China Intellectual Property Management Network

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REPORT ON THE LEVEL OF TECHNOLOGY TRANSFER AND INTELLECTUAL PROPERTY AWARENESS AND TRAINING NEEDS

D1.1.2

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CIPnet Consortium

European Union

- Jagiellonian University (Poland) – Project Coordinator
- University of Alicante (Spain)
- Maastricht University (The Netherlands)

China

- Beijing Institute of Technology
- Renmin University of China
- Lingnan Normal University
- Nankai University
- Southwest University
- Chongqing Three Gorges University
- East China University of Political Science and Law

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LIST OF ACRONYMS

BIT	Beijing Institute of Technology
CIPnet	China Intellectual Property Management Network
CTGU	Chongqing Three Gorges University
ECUPL	East China University of Political Science and Law
EU	European Union
HE	Higher Education
HEI	Higher Education Institution
IP	Intellectual Property
IPR	Intellectual Property Rights
JU	Jagiellonian University
KT	Knowledge Transfer
LNU	Lingnan Normal University
MU	Maastricht University
NKU	Nankai University
RUC	Renmin University of China
R&D	Research and Development
R&I	Research and Innovation
SWU	Southwest University
TT	Technology Transfer
TTO	Technology Transfer Office
UA	University of Alicante
WP	Work Package

1. INTRODUCTION

1.1. CIPnet Project

The CIPnet project "China Intellectual Property Management Network" is an Erasmus+ Capacity Building project, within KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education.

The project aims at promoting the modernisation and harmonisation of Intellectual Property Management practices in the higher education system, with a view to enhance university-industry collaborations and contribute to economic and social development in China.

The specific objective of the CIPnet project is to establish a **National Higher Education Intellectual Property Management Network** as a learning platform to foster the modernisation, harmonisation and strategic planning of IP Management practices and regional integration in Higher Education of China.

CIPnet operates targeting the Chinese Higher Education system, thanks to a complementary consortium involving seven of the most relevant Chinese Higher Education Institutions (HEIs) with geographical balance and three European HEIs with a long-standing experience in Technology Transfer (TT), Intellectual Property (IP) Management and international cooperation. The project is fully aligned with the Chinese Government TT and IP Policy and will be an excellent complementary bottom-up initiative to build the capacity of the Chinese Universities in TT and IP management.

The CIPnet project is implemented by the following consortium:

1. Jagiellonian University (Poland)
2. University of Alicante (Spain)
3. Maastricht University (The Netherlands)
4. Beijing Institute of Technology (China)
5. Renmin University of China (China)
6. Lingnan Normal University (China)
7. Nankai University (China)
8. Southwest University (China)
9. Chongqing Three Gorges University (China)
10. East China University of Political Science and Law (China)

The CIPnet activities have been designed based on an analysis exercise that underlines a general lack of know-how for establishing and implementing clear-cut strategies for the

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protection and exploitation of research results. CIPnet will tackle the identified problems and carry out activities to improve the situation at different levels:

- **At Higher Education strategic level** there is a need for institutional change based on knowledge sharing and standard IP management strategies leading to standard procedures on the protection of IP results at institutional level. A networking approach fostering the enrolment of other HEIs in China out of the consortium is also needed. The involvement of governmental bodies as associate partners will also be promoted.
- **At operational level**, enhancement of staff from TT/IP Offices, university researchers and students and the guidance for setting up a National Higher Education Intellectual Property Network – CIPnet – is considered essential for promoting a change in this area.

The project has been grouped into six work packages. The main objective of *activity 1.1 - Analysis of the level of IP awareness and use of IP tools within HEIs* within *WP 1 - Benchmarking & Needs Analysis Activities* was to carry out a survey on IP & TT within Chinese HEIs, with a special focus on Technology Transfer Offices and researchers, in order to assess the starting point of the network activities, define areas for improvement/training and detect existing good practices.

The analysis was carried out jointly by all partners – this required the effort of EU partners for needs analysis guidelines and survey definition as well as of Chinese partners to collect and obtain relevant results. WP 1 was coordinated by UA, project partner, with the support of JU, project coordinator. This report is one of the main outputs of the CIPnet project, specifically deliverable D1.1.2 “Report on the level of TT&IP awareness and training needs” and it will be used to better define crucial project implementation aspects.

1.2. Methodology

In order to conduct the analysis, WP leader - UA developed the Analysis Methodology on the level of TT&IP awareness and training needs consisting of the Guidelines and Questionnaire and shared it with the consortium for feedback. This document includes the description and all relevant details of this activity, including tasks and responsibilities to be undertaken by each partner. The final questionnaire, looking at the Technology Transfer and Intellectual Property Management system at Chinese universities, was translated to Chinese by the Beijing Institute of Technology.

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The Chinese partners disseminated the questionnaire from November to December 2018 through formal and informal channels obtaining responses from 86 universities. The preliminary results of the survey were presented during the Management Meeting that took place on 21st December 2018 at Law School of Renmin University of China, Beijing. The data received through surveys was summarised by all partners and provided to the WP leader that consolidated the information and prepared the Report on the level of TT&IP awareness and training needs.

The Report on the level of TT&IP awareness and training needs is divided into two sections according to the target groups that have been defined:

- **Technology Transfer leaders / managers** from Chinese partner HEIs and other Chinese HEIs with an overall vision of strategy and activities of the institution in TT & IP management
- **Researchers** from partner Chinese HEIs and other universities involved in TT & IP management

According to the project proposal project partners should collect data from 200 respondents across the two target groups. Therefore, each project partner organisation was asked to clearly define their sample size and the method of data collection (paper based, face-to-face interviews, focus groups, meetings...). The questionnaires were distributed by e-mail, WeChat and QQ (instant messaging software service), although some Chinese partners contacted the HEIs by phone before sending the questionnaires. Two Chinese partner HEIs (RUC and BIT) cooperated to conduct the research. The questionnaires were distributed to HEIs located in:

- **Beijing-Tianjin-Hebei region**, where 3 Chinese partners are based (BIT, RUC and NKU)
- **Yangtze River Delta region**, where 1 Chinese partner is based (ECUPL)
- **Chongqing**, where 2 Chinese partners are based (CTGU and SWU)
- **Zhanjiang**, where 1 Chinese partner is based (LNU)

Although Chinese partners mainly surveyed HEIs in their own region, some of them also surveyed HEIs in other regions. That is the case of LNU that surveyed HEIs under the administration of Hebei province and in Tianjin; SWU that also surveyed HEIs located in the provinces of Gansu, Guangxi, Guizhou, Yunnan, Shandong and Sichuan and CTGU that surveyed institutions from 5 provinces of China, covering 1 coastal province in east China, 1 inner land province in middle west China and 3 provinces in southwest China. What is more, the coastal province in east China covers all the high-level and top-level universities and the province itself belongs to the advanced and developed regions in China. Other provinces

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belong to less developed regions in China and relatively lag behind the advanced eastern parts of China.

Chinese partners collected data from **180 respondents** as follows:

Partner	Number of HEIs	TTO	Researchers	Total respondents
BIT & RUC	24	27	23	50
LNU	11	6	13	19
NKU	19	18	13	31
SWU	15	15	15	30
CTGU	15	15	15	30
ECUPL	14	8	12	20
Total	**86**	**89**	**91**	**180**

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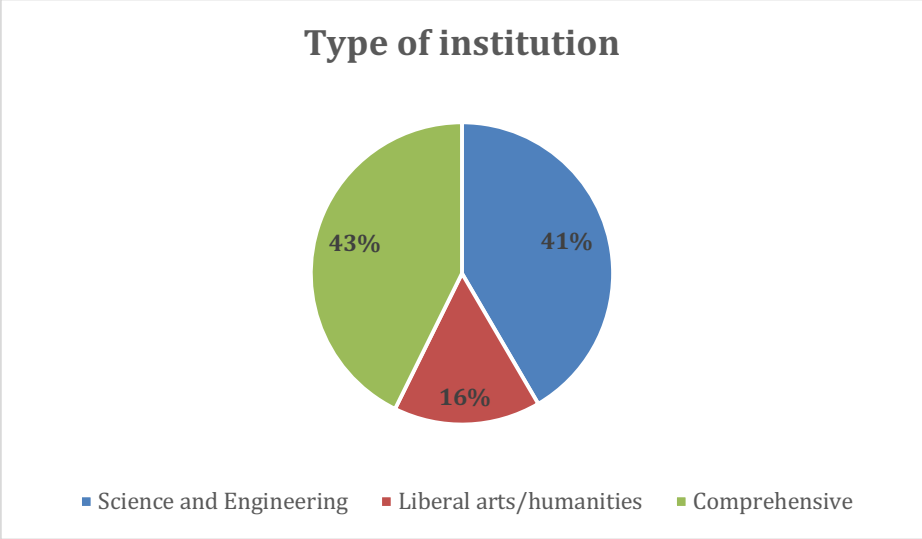
2. MAIN RESULTS AND FINDINGS FOR TTO LEADERS/ MANAGERS

2.1. Data concerning respondents[1]

One of the targets addressed by the survey was **Technology Transfer leaders / managers** from Chinese partner HEIs and other Chinese HEIs with an overall vision of strategy and activities of the institution in TT & IP management. Almost half of the respondents (89) belongs to this target group.

