

**ENTREPRENEURIAL UNIVERSITY ECOSYSTEM'S ENGAGEMENT WITH SDGs:
LOOKING INTO A LATIN-AMERICAN UNIVERSITY**

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Abstract

Sustainability themes have increasingly gained traction within academia and industry. The knowledge accumulation is at the development stage and remains more understanding about the phenomenon in the black box. Innovative sustainable initiatives are little known, especially in transforming individuals' values, culture, and well-being. Universities are well-placed to contribute to this academic conversation as they seek solutions and responses to current grand societal challenges through their core activities (teaching, research, and engagement). A good example has been the recent development of disruptions by universities to address the COVID-19 pandemic. Inspired by these debates, this study theorizes/tests how an entrepreneurial university ecosystem contributes to the UN SDGs' achievement through its core activities and social-entrepreneurial orientation. By adopting a retrospective case study of a Latin-American University, our study provides insights/implications into the configuration of university social entrepreneurial ecosystems and their sustainable contributions to the SDGs.

Keywords:

Entrepreneurial Universities, University Engagement, Social Entrepreneurial Ecosystems, Social Entrepreneurship, UN SDGs, Developing Economies

Introduction

Sustainability themes have increasingly gained traction in social entrepreneurship within academia and industry. At the same time, they are becoming front and center for policymakers as they look for solutions to solve grand societal challenges. Unfortunately, accumulation is at the development stage, and more understanding about the phenomenon remains in the black box (Roundy & Lyons, 2022). Yet, innovative sustainable initiatives are little known, especially in transforming individuals' values, culture, and well-being. Indeed, many grand societal challenges we currently face underscore the need for scholarly research – including interdisciplinary studies – (Wickert et al., 2021). Certainly, universities are well placed to contribute to this conversation as they seek to find rapid solutions and responses to current grand societal challenges (e.g., the UN SDGs) through their core activities: teaching, research, and engagement (Winckler & Fieder, 2012; Benneworth & Cunha, 2015; Markman et al., 2019; Guerrero & Pugh, 2022).

By adopting a hybrid entrepreneurial, innovative and social orientation, the named “entrepreneurial universities (EU)” are understood as higher education organizations that are looking to provide an ecosystem with the elements that foster entrepreneurship and innovation within the university community (e.g., students, teachers, academics, alumni) to generate social value and economic impact in the regional development (Guerrero & Urbano, 2012). A good example has been the recent development of disruptions by universities to address the COVID-19 pandemic by assuming the leading role in the development of vaccines, maintaining world information, and intervening in the policy frameworks (e.g., MIT, Stanford, Cambridge, Oxford, Johns Hopkins, Imperial College, and other universities) (Siegel & Guerrero, 2021). It has reinforced the academic debate about the re-definition of the social, economic, and humanistic identity of entrepreneurial universities (Guerrero & Pugh, 2022) as well as legitimized contribution/impacts (Wickert et al., 2021).

Based on the mentioned research gaps, this study theorizes/tests how an entrepreneurial university ecosystem contributes to the UN SDGs' achievement through its core activities and social-entrepreneurial orientation. More concretely, a proposed theoretical framework emerges from this study to extend previous studies about entrepreneurial university ecosystems, social-entrepreneurial identity, and university impacts on sustainability (Guerrero & Urbano, 2016; Roundy, 2021; Roncancio-Marin et al., 2022). By adopting a retrospective case study of a Latin-American University, our study reveals critical insights into the configuration of university social entrepreneurial ecosystems and their sustainable contributions to the SDGs.

After this introduction, the paper is organized as follows. Section 2 introduces the micro-foundations about entrepreneurial university ecosystems' engagement in social and sustainable initiatives. Section 3 presents the methodology, describing the data and the research methods used in the empirical study. Section 4 shows the main findings of the study, as well as discusses the results considering the literature reviewed. Finally, Section 5 presents the main conclusions, limitations, future research lines, implications, and expected scholarly impacts.

