

Inaugural Scandinavian Conference on Information Systems



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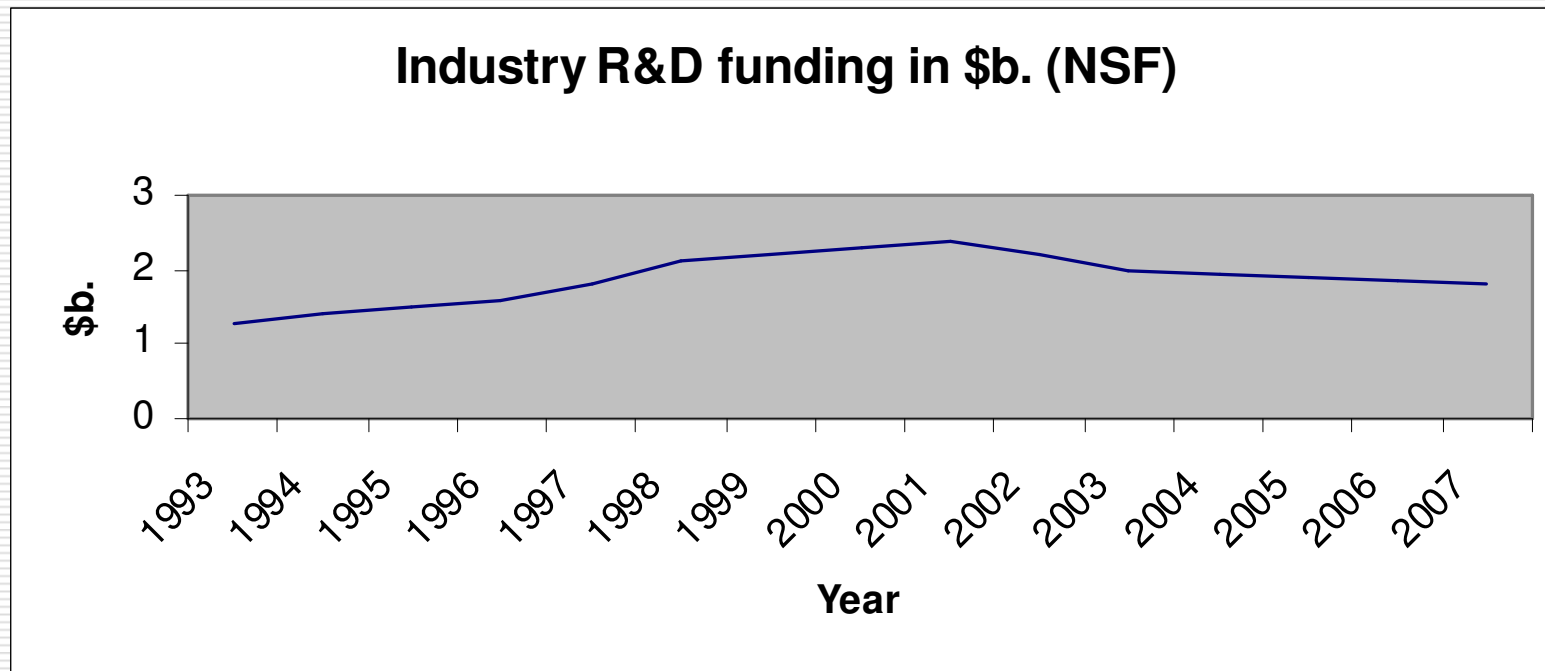
Lost in Translation: The Academe-Industry Gap

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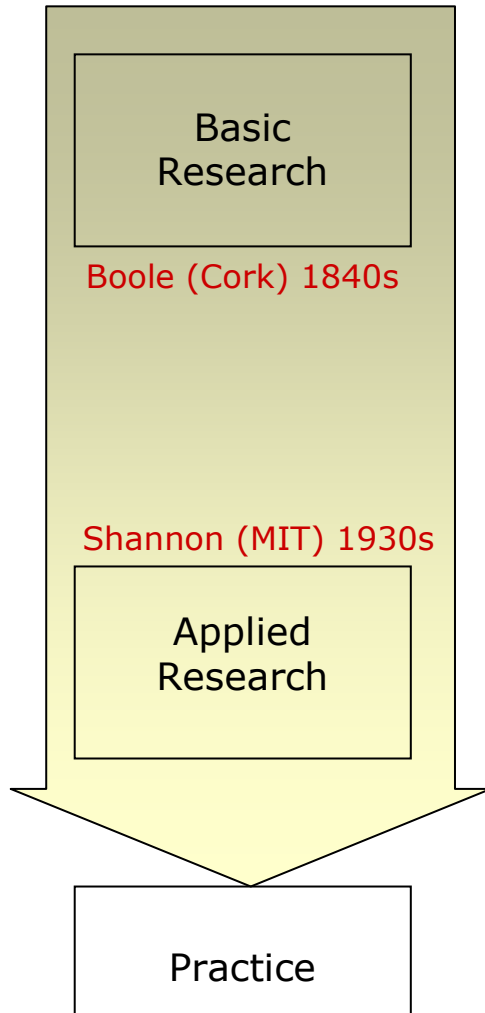
Quick Audience Quiz...

Who Said?	Acad.	Pract.
They say nothing in these research papers – and they say it in a pretentious way		✓
Conferences are just subsidised vacation opportunities		✓
Basic research is like shooting an arrow in the air and, wherever it lands, painting a target around it	✓	
I'm going to work an extra hour per week		✓
Cannot meet on Monday – it's a public holiday		✓
Most companies are in a 'Realm of Darkness', blissfully unaware of even rudimentary concepts	✓	

Evidence of 'choppy waters'?



A Research-Practice Characterisation



- Basic Research
 - *aka* Fundamental/Blue Skies Research
 - Paradigm-shift
- Applied Research
 - Incremental
- Funding agencies often differentiate

Potential 'Flash Points' in Academe-Industry Collaboration

- Publication rights
 - Intellectual property rights
 - Confidentiality provisions
 - Indemnification of the university
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Open Innovation (Ireland 2009)

Cuideachta: We do open innovation!

Innovation Strategy



Open Innovation Legal Agreement?

...enhancing the commercialisation of Research and Development capability in the sector **through the exclusive partnership with Cuideachta**

In the event that the practice by Cuideachta would infringe any patent belonging to University, University agrees that it will **grant Cuideachta an option to license such University patent on fair and reasonable terms**

University represents that it will avoid designing and/or developing **any item under this Agreement which infringes intellectual property rights of any third party.**

... University agrees to defend and **indemnify Cuideachta from any and all liability** caused by any University Representative's negligent use of any facilities and equipment

Logic Incongruence*

- ❑ Logic of academe inconsistent with logic of industry market-place
- ❑ Different motivations and considerations for each

	Academic	Practitioner
<i>p</i> -value	<.05	<.5

* Thornton (2002)

Logic Incongruence

	Motivation	Considerations
Academic Research	<ul style="list-style-type: none"><input type="checkbox"/> Extend frontiers of knowledge<input type="checkbox"/> Publish<input type="checkbox"/> Secure funding	<ul style="list-style-type: none"><input type="checkbox"/> Rigorous – publishable<input type="checkbox"/> Enhance reputation<input type="checkbox"/> Improve likelihood of further funding
Industry Research	<ul style="list-style-type: none"><input type="checkbox"/> Improve quality<input type="checkbox"/> Decrease costs<input type="checkbox"/> Improve timeliness<input type="checkbox"/> Create business opportunities<input type="checkbox"/> Realise competitive advantage	<ul style="list-style-type: none"><input type="checkbox"/> Dealing with existing problems – must be 'relevant'<input type="checkbox"/> Commercial sensitivity<input type="checkbox"/> Usually time-constrained<input type="checkbox"/> Must improve business bottom-line

In the Beginning was the Road(Map)

- Model for Academe-Industry Engagement Process*
 - Based on CMMI Generic Practices
 - Fundamental principles for managing /institutionalizing a process

* After O'Kane (2005)

Academe-Industry Engagement Process Model

Establish Collaboration Policy

Proposal Review

Plan the Engagement

Allocate Roles

Provide Training

Monitor & Control Collaboration

Review Research Outcomes

CMMI Generic Practices

GP 2.1 Establish an organizational policy

GP 2.2 Plan the Process

GP 2.3 Provide Resources

GP 2.4 Assign Responsibility

GP 2.5 Train People

GP 2.6 Manage Configurations

GP 2.7 Identify and Involve Relevant Stakeholders

GP 2.8 Monitor and Control the Process

GP 2.9 Objectively Evaluate Adherence

GP 2.10 Review Status with Higher Level Management

1. Establish Collaboration Policy

- ❑ Industry-academe negotiations
complex/difficult area (Cripps et al 1999)
 - ❑ Not contractual but general guidance and governance principles
 - ❑ Position statement to set expectations in advance of any actual engagement
 - ❑ May be a publicly available document
 - ❑ Deviations can be agreed by senior management in both parties
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2. Proposal Review

- Provoke questions to avoid common pitfalls
 - Probably require NDAs
 - Common questions:
 - What is the problem?
 - Is it business-critical?
 - Have researchers sufficient domain knowledge?
 - What type of funding – cash, facilities, in-kind?
 - Publication conditions?
 - **Time commitment of researchers?**
 - Background and foreground IP?
 - Early consideration of implementation strategy and risks**
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3. Plan the Engagement

- Probably industry-led – better at project management
 - Research goals and methods
 - Roles and responsibilities – communication and approval channels
 - Data collection methods
 - Facilities, resource and cost estimates
 - Schedule, reporting and verification milestones
 - **Dispute resolution mechanism**
 - Plan reviewed and approved by both parties
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4. Allocate Roles

- Identify those accountable/responsible for delivery
 - Project manager/champion – critical role (Cripps et al 2009)
 - Academic researchers
 - Industry technical contacts
 - Tech transfer specialists
 - **Joint governance council**
 - Those likely to be involved in subsequent adoption
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5. Provide Training

- Training in the broadest sense
 - Bi-directional – orientation on both **academe/industry** environments
 - Better awareness of logic incongruence
 - Project management regime
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6. Monitor and Control Collaboration

- ❑ Research can start – expectations, planning, roles & responsibilities, training & orientation in place
 - ❑ React to **significant** deviations, missed milestones, risks
 - ❑ Independent validation of research may be conducted
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7. Review Research Outcomes

- Assess success of collaboration v. goals and objectives
 - Formally record what worked well/not well for both parties
 - Formally present to Joint Governance Council
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