

Call for Abstracts

Reform Universities, Society and Entrepreneurship: Current views and future research agenda

4th Workshop Research Group



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Joint Workshop on Reform Universities, Society and Entrepreneurship: Current views and future research agenda

Chios, 18-20 May 2023, organized by the University of the Aegean

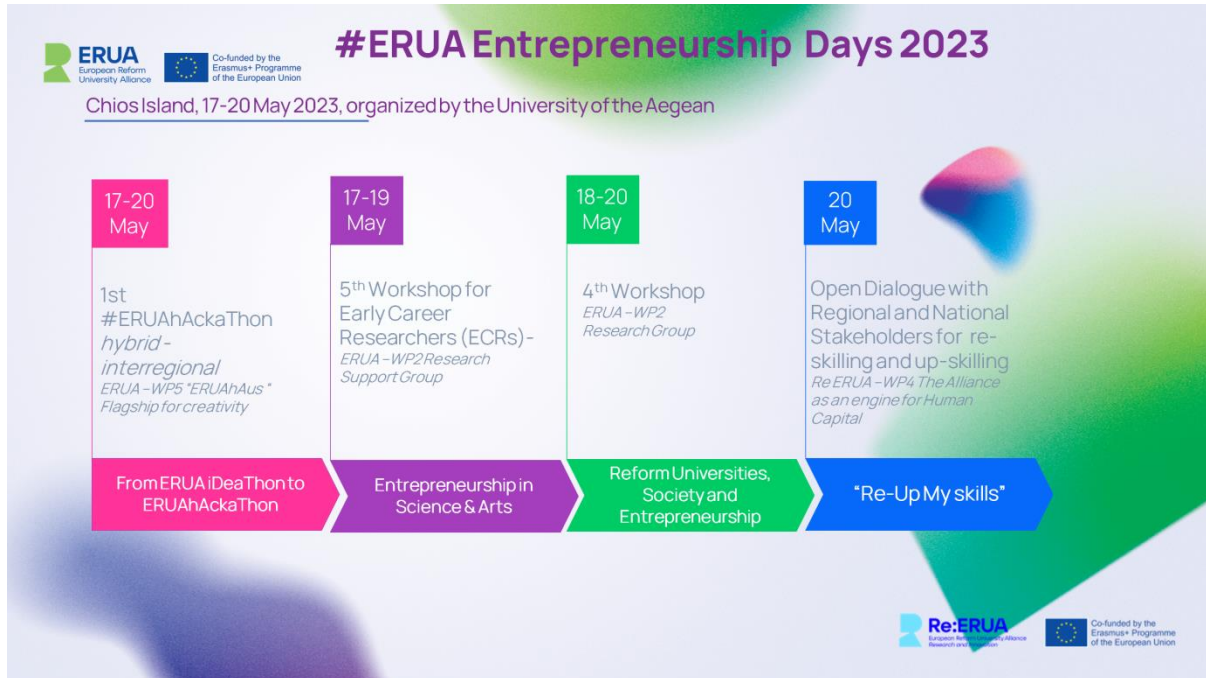
When	18 May 2023: 18:00 – 21:00 19 May 2023: 09:00 – 17:00 20 May 2023: 10:00 – 13:00
Where	Onsite, at University of the Aegean, School of Business Studies, Chios Island
Coordinator	Dr Anastasia Constantelou <i>Associate Professor of Innovation Management Head of the Department Financial and Management Engineering University of the Aegean, School of Engineering</i>
Who can participate	Researchers, academics and practitioners in Entrepreneurship
Important Dates	Registration and submission of abstracts: 1 st April, 2023.

About the Workshop

The "European Reform University Alliance" (ERUA) consists of five young reform universities in France, Denmark, Germany, Greece and Bulgaria that have joined forces to form a European University Alliance. On behalf of ERUA, we would like to invite you to participate in a two-day workshop: **Reform Universities, Society and Entrepreneurship: Current views and future research agenda**. The workshop will be organized onsite at University of the Aegean, School of Business Studies, in Chios Island. We hope that as many participants as possible will participate on location to facilitate discussion and networking activities.

The workshop will be held in parallel with the activities of the ERUA Research Support group, the 5th workshop for early-career researchers "Entrepreneurship in Science & Arts" (WP2, RUC), as well as with the 1st ERUAhAckaThon in the frame of the "Aeiforia" flagship for sustainability (WP5, UAegean) and the Re ERUA "Re-Up My skills" initiative for an open dialogue event with regional, national, and European stakeholders for re-skilling and up-skilling (WP4, UAegean).

The final Programme Agenda and the keynote speakers will be announced before the end of the April 2023.



