

third mission

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Titelsuche third mission

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EBSCOhost Search

Search Results: 1 - 50 of 62 > 53 control doppelzählung, Result List

- 1.

[Cut bureaucracy to create time for third mission, says EUA head.](#)

Periodical

Times Higher Education. 4/12/2018, Issue 2352, p10-11. 2p. (AN: 129018302), Database: Education Research Complete

Subjects: University & college administration; Higher education; European University Association; Universität Zürich; Felt, Ulrike



- 2.

[Transforming the "Third Mission" in Norwegian Higher Education Institutions: A Boundary Object Theory Approach.](#)

Academic Journal

By: Sataøen, Hogne Lerøy. Scandinavian Journal of Educational Research. Feb2018, Vol. 62 Issue 1, p52-67. 16p. Abstract: Higher education institutions (HEIs) in Norway have been subjected to several reforms in recent decades. There are transformed relationships between institutions and their environment, and higher educations' **third mission** is emphasized. To improve our understanding of HEIs' **third mission**, this paper employs boundary object theory, enabling us to see how shifting projects are shaped and negotiated within these institutions. The paper concludes with a discussion of five main projects that are evident in **third-mission** presentations: the entrepreneurial project, the local and regional involvement project, the mode 2 project, the popular-science project, and the reputation project. [ABSTRACT FROM AUTHOR] DOI: 10.1080/00313831.2016.1212253. (AN: 126475860), Database: Education Research Complete

Subjects: University & college alumni; Science projects; Project method in teaching; Economic development; Higher education; Higher education -- Norway; Entrepreneurship



- 3.

[Universities and Smart Specialisation Strategy: From Third Mission to Sustainable Development Co-Creation](#)

Academic Journal

By: Rinaldi, Chiara; Cavicchi, Alessio; Spigarelli, Francesca. International Journal of Sustainability in Higher Education, v19 n1 p67-84 2018. (EJ1165089)

Purpose: The paper analyses the emerging role of Social Sciences and Humanities (SSH) universities in contemporary society via **third-** and **fourth-mission** activities. In particular, the paper investigates the potential contributions that SSH universities can offer in developing and enhancing capacities, supporting the changing conception of innovation coherently through a Smart Specialisation Strategy (S3) approach. Design/methodology/approach: The case study presents multiple **third-** and **fourth-mission** activities carried out by the University of Macerata (Italy). The activities are framed according to the roles universities could have in supporting S3. Findings: Within **third-** and **fourth-mission** activities,

SSH universities can play different and broader roles (generative, absorptive, collaborative and leadership), which could support regions in designing and implementing S3. Practical implications: The paper shows the important contributions that SSH universities can make in their regions, both to support S3 and enhance the transition to sustainable development. Social implications: The article emphasises SSH universities' multiple contributions to sustainable development and to innovation in the knowledge society/economy framework. Originality/value: This case study captures SSH universities' contributions to S3 and the wider innovation paradigm, by highlighting their transformational effect on regional economies., Database: ERIC

Subjects: Institutional **Mission;** Universities; Social Sciences; Humanities; Case Studies; Role; Leadership Role; Sustainable Development; Innovation; Geographic Regions; Foreign Countries; Cooperation; Entrepreneurship; Economic Development; Strategic Planning; Action Research; Italy



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- 4.

Universities' **Third Mission:** Global Discourses and National Imperatives.

Academic Journal

By: Pinheiro, Rómulo; Karlsen, James; Kohoutek, Jan; Young, Mitchell. Higher Education Policy. Dec2017, Vol. 30 Issue 4, p425-442. 18p. Abstract: Universities are increasingly pressurized to contribute to the socio-economic development of their societies. This has led to increasing calls for stronger societal engagement around the **third mission** (TM). In this paper, we contextualize developments surrounding TM by comparing policy approaches in Norway and the Czech Republic. Our analysis shows similarities as well as differences and points to the importance of assessing TM developments in the light of wider policy dynamics and priorities. [ABSTRACT FROM AUTHOR] **DOI:** 10.1057/s41307-017-0057-5. (AN: 126113164), Database: Education Research Complete

Subjects: Universities & colleges; Higher education; Rural development; Globalization; Entrepreneurship; Economic expansion



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- 5.

Patterns of **Third Mission** Engagement among Scientists and Engineers

Academic Journal

By: Mejlgaard, Niels; Ryan, Thomas Kjeldager. Research Evaluation, v26 n4 p326-336 Oct 2017. (EJ1163440)

In the context of growing societal demand and interdependency, universities need to prioritize their "**third mission**" activities and balance them against core functions. Individual researchers too are faced with multiple external constituencies and various mechanisms for interaction. The degree, target, and mode of their involvement with societal actors must be considered in light also of high performance expectations concerning traditional teaching and research activities. In this study, we explore patterns of **third mission** involvement among 652 researchers at the Science and Technology Faculty, Aarhus University from 2009 to 2012 using register-based data. First, we collect 13 indicators of **third mission** involvement from the university register system PURE, and find that these can be organized in distinct sets. External interaction and knowledge sharing can take many shapes, but they appear to group together empirically in ways that reflect the external partners and mode of involvement. Secondly, we determine five clusters of researchers based on their **third mission** activities. The majority of researchers have limited engagement in any kind of **third mission** activities, while an almost negligible minority entertain activities across the board. The remaining researchers focus their engagement on one type of **third mission** activity: public sector service, industrial collaboration, or executive involvement. Finally, we explore the interrelatedness of **third mission** involvement and research performance. Researchers who work closely with industry perform extremely well in terms of both publication productivity and impact, while those primarily engaged with public authorities perform considerably below average. We contextualize the results and highlight the limitations of the study., Database: ERIC

Subjects: Scientists; Engineering; Researchers; College Faculty; Universities; Institutional **Mission**; Science Education; Industry; School Business Relationship; Foreign Countries; Public Sector; Correlation; Research; Productivity; Faculty Publishing; Faculty Workload; Denmark



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- 6.

Concepts of “Applied and Public Sociology”: Arguments for a Bigger Theoretical Picture around the Idea of a “University **Third Mission**”.

Academic Journal

By: Cooper, David. Journal of Applied Social Sciences (19367244). Sep2017, Vol. 11 Issue 2, p141-158. 18p. Abstract: The argument focuses on current concepts of “applied” and “public” sociology proposed especially by the Association for Applied and Clinical Sociology (AACS) and by Michael Burawoy within the American Sociological Association (ASA) in 2004, respectively. A broader concept of “engaged scholarship” is proposed by the author which spans many academic disciplines and fields, that is, can encompass a “bigger picture,” unlike applied or public sociology with their limited sociological focus. The idea of engaged scholarship is linked also to a core set of interrelated “bigger” concepts: (1) use-inspired basic research, (2) university **third mission** (of socio-economic-cultural development), (3) post-1970s **third** capitalist industrial revolution (with university role in a knowledge economy as fundamental), and (4) quadruple helix of university-industry-government-civil society (U-I-G-CS) research relations of engagement. The latter four core concepts are examined in some detail to support a bigger-picture framework. Also highlighted are some ambiguities or inconsistencies embedded in the current use of applied and public sociology terminology, especially with reference to how and with whom university engagement is advocated. In the section “Conclusion,” the idea of a social justice-centered mode of engaged scholarship is explored, providing an explicitly value-laden component that is only implicit within current concepts of applied and public sociology. [ABSTRACT FROM AUTHOR] **DOI:** 10.1177/1936724417722580. (AN: 124739646), Database: SocINDEX with Full Text

Subjects: Public sociology; Social justice; Industrial revolution; American Sociological Association; Scholarships



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- 7.

Moving on from a “**Third Mission**”.

Academic Journal

By: Sandmann, Lorilee R. Journal of Higher Education Outreach & Engagement. 2017, Vol. 21 Issue 2, p1-3. 3p. (AN: 123877679), Database: Education Research Complete

Subjects: Community & college; Engaged campuses; Universities & colleges -- Social aspects

[PDF Full Text](#) (130KB)

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- 8.

Academic Journal

Title:

[La terza missione delle universita: Monitoraggio e analisi delle best practices dei servizi per l'impiego universitari nel Lazio. \(The Third Mission of Universities: Monitoring and Analyzing Best Practices of University Employment Services in Lazio. With English summary.\)](#)

Language: Italian

Author: Rella, Piera; Rossotti, Ludovica

Author Affiliation: Sapienza U Rome; U Perugia

Source: Economia e Lavoro, May-August 2017, v. 51, iss. 2, pp. 157-70

Publication Date: May-August 2017

Abstract: This article reports on the first results of a survey conducted on Lazio-based universities to understand the functioning of university Orientation and Placement Services and to identify the best practices that are actually exportable from one territory to another. At methodological level, a quality analysis was carried out through in-depth interviews with operators and managers of university Orientation and Placement Services. The analysis focused on the functioning of the services in terms of: tasks performed by operators and managers, liaison with businesses, matching between labour supply and demand, and type of contracts offered. To identify the best practices, we monitored the services offered by the different universities by comparing them with the quality standards set by Italia Lavoro. It emerged that Lazio-based universities offer career counselling and both curricular and extra-curricular internship opportunities for graduates, as well as, to a much lesser extent, labour brokerage. Differences between public and private universities were noticed, which highlight how critical points for a university become strengths for the other ones. Finally, a map of exportable interventions from one university to another was drawn up.

ISSN: 0012978X

Publication Type: Journal Article

Update Code: 20180405

AN: 1693310, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Labor Demand



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- 9.

Academic Journal

Title:

[Regional Contexts for Third Mission Policies and University Management in the UK: Opportunities and Challenges](#)

Author: Kitagawa, Fumi

Author Affiliation: U Edinburgh

Source: Ekonomiaz, 2nd Semester 2017, iss. 92, pp. 140-63

Publication Date: 2nd Semester 2017

Abstract: Over the past two decades the so-called "**third mission**" of universities and its regional dimension has been high in the national policy agenda, with a series of incentive mechanisms put in place at national, sub-national and institutional levels. This paper reviews the development of government policies, universities' institutional strategies and management practices, as observed in the UK regions. We capture the evolving **third mission** policies that affect the links between universities and their regional agenda on one hand, and the development of institutional strategies and management practices at the university level on the other. Setting incentives for **third mission** activities encompasses complex processes at the policy, institutional, and individual levels. The paper concludes by identifying three key challenges for university managers and leaders.

ISSN: 02133865

Publication Type: Journal Article

Availability: http://www1.euskadi.net/ekonomiaz/indice_c.apl

Update Code: 20180419

AN: 1696231, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Education: Government Policy ; Innovation and Invention: Processes and Incentives ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes ; Regional Development Planning and Policy



- 10.

DI COSA PARLIAMO QUANDO PARLIAMO DI «TERZA MISSIONE».

Academic Journal

What Are We Talking About When We Talk of «**Third Mission**»? By: PITRONE, MARIA CONCETTA. Studi di Sociologia. ott-dic2016, Vol. 56 Issue 4, p387-400. 14p. Language: Italian. Abstract: Globalisation has impacted and transformed every aspect of modern society. With it, also the concept of University and that of its role within this society have gone through a process of profound redefinition: to its traditional and noble tasks - that of teaching and research - a **third** objective has been added, one which expects the University to engage with the market. The «**third mission**», however, also expects the University to «open itself to society», contributing to its improvement. Through a critical review of the definitions given to the «**third mission**» by domestic and international literature, we have tried to highlight future perspectives. We also have discussed the new responsibilities faced by the University in its challenge to engage with the market without losing the identity it has forged for itself throughout the centuries with the aim to educate future leaders, and, overall, conscious citizens. [ABSTRACT FROM AUTHOR] (AN: 120852065), Database: SocINDEX with Full Text



- 11.

Academic Journal

Title:

The Activities of University Knowledge Transfer Offices: Towards the Third Mission in Italy

Author: Cesaroni, Fabrizio; Piccaluga, Andrea

Author Affiliation: U Messina and Istituto di Management, Sant'Anna School of Advanced Studies, Pisa; Istituto di Management, Sant'Anna School of Advanced Studies, Pisa

Source: Journal of Technology Transfer, August 2016, v. 41, iss. 4, pp. 753-77

Publication Date: August 2016

Abstract: Establishing deeper engagement with industry and society has recently become a key concern of universities. To pursue this goal, universities--as well as other public research organizations--have started to reorganize internal resources, to redefine their activities and policies, and to redesign their overall knowledge transfer (KT) business models. As a consequence, in several countries a wide heterogeneity exists in the types of KT models adopted and in the outcomes arising from KT activities. By performing a cluster analysis and a multinomial logit regression on an extensive dataset that almost covers the entire population of Italian universities, in this study we analyze (1) whether models of KT characterized by a broader engagement with society are gradually substituting models more focused on technology commercialization, and (2) which factors related to the availability of resources and universities' strategic intention better explain existing differences. Insights from the study might help university managers to define the most appropriate actions to fully undertake the implementation of the university **third mission**.

ISSN: 08929912

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10961-015-9401-3>

Availability: <https://link.springer.com/journal/volumesAndIssues/10961>

Update Code: 20160801

AN: 1584165

Copyright: Journal of Technology Transfer is a copyright of Springer, 2016. All Rights Reserved.,

Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Innovation; Research and Development; Technological Change; Intellectual Property Rights: General ; Management of Technological Innovation and R&D ; Technological Change: Choices and Consequences; Diffusion Processes

[PDF Full Text](#)

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- 12.

[Dip in academics commercialising research as 'third mission sidelined'.](#)

Periodical

Times Higher Education. 2/25/2016, p6-7. 2p. Abstract: The article focuses on a survey "The Changing State of Knowledge Exchange" by the National Centre for Universities and Business (NCUB) which reveals decline in academics commercialising research. It also presents the views of Rosa Fernandez, director of research at the NCUB, and Tim Hughes, professor of applied marketing at the University of the West of England, for the same. (AN: 113457592), Database: Education Research Complete

Subjects: Universities & colleges; University of the West of England, Bristol; University research; GREAT Britain; Fernandez, Rosa; Hughes, Tim



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- 13.

['Applied and Public Sociology': Arguments for a Bigger Theoretical Picture around a 'University Third Mission'.](#)

Conference

Conference Papers -- American Sociological Association. 2016, p1-37. 37p. (AN: 121201009), Database: SocINDEX with Full Text

Subjects: Public sociology; Applied sociology; Clinical sociology; Cape Town (South Africa); Michigan State University

[PDF Full Text](#) (6.2MB)

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- 14.

Academic Journal

Title:

[Foresight and the Third Mission of Universities: The Case for Innovation System Foresight](#)

Author: Piirainen, Kalle Artturi; Andersen, Allan Dahl; Andersen, Per Dannemand

Author Affiliation: Technical U Denmark and Lappeenranta U Technology; Centre for Technology, Innovation and Culture, U Oslo and Technical U Denmark; Technical U Denmark

Source: Foresight, 2016, v. 18, iss. 1, pp. 24-40

Publication Date: 2016

Abstract: Purpose--This paper aims to argue that innovation system foresight (ISF) can significantly contribute to the **third mission** of universities by creating an active dialogue between universities, industry and society. Design/methodology/approach--This paper's approach is conceptual. The authors analyse the **third mission** and relevant literature on innovation systems and foresight to explain how and why foresight contributes to the **third mission**. Findings--The authors propose that foresight contributes to the **third mission** of universities, particularly to the research and development and innovation dimensions through the development of joint understanding of the agendas and future needs of stakeholders. In addition, foresight enables education to be designed to address identified needs.

ISSN: 14636689

Publication Type: Journal Article

Availability: <http://www.emeraldinsight.com/journals.htm?issn=1463-6689>

Update Code: 20160601

AN: 1572251, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Innovation and Invention: Processes and Incentives



- 15.

RESPONSIBLE RESEARCH AND THE SEMANTICS OF UNIVERSITY'S **THIRD MISSION**. A THEORETICAL DISCUSSION.

Academic Journal

By: VARGIU, ANDREA. Studi di Sociologia. ott-dic2015, Vol. 53 Issue 4, p375-388. 14p. Abstract: According to literature, scientific research has undergone very profound and rapid changes in the last decades which implied, among other things, the emergence of the need for responsible scientific practices and attitudes. Accordingly, the European Commission has recently launched a specific Action Plan centred on Responsible Research and Innovation (RRI). The paper discusses some of the implications of the possible declinations of the term responsibility by schematically recalling such notions as answerability, imputability, liability in order to highlight the relational character of responsibility as a result of a complex interplay of expectations and anticipations about actions and their fallouts. Building on such premises, science-society relationships are reconsidered within an analytical framework based on a series of tripartitions. Thus, some relevant components of the concept of **third mission** are discussed, which concern key relational aspects (regulatory principles and involvement/participation of stakeholders), as well as drivers for action (interests) that are connected to different epistemologies and kind of impacts. Three possible declinations are then identified for each one of those components which taken altogether compose three relevant and relatively autonomous semantic areas of the concept of **third mission** which correspond respectively to knowledge transfer, public engagement and community engagement. Such dimensions are summarized within the RePAIED scheme based on Regulatory principles, Participation styles, Actors' interests and Emancipatory Dynamics. A proposal is finally sketched to use the RePAIED tripartition as an analytic tool for the assessment of RRI. [ABSTRACT FROM AUTHOR] (AN: 113558800), Database: SocINDEX with Full Text

Subjects: European Commission; Scientific knowledge; World War II



- 16.

