance structures at regional, national and European levels. An increasing call for strategic coherence at various programmatic levels as well as a harmonisation of administrative regulations are urgently required before synergy can be made a far-reaching reality and effective on a larger scale.

*An integrated and combined use of diverse funding mechanisms can contribute to boost regional competitiveness and innovation. However, the synergistic use of funds can only be effectively achieved with higher levels of strategic and practical alignment of different funding mechanisms.*

## Monitoring and assessing innovation

- **The effects of RIS3 activities can only be properly assessed with diverse monitoring approaches and multi-dimensional measures**

Innovation monitoring and assessment instruments are recognised as an important mechanism to promote and incentivise innovation activities. However, an in-depth case study approach or auditing tools are required to evaluate the multiple contributions of higher education institutions to innovation. Simple quantitative metrics are not capable of reflecting the contextual characteristics of local ecosystems and the multiple causal chains of innovation outcomes. Additionally, simple quantitative metrics are counterproductive as they inevitably push stakeholders to concentrate on short-term quantifiable (and simplified) aspects, instead of higher-impact, long-term initiatives which transform regional innovation ecosystems. Thus, local, regional

and national authorities, as well as other relevant stakeholders, should first identify which aspects and areas of regional innovation should be assessed. Diverse monitoring approaches and multi-dimensional measures should then be developed and used in order to capture the multiple and complex impacts of higher education institutions in innovation activities.

*Monitoring and assessing the effects of RIS3 is an important activity to inform further policy development but relying on simple quantitative indicators will only provide an incomplete and inaccurate evaluation. Regions should use an appropriate range of assessment approaches and multi-dimensional measures that are able to capture the characteristics and diverse effects in the local innovation ecosystem.*

## Looking ahead

- **Collaboration between universities and external partners should be valued as much as teaching and research**

In order to incentivise and valorise activities of co-creation of knowledge between universities and external stakeholders, mechanisms remain necessary to promote a change of culture within higher education institutions towards innovation. Innovation and enhancing the societal impact of university activities need to be recognised as an integral and equally valued part of universities' missions, alongside education and research. Currently, collaboration between universities and external stakeholders or participation in regional development activities are not valued to the same extent as the traditional missions of universities, that is teaching and research. Therefore, universities should promote and nurture activities with external stakeholders, alongside proper recognition and incentive mechanisms.

*Universities should establish proper incentive and recognition mechanisms to support collaboration activities with external stakeholders. The joint creation of knowledge through active engagement with external stakeholders should be valued to the same extent as teaching and research activities.*

- **Human talent is the main source of long-term innovation**

University-educated individuals are the most relevant long-term source of talent and innovation. The tendency to focus on easily tangible and physical infrastructures needs to be critically balanced with the classical activity profile of universities, so to say teaching and research, which are tightly interlinked and should not be artificially separated. Strengthened links between education and research are indeed the most effective platform to develop the human talent that drives innovation. European universities and public authorities in regional development should focus "less on infrastructure and more on talent", as highly qualified human resources are invaluable to drive innovation.

*Stronger links between education and research are instrumental to support the development of human talent which is the fundamental driver of innovation. Physical infrastructures are necessary to stimulate and build capacity for innovation in the short-term, but they are not sufficient. It is investment in human talent that is essential to spark off, take forward and catalyse long-term innovation.*

## 3. WORKSHOP ON “UNIVERSITIES PROMOTING REGIONAL INNOVATION ACROSS EUROPE”

(24 NOVEMBER 2015)

The workshop on “Universities Promoting Regional Innovation across Europe”, held on 24 November 2015 in Madrid, was the first in a series of workshops jointly organised by the NRCs and the European University Association (EUA) on the thematic area of Research and Innovation Strategies for Smart Specialisation (RIS3).

### Objectives

This workshop series aims to bring together experts, case studies and examples of good practice of the role of universities in regional policy and smart specialisation strategies from different European regions. It also aims to provide a platform to share experiences, challenges and opportunities related to the strategic role of universities in the implementation of Smart Specialisation across Europe. The outcomes of the workshops will inform and serve as a basis for discussion in the EUA Expert Group on RIS3.

### Venue and participants

The workshop on “Universities Promoting Regional Innovation across Europe” (24 November 2015) took place at the Autonomous University of Madrid (workshop programme available in section 8).

The workshop was organised for university leaders (rectors, vice-rectors, heads of administration), regional and national policy-makers and other stakeholders interested in regional innovation. It brought together over 100 participants from 12 European countries to discuss the role of universities in regional policy and in RIS3, as well as challenges and opportunities related to the strategic role of universities in the implementation of RIS3.

## 3.1 Main outcomes of the workshop

In the introductory plenary, speakers highlighted the importance of RIS3 for universities and how higher education institutions can contribute extensively to regional development. The role of research and innovation in reducing development asymmetries amongst European regions and enhancing employment was underlined, particularly by Segundo Piriz, President of Crue, who indicated that “RIS3 has a critical role in employment and job creation”. The speakers also noted that universities have a key role in delivering lifelong investment in human resources, through education and training. The possibility offered by universities to link their regions with the global community of knowledge is a unique strength that benefits regional development. It was also noted that with the policy initiative of RIS3, the European Commission had, for the first time, considered the role of universities in regional development. This has been a key step in bringing together the strategies of institutions and regional development.

