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SCHOOL OF ENGINEERING
DEPARTMENT OF PLANNING AND REGIONAL DEVELOPMENT
Research Unit for Infrastructure, Technology Policy, and Development

THE UNIVERSITY OF THE FUTURE: THE ENTREPRENEURIAL UNIVERSITY CONCEPT

Prof. Pantelis Skayannis
THE UNIVERSITY OF THE FUTURE: THE ENTREPRENEURIAL UNIVERSITY CONCEPT

Presentation Outline

DEFINITIONS
HISTORY
CONCEPTUAL CHARACTERISTICS
COMPONENTS
WHAT IT DOES
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SWOT
THE FUTURE
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 a good image. [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 equating of excellence in research with excellence in teaching. [3]
Becoming an originator of knowledge. [2]

b) The 19th century Newman mode teaching institution. Heritage of the original ‘old’ universities 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). [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]

• Broadened with culture, and refocused on technological innovation. [3]
Why did it happen?

• More pressure for relevance in research and 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. [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

FOR ALL THESE,

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

But the system should work with key values

- Accountability and autonomy
- Integrated entrepreneurial culture [6]

And of course Ethics
COMPONENTS

1. Entrepreneurial university core (basic research and education) [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).

   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]

*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]
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

• Knowledge power → the capacity to say NO [2] (1930s ‘tainted money’)

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<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td>- Accumulated Knowledge &amp; know-how</td>
<td>- Not flexible / heavy organizational structures</td>
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<td>- High quality of human resources</td>
<td>- Resistance to change</td>
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<td>- Significant infrastructure (both soft and hard)</td>
<td>- Limited accountability and evaluation tools and processes</td>
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<td>- Capacity for learning</td>
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<th>Opportunities</th>
<th>Threats</th>
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<tr>
<td>- Increasing Importance of Knowledge / Innovation</td>
<td>- Increasing (Global) competition</td>
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<tr>
<td>- Economic crisis</td>
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<td>- Increased mobility of staff and students</td>
<td>- Funding scarcity</td>
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<td>- Increased demand for Higher Education</td>
<td>- Rapidly changing needs in society</td>
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<td>- Collaboration with the private sector</td>
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THE FUTURE

• Internet

• Global network of educators and students

• Flexible learning

• Networked Universities
MAIN REFERENCES

Thank you for your attention !!!