Theoretical foundations

Sustainability and Universities

Previous literature on sustainability has offered multidimensional and multidisciplinary advances mostly emphasized within/outside organizations. One explanation has been that different actors point out the importance of attaining growth through a sustainable path, meaning one where humanity meets its current demands without compromising the needs of future generations (Ávila et al., 2019). In this view, the sustainability approach (mostly associated with sustainable development) has been a key driver for many change agents (leaders and organizations worldwide).

Although the literature on sustainable universities is scarce, universities have played a central role as one of the main agents of technological, economic, and social change (Elton, 2003; Grano & Prieto, 2020). For instance, many universities around the globe have embraced funding research and projects to generate knowledge and community awareness and develop products to face this challenge (Lozano, 2009). But even though these efforts have increased in time, there is still much to do to affect the negative effects generated by the human race (Elliot & Wright, 2013).

Sustainable social entrepreneurship and entrepreneurial universities

Sustainable entrepreneurship is an emergent research stream in the entrepreneurship literature. According to Zaman & Goschin (2010), sustainable development emerges from the intersection of three main dimensions: social, environmental, and economic. In the entrepreneurship literature, Shepherd & Patzel (2011, p.142) defined sustainable entrepreneurship as “the preservation of nature, life support, and community in the pursuit of perceived opportunities to bring into existence future products, processes, and services for gain, where the gain is broadly construed to include economic and non-economic gains to individuals, the economy, and society”.

In the entrepreneurial universities literature, the accumulated knowledge has revealed that entrepreneurial universities and related actors (public sector, accreditation institutions, international rankings, etc.) have been raising the importance of transcending the classical teaching and research view toward a socio-economic development by introducing a social, entrepreneurial and sustainable orientation (Guerrero & Urbano, 2016; Roundy, 2021; Roncancio-Marin et al., 2022). Although social entrepreneurship has attracted the academics'/policymakers' attention in recent years (Dobele, 2016), only anecdotal evidence has shown how universities in developed economies have introduced social and sustainable themes into entrepreneurship support programs

(Fichter & Tiemann, 2018; Wagner et al., 2021). Fanea-Ivanovici & Baber (2022) found some evidence of the positive influence of campus sustainability on attitudes toward sustainability and sustainable entrepreneurial intentions. In other words, between *campus sustainability* (i.e., microenvironment generated by policies and practices for sustainability), *environmental sustainability* (i.e., academic community involvement), and *education on sustainability* (i.e., sustainability integration to the curricula), the former was the strongest factor analyzed that can help achieve sustainable goals.

Social entrepreneurial universities ecosystems in emerging economies

Although the lack of consensus about the emerging economies' definition, scholars agree that emerging economies are characterized by a low level of institutional capacity or institutional voids, meaning weaker laws and less-developed enforcement capacities in formal legal institutions than those in developed economies (Khanna & Palepu, 2000; Bruton et al., 2013). In this regard, Eesley et al. (2018) have found that institutional voids are a source of opportunities generation and adequate space for for-profit and non-profit entrepreneurs. It is a plausible explanation of why university-industry collaboration has been incentivized by public programs to respond to societal priorities derived from institutional voids (Guerrero & Urbano, 2016). Anecdotal empirical evidence about the university's contribution to the SDGs came from university rankings (see Times Higher Education, 2018). However, little is about how entrepreneurial universities allocated in emerging economies have (re) configured their ecosystem into sustainable components for impacting social entrepreneurship within the university community (students, staff, academics, alumni).

Methodological design

Case study approach

We used a qualitative grounded theory methodology (Eisenhardt, 1989; Eisenhardt & Graebner, 2007; Yin, 2015). This qualitative approach is appropriate for building theory and developing a highly textured view of entrepreneurial universities' contributions to achieving SDGs in emerging economies (Guerrero & Urbano, 2012; Mori et al., 2019). Concretely, we designed a retrospective multiple case study analysis – like the design of a longitudinal case- that includes first-person accounts and information events and activities under study that have already occurred, and the outcomes of these events and activities are known (Street & Ward, 2010).