The introductory interventions also explored the concept of synergy, which is made possible by the combination of Structural Funds and Horizon 2020, and the importance of this workshop as an opportunity to learn about specific cases in implementing “synergy”.

Finally, speakers highlighted that in the context of the current implementation of the RIS3 operating programmes, the workshop would demonstrate different experiences on RIS3 in Europe, particularly through the presentation of six case studies. This would allow for a fruitful discussion taking into account different experiences and points of view in relation to the design and implementation of RIS3 across Europe.

The keynote presentations described below were moderated by Professor José Carlos Gomez Sal, Rector of Cantabria University (Spain) and member of EUA’s Research Policy Working Group (RPWG).

### **Keynote presentation by Jan Larosse: “The strategic role of universities in the implementation of RIS3”**

*Mr Jan Larosse, policy advisor at the Competence Centre Smart & Sustainable Growth of DG REGIO, gave a presentation focusing on three main areas, namely the state of play in RIS3, new developments arising from the implementation of RIS3 and opportunities and challenges for universities. The presentation highlighted that Smart Specialisation is an ongoing process; more specifically, it is an “entrepreneurial discovery process”, an alliance of different actors in local ecosystems that, throughout time, create societal opportunities for the future. The most popular Smart Specialisation areas are concentrated in energy, health and ICT. Jan Larosse also presented forthcoming initiatives in the area of RIS3, namely the Thematic Smart Specialisation Platforms (e.g. on energy) and the European Cluster Partnerships for Smart Specialisation Investment. Both initiatives aim at supporting interregional, interdisciplinary and cross-sectoral areas to build competitive advantage. A Seal of Excellence is further proposed to motivate consideration of high quality project ideas not funded by Horizon 2020, into local and regional strategies and respective funding instruments. Finally, he emphasised that universities are a proactive force in regional development and are instrumental in building capacity and catalysing socio-economic development.*

### **Keynote presentation by Markku Markkula: “Smart Specialisation and the role of universities in regional innovation ecosystems”**

*Mr Markku Markkula, President of the Committee of the Regions (CoR), was represented by Dr Taina Tukiainen, Member of the President’s cabinet. Dr Tukiainen gave a brief presentation of the Committee of the Regions and its relationship with the European Commission and European Parliament. The presentation then addressed the CoR main priority for 2015-2020, “creating jobs and sustainable growth”, which requires an entrepreneurial spirit and a combination of the Digital Single Market and Smart Specialisation. The issue of how to link different European funding programmes (e.g. Horizon 2020, EFSI, ESIF) and their policies so as to achieve the goals defined by the European Union was also discussed. In this respect, the role of partnerships and the importance of openness, namely “open innovation, open science and open to the world”, priorities defined by Commissioner Carlos Moedas, was highlighted. Finally, the evolution of the role of universities in regional development was considered. Specifically, the elements discussed*

included: how many universities focus on innovation and impact on society; RIS3 strategies based on the “quadruple helix” – concentrating on regional innovation ecosystems; the increasing importance of entrepreneurial discovery platforms; regional innovation ecosystems based on co-creation and innovation hubs; and universities becoming key actors in multi-financing and project portfolio management.

### **Keynote presentation by Carmen Vela Olmo: “The Spanish RIS3. Research and Innovation Strategies for Smart Specialisation: Challenges and Monitoring Implementation”**

*The presentation by Ms Carmen Vela, Secretary of State for Research, Development and Innovation (Spanish Ministry of Economy and Competitiveness), focused on the Smart Specialisation Strategy at the national level in Spain and in particular on the coordination role of the Spanish Ministry. Ms Vela highlighted that RIS3 has been an important policy initiative in Spain, as high levels of funding are involved. In designing Smart Specialisation Strategies across the country, the Secretary of State has been primarily responsible for coordinating a vast range of stakeholders, namely universities, public research organisations, companies and technological centres. This exercise focused on identifying and prioritising the areas which could concentrate the highest competitive advantage to the regions, through an “entrepreneurial discovery process”. In Spain, the multiple regional RIS3 plans are closely aligned with the national RIS3, and the coordination work between the central administration and the autonomous regions has focused on identifying synergies, developing critical mass and complementarities, and enhancing the presently very restricted private investment participation for innovation in Spain. Ms Vela also emphasised the need for monitoring mechanisms to assess the impact of policies based on solid evidence.*

