



UNIVERSITIES, ENTREPRENEURIAL LEARNING AND INNOVATION

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Entrepreneurship is not solely about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy.

Universities what for?

Excellence for world-class research...

Employable and enterprising graduates...

Increasing need for STEM skills...

Upskilling and reskilling to raise capabilities...

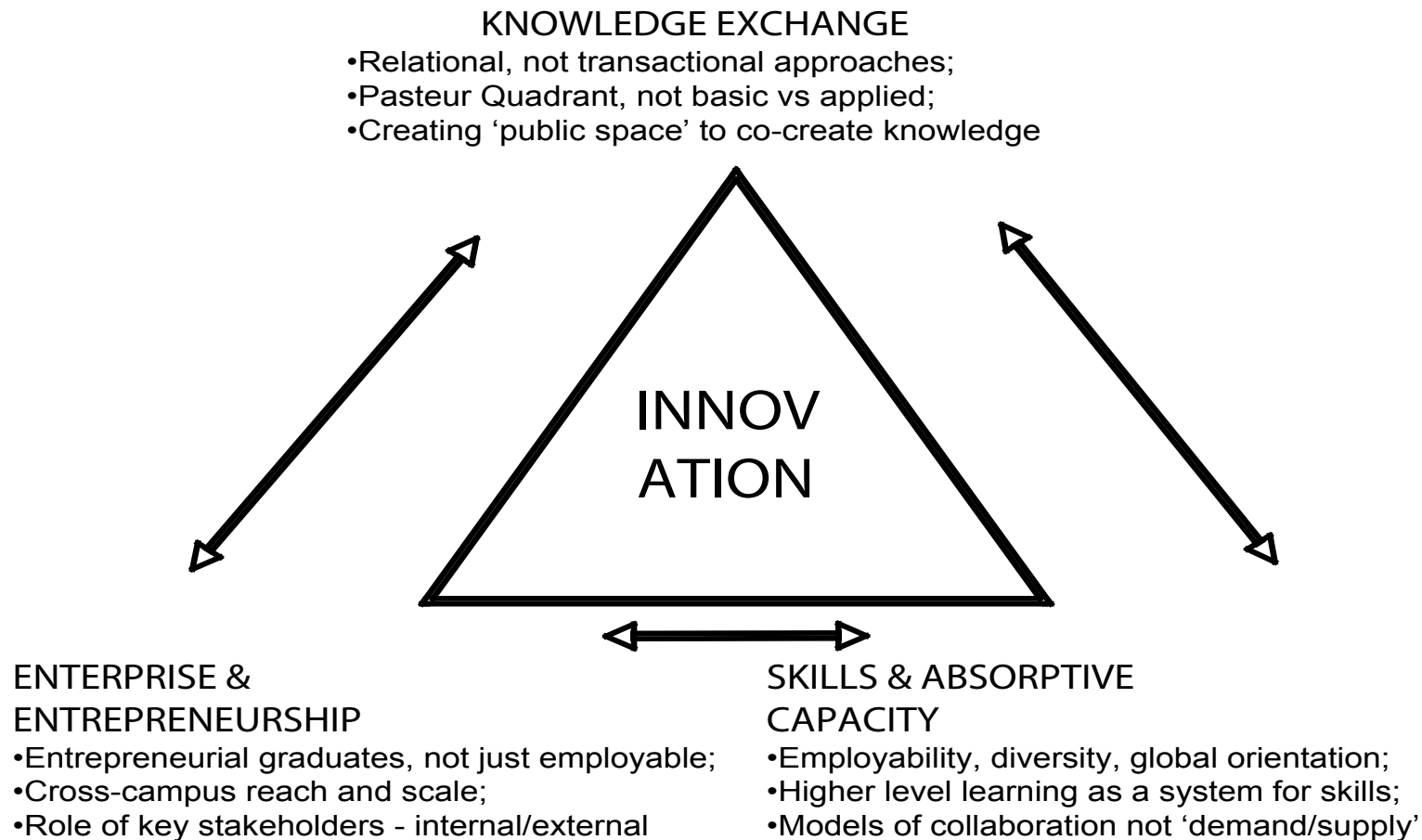
...for the co-creation of new knowledge;

...for knowledge exchange;

...for higher level skills.



