

Innovations and Creativity as a Driving Force of the Development of Modern Society

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Creative innovations and innovative creations: Creative economy – Creative innovative university – Creative humanities (Introduction to the first issue of the a PSLU scientific journal international version and a presentation of the Creative Innovative University Model)

Introduction

This issue of the PSLU scientific journal (“**PSLU Bulletin**”) is an EVENT. And this EVENT deserves to be captured in mind and in memory.

And it will be.

It will be preserved in the memory of all those who took part in the preparation of this EVENT and have made their valuable contribution by writing and presenting articles, editing, reviewing, translating, imposition. My sincere gratitude to all collaborators.

This EVENT will also go down in the official history of our University – the memory which is filed in the documents of the Museum of the History of PSLU.

It will be. Because **the first issue of the international version of the Pyatigorsk State Linguistic University scientific bulletin IS really a historic EVENT for our higher educational institution.**

It is very symbolic that this **EVENT** takes place in the days when our University celebrates its **70th Anniversary** – 70 years of its performance: first as Pyatigorsk Pedagogical and Teacher Training Institute (since 1939), then – as Pyatigorsk State Pedagogical Institute of Foreign Languages (since 1961), and for the last 15 years – as Pyatigorsk State Linguistic University (since 1995).

As the present Head – Rector – of Pyatigorsk State Linguistic University, as also the Chairman of the Editorial Council of PSLU scientific bulletin (since January 2006) and its Editor-in-Chief in 2001-2005 I can definitely say that by issuing this global version of “PSLU Bulletin” our University has made **a tremendous step forward in the globalizing world.**

Why have we made this step and how did we manage to make it?

We have taken this step both because we realize the demands of the new era of globalization – not only its general and universal demands but also the demands targeted at us, scholars of Pyatigorsk State Linguistic University.

The new era of globalization requires a new level of professional communication and discussion between scholars of the world community which is a truly **INTERNATIONAL, GLOBAL LEVEL**. And we, the present executives and scholars of PSLU, realize that our University – for the aim of gaining and preserving this new level of communication – needs not only an all-Russian scientific journal of the type we have had since 1996 but also **A SCIENTIFIC JOURNAL OF AN INTER-**

NATIONAL, MULTICULTURAL, GLOBAL TYPE.

And we have designed such a scientific journal – mostly for those who are professionally connected with Humanities and Social Studies.

We have done it because we wanted the scholars of our University – and any other Humanities and Social Studies scholars from Russia and all over the world – to get two complex opportunities through this journal: 1) coming out into the global scientific environment and 2) receiving out of this environment the rich and useful “food for thought” – and that way getting the opportunity of sharing their ideas directly with the colleagues the world over and getting stimulating intellectual impulses from them.

So, we have created a **DEVICE** (and any journal is surely a means of exchanging information) through which scholars will be able to fulfill the roles of the **SOURCE** and the **RECEIVER** more successfully.

And we have done it for one more reason – we realize that Humanities (here I mean Sciences studying Man, Humanity and Society) urgently need new journals of a global, international level. Those scholars who are engaged in Natural Sciences and Technical Studies may be delighted by the fact that they have got a number of scientific journals of a worldwide level. But those who work in Humanities and Social Studies undoubtedly need more periodicals for sharing their theoretical and empiric results.

So we have made our modest contribution – being confident that changes are coming when Humanitarian technologies and Social practices will be accepted as no less necessary than the results of Natural and Technical Science research and inventions. **“Humanities high-tech”** of the new age will bring about a new fresh impulse to all spheres where Creative Thinking is crucial (including research and invention themselves) not only for the creation of ideas but also for applying them to the practices of the real world.

This is one more reason why we gave this journal (this international version of the “PSLU Bulletin”) the title **“Creative Innovations and Innovative Creations”**.

Here I need to mention that Pyatigorsk State Linguistic University is a **predominantly humanities university** whose scientific /research/ and educational process are mostly concentrated on Communication, Linguistics and complex of other disciplines and fields of study, such as Philosophy, Cultural Anthropology, History, Theology, Political Science, International Relations, Conflict

Resolution, Psychology, Pedagogy, Methods of Teaching, Law, Economics, Management, Government and Public Administration, Information-Computer Technologies, Sociology, Literature, etc. All the enumerated branches and disciplines can easily be grouped into three categories: **1) Humanities**; **2) Social Studies** (or Socio-Economic Studies as Economics and Business Management are included here); and **3) Information-Computer Studies**.

Hence the main profile of the launched periodical: the materials we would like to see on the pages of our new journal should preferably represent one of these three stated groups. Generalizing further, we can term this research sphere “**Creative Humanities**” (bearing in mind that in the sphere of Information-Computer Technologies our University focuses mostly on the software and organizational aspects of ICT).

To confirm its title (“**Creative Innovations and Innovative Creations**”), the journal needs to become a real source – a sparkling source – of CREATIVE IDEAS and INNOVATIVE MODELS.

For this it needs to be a journal of **meanings**, not just hollow notions. But we realize that there exists a danger of taking such notions as “Creative” and “Innovative” as buzz words and thus losing their MEANING which is really important for the XX1st century society.

