



THE JOHNSON FOUNDATION

EDUCATION • 2007

WINGSPREAD

JOURNAL

BEYOND
THE IVORY
TOWER



In This Issue

- 5 **Reflections on the Public Purposes of Higher Education**
By Judith A. Ramaley
- 11 **Building Community Prosperity and Civic Renewal**
By Daniella Levine
- 14 **Sustaining a Movement**
By Elizabeth Hollander
- 19 **Civic Engagement at Johnson C. Smith University**
By Angela Jeter and Patsy Camp
- 22 **Creating a Federation to Encourage Community Engagement**
By Lorilee R. Sandman, Barbara A. Holland, and Karen Bruns
- 26 **Civic Engagement in Higher Education**
By Ira Harkavy
- 30 **The Community Neighborhood Renaissance Partnership, Inc.**
By Rosa Ramos Morgan
- 32 **The Milwaukee Idea**
By Stephen L. Percy
- 34 **Civic Engagement: New Directions and Challenges**
By George Mehaffy
- 36 **Connections**
- 38 **Wingspread Conferences**

The Mission

By Roger C. Dower



This *Wingspread Journal* is about expanding the civic mission of higher education. The articles here trace the history and importance of the civic mission in higher education, assess where higher education is in this arena, and look to the future.

We are undergoing a similar process at The Johnson Foundation.

As the new president of the Foundation, I'm excited to be a part of the traditions of Wingspread conferences. But The Johnson Foundation is not about the buildings; it is about what goes on in

the buildings. The Foundation believes deeply in the ability of convening the right people on the right topics to help improve the lives of all people. From its very start almost 50 years ago, The Johnson Foundation has tackled the most challenging issues at the international, national and regional/local levels. From nuclear disarmament to global warming to the state of education in our schools, the Foundation has served as a cauldron to mix big ideas with big issues and improve the sustainability of our world, our nation and our communities.

Today, in this ever-shrinking global society, the need for an organization that believes in the power of ideas to change our lives is as important as it was 50 years ago. The challenges may be different, and how we operate may be different in light of these challenges, but the role of The Johnson Foundation is not. The Board and staff of the Foundation are now actively engaged in setting our priorities for the next five years. No matter how these discussions play out, I do know that we will continue to be an organization that exists to make a difference. As one of my predecessors stated, "Conferences seem to be a frail weapon against formidable dragons like threats to world peace and the neglect of children, but, well used, they have the power to instruct, motivate and mobilize people for tasks that require attention."

Since the late 1980's, The Johnson Foundation has worked with organizations to nurture and reinvigorate the civic mission of higher education. This mission speaks to the responsibility of higher education to prepare students for citizenship and to the civic role of the institutions. The evolution of this movement has been dramatic, both on a national scale as well as in our own backyard. Today's higher education system includes over 3,800 public and private degree granting institutions. Enrollment is growing and is close to 20 million students nationwide.

PREPARING

Students to Be Active, Informed, Reflective Citizens



By Carole M. Johnson, PhD

Historically, one of the central purposes of higher education has always been to prepare students to assume the responsibilities of citizenship in our democracy. Early on, higher education institutions were private, focused on preparing a small cadre of individuals for the clergy. These institutions delivered a classical education believed to prepare students for a moral life as leaders of the country. In the late 1800s, public colleges emerged, with an emphasis on agriculture and the mechanical arts, and providing a practical education for a broader citizenry. However, the public colleges still felt a responsibility to prepare students for life as citizens and maintain ties to their communities. As World War II ended and enrollment in higher education exploded and community colleges were created, many colleges and universities gradually shifted focus inward to specialized disciplines and departments with little or no connection to any civic purpose.

By the 1980's, leaders within higher education had become increasingly concerned about the decline in civic participation among students. Volunteerism and civic involvement was declining, and young people were becoming more and more disengaged from the political system. By the middle of the decade, portrayals of students as self-centered and materialistic led to the emergence – or re-emergence – of a movement to both dispel this image and to increase students' engagement in civic life.

This movement, broadly referred to as “Civic Engagement”, encompasses community service and political involvement. The last issue of *The Wingspread Journal* focused on youth participation in politics. This issue relates primarily to student, faculty and institutional participation in and engagement with communities. The Johnson Foundation has been an active part of this movement, from its beginning in the '80s, convening more than 20 conferences at Wingspread, ensuring the leadership of the movement informs and stays informed, and publishing white papers, proceedings, etc. This is also when

"Civic engagement is a way for institutions to effectively engage with communities in ways that strengthen the communities, educate students better and create a better country."

– Constantine W. Curris, President of the American Association of State Colleges and Universities, at an address at the 2005 annual Chief Academic Officers conference.

"...volunteer rates for students with four years of college was 49 percent; for those with two years it was 35 percent; and for those with no college it was 30 percent."

Campus Compact, a national coalition of college and university presidents that promotes civic engagement and service-learning in higher education, was established.

A number of student activities and studies fall under the umbrella of civic engagement: volunteering as part of a service-learning experience; self-directed volunteering; and community work. The faculty is also engaged in this movement, doing research in communities, partnering with community organizations, problem-solving locally, as well as directing and participating in institution-wide initiatives, for the betterment of the community.

The growth within the movement has been dramatic.

- Campus Compact membership has grown from 130 member institutions in 1986 to over 1,000 in 2007 (Campus Compact).
- The Corporation for National and Community Service shows a 20 percent increase in volunteering among college students between 2002 and 2005.
- Participation in The American Democracy Project has reached 224 out of 430 state colleges and universities in less than 5 years (AASCU).
- Ninety-eight percent of colleges responding to a recent survey indicate an increase in community-campus partnerships (Campus Compact).

The Center for Information and Research on Civic Learning and Engagement (CIRCLE) shows higher volunteer rates for college students. In 2006, volunteer rates for students with four years of college was 49 percent; for those with two years it was 35 percent; and for those with no college it was 30 percent.

In addition, longitudinal studies of post college civic engagement are underway at the Higher Education Research Institute of the University of California, Los Angeles.

The movement has accomplished much. The articles in this *Journal* trace the history in much greater detail, illustrate civic engagement, and look to the future. Judith Ramaley and Elizabeth Hollander reflect on thinking and practice in civic engagement from the early development of reflective service-learning to institutional or campus engagement in community.

Lorilee Sandman, Barbara Holland and Karen Bruns focus on the development of a federation, which ensures greater communication and sharing of best practices. Ira Harkavy leads us through the long history of deep engagement between the University of Pennsylvania and its West Philadelphia community.

Four articles bring civic engagement to life in communities and institutions. Rosa Ramos Morgan discusses a neighborhood partnership in Tallahassee, while Angela Jeter and Patsy Camp describe the impact students in North Carolina have had on elementary school students. Daniella Levine shares a unique partnership between Miami Dade College and the Human Services Coalition, and Steve Percy describes how the University of Wisconsin-Milwaukee has made a renewed commitment to its urban community. The concluding article by George Mehaffy points to future directions and challenges for civic engagement.

We hope this issue of *The Wingspread Journal* encourages the continued growth and maturation of civic engagement in preparing students to be active, informed, reflective citizens in our democracy and further strengthens the connectivity between higher education institutions and the communities around them.

Higher education in this country has always been expected to serve the public good. Sometimes, the emphasis is on preparing educated citizens or practitioners in especially critical fields. At other times, the discussion is about how public service can deepen and enrich learning and prepare students to lead purposeful, responsible and creative lives. Sometimes, the focus is upon institutions themselves as major intellectual and cultural assets and how those resources can be tapped to build healthy communities.

REFLECTIONS

on the Public Purposes of Higher Education



By Judith A. Ramaley

To follow the progression of the engagement agenda, one need only examine the list of conferences on community service and engagement held at Wingspread over the past 20 years. (See page 8.) One of the early ones, held in 1988, studied “Community Service and America’s University Students.” By 1991, the topic had shifted to “Improving Student Learning and Teacher Preparation through Community Service.” Shortly thereafter, in 1993, Wingspread began to address the critical question of how to measure and evaluate work conducted in a community-based mode. By 1998, conferees were talking about “Campus/Community Partnerships” and “Renewing the Civic Mission of the American Research University.” Most recently, people gathered to bring the whole thing together into a “Federation for Engagement.”

In April 2006, a Community Partnership Summit was called to explore university-community partnerships and to mobilize a network of experienced community partners. Following this most recent gathering, the community participants have been working on peer mentoring and policy changes that will support collaboration. In following the series of conferences, a path becomes clear from individual experiences to engaged learning to engaged institutions to an engaged network.

Individual Experiences

Twenty years ago, some critics of higher education thought that college students were pampered and selfish people who cared more about their trips to the beach during spring break than they did about learning. Out of such concerns, Campus Compact was born. Its initial focus was to ensure that students were offered many opportunities to engage in community and volunteer service and to learn the habits of active citizenship and social responsibility. It did not take long for us to realize that these experiences could

"...a path becomes clear from individual experiences to engaged learning to engaged institutions to an engaged network."



*A 2006 Wingspread Conference:
Achieving the Promise of Authentic
Community-Higher Education
Partnerships: A Community Partner
Summit.*

become powerful occasions for learning, if examined thoughtfully. This led to the next phase of engagement, the drawing of real-life experiences into the curriculum and their use in accomplishing clear educational goals.

Engaged Learning

In 2002, the Greater Expectations panel issued a report calling for a fresh approach to liberal education that would produce graduates prepared for life and work in the 21st century who are “*intentional* about the process of acquiring learning, *empowered* by the mastery of intellectual and practical skills, *informed* by knowledge from various disciplines and *responsible* for their actions and those of society” (Foreword by Andrea Leskes in Huber and Hutchings 2004, p. iv). Integrated learning requires an environment in which students can bring together their formal studies and their life experiences, explore and understand the worldviews of different fields, learn how to examine a complex issue from multiple perspectives, and bridge the often daunting gaps between theory and practice, contemplation and action.

As the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching have expressed in their joint statement on Integrative Learning (Huber and Hutchings 2004, p. 13):

Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually.

This approach changes the working relationships of the disciplines within an institution. There also must be a significant change in how campuses interact with the communities around them and with other knowledge-based organizations like K-12, social service agencies, business alliances and other collections of knowledgeable people who depend upon accurate and timely information to do their work. A college or university that creates an environment in which this form of integration may occur can be called truly engaged. In such a setting, the gaps can be closed that limit new working relationships between the professions and the liberal arts, general education and the in-depth study of the major, formal study and daily life, academic affairs and student affairs, research and teaching. Engagement is a natural and powerful vehicle for doing this.

In keeping with the theme of this issue, I argue that all of our students must integrate the insights and perspectives of the disciplines in order to foster their growing understanding of the world, and then they must apply that growing understanding to a series of issues of increasing complexity and importance, some of which, at least, are posed by the challenges of daily life in the communities around them. A good place to work out these connections and to design the continuum of experiences that can draw our students towards greater sophistication, purpose and capability is in the kinds of community-based learning or service-learning that we have been exploring across this nation since the idea first surfaced on the Wingspread agenda in the late 1980s. Engaged learning can make the creation and application of knowledge both visible and compelling and, at the same time, these experiences can be put to good use as students make the challenging transition from the more intentional and predictable environment of a college campus to the complex and ever-changing world beyond.

"Twenty years ago, some critics of higher education thought that college students were pampered and selfish people..."



