## Index

Abdallah, C. 178  
Abreu, M. 43, 61, 263  
academic capitalism 6, 154  
academic revolutions 3, 60  
Acyertuno, M. 161  
achievement, need for 21, 26–32  
Acs, Z. 155  
Act 2.0 project 130  
action research 93–6, 100, 101, 253  
active learning 15, 18–19, 231  
peer learning in student entrepreneurial teams 197  
STEE-related courses 235–7, 238, 240–42, 242–3  
adaptive universities 4  
administrative staff 146, 147  
Agência de Inovação Tecnológica (AGT) 79  
Ajzen, I. 208, 218  
Aldrich, H.E. 231  
Almpanopoulu, A. 249  
Alvarez, C. 155  
ambiguity readiness 196  
Anderson, A.R. 156  
Antonowicz, D. 120, 122  
artefacts 69, 73  
assessment 10, 210–11  
Learning to Be model 20  
attitudes towards behaviour 208, 211–12, 212–13, 216–17, 218–20, 224–5, 227–8  
Audretsch, D.B. 153, 226, 229, 242, 264  
Autio, E. 14, 231  
autonomy 137, 175, 264  
need for 21, 26–32, 33  
avoidance coping 187, 189, 191  

bachelor degree programmes 143, 144  
Bąk, M. 119  
Barber, M. 135  
Barcelona Institute of Entrepreneurship (BIE) 78  
Baregheh, A. 248  
Barker, R.T. 195  
Barraclough, N. 89  
Barry, D. 180, 191, 192, 193  
Battistella, C. 250  
Battisti, S. 250  
Begley, T.M. 210  
Bell, G.G. 251  
Bergmann, H. 166  
bibliometric analysis 63–4  
Bienkowska, D. 65  
Bitner, M.J. 92  
Black Business Observatory 98  
Bologna Process 122  
Bonwell, C. 18  
Booms, B.H. 92  
Borell-Damian, L. 127  
Boschma, R. 251  
bounds 69, 70  
Boyatzis, R.E. 16  
Bradley, B.H. 196  
Bramwell, A. 161  
Brass, D.J. 251  
Brazili entrepreneurial university practices 11, 40–59  
case study of INTA Faculties 48–56  
multiple-case study 62, 71, 75, 76, 78–83  
TECNOPUC 79, 253–7  
Brinkley, I. 113  
Brown, C.T. 207  
Brown, R. 6, 7, 251  
Büching, C. 239  
Bulgaria 141–8, 151–2  
Bunge, M. 62, 66–7, 68, 69, 70, 71  
business acceleration 255  
business empathy 19–20
Entrepreneurial universities

business enterprise research and development (BERD) 115
business schools 157–8, 159, 162, 164, 165, 166, 167
business secrets 128–9
business start-ups 97–9, 100
business–university collaboration, see university–business collaboration
business–university interplay 46, 48, 49, 50–53, 138–9, 142–3
businessmen 109–10

Caird, S. 21
calculated risk taking 21, 26–32
Cameron, A.C. 158–61
Campus for Entrepreneurs programme 175–98
Carswell, M. 17
Centre for Enterprise Development 98
CESM model 66–7, 82–4
mechanisms, see mechanisms
multiple-case analysis 72–4
universities as social systems 69–71
change champions 138, 139
chemicals sector 117
Clark, B.R. 137
clinical inquiry research 253
Clot, Y. 179
Coad, A. 153
collaboration
innovation ecosystems 248–62
drivers for success 257–8
university–business, see university–business collaboration
collaborative doctoral education 127
Colombo, M.G. 153
commercialization 6, 126–7
communication 196–7
communist-era Poland 120
communities
CESM model 69, 70, 73
interaction with 9–10
of knowledge and practice 239–40
competences
to be developed in entrepreneurship education 16–17
STEE education 236–7
co-creation 255
cognition, entrepreneurial 17–18, 241
collaboration
innovation ecosystems 248–62
drivers for success 257–8
university–business, see university–business collaboration
collaborative doctoral education 127
Colombo, M.G. 153
commercialization 6, 126–7
communication 196–7
communist-era Poland 120
communities
CESM model 69, 70, 73
interaction with 9–10
of knowledge and practice 239–40
competences
to be developed in entrepreneurship education 16–17
STEE education 236–7

