

**BROCK INTERNATIONAL PRIZE IN EDUCATION
NOMINATION PORTFOLIO**

David Mathews

President and CEO, Charles F. Kettering Foundation

Submitted by Cynthia J. Reed

6/25/2010

David Mathews

David Mathews is president and chief executive officer of the Kettering Foundation, a not-for-profit research foundation rooted in the American tradition of invention. Named after Charles F. Kettering who was best known for inventing the automobile self-starter, the foundation, created in 1927, focuses on democratic politics and particularly the role of citizens. Dr. Mathews became president and CEO of the Kettering Foundation in 1981, and since then, citizen engagement, public “ownership” of education, and the relationship of colleges and universities to democracy have been an important emphasis for the foundation’s work.

Prior to his work with the Kettering Foundation, Mathews served as the Secretary of Health, Education and Welfare in the Ford administration. While there, he worked on restoring public confidence in government and public education. At his swearing in as secretary of HEW, Gerald Ford said, *“Mathews brings to this new mission the strength of youth, a sense of purpose, the skills of a scholar, and the trusted record of a successful leader and administrator. That is an impressive inventory by any standard.”*

From 1965 to 1980, Mathews taught history at the University of Alabama where he also served as president from 1969 to 1980, an era of significant change and innovation. He was a leading force in the integration of the institution. At age 33, Mathews was the youngest president of a major university.

Mathews serves on the board of a variety of organizations, including the Gerald R. Ford Foundation, National Issues Forums Institute, Council on Public Policy in Education, and Public Agenda. He has received numerous awards and in 2007, the Alabama Center for Civic Life was renamed in his honor as the David Mathews Center for Civic Life. He is the recipient of 16 honorary degrees.

Mathews has written extensively on subjects related to education, political theory, public policy, and international problem solving. His books include *Why Public Schools? Whose Public Schools?* (New South Books, 2003); *For Communities to Work* (Kettering Foundation, 2002); *Politics for People: Finding a Responsible Public Voice* (University of Illinois Press, 1999); *Is There a Public for Public Schools* (1996); and *Reclaiming Public Education by Reclaiming Our Democracy* (Kettering Foundation Press, 2006).

TABLE OF CONTENTS

Brock International Prize in Education 2011 Nomination Portfolio Nominee: Dr. David Mathews

Brief Biographical Sketch of David Mathews	1
Table of Contents	2
Letter of Nomination	3
Abbreviated Vita for David Mathews	8
Letters of Support	
Mary Futrell Dean, Graduate School of Education and Human Development George Washington University	11
Denis Makarov Associate Professor & Vice-Chair for International Relations Moscow State Pedagogical University Executive Director, Foundation for Development of Civic Culture (FDCC), Russia	13
Telma Gimenez Associate Professor Londrina State University, Brazil	15
M. Peter McPherson President, NASULG: National Association of State Universities & Land Grant Colleges	16
Pertinent Publications	
The Public and the Public Schools: The Coproduction of Education	19
Listening to the Public: A New Agenda for Higher Education?	24
Deliberation and the Work of Higher Education Afterword: Who Else Cares?	35



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COLLEGE OF EDUCATION
TRUMAN PIERCE INSTITUTE

June 25, 2010

Dr. Trent E. Gabert
Chair, Executive Committee
Brock International Prize in Education
Associate Dean, College of Liberal Studies
The University of Oklahoma
1610 Asp Avenue, Suite 108
Norman, OK 73072-6405

Dear Dr. Gabert and Jurors,

It is indeed a pleasure to nominate Dr. David Mathews, President and CEO of the Kettering Foundation, for the Brock International Prize in Education. The Brock Prize recognizes “an individual who has made a specific innovation or contribution to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education...and...this innovation or contribution must have the potential to provide long-term benefit to all humanity through change and improvement in education at any level...” As an educator for more than 30 years, including experience as a teacher and administrator at both the preK-12 and higher education levels, I have had the privilege of meeting and working with many brilliant scholars and advocates for public education, but I can think of no one more deserving of this recognition than Dr. David Mathews.

Throughout his career, his vision of civic engagement in local education, efforts to restore faith in public institutions, and advocacy for a new role for higher education have influenced the lives of citizens and impacted the quality of educational systems and institutions of higher education. Figure 1 (on the next page of this letter) helps to illustrate the inter-related nature of these three areas.