1995 Wingspread Conference:
To Strengthen Service-
Learning Policy and Practice:
Stories From the Field.

Wingspread Conferences on Community Service and Engagement

11/01/88	Community Service and Americas' University Students
05/10/89	Principles of Good Practice in Youth Service: School and Community Service-Learning
12/17/93	Faculty Leadership and Community Service: Planning An Initiative
12/02/95	To Strengthen Service-Learning Policy and Practice: Stories from the Field
03/01/96	Emerging Best Practices: Weaving the Work of Youth and Civic Development
06/21/96	Strengthening University-Community Partnerships for Urban Revitalization
06/27/97	Beyond Rhetoric: Strengthening Community-University Partnerships for Sustainable Urban Communities
04/23/98	Campus/Community Partnerships: Linking Existing and Future Comprehensive Community Development Models with Service Learning
12/11/98	Renewing the Civic Mission of the American Research University
07/19/99	Strategies for Renewing the Civic Mission of the American Research University II
01/09/00	Planning an Institute for Education for Democracy
01/21/00	Civic Engagement in Higher Education: Faculty Professional Service--The Scholarship Practice
03/15/01	Educated for Public Purpose: A National Student Dialogue
03/07/02	National High School Civic Engagement Project
05/09/02	Project Engage
06/07/02	Youth Participation in Community Research
04/06/03	Community-Campus Partnerships
05/06/03	Planning Conference for the Kellogg Forum's Common Agenda
06/26/03	National High School Civic Engagement Project (Project 540) -- Part 2.
10/27/03	Implementing the National Action Agenda for Civic Engagement in Higher Education
04/18/04	Institutionalizing University Engagement
06/06/04	Creating Civically Engaged Campuses
10/27/04	Higher Education Collaboratives for Community Engagement and Improvement
05/11/05	Campus-Community Partnerships
10/26/05	National Perspectives on the Future of Higher Education for the Public Good
02/22/06	Engagement in Higher Education: Building a Federation for Action
04/24/06	Achieving the Promise of Authentic Community-Higher Education Partnerships: A Community Partner Summit
02/23/07	United States Public Service Academy
09/14/07	Electrifying the Higher Education Network for Community Engagement



Engaged Institutions

At the beginning, engagement referred primarily to individual experiences – how students learn and how faculty choose the questions they wish to pursue in their research. As engagement spreads from individual experiences to shared experiences within departments and across disciplines, scholarship itself begins to change. The traditional distinctions of teaching, research and service begin to blur and research ceases to be the exclusive purview of faculty and their most advanced students. As engagement progresses, the distinctions articulated by Boyer (1990) – discovery, integration, application and the scholarship of teaching – cease to matter as much. Discovery and application can occur together in what Donald Stokes (1997) calls “Pasteur’s Quadrant,” where theoretical advances and practical utility combine. The scholarship of teaching blends with discovery, and all forms of scholarship can occur in a complex cycle of innovation that draws upon observation and experience to challenge theory and that applies theory to the understanding of experience (Ramaley et al., 2005). Universities and colleges are in an especially good position to be the foundation for work of this kind and can, by doing so, accomplish their public responsibilities as stewards of public resources and contributors to community development.

As the different forms of scholarly activity come together in an engagement model, we must find a new vocabulary to describe what we are doing. There is no need to retain the term *service* in our lexicon. Now research is often *engaged research*, and teaching and learning are becoming *engaged learning*. More commonly, engaged research takes place as an integration of theory and practice, with utility being one intended outcome and advancement of our fundamental knowledge being the other outcome. Active or hands-on learning can take place in a campus setting or off campus. In either environment, learning has meaningful consequences that can influence the thinking and the lives of others. Recent research shows clearly that this kind of learning fosters deeper, more lasting insights and promotes greater confidence and competence (summarized in Bransford et al., 1999, Pascarella and Terenzini, 2005).

The engaged institution, which today takes many forms ranging from state and land-grant universities to regional comprehensive institutions, urban universities, community colleges and liberal arts colleges, is committed to direct interaction with external constituencies and communities through mutually beneficial exchange, exploration and application of knowledge, expertise, resources and information. These interactions enrich and expand the learning and discovery functions of the academic institution while also enhancing community capacity. The work of the engaged institution is responsive to (and respectful of) community-identified needs, opportunities and goals in ways that are appropriate to the campus’ mission and academic strengths.

An Engaged Network

The concept of engagement has spread into an international community. Explorations of the role of engagement in nation-building flourish from Europe to the Pacific Rim and Australia. The universities of the world are gathering themselves to help stabilize the world order, preserve the peace and act as stewards of an endangered environment while continuing to offer a pathway to opportunity and accomplishment for increasing numbers of the world’s people.



2006 Wingspread Conference:
Achieving the Promise of
Authentic Community –
Higher Education Partnerships:
A Community Partner Summit.

"...learning
has meaningful
consequences that
can influence the
thinking and the
lives of others."

"The universities of the world are gathering themselves to help stabilize the world order, preserve the peace and act as stewards..."

To see these movements in perspective, we need only read the "Presidents' Declaration on the Civic Responsibility of Higher Education," prepared in 1999 or the "Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education," prepared in 2005 by an international group of chancellors, presidents and rectors. The "Campus Compact Declaration" articulates the commitment of all sectors of post-secondary education in this country to the re-examination of our public purposes and our commitment to the democratic ideal. In the Talloires Declaration, an international community embraced the idea that higher education institutions exist to serve and strengthen the society of which we are a part. In a global community, that statement increasingly calls us to work together since we now share the world in new and powerful ways and the actions of one of us can alter the choices of the rest.

The Future

In my opinion, the experience of engagement will become the pathway to a fresh interpretation of the role of higher education in the 21st century. This conception rests on a rethinking of the core of the academy – namely, the nature of scholarship itself and our expectations for the undergraduate

experience. The goal of engaged scholarship is not to define and serve the public good directly *on behalf of* society, but to create conditions for the public good to be interpreted and pursued in a collaborative mode *with* the community. In contemporary society, the exercise of citizenship requires constant learning and the thoughtful and ethical application of knowledge. By including our students in engaged scholarship, we introduce them to basic concepts and, at the same time, offer them a chance to explore the application and consequences of ideas in the company of mature scholars and practitioners. By drawing inspiration from our community connections, we enrich our own lives as scholars and teachers and together ensure that society will have the knowledge and insights that it will need to remain healthy and competitive in a changing world order. By joining with other engaged colleges and universities around the world, we enrich our own lives and help to shape the emerging world order.

Judith A. Ramaley is President of Winona State University (WSU) in Minnesota. Before coming to Minnesota in 2005, Dr. Ramaley was Assistant Director of the Education and Human Resources Directorate at the National Science Foundation and a Visiting Senior Scientist at the National Academy of Sciences. She has also served as President of Portland State University (1990-1997) and the University of Vermont (1997-2001).

Sources

1. Boyer, E.L. (1990) *Scholarship Reconsidered. Priorities of the Professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching. 147 pp.
2. Bransford, J.D., A.N. Brown and R.R. Cocking (Editors). *How People Learn, Brain, Mind, Experience and School*. Washington, DC: National Academy Press. 319 pp.
3. *Greater Expectations*. (2002) Washington, DC: American Association of Colleges and Universities.
4. Huber, Mary Taylor and Pat Hutchings (2004). *Integrative Learning, Mapping the Terrain*. Washington DC: Association of American Colleges and Universities. 18 pp.
5. Pascarella, E.T. and P.T. Terenzini (2005). *How College Affects Students. Volume 2. A Third Decade of Research*. San Francisco: Jossey Bass. 826 pp.
6. Presidents' Declaration on the Civic Responsibility of Higher Education. Campus Compact. Available on-line at www.compact.org/resources/declaration/
7. Ramaley, J.A., B. Olds and J. Earle (2005). *Becoming a Learning Organization: New Directions in Science Education Research at the National Science Foundation*. *The Journal of Science Education and Technology*, Posted at <http://dx.doi.org/10.1007/s10956-005-4420-8>
8. Stokes, D. E. (1997) *Pasteur's Quadrant. Basic Science and Technological Innovation*. Washington, DC: Brookings Institution Press. 180 pp.
9. Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education (2005). Available on-line at <http://www.tufts.edu>



www.compact.org/resources/declaration/

Miami Dade College (MDC), the largest college in the nation, with approximately 160,000 students, and the Human Services Coalition (HSC), an 11-year-old community development and human service advocacy organization, have built a broad and deep partnership to promote common strategic goals. The partnership grew over a decade of linked community service. Two innovative programs invented by HSC – the Prosperity Campaign and Imagine Miami – achieve greater impact and credibility through the relationship.

Building Community Prosperity and Civic RENEWAL



By Daniella Levine

MDC is dedicated to providing inclusive educational opportunities, a pipeline for good jobs and a magnet for good employers. HSC promotes social and economic justice through access to services that meet basic needs. Campus Compact selected the MDC-HSC partnership as one of eight to showcase nationally, although it is the youngest and most informal of the group.

Miami – Paradise Lost and Found

MDC's main campus is located in downtown Miami, which was ranked as the poorest large city in 2000, and still ranked as the third poorest in 2006. The county is losing its middle class, and the gap between rich and poor is growing. Housing prices are escalating at an alarming rate, creating the most "housing burdened" community in the country, fueled by lack of land and foreign investment in Miami because of its obvious charms.

Miami-Dade County has one of the highest drop-out and lowest four-year college graduation rates in the nation. Sixty percent of the population is foreign born, the largest concentration of any city in the world; over 50 percent of the population speaks English as a second language. MDC students are a microcosm of the entire community, disproportionately poor, with about 60 percent classified as "low income".

"Miami-Dade County has one of the highest drop-out and lowest four-year college graduation rates in the nation."

The Prosperity Campaign

The “Prosperity Campaign” links low-wage workers to economic benefits such as the Earned Income Tax Credit (EITC), Food Stamps, children’s health insurance, Medicaid, and a host of other programs. MDC already had developed courses on financial education, credit and banking, and added the HSC programs to the effort.

One way in which HSC is strengthening its partnership with Miami Dade College is by providing service learning opportunities for students. An introductory statistics course at Miami-Dade College analyzed EITC and population data from the IRS, U.S. Census, and the Brookings Institute. One student group chose to focus on change in EITC eligibility (based on income) by zip code over time. Their analysis showed that EITC eligibility in residential zip codes near the airport has increased, while uptake has remained relatively the same.

*Miami-Dade College,
Wolfson Campus.*

HSC can use this and other information produced in the reports to plan future outreach and expansion of the Prosperity Campaign, as well as to track the efficacy of these efforts. This project also benefited students who were exposed to the issues HSC is addressing in its Prosperity Campaign, deepening their understanding of local poverty.

Imagine Miami

Using a values survey and a series of focus groups, Imagine Miami identified the challenges: lack of access to healthcare and housing, traffic, low educational and income levels, and a lack of confidence that civic leaders can solve the problems. Yet, Imagine Miami will create a civic pipeline for engagement of new leaders, and focus on improving the quality of the decisions and integrity of those currently in positions of power and authority.

In September 2004, Miami Dade College hosted Civic Engagement Month in an effort to raise student awareness surrounding election issues and register students to vote. HSC held workshops for several hundred students and faculty and presented Imagine Miami’s new civic initiative: to “build a community and economy that work for all.”

HSC’s presentation also focused on the Prosperity Campaign’s strategies to take the city from number one in poverty to number one in community prosperity: free tax preparation and increasing Earned Income Tax Credit uptake, financial literacy curriculum, benefits screening, and increasing opportunities for

education. Students met with HSC outreach workers to find out about all the benefits and tax preparation services available. The majority of MDC students struggle themselves with meeting basic needs, and thus the effort was a Win-Win-Win, for students, the institution and the broader community, as students signed up to volunteer or participate in related service-learning programs.

Partnership Potential

Positioned as the gateway to the Americas, with a low-wage, immigrant-based economy and constantly shifting demographics and leadership structure, Miami has the potential to demonstrate how diverse people can live in harmony, and how education can be the critical force in creating economic and social systems that enhance quality of life for all residents.

MDC contributes communications expertise, outstanding reputation and political savvy. HSC provides shuttle diplomacy, community engagement and issues focus.

Conclusion

The magnitude and audacity of the partnership is reflective of the personalities and values of these two institutions and their leaders. Recognizing the necessity and possibility of bold efforts, neither has been willing to sit idly by, speculating how work would get done.

Miami-Dade County is at a critical crossroad in its journey. Its actions or inaction in the next few years will determine whether it retreats to inequitable mediocrity or is catapulted into world-class greatness.

Daniella Levine, lawyer, social worker, and community activist since age 12, founded the Human Services Coalition to meet the social and economic needs of people and communities. HSC serves as a hub for incubation and innovation in community development. Her organization is a reflection of her quest for meaning and impact.



2006 Imagine Miami youth leadership workshop held at Monkey Jungle.



An example of how students may volunteer in community settings.

Over the last 20 years, the movement to reassert the civic mission of higher education has witnessed several important changes. In the early 1980s, a deep concern about the “me” generation sparked major efforts to promote college student volunteer community service. By the late 1980s and early 1990s, co-curricular community service was no longer seen as sufficient to support college student civic education, so major emphasis was put on driving service into the curriculum (service-learning) and involving faculty.

Sustaining a MOVEMENT



By Elizabeth Hollander

By the mid 1990s a broader concept was emerging – the “engaged campus”. This view holds that colleges and universities not only have a responsibility to educate students for active citizenship but have an institutional responsibility as social stewards of their local communities and beyond. (*See Campus Compact Presidents' Declaration on the Civic Responsibility of Higher Education, 1999*)

By the time of the 2000 election, concern about student disengagement in politics (at the same time they were engaged in service) became a major emphasis of the civic engagement movement. And finally, as concepts of the engaged campus have matured, so have concerns about the quality and sustainability of campus-community partnerships. There has also been a growing interest in community-based research.

Milestone Wingspread meetings have marked each of these major trends in the higher education civic movement. Bringing together leaders to reflect on the purposes and practices of higher education has resulted in regular course corrections to achieve a broad vision and make a compelling case for the role of higher education as a central force for sustaining American democracy.

The movement to rediscover the civic purposes of higher education in the 1980s had its roots in a growing concern about the decline of social capital in the United States. William Bennett, U.S. Secretary of Education from 1985 to 1988, declared that college students were self-centered and only interested in their next consumer purchase. This was the same year that the book *Habits of the Heart* by Robert Bellah, et al. was published. This widely read book examined the increasing imbalance between American individualism and larger moral and societal concerns. The year 1985 saw the birth of both the Campus Outreach Opportunity League (COOL) and Campus Compact (CC). The



1989 Wingspread Conference: Principles of Good Practice in Youth Service: School and Community Service-Learning.

"...faculty are at the heart of higher education, and their involvement is essential to embedding civic learning in the academy..."

former was student lead, the latter lead by college presidents. Each sought to increase the opportunities for college students to “make a difference” through public and community service.

From its earliest days, Campus Compact sought the help of The Johnson Foundation in devising strategies to mobilize college presidents to engage their students in civic activities. In November 1988, Susan Stroud, the first director of Campus Compact, brought together campus staff charged with responsibility to increase community service. Already, these leaders were thinking about the importance of linking civic action to civic learning, or what came to be known as service-learning. Colleges and universities are, first and foremost, educational institutions, and if they are to be challenged to educate students to actively participate in the democracy and social stewardship, it is logical that they do so through merging action with structured reflection.

As early as May 1989, Ellen Porter Honnet and Susan J. Poulsen led a small group at Wingspread to codify ten principles for the practice of service learning. (See page 18.) These principles are still hallmarks of the service learning movement as they stress reciprocity with communities being served, preparation of students to provide service, clear goals for both service and learning and the importance of reflection. However, it is striking that these principles make no mention of the role of faculty. In the 1980s the responsibility for structuring service and reflection activities was primarily in the hands of students and staff.

The involvement of faculty in preparing students for their role as active citizens is one of the most significant and challenging aspects of the college civic engagement movement. It is significant because faculty are at the heart of higher education, and their involvement is essential to embedding civic learning in the academy and to increasing student understanding of the systemic causes of problems and theories of change in democratic (and non-democratic) societies. Faculty members are key in helping students understand the social contributions to be made by every discipline. In addition, engaged pedagogy is a powerful form of teaching and learning for many students.

Campus Compact became a major proponent of service-learning in the early '90s, and is still known as the most powerful organization supporting service learning. Wingspread hosted a meeting in December 1993 at which CC, COOL and NSEE (National Society of Experiential Education) worked together to devise strategies for developing faculty leadership. The success of these strategies is shown by the widespread adoption of service-learning as pedagogy across many disciplines in higher education. It is evident in the number of campuses that have staffed offices of service-learning. In 2005, 85 percent of Campus Compact member institutions had an office of service and service-learning, and 85 percent of those offices worked with faculty to incorporate service into their courses.

On the other hand, there is widespread agreement among leaders in the civic renewal movement that the biggest barrier to embedding civic engagement in the

academy is the resistance of faculty and the disciplinary associations to which they owe their first loyalty. This is one reason why there have been major efforts over the years to deepen the role of research universities in the movement. It is believed that if the top ranked research universities endorse engaged teaching and research, it will be easier to make the case throughout higher education.

One early and important effort to engage research universities was launched by Barry Checkoway at the University of Michigan. A Wingspread meeting in December of 1998 led to the crafting of the “Presidents’ Declaration on the Civic Responsibility of Research Universities” by Harry Boyte and this author. This statement became the basis of the Campus Compact “Presidents Declaration on the Civic Responsibility of Higher Education,” a document issued on the 4th of July in 1999 and now signed by over 500 campuses, including many leading research universities.

The 1999 Presidents’ declaration accomplished its goal of energizing college presidents to join the civic engagement movement. It did so, in part, because it painted a vision of an “engaged campus” that went far beyond service learning. It challenged presidents to help their students get beyond political apathy and to engage their campuses and faculty in solving the real problems of the society, in sum, to become “vital agents and architects of a flourishing democracy”. At this point, membership in Campus Compact started to climb dramatically, increasing 55 percent over the next 7 years from 575 to 1037 members.

At the same time that interest in service, service-learning and community engagement gained significant momentum, a new concern surfaced. Even as students put more and more time into community service, they did not exercise their right to vote. In the 2000 presidential election, only a third of young people between the ages of 18 and 25 voted. There was a troubling disconnect for students between service and politics.

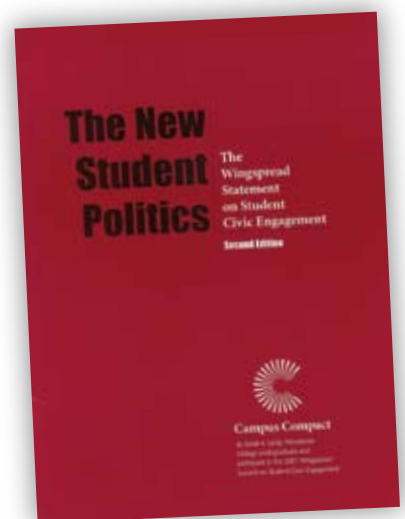
In March of 2001, 30 college students from across the country came together with a dozen faculty, foundation and community leaders to probe what stimulates or discourages civic engagement among college students. This gathering resulted in the publication of a student statement “The New Student Politics: The Wingspread Statement on Student Civic Engagement.” This statement argues that service is a path into political action for many students. It was followed by another summit of student leaders from organizations that engaged students in service, activism and partisan politics to further explore the connections and disconnections.

The lessons from these meetings informed national initiatives to engage students in more political activity, including the 2004 presidential election. Among these efforts was the Campus Compact Raise Your Voice Campaign, a national student-driven effort to increase every kind of civic engagement, including service, advocacy, politics and voting. In the 2004 presidential election, 50 percent of 18-25 year olds voted, a significant increase over the 2000 elections.

As the number of students, faculty and staff engaged with the communities has grown, so has a concern about the quality, sustainability and reciprocity of campus-community partnerships. Once again, Wingspread has been the site



www.compact.org/resources



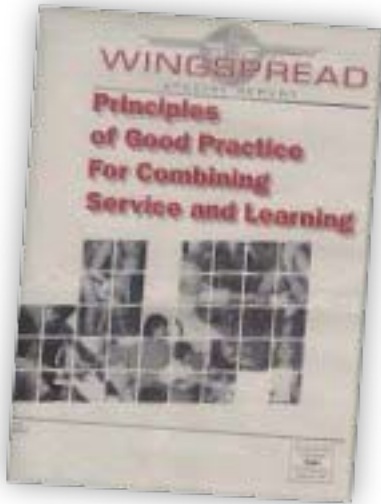
www.compact.org/wingspread/wingspread-web.pdf

for deep reflection between community partners and higher education leaders on how to strengthen these partnerships and craft principles for best practice. Campus Compact examined these questions in meetings in 1998, and again in 2003 and 2005. These meetings resulted in publications for both campus service offices and for community leaders in how to craft effective partnerships, and there is now widespread agreement in the field about best practice.

What are the challenges ahead? In February 2006, 24 higher education organizations committed to civic engagement came together at Wingspread to strategize about how to make the “movement” more effective and powerful. The sheer number of interested organizations makes clear both the depth of interest and the organizational challenges. Like campuses themselves, the movement is characterized by a lot of entrepreneurial initiatives reflecting different “pieces” of higher education such as health-related campuses, land grants, state colleges, liberal arts and faith-based colleges, as well as some cross-cutting organizations such as the National Service-Learning Clearinghouse, the Carnegie Foundation for the Advancement of Teaching and Campus Compact. The challenge is to harness this widespread energy for strategic impact. Some strategic needs emerged from the meeting. The movement currently lacks a concerted, effective effort to influence public policy to support higher education’s civic mission at both the state and federal level. There continues to be a need to legitimize engaged teaching and research within faculty tenure and promotion systems (which also implies disciplinary support). A third need is to educate campus leaders (presidents, provosts and deans) about how the civic mission can complement and enhance the overall educational mission of higher education through rigorous engaged teaching and research.

It is encouraging to see the rapid and deep growth of interest in the civic mission of higher education over the last 20 years. The track record of strategic thinking by the leaders of this movement is impressive and gives hope that the leaders of this movement will continue to take the time to reflect and devise the strategies that will weave civic education deep into the fabric of higher education.

Elizabeth Hollander is a Senior Fellow at the Tufts University Tisch College of Citizenship, and is a national speaker, consultant and writer. In December, she finished a 10-year directorship of Campus Compact, a national coalition of nearly 1100 college and university presidents committed to reasserting the civic mission of higher education. Before coming to Brown University to assume that post, Hollander had a thirty-year career in urban development in Chicago.



www.johnsonfdn.org/publications/conferencereports/1989/servicelearning.html



1988 Wingspread Conference: Community Service and America's University Students.

In the fall of 1994, Johnson C. Smith University launched its service-learning program, with funding from the Ford Foundation/United Negro College Fund Community Service Partnership grant. Beginning with just 60 freshmen, the program now includes service-learning courses in Social Work, Health Education, Physical Education, Teacher Education, Social Sciences, English and Psychology. The University implemented a community service graduation requirement in 1995 and integrated service learning into the freshman orientation classes this year. To date, 15,000 students have completed 660,000 service hours.

Civic Engagement at Johnson C. Smith UNIVERSITY



Angela Jeter

By Angela Jeter and Patsy Camp

Though the campus had always been engaged in service, the service-learning center now provides a hub for campus-wide service, including sororities and fraternities. In 2005, for example, JCSU students were recognized for recruiting donors and assisting with a campus blood drive of the Community Blood Center of the Carolinas.

One premiere program is the Saturday Academy. Sixty Johnson C. Smith University students serve as tutors, mentors and ambassadors to third and fifth grade students at Thomasboro, Merry Oaks and Bruns Avenue Elementary Schools, all low-performing schools. Hosting this academy on University campus provides parents and students exposure to a college campus. The Saturday Academy began its seventh year in January 2007.

The Saturday Academy offers positive opportunities for both college and elementary students. The college students not only tutor, but experience being mentors, and some discover career goals. Some elementary students begin to trust their tutors and seek advice and share issues around completing assignments and making good grades. The opportunity for some students to spend time on a college campus, for any length of time, is gratifying. Resources and materials are made available through the academy that give added dimension to organizers, staff, professors, teachers, parents and, most importantly, to students. Through this tutoring and mentoring, great progress has been made.



*The Saturday Academy at
Johnson C. Smith University.*

Principal Mildred Wright wrote in a thank you letter to JCSU, “The first year was disappointing for all of us at Thomasboro, the second year our students moved from 32 percent at grade level to 54 percent. The third year, students ended the year with 64 percent at or above grade level. Our greatest gain was in math, where our students currently scored 71 percent at or above grade level. It was through our association with Johnson C. Smith that we were able to make this growth.”



Merry Oaks Elementary has become so successful that they no longer require assistance, and have been recognized as a model for other low-performing schools.

JCSU takes a holistic approach to assisting students, including a series of parent workshops on “How to Create an Academic Environment in the Home,” “Technology Literacy,” “How to Advocate for Your Child,” etc.

Johnson C. Smith University continues to serve communities that are in need. Its outreach has been extended to the faith-based community, offering assistance with after-school programs. Its service-learning program serves as a model for other colleges and universities throughout the state and region, has been nationally recognized by Campus Compact and the Knight Foundation, and featured in a national publication, “One with the Community, Indicators of Engagement at Minority – Serving Institutions.”

The University has strong authentic partnerships with the Charlotte Mecklenburg School, Habitat for Humanity, The American Red Cross, Urban League of Central Carolinas, Inc., Right Moves for Youth, Communities in Schools, Crisis Assistance Ministries, Operation Christmas Child and the Greater Enrichment Program.

The Saturday Academy has received funding from Food Lion, Tommy Hilfiger Foundation, Johnson Controls, Inc., the Historically Minority Colleges and University Consortium, United Negro College Fund, Merancas Foundation, Inc., Foundations for the Carolinas and the Coca-Cola Foundation.

Ms. Angela Jeter is the Director of Continuing Education & Service Learning at Johnson C. Smith University in Charlotte, NC. Along with Dr. Rosalyn Jones, she founded the Saturday Academy, which is a model for other out-of-school program activities.

Mrs. Patsy R. Camp is Coordinator of the Freshmen Academy at Johnson C. Smith University. For 30-plus years, she has taught Freshmen Composition, World Literature and Liberal Studies at the University.

"Merry Oaks Elementary has become so successful that they no longer require assistance, and have been recognized as a model for other low-performing schools."

America's colleges and universities have a long tradition of connecting their mission of research and teaching to the issues of broader society. University research is well regarded as a constant source of improvements in health, environment, science, culture, education and policy arenas.

CREATING A FEDERATION TO ENCOURAGE Community Engagement



Lorilee R. Sandman



Barbara A. Holland



Karen Bruns

By Lorilee R. Sandman, Barbara A. Holland, and Karen Bruns

However, these benefits are often rather indirect because they are the by-products of teaching and research activities defined by academicians who then transfer or extend knowledge to society through publications, patents and other dissemination strategies.

In the early 1990s, a new discussion emerged that sought to redefine the relationship between higher education and the communities it serves. Many stakeholders questioned higher education's relevance to current issues and sought to create policies that would test the performance and impact of academic institutions. Leading academic scholars, organizations and nonprofit foundations have challenged higher education to redefine its traditional roles and to rethink approaches to scholarly work in ways that are more directly relevant to communities and societal issues.

Today, the Carnegie Foundation for the Advancement of Teaching defines community engagement as “the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

The Growth of Engagement

Engagement initiatives are as varied as the diverse institutional types and distinctive community contexts in which they operate. All types of colleges and universities now create formal and informal campus-community partnerships that involve research, evaluation, program improvement, community-based learning, professional development training, continuing education, and other strategies that strengthen both the institution and the community through joint action.

Levels of Commitment to Community Engagement, Characterized by Key Organizational Factors Evidencing Relevance to Institutional Mission

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
Mission	No mention or undefined rhetorical reference	Engagement is part of what we do as educated citizens	Engagement is an aspect of our academic agenda	Engagement is a central and defining characteristic
Leadership (Presidents, Vice Presidents, Deans, Chairs)	Engagement not mentioned as a priority; general rhetorical references to community or society	Expressions that describe institution as asset to community through economic impact	Interest in and support for specific, short-term community projects; engagement discussed as a part of learning and research	Broad leadership commitment to a sustained engagement agenda with ongoing funding support and community input
Promotion, Tenure, Hiring	Idea of engagement is confused with traditional view of service	Community engagement mentioned; volunteerism or consulting may be included in portfolio	Formal guidelines for defining, documenting and rewarding engaged teaching/research	Community-based research and teaching are valid criteria for hiring and rewards
Organization Structure and Funding	No Units focus on engagement or volunteerism	Units may exist to foster volunteerism/ community service	Various separate centers and institutes are organized to support engagement; soft funding	Infrastructure exists (with base funding) to support partnerships and widespread faculty/ student participation
Student Involvement & Curriculum	Part of extracurricular student life activities	Organized institutional support for volunteer activity and community leadership development	Opportunity for internships, practica, some service-learning courses	Service-learning and community-based learning integrated across curriculum; linked to learning goals
Faculty Involvement	Traditional service defined as campus duties; committees; little support for interdisciplinary work	Pro bono consulting; community volunteerism acknowledged	Tenured/senior faculty may pursue community-based research; some teach service-learning courses	Community-based research and learning intentionally integrated across disciplines; interdisciplinary work is supported
Community Involvement	Random, occasional, symbolic or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnerships, participation in service-learning programs or specific grants	Community involved in defining, conducting and evaluating community-based research and teaching; sustained partnerships
External Communications and Fundraising	Community engagement not an emphasis	Stories of students or alumni as good citizens; partnerships are grant dependent	Emphasis on economic impact of institution; public role of centers, institutes, extension	Engagement is integral to fundraising goals; joint grants/gifts with community; base funding

Barbara A. Holland, 2006. Adapted from Holland, Michigan Journal of Community Service Learning, Vol.4, Fall 1997, pp.30-41.



2006 Wingspread Conference:
Engagement in Higher
Education: Building a
Federation for Action.

More than half of America's community colleges and more than a third of all other colleges and universities are now engaging faculty and students in community partnership activities.

As engagement initiatives have grown and the movement has advanced, many national and regional affiliate organizations formed to facilitate practice and promote dissemination of ideas. Some organizations grew out of a full or partial focus on a particular engagement method (for instance, service-learning, community partnerships, continuing education, extension, community-based research, etc.). Others are organized around an institutional type (land grant, community college, urban university, etc.). Some organizations focus on policy and practice issues at the presidential leadership level; others attract scholars/researchers or focus on specific subject areas. Some organizations hold their own annual conferences, publish their own journals or newsletters, commission task forces on special issues, or have created formal membership structures.

All of these organizations seek to provide opportunities and information that will help grow the field of campus-community engagement. However, it has become increasingly clear that there is little or no collaboration on critical issues or sharing of expertise or limited resources. Evidence of duplication, overlap, and areas of unaddressed need have grown in recent years, creating confusion, wasted effort and missed opportunities.

Building a Federation

In February 2006, Wingspread hosted a meeting to explore cooperative strategies and plan for the creation of a federation across engagement-related organizations. Participants coalesced quickly around the idea of a "Higher Education Network for Community Engagement" or HENCE, with the emphasis on the word "network." The purpose of HENCE is to foster communications across existing organizations. It is a network of representatives and leaders in the field of community engagement, organized as a loose collaborative with shared leadership from a steering committee representing different perspectives.

HENCE participants left Wingspread with a specific working plan around four main themes.

1. *Assessment and documentation.* How do we capture the impact of engagement? How do we communicate it to others? Documenting the quality and impact of engagement is crucial to generating support and ensuring quality. HENCE plans to create definitions of common measures and create quality and practical assessment tools, and develop a rubric to guide the development of standard survey instruments that measure impact, institutionalization and program outcomes.
2. *Policy, media, and funding.* As higher education becomes an active contributor to the creation of "public good" through engagement, the sector continues to suffer from negative public stereotypes. A key step for HENCE is to build a cohesive policy agenda. A grassroots effort at the local level is a logical first step, followed by mapping current engagement activities by state and federal legislative districts. Not to be forgotten is that powerful advocacy comes from the compelling stories of students and community partners.



2006 Wingspread Conference:
Engagement in Higher
Education: Building a
Federation for Action.

3. *Faculty engaged scholarship.* To sustain engagement, it must be embedded in the core of academic values. HENCE focuses on ways to measure the quality of engaged scholarship and how it contributes to student learning and to community development. Organizational and cultural values are quite diverse across institutional types and, in engagement, there must be a voice for community as well, given its role as a co-generator of knowledge and learning. HENCE also will act as a clearinghouse to provide information across diverse organizations, cultures, institutions, and communities.
4. *Professional development.* HENCE recognizes that community engagement requires new methods and strategies, which require training and skill building for campus and community. HENCE participants have suggested a plan to develop career guides for the engaged scholar and a companion piece to help communities work more successfully with colleges and universities. Creating and developing an “academy of engaged scholars” to deepen knowledge, share methods and improve practices is another proposal, and a training academy for mid- and executive-level higher education administrators is under development.

Progress has been made on all these fronts. Wingspread participants have been joined by other organizational representatives to move this work forward, along with other areas such as coordinating conference calendars; building an inventory of assessment instruments and tools to encourage more consistent data collection; creating professional development academies; and developing an agenda to generate public policy and investments that support engagement projects, among others.

Building Maturity in a Movement

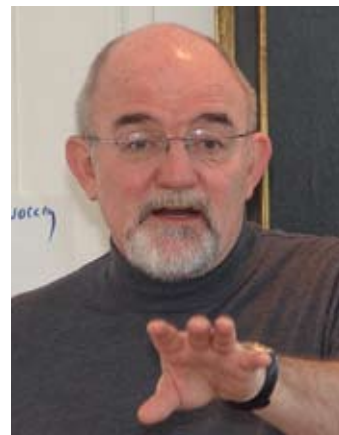
Collaboration across a diverse array of organizations can be prickly. Opportunities for collaboration abound, but honest attention must also be given to the potential for competition and territory (real or perceived). Perhaps the most important ingredient in building the network is the sense of urgency that participants share as the work moves forward. Community engagement is a movement – a movement that is transforming higher education and communities across the United States and around the world. The knowledge and expertise necessary to address the critical issues facing the world reside both in academic organizations and across local communities; they must work together to generate powerful and effective strategies that ensure a brighter future for all.