Among the 89 respondents, 43% (38) were from Comprehensive institutions, 41% (37) from Science and Engineering institutions and 16% (14) from Liberal arts/humanities.



[1] In the Chinese university ranking, there are five types of universities, classified on the basis of academic standards:
Comprehensive university refers to a comprehensive and powerful institution of higher education (including philanthropy, literature, science, engineering, management, law, medicine, agriculture, forestry, economics, education, art, etc.), a large-scale school with strong scientific research. (https://baike.baidu.com/item/%E7%BB%BC%E5%90%88%E6%80%A7%E5%A4%A7%E5%AD%A6/5076820).
The **985 project** refers to the major decisions made by the Communist Party of China and the State Council of the People's Republic of China at the turn of the century to build a world-class university. https://en.wikipedia.org/wiki/Project_985
The **211 project** refers to the construction of a number of high schools and a number of key disciplines facing the 21st century. https://en.wikipedia.org/wiki/Project_211
Ordinary universities are divided into two levels: level 1 and level 2. **Level 1** refers to the national key universities, except except 985 and 211. The rest are **level 2**. The universities outside the above lists are collectively referred to other levels.

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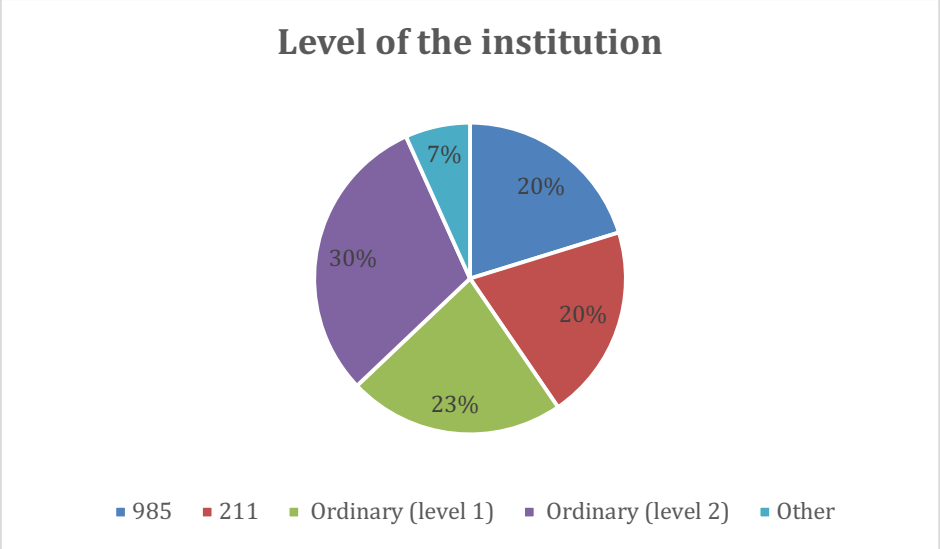
30% of the respondents' institutions were Ordinary (level 2[2]), 23% Ordinary (level 1[3]), 20% top level universities (985 project), 20% high level universities (211 project) and 7% from other levels.



2.2. Technology Transfer and Intellectual Property Environment

The survey results show that, according to TTO leaders, 79% of the investigated universities have a **Technology Transfer Office** or a functional department similar to a TTO, 92% have a department or **office for IPR management** and that most of them have intellectual property management policies. This is more common in 985, 211 and level 1 universities because these universities are research universities or teaching/research universities, and they have the need to manage IPR and transfer the knowledge and technology created by their staff.

In most of the institutions an **explicit strategy** for supporting Research Grants (99%), University/enterprise Engagement (84%), Intellectual Property (84%), International Cooperation (74%) and Entrepreneurship (69%) is in place. It indicates that most of the Chinese universities surveyed recognise the IP value and the importance of technology transfer. Also, more than half of institutions have an explicit strategy for Internships (57%). However, in terms of Commercialisation (47%), Spin-off creation (45%), Start-up Investment (38%) and Proof of Concept (31%), less than half of the institutions surveyed have an explicit strategy. This reflects that Chinese universities still consider traditional teaching and scientific research as their main tasks, while commercialization and other high-risk subjects remain in an embryonic stage.

[2] Higher vocational colleges

[3] All ordinary undergraduate institutions except 985 and 211.

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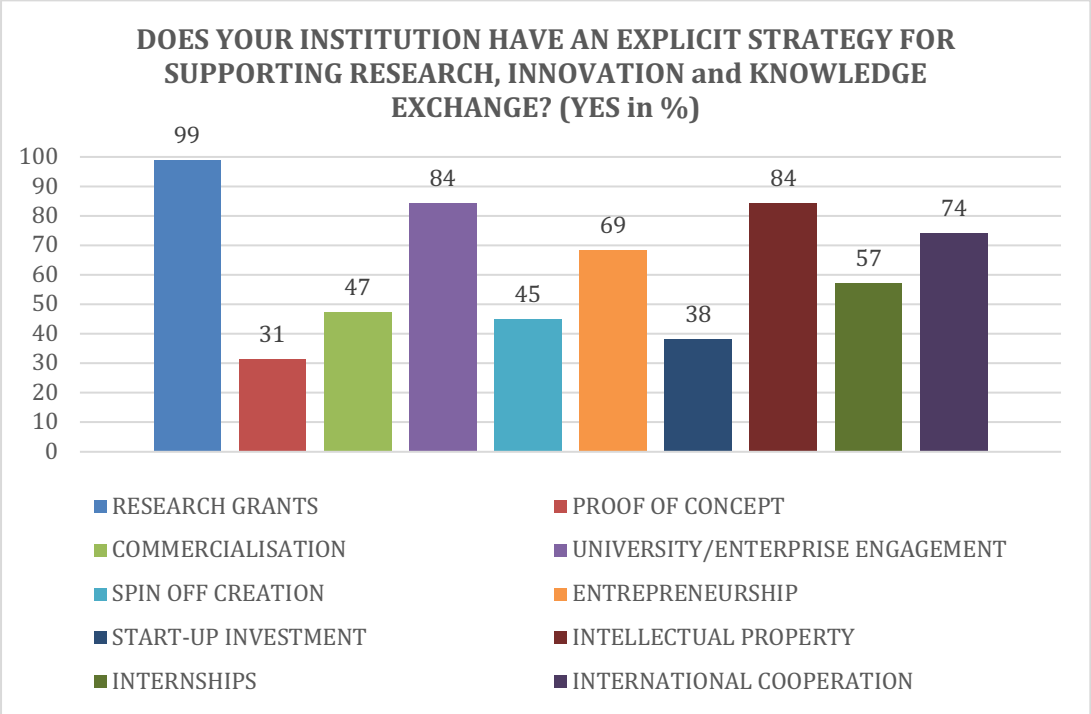

In terms of whether institutions use **metrics to measure their activities in research, innovation and knowledge exchange,** most institutions have adopted relevant indicators for measuring their activities in Research Grants (98%), Intellectual Property (81%), University/Enterprise Engagement (74%) and International Cooperation (62%). However, in terms of Internship (39%), Entrepreneurship (39%), Commercialisation (38%), Spin-off creation (30%), Start-up Investment (28%) and Proof of Concept (18%), less than half of the institutions have adopted indicators for measuring their activities.