competitiveness, global 1, 8, 267
complex systems, see systemism
composition 66–7, 69, 70, 72–3, 83
consultancy 255, 258
content analysis 64–5
context, learning, see learning context
contextual action research 96
continuous professional development 148
controllability of the situation 184–8, 190–91
coping strategies 180–81, 182, 183–91, 195, 198
Corbin, J. 180
Corley, K.G. 176, 180, 198
Côté model of coping strategies 184–8, 190–91
course leaders 49, 51–3
covet participant observation 93, 94, 99–100
creative tendency 21, 26–32
creativity 97
critical skills 91–2
crossed self-confrontation 179–80
Culkin, N. 10
Cunha, F. 34
Cunningham, J.A. 226, 229
curriculum 91
Cyranoski, D. 127

Dakowska, D. 122
Daniel, A.D. 19
Davey, T. 207
Davis, J.P. 252
De Hei, M.S.A. 174
de Paz, M. 161
de Wit, G. 155, 165
De Zilwa, D. 42
degree of innovation 159, 162, 164, 165
deliberate learning 32
deliberate practice 17–18
Denmark 227, 228, 231–42
department level positions in entrepreneurship education and start-up support 146, 147
descriptive coding 72
D’Este, P. 6, 7
developing countries 111, 114, 115, 265
Brazil, see Brazil
Dewey, J. 96
Dhanaraj, C. 251
Dimov, D. 228, 230, 241
directors 49, 51–3
dissertation, doctoral 123, 124
distributed leadership 180–81, 183, 191, 192–5, 198
document analysis 232
Dokowicz, M. 128–9
domestic market size 159, 163, 164, 165
DSMI model 227
dynamic environments 252
Ebert, C. 252
Edmonson, A.C. 232, 253
educational action research 96
Ehiyazaryan, E. 89
Eisenhardt, K.M. 71, 72, 253
Eison, J. 18
El Harbi, S. 156
emotion-centred coping 189, 191
emotions 35
empathy 196
   business empathy 19–20
empirical models 64–5
employability 92, 97–8
encouragement
   of staff 146–8
   and support 8–9
endogenous growth theory 107
engineering education perspective 12, 226–47, 266
entrepreneurial action 172–3; see also
   student entrepreneurial teams
entrepreneurial agenda 141–2
   commitment to implementing 145–6
entrepreneurial agility 172
entrepreneurial characteristics 21, 26–32, 33–4
entrepreneurial cognition 17–18, 241
entrepreneurial-directed approach 92
entrepreneurial ecosystems 6, 266
entrepreneurial education performance 195–8
entrepreneurial intention 11–12, 15, 207–25, 266
entrepreneurial learning 17–18
entrepreneurial mindset 142, 143–5, 265
entrepreneurial pedagogy 138
entrepreneurial teams, see student
entrepreneurial teams
entrepreneurial universities 1–10
   community interaction and 9–10
   nature of 2–5, 42–4
   role in society 5–7
   technology and knowledge transfer 7–9
Entrepreneurship 2020 Action Plan 166–7, 172
Entrepreneurship Competence Framework (EntreComp) 16
entrepreneurship course characteristics 208–11, 215–18, 219–20, 224
entrepreneurship education 11–12, 166–7
   advances in 230–31
   in business schools 157–8, 159, 162, 164, 165, 166, 167
   competencies to be developed 16–17
   effectiveness in 18–19
   positions created in 145–6, 147
   role of university–business collaboration 10, 14–39, 265
entrepreneurship trends in universities 264–6
environment
   CESM model 66–7, 69–70, 73, 83
   specific learning environments 228, 231, 239–40, 241
   envisioning leadership 192, 193–4
   Ericsson, K.A. 17
   error correlation 158–61
   Escritório de Transferência de Tecnologia (ETT) 79
   Etikan, L. 212
   Etzkowitz, H. 5, 42, 55, 60–61, 70, 264
   Europe 2020 Strategy 166–7, 172
   European Council for Small Business and Entrepreneurship 101
   European Credit Transfer System (ECTS) 122
   European Union (EU) 111, 114, 257
   Eurydice survey 14
   exchange of people 6, 255
Entrepreneurial universities

