

The University Entrepreneurial Scorecard (Reviewing the Entrepreneurial Potential of a University)

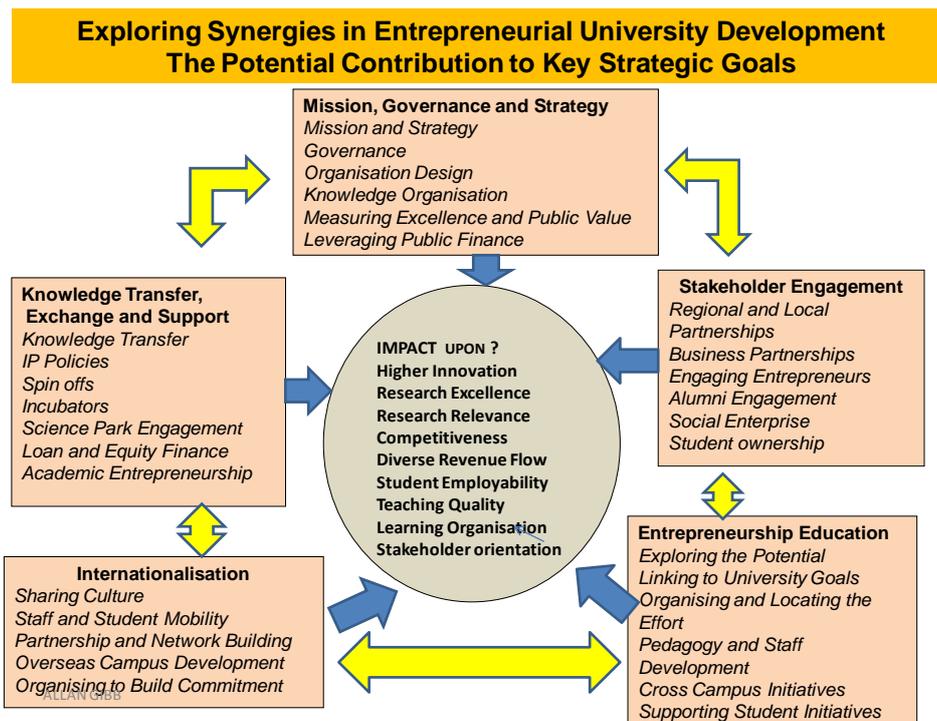
The Scorecard embraces all of the issues associated with a strategic leadership approach to embedding enterprise and entrepreneurship in the university. It has been used for a comprehensive review of the entrepreneurial potential of a university and/or can also be used for a more focused review of a number of key areas of interest to readers and exploration of areas of potential synergy between different areas of university activity. It is used by participants in the Entrepreneurial University Leaders Programme.

A version of this scorecard has also been used by entrepreneurship educators in development programmes to test their knowledge of entrepreneurship activity in the university. This provides them with an impressionistic view of the ‘state of play’, enabling them to form a strong basis for their ‘embedding strategies’ for education across the university.

‘Scoring’ is optional. The ‘scorecard’ can be used as an informal checklist for discussions with staff and students across the university in an exploration of areas of potential partnership. As the diagram below demonstrates, the main focus is upon how, harmonising personal and institutional enterprise and entrepreneurial activity across the university (not always labelled as such), can contribute to meeting the key goals of the institution.

If the Likert scale is used, then the points can be connected up to give a visual display of areas of strength and weakness.

A paper setting out the conceptual base for the Review is available.



