

Entrepreneurial University: A Case Study of De La Salle Araneta University

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Abstract

The results of this study will benefit De La Salle Araneta University in the Philippines, other Higher Education Institutions (HEIs) and its policy makers. It provided DLSAU with insights regarding their present status as an entrepreneurial university and consequently serves as basis for strategic planning. Other HEIs will gain valuable insights regarding entrepreneurial university in the Philippine setting that can help in institutional planning. The larger task on this research is to assess the DLSAU entrepreneurial system through the creation of a prototype framework focusing on the institution viability towards an entrepreneurial university. Using the seven areas to determine if the university is an entrepreneurial university, the study conducted revealed that the said university partly was able to comply. Using the institute's contextualization of the areas as guiding framework for entrepreneurial university, the said university may not be considered an entrepreneurial university due to the partial or total absence of the compliance for the said areas.

Case study was used as research design. Research material sources include individual interviews, direct observations, and physical artifacts documented through transcription, voice recording and pictures taken, reference materials from the university archives and library.

This research is both relevant and timely as it explores ways in which an entrepreneurial university can embed an authentic entrepreneurial model within DLSAU's education systems. The researchers took an expansive view of an entrepreneurial university as the "practice of creating, finding and acting on opportunities to create value" that can apply equally to other realms outside of business.

Keywords: Entrepreneurship, Leadership and Governance, Strategic planning,
Mission and Vision, Stakeholders

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Introduction

Entrepreneurial university is a concept that came about as a response to the changing demands of society. Gibb, Haskins and Robertson (2009) observe that it is a university's response to the entrepreneurial challenges in the environment. Citing Casson (1982), they define entrepreneurial as a way of coping with uncertainty and complexity and at the same time creating uncertainty and complexity. In order to be responsive to the constant shifts in environmental demands, innovation and renewal are necessary. Such are possible only by deconstructing and reconstructing referred to as 'creative destruction' by Schumpeter (Gibb, Haskins and Robertson, 2009).

The entrepreneurial concept offers a formula for a university's institutional development where structural changes are effected through a redefinition of its identity including the encouragement of diversified financing schemes, development of new university departments and activities in response to the needs of society (Peterka, 2011). The idea of Gibb and Hannon (2009) is that an entrepreneurial university should be flexible, strategic and coherent with the needs of their environment; and "is unafraid to maximize its potential for commercialization of its ideas and create value in society and do not see this as a significant threat to academic values".

The Entrepreneurial University: Leadership and Institutional Capacity to Respond

Peterka (2011) posits that entrepreneurial universities are institutions capable of change, without compromising their mission, towards complex and uncertain environment - active actors of the society, affecting their environment (industry), just as the environment affects them. The evolution of these universities created a need for a paradigm shift in its leadership and governance (Gibbs, Haskins and Robertson, 2009). The authors argue that the leadership needed is one that is both intellectual and visionary for two reasons – "to remove ideological and 'concept of a university' barriers associated with the entrepreneurial paradigm; and to carry this through in the particular context of the nature of the university itself and its existing culture, mission and strategy".

Peterka (2011) argued that three of the characteristics of an entrepreneurial university is that one, each of its parts has to be entrepreneurial, and that it has to be a unified university where all its employees and departments share a common vision; two, it should create alternative sources of financing to ensure its financial independence, and enable it to preserve independence and prevent complete commercialization; three, the university's leadership capacity should be strong. Leadership for an entrepreneurial university entails an assessment of the institution's capacity to respond to environmental demands and building on this capacity (Gibbs, Haskins and Robertson, 2009). Due to differences in organizational culture and leadership capacity, the process of building the entrepreneurial capacity differs from one university to another (Peterka, 2011).

Technological changes, innovations, and increasing global competitiveness demand a change in the organization and functioning of each market actor, including

universities. "Universities must turn into evolutionary entrepreneurial organizations to fulfil their mission in an economy which must increase wealth and create employment by incorporating new knowledge in innovative products and technologies" (Röpke 1998: 8 in Peterka, 2011). Entrepreneurial orientation is the way in which some institution/ organization/ company should be organized in order to be able to respond to the turbulent environment in which it operates (Lumpkin and Dess, 1996 in Peterka, 2011).

