

HIGHER EDUCATION EXCHANGE



Democracy Divided

Articles

Lorlene Hoyt and James Garrett

Jed Donelan

Diana Ali, Teri Lyn Hinds, Stephanie King,
Kara Lindaman, Brent Marsh, and Erin Payseur Oeth

Flannery Burke with Marie Downey, Lani Frost, Sydney
Johnson, Allison Mispagel, and Andrew Sweeso

Verdis L. Robinson

Alex Lovit

Afterword

David Mathews

Editors: Derek W. M. Barker and Alex Lovit

Managing Editor: Joey Easton

Formatting: Long's Graphic Design, Inc.

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.

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 © 2020 by the Kettering Foundation

ISSN 2469-6293 (print)

ISSN 2471-2280 (online)

HIGHER EDUCATION EXCHANGE



CONTENTS

Derek W. M. Barker and Alex Lovit	Democracy Divided: How Should Higher Education Respond? (Foreword)	1
Lorlene Hoyt James Garrett	Deliberative Civic Engagement: Campus Experiments in Hong Kong, Israel, Kenya, and South Africa	6
Jed Donelan	Discourse Ethics and Deliberative Dialogue	22
Diana Ali Teri Lyn Hinds Stephanie King Kara Lindaman Brent Marsh Erin Payseur Oeth	Deliberation and Democratic Practice: A Student Affairs Approach	33
Flannery Burke Marie Downey Lani Frost Sydney Johnson Allison Mispagel Andrew Sweeso	Deliberation in the History Classroom	51
Verdis L. Robinson	Community College Deliberative Democracy and the Pandemic: A Conversation with Community College Civic Engagement Faculty	62
Alex Lovit	Does Higher Education Undermine Democracy? (Review Essay)	75
David Mathews	Higher Education in a Time of Crisis (Afterword)	87
	Contributors	94

COMMUNITY COLLEGE DELIBERATIVE DEMOCRACY AND THE PANDEMIC

A Conversation with Community College Civic Engagement Faculty

An interview with Verdis L. Robinson

In the following interview, Verdis L. Robinson, a Kettering Foundation associate who focuses on democratic practices of community colleges, talks with Patty Robinson, faculty director of civic and community engagement initiatives at College of the Canyons; David McMahon, assistant professor of history at Kirkwood Community College-Cedar Rapids Campus; Finn Kolsrud, assistant professor of sociology at Kirkwood Community College-Iowa City Campus; Shelley Errington Nicholson, director of the Center for Civic Learning and Community Engagement at Mount Wachusett Community College; Joseph Scanlon, assistant professor of political science at Monroe Community College; Connie Jorgensen, assistant professor of political science at Piedmont Virginia Community College; and Peter Sawyer, chair of the department of history, philosophy, and social sciences and director of the Center for Service Learning and Civic Engagement at Hudson Valley Community College.

The impact of the COVID-19 pandemic on community colleges has been severe. Community colleges educate about 40 percent of the country's undergraduates and were already stretched thin before the pandemic. Despite the uncertainty of fall admissions and lingering deficits from a decade of decreasing enrollment, community colleges are rising to meet the challenges the pandemic has presented in order to fulfill their public and democratic purposes.

Hailed as “democracy’s colleges” for their affordability, accessibility, and open-access admission practices, community colleges have higher enrollments of lower-income, nontraditional, minority, and English to Speakers of Other Languages (ESOL) students, giving more people access to democracy and the pursuit of happiness. The pandemic has not changed the commitment of community colleges to give more people access to a high-quality education.

While continuing to address enrollment, course delivery, accessibility, and the welfare of students, faculty, and staff, how do we ensure that community college students graduate as civically engaged, informed, and active agents of change even in the midst of a pandemic? How can community colleges continue their progress in making civic engagement and learning an institutional priority for the future of our democracy? How can deliberative dialogues on

community college campuses be leveraged in powerful ways to make our democracy work as it should? This essay grew out of conversations among community college civic engagement professionals committed to integrating deliberative democratic principles and practices into their campuses and their work with community college students. The focus of the conversations was the impact of the pandemic on their campuses and on their deliberative efforts.

Public and Democratic Purposes of Community Colleges

[Verdis] Robinson: In your view, what are the public and democratic purposes of community colleges? Is this view harmonious with what you are seeing in community colleges in general?

