

INSIGHT.

ACEEU's official magazine

Engaging the World

We interview Simon Fraser University president Andrew Petter to learn more about SFU's transformation into an engaged university.

Creating the lucky country

Sharon Winocur shares insights into the latest developments in Australia's university-industry engagement practice.

Becoming an award-winning university

Gurpreet Jagpal shows how London South Bank University became UK's Entrepreneurial University of the Year.



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ACEEU
ACCREDITATION COUNCIL
FOR ENTREPRENEURIAL &
ENGAGED UNIVERSITIES

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INSIGHT is published quarterly by the Accreditation Council for Entrepreneurial and Engaged Universities. The magazine can be downloaded free of charge from our website: www.aceeu.org

Note from the council chair



Dr. Thorsten Kliewe

Welcome

With great please I welcome you to the first issue of INSIGHT, ACEEU’s quarterly magazine. Targeting university leaders and managers as well as those driving entrepreneurship and engagement at all levels, the magazine will be a vehicle for views, experiences and cutting edge research results on how to make higher education institutions more open and innovative. Each issue will feature three articles that can take the form of an interview, a case study, a “country in the spotlight”, a leadership piece, or a research article.

In this issue we interview the president of Simon Fraser University in Canada to find out more on the university’s

transformation to an Engaged University, we put Engagement in Australia in the spotlight, and we learn from London South Bank University how it became the UK’s Entrepreneurial University of the Year, awarded by Times Higher Education. I hope you enjoy this very first issue of INSIGHT. Our team would, of course, be happy to receive your comments and feedback as well as suggestions for topics to cover in the next issues..

Enjoy reading!

T. Kliewe



Greater impact through entrepreneurship and engagement.

Our Belief

We believe that universities can and should create greater social, economic and cultural impacts.

ACEEU's mission is to promote cultural change, to accelerate institutional development and to amplify the recognition of excellence through the provision of world-class accreditation services.

Our Mission

News

Twelve pilot institutions selected

October 2016

Following a call for pilot institutions, twelve universities were selected from a large number of applications. These institutions will be the first ones to undertake ACEEU's Entrepreneurial University and Engaged University accreditation. Information on the selected institutions can be found at: <https://www.aceeu.org/index/pilots>

Dates and locations of the first information seminars published

December 2017

Given the high interest in ACEEU's accreditation programmes, three accreditation seminars were scheduled for 2017, covering Americas, Europe and the Asia-Pacific region. We invite you to join the seminars to learn more about the accreditation process, to meet the central people behind ACEEU and to get in contact with other university representatives that drive entrepreneurship and engagement. For more information, please visit: <https://www.aceeu.org/index/seminars>

Two additional universities joining the pilot phase

December 2017

In order to increase ACEEU's presence in both North America and Southern Europe, two high profile institutions have been added to the pilot phase, namely Simon Fraser University (Canada) and the University of Porto (Portugal).

ACEEU Accreditation Management System (AMS) launched

February 2017

After a three-month long development and testing period, ACEEU's web-based system supporting applicant institutions, Accreditation Committee members as well as members of the Peer Review Teams alike, has been launched. AMS can be accessed at: <http://ams.aceeu.org>

Upcoming seminars



Asia-Pacific Seminar
February 15, 2017
Adelaide, Australia



EMEA Seminar
June 7, 2017
Dublin, Ireland



Americas Seminar
July 31, 2017
Santiago, Chile

Becoming a community engaged university

We interview Simon Fraser University (SFU) president Andrew Petter to learn more about SFU's experiences in developing and advancing its mission as an engaged university.

Simon Fraser University (SFU) positions itself and is increasingly recognised, nationally and internationally, as an Engaged University. When and how did SFU start to put such an emphasis on engagement?

Simon Fraser University has had a reputation for doing things differently since it was established in 1965. Important aspects of this difference have been the university's outward-looking culture and its community-based programs and connections, which grew as SFU established new campuses in downtown Vancouver and in Surrey, the fastest growing municipality in the region.

Encouraged by this record, the university embraced community engagement as a core aspect of its mission following an extensive internal and external consultation process that I initiated after becoming president in 2010. That process culminated in the launch in 2012 of a strategic vision committing SFU to be an Engaged University, and in the adoption of our associated tagline: "Engaging the World."

