

ANNEX

HEInnovate framework and good practice statements

1. Leadership and governance

Strong leadership and good governance are crucial to developing an entrepreneurial and innovative culture within an HEI. Many HEIs include the words “enterprise” and “entrepreneurship” in their mission statements, but in an entrepreneurial institution this is more than a reference. This section highlights some of the important factors an HEI may consider in order to strengthen its entrepreneurial agenda.

1.1. Entrepreneurship is a major part of the HEI’s strategy

An HEI should see itself as an entrepreneurial organisation and environment, held together by a common vision, values and mission. The strategy of an HEI should reflect its entrepreneurial aspirations and agenda.

To score highly, an HEI could, for example:

- Have a mission statement and written strategy, setting out an entrepreneurial vision for the future of the institution
- Have a strategy which clearly emphasises the importance of entrepreneurship, culturally, socially and economically
- Articulate a clear implementation plan to achieve its strategy and vision with clear objectives and key performance indicators
- Provide examples of how the strategy and vision create opportunities across all aspects of the institution and its wider community

1.2. There is commitment at a high level to implementing the entrepreneurial agenda

A deep commitment at senior management level of an HEI is needed to drive the implementation of the entrepreneurial agenda.

To score highly, an HEI could, for example:

- Communicate the strategy across the institution, and make sure that it is understood as a priority by staff, students and stakeholders
- Ensure that there is a dedicated person at a high level/senior management responsible for the implementation of the entrepreneurial vision and strategy
- Provide a strategic roadmap presented in a simple format that is widely communicated throughout the HEI
- Articulate how the entrepreneurial strategy is regularly reviewed and revised to keep it up-to-date and relevant

1.3. There is a model in place for co-ordinating and integrating entrepreneurial activities across the HEI

An HEI needs an effective model for co-ordinating and integrating innovative activities across the institution. There are a variety of models which can be used, such as:

- A dedicated person at senior management level

- A dedicated unit close to senior management
- Co-ordination linked to a specific staff or faculty member
- Co-ordination by a centre for entrepreneurship/innovation

To score highly, an HEI could, for example:

- Build on existing relationships and activities
- Co-ordinate and integrate entrepreneurial activities across departments, faculties and other centres
- Co-ordinate activities with other stakeholders within the local entrepreneurship ecosystem

1.4. The HEI encourages and supports faculties and units to act entrepreneurially

An HEI with open, flexible and devolved approaches finds it easier to undertake innovative activities and speed up decision-making. An HEI should provide an environment that encourages idea creation and the emergence of new activities and initiatives.

To score highly, an HEI could, for example:

- Allow faculties or units within the institution to take full responsibility and ownership of the development of new structures and centres
- Ensure ownership of and allocate responsibility for the development of new activities and initiatives that stimulate entrepreneurial capacity
- Support the faculties or units through a range of incentives and rewards linked to the demonstration of entrepreneurial and innovative outcomes

1.5. The HEI is a driving force for entrepreneurship and innovation in regional, social and community development

An HEI can play several roles in its community and wider ecosystem. One of the key functions of an HEI is to support and drive regional, social and community development.

To score highly, an HEI could, for example:

- Be actively involved in the development and implementation of the local, regional and/or national innovation and entrepreneurship strategies
- Provide general access to the facilities of the institution to others in the wider community
- Support start-ups and/or established companies in the region to enhance innovation and growth
- Have a strong presence in its communities, for example, by supporting local cultural and artistic activities

2. Organisational capacity: Funding, people and incentives

The organisational capacity of an HEI drives its ability to deliver on its strategy. If an HEI is committed to carrying out entrepreneurial activities to support its strategic objectives, then key resources such as funding and investments, people, expertise and knowledge, and incentive systems need to be in place to sustain and grow its capacity for entrepreneurship.

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

Becoming an entrepreneurial HEI is an incremental and long-term organisational development process that requires a sustainable and diverse financial basis and access to key resources and investments.

