

Scoping report

CHEPS, University of Twente
Ben Jongbloed
Andrea Kottmann

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Introduction

This scoping report sets out the Beyond Scale project proposal's objectives and identifies the changes made to the original plan for the research accompanying the project (Work Package 4). This will also contribute to a better understanding of the project's objectives and how the accompanying research can support the Beyond Scale project partners in conducting their activities.

The scoping report is based on three different sources of information:

- A survey among the project partners, conducted at the beginning of the BeyondScale project (end of 2019), to learn about their planned activities and to what extent they are familiar with the HEInnovate tool and its resources.
- A short review of documents that underlie the design of the HEInnovate tool and the HEInnovate platform (i.e. website, resources, facilitators).
- Interviews with the HEInnovate facilitators from DG EAC and Technopolis and other HEInnovate Experts.

All three data sources were used to finalise the planning and specify the work plan for the accompanying research.

In the following, we will first recap the overall objectives of the BeyondScale project and how the accompanying research aims to contribute to the objectives. Secondly, the background of the HEInnovate tool is explored and related to the accompanying research. The third section considers the results of the kick-off meeting (November 2019) and the agreements made there. The fourth and last section sets out the conclusions for the accompanying research and its way forward.

1. The objectives of the BeyondScale Project and the role of the accompanying research

BeyondScale is one of four Forward-looking projects (FLPs) funded under the Erasmus + scheme. The FLPs aim to stimulate and enhance the use of the HEInnovate tool and the HEInnovate platform by (European) higher education institutions that aim to implement a more entrepreneurial agenda. Therefore, encouraging institutional change is the focus of Beyond Scale. Two aspects characterise the specific approach of BeyondScale. This is firstly the strong focus on identifying barriers that stand in the way of institutional change processes. Secondly, peer learning, facilitated by a so-called buddy-system, is vital in achieving BeyondScale's goal of helping higher education institutions (HEIs) overcome these barriers. The BeyondScale project distinguishes between *inbound* activities, which aim to improve change processes focusing on internal HEI goals and stakeholders, and outbound activities, aiming to improve change processes where HEIs interact with their external stakeholders in their wider innovation eco-system.

Within this setting, the accompanying research takes three different roles. The first is to provide support and consultation for project partners concerning the planning and development of their activities and their use of the HEInnovate tool. In its second role, the accompanying research creates a useful knowledge base for the partner projects (and further users of the HEInnovate platform). This role includes collecting and unlocking the available evidence from the currently overwhelming academic literature on different aspects of entrepreneurship in higher education. Thirdly, the accompanying research will analyse the experiences of the partner projects in using the HEInnovate tool. In addressing these three aims, the accompanying research strives to suggest ways to enhance the HEInnovate tool.

2. What is HEInnovate, and how has it developed since its implementation?

The development and implementation of the HEInnovate tool date back to the years 2010/2011. A significant stimulus for its development was the University-Business Forum, organised by the European Commission in 2010. This recurrent event aims to support the modernisation of higher education and strengthen cooperation between academia and business on a European level. During this event, practitioners requested to widen the perspective on entrepreneurship in higher education institutions (HEIs). Till then, entrepreneurship in HEIs mainly was understood as commercialisation by HEIs and creating spin-offs. During the Forum, two major questions crystallised for the HEI:

- How to build entrepreneurial skills and competencies in students?
- How to provide a supportive environment at HEIs?

Representatives from HEIs were unclear about organising the necessary educational change processes in the HEIs and how to create a supportive environment. They also pointed out that often they did not know to what extent entrepreneurship had already developed in their institutions. Furthermore, they indicated a need for a framework that would help them identify the characteristics of entrepreneurial institutions as this would help them select appropriate actions to develop towards this goal. Related to that end, the HEIs would like to have an instrument that would be easy to use.

