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THE UNIVERSITY OF THE FUTURE: THE ENTREPRENEURIAL UNIVERSITY CONCEPT

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Presentation Outline

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DEFINITIONS

No single definition [1] [5]

BUT ...

An Entrepreneurial University:

- Is a survivor of competitive environments;
- It adapts in highly complex and uncertain conditions;
- It educates people to cope with uncertainty and complexity on both global and personal levels; [6]
- It responds to changes and signals; [6]
- It creates knowledge that has practical application solving of specific problems in the environment; [6]

And of course,

It has (to have) a good image (to relate to the external world). [5]



HISTORY

Initially

Conservator of knowledge

Medieval institution based on charitable and eleemosynary principles [2]

Then,

a) Huboldt's synthesis of **humanities with science** in Berlin (19th century) [2]

The Russell Group of UK universities (1994) **equating excellence in research with excellence in teaching.** [3]

Becoming an **originator of knowledge.** [2]

b) The 19th century Newman's university philosophy, the **teaching institution**, focusing upon the '**professions**', medicine, law and divinity, and therefore creating 'useful' knowledge. [3]



HISTORY -2

Last

- Metamorphosis into one capable of generating regional economic growth, i.e. into a teaching, research and economic development enterprise. [2]
- From a Mode 1 form of learning, where the university is configured as an independent space for discovery and learning, →
- to a Mode 2 typology of an organisation with high levels of engagement in learning and knowledge exchange with a wide range of stakeholders. [3]
- MIT re: industry (f. 1862 as a 'land-grant' uni.), then model introduced to Stanford (in e& mid 20th to generate development). [2]
- The concept of the 'engaged' university (ex Polys in UK). [3]



HISTORY -2

Last

- U.S. is a bottom-up, Europe more top-down (success of the top-down process is possible only in combination with the bottom-up process) [6]
- The 'Triple Helix' model (notion of partnership between the university, business and government)? [2]
- 'Triple Helix' broadened with culture, and refocused on technological innovation. [3]



Why did it happen?

- More pressure for relevance in research & teaching tied into contribution to economic growth, social mobility, technical innovation and employability. [3]
- Universities can no longer claim to the unique knowledge environment they were once. [3]
- The need to maintain and increase student numbers. [3] [5]
- Cost burdens, financial pressures. [3]
- Social pressure for education, on-line courses, etc. [3]
- Pressures to broaden student experiential learning particularly with the small and medium enterprise sector of the economy: also to engage with social entrepreneurship. [3]



CONCEPTUAL CHARACTERISTICS

- Research, knowledge transfer and exchange; [3]
- Stakeholder relationship and partnership development at the local, regional and national level; [3] [4]
- Internationalisation processes; [3] [4]
- Enterprise and entrepreneurship pedagogy and knowledge organisation across the university; [3]
- Mission Governance, strategy, organisation design and leadership at all levels; [3][4]
- Autonomy, steering core, funding system, culture; [3]
- Non-linearity (time, negotiation with reality). [2]



Key areas of university entrepreneurial potential to realize the desired characteristics

- Higher Innovation
- Research Excellence
- Research Relevance
- Competitiveness
- Diverse Revenue Flow
- Student Employability
- Teaching Quality
- Learning Organisation [4]

FOR ALL THESE,

- Leadership and Governance
- Organisational Capacity, People and Incentives [1] [5]

Are needed

But the system should work with **key values**

- Accountability and autonomy
- Integrated entrepreneurial culture [6]

And of course **Ethics**



COMPONENTS (E.Uni. structured on the basis of following tiers)

1. Entrepreneurial university core (basic research and education) [seeking excellence] [6]

2. Developed university periphery [6]

interdisciplinary, project-oriented research centres, which work on the transfer of university's knowledge and technology to the business community (applied research), intellectual property, continuous education programs, fundraising, alumni. [6]

3. Strong (collegiate) leadership [6]

governance structure which motivates and encourages all parts of the university to proactive and enterprising behaviour, achievement of team goals ('we' vs I).

4. Diversified financing [6]

financial independence, choosing own wishes and priorities, no unwanted commercialisation, freedom to choose projects.



WHAT IT DOES

- The entrepreneurial transformation of higher education;
- The entrepreneurial transformation of academic research;
- The university's role in regional development and beyond.



CHALLENGES - 1

Academic Independence

Many scientists are opposed to the creation of the entrepreneurial paradigm,

- threat to the traditional integrity of the university (Pelikan, 1992); [6]
- excessive emphasis on profit leads to the loss of university's role as an independent critic of the society (Krimsky, 1991, cited by Etzkowitz et al., 2000). [6]

BUT

Universities were not always focused upon discovery via the linking of research and teaching.

- The 19th century Newman model teaching institution.
- Several original 'old' universities focusing upon the 'professions', creating 'useful' knowledge (practical, applicable ...) [2]
- The power of knowledge – the power of rejection [2]



CHALLENGES -2

- Resource management. Achieving balance between economic and educational outcomes
- Upgraded role in society: From knowledge provider to agent of economic (and social) development
- Global Competition. Tackling local, national and international issues.
- Organisational restructuring
- Keeping ETHICS at a high level



SWOT [Universities have/ face:]

Strengths <ul style="list-style-type: none">- Accumulated Knowledge & know-how- High quality of human resources- Significant infrastructure (both soft and hard)- Capacity for learning	Weaknesses <ul style="list-style-type: none">- Not flexible / heavy organizational structures- Resistance to change- Limited accountability and evaluation tools and processes
Opportunities <ul style="list-style-type: none">- Increasing Importance of Knowledge / Innovation- Economic crisis- Increased mobility of staff and students- Increased demand for Higher Education- Collaboration with the private sector	Threats <ul style="list-style-type: none">- Increasing (Global) competition- Economic crisis- Funding scarcity- Rapidly changing needs in society



THE FUTURE (universities open to the global society & economic environment)

- Internet (or its successor)
- Global network of educators and students
- Flexible learning
- Networked Universities



MAIN REFERENCES

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Thank you for your attention !!!

