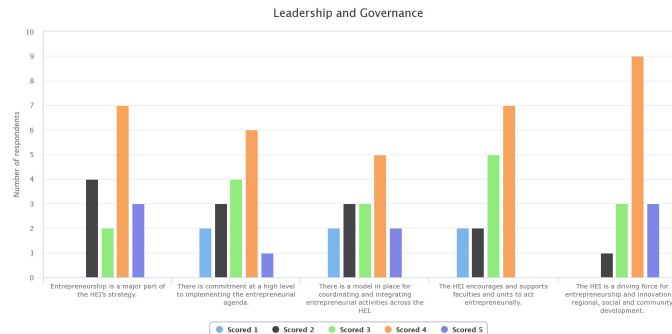
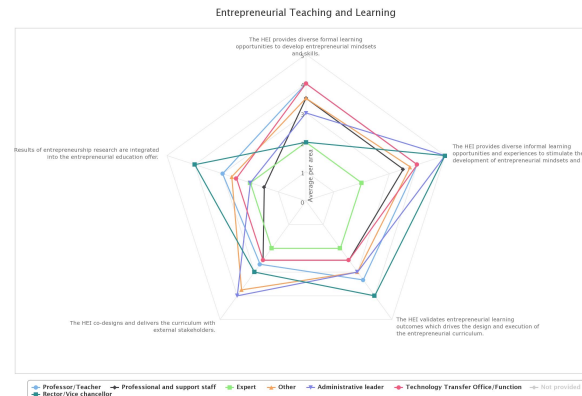


Introduction to HEInnovate

23rd April 2021

14:00-15:15 CEST

Rebecca Allinson, Zsuzsa Jávorka and Mikkel Trym



HEInnovate: My commitment to action

HEInnovate workshops are designed in order to help HEIs identify their strengths and weaknesses and prioritise actions for the future. At the end of the workshop, documenting actions is a useful way of reminding participants of the outcomes of the workshop.

This sheet allows participants to write down their intended actions, ones which are specific to their own objectives and responsibilities, and set within their own sphere of influence. Please use as many action sheets as you need.

Issue identified:
Action:
Intended outcome:
Responsible / Lead:
Who else needs to be involved?
Proposed timescale for action / outcome:
How will progress/achievement be measured?

Agenda

14:00-14:05	Welcome and introduction
14:05-14:15	What is HEInnovate? Introducing the concept and the rationale behind
14:15-14:25	Introduction to the eight dimensions of HEInnovate
14:25-14:45	Live demonstration of the HEInnovate website and the self-reflection tool
14:45-15:15	Questions and answers

Disclaimer: This webinar is solely an introduction on how to use the HEInnovate self-reflection tool. We are not providing formal nor legal guidelines on the HEI Initiative: Innovation Capacity Building for Higher Education call for proposals process.

What is HEInnovate?

- HEInnovate is an **online self-reflection tool** to explore the entrepreneurial and innovative potential of HEIs
- An initiative of the **European Commission** in collaboration with the **OECD**
- **Purpose:** helping HEIs assess their current situation and identify potential areas for action, by exploring:
 - the **concept** of entrepreneurial and innovative HEIs
 - the **characteristics** of an entrepreneurial HEI across 8 areas
- It is to be used by **all types of HEIs**
- **Available online, free** of charge: www.heinnovate.eu

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 >



Origins of HEInnovate

- **University-Business Forum** (2011) – Theme: Engines of Innovation building entrepreneurial universities
 - Key questions raised:
 - What **does it mean** to be an entrepreneurial / innovative HEI?
 - What are the **defining characteristics**?
 - Are there already entrepreneurial HEIs from whom **lessons can be learnt**?
 - Forum conclusions and recommendations:
 - To come forward with a **'guiding framework'** that would be available to universities as a tool for learning and inspiration
- An expert group was established to:
 - Support the development of **key concepts** of an 'entrepreneurial HEI'
 - Design a **self-assessment tool**