Kepler's **Third Law** and NASA's Kepler **Mission**.

Academic Journal

By: Gould, Alan; Komatsu, Toshi; DeVore, Edna; Harman, Pamela; Koch, David. Physics Teacher. Apr2015, Vol. 53 Issue 4, p201-204. 4p. Abstract: The article presents questions and answers related to astronomy including goals of National Aeronautics and Space Administration (NASA) Kepler **Mission**, **mission's** planet-finding technique and instrument used by the **mission**. (AN: 101759274), Database: Education Research Complete

Subjects: Kepler (Spacecraft); United States. National Aeronautics & Space Administration; Planets



- 17.

Higher education in Albania: developing **third mission** activities.

Academic Journal

By: Mora, José-Ginés; Ferreira, Camino; Vidal, Javier; Vieira, María-José. Tertiary Education & Management (Routledge). Mar2015, Vol. 21 Issue 1, p29-40. 12p. Abstract: The national strategy for higher education of the Albanian government (2008–2013) stated the urgent need for universities to increase their role in the social and economic development of the local and regional environment. In order to achieve this goal, the main action proposed by the strategy was the setting up of regional

development centres by public higher education institutions. With this purpose, the Tempus project Developing **Third Mission** activities in Albanian Universities(U3M-AL) has promoted **third mission** activities in most of the public universities by training university staff, establishing the regional development centres and creating an Albanian network for promoting **third mission**. These initiatives are contributing to the external visibility of universities as valuable partners for cooperation. In this paper, we describe the activities developed by this project, the outcomes and the expected impact on Albanian society. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/13583883.2014.994556. (AN: 101047692), Database: Education Research Complete

Subjects: Higher education & state; Universities & colleges -- Social aspects; Public universities & colleges; Educational change; Higher education; Higher education -- Albania; Universities & colleges -- Economic aspects; Albania -- Social conditions



- 18.

Between Good Intentions and Urgent Stakeholder Pressures: Institutionalizing the Universities' **Third Mission** in the Swedish Context

Academic Journal

By: Benneworth, Paul; de Boer, Harry; Jongbloed, Ben. European Journal of Higher Education, v5 n3 p280-296 2015. (EJ1088980)

There is a widespread recognition across Europe, amongst policy-makers, university managers and scholars, that universities' societal roles (the "**third mission**") are increasingly important. As universities become increasingly strategically managed, it is perhaps unsurprising that attention has turned towards the strategic management of this **third mission**. Universities risk becoming "overloaded" with these **missions** and are forced to choose to dilute their strategic focus or only focus on a limited number of these **missions**. The **third mission** risks being regarded as a desirable but not an essential duty and therefore is unlikely to be an institutional focus. In this paper we therefore ask how can the **third mission** be meaningfully institutionalized given the pressures on university managers to focus on other areas. We explore this with reference to a detailed case study of a provincial Swedish university, Sjöstad University, with a long-standing commitment to creating a societal impact. We explore how Sjöstad University has created an impact, and then the tensions this raises for key university stakeholders, internally and with external partners. We then reflect on the institutionalization of the **third mission** and call for further consideration of how external stakeholders can provide universities with a strategic space to institutionalize the **third mission**., Database: ERIC

Subjects: Universities; Institutional **Mission**; Foreign Countries; Strategic Planning; Risk; College Role; College Administration; Case Studies; Social Change; Institutional Cooperation; Interviews; Sweden



- 19.

Does Structural Development Matter? The **Third Mission** through Teaching and R&D at Finnish Universities of Applied Sciences

Academic Journal

By: Kohtamäki, Vuokko. European Journal of Higher Education, v5 n3 p264-279 2015. (EJ1088979)

The latest policy trends of higher education institutions (HEIs) have increasingly highlighted the importance of external stakeholders' expertise and resources. This paper investigated how the **third mission** through teaching and research and development (R&D) at Finnish universities of applied sciences (UASs) is influenced by the structural development policy. Finnish structural development aims to increase the positive external impacts of HEIs by initiating changes to their organizational structures and operations. The findings suggest that structural development and the ministry behind the policy are powerful, shaping both external stakeholder engagement and internal working environments in UASs. The UASs implemented immediate strategic responses to the policy. The high priority of the structural development policy seems to be the result of survival thinking inside the UASs and not always of the academic appropriateness or desirability of the actions of this policy. The findings of this study suggest

the institutionalization of regional mandates for UASs by linking teaching and R&D to confront various challenges., Database: ERIC

Subjects: Foreign Countries; Higher Education; Educational Policy; Expertise; Research and Development; Technical Education; Influences; Institutional Characteristics; Governance; Strategic Planning; College Role; Participation; Role; Stakeholders; Environmental Influences; Case Studies; Online Surveys; Interviews; Administrators; College Administration; Statistical Analysis; Finland



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- 20.

One and Two Equals Three? The **Third Mission** of Higher Education Institutions

Academic Journal

By: Pinheiro, Rómulo; Langa, Patricio V.; Pausits, Attila. European Journal of Higher Education, v5 n3 p233-249 2015. (EJ1088976)

In modern, knowledge-based societies, universities play an increasingly important role in achieving economic growth and social progress. Their traditional roles and **missions** are being broadened as to accommodate activities that facilitate engagement with various stakeholder groups. Universities do not want to be regarded as isolated and separated islands from their surrounding communities and have therefore developed internal mechanisms to bridge their activities with the needs and expectations of external actors. In this paper, we take stock of recent scholarly work and ongoing debates surrounding universities' **third mission** (TM). Broadly speaking, TM refers to the changing roles and functions of universities which, despite recent developments, have always been a matter of debate amongst academics and society at large., Database: ERIC

Subjects: Institutional **Mission**; Higher Education; Colleges; Economic Development; Social Development; School Community Relationship; College Role; Educational Policy; Foreign Countries



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- 21.

Rethinking the "**Third Mission**": UK Universities and Regional Engagement in Challenging Times

Academic Journal

By: Lebeau, Yann; Cochrane, Allan. European Journal of Higher Education, v5 n3 p250-263 2015. (EJ1088977)

Drawing on the experiences and statements of two universities, this article sets out to relate current trends and discourses of engagement of UK higher education (HE) institutions with their regional environment in the context of major policy shifts in HE and in regional governance. The "**third mission**" is considered as an aspect of what universities do in place and in relation to other place-based agencies. In this process of exploration, we attempt to identify adjustment behaviours and discourses in contrasting regional contexts and to relate them to the unequal power of universities and to their structural embeddedness in a local socio-economic and policy fabric., Database: ERIC

Subjects: Institutional **Mission**; Foreign Countries; Universities; Discourse Analysis; Geographic Regions; Educational Trends; Trend Analysis; Governance; Educational Policy; School Community Relationship; United Kingdom



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- 22.

The Institutionalization of Universities' **Third Mission**: Introduction to the Special Issue

Academic Journal

By: Pinheiro, Rómulo; Langa, Patricio V.; Pausits, Attila. European Journal of Higher Education, v5 n3 p227-232 2015. (EJ1088975)

Globally, debates on the notion of a **third** set of activities aimed at linking higher education institutions more closely with surrounding society are not new. In the last decade or so, calls for a re-engagement of the university in helping to tackle the great challenges facing societies and local communities have propelled the **third mission** to the forefront of policy discussions--this time under the mantra of "relevance" and "social impact". Yet, as some of the articles in this special issue attest, there is a fundamental tension in the notion of a **third mission**. The chief aim of this special issue is to provide a critical assessment of the extent to which the **third mission** has become an integral part of universities' core structures and primary activities--from the perspective of institutionalization. The individual contributions provide different accounts and perspectives on internal developments surrounding the **third mission**, but they all share the notion that major tensions and volitions surrounding its institutionalization remain largely unresolved., Database: ERIC

Subjects: Universities; Institutional **Mission**; Institutional Characteristics; Conflict; School Community Relationship; Outreach Programs; Partnerships in Education; Educational Practices; Literature Reviews; Instructional Development; Foreign Countries



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- 23.

Third Mission Activities: University Managers' Perceptions on Existing Barriers

Academic Journal

By: Koryakina, Tatyana; Sarrico, Cláudia S.; Teixeira, Pedro N.. European Journal of Higher Education, v5 n3 p316-330 2015. (EJ1088982)

In the context of increased international competition and financial austerity, an economic development **mission** has become an important strategic and policy issue for European higher education. This paper aims to contribute to knowledge regarding universities' engagement with the external environment and its impact on internal governance and management. Using a qualitative case study approach, the paper explores **third mission** activities in Portuguese universities and examines university managers' perceptions about the barriers to their greater effectiveness. The results identified two major types of barriers: external, relating mainly to government regulations and funding allocation, and internal, involving organizational characteristics. The study also highlighted some tensions between a growing emphasis on **third mission** activities and their institutionalization process within universities. The results are relevant to researchers who would like to continue the debate in a comparative perspective; as well as to policy-makers and institutional leaders., Database: ERIC

Subjects: Economic Development; Higher Education; Role of Education; Universities; Governance; College Administration; Case Studies; Qualitative Research; Administrator Attitudes; Barriers; Government Role; Influences; Resource Allocation; Financial Support; Institutional Characteristics; Foreign Countries; Semi Structured Interviews; Portugal



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- 24.

Academic Journal

Title:

Third Mission Potential in Higher Education: Measuring the Regional Focus of Different Types of HEIs

Author: Jaeger, Angelika; Kopper, Johannes

Author Affiliation: NIERS, Niederrhein U Applied Sciences; NIERS, Niederrhein U Applied Sciences

Source: Review of Regional Research, October 2014, v. 34, iss. 2, pp. 95-118

Publication Date: October 2014

Abstract: Higher education institutions (HEIs) are considered to be key actors in regional innovation systems. The traditional **missions** of HEIs comprise (1) the generation and accumulation of academic

knowledge, and (2) the diffusion of knowledge via academic education. More recently, attention has also been drawn to the regional development role of HEI activities: their "**third mission**". As studies have pointed out, the success of HEI's knowledge transfer is geographically unevenly distributed, with some regions being able to profit from knowledge transfer more effectively than others. The research aim of this article is therefore to analyse an important factor of influence on the success of knowledge transfer: the 'fit' between HEI and region. A close correlation between HEI's focus on education and research on the one hand and regional economic structure on the other hand might indicate a higher potential for the HEI's regional engagement and **third mission** activities. An examination of the twofold structure of the higher education system in Germany reveals that universities of applied sciences (Fachhochschulen) are generally considered to obtain a higher focus on vocational orientated education and applied research, whereas universities (Universitäten) have a higher focus on basic research. On this basis, one might expect structural differences between the types of HEIs in the HEI-region fit, concluding in differing potential for success in **third mission** activities. The following article confirms this assumption and suggests that universities of applied sciences fit in better with their surrounding region and hence have a higher potential to fulfil the tasks of the **third mission** regarding regional knowledge transfer via heads.

ISSN: 01737600

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10037-014-0091-3>

Availability: <https://link.springer.com/journal/volumesAndIssues/10037>

Update Code: 20150101

AN: 1475122, Database: EconLit with Full Text

Subjects: Search; Learning; Information and Knowledge; Communication; Belief; Unawareness ; Higher Education; Research Institutions ; Education and Economic Development ; Innovation; Research and Development; Technological Change; Intellectual Property Rights: General ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes



25.

TRĖČIOSIOS UNIVERSITETŲ MISIJOS POVEIKIS MOKSLO ŽINIŲ SKLAIDAI UNIVERSITETINĖSE STUDIJOSE.

Academic Journal

IMPACT OF UNIVERSITIES' **THIRD MISSION** TO DISSEMINATION AND INTEGRATION OF SCIENTIFIC KNOWLEDGE IN STUDY PROCESS IN UNIVERSITIES. By: Stonkienė, Marija; Matkevičienė, Renata. Socialiniu Mokslu Studijos. 2014, Vol. 6 Issue 3, p611-632. 22p. Language: Lithuanian. Abstract (English): The paper discusses the impact of development of knowledge economy to the universities' activities, suggesting that providing the status of the product to the knowledge as the main field of activities of universities change not only the operating conditions of universities, but at the same time stress the meaningful contribution of universities to economic growth and social development. Changing conditions for delivery of universities' practices encourage universities to become a part of a knowledge network as innovation agents to enhance cooperation with industry. Declining public resources, growing competition in the dissemination of knowledge in the scientific field stimulate universities' entrepreneurship, application of their performance and results. All this justifies the idea of transformation of universities' **mission**: from traditional universities' functions, such as delivery of academic studies and scientific research, to dissemination of scientific knowledge, a traditional dissemination of scientific knowledge changes has been supplemented by application of scientific knowledge in collaboration with industry or for wellbeing of society. Contemporary changes taking place in universities consolidate the formation of the **third mission** of universities. The **third mission** of universities is based on the concept of an entrepreneurial university and the prominence of provided practical benefits of the universities' activities. According to a theoretical approach, the **third mission** of universities is understood through the changes in the higher education systems associated with the fact that the traditional European higher education as a part of state-led social policy with a focus on meeting the social, cultural needs of society, creation of public resources changes because of growing importance of market ideology, neoliberalism, that reasons implementation of new public management in higher education. New public management stresses changing performance of universities toward practical applicability of scientific knowledge and meeting not only social needs of society, but market needs, as well. The article states that in 2009, when reform of Lithuanian national system of higher education made some corrections in the system of higher education funding, universities spurring competition created conditions for entrepreneurial universities. Changes in the system of higher education also made an impact to requirements of application of scientific results in study process, as well as meeting the needs and integration of various stakeholders into universities' activities. The aim of the present research is to assess whether the reform of Lithuanian national higher education that started

in 2009 had a **mission** to stress practical application of scientific knowledge, response to the market needs, and that are declared in official documents are integrated into requirements for national study programs (for preparation of documentation of newly created study programs and for the valuation of study programs). The task of the research is to analyse changes in national requirements and their correspondence with the main goals of reform of national higher education system. Regulatory documents were analyzed using qualitative content analysis and comparative methods. It was found that after 2009 Lithuanian national higher education reforms in the updated regulatory requirements for study programs there was manifested the requirement to provide arguments that showed accordance of study program with public interest and the employers' needs. The research showed an increase of importance in focus on practical adaptability after 2009 national higher education reforms: in regulatory documents that existed till 2009 there were no intentions of integration of study process with stakeholders' involvement that led toward meeting the needs of labor market and society. The study also revealed that in Lithuanian regulatory requirements for study programs - regulatory documents for proposal of newly developed study programs and in criteria for evaluation and accreditation of study programs - there has already been implemented a requirement of fulfilling practical applicability of the results and meeting the needs of employers that goes in a line with the **third mission** of universities stressing the practical benefit aspect of study programs. In the regulatory requirements for evaluation and accreditation of study programs, there are more substantially presented requirements for fulfilling practical applicability of study results in relation with needs of labor market and this requirement goes with a highlight of the role of the social partners in development and implementation of study program. [ABSTRACT FROM AUTHOR]
DOI: 10.13165/SMS-14-6-3-10. (AN: 101416019), Database: SocINDEX with Full Text

[PDF Full Text](#) (1020KB)

- 26.

Academic Journal

Title:

[University Third Mission in Italy: Organization, Faculty Attitude and Academic Specialization](#)

Author: Rolfo, Secondo; Finardi, Ugo

Author Affiliation: CNR-CERIS, Turin; CNR-CERIS, Turin and U Turin

Source: Journal of Technology Transfer, June 2014, v. 39, iss. 3, pp. 472-86

Publication Date: June 2014

Abstract: In the last decades **Third mission** of Universities (encompassing Technology and Knowledge Transfer) has come abreast of the two traditional tasks of Universities. Organization of Universities and attitude of researchers in this field still needs to undergo research. The present work provides experimental evidence of the differences existing in such terms between a specialized technological University and a generalist "Humboldtian" one (with particular regards to its scientific departments). The experimental study is performed on two Italian Universities with similar formal structure and external environment, but with different specialization and research/teaching subjects. Two databases--one agent-based, the second institutional-based--are exploited in order to highlight characters. Results show different organization and attitudes. This may be due either to different organization of internal competencies and responsibilities, or to a different historical path of external relations. Results might prove relevant for the organization of **Third mission** activities with particular regard to Technology Transfer.

ISSN: 08929912

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10961-012-9284-5>

Availability: <https://link.springer.com/journal/volumesAndIssues/10961>

Update Code: 20140601

AN: 1444071

Copyright: Journal of Technology Transfer is a copyright of Springer, 2014. All Rights Reserved.,

Database: EconLit with Full Text

Subjects: Search; Learning; Information and Knowledge; Communication; Belief; Unawareness ; Higher Education; Research Institutions ; Technological Change: Choices and Consequences; Diffusion Processes

[PDF Full Text](#)

- 27.

Third Stream, Fourth Mission: Perspectives on University Engagement with Economic Relevance.

