

From the entrepreneurial university to the civic university: what are we talking about?

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ABSTRACT

The study aims to verify the impact of the presence of the university on the perceived quality of life of the host community. To this aim, the authors focused on a specific area, that is the historical town centre of Naples (as defined by the UNESCO in the World Heritage List, since 1995), where 5 universities are located. Adopting a qualitative and explorative approach, 25 in-depth interviews have been conducted with local universities' stakeholders, content-analysed through the software Nvivo 10. Thus, the authors identified precisely the multiplicity of activities through which the presence of the university contributes to the socio-economic and cultural well-being of the community of which it is part, thinking about the dynamics that may occur in the case of an urban-located university. Based on our findings, a conceptual model is proposed, that may be further validated with new investigations.

Keywords: university, civic engagement, community engagement, engaged university, fourth mission, fourth helix, civic responsibility, urban university, historic centre

INTRODUCTION

The university has always played a key role in the life of a community, as a privileged place to build the foundations for the progress and development of the community itself. Nowadays, in the knowledge-based society, the pressure on the university to facilitate the direct application of its knowledge in order to contribute to the social, cultural and economic development is even higher (Etzkowitz, 2002, 2004; Feller, 1990; Bercovitz and Feldman, 2006; Riviezzo and Napolitano, 2010; Leih and Teece, 2016; Schmitz et al., 2017; Riviezzo, Liñán and Napolitano, 2017). Thus, a growing academic attention has been devoted towards the “entrepreneurial university” (Etzkowitz, 2004) as an economic actor able to contribute to local development through its “third mission”. However, the focus has been traditionally posed on the economic and entrepreneurial impacts related to the presence of a university in a community, while the social and cultural impacts have been discussed only to a certain extent. In this regard, the “triple helix model” (Leydesdorff and Etzkowitz, 1996; Etzkowitz and Leydesdorff, 2000), referring to a set of interactions between university, industry and governments to foster economic and social development, has been recently expanded to a “quadruple helix model” (Kim et al., 2011; Carayannis and Campbell, 2012; Leydesdorff, 2012; Plewa et al., 2013; McAdam and Debackere, 2018). In this more recent view, universities, playing a key role as “anchor” institutions, are called to work with and in the wide community they are part of, also creating relationships with media and culture based public and the civil society on the whole, in order to produce economic and social value and enhance the quality of life (Goddard and Kempton, 2016).

This vision of the university is strengthened by adopting the concept of “civic engagement”, that «calls for faculty and students to engage with issues and questions that people in communities off campus name as important and to collaborate in true partnership» (Ostrander, 2004; p. 77). The university must therefore recuperate its broader role, that is «a role in fostering democracy and citizen participation and providing social value through both its educative function and its production of knowledge» (Ostrander, 2004; p. 77), and to this aim, it cannot fail to take into consideration the needs of the local community, its characteristics and the relationships that exist with it.

However, what this “civic engagement” really means in the perspective of university’s stakeholders is still an under-researched topic. Even very basic questions still remain without a precise answer: in which way the presence of a university in a place may create value for people living, working or frequenting that place? May the presence of the university in a place affect the perceived quality of life? How? Why? The main aim of this study is to try to address these questions, by identifying the specific university activities that have an impact on the perceived quality of life in the place where university operates.

To this aim, we used a qualitative and explorative approach, based on multiple in-depth interviews with relevant university’s stakeholders in a specific area: the historical town-centre of Naples (Italy). In this area, identified by UNESCO and listed in the World Heritage List since 1995, five universities have been operating for a very long time: University of Naples “Federico II”, University of Campania “Vanvitelli”, University of Naples “L’Orientale”, Suor Orsola Benincasa, Parthenope University of Naples. We firmly believe that this is a privileged place to investigate the links between community and universities, thinking about the dynamics that may occur in the case of an urban-located university.

In the following sections the theoretical background of the study is presented. Thereafter, the methodology and results are discussed. Finally, the implications and limitations are illustrated.

BACKGROUND

Globalisation and the rise of the knowledge economy have contributed to redefining and extending the role of universities in the society. In fact, since the 90s, beside the first mission (teaching) and second mission (research), a third mission has been recognized for universities. It has been defined as «the generation, use, application and exploitation of knowledge and other university capabilities outside academic environments» (Molas-Gallart et al., 2002; p. iii). In this regard, scholars have spoken about the “second academic revolution”, after the first one, when research was added to teaching (Etzkowitz, 1998, 2004; Etzkowitz and Leydesdorff, 2000). This revolution, integrating a mission for economic and social development, turned the traditional university into an “entrepreneurial university”, that is «a result of the working out of an ‘inner logic’ of academic development that previously expanded the academic enterprise from a conservator to an originator of knowledge» (Etzkowitz, 2004, p. 65).