### **Keynote presentation by Juan M. Vázquez Rojas: “The Global Vision of RIS3 in Spain”**

*Mr Juan M. Vázquez Rojas was represented by Professor Jorge Sáinz, Secretary-General of Universities of the Spanish Ministry of Education, Culture and Sports. The presentation by Professor Jorge Sáinz outlined the main steps involved in the design process of RIS3 in Spain and highlighted the coordination of the RIS3 development at national and regional levels. It was important to note that this coordination involved not only the thematic level, but also the operational and instrumental level. The presentation showed the different sectors of specialisation identified in Spain and the funding allocation to Spain from the Cohesion funds, which will reach €28.500 million in 2014-2020. Professor Sáinz also explained the different roles that Spanish universities have adopted in the design and implementation of RIS3. For example, universities participated in the design of RIS3 both at national and regional level and are currently part of the “Governing Board of the Strategy”, responsible for overseeing the implementation, follow-up and evaluation of RIS3. In addition, the role of Spanish universities in RIS3 also includes being an intermediate body and leading RIS3 projects, through agreements or open calls.*

## Discussion

The discussion in this session was moderated by Professor José Carlos Gomez Sal, Rector of Cantabria University (Spain) and member of EUA's Research Policy Working Group (RPWG). The discussion concentrated mainly on issues around the thematic smart specialisation platforms and Cluster Partnerships, which are being developed by the European Commission (EC), and the emerging roles for universities in regional development.

It was emphasised that the new initiatives being prepared by the EC aim to be complementary to the already ongoing RIS3 implementation processes. The thematic smart specialisation platforms will be an additional tool to support regions and interregional cooperation. SMEs, which are a large proportion of European companies, will be represented in the Cluster Partnerships, as they can become an important "regional force for research". With regard to the emerging new roles for universities, it was highlighted that more funds need to be injected into knowledge creation and talent, rather than into infrastructures, which are now typically well established. The role of universities in creating and investing in talent was stressed, as well as their large experience in setting up partnerships with other higher education institutions or organisations.

The presentations of Case Studies 1, 2 and 3, described below, were moderated by Professor Ray O'Neill, Vice-President for Innovation of the National University of Ireland, Maynooth and Vice-Chair of EUA's RIS3 Expert Group.

### **Case Study 1 – Galicia (Spain): “Galician S3 Outline: A multidisciplinary approach for S&T cooperation”**

*The presentation by Professor Salustiano Mato (Rector of the University of Vigo) and Mr Manuel Varela Rey (Director of the Galicia Agency of Innovation) focused on the process of designing the RIS3 strategy for Galicia and the role universities have played in this process. The presentation illustrated how Galician universities have been active members of the governance structure of RIS3 in the region, which is formed by the Regional Ministries and the Galician Council of Universities. In addition, universities participated in all working groups created to develop RIS3 in Galicia. The design of RIS3 in Galicia was characterised as having an “open participation”, including more than 240 stakeholders and directly engaging citizens’ participation in the process (through surveys and open events for the general public). The presentation also introduced the first cross-border smart specialisation strategy between Galicia and the northern region of Portugal, in which six common strategies have been identified. Universities in both regions were also very much involved in this initiative.*

### **Case study 2 – Brittany (France): “Higher Education Institutions’ involvement in the elaboration, monitoring and evaluation of Research and Innovation Strategies for Smart Specialisation (RIS3)”**

*Ms Alice Ruczinski, Head of the Regional Platform for EU projects at the European University of Brittany (Université Européenne de Bretagne, UEB), provided an overview of the region of Brittany and of UEB, which is a regional network of four universities and 24 other research and higher education institutions. The presentation focused on UEB’s role in the design,*

*implementation and monitoring of RIS3 in Brittany. A governance system was set up in Brittany to oversee the design, implementation and monitoring of RIS3 and in all these areas, either higher education stakeholders or UEB were represented. In designing the region's RIS3, a methodology based on the exploitation of a database of research units was used. This led to a strong contribution from the university sector to the definition of the seven regional Strategic Innovation Areas. In the implementation of RIS3, regular meetings were organised to encourage collaboration amongst all stakeholders, including UEB. This institution was also actively engaged in monitoring RIS3, as it applied the regional RIS3 framework to its own activities, thereby being able to provide data on specific indicators relevant for the regional RIS3.*

### **Case study 3 – Centro region (Portugal): “Smart Specialisation in Centro region and the university’s transformational role”**

*Professor Manuel Assunção, Rector of the University of Aveiro, provided a brief description of the Centro region in Portugal, explained the strategy and main characteristics of the University of Aveiro and identified the five goals to be achieved in the Centro region by 2020. The presentation then focused on the role of universities in RIS3. Professor Assunção highlighted that in designing the regional RIS3, a common statement was developed by the three universities in the Centro region and that collaboration involved both the top management level and researchers, as well as active involvement by most regional stakeholders. Importantly, the Centro region RIS3 prioritised relevant sectors which are in line with the region's university core areas. It was also shown how the development of RIS3 has been encouraging the use of Horizon 2020 resources. Finally, some points for improvement were outlined, namely the need for more cooperation initiatives in Knowledge Alliances, the need for more transversal initiatives among different EC Directorate-Generals (e.g. DG Research and DG REGIO) and the need for more organisational support to higher education institutions, particularly in societal impact assessment.*

## **Discussion of case studies and topics 1 (The role of universities in the design and implementation of Smart Specialisation) and 2 (Coordination of regional, national and European programmes)**

The discussion session was jointly moderated by Professor Peter Haring Bolívar (Vice-President for Research of the University of Siegen, Germany; Chair of EUA's RIS3 Expert Group) and Professor Ray O'Neill (Vice-President for Innovation of the National University of Ireland, Maynooth; Vice-Chair of EUA's RIS3 Expert Group).

