



Intellectual Property (IP) Education in Business Schools

A global
perspective





The World Intellectual Property Organization (WIPO) has long been at the forefront of promoting the development of an effective and balanced global intellectual property (IP) system for the benefit of all. We encourage business schools to take advantage of the wealth of information, tools, data and resources that we provide. For example, our WIPO Academy is a world leader in providing IP training and education, including more than 40 online courses accessible in over 20 languages. We also offer a wealth of online information and tools to help small and medium-sized enterprises (SMEs) and innovators understand how to protect and leverage their IP for business growth and success.



The Global Business School Network (GBSN) is a non-profit network of nearly 150 leading business schools on six continents with a mission "to improve access to quality, locally relevant management and entrepreneurship education for the developing world." We foster cross-border networking, knowledge sharing, and collaboration among business schools and the broader business education and development communities to elevate business schools' role in sustainable and inclusive development worldwide.



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Acknowledgments

The purpose of this study was to explore the extent to which the principles and strategies of intellectual property (IP) are integrated into the teachings of business schools across the world.

This study was undertaken by the World Intellectual Property Organization (WIPO) in collaboration with the Global Business School Network (GBSN).

At WIPO, the study was led by Johanne Bélisle, Senior Policy Advisor, IP and Innovation Ecosystems Sector, and Christopher Kalanje, Counsellor, IP for Business Division, IP and Innovation Ecosystems Sector. Support and insights by colleagues in the IP for Business Division and the WIPO Academy are also gratefully acknowledged.

At the GBSN, the study was led by Dan LeClair, Chief Executive Officer, and Juliane Iannarelli, Chief Impact Officer. Project support was also provided by Nicole Zefran and Julianna LaBelle.

We wish to thank the 62 individuals representing 35 business schools from more than 25 countries across the globe who responded to the survey, the 15 representatives who participated in one of two workshops organized to delve further into the topic of IP education, and numerous others whose initial conversations helped to frame our approach to this study.

Preface

At a time when innovation and creativity are driving global economies, intellectual property (IP) has become a powerful catalyst for jobs, investments, business growth and, ultimately, economic and social development in all parts of the world.

Intangible assets held by firms worldwide – such as IP, research and development (R&D), brands, data and know-how – are estimated to be worth more than USD 70 trillion. This is more than the combined value of the world's five largest economies.¹

When used strategically, IP can play an important role in the competitiveness and growth of businesses. Understanding how IP can be integrated into the overall business strategies of companies has become a necessity rather than an option.

The challenge has been to understand the depth of knowledge that entrepreneurs and business people have about how to use IP for business growth and success.

The World Intellectual Property Organization (WIPO) and the Global Business School Network (GBSN) undertook this study to obtain a more informed view of the extent of IP education in business schools, and to better understand the gaps and the emerging needs.

The key findings of the study show that IP is taught to some degree in the vast majority of business schools we surveyed, but that more can be done to foster attention to this topic in educational institutions.

The study also reinforces the importance of collaboration among stakeholders of the innovation ecosystem – IP governing and policy bodies, the business community and academic institutions each have a role to play. Moreover, we must work together to build, disseminate and apply the IP knowledge that enables innovation to flourish, businesses to succeed and economies to thrive.

We hope this report serves as a catalyst to raise awareness of the importance of IP knowledge for managers and entrepreneurs, and to spur creative strategies for incorporating IP subjects into business schools' program portfolios.

1 wipo.int/global_innovation_index/en/news/2022/news_0007.html

Methodology

The methodology for this study consisted of desk research to gather initial information and determine the survey design. This was followed by the distribution of a survey questionnaire in early 2023 to a global sample of business schools, leveraging the wide network of the GBSN. Two follow-up workshops were held in April 2023 to delve further into the topic and seek views on needs going forward.

Survey

The survey methodology consisted of outreach to business schools in the GBSN (both member and non-member schools) with an invitation to identify relevant individuals to participate in the survey.

We sought contacts to respond on behalf of four distinct areas of business school programs:

- Master of Business Administration (MBA) program or Executive MBA (EMBA) program;
- Specialized Master's program (especially in areas of international business, innovation and entrepreneurship);
- Executive education (non-degree);
- Centers within or affiliated to business schools (e.g., entrepreneurship center, business development center, innovation center, accelerator, incubator).

We then sent these contacts a survey exploring their experience with and perceptions related to the inclusion of IP topics in their program. The survey design allowed us to conduct some analysis of similarities and differences across the four program areas.

The survey (see Appendix A) has four sections:

A. Current state: This section assesses the current state of IP education in business schools, measuring the range of IP topics currently taught (Question 5); the level of learning expected (Question 6); and how IP subjects are incorporated into their curricula (Question 7).

B. Future expectations: This section probes which IP topics that are not currently taught might be considered for future inclusion (Question 8). In addition, by combining responses on topics currently addressed (Question 5) and topics considered for future inclusion (Question 8), we arrive at an indicator of the perceived relevance of each topic area.

C. Gaps and constraints: This section explores respondents' perceptions of whether their program area incorporates concepts of IP at the optimal/desired level (Question 9); what constraints or gaps they faced (Question 10); and the greatest areas of need with regard to their ability to address IP topics (Question 11).

D. Future opportunities for collaboration: The last section probes respondents' interest in a range of follow-up activities (Questions 12 and 13) and invites them to share any resources (Question 14).

We received survey responses from 62 individuals representing 35 business schools (a response rate of 39 percent among 161 invited individuals and a 64 percent participation rate among the 55 schools that indicated an initial interest in this project). The number of individuals exceeds the number of schools because more than one individual (representing different program areas) responded from some schools.

The geographic distribution and types of programs are reflected in Tables 1 to 3 and Figures 1 to 3. Appendix B lists the institutions that responded to the survey.

We caution that the survey is not intended as a statistically valid sample of the global population of business schools, nor does it represent a complete representation of the types of program areas offered by business schools. Some response bias is possible in the results.

Workshop

Invitations were sent to survey respondents who had indicated interest in a follow-up workshop. Invitations were extended to a few additional schools whose prior communications with the GBSN had indicated an interest in this topic. Two workshops were held on April 27, 2023, with a total of 15 participants representing 10 business schools in eight countries. Appendix B lists the institutions that participated in the workshops.

Table 1. Geographic distribution of schools represented in survey responses

Region	Count	Percent
East Asia and Pacific	10	29%
Europe and Central Asia	8	23%
Latin America and the Caribbean	1	3%
Middle East and North Africa	5	14%
North America	6	17%
South Asia	1	3%
Sub-Saharan Africa	4	11%
Total number of schools	35	

Figure 1. Geographic distribution of schools represented in survey responses

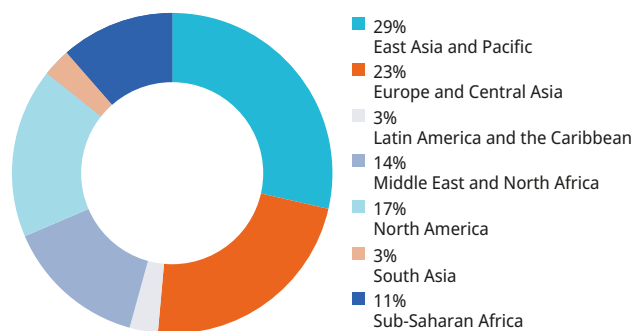
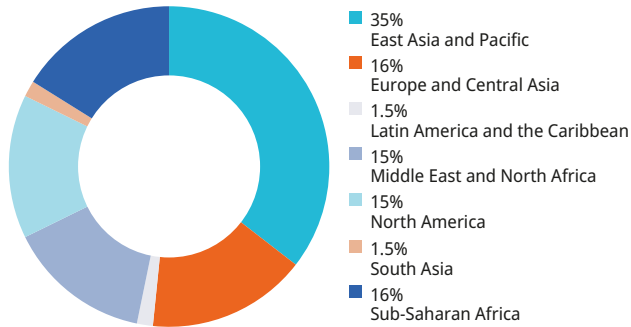
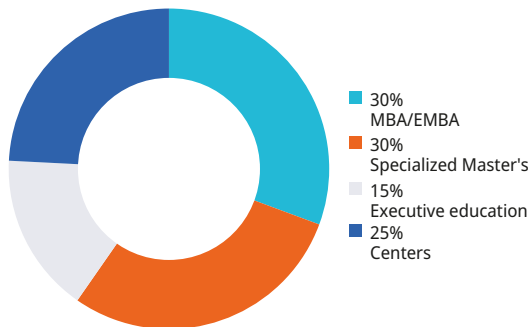


