



Training for SME Partners (HEI)

Module 1: Introduction to Intellectual Capital Reporting and Intangible Asset Management

Session 4



Overview Module 1

- Session 1: Economic Rationale and Benefits for Higher Education Institutions (HEIs) to get involved with Intellectual Capital Reporting (ICR)
- Session 2: Basics of Intangible Assets Management in Higher Education
- Session 3: Introduction to Intellectual Capital Report for HEIs
- Session 4: The Austrian Higher Education Intellectual Capital Reporting (ICR) model



Session 4

THE AUSTRIAN HIGHER EDUCATION INTELLECTUAL CAPITAL REPORTING (ICR) MODEL

Agenda



- 1. The Austrian Intellectual Capital Act**
- 2. Model overview**
- 3. Narrative & quantitative part of the report**
- 4. Examples of Indicators & data collection**
- 5. Implementation of the model**
- 6. Group work I: Case studies**

The Austrian Intellectual Capital Act

Different types of universities:

- 22 public universities, 21 universities of applied sciences, 12 private universities and 9 pedagogical higher education institutions
- Reforms within the University sector 2002/03: a.o. required assessment of the performance of HEIs in a regular, structured and transparent manner
- since 2006: “Wissensbilanzverordnung” (Intellectual Capital Act): HEIs legally obliged to submit an annual ICR
- Only for public universities

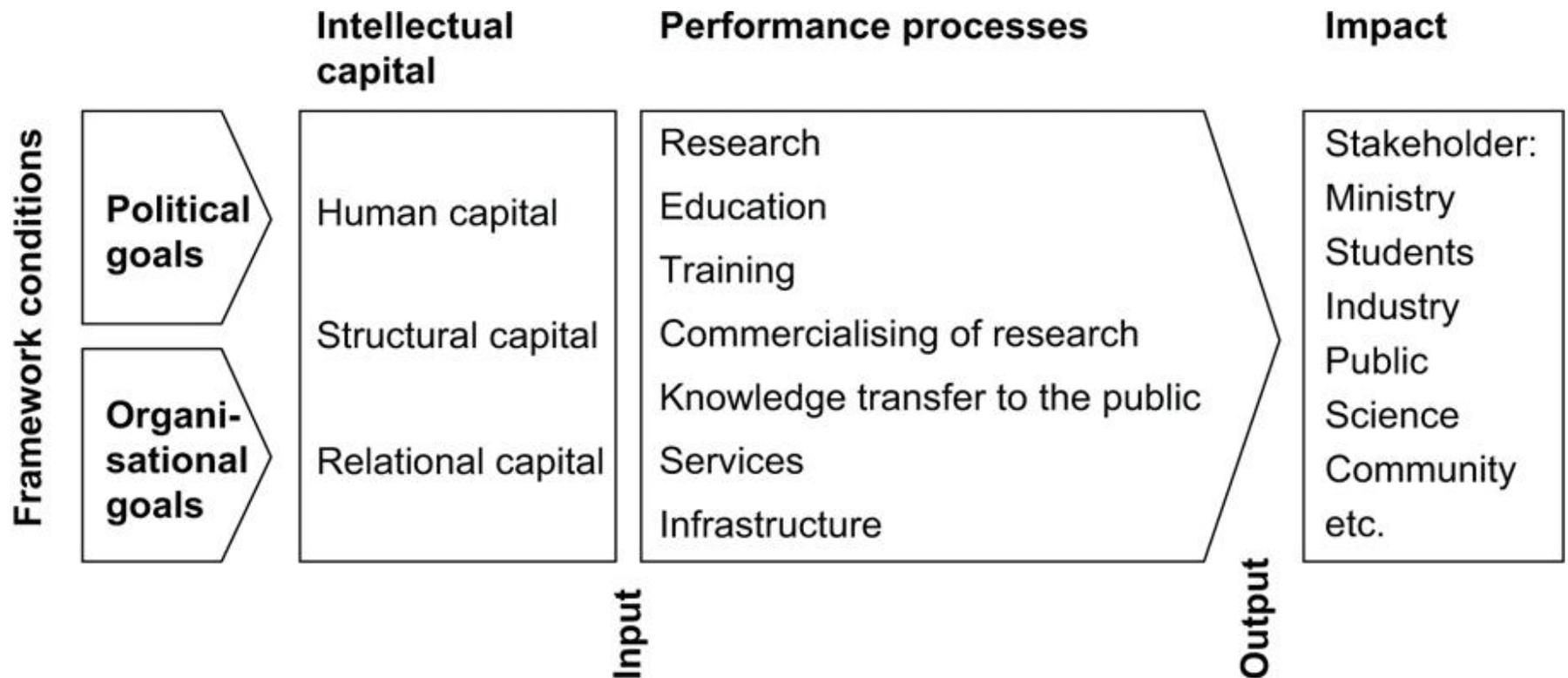
“Wissensbilanzverordnung” (Intellectual Capital Act)



- world-wide first obligation by law to HEI ICR
- **20%** of the government funding given to universities is dependent on the successful development of their intellectual capital

