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Entrepreneurial University

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ABSTRACT

Universities are facing major changes in social, political, and economic pressures to facilitate higher education. Government expectations for the participation and contribution of the university to the country's socio-economic development and for the implementation of free markets and organizational management principles in their own organizations by create a new environment for the development of higher education. A number of researchers have conducted research to find various meanings associated with entrepreneurial universities; giving rise to many different perceptions and perspectives in defining entrepreneurial universities. Starting from these different perceptions and perspectives, it is necessary to emphasize the definition of entrepreneurial university in general by comparing the definition of the entrepreneurial university from several previous articles. This needs to be done to provide an initial overview of the main strategies that can be given more emphasis in order to build a deep internal perception in an effort to run an entrepreneurial university. The results of this study mostly emphasize the notion of an entrepreneurial university which focuses on the activities of university organizations on the commitment of innovation through internal research and education, transfer of knowledge, and appropriate technology with external needs and leads to the commercialization of innovative findings in the university environment. In addition, the achievement of entrepreneurial university activities requires a strong organization in carrying out entrepreneurial university activities. The conclusion from the results of the research is that in carrying out entrepreneurial university activities, a deeper understanding of the definition of an entrepreneurial university is needed, before entering the modeling stage that is suitable for universities with different regions, sizes and scales, national and international interests, by adjusting the vision and mission of the university.

Keywords: Higher Education; Entrepreneurial University; Emphasis on Understanding.

Introduction

In recent decades, rapid changes in information-driven competitions have forged connections between market participants. Therefore, the competencies needed to create a competitive advantage in the job market are transferred to higher education. Until recently, companies viewed universities as a source of human resources to fulfill future employee needs (Barusman and Mihdar, 2015). As time goes by, companies need more qualified personnel from higher education to achieve a competitive advantage in terms of efficiency and effectiveness.

Higher education faces major changes in social political and economic pressures to facilitate higher education. Government expectations for the participation and contribution of universities to the country's socio-economic development the application of free market implementation as well as organizational management principles in their own organizations create a new subject for the improvement of higher education (Guerrero and Urbano, 2012). University should no longer be seen as just a part of the education system that is protected by the state and monitors study and research programs (O'Shea *et al.*, 2005).

The first entrepreneurial university is the result of the university's internal development and external influence, as well as the growing role of skills in society and knowledge-based innovation. This means that the university takes the entrepreneurial university as a way out to meeting internal needs as well as responding to various challenges and responsibilities in regional and national economic development (Amiri *et al.*, 2009).

Entrepreneurial university refers to a university that is able to survive and adapt in a highly complex and uncertain environment (Bezanilla *et al.*, 2020). Although many educators reject the entrepreneurial university paradigm because, for them, this paradigm threatens the integrity of traditional universities and overemphasizes profit, causing the loss of the university's role as an independent critic of society (Klofsten *et al.*, 2019).

Despite these criticisms, several researchers have conducted research to find various meanings related to entrepreneurial universities, resulting in many different perceptions and perspectives in interpreting entrepreneurial universities (Guerrero, 2015). Starting from the differences in perceptions and perspectives, it is necessary to emphasize the definition of entrepreneurial university in general by comparing the definition of the entrepreneurial university from several previous articles. This needs to be done to provide an initial overview of the main strategies that can be given more emphasis in order to build a deep internal perception in an effort to run an entrepreneurial university.

Literature Review

The discussion of entrepreneurial universities has been widely conducted in various studies and literature. Basically, entrepreneurial universities emerge as a university response to the needs of a knowledge-based economy that demands preparation for students to be able to compete, both locally and globally (Guerrero *et al.*, 2016).

The emergence of entrepreneurial universities is also a consequence of the university's internal development and external influences, as well as the increasing role of knowledge in society. Therefore, universities become entrepreneurial not only to meet the needs of the environment and regional and national economic development but also to improve the economic situation itself and the position of staff in it (Gibb, 2012).

However, the definition and concept of an entrepreneurial university itself may differ from one country to another or even from one university to another according to the urgency and needs within the scope of the university.

