

Connecting universities and enterprises toward innovation and entrepreneurship (UET case)

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Abstract: Nowadays societal and economic needs requires that universities are active members in supporting the enterprises and offering real-life experience to the graduate by preparing them for the labour market. The purpose of the paper is to introduce and assess the status quo of higher educational institutions in their devotion to become innovative, foster entrepreneurship and generate value for the society and economy. The methodological approach is a qualitative research method, addressing not only the European University of Tirana - UET (case study), but also the national ecosystems in Albania. Following the methodological approach of the Erasmus + CBHE KnowHub Project (Reconnecting universities and enterprises to unleash regional innovation and entrepreneurial activity), data collection for this paper is done using the Online Survey (HEInnovate self-assessment survey, OECD) conducted in 2020 and 2022 at UET as well as 2 Focus Group (HEInnovate Assessment (Re) Introductory and Verification Workshop). The paper concludes that in a two-year period, UET has used tools and mechanisms which contribute to enhancing the entrepreneurship culture within university.

Keywords: innovation; entrepreneurship; value; economy; society

1 Introduction

The complexity and turbulence of global economies and societies affect a wide variety of organizations, HEI included. Universities are increasingly moving towards more entrepreneurial configurations to seek development, more innovation, and more social and economic commitment [12]

This paper aims to use HEInnovate (<https://www.heinnovate.eu/en/about>) as a self-assessment tool for HEI that wish to exploit their entrepreneurial and innovative potential. This tool guides us through a process of identification, prioritisation, and action, grouped in eight key areas.

This study intends to demonstrate the importance of creating an entrepreneurial and innovative culture within a university, as a tool to boost the overall performance of the latter. These data are collected through the Erasmus + CBHE KnowHub Project (Reconnecting universities and enterprises to unleash regional innovation and entrepreneurial activity <https://knowhub.eu/>) within the European University of Tirana, used as a case study for this paper.

The aim of the paper is to introduce the status quo of European University of Tirana and assess through a longitudinal study its devotion to become innovative, foster entrepreneurship and generate value for the society and economy, using data collected in 2020, corresponding to the beginning of KnowHub project and again in 2022, the end of the project. During the lifespan of the project, there are conducted a series of trainings for the academic staff, study visit of students, meetings with high management staff on strategic issues, results of which has been the UET HUB Strategy following the CANVAS model and the establishment of the HUB of the University.

Having said this, the research strives to provide deeper insight into the following aspects:

- to assess UET in its devotion to become innovative and foster entrepreneurship in the beginning of KnowHub project:
- to estimate the result and impact of Knowhub Project after the lifespan of the project with the successful completion of the Startegy and UET Hub.
- to analyse which are the factors that need to be improved within the University regarding “Entrepreneurship Development in Teaching and Learning” dimentions.

The research question of the paper: How much prepared is European University of Tirana for future challenges which open the path to an innovative and entrepreneur HEI?

The methodological approach of the paper is qualitative, addressing not only the European University of Tirana - UET (case study), but also the national ecosystems in Albania. Following the methodological approach of the Erasmus + CBHE KnowHub Project, data collection for this paper is done using the online survey (HEInnovate self-assessment survey, OECD) [4] conducted in 2020 and 2022 at UET and 2 Focus Group (HEInnovate Assessment (Re) Introductory and Verification Workshop). The questionnaire addressed all staff categories, starting from high management staff, lecturers, administration, and students. Stakeholders were also part of the target group, focusing on the pool that had previous contact with the university.

This paper concluded that internationalization as a dimension has largely impacted the approach to entrepreneurship in teaching and learning at the European University of Tirana, due to the involvement in many EU and regional projects, Erasmus exchange mobilities of academic and administrative staff as well as

students. Also, the study emphasized the need to draft a Strategy on Entrepreneurship for the university, focusing more on the production of prototypes, innovation, financial support, strategic partners as well as mechanisms which measure the impact for the above-mentioned dimensions. The university should reflect more and strategically tackle the dimensions of "Entrepreneurship Development in Teaching and Learning".

2 Literature Review

As a result of political and economic turbulences in the contemporary free and globalized market society, Western Balkan Countries (WBC) face the lack of successful examples and qualified experience in establishing sustainable university – industry cooperation.

All scholars agree that one of the best ways to face the societal and economic challenges is the academia – industry cooperation through an entrepreneurial university and innovative research. The mission and role of universities have changed over the years, the knowledge-based economy has created challenges for the higher education sector on a global scale. The challenges are to create value through developing entrepreneurial and innovative potential of universities, to adopt institutional and structural changes and become entrepreneurial university [3].