The discussions focused on recognising that European, national and regional level deliberations have evolved from debating whether universities were relevant for RIS3 to actively recognising higher education institutions as key partners which can actively contribute to define, implement and moderate RIS3 development activities. However, it was highlighted that universities “cannot do it all on their own” and need to have the “right connections” to their innovation ecosystems and enough resources to take an active role in this process. Universities are expected to collaborate with other organisations at various levels, starting with students

(e.g. placements in companies), project work and joint research (e.g. collaborative Master's theses). These activities contribute to bring about the required cultural change, particularly in SMEs. Participants emphasised that creating formal collaboration networks between universities and other organisations in their ecosystem (e.g. companies, public authorities) is important, but personal connections between key players are crucial to systematically change the relationship of universities with their environment.

Participants also remarked that universities typically face resistance to change from within the institution itself, partially due to existing silos (e.g. departmental, disciplinary) or the "outdated" perception of a university's mission by the staff. In this respect, the importance was underlined to encourage more dialogue between the different hierarchical levels and to raise awareness so that universities may "wake up to new realities". A related point focused on the increasing pressure for academic staff to fulfil diverging requirements (e.g. scientific excellence vs. third mission) and the need to develop different profiles of researchers and academic staff. This issue naturally raises the challenge of how to assess the performance of academic staff with such different portfolio activities and how to develop appropriate recognition systems. Support structures are needed for universities to continue to develop their core activities, such as basic research, but also to help them in developing their collaborative activities with companies and other relevant stakeholders.

With regard to the topic of how universities can effectively manage different political instances and benefit from multiple funding programmes, it was highlighted that synergies between Structural Funds and Horizon 2020 are possible but very challenging and that there is currently no systematic support mechanism to achieve an effective funding synergy. It was indicated that this issue needs to be addressed politically, going beyond the intrinsic motivation of regions or individual stakeholders. In this respect, participants highlighted some examples of good practice in different cities or programmes, such as the European Institute of Innovation and Technology (EIT) and its regional innovation scheme which links top-tier universities with institutions that can benefit from their experience, or the Teaming and Twinning schemes of DG Research.

The presentations of Case Studies 4 and 5 were jointly moderated by Professor Ray O'Neill and Professor Peter Haring Bolívar.

The presentation of case study 6 was moderated by Professor Jean-Pierre Finance (Representative of CPU; member of EUA's Research Policy Working Group, RPWG).

#### **Case study 4 – Germany: "The changing role of universities in the German research and innovation system: political expectations, activities and possible impacts"**

*In his presentation, Professor Knut Koschatzky (Head of the Competence Centre Policy-Industry-Innovation, Fraunhofer Institute for Systems and Innovation Research ISI Karlsruhe) outlined some of the major developments in universities (e.g. increased autonomy) and the changes in their environments (e.g. increasing political expectations). He also explored different perspectives on the forms of regional university engagement, such as the "entrepreneurial university" and the "engaged university", which have emerged in the last 10-15 years. Professor Koschatzky also discussed the German research landscape in more detail and characterised universities as "loosely-coupled systems" or "fragmented environments", making them a quite different type of organisation compared to, for example, businesses. He highlighted the fact that the regional environment has a major impact on how universities are able to engage regionally. For example, a study conducted in Germany identified three forms of regional engagement by universities, namely collaboration and personnel exchange, supply of resources and social engagement.*



Finally, Professor Koschatzky raised the topic of measurement, indicating how difficult it is to measure the broad spectrum of university transfer activities, compared to economic impacts which are easier to assess. Surveys and case studies seem to be, for the time being, a good data source for some universities when assessing their transfer activities, but a comprehensive measurement system is not viable, given the wide spectrum of universities' activities, the context specificity and long-term character of innovation impact. A transfer audit can be a good internal mechanism for enhancing the strategic impetus for innovation activities within institutions.

### **Case study 5 – Basque Country (Spain): “The role of universities in Research and Innovation Smart Specialisation Strategy of the Basque Country”**

The presentation was made by Mr Jesús Peña (Secretary-General of the Presidency of the Government of the Basque Country) and Dr Igor Campillo (Executive Director of Euskampus Fundazioa, International Campus of Excellence, University of the Basque Country) who provided a brief description of the Basque Country and of the RIS3 design process. It was emphasised that this was a participative process, involving universities and other relevant stakeholders, resulting in the identification of three areas for smart specialisation: healthy ageing and quality of life, sustainable ecosystems and clean technologies, and innovative processes and new materials. Universities also have an active role in the governance structures of RIS3 in the region. Furthermore, 11 “Knowledge Hubs” have been developed in the Basque Country which are characterised by interdisciplinary and inter-institutional cooperation, involving organisations working on education and training, research and transfer to society sectors. The presentation also outlined some recommendations for universities and policy makers, namely the importance of developing bottom-up processes (e.g. mobilising researchers), connecting different knowledge areas (interdisciplinary approach), focusing on co-creating knowledge and societal impact.