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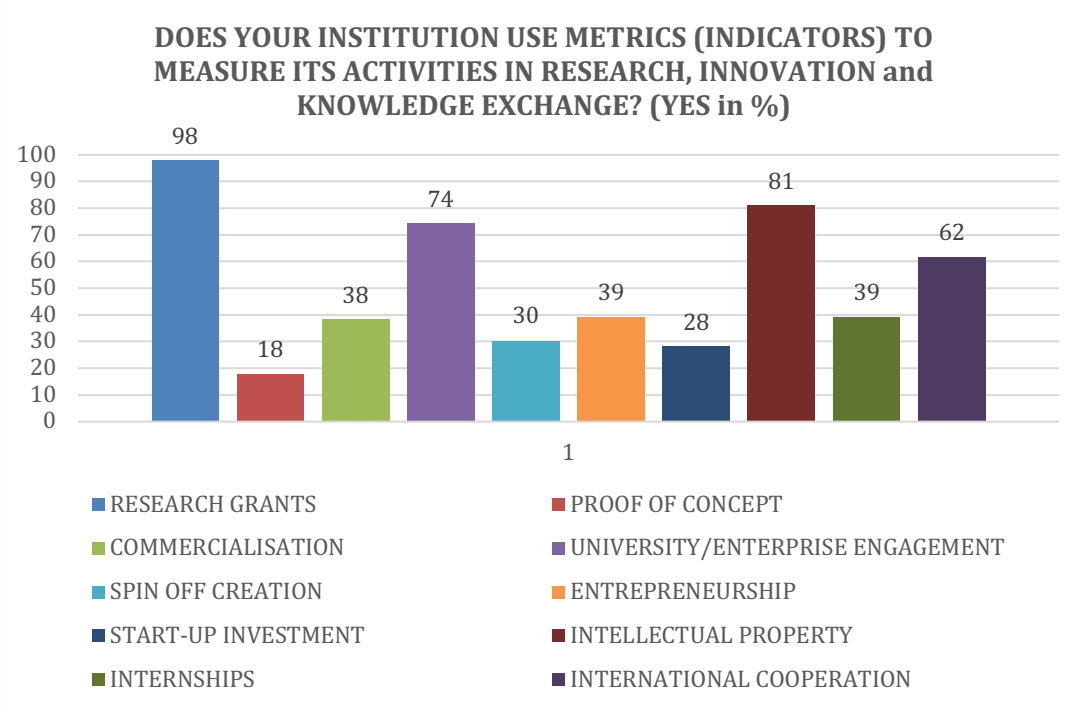

More than half of the institutions (56%) have **internal incentives for researchers to evaluate if it is necessary to seek protection of research results before publishing**. In 52% of the universities the incentive is the prestige, 49% of the universities have internal incentives for sharing licensing incomes and 38% for getting equity in spin-off/start-up, stipulating a detailed distribution among the various stakeholders. Within the other internal incentives, one respondent mentioned the performance bonus for scientific research as an internal incentive at his/her university. Although internal incentives before publication have been widely recognized, there is still a long way to go before they are fully implemented. Therefore, Chinese universities should develop more approaches to stimulate protection of research results before publishing.

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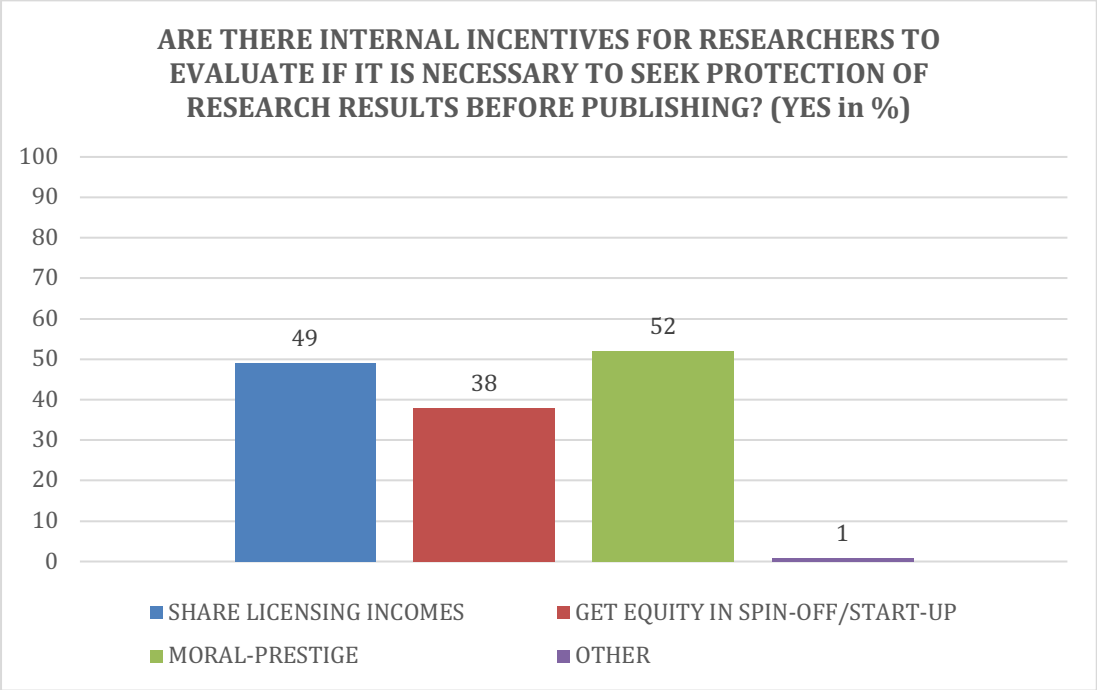
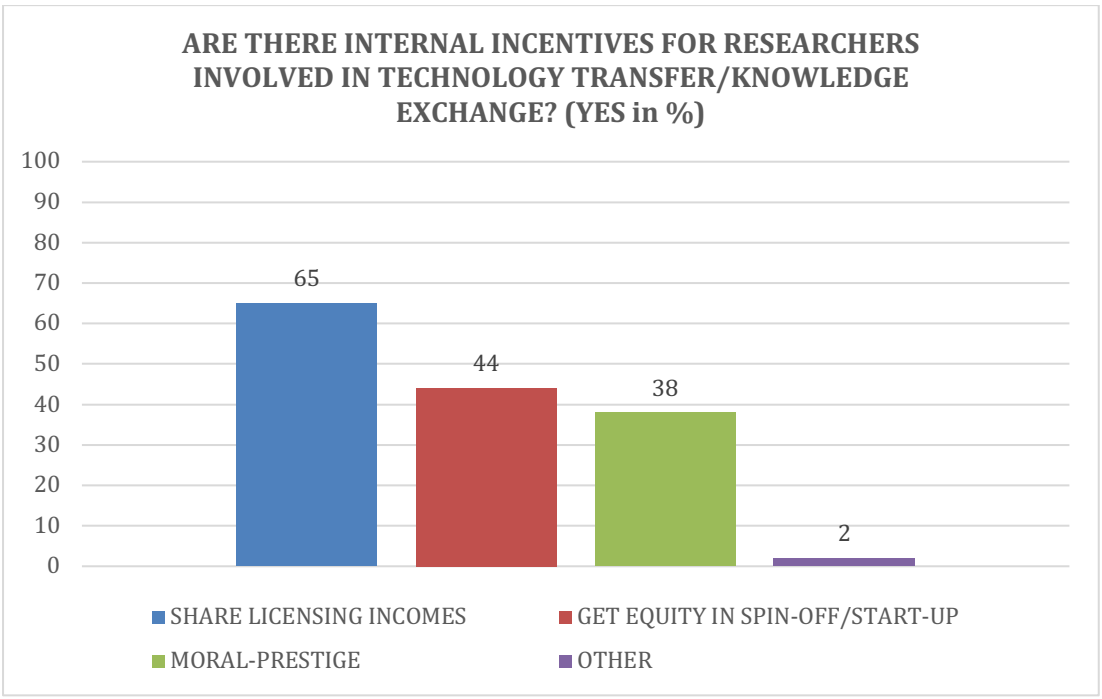


Most of the respondents (74 out of 89) are aware of the **internal incentives for researchers involved in Technology Transfer or Knowledge Exchange** at their institutions. 65% have internal incentives for sharing licensing incomes, 44% have incentives for getting equity in spin-off/start-up and according to 38% of the respondents the incentive is the prestige. Within the other internal incentives, two respondents mentioned the performance bonus for scientific research.