There are several definitions of “entrepreneurial university”, some of which are shown in the following table (Table 1), and there is yet no agreement around a comprehensive model on what exactly constitutes it (Urbano and Guerrero, 2013). However some general considerations can be made. First, scholars agree about the idea that university should no longer be an “isolated island” (Klofsten e Jones-Evans, 2000) or an “ivory tower” (Riviezzo and Napolitano, 2010), but should take pro-active behaviour, going out into society in order to contribute to its development. Second, the emphasis initially placed on the dissemination and commercialization of its (practical) knowledge and, consequently, on the economic development, has been later expanded to include social and cultural development (Miller et. al, 2018). Third, although a common theoretical framework cannot be found (Schmitz et al., 2017), the opening outwards of the university must necessarily be read in the light of the “triple helix model” (Etzkowitz and Leydesdorff, 2000), according to which the interaction among university, industry and government is the key to improve the conditions for innovation.

Table 1 – Entrepreneurial university: some definitions

Etzkowitz and Leydesdorff, 2000	«A university that undertakes entrepreneurial activities with the objective of improving regional or national economic performance as well as the university's financial advantage and that of its faculty.»
Etzkowitz, 2003	«A university that retains the traditional academic roles of social reproduction and extension of certified knowledge, but places them in a broader context as part of its new role in promoting innovation.»
Kirby, 2005	«An entrepreneurial university could be defined as a survivor of competitive environments with a common strategy oriented to being the best in all its activities (e.g., having good finances, selecting good students and teachers, producing quality research) and tries to be more productive and creative in establishing links between education and research.»
Kirby et. al, 2011	« A university oriented towards innovation and the development of an entrepreneurial culture which has a new managerial ethos in governance, leadership, and planning, including greater faculty responsibility for accessing external sources of funding»
Guerrero et al., 2014	«A university that tries to provide a supportive environment, in which the university community can explore, evaluate and exploit ideas that could be transformed into social and economic entrepreneurial initiatives.»

This means that universities are involved in partnerships, networks and other relationships with government and industries (and, more generally, public and private organisations) to facilitate the generation and exploitation of knowledge and technology and to promote the common construction of a cultural environment receptive to innovation (Leydesdorff and Meyer 2006; Guerrero and Urbano, 2012). Within this framework the outcomes of entrepreneurial university are traditionally measured in terms of technology transfer activities, such as patents, licensing and spin-offs (e.g. Klofsten and Jones-Evans, 2000; Etzkowitz, 2003; 2013; Grimaldi et al., 2011; Philpott et al., 2011; Guerrero et al., 2014). However, in recent years, the effectiveness of this model has been questioned, on the one hand because it failed to produce expected results in terms of increased innovation, GDP and job creation, on the other hand, as it limited its attention on the economic and financial aspect of development, without considering the collaborations and potential synergies with the local community as well as the opportunity to co-create value (McAdams and Debackere, 2018). To address this gap, new or renewed paradigms have been developed. The “triple helix model” has been therefore expanded to a “quadruple helix model” (Carayannis and Campbell, 2009, 2010) and “quintuple helix model” (Carayannis and Campbell, 2012), adding to the three helices “government, university and industry”, the fourth “civil society” and then the fifth “environment”, through a more democratic sustainable and socially ecological approach to innovation. Specifically, it has been argued that the triple, quadruple, and quintuple innovation helices are equivalent modalities with different degrees of complexity and dimensionality, and it has been postulated the «co-existence, co-evolution and co-specialisation of different knowledge paradigms and different knowledge modes of knowledge production and knowledge use as well as their co-specialisation as a result» (Carayannis and Campbell, 2009, p. 203). In other words, a “mode 3 systems approach” to knowledge creation, diffusion and use has been proposed, in opposition to the previous “mode 2” (Etzkowitz and Leydesdorff, 2000), «based on a system-theoretic perspective of socio-economic, political, technological, and cultural trends and conditions that shape the co-evolution of knowledge with the knowledge-based and knowledge-driven, gloCal economy and society» (Carayannis and Campbell, 2009, p. 205). Therefore, innovation no longer means “technological progress”, but it is linked to a broad concept of knowledge, and embraces art, culture, and, more generally, it assumes a more societal focus. An institutional and political application of this new model for the economic and social development driven by innovation is the smart specialization strategy (S3), where a multi-level (i.e. local-global) and multi-stakeholder approach is required (Rinaldi et al., 2017; Høglund and Gabriel, 2018; McAdams and Debackere, 2018).