Selected case

We selected the Universidad del Desarrollo (UDD) case for three reasons. First, the UDD is a private and young university with social and entrepreneurial orientation and commitment since its foundation. Therefore, these characteristics facilitate an in-depth evolutionary analysis because it reduces the interference of routines usually observed in mature universities (Guerrero & Urbano, 2012; Teece, 2012). Second, the UDD has built a strong entrepreneurial reputation, academic recognition, and significant contribution to its alumni's economic, societal, and political activities (Times Higher Education, 2018). Consequently, it allows for exploring how the university atmosphere has contributed to creating a local entrepreneurial ecosystem and how it has been transformed into societal and economic impacts across different student generations (Kenney & Goe, 2004; Wright et al., 2017; Markman et al., 2019).

Data collection

We adopted the transparency and replicability criteria suggested by Aguinis & Soriano (2019) and the triangulation criteria suggested by Yin (2014). In this regard, the data collection processes

consisted of combining two sources of information: (a) the empirical evidence captured via surveys and other sources by the UDD Marketing Strategy Division for the Times Higher Education's impact indicators (see the Times Higher Education, 2021) and (b) a set of thirty-two semi-structured interviews with the university promoters of these initiatives (university managers, deans, researchers) and the main "beneficiaries" (current students, alumni, staff, entrepreneurs, employers).

Data analysis

We streamlined data collection to permit rapid analysis following the recommendations from Gioia et al. (2013). First, we employed open coding focused on the triangulation of information. Second, we used axial second cycle coding to generate second-order (theory-centric) themes related to the SDGs strongly connected with the universities, such as Quality education, Well-being, Inequalities, Gender equality, Industry Innovation, and Partnership. Third, based on second-order themes, the coding team built theoretical dimensions resulting in the critical dynamics paths about the EU's core activities focused on the contribution to generating decent job market opportunities for graduates/alumni. Based on the grounded theory, codes emerge without a predefined coding scheme, and the encoded data analysis involves searching for common patterns among interviews (Eisenhardt & Graebner, 2007). The identified patterns were saturated/framed/discussed based on the existing literature, strengthening the research's internal validity. The data structure shows the data development from interviews to codes, themes, and dimensions that indicate theoretical implications stemming from the data structure. In doing so, we contribute to research at the interface of the entrepreneurial university, social entrepreneurship ecosystem, and sustainability fields by providing a unique view just as the situation unfolds rather than after the event.

RESULTS

The UDD as a social and entrepreneurial university

Since its foundation in 1990, the UDD has been impregnated with an entrepreneurial, innovative, and social orientation influenced by the founders' vision and values (Managers' survey perception). Figure 1 shows the evolutionary process of the social and entrepreneurial university ecosystem (UDD, 2018). Initially, the main intervention was implementing a compulsory entrepreneurship education program through diverse careers. Complementary, the university introduced several extra-curricular activities that reinforced the entrepreneurial culture within the university community (Students' survey perception). Prodded by the market, the university introduced several infrastructures/activities to create a favorable environment for entrepreneurship that is observed when the UDD students enter the labor market (Employers' survey perception). Indeed, over the last decade, the UDD has also impregnated a social-entrepreneurial orientation in its values, missions, and core activities (teaching, research, and engagement).

The social entrepreneurial evolution of the UDD has followed similar patterns of private entrepreneurial universities (Guerrero & Urbano, 2012). First, private universities consolidate education and later legitimize research as the next step for knowledge transfer. Second, young universities have more flexibility to respond to external challenges. Third, an interesting variation observed in entrepreneurial universities in emerging economies is the speed of configuring university ecosystems. For example, the evolutionary stage of entrepreneurial universities in emerging economies takes more time than universities in developed economies, given institutional voids (Wright et al., 2017). Fourth, an intersection of social and entrepreneurial orientations is part of the university's DNA. At the organizational level, these insights are replicated in the

organizational climate that promotes equality, flexibility, well-being, and connection with diverse socio-economic agents (university's manager perception survey).