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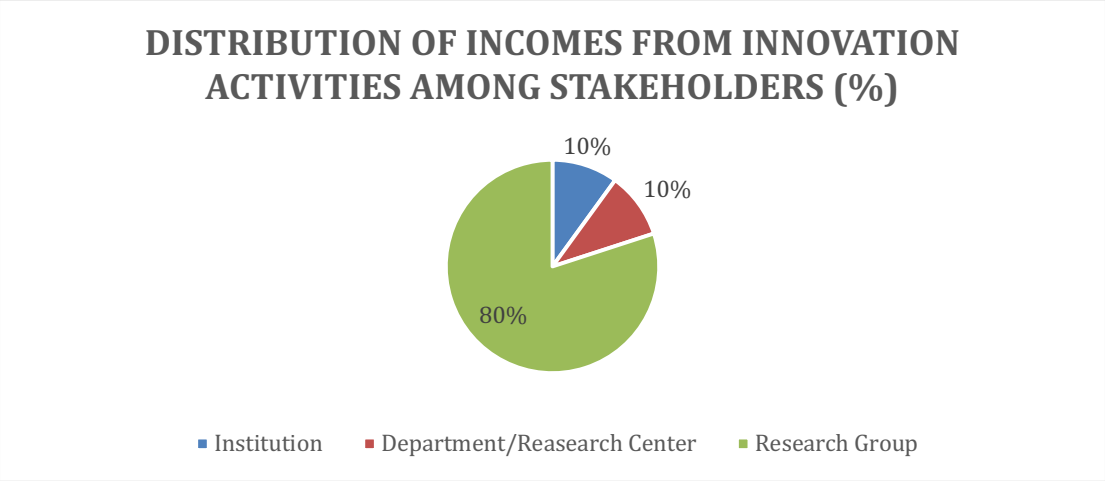
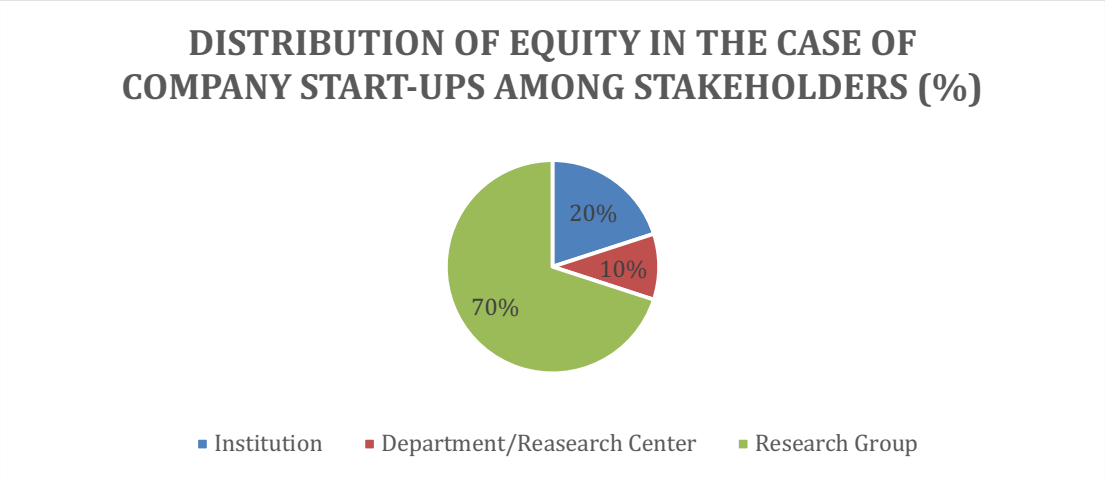
78% of the TTO leaders and managers surveyed are aware of their institutions having relevant **norms and regulations on income distribution from innovation activities**. According to their knowledge, the majority of institutions are allocated an income around 10%, although the percentage varies between 5% and 30%. Departments and Research Centers are allocated 10% of the income, although the percentage varies between 5% and 20%. The largest income, 80%, is allocated to the Research Group, although the percentage varies between 70% and 90%. A few respondents have reported that between 5-15% of the income is allocated to their institutions' Technology Transfer Offices.



However, only 46 respondents (52%) reported being aware of their institutions having **norms and regulations stipulating the distribution of equity in case of company start-ups.** The most common distribution of equity among stakeholders is 20% (Institution) – 10% (Department/Research Centre) – 70% (Research Group).



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It can be seen form the above statistical results that most of the universities and colleges surveyed have relatively perfect management, incentive systems and corresponding support measures for the transformation of intellectual property assets. However, the support is mainly focused in the aspects of research and innovation, and there are still deficiencies in the commercialization of technologies.

In summary, all the institutions surveyed are aware of the importance of technology transfer and intellectual property management and have generally implemented a management system, but lack a method to promote and open up barriers to technology transfer.

2.3. Capacity Building to support Technology Transfer and Intellectual Property Management

More than half of the respondents reported that their institutions already have training on all the topics included in the survey, however these trainings mainly focus on theoretical learning and document writing. Therefore, institutions are lacking practical training.

The figures in the graph below are the addition of positive answers expressing the willingness that the mentioned topic “should be included” or “it currently exists but further training is needed”. According to the survey results, capacity building to support research evaluation, exploitation and commercialization (95,5%) and spin-off creation (92,1%) are the most demanded training by TTO leaders and managers, followed by business incubation and creation of incubators (89,9%) and funding search-link Ministry-university-private sector (89,9%). However, all the topics included in the survey are demanded by TTO managers and leaders.

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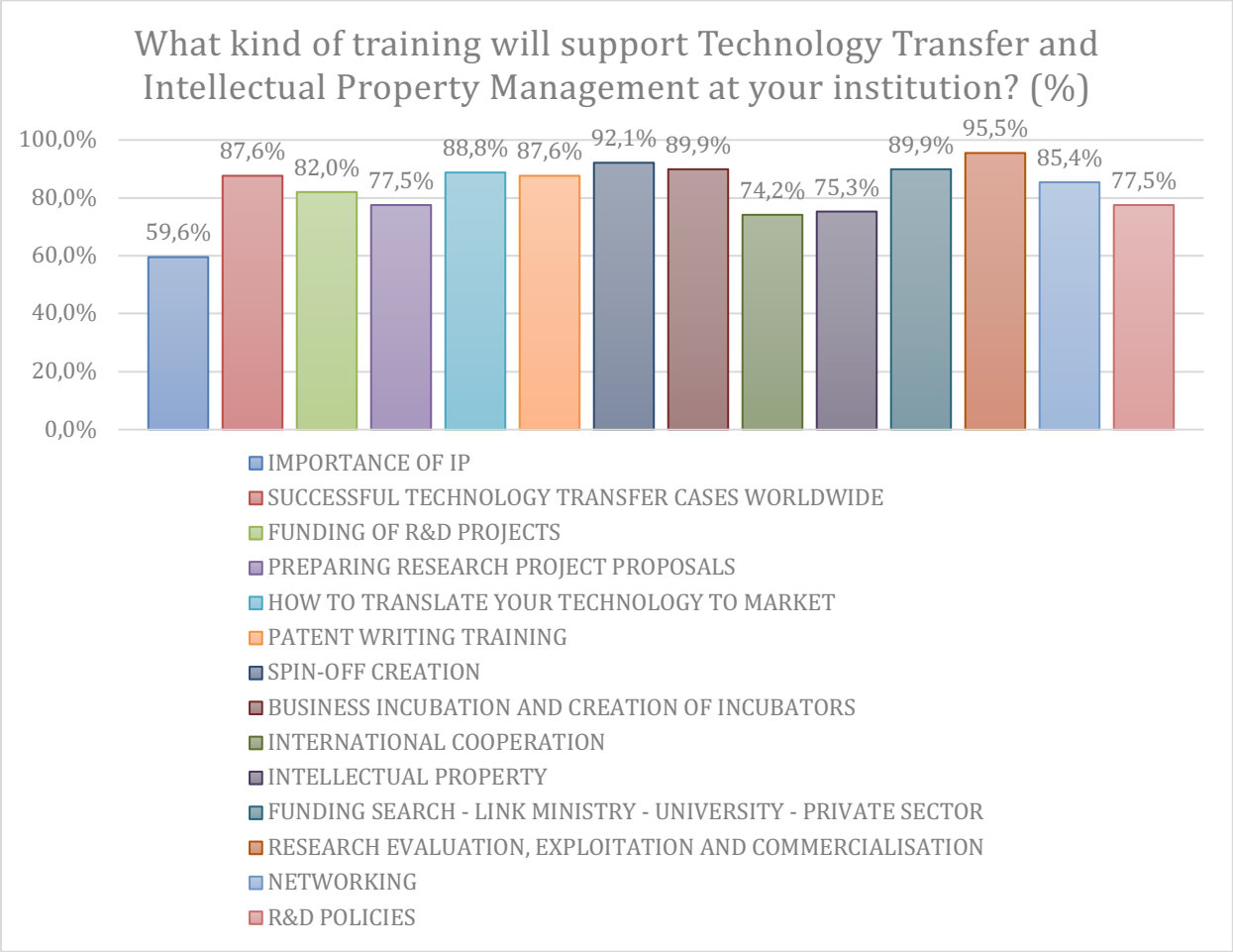

