



# IF4TM

Institutional framework for development  
of the third mission of universities in Serbia

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**Definition of institutional policies  
to promote university third  
mission dimensions and activities**

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# IF4TM

## **D7.4 Definition of institutional policies to promote university third mission dimensions and activities**

Project Acronym:	IF4TM
Project full title:	Institutional framework for development of the third mission of universities in Serbia
Project No:	561655-EPP-1-2015-1-RS-EPPKA2-CBHE-SP
Funding Scheme:	ERASMUS+
Coordinator:	UKG – University of Kragujevac
Project start date:	October 15, 2015
Project duration:	36 months

Abstract	Definition of institutional policies to promote university third mission dimensions and activities
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## DOCUMENT CONTROL SHEET

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Title of Document:	D7.4 Definition of institutional policies to promote university third mission dimensions and activities
Work Package:	WP7 – Dissemination and exploitation
Last version date:	26/03/2018
Status :	Draft
Document Version:	v.14
File Name	D7.4 Definition of institutional policies to promote university third mission dimensions and activities v07.doc
Number of Pages	19
Dissemination Level	Public

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



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## 1. Introduction

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Universities should act as an important driver of economic development of the whole region<sup>1</sup> and should have two-way interactions with wider community. Beyond the teaching-research-entrepreneurial activities, modern higher education institutions (HEIs) should shift their focus toward creating developmental universities which collaborate with external actors, not necessarily with a focus on commercialization and profit-making, but rather with the broader purpose of contributing to social and economic development<sup>2</sup>.

The relationship between higher education and society is frequently referred to as the Third Mission (TM) of HEIs. It encompasses a wide range of activities involving the generation, use, application and exploitation of knowledge and other university capabilities in the service of broad society. TM should be integrated with other missions of HEIs - teaching and research.

TM can be incorporated with activities related to: (a) research (technology transfer and innovation, etc.); (b) teaching (lifelong learning/continuing education, etc.); (c) social engagement (public access to museums, concerts and lectures; voluntary work and consultancy by HEIs staff and students, etc.). In the era of the 'knowledge society', TM activities of HEIs have received substantial policy attention, as universities have been asked to optimise their roles as key players<sup>3</sup>. To be key players in TM activities, HEIs should promote this mission and be closer to wider population as much as possible.

TM should be promoted at three levels: (1) Government/Systemic level; (2) Institutional/HEI level and (3) Individual/Staff and Students level.

*Government/Systemic level:* Government can, through systemic laws in the higher education system give special attention on development of mechanism and policies for TM, including its wider promotion. Another role of public policy is to provide the necessary infrastructure and intermediate organizations such as technology transfer offices, science parks, and business incubators, which directly participate in TM activities. Government can stimulate collaboration through soft measures, such as providing specific support services to companies or HEIs in the search for partners and conducting outreach activities to promote networking and raise awareness of the importance of collaboration.

*HEI level:* To better promote TM, universities can appoint a vice-Rector with specific responsibility for leading Third Mission activities, including dissemination, communication and outreach activities. Management of HEIs should reinforce human capacity dealing with TM issue, meaning the number and quality of administrative staff devoted to TM promotion. In order to stimulate TM activities, HEIs should include this mission in their Statutes and other related Rulebooks. For professors' promotion, other criteria should be introduced, such as the number of consulting or R&D contracts with industry, income from patent licensing, number of spin-offs, number of start-ups by university faculty or graduates, volunteering activities<sup>4</sup>, etc. Universities can use various networks, such as EUCEN (European University Continuing Education Network), to additionally promote TM. EUCEN aims to contribute to the

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<sup>1</sup> S. Yusuf, "University-Industry links: policy dimensions", in *How Universities promote economic growth*, pp. 1-26, 2007.

<sup>2</sup> C. Brundenius, B. A. Lundvall, J. Sutz, "The role of Universities in innovation systems in developing countries: Developmental university systems-empirical, analytical and normative perspectives", in *Handbook of innovation systems and developing countries*, pp. 311-325, 2009.