Not only does Dr. Mathews research and write about public engagement, restoring public confidence in education and other governmental entities, and engaged universities, but he orchestrates work through the foundation that models the value of collaborative inquiry, active engagement, and the creation of collectives focused on democratic practice and its relationship to

improving public education in grades preK-20. Groups of scholars, researchers, and community members are regularly brought to the Kettering Foundation headquarters in Dayton, Ohio to share their own research and engage in deliberative dialogues about pressing issues related to the Kettering Foundation's mission. These groups are varied in nature, and are designed to not only further the information base on these essential topics, but also to create networks of practice throughout the world. I have had the pleasure to participate in some of these events at the foundation and they are truly transformative for individuals, but more importantly, change the way participants practice their educational craft.

Although stated in different ways in the letters of support included in this nomination packet, they all emphasize the transformational nature of his three-pronged approach to improving education by creating and supporting communities of research and practice, emphasizing the essential nature of the role of education in building a strong civil society, and calling upon institutions of higher education to become active agents for change in communities through their teaching and research. Over his 29 years as president and CEO of the Charles F. Kettering Foundation, his work has improved the lives and educational opportunities of countless people in the United States and throughout the world.

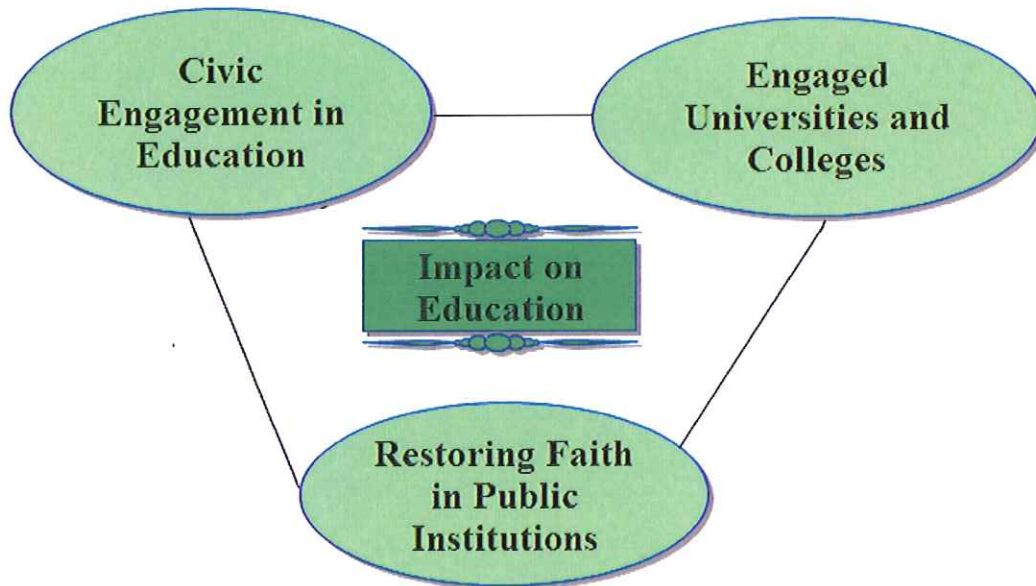


Figure 1. David Mathews' 3-Pronged Approach to Improving Education

Grounded in strong democratic principles, Dr. Mathews' scholarship and work on engaging citizens in public education and restoring public confidence in government and other public entities such as schools has helped to refocus scholars, practitioners, and entire communities on the importance of public education as the center of a strong democracy. He has written hundreds of articles, co-authored one book, *The Changing Agenda for American Higher Education*, and authored six books: a) *The Promise of Democracy*, b) *Politics for People*, c) *For Communities to Work*, d) *Is There a Public for Public Schools?*, e) *Why Public Schools? Whose Public Schools? What Early Communities Have to Tell Us*, and f) *Reclaiming Public Education by Reclaiming our Democracy*. His work reaches beyond the United States and has included scholars and community members in at least 20 countries and 6 continents including Asia, Europe, Australia, Africa, North America and South America. As stated by Dr. Telma Gimenez, Associate Professor at Londrina State University in Brazil,

The readings of his publications and the regular interactions we have had during all these years have proven that he defends one of the most innovative proposals for the improvement of education not only in the United States but also in developing countries around the world... Although working in a different context, Dr. Mathews' views on the role of schools in building a strong civil society represent a groundbreaking approach that – following a Deweyan (sic) tradition— establishes connections between education and citizenship.