[Insert Figure 1 here]

The configuration of the UDD Entrepreneurial Ecosystem (UDDEE)

The interviews confirmed the different components of the UDDEE. There was a consensus among both alumni and current students that the main components of the UDDEE have been compulsory education, infrastructures (incubators; accelerators; innovation and technology centers; research institutes; co-working spaces), extra-curricular activities (clubs; awards and contests; international exchange), financial support (seed capital; business angels), informal support (access to networks; mentoring; social/voluntary; environmental) and social/entrepreneurial values (role models; mind-set; diversity; social responsibility; ethics; freedom). Likewise, the interviews confirmed the different stages identified in the evolutionary process of the UDDEE (Table 1). There was a consensus among both alumni and current students that compulsory entrepreneurship educational programs were the most influential element of the university ecosystem during their learning process. Moreover, all collectives also confirmed the configuration of the UDDEE. For alumni, nowadays, the university has designed very good initiatives that support entrepreneurship because, in the past ten years, the university ecosystem was not so developed in terms of infrastructures (incubators, accelerators, research centers) as well as it was not so opened to capture the attention of students enrolled in none business studies. Current students legitimized the transversal university entrepreneurship commitment because they have received much information about weekly events, formal/informal supports, and extra-curricular programs implemented by the university. Nevertheless, the effectiveness of the university ecosystem was not well perceived by the collective

of current students classified as non-entrepreneurs. The main reason was the lack of interest in participating in or attending the university entrepreneurship initiatives/activities because they are not interested in becoming entrepreneurs. In summary, nearly all students recognized that the UDDEE provides a positive environment for entrepreneurship.

[Insert Table 1 here]

The UDDEE's engagement with SDGs

Table 2 shows the results related to the engagement of the UDDEE with SDGs.

[Insert Table 2 here]

The UDDEE's contribution to SDGs through teaching activities

Among the main beneficiaries (alumni and current students), most interviewees have recognized that the university has provided qualified education that has strongly influenced their entrepreneurial behaviors/actions/values and subsequent value-added in society (education quality). The majority of interviews also revealed that the entrepreneurial recognition and social impact on society of the UDD motivated them to select it as the first option when they decided on their university career (well-being). Interestingly, the interviewees have also recognized that the UDD educational offer includes multiple transversal compulsory/optional courses across careers/professions related to providing a better understanding of sustainability, social entrepreneurship, gender equality, climate change (gender equality), as well as the UDD provides access to informal and extra-curricular activities that promote the debate/dialog about the most updated themes in the Chilean reality (inequalities) or exchanges programs with abroad universities

(partnerships). Our triangulation analysis using the UDD datasets (alumni, students, employers, and university managers) provides empirical evidence about these perceptions. For example, the UDD has implemented several mechanisms to ensure that every student has the same teaching-learning environment, content, and pedagogical strategies by implementing scholarships for vulnerable groups intensified during the social movement and pandemic events (education quality).

The UDDEE's contribution to SDGs through research activities

The UDD information shows the interdisciplinary research across their schools (Law, Business, Engineering, Health, Design, and others) to develop research projects and consultancy initiatives that return and generate well-being. Concretely, there are research projects related to contributing to (a) the economic value through innovations and entrepreneurship (industry and innovation), (b) the societal value by paying attention to the city/regional/country challenges in terms of migration, social inequalities, gender equality, health problems (inequalities, gender equality), (c) the technological value by transferring and commercializing innovations useful for responding to the Chilean societal challenges (e.g., industry and innovation). To do so, the UDDEE has developed multiple national/international collaboration agreements with private/public actors and civil society (partnerships) and opened the dialog/debate with multiple socio-economic agents during critical events (e.g., social movements, pandemics, constitutional reform). Over the last decade, the UDDEE has been positioned as a leading private research university in strategic areas such as entrepreneurship, innovation, health, policy frameworks, and technological design.