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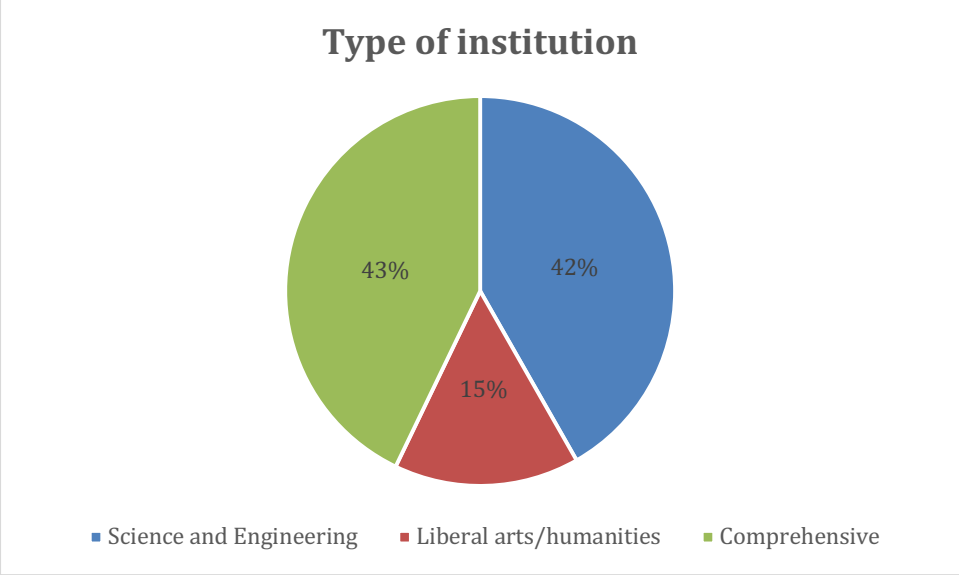
3. MAIN RESULTS AND FINDINGS FOR RESEARCHERS

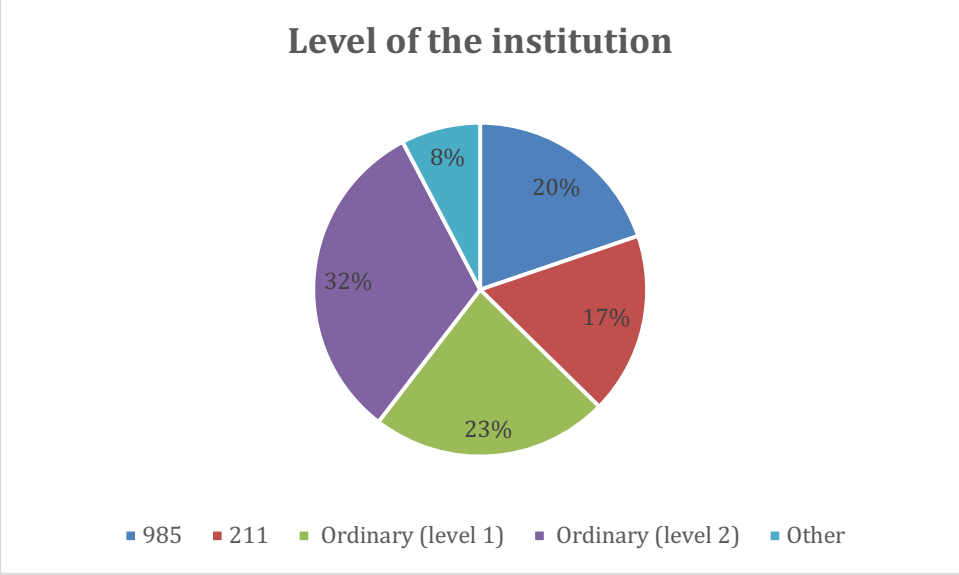
3.1. Data concerning respondents

The other target addressed by the survey was **Researchers** from partner Chinese HEIs and other universities involved in TT & IP management. More than half of the respondents (91) belongs to this target group.

Among the 91 respondents, 43% (39) were from Comprehensive institutions, 42% (38) from Science and Engineering institutions and 15% (14) from Liberal arts/humanities.



32% of the respondents' institutions were Ordinary (level 2), 23% Ordinary (level 1), 20% were top level universities (985), 17% were high level universities (211) and 8% from other levels.



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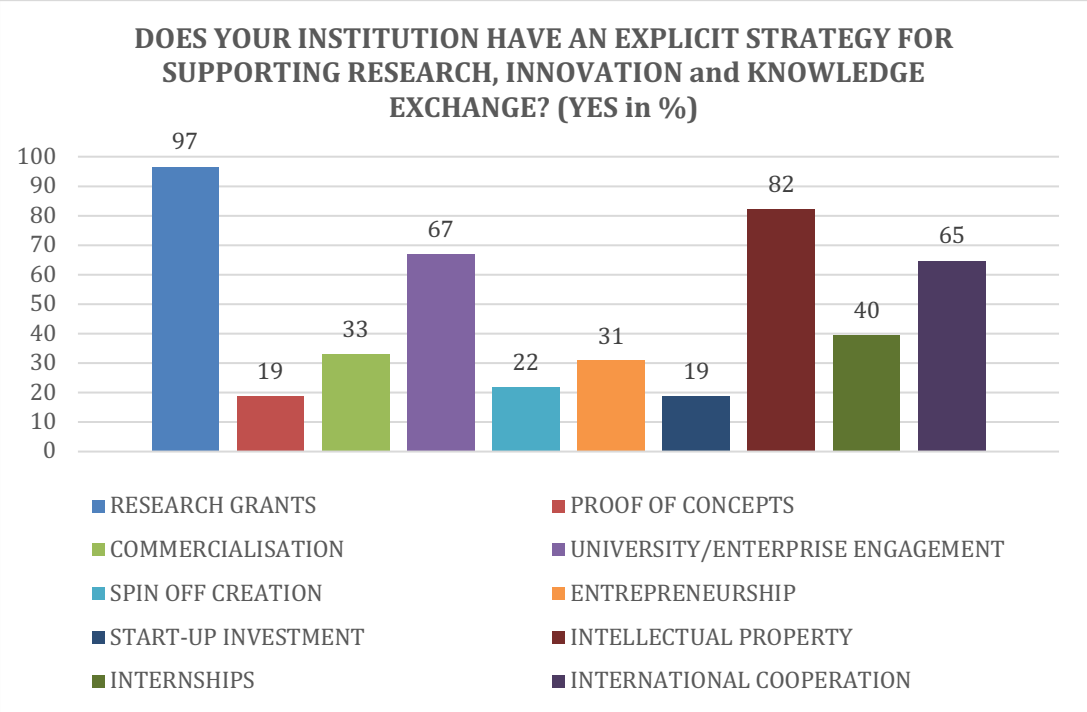
3.2. Technology Transfer and Intellectual Property Environment

The survey results show that, according to the researchers, 71% of the investigated universities have a **Technology Transfer Office**, 84% have a department or **office for IPR management** and that most of them have intellectual property management policies. However, researchers do not have a clear understanding of these policies as IP or TTO leaders do. For example, in some universities the TTO leader is answering that there is a specific strategy for supporting research, innovation and knowledge exchange and the researcher is answering the opposite as he/she is not aware of it.

In most of the institutions an explicit strategy for supporting Research Grants (97%), Intellectual Property (82%), University/Enterprise Engagement (67%) and International Cooperation (65%) is in place. It indicates that most of the Chinese universities surveyed recognise the IP value and the importance of technology transfer. However, in terms of Internships (40%), Commercialisation (33%), Entrepreneurship (31%), Spin-off Creation (22%), Start-up Investment (19%) and Proof of Concept (19%), less than half of the institutions surveyed have an explicit strategy.



