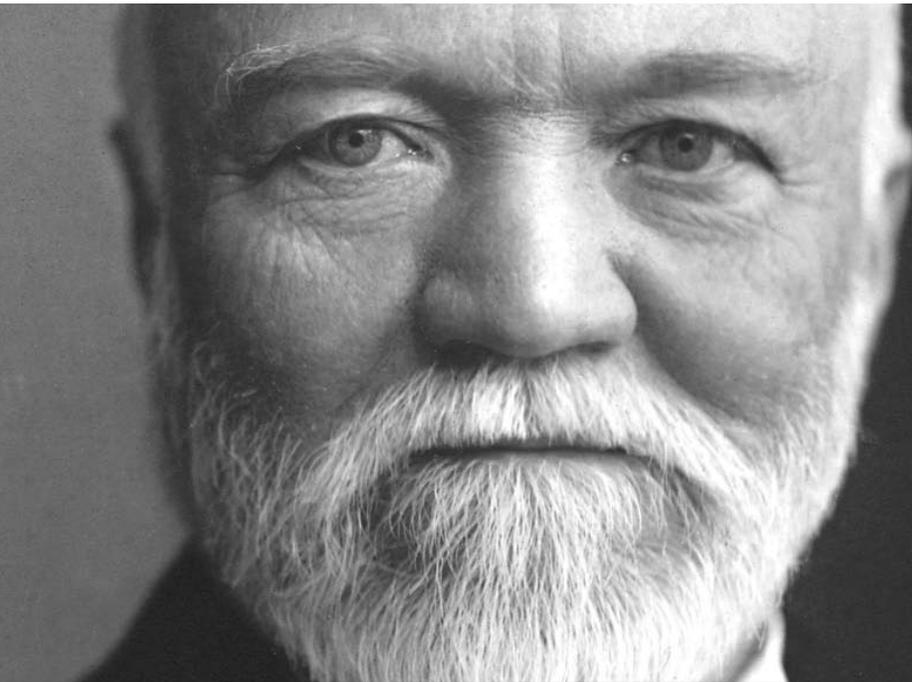


CARNEGIE CORPORATION OF NEW YORK:

*Meeting the Challenges
of the 21st Century*



Carnegie Corporation *of* New York

by **Vartan Gregorian**
President
October 1, 2007

Vartan Gregorian

In 1999, Vartan Gregorian's essay, *New Directions for Carnegie Corporation of New York*, provided the framework for the Corporation's grantmaking over the next decade. Now, after assessing the foundation's work, results and priorities in light of both new and ongoing challenges to our nation and to international peace, this new report, *Carnegie Corporation of New York: Meeting the Challenges of the 21st Century*, presents Vartan Gregorian's vision for the Corporation for the next five years.

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Introduction

In the history of institutions, changes in leadership have often provided opportunity for reflection on the mission, policies and practices of an organization and hence, an occasion for institutional renewal, reexamination, and rededication. Carnegie Corporation of New York is no exception. Soon after I joined the foundation as its president in June 1997, the Corporation's trustees, program staff and I together undertook an in-depth review of the scope and effectiveness of our past and current grantmaking processes and programs to enlighten us as to our future course of action. This effort involved consultation with scores of educators, scholars, scientists, journalists, business leaders, program practitioners, public officials, presidents of universities and colleges, and, naturally, the staff and leadership of many sister foundations and professional associations. Following this phase in the review, we submitted our recommenda-

tions for future grantmaking to the board of trustees for discussion and approval. Our plans were in harmony with our historical mission and legacy—and with Andrew Carnegie's mandate to the Corporation, which stressed the importance of assessing, from time to time, how the foundation was responding to the needs and issues of the current day—incorporated our comparative advantage in certain areas, and were intended to serve as a catalyst for change while taking the long view, as well. They also incorporated a new focus on working with partner foundations in implementing programmatic objectives and priorities and included an emphasis on both evaluation of our efforts and dissemination of what we learned as our work—and the work of our grantees—progressed. In 1999, this in-depth and thorough process culminated in the publication of a major report entitled *New Directions for Carnegie Corporation of New York*, in which we laid out our plans for the future and began the process of bringing greater cohesion to the Corporation's program directions.

Now, a decade later, as we face both new and continuing challenges at home and abroad, we thought it was imperative to once again subject ourselves to scrutiny, pose questions, and evaluate our programs and directions to be certain that our work had kept pace with the major changes in our society and around the globe and hence, that we were ready to go forward into the future. Key to this effort was to build on the goals we had articulated in 1999, particularly in terms of reducing any tendency toward program scatteration or creating program silos. As a result, we have now taken additional definitive steps toward implementing an even greater degree of integration in our grantmaking and promoting collaboration among program officers and across the areas in which they work.

Our overall aim has been to bridge continuity and change, and hence—as we did in the past—we once again embarked on a process, carried out over the course of a year, that involved consultation with grantees, advisors, staff and trustees, whose views we sought both individually and collectively. And once again, our efforts culminated in a Trustee Retreat, held in December 2006, during which our board members, along with my colleagues at the Corporation and I, worked toward the goal of integrating the program themes that had guided our grantmaking over nearly a decade. Throughout all our discussions and deliberations, our intent has been to sharpen our focus and ensure that we have strategies in place that will maximize our impact while continuing to build on the Corporation's great strength as an incubator of innovative ideas, catalytic research and transformative scholarship. As a result of our efforts, I am confident that we have created an integrated and more effective structure that organizes the foundation's programs under two major categories: International and National programs. These programs and subprograms will work collaboratively, building on each other's strengths, learning from each other's experiences and sharing knowledge.

All of our work—both as highlighted in the 1999 *New Directions* and in our current plans—is rooted in the deeply held convictions of Andrew Carnegie, who saw democracy and public education, as well as knowledge and its diffusion, as fundamental tools for strengthening the bonds of our society. In our democracy and its institutions—including libraries, universities, public education, centers of science and research, the free press and the justice system—he saw a form of government that provided equality before the law, freedom from authoritarian restriction, equal representation and, hopefully, equal opportunity. In education and the diffusion of knowledge, he saw the means to provide everyone with a chance to succeed and the pathway by which nations might come to resolve their conflicts peacefully. Education was not only a basic instrument for the creation of new knowledge, but a major force for democracy and a means for the enlightenment and self-improvement of individual citizens from every walk of life—both those who were born in the United States or, like himself, came here as immigrants.

Perhaps less well known is Andrew Carnegie's dedication to international peace, which he believed in and sought to promote with a fervor that equaled his commitment to advancing education and democracy. In Carnegie's view, capitalism provided no moral justification for war. *Reason* was the source men and women should look to in order to find solutions for conflict, and *competition* was the best substitute for going to war. As a rationalist, he believed in these principles; as a philanthropist, he thought he could act on them. In philanthropy, Carnegie saw a way to help create a world in which peace and stability were the bedrock values upon which all societies would be able to build bridges across the gulf that separates not only social and economic groups but also different states and nations from each other. In an era when the forces of globalization sometimes seem to be pulling humanity apart at the same time that they are pushing world markets and economies closer together, Andrew Carnegie's vision of

a world of potentialities—the potential for peace, for shared knowledge, for education and democracy to enlighten the lives of men, women and children everywhere—is one that Carnegie Corporation of New York continues to envision as well.

Andrew Carnegie not only had a breadth of vision, he also had something to say on almost every topic that interested him. For example, he once noted that historians are among those who lead us “onwards and upwards.” In that connection, I would be remiss in discussing the future directions of the Corporation without providing some highlights of its rich history.