### **Case study 6 – Lorraine (France): “RIS3 in Lorraine and Université de Lorraine’s involvement”**

In his presentation, Professor Karl Tombre (Vice-President in charge of partnerships and international relations of the University of Lorraine) introduced the region of Lorraine, providing information on the overall socio-economic and R&D context. He also presented the general university strategy, which had evolved from a more local and national focus to a global outreach. Professor Tombre highlighted that the involvement of the university and other research organisations in the design of RIS3 occurred late in the process but, nevertheless, positive outcomes were achieved. The five specialisation areas identified for the regional RIS3 were broadly in line with the university's strategy, but the area of education, soft skills and human and social challenges was not explicitly addressed in Lorraine's RIS3. Currently, the university is expected to be an important player in the implementation of RIS3. Finally, some challenges regarding the implementation of RIS3 in Lorraine were identified, namely the management of regional, national and European funds, current political processes (merger of regions in France) and the need for a better coordination between the regional strategy and the cross-border strategy in the greater region of Lorraine. Mechanisms for interregional cooperation in the areas of materials were presented (e.g. DAMAS Lightweight initiative, KIC on raw materials) illustrating the necessity for interregional collaboration to mobilise enough critical mass to have a relevant impact on key challenges.

## Discussion of case studies and topics 3 (Regional perspectives on Smart Specialisation) and 4 (Monitoring Smart Specialisation)

The discussions in this session were jointly moderated by Professor Peter Haring Bolívar and Professor Ray O'Neill. The discussion focused primarily on the topic of monitoring, measurement and evaluation. Participants indicated that it would be important to develop systematic monitoring exercises, for example, on a yearly basis. It was also remarked that each new indicator considered for monitoring and assessment means that universities will have to seek this new information, which may require additional resources (e.g. time, contracting new staff members).

Furthermore, participants noted that technology transfer offices have their own metrics, such as the number of licences, patents and spin-offs, but it is important to also look at intangible indicators. Institutional assessments based solely on quantitative indicators can be very misleading, as easily countable indicators depend on a very wide range of factors and are highly context dependent. These quantitative indicators do not capture contextual differences and different metrics can be needed for different disciplinary areas or impact areas. In this respect, Dr Lidia Borrell-Damian (EUA Director for Research and Innovation) noted that EUA has recently developed a self-assessment tool on university-business collaboration, the U-B Tool, which includes both quantitative and qualitative indicators. The U-B Tool could serve as a basis for the assessment of universities' activities in relation to regional development.

Finally, participants remarked that "what you measure is what you get", meaning that institutions will try to optimise their performance in those areas that correspond to the indicators being assessed. It was considered that there should be a strong focus on human resources management and that monitoring exercises should be seen as an opportunity to enhance the involvement and mobilisation of all stakeholders. Additionally, attention should be paid to the creation of support systems and services to develop joint activities between universities and businesses.

## Conclusions of the workshop

In the final session, Dr Lidia Borrell-Damian (EUA Director for Research and Innovation) thanked all speakers and participants for their presence and highlighted the value of the workshop in bringing together high-level members at European, national and regional levels. The main outcomes of the workshop were summarised as follows:

- The presentations and discussions during the workshop clearly showed that Smart Specialisation is supported by universities. The implementation of these strategies has demonstrated that when local authorities and agencies work closely with universities, and build on their strengths, RIS3 effectively contributes to regional development.
- Discussions have evolved from whether universities could have a role in RIS3<sup>3</sup> to a widespread recognition that universities are important and potentially leading players in Smart Specialisation, although there are significant variations across countries. The roles and activities of universities are expanding as institutions continue to focus on their traditional missions of education, teaching and research, but are simultaneously embracing new areas, such as increasing linkages to other organisations (e.g. businesses, public authorities, NGOs, etc.) and to society at large. The possibility offered by universities to connect

their regions with the global community of knowledge is a unique strength. It is important to note that, in most cases, it is in those universities that are increasingly an integral part of the governance structures at the regional level, where Smart Specialisation proves to be most effective.