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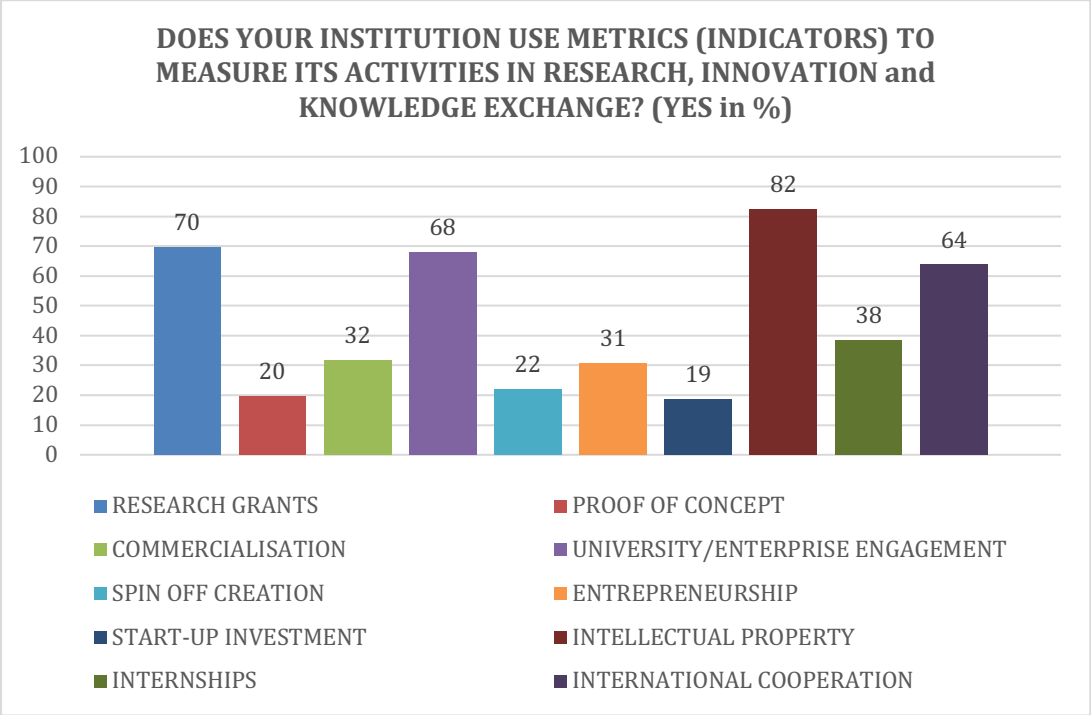
In terms of whether institutions use **metrics to measure their activities in research, innovation and knowledge exchange**, most institutions have adopted relevant indicators for measuring their activities in Intellectual Property (82%), Research Grants (70%), University/Enterprise Engagement (68%) and International Cooperation (64%). However, in terms of Internship (38%), Commercialisation (32%), Entrepreneurship (31%), Spin-off Creation (22%), Proof of Concept (20%) and Start-up Investment (19%) less than half of the institutions have adopted indicators for measuring their activities.



Most of the respondents (46 out of 91) have **internal incentives for researchers to evaluate if it is necessary to seek protection of research results before publishing** at their institutions. 42% have internal incentives for sharing licensing incomes, according to 41% of the respondents the incentive is the prestige and 34% have incentives for getting equity in spin-off/start-up. Within the other internal incentives, one respondent mentioned the performance bonus for scientific research.

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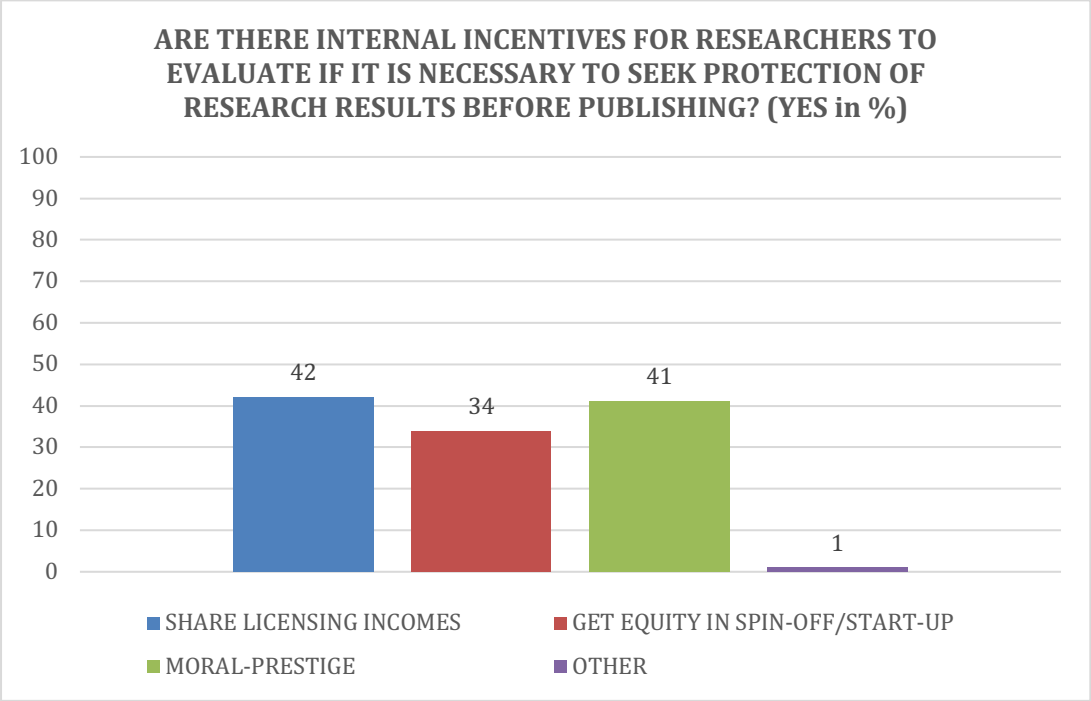
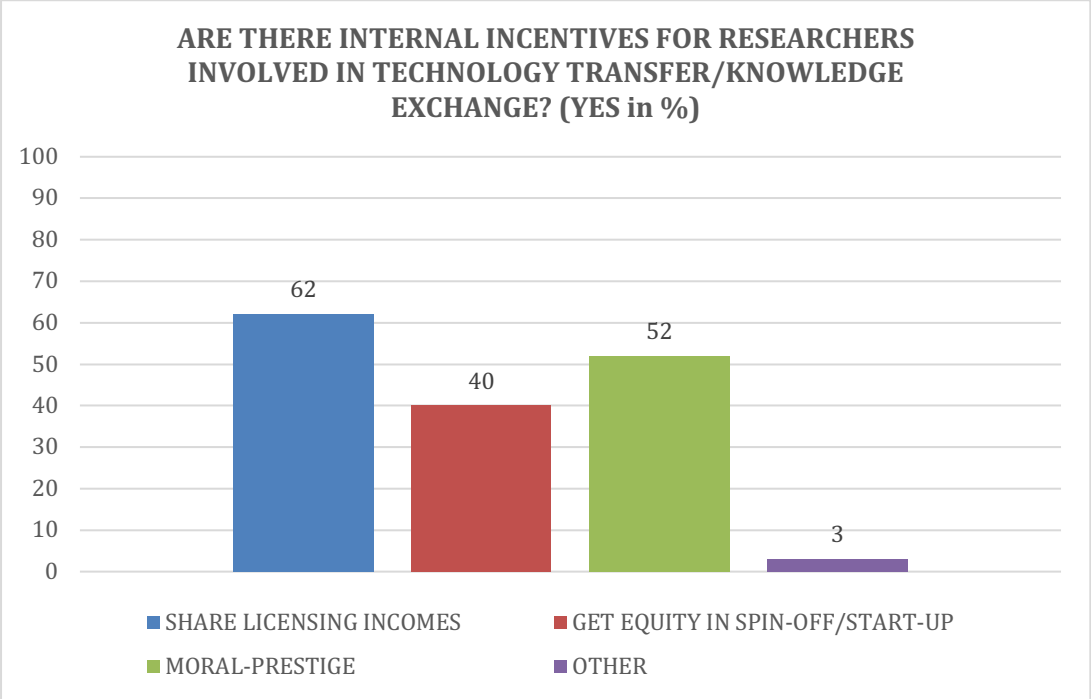


Most of the researchers (74 out of 91) are aware of the **internal incentives for researchers involved in Technology Transfer or Knowledge Exchange** at their institutions. 62% have internal incentives for sharing licensing incomes, according to 52% the incentive is the prestige and 40%) have incentives for getting equity in spin-off/start-up. Within the other internal incentives (3%) one researcher mentioned the enrollment rate of graduate students and the space allocation of laboratories. For another the incentive consisted in providing financial support to researchers involved in technology transfer. Other respondent mentioned the performance bonus for scientific research.