A Brief History of Carnegie Corporation of New York

Historian and former Librarian of Congress Daniel Boorstin once remarked, “To try to create the future without some knowledge of the past is like trying to plant cut flowers.” I agree with him. In looking back over the impressive record of the Corporation, which spans nearly a century, it is plain we are not only reaffirming our historic role as an education foundation but also honoring Andrew Carnegie’s passion for international peace and the health of our democracy. Carnegie established Carnegie Corporation of New York in 1911 “to promote the advancement and diffusion of knowledge and understanding.” While his primary aim was to benefit the people of the United States, he later determined to use a portion of the funds for members of the British overseas Commonwealth. With this mandate and an endowment of \$125 million (later augmented by \$10 million), Carnegie dedicated his foundation to eliminating one of the “greatest causes of social backwardness”—ignorance.

Carnegie was assuredly a creature of his times, yet he succeeded in enunciating the principles of

philanthropy, as distinguished from charity, that are relevant today. To Carnegie, the aim should be “to do real and permanent good in this world.” The obligation of the rich was the betterment of their fellows, by placing the “ladders on which the aspiring can rise.” Libraries, museums, and universities were among the venues for reaching those “who have the divine spark even so feebly developed, that it may be strengthened and grow.” A maverick capitalist, Carnegie argued against inherited wealth, calling it bad for both society and the beneficiaries. Wealth aggregation, he argued, was necessary for progress and civilization, for “through it unimaginable benefits would be put into the hands of many,” but capitalists, “the anointed trustees of public wealth,” had a social and moral duty to administer that wealth on behalf of their fellows during their lifetime. His verdict was: “The man who dies thus rich, dies disgraced....” Carnegie gave away more than 90 percent of his wealth before he died in 1919.

As a self-educated man and firm believer in popular education (his formal education ended at the age of twelve), Carnegie thought that access to books should be a part of the birthright of every youngster and that public libraries, still an innovation in American life, should be an indispensable civic institution. Carnegie and Carnegie Corporation spent \$56 million to establish 2,509 public libraries, of which 1,681 were in the United States. In his relentless quest for new knowledge and world peace, Carnegie founded four trusts and three “temples of peace.” Among them, the Carnegie Endowment for International Peace was heavily supported by the Corporation, as were other operating foundations established by Carnegie, including The Carnegie Foundation for the Advancement of Teaching (CFAT) and the Carnegie Institution of Washington.

Carnegie ran the Corporation himself in its first eight years, continuing to create public libraries and making gifts for church organs, buildings and endowments, and cultural organizations. In

1917, with capital and initial subsidies from the Corporation, Andrew Carnegie established the Teachers Insurance and Annuity Association of America (TIAA). The story of how TIAA originated is actually one that points out the extraordinary effect that Andrew Carnegie's philanthropy has had on the quality of American higher education. While serving as a Trustee at Cornell University, Carnegie was shocked to discover that teachers, "one of the highest professions," in his words, earned less than his clerks and lacked retirement benefits. In 1905, he established the Carnegie Teachers Pension Fund—which later received a national charter by Act of Congress and became The Carnegie Foundation for the Advancement of Teaching—with a \$10 million endowment to provide free pensions to college and university teachers. But there were strings attached, and one requirement was that participating institutions had to have the highest academic admission standards of the day. As a result, colleges and universities across the nation raised their academic standards in order to join the pension system. Carnegie's biographer, Joseph Frazier Wall wrote, "With his pension plan, [he] had done more in a year to advance the standards of higher education within the United States than probably any carefully conceived program to accomplish that goal could ever have done." However, Carnegie eventually realized that even his personal wealth could not support the pension system's growth. Therefore, through Carnegie Corporation of New York, he made a \$1 million gift to establish TIAA. The association managed the retirement accounts that were jointly funded by teachers and their employers. Now called TIAA-CREF, it is one of the world's largest insurance companies, with over \$300 billion in assets. Raising the standards of excellence for America's institutions of higher education exemplifies how the Corporation's funding acted as a lever of social change, since inherent in the creation of TIAA was the idea that Americans were entitled to a secure income in their retirement, a concept that has been carried through in the creation of the Social Security system.

In the decade following the initial funding of TIAA (specifically, between 1920 and 1924), the Carnegie Americanization Study was published by Harper & Brothers Publishers. The ten-volume study grew out of the Corporation's concern with understanding the role of Carnegie libraries involved in social work with immigrants. It is not surprising, then, to note that today, in the midst of raging debate about acculturation and assimilation both in the United States and Europe, the Corporation continues to be focused on immigrant civic integration.

Reading through the Corporation's history is like being an archeologist who keeps finding more and more fascinating episodes that demonstrate how Andrew Carnegie's philanthropy made a real difference in a surprising variety of realms. For instance, in 1923, the Nobel Prize in Medicine for the discovery of insulin was awarded to Drs. Frederick Banting and J.J.R. Macleod, who conducted their groundbreaking experiments in a Corporation-funded laboratory at the University of Toronto. A decade later, in the 1930s, the Corporation enlisted Swedish economist Gunnar Myrdal to undertake a study of the "The Negro Problem and Modern Democracy." The resulting book, *An American Dilemma*, was published in 1944 and is still cited as a groundbreaking report on race relations in the U.S., one that raised the nation's consciousness about its race problem and was noted in the Supreme Court's 1954 *Brown v. Board of Education* decision to prohibit segregation in the nation's public schools. In the 1940s, Corporation funding helped to create the Educational Testing Service (ETS), a nonprofit organization aiming to "advance quality and equity in education by providing fair and valid student assessments." In 1956, the Corporation created the Foundation Center to support and improve philanthropy by promoting public understanding of the field and helping grantseekers to succeed.

In the 1960s, the Corporation began an era of working, in part, through commissions and task

forces. One example is the creation, in 1964, of the Carnegie Commission on Educational Television, which studied the role of noncommercial educational television in society. In 1967, the Commission published a celebrated report, *Public Television: A Program for Action*; its recommendations were adopted in the Public Broadcasting Act, which created the public broadcasting system. Another such entity—the Carnegie Commission on Higher Education—was established in 1967 under the leadership of Clark Kerr. Financed by the Corporation and sponsored by The Carnegie Foundation for the Advancement of Teaching, it produced over 150 seminal reports and books and led to the formation of the Federal Pell Grants program, which has awarded more than \$100 billion in grants to an estimated 30 million postsecondary students.

In 1965, Head Start was founded as a result of, among other factors, the Corporation's multi-year support of the High/Scope Educational Research Foundation's work on early childhood cognitive development. Also in the 1960s, Carnegie Corporation support contributed to the creation of *Sesame Street* and the Children's Television Workshop, ushering in an era of quality educational television for youngsters.

In the 1970s, after a long hiatus—and under the direction of Alan Pifer, who was president of the Corporation from 1965-1982*, and who brought to the Corporation a deep commitment to social justice both in the United States and abroad—Carnegie Corporation returned to grantmaking in South Africa, supporting the formation of “public interest law” projects that challenged apartheid policies in the courts. In the 1980s, the Corporation initiated a major study of poverty in South Africa, which was known as “the Second Carnegie Inquiry into Poverty and Development in Southern Africa.” The first study, issued in 1932 and known as the “Carnegie Poor White Study,” had been intended to document

the plight of poverty-stricken Afrikaners, but had the unfortunate and completely unintended effect of being used, in later years, to help justify apartheid. The new poverty commission was a way to close the books on the original study and create a document that revealed what life under apartheid really meant. Despite a hostile reception from the ruling National Party, the findings of the report were disseminated widely throughout the South African press and internationally. Francis Wilson, a respected economist at the University of Cape Town and director of the South Africa Labour and Development Research Unit at the university who also coordinated the poverty commission, said, “The report helped to inform the policymakers of the 1990s. Many people involved in the inquiry went on to assume leadership positions in the current government. It created a climate of informed opinion about poverty in South Africa and when the African National Congress came to power, they made the point that eradication of poverty was part of their agenda.”

