
Evaluation of the Entrepreneurial University Dimensions in Albanian Universities

Author: **Bruna Papa**, Faculty of Economy, University of Tirana,
nickabruna@gmail.com

In the last decade many universities have developed alongside with teaching and research traditional missions also their third mission that enables them to move towards the “entrepreneurial university” model. Such approach no doubts play a crucial role in the socio-economic development. The urgent need of Albanian universities to contribute to the social and economic local and regional developments of the country has been stated in national strategy for higher education of the Albanian Government. The objective of this research is to evaluate the dimensions of an entrepreneurial university in Albanian public universities towards this model. Using HEInnovate tool and in depth interviews the study tries to identify strong and weak areas and potential actions to be undertaken by universities leadership and policy makers. Internationalization and close links with industry were evaluated by participants as the strongest areas with the highest score compared to the other dimensions of an entrepreneurial university. Organizational capacity, human and financial resources and support for entrepreneurs were identified as the weakest areas. Even though there are some attempts still much needs to be done from Albanian public universities (both within its internal and external environment) in order to move toward this model and play an active role in the socio- economic development of the country.

Keywords: entrepreneurship, academic entrepreneurship, entrepreneurial university, facilitators, barriers, dimensions.

JEL Classification Numbers: I23, I28, L26.

Introduction

In the last decade many universities are moving towards the “Entrepreneurial University” model by fulfilling simultaneously 3 missions: teaching, research and entrepreneurial activities.

Both developed and developing countries need to use in a better and efficient way their sources that contribute to the knowledge production process.

Universities are being encouraged to find innovative solutions to face the challenges, pressures and trends in Higher Education. These innovative solutions are implying structural and administrative changes for HEIs. The entrepreneurial university model is referred to many as the “Ideal state” in responding efficiently and effectively to the challenges and opportunities and being able to be competitive in today’s reality of universities.

Many universities in developed and developing countries are moving towards this model. Various authors such as Clarck (1998), Kirby (2005) and Sporn (2001) have studied through case studies in Europe and America the transformation paths of universities towards the innovative model of an “entrepreneurial university”. Apart from developing countries, many developing countries are drawing their attentions towards such model. In Albania, policy makers have addressed the need for modernization of Albanian higher education system in order to meet the international standards. As is many other developing countries the recommendations for the growth of Albanian higher education had been in achieving two important purposes: to provide highly skilled workers for the labor market and help with social-economic development of the country. Since the entrepreneurial university model has been proposed by many as the right model that plays a crucial role in the socio-economic development of the country, there is a need to evaluate such concept taking in consideration the Albanian context.

The main objective of this paper is to contribute to the understanding of this concept by analyzing how this concept is perceived by academics in Albania and evaluating the dimensions of an entrepreneurial university by using the HEInnovate tool developed by European Commission.

The paper is organized in 3 following sections: A literature review of the concept is presented in order to have a better understating of such phenomena, definitions of various authors and factors that can facilitate or hinder a university in becoming more entrepreneurial and the entrepreneurial dimensions of entrepreneurial university. The second session presents the methodology used in the study (who participated in the study, population and sample, survey designing). The third session presents the results of the survey and interviews. The paper ends with conclusions & recommendations, limitations and future research directions on the topic.

Literature review

The “entrepreneurial university” as an important concept in knowledge-based economies was developed in the 1980’s describing the way universities can contribute to wealth creation and sustainable growth. Even though many attempts are done to define such concept, one single generally accepted definition is lacking due to the fact that each university has a unique transformation path within a given socio-economic context. Some see the entrepreneurial university as an institution that presents excellence in education and research. Etzkowitz (1983) sees the entrepreneurial university as an institution with a high number of financial sources (patents, research contracts, partnership with private businesses ect) beside the traditional sources from public funding of government and students’ fees. According to Dill (1998) entrepreneurial university has formal units with explicit responsibility for promoting technology transfer.

An entrepreneurial university is associated with a university that has the capacity to produce innovation through research and new ideas (Shattock 2008). Gibb (2013) defines the entrepreneurial university as an institution that is designed to empower staff and students to demonstrate enterprise, innovation and creativity in research, teaching and pursuit and use of knowledge across boundaries. Kirby’ (2002) see the entrepreneurial university as the one that ...has the ability to innovate, work in groups, exploit opportunities, take risks and effectively respond to the challenges they face. Entrepreneurial universities seek to become “stand-up” universities that are significant actors in their own terms (Clark, 1998), offer and promote various support measures for entrepreneurial activities (Antoncic 2001) by working in close relationship with partners and networks

with public and private institutions by investing in their social capital in order to facilitate the creation and exploitation of knowledge and technology (Leydesdorff and Meyer 2003).