Table 2. Geographic distribution of individuals responding to survey

Region	Count	Percent
East Asia and Pacific	22	35%
Europe and Central Asia	10	16%
Latin America and the Caribbean	1	1.5%
Middle East and North Africa	9	15%
North America	9	15%
South Asia	1	1.5%
Sub-Saharan Africa	10	16%
Total number of individuals	62	

Figure 2. Geographic distribution of individuals responding to survey**Table 3. Program areas represented by individuals responding to survey**

Program area	Count	Percent
MBA/EMBA	19	30%
Specialized Master's	18	30%
Executive education	10	15%
Centers	15	25%
Total number of individuals	62	

Figure 3. Program areas represented by individuals responding to survey

Key findings

IP is taught to some degree in most surveyed business programs: 89 percent of respondents across four program areas said that one or more IP topics are incorporated in their curriculum in some way.

- The specific combination of topics varied across the four types of business programs surveyed. Among MBA and EMBA programs, the most common topics concern the *ethical and social perspectives of intellectual property*, and *legal principles/laws relating to intellectual property*. There is relatively high interest in international issues/opportunities related to IP among specialized Master's programs. The need to "contextualize" applied learning according to the specific stage of the business development cycle was strongest among the centers (with a focus on startups) and executive education (non-degree) programs.
- Workshop participants cautioned that inclusion of a topic within a program does not necessarily imply meaningful coverage. They noted that teaching about IP is often basic and not sufficiently imbedded into the curriculum of business schools.

The level of learning predominantly targets a *basic awareness* of the topic (42 percent of respondents) although we do see differences across program areas.

- The level of IP-related learning that is expected of students varied as follows: 42 percent of surveyed programs target a basic awareness of the concepts; 34 percent target a general understanding of the implications of IP on business decisions (*knowledge* level); and 19 percent aim for students to be sufficiently equipped to apply their learning to make informed decisions and take actions relating to IP (*application* level).
- Generally, we see some differences across program types. For example, MBA and EMBA programs, which are considered generalist degrees in that they cover a wide range of business topics, are the most likely to target an awareness level; while 73 percent of centers target a *knowledge or application* level of learning.
- Workshop participants said that business school faculty often still perceive IP as a legal subject, and therefore within the purview of the law faculty. However, they also believed that the time is ripe to "demystify" the subject and to imbed IP more strongly into business school curricula.

Few schools have courses or course modules dedicated solely to the topic of IP, although the subject is integrated into courses on other topics.

- Descriptions of program approaches to IP topics commonly refer to infusion of concepts into courses on other topics, thus contextualizing IP within subjects such as international trade, entrepreneurship, strategy or business law.
 - In MBA and EMBA programs, the most common course subjects mentioned included strategy, entrepreneurship and innovation, and law or business law. One respondent noted a dedicated course on IP and global business law and a few mentioned dedicated modules within MBA courses.

- In specialized Master's programs, the international context of IP rights and strategy is covered in courses including international property rights, taxation and trade law. A Master of Innovation in Business program offers a technopreneurship and innovation strategy course exploring the impact of IP on strategy through exposure to founders of international companies.
- Not surprisingly, centers (e.g., incubators, accelerators) deal with the subject of IP in more practical applications for their student entrepreneurs, such as dedicated sessions during bootcamps on awareness about IP regulations, processes and commercialization strategies; deep dive sessions on how to scale your IP potential; or free-of-charge advisory and prior art searches.
- Executive education programs deal more tangentially with the topic of IP. However, it is referenced in subject courses relating to corporate entrepreneurship and business development, for example.

Business schools' preferred future topics reflect increasing attention to the global nature of business and the need to protect IP rights.

- Across all program types, the specific topics most often cited as something representatives would consider incorporating in the future were *strategic management of companies' established intellectual property portfolios* and *intellectual property strategies for entering foreign markets, including how to obtain and protect your intellectual property rights abroad* (each cited by 18 respondents).
- Workshop participants cited three broad factors that are elevating the relevance of IP for students: business schools' increased focus on entrepreneurship and programs that support startups such as innovation centers; shifts in the global economy toward technology and digitization, with IP issues becoming increasingly important to business strategies in a number of industry sectors; and an increase in global awareness and attention to IP.

In terms of overall perceived relevance, the basic concepts and principles of IP are judged most relevant by the vast majority of respondents.

- As a general category, *the basic concepts and principles of intellectual property (IP) rights* are considered relevant by 95 percent of respondents (i.e., 95 percent of schools teach or desire to teach at least one of the topics in that category). This is followed by *IP related to business development and competitive positioning* (92 percent) and *IP related to international business and trade* (89 percent).
- In terms of more specific topics, *the main forms of intellectual property (patents, trademarks, industrial designs, geographical indications, copyright, etc.)* was chosen as the first-ranked topic for 86 percent of respondents, followed by *ethical and social perspectives of intellectual property* (80 percent) and *tools and business strategies to protect intellectual property in the early stages of a business* (72 percent).
- Workshop participants noted that the level and importance accorded to IP subjects by business schools is shaped by national, regional and local realities. For example, in some developing economies, there tends to be a low level of IP protection and use, and weaker enforcement mechanisms. As a result, businesses may be less aware of, or pay less attention to, the issue of IP rights, and business schools may give the subject less attention. Yet most were optimistic that there is a shift toward a maturing IP landscape and opportunities for business schools to play a role in that regard.

Business schools perceive that their programs do not incorporate IP concepts at the optimal or desired level. Main constraints include lack of time, faculty expertise and materials appropriate to their country or region.

- Only 21 percent of survey respondents felt that there were no gaps in their curricula, while 47 percent indicated that there were some gaps but that they were nearly where they

wanted to be, and 32 percent felt that there were substantial gaps and that they would like to do much more on the subject. Respondents from upper middle-income and lower middle-income economies were more likely to report either some or substantial gaps (100 percent and 88 percent, respectively), while those from high-income economies were most likely to report no gaps (36 percent).

- Respondents indicated several constraints preventing them from achieving this optimal level. The main constraint (61 percent) concerned a lack of time in the program or course to cover the subject due to trade-offs with other important concepts.
- Other factors noted by survey respondents included limitations on faculty expertise (42 percent) and materials appropriate to their country or region (37 percent). Differences across the host country's economic classification (per the World Bank) are also apparent, with those in high-income economies less likely to report constraints and those in upper middle-income economies reporting constraints at the highest frequency.
- Respondents were asked to elaborate on their response regarding gaps and constraints, and offered a wide variety of views, including capacity to develop appropriate curricula and materials; time and trade-off constraints; and the need to have an adequate framework to drive IP content and principles into appropriate program areas.
- Workshop participants reinforced that due to the transversal nature of IP, it is difficult to advocate for more space in the business curriculum on this topic, compared to more established disciplines. Like the survey respondents, they also mentioned a lack of expertise or capacity to delve deeply into IP matters, in particular to equip budding entrepreneurs with sufficient knowledge to protect their assets.

Many avenues exist for increasing students' exposure to IP, despite these limitations.

- Areas of greatest need that survey respondents elaborated on (in free text responses) included better awareness on the part of curriculum developers of the level of IP proficiency required, and more guidance on how best to incorporate IP topics into relevant subject matters across program curricula. Other needs include increased access to IP material and online learning.
- A deeper exploration of opportunities with workshop participants yielded the following potential strategies for enhancing IP coverage within business programs:

Strategy 1: Nurture demand through integrated and auxiliary learning opportunities

Leaders of business programs should pursue opportunities to incorporate IP content more meaningfully into existing courses. Additionally, they should grow interest and demand for the topic among students by introducing the topic in optional, ancillary courses or supplemental learning experiences such as workshops.