Nevertheless, the problem is that sometimes the stakeholders have different needs and interests, speak different languages and might not be aligned to what the academic can produce, thus there is not a common understanding in what kind of value has to be created. In cases when a cooperation take place, [...] venture capitalists and academic researchers might have divergent interests: the academic researchers might want to further develop their scholarly investigation; the venture capitalists might see the potential of the project in terms of pure economic revenues and might want to patent some of this technology and market it [...] [12]. Start-ups and the SMEs need both infrastructural and know-how support, but often they do not recognise the universities as the right partner for this.

In the literature, one can identify three main reasons to justify the lack of cooperation or lack of common vision within a cooperation: (1) no awareness on the universities' capacities; (2) bureaucratic burden due to the absence of a one-stop-shop (focal point) and of defined instruments and tools that can be provided; as well as (3) lack of infrastructure in universities.

If these challenges are addressed, joint collaborative endeavors [can take part], where these different stakeholders bring together their assets, competencies and specificities [11] and provide innovative opportunities to the society at large.

Innovation is now the single most important engine of long-term competitiveness, growth and employment [1]. Universities contribute to the R&D capability of an

economy in a variety of ways including: the production of appropriately skilled human capital, the transfer of technology from academia to industry, the creation of frame-breaking basic knowledge and the generation of spin-out companies that locate in the surrounding territories [10]. As defined by Etzkowitz et al. (2000), an entrepreneurial university is any university that undertakes entrepreneurial activities “...with the objective of improving regional or national economic performance as well as the university’s financial advantage and that of its faculty” (ibid) [2]. The role of academics is to act as “entrepreneurial thinkers [...] which seek new ways to engage with the community to create value” [7]. The concept of the entrepreneurial university carries multiple meanings including notions of enterprise, innovation, organisational leadership, commercialisation, and governance, employability, new venture creation [5].

On the other hand, the enterprises, especially the small and medium enterprises (SMEs) seek this cooperation to gain access to innovative solutions, new ideas and valuable technology, but also to influence curricula in order to gain qualified graduates in the areas in which they are needed (microelectronics, green technologies, ICT, precise machine building etc.).

In the framework of this research paper, authors have scrutinized a series of reports which show the status quo of the National Knowledge Transfer, Innovation and Entrepreneurship Ecosystems, etc for Albania and the region. Desk research of the secondary sources (strategic or policy documents on a local and national level, other relevant assessment exercises, such as: European Innovation Scoreboard, Community Innovation Survey, Mapping for Smart Specialisation, etc., relevant country/regional reports prepared by OECD, World Bank, EU, JRC etc.) are used for this research. Among a plurality of approaches, which distinguish the entrepreneurial characteristics of universities, HEInnovate entrepreneurial university evaluation tool provides a guiding framework of key pillars of individual and organisational capacities required of a university to be entrepreneurial [6]. The HEInnovate framework provides different possibilities for the analysis of the aspects of entrepreneurial characteristics of higher education institutions, but so far, the mentioned framework has not received much empirical attention. [8].

3 Methodology

The methodology of this paper is based on the KnowHub project approach, which aimed to evaluate the entrepreneurial and innovative approach of universities involved in this project. In other words, KnowHub aims at introducing and assessing the status quo of the European University of Tirana in its devotion to become innovative, foster entrepreneurship and generate value for the society and economy. Following this, the research paper strives to provide deeper insight into the following aspects:

- to assess UET in its devotion to become innovative and foster entrepreneurship in the beginning of KnowHub project:
- to estimate the result and impact of Knowhub Project after the lifespan of the project with the successful completion of the Strategy and UET Hub.
- to analyse which are the factors that need to be improved within the University regarding “Entrepreneurship Development in Teaching and Learning” dimensions.

The research question of the paper: How much prepared is European University of Tirana for future challenges which open the path to an innovative and entrepreneur HEI?

This paper includes a case study example. In general, case studies are the preferred strategy when ‘how’ or ‘why’ questions are being posed [14]. Moreover, it is possible to adopt a qualitative methodology of case study to identify meaningful insights through a limited number of examples [9]. The methodology used for the purpose of this paper is based upon the (1) *Quantitative self-assessment at university level*; (2) *Qualitative self-assessment at the university level*; (3) *Qualitative assessment of the wider environment (regional and national ecosystem)*.