In the Albanian context, academics and researchers see the entrepreneurial university concept as an institution that needs to offer the proper supporting infrastructure (business incubator, technology transfer offices, mentoring ect) for their staff and students, that in a close interaction between the member within the university (through right and quickly adaptive organizational structure, effective and active communication system, stimulating initiatives etc) and in interaction and links with external stakeholders (Triple Helix Model) have the ability to exploit opportunities, take risks, offer innovative solutions and answer challenges through commercial and intellectual entrepreneurship by having a socio-economic impact in the society they operate (Papa, 2018).

“Entrepreneurial University” Model Dimensions:

Various theoretical models on “Entrepreneurial University” have been developed by various authors (Clark (1998), Sporn (2001), Etzkowitz (2004), Kirby (2005), Rothaermel (2007), O’Shea (2005, 2008) and David and Urbano (2012), Salamzadeh (2011).

European Commission is placing a high importance to entrepreneurship as a driving force for the development of EU economy through the creation and growth of SME-es. Universities are seen as key actors since they prepare the potential entrepreneurs with the necessary skills and abilities for the labor market. EC in cooperation with OECD have developed a self-evaluation tool for HEIs to evaluate their performance according to the 6 dimensions of the entrepreneurial university.

Leadership and governance play an extremely important role in promoting an entrepreneurial spirit at all levels of the university. Effective structure and governance has the potential to move the relationship between university and industry through various stages (Etzkowitz, 2004) including from the application of science, to the generation of products, and finally to the creation of new business (Tijssen, 2007). Flexible organizational and governance structures (Clark, 1998; Lazzarotti & Tavolletti, 2005) are required where all stakeholders are represented (Sporn, 2001). These structures must work together to develop a shared vision

(Dearlove, 2002) and as such, full-time leadership positions occupied by professionals may be needed (Dill, 1995; Sotirakou, 2004; Sporn, 2001).

Human and Financial resources are important factors in developing an entrepreneurial institution. In order to build an innovative and entrepreneurial profile of the university proper financial funding, knowledgeable staff, transparent framework and an effective rewarding system (both monetary and non-monetary) are needed. Universities need to provide incentives for nurturing entrepreneurship among their faculty members (Franklin, Wright, & Lockett, 2001). Reward systems should be strategically aligned with efforts to become more entrepreneurial (Bernasconi, 2005; Kirby, 2006) and they should target both individuals and teams (Miclea, 2004).

Teaching and learning: An entrepreneurial pedagogy aims at developing entrepreneurial capacities and capabilities of student and staff by offering more autonomy and responsibility in the learning process. Entrepreneurship development through teaching and learning requires implementation of various forms of methodology in the learning process that universities need to implement.

University and Business Links & Knowledge exchange:

Nowdays, universities have an urgent need to cooperate with stakeholders outside their institutions. They need to be engaged in partnerships in fulfilling effectively and at once their teaching, research and entrepreneurial activities. Such is seen closely linked with the partnerships that universities create. Cooperation with business partners can be seen in the following types of collaboration:

- Involvement of stakeholders in teaching and entrepreneurship activities;
- Cooperation on internships and placements and on secondments (loaning of academic staff temporarily to a private or public sector partner
- Continues learning and further education programs (LLL courses)
- Joint research initiatives, Contract research & Industrial Doctorates
- Technology Transfer (licensing, selling of prototypes, spin offs)

Universities need to cooperate with various stakeholders in order to exploit their efforts in knowledge exchange and contributing effectively to the economic and social development of the country.

Internationalization: Today, education has developed beyond national boundaries and knowledge is not property of only one institution. Student and staff mobility, development of ICT and its penetration in education sector through MOOCS and other online tools are pressuring universities to see them self-more and more as international institutions. Internationalization is becoming a crucial part of many HEIs as many agree that it offers many benefits both at individual and institutional level by stimulating strategic thinking leading to innovation in modernizing pedagogy, urging greater student and faculty cooperation, and opening up new avenues for research collaboration.

Stimulating Entrepreneurship and offering support measures: Academic Entrepreneurship typically addresses the creation of new ventures (Bygrave, 1994; Timmons& Spinelli, 2004) and the development of entrepreneurial skill sets (Ray, 1997) including opportunity recognition (Kirby, 2003). In knowledge-based economies, universities typically engage in formal efforts to support and promote start-ups (Grandi & Grimaldi, 2005; Zaharia, 2002). Comprehensive integration of entrepreneurship education into all study programs' syllables and the development of the entrepreneurial "soft skills" are important factors in promoting entrepreneurship throughout the institution.