exogenous growth theory 106–7
exponential technologies 12, 248–62, 266
extension 73–82, 83
Fablabs 228, 239–40
faculty positions in entrepreneurship education and start-up support 146, 147
Fayolle, A. 89, 135, 172
feasibility analysis of HEInnovate dimensions 50–53
feedback
entrepreneurship course characteristic 209, 210–12, 218, 219–20, 220–21, 224
questionnaire in the Learning to Be programme 21, 22–6, 33
Fernandes, C.I. 155
Ferreira, J.J. 155
financial and credit institutions 107–8
financial support for university–business collaboration 166
Fini, R. 227
first order conceptual coding 180
Fitzgerald, C. 226, 229
Folkman, S. 181, 190
Fondazione Bruno Kessler (FBK) 253–7
Forgas, J.P. 197
Formica, P. 1–2
France 227, 228, 231–42
Franzak, F.J. 195
Frese, M. 197
Fundació Bosch i Gimpera (FBG) 78
future research agenda 267–8
future work positions 10
Gardasil 7
Gbadamosi, A. 89, 91, 92
GDP growth 159, 163, 164, 165
gender differences 19
Learning to Be programme 24, 25, 33
general content of engineering education programmes 234–5, 236, 247
General Enterprising Tendency (GET) test 21, 26–32, 33–4
geographical proximity 251
Ghallab, M. 251–2
Gianodis, P.T. 4
Gibb, A. 145, 172, 207
Gilmore, T. 95–6
Gioia, D.A. 176, 178, 179, 180, 198
Giones, F. 33
Giugliani, E. 250
Glaser, B.G. 180
global competitiveness 1, 8, 267
Global Entrepreneurship Monitor (GEM) 89, 157, 171
go-to-market 255
Görski, J. 116, 120
government 44–8, 49, 50–53, 138
government/state 136
CESM model 69, 70, 73
changing funding models 5–6, 267
levels of 1
role in the knowledge-based economy 109–10
government agencies, links with 265
Graebner, M.C. 253
Greene, P.G. 229, 230
Grilli, L. 153
Grinevich, V. 61, 263
grounded theory 178
group interaction 98
growth theories 106–7
Guenther, J. 43
Guerrero, M. 43, 249, 265
Gulati, R. 250–51
Gur, U. 8
Hamilton, D. 101
Hanlon, D. 207
Hannon, P.D. 207
Hansen, R.S. 174, 175
hard support 8
HEInnovate 41–2, 135–52, 265–6
applied to INTA Faculties 49, 50–53, 55–6
conceptual foundations 137
findings from European country reviews 141–8
guiding framework 44–8, 137–9
self-assessment tool 139–40
Heinonen, J. 3, 89, 92
Hellebrand, H.M. 250
Henry, C. 19
Hernandez, S.A. 174
Index

high-impact entrepreneurial actions 12, 248–62, 266
holism 66
holistic nature of entrepreneurship 267
Huber, L.R. 167
human resources 107–8
humanities doctoral students 121
Hungary 141–8, 151–2
hybrid qualitative–quantitative research 48–56
Hytti, V. 3

