



Leadership and Governance



Organisational Capacity: Funding, People and Incentives



Entrepreneurial Teaching and Learning



Preparing and Supporting Entrepreneurs



Knowledge Exchange and Collaboration



The Internationalised Institution



Measuring Impact

HEInnovate

A GUIDING FRAMEWORK FOR THE INNOVATIVE AND ENTREPRENEURIAL HIGHER EDUCATION INSTITUTION

How innovative is your higher education institution?

Being an entrepreneurial higher education institution depends upon individuals, and innovative ways of doing things. There is no 'unique' approach, but a variety of ways in which HEIs behave entrepreneurially, for example, in how they manage resources and build organisational capacity, involve external stakeholders into their leadership and governance, create and nurture synergies between teaching, research and their societal engagement, as well as knowledge exchange. This also includes recognising and building on what already exists.

Now in its third year, HEInnovate has been used by 100s of institutions across Europe to assess their entrepreneurial and innovative potential.

START NOW



Outline

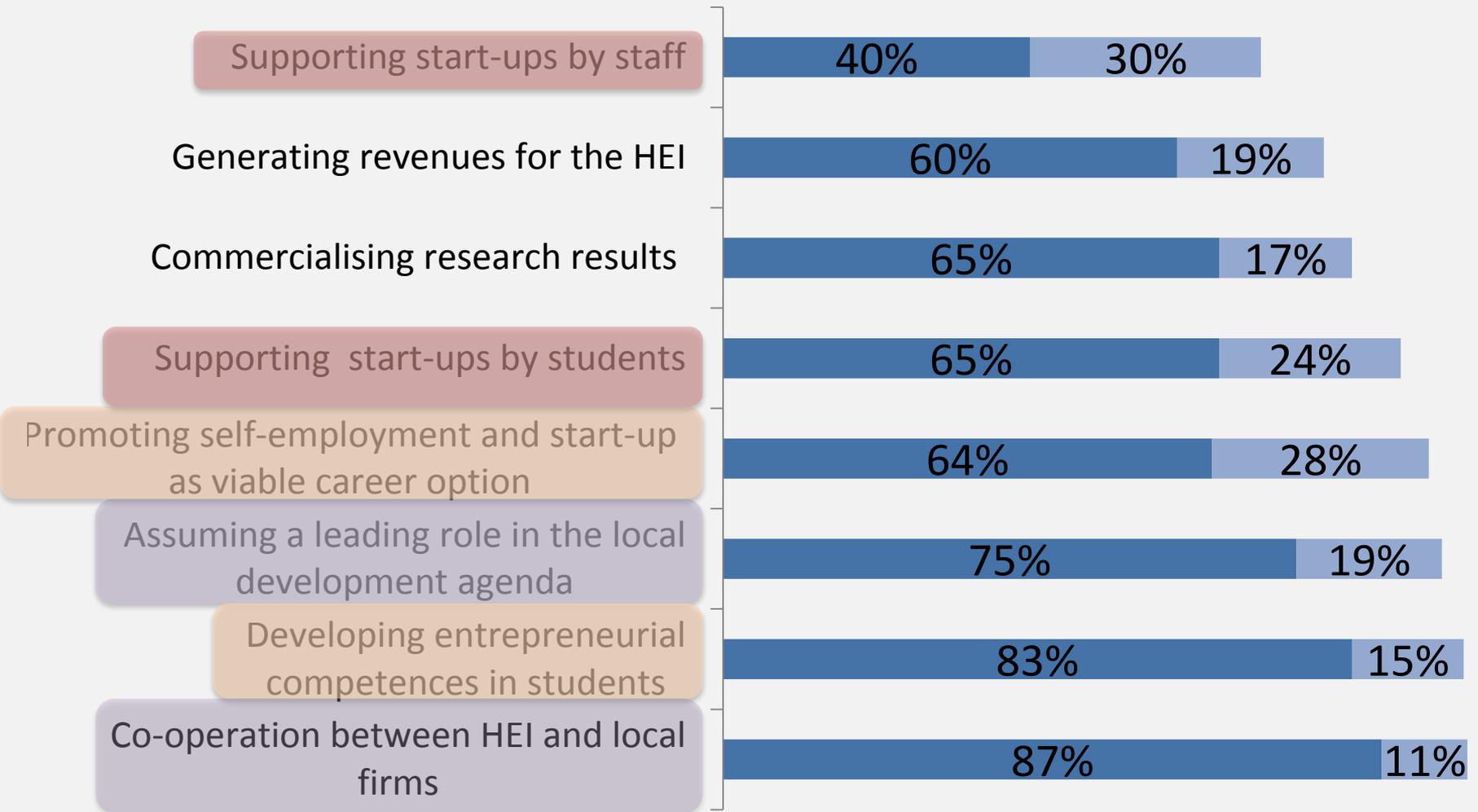
- HEInnovate – a Guiding Framework for the Innovative & Entrepreneurial Higher Education Institution
- How does the online self-assessment tool work?
- HEInnovate dimension: Organisational capacity
 - Good practice statements
 - Findings from the HEInnovate country reviews