Methodology & Data analyses

An online questionnaire was distributed to 1807 academics and researches in 5 public universities in Albania. Beside this, interviews with representatives of high management level of universities were conducted (rector, vice rector, and administrators) having HEInnovate as a guiding theoretical framework. The following universities participated in the study along with the reason of choosing each of them: University of Tirana (UT), which is the biggest and oldest university in Albania; Polytechnic University of Tirana (UPT) which is the biggest technical university in Albania, University "Ismail Qemali" in (UVL)Vlora, which is located in the south region of Albania, University "Luigj Gurakuqi" Shkodër(USH), which is located in the north region of

Albania and University “Aleksandër Moisiu” Durrës (UAMD), which is the newest public university in Albania founded in 2006.

We received 372 responses (127 UT, 41 UPT, 107 UV, 30 USH, 67UAMD), the margin of error is 4.5%, confidence level at 95% ($z=1.96$, $p=q=50\%$).

The online questionnaire using HEInnovate tool developed by the European Commission was sent to participants to evaluate on a Likert scale (1-5) the performance for their institution on the following dimensions: 1- Leadership and governance; 2- Organization Capacity, Human and Financial Resources; 3- Entrepreneurship development through teaching and learning; 4- Support for entrepreneurship; 5- University& Business Links(Knowledge Transfer; 6- Internationalization of Universities.

Table 1 presents demographic data of respondents that answered the online questionnaire.

Table.1 Demographic data of participants

	Variables	Number of participants	Percentage
Gender	Female	246	66%
	Male	127	34%
<i>Total</i>		372	100%
Age	25-35	125	33.5%
	35-45	143	38.3%
	45-60	84	22.5%
	Over 60	20	5.7%
<i>Total</i>		372	100%
Position	Rector	1	0.27%
	Vice rector	2	0.54%
	Dean	5	1.34%
	Vice dean	11	2.96%

	Head of Department	27	7.26%
	Academic staff	326	87.63%
Total		372	100%
Title	Prof. Dr	38	10.5%
	Prof. Assoc Dr	68	18.2%
	Dr	164	44%
	Msc	102	27.3%
<i>Total</i>		372	100%
Experience	0-5 years	90	24%
	5-10 years	112	30%
	10-20 years	118	31.6%
	Over 20 years	52	14.4%
<i>Total</i>		372	100%

Data Results

Evaluation of the Entrepreneurial University dimensions in Albanian public HEIs:

Using HEInnovate tool (www.heinnovate.eu) respondents were required to rate on a scale 1(very low) – (5 very high) the statements of each dimension. The following figures and tables present the results on the evaluation done for each dimension in the selected universities. Beside, a grand total for each dimension is calculated (presented with the red vertical line) and statistical data such as mean, median, standard deviation, variance, Skewness and Kurtosis index are calculated. For each dimension the results of the in-depth interviews are presented.

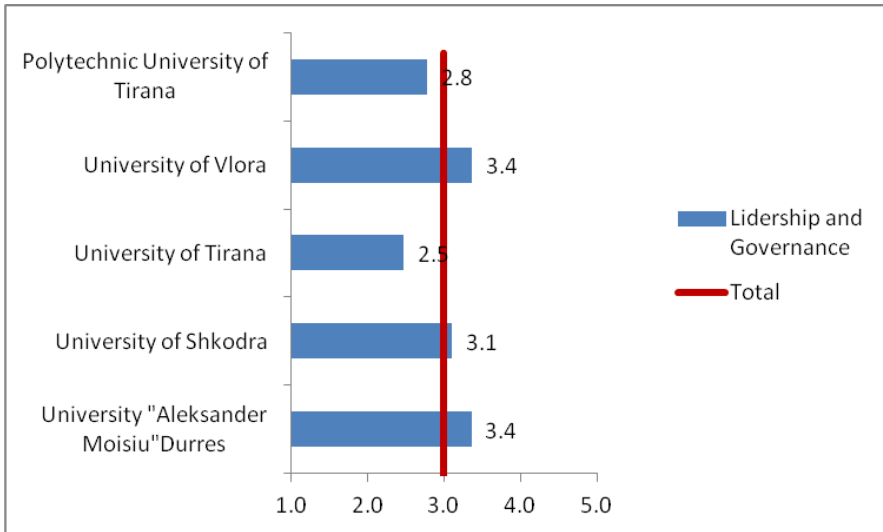
Leadership and governance

Fig 1 presents the result of this dimension for each university and an overall mean for the 5 public HEIs. Regarding leadership & governance, the mean score level of evaluation (from 1-5 on a Likert scale) is 3. From the figure we see that a respondent from “Aleksander Moisiu” University which is the youngest public university in Albania has the highest evaluation of this dimension. However the overall results show that public higher education need to improve their performance by having flexible organizational and governance structures, having a strong commitment and seek to promote and support entrepreneurship at all levels of the institution by sharing common vision and strategy.