In this perspective, university, whose importance in supporting regional social and economic development has been increasingly recognized in recent years (Urbano and Guerrero, 2013; Guerrero et al., 2015; Pugh, 2017), assumes a potentially pivotal role, creating a high-quality, creative, and sustainable knowledge. Actually, the concept of “sustainability” occurs more and more frequently in the university research field. In this regard, Trencher et al. (2013, 2014), in the attempt of finding a synergistic synthesis of the previous recent research and social engagement paradigms with sustainable development values, highlight the importance of co-creation for the sustainability. They argue that the sustainability crisis, and the challenges it poses in many areas, have led organisations (academia, industry, government) and civil society to collaborate in order to create concrete and effective solutions. Therefore, to the three missions of the university, another one is added, that is «collaborates with diverse social actors to create societal transformations with the goal of materialising sustainable development in a specific location, region or societal sub-sector». (Trencher et al., 2014). The strong link with the host communities is also found in Goddard (2009) and Goddard and Vallance (2013), according to which «geography is a powerful heuristic for bringing together all the domains relevant to total innovation, and in the process is revealing the potential of universities as key integrating institutions» (Goddard, 2009, p. 10). Consequently, the fourth mission of the university can be also declined in terms of a renewed civic engagement – or civic responsibility – of the university within the community, the city and region of which it is part and on which it forms its identity (Thornton and Jaeger, 2008; Goddard and Vallance, 2013). The strong geographical link does not mean, however, creating a closed system, but acting as a “bridge” (Goddard, 2009) between local and global, a dimension to which the university must necessarily interface. This new arrangement «appears like a ‘win-win’ situation: universities can reinvigorate their academic missions and communities can advance their social agenda» (Rubens et al. 2017, p. 354). Nevertheless, at this end, it is necessary, on the one hand, the wide-commitment of the overall institution – it must, therefore, involve «teaching as well as research, students as well as academics, and the full range of support services» (Goddard, 2009) – and, on the other, the active participation of the community. Rather than a one-direction path, in which communities are passive recipients, the relationship between university and community should be bi-directional. In this regard, Sara and Jones (2018), while analysing the role of the university in creating sustainable and inclusive urban spaces and implementing the principles of civic agency, state the importance of a “two-way collaboration” and a “participatory approach”, where the citizen is involved as co-creator of the civic society.

But, specifically, which activities does this fourth mission materialize in? Some definitions are reported in Table 2. However it should be emphasized that a consensus on a specific definition of “civic engagement” is still missing, and this lack concerns also the terminology used. For example, Bringle et al. (2007) differentiate between “community involvement” and “civic engagement”. “Community involvement” is defined primarily by location and includes faculty work in communities, and it is finalised to extend the academy’s knowledge to the public through mechanisms such as continuing education, public information programs, radio/television broadcasts, athletic programs, cultural events. “Civic engagement” «is a subset of community involvement and is defined by both location and process; that is, civic engagement is not only in, but also with, the community. According to this distinction, civic engagement [...] emphasizes participatory, equitable, collaborative, and democratic processes (e.g., design, implementation, assessment) that are mutually beneficial to campuses and communities.» (Bringle et al., 2007, p. 58). Other authors (e.g. Chile and Black, 2015; Larrán Jorge and Andrades Peña, 2017) use the term “university social responsibility”, arguing that community engagement – defined as the «promotion of civic values, such as social justice or equity and diversity, education for citizenship and contribution to socio-economic development» (Larrán Jorge and Andrades Peña, 2017, p. 307) is one of the ways in which responsibility is declined. However, this variety may be linked to the fact that «the precise form of civic engagement is highly contingent on the particular historical and geographical circumstances of an individual university and that there can be no ‘one size fits all’ policy prescriptions to promote engagement.»(Goddard, 2009, p. 24)

Regardless of this abundance of concepts and points of view, most of literature examines the university civic engagement including its support for civic education and democratic citizenship (through student learning, and curriculum and extra curriculum activities), and its effort to identify the community priorities, at the end to direct research, resource, collaborations and general activities for

promoting social, cultural and economic development of the host community (Ostrander, 2004; Goddard, 2009; Hart and Northmore, 2011; Goddard and Vallance, 2013; Chile and Black, 2015). Translating in a very broad sense, it is possible to state that university needs to contribute to the quality of community life.