Strategy 2: Leverage collaborations

Several participants mentioned that collaborations within the local or regional innovation ecosystem and across the university had been helpful in the past, and were a key opportunity for future endeavors. Business schools might also pursue educational partnerships or relationships with organizations whose business is very IP intensive, creating mutual learning opportunities as well as providing speakers or guest lecturers.

Strategy 3: Enhance access to resources

It would be helpful if business schools and their faculty had access to a library of materials, including videos, recorded speakers, cases, slides and websites, that would help them incorporate relevant topics into their courses. Optimally the materials would span global and local contexts, and be available in formats aligned to today's generation of learners.

Strategy 4: Cultivate the champions

Business school leaders, the business community and IP organizations should cultivate champions within the business schools. Campaigns that "demystify" IP and explain its relevance for business management and strategy will ensure a cadre of individuals who can champion creative solutions for incorporating IP more meaningfully into existing efforts to support business success and the innovation ecosystem.

Survey results

A. Current state

A.1. Topics currently taught in business schools

Survey question #5

Which of the following intellectual property-related topics are addressed within this program area? *(select all that apply)*

The basic concepts and principles of intellectual property (IP) rights:

- The main forms of intellectual property (patents, trademarks, industrial designs, geographical indications, copyright, etc.)
- The legal principles/laws relating to intellectual property
- Ethical and social perspectives of intellectual property

IP related to international business and trade:

- The role of intellectual property in the context of broader issues such as trade and globalization
- Intellectual property strategies for entering foreign markets, including how to obtain and protect your intellectual property rights abroad
- Enforcement of a company's intellectual property (e.g., dealing with counterfeiting, piracy and infringement of your intellectual property)

IP related to business development and competitive positioning:

- Tools and business strategies to protect intellectual property in the early stages of a business (e.g., R&D, new product development, etc.)
- Intellectual property commercialization strategies for entrepreneurs and SMEs
- Strategic management of companies' established intellectual property portfolios (patents, designs, trademarks, brands)
- Management strategies related to a company's intellectual property management, protection and value creation (e.g., human resources policies, legal instruments, business processes, etc.)

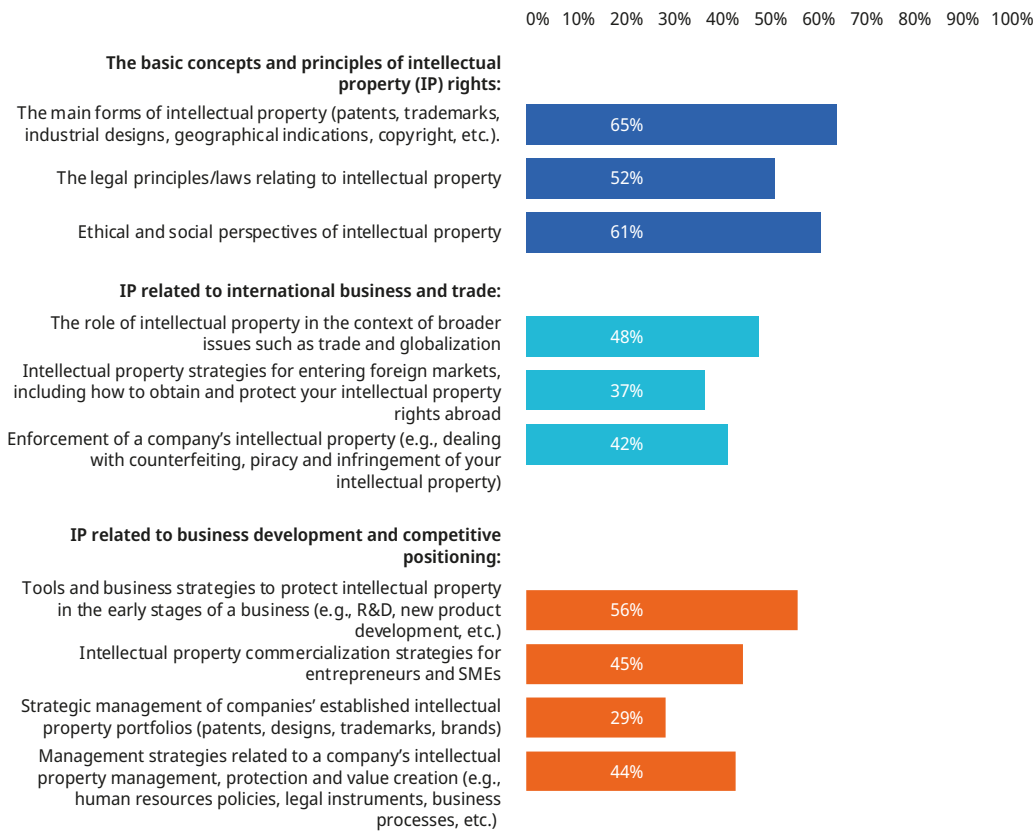
Other:

- Other (specify: _____)

None:

- None of the above topics or angles are addressed. *[Programming note: If selected, survey skips to Section: Future Expectations]*
-

Figure 4. Topics currently addressed, all program areas*



* 11 percent of respondents indicated that none of the listed topics are addressed within their program area.

Observations

- IP is taught to some degree in most surveyed business programs: 89 percent of respondents across four program areas said that one or more IP topics are incorporated in their curriculum in some way.
- The specific combination of topics varied across business schools, with some differences notable across program areas. Among MBA and EMBA programs, the most common topics concern the *ethical and social perspectives of intellectual property*, and *legal principles/laws relating to intellectual property*. There is relatively high interest in international issues and opportunities related to IP among specialized Master's programs. The need to "contextualize" applied learning according to the specific stage of the business development cycle was strongest among the centers (with a focus on startups) and executive education (non-degree) programs.
- Respondents could write in additional IP topics that are currently incorporated into their program. These included:
 - "Critical Perspectives of IP – IP used to restrict trade, challenges to IP policy by the Global South, IP used to impose upon the Global South, the growth of IP in trade agreements by the Global North to maintain its competitive advantage."
 - "In the New Zealand context, there are specific IP issues regarding the use of indigenous Maori language, cultural symbols and other resources that require consultations with Iwi and Maori experts on IP."

A.2. Target levels of learning

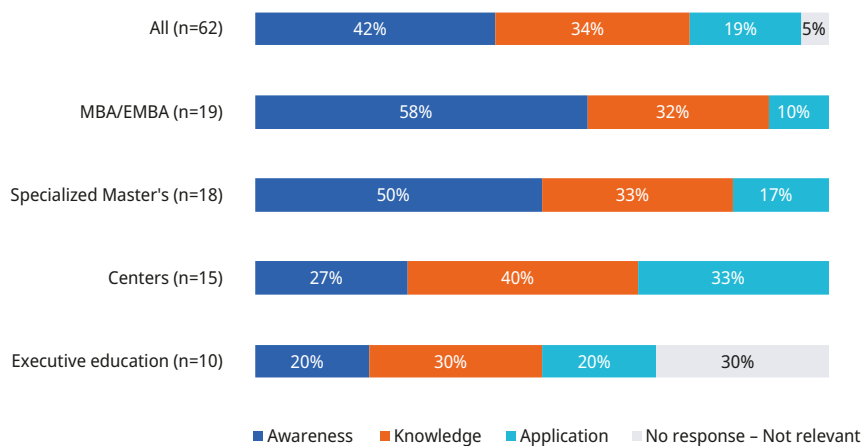
Survey question #6

How would you characterize the level of learning expected of participants completing this program area, with regard to intellectual property? (*select one*)

- Awareness* (able to identify basic terms and principles related to intellectual property as related to business strategy)
- Knowledge* (generally understands the implications of intellectual property related decisions or actions on business strategy)
- Application* (prepared to make decisions and take action on business strategy as related to intellectual property concerns)

Results

Figure 5. Target levels of learning



Observations

- The level of learning expected of students varies as follows: 42 percent of programs target a basic awareness of the concepts; 34 percent target a general understanding of the implications of IP on business decisions (*knowledge* level); and 19 percent aim for students to be sufficiently equipped to apply their learning to make informed decisions and take actions relating to IP (*application* level).
- Generally, we see some expected differences in the target learning levels across program types. For example, MBA and EMBA programs, which are considered generalist degrees in that they cover a wide range of business topics, are the most likely to target an *awareness* level, while 73 percent of centers target a *knowledge* or *application* level of learning.