Table.2 Evaluation of Leadership and Governance Dimension performance

	UAMD	USH	UT	UVL	UPT	Grand Total	Interpretation	
<i>MEAN SCORE LEVEL</i>								
1. Entrepreneurship is a major part of the HEI’s strategy.	3.3	3.2	2.4	3.3	2.6	2.9	FAIR	
2. There is commitment at a high level to implementing the entrepreneurial agenda	3.5	3.2	2.6	3.7	3.0	3.1	FAIR	
3. There is a model in place for coordinating and integrating entrepreneurial activities across the HEI	3.2	2.9	2.1	3.0	2.6	2.7	FAIR	
4. The HEI encourages and supports faculties and units to act entrepreneurially	3.2	2.9	2.5	3.3	2.6	2.9	FAIR	
5. The HEI is a driving force for entrepreneurship and innovation in regional, social and community development.	3.5	3.4	2.8	3.5	3.1	3.2	FAIR	
Statistical data of Leadership and governance dimension								
<i>Nobs</i>	<i>1.Quart</i>	<i>3.Quart</i>	<i>Mean</i>	<i>Median</i>	<i>Var</i>	<i>St.Dev</i>	<i>Skewness</i>	<i>Kurtosis</i>
372	2.15	3.8	2.97	3	1.22	1.1	0.03	-0.91

Figure 1: Overall Leadership and governance dimension evaluation



Source: Author

Organizational capacity, Human & Financial Resources

Organizational capacity, human and financial resources dimension is evaluated the lowest dimensions where public HEIs need to consider and change their actual status quo in order to move towards an entrepreneurial model of the university. The mean score level of evaluation of the dimension is 2.7. Fig 2 presents the result of this dimension for each university and an overall mean for the 5 public HEIs. HEIs need to diversify their income stream.

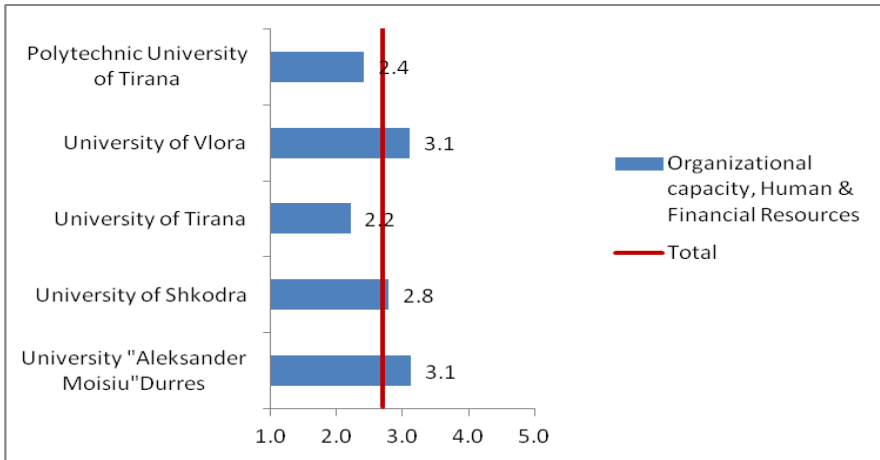
Table 3: Evaluation of Organizational Capacity, Human & Financial Resources Dimension performance

	UAMD	USH	UT	UVL	UPT	Grand Total	Interpretation
<i>MEAN SCORE LEVEL</i>							
1.University has a sustainable financial strategy to support entrepreneurial development	3.1	2.8	2.1	3.0	2.4	2.6	FAIR
2.Entrepreneurial objectives are supported by a wide range of sustainable funding and investment sources.	2.8	2.5	1.9	2.8	2.3	2.4	LOW
3.There are mechanisms in place for breaking down traditional boundaries and fostering new relationships-bringing internal stakeholders together (staff and students) and building synergies between them	3.3	2.9	2.5	3.1	2.6	2.8	FAIR
4.The university is open to recruiting and engaging with individuals who have entrepreneurial attitudes, behaviors and experience.	3.6	3.3	2.7	3.7	2.8	3.2	FAIR
5.The HEI invests in staff development to support its entrepreneurial agenda	3.2	2.8	2.3	3.4	2.5	2.8	FAIR
6.There are clear incentives and rewards for staff who actively support the university’s entrepreneurial agenda	2.8	2.4	1.8	2.8	2.1	2.3	LOW
7.The university gives status and recognition to other stakeholders who contribute to the university’s entrepreneurial agenda.	3.1	2.8	2.1	2.9	2.3	2.6	FAIR