Following up this discussion, the European Commission collaborated with the OECD to develop a first version of the HEInnovate tool. The collaboration was supported by the "HEInnovate Expert Group", which still exists to advise on the HEInnovate tool's further development in its annual meetings. During the initial phase, it was also decided to design the HEInnovate tool as a self-reflection instead of a bench-marking tool as valid data and indicators on entrepreneurship in higher education was still largely unavailable. The Expert Group, the EC and the OECD were further supported by a literature study on the relevance of entrepreneurship in higher education with an international group of entrepreneurship experts' input.¹ The consultancy organisation Technopolis was commissioned with the implementation and maintenance of the HEInnovate platform.

Since 2012, the tool was regularly revised, based on the outcomes of a pilot, a number on interviews, and the feedback from the HEInnovate expert group. It was gradually adapted to the needs of HEIs and the latest developments in the higher education sector. The tool originally consisted of two dimensions: Entrepreneurial Teaching & Learning and Higher Education Start-ups. In 2013, the first version was launched, and afterwards, various

¹ Heinnovate (2018): The entrepreneurial and innovative higher education institution. A review of the concept and its relevance today. Updated version - June 2018. Available online at https://heinnovate.eu/en/resources?tid_1=36.

revisions and additions were implemented. The revisions foremost included the HEInnovate statements, which were fundamentally changed in 2015, based on users' feedback. In 2019, an additional HEInnovate dimension, including statements on the digital transformation of HEIs, was added.

In recent years, the HEInnovate platform has also grown. Besides the self-reflection tool, it now provides resources such as case studies and user-stories for HEI practitioners seeking inspiration to strengthen their institutions' entrepreneurial agenda. EPIC - an instrument that helps measure entrepreneurial education's impact on students – is connected to the HEInnovate platform since late 2019.

During the Beyond Scale scoping phase, we contacted a few experts to collect share opinions on the instrument's potential and asked them about options for further improvement of HEInnovate. From their point of view, one of the problems is that the self-reflection tool's statements in some cases do not match well enough with the HEIs' already achieved level of entrepreneurial activity. Currently, the tool foremost covers institutions that start engaging in entrepreneurial activities. For more entrepreneurial institutions, the instrument does not provide additional value. It was also mentioned that the instrument does not help to identify the relevant barriers to strengthening entrepreneurship as the HEInnovate statements do not cover these. One example mentioned was that program accreditation regulations could stand in the way when implementing entrepreneurial education, but in discussions initiated by the HEInnovate tool, this is often not mentioned. The experts also suggested that the tool could be enhanced to support HEIs in addressing societal goals and social innovations, such as those around sustainability. They indicated that it would be worthwhile to consider these developments in the further development of the tool.

These interviews contributed to a better understanding of the HEInnovate instrument for the accompanying research, as relevant background information and intentions underlying its development were disclosed. This information has encouraged the accompanying research to focus on the institutional and successful change processes in higher education institutions. In this way, the factors that hinder or promote the change process can be discovered. This knowledge is relevant for the further development of the instrument, as it may enable the statements to be better adapted to the situation of HEIs and the challenges, barriers and opportunities they face.

3. Summary of Findings from the Kick-Off-Survey

The second source of information that helped inform the planning for the accompanying research at the beginning of the Beyond Scale project was an online survey among the project partners. Immediately after the start of the project, CHEPS disseminated an online survey to the eight project partners to collect information on their planned activities and their perception of the HEInnovate platform and tool. The survey focused on the details of the planned inbound and outbound activities: the planned outcomes, the foreseen actions to achieve the outcomes, and the project partners' plans to involve internal and external stakeholders. Concerning the use of the HEInnovate tool and platform, the questionnaire addressed if the partners had already used the tool or platform before, whether they had been in contact with the HEInnovate experts, and how they planned to make use of HEInnovate in the project. All eight partner projects replied to the survey.

3.1 Activities planned at the start of the BeyondScale project

The question of what goals the project partners would like to achieve with their activities linked to the BeyondScale project stimulated various answers. Some partners related their answers to the BeyondScale Project's participation, while others pointed to a concrete activity to strengthen their institution's entrepreneurial capacity with the support of the HEInnovate tool.

Concerning the participation in the BeyondScale project, a few partners were looking forward to establishing cooperation with the other project partners and learning in more general terms about the HEInnovate tool and about implementing the entrepreneurial agenda. However, most of the project partners had already specified goals and activities to relate to the BeyondScale project. In terms of the HEInnovate dimensions, the plans in the kick-off phase concentrated on the following HEInnovate dimensions:

- Entrepreneurial Teaching and Learning
- Digitalisation
- Knowledge Transfer and Exchange
- Internationalisation.

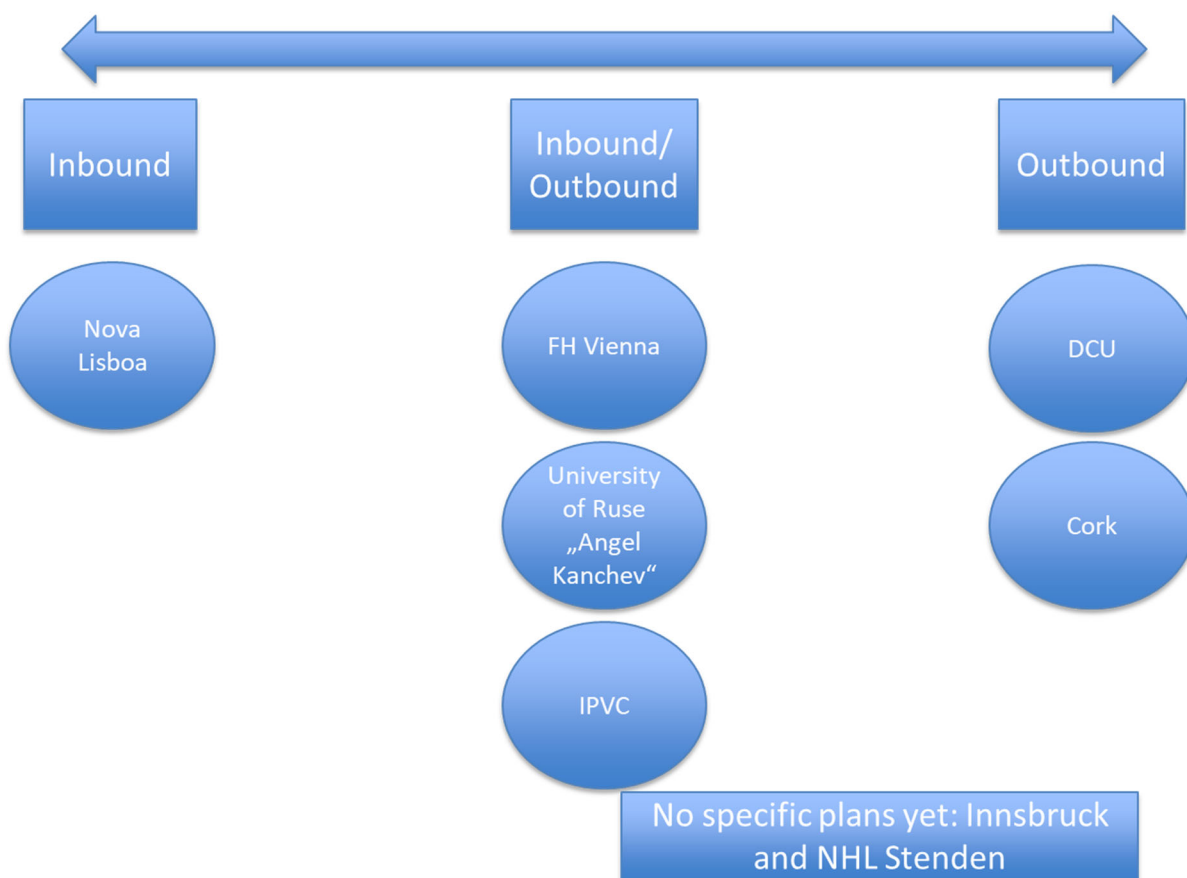
One project partner also mentioned "measuring impact" as a dimension in which they planned to engage. In fact, the majority of the partners proposed activities that addressed more than one HEInnovate dimension. For example, none of the partners planned to engage in the enhancement of entrepreneurial teaching and learning only. Some were interested in enhancing entrepreneurial teaching and learning through digitalisation. A further important combination was to strengthen their HEIs' external eco-systems and their relationships with external stakeholders from Non-Profit organisations while at the same time integrating these stakeholders more in their educational activities to enhance