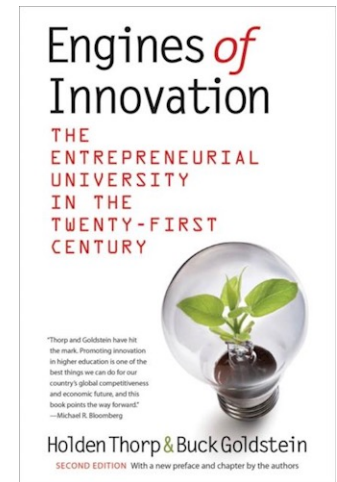
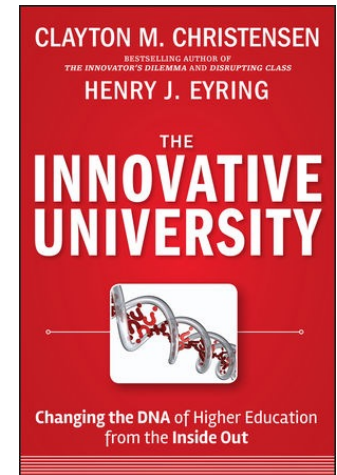
What does HEInnovate do?

- Allows individuals to **assess their HEIs** in a **systematic way**
- Supports **group self-assessment** exercises
 - Can be **completed anonymously**
 - The **results are confidential** – no EC/OECD access
- Diagnoses **of strengths and weaknesses** across **eight areas, 42** different **statements**
- Opens up **discussion and debate**
- **Compares and contrasts** evolution over time
- Gives **instant access to results** and learning materials
- Provides a **community of practitioners**

The self-assessment tool is just one part of HEInnovate

The rationale of HEInnovate?

- New funding models
- Students' employability, 21st century skills, value creation via intra-/entrepreneurship
- Knowledge triangle integration, engagement with stakeholders, regional/international, PPP
- Globalisation / International competition
- Digitalisation / Open-science
- Pressure of measuring and showing impact, solving cross-disciplinary grand challenges/SDGs
- Contributions to economic growth



The eight areas of the self-assessment











Leadership and Governance

Leadership commitment / strategy / coordination / integration / encouragement (internal / external)



Organisational Capacity: Funding, People and Incentive

Sustainable funding & investment sources, human capacities (recruitment + staff development), rewards

-  Leadership and Governance ▼
-  Organisational Capacity: Funding, People and Incentives ▼
-  Entrepreneurial Teaching and Learning ▼
-  Preparing and Supporting Entrepreneurs ▼
-  Digital Transformation and Capability ▼
-  Knowledge Exchange and Collaboration ▼
-  The Internationalised Institution ▼
-  Measuring Impact ▼

The eight areas of the self-assessment



Entrepreneurial Teaching and Learning

Formal + informal entrepreneurial mindset and skills, validating outcomes, co-design curriculum, integrating research



Preparing and supporting Entrepreneurs

Awareness and support for students, graduates and staff, idea to business, training & mentorship, finance and facilities.



Leadership and Governance



Organisational Capacity: Funding, People and Incentives



Entrepreneurial Teaching and Learning



Preparing and Supporting Entrepreneurs



Digital Transformation and Capability



Knowledge Exchange and Collaboration



The Internationalised Institution



Measuring Impact



The eight areas of the self-assessment











Digital Transformation and Capacity

Key enabler - digital strategy: invest, support, use, improve, quality and equity in T&L, open data



Knowledge Exchange and Collaboration

Commitment, active involvement in PPP, links to the entrepreneurial eco-system, opportunities for staff, knowledge triangle integration (research)

-  Leadership and Governance ▼
-  Organisational Capacity: Funding, People and Incentives ▼
-  Entrepreneurial Teaching and Learning ▼
-  Preparing and Supporting Entrepreneurs ▼
-  Digital Transformation and Capability ▼
-  Knowledge Exchange and Collaboration ▼
-  The Internationalised Institution ▼
-  Measuring Impact ▼

The eight areas of the self-assessment



The International Institution

Vehicle for change and improvement (resonate with entrepreneurial), integral part, mobility, staff, delivery of teaching and research.