Nicholson: The purpose is to educate everyone on the basic principles of democracy and civic knowledge and action. In general, yes, it is what I'm seeing in community colleges. Unfortunately, many of our students come through the K-12 system with little information about the democratic process, so we often start from a Civics 101 perspective.

[Patty] Robinson: I believe there should be an intentional effort on the part of community colleges to encourage greater student, faculty, and staff participation in civic, community, and democratic engagement. I see the need to return to the original mission of "democracy's colleges." Campuses still seem to address these issues in silos, with little connection between disciplines or departments. This becomes even more problematic on campuses when certain kinds of engagement are

designated as either student affairs or academic affairs. There is also a lack of faculty development that focuses on topics related to civic, community, and democratic

engagement. Many faculty fail to see how these topics relate to their disciplines, much less to their classes. Faculty and students need to learn what strategies, techniques, pedagogies, and tools can be used to facilitate engagement.

McMahon: Higher education is meant to prepare people to live a life of purpose as free citizens who are actively engaged in their communities. Community colleges are uniquely situated to take on this task because of their physical

How do we ensure that community college students graduate as civically engaged, informed, and active agents of change even in the midst of a pandemic?

proximity to the community and the similarity between their demographics and those of the community. The challenge is to renew this purpose and make community colleges truly “democracy’s colleges.”

Kolsrud: A lot of folks may think that the sole purpose of a community college education is to train students for specific jobs or careers. While job training is important, at Kirkwood, we have rededicated ourselves to our common

In fact, civic skills are highly marketable job skills. Consequently, many of our graduates become leaders in the community.

student learning objective of civic engagement: Graduates will demonstrate the skills necessary to engage with their communities. The stated rationale for this objective reads: “Civic engagement means think-

ing and acting in ways that make a positive difference in communities. Graduates should be prepared for knowledgeable and responsible participation in geographic, professional, and personal communities.”¹ Meeting this objective is more than a “nice” addition to the curriculum. In fact, civic skills are highly marketable job skills. Consequently, many of our graduates become leaders in the community. Lastly, increased civic engagement is associated with increased learning and retention.

Scanlon: Higher education needs to empower students—prepare them to think critically about their communities, exercise the power of their voices, and identify themselves as community stakeholders. Right now, higher education focuses on developing individuals for the purpose of individual prosperity, but not for the purpose of understanding their roles as members of larger communities.

Jorgensen: I think that community colleges are under a special obligation to encourage students to be civically and democratically engaged. We are part of the community. Our students live here. I think that most community colleges share this idea, but we are so very underfunded that the democratic purpose of higher education is often not a high priority. At Piedmont Virginia Community College (PVCC), the goal of our quality enhancement plan is that graduates will be more likely to be civically engaged as a result of their experiences at PVCC. Definitions of civic engagement may vary across institutions, but PVCC adopted author Thomas Ehrlich’s (2000) definition, which states that civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to

make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes.”² Ehrlich’s definition is reflected in the college’s quality enhancement plan vision statement: “[PVCC] seeks to build student leaders who have a strong commitment to democracy and diversity and who engage in the civic life of their communities through collaborative, creative, and critical problem-solving.”³

Sawyer: Higher education has always played a role in preparing individuals to be effective citizens and civic leaders. Multiple documents support that mission, and it is rare not to see that commitment in the mission statements of most colleges and universities. It is not, however, always the practice of colleges to pay attention to this important function. It is often neglected in the curriculum and given only superficial treatment in student life. Often the curricular approach to this responsibility is to require a distribution of courses across disciplines. In campus programming, students have the opportunity to volunteer, take on student leadership positions, or learn about the Constitution one day of the year. This is starting to change, and more and more colleges are incorporating service learning, tying volunteerism to civic responsibility, and providing more opportunities for experiences that are tied to the skills, attitudes, and knowledge essential to good citizenship in a democratic republic. Community colleges are some of the most important institutions to make this shift to preparing people for citizenship. We see more students, have more diversity, and help more people overcome their circumstances to be successfully employed and to become community leaders. I believe we need to continue to be conscious of our role and to structure more experiences and more curricula around this critical goal.

The Impact of COVID-19 on Community Colleges

[Verdis] Robinson: How has COVID-19 specifically affected your college? What is your college focusing on during this pandemic?

Nicholson: Providing for our students’ basic needs, such as food, is more challenging. I am very concerned about voter registration deadlines for the fall. Service learning was halted mid-semester, but I worked with interns over the summer on virtual service learning. Meeting the needs of our most at-risk students (through the food pantry and emergency funds), transitioning to online learning (which is challenging for our students with learning disabilities, limited knowledge of technology, or poor or no internet or computer access), and now contingency planning for the fall are all challenges.

[Patty] Robinson: The pandemic has greatly affected the college, specifically because of the move to remote learning. In addition, remote learning [that is, scheduled online classes] is now transitioning to [self-directed] online education, with a huge push to train all faculty in online education. The college remains open but is operating with only a few individuals physically on site. Summer and fall classes will be taught online, with the exception of some labs that require face-to-face instruction. While challenges have ensued, business goes on, as do virtual classes, meetings, and celebrations. Faculty will teach from off campus through December. The good news is that summer enrollments are up; the bad news is that the college is now facing a large deficit.

McMahon: Like everybody else, we were forced to move to remote education. It disrupted events on campus and our ability to serve our students, but we are adapting. I think our campus has done well in focusing on safety and students. We have raised money through our foundation to meet student needs during this extraordinary crisis. And we are rapidly adapting to the changing circumstances with innovative remote education.

Kolsrud: From my perspective, it looks as though we are focusing on offering the highest quality education while also ensuring student safety. The challenge is to provide the pre-COVID-19 learning experiences for students while ensuring their health and safety and that of the community. Another issue is how to ensure students all have adequate access. During the second half of

This is an important moment in rehabilitating the public's perception of higher education in general—community colleges are in the vanguard.

our spring semester, I had students juggling family, work, and school commitments. Many students faced technological barriers, such as inadequate internet access, issues with online

learning, and so forth. So, the college has invested in resources to help these students with technology access. On the teaching side, the college has expanded online teaching training for faculty to improve online course delivery.

Scanlon: Community colleges are especially vulnerable, and the shift to remote learning was difficult for many who need face-to-face classes. As for deliberation, spring plans were wiped out. However, new online opportunities are presenting themselves for the fall. The health and safety of students and employees, as well as the educational well-being of students, has been taken seriously by the college.

Jorgensen: For the fall semester, we are providing only online instruction except for some labs. Our summer enrollment is a little bit down, but I don't have fall numbers and it's a bit early.

Sawyer: Many of our programs, as well as teaching and student contact, have become more limited. At the same time, there have been realizations of how technology can work to bring us together despite the pandemic, the distance between us, and the problems of not being in the same place at the same time.

The Future of Community Colleges

[Verdis] Robinson: What do you think the future will hold for your college in light of the current pandemic and economic crisis?

Nicholson: As a community college, we need to be prepared to absorb students who would otherwise be going to four-year colleges. We need to ensure we have the infrastructure for this while maintaining a high level of service to our existing students.

[Patty] Robinson: Many changes will occur, but we have a college chancellor who has served in the system for over 30 years. I am confident she will make the college stronger than ever.

McMahon: The future is unclear. Enrollment decline? Or enrollment surge? I think we will come out stronger in the long run. This is an important moment in rehabilitating the public's perception of higher education in general—community colleges are in the vanguard. Our reputation in the community is solid, but I think it will be only enhanced by the time the pandemic is over. We will have proven our worth by adapting to change and by meeting the needs of the community in an affordable fashion.

Kolsrud: A lot more classes may be delivered online instead of face to face. It's hard to say what will happen to enrollment. I suspect we may see an initial enrollment decline, however, I'm hopeful that it will rebound after the fall semester.

Scanlon: The future is unknown right now, but in the short term, much of the work we do will have to shift to a virtual setting.

Jorgensen: I wish I knew. I worry about online classes becoming the norm after things improve.

Sawyer: I think we will continue to grow as an institution to support the training and development of job skills as well as to prepare people to be effective as community members.

[Verdis] Robinson: In your opinion, what might the long-lasting impacts of this crisis be on your college?

Nicholson: We might face a loss of students due to an inability to learn online. More students will be needing help meeting basic needs. And it's possible we will see a temporary boost in enrollment, which should be viewed with caution as it will not last.

[Patty] Robinson: I suspect that the college will schedule greater numbers of courses online. It is an effective way to teach and is more cost-effective than holding face-to-face classes. The overall statewide budget cuts will greatly affect the campus, especially regarding workforce training. I am sure travel and conference money will be suspended for at least a year. Funding for certain positions (such as teaching assistants) will continue to be cut, and I will guess that future full-time positions will also be placed on hold.