That is why I would like to show in the remaining part of this article the link between the following phenomena: **CREATIVE ECONOMY – CREATIVE INNOVATIVE UNIVERSITY – CREATIVE HUMANITIES**, indicating at the same time that we in Pyatigorsk State Linguistic University take modern global trends seriously and, in correspondence with them, purposefully lead our University through the transformation **from a traditional higher educational institution to a CREATIVE INNOVATIVE UNIVERSITY**.

CREATIVE ECONOMY

The notion “Creative” is not just a word for modern economy and society. The ability to create and the process of creativity lie in the foundation of the rapid progress and impressive results of social organizations which act in different spheres but have one thing in common – they are **INNOVATIVE**. Innovative in their mode of behaviour, in the type of theory and practice of management they use.

This trend of Creativity and Innovation influences deeply even the structure of economy.

Part of the nowadays economy has already emerged as **CREATIVE ECONOMY** (or **CULTURAL and CREATIVE ECONOMY**).

It is considered that the notion of **Creative economy** was first introduced by the “Business Week” in 2000. Then John Hockins in his book “Creative Economy” tried to show its world-wide significance and classified this kind of economy dividing it into fifteen branches of “creative industries”.

Now the branches of creative economy, as it is supposed, are developing in the countries of the West and the East, from the USA and Western Europe to Japan and China.

In Western Europe the Cultural and Creative Economy now is considered to be an economy of the future, possessing a high employment growth potential. For example, the special committee “Culture of Germany” in the Bundestag of the Federal Republic of Germany

attributed to **Cultural Economy** (in the narrow sense of the word) the following branches: musical and theatre economy, publishing, market of art, cinema (film-production), radio, architecture and design. To **Creative Economy** (in the narrow sense) the following fields were attributed: advertizing, software and development of computer games. In the wide sense of the word, all enumerated branches are parts of **Creative Economy**.

The total turnout of all mentioned branches – the “Creative Industries” – is nearly equal to the contribution of the German automobile industry to the GNP of FRG, besides, they employ more than 800 000 people [1].

In its turn, the British Department on culture, mass media and sports includes in the list of **Creative Industries** the following branches: advertizing, architecture, design, handicraft, production of fashion clothes, everything connected with film, video and audio production, the production of software for education and entertainment purposes, music (live and recorded), all performing arts, television, radio, Internet, visual arts and publishing [2].

Richard Florida from the USA at the end of the 20th century pointed to the existence of a specific **Creative Class** which, according to his estimation, embraced 38,3 mln. Americans, or nearly 30 % of all workforce of the USA [3]. This Creative Class has a **Super-creative Nucleus** (about 15 mln., or 12 % of the USA workforce) including those who are engaged in the spheres of research, technology, mathematics and software design, education, arts, design, entertainment industry and are involved directly into creative type activities.

All of the above is surely and undoubtedly true. Creative Economy and the Creative Class already exist in the modern world.

Therefore, a University as a kind of a modern educational and scientific organization requires to be analyzed as an institution having a lot to do with the establishment of Creative Economy and the Creative Class.

To me such an analysis seemed very important not only for theoretical but also for practical matters. That’s why I did it and presented my first conclusions at PSLU annual scientific and methodological conference “**University Readings-2009**” held in January, 2009. Then I continued to develop my understanding, vision and proposals on this matter.

Surely, because of my position in our University as its Rector, I carry out my analysis not only as a scholar, as a researcher of the social world but also as a leader and an executive responsible for the development of a real university.

Being responsible for the image, brand, mission, priorities, goals and strategy of PSLU, I analyze all information, make conclusions, formulate proposals and plan actions **in the context of the competitive potential of this University**.

Analysis of the new trends connected with the rise of Creative Economy gave a new impulse to my considerations. It brought a new understanding of the **place and role of the university** – of a university as a general educational institution and of PSLU as an individual university – in the framework of the constantly changing economy and society. In particular, it helped realize the inseparable connection and interaction between PSLU and the development of Creative Economy and Creative social and professional (occupational) layers of society and, resulting from this, a **necessity for a more direct,**

active and effective participation of PSLU in promoting Creative Industries and in changing the social and professional structure of society.

All this analysis brought me in December, 2008 to a new concept which I have introduced into the theory and practice of university management – the concept of a **Creative Innovative University** – intending this notion to become a cornerstone characteristic of Pyatigorsk State Linguistic University itself.

CREATIVE INNOVATIVE UNIVERSITY

New tendencies in the development of economy and society bring about changes in the activity and structure of universities. A modern university (I mean here a progressive university) cannot represent any longer the traditional organizational and socio-economic system. It needs to be transformed into a new type of scientific and educational institution with an **entrepreneurial and innovative type** of organizational behavior, of the production system and of the results being produced. And there is a common feeling of the necessity of changes in the higher school system all over the world.

I consider that this NEW type of university is required to effectively respond to the demands of the changing economy and society by becoming a **necessary section and link** in the network of universal processes and structures of creativity and innovation and – acquiring this new quality – to become one of the major constitutive parts of Creative Economy and also of a universal Knowledge-and-Competence-Based Economy.

That is why I have decided to introduce the concept of a Creative Innovative University not only as a theoretical notion but also as a **framework for the development and vision of PSLU** – in order to inspire PSLU's movement forward and also to distinguish the main vector of its future improvement.

I think that this vision really helps us now in our today's development because it has in itself a **motivating force**: it constantly stimulates us to recognize PSLU as a **shaping UNIVERSITY of CREATIVE INNOVATIONS AND INNOVATIVE CREATIONS**.