social entrepreneurship learning in their institutions. In other words, they wished to combine the dimensions "knowledge exchange and collaboration" and "entrepreneurial teaching and learning". These activities were also seen as a means to enhance the institutional capacity to deliver social innovations.

The survey analysis also allowed us to classify whether the initial project ideas were more outbound activities or inbound activities. This was important, as the BeyondScale project aims to identify and overcome the internal and external barriers that HEIs face when implementing the entrepreneurial agenda.

Shortly after the start of BeyondScale, we were able to classify six of the partner projects if their initial ideas were more likely to focus on inbound or outbound changes or whether they even were planning activities to address both. Figure 1 shows that three project partners were planning such a mixed activity, while one project was focusing solely on inbound purposes, and two projects were heading towards outbound activities. Two partner projects did not have any specific plan immediately at the start of the project. These two project partners were also not yet familiar with the HEInnovate tool.

Figure 1: Initial plans – targeting inbound or outbound objectives?



Source: Kick-off survey BeyondScale

The table below provides more details on the project partners' goals for the activities related to the BeyondScale project.

Table 1: Initial plans of project partners: Activities that could relate to the BeyondScale project.

Country	Institution	Major goals of the activity related to BeyondScale
Portugal	Nova Lisboa	<ul style="list-style-type: none"> • Getting faculty members more involved in innovative and entrepreneurial ways of promoting teaching and learning • Using digital transformation to achieve more entrepreneurial HEI • Apply Design Thinking to come up with new teaching models • Promote entrepreneurship teaching and learning
	IPVC	<ul style="list-style-type: none"> • Develop the entrepreneur spirit among our students incorporating innovative entrepreneurial pedagogical approaches, such as Service Learning and HEInnovate • Foster the engagement with regional stakeholders, particularly the economic and social (enterprises) sectors • Teacher/trainer capacity building on HEI Innovate approach • Sharing experiences and good practices aiming to promote entrepreneurship
Austria	FH Campus Wien	<ul style="list-style-type: none"> • Support of quality, innovation and entrepreneurship • Foster interdisciplinarity and internationalisation • Underpin digital transformation and societal change • Encourage entrepreneurial spirit • Draw attention to global challenges and sustainable development
	Innsbruck	<ul style="list-style-type: none"> • Get better cooperation with other HEI • Improve Entrepreneurship at our HEI • Improve online-tool • Awareness building at our HEI
Ireland	DCU Dublin	<ul style="list-style-type: none"> • Devise and deliver student social innovation and social entrepreneurship (SIE) projects in conjunction with Not-For-Profit Organisations (NFPO) • Increase the number of students engaging in SIE projects as part of their curriculum and/or in an extra-curricular capacity. • Review and evaluate the learning outcomes for students. • Review and evaluate the impact on the not-for-profit organisations. • Learn from and exchange best practice with other members of project.
	CIT Cork	<ul style="list-style-type: none"> • Digital literacy • Internationalisation • Measuring Impact
Bulgaria	URAK - RUSE	<ul style="list-style-type: none"> • To improve the activity at the department level, by increasing the mutual trust among the professors • To introduce a new bachelor program for students, combining entrepreneurial and technological skills • To have better interaction among the faculties • To develop additional non-public incomes to the university • To have a better dissemination activity for the processes at my university, because many firms are not aware of the potential to collaborate with our academics.
Netherlands	NHL Stenden	<ul style="list-style-type: none"> • Get to know the partners of the BeyondScale project • Get to know the HEI innovate tool and approach