Table 2 – Civic university: some definitions

Ostrander, 2004	«A civic-engagement perspective calls into question research and teaching based solely on issues and questions that academics define as worthy of study and attention. It contests the conduct of research without the active involvement of people outside the academy who may be knowledgeable about the issues and are affected by the outcomes of the research. Instead, it calls for faculty and students to engage with issues and questions that people in communities off campus name as important and to collaborate in true partnership, not simply consultation, with people outside the academy.»
Bringle and Hatcher 2004	The civic engagement is the «active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission.»
Goddard, 2009	«The civic university agenda overlaps heavily with the citizenship agenda. Both require socially responsible people and systems. Here we need to go far beyond such initiatives as student volunteering, welcome as they are, and rethink basic problems with the academic syllabus. At the moment, it is possible to get a good degree without engaging with major, contemporary problems and issues, and without being helped to develop the ethics and values needed to think about them.»
Goddard and Vallance, 2013	The renewed civic university is «engaged through research, teaching and public service with the city and region of which is part, and draws on this connection to form its identity within the global academic community. However, regardless of the degree to which an urban-located university is linked to its surroundings [...], it is safe to assume its presence alone [...] ensures substantial physical, social, economic and cultural impacts.»
Trencher et al., 2014	A university which «collaborates with diverse social actors to create societal transformations with the goal of materialising sustainable development in a specific location, region or societal sub-sector»

As mentioned above, despite the growing attention of academic, institutional and civil world towards this renewed engagement, current literature still appears fragmented and lacking. Scholars have mainly focused on the development of frameworks and models (e.g. Watson, 2007, 2008), especially through the analysis of case studies (e.g. Ostrander, 2004; Chile and Blanck, 2015), in the attempt to better define what means to be an engaged university, or, secondly, on auditing and evaluating of this engagement and its impacts (e.g. Hart and Northmore, 2011; Goddard and Vallance, 2013). However, a stakeholders' perspective on the phenomenon has been largely neglected, although a university can be considered engaged when stakeholders recognise it as such and see it as a resource (Goddard, 2009). In order to contribute filling this research gap, we aim to verify if the presence of the university may affect the perceived quality of life of people living, working or frequenting the place where university is localized, by collecting and analysing local stakeholders' opinions and views.

METHOD

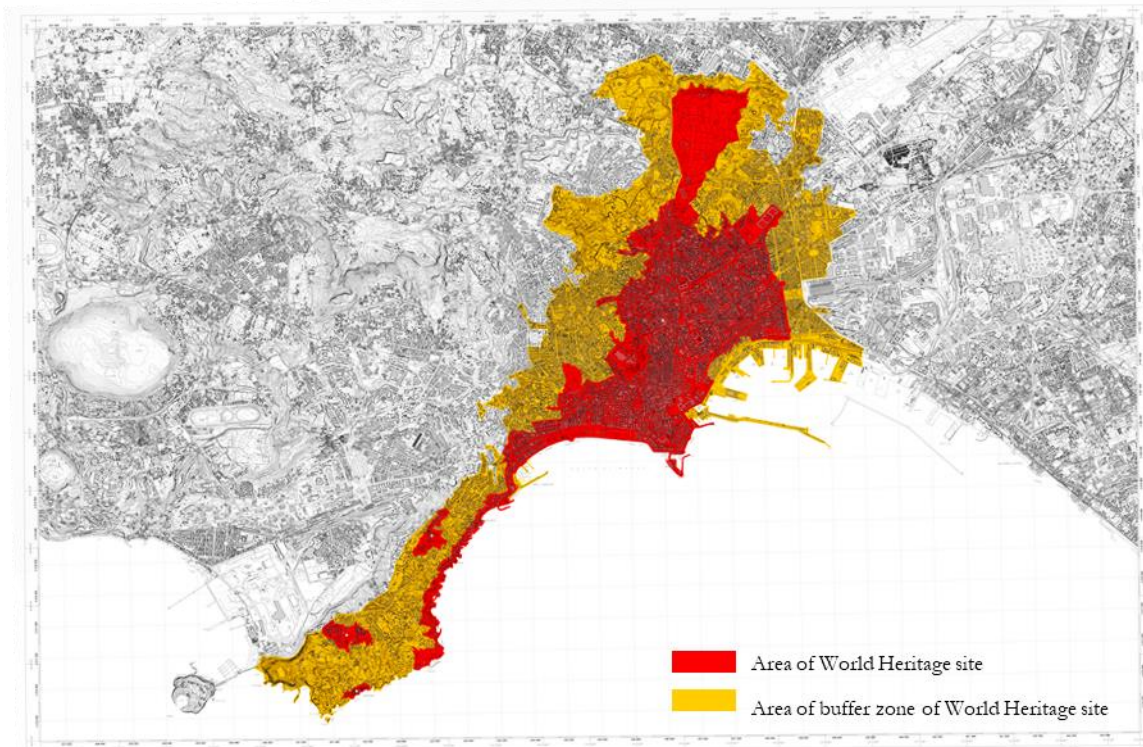
The main aim of this study is to duly identify the multiplicity of activities through which the presence of the university contributes to the socio-economical and cultural well-being of the community of which it is part. Thus, we were interested in collecting the opinion of the main stakeholders about the single factors or activities related to the presence of the university that directly and indirectly affect their perceived quality of life.