In this line, authors organized two Focus Groups (HEInnovate Assessment (Re) Introductory and Verification Workshop) and collected data from the online survey HEInnovate (<https://www.heinnovate.eu/en/self-assessment/aWtRSXg4bFFZOWF6cVQzN1VadUpuQT09/get-started>) [4]. HEInnovate is an initiative of the European Commission's DG Education and Culture in partnership with the OECD. HEInnovate is a free self-assessment tool for all types of higher education institution. It allows us to assess the HE Institutions using several statements related to its entrepreneurial activities, including leadership, staffing and links with business. It diagnoses areas of strengths and weaknesses, opens discussion and debate on the entrepreneurial / innovative nature of HE Institution and it allows us to compare evolution over time. (<https://www.heinnovate.eu/en>)

The HEInnovate online self-assessment tool is based on the following 8 pillars:

- (1) Leadership and governance;
- (2) Organisational capacity;
- (3) Funding, people and incentives;
- (4) Entrepreneurial teaching and learning;
- (5) Preparing and supporting entrepreneurs;
- (6) Digital transformation and capability;
- (7) Knowledge exchange and collaboration;
- (8) The internationalised institution; Measuring impact

In March 2020 the link of the online survey was distributed to staff, students, and stakeholders with an official email (including all instructions) to make the self-assessment of the status quo. More than 60 participants took part in this survey (Dean, Administrative staff, Students, Researchers, Professors/Teachers and at least 15 External stakeholders: businesses, SMEs, large corporations, start-up and spin-off companies, other type of companies). After the data collection, the authors organized the Introductory workshop with 25 participants from the same categories of the online survey. Moreover, international partners took part in the workshop to moderate and monitor the discussion and conclusion drawn from participants.

During the HEInnovate Introductory workshop, members discussed the following:

- The aggregated results from the HEInnovate survey;
- Provided certain evidence for the achieved results, such as strategic documents from the university, relevant administrative procedures, institutional setup within the university (technology transfer offices, patent or intellectual property offices/centres/departments);
- Proposed some actions, measures or policies that might be of interest for improving the entrepreneurial status of the university and enhancing the university-business cooperation;
- Identified the existing capacities that should be utilized in the Commercialisation Hub;

In June 2022, the same survey was distributed to the same target group. Overall, 53 participants completed the HEInnovate online self-assessment survey, from all categories: Administrative leader, Dean/Head, External stakeholder, Master students, Undergraduate students, Professional and support staff, Professor/Teacher, Researcher, Technology transfer office/Function, Others. During July 2022 the authors organized another verification workshop with 10 participants from the above-mentioned categories (including students and stakeholders) as well as representatives from international partner universities such as FH Joanneum, Ncdiel, etc.

4 Findings

Using the aggregated data from the HEInnovate online platform, the collected dataset was visually presented with bar charts for each of the 8 researched HEInnovate dimensions.

In figure no.1 the graph shows the average scores for each HEInnovate dimension for the European University of Tirana for year 2020 (light blue) and year 2022 (dark blue). The progress from 2020 to 2022 is obvious for all 8 dimensions.



Figure 1.

Average scores for each HEInnovate dimension (UET) 2020 & 2022

Dimensions that have highest average scores in 2022 are: the *internationalized institution*; *knowledge exchange and collaboration*; *entrepreneurial teaching and learning*; *leadership and governance*. This category is followed by a set of less progressed dimensions, such as: *measuring impact*; *digital transformation and capability*; *organizational capacity, founding, people and incentives*. The weakest dimension for 2022 is: *Preparing and supporting entrepreneurs*.

During the focus group organized in 2022, authors tried to analyse the context and reasons the reasons that influenced the improvement of the results. Accordingly, progress was evident mostly due to the following reasons:

- Impact of a large number of projects at UET with focus on entrepreneurship, cooperation university-labour market and research;
- High intensity of activities during 2022, because of COVID situation. Many activities, planned for 2020 and 2021, were postponed taking part in 2022, thus the impact at the time of the survey was very touchable;
- Students who have completed the HEInnovate online survey, have been mainly students engaged in mobilities and activities, therefore they have more information on internationalization and entrepreneurship;
- Intensification of cooperation with external stakeholders, with whom UET has cooperated within the KnowHub project activities;

- Impact of EU projects in supporting mainly the infrastructural investments and human resources development at UET;
- Incorporation of KnowHub project concepts into various courses, developed by academic staff who are involved as experts in KnowHub project;
- Establishing the Projects Office outside the University as a spin-off in another location. This came as an initiative of the KnowHub project. Projects and networking became easier and provided a new approach for HEIs in Albania.

In the following session the paper will present the indicators and the average scores of each of the dimensions for both 2020 and 2022, generated through the HEInnovate online platform, as well as results from both focus groups.

4.1 Leadership and Governance: HEInnovate 2020 & 2022

The indicators that construct the “Leadership and Governance” dimensions are: *The HEI is a driving force for entrepreneurship and innovation in regional, social and community development; The HEI encourages and supports faculties and units to act entrepreneurially; There is a model in place for coordinating and integrating entrepreneurial activities across the HEI; There is commitment at a high level to implementing the entrepreneurial agenda; Entrepreneurship is a major part of the HEI’s strategy.*

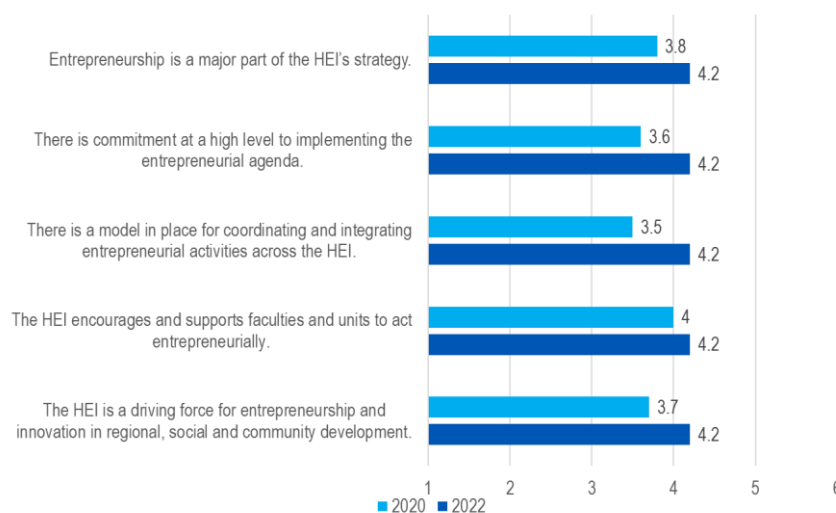


Figure 2.
Leadership and Governance: HEInnovate 2020 & 2022

Graph 2 shows the average scores of all indicators that “Leadership and Governance” dimension has, for both year 2020 (light blue) and year 2022 (dark blue). For year 2022, one can see that all 5 indicators have the same average score, while the highest progress (2020-2022) stands for the indicator “*There is a model in place for coordinating and integrating entrepreneurial activities across the HEI*”. This is mainly connected to the proactive approach of the institution toward projects and the spin off role – Office for Projects and Internationalization.

4.2 Organisational capacity: funding, people and incentives: HE Innovate 2020&2022

Indicators that construct the “Organisational capacity: funding, people and incentives” dimension, are: *Incentives and rewards are given to staff who actively support the entrepreneurial agenda; The HEI invests in staff development to support its entrepreneurial agenda; The HEI is open to engaging and recruiting individuals with entrepreneurial attitudes, behaviour and experience; The HEI has the capacity and culture to build new relationships and synergies across the institution; Entrepreneurial objectives are supported by a wide range of sustainable funding and investment sources.*

Graph 3 shows the average scores of each indicator, for both year 2020 (light blue) and 2022 (dark blue).

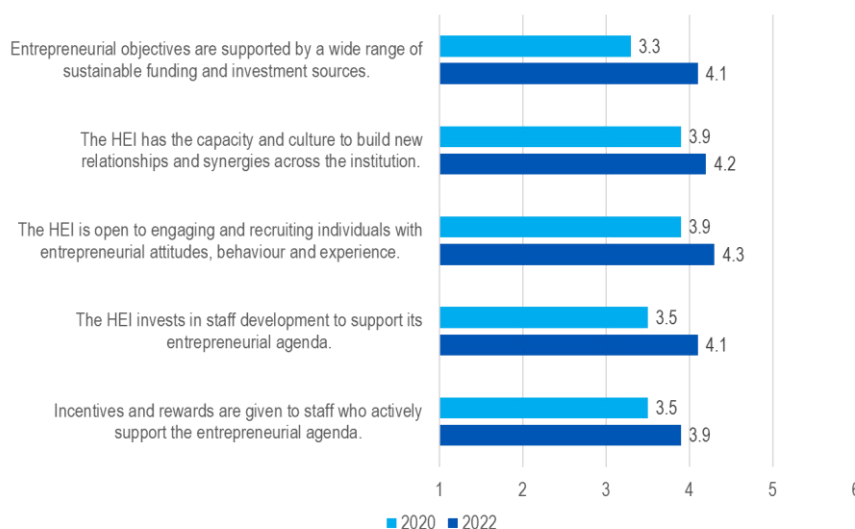


Figure 3.

