

University Presidents See Growing Role for Scholarship of Engagement

**Guy Bailey, William V. Muse, Lee T. Todd, and David Wilson,
moderated by David A. Francko, Dean of the UA Graduate School**

Introduction

Constituting the Presidents' Panel were Dr. Guy Bailey, President of the University of Alabama; Dr. William V. Muse, former president of Auburn University; Dr. Lee T. Todd, Jr., former president of the University of Kentucky; and Dr. David Wilson, president of Morgan State University.

Dr. Bailey

It's a great pleasure to have you here. I am in my fourth week on the job, but this is not my first sojourn in Tuscaloosa. I came here 40 years ago as an undergraduate and left here after six years – I like to point out to students that I got two degrees during that time – never knowing that I would come back in the role I'm in today. It is truly an honor. It's also an honor and a privilege for us to host this conference. This is the largest gathering in the world of engaged scholarship faculty, staff, students and community partners.

We are particularly happy to host this conference for a couple of reasons. It's the first time a non-land-grant institution has hosted it. And if that doesn't tell you where engaged scholarship has come, nothing will. We think of engaged scholarship and community outreach as part of a land-grant university's mission. I was chancellor of [an urban university] and we saw that as part of our mission. But for a traditional university like the University of Alabama to see that as part of our mission tells you how far the field has come. We are also happy to partner with Auburn University in doing this. Most people think that Auburn and Alabama don't do much in common. I have to tell you it's not true. I have a daughter who has three degrees from that school, so they have a lot of my money. They have been great to work with. If you wonder about the relationship between the two institutions and the fact that friendships run deeper than battles over football, you simply remember what happened after the tornado last year. As many of you know, Tuscaloosa was devastated by a tornado. When the call for student participation in helping to clean up and rescue people came out, our students were there. Auburn students came as well. It was gratifying to see Auburn students and our students working together. If you ever want to see the meaning of student engagement, that's it. Anyone who wasn't committed to outreach and engagement before this incident certainly is now.

I think it is particularly appropriate for us to host the conference here in Tuscaloosa. I am looking forward to hearing the presentations. And I want to offer some special thanks to the people who've made this conference possible. Dr. Hiram Fitzgerald from Michigan State University, president of the Engagement Scholarship Consortium board, and the entire ESC board, would you raise your hand? Thank all of you very much (applause). And Dr. Carolyn Dahl, dean of the College of Continuing Studies, and her staff for their extensive work in planning and implementation, and Dr. Samory Pruitt, vice president of Community Affairs, who keeps me focused on the issue even when my mind tends to wander somewhere else. And thanks to all listed in the conference program. The weather is going to clear up and you are going to enjoy beautiful October days in Alabama. Again, it's a delight to have you here.

Dean Francko

We anticipate a lively discussion with our presidents. We might begin the conversation by asking our presidents two simple questions, which are not all that simple. Why do your respective campuses see engaged scholarship as an important part of their mission? How does your respective campus support engaged scholarship and what are the challenges to such support?

Dr. Muse

I had the opportunity to serve as president or chancellor of three universities over a period of about 20 years. For 15 years prior to that I worked in academic administration. So my comments will be focused on a composite of all of those experiences in terms of engaged scholarship. But I have to tell you my philosophy about engaged scholarship was shaped much earlier.

As a young boy, I became captivated by the sport of baseball. I read every book I could find about how to play the game. But I learned very

quickly that in order to play the game I had to venture onto the field, and that is where the real learning took place, in practice, and this shaped my educational philosophy. As a student I found that I learned as much, or more, from my out-of-class experiences than I did from inside the classroom. So as a faculty member later – my field was business administration – I used in-class exercises like the case method and assigned projects in order to help students implement or learn more about what they had been taught. As a business school dean I established internships for students, brought practitioners from the business world into the classroom to teach, and established one of the first small business centers in the nation.