Academic Journal

By: Kretz, Andrew; Sá, Creso. Higher Education Policy. Dec2013, Vol. 26 Issue 4, p497-506. 10p.

Abstract: Over the past three decades, university research activities have increasingly become organized towards external economic and social worlds. In this essay, we reflect on the observations and explanations made in papers published in Higher Education Policy on this topic, and discuss their contributions towards understanding university **third** stream activities. We build on this by considering the increased university support for student entrepreneurship that has pervaded higher education in the last several years and the implications of this trend for thinking about the economic relevancy of universities. [ABSTRACT FROM AUTHOR] DOI: 10.1057/hep.2013.32. (AN: 91913577), Database: Education Research Complete

Subjects: Aims & objectives of higher education; UNIVERSITIES & colleges; Universities & colleges; Universities & colleges -- Social aspects; Adults; Higher education; Technology transfer; ECONOMIC aspects; Entrepreneurship; Research -- Economic aspects



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- 28.

Organizing for the Third Mission: Structural Conditions for Outreach and Relevance at Two Swedish HEIs

Academic Journal

By: Hellstrom, Tomas; Jacob, Merle; Wigren-Kristoferson, Caroline. Industry and Higher Education, v27 n3 p191-202 Jun 2013. (EJ1012263)

The authors investigate how **Third Mission** activities at universities, such as the outreach and technology transfer functions, are anchored in organizational structures and practices, and discuss the implications of this relationship for the success of the activities. They draw on case studies of two Swedish university colleges to illustrate the diversity of mechanisms used to achieve **Third Mission** functions. It is concluded that choices about how to organize **Third Mission** activities may be classified with reference to at least three dimensions: (a) decentralization versus centralization of the outreach function; (b) a strong versus weak research connection in outreach; and (c) demand-side versus supply-side strategies for outreach. These dimensions are analysed from the perspective of their relative strengths and weaknesses for the organization by universities of **Third Mission** activities. (Contains 2 tables and 1 note.), Database: ERIC

Subjects: Outreach Programs; Higher Education; Foreign Countries; Technology Transfer; Institutional Mission; Institutional Characteristics; Case Studies; Organizational Theories; Organizational Objectives; Focus Groups; Online Surveys; Questionnaires; Research Projects; Administrative Organization; Supply and Demand; Operations Research; Institutional Research; Performance Factors; Comparative Analysis; Sweden



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- 29.

Academics, the 'cultural third mission' and the BBC: forgotten histories of knowledge creation, transformation and impact.

Academic Journal

By: Smith, David N. Studies in Higher Education. Jun2013, Vol. 38 Issue 5, p663-677. 15p. Abstract:

This article focuses on historical dimensions of knowledge creation and transformation by university academics. It explores their often overlooked role in the broadcast output of BBC radio in disseminating knowledge and ideas outside the educational environment, directly into the homes of the audience. Examples of this activity include the Open University, schools broadcasting, armed forces programmes and study circles. The concern here is the less didactic approach encapsulated in radio documentaries, talks and discussion programmes. The central argument is that the meeting between broadcaster, academic and listener via the medium of radio represents a significant, but often forgotten, example of

the university's early engagement in a 'cultural **third mission**'. Using evidence from BBC radio archives during the two decades after the Second World War, the article considers how knowledge was conveyed by academics to radio audiences through different forms of programming devised to address the changing needs of nation and culture. [ABSTRACT FROM AUTHOR] [DOI](#) 10.1080/03075079.2011.594502. (AN: 87786682), Database: Education Research Complete

Subjects: Culture; HISTORY; Community involvement; Community & school; British Broadcasting Corp.; Higher education; Radio broadcasting; Radio audiences; Universities & colleges -- Great Britain

[PDF Full Text](#) (95KB)

- 30.

Academic Journal

Title:

[The Third Mission Stalled? Universities in China's Technological Progress](#)

Author: Wu, Weiping; Zhou, Yu

Author Affiliation: Tufts U and Institute of China Innovation, East China Normal U; Vassar College and Institute of China Innovation, East China Normal U

Source: Journal of Technology Transfer, December 2012, v. 37, iss. 6, pp. 812-27

Publication Date: December 2012

Abstract: This paper outlines China's progress in developing endogenous capacity for knowledge diffusion and commercialization in the higher education sector. Despite a promising start in the 1980s and early 1990s, academic technology transfer has not kept pace with rapid growth of the country's overall technological endeavors. But there is evidence of institutional evolution in that university-industry linkages are moving from more hierarchical and rigid forms established under the centrally planned economy into more flexible and market-based arrangements. After probing what underscores the stalling of universities' new found **mission**, the paper offers layered policy suggestions on what can be done to overcome the conundrum.

ISSN: 08929912

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10961-011-9233-8>

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Update Code: 20130101

AN: 1344363

Copyright: Journal of Technology Transfer is a copyright of Springer, 2012. All Rights Reserved.,

Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Industrialization; Manufacturing and Service Industries; Choice of Technology ; Technological Change: Choices and Consequences; Diffusion Processes ; Socialist Systems and Transitional Economies: Factor and Product Markets; Industry Studies; Population

[PDF Full Text](#)

- 31.

['Third mission' activities, commercialisation and academic entrepreneurs.](#)

Academic Journal

By: Shore, Cris; McLauchlan, Laura. Social Anthropology/Anthropologie Sociale. Aug2012, Vol. 20 Issue 3, p267-286. 20p. Abstract: The growth of '**third mission**' activities aimed at commercialising universities and creating more entrepreneurial academics is a global phenomenon yet has received scant attention from anthropologists. This paper reports on an ethnographic study that examines the rise of university commercialisation in New Zealand, a country that pioneered many of the reforms associated with neoliberalism. Exploring different sites and spaces of university commercialisation we ask: what impact is commercialisation having on the meaning and **mission** of the university? Who are the new academic entrepreneurs of the neoliberal university? What does 'entrepreneurship' mean in a public university context? Finally, we analyse the challenges and contradictions this is creating for the public university.

[ABSTRACT FROM AUTHOR] DOI: 10.1111/j.1469-8676.2012.00207.x. (AN: 78385350), Database: Education Research Complete

Subjects: Public universities & colleges; New Zealand; Commercialization; Neoliberalism; Universities & colleges -- New Zealand

[PDF Full Text](#)

- 32.

Translation, time and the **third mission**.

Academic Journal

By: Brenneis, Don. Social Anthropology/Anthropologie Sociale. Aug2012, Vol. 20 Issue 3, p294-297. 4p. Abstract: An essay is presented regarding the commercialisation of universities in New Zealand. He explores the article by Cris Shore and Laura McLauchlan which highlights the growth of "**third mission**" activities. He also notes that Shore and McLauchlan argue the need of studying the new forms of sociality, subjectivity, and social groups that are emerging with the growth of the "**third mission**." DOI: 10.1111/j.1469-8676.2012.00212.x. (AN: 78385335), Database: SocINDEX with Full Text

Subjects: Commercialization; Social groups; New Zealand; Essay (Literary form); Universities & colleges -- New Zealand; Subjectivity; Shore, Cris; McLauchlan, Laura

[PDF Full Text](#) (432KB)

- 33.

Academic Journal

Title:

[Governance of Third Mission Efforts: An Exploratory Study of Universities in Sweden](#)

Author: Sellenthin, Mark O.

Author Affiliation: Koblenz U Applied Sciences

Source: Interdisciplinary Journal of Economics and Business Law, 2012, v. 1, iss. 4, pp. 57-81

Publication Date: 2012

Abstract: Knowledge and technology transfer is highly affected by the governance structures of universities, which consist of formal regulations as well as informal norms. The formal regulations governing higher education in Sweden prescribe that universities have three **missions**: research, teaching, and interaction with the surrounding society ("the **third mission**"). The purpose of this paper is to study the governance structures of universities in Sweden and to assess how universities create incentives towards knowledge and technology transfer. Exploratory case studies of four universities in Sweden were conducted. Interviewees included university scholars, staff from technology transfer offices and university officials. Universities employ different strategies to provide incentives to engage in knowledge and technology transfer. Particularly relevant are organisational forms that foster transfer (e.g., the establishment of collaborative research centres), infrastructure that supports knowledge and technology transfer at the universities in Sweden, and individual reward schemes for scholars.

ISSN: 20478747

Publication Type: Journal Article

Availability: http://www.ijeb.l.co.uk/ijeb_l_subscribersonly.html

Update Code: 20121001

AN: 1326585, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Education: Government Policy ; Technological Change: Choices and Consequences; Diffusion Processes



- 34.

Higher Education and Community Service: Developing the National University of Lesotho's **Third Mission**

Academic Journal

By: Preece, Julia. Journal of Adult and Continuing Education, v17 n1 p81-97 May 2011. (EJ962836)
Universities have traditionally embraced three **missions**: teaching, research and community service. The latter usually receives lower status than the other two **missions**. There has, however, been a revival of interest in community service as a policy oriented exercise for universities and regional development, partly stimulated by international demands for relevance in higher education. This paper provides a background context to the revival of interest and then examines how one university in a "least developed country" is interpreting the concept of community service in the face of internal resource challenges and international development targets. The paper reports on work in progress but makes tentative observations for future policy orientation in the light of preliminary findings from a university audit and stakeholder discussions. Reference to follow-up case studies is also made. The concluding argument is that universities in developing country contexts should embrace the community service **mission** in order to justify increased funding support., Database: ERIC

Subjects: Higher Education; Service Learning; Foreign Countries; Institutional **Mission**; Educational Policy; Educational Development; Audits (Verification); Case Studies; Community Services; School Community Programs; School Community Relationship; Developing Nations; Observation; Interviews; Focus Groups; Poverty Programs; Administrator Role; Institutional Characteristics; Educational Research; Lesotho



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- 35.

Scientists on a **Mission**: **Third-** and fourth-grade students design and build isopod habitats.

Academic Journal

By: Carlisle, Peggy. Science & Children. May2011, Vol. 48 Issue 9, p74-79. 6p. Abstract: In this article the author discusses an approach that gives students the freedom to take on the role of scientists on a **mission**, encouraging them to develop the necessary skills to become independent learners. The author chose the isopod as the experimental organism; and asked the students to design and build a classroom isopod habitat by using information gathered through their own investigations. (AN: 62669647), Database: Education Research Complete

Subjects: Science education; Learning; Student activities; Students; Isopoda; Habitat (Ecology)

[HTML Full Text](#) [PDF Full Text](#) (299KB)

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- 36.

The **Third Mission** of Higher Education Institutions: Conceptual Framework and Application in the Czech Republic

Academic Journal

By: Krcmářová, Jana. European Journal of Higher Education, v1 n4 p315-331 2011. (EJ1088798)
This article summarizes the process of conceptualizing the **third mission** of higher education institutions. First, the relevant changes in the socio-economical context of higher education are enumerated and institutional responses are described. Next, the main trends in defining the **third mission** are delineated, and the ways in which the various concepts differ are outlined. A conceptual framework for the **third mission** is presented, and consists of three dimensions: enterprising, innovative, and social/civic. Considering the three dimensions as the basis for efforts to evaluate higher education institutions, indicators based on contemporary research are then assigned to the framework. Finally, based on the example of Czech higher education, the national approach to the **third mission** and practical possibilities of data collection within the generated conceptual framework in the Czech higher education are estimated., Database: ERIC

Subjects: Higher Education; Institutional **Mission**; Foreign Countries; Educational Trends; Trend Analysis; Guidelines; Innovation; Institutional Evaluation; Educational Change; Global Approach; Institutional Research; Czech Republic



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- 37.

[From policy to practice: engaging and embedding the **third mission** in contemporary universities.](#)

Academic Journal

By: Nelles, Jen; Vorley, Tim. International Journal of Sociology & Social Policy. 2010, Vol. 30 Issue 7/8, p341-353. 13p. Abstract: Purpose - Over the past 20 years public policy has sought to promote and formalise the socioeconomic role of universities under the auspices of the so called "**third mission**". The purpose of this paper is to consider how the **third mission** relates to, and has the capacity to reinforce the core **missions** of teaching and research. Design/methodology/approach - By highlighting the key limitations of contemporary debate the paper bridges the conceptual model/case-study dichotomy that characterises the literature. The paper draws on an ongoing study of higher education institutions in the UK and Europe. Findings - The paper contends that triangulating teaching, research, and **third** stream activities reinforces the respective dynamics of each component through their recursive and reciprocal development. Research limitations/implications - The paper forms the foundations of a de novo research agenda to better understand the dynamics of the **third mission** as a central facet of the contemporary university. Practical implications - The paper has implications for policy-makers and institutional strategy alike - identifying an unparalleled opportunity for institutional development by linking teaching, research, and **third** stream activities. Originality/value - By highlighting the importance that universities need to embody an "inherent idea" the paper contends the **third mission** presents the capacity for institutional development beyond the **third mission**. [ABSTRACT FROM AUTHOR] [DOI](#) 10.1108/01443331011060706. (AN: 52541272), Database: SocINDEX with Full Text

Subjects: Education policy; Europe; Great Britain; Education -- Great Britain; Higher education & state; Universities & colleges -- Great Britain; Universities & colleges -- Europe



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- 38.

[Italian Universities and the **Third Mission**: A Longitudinal Analysis of Organizational and Educational Evolution towards the "Entrepreneurial University"](#)

Academic Journal

By: Riviezzo, Angelo; Napolitano, Maria Rosaria. Industry and Higher Education, v24 n3 p227-236 Jun 2010. (EJ893841)

This paper examines the diffusion of entrepreneurial activities among Italian universities, the evolution of the organizational models implemented to facilitate such activities and the commitment of the universities to the **Third Mission** of social and economic development. As previous analyses have shown, Italian universities have only recently moved towards the valorisation and exploitation of their scientific knowledge. In contrast to the varied and in some cases openly hostile attitudes of the past, there now seems to be greater acceptance of and a more positive approach towards entrepreneurship. Many universities have introduced innovations both in the organizational processes and activities of scientific research and in the management of research results. Because empirical evidence is very limited, the authors have used a longitudinal analysis to contribute to debate on the subject, with a discussion of the evolution of universities currently engaged in such activities and identification of possible changes in their cultures. (Contains 2 notes, 4 tables, and 1 figure.), Database: ERIC

Subjects: Economic Development; Scientific Research; Entrepreneurship; Longitudinal Studies; Social Development; Knowledge Management; Organizational Culture; Organizational Theories; Universities; Foreign Countries; Technology Transfer; School Business Relationship; Research and Development; Institutional **Mission**; Italy



- 39.

Academic Journal

Title:

[In Pursuit of the 'Third Mission': Strategic Focus on Regional Economic Development by a Business School in the USA](#)

Author: Cash, Pamela R.; Bhadury, Joyendu; McCrickard, Donald L.; Weeks, James K.

Author Affiliation: U NC, Greensboro; U NC, Greensboro; U NC, Greensboro; U NC, Greensboro

Source: Local Economy, March 2010, v. 25, iss. 2, pp. 148-53

Publication Date: March 2010

Abstract: Academic institutions are being increasingly expected to play a significant role in economic development. This paper describes how a doctoral-granting business school at a state university in USA is achieving this by maintaining a strategic focus on aligning its activities with regional economic development.

ISSN: 02690942

Publication Type: Journal Article

Availability: <http://lec.sagepub.com/content/by/year>

Update Code: 20100901

AN: 1126384, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes ; Regional Development Planning and Policy



- 40.

[Building Entrepreneurial Architectures: A Conceptual Interpretation of the Third Mission](#)

Academic Journal

By: Vorley, Tim; Nelles, Jen. Policy Futures in Education, v7 n3 p284-296 2009. (EJ857465)

Universities are increasingly being challenged to become more socially and economically relevant institutions under the guise of the so-called "**Third Mission**". This phenomenon, articulated in policy, has prompted the emergence of a growing literature documenting the evolution of the contemporary university, and specifically addressing the **Third Mission** and university entrepreneurship; however, it remains at once both too broadly conceptualised and overly fragmented. Thus, as the scope of university entrepreneurship widens to include ever more forms of engagement, the **Third Mission** remains under-theorised. Drawing together these streams of literature on the contemporary university, the concept of "entrepreneurial architecture" is employed to develop a more nuanced perspective. Based on a study of UK higher education institutions, this article builds on Burns's (2005) notion of "entrepreneurial architecture" to understand the internal dynamics that underpin the coordination and consolidation of the **Third Mission**. The **Third Mission** has been politically created through numerous (prescriptive) funding programmes; however, the next phase of the **Third Mission** demands an understanding beyond prescription. The concept of entrepreneurial architecture provides a grounded theoretical contribution to the study of university entrepreneurship, while also offering institutions and policy makers a pragmatic approach to institutional development in the context of the **Third Mission**. (Contains 4 notes.), Database: ERIC

Subjects: Foreign Countries; Higher Education; College Role; Social Justice; Entrepreneurship; Grounded Theory; Educational Policy; Socioeconomic Influences; United Kingdom



- 41.

Third Mission Ranking for World Class Universities: Beyond Teaching and Research.