To score highly, an HEI could, for example:

- Ensure a close link between its long-term commitment to investing in entrepreneurial and innovative activities and its financial strategy
- Continuously engage with funders and investors to secure financial resources to deliver on its objectives
- Aim for a balanced and diversified range of funding and investment sources, including in-kind contributions
- Reinvest revenues generated from leveraging their own research, teaching and third mission activities (self-funding)

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

All internal stakeholders, staff and students, have a role in supporting an HEI's entrepreneurial agenda. Encouraging dialogue and synergies between the administration, academic faculties and staff, students and management helps break down traditional boundaries, foster new relationships and exploit internal knowledge and resources.

To score highly, an HEI could, for example:

- Promote shared facilities across faculties
- Establish structures for staff-student dialogue and decision making
- Create and support interdisciplinary structures
- Support cross-faculty teaching and research groups

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

An HEI can build an entrepreneurial culture and fulfil its objectives by engaging stakeholders with a strong entrepreneurial background and experience. These individuals can bring different viewpoints, knowledge, and expertise unavailable internally. Such individuals can be permanent members of staff, guest contributors, visiting associates or external stakeholders.

To score highly, an HEI could, for example:

- Demonstrate the importance it attaches to bringing in people with diverse backgrounds
- Give status and recognition to those who contribute to the institution's entrepreneurial agenda
- Recruit individuals with strong entrepreneurial backgrounds from the private, public or voluntary sectors and outside of academia
- Have mechanisms in place for shared risk and rewards in engaging in entrepreneurial opportunities

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

Staff, both academic and administrative, are a key and necessary resource required to deliver on all elements of an HEI's entrepreneurial agenda, including the delivery of entrepreneurship education, provision of support for business start-ups, development of partnerships with other external stakeholders and supporting local and regional development.

To score highly, an HEI could, for example:

- Have a formal policy for career development for all staff linked to the implementation of the institution's entrepreneurial strategy and vision
- Set individual objectives and performance indicators for all staff supporting the implementation of the entrepreneurial agenda
- Measure staff progression against these objectives on a regular basis
- Link the training needs of staff with career objectives that support the entrepreneurial agenda

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

Encouraging and rewarding entrepreneurial behaviour in all staff reinforces the commitment to developing as an innovative HEI. This includes staff who actively seek out new opportunities to develop the institution in line with its strategic objectives. Incentive and reward systems should be available at an individual level as well as for faculties/departments, extending beyond classic career progression models.

To score highly, an HEI could, for example:

- Adjust staff teaching and research workloads for those who take on new responsibilities that support the institution's entrepreneurial agenda
- Provide institutional funds to staff to stimulate innovation and change
- Provide development sabbaticals for staff who seek to enhance their entrepreneurial capacity
- Instigate systems for rewards beyond traditional research, publications and teaching criteria
- Provide opportunities for professors to work part-time in their own companies (where permissible)
- Make office and laboratory space available for staff to pursue entrepreneurial activities

3. Entrepreneurial teaching and learning

Entrepreneurial teaching and learning involves exploring innovative teaching methods and finding ways to stimulate entrepreneurial mindsets. It is not just learning about entrepreneurship, it is also about being exposed to entrepreneurial experiences and acquiring the skills and competences for developing entrepreneurial mindsets.

3.1. The HEI provides diverse formal learning opportunities to develop entrepreneurial mindsets and skills

An entrepreneurial HEI provides a range of learning opportunities to facilitate innovative teaching and learning across all faculties. Such an HEI should be encouraging innovation and diversity in its approach to teaching and learning across all departments as well as developing entrepreneurial mindsets and skills across all programmes.

To score highly, an HEI could, for example:

- Support curriculum change to stimulate and develop entrepreneurial mindsets and skills through new pedagogies, student-centred, cross-disciplinary and practice-based learning (e.g. living labs, the use of case studies, games and simulation)
- Provide support and training to staff in creating new curriculum related to entrepreneurship

- Provide mechanisms for students to engage in review and feedback on courses
- Introduce new mechanisms for supporting students, including experiencing starting new ventures within the students' formal education or delivering entrepreneurship education with practising entrepreneurs

3.2. The HEI provides diverse informal learning opportunities and experiences to stimulate the development of entrepreneurial mindsets and skills

Extra-curricular learning opportunities are an important complementary part of entrepreneurship teaching and learning provision. An innovative HEI should offer a range of informal learning opportunities to students to inspire individuals to act entrepreneurially.

To score highly, an HEI could, for example:

- Support access to student enterprise clubs, awards and societies
- Organise networking events between students and entrepreneurs/businesses
- Engage students in business idea/plan competitions as part of their extra-curricular opportunities
- Formally recognise extra-curricular activities

3.3. The HEI validates entrepreneurial learning outcomes which drives the design and execution of the entrepreneurial curriculum

An entrepreneurial learning experience provides opportunities to develop important skills and competences. These are essential for both graduate entrepreneurs as well as entrepreneurial graduates entering into employment. An HEI that values entrepreneurial learning commits to regular review, validation, and the updating of course content and learning outcomes across all study programmes.

To score highly, an HEI could, for example:

- Codify the expected entrepreneurial learning outcomes in relation to knowledge, skills and competences in all degree programmes
- Ensure students have a clear understanding of the entrepreneurial learning outcomes expected and achieved
- Validate entrepreneurial learning outcomes at the institutional level
- Recognise entrepreneurial learning outcomes in the students' records of achievements

3.4. The HEI co-designs and delivers the curriculum with external stakeholders

External stakeholders are an important source of expertise that can be used in entrepreneurial teaching and learning. Regular engagement with external stakeholders encourages long-term collaborative relationships that can provide useful inputs to understanding future skills needs as well.

To score highly, an HEI could, for example:

- Regularly review and assess the involvement of external stakeholders in course design and delivery
- Provide a mechanism for staff to work with external stakeholders to develop and deliver high quality course content
- Integrate external stakeholders' experience and expertise into the development and delivery of extra-curricular learning activities and support services

- Support a diversity of collaborative partnerships with local communities and organisations, local and regional governments, chambers of commerce, industry and HEI alumni

3.5. Results of entrepreneurship research are integrated into the entrepreneurial education offer

For a curriculum to stay up-to-date and relevant, the entrepreneurial education offer needs to be continuously reviewed and updated. Therefore an HEI should integrate the results of entrepreneurship research into its teaching.

To score highly, an HEI could, for example:

- Encourage staff and educators to review the latest research in entrepreneurship education
- Provide a forum whereby staff and educators can exchange new knowledge and ideas, incorporating the latest research
- Provide access to inspiration from other HEIs through networking and sharing good practices

4. Preparing and supporting entrepreneurs

HEIs can help students, graduates and staff consider starting a business as a career option. At the outset it is important to help individuals reflect on the commercial, social, environmental or lifestyle objectives related to their entrepreneurial aspirations and intentions. For those who decide to proceed to start a business, or other type of venture, targeted assistance can then be offered in generating, evaluating and acting upon the idea, building the skills necessary for successful entrepreneurship, and importantly finding relevant team members and getting access to appropriate finance and effective networks. In offering such support, an HEI should ideally act as part of a wider business support ecosystem rather than operating in isolation.

4.1. The HEI increases awareness of the value of entrepreneurship and stimulates the entrepreneurial intentions of students, graduates and staff to start up a business or venture

Raising awareness of entrepreneurship in an HEI is about helping people make informed decisions about their careers, including the option of starting an enterprise.

To score highly, an HEI could, for example:

- Provide conducive framework conditions for start-up, such as enabling staff to own shares, work part-time, take sabbaticals, and the possibility for students to extend the duration of their study programmes to support starting a new venture while studying
- Make effective use of communication channels to raise awareness of opportunities and showcase entrepreneurship among staff and students across all parts of the institution
- Celebrate and recognise successes of student, graduate and staff entrepreneurs
- Provide opportunities for students to be involved in research projects leading to entrepreneurial opportunities and to take up internships with entrepreneurs

4.2. The HEI supports its students, graduates and staff to move from idea generation to business creation

An HEI can support motivated students, graduates and staff in taking their first steps in preparing for a start-up. This includes developing an idea, finding a team, and exploring the technical and market feasibility of a project. As well as introducing staff to new networks, an

HEI can offer regular activities to generate and evaluate business ideas emerging across the institution.

To score highly, an HEI could, for example:

- Offer entrepreneurial team building support and conflict management
- Provide intellectual property assistance for potential start-ups
- Create an expert advisory panel for early-stage concepts
- Organise interdisciplinary idea generation activities (e.g. start-up weekends)
- Organise idea and start-up pitch prizes
- Offer funds to support market feasibility studies

4.3. Training is offered to assist students, graduates and staff in starting, running and growing a business

Entrepreneurship training can provide some of the skills and competences needed to start, run and grow a business. The training should impart relevant knowledge and skills about a wide range of topics, for example financing, legal and regulatory issues, dealing with people and building relationships, managing innovation processes, coping with success, stress and risk, and how to restructure or exit. Emotional preparation is as important as the technical aspects.

To score highly, an HEI could, for example:

- Offer tailored entrepreneurship courses across all subject areas and levels of study
- Actively recruit students and staff to training activities and monitor levels of engagement
- Involve entrepreneurs and key actors from the entrepreneurship ecosystem
- Use up to date teaching methods focused on learning-by-doing and critical reflection
- Implement mechanisms to increase rates of take-up by diverse groups

4.4. Mentoring and other forms of personal development are offered by experienced individuals from academia or industry

Mentoring and other personal development relationships (such as coaching and tutoring) can help start-up entrepreneurs identify and overcome problems and develop their business networks. They provide valuable support in the form of knowledge, experience, social capital and encouragement on a long-term basis. Mentors and coaches tend to be experienced (academic) entrepreneurs, company managers and often alumni.

To score highly, an HEI could, for example:

- Organise visible, accessible and good-quality mentoring and personal development activities
- Actively recruit mentors and provide them with training, resources (e.g. IP assistance), formal recognition and rewards
- Facilitate matchmaking of mentors and protégés
- Provide feedback mechanisms on the contributions from entrepreneurs
- Provide opportunities for peer-to-peer mentoring, such as entrepreneur clubs, where members help each other

4.5. The HEI facilitates access to financing for its entrepreneurs

External financing can be essential for the success of a new venture, e.g. providing investment for feasibility and market studies, product and prototype development such as

proof of concept funding, for initial production or for offering the founders some living income before their first revenues are generated.

To score highly, an HEI could, for example:

- Offer financial education to entrepreneurs and potential entrepreneurs to better understand financial concepts and how to apply them
- Organise networking and financing events for aspiring entrepreneurs to pitch their ideas to investors and to get feedback
- Offer microfinance instruments such as grants, prizes, loans and equity
- Utilise its network of potential investors for crowd-funding
- Closely link access to financing activities with training, mentoring and incubation

4.6. The HEI offers or facilitates access to business incubation

Business incubators commonly provide a range of services such as free or subsidised premises, access to laboratories and research facilities, prototyping support, IT and secretarial services and networking. They also offer a visible and accessible location for entrepreneurs to access an integrated package of coaching, mentoring, training, shared platforms and financing.

To score highly, an HEI could, for example:

- Host their own incubators or facilitate easy access to external incubators
- Ensure that their incubators offer a full range of soft support (networking, mentoring, etc.) as well as physical infrastructure
- Promote the incubator widely across campus and host events that engage potential entrepreneurs
- Embed the incubation facilities with the research and education infrastructure of the HEI to enhance synergies

5. Knowledge exchange and collaboration

Knowledge exchange is an important catalyst for organisational innovation, the advancement of teaching and research, and local development. It is a continuous process which includes the “third mission” of an HEI, defined as the stimulation and direct application and exploitation of knowledge for the benefit of the social, cultural and economic development of society. The motivation for increased collaboration and knowledge exchange is to create value for the HEI and society.

5.1. The HEI is committed to collaboration and knowledge exchange with industry, the public sector and society

Knowledge exchange through collaboration and partnerships is an important component of any innovative HEI. It provides the opportunity to advance organisational innovation, teaching and research while creating value for society.

To score highly, an HEI could, for example:

- Ensure knowledge exchange and collaboration is a high priority at senior level and that implementation is in line with the institution’s entrepreneurial agenda
- Establish structures to exploit knowledge exchange and collaboration opportunities, and encourage staff to engage in such activities
- Include support mechanisms for co-ordinating and sharing relationships across the HEI

- Give guidance on how to develop and implement all types of relationships with the public and private sector

5.2. The HEI demonstrates active involvement in partnerships and relationships with a wide range of stakeholders

An innovative HEI understands the value of engaging with multiple stakeholders. There are many types of organisation with whom an HEI can form partnerships. These include, for example, regional and local organisations, quasi-public or private organisations, businesses (SMEs, large and international firms, social enterprises and entrepreneurs), schools and alumni.

To score highly, an HEI could for example:

- Involve external stakeholders in the work of the institution through governance, teaching, research, support for student activities and positions with institutes and centres
- Play an active role in influencing regional governance and regional/local development including entrepreneurship development
- Support entrepreneurship development of schools and colleges through networking and broader engagement
- Provide monitoring and feedback of the mutual value developed through stakeholder relationships

5.3. The HEI has strong links with incubators, science parks and other external initiatives

Knowledge intensive structures surrounding an HEI provide opportunities to exchange knowledge and ideas. These include incubators, science parks and other initiatives. An innovative HEI should have systems in place that allow both inward and outward flows of knowledge and ideas.

To score highly, an HEI could, for example:

- Encourage the joint use of facilities
- Have direct financial or management interest in science parks and incubators, ranging from participation to ownership
- Ensure that the flow of people is incentivised in both directions
- Monitor the added value generated through linkages and cross-fertilisation activities

5.4. The HEI provides opportunities for staff and students to take part in innovative activities with business/the external environment

An entrepreneurial HEI engages with the external environment through a variety of innovative activities. These can range from informal activities, such as breakfast clubs and networking events, through to more formalised initiatives including internships, learning factories, collaborative research and entrepreneurship projects.

To score highly, an HEI could, for example:

- Provide open spaces and facilities for collaboration with external actors
- Organise events that encourage engagement with external stakeholders, such as lectures, joint workshops, breakfast meetings and other networking events and opportunities
- Encourage, support and recognise mobility of staff and students through internships, sabbaticals, dedicated study programmes (e.g. industrial doctorates, sandwich programmes)

5.5. The HEI integrates research, education and industry (wider community) activities to exploit new knowledge

Strong relationships with the external environment help stimulate the creation of new knowledge. An innovative HEI should integrate and assimilate the knowledge generated for extending its entrepreneurial agenda.

To score highly, an HEI could, for example:

- Have mechanisms in place to integrate and absorb information and experience from the wider ecosystem
- Monitor research activities regionally, nationally and internationally to identify new and relevant knowledge
- Initiate dialogue and discussion between the HEI and the external environment for mutual benefit
- Provide support for the identification of new ideas and their mutual exploitation
- Have clear mechanisms for exploiting entrepreneurial opportunities with commercial and industrial partners

6. The internationalised institution

Internationalisation is the process of integrating an international or global dimension into the design and delivery of education, research, and knowledge exchange. Internationalisation is not an end in itself, but a vehicle for change and improvement. It introduces alternative ways of thinking, questions traditional teaching methods, and opens up governance and management to external stakeholders. Therefore, it is linked very strongly to being entrepreneurial. It is not possible for an HEI to be entrepreneurial without being international, but the HEI can be international without being entrepreneurial or innovative.

6.1. Internationalisation is an integral part of the HEI's entrepreneurial agenda

An international perspective is a key characteristic of an entrepreneurial and innovative HEI. Most institutions have internationalisation strategies and an innovative HEI will harmonise its internationalisation strategy and entrepreneurial agenda.

To score highly, an HEI could, for example:

- Ensure the internationalisation strategy reflects its entrepreneurial agenda
- Build common objectives and synergies between internationalisation and the entrepreneurial agenda

6.2. The HEI explicitly supports the international mobility of its staff and students

International mobility brings in new educational and research ideas, creates intercultural opportunities and long lasting partnerships. In addition to attracting international staff and students, an entrepreneurial HEI actively encourages and supports the international mobility of its own staff and students.

To score highly, an HEI could, for example:

- Link international mobility objectives with the entrepreneurial agenda of the HEI
- Promote international mobility through exchange programmes, scholarships, fellowships and internships

- Apply for European mobility programmes and support the application of staff and students to mobility grants, scholarships and programmes
- Incentivise, recognise and reward international mobility

6.3. The HEI seeks and attracts international and entrepreneurial staff

The internationalisation of an HEI depends upon people who can stimulate new approaches to teaching, learning and research in a global framework, using world-wide reputations and contacts to benefit the HEI's international network.

To score highly, an HEI could, for example:

- Explicitly set out to attract international staff which match the needs of its entrepreneurial agenda
- Have specific international recruitment drives in place
- Develop PhD programmes in collaboration with other partner institutions
- Have a support system in place for the cultural integration of international staff

6.4. International perspectives are reflected in the HEI's approach to teaching

Access to new ideas for teaching and learning in the international environment can increase an HEI's ability to compete on the international market. Therefore an innovative HEI should have a teaching and learning environment tailored to a more global audience.

To score highly, an HEI could for example:

- Invest in an international-orientated curriculum which supports the institution's entrepreneurial agenda
- Ensure the curriculum is set up to prepare students for performing professionally and socially in an international and multicultural context
- Design and develop a curriculum which considers both "internationalisation abroad" and "internationalisation at home" experiences for staff and students
- Support international partnerships and networks which add value to teaching entrepreneurship
- Increase the number of joint/double degrees which include entrepreneurship and innovation in their curriculum
- Include classroom-based activities with an international perspective

6.5. The international dimension is reflected in the HEI's approach to research

Strategic international research partnerships are an important part of an HEI's entrepreneurial agenda. The partnerships should be fully functional, not just paper agreements, and engage both staff and students.

To score highly, an HEI could, for example:

- Ensure that relationships with international research partners support its entrepreneurial agenda
- Develop extensive links with international research networks and innovation clusters
- Have internal support structures in place to manage and grow international relationships
- Use networks and partnerships to feed back into its research agenda
- Ensure all departments and faculties actively participate in international research partnerships and networks

7. Measuring impact

Entrepreneurial/innovative HEIs need to understand the impact of the changes they bring about in their institution. The concept of an entrepreneurial/innovative HEI combines institutional self-perception, external reflection and an evidence-based approach. However, impact measurement in HEIs remains underdeveloped. The current measurements typically focus on the quantity of spin-offs, the volume and quality of intellectual property generation and research income generation, rather than graduate entrepreneurship, teaching and learning outcomes, retaining talent, the contribution to local economic development or the impact of the broader entrepreneurial agenda. This section identifies the areas where an institution might measure impact.

7.1. The HEI regularly assesses the impact of its entrepreneurial agenda

The impact of the entrepreneurial agenda can be wide ranging across research, education and innovation, as well as within governance and leadership, depending on the type of HEI. Understanding whether objectives are being met is crucial, if an HEI is to achieve its intended outcomes.

To score highly, an HEI could, for example:

- Set clear intended outcomes/impacts related to its entrepreneurial agenda
- Collect evidence of the outcomes/impacts of the entrepreneurial agenda
- Use the evidence of the outcomes/impacts as a tool for reflection and review of the strategy and mission of the institution

7.2. The HEI regularly assesses how its personnel and resources support its entrepreneurial agenda

Becoming an entrepreneurial institution may require an HEI to re-think how its personnel and resources are employed. An HEI may need to develop new human resource strategies, leverage external partnerships to overcome internal shortcomings, and secure new sources of financial support.

To score highly, an HEI could, for example:

- Undertake a skills/competence audit against the entrepreneurial agenda to assess its institutional development needs
- Use the information from the skills assessment and embed in recruitment strategies and staff performance appraisals
- Leverage external partners and resources to address any skills gaps
- Review and assess the success of the allocation of personnel and resources at regular intervals

7.3. The HEI regularly assesses entrepreneurial teaching and learning across the institution

Ensuring that entrepreneurial teaching activities reach their full potential requires systematic assessment across all faculties and departments. An entrepreneurial HEI should have set clear objectives, which are regularly monitored and evaluated, and the results fed back into course renewal and staff development plans.

To score highly, an HEI could, for example:

- Set clear objectives for the impact of entrepreneurship courses and activities

- Measure the impact of entrepreneurship teaching and learning at different phases of its implementation (beginning, end, point in time after) to get an accurate picture of change
- Measure changes in participants' motivation and the level of knowledge, skills and competences gained through the entrepreneurship education activities
- Track findings over time and across all faculties and departments

7.4. The HEI regularly assesses the impact of start-up support

It is important to monitor and evaluate start-up support activities to ensure that they are providing the appropriate quality of support in an effective manner. An entrepreneurial HEI should also examine outreach, take-up and the role played by start-up support across all faculties and departments.

To score highly, an HEI could, for example:

- Set clear objectives and intended outcomes/impacts for start-up support activities, including participation rates, satisfaction and outcomes
- Measure the intended outcomes/impacts immediately following the end of support measures and at later dates to measure the success in relation to start-ups
- Ensure the findings are fed back into the development of start-up support activities

7.5. The HEI regularly assesses knowledge exchange and collaboration

Assessing and gaining a better understanding of the HEI's knowledge exchange and collaborative activities can result in increased value creation for both the institution and society. Therefore, an innovative HEI should have mechanisms and activities in place to regularly monitor and evaluate the intended outcomes and impacts of these activities across all faculties and departments.

To score highly, an HEI could, for example:

- Set clear objectives and intended outcomes/impacts for knowledge exchange linked to its entrepreneurial agenda
- Set internal measurements of success such as new research ideas generated, joint HEI-business projects and relationships formed, number of start-ups and spins-offs created
- Set external measurements of success, such as perceived value and impact of the HEI on the wider environment (e.g. business, government)
- Assess these intended outcomes/impacts from an internal and external viewpoint
- Use the evidence of success as a tool for reflection and review of the entrepreneurial agenda

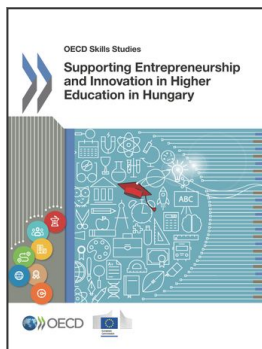
7.6. The HEI regularly assesses the institution's international activities in relation to its entrepreneurial agenda

Having an international perspective is a key characteristic of an entrepreneurial HEI. An entrepreneurial HEI should regularly monitor and evaluate whether its internationalisation strategy supports the development of its entrepreneurial agenda across all faculties and departments.

To score highly, an HEI could, for example:

- Set clear objectives and intended outcomes/impacts for internationalisation activities linked to its entrepreneurial agenda

- Undertake regular mapping exercises of the internationalisation activities in teaching and research to prioritise and further develop its entrepreneurial activities
- Use the evidence of success as a tool for reflection and review of its internationalisation and entrepreneurial agenda



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