Organisational capacity: funding, people and incentives: HE Innovate 2020&2022

The Graph show that the average score for all indicators have been higher for year 2022, with a significant progress for the indicator “*Entrepreneurial objectives are supported by a wide range of sustainable funding and investment sources*” scoring from 3.3 to 4.1 and “*HEI invests staff development to support is entrepreneurial agenda*”, from 3.5 to 4.1. This progress is mainly related to the implementation of a series of projects and activities in the last two years, related to innovation, entrepreneurship, cooperation to industry, etc.

4.3 Entrepreneurial teaching and learning: HEInnovate 2020&2022

Indicators that construct the “Entrepreneurial teaching and learning” dimension, are: *Results of entrepreneurship research are integrated into the entrepreneurial education offer*; *The HEI co-designs and delivers the curriculum with external stakeholders*; *The HEI validates entrepreneurial learning outcomes which drives the design and execution of the entrepreneurial curriculum*; *The HEI provides diverse informal learning opportunities and experiences to stimulate the development of entrepreneurial mindsets and skills*; *The HEI provides diverse formal learning opportunities to develop entrepreneurial mindsets and skills*.

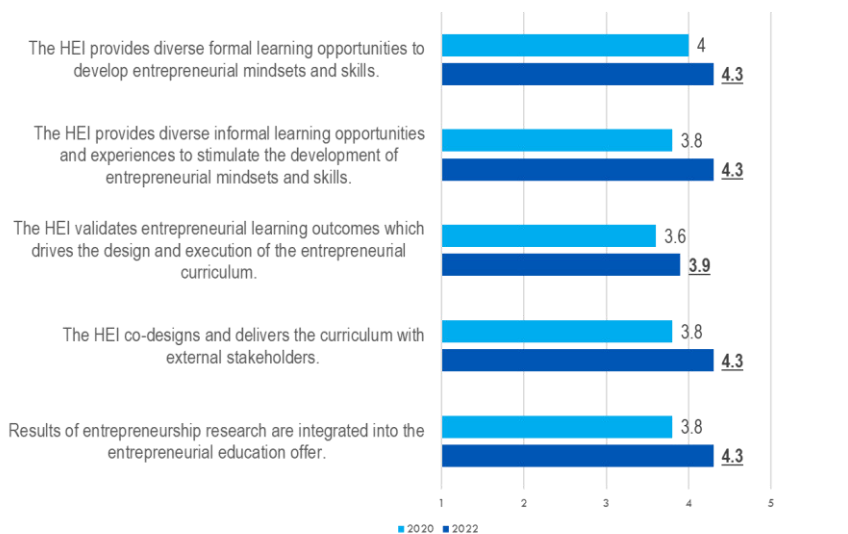


Figure 4.

Entrepreneurial teaching and learning: HEInnovate 2020&2022

Graph 4 shows the average scores for all indicators of “Entrepreneurial teaching and learning” dimension, for year 2020 (light blue) and year 2022 (dark blue). The highest progress is done in the following indicators (average score from 3.8 to 4.3)

- *HEI provide diverse informal learning opportunities to stimulate the development of entrepreneurial mindsets and skills* – this is due to the institutional culture and implemented activities which have promoted new and innovative approaches in different aspects of the institution.
- *HEI co-designs and delivers the curriculum with external stakeholders* – this is connected to existing units and practices within the university which try to enhance the cooperation with industry, such as labour market boards established in each department, open lectures to industry experts, labour fair, etc. UET tries to design curricula that are accepted by the labour market, having as an example the joint master with Credins Bank in Albania in Digital finance.
- *Results of entrepreneurship research are integrated into the entrepreneurial education offer* – the progress of this indicator is mainly related to the implementation of several projects in the field of innovation, entrepreneurship, collaboration to industry, etc.

It is worth to mention that the indicator “*The HEI validates entrepreneurial learning outcomes which drives the design and execution of the entrepreneurial curriculum*” remains below the average score of 4, mainly due to the lack of a systematic approach (strategy, etc.) of managerial processes within the university.

4.4 Preparing and supporting entrepreneurs: HEInnovate 2020&2022

Indicators that construct the “Preparing and supporting entrepreneurs” dimension, are: *The HEI offers or facilitates access to business incubation; The HEI facilitates access to financing for its entrepreneurs; Mentoring and other forms of personal development are offered by experienced individuals from academia or industry; Training is offered to assist students, graduates and staff in starting, running and growing a business; The HEI supports its students, graduates and staff to move from idea generation to business creation; The HEI increases awareness of the value of entrepreneurship and stimulates the entrepreneurial intentions of students,*

graduates and staff to start-up a business or venture.