IDEAR 78–9
impact measurement 47, 48, 49, 50–53, 139
‘implementation doctorate’ programme 129–30
incentives 138
incubators 239–40
India 212–21
individual level (CESM model) 69, 70, 83
individualism 66
individuals 69, 73, 138
inductive qualitative research 232
industry–university collaboration, see university–business collaboration
informal technology transfer 3
informal venture capital 159, 163, 164, 165
information and communication technology 12, 248–62, 266
information-rich cases 71
infrastructure support 265
innovation ecosystems 156
exponential technologies 12, 248–62, 266
Innovation Lab facility 228, 239–40
Innovation Union Scoreboard 111, 114
Institute for Small Business and Entrepreneurship (ISBE) Conference 101
INTA Faculties 48–56
intellectual property 128–9
intention, entrepreneurial 11–12, 15, 207–25, 266
interaction level 69, 70, 83, 84
interactive teaching and learning 235–7
interdisciplinary doctoral education 127
internal locus of control 21, 26–32
International Council for Small Business (ICSB) 101
international partnerships 54
internationalization 47, 48, 49, 50–53, 55, 139
Internet use 159, 163, 164, 165
interplay between the university and the business sector 46, 48, 49, 50–53, 138–9, 142–3
interpretive research 176
intersubjective approach 178–80
intrapreneurship 33
inventors 109–10
investment in knowledge indicator 113
investors 109–10
Ionescu model of coping strategies 189, 191
Iredale, N. 90
Ireland 141–8, 151–2
Ismail, S. 249
Italy 253–7
Jacob, M. 265
James, H. 34
Jessop, B. 6
job profiles 236, 246
Johannisson, B. 18
Johnson, C. 21
Jones, B. 90
Jones, P. 90
Jones-Evans, D. 91
judgment sampling 212
Karanian, B.A. 196
Kasperkiewicz, W. 116–17
Katz, J. 230
Katzy, B.R. 249
Khan, M.S. 175
Kirby, D.A. 8, 9–10, 265
Klein, P.G. 156
knowledge-based economy (KBE) 11, 105–34, 264
areas of 107–11
conditions of in Poland 111–20
PhD and 126–9
knowledge-based society 11, 60–87, 265
knowledge exchange 7, 138–9, 142–3, 264
HEInnovate 46, 48, 49, 50–53, 138–9, 142–3
knowledge life cycle 7
knowledge production 108
knowledge spillovers 44, 263
technology entrepreneurship 153–4, 155–6, 161, 165–6
knowledge transfer 7–9, 41, 108, 127, 156
knowledge transmission 108
knowledgeable agents 178
Krueger, N.F. 207
Kulawczuk, P. 119

laboratories 228, 239–40
lack of interest in cooperation 119, 128, 129
Lamb, C.S. 254
Langley, A. 178
Laurier, E. 93
Laurillard, D. 210
Laursen, K. 251
Lazarus, R.S. 181, 190
leadership
HEInnovate 44–8, 49, 50–53, 138
student entrepreneurial teams 180–81, 183, 191, 192–5, 198
Learning to Be programme 19–35
feedback questionnaire 21, 22–6, 33
GET test 21, 26–32, 33–4
learning context 237–9, 241, 243
specific learning environments 228, 231, 239–40, 241
learning outcomes
doctoral education 124–5, 125–6
entrepreneurship education 230–31
Lehrer, M. 40
Levy, R. 154
Lewicki, J. 120, 123
Lewin, K. 93–5, 96
lifelong learning 144
system 105–6
Lindh, I. 18
Link, A.D. 3
living labs 248–9, 250
local development agenda 142
local economy, orientation towards 142–3
local governments 1
locus of control, internal 21, 26–32
London-based university 11, 88–104, 265
Lorraine Fab Living Lab 228, 239–40
Luca, J. 174

Madichie, N. 89, 91, 92
Mainardes, E.W. 264
management 73–82, 83
management students 24–5, 33
Mandel, R. 207
Maresch, D. 167
marketing 166
SME marketing course 11, 88–104
Martin, C. 4
master’s degree programmes 143, 144
engineering 231–42
Matusiak, K. 127
McManus, S.E. 232, 253
mechanisms 66–7, 70, 71
multiple-case study 73–82, 83, 84
media attention to entrepreneurship 159, 162, 164, 165
Mitchell, R.K. 17
mobility 255, 258
modest innovators 106
Moore, C. 18
Moore, D. 91
Morris, M.H. 16–17
Mortara, L. 231
Mosey, S. 153
MSc in Engineering – Innovation and Business programme 231–42
MSc Global Design – Management of Innovation and Design for Industry programme 231–42
Müller, S. 208–9, 210, 211
multiple-case study 71–84
cross-case analysis 80–82
within-case analysis 74–80
Murray, R. 70
Nabi, G. 15, 35
Neck, H.M. 229, 230
need for achievement 21, 26–32
need for autonomy 21, 26–32, 33
negative coping strategies 190–91
Neisser, U. 17
Nelles, J. 60
Index