<sup>3</sup> *Fostering and Measuring 'Third Mission' in Higher Education, Green Paper, 2012.*

<sup>4</sup> *These metrics can be seen in other documents/deliverables developed in the framework of IF4TM project.*



economic and cultural life of Europe through the promotion and advancement of lifelong learning within higher education institutions, and to foster universities' influence on the development of lifelong learning knowledge and policies throughout Europe. The publications such as strategic plans, the appointment and promotions policy documents, annual reports, newsletters, etc. are also effective means for promotion of TM activities from the side of HEIs, directed to wider population. TM-related activities within the HEIs are also related to the inclusion of some external community's representatives in the decision-making processes of the university or in creation curricula at HEIs. HEIs should facilitate the involvement of external communities in the teaching and research activities of the university, support and reward the involvement of the academic staff and students in community-related activities, and broaden the focus of teaching and research to include more attention to community needs and issues and to make knowledge available and accessible to external audiences<sup>5</sup>. An efficient mean for promotion of TM are web portals of HEIs and it will be imperative that special page(s)/menu should be devoted to TM. In that context the role of IT administrators at HEIs is particularly important.

*Individual level:* HEIs staff and students should participate in a wide range of activities which is aimed at better interaction and communication with wider community. Typical events for promotion TM in which participation of professor and students are valuable and necessary are Science and Education fairs, Researcher nights, various Competitions/Contests in the field, etc. HEIs staff should also facilitate knowledge transfer and innovation (through establishing spin-off companies, for instance); provide continuing education courses; facilitate social engagement; and, accordingly, help to connect the external communities with the resources of the university and vice versa.

*The structure of this document.* After this introductory part of this document, second section is devoted to recommendations for the promotion of universities' third mission. The main recommendations are composed around three aspects: (1) Gathering the information on third mission activities; (2) Making the gathered information publically visible; (3) Institutional policy for promotion of third mission. The third section deals with the reporting issue on the progress of promotion of TM activities. Conclusions are given in the fourth section of this document.

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<sup>5</sup> A. Vidal, N. Nye, C. Walker, C. Manjarrez, C. Romanik, "Lessons from the Community Outreach Partnership Center Program", Final Report prepared for U. S. Department of Housing and Urban Development, 2002.



## 2. Recommendations for the promotion of universities' third mission

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The promotion of universities' third mission (TM) is very important in order to mobilize the academic community and resources of HEIs to participate and realize the goals of TM, but also to inform the external world that HEIs can contribute to development of to the society, besides into well known two missions (education and research). Unfortunately, many teaching and research staff are not aware of the potentials of the TM to their professional development, and laso, to development of their HEI. On the other hand, many companies and institution, are not aware that HEI can be their partners in many development projects that are not directly linked with the education and research.

In order to help HEIs to better promote their TM activities and potentials, this chapter provides the guidelines and recommendations that can be useful when they plan promotion of their TM activities.

Section 2.1 *R1 – Gathering the information on third mission activities* advocates use of a systematic and centralized approach to the process of collecting necessary information on third mission activities needs, supported by an appropriate IT system for data collection. HEIs should establish an appropriate policy to make reporting on third mission activities mandatory for all participants and set up an effective methodology for data collection that also includes indicators for monitoring of TM activities.

Section 2.2 *R2 – Making the gathered information publically visible* provides recommendations for effective dissemination of TM activities and achieved results. It emphasize the importance of integral use of media, but also the importance of allocation of sufficient budgets for communication policies. It is also important the HEI's web site offer contents relevant to different and precisely defined target groups.

Section 2.3 *R3 - Institutional policy for promotion of third mission* explains the importance of establishing of HEI's policy for promotion of their TM. The policy is specified by a set of rules and guidelines which outlines how institution should develop proper management documents and later how to promote interaction with teachers, students and researchers in the promotion of a third mission must be established. The promotion policy will help the HEIs to keep control of the message it is sending about the third mission. HEI's Policy Statement should provide guidelines and flexibility to maximize all activities planned for promotion of TM and will create awareness on policies and management documents regulating TM in HEI's staff and wider community. The institutional policy needs to specify: the conflict of interest statements, promotional policy objectives, roles and responsibilities within promotional activities within HEI's structures, types of promotional activities and monitoring, evaluation and reporting on promotional activities.

### 2.1 R1 – Gathering the information on third mission activities

One of the shortcomings detected in the various analysis and surveys conducted at Serbian universities related to the topics of third mission, particularly from the aspect of their promotion and availability of relevant data, is the **absence of systematic approach** to the





collection of information on the realized activities within all three dimensions of the third mission.