		<ul style="list-style-type: none"> • Link that approach to the goals of our organisation • Initiate future research related to the BeyondScale project and partners
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Source: Kick-Off Survey BeyondScale

As BeyondScale aims to identify the barriers faced by HEIs that undertake inbound and outbound activities while implementing their entrepreneurial agenda, the questionnaire also asked activity leaders whether they could already identify barriers that might stand in the way to realising desired outcomes. In particular, we were interested in the barriers around engaging stakeholders in the planned BeyondScale activity.

Nearly all partner projects indicated that the lack of time and funding are the most significant barriers. Other aspects mentioned include a lack of awareness among stakeholders about either the entrepreneurial agenda, what the activity aims to achieve, or aversion and doubts among academics about new methods, ideas, or change in general. One partner project also mentioned that stakeholders had developed engagement fatigue due to many institutional transformation initiatives that run in parallel.

At the start of the BeyondScale project, the project partners did not have detailed plans about how they would like to engage their stakeholders in the project activity. Nonetheless, their strategies were either to provide information and increase the awareness of stakeholders of the need to strengthen the entrepreneurial agenda. Some project partners planned to carve out the stakeholders' benefits that would come with the engagement. Others thought of establishing learning communities.

The survey showed that the partners were still in their planning phase at the beginning of the project and did not have very clear ideas about their activities. There was, however, diversity in the details of the partners' plans. Some were already advanced, and others were mainly still planning their activities.

3.2 The role of the HEInnovate tool, platform and resources in the project partners' planned activities.

The survey also included questions on the partner projects' familiarity with the HEInnovate tool and the further HEInnovate resources and asked how they intended to use them in their planned activities.

When asked about the HEInnovate dimension that will play an important role in the BeyondScale activity, the answers confirmed that the dimensions' Entrepreneurial Teaching and Learning' and 'Knowledge Exchange and Collaboration' played a significant role in the plans of the partner projects. The dimension "Organisational Capacity: Funding, People and Incentives" appeared to be an important dimension to most partners. However, most partner projects did not indicate that their activities would link to dimensions such as "Leadership and Governance" or "The Internationalised Institution" to a large extent.

Table 2: Extent to which the planned activities address the HEInnovate dimensions. Scale: 1 "not at all" to 5 "To a large extent".

HEInnovate Dimension	Mean	Number of Project Partners mentioning that they will address the dimension at least to a small extent	# Partner Projects that will address dimension to a large extent
Entrepreneurial Teaching and Learning	4.9	8	7
Knowledge Exchange and Collaboration	4.6	8	6
Organisational Capacity: Funding, People and Incentives	4.3	6	3
Preparing and Supporting Entrepreneurs	4.1	7	4
Digital Transformation and Capability	3.9	8	3
Measuring Impact	3.6	8	3
The Internationalised Institution	3.4	7	3
Leadership and Governance	3.3	6	2

Source: BeyondScale Kick-off survey

The survey also collected information on the partners' project plans to employ the HEInnovate tool and resources in their activities. At the start of BeyondScale, five of the partner projects had already developed initial plans for using the HEInnovate tool; three partner projects did not plan the use in detail. Several partners also had already worked with the HEInnovate tool and resources before joining the BeyondScale project. Five partners were also considering more innovative applications of the HEInnovate tool or employ it in areas they have not been working on before. These applications included the explorative use of the new dimension "Digital Transformation" or to include students as stakeholders in the reflection. Finally, one Partner planned to study to what extent the HEInnovate tool and resources help institutional change processes that run parallel to the implementation of the entrepreneurial agenda, such as the digitalisation of education.