Why a Guiding Framework?

The “entrepreneurial agenda” of HEIs

■ Important/Very important

■ Somewhat important



Source: HEI Leader Surveys BGL (2014), IRE (2015), POL (2015-16), HUN (2016), NLD (2017), N=109 Higher Education Institutions

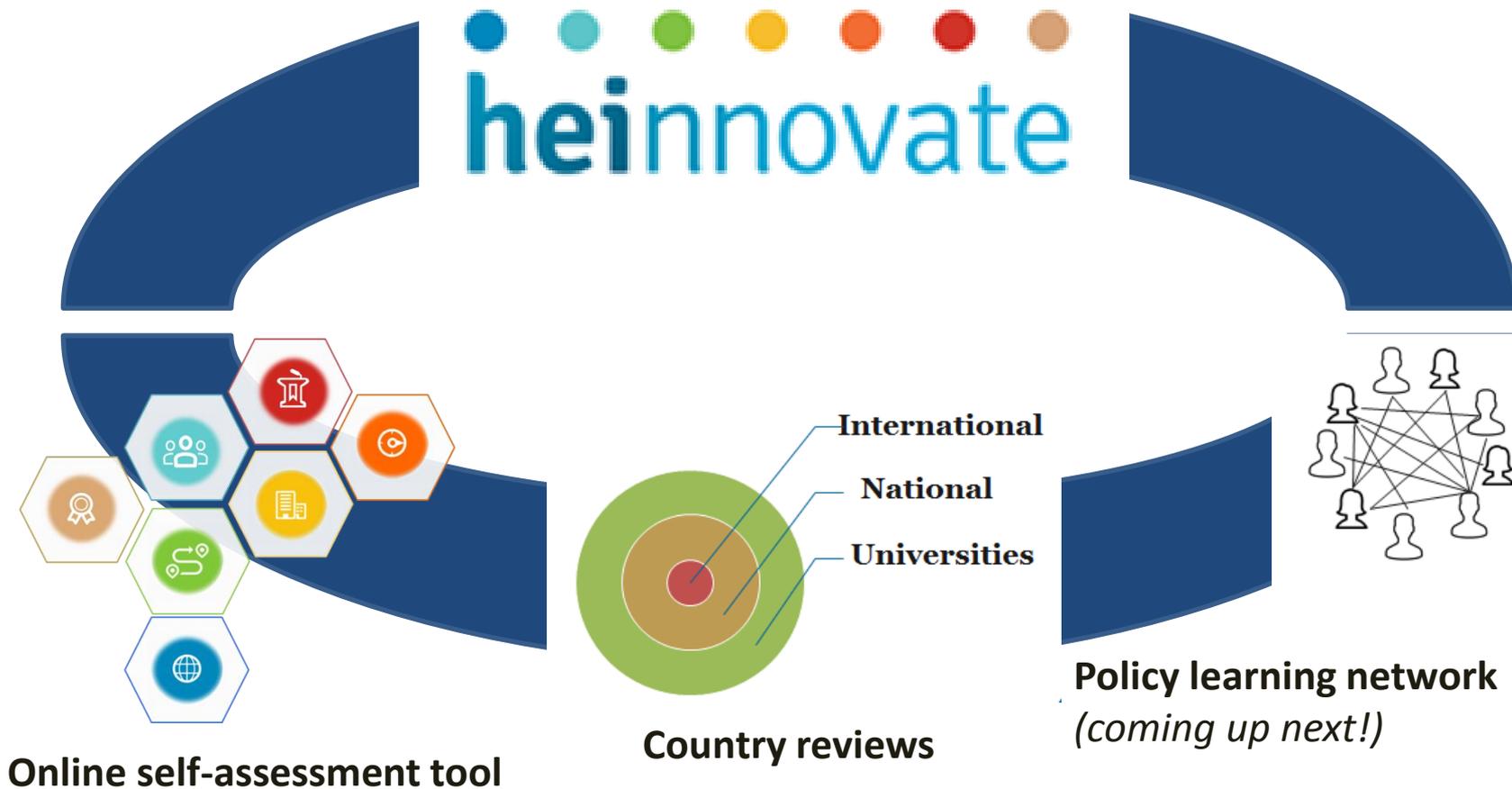
Effectively implementing the entrepreneurial agenda requires ...