During the surveys and analysis, data were mainly collected using various sources of information (centers' and offices' websites, faculties' websites, online catalogues, printed materials, direct contact with the units' staff, etc.) that are in many cases incomplete and out of date. This prevents both the university management and the potential users to create a clear picture on available activities and opportunities offered at Serbian universities.

On the other hand, the incompleteness and unavailability of relevant information hinders any university effort to create the clear policy on the further development of these activities, since the current state-of-the-art in this field cannot be accurately defined.

These reasons bring to the conclusion that a **systematic and centralized approach** to the process of collecting necessary information on third mission activities needs to be introduced at the level of university in order to create the solid ground for any further developments, as well as monitoring and promotion of achievements in this area.

This kind of systematic data collection is best supported with appropriate **IT tool/system** structured in such a way to provide:

- Easy entry and update of information on third mission activities by both institutions within university (faculties, centers, offices, etc.) and individuals engaged in those activities (professors, researchers, students and administrative staff);
- Simple and clear preview of entered data in databases presented to end users in appropriate way (generic reports, statistical reports, graphical presentations, etc.);
- Reliable and well-structured databases;
- Customized search options that enables every citizen to get necessary information from university website based on collected data in databases;
- University open data portal with selected data sets available to the public as machine readable data; it allows public participation of individuals and companies in using of the data for their further processing, analysis and re-publishing, leading to technological innovations and economic growth in the fourth digital revolution;
- Friendly and easy-to-use interface
- Easy maintenance.

Having in mind that this IT system for data collection needs to be conducted at the level of university, it is recommended that its regular updates and maintenance are delegated to the **university information center** (if any) or other **centralized university unit** responsible for managing IT system.

This unit should be responsible for the development of user panels, defining user roles and different levels of access (user accounts) for all who enter the data on behalf of faculties, units and individuals.

However, the mere existence of such system and delegation of responsibilities for filling in and updating the systems is not sufficient by themselves to create the desirable results and impacts. Since all information to be entered need to be gathered from the individual faculties' or university' units, research groups, university staff (professors, researchers, administrative staff, etc.) and students, their active and permanent involvement in this process needs to be secured. This can be achieved through the overall university policy (e.g. **Rulebook on using the university information system**) to make reporting on third mission activities mandatory for all participants, at the level of university, its member faculties, organizational





university/faculty units, centers and offices, and individuals (professors, researchers, students and administrative staff). Additionally, this policy needs to define clearly the flow of information, frequency of data entry, type of data, responsibility of participants in data collecting, etc.

In this way, a constant flow of relevant and up-to-date information to the university information system will be ensured.

### Methodology for data collection

Having in mind that third mission activities vary significantly in form and content, a separate user panels for data entry should be developed within university information system for each third mission dimension and for each indicator defined for monitoring of achievements.

Indicators recommended for monitoring of third mission activities are presented in the *D6.2 Metrics for monitoring the third mission activities*.

Besides quantitative data for some indicators, additional qualitative data will be gathered that can be useful for monitoring in this area.

Some examples of data collection for some of the indicators within TTI dimension of the third mission are presented below.

Indicator	Quantitative data	Additional data
TT3: Number of patents – total and new	<ul style="list-style-type: none"> <li>Total number of active patents</li> <li>Number of national patents</li> <li>Number of international patents</li> <li>Number of new patents in reporting year</li> </ul>	<ul style="list-style-type: none"> <li>Field of science</li> <li>Date of application for IP protection</li> <li>Name of the applicant</li> <li>IP protection reference number (per Intellectual Property Office)</li> <li>Cumulative costs of patent application and maintenance</li> <li>Status of return of investment in %</li> </ul>
TT4: Number of spin-offs	<ul style="list-style-type: none"> <li>Total number of spin-offs</li> <li>Number of spin-offs established in reporting year</li> </ul>	<ul style="list-style-type: none"> <li>Name of entity established</li> <li>Founder data</li> <li>Date of establishment</li> <li>Field of technology</li> <li>Technology transferred</li> <li>University staff engaged (name and level of engagement)</li> </ul>
TT6: Number of collaborative research agreements with companies where companies are included	<ul style="list-style-type: none"> <li>Number of agreements</li> </ul>	<ul style="list-style-type: none"> <li>Parties involved (institutions)</li> <li>Staff involved (professors and researchers)</li> <li>Type of research project</li> <li>Scientific field and technology in question</li> <li>Project duration</li> <li>Main results</li> <li>Generated income (if any)</li> </ul>



Besides these indicators presented in D6.2, there are also some recommendations in the *D4.1 Guidelines for establishing the integrative approach in continuing education at the university level* related to the monitoring of continuing education activities that need to be included in the information system for monitoring of third mission activities. These recommendations include the collection of data concerning:

- Title of the continuing education program
- Provider (institution where the program is realized)
- Lecturers
- Number of hours
- Period of realization
- ECTS credits (if applicable)
- Initial number of attendees
- Number of attendees who successfully completed the program
- Type of certificates.

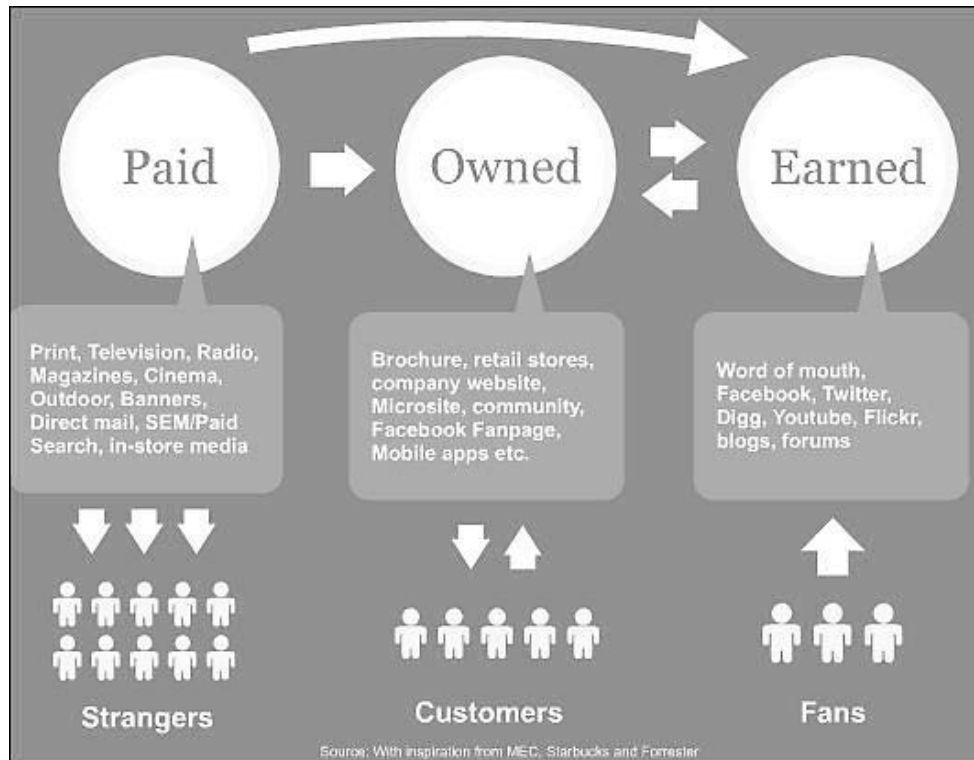
These data are delivered to the Committee for Quality Assurance and Assessment within the procedure of registration and approval of new continuing education (as defined in D4.1). Once the program is approved, the Committee's working body will enter the relevant data into the information systems.

On the other hand, D4.1 also recommends the annual reporting on the realized continuing education activities to the university centralized CE unit or Department for Education and Student Affairs.

## **2.2 R2 – Making the gathered information publically visible**

In the same manner that data get their purpose only when they are interpreted to information, the information achieve their meaning only when they are communicated to the target groups. Therefore, analyses and various studies deliver value only in the process of their communication to interested public.

There are numerous tools that can be employed for the dissemination of information, while the most used ones by HEIs are: print, online media and events. The overall recommendation is to apply all media integrally, in order to achieve synergetic effects. However, the cost of the use of certain media usually hinder HEIs and research teams to consider them, while in the most of the cases, they rely on either owned or earned media, rather to paid ones. It is observable from the following picture that the weakness of that approach lies in the fact that the reach is quite smaller compared to the option that the paid tools are used. Nevertheless, given that many programmes (e.g., Erasmus plus, Horizon 2020, Interreg, RRPP, etc.) increasingly highlight the importance of the project visibility, we may conclude that this notion will be translated to practice through the increasing budgets allocated for communication activities.