The authors wish to acknowledge the efforts of all the participants in the Wingspread Conference and those currently involved in HENCE. A list of attendees and their affiliation can be found at the HENCE website, <http://www.henceonline.org>.

Lorilee R. Sandmann, Ph.D., is Associate Professor in the Department of Lifelong Education, Administration, & Policy at the University of Georgia and Co-director of the Clearinghouse and National Review Board for the Scholarship of Engagement. Her leadership and research focuses on major institutional change processes to promote higher education community engagement and on restructuring criteria used to define and evaluate faculty scholarship.

Barbara A. Holland, Ph.D., is Director of Learn and Serve America's National Service-Learning Clearinghouse. She also is a Senior Scholar at Indiana University-Purdue University Indianapolis and holds honorary appointments at three Australian universities. Her research focuses on organizational change in higher education with an emphasis on the institutionalization and assessment of community engagement as an element of academic missions and community partnerships.

Karen Bruns, Ph.D., is Leader for Outreach and Engagement and OSU CARES/OSU Extension at The Ohio State University. She has spent her career partnering the university and community to address local community issues. During the last 10 years she has focused her work on supporting and fostering university engagement across the broad university.



2006 Wingspread Conference:
Engagement in Higher
Education: Building a
Federation for Action.

"Collaboration
across a
diverse array of
organizations can
be prickly."



*Benjamin Franklin statue in front of
College Hall, University of Pennsylvania.*

Since 1985, Professor Emeritus of History Lee Benson and I, along with numerous colleagues, have worked to develop university-assisted community schools in West Philadelphia, where the University of Pennsylvania is located. Committed to undergraduate teaching and convinced by our personal experiences, we designed an Honors Seminar to stimulate undergraduates to think critically about what Penn should do to remedy the rapid deterioration of West Philadelphia – a development that had devastating consequences for the university.

Civic ENGAGEMENT in Higher Education



By Ira Harkavy

As the seminar was originally conceived, students would be assigned to develop a research project focused on some problem adversely affecting the quality of life in West Philadelphia. In a relatively short time, however, it became clear that a better strategy had students concentrate on helping solve one highly critical problem – developing university-assisted community schools. In sharp contrast to traditional neighborhood schools, we had conceived the idea that university-assisted community schools should be developed that would democratically educate, engage, activate and *serve all members of the community in which the school is located.*

"...university-assisted community schools should be developed that would democratically educate, engage, activate and serve all members of the community in which the school is located."

The university-assisted community school essentially reinvents and updates an old American idea, namely that the neighborhood school can effectively serve as the core neighborhood institution that provides comprehensive services and galvanizes other community institutions and groups. But by their very nature, community schools engage in far more activities and serve far wider constituencies than do traditional neighborhood schools. To be successful, however, a community school requires far more resources than does a traditional school. Where those resources would come from, therefore, is an important problem to consider and work to solve.

The answer is to mobilize the resources of universities like Penn to assist the transformation of traditional neighborhood schools into innovative community schools. Our seminar concentrated on effectively mobilizing and integrating Penn's great resources to help transform the *traditional public schools* of West Philadelphia into *innovative community schools*.

Over time, the seminar's increasingly successful work helped stimulate the development of an accelerating number of academically based community-service courses (Penn's term for a problem-solving form of service-learning) in

a wide range of Penn schools and departments. Encouraged by the success of Penn's increasing engagement with West Philadelphia, in July 1992, the president of the university, Sheldon Hackney, created the Center for Community Partnerships.

Symbolically and practically, creation of the Center constituted a major change in Penn's relationship to West Philadelphia/Philadelphia. The university as a corporate entity now formally committed itself to finding ways to use its enormous resources to help improve the quality of life in its local community – not only with respect to public schools but economic and community development in general.

Now, Penn's research and teaching would actively focus on solving universal problems, e.g., schooling, healthcare, economic development, as those universal problems *manifest themselves locally in West Philadelphia/Philadelphia*. Penn would, as a result, symbiotically improve both the quality of life in its local ecological community and the quality of its academic research and teaching.

The emphasis on partnerships in the Center's name was deliberate; it acknowledged, in effect, that Penn could not try to go it alone, as it had long been (arrogantly) accustomed to do. Instead, the university and its students, faculty and staff would work collaboratively and democratically with members of the community. When Judith Rodin became president of Penn in 1994, that work accelerated and, for the next ten years, Penn's commitment to engagement with its local community increased. President Rodin retired in 2004, and Amy Guttmann, whose scholarly work focused on the role universities can play in advancing democratic education and democratic societies, succeeded her. In her inaugural address, President Guttmann emphasized that Penn was not an "ivory tower" and proclaimed a comprehensive "Penn Compact" designed to fulfill the responsibility universities have "to serve humanity and society." Among other

far-reaching observations, she noted that "Effective engagement of these values, begins right here at home. We cherish our relationships with our neighbors, relationships that have strengthened Penn academically and have strengthened the vitality of West Philadelphia."

Since its creation in 1992, the Center has attempted to align Penn's numerous schools and departments for their mutually beneficial collaboration. And the number and variety of academically based community service courses have greatly increased since 1992 and made a profound difference in the community.

Penn students, faculty and staff at Sayre, during President Gutmann's inauguration. President Gutmann is in the center; author Ira Harkavy is on the left.



For example, beginning in the late 1980s, we had been trying, largely unsuccessfully, to develop a sustainable, comprehensive, effective healthcare program at local public schools. In 2002, a group of undergraduates in an academically based community service seminar focused their research and service on the healthcare crisis in West Philadelphia. This led to the development of a school-based Community Health Promotion and Disease Prevention Program at Sayre Middle School (now a high school), formally launched in January of 2003. It functions as the central component of a university-assisted community school designed both to advance student learning and democratic development, as well as to help strengthen families and institutions within the community. It is now integrated into the curriculum and co-curriculum of both the public school and the university, ensuring an educational focus as well as sustainability of the program. Penn faculty and students now work at Sayre through new and existing courses, internships, and research projects. Sayre students serve as agents of healthcare change in the Sayre neighborhood.

A considerable number and variety of Penn academically based community service courses provide the resources and support that make it possible to operate, sustain, and develop the Sayre Health Promotion and Disease Prevention Program (SHPDPP). Literally hundreds of Penn students (professional, graduate and undergraduate) and some twenty faculty members, from a wide range of Penn schools and departments, work at Sayre. Since they are performing community service while engaged in academic research, teaching and learning, they are simultaneously practicing their specialized skills, and developing, to some extent at least, their moral and civic consciousness and democratic character. And since they are engaged in a highly integrated common project, they are also learning how to communicate, interact, and collaborate with each other in unprecedented ways, which have broadened their academic horizons.

In spring of 2004, the SHPDPP established a community board and applied to the U.S. Department of Health and Human Services for funding to create a federally qualified health center. The application was successful, and the Sayre health clinic opened in 2006 to serve students, their families and other community members.

Though it is still in its early stages, the successful creation and operation of the Sayre Health Promotion and Disease Prevention Program strongly supports the overall approach we have been working to develop since 1985: by identifying and actively trying to *democratically* solve a complex, significant, real world, *local community problem*, Penn can simultaneously help improve the quality of life in West Philadelphia, reduce the harmful effects of disciplinary fragmentation and narrow specialization, make important contributions to knowledge, and effectively educate students to be democratic caring, creative citizens of a democratic society.

Ira Harkavy is Associate Vice President and founding Director of the Center for Community Partnerships (CCP), University of Pennsylvania, and Executive Editor of Universities and Community Schools. An historian, Harkavy has written and lectured widely on the history and current practice of urban university-community-school partnerships and strategies for integrating the university missions of teaching, research and service. Dewey's Dream: Universities and Democracies in an Age of Education Reform, which Harkavy authored with Lee Benson and John Puckett, was recently published.

"...they are simultaneously practicing their specialized skills, and developing, to some extent at least, their moral and civic consciousness and democratic character."

One City Commissioner's vision convinced city and county government to work together to revitalize neighborhoods on Tallahassee's south side. This is that success story.

The COMMUNITY Neighborhood Renaissance Partnership, Inc.



By Rosa Ramos Morgan

Following research and personal observations about what didn't work in revitalization projects across the U.S., former City Commissioner Steve Meisburg convinced the school board, Florida State University, Florida A & M University, and Tallahassee Community College to join with the United Way of the Big Bend and corporate partners, Bank of America, Capital City Bank, and AmSouth Bank to form the Community Neighborhood Renaissance Partnership. Incorporated as a 501(c) 3 in 1999, these entities provide funding for the administration of a collaborative partnership between neighborhoods and the broader community.

The Renaissance Partnership targets the most economically, physically and socially challenged neighborhoods and empowers residents to take the lead in revitalizing their neighborhoods.

Each neighborhood drafts its own plan, outlining hopes and dreams for improving the neighborhood. These plans identify goals, strategies and responsibility for completing tasks. Some goals concern city funding, some concern assistance from our partners, and some goals are resident initiatives.

Florida State University and the Renaissance Partnership formed an advisory committee with representatives from each neighborhood to align resident needs with faculty and student resources. We then identified strategies for university resources to work collaboratively within the neighborhoods. Next, we embarked on service-learning projects. Currently, the Renaissance Partnership has secured commitments from the FSU Departments of Education, Urban and Regional Planning, School of Nursing, the College of Medicine, College of Information Studies, Florida A & M University School of Journalism and Tallahassee Community College for on-going service-learning, internships, and special projects. We also held neighborhood leadership training.



Volunteers fix and paint a resident's home, while others work on the yard.

One success story is the Apalachee Ridge neighborhood. That neighborhood developed a plan to address the digital divide, to improve communication between the schools and parents, and to provide educational opportunities to all ages through technology. The City of Tallahassee purchased a home and renovated it to accommodate 25 computers with high speed Internet access. The Learning Center opened in September 2003. Volunteers from FSU, FAMU and TCC meet one-on-one with center participants to provide orientation and guidance in technology, and also to tutor and mentor students in kindergarten through high school. Volunteers work with adult learners to identify needs and provide resources for career advancement, such as pursuit of a GED, a college degree or job training, and to strengthen community and civic involvement through technology. A volunteer neighborhood steering committee determines standards, implementation and day-to-day operation. In addition to after-school academic support programs for neighborhood youth, the Learning Center has conducted a summer computer repair/computer build program, a science demonstration for youth, web design classes and an on-going, general drop-in program. In the summer of 2006, we implemented the first Digital Media Camp, to provide 15 youth with instruction in audio and video production and web design. The Learning Center represents an investment of over \$400,000.



A mural by a local artist in the Learning Center.

In addition to the Learning Center, university-community collaborations have resulted in projects such as the first annual Healthy Soul Food Cook-Out, free flu shots, income tax preparation, bike and helmet safety, two health fairs, “Healthy Breakfast Make Better Grades” demonstration, and Careers in Medicine Day, among others.

In 2007, the Renaissance Partnership will step aside and graduate from the program the first neighborhood – Apalachee Ridge Estates. A core of dedicated residents is knowledgeable about their neighborhood and how it works, and knows whom to call when it doesn't. We have only to look at this neighborhood as an example of empowered, engaged citizens setting the standard for other neighborhood associations throughout each quadrant of the City of Tallahassee.

The Neighborhood Association formally adopted the Apalachee Ridge plan in August 2001. The Providence Neighborhood Association adopted its neighborhood plan in October 2003. Both plans are in implementation.

Rosa Ramos Morgan is founder and CEO of Community Assets, Inc., a consulting firm in Tallahassee, Florida, which is contracted to administer the Community Neighborhood Renaissance Partnership, Inc. Ms. Morgan has worked with non-profits and local governments throughout the southeast and the Caribbean in organizational development, board training and resource development.

Apalachee Ridge Learning Center.



In 1998, with its 50th anniversary in sight and a new Chancellor recruited to campus, the University of Wisconsin-Milwaukee (UWM) embarked upon the “Milwaukee Idea,” a renewed commitment to university-community engagement. Several factors made the timing right for this: (1) a new Chancellor seeking to strengthen the State of Wisconsin’s “urban university,” (2) Wisconsin was celebrating its 150th anniversary as well as the Wisconsin Idea—a progressive agenda that included the proposition that the “boundaries of the University are the boundaries of the state,” and (3) the greater Milwaukee community, facing both urban problems and opportunities, was seeking UWM, Milwaukee’s largest higher education institution, to be more engaged in studying problems and identifying strategies for their resolution.

The Milwaukee **IDEA** Institutionalizing Engagement



By Stephen L. Percy

For UWM, engagement is conceptualized as expanded “service” to the community. In the Milwaukee Idea, engagement is a major part of mission, right up there with research and teaching. Drawing upon Ernest Boyer’s conception of “The Scholarship of Engagement,” the Milwaukee Idea envisions engagement as a fundamental element of the academy, infused into and strengthening research and teaching. When fully actualized, engagement cannot be separated from the creation and dissemination of knowledge; instead, it is an integrated part of them.

Through the Milwaukee Idea, UWM faculty and staff are researching economic revitalization in a de-industrializing region, expanding public health and health promotion in disadvantaged communities, improving the educational achievement of students in local K-12 schools, restoring the freshwater in the Great Lakes, and creating technological innovations to support a new information economy in Southeastern Wisconsin. This research activity is possible due to the urban location of UWM and an appreciation in the community that the University is an important asset, not just in educating students for their role as citizens, employees, entrepreneurs and leaders, but also in creating and utilizing knowledge to benefit the community, region and state.

"...engagement is a major part of mission, right up there with research and teaching."

Engagement and teaching are also well suited to operate in tandem. Learning experiences once limited to classrooms (then spreading to web-based courses) are enhanced by a real-life experience that strengthens learning and the application of knowledge. With this in mind, UWM created an Institute of Service Learning to promote community-based learning experiences created to inform and enhance classroom instruction. Purposely selected opportunities to serve and learn in community settings, coupled with reflection on how that learning relates to theories and ideas explored in courses, is a powerful learning model. Students regularly rate service-learning experiences at UWM among the most valued parts of their undergraduate education.

Since its debut in 1999, the Institute for Service Learning and its faculty partners has brought into the community nearly 5,000 students who have contributed more than 75,000 hours of service to Milwaukee area nonprofits. In the 2006-07 academic year alone, nearly 800 students are enrolled in more than 20 service-learning courses with an equal number of faculty members and over 100 community partners.

The Milwaukee Idea has generated significant changes in the heart of the academy through creation of new degree programs. For example, Milwaukee-based foundations approached UWM to explore the feasibility of creating learning opportunities to support management and leadership in nonprofits. As a result, the UW Board of Regents approved an interdisciplinary masters degree in Nonprofit Management and Leadership. This program was launched in 2007, making UWM the first higher education institution in the State of Wisconsin to offer such a degree.

Universities that engage with communities generally see visibility of and appreciation for their institution rise in their community and state, which positively influences enrollments. For publicly supported institutions, enhanced visibility and recognized engagement is an important rationale for increasing public support.

The Milwaukee Idea at UWM has contributed to the following outcomes: (1) growing student enrollment, (2) enhanced visibility of and appreciation for the campus in the community and state, (3) expansion of state government dollars to the institution, (4) substantial growth in extramural dollars, including gifts and grants, and expanded experiential learning opportunities for students.

More information about the Milwaukee Idea at the University of Wisconsin-Milwaukee can be found in two volumes: *A Time for Boldness* (Anker Publishing, 2002) and *Creating A New University: Institutionalizing University-Community Engagement* (Anker Publishing, 2006).

Stephen L. Percy is a Professor of Political Science and Urban Studies and the Director of the Center for Urban Initiatives and Research at the University of Wisconsin-Milwaukee. He is also Director of the Milwaukee Idea office that supports UWM's efforts to create and sustain university-community engagement.



www.uwm.edu/milwaukeeidea/elements/wingspread.pdf

The inspiring story of the growth of civic engagement in the latter part of the twentieth century and the beginning of the twenty-first in American higher education demonstrates the success of a small group of committed and passionate change agents, and confirms Margaret Mead's famous aphorism. There is much to be proud of in that legacy.

Civic Engagement: **NEW** Directions and Challenges



By George Mehaffy

However, the story is largely an unfinished tale, as so many of the storytellers in this volume would confirm. So what lies ahead? What are the critical next steps and new opportunities? From my vantage point as the director of the American Democracy Project (ADP), let me report on our conclusions. Our project, with 224 campuses participating, began in the summer of 2003. Now almost four years old, we are taking stock of the past and looking towards the future. We have had remarkable successes: five national meetings, 10 regional meetings, two publications, two meetings of student newspaper editors at *The New York Times*, and 80,000+ results when performing a Google search using the unique term “American Democracy Project.” Even more remarkable, we have enjoyed all of these accomplishments without the aid of external funding. Most of the support for our project came from the commitment of our campuses to engage in the work of citizen preparation

Yet for all the success to date, this question persists: what goals remain missing or are at least elusive? In the American Democracy Project, we have always viewed our work as a subset of the civic engagement movement. We focus on institutional intention in creating civic outcomes for students. Civic engagement is a large umbrella with many meanings. For some, the work is about how institutions engage their communities. For us, institutional engagement is a necessary but insufficient condition. I can imagine institutions deeply connected to their communities but where the majority of students are still subjected to a traditional curriculum and undergraduate experience. For us, the critical focus is about the effect of the institution on student civic development. Therefore, for ADP, the critical work ahead lies in driving the commitment to civic engagement deeper into the core work of the academy. When civic engagement is defined in the way we’ve understood it – as the preparation of undergraduates to be informed, engaged citizens in our democracy – some of the work so far might be described as largely celebratory. Examples of celebratory activity include events such as Constitution Day, speaker series, voter registration drives, and a number of other activities that occur on many campuses. I do not wish to denigrate the work that has taken place because much of it is overwhelmingly positive. Yet too

often, the events are episodic or limited in the number of students they reach. There are notable exceptions, to be sure, such as Portland State University, where most seniors participate in capstone courses that are interdisciplinary, problem-centered, and community-based. But for far too many students in American higher education, citizenship preparation remains an incidental activity.

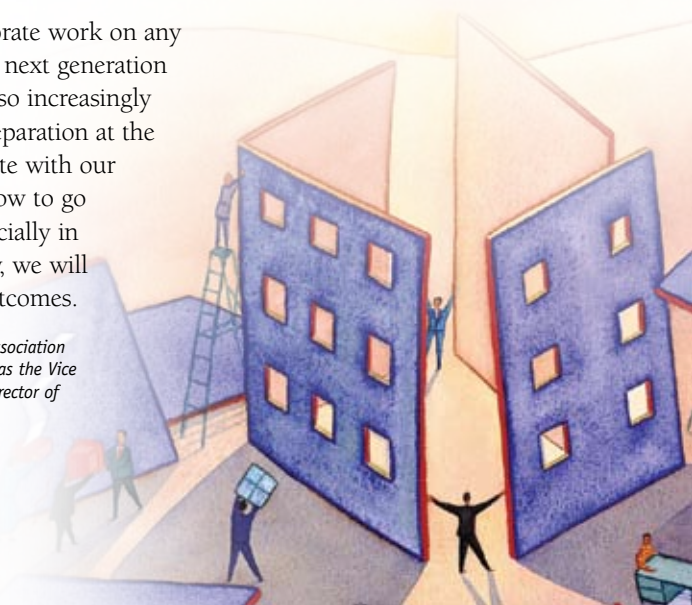
Part of what is needed is a more nuanced view of civic preparation. Too often, civic preparation tends to be conflated with service-learning. Yet to be adequately prepared to be informed and engaged citizens in our democracy, students need a preparation program with at least four elements: knowledge of our country and the principles of democracy; development of the skills of citizenship (organizing, communicating, working across difference, compromising, etc.); civic experiences (both on and off-campus); and reflection. At this point, thanks substantially to organizations such as Campus Compact, we've made great progress in creating experiences for students, mostly through off-campus service learning opportunities. However, we've done substantially less in encouraging reflection about the meaning of these experiences. Knowledge of our country and principles of democracy at times gets short shrift, especially in the quagmire we often find in general education. And finally, hardly any attention is given to the development of civic skills, at least as they are being conceptualized here. A robust reconsideration of the curriculum and core elements that are required to prepare undergraduates to be informed, engaged citizens must take place and become commonplace if our institutions are to succeed in their civic mission.

A more fully explicated vision of the preparation of undergraduates must be accompanied, in my mind, by much more thoughtful assessments of civic outcomes. Currently, we have inadequate measures of civic success, and much needs to be done in that arena. In the ADP, we made an effort to assess civic outcomes when we partnered with the National Survey of Student Engagement (NSSE), adding questions to the survey about civic behaviors. Yet across 32 institutions and 13,000 respondents, we found little that would discriminate between first-year and senior students, or distinguish between students at different institutions. Perhaps our questions were inadequate or the survey was too long. But a more troubling conclusion is that little is actually taking place in the way of civic education on our campuses. Unfortunately, we simply do not have answers to these important questions. The work of citizenship preparation will not advance unless we can measure our progress.

In the American Democracy Project, we will continue to celebrate work on any campus that affirms the institutional obligation to prepare the next generation of citizens. However, in our effort to be intentional, we will also increasingly focus on curriculum strategies that place the work of civic preparation at the center of the undergraduate experience. We hope to collaborate with our campuses in creating a more comprehensive framework for how to go about the work of citizenship preparation. We will focus especially in that framework on the development of civic skills. And finally, we will seek to develop new tools and strategies for assessing civic outcomes.

George Mehaffy is Vice President for Academic Leadership and Change at the American Association of State Colleges and Universities (AASCU). Before joining AASCU in 1999, Dr. Mehaffy was the Vice President for Academic Affairs at Eastern New Mexico University. He also served as the Director of the School of Education for San Diego State University From 1986-1994.

One ADP institution is the University of Wisconsin-Parkside (UW-P) in the Racine-Kenosha area. UW-P actively engages with The Johnson Foundation and many community groups to address local issues. UW-P is headquarters for Wisconsin Campus Compact and is recognized by the Carnegie Foundation for Teaching and Learning for its work in civic engagement.



BOARD AND STAFF

**The Johnson Foundation
Board of Trustees**

Helen P. Johnson-Leipold, Chairman,
The Johnson Foundation; Chairman
and Chief Executive Officer, Johnson
Outdoors, Inc.

Roger C. Dower, President,
The Johnson Foundation

Michael P. Dombeck, Professor, University
of Wisconsin - Stevens Point; Chief
Emeritus, U.S. Forest Service

James D. Ericson, Retired Chairman,
Northwestern Mutual

Howard L. Fuller, Director, Institute for
the Transformation of Learning, Marquette
University

Gwen Ifill, Moderator and Managing Editor,
Washington Week; Senior Correspondent,
The NewsHour with Jim Lehrer

Imogene Powers Johnson, Founding
Director and Chairman, The Prairie School

Janice C. Kreamer, President, Greater Kansas
City Community Foundation

Winifred J. Marquart, President,
The Johnson Family Foundation

Paul R. Portney, Dean, Eller College of
Management, University of Arizona

Frank H.T. Rhodes, President Emeritus,
Cornell University

Paula Wolff, Senior Executive, Chicago
Metropolis 2020

The Johnson Foundation Staff

Roger C. Dower, President

Barb Suprak, Executive Assistant
to the President

Program Staff

Theresa D. Henige Oland,
Director of Communications

Christopher A. Beem, Program Officer,
Democracy and Community, Family

Wendy S. Butler, Program Assistant

Lisa Piche, Program Assistant

Carole M. Johnson,
Program Officer, Education

Barbara J. Schmidt, Program Assistant

Administrative Staff

Lois Y. Berg,
Director of Administrative Services

Grazyna T. Elwell,
Accounting/Administrative Assistant

David Mancuso,
Administrative Support Coordinator

Kurt Wuerker,
Administrative Support Assistant

Don Guzzetta, Maintenance Supervisor

Arnold Card, Maintenance Technician

Adam J. Strasser, Maintenance Engineer

The Journal Editor

Theresa D. Henige Oland

Editorial Assistance

Grazyna T. Elwell

Graphic Design: Hare Strigenz, Inc.

Printing: TruLine Lithographing, Inc.

Inside Conference Photos: Brad Jaeck,
Photographic Design Ltd.

The *Wingspread Journal* is published
periodically, and focuses on either
Education; Sustainable Development;
or Democracy, Community and Family.
It is distributed free of charge. To be
added or removed from our mailing list:
kwuerker@johnsonfdn.org or 262-681-3328.

All design and content ©2007

The Johnson Foundation, Inc.

Reprint permission required:

info@johnsonfdn.org or 262-681-3351.

Connections

RESOURCES ON CIVIC ENGAGEMENT

Web Sites

American Association of Community Colleges www.aacc.nche.edu

American Association of State Colleges and Universities www.aascu.org

Association of American Colleges and Universities www.aacu.org

Campus Compact www.compact.org

Campus Outreach Opportunity League www.cool2serve.org

Carnegie Foundation for the Advancement of Teaching www.carnegiefoundation.org

Center for Information and Research on Civic Learning and Engagement www.civicyouth.org

Center for Youth and Community-Brandeis University

www.service-learningpartnership.org/ps or www.henceonline.org/organizations

Clearinghouse/National Review Board for the Scholarship of Engagement www.uga.edu

Coalition of Urban and Metropolitan Universities <http://appserv.pace.edu/execute/home.cfm>

Community College National Center for Community Engagement

www.mc.maricopa.edu/other/engagement

Community-Campus Partnership for Health www.ccpf.info

Consortium for the Advancement of Private Higher Education/Center for Urban Research and
Learning-Loyola University, Chicago www.luc.edu/curl/

Corporation for National and Community Service/Learn and Serve America

www.nationalservice.org

Educators for Community Engagement www.e4ce.org

HBCU Faculty Development Network Center for Civic Engagement and Social Responsibility-
Tougaloo College www.hbcufdn.org

Higher Education Network for Civic Engagement www.henceonline.org

The Higher Learning Commission of North Central Association

www.ncahigherlearningcommission.org

Imaging America www.ia.umich.edu

International Partnership for Service-Learning www.ipsl.org

Journal of Higher Education Outreach and Engagement www.uga.edu/ihe/jheoe.html

Michigan Journal of Community Service-Learning www.umich.edu

The Milwaukee Idea – UW-Milwaukee www.uwm.edu/milwaukeeidea

University Continuing Education Association Outreach and Engagement Community of Practice
www.ucea.edu

National Association of State Universities and Land Grant Colleges Council on Extension,
Continuing Education and Public Service www.nasulgc.org

National Service Inclusion Project www.serviceandinclusion.org

National Service-Learning Clearinghouse www.servicelearning.org

New England Resource Center for Higher Education www.nerche.org

Outreach Scholarship Conference www.learn.wisconsin.edu/outreach_scholarship/index.html

Pew Partnership for Civic Change www.pew-partnership.org

Service-Learning and Engaged Scholarship www.engaged-learning.net

Service-Learning Clearinghouse Project www.gseis.ucla.edu/slc

Service-Learning Research and Development Center-UC-Berkeley <http://gse.berkeley.edu>

RESOURCES ON CIVIC ENGAGEMENT

Books and Monographs

Building Partnerships for Service-Learning. Jacoby, Barbara, ed. San Francisco: Jossey-Bass, 2003.

Colleges and Universities as Citizens. Robert Bringle, Richard Games and Edward Malloy, eds. Allyn & Bacon Publishers, 1999.

Creating A New Kind of University: Institutionalizing Community-University Engagement. Percy, Steven L., Zimpher, Nancy L. and Brukardt, Mary Jane, eds. Bolton, MA: Anker Publishing Company, Inc., 2006.

Engaging Campus and Community: The Practice of Public Scholarship in the State and Land-Grant University System. Peters, Scott J., Jordon, Nicholas R., Adamek, Margaret, Alter, Theodore R., eds. Dayton, Ohio: Kettering Foundation Press, 2005.

Higher Education Collaboratives for Community Engagement and Improvement. Pasque, Penny A., Smerek, Ryan A., Dwyer, Brigid, Bowman, Nick, and Mallory, Bruce L., eds. Ann Arbor: National Forum on Higher Education for the Public Good, University of Michigan, 2005.

Kezar, Adrianna, Chambers, Tony C., Burkhardt, John C., and Associates. *Higher Education for the Public Good: Emerging Voices from a National Movement*. San Francisco: Jossey-Bass, 2005.

Maurrasse, David J. *Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities*. New York: Routledge, 2001.

New Directions in Civic Engagement: University Avenue Meets Main Street. Ferraiolo, Kathleen, ed. Charlottesville, VA: Pew Partnership for Civic Change, 2004.

Public Work and the Academy: An Academic Administrator's Guide to Civic Engagement and Service-Learning. Mark Langseth and William M. Plater, eds. Anker Publishing, 2004.

University-Community Partnerships: Universities in Community Engagement. Soska, Tracy M and Butterfield, Alice K. Johnson, eds. New York: The Haworth Social Work Practice Press, 2004. [co-published as *The Journal of Community Practice*, Vol. 12, No. 3/4, 2004].

The American Association of State Colleges and Universities and *The New York Times* Knowledge Network. *Democracy and Civic Engagement*. Washington, D.C.: AASCU, 2005.

Reports

Boyte, Harry and Hollander, Elizabeth. *Wingspread Declaration on Renewing the Civic Mission of the American Research University*. Ann Arbor: University of Michigan Center for Community Service and Learning, 1999.

Brukart, Mary Jane, Holland, Barbara, Percy, Stephen L. and Zimpher, Nancy. *Calling the Question: Is Higher Education Ready to Commit to Community Engagement?* A Wingspread Statement. Milwaukee, WI: Milwaukee Idea Office, University of Wisconsin-Milwaukee, 2004.

Campus Compact. *The Promise of Partnerships: Tapping into the College as a Community Asset*. Providence, R.I.: Campus Compact, 2005.

Ehrlich, Thomas and Hollander, Elizabeth. *Presidents' Declaration on the Civic Responsibility of Higher Education*. Providence, R.I.: Campus Compact, 1999.

Gottlieb, Karla and Robinson, Gail, eds. *A Practical Guide for Integrating Civic Responsibility into the Curriculum*. (Second Edition)

Long, Sarah E. *The New Student Politics: The Wingspread Statement on Student Civic Engagement*. Providence, R.I.: Campus Compact, 2002.

Robinson, Gail. *Community Colleges Broadening Horizons through Service Learning, 2003-2006*. Washington, D.C.: American Association of Community Colleges, 2006.

Torres, Jan ed. *Benchmarks for Campus/Community Partnerships*. Providence, RI: Campus Compact, 2001.

U.S. Department of Housing and Urban Development. "The Power of Partnerships: Celebrating 10 years of the Community Outreach Partnership Centers Program". 2004. (www.oup.org)

WINGSPREAD
JOURNAL

Our History

Wingspread was built in 1939, in Racine, Wisconsin. Frank Lloyd Wright designed Wingspread for the family of H.F. Johnson, Jr., who lived there from 1939 to 1959. In 1959, Mr. Johnson established The Johnson Foundation, with Wingspread as its educational conference facility. In 1989, Wingspread was designated a national historic landmark.

Conferences are held in both Wingspread and an adjacent building, "The House," where H.F. Johnson, Jr. and his wife resided from 1959 to 1978.

Over the years, the Foundation has sponsored thousands of conferences on issues ranging from arms control to education to sustainable development, and much more. National Public Radio has its roots in a Wingspread conference, as do the National Endowment for the Arts and numerous other organizations and movements. Presidents Gerald Ford and Jimmy Carter and Eleanor Roosevelt top the long list of distinguished conference participants.

Wingspread Conferences

Highlights of conferences that illustrate the depth and breadth of the Foundation's program area on Education. You can find a complete listing on The Johnson Foundation web site at www.johnsonfdn.org.



Creating Schools that Support Effective Teaching and Learning.

February 6-8, 2006

Creating Schools that Support Effective Teaching and Learning

Chicago's Renaissance 2010 is a multi-year initiative to create 100 new high-achieving schools to replace chronically low-performing schools. This conference brought together the leaders of schools slated to open in the fall of 2006 with national school start-up experts.

Co-sponsors: Chicago Public Schools, Chicago Community Trust, The Spencer Foundation, and The Johnson Foundation.

February 22-24, 2006

Engagement in Higher Education: Building a Federation for Action

Conferees explored opportunities for collaboration across different types of organizations committed to civic engagement and identified potential mechanisms to facilitate that collaboration. This is particularly important in light of the demise of the American Association for Higher Education, which had been the key convener.

Co-sponsors: Association for Community and Higher Education Partnerships, Campus Compact, Clearinghouse and National Review Board for the Scholarship of Engagement, Community-Campus Partnerships for Health, Michigan State University, National Service-Learning Clearinghouse, The Ohio State University, University of Wisconsin-Extension, and The Johnson Foundation.

March 10-12, 2006

The Knight Seminar for Education Editors and Supervisors

Editors focused on current, critical national education issues with key leaders and researchers in the field.

Co-sponsors: The Hechinger Institute on Education and the Media; Teachers College, Columbia University; and The Johnson Foundation; with major support from The John S. and James L. Knight Foundation; and additional support from The Joyce Foundation and Alliance for School Choice.

Archiving the Promise of Authentic Community – Higher Education Partnerships: A Community Partner Summit.



April 24-26, 2006

Achieving the Promise of Authentic Community-Higher Education Partnerships: A Community Partner Summit

Conferees discussed developing partnerships between community organizations and higher education institutions. Discussions emphasized lessons learned and concrete actions to strengthen the development of partnerships.

Co-sponsors: The Atlantic Philanthropies, Community-Campus Partnerships for Health, W.K. Kellogg Foundation, and The Johnson Foundation, with support from Community-Based Public Health Caucus of the American Public Health Association, National Community-Based Organization Network, and National Community Committee of the CDC Prevention Research Centers Program.

June 26-27, 2006

Wisconsin Private Colleges: Science, Technology, Engineering, and Mathematics (STEM) Initiative

The growing need for Wisconsin and the nation to become more competitive in mathematics, science, engineering and technology is well documented. Experts in these fields from private colleges around the state formulated a plan and implementation strategy to strengthen their capacity to address this need.

Co-sponsors: Wisconsin Foundation for Independent Colleges, Inc.; Rockwell Automation; and The Johnson Foundation.

August 3-4, 2006

A Clean Slate for Liberal Education

Nationally recognized scholars from a variety of disciplines discussed shaping an ideal vision of high school through college education to an educated citizenry for the 21st century.

Sponsors: The Johnson Foundation.

September 19-21, 2006

Essential Research on the Preparation of Secondary Science Teachers

Conferees examined the current state of research in science teacher preparation. Twelve white papers were prepared and reviewed by participants in advance of the conference. Conferees identified key questions and means for answering those questions.

Co-Sponsor: Knowles Science Teaching Foundation and The Johnson Foundation.

September 29 - October 1, 2006

The Superintendents Roundtable

For ten years, the Danforth Foundation led a major effort, based on recommendations stemming from a 1992 Wingspread conference, to meet the unique leadership needs of urban school superintendents. This conference built upon that work and set the plan to establish a new leadership forum for urban superintendents.

Co-sponsors: The College Board, W.K. Kellogg Foundation, ProForum, Inc., and The Johnson Foundation.

October 3-5, 2006

The Scope and Consequences of K-12 Science and Mathematics Teacher Turnover – Part I

Conferees defined the magnitude of teacher turnover among science and math teachers, identified the causes and implications for American education, the consequences of failing to address it, and made recommendations for action at the state and local levels.

Co-sponsors: National Commission on Teaching and America's Future, National Science Foundation, and The Johnson Foundation.



Essential Research on the Preparation of Secondary Science Teachers.



The Superintendents Roundtable.



2006-2016 Map of Future Forces Affecting Education.



United States Public Service Academy.

December 10-12, 2006

2006-2016 Map of Future Forces Affecting Education

The KnowledgeWorks Foundation, in 2005, commissioned the Institute for the Future to develop a map of the next decade for education. The Institute creates “maps” for corporations and foundations that provide both a graphic and text-based description of trends, issues and dilemmas facing the sector over the next decade, based on the Institute’s research on where the global society is headed. In the case of education, it looks at the issues from the perspectives of family and community, the marketplace, institutions, educators and learning, and tools and practices.

Co-sponsors: KnowledgeWorks Foundation, Institute for the Future, and The Johnson Foundation.

February 23-25, 2007

United States Public Service Academy

Legislative proposals to establish the U.S. Public Service Academy (modeled after the U.S. Military Academies) have been introduced in both the House and the Senate with bi-partisan support. Conference participants were among those who have served on eight task forces to flesh out the concepts and design for the Academy. This conference allowed representatives from each of the task forces to come together for the first time and integrate the work each task force has been doing.

Co-sponsors: United States Public Service Academy and The Johnson Foundation.

March 4-5, 2007

New Opportunities for Wisconsin Charter Schools

A Wisconsin legislative study committee will release a report during the 2007 legislative session focused on updating the state’s charter school laws. During the conference, charter school leaders, both nationally and from Wisconsin, developed strategies for implementing study committee proposals.

Co-sponsors: Wisconsin Charter Schools Association and The Johnson Foundation.

March 27-28, 2007

Examining Learning Outcomes at Work Colleges

Conferees from multiple sectors (higher education, business, healthcare, government, foundations) examined the connections between learning outcomes from the liberal arts, paid employment and service-learning at Work Colleges. Central questions discussed were: “How do work, community engagement, and service-learning, as a formal part of the curriculum, support a liberal arts education?” “What basic preparation is required for college graduates as future community and civic leaders entering the modern workforce?”

Co-sponsors: Housing Assistance Council, W.K. Kellogg Foundation, Work College Consortium, and The Johnson Foundation.

April 16-17, 2007

Reframing the Debate About Education Strategy

This conference brought together national education policy leaders to launch an initiative to reframe the country’s debate about education strategy. At the moment, critically important matters remain outside the discussion: the need to focus on motivating students and teachers, the potential of information technology in learning, the opportunities in state legislation to create fundamentally different schools and the question of whether the traditional system is economically sustainable – even in the fairly near term. This meeting is particularly timely with the upcoming reauthorization of the federal “No Child Left Behind” initiative.

Co-sponsors: Education/Evolving, The William and Flora Hewlett Foundation, and The Johnson Foundation.

June 8-10, 2007

Leadership and Diversity in the Academic Community – Joint Meeting with Medicine, Dentistry, & Law

Since an initial meeting at Wingspread in 2004, a consortium of P-20 educators, the bench, and the bar, committed to working across the educational continuum to improve the participation, persistence and success of diverse students in high school and college, have met six times and produced an action plan and an impressive number of papers and presentations as well as substantial increases in the numbers of law schools involved. The goal of the group is to enhance these students' aspirations and capacity for civic engagement and leadership. This conference will extend their work and engage the fields of medicine and dentistry who have a longer track record in pipeline work.

Co-sponsors: University of the Pacific McGeorge School of Law, American Dental Education Association, the American Association of Medical Colleges, and The Johnson Foundation.



Lt. Governor Barbara Lawton

**2007 Wingspread Conference:
Examining Learning
Outcomes at Work Colleges.**

June 13-14, 2007

Consortium of Liberal Arts Colleges

Six institutions have been involved in a project facilitated by the Teagle Foundation to improve assessment of student learning. Through this project, opportunities for cooperation that address the purposes of enriched learning and increased efficiency have occurred. This conference, with directed conversations on the advantages and disadvantages of work in consortium, identified areas for further collaboration and shared activity.

Co-sponsors: Augustana College, The Teagle Foundation and The Johnson Foundation.

June 22-24, 2007

Quantitative Literacy: Implications for Teacher Education

Increased demands for quantitative literacy among U.S. citizens, increased knowledge of how people learn, and concerns about quantitative skills of American students and their teachers make this a timely and important topic. Conferees will reach consensus on how best to educate for quantitative literacy, explore the use of research on best practices for teaching and learning in science and mathematics, document experiences with innovative approaches to teaching and learning quantitative literacy, and identify research topics about the education of teachers and quantitative literacy education.

Co-sponsors: Mathematical Association of America's Preparing Mathematicians to Educate Teachers (PMET) Project, funded by the National Science Foundation and The Johnson Foundation.

September 14-16, 2007

Electrifying the Higher Education Network for Community Engagement

This conference is a follow-up to one held in 2006 involving representatives of over 30 national higher education organizations involved in community engagement. The conference will extend the work completed since 2006 and will establish action goals for 2007-08. The objectives established at the prior conference have been achieved and a longer term strategic plan for the collaboration is needed to extend their work.

Co-sponsors: Higher Education Network for Community Engagement and The Johnson Foundation.

September 18-20, 2007

Using Research to Improve Outcomes for Young Children: Challenges, Strategies and Effective Action

NAEYC is the leading organization focusing on the education of young children and accredits programs that meet its high standards. This conference will bring together researchers and practitioners to identify and develop effective new ways to generate and use research to improve young children's development and learning. With the dramatic increase in attention to the expansion of pre-kindergarten programs for 3- and 4-year-olds, the need to bring what is learned through research to bear on the delivery of education programs is a high need.

Co-sponsors: National Association for the Education of Young Children (NAEYC) and The Johnson Foundation.



**The Knight Seminar for
Education Editors and
Supervisors.**

Our Mission

We cultivate ideas that sustain community – people living in harmony with one another and their environment.

We pursue this mission through Wingspread conferences, small meetings of thoughtful inquiry convened in an atmosphere of candor and purpose.

Our strategic interests are Education, Sustainable Development and the Environment, Democracy and Community, and Family. We also seek to advance the arts, help those with disabilities, and enhance the future of Racine and southeastern Wisconsin.

October 7-10, 2007

Student Migration Patterns Out of STEM Fields – PART I

Participants will examine student cohort data from participating institutions, review and synthesize information about student migration and design an interview protocol for use with students. Data resulting from this conference will inform the second, to be held in March 2008.

Co-sponsors: Washington University in St. Louis, Swarthmore College, and The Johnson Foundation.

October 18-20, 2007

Continuous Quality Improvement Network (CQIN)

Conferees will include community college presidents, faculty and senior officials from 16 colleges and several of their community partners. These college leaders have crafted a vision for a Continuous Quality Improvement Network (CQIN), through which they work together to build sustainable communities. At this conference, participants will identify implications for restructuring their institutions to achieve the vision, create plans for operating a shared innovations laboratory, and establish a timeline for implementing their multi-year strategy.

Co-sponsors: Continuous Quality Improvement Network (Grand Rapids Community College) and The Johnson Foundation.

October 22-24, 2007

National Board for Professional Teaching Standards

The year 2007 is the 20th anniversary of the establishment of the National Board of Professional Teaching Standards. Since its founding, the organization has developed rigorous standards and assessment processes for certifying accomplished teachers. Over 47,000 teachers have achieved national certification in 24 fields. This conference will focus on the extent to which the original goals of the organization have been achieved, identify areas of opportunity and change and identify strategies and actions to leverage those areas.

Co-sponsors: National Board for Professional Teaching Standards and The Johnson Foundation.

October 30 – November 1, 2007

The Scope and Consequences of K-12 Science and Mathematics Teacher Turnover – Part II

Conferees will identify strategies for stemming the teacher turnover in mathematics and science.

Co-sponsors: National Commission on Teaching and America's Future, National Science Foundation, and The Johnson Foundation.

Creating Schools that Support
Effective Teaching & Learning.



Southeastern Wisconsin and Racine Events

July 18, 2006

Building Relationships in Racine Unified Schools

Senior administrators and union leaders have formed collaborative relationships, resulting in greatly improved contract negotiations and settlement. They are now working on a new approach to resolving issues at the school level. This meeting showcased the new approach followed by relationship-building over dinner.

Co-sponsors: Racine Unified School District and The Johnson Foundation.

September 13, 2006

Racine Truancy Summit III

Community committees reported on their different approaches to reduce truancy rates in Racine. The committees represent a wide range of community interests including the courts, school district, law enforcement, district attorney's office, the city and county governments, and community based organizations. The State Superintendent of Public Instruction provided a state perspective on similar efforts across Wisconsin.

Co-sponsors: Racine County Truancy Committee and The Johnson Foundation.

December 7, 2006

Next Generation Now

The purpose of this event was to inform the Racine community of the needs of young children and a program that serves them.

Co-Sponsor: Next Generation Now and The Johnson Foundation.

February 13, 2007

Public Schooling in Racine: A Comparative Analysis—Year 9

The Public Policy Forum reported for the 9th year on the performance of the Racine Unified School District in comparison to nine comparable school districts in Wisconsin.

Co-sponsors: Education Racine, Inc. and The Johnson Foundation.

March 31, 2007

The Vision of a Parochial High School in 2020

Participants from throughout the community developed a framework for a new vision of the parochial high school of the future. The framework will provide the basis for the vision that will be further developed with substantial review and discussions with the larger community.

Co-sponsors: Racine Dominican Sisters and The Johnson Foundation.

May 8, 2007

Leadership Racine

Participants in the 2006-2007 Leadership Racine program reported on projects conducted throughout the year.

Co-sponsors: RAMAC and The Johnson Foundation.



Racine Truancy Summit.



Public Schooling in Racine: A Comparative Analysis - Year 9.

WINGSPREAD JOURNAL

The Johnson Foundation
33 East Four Mile Road
Racine, WI 53402
Return Service Requested

Non-Profit Org.
U.S. Postage PAID
Racine, WI
Permit No. 1191

