

development is a real challenge to conventional teaching approaches and learning methods as well as to the boundary between theory, practice, studies and work, student and teacher.

Higher education also rests on the assumption that universities are the only place where all knowledge resides or, at least, the latest knowledge. While this may be correct in some areas it is no longer a universal rule. Universities do no longer have monopoly on knowledge and knowledge production. Many companies and NGO and other organizations are competing players in the race to develop new and legitimate knowledge. To innovate education it is important to forge new relationships between universities and other important players outside, including individuals, in the important work of producing and diffusing knowledge.

How significant is the concept 'innovative universities'?

Some may say it is a significant oxymoron! In my experience, however, some universities have found ways to be more innovative than others. With innovative I mean ways to transform new ideas about research and education into tangible ways of researching and educating. There are examples of such universities on all continents. For example, Arizona State University in the US has challenged what it means to be a state university. University College London (UCL) has pioneered the idea that universities must be more oriented towards the society that sustains them, which is also what I tried to implement when I was President of Copenhagen Business School. The Finnish Alto University is a result of a merger between the technical, business and design universities of their capital. The latest university in Singapore, SUTD, is also a way to both be more innovative in education and by combining technology and design disciplines into one powerful force. Indian School of Business (ISB) is an example of how to think differently in the business school sector and hopefully this will also result in innovations in their education and research practices. All universities of course want to be labelled innovative, but few really are—so far.

How can industry-institution collaboration contribute to innovation?

There is no society without business and no business without society. So the business sector plays a tremendous role for moving society ahead. The same can be said about the education sector. So it is vital to continually cultivate and forge new linkages between industry and education. In some fields, like life science and business schools, such collaboration comes naturally whereas in other fields the linkages are more modest. One way to

broaden the notion of industry collaboration is to include the public and the non-governmental organizations as well because of the societal interest and the need to pool resources. However, industry collaboration does not in itself constitute an innovation, but the more interaction between students and faculty on the one side and people in private, NGO and public organizations on the other the more benefit for research, education and innovation. Hence, find ways to increase the surface and the interaction between these parties.

About innovation and entrepreneurship linkage?

Entrepreneurship is a label for starting new companies and this is an important, but not the only outcome of innovation. Companies may start a new project and eventually create a new unit, which sometimes is called intrapreneurship. Starting new companies is always a good thing, but we know that most of these will eventually die of lack of cash or simply demand. The challenge of entrepreneurship lies in growing companies into viable organizations not dependent on single individuals. In the education sector we can always improve how we encourage entrepreneurship. For example, bring together students of technology and social science; establish venture competitions, forum for networking etc. In my experience, however, universities are often more bureaucratic than entrepreneurial and that tends to taint such efforts. Perhaps the initial step for a university is to become more innovative and entrepreneurial itself. That is, practising before preaching. ♦

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