EXHIBIT 1-OVERVIEW OF BOWLING GREEN STATE UNIVERSITY

This brief factual overview of Bowling Green State University (BGSU or BG or the University) is presented for the benefit of readers who are not infrom the University community.

Founded in 1910, BGSU is a state-supported, Doctoral I university, located in northwest Ohio, south of Toledo, in the college town of Bowling Green. The University’s full-time faculty of 718 and part-time faculty of 206 are serving more than 18,000 students in 165 undergraduate degree programs, 13 master’s level programs in 65 fields, and 14 doctoral programs. Of the students enrolled, some 2,500 are graduate students. In addition, the University’s Firelands College, in Huron, Ohio, offers numerous associate-degree programs.

PROGRAMS

BGSU’s origins as a “normal school” have led to a program mix that is stronger in humanities, sciences, and social sciences than in “hard” technology disciplines. Its colleges include: Arts and Sciences; Business Administration; Education and Human Development; Health and Human Services, Musical Arts; and Technology, as well as the Graduate College and Firelands. Its schools include Art; Health; Physical Education and Recreation; Communication Studies; and Nursing. There are no programs in medicine, engineering, agriculture, or any of the “high-tech” disciplines that today are associated most typically with university technology development opportunities.

BGSU’s mission appropriately emphasizes undergraduate teaching in a “learning community.” Cooperative education has been a major feature, with BGSU’s co-op program being second in size only to The University of Cincinnati’s, in Ohio.

Graduate programs to the master’s level are available broadly. The 14 doctoral programs include some “niche” programs that are nationally competitive and many that are not. BGSU considers itself in the early stages of developing “presence” or “critical mass” in graduate education, but does not believe that it will achieve greater graduate education stature merely by “putting more students in existing programs.” Rather, a more strategic approach to building graduate education is required, and this should be in connection with the overall strategies to engage with the corporate community and to serve regional economic development needs. Thus, the grand strategy for selective growth of graduate education is of direct relevance in this consulting assignment.

STUDENTS AND ALUMNI

Although BGSU enrrois students from most of the states and many foreign
nations, it primarily serves students from the region. Enrollment grew greatly during the 1950s and 1960s, from about 4,000 in the 1940s to the point of hitting an enrollment "ceiling" in 1969. Currently, the profile includes 11% of students from outside Ohio; 6% adult students on the main campus and 45% at Firelands; and about 6.4% minority students. Retention rate for freshmen is 75% and completion (within six years) is 65%.

The University's approximately 125,000 alumni are organized into 44 alumni chapters, and 30% of them are not in Ohio. Alumni engagement in the University's new strategic initiatives, when they are determined, as well as a more focused and aggressive development effort overall, remain as major opportunities.

FACULTY

As a result of the age cohort of its faculty and a vigorous early retirement program, the University has an important opportunity for repositioning programs via strategic faculty hires. For example, the University will be recruiting this year for 73 (11%) of 655 faculty. Strategies for faculty development, particularly policy issues for hiring, promotion, and tenure, therefore will be relevant in this study.

RESEARCH

BGSU's leadership indicates that the State of Ohio does not do well, overall, in external research funding and that BGSU does not do well within Ohio. A report of grant/contract award activity as of November 1997 indicates that BGSU had $7.7 million in research funding, of a total of $16.5 million in sponsored funding. Research funding by source was:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$6,619,022</td>
</tr>
<tr>
<td>Other</td>
<td>912,183</td>
</tr>
<tr>
<td>State</td>
<td>208,500</td>
</tr>
<tr>
<td>Total Research Funds</td>
<td>$7,739,705</td>
</tr>
</tbody>
</table>

Funded research is therefore an area of specific opportunity, to which the hiring of significant numbers of new faculty with greater orientation to funded research will contribute greatly. It clearly will be important to arrive at strategic decisions about areas of research in which to focus resources, in connection with a knowledge-based economic development strategy.

LEADERSHIP, FUNDING, AND POLITICAL ENVIRONMENT

The University's senior management group is relatively new to BGSU and has significant plans for "creating a new future" for the institution. Under the leadership of President Ribeau, the Cabinet has assumed responsibility for assertive leadership decisions. Dr. Ribeau already has many initiatives underway, including outreach to the corporate community in new ways. Thus the management environment at BGSU for a major strategic re-focusing is

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Critical state financing issues at present center on how Ohio’s higher education institutions will fare in light of the State’s major commitments for K-12 public education. An important bond referendum that would have eased competition for funds between the K-12 and higher education systems did not pass.

In addition, of specific interest for purposes of this strategy development, the Ohio Board of Regents has expressed interest in the NC State University model for knowledge-based economic development.

RESEARCH ENTERPRISE PARK

In 1988, BGSU undertook negotiations, planning, and initial steps to develop an 88-acre parcel of University property, located east of I-75, as Research Enterprise Park, a “university-related research park.” BGSU entered into commitments with Mid-American Bank for location of its local operations in the site—which was envisioned to become a research/business park that would provide opportunities for the University’s faculty, staff, and students to develop relationships with park occupants. During 1989, the City of Bowling Green, Wood County, and the State all provided planning funds. Also in 1989, Vista Development, Inc. was engaged to provide marketing and development.

In 1990, the first phase of infrastructure and the Mid-Am Operations Center were developed. Vista began development of a facility in the Park for the Ohio Environmental Protection Agency (OEPA).

From 1989, at various times, solicitations or negotiations were conducted with various operators for a motel/conference center. None of these came to fruition. In addition, a reasonable number of other projects were proposed. However, at present, Mid-Am Bank and OEPA remain the only two occupants and the University has about $1 million in infrastructure debt.

Considerations of how to revive and reenergize this park initiative led directly to our discussions with BGSU and remain a major focus of this proposed consultancy, although now the park issues will be embedded in a broader framework of future University mission/program strategies.

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EXHIBIT 3-INTERVIEW PROTOCOL

BOWLING GREEN STATE UNIVERSITY
STRATEGIC ISSUES WHITE PAPER
STRATEGIES FOR THE ECONOMICALLY-ENGAGED UNIVERSITY
GROUP INTERVIEW PROTOCOL - APRIL-JUNE 1998

Interviewers: Explain briefly the background and objectives of this strategic process, including
KBED's role of universities in regional development. Explain scope of this set of tasks, purpose
of these group interviews, the wide range of interviewees, and the "white paper" deliverable.
Introduce BGSU and yourself. Comment on confidentiality of comments and ask participants if
they have any questions about the purpose and process.

Part 1: The Region, the Institution, and Overall Interviewee Concepts for Knowledge-
Based Economic Development (KBED)

1. The Region-General Overview. This process is about ways the University can engage
more directly in advancing the current/future needs of the region it serves. Let's focus first
on the region. With respect to building its social and economic future, what are the (three)
greatest strengths and the (three) greatest weaknesses of NW Ohio (the region that BGSU
serves most directly)? (Prompts: Existing industry base, natural or environmental resources,
location, workforce, political factors, leadership, quality of life, cost of living, etc.)

2. The University-General Overview. If you think broadly about Bowling Green State
University as an institution (beyond your own functional responsibilities), what are its
(three) greatest strengths and its (three) greatest weaknesses as an institution—particularly for
the goals we are discussing? (Prompts: Academic programs? Certain academic programs?
Administration/leadership? Faculty? Public status? Research? Lack of research?
Reputation? etc.)

3. Conceptual Future Role(s) of the Public University in KBED. Conceptually, what
would be your ideal view (definition, philosophy, opinion) of the role(s) that the 21st
century university should play in regional knowledge-based economic development?
(Prompts: Paint me a picture of the 21st century university—an "idealized" set of roles,
functions, programs, services, and relationships.)

Part 2: BGSU's Specific Opportunities and Constraints in Context of KBED

4.A. Specific Opportunities for Partnerships, Alliance, and New Relationships with
Business/Industry/Community/Outside Entities. What kinds of relationships with
business/industry does BGSU now have? What about relationships that focus on addressing
social and community organizations and needs, for example, public schools? What
additional kinds of productive relationships could you envision developing?

4.B. Specific Impediments to an Economically-Engaged University. What constraints or
impediments exist to BGSU becoming more focused in active partnerships with business,
community, and other parties? (Prompt: Lack of resources, lack of program areas, small
research base, faculty attitudes/culture, etc.)
5. Program Focus/Selective Future Investments. In a world of limited resources, what program areas (research, degrees, service, etc.) would you consider appropriate candidates for selective investment, if the University wants to focus its impact on the regional economy? (Prompt: Need to focus on science/technology areas but also on non-technology, "soft" areas.)

6. Inter-Institutional Opportunities. What do you consider as major opportunities for BGSU to partner with other institutions in the region? What kinds of programs (to meet specific needs) could be developed if we were able to cross institutional boundaries?

Part 3: Research Enterprise Park and Conference Center/Hotel

7. Research Enterprise Park. The University embarked initially on development of its research park during the 1980s and might now focus that development in the broader context of becoming more "economically-engaged" with the region. What do you envision might be significant programmatic or service linkages that would make an energetic market strategy for future development of Research Enterprise Park (as a university-related research park/business site)?

8. Conference Center/Hotel. At various times, the University has considered private development of a Conference Center/Hotel at the Research Enterprise Park. If this were conceived as a world-class, state-of-the-art high tech educational and meeting facility, how could such a facility serve the University’s and the region’s future needs? (Prompts: Academic events, business meetings, executive education, associations, joint programs with other institutions?)

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The Economically-Engaged University

EXHIBIT 4-INTERVIEWEES

UNIVERSITY

- Sidney Ribeau, President
- Charles Middleton, Provost
- Chris Dalton, Senior Vice President for Financial Affairs
- Steven Ballard, Vice President for Research
- Lee Riggins, Dean, College of Musical Arts and Professor of Music Composition & History
- Dante Thuraiatnam, Assistant Dean/Continuing Education
- Lou Katzner, Dean of Graduate College and Associate Vice President of Research
- Tom Erickson, Dean, College of Technology and Professor of Visual Communications and Technology
- Jim Sullivan, Dean, College of Business Administration, Professor of Applied Statistics and Operations Research
- Linda Dobb, Dean, Libraries and Learning Resources
- Clyde Willis, Dean, College of Health and Human Services and Professor of Communications Disorders
- Les Sternberg, Dean, College of Education and Human Development and Professor of Special Education
- Bruce Smith, Director, BGSU Cooperative Education Program
- Michael McKee, Director, Corporate Education Program
- Pat Fitzgerald, Director of TV Services and General Manager of WBGU-TV
- Jo Ann Kroll, Career Services
- Karen Williams Lucas, Member, Research Park Committee
- Bob Waddle, Director, Capital Planning
- Darlene Whipple, Acting Director, BGSU’s Training Center
- Michael Ogiwa, Associate Professor of Chemistry
- Travis Chapin, Associate Professor of Technology
- Robert Boaghton, Professor and Chair of Physics and Astronomy
- Steven Ladd, Professor of Political Science
- Yue Bing, Associate Professor of Physics and Astronomy
- Robert Berms, Professor of Business Education
- Peggy Giordano, Professor of Sociology
- Richard Kennel, Associate Dean, College of Musical Arts and Associate Professor of Musical Performance
- Alice Philbin, Professor of English
- George Bullethahn, Chair and Professor of Biological Sciences
- Mark Kasoff, Director, Canadian Studies Program and Professor of Economics
- Bill Balzer, Chair, Department of Psychology and Associate Professor of Psychology
- Larry Hatch, Chair, Visual Communication and Technology Education
- Paul Moore, Assistant Professor of Biological Sciences
- W. Thomas Southern, Associate Professor of Special Education
- Susan Petroskis, Professor of Marketing
- Tom Chibucos, Professor and Chair of Family and Consumer Science
- J.W. Sinn, Professor of Technology, Department of Technology Systems
- Robert Vincent, Associate Professor, Associate Professor of Geology
• Mark Marcin, Assistant Professor of Art
• Doug Neckers, Distinguished Research Professor and Director of Center for Photochemical Sciences
• Henry Garrity, Professor and Chair of Romance Languages
• Leigh Chiarello, Chair and Professor of Educational Curriculum and Instruction
• Ben Muege, Professor of Political Science
• Veronica Gold, Associate Professor of Special Education
• Marylin Wentland, Assistant Professor of Communication Disorders
• Raj Padmaraj, Professor of Finance

ALUMNI
• Ashel Bryan, Former Trustee
• Mark Ludtke, President, Funk/Ludtke
• Larry Davenport, Ernst Young, Director of Entrepreneur of the Year Award
• Tom Walton, Editor, Toledo Blade
• Paul Windish, Senior VP, MidAm Inc., Chair, Wood County Economic Development
• John Harbal, President, Impact Products
• Cathy Nelson, President, St. Charles Hospital
• David LaHoe, Vice President, New Business Development, Aeraquip Vickers

REGIONAL EDUCATORS
• Wayne Hoss, Associate Vice President for Research & Development, University of Toledo
• Dan Brown, President, Owens County Community College
• Don Spotler, NW State Community College
• Doug Wilkerson, Associate Vice President for Research, Professor of Pharmacology, Medical College of Ohio

CITY/COUNTY/STATE GOVERNMENT
• Bob Latta, Ohio Senate
• Sally Perz, Ohio House of Representatives
• Wes Hoffman, Mayor of Bowling Green
• Donna Owens, Director, Department of Commerce
• Steven Kaitch, U.S. Representative Kaptur’s Office
• John Fawcett, Bowling Green City Administration
• Dick Edwards, Wood County Administrator

REGIONAL ECONOMIC DEVELOPMENT
• Tom Baha, Director, Wood County Economic Development Foundation
• Sue Clark, Director, City of Bowling Green Community Development Foundation
• Don Jakeway, President, Regional Growth Partnership
• Jim Hartung, Director, Toledo Lucas County Port Authority
• Doug Born, Findlay-Hancock City Chamber of Commerce
• Rick Foght, NW Ohio Regional Economic Development

REAL ESTATE DEVELOPMENT

http://www.bgu.edu/organizations/research/ex4.htm

6/24/2004
• Bob Mack, Zyndorf Serchuck
• John Joslin, Reichle-Klein Commercial Real Estate
• Michael Robarge, Lathrop Construction
• Steve Klepper, The Bottleman Corporation
• John Kovach, Comprehensive Development Solutions

BUSINESS/INDUSTRY

• Tom Donnell, President, Fifth Third Bank
• Julian Gravino, President, Edison Industrial Systems
• Rich Corry, CEO, Learshare
• Ron Thompson, President, Midwest Stamping
• Chris Anderson, Vice President, The Andersons
• Dick Ruppert, Retired President, MCO
• Jack Randolph, President, Paramount
• Scott Libbe, Vice President, Rudolph/Libbe, Inc.
• Peter Beck, Vice President, Automatic Feed Company
• Kevin Sauter, Executive Vice President, Sauter WoodWorking

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EXHIBIT 5-SUMMARY OF INTERVIEW COMMENTS

PART 1: THE REGION, THE INSTITUTION, AND OVERALL INTERVIEWEE CONCEPTS FOR KNOWLEDGE-BASED ECONOMIC DEVELOPMENT (KBED)

1. Strengths & Weaknesses of NW Ohio Region for Knowledge-Based Economic Development

Strengths

Strengths of the region that were identified during the interviews were reasonably consistent. Clear themes emerged, included the following:

- Work Values of the Workforce
- Good Transportation/Infrastructure/Land Resources
- Proximity to Major Markets and US Population Centers
- Extensive Education and Training Assets
- Attractive Quality of Life

Examples of interview comments are provided for each of the above categories:

Work Values of the Workforce

- (In the business recruitment process) everyone we bid for loves our workforce—it is clearly a strength.
- There is a large, strong workforce, particularly for heavy industry.
- (The region was listed as being in the) Top 20 in productivity in the country by Industry Week magazine.
- (The workforce’s) “values” (are a strength). Most of our manufacturers say the “value system” is what they look for, in employees. A large part of this set of values is the productivity/work ethic. It is not found everywhere, and foreign companies, in particular, are attracted here by it.
- The best thing I’ve found (in being in this region) is that the work values are very good. As a supervisor, it is a joy that people come to work and actually plug in and work. Workers in this region have solid work values.

Good Transportation/Infrastructure/Land Resources

- The region serves as a transportation hub, and is at a crossroads of the country.
- The region is a transportation center. You arguably have two of America’s most important highways intersecting here—1-80/90 east-west and I-75 north-south. It is one of the reasons that you have Burlington located here. We are an international seaport, etc. You have every mode of transportation and we are centrally located.
- Transportation would have to be among the 3 top assets. It is a happy circumstance of geography and one the region has exploited—although not always quickly.
- Infrastructure in NW Ohio is excellent, including airport access, and train systems. The highways are good. Development is occurring everywhere because of this.
- There is accessibility, interstates, the third largest railroad in the northern part of the country, one of largest ports in the Great Lakes region, access to the world, a reasonably strong airport in Toledo, with two small ones in the County.

http://www.bgsu.edu/organizations/research/ex5-1.htm

6/24/2004
• Good land is available in abundant quantities.

Proximity to Major Markets and US Population Centers

• Our proximity to major markets is a strength
• A large percentage of the US population is within 500 miles of NW Ohio.
• We have access to a higher percentage of the demographics than most places, if you draw a circle around I-75 and the Ohio Turnpike, as a center point. If you draw a 7-8 hour circle, a very large percentage of the US population is accessible to/from here.

Extensive Education and Training Assets

• The availability of the two-year and four-year colleges and universities collectively is a strength. You can have one behemoth, like Ohio State, but sometimes I think that diversity and multiple institutions are better-allows new ideas.
• We have some wonderful union apprenticeship training programs. We have union-sponsored or company-sponsored on-the-job training. You don't call it "education" because you don't get a degree. But this other form of education has been a critical resource for the region's success. Tool and dye training is an example.
• BGSU and the University of Toledo (plus Findlay College, etc.) are strengths. There is a critical mass of people in the region who are "knowledge experts" and who have problem solving capacity.
• There are educational institutions throughout NW Ohio that can be important engines in driving economic development. University of Toledo, Medical College of Ohio, BGSU, Owens Community College and Lourdes College. So we have the institutional resources and the intellectual potential to do things.

Attractive Quality of Life/Sense of Community

• Quality of life is an intangible, but a strength. The climate is not extreme. It is easy to get to water. We have nice small communities, yet we are close to major centers.
• One thing I appreciate is that the size of the community is such that change is possible. This is a community that decided to have a science museum and did it in two years. In another place, the infighting and bureaucracy would make it take longer. We can take an idea and focus resources and make them happen. It's a one-dimensional city (is the good sense) in that you can identify who should be involved and get it done. The City/community is "manageable."
• Right now, what is nice about the area is that it is a simpler place to live-no traffic, price of goods is low (as is availability). It's family-oriented. These are good things.
• We have a "size advantage." Columbus is now choked on its growth, gagging on it. You can get around our whole ten-county region quickly. The transportation system has capacity. Work commutes are short: minutes, not miles.
• The real strength is the low cost of doing business here. When I talk to companies, we are 20-30% cheaper to the bottom line. We have to convince people that not only can you save on the bottom line but you can attract workers because of the quality of life.

Weaknesses

There also emerged reasonable consensus on weaknesses of the region, identified during interviews as including the following:

http://www.bemu.edu/organizationalresearch/5.1.htm
• Weak External and Internal Perceptions of Region/Community
• Lack of Regional Cooperation/Collaboration
• Shortage of Overall and Technically Trained Workforce
• Poor Quality of and Weak Support for K-12 Education
• Lack of Cultural and Ethnic Diversity in the Region
• Limited Economic Diversity

Weak External and Internal Perceptions of Region/Community

• NW Ohio traditionally is associated with blue-collar industry. The largest push has been getting a new Jeep plant so that the region can get assembly line jobs. The region sees itself as “blue collar” and “agricultural.” Slowly, there is a service industry growing that goes beyond retail services. An example is NFO (National Family Opinion) which does opinion research for Procter & Gamble. We have a few knowledge-based industries that use new approaches, but not a lot of them. We are locked on as blue collar, not as a knowledge area. This area is a microcosm of the “old Ohio.”
• Or, people see (this area) as a suburb of Detroit, which has negative implications.
• Biggest weakness for people outside of here is that there is a bit of a stigma attached to the area.
• Toledo doesn’t have a vibrant image. It is not perceived as a vibrant town. I have lived here and it’s not what I see. I think it’s pretty good, but the perception is weak.
• Toledo has a rust-belt image. It was the same for Cleveland, but now, Cleveland’s image is very different.
• Lack of change of our image is partly because the old anchor is still here. As you go around Ohio, there are so many small companies, $10mm or less that live on the auto industry. It (auto industry) is still the anchor. So it’s hard to get people to diversity thinking.
• Natives are more negative than I am as a transplant.
• We have low self-image. The community promotes this weak image.
• We have tremendous resistance to change, an unwillingness to take risks.
• We always want to put ourselves in the hole too fast. We find negatives we don’t need to look for. We don’t have a positive outlook. Companies coming into the area look at the area and what people are saying. They don’t want to come to an area that doesn’t look over the horizon, because we are stuck in the muck.
• I’ve seen tremendous improvement in the 4 years I’ve been here. The region is starting to believe in itself again. It was tremendously depressed, what with that “rust belt” defeatist mentality. There are still remnants of that negative thinking that impacts the leadership.

Lack of Regional Cooperation/Collaboration

• The roots of a number of our problems are our lack of collaboration. Where you see collaboration in this region, it is more noteworthy than common. This crosses everything—whether political parties, business, education, regional areas, etc.
• Part of the negative side that I have seen over the years is the big egos that get in the way. If it’s not my idea, it’s not good. Or, I won’t get behind someone else’s idea. Often, we are too partisan, instead of looking at the big picture.
• The climate for cooperation exists within a lousy structure. Everything is divided into little tiny chunks. Until that structure is remedied, it takes massive effort to overcome it, to get things done. (It is) difficult to make things happen, even when we try.
most significant problem is the structural problem, which is really a state problem. We have 88 counties, in addition to townships and other authorities. We have an immense number of entities to deal with for the kind of things this region needs to get done.

- You have reluctance in the natural leadership corps in the community to step up and take responsibilities, because they are a little afraid of being attacked. Business and labor leaders serve on various boards, commissions and committees and are often not paid. They are generally crucified, dragged down, and denigrated in the newspaper. After a while, these good leaders say: "This is not worth it." I can run my business and not subject my family and myself to this kind of abuse. When openings come up, people don’t want to serve.

- Let’s think about that. We are part of a bi-state, bi-national zone. That is a strength, but also a weakness because many people think that between Michigan and Ohio is the Maginot Line. Regional cooperation stops at the state line. It’s so parochial. In this region, we have greater cultural and economical ties to Detroit than to Columbus, but we don’t think past the state line.

Shortage of Overall and Technically Trained Workforce

- As an employer, we have a lot of difficulty now in hiring qualified people. Partly, this is a function of the overall economy and tight job market. But in part it has to do with an outflow of people. Young people go to Chicago or somewhere “major” to make their fortunes/careers. So, there is a talent drain. Taking that to the next step, there doesn’t seem to be an effective local mechanism to train the people that need training in PR fields, with which I am familiar. So, it must be harder in R&D. We are not providing the human intellectual capital to fuel the engine for Economic Development, from among our young people.

- It is hard to get employees, with our employment rate so high. There is a shortage in low paying manual labor.

- We have a diminishing workforce, and a very low unemployment rate. Companies are concerned about lack of workforce. However, there are many underemployed people who could move up in the workforce.

- The interesting thing is that some weaknesses are also strengths. Relatively speaking, we have a skilled workforce. This also is a weakness. When I talk to companies like Power Train or GM, the attrition rate is unusually high, because the workforce is fairly aged. Power Train will have about 35% attrition from retirement. I’ve been in Toledo for several years and lived various other places—the perception elsewhere is that we have here a tough union environment. And it really isn’t the case anymore, but shedding the reputation is hard. This may take another generation. When we try to entice companies to come to Ohio, it’s hard.

- There is a low college-going rate in the region.

- The workforce needs to be better trained. We hired the workforce when a high school degree was enough. Now we need a higher level of training to be successful in a knowledge economy.

Poor Quality of and Weak Support for K-12 Education

- I don’t believe the education system in K-12 is doing the job. When we hire young adults who have not completed college, the input is not at all strong. We really find they lack in basic skills, but also in the orientation to work. Part of what built this region is a strong solid work ethic. I see that whittled away at in the high school level.

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It's a national issue, but it's also a regional issue.

- Education is on both sides of the ledger. We have it as strength because we have it as a large body of institutions. On the negative side, we have fragmentation of educational constituencies, as well as fragmentation of political jurisdictions that make delivery of a standard product—whether it's water or education—more difficult than necessary.

- With the economy being so good, it is very disappointing that support for education (and higher education) is so weak. It has been very difficult for school districts to fund bond issues and permanent levies for schools. The whole public support base for education has been eroded. I can give you an example, which ties into what I said before about the economy being better. People are putting their money in their pockets, not into public/social purposes. In Perysburg, there were 3 bond issues for a new high school and all 3 failed. If you walk into the high school there, it is immediately obvious that it is beyond capacity. And I'm convinced that the reason the bond issues fail has only to do with how much it will cost, and nothing to do with the needs of the kids.

- There is not a value (in this region) for education as a driver of economic development. That concept is fairly new (and has not taken hold here yet).

- You have a low college-going rate. People have told me different things—for example, it's part of the agricultural tradition of the state. Some say it is due to the proximity of Detroit and the auto industry, where you could get a great job at 18 with high pay, rather than go to college.

- Ohio ranks low in AAUP salary comparisons. So we have problems retaining the talent base. Much of the talent trained in the state does not stay in the state.

**Lack of Cultural and Ethnic Diversity in the Region**

- There is relative lack of diversity in the community. We have to think about culture and religion and regional understandings that come from having exposure to the world. When I'm in Toledo, I don't encounter people from Rome or Jakarta or Beijing. That's a fundamental weakness. If we don't understand different religions and cultures, then how can we bring innovative products to market around the globe, not only design and develop but also sell them? Lack of diversity is a significant weakness (for knowledge-based economic development)

- This is not an easy place to which to recruit people. It's a lot easier to recruit young PhDs into Ann Arbor than into Toledo.

- Even more difficult is recruiting any minorities into this community. There is no social infrastructure for them and they don't feel connected.

- Ann Arbor is more international. We had a Japanese firm in recently and they found Ann Arbor culturally more diverse and international.

- We have a very homogenous population. There is no diversity. I grew up on the East Coast and I miss the diversity.

- There is not too much going on culturally in Bowling Green, e.g. restaurants, movies, etc. The University has all the cultural resources and those are not that great at that.

**Limited Economic Diversity**

- The industrial strength has been in durable goods, especially automotive. Now, it's hard to find a new direction or an anchor for a new direction. There are smallish efforts and some good things going on, but it's hard to find an "anchor."

- You could say that a weakness is lack of a large corporate base. Now there are only a
few, locally owned, large corporations. Understanding what happened to us in the new paradigm is important. Owens-Corning and Owens-Illinois underwent LBOs in the 1980s. Dana is still here. Findlay was and LBO with Marathon. So there were about seven national companies, now there are one or two. So the question is: How have we and how should we respond to that? To mobilize the resources to attack the problem?

- Heavily tied to automobiles. As go autos, so goes the NW Ohio economy. That is a concern. The next time the auto industry crashes, so may NW Ohio.

2. Strengths and Weaknesses of Bowling Green State University

Strengths: Strengths of Bowling Green State University identified during the interviews included the following:

- Good Size & Location
- Several Good, Key Academic Programs
- Strong Presidential Leadership
- Quality of Faculty, Staff, and Students
- Specific Opportunities of Hiring Many New Faculty
- Fiscal Strength

Good Size and Location

- Size and location are strengths. This is an institution that is a nice size and it has a nice setting. And we are one half-hour from Toledo.
- There are lots of people who would rather live in a town like Bowling Green than in Toledo, but have access to metro areas.
- We have a warm honey town atmosphere.
- Also, the University has land in which to grow.
- BGSU has lots of raw land and access to an airport that could be expanded and access to I-75.
- The University has a strong physical plant and land. We have about 1,500 acres, much of it undeveloped. The central core of the campus does not need to expand much to accommodate 15,000 students. We have classrooms and residence halls now to accommodate most of it. Some may be Distance Education enrollment. The existing built campus is about 1/3 of the available acreage. There might be as much as 1,000 acres for future development, or at least 500 to 700. In contrast, University of Toledo’s campus is about 300 locked-in urban acres. We have space to do whatever we find to be appropriate. The airport is ours. We lease it to the City. It’s another potential resource, if developed.
- It is a safe university.

Several Good, Key Academic Programs

- In multi-media, BG is doing some really unique things with international impact. We now need to invest in those and finish the work that needs to be done by investing in facilities and making critical alliances in: Advanced visualization product development and medicine. And money is available for this kind of investment. We just have to say we want to do it.
- Strong programs are: Co-op program; Center for Photochemical Sciences, Industrial Psychology, Social Philosophy, Production/Procurement, and Applied Philosophy.

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MOD (Management and Organizational Development) program in business, College of Music (music education, composition, Education, particularly the college student personnel program, i.e., higher education and student affairs. Also, the College of Technology's communications, visual media programs.

- Chemistry, biology, philosophy, psychology are all strong. Industrial psychology is #3 in the country. College of Music is very strong/one of best. College of Technology is a strength. Our business school is "OK"-pretty good but not distinctive (while some of the other areas I've mentioned have distinguished themselves).

- There are a few, very strong programs with national recognition: Psychology, Photochemistry, and Music. Music is teacher education-oriented, and very large. This gives a strong base for recruiting alumni support.

- BG has an historic orientation toward service and, with that, some well-established "centers of excellence" which, with proper linkage and vision, can enhance economic development. Examples are the photosynthesis group, industrial psychology (ranked top 6 in country), and specialized areas like Center for Popular Culture. Applied Philosophy has/could have very strong linkages to industry.

- The university is a leader in Photochemistry studies. We have several distinguished professors in that field. These are fields that would bring certain employers here.

- I would look at the sciences and our specialized strength in Photochemical Sciences and we're talking about a special effort in materials sciences, like polymers, although polymers is probably not the direction we'd go in. We are talking about collaborating with the University of Toledo in Materials Sciences.

- This university has a very generous patent-sharing agreement. It took me 5 years to convince Michigan to do it. When I got here, it was already here.

- One of the greatest strengths of the university is that it provides a good undergraduate education.

- BGSU is more student-centered than other institutions. So maybe size is a good factor.

**Strong Presidential Leadership**

- A potential strength for BGSU is Sidney Ribeau. He may be able to provide outreach and communication with legislators and state staff.

- I have to add (to the strengths) Dr. Ribeau. If you called up central casting and asked for a "university president," he is what you would get. He is intelligent, engaging, credible, etc. He is faculty-oriented and student-oriented. And he's hired some very hard-nosed administrators.

- The new administration is a strength. Clearly Sidney Ribeau. He is our first African-American president, now in his 3nd year. (He is) bright, articulate, visionary, charismatic, student oriented, and does all the right things. This is scary because we might not hold onto him for long. He's making so many changes, especially in our image, both our self-image and the public image of BGSU.

- Someone told me he thinks Ribeau is the best president in the system, of 13 presidents. What's strong about the leadership is its understanding that the public university of the 21st century is not the same as in the 20th century. They are looking forward to how they have to compete. They don't ask questions often about how things were in the past. They are looking toward tomorrow.

**Quality of Faculty, Staff, and Students**

- The work ethic of students is a strength. Employers come here because they like our

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students. This is supported by the fact that we have traditional college students. It's also because we attract first-generation students, whose parents value education and have a strong work ethic. Most kids live close enough to drive home on weekends.

- The people who work here are a tremendous strength (not just the faculty). Everyone is very helpful, and very friendly.
- The one thing you hear consistently about BGSU is that they are "nice people."
- We have some innovative research faculty, for example, Doug Neckers. Through the Center for Photochemical Sciences, his group has simulated a heart--made a 3D version from a photo of a heart so you can diagnose what's wrong. There may be a huge demand for this.
- Generally, there is no divisiveness among faculty and staff. We work together nicely. This may mean we can be conducive to new things we would do in the future.
- There are a lot of good faculty and staff here who care about things and who are doing a good job. It's the people who make the difference.
- There are pockets of excellence that exist in the University in terms of faculty who are premier in their field, at the upper levels. They certainly represent value, knowledge.

Specific Opportunities of Hiring Many New Faculty

- It is hiring of new faculty = the greatest strength. Older faculty are retiring in large numbers. We have the potential to bring in a new exciting faculty workforce. If we do it correctly, they will be able to come up with new ideas, think broadly, think about economic development, think networking.
- One (strength) is one you mentioned in your proposal. BGSU is in a period where a large percentage of new blood will be infused into the University. By fall of 1999 or 2000, the research capacity will be much higher than before. So, there is a huge new emerging research capacity, within two years. This is very unusual and a huge opportunity, if it happens well.

Fiscal Strength

- This is the first time since the 1960s that we are in the position to generate additional revenue from enrollment.
- We have the potential for growth. We are formula funded, so the money comes. We had an increase of 10.5% in applications this year after a drought. That is a complete turnaround for us. We're now able to be more selective.
- Even without growth, there's going to be money to invest due to faculty retirements. This is ours to screw up!
- The university is fiscally sound. There is no unmanageable deferred maintenance problem. We are not unreasonably leveraged. We've been moderate in investments, expenditures, and debt. So we could incur debt for strategic purposes that could turn into revenue, with the right opportunities.
- Strong physical plant and land. We have about 1,590 acres, much of it undeveloped. The central core of campus does not need to expand much to accommodate 1,500 students. The existing campus is about a third of the acreage. We have the space to do whatever we find to be appropriate. We have the airport, which we lease to the city. It's another potential resource, if developed.

Weaknesses

Weaknesses of Bowling Green State University identified during the interviews included

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the following:

- Weak Marketing and Lack of Visibility for Programs and Initiatives
- Insufficiently Developed Fundraising and Alumni Support
- Weaknesses of Faculty/Staff Performance or Culture
- Academic Program Weaknesses
- Conflicting Views of Mission/Role of BG SU
- Mixed Messages on Importance of Applied Research
- Lack of Community Support & Perceptions about BG SU
- Insufficient Resources
- Real and Perceived Lack of Diversity
- Insufficient Incentives
- Little Cross Department Collaboration on Projects.

The following are examples of comments for each of the above.

**Weak Marketing and Lack of Visibility for Programs and Initiatives**

- BG SU is not visible in Toledo. (Its) strength must be that there are good programs. But a lot of us don’t know what those programs are.
- In March, I asked for information the top programs from the various institutions. I have yet to get the answer from BG SU. I’ve received replies from UT and MCO, but not from BG SU. I told (BG SU) the train will pull out. MCO and UT are fairly aggressive, but not BG. It’s only been 3 months since my request.
- We can’t give information about resources to new businesses. We are trying to get them to get it together. Wouldn’t it be good if we could consolidate and publish all of the collective assets, list our goals for the next 5-10 years, then have everyone market the region?
- If the University wants to be a player, they have to carve out as part of their purpose the creation of “live and useful” information for companies in Ohio-Then we would have a powerhouse.
- We have never cultivated the business/industry community in Toledo. This is a shame, because it’s our fault that the companies go to Michigan because we haven’t cultivated them.
- There would be more excitement about the University if they would sell themselves. The University is not selling itself. It should sound constantly on what it’s doing.
- The “old” university PR model is still here and we have to change that. While substance remains what is important, you have to put a little sizzle on it.
- We need to develop (marketing themes) for other (that student) audiences, like corporations. They should receive different messages about specific forms of excellence.
- The University is no longer playing its highly visible role with some groups in the area. There are some natural linkages with area groups. I had to pull teeth to get someone at BG SU to send a member to the regional Economic Development group. It used to be that BG SU individuals played highly visible roles in the community. The President isn’t really seen in groups in the community. Why isn’t BG SU playing a role?

**Insufficiently Developed Fundraising and Alumni Support**

- Grant writing has never been a huge focus here.
I'm amazed that the annual amount of grants/contracts is very low. The College of Technology hasn't helped much. I can't imagine other campuses with 15,000 students that have only $5-6 million in grants. I can't put my finger on whether it's culture or something else.

Another weakness of the University is its own lack of a database, particularly re: alumni/alumnae and tracking students. They have fallen down truly, completely, on that issue. It is very difficult to get any kind of data from the University. We simply don't have it. How do you catch up with all those years you missed? This really affecce our revenue stream. We are at the bottom in fundraising among our category.

We had some discussions about BGSU's Foundation. We all know that UT has a strong foundation but it sounds like BGSU's is weak. Is it a weakness that the alumni aren't supporting BG?

Weaknesses of Faculty and Staff Performance or Culture

- The resources are already there at BGSU, but the attitude is not. The teachers don't even teach on Fridays, and then the University wonders why all of the students leave for long weekends.
- We grew very rapidly in the 1950s. We're probably like NC State, Michigan State and others. As a result, we put in place a faculty as quickly as we could, but we didn't necessarily get the best qualified faculty. The early retirement program is helping us reconstitute the faculty in a more academically high-integrity way. Focus is great, but it creates weakness in the sense that we won't be able to compete in some areas.
- There is uneven quality. Some are the best in the world, and some are embarrassments.
- There really isn't decisive clear leadership. It's the first place I've ever been where I've seen such a lack of that. Someone who is the manager of an area will come to you and describe all their problems and ask what to do. They don't realize that you shouldn't go to your boss with problems without having solutions. So, it's a (management culture/characteristic) of a lack of willingness to initiate and take responsibility.

Programmatic Weaknesses

- A weakness is the College of Technology. It's getting competition from 2-year institutions. Owens College is taking them to task.
- There is no capacity for technology development. There is only one lawyer here and she doesn't do patents. And nobody does anything about promoting entrepreneurship.
- We have a Legal Studies Department that is underutilized. Why not use them?
- We have a dreadful College of Business. The programs aren't strong. The faculty aren't committed to the institution. I see significant roles business faculty should play and I don't think we have the caliber or commitment of faculty to do these things.

Weak Community Perceptions of and Support for BGSU

- I don't perceive the University as a research institution, but as an undergraduate (teaching) institution, focused on "good Midwestern college stuff," but not on the cutting edge. I went to 3 different colleges. They each have their strengths and weaknesses, but places like Duke, Michigan, etc. are known as research places. I wouldn't want to send my kid there as an undergraduate. (At those places), you see all the resources sucked into the graduate and professional programs. Whereas at

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Miami, they have graduate programs but they are focused on undergraduate teaching. Miami is "a good college." I picture BG like Miami—a good regional teaching institution, but not cutting edge.

- I don't know about community support for a university-driven economic development strategy. I don't know enough about BG to know if they have that capacity.
- My view is that in the perception of the campus in the community and the state, we're still perceived as the "teachers college" although we're not. My background is teacher education and we do a great job, but this limited perception of our role as a University is a weakness.

Conflicting Views Over the Mission/Role of BGSU

- There is confusion here about the roles of undergraduate education versus graduate education. We do stuff for freshman and then forget juniors and seniors. We flop back and forth. We don't have a clear instructional philosophy. We have faculty whom we hired to do research, and now we tell them we want them to focus on undergraduate education.
- On the one hand, we're increasing on-campus residential enrollment, and on the other hand we also have a significant number of commuter students, and non-traditional students who come here for either undergraduate or graduate programs. We also have part-time adults working on graduate degrees. We have a very diverse group of student populations and customers. It is no longer true that 90% of our student population is residential undergraduate students. Therefore, we need multiple student support services, and we need significant support services for all kinds of students.
- The same thing happens academically. We keep adding majors and never drop any off. It's very difficult for us to let go of anything, either of programs, or employees. We have lots of people who have been here for 30 years.
- The (BGSU) community really doesn't understand what the university of the 21st century must be. They (many of the faculty) are in a notion of what Bowling Green was. Many have not even had any exposure to other 20th century universities, so Bowling Green is the only (place, culture, etc.) they know. Lack of exposure to alternative models in higher education is a drawback and weakness.

Mixed Signals on the Value of Applied Research

- Some members of our administration do not want "applied research." For our administrators, it doesn't count as "research" if a faculty member wants to apply knowledge to help someone with a practical problem.
- The President says very strongly that he is supportive of applied research, but I do not see it coming from certain other high level officials at BGSU.
- We all think research means "new knowledge" and we're still in that bed of nails that research has to mean publications in journals. This is a factor considered by the tenure committees. That kind of research is not possible in certain disciplines. We need to figure out how to do this, and what we really mean.
- The message is this: I will have to do all this (traditional) stuff first and then I'll be allowed to do the other (new) stuff. From my perspective, the task should be about redefining what "traditional" is. What is that "stuff" and can we re-package it in other ways? And is the institution ready to accept these non-traditional kinds of exemplars and performance? I'm not sure given the current make-up of central administration—that they're ready for it.
Insufficient Resources

- We get lip service but no resources.
- Salaries are not competitive. Even if they are initially, they don’t stay competitive, so after 3-4 years, (the marketable) people are gone.
- We have 100 fewer faculty than we had. Everyone is doing more with less. You don’t have time to think about the issues that the research park initiative bring to the surface. Who has time to deal with this? You are just trying to get through the day.
- You tell people: Here are some great ideas–grants, industry stuff, whatever–and you have to ask, who will do this? Who will teach the classes? There are now very few naysayers and a lot of creative ideas but no one available to do them. So, whatever we do, we need some flow-through initial money to help support new initiatives.
- Sixty-five to seventy percent of the undergraduate classes are being taught by part-time faculty, or full-time temporary faculty and graduate assistants.

Little Cross Department Interaction on Multidisciplinary Projects

- I don’t know if there is total (sufficient) interaction between the faculty in terms of working on projects.
- Knowledge-based doesn’t exclusively mean one department. I don’t think we have any kind of system or encouragement to cross departmental boundaries. For example, some time ago, some Math/Finance faculty did a joint article in a Math journal. The Finance Department would not recognize (the faculty member’s publication). We can’t do this anymore. We need to do
  - multidisciplinary projects.
  - This may sound terrible, but we don’t even have a place to gather where we can talk, to begin the process of cross-disciplinary projects. We don’t have even a lounge.
  - We need a means to coordinate, support, and encourage this activity across departments.

Insufficient Real and Perceived Diversity

- We still have some of this old image that predated Sidney. We haven’t erased all of the past. We’re seen as elitist and more conservative than we are. We’re seen as non-diverse.
- Our student population is very white, very young. Students tend to be politically conservative, heavily first generation. Some people see this as a strength, but in today’s university, we really don’t have the diversity that others have (and so it is also a weakness).
- We have lack of variety in the external environment. We have lack of variety on the campus. We try to attract people from diverse backgrounds but we have not been that successful in my opinion. There’s something negative about this.

Lack of a Long-Term Strategic Plan

- We do not have a strategic plan. I think Sidney and Chuck have been very clear about this. When Sidney and Chuck came on board, they did not realize how desperate the University was in resources. So, they didn’t have time to put together a strategic plan. They had to jump on priorities. In the short term, there appear to be significant successes. They have now indicated that it is time for long-range planning.

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personally can’t operate without a plan and without data on which to make decisions. * We either don’t have a clearly defined direction, or we have multiple paradigms at work. For example, there is conflict between undergraduate and graduate education. We have diferent perceptions of what we are and what we can be. Among the constituencies, there are unclear views: Are we primarily teachers’ college or are we a research university? This creates a schizophrenic atmosphere. It’s hard for faculty who don’t teach much to relate to faculty who teach a lot. * There is a disconnect in the concept of shared governance. Different people (see operating with) different visions. Different people have different values with respect to the role of faculty. We need a single model that reflects a consensus view of how to operate. * There is a lack of a clear-cut mission overall, and certainly concerning our role in economic development. * We have had diferent leadership. We need to keep a core vision going. Ribeau has turned this around; we’re talking about partnerships and interfaces. We need to agree on a course and stay with it, instead of having diferent views. * Our weakness is that we haven’t focused on excellence. We haven’t rewarded excellence. We have an imbalance, because we come from a traditional model, about what we want from our institution. * People who want to go do something look around and don’t see a vision. They say, “what is it? A vision is a statement that you say over and over, so that it becomes a mantra that drives everything. **Insufficient or Unclear Incentives** * There is a tendency to come here and sink to a level of not continuing to innovate. I think there is this tendency, which could be for a lot of reasons. At this University, you kick back and become comfortable. After all, it’s not Harvard, UNC, or Duke. You publish a little, teach a lot and that’s it. There have not been traditionally a lot of rewards for excelling. * We are not a research university. There is a myth that we could be. There are a number of departments that are not productive in bringing in grants. The University should address this. Ribeau said a university of this size should bring in $30 million. We’re at the bottom of the heap in Ohio. There have been mixed signals, for example, when you don’t count grant writing in promotion and tenure decisions, but yet you say it is important. * There are not enough performance-based incentives. I’m thinking of distribution of graduate student stipends, for example, which are based on tradition, not performance. These are things that are hard to break. The formula for graduate stipends is what the departments have been getting for the last 20 years, not related to productivity of the department. Middleton understands this perfectly and will change this, but there will be strong resistance. Some departments are getting huge subsidies for their activities. * Well, I don’t know that there are a lot of incentives. In the College of Technology, there is a large Co-op Program and faculty get summer pay for teaching and supervising co-ops. Maybe (this means there is) less time for grants. But the summer program is profitable (about $400,000 for General Fund). I don’t know why other areas aren’t doing more. The campus has been hesitant to allow people to make more than their salary (base) for grants. Not that everyone does things only for money, but it’s a factor. It is much easier for someone to set up a consulting business and work with agencies or companies on the side, as opposed to processing (outside

http://www.ken.asu.edu/organizations/research/51.htm

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relationships) through the University.
• There just are not that many incentives. Some universities allow you to make above
your salary if you have grants.
• We have a lot of entrepreneurial spirit but no coordination. They (faculty
relationships) are being forced off campus. Incentives are not in place. We need to
coordinate a group of incentive packages to encourage team coordination of
entrepreneurial activities. We need to tap resources of the expertise of the campus that
we already have. We should provide incentives so that private sources aren't tapped.
• It's hard to promote a culture at BG when BG hasn't been there. At (name of another
university), you know that you won't get tenure if you don't get grants. You learn this
right away from your colleagues. You learn that this is part of what your job is. You
work with colleagues, develop research programs that meet needs. BGUS doesn't
have that (concept, culture), and it's difficult to do that in an environment where this
hasn't been expected. One would think you've been doing this (here). But, instead,
faculty create their own consulting companies to do it.
• We need guidance about how applied research fits into grants and contracts.
• The reward structure is not set up to reward partnerships. People are very myopic in
their departments and it's because faculty think it's one more thing they have to do
with less. If you're Duke or Harvard, maybe you don't need partnerships. But
institutions like this better determine how to do partnerships and collaborations, or
we'll go out of existence.
• The University has never made it clear that you get ahead by doing this kind of thing
(applied research). It wants the in-between types who are still trying to get ahead and
they do not perceive that there are rewards in working with companies. The problem
is organizational—the University does not encourage interactions—either between
departments or with outside companies.

3. Conceptual Future Role(s) of the Public University in Knowledge Based
economic Development
Future Roles
BGUS faculty/staff ideas on the future role of public universities centered on:

• Much-Increased Use of Technology and Distance Education
• Greater Emphasis on Applied/Cooperative Learning/Practical Knowledge
• Less Emphasis on Degrees
• Essentiality of International Element in Education
• Continuing Socialization Role for the Traditional University
• Changes and Differentiation in Faculty Roles, Responsibilities, and Tenure
• Changes in Instruction/Teaching Models
• Much Greater Cross-Department Collaboration on Projects
• Collaboration & Cooperation with Business & Industry

Examples of comments follow.

Much-Increased Use of Technology and Distance Education
• The consumer will demand educational opportunities when/where they want them.
• There will be many "colleges without walls."
• Just as you can watch any movie you want at 2am, people will want an interactive
course at 2am.

http://www.bgsu.edu/organizations/research/ex5-1.htm 6/24/2004