McMahon: I'm not an expert in budgetary considerations or program changes, but I think the long-lasting impact will have to do with clarity. We are living in interesting times. Some things we thought were important don't seem so important or possible now. Much is being clarified during this crisis: how to work, how to live, how to keep our economy going, how to be healthy and safe, and how to learn. Most of all, we are learning we are in this thing together.

Kolsrud: I wish I had an answer for this question. At this point, we are trying to do everything we were doing before while ensuring the safety of the students, faculty, staff, and the community.

Scanlon: The financial impact could be severe, and the way in which content is delivered to students could change dramatically. This could result in more emphasis on online learning.

Jorgensen: Online classes could become the norm. On the bright side, this will make us far better online instructors, so the quality of classes should improve.

Sawyer: There will be a rethinking of how we do things and a greater integration of technology into how we accomplish our goals.

Public Trust and Community College Students

[Verdis] Robinson: Many colleges and universities were already facing issues such as waning public trust, decreased attendance, revenue losses, and increased costs for students. How do you think these issues will be overshadowed by or exacerbated by the coronavirus crisis?

Nicholson: In every way you can imagine. Students have lost jobs, are teaching their own kids at home, are *still* homeless or hungry, are in abusive relationships, and so forth. Now we lack the ability to help them as we did in

person. This will get only worse for them and for our students who were already teetering on the edge.

[Patty] Robinson: Issues will be greatly exacerbated. My fear is that many students who had difficulty affording a college education will now think twice about continuing since they may have to seek employment. Or, in some cases, they may see working without a college degree as more lucrative than spending time and money to

receive a degree. To them, it may not be worth the effort since they may incur tens of thousands of dollars of debt. I also think that the digital divide between underserved populations and those with better access to technology will play out even more. Equity issues are now exacerbated. I think

many in the public sphere will see this as a wake-up call for institutions to reevaluate the cost of higher education. I can see programs being cut, salaries decreased, and faculty being dismissed, not hired, or encouraged to retire. I hope that colleges and universities will consider ways to cut tuition costs for students.

McMahon: We are at a reckoning. I think the need for higher education is being demonstrated and our past underinvestment in education is coming back to haunt us. But our political situation may be moving in the right direction because of the pandemic and economic hardship facing many Americans.

Kolsrud: The pandemic is exacerbating issues such as funding, declining enrollment, and so forth. I don't know what the wide-ranging impacts of the crisis will be. However, I'm quietly optimistic about the future. The faculty in my department (social sciences) did an incredible job transitioning spring courses into virtual formats mid-semester. I think we will find ways to innovate moving forward.

Scanlon: Coronavirus will probably result in less trust in public institutions across the board, and decreased enrollment and attendance at events is also likely. It's hard to predict the future but "exacerbated" more than "overshadowed" seems likely to me.

We can shy away or try to turn inward, maintaining our "social distance" as a city unto ourselves. We could, however, use this time to revitalize our mission, reengage with our communities, and work together toward positive and progressive change.

Community Colleges Represented in This Article

College of the Canyons (COC), founded in 1969 in Santa Clarita, California, is a suburban community college with a total enrollment of more than 20,000 students. Approximately 68 percent of its students attend part-time and, with more than 47 percent of its students identifying as Latinx, COC is designated as a Hispanic-Serving Institution. COC will continue remote and online instruction through the fall term.

Kirkwood Community College (KCC), in Cedar Rapids, Iowa, was founded in 1966. It is a city college with a total enrollment of more than 14,000 students at its 9 branches. Approximately 61 percent of its students attend part-time, and 17 percent identify as people of color. KCC and its campuses will be open in the fall for in-person classes, but everyone will be required to wear a mask at all times.

Mount Wachusett Community College (MWCC), in Gardener, Massachusetts, was founded in 1964. It is a rural community college with a total enrollment of more than 3,800 students. Approximately 65 percent of its students attend part-time, and 26 percent identify as people of color. Most of its classes will begin remotely during the fall semester.

Monroe Community College (MCC), in Rochester, New York, founded in 1962, is a suburban community college with a total enrollment of about 13,000 students. Approximately 39 percent of its students attend part-time, and almost 36 percent identify as people of color. MCC and its campuses will be open in the fall for in-person classes, but the plans are subject to change if new information is received from the system office.

Piedmont Virginia Community College (PVCC), in Charlottesville, Virginia, was founded in 1972. PVCC is a suburban community college with a total enrollment of more than 5,600 students. Approximately 78 percent of its students attend part-time, and 24 percent identify as people of color. PVCC will be offering the majority of its courses online synchronously [in real time] and asynchronously as well as a hybrid option through the fall.

