

Opportunities and contradictions : The Policy Paradox of entrepreneurial education and university business engagement since 1960

By

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Aims

Combining

Historical
Methodology

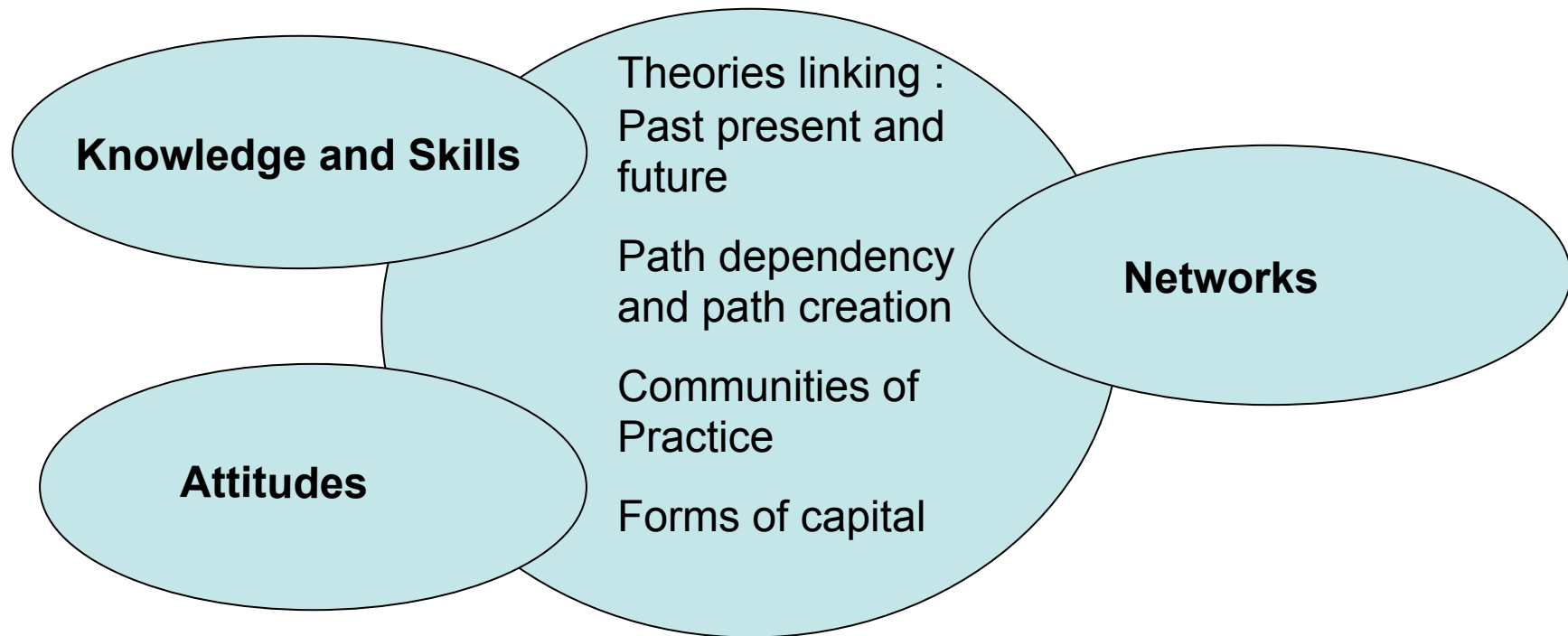
Social Theory

University-Industry
relationship

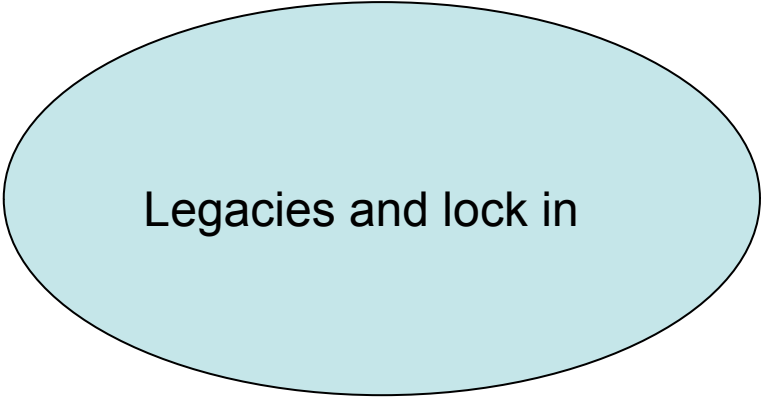
Attitudes behind
government
rhetoric

Attitudes to
outreach and
entrepreneurship
education in
universities

History Matters : for Policy, Institutions and Individuals




History is about continuity



Legacies and lock in

History is also about change:
innovation and new combinations



Legacies and opportunities

Policy in Action: InfoLab21

Funding



International

National

Regional

Local

Activities



International

National

Regional

Local

People and social processes



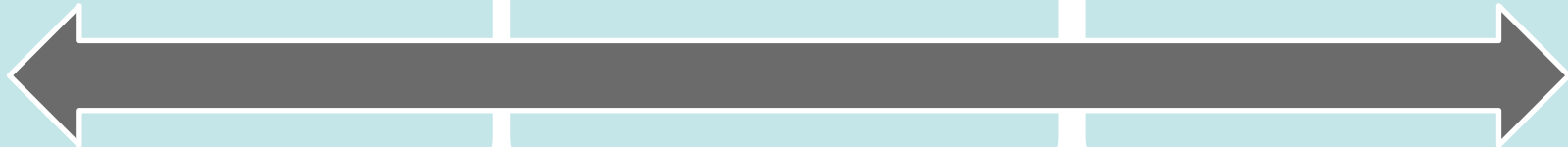
So things like getting companies together to network and talk to each other. Infolab is very good at that here