As president I encouraged all academic programs, with admittedly mixed success, to provide opportunities for their students to apply what they had learned. I'm very proud of one of the examples, the Rural Studio, implemented by the School of Architecture at Auburn in the Black Belt of Alabama, and you will have an opportunity to visit that as part of this program. I came to conclude that there are three very distinct stages to the learning process. I call them my Triple A's: acquisition, assessment and application. Our traditional focus has been on the acquisition stage, where we help students acquire knowledge they need to know through lecture, demonstration and other methods. This is usually done by an individual professor who is responsible for the second phase of assessment, determining to what extent the student has gained an understanding of what is important.

The third stage, that of application, which is central to certain disciplines like medicine, but in too many disciplines is what we get to if we have time. The world of higher education is changing rapidly. I believe that these changes will bring engaged scholarship and the application stage to the forefront. And I will say more about that in our discussion.

Dean Francko

Thank you.

Dr. Wilson

Bill, thank you for your remarks. I would like to come at this a little differently. I actually assumed the presidency [at Morgan State] because of my career in outreach scholarship and engagement. I want to give you some sense of how that happened. I had a traditional tenure in higher education until I got to Rutgers-Camden in

roughly 1988. When I arrived at Rutgers-Camden, it was one of the more challenging urban areas in the United States. As I walked the campus, it was truly an enclave. There was an understanding that Rutgers was in Camden but not of Camden. They saw this tremendous disconnect. The provost and I had a conversation that the institution would not only be in Camden but could also be of Camden, and could also extend its tentacles into south Jersey and bring about needed change.

It was at that point that I began to understand the transformation that could occur when an institution looked beyond its boundaries and beyond itself and began to challenge the faculty and others to begin to think about their scholarship in ways that would actually bring about that transformation. And while having the time of my life at Rutgers-Camden, my telephone rang and, of course, it was the gentleman to my right, Bill Muse, who was president at Auburn and who had come to Auburn with the same kind of perspective in terms of the role of an institution that I had been a part of at Rutgers-Camden. Bill convinced me he was also about extending the tentacles of Auburn across this state, particularly in the Alabama Black Belt, and to work with faculty who, if they followed along, their research and their scholarship would count in the tenure and promotion process. For a very long period of time, seven years to be exact, we worked assiduously with the faculty, with the Senate, with others at the university to bring about a reform of the tenure and promotion process at Auburn to reflect the fact that if faculty actually engaged in this research and applied it, they would be promoted in the tenure and promotion process. With that kind of backdrop, let me just say a word or two about what I do now and then I'll bring this to a close.

I am the president at Morgan State University in Baltimore, and for those of you who don't know much about Morgan State, we are an institution of roughly 8,200 students. We have a number of "firsts" associated with us. We are No. 1 in the United States in producing African American electrical engineers. We are No. 3 in the United States in producing African American engineers overall. By the way, North Carolina A&T is No. 1, Georgia Tech No. 2, and we are No. 3. We are No. 3 in the United States in producing African American doctoral recipients, Howard University being No. 1, the University of Michigan No. 2, and we're No. 3. When I came on board, the institution, much like Rutgers-Camden, found itself having paid a whole lot of attention to producing those

graduates to lead the nation in innovation, but had not paid a lot of attention to how the institution could transform the area where the institution is located, in northeast Baltimore, and that area too was beset with a number of challenges.

So for an entire year we engaged in a strategic planning process to think about how this research institution, as it continues to grow and mature, would not just do things for the sake of becoming just another research institution. How could we do it with applied scholarship in mind? We have introduced at Morgan what we are calling the “Morgan Community Mile.” We have drawn a circle around the campus extending a mile in all directions and that’s going to be our focal point for the next 10 years. We are now conducting an extensive analysis of everything within that mile: unemployment, nature of small businesses, educational attainment. We are looking at innovation, the amount of crime. And we are bringing those results back to our faculty and saying, if you join us in bringing about reform in northeast Baltimore, with Morgan as the anchor institution, when you are up for tenure and promotion, it is going to count, and you can come back at any point in your life and look at what your work has led to in terms of the difference in the lives of the people that it has made. I have much more to say about that, but I will stop there.

Dr. Todd

I’m eager to hear that. I’ll give a personal story about why I thought engagement was important. I had been in business about 18 years when I started the presidency at UK. My wife and I are native Kentuckians from rural Kentucky. We started first grade together and cared about the state. I made a comment when I interviewed that I did not want to be the president of a university, I wanted to be the president of this university, partly because I thought that the University of Kentucky could change Kentucky, and it needed it. Later in my first year I came up with a term I called “Kentucky Uglies.” It just hit me one day when I was attending a health conference and I looked at the statistics and I said, “This is ugly. If we don’t face up to it. If we don’t count this stuff. If we don’t measure this stuff, we’re never going to solve it.”

We did a bus tour the next year to talk about our research challenges. I looked through a book the other night and there must have been 100 headlines about that trip, and all of them had “Kentucky Uglies” in the headline. It at least drew attention to the things that were holding us back.

We are leaders in lung cancer, heart conditions, poor oral health, and so forth. When I took the job, it appeared to me the university was already acting like it was a big research university, stiff-arming the K-12 system and not doing much, not working within the shadows of our dormitories on any of the problems that were eating at our city, with the gap between them and the students in our population. I made the comment that we needed a higher purpose. We’d been challenged by the governor to be a top 20 public research university. And we could do that. Let’s just hire a bunch of scientists and engineers and let’s go after the federal grants. Let’s forget about Arts and Sciences, the Arts and some of these other colleges and we can be a top 20 measurably by 2020. But we would have failed the state of Kentucky. We needed to change Kentucky. I’d like to see our best minds working on our toughest problems. That attitude, and I think you hear it from these two presidents – it helps when it comes from the President’s Office, it makes people at least listen. It’s unfortunate, but that’s the way it works. I realized that we were a land-grant university. We had an ag-extension network that had done a tremendous job. I call them our trusted ambassadors. Everybody knew them. They were out there and they were doing agricultural and family nutrition very well, but I thought they were undervalued for what they could do. We had a conference for all the ag agents my first year and I asked six of our deans, from business and engineering, health care and so forth, to speak to that group of agents about how they could use their network for research in their fields.

After that, the six deans lined up at the table, and the biggest line was behind the Fine Arts dean. The rural ag agents were saying, “We need arts in our communities.” And I am proud to say we have probably the only fine arts ag agents in the country. Right now I think we have four, and the counties pay for them. I told the agents, you can be a conduit for us. You don’t have to understand everything we do, but you have to know how to make contact on behalf of a need in your community. Once I got talking about it, several people popped up and wanted to do something. And then I figured out we ought to put this together, because I can’t handle it. Presidents have about that much time [small space between thumb and forefinger] to spend on anything. Many of you know Phil Greasley. Phil is doing well. As many of you know, he’s had a health problem. I put him as associate vice president of engagement. We defined what we called the Commonwealth Collaboratives.

I told the faculty to send me a proposal about some problem that Kentucky has where you feel that your research can have an impact. I'm only going to give you \$10,000 for in-state travel and part of a graduate student. Find something you can measure – that's my engineering and business background – so we can see whether we're making progress or not. We got 47 proposals in that effort. Phil oversaw those. I'll get into the assessment of all those in just a few minutes. They took on problems like pre-term births, which is 18% in my home county, and they got it down to 4%. They took on methamphetamine training for police forces. They took on tobacco-free communities to try to rid a tobacco-generating state of some of the lung cancer issues that we've had. They took on real problems.

Pragmatically, there were two things that drove me. One, I thought it made sense and that people would want to do it; two, we needed to be covering the state politically, because all the regional universities were vying for cash just like we were, and if we were the University of Lexington, that didn't make much sense. Even the ag network we had was a bit discounted because "that's extension, that's not really UK," it'd be here anyway. And so we now have stories to tell all the politicians when we go to their local counties about things we have done in their region using our research and using their people. It was an effort to try to get some of the faculty not engaged anymore in research reengaged, to take on something that they felt in their heart and soul they would like to be involved in. That has worked to some extent as well, but I just think it was the right thing to do, not only for a land-grant university but as you have already heard, for any university to get out and use our knowledge to solve problems that inflict our people.

Dr. Bailey

I would just add one thing to that. I think as a president, because the public is one of your constituents, you see issues out there. You see problems. Pretty soon you begin to realize, as all of these gentlemen said, that you have human capital resources in your university that can help deal with those. Couple of mentions here about the Alabama Black Belt. I grew up in the Alabama Black Belt, so I am well aware of the issues there. Coming back to the University, you know what those problems are. The issues are in your state and you realize that you have talent, you have talented resources. You may not have all the money in the world, but

you have a lot of brainpower that you can bring to bear on problems, things that other people can't. Once you see that it becomes your responsibility. It's easier to see in some places than others. When I was at Missouri-Kansas City, we straddled the line between what was the historically African American community and the white community in Kansas City. We understood that we needed good relationships with both groups for us to be successful. It was real apparent from our physical location the kind of things we needed to do.

Now we sit at the northern and western edge of the Black Belt and Auburn, of course, at the eastern part. You understand that while the state has made much progress, that part of the state has not made that progress. You understand that as a citizen of that area, you owe the area something. I think all of these gentlemen will understand there are faculty members waiting to be asked and waiting to be engaged. So you see that as your responsibility going forward.

Dean Francko

Gentlemen, you touched on two really important points, as I was listening to what you said. First of all, universities playing a central role in the region in which they are located. It can be a mile away from campus. It might be the whole state, but having a vested interest in improving things that are going on in the environs of the university. You also talked about outreach and getting involved with folks outside the university to make significant changes. But as we know one of the significant things in engagement scholarship is moving from the concept of outreach to the concept of engagement, where you are actually partnering with folks in the community and they are active agents with faculty, staff and students to effect those changes. Do you have any tips on how best to accomplish that? I think some of you touched on that. And secondly, you touched on the notion of making this work count among faculty and students, that it counts for promotion, that it counts for tenure, that it counts in evaluation. Any tips on how you have done that as your respective institutions moved to engagement and developed a culture of rigor?

Dr. Wilson

I have relied upon a strategy that I developed at Auburn. We went all over the state and had statewide conversations. We invited into those conversations various constituents. We asked two or three basic questions: What are some of the

challenges you are facing in this region of the state? Are there programs coming from the institution that perhaps have been in place for 20-25 years that are not working to meet those challenges? What is it we can take back to the institution in order to excite our faculty about working with you to identify the challenges you have raised? That strategy worked very, very well for us when I was at Auburn to produce this sense of engagement, not just the sense that we are the university, we know it all, you are the community, you know nothing, so to speak, and therefore we are coming to treat you. Engagement is just the opposite. You have a series of challenges that the community understands as well as, if not better than, the university. The university has certain kinds of expertise. So how do you bring those two things together and make them work for the betterment of all?

I used the same strategy when I was chancellor of the University of Wisconsin Extension and the University of Wisconsin Colleges. We went all over that state engaging all constituents in the same kind of way. At the end of the day the constituents felt that their voices were heard. Whatever came about as a result of that conversation in terms of a strategic plan it was with them in mind. The faculty felt that they had a part to play in that. So that worked very well there. Then at Morgan I do something a little bit different. I actually have community walks. I walk the neighborhoods at 4 o'clock in the afternoon, 6 o'clock at night. I have residents gather in their homes and we have coffee and tea and we talk about what the challenges are on this block, what are the challenges in a three- or four-block area. I take faculty members with me so they can hear those things directly. When I got to Morgan, the neighborhoods didn't trust the university at all because they had seen the university develop. The construction projects were enormous, \$500 million in construction. They are seeing all of these wonderful buildings go up but nothing in terms of how they are seeing the world. I recognized that, so now we have the great support of all those neighborhood associations. The faculty who are part of those walks, who are part of those conversations, they understand as well how to work with the communities in order to promote the kind of reform that I spoke about earlier.

Dr. Todd

I want to take up on one thing that President Bailey said. You actually had faculty out there who want to do this and think about it and had

contacts. When I got in office, I said I'm going to take the lid off the place. Get out there and find something that you want to do in the community and let's see what it looks like.

It was enough that we had to form the vice provost's office. After we let the lid off, if some of them don't jump, we'll have to figure out what to do with them. But we had a lot of jumpers. The other piece was that we ended up putting up a website where you could go to any county in Kentucky, click on your county and it would show how many engagement contacts we had in that county and the telephone number for each one of those contacts. They would either call Phil Greasley's office and get somebody if they didn't know anybody, or they could call the project director. We did write a lot of community proposals with areas. They don't know how to submit proposals, how to do budgets – some of them do better than others. In the eight years we had this going we put in \$470,000 – \$10,000 a year for 47 of these collaboratives. They brought in \$51 million in funding.

We tracked it every year. So when you get to promotion and tenure, there is a real concern. When I sent the first request for proposals out, I only sent it to tenured professors because I didn't want to capture some poor assistant professor doing something that was really great, I thought, but the committee didn't think so. Some of the assistants got involved anyway and have done very well. We did put through a process of following the Michigan State model of trying to measure engagement, to make it a quantifiable plan. Part of that was the map, part of that was counting the grants and getting the statistics. We have moving through the Faculty Senate a promotion and tenure policy now, but I haven't tracked it in the last year. I retired a year ago, so I've been traveling. I hope it gets through. It had a lot of momentum when we left. People realize we are making some significant progress.

The last thing I would mention is about giving people access. We started a network called the University of Kentucky Advocacy Network where we chose people throughout the state, many of them not alumni of UK but they were leaders in their community and they wanted attached to the university in some way. We would call that group together to campus once a year to tell them what we were looking for, especially in terms of the Legislature. We would have a meeting of that group in our state capital the day before the first legislative day and pump them up in the morning,

have them have all of their individual legislators to come over for lunch. We had a really good turnout. We would always let a couple of students speak and they would win them over pretty quickly.

That Advocacy Network heard about the types of stories we had. Stories are powerful. We were on our trip and this hospital director stood up and said, "Your health care group came down and trained our local physicians how to deal with stroke. We had a 35-year-old have a stroke last week. Thanks to that training she was treated and back to work within two weeks." The Advocacy Network did help us get the word out. Then they could point to that map and that map would help them find a contact point. So that's one of the ways we did it."

Dr. Muse

My experience has been that for significant engagement to take place on the part of faculty two conditions have to exist. First, there has to be the opportunity for engagement, and second, it has to count. When I went to Auburn, a land-grant university, Auburn had a well-developed system through cooperative extension of connecting to local communities. But unfortunately it was limited to agriculture and related disciplines. In almost every case there was very little student involvement in that as well. I was very fortunate, as David indicated earlier, in attracting him to come to Auburn. He was the first vice president for outreach the university had. He worked very diligently in creating those opportunities, opportunities for disciplines throughout the university, not just agriculture, to engage communities all over the state. It was a tough battle but we got engagement to count.

At many universities, particularly those that are research oriented, left to their own preferences, faculty would count only articles published in refereed journals. We cannot afford to do that as universities today. We could not afford to do it many years ago. We've got to develop that constituency, if we are to have the kind of work that is done by faculty when they engage communities and help them understand what they know about problems they're dealing with. When they engage their own students in helping to solve that problem, they create tremendous support for the university that is very important, particularly in terms of attracting state funding. You have to have leadership from the top. You have to create the opportunity and you have to make sure it counts.

Dr. Bailey

Just two quick things. I want to emphasize what President Wilson said. I think you can't overemphasize listening to community members. They have insights you can't get any other way. As presidents, it's our inclination to talk, but the truth is that's the situation where we need to be listeners lot more than talkers. I think the strategies he mentioned there are really right on the money. Same thing is true with tenure and promotion guidelines. My previous university, Texas Tech, just revised those, and Valerie Paton [vice president for planning and assessment] can tell you in great detail about the struggles and successes of doing that. You do have a constituency among your faculty who are committed to this and being able to empower that constituency. And by the way, you also have a significant number of your students who want to be engaged as well, and I think empowering them is really a key thing. At some other point, Valerie can give you all of the details of the recent revisions of the tenure and promotion guidelines.

Dean Francko

Thank you, gentlemen. We have about 10 more minutes yet. I want to give us time to focus on maybe one of the key questions that all of us are interested in. What do you see as the future of engaged scholarship, both within the United States but also internationally, where many of our projects are moving? What do you see are some of the future benefits, challenges, whatever, in the last 10 minutes?

Dr. Muse

I think there are two major changes occurring in our society that are going to bring engaged scholarship to a more central position. The first is that of technological change and the second is economic pressures. The ability today to present information online in an interesting and engaging way is going to move us very rapidly in the first stage of education, the acquisition of knowledge, to the online or video disk stage. I fully believe a major part of that acquisition stage in higher education is going to take place in that manner.

That then pushes the university into a counseling and assessment center mode, a different role for the faculty in assessing whether students have met certain objectives or standards as to what they know. The stage that comes to the forefront very quickly is that of the application stage. You've mastered this body of knowledge

we say is important. We've made an assessment. We are convinced you know that. Now can you apply it? Can you apply it in the laboratory? Can you apply it in the field? I see emerging for almost every discipline the idea of the teaching hospital for the medical school, a lab school for education. Everyone's got to have that constituency where they are much engaged in helping students understand the discipline that they've taught them. A major part of that is not just information that relates to employment or job but in preparing students to be good citizens. That's a major role for colleges of liberal arts to engage in.

Dr. Todd

I'm going to touch on an area that some don't think is engagement. It's economic development and jobs. When I interviewed for [the presidency of UK], one faculty member said I scared her to death because I talked about entrepreneurship and economic development. She said, "I'm in the philosophy department; you could ruin these kids minds." I said, "Well, we need to have a philosophical conversation about the future of our state. If we don't change the economy around here, coal, tobacco, whiskey and horses aren't going to be our savior. We track economic development, and it is a form of engagement. You have to inform potential investors out there to put money up to start companies and to hire your graduates. You have to involve the lawyers, CPAs, the professional community, who'll help those people found their company. You also have to let the lid off of your faculty, to let them know it's OK to be involved. We got a first-year dean when I was teaching at UK. I had started a company with these patents I had. He called me to the office, and asked me "How can you be a professor and have a company?" I said, "If I was still at MIT and I didn't have a company I'd be called into the office and asked 'Why don't you have a company?' So I'll leave if I have to" and the next year I did.

But I let the lid off when I got back [as president]. We track start-up companies at UK now and we have 80 in the Lexington area now that brought in \$67 million worth of outside venture capital last year. That's an indication that they've got something people will invest in, because there's not a lot of venture capital in Kentucky. You talk about international, we're going to have to let these kids know they're going to be working internationally. They're going to have to take more foreign language and learn more about other cultures than in the past. I think higher education

is the solution to that, and we have to work with the industries that are out there. That's a form of engagement I think is going to become more and more important.