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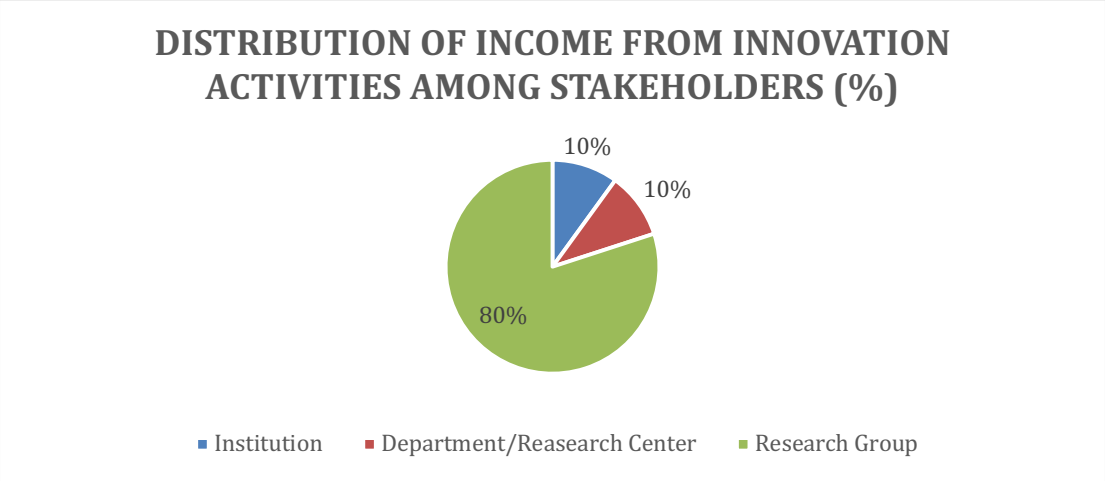
68% of the researchers surveyed are aware of their institutions having relevant **norms and regulations on income distribution from innovation activities**. According to their knowledge the majority of institutions are allocated an income around 10%, although the percentage varies between 4% and 30%. Departments and Research Centers are allocated 10% of the income, although the percentage varies between 2% and 20%. The largest income, 80%, is allocated to the Research Group, although the percentage varies between 70% and 90%. A few respondents have reported that between 5%-15% of the income is allocated to their institutions' Technology Transfer Offices.



However, less than half of the respondents (49%) reported being aware of their institutions having **norms and regulations stipulating the distribution of equity in the case of company start-ups.** The most common distribution of equity among stakeholders, according to researchers, is 20% (Institution) – 80% (Research Group), not corresponding to the distribution according to TTO manager that is 20% (Institution) – 10% (Department/Research Center) – 70% (Research Group). This fact reflects that researchers are not fully aware of the norms and regulations at their institutions in terms of company start-ups. Although according to researchers, the majority of Departments and Research Centers do not receive equity in the case of company start-ups, a few respondents have reported that between 5-20% of equity is allocated to Departments and Research Centers.

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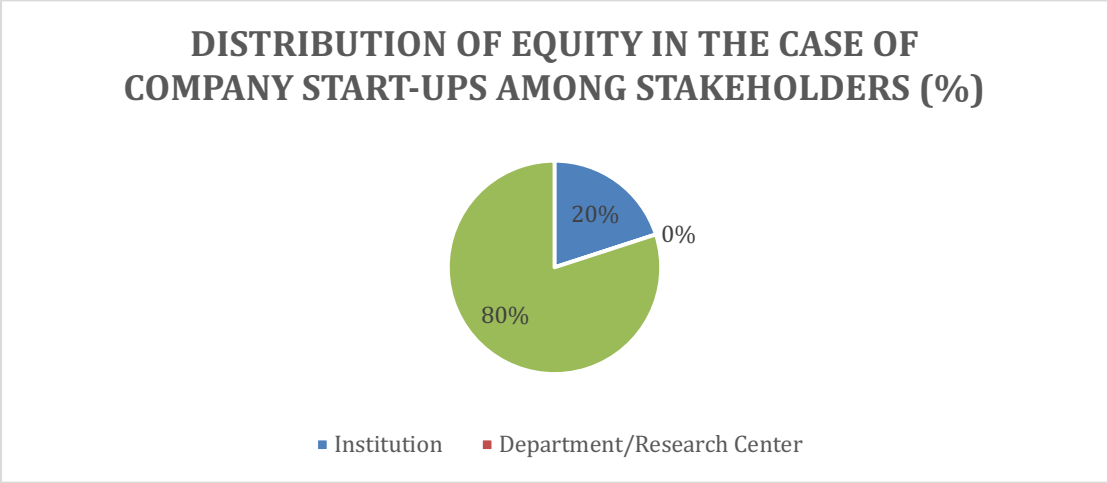

3.3. Capacity Building to support Technology Transfer and Intellectual Property Management

The figures in the graph below are the addition of positive answers expressing the willingness that the mentioned topic "should be included" or "it currently exists but further training is needed". According to the survey results, capacity building to support spin-off creation (91,2%), how to translate your research to market (85,7%) and research evaluation, exploitation and commercialization (85,7%) are the most demanded training by researchers, followed by patent writing (85,7%) and business incubation and creation of incubators (85,7%). However, all the topics included in the survey are demanded by researchers.

By analyzing the results of the survey, it is clear that more than half of the institutions are lacking practical training methods.

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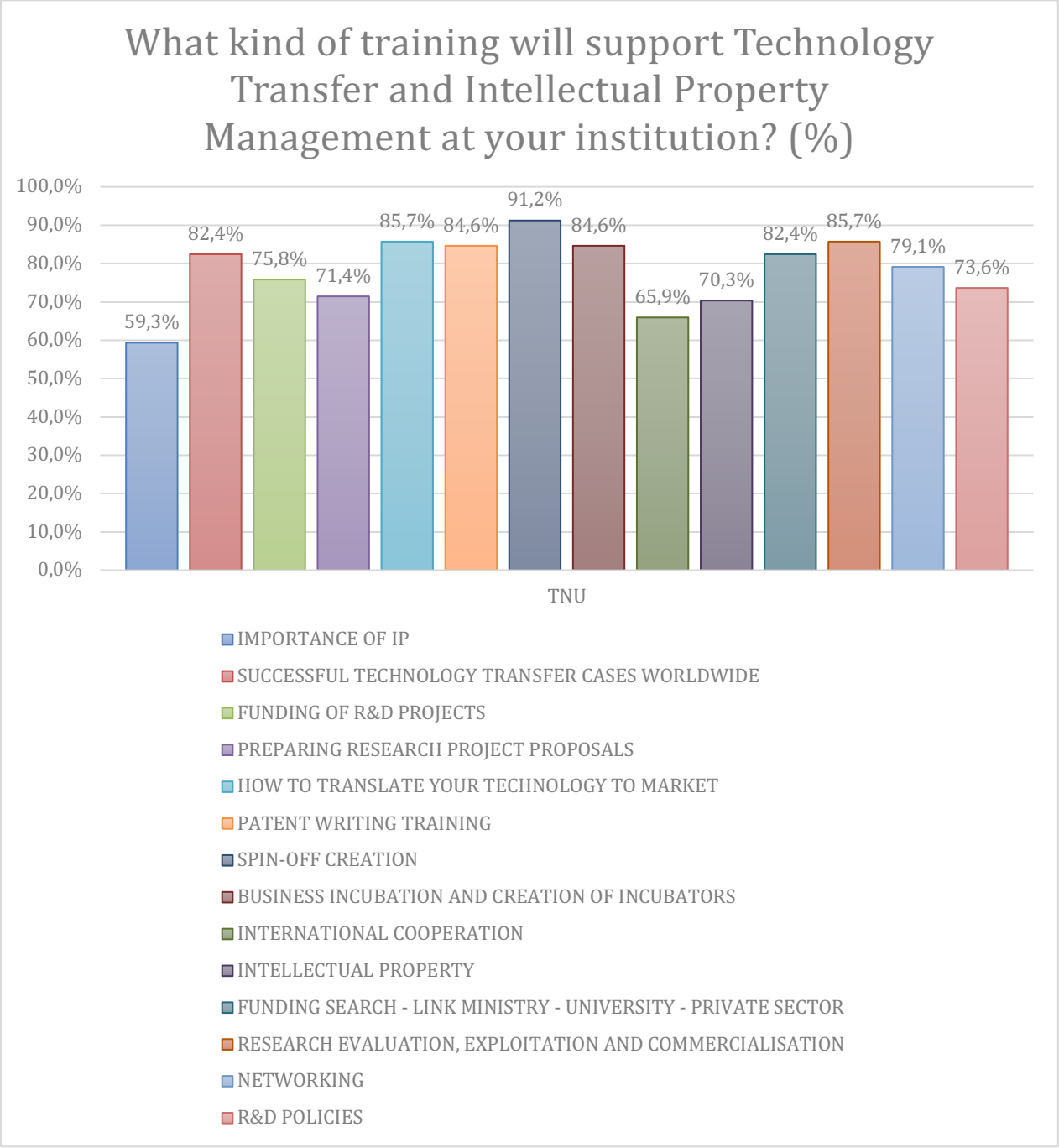

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4. CONCLUSIONS

Based on the survey results TTO leaders/managers and researchers have recognised the importance of IP management and technology transfer, however we can conclude that TTO leader and managers have clearer understanding of IP and Technology Transfer environment compared to researchers.