Knowledge exchange, entrepreneurial minds and higher level skills



Source: CIHE, 2009



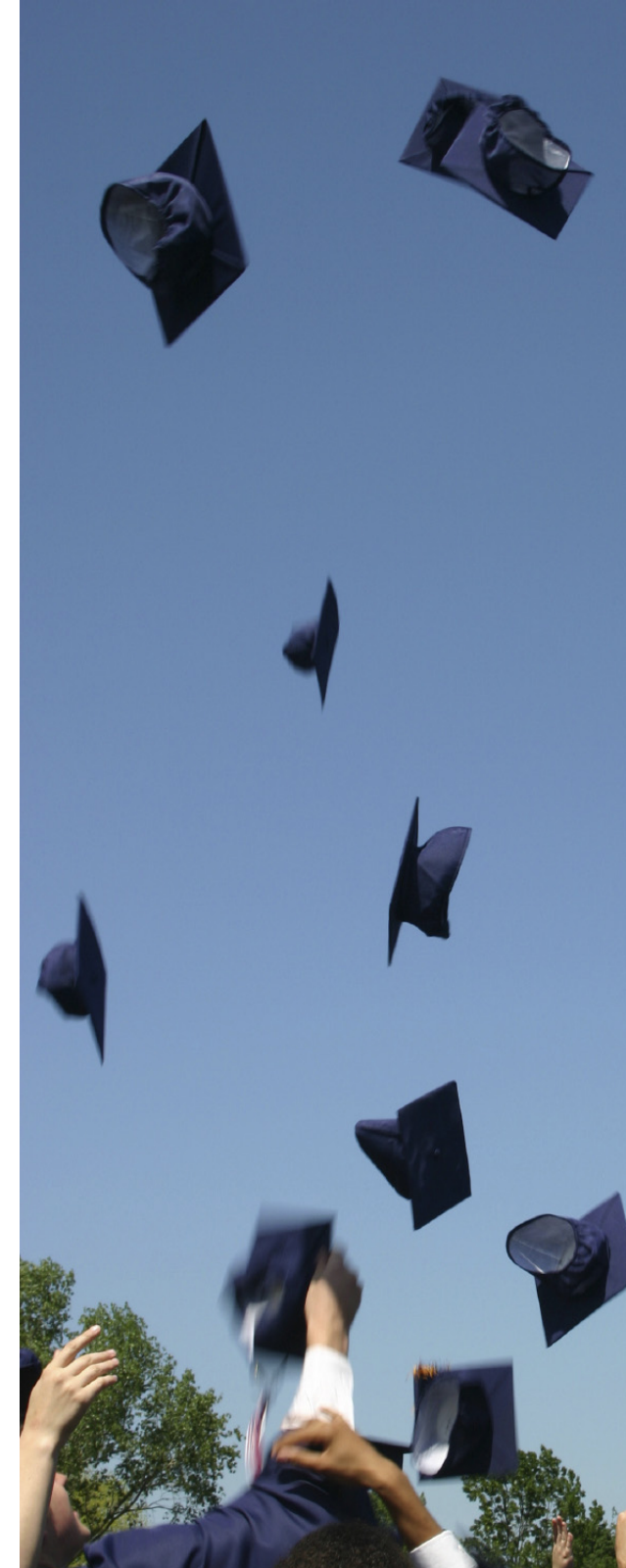
Understanding the need for action...

- All countries faces the same global challenges - rapid social change, volatile economies, worldwide competition for talented graduates...
- Governments looking to develop entrepreneurial economies - graduates are key to national growth...
- More students need to engage in entrepreneurial learning, creativity and innovation...

