

President's Third Annual Address to the University Community  
Monday, April 13, 2009  
The University of Toledo  
*The Role of the University in 21<sup>st</sup> Century America*

Lloyd A. Jacobs, M.D.  
The Henry J. Doermann Theater  
University Hall – 10 a.m.

Thank you. Thank you for the warm welcome. Thank you for being sufficiently involved and invested in the life of your university to be here this morning. I know full well the multiplicity of demands on your time. Your presence here places a huge responsibility upon us whose job it is to help lead this great institution.

Thank you to the trustees of The University of Toledo.

I would like to thank the public officials here today and to recognize the reciprocal relationship we have with them. Without the city of Toledo and Lucas County and the surrounding communities, The University of Toledo would cease to exist. Reciprocally, I believe these good neighbors depend on us, in ways I will speak of in a few minutes; an interdependence that strengthens us both.

Most of all I wish to thank those of whom this great university is comprised: our faculty, our staff and our students. Your loyalty and contribution are important. Your daily work ensures that our children and grandchildren will have an opportunity to participate in the American Dream; to live lives of prosperity, fulfillment, good health and full societal participation. What you do creates the future, and I am convinced that we have far more control over that future than is usually recognized. "There are no accidents, no coincidences." Just as we build our own individual lives, institutions like The University of Toledo build our collective lives and I am deeply grateful to you, students, staff and faculty, trustees, friends and alumni, for the future that you build.

The year since the last of these annual occasions has been eventful to say the least. It has been a wonderful year; it has been a terrible year! Who could have imagined a year ago the current economic state? But first let me list some of the wonderful accomplishments.

Last fall, in the newly renovated Memorial Field House, representatives from the administration, the American Association of University Professors, the Communications Workers of America Local 4319, the UT chapter of the Police Patrolman's Association, and the American Federation of State, County and Municipal Employees Local 2415 came together to acknowledge the recent and historic success of collective bargaining at your University of Toledo. We have all worked hard to find common ground and are proud that we now have fully ratified agreements with all of our bargaining units.

This spring, enrollment grew relative to the prior year for the sixth consecutive semester, and last fall we had the largest incoming class of direct-from-high-school students in this University's history. Students are voting with their feet, recognizing the University's growth "in wisdom and in stature."

Another indicator of how others feel about your university is philanthropic support. The completion of the capital campaign titled "The Time is Now" speaks to the loyalty and commitment of alumni and others who participated. Thanks also are due to Vice President Vern Snyder and his staff, but most of all to those who believe in us. The campaign raised more than \$106 million, exceeding its \$100 million goal.

Our women's soccer team won its third consecutive MAC Championship, made its third straight NCAA appearance and won a record 16 matches. Thanks Brad Evans, head coach women's soccer.

Senior Kylie Gamelier became the first Rocket woman swimmer to qualify for the NCAA Championships. She did so in the 100- and 200-meter breaststroke.

Gene Cross was named head coach of men's basketball. Tim Beckman was named head coach in football. Tricia Cullop was named head coach of women's basketball and in less than one year, was named a MAC Coach of the Year. Congratulations. Tricia!

Let me speak a moment longer about women's basketball. Naama Shafir is a freshman point guard. Parenthetically, I had to ask my wife, Ola, what a point guard is and does; thank you, Ola, for what you do for this University.

Naama is also a person of practicing Orthodox Jewish faith. Several media outlets, including The Blade, The Jerusalem Post, USA Today and CNN have featured this. Several schools viewed her Orthodox lifestyle as too impractical to mesh with a basketball schedule. Coach Cullop made two points we would all do well to remember. Her reaction to the apparent dilemma was: "We can do that!" And secondly, diversity makes us strong; mutual respect enlarges us all. Congratulations to Tricia, Naama and all her teammates who built a network of true friendship around Naama.

The Catharine S. Eberly Center for Women, headed by Charlene Gilbert, celebrated its 30<sup>th</sup> anniversary in September.

Holocaust survivor and Nobel laureate Elie Wiesel gave the third annual Shapiro Distinguished Lecture, which was attended by more than 2,000 people.

Two voice students from the UT Department of Music won first prizes at the Great Lakes Regional Auditions of the National Association of Teachers of Singing held at Youngstown State in early March. Sam Mason, tenor, and Dusty Selman, baritone, were both first-place winners in

their respective categories. Sam also received the Jon Vickers Award, an honor named after one of Canada's great opera tenors.

We have transformed the Science and Technology Corridor into an entity called Science, Technology and Innovation Enterprises Inc., funded it, and positioned it to become part of our community. The addition of the word "Innovation" is meant explicitly to invite nontechnical disciplines to participate. Businesses involving innovative pedagogical methods, for example, may be an early part of its portfolio. We pledge that ST&I Enterprises will work cooperatively and not competitively with the community.

It has been a wonderful year! It has been a terrible year! Have we ever, in a single year, seen the unraveling of the certainties of American life that we have seen during the year since we last met on this occasion? Our endowments have lost a large percentage of their value. Unemployment in our city exceeds 10 percent. The state's revenue shortfall is calculated in the billions. Housing and other bankruptcies have increased dramatically. This aspect of the year just past makes it imperative that we realize the future is in our hands, and that we, by an act of our will, create that future. Despair and we will find ourselves in a death spiral. Dream, hope and work and we will prevail and thrive. Nowhere is this capacity to create more powerful than in institutions of higher education. Faculty, students, staff, friends: The future of the world is, literally, in your hands. The future of the world is in the hands of institutions of learning, including and most of all, universities.

Universities in the 21<sup>st</sup> century are being pressed to assume a new role, one for which we are currently poorly prepared, one which will separate us from our history and comfort zone. Universities are being asked to assume a posture of stewardship toward their regions and their communities which is unprecedented. Stewardship is the 21<sup>st</sup> century role of the university. I believe The University of Toledo is equal to this challenge.

In a speech in early March to the United States Hispanic Chamber of Commerce, President Obama said that "The source of America's prosperity, then, has never been merely how ably we accumulate wealth, but how well we educate our people. This has never been more true than it is today. In a 21<sup>st</sup> century world where jobs can be shipped wherever there's an Internet connection; where a child born in Dallas is competing with children in Delhi ... education is no longer just a pathway to opportunity and success, it is a prerequisite. ... So, let there be no doubt: The future belongs to the nation that best educates its citizens."

Our own Ohio governor, Ted Strickland, in his state of the state speech in January said, "We will graduate Ohioans ready to succeed in the modern economy and in modern life. Future generations will look back gratefully and say that when we came together on education we claimed this new century for Ohio."

Universities are among the oldest of the world's institutions. Brief reference to the origin of universities may elucidate to some degree how radical is the change that is being required of us. The earliest universities emerged in Italy and in France. Without any organizing force or

formality, students migrated to Bologna and Paris and other cities for their own individualistic purposes, driven, one hopes, by intellectual curiosity. But the 21<sup>st</sup> century university is being asked to act upon stewardship and altruism.

I am indebted to my UT colleague, Jamie Barlowe, for referring me to an essay by Jürgen Enders in which that author describes the great distance between two conceptualizations of the university. At one extreme, the university is seen as a curiosity-driven institution. At the other extreme, the university is seen as an institution in which the driving impulse is stewardship and altruism.

I believe the role of the university in the 21<sup>st</sup> century is stewardship; stewardship locally and globally; of health and prosperity; of the present and for subsequent generations. Stewardship is precisely contrary to isolationism; stewardship is never inward-looking but always outward-looking.

Increasingly, universities are being asked to provide meaning, to provide coherence and cohesion, to form the societal glue in the form of mores, norms and expectations. So when we think of universities as engines of economic development, we need to think more broadly. Universities contribute to every aspect of modern life: prosperity, personal fulfillment, longevity, health and societal participation.

Reflection upon the current economic crisis may provide some insight into the proper role of universities. It is tempting to see the current economic crisis as a technical phenomenon. The markets have a certain cyclical nature: Loans are made at a risk level which will ultimately self-correct; and predictions about when the market or the economy has “bottomed out” are made on the belief in an inherently self-correcting economic model. This approach is tempting.

But beneath this model are a number of fundamentals, and I believe that today’s current crisis is not merely a slightly deeper cycle, it is a softening and weakening of these fundamentals.

Furthermore, I assert that these fundamental pillars of our economy are being neglected by most modern institutions. The only modern institutions caring for these fundamental pillars in the 21<sup>st</sup> century are the universities.

What are the fundamentals of prosperity?

**Human capital**, derived from the way we equip our students for life, may be the most important of the fundamentals of prosperity. There are many aspects of this most important pillar of modern prosperity.

First, there is population density. Declining population ultimately spells death for a city or region. There is a clear correlation, explicated by the Federal Reserve Board of Cleveland, between educational attainment of residents and population growth or decline. In addition, higher education results in higher incomes. “This is true for men, women, and for all racial and ethnic

groups. On average, a person with a bachelor's degree will earn 61 percent more over a lifetime than someone with only a high school diploma. On average, the lifetime earnings premium for a college graduate will be \$1 million more than for a high school graduate.

“Americans with a college degree have 17 times as many career options as do high school graduates. Ninety percent of the fastest-growing job categories require some postsecondary education.”

Furthermore, it has been suggested that one outcome of education is more flexibility, more adaptability, and that the people with more education can be more successful at re-inventing themselves as the economy changes. The emergence of a knowledge-based economy and the decline of traditional manufacturing make the availability of a technologically sophisticated work force the single most important resource for a city or region. I have had the opportunity to meet with corporate-site selectors — those who advise corporate America concerning the best place to relocate or expand. Their most important question is not about rail access or seaports or buildings; their first question concerns the availability of work force, usually technologically educated work force.

Another fundamental pillar of prosperity is **innovative knowledge and its inherence in the community**. Interestingly, universities were not much involved in research until the beginning of the 19<sup>th</sup> century when at the University of Berlin research became an integral part of the university's portfolio. There, and increasingly across Europe and America, interplay and cross-fertilization developed between research and teaching, until 200 years later this cross-fertilization seems essential and seems always to have been there. Knowledge, particularly technological knowledge, seeped imperceptibly into the community and, occasionally, from the community to the research university. Now in a recent and important historical departure, this knowledge transfer from universities to the commercial world is being studied, formalized and regulated. This development has been variously received, but many universities like The University of Toledo welcome and celebrate it. The work of a great university is not finished when a student receives a diploma, nor when a discovery is made or even published. Discovery must be followed by patenting, licensure and commercialization before the university's responsibility is discharged. The engaged university sees the generation of new knowledge through to its actual impact on the human condition.

Let me say word about **health and wellness**, another of the fundamentals of prosperity. One hundred years ago in this country, universities became responsible for setting the bar for health-care quality as well as for producing the physician work force — which until that time had been accomplished by an apprenticeship model in hospitals and clinics. Today, nearly all complex care for serious illness is delivered in university-affiliated health science centers.

Indeed, there are approximately 100 examples of model academic health science centers in this country. They define quality for the rest. They produce much of our health-care knowledge. They are all comprised of a medical school and a significant clinical enterprise. Toledo is not among them. The Medical University of Ohio and now The University of Toledo has never had

an adequately sized or sufficiently stable clinical arm to become a member of this group of exemplars. Its wholly owned hospital, although excellent in quality, is inadequately sized and its affiliation relationships have been unstable. We continue to work toward the goal of becoming one of these 100 exemplars by addressing both the size and the stability of our clinical enterprise.

Finally, another pillar of prosperity is the **quality of life in a place**. This has an element of connectedness to natural resources: water, air, mountains; but more importantly to many of the things universities provide: sports venues, plays, concerts, gathering places. People of the kind that site selectors want often gather in the environs of a great university.

University towns grow more rapidly, retail venues flourish, people walk the streets at night, and crime is less. Let me then make my point directly. Most of the pillars of prosperity: Human capital, health, intellectual property and quality of place are created or enhanced by the 21<sup>st</sup> century university.

The role of the university in the 21<sup>st</sup> century will continue to broaden. The university will increasingly be recognized as the most important force for societal cohesion and coherence. The definition of its impact in economic development will be broadened to include its impact on human capital, health and longevity, shared knowledge and know-how, and quality of place.

So how do we measure up? How do we, The University of Toledo, look against a standard calling for stewardship of our city, our region and our world? Pretty well, I think. In fact, I wish to report to you that the state of your university is sound; doing excellently, thank you, even in these difficult economic times.

Our university creates wealth directly. Our activity creates over 12 thousand jobs. We generate nearly \$10 in local economic activity for every dollar we receive in state appropriations. Our economic footprint is well over \$1.1 billion annually. But that's not what I meant by stewardship. Stewardship is a conscious act of caring; a considered contribution to the community weal. The transfer of intellectual prosperity from our laboratories into the community is only one example of such stewardship.

For example, our university's strategic plan states that we will "strengthen our commitment to and involvement with our K-12 educational partners to ensure that all students achieve the basic skills necessary for success in higher education and lifelong learning."

This goal is being actively pursued in joint meetings between the Board of Trustees of The University of Toledo and the Board of Education Trustees of Toledo Public Schools. A most important vehicle of this connection is our Judith Herb College of Education. K-12 education may be the most important function of a modern society; our Judith Herb College of Education prepares the teachers who carry out this function. We will continue and strengthen our commitment and support of that college. We congratulate and salute Dr. Thomas Switzer who has given so much of himself to the Judith Herb College of Education and to other institutions where teachers are prepared. Thank you, Tom!

We welcome a multiplicity of voices into our Judith Herb College of Education and into our discussion of this most important societal function; recognizing that diversity of viewpoint and life experience strengthens us just as every other celebration of diversity strengthens us.

The Judith Herb College of Education has many strengths. Their faculty are sought out for leadership in state and national organizations. I'm thinking of Virginia Keil and Charlene Czerniak. The Judith Herb College of Education ranks third among UT colleges in external funding. Twenty three percent of the graduate enrollment at UT comes from the Judith Herb College of Education. Multiple courses are available in distance-learning formats; two students who will graduate this summer will have completed all their work by distance learning. Congratulations!

So how do we measure up in the work of equipping young men and women for the decades ahead? Excellently! I had the occasion, several days ago, to visit a group of faculty and staff re-designing what they have come to call "The Academic Journey." They have hammered out a common language for all who would wish to enter the debate of what should be taught, to whom, by whom, in what sequence, and with what results. They have revisited the very purposes of education; reconsidered the embarkation, the guideposts and the synthesizing moments of the journey. They have approached their undertaking with what I believe to be a real sense of stewardship for the successful life of each student as well as for the health, prosperity and fulfillment of subsequent generations. Many thanks to those who serve on this group considering the Academic Journey. I challenge you all, faculty, trustees, students and staff, to assist them in a rapid and nondisruptive implementation.

How do we measure up? Excellently, I believe. Recently, multiple groups have considered the two most important advances in learning, namely peer instruction and electronically assisted learning. These two vectors are presently converging and creating exciting new vistas for learning in a socially networked world.

The University of Toledo is exploring this world in which blending and blurring of classical paradigms are envisioned. New measures for success are being invented: analytics, diagnostics and evidence-based assessment are being developed here at this university. We are emerging as a leader in this exciting arena.

Our College of Arts and Sciences is on the threshold of its second century; the date of its founding was August 18, 1909. Now 100 years later it can be argued that the College of Arts and Sciences is our most important college. It is certainly our largest college. Virtually every student is touched by that college. Every seeker of a baccalaureate degree participates in course work in the College of Arts and Sciences. I spoke a few minutes ago of the hypothesis that better educated people are more adaptable and more able to re-invent themselves. I believe this to be true; but if it is true, it is true only in the context of the broad general education which is the special mission of the College of Arts and Sciences. A broadly educated citizen is able to hold

conflicting perspectives simultaneously, is able to shift focus, and is able to tolerate the tension leading to paradigm shifts, and then to experience those shifts.

Recently, our College of Arts and Sciences, recognizing the transition into its second century, underwent a roundtable process of self-examination and an envisioning of its future. Listen to some of the conclusions from that roundtable: “A compelling image that emerged from our discussion is of the college as an integrative ‘hub’ for the University.” Compare that to my assertion that the role of the university in the 21<sup>st</sup> century is to provide the coherence and cohesion, the glue which holds society together.

Further on, the report states:

“[The College is] a place of connections. ... The College of Arts and Sciences can ... function as a hub of vitality for the city of Toledo and northwest Ohio.”

Further on, the roundtable report states:

“The region’s political, civic and business leaders ought to look to the University and its college of Arts and Sciences as a major engine of economic renewal.”

The report of the roundtable process enunciates five areas of innovation in which investments of attention and other resources may be required.

1. “Reconceive the definition of scholarship.” I agree. Since the role of universities in the 21<sup>st</sup> century is being broadened, scholars will find new roles for individuals which are worthy of recognition.
2. “Recast the curriculum to address evolving learning needs ...” I agree. This laudable goal clearly is intended to meet societal need and is not driven by what we enjoy teaching or by what we have always taught. We must prepare students for a world which is presently almost unimaginable.
3. “Rethink and revise teaching modalities.” I agree. Social networking will transform learning. Knowledge is no longer owned by individuals or institutions. Knowledge is now fluid, moveable, existing in cyberspace. I remember the beginning of this trend when for the first time a patient came into my office at the Vascular Surgery Center with an Internet printout. She knew more about her condition than I did, demonstrating that knowledge is no longer owned by individuals or institutions.

Podcasts, distance-learning tools not unlike Facebook, Twitter and the other networking modalities will revolutionize learning. We can lead or we can follow!

4. “Devise new approaches to the use of space.” I agree. Indeed, with the widespread virtualization of knowledge, spatial venues may become less important.
5. “Strengthen ... graduate education.” I agree. Graduate and professional students are important culture carriers for our institution. They constitute the faculty of the future and are an investment for our university and for society.

The vision of our College of Arts and Sciences which emerged from the roundtable exercise meshes perfectly with what I believe will be demanded of universities in the 21<sup>st</sup> century.

On this the threshold of its second century, it may be well to look back upon the first century of the college. From its origin, our College of Arts and Sciences has displayed social awareness. One evidence of this is that from the beginning, the college was open to both sexes.

The orientation and intended purposes of the College of Arts and Sciences is communicated clearly in “Announcements for the Winter Quarter 1910” published in the Toledo University Bulletin of December 1909. That document begins with a two-page statement of “The Function of Toledo University.” The word “community” occurs in the first sentence. It states further that “The University is intended to be a living and active agency for the intellectual up-building of the community. Instead of drawing its educational ideals exclusively from the dead past, it aims to relate itself to our present industrial life, and to train and develop its students for national social service ...”

It states further “The University will ... aid in the general development of the city. It will help to make Toledo a ... city where a human being can enjoy a complete human life. [It] ... will help to improve the whole life of the city.”

Our mission has not changed. One hundred years ago, the Catalogue of the College of Arts and Sciences clearly enunciated the societal role which will be increasingly incumbent upon us as the 21<sup>st</sup> century unfolds. More broadly, our great University has for decades been a champion of stewardship, characteristic of what we now call an “engaged university.” The idea of a great university providing societal glue and coherence would not have been foreign to the ninth president of our University, Dr. Asa Knowles, who served from 1951 to 1958. In his inaugural address he said: “... faculty [must] be constantly alert to meeting the educational needs of the community.” President William Carlson who served from 1971 to 1972 outlined his views on the role of the university as follows: “An urban university must concern itself with ... public service, particularly in areas related to the economic, social and cultural development of all the sectors of society. ... the role continues to expand.”

President Carlson’s successor, Dr. Glen R. Driscoll, said it this way: “I am so persuaded that this kind of university is on the cutting edge of the thrust of this next century that I would very much regret having to serve in any other environment. This is a trend which places the university where the people are and where the action is. By the same token it places the university directly in the middle of most of the social, economic and intellectual problems which constitute the

dilemma of our time; and which press upon the university, in a particular way, the notion that it has a stake and obligation in the solution of these problems.”

How does our College of Arts and Sciences measure up? Excellently, I think. Congratulations to that college on the occasion of its 100th anniversary.

How does our university measure up to a standard of stewardship in relation to the quality of the places in which we live? Excellently, I think. First, we have become a recognized leader in the state of Ohio; our connectedness with the Third Frontier, the Ohio Research Scholar Program, the Regional Growth Partnership and the Toledo-Lucas County Port Authority all testify to the exemplary nature of our university’s stewardship. Our participation with the formulation of the state’s budget, and our own lean, transparent and strategic university budget formulation process, particularly in these difficult times, testify to our stewardship.

But perhaps the best way for me to take note of our stewardship of our region is to quote from a recent column in the Independent Collegian by Hasan Dudar, a sophomore in political science. Mr. Dudar writes a column titled “The University of Toledo and Its Role in the City of Toledo.” He says, “American cities are often the cultural centers of their surrounding metropolitan areas; and in the heart of any thriving city, one will find a thriving university.” Mr. Dudar goes on to say: “That is why the University should act on the proposed alternative and renewable energy campus as soon as possible. The creation of such a school and campus would greatly benefit both the University and the city.” He goes on to say, “This would boost the morale of the University and the region by putting northwest Ohio on the map ...” Mr. Dudar concludes, “Once we stop seeing the University as an institution independent of the city and start seeing it as one most vital to the city, the process of creating a college town will go much smoother.”

Hooray for Mr. Dudar. He’s got it! And The University of Toledo, your university, has got it! Stewardship is the name of the game for universities in the 21<sup>st</sup> century!

I began by saying it has been a wonderful year; it has been a terrible year; but I want you to know that I believe deeply in the future of this university, this community and its place in the world. Thank you for your stewardship. It will lead the way to a better future.