• (There will be) lots of video offerings with only world-class professors. Education will not be faculty-bound. We will want the best professor on the subject. We may see a moderator.
• I believe a lot of what is here now will still be here. What will change includes method of delivery, e.g., through distance learning, Internet. In addition, there might be more integration of presentations, so that the presentation includes not only Web-based instruction, but also team teaching.
• Knowledge will not be placed-based. We will be able to connect with people who want learning, no matter where they are. The learning community will be in the work place, at home. It will be much more seamless. It will be a system that has a presence everywhere or everywhere that someone wants it to. So, you can sit at your desk in your workplace connected to someone’s server, learning about something you are interested in. This has enormous potential but also bears enormous risk. We can do this in NW Ohio, but so can MIT or Berkeley or University of Phoenix.
• The connection between the university and surrounding communities through distance technologies will be very prevalent.

Greater Emphasis on Applied/Cooperative Learning/Practical Knowledge

• Applied practical knowledge-student teaching, internships, the whole issue of significantly greater time spent in the real world as part of the education process will be more important.
• There will be a need to come together from time to time to share knowledge. But there will also be a new kind of cooperative learning-group team learning, student-student learning, worker-worker learning, much of which will take place not on campus but wherever the children or workers are.
• When it comes to how to apply this knowledge to life and work, then this needs to be out in the workplace much more than it is now. There’s going to be applied everything-philosophy, technology, etc. We want a combination of Socrates and the applied.
• Now, we talked about Co-op. Co-op is good for students, good for industry, and becoming increasingly popular. You can talk about graduating in 5-6 years, not in 4, because you will co-op.
• A lot of Co-op would be in place. We have the 2nd largest Co-op Program in the state. This is especially noteworthy, since we don’t have engineering. The university of the future-just talk to the students and the employers. They all love it. Talk to Bruce Smith, Director of the Co-op Program. We need to continue to invest in it. I agree with you totally that it’s the center of what will be happening in the future.

Less Emphasis on Degrees

• I think there will be virtually no emphasis on degrees and greater emphasis on what people need to know and a just-in-time thing, rather than the agrarian calendar and the degrees. But the Regents are protective of the degree focus. In 50 years, I think the concept of the bachelor’s degree will be meaningless.

Essentiality of the International Element in Education

• We absolutely have to put the international element into everyone’s curriculum. There’s a big world out there. Every career will need this in the future.
• Increased global interdependence will have to impact multidisciplinary approaches.
Continuing Socialization Role for the Traditional University

- But campuses won’t go away. Everyone recognizes that a kid who goes away to college grows up. Parents recognize that. They don’t want their 18-22 year olds lying around the house taking courses on the Internet.
- Technology is about people and only as good as people. You still need interaction.
- They not only get the course work. You mentioned the discipline. They also get socialization and team-building experiences. I think there will always be a need for freshmen to sit around and talk about life. This has to be a critical part of being an educated person.
- Remember there are different learning styles, and a good university (of the future) will accommodate them. For students who need to come to campus and talk about what just happened in class, we will still need a traditional campus.
- Maybe (this comment) is my liberal arts background. I believe there is magic that takes place with human interaction. We’ve all been on conference calls where people pop in and out and find it unsatisfying. You have to put people together.
- To a certain extent the Bologna University won’t go away. The trick is to bring a new paradigm to the old paradigm and take best advantage of both. Nevertheless, there will be a need to come together from time to time to share knowledge. But there will also be a new kind of cooperative learning: group team learning, student-student learning, worker-worker learning, which will take place not on campus but wherever the students or workers are.

Changes and Differentiation in Faculty Roles, Responsibilities, and Tenure

- Types of faculty appointments will be very different. I would see joint appointments with various industries. Or at least partnerships/alliances where the knowledge can transfer rapidly from the institution to the companies. Companies ought to be moving in the area of university liaisons. Any company that wants to be strategic is the knowledge economy is going to need these relationships and many are as locked into habits as universities are. What we will need is a two-way exchange plan.
- (The university of the future) doesn’t have tenure-no way. In fact, the public so turned off by tenure that it makes it harder for us to get money for higher education.
- You will have to be more flexible in how you handle faculty. Triple expertise (research, teaching and service) may not be do-able in the future. You may not be a great researcher, you just have to stay up with your field. The same with service. The good thing about doctors is that their students challenge them. You will have to re-examine tenure, appointments, contracts, the concepts of part-time and full-time. You will have to re-examine the meaning of the “University Family.”
- It (tenure) will have to go away because it’s cost-prohibitive. When college is too expensive for too many people, the system won’t allow it. The model in America is that everyone goes to college. You’ll break tenure by going to part-time people and other arrangements. We can’t afford the tenure system.
- Tenure won’t go away, but it will change. The byword now is “post tenure review.” Faculty will have to constantly requalify. So effectively there is no tenure.

Changes in Instruction/Teaching Models

- There will be major differences in how teachers teach. The will be more like facilitators, guides. There won’t be walls, divisions (between disciplines). There will be different people teaching. How we present information in the classroom will have

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to change. We’re in a time lag. We are still trying to lecture and hand out grades. But our students aren’t 18 any more. They’re all ages, with different expectations. I like the Aristotelian approach.

- There will be a more aggressive engagement of students, not the passive learning environment that has existed for so long in higher education. We will be using Email for interaction and engaging students in different ways.
- The vision I would have is that, however it is done, faculty will spend less of their time on instruction in classrooms with students and more of their time interacting with the world and the community and somehow factoring students into that mix.

**Much Greater Cross-Department Collaboration on Projects**

- We need to have faculty communicate with each other across department lines to promote innovation. We can have team teaching. I don’t think it matters how this is done, what is important is that students can view a problem from multiple perspectives. Needs to have some kind of coordination across courses, case studies, class projects. Some just-in-time teaching, e.g., teaching an accounting workshop the afternoon before another course needs an accounting prerequisite.
- Maybe 25 years from now we don’t have departments structured the way they are now. Part of it is how the sciences are evolving. The parts between the sciences are becoming important. E.g., biochemistry, biophysics, chemical biology, geochemistry, ethnomusicology.
- We will strangle ourselves by our current disciplinary structure. A lot of instruction and planning is based on the department level when the most interesting stuff is between the departments.
- I’d like departments to go away. Organize people through telecommunications rather than departments of mass communication. Departments of chemistry and physics would be focused on the interaction between light and matter rather than on historical structures that came from the 19th century. Teams rather than departments. Things are becoming so specialized that no one person can know all the techniques, therefore teams are essential.

**Collaboration & Partnerships with Business, Industry, and Surrounding Communities**

- For me, the university of the future not only has to shape the minds of the future, but also must help advance the needs of business and government.
- (In the future) some of our old enemies will now be our friends and partner. So, it’s a different world and how we compete will be very different. The trend is inter-university partnerships and then partnerships of universities with other non-university knowledge-based entities. It’s hard for universities to do, because it’s out-of-the-box thinking. But it’s unavoidable and it’s already here. And then we take months to decide on structuring these partnerships, when in reality you only have a few days. We must learn how to move, decide, and be flexible.
- (Universities) will be/have satellites in companies. There will be more outreach to industries, and universities will become a part of the industry makeup. We will see continued growth in internships, and we will have students start earlier than they do now. We will have a practical infusion of the university into industry. For example, BGSU would call the city manager to ask: “Would you help us develop curriculum for public administration?”—rather than having a professor who has not been out of the ivory tower for years.
- Universities of the future have the opportunity to be like Town Centers. House on
campuses state-of-the-art K-12, high schools, model experimental schools, the
erino/retirement community.
• They will have to run it (the university) like a business. People who run them will not
be bureaucrats. They will be like Owens College. When a new high-tech employer
was going to set up a plant, Owens basically had a "welcome wagon" approach,
here’s the keys to our training facility. You can take applications, conduct interviews
here. We’ll help you with the job training.
• We’ll be left in the dust if we can’t do flexibility and linkages. We have to get in a
rapid transition from the federally-controlled university of the past to the open,
flexible university of the future. We have to stop being xenophobic and we must
connect ourselves to our natural partners out there in the workplace, to people who
can help us realize our opportunities. Similarly we have to reward faculty for going
out there in the world for a while and bringing that pragmatic knowledge base back
into the university.
• I would see joint (faculty) appointments with various industries. Or at least
partnerships/alliances where the knowledge can transfer rapidly from the institution to
the companies. Companies ought to be moving in the area of university liaisons.
Two-way exchange plan.

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EXHIBIT 5-SUMMARY OF INTERVIEW COMMENTS

PART 2: BGSU’S SPECIFIC OPPORTUNITIES AND CONSTRAINTS IN CONTEXT OF KBEED

4.A. Specific Opportunities for Partnerships, Alliance, and New Relationships with Business/Industry/Community/Outside Entities

A number of current and potential/future partnerships/alliances between BG SU and business/industry/community/outside entities were identified:

- Continuing Education/Tailored Training for Businesses
- Health Care Program Alliances
- K-12 Education Alliances
- International Business/Export Assistance/Foreign Language
- Technology (General)
- Support for Small Manufacturing Enterprises & Small Business (SMEs)
- Corporate Affiliate Program
- Music and the Arts

Sample interview comments are provided by category.

Continuing Education/Tailored Training for Businesses

- BG should be talking to Key Bank and saying we want to tailor graduates for you. This goes back 100s of years to apprenticeship models. There needs to be a return to this kind of model. It would be forward-thinking of BG SU to develop strategic alliances with local corporations to produce their next century workforce. Dana is a great example because they are headquartered in Toledo.
- Average career changes will be 5 times in everyone’s lifetime. Then continuing education will be a huge job.
- New opportunities would include training the workforce in business. We have to train them for performance of what THEY want, not just take our curriculum and dump it on them. 360 Communications came here, I asked that guy what kind of workforce do you want, what kind of training do you want? Would you be willing to sit on our curriculum committee to help us design our programs? Would you be willing to develop a partnership, in which we train your people under a contract? This started off well but never became a reality. We will have to sit down and figure out how to train the workforce before they are hired, and we need to find out how to do this well. We can’t be isolated any more and expect business to come to us.

Health Care Program Alliances

Current Relationships

- MCO, University of Toledo, and BG SU have a joint program in nursing now.

http://www.bgsu.edu/organizations/researcher5.5.htm

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• More institutionally speaking, we have collaborative programs in nursing and physical therapy with MCO. Our students go up there for the last 2 years of the program, for their clinical experience. University of Toledo is involved in that program too. The College of Health/Human Services also has a Masters of Public Health Program with University of Toledo and MCO-Dean Willis has been actively engaged in working with these two institutions.

Potential Opportunities

• We need to do some electronic offerings. There are 6 hospitals in Toledo. We need to provide some kind of package that provides some kind of educational programming on their terms, at their location. We should commit: We’re going to be continuously providing programming on your site, at the time that meets your needs. We’ll ensure quality control. You’ll have access to our faculty via Internet or video conference, or whatever. We really need to be focused on this region, not nationally. We should deal with our own problems.

• There are tremendous opportunities for us in health-related areas. The fact that we have a College of Health/Human Services (as opposed to departments submerged within Education and Arts/Sciences) is an advantage. That positions us to have greater impact more than the University of Toledo, where their health-related programs are submerged in other colleges. This is an area for opportunities for significant growth. Whatever the knowledge-based economy looks like in 2050, you know that health will be an issue. One of the decisions the President and Provost will have to make is whether they are going to consolidate all of our health-related programs within the College of Health/Human Services, or eliminate that College and spread the programs elsewhere. As currently structured, with some of our health-related programs elsewhere, it doesn’t make any sense.

• Health care is rich with opportunity and has a firm basis, particularly in areas like physical therapy and medical technology. Opportunities include: continuing education of people in those fields, strong gerontology areas, people trained in pediatrics, retrained for serving the older population. We have a strong reputation in providing these kinds of programs already.

K-12 Education Alliances

Current Relationships

• In terms of K-12, we have a lot of outreach programs. To what extent they are “partnerships” or not, I’m not sure. We do much more than is generally realized in terms of programmatic interactions with K-12. Our faculty/students are working with junior high schools in Toledo, with high schools elsewhere in NW Ohio—in content areas, etc. There is a lot going on in Education.

• In education, BG has many collaborative programs with K-12 schools. The College of Education is close to where others in the nation are. When people begin to speculate about what kinds of programs are needed to prepare teachers of the future, we are where the thinking is heading. An issue: do we have the resources to pull it off? I don’t think we do.

Potential Opportunities

• Although we are connected to the schools, we have not taken the big plunge in terms of understanding that what is necessary is to transform what’s happening in schools.

http://www.besu.edu/organizations/research/ex5-2.htm
And it's just as critical to transform what we do in the University-and I don't just mean the College of Business and Human Development, I mean the entire University. Connecting to the schools is not just the responsibility of the College of Human Development. It's the responsibility of the entire University. In answer to your question: If we are doing all this wonderful stuff, why are the schools still so terrible? The answer is clear. We are not doing nearly as much as we should.

- The ideas are there, the schools want us, the initiative is there. We have a wonderful reputation with the schools but we haven't tapped into this and made as major an initiative as we should.

**International Business/Export Assistance/Foreign Language Current Relationships**

- The College of Business just got a sizable grant for "Business and International Education" to develop partnerships in the region like Toledo Area International Trade Association, the Regional Growth partnerships of NW Ohio, and some at the County level. The overall approach here is to focus on SMEs because large companies do their own thing. The Canadian connection is very valuable, not only for reasons of size but because SMEs can sell into the Canadian market as a way of bridging to the rest of the world. It is much easier to learn how to export to Canada first than to try your first joint venture in China.

**Potential Opportunities**

- One of the real growth areas in the future will be foreign language education and we are totally unprepared for this.
- They (businesses) are looking at export opportunities. They need help with languages, cultural and legal issues about doing business abroad, and international financing. A Language/Culture Institute may be a good idea.
- There is the Canadian Studies Research Center, supported by state government. But there are all kinds of opportunities there. Ohio is largely a manufacturing state. Manufacturing is growing in the Toledo region (and of long tradition in the Cleveland region). We have an enormous number of foreign companies. Cleveland is a major US center of US headquarters of foreign companies. Ohio's 2nd largest trading partner is France. Canada, of course, is first. There are all kinds of opportunities for US companies wanting to do business abroad and for foreign companies wanting to do business in this region.

**Technology (General) Current Relationships**

- Photochemistry (has industry relationships).
- Some of the Graphic Arts stuff is in the Art department in a collaboration with MCO. Joint programs with MCO and University of Toledo are easier (than others) to fund and sell politically.
- Our College of Technology is involved with a company in Cleveland-electric car-and also a bus project.
- The Center for Quality Automation and Measurement in the College of Technology involves industry relationships.
- Our College of Technology has great relationships with companies on technological applications of ideas in construction, electrical, and environmental to a certain extent.
Also in high tech computer usage and training, emerging technologies.
• A campus-wide initiative is the National Center for the Study of Digital Media.

Potential Opportunities

• There are some new cutting-edge technologies in which The College of Technology could partner. If the College had more money, it could be more aggressive in this. This (issue of their funding) is worth studying.

Support for Small Manufacturing Enterprises & Small Business (SMEs)
Current Relationships

• There are various small businesses that rely on the College of Technology for their own particular niches. For example, some may require expertise in heat, applying heat to make something stronger.
• The College of Business has excellent relationships in preparing students for certain niche kinds of employers, including manufacturing processes, and inventory management.

Potential Opportunities

• For SMEs, we could develop some models for solid ways of making widgets or business practices. We could apply these to SMEs that can’t necessarily afford expertise. They would be more likely to consult with the University than to hire their own expertise. There are a large number of businesses in NW Ohio that have a lot of needs (and I’m not sure what these are) - but I see real value for this and a market for it. I wish I could be more specific about this, but I think it’s conceptually correct.
• The greatest opportunity we have is that NW Ohio has lots of SMEs that can’t afford their own support staff. IBM has 100s of psychologists. Marathon Special Products has none. This is a special big opportunity.

Corporate Affiliate Program
Potential Opportunities

• I just don’t know enough, but a major opportunity exists to create a Corporate Affiliate Program. This would be a way to begin having formal relationships with industry within a couple hundred-mile radius. There are a couple of things going on now at BGSU, but no one "owns" this whole realm of activity. It’s not coordinated. There are huge opportunities with this, but it needs to be organized and championed.

Music and the Arts
Potential Opportunities

• We have remarkably strong music and art programs for an institution like us. You wouldn’t think that a normal school would have evolved programs this strong. I think of it as icing on the cake, but maybe there are more direct connections. This is a tremendous asset that should have potential for more direct partnerships.
• (We could develop) partnerships involving music programs for public schools, software development. Music therapy.

4.B. Specific Impediments to an Economically-Engaged University

Specific impediments identified by BGSU staff include:

- Lack of Strategic Planning and Good Internal Data for Planning/Changes
- Culture & Attitude Issues and Acceptance of/Capacity for Change
- Current Incentives/Reward System
- Outreach & Maintaining Contact with Business

Examples of comments follow.

Lack of Strategic Planning and Good Internal Data for Planning/Changes

- Structure follows strategy. I'm not sure there's been a strategy. So from the structural point of view, we've not positioned ourselves yet. We haven't had a well-thought out approach and strategy. Then you have to make the hard decisions to get the right people and to position them to be successful. That has not happened.
- Our relationships are limited. The ones we do have are focused on a specific, narrowly defined slice. Other things are hard to define. We can't identify what consulting relationships our faculty have. Some departments have long-term relationships that support students, like Co-op and recruiting relationships. We have more demand for co-op students than we have students to fill them.
- I'm not sure that anyone has identified the "benchmarks." A good question to ask would be: If there were any institution that you could point to right now that you want BGSU to be like, what institution is that?
- The university doesn't know what its vision is.

Culture & Attitude Issues and Acceptance of/Capacity for Change

- The rate of change (is an impediment). I've not worked in (another) 4-year institution, but my impression is that any change (here) has to take years to go through committees. If the 4-year institution is going to be a force, it will have to learn how to decide things faster, or it won't keep pace with change.
- To be successful, BG, like other universities, will have to have a change in the faculty. It will need a leaner, hungrier faculty and it will need to change the reward system. People have to be rewarded for engaging in that kind of (partnering and collaboration or external) activity.
- You have to understand where BGSU evolved from. It's a mini-set issue. You need a tradition and also you have to bring new people in. You're absolutely right in asking about the culture. It is the culture that is holding us back. If we stay the way we are, then the new people we bring in will have to fall in line with this (old) culture.
- The biggest impediment is our culture. Within that, specific things are out of alignment. We don't know what we want to be, so it is hard to align vision with the reward system.
- We have to get the faculty involved, senior faculty especially. The younger faculty know they have to do this (external partnerships) in order to survive. When we hire them, they must be told that these are the expectations. People like me go to visit businesses, then we have to find the faculty (who can deliver on relationships or needs) and we can't find them. The faculty attitudes have to change.
- BGSU is arrogant, has been thinking of itself as selective, and has the attitude that we wouldn't "stoop to faculty involvement in business." This faculty is not customer

http://www.becn.edu/organizations/researcher42.htm

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oriented.

- A big (impediment) is the culture of this institution. It gets us back to the department-based culture. People think of this (relationships, partnerships with outside parties) as something that "sullies" the work of the pure academician. This is "applied stuff" and is only for people who can't do "really rigorous basic research."

- There has to be a change of attitude, at least in education issues. In the past, EGSU's posture was negative to the City. Someone wanted to do an industrial park and the University said: Why do that, when you have us? The University should be saying: How can we interact in ways that are good both for the City and the University?

Although I wasn't directly involved, I hear from talking to the Chamber people that the University had an attitude that caused friction with the public sector. I believe universities have to work with local government and with state government. And then, you need the universities to work together.

- There are no real impediments, we just haven't done it yet.

Current Incentives/Rewards System

- Part of the problem is the rewards systems. There is nothing in the promotion and tenure criteria about dealing with the outside world. There's nothing in the program review either. The bottom line is what you've published, not even what you've taught, not even advising.

- How can you blame the culture, however, when there's no reward system to provide incentives to change toward the vision, and change the culture?

- I hear from faculty that they don't know where to take an idea, that there are few incentives for reaching out, that there are no rewards or recognition for faculty who want to reach out. So faculty say "To hell with it." They'll go out on their own to do entrepreneurial activities. We all know faculty can be critical, but I truly don't know of many rewards or incentives for reaching out into the community.

- We can deliver on economic development. If we want to make this an important part of our mission, we'll have to make this a criterion for hiring faculty. We must make sure we know what we want to do, so that we can affect hiring accordingly.

- The university must change its standards and actions. It can't be: you, we want you to do this (traditional teaching), but we also want you to publish is refereed journals that no one reads, and we also want you to do this stuff on the side. The current message is that I still have to do all this (traditional) stuff first and then I'll be allowed to do the other stuff. From my perspective it's redefining what "traditional" is. What is that "stuff" and can we re-package it in other ways. And is the institution ready to accept those non-traditional kinds of exemplars and performance?

- There's nothing in promotion and tenure about dealing with the outside world. There's nothing in program review, either. The bottom line is what you've published, not even what you've taught, not even advising.

- The tenure system is part of the problem. It's like the privileges system in the hospital. As son as they were held accountable for outcomes, the whole system fell apart.

Outreach & Maintaining Relationships with Business

- Businesses do want to have an affiliation with the University. But in order to deserve an affiliation, you have to attend to it. The University does not attend to its relationships. For example, we don't help industry get recognition for helping our students in the Co-op Program. (Name of person) talked to recruiters, and everyone

http://www.besu.edu/organizations/research/ex.5-2.htm

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still remembers that. Faculty have to feel the same way about building external partnerships. Some departments do get industry input on curriculum departments, many don’t. Management does, but it is not recognized on campus.

5. Potential Areas of Program Focus/Selective Future Investments
Interviewees frequently were able to provide examples of existing program areas that might be targets of selective, intensive investment, under an overall strategy for knowledge-based economic development. The following were cited as potential investment areas:

- Business
- Education
- College of Technology
- Health and Human Services (Nursing, Rehabilitation, and Physical Therapy)
- Hospitality Management
- Materials Sciences/Management
- Music
- Psychology
- Photochemistry
- Telecommunications
- Humanities

Following are examples of specific suggestions made by interviewees for each area:

Business
- Production operations
- Information systems, accounting, and organizational development are strong programs in the School of Business.
- Our organizational development program is strong with a regional reputation. We don’t have the senior faculty or the base, but we have great potential. It’s a cash cow. There’s high demand.
- Production/purchasing/inventory control. It’s world-class.
- The purchasing program is heavily recruited here.
- We’ve started a new specialization to blend accounting, information systems, and business. This is a new program. Industry is very excited. Information systems and auditing and control is a specialization within the undergraduate business program.
- This was facilitated because these departments are in the same college, which made it easier to get over the usual impediments.
- Agribusiness is a major business that’s coming. This includes biotechnology, manufacturing.

College of Technology
- The College of Technology is incredibly good.
- In Technology, it’s the Visual Communications Technology program, training people to make presentation materials.
- The College of Technology here could play a strong pivotal role in reaching out to new industries.
- The College of Technology. Of all the things that could be important, one certainly is how do you manufacture stuff, design the workplace, and keep the environment...
sustainable. The biggest toxic waste clean up company is located down the road. Why don’t we have strong ties to that company?

- Potential areas for investment include: Technology areas; Visual Communications. Computer Art animation (student interest and jobs are both there). And we should continue with the Telecommunications area. In Business, MIS and computer assisted auditing. So, we have about 5 technology-related undergraduate programs. I definitely would invest in those.

- BGSU is developing the strategic infrastructure to become one of the leading institutions in the world in digital media, everything from computer animation to digital photography to digital imaging to multimedia. This is very exciting, and the multidisciplinary stuff happened. The National Institute for the Study of Digital Media includes faculty across the University from Visual Communication Technology (Technology); Computer Art (School of Art); Telecommunications (School of Mass Communications in College of Arts & Sciences); WBGU TV (PBS); the Center for Teaching and Learning (teaching enhancement center).

**Education**

- Is Education, you have to shake up the education world. Get known as the place that is on the cutting edge.
- A place where we dropped the ball 10 years ago and what is needed is Education, including teacher education. In the state of Ohio, we soon will retire one-third of our teachers, and 85% of our administrators. This is an incredible opportunity. In addition, there is a new certification requirement that calls for re-education. Unless we do some radical changes, we will be a fifth rate institution for Education. University of Toledo just announced an innovation last week and could take the market from us.
- Education has to be a focus, given the history of the institution and given the need.
- Since we were a normal school, education is an area where we should strengthen.
- We’re a “good traditional school of education.” But we need to make changes for the future. The reason for the emphasis is that, nationally, you can’t find a single politician that would not say that education is the nation’s #1 issue. We have a very large College of Education with strong background and tradition. It needs to look at the future (and do something about it).
- We’re missing the boat in recertification of teachers, a real opportunity for economic development. UT just created a freebie for Toledo public schools. Free tuition for first year for teachers needing certification. That’s a good example.

**Health and Human Services (Nursing, Rehabilitation and Physical Therapy)**

- Workforce training. We are already involved in a Master of Public Health program with MCO, BGSU, and UT-designed to prepare people for opportunities in health professions, moving to leadership roles. Second is a Master of Social Work, in Indiana. Hospitality Management
- We beat up our hospitality management program that used to be good. It might only needs a couple of faculty to bring it back.

**Material Sciences/Management**

- Materials Sciences and Materials Management is really needed in our industrial belt. There are lots of jobs available.

http://www.how.edu/organizations/research/ex5-2.htm

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I think Materials Science is another possibility.

**Music**

- We need to give rebirth to music. Our strength has been in music education. There are all kinds of other production channels. We need music educators. Why don’t we make alliances with Disney who needs help with production from music people? Tie this to the digital media institute. There’s tremendous opportunity. Call it Digital Media Institute or the Digital Media and Music Institute.

**Psychology**

- Psychology (has a national niche)
- Our psychology program, especially in industrial psychology, is excellent. We also have an organizational psychology program with which business could form a partnership.

**Photochemistry**

- Photochemistry (niche is consistent with regional emphasis),
- One that comes immediately to mind is Photochemistry and Imaging.

**Telecommunications**

- Telecommunications, on the production side. We have a great resource in visual media. We could have people walking out tomorrow placed in $80,000 jobs. All they need are some skills. They need project management skills, team skills, and technology skills. This wouldn’t cost much to do. We could put them into Disney or Microsoft.
- A strong program with young faculty is telecommunications, which is doing interesting things in research, and have a large network of graduates all over the country.

**Humanities**

- Social and applied philosophy
- If we are interested in maintaining our reputation as a liberal arts institution, we need to invest in Popular Culture Department and the library. This is what we really are known for across the US.
- I would also look at Canadian Studies and Popular Culture. It is the national center.
- Policy history - they are at the cutting edge looking at US foreign policy. A niche of social merit and value that they serve. History has the leadership over there to allow them to focus in that way.
- Technical writing

6. **Inter-Institutional Opportunities**

In response to this question, interviewees typically suggested that opportunities for inter-institutional alliances include:

- Collaborative Programs-Graduate and Others

http://www.bgsu.edu/organizations/research/ex5-2.htm

6/24/2004
• Continuing Education
• Distance Education
• Health Care
• Technology-Doctoral Program

Examples of comments follow:

Collaborative Programs-Graduate and Others

• This (collaborative programming) will happen more and more in the future. It will be more and more difficult for single institutions to deliver highly specialized high-cost programs.
• We don’t have College of Engineering. It would be nice to take advantage of skilled faculty of other institutions in making pitch to companies about coming into the region. That said, the state sets it up so that there is a lot of institutional rivalry. The body
count. We feed from the same catch basins.

Continuing Education

• For one thing we need to do continuing education. Developing relationships for adult education and training at community colleges and public school systems.

Distance Education

• Distance education courses shared with other campuses. So courses taught by specialty schools. Not duplicated.
• The “virtual degree” programs where you employ the resources of a number of universities in the state or region. You help people re-educate or re-train with resources you couldn’t have in one university. A Masters Program with the best of the state.

Health Care

• Presently, we have a consortium in Allied Health. We’ll see more of these things.
• It would be advantageous for BG to look at itself as the center of the NW Ohio region because [in the HHS area] we’re neutral [because we don’t have the full range of medical and allied health programs]. We don’t have any investment in any of these, so we could become the coordinator for these things. We’ve had several grants looking at BG becoming the coordinator for health disease prevention, broker. People had to come to us to see if they wanted services. That has given a kind of model for other things that we’ve done, e.g., in AIDS education. Why don’t you look at these 5 institutions with BG SU as coordinator for the state.
• MCO, UT, and OCC have had a history of cooperative programming with BG SU that goes back about 25 years. All three major activities are in HHS: physical therapy, nursing, both UG where students start at BG or UT and MCO take them as juniors)...
About 5 years ago, the three institutions decided that the area needed a public health program and explored establishing a Master of Public Health program,... but different calendars, too difficult. So we looked at the 3 institutions in a different light—what do we need to do to collaborate on things like this.

http://www.bgsu.edu/organizations/research/ex5.2.htm

6/24/2006
• In the health field, emerging with Toledo and MCO and we should continue on this and also be a player in the region in delivery of health care. Improving health education for citizens, etc.
• Health care (MCO) this works already. As we grow older as a population, we need birth-to-death services, physical therapy, and allied health. We have to become more attuned to the fact that people will retire later in life out of economic need. This will require changes in physical arrangements of the work environment. We don’t have any expertise in this area but could foster partnerships with businesses in that area to promote a more enriching environment.

Technology-Doctoral Program

• We’re participating in a nine-university consortium to deliver the first pH in Technology in the country. Innovative approach to preparing faculty for teaching in Technology programs. We did this consortium to get a critical mass of faculty and share cost/burdens.
• Partnerships with Owens Community College
• We have 3 community colleges we have agreements with (College of Technology). We’re delivering graduate and UG classes at those sites. In terms of students, we’re connected with the community colleges, but not in terms of economic development.
The Economically-Engaged University

EXHIBIT 5-SUMMARY OF INTERVIEW COMMENTS

PART 3: RESEARCH ENTERPRISE PARK AND CONFERENCE CENTER/HOTEL

7. Significant Programmatic/Service Linkages that Would Make an Energetic Market Strategy for Research Enterprise Park

Typical responses to this question included:

- A Conference Center/Hotel
- Specific BGSU Program Linkages
- Research Enterprise Incubator

The following are typical, selected comments.

A Conference Center/Hotel

A number of interviewees suggested that the overall strategy for the Research Park should begin or center on the Conference/Continuing Education component and facility. Comments about the Conference Center/Hotel are provided below, under question #8.

Specific BGSU Programmatic Linkages

- There are specific program linkages that could help with marketing the Research Park, including allied health, construction management, materials science, and partnerships with other institutions on applied research and for delivery of technological training.
- In Construction Management, the BG program already has the attention of companies. One donated an endowed chair.
- If the University will continue its academic program in Hospitality Management and if it's strong and if the community needs it, then Conference Center/Hotel would be good.
- We need to focus the Research Park on something. We are prepared to provide access to faculty, students, library, lectures, etc., but we have no focus.
- Anyone located in the Park should have access to the conference center, library, and above all, to knowledge experts.

Research Enterprise Incubator

- You need to have a research enterprise incubator. We need to have a place where businesses can be created and develop. Knowledge industries would be created. They need to be near a place where they can get new knowledge.
- I look at a continuum of supporting/incubating companies. From basics like secretarial services and head/hire, to other kinds of support for start-ups all the way up to established companies. When I think of a research park, I think of the little companies and the start-ups. It's not that successful companies can't be in research parks. But the emphasis there would be on incubation of new companies or research-based companies where the University can help the companies/make a difference. So,
there are two functions. Both should be linked to the University in a two-way linkage.

8. Ways in Which a World-Class Conference Center/Hotel Could Serve BGSU's Strategies for Knowledge-Based Economic Development

Responses to this question were relatively sparse. In general, opinion is quite divided among interviewees as to the need for/strategic value of a conference center/hotel facility (as we described it in interviews). The inconclusive interview findings tended to center on:

- Telecommunications
- Continuing Education/Training Programs
- Facility/Location/Access Issues (for Research Park and Conference/Continuing Education Center)

The comments were generally as follows:

Telecommunications

- The Conference Center/Hotel should be closely tied to our TV station. It would have all kinds of communications capabilities.

Continuing Education/Training Programs

- The research park and conference center/hotel could act as a magnet for many programs.
- The University would have to make a compelling case for us to meet here. We're a global company. So when we pick a meeting location, what we need is an international airport. So forget Fortune 500 companies. Now, or the other hand, you have this photochemistry stuff. You might get those people to meetings, to be close to faculty and students. I still say that access to your students is your best draw. The tight labor market isn't likely to get better. We're starting to talk to sophomores. If you engage students, you'll pull in our groups. For big management meetings, we'll go to Frankfurt or whatever. But we may have small meetings here. Now, on the other hand, this area has had boom in small companies. There may be potential there. The key is building a strong connection to the University. If you do it, the property must be closely mission-related. The property must be like the way the Marriott operates at Western Michigan University.
- The Conference Center/Hotel will allow us to do teaching, training, and to develop curricula for business and industry. It would support different modes of delivery. It will give us the ability to combine traditional and nontraditional delivery.
- There's not adequate space for any of these kinds of educational center activities anywhere in the area. You have to have the technology to make this work.
- I see this (Conference Center/Hotel) as a major need. I'd place a very high priority on this. When I think about what our facility can contribute, I see it in executive education. This is a very natural extension of what we do. The lack of such a facility limits what we can do. Our customers expect this. This is a major unmet need.
- We really need meeting rooms that are set up for conferences. You know when you're in a training/conference hotel and when you're in a regular hotel. There is a significant difference.
- I would like to see a continuing education center at the Research Park. BGSU has been a trainer of teachers. We also provide continuing education for teachers, and we
don't have any place to do that in BG's campus. It would be good as a venue for a master's program for recertification. We don't need an industrial park. We need a continuing education center. I don't like the word conference center, but I like the term continuing education center. It needs a focus.

- This city lacks a quality conference center. We can't market this area successfully and bring programs in. We have Holiday Inns and Best Westerns, but an adequate facility to meet or socialize in. It would be not necessary, but it could be an important aspect of regional development and partnerships. Because the University is proximate to Toledo, we still have some access, but 5 minutes from the heart of campus would be better.

Facility/Location/Access Considerations for Research Park and Conference/Continuing Education Center

- Maybe we should build it on the river.
- If the center were a little north of here, serving all four institutions in combined ways, it would be a lot more exciting, and perhaps more realistic. Why bring a whole bunch of people to BG to sit in a hotel room for our faculty to tell them something? The Research Park should be near the airport. The time to get from the airport to the crossroads of the turnpikes, it takes only 10 minutes. We are one hour from Metro Airport in Detroit. A new terminal will reduce the travel time.
- To have a conference center; our biggest (problematic) issue is that we don't have an international airport, or a major airport. It costs $150 more to fly into Toledo than into Detroit. So people won't fly here, even if we did have facilities. I have arranged conferences in Columbus as a result. We would have to solve the airport problem. For example, what is the occupancy rate of the many hotels on the interstate near the airport?
- As long as the facility is a really good one, people will come, as long as you can get there. It will need super equipment.
- It should be about 240,000 square feet.
- It must have all the technology amenities.
- It should be located near the golf course with a shuttle service to athletic facilities.

The conference center/hotel should have tennis and top quality food service. It should be self-contained, with world-class facilities and real amenities for conferences.