The UDDEE's contribution to SDGs through engagement and entrepreneurship activities

Interestingly, according to the interviewees, their immersion into the UDDEE has been varied and supportive, depending on the generational cohorts. For example, a former student turned

entrepreneur because the UDD helps reinforce tolerance, persistence, resilience, and other values that have enriched their personal and professional careers (well-being). However, non-business-oriented students have also highlighted that the UDD has provided the basic skills to be immersed in an entrepreneurial initiative. These critical groups also recognized that the university provided access to an extensive alumni network that has supported them during the development of specific projects (partnerships, industry innovation) and the continued UDD educational and training programs (education quality). Several interviewees also recognized the positive influence of the UDD in their involvement in social initiatives and the exposition of a supportive university environment for developing them (inequalities).

The UDDEE impact on graduates' decent work

According to the UDD (2018), the UDDEE has received the participation of more than 7399 students in the training/programs (75 programs) and the entrepreneurship contests (138 projects). In addition, more than 5000 students have attended entrepreneurship events/conferences promoted by the UDD. Over the last decade, the UDD university ecosystem has been involved in more than 60 start-ups that have been created with the support of public seed capital (\$1.000 MM) and more than 150 technological agreements in alliances with recognized research centers and private organizations that have also produced several patents (UDD, 2018). In addition, the alumni survey reveals the relevant participation of this collective in the development of entrepreneurial initiatives after graduation; approximately 20% of 14000 graduates have created ventures motivated by the identification of business opportunities or enrolled as self-employed (Alumni survey). Interestingly, there is an alumni collective investing in entrepreneurial projects promoted by other UDD entrepreneurs. This empirical evidence was corroborated during our interviews because the graduates' entrepreneurs detailed their involvement in creating 27 ventures after graduation (just

12 are actively operating in the market) with the generation of at least 135 employments. At least 25% have a high-tech orientation and 10% have an international orientation. Similarly, the students' entrepreneurs have created 17 ventures during their stay at the university (just ten are actively operating in the market) with at least nine employees. Based on these objective outcomes, the UDD social and entrepreneurship ecosystem has been “responsible” for different outcomes captured from the university community (specifically, current students and graduate students). Likewise, the alumni survey has read that at least 80% of graduate students work after graduation.

Discussion

Academic implications

This study extends previous studies about entrepreneurial university ecosystems, social-entrepreneurial identity, and university impacts on sustainability (Guerrero & Urbano, 2016; Roundy, 2021; Roncancio-Marin et al., 2022) as follow: First, this study proposed a novel framework for configuring a sustainable entrepreneurship university ecosystem. Second, this study provides a methodology design that could be replicated in diverse contexts for analyzing the elements and mapping the sustainable entrepreneurial university ecosystem (Aguinis & Solarino, 2019). Third, this study tested the proposed framework in an emerging economy setting that could enhance understanding of the elements and interactions required to achieve UN SDGs.

Practical implications

In 2021, the European University Association (EUA) published *Universities without Walls: A Vision for Universities in 2030*. This report stipulated that future universities should be “open, transformative and transnational; sustainable, diverse and engaged.” Reaching this goal, it claimed, would require strong social entrepreneurial university ecosystems. *For policymakers*, the main

implication is legitimizing the role of universities and their community (staff, teachers, professors, students, and alumni) in the Latin-American context. We expect to provoke a discussion among stakeholders (policymakers, SMEs, social actors, and employees) regarding the relevance of collaborating with universities in fostering sustainable social entrepreneurial ecosystems' components. *For university managers*, the implication is providing multiple strategies for implementing a sustainable social and entrepreneurial orientation across the university's core activities (teaching, research, and engagement) and reinforcing the university ecosystem components thinking on the SDGs. *For university teaching design*, even though social and sustainable education (i.e., via mandatory or elective courses) plays a significant role in developing a sustainable mindset in students, our results reveal the need for a holistic approach where students find themselves embedded in a network of different support conditions such as infrastructure, mentorship, social activities, and especially a culture that actively promotes social impact, not only talking about the importance of sustainability but delivering concrete solutions and public value to social problems through the generation of new ventures and research projects.