It seems that SFU has invested a lot of resources on developing the new vision; much more than universities would spend on average. What made you confident that this significant resource investment would pay off?

As with any good strategic initiative, our goal has been to deploy existing resources more effectively. Having identified a significant institutional strength, we then set about building on it, integrating a commitment to engaging communities with complementary commitments to engaging students and fostering engaged research. This, combined with the fact that the vision derives support from programs, initiatives and facilities developed previously, has meant that relatively few new resources have been required. Rather, we have leveraged our existing capacities to further engage communities.

Where we have added new programs or initiatives, we have been able to gain support from alumni, sponsors and community partners. For example, SFU alumnus Charles Chang has made it possible – with a \$10-million donation – for us to mount a university-wide entrepreneurship certificate program and to open a new social innovation facility. SFU Public Square consistently attracts broad community sponsorship and significant donor support. And financial institutions have funded our community engagement centres in Vancouver and Surrey.

President Petter engaging with some of SFU's student volunteers in the spring of 2016



The university embraced community engagement as a core aspect of its mission

Andrew Petter at the opening of the Indigenous Student Centre



SFU's Wosk Centre for Dialogue is part of the downtown Vancouver campus and is designed to facilitate dialogue and enhance interaction.

Communities have welcomed opportunities to partner and have poured energy back into the university



Kicking off a new vision and strategy is one thing; keeping the engagement engine running and promoting engagement across an entire institution is another. Five years into the game, which lessons learned can you share with institutions that aim to become more engaged?

Now at the five-year mark, we are taking stock of what has been accomplished and where we need to improve. Overall, the results have been very positive and the strategy of engagement is creating dividends. Communities have welcomed opportunities to partner and have poured energy back into the university. Students have flourished in a greatly expanded program of experiential learning, gaining practical application for their theoretical studies and, in many cases, contributing their own energy and creativity back into community projects in the profit- and non-profit sectors. And faculty members, challenged and inspired by real-world problems, have found academic fulfilment as they discover and contribute solutions to community issues.

Over the past years, we have identified many things happening across the university that weren't well known, and that are now recognized and celebrated and, in some cases, expanded to become institutional initiatives. For instance, SFU has developed a suite of entrepreneurship programs, connected to our Beedie School of Business, that are now distributed throughout the university, across disciplines and among campuses. Within that suite, Venture Connection, which began at

SFU's Surrey campus is a vibrant community hub located in the heart of one of Canada's fastest-growing cities

our Surrey campus, is now a university-wide program offering business training and incubation services for students, staff and alumni. It also links to VentureLabs, the largest business accelerator in Western Canada and an instrument for turning great ideas into actionable solutions and commercial successes. These interconnected programs promote engagement, support innovation and benefit all parties at the university/community interface.

A final lesson worth mentioning is the value of experimentation and continual improvement. A prime example can be found in our annual SFU Public Square Community Summit, which provides a forum for community dialogue on contemporary issues. This program has renewed itself every year, changing its focus to address emergent concerns, and modifying and adapting the format to enhance the experience it provides to participants.

Over the years you have implemented a wide range of initiatives that foster engagement. Could you share with us some of the key qualitative and quantitative indicators that you use to determine what works and what doesn't?

It is much easier to use quantitative indicators, such as the numbers of students enrolled in experiential education programs and the extent of public participation in community events. However, we are also striving to develop meaningful qualitative measures through the use of participant surveys, impact assessments and other mechanisms.

We are involved in a number of accreditation processes that involve self-study and provide external feedback. For example, we were the first Canadian research university to gain accreditation from the Northwest

Commission on Colleges and Universities (NWCCU). We are also in the midst of applying for status as an Ashoka Changemaker Campus and are seeking dual designation for engagement and entrepreneurship from ACEEU.

More than 10,000 teachers, school children and community members participate in science programs and workshops at SFU's Trottier Observatory throughout the year



Speaking about the future of university-industry engagement in general: what are the main challenges you think universities will face in respect to promoting engagement?

There are many, but let me touch on a few that immediately come to mind.