Academic Journal

By: Montesinos, Patricio; Carot, Jose Miguel; Martinez, Juan-Miguel; Mora, Francisco. Higher Education in Europe. Jul2008, Vol. 33 Issue 2/3, p259-271. 13p. 1 Chart. Abstract: 'World class universities' (WCU) are an issue of intense debate among the academic community. To define a WCU supposes that only those universities that fit the 'quality' criteria established under benchmarking conditions can be considered as such. The good news is that several dimensions could be used to defined excellence, not only classical academic and research criteria. This paper intends to address conceptual aspects of WCU with regard to relations between university '**mission**' development and why, how and when an institution is considered a WCU from non-classical criteria. The main purpose of this paper is to propose new dimensions to rank University **Missions**. Going beyond teaching and research, the University **Third Mission** - services to Society - has at least 3 dimensions: a non profit - social - approach; an entrepreneur focus; and an innovative approximation. This paper will consider the various implications that a **third mission** measurement and benchmark could introduce in the controversial ranking business. [ABSTRACT FROM AUTHOR] DOI: 10.1080/03797720802254072. (AN: 34084759), Database: Education Research Complete

Subjects: Ratings & rankings of universities & colleges; Universities & colleges -- Evaluation; Teaching; Research; Universities & colleges; Schools; Ranking; Christian **missions**; Societies

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[PDF Full Text](#) (225KB)

- 42.

(Re)Conceptualising the Academy: Institutional Development of and beyond the Third Mission.

Periodical

By: Vorley, Tim; Nelles, Jen. Higher Education Management & Policy. 2008, Vol. 20 Issue 3, p119-135. 17p. Abstract: Framed in terms of the **Third Mission**, the "enterprise" or "entrepreneurial" university has increasingly become normalised in public policy; however there remains much contention about the implication of **third** stream activities. There is little rigorous evidence as to whether the **Third Mission** adversely affects teaching and/or (basic) research. Martin and Etzkowitz (2000) note there is some anecdotal evidence that the **Third Mission** has had a positive impact. Indeed, it is to this debate that this paper seeks to contribute. It considers how the **Third Mission** can positively reinforce teaching and research activities and how this is arguably more significant than the **Third Mission** itself. Indeed, it proposes that triangulating teaching, research and **third** stream activities should reinforce the respective dynamics of each through their recursive and reciprocal development. Conceptualising institutional engagement with the **third** stream holistically in terms of entrepreneurial architectures may enable universities to stimulate institutional development beyond the **Third Mission**. The paper concludes by reflecting upon and looking towards the future of higher education policy and the management of higher education institutions. [ABSTRACT FROM AUTHOR] (AN: 36087520), Database: Education Research Complete

Subjects: Aims & objectives of higher education; University & college administration; Research universities & colleges; Teaching; Higher education -- Social aspects; Higher education & state

[PDF Full Text](#) (996KB)

- 43.

Revisiting the Third Mission of Universities: Toward a Renewed Categorization of University Activities?

Academic Journal

By: Philippe PL Laredo. Higher Education Policy. Dec2007, Vol. 20 Issue 4, p441-456. 16p. Abstract: The aim of this article is to reflect upon the emergence of the '**third mission**' of universities as a critical (but not new) dimension of university activities. It recalls the role of our changing understanding of knowledge diffusion and circulation in its growth. It then focuses on the four main lessons derived from the analysis of the different dimensions of the so-called '**third mission**' to underline the tensions generated with the other **missions**. This leads us to suggest a move from three **missions** to three functions that articulate differently the three **missions**: mass tertiary education, professional specialized higher education and research and academic training. Each university is then characterized by the specific mix (inherited and/or constructed) of these three functions. Higher Education Policy (2007) 20, 441-456. doi:10.1057/palgrave.hep.8300169 [ABSTRACT FROM AUTHOR] (AN: 27676767), Database: Education Research Complete

Subjects: Christian **missions** -- Educational work; Universities & colleges; Activity programs in education; Higher education



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- 44.

Revisiting the **Third Mission** of Universities: Toward a Renewed Categorization of University Activities?

Academic Journal

By: Laredo, Philippe. Higher Education Policy, v20 n4 p441-456 Dec 2007. (EJ780234)
The aim of this article is to reflect upon the emergence of the "**third mission**" of universities as a critical (but not new) dimension of university activities. It recalls the role of our changing understanding of knowledge diffusion and circulation in its growth. It then focuses on the four main lessons derived from the analysis of the different dimensions of the so-called "**third mission**" to underline the tensions generated with the other **missions**. This leads us to suggest a move from three **missions** to three functions that articulate differently the three **missions**: mass tertiary education, professional specialized higher education and research and academic training. Each university is then characterized by the specific mix (inherited and/or constructed) of these three functions., Database: ERIC

Subjects: Higher Education; Institutional **Mission**; Access to Education; College Administration; Professional Education; Research; Information Transfer; Educational Objectives



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- 45.

Title:

The Third Mission and the Entrepreneurial University Model

Author: Gulbrandsen, Magnus; Slipersaeter, Stig
Author Affiliation: NIFU-STEP, Oslo; NIFU-STEP, Oslo
Source: Universities and Strategic Knowledge Creation: Specialization and Performance in Europe, 2007, pp. 112-43
Publication Date: 2007
ISBN: 978-1-84720-110-2
Publication Type: Collective Volume Article
Editor: Bonaccorsi, Andrea; Editor: Daraio, Cinzia
Update Code: 20081101
AN: 1001574, Database: EconLit with Full Text

Subjects: Educational Finance; Financial Aid ; Higher Education; Research Institutions ; Entrepreneurship ; Management of Technological Innovation and R&D ; Intellectual Property and Intellectual Capital

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- 46.

Report

Title:

[Latin American universities and the third mission : trends, challenges, and policy options](#)

Author: Thorn, Kristian; Soo, Maarja

Author Affiliation: Unlisted; Unlisted

Publisher Information: The World Bank, Policy Research Working Paper Series: 4002

Publication Date: 2006

Abstract: Universities in Latin America are increasingly considered instruments of social and economic development and face rising expectations in regard to supplying relevant skills, undertaking applied research, and engaging in commercial activity. The paper discusses trends and challenges within Latin American universities, as well as policy options available for strengthening their contributions to social and economic development. The so-called **third mission** of universities is often equated with knowledge transfer narrowly defined as licensing and commercialization of research. The paper adopts a broader approach and explores how the new role of universities affects all aspects of academic practice in Latin America, including advanced education and research. It concludes that policymakers and university managers in Latin America face an important challenge of defining a legal framework, sound management procedures, and notably, incentive systems that stimulate outreach and entrepreneurship among students and staff while recognizing and preserving the distinct roles of universities.

Publication Type: Working Paper

Availability: http://www-wds.worldbank.org/servlet/WDSCContentServer/WDSP/IB/2006/08/30/000016406_20060830142439/Rendered/PDF/wps4002.pdf

Availability Note: Information provided in collaboration with the RePEc Project: <http://repec.org>

Update Code: 20061001

AN: 0868823, Database: EconLit with Full Text

- 47.

[Deciding to Keep Peace: An Analysis of International Influences on the Establishment of **Third-Party** Peacekeeping **Missions**](#)

Academic Journal

By: Mullenbach, Mark J. International Studies Quarterly. Sep2005, Vol. 49 Issue 3, p529-556. 28p.

Abstract: Since the end of World War II, and particularly since the end of the Cold War, there has been an expansion in the number of **third-party** peacekeeping **missions** established throughout the world. Most of the expansion in peacekeeping **missions** in the past decade or so has occurred in states experiencing intrastate or civil conflicts. The questions addressed in this study are under what conditions do **third-party** actors either decide to establish or decide not to establish peacekeeping **missions** in intrastate disputes, and specifically, what effect do international-level factors have on the likelihood that **third-party** peacekeeping personnel will be deployed in an intrastate dispute? The previous literature on **third-party** peacekeeping and interventions is used to derive a set of theoretical arguments and hypotheses regarding the establishment of peacekeeping **missions** by **third-party** actors (the United Nations, regional organizations, and ad hoc groups of states) during the post-World War II period. Specifically, I argue that several factors originating at the level of the international system influence the occurrence of **third-party** peacekeeping **missions**. The results of statistical analyses of the hypotheses largely support the notion that a set of international-level factors significantly influences the decisions of **third-party** actors to establish or not establish **third-party** peacekeeping **missions**, that international-level factors are more important than state-level factors, that these factors often have different effects on the likelihood of different types of **third-party** peacekeeping. DOI: 10.1111/j.1468-2478.2005.00376.x. (AN: 17780468), Database: SocINDEX with Full Text

Subjects: SOCIAL conflict; PEACEKEEPING forces; COLD War; INTERNATIONAL police; INTERNATIONAL relations; PEACE



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- 48.

A History of Change in the **Third Mission** of Higher Education: The Evolution of One-way Service to Interactive Engagement.

Academic Journal

By: Roper, Carolyn D.; Hirth, Marilyn A. Journal of Higher Education Outreach & Engagement. Spring/Summer2005, Vol. 10 Issue 3, p3-21. 19p. Abstract: This investigation traces the history of change in public higher education as it relates to its **third mission**, from the traditional service to the contemporary engagement. The article begins with the emergence of U.S. higher education institutions in the 1600s and documents the changes era by era to the present. In each era, higher education's **third mission** contributed what society needed and positioned the institution to receive the democracy's support and its financial resources. This investigation and a subsequent study creating a framework for **third mission** activities are steps toward wider understanding and appreciation of this important segment of higher education. [ABSTRACT FROM AUTHOR] (AN: 22177363), Database: Education Research Complete

Subjects: Higher education; Educational finance; Educational sociology; Education terminology; United States; Public institutions



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- 49.

More to **third mission** than counting pounds.

Periodical

By: Klein, Jeremy. Times Higher Education Supplement. 8/9/2002, Issue 1550, p12. 2/3p. Abstract: Reports on the return on investment from the wealth creation policy as a **third mission** for universities in Great Britain. **Third-mission** expenditures; Creation of spin-off companies; Indicators of the potential for wealth creation; Ways that universities can be involved in wealth creation. (AN: 7260070), Database: Education Research Complete

Subjects: Universities & colleges; Great Britain; Rate of return



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- 50.

EDUCATION ON THE THRESHOLD OF THE **THIRD** MILLENNIUM: CHALLENGE, **MISSION**, AND ADVENTURE.

Academic Journal

By: Pittau, Giuseppe. Catholic Education: A Journal of Inquiry & Practice. Dec2000, Vol. 4 Issue 2, p139-152. 14p. Abstract: On May 18, 1999, the newly appointed Secretary of the Congregation for Catholic Education, the Vatican office for Catholic schools, universities, and seminaries, addressed a gathering of Catholic school administrators at Fordham University. The Most Reverend Giuseppe Pittau, S.J., was invited to deliver an address to the Fifth Annual School Executive Leadership Dinner. Archbishop Pittau brings a wealth of experience to his new position at the Vatican. In his role as Secretary, he shares responsibility for some 900 Catholic colleges and universities, over 3550 seminaries, and tens of thousands of Catholic schools. In his address, Pittau offers a synthesis of current challenges facing Catholic schools and highlights the critical role of parents, teachers, administrators, and the community in the education of children. [ABSTRACT FROM AUTHOR] (AN: 21133487), Database: Education Research Complete

Subjects: Universities & colleges; Catholic universities & colleges; EDUCATION; Teachers & community; School administration; Catholic Church -- Education; Catholic Church; Pittau, Giuseppe

[PDF Full Text](#) (1.1MB)

- 51.

[The Catechist in the **Third** Millennium: Call, **Mission**, and Formation.](#)

Academic Journal

By: Schrempf, Jeanne D.. Momentum, v30 n2 p83-84 Apr-May 1999. (EJ599825)
Describes the creation of the catechetical document, The Catechist in the **Third** Millennium: Call, **Mission**, and Formation, which addresses the new urgency and concern for both the quality of catechesis and those who are called to this ministry. Discusses challenges identified in the document and relates the enthusiasm for implementing a new vision. (VWC), Database: ERIC

Subjects: Administrators; Beliefs; Catholic Educators; Certification; Church Role; Clergy; Long Range Planning; Quality Control; Religion; Religious Education; Statewide Planning; Strategic Planning



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- 52.

[All Things to All People? The **Third Mission** of the Community College.](#)

Academic Journal

By: Gollattscheck, James F.. Community Services Catalyst, v13 n1 p4-10 Win 1983. (EJ276830)
Provides an overview of the relative acceptability of three community college **missions**: college/university parallel, occupational, and community service/continuing education programs. Offers a manifesto of commitment to lifelong learning opportunities for all persons. Urges community colleges to come to agreement on their community services **mission**. (DMM), Database: ERIC

Subjects: College Role; Community Colleges; Community Services; Continuing Education; Educational Principles; Organizational Objectives; Two Year Colleges

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- 53.

[THE **THIRD** SECTOR AND DOMESTIC MISSIONS](#)

Academic Journal

By: Etzioni, Amitai. Public Administration Review. Jul/Aug73, Vol. 33 Issue 4, p314-323. 10p. Abstract: What tools are best suited to serve our economic and social needs? This question has been debated for more than a century, usually in the name of the virtue of capitalism, which lauds the market system, and socialism, which favors, in effect, state administration. Each ideological system has sought purity in its guiding principles, despite the fact that they are not mutually exclusive. Thus, private enterprise plays a significant role in the production and distribution of goods and services in socialist republics, but this activity is considered an exception, a residue, a transitory element, or a concession to the old-fashioned something to be eliminated later. Similarly, in the United States, the existence of large-scale government business is viewed as exceptional, and either undesirable or to be condoned for special purposes, such as security or lack of profitability in a vitally needed service. Moreover, even this picture-i.e., the notion of a private economy with a public ingredient, and a public economy with a private factor-does not get close enough to the societal reality to allow careful analysis of the main options for economic, social, and domestic efforts, nor does it reveal the proportion or direction that the mixes will change. (AN: 4597410), Database: SocINDEX with Full Text

Subjects: UNITED States; PUBLIC-private sector cooperation; ECONOMICS -- Sociological aspects; HOME **missions**; SOCIALISM; CAPITALISM; PUBLIC sector; PRIVATE sector



Abstract suche third mission, Auswahl letzte 50 von 235

Searching: EconLit with Full Text,

EBSCOhost Search

Search Results: 1 - 50 of 235, Result List

- 1.

Academic Journal

Title:

Vision and Mission Statements in Italian Universities: Results of an Empirical Investigation on Strategic Orientation

Author: Giusepponi, Katia; Tavoletti, Ernesto

Author Affiliation: U Macerata; U Macerata

Source: Journal of the Knowledge Economy, March 2018, v. 9, iss. 1, pp. 301-28

Publication Date: March 2018

Abstract: This paper explores the strategic orientation of Italian universities with a special focus on their vision and **mission** statements. It has been possible to collect data for 89 universities, by means of a survey sent by e-mail to all 95 Italian universities and by visiting all their websites. Based on the international literature, a number of variables have been identified for the analysis: main **missions** (education, research and **third mission**), internationalization, role of the host territory, competitive and cooperative categories. The data collected through the survey (23 answers) allowed a further investigation into their views regarding strengths and weaknesses of the Italian higher education system, their strategic planning process, the role of internal actors and external stakeholders. Results are mixed and show that one sub-group of Italian universities is very pro-active and innovative in its strategic planning; another sub-group interprets strategic planning as nothing more than a legal compliance.

ISSN: 18687865

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s13132-015-0343-7>

Update Code: 20180426

AN: 1698881, Database: EconLit with Full Text

Subjects: National Government Expenditures and Education ; Higher Education; Research Institutions ; Education: Government Policy



- 2.

Transforming the "**Third Mission**" in Norwegian Higher Education Institutions: A Boundary Object Theory Approach.

Academic Journal

By: Sataøen, Hogne Lerøy. Scandinavian Journal of Educational Research. Feb2018, Vol. 62 Issue 1, p52-67. 16p. Abstract: Higher education institutions (HEIs) in Norway have been subjected to several reforms in recent decades. There are transformed relationships between institutions and their environment, and higher educations' **third mission** is emphasized. To improve our understanding of HEIs' **third mission**, this paper employs boundary object theory, enabling us to see how shifting projects are shaped and negotiated within these institutions. The paper concludes with a discussion of five main projects that are evident in **third-mission** presentations: the entrepreneurial project, the local and regional involvement project, the mode 2 project, the popular-science project, and the reputation project. [ABSTRACT FROM AUTHOR] DOI: 10.1080/00313831.2016.1212253. (AN: 126475860), Database: Education Research Complete

Subjects: University & college alumni; Science projects; Project method in teaching; Economic development; Higher education; Higher education -- Norway; Entrepreneurship



- 3.