We focused on the historic centre of Naples for its extraordinary cultural and historical value and for its high concentration of universities. Inscribed in the UNESCO World Heritage List in 1995 as bounded by the Aragonese walls (Fig. 1), the site represents an original and harmonious stratification of arts and culture of different historical eras (Greek, Roman, Baroque, and so on). Until its foundation in the 9th century B.C., Naples has always stood out for being one of the most important cultural centres in Europe in many in many fields, especially related to art and architecture.

Located in its ancient buildings, five universities operate in just over 1 ha: University of Naples “Federico II” - considered the oldest lay and state university in the world -, University of Campania “Vanvitelli”, University of Naples “L’Orientale”, Suor Orsola Benincasa, Parthenope University of Naples.

These elements led us to believe that this was a privileged place in which to investigate the links between community and universities.

Figure 1: Map of the historical centre of Naples (Source: author adaptation from <http://whc.unesco.org>)



Starting from previous studies and direct knowledge of the area, we tried to identify the main categories of stakeholders to involve in our study (e.g. faculty members of the five universities, residents, business associations, students, municipality, and so on) in order to collect different points of view about the way the presence of the university shows an impact on the community. Then, we identified key informants for each category of “users” of the area, as shown in Table 3.

Table 3 - Details of the interviewed informants

Organisation	Number of informants
Universities	9
Municipality	2
Police	2
Church	1
Student associations	3
Resident associations	5
Business associations	3

We had face-to-face interviews and a protocol interview was used to assure that all the topics relevant to the aims of the research were deepened. It was not a real questionnaire, but just an outline of orienting questions. We asked respondents to think about the presence of the university in the area and try to portray in which way such presence may affect the quality of life in daily life. Of course, we asked not only to answer this very general question, but also to provide arguments to support responses, making specific examples and carefully describing the contextual conditions.

On the whole, we conducted 25 interviews. The interviews lasted from 35 minutes to 84 minutes, with an average of 52 minutes. All interviews were recorded and the transcripts were content-analysed by using the software Nvivo 10.

The first step in content-analysing the data was to break the interview files down into “nodes”. Nodes ranged from a phrase, to a complete sentence, to several sentences. They were initially identified by one of the researchers. A second researcher reviewed the database of nodes to independently verify the accuracy and completeness of the data and classifications. After all the text had been divided and classified, the second step was to code each node by iteratively cycling through the data. The aim was to merge similar nodes and create thematic categories. Again, after one researcher has coded the nodes to relate them to specific conceptual categories, a second researcher coded the data. Disagreements on coding were settled through consultation between the researchers. This process allowed us to identify recurring and critical themes.

The main results from the iterative content analysis and structuring of interview data are described in the following section.

KEY FINDINGS

According to what emerged from the respondents, we identified four “spillover effects” related to the presence of the university that have an impact on the perceived quality of life in the historical town centre of Naples. They are: 1) economic spillovers; 2) social spillovers; 3) cultural spillovers; 4) strategic orientation. For each of them, it was possible to identify more precise activities undertaken by universities that our respondents regularly referred to, as shown in the following tables. For instance, talking about the economic spillovers, in 21 out of the 25 interviews respondents mentioned the birth and survival of many service activities (e.g., restaurants, pubs, bookshops, etc.) as an example of the impact of the presence of the university in the area, and 29 text portions within the 25 interviews-files were coded as centred on this node.

Economic Spillovers

We pushed respondents to discuss specific occurrences that, according to them, represent concrete examples of economic spillovers related to the presence of the university in the historical town centre of Naples. We traced back the responses to four main themes (Table 4): *i*) birth and survival of many service activities; *ii*) lodging; *iii*) creation of new innovative companies; *iv*) attraction of public funds for new investments in the area. The majority of informants recognize the positive influence of the presence of university in the area in terms of more shops (especially food and drinks, bookshops and stationery shops) and increased demand for housing. However, the reference to entrepreneurial activities (spin-offs and attraction of public funds) is also recurrent.

