

# HIGHER EDUCATION EXCHANGE



2019

Leadership and Democracy

## Articles

Maura Casey

Michaela Grenier

Matthew R. Johnson

William V. Muse and Carol Farquhar Nugent

Mark Wilson

## Interviews

Dennis Donovan and Harry C. Boyte

Katrina S. Rogers and Keith Melville

## Afterword

David Mathews

Editors: Derek W. M. Barker and Alex Lovit  
Managing Editor: Joey Easton  
Proofreader: Ellen Dawson-Witt  
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 © 2019 by the Kettering Foundation  
ISSN 2469-6293 (print)  
ISSN 2471-2280 (online)

# HIGHER EDUCATION EXCHANGE



2019

# CONTENTS

Derek W. M. Barker and Alex Lovit	Leadership Education and the Public Mission of Higher Education (Foreword)	1
Maura Casey	Ralph Nader's Call to Citizenship	5
Matthew R. Johnson	The Role of Student Affairs in Fostering Democratic Engagement	15
Dennis Donovan and Harry C. Boyte	Developing Leaders: The Life and Work of a Citizen-Educator Using Public Achievement (An Interview)	26
Mark Wilson	Living Democracy: Lessons for Leadership Education	34
William V. Muse and Carol Farquhar Nugent	The Power of Public Deliberation: Civic Education for Older Students	44
Michaela Grenier	Building Student Civic Leadership through Sustained Dialogue	50
Katrina S. Rogers and Keith Melville	College and University Presidents Serving Democracy (An Interview)	59
David Mathews	What Kind of Democracy Does Higher Education Support? (Afterword)	68
	Contributors	79

# LIVING DEMOCRACY

## Lessons for Leadership Education

Mark Wilson

*Living Democracy is a ten-week experience for Auburn University undergraduate students. Since 2012, cohorts of four or five students have learned about democracy by living and working in small Alabama communities and fully participating in civic life. They write about their experiences on the Living Democracy Blog ([auburn.edu/livingdemocracy](http://auburn.edu/livingdemocracy)). The editors of HEX asked Mark Wilson, director of community engagement at Auburn, to reflect with Living Democracy graduates on what they learned about civic leadership during these experiences. Those reflections follow an excerpt from the book *Living Democracy: Communities as Classrooms, Students as Citizens* (Kettering Foundation Press, 2017) by program founders Nan Fairley and Mark Wilson.*

### **“Community” Is Connections and Connectivity**

Living Democracy students learn that communities are made up of an infinite number of relationships. Some are formal, while others are informal. Some are strong and harmonious, while others are contentious and frail. Students discover the building blocks of communities, and sometimes they become connectors of people and resources.

Most college students—like most adults—dislike politics. But the politics they dislike are institutional or professional politics, where there are winners and losers and where graft and corruption seem as prevalent as speechmaking and grandstanding.<sup>1</sup> Despite their disdain for politics, students do express a commitment to making the world a better place, and nearly every campus is filled with students and student organizations that advocate and educate for the eradication of social ills and the proliferation of good causes. Many college leadership programs and experiences advocate charity work or cultivating one’s passion, and oftentimes, the most successful “leaders” are those who become founders of new organizations or chapters of organizations.

Living Democracy students are introduced to a different way of understanding politics. If we understand politics as the everyday interactions of individuals, groups, organizations, and institutions—not excluding our traditional ways of understanding politics but adding to them these additional relationships—then we become more reflective of ourselves as citizens. The best way to understand these interactions is in the context of an actual community—a geographical space and place, filled with humans who do what humans do best: congregate and celebrate, remember and forget, build up and tear down, gossip and gripe, and get things done. Communities of place are key to understanding what David Mathews refers to as the ecology of democracy.<sup>2</sup> Community projects—those activities that require decision-making and more people skills than technical expertise—are always political. And these interactions, as challenging and frustrating as they may sometimes be, cultivate what the ancient Greeks called practical wisdom.

The need for college-educated individuals who possess practical wisdom and affection for citizen-centered politics is great. According to research from the National Conference on Citizenship, Alabama ranks sixth in the nation in terms of “citizens having strong social ties with family and friends,” and “trust in neighbors and corporations” is higher than the national average. But Alabama ranks dead last when it comes to “working with neighbors to fix or improve something,” although the national average is nothing to brag about.<sup>3</sup> Fewer and fewer citizens contact elected officials, and the percentage of people who attend local meetings would shock Alexis de Tocqueville, the 19th-century political observer who deemed associations the lifeblood of American democracy.



We ask students to attend, reflect on, and write about city council meetings—instructive and new experiences for most students. Only 1 of the 26 students had attended a city council meeting prior to Living Democracy. “I am ashamed to say that before this summer, I had never in my life been to a city council meeting and had absolutely no idea what to expect,” Mary Beth Snow admitted.<sup>4</sup>

Students learned about the sometimes glamorous, but mostly mundane, aspects of what it takes to make a municipality function. “They touched on the expected topics, such as the city’s property, new initiatives, attracting businesses, and more,” Alexis Sankey wrote. “But what caught my attention were the smaller details, the things that you don’t ever think about. I never thought about how expensive dump trucks were.”<sup>5</sup> The system of city government and the responsibilities of elected officials became clearer to her as a result.

***If we understand politics  
as the everyday interactions  
of individuals, groups,  
organizations, and institutions  
then we become more reflective  
of ourselves as citizens.***

Some students encountered the raw emotion of an angry citizenry at city council meetings. Laney Payne happened to be living and learning in Bayou La Batre during the trial of former mayor Stan Wright. Wright was ultimately sentenced for corruption and witness intimidation related to a sale of property to the Federal Emergency Management Agency as part of the Bayou’s rebuilding after Hurricane Katrina. Payne attended an unforgettable council meeting. Reflecting on the meeting, she quoted citizens who were both angry and scared. She suggested that the mayor’s conviction seemed to remind citizens that their destiny is ultimately in their own hands. One after another, citizens approached the podium to express their concerns and fears for Bayou La Batre. One citizen proclaimed, “We made our men stay home. Us women are going to have to fix this. We all have to work together to get something done in this town.”<sup>6</sup>



In addition to city council meetings, students must attend a civic club meeting since these formal associations are a critical component of the ecology of democracy. Several community partners, such as Elba Rotary Club leader Laurie Chapman, served as catalysts, connecting civic club objectives to larger community issues and the activities of other community organizations. For some students, the first visit to a civic club meeting is to serve as a speaker. Sierra Lehnhoff, for example, spoke to Elba

***“We all have to work together to get something done in this town.”***

members made local service a priority, from working with schools to participating in community events. Lehnhoff reflected, “I met a lot of new people at Rotary, and I think that speaking to a club, any civic club, helps open a lot of doors to partnerships and relationships with people.”<sup>7</sup>

Rotary members about Living Democracy and then asked members to explain the mission and purpose of the club. She learned that the Rotary

Students discovered community connections working with other formal associations. Laney Payne wrote about the political and personal connections of the Organized Seafood Association (OSA) in Bayou La Batre, Alabama’s seafood capital. Payne learned OSA was known throughout the surrounding region for pushing legislation to help shrimpers, fishermen, and crabbers. She interviewed Rosa Zirlott, who founded the organization in 2002. Zirlott told Payne, “If it affects a fisherman, we will find a way to help. You just gotta jump in the water and figure out what it’s about. If I can talk to them about my personal experiences, they’ll believe me. That’s how I can help them.” Payne noted that legislation is just the beginning for OSA. Another priority is working to preserve a way of life. Zirlott told her, “I’m afraid of losing a generation of hard workers and losing the knowledge of how to do this. My husband’s daddy was a net maker, just like his daddy. You have to know the patterns and skills. We are losing all that.”<sup>8</sup>

