

INNOVATION AND JOB CREATION: WHY RESEARCH UNIVERSITIES MATTER

By **Mary L. Walshok**

Associate Vice Chancellor for Public Programs, Dean of University Extension

I became a social scientist because I was interested in unraveling anomalies, paradoxes, and apparent contradictions in the social conditions and human behavior I observed in the world around me. In particular, during my formative years in the 1940s, '50s, and '60s, inequality and the paradoxes related to the disconnect between education and effort and real world opportunities fascinated and disturbed me, especially the challenges faced by women and minorities. Thus, my early work focused on the career paths of women and changing opportunities in the American workforce. Forty years later, it is probably not so surprising that, in my role as an academic social scientist and an Extension Dean, the anomalies that most fascinate me have to do with workforce trends. They include such things as:

- 3.2 million jobs are currently unfilled, even though 14 million people are looking for work.
- 43% of college enrollees still do not have a degree after 6 years of training.
- 90% of the new jobs created in this country are in companies that are 5 years old or less.
- 50% of the companies on the Fortune 500 list were not on that list 30 years ago.
- 33% of the 47 million jobs we expect to create over the next decade will re-

quire a bachelor's degree and 30% will require a community college or skills certification degree.

Clearly, there is a mismatch between where jobs are being created, the skills and credentialing that are required, and our current investments in education and training. How do we unravel this mismatch?

There are a number of new realities in the American workplace to which we all need to be attentive:

Globalization — production, markets, talent, investments, infrastructure, intellectual and human capital development and innovation are occurring in multiple places around the globe. No nation any longer has a monopoly on resources, talent, or markets.

Automation and technological advances — the rationalization of all work processes, the demand for higher order skills and new tasks requirements are affecting all industries at all times. This



is why innovation and talent development have become the central concerns of all economies.

Demographic shifts — the need to replace 78 million soon-to-retire baby boomers in the United States; social and ethnic diversity not only in the United States, but in most urban centers, and the global mobility of labor. This affects what people need to know, with whom they will interact and, most especially, with whom they will have to compete, which differs greatly from the previous generations.

Growing lack of alignment between the skills which are in demand and the skills available — implying the necessity for a better articulation of what we need to know, as well as acknowledgment that capacities for thinking and doing are both required.

So how are these "new realities" affecting the American workforce? Extension's work with adults and my sociologi-

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cal research across the country suggest that there are seven major trends shaping the workforce:

Megatrend 1 — The need to repurpose skilled and technical workers, nuclear welders, LEED (Leadership in Energy and Environmental Design) construction workers, and pipefitters for the age of renewables and biofuels.

Megatrend 2 — The growing demand for talent in engineering, computing, digital and mobile media.

Megatrend 3 — The growing number of home-based businesses, consulting practices and contract work enterprises. Entrepreneurship is increasingly important.

Megatrend 4 — The transformation of healthcare as a result of innovations in Information Technology (IT) and medical technology: preventative, rehabilitative and geriatric care, fitness and wellness.

Megatrend 5 — The exponential increase in continuing education enrollments of adults across a multitude of practice areas where additional new skills are needed: second language learners, digital technologies, writing, management, etc.

Megatrend 6 — The high demand for international skills such as language translation, cultural, social and political know-how, international law and regulatory affairs needed in more places of work, i.e. tourism, retail, engineering, business.

Megatrend 7 — Growth in leisure travel, sports, and tourism as the “globe” becomes increasingly middle-class, which is creating new job opportunities in many related industries.

And so, today, thanks to technological breakthroughs and globalization, United States employers need skills and competencies we did not anticipate even a decade ago. Examples of sectors where new jobs are emerging include embedded engineering; mobile media; occupational health and safety; English translation and foreign languages; renewable energy and the greening of all jobs; teaching English as a foreign language; action

sports innovators; setting up an independent consulting practice; geriatric health care; repurposing America’s skilled and technical workers for “new economy” applications, i.e., welders, pipefitters, and mechanics.

The paradox of all this is that, at a time of such complexity and rapid change, public education systems in the West are requiring less and less of students in critical competency based areas, while many countries are requiring more. For me, there are disturbing trends, even at good universities such as UCSD:

- No foreign language and global skills requirements in most bachelor degree programs.
- No meaningful work experience tied to academic knowledge students are acquiring.
- No project-based learning even at the upper division.
- An approach to teaching and learning which rewards individual performance — not team work.
- An absence of advisors/mentors from either the faculty or practitioners.
- A growing disconnect between those who teach and train and those who employ and develop people.
- Life-long learning valued by campuses primarily as a new source of income, not as a core activity of an academic institution.

We clearly need more places where knowledge and practice connect. **Lynnda Gratton** in her new book *The Shift: The Future of Work Is Already Here* describes the need to connect knowledge and practice. She makes three powerful points: a) We live in an age where “serial mastery” is essential, which means continuous learning and further education need to be a part of every citizen’s life; b) We live in a world where social capital is increasingly important and there needs to be an environment in which working people can “hang out” with the “big ideas crowd”; c) We live in a world where people have multiple careers and interact, on a daily basis, with multiple local and global communities. Therefore, they need a regenerative community in which

they can participate and through which they can find meaningful relationships and collaborative opportunities. Universities are, potentially, valuable resources for all three. And yet, the modern research university continues to see itself as a place apart from society, a place where only full-time students needing face-to-face education from academically anchored full-time professors are welcome.

The question for those who represent the UCSD family is: What can universities do to stem this increasing mismatch between what citizens need to know and how we are educating young adults? I am a graduate of a small academically rigorous liberal arts college at which I was expected to graduate with writing skills, critical thinking abilities, knowledge of the basic sciences, solid grounding in humanities, and mastery of at least one foreign language. I am a direct beneficiary of an excellent residential learning experience. However, as a member of a publicly funded research university, I believe it behooves us to serve multiple publics and multiple learning needs, increasingly across the life span. To this end, we need, at a minimum, to:

- 1) Reaffirm the data gathering, interpretive, and problem-solving skills that a basic liberal arts education assures;
- 2) Increase faculty appreciation of the significant skill demands in the workforce and the value of “practical” knowledge;
- 3) Provide and celebrate the value of collaborative projects and research experiences in the curriculum; meaningful internships; academically linked summer employment and/or travel experiences; mentors from diverse “practice” settings;
- 4) Assure and value lifelong learning: as a valuable bridge to employment for liberal arts graduates; as a way to acquire new skills and knowledge in a given field; as a source of networks, mentors, and expertise vis-a-vis the world of “practice”; as a way to re-focus and re-tool for new career opportunities; as a bridge to advanced degree programs in the university.

As a person whose life work has been post-baccalaureate continuing education, I recognize that my field also needs to better address the issue of closing today's gap between workplace opportunities and the knowledge and skills college graduates and professionals have. Clearly, we, in research university continuing and professional education, need to:

- transform the ways in which teaching and learning occur across the lifetime;
- transform the educational system to match not only what knowledge is needed, but how this knowledge is put to work;
- substantially increase the global content of curriculum in both formal education and in publicly funded training programs;
- substantially increase the investment in opportunities for students and citizens to learn entrepreneurial skills and value nimbleness and adaptiveness throughout their careers.

The good news is the knowledge we create within research universities has extraordinary social value. The bad news is we are too slow in our efforts to connect that knowledge to the needs of the ever changing economy and society which sponsors us. My hope is that the new fiscal imperatives to which all academics are currently responding will be addressed in ways that build our long-term capacity to serve multiple knowledge needs lifelong.

Drawn from a talk to the Emeriti Association in February. ♦

Emeriti Website

The UCSD Emeriti Association maintains a website:

<http://emeriti.ucsd.edu>

Clicking the NEWS, PROGRAMS, & MEETINGS button will allow you to view past issues of this newsletter. The website also provides the constitution and by-laws, lists of members, and minutes of meetings.

Mentoring and Cheerleading

By Jack Fisher

Professor Emeritus of Medicine

Editor's note: According to Katie Mathis, coordinator of the UCSD Emeriti Mentoring Program, 28 full-time mentors and two supplementary mentors have been paired this year with a total of 42 Chancellor's Scholarship undergraduates in a variety of disciplines, meeting usually once a month. Mentors meet with each other for lunch on the first Monday of each month in the academic year to exchange ideas, and quarterly brown bag lunches bring all mentors and mentees together. Chancellor's Scholars also meet once a month to improve their public speaking skills and learn about university resources available to them. The program is collecting reports, including this one.

Soon after the holidays Noel emailed asking for a meeting – a good sign that our first encounter had been productive for him and that he wished to continue a mentoring relationship. We had not matched until the middle of his first quarter. Over coffee I learned that he had transferred from a community college nearby. Although he seemed distracted by midterms, he appeared to me grounded and optimistic about his classes.

And so our second conversation was likely to be an accounting of his debut academic performance. I didn't even have to ask. His greeting was immediately followed by a rueful, "Didn't do as well as I wanted." I knew to wait in silence for elaboration; the next move was clearly his.

"One A, an A-, and a B+ . . . and only one wrong question between my B+ and a friend's A-," he added defensively. Equally frustrating for him was the revelation that minuses and pluses influenced the grade-point average.

In response I simply could not resist a little sarcasm: "Let's see now, after two years at a junior college, you arrive at a UC campus, the academic big time some would say, and for your first effort, you only get two As and a B. That is pret-

ty awful." He got my message. But my challenge as mentor/cheerleader was to convince him that he was, after just ten weeks of effort, already a standout student at UCSD. Few transfer students do nearly as well.

Students, especially undergraduates, love to be placed in context. And so I explained that his colleagues from the community college system might have worked hard and earned good grades or else they wouldn't be at UCSD. Yet they still haven't worked at the pace required of UC students, and so their first quarter is often disappointing . . . meaning Cs and Bs at best. Young men in particular, their neural synapses not yet fully functional, often need more time following high school to develop learning skills. Noel was unusual in that he earned a freshman position in a UC school but personally chose a community college because he didn't think he was ready. I recognized and admired the maturity displayed by this decision, and told him so.

As an eager pre-med student, however, he was already devouring the notoriously misleading guides to medical school admission. I listened as he cited all the extra-curriculars he had committed himself to or still had in mind. There was a favorite sport and an intra-mural team that had welcomed him, a healthy personal need I could agree with. But he was already volunteering at one site and thinking of another. He had discovered one research opportunity and was wondering about signing up for another. I knew my work was cut out for me. Noel needed reminders — more than one — that job one was still the same: academic performance. Pre-meds are easily distracted by the false belief that their admission to medical school requires the widest array and longest list of non-academic endeavors. Two meetings are not nearly enough to know whether this mentor is getting through to his mentee.

♦ ♦ ♦

The Stuart Collection Thirty Years On



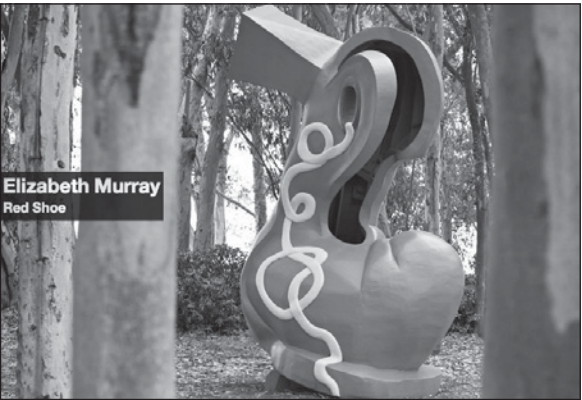
Art philanthropist **James Stuart DeSilva** launched the Stuart Collection in 1982 when it was valued at just over \$8 million. The collection bears DeSilva’s middle name because he wanted to deflect attention from himself. He appointed an internationally distinguished advisory committee made up of art historians, museum directors, and working artists with a mission of finding the most provocative artists and sculptors to create their site-specific works on the UCSD campus.

The first piece commissioned for the collection was a 29-foot-tall, brightly colored “Sun God.” The work, created by **Niki de Saint Phalle**, has become a campus icon and has inspired an annual Sun God Festival celebrated each spring by the UCSD Associated Students. The other works included in the original Stuart Foundation’s gift were **Alexis Smith’s** 560-foot-long slate tiled “Snake Path”; **Terry Allen’s** “Trees”; **Michael Asher’s** untitled fountain; **Ian Hamilton Finlay’s** “UNDA”; **Elizabeth Murray’s** “Red Shoe”; **Bruce Nauman’s** “Vices and Virtues”; **Nam June Paik’s** “Something Pacific”; and **William Wegman’s** “La Jolla Vista View.”

DeSilva died at the age of 83 on September 12, 2002. **Marne DeSilva**, his wife, and **Peter DeSilva**, his son and current Stuart Foundation President, finalized the Stuart Collection gift after his passing to ensure his wishes were met.



Fallen Star (from above)



Mary Beebe, director



James Stuart DeSilva

Director **Mary Beebe**, who was awarded the prestigious Americans for the Arts Public Art Network Award last June, describes the latest eye-catching installation, the house tilted off the roof of the Jacobs School building:

The 18th work in the Stuart Collection, *Fallen Star*, by **Do Ho Suh** has recently become very visible here on the UCSD campus. We first invited Suh to visit in 2005. One of Suh’s central quests is the idea of home. Suh came to these ideas from his experience of coming from Korea to the Rhode Island School of Design and then Yale. He felt as if he had been dropped from the sky into a completely different world. He had to adjust — find his new balance — mentally and physically to his new surroundings. I first saw his work in New York City around 1998 and followed it from there.

The proposal Do Ho offered us was a small house which had been lifted by some tornado-like force and crashed into a building, landing on a tilt. It could be entered and experienced as a home. I was really impressed with its thoughtful beauty and felt it could be truly relevant to a very diverse student body, faculty and staff — many of whom have come here through some form of displacement, or just left their homes for the first time. The search for an appropriate building began and finally settled on EBU1 with the support and enthusiasm of **Frieder Seible**, Dean of Engineering, and then **Joan and Irwin Jacobs**, namesakes of the School of Engineering. We “raised” the house from the ground (where it was built) to the 7th floor on November 15th. It was quite an event, witnessed by hundreds of awestruck passers-by. We have planted the garden, and await the wallpaper for the house which will be fully furnished. The site will be ready for visits by the opening on June 7th.



Fallen Star (from below)

Remembering Stuart Hughes

By **Sandy Lakoff**

At a talk recently in the Judaic Studies series on Holocaust survivors, **Andrew Viterbi** mentioned having supported **H. Stuart Hughes** in 1962 when he ran (as the Peace and Freedom Party candidate) for the Massachusetts Senate seat vacated by **JFK**. I remember this episode well because one of his campaign workers was **John Maher**, then my undergraduate tutee at Harvard, who has lately written *Learning from the Sixties: Memoir of an Organizer* (Charles Street Press, 2012), an account of his own engagement in the radical politics of the decade and beyond.

At the time Hughes was an enormously popular teacher at Harvard, especially among the very bright students enrolled in the History and Literature program, and his book *Consciousness and Society* (about **Freud**, **Max Weber**, **Emile Durkheim**, **Benedetto Croce**, and others who reshaped social thinking at the turn of the nineteenth century) was considered a classic. At our weekly tutorial sessions, John reported with enthusiasm how well Stuart had done campaigning in the Italian North End of Boston, where he addressed the crowds in colloquial Italian, and how receptive the unionized workers had been in New Bedford. Alas, when the votes were counted, **Ted Kennedy** won handily over **George Cabot Lodge** and Stuart managed to garner fewer than 10,000 votes — probably all from academics like Viterbi in the middle- and upper-class liberal suburbs of Cambridge, Newton, and Brookline but not the North End or New Bedford.

Public service was a family tradition. In an autobiographical memoir, *Gentleman Rebel* (Ticknor and Fields, 1990), Hughes tells of growing up in one of the most distinguished families of the early decades of the twentieth century. His father, **Charles Evans Hughes, Jr.**, served as Solicitor General under President **Herbert Hoover**, until he had to resign when his



own father, **Charles Evans Hughes, Sr.**, who had run as the Republican candidate for President against **Woodrow Wilson** in 1916, was appointed by Hoover as Chief Justice of the Supreme Court. (It would have been unacceptable for a son to argue cases before a court headed by his father.)

Schooled in Riverdale, New York, briefly at St. Alban's in Washington, D.C., and finally at Deerfield Academy, young Stuart finished at the top of his class. He recalled that he had "converted to socialism." A child of privilege, he was dismayed by the effects of the Great Depression on the legions of unemployed "forgotten men." In the same year he took his fourth trip to Europe, this time to Wales, the ancestral home of his paternal grandfather, having previously visited Scotland, the old sod of the family's other side.

He chose to go to college at Amherst rather than Brown, where his father and grandfather had gone, because he wanted a small school. It turned out to be a fortunate choice. He loved everything about the place, especially the faculty. Although the trustees had turned out the bold reformer **Alexander Meiklejohn**, and faculty members were not expected to write books, the school bubbled with intellectual excitement and Stuart was encouraged to learn foreign languages so as not to have to read the great works of literature in translation.

In his sophomore year in 1935 he took advantage of an offer by the new

Nazi government of Germany of stipends for summer study in Heidelberg. He had no qualms about going because he was curious about the new Germany and had been reared in an environment in which he knew no Jews (and was exposed to the genteel anti-Semitism of the WASP upper crust). There he had his first glimpse of what National Socialism had in store: bicycling to the town of Speyer he saw Jewish shops smeared with anti-Semitic slogans and broken glass from their windows littering the pavement — an anticipation of what was to come on *Kristallnacht* in 1937. In 1936 he summered in France and in 1937 visited Munich where he paid a call on a Jewish professor to whom he had been recommended — and who he later learned committed suicide with his wife in despair over Nazi persecution.

After Amherst he decided to study history and enrolled at Harvard, where he studied with such luminaries as **C.H. McIlwain** (a superb historian of medieval thought), **William L. Langer** (an eminent diplomatic historian) **Frederick Merk** (author of an illuminating study of the American Manifest Destiny movement), and enjoyed Sundays at the home of the law professor **Thomas Reed Powell**.

In 1939 he set out for Paris to do archival research and had to scurry home in September when war broke out. In 1940, he was drafted and became a private in the Army field artillery. After Pearl Harbor he was commissioned a second lieutenant and joined the Office of Strategic Services, thanks to his former teacher William Langer, who had engineered his transfer. There he worked on helping the military gain a better understanding of the peoples, friend and foe, they were engaged with. In 1943 he was sent to Algiers to help in the invasion of Italy (and because he spoke some Italian, was almost parachuted behind enemy lines by his boss, General "Wild Bill" Donovan). Just after D-Day, he landed with American forces on the French Mediterranean coast and trav-

eled through the liberated countryside to find out what was happening. In 1945, as the war ended, he saw the horrors of the death camp at Mauthausen. In retrospect, he wrote, "it amazes me how little attention I had paid [until then] to the 'Final Solution.'"

Back in Washington he wrote a book entitled *An Essay for Our Times* and mixed with European and American diplomats and emigrés, among them **Herbert Marcuse**. Technically, he was Marcuse's supervisor; in practice he became the older Marcuse's pupil. His "informal instruction," spiced with mordant Jewish humor, transmuted "Foggy Bottom into a Magic Mountain for Hans Castorps like myself."

Then, after the dismaying beginnings of the Cold War, it was off to Harvard to teach and write. There he achieved academic stardom and an interlude at Stanford, but in the 1960s, the pain of a broken marriage and divorce, followed by a joyful sense of renewal with marriage to his graduate student **Judith Markham Hughes**, with whom he came to UCSD in 1975, and who teaches in our History Department.

Politically, he remained a man of the left, passionately opposed to the Cold War, McCarthyism, and the Vietnam conflict, but without illusions about Soviet communism. Academically, his UCSD colleagues **Allan Mitchell**, **Andrew Wright**, and **Michael Bernstein** noted, "Stuart had strong claim to be the finest intellectual historian of Europe of his generation." Culturally, he came to love great works of literature and classical music (especially **Mozart**), and he grew out of the parochial world of his parents to appreciate people of all backgrounds, including Jews (readily acknowledging that he became a "philo-Semite"). Intellectually, he was privileged to have known some of the best minds of the century, including **Isaiah Berlin**, **Franz Neumann**, **Edmund Wilson**, **Ralph Bunche**, **Benjamin Spock**, **Richard Hofstadter**, and **Norman Thomas**. In all, a good and full life — of mind and spirit. ♦



Anecdotalage

By **Sandy Lakoff**

School Daze (thanks to **Bob Hamburger**)

Answers British schoolkids have given on exams:

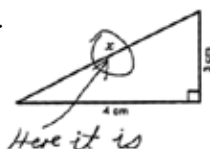
1. Expand $(a+b)n$

Answer: = (a + b)
= (a + b)
= (a + b)

2. Name one of the early Romans' greatest achievements.

Answer: Learning to speak Latin.

3. Find x .



4. Name the wife of **Orpheus**, whom he attempted to save from the underworld.

Answer: Mrs. Orpheus.

5. What is the meaning of the word "varicose"?

Answer: Close by.

6. Why would living close to a mobile phone mast cause ill health?

Answer: You might walk into it.

7. Joanna works in an office. Her computer is a stand-alone system. What is a stand-alone computer system?

Answer: It doesn't come with a chair.

8. Where was **Hadrian's** wall built?

Answer: Around Hadrian's garden.

9. Name six animals which live specifically in the Arctic.

Two polar bears.

Four seals.

10. Where was the American Declaration of Independence signed?

Answer: At the bottom.

11. Explain the phrase "free press."

Answer: When your mum irons your trousers for you.

12. What is a fibula?

Answer: A little lie.

13. What is a vibration?

Answer: There are good vibrations and bad vibrations. Good vibrations were discovered in the 1960s.

13. The race of people known as Malays come from which country?

Answer: Malaria.

♦ ♦ ♦

(Thanks to **Claire Angel**)

An Easy Guide To Keeping Political News In Perspective

1. The Wall Street Journal is read by the people who run the country.

2. The Washington Post is read by

people who think they run the country.

3. The New York Times is read by people who think they should run the country, and who are very good at crossword puzzles.

4. USA Today is read by people who think they ought to run the country but don't really understand The New York Times. They do, however, like their statistics shown in pie charts.

5. The Los Angeles Times is read by people who wouldn't mind running the country, if they could find the time — and if they didn't have to leave Southern California to do it.

6. The Boston Globe is read by people whose parents used to run the country and did a poor job of it, thank you very much.

7. The New York Daily News is read by people who aren't too sure who's running the country and don't really care as long as they can get a seat on the train.

8. The New York Post is read by people who don't care who is running the country as long as they do something really scandalous, preferably while intoxicated.

9. The Miami Herald is read by people who are running another country, but need the baseball scores.

10. The San Francisco Chronicle is read by people who aren't sure if there is a country or that anyone is running it; but if so, they oppose all that they stand for. There are occasional exceptions if the leaders are handicapped, minority, feminist, atheist dwarfs who also happen

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Anecdote from p.7

to be illegal aliens from any other country or galaxy, provided of course, that they are not Republicans.

11. The National Enquirer is read by people trapped in line at the grocery store.

12. The Key West Citizen is read by people who have recently caught a fish and need something to wrap it in.

To which we can add:

13. The San Diego Union-Tribune is read by people who could care less why the rest of the country reads newspapers so long as they can find out when the surf is up, what height the swells will be, and what form they will take.



The Art of the Squelch

(Thanks again to Claire Angel)

Pericles: When I was your age, **Alcibiades**, I talked just the way you are talking now."

Alcibiades: "If only I had known you, Pericles, when you were at your best."

Abraham Lincoln to **Stephen Douglas** when Douglas accused him of being "two faced":

"I leave it to the audience. If I had another face, do you think I would use this one?"

Oscar Wilde, when **Lewis Morris**, who had just been passed over for appointment as Poet Laureate, told him "There's a conspiracy of silence against me, but what can one do? What should I do?" Wilde: "Join it."

Calvin Coolidge, asked after a concert, "What do you think of the singer's execution?":

Coolidge: "I'm all for it."

Coolidge to a White House visitor who said, "Mr. Coolidge, I've made a bet against a fellow who said it was impossible to get more than two words out of you." Coolidge: "You lose."

Nancy Astor to **Winston Churchill**: "If you were my husband, I'd put poison in your coffee."

Churchill: "Nancy, if you were my wife, I'd drink it."

Miriam Hopkins to an anonymous singer who told her, "You know, my dear, I insured my voice for fifty thousand dollars:"

Hopkins: "That's wonderful. And what did you do with the money?"

Groucho Marx to a contestant on "You Bet Your Life" who said he had fathered ten children.

Groucho: "Why so many children?"

Contestant: "Well, Groucho, because I love my wife."

Groucho: "I love my cigar, but I take it out of my mouth once in a while."



Mark Your Calendar



Mark Tuszynski

Professor of Neurosciences

Neural Plasticity and Repair

Wednesday, April 11, 3:30-5:00

Lisa Levin

*Professor, Integrative Oceanography
Division, SIO*

The Deep Sea: New Discoveries and Looming Challenges

Wednesday, April 11, 3:30-5:00



Christopher Wills

Professor Emeritus of Biology

Green Equilibrium: Balancing the Future of Our Species and Our Planet

Wednesday, June 13, 11:30 a.m.



(members \$35; guests \$40; RSVP at UCSDEmeriti.com)

~ Green Faculty Club ~

Chronicles

Newsletter of the UCSD Emeriti Association



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