- In this evolving environment, universities need to deal with several challenges:
  - “Universities cannot do it all on their own”, meaning that for Smart Specialisation to be effective they need to forge stronger connections with businesses and society at large. In this respect, direct exchanges through face-to-face contact are an essential factor to promote the desired long-term linkages between higher education institutions and other external organisations and to foster regional development. There is evidence suggesting that universities need to raise awareness internally, at different hierarchical levels, on the changing role and activities of the institution and on the need to connect more strongly and effectively with other stakeholders (e.g. businesses, public authorities, society at large).
  - Universities are moving from the “double/triple helix” model to the “quadruple helix” paradigm, with no additional funds, which creates vast challenges for institutions. Furthermore, “universities are expected to be nearly everywhere”, that is to be a key player in teaching, research, in co-creating knowledge with other stakeholders and in promoting regional and national development and growth. This reflects on the unique nature of universities, but also brings additional challenges to universities in terms of their organisational dimension and internal procedures. For example, RIS3 requires the capacity to align diverse interests (internally) in universities, which calls for a strategic institutional approach, but there is a potential risk of fragmentation in institutions. In terms of internal procedures, new challenges are arising regarding career assessment of researchers, moving away from traditional recognition systems (e.g. publications) to encompass a wide variety of profiles and activities. In order to respond to the increasing and varying demands posed on universities, more resources are needed to ensure that they can properly adapt to their new roles and activities.
- Monitoring instruments are increasingly in demand for motivating engagement by universities and assessing impact. Well-considered and nuanced approaches in measurement extending beyond simple numerical parameters are needed to take account of the diverse impacts of universities’ activities, particularly taking into consideration contextual variables that can influence the outcomes of the assessment exercise. For the time being, surveys and individualised case studies and audits appear to be reliable assessment tools.
- There appears to be a consensus that universities are widely, but not universally, perceived as a key stakeholder in the implementation of RIS3. Higher education institutions can connect top-down strategies with bottom-up capabilities and initiatives and they have the potential to create and develop globally-connected “communities of knowledge” and thereby contribute to improved regional policy. Finally, RIS3 is important to address regional competitiveness, by building knowledge capacity and supporting universities’ role in regional development and innovation.

## 4. LIST OF SELECTED CASE STUDIES PRESENTED DURING THE RIS3 EXPERT GROUP MEETING

**Czech Republic:** This case study focused on the Central European Institute of Technology (CEITEC), located in Brno, which was set up by a consortium of six partners, including universities, research institutes and the Czech Academy of Sciences. CEITEC has been funded through the European Regional Development Fund (ERDF) and is now a successful institution able to attract international highly qualified researchers.

**Estonia:** This case study explored how universities have set up offices for cooperation with industry, businesses and local authorities. Institutions often consult and help enterprises in selecting possible areas of mutual interest, and in preparing funding applications. The Estonian Research Council and Enterprise Estonia (state research and development funding agencies) finance grants to match basic and applied research, the latter being in line with the national RIS3 strategy.

**Finland:** This case study showed how Smart Specialisation is in line with the recent Finnish regional and innovation policy approach. Universities are expected to have regional impact which is strategically directed and based on local cooperation processes. For example, the new strategy (2015-2020) of the University of Eastern Finland (UEF) is built around four main global challenges for which the university seeks to find solutions through interdisciplinary research and education.

**France:** National investment for competitiveness and innovation is substantial in France. Out of the total €35 billion, 55% has been granted to Higher Education and Research. Beyond the involvement of universities, their action has been leveraged in the frame of public-private partnerships, for example, around the Federal University of Toulouse where specific entities have been built up such as ToulouseTechTransfer, Toulouse White Biotech and the Institute for Research and Technology “AeroSpace and Embedded Systems”.

**Poland:** This case study illustrated how regional development and, particularly, university research and knowledge transfer activities would benefit from more synergies between Horizon 2020 funds and European Structural and Investment Funds. Specific opportunities to encourage a more synergetic use of different funding instruments were discussed.

**Slovakia:** In Eastern Slovakia, EU Structural Funds have been used to establish the University Science Park Technicom (USP Technicom) which is the result of a partnership of three universities – Technical University of Košice, Pavol Jozef Šafárik University in Košice and the University of Prešov. USP Technicom’s strategy is in line with the regional aims and principles outlined in the region’s Smart Specialisation Strategy.

**Spain:** This case study focused on how, in the region of Cantabria, RIS3 was articulated with the strategic lines of Cantabria Campus International, encompassing, for example, the areas of “water and energy”, “biomedicine and biotechnology”, “physics and mathematics”, “bank and finances”. University-business collaboration programmes have been prepared in these thematic areas, bringing together research institutes, the government of Cantabria and the Spanish National Research Council (CSIC). In addition, the Smart City initiative in Santander has been developed in collaboration with the city council and several European funded projects involving different companies (e.g. Telephone, Ferrovial, NEC), are underway.

**Sweden:** This case study showed how collaboration with society is of central importance for all Swedish higher education institutions and in all scientific areas. It is seen as natural and essential in making university education and research areas more successful in terms of quality and relevance for society. Swedish universities also have a well-developed innovation support system and the Swedish government has, amongst other things, set up a number of innovation offices offering innovation support to researchers and students.

**United Kingdom:** This case study focused on the example of Coventry University. It highlighted the importance of the development of appropriate structures within the university, the alignment to the local industrial and business base and the specialisation approach to develop a successful business-engaged institution. In addition, European Structural and Investment Funds can be an important mechanism to harness the impact of other investments in excellent research.

More information on RIS3 strategies across Europe is available in the [Smart Specialisation Platform](#).