In the 4th Workshop of the WP2 Research Group we aim to discuss the evolving role of universities in economies and societies and the factors that have shaped this role in a historical and comparative context. A lot has been written about the three “missions” that Universities developed in the last decades of the 20th century. These included their historical activities in scientific knowledge dissemination and production (teaching and research activities) but also their evolving role and engagement as facilitators in regional economic development.

The “Entrepreneurial University”

This “third mission” or activity has been known by many names the most pronounced of which the “Entrepreneurial University” is. An entrepreneurial university is one that not only produces new knowledge; it also facilitates the transfer and exploitation of this knowledge for commercialization through the promotion of an entrepreneurial education and culture as well as through the establishment of different management strategies, financialization schemes and organizational structures, such as the Technology Transfer Offices (TTOs), involving non-academic stakeholders. As Audretsch (2014, p.319) clearly put it: “...the role of the entrepreneurial university is to create new businesses, ventures and commercialization where it previously did not exist, or at least to increase the amount of technology transfer from the university to private and not profit firms and organizations” In this respect, the university conforms to a new role as an important source of economic – not just scientific –

knowledge and becomes an important actor in the economic development of regions and the establishment of regional entrepreneurial ecosystems.

A founding pillar for the efficient functioning of entrepreneurial universities is the entrepreneurial teaching and learning they provide to their students and beyond, reaching their communities. Erkkilä (2000) has proposed the term entrepreneurial education to refer to both the mindset, skills and abilities for entrepreneurial behavior as well as to the specific context and practices necessary for setting up a new venture. Lackéus (2015), in the work he completed for the OECD, distinguished three perspective in entrepreneurial education: (a) the teaching “about” entrepreneurship perspective, which is a more theoretical approach about a general understanding of the phenomenon; (b) the teaching “for” entrepreneurship perspective, which includes educational practices aiming to equip students with the necessary knowledge and skills; and (c) the teaching “through” entrepreneurship perspective, which includes experience-based activities’ learning as compared to traditional academic learning. Thus, entrepreneurial education may include conventional and experiential educational practices which go beyond the classical teaching methods and student assessment procedures, leading to a wide variety of approaches.

Entrepreneurial education

Entrepreneurial education approaches and frameworks have been widely discussed in the literature with several comparisons made among countries, territories, and regions (Volkman & Audretsch, 2017) and among universities occupying various resources, processes and structures (Hytti, Blackburn, Fletcher, and Friederike, 2016). Still, entrepreneurial education has not been explicitly discussed in the context of Reform Universities. In particular, the extent to which Reform Universities follow distinct perspectives in the ways in which they go about and organize entrepreneurial education is an issue worth investigating.

Entrepreneurial Ecosystems

Along a similar vein, during the last two decades several scholars have analysed universities’ engagement and contributions to regional economic development observing among other things that the entrepreneurial university is not a unique archetype but rather its form and structure is context-specific and shaped by the regional settings and priorities (Salomaa, 2019). For example, Tripl, Sinozic and Lawton Smith (2015) analysed universities’ contributions to regional economic and societal development in the UK, Austria and Sweden and identified variations in the policy institutions that underpin them as well as in the universities’ own activities and outputs. What is more, critics to the entrepreneurial university model oppose to the regular involvement and engagement with non-academic stakeholders fearing that this may lead to the loss of its research independence and its role in providing for the public good (Etzkowitz & Leydesdorff, 2000). Other scholars further move on to suggest a role of the university in the entrepreneurial society, which has a wider

scope in that it does not only create economic wealth but contributes to entrepreneurial thinking and activity in the wider (Audretsch, 2014).

Amidst these on-going debates, it is worth investigating where and how Reform Universities fit and build their entrepreneurial profiles. How entrepreneurial Reform Universities are and whether there are similarities and differences in the ways in which they organize their activities, processes, and structures to respond to their third mission. Furthermore, it is worth discussing the extent to which Reform Universities stand out in the ways they approach their third mission compared to traditional universities.

Litterature

Audretsch, D. (2014) *From the entrepreneurial university to the university for the entrepreneurial society*, *Journal of Technology Transfer*, 39:313–321, DOI 10.1007/s10961-012-9288-1.

Erkkilä, K. 2000. *Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland*, Abingdon, Taylor & Francis.

Etzkowitz, H. & Leydesdorff, L. 2000. *The dynamics of innovation: from National Systems and "Mode 2" to a Triple Helix of university–industry–government relations*. *Research Policy*, 29, 109–123.

Hytti, Ulla, Blackburn, Robert, Fletcher, Denise and Welter, Friederike, eds. (2016) *Entrepreneurship, universities & resources: frontiers in European entrepreneurship research*. Cheltenham, U.K.: Edward Elgar Publishing. (Frontiers in European Entrepreneurship) ISBN 9781786432537

Lackéus, M. (2015). *Entrepreneurship in Education*. Paris: OECD.

Salomaa M. (2019) *Third mission and regional context: assessing universities' entrepreneurial architecture in rural regions*, *Regional Studies, Regional Science*, 6:1,233-249, DOI: 10.1080/21681376.2019.1586574

Trippi, M. Sinozic T. & H. Lawton Smith (2015) *The Role of Universities in Regional Development: Conceptual Models and Policy Institutions in the UK, Sweden and Austria*, *European Planning Studies*, 23:9, 1722-1740, DOI: 10.1080/09654313.2015.1052782

Volkman, C. & Audretsch, D. (2017). *Entrepreneurship Education at Universities: Learning from Twenty European Cases*. Springer Cham. 10.1007/978-3-319-55547-8.

Abstracts

The 4th Workshop of the WP2 Research Group will shed light on these arguments and offer insights that will help pave a future research agenda on the characteristics of the entrepreneurial reform universities. For this, we welcome contributions that focus on one (or more) of the following research streams:

- Universities' third mission and entrepreneurial universities
- Regional entrepreneurial ecosystems
- Entrepreneurial education: Types, methods and classifications
- Assessments of entrepreneurial education: Empirical evidence
- Regional vs national vs European context of entrepreneurial universities' research: comparative approaches
- The Entrepreneurial university vs the entrepreneurial society

The above are only some of the potential research avenues we wish to pursue in the ERUA WP2 Workshop in Chios Island. We encourage scholars, researchers, and practitioners to

investigate the behavior of reform universities in different regional and/or national contexts beyond those of ERUA Universities. Contributions might be conceptual, case-study-based, quantitative or mixed-methods empirical studies.

How to apply

The abstracts should be sent to Dr Anastasia Constantelou (a.konstantelou@fme.aegean.gr) no later than 1st April, 2023 with the subject: Entre-RG. Maximum length of the abstracts should be 500 words.

Applicants must include a one-page CV, the abstract of the paper and a cover letter (describing the motivation to attend, a short description of the research interests as well as specific issues about research or challenges that would like to discuss). You will be notified of acceptance within two weeks after submission closes.

We would encourage you to pass on this message on to anyone else who you know might like to apply.

Travel costs

All participants from the ERUA partner universities are free of participation fee.

Travel costs will be refunding through your universities Erasmus+ programme, once applicants are approved, we will send you information on who to contact at your university.

Please contact your home ERUA-university about funding:

- Paris 8 University: valeria.manzione02@univ-paris8.fr
- Roskilde University: erua@ruc.dk
- Konstanz University: erua@uni-konstanz.de
- University of the Aegean: erua-eui@aegean.gr
- New Bulgarian University: eddie.marinov@gmail.com

Schedule your trip to Chios

Travel

It is possible to reach Chios Island by airplane or ferryboat. There are daily domestic flights to Chios Airport "Homer" (JKH) from Athens International Airport "Eleftherios Venizelos" (approx. 40 min). You may also find domestic flights from Thessaloniki ("Macedonia" Airport). There also ferryboats scheduled daily from Piraeus Harbor (Athens) to Chios Harbor (approx. 8 hours by ferry line, 5-6 hours by high speed).

Chios island is connected (ferries and flights) with other Aegean Islands, such as Lemnos, Mytilene, Samos, and Rhodes.

For more information about transportation to Chios, please visit this [webpage](#).

You may also visit the pages

- From NBU- Bulgaria: [link](#)
- From P8- France: [link](#)

- From RUC- Denmark: [link](#)
- From UKON – Germany: [link](#)

Accommodation

You may find information about accommodation:

- [Chios Association of Rooms to Let & Apartments](#)
- [Chios.gr](#)

Information for Chios Island

- [Interactive map](#)
- [Chios town](#)
- [Museums](#)
- [Gastronomy](#)

About ERUA:

The “European Reform University Alliance” is a part of European University Initiative, aiming to consolidate the most advanced HEIs in Europe. ERUA is formed by University Paris 8 – France, University of Konstanz– Germany, Roskilde University – Denmark, University of Aegean – Greece and New Bulgarian University – Bulgaria. As its mission states, “we offer students a rich and diverse environment with a shared pedagogical approach focused on project-based learning, societal challenges and critical thinking. We develop personalized learning pathways in a multilingual, multicultural environment.

We also offer the framework and structures to allow students from different backgrounds to become part of a shared European experience. We pursue excellence in research by promoting free thinking, a bottom-up approach and open science. We cover most disciplinary fields with a particularly strong profile in the Humanities, Social Sciences and Arts. This enables us to develop original interdisciplinary approaches and new answers and solutions to contemporary problems and challenges.

Our educational programmes and research projects are geared towards societal impact. To achieve this we work in close collaboration with a wide range of actors. As a European University we combine local engagement and global vision.”

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