



Why Should the Public Care About Research Universities?

Mary L. Walshok, Ph.D.
University of California San Diego

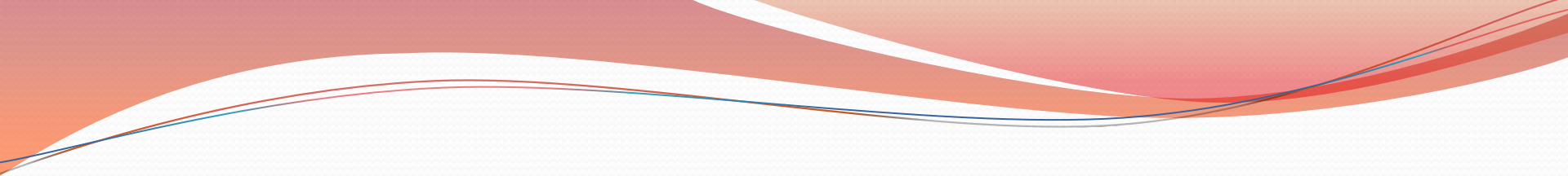
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Knowledge Without Boundaries

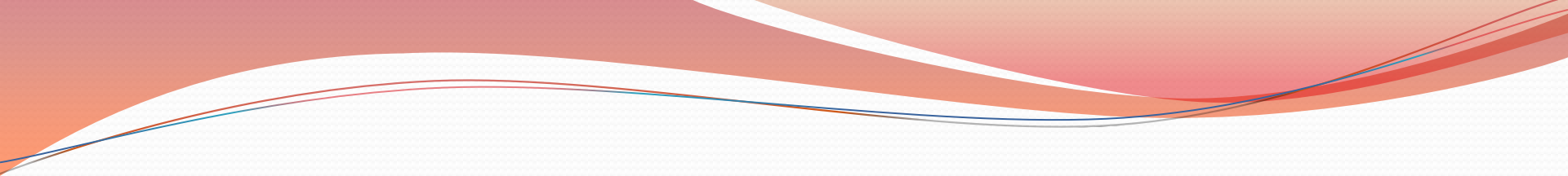
Knowledge originates from myriad sources and increasingly is validated, organized and disseminated through universities. In this role, universities have an obligation to find ways to generate knowledge differently, in collaboration with non-academics, and to make their resources accessible to the growing publics who need knowledge. They must do so without compromising their autonomy in the discovery and development of knowledge.

Knowledge Without Boundaries

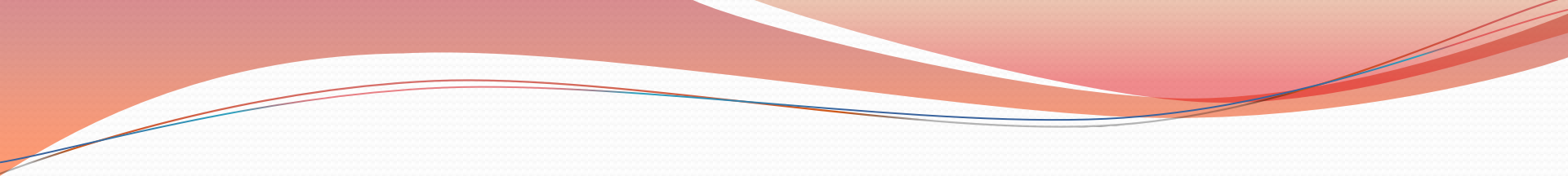
- The need to link with multiple communities to assure knowledge
 - Exchanges
 - Interactions
 - Networking
 - Mutual understanding, cooperation and collaboration



Collaborative research signals an opportunity for counterbalancing traditional academic knowledge generation (pure, disciplinary, homogeneous, expert-led, supply-driven, hierarchical, peer-reviewed, and almost exclusively university-based) with engaged knowledge generation (applied, problem-centered, transdisciplinary, heterogeneous, hybrid, demand-driven, entrepreneurial, network-embedded).



Paradoxically, as society's problems have become more complex, the social sciences and humanities have become more remote: deeply anchored in historicism and identity politics on the one hand or abstract statistical/analytical forecasting models on the other. The consequence is a decreasing ability among typical humanists and social scientists to engage in meaningful dialogue with urban planners, mayors and school district superintendents, much less the general public.



Universities also need to be active lifelong learning resources available to a wider audience than the affluent professionals and large corporations that can pay high fees for executive MBA programs and industrial affiliate programs. They need to be participants in the civic life of their communities, not just through prestige events that appeal to elites, but through a variety of forms of engagement that touch the lives of the increasingly diverse populations they serve.

Current Unbalanced Approach

- New challenges to securing resources to support specific kinds of research and education activities.
- Decreased public support for public research universities across the country, which has yielded an increased emphasis on privatization.
- Shift in how universities are financed and what the private sector is willing to finance has increased demands on faculty time.
- Skewed idea of public engagement and service in the modern research university coupled with the relative lack of infrastructure that can support programs that are not “customer-oriented,” that is, non-fee-based programs.

Re-Envisioning the Public Research University

- Content and constituencies – who are the learners
- Finance and organization; the growing significance of earned/contributed income
- Academic culture and faculty rewards; discipline centered rather than institution much less community focused
- The growing knowledge workforce and the lifelong learning imperative



Thank you

Mary L. Walshok, Ph.D.

mwalshok@ucsd.edu

858-534-3411