The Austrian Higher Education Intellectual Capital Reporting (ICR) model

Model of IC Reporting in the universities



Narrative & quantitative part of the report



**The report itself consists of two parts
(narrative & quantitative part)**

1. Narrative part with 14 sectors

- a) Scope of activities, strategic goals, profiling
- b) Organization
- c) Quality assurance and quality management
- d) Staff development and promotion of young researchers
- e) Research and development/development and improvement of arts
- f) Studies and continuing education
- g) Societal objectives
- h) Internationality and mobility
- i) Cooperation
- j) Libraries and specific departments
- k) Buildings/infrastructure
- l) Clinical areas/tasks in public health area (for Medical universities)
- m) Awards
- n) Summary and prospect

Narrative & quantitative part of the report



2. Quantitative part

- (classical) key figures partitioned by several indicators
- related to the processes of the IC reporting model
- same indicators for all universities (!) for better comparison
- classification of the branches of science and research according to Statistic Austria > does not necessarily fit to the faculties allocation/scientific structure of the universities. Therefore, a **supporting publication**, how to gather and measure special key figures, is provided.

Indicators

Examples of indicators of the Austrian Universities Intellectual Capital Report:



Key figures	Indicator
Performance processes “teaching”	number of students/field of study
Performance processes “research”	number of research projects
Output “teaching”	number of alumni/field of study
Output “research”	granted licenses/field of research
Output “others”	activities of the library
Output “teaching”	starting salary of alumni
...	...

Data collection



2 types of key figures distinguished (depending on their source):

- Ordinary key figures (compiled and calculated by the universities themselves) &
- non-ordinary key figures (calculated by the Federal Ministry based on data submitted by the universities)

Non-ordinary key figure available through the data warehouse “uni:data”:

<http://www.bmwf.gv.at/unidata>

- > Certain key figures can be integrated into the narrative part of the report
- > Since 2010, universities are allowed to implement additional key figures, that would support them in using the ICR as a monitoring and steering tool

Implementation of the model

- Implementation of annual, highly standardized ICR: Originally, more than 100 indicators discussed, 56 remained for the first implementation, in 2010 revision and down-scaling to 42 indicators
- 1 single standardized system for all Austrian public universities
- Process-orientated model similar to the ARCS model

Implementation of the model



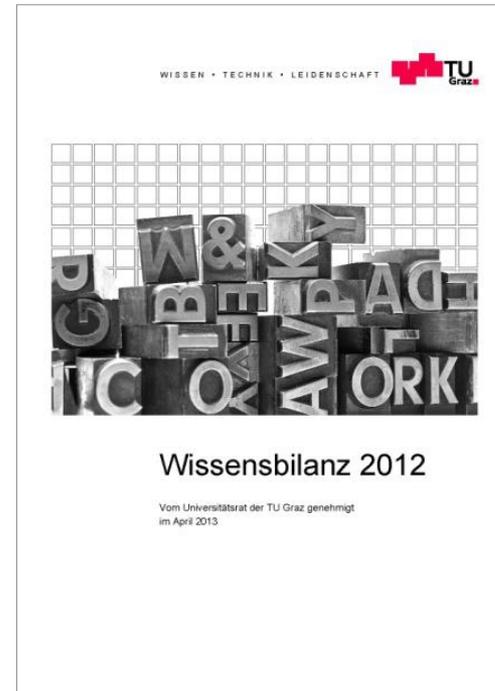
First prototypic examples of such ICR implementation:

- partial model at a department of the Mining University of Leoben (Biedermann and Graggober, 2005)
- Donau University Krems (Koch and Pirker, 2005)
- Other universities soon implemented their ICR system according to the legal requirements
- Nowadays, meetings are held on a regular basis by Austrian public universities for exchange between university staff in charge of implementing the ICR

The Austrian HEI ICR model – CASE STUDIES

Case study 1: IC Reporting at University of Graz

Case study 2: IC Reporting at Graz University of Technology



Covers of ICR University of Graz & Graz University of Technology

Case Study – Work Description

- **Read through the two cases carefully (10 min)**
 - Intellectual Capital Reporting at the University of Graz
 - Intellectual Capital Reporting at the Technical University of Graz
- **Form groups of approx. 5 persons and discuss the following questions (10 min)**
 - What is the difference between the implementation of ICR at those universities? What are differences between the universities?
 - What are the benefits and potential drawbacks of a structured intellectual capital reporting system for universities?
 - What are most interesting findings in the reports that you could use within your institution?
- **Take some time (10 min) to summarize your findings on a piece of flipchart paper and post it to the wall**

E-learning: Further reading

- **Read IC Report of FH JOANNEUM 2010/11 – pdf link:**
http://www.fh-joanneum.at/global/show_document.asp?id=aaaaaaaaaaguzpc&download=1
- **Analyse**
 - Which indicators used for measuring IC are relevant for your university to capture?
 - What indicators are missing for your university that you think are important or relevant?
 - Is data on these indicators available, so are the indicators verifiable?
 - Summarize your findings and share it on the e-learning platform with other participants