Netherlands, the 141–8, 151–2
networks 5, 54, 98, 250–51
new technology-based firms (NTBFs) 11, 153–71, 266
Ng, C.K. 88–9
Norzailan, Z. 32
Noyes, E. 207
Núcleo de Empreendedorismo e Inovação (NEI) 79–80
Núcleo de Pesquisa e Pós-Graduação (NPPG) 80
O’Brien, R. 93, 95, 96
open innovation 252
Organisation for Economic Co-operation and Development (OECD) 108, 111, 114, 115, 199
organizational capacity 45, 48, 49, 50–53, 138
organizational level 69, 70, 83–4
organizing leadership 192, 193–4
Orłowski, W.M. 109–10, 112–13, 114, 119
overt participant observation 93, 94
Parc Científic de Barcelona (PCB) 78
Parc de Recerca UAB (PRUAB) 77
Parisot, N. 231
Parkhe, A. 251
Parque Tecnológico da PUC-RS (TECNOPUC) 79, 253–7
Parque Tecnológico UNISINOS (TECNOSINOS) 80
participant observation 93, 94, 99–100
partnerships 54, 142–3
passionate social awareness 196
pathways to entrepreneurship 46, 48, 49, 50–53, 138
Patton, M.Q. 71
pedagogy 91, 99, 100–101
active, see active learning approaches in STEE-related courses 235–7, 238, 246
entrepreneurial 138
see also teaching peer debriefing 181
peer learning method 197
Peng, X. 2
performance of entrepreneurial education 195–8
Perkmann, M. 6, 7, 156, 226
permanent contact point 146
personally knowing an entrepreneur 159, 162, 164, 165
Petti, C. 156, 161
pharmaceuticals sector 118
PhD degrees 123–7
and knowledge-based economy 126–9
learning outcomes and requirements for 124–7
see also doctoral education
Pickel, A. 67, 68
Piperopoulos, P. 228, 230, 241
Pisano, G. 248
Pistore, M. 252
Poikkijoki, S. 89, 92
Poland 11, 105–34
Act 2.0 project 130
barriers to development of the knowledge-based economy in 111, 112–13
conditions of the knowledge-based economy in 111–20
doctoral education 120–30, 131
growth in student numbers 120–21
PhD and the knowledge-based economy 126–9
PhD studies and degrees 123–7
‘pro-innovative’ 129–30
Law on Higher Education 122
amendments 122–3
Polish Academy of Sciences 120
Pompermayer, L. 250
Pontifical Catholic University of Rio Grande do Sul (PUC-RS)
systemic approach 71, 75, 76, 78–9, 80–82
TECNOPUC 79, 253–7
population-average (PA) estimators 158, 161, 165
positive coping strategies 190–91
Pöysä-Tarhonen, J. 173, 174
Entrepreneurial universities