Dr. Gimenez works in the areas of ELT, teacher education, citizenship education and curriculum design. She is also a member of the International Consortium of Civil Society for Public Deliberation.

Dr. Denis Makarov, associate professor of political science and vice-chair for international relations at the Moscow State Pedagogical University, was first influenced by Dr. David Mathews in 1993. He is also the executive director of the Foundation for Development of Civic Culture (FDCC) in Russia. Denis states,

His work on the importance of citizen engagement in education and re-envisioning higher education so that it is more focused on active engagement and outreach has dramatically influenced not only my own professional work, but the work of many of my colleagues throughout Moscow State Pedagogical University and Russia.

He further states:

Dr. Mathews' clear focus on the interrelationships of civic engagement and democratic practices as a means for improving education have been widely exposed to Russians not only in special university courses, but through civic education classes at Russian secondary schools, and throughout dozens of seminars for teachers, faculty, and Russian education administrators.

Within the United States, David Mathews' work on engaged universities has been shared with the Association of Public and Land-Grant University's (APLU) 215 academic institutional

members. According to M. Peter McPherson, President of APLU, this work has influenced the more than 3.6 million students at these institutions of higher education. Dr. Mary Futrell, Dean of the Graduate School of Education and Human Development at George Washington University and former President of the National Education Association, has worked with David Mathews for over 25 years. She describes him as “a stalwart advocate for public education (pre-school through graduate school), especially its critical role in helping to ensure that all Americans are prepared to fulfill their roles and responsibilities as citizens in our democratic society.” She further applauds, “...his commitment to address what he calls a ‘wicked problem’—the achievement gap in education.” A participant in a research project exploring how communities understand the “achievement gap”, she said, “Out of the deliberations that were held, it became clear that part of the problem is that the public’s understanding of this problem is very different from how it is defined by the profession. As a result of forums sponsored by Kettering Foundation and held in 11 communities around the country, members of the public and the profession began to work together...” As an educational leader working with teachers, administrators, and students at both the preK-12 and higher education levels, Dr. Futrell’s endorsement of David Mathews’ research and advocacy on approaches for closing the achievement gap speak volumes about his credibility and his contributions to the field of education.

It is important to restate that Dr. Mathews’ varied and impressive career has primarily focused on three important themes: a) promoting the active engagement of the citizenry in all areas of their life (such as public education) that enhance democracy, b) restoring the public trust in government and other related institutions, and c) pushing institutions of higher education to reach beyond their own walls and to actively serve the communities surrounding them. Each of these areas is intertwined with the others and all have a positive impact on education.

He has addressed these three issues as a scholar, advocate and professor; as the youngest president of a major university; as Secretary of Health, Education and Welfare for the Ford Administration; and since 1981, as President and CEO of the Charles F. Kettering Foundation. The way Dr. Mathews lives his own life embodies the importance of ethics, democracy, and scholarship focused on improving the lives of others through education. He has traveled extensively to not only share his expertise, but to help others develop the skills and processes for “*creating spaces and places*” for engaging their own citizenry.

As Mary Futrell states, ‘he is a firm believer that if we, “the people,” strengthen our commitment to and involvement in addressing these challenges, the American public education system will be stronger than ever before, and thus, so will democracy and America’s stability to sustain its leadership role in our global society.’”

Included within this portfolio are a brief bio statement, an abbreviated resume, four letters of support for Dr. Mathews' nomination (note-only four are included due to space considerations), and examples of his writing. They should provide you with a clearer understanding of Dr. Mathews' work and why he is most worthy of receiving the 2011 Brock International Prize in Education.