Besides using the HEInnovate self-reflection tool, project partners also mentioned that they had been using some of the further resources linked to the HEInnovate platform, such as case studies, user stories, or contacts with some of the HEInnovate experts. The

resources provided and the consultations with the HEInnovate experts were evaluated as useful or very useful by the partner projects.

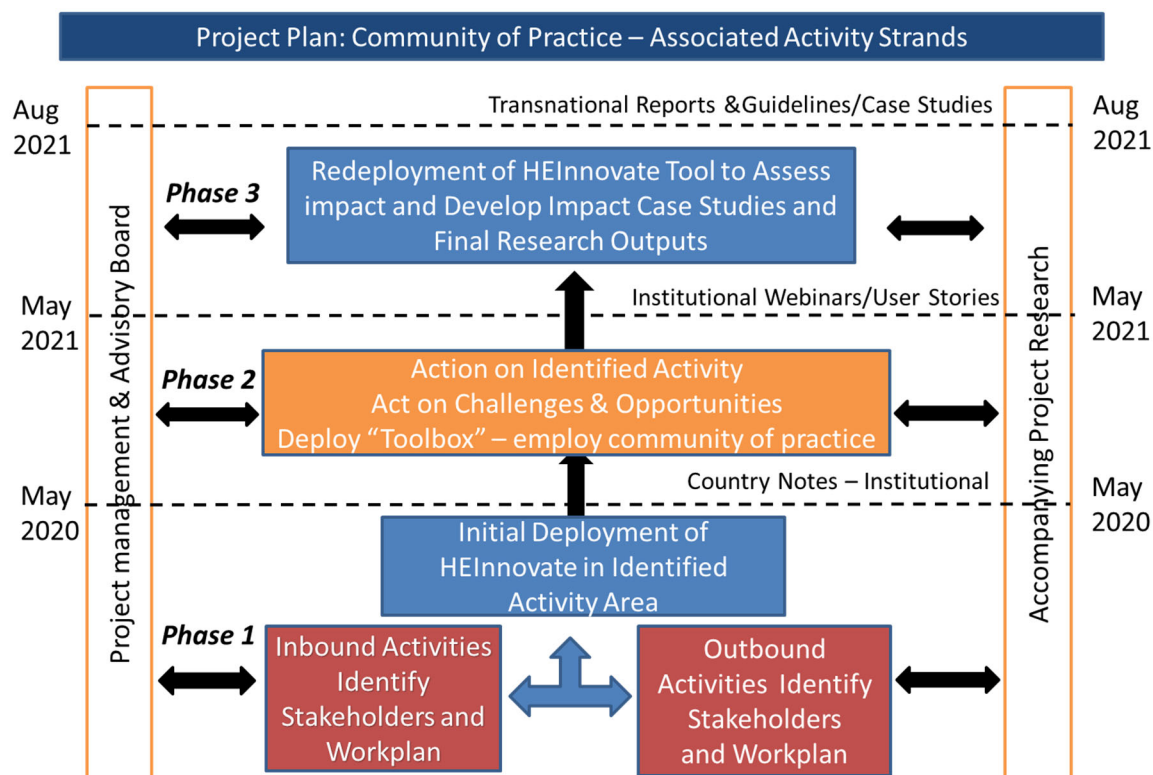
The survey results indicated that the majority of the project partners know about the HEInnovate tool and its related resource base. However, only two partners already had run a workshop in which the tool was employed, and one other Partner planned to organise such a workshop during the project period. At the start of the BeyondScale project, two partners were thinking of a slightly modified use of the HEInnovate tool compared to the manual on the HEInnovate website.² One Partner already applied the full tool in an institution-wide reflection, covering all HEInnovate dimensions except for the dimension "digital transformation". It planned to now only use this dimension to advance the digitalisation strategy for teaching and learning. Another partner planned to conduct self-reflection workshops with students to learn about their entrepreneurial competencies, expectations and needs.