preparing and supporting entrepreneurs 46, 48, 49, 50–53, 138
Prikadnicki, R. 252
primary school entrepreneurship education 167
problem-based learning 227, 228, 241–2
problem-centred coping 189
processes 69, 70
productivity 97
progressive thinking 10
‘pro-innovative’ doctoral education 129–30
project-oriented coping strategies 189, 191
promoters of science to businesses 109–10
public policy 142
public–private partnerships 6
purposive sampling 212
R&D expenditure 111–15
radical action research 96
Rae, D. 17
Rafste, E.T. 91, 101
random effects (RE) models 158, 161–5
Rasmussen, E.A. 230, 231, 240
Ratten, V. 65–6
real-world problems 33–4
real-world projects 228, 237–9
Redford, D.T. 135
regional development 43–4, 74, 76
regional innovation systems 6, 8
regional policy 267
Reid, A. 153
research 6, 43
 mechanism in the CESM model 73–82, 83
research approaches analysis 64
Research Bill 88
research and development (R&D) expenditure 111–15
researcher competence, see doctoral education
rewarding staff 146–8
Rezaei-Zadeh, M. 16
risk taking, calculated 21, 26–32
Ritala, P. 249
Rodzik, P. 121–2
Rogalski, W.J. 116–17
role models 209, 210, 211–12, 216–17, 219–20, 224
Saetre, T.P. 91, 101
Saiz-Santos, M. 66
Salter, A. 251
Sam, C. 60
Saunders, M. 211
Schein, E.H. 253
Schelfhout, W. 17
Schibrowsky, J.A. 91
Schmitz, A. 63–5, 71, 226, 229, 242, 263
Schweitzer, F.M. 252
science doctoral students 24–6, 33
science and technology entrepreneurship education (STEE) 226–47
scientific research institutions 107–8, 109–10
self-directed learning 228, 235–7
self-managed team leadership 180–81, 183, 191, 192–5, 198
self-motivation 196
self-reported bias 35
semi-structured interviews
Brazil 49, 53
student entrepreneurial teams 179, 204–6
technology entrepreneurship capability building 232–3, 246–7
senior management positions in entrepreneurship education and start-up support 145–6, 147
services sector 117
Shinnar, R. 19, 33
Siegel, D.S. 2, 41, 230, 243
skills development 10, 181, 182, 183, 195
verbalization 178, 206
SME marketing course 11, 88–104
social innovation 255
social leadership 192, 193–4
social learning 18
social sciences doctoral studies 121
social systems 66–8
universities as 69–71
see also systemism
societal role of universities 5–7
socio-economic development 263–4
Soetanto, D. 209–10
soft support 8–9
Solomon, G. 89, 91
Sørheim, R. 230, 231, 240
Spain 62, 71, 74–8, 80–83
spanning leadership 192, 193–4
special projects 255
specific learning environments 228, 231, 239–40, 241
Sperrer, M. 43, 44
spin-offs 7–8, 43, 153
Sporn, B. 4
staff
encouraging, rewarding and supporting 146–8
positions related to entrepreneurship education and start-up support 145–6, 147
training in entrepreneurship education and start-up support 148
Stake, R.E. 48
stakeholder organization 137
Stam, W. 241
start-up support 142
positions related to 145–6, 147
start-ups 97–9, 100
state, see government/state
Steele, C.M. 19, 33
Stern Report 88
strategy test process 19–20
Strauss, A. 180
structural coding 72–4, 83–4
structure 66–7, 70–71, 73, 83–4
student entrepreneurial teams 11, 172–206, 266
coping strategies 180–81, 182, 183–91, 195, 198
entrepreneurial education performance 195–8
leadership 180–81, 183, 191, 192–5, 198
subjective norm 208, 211–12, 213–14, 215, 218–20, 224
support encouragement and 8–9
for staff 146–8
supportive and collaborative environment 241
Surie, G. 250
Susman, G. 95, 100
sustainability of the university 74, 76
systemism 11, 60–87, 265
approach 66–8
CESM model 66–7, 69–71, 72–4, 82–4
methodological prescription for 68
multiple-case study 71–84
systemic framework for innovation and entrepreneurship in universities 69–71
Tan, S.S. 88–9
Tarricone, P. 174
teachers 49, 51–3
teaching CESM model mechanism 73–82, 83
and learning in HEInnovate framework 45–6, 48, 49, 50–53, 138
Teaching Excellence Framework (TEF) 88
team building 196–7
team contract 197
team learning 174–5; see also student entrepreneurial teams
technology entrepreneurship (TE) engineering education perspective 12, 226–47, 266
new technology-based firms 11, 153–71, 266
technology transfer 7–9, 156, 166
informal 3
technology transfer offices (TTOs) 226
TECNOPUC 79, 253–7
TECNOPUC-FBK Joint Lab 254–7
telecommunication infrastructure 107–8
Teruel, M. 155, 165
theoretical frameworks 64–5
type of planned behaviour 208, 211, 218–19; see also attitudes towards behaviour; perceived behavioural control; subjective norm
thesis, doctoral 123, 124
Thomas, L.D.W. 14
Thorgren, S. 18
Thrane, C. 230–31
Timmons, J. 155
Entrepreneurial universities

Todorovic, W.Z. 145
Top-level management positions in entrepreneurship education and start-up support 145–6, 147
Traditional action research 96
Transformational change 11, 135–52, 265–6
Triple helix of innovation 60–61
Trist, E. 96
Trivedi, P.K. 158–61
Tummons, J. 210
Turner, P. 4