Sincerely,



Cynthia J. Reed
Professor, Educational Leadership
& Director, Truman Pierce Institute
College of Education
Auburn University

DR. DAVID MATHEWS

200 Commons Road • Dayton OH 45459-2799

800.221.3657

jenkyn@kettering.org

EDUCATION

Ph.D., History of American Education, Columbia University, 1965

A.B., History and Classical Greek, Phi Beta Kappa Graduate, The University of Alabama, 1958

EXPERIENCE

President and Chief Executive Officer, Charles F. Kettering Foundation, 1981-present

Secretary of United States Department of Health, Education, and Welfare, 1975-1977

President, The University of Alabama, 1969-1980

Professor, Department of History, The University of Alabama, 1965-1980

SELECTED MEMBERSHIPS

Phi Beta Kappa

Newcomen Society of North America

Phi Alpha Theta (History)

Delta Theta Phi Law Fraternity (Honorary)

Omicron Delta Kappa

SELECTED AWARDS

Learning and Liberty Award, National School Public Relations Association (NSPRA), 2006

Educator of the Year, Alabama Conference of Black Mayors, 1977

Alabama Administrator of the Year, American Association of University Administrators, 1976

Nicholas Murray Butler Medal in Silver, Columbia University, 1976

REPRESENTATIVE PROFESSIONAL ACTIVITIES

Board of Trustees, Charles F. Kettering Foundation, 1972-1975; 1981-present

Board of Directors, Academy for Educational Development, 1975-2003

Board of Trustees, Teachers College, Columbia University, 1977-1995

National Advisory Board, National Institute on the Management of Lifelong Education, 1979-1984

Chairman, Board of Trustees, Council on Public Policy Education, 1980-present

Academy Fellow, National Academy of Public Administration, 1983-present

Executive Committee, Board of Directors, Public Agenda, 1984-present

Board of Trustees, Gerald R. Ford Foundation, 1988-present

Board of Directors, The Southern Institute on Children and Families, 1990-present

Board of Directors, National Issues Forums Institute, 1995-2008 (president); 2008-present (chair)

Advisory Board, Blackburn Institute, 2001-present

Council of Advisors, National Civic League, 2008-2010

National Advisory Board, Parents for Public Schools (PPS), 2010-present

HONORARY DEGREES

Aquinas College (2002), Hofstra University (1999), University of New England (1988), Ohio Wesleyan University (1987), Lynchburg College (1987), Centre College (1985), Washington University (1984), Miami University of Ohio (1982), Stillman College (1980), Transylvania University (1978), Samford University (1978), Medical University of South Carolina (1976), Mercer University (1976), Birmingham-Southern College (1976), College of William and Mary (1976), and University of Alabama (1969).

SELECTED PUBLICATIONS

Books

- Reclaiming Public Education by Reclaiming Our Democracy* (Dayton, OH: Kettering Foundation Press, 2006).
- Why Public Schools? Whose Public Schools? What Early Communities Have to Tell Us* (Montgomery, AL: NewSouth Books, 2003).
- For Communities to Work* (Dayton, OH: Kettering Foundation Press, 2002).
- Is There a Public for Public Schools?* (Dayton, OH: Kettering Foundation Press, 1996).
- Politics for People: Finding a Responsible Public Voice* (Urbana, IL: University of Illinois Press, 1994).
- The Changing Agenda for American Higher Education* (Washington, DC: U.S. Government Printing Office, 1977).

Chapters in Books

- “Ships Passing in the Night?” in *A Different Kind of Politics: Readings on the Role of Higher Education in Democracy*, ed. Derek W.M. Barker and David W. Brown (Dayton, OH: Kettering Foundation Press, 2009), 93–104.
- “Who Else Cares?” Afterword in *Deliberation and the Work of Higher Education: Innovations for the Classroom, the Campus, and the Community*, ed. John Dedrick, Laura Grattan, and Harris Dienstfrey (Dayton, OH: Kettering Foundation Press, 2008), 289–300.
- “Democracy’s Megachallenges Revisited,” in *Agent of Democracy: Higher Education and the HEX Journey*, ed. David W. Brown and Deborah Witte (Dayton, OH: Kettering Foundation Press, 2008), 207–233.
- “An Experiment of More than Ordinary Significance,” in *Speaking of Politics: Preparing College Students for Democratic Citizenship through Deliberative Dialogue*, Katy J. Harriger and Jill J. McMillan (Dayton, OH: Kettering Foundation Press, 2007), 7–15.
- “Foreword,” in *Consequential Learning: A Public Approach to Better Schools*, by Jack Shelton (Montgomery, AL: NewSouth Books, 2005), 9–12.
- “Preface,” in *Engaging Campus and Community: The Practice of Public Scholarship in the State and Land-Grant University System*, ed. Scott J. Peters, Nicholas R. Jordan, Margaret Adamek, and Theodore R. Alter (Dayton, OH: Kettering Foundation Press, 2005): iii–vii.
- “Listening to the Public: A New Agenda for Higher Education?” in *Higher Education for the Public Good: Emerging Voices from a National Movement*, ed. Adrianna J. Kezar, Tony C. Chambers, and John C. Burkhardt (San Francisco: Jossey-Bass, 2005), 71–86.

Journal, Magazine, and Newspaper Articles

In addition to the articles listed below, Dr. Mathews contributes columns regularly to the *Kettering Review* (“...afterthoughts”) and *Higher Education Exchange* (“Afterword”).

- “The Public and the Public Schools: The Coproduction of Education,” *Phi Delta Kappan* 89, no. 8 (April 2008): 560–564.

- "Putting the Public Back in Public Education: A Community Strategy for Sharing Accountability," *Education Week* 25 (April 12, 2006): 39, 48.
- "The Public for Public Schools: What about Now?" part 3, *Alabama School Boards* 23 (January 2002): 6–7, 22.
- "The Public for Public Schools: The Power of an Engaged Public," part 2, *Alabama School Boards* 22 (November/December 2001): 16–18.
- "The Public for Public Schools: Myths and Secrets in Alabama," part 1, *Alabama School Boards* 22 (October 2001): 8–9, 22.
- "Learning about the Public from the Public Schools," *Connections* (February 2001): 2–3.
- "Whose Schools? Reconnecting the Public and the Public Schools," *The American School Board Journal* 186 (June 1999): 22–24.
- "The Lack of a Public for Public Schools," *Phi Delta Kappan* 78 (June 1997): 740–743.
- "Schools Must Have a Public," *The Los Angeles Times* (August 19, 1996): B5.
- "Guess Who's Not at the Table," *The School Administrator* 53 (November 1996): 44.
- "Public-Government/Public Schools: Insights from Another Disconnect," *National Civic Review* (Fall 1996): 14–22.
- "The Public for Public Schools Is Slipping," *Education Week* 14 (April 19, 1995): 37.
- "The Politics of Diversity and the Politics of Difference: Are Academics and the Public out of Sync?" *Higher Education Exchange* (1995): 66–71.
- "A Common Education for Our Common Life," *Connections* 2 (Spring 1988): 10.
- "Civic Intelligence," *Social Education* (November/December 1985): 678–681.
- "Higher Education Can Help America Regain Its Public Spirit," *Chronicle of Higher Education*, (April 6, 1983): 32.
- "The Liberal Arts and the Civic Arts," *Liberal Education* 68 (Winter 1982): 269–275.
- "Why We Need a New Kind of Civics," *PTA Today* (December 1980/January 1981): 15–16.
- "Higher Education and Society," *The Journal of College and University Law* 8 (1981–1982): 463–464.
- "The Office of Citizen: An Imperative for Education," *Phi Delta Kappan* (September 1976): 66–67.
- "Qualitative Activism," *The Educational Forum* (May 1976): 439–443.
- "Carnegie and Newman: Higher Education in Traction," *Saturday Review* (February 9, 1974).
- "Change and the Adversary Culture," *Education Record* (Spring 1973): 136–140.

6.23.2010



June 22, 2010

The Brock International Prize in Education Jurors
The University of Oklahoma
The College of Liberal Studies
1610 ASP Avenue, Suite 108
Norman, OK 73072-6405

Dear Sir,

It is my honor to submit this letter of recommendation for Dr. F. David Mathews, President and Chief Executive Officer of the Kettering Foundation, who has been nominated for the Brock International Prize in Education.

I have had the pleasure of working with Dr. Mathews for more than 25 years. In the 1980's he was my mentor when, as President of the National Education Association, I joined the Board of the Independent Sector. In 1990, I became a member of the Kettering Foundation Board of Directors, of which Dr. Mathews is also a member. During this 25-year period, Dr. Mathews has been a stalwart advocate for public education (pre-school through graduate school), especially its critical role in helping to ensure that all Americans are prepared to fulfill their roles and responsibilities as citizens in our democratic society. In particular, I have been very impressed with Dr. Mathews' commitment to ensuring that the "public" remains engaged in our nation's education system. He has written books, monographs and articles, as well as made numerous presentations about the critical importance of the role of education in sustaining our democracy. In addition, Dr. Mathews, through the Foundation, has supported numerous research initiatives addressing issues in education. His efforts to support the critical role of education in defining democracy has not been limited to dialogues here in the United States, but have extended to countries all over the world including countries in Africa, Asia, Europe and Latin America.