Nonetheless, one should not underestimate the power of earned and owned media, since they usually gather the fans of the particular HEI or of the certain topic that a project pertains to, while these fans are usually perceived as the opinion leaders (i.e. influencers) in their own communities. Consequently, they can serve as the brand ambassadors, who will spread the positive word about the project/HEI and therefore, they should be continually informed and appreciated. One of the most effective ways to perform this activity is to create database of fans, by offering of the possibility to subscribe for the newsletter or e-brochure at the specific website. According to law, subscription to media have to be consensual, meaning that e-mail addresses or other private information of users can be collected only upon their acceptance of the Terms of use and provision of the consent to receive the newsletters/brochures. Starting from the March of 2018, new law has been put into force in EU, stipulating that the consent received by users have expiry date, i.e., they need to be revisited in regular periods of time (depending on the sector in which organization works, it varies from a few weeks to few years) and asked to reconfirm their willingness to receive the promotional materials.

The second stage of the strategy and, later on, of the tactical plan should be understanding of the values that the website of the HEI should offer to its different target groups. Actually, communication strategists and administrators should answer to the questions: Why would the user come and stay at our website? What reasons would make them to return to our website? What kind of information they are looking for? How can we incite them to share their positive word of mouth with their community? Naturally, the answers to all of these questions will differ regarding to the situation factors and sector in which HEI operates in. Nevertheless, there are some guidelines that can be effectively applied in the majority of cases. The website needs to be: i) user-friendly; ii) interactive; iii) with a layout that users expect to see; iv) continually fed with the current and interesting information; v) integrated with social media. Provided that new generations are digital natives, while they prefer visual to verbal manner of communications, this kind of content should be put forward in the process of developing and publishing of web materials for HEIs.



	Students	Researchers	Public	Administrators
Technical requirements	<ul style="list-style-type: none"> <li>integrated with social media</li> <li>visual content</li> <li>highly-responsive</li> <li>adjusted for the use on the cell phones</li> </ul>	<ul style="list-style-type: none"> <li>efficient browsing</li> <li>usual layout</li> <li>verbal content</li> </ul>	<ul style="list-style-type: none"> <li>professional appearance</li> <li>attractive design</li> <li>easily-read news (without scientific vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>backend platform easy to use</li> <li>time-saving maintenance</li> <li>suitable capacities for traffic and type of content</li> </ul>
Content requirements regarding Third Mission	<ul style="list-style-type: none"> <li>Legal acts and by-laws on studying</li> <li>Volunteering opportunities</li> <li>Calls for mobility, competitions and entrepreneurship possibilities</li> <li>Workshops, trainings and other LLL activities provided at their HEIs</li> <li>Calls for startup centers and collaborative projects</li> </ul>	<ul style="list-style-type: none"> <li>Legal acts and by-laws on teaching and research work</li> <li>Volunteering opportunities</li> <li>Calls for mobility, visiting lectureship and other CE opportunities</li> <li>Workshops, trainings and other LLL activities provided at their HEIs</li> <li>Patent protection and spin offs</li> </ul>	<ul style="list-style-type: none"> <li>Press room at the website</li> <li>Video gallery (with interviews and coverage in media and YouTube)</li> <li>Contacts of PR officer and other relevant staff</li> <li>Web-shop with HEI's (project) memorabilia</li> <li>FAQ</li> </ul>	<ul style="list-style-type: none"> <li>Regulations on the HEI's visual identity elements</li> <li>Website map</li> <li>Templates to be used for the submission of content by researchers, students and general public</li> <li>Frequently asked questions on technical issues</li> </ul>

In the previous table the main requirements of website are depicted according to the major target audiences of HEIs, but these lists should not be regarded as the exhaustive, but more as the necessary parts of the successful website. The one of the sections that could not be overlooked is certainly the one with the various templates which concern various aspects of third mission of the University. Some of the templates that should be included are:

- Forms for application for diverse LLL events at the HEIs
- Documentation to be filled in for application for Erasmus plus and other forms of mobility, as the part of CE
- Templates for the realization of volunteering activities – application, report on the completion, certificate
- Reports on the conducted charity work
- Templates for the commercialization of the research ideas, such as: Material transfer agreement, Confidential disclosure agreement, Research collaboration agreement, Form for the application for patent, etc.



