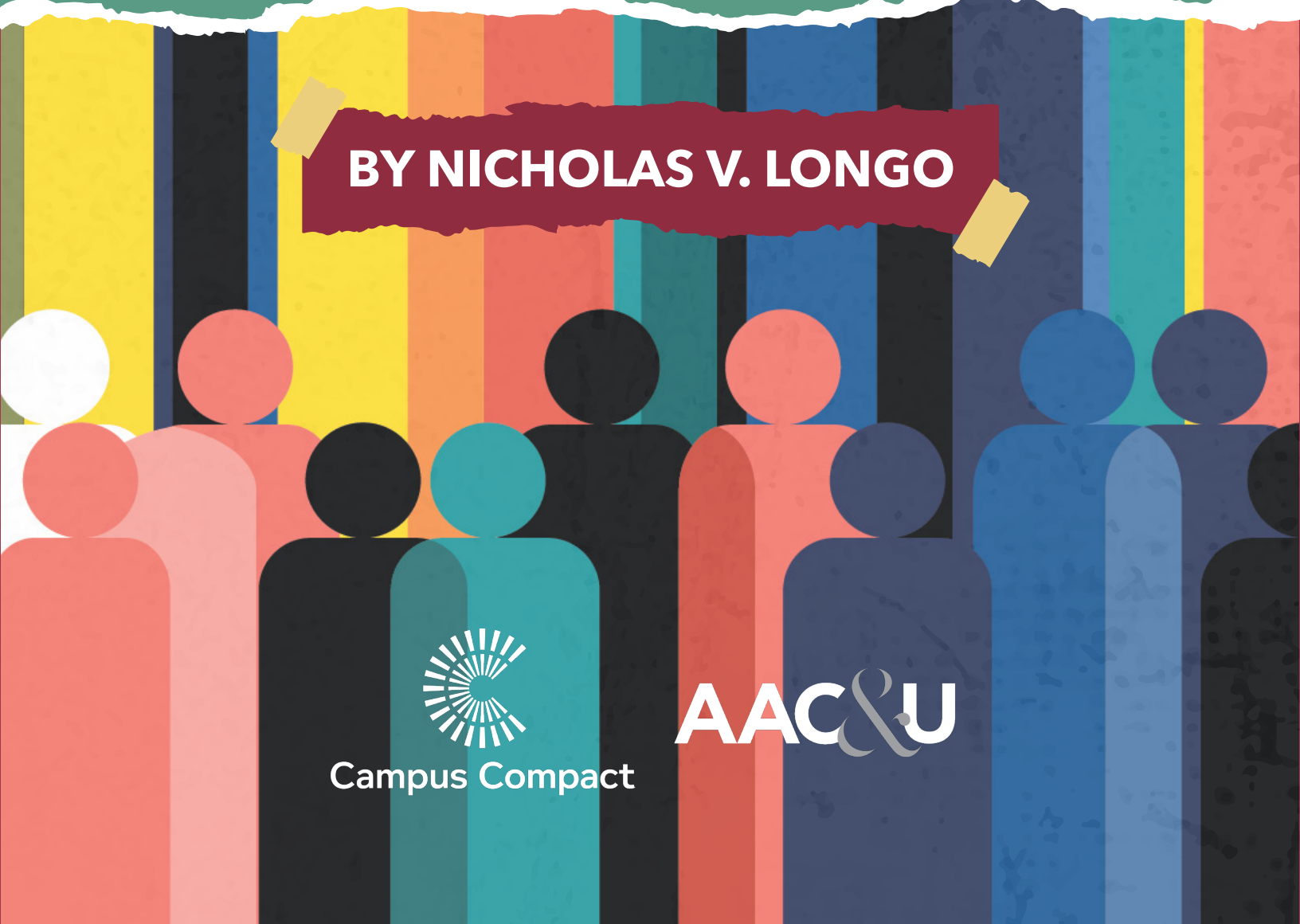
PRACTICING DEMOCRACY:

A TOOLKIT FOR EDUCATING CIVIC PROFESSIONALS

BY NICHOLAS V. LONGO



Campus Compact

AAC&U

Practicing Democracy:

A Toolkit for Educating Civic Professionals

By Nicholas V. Longo

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FOREWORD
Lynn Pasquerella, President, AAC&U

The January 6th assault on the U.S. Capitol by insurrectionists, following the 2020 presidential election, signaled a turning point in American democracy—one that showcased an increasingly fragile republic, characterized by burgeoning political divisions, polarization, and partisanship impacting every sector of society, including higher education. Indeed, that day and the events leading up to it, served as a poignant reminder of the continued salience of philosopher John Dewey's adage that "Democracy must be reborn in each generation and education is its midwife." Dewey understood that democracy is not self-sustaining, but rather depends upon the continued engagement of free people united in their allegiance to the fundamental principles of justice, liberty, human dignity, and the equality of persons. Moreover, he recognized the critical leadership role of institutions of higher education in safeguarding democracy by preparing students to think critically and be mindful of the dangers of ideological filtering, while disposing them to the creation of a more equitable and inclusive society through civic action.

The American Association of Colleges and Universities' mission of advancing the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education places the theory and practice of deliberative democracy at its core. This positioning simultaneously serves as a call to action for colleges and universities of all types to embrace deliberative pedagogy designed to foster civic dialogue in addressing practical problems involving contrasting points of view by offering opportunities for students to listen and speak across differences to each other and to those in the communities in which they are located.

Practicing Democracy: A Toolkit for Educating Civic Professionals provides a roadmap for facilitating student learning and engagement with structured processes of open and respectful dialogue. Nicholas Longo's civic prompts are aimed at catalyzing mutual understanding, social learning grounded in an appreciation for conditions under which people's perceptions are formed, and collaborative public problem solving in response to the most pressing issues of the day. Against the backdrop of rising populism and authoritarianism worldwide, and a mistrust of both institutions and experts, the need for practicing democracy has become more urgent than ever. AAC&U is pleased to partner with Campus Compact on this timely publication, and looks forward to working together with college and university leaders at all levels to achieve our shared objectives around educating the civic professionals essential for repairing a fractured nation and for fulfilling the true promise of American higher education.

INTRODUCTION

"You can't solve a problem if you can't talk about it," observes Beverly Tatum, president emerita of Spelman College.[1] Yet as our society faces a growing number of challenges, factors like loss of trust, hyper-polarization, and fraying of community bonds makes these issues increasingly difficult to discuss in a productive way. Whether trying to tackle racial injustice, climate change, violence, growing economic inequality, or other pressing issues, failure to engage in meaningful dialogue or sustained collaboration means that these challenges go unresolved—and actually grow more intractable.

These issues are examples of *wicked problems*—complex issues that can't be solved with technical solutions or the usual way of doing business.[2] Wicked problems involve competing values, multiple perspectives, and tough tradeoffs. They are structural challenges without a simple cause and effect. And they are grounded in a history that reinforces the privileges of the status quo and systemically marginalizes powerless and underrepresented groups.

Responding to these interdependent challenges requires new ways of thinking and acting. It involves being aware of the historical exclusion and marginalization of many communities and tapping into the power of people who have been ignored or excluded from decision making. As Martín Carcasson notes, addressing wicked problems calls for a "deliberative mindset." In his role as director of the Center for Public Deliberation at Colorado State University, Carcasson finds that when people take a deliberative approach, they are able to "develop mutual understanding across perspectives, negotiate the underlying competing values, and invent, support, and constantly adapt collaborative actions."[3]

The good news is that people are yearning for these kinds of relationship-based strategies, and there is a growing desire to engage in dialogue across differences. When people are invited to engage in civil discourse—sharing stories, learning from others' perspectives, associating and organizing together, and planning for collaborative action—they become empowered to co-create knowledge, participate in joint decision making, and address wicked problems that affect us all.

The challenge has often been that most people are not sure how to get started. Practical knowledge about how to create spaces for solving problems through constructive dialogue is in short supply. Educators who are preparing the next generation of leaders to be able to facilitate civic solutions need hands-on tools to help them achieve that goal.

1. Quoted in "You Can't Solve a Problem Unless You Talk About It: A Conversation About Race with Beverly Daniel Tatum," *Wesleyan University Magazine*, August 1, 2017.
2. Horst Rittel and Melvin Webber introduced the term "wicked problems" (as opposed to "tame" problems) in "Dilemmas in a General Theory of Planning," *Policy Sciences*, 4, 1973.
3. Martín Carcasson, "Deliberative Pedagogy as Critical Connective." In T.J. Shaffer, N.V. Longo, et al., (Eds.), *Deliberative Pedagogy: Teaching and Learning for Democratic Engagement* (Michigan State University Press, 2017), p. 3.

What Is a Civic Professional?

This guide provides practical approaches and strategies for developing students' capacity to engage in collaborative, public problem solving. It provides tools for the next generation to facilitate inclusive and participatory processes that make a difference. The lessons here are designed to educate publicly engaged leaders, or *civic professionals*.

Cornell University professor Scott Peters explains, "What makes professionalism more or less 'civic' is not just the degree to which professionals' intentions can be shown to be 'public-regarding,' but the degree to which their practice can be shown to be so as well."[4] This toolkit is meant to help future professionals learn to see themselves as actively engaged in the practice of democracy through their work.

> Educating civic professionals is about democratizing professionals, not professionalizing citizenship.

As a strategy for education, this process is about democratizing professionals, not professionalizing citizenship. The aim is to help professionals learn to unleash the capacity of ordinary people and indigenous ways of knowing, and to infuse their work with public-facing, participatory engagement. ("Ordinary people" in this guide refers to those not trained as experts in a given field, although they have extraordinary talents and experiences that offer significant insight for understanding and addressing public challenges. Further, references to "citizenship" are used inclusively to describe the work of individuals who are building things of lasting democratic value, not connected to legal status.)

Civic professionals see the public nature of their work not as an add-on, but rather as a defining feature of their professional identity. Sometimes referred to as *democratic professionals* or *citizen professionals*, civic professionals make the connections between work and democratic citizenship explicit.[5] They focus their professional energy on a public mission and use their technical competence to advance broader social purposes. They act in a deliberative way that enables them to share power, work collaboratively, and engage the public to address wicked problems.

4. Scott Peters, "Educating the Civic Professional: Reconfigurations and Resistances," *Michigan Journal of Community Service Learning*, Fall 2004, p. 48.
5. See Recommended Readings for thought leaders in this area, especially Harry Boyte on the concept of citizen professionalism and Albert Dzur on democratic professionalism in fields such as education, criminal justice, public administration, and health care.



CIVIC PROFESSIONALS AIM TO:

- *Listen to local knowledge*
- *Share tasks*
- *Catalyze public participation among diverse communities*
- *Facilitate constructive dialogue*
- *Create a sense of inclusion and belonging*
- *Recognize community assets*
- *Empower marginalized and underrepresented voices*
- *Improvise with creative and innovative responses*
- *Learn as much as teach*
- *Serve the public*

Civic professionals shift from acting as outside experts tasked with fixing problems *for* people to working collaboratively *with* people in local communities. Harry Boyte, a public intellectual who helped develop this concept, offers what this public work approach to professional life means in practice. Boyte finds that when professionals see themselves as citizens focused on engaging the public, those in fields as diverse as public administration, STEM, art, and the humanities "pay close attention to what their disciplines and professions can contribute to advance the well-being of communities and society."[6]

By taking on public purposes that go beyond disciplinary knowledge, civic professionals see themselves as more than technically proficient and competent experts in narrow fields of study. As publicly engaged practitioners who act as catalysts and co-creators, they seek to enlist the lived experiences of people who are often seen as customers or clients in public life. Civic professionals find ways to meaningfully engage the people affected by an issue, seeing them as partners in deliberative processes, knowledge creation, and collaborative work.

Albert Dzur, distinguished professor at Bowling Green State University, notes that professionals who act democratically "share previously professionalized tasks and encourage lay participation in ways that enhance and enable collective action and deliberation about major social issues inside and outside professional domains."

6. Harry C. Boyte, "Repairing America's Roots-Citizen Professionals and the Commonwealth," presented at the Beyond Civility Conference, Southeastern University Florida, December 10, 2020.

Along with using their "professional training, capabilities, and authority to help people solve problems together," working democratically allows professionals to more authentically "recognize the kinds of problems they need to solve."[7]

Acting as a civic professional, then, means regarding ordinary people's experiences, knowledge, and judgment as critical to addressing complex challenges that are all too often seen as strictly professional issues to be solved by "experts." Future professionals will need to grapple with the complex dynamics and tensions between technical expertise and public participation. "Decisions made through social consensus may not be technically feasible or fast," as noted in a recent case study on public participation in climate planning for New York City; but on the flip side, "decisions made solely through appeals to 'mechanical objectivity' and expert judgement may find no political legitimacy and produce strong resistance."[8]

Civic professionals need to reverse power dynamics by learning to act as experts "on tap, not on top."

Given the tensions between expertise and public participation, democracies need to develop robust processes for decision making across multiple and competing dimensions. Using the Covid-19 pandemic as a case study, Harvard University professor Danielle Allen compares publicly engaged leaders to symphony conductors, able to "activate the different instruments needed for judgments across many dimensions simultaneously, and to weave those different instruments together into an integrated whole."[9] This is the work of facilitating civic solutions that we need to infuse into the education of future leaders.

7. Albert W. Dzur, "What Is a Democratic Professional?" *Kettering Review*, 35, Winter 2019, p. 14.
8. Malcolm Araos, "Democracy Underwater: Public Participation and Technical Expertise in Climate Infrastructure Planning in New York City," *Theory and Society*, November 2021, https://doi.org/10.1007/s11186-021-09459-9
9. Danielle Allen, "Democracy in a Time of Coronavirus," *Democracy: A Journal of Ideas*, 62, 2021.

Why Now? Opportunity for Change

A civic approach to professional life is a cornerstone of a healthy democracy—the foundation of which is starting to crumble due to public distrust in government and attacks on democratic institutions. Recent studies show that just 20% of Americans trust the government to "do the right thing," and a majority are dissatisfied with our democratic system of government.[10] This distrust is especially pronounced among our future leaders: a recent poll from Harvard's Institute of Politics found that more than half of 18- to 29-year-olds surveyed think democracy in the United States is under threat, with only 7% viewing the country as a "healthy democracy." Further, the country has become so polarized that over a third of young people surveyed think they may see a civil war within their lifetimes.[11]

Crisis, however, presents opportunity for change, including experimenting with new ways of practicing—and educating for—democracy. Auspiciously, there has been a growth in the use of deliberative practices in public life. Many are taking note of the idea that communities can make significant progress on wicked problems when ordinary people are at the center of decision making. This realization has led a growing number of public officials, school administrators, and other traditional decision makers to acknowledge that public problems are too complex for them to resolve alone. They are increasingly reaching out and convening diverse groups of community residents and organizations to identify issues and to develop and implement strategies for addressing them.

This kind of engagement goes beyond simply asking residents for "input" or involving only select groups of people in decision making. It is intentional about seeing residents as active and productive partners in all aspects of planning, implementing, and assessing efforts to strengthen communities. A growing number of urban planning, political, environmental, and, of course, educational groups are exploring and advocating for citizen-centered approaches to a wide range of public problems, from community revitalization to environmental sustainability. Leading funders, such as the Ford Foundation, have even begun to develop deliberative processes to involve stakeholders in every aspect of funding decisions through participatory grantmaking.

In many communities, groups have convened citizen-led deliberations that have produced a set of public priorities that are now becoming more formalized. Participatory budgeting, for instance, is growing as a way to make decisions about the use of public funds, spreading to more than 7,000 cities around the world since its inception in Brazil in the late 1980s. As a result, cities and towns are opening the doors of their libraries and school gyms to bring people together to share stories, negotiate diverse interests, and identify common goals.[12]

10. Pew Research Center, "Americans' View of Government," 2020; "Satisfaction with Democracy," 2020.
11. Institute of Politics at Harvard Kennedy School, "Harvard IOP Youth Poll," Fall 2021.
12. See www.peoplepowered.org, a global hub for participatory democracy.

Educating civic professionals is about developing the capacity of future leaders to engage in these kinds of participatory practices and mobilize stakeholders to solve problems together. By working collaboratively, experts and ordinary people take on broader public identities and develop democratic skills.

This guide is a small piece of the much larger effort to make democracy work as it should.

To meet this moment of opportunity, education institutions need a more participatory and deliberative pedagogy to guide a new generation of leaders in re-imagining professional practice. As they begin to see themselves as facilitators of inclusive and equitable public engagement, these civic professionals will be able to tap into local assets and empower communities to engage in the kind of collaborative problem solving that can be most effective at finding civic solutions.

Author and activist adrienne maree brown describes this type of collaborative, facilitative work as "holding change." Holding change is the capacity to "hold both the people in, and the dynamic energy of, a room, a space, a meeting, an organization, a movement." Drawing on her work with Black organizers, feminists, climate activists, and others, brown describes the importance of facilitating and mediating communities "to change the world and generate justice and liberation." She writes that:

> "Facilitation is making it as easy as possible for groups of people to do the hard work of dreaming, planning, visioning, and organizing together; and mediation is supporting people when conflicts or misunderstandings arise that make it hard for them to hear and understand each other in direct conversation."[13]

In this spirit, this toolkit provides prompts and strategies for facilitating collaborative work, cultivating awareness of the interests and perspectives of others, and navigating situations without easy answers. This guide can thus be seen as a small piece of the much larger effort to make democracy work as it should.

13. adrienne maree brown, *Holding Change: The Way of Emergent Strategy Facilitation and Mediation*, AK Press, 2021, p. 7.

Engaging Students through Civic Prompts

Practicing Democracy contains practical materials developed in collaboration with democratic-minded educators, student colleagues, and community practitioners. These materials serve as civic prompts, or conversation starters for deliberative dialogues and critical reflection. Significant is that students, in particular, played a key role in conceptualizing and refining these sets of resources (see "Developing This Guide" on page 12-13), as the lessons have generated enthusiastic responses in a diverse set of classroom and community learning spaces.

Students consistently engage with questions around civic professionalism with depth, curiosity, and agility. The civic prompts in this guide have inspired lively conversations and thoughtful reflections on how students can take these lessons into their professional and community lives. Two examples from widely differing higher education institutions highlight the multiple perspectives students bring to the topics presented in the civic prompts, along with the value students find in this pedagogical approach.

In using prompts to explore the concept of civic professionalism, students at Providence College—mainly traditional 18- to 22-year-old students coming directly from high school—tend to demonstrate an idealism with little context from the professional world. Yet they have ample experience with power and powerlessness in institutional settings, and they are eager to re-imagine the world of work to meet the challenges their generation faces. As a result, they welcome new ways of collaborating and engaging the public, using technology to improve communication and increase transparency, and making a difference in the world they will inherit.

One Global Studies student in a capstone course that helped develop the civic prompts in this toolkit offers insight into how this experience can shape thinking about new approaches to professional work:

> "If we are looking to create community based on equity and justice, we need to imagine new systems. A lack of imagination will stifle this process. Developing a capacity to draw on different strengths will be the way to empower individuals and ensure collective action; we will not make headway against the tide unless we all row together. Instead of being detached experts who talk at people, we need to find creative ways to inspire dialogue."

Civic prompts also invite students to think about how to address the challenges inherent in attempting to change institutions, especially as early-career professionals. In discussing this issue, one student raises critical questions to peers about entering the workplace: "How can we enter a space that has become professionalized and create dialogue with other workers about democratizing the space? How do we engage in these conversations as new employees who are also new to the working world?"

At College Unbound, a newly accredited college for adult learners, students typically work full time and see their degree as a way to advance economically from low-income backgrounds. Many have firsthand experience with outside experts coming into their neighborhoods with the intention of helping but then ignoring the voices and knowledge of community members. One student, a long-time community resident who works as an administrative assistant at a local high school, reflects on having professionals arrive to "fix" community problems:

> "Professional experts would come in, research and study our community, and come back with solutions they felt were the best solutions. Their conclusions and ideas were framed by a look into our community from the outside. They would talk to us, about us, without us.... It has never felt true to the feeling of what was really going on because there was never a connection with the professional coming from the outside. It felt fake."

For these adult learners, the idea of civic professionalism offers an alternative approach that, in their words, "just makes more sense" and would be "truer to the reality we live in." Although they have had few experiences with these kinds of participatory practices, they recognize the benefits of engaging a community that feels the direct impact of an issue. They note that this approach offers "a connection" and an "exchange of ideas and experiences," and encourages community members "to be part of the solution and decision making."

One College Unbound student puts it this way: "If I have lifelong experiences of situations that affect me and my community, I may also have ideas and proposals that can help solve them." The student concludes with hopes echoed by other students across different contexts about the possibility in power sharing, reciprocity, and collaboration between community members and professionals "working together to make change."

Using the Civic Prompts in This Toolkit

Building on these experiments with a diverse group of learners, this guide provides tools for educators to create space for reflective practice, dialogue, and learning. These civic prompts are meant to help emerging professionals and community leaders (re)imagine how identities, values, interests, collaborative strategies, and public engagement might shape new ways of addressing the complex challenges that are likely to arise in public work.

Practicing Democracy is divided into 12 lessons, along with an assessment rubric. The activities in each lesson focus on supporting the next generation of leaders in developing their own concepts and skills of civic professionalism. They are designed to encourage critical engagement and sustained dialogue among groups of students from diverse backgrounds, experiences, and perspectives. The guide is unique in that it is designed to provide a pathway to civic learning for students in all majors.



Each lesson includes guidance for an educational experience set up in 75-minute increments. These activities are part of a sequential, developmental curriculum that can be used either as stand-alone lessons or as part of a semester-long seminar. They are also designed to be used in conjunction with other learning resources, such as relevant readings, films, or other activities. The assessment and reflection rubric provided after the lesson plans may be used throughout the curriculum to gauge students' progress toward mastery of the concepts in the toolkit.

Educators using this toolkit are strongly encouraged to be creative! Facilitators should act as citizen teachers, modeling the type of engagement they hope to catalyze among future civic professionals. This entails being authentic in responding to students, adapting or expanding on the ideas in this guide, and prioritizing the lived experiences of a given learning community. In this process, no doubt, the guide will become more robust, engaging, and participatory. After all, it takes a village to educate a citizen.

Lessons are divided into sub-sections that indicate the ways the activities are responding to the broader aim of educating civic professionals. These include Shaping Culture, Developing Concepts, Building Skills, Putting It into Practice, and Assessment and Reflection.

Creating Space for Democracy in Education

This toolkit is a timely resource to help prepare the next generation to address the fundamental challenges we face. In these times of crisis, we need to revitalize democracy by practicing democracy. With civic prompts such as readings, storytelling, dialogue and deliberation, case studies, situational analysis, team-building activities, and other facilitation materials for student engagement in a variety of settings, this guide provides ideas and resources for educators interested in creating space for democracy.

When professionals are able to think and act in publicly engaged ways, the likelihood of progress toward solving problems increases dramatically. This type of democratic engagement also has the potential to (re)build trust in public institutions, helping these powerful forces in our society become more equitable, transparent, and responsive. For citizens, communities, and institutions to be transformed, emerging leaders need the habits and skills to engage the public as democratic, civic professionals.

This toolkit is designed as a living document. It enables educators, students, and community practitioners to experiment with what works in practice when educating for democracy. It is meant to begin conversations and foster experimentation to educate a new generation of leaders with the capacity to facilitate civic solutions for the most difficult problems.

DEVELOPING THIS GUIDE

Practicing Democracy was initially inspired and supported by conversations in an ongoing research exchange convened by the Kettering Foundation, starting in 2018. This research method is known for its "devotion to framing questions, engaging everyday citizens in the work of answering those questions, encouraging them to work across lines of difference and disagreement."[14] This meant bringing together a diverse and talented group of scholars and practitioners exploring the question: How can educators prepare students to become civic-minded professionals?

The research process introduced a vast literature on civic professionalism that underscored the need for advancing a pedagogy that makes public engagement with communities possible not only in theory, but in practice. "Post-secondary professional training is often structured in ways that promote separation rather than collaboration between professionals and the public," writes Alex Lovit, the program officer who convened the group, as a reflection of the Kettering Foundation's research findings.[15] With this insight about the importance of embedding constructive conversations into teaching and learning, this research group is building on the findings of an earlier research exchange exploring a form of civic education we have termed *deliberative pedagogy*.[16]

With a focus on the pedagogy for future democratic leaders, the civic prompts in the guide were developed in a series of courses, workshops, and conversations with undergraduate students, K-12 teachers, adult learners, and community practitioners. The toolkit is meant to help educators incorporate civic learning across the curriculum.

14. Sharon Davies, "A Few Thoughts on Democracy," Kettering Foundation Blog Post (April 18, 2022).
15. Alex Lovit, "Educating for Civic Professionalism" Kettering Foundation memo for July 15, 2020 Research Exchange.
16. See the Deliberative Pedagogy Lab for resources on this civic education research at https://www.deliberativepedagogy.org/

This approach emerged from my work co-directing the Dialogue, Inclusion, and Democracy Lab, where we aim to develop a practical philosophy of "what works" to critically engage with complex issues and disputed questions with support from the Arthur Vining Davis Foundations. I also conducted workshops as a national field leader for the Bonner Foundation around these themes, and have seen the power of collaborative approaches to community engagement through a local place-based community engagement project with Brown University and College Unbound, supported by Bringing Theory to Practice.

I saw new models of professionalism emerge in unlikely places, such as in interviews with local artists as part of an interdisciplinary action research projects on the Arts of Community Renewal, which illuminated the importance of engaging the public through the arts and creativity in response to the Covid-19 pandemic.

I further refined these materials through my own experiments in teaching. This included assignments in undergraduate courses on leadership, dialogue, and community engagement at Providence College. I was also able to workshop these materials with adult learners who brought extensive community experiences to the classroom in several courses on community leadership at College Unbound.

My role as a faculty advisor for AAC&U's Civic Prompts in the Major project was invaluable in developing this guide. This publication is also anchoring my work as a deliberative dialogue fellow at Campus Compact. Campus Compact and AAC&U have been essential leaders in higher education, and important partners who have seen the value of bringing this resource to fruition.

This guide has been a collaborative endeavor. My hope is that these civic prompts will help to catalyze constructive conversations in democratic spaces across educational settings. This co-creative process involves learning communities coming alive in new and adaptive ways–leading to a new generation of professionals filled with democratic possibility.

Nicholas V. Longo

SHAPING CULTURE

LESSON 1: DEVELOPING A COMMUNITY LEARNING AGREEMENT

LEARNING OBJECTIVES

- ***Develop a community agreement for joint learning among a group.***
- ***Learn from stories about personal educational experiences.***

LESSON OVERVIEW

Creating a Community Learning Agreement is a way of developing mutually agreed-upon ground rules for group communication and civil discourse. This lesson guides the use of a participatory process among participants to shape a culture of learning.

The process of developing the agreement should model the approach to civic professionalism presented in this guide; thus, it is essential to create an inclusive process where all participants feel their voices are valued in contributing ideas and perspectives. The result should be a mutual and respectful set of norms that serve as the foundation for a vibrant learning community.

SUGGESTED PLAN **[75 minutes]**

LESSON PREPARATION

1. Familiarize yourself with the World Café method for hosting dialogues with large groups. This method includes processes for creating a welcoming environment, holding rounds of small-group conversations around key questions, and sharing insights. (See http://theworldcafe.com/key-concepts-resources/world-cafe-method/ for more information.)

2. Choose a space where you can document the Community Learning Agreement in a way that lets the whole group view it. Options include a whiteboard or chalkboard, a large flip chart, or a virtual recording place.

3. Set up several stations for small groups around the room with flip chart paper and pens for notes at each table.

INTRODUCTION [15 minutes]

Explain the importance of collectively establishing community ground rules for creating a productive and inclusive learning community. Note particularly that this process models a democratic method for developing group norms in public settings, so it's an important skill to practice in the classroom as students develop as civic professionals.

Ask for examples of how participants have developed and experienced formal or informal community agreements. Inquire about written and unwritten norms, rules, and rituals in various aspects of their lives. Mention things like walking on a path, forming lines at a coffee shop, or raising hands in class as everyday examples.

Introduce suggestions for group agreements from leaders in facilitation and civil discourse, such as adrienne maree brown. In *Emergent Strategies* (see Recommended Readings at the end of this guide), brown offers some of her favorite learning agreement recommendations, including these:

- Listen from the inside out and bottom up (a feeling in your gut matters!).
- Engage tension, don't indulge drama.
- W.A.I.T.–Why Am I Talking?
- Make space, take space–balance the verbose and the reticent.
- Confidentiality–take the lesson, leave the details.
- Be open to learning.
- Be open to someone else speaking your truth.
- Building, not selling–when you speak, converse, don't pitch.
- Yes/and, both/and.
- Value the process as much as, if not more than, the outcomes.
- Assume best intent, attend to impact.
- Self care and community care–pay attention to your neighbors.

Introduce World Café as a process for strategic dialogue among a diverse group of stakeholders. (See http://theworldcafe.com)

SMALL-GROUP ROUNDS [45 minutes]

ROUND 1 [15 minutes]

Form groups of approximately 4 to 5 participants and ask each group to respond to a series of questions aimed at capturing a set of ground rules for a community agreement. Have someone in the group take notes to document stories and insights.

Questions for the first round might include:

- Think of the best discussions you've been involved in. What happened that made these conversations so satisfying?
- What kinds of ground rules would help the class have conversations like these?

ROUND 2 [15 minutes]

Have participants move to another group. The groups may choose to leave one person as the "table host" for the next round. This person provides continuity between by explaining what happened at the table in the previous round to the new group of participants.

Ensure that someone in the group adds to the prior group's notes to document stories and insights from the new round.

Questions for the second round might include:

- Think of the worst discussions you've been involved in. What things happened that made these conversations so dissatisfying?
- What kinds of ground rules would help the class avoid conversations like this?

ROUND 3 [15 minutes]

Participants should then move to a third group. The groups may once more choose to leave one person as the table host for the final round. Again, have someone in the group add to the notes to document insights in this final round.

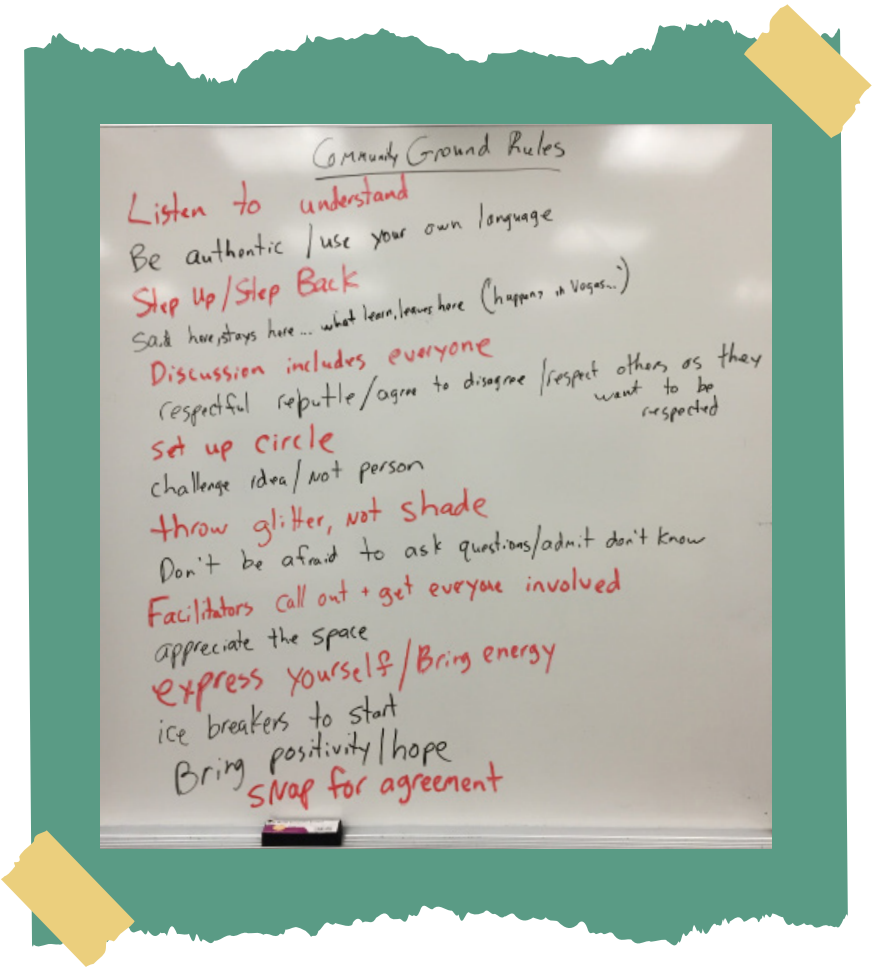
The goal of the third round is for the group to synthesize the results of the prior two rounds of ground rules brainstorming. Ask the groups to list, expand, and refine the ground rules generated through discussions.

LARGE-GROUP HARVESTING [15 minutes]

Invite the groups to share a few stories from the first two rounds, and then the curated list from round three for the Community Learning Agreement. Document the responses on a board or flip chart so that they are posted in a visible place.

Check in with the group to ensure there is agreement about the items on the list. Make clear that this is a living document to be returned to during future sessions.

Finalize the ground rules and ask for volunteers to help make some kind of public documentation of the Community Learning Agreement. This might be done virtually, in the classroom space, or both. If possible, house the community agreement in a visible space so students can hold each other accountable for maintaining civil and productive dialogues.



DEVELOPING CONCEPTS

LESSON 2: WHAT IS A CIVIC PROFESSIONAL?

LEARNING OBJECTIVES

- ***Develop a deeper understanding of civic professionalism.***
- ***Learn about civic purposes in education and future work.***

LESSON OVERVIEW

This lesson helps participants develop an understanding of civic professionalism by catalyzing discussions about the nature of work and civic life. It uses the "Chalk Talk" method—a starting point for generating ideas—to encourage dialogue among participants. The lesson culminates in a reflective activity that supports participants in shaping their own definitions of civic professionalism.

SUGGESTED PLAN **[75 minutes]**

LESSON PREPARATION

1. Consider assigning background readings on civic professionalism to ground this conversation. The University of Minnesota's Citizen Professional Center provides a short overview, "The Citizen Professional Idea" (see https://innovation.umn.edu/citizen-professional-center/the-citizen-professional-idea/). The Recommended Readings section at the end of this guide offers additional resources.

2. Review the Chalk Talk method (www.schoolreforminitiative.org/download/chalk-talk/), which will be used to encourage participation in this session.

3. Prepare to host the Chalk Talk. Post questions around the room that enable participants to reflect on and respond to the theme of civic professionalism (consider using 5 to 6 questions, but it depends on the size of the group). You can use spaces on multiple boards and/or use large flip chart paper situated around the room to post question prompts. Be sure to leave room for written responses.

Questions for the Chalk Talk activity can be tailored to class readings and local contexts. Some general examples follow:

- What does civic professionalism mean to you?
- Why is civic professionalism important?
- What are the wicked problems you most want to address?
- How can professional experts help mobilize and expand democratic authority to solve wicked problems?
- What is the impact of your studies on you as a civic professional?
- How will civic professionalism be part of your future work?
- What questions do you have for others about civic professionalism or wicked problems?

CHALK TALK INTRODUCTION [⏱ 5 minutes]

Explain the Chalk Talk method, emphasizing that it is a silent activity.

Offer some simple ground rules for posting on the boards, referring to the Community Learning Agreement developed in Lesson 1. Ask if anyone wants to add anything to the ground rules.

Read all of the Chalk Talk questions aloud to the group and make sure they are clear.

GALLERY WALK TO OFFER RESPONSES [⏱ 15 minutes]

Have participants circulate and write responses under the questions on the boards.

After they have a chance to go around the room to respond to each question, give participants time to return to the questions to review responses others have offered.

Invite participants to add to what is written on the boards and encourage them to make connections among responses.

SMALL-GROUP DIALOGUE [⏱ 20 minutes]

Ask participants to form small groups around the posted questions. Each group should have at least 3 to 4 participants to allow small-group conversations. If you don't have enough people, some questions can be without a group discussion.

Small groups should spend time discussing their question and the posted responses. It works best to have a visible space dedicated to recording key insights from the small-group conversations (This can be an online shared document, a second sheet of paper, or another chalkboard column.)

After 7-8 minutes or so, the group should rotate to a new question. The groups may choose to leave one person as the "table host" for the next round to provide continuity between the groups.

If time permits, you can have participants rotate to a third question.

LARGE-GROUP DEBRIEF AND HARVESTING [⏱ 20 minutes]

Bring students together in a circle for a large-group discussion. Rather than have them simply report what happened during their discussions, ask them to share critical insights. You can start this process by asking a few probing questions:

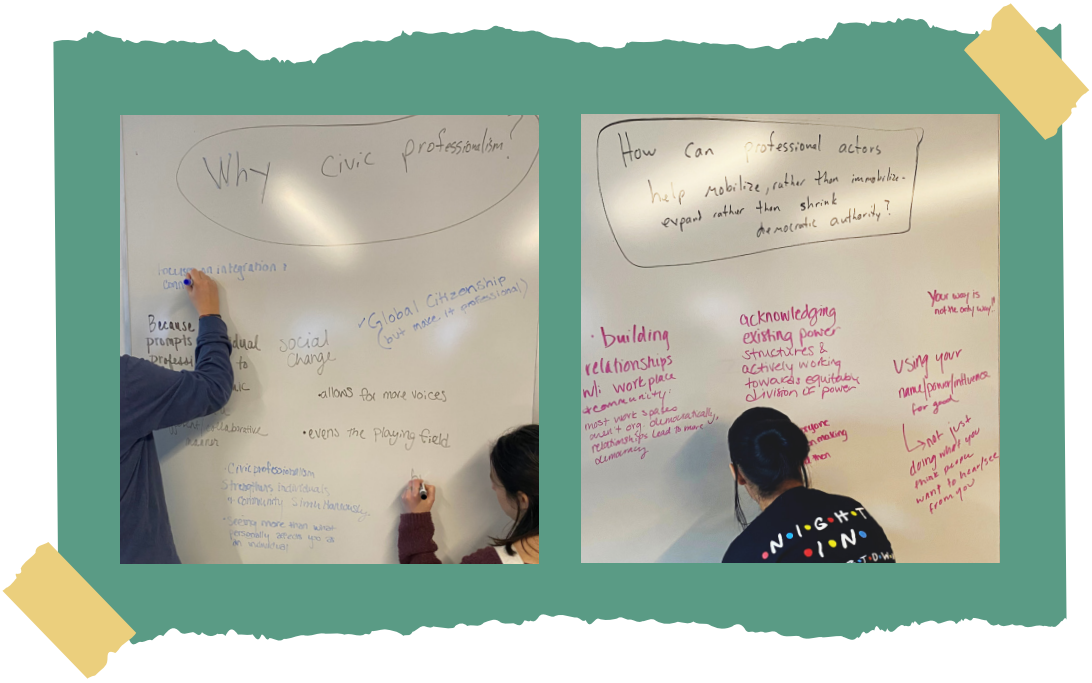
- What stories/insights did you hear in your conversations?
- What responses most informed your learning?
- What responses most surprised you?
- What questions did this activity raise that you'd like to discuss with others?

INDIVIDUAL DEFINITIONS OF CIVIC PROFESSIONALISM [⏱ 15 minutes]

As a final reflective activity, ask participants to write their own individual definitions of civic professionalism based on what they learned during the session.

Invite participants to share their definitions in pairs and then have some participants read their definitions to the group.

Record key words and takeaways from the definitions, and then ask students to add their individual definitions to a shared document.



DEVELOPING CONCEPTS

LESSON 3: CIVIC PROFESSIONALS IN ACTION

LEARNING OBJECTIVES

- **Develop ideas and innovative solutions for responding to complex public problems.**
- **Learn about the complexity of wicked problems through real-world cases.**

LESSON OVERVIEW

A study of real-world examples is a useful way to prepare for the messy realities of work as a civic professional. This lesson examines several case studies drawn from news articles, talks, and essays to encourage participants to explore the complexity of wicked problems and begin to conceptualize solutions for addressing them. Participants will continue to expand their definitions and understanding of civic professionalism by putting public engagement into context.

SUGGESTED PLAN [75 minutes]

LESSON PREPARATION

1. Consider incorporating some of the following case studies, or add your own and adapt the plan below accordingly:

- **Albert W. Dzur, "This Problem Belongs to Everyone,"** in his book *Rebuilding Public Institutions Together* (Cornell University Press, 2018), pp. 4-8. The story of how Vanessa Gray, principal at Forest Grove Community School, brought seventh graders together to resolve a disciplinary issue.

- **Sheri Fink, "Whose Lives Should Be Saved? Researchers Ask the Public,"** *New York Times*, August 21, 2016. How one physician enlisted community residents to discuss decision making in the rationing of care. https://www.nytimes.com/2016/08/22/us/whose-lives-should-be-saved-to-help-shape-policy-researchers-in-maryland-ask-the-public.html

- **Ernesto Sirolli, "Want to Help Someone? Shut Up and Listen,"** TedTalk, August 2012. A funny and revealing talk about how aid workers and others must listen to the people they're trying to help in order to get results. www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language

- **Patrick Waechter, "A Safe Place to Talk: Raising HIV Awareness Through Barbershops,"** Our Towns Civic Foundation, April 29, 2022. An exploration of local barber shops as venues for discussing public health and other social issues. www.ourtownsfoundation.org/a-safe-place-to-talk-raising-hiv-awareness-through-barbershops/

- **David Gelles, "The U.S. Will Need Thousands of Wind Farms. Will Small Towns Go Along?"** *New York Times*, December 30, 2022. A complex case that gets at the tension between professional expertise and the mistrust of rural communities in the fight to combat climate change. https://www.nytimes.com/2022/12/30/climate/wind-farm-renewable-energy-fight.html?smid=nytcore-ios-share&referringSource=articleShare

- **Ed Yong, "America is Sliding into The Long Pandemic Defeat,"** *The Atlantic*, June 27, 2022. A look at how local community health workers can build trust in addressing public health issues. www.theatlantic.com/health/archive/2022/06/pandemic-protections/661378/

OPENING FRAMING [25 minutes]

Share the "Citizen Professional vs. Outside Expert" chart developed by Harry Boyte, senior scholar at Augsburg University (below).

CITIZEN PROFESSIONAL VS. OUTSIDE EXPERT

	OUTSIDE EXPERT	CITIZEN PROFESSIONAL
MOTIVE	Altruistic service	Co-creation and joint problem solving
WHO IS IN CHARGE?	Experts	Citizens, both professionals and amateurs
GOAL	To fix problems	To solve problems while also building community ties
METHOD	Expert intervention	Public work
APPROACH TO TEACHING	Didactic	Appreticenship, relational, conveying craft heritage
SOURCES OF KNOWLEDGE	Abstract theory, book learning	Local situation, experience, and practice, as well as theory
SKILLS	Disaggregation, analysis, application	Synthesis, integration, contextual understanding, relationship building
KEY ROLE OF PROFESSIONALS	Service providers	Catalyst

Source: Harry Boyte, The Citizen Solution: How You Can Make a Difference (Minnesota Historical Society Press, 2008)

Spend time reviewing the chart, giving participants the opportunity to grapple with the alternative approaches being presented. Discuss how the chart emphasizes various aspects of citizen/civic professionalism—and how this approach differs from an outside expert-driven approach.

Make note of the distinction between experts being *"on top"* vs. *"on tap."* Ask participants how they think about this distinction.



"These smug pilots have lost touch with regular passengers like us. Who thinks I should fly the plane?"

Next, introduce Will McPhail's *New Yorker* cartoon, "These Smug Pilots" as a way to spark dialogue on the pitfalls of dismissing expertise. Use the message underneath the cartoon's humor to explore the tensions between technical expertise and other ways of knowing.[17]

Connect questions about expertise in democracy with other contemporary issues using case studies. For instance, consider introducing topics such as trust in public health expertise with regard to the Covid-19 response, or the role of parents and community members in setting K-12 curricula, especially given the recent push to eliminate lessons about racism and other social issues in schools. Ideally, the case studies should add further context to these tensions and allow for robust dialogue.

17. Readers can search for Will McPhail's *New Yorker* cartoon, "These Smug Pilots" (ID # TCB-143805) at https://cartoonbank.com/.

CASE STUDIES IN SMALL GROUPS [⏱ 30 minutes]

Briefly introduce the selected case studies and explain to participants that they will review them in small groups.

Assign participants to groups, or have them self-select by interest areas. Give participants time to read/review their assigned case (10-15 minutes, depending on length).

Once the group has finished reviewing, ask them to analyze the cases as a way to consider effective responses to wicked problems. Some questions to ask groups include:

- What wicked problem(s) does the case present? What makes them so complex?
- What might a more narrow, technical response look like? What would a citizen-centered alternative response entail?
- What response(s) does the case introduce or consider? What would be most effective? What are the trade-offs?
- How might these ideas apply to other complex problems?

LARGE-GROUP DEBRIEF [⏱ 20 minutes]

Bring everyone together and have each small group present a short summary of their case to the class. Ask the groups to report key insights and questions that emerged.

Connect the conversation back to the earlier discussion on the Citizen Professional vs. Outside Expert chart, along with the cartoon about the role of expertise in a democracy.

DEVELOPING CONCEPTS

LESSON 4: HABITS AND SKILLS OF CIVIC PROFESSIONALS

LEARNING OBJECTIVES

- ***Develop a learning plan for areas of growth as a civic professional.***
- ***Learn democratic habits and skills for making change.***

LESSON OVERVIEW

The goal of this lesson is to help participants articulate the democratic habits and skills they might obtain in their practice as civic professionals. This lesson involves a mixture of self-reflection and co-creative learning, while introducing important concepts and practices.

SUGGESTED PLAN **[75 minutes]**

LESSON PREPARATION

1. Choose a space with a chalkboard or whiteboard, or set up a flip chart, to record responses from this lesson's "Think/Pair/Share" activity.

2. Make copies of the "Habits and Skills of Civic Professionals" handout (provided at the end of this lesson), or prepare to share it electronically with all participants.

THINK/PAIR/SHARE [⏱ 25 minutes]

Begin by asking participants to brainstorm individually a list of skills needed to be effective as a leader involved in public engagement. Ask them to be specific, with the promise that there are no wrong answers.

After participants have time to reflect individually, ask them to pair up and share their responses with their partners. Ask the pairs to ask questions of one another and begin to curate a list together.

Bring the teams back to the large group and ask them to share their responses with the class. As the pairs are sharing their skills, record the curated list of the competencies that civic professionals need to be effective. Post responses from the entire group on the board or flip chart. The entire class should review and discuss the responses.

HANDOUT AND SMALL GROUPS [⏱ 15 minutes]

Distribute the "Habits and Skills of Civic Professionals" handout. The handout lists skills associated with each of four habits civic professionals use to engage communities: Working Reflectively, Working Publicly, Working Inclusively, and Working Collaboratively.

Break the class into four groups (you might try to keep the pairs together). Assign each of the groups to explore in depth one of the four habits from the handout, along with its corresponding set of skills. In reviewing skills, students should discuss practical application, asking questions such as:

- Can you share a story/example of when you used one of these skills?
- What other skills would you add to the list?
- How can you develop these skills, in the coming months and longer term? (Try to be as specific as possible.)

LARGE-GROUP DEBRIEF AND HARVESTING [⏱ 20 minutes]

With the full class, ask each group to teach the other groups about the civic habit they explored with their team, along with the sets of skills associated with the habit. Small groups should be invited to share at least one story from their discussions.

After each group presents, ask participants to add any missing habits or skills from the distributed list. Spend time comparing the distributed list with the skills/competencies from the opening brainstorm activity.

FUTURE PLANNING [⏱ 15 minutes]

Ask participants to return to their initial pairs from the Think/Pair/Share activity. Invite the partners to come up with individual growth plans for the coming months, and then for the longer term. Ask the pairs to first work individually, and then together.

Participants can draw upon the final question from their small-group conversations, but with their individual plans the pairs should focus on the civic habits they would like to develop as areas for personal growth. Questions for planning and reflection might include:

- What habit and corresponding skills would you most like to develop over the coming months? over the next 5 years? Why?
- What steps can you take to cultivate these habits? (Be specific.)
- How can you measure progress toward meeting your goals?

HABITS AND SKILLS OF CIVIC PROFESSIONALS

WORKING REFLECTIVELY

- Listening eloquently
- Engaging in critical self-reflection
- Seeing interrelationships and systems
- Seeking sustainable solutions

WORKING PUBLICLY

- Cultivating public narratives and storytelling
- Analyzing stakeholder interests and power
- Naming and framing problems to promote deliberation
- Making conversations public

WORKING INCLUSIVELY

- Adopting an asset-based approach
- Practicing cultural humility
- Building diverse coalitions
- Developing leadership in others

WORKING COLLABORATIVELY

- Building reciprocal, trusting relationships
- Facilitating dialogue with people affected by a problem
- Finding common ground
- Sharing responsibility for solving a problem

DEVELOPING CONCEPTS

LESSON 5: CAREERS AND THE COMMON GOOD

LEARNING OBJECTIVES

- **Develop a civic identity and values relating to future work.**
- **Learn about the connection between careers and the common good.**

LESSON OVERVIEW

This lesson provides the opportunity for participants to explore the connection between their civic commitments and future careers. Participants will reflect on their identity and values and how these connect with career choices.

SUGGESTED PLAN **[75 minutes]**

LESSON PREPARATION

1. Choose a space with a chalkboard, whiteboard, or flip chart to record responses from this lesson's "Careers and the Common Good" ranking activity.

2. Make copies of the "Careers and the Common Good—Ranking Priorities" handout (provided at the end of this lesson), or prepare to share it electronically with all participants.

INTRODUCTION [⏱ 5 minutes]

Distribute the "Careers and the Common Good" handout to the class. Explain to participants that in this session, they will have the opportunity to reflect on their own values, how those values may shape their career choices, and their understanding of the connection between professional and civic life.

Read the directions on the handout to the group, emphasizing especially that there are no right or wrong answers in the activity. Be sure to note that 1 is their top choice (what they value most), while 10 is the lowest in the ranking (least important).

INDIVIDUAL RESPONSES [⏱ 10 minutes]

Give time for participants to fill out the ranking list individually.

SMALL GROUPS [⏱ 25 minutes]

Break the class into small groups of 3 to 5 participants. Invite each person to share their responses with other members of their small groups. The groups should discuss individual and collective responses.

Suggest that participants begin by focusing especially on the top three (1-3) and bottom three (8-10) responses on their lists. The groups can explore areas where their responses overlap and differ as an interesting way to begin conversations. Small groups can then explore other aspects of their selections and how those selections reflect their civic and career values.

LARGE-GROUP HARVESTING [⏱ 20 minutes]

Bring the group back together. Read through the list and poll the group to tally the number of top-3 responses for each item on the list. Note to the group that this is for exploratory purposes only, to get a sense of the group's collective responses—not to find a "correct" answer.

After noting the most commonly chosen top answers, invite the small groups to reflect on their conversations, finding areas of synergy and divergence. Potential topics/ questions for group discussion include:

- Was this activity difficult to complete? Why or why not?
- What did you learn about your own civic identity and values from this activity?
- What do you see as areas of common ground among your small group/the larger class?
- Which priorities drew the most diverse responses? Why do you think these items led to divergent responses?
- What things can you do now to prepare for the future work you most aspire to achieve?

Capture some of the values underlying the responses and write them on the board. Ask the group to reflect on the responses and how they might relate to their understanding of civic professionalism.

ONE-SENTENCE JOB DESCRIPTION [⏱ 15 minutes]

As a concluding activity, have participants individually craft a one-sentence description for their ideal job. They can then form pairs to share their descriptions. Return to the large group and invite volunteers to share their dream job description with the class.

CAREERS AND THE COMMON GOOD—RANKING PRIORITIES

What factors are most important to you with regard to the choices you hope to make in your career, and with how your planned career relates to the common good? Rank the following priorities, with 1 as the most important and 10 as the least important to you. There are no right or wrong answers, and it is understood that your choices will change over time (perhaps as soon as when we discuss this activity).

_____ Earning a comfortable salary and receiving good benefits.

_____ Doing meaningful work for an organization I believe in that contributes to social change.

_____ Having a flexible work schedule that gives me free time for other activities.

_____ Being a part of a brand-new initiative or a start-up that reflects my values.

_____ Finding work that can best support the health and lifestyle of my family.

_____ Working in a job that allows me to gain new skills, has opportunities for advancement, and offers avenues for professional development.

_____ Being able to travel and immerse myself in diverse cultures as part of my job.

_____ Working with a community of colleagues who are friends and mentors whom I trust and respect.

_____ Finding a job in my desired location, with a manageable commute and near my family/friends/partner.

_____ Doing work that is interesting and dynamic that forces me to stretch myself and grow in new ways.

BUILDING SKILLS
LESSON 6: FACILITATION

LEARNING OBJECTIVES

- ***Develop skills for facilitating groups with an emphasis on applying an equity lens to solving wicked problems.***
- ***Learn how to consider the facilitator's power, positionality, and roles in shaping the outcomes of a dialogue.***

LESSON OVERVIEW

Learning to facilitate groups is an essential public skill for addressing wicked problems. This lesson helps participants determine their own values and roles in facilitation, along with practical cases for which facilitative leadership might be applied. It asks facilitators to consider their obligation to use the power and positionality of their roles to advance inclusion, equity, and justice. It also asks students to consider how they will frame, organize, and manage dialogues in their work as civic professionals.

The lesson draws upon a framework and materials developed by Martin Carcasson, Timothy Shaffer, and Nancy Thomas on approaches to facilitation in an activity they term "The Neutrality Challenge." With this activity, they ask how leaders of deliberative practice "balance the commitment to a politically neutral process with the desire to achieve more equitable outcomes."[18]

18. This lesson draws upon two resources: Nancy Thomas and Mark Brimhall-Vargas, "Facilitating Political Discussions: A Facilitator Training Workshop Guide," Institute for Democracy and Higher Education, Tufts University, https://tufts.app.box.com/v/idhe-facilit-polit-discuss/; and Martin Carcasson, Timothy Shaffer, and Nancy Thomas, "The Neutrality Challenge," Frontiers of Democracy, Tufts University, 2011. https://www.academia.edu/31355498/Framing_the_Neutrality_Challenge_Frontiers_of_Democracy_Tufts_University_July_21-23_2011

SUGGESTED PLAN [⏱ 75 minutes]

LESSON PREPARATION

1. Review Nancy Thomas's report, "Readiness for Discussing Democracy in Super-Charged Political Times," Institute for the Institute for Democracy and Higher Education, Tufts University, 2019, at https://tufts.app.box.com/v/idhe-discussing-democracy.

2. Make copies of the "Neutrality Challenge" handout (provided at the end of this lesson), or prepare to share it electronically with all participants.

3. Review the "Case-in-Point" scenarios (also at the end of this lesson) and adapt or add to the options, as desired.

GETTING READY FOR DIALOGUE [⏱ 5 minutes]

Facilitators should invite students to consider how all aspects of facilitation is an opportunity for leadership, and how change making can be done with an equity lens. Ask students to examine and critically reflect upon the many aspects of being "ready" to lead a dialogue or deliberation on contentious issues, including:

- How is the topic named?
- Where is the dialogue located?
- What materials are selected for discussion?
- Who is invited to participate?
- How are various viewpoints framed? and
- Whose voices and viewpoints get the most consideration or critique during a discussion?

REVIEW OF NEUTRALITY CHALLENGE FACILITATION CHOICES [⏱ 10 minutes]

Distribute the "Neutrality Challenge" handout to the class. Explain the importance of facilitative leadership and reflection as it relates to civic professionalism and addressing wicked problems.

Give participants time to read the four approaches to facilitation and problem solving: Social Justice Is the Work, Intentional Examination of Power, Impartial and Principled Impartiality, and Trust a Neutral Process. Review the approaches with their descriptions and ensure that participants have a good understanding of them.

Ask for volunteers among the group to summarize each approach. Be sure to have them use their own words, as opposed to simply reading the provided descriptions.

FOUR-CORNERS ACTIVITY [⏱ 45 minutes]

Set up the room so that each corner of the room is the quadrant for one of the four approaches (while considering accessibility and physical needs of the participants). Explain to participants that you will be presenting four case scenarios. After hearing each scenario, participants will self-select into the quadrant of the room representing the perspective they would take in the given case.

Use the "Case-in-Point Scenarios," for cases to use in this activity, or create your own. Other topics you may consider include decisions about school closings, climate change, or other timely local topics. Cases are designed for four rounds of approximately 10 minutes each. Provide activity framing and instructions to participants, such as:

You will be asked to respond to several case-in-point scenarios that ask you to describe which approach you would take for facilitating a dialogue or deliberation. There are no right or wrong answers, as this is an exercise to help you think about how your own values, civic identity, and approach to change might influence a dialogue process and outcome. The first baseline case asks you to select the approach that most aligns with your perspective, values and identity; the next three cases offer specific scenarios that invite you to think about whether and how you might adjust your approach in different contexts.

Begin by reading the baseline case scenario and asking participants to move to the corner of the room that best represents their core values. Ask participants to select one of the four options, even if they are not sure about their answer or feel that they would use aspects of different approaches.

Direct participants who self-select to one of the four corners of the room to talk with other members of the group in their chosen corner about why they selected the approach. Then move to a large-group conversation to enable students to discuss their choices with members of the other groups.

As this large-group conversation progresses and more perspectives are shared, advise participants that they can move to another of the four quadrants if they are compelled to change their mind based on the responses from other groups.

Repeat this process with each of the case scenarios.

LARGE-GROUP REFLECTION [[⏱ 15 MINUTES]

After discussing each of the cases in small and then large groups, reflect on the activity with the entire class. Ask participants to reflect on how the situations presented affected their perceived values and how they might facilitate change in the future. Have them reflect on how learning about different approaches to specific issues has further developed their understanding of civic professionalism, and on how they might cultivate facilitation as a public skill.

Finally, share your approach to facilitating this activity, as well as your core values as a facilitator and the approach you took for this activity—are they the same? Ask for feedback on your approach to facilitation during this activity, including students' perspectives on which of the four options most closely aligns with the approach reflected in the facilitation of this activity.

CASE-IN-POINT SCENARIOS

Present these scenarios orally to the group. For each scenario, ask participants to take a stand for one of the four approaches to facilitation, even if they see aspects of several of them in their approach to making change.

BASELINE: YOUR CORE VALUES

Which of the four approaches to facilitation— Social Justice Is the Work, Intentional Examination of Power, Impartial and Principled Impartiality, and Trust a Neutral Process—most aligns with your values, in that it best describes how you see yourself and your work as a civic professional making community change? Explain why the one you selected feels most aligned with your values and approach to facilitation.

CASE-IN-POINT 1: PUBLIC HEALTH IN SCHOOLS

Whether and how to require Covid-19 vaccines and boosters in schools is a wicked problem, given the health risks associated with Covid-19 on one hand and skepticism among some segments of the public about vaccines and public health expertise more generally on the other.

Should a school district require a vaccine and/or boosters for students and/or teachers? What alternatives are offered for people who do not wish to get a vaccine? What resources and information are needed to bring about this decision?

In this case, you are being asked to facilitate a community conversation on the issue of vaccines in schools with a diverse group of stakeholders, including teachers, students, parents, health professionals, and policymakers.

• As a facilitator of this deliberative dialogue, how would you approach your role? Given the high stakes, degree of uncertainty, and divergent perspectives, which of the four approaches (Social Justice, Intentionality, Passionate Impartiality, or Trust the Process) is most called for in this situation?

• How would you bring this approach to your facilitation of this dialogue on public health in schools?

• Is this the same approach you identified as aligned with your core values in the baseline case? If it shifted, explain why.

CASE-IN-POINT 2: POLICE REFORM AND FUNDING

Widespread protests after the murder of George Floyd and other Black Americans by the police have put a national spotlight on policing practices, funding for police departments, representation in our communities, and the overall issue of systemic racism. Racism is woven into the fabric of our communities. While difficult, conversations about racial justice and anti-racism are happening in many areas of public life. At the same time, an increase in violent crime has led to a backlash against efforts to decrease funding for the police in many communities.

In this case, you are being asked to facilitate a community conversation on police reform and funding for the police in your local community with diverse stakeholders, including Black Lives Matter activists, representatives from the police department, ordinary citizens from diverse racial backgrounds, and policymakers.

• Given the challenges in facilitating conversations about police reform and funding levels for law enforcement, which of the four facilitative approaches (Social Justice, Intentionality, Passionate Impartiality, or Trust the Process) is most called for in this situation in your role as a facilitator?

• How would you bring this framework to your facilitation of this dialogue on police reform and funding?

• Is this the same approach you identified as aligned with your core values, or as the approach you would use in Case 1? If it shifted, explain why.

CASE-IN-POINT 3: PARTICIPATORY BUDGETING

Participatory budgeting, a process developed in Brazil, is now used in communities across the globe as a means of empowering ordinary citizens to decide together how to spend public money as described by the Participatory Budgeting Project (https://participatorybudgeting.org/). In New York City, for instance, many high schools have an allotted budget determined through a participatory budgeting process led by students.

In this case, you are being asked to facilitate a participatory budgeting process in your local community.

• Given the challenges of making decisions about the many possible uses of a limited amount of public money, which of the four approaches (Social Justice, Intentionality, Passionate Impartiality, or Trust the Process) is most called for in this situation in your role as a facilitator?

• How would you bring this framework to your facilitation of this participatory budgeting process?

• Is this the same approach you identified as aligned with your core values in Case 1, or as they approach(es) you selected for Case 1 and Case 2? If it shifted, explain why.





THE NEUTRALITY CHALLENGE

Which of these four approaches most aligns with your values and commitments to facilitating social change?

#1: SOCIAL JUSTICE IS THE WORK

"You can't be neutral on a moving train," explains historian Howard Zinn in describing the importance of taking a stand for social justice. Civic professionals need to take this insight into their work by acknowledging that structural inequalities exist in society and that these inequalities are detrimental to our social fabric. As a result, social, political, and economic justice are goals that need to be front and center when facilitating dialogue.

This work requires taking a stand on the side of justice by leaning into questions of diversity, equity, and inclusion. Participants need to recognize that our economic, political, and social systems have significantly and disproportionately oppressed historically marginalized groups especially based on race, ethnicity, sex, wealth, sexual orientation, ability status, immigrant status. Current levels of exclusion, inequality, and injustice undercut core civic values and threaten the fragile foundation of our democracy.

Less powerful voices are often silenced in the name of "neutrality" or "civility," and neutral and objective processes may actually reinforce the status quo, with its existing disparities in power, access, and opportunity. With this approach, inclusion, equity, and justice are the explicitly stated goals in facilitating social change.

#2: WE NEED INTENTIONALITY

What's missing is a genuine and comprehensive commitment to a purposeful examination of the patterns of power, privilege, and structural inequality underlying any public problem. Civic professionals must always examine "the problems underneath the problems" by using constructive dialogue to unearth patterns of power, privilege, racism, discrimination, and disparity.

It's easy to assume that participants will inevitably examine the underlying systems, structures, and behaviors that contributed to, or even cause, the problem being discussed. Some even think that getting "the right people" (often simply a diverse group) in the room will suffice. This perspective suggests that that approach is not enough: what is required is an intentional and thorough examination of power and privilege.

This entails asking critical questions that raise, examine, and work to resolve power dynamics and equity considerations at every step of the process. Intentionality is the value that undergirds all aspects of problem solving, including naming and framing, process design, facilitation, action planning, reporting, and action.

#3: PASSIONATE & PRINCIPLED IMPARTIALITY

It's possible to be passionate about a topic yet avoid seeking a predetermined end. Civic professionals should strive for this form of "passionate and principled impartiality." Facilitators can make a commitment to learning, growth, and leadership development, which means placing a commitment to the democratic process above the desire for any specific outcome or goal.

Civic professionals need to take advantage of the positive impact of neutrality and objectivity, while working with groups to solve public problems in an inclusive way. This approach serves to highlight the inherent tensions in the work of deliberative democracy. Ideally it will give facilitators the authority to bring people together across differences, emphasizing a commitment to participatory processes that builds the civic capacity of a community to solve problems.

Ultimately, this approach strives for impartiality. This involves facilitating a process with no predetermined or partisan end in which facilitators still bring to bear a passion for the democratic processes involved in exploring their solutions.

#4: TRUST THE PROCESS

Neutral deliberation will ultimately plant the seeds for social justice. In contrast, an explicit focus on equity and social justice will brand the work as partisan and contribute to the polarizing politics of our public life. Civic professionals need to be objective and neutral as facilitators of change and trust people in this process to come up with sound decisions.

This neutral approach enables a broad and diverse coalition of people to come together to work through a problem, which is ultimately the only way it will be solved. In our hyper-partisan political culture, neutral conveners and strong facilitators that emphasize a well-designed process can be critical to moving conversations forward and undoing some of the negative consequences of polarization.

If we define our work as favoring one side of an issue or another, facilitators will rightly lose their legitimacy as neutral and fair conveners. We will also likely be less successful because some people who should be present won't be at the table. This approach seeks to change the nature of the conversation by moving away from partisanship and polarization by providing neutral space for dialogue that (ideally) leads to informed action. This is the best way to restore faith in democracy and make a long-term impact.

BUILDING SKILLS
LESSON 7: PUBLIC NARRATIVE

LEARNING OBJECTIVES

- ***Develop skills for sharing personal stories that connect with community stakeholders and call others to action.***
- ***Learn to use stories to develop leadership and make a difference.***

LESSON OVERVIEW

"Public narrative" is a concept developed by Marshall Ganz, senior lecturer at Harvard University, based on his work as an organizer over many years. Participants will use Ganz's essay, "What Is Public Narrative?" and the *Public Narrative Participant Guide* to develop their own public narratives. This process will help students explore the power of crafting stories to develop leadership in themselves and others.

SUGGESTED PLAN [75 minutes]

LESSON PREPARATION

1. Review Marshall Ganz's essay, "What Is Public Narrative?" https://dash.harvard.edu/handle/1/30760283 and Ganz's *Public Narrative Participant Guide* https://www.ndi.org/sites/default/files/Public%20Narrative%20Participant%20Guide.pdf. Make copies of the essays or prepare to make them available to all participants electronically.

2. Prepare to screen a video of the following speech as an example of public narrative: "6.12 Seconds—James Croft's Harvard LGBT Bullying Speech," https://youtube.com/watch?v=lymvc5d6qxY/. (If desired, find a different relevant speech for participants to view or read.)

INTRODUCING PUBLIC NARRATIVE [⏱ 20 minutes]

Introduce the idea of public narrative as conceptualized by Marshall Ganz. Introduce the role of stories and the public narrative practice of combining stories of "self, us, and now" -- why you care about the problem(s) you are organizing to change, how these issues are broader community challenges, and what concrete actions can make a difference.

Distribute Ganz's *Public Narrative Participant Guide* https://www.ndi.org/sites/default/files/Public%20Narrative%20Participant%20Guide.pdf. Have students review the guide individually.

Watch the James Croft speech, "6.12 Seconds," with the full group and ask students to identify aspects of the speech that were most effective and noteworthy. Specifically, ask them to describe how the speaker uses the "self-us-now" public narrative framework.

THINK/PAIR/SHARE [⏱ 40 minutes]

Ask participants to use the Marshall Ganz handout to develop their own public narrative on a topic of their choice, using these questions as a guide:

- What is the issue/problem you want to tackle/see change?
- Why are you called to make that change? What specific experiences have shaped your story of self?
- What personal story can you tell that will help others understand why you want to make that change?
- How does this issue impact others in the community?
- What might be done to address this issue?

Participants should work in pairs for about 10 minutes to develop and practice their stories with their partner. Next, have them present their narrative in small groups of four (have each pair join another pair) to practice their stories. Small groups provide an opportunity for each participant to share their story and get feedback from peers. Have each participant share the story (2–3 minutes, depending on group size) and then get feedback (3–4 minutes). Then, the next participant should share their story using the same process until everyone has had a turn.

PUBLIC EVALUATION AND FEEDBACK [⏱ 15 MINUTES]

Bring the group back together to debrief the experience of telling their stories and getting feedback from peers. Ask participants to reflect on their learning and to evaluate public narrative as a tool for making change.

Have students think about how they might use this public skill in the future. Encourage them to share specific plans for practicing their public narrative as part of an organizing campaign or in another public setting.



BUILDING SKILLS

LESSON 8: ASSET-BASED COMMUNITY DEVELOPMENT

LEARNING OBJECTIVES

- ***Develop skills for asset-based community development.***
- ***Learn to see and cultivate individual, community, and institutional gifts and resources.***

LESSON OVERVIEW

Asset-based community development is a democratic skill that helps identify, cultivate, and catalyze the talents or gifts in a community. This lesson introduces an interactive activity that helps participants learn to recognize community assets and resources.

SUGGESTED PLAN [75 minutes]

LESSON PREPARATION

1. Review the following resources or others focused on asset-based community development:

• Online publications from the Asset-Based Community Development Institute, https://resources.depaul.edu/abcd-institute/publications/Pages/default.aspx

• John Kretzmann & John McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* (ACTA Publications, 1993). http://www.povertystudies.org/TeachingPages/EDS_PDFs4WEB/ABCD-Bldg-communities-from-inside-out.pdf

• Byron White, *Navigating the Power Dynamics Between Institutions and Their Communities* (Kettering Foundation Press, 2009). https://www.kettering.org/sites/default/files/product-downloads/Navigating_Power_Dynamics.pdf

2. Bring a half-full glass of water to the session to use as the opening activity (see "Large-Group Overview," below).

3.Choose a space with a chalkboard or whiteboard, or set up a flip chart, to record responses from the interviewing activity.

LARGE-GROUP OVERVIEW [⏱ 25 minutes]

Begin by presenting the half-filled glass of water. Ask participants what they see in the glass.

Acknowledge that for some people, the glass is half-empty; for others, it's half-full. Indicate that these different perspectives parallel the perspectives that underlie needs-based versus asset-based approaches to community development.

Note that it's much more common for experts and professionals to look at communities from a "needs" or deficit perspective—to see communities as half-empty. We see this all the time: it permeates our popular culture and media; it is also the dominant model of development. As an example, ask participants what needs or deficits they hear about in a given under-resourced local community. Record the responses on the board or flip chart.

Next, explain some of the negative effects of needs-based approaches, according to organizers such as John McKnight and Byron White:

- They inflict a negative and "de-habilitating" collective mindset on people and communities.
- They increase reliance on outside experts, who build a sort of industry on poverty and needs.
- They turn citizens into consumers, rather than producers.
- They overlook valuable resources and potential for change.

Explain the importance of an alternative model of community development: asset-based community development, or ABCD. ABCD asks those involved in community development to see communities for their assets or gifts—that is, as glasses half-full.

This approach, McKnight and Kretzmann argue, helps communities make change "from the inside out." This entails focusing on the assets of a community and mobilizing these assets for positive community change. The process is therefore community-driven, as opposed to professional-driven, although it includes an important role for professionals as experts "on tap, not on top."

Finally, note that this process can build community, something social scientists sometimes call "social capital"--the relationships, networks, and bonds between people. This is different from physical or financial capital, but just as important.

Make note of the differences between *bonding capital* (community among a tight-knit group) and *bridging capital* (community among diverse networks). Ask the group for examples of bonding and bridging capital.

INDIVIDUAL ASSET-MAPPING ACTIVITY IN PAIRS [⏱ 10 minutes]

Ask participants to pair up (ideally with someone they don't know well). Have them think about their individual assets/gifts. Note that they may be amazed by how many of their gifts are unknown to others, or even to themselves.

Then ask pairs to interview their partners and make a list of all of the skills, talents, and capacities they are able to draw out. Prompt participants to ask their partners about different types of gifts, such as:

- Gifts of the hand—practical skills such as cooking, speaking a foreign language, computer skills, playing an instrument, etc.

- Gifts of the head– knowledge and information, such as subjects you know about, places you've been, local knowledge.

- Gifts of the heart–passions or interests, such a passion for learning or for listening to stories.

LARGE-GROUP HARVESTING [⏱ 15 MINUTES]

Ask pairs to report out on the assets and gifts they discovered in their partners.

Record individual assets on a board or flip chart.

ASSET-MAPPING ACTIVITY IN SMALL GROUPS [⏱ 10 MINUTES]

Introduce citizen associations and institutions as the next stages of asset-mapping which build upon individual gifts. Explain what is meant by citizen associations, which may include places of worship, clubs, cultural groups, or other groups.

Introduce what is meant by local institutions, which may include schools, libraries, businesses, and health providers; also note the importance of physical resources like parks, abandoned spaces, gardens, and fields.

Divide participants into small groups. Ask groups to work together to map the citizen associations, institutions, and physical resources of a community they know (this may be the school, campus, or a local neighborhood). Make a listing of the associations/ institutions, along with contact information and a short summary of their mission.

LARGE-GROUP HARVESTING & REFLECTION [⏱ 15 MINUTES]

Have groups report out the assets. Record them on a board or flip chart.

Ask participants to reflect on ABCD as an approach and a skill. Do they think this approach is important or valuable? Why or why not? If so, in what contexts would it work best? How might they use it in the future?

BUILDING SKILLS
LESSON 9: ONE-TO-ONES

LEARNING OBJECTIVES

- ***Develop skills for building mutual and public relationships.***
- ***Learn to listen to find mutual interests and common ground.***

LESSON OVERVIEW

One-to-ones are a process for building strategic relationships and finding mutual interests in community organizing. This lesson introduces this skill and gives students an opportunity to practice conducting one-to-one relational meetings.

SUGGESTED PLAN **[75 minutes]**

LESSON PREPARATION

1. Review the following background resources:

- Edward Chambers, "The Relational Meeting," in *Roots for Radicals* (Continuum, 2003).

- Marshall Ganz, "Building Relationships," in *Organizing: People, Power, Change*, 2016 (pp. 15-20) https://commonslibrary.org/organizing-people-power-change/

- Margaret Wheatly, *Turning to One Another: Simple Conversations to Restore Hope to the Future* (Berrett-Koehler Publishers, 2009).

LARGE-GROUP OVERVIEW [⏱ 15 minutes]

Begin by emphasizing the importance of one-to-one conversations as a process for building relationships and finding mutual interests. Explain the four acts in a one-to-one meeting, as described by Marshall Ganz:

PURPOSE
Be up front in establishing why you are meeting in order to make sure you are both on the same page.

EXPLORATION
Learn the story of your potential ally, especially look for "choice moments" of discernment . Ask probing questions and look for mutual interests.

EXCHANGE
Share connections and resources.

COMMITMENT
Articulate agreed-upon, concrete follow-up action steps.

Introduce the concept of "self-interest" as understood by community organizers, which offers the Latin root of self-among-others as an essential foundation for understanding interests among people. Explain how this interpretation is useful for working across differences and finding common ground. Contrast this with the concepts of "selfish" and "selfless." Give participants time to get used to the idea of self-interest being used as a positive term for the purposes of building public relationships.

Explore the distinctions between public and private life. Ask participants to share thoughts on each sphere. Encourage them to reflect on the potential power of doing work that is grounded in private values but extends into public action. Ask for examples and explore what most often draws people to public work.

PRACTICE AND FEEDBACK [⏱ 15 MINUTES]

Ask for volunteers to practice a one-to-one as a "fishbowl" activity, in which two volunteers practice a one-to-one while the rest of the group observes. Have one person play the role of organizer who is interviewing the other person, playing the role of a community stakeholder. Provide constructive feedback and invite the class to reflect on how this role-play will inform their one-to-one practice.

PRACTICE IN PAIRS [⏱ 20 MINUTES]

Break the class into pairs, asking participants to practice one-to-one meetings. Given the length of time, this practice activity will require flexibility, but ask each partner to take a turn as the organizer and stakeholder being interviewed. Ask the pairs to try to find some common ground, even in this short period of time.

PUBLIC EVALUATION AND FEEDBACK [⏱ 15 MINUTES]

Bring the group back together to debrief the experience of practicing one-to-one meetings in pairs. Ask participants to reflect on their learning through this exercise and to provide constructive feedback on their partners' approaches (start with the positives, but also ask for suggestions for improvement).

Have the group discuss and evaluate one-to-ones as a tool for building public relationships and finding common ground. Ask them to consider how they might use this process in the future as they prepare to practice this public skill in the coming weeks.

PLANNING IN PAIRS [⏱ 10 MINUTES]

Ask participants to return to the same pairs and reflect on the following question together: How can we use this tool in our future learning and work? Brainstorm specific ideas to set up and use one-to-ones.

Assign participants to hold a one-to-one relational meeting in the coming week.



BUILDING SKILLS

LESSON 10: NAMING, FRAMING, AND ASKING STRATEGIC QUESTIONS

LEARNING OBJECTIVES

- ***Develop skills for naming and framing issues in ways that enable different communities to address problems.***
- ***Learn to ask strategic questions.***

LESSON OVERVIEW

Naming and framing problems are important democratic skills for facilitating change in public work. This lesson introduces these processes through story circles and helps participants learn to ask strategic questions.

SUGGESTED PLAN [75 minutes]

LESSON PREPARATION

1. Review the following resources:

- "A Beginner's Guide to Naming and Framing Issues" video, Kettering Foundation, https://vimeo.com/118827420.

- Nicholas V. Longo & Timothy Shaffer, "Naming and Framing Wicked Problems" excerpt from Longo & Shaffer, *Creating Space for Democracy* (Stylus, 2019), pp. 22-25.

2. Familiarize yourself with the story circle approach to facilitating dialogue and prepare to share the principles of story circles with participants. A good overview, from the U.S. Department of Arts and Culture, is available at https://usdac.us/storycircles.

3. Review the case study used in this lesson, The Campus Speaker: https://newseumed.org/sites/default/files/2019-06/The-Campus-Speaker-case-study%20v2.pdf

Note: You can also select an alternative case study that raises complex issues around naming and framing, such as "The Safe Space that Became a Virtual Nightmare" from *The New York Times Magazine* (September 22, 2022) available at https://www.nytimes.com/2022/09/07/magazine/arizona-state-university-multicultural-center.html. If you select an alternative case, adapt the story circle prompts and other lesson elements accordingly.

STORY CIRCLE INTRODUCTION [⏱ 5 minutes]

Introduce story circles as a dialogue process that facilitates sharing first-hand experiences through stories. Share the following guidelines on conducting story circles, from the U.S. Department of Arts and Culture:

- Listening is as important as speaking; each person receives full attention while telling their story. Listen for the essence of what is being shared, rather than mentally critiquing the person's delivery.

- Each participant has equal time to share a story on a generative theme identified beforehand.

- Attention goes around the circle in either direction. Individuals can pass, and will be given the opportunity to tell a story at the end of the circle. If someone declines, that's fine. Don't insist.

- There are no questions, criticisms, cross-talk, or comments on any story while sharing is going on.
- People do not speak from notes and are discouraged from preparing their own stories rather than giving others full attention. Spontaneity is important.

PRACTICE STORY CIRCLES [⏱ 20 minutes]

Introduce a prompt for students to use in storytelling circles. Use a prompt that invites participants to share their own personal stories and experiences, such as, "Share a time when you felt part of a community." To introduce the skills of naming and framing issues, you might also consider using a prompt about voice, such as, "Share a time when you felt powerful and heard, when you were able to share your voice and ideas," or "Share a time when you felt invisible, when you felt marginalized and unable to share your voice and ideas."

Break the class into groups of 6 to 8 to share stories. Groups should give each person 2 minutes to respond to the prompt. It may be helpful to suggest that someone in the group keep time; however, allow for flexibility in sharing personal stories.

LARGE-GROUP NAMING, FRAMING, AND STRATEGIC QUESTIONS [⏱ 15 minutes]

After everyone shares their stories, bring the groups back together to reflect on the experience and stories shared. Have participants reflect on how people named issues associated with themes like voice, power, oppression, and speech and discuss the multiple ways people describe aspects of a given issue.

Prompt students to consider how different ways of naming an issue can invite people to participate and feel a sense of belonging or, conversely, make them feel invisible and excluded. After this discussion, ask the group to come up with strategic questions for future conversations that would be empowering using a story circle format.

CASE STUDY [⏱ 5 minutes]

Introduce The Campus Speaker case study developed by Newseum (or alternative case) and give participants time to review the case:
https://newseumed.org/sites/default/files/2019-06/The-Campus-Speaker-case-study%20v2.pdf

SMALL GROUPS [⏱ 15 minutes]

Break the class into small groups. Ask participants to discuss how they would lead a dialogue on this case study, using these prompts:

- How would you name the issue raised in this case study? What other ways can the issue be named? What name would you use to engage people in dialogue on the topic—e.g., in the announcement inviting people to discuss the issue?
- How would you frame the issue? What are ways you can frame choices for addressing the issue?
- What strategic questions would you ask at the dialogue? Come up with two or three questions you think each facilitator should ask.
- If you were an administrator on the campus, what would you ultimately do?

LARGE-GROUP HARVESTING [⏱ 15 minutes]

Bring the groups back into the larger circle, asking each group to report out on the case study with the other groups. Ask the group reflective questions, such as:

- How did others in your group name and frame the issue?
- Was this different from the way you named and framed it?
- In what contexts or situations do you think this skill would be important? How do you practice this skill in your life now?

PUTTING IT IN PRACTICE

LESSON 11: ACTING AS A CIVIC PROFESSIONAL–WHAT SHOULD YOU DO?

LEARNING OBJECTIVES

- **Develop a capacity to recognize complexity and critically examine real-world situations.**
- **Learn to reflect and apply lessons for acting as a civic professional.**

LESSON OVERVIEW

Being a civic professional involves thinking-in-action. This lesson enables participants to critically examine complex, real-world situations, with opportunities to discuss and reflect on them with peers.

SUGGESTED PLAN **[75 minutes]**

LESSON PREPARATION

1. Review the vignettes of complex situations provided at the end of this lesson. These vignettes offer examples in community-based, campus-based, and facilitation settings. Consider crafting additional vignettes or editing the scenarios provided to make them relevant and timely to your students.

2. Print each selected vignette on an individual sheet of paper (perhaps 4 to 6 total, depending on the size of your group). Hang the vignettes in locations spread out across the room. Bring post-it notes and pens to class for participants to write responses to each scenario. (Note: this activity can also be done remotely using shared online sites, such as Jamboard or Padlet).

GALLERY WALK [⏱ 25 minutes]

Hand out post-it notes and ask participants to move around the room and review the posted vignettes. As they reflect on the situations, ask participants to write responses to the scenarios on individual post-it notes. Their responses should answer the question, "What Should You Do?"

Give participants time to move around the room and respond to each vignette.

SMALL GROUPS [⏱ 20 minutes]

Invite participants to go to the situation they are most interested in exploring further, forming small groups throughout the room around the self-selected topics.

Keep the groups to manageable sizes, encouraging participants to go to a second choice if a particular group gets too large. Ask participants to review the posted responses and discuss the vignette with their groups.

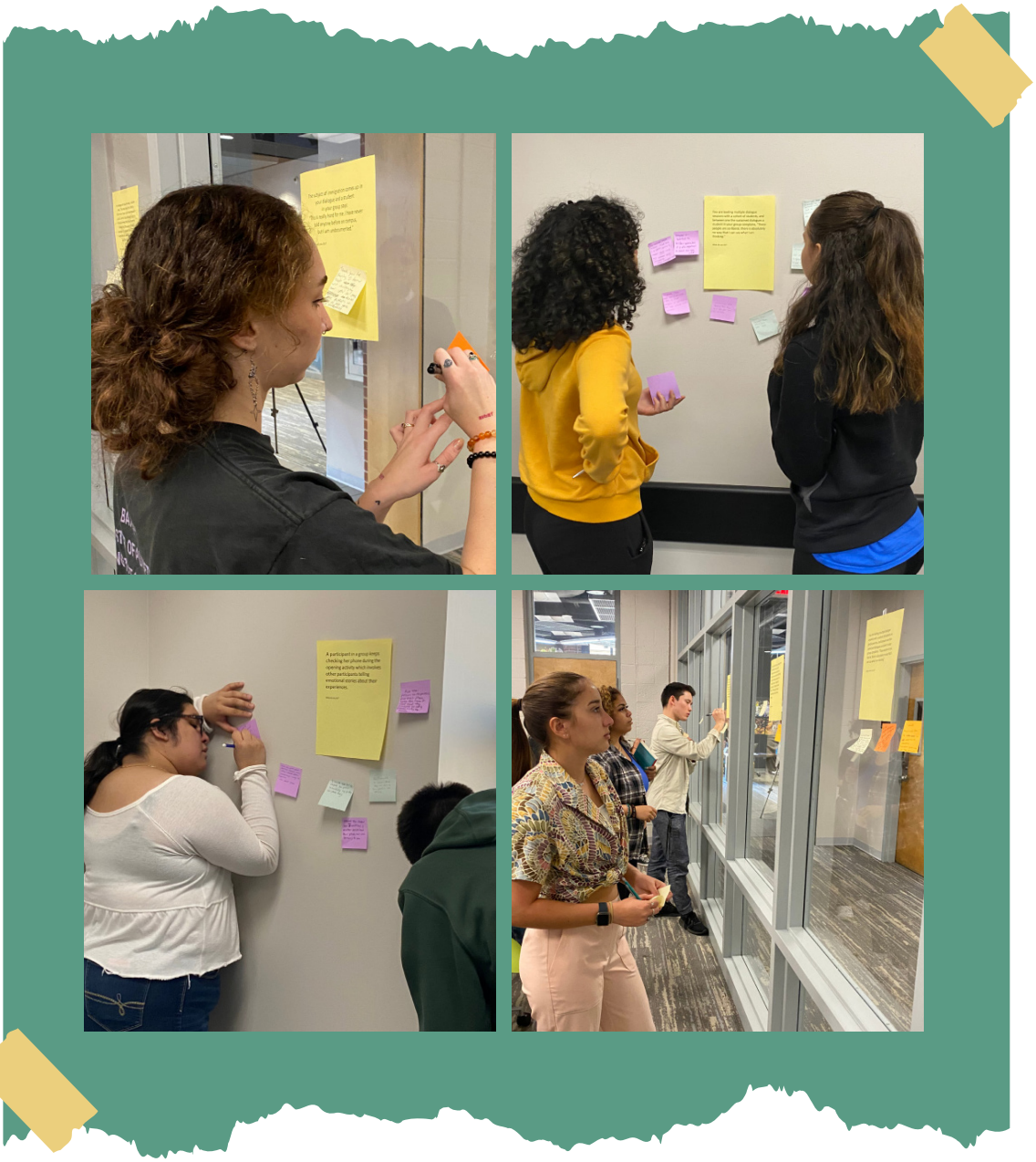
If time permits, you can have participants move to a second vignette to discuss in newly formed small groups.

LARGE-GROUP HARVESTING [⏱ 30 minutes]

Reconvene the full class and ask members of each small group to reflect aloud on their conversations. Try to steer students away from repeating or summarizing conversations. Instead, invite them to share innovative solutions, along with tensions and questions that emerged.

Have students briefly explain the scenario they discussed and then use prompts to initiate deeper reflection. Examples might include:

- Did everyone in your group agree on what to do? Why or why not?
- What were the conflicts or tensions—either in the scenario itself or in your conversation about what to do about it? What aspect of your scenario seemed most challenging to address?
- What skills would be required to navigate this situation?
- After discussing this scenario, what questions does your group still have?



ACTING AS A CIVIC PROFESSIONAL: COMMUNITY VIGNETTES

You are the Director of Planning for a medium-sized urban city. The new mayor is eager to support alternative forms of transportation—especially the creation of bike lanes throughout the city. The mayor's office is pushing you to use the summer months to build new sets of lanes close to local colleges, because they are sure college students will want to bike safely.

Your staff assures you they have a plan in place that will use cutting-edge plans developed on the West Coast, but to get the lanes implemented in time your office won't be able to get input from stakeholders, including the campus community or local neighbors.

WHAT SHOULD YOU DO?

You are a bilingual hospital employee assigned to work with a new patient who tells you that he is undocumented, but asks you not to disclose this information to anyone else in the hospital. The patient is fearful of putting his legal status and his family in jeopardy, and adamant that he cannot sign the consent to treatment forms until he is assured that there will be no negative implications. You assure the patient you will maintain confidentiality and work toward a solution but do not push him to sign the forms immediately.

Your manager approaches you after the session and reprimands you harshly, implying that you have been wasting precious time with the patient and warning you that you are jeopardizing the patient's health and your job by not insisting that he sign the consent forms.

WHAT SHOULD YOU DO?

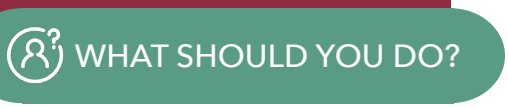
You are a woman working as a research lab associate in the male-dominated industry of biotechnology. The director of the lab has been a mentor to you and is well respected in the field. He has offered to write letters for your graduate applications to leading universities, where he has many friends.

The only other woman in the lab has confided in you that she is being harassed by your mentor and feels uncomfortable with comments he often makes. This doesn't surprise you, but you have not been directly harassed in this way.

WHAT SHOULD YOU DO?

You are a recent college graduate who is deeply passionate about climate change. You receive an offer at an organization with a public reputation for climate change advocacy work. Soon after you start working, you find out that the organization has not divested from fossil fuels; you also notice that there is a lot of plastic waste generated and feel the organization could be much more mindful of its internal environmental sustainability practices.

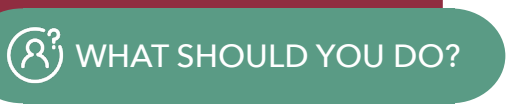
Your peers have advised you that most managers who have worked with the organization for many years are slow to warm to new ideas. You feel strongly that you want to work for an organization that "walks the talk;" on the other hand, you are relying on your paycheck to start paying down your student loans and realize there could be consequences for speaking up as a new employee.



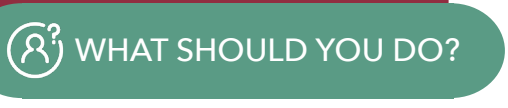
You are a history teacher in an urban public high school in which the majority of students are people of color. Many are children of immigrant parents, or are immigrants themselves.

The school is under scrutiny because of low test scores, and an external evaluator is overseeing the close of the quarter to ensure that the school is meeting curricular standards. You have almost 3 weeks of material to cover in your last week. Generally, you feel that the curriculum leaves little space for students to reflect on current events that deeply affect them. Nonetheless, you frequently reserve time in your classroom for students to engage in conversation and reflection about current events (which is why you are behind). You have been warned several times by school administration that you must teach all of the remaining history curriculum material for the quarter by the end of the week. Poor test scores will mean negative consequences for you and the school.

In the middle of the l[illegible] before the quarter ends, a



You are the Chief Operating Officer at a small, grassroots nonprofit doing educational work in prisons that also does advocacy work to end the school-to-prison pipeline. The Executive Director of the organization is well respected in the community and has been cultivating a major gift from a large foundation. The foundation supports prison reform but is headed by a conservative activist and has donated major funds to causes that you feel are counter to your organization's principles, such as elimination of the social safety net.



ACTING AS A CIVIC PROFESSIONAL: CAMPUS VIGNETTES[19]

Student athletes and assistant coach take a knee. At a homecoming football game, the stadium stands are full, with alumni, students, faculty, staff, town residents, as well as several trustees. During the national anthem, several players lock arms and take a knee to protest what they see as ongoing racism on campus and in the larger society. They are joined by an assistant coach. As they do, some in the audience hiss and boo. Even as the game is underway, the university starts to receive angry phone calls and email messages from alumni and others, including a message from a local major donor addressed to the school's president, calling the protesting players unpatriotic and demanding that the players be disciplined.

On social media, images of the players and assistant coach start trending, with some posts decrying the protest and others praising it. The state senator whose district includes the university tweets, "Students and coach disrespect the flag while taxpayers' foot the bill for their education—Disgraceful!" Social media posts also indicate a coalition of anti-racism groups are planning to gather and kneel in the main quad the next afternoon in solidarity. A trustee in attendance at the game receives email messages from classmates, including one who has given a major gift and has the capacity to give another, asking whether the university will discipline the players and assistant coach.

YOU ARE ASKED TO GIVE ADVICE ON HOW TO RESPOND TO THE ESCALATING CONTROVERSY.

- What would you advise?
- How would you name and frame the controversy?
- What questions might you ask? How might civil discourse be helpful?
- What are the limitations of dialogue in this situation?

19. Campus vignettes draw from information in *Campus Free Expression: A New Roadmap*, Bipartisan Policy Institute Task Force, 2021, https://bipartisanpolicy.org/report/a-new-roadmap/.

Speaker invitation leads to controversy. A faculty member in the philosophy department of a Catholic college invites a well-known scholar to discuss LGBTQ rights and the Catholic Church as part of her course, "Contemporary Moral Issues." The scholar is one of several invited speakers over the term, with talks open to the entire campus. Several faculty members complain to the administration and the local Catholic bishop, saying that the speaker's views go against the teachings of the Church and that he shouldn't be invited to campus. The administration responds by asking the philosophy professor to invite a second speaker who can provide a scholarly response from a Catholic perspective.

The professor says that while she understands that some have a concern, it is up to her to set the syllabus and invite speakers. She notes that the philosopher she has invited has published his views in peer-reviewed academic journals and has spoken on many other college campuses without controversy. She suggests that other faculty members or the administration are welcome to invite speakers with opposing views to campus, but she won't be organizing a second speaker on short notice. As a result, the administration abruptly cancels the speaker.

The controversy heightens long-simmering tensions on campus among LGBTQ students and their allies. They demand that the college write a more explicit statement on non-discrimination around sexual orientation and gender identity into campus policy. Students threaten to protest at the groundbreaking of a new building unless the speaker is allowed to come to campus as originally scheduled and a non-discrimination policy is approved.

YOU ARE ASKED TO GIVE ADVICE ON HOW TO RESPOND TO THE ESCALATING CONTROVERSY.

- What would you advise?
- How would you name and frame the controversy?
- What questions might you ask?
- How might civil discourse be helpful?
- What are the limitations of dialogue in this situation?

Political free speech and hate speech controversy. A white student who is a Resident Assistant (RA) on campus has Trump and Blue Lives Matter flags in his room, making some of the students of color on his floor feel uncomfortable and unsafe. This leads to complaints, and several students request to be moved to another residence hall. The matter is still unresolved when the RA leads a program in his residence hall on "illegal aliens" in which he shows a controversial anti-immigrant video. At the end of the program, the RA asks students in attendance to sign a petition saying that "President Biden should be impeached because of his failed border policies," which includes disputed claims and outright misinformation. Multiple students complain directly to the dean of students immediately following the event, asking that the RA be removed from his post for promoting hate speech and creating an unwelcoming space. The dean of students temporarily removes the student RA from his duties, pending an investigation.

In response, the RA writes a long blog post on a conservative site that is shared on social media and picked up by Fox News and other media outlets, in which he claims that he is a victim of discrimination because of his political beliefs. The RA points out that many RAs have Black Lives Matter posters in their rooms, and it is common for RAs to host events that support "social justice" causes. The student is now asking to be reinstated immediately and calling for the dean of students to be fired for removing him from his post during the investigation, something that is gaining traction on conservative social media.

YOU ARE ASKED TO GIVE ADVICE ON HOW TO RESPOND TO THE ESCALATING CONTROVERSY.

- What would you advise?
- How would you name and frame the controversy?
- What questions might you ask?
- How might civil discourse be helpful?
- What are the limitations of dialogue in this situation?

ACTING AS A CIVIC PROFESSIONAL: FACILITATION VIGNETTES [20]

You're facilitating a dialogue with a group of students about the aftermath of the most recent national election, and someone asks you, "What is your opinion about the election?"

WHAT SHOULD YOU DO?

A participant in a group keeps checking her phone during the opening activity, which involves other participants telling emotional stories about their experiences.

WHAT SHOULD YOU DO?

You have spent weeks organizing a dialogue on immigration policy. The day before the dialogue, a new immigrant becomes the victim of a vicious hate crime—and it's all the group wants to talk about.

WHAT SHOULD YOU DO? Would your answer be the same if the crime had been committed by a new immigrant?

When the subject of immigration comes up in your dialogue, a student in your group says, "This is really hard for me. I have never told anyone before on campus, but I am undocumented."

WHAT SHOULD YOU DO?

20. Facilitation vignettes draw from information in Nancy Thomas & Mark Brimhall-Vargas, *Facilitating Political Discussions: Facilitator Training Workshop Guide*, Tufts University Institute for Democracy & Higher Education, https://tufts.app.box.com/v/idhe-facilit-polit-discuss.

You are facilitating a conversation on the oppression of women. During a break, a transgender student approaches you and says they are uncomfortable that the dialogue approaches gender as binary.

WHAT SHOULD YOU DO?

In a discussion on gay marriage at a Catholic college, a student says, "The teachings of the Catholic Church are clear on this: homosexuality is a sin, so gay marriage is clearly wrong. We shouldn't even be discussing this issue here." A student in your group who identifies as LGBTQ is visibly hurt by this comment.

WHAT SHOULD YOU DO?

You're facilitating a deliberation on campus with a group of students to come up with policy recommendations for addressing climate change. A student in the group keeps denying that climate change is caused by human activity, which is creating tension and making it difficult for the group to move forward. A frustrated student turns to you and asks: "What is your opinion about the science of climate change?"

WHAT SHOULD YOU DO?

You are leading multiple dialogue sessions with a cohort of students, and during one of the sustained dialogues a student in your group complains, "These people are so liberal, there is absolutely no way that I can say what I am thinking."

WHAT SHOULD YOU DO?

PUTTING IT IN PRACTICE

LESSON 12: CIVIC PROFESSIONALISM CASE STUDY

LEARNING OBJECTIVES

- **Develop a capacity to navigate different perspectives and engage in public-problem solving.**
- **Learn to identify strategies for working with a diverse set of stakeholders to facilitate positive change.**

LESSON OVERVIEW

This lesson asks participants to examine a case study in which they have to identify strategies for navigating different perspectives and priorities in complex situations. The case study involves a role-playing activity to engage participants in issues surrounding youth advocacy and public policy. Facilitators are highly encouraged to bring in cases of public-problem solving that are contemporary or related to their own areas of expertise.

SUGGESTED PLAN [75 minutes]

LESSON PREPARATION

1. Review the case study or identify/craft your own. The resolution to the Youth Advocacy and Public Policy case study below can be found on the Providence Student Union website, which can be shared with students after the discussion of the case study. See Walk in Our Shoes Campaign at: https://www.pvdstudentunion.org/walk-in-our-shoes.

2. Make copies of the Youth Advocacy and Public Policy case and associated roles (provided at the end of this lesson) for all participants, or prepare to make these materials electronically accessible.

3. Decide in advance how you will assign roles to participants. Methods of assigning roles can vary based on the number of people involved; for instance, you may want to assign complementary roles to multiple students (as noted in the case description) based on the estimated number of participants in the session to be able to give a role to all students.

ACTIVITY INTRODUCTION [⏱ 25 minutes]

Introduce the concept of the case study as a way to explore complex public policy issues to participants. Give them time to read the case study before explaining the rest of the activity. Encourage them to read to understand the scenario at hand.

Explain that they will now participate in a role-playing activity based on this case study to understand the complexity of public policy issues and how people respond to them. Explain that you will assign each participant a role in the case study, and they will be expected to navigate the case study in the character of their assigned role.

Assign roles to participants and ask participants to review the case with their roles in mind, taking notes as needed.

Suggest that participants with the same or similar roles meet in small groups to discuss how their characters might proceed in the forthcoming role-playing activity.

ROLE PLAYING [⏱ 25 minutes]

Directions for the role-playing activity are embedded in the case study below.

LARGE-GROUP DEBRIEF [⏱ 25 minutes]

After the role-playing activity, bring the class back together for critical reflection on the case. Ask participants to reflect on their experiences taking on the role they were assigned. At the same time, invite them to bring their own ideas and perspectives to the debrief.

Some guiding questions to consider include:

- What was your experience like acting in your role? Was it a role you personally related to? Did you agree with the response you gave in character?
- What conflicts or tensions did you encounter, either in the case study itself or in your conversation about what to do about it? What aspect of the case study seemed most challenging to address?
- What skills would be required to navigate this situation? Do they vary depending on which role you take on in the case?
- After discussing this scenario, what questions do you still have?
- How would you imagine this case might be best resolved?

CASE STUDY: YOUTH ADVOCACY AND PUBLIC POLICY

The youth organizers of the citywide Providence Student Union (PSU) in Providence, RI, have selected a new issue to work on for the year: expanding the city's free public-bus pass program for transporting students to school to include all high school students living up to 2 miles away from school. This is an important issue for many young people in Providence, as free bus passes are offered only to students living more than 3 miles from school—leaving many students out in the cold.

The PSU determined this issue through a participatory process which included students from every high school in the city, ultimately finding the current policy unfair. Students living 3.1 miles from their respective high school had to pay for the bus (at $70 per month), get a ride, or walk to school—a big challenge, especially in winter months. As one response, the savvy young organizers led an event, entitled "Walk in Our Shoes," where they invited key stakeholders, including the CEO of the public transit authority, the mayor, parents, teachers, and members of the board of education, to walk to school from one student's house, 2.9 miles from her school.

"Walk in Our Shoes" got good press, and at the end of the march, the PSU delivered a petition signed by many hundreds of students asking for a commitment to reduce the minimum distance for free transportation in the next budget. "If we're not getting kids to school, how can we expect them to learn?" remarked one high school student. "It's a no-brainer."

While the newly elected mayor had promised to support this demand during his election campaign, he has since learned that the issue is more complicated than he realized. Bus passes for the additional 2,000 students affected would cost $1.5 million a year, and the city already faces a multimillion-dollar budget deficit as well as crumbling infrastructure in many areas, including in old school buildings.

Further, the mayor has just hired a new superintendent of schools with the shared vision of investing in education reform, including a new initiative focused on creating community schools throughout the district. These reforms do not have funding in the city's $662 million school budget.

CASE STUDY: YOUTH ADVOCACY AND PUBLIC POLICY

Finally, the Rhode Island Public Transit Authority (RIPTA) is facing its own yawning budget deficit and doesn't have enough buses to bring an additional 2,000 students to the city's high schools at peak times. The only way this plan could work is if the city's high schools staggered their starting and ending times, enabling RIPTA to rotate buses on busy school routes.

Staggering school start times is not as easy as it sounds, however. It requires approval by the teachers' union, which is in the midst of a tense negotiation with the school board over its latest contract. The city is asking teachers to pay more for their health care and work more school days, and the union is in no mood to agree to other concessions without additional compensation.

WHAT SHOULD BE DONE?

ALL-GROUP QUESTIONS:

• What are some of the competing priorities in this situation? What challenges do they present to the people involved?

• What skills do you think a professional needs in order to navigate this situation and identify a potential path forward?

• What do you think the most important outcome is in this situation? Why?

FACILITATION GUIDELINES:

At least two people will serve as Dialogue Facilitators. Their goal is to understand the perspectives and priorities of each stakeholder group in this situation and identify at least two possible solutions to the situation presented.

A handful of people will serve as Observers. Their goal is to codify and synthesize the approach that the facilitators take to guiding the conversation and to summarize what is learned from the situation. What skills do they employ? What are the most salient themes, questions, and identified challenges that emerge from the conversation? Where do you see the most possibility?

Several individuals will represent the perspectives of Stakeholders in this situation: PSU youth organizers, the mayor, the RIPTA planning director, the superintendent, and teachers. They will absorb the contexts that shape the stakeholders' perspectives and potential choices, and represent these perspectives and navigate these choices during the dialogue. Others with the same interests but somewhat differing perspectives can join each stakeholder group if helpful for assigning roles to each student.

STAKEHOLDER ROLES:

- **Facilitators.** You've been sent by the local nonprofit to facilitate a stakeholder dialogue, with the goal of bringing a resolution to the issue of providing more bus passes to Providence high school students. Using your best active listening and facilitation skills, engage each of the following stakeholders in a conversation about the school bus policy. *Two to three facilitators will participate.*

- **PSU youth organizer.** You are a student who lives 2.5 miles from your high school. You sometimes get a ride to school, but on most days, you have to walk. You are passionate about this issue, an experienced organizer who has worked on other campaigns with PSU, and determined to make sure the mayor keeps his promise. *Additional PSU youth organizers can join this group.*

- **City mayor.** You were just elected to your first term with no prior governing experience. During the campaign, you participated in the "Walk in Our Shoes'' event and promised to meet students' demands. Since coming into office, however, you have learned that the city's budget deficit is much larger than had been previously announced. You are facing pressure not to raise taxes and need to find places in the budget to cut. Any new expenses, including bus fares for students, need to be met with cuts elsewhere. *Members of the mayor's staff can join this group.*

- **RIPTA Director of Planning.** You are a graduate of the Public Service Program at the local university and went on to get your Master's in Urban Planning, working your way up to director of planning at RIPTA. You care deeply about citizen participation, but also are under severe budget constraints as RIPTA is getting attacked for raising fares on seniors and people with disabilities. *Members of the RIPTA board can join this group.*

- **School superintendent.** You are new to this position and want to make an impact on education in the city. Your top priorities are creating new community schools and extending the school year for the city's elementary schools—both of which require additional money. You are also in tense negotiations with the teacher's union about their next contract, asking them to contribute more to rising health care costs. You appreciate the organizing of the students, but have other priorities that seem more pressing. *Members of the school board can join this group.*

• **Teacher's union representative.** You are a committed high school teacher who loves her students. You know some of the high school student leaders and are proud of their advocacy. At the same time, you've been through many rounds of reform during your 25 years in the district and are cynical about the district's proposed new initiatives. You also are representing teachers who don't want to give any ground in negotiations with the city, so while you're not opposed to changing start times for schools, your union wants something in return. *Additional teachers can join this group.*





ASSESSMENT & REFLECTION

ASSESSMENT RUBRIC FOR CIVIC PROFESSIONALISM

LEARNING OBJECTIVES

- **Develop a capacity to navigate different perspectives and engage in public-problem solving.**
- **Learn to identify strategies for working with a diverse set of stakeholders to facilitate positive change.**

ASSESSMENT OVERVIEW

This rubric has been developed to support a democratic assessment process in which participants use strategic questions and critical reflection to grow as civic professionals. This evaluative tool offers a process for guiding students in using the rubric to assess their mastery of the concepts and skills introduced in this guide.

Consider using this tool several times over the course of the curriculum as students progress through the lessons in this toolkit. This is an opportunity for participants to grow toward mastery, regardless of where they are at the beginning of the process.

DEMOCRATIC SKILLS & PRACTICES

In using this assessment process, review this core set of democratic skills that civic professionals need to develop:

- Sharing public narratives
- Listening eloquently
- Naming and framing community issues
- Collaborating with diverse stakeholders
- Facilitating constructive conversations
- Engaging in public work
- Reflecting on community practice for civic learning and deeper impact

The process of exploring the practices associated with each skill is best done with students in an ongoing manner. As you review the democratic skills and practice examples in the chart below, ask students to further define these skills through experiences they have had in this learning community. You should also ask for suggestions about how students have developed these skills through the civic prompts in this toolkit. Brainstorm ways students can work towards mastery of these skills.

DEMOCRATIC SKILL	PRACTICE EXAMPLES
Sharing public narratives	Craft stories of self, us, and now, offering insight into identity and values to compel people to act
Listening eloquently	Seek common purpose through encounters with others that embody presence and empathy
Naming and framing issues	In discussing issues, use language that resonates with people, makes them feel like they belong, and values diverse perspectives in seeking potential solutions
Collaborating with diverse stakeholders	Find mutual interests in working with people to address problems
Facilitating constructive conversations	Lead dialogue to bridge differences
Engaging in public work	Bring diverse group of people together to build sustainable products of public value
Reflecting on community practice	Learn through exploration and analysis of real-world experiences

REFLECTION QUESTIONS

The format of this assessment is intentionally organized to help students grow and move towards mastery using reflective questions, as opposed to the type of developmental grid often used for assessment (which sees learners as in need of moving from novice level to mastery). Our experiences and expertise are more complicated, as we are all always in becoming. As a result, this assessment rubric is meant as a "living" document, using questions to engage in reflective practice. Invite students to respond to—and refine—the questions throughout the process of reflecting on their learning.

The assessment is best done as part of an ongoing curation of learning, not simply a single end-of-session evaluation requirement. Consider using questions at the end of each lesson as part of a public evaluation. During these ongoing class sessions, the most relevant questions can be reflected upon individually, and then addressed in pairs leading to group dialogue.

Further, ask students to reflect in a journal between sessions as part of a learning portfolio. In using this more sustained, developmental approach, students commit to developing growth over time. This involves inviting students to recognize their learning as they make meaning of their experiences and skills, while capturing artifacts and reflections in their journeys to civic professionalism.

ASSESSMENT RUBRIC FOR DEMOCRATIC SKILLS

CRITERION	QUESTIONS	MASTERY
SHARING PUBLIC NARRATIVES	What is the change you would like to make in the world? Why are you called to make this change? What specific experiences have shaped your story?	Able to share "story of self" and articulate why the issue is important through story and data Able to connect personal narrative with broader community interests and concerns
LISTENING ELOQUENTLY	Who are the key stakeholders of the issue you want to address (people who care about/are affected by the issue or have power or resources to address it)? What are their interests? Can you find mutual interests? What is your position on this topic? How does your positionality affect your understanding of the issue? How are issues of equity related to understanding this issue?	Able to discern the Interests of others and find common ground Finds multiple avenues to hear stories, especially the narratives of people in marginalized communities and those most affected by the issue being addressed Understands different perspectives and demonstrates willingness to work through differences or disagreements

CRITERION	QUESTIONS	MASTERY
NAMING AND FRAMING COMMUNITY ISSUES	What are the various ways you might "name" the problem with a broader public? How do key stakeholders name the problem? What are some choices for taking civic action?	Recognizes the complexity of ways issues are experienced and understood in a community Prioritizes shared values by articulating the trade-offs and benefits of various choices Identifies preferred choices for the community
COLLABORATING WITH DIVERSE STAKEHOLDERS	What skills do you have to address the problem? What skills do you need to develop further? What strategies and assets are available to address this problem?	Understands civic responsibility and demonstrates a commitment to work with others Finds ways to unleash stakeholders' assets and skills
FACILITATING CONSTRUCTIVE CONVERSATIONS	How might you facilitate conversations among key stakeholders? What methods would work best? How can you draw upon indigenous knowledge?	Has an awareness of positionality and best ways to empower local community members Creates democratic spaces for dialogue and deliberation

CRITERION	QUESTIONS	MASTERY
ENGAGING IN PUBLIC WORK	What actions will you take to address this problem? Who are the members of your leadership team? Who are other key collaborators?	Co-creates a community project that produces sustained public value
REFLECTING ON COMMUNITY PRACTICE FOR CIVIC LEARNING AND DEEPER IMPACT	What did you learn from this process? What surprised you? What was effective? What would you change for next time?	Reviews experiences in depth to articulate knowledge, growth, and lessons learned Recognizes ways to learn from failures and improve upon successes

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AFTERWORD
Bobbie Laur , President, Campus Compact

In a time of significant political polarization, racial inequity, growing economic inequality, a climate crisis, and other dire problems in need of resolution, the responsibility of higher education to help students develop skills in deliberative dialogue and bridge-building across social differences is more critical than ever.

We'd like to thank Nick Longo for putting together this valuable resource to cultivate civic professionals who collaborate, facilitate inclusive problem-solving, and build a stronger, more robust democracy. We also share our gratitude for his decades of dedication and work promoting dialogue and deliberation in higher education.

Now, the work is up to you.

We hope you will use this guide, in full or in part, to harness the power of your institution's specific strengths and engage students in constructive and critical discussion of public questions that reflect their day-to-day experiences. We firmly believe that providing students with opportunities to practice such skills enhances their workforce preparation and aids their development as inclusive, civic-minded professionals and publicly engaged future leaders—ultimately strengthening our democracy and building a better future for our communities.

In our 37-year commitment to advancing the public purposes of higher education, Campus Compact has sustained the belief that higher education has the power to solve the wicked problems affecting society—to make large-scale, positive change that goes far beyond what happens within the confines of a single campus. Through our partnership with thousands of presidents, faculty, and staff, we have seen how this work can take many different forms—community-based learning, engaged scholarship, anchor partnerships, co-curricular community service, deliberative dialogue, and more.

We also hope you stay engaged with Campus Compact, AAC&U, and other national associations that bring together campuses from across the country and join our national movement in pursuit of the public purposes of higher education. We'll be here to support you and your students in this work.

ABOUT THE AUTHOR:

Nicholas V. Longo is a chair and professor of Global Studies and a faculty fellow for engaged scholarship at the Center for Teaching Excellence at Providence College, where he was the 2022 recipient of the Innovation in Teaching Excellence Award. Nick also co-directs the Dialogue, Inclusion, and Democracy (DID) Lab which focuses on using deliberative, community-based pedagogies to promote equity and democracy.

Nick is a faculty mentor and board member of College Unbound, a college working to re-invent higher education for returning adult learners. He is also a deliberative dialogue fellow for Campus Compact, and recently served as a faculty consultant for AAC&U's Civic Prompts in the Major Initiative and as a national field leader with the Bonner Foundation's Community-Engaged Learning Initiative.

Nick is author of a number of books, articles, and reports on issues of deliberative pedagogy, civic professionalism, youth civic education, engaged scholarship, and service-learning. His publications include *Why Community Matters: Connecting Education with Civic Life* (SUNY Press) and several co-edited volumes, including *Creating Space for Democracy: A Primer on Dialogue and Deliberation in Higher Education* (Stylus).

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