The Third Mission of Universities
Case Study on European and American Universities

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Third Mission of Universities

Wilhelm von Humboldt Model
(U. Berlin 1810)
Research and teaching
Societal needs – Late XX century
Connection with local communities
Access to higher education
Social role of universities within mission?
Third Mission of Universities (cont.)

Knowledge management
Efficient contribution of universities
Social contract
Transparency and accountability
Funds spent in universities
Role of Engineering and of Technology

British institutions – government support (90s)

HE services for community needs
Extension of services
Local authorities funds
Social premium
Private financing
Role of Engineering and of Technology (cont.)

Russell group of universities indicators
a) technology commercialization;
b) entrepreneurial activities;
c) advisory work;
d) commercialization and use of university facilities;
e) contract research with non-academic clients;
f) non-academic collaboration in academic research;
Role of Engineering and of Technology (cont.)

g) flow of academic staff, scientists and technicians
h) student placements and internships;
   i) learning activities;
   j) social networking;
k) active alignment of teaching with social and economic needs;
   l) non-academic dissemination.
Role of Engineering and of Technology (cont.)

Higher Education Funding Council for England (HEFCE)
Seven million £ (1999 and 2005)
Independent of teaching or researching
Volume activity
Role of Engineering and of Technology (cont.)

- Seminars for policy makers, enterprises, industry associations and trade unions
- Interviews in media
- Working groups organized by policy makers
- Advisory boards
- Publishing debates
- Active discussion in political and policy
Case study 1

FASTS, Federation of Australian Scientific and Technological Societies

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

1984, 17 workshops, 77 companies, 120 projects

30 % of the companies have returned
Case Study 1 (cont.)

SMEs can benefit from using smart solutions

Create networks of firms and universities

Consultation and counseling

Qualification of provider

Access to research and advisory boards

Mutual acknowledgement of universities and firms
Case Study 2
Catalan Universities

Foundation CYD Objectives
- Development of the entrepreneurship culture in the universities
- Raising awareness within firms of the importance of the contribution of the universities in the strategy of innovation
- Stimulating the role of the university as a driver for regional development
Case Study 2
Catalan Universities (cont.)

Strategy
- Promote the cooperation between universities, decision makers and society to achieve a cultural change
- Be the repository and creator of reference information and capable of disseminating
- Identify the aspects that are barriers for a greater connection between the university and the production system and propose solutions
- Reflect about the social impact to foster a cultural change
Case Study 2
Catalan Universities (cont.)

Law 3/2006 17Mar06 Generalitat

TM = Economic support of regional development of HE

Minimum of 2% of HE budget per year from government

1 – budget of each HE institution

2 - level of social and economic development

3 – planned impact (entrepreneurial innovation or territorial development)
Case Study 2
Catalan Universities (cont.)

Universidad Politecnica Valencia
(OECD report)

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

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

Environmental – management system, recycling of university garbage, strategical sustainability
Case Study 3
University Geneva

CE as New Mission: Canton Geneva (91)
Cooperation with professional associations, public institutions and private firms
(1/3 firms, 1/6 unemployed, 1/2 individuals)
Open library, access to rooms, technology transfer, international promotion
Case Study 3
University Geneva (cont.)

Public courses and conferences
Third age seminars and conferences
Science and City – cafes in UG and city, children tasting science, CERN results

Free theater shows
Data base of competences and Expert lists
Joint catalog of libraries

Free services online – journals, publications, theses, …
Case Study 4
American Universities

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

**Colleges of Our Land and Time**
(The Background, The Foundation Stone (1862), The Struggle (1863-1879), The Idea Takes Shape (1880-1899), Form and Substance (1900-1914), The Response to Crisis (1915-1937), Maturity (1938-1956), The Negro Land-Grant Universities and Some Philosophy and Conclusions)
Case Study 4
American Universities (cont.)

Land-Grant universities
1787 Northwest Ordinance (United States of America Continental Congress)
Reserved land for schools in every community
Public university for industrial classes (Jonathan Turner - 1850)
Needs of society in terms of professional and applied knowledge
Case Study 4
American Universities (cont.)

**Morrill Act of 1862**
Agriculture, military tactics, mechanical arts and classical studies
17 million acres (68000 Km²)
Iowa, then Vermont and Connecticut
50000 dollars/year per state/territory

**Hatch Act (1887)** federal funding for agricultural experimental station

**Smith-Lever Act (1917)** Cooperative Extension
Case Study 4
American Universities (cont.)

Practical education with relevance to daily lives
Federal support of 550 million USD for Land Grant
Sea-Grant universities (1996 – 30 univ.)
52 Space-Grant universities (1988)
Five Sun-Grant universities (2003)
17 special higher education institutions Land-Grant type for segregated populations (since 1871)
Case Study 4
American Universities (cont.)

American Indian Higher Education Consortium (1994)
USA territories and Columbia (1972)
Innovation in terms of curriculum, methods, research, intellectual independence and connection with the driving forces of society

www.nasulgc.org
Case Study 5
University Georgia

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

Journal of Higher Education Outreach and Engagement

www.uga.edu/~jheoe

Institute of Higher Education – Dr. Tom Dyer and Dr. Edward Simpson
Case Study 5
University Georgia (cont.)

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

Land-Grant institution (1784)
“College or seminary of learning"

Sea-Grant university (1996)
Needs of a changing society and economy

Extension of the university’s resources in the form of professional knowledge and expertise to help communities improve their quality of life
Case Study 5
University Georgia (cont.)

Public Service and Outreach
Vice-President for PSO
Office of International PSO
Small Business Development Center
Institute of Higher Education
Carl Vinson Institute of Government
Georgia Center for Continuing Education
159 counties with centers
Case Study 5
University Georgia (cont.)

Projects
Latino Initiative (2003) - Improving access to education funded by the state of Georgia (train more K-12 teaching staff, develop leadership capabilities, increase the number of Latino youth in HE)
Oyster Redux (2003) – Community volunteers with UGA Marine Extension Service (recovering shells of oysters and of returning these to sea beds)
Case Study 5
University Georgia (cont.)

Organization
University, institute and department level
Federal, state, local or university funds

Parallel career track
Competitive bidding, allotted funds or voluntary contribution
Evaluation and benchmarking
Final Notes

Strong and effective third mission
Economic and social developments AND cultural change
Increased accountability
Stronger participation of universities outside walls
Independent opinions on actual issues
Social responsibility of universities
Questions

Can current Third Mission activities within each institution be identified?

What is a strategy for possible enlargement of TM activities?

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

Which public policies and legislation for TM should be adopted?
Thank you

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