University-wide Entrepreneurship Education (UEE) in China: Initiatives, Challenges and Strategies

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Why UEE

• **What is UEE**
  - Targeting at all students regardless of their academic background; focusing on the specific context of the non-business students
  - Different approaches: “magnet programs” & “radiant programs” (Streeter et al, 2004).

  - Magnet programs: entrepreneurship are offered by a single entity but attended by students from all over the campus;
  - Radiant programs: the teaching of entrepreneurship education is diffused throughout the university. Different colleges are responsible for their own entrepreneurship courses, faculty and other resources.
New entrepreneurial ideas are emerging

New ideas of Entrepreneurship

- social entrepreneurship
- intrapreneurship
- intellectual entrepreneurship

Impact on EE

EE should be extended to the whole campus, so as to give graduates maximum flexibility and preparation for the future, whether they want to start their enterprise or just want to be an outstanding employee in traditional positions (Cone, 2012; European Commission, 2008)
New understanding of Entrepreneurship

Entrepreneurs come in all shapes and forms (European Commission, 2008); Entrepreneurship can occur in all walks of life (Kirby, 2004);

Entrepreneurship is more than the mere creation of business (Kuratko, 2005);

Entrepreneurship means the generation of sustainable value through change (Yusuf, 2005; Streeter, Kher and Jaquette, 2011).
• the “sense of initiative and entrepreneurship” has been identified as one of eight key competences for all.
• “Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training” has been listed as one of the four strategic objectives of ET 2020.
• EU calls that every university student should have the opportunity to get access to entrepreneurship education in order to be more entrepreneurial.

• Examining 38 top-ranked EEPs in the U.S., Streeter et al (2002) found that 74 percent offered university-wide programs;
• KCI supported by Kauffman Foundation
Urgent demand for UEE in China

unemployment pressure or huge human capital pool (entrepreneurial talents pool)?
The demand for high-growth entrepreneurship calls for more college-educated entrepreneurs

- Though the Early-Stage Entrepreneurial Activity rate in China was 16.2 percent, the rate of entrepreneurs with college degree is very low. It is estimated that the percentage of entrepreneurs who have only high school degree or below is 23 fold of those who have a college degree (Gao et al, 2006)

- Opportunity-oriented entrepreneurial activities or high-expectation entrepreneurship can have a greater impetus for the economic development;
Innovations in University

strategy
- Development objectives and plan

model
- Cross-campus courses
- Intensive programs
- College of entrepreneurship

infrastructure
- Training centers
- Incubators
- Entrepreneurship parks

outreach
- Cross-campus activities:
  - entrepreneurship forum
  - Business Plan Competitions
  - student associations
• Intensive Training Program on Innovation and Entrepreneurship for undergraduate students (ITP) at ZJU

• Started in 1999.

• It is regarded as the first special program for cultivating undergraduates’ innovation and entrepreneurship in China.

• The purpose of the ITP is to cultivate prospective entrepreneurs with strong sense and ability of innovation, entrepreneurship and industry knowledge, and outstanding global perspective. The students will have both solid subject background and two-year entrepreneurial experience.

• This program is targeted at sophomores from all the disciplines, except those major in “business management”.

• Each year, based on the principles of “volunteering application, open competition and selecting the best”, 60 sophomores are admitted by ITP.
The Origin of Student Recruited by ITP in ZJU (2009-2011)

- Faculty of Information Technology: 31%
- Faculty of Science: 6%
- Faculty of Social Sciences: 14%
- Faculty of Arts and Humanities: 12%
- Faculty of Agriculture, Life and Environmental Sciences: 8%
- Faculty of Medicine: 1%
- Others: 8%
Student Association for Science and Technology (SAST) founded in 2003

Center for Innovation and Entrepreneurship of Zhejiang University (CIE) founded in 1999

Students in Free Enterprise at ZJU (SIFE-ZJU) founded in 2005

Asia-Pacific Student Entrepreneurship Society at ZJU (ASES-ZJU) founded in 2002

Future Entrepreneur Club (FEC) founded in 2002

Student Entrepreneurs Club (SEC) Founded in 1999
Challenges

Entrepreneurial skills

Entrepreneurial talents

Expectation of government

Expectation of students

Expectation of industry

Lack of curriculum

Lack of core faculty

Lack of culture

Big gap between expectation and university’s capability
Lack of “3Cs”

- Lack of diversity (not based on classification);
- Curriculum with little practice (gap between the methods actually used and those that are viewed as the most effective and appropriate).

- Lack of support from non-business school faculty;
- Lack of faculty with entrepreneurship Ph.D;
- Lack of faculty with entrepreneurship experience;

- It is difficult to extend the EE to more students.

- the tradition of “a good scholar will make an official” still has a profound influence to Chinese university students;
- the stability, various preferential treatments and welfare enjoyed by civil servants has a great appeal to graduates;
- Most of the graduates cannot afford entrepreneurship failure risk.
Strategies

“Basic Requirement of Teaching Entrepreneurship in Regular Undergraduate Higher Educational Institutions (Trial)”, On August 1st, 2012

- making entrepreneurship education accessible to all students
- Paying attention to offer guidance to students
- Teaching based on classification
- Connecting students’ own subject and entrepreneurship education
- Strengthening the practice-based activities
Three Objectives of EE

1. learn to become an entrepreneur
2. learn to become entrepreneurial
3. learn to understand entrepreneurship
International organizations:

Exchanging ideas; sharing best practice; Constructing platform; Enhancing cooperation

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<td>Training the trainers; Developing the measurement tools; Encouraging the initiatives of non-business faculty</td>
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<td>Industry</td>
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Thank you for your attention!

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