- **Strengthening organisational capacity for**
 - Innovative teaching and learning (student-centred, experiential, digital etc.)
 - Relevance & impact of research
 - Stakeholder relationships
 - ...
- **“Making room” for stakeholder participation in**
 - Priority setting
 - Identifying opportunities and areas for improvement

The innovative & entrepreneurial HEI described in seven dimensions



Elements of the Guiding Framework



Purpose and benefits of the online self-assessment tool



Online self-assessment tool

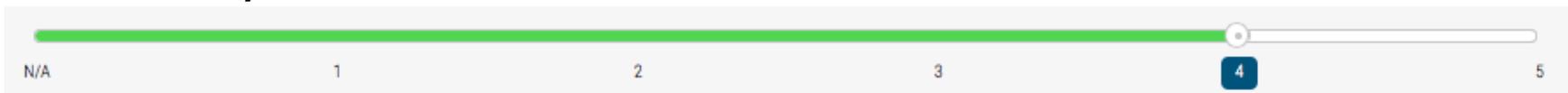
- For all higher education institutions
- Online & free, no benchmarking, no ranking
 - Systematic self-assessment for individual users and user-groups
 - Diagnoses areas of strengths and weaknesses
 - Opens up discussion and debate on the entrepreneurial/innovative nature of the HEI
- Compares and contrasts evolution over time
- Gives instant access to results and learning materials
 - Provides a community of practitioners with 800+ HEI users worldwide, LinkedIn Group

How to use the online self-assessment tool?

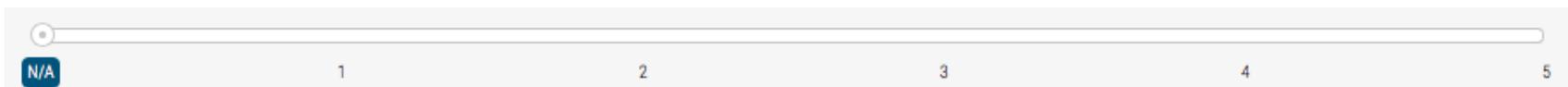
- Register online at <https://heinnovate.eu>
- **Individually** - any individual can create a personal account and complete the self-assessment
- **As part of a group** - the self-assessment has a group function where individuals can be invited by an assigned group administrator to complete the tool for the purposes of internal comparison
- Anyone can set themselves up as a group administrator and invite others to complete the self-assessment as part of a group

How to use the statements to assess the HEI?