Not wishing it to remain just a phrase I consider the notion of a Creative Innovative University in connection with Creative Economy, the Creative Class and also in connection with what Innovation itself and the Innovation Process are. And as a result, I define a **CREATIVE INNOVATIVE UNIVERSITY** as a UNIVERSITY of: 1) **CREATIVE IDEAS**; 2) **CREATIVE PROFESSIONS**; 3) **CREATIVE DEVICES, PRACTICES AND TECHNOLOGIES**.

University of Creative Ideas

Let us dwell on all these three points and speak firstly about a **"UNIVERSITY of CREATIVE IDEAS"**.

A modern university and – even more – a university of tomorrow needs to be based on the **organization of creative thinking**, more precisely – on **creative thought-activity and communication** which bring to innovative results.

If we compare two notions – an "Innovative University" and a "Creative University" – the second one in a certain sense is more fundamental, because **creative capacity is the basis for innovation** as a process and as a result.

These two notions are logically connected and support each other: whenever we mention a "Creative

University" or a "University of Creative Ideas" we thus characterize it as a University of Innovations, as an Innovative University.

The point is that any innovation is deeply rooted in the first stage – the birth of **an idea, of a project in the thought, a novelty formulated in the mind**.

It can be seen clearly on the scheme of the Innovation Process Model:



Not every idea becomes part of the Innovation Process, but only an idea having a significance of **new knowledge**. The new rising type of economy is characterized now as **"Knowledge-Based Economy"** – implying that its main point consists in constantly generating new knowledge and using it effectively for production purposes. More than that, the value of an Idea as part of the Innovation Process depends not only on its inner potential but also – and to a greater extent – **on the purpose of the user** who applies this Idea and managers it.

As Peter F. Drucker pointed out: "The knowledge of the knowledge society, precisely because it is knowledge only when applied in action, derives its rank and standing from the situation and not from its knowledge content [...]. Knowledges were always seen as fixed stars, so to speak, each occupying its own position in the universe of knowledge. In the knowledge society, knowledges are tools and, as such, dependent for their importance and position on the task to be performed" [4: 248-249].

Hence **ideas** as part of the Innovation Process are valuable for containing not "dead" knowledge but "live knowledge" whose vital power is generated by a human being using it as a **tool** and thus **transforming, converting knowledge into competence**. As I would argue, bits of **knowledge organized as tools for production** which are used and applied in any actual **production process**, are **COMPETENCES**.

Competences, taken as formally differentiated, specialized, documented, certified (by diplomas and degrees) **complexes of systematically organized items of knowledge, skills and habits**, acquired by result-oriented educational processes in institutions of life-long learning, are actually **the subjects of Intellectual Property**. They represent **units of INTELLECTUAL CAPITAL** acquired and possessed by human beings, by employees.

That is why I prefer to define the rising advanced type of economy as a **"KNOWLEDGE-AND-COMPETENCE-BASED ECONOMY"**.

One of the main competences which is demanded by this type of economy is the **COMPETENCE OF USING KNOWLEDGES AS TOOLS OF PRODUCTION IN ACCORDANCE WITH BOTH THE SITUATION AND THE FINAL PURPOSE**. This important competence can be built only on **Creativity**. And in its essence this very competence represents **ability to innovate, to produce innovations**, that is – **INNOVATIONABILITY**.

Creativity, Creative Potential and Innovative Thinking are the key notions explaining and defining the possibility of gaining not episodic but **permanent and consistent Innovationability**.

Describing all the necessary Conditions of such

Innovationability is a separate topic (e.g. it was covered in my book on Social Management in 1999 [7]). But as any other innovative organization, an Innovative University cannot preserve its Innovationability unbroken if it lacks at least two things in the theory of its management – an **Innovative Philosophy and Creativity** – and two things in its everyday practices – the **Continuity of Innovations and Self-Improvement**.

That is why my definition based on an earlier approach worked out in 1999 runs as follows:

CREATIVE INNOVATIVE UNIVERSITY is the type of university where the Innovative Philosophy and Creativity have become the foundation of its essential activity as well as the Continuity of Innovations and Constant Self-Improvement – the norms of its activity.

This definition reveals one more very important aspect: a Creative Innovative University needs an **Innovative Philosophy** which means that it can not advance without a **Creative and Innovative Management Style**. Creative ideas on University Management are an inseparable part of the UNIVERSITY OF CREATIVE IDEAS.

University of Creative Professions

Now let us turn to the problem of a “**UNIVERSITY OF CREATIVE PROFESSIONS**”.

From the previous considerations on **Creative Industries** and the **Creative Class** several conclusions arise related to the modern university in general and PSLU in particular.

Creative Economy and its Creative Industries give birth to corresponding professions and social layers – to Creative Professions, Creative Class and its Supercreative Nucleus.

But not only that. An economy based on Knowledge and Competences gives birth to a new social type of workers whose power is not in the muscles but in the mind (in the “brains”). Peter F. Drucker terms this new social type “**knowledge workers**”, some other authors – “**cognitariat**”.

This newly emerging social group has to do with knowledge; new kinds of jobs they occupy require, as Peter Drucker pointed out, a good deal of formal education and the ability to acquire and to apply theoretical and analytical knowledge and, above all, a habit of continuous learning [4: 226].