Statistical data of Organizational capacity, Human & Financial Resources dimension								
<i>Nobs</i>	<i>1.Quart</i>	<i>3.Quart</i>	<i>Mean</i>	<i>Median</i>	<i>Var</i>	<i>St.Dev</i>	<i>Skewness</i>	<i>Kurtosis</i>
372	1.85	3.57	2.70	2.57	1.22	1.10	0.24	-0.92

More than 50% of the total budgets of the public universities in Albania come from the government. Incomes from private sector or other stakeholders are very low (less than 1% in some cases), no incomes come from Patenting, licensing, commercialization of scientific research. None of HEIs have reward systems for its staff that is involved in entrepreneurial activities. Lack of the financial sources and not having appropriate reward system were the first 2 most important facilitator and barrier moving towards the entrepreneurial university model

Figure 2: Organizational capacity, Human & Financial Resources



Source: Author

Entrepreneurship development through teaching and learning

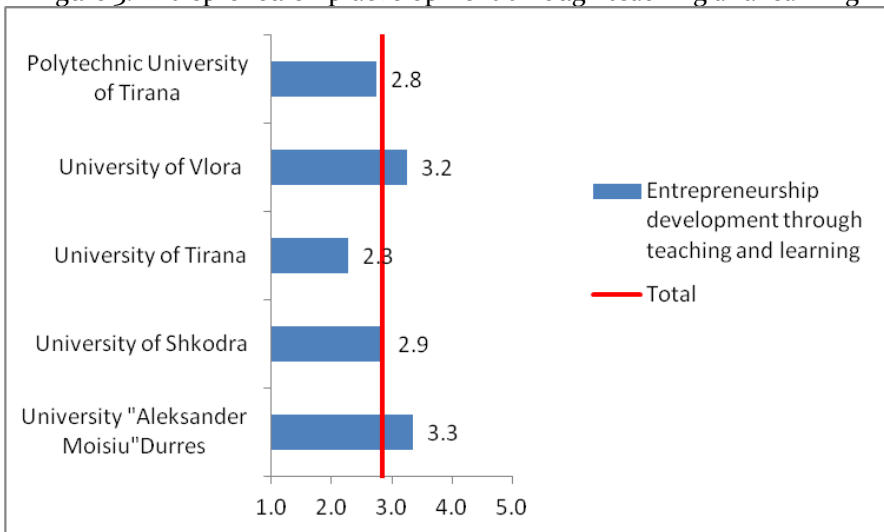
Table 7: Evaluation of Entrepreneurial Teaching and Learning dimension performance

	UAMD	USH	UT	UVL	UPT	Grand Total	Interpretation
<i>MEAN SCORE LEVEL</i>							
1.The university is structured in such a way that it stimulates and supports the development of entrepreneurial mindsets and skills	3.5	3.1	2.4	3.4	2.9	3.0	FAIR
2.The university offers staff training in entrepreneurship at all levels	2.9	2.6	1.8	2.9	2.4	2.4	LOW
3.Staff take an entrepreneurial approach to teaching in all departments, promoting diversity and innovation in teaching and learning	3.4	3.2	2.5	3.3	2.8	3.0	FAIR
4.Entrepreneurial behavior is supported throughout the university experience; from creating awareness and stimulating ideas through to development and implementation	3.3	2.6	2.1	3.1	2.7	2.7	FAIR
5.The university validates entrepreneurship learning outcomes	3.5	2.8	2.2	3.4	2.8	2.9	FAIR
6.The HEI co-designs and delivers the curriculum with external stakeholders	3.5	2.9	2.6	3.4	3.0	3.1	FAIR
7.Research results are integrated into entrepreneurship education and training.	3.4	3.0	2.4	3.3	2.8	2.9	FAIR

Statistical data of Entrepreneurship development through teaching and learning dimension								
<i>Nobs</i>	<i>1.Quart</i>	<i>3.Quart</i>	<i>Mean</i>	<i>Median</i>	<i>Var</i>	<i>St.Dev</i>	<i>Skewness</i>	<i>Kurtosis</i>
372	2	3.71	2.85	2.78	1.25	1.12	0.21	-0.86

Figure 3 presents the result of this dimension for each university and an overall mean for the 5 public HEIs. The mean score level of evaluation of this dimension is 2.9. There is a lack of formal training in entrepreneurship offered to staff and students in all disciplines. Mainly the students following a program in business and economy were the ones offered to take a subject on entrepreneurship, participate in Business Plan writing, business idea generation and Business Plan Competition were mainly used in business. More should be done in order to stimulate entrepreneurial attitude across university. There is a lack of formal integrated approach in supporting entrepreneurship at all levels of the university. Frontal teaching and lectures, problem based learning and visit to companies were the most used methods of teaching in all the universities. There is a lack of incentives for using any specific teaching method that can encourage and develop entrepreneurial skills.