Hudson Valley Community College (HVCC), in Troy, New York, was founded in 1953. It is a city community college with a total enrollment of more than 11,000 students. Approximately 47 percent of its students attend part-time, and 23 percent identify as people of color. The majority of HVCC's courses will be offered online or in a remote learning format. Any labs or hybrid courses will be conducted in accordance with social distancing requirements.⁵

Jorgensen: It's hard to say, but I think this will be a bigger problem for four-year schools than for community colleges. I don't have a real college-wide perspective yet. Plans are made and then changed.

Sawyer: I think that it is up to the leadership of our colleges. We can shy away or try to turn inward, maintaining our "social distance" as a city unto ourselves. We could, however, use this time to revitalize our mission, reengage with our communities, and work together toward positive and progressive change.

Deliberative Democracy Efforts on Community College Campuses

[Verdis] Robinson: What activities have your colleges engaged in to offer experiences in deliberative democracy?

Nicholson: We've had dialogues, panels, and speakers around issues of democracy and civic engagement. Topics this past year alone included the Electoral College, reasons for voting, immigration detention centers, health care, White fragility, advocacy day, the 100th anniversary of women gaining the right to vote, and Constitution Day. We also engaged students in service with various organizations for 9/11, Day of Caring, and Martin Luther King Jr. Day. For the second half of spring, we had several events planned—dialogues on the economy and the environment, hunger awareness, an alternative spring break day of service with Habitat for Humanity, and an international service trip to Iceland—but all had to be canceled. Finally, at most events, we conducted voter registration.

[Patty] Robinson: After our learning exchange with the Kettering Foundation, College of the Canyons (COC) spent over a year organizing deliberative dialogues to address the topic of whether to arm campus safety officers. We met with students, faculty, and staff and gathered a lot of rich material. In addition, we held several trainings with faculty and students and also participated in a training session with students from a local high school. Partnering with the League of Women Voters of the Santa Clarita Valley, the Center for Civic Engagement organized a community dialogue on the topic of "The America We Want to Be." Currently, dialogues are taking place as part of the nationwide Bringing Theory to Practice grant, or PLACE grant, authored by David Scobey and funded by the Mellon Foundation. COC is holding dialogues to discuss housing insecurity and affordability. To date, Zoom dialogues have taken place with students in classrooms as well as with several community partners. Additional dialogues are being planned over the summer and for the fall. Next steps include organizing dialogues with community members.

McMahon: Deliberation has been an important part of increasing student and faculty engagement at Kirkwood and in the communities we serve. Our efforts began when two faculty members were engaged with the Kettering Foundation and received support through the Democracy Commitment initiative to institutionalize deliberation at the college. Interested faculty were introduced to deliberation through a training session. Since then, deliberation

Deliberation has been an important part of increasing student and faculty engagement at Kirkwood and in the communities we serve.

has been used as part of broader voter education and democratic engagement efforts. Deliberation was an important component of an economic inequality summit hosted by the college, it was critical to voter

education activities prior to the 2018 election, and it was a central feature in events leading up to the Iowa Caucus and caucus training at the college. In January 2020, the civic engagement committee used the morning of Kirkwood's Assessment Day to conduct a college-wide deliberation on the state of our politics. Thus, deliberation has been used in classrooms, as shared experiences, as faculty development, and in the form of community outreach as faculty conducted deliberations off-campus in the community.

Kolsrud: At Kirkwood, we have held events associated with days of commemoration, such as Constitution Day, and with activities, such as guest speakers and film showings. We have conducted deliberative dialogues on a range of issues, including immigration policy, economic inequality, and political divisiveness. Also, we have conducted voter registration outreach for students. For example, in fall 2018, we held our "Parties at the Polls." These events coincided with satellite voting at the Iowa City campus and the Cedar Rapids campus. During these events, we celebrated early voting with games, pizza, and music.

Scanlon: We held annual campus deliberations in the spring semester as well as other deliberative forums, moderator training workshops, and training sessions for faculty and staff on developing materials. Some faculty have integrated deliberation into their curriculum.

