

# Presentation of the HEInnovate country reviews:

Findings from the  
1<sup>st</sup> round of country reviews (EC/OECD) and  
review methodology with Q&A



# Objectives of the HEInnovate country reviews

- Assist policy makers, HEI leaders and staff to identify and act upon opportunities, enablers and challenges to support the development of entrepreneurial & innovative HEIs
- Identify and analyse good practices in public policies and HEI actions
- Disseminate learnings and promote transnational collaboration

# Key findings from the 1<sup>st</sup> round of reviews

- The “entrepreneurial agenda” of HEIs has three key pillars: (i) developing an entrepreneurial mindset of students and staff, (ii) supporting start-ups, (iii) active role in local development
- Effective policy frameworks emerge from a strong long-term collaboration of different policy portfolios including education, labour market and skills, research, innovation, enterprise, and regional development.
- The combination of human resource development, incentives and support structures is the central lever to mobilise academic staff for greater impact.

# Key findings from the 1<sup>st</sup> round of reviews



- Interdisciplinary approaches to education and research work far better in progressing on an entrepreneurial agenda than a silo setup.
- Students need incentives and support to engage with the entrepreneurial agenda (e.g. diploma supplements , formal & informal activities, flexibility for student start-ups to reduce dropout risk
- Innovative & entrepreneurial HEIs are strongly linked with other organisations – locally, nationally, internationally
- Synergies between the internationalisation & entrepreneurial “agendas” are crucial to attract students and staff, and KE

# Key findings from the 1<sup>st</sup> round of reviews

- Measuring impact need further attention. Some relevant metrics that are easy to collect are numbers of start-ups and spin-offs, and technology transfer through contract research and intellectual property rights.
- Much harder to capture are the different forms of engagement with the wider world, such as community research, service learning, or the impact of international students on the internationalisation activity of local firms.
- Much more information is needed on practices, outcomes and the underlying processes within HEIs and partner organisations to fully conceptualise impact.

# Review methodology – key elements

- Review Steering Group (different Ministries and their national bodies, HEI umbrella organisations, accreditation agency, etc.)
- Kick-off meeting with key stakeholders of the higher education system
- Preparation of background report by the national expert, including HEI profiles
- Study visits to HEIs
- HEI Leader Survey (average response rates per country 50%, IRE: 86%)
- Presentation of summary report with key review findings and preliminary recommendations for discussion with key stakeholders of the higher education system
- Launch event – OECD/EU Supporting Entrepreneurship and Innovation in Higher Education in Croatia

# Review Steering Group

Established by the Ministry for Science and Education.  
Role in country review:

- Provides information for the Background Report
- Members are interviewed during the study visit
- Review team will provide feedback to MSE and the review steering group on the last day of the study visit
- Provide comments on summary report
- Can requests policy inputs in between the summary report and the full review report
- Provide additional inputs (if needed) for final review report
- Comment on the final review report

# Study visits to selected HEIs

**Aim:** In-depth analysis of strategy, current and planned practices; examine good practices, understand what works and why, give an “external view” on what could be improved and how

**How:** 1-day intensive visit with interviews and focus groups with key HEI-internal and external stakeholders (i.e. Rectors board, deans, staff, students, start-ups, alumni, key local partners)

**Preparation:** Use of HEInnovate Group Function facilitated by national expert; proposal of a 1-day agenda (example: IRE ~ 400 interview partners for 6 HEIs), organisation of interviews



# HEI Leader Survey

**Aim:** collect data on current and planned practices in all seven HEInnovate dimensions, establish baseline for HEIs in Croatia

**Preparation:** translation of questionnaire into Croatian language

**How:** online questionnaire – entrepreneurship support are self-containing sections in order to reduce self-selection bias (i.e., avoid that “entrepreneurial” HEIs are more likely to respond than other HEIs)