Survey question #7

Considering the intellectual property related topics that you identified above, provide a brief description of how the topic is incorporated into this program area. For example, is there a dedicated course in which these concepts are covered, or are the concepts incorporated into courses on other topics? Are these principles addressed through any capstone projects or experiential learning?

[free text response]

Observations

- Few schools have courses or course modules dedicated solely to the topic of IP, although the subject is integrated into courses on other topics.
- Descriptions of program approaches to IP topics commonly refer to infusion of concepts into courses on other topics, thus contextualizing IP within subjects such as international trade, entrepreneurship, strategy or business law.
- In MBA and EMBA programs, the most common course subjects mentioned included strategy, entrepreneurship and innovation, and law or business law. One respondent noted a dedicated course on IP and global business law and a few mentioned dedicated modules within MBA courses.
- In specialized Master's programs, the international context of IP rights and strategy is covered in courses including international property rights, taxation and trade law. A Master of Innovation in Business program offers a technopreneurship and innovation strategy course exploring the impact of IP on strategy through exposure to founders of international companies.
- Not surprisingly, centers (e.g., incubators, accelerators) deal with the subject of IP in more practical applications for their student entrepreneurs, such as dedicated sessions during bootcamps on awareness about IP regulations, processes and commercialization strategies; deep dive sessions on how to scale your IP potential; or free-of-charge advisory and prior art searches.
- Executive education programs deal more tangentially with the topic of IP. However, it is referenced in subject courses relating to corporate entrepreneurship and business development, for example.

B. Future expectations

Survey question #8

You indicated that the following topics are not currently addressed in this program/ program area. Would you consider incorporating any of these topics in the future? (select all that apply)

[Items from the response choices in Question #5 are repeated here, displaying only if not selected as currently taught in the individual's response to Question #5.]

B.1. Topics considered for future inclusion

Results

Table 4. Topics considered for future inclusion, if not currently addressed within program (top two topics per program area are highlighted)

Program	All program areas	MBA/EMBA	Specialized Master's	Centers	Executive education
N programs responding	62	19	18	15	10
Number of program representatives that would consider incorporating in the future					
The basic concepts and principles of intellectual property (IP) rights					
The main forms of intellectual property (patents, trademarks, industrial designs, geographical indications, copyright, etc.)	13	5	3	1	4
The legal principles/laws relating to intellectual property	10	1	3	5	1
Ethical and social perspectives of intellectual property	12	2	3	5	2
IP related to international business an trade					
The role of intellectual property in the context of broader issues such as trade and globalization	12	4	4	2	2
Intellectual property strategies for entering foreign markets, including how to obtain and protect your intellectual property rights abroad	18	5	5	6	2
Enforcement of a company's intellectual property (e.g., dealing with counterfeiting, piracy and infringement of your intellectual property)	14	4	4	4	2
IP related to business development and competitive positioning					
Tools and business strategies to protect intellectual property in the early stages of a business (e.g., R&D, new product development, etc.)	10	3	3	1	3
Intellectual property commercialization strategies for entrepreneurs and SMEs	15	3	5	3	4
Strategic management of companies' established intellectual property portfolios (patents, designs, trademarks, brands)	18	7	4	6	1
Management strategies related to a company's intellectual property management, protection and value creation (e.g., human resources policies, legal instruments, business processes, etc.)	16	6	3	4	3

Observations

- Across all program types, the two topics most cited as under consideration for the future are *strategic management of companies' established intellectual property portfolios* and *intellectual property strategies for entering foreign markets, including how to obtain and protect your intellectual property rights abroad* (each cited by 18 respondents).
- The top two topics by program area are highlighted in Table 4.

B.2. Perceived relevance of IP topics (sum of currently offered and desire to offer)

We combined responses on topics currently addressed (Question 5) with topics considered for future inclusion (Question 8) to arrive at an indicator of the *perceived relevance* for each topic area. The data in Figure 6 present the combined responses for all respondents. Table 5 presents the same data in rank order of relevance (i.e., topics from highest to lowest perceived relevance).

Results

Figure 6. Perceived relevance of IP topics

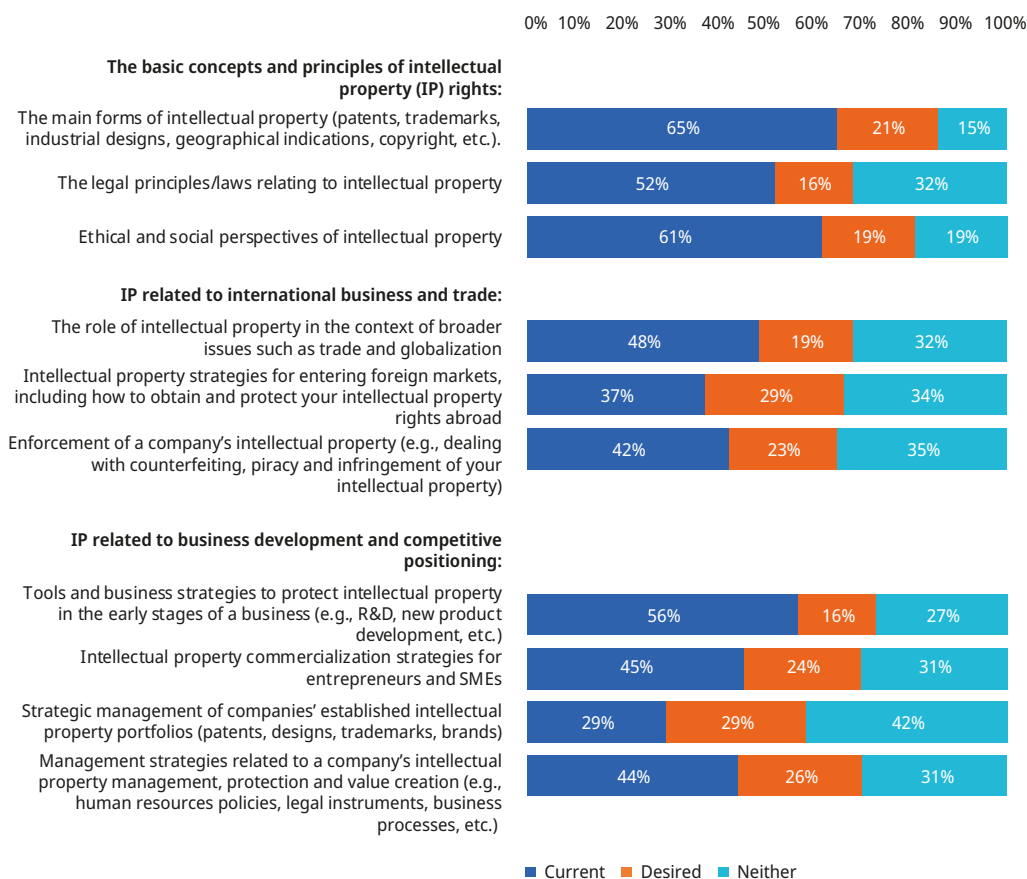


Table 5. Rank order, topics greatest to least perceived relevance

All programs	
86%	The main forms of intellectual property (patents, trademarks, industrial designs, geographical indications, copyright, etc.)
80%	Ethical and social perspectives of intellectual property
72%	Tools and business strategies to protect intellectual property in the early stages of a business (e.g., R&D, new product development, etc.)
70%	Management strategies related to a company's intellectual property management, protection and value creation (e.g., human resources policies, legal instruments, business processes, etc.)
69%	Intellectual property commercialization strategies for entrepreneurs and SMEs
68%	The legal principles/laws relating to intellectual property
67%	The role of intellectual property in the context of broader issues such as trade and globalization
66%	Intellectual property strategies for entering foreign markets, including how to obtain and protect your intellectual property rights abroad
65%	Enforcement of a company's intellectual property (e.g., dealing with counterfeiting, piracy and infringement of your intellectual property)
58%	Strategic management of companies' established intellectual property portfolios (patents, designs, trademarks, brands)