Emergence of entrepreneurial university is a response to growing importance of knowledge in the national and regional innovation system in which university is the agent of effective and creative creation and transfer of knowledge and technology from university to society (Etzkowitz and Leydesdorff 2000, Etzkowitz et al. 2000 in Peterka, 2011). In knowledge-based economy, university is becoming the key institution of the innovation system - both as a producer of human capital and as a foundation for the development of new businesses, and together with government and industry, appears as an indispensable element in the development of society.

Partnerships with Stakeholders

Peterka (2011) notes that an entrepreneurial university should form partnerships and connections with the world outside the university. This allows for transfer of knowledge and technology, establishment of connections with the business world, development of intellectual property, lifelong learning, maintaining connections with the alumni, as well as finding additional sources of funding.

There is no exact definition of an entrepreneurial university. A framework is developed and has been designed around seven areas which cover many of the commonly identified features of an entrepreneurial university. Therefore this Guiding Framework can be used as a model which supports many of the existing definitions (European Commission, 2012).

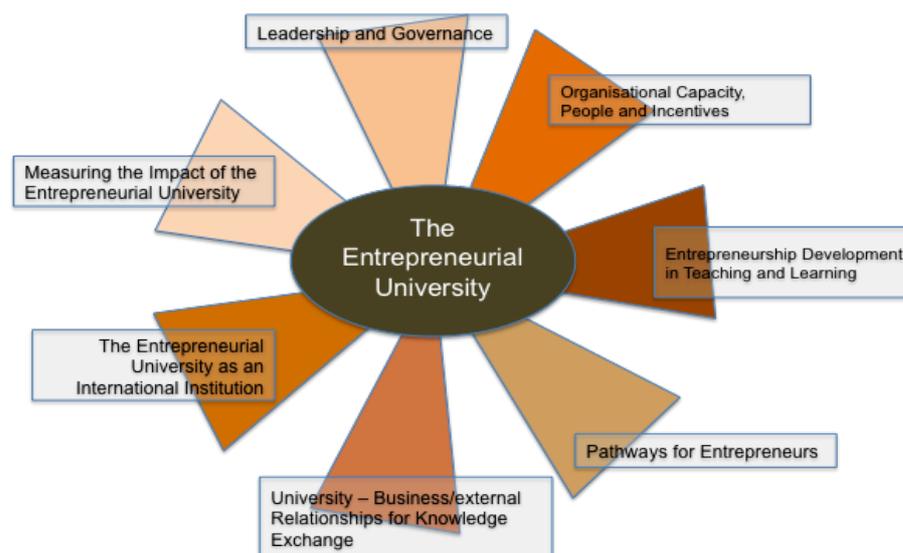


Figure 1. Represents a Guiding Framework for Entrepreneurial University

Why do we need a Guiding Framework for Entrepreneurial Universities? Higher education is facing unprecedented challenges in the definition of its purpose, role, organization and scope in society and the economy. The information and communication technology revolution, the emergence of the knowledge economy, the turbulence of the economy and consequent funding conditions have all thrown new light and new demands on higher education systems across the world. One significant European response is seen in the development, in concept and in practice, of the Entrepreneurial University epitomized by innovation throughout its research, knowledge exchange, teaching and learning, governance and external relations. The Guiding Framework began as an idea first discussed at the March 2011 University Business Forum; a European Forum which brings together universities and businesses to look at mechanisms for cooperation and encourage the transfer and sharing of knowledge. The study does not attempt to invent new models and factors but brings together existing, available literature and models, and adapts them for best use in the European Higher Education Area (European Commission, 2012).

1. Leadership and Governance

This section of the Guiding Framework explores those factors which relate to the leadership and governance of a university. In order to develop an entrepreneurial culture in an institution, strong leadership and good governance are crucial. Many universities include the words "enterprise" and "entrepreneurship" in their mission statements but these needs to be more than a reference.

2. Organizational Capacity, People and Incentives

Universities can be constrained by their own organizational structures and approaches, making it more difficult to carry out the types of entrepreneurial activities which support their strategic objectives. This section highlights some of the key areas a university may look at if it wishes to minimize the organizational constraints to fulfilling its entrepreneurial agenda.

3. Entrepreneurship development in teaching and learning

Universities are expanding their entrepreneurship and entrepreneurial education offer to the institution as a whole, including all staff and students. This section of the framework highlights a number of areas in which entrepreneurial development can take place, reflecting the need for the organizational structure to support entrepreneurial development as well as provide the right tools to deliver education and training opportunities both internally and via the external environment (European Commission, 2012).

4. Pathways for entrepreneurs

The decision to commit to entrepreneurship is not a single act but a process. For universities to be entrepreneurial they need to support the pathways taken by would-be entrepreneurs (staff and students) from ideas to market growth or into employment. This is not just a process internal to the university but one where a pluralistic approach is necessary providing access to internal and external opportunities and expertise.

5. University – Business/External Relationships for Knowledge Exchange

Active involvement of a range of stakeholders has been shown to be a contributing factor in successful Entrepreneurial Universities. Building and sustaining relationships with key partners and collaborators is essential in achieving the full potential of a university, in entrepreneurship in research, teaching and in other third mission activities.

6. The Entrepreneurial University as an internationalized institution

An international perspective at all levels has been identified as one of the characteristics of an Entrepreneurial University. As internationalization is increasingly integrated into strategic processes, it becomes essential for universities to be able to make informed decisions on institutional direction, as well as assess and enhance performance according to different objectives over a wide range of international activities.

7. Measuring the Impact of the Entrepreneurial University

Underlying the drive to create a more entrepreneurial university is the need to understand the impact of the changes which are made. There are many different types of impact a university may seek ranging from the local to the global. The impacts affect internal stakeholders (students/graduates, staff) and also external stakeholders (local businesses, organizations and whole communities).

Becoming an entrepreneurial university may involve difficult institutional change towards a position of intellectual entrepreneurship (Cherwitz, 2002, 2005) in experience (Jameson & O'Donnell, 2015) where each and every individual and unit within the organization internalizes entrepreneurial characteristics and implement entrepreneurial practices within their area of influence, creating a living entrepreneurial culture. Institutional change can be defined broadly in terms of both changes in formal and informal ways of doing things. It therefore embraces not only changes in organizations and organizational relationships but also changes in the governance systems and underpinning culture. (Gibb & Hannon, 2006 cited in Jameson & O'Donnell, 2015).

In the Philippines, there is a dearth of researches exploring the concept of entrepreneurial university. This study explores the concept of entrepreneurial university in the Philippines, specifically, De La Salle Araneta University.

Statement of the Problem

This study explored the contextualization of entrepreneurial university of De La Salle Araneta University. Specifically, it sought to answer the question: How does DLSAU contextualize itself as an entrepreneurial university in terms of:

1. Leadership and governance?
2. Organizational capacity, people and incentives?
3. Development in teaching and learning?
4. Pathways for entrepreneurs?
5. University-business/external relationships for knowledge exchange?
6. Being internationalized institution?
7. Its impact?

Conceptual Framework

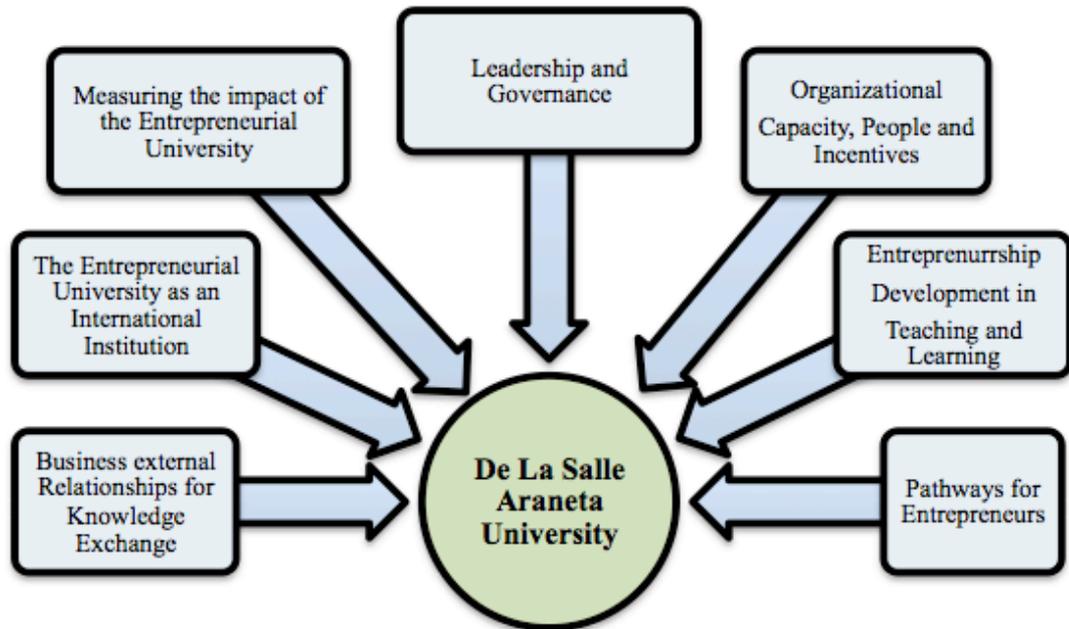


Figure 2. Entrepreneurial University: DLS-AU Conceptual Framework

The conceptual framework is based on the Organization for Economic Cooperation and Development (OECD) and the European Commission (2012) framework. This model has been conceptualized to promote an important research initiative and an evidence based tool that tries to assess entrepreneurial practices in a higher education institution particularly of De La Salle Araneta University in the Philippines. The created model gives a well-defined guidance as to the objectives, strategies, behaviors, systems and structures required of a university to be entrepreneurial. The external shapes in this relationship model offer a suitable design standard and evaluation framework for the university under in seeking to organize around the concept of the 'Entrepreneurial University'. In the Philippine context the development process for an Entrepreneurial and Engaging university is essential. The conceptual framework is relevant to the current and future university requirements as well as its stakeholders in creating a positive contribution to the Philippine Higher Educational Institutions as an entrepreneurial university.

Significance of the Study

The results of this paper will benefit De La Salle Araneta University, other Higher Education Institutions (HEIs) and policy makers in higher education. The results will provide DLSAU with insights regarding their present status as an entrepreneurial university and consequently serve as basis for their strategic planning. Other HEIs will also gain valuable insights regarding entrepreneurial university in the Philippine setting that can help in their own institutional planning. Lastly, the results of this study will provide lawmakers and policy makers in higher education with valuable inputs that can serve as basis for policy making.

The Research Setting

The De La Salle Araneta University (DLSAU) is the seventh member of De La Salle System. It was established in 1946 as the Araneta Institute of Agriculture in Bulacan,. Integration of the university to the DLS System started since 1987 and in 2002 became an official member of the system. The university specializes in Veterinary Medicine and Agricultural Sciences.

Participants

The researchers included the following participants in the study:

- a. University President
- b. Head Alumni Relations
- c. University Chancellor
- d. Vice Chancellor for Student and Mission
- e. Vice Chancellor for Academics and Research
- f. Director for Academic Linkages and Internationalization

Methodology

Research Design

The researchers used Case study as their research design. Mitchell (1983) defined a case study as a “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles” (p. 192) Instruments.

Research material sources include individual interviews, direct observations, and physical artifacts documented through transcription, voice recording and pictures taken, reference materials from the university archives and library. Triangulation is the rationale for using multiple sources of evidence. With data triangulation, the potential problems of construct validity can also be addressed because the multiple sources of evidence essentially provide multiple measures of the same phenomenon.

Interviews

The interviews with the Brother President and administrators provided the backbone of the data. Communication letters/notices was sent to the participants in advance before the agreed time of the interviews, in order to make sure that they are present during the scheduled time. Interview questions were adapted from a European entrepreneurial framework entitled: “A Guiding Framework for Entrepreneurial Universities Final Version” of 18 December 2012 by the European Commission and OECD. The self-assessment tool is divided into seven areas. As a self-assessment tool, the framework has the simple purpose of helping universities identify their current situation and potential areas of action, taking into account their local and national environments. This is not a benchmarking tool; it is for individual universities to determine their own strengths, weaknesses and finding ways to go forward (EC, 2012).

Results and discussions

Research Question 1: How does De La Salle Araneta University DLSAU contextualize itself as an entrepreneurial university in terms of in leadership and governance?

DLSAU contextualizes entrepreneurship in the area of leadership and governance through aligning of its programs in education, business, technology with agriculture and veterinary medicine. It is important that all of the other programs must have an entrepreneurial bent. The whole idea of making use of the discipline is that it generates itself rather than waiting for businesses to hire them, they hire themselves whether in agriculture or agricultural entrepreneurship. The university makes sure that the students get to learn what it is to create entrepreneurial spirit in the discipline. It is also filtered to other programs in the university not necessarily academic whether generating capital, finances and creating resources.

It is more of what is the mission of the university. What can I do so that I will fulfill at least partially I partake in the mission of the institution? And the third, it is a mindset. It is a way of looking at things. How can I make use of my resources, other people's resources so that together we can build something? It is not so much as if they are working for somebody. They are working on something because they have a mission to fulfill. It is just so happens that these people also have this mission. The friends with resources and the university join hands together to fulfill that mission.

As the chief executive, it is part of the University President's overall function and responsibility with the directive from the board to make sure the university meet its entrepreneurial agenda. On the other hand, faculty members and academic staff are encouraged to initiate entrepreneurial activities and ideas. This is because of the University President's belief in the Principle of Subsidiarity within their level. An award is given to anyone, faculty or staff to encourage them to exercise entrepreneurship and creativity and honesty. This is based on academic performance, research, extensions, creative teaching, integrity, and honesty.

The main concern of the DLSAU is in the area of agriculture that is really much evident. It is emphasized to the graduates of the school, to create an entrepreneurial spirit while they are in school. Many times the administrators themselves are kind of hesitant to take initiative themselves. Maybe it is of the fear of making mistakes. Still, they are encouraged to do so. The niche of the university is more in the context of liberating kind of culture. It is where students, personnel faculty are able to explore the ways of looking at things or problems and how to solve the problems so that they can be part of the solutions rather than be part of the problem.

Research Question 2: How does DLSAU contextualize itself as an entrepreneurial university in terms of organizational capacity, people and incentives?

DLSAU does have its own organizational capacity processes towards an entrepreneurial university such as collaboration within existing internal and external partners. Though it is evident in the interview that such entrepreneurial system exists it seems not to be directed towards a comprehensive system.

DLSAU to become an effective organization needs to have strong organizational capacity and structure aligned with entrepreneurial system as a program. That means that they need to be able to identify and engage the community, form collaboration with other organizations, and continue to hold effective meetings in order to effectively plan and implement projects. Entrepreneurial planning is a way to organize the university's action that will hopefully lead to the fulfillment of their vision.

Research Question 3: How does DLSAU contextualize itself as an entrepreneurial university in terms of the development of teaching and learning?

DLSAU is considered themselves as entrepreneurial university in relation to their three programs in business, veterinary medicine, and agriculture. They contextualize and translate the concept of entrepreneurship relative to the learning and teaching in their syllabus. They develop the syllabus that will help the students to learn and become entrepreneur.

Research Question 4: How does DLSAU contextualize itself as an entrepreneurial university in terms of pathways for entrepreneurs?

The university does not have student organization activities that can help develop entrepreneurial activities among staff and students but what they have is Salikneta and a farm in San Jose Del Monte that help add on to our finances so far the university just rely in the tuition fees of the students.

Research Question 5: How does De La Salle Araneta University contextualize itself as an entrepreneurial university in terms of university-business/external relationships for knowledge exchange?

DLSAU involvement in a range of partnerships for knowledge exchange is strongly manifested in its mandatory internship and practicum programs across all the discipline. Alumni-entrepreneurs are active participants in providing the students and faculty with the knowledge and skill-based workshops and trainings and financial support to various research and extension activities. There is no concrete institutional policy on knowledge exchange through collaboration and partnership but the university supports staff and student's initiatives to engage in entrepreneurial activities.

Research Question 6: How does DLSAU contextualize itself as an entrepreneurial university in terms of internationalized institution?

De La Salle Araneta University (DLSAU) contextualizes entrepreneurship in the area of being an internationalized institution through external linkages with foreign universities mainly in South Korea and in the past Taiwan, Republic of China. This linkage has resulted in a number of opportunities (ten in all) for students of DLSAU to study in partner universities in South Korea and vice versa despite the absence of a written comprehensive international program. This student mobility, although dawdling as described by Vice-Chancellor for Administration, is possible because of the support extended by DLSAU in terms of accommodation, socialization, and other needs. This linkage however has not generated exchange of staff between DLSAU and partner universities.

There is program provided by the Lasallian Language Center that caters mostly to Korean students who wish to study English in the Philippines for 4 months also involves cultural trips embedded in the curriculum.

Research Question 7: How does DLSAU contextualize entrepreneurship in terms of measuring the impact of the Entrepreneurial University?

There was no mention of assessing the impact of strategy on entrepreneurship across the institution. Although there was an academic council who oversee the curriculum development, it was not clear whether the impact is assessed or measured. The assessment of the level of engagement in entrepreneurial teaching and learning was not across the institution. The assessment of the level of engagement in entrepreneurial teaching and learning are observed in specific courses of programs. These programs are those in the Agriculture and Veterinary medicine and Business Administration. Since entrepreneurial is part of the course syllabi in some courses in Agriculture, Veterinary Medicine and business Administration, the assessment tools like the examinations and projects may be a way of assessing the impact of entrepreneurial teaching and learning on the regular basis from classroom level.

In the institutional level, there was no formal study conducted to assess the impact of entrepreneurial teaching and learning even if there is an Academic Council who is supposed to monitor the assessment of impact of such. The University carries out regular monitoring and evaluation of the universities' knowledge exchange activities. This happens only through entrepreneurial courses that involves practicum component.

There is no clear prescription and provision as to its inclusion and implementation in the curriculum. The inclusion of entrepreneurship is very limited to three programs namely Agriculture, Veterinary Medicine and Business Administration. The institution needs to improve on the information dissemination to the students, faculty, staff, and some administrators on the importance of entrepreneurship and its impact on the institution, graduates, stakeholders, and the community.

Conclusion

A Philippine university having entrepreneurship as part of its vision and mission statement was tested if it is in compliance with the Guiding Framework for entrepreneurial universities. Using the seven areas to determine if the school is an entrepreneurial university, the study conducted revealed that the said school partly was able to comply with areas:

Area 1 – Leadership and governance. This was shown in the initiative of the administrators in alignment of education, business, and technology with agriculture and veterinary medicine and that all of the other programs must have an entrepreneurial bent. The purpose of which is to make their graduates more of an entrepreneur rather than just being an ordinary employee. To create the business themselves. To create the enterprise.

However there was no specific person in charge for the development of entrepreneurial agenda but the president's responsibility as mandated by the Board.

Area 2- Organizational capacity, people and incentives - the sustainable financial strategies in place to support entrepreneurial development programs is through scholarship programs. It was the Human Resources Department that is in charge of recruiting people with entrepreneurial skills in terms of managing a program but there is no clear indication that they have that people not the office to do that.

Area 3: – It was essential for the university to develop an entrepreneurial mind-set and skills focusing on their three programs in business, veterinary medicine, and agriculture. We live in an era where technology is changing but a lot of Philippine HEIs still have whiteboards and chalkboards.

The university must collaborate and engage with external stakeholders across all research and teaching activities, with the results of research integrated into entrepreneurship training.

Area 4- Pathway for entrepreneur – there was no indication that students and staff are guided to be entrepreneurs. The only possible proof of the university practicing entrepreneurship is through their local store “Salikneta” that sells the produce by the school laboratory from students’ works.

Area 5 - University-business/external relationships for knowledge exchange. The university has partnerships with the stakeholders. Partnerships exist between the university and Public Sector, Industry/Businesses, other Education/Academe/Schools, alumni, and local/Regional Organizations.

Area 6 – As an international institution. Although there was no written comprehensive program for the internationalization of the institution, there was evidence of the institute’s involvement in the international area. The institute has foreign students although it is decreasing in terms of population. There is continuous but limited student and staff mobility through their practicum courses and research programs.

Area 7 – Measuring the impact of entrepreneurial university - There was no evidence on the part of the institute to measure the impact of entrepreneurship in the curriculum aside from its existence in the course syllabi for selected programs. There was also no study made to trace the graduates if they have applied the entrepreneurship in their work after college.

Using the institute’s contextualization of the seven areas as a guiding framework for entrepreneurial university, the said university may not be considered an entrepreneurial university due to the partial or total absence of the compliance for the said areas.

Recommendations

On the basis of the findings drawn from the study, the following recommendations are given:

1. De La Salle Araneta University needs to have strong organizational capacity and structure aligned with entrepreneurial system as a program.
2. People and organizations supporting DLSAU entrepreneurial efforts also need to be able to identify, support, and train leaders.
3. They should have specific objectives for entrepreneurship with associated performance indicators.
4. Mechanisms for entrepreneurial strategy must be created to better deliver the entrepreneurial strategy.
5. The entrepreneurial agenda should be translated in the culture and activities of the university.

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