Measuring Impact

Quantitative and qualitative impact of entrepreneurship. Impact of personnel, resources, T&L, start-ups, knowledge collaboration.



Leadership and Governance



Organisational Capacity: Funding, People and Incentives



Entrepreneurial Teaching and Learning



Preparing and Supporting Entrepreneurs



Digital Transformation and Capability



Knowledge Exchange and Collaboration



The Internationalised Institution



Measuring Impact



Knowledge exchange across the other dimensions

- The HEI is a driving force for entrepreneurship and innovation in **regional, social and community development**. (L&G)
- The HEI is open to **engaging and recruiting individuals** with entrepreneurial attitudes, behaviour and experience. (OC)
- The HEI **co-designs and delivers the curriculum** with external stakeholders (ET&L)
- **Mentoring** and other forms of **personal development** are offered by experienced individuals from academia or industry. (PSE)
- The HEI actively uses open educational resources, open science and open data practices to improve the performance of the institution and **increase its impact on its ecosystem**. (DTC)
- The HEI seeks and attracts **international and entrepreneurial staff**. (II)
- The HEI regularly **assesses knowledge exchange and collaboration**. (MI)

HEinnovate works best, when...

- Increased **involvement and commitment**
- Leads from **ideas to action**
- **Discussion** around
 - The **results** of the tool are based on **subjective perceptions**, it is a **self-reflection exercise**
 - **Differing opinions** can be explored as part of the process:
 - What was taken into **consideration** when scoring the statements?
 - Are there **significant differences** in views of the stakeholders?
 - What are the areas of **strengths** / in **need of improvement**?
 - Focusing on the key areas for improvement, which are the **highest priority**?
 - What are the **barriers** to making improvements in these areas?

Intentionally open and flexible: choose the focus and how to use the results

Different uses of HEInnovate

- HEInnovate can be used to:
 - **raise awareness**
 - **identify** specific needs
 - **feed** conversations
 - **engage** decision makers, external partners
 - **shape change** through identification of strengths and weaknesses, prioritisation of actions
 - **measure progress** towards change over time

Benefits of using HEInnovate

- **Credible** (joint EC – OECD initiative)
- **Comprehensive** – 8 broad areas
- **Flexible** - focus on selected area(s):
 - Interest and needs of the organisation
 - Target audience, types of stakeholders engaged
- It **initiates dialogue** promoting cultural change in **structured** way
- It aids prioritisation, action planning – **roadmap for change**
- It compares and contrasts **change over time** – can be used multiple times, access to previous completions

Lessons learnt so far

- The **timing** is crucial – consider academic commitments, use wide time frame for completion
- There is often a **lack of understanding** around the purpose and value of the self-assessment
- **Objectives** and the **end results** of the exercise are highly important:
 - *Why to complete this?*
 - *What is the benefit?*
 - *How will the **results** be used? Who has **access** to my completion?*
- There is a **need for a champion** to drive the process
- The 42 statements/eight areas – **focus on areas of interest**

Available resources

- **Training package:** to support the take up of HEInnovate
 - Guidance **how to use** the online self-assessment tool
 - Guides for delivering **three different types of workshops**
 - **Templates** for documenting agreed actions
- **Case studies** and **guidance notes, user stories, the concept note**
- The reports from the **HEInnovate country reviews**
- Access to the **expert group of HEInnovate**
- **Digital resources:** interviews and video tutorials
- **Helpdesk** (info@heinnovate.eu)