UAB Empren 77
UK Trade and Investment (UKTI) 254
Uncertainty 257
UNITEC 80
United Kingdom (UK)
Entrepreneurial intention 212–21
Entrepreneurialism in a London university 11, 88–104, 265
Introduction of entrepreneurship education 90–91
Universidade do Vale do Rio dos Sinos (UNISINOS) 71, 75, 76, 79–82
Universitat Autònoma de Barcelona (UAB) 71, 74–7, 80–82
Universidad de Barcelona (UB) 71, 75, 76, 77–8, 80–82
Université de Lorraine (UL) 227, 228, 231–42
University of Southern Denmark (SDU) 227, 228, 231–42
Urbano, D. 155, 249

Value creation 19–20
Van der Colff, L. 91–2
Van der Heijden, V. 92
Van der Kuip, L. 155, 165
Van der Sijde, P. 60, 153
Van Loon, R. 250, 252
Van Looy, B. 249
Venkataraman, S. 156
Verganti, R. 248
Verheul, I. 155, 165
Verzat, C. 197
Vesper, K.H. 175
Vigilant coping 189, 191
Visegrad Group (V4) 111, 114
Vorley, T. 60

Wagner, K. 43
Wakkee, A.M. 153
Walter-Herrmann, J. 239
Wenger, E. 174
Wilson, F. 19
Winter, J. 249
Wood, M.S. 264
Woolley, A.W. 196
World Bank 106, 131
Wright, M. 230, 243
Xue, J. 156

Yale endowment fund 6
Yang, T. 231
Yin, R.K. 71–2, 253
Yokoyama, K. 263

Zaheer, A. 251
Zhang, Q. 43
Zhang, S. 156, 161
Zhiwen, G. 92
Zhou, C. 20
‘Clearly, HEIs are discovering their innovative and entrepreneurial potential to reply to the society’s distinct need for them to have a more entrepreneurial role, namely in innovation. This book succeeds in discussing the theme from an interdisciplinary perspective. For that reason, this book will be of help to practitioners in university management roles and policy makers as well as anyone researching this theme and teaching entrepreneurship in HEIs.’

Nuno Fernandes Crespo, Universidade de Lisboa, Portugal

‘This book offers educators, entrepreneurs, policy makers, and researchers significant and practical implications. After reading the book, we can conclude that the different experiences described by authors on the academic tools and educational methods can be generalized in many other universities around the world, in both developed and developing countries.’

Waleed Omri, EDC Paris Business School, France

‘Edited by four leading researchers, Entrepreneurial Universities provides innovative insights into how universities are contributing to the emergence of an entrepreneurial ecosystem that is both redefining universities themselves and shaping society. It is an important book for all those interested in how universities are reinventing themselves in a time of profound societal transformation.’

Tim Marjoribanks, Swinburne University of Technology, Australia

‘Universities are called to be more and more entrepreneurial – that is, innovative, proactive and risk-taking – to promote regional development and economic growth. As a Professor working in two of the most entrepreneurial Italian universities, I benefited from reading this book. I consequently recommend it to all my colleagues to guide their strategic choices and their daily activities.’

Salvatore Sciascia, IULM University and Cattaneo University, Italy

‘The entrepreneurial university is an increasing phenomenon in a world where universities have to be increasingly adaptable and market responsive whilst maintaining their societal mission and balancing the needs of diverse stakeholders. A text that addresses the past, current and anticipated situation and helps us plan for a dynamic future is most welcome.’

Chris Chapleo, Bournemouth University, UK

‘An Entrepreneurial University is NOT an oxymoron! After reading this book, with its examples and stories of forward-thinking universities around the world, you will be a believer that there are universities taking dramatic
steps into the future and exceeding expectations. This book is a must-read for university administrators and faculty who believe the future is now!’

Dianne H.B. Welsh, University of North Carolina Greensboro, USA

‘Entrepreneurial universities are not only a hot topic in research but also in practice. This book gives a comprehensive view from an international perspective – timely and interesting!’

Alexander Brem, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany