



LEAD Workshops

## Leadership on research innovation

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### Two-dimensional university

General perspective: Education - Research



*"ivory towers" no permeability in – out of the outside world cont.*

- *no mass education*
- *not competitive, not on national, not on European /world scene*
- *modest financing, but modest demands as well*
- *assured for students, positions, salaries*
- *very limited number of universities*

*assurance of social position of the universities, their teachers and students - graduates*



### Topics

University and research context today

Research strategy and its relevance

Research, innovation and translational research

Question and issues to be discussed



### Research perspective:

- majority of the universities are humboldtian type of university
- majority claiming their research profile
- research itself much less competitive
- majority , if not all, funds are national
- international component less prominent
- much lower pressure for publishing as well as where to publish



### Globalisation

- it affects all human activities and processes
- demand for more research and research practices to address them
- need to promote a future development of a knowledge-based society, both in developed and developing countries



an increased strategic role for universities  
(WB, OECD, EU...)



### Facts on ERI triangle

Three roles of a modern university in the modern knowledge economy:

- Higher education
- Research and development
- Innovation and technology transfer



**Research today**

- Competitive
- International
- Pressure for publishing → quality  
→ quantity
- Collaborative
- To be transferred → innovation
- Importance of capacity → infrastructure  
→ human



**University reform** → **restructuring**

↓ ↓

- Global
- European
- Local

❖ economic crisis  
additional booster

World class universities • good (local and regional) universities • comprehensive universities • field-oriented universities • research universities • old and new universities



There is a clear need to develop Institutional research strategy

★

Clear vision on institutional profiling

★

A need to 'know' the institution – research strengths and weaknesses

★

To define and support role of teaching and research staff

★

Teaching/research/ students relationship



**The knowledge society: universities play the key role**

- Educating future employees and training researchers
- Key role in performing basic and collaborative research
- Performing interdisciplinary research
- Contributing to social and economic development
- Fostering international cooperation



**University classification (and ranking)**

- **Research**
- Teaching
- **Innovation**
- Internationalization
- **Regional impact**



**Institutional Networking & Linking with Society**

- the importance of universities to society and the economy
- Industry and local/regional/national authorities
- Research organisations
- Local/regional HE partners – universities and colleges
- International HE partners



### Directions for change

#### Questions instead of Directions:

1. Do we have **research capacity**?
2. Is our research **up-dated**?
3. Is our research **internationally** relevant?
4. Can we recognize easily **productive research group**? Do we support them?
5. Do we know what is our **research profile**?

Institutional level



#### The level of institutional ambitiousness:

- do we want to be one of many or one of few?

#### What is our critical mass?

- e.g.
- research
  - qualitative administrative support
  - good quality teaching, research-based
  - innovation

#### How to reach critical mass?



#### Questions instead of Directions:

What do we need?

1. Policy paper / Strategy
2. Capacity: human resources / infrastructure
3. Adequate financing



#### World Class University:

- **High concentration of talent** (faculty and students)
- **Abundant resources** to offer a rich learning environment and conduct advanced research
- **Favourable governance**

encourage

vision • innovation • flexibility

and

enable institutions to make decisions and manage resources without being encumbered by bureaucracy

*Jamil Salmi, 2009*



#### Prerequisites are:

- knowledge
- understanding of global/regional changes and context
- appropriate funding (mixed)
- strength from institutional to individual level



#### On World Class University:

“Everyone wants one, no one knows what it is, and no one knows how to get one”

*(Altbach, 2004)*



**Questions and issues to be discussed**

Does your university have a research strategy? Who participated in developing it?

What are the KPIs (Key Performance Indicators)?

Who are the stakeholders contributing to the research?

How much can a leadership support research and innovations?  
What are your expectations related to research?

What are the pros and cons for university rankings, nationally and globally? What is an alternative approach for quality?

How to choose partners for research cooperation?