In the 1990s, the Corporation created The Carnegie Task Force on Meeting the Needs of Young Children. Its 1994 report, *Starting Points*, was hailed as critical to raising the national consciousness about the need to focus on the healthy development of children—and support for their families—during the first three years of life. Also during this decade, the National Commission on Teaching and America's Future used support from the Corporation and the Rockefeller Foundation to publish *What Matters Most: Teaching for America's Future*, a 1996 report that provided a framework and agenda for teacher education reform across the country. In 1997, the Corporation published the final report of the Carnegie Commission on Preventing Deadly Conflict, the culmination of three years' work by Dr. David Hamburg, who was president of the Corporation from 1982-1997. He had chaired the Commission, along with Cyrus Vance, and their efforts were aided by a number of other distinguished national and international commissioners and scholars. The Corporation had

* Pifer was acting president of Carnegie Corporation of New York 1965-1967.

established the Commission in 1994 to address “the looming threats to world peace of intergroup violence and to advance new ideas for the prevention and resolution of deadly conflict.” During the course of its work the Commission produced more than forty scholarly and policy relevant publications covering an astonishing range of issues.

Programs that have been milestones for the Corporation in more recent years have often been undertaken in conjunction with other foundation partners. For example, in 2000, Carnegie Corporation joined with the Ford, Rockefeller and MacArthur foundations in an initiative that is now called the Partnership for Higher Education in Africa. Later, the William and Flora Hewlett Foundation, the Andrew W. Mellon Foundation, and the Kresge Foundation also became partners. Launched as a five-year effort, in 2005 it was renewed for five more years. To date, the funding partners have contributed over \$150 million to strengthen African universities in Ghana, Mozambique, Nigeria, South Africa, Tanzania, Uganda, Kenya and, more recently, Egypt and Madagascar. An additional \$200 million has been pledged by the Partnership, a mechanism by which the participating foundations provide both joint and individual support.

Our work on higher education in Russia is also supported by a partnership focused on a joint strategy of reinvigorating a post-Communist Russian university system that had, for the most part, abandoned regional intellectuals and scholars to the free-market uncertainties of modern life. In developing Centers for Advanced Study and Education (CASEs), which empowered universities to create academic hubs for scholars in the social sciences and the humanities and become vibrant intellectual communities for established and emerging scholars, the Corporation has worked with both the MacArthur Foundation and the Russian Ministry of Education and Science. (The Open Society Institute was also involved in the initial CASEs funding.) To date, nine CASEs

have been established in Russia and four more in the post-Soviet states.

The Corporation’s efforts to improve both teacher education and urban high schools are framed around collaborative efforts. In 2001 the Corporation launched *Teachers for a New Era (TNE)*, the largest teacher education reform effort in the country. The initiative, which also received support from the Ford and Annenberg foundations, grew out of a realization that schools of education in American universities are in a crisis: many cannot provide students with the knowledge, skills and competency they need to fulfill their professional obligations or society’s aspirations. TNE stressed that Schools of Education must become an integral part of their universities, drawing on every facet of these institutions’ resources to enrich their curriculum and they must, in turn, be integrated into the wider intellectual life of the academic community. TNE is grounded in three design principles: (1) building a culture of respect for evidence (2) effective engagement with the disciplines of the arts and sciences and (3) teaching as clinical practice. Through TNE, eleven higher education institutions are implementing institutional change on curricular, instructional, organizational and cultural dimensions, and thirty other colleges and universities participate in a TNE Learning Network.

Schools for a New Society, a Corporation initiative aimed at improving urban high schools (funded in partnership with the Bill & Melinda Gates Foundation), and the *New Century High School Initiative*, the program in New York City (funded by Carnegie Corporation, Gates Foundation and the Open Society Institute) both engage civic leadership as well as district superintendents in focusing on the urgency of increasing high school graduation rates. Both initiatives focus on school district reform, changes in school structures, district policies, school accountability, curriculum, teaching and leadership capacity, in order to significantly change the outcomes for the majority of students.

An area in which the Corporation took the lead is campaign finance reform. Our efforts to address this issue were prompted by the fact that the most severe impediments to voting and civic participation affect minority groups, immigrants and poor, elderly and disabled persons. In addition, the corrosive role of money in politics inhibits people from all walks of life from running for elected office, a fact that has increased cynicism about the political process and depressed voter engagement. In response, the Corporation embarked on a longstanding effort in support of campaign finance reform, work that has demonstrated the importance of patience, time and the strategic placement of resources. Corporation grantmaking in this arena—approximately \$19 million over 12 years (1992-2004)—is credited with having helped build the “modern” campaign finance reform movement.

Some of the programs that the Corporation has supported in recent years, which were conceived of and carried out under the guidelines of a specific time span, are coming to their natural end. Examples include some of those noted above, such as Teachers for a New Era, campaign finance reform and Centers for Advanced Study and Education in Russia. These factors also contributed to our determination to realign and integrate our program directions for the years ahead. Let me turn to those now.

National Program

In the *New Directions* report of 1999, we highlighted the fact that undergirding all our national grantmaking was the seminal idea that education and the strength of our democracy are inextricably linked. An example of how we will continue to actualize this idea in our grantmaking is that issues we have previously focused on in discrete program areas—including immigrant integration, advancing urban public education, teacher education, higher

education and literacy—will now be fully incorporated into National Program work. We believe that integrating our programs will help the Corporation to address the challenges of our knowledge-based economy, in which closing the gap between “the haves” and the “have nots” is becoming more and more dependent on the ability of citizens to access education through a high-quality system of schools all the way from kindergarten to university.

While earning a college diploma has a substantially greater economic value relative to high school completion than ever before, as a recent article in the *Financial Times* points out, “Earnings of the average U.S. worker with an undergraduate degree have not kept up with gains in productivity in recent decades.” The situation is grimmer for those who only finish high school, or drop out before earning a degree. Many economists and social critics worry about the fact that while corporate profits are up and salaries among professionals and at the higher rungs of the U.S. economy are soaring—at the same time that social inequality is widening—the benefits of the nation’s economic health are not being distributed with anything nearing equanimity to the great majority of Americans. In order to continue to be competitive on a global scale our nation needs *all* its citizens to be highly educated, intellectually agile, and trained in the technological skills required to meet the challenges of twenty-first century jobs.

American society needs both our public schools and institutions of higher learning to develop in students not only high levels of skills but also critical thinking capacities and the attitudes, values, behavior, understanding, judgment and mature decision-making needed to act responsibly in our knowledge-based economy, particularly with respect to individual and social ethics and the exercise of citizenship. After all, the value of an education lies in its ability to enhance men’s and women’s powers of rational analysis, intellectual precision and independent judgment, and in particular to encourage

a mental adaptability, a characteristic which men and women sorely need, especially now, in an era of rapid change.

It is clear, however, that it is not enough to concentrate only on the economic and competitive aspects of our national life. In our pluralistic society, it is equally important to strengthen the concept of citizenship and of the centrality of our democratic values for both native-born Americans and newcomers—adults and young people alike. Today, there are 18 million students enrolled in our universities; approximately 50 million youngsters attend our public schools and it is critical that all of them engage with our democracy and our democratic institutions. That is why the Corporation, in emphasizing grantmaking to strengthen American education, is incorporating into its work the understanding that we must reinvigorate and, as necessary, reawaken in all citizens—including newcomers—a deep appreciation for the institutions, traditions, culture, and historical legacy that are the essence of America and hence, of our society. The Bill of Rights, the Constitution, our courts, our universities, our electoral system: these are not abstractions serving as the backdrop to economic success. We cannot afford to become complacent about our commitment, as a society, to the principles and institutions that have provided freedom, political equality, and educational and economic opportunity to all Americans over the course of more than two centuries.

It is for these reasons that the Corporation's National Program is focusing on contributing to a robust American democracy fueled by increased educational opportunity, improved institutions of learning and successful integration of immigrants and other disenfranchised groups. Working towards these goals takes on added importance today because there is little doubt that America has entered a period of rapid and dislocating social change. Global forces challenge the capacity of our educational systems to prepare youth for economic self-sufficiency

and to prepare sufficient numbers of young people with the kind of high levels of knowledge and skills to maintain the United States as a world economic power. The United States finds itself in this first decade of the 21st century in an altered position in the world—facing terrorism from abroad and criticism of our country by many for failure to live up to the standards of openness and the democratic ideals of our national heritage. At home, growing economic inequality is fed by labor market shifts that place educational attainment as the key driver of individual success in far more dramatic ways than in past decades. And at this time, when academic achievement is the currency of mobility, racial and ethnic achievement gaps persist, most dramatically seen in the low and static high school graduation rates of African American and Latino students, especially males.

The United States is also experiencing increasing demographic change fueled by complex immigration patterns. The Census Bureau estimates that net international migration will account for more than half of our nation's population growth by 2015. While California, New York and Texas have the largest numbers of foreign born, the South is the region most rapidly changing through immigration. Immigration provides dynamism to our economy and to American culture. Immigrants infuse our society with energy, talent and renewed belief in the American dream. Yet, large scale immigration also forces American society to engage with the diversity of the world in language, culture and religion. This growing diversity demands strategies for civil and social integration for a successful pluralistic society to develop and thrive. The Corporation aims to contribute to efforts to reengage Americans with our democracy and with democratic institutions and to strengthen our common ground.

To sustain and nourish our democracy, we need to educate those who are already here and to integrate those who arrive on our shores. Thus, America faces the critical challenge of transforming public

education to prepare all students of all backgrounds for economic self-sufficiency, for living in a complex society and for participation in a pluralistic democracy. This requires overcoming the persistent racial and socioeconomic inequities in our public education systems, accelerating successful school reforms of the past two decades and creating not only isolated examples of good public schools, but rather creating whole systems of good schools. These schools must prepare their students—particularly low-income, historically underserved groups and immigrants—to graduate with the academic preparation required to succeed in higher education and with the knowledge, motivation, and opportunity to participate fully as citizens of a democracy.

Higher education too must change to meet the dual agenda of maintaining excellence and promoting equity in a changing global economy. American higher education remains the best in the world. Our colleges and universities provide both the liberal arts and technical education that have trained generations of leaders whose contributions to our nation are immeasurable. Many have been talented individuals from all across the globe who came here to study, and who then stayed, became citizens and contributed to our national life and to the progress of democracy. Higher education must maintain its excellence, especially with growing competition for the brightest students from so many outstanding universities coming to the fore in Europe and elsewhere. Higher education must generate broad leadership for a diverse and complex society, preparing more students who are born here and lack opportunity, or who are born abroad, for leadership roles.

Carnegie Corporation has long valued the university as a powerful engine of intellectual, cultural and scientific innovation and growth. Today our society needs this engine to prepare students to think conceptually and perform competently in business and the professions, especially teaching, and to prepare a technically skilled workforce ca-

pable of continuous learning. Moreover, we must draw many more of our young people into higher education so that even those who, in a different era, might have been prepared to be “skilled laborers” complete postsecondary education. Much traditionally “blue-collar” work has become more technical, requiring substantially higher levels of literacy and mathematics for problem-solving than ever before. Young people drawn to these careers will not be able to benefit from, or contribute to, our growing knowledge-based economy if they do not receive higher education. It is also, simply put, a waste of human potential *not* to educate America’s students to best of our ability—and theirs.

While education is the key opportunity conduit in America, it is also the foundation of our democratic society. It is through education that we are enlightened, that we begin to understand the nature of American polity, a pluralistic and multicultural society in which the unique can participate in the universal without dissolving in it. Indeed, education is the engine of American democracy and its unfinished and continuous agenda, providing to those who have not been able to partake in the socioeconomic and cultural benefits of American society a means to open doors that otherwise would be closed to them.

The Corporation views the expansion of educational opportunity as linked inextricably to the revitalization of democracy in times of rapid demographic change and increasing strain on economic mobility. This is foundational, yet not sufficient. Renewing our democratic institutions also demands direct attention to issues of civic participation and integration. In order for the Corporation to contribute to efforts across the country to address these national challenges, we have identified two major directions for our National Program grantmaking—**Creating Pathways to Educational and Economic Opportunity** and **Creating Pathways to Citizenship, Civil Participation and Civic Integration in a Pluralistic Society**—as described below.

Creating Pathways to Educational and Economic Opportunity

The Corporation's focus in this area is to help generate systemic change across the K-12 continuum as well as at the college and university level that is aimed at enabling many more students, including immigrants and historically underserved populations, to achieve academic success and to perform at the high levels of creative, scientific and technical knowledge and skill needed to compete in a global economy. Our high school reform work has been a critical strategy aimed at achieving this goal and has provided important lessons about the kinds of schools that support academic success for all students: they are personal-scale environments, where students are known well by their teachers; they are schools created by educators using a common set of design principles identified through research; their work is bolstered by leadership recruitment and support as well as teacher recruitment and professional development; and they are "partnership schools"—blended designs staffed by both public school principals and teachers working in collaboration with staff from intermediary, community and/or higher education institutions.

While these are the building blocks of an excellent education, there are others that must also be included in laying the foundation for sustainable change in U.S. public education, such as strengthening accountability. For example, few would argue that data-driven decision making is the hallmark of accountability. Yet developing effective and reliable systems of collecting and analyzing data in support of advances in teaching and learning is a daunting challenge for public schools, where data has been organized not for purposes of informing practice but for reporting to regulatory bodies. Improving the usefulness of national, state, district and school data; enhancing the capacity of states, districts and schools to track student achievement and outcomes; and increasing the ability of schools to access and employ data to improve instruction, are among the

kinds of efforts that would add to our nation's ability to both assess and enrich the educational experience of generations of students.

It is also clear that strengthening human capital is critical to creating good schools and excellent colleges and universities. Developing and sustaining a talent pool that produces high-quality teachers, principals and other educational leaders is especially important—though often very challenging—in a time when the institutions that must educate and train these individuals are themselves under pressure to meet the new and daunting demands of a society in flux. Yet, all the successful reforms in public education and university practices that the Corporation has supported or observed have included robust and focused strategies for recruiting, preparing and retaining high-quality leaders and teachers. Among other strategies, central to success in this area is developing greater knowledge about the elements of successful leadership and about promising approaches to strengthening leadership and teaching through recruitment, training, mentoring and support, including induction programs.