Observations

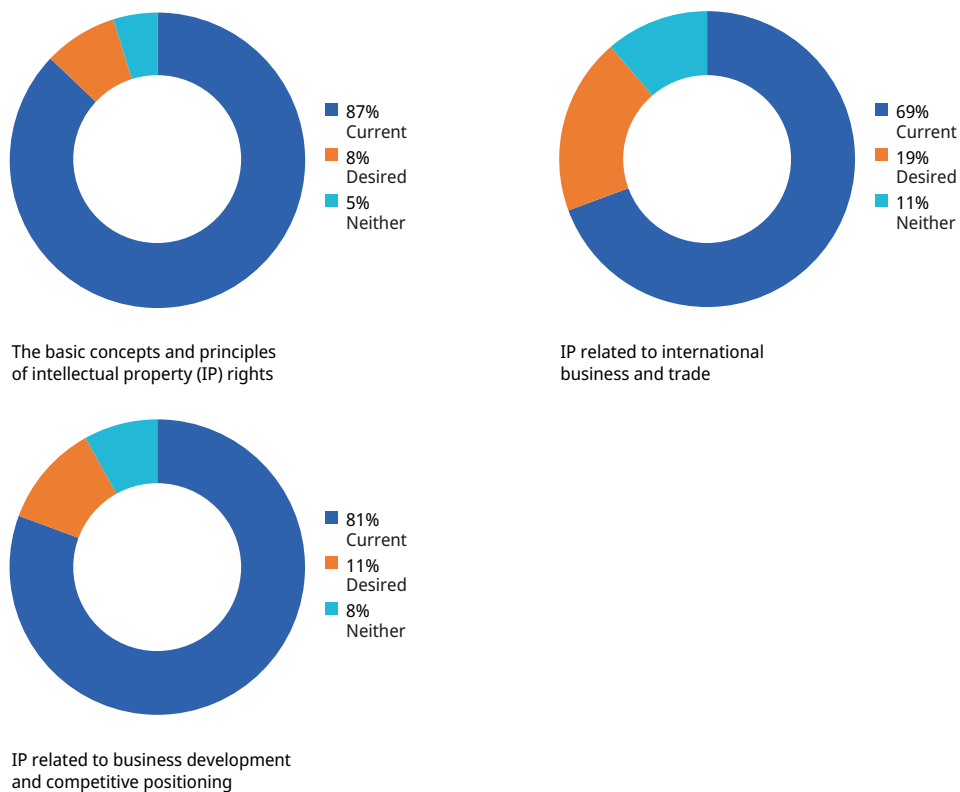
- In terms of specific topics, we find that *the main forms of intellectual property (patents, trademarks, industrial designs, geographical indications, copyright, etc.)* was chosen as the first-ranked topic for 86 percent of respondents, followed by *ethical and social perspectives of intellectual property* (80 percent) and *tools and business strategies to protect IP in the early stages of a business* (72 percent).

B.3. Perceived relevance of IP topic categories

Results

Figure 7 aggregates topics into three broad categories to present a simplified view of general topic areas of importance to business schools.

Figure 7. Aggregated topics in three broad categories



Observations

- Out of the three broad categories of topics, *basic concepts and principles of intellectual property (IP) rights* is considered relevant by 95 percent of respondents (i.e., 95 percent of schools teach or desire to teach at least one of the topics in that category). This is followed by *IP related to business development and competitive positioning* (92 percent) and *IP related to international business and trade* (89 percent).

C. Gaps and constraints

C.1. Self-perception of whether program area incorporates IP at optimal or desired level

Survey question #9

Do you believe this program area currently incorporates concepts related to intellectual property at the optimal/desired level? (*select one*)

- No – we would like to do/achieve much more (substantial gaps)
- Somewhat – we are nearly where we need/want to be (some gaps)
- Yes – we are where we need/want to be (no gaps)

Results

Figure 8. Does program area incorporate IP at optimal or desired level (by program area)?

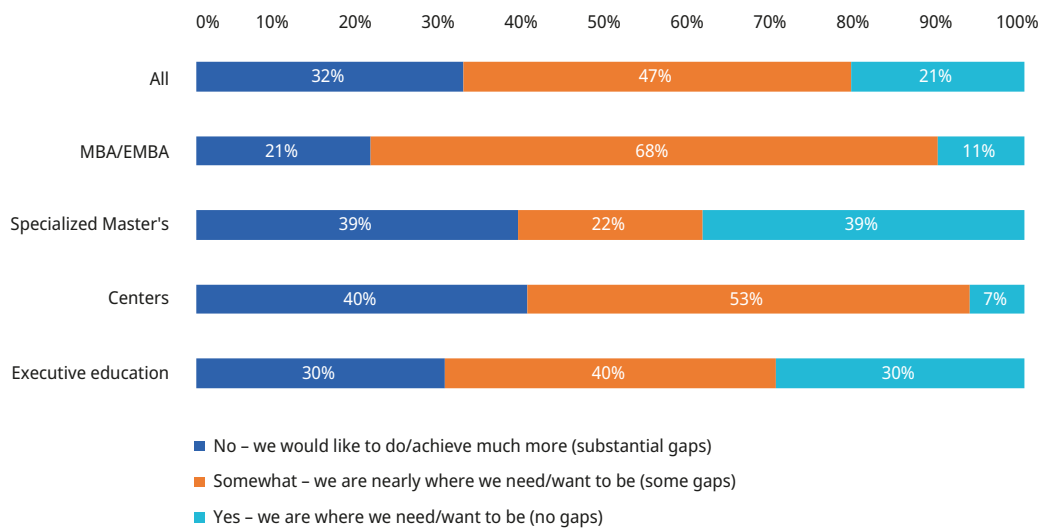
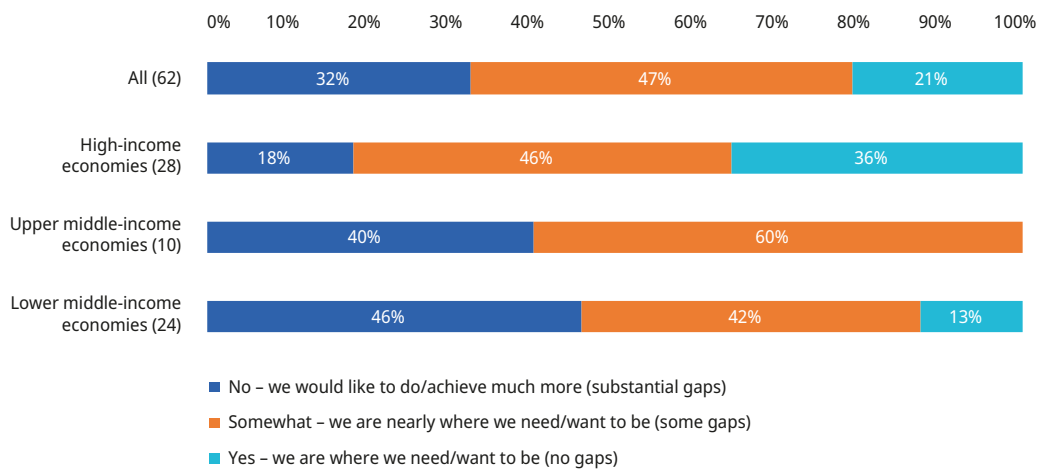


Figure 9. Does program area incorporate IP at optimal or desired level (by World Bank economic status)?



Observations

- Responses suggest substantial potential for enhanced inclusion of these concepts into all program types, with 79 percent of respondents reporting some or substantial gaps between the current and optimal levels of IP coverage.
- Only 21 percent of respondents felt that there were no gaps in their curricula, while 47 percent indicated that there were some gaps but that they were nearly where they wanted to be, and 32 percent felt that there were substantial gaps and that they would like to do much more on the subject. Respondents from upper middle-income and lower middle-income economies were more likely to report either some or substantial gaps (100 percent and 88 percent, respectively), while those from high-income economies were most likely to report no gaps (36 percent).