Table 4 - Economic spillovers

Nodes	Sample data	n. references	n. interviews
Birth and survival of many service activities (e.g., restaurants, pubs, bookshops, etc.)	«The presence of several universities in this area for sure increased the diffusion of places to eat, like pubs etc.» «[Universities] allowed the creation of several shops, artisans and retailers that otherwise would never exist»	29	21
Lodging	«In this area, there are no university dorms and many house owners rent their apartments to young students» « [Universities] generate an impact especially in the private housing market, since many students are looking for an accommodation»	18	16
Creation of new innovative companies (e.g., spin-offs created by professors, students, alumni, etc.)	«New businesses can born thanks to intellectual property rights, spin-offs and business incubators, creating an advantage for the area» «[Universities] promote entrepreneurship in terms of university spin-offs not only among professors and researchers but also, and above all, among students» «[Universities] produce many cultural start-ups»	10	6
Attraction of public funds (regional, national, European funds, etc.) for new investments in the area	«[Universities] develop projects aimed at restructuring the city and the public spaces» «[Universities] allow the attraction of millions of euros of investments in the area in order to improve facilities and infrastructures, thanks to European funded projects»	7	4

Social Spillovers

The recurring themes related to the sphere of the social spillovers (Table 5) are: *i*) networking; *ii*) vitality; *iii*) recovery, management and enhancement of buildings and public spaces; *iv*) safety; *v*) integration and openness. According to our informants, therefore, the presence of universities increases the opportunities for the exchange of ideas, relations and networking, also generating a greater openness and facilitating the knowledge and integration between different cultures. In addition, unexpectedly, the presence of many students on the streets more than annoyance is recognized as a positive aspect, as it increases the vitality and the perceived safety in some areas

otherwise less frequented and perceived as unsafe, especially at dusk. Another very important impact is related to the recovery, management and enhancement of buildings and public spaces (e.g. many buildings of the 1800s have become university venues), especially if we take into account the mentioned inscription in the UNESCO property of the entire city centre and on the need for appropriate conservation.

Table 5 - Social spillovers

Nodes	Sample data	n. references	n. interviews
Networking	<p>«[Universities] produce a great circulation of ideas, knowledge (through studies, researches, meetings, discussions), that create a wealth of knowledge»</p> <p>«[Universities] trigger an incubation process of ideas that allows exploiting the relationships between talents»</p> <p>«[Universities] generate collaboration, relationships, new opportunities»</p>	18	13
Vitality	<p>«[Universities] cause a broad presence of young people who revive the whole area»</p> <p>«[Universities] ensure that the streets and the squares are manned by students and become a places of university life, aggregation, sociality and fun»</p> <p>«[Universities] promote the presence of students in different hours throughout the day»</p>	27	18
Recovery, management and enhancement of buildings and public spaces	<p>«[Universities] generate the revitalization of old buildings in community-friendly and highly attractive activities»</p> <p>«[Universities] promote the conservation and renewal of the area and buildings»</p> <p>«[Universities] reduce the situations of decline in the areas in which they settle»</p>	19	16
Safety	<p>« [Universities] increase the number of people in the streets: the more people there are, the greater is the sense of security»</p> <p>«[Universities] generate a greater attendance of the area and a consequent increase of the perceived sense of security»</p>	17	11
Integration and openness	<p>«[Universities] increase the capacity for integration, also through projects such as the Erasmus that relate the area with different cultures and enrich it»</p> <p>«[Universities] enrich the area of foreign students by encouraging dialogue and openness»</p>	12	7

Cultural Spillovers

With reference to the cultural spillovers (Table 6), it was possible to identify four recurring themes: *i*) cultural heritage; *ii*) cultural events and cultural places; *iii*) cultural growth of the community; *iv*) awareness. The community perceives the university as playing an important role in preserving and transmitting the cultural and historical heritage of the city, creating greater awareness of the value (historical, cultural, artistic, architectural) of the place, encouraging a sense of belonging along with civic engagement. Moreover, through its educational and teaching function and the promotion of cultural activities open to the community, it allows increasing the widespread culture in the whole community, and not only among students.

Table 6 - Cultural spillovers

Nodes	Sample data	n. references	n. interviews
Cultural heritage	<p>«[Universities] are witnesses of the identity, the rootedness and the traditions of the area»</p> <p>«[Universities] represent an huge driving and identity factor of the city, contributing to make it a great cultural capital»</p> <p>«The presence of universities makes citizens aware of the history of their territory»</p> <p>«[Universities] allow to regenerate the value system of the city as well as to stimulate reasoning on important topics through the formation and sedimentation of the culture»</p>	31	20
Cultural events and cultural places	<p>«Universities organise cultural events, conferences, moments of social gathering, exchange of information and openness to the outside world»</p> <p>«[Universities] promote cultural initiatives that represent moments of collective emancipation and contribute to the growth of maturity of a population»</p> <p>«Universities allow citizens to use cultural and recreational spaces (art galleries, theatres, etc.) that otherwise would not be present in the area»</p>	29	22
Cultural growth of the community	<p>«[Universities] allow the students to involve their family, creating participation and knowledge dynamics that go beyond the individual and his/her course of study. It is a form of indirect involvement, which has important cultural consequences»</p> <p>«[Universities] allow students who have a higher or growing cultural level to integrate and influence people with a medium-low cultural level»</p>	18	15