Community engagement is too often seen as detracting from, rather than adding value to, academic research and university service. Universities that want to promote engagement need to develop ways to recognize the value of community-engaged research and service within the context of established tenure and promotion processes.

Similarly, university education is too often identified solely with learning that takes place in the classroom, the laboratory and the library. In addition to expanding experiential education programs, universities that wish to encourage community-based learning should consider mechanisms such as co-curricular transcripts that recognize the value of students participating in service learning and other forms of community contribution.

Attention also needs to be given to making universities more open and responsive, so individuals, businesses and groups in the community can more easily identify and benefit from the expertise, programs and facilities that engaged universities have to offer. This is something we have focused on within our university-wide innovation strategy, SFU Innovates, a pillar of which is to forge closer relationships

between university researchers, business groups and community interests. We are, for example, creating a big data hub that will connect our growing strength in this area with industry and government, and will broker projects and partnerships.

So, what's next for SFU? Are there any insights you can share about what SFU is planning for the near future?

The tagline on a recent SFU promotion says it well: "What's next? What's not?" The five years that have elapsed since we made it our mission to be Canada's most community-engaged research university have been exciting and productive.

We have created new structures and initiatives, such as SFU Public Square and SFU Innovates, that we are determined to build on and improve. In addition, we have set goals to establish SFU as a world centre for dialogue and engagement on public policy, and to strengthen our relationships with Indigenous peoples and communities.

And, of course, we will continue to focus on how to better integrate community engagement with teaching and research. While we have made considerable headway in all three areas, finding the right interplay amongst them will continue to make life interesting.

Many thanks, President Petter, for taking the time for this interview and sharing your experiences and thoughts with us.

We have set goals to establish SFU as a world centre for dialogue and engagement on public policy



Andrew Petter
President of Simon Fraser University

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Deadline: 1st May 2017

How to apply?

Please visit www.aceeu.org and submit your eligibility application using the submission form provided.

Pilot institutions currently undertaking ACEEU accreditation
(refer to p. 22 for more information)



COUNTRY IN THE SPOTLIGHT

Creating the lucky country

ENGAGEMENT IN
AUSTRALIA

Australia has somewhat belatedly taken up the innovation agenda and the government now recognises that it is the prime driver of the 21st century that will create the jobs of the future necessary in order to sustain ongoing prosperity.



Australia has often been described as The Lucky Country following Donald Horne's publication in 1964. Over the past five decades the phrase has become a source of comfort during difficult economic or social periods. This is despite the original ironic intention of the title that was designed to serve as a wake-up call to remind the nation that luck cannot compete successfully over innovation. The fact is that Australia is indeed lucky to hold rich natural assets in high demand and to have matured into a society with a world class standard of living. But Horne's warning was prescient, particularly as other nations have responded swiftly to the technological, economic, social and political challenges through innovation. Australia has somewhat belatedly taken up the innovation agenda and the government now recognises that it is the prime driver of the 21st century that will create the jobs of the future necessary in order to sustain ongoing prosperity.

For this reason, the National Innovation and Science Agenda (NISA) was launched in 2015 to help innovative businesses, support partnerships in world-class research between entrepreneurs and industry, build on Australia's strong record in science and exponentially grow the commercial value of ideas. NISA policy and programs are all about investment for the future with attention on what must be done now using the most durable and reliable resource this country can produce – the nation's creativity and ingenuity. The NISA initiatives illustrate the government's emphasis in stimulating research activity and its application and translation for business outcomes so that business is encouraged to engage more effectively and ultimately reap the benefits.

As an organisation whose vision focuses directly on Australia's innovation potential that will be realised through productive collaboration between business/industry and the higher education sector, B/HERT welcomed the introduction of NISA for igniting the national conversation about the value of innovation. There is a heavy emphasis in the policy on collaborative research, lifting the role and impor-

tance of science and entrepreneurship for both business and universities. The intention is to fuel greater business engagement in Australia's strong research activity that will translate into successful commercial outcomes. Incentives are being developed to create improved research investment opportunities and to encourage increased employment of researchers into business so that the skills that contribute to innovation are accessed more readily across

more industry sectors. New translation funds supporting co-investment along with vehicles to encourage early stage investment have been rolled out. Industry growth centres have been created in areas of national strategic priority and their prime objective is to drive innovation by connecting busi-

nesses and industry organisations with research and technical expertise to solve 21st century challenges. Through co-location, technology transfer is facilitated between industry and higher education by creating a space where entrepreneurship is encouraged and innovation can thrive. Co-location

also opens up opportunities for students to engage in live learning, relevant skill development and real-time interactions with real clients, skills that will be valued by future employers.