Dr. Wilson

I'll just piggy-back on that. I think we have come a long way in 25 years in terms of outreach and engagement. I like to think around 1995-1997 we had the support of our presidents in driving reform on our campuses. I think we were trying to convince faculty, particularly the faculty in the discovery camp, that we were not dumbing-down the university as we promoted the scholarship of application. I think we have come a long way in 25 years, so much so that for me personally it's very hard for me to take seriously a major research university today that does not have outreach and engagement at the forefront of its agenda [audience applause]. I realize I might very well not be speaking for the entire chancellorial or presidential group in this commentary, but it just seems to me that we've come so far in two and a half decades that we are not having the same conversation today. I think the future of outreach/engagement is pretty much centered in two camps. One camp may be somewhat of an unlikely camp. This is the way I would characterize it.

What we are seeing in this country right now is a shifting of the population. We are seeing a huge demographic shift in the country. We are seeing the largest growth in the population occurring in the minority sector—particularly the African American and Latino population. Those populations are the least well-represented populations in college degree attainment. Outreach and engagement is going to be absolutely critical to ensure those pockets of the population, that are the fastest growing pockets that are not as well prepared to enter colleges and universities, are well prepared.

As Lee and Bill and President Bailey have indicated, I don't think the country is going to be competitive long term [unless] the major research universities make a different kind of argument about outreach and engagement. We really do need to get out there and connect with these communities and connect with those populations. If we don't, then who is going to be on our campuses in 15-20 years? So it's almost self-serving on the one hand, but it's also about national competitiveness on the other. The second camp is what I see as a dwindling of state support of public universities. Increasingly as I go to Annapolis to argue for support for my institution

and others, we hear, “What are you doing for the state of Maryland? What are you doing for the city of Baltimore? What are you doing for my district?” It has to go beyond simply enrolling students from that area. They are looking for real concrete things that you are doing to tackle some of the intractable problems in the state and the district and the city. If you cannot make a convincing case, that money is going to go to transportation, it’s going to go to corrections, it’s going to go to those other areas at the table making a more convincing argument. For public universities, in light of dwindling state support, it’s in our best interest to sharpen that argument and make sure that our universities are indeed anchor institutions in our state, in our cities, and our regions.

Dr. Bailey

I couldn’t agree with you more. I think that point is really well taken. Increasingly our states expect us to be anchors of economic development and solvers of community problems, and those two things aren’t unrelated. If you think about it, much of economic development requires a highly educated workforce, it requires areas with health care, it requires a lot of the things that we as institutions can either deliver or spur.

When I was in Kansas City several years ago as chancellor of Missouri-Kansas City, one of the interesting things I found was that the Kauffman Foundation, a large local foundation, supported two broad initiatives, one was entrepreneurship, and there was a real focus on developing new companies, developing startups, and teaching entrepreneurship as part of a college of business. They also supported K-12 education and STEM disciplines, especially in districts with large numbers of under-represented kids.

When you saw those at first you might think they were unrelated, but they really are not. You are not going to get much of the first without the second. The Kauffman Foundation understood that these two things go hand in hand.

One of the most important things we will do in becoming anchors for economic development is help with the education of our workforce and outreach in that way. Increasingly, as President Wilson said, it’s not just our obligation, it’s what’s expected of us. It’s not just what we expect of ourselves or what we want to do, but what the states expect for us. So to be successful I think we have to develop good strategies for meeting those expectations.

Dean Francko

Thank you. Well, I don’t know about anybody else but I’d like to keep talking. Unfortunately, we’ve run out of time for this part of the plenary. Could we give our panel a round of applause? Thank you. Thank you very much.

Editor’s Note

On October 31, 2012, after two months on the job as the 37th president of the University, President Bailey announced his resignation, citing the illness of his wife. The next day, the Board of Trustees appointed long-time University of Alabama Executive Vice President and Provost Judy Bonner as president, the first woman to hold that position. Dr. Bailey, a respected sociolinguist, will remain as a member of the faculty in the English Department.