Hence, it is necessary to compare various definitions to find similarities in the concept of the entrepreneurial university that can be applied generally in all university settings. To find these similarities, it is necessary to formulate the definition and concept of the entrepreneurial university from a number of studies and literature:

1. Ankrah and AL-Tabbaa, (2015), states that the management relationship between universities and industry can be understood as a special example of the technology transfer process, while technology transfer in universities itself is defined as a formal effort to utilize or capitalize on university research by making research results a commercial business.
2. Zhang *et al.*, (2014), defines entrepreneurial universities as universities that are able to address societal challenges through innovations in research, knowledge exchange, learning, governance, and external relations.
3. Fonseca and Salomaa (2019), states that an entrepreneurial university can mean three things: The university becomes an entrepreneurial organization, all members of the university are entrepreneurial employees, students, and lecturers, and the interaction between the university and the environment follows an entrepreneurial pattern. In the research, these three conditions are needed to make a university an entrepreneurial university.
4. Bramwell and Wolfe (2008), suggests that entrepreneurial universities focus on the role of universities in innovation and regional economic development with the process of study into commercial results.
5. According to Gibb & Hannon (2006), an entrepreneurial university is an organizational response to external challenges and pressures. In terms of organization, entrepreneurial universities are managed in such a way that they can respond to these things in a way that is flexible, and strategic, but coherent with the opportunities that exist in their environment.
6. Based on research conducted by Zhou (2008), an entrepreneurial university is a university that must have three missions, namely teaching, researching, and serving the economy through entrepreneurial activities and continuously participating in technological innovation in its environment.
7. Shattock (2010), explains that entrepreneurial characteristics are a reflection of the institution's adaptation to environmental changes as well as the university's ability to generate innovation through research and new ideas.
8. The concept of university entrepreneurship parallels two functional dimensions: teaching and research and internal contribution as well as externality entrepreneurial capacity building and commercialization processes resulting from the formation of new businesses emerging from the generation of new knowledge by the university or collaboration with industry. So, it can be concluded that there are three important aspects of an entrepreneurial university: education, research, and commercialization (Novela *et al.*, 2020).
9. In the research of Moroz *et al.*, (2010), it is also explained that entrepreneurial universities cannot be evaluated only based on the functions of entrepreneurship education and commercialization programs.
10. Moroz *et al.*, (2010), developed a categorization model of entrepreneurial university functions into four overlapping dimensions, namely: teaching and research, commercialization, entrepreneurship education programs, and organizational management.

11. In their research, Salarnzadehl *et al.*, (2011), found that an entrepreneurial university can be defined as a dynamic system that includes specific inputs (resources, culture, rules and regulations, structure, mission, entrepreneurial capabilities, expectations of society, industry, government, and markets), processes (teaching, research, managerial processes, logistics processes, commercialization, selection, financing and financial processes, networks, multilateral interactions, and innovation, research, and development activities), outputs (entrepreneurial human resources, effective and market-appropriate research, innovations and inventions, entrepreneurial networks, and entrepreneurial centers), and the goal to mobilize all resources, capabilities, and abilities to fulfill its "third mission". The third mission is any mission other than teaching and research.
12. In the guiding framework, Bikse *et al.*, (2016), explain that entrepreneurial university is a continuous and multifaceted development process, making it difficult to define implementation guidelines. However, the OECD and EC also explain that there are seven areas covered by the commonly identified features of entrepreneurial universities: leadership and governance; organizational capabilities, communities, and incentives; entrepreneurial development in teaching and learning; pathways for entrepreneurs; university links with businesses or external connections for knowledge exchange (commercialization); entrepreneurial universities as international institutions; and the impact of entrepreneurial universities.
13. Peterka and Salihovic (2012), conclude that an entrepreneurial university is a university that monitors what is happening in the environment in a careful way and responds quickly to changes and signals that emerge from its environment. Universities educate people who are able to cope with uncertainty and complexity on a global and personal scale and create knowledge that has practical applications and contributes to solving specific environmental problems. The entrepreneurial nature of the university also creates a good image for the university as a result of relationships with stakeholders and concern for environmental developments, both internal and external. This image is important for the university itself, in the sense that a good image will attract more students and generate more projects. Both of these aim to increase tangible revenues that are essential to the functioning and development of the university.
14. Vught (1999), states that an entrepreneurial university is an innovative university, which is a university that wants and tries to adapt to changes in its environment. Universities must innovate in at least three areas: research, teaching, and knowledge transfer.
15. Guerrero *et al.*, (2016), suggest that an entrepreneurial university is a comprehensive knowledge environment and entrepreneurial opportunity resources for the university community where academics and students can start new businesses by combining intellectuality and commercialization.
16. In its accreditation standards and guidelines, ACEEU explains that entrepreneurial universities are universities that are oriented towards contributing to society, with a focus on economic impact. Education focuses on developing entrepreneurial mindsets and skills and promoting career opportunities. The research conducted by the university leads to income and intellectual contributions with high commercialization potential, while the priority in the mission of the activities of the three universities is entrepreneurship. Therefore, it can be concluded that there are four aspects of an entrepreneurial university: economic impact, entrepreneurship development in education, commercialization research, and entrepreneurship as the third mission activity priority (Novela *et al.*, 2020).
17. Meissner (2018), explains that an entrepreneurial university can be defined as a university that undergoes continuous change in its activities, in the sense that universities adjust to the demands of stakeholders and align the activities they provide to society.
18. Feola *et al.*, (2021), identify the concept of the entrepreneurial university as an evolution of the role of the university by adding a third mission to the traditional university mission (education and research). The third mission is the contribution to economic development through the transfer of study results into the economic system.
19. Clark and Kirby Martínez and Ventura (2020), refer to entrepreneurial universities as universities that focus on innovation, entrepreneurial culture, and a provocative inclination to facilitate knowledge transfer to society through business creation. This knowledge transfer is then considered to be distinct from teaching and research, and its implementation is related to the university's contribution to socio-economic development. However, the purpose of entrepreneurial universities has now evolved beyond such a knowledge transfer mission, by developing entrepreneurial activities and by encouraging the entrepreneurial behavior of the institution as a whole.
20. In their research, Coşkun *et al.*, (2022), found that classical university functions are not enough. Universities must be sensitive to market desires and no longer serve with public resources (open sources), but also in a revenue-generating model. Universities are transforming from independent study institutions to structures capable of responding to the socio-economic needs of their environment.