Tools of Individual Evaluation and Prestige Recognition in Spain: How Sexenio 'Mints the Golden Coin of Authority'

Academic Journal

By: Marini, Giulio. European Journal of Higher Education, v8 n2 p201-214 2018. (EJ1174639)

Individual experiences in dealing with individual evaluations are studied through a national documental analysis and qualitative interviews. The analysis considers three main individual assessments designed to measure individual credentials or performance: "sexenio" (research and **third mission**), "quinquenio" (teaching) and "acreditación" (mix of all **missions**). The main research question is to discuss if and how these tools changed the way "academic authority" is recognized among scholars. Evidence shows that "sexenio" has played a relevant role and enacted a reconfiguration of "authority" among scholars, incentivizing more performing behaviors. In terms of **missions**, research is more important than teaching or **third mission**. In terms of tools, they don't have the same degree of importance. Sexenio lays in having established by time a widely recognized way--quoting Burton Clark--'to mint the golden coin of individual prestige.' Other tools, following the metaphor, may mint just less prestigious pence., Database: ERIC

Subjects: Reputation; Foreign Countries; Qualitative Research; Interviews; Credentials; Accreditation (Institutions); Institutional **Mission**; College Faculty; Incentives; Faculty Workload; Research; Teacher Attitudes; Faculty Evaluation; Faculty Publishing; Higher Education; Spain



- 4.

Universities and smart specialisation strategy.

Academic Journal

By: Rinaldi, Chiara; Cavicchi, Alessio; Spigarelli, Francesca; Lacchè, Luigi; Rubens, Arthur. International Journal of Sustainability in Higher Education. 2018, Vol. 19 Issue 1, p67-84. 18p. Abstract: Purpose The paper analyses the emerging role of Social Sciences and Humanities (SSH) universities in contemporary society **via third- and fourth-mission** activities. In particular, the paper investigates the potential contributions that SSH universities can offer in developing and enhancing capacities, supporting the changing conception of innovation coherently through a Smart Specialisation Strategy (S3) approach. Design/methodology/approach The case study presents multiple **third-** and **fourth-mission** activities carried out by the University of Macerata (Italy). The activities are framed according to the roles universities could have in supporting S3. Findings Within **third-** and **fourth-mission** activities, SSH universities can play different and broader roles (generative, absorptive, collaborative and leadership), which could support regions in designing and implementing S3. Practical implications The paper shows the important contributions that SSH universities can make in their regions, both to support S3 and enhance the transition to sustainable development. Social implications The article emphasises SSH universities' multiple contributions to sustainable development and to innovation in the knowledge society/economy framework. Originality/value This case study captures SSH universities' contributions to S3 and the wider innovation paradigm, by highlighting their transformational effect on regional economies. [ABSTRACT FROM AUTHOR] DOI: 10.1108/IJSHE-04-2016-0070. (AN: 127040125), Database: Education Research Complete

Subjects: Social sciences education in universities & colleges; Universities & colleges -- Social aspects; Educational innovations; Università di Macerata; Sustainable development; Information society



- 5.

Universities' **Third Mission**: Global Discourses and National Imperatives.

Academic Journal

By: Pinheiro, Rómulo; Karlsen, James; Kohoutek, Jan; Young, Mitchell. Higher Education Policy. Dec2017, Vol. 30 Issue 4, p425-442. 18p. Abstract: Universities are increasingly pressurized to contribute to the socio-economic development of their societies. This has led to increasing calls for stronger societal engagement around the **third mission** (TM). In this paper, we contextualize developments surrounding TM by comparing policy approaches in Norway and the Czech Republic. Our analysis shows similarities as well as differences and points to the importance of assessing TM developments in the light of wider policy dynamics and priorities. [ABSTRACT FROM AUTHOR] DOI: 10.1057/s41307-017-0057-5. (AN: 126113164), Database: Education Research Complete

Subjects: Universities & colleges; Higher education; Rural development; Globalization; Entrepreneurship; Economic expansion



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- 6.

Between Rigour and Regional Relevance? Conceptualising Tensions in University Engagement for Socio-Economic Development.

Academic Journal

By: Benneworth, Paul; Young, Mitchell; Normann, Roger. Higher Education Policy. Dec2017, Vol. 30 Issue 4, p443-462. 20p. Abstract: Universities should place delivering societal benefits centrally within their strategic decision-making. But this comes at a time when universities face extensive pressures to transform every aspect of their institutional existence, raising questions about whether the **third mission** can ever truly be a strategic objective for higher education. To understand this tension, this paper explores the ways in which national higher education policies frame the strategic latitude that universities enjoy to engage with regional partners in teaching and research activities. Presenting case studies from the Czech Republic and Norway, the paper reveals that the space for regional engagement is squeezed at every stage as universities seek to implement national directives whilst remaining true to their regional roots. We conclude by arguing better understanding the regional **mission** requires better understanding the processes by which regional engagement is framed as un-prestigious by wider policy fields. [ABSTRACT FROM AUTHOR] DOI: 10.1057/s41307-017-0061-9. (AN: 126113161), Database: Education Research Complete

Subjects: Universities & colleges; Decision making; Higher education; Adults; Strategic planning; Economic expansion; Public administration; Modernization (Social science)



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- 7.

Regional Development: Lifelong Learning as a Priority in Norway and the Czech Republic?

Academic Journal

By: Šmídová, Michaela; Šmídová, Olga; Kyllingstad, Nina; Karlsen, James. Higher Education Policy. Dec2017, Vol. 30 Issue 4, p499-516. 18p. Abstract: Lifelong learning (LLL) as part of the **third mission** agenda of higher education institutions (HEIs) has been prioritized yet understudied, especially regarding the implementation of supranational and national LLL strategies in institutional **third mission** arrangements. Addressing this limitation, the current paper aims at analyzing strategic approaches toward the institutionalization of LLL in the Czech Republic (CR) and Norway (NOR), with implications for HEIs in the Vysočina region (CR) and Agder region (NOR). More specifically, we comparatively explore the underlying characteristics of system-level LLL strategies and the extent to which those spill into the development policies of Vysočina and Agder as carried out by the regions' HEIs and regional administrations. Utilizing a mixed approach methodologically and conceptually building on models of LLL by Schuetze and Casey (2006), our findings show different national approaches and aims of LLL; NOR is a close-to-open society model, and CR is closer to a human capital model. Nevertheless, LLL practices are rather similar in both countries, and they do tend to be only partial. [ABSTRACT FROM

AUTHOR] DOI: 10.1057/s41307-017-0060-x. (AN: 126113162), Database: Education Research Complete

Subjects: Continuing education; Universities & colleges; Human capital; Social development; Higher education; Adult education; Adults; Rural development; Labor market



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- 8.

Patterns of **Third Mission** Engagement among Scientists and Engineers

Academic Journal

By: Mejlgaard, Niels; Ryan, Thomas Kjeldager. Research Evaluation, v26 n4 p326-336 Oct 2017. (EJ1163440)

In the context of growing societal demand and interdependency, universities need to prioritize their "**third mission**" activities and balance them against core functions. Individual researchers too are faced with multiple external constituencies and various mechanisms for interaction. The degree, target, and mode of their involvement with societal actors must be considered in light also of high performance expectations concerning traditional teaching and research activities. In this study, we explore patterns of **third mission** involvement among 652 researchers at the Science and Technology Faculty, Aarhus University from 2009 to 2012 using register-based data. First, we collect 13 indicators of **third mission** involvement from the university register system PURE, and find that these can be organized in distinct sets. External interaction and knowledge sharing can take many shapes, but they appear to group together empirically in ways that reflect the external partners and mode of involvement. Secondly, we determine five clusters of researchers based on their **third mission** activities. The majority of researchers have limited engagement in any kind of **third mission** activities, while an almost negligible minority entertain activities across the board. The remaining researchers focus their engagement on one type of **third mission** activity: public sector service, industrial collaboration, or executive involvement. Finally, we explore the interrelatedness of **third mission** involvement and research performance. Researchers who work closely with industry perform extremely well in terms of both publication productivity and impact, while those primarily engaged with public authorities perform considerably below average. We contextualize the results and highlight the limitations of the study., Database: ERIC

Subjects: Scientists; Engineering; Researchers; College Faculty; Universities; Institutional **Mission**; Science Education; Industry; School Business Relationship; Foreign Countries; Public Sector; Correlation; Research; Productivity; Faculty Publishing; Faculty Workload; Denmark



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- 9.

Concepts of "Applied and Public Sociology": Arguments for a Bigger Theoretical Picture around the Idea of a "University **Third Mission**".

Academic Journal

By: Cooper, David. Journal of Applied Social Sciences (19367244). Sep2017, Vol. 11 Issue 2, p141-158. 18p. Abstract: The argument focuses on current concepts of "applied" and "public" sociology proposed especially by the Association for Applied and Clinical Sociology (AACS) and by Michael Burawoy within the American Sociological Association (ASA) in 2004, respectively. A broader concept of "engaged scholarship" is proposed by the author which spans many academic disciplines and fields, that is, can encompass a "bigger picture," unlike applied or public sociology with their limited sociological focus. The idea of engaged scholarship is linked also to a core set of interrelated "bigger" concepts: (1) use-inspired basic research, (2) university **third mission** (of socio-economic-cultural development), (3) post-1970s **third** capitalist industrial revolution (with university role in a knowledge economy as fundamental), and (4) quadruple helix of university-industry-government-civil society (U-I-G-CS) research relations of engagement. The latter four core concepts are examined in some detail to support a bigger-picture framework. Also highlighted are some ambiguities or inconsistencies embedded in the current use of applied and public sociology terminology, especially with reference to how and with whom university engagement is advocated. In the section "Conclusion," the idea of a social justice-centered mode of engaged scholarship is explored, providing an explicitly value-laden component that is only implicit within

current concepts of applied and public sociology. [ABSTRACT FROM AUTHOR] DOI: 10.1177/1936724417722580. (AN: 124739646), Database: SocINDEX with Full Text

Subjects: Public sociology; Social justice; Industrial revolution; American Sociological Association; Scholarships



- 10.

Academic Journal

Title:

Engaging with Homelessness in the City of Tshwane: Ethical and Practical Considerations

Author: Kriel, Inge

Author Affiliation: U Pretoria

Source: Development Southern Africa, July 2017, v. 34, iss. 4, pp. 468-81

Publication Date: July 2017

Abstract: Policies and practices aimed at developing more engaged universities that are responsive to the needs of society have become key features of the higher education landscape of most countries. Visions of universities 'engaged' in matters of local importance increasingly require academics to reframe their scholarship as some form of 'engagement'. This requirement has been addressed in many different disciplines and has been met with ambivalence. Academics who see engagement as a new form of 'public good' find it enhancing of their teaching and research activities, while others view engaged work as unnecessary and problematic 'third mission' activities that impede on 'normal' academic work. This article aims to contribute to these debates by interrogating the paradoxes of action and inaction. Drawing on recent experiences in reviewing a policy on homelessness for a municipality in South Africa, the article seeks to bring the ambiguities and challenges of engagement into greater visibility.

ISSN: 0376835X

Publication Type: Journal Article

Availability: <http://www.tandfonline.com/loi/cdsa20>

Update Code: 20171001

AN: 1663871, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Welfare, Well-Being, and Poverty: Government Programs; Provision and Effects of Welfare Programs ; Economic Development: Human Resources; Human Development; Income Distribution; Migration ; Economic Development: Urban, Rural, Regional, and Transportation Analysis; Housing; Infrastructure ; Urban, Rural, Regional, Real Estate, and Transportation Economics: Regional Migration; Regional Labor Markets; Population; Neighborhood Characteristics ; Production Analysis and Firm Location: Government Policy



- 11.

Academic Journal

Title:

Universities and Economic Development in Lagging Regions: 'Triple Helix' Policy in Wales

Author: Pugh, Rhiannon

Author Affiliation: Uppsala U

Source: Regional Studies, July 2017, v. 51, iss. 7, pp. 982-93

Publication Date: July 2017

Abstract: This paper considers the applicability and relevance of triple helix-based policy and theory, in the weaker region context of Wales, where the success of such approaches has been questionable. It calls for a broader appreciation of the roles of universities in weaker regions beyond a narrow 'third mission' conceptualization, moving away from a normative application of the triple helix in contexts very different from those in which it was originated. Instead, it supports the broadening of the original theory

beyond the three key actors of university, government, and business, and an increasing focus on diverse regional settings and spaces.

ISSN: 00343404

Publication Type: Journal Article

Availability: <http://www.tandfonline.com/loi/cres20>

Update Code: 20170901

AN: 1661782, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Education and Economic Development ; Technological Change: Choices and Consequences; Diffusion Processes ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes ; Regional Development Planning and Policy



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- 12.

The Relevance of Knowledge Transfer for Universities' Efficiency Scores: An Empirical Approximation on the Spanish Public Higher Education System

Academic Journal

By: de la Torre, Eva M.; Agasisti, Tommaso; Perez-Esparrells, Carmen. Research Evaluation, v26 n3 p211-229 Jul 2017. (EJ1163426)

This article examines how knowledge transfer (KT) indicators affect analyses on efficiency in the Higher Education sector, taking into account the characteristics of the Higher Education Institutions (HEIs). After revising the concept of **third mission** as a field for data development and its importance in assessing university performance, we applied various data envelopment analysis models with different specifications to 47 Spanish public universities to test whether KT indicators are relevant when evaluating the performance of HEIs in terms of their efficiency and, if so, which indicators are most suitable. Our results suggest that the effect of including KT indicators in the efficiency analyses varies from university to university according to their characteristics. The subject mix taught at the university, the focus according to each **mission's** relative importance within the total range of activities carried out in each university (**mission mix**), and the mix of their **third mission** activities affect the increase of the universities' efficiency scores when KT is taken into account in the analysis. This means that these factors affect the universities' position for the different efficiency scores., Database: ERIC

Subjects: Technology Transfer; Higher Education; Efficiency; School Effectiveness; Public Colleges; Institutional Evaluation; Educational Assessment; Educational Indicators; Relevance (Education); Institutional Characteristics; Institutional **Mission**; Data Analysis; Performance Factors; Scores; Foreign Countries; Spain



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- 13.

Entrepreneurial university as innovation driver: the Salamanca Summer School case.

Academic Journal

By: CAGGIANO, VALERIA; BELLEZZA, ANDREA; PICCIONE, VINCENZO A. Studi Sulla Formazione. 2017, Vol. 20 Issue 2, p179-188. 10p. Abstract: The aim of this work is to analyse, by a mixed research method, the positive impact of innovative education actions, with a specific focus on the Salamanca Summer School case study. In additions to that, this contribution will further strengthen the literature which confirms the educational and professional impact of innovationoriented practices, if placed at the core of research and didactics. We will show through different focus groups and questionnaires to a sample of students, teachers and entrepreneurs, how the Universities "**third mission**" entrepreneurial vocation and its relationship with didactics are well conveyed in the innovative educational experience held at University of Salamanca. A deeper insight is achieved both by using the above said instruments - before and after the experience - and by commenting the action impact. The answers provided are discussed in light of the need for an entrepreneurial paradigm implementation at the university level, as recommended by the "**third mission**". [ABSTRACT FROM AUTHOR] DOI: 10.13128/Studi_Formaz-22179. (AN: 127337799), Database: Education Research Complete

[PDF Full Text](#) (482KB)

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- 14.

The Concept and Context of the Engaged University in the Global South: Lessons from Latin America to Guide a Research Agenda.

Academic Journal

By: Appe, Susan; Rubaii, Nadia; Líppez-De Castro, Sebastian; Capobianco, Stephen. Journal of Higher Education Outreach & Engagement. 2017, Vol. 21 Issue 2, p7-36. 30p. Abstract: Engagement is widely recognized by higher education institutions, nation-states and international organizations as **the third pillar in the mission of university education**. Despite the global reach of this concept, published research is disproportionately based on examples from the United States. This article brings to light the rich and extensive literature on university engagement from Latin America that is largely accessible only in Spanish. Among advocates for engaged universities differences exist in terms of the rationales that justify it and the means used to accomplish it. The authors identify the historical roots and current applications of three models of university engagement- market-oriented, social justice, and university social responsibility and use case studies from Latin America to explore more deeply the potential of the **third** model. This is then used as the basis for developing a research agenda that would inform practices in both the Global North and Global South. [ABSTRACT FROM AUTHOR] (AN: 123877669), Database: Education Research Complete

Subjects: Outreach programs; Universities & colleges -- Latin America; Social responsibility

[PDF Full Text](#) (1.8MB)

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- 15.

Analysis of University Management of Emerging Technologies and Recommendations for Developing Countries

Academic Journal

By: Villa Enciso, Eliana María; Picón Jácome, Edgar; Valencia-Arias, Alejandro. Turkish Online Journal of Educational Technology - TOJET, v16 n2 p1-10 Apr 2017. (EJ1137770)
University management seeks to achieve the objectives established by higher education's institutions, including their **third mission**, which corresponds to the transfer of research results into the industry; in this regard, emerging technologies play an important role to solve problems identified in the industry. Emerging technologies are those found in the embryonic stage of its life cycle. Although they have features that make them difficult to manage, they can quickly change the dynamics of the market. That is why it is necessary to analyze the management process of these technologies at the university level, due to, in many cases, it is in high education institutions where these technologies arise. This paper presents results of a study aiming at analyzing the process of university management of emerging technologies in a developing country, identifying gaps in such process in relation to referent countries, and proposing recommendations to reduce those gaps. The research methodology included benchmarking to identify best practices concerning referent universities and a case study in which a university research group in a developing country was analyzed. Results indicate that universities of developing countries acknowledge the importance of managing emerging technologies, which should lead to structural changes in the Systems of Science and Technology as well as in the higher education's institutions and in the management of the research groups that generate and use these technologies. However, the analysis identified some key success factors of referent universities to be either absent or acting deficiently in the focal case studied. Finally, some recommendations are proposed to reduce the identified gaps.
[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Technology Uses in Education; College Administration; Developing Nations; Foreign Countries; Higher Education; Research Methodology; Case Studies; Universities; Benchmarking; Qualitative Research; Documentation; Semi Structured Interviews; Observation; Massachusetts (Cambridge); United Kingdom (Cambridge); Pennsylvania (Philadelphia); Canada; Chile (Santiago); Mexico (Mexico City); Brazil; Colombia (Bogota); Spain (Valencia); Colombia

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- 16.