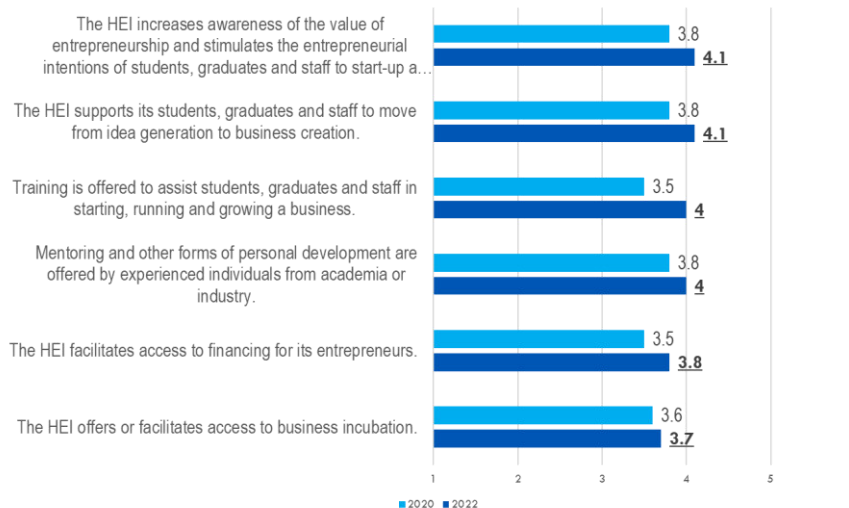


Figure 5.

Preparing and supporting entrepreneurs: HEInnovate 2020&2022

The graph shows that indicator “*Preparing and supporting entrepreneurs*” has the lowest average score among all indicators, for both years 2020 and 2022.

The major progress stands for indicator “*Training is offered to assist students, graduates and staf in starting running and growing a business*” scoring from 3.5 to 4. This result is connected to the fact that many students that have participated in the online survey, have been taking part in international activities organized in the framework of EU projects.

On the other hand indicators “*HEI facilitates access to financing for its entrepreneurs*” and “*HEI offers or facilititeties access to business incubation*” not only remain with an average score under 4 but also have a slow progress compared to other indicators.

4.5 Digital transformation and capability: HEInnovate 2020&2022

Indicators that construct “Digital transformation and capability” dimension, are: *The HEI makes full use of its digital capacity to promote sustainable and inclusive innovation and entrepreneurship; The HEI actively uses open educational resources, open science and open data practices to improve the performance of the institution and increase its impact on its ecosystem; The HEI actively supports the use of digital technologies to enhance quality and equity in teaching, learning and assessment; The HEI invests in, manages and continuously improves a fit-for-*

purpose digital infrastructure; The HEI fosters a digital culture and implements and monitors a digital strategy supporting innovation and entrepreneurship.

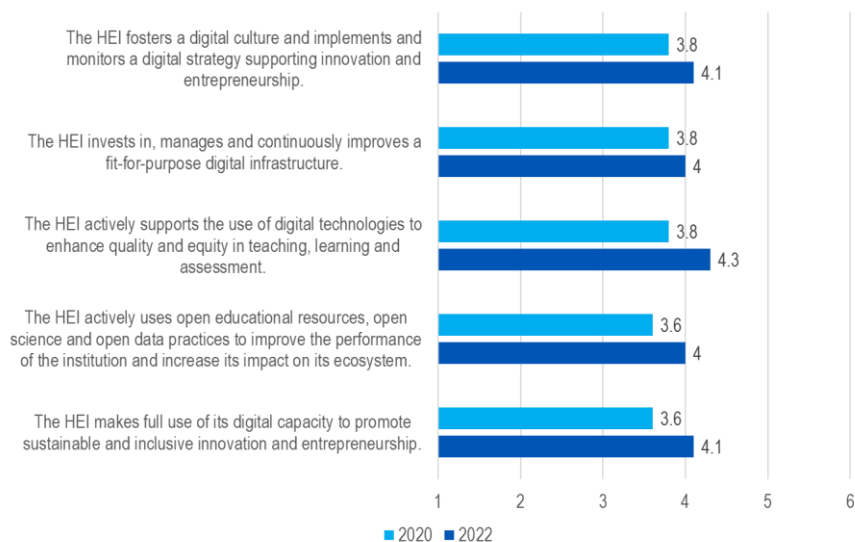


Figure 6.