Figure 3: Entrepreneurship development through teaching and learning

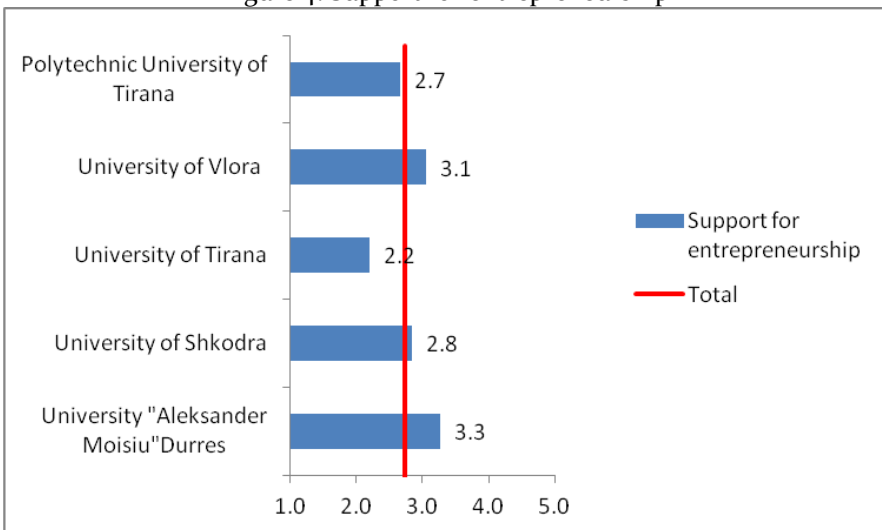


Source: Author

Support for entrepreneurship

Figure 4 presents the result of this dimension for each university and an overall mean for the 5 public HEIs. The mean score level of evaluation is of 2.7. The performance of public HEIs is perceived by respondents as below the average. None of the universities had a dedicated fund to support entrepreneurship activities. Most of the entrepreneurial activities were personal initiative of a single or a small group of professors, mainly engaged in subjects of innovation and entrepreneurship. Business Incubators were not present in none of the HEIs to support student or staff start-up. Financial support or access to funding was not provided by the institutions, at least formally.

Figure 4: Support for entrepreneurship



Source: Author

Table 5: Evaluation of Preparing and Supporting Entrepreneurs dimension performance

	UAMD	USH	UT	UVL	UPT	Grand Total	Interpretation
<i>MEAN SCORE LEVEL</i>							
1.The university raises awareness of the value/importance of developing entrepreneurial abilities amongst staff and students	3.5	3.1	2.6	3.4	3.0	3.1	FAIR
2.The university actively encourages individuals to become entrepreneurial	3.3	3.0	2.3	3.3	2.9	2.9	FAIR
3.The university provides opportunities to experience entrepreneurship.	3.2	3.0	2.3	3.1	2.7	2.8	FAIR
4.The university provides support for individuals and groups to move from entrepreneurial ideas to action	3.2	2.9	2.1	3.0	2.7	2.7	FAIR
5.Mentoring by academic and industry personnel is available	3.4	3.0	2.2	3.0	2.5	2.7	FAIR
6.The university facilitates access to private financing for its potential entrepreneurs.	3.2	2.5	1.9	2.8	2.4	2.5	LOW
7.The university provides access to business incubation facilities	3.1	2.4	1.9	2.8	2.3	2.5	LOW

Statistical data for Support for entrepreneurship dimension								
<i>Nobs</i>	<i>1.Quart</i>	<i>3.Quart</i>	<i>Mean</i>	<i>Median</i>	<i>Var</i>	<i>St.Dev</i>	<i>Skeëness</i>	<i>Kurtosis</i>
372	1.85	3.57	2.73	2.71	1.21	1.10	0.19	-0.88

University & Business links (knowledge exchange)

The mean score level of evaluation is 3.1. Fig 5 presents the result of this dimension for each university and an overall mean for the 5 public HEIs. Universities have formal cooperation with industries and in the last years the numbers of cooperations and ways of cooperation have increased. There are some good practices are cooperation in engaging representatives of industry in teaching (teaching in specific subjects, as guest lecturers or in the organization of summer/winter schools, seminars in specific topics), cooperation on student internships, participation in career fairs and some entrepreneurship activities(start up contest ect).