C.2. Gaps or constraints that prevent the incorporation of IP content at desired level

Survey question #10

What gaps or constraints prevent you from being able to incorporate intellectual property related content at the desired level/for the desired purpose? *(select all that apply)*

Lack of or Inadequate:

- Materials appropriate to course/program objectives
- Materials appropriate to the intellectual property landscape in your country/region
- Faculty expertise
- Time in program/course to cover (vis-à-vis trade-offs with other important concepts)
- Instructor time to incorporate meaningfully into existing course syllabi
- Overarching framework guiding meaningful infusion of intellectual property principles across a program of study

Other

- Other (specify: _____)

Results

We have listed the rates at which various gaps or constraints were identified by program area (Table 6) and by World Bank economic classification (Table 7). Those identified by 50 percent or more of respondents for a given category (column) are highlighted.

Table 6. Gaps or constraints that prevent the incorporation of IP content at desired level, by program area

Program	All program areas	MBA/EMBA	Specialized Master's	Centers	Executive education
N programs responding	62	19	18	15	10
Percent of N programs that identify given gap/constraint to reaching desired level:					
Materials appropriate to course/program objectives	27%	16%	39%	20%	40%
Materials appropriate to the IP landscape in your country/region	37%	26%	22%	60%	50%
Faculty expertise	42%	32%	44%	53%	40%
Time in program/course to cover (vis-à-vis trade-offs with other important concepts)	61%	89%	50%	53%	40%
Instructor time to incorporate meaningfully into existing course syllabi	31%	21%	28%	53%	20%
Overarching framework guiding meaningful infusion of IP principles across a program of study	35%	0%	28%	47%	30%
Other	6%	0%	0%	13%	10%
No response (no gaps/constraints identified)	11%	0%	33%	0%	10%

Table 7. Gaps or constraints that prevent the incorporation of IP content at desired level, by country's World Bank economic status

Program	All	High-income economies	Upper middle-income economies	Lower middle-income economies
N programs responding	62	28	10	24
Percent of N programs that identify given gap/constraint to reaching desired level:				
Materials appropriate to course/program objectives	27%	18%	40%	33%
Materials appropriate to the IP landscape in your country/region	37%	14%	80%	46%
Faculty expertise	42%	25%	50%	58%
Time in program/course to cover (vis-à-vis trade-offs with other important concepts)	61%	54%	80%	63%
Instructor time to incorporate meaningfully into existing course syllabi	31%	29%	20%	38%
Overarching framework guiding meaningful infusion of IP principles across a program of study	35%	0%	70%	42%
Other	6%	7%	10%	0%
No response (no gaps/constraints identified)	11%	21%	0%	4%

Observations

- Respondents indicated a number of constraints preventing them from achieving an optimal level of IP education. The main constraint (61 percent) concerned a lack of time in the program or course to cover the subject due to trade-offs with other important concepts. Other factors included limitations on faculty expertise (42 percent) and materials appropriate to their country or region (37 percent).
- Differences across the host country's economic classification (per the World Bank) are also apparent, with those in high-income economies less likely to report constraints and those in upper middle-income economies reporting constraints at the highest frequency.

C.3. Perceptions of greatest area of need

Survey question #11

Please elaborate on your response above with some brief comments to help us understand what you view as the greatest area(s) of need for this program area with regard to incorporating intellectual property subject matter. What would be most helpful/impactful?
[free text response]

Observations

Below is a sampling of the observations received regarding curriculum needs, challenges regarding time and trade-offs, and materials and resources required:

- There needs to be a better awareness on the part of curriculum developers of the relevant level of IP proficiency required by graduates of our programs.
- There is always a trade-off between topics that “must be covered” compared with those that would be “nice to be covered.” IP falls into the latter category. However, awareness of IP issues enables students to explore those issues in greater depth outside the taught program.
- As of now, IP is incorporated transversally in several courses with no specific dedicated course. One of the major weaknesses is the lack of supporting material and the limited time per course to fully cover all IP aspects.
- We need literature on IP issues with practical impact in businesses. We also need some training; it could be online training or video-based training.
- Since Entrepreneurship Lab is an experiential course aimed at developing problem solving and critical thinking skills through student groups working on a new business idea, it would be good for them to know what IP-related principles apply to startups across different phases of the lifecycle and maybe varying IP frameworks that exist internationally.

- In our new Entrepreneurship Center, there is a need to build IP courses, enhance entrepreneurial capabilities and develop the capacity of mentors/coaches/lecturers/facilitators in this subject area. Since entrepreneurship is now taught across all business school degree and diploma levels, it is imperative that IP be incorporated as part of the subject matter across program curricula.
- We don't have enough time to cover this topic in our curriculum. But if there were a three-hour online class with test questions, we could just assign it to students to give them basic knowledge.
- Our programs (Executive Education) are driven by the needs of our clients (custom, federal, or continuing education). The only stakeholder group that has shown some interest in IP is start ups or small businesses.

D. Future opportunities for collaboration

D.1. Follow-up activities

Survey question #12

Please indicate if you would have an interest in any of the following follow-up activities, if facilitated by GBSN and/or WIPO [*select all that apply*]

- Participation in a virtual, interactive workshop to give your views about the pertinence of intellectual property in business education, explore needs/gaps, and identify potential opportunities to assist schools in meaningfully and effectively integrating intellectual property subject matter into their educational offerings.
- Connection to a learning community of educators, researchers, and professionals focused on the teaching of intellectual property subject matter in support of business growth and development.
- Engagement in collaborative efforts to develop additional resources to support meaningful inclusion of intellectual property subject matter in business education.
- Feel free to offer any additional ideas that interest you here: _____

Results

In total, 48 individuals (77 percent) responded by indicating one or more areas of interest.

Table 8. Interest in follow-up activities

Number of individuals	Area of interest selected
33 individuals (53%)	Participation in a virtual, interactive workshop to articulate the role of IP in business education.
31 individuals (50%)	Connection to a learning community on the teaching of IP.
26 individuals (42%)	Engagement/collaboration on development of IP resources.

Workshop summary

Below is a summary of the insights offered during two 90-minute workshops. We sought participants' views on the current state of IP education in business programs, the business context that is shaping the relevance of these topics in their curricula, and the needs they see going forward.

A total of 15 participants representing 10 business schools in eight countries participated in the workshops.

Teaching related to IP is common at some level, but not sufficiently imbedded into the curriculum nor “to the required depth” to be truly meaningful for business students.

Participants noted that while there is some attention to IP topics within business programs, teaching is often basic and oriented towards general awareness or a general coverage of the subject matter. Participants gave examples of how the topic is incorporated at their schools, including sub-modules in MBA programs, as a topic within entrepreneurship courses, or within innovation modules.

Generally, such coverage was characterized as uneven (i.e., not present across all business programs) and rarely extended beyond generating basic awareness of IP. Eldy Sunico of Pacific Adventist University in Papua New Guinea said, “We lack emphasis and supplementary activities or resources that generate meaningful awareness and impact in our students.”

Business schools often do not have the capacity to delve deeply into IP matters “unless it’s of special interest to the professor or we have the availability of a guest speaker who might be able to come and speak on the topic,” explained Jon Crocker of the University of Maryland in the United States of America.

A number of participants said that IP is traditionally viewed as a legal subject, within the purview of faculties of law, and many in the business community continue to consider it that way.

McEdward Murimbika of Wits Business School in South Africa suggested the need for “resources which will promote the demystification of intellectual property as a legalistic or as a legal process” and to align it more strongly to business strategy among business school faculty. “IP management is a basic function of business, and we need to push that into the teaching of all business schools,” affirmed Kevin Willoughby of HHL Graduate School of Management in Germany.

IP education has become an imperative for business students, given the emergence of entrepreneurship, globalization and technology, and a greater awareness of IP issues in global markets.

Participants cited three broad factors that are driving the increased relevance of IP for business students:

- business schools' increased focus on entrepreneurship,
- shifts in the global economy toward technology and digitization, and
- a greater global awareness of the importance of IP and intangible assets.