It is generally known that we live in the world of information overload, in which countless number of media struggle to draw user's attention. In that sense, it becomes even more indispensable to create and offer content that is individually customized, relevant and provided on different platforms. Therefore, HEIs must be present on at least the most used social media (namely, Facebook, Twitter, LinkedIn and Instagram) and be in the constant correspondence with their target audiences. They need to update their content at least on the daily basis and to provide them adjusted to the each of the platforms (e.g., it should be noted that Instagram features pictures, while Twitter put more weight on the verbal message, while LinkedIn offers blogging opportunities). The web sites adjusted to the preview and usage on the smart phones are imperative in the world of modern communications.

Finally, for the purpose of the preservation and growing of the community around a HEI, the most prominent members need to be rewarded. They can be honoured in multiple ways, such as: by giving them some of the HEI's memorabilia, offering them discounted prices to certain courses of LLL offered at HEI, mentioning them or interviewing them for the online media run by the HEI, offering them to promote their examples of good practices, etc. In this way, their loyalty will increase, while they become even more dedicated brand ambassadors and help building the larger member-base.

### **2.3 R3 - Institutional policy for promotion of third mission**

In order to properly implement Third mission on Universities, set of rules and guidelines set forth by HEIs which outlines how institution should develop proper management documents and later how to promote interaction with teachers, students and researchers in the promotion of a third mission must be established.

This set of rules i.e. promotion policy will help the HEIs to keep control of the message it is sending about the third mission, as well as to dictate appropriate actions that employees can take when dealing with outside community which is an important part of this mission.

Based on the good practice and experiences in implementing of the third mission legal framework during implementation of the project we prepare outline as to how promotion policy should be structured.

#### **Policy statement**

HEI welcomes and encourages all activities on developing third mission in the fulfillment of its mandate and create new value. Activities on promotion of third mission activities are strategic opportunity to leverage HEIs considerable assets in developing new services and become important part of the Community development. Important benefit of this policy will be ability to attract and increase cooperation between community and HEI staff, by increasing awareness on the TM resources available on HEI.

This policy should provide guidelines and flexibility to maximize all activities planned for promotion of Third mission and in the same time will safeguard university core values, reputation, assets and interests of the institution, academic community and partners which are not part of university community.



Policy is developed based on the internal needs analysis in conjunction with the scan of best practices among national and international HEIs in developing and implementation of policies regarding promotion of third mission.

In order to achieve and fully implement promotion of third mission activities it is strongly recommended to develop close cooperation with internal experts already involved in third mission development (on policy, legal framework, promotional, technological, educational, socio economic or any other level). Support of the external experts is also recommended since wide and complex areas of activities which can be covered within third mission of university, and close cooperation which involves partners from non-university community into full implementation and development of this mission.

## **Purpose**

Main purpose of promotional policy is to create awareness on policies and management documents regulating third mission in HEIs staff and wider community.

During implementation of the project IF4TM team completed reports on the regulatory documents of the all levels on the partner HEIs. Those policy documents includes and are not limited to strategic documents, mission and vision statements, action and activity plans, statutes, rulebooks, regulation documents etc.

## **Conflict of interest statement**

The purpose of Conflict of interest statements in this policy is to conserve and enhance public and staff confidence and trust in the integrity, objectivity and impartiality of HEIs engagement in third mission activities. The Conflict of interest statements seeks to minimize the possibility of Conflicts of interest occurring or being perceived to exist between the private interests of individuals and their roles and responsibilities with HEIs and to ensure that if any real, potential or apparent Conflict of Interest does arise, it will be resolved appropriately.

In considering any potential promotional opportunity, all HEIs employees are required to adhere to the Conflict of Interest statements in carrying out Promotional activities. Employees are required to report any real, potential or apparent Conflict of Interest to the proper HEIs body

## **Promotional policy objectives**

Overall objectives of promotional policy should be:

- Enhance the visibility and strengthen the reputation of third mission activities HEIs to employees, students and the general public.
- Enhance the HEIs by offering added-value services, and contribute to reliable and qualitative third mission implementation