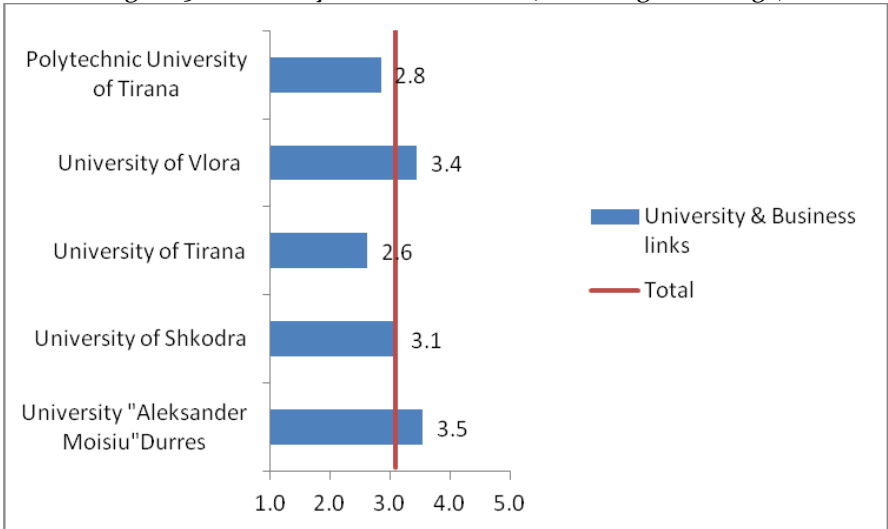
Table 6: Evaluation of Knowledge Exchange and Collaboration dimension performance

	UAMD	USH	UT	UVL	UPT	Grand Total	Interpretation
<i>MEAN SCORE LEVEL</i>							
1.The HEI is committed to collaboration and knowledge exchange with industry, the public sector and society	3.7	3.3	2.8	3.6	3.0	3.3	FAIR
2.The HEI demonstrates active involvement in partnerships and relationships with a wide range of stakeholders.	3.6	3.1	2.6	3.3	2.9	3.1	FAIR
3.The HEI has strong links with incubators, science parks and other external initiatives	3.3	2.8	2.3	3.2	2.7	2.8	FAIR
4.The HEI provides opportunities for staff and students to take part in innovative activities with business / the external environment	3.4	3.0	2.5	3.3	2.5	2.9	FAIR
5.The university specifically supports staff and student mobility between academia and the external environment.	3.6	3.2	3.0	3.7	2.9	3.3	FAIR
6.The HEI integrates research, education and industry (wider community) activities to exploit new knowledge.	3.6	3.3	2.6	3.5	3.0	3.1	FAIR

Statistical data for University & Business links (knowledge exchange)dimension								
<i>Nobs</i>	<i>1.Quart</i>	<i>3.Quart</i>	<i>Mean</i>	<i>Median</i>	<i>Var</i>	<i>St.Dev</i>	<i>Skeñness</i>	<i>Kurtosis</i>
372	2.33	4	3.08	3	1.26	1.12	-0.05	-0.92

The new law of higher education requires the involvement of external stakeholders in the universities governing bodies and decision making (Board of Administrations). However in universities lack the proper infrastructure and cooperation that can ensure additional income and closer cooperation such as: establishment of Technology Transfer Offices (licensing, spin offs etc). None of universities commercialize their research products/services in order to ensure additional incomes for their institutions. Continues learning and further education programs (LLL courses) are not offered in cooperation with private sector. The number of joint research initiatives, contract research and Industrial Doctorates is very low and in some cases nonexistent.

Figure 5: University & Business links (knowledge exchange)



