Chapter 1
Changing Paradigms in the Digital Age and Entrepreneurial Universities

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ABSTRACT

Innovation-oriented initiatives and entrepreneurs have gained increasing importance for dealing with unemployment and increasing human power on a global scale. Thus, a need for making changes to the university design in which the main focus is on teaching and research has emerged. "The entrepreneurial university model," which is featured in the triple helix model and helps redefine university-industry and state relationships, has been created as a response to this need. The purpose of this review is to present fundamental information about the conceptual framework of the entrepreneurial university and the properties that universities need to have in order to be labeled as an entrepreneurial university. This study, which is one of the few studies that examine the conceptual and developmental features of the entrepreneurial university model, provides readers with a review of the evolution of university-industry-state relationships and insights into several theoretical issues and political orientations.

INTRODUCTION

Universities have been continuing their evolutionary process in parallel with the social changes in human history since the Middle Ages. Institutions affiliated with universities often affect the communities in which they are involved in these evolutionary transformation processes. These institutions have a social entity position capable of producing, storing, and transferring information in developed countries (Montesinos, Carot, Martinez, & Mora, 2008). Thanks to this function of universities, these institutions can offer new research and solution methods for global and local problems. Also, universities could be a pioneering institution to produce the tacit knowledge providing socio-cultural, economic, technological, and scientific development and spread it in a way that will benefit humanity. This fact has been featured

in many universities' mission statements as their primary goal from past to present. On the other hand, the literature on universities includes many different scientific kinds of research on the relationship between university and society (Casas & Santos, 2000; De Castro, Rodrigues, Esteves, & Pires, 2000; Etzkowitz, Webster, Gebhardt, & Terra, 2000; Giesecke, 2000; Godin & Gingras, 2000; Kobayashi, 2000; Langford & Langford, 2000; Leydesdorff, 2000; Montesinos et al., 2008; Morris, 2000; Nowak & Grantham, 2000; Sedaitis, 2000; Sutz, 2000).

According to scientific research, universities have been in one of the three categories based on their missions. These are teaching, researching, and contributing to regional, national, and global development. According to Walker (2012), a country's socio-economic development or inability is closely related to its universities' missions. As can be seen from this view, university administrations' mission is a significant factor in positioning their institutional identities. Additionally, revolutionary developments have affected historical processes in different periods. Today, digitalization is a revolutionary factor that affects all social life on a global scale without recognizing the borders of the country. Digitalization has affected higher education institutions as a cornerstone of social life in different business processes. There are many different parts of the business process of higher education institutions. These are institutional management, marketing campaign, human resource management, distance education, and massive open online courses. Therefore, we can conclude that higher education business model paradigms have been shifting. After the infectious diseases such as Severe Acute Respiratory Syndrome (SARS) and Coronavirus (COVID 19), the shifting business model and institutional positioning mentality can be seen in higher education institutions' mission and vision, too. This book section aims to discuss different approaches to the university's conceptual and institutional structure from a historical development perspective. It also emphasizes the entrepreneurial university model and suggests new business models foreseen with the digitalization process. There are four different parts of this book chapter. These are different mission perceptions, digital transformation, entrepreneur business model, and corporate positioning and business model in the digital age, respectively.

THE HISTORICAL PERSPECTIVE ON THE EVALUATION OF HIGHER EDUCATION MISSIONS

Higher education institutions have positioned themselves based on the requirements of time and social expectations. In other words, there are differences in the expectations of the societies in which they have been located towards higher education institutions in different periods. Based on the expectations, it can be said that the demand for contribution to higher education institutions for the healthy administration, development, and maintenance of the societies. The higher education institutions have adopted many different missions as a result of these expectations. One of the first adopted mission is education and training by higher education institutions. Institutions generally accepted this mission until the middle of the 19th century (Jencks & Riesman, 1968 and Wissema, J.G., 2009).

These days, higher education institutions position themselves as institutions that provide education and training activities so that distinguished people can contribute to society. In other words, a mission that aims to transfer normative information to students through education and training activities is accepted by these institutions (Etzkowitz, 2003; Montesinos et al., 2008).

Moreover, in this period, universities' success in educational activities creates the perception of societies about universities' reputation and quality. Hence, higher education institutions have focused

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