Digital transformation and capability: HEInnovate 2020&2022

Graph 6 shows that from all indicators that construct “*Digital transformation and capability*” dimension, the highest progress stands for indicator “*HEI actively supports the use of digital technologies to enhance quality and equity in teaching learning*” (from 3.8 to 4.3) and “*HEI makes full use its digital capacity to promote sustainable and inclusive innovation and entrepreneurship*” (from 3.6 to 4.1). The highest indicator for 2022 is the “*HEI actively supports the use of digital technologies to enhance quality and equity in teaching learning and assessment*”. This is a result of the continuous work conducted by the IT department, working on developing new management systems of technology information, LMS, and other digital processes that help both staff and students.

4.6 Knowledge exchange and collaboration: HEInnovate 2020&2022

Indicators that construct “*Knowledge exchange and collaboration*” dimension, are: *The HEI integrates research, education and industry (wider community) activities to exploit new knowledge; The HEI provides opportunities for staff and students to take part in innovative activities with business/the external environment; The HEI has strong links with incubators, science parks and other external initiatives; The HEI demonstrates active involvement in partnerships and relationships with a wide range of stakeholders; The HEI is committed to collaboration and knowledge*

exchange with industry, the public sector and society.

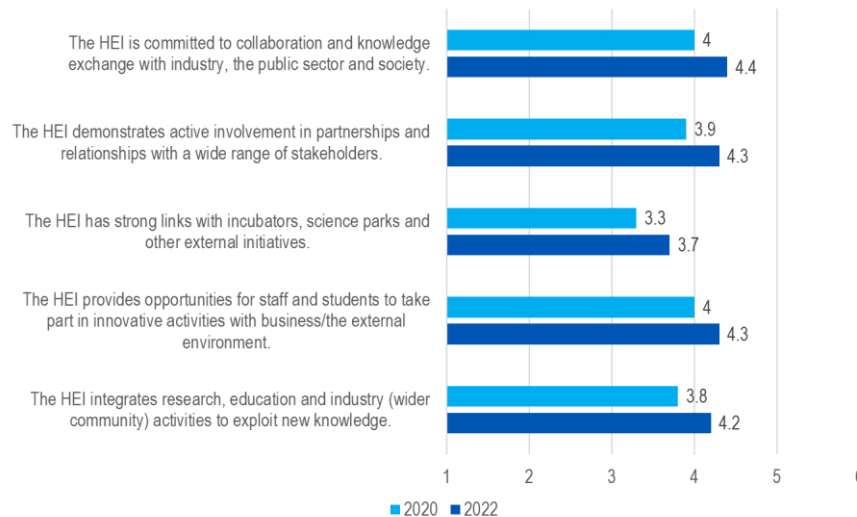


Figure 7.

Knowledge exchange and collaboration: HEInnovate 2020&2022

Graph 7 shows that for “Knowledge exchange and collaboration” dimension, the highest indicator for year 2022 is ‘*HEI is committed to collaboration and knowledge exchange with industry, the public sector and society*’ with an average score of 4.4. On the other hand, the lowest indicator for year 2022 is “*HEI has strong links with incubators, science parks and the external initiatives*”, with an average score of 3.7. The progress from 2020 to 2022 seems to be stable for all indicators.

Indicator “*HEI has strong links with incubators, science parks and the external initiatives*” that has the lowest average score in both years. It is related to the way the ecosystem in Albania works in terms of entrepreneurship initiatives toward students and academia: lack of initiatives and opportunities offered to students to get involved and academic staff to produce practical research.

4.7 The internationalised institution: HEInnovate 2020&2022

Indicators that construct “The internationalised institution” dimension, are: *The international dimension is reflected in the HEI’s approach to research; The HEI encourages and supports faculties and units to act entrepreneurially; The HEI seeks and attracts international and entrepreneurial staff; International perspectives are reflected in the HEI’s approach to teaching; Internationalisation is an integral part of the HEI’s entrepreneurial agenda.*

