

IP Strategy and Management

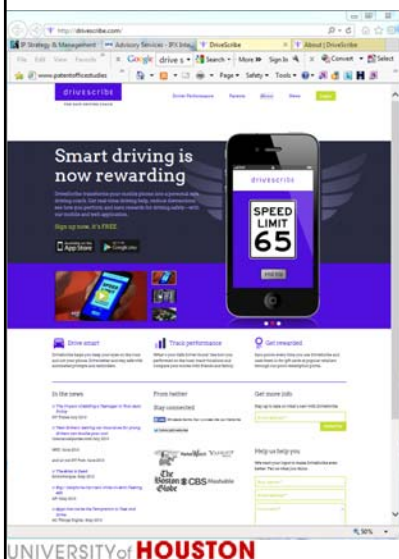
- University Technology Transfer

Schacht, Industrial Competitiveness

- International Trade
- Federal Government
 - As a buyer/user
 - As a research funder
- Cooperative Research
 - Natl. Coop. Res. Act. (1984)
- Tax
- Bayh-Dole
- Civilian v. Defense sources
- Manufacturing capacities and the national interest

DriveScribe

- What will make this app “win”?



Nelson, Ten Things . . .

- Non-royalty spillovers (1, 4, 8, 10)
- Geographic clusters of innovation
- Outsourced portions of tech transfer operation (e.g. - IPX as to UH)

Box 1: TEN THINGS TO KNOW ABOUT SETTING UP A TECHNOLOGY TRANSFER OFFICE

THE ECONOMIC FIVE

1. Technology transfer will not make your university rich. A successful program will make a small profit but will not support the university; it will, however, provide many other benefits to the institution and the community.
2. Building a robust technology transfer program takes sustained financial investment. Investments are required to develop a patent portfolio, attract expert talent, and train office professionals.
3. It will likely take eight to ten years before your program stops losing money—and it may never make your institution any substantial amount. It takes time to build an IP portfolio, establish contacts, and develop skills in technology transfer. Following the set-up, the TTO may begin to make money.
4. It may take two decades or more before a university technology transfer program (including entrepreneurial spinouts) substantially affects the local economy. Impact in regional economic development takes 20 to 30 years. Expecting substantial returns in a few years leads to underinvestment and disappointment.
5. The ultimate impact may be very large—both economically and culturally—for the university, its graduates, and the community.

THE IMPLEMENTATION FIVE

6. Sustained effort requires visible support—fiscal and otherwise—from senior administration. Senior management must not only lead the way, but also sustain the effort to change the culture of research and investment.
7. Only senior administration can set the mission, policies, and priorities for the program. Clear mandates will help technology transfer professionals choose among competing priorities and the ever-present trade-offs between business and academic values. These policies will ultimately help to define the university. They need to be clearly stated, and supported from the top, so that technology transfer professionals can make the best decisions and withstand pressure from competing interests.
8. Clear policies on IP ownership, the roles of researchers in interactions with industry, and other ground rules should be set up before the program begins. Working out such policies in the middle of making deals leads to confusion and bureaucratic lethargy, slows down the learning process, and hurts a university's reputation for being able to consummate deals.
9. Conflicts of interest, both real and perceived, are inevitable. Clear policies and a well-understood review and appeal process need to be put in place early. Much can be learned from the experience of others in the technology transfer field. Again, support from senior administration is critical.
10. Technology transfer is a talent-based business. It is difficult to find people who can speak the two languages of academia and industry and who also have the creativity to craft agreements that meet the needs of both sides. One should not underestimate the combination and level of skills required. These skills and experiences are very different from those needed to conduct research.