An additional concern is the need for all students who will be competing in a knowledge-based and globalized economy to graduate from high school with the literacy and math skills that will enable them, at least, to attend community college without requiring remedial courses. This is currently the minimum standard for entry into apprenticeships in such vocational areas as the building trades, technology and health care. More students—many more than schools are currently producing, especially among economically disadvantaged minority and immigrant populations—must also be prepared to substantially exceed these standards and earn a bachelor's degree. High schools need to do more to build a coherent set of standards and skills that will provide a pathway to success in college, as well as help students develop the creative and intellectual thinking skills needed for success at the higher levels of education.

In turn, colleges and universities must identify and integrate into the curriculum the knowledge, skills, broad competencies, and attributes that mark a successful graduate. This is a particularly important goal for the public institutions that educate seventy percent of the nation's students and prepare the large majority of its new teachers. The quality of teaching and learning in higher education must receive attention if we are to maintain a vibrant democracy and compete economically as a nation.

In that connection, mathematics is a critical gateway subject and core competency for college preparation and technical careers at all levels. The sciences provide both a method of approach to problem solving and the basic knowledge needed in our complex society for carrying out civic responsibilities such as serving on a jury (which might, for example, involve understanding the relevance of DNA test outcomes) or voting on social issues such as stem cell research. Developing coherent and demanding math standards, improving the teaching of math and science at the secondary level and, equally important, finding ways to address the shortage in math and science teachers at the middle and high school levels are all areas of Corporation concern.

A high level of literacy based on being able to understand the knowledge and information conveyed through written text is the foundational skill for all the competencies noted above. From the middle grades on through college preparation, standards and practices related to literacy and comprehension require both attention and improvement both for students who are native English speakers as well as for the increasing number of English-language learners in our nation's classrooms.

Creating Pathways to Citizenship, Civil Participation and Civic Integration in a Pluralistic Society

In *Democracy in America*, written in 1835, Alexis de Tocqueville noted that the United States was that rarest of places, a nation that actually belonged to

its citizens. Today, as America's citizenry becomes increasingly diverse, it is important to ensure that all Americans continue to be able to participate in our national life and, in turn, share the responsibility for the success of our democracy.

One key to maintaining the strength and vibrancy of the American democracy is to reimagine, strengthen and incorporate civic education as a core responsibility across the K-12 grades and in higher education, as well. Too often, civic education has been treated as a narrow subject-specific area and has little traction in the current standards and accountability environment. Rather, promising developments in civic education are found where it has been integrated along with other subjects as part of a broad college preparation curriculum. Young people need a deep understanding of the Constitution, the Bill of Rights, the importance of a balanced justice system and the many other institutions, rights, responsibilities, privileges and principles that are the framework for the life of our nation. Young Americans are tomorrow's leaders but without a rich civic education they will be ill-equipped to guide our nation through the challenges ahead.

Understanding the deeper meaning of being an American is also an important element of immigrant integration, which has been a focus of the Corporation's work for some time. Underpinning our efforts in this area is the need to answer these questions: *How do we, as a nation, help the approximately twelve million immigrants who are here legally but have not yet become citizens and the twelve million who are in the U.S. today but without legal status, to come out of the shadows and integrate into the communities in which they live? How do we help them become part of our national fabric?*

Together with increased educational opportunities, an emphasis on immigrant civic integration can do much to prevent fragmentation of our population and the exclusion of millions—conditions that may

affect even those immigrants who attain citizenship but remain “guest workers” who never fully participate in, benefit from, or contribute to the American commonweal.

Grantmaking activities across all the areas of our National Program will include research, policy analysis and advocacy, communications, support for promising innovations, demonstration programs and replications, and support for capacity-building in selected institutions to contribute to achieving the goals of the National Program. The Corporation’s work will be carried out in the context of collaboration with other foundations, when appropriate. One of the Corporation’s great advantages has been our commitment to the idea that *who* does the work mandated to us by Andrew Carnegie of “advancing and diffusing knowledge and understanding” is less important than making sure critical work actually gets carried out—and carried out successfully. Understanding where other foundations may have greater or different strengths than Carnegie Corporation, or complementary missions, and working with them toward common goals remains a priority for all of us.

International Program

While investing in national priorities, naturally, we cannot forget the current realities facing our world today, and hence, our international relations and obligations. These are especially critical now, when so many political, economic, ethnic, demographic, social, cultural and religious forces are in flux. The fast, and seemingly inexorable, pace of globalization, fueled by continuing technological and scientific advances, is improving prosperity in many parts of the world and breaking down geographic barriers. (In this context, however, it is important to note that over one-in-six people around the world continue to live in extreme poverty, on less than one dollar a day.) But globalization is a two-edged sword. The rising

tide of extremism has grown, in part, as a reaction to globalizing forces that are seen in some quarters as a threat to the existing order of things. At this juncture, foreign policy choices made by influential powers, particularly the United States, could either strengthen positive trends or deepen fragmentation along cultural, regional and religious divides. The interdependence of today’s international community also requires the active involvement of developing countries in advancing global cohesion and prosperity, in areas ranging from managing energy resources to the looming crisis of worldwide environmental degradation. In the age of globalization, their capacity to modernize and integrate with the rest of the world is a major factor in shaping the future.

While much depends on the actions of governments, nongovernmental organizations in the United States and around the world, and the foundations that fund them, have an important role to play. In open and democratic societies in which governments are influenced by the public, policy relevant think tanks, academic research centers and other institutions produce independent expertise, foster public and policy-level debate and build bridges across national and international divides. In developing countries with fragile civil societies, universities and libraries, along with other institutions, also preserve and protect cultures under stress from the accelerating process of globalization, generate and disseminate contextually relevant expertise, adapt global knowledge for local use and nurture the next generation of citizens and leaders. Given this context, the continuing attention of the nongovernmental sector to the underlying issues of peace and development is particularly critical now. In the United States, the events of 9/11 and the subsequent U.S. military involvements in Afghanistan and Iraq, along with increasing concerns about national security, have heightened the awareness of the American public about world affairs and have increased the prominence of foreign policy in national discourse. This factor, combined with the difficult foreign policy

decisions that face American policymakers and the public, amplify the responsibilities of private actors to assist in seeking solutions to global challenges. The economic progress underway in several developing countries also enhances the ability of non-governmental institutions to deepen the process of reform and revitalization. Universities and libraries have greater room to maneuver and greater ability to influence change.

The Corporation's International Program is designed to respond to these needs and opportunities, bearing in mind that while many of our ongoing program concerns remain valid, others have been altered by global trends or overshadowed by more pressing needs and a world that has grown increasingly complex. For example, the nuclear threat, which the Corporation has sought to address for more than twenty years, still looms large because of a multiplicity of factors, including the sheer numbers of existing nuclear weapons (and the potential for more to be built), the addition of India, Pakistan and North Korea to the nuclear club, Iran's nuclear aspirations, the growing international interest in nuclear energy and the possibility that nonstate actors, terrorist organizations among them, could acquire nuclear weapons. Russia's economic recovery and the reduced danger of direct U.S.-Russian confrontation have lessened Russia's centrality to U.S. foreign and security policy (while at the same time opening areas of regional competition such as in Eurasia). But the economic, military and strategic rise of China, India, Japan and, to a lesser extent, Russia has begun shifting the center of global gravity from the West to the East with as yet uncertain ramifications for U.S. interests or international stability. The drive for national self-determination that ignited conflicts in the immediate post-Cold-War period has been overshadowed by weak or collapsed states in which central governments are unable to provide basic services, guarantee security and prevent political anarchy or civil war. A problem that has been magnified since 1999 is the perceived gap between liberal Western

and mostly traditional Muslim societies, fueled in part by 9/11 and the events that followed. In the international development area, some countries in sub-Saharan Africa and Eurasia have begun the process of economic recovery, but much remains to be done by their national leaders to build viable institutions and deepen reforms within those institutions.