- Under each statement, there is a sliding bar which moves from n/a to 5



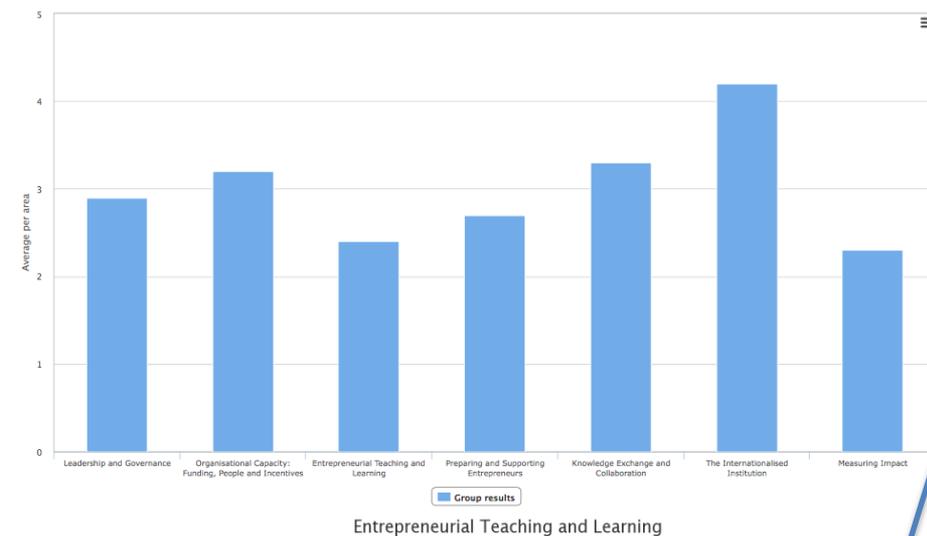
- Click or drag the bar from the left to the right to indicate the score on a scale of 1-5, with 5 being the highest score
- The bar can be left at n/a (not applicable) if the statement is unanswered



- When finished, the results of the self-assessment are displayed showing the average result for each of the seven areas and your detailed results i.e. the scores given for the individual statements

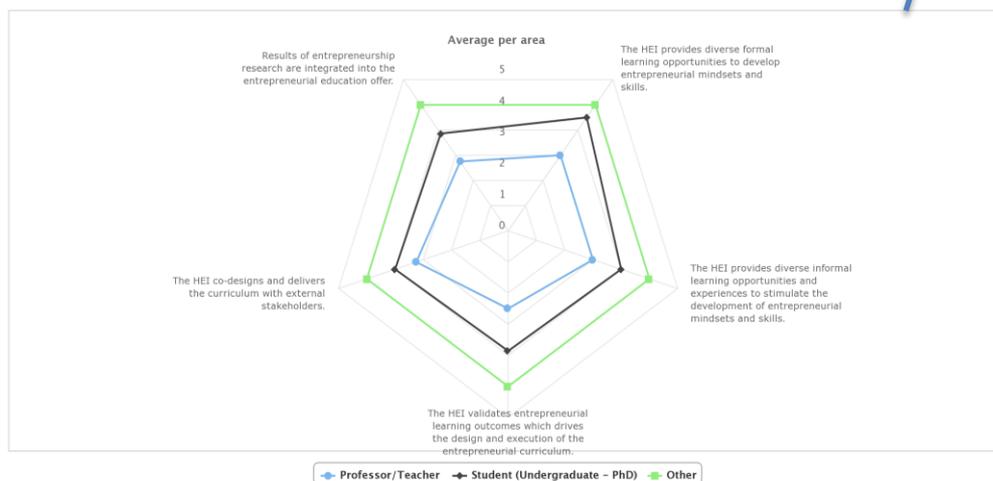
What happens to the results in a group?

Group self-assessment



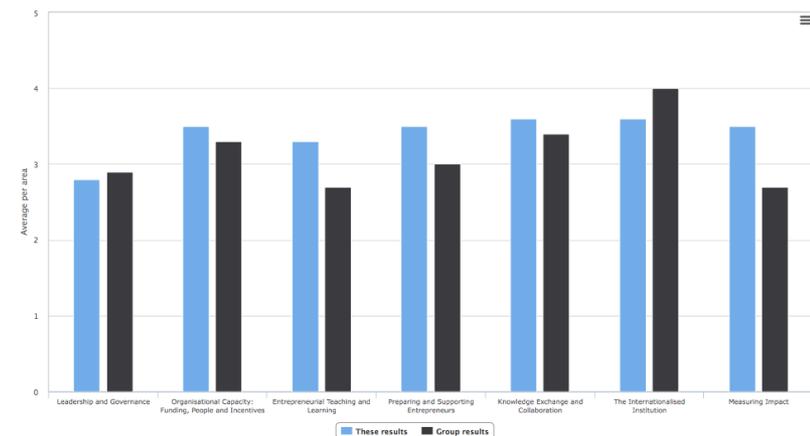
The group results are displayed for the group administrator in a chart that can be downloaded