To my mind, although only the new age brings revolutionary changes in the system of learning, the acquisition and application of knowledge and “knowledges” (that is, specialized branches of knowledge and specialized applications of one and the same knowledge as well), nevertheless, university faculty, postgraduates and even undergraduates constituted “knowledge workers” and “cognitariat” even before that. But they were not in the centre of economy and society, because the system of Intellectual Capital and Intellectual Property did not take shape.

There is no doubt about the fact that today they all together with university executives (who in Russia are professors taking part in scientific and educational processes) and other qualified university staff constitute **a part of the Creative Class of society**, more precisely – a

part of its Supercreative Nucleus.

On the other hand, a vast majority of professions (professional jobs) for which students are trained in modern universities through mastering definite educational programmes and acquiring certified competences and qualifications can undoubtedly be defined as **Creative Professions**. In the case of Pyatigorsk State Linguistic University where all scientific and educational programmes, as was shown above, lay in the spheres of Humanities, Social Sciences and Information-Computer Technologies, all future graduate professions and occupations certainly belong to the class of **Creative Professions**.

University of Creative Devices, Practices and Technologies

Now we are ready to consider the “**UNIVERSITY OF CREATIVE DEVICES, PRACTICES AND TECHNOLOGIES**”.

To better realize the notion of the CREATIVE INNOVATIVE UNIVERSITY, it is necessary to think over the role of the university as such not only in terms of an educational and research institution but also in terms of its role as an **innovative entrepreneurial system connected with real economy and “Creative Industries”**. It helps to think of a university as being a **substructure of the Knowledge-and-Competence-Based Economy**, to be more precise – **a substructure of socio-economic organization of society**, and being a constitutive part of CREATIVE ECONOMY.

Here it is important to take into consideration the fact that modern economy, supposedly as well as the economy of the next stage of the human society development – may not lay on the principle of “**Creativity for the Sake of Creativity**” but ought to follow the principle “**Creativity for the Sake of Results Of Two Kinds: a) definite useful product; and b) streamlining the of creativity process**”.

Hence a university taken in these terms – as a subsystem of the socio-economic organization of society, as a producing system – is to respond to the demands of not only continuous generating Creative Ideas but also of **permanent turning, converting these creative ideas into real devices, practices, technologies, useful products and services**.

So, as a **creative innovative system, a university** needs to have in itself a permanently functioning **SYSTEM OF SUCH A CONTINUOUS CONVERSATION** [See 5].

But in respect to all university staff and all undergraduates and postgraduates it means the necessity of a **radical change, a sharp transition**. This necessity stems from the demand for a modern university and – even more – for a next-generation university, the demand which is apparently new and acute: **of a transition** from individual, separate, episodic, sporadic epiphanies to **general, consistent creative behaviour, creative style** in work and even in life in general.

It means a transition from simply copying and reproducing – **to an every-day, collective SEARCH OF THE NEW**. A transition from the approach of just “imitating” – to the **all-involving project management**, that is, to **innovation-bearing projects having a unique design** expressed both in their **brand-names** and in their **covers**.

These are the demands of the time we are living in. And after analyzing these demands and realizing some of their predictable consequences we in Pyatigorsk State Linguistic University have come to the logical conclu-

sion that for PSLU it would be insufficient to become a UNIVERSITY OF CREATIVE IDEAS and CREATIVE PROFESSIONS if our real goal is to become a CREATIVE INNOVATIVE UNIVERSITY.

Achieving this goal also requires us to become a **UNIVERSITY OF CREATIVE DEVICES, PRACTICES, TECHNOLOGIES, USEFUL PRODUCTS AND SERVICES** (for PSLU all those consequently – of Humanities, Social, Information-Computer-Technological types) which are created and then registered, licensed, legally protected, used and applied as **Objects of Intellectual Property**.

If a University is not able to fulfill this part of its role as part of its creative innovative activities thus it can not fully implement its role as a subsystem of modern economy – **the subsystem of a Creative Economic Environment**. Which means in essence that its creative activity and innovative behaviour will not bring **economic** results and, consequently, will not enlarge the amount of collective and individual wealth.

Let us classify one key question here: **what things are to be created and licensed in the University and by the University as Objects of Intellectual Property?**

In the preceding paragraphs I enumerated the general kinds of intellectually significant products, those are Devices, Practices, Technologies, Products, Services. In the final account, **Devices, Practices and Technologies** may be treated as the most general kinds. For PSLU as a predominantly Humanities University **Humanitarian-Technological Devices** and also – organized, designed and fulfilled by means of the Devices – **Practices and Technologies will be most relevant**.

Because in creativity (as well as in an innovative activity) the basic point is not so much the creation of a usable Product, as the creation of a **Model, Scheme, Algorithm, Construction (Design)** of this Performance – all of them themselves are the kinds of a **Production System** whose performance is **conditioned by the products of performance of this System**.

It means, however, that **on the basis of new Devices, Practices and Technologies unorthodox, never seen before Industries can grow**.

But from the **socio-economic** point of view – I mean the **Property side** – it is also important to show here that the major **Result** is **the creation of a New Value** which can be and ought to be **acquired**. On this basis **new Businesses and new Markets** can be created.