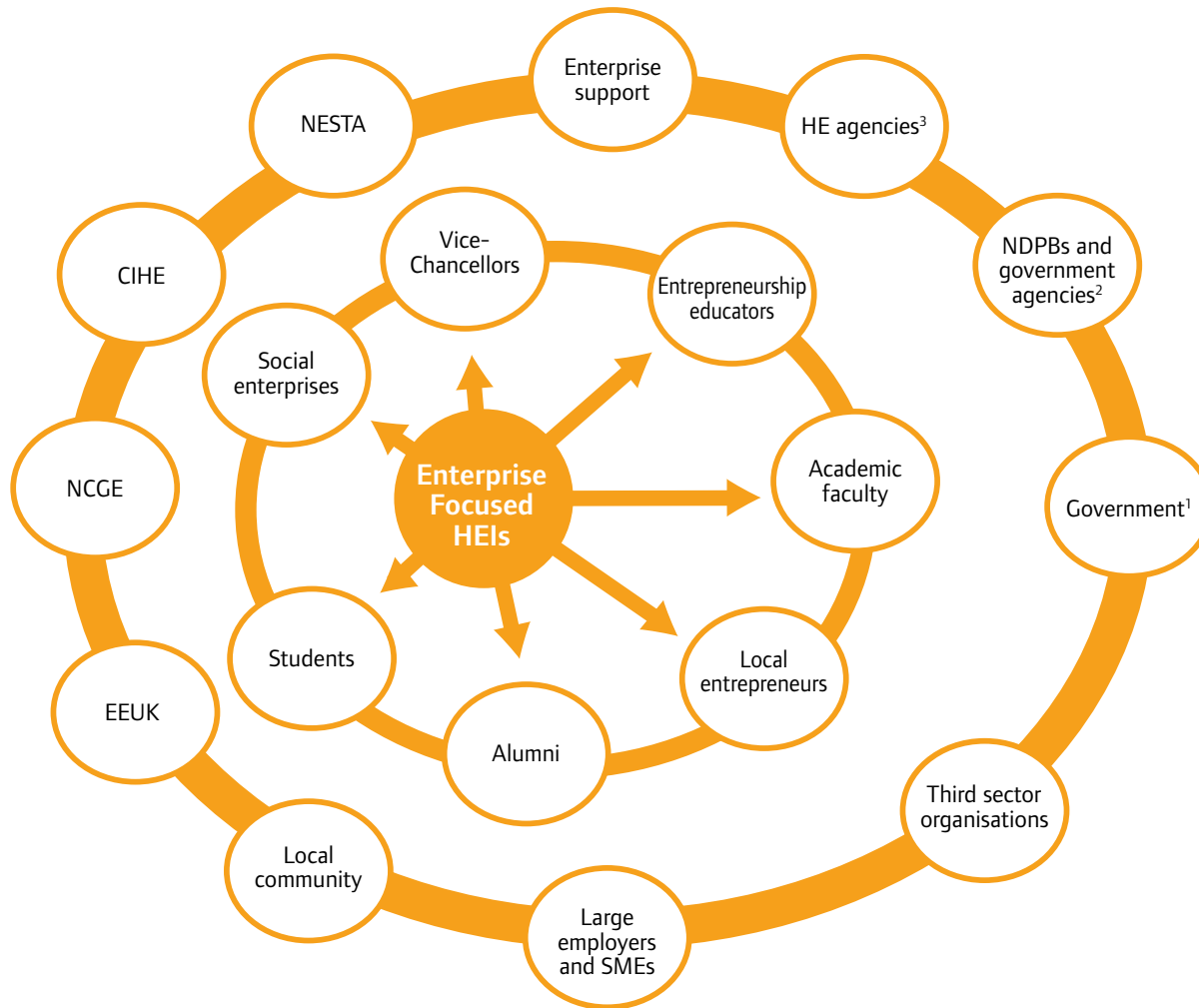


Positioning entrepreneurship education

- Putting entrepreneurship at the centre of higher education since that is what universities are about...
- Adopting a broad approach to entrepreneurship that situates it in a variety of settings...
- Strategic shift needed to reposition entrepreneurship education in the student experience...



Developing a stakeholder approach



1. HM Treasury
DIUS
BERR

DCSF
DCMS
RDAs

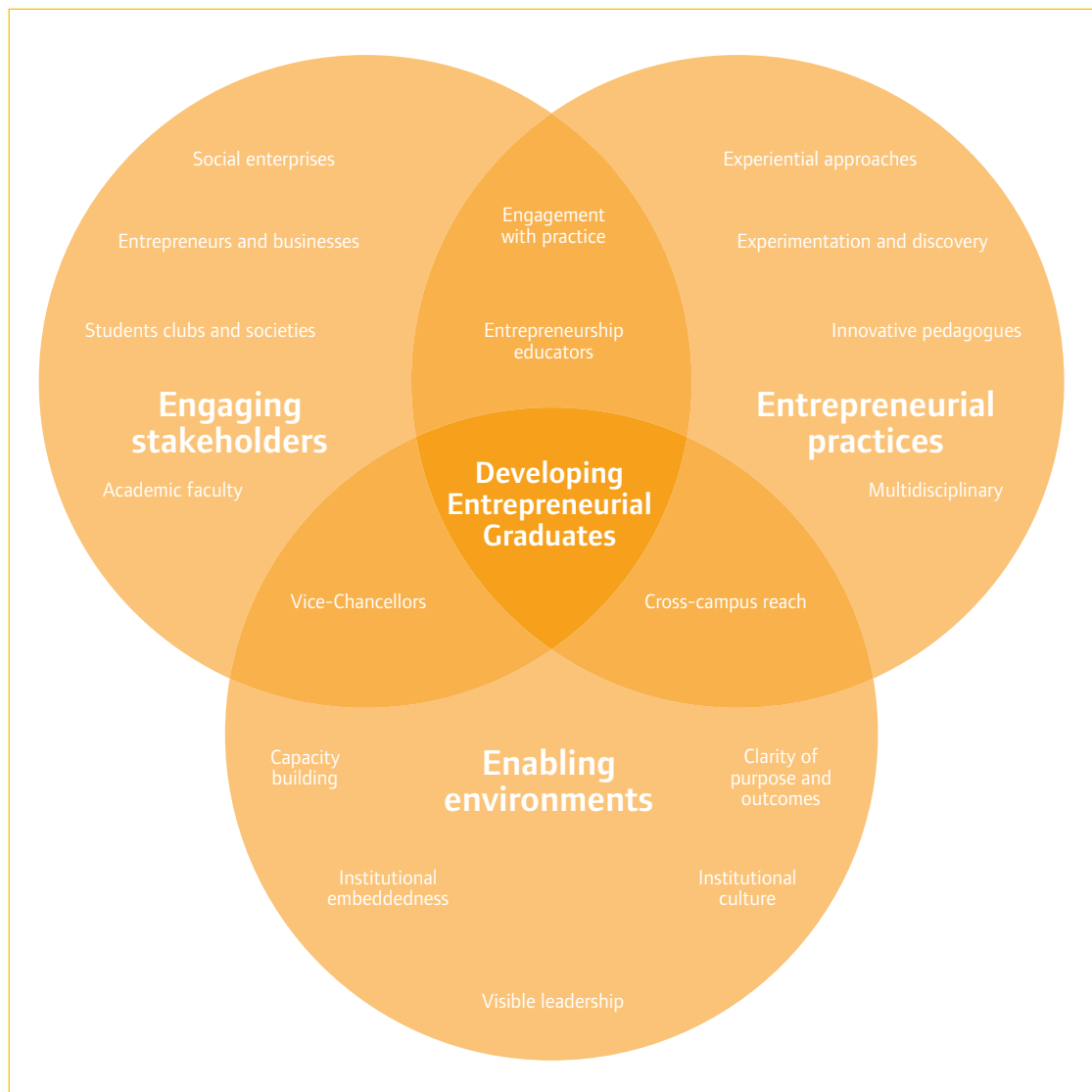
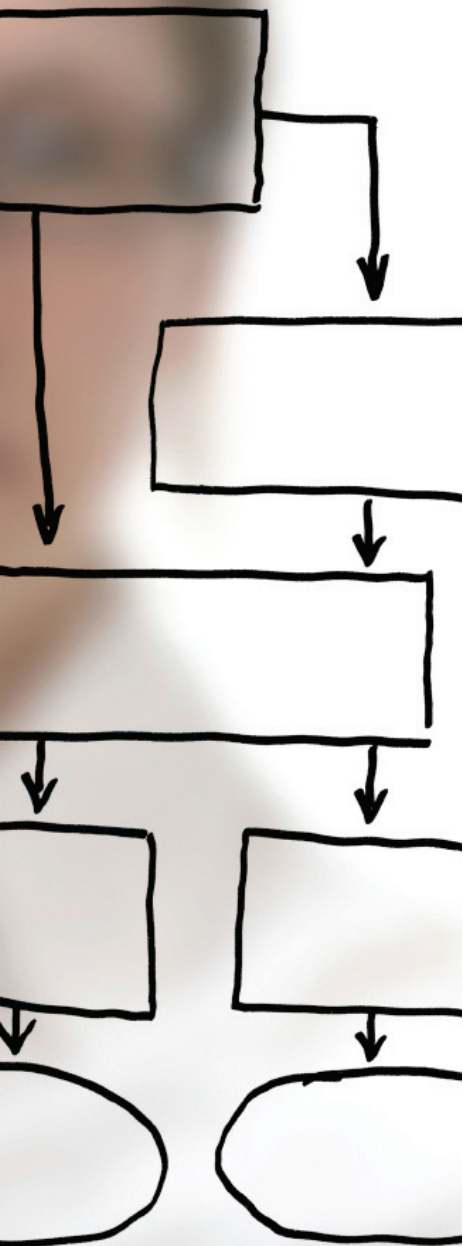
Scottish Government
Welsh Assembly Government
Northern Ireland Executive

2. Funding Councils
RCUK
TSB
UKTI

3. HEA
CETLs
QAA
AURIL
UNICO

Source: CIHE, NESTA, NCGE, 2008

A framework for entrepreneurship education



Source: CIHE, NESTA, NCGE, 2008

Entrepreneurial Learning

- Broadening the student experience - beyond new ventures to entrepreneurial behaviours.
- Entrepreneurial capacities to deal with uncertainty and complexity.
- Learning to design organisations for future competitiveness - New Industries New Jobs.
- Stretching the classroom - company projects, placements, collaborative working on new ventures.

County	Average property taxes	Average home value
Niagara County	\$2,912	\$99,200
Monroe County	\$2,638	\$90,700
Erie County	\$3,407	\$120,400
Cattaraugus County	\$2,768	\$108,900
Chautauque County	\$1,899	\$75,300
Warren County	\$2,896	\$115,900
Hamilton County	\$2,256	\$93,200
Delaware County	\$1,840	\$76,400
Seneca County	\$145,300	2.4%
Oneida County	2.4%	2.4%
Franklin County	2.4%	2.4%
Montgomery County	2.4%	2.4%
Albany County	2.3%	16
Livingston County	2.3%	17
Warren County	2.2%	22
Delaware County	2.2%	25

Agents for change

- Vice-Chancellors can provide visible leadership.
- Academics can enable change in the curriculum.
- Entrepreneurship educators can enrich the student learning experience.
- Business and social entrepreneurs must be fully involved.
- Students should engage in entrepreneurial learning opportunities.
- Government can support entrepreneurial education by providing overarching strategic goals.



An ecosystem for entrepreneurship and innovation?

- Serious divide between knowledge exchange and innovation (TTO) and entrepreneurship education (business school).
- Universities and businesses co-creating new knowledge that leads to innovative entrepreneurship.
- BUT: disconnect between academic research base and industry knowledge needs; boundary spanning academics to collaborate with industry; for research and in the classroom.
- Need innovative pedagogies to connect entrepreneurial capacities and knowledge with high performance and knowledge intensive industries.
- Need to involve the student and researcher in entrepreneurial practice to co-create new applications of knowledge.



Connecting with the 6% for innovative entrepreneurship

- Cambridge CBR research - rich and varied connections between academics and business/society; not just patents, licences and spin-outs.
- 6 per cent of UK businesses with the highest growth rates generated half of the new jobs created by existing businesses between 2002 and 2008 (NESTA, 2010).
- TSB Technology and Innovation Centres to close the gap between concept and commercialisation.
- Who are the new disruptors - the innovative entrepreneurs?



Addressing key challenges

- Building synergies - harnessing internal and external stakeholders to span divides.
- Reward and recognition as levers for changing behaviour.
- Broadening the concept of entrepreneurial action to make it relevant to students, academics and the institution.
- Measuring and evidencing success is crucial.
- Ownership is key.





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