Jorgensen: PVCC has offered several deliberative dialogue training sessions to faculty and students and has encouraged the use of deliberative democracy in the classroom. Further, we have offered several college-wide dialogues on topics such as immigration, the national debt, climate change, and guns. Our One Book program always focuses on civic engagement issues, for example, *The*

New Jim Crow, You're More Powerful Than You Think, and So You Want to Be an Anti-Racist. PVCC also offers a wide range of democratic engagement activities, including voter outreach (such as registration and GOTV), Constitution Day, Free Speech Week speakers, Civic Engagement Week, and a two-day civic engagement conference.

Sawyer: We conduct public deliberation with students, faculty, and staff using National Issues Forums Institute materials on campus. We have also used public deliberation in the city of Troy to help the community determine a citywide plan for everyone. Currently, we are planning a deliberation on supporting individuals who have been incarcerated and are returning to their communities. We also hope to conduct a SUNY system-wide deliberation, via Zoom, on voting this fall.

Pandemic Impact on Deliberative Democracy Efforts

While most of the community colleges in this conversation will be beginning the academic year either remotely, online, or under a hybrid model, social distancing poses problems for the traditional way in which deliberations are experienced. In the midst of a pandemic and with an upcoming presidential election that can be leveraged to advance deliberations on national issues on community college campus, new strategies are required. As most students will be engaging virtually, deliberative forums will be virtual as well. They will decrease in frequency, but their impact, given accessibility issues and opportunities, remains to be studied.

While community colleges are ramping up their promotional materials with messages of safe, cost-saving remote learning, they are also promoting the fact that they are “well-positioned to train new workers for the ‘new economy’ created by the COVID-19 pandemic.”⁴ The work of civic engagement and democratic learning is still often seen as a separate effort without realizing or making apparent the interconnectedness of this work with institutional and community priorities—a frustration of many community college civic engagement professionals. Nevertheless, community colleges are still especially well positioned to harness the need and desire to develop ways to benefit their communities and, at the same time, deepen the educational experience of their students who come from within the community and whom the community college serves. Developing and innovating the deliberative pedagogies that reflect the unique opportunities of community colleges is essential and under way.



NOTES

- ¹ Kirkwood Student Learning Outcomes, http://www.kirkwood.edu/pdf/uploaded/1433/kirkwood_student_learning_outcomes.pdf (accessed August 24, 2020).
- ² Thomas Ehrlich, *Civic Responsibility and Higher Education: The ACE Series on Higher Education* (Westport, CT: American Council on Education and Oryx Press, 2000): vi.
- ³ *PVCC's Civic Engagement QEP: Civic Sense*, <https://www.pvcc.edu/campus-life/civic-sense/pvccs-civic-engagement-qep-civic-sense> (accessed August 24, 2020).
- ⁴ "Community Colleges Could Play Key Role in Coronavirus Pandemic Recovery," *Boston Herald*, June 9, 2020, <https://www.bostonherald.com/2020/06/09/community-colleges-could-play-key-role-in-coronavirus-pandemic-recovery/> (accessed August 24, 2020).
- ⁵ All statistics (accurate as of 2017) were gathered from the American Association of Community Colleges' Community College Finder, <https://www.aacc.nche.edu/college-finder/> (accessed August 24, 2020).

REFERENCES

- "Community Colleges Could Play Key Role in Coronavirus Pandemic Recovery." *Boston Herald*, June 9, 2020. <https://www.bostonherald.com/2020/06/09/community-colleges-could-play-key-role-in-coronavirus-pandemic-recovery/> (accessed August 24, 2020).
- American Association of Community Colleges. Community College Finder. <https://www.aacc.nche.edu/college-finder/> (accessed August 24, 2020).
- Ehrlich, Thomas. *Civic Responsibility and Higher Education: The ACE Series on Higher Education*. Westport, CT: The American Council on Education and the Oryx Press, 2000.
- Kirkwood Student Learning Outcomes*. http://www.kirkwood.edu/pdf/uploaded/1433/kirkwood_student_learning_outcomes.pdf (accessed August 24, 2020).
- PVCC's Civic Engagement QEP: Civic Sense*. <https://www.pvcc.edu/campus-life/civic-sense/pvccs-civic-engagement-qep-civic-sense> (accessed August 24, 2020).

CONTRIBUTORS

DIANA ALI (she/her/hers) is currently the associate director of policy research and advocacy at NASPA-Student Affairs Administrators in Higher Education. Through her service at NASPA, Ali provides timely analysis of emerging policy issues at state and federal levels, creates tools for student affairs professionals to understand and respond to these issues, and organizes and supports NASPA advocacy and civic engagement efforts. Ali has been a nonprofit advocate and avid volunteer in the Chicagoland community for over a decade. She holds a bachelor's degree in cultural anthropology with minors in gender and Asian American studies from Northwestern University and master's degrees in both social work and public policy from the University of Chicago.