Hence it may be realized that Pyatigorsk State Linguistic University having taken the path of gradually becoming the **UNIVERSITY OF CREATIVE DEVICES, PRACTICES AND TECHNOLOGIES** as well as of Originating New Values is really on the way to becoming a **creative innovative university in the economic sense**, as its faculty, staff and students **master the competence of fulfilling the whole innovation cycle and of transferring** the created Devices, Practices, Technologies, Products, Services into actual economy (not excluding the spheres of education and science).

Still the realization of all these tendencies brought us in PSLU to the conclusion that all new requirements – to be really met – presuppose the University transition to a **new, more profound approach to the matters of Intellectual Property (IP), a new attitude to them, the new patterns of IP management** (that is, the systematic management of

its creation, legal protection, transfer and sale).

It is evident, on the surface that for preserving and developing Creativity a **special supporting moral climate** is needed. **Creativity flourishes where it is encouraged**. As for Pyatigorsk State Linguistic University, such a type of moral climate has already been established. This is the big advantage of our University.

But in the cases where things bear an **economic value** (and here we are dealing with the very same case) there is a requirement for a special **organizational-economic foundation** which reflects the social and economic demands and also needs to be set up in the form of **legal norms and standards**.

If all these requirements are fulfilled, a CREATIVE INNOVATIVE UNIVERSITY gets a solid material foundation.

CREATIVE HUMANITIES

From CREATIVE UNIVERSITY I come at last to **CREATIVE HUMANITIES**. This is actually determined by our case – you see, PSLU is a predominantly *Humanities* University.

To be “just” a humanities university may be considered – and is considered, for example, by government officials in Russia now – the weak point of any university and of PSLU as well.

But if we take things in their essence and not just on their surface, this point turns out **now** in many respects to be a **STRONG POINT**.

One of these respects is that humanities technologies and even the concept of a Humanities Technology has not yet been researched and analyzed so profoundly as the technologies related to Natural Sciences and Technical (Engineering) Studies. And yet there is a genuine demand for effective **social innovations** that, as I consider, are even more important for the advanced development of human society in the nearest and more distant future (I plan to write a book on this subject). By the way, Peter F. Drucker very often pointed out **the significance of social innovations based on knowledge** and indicated that innovations of this type could have an equal or even greater impact than those based on scientific or technical knowledge [See, e.g.: 6: 357, 379].

This is the key potential of Humanities where a **perspective for their growth in the near future lies**.

Now in PSLU several creative groups of faculty members are simultaneously working out the projects of a future university (not only PSLU but the university as a cultural, social and economic phenomenon). Being responsible for an adequate Vision, Mission and Strategy of PSLU I try to absorb all creative ideas, reflect them in my own ideas and visions, consider and combine all of them, introduce them into the process of the conceptualization of the path of PSLU to the **NEXT GENERATION OF UNIVERSITY**.

The one of the central groups – under the leadership of professor **Victor P. Litvinov** – came to the conclusion – which I share and support – that A UNIVERSITY OF THE FUTURE in the “after – Humboldt concept” of university) will have in the core of its activity **the system of thinking organization**, more precisely – an **organization of the thought-activity**. So the educational process itself is going to become an **intellectually-based performance built on effective and resultative communication** and aimed at the continuous and successful **resolu-**

tion of topical theoretical and practical tasks.

For me this vision represents a characteristic of a CREATIVE INNOVATIVE UNIVERSITY which can **combine in its performance creativity in thinking and acting.**

For me this approach also reveals the necessity for a transition to a new perception of the role of humanities technologies in the contemporary and especially in the future human world – as **HUMANITIES HIGH-TECH and NANO-TECH.**

That is why I stay on the same position and have nearly the same vision as **professor Litvinov’s group** which is projecting a FUTURE UNIVERSITY as a **Generator of Humanities Technologies**, as a **composite and complex HUMANITIES-TECHNOLOGICAL DEVICE of the supreme level.**

By means of **this Device** human society receives a system of reproducing the methodological culture (the culture of organizing a useful activity) and breeding Humanities technology experts capable of resolving – by uniting theory and practice – the acute problems of the time.

But if we really want to have CREATIVE HUMANITIES fostering the high-tech and nano-tech results in the humanities sphere, we are to think about **making the scientific and educational processes in a Humanities university more fundamental.**

Coming back to the Innovation Process its model helps recognize that the first stage of it – **ideas** – in many cases coincides with **the results of fundamental research.**

That is why we decided to build in Pyatigorsk State Linguistic University a **new framework of planning and managing PROMISING FUNDAMENTAL RESEARCH APPROACHES**, headed by the **Rector of the University.** Thus we are constructing a new system of advancing fundamental research in Humanities and Social Studies in PSLU.

Pyatigorsk (PSLU) Theoretical Model of Shaping a Creative Innovative University

To professor Litvinov’s group and personally to professor **Victor P. Litvinov** we need to be grateful for the concept of a **“Humanities-Technological Device”** which is very fruitful. I also use it and include it in my Model, especially as it is a general term covering such notions as “model”, “scheme”, “algorithm”, “design”, “construction” and even, in a definite sense, “practice”.

Agreeing with the conclusions of Victor P. Litvinov’s group and supporting them, at the same time I see my specific role in emphasizing – as a practical task of today, not the future – **the necessity to learn how to manage** the process of inventing of Humanities-Technological Devices of different types and then to use and apply them in practice as useful models, as a “know-how”.