Business/Higher Education
Round Table on Smart Cities



Gala dinner at the 2016 B/HERT Awards

NISA certainly has improved understanding of innovation as a vital component of the economy. Australian universities have enthusiastically embraced the agenda through demonstrated prominence given to entrepreneurialism, accelerators, increased attention to applied research and translation potential and, most importantly, education focussed on the skills required for today's modern economy. Because of its relevance to all disciplines, all levels of education are aware of the need to boost STEM study significantly, particularly among women and girls.

Australian industry, however, finds itself in catch-up mode in terms of innovation output as it transforms from a 20th century manufacturer

and exporter to a 21st century competitor in the new digital economy forming in a more uncertain global environment. As a consequence, the collaboration message as the means to confront the impact of technology within the economy is absolutely critical in targeting business and industry directly. Implementation of the innovation agenda is dependent upon an informed private sector that understands where Australia needs to head and how it needs to transform. There is a direct link between innovation and collaboration which is repeatedly validated when universities, business and entrepreneurs use their combined knowledge, expertise and assets to solve problems and create successful new products and services.

The value of research and researchers to all industry sectors is a theme we will foster because of its connection to innovation.

The Business/Higher Education Round Table was established over 26 years ago to advance productive partnerships between universities and business through our round tables, forums regular publications and national collaborative awards program. B/HERT provides leadership and expertise in facilitating business-university engagement that contribute to the national innovation ecosystem. From our perspective, the framework settings for innovation are taking shape but the biggest challenge to creating the necessary momentum for change is a genuine acceptance that many of the big opportunities and risks Australia is tackling in the transition to a new global digital economy require extensive realignment in how we do business. Innovation is about embracing new ways of thinking, new ways of working and new ways of living which involve significant cultural and organisational changes that are the essential adjustments to a knowledge economy where disruption has become the norm.

In 2017 B/HERT programs will continue to emphasise the commonality

between the sectors, rather than the differences. For example, the impact of technology on teaching and learning means that graduates - future recruits - will apply modern skills that revolutionise business operations. This is already occurring in the professions such as medicine, law, financial services and business must be responsive to this new generation of employees. The value of research and researchers to all industry sectors is a theme we will foster because of its connection to innovation.

There is no doubt that productive engagement will generate successful outcomes for business, for universities and for the economy and, most importantly, it will establish long-lasting dynamic and creative relationships. The challenge to an innovative Australia is the scale and speed of acceptance, by industry in particular, of these monumental and ongoing changes. Australia is fortunate in its resilience and capacity to absorb the social and workplace reforms that are already underway. In nurturing this culture of innovation and collaboration, Australia will create the lucky country.



Dr Sharon Winocur
Executive Director at Business/Higher Education Round Table



LEADERSHIP PIECE

How do you become Entrepreneurial University of the Year?

Gurpreet Jagpal, Director of Research, Enterprise and Innovation at London South Bank University and CEO of South Bank University Enterprises Ltd, provides insight into LSBU's award-winning approach towards entrepreneurship.

At the end of last year, London South Bank University (LSBU) celebrated one of its greatest achievements in its 125 year history. Over the course of 18 months, LSBU has transformed its culture, curricular education and local community to become Entrepreneurial University of the Year at the 2016 Times Higher Education Awards. But how did we do it? Our unique cross-campus approach to delivering entrepreneurial support to staff, students, graduates and our local business community has created an ecosystem centred on research, enterprise and innovation. Fundamental to engraining