Entrepreneurship focus

Participants expressed the view that IP is becoming more important, particularly among business school programs that focus on entrepreneurship and supporting student startups via innovation centers or business incubators. One participant framed this as: schools being in the business of business creation.

The entrepreneurship and innovation-focused programs or centers mentioned by participants are reflective of a global trend among business schools to be more active in educating aspiring entrepreneurs, supporting startups and working more consistently within an ecosystem of entrepreneurship organizations.

"There is a higher entrepreneurial and venture capital orientation in terms of interest in our courses, our participants, and also the local ecosystem," noted Maria Isabella Leone of Luiss Business School in Italy. This highlights the need to equip entrepreneurs with sufficient knowledge to protect their assets right from the start, particularly in technology fields where innovation is almost constant.

However, like their degree program counterparts, such centers often face limitations in the extent of IP-related education and advice they can provide. Reflecting on the training provided by her business school's incubation center, Damary Sikalieh of United States International University – Africa in Kenya noted that "these [incubators] are teaching the whole concept of IP, but not to the level of where one walking out of the incubation center will say, 'I really know how to protect what I'm developing' if it has something to do with a new product, idea or concept."

Globalization and technology

Intellectual property matters are becoming increasingly important in a globalized economy driven by rapid technological changes. "Creation and distribution of IP is being shaped by an emerging digital age, especially now as we get into a new phase of artificial intelligence (AI)," noted David Waweru of Booktalk Africa in Kenya and a doctoral student at HHL Leipzig Graduate School of Management in Germany. Others noted that recent developments in AI technologies have helped to bring IP issues to "center stage," sharing that courses on topics such as innovation management, technology management and technology strategy are increasingly common among business schools.

Participants also noted there are several industry sectors where intersections with business school programs offer opportunities for attention to IP as an element of business strategy. The teaching of IP issues and strategies is particularly relevant to sectors such as fintech, aerospace, food and agribusiness, and cultural industries. "Digitalization of cultural industries, and music in particular," noted Waweru, "reinforces the need to have this holistic view of intellectual property, not just segmenting into patents and copyright and trademarks with different specialists."

Increasing global awareness and attention

Participants noted an increasing awareness of IP as a tool for all nations, no matter their level of development. They noted that the level and importance accorded to IP subjects by business schools is shaped by regional and local realities. For example, in some developing economies, there tends to be a low level of IP protection and use, and weaker enforcement mechanisms.

As a result, businesses may be less aware of, or pay less attention to, the issue of IP rights, and business schools may give the subject less attention.

Others mentioned that low R&D and commercialization capacity, as well as inefficiencies in IP administration and granting of IP rights, also affect business' perception in their country of the pertinence and value of IP strategies. "The focus is more on getting the idea out to the market and making money as opposed to also focusing on IP generation and protection," noted Paul Ochieng of Strathmore University in Kenya.

This disconnect between theory and practice can challenge business schools seeking to teach IP in a way that best equips students while reflecting regional and national realities.

Nevertheless, most were optimistic that there is a shift toward a maturing IP landscape and increasing opportunities for business schools to play a role in that regard.

Participants from Africa pointed to recent developments and trends that were encouraging.

One noted that regional trade agreements, such as the African Continental Free Trade Area adopted in 2018, increase opportunities for businesses looking to scale across the region, thus elevating the need to consider IP protection.

Patrick Akinwuntan from Lagos Business School in Nigeria was optimistic that his country is at the threshold of promoting and benefiting from innovation in several sectors, including fintech, music and the creative arts. He shared his assessment that "IP will become increasingly critical for emerging business leaders in Nigeria and Africa."

Business school leaders face challenges when advocating for more attention to IP topics in program curricula

Due to the transversal nature of IP, it is difficult to advocate for more space in business curricula on the topic, compared to more established disciplines such as accounting, finance or business strategy. "Every curriculum has an amount of credits to cover," explained Leone, "so we need more space" to bring in additional credits or courses that directly cover IP, which often requires reshaping curricula. Another participant noted that this can be particularly challenging for double major programs, where time constraints are particularly acute.

Second, as noted earlier, there is a perception gap among many business school faculty who view IP as the purview of the law school. "We need a champion inside the business school who is passionate about IP. Most people think of [IP] as a legal issue. But it is about strategy, management and the business of using IP," said Willoughby.

Another challenge cited by some participants is access to IP data and easily available resources that could be incorporated into student projects.

Many avenues exist for increasing students' exposure to IP, despite these limitations

Several strategies emerged for passionate and entrepreneurial leaders within business schools to respond to these challenges and begin to increase attention to IP across program portfolios.

Strategy 1: Nurture demand through integrated and auxiliary learning opportunities

Recognizing that student demand for IP subject matter would be a key driver for more coverage in the curriculum, several participants suggested strategies of exposing students to IP-related topics in ways that pique their interest and desire for more.

One way to do this is to incorporate IP topics within existing courses, such as strategy, marketing, operations and business law, as well as in more specialized or elective courses such as the strategic management of innovation. This may take the form of sessions, modules, case

studies or even guest lectures as part of these courses.

IP topics can also be incorporated into workshops or other learning activities outside the formal curriculum.

In either case, as students recognize the importance of the subject they may articulate a desire for more learning, potentially leading to dedicated courses or even entire programs.

Strategy 2: Leverage collaborations

Collaborations within the local or regional innovation ecosystem, and across the university, were mentioned by several participants as having been helpful in the past, and a key opportunity for future endeavors. “[Business schools] can no longer be ivory towers where we want to maximize what we have internally. Building an ecosystem of supporting organizations becomes critical,” noted Murimbika.

Educational partnerships, such as executive education programs, special seminars or hands-on projects for organizations whose business is very IP intensive, can also create demand for specialized courses, services and learning modules. These can then be leveraged for use within the school’s main programs. These relationships can also yield speakers or guest lecturers. “Our students were really delighted to learn first-hand from the people in charge of IP rights in the government,” noted Sunico in reflecting on a recent workshop held for graduating students.

Similarly, Leone noted that strong ties with the Italian Patent and Trademark Office and the European Union Intellectual Property Office (EUIPO) had been essential to an Open Innovation and Intellectual Property Executive Master’s program at the school, including a high number of sponsorships for students in the program.

Within the university setting, collaborations with schools of medicine, engineering and similar fields can create opportunities for business schools to be valued partners in ensuring that the IP of innovations is strategically managed.

Strategy 3: Enhance access to resources

Participants were favorable about having access to a broader range of materials to help support efforts to incorporate IP topics in their curricula. One participant suggested “a library of resources” including videos, recorded speakers, cases, slides and websites that can be accessed, searched and utilized by faculty. Such materials would optimally include a mix of globally and locally relevant content, but even materials oriented to general awareness, such as global trends and issues in patenting and other areas of IP, might be a springboard for developing material from more local and national perspectives. Another participant further noted the importance of aligning materials to the “new generation ways of learning” including micro-learning, bite-sized modules and gamification.

Strategy 4: Cultivate the champions

Business school leaders, the business community and IP organizations should cultivate champions within the business schools. “The receptivity to having a useful supply of materials, tools, experts, etc., depends upon having a champion already inside the business school who’s passionate about intellectual property’s role in business,” noted Willoughby. Efforts to reframe IP as relevant for business management and strategy, not just law, are also essential to encouraging and supporting business faculties to successfully implement creative strategies for integrating IP into existing courses.

Appendices

A. Survey instrument

GBSN/WIPO Survey on Intellectual Property in Business Education

Thank you for participating in the joint GBSN/WIPO project by responding to this brief survey!

Your response will enable an assessment of how principles and strategies related to intellectual property are (or should/could be) addressed within business education globally. The survey should take about 10 minutes to complete.

With gratitude for your time and collaboration,
World Intellectual Property Organization (WIPO)
Global Business School Network (GBSN)

This survey will focus on the presence of educational content related to intellectual property within \${e://Field/ProgArea}

If no intellectual property related content is included within this \${e://Field/text}, please tell us in this survey.