Limitations and future research

This study has several limitations. First, theory development limitations, given that it is a single case study, should be improved in future research by collecting mixed qualitative/quantitative data and replicating it with other similar universities in the Latin-American context. Second, theory development should consider multiple theoretical approaches to understand the interplay between entrepreneurial universities, sustainability, and the ecosystem. Third, a natural extension of our qualitative approximation is the transition into the implementation of certain UN SDGs metrics useful for conducting a quantitative analysis that allows an understanding of the effects/impacts

derived from the implementation of a sustainable approach within entrepreneurial university outcomes.

Conclusions

This study provides insights into how a Latin American university (Universidad del Desarrollo) contributes to the UN SDGs' achievement through its core activities and social-entrepreneurial orientation. In this vein, two conclusions emerge from this study. First, interesting trends in those SDGs are strongly related to the UDDEE's core activities: teaching, research, and engagement (e.g., Quality education, Well-being, Inequalities, Gender equality, Industry Innovation, and Partnership). Second, the insights into the UDDEE's impacts on generating a decent generation of opportunities for graduates/alumni. As social researchers, our main motivation is mainly inspired by helping to build better organizations, universities, and talent. We hope to inspire other researchers to extend this research theme.

Disclosure statement

The authors report that there are no competing interests to declare.

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Figure 1*Evolution of the UDD Social and Entrepreneurship Ecosystem*

Foundation 90s	Seven Chilean entrepreneurs founded the university in Concepción
↓	
1990-2000	<ul style="list-style-type: none"> Configuring infrastructure, faculties, personnel, campuses and market Building strategic alliances with international universities (Babson) Introduction of entrepreneurship education inspired by US model Building their competitive advantage (alumni) and local positioning Oriented towards the excellence and quality in teaching
↓	
2001-2010	<ul style="list-style-type: none"> Compulsory and transversal entrepreneurship education programs Reinforcing agreements with international universities and local agents Investment in support infrastructures per faculty (configuring careers) Participation with strategic and regional actors (alumni and faculty) Positioning entrepreneurship and configuring the university ecosystem Reinforcing the organizational structure (managerial roles) Ensuring the attraction and the retention of talent (human capital)
↓	
2011-date	<ul style="list-style-type: none"> Reinforcement extra-curricular activities and maturity of education Investment in supporting infrastructures for university community Research outcomes produce impacts on policy makers' regulations (e.g., medicine, ambient, economic, etc.) Openness to local, regional and international alliances Oriented towards the excellence and quality in teaching and research Configuration of the university ecosystem and its impacts Positioning in the university rankings (teaching excellence) Adopting a social-oriented vision in its missions, activities and values Supporting social initiatives oriented to support the Chilean challenges Creating environments to debate among the multiples actors about the Chilean challenges

Source: Authors

Table 1

Alumni and Students' Perceptions about the UDDEE

Groups		Perception about the university	... about the ecosystem	Social and Entrepreneurial initiatives	Sustainable impacts	Debate
Graduate students (alumni)	AE01	(+) tools, good	25% have used	During their	Expectations:	
	AE02	education, culture and	more university	studies: all of	economic impacts	
	AE03	values, open to the	elements than just	them tried to	(make money),	
	AE04	world, tolerance,	entrepreneurship	develop small	social	
	AE05	resilience	education	business	(employment and	
	AE06	(-) stigma, lower	Relevant	After	well-being), tech	Impacts and follow up
	AE07	connectivity among university faculties	elements: entrepreneurship	graduation: social,	(development of new	
		75% confirm	education and	technological,	technologies)	
AE08	university influenced on their	Babson visit	and	Real impacts: 21		
	entrepreneurial behaviors and actions.	Adequate: 87%. For the rest, the	entrepreneurial initiatives	ventures created after graduation		
		lack of follow-up.		(12 active) and		

The rest considers that their entrepreneurial initiatives are more linked with their personal motivations (4, 5).

135

employments

ANE01	(+) good education,	0% have used	During their	Expectations:	
ANE02	good experience, and	university elements	studies: they	economic impacts	
ANE03	good relationship with	than just	have developed	(generate	
ANE04	the rest of the world	entrepreneurship	some social	income), social	
ANE05	(-) lower educational	education	initiatives	(employment,	
ANE06	demand	Relevant	After	mind-set, and	World
	80% recognized that	elements:	graduation: two	radical changes)	connections
	the university	entrepreneurship	mentioned that	Real impacts: 0	
	influenced them	education	one tried to	ventures created	
ANE07	because of the culture	Adequate: 42%.	create a business	after graduation,	
	(3, 5) but thought there	For the 14% is	and the other	but they have	
	was not so much				

support today (4, 6, 7). The other group thinks that indirectly because it is more personal (1, 2).

more active today than in the past

has created a society

contributed by their professions

Active students (current)	SE01	(+) good education, practical focus, work in teams, great experience, constant challenge, good opportunities	25% have used more elements than just entrepreneurship education	During their studies, they all tried to find an equilibrium social (students' organizations) and economic (some initiatives).	Expectations: economic impacts (make money), social (circular economy), tech (sustainability)	Higher aspirations and expectations
	SE02					
	SE03					
	SE04					
	SE05					
	SE06		Relevant elements:			
	SE07	(-) growth, innovation, communication across careers	entrepreneurship education, infrastructure, mentoring	After graduation: they performed and improved	Real impacts: 17 ventures created after graduation (10 active operating with at least 9 employees)	
	SE08	88% confirm that the university ecosystem influences their	Adequate: 80% is very supported but			

entrepreneurial behavior, focusing on the generation of social and economic value. The 12% consider that it is relative because, in the end, it depends on personal interest.

SNE01	(+) good education,	0% have used	During their	Expectations:	
SNE02	good relationship with	ecosystem elements	studies: they	economic impacts	
SNE03	the rest of the world	than just	have developed	(generate	Over
SNE04	(-) received a lot of	entrepreneurship	some self-	income), social	exposition to
SNE05	communications but	education	employment	(employment)	events,
SNE06	are not interested	Relevant	initiatives but	,and ambient	activities,
SNE07	66% recognized that	elements:	more social	mind-set	etc.
SNE08	the university	entrepreneurship	initiatives in	Real impacts: 0	
SNE09	influenced them but		non-profit	ventures created	

also recognized that it	education and	organizations.	after graduation,
is not enough for them	infrastructure	33% do not	but they expect to
to become	Adequate: 80%	mention	contribute by
entrepreneurs (3) or	but they do not	anything	their professions
considering that being	have interest or	After	(now practices)
an entrepreneur is an	motivations for	graduation: not	
alternative after	becoming	yet	
graduation (1, 2) or	entrepreneurs		
maybe because the			
support is not enough			
(8, 9). The rest			
recognized that being			
an entrepreneur is an			
individual decision			
and independent of the			
university environment			
(4, 5, 6, 1)			

Source: Interviews

Table 2*The UDDEE's Engagement with SDGs*

Source	First-order	Second-order	Third-order
Interviews	<p><i>“the UDD provides equal opportunities to access skills/knowledge crucial for talent development, creating a new venture, and generating value in society” (AE08)</i></p> <p><i>“the entrepreneurship training did not provide all the knowledge that she required during her entrepreneurial immersion” (AE05)</i></p>		
UDD datasets	<p>The UDD has equality established</p> <p>- scholarships for vulnerable groups such as students and staff (it has been intensified during the pandemic)</p> <p>- equal access to educational infrastructures and updated content (during the pandemic, established programs for ensuring the digital connection of students)</p> <p>- multiple communication channels with alumni and current students for connecting with labor market opportunities</p> <p>Indeed, the students' survey perception reveals that the UDD has a strong reputation and positioning respecting the education quality respect other Chilean universities.</p>	<p>Quality education</p>	<p>Teaching (learning-education processes)</p>

