

RESEARCH UNIVERSITIES AND THE FUTURE OF AMERICA
REPORT BY THE NATIONAL RESEARCH COUNCIL
July, 2012

SELECTED QUOTATIONS FROM THE REPORT AND ITS AUTHORS

Importance of Research Universities--Overall

1. *“One of the things that’s important for any economy, for any society, is constant renewal. And one of the engines of renewal, the prime engine of renewal and of our economy, is our national research institutions.” (Chad Holliday, Chair of the NRC Committee and Chairman of the Board, Bank of America, in video introduction to the webcast)*
2. *“New ideas, the innovation, the creativity for the future that ultimately results in job creation and greater prosperity of America are going to come from our research universities.” (Bill Frist, NRC Committee member and former U.S. Senator, in video introduction to the webcast)*
3. *“As America pursues economic growth and other national goals, its research universities have emerged as a major national asset—perhaps even its most potent one. This did not happen by accident; it is the result of forward-looking and deliberate federal and state policies.” (executive summary, p.2) (A longer version is on page 37 of the report.)*
4. *“We believe that America’s research universities are today a key asset for our nation’s future. They are so because of the considered and deliberate decisions made in the past by policymakers, even in difficult times. Our future now depends on the willingness of our current policymakers to follow their example and make the decisions that will allow us to continue to compete, prosper, and shape our destiny.” (executive summary, p. 3)*
5. *“The research university is where knowledge is being produced. There are lots of colleges and schools that teach what’s produced in the research university, but only the research university is doing both: producing and teaching it.” (Teresa Sullivan, member of the NRC Committee and President, University of Virginia, in video introduction to the webcast)*

Importance of Research Universities—Talent

6. *“Talent matters. Countries and companies that have the best talent win. It’s really that simple.” (Bill Green, member of the NRC Committee and Chairman and CEO of Accenture, in webcast discussion)*
7. *“Prosperity for this decade, and every decade that I can see, will come from our people with talent and skill, and that’s research universities.” (Chad Holliday, video introduction to the webcast)*
8. *“Businesses are really dependent on research universities to create a pipeline of talent for us. Without a pipeline of talent, businesses starve.” (Padmasree Warrior, member of the NRC Committee and Chief Technology Officer, Cisco Systems, in video introduction to the webcast)*

9. *“Educated people, the knowledge they produce, and the innovation and entrepreneurial skills they possess, particularly in the fields of science and engineering, have become the keys to America’s future.” (Report, page 70)*

Importance of Research Universities—Need for Sufficient Resources

10. *“We can say without reservation that our research universities are, today, the best in the world and an important resource for our nation, yet, at the same time, in grave danger of not only losing their place of global leadership but of serious erosion in quality due to critical trends in public support.” (Report, page 70)*

Importance of Research Universities—Growing International Competition

11. *“Our research universities are the best in the world. But a leadership position is easy to lose and difficult to regain.” (Report, page 68)*
12. *“All these other countries—India, China, Russia, you name it—they aspire to be like us because they realize how we got where we got. It’s because of the national research infrastructure and ecosystem we have. They aspire to that and they’re going to have that. But we’ve got to be gone when they get there.” (Bill Green, webcast discussion among Committee members)*
13. *“...other nations have recognized the importance of world-class research universities and of university-driven research and advanced education to economic prosperity and social well-being. They are strategically and rapidly strengthening their research universities to compete for international students and faculty, resource, and reputation and, in some instances, have closely tied university research to business.” (Report, page 60)*
- 14a. **SHORT VERSION:** *“...today, one-quarter or more of new high-tech companies launched in the United States are founded by immigrants. Attracting such talent to the United States is particularly important in knowledge-intensive, high-skill areas such as science and technology.” (Report, page 172)*
- 14b. **SHORT VERSION II:** *“The attractiveness of U.S. research universities for non-U.S. doctoral students and researchers is still a relative strength of American research universities...However, trends can reverse.” (Report, page 172)*
- 14c. **LONG VERSION:** *“...today, one-quarter or more of new high-tech companies launched in the United States are founded by immigrants. Attracting such talent to the United States is particularly important in knowledge-intensive, high-skill areas such as science and technology. Here, American research universities are extraordinary assets, since the world-class quality of their programs attract the best and brightest from around the world as students and faculty. The attractiveness of U.S. research universities for non-U.S. doctoral students and researchers is still a relative strength of American research universities...However, trends can reverse.” (Report, page 172)*
15. *“...federal support should encompass all areas of scholarship, including the natural sciences, the social sciences, the humanities, the arts, and professional disciplines such as engineering,*

education, law, and medicine. Our report and its recommendations are designed to encourage support across all of these areas.” (Report, page 72)

Threats to Public Research Universities

16. *“For states to compete for the prosperity and welfare of their citizens in a knowledge-driven global economy, the advanced education, research, and innovation programs provided by their research universities are absolutely essential.” (Executive Summary, p. 6)*
- 17a. **SHORT VERSION:** *“America’s public research universities, in scale and breadth, are the backbone of advanced education and research in the United States today.” (Report, page 58)*
- 17b. **LONG VERSION:** *“America’s public research universities, in scale and breadth, are the backbone of advanced education and research in the United States today. They conduct most of the nation’s academic research (62 percent), while producing the majority of its scientists, engineers, doctors, teachers, and other learned professionals (70 percent). They are committed to public engagement in every area where knowledge and expertise can make a difference: basic and applied research, agricultural and industrial extension, economic development, health care, national security, and cultural enrichment.” (Report, page 58)*
18. *“...it was the public research university, through its land-grant tradition, its strong engagement with society, and its commitment to educational opportunity in the broadest sense, that was instrumental in creating the middle class, transforming American agriculture and industry into the economic engine of the world during the 20th century, and defending democracy during two world wars.” (Report, page 58)*
19. *“In this budget-constrained environment, state support of higher education and research is no longer viewed as an investment in the future but rather as an expenditure competing with the other priorities of aging populations, for example, health care, retirement security, safety from crime, and tax relief.” (Report, page 59)*
- 20a. **SHORT VERSION:** *“While several public research universities might be able to survive as “privately funded but publicly committed” institutions...most will be unable to accomplish such a transition from public to private support with their quality and capacity intact.” (Report, page 59)*
- 20b. **LONG VERSION:** *“While several public research universities might be able to survive as “privately funded but publicly committed” institutions...most will be unable to accomplish such a transition from public to private support with their quality and capacity intact. Their key public missions to their states—including broad educational opportunities and economic development—will go unfulfilled. Furthermore, their capacity to conduct research and graduate education at the world-class levels required by our nation will rapidly erode without adequate state support.” (Report, page 59)*
21. *“Preserving the quality and capacity of the extraordinary resource represented by our public research universities must remain a national priority, even if the support required to sustain these institutions at world-class levels is no longer viewed as a priority by our states.” (Report, page 60)*