## **Roles and responsibilities within promotional activities within HEI structures**

*University and their management team should:*

- During reviewing and updating policy documents make sure to incorporate best practices and to align all activities related with third mission in to policy documents.
- Work with faculties/departments/institutes/centers to identify and maximize promotional opportunities
- Advise faculties/departments/institutes/centers on newly developed strategic, legal or any other regulatory processes and approaches.
- Identifying any real, potential or apparent Conflict of interest that may result from third mission activities.
- Long-term planning of the promotional policies activities, in the form of preparing strategic approach to this activities and action plan for implementation (at least on the annual basis)
- Recommendations to faculties/departments/institutes/centers how to manage and properly deliver promotional activities.
- Working with faculties/departments/institutes/centers to review and evaluate promotional activities.
- Establishing systematic and centralized approach to the process of collecting necessary information on third mission polices related at the level of university.
- Regular updates and delivery of newly developed policy documents and rulebooks are delegated to the university information center (if any) or other centralized university unit responsible for managing IT system, which will disseminate that information to faculties/departments/institutes/centers IT centers.

*University and their faculties/departments/institutes/centers team should:*

- Ensure that all promotional activities and executed agreements comply with this policy and that staff abide by its provisions.
- Identifying or proposing Promotional opportunities, including benefits and potential costs, to University.
- Identifying any real, potential or apparent Conflict of interest.
- Developing performance metrics for monitoring Promotional activities;
- Evaluating Promotional activities, before and after, according to established criteria and metrics.
- Obtaining all necessary internal approvals.
- Executing, activating and implementing final Promotional Marketing and Sponsorship activity benefits and agreements.

### **Type of promotional activities**

*Visibility related activities*

Policy documents regarding third mission should be openly approachable on the official site of universities and all their corresponding bodies.

*Capacity building programs*

After preparation of the new policy documents capacity building programme should be prepared and delivered to university staff (managers, trainers, administration). After





completion of this programme trainees of this program should be trained to organize short trainings on presented subject to faculties/departments/institutes/centers staff.

### *Trainings*

Short trainings for university staff for acknowledgment of the policy documents regulating third mission activities.

### **Monitoring, evaluation and reporting on promotional activities**

All Promotional activities must include proposed key performance indicators for measuring the results and impacts of the Promotional activity as and not limited to;

- A summary of the Promotional activity, including description of program, event, activity or Sponsored asset;
- Description of all parties involved (internal and external), including roles and responsibilities;
- Communication plan, including strategies to launch, advertise and promote activity to wider community;
- Implementation plan, including activation requirements, installation, maintenance, permits, and other operational logistics; and
- Description of any real, potential or apparent Conflict of Interest related to the Promotional activity.

Following the completion of a promotional activity, the lead partner implementing the specific type of activity must prepare report outlining:

- The Promotional results and impacts, including successes, challenges, and “lessons learned”; Media impressions and stakeholder or customer feedback.
- Attendance, participation or adoption rates;
- Re-evaluation or validation of ROI calculation and benefit analysis; and
- Evaluation against pre-determined targets.

This report shall be submitted to the University bodies for inclusion in a central database for Promotional activities and to inform HEIs management.



### 3. Reporting on the progress of promotion of 3M activities

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For the purpose of continuous and systematic work on improving all aspects of the third mission, the universities should implement the monitoring of realized activities and progress indicators, as well as the evaluation of their quality, in the form of the annual reports. The responsibility for submitting these reports is best to be entrusted to one of the vice-rectors of the university, in the general case to the vice-rector for science. The appointed vice-rector would submit his report to the University Council, which had previously considered and approved the University Senate.

The analysis carried out within the IF4TM project led to the conclusion that the best way to systematically monitor all aspects of the third mission is through a centralized university IT system. In case that such a system exists, monitoring the implemented activities is very simple. The competent authorities of the university, in this case, may, at any time, request relevant information from the university IT department. The necessary prerequisite is that university regulations ensure the obligation of individual faculties, university centers, all teachers and researchers at the university to regularly enter relevant data into the system.

In the case that there is no unified IT system at the university level or if it is in the process of the creation, the vice-rector may request the assistance of relevant units or services at a university, responsible for the development of certain aspects of the third mission, for writing his annual report. For example, if there is a Technology Transfer Center at the university, it is logical that the head of this center compiles a portion of the report related to the third mission that relates to the dimension of technology transfer and innovation. The same applies to the Center for Lifelong Learning and the dimension of continuous education. As long as unified IT systems at the university are not put in place, and until procedures for the centralization of third mission activities are adopted, part of the data will have to be supplied by contacting the management of each faculty and sending the questionnaires to be filled out.