Although researchers admit that there is **training** in their institutions to some extent, further training on research evaluation, exploitation and commercialization, how to translate your research to market, spin-off creation, patent writing, business incubation and creation of incubators and funding search-link Ministry-university-private sector is needed. Furthermore, TTO manager and leaders need training on the above topics in order to provide more professional services to researchers in topics such as technology audit, commercialization and business incubation. However, researchers have their core competitiveness in funding of R&D projects, preparing research project proposals and international cooperation but need more knowledge and pragmatic skills in technology transfer.

On the other hand, TTO leaders and managers are mainly engaged in administrative work and lack complex knowledge and practical experience that professional technology transfer requires. As a result, they can hardly develop a balanced IP management system. Professionalisation of TTO leaders and managers is highly requested.

In terms of **metrics (indicators)** to measure activities in research, innovation and knowledge exchange, indicators for measuring proof of concept, spin-off creation, entrepreneurship and start-up investment should be developed and improved.

The management and **incentive mechanism** at colleges and universities still needs to be improved. Incentives before technology transfer should be strengthened. The school incentive policy lays particular emphasis on cash incentives and the linkage with professional titles has not been widely promoted. Equity incentive policy is recommended but it is difficult to implement.

Most researchers face the barriers of English language and systematic studies on TT and IP, therefore their research can be blocked from the international experience.

Some **recommendations for the CIPnet project** to help to improve IP management and technology transfer in Chinese HEIs are the following:

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- The CIPnet project should design different training programmes based on the special needs of the two targets. When training is provided, it is better to train TTO leaders and researchers separately.
- The training provided by CIPnet project should focus not only on the knowledge of TT and IP but also the management skills needed by TTO managers and leaders.
- CIPnet should provide technical training on TT and IP management enabling TTO leaders to be more qualified and professional.
- CIPnet should provide relevant technical training on TT and IP as well as research design, thus enabling the researcher to be more qualified and professional to explore relevant possibilities to improve the local TT environment efficiently.
- The CIPnet project can organise academic forums regularly to introduce some internationally advanced methods as a reference to solve the difficulties encountered in practice.
- The CIPnet project can serve as an intermediate party, integrating information and resources, offering more chance of Internships, International cooperation for institutions and strengthening the links between TTO and professional third-party agencies.
- The CIPnet project can build a website for learning and sharing experience with other institutions and offer a series of online training courses of different types and institutions can organise researchers and TTO's staffs to learn the related courses online according to their current conditions.
- The CIPnet project can help analysing different institutions' situation and problems they faced for formulating more professional and targeted proposals.
- The CIPnet project can build an information exchange mechanism. As the three parties do not know each other's information well, the mechanism would serve as a link betwwen TTO managers/leaders, researchers and the market. In order to achieve the goal, CIPnet could organize meetings regularly to promote tripartite meetings or offer special training methods.

In conclusion, the current situation of technology transfer and intellectual property environment in China needs to be improved. Though most TTO leaders and researchers are aware of the value of technology transfer and intellectual property, they can hardly develop a balanced IP management system to promote it. Most of them lack professional knowledge and practical experience on technology transfer. Furthermore, the current activities supporting research and innovation and the training supporting technology transfer and intellectual property management are too theoretical.

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ANNEXES

ANNEX 1 - D1.1.1 Analysis Methodology Report on the level of TT&IP awareness and training needs Questionnaire

Dear Respondent,

This is a questionnaire looking at the Technology Transfer and Intellectual Property Management system at your university. It contains questions on the following areas:

- General information about your institution
- Existing Technology Transfer and Intellectual Property Management system at your university
- Stakeholder/companies relationship within your institution

This questionnaire is part of the project *China Intellectual Property Management Network - CIPnet*. The project's objective is to promote the modernisation and harmonisation of Intellectual Property Management practices in the higher education system, with a view to enhance university-industry collaborations and contribute to economic and social development.

For more information please visit our website: https://www.cipnet.eu/

Any information or data provided is done so in strictest confidence, will only be used for this project, and will not be shared with third parties.

Please use a separate sheet if necessary and if you are unsure of any answers simply leave blank and move on to the next question.

Completing the questionnaire will take at most, 15 minutes of your time. We deeply appreciate and thank you for your participation.

INCLUDE A SIGNATURE WITH YOUR TEAMS NAMES AND CONTACT

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1. ABOUT YOUR INSTITUTION

INSTITUTION NAME:	
CITY:	
YOUR ROLE/S IN THE INSTITUTION	Director of Technology Transfer Office ☐ Technology Transfer consultant ☐ Intellectual Property Advisor ☐ Researcher ☐ Teacher ☐ Other ☐

Please choose the type of your institution:	
Science and Engineering	
Liberal arts/humanities	
Comprehensive	

Please choose the level of your institution:	
Double-First Class	
A. 985	
B. 211	
C. Ordinary (level 1)	
D. Ordinary (level 2)	
Municipal Colleges and Universities	
E. Others	

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2. TECHNOLOGY TRANSFER and INTELLECTUAL PROPERTY ENVIRONMENT

Does your Institution have an explicit strategy for supporting Research, Innovation and Knowledge Exchange among staff?		YES	NO
	Research grants		
	Proof of concept		
	Commercialisation		
	University/enterprise engagement		
	Spin off creation		
	Entrepreneurship		
	Start-up investment		
	Intellectual Property		
	Internships		
	International cooperation		
	Other (please specify)		
If yes, please include the links or text, if possible			

Does your Institution use metrics (indicators) to measure its activities in Research, Innovation and Knowledge Exchange?		YES	NO
	Research grants		
	Proof of concept		
	Commercialisation		
	University/enterprise engagement		
	Spin off creation		
	Entrepreneurship		
	Start-up investment		
	Intellectual Property		
	Internships		
	International cooperation		
	Other (specify)		
If yes, please include the links or text, if possible			

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Does your institution have a Technology Transfer Office (TTO)?	Yes ☐	No ☐
If yes, please include any links or brief description if possible		

Does your institution have a department or office for IPR management?	Yes ☐	No ☐
If yes, please include any links or brief description if possible		

Are there internal incentives for researchers to evaluate if it is necessary to seek protection of research results before publishing?	Yes ☐	No ☐

If yes, what incentives exist?

Type of incentive	Yes	No
Share licensing incomes		
Get equity in spin off /start up		
Moral – prestige		
Other (specify):		

Are there internal incentives for researchers involved in technology transfer / knowledge exchange?	Yes ☐	No ☐

If yes, what incentives exist?

Type of incentive	Yes	No
Share licensing incomes		
Get equity in spin off /start up		
Moral – prestige		
Other (specify):		

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Do the norms and regulations at your institution stipulate the distribution of incomes from innovation activities (e.g.: royalties)?	Yes ☐	No ☐

If yes, what is the distribution among the various stakeholders?

Who	%	Comments
Institution		
Department / Research Center		
Research Group		
Individual Researcher/Inventor		
Other – who?		

Do the norms and regulations at your institution stipulate the distribution of equity in the case of company start ups in your institution?	Yes ☐	No ☐

If yes, what is the distribution among the various stakeholders?

Who	%	Comments
Institution		
Department / Research Center		
Research Group		
Individual Researcher/Inventor		
Other – who?		

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3. CAPACITY BUILDING TO SUPPORT TECHNOLOGY TRANSFER AND INTELLECTUAL PROPERTY MANAGEMENT

What kind of training will support Technology Transfer and Intellectual Property management at your institution:			
Topics / subjects	Currently exist	It should be included	Currently exists but further training is needed
Importance of IP			
Successful technology transfer cases worldwide			
Funding of R&D projects			
Preparing research project proposals			
How to translate your technology to market			
Patent writing training			
Spin-off creation			
Business Incubation and creation of incubators			
International cooperation			
Intellectual Property			
Funding search – link Ministry – university – private sector			
Research evaluation, exploitation and commercialisation			
Networking			
R&D Policies			
Other (please specify)			

Additional COMMENTS

If you have any further additional comments on the Technology Transfer and Intellectual Property management system at your institution, we invite you to include them here

THANK YOU FOR YOUR PARTICIPATION

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