

## IEEC2017 Parallel Session

### The Entrepreneurial University:

‘What places have we constructed and what is happening in the space?’

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# An “Entrepreneurial University” .. .. *Just what do we mean?*

A set of benchmarks was established by NCGE and others and reported on between 2005 and 2009

However these were really a “wish list” for a particular place and space which is something of an ideal .. .. no University ‘ticks all the boxes’

Is the NCGE “benchmark” actually realistic? *We are not arguing that it is or that it should be; we simply recognise that it exists!!*

Against this benchmark, just where are we now?

# The NCGE Paradigm –I – *in part my wording*



Universities must prepare their students for the ‘New Normal’ world of uncertainty, complexity and ambiguity – where there is greater competition for jobs and students need to be self-dependent; *our responsibility goes beyond their degree. Moreover this goes further than ‘employability’ and embraces self-employability*

‘Know what’ is good; but so too is ‘know how’ and ‘know who’

Both left and right brains need to be engaged

# The NCGE Paradigm –II – *in part my wording*



Both students and staff should be encouraged to demonstrate behaviour associated with opportunity and risk; and the vision for this must be clearly ‘top-down’ – and we need to find ways to demonstrate this happens

Thus the staff role goes beyond research and teaching, per se;

Risk taking must not be held back by systems and procedures

The ability for everyone to act quickly and change things must be real

# What happens at Anglia Ruskin? A Case Study

What we do we do very well – student feedback; external stakeholder feedback.

## Anglia Ruskin Enterprise Academy AREA





Anglia Ruskin  
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# Anglia Ruskin Enterprise Academy



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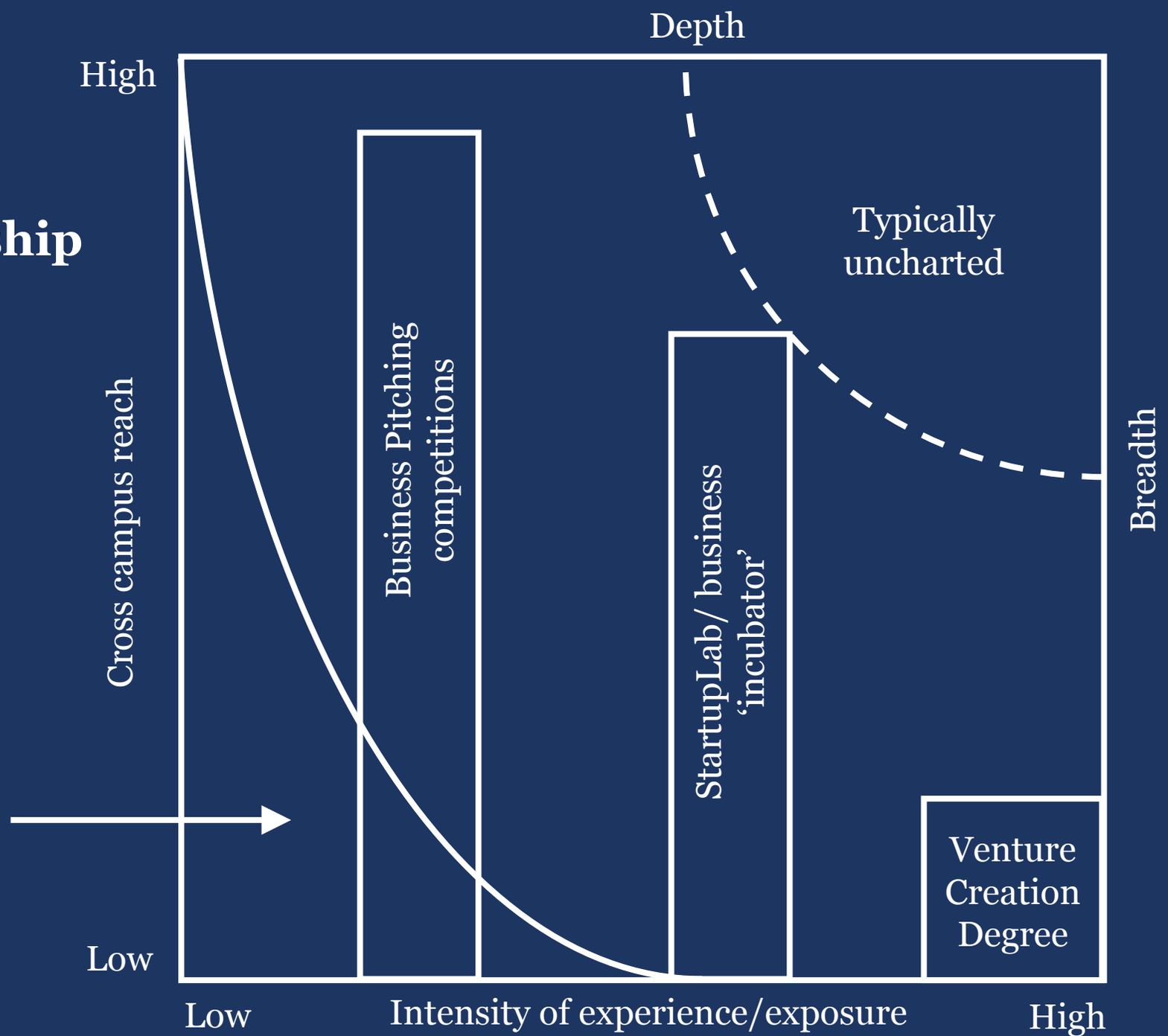
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# Experiential Entrepreneurship Education Opportunities

## Opportunities for 'taught' modules

- Could be experiential but may not be
- Could be restricted availability



# Discussion Themes

How big are the gaps between (a) where we are now and the NCGE paradigm and (b) where we might realistically aspire to be?

In other words: whilst legitimately feeling delighted with what much of what we do achieve  
.. .. should we be doing more .. ..

and if so, who should be doing what, how and for whom?

*We can consider this in terms of .. .. more non-credit bearing interventions .. .. and new direct interventions in the curriculum; more encroachment into credit-bearing work*