Methodology

This research uses qualitative research, by looking for and presenting studies on entrepreneurial universities so that the different terms of entrepreneurial universities are then drawn conclusions Fadli, (2021).

Result and Discussion

Each of the previous researchers have described the understanding of the entrepreneurial university. Table 1 demonstrates the scope and emphasis of the understanding obtained previously.

Table 1. Entrepreneurship University: Scope and Emphasis on Understanding

Year	Researcher	Scope	Emphasis Understanding
1995	David D Dill	United States	<i>Technology Transfer</i>
1998	Burton R. Clark	Europe	Triple Helix
1998	Jochen Roke	Global	Internal Organization
1999	Frans A van Vught	Global	Innovation
2004	Etzkowitz	USA, Sweden, Brazil, Italy, Portugal and Denmark	Innovation & Commercialization
2006	Allan Gibb & Paul Hannon	United Kingdom	Internal Organization
2008	Chunyan Zhou	China	Innovation
2010	Michael Shatstock	Book Reviews	Innovation
2010	Peter W Moroz & Kevin Hindle	Global	Education , Research and Innovation
2011	Aidin Salamzadeh et al	Iran	IPOO (Input-Process-Output-Outcome)
2012	OECD & EC	Europe	Education , Organization , Knowledge Transfer and Commercialization
2012	Peterka et al	Croatia	Need Environment external
2014	Maribel Guerrero et al	Latin America	Intellectuality and Commercialization
2016	ACEEU	Global	University Contribution to Society
2018	Dirk Meissner	Russia	Completion Community Problems
2020	Sofia Luise Martinez & Rafael Ventura	Spanish	Innovation and Knowledge Transfer
2020	Selly Novela et al	Indonesia	Education , Research and Innovation
2021	Rosangela Feola et al	Italy	Education and Research
2022	Huseyin Emre Coskun et al	Global	Community Needs

Source: Data processed using related references

Looking at Table 1, it outlines the emphasis on the notion of the entrepreneurial university which focuses on the activities of university organizations on the commitment to innovation through internal research and education, transfer of knowledge and appropriate technology to external needs, and leads to the commercialization of innovative findings in the university environment.

Conclusion

The conclusion of this research is that in carrying out its operations, a deeper understanding of the definition of an entrepreneurial university is needed, before entering into the appropriate modeling stage for universities with different regions, sizes and regions, and national and international interests, by adapting the vision and mission of the university.

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