enterprise into the University's mind-set has been senior level support, inclusion in the corporate strategy and the creation of a Pro-Vice-Chancellor role with a focus on research and external engagement. Building an entrepreneurial community covering in-curricular teaching, extra-curricular activities and external facing engagement, has enabled us to reach out to local businesses and our local community to connect LSBU teaching, research activities and enterprise with the real world. LSBU's curricular activity is strengthened by a Director of Research and Enterprise in each School; responsible for aligning teaching with sector drivers to provide a gateway for external organisations to access our expertise. School Enterprise Champions lead on developing the in-curricular offer and support and encourage students to engage with enterprise activities; including start-up schemes and entrepreneurial competitions offered by our dedicated Student Enterprise team based at the award-winning Clarence Centre for Enterprise and Innovation – a hub for enterprise activities as recognised at the Global Consortium of Entrepreneurship Centres 2016 awards. Leading on enterprise teaching, they provide excellent opportunities for students to apply their knowledge to real-world problems; turning learning into practice.

In addition, five Entrepreneurs in Residence provide advice, 1-2-1 mentoring and support by sharing their own

personal business experiences and areas of expertise. The last piece of the jigsaw is the Student Ambassador role; recruited to increase the student voice and promote Student Enterprise activities to their peers.

The Times Higher Education Awards judging panel were impressed with how we have translated our vision into action and used our local, national and international networks to offer a wide variety of enterprise activity. This includes over 65 SME tenants (now 90) based in our three on-campus incubators, creating real-world opportunities for staff and students.

And our approach works. In setting up the South Bank Community Interest Company (CIC) in 2015, Digital Photography students have been able to run their own photography agency turning over £50k in their first year of operation. The students have developed their portfolios and learnt about how to succeed as a freelancer, equipping them with vital skills for graduation. They can gain an academic credit for their involvement in CIC through a professional skills module. Following its success, the model is now being rolled out to other disciplines, including film and drama. This is just one example showcasing why our learning approach has received highly commended status at the 2016 Institute of Enterprise and Entrepreneurs (IOEE) Celebrate Enterprise Awards.

Our unique cross-campus approach [...] has created an ecosystem centred on research, enterprise and innovation.



Snapshot of the entrepreneurial community at LSBU

Through accelerator programmes like Momentum, we have successfully provided free advice and training to ambitious SMEs seeking to further develop and grow. The programme brought together a unique mix of independent consultants and LSBU's academic experts to deliver workshops, masterclasses, individual mentoring, networking events and online multi-media resources. Participants on the programme also received training covering areas like business planning forecasting, efficiency management, digital marketing and leadership. Through Momentum and our wider portfolio of enterprise activities we supported over 600 local SMEs, offering them free business advice and consultancy services.

In 2014/15 the Student Enterprise team engaged over 10,000 students and staff in enterprise activities. This in turn has created more jobs in our local community, boosting the growth of the local economy; and these numbers are rising.

The key to our success and transformation has been our committed and engaged team who each have a passion for enterprise and a drive to succeed. Winning the Entrepreneurial University of the Year award really reflects the culture of enterprise that we're trying to create at the University. With support from our Directors of Research and Enterprise, Enterprise Champions, Entrepreneurs in Residence, Student Ambassadors and our tenants, enterprise at LSBU is about more than just entrepreneurship and start-ups; it is a way of being and a way of doing.

Looking ahead, we will continue to work with our international partners to drive innovation and will be working with the Government to expand provision of business support services and schemes in London.



Gurpreet Jagpal

Director of Research, Enterprise and Innovation at LSBU, CEO of South Bank University Enterprises Ltd and Chair of Enterprise Educators UK (EEUK)