The fully-functioning university and its contribution to society.

Academic Journal

By: Bourner, Tom; Rospigliosi, Asher; Heath, Linda. Higher Education Review. Spring2017, Vol. 49 Issue 2, p5-28. 24p. Abstract: This is the concluding article of a series of four articles, which started by introducing the concept of the 'fully-functioning university' in 2008. Subsequent articles have looked at the consequences of this concept for the higher education of students and the advancement of knowledge. This article is about the fully-functioning university and its contribution to the service part of the **tripartite mission; the 'third leg'**. Its main aim is to identify how social engagement can best contribute to the tripartite **mission** in total. The main conclusions are that: (1) there is a set of questions that can be used to help enlarge the contribution of **third leg** work to the advancement of knowledge, (2) there is another set of questions that can be used to help enlarge the contribution of **third leg** projects to the higher education of students and (3) greater use of project-based thinking within the domain of the **third leg** activities can support research-led, and hence evidence-based, practices and outcomes. The article ends with some implications of these conclusions and some questions surfaced by this enquiry. [ABSTRACT FROM AUTHOR] (AN: 124513639), Database: Education Research Complete

Subjects: Universities & colleges; Student engagement; Higher education; Project method in teaching; Articles (Published materials)



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- 17.

The European standards and guidelines for internal quality assurance.

Academic Journal

By: Manatos, Maria J.; Sarrico, Cláudia S.; Rosa, Maria J. TQM Journal. 2017, Vol. 29 Issue 2, p342-356. 15p. Abstract: Purpose The authors' thesis statement is that the literature on quality management in higher education is evolving towards an idea of integration. Considering Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ENQA, 2009) to be a framework for the implementation of quality management practices in universities, the purpose of this paper is to understand whether the ESG represent a truly integrated quality management model. Design/methodology/approach The authors analyse the content of the ESG taking into account three levels of analysis: the process level, the organisational level and the quality management principles level. Findings The analysis shows that the ESG are a quality management model, covering different processes, organisational levels and quality management principles. This is despite not being a truly integrated quality management model. Indeed, the ESG are mainly focussed on teaching and learning and on support processes, neglecting other processes of universities, such as research and scholarship and the **third mission**. In addition, they leave aside quality management principles more directly linked with a systemic and holistic approach to quality, such as the system approach principle. Originality/value The paper presents a new analysis of a much discussed quality management model for higher education. It explores the ESG in the light of the concept of integration, discussed according to a new framework of analysis. It also highlights the importance of a broader reflection on these standards and of their integration in the management systems of institutions. [ABSTRACT FROM AUTHOR] DOI: 10.1108/TQM-01-2016-0009. (AN: 121417013), Database: Education Research Complete

Subjects: Educational quality; Higher education; European Higher Education Area; Quality assurance; Total quality management



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- 18.

Academic Journal

Title:

La universidad española como plataforma de emprendimiento: Hacia la universidad emprendedora del futuro. (With English summary.)

Language: Spanish

Author: Hervás-Oliver, Jose-Luis; Boronat-Moll, Carles; Messana, Ignacio

Author Affiliation: Polytechnic U Valencia and FL State U; Polytechnic U Valencia; FL State U

Source: Economía Industrial, 2017, iss. 404, pp. 11-19

Publication Date: 2017

Abstract: The entrepreneurship university corresponds with a university thought for the entrepreneurship society, expanding on the simple technology transfer and the **third mission**, and at the same time responding to the current change from an economy intensive in industry towards one intensive in knowledge. In this paper we analyse the current state of the entrepreneurship university and propose new forms of design and mechanisms of governance in the university, an architecture of the university to organise entrepreneurship, focused in the change of the university as a platform of generational entrepreneurship and companies, especially those composed of with students or alumni startups.

ISSN: 04222784

Publication Type: Journal Article

Update Code: 20180227

AN: 1684663, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Entrepreneurship ; New Firms; Startups ; Technological Change: Choices and Consequences; Diffusion Processes



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- 19.

Academic Journal

Title:

Universidad emprendedora. El caso de las spin-offs universitarias: Nuevas teorías para los mismos obstáculos? (With English summary.)

Language: Spanish

Author: del Aguila Obra, Ana Rosa; Padilla Melendez, Antonio; Fuster Martin, Elena; Lockett, Nigel

Author Affiliation: U Malaga; U Malaga; U Malaga; Lancaster U

Source: Economía Industrial, 2017, iss. 404, pp. 31-39

Publication Date: 2017

Abstract: In the last decades, the development of the so-called **third mission** of the University, the promotion and creation of companies, spin-offs, has been promoted at a political level. At the same time, the amount of research on these subjects has increased, with new theoretical perspectives, such as the Entrepreneurial University. However, despite these advances, there are still areas that are poorly studied. A comparison is made between Spain and the United Kingdom, through the perceptions of the entrepreneurs. It is concluded that the theoretical development has not been accompanied by real institutional changes that have reduced the obstacles to academic entrepreneurship.

ISSN: 04222784

Publication Type: Journal Article

Update Code: 20180227

AN: 1684665, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Entrepreneurship ; New Firms; Startups ; Technological Change: Choices and Consequences; Diffusion Processes



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- 20.

Academic Journal

Title:

Son las universidades españolas homogéneas? Un análisis crítico del sistema universitario a partir de sus misiones. (With English summary.)

Language: Spanish

Author: Sanchez-Barrioluengo, Mabel

Author Affiliation: European Commission JRC

Source: Economia Industrial, 2017, iss. 404, pp. 41-52

Publication Date: 2017

Abstract: The present paper elaborates a critical reflection on the isomorphic model of universities persisting in Spain which conceptualizes higher education institutions (HEIs) as simultaneous centres of excellence in education, research and **third mission**. It is argued that the shortcomings of this perspective are twofold: first, **missions** do not always ride together in a synergetic manner; and, second, HEIs are treated as heterogeneous institutions with a different capacity to perform and contribute to social engagement. The paper puts in perspective the persisting gap concerning the mischaracterizations in the role of universities and their contribution to society.

ISSN: 04222784

Publication Type: Journal Article

Update Code: 20180227

AN: 1684666, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Technological Change: Choices and Consequences; Diffusion Processes



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- 21.

Academic Journal

Title:

The Role of Universities in Regional Development through Smart Specialisation Strategies: Evidence from Two Spanish Regions (Catalonia and Navarre)

Author: Elena-Perez, Susana; Arregui Pabollet, Eskarne; Marinelli, Elisabetta

Author Affiliation: U Loyola Andalucia; JRC, European Commission; JRC, European Commission

Source: Ekonomiaz, 2nd Semester 2017, iss. 92, pp. 42-67

Publication Date: 2nd Semester 2017

Abstract: There is an increasing prominence given to the so called **third-mission** role of universities beyond the traditional core functions of teaching and research. The new Cohesion policy framework at European level, based around the concept of Smart Specialisation Strategies (RIS3), reinforces this trend placing universities among the key actors for regional development. This article analyses the role of universities in RIS3 by looking at two different Spanish regions: Catalonia and Navarre. The paper draws common lessons from two separately-conducted case studies. The work is based on a qualitative methodology, which includes in-depth interviews with university-managers in both regions, desk-based research and a triangulation of the findings with the public sector. The article discusses selected instruments through which HEIs contribute to RIS3 implementation and identifies some challenges universities need to address to ensure opportunities from RIS3 are exploited.

ISSN: 02133865

Publication Type: Journal Article

Availability: http://www1.euskadi.net/ekonomiaz/indice_c.apl

Update Code: 20180419

AN: 1696227, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Education: Government Policy ; Innovation and Invention: Processes and Incentives ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes ; Regional Development Planning and Policy



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- 22.

Academic Journal

Title:

National Higher Education Policies Challenging Universities' Regional Engagement Activities

Author: Benneworth, Paul; Zeeman, Nadine; Pinheiro, Romulo; Karlsen, James

Author Affiliation: U Twente; TU Dortmund; U Agder; U Agder

Source: Ekonomiaz, 2nd Semester 2017, iss. 92, pp. 112-39

Publication Date: 2nd Semester 2017

Abstract: Policy-makers increasingly acknowledge universities as important actors to foster regional development, resilience and innovation. National higher education policies frame universities as drivers of innovation-based national and regional economic development and innovation. Nevertheless, despite these efforts, universities face the challenge of national higher education policies undermining their regional development activities. National policies in teaching and research have the potential to take precedence and crowd out the delivery of the **third mission**. In this paper, we present an overview of the ways in which national policies can have the potential of limiting the scope of universities to engage in regional development. We identify three kinds of policies in this respect: teaching policies, research policies and administrative policies. To provide empirical insights, we subsequently explore the tensions between the policy logic and the universities' regional roles in a single higher education system. The case study is Norway where universities are perceived as important actors to hold communities together in more remote rural areas. We conclude our paper by a series of propositions for the effects of national policies on regional engagement and to identify areas where further research is needed.

ISSN: 02133865

Publication Type: Journal Article

Availability: http://www1.euskadi.net/ekonomiaz/indice_c.apl

Update Code: 20180419

AN: 1696230, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Education: Government Policy ; Innovation and Invention: Processes and Incentives ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes ; Regional Development Planning and Policy



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- 23.

Academic Journal

Title:

Regional Contexts for **Third Mission Policies and University Management in the UK: Opportunities and Challenges**

Author: Kitagawa, Fumi

Author Affiliation: U Edinburgh

Source: Ekonomiaz, 2nd Semester 2017, iss. 92, pp. 140-63

Publication Date: 2nd Semester 2017

Abstract: Over the past two decades the so-called "**third mission**" of universities and its regional dimension has been high in the national policy agenda, with a series of incentive mechanisms put in place at national, sub-national and institutional levels. This paper reviews the development of government policies, universities' institutional strategies and management practices, as observed in the UK regions. We capture the evolving **third mission** policies that affect the links between universities and their regional agenda on one hand, and the development of institutional strategies and management practices at the university level on the other. Setting incentives for **third mission** activities encompasses complex processes at the policy, institutional, and individual levels. The paper concludes by identifying three key challenges for university managers and leaders.

ISSN: 02133865

Publication Type: Journal Article

Availability: http://www1.euskadi.net/ekonomiaz/indice_c.apl

Subjects: Higher Education; Research Institutions ; Education: Government Policy ; Innovation and Invention: Processes and Incentives ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes ; Regional Development Planning and Policy



- 24.

Measuring the Contribution of Higher Education to Innovation Capacity in the EU. Executive Summary of the Final Report

Report

By: European Commission; European Union (EU) (Belgium). European Commission. 2017 13 pp. (ED574064)

This current study is part of the actions taken aiming to analyse the links between the operations and effects of higher-education institutions on the capacity to innovate in the economies in Europe. Providing insights into the contribution of higher education to the innovative capacity of the EU economies is crucial for policy making and the direction of policy measures in a fast-changing market environment. Universities contribute to societal development and innovation through their three core **missions**. Firstly, teaching aims to create human capital in the form of more highly skilled labour, more endowed with competences to boost innovation activities. Secondly, research produces knowledge capital that is transferred into innovating businesses, although it is usually embodied in individuals and thus, it is not easily codified and transferred. Finally, the **third mission** of higher institutions involves knowledge exchange between universities and society in various ways, including consulting and technical services, providing policy advice or contributing to territorial economic development strategies. There has been a massive expansion of higher education across European countries in recent decades as they attempt to provide their workforces with the skills necessary to successfully compete in the knowledge based economy (KBE). Economic strength in the KBE is being driven by innovation, taking existing resources and assets and using them to do new things better, and increasing overall welfare levels. Whilst the pursuit of innovation is essential for all economic agents, universities are at the heart of policy attempts to increase the overall knowledge capital for innovation, as well as a proving ground for future innovators. Recently however, there have been concerns that universities are failing to adequately respond to these new demands and are continuing to act as "ivory towers" outside of society, rather than driving society forward (Galan-Muros, 2016). There is, in particular, a perception that universities have tended to expand their existing activities rather than create new courses, pedagogies and learning environments that best meet society's needs. Where universities contribute effectively to innovation, they can create whole new industries and sectors, and transform the fortunes of particular places. But at the moment, these conflicting narratives make it hard for policy-makers to determine whether and how universities (and indeed, which kinds of universities) can leverage innovation capacities. A key challenge for European policy-makers is therefore to determine the extent to which universities are realising their innovation potential to meet the needs of the KBE. This study seeks to understand the extent to which universities are supporting innovation. [For "Measuring the Contribution of Higher Education to Innovation Capacity in the EU. Final Report: Revised Version," see ED574065.], Database: ERIC

Subjects: Foreign Countries; Higher Education; Innovation; Economic Development; Technology Transfer; College Role; Human Capital; Research and Development; Lifelong Learning; Curriculum Development; Consultants; Entrepreneurship; Commercialization; Outreach Programs; International Educational Exchange; Partnerships in Education; School Business Relationship; Labor Force Development; European Union



- 25.

Measuring the Contribution of Higher Education to Innovation Capacity in the EU. Final Report: Revised Version

Report

By: European Commission; European Union (EU) (Belgium). European Commission. 2017 262 pp. (ED574065)

This current study is part of the actions taken aiming to analyse the links between the operations and effects of higher-education institutions on the capacity to innovate in the economies in Europe. Providing insights into the contribution of higher education to the innovative capacity of the EU economies is crucial for policy making and the direction of policy measures in a fast-changing market environment. Universities contribute to societal development and innovation through their three core **missions**. Firstly, teaching aims to create human capital in the form of more highly skilled labour, more endowed with competences to boost innovation activities. Secondly, research produces knowledge capital that is transferred into innovating businesses, although it is usually embodied in individuals and thus, it is not easily codified and transferred. Finally, the **third mission** of higher institutions involves knowledge exchange between universities and society in various ways, including consulting and technical services, providing policy advice or contributing to territorial economic development strategies. There has been a massive expansion of higher education across European countries in recent decades as they attempt to provide their workforces with the skills necessary to successfully compete in the knowledge based economy (KBE). Economic strength in the KBE is being driven by innovation, taking existing resources and assets and using them to do new things better, and increasing overall welfare levels. Whilst the pursuit of innovation is essential for all economic agents, universities are at the heart of policy attempts to increase the overall knowledge capital for innovation, as well as a proving ground for future innovators. Recently however, there have been concerns that universities are failing to adequately respond to these new demands and are continuing to act as "ivory towers" outside of society, rather than driving society forward (Galan-Muros, 2016). There is, in particular, a perception that universities have tended to expand their existing activities rather than create new courses, pedagogies and learning environments that best meet society's needs. Where universities contribute effectively to innovation, they can create whole new industries and sectors, and transform the fortunes of particular places. But at the moment, these conflicting narratives make it hard for policy-makers to determine whether and how universities (and indeed, which kinds of universities) can leverage innovation capacities. A key challenge for European policy-makers is therefore to determine the extent to which universities are realising their innovation potential to meet the needs of the KBE. This study seeks to understand the extent to which universities are supporting innovation. The following are appended: (1) Methodology for the fieldwork; (2) Interview guides; (3) Case Studies; (4) Survey questionnaire; (5) Survey findings; (6) Indicator fiches; (7) The Feasibility Study; and a Glossary. [For "Measuring the Contribution of Higher Education to Innovation Capacity in the EU. Executive Summary of the Final Report," see ED574064.], Database: ERIC

Subjects: Foreign Countries; Higher Education; Innovation; Economic Development; Technology Transfer; College Role; Human Capital; Research and Development; Lifelong Learning; Curriculum Development; Consultants; Entrepreneurship; Commercialization; Outreach Programs; International Educational Exchange; Partnerships in Education; School Business Relationship; Labor Force Development; European Union



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- 26.