**The self-assessment is available in
all EU27 languages**

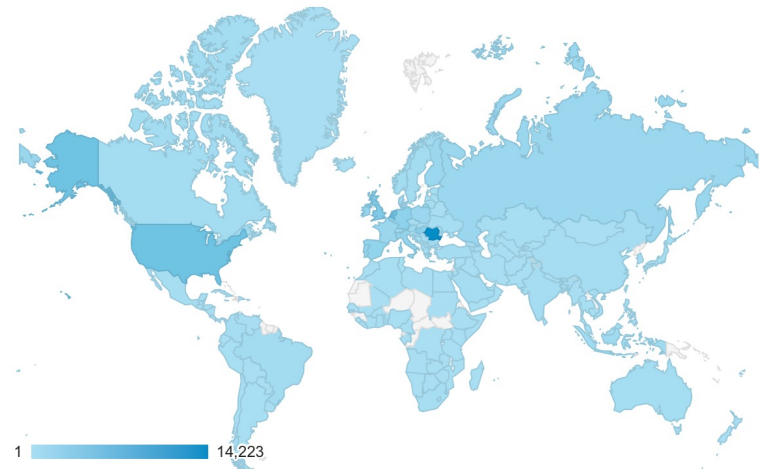
Key figures

Official launch of HEInnovate

18th November 2013

- **Number of SAs completed:** over 21k
- **Number of HEIs** with SA completion: over 1,300 from 75+ countries
- **Number of users:** about 21k registered users
- **Number of groups** on the site: over 1,700
- Over 100 different **supporting materials, reports, case studies and videos** available
- More than **50 workshops, webinars, training sessions**

Website visits
from all over the world



How to use the website and the self-reflection tool

Online demonstration:

<https://heinnovate.eu/en>

Recap - How are the results displayed?

This self-assessment



Upon submission of the self-assessment, the average results are displayed as a bar chart (above), and additional resources are recommended (to the right)

Recommended resources

Based on this self-assessment, the following resources are recommended

Case studies

ALL RESOURCES

<p>University of Huddersfield: Entrepreneurship education across all Schools and how to teach the teachers</p> <p>View Download</p>	<p>University of Southern Denmark: IDEA centre for promoting entrepreneurship education across the university</p> <p>View Download</p>	<p>University of Osijek, Croatia: Developing entrepreneurship education from scratch over time</p> <p>View Download</p>	<p>Linz University, Austria: Inspiring teaching and support network for academic entrepreneurs</p> <p>View Download</p>
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Digital resources

ALL DIGITAL RESOURCES

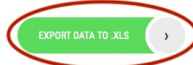
<p>Brian MacCraith - Leadership and Governance</p> <p>Watch the video</p>	<p>Steve Stevens - The Internationalised Institution</p> <p>Watch the video</p>	<p>Klaus Sailer - Entrepreneurial Teaching and Learning</p> <p>Watch the video</p>	<p>Steve Stevens - Knowledge Exchange and Collaboration</p> <p>Watch the video</p>
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Guidance notes

- Leadership and Governance**
- Organisational Capacity: Funding, People and Incentives**
 - 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 project, which requires a sustainable and diverse financial basis. A...
[Read more](#)
 - The HEI is open to engaging and recruiting individuals with entrepreneurial attitudes, behaviour and experience.**
 Higher education institutions can build and foster an entrepreneurial culture by recruiting and engaging staff that have strong entrepreneurial backgrounds. This...
[Read more](#)
 - Incentives and rewards are given to staff who actively support the entrepreneurial agenda.**
 Incentives and rewards for staff, who actively support the higher education institution in advancing its entrepreneurial agenda are crucial for raising involvement...
[Read more](#)

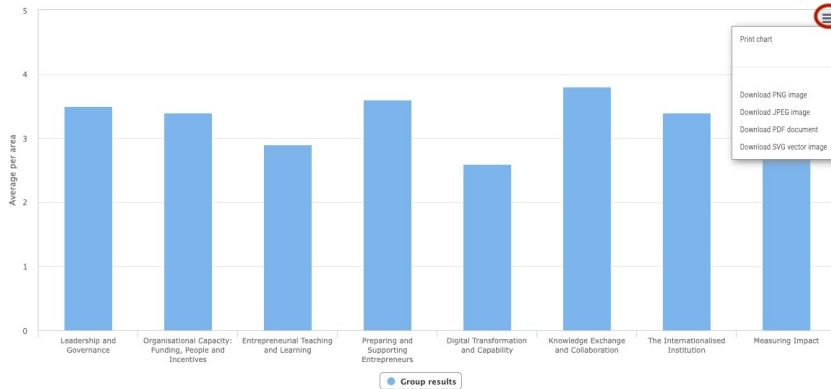
Recap – How are the group results displayed?