The annual report must contain all the statistical data related to the realized activities and progress indicators, the analysis of planned and finished, as well as the proposal for further development. First topic to be reported should be an overview of regulatory changes related to the third mission of universities, such as changes to the statutes and strategies, as well as the adoption of action plans and appropriate procedures and policies. It should be also described what has been done in terms of ensuring the quality of the performed activities. The report should include data related to communication, dissemination and promotion of the third mission at individual faculties, among teachers, researchers and students, within scientific conferences and fairs or in specially organized meetings.

The report must include monitoring the progress indicators that have been adopted for each of the three pillars of the third mission, such as:

Continuing Education: Number of CE programs realised that year, Number of newly accredited programs, Number of CE participants that year, Number of ECTS awarded to participants, Earnings from continuing education.

Technology Transfer & Innovation: Income from licences, Number of patents registered, Number of established spin-offs, Earnings from contracts, Number of collaborative research



agreements with companies where technology transfer is included, Number of contracts for access to university space, facilities, equipment and services, Number of hours taught by industrial lecturers.

Social Engagement: Number of students from the minority groups, Number of students with disabilities, Number of active councils of employers.

The adopted report, for the sake of transparency, should be published on the website of the university, possibly on a special page reserved for news in the area of the university third mission. In case there is a page with a register of employees at the university, their records should also include data related to the results achieved in the domain of the third mission, especially if they are evaluated for the promotions.



## 4. Conclusion

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In conclusion, the Serbian HEIs should fulfil several tasks in order to provide implementation of the Third Mission:

### Creation of a database

- introduction of an appropriate IT tool/system to provide an appropriate database at the level of HEIs which will be regularly updated by an information center or unit responsible for managing IT system.
- in order to ensure updating of the database, all individuals involved must provide regular data entry as part of their mandatory duties regulated in already existing university acts or in a specially developed document. A unique methodology which ensures qualitative and quantitative data collecting as well as monitoring of activities must be developed and used.

### Public availability and visibility

- all the information about TM activities gathered by the information center or unit must be publically visible so they can reach the target groups. This can be done through printed material, online media or organized events. For the best results it is recommended to use them all, although their usage may be restricted by the HEIs finances considering the fact that some of them need outsourcing.
- HEIs must try to target the so-called opinion leaders in their own communities who can serve as the brand ambassadors (creation of database, subscription to newsletters, etc.). In doing so, HEIs must consider the preferences of the target groups regarding the features of the website.
- they must also be present on at least the most used social media (namely, Facebook, Twitter, LinkedIn and Instagram) and be in the constant correspondence with their target groups. They should also provide regular updating of their content and adjust the content to the each of the platforms. And the last, but not the least, HEIs must consider rewarding the most prominent members to ensure the preservation and growth of their community.

### Promotion

- to develop close cooperation with internal experts already involved in third mission development
- Conflict of Interest statements in carrying out promotional activities to minimize the possibility of Conflicts of interest occurring or being perceived to exist between the private interests of individuals and their roles and responsibilities with HEIs and to ensure that if any real, potential or apparent conflict of Interest does arise, it will be resolved appropriately.
- assign tasks to university management team within promotional activities
- assign tasks to university and their faculties/departments/institutes/centers team within promotional activities.



- implement visibility related activities (to ensure availability of the Third Mission activities), capacity building programs (for university staff to implement the Third Mission) and trainings (to acknowledge the policy documents regulating third mission activities).
- Provide tools for monitoring and measuring the results and impacts of the promotional activities as well as for reporting on them

### **Monitoring and reporting**

- in the form of the annual reports based on the database provided by a centralized university IT system and submitted to the university council by the vice-rector for science or any other HEI official with similar responsibilities.
- the report should contain all relevant information regarding implementation of the Third Mission (realized activities and progress indicators, the analysis of planned and finished, as well as the proposal for further development) as well as an overview of regulatory documents in connection with the TM.
- the report should be published on the website of the university and the university staff records updated in line with their involvement in the TM implementation

Obviously, all the mentioned activities require additional efforts of the university staff and engagement of the existing facilities so that the TM activities could be promoted effectively. However, they are necessary if universities want to step forward and undertake responsibility for the development of the society. Therefore, they must pay special attention to promotion of these activities not only among the external stakeholders, but also among their employees to raise awareness of the importance of the Third Mission and if necessary, to minimize resistance to new challenges.



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Co-funded by the  
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