If you are part of a group, HEInnovate displays your results compared to the group average



How does this assessment compare?

Comparing these results against 3 self assessments from the **Test Group 1** group.



Organisational capacity: Good practice statements Findings from the HEInnovate country reviews

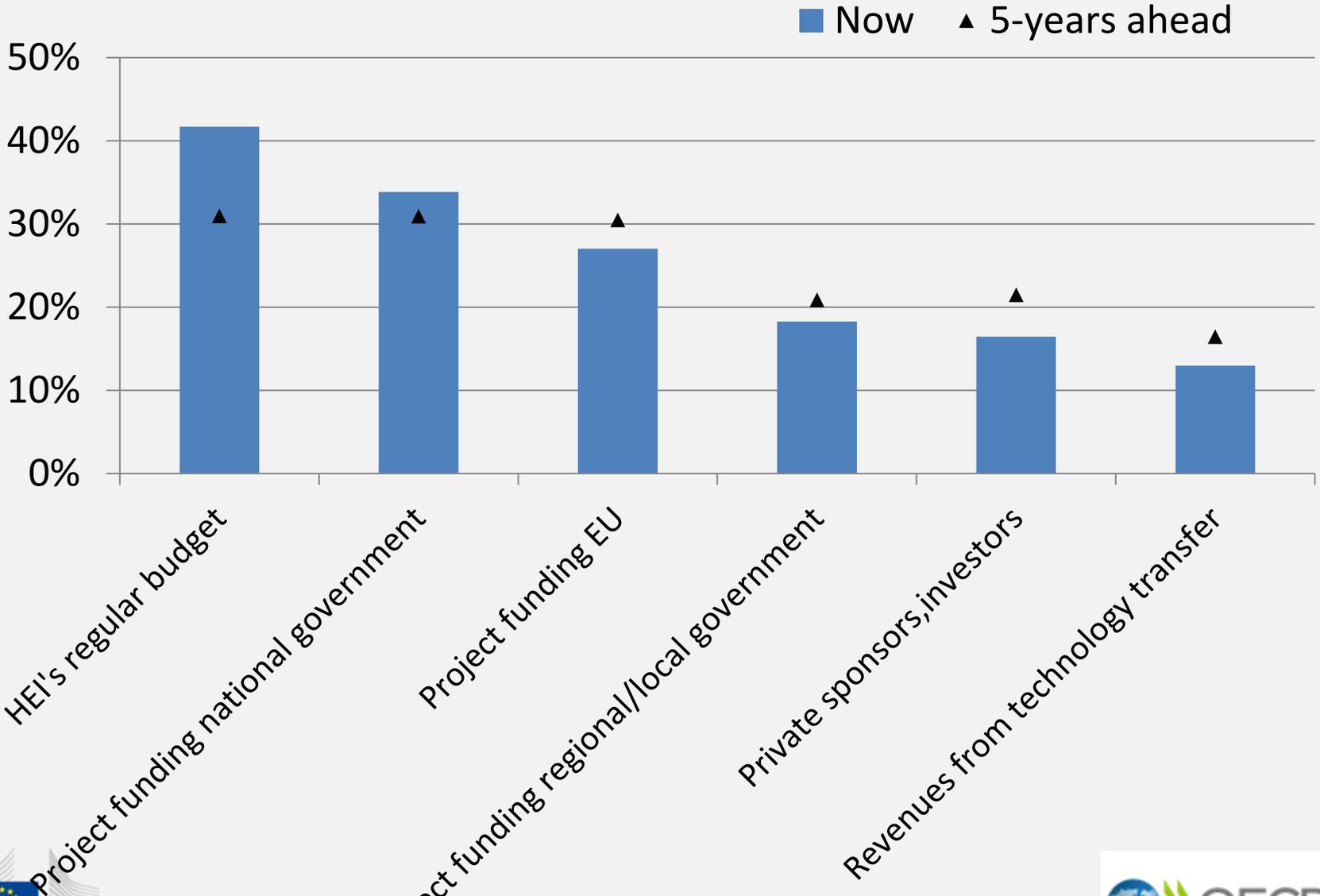


Organisational Capacity: Funding, People and Incentives



1. Entrepreneurial objectives are supported by a **wide range of sustainable funding and investment sources**.
2. The HEI has the **capacity and culture** to build new relationships and synergies across the institution.
3. The HEI is **open to engaging and recruiting** individuals with entrepreneurial attitudes, behaviour and experience.
4. The HEI **invests in staff development** to support its entrepreneurial agenda.
5. **Incentives and rewards** are given to staff who actively support the entrepreneurial agenda.