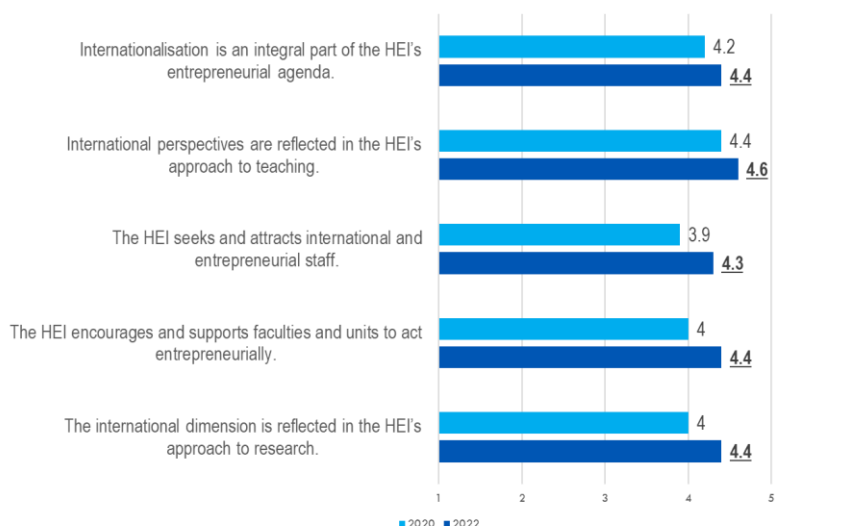


Figure 8.

The internationalised institution: HEInnovate 2020&2022

Graph 8 shows that indicators that construct “The internationalized institution” dimensions have the highest average score for both year 2020 and 2022, compared to all other dimensions. This result is deeply related to the vision of the institution and its efforts to attract European funds and practices. The indicator with the highest average score is “*International perspectives are reflected in the HEI's approach to teaching*”, at level 4.6. Experts on focus group think that this is a result of post-COVID isolation. During 2020 and 2021 staff and students were almost not able to travel and organize many on site activities, mobilities and activities were concentrated in 2022, providing as such a huge impact in the mentality of staff and students.

4.8 Measuring impact: HEInnovate 2020&2022

Indicators that construct “Measuring impact” dimension, are: *The HEI regularly assesses the institution's international activities in relation to its entrepreneurial agenda; The HEI regularly assesses knowledge exchange and collaboration; The HEI regularly assesses the impact of start-up support; The HEI regularly assesses entrepreneurial teaching and learning across the institution; The HEI regularly assesses how its personnel and resources support its entrepreneurial agenda; The HEI regularly assesses the impact of its entrepreneurial agenda.*



Figure 9.

Measuring impact: HEInnovate 2020&2022

Graph no. 9 shows that for “Measuring impact” dimension, the indicator with the highest impact for year 2022 is “*HEI regularly assesses knowledge exchange and collaboration*” with an average score 4.4 while the indicator with the lowest average score is “*The HEI regularly assesses the impact of start-up support*” with an average score of 3.8.

The biggest progress stands for indicator “*HEI regularly assesses entrepreneurial teaching and learning across the institution*” with an increase of the average score from 3.6 to 4.2. This is due to the existing set of procedures that UET has in place for a long time now, trying to periodically evaluate the teaching and learning progress.

5 Conclusions and Recommendations

This research paper is a result of the implementation of Erasmus + KnowHub project activities, where the authors had a team leader role in designing and also organizing a series of research tasks. The methodology used for this research is based on HEInnovate self-assessment survey, a free self-assessment tool for all types of higher education institution.

The main method used for this research is the self-assessment online survey, which was used to conduct a longitudinal study, considering year 2020 and 2022. This approach provides the opportunity for UET to measure the progress of its approach

toward entrepreneurship and innovation and the capacity building of the university in 8 pre-defined dimensions.

The paper stipulates the strong and weak dimension of the University in terms of entrepreneurship and innovation, trying to orient its focus in addressing the identified issues and promoting its strong dimensions. In other words, this means that the institution should strengthen internal processes in line with 8 dimensions.

Main areas where the European University of Tirana should be more focused are: Preparing and Supporting Entrepreneurs; 'Organizational Capacity: Funding, People and Incentives; Digital Transformation and Capability; Measuring Impact.

All the activities of the entrepreneurial agenda are strongly related with the internalization strategy, and the University is highly involved in international projects/mobilities, etc. Majority of projects are related to entrepreneurial activities of the University.

The university has a strategy and agenda focusing on the efforts to create chances for employment, internships and creating relationships between businesses and university, but it should improve and apply an Entrepreneurial Strategy producing prototypes or patents and Supporting Entrepreneurs and produce research oriented toward industry needs.

The entrepreneurial objectives must be supported by a wide range of sustainable funding and investment sources; UET should reward excellent performance in teaching, research and entrepreneurship;

UET performs periodically the activities of its entrepreneurial agenda and tries to measure their impact. In the framework of this agenda also tries to assess its personnel and resources. There are many questions related with the assessment of the impact of start up support, so this dimension is considered over evaluated.

The business connections are often formal and there is no correlation between the business demand and the university offering. It is important to involve the external experts/stakeholders in academic activities; to involve the students in research and applicative projects of the academic staff in cooperation with external stakeholders

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