Conceptualising Socially Responsible Entrepreneurial Universities

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My talk about "socially responsible entrepreneurial university"

- Why is the concept needed?

- What does it mean?

- What challenge a socially responsible entrepreneurial university?

- What I do next?

Why is the concept of socially responsible entrepreneurial university needed?

- The environment (society) in which universities are operating is changing.

- Universities need to better respond to and shape the societal transformation.

- We need a new concept to better understand the university in transition.

Societal transformation and transformation of university

- Existing literature pays increasing attention to **two intrinsically interrelated transformations/innovations** (Cai, 2017).
  - **Societal transformation:**
    - knowledge-based society 1.0 => 2.0
    - innovation system => innovation ecosystem
  - **University transformation:** While entrepreneurial university is a concept emerged in knowledge-based society 1.0, it has its limitations in addressing the new requirements arising from developing the knowledge-based society 2.0.

Main features of the knowledge-based society 2.0 /innovation ecosystem

- Knowledge is not simply distinguished between tacit and codified type as in knowledge-based society 1.0, but being context-dependent.

- Consequently, learning and knowledge production are now taking place in the context of social interactions rather than in organizational contexts (e.g. the context of universities or firms).

- There are increasing concerns on social and ethical aspects of research, development and innovation (RDI), such as environmental development, societal sustainability and social desirability.

- The core elements/actors in innovation ecosystem are diverse (e.g. technical, social, environmental) and are becoming increasingly interdependent to each other. (Rutten & Boekema, 2012; Jackson, 2011, Oh et al., 2016)

A new concept to capture the new role of university

- "Perhaps never before in recent history has the role of higher education been so intricately tied to the economic, social and environmental fabric of the modern world" (UNESCO's chief for Higher Education, Peter J. Wells, 2017)

Responding to Goddard and Vallance (2013)'s for future research on university

- from the model of the entrepreneurial university in which the principle is to act as a business by generating income principally from the private sector, to the civic university engaged across a wide range of disciplines with an equally wide range of stakeholders in a diverse external environment;

- **from the predominance of an economic perspective on the role of universities in urban development to an integration of the physical, economic and social imprints of universities on their cities**;

- from separation of studies on external structures through which cities engage with universities and studies on internal organisation processes through which universities engage with cities to a more comprehensive understanding by combining the two perspectives together.

What is the concept of socially responsible entrepreneurial university?

- **Socially Responsible Entrepreneurial University** = **Entrepreneurial University** (Clark, Etzkowitz & Röpke) + **Civic University** (Goddard) + **Responsible Research and Innovation** (Schomberg)

- These concepts focus on different but supplementing aspects of university in the context of innovation ecosystem

Comparing the three concepts

Concepts	Main focus	Weaknesses
Entrepreneurial University	• The capitalisation of knowledge • Risk-taking and innovation	Little attention to the role of university in social and institutional changes
Civic University	• Universities' reciprocal engagement with their embedded places, emphasising social responsibility and civic engagement as university's strategies. • Anchor institution (place based)	• While focusing on emerging futures of university, the old (but still functioning) characteristics of entrepreneurial university are not fully taken into account. • The importance of integrating place based role and global missions of university are addressed, but lacking theoretical elucidation on how multi-level missions can be integrated.
Responsible Research and Innovation	Science improves the functioning of society by creating socially responsible innovations, requiring interactions between social actors and scientists.	The concept is not designed for organisational analysis.

Responsible research and innovation (RRI)

- RRI is an attempt to govern the process of research and innovation with the aim of democratically including, early on, all parties concerned in anticipating and discerning how research and innovation can or may benefit society (Burget et al, 2017):
  - ''Anticipating'' means that there should be an imaginative effort in trying to see how a piece of research or a product could evolve in the future.
  - ''Discerning'' means that one should always apply judgment to see if the future ''imagined'' is something desirable.

Civic University

- A re-invented notion of the broadly based civic university that served the UK so well in the 19th century, but now set in the context of a more globalised economy and society (Goddard, 2009)
- A civic university should
  - provide opportunities for the society of which it is part.
  - engage as a whole not piecemeal with its surroundings.
  - partner with other local universities and colleges.
  - be managed in a way that facilitates institutional wide engagement with the city and region of which it forms part.
  - operate on a global scale but use its location to form its identity. (Goddard, Kempton, and Vallance, 2012)

The concept of entrepreneurial university

- Entrepreneurial university has not only been proliferating in scholarly literature (Guerrero-Cano, Kirby, & Urbano, 2006), but also became a global idea underlying university managers' thinking on **how universities should be organised** (Pinheiro & Stensaker, 2014).