In the mountains of northern Alabama, students discovered the work of the Collinsville Historical Association was connected to just about every community project. Both Mary Beth Snow and Shaye McCauley noted that the group was determined to preserve local history as a valuable community asset, including their top priority, restoration of the Cricket Theater. Members also produce a newsletter and run a local history museum. Snow described the association president, Roger Dutton, as “the local barber who knows everything that happens in the town of Collinsville.” After joining Dutton and others to start an oral history project, Snow noted, “The whole point of Living Democracy is that we don’t do what we do alone: we are part of a community. By working with an existing organization in my community instead of beginning totally from scratch, I not only make my own job a little bit easier, but I also have the fortune of adding to something that has already been created.”<sup>9</sup>

City council and civic club meetings are very visible aspects of politics in a community, but we also ask students to discover what sociologist Ray Oldenburg describes as “third places,” those “essential yet informal spots central to civil society, democracy, civic engagement, and establishing feelings of a sense of place,” where “both new friends and old should be found.”<sup>10</sup> As Jan Schaffer notes, while journalists and others might neglect the importance of these informal hangouts, wise politicians “know where the third places are.”<sup>11</sup>

Frequenting locations ranging from post offices to pubs, students reflected on the places where people gather, oftentimes across lines of gender, race, and class. Snow discovered that a third place central to community life in Collinsville was Trade Day, an event that happens every Saturday, rain or shine. She described Trade Day as the ultimate flea market, with everything from tools to fried pies offered for sale. She wrote, “For every person there because they really want to buy a new wrench or some flowers or chickens, there are probably three or four who are there because it’s a nice way to get out of the house and encounter your neighbors. Meeting with others is essential to community—you cannot be a community alone. . . . For us to solve problems in our community, we have to be a community, and that means meeting with our neighbors and getting to know them. And Trade Day in Collinsville is a sacred event for that reason: it gives people in the community a place to shake hands.”<sup>12</sup>



Students discovered that some local citizens could not immediately point to one spot as “the place,” and most observed a need for more third places in their rural communities. That realization has become a driving force for several Living Democracy community partners who are making the creation of such places a focus of their life work. Perhaps the best example is the work of Mart Gray in Elba. Gray, pastor of Covenant Community Church in Elba and a Living Democracy community part-

***For us to solve problems in our community, we have to be a community, and that means meeting with our neighbors and getting to know them.***

ner, spearheaded efforts to create the church-owned Just Folk Coffeehouse in a vacant building on the downtown square. Today, Just Folk fills a much larger purpose than dishing up delicious, homemade lunches. The coffeehouse, the hub of activity for Living Democracy students working in Elba, also hosts bluegrass concerts and art exhibits, including those created by youth working in the JumpstART workshops coordinated by Auburn students who spent their summers in Elba. Gray and others hope the revitalization of a once-empty building into a civic space for Elba can inspire others to see the potential of the area.<sup>13</sup>

## Reflections: Lessons for Leadership Education

In the spring semester of 2019, I contacted six recently graduated Living Democracy alumni to hear about their present work, reflect on the topic of leadership, and discover what they had learned since graduation about the relationship between citizens and government. I was also interested in their perceptions of how universities understand and convey leadership.

Alexis Sankey lived and worked in Elba, Alabama, for her Living Democracy experience. After graduation, she worked in social-service non-profit organizations, then took a position in the Birmingham mayor's office. These experiences helped her understand the relationships between city government and local organizations. Having witnessed firsthand the needs of these organizations, Sankey recently launched a consulting business to assist them with critical tasks, such as strategic planning, evaluation, and public relations.

Sankey learned that the disconnect between government and community members is real. Citizens have great ideas and a willingness to work toward implementation of those ideas, she says, but their ideas rarely align with the government's and often end in frustration. Regarding leadership, Sankey says that citizens want leaders who are relatable and understand community dynamics. But she says this means more than effective communication or persuasion. She notes that the process of becoming a leader inherently distances them from the people they represent, so an effort to become or remain relatable has to be intentional and ongoing.

After graduation, Lowery McNeal moved back home to Birmingham, Alabama, to work in a nonprofit organization that coordinates service learning and leadership development projects for college students and recent college graduates. McNeal lived and worