



# The *Relevant* University:

MAKING COMMUNITY AND ECONOMIC ENGAGEMENT MATTER



# FOREWORD

## THE RELEVANT UNIVERSITY


### Marcy Kaptur, Member of Congress

It is my pleasure to introduce this book, *The Relevant University*. President Jacobs and Ms. Klein have pushed to a new level the concept of how universities engage actively with their communities and regions—using The University of Toledo as a model.

The importance of this book is in its inclusiveness and broad scope. The book describes how every aspect of this University already is engaged in the community and expresses its commitments for how it will become further engaged. Indeed, the book repeats the phrases—*Engaging the Present...Creating the Future* to demonstrate that the future doesn't have to just happen, but can be molded and changed. And, in our time and context, that change agent is the *relevant university*.

In this book, the authors have provided a great service not only to those of us in government, but also to citizens who work in production industries, service businesses, agriculture, education, health care, local government, social services, the arts, and other important sectors of society.

I urge you to read these pages carefully. You will be amazed at what The University of Toledo already is doing. But you will even be more amazed at what the University is planning to do. It is important and it is relevant.



Marcy Kaptur  
Member of Congress



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## PREFACE

### THE BEGINNINGS—SEEKING AN ECONOMIC DEVELOPMENT STRATEGY

The process that led to this book began as a strategic business planning process undertaken by The University of Toledo (UT or the University), with facilitation provided by Eva Klein and William C. Morlok for Eva Klein & Associates, Ltd. That work began as a companion project to an urban land use plan, developed simultaneously for the University by Poggemeyer Design Group, with HOK and Hull Associates. From these complementary planning processes, UT's President, Dr. Lloyd A. Jacobs, initially intended to arrive at, and document, strategic decisions for the University in the forms of:

- A *Strategic Land Use Plan* for an area surrounding and incorporating UT's largest campuses
- A strategic business plan for the University's engagement in technology development and economic development in the region.

### THE TRANSITION—A STRATEGY FOR ENGAGEMENT

As internal and external dialogue about economic development strategies unfolded, it became apparent that the matter of engagement could not be limited to the research and technology transfer functions of the University, however central to regional economic growth these functions are. Dr. Jacobs and his consultants came to see this effort as related to (and extended from) the University's overall strategies contained in the University's strategic plan, *Directions 2007*. This work evolved into an effort to connect to and expand upon *Directions 2007*, to marry the traditionally organized strategies of *Directions 2007* with the external focus of engagement, including systematic consideration of the University's capabilities and priorities from the viewpoints of external constituencies and partners with which it is engaging.

### THE CONNECTION—FROM PAST TO FUTURE

In the dialogue, there came a moment of realization that this University's late 19th century motto and seal already captured the essence of engagement, not only by suggesting that the University engage, but also providing the reason for its engagement—Creating the Future. The UT motto then became the two-part framework for the entire analysis:

- **Coadyuvando El Presente—Engaging the Present.** Capture and document essential elements and current examples of those UT activities and programs that already make UT a highly engaged University seeking to be relevant and making a difference in the world
- **Formando El Porvenir—Creating the Future.** Outline emerging and future strategies that will take UT to an even higher level of relevance and more demanding, better-focused engagement and stewardship roles in Toledo, the region, and the world.

With this notion, the analysis evolved into an effort to position the University's future service to society, in all its mission functions, both in the context of its own history and in light of new demands and emerging challenges of the 21st century. For UT, this material informs a recalibration of *Directions 2007*, the University's formal strategic plan—as *Directions 2010*.

### THE BOOK—A POSSIBLE MODEL

Finally, as writing proceeded, it seemed that a model is emerging at this University that may have even broader implications for defining the modern research university. From this work at UT and based upon general knowledge of current trends in higher education, the authors believe that UT has achieved, and intends to further advance, a model of engagement that goes well beyond what is typically considered engagement today in US higher education. For others, this book might spur thinking about fresh interpretations of the 21st century university's mission and how engagement and stewardship must be taken to a higher level, as pervasive commitments and as a core cultural orientation of the modern relevant university.



Lloyd Jacobs, MD

Eva Klein

### On The Complexity of Problems and Solutions

"The only problems that have simple solutions are simple problems. The only managers that have simple problems have simple minds. Problems that arise in organizations are almost always the products of interactions of parts (of a system), never the action of a single part. Complex problems do not have simple solutions."

Russell L. Ackoff, PhD

Cited in [http://www.davidsibbet.com/david\\_sibbet/2009/11/russ-ackoff-passes-awayhis-legacy-will-be-remembered.html#more](http://www.davidsibbet.com/david_sibbet/2009/11/russ-ackoff-passes-awayhis-legacy-will-be-remembered.html#more)

The late Dr. Ackoff was an organizational theorist, consultant, and Anheuser-Busch Professor Emeritus of Management Science at The Wharton School, University of Pennsylvania. Dr. Ackoff is considered a pioneer in the field of operations research, systems thinking, and management science.

Among the many students he influenced was co-author Eva Klein, who has drawn her ideas about planning and strategy in higher education from Dr. Ackoff's planning philosophy.

Throughout this book, from Chapter 6 through Chapter 12, UT's future engagement strategies are numbered sequentially. Taken altogether, the analysis led to articulation of 175 strategies of varying complexity.

## ORGANIZATION OF CONTENT

Because the nature of challenges to which an engaged and relevant university addresses its attention are so complex and interrelated, even the organization of material for this book was a challenge.

**Part I—Contexts** includes material to describe briefly the world to which the University's efforts must be shaped—organized into Chapters 1, 2, 3, and 4:

- Chapter 1: The Global Knowledge Economy
- Chapter 2: The University in Society
- Chapter 3: Ohio and Toledo/Northwest Ohio
- Chapter 4: The University of Toledo.

Chapters 1 and 2 offer points of view that are general to higher education, while Chapters 3 and 4 summarize specific contexts for The University of Toledo.

**Part II—Engagement Vision and Strategies** begins with an overview in Chapter 5 followed by goals and strategies for each of the four domains (and sub-domains) of engagement in Chapters 6, 7, 8, and 9. Each of those four chapters of Part II is organized into:

- Definition
- Goals
- *Engaging the Present*
- *Creating the Future*.

For each of the four domains of engagement, a definition is offered, followed by a set of goals relating to the domain. Then, for each topic (sub-domain), *Engaging the Present* is a summary of UT programs and resources and offers examples of current initiatives. Then, also for each sub-domain, *Creating the Future* provides strategies for building the future upon the present.

**Part III—Implementation Elements** contains framework implementation strategies, as follows:

- Chapter 10: Leadership, Partnerships, and Operations
  - Leadership for Change
  - Special Purpose Entities
  - Partnerships and Collaborations
- Chapter 11: Business Plan
  - Branding, Communications, and Marketing
  - Funding Requirements and Resource Development
  - Facilities, Land Use Plan Stewardship, and Real Estate Development
- Chapter 12: Outcomes and Metrics
  - Framework—External Perspective and Shared Efforts for Outcomes
  - Examples of Metrics.

Chapter 10 describes elements of leadership to achieve change and operational roles of internal units and special purpose entities and summarizes key partnerships. Within Chapter 11—Business Plan, the section on Branding, Communications, and Marketing provides an outline of positioning, message, and outreach/promotion strategies for economic development. Funding Requirements and Resource Development is a summary of the University's current funding levels and sources, together with strategies for resource growth. Facilities, Land Use Plan Stewardship, and Real Estate Development provides strategies for a mix of physical facilities—from university facilities to partnership (private sector use) development. The last chapter, Chapter 12—Outcomes and Metrics, provides a framework for the development of a new set of metrics by which to track progress and achievement. Since the subject of evaluation metrics is beyond the scope of the current narrative, only some examples of metrics are provided as illustrations.

## ACKNOWLEDGEMENTS

Because much of the content of this book began as a University of Toledo internal planning initiative, many had a hand in development of the 175 strategies it contains. The co-authors express special appreciation to the many University of Toledo and Toledo/Northwest Ohio community groups, committees, leadership bodies, and individuals that provided input to the engagement strategy that eventually became this book.

### CONTRIBUTORS

Dr. Rosemary R. Haggett, Dr. Penny Poplin-Gosetti, and the UT Academic Journey Committee contributed material that was incorporated into strategies in Chapter 6—Human Capital. Dr. Frank J. Calzonetti, Megan L. Reichert-Kral, Dr. Daniel R. Kory, Dr. Thomas G. Gutteridge, Richard S. Marrinko, and Richard B. Stansley, Jr. contributed material for Chapter 7—Innovation System. Dr. Jeffrey P. Gold and his staff, including Dr. Joseph Shapiro and Dr. Debra E. Gmerek, provided content for Chapter 8—Health Care and Wellness; they also contributed to Chapter 7. Charles L. Lehnert, Matthew Schroeder, and Sue A. Wuest provided material that forms parts of Chapter 9—Quality of Place. Dr. William McMillen provided editorial assistance. UT marketing staff provided graphics and production support.

Eva Klein's co-consultant, William C. Morlok, provided significant input on many elements of content. Charlene Kerr, Paul Tecpanecat and others at Poggemeyer Design Group (with HOK and Hull Associates) developed the *Strategic Land Use Plan* that is summarized in Chapter 9.

Mary Jo Waldock and D'Naie Jacobs-Hart provided ongoing coordination of the UT dialogue process, valuable background research, and significant content contributions.

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A native of Holland, Michigan, Dr. Jacobs served four years on active duty with the U.S. Marine Corps, receiving an honorable discharge in 1962. After earning his MD degree in 1969 from The Johns Hopkins University School of Medicine, he completed surgery residency training at The Johns Hopkins Hospital in Baltimore, The University of California at San Diego Hospital, and Wayne State University Hospital in Detroit.

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Ms. Klein has assisted universities, public agencies, and regional organizations in the United States and abroad with technology park planning and regional economic development strategies. She is known for her more than 20 years of thought leadership in knowledge-based economic development strategies and engagement strategies of 21st century institutions and for her work in strategic, academic, and capital facilities planning for colleges and universities.

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Ms. Klein served on the boards of the Association of University Research Parks (AURP) and the International Economic Development Council (IEDC). She has been an invited speaker for nearly all the professional associations in higher education and economic development, as well as for many regional organizations. Her presentation and publication topics include strategic planning, strategic capital facilities planning, research parks, innovation systems, regional economic development strategies, new metrics of economic development, and reinventing the 21st century engaged university.

In October 2009, the Association of University Research Parks honored Ms. Klein with an Appreciation Award for her two decades of thought leadership and service to universities sponsoring technology parks.



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