Through his leadership, the Kettering Foundation has addressed numerous issues relating to education and the public good. However, nowhere was Dr. Mathews's passion for education as part of the public good more evident than in his commitment to address what he calls a "wicked problem"—the achievement gap in education. Out of the deliberations that were held, it became clear that part of the problem is that the public's understanding of this problem is very different from how it is defined by the profession. As a result of forums sponsored by the Kettering Foundation and held in 11 communities around the country, members of the public and the profession began to work together. They developed ways to more clearly define and resolve the

problem in order to strengthen schools and, thus, education in their communities for all children, regardless of their circumstances. This is a classic example of how Dr. Mathews advocates for different groups, deliberating on ways they can work together to resolve problems in their communities.

As Dean of the Graduate School of Education and Human Development at The George Washington University, I have also worked with Dr. Mathews and the Kettering Foundation staff as they have reached out to members of the higher education community to become more involved in public service and civic engagement activities. For example, GW has established a Center for Public Service and Civic Engagement and is collaborating with the Kettering Foundation to define the Center's work and ways to engage students, faculty and staff in area communities. I have been very impressed with Dr. Mathews' willingness to meet with University leaders and staff to discuss the Foundation's work in supporting college and university efforts to become more civically engaged. GW is now part of the Foundation's higher education community working to enhance civic engagement.

Dr. Mathews is a scholar and a leader in the field of education, especially regarding its critical role in enhancing public service and civic engagement across borders. His dedication to ensuring that the public builds and sustains an active role in the education of our nation's people is undeniable. While he recognizes the daunting challenges facing our public education system, he is a firm believer that if we, "the people", strengthen our commitment to and involvement in addressing these challenges, the American public education system will be stronger than ever before, and thus, so will democracy and America's ability to sustain its leadership role in our global society.

Once again, it is an honor to write this letter in support of Dr. Mathews's nomination for the Brock International Education Prize. I know of no one more deserving to be this year's recipient than Dr. Mathews.

Sincerely,



Mary Hatwood Futrell, Ed.D.

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ



Государственное образовательное учреждение высшего профессионального образования

«МОСКОВСКИЙ ПЕДАГОГИЧЕСКИЙ
ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

(МПГУ)

ул. М. Пироговская, д. 1, г. Москва, 119992, ГСП-2, тел/факс: (499) 245-03-10, факс: 248-01-62, e-mail: rector.mpgu@ru.net

MOSCOW STATE PEDAGOGICAL UNIVERSITY

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June 24, 2010

To the Jurors of the Brock International Prize in Education:

After carefully reading information about the qualifications for Brock International Prize in Education nominees, I fully support the nomination of Dr. David Mathews, President and CEO of the Charles F. Kettering Foundation. The Brock Prize “recognizes an individual who has made a specific innovation or contribution to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education. It must be a specific innovation or contribution that has the potential to provide long-term benefit to all humanity through change and improvement in education.” Dr. David Mathews fully meets all of these criteria.

I believe Dr. Mathews is a very worthy candidate for the Brock International Prize in Education. I have personally known him since 1993, when I first came to the Kettering Foundation as part of their International Fellowship in Democracy program. At that time I was a post-graduate student at the Moscow State Pedagogical University, working on a Ph.D. dissertation dedicated to conflict resolution issues. When I came to the foundation I was so impressed by Dr. Mathews’ research on public politics in a democratic society, especially his “re-discovery of politics”, that it has completely changed my scientific interests along with the dissertation thesis. I have realized most political conflicts arise when people neglect their natural self-organizing abilities for political communication aimed for co-governing in their communities and countries. Based on Dr. Mathews’ teachings, I changed my dissertation focus and conducted research on Political Participation. I successfully defended it in 1995.

His work on the importance of citizen engagement in education and re-envisioning higher education so that it is more focused on active engagement and outreach has dramatically influenced not only my own professional work but the work of many of my colleagues throughout Moscow State Pedagogical University and Russia. If I was asked about a list of educators who still have ability to influence and change this complex world of today I would definitely name David as one of the most important leaders.