The survey thus revealed that partner projects were already familiar with the HEInnovate approach to a varying degree. Familiarity ranged from experienced users who already participated in an institutional self-assessment to those knowing about the tool and resources but not using them yet. This variety was also reflected in the project partners' plans on how they intended to use the tool. The 'experienced' project partners already made plans, while 'freshmen' sought inspiration from the other project partners.

3.3 Agreements in the Kick-off meeting

The presentations of the project partners' plans in the kick-off meeting, the survey results and the discussion during the meeting revealed that the projects start from very different angles and experiences and prior knowledge about the HEInnovate tool and its potential use. To help achieve a shared understanding of the BeyondScale objectives and increase clarity about using the HEInnovate tool in the BeyondScale projects, a shared project plan was developed (see Figure 2). The plan also aims to streamline the project progress of each Partner. Therefore, the plan specifies when the tool is used, respectively re-used, with some adaptations in the project. Also, dates for the delivery of the institutional country notes (i.e. more detailed work plans by each Partner) and user stories (i.e. describing the partners' experiences in using HEInnovate for their projects) were broadly specified, along with dates for conferences and meetings to exchange experiences between the partners to facilitate peer-learning in the community of HEInnovate users.

² <https://heinnovate.eu/en/training-materials>

Figure 2: Overall project plan developed in the kick-off meeting

Source: Kick-off meeting BeyondScale November 2019

In line with the project proposal three project phases were distinguished. In the first phase the project partners aim at elaborating and finalising the planning of their inbound and outbound activities. During the first phase the project partners also initially deploy the HEInnovate tool and/or use other HEInnovate resources for their activities. In the second phase, and based on the outcomes of using the HEInnovate, the partners conduct their planned actions to realise their planned project objectives. During this second phase, the project partners exchange experiences through the buddy system – they involve other partners in their workshops and stay in touch with them. The partners reflect on their experiences in webinars and user stories – these are the deliverables of this phase. In the final (third) phase, the project partners once again will use the HEInnovate tool to assess the impact of their activities. The outcomes of this phase are reported in transnational reports and case studies.

4. Conclusion for the accompanying research in the BeyondScale project

Based on the information collected and the discussion with the partner projects, the work plan for the accompanying research was further refined. A detailed description of the work plan was included in the document "Description of the planned activities", finalised in February 2020. The document provides information on the role of the accompanying research in the BeyondScale project, the objectives of the research, the planned activities, and the outputs.

The work plan foresees that the accompanying research will engage differently with the HEInnovate platform than the project partners. Rather than employing the platform, the accompanying research will reflect on how the project partners use the HEInnovate tool and platform in their project activities related to the BeyondScale project. As part of this, the accompanying research will study the role that the HEInnovate resource base plays in facilitating partners during their (organisational/institutional) change processes initiated by the HEInnovate/BeyondScale activities. The accompanying research aims at the following major goals:

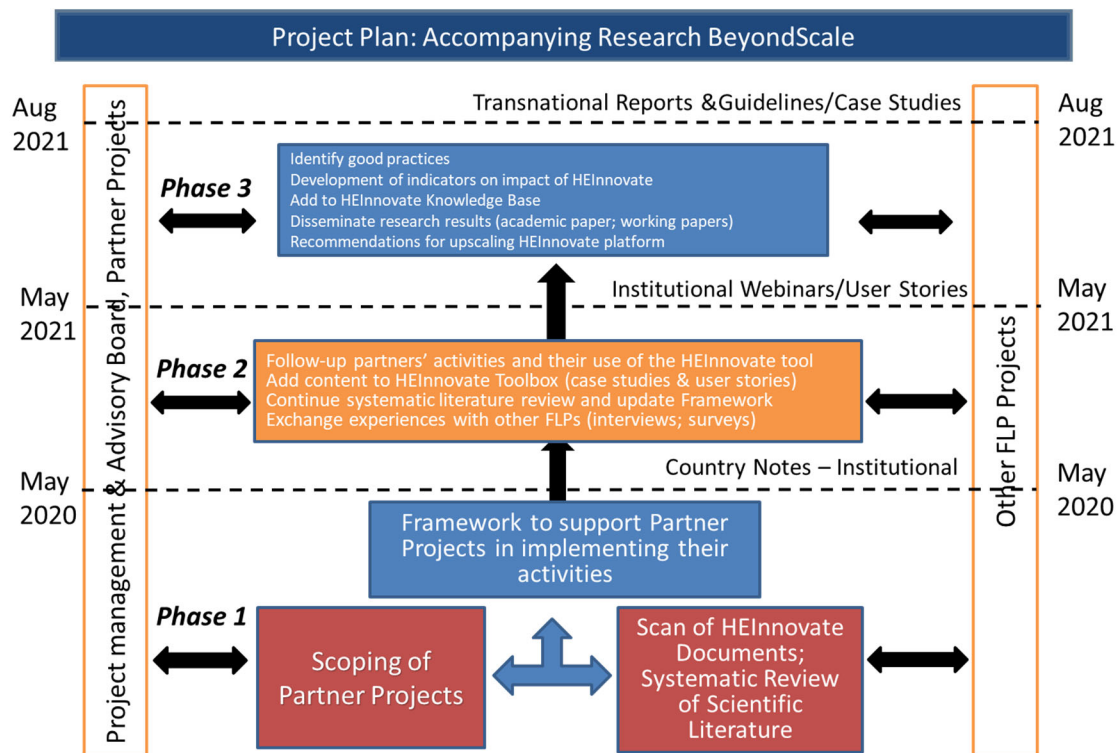
- Support partner projects by providing a solid knowledge base on institutional change processes.
- Understand the role of the HEInnovate platform in facilitating institutional change processes implemented to encourage entrepreneurship/innovation in their higher education institution.
- Develop guidelines and recommendations on how to employ the HEInnovate platform in institutional change processes.
- Develop recommendations for the adaption/renewal of the HEInnovate platform, to better respond to user needs and support institutional change processes.

The research will align with the three phases of the overall BeyondScale work plan:

- Building a solid knowledge base (in Phase 1).
- Follow-up the activities of partner projects with regard to their progress and experiences using the HEInnovate tool (in Phase 2).
- Sum up and reflect on the project results (in Phase 3).

The figure below shows how the planned research activities link to the project plan.

Figure 3: The activities of the accompanying research in the BeyondScale project



Reflecting on the discussions in the Kick-off meeting and the survey outcomes, and combining this with a quick study of the experiences included in the HEInnovate resource base (i.e. the case studies and user stories), we come to the following observations:

- Encouraging collaboration (internally, in the higher education institution; externally, with non-academic partners) is the biggest challenge when initiating change processes. Using HEInnovate in internal/external debates can provide a good start, but it requires participants to familiarise themselves with the tool and its purpose first.
- The BeyondScale project partners and the HEInnovate case studies have identified multiple enablers and barriers to institutional change. These barriers and enablers can be directly related to the HEInnovate dimensions but so far are not explicitly included in the HEInnovate statements used for self-reflection. Future versions of the HEInnovate tool and further add-ons to the HEInnovate resource base might pay more attention to barriers and enablers for change.
- HEInnovate case studies often highlight the positive outcomes of change processes but are less explicit about the paths (and secrets) that have led to success.
- Benchmarking/comparisons with other HEIs are sometimes mentioned in the HEInnovate case studies, but most of its case studies and user stories are stand-

alone stories. This suggests that there is room to augment HEInnovate with more options for peer learning. An example of this is the buddy system employed in BeyondScale.

In the accompanying research, some of these observations will be taken up further.