www.aceeu.org

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to find out more**



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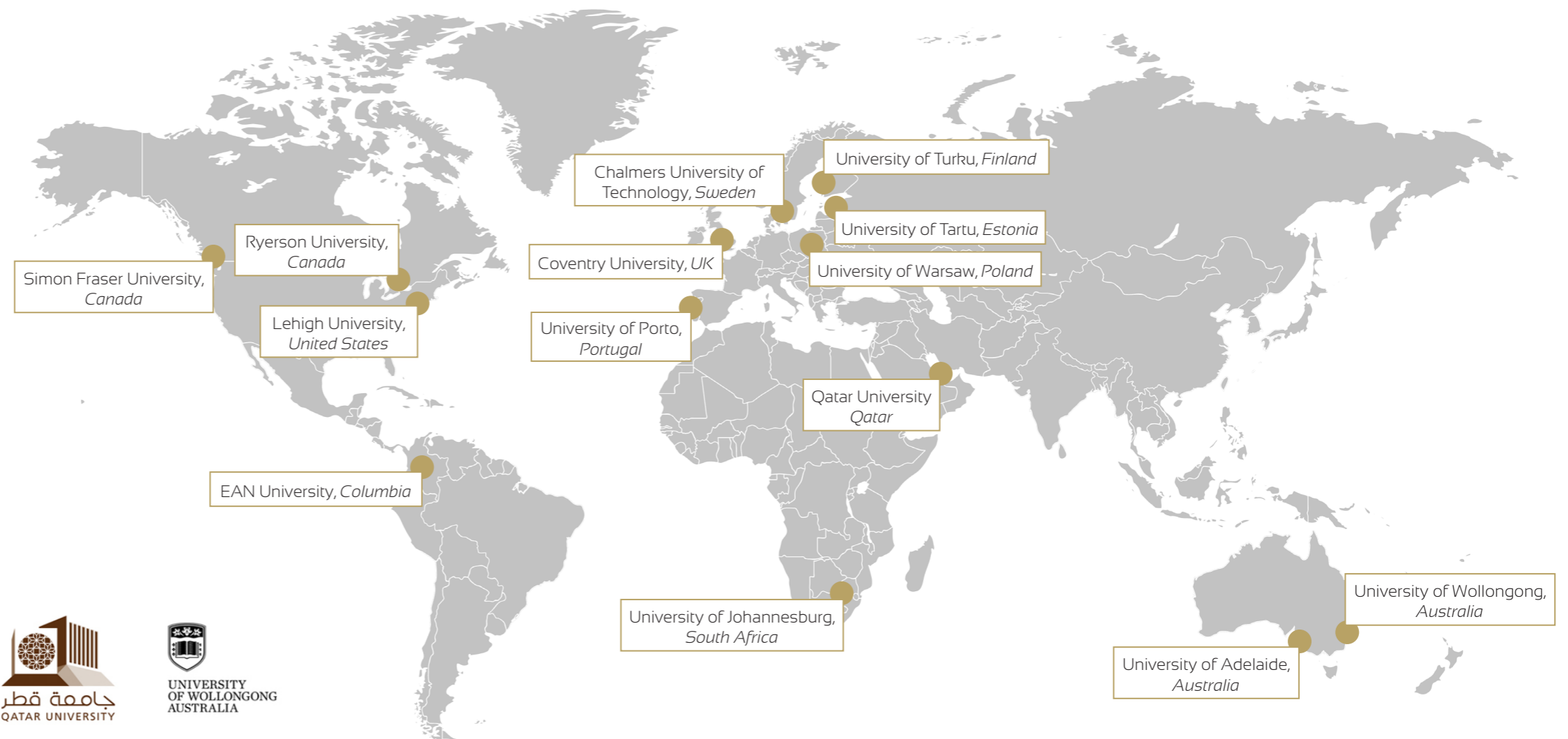
Become part of a global group of universities that do not just provide lip service but truly drive entrepreneurship and engagement.

ACEEU Accreditation is more than just a global recognition for your achievements. The peer review-based accreditation procedure will also support organisational development and link you to other universities that are as passionate about entrepreneurship and engagement as you are.

14 universities are currently piloting ACEEU's accreditation procedure to ensure that the evaluation approach is reliable and provides the benefits it is supposed to provide.

The pilot institutions include some of the higher ranked and prestigious ones (e.g. The University of Adelaide, Chalmers University of Technology, University of Porto and Simon Fraser University), the up-and-coming (e.g. Qatar University, University of Johannesburg) and ones that are specifically known for their excellence in entrepreneurship and engagement (e.g. Ryerson University hosting the world's 3rd best incubator, Coventry University as former Entrepreneurial University of the Year).

Apply now to join this unique group of universities!



To apply, please visit www.aceeu.org and submit your eligibility application.

INSIGHT.

ACEEU's official magazine

The magazine provides insights into entrepreneurship and engagement in higher education around the world and updates readers on ACEEU's latest developments.

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