As an associate professor of political science and vice-chair for international relations at the department of political science and sociology at my university, I am more than confident that Dr. Mathews’ research and philosophies have had a direct impact on not only myself but also on my students. I just finished teaching a semester-long course in Theory and Practice of Deliberative Democracy, an interdisciplinary class for undergraduates in the Chemistry School and School of Mathematics at The Moscow State Pedagogical University in Russia. As part of this course, students learned concepts developed personally by David Mathews from thousands of miles away from their classroom. Dr. Mathews’ clear focus on the interrelationships of civic engagement and democratic practices as a means for improving education have

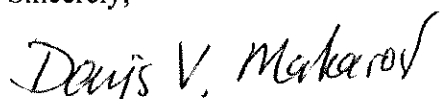
been widely exposed to Russians not only in special university courses, but through civic education classes at Russian secondary schools, and throughout dozens of seminars for teachers, faculty, and Russian education administrators.

One of my other roles is serving as executive director of the Foundation for Development of Civic Culture (FDCC) in Russia. The FDCC contributes to the formation of processes and practices to develop democratic civic culture in our post-totalitarian society. Civic culture is the way people identify themselves as citizens (in their everyday life, duties, in their relation to politics, to their communities, to different issues, etc), but culture doesn't change overnight. For change to occur, there needs to be an extended process and our organization helps to make sure these processes continue to thrive. The FDCC works with both civic and educational institutions in Russia and cooperates with like-minded NGOs abroad. Dr. Mathews' work has had a direct impact on the work of our foundation and the audiences we serve by influencing the focus for our research, publishing, and training programs. All of these areas benefited a lot from David's intellectual legacy and knowledge which we adopted for our programs and projects.

I believe that education in Russia and throughout the world will be forever improved because of Dr. Mathews' relentless efforts to not only teach others about the essence of civic engagement, or his research and writing about the importance of citizen involvement in education or higher education's redefined role as engaged researchers and scholars working within the communities they serve, but also because of his modeling of these beliefs and practices in all of his work. Dr. Mathews, through his work with the Kettering Foundation, creates learning communities with like-minded scholars from throughout the world to learn and work together, then return to their home institutions to engage others in similar ways. Over the years his work has touched and improved the lives of ordinary people, of university professors, of students, and others just through the programs and research that I have been able to share with them after learning alongside Dr. David Mathews. I am proud to consider David Mathews my American Teacher. He has really influenced my professional career and gave it a new life.

The criteria for the Brock Prize clearly state that the prize is "not intended to recognize an exemplary career or meritorious teaching, administration, or service with a primarily local impact." Dr. Mathews has definitely had an exemplary career and has engaged in meritorious teaching and service. But, his work has accomplished so much more. He has influenced and improved the professional practices and thinking of countless scholars, teachers, and citizens throughout the world. Just as was done in Russia, his books and research publications were published in the countries of Europe, in the Americas, Asia, Australia, and Africa. I personally have been a part of many of the various international seminars and workshops, which included representatives from almost every part of the planet where people were learning from David about what does it really mean these days to be a citizen, how to discuss issues and act together, how to respond to the threats and challenges the human civilization is facing. For all of these reasons and more, I fully support the nomination of Dr. David Mathews for the Brock International Prize in Education.

Sincerely,



Denis V. Makarov
Associate Professor & Vice-Chair for International Relations,
Department of Political Science & Sociology,
Moscow State Pedagogical University
Executive Director, Foundation for Development of Civic Culture (FDCC), Russia



CENTRO DE LETRAS E CIÊNCIAS HUMANAS
DEPARTAMENTO DE LETRAS ESTRANGEIRAS MODERNAS

June 21, 2010.

To the Jurors of
The Brock Prize Executive Committee

Dear Sirs,

As a university professor in a state university in the south of Brazil I have known Dr. David Mathews since 1997 when I had the opportunity to get acquainted with his ideas on public education and democracy. The readings of his publications and the regular interactions we have had during all these years have proven that he defends one of most innovative proposals for the improvement of education not only in the United States but also in developing countries around the world.

It was not for another reason that I translated his book "Is there a public for public schools"? into Portuguese, in order to make it available to a larger Portuguese speaking audience. Although working in a different context, Dr. Mathews' views on the role of schools in building a strong civil society represent a groundbreaking approach that - following a Deweyan tradition, establishes connections between education and citizenship.