## 5. ADDITIONAL INFORMATION

All the presentations of the workshop are available on this [page](http://www.eua.be/activities-services/events/event/2015/11/24/default-calendar/workshop-on-universities-promoting-regional-innovation-across-europe) (<http://www.eua.be/activities-services/events/event/2015/11/24/default-calendar/workshop-on-universities-promoting-regional-innovation-across-europe>). A video recording of the workshop is also available [here](https://www.youtube.com/playlist?list=PLNrcplStfJIH-OO6WsKqICRf2vo8-1WQk). (<https://www.youtube.com/playlist?list=PLNrcplStfJIH-OO6WsKqICRf2vo8-1WQk>)

## 6. ACKNOWLEDGEMENTS

EUA would like to thank Crue (Universidades Españolas, Spain) and CPU (Conférence des présidents d'université, France) for their commitment and professionalism in the organisation of the workshop on "Universities Promoting Regional Innovation across Europe". In particular, EUA is grateful to Professor Manuel J. López (Rector of the University of Zaragoza and former President of Crue), Professor Segundo Píriz (President of Crue), Professor Jean-Pierre Finance (Representative of CPU) and Professor José Carlos Gomez Sal (Rector of Cantabria University, Spain). EUA would also like to thank the staff members of the Crue Secretariat involved in the organisation of the workshop, particularly Maria Teresa Lozano (Secretary-General of Crue) and Carlos Martínez Tomás (Chief Financial Officer, Human Resources and General Services, Crue).

EUA extends its acknowledgements to the Autonomous University of Madrid for kindly hosting the workshop.

## 7. LIST OF EXPERTS FOR EUA “RESEARCH AND INNOVATION STRATEGIES FOR SMART SPECIALISATION RIS3” EXPERT GROUP

1. **Professor Peter Haring Bolívar (Chair)**, official “Representative” of EUA at the Structured Dialogue with European Structural and Investment Funds’ partners group of experts (ESIF SD), Vice-President for Research of the University of Siegen, Germany
2. **Professor Ray O’Neill (Vice-Chair)**, official “Alternate” of EUA at the Structured Dialogue with European Structural and Investment Funds’ partners group of experts (ESIF SD), Vice-President for Innovation of the National University of Ireland, Maynooth, Ireland
3. **Dr Peter Riedler**, Vice-Rector of the University of Graz, Austria
4. **Professor Koen De Bosschere**, Professor of Computer Science at Ghent University, Belgium
5. **Professor Kosta Gouliamos**, Rector of the European University Cyprus, Cyprus
6. **Professor Martin Bares**, Deputy Rector and Vice-Rector for Development of Masaryk University, Czech Republic
7. **Professor Alan Irwin**, Professor at the Copenhagen Business School (Department of Organisation), Denmark
8. **Professor Volli Kalm**, Rector of the University of Tartu, Estonia
9. **Professor Perttu Vartiainen**, Former Rector of the University of Eastern Finland, Finland
10. **Professor Gilbert Casamatta**, Former President of the Institut National Polytechnique de Toulouse, France
11. **Professor László Nádai**, Deputy Rector for Strategic and Institutional Development of the Óbuda University, Hungary
12. **Dr Donato Iacobucci**, Associate Professor of Applied Economics at the Marche Polytechnic University, Italy
13. **Professor Marcin Pałys**, Rector of the University of Warsaw, Poland
14. **Professor António Cunha**, Rector of the University of Minho, Portugal
15. **Professor Anton Anton**, President of the Senate of the Technical University of Civil Engineering Bucharest (TUCEB) and Director of the project for development of the National R&I Strategy, Romania
16. **Professor Stanislav Kmet**, Vice-Rector for R&D of the Technical University of Košice, Slovakia
17. **Professor José Carlos Gomez Sal**, Rector of the University of Cantabria, Spain
18. **Professor Peter Värbrand**, Deputy Vice-Chancellor of Linköping University, Sweden
19. **Professor John Latham**, Vice-Chancellor of Coventry University, Deputy Vice-Chancellor for Business Development, United Kingdom