Awareness	<p>«Universities promote the creation of civic sense and awareness»</p> <p>«[Universities] generate a greater awareness of the services and public goods available in the area (Where I am? What's unique here? What's historical here?)»</p> <p>Generano «[Universities] create greater awareness of people living in the area, allowing to understand and follow the organised events»</p>	16	12
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Strategic Orientation

In addition to the above mentioned spillovers, the importance of what we have called “strategic orientation” (Table 7) of universities has emerged and three main recurring themes have been pinpointed: *i)* openness to relationships; *ii)* rooting and integration; *iii)* concern for collective well-being. In this regard, the need for a greater openness and integration to the outside has been emphasized. What is required to the university is, therefore, to take a leading role in pursuing the well-being of the host community. What we are discussing here is not an effect of the presence of the university, but an attitude, an orientation, a vision of how the university interprets itself in relation to the place where it is located, that more than influencing the quality of life, allows an amplification or a reduction of the previous mentioned spillovers.

Table 7 - Strategic orientation

Nodes	Sample data	n. references	n. interviews
Openness to relationships	<p>«Universities could have a greater positive impact if we reasoned on the construction of public policies designed to weave and implement strong relationships»</p> <p>«Universities should make professors perceive themselves no longer as inhabitants of an ‘ivory tower’ but as a team that support the community»</p> <p>«[Universities] are often disinterested in establishing links with other organization (schools, associations, parishes, etc.)»</p>	36	23

Rooting and integration	<p>«[Universities] are rooted in an area that try to change»</p> <p>«Despite the spatial proximity, they do not trigger a real integration»</p> <p>«Universities are a closed system, unable to dialogue with the outside»</p> <p>«[Universities] create more possibilities for dialoguing, making the university participating in the whole community»</p>	21	15
Concern for collective well-being	<p>«Working outside their walls and descending into the territory, they play an important role in terms of economic and socio-cultural development»</p> <p>«[Universities] are rarely available to collective well-being»</p>	14	11

CONCLUSION

The results of the present study highlight that the presence of the University produces different important effects on the host area, directly and indirectly affecting the perceived quality of life by the different “users” of the territory itself.

Consistent with previous literature (e.g. Goddard, 2009; Goddard and Vallance, 2013), the content analysis of the local stakeholders’ interviews revealed that there are direct economic, social and cultural spillovers linked to the presence of the university. It is important to highlight that these effects are recognized to be derived also from the only circumstance that universities are physically located in that specific area.

From an economic point of view, the impact is due to the increase in the demand for accommodation and in the overheads, as well as the ability to attract investments otherwise diverted to other areas of the city. Moreover, the existence of the university promotes the proliferation of a wide range of shops and the creation of innovative start-up by professors, students and alumni. The social spillovers mainly concern the great number of students who live and frequent the area and its consequent revitalization and growth in the level of perceived safety that they entails. No less important is the restoration and enhancement of buildings and public spaces, as well as the creation of occasions for meetings and exchanges that feed relations, interactions and opportunities. The cultural spillovers, on the other hand, are a consequence of the university’s teaching activity and the educational and cultural initiatives promoted inside and outside the academia. In this regard, it is worth to underline that the impact of these activities – cultural events promoted and cultural facilities made accessible – goes beyond the students and pours on their families and the whole local community. Moreover, by affirming and enhancing the identity, the history, the shared values and the monuments of the city, the university becomes essential to preserve and communicate the local cultural heritage and to increase the awareness of the place by those who daily live and frequent it and, despite this, often ignore its unique beauty and heritage.