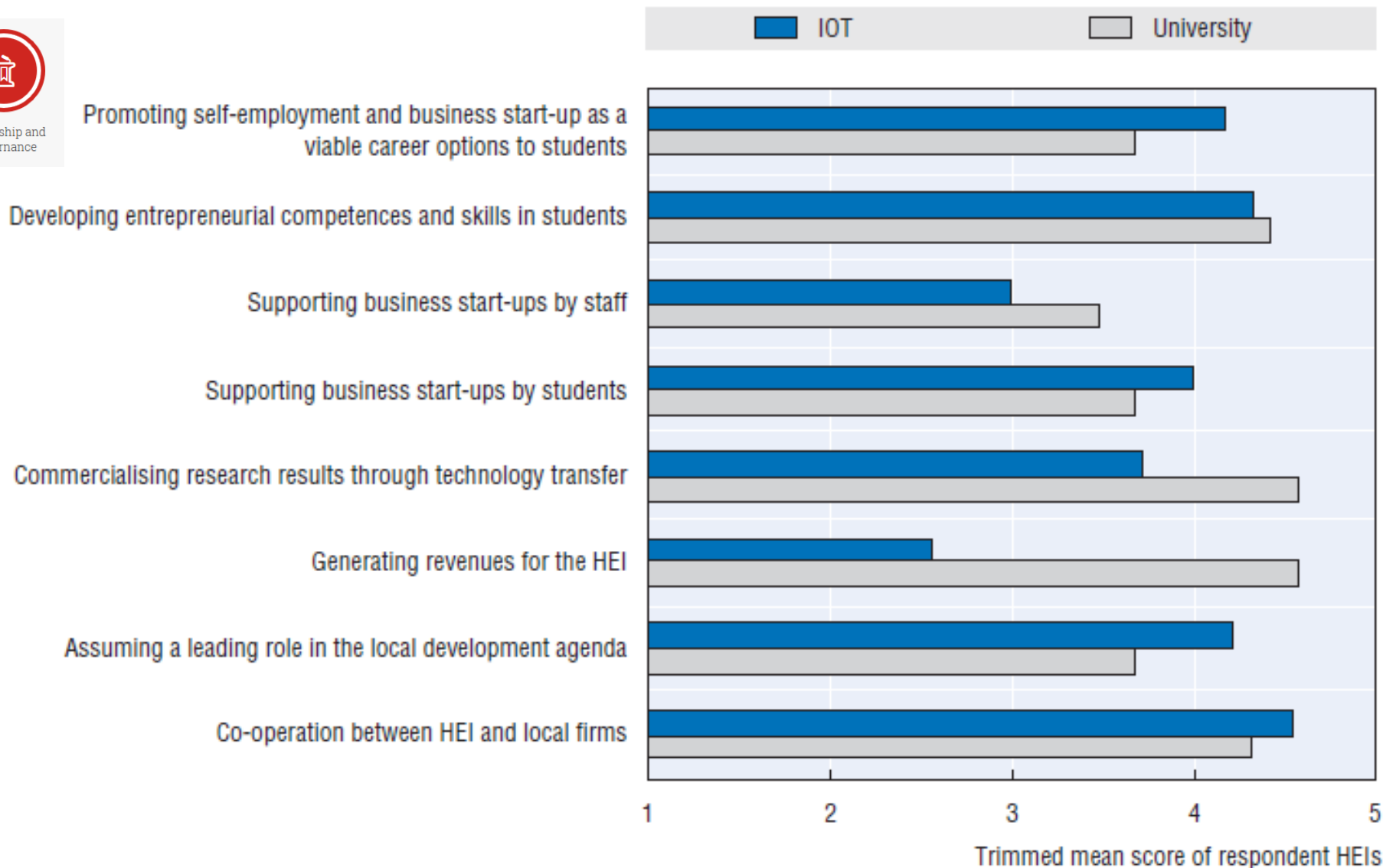
Invitation is sent to Rector’s offices, reminder emails; a group of people can complete the survey (multiple log-ins possible); average total completion time 35 minutes

# HEI Leader Survey – data examples

Figure 2.1. **Entrepreneurship objectives of Irish higher education institutions**

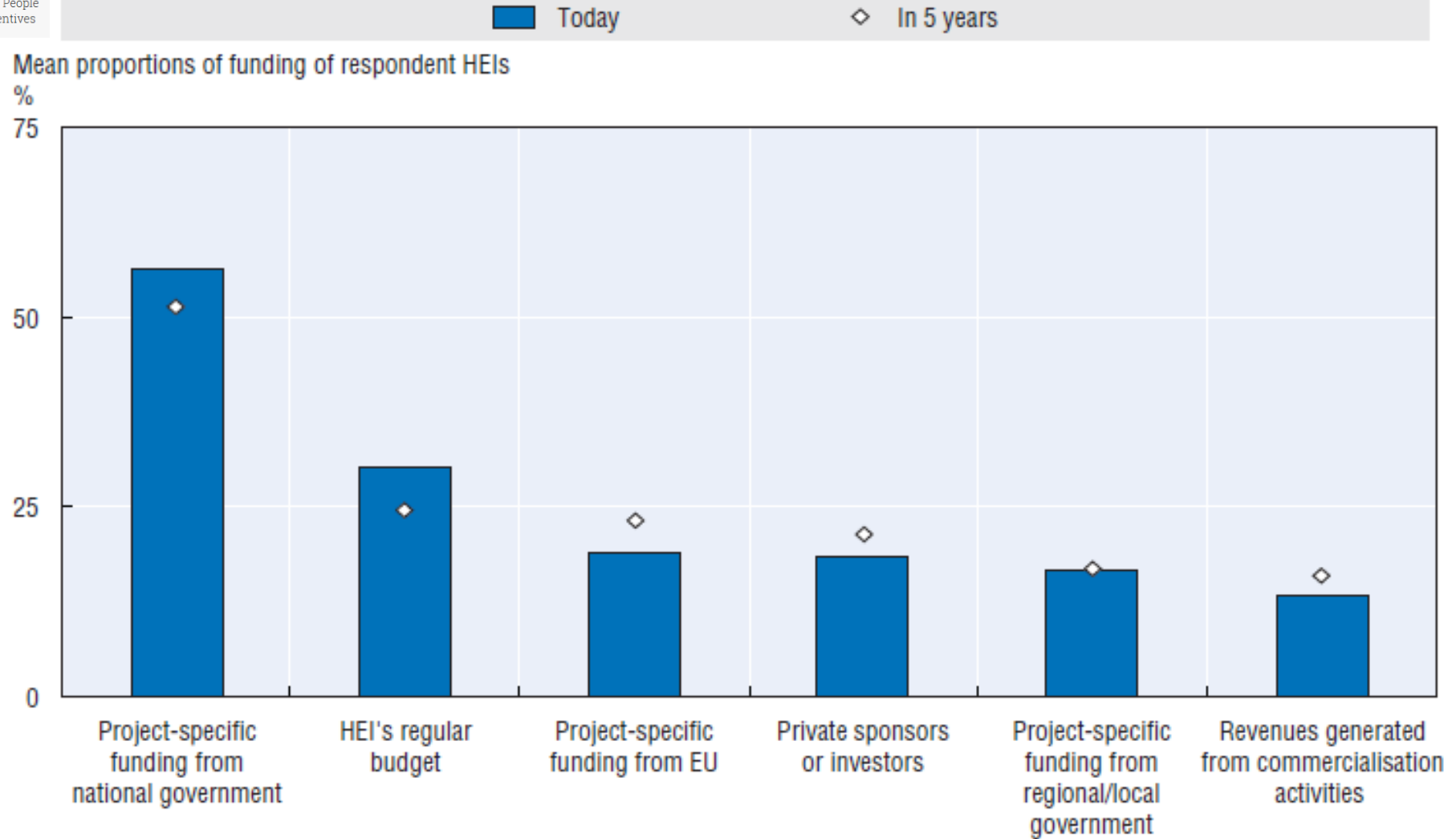


Leadership and Governance



Notes: Higher education institutions (HEIs) were asked: “How important are the following objectives for your HEI?”. Respondents indicated the level of importance on a 5-point Likert scale from 1 = “Not important at all to 5 = “Very important”. 5% trimmed means are shown. 7

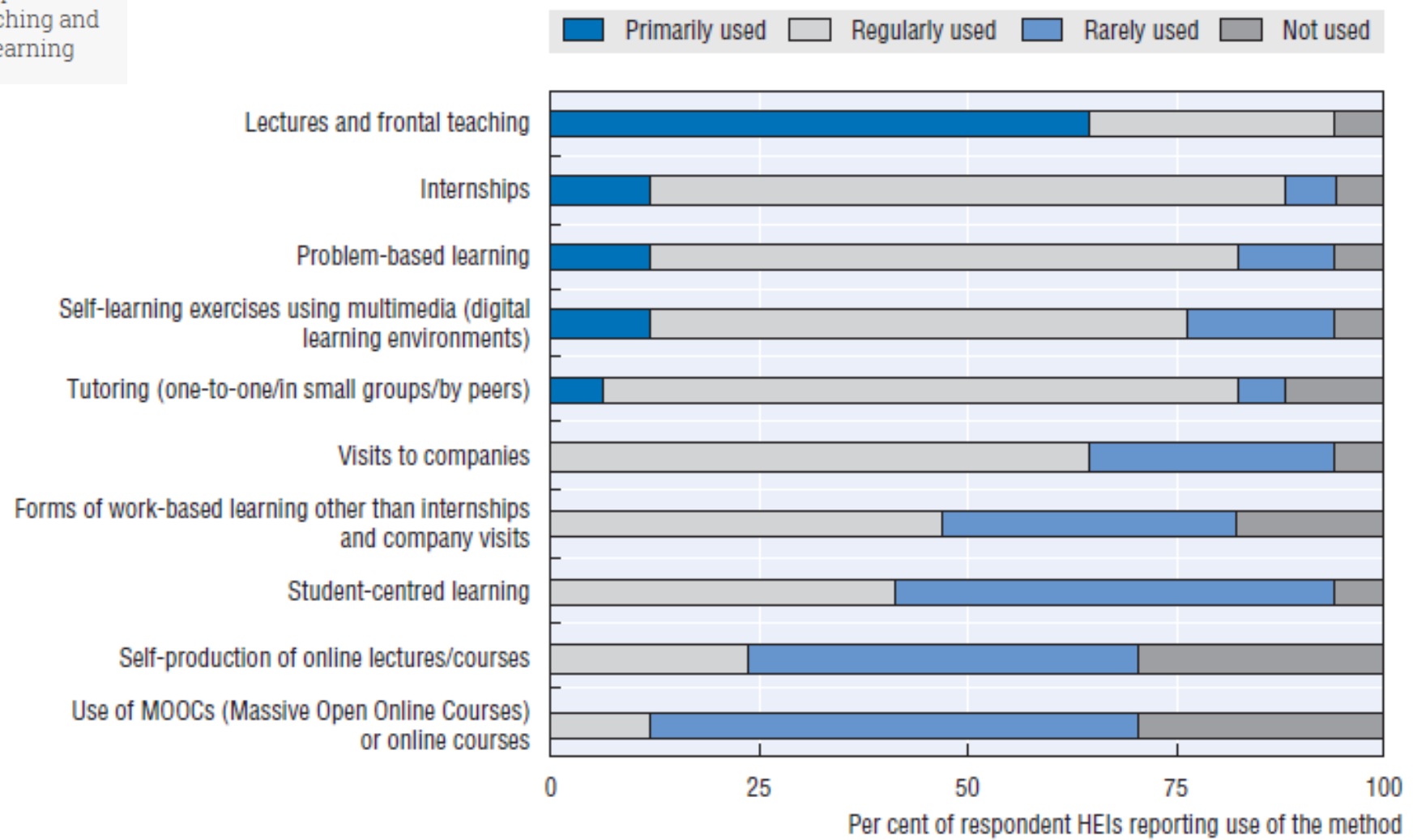
## Figure 2.4. Financing entrepreneurship support in Irish higher education institutions



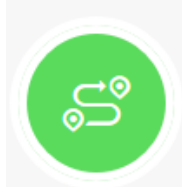
Notes: Higher education institutions (HEIs) that currently offer entrepreneurship support were asked “What is the approximate ratio of the different funding sources your higher education institution uses to finance the entrepreneurship support activities?”, and “Looking ahead for five years what ratio do you expect to come from the following sources for financing these activities?”.



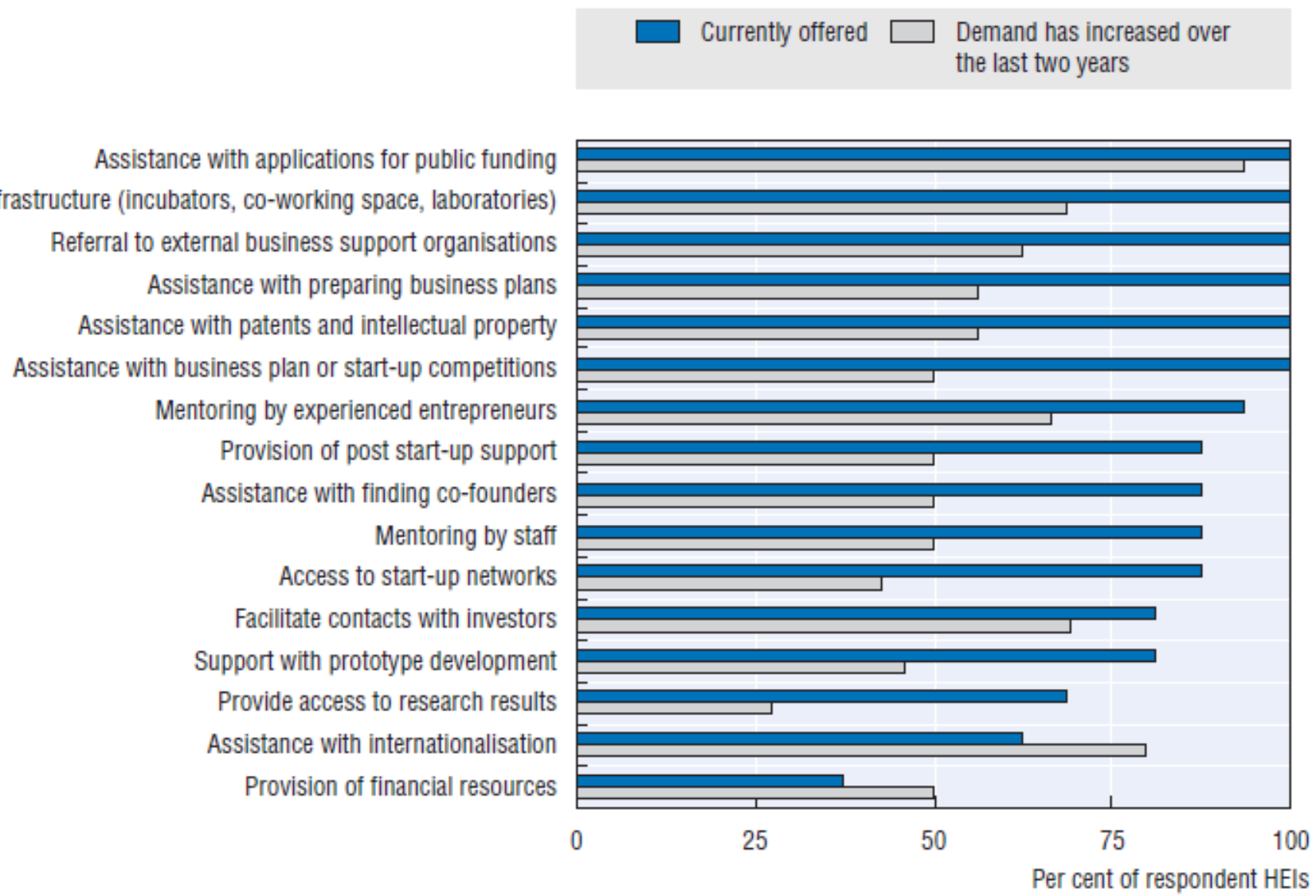
### Figure 2.7. Teaching methods in Irish higher education



Notes: Higher education institutions (HEIs) were asked: "To what extent are the following teaching methods used at your HEI?". Response options were "not used", "rarely used", "regularly used", "primarily used".



### Figure 2.12. Offer and demand for start-up support measures



Notes: Higher education institutions (HEIs) that currently offer start-up support were asked: “You’ve stated earlier that your HEI currently offers special support measures for individuals or teams, who are interested in starting-up a business. What special support measures are currently offered?”, “How has the demand for the special support measures developed over the last two years?”



# Figure 2.14. Partners of Irish higher education institutions in knowledge exchange activities

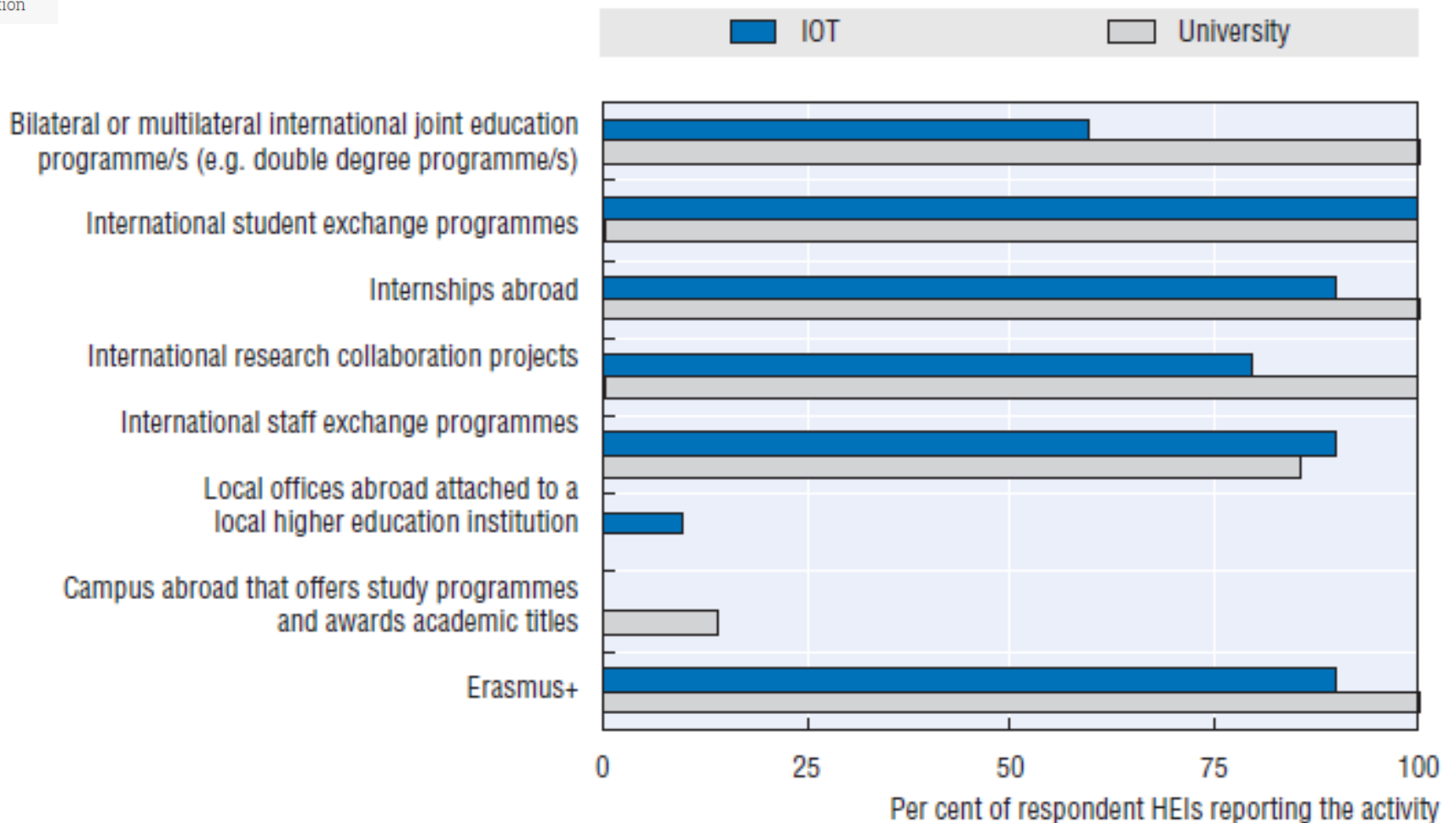
Knowledge Exchange and Collaboration

- △ Systematic or ad-hoc involvement of external stakeholders in teaching
- Collaboration on internships
- Collaboration on secondments, that is, academic staff is loaned on a temporary basis to a partner business or public sector organisation.
- ⊗ Joint research initiatives and contract research
- ⊠ Different forms of technology transfer
- ▲ Continuous learning and further education programmes for local industry and public sector organisations
- ◇ Industrial doctorates

Per cent of respondent HEIs reporting the collaboration with partner



## 2.16. Internationalisation activities of Irish higher education institutions



Notes: Higher education institutions (HEIs) were asked to report on their current internationalisation activities. A total of 17 higher education institutions (7 universities, 10 institutes of technology) responded to the question. The overall survey response rate was 81%. The survey response rates per HEI type are the following: universities (100%), institutes of technology (71%).

Source: OECD HEI Leader Survey Ireland (2015).





# Figure 2.17. Evaluation practice of knowledge exchange activities in Irish higher education

Measuring Impact

Current practice

Share of formal evaluation of current practice

Per cent of respondent HEIs reporting the activity

100

75

50

25

0

Collaboration on internships

Joint research initiatives and contract research

Different forms of technology and knowledge transfer (licensing, co-patenting, selling of prototypes, spin-offs)

Continuous learning and further education programmes for local industry and public sector organisations

Involvement of external stake holders in teaching

Industrial doctorates

Collaboration on secondments, that is, academic staff is loaned on a temporary basis to a partner business or public sector organisation.

Notes: Higher education institutions (HEIs) were asked: "Knowledge exchange can take on various forms. The focus can be on teaching, research or any form of strategic collaboration. Which of the following are currently practiced at your HEI?". For each of the reported knowledge exchange practice the HEIs were asked "Is there a formal evaluation practice of these knowledge exchange activities?". Percentage shares of formal evaluation of a specific knowledge exchange practice are shown.

# Launch event – example Ireland October 2017