- It has been commonly understood that the concept of entrepreneurial university was coined by **Etzkowitz** (1983, 2004) and **Clark** (1998), though a German scholar **Röpke** (1998) also elaborated the same notion in the same period.

- These authors approached entrepreneurial university differently but share commonalities in identifying major characteristics of entrepreneurial university.

Major characteristics of entrepreneurial university

- Both Clark and Etzkowitz, as well as several others, have identified similar characteristics of entrepreneurial university, to include, for instance:
    - University tends be more <u>engaged with the society</u>.
    - **The capitalisation of knowledge is in centre of university's societal engagement**.
    - While university is more interacting with the government and industry, it may become <u>more independent in decision-making</u>.
    - By taking cross-border actions, universities are involved in an environment of <u>multiple logics</u>, which provide the sources and dynamics for innovation.
    - While being an entrepreneurial university, it has to <u>take risks for innovation and being different</u>.
    - An entrepreneurial university requires involvement of all members of the university and support of <u>entrepreneurial culture</u>. (Etzkowitz, H., . . . Cai, Y., 2017).

Social responsibility is largely missing in entrepreneurial university

- "Universities have two roles: one is to serve the existing society, and the other is to challenge society eventually for shaping a better future society"

Harold Shapiro
the former president of Princeton University and the University of Michigan States
In the book: A Larger Sense of Purpose: Higher Education and Society, 2005

Socially responsible entrepreneurial university vs. entrepreneurial university

	Entrepreneurial university	Socially responsible entrepreneurial university
Core function of societal engagement	Capitalisation of knowledge	Transforming social values along with knowledge transfer
Main stakeholders	Industry and government	Industry, government and citizens
The scale of societal engagement	Local	Both local and global
Disciplinary fields involved in societal engagement	Primarily natural sciences and engineering and also social sciences and humanities but the engagement actions of the two areas are separated.	Integration of both natural sciences and social sciences in the entire process of societal engagement.

Three intertwined roles of socially responsible entrepreneurial university in innovation ecosystem

- Producing and transferring knowledge not only locally but across national borders.

- Fostering institutional change (concerning norms and values) in the society as an institutional entrepreneur.

- Building trust between national and transnational actors in the globally interconnected knowledge-based society.

Challenges faced when building a socially responsible entrepreneurial university

- Confusions in strategy development: Socially engaged vs. Being socially responsible

- Incapability of managing complexity: Socially responsible entrepreneurial university are embedded in a system with mingling (even contesting) institutional logics

- Tendency of replying on technology: Danger of data driven decision-making

Socially engaged ≠ Being socially responsible

- "We can keep applauding ourselves for engaging, but our 'engagement' needs to become critical for it to have any meaning" (Kamal Munir, 16 March 2019).

How to be socially responsible

- Engaged in broad range of activities (Charles et al, 2014)
- Aimed at positive societal impact and the aim is supported by university strategy (Goddard, 2019)

Managing complexity

- A socially responsible entrepreneurial university is in plural institutional systems (both internal or external)
  - An industry logic vs. a social institution logic (Gumport, 2000, 2003)
- To develop a socially responsible university, it requires deep collaboration between scientists/engineers and scholars from engineering & social sciences and humanities.
- However, such collaboration is challenging, because they speak different "languages" (Flipse et al., 2014)
  - Example of understanding "transparency" in computer science and in social sciences (e.g. management).

Different meanings of transparency

- A general meaning of transparency: having the quality of being easily seen through

- In social sciences (e.g. management), transparency refers to those that people are aware of and can easily see.

- In a computer programme, transparency refers to those that users are - or could be - unaware of.

Universities tend to be led by data

- Data (and Algorithms) drive the decision making
  - Example: More and more universities hire specialists to analyse ranking related data.
  - It is expected that the management based on the data would enhance productivity, improve efficiency and make university "successful".
- Are data trustable? Are data analysis technics objective?
  - Data can be wrong
  - Algorithms are value-laden
- Lessons from Boeing 737Max's Maneuvering Characteristics Augmentation System (MCAS)
  - Data from sensor can be wrong
  - Social norm: Whom to be trusted in critical moment?

Next steps

- To complete the conceptualisation: equipped with a theoretical engine

- To test it in empirical settings (a Erasmus+ Jean Monnet project: *HELIX for EU)*
  - A project report using the conceptual framework to analyse higher education reforms in EU states
  - International Workshop on Socially Responsible Entrepreneurial university in June 2020 (associated with the Triple Helix Conference)

- Thank you for your attention!

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