More than that: according to my understanding, we need to learn how to do it **within the bounds of an economic system**, as I have shown above. Because the processes and results of Creation and Innovation in the present and future acquire **not only a technological but also a socio-economic significance.**

So to say, progressive trends bring society not only to the **“technologization” of Humanities** but also to the **“socio-economization”** of them.

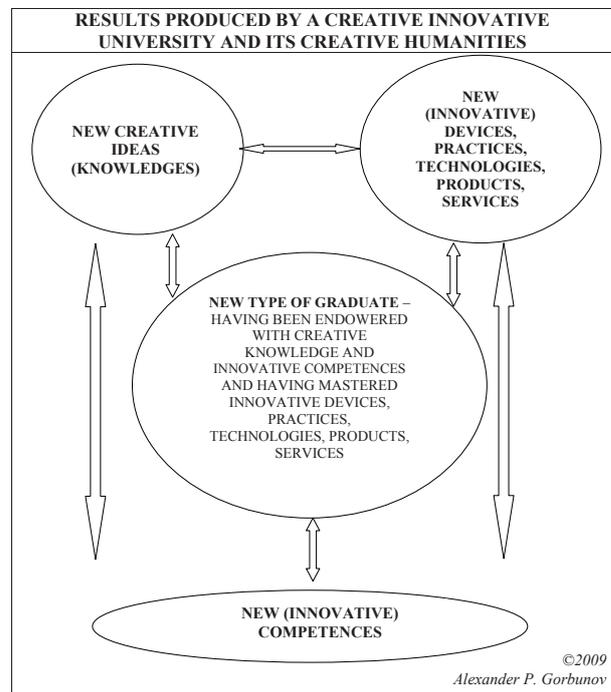
From this point of view, CREATIVE HUMANITIES are **actually creative only** if they bring their contribution into the **RESULTS** which are produced by

a Creative Innovative University, that is: **NEW CREATIVE IDEAS (KNOWLEDGES) – NEW (INNOVATIVE) DEVICES, PRACTICES, TECHNOLOGIES, PRODUCTS, SERVICES – NEW (INNOVATIVE) COMPETENCES**, and, in combination with all this, – also **NEW TYPE OF GRADUATES: creative, innovative, competent.**

The above RESULTS which are to be produced by the CREATIVE INNOVATIVE UNIVERSITY and its CREATIVE HUMANITIES need to be **worked out** by the University faculty and other staff members, as well as post-graduates and undergraduates, to be **converted** into Intellectual Property; **transferred** into different sectors of economy (including education and science); **used and applied** there with a view to gaining a definite social and economic effect.

But of no less significance (and even of **more significance** in the age of the Knowledge-and-Competence-Based Economy) is the RESULT that the GRADUATES of the UNIVERSITY are becoming **bearers of all RESULTS**, as well as **users and managers of them** so far as they are being constantly endowed with new Knowledge and Competences and assisted to master Innovative Devices, Practices, Technologies, Products, Services. And by and through all this they are endowed actually with **items of Intellectual Property, Intellectual Capital.**

These correlations are shown on the scheme below, which represents what may be termed **“The Pyatigorsk Theoretical Model of a Creative Innovative University”**.



The above scheme is useful also because it shows and implies the graduate, a **human being endowed with knowledge and competences**, as the **Centre** of all University performance.

Besides it helps realize that the **actual CREATIVE INNOVATIVE UNIVERSITY – that is, as a producing system which functions in the market economy** – needs not just a creativity of ideas as it is, so far it runs the risk of degenerating into a hollow, idle “philosophical” process

and contemplation suspending without a final – practical – step. By the same token, in the frame of the UNIVERSITY OF FUTURE, advances in the process of thinking do not present any interest to us if it is just an improvement of “thinking for the sake of thinking”.

So there is no doubt, after all, that **HUMANITIES** become really **CREATIVE** and **INNOVATIVE** when the University is successful in building them into the **organizational-economic system which contains specific processes and mechanisms of Intellectual Property Management (IPM)**.

It is appropriate to mention here that Peter Drucker considered Management to be a social function and, in its practice, truly a “liberal art” [4: 250], whereby he actually **puts Management under the auspices of Humanities**. I agree with this view fully. More than that, I recognize Management to be a universal **Social, Humanities Technological Device** by means of which it becomes possible **to change the human world we live in**. At least to make changes in one of the actually existing universities leading it on the way of transition out of a traditional university to a Creative Innovative University.

The Pyatigorsk (PSLU) Normative Model

To the end of 2008 the Normative Model for the purpose of the future advances of Pyatigorsk State Linguistic University in shaping a **CREATIVE INNOVATIVE INSTITUTION** was worked out and established in my official Rector’s reports, University Academic Council resolutions and a set of special “Regulations” adopted by the University Academic Council. During the Spring and Summer of 2009 it was enriched with several new elements.

This model is referred to as “**the Pyatigorsk model**” or “**the PSLU model**”.

As the author of this Model I need, firstly, to note that it goes together with “**The Pyatigorsk Theoretical Model of a Shaping Creative Innovative University**” which was illustrated above.

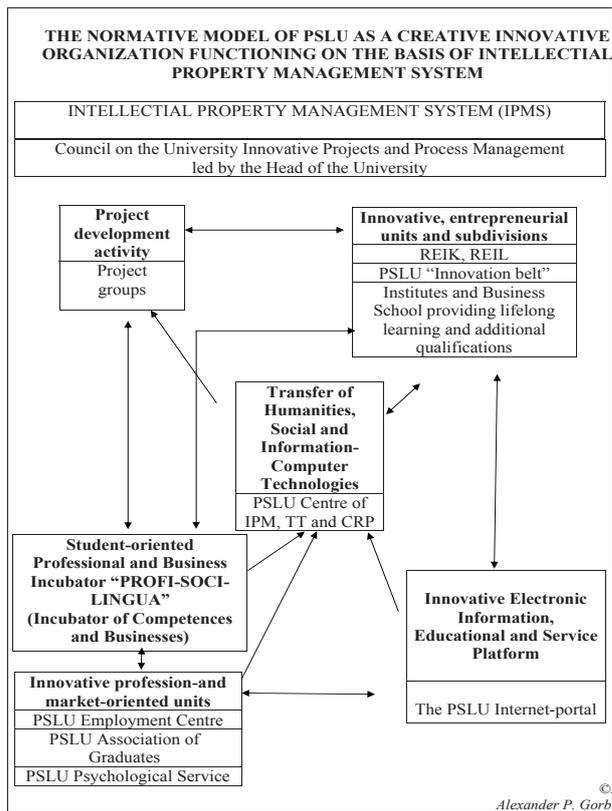
Secondly, it is necessary to point out that to this day many other universities all over the world have already developed their own models – and much earlier than we have done – to provide their developments as innovative, entrepreneurial universities and successfully introduce them in practice.

Thus, **such universities of Russia** as Moscow State (Lomonosov) University, Saint-Petersburg University, Tomsk University of Control Systems and Radioelectronics, Tomsk State University, Irkutsk State Technological University, Belgorod State University, Southern Federal University of Rostov-on-Don, Siberian Federal University of Krasnoyarsk and others are widely known for their developed innovative and entrepreneurial infrastructure and frequent useful results.

However it would be useful to note that none of these universities is completely humanities in profile and – even more – has linguistics and communication as its main profiles. On the contrary, all of them, as well as innovative entrepreneurial universities in other countries of the world rest upon a very strong Natural Sciences and Technical Studies base. So, **the case of PSLU is rather exclusive**.

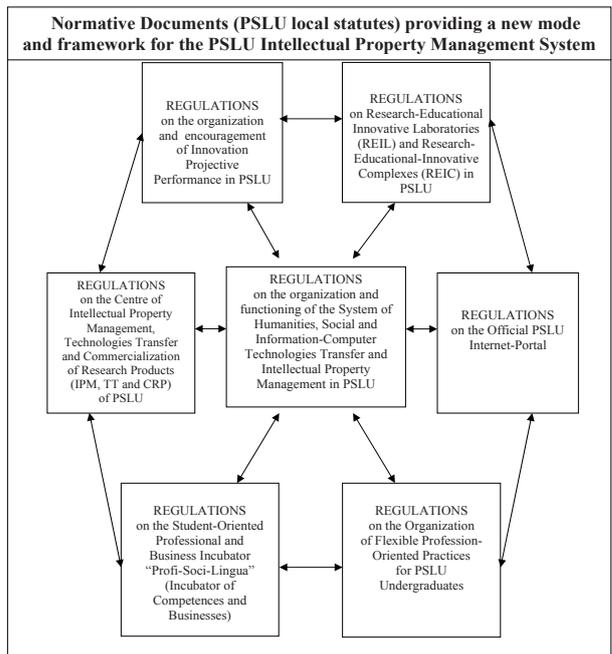
As for the PSLU Normative Model I would like to give some description of it and make comments.

Below you will see the general view of **the Pyatigorsk (PSLU) Normative Model**.



Some of the elements of this **Normative Model** existed earlier; they were reconstructed and filled with new content. To make the Model actually **normative**, seven new “**Regulations**” (local University statutes) were adopted in 2008 and in the Spring of 2009. All together, in combination with each other, these “Regulations” provide a new mode and framework for the functioning of the **PSLU Intellectual Property Management System (IPMS) and, on this basis, – a further shaping and development of PSLU as a Creative Innovative University**.

Below I present these **Normative Documents** in their logical unity.



As a result of introducing this **Normative Model**, all activities in Pyatigorsk State Linguistic University acquire a new character – that of a subsystem of Creative Economy and of Knowledge-and-Competence-Based Economy.

Now I intend give some most important comments and explanations concerning the practical tasks of implementing this Model.



Position 1. Performance in the University acquires a projective mode.

The legal foundation for this is established by “Regulations on the organization and encouragement of Innovative Projective Performance in PSLU”.



Position 2. The University begins to put into operation frame-works for its projective and innovative performance.

The main part of the legal foundation for this is established by the “Regulations on Research-Educational-Innovative Laboratories (REIL) and Research-Educational-Innovative Complexes (REIC) in PSLU”.

As for **REIL**'s, these innovative laboratories are set up in the University around Departments and Chairs of professors according to their structure and are the integral units of the university.

According to this standard, we founded in PSLU **42 different REILs** as of the summer of 2009.

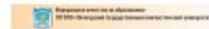
As for **REICs**, these innovative complexes (complex united divisions of a new type) are set up on the principle of interdisciplinary cooperation of different Schools, Departments and Subdivisions of the University with the possibility of inclusion of small and middle-size enterprises either being established by the University itself or existing in the market environment.

According to this standard, the first **REIC “Health and Success”** in the history of PSLU was created as a result of cooperation between three University subdivisions: the School of Psychology, the Health Recreation Centre and the Sports Centre. This REIC will provide application of modern health-care, recreation, sports and character-developing technologies.

After it **new other REIC**'s will be set up which are now in the process of being designed: **“Translation Studies and Technologies of Translation and Interpretation”**; **“Marketology and Interdisciplinary Technologies of Marketing Management and Advertizing”**; **“Humanities Technologies and Social Innovations: Creative, Innovative and Entrepreneurial Management”**; **“Advanced Information-Computer Technologies and Info-communications”**; and some more.

REICs, as it is evident today, will provide an unprecedented multiplication of interdisciplinary, inter-subject, interdivisional links. The most important aspect here is that these new unifying, cooperative relations will

advance on an inter-school and inter-departmental scale – **through setting up REICs as the major interdisciplinary clusters of science, education and innovations in PSLU** – and through this a very important constituent part of the **new Network Structure** of the University will arise.



Position 3. A working System of Technology Transfer and Intellectual Property Management embracing all its subdivisions is launched in the University.

The legal foundation for this is established by the “Regulations on the organization and functioning of the System of Humanities, Social and Information-Computer Technologies Transfer and Intellectual Property Management in PSLU”.



Position 4. In the University a special Centre of IPM, TT and CRP is set up which provides a planned and systematic activity of creating, legally protecting and effectively using the University intellectual results – objects of the intellectual property of the University and its employees as participants of the process of creation.

The legal foundation for this is established by the “Regulations on the Centre of Intellectual Property Management, Technologies Transfer and Commercialization of Research Products of PSLU”.



Position 5. In the University another important framework is set up which is to provide the development of innovative, projective and entrepreneurial activity (especially for students and young scholars).

The legal foundation for this is established by the “Regulations on Student–Oriented Professional and Business Incubator “PROFI-SOCI-LINGUA” (Incubator of Competences and Businesses).

This type of Incubator was designed in accordance with our University Mission and Strategy to fulfill the role of not only a Business Incubator but also and even first of all – the functions of an Incubator that brings up professionals (that is why we termed it the **“Professional Incubator”**, or the **“Incubator of Competences”**).

New Competences in combination with new Devices, Technologies and Practices can give birth to **new Industries – technologically – and new Businesses – economically**. So the mission of an Incubator is to be the **Incubator of Competences and Businesses**.

As for its title “PROFI-SOCI-LINGUA”, it is

also the title of the “**Complex Innovative Programme of PSLU (2008-2010)**” which expresses the idea of the current demand for educating graduates as professionals having combined profession-related and social (generic and personal) competences, including communication and foreign language mastering competences of the top level.



Position 6. The University introduces a new type of flexible Profession-oriented Practices with the aim of promoting the effectiveness of the educational process in accordance with the modern demands and tendencies of higher school development, the training of competitive graduates possessing a supreme-quality level of profession-oriented and social competences in their unity.

The legal foundation for this is defined by the “Regulations on the organization of Flexible Profession-Oriented Practices for PSLU Undergraduates”.



Position 7. The University reconstructed and redesigned its Internet-Portal for the aims of constructing an informative and educational virtual environment of a new type.

The legal foundation for this is established by the “Regulations on the Official Internet-Portal of PSLU”.

Here it is appropriate to point out that this **Normative Model** (which has been already established as a regulatory and standard model and which now is being converted into a fully working system) possesses an **inner moving mechanism, its in-built spring – the engine of stimulation and motivation.**

The main matter of this engine is that all things that are created and then used and applied (non-commercially or commercially) as Intellectual Property Objects bring results adding to the prosperity and wealth of the University and **also of each faculty and staff member, post-graduate, undergraduate and graduate** involved

in this type of performance – as of the **authors or co-authors of innovations.**

The major achievement for today is that the model of a University Performance of a new type is designed in PSLU and it requires practical implementation to the full extent. Several of its components are already in place, others are to be launched in the nearest future.

Here is the way which provides the release of the potential of the future. A potential that is concentrated today in the basic image characteristic of PSLU as a **shaping CREATIVE INNOVATIVE UNIVERSITY: A UNIVERSITY OF CREATIVE IDEAS, CREATIVE PROFESSIONS, CREATIVE DEVICES, PRACTICES AND TECHNOLOGIES.**

Conclusion

The final conclusion will not be long. Everything we presented and discussed in this article confirms that the decision to introduce an international version of the PSLU scientific journal with the title “**Creative Innovations and Innovative Creations**” was not accidental.

It stems from the general demands of a new growing university which is going to be the **UNIVERSITY OF TOMORROW** and out of the particular requirements of the transition era that our university is fulfilling as a **Creative Innovative University** shaping in accordance with its **Mission, Priorities and Strategy.**

Social processes do not automatically bring the predicted results.

Purposeful and systematic work is needed.

What kind of social world will grow up tomorrow and what the place and role of the University will be there as a general institution and the educational organization we work in **depends on our own activities, our conscious strife and effort.**

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