Interviews	<p><i>“The UDD has pushed us to be enrolled in several social and entrepreneurial projects during the career like “the innovation week” or “entrepreneurs contests” (AE7)</i></p>		
UDD datasets	<p>The UDD faculties have participated in multiple initiatives oriented to create:</p> <ul style="list-style-type: none"> - economic value through the generation of students start-ups and innovations - societal value by facing the challenges in the campuses and cities where they are allocated in collaboration with local agents (UDD Vecina) - physical and mental value via the medicine faculty oriented to students and staff, as well as strong involvement of researchers as advisors during the COVID-19 pandemic (Chilean panel of experts) <p>Indeed, the students’ survey perception reveals that the UDD has a strong incidence in the society with the development of social community programs (UDD Vecina, social service, internships)</p>	Well-being	Research (knowledge generation and transfer processes)
Interviews	<p><i>the UDD helps us to reinforce tolerance, persistence, resilience, ethic, and other values like promoting equality (AE1)</i></p> <p><i>the UDD offers compulsory and optional courses related to sustainability, social entrepreneurship, gender equality (AE10)</i></p>	Inequalities	

UDD datasets	<p>The Law and Business schools, with other UDD schools, have created dialogues about the most critical social challenges:</p> <ul style="list-style-type: none"> - the debates about pensions, migration, labor market conditions (during the social movements and constitutional reforms) - the dialogues with productive sectors and government to promote reforms in the labor conditions, tax, migration, and COVID-19 response/actions/effects <p>Indeed, the students' survey perception reveals that the UDD has a strong reputation and positioning respect the education quality respect other Chilean universities.</p>	Engagement (entrepreneurs hip or knowledge commercializ ation
Interviews	<p><i>“the UDD offers compulsory and optional courses related to sustainability, social entrepreneurship, gender equality” (AE10)</i></p>	processes)
UDD datasets	<p>The UDD has implemented gender equality policies by using multiple channels and providing training and courses to understand better gender equality at administrative, teaching, research, and engagement with multiple female organizations. Several research projects have promoted the analysis of gender in entrepreneurship, science, workplaces, society. Indeed, the UDD promoted an inclusive language. Indeed, the</p>	Gender equality

UDD managers' perception survey reveals that the organizational climate is friendly, supportive, flexible, and enhances equality.

Interviews *“The entrepreneurial skills/knowledge acquired during training (SE01) are reinforced by the experiences/advice received from specialized mentors, guest speakers, professors, potential investors during their participation in informal events (SE02, SE04, SE05), by the university values (SE03) and by the openness of students to capture all these benefits (SE06) that maybe if there are in another university will not have access” (SE07)*

UDD datasets	The employers' perception survey reveals that the UDD is perceived as a talent developer with social responsibility, ethics, and values very well aligned with the Chilean challenges. Consequently, the UDD generates positive contributions in the generation of human capital and social value. The alumni' perception survey reveals that the UDD has good positioning in the labor market because they find a job after graduation and entrepreneurship with the contribution of generation of employment. Indeed, most of the alumni are enrolled in social, economic, and political initiative	Industry innovation
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Interviews *“The UDD provides access to a huge network of alumni, social and economic actors that have a stronger influence in the configuration of personal values and taking professional decisions” (ANE03, ANE05, SNE08, and SNE09)*

UDD The UDD has signed multiple collaborations agreements with:

datasets - national socio-economic agents (government, entrepreneurs, SMEs, private/public hospitals, non-profit organizations)

 - international socio-economic agents (outstanding universities in North America and Europe)

 to achieve all activities via internships, exchanges, research projects, consultancy services, fundraising,

 The alumni’ perception survey reveals that most of the alumni are enrolled in social, economic, and political initiatives

Partnerships

Source: Authors