



HIGHER EDUCATION EXCHANGE



2013

Editors	David W. Brown
	Deborah Witte
Copy Editor	Joey Easton O'Donnell
Art Director/Production	Long's Graphic Design, Inc.
Cover Design, Illustrations, and Formatting	Long's Graphic Design, Inc.

The Kettering Foundation is a nonprofit operating foundation, chartered in 1927, that does not make grants but welcomes partnerships with other institutions (or groups of institutions) and individuals who are actively working on problems of communities, governing, politics, and education. The interpretations and conclusions contained in the *Higher Education Exchange*, unless expressly stated to the contrary, represent the views of the author or authors and not necessarily those of the foundation, its trustees, or officers.

Copyright © 2013 by the Kettering Foundation

The *Higher Education Exchange* is founded on a thought articulated by Thomas Jefferson in 1820:

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

In the tradition of Jefferson, the *Higher Education Exchange* agrees that a central goal of higher education is to help make democracy possible by preparing citizens for public life. The *Higher Education Exchange* is part of a movement to strengthen higher education's democratic mission and foster a more democratic culture throughout American society. Working in this tradition, the *Higher Education Exchange* publishes case studies, analyses, news, and ideas about efforts within higher education to develop more democratic societies.

CONTENTS

Deborah Witte	Foreword	1
Thomas Bender	Reconstructing America's Public Life: An Interview	5
Harry C. Boyte	Reinventing Citizenship As Public Work: Civic Learning for the Working World	14
Thomas Ehrlich and Ernestine Fu	<i>Civic Work, Civic Lessons: Two Generations Reflect on Public Service: An Interview</i>	28
Martín Carcasson	Rethinking Civic Engagement on Campus: The Overarching Potential of Deliberative Practice	37
Nicholas V. Longo	Deliberative Pedagogy and the Community: Making the Connection	49
Edith Manosevitch	The Medium Is the Message: An Israeli Experience with Deliberative Pedagogy	60
Sean Creighton	Today's Civic Mission for Community Colleges	69
Alex Lovit	<i>Real Social Science: Applied Phronesis</i> Edited Bent Flyvbjerg, Todd Landman, and Sanford Schram	78
David Mathews	Engaging the Work of Democracy	83

FOREWORD

By Deborah Witte

The Kettering Foundation's research has been focused on putting the public back into the public's business for more than thirty years. Its entire research agenda has this notion of public politics at its core. In this same vein, some questions that have recently been useful to Kettering researchers as the foundation focuses on its work with institutional actors—especially higher education and its relationship with the public—have emerged. They include:

- Why doesn't higher education see the public we see?
- How can higher education learn to see the public? and
- How can the public become more visible to higher education?

One answer to these questions, we have found, is that higher education isn't looking for what we're seeing. Instead, higher education is accustomed to seeing and relating to many publics. They see students and their parents as one public, focused—much like clients—on a return-on-investment metric. They see the university faculty as another entity, who, when thinking of service to community, often want to do research *on* a community not *with* a community. They also see the neighborhood or community around the university as another public, usually an adversary, rarely a partner. This isn't the public—or publics—that Kettering sees.

What Kettering sees in its work with citizens is a public-in-action, or citizens acting in concert together to solve problems and make decisions about their future. This is the public we hope to make visible to community institutions, including higher education.

Increasingly, there appear to be exceptions to this sort of blindness to the public on the part of higher education. Stories from those who are committed to and wrestle with making the public more visible fill this issue of the *Higher Education Exchange*.

HEX coeditor David Brown contributes two interviews with well-regarded scholars from the higher education universe. The first, with Thomas Bender of New York University, reveals Bender's fear that Americans are no longer self-constituted, a quality that he believes is fundamental to a public. Nor does he think we view ourselves as a collectivity; instead he asserts that citizens live in

isolated enclaves. As to what this bodes for the future of the public, Bender suggests that we are on the cusp of a cultural transformation.

The second interview, with Thomas Ehrlich, a faculty member in the Stanford School of Education, and Ernestine Fu, currently working toward a PhD in engineering at Stanford, concerns the writing of their coauthored volume, *Civic Work, Civic Lessons: Two Generations Reflect on Public Service*. The book provides a multigenerational approach to understanding civic work. While Ehrlich has had a long career of public service, even he was surprised to learn from Fu about the hundreds of ways students engage in civic work today. Before his writing partnership with Fu, he clearly was not seeing the public that these civic-minded students represent. He learned through Fu that the type of civic work done by students is vastly different from his own public policy and political work early in his career. Fu sees this difference as a new form of youth activism—what she characterizes as youth social entrepreneurship. She describes this process as looking at a civic problem that needs solving and then exhausting the possibilities that may work best to solve the problem while remaining consistent with core values. She gives the reader a glimpse into a new view of students as civic or public actors.

Sandwiched between the two interviews is an essay by Harry Boyte. Boyte defines and describes three kinds of citizenship as public work: community-building, or the collective labors of solving public problems and building and sustaining shared resources in communities; vocation and civic professionalism, or callings to careers filled with public purpose; and democratizing public work—work that deepens and expands democracy. For Boyte, the public is not only visible, but also interactive, collaborative, and filled with purpose.

Martín Carcasson provides a first-person account of his efforts to make the public visible through his work with college students. He situates his work within the concept of wicked problems and suggests a role for higher education in creating students who can apply different modes of thinking and argument to public or wicked problems. Carcasson sees deliberation as providing a venue in which the public can have a hand in decision making, without acquiescing to experts or advocates. Higher education, he argues, is unable to make the public visible because of the expert approaches to

decision making. He outlines three persuasive reasons why engaging in deliberative practices is good business for higher education and the public.

Nick Longo, in the essay that follows, presents the emerging theory of deliberative pedagogy that seeks to connect college students to community through the curriculum. Building from the seminal works of John Dewey, Jane Addams, and the Highlander Center, the new institute for public service at Providence College is experimenting with providing a space for community and university members to come together around meals, conversation, and coursework. Longo asserts that deliberative pedagogy opens opportunities for deliberation and incorporates political themes into community engagement projects. These efforts can lead to public action becoming an ongoing part of the process of public deliberation on real-world problems in a community, fostered by higher education. This focus on public action, he suggests, is a result of a public creating itself.

Edith Manosevitch writes of deliberation in Israel. Juxtaposing a student-led deliberative forum with a traditional panel conference with political candidates for public office, she finds that the deliberative forum demonstrates the value of constructive public debate in her country. Manosevitch maintains that as a deeply divided society Israel needs ways to close the gap between its right- and left-wing ideologies. Deliberation, she asserts, may be one way to begin to close that gap. Students who participated in both the traditional panel presentation and the deliberative forum reported later that they would be interested in joining another deliberative forum. Not surprisingly, no one wanted to repeat the uproar that had accompanied the panel presentation. While deliberative pedagogy in a university setting is just now emerging in Israel, Manosevitch's research shows its promise. What deliberation can do to make the public more visible in Israel is just beginning to be explored.

An essay by Sean Creighton follows. In his research on community colleges, Creighton identifies the inability of higher education to see the public as a function of the relationship most universities have with their community. When the relationship is primarily seen as the university acting *upon* the community, the public becomes opaque or worse, invisible. Creighton asserts that

until community colleges learn to embrace the idea that citizens have a role in decision making, citizens will remain clients, not collaborators. He believes that community colleges in particular can learn how to build bridges between campus and community that will promote civic and citizen engagement. But for now, they do not see these civic skills as central to the community college learning experience.

The review by Alex Lovit presents the most recent book from Bent Flyvbjerg. In *Real Social Science: Applied Phronesis*, Flyvbjerg and his coeditors demonstrate the rich possibilities of approaching academic work through the use of the concept of phronesis, or practical wisdom. Following on his previous volume, *Making Social Science Matter*, Flyvbjerg has collected responses to and applications of phronesis in this volume. The many authors share a commitment to the production of research that contributes to society's practical knowledge. Through a combination of both theoretical and applied essays on phronesis, Flyvbjerg and his coauthors suggest "phronetic social scientists are explicitly concerned about public exposure, because they see it as one of the main vehicles for the type of social and political action that is at the heart of phronesis." A careful read of this volume may offer further clues for understanding the public's role in knowledge and wisdom development.

David Mathews rounds out the volume by reminding *HEX* readers of the crucial importance of the public's point of view as colleges and universities put engagement and service learning projects into practice. He encourages universities to go a step beyond current practices to reinforce the work citizens do in building their communities. He restates the six democratic practices that have influenced the research of the Kettering Foundation and that characterize the work citizens do. He ends with an invitation to *HEX* readers who are also involved in this work to share their stories and experiments.

CONTRIBUTORS

Thomas Bender is University Professor of the Humanities and professor of history at New York University. He identifies himself as an intellectual and cultural historian, and his writings range over the history of intellectuals and city culture, the academic disciplines and academic culture, and most recently, the relation of cities and nations to global history. In all of these topics the definition and role of community and public culture play an important role.