Dr. Mathews' vision about democracy and how it could work best enables communities around the world to think of ways of re-engaging citizens in public education, restoring public confidence in government and other public entities such as schools. The powerful concepts put forward by the nominee have impacted the work of many of my colleagues working in other higher education institutions or non-governmental organizations in other countries.

In the case of my university, Dr. Mathews' thinking on the role of higher education has helped us (re)consider our mission in order to have it more focused on engaged research and outreach that directly benefits communities. His publications have inspired us to examine our role in an emerging democracy and search for alternative meanings that more closely reflect the intention of creating a strong democratic society. As a leading educator, Dr. Mathews has taught us the value of collectivities and the power that emerges when people come together to reason, act and learn together. For his encouragement of this kind of democratic education, I strongly recommend him for the Brock International Prize.

Sincerely,

Telma Gimenez, PhD
Associate Professor

Caixa Postal 6001 – 86051-990 Londrina, PR – BRAZIL
Tel. +55 43 3371-4468 Fax + 55 43 3371-4408
tgimenez@uel.br

June 25, 2010

To the Jurors of the Brock International Prize in Education:

After carefully reading the information about the qualifications for Brock International Prize in Education nominees, I fully support the nomination of Dr. David Mathews, President and CEO of the Kettering Foundation. The Brock Prize “recognizes an individual who has made a specific innovation or contribution to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education. It must be a specific innovation or contribution that has the potential to provide long-term benefit to all humanity through change and improvement in education.”

Dr. David Mathews fully meets all of these criteria.

I first met Dr. Mathews in 1975 and he was a member of the President Gerald Ford’s cabinet. I was a Special Assistant to President Ford in the office of White House Personal. That is the office that provides alternatives and makes recommendations to the President on his personnel appointments for the federal government. It was a role that I interacted extensive with Secretary Mathews.

His work on the importance of citizen engagement in education and re-envisioning higher education so that it is more focused on active engagement and outreach has dramatically influenced the work of a very large number of my colleagues in the country.

In my role as President of the Association Public and Land-grant Universities (APLU), I have shared Dr. Mathews’ work on engaged universities with the association’s 215 academic institution members. These colleges and universities enroll more than 3.6 million students and award approximately a half-million degrees annually. Dr. Mathews’ believes about the essential nature of civic engagement and public education has certainly been important and influential as has his research and writing about the importance of higher education’s need for a redefined role as engaged researchers and scholars working within the communities.

I believe that education throughout the world will be truly strengthened because of Dr. Mathews’ relentless efforts to teach others about the essence of civic engagement. His research and writing about the importance of citizen involvement in education or higher education’s redefined role as engaged researchers and scholars working within the communities they serve is important as has his modeling of these beliefs and practices in all of his work. Dr. Mathews, through his work with the Kettering Foundation, creates learning communities with like-minded scholars from throughout the world to learn and work together, then return to their home institutions to engage others in similar ways. Over the years

his work has touched and improved the lives of so many professors, students, and others through his programs and research.

The criteria for the Brock Prize clearly state that the prize is “not intended to recognize an exemplary career or meritorious teaching, administration, or service with a primarily local impact.” Dr. Mathews has definitely had an exemplary career and has engaged in meritorious teaching and service. But, his work has accomplished so much more. He has influenced and improved the professional practices and thinking of countless scholars, teachers, and citizens throughout the world. For all of these reasons and more, I fully support the nomination of Dr. David Mathews for the Brock International Prize in Education.

Sincerely,

A handwritten signature in cursive script, appearing to read "Peter McPherson".

M. Peter McPherson
President, Association of Public and Land-grant Universities (APLU)
President Emeritus, Michigan State University

Matthews
Additional Resources Cited

Phi Delta Kappan, Vol. 89, No. 8, Apr 2008, 560-564

“The Public and the Public Schools: The Coproduction of Education”

<http://www.kappanmagazine.org/content/89/8/560.abstract>

Higher Education for the Public Good: Emerging Voices from a National Movement
(Book)

“Listening to the Public: A New Agenda for Higher Education” (Chapter 5)

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787973823.html>

Deliberations and the Work of Higher Education: Innovations for the Classroom, the Campus, and the Community (Book)

“Who Else Cares?” (Afterword)

<http://kettering.org/wp-content/uploads/DavidMathewsWhoElseCares.pdf>