Source: Author

Internationalization

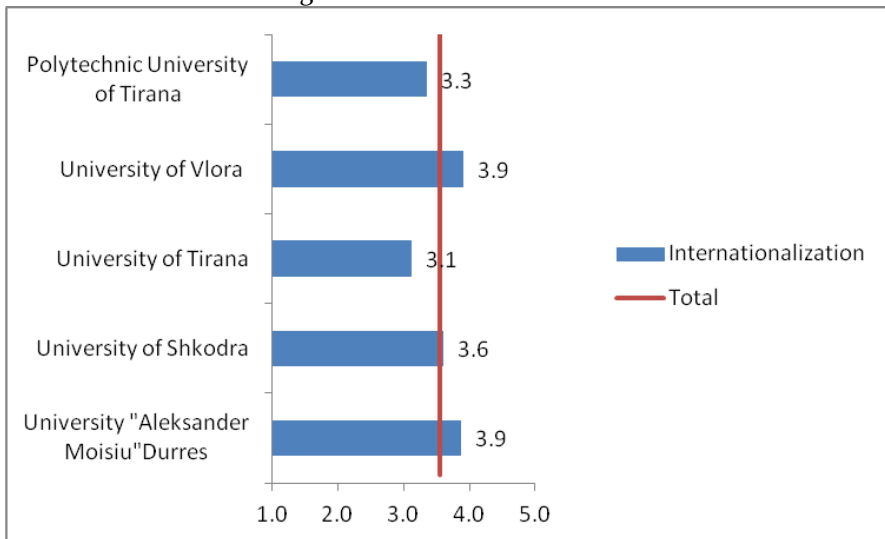
Figure 6 presents the result of this dimension for each university and an overall mean for the 5 public HEIs. This dimension has the highest score in all the public HEIs with a mean score level of evaluation of 3.5. The respondents recognize the universities attempts in becoming internationalized institutions. Participation of HEIs in international projects and mobility scheme (both staff and students) is present in all public HEIs. Cooperation with different international partner institutions are However, universities themselves do not have a specific fund from their budget dedicated to mobility schemes. Most of mobilities are funded by EC through Tempus projects, Erasmus Mundus, Erasmus + programs. The HEIs still do not have a sustainable financial stream coming from their participation in international projects or a clear strategy of their international partnerships.

Table 7: Evaluation of the Internationalized Institution dimension performance

	UAMD	USH	UT	UVL	UPT	Grand Total	Interpretation
<i>MEAN SCORE LEVEL</i>							
1.Internationalisation is an integral part of the HEI's entrepreneurial agenda.	4.1	3.7	3.0	4.0	3.5	3.6	HIGH
2.The HEI explicitly supports the international mobility of its staff and students	3.9	3.5	3.5	4.0	3.6	3.7	HIGH
3.The HEI seeks and attracts international and entrepreneurial staff	3.7	3.5	2.7	3.8	3.0	3.3	FAIR
4.International perspectives are reflected in the HEI's approach to teaching	4.0	3.7	3.1	3.8	3.2	3.5	FAIR
5.The international dimension is reflected in the HEI's approach to research	3.8	3.7	3.2	3.9	3.4	3.6	HIGH

Statistical data for Internationalization dimension								
<i>Nobs</i>	<i>1.Quart</i>	<i>3.Quart</i>	<i>Mean</i>	<i>Median</i>	<i>Var</i>	<i>St.Dev</i>	<i>Skewness</i>	<i>Kurtosis</i>
372	2.8	4.6	2.54	2.8	1.22	1.10	-0.45	-0.74

Figure 6: Internationalization



Source: Author

Conclusion

The study presents some important conclusions and practical implication to be used both by HEIs and /or policy makers in Albania.

In this regard, Internationalization and cooperation with business (knowledge transfer) and leadership and governance were evaluated in all selected HEIs with the highest score. Student and staff mobility is encouraged at all levels. Cooperation with international partners in participating in joint projects and international scientific research is encouraged and supported but no in a formal and structural way. Despite the current good practices in each of these dimensions more needs to be achieved in order for these universities to move towards the entrepreneurial university model. Internationalization efforts of staff needs to be encouraged and rewarded. Universities need to establish proper infrastructure to help with knowledge transfer from academia to private sector. (TTO, Incubators, Entrepreneurship centers). Organizational capacity, human and financial resources are crucial in supporting entrepreneurship and stimulate entrepreneurial approaches of the staff and students. Such dimension was evaluated by respondents as the lowest dimensions in HEIs current performance. HEIs need to have proper and formal organizational structures to promote entrepreneurship. A rewarding system both at individual and team level needs to be adopted in all HEIs by rewarding entrepreneurial activities and approaches of individuals and teams within university. Support for entrepreneurs is not formalized and strongly supported but the top level management. Entrepreneurship culture needs to be stimulated; measures to support startup of student and staff need to be present and funded by universities. Such can influence the development of entrepreneurship though teaching and learning activities that can be undertaken at department, faculty or university level.

Limitations

The study was conducted only in public higher education institutions in Albania. Further studies can be undertaken to evaluate the dimensions of entrepreneurial university in private universities in Albania in order to compare and see the differences or similarities. However, the study gives some important insights on the strong and weak aspects of the

entrepreneurial university dimensions of the selected universities to be considered by the top management of universities and its academics.

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