[Shared Governance and Organizational Commitment Reported by Enrollment Managers in the Council of Christian Colleges and Universities](#)

Dissertation/ Thesis

By: Jones, Don Wayne. ProQuest LLC, Ed.D. Dissertation, Arkansas State University. 2017 106 pp. (ED576023)

Many faith-based liberal arts institutions are tuition-dependent and are forced to compete with both public institutions as well as private for-profit colleges and universities to maintain student enrollment levels. Some faith-based institutions have adopted strategic enrollment management policies and procedures that emulate the best practices used by aggressive for-profit colleges. In many institutions, the point person for this marketing and recruiting strategy is the enrollment manager/admission director. The roles and titles vary across institutions, but using the descriptions of Presswood (2011) and Higher Education Publications (2016), the job functions are interchangeable. This study will therefore refer to the enrollment manager/admission director throughout. The Council of Christian Colleges and Universities (CCCCU) is a coalition of 118 faith-based institutions founded in 1976 "to advance the cause of Christ-centered higher education..." (Council for Christian Colleges and Universities, 2013). Between 1990 and 2004, CCCU institutions enjoyed growth rates that were considerably higher than those experienced by public institutions and other independent colleges. This study asked four research questions. First, is

there a relationship between the reported level of shared governance in decision making by CCCU enrollment managers/admission directors and the organizational commitment they claim to their institutions? Second, are the respondent characteristics of age, gender, and tenure related to the organizational commitment of CCCU enrollment managers/admission directors? **Third**, is the faith-based **mission** of the institution related to the degree of organizational commitment claimed by CCCU enrollment managers/admission directors? Forth, is institution size (student enrollment) related to the degree of organizational commitment claimed by CCCU enrollment managers/admission directors? Enrollment managers/admission directors from all 118 CCCU institutions were invited to participate in this study. Surveys were collected via SurveyMonkey and data analysis was compiled using SPSS 23.0 software. Results indicated that CCCU enrollment managers/admission directors report high levels of organizational commitment and positive levels of shared governance in decision making. Respondents also reported that their commitment to their respective organizations was related to the historic faith-based **mission** of their institutions. Statistical analysis found no correlation between reported levels of organizational commitment and shared governance, demographic characteristics, institution size, or the historic faith-based **mission** of the university. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>], Database: ERIC

Subjects: Governance; Christianity; Church Related Colleges; Enrollment Management; Best Practices; Organizations (Groups); Marketing; Student Recruitment; Religious Education; College Admission; Decision Making; Admissions Officers; Tenure; Administrator Characteristics; Online Surveys; Administrator Attitudes; Institutional **Mission**; Statistical Analysis; Correlation; Institutional Characteristics; Instructional Leadership



- 27.

Academic Journal

Title:

Evaluating Impacts of University Cooperation for Development from the Voice of the South

Author: Vazquez de Francisco, Maria Jose; Torres Jimenez, Mercedes; Caldentey del Pozo, Pedro; Nekhay, Olexandr

Author Affiliation: U Loyola Andalucia; U Loyola Andalucia; U Loyola Andalucia; U Loyola Andalucia

Source: Revista de Economia Mundial, 2017, iss. 47, pp. 95-116

Publication Date: 2017

Abstract: University Cooperation for Development is an important part of the "**third mission**" of universities. From a capability approach, this study investigates the perception that Latin-American university teachers, researchers, and staff have, as recipients of aid, about the effects of long-term university cooperation programmes with universities from the North. Using a combination of qualitative (Colaizzi) and quantitative (Analytic Hierarchy Process) methods, an assessment of university cooperation activities was obtained, and a categorisation and prioritisation of impacts was found. This impact evaluation could provide an orientation for future more effective programmes of university cooperation from the point of view of aid recipients.

ISSN: 15760162

Publication Type: Journal Article

Availability: <http://sem-wes.org/en/journal/published-numbers>

Update Code: 20180503

AN: 1700923

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Subjects: International Institutional Arrangements ; Higher Education; Research Institutions ; Education and Economic Development ; Macroeconomic Analyses of Economic Development ; International Linkages to Development; Role of International Organizations

[PDF Full Text](#)

- 28.

Academic Journal

Title:

[The Embodiment of Knowledge: Universities as Engines of Growth](#)

Author: Veugelers, Reinhilde

Author Affiliation: KU Leuven

Source: Oxford Review of Economic Policy, Winter 2016, v. 32, iss. 4, pp. 615-31

Publication Date: Winter 2016

Abstract: As universities open themselves up to the marketplace for knowledge and ideas to a greater degree than in the past, debates over university **missions** has been common. How can universities match their **third mission**, contribution to society, with their main **missions** of education and curiosity-driven basic research to achieve their full growth potential? This will require a change in policy attention from targeting university patenting and faculty spin-offs, to taking a broader view on universities' contribution to economic development, including other pathways, most notably collaborative modes and mobility of trained human capital from academe to industry.

ISSN: 0266903X

Publication Type: Journal Article

Availability: <https://academic.oup.com/oxrep/issue>

Update Code: 20170201

AN: 1619516

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Subjects: Higher Education; Research Institutions ; Transactional Relationships; Contracts and Reputation; Networks ; Entrepreneurship ; New Firms; Startups ; Technological Change: Choices and Consequences; Diffusion Processes ; Intellectual Property and Intellectual Capital ; Technological Change: Government Policy

[PDF Full Text](#)

- 29.

[Bookstores of Every Kind.](#)

Periodical

By: GROSS, ANISSE. Publishers Weekly. 11/21/2016, Vol. 263 Issue 47, p50-58. 7p. 4 Color Photographs. Abstract: The article focuses on the independent bookstore and general bookselling sector in the U.S. Pacific Northwest. Topics discussed include independent chain Powell's and its flagship store called Powell's City of Books which claims to be the largest used-and-new bookstore in the world, comments from Green Bean Books children's specialty store owner Jennifer Green on the store's **mission**, and locations of **Third Place Books**. (AN: 119573603), Database: Education Research Complete

Subjects: **Third Place Books** (Company); Bookstores; Booksellers & bookselling -- United States; Independent bookstores; Used book trade; Green, Jennifer

[HTML Full Text](#) [PDF Full Text](#) (7MB)

- 30.

[Overcoming the ivory tower: Transfer and societal responsibility as crucial aspects of the Bildung-Psychology approach.](#)

Academic Journal

By: Schober, Barbara; Brandt, Laura; Kollmayer, Marlene; Spiel, Christiane. European Journal of Developmental Psychology. Nov2016, Vol. 13 Issue 6, p636-651. 16p. Abstract: Strong evidence indicates the importance of successful education for individuals as well as for society as a whole; however, evidence-based knowledge from educational psychology is frequently not (successfully) transferred to decision-makers and practitioners. Besides, there is an increasing demand for transfer of academic knowledge in general to help resolve diverse societal challenges – codified as the obligation of universities to perform a **Third Mission**. This paper aims to demonstrate Bildung-Psychology's contribution to successful knowledge transfer. Two examples from Bildung-Psychology illustrate how teaching and research activities can contribute to fulfilling universities' **Third Mission**. By localizing these activities within the structure model of Bildung-Psychology, we aim to depict how this framework may serve as a role model for other scientific fields to build a firm basis for successful transfer. [ABSTRACT FROM AUTHOR] DOI: 10.1080/17405629.2016.1231061. (AN: 119278804), Database: Education Research Complete

Subjects: Educational psychology; Demand for education; Decision making; Theory of knowledge; Universities & colleges; Education research

[PDF Full Text](#) (1.3MB)

- 31.

Academic Journal

Title:

[Students Climbing the Entrepreneurial Ladder: Does University Internationalization Pay Off?](#)

Author: Minola, Tommaso; Donina, Davide; Meoli, Michele

Author Affiliation: U Bergamo; U Bergamo and U Pavia; U Bergamo

Source: Small Business Economics, October 2016, v. 47, iss. 3, pp. 565-87

Publication Date: October 2016

Abstract: The entrepreneurial university is emerging as a new archetype of higher education institution that fosters knowledge generation and transfer, contributes to local development and empowers individuals in fast-changing markets. Many institutional, strategic and organizational factors have been discussed as components or contingencies of the process that makes universities more entrepreneurial. Yet we miss an understanding of the contribution that internationalization, crucial strategy for university competitiveness, can provide to such process. Our study addresses this gap, by looking at the effect of university internationalization on students' progressive engagement in entrepreneurship. We do so by studying internationalization along each of the three university institutional **missions** (teaching, research and **third mission**). Based on multilevel analysis on a sample of 25,855 university students across 130 European universities, our findings indicate that university internationalization matters, and with different mechanisms along the three **missions**; in fact, the effect of internationalization is both direct and indirect as it increases students' human capital but also enhances the impact of traditional university support and training mechanisms in favor of students' entrepreneurship.

ISSN: 0921898X

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s11187-016-9758-1>


Availability: <https://link.springer.com/journal/volumesAndIssues/11187>

Update Code: 20161001

AN: 1597387

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Subjects: Multinational Firms; International Business ; Analysis of Education ; Higher Education; Research Institutions ; Entrepreneurship

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- 32.

Academic Journal

Title:

Entrepreneurial Practices in Research-Intensive and Teaching-Led Universities

Author: Abreu, Maria; Demirel, Pelin; Grinevich, Vadim; Karatas-Ozkan, Mine

Author Affiliation: U Cambridge; U Southampton; U Southampton; U Southampton

Source: Small Business Economics, October 2016, v. 47, iss. 3, pp. 695-717

Publication Date: October 2016

Abstract: In recent years, there has been increased pressure on universities to deliver on their **third mission**. In the UK context, universities are encouraged to explicitly assume responsibility for facilitating economic growth, with a particular emphasis being given to the role played by the research-led institutions. Using a broad definition of entrepreneurial practices in universities, the aim of this paper was to extend the analysis of entrepreneurial activities to teaching-led universities besides their research-intensive counterparts. Results, based on micro-data on over 22,000 academics in the sciences, social sciences, arts and humanities across all higher education institutions in the UK, indicate that the levels and geographical reach of the diverse set of entrepreneurial practices conducted by research-intensive and teaching-led universities differ significantly. The underlying reasons for these differences are explored through the lens of institutional theory and by utilising the Blinder-Oaxaca decomposition technique.

ISSN: 0921898X

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s11187-016-9754-5>

Availability: <https://link.springer.com/journal/volumesAndIssues/11187>

Update Code: 20161001

AN: 1597393

Copyright: Small Business Economics is a copyright of Springer, 2016. All Rights Reserved., Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Entrepreneurship ; Management of Technological Innovation and R&D

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- 33.

Academic Journal

What Are We Talking About When We Talk of «**Third Mission**»? By: PITRONE, MARIA CONCETTA. Studi di Sociologia. ott-dic2016, Vol. 56 Issue 4, p387-400. 14p. Language: Italian. Abstract:

Globalisation has impacted and transformed every aspect of modern society. With it, also the concept of University and that of its role within this society have gone through a process of profound redefinition: to its traditional and noble tasks - that of teaching and research - a **third** objective has been added, one which expects the University to engage with the market. The «**third mission**», however, also expects the University to «open itself to society», contributing to its improvement. Through a critical review of the

definitions given to the «**third mission**» by domestic and international literature, we have tried to highlight future perspectives. We also have discussed the new responsibilities faced by the University in its challenge to engage with the market without losing the identity it has forged for itself throughout the centuries with the aim to educate future leaders, and, overall, conscious citizens. [ABSTRACT FROM AUTHOR] (AN: 120852065), Database: SocINDEX with Full Text



- 34.

Academic Journal

Title:

[The Role of Universities in the Location of Innovative Start-Ups](#)

Author: Calcagnini, Giorgio; Favaretto, Ilario; Giombini, Germana; Perugini, Francesco; Rombaldoni, Rosalba

Author Affiliation: U Urbino 'Carlo Bo' and MoFiR, Ancona; U Urbino 'Carlo Bo'; U Urbino 'Carlo Bo' and MoFiR, Ancona; U Urbino 'Carlo Bo'; U Urbino 'Carlo Bo'

Source: Journal of Technology Transfer, August 2016, v. 41, iss. 4, pp. 670-93

Publication Date: August 2016

Abstract: Start-ups increasingly find the prospect of university-industry collaborations to be a powerful driver of innovation and entrepreneurship activity. Moreover, at the geographical level, they are attracted by teaching and research institutions, either public or private. This paper focuses on the role played by universities. Our hypothesis is that geographical proximity favors the transfer of knowledge and technology from universities to industries and, consequently, represents a positive factor for regional economic development. Results show that university spillovers are positively correlated with the creation of innovative start-ups. Furthermore, the presence of human capital (graduates) exerts a significant influence on the location decisions of start-ups, being a source for competitiveness for firms close to universities. Research quality, especially in the social sciences area, attracts innovative start-ups, while **third-mission** activities have a weak impact on locational choice.

ISSN: 08929912

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10961-015-9396-9>

Availability: <https://link.springer.com/journal/volumesAndIssues/10961>

Update Code: 20160801

AN: 1584162

Copyright: Journal of Technology Transfer is a copyright of Springer, 2016. All Rights Reserved.,

Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Entrepreneurship ; New Firms; Startups ; Innovation and Invention: Processes and Incentives ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes

[PDF Full Text](#)

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- 35.

Academic Journal

Title:

[The Activities of University Knowledge Transfer Offices: Towards the **Third Mission** in Italy](#)

Author: Cesaroni, Fabrizio; Piccaluga, Andrea

Author Affiliation: U Messina and Istituto di Management, Sant'Anna School of Advanced Studies, Pisa; Istituto di Management, Sant'Anna School of Advanced Studies, Pisa

Source: Journal of Technology Transfer, August 2016, v. 41, iss. 4, pp. 753-77

Publication Date: August 2016

Abstract: Establishing deeper engagement with industry and society has recently become a key concern of universities. To pursue this goal, universities--as well as other public research organizations--have started to reorganize internal resources, to redefine their activities and policies, and to redesign their overall knowledge transfer (KT) business models. As a consequence, in several countries a wide

heterogeneity exists in the types of KT models adopted and in the outcomes arising from KT activities. By performing a cluster analysis and a multinomial logit regression on an extensive dataset that almost covers the entire population of Italian universities, in this study we analyze (1) whether models of KT characterized by a broader engagement with society are gradually substituting models more focused on technology commercialization, and (2) which factors related to the availability of resources and universities' strategic intention better explain existing differences. Insights from the study might help university managers to define the most appropriate actions to fully undertake the implementation of the university **third mission**.

ISSN: 08929912

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10961-015-9401-3>

Availability: <https://link.springer.com/journal/volumesAndIssues/10961>

Update Code: 20160801

AN: 1584165

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Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Innovation; Research and Development; Technological Change; Intellectual Property Rights: General ; Management of Technological Innovation and R&D ; Technological Change: Choices and Consequences; Diffusion Processes

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- 36.

[Factors fostering students' spin-off firm formation.](#)

Academic Journal

By: Markuerkiaga, Leire; Caiazza, Rosa; Igartua, Juan Ignacio; Errasti, Nekane. Journal of Management Development. 2016, Vol. 35 Issue 6, p814-846. 33p. Abstract: Purpose – The university is an institution with a long history and, over the course of the centuries, it has gone through several stages in its development. While initially conceived as an institution with a teaching “**mission**,” the university later adopted a knowledge generation function (research). In recent years, the idea has emerged that the university is assuming a “**third mission**”: contributing to society and economic development more directly; turning the university into an Entrepreneurial University. What, however, constitutes this Entrepreneurial University? Are all Entrepreneurial Universities composed of the same factors? The purpose of this paper is to answer these significant questions, through an empirical analysis performed on a sample of 59 Northern and Southern European universities. Design/methodology/approach – Empirical analysis performed on a sample of 59 Northern and Southern European universities. Findings – The findings show that students' spin-off firm formation is the only different result for an Entrepreneurial University between Northern and Southern European universities and that the core internal entrepreneurship support factors are different for both geographical locations. Originality/value – Besides, regarding external entrepreneurship support factors, results show that a supportive institutional context is a core element for promoting internal entrepreneurship support factors and in turn for increasing students' spin-off firm formation in both Northern and Southern universities. [ABSTRACT FROM AUTHOR] DOI: 10.1108/JMD-03-2016-0034. (AN: 116517449), Database: Education Research Complete

Subjects: Universities & colleges; Economic development; Entrepreneurship; Empirical research; Technological innovations



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- 37.

[Commercial Transfer--A Business Model Innovation for the Entrepreneurial University](#)

Academic Journal

By: Gaus, Olaf; Raith, Matthias G.. Industry and Higher Education, v30 n3 p183-201 Jun 2016. (EJ1119529)

While knowledge-intensive societies rely heavily on universities for the creation of knowledge, its translation into economic value is typically performed by firms in the market. Since universities

increasingly depend on additional funds for new and expensive research, current policies urge them to interact proactively with the market. The authors analyse how an entrepreneurial university creates, delivers and captures value by characterizing its business model. They develop a business model of the university as a research and teaching institution, with which they contrast purely private and purely public universities as two business model archetypes to show how these archetypes determine incentive and governance structures. They examine how the inclusion of commercial transfer as the "**third mission**" affects the university's income structure and thereby its objective and incentive structure. Within their business model framework, the authors derive strategic implications for the implementation of commercial transfer and the transition to the new business model., Database: ERIC

Subjects: Entrepreneurship; Innovation; Commercialization; Research and Development; Technology Transfer; School Business Relationship; Models; Universities; Student Characteristics; Instruction; Public Colleges; Private Colleges; Institutional **Mission**; Educational Practices



- 38.