In seeking to advance an agenda that has international peace at its core—as it was for so much of the philanthropic work of Andrew Carnegie—the International Program will focus on several specific, but interrelated grantmaking areas, as described below.

Nuclear Security

Nuclear weapons and their proliferation to states and nonstate actors remain, arguably, the biggest threat to humanity than can be managed and reduced through policies and actions. While the potential use of nuclear weapons by a major nuclear state has diminished with the end of the Cold War, the nuclear threat has not disappeared but has splintered into many separate threats, some of them even more difficult to discern or address. Earlier concerns over Russia's nuclear arsenals based on the country's economic problems, political uncertainty and a tremendous pool of scientific talent have been largely alleviated. Russia's economic rise, combined with major efforts of the international community, particularly of the Nunn-Lugar Amendment to the Soviet Nuclear Threat Reduction Act of 1991, which offered millions of dollars to assist the Russians in their control and disposal of nuclear warheads, have reduced concerns about Russia's nuclear arsenal.

However, other sources of nuclear danger have since arisen. China is modernizing its nuclear weapons in an environment devoid of bilateral and multilateral discussions. Nuclear weapons and materials in India and Pakistan continue to cause concern, while the relevancy of the Nuclear Nonproliferation Treaty (NPT) also has been undermined by North Korea's withdrawal from the treaty and Iran's pur-

suit of nuclear energy without adequate safeguards despite it being a signatory. The lack of movement among the original nuclear powers toward the elimination of nuclear weapons—a commitment enshrined in the NPT—as well as growing international interest in nuclear energy, further erodes the current nuclear regime. All these factors heighten prospects that nuclear weapons may proliferate and be used, and make it both logical and imperative that nuclear security remain a central feature of the Corporation’s International Program. In doing so, we will continue to support policy relevant research and outreach to the policy community and public on this crucial theme. Building on more than a quarter century of experience in supporting Track II diplomacy, including early efforts involving Soviet and American, and later Indian and Pakistani, experts and policymakers, we also will continue to promote this mode of engagement in the volatile and high stakes cases of North Korea and Iran. In this connection, it is heartening to note that in a recent *Newsweek* article, new UN Secretary General, Ban Ki-Moon voices support for engagement and dialogue that takes place “behind the scenes, since that is where the potential for success is often greatest.”

U.S. Global Engagement

The nature and scope of challenges to the United States and international security require cooperative measures. Whether the dangers stem from nuclear weapons, terrorism, states at risk, underdevelopment, or the interplay among them, they cannot be addressed by a single power, no matter how dominant. The special standing of the United States in the post-Cold War unipolar world has led to foreign policy decisions and actions that have put our nation at odds with its traditional allies and other major powers. U.S. engagement with the world needs to be redefined to effectively manage the interlocking challenges of today while also moving toward a more secure and prosperous international environment for the future. This requires building new kinds of relationships with both major and emerging powers.

While deepening global engagement, the United States must also be mindful of international trends and their implications for national and international security. New thinking is needed about near- and long-term strategic challenges, particularly in light of the rise of China, India, Russia and political, economic and military developments in the European Union, the diverse “Islamic world” and in other parts of the globe. Independent research institutions, including think tanks and academic-based centers are able to focus their expertise and attention on policy trends without having to respond to the daily demands that preoccupy policymakers. These institutions also have the ability, enhanced by their international reach and reputation to engage with experts and policymakers outside of the United States, either through Track II-type meetings or through other forms of engagement. The Corporation will capitalize on these advantages through efforts such as engaging experts and policymakers from the United States, China, India, Russia and possibly other countries to address specific issues and through policy relevant research and outreach on U.S. foreign and security policy.

States at Risk

Today, more than a quarter of the world’s states are considered at risk of instability or collapse. In the post-9/11 era, there has been increasing recognition that such states not only imperil lives at the local level, but also threaten security and stability around the globe. Not surprisingly, states at risk are found in regions of the developing world where national borders are particularly porous and under persistent stress from internal and external forces. Most have emerged from violent conflict and, as recent history attests, have a better than even chance of relapsing into warfare given the failure of external “peacebuilding” efforts to create viable, effective states capable of protecting their citizens and providing for their basic needs. Ongoing challenges in Iraq and Afghanistan, as well as troubling developments in other parts of the world, have highlighted the scope of the prob-

lem while also complicating efforts to build political consensus around U.S. and international responses. Given authoritative predictions about a coming proliferation of states at risk, the ability of developed countries to devise cooperative, coherent and effective approaches to this problem represents one of the most urgent security—as well as development and humanitarian—challenges of our age.

Despite almost two decades of post-Cold War experience with states at risk, from Haiti and Bosnia, to Somalia and East Timor, the lessons from these interventions have not been adequately absorbed and operationalized by policymakers. The international community has generally approached each succeeding crisis as if it were the first time, with great inefficiencies in human and material resources. Recent institutional reforms at the UN and by U.S. and European governments designed to address this shortcoming have yet to have significant impact on the ground. Compounding the problem has been a dearth of trained experts who combine a broad range of interdisciplinary skills from such fields as international development, law and security. There also is growing understanding that, ultimately, states cannot be made to work without local “ownership” of the peacebuilding process. While scholarship has identified the key elements of state reconstruction, major disagreements remain about how, when, by whom and—of particular concern—for how long outside assistance should be provided. The Corporation will respond to these challenges by helping develop a cadre of informed experts capable of advancing policies and practices in this area, and by supporting high quality research and the integration and synthesis of best practices that provide useful insights to policymakers and practitioners about the nature of the problem and possible solutions.

Islam Initiative

Since September 11, 2001, it has become clear that no thoughtful—and realistic—organization can work in the international arena without deepening

the breadth and scope of our knowledge and understanding about Islam as a religion, about Islamic civilizations, and about Muslim states and societies. Estimates are that 1.2 billion people around the world are Muslims—but like members of the other Abrahamic faiths, Christianity and Judaism, they are not a monolithic entity, nor are they all of one race, one ethnicity, one language or even one region, as Islam is prominent in areas stretching from North Africa to China to Indonesia. Our Islam Initiative will work in tandem with our Carnegie Scholars Program, which for four years has been focused specifically on Islam and has supported 74 scholars studying issues relating to Islam and to the more than 50 states and societies with predominantly Muslim populations. Corporation-supported scholarship has focused on such areas as how Islam is practiced and interpreted in societies where it is either a majority or minority religion and how Islam has influenced—and has been affected by—the process of globalization.

Understanding both Islam as a world religion and Islamic civilizations is one facet of the Corporation’s grantmaking, but so is gaining greater understanding of the role of Muslim communities in terms of America’s national life: today, the U.S. Census Bureau estimates that there are close to 2.5 million Muslims living in the United States, and those numbers are on the rise. They comprise one more stream in the multiplicity of ethnic, racial, linguistic and religious groups that for more than two centuries have come to the United States and contributed to the rich social and cultural tapestry that is our nation. And like others before them, they too must be integrated into our society and engage positively with our democracy and our democratic institutions. Our strength as a society and a democracy is rooted in our diversity and in the concept of *E Pluribus Unum*; both are necessary for the strength and development of our democracy.

Higher Education in sub-Saharan Africa and Eurasia

Education, especially higher education, is a lever of

change within societies. Emerging countries in particular need higher education to modernize, advance and close the gap with the developed world. This requires first-rate universities with capabilities to train political, business, nonprofit and academic leaders. But creating such universities takes resources, knowledge and skills. Today, many universities in developing countries are grossly underfinanced, inadequately supported by governments and suffering a brain drain, while the pressure for expansion is increasing due to universal secondary education policies. In much of Africa and Eurasia, declining financial resources in the 1980s and the 1990s depressed subsidies for faculty salaries, libraries, laboratories and physical plants and have led to deteriorated conditions.

While leading universities in Africa and Eurasia have now begun the process of revitalization, they still face severe challenges. Among these are the quality of research, teaching and training that stem from outdated curricula, aging faculty and lack of such key elements as access to literature and information, interaction with international academic communities, infrastructure, opportunities for research and professional advancement. Another major challenge is inadequate leadership and managerial skills, including the skills to mobilize resources for the university and manage research operations. As the universities face growing pressures to become locally relevant, globally competitive and financially self-sustaining, they require leadership skills beyond the traditional academic credentials. In addition, educational content and modes of teaching are out of date and are not generating the knowledge and skills needed by employers. A particular challenge for Africa is the education of women. Despite some recent progress, most women face formidable barriers to full equality and lag behind in social and economic status. Even though there is nearly universal agreement about the importance of female education to development, women constitute less than 26 percent of university entrants in Africa and are equally underrepresented in academic positions.

The Corporation has focused on strengthening universities and academic communities in sub-Saharan Africa and Eurasia since 1999. Going forward, in sub-Saharan Africa we will sharpen our focus. While the Corporation's core commitment to strengthen the institutional capacity of eight universities in the countries of South Africa, Tanzania, Uganda, Ghana and Nigeria is scaling down, we will continue to fund certain institutions, though moving away from support of infrastructure-type programs to initiatives that strengthen teaching, learning, research, scholarship, leadership and entrepreneurship in these universities. This work, which we will continue to carry out both on our own and as part of the Partnership for Higher Education in Africa—a collaboration among the Corporation, the Ford, Rockefeller, MacArthur, Hewlett, Mellon and Kresge foundations—will entail enhancing existing programs and exploring opportunities for new ones, particularly in the areas of leadership, management and entrepreneurship. One of the most impressive outcomes of this foundation partnership has been that co-funding enabled universities in several sub-Saharan countries to form a consortium to purchase a six-fold increase in online bandwidth and share Internet capacity at lower rates—a critical step toward parity in the digital world.

Along with our investments in universities, we cannot forget the importance of individual scholars in the crucial area of the sciences as well as the humanities and the social sciences. This is particularly true in those developing countries of sub-Saharan Africa, where the emphasis on science and engineering has resulted in a tendency to neglect the cultural legacy and history of the continent, which should not be outsourced but preserved and promoted by indigenous talent. Hence, we will be undertaking a major new program of graduate-level research fellowships for the humanities as a means of strengthening this discipline and building a critical mass of scholars in sub-Saharan Africa where academic communities have limited access to world litera-

ture, networks and associations. This work will be administered for the Corporation by the American Council of Learned Societies. To further strengthen individual capacity, the Corporation also will support regional networks in selected scientific fields, including a new Regional Initiative in Science and Education (RISE), which is administered by the Institute for Advanced Study and the Third World Academy of Sciences. We expect the program to eventually be scaled up by the World Bank, other large-scale donors, and African governments.

As part of strengthening higher education in the former Soviet Union, the Corporation has created nine CASEs in Russia that are located at leading universities across the country and four CASE-like centers in other parts of Eurasia (Armenia, Azerbaijan, Belarus and Georgia). The CASEs provide financial and programmatic support to academics working in the social science disciplines and opportunities for their interaction with colleagues within and outside of Eurasia. While support for the Russian CASEs is being phased out, funding for the other centers (Armenia, Azerbaijan, Belarus and Georgia), which were established more recently, will continue. Moving forward, greater emphasis will be paid to promoting international networks, interactions between and among Corporation-created centers and strengthening the leadership skills of the individuals associated with the centers and their host universities.

Libraries and Information

As with universities, libraries are levers of change within societies because access to knowledge and information is a critical factor in modernization, advancement and economic competitiveness. In developing countries, public and university libraries serve a central role in improving literacy levels, increasing access by students and the general public to books, journals and eventually to information technologies. In some areas they also serve as auxiliary classrooms and even provide the only place where a student from a crowded home where basics such as electricity may

be lacking, can find to study. In addition, access to knowledge and information through electronic communication is enabling some developing countries to work more rapidly toward their economic, political and social goals by capitalizing on the research, development and investments made by others. In many parts of the developing world, libraries are key providers of access to electronic communication.

In the resource-scarce environment of African countries, libraries are given a low priority by governments and international funders alike. With the exception of those in South Africa, most are in a parlous state with severely deteriorated infrastructure, stock and services. Reflecting the interests of Andrew Carnegie, the Corporation has been making major investments in sub-Saharan African libraries. Corporation resources will continue to be directed toward revitalizing public and university libraries in sub-Saharan Africa, including their capacity to interface with the digital world of knowledge and information. As they do all over the globe—but particularly in developing countries—libraries serve as levers of change within societies because they provide access to knowledge and information is a critical factor in modernization, advancement and economic competitiveness.

Other Programs

Carnegie Corporation's support of efforts to strengthen American democracy both to enrich and secure our national life as well as to help fulfill our international obligations would be diminished if we did not take account of the role that journalism plays in these endeavors. That is why, in 2005, along with the John S. and James L. Knight Foundation, we launched the Carnegie-Knight Initiative on the Future of Journalism Education, which is based on our conviction that preserving the fundamental institutions of our country and our freedoms

requires the functioning of the kind of free and vibrant press that for so long has been one of the pillars of our participatory democracy. This means that we continue to need well-educated journalists who are analytic thinkers, clear writers and communicators and who have in-depth understanding of a wide range of subject matter and of the complexity of issues facing the modern world. To help us shape an initiative aimed at achieving these goals, prior to launching our journalism initiative we asked McKinsey & Co., on a pro bono basis, to undertake a survey for Carnegie Corporation of more than 40 of the country's most prestigious news leaders, asking for their ideas about the future of American journalism to help the Corporation shape a program to improve and revitalize journalism education. Their responses indicated a clear and urgent need for schools of journalism to help reporters build specialized expertise that will enhance coverage of complex subjects ranging from medicine to economics to international conflicts, and to understand the languages and cultures of distant parts of the world as well as appreciate the ethical dimensions of their work and prepare them for the pressures they will face in a 24/7 competitive news environment. At the same time, we were engaged in ongoing conversations with the deans and director of five of America's most prestigious journalism schools—at the University of Southern California, Northwestern University, Columbia University, the University of California at Berkeley, and The Joan Shorenstein Center on the Press, Politics and Public Policy at Harvard University—about the future of journalism education. The resulting Journalism Initiative has curricular reform at its core and includes an emphasis on integrating journalism schools into the wider intellectual life of the academic community so that the education of journalism students is enriched by the resources of the entire university. The presidents of all five universities have recently reaffirmed their commitment to fund the third year of this ongoing initiative, which now includes four more exemplary journalism schools at the University

of Maryland, the University of Missouri, Syracuse University and the University of Texas at Austin. The Journalism Initiative will be expanded in 2008 to include three more schools and then capped at that twelve-university membership. In the future, an international cohort may be added to the initiative to strengthen the links between American and international journalism schools.