Funding sources for entrepreneurship support in HEIs

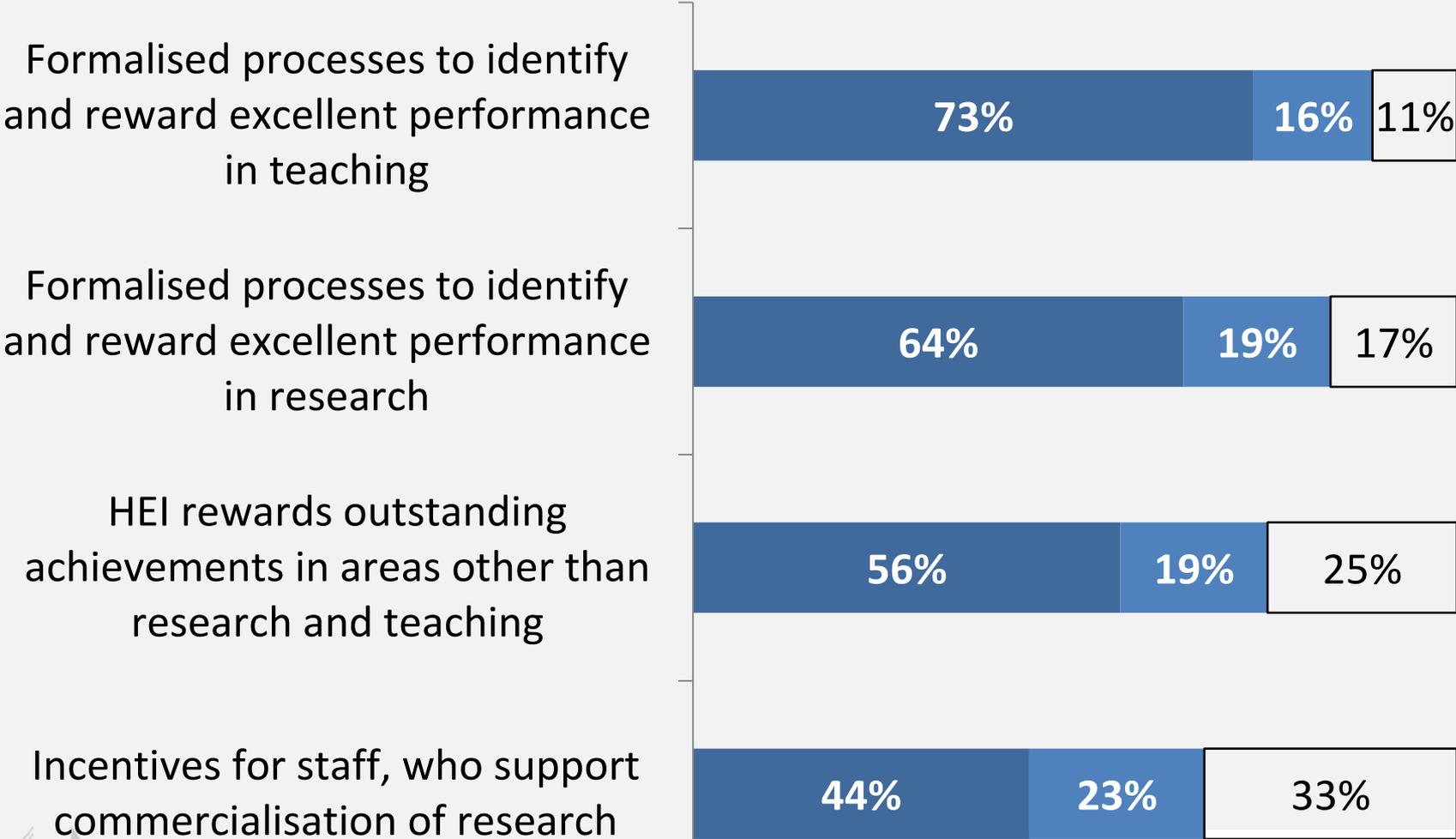


Source: HEI Leader Surveys BGL (2014), IRE (2015), POL (2015-16), HUN (2016), NLD (2017), N=109 Higher Education Institutions



Rewarding staff for excellent performance in core functions of the HEI

■ Yes
 ■ Discussed in the HEI's governing board
 □ No



Source: HEI Leader Surveys BGL (2014), IRE (2015), POL (2015-16), HUN (2016), NLD (2017), N=109 Higher Education Institutions



Use of Group Function by Hungarian HEI to prepare the review visit, 39 respondents

Entrepreneurial objectives are supported by a wide range of sustainable funding and investment sources.

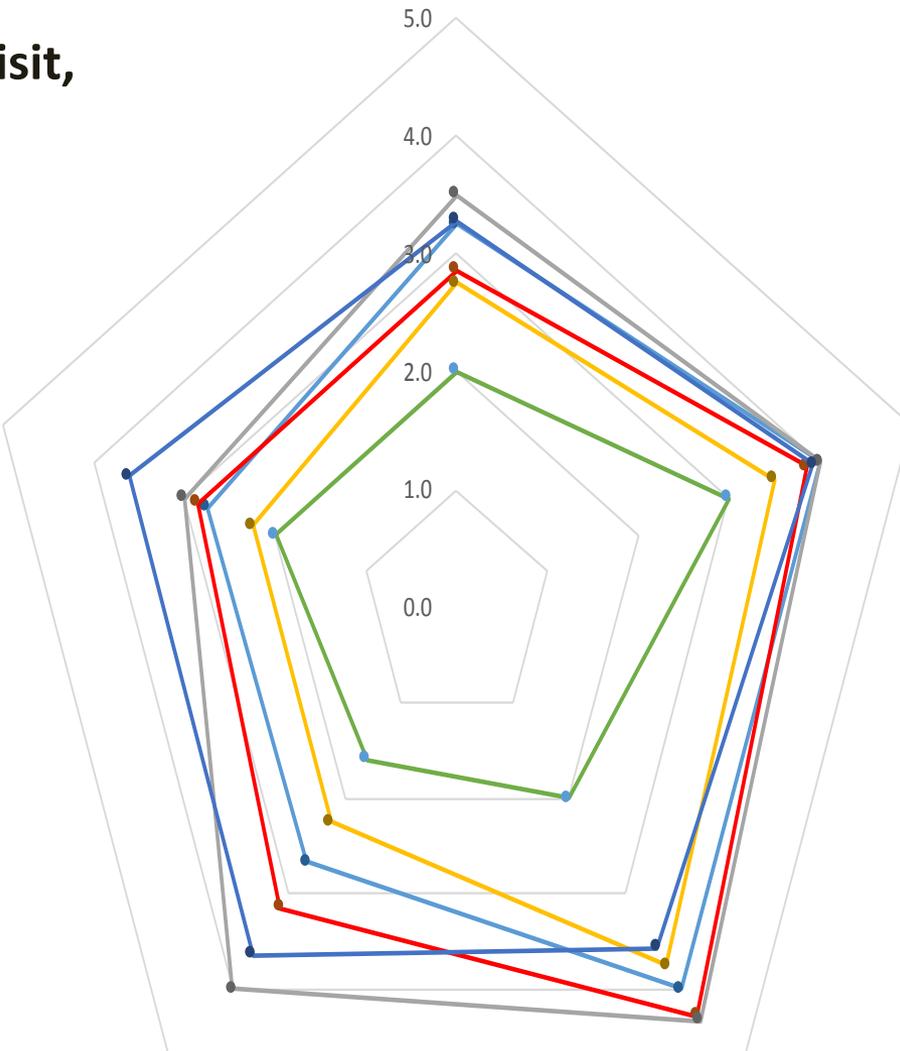
Incentives and rewards are given to staff who actively support the entrepreneurial agenda.

The HEI has the capacity and culture to build new relationships and synergies across the institution.

The HEI invests in staff development to support its entrepreneurial agenda.

The HEI is open to engaging and recruiting individuals with entrepreneurial attitudes, behaviour and experience.

- Administrative leader
- Central management
- Dean/Head of School/Faculty
- Other
- Professor/Teacher
- PostDoc/Researcher & Students



Where to look for learning models?

- **CPD teaching & learning:**
 - National Forum for the Enhancement of Teaching and Learning in Ireland
 - EdLab at the University of Maastricht
- **Recognising staff deployment for third-mission:**
 - OKMR model developed by the Esterhazy University of Applied Sciences in Eger, Hungary
 - Valorisation competences defined by the VSNU, the umbrella organisation of Dutch research universities ...



Forthcoming:

OECD-EC (2017),
Supporting Entrepreneurship and
Innovation in Higher Education

- Ireland
- Poland
- Hungary
- The Netherlands

Making
Higher
Education
More
Innovative

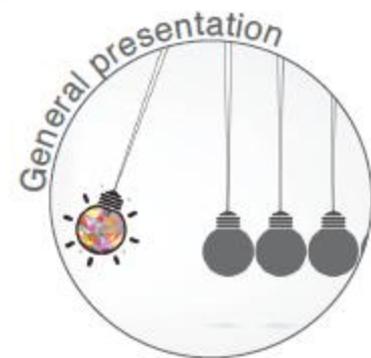
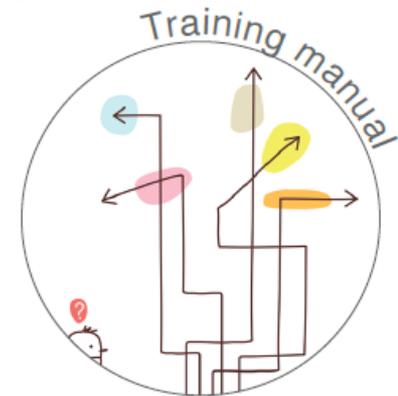


Join the HEInnovate community:

www.heinnovate.eu / info@heinnovate.eu

LinkedIn group 

#heinnovate 



Thank you for your attention!

Questions? Ideas? Critical feedback?

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Additional slides

What is an innovative and entrepreneurial higher education institution?

HEInnovate uses a concept developed by A. Gibb (2013), which describes the entrepreneurial & innovative HEI as an organisation that is:

- **Designed to empower** students and staff to demonstrate enterprise, innovation and creativity in teaching, research and the third mission.
- Its **activities are directed to enhance** learning, knowledge production and exchange **in a highly complex and changing societal environment.**
- It is **dedicated to create public value** via processes of **open engagement.**

The innovative & entrepreneurial HEI as a response to calls for change & impact:

- ***Students:*** Experiential learning, digitalisation, part-time and life long learning, employment & careers
- ***Research, Knowledge & Technology:*** Grand challenges, societal relevance, impact, quadruple helix
- ***Territory & Community:*** HEIs as hubs for local development, from knowledge transfer to knowledge exchange
- ***Business:*** HEIs as innovation partners, absorptive capacity, engagement in education
- ***Public Policy:*** HEIs as engines of innovation, growth, social mobility
- ***Competition:*** Globalisation, rankings