DEREK W. M. BARKER is a program officer at the Kettering Foundation and coeditor (with Alex Lovit) of the *Higher Education Exchange*. With a background in political theory, he works primarily on research concerning the democratic role of higher education institutions, philanthropy and nonprofit organizations, journalism, and the professions. He has contributed to other Kettering publications, including the *Kettering Review* and *Connections*. Barker is the author of *Tragedy and Citizenship: Conflict, Reconciliation, and Democracy from Haemon to Hegel* (SUNY Press, 2009) and articles appearing in the academic journals *Political Theory*, *New Political Science*, and *The Good Society*.

FLANNERY BURKE is an associate professor in the departments of history and American studies at Saint Louis University, where she specializes in regional culture and environmental humanities. She is the author of *From Greenwich Village to Taos* (University Press of Kansas, 2008) and *A Land Apart: The Southwest and the Nation in the Twentieth Century* (University of Arizona Press, 2017). She served on the writers' team for the *C3 Framework for the Social Studies* (National Council for the Social Studies, 2013) and is a board member of the Missouri Council for History Education.

JAMES E. (JED) DONELAN is an associate professor of philosophy and humanities and the director of the New England Center for Civic Life (NECCL) at Franklin Pierce University. In his more than 20 years with NECCL, he has conducted dozens of workshops on deliberative dialogue, moderated or facilitated hundreds of structured forums and conversations, and presented widely on these practices and experiences. His research interests are in deliberative ethics, deliberative democracy, and the teaching of philosophy.

MARIE C. DOWNEY is a senior at Saint Louis University. She is a member of the Saint Louis University Honors Program, studying psychology and bioethics as well as health studies. Downey most recently received top honors for her psychology capstone on the topic of task complexity, indirect peer-influenced stress, and persistence.

LEILANI (LANI) FROST is a communication major with a focus on journalism and media and a minor in Chinese at Saint Louis University. She is a member of the Asian American Association, KSLU College Radio, and the University Honors Program and serves as the social media and graphic design chair for the university's Korean Student Association. After taking Flannery Burke's Origins of the Modern World course, she had the opportunity to complete the courses History of China and Japan After 1600 and History of the Saint Louis Region. Frost hopes to use the knowledge that she has gained through all these classes to better understand and advocate for her community.

JAMES GARRETT is the program administrator for the Talloires Network. Before beginning his work at Tufts University, he was program manager for Tulane University's Mellon Graduate Program in Community-Engaged Scholarship and senior program coordinator for internships and international programs at the Center for Public Service. He holds a bachelor's degree from Davidson College and a master's degree from the University of Louisville. He is a student in the MFA Program for Writers at Warren Wilson College.

TERI LYN HINDS (she/her/hers) is the senior director for strategic initiatives-equity 2030 at Minnesota State, the third largest system of state colleges and universities in the United States and the largest in Minnesota with 30 colleges, 7 universities, and 54 campuses. With over 15 years of experience in higher education institutional research, assessment, and project management, including 8 years in Washington, DC, Hinds brings a broad perspective to higher education conversations. She holds a bachelor's degree in government from Cornell University and a master's degree in social service administration with a concentration in health administration and policy from the University of Chicago.

LORLENE M. HOYT is the executive director of the Talloires Network. While teaching at MIT, she founded MIT@Lawrence, an award-winning city-campus partnership. Her book *Regional Perspectives on Learning-by-Doing: Stories from Engaged Universities around the World* (Michigan State University Press, 2017) illustrates how universities can mobilize their resources to create more equitable and prosperous communities while also educating civic leaders. Hoyt is a research professor in urban and environmental policy and planning and faculty member of the Tisch College of Civic Life at Tufts University, as well as a visiting scholar at Brown University. She holds a PhD in city and regional planning from the University of Pennsylvania.

SYDNEY JOHNSON is a recent graduate of Saint Louis University with a degree in neuroscience. She served as a teaching assistant and tutor during her undergraduate career. In addition, she volunteered at the front desk at Saint Mary's Hospital and participated in the Emergency Medicine Research Associates Program in Saint Louis University Hospital's emergency department. She will be attending Saint Louis University School of Medicine to become a physician.