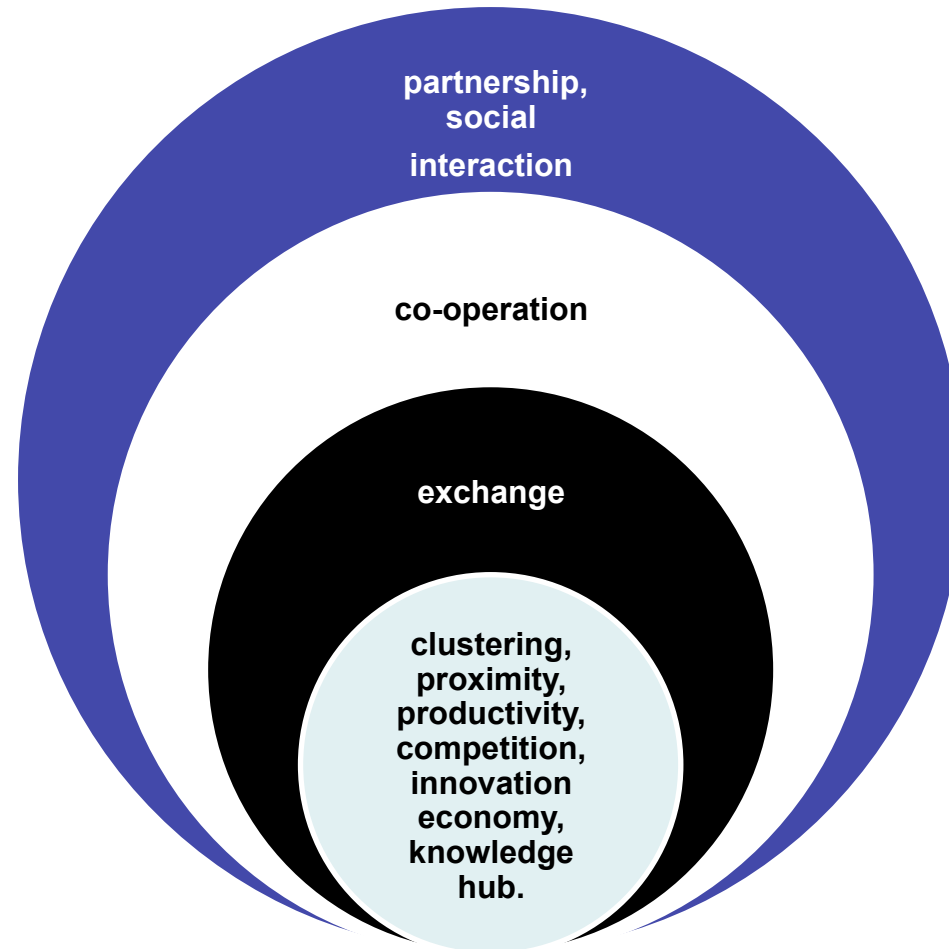
'The benefit is a complete circle and whereas 'knowledge transfer would suggest it is a one-way transmission, it is two-way



'There is normally the university helping the companies but also the companies helping the university



Lambert 2003



Contradictions

...they view universities as being full of long haired weirdos... who don't understand the real world

I think the interaction back to the academics is proving very valuable because they could have been accused of being somewhat insular it is important they do recognise...the needs of the market and not just their research aspirations

suppose some people in universities don't want to interact with companies at all. There is a need for bridging the gap between academia and industry

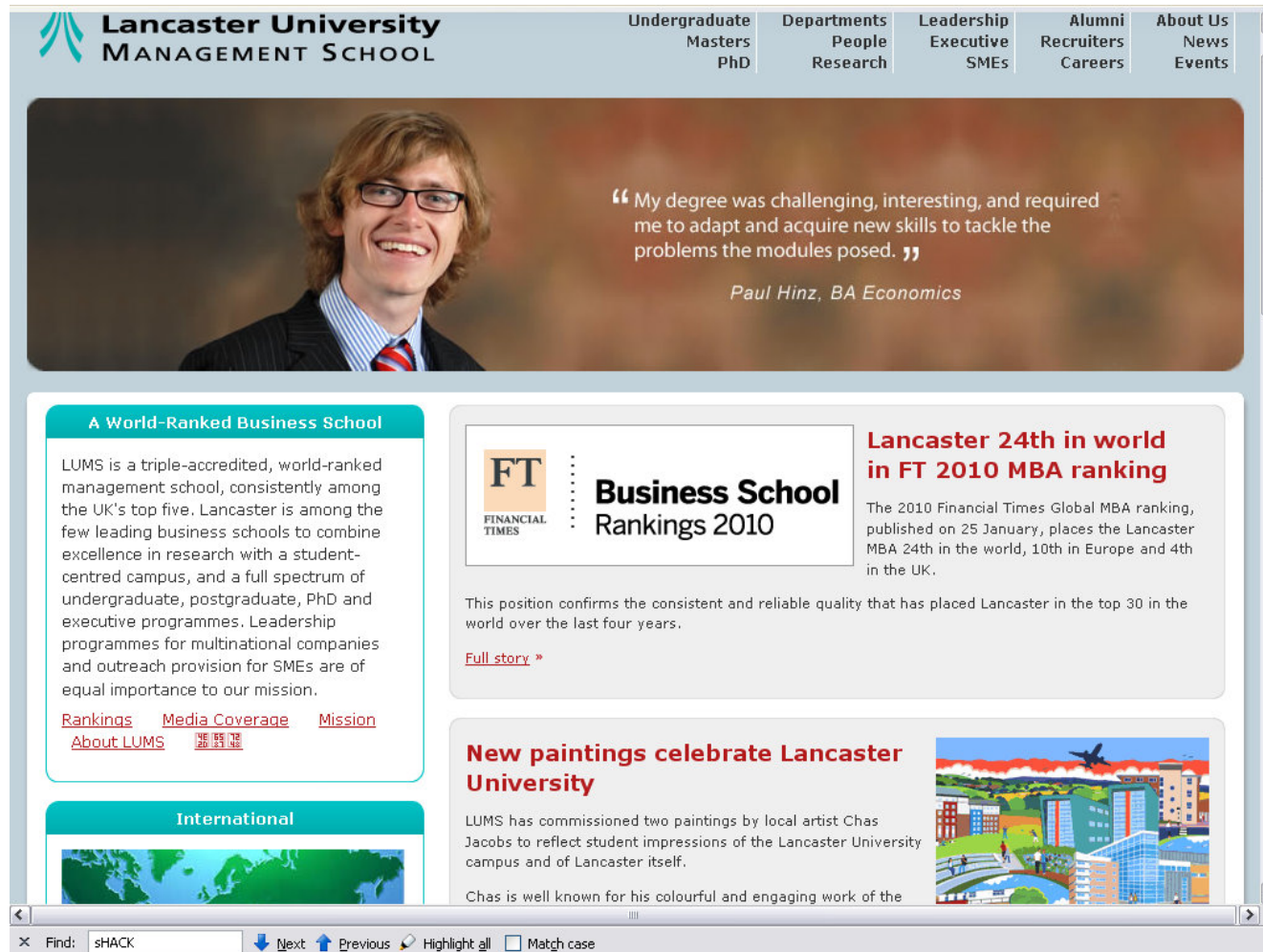
Opportunities

'I think [Britain's] manufacturing base is... almost gone and it is our knowledge base which is our strength and I think we have got to view universities

'it makes our students more employable because they have already produced a product that is on the market and so that looks good

A combination of knowledge transfer and knowledge creation actually in the space between the academic world and the business world or in collaboration perhaps in the overlap rather than the space between

Lancaster University Management School Home Page



The screenshot shows the Lancaster University Management School website. At the top left is the logo and name "Lancaster University MANAGEMENT SCHOOL". A navigation menu at the top right includes links for "Undergraduate", "Masters", "PhD", "Departments", "People", "Research", "Leadership", "Executive", "SMEs", "Alumni", "Recruiters", "Careers", and "About Us", "News", "Events".

The main banner features a photo of Paul Hinz, a smiling man with glasses, wearing a suit and tie. To his right is a quote: "My degree was challenging, interesting, and required me to adapt and acquire new skills to tackle the problems the modules posed." Below the quote is the name "Paul Hinz, BA Economics".

Below the banner are three main content blocks:

- A World-Ranked Business School:** A text block describing LUMS as a triple-accredited, world-ranked management school. It mentions its consistent ranking in the UK's top five and its focus on research, student-centered campus, and a full spectrum of programs. It includes links for "Rankings", "Media Coverage", "Mission", and "About LUMS".
- FT Business School Rankings 2010:** A section titled "Lancaster 24th in world in FT 2010 MBA ranking". It features the Financial Times logo and text stating that the 2010 ranking places Lancaster MBA 24th in the world, 10th in Europe, and 4th in the UK. It includes a "Full story" link.
- New paintings celebrate Lancaster University:** A section with a colorful illustration of the university campus. The text states that LUMS has commissioned two paintings by local artist Chas Jacobs to reflect student impressions of the campus and Lancaster itself. It mentions that Chas is well known for his colorful and engaging work.

At the bottom, there is an "International" section with a world map and a search bar containing the text "sHACK".

Conclusions

Role of history in shaping attitudes to outreach and entrepreneurship education

Importance of engaging students in 'engagement'

Deepening understanding of boundaries and barriers to engagement

Period of change in role of UK universities