Group: HEInnovate test group



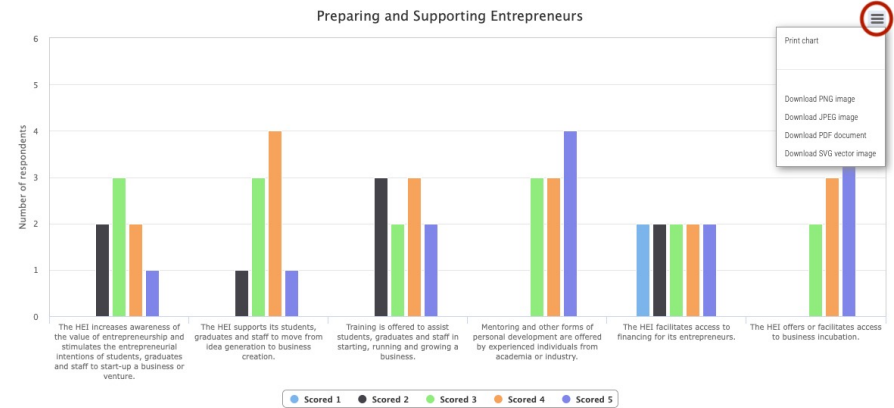
OVERVIEW DETAILED RESULTS

Group self-assessment

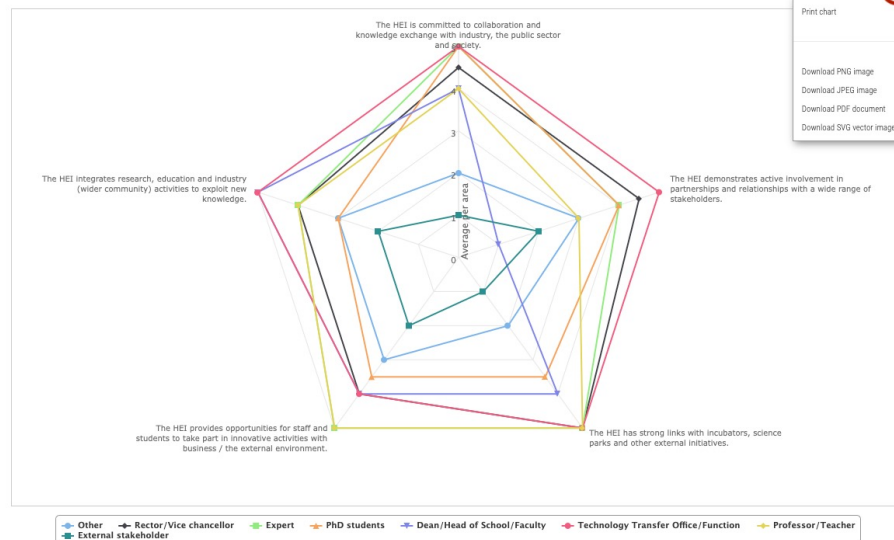


Select a dimension Leadership and Governance

The group results are displayed for the group administrator in various charts that can be tailored (online) and downloaded



Knowledge Exchange and Collaboration



How do the results foster dialogue?

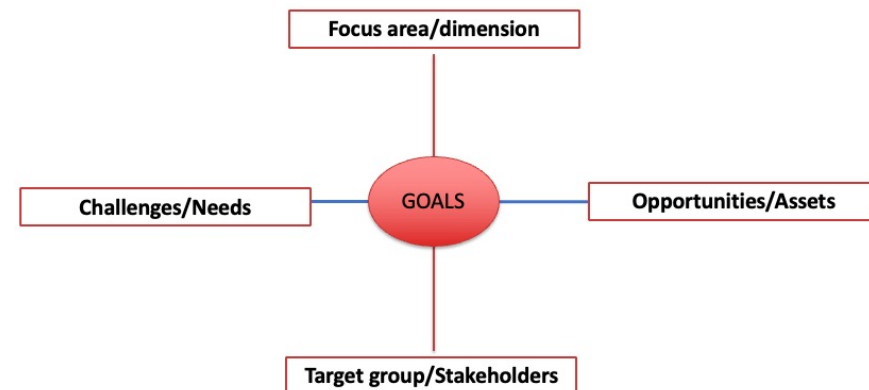
Key questions for discussion:

- What was taken into **consideration** when scoring the statements?
- Are there significant **differences in views** on the scores between participants?
- With the benefit of this discussion is it possible to come to more **consistent views**?
- What are the **areas of strengths** which can be considered good practice?
- What are the areas in **need of improvement** that should be addressed?
- Focusing on the **key areas for improvement**, which are the highest priority?
- What are the **barriers** to making improvements in these areas?
- What **enabling factors** can facilitate change?

What are the next steps?

How to develop an action plan / roadmap:

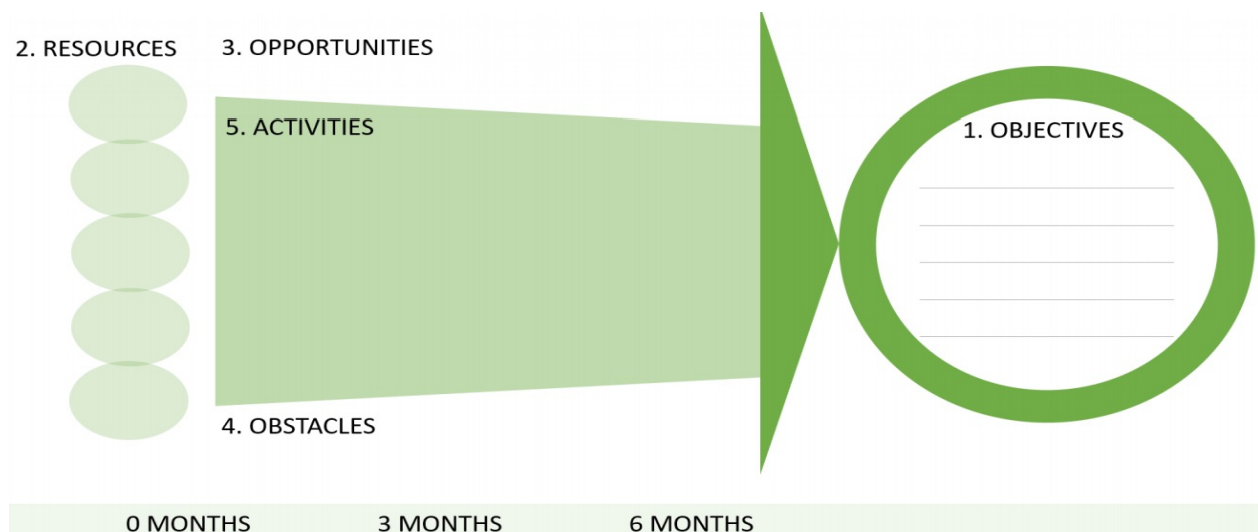
- Which are the **priority areas** from your point of view?
- Summary of **key challenges and needs** in selected fields
- Do you have any **good practice examples** you can share?
- How can you address them? What are your **planned actions**?
- What **stakeholders** would you invite to contribute to your activities?
How would you **motivate** them to join the work?
- What is the **timeline** for change?
- Where can you find **support** incl. inspirational ideas (e.g. the HEInnovate website), additional resources?



Preparing your action plan / roadmap

How to develop an action plan / roadmap:

1. Objectives: **Aim/rationale/argument** of working within this domain?
2. Resources: What **key assets** can you build on to make a change?
3. What are **key opportunities/obstacles** you need to be aware of?
4. Activities: What are the **next steps/actions** – Build a simple roadmap on what you are going to do and who you are going to involve – including a **timeline**



Questions and Answers

Please use the Q&A function

End of the webinar

Thank you for your participation!

Please contact us at info@heinnovate.eu