Dissertation/ Thesis

Title:

[Essays on Finance, the Environment, and Philanthropy](#)

Author: Roth Tran, Brigitte

Publisher Information: University of California, San Diego

Publication Date: June 2016

Abstract: This dissertation examines environmental impacts on economic activity and finance issues for private philanthropic foundations that might want to fund environmental efforts. The first chapter examines the effects of weather on retail activity using the lasso machine learning method to develop a flexible weather index. The second chapter presents a theoretical model showing that large investments in objectionable firms can be optimal for foundations when they yield opportunities to hedge **missions**. The **third** chapter examines tax return data for private foundations to explore intertemporal spending strategies and the tax on net investment income.

Publication Type: Dissertation

Degree: Ph.D.

Update Code: 20161201

AN: 1607458, Database: EconLit with Full Text

Subjects: Business Taxes and Subsidies including sales and value-added (VAT) ; Nonprofit Institutions; NGOs; Social Entrepreneurship ; Climate; Natural Disasters and Their Management; Global Warming

- 39.

[The ivory tower revisited.](#)

Academic Journal

By: Chantler, Abigail. Discourse: Studies in the Cultural Politics of Education. Apr2016, Vol. 37 Issue 2, p215-229. 15p. Abstract: The corollary of the concept of the 'ivory tower', as reflected in the writings of Plato and Newman amongst others, was, paradoxically, the vital importance of the university for wider society. Nevertheless from the mid-twentieth century, the esteem in which a 'liberal' university education was held was diminished by rising expectations that higher education institutions would actively contribute to addressing broader socio-economic challenges through 'knowledge-transfer', education for employment, and community service. However while this linear conception of universities' '**third mission**' eroded their 'ivory tower' status, the death knell of the 'ivory tower' rings in contemporary literature on higher education, which articulates a dialectical view of its historical development in which the university and wider society are synthesised in the 'engaged university'. With its focus on reciprocal 'knowledge-exchange', the co-creation of knowledge through teaching and learning, and civic engagement, the 'engaged university' embraces the 'other' as intrinsic to its identity. Yet arguably the increasing instrumentalism and democratisation of higher education are irrevocably eroding the academic freedom and institutional autonomy upon which universities' immeasurable contribution to

society ultimately depends. [ABSTRACT FROM AUTHOR] DOI: 10.1080/01596306.2014.963517. (AN: 113082854), Database: Education Research Complete

Subjects: Academic freedom; Freedom of information; Education & society; Academic debates & debating; Legal status of students

[PDF Full Text](#) (272KB)

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- 40.

Universities and Innovation in a Factor-Driven Economy: The Performance of Universities in Egypt

Academic Journal

By: El Hadidi, Hala; Kirby, David A.. Industry and Higher Education, v30 n2 p140-148 Apr 2016. (EJ1098004)

In the contemporary knowledge-based global economy, universities are required to operate more entrepreneurially, commercializing the results of their research and spinning out new knowledge-based enterprises. In this article, the **third** in a series by the authors, case studies are presented of activities in three Egyptian universities to demonstrate what is being done in Egypt and the challenges Egyptian universities face when they attempt to collaborate with industry and contribute to the innovation process. The results reveal that such initiatives are often the result of external influences and are not embedded in the core strategic planning activity of the institutions in which they are located. Accordingly, they often have difficulty surviving after the initial project funding is ended, not least because the important partnership links with industry remain largely underdeveloped. The authors consider the implications of the findings for policy formulation and argue for a coherent strategy that embeds the **"Third Mission"** in the core activities of each institution and facilitates university-industry collaboration., Database: ERIC

Subjects: Foreign Countries; Universities; Innovation; Knowledge Economy; Entrepreneurship; School Business Relationship; Case Studies; Strategic Planning; Institutional **Mission**; Egypt



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- 41.

Organizing the 'productive transformation of knowledge': linking university and industry in traditional manufacturing areas.

Academic Journal

By: Balduzzi, Giacomo; Rostan, Michele. Tertiary Education & Management (Routledge). Mar2016, Vol. 22 Issue 1, p19-35. 17p. Abstract: The article aims at underlining the role played by extra-academic and autonomous organizations strongly connected with university institutions and researchers in producing, acquiring, transferring and transforming knowledge. The study examines a particular Italian case, the Politecnico Calzaturiero, a private institution providing technical training and research services operating in North-eastern Italy. The analysis of this experience suggests that, in traditional manufacturing areas, organizations playing a key role in managing the 'productive transformation of knowledge' may be neither universities nor firms. 'Special organizations', like the one discussed in this article, are deeply embedded in their economic and institutional environment, are closely interconnected within a dense and extended network of various actors, engage in complex and time-consuming processes, and can be understood as organizational *relé*, that is entities which are able to connect structures that are usually not connected. For these reasons, they represent an underestimated resource for universities' **third mission** and its management. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13583883.2015.1120340. (AN: 113745228), Database: Education Research Complete

Subjects: Business & education; Partnerships in education; Education & economics; Young adults; Higher education; Knowledge transfer (Communication); Technology transfer



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- 42.

Title:

Mission Impossible? Entrepreneurial Universities and Peripheral Regional Innovation Systems

Author: Brown, Ross

Author Affiliation: U St Andrews

Source: Industry and Innovation, February 2016, v. 23, iss. 2, pp. 189-205

Publication Date: February 2016

Abstract: As part of their 'third mission' to commercialise research and cultivate growth in local economies, universities have been accorded a central role in regional innovation systems. This paper takes issue with this policy emphasis. It presents empirical evidence suggesting the entrepreneurial spillovers from universities have been greatly exaggerated, especially in some peripheral regions. The explanation offered for this poor performance hinges on the substantive disconnect between universities and their surrounding local entrepreneurial and innovation ecosystems. Despite their marginal economic contribution, the paper claims that 'policy entrepreneurs' play a powerful role in cumulatively reinforcing the dominant role of universities through a process of 'institutional capture', the outcome of which results in a form of 'policy lock-in'. The implications of these findings for public policy are outlined.

ISSN: 13662716

Publication Type: Journal Article

Availability: <http://www.tandfonline.com/loi/ciai20>

Update Code: 20160801

AN: 1582628, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Entrepreneurship ; Innovation and Invention: Processes and Incentives ; Technological Change: Government Policy



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- 43.

Title:

Organizational Structures of Knowledge Transfer Offices: An Analysis of the World's Top-Ranked Universities

Author: Brescia, F.; Colombo, G.; Landoni, P.

Author Affiliation: U Pavia; Politecnico di Milano; Politecnico di Milano

Source: Journal of Technology Transfer, February 2016, v. 41, iss. 1, pp. 132-51

Publication Date: February 2016

Abstract: Universities are central actors in the production and delivery of new knowledge, and they play a unique role in National and Regional Innovation Systems. Almost all research universities have established Knowledge Transfer Offices (KTOs) to pursue their so-called 'third mission'. This paper analyses the organizational structure of KTOs by discussing how universities organize their knowledge transfer activities, and by considering what factors may impact on the choice of specific organizational structures. We examine the KTO structures of the top 200 ranked universities in the world and highlight the presence of three knowledge transfer organizational models (internal, external, and mix) and six configurations of these models.

ISSN: 08929912

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10961-014-9384-5>

Availability: <https://link.springer.com/journal/volumesAndIssues/10961>

Update Code: 20160301

AN: 1554865

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Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Firm Organization and Market Structure ; Innovation; Research and Development; Technological Change; Intellectual Property Rights: General

- 44.

Academic Journal

Title:

Foresight and the **Third Mission** of Universities: The Case for Innovation System Foresight

Author: Piirainen, Kalle Artturi; Andersen, Allan Dahl; Andersen, Per Dannemand

Author Affiliation: Technical U Denmark and Lappeenranta U Technology; Centre for Technology, Innovation and Culture, U Oslo and Technical U Denmark; Technical U Denmark

Source: Foresight, 2016, v. 18, iss. 1, pp. 24-40

Publication Date: 2016

Abstract: Purpose--This paper aims to argue that innovation system foresight (ISF) can significantly contribute to the **third mission** of universities by creating an active dialogue between universities, industry and society. Design/methodology/approach--This paper's approach is conceptual. The authors analyse the **third mission** and relevant literature on innovation systems and foresight to explain how and why foresight contributes to the **third mission**. Findings--The authors propose that foresight contributes to the **third mission** of universities, particularly to the research and development and innovation dimensions through the development of joint understanding of the agendas and future needs of stakeholders. In addition, foresight enables education to be designed to address identified needs.

ISSN: 14636689

Publication Type: Journal Article

Availability: <http://www.emeraldinsight.com/journals.htm?issn=1463-6689>

Update Code: 20160601

AN: 1572251, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Innovation and Invention: Processes and Incentives



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- 45.

Academic Journal

Title:

Entrepreneurial Universities and Branding: A Conceptual Model Proposal

Author: Salamzadeh, Aidin; Kesim, Hiroko Kawamorita; Salamzadeh, Yashar

Author Affiliation: U Tehran; Ondokuz Mayıs U; Higher Education Center, Payame Noor U

Source: World Review of Science, Technology and Sustainable Development, 2016, v. 12, iss. 4, pp. 300-315

Publication Date: 2016

Abstract: After years of neglect, the concept of entrepreneurial universities is now well-elaborated as a more efficient and effective type of universities. A university, which not only considers its traditional **missions**, i.e., teaching, and research, but also pursues a **third mission**, i.e., entrepreneurship. Such institutions should take several issues into account, in order to become more entrepreneurial and to realise their **third mission**. Therefore, entrepreneurial universities have to pay more attention to different issues such as technology transfer, academic entrepreneurship, creating spinoffs, improving entrepreneurial activities, etc. But, how it would be possible if the university suffers from a low level of reputation? Thus, the authors try to propose a conceptual model for reinforcing the reputation/brand of the entrepreneurial universities, to make it possible for them to enter into new markets, to achieve their entrepreneurial goals, and to improve the level of socio-economic development. Also, the model reveals that how branding will help these universities to realise their **third mission**.

ISSN: 17412242

Publication Type: Journal Article

Availability: <http://www.inderscience.com/wrstd>

Update Code: 20170801

AN: 1658166, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Entrepreneurship ; New Firms; Startups ; Technological Change: Choices and Consequences; Diffusion Processes



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- 46.

Academic Journal

Title:

[The Incentive Effects of Missions--Evidence from Experiments with NGO Employees and Students](#)

Author: Gerhards, Leonie

Author Affiliation: Aarhus U

Source: European Economic Review, October 2015, v. 79, pp. 252-62

Publication Date: October 2015

Abstract: This paper studies the incentive effects of an organization's '**mission**' on the effort provision of agents. Across treatments, I exogenously vary how much the agents' and their projects' **missions** match. In the first study, NGO employees are assigned the role of agents in an online, one-shot, principal-agent experiment. In the second study, I replicate the experimental design with a student subject pool. In both experiments the agents' effort choices are, for any given piece rate, increasing in their **mission** match. In a **third** study, a laboratory experiment with a finitely repeated principal-agent game with random matching, I do not find a motivational effect of **missions**, unlike in my first two studies.

ISSN: 00142921

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1016/j.euroecorev.2015.07.012>

Availability: <http://www.sciencedirect.com/science/journal/00142921>

Update Code: 20151001

AN: 1524376, Database: EconLit with Full Text

Subjects: Stochastic and Dynamic Games; Evolutionary Games; Repeated Games ; Design of Experiments: Laboratory, Individual ; Altruism; Philanthropy; Intergenerational Transfers ; Asymmetric and Private Information; Mechanism Design ; Demand and Supply of Labor: General ; Nonprofit Institutions; NGOs; Social Entrepreneurship



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- 47.

[The challenging Australian policy context for university engagement.](#)

Academic Journal

By: Barker, Karen. Journal of Higher Education Policy & Management. Oct2015, Vol. 37 Issue 5, p477-489. 13p. 1 Diagram. Abstract: Despite the current broad agreement amongst Australian universities that engagement is now a core activity, the implications of that commitment are yet to be fully realised. The difficulties many universities face in articulating engagement as a strategic priority begin with the conceptual and definitional issues around the **third mission** and its shifting nomenclature. Government policy has provided little support and guidance around the definition and scope of engagement, while the lack of mandatory formal reporting on engagement outcomes and of dedicated base funding for engagement has hampered the development of benchmarks that could provide a sector-wide framework for engagement practices between universities and communities. This weak policy environment has contributed to the peripheralisation of engagement at the institutional level despite efforts within universities to make it a strategic priority. [ABSTRACT FROM PUBLISHER] **DOI:** 10.1080/1360080X.2015.1079384. (AN: 110220801), Database: Education Research Complete

Subjects: School involvement; Community & school; Universities & colleges -- Finance; Government policy; Universities & colleges -- Australia

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[PDF Full Text](#) (216KB)

- 48.
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RESPONSIBLE RESEARCH AND THE SEMANTICS OF UNIVERSITY'S **THIRD MISSION. A THEORETICAL DISCUSSION.**

Academic Journal

By: VARGIU, ANDREA. Studi di Sociologia. ott-dic2015, Vol. 53 Issue 4, p375-388. 14p. Abstract: According to literature, scientific research has undergone very profound and rapid changes in the last decades which implied, among other things, the emergence of the need for responsible scientific practices and attitudes. Accordingly, the European Commission has recently launched a specific Action Plan centred on Responsible Research and Innovation (RRI). The paper discusses some of the implications of the possible declinations of the term responsibility by schematically recalling such notions as answerability, imputability, liability in order to highlight the relational character of responsibility as a result of a complex interplay of expectations and anticipations about actions and their fallouts. Building on such premises, science-society relationships are reconsidered within an analytical framework based on a series of tripartitions. Thus, some relevant components of the concept of **third mission** are discussed, which concern key relational aspects (regulatory principles and involvement/participation of stakeholders), as well as drivers for action (interests) that are connected to different epistemologies and kind of impacts. Three possible declinations are then identified for each one of those components which taken altogether compose three relevant and relatively autonomous semantic areas of the concept of **third mission** which correspond respectively to knowledge transfer, public engagement and community engagement. Such dimensions are summarized within the RePAIED scheme based on Regulatory principles, Participation styles, Actors' interests and Emancipatory Dynamics. A proposal is finally sketched to use the RePAIED tripartition as an analytic tool for the assessment of RRI. [ABSTRACT FROM AUTHOR] (AN: 113558800), Database: SocINDEX with Full Text

Subjects: European Commission; Scientific knowledge; World War II



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- 49.
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The Attitude of Egyptian SET Academics towards Innovation: Universities and Innovation in a Factor-Driven Economy

Academic Journal

By: El Hadidi, Hala; Kirby, David A.. Industry and Higher Education, v29 n4 p293-303 Aug 2015. (EJ1070698)

In the modern knowledge economy universities are being required to operate more entrepreneurially, commercializing the results of their research and spinning out new ventures. The literature on the Triple Helix model (of academic-industry-government relations) is outlined, emphasizing--as does the model--the enhanced role that the modern entrepreneurial university plays in technological innovation. The study then examines the situation in Egypt where, as an earlier study demonstrated, innovation and the role of higher education in the innovation process are only weakly developed. Four hundred science, engineering and technology academics from eight of Egypt's private and public universities were surveyed to identify why this is the case. The results reveal that while there is considerable uncertainty amongst academics in both the private and public sectors about the role of Egyptian universities in the innovation process, there is recognition of the need for government intervention and support if the country's universities are to adopt this **Third Mission** function. The possible types of intervention and support are considered, which will be of relevance to both academics and policy makers in Egypt and other factor-driven economies., Database: ERIC

Subjects: Foreign Countries; Universities; Educational Innovation; Knowledge Economy; STEM Education; College Faculty; Teacher Attitudes; Teacher Surveys; College Role; Government Role; Entrepreneurship; Research and Development; Commercialization; Information Transfer; Industry; School Business Relationship; Government School Relationship; Ecology; Questionnaires; Interviews; Egypt



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- 50.

HOLISTIC EDUCATION -- A SUSTAINABLE MODEL FOR THE FUTURE.

Academic Journal

By: SAMPATH, ARAVIND. Corvinus Journal of Sociology & Social Policy. 2015, Vol. 6 Issue 2, p117-127. 11p. Abstract: The role of higher education and of universities stands at a critical position in the twenty first century. There exists a need to identify a sustainable paradigm for higher education and the existential role of universities. Additionally, the concept of the 'third mission' is becoming an important indicator across Europe for measuring the success of universities. The need to identify the existential role of universities and the need for a sustainable model of higher education and incorporation of the **third mission** presents an ideal opportunity for the development of a holistic model of evolution. This article argues that higher education can and should be viewed from a holistic perspective by introducing a new model called 'Telos' that describes the evolution of individuals and societies concerning many features of development from an integral perspective. Societal integration is identified as being part of the existential role of universities, with Telos as a framework applied through the **third mission** which acts to integrate individuals, businesses and society. [ABSTRACT FROM AUTHOR] DOI: 10.14267/cjsssp.2015.02.06. (AN: 112298464), Database: SocINDEX with Full Text

Subjects: Social integration; Holistic education; Higher education -- Europe

[PDF Full Text](#) (373KB)