Higher Education, Business and Future Competitiveness

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Council for Industry and Higher Education
Supporting Excellence through a Sustained Partnership

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Universities UK • WPP Group plc • York St John’s University
University-Business Collaboration

- The EU and US face the same global challenges - rapid social change, volatile economy, worldwide competition for talented graduates...

- Governments looking to develop entrepreneurial economies - graduates key to national growth...

- The challenging economic climate will require an entrepreneurial response...
Challenges in a time of recession

• A flat interconnected world with spikes of excellence...

• A ‘race to the top’ requires the development and application of knowledge...

• Structural shifts in economies... convergence of manufacturing and services... requires a combination of skills during an economic downturn...
Knowledge exchange, entrepreneurial minds, higher skills

KNOWLEDGE EXCHANGE
• Relational, not transactional approaches;
• Pasteur Quadrant, not basic vs applied;
• Creating ‘public space’ to co-create knowledge

INNOVATION

ENTERPRISE & ENTREPRENEURSHIP
• Entrepreneurial graduates, not just employable;
• Cross-campus reach and scale;
• Role of key stakeholders - internal/external

SKILLS & ABSORPTIVE CAPACITY
• Employability, diversity, global orientation;
• Higher level learning as a system for skills;
• Models of collaboration not ‘demand/supply’
Progress made but not enough....

Qualifications held by those of working age

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<th>Year</th>
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<th>Level 4</th>
<th>Level 3</th>
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<td>21%</td>
<td>18%</td>
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</table>

33% with high skills
28% with very low skills

Opportunities and challenges...

- Excellence for world-class research...
- Employable and enterprising graduates...
- A stimulating learning environment...
- Investment in the research base...
- Pushing the frontiers of discovery...
- More HE-business connections...
  ... for knowledge exchange;
  ... for the co-creation of new knowledge;
  ... for advanced learning;
  ... for higher level skills.
Developing entrepreneurial graduates for 21st century work

A framework to create enabling environments:

• Top-level leadership by VCs.
• Ownership in faculties and departments.
• Finding innovative ways to appropriate entrepreneurship in subject discipline.
• Involving entrepreneurs and entrepreneurial organisations.
An Implementation Framework for HE...

Engaging Stakeholders
- Social Enterprises
- Entrepreneurs and Businesses
- Student Clubs and Societies

Developing Entrepreneurial Graduates
- Entrepreneurship Educators
- Cross-campus Reach
- Clarity of Purpose and Outcomes

Enabling Environment
- Experiential Approaches
- Experimentation and Discovery
- Innovative Pedagogies

Entrepreneurial Practices
- Multi-disciplinary

Academic Faculty
- Vice Chancellors

Capacity Building
- Institutional Embeddedness
- Institutional Culture

Visible Leadership

Institutional Culture

Experimentation and Discovery

Visible Leadership

Leadership

Entrepreneurial Practices

Engagement with Practice

Entrepreneurship Educators
Knowledge exchange and business collaboration

- Research collaboration based on:
  - relational approaches;
  - ‘public space’ to meet;
  - valuing the wider perspective of academia.

- Enhancing the absorptive capacity of firms (SMEs) to absorb and embed co-created knowledge, and extract value from HE-business interface.
Employer demand for higher-level learning

- Delivery by HE in response to business demand not a contractual approach.
- Need genuine collaboration and mutual benefit.
- HE issues - bespoke learning, short time-scales, experiential, accredit prior and informal learning.

- Need:
  ... trust, long term relationships;
  ... higher level learning system;
  ... clarity on needs, capabilities and constraints.
Engaging internal and external stakeholders

Make bold changes to reward and remuneration frameworks to recognise the entrepreneurial behaviour of academics and practitioners who work with entrepreneurial organisations in business and the community. The spillovers from the co-creation of new knowledge and practices generated from these interactions and relationships should permeate the learning environment and improve the student experience. This may encourage greater interaction between academics, entrepreneurial organisations and students, thereby strengthening the nexus between theory, concept and practice.

Give entrepreneurs status in universities – as academic adjuncts, visiting Entrepreneurial Fellows, entrepreneurs-in-residence or Professors of Practice.

Work to influence the Research Councils UK (RCUK) to change their impact indicators.
Stakeholder actions… agents for change

- Vice-Chancellors… provide visible leadership.
- Academics… enable change in the curriculum.
- Business and social entrepreneurs… be fully involved to enrich the student learning experience.
- Students… engage in entrepreneurial learning opportunities through placements in business.
- Governments… support 21st century higher education by providing overarching strategic goals.
People driving change...

- Change as action... doing things to make change.
- Building synergies - harnessing internal and external stakeholders to enable change.
- Reward and recognition as levers for changing behaviour.
- Broadening HE-business interaction action to make it relevant to students and academics.
- Ownership is key!
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