[Respondent Information]

1. To begin, please indicate below the name of the specific \${e://Field/text} for which you intend to respond.
2. Your Name (First and Last)
3. Your Title/Role
4. Your Email Address

[Current State]

5. Which of the following intellectual property-related topics are addressed within this program area? (check all that apply) *[Programming note: multi-select]*

The basic concepts and principles of intellectual property (IP) rights:

- The main forms of intellectual property (patents, trademarks, industrial designs, geographical indications, copyright, etc.).
- The legal principles/laws relating to intellectual property
- Ethical and social perspectives of intellectual property

IP related to international business and trade:

- The role of intellectual property in the context of broader issues such as trade and globalization
- Intellectual property strategies for entering foreign markets, including how to obtain and protect your intellectual property rights abroad

- Enforcement of a company's intellectual property (e.g., dealing with counterfeiting, piracy and infringement of your intellectual property)

IP related to business development and competitive positioning:

- Tools and business strategies to protect intellectual property in the early stages of a business (e.g., R&D, new product development, etc.)
- Intellectual property commercialization strategies for entrepreneurs and SMEs
- Strategic management of companies' established intellectual property portfolios (patents, designs, trademarks, brands)
- Management strategies related to a company's intellectual property management, protection and value creation (e.g., human resources policies, legal instruments, business processes, etc.)

Other:

- Other (specify: _____)

None:

- None of the above topics or angles are addressed. *[Programming note: If selected, survey skips to Section: Perceptions]*

6. How would you characterize the level of learning expected of participants completing this program area, with regard to intellectual property? *[Programming note: single select]*

- a. *Awareness* (able to identify basic terms and principles related to intellectual property as related to business strategy)
- b. *Knowledge* (generally understands the implications of intellectual property related decisions or actions on business strategy)
- c. *Application* (prepared to make decisions and take action on business strategy as related to intellectual property concerns)

7. Considering the intellectual property related topics that you identified above, provide a brief description of how the topic is incorporated into this program area. For example, is there a dedicated course in which these concepts are covered, or are the concepts incorporated into courses on other topics? Are these principles addressed through any capstone projects or experiential learning? *[free text response]*

[Future Expectations]

8. You indicated that the following topics are not currently addressed in this program/program area. Would you consider incorporating any of these topics in the future? (check all that apply) *[Programming note: Choices will only display if not selected earlier (i.e., not marked as currently included)]*

The basic concepts and principles of intellectual property (IP) rights:

- The main forms of intellectual property (patents, trademarks, industrial designs, geographical indications, copyright, etc.).
- The legal principles/laws relating to intellectual property
- Ethical and social perspectives of intellectual property

IP related to international business and trade:

- The role of intellectual property in the context of broader issues such as trade and globalization
- Intellectual property strategies for entering foreign markets, including how to obtain and protect your intellectual property rights abroad
- Enforcement of a company's intellectual property (e.g., dealing with counterfeiting, piracy and infringement of your intellectual property)

IP related to business development and competitive positioning:

- Tools and business strategies to protect intellectual property in the early stages of a business (e.g., R&D, new product development, etc.)
- Intellectual property commercialization strategies for entrepreneurs and SMEs
- Strategic management of companies' established intellectual property portfolios (patents, designs, trademarks, brands)
- Management strategies related to a company's intellectual property management, protection and value creation (e.g., human resources policies, legal instruments, business processes, etc.)

Other:

- Other (specify: _____)

[Gaps and Constraints]

9. Do you believe this program area currently incorporates concepts related to intellectual property at the optimal/desired level? *[Programming note: single select]*
- Yes – we are where we need/want to be (no gaps)
 - Somewhat – we are nearly where we need/want to be (some gaps)
 - No – we would like to do/achieve much more (substantial gaps)
10. What gaps or constraints prevent you from being able to incorporate intellectual property related content at the desired level/for the desired purpose? *[Programming note: multi-select]*

Lack of or Inadequate:

- Materials appropriate to course/program objectives
- Materials appropriate to the intellectual property landscape in your country/region
- Faculty expertise
- Time in program/course to cover (vis-à-vis other important concepts)
- Instructor time to incorporate meaningfully into existing course syllabi
- Overarching framework guiding meaningful infusion of intellectual property principles across a program of study
- Other (specify: _____)

11. Please elaborate on your response above with some brief comments to help us understand what you view as the greatest area(s) of need for this program area with regard to incorporating intellectual property subject matter. What would be most helpful/impactful?
[free text response]

[Potential Areas for Future Collaboration]

12. Please indicate if you would have an interest in any of the following follow-up activities, if facilitated by GBSN and/or WIPO: *[Programming note: multi-select]*
- Participation in a virtual, interactive workshop to give your views about the pertinence of intellectual property in business education, explore needs/gaps, and identify potential opportunities to assist schools in meaningfully and effectively integrating intellectual property subject matter into their educational offerings.
 - Connection to a learning community of educators, researchers, and professionals focused on the teaching of intellectual property subject matter in support of business growth and development.
 - Engagement in collaborative efforts to develop additional resources to support meaningful inclusion of intellectual property subject matter in business education.
 - Feel free to offer any additional ideas that interest you here: _____

13. Would you like to be included in future GBSN communications (in addition to any specific purpose you selected above)?

- Yes, please include me in future GBSN communications.
 No thanks

14. We are also interested in collecting samples of course syllabi that incorporate intellectual property related concepts. If you are willing to share any such syllabi, please forward them to [email provided].

B. List of participating institutions

*Form indicates the form of participation: either survey (S) or workshop (W) or both.

East Asia and the Pacific

Country/Economy	Institution name	Form*
Australia	Monash University Business School	S
China	Tsinghua University PBC School of Finance	S
Hong Kong, China	Hong Kong University of Science and Technology (HKUST)	S
Indonesia	Universitas Gadjah Mada Faculty of Economics and Business	S
New Zealand	University of Otago Business School	S
Papua New Guinea	Institute of Business Studies (IBS) University	S W
Papua New Guinea	Pacific Adventist University	S W
Philippines	Asian Institute of Management (AIM)	S
Republic of Korea	Sungkyunkwan (SKK) Graduate School of Business	S
Thailand	Sasin Graduate Institute of Business Administration of Chulalongkorn University	S

Europe and Central Asia

Country/Economy	Institution name	Form*
Germany	HHL Leipzig Graduate School of Management	W
Ireland	Kemmy Business School, University of Limerick	S
Italy	Luiss Business School	W
Lithuania	Vilnius University Business School	S
Poland	SGH Warsaw School of Economics	S
Portugal	Iscte Business School - University Institute of Lisbon	S
Portugal	Porto Business School	S
Switzerland	ZHAW School of Management and Law	S
Türkiye	Koç University Graduate School of Business	S
United Kingdom	University of Glasgow, Adam Smith Business School	S

Latin America and the Caribbean

Country/Economy	Institution name	Form*
Colombia	Universidad EAFIT	S

Middle East and North Africa

Country/Economy	Institution name	Form*
Egypt	The American University, Cairo School of Business	S
Jordan	Princess Sumaya University for Technology	S
Lebanon	The American University Beirut, Suliman S. Olayan School of Business	S
Morocco	Africa Business School	S
Tunisia	Mediterranean School of Business (MSB)	S

North America

Country/Economy	Institution name	Form*
United States of America	American University Kogod School of Business	S
United States of America	Bauer College of Business at the University of Houston	S
United States of America	Florida International University College of Business	S
United States of America	Loyola Marymount University	S
United States of America	Michigan State University, Broad College of Business	S
United States of America	University of Maryland Robert H. Smith School of Business	S W

South Asia

Country/Economy	Institution name	Form*
India	Birla Institute of Management Technology (BIMTECH)	S

Sub-Saharan Africa

Country/Economy	Institution name	Form*
Kenya	Strathmore University	W
Kenya	United States International University - Africa	W
Nigeria	Lagos Business School	W
South Africa	Rhodes Business School	S
South Africa	University of The Witwatersrand, Wits Business School	S W
United Republic of Tanzania	Sokoine University Graduate Entrepreneurs Cooperative (SUGECO)	S
Zimbabwe	Midlands State University	S W



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