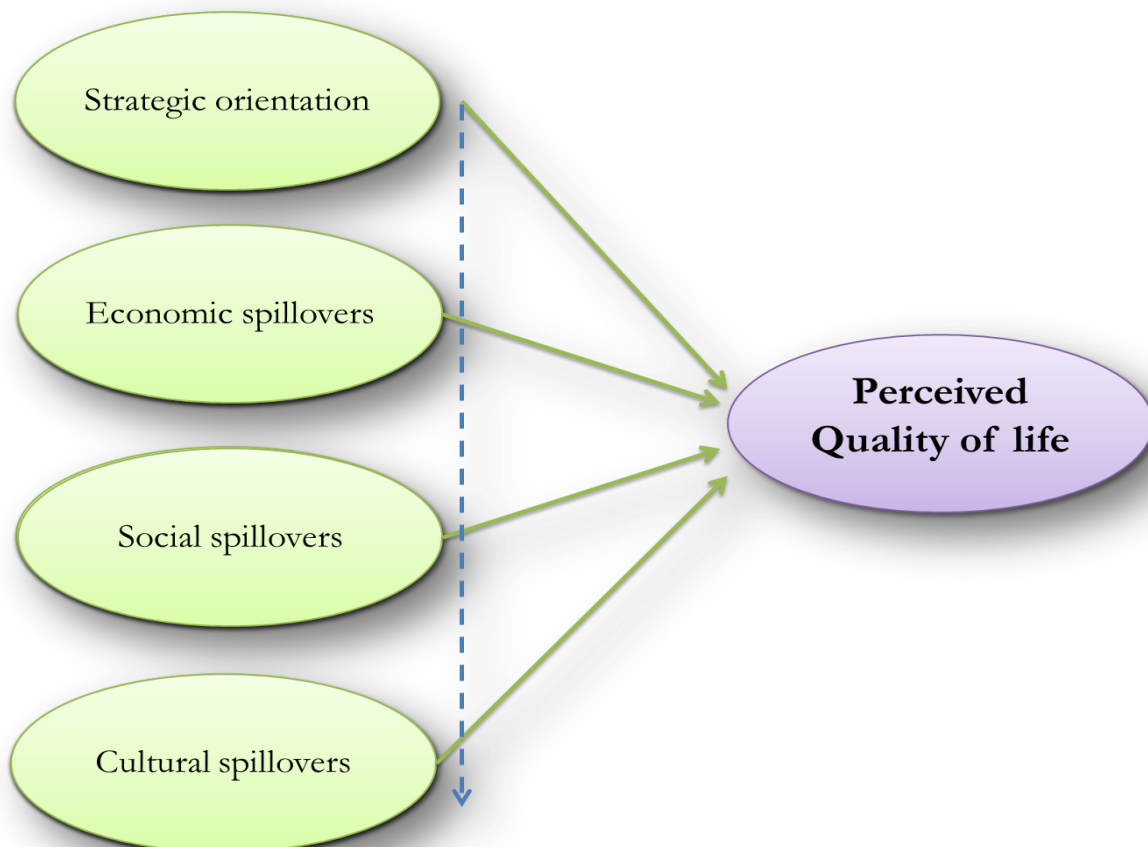
In addition to these spillovers linked to the sole physical presence of the university in the area, our study shows the relevance of the strategic orientation of the university, which not only acts directly on the quality of life of the territory but, above all, plays a mediation role on the perceived impact of

direct variables. As noted in the interviews carried out, a greater openness of the university to dialogue with the other actors of the area – such as businesses and institutions, associations and schools – could guarantee better results in terms of economic, social and cultural spillovers. To this aim, the university should activate and manage continuous and systematic relations with the community; it should be more involved in local dynamics, behaving as a key actor of the local economic and social fabric. In this regard, the analysis has also shown that a critical point is represented by the lack of an appropriate internal organisation, able to ensure the systematic nature of these interactions and collaborations, that actually are often limited to initiative of individual faculty members or university employees.

The analysis carried out, therefore, confirms the need for a university of being engaged with the host community, whose presence allows much wider development than expected in the entrepreneurial university model (Ostrander, 2004; Goddard, 2009; Hart and Northmore, 2011; Goddard and Vallance, 2013; Trencher et. al, 2013, 2014; Chile and Black, 2015). Moreover, the importance of collaborations with non-institutional actors – i.e. non-profit organisations, cultural organisations and civil society –, as evidenced by Carayannis and Campbell (2009, 2012) emerged for this study as another relevant issue. However, what we would strongly emphasize is that the existence of a fourth mission of universities and the role that it entails is recognised by local stakeholders, maybe before and regardless from an institutional or academic awareness.

In conclusion, according to our findings, it is possible to affirm that the presence of the university affects the perceived quality of life of the host community and this impact is the result of a combination of direct and mediating spillovers, that we can represent in the conceptual model proposed below (Figure 2):

Figure 2 – The impact of the presence of the university on the perceived quality of life
Source: authors' elaboration



The study is not without limitations, such as the limited number of interviews carried out and the restricted reference area. These shortcomings could have biased the results, even if the frequency with which the themes emerged in the interviews and the care taken in identifying the informants to be involved make us confident about the reliability of the conceptual model we have reached. After all, in our intentions, further developments of the research could be aimed to verify the model in other geographical areas, repeating the process of in-depth interviews and content analysis, and/or statistically validate the proposed model through a survey. To this aim, a structured questionnaire should be elaborated starting from the conceptual categories (spillovers and nodes) identified here and administering it to a sample of individuals who live, work and study in the area of the historical centre of Naples. In this way, the reliability of the model could be tested before being applied and extended to other areas and contexts.

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