In the same vein, both our International and National programs recognize the role of creative and innovative leadership to the strength of their work. Indeed, supporting pioneering leadership has always been a hallmark of Corporation grantmaking. To underscore our belief that strong leadership at our universities is especially critical, in 2005 we launched our Academic Leadership Awards, which honor leaders of institutions of higher education who have an abiding commitment to liberal arts and who have initiated and supported curricular innovations, including development of interdisciplinary and multidisciplinary programs that aim to bridge the gulf between the theoretical and the practical. In addition, the award honors leadership that actively supports K-12 school reform, strengthens teacher education and emphasizes community outreach. Though previously given on a biennial basis, the award will now be presented annually to highlight the synergy between academic excellence, intellectual rigor and innovation, and exemplary education throughout every level of American schooling.

Since 1921, the Corporation has always had some funds put aside outside the main program foci to allow the foundation to support projects that are related to the Corporation's history and/or present a one-time only funding opportunity. Given the demands on the Corporation's budget and the number of new initiatives being launched foundation-wide, these projects, which are supported through the Corporation's Special Opportunities fund, will likely be few in number. No unsolicited proposals will be accepted. Rather, program staff members founda-

tion-wide who receive proposals that they consider “special opportunities” will make the case for support from this fund, probably once or twice a year. Unlike grants that are given as special opportunities, there are times when a cluster of grants or a larger investment in an important idea or project can succeed in focusing attention on a particular priority of the Corporation’s strategy. Such Special Initiatives are not every-year commitments but carefully thought out responses to pressing issues or opportunities often outside direct Corporation programs. These initiatives are always Corporation sponsored and outside proposals or nominations are not accepted.

Conclusion

Andrew Carnegie once pointed out that, as citizens, we have a duty to do “real and permanent good in this world.” Today, he would undoubtedly be gratified to see how many Americans believe in that adage as deeply as he did and how consistently and generously his fellow citizens put that belief to work through charity, philanthropy and volunteerism. In the United States, at the present, the “Independent Sector” that Carnegie envisioned and helped to create has become a vast local and national network that includes foundations, nonprofit organizations, volunteer associations, and service groups, among others. The Independent Sector is diverse and it is growing. Over time, it has come to play a role that complements federal, state and local efforts on behalf of our society. It has contributed greatly to the evolution of the institutions of our democracy. It has been a true engine of growth for our civil society. This sector, which comprises more than 1.4 million organizations, provides a large measure of the nation’s low-income housing, a substantial amount of its higher education and research institutions and is a critical component of K-12 education, as well. Our nonprofits provide a significant portion of the nation’s health care, much of its human services and

almost all of the arts. Nonprofits address the needs of underserved and disadvantaged populations by providing billions of dollars in services and programs. This sector tackles complex social problems that other sectors are either unwilling or unable to address. In all of these areas, philanthropies help nonprofit organizations develop innovative programs. It has been said that philanthropies and their nonprofit partners are one of the most important research and development arms of our society.

As a member of the Independent Sector and of the Council on Foundations, Carnegie Corporation of New York has always invested—and continues to invest—a significant portion of its resources in national organizations such as universities, think tanks, and a wide range of nonprofit groups that are at the forefront of advancing education, knowledge, and international peace. We provide this support because we believe that these institutions and organizations are the true agents of change in our society and around the globe and that it is the obligation of foundations such as ours to facilitate their work, which is in harmony with the ideals of Andrew Carnegie, our founder and first president, and to partner with them in realizing their goals. There are times, however, when due to an absence of leadership, inertia, apathy, institutional rivalries, competing political agendas or other factors, major issues of national and even international importance are not clearly and readily addressed. It may be that this failing can be attributed to the fact that it requires many voices to be raised in unison and cooperative efforts to be undertaken by a variety of groups and organizations. In such situations, the Corporation has felt compelled to help fill the vacuum by acting as a catalyst, a convener or by funding initiatives we have developed in order to address such challenges because we believe that the failure to discuss, debate and act on critical national or global problems can have corrosive and sometimes long-lasting effects. In an era of globalization, when knowledge and scholarship are becoming increasingly universal and universally accessible, problems,

too, with all their complexity, no longer recognize borders of geography, language, time, culture, or myriad other factors and so they demand an integrated approach. They demand the best ideas from all of us and the wisdom to work together to see that ideas turn into actions and solutions.

To help meet the challenge of sharing ideas and results, Carnegie Corporation, with its rich history and long tradition as an important independent voice in America's progress, has developed a Dissemination Program, which is designed to lift issues of critical importance onto the national agenda. This is why the program has devoted significant resources to ensuring that wide dissemination of the issues addressed through our grantmaking and actualized by the work of our grantees is an integral part of all our efforts. Additionally, the Dissemination Program has made investing in the professional development of our grantees a major priority so that we can work together more effectively as partners and colleagues in not only the creation of knowledge but in making that knowledge as widely available and accessible as possible.

We believe that the dissemination of ideas, of lessons learned, and the outcome of the projects we support are among the most crucial public roles that a grantmaking foundation can play in contributing to the betterment of our society and the promotion of international peace. But in this regard, we recognize, also, that our role is only one of many: we should support those organizations and institutions that have a clear vision for positive change and effective programs to carry out that vision and stimulate ideas when a vision is yet to be born. In that connection, it is important to develop effective partnerships with our sister foundations, organizations and institutions in order to increase the impact of the Corporation's work in all its roles. This is a natural path to follow: after all, collaboration is a way of owning up to the fact that an organization has limitations to overcome—of resources, of expertise, of time, or other

factors—but that it is also committed to increasing its ability to achieve sustained and productive action. Today, the problems we face as a nation are too complicated and potentially consequential to allow any room to indulge either personal or institutional egos. In times such as these, competition is healthy but cooperation is mandatory. Forming alliances among groups and organizations, as well as among individuals, may be hard, but that difficulty does not negate the value of creating collaborative plans and investments for effective and imperative social change.

It is for these reasons that, going forward, the programmatic and administrative reorganization we have launched is future focused, strengthened by our experiences and lessons learned in the past. Hence, we are committed to collaboration both externally and internally, with organizational partners and colleagues alike. In designing the current structure of our Corporation, our aim has been to eliminate programmatic and organizational silos without turning the foundation into a silo itself. In actualizing this idea we have, for example, ensured that even the Corporation's vice presidents are directly involved in and/or have responsibilities for program activities, which gives them firsthand knowledge of all that is involved—from conception to execution—in making grants and assessing their results. Our aim, however, is to do even more: to eliminate duplication and unnecessary competition within the Corporation; to bring coherence and efficiency to the activities of both our International and National programs; and to communicate with our grantee community—and the wider nonprofit community, as well—with one voice, which is perhaps the most important purpose for writing this essay.

Andrew Carnegie saw the world as One. He saw America as One. So do we. Hence, our work, now and into the future, carries forward his mandate to promote the continuing advancement and diffusion of knowledge and understanding, a vision that still inspires us all.



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