**The University Entrepreneurial Scorecard
(Reviewing the Entrepreneurial Potential of a University)**

| | | Low | | | High | |
|---|---|-----|---|---|------|---|
| Strength of: | | 1 | 2 | 3 | 4 | 5 |
| C O N C E P T V I S I O N M I S S I O N S T R A T E G Y | 1. Strategic commitment in the university's vision statement to the 'imaginative use of knowledge' and development from research | | | | | |
| | 2. Strategic commitment to achievement of university status via wide stakeholder credibility | | | | | |
| | 3. Clarity of recognition of the scholarship of relevance and integration in the strategy | | | | | |
| | 4. Clarity of shared concept of Enterprise and Entrepreneurship across the university | | | | | |
| | 5. Degree to which Enterprise and Entrepreneurship are seen as central in University strategy | | | | | |
| | 6. Degree to which innovation in the broadest sense is seen as central to all university work | | | | | |
| | 7. Strategic commitment to knowledge exchange | | | | | |
| | 8. Strategic commitment to local and regional development | | | | | |
| | 9. Strategic commitment to business development and partnerships | | | | | |
| | 10. Strategic commitment to leveraging public and fee income | | | | | |
| | 11. Strength of university strategic and practical focus upon the problems and opportunities of society | | | | | |
| | 12. Commitment to a broad stakeholder view of university excellence (as per the public value concept) | | | | | |
| G O V E R N A N C E E | 13. Understanding of, and support from, the VC/Principal and executive team for the entrepreneurship/enterprise concept | | | | | |
| | 14. Level of understanding of the relevance of the entrepreneurial agenda by the Council or Board | | | | | |
| | 15. Level of understanding of the relevance and agenda (and active engagement) of the Chairman of the Board or Council in this | | | | | |
| | 16. Strength of entrepreneur membership of Board or Council | | | | | |
| | 17. Level of active engagement of entrepreneur members of Board or Council with the University | | | | | |

| Strength of: | | 1 | 2 | 3 | 4 | 5 |
|--|---|----------|----------|----------|----------|----------|
| G O V E R N A N C E | 18. Active engagement of university staff in local/regional economic, social and cultural development | | | | | |
| | 19. Level of trust and active relationships between professional staff charged with external links and the academic staff | | | | | |
| | 20. Existing working relationships and synergies between those engaged in employability, business development, knowledge exchange and regional and local development. | | | | | |
| | 21. Level of commitment of faculty heads and departments to the entrepreneurial agenda as above | | | | | |
| | 22. Overall strong active leadership of, and engagement in, the enterprise and entrepreneurial agenda in the university. | | | | | |
| O R G A N. D E S I G N | 23. Organisation design to facilitate and support bottom-up entrepreneurial and innovative behaviour | | | | | |
| | 24. Decentralisation in decision making | | | | | |
| | 25. Devolvement of responsibility for the employability, knowledge exchange, local and regional interface and business and organisation development agendas to departments | | | | | |
| | 26. Degree to which bottom-up risk taking behaviour is rewarded and protected in general | | | | | |
| | 27. Reward systems for wider forms of innovation in the university | | | | | |
| T R A N S D I S C I P L I N E | 28. Levels of active co-operation between faculties and departments in teaching and research | | | | | |
| | 29. Numbers of multidisciplinary degrees | | | | | |
| | 30. Numbers of transdisciplinary research and/or teaching centres focused upon societal issues | | | | | |
| | 31. Number of departments engaged in vocational/professional development areas | | | | | |
| | 32. Level of commitment across the university to creating opportunities for students to explore the relevance of their knowledge | | | | | |
| L E V E R A G E | 33. Levels of intellectualism (as opposed to scholasticism) in the university | | | | | |
| | 34. University commitment and capacity to raising revenue from non-fee and traditional public sources | | | | | |
| | 35. Existing ratio of private to fee and public funding | | | | | |
| | 36. Delegation of revenue raising activity to departments (with targets) | | | | | |
| | 37. Proactivity of Deans and Faculty heads in fund and revenue raising | | | | | |

| Strength of: | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|
| P U B L I C V A L U E and S T A K E H O L D E R E N G A G E M E N T | 38. Focus across the university on areas of societal and cultural concern | | | | | |
| | 39. Degree to which the university assesses its value on the basis of wide legitimacy with stakeholders | | | | | |
| | 40 Active partnerships with key regional stakeholders across the university | | | | | |
| | 41. University active engagement with individual SMEs | | | | | |
| | 42. University active partnerships with SME associations | | | | | |
| | 43. Level of active engagement of arts and humanities departments in regional culture initiatives | | | | | |
| | 44. Levels of consultancy activity (and revenue from) across the university | | | | | |
| | 45. Relative scale of R and D funded work with business | | | | | |
| | 46. Strength of students interface (across faculties) with local business and civic organisations | | | | | |
| | 47. Numbers of degrees with active business and professional engagement | | | | | |
| | 48. Strength of university extra mural training partnerships with external organisations excluding business school | | | | | |
| | 49. Engagement of the business school in SME and local enterprise development | | | | | |
| | 50. Active partnerships with local vocational colleges | | | | | |
| | 51. Level of active engagement with local entrepreneurs in teaching and research | | | | | |
| | 52. Status given to local entrepreneurs through ‘associateships’, ‘fellowships’, professorships or teachers of practice | | | | | |
| | 53. Engagement across the university in Social Enterprise | | | | | |
| 54. The university as a learning organisation (porous to active learning from a wide range of sources) | | | | | | |
| A L U M N I | 55. Alumni office engagement with departments across the university | | | | | |
| | 56. Ability of alumni department to identify and build relationships with entrepreneurs locally, nationally and internationally | | | | | |
| | 57. Active engagement of alumni in the university | | | | | |
| K N O W L | 58. University technology transfer and knowledge exchange activity | | | | | |
| | 59. Degree to which knowledge transfer and exchange is embedded in departments | | | | | |
| | 60. Level of active student and staff engagement with science park companies | | | | | |