## 8. WORKSHOP PROGRAMME

Tuesday 24 November	
9.00-9.15	<p><b>Introductory plenary</b></p> <p><b>Jorge Sainz</b>, Secretary General of Universities  <b>Segundo Píriz</b>, President of Crue Spanish Universities  <b>Jean-Pierre Finance</b>, Representative of CPU  <b>Lidia Borrell-Damián</b>, EUA Director for Research and Innovation</p>
9.15-10.30	<p>(Moderator: <b>José Carlos Gomez Sal</b>, Rector of Cantabria University, Spain; member of the EUA-Research Policy Working Group)</p> <p><b>Keynote presentation</b> by <b>Jan Larosse</b>, Competence Centre, DG Regio  <b>Keynote presentation</b> by <b>Markku Markkula</b>, President of the European Committee of Regions  <b>Keynote presentation: "The global vision of RIS3 in Spain"</b>  <b>Carmen Vela Olmo</b>, Secretary of State for Research, Development and Innovation, Spanish Ministry of Economy and Competitiveness  <b>Juan María Vázquez Rojas</b>, Former Secretary General of Universities, Spanish Ministry of Education, Culture and Sports</p>
10.30-11.00	<p><b>Coffee break</b></p>
11.00-11.30	<p><b>Case study 1: Galicia (Spain)</b></p> <p>(Moderator: <b>Ray O'Neill</b>, Vice-President for Innovation of the National University of Ireland Maynooth, Ireland; official official "Alternate" of EUA at the Structured Dialogue with European Structural and Investment Funds' partners group of experts, ESIF SD)</p> <p><b>Presentation: "Galician S3 Outline: A multidisciplinary approach for S&amp;T cooperation"</b>  <b>Salustiano Mato</b>, Rector of the University of Vigo  <b>Manuel Antonio Varela Rey</b>, Director of the Galicia Agency of Innovation</p>
11.30-12.00	<p><b>Case study 2: Brittany (France)</b></p> <p>(Moderator: <b>Ray O'Neill</b>)</p> <p><b>Alice Ruczinski</b>, Coordinator of the European Projects Platform, European University of Brittany</p>
12.00-12.30	<p><b>Case study 3: Centro region (Portugal)</b></p> <p>(Moderator: <b>Ray O'Neill</b>)</p> <p><b>Presentation: "University of Aveiro and RIS3 of Centro region"</b>  <b>Manuel Assunção</b>, Rector of the University of Aveiro</p>
12.30-13.30	<p><b>Discussion of case studies and topics 1 and 2</b></p> <p>(Moderator: <b>Peter Haring-Bolívar</b>, Vice-President for Research of the University of Siegen, Germany; official "Representative" of EUA at the Structured Dialogue with European Structural and Investment Funds' partners group of experts (ESIF-SD))</p> <p><b>Topic 1: The role of universities in the design and implementation of Smart Specialisation (RIS3)</b></p> <p><i>Discussions on this topic will focus on how universities are liaising with local and regional stakeholders to foster regional strategies for RIS3; on strategies universities are employing to help shape the design and implementation of Smart Specialisation strategies; and on the challenges and opportunities universities face when adapting their educational, research and innovation activities to RIS3 priorities.</i></p> <p><b>Topic 2: Coordination of regional, national and European programmes</b></p> <p><i>Discussions on this topic will focus on synergies between competitive and structural funding at regional level and how universities can take advantage of combining these funds; on identifying areas in which universities and regions can focus to leverage synergies amongst different funding programmes to their advantage (e.g. infrastructure, human resources, university-business partnerships); and on the main challenges universities face when combining different funding programmes (e.g. Horizon 2020 and ESIF).</i></p>



13.30-15.00	<b>Lunch</b>
15.00-15.30	<p><b>Case study 4: Germany</b>  <i>(Moderator: Jean-Pierre Finance, former President of the University Henri Poincaré, Nancy, France; member of the EUA-Research Policy Working Group)</i></p> <p><b>Presentation:</b> “The changing role of universities in the German research and innovation system: political expectations, activities and possible impacts”</p> <p><b>Knut Koschatzky</b>, Head of the Competence Center Policy-Industry-Innovation, Fraunhofer Institute for Systems and Innovation Research ISI Karlsruhe and Professor at the Leibniz University Hannover</p>
15.30-16.00	<p><b>Case study 5: Basque Country (Spain)</b>  <i>(Moderator: Jean-Pierre Finance)</i></p> <p><b>Igor Campillo</b>, Executive Director of Euskampus Fundazioa, International Campus of Excellence, University of Basque Country</p> <p><b>Jesus Peña Martinez</b>, Secretary General of the Presidency of the Government of the Basque Country</p>
16.00-16.30	<p><b>Case study 6: Lorraine (France)</b>  <i>(Moderator: Jean-Pierre Finance)</i></p> <p><b>Karl Tombre</b>, Vice-President in charge of partnerships and international relations of the University of Lorraine</p>
16.30-17.30	<p><b>Discussion of case studies and topics 3 and 4</b>  <i>(Moderator: Peter Haring-Bolívar)</i></p> <p><b>Topic 3: Regional perspectives on Smart Specialisation</b>  <i>Discussions on this topic will focus on how different regions are using Smart Specialisation to promote regional innovation and the role of universities in this process; on the courses of action universities are following to support the development of regional research and innovation strategies and the new linkages being created amongst universities, public authorities and other organisations to foster RIS3; and the main challenges and opportunities involved in better aligning RIS3 agendas with national agendas.</i></p> <p><b>Topic 4: Monitoring Smart Specialisation</b>  <i>Discussions of this topic will focus on how the contributions of universities can be measured in relation to their missions and, specifically, in relation to their regional role; and how to take account of the multidimensional nature of outcomes in different regions.</i></p>
17.30-18.00	<p><b>Conclusions and final remarks</b>  <i>(Moderator: Lidia Borrell-Damian, EUA Director for Research &amp; Innovation)</i></p> <p>Summary of the day</p>

## 9. LIST OF PARTICIPANTS IN THE WORKSHOP

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The Association provides a unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, website and publications.



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