STEPHANIE KING is the director of strategic initiatives for ALL IN Campus Democracy Challenge. As the previous director for civic engagement and knowledge community initiatives at NASPA-Student Affairs Administrators in Higher Education, she directed its LEAD Initiative and co-managed/co-created the Voter Friendly Campus program. King's work in higher education since 2009 includes the areas of student activities, orientation, residence life, and civic learning and democratic engagement. She earned her MA in psychology from Chatham University and her BS in biology from Walsh University. She contributed to the 2018 NASPA publications *Effective Strategies for Supporting Student Civic Engagement* and *Higher Education's Role in Enacting a Thriving Democracy*.

KARA LINDAMAN is a professor of political science and public administration at Winona State University, where she teaches courses in public service, public budgeting and finance, and public policy and advises student-citizens about joining public service. Since 2009, she has been the Winona State University coordinator for the American Democracy Project of the Association of American State Colleges and Universities. Lindaman earned her PhD from the University of Kansas. She is a proud ambassador of the National Issues Forum Institute, and through her work with the Kettering Foundation, she focuses on democratic practices for thinking and talking across differences.

ALEX LOVIT is a program officer at the Kettering Foundation. With an academic background in the study of history, he assists with Kettering's experiments in deliberating about historical issues through Historic Decisions issue guides. He also works for Kettering's research with both K-12 and higher education and provides historical research for the foundation. Lovit is the coeditor (with Derek W. M. Barker) of Kettering's *Higher Education Exchange*.

BRENT A. MARSH is assistant vice chancellor for student affairs and dean of students at the University of Mississippi. With more than 20 years of experience serving in student affairs across a variety of institutional settings, Marsh has presented numerous sessions at national and regional conferences and has published on a variety of topics, including Esports and personal finance. Marsh joined the group of authors for this publication via his role as director of the NASPA-Student Affairs Administrators in Higher Education Public Policy Division. Previously, he served NASPA as the Region IV-West coordinator of regional finances and as chair of the Student-Athlete Knowledge Community.

DAVID MATHEWS, president and CEO 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*, *The Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future*, and *With the People: An Introduction to an Idea*.

ALLISON MISPAGEL is a senior at Saint Louis University, majoring in accounting with a minor in business analytics. Allison did not have much interest in history before taking Flannery Burke's Origins of the Modern World course but afterward gained a new interest in the subject. She is a member of Saint Louis University's Honors Program and through this program had the opportunity to be a teaching assistant for an introduction to honors course. After college, Allison hopes to get a master's degree in accounting and sit for the Certified Public Accountant exam.

ERIN PAYSEUR OETH is interested in exploring the public square—how we develop civic learning, skills, and practices to thrive together in community. As a research fellow with the Kettering Foundation, she serves on several national research exchanges. Payseur Oeth has presented nationally with colleagues, including recent sessions on exploring faith groups as civic actors and using public deliberation in church and community decision-making. She holds a BA in religion/philosophy from Presbyterian College and an MEd in higher education and student affairs from the University of South Carolina. Before joining the University of Mississippi as a project manager in community engagement, she held positions at Baylor University and Columbia College.

VERDIS L. ROBINSON (he/him/his) is an associate of the Kettering Foundation with a focus on the democratic practices of community colleges. He has previously served as Campus Compact's director for community college engagement and as the national director for The Democracy Commitment. Prior to his national leadership, Robinson served as a tenured professor of history and African American studies at Monroe Community College, fellow for the Aspen Institute's Wye Faculty Seminar on Citizenship in the American and Global Polity, and fellow for the National Endowment for the Humanities' Faculty Seminar on Rethinking Black Freedom Studies: The Jim Crow North and West.

ANDREW SWEESO is a senior at Saint Louis University, majoring in English with minors in Catholic studies and philosophy. His academic work includes analysis of the intersection of Catholic liturgy and social media and projects published in the university's journal *The Kiln Project*. He has served as a writing consultant for undergraduate students at the university and as leader of the Labre Ministry with the Homeless. Much of his work focuses on radical relational ministry with Saint Louis' unhoused community, including training and educating undergraduate students on issues of poverty and homelessness and working with local nonprofits to provide shelter, develop resources, and promote collaboration with unhoused individuals and families.

Kettering Foundation

200 Commons Road, Dayton, Ohio 45459 (937) 434-7300; (800) 221-3657
444 North Capitol Street, NW, Suite 434, Washington, DC 20001 (202) 393-4478
www.kettering.org