| | Strength of; | 1 | 2 | 3 | 4 | 5 |
|--|--|----------|----------|----------|----------|----------|
| E D G E E X C H A N G E A N D D I N C U B A T I O N | 61. Openness of IP policy for staff and students | | | | | |
| | 62. Support office for IP and licensing | | | | | |
| | 63. Numbers of patents and licenses and revenues received | | | | | |
| | 64. Student engagement in knowledge transfer activity | | | | | |
| | 65. University rewards for knowledge transfer performance | | | | | |
| | 66. Doctoral student exposure to the relevance of their research to the ‘real world’ | | | | | |
| | 67 Staff numbers with business ownership stakes or stakes in social enterprise organisations. | | | | | |
| | 68. Numbers of spin offs recorded | | | | | |
| | 69. Support for spin-off activity | | | | | |
| | 70. Incubator support physical and/or virtual | | | | | |
| | 71. Clarity in incubator targeting | | | | | |
| | 72. Clarity in performance indicators | | | | | |
| | 73. Incubator mentoring and service support | | | | | |
| | 74. Joint venture funding partnership arrangements – angel connections | | | | | |
| | 75. Links to and/or provision of, special loan arrangements for graduate/staff enterprise | | | | | |
| | 76. University engagement in UK public/private seed capital activity | | | | | |
| I N T E R N A T I O N A L I S A T I O N | 77. University focus upon internationalisation | | | | | |
| | 78. Level of activity? | | | | | |
| | 79. Levels of international staff | | | | | |
| | 80. International research and development links | | | | | |
| | 81. Engagement with local players in international activity | | | | | |
| | 82. University support system for international activity | | | | | |
| | 83. Impact of internationalism on the curriculum/culture of the university | | | | | |
| | 84. Revenue from International activity | | | | | |
| | 85. Numbers of joint ventures with overseas universities | | | | | |
| | 86. Overseas licenses and joint degrees | | | | | |
| | 87. International campus initiatives | | | | | |
| | 88. Overseas alumni relations | | | | | |
| | 89. Student exchanges | | | | | |
| | 90. International distance education | | | | | |
| | 91. International business partnerships | | | | | |
| E N T E | 92. Entrepreneurial skills agenda accepted across the university | | | | | |
| | 93. Each department with entrepreneurial curriculum champion | | | | | |

| Strength of: | | 1 | 2 | 3 | 4 | 5 |
|--|---|----------|----------|----------|----------|----------|
| R P R I S E E N T R E P R E N E U R S H I P E D U C A T I O N | 94. Entrepreneurship education embedded in each department curriculum | | | | | |
| | 95. Entrepreneur self efficacy training embedded across the university | | | | | |
| | 96. Start up new venture training availability for all staff and students | | | | | |
| | 97. Enterprise educator training opportunity for all staff | | | | | |
| | 98. A student entrepreneurship society | | | | | |
| | 99. Active student engagement and leadership in the entrepreneurship field | | | | | |
| | 100. University personal development contract and related activity with students in general | | | | | |
| | 101. Central support unit activity for entrepreneurship and enterprise education | | | | | |
| | 102. Placement activity in SMEs and small organisations across the university | | | | | |
| | 103. Careers services engagement with SMEs and entrepreneurship training. | | | | | |
| | 104. Employability agenda addressing the self-employment and entrepreneurship option | | | | | |
| | 105. Use of external partnerships in enterprise training | | | | | |
| | 106. Wide use of enterprising pedagogies across the university (embedded in Teaching and Learning strategy?) | | | | | |
| 107. Capacity for entrepreneurship education beyond the business school | | | | | | |
| 108. Degree of use of new innovative technology for teaching and learning and reach out (including distance education) | | | | | | |

OVERALL ASSESSMENT

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|---|--|--|--|--|--|
| How Entrepreneurial is the University? | | | | | |
|---|--|--|--|--|--|