Harry C. Boyte is director of the Center for Democracy and Citizenship at Augsburg College, a Senior Fellow at the University of Minnesota's Humphrey School of Public Affairs, and visiting professor at Nelson Mandela Metropolitan University in South Africa. In 2012, he served as national coordinator of the American Commonwealth Partnership, a network of higher education groups and institutions created by invitation of the White House Office of Public Engagement, which worked with the Department of Education to develop strategies to strengthen higher education as a public good.

David W. Brown is coeditor of the *Higher Education Exchange* and coedited two recent Kettering publications, *Agent of Democracy* and *A Different Kind of Politics*. He taught at Yale's School of Management and New School's Milano Graduate School. He is the author of *When Strangers Cooperate* (Free Press, 1995), *Organization Smarts* (Amacom, 2002), and *The Real Change-Makers: Why Government Is Not the Problem or the Solution* (Praeger, 2012), and *America's Culture of Professionalism: Past, Present, and Prospects* (Palgrave Macmillan, forthcoming in 2014).

Martín Carcasson is an associate professor in the Communication Studies department of Colorado State University, and the founder and director of the CSU Center for Public Deliberation (CPD). His research focuses on utilizing deliberative engagement to improve community problem solving and local democracy.

Sean Creighton is the executive director of the Southwest Ohio Council for Higher Education (SOCHE), a regional consortium helping universities transform their communities and economies. He has published and presented extensively on the impact of higher education, collaboration, and civic engagement. Sean earned his PhD from Antioch University, and is an elected member of the board of education in Yellow Springs, Ohio, where he lives with his wife, Leslee, and five children, Liam, Maya, Quinn, Audrey, and Juliette.

Thomas Ehrlich worked in the administrations of five presidents starting with President Kennedy, reporting directly to President Carter on foreign-aid policy. He has also served as president of Indiana University, provost of the University of Pennsylvania, and dean of Stanford Law School. He is the author, coauthor, or editor of fourteen books, holds five honorary degrees, and is a member of the American Academy of Arts & Sciences. He is currently on the faculty of the Stanford School of Education.

Ernestine Fu founded a nonprofit organization that brings music to seniors, disabled people, and homeless families. She has also helped State Farm Insurance fund youth-led service projects, and is now on the committee charged with shaping a new leadership and service center at the Presidio in San Francisco. She completed her bachelors and masters degrees at Stanford University, and is currently working towards a PhD in engineering.

Nicholas V. Longo is director of Global Studies and associate professor of Public and Community Service Studies at Providence College. He is the author of a number of books, articles, and reports on issues of youth civic engagement, community-based leadership, global citizenship, and service learning, including *Why Community Matters: Connecting Education with Civic Life* (SUNY Press) and a coedited volume (with Cynthia Gibson) entitled *From Command to Community: A New Approach to Leadership Education in Colleges and Universities* (Tufts University Press).

Alex Lovit is a visiting scholar at the Kettering Foundation. His research interests focus on the history of American political and civic practices, and he coordinates the Foundation's research project that takes stock of the civic renewal movement. He also works with the Foundation and external partners to develop issue guides used in deliberative forums about historical decisions. Alex holds a BA in English from Amherst College, and a PhD in history from the University of Michigan.

Edith Manosevitch is a lecturer in the School of Communication at Netanya Academic College in Netanya, Israel. She holds a PhD in communication from the University of Washington in Seattle, and has served as a research associate at the Kettering Foundation. Her research focuses on deliberation theory and practice, in particular as it relates to online deliberation and deliberative pedagogy. She serves as a board member of the *Journal of Public Deliberation*. Her writings have been published in the *International Journal of Public Opinion Research* and *New Media & Society*.

David Mathews, president of the Kettering Foundation, was secretary of Health, Education, and Welfare in the Ford administration and, before that, president of the University of Alabama. Mathews has written extensively on Southern history, public policy, education, and international problem solving. His books include *Politics for People: Finding a Responsible Public Voice*, *Reclaiming Public Education by Reclaiming Our Democracy*, and the forthcoming *The Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future*.

Deborah Witte is a program officer for the Kettering Foundation and coeditor of the *Higher Education Exchange*. She has earned her PhD from Antioch University and serves on the board of the Southwest Ohio Council for Higher Education (SOCHE).

Kettering Foundation

200 Commons Road, Dayton, Ohio 45459-2799 (937) 434-7300; (800) 221-3657
444 North Capitol Street, N. W., Washington, D.C. 20001 (202) 393-4478
6 East 39th Street, New York, New York 10016 (212) 686-7016
www.kettering.org

Nonprofit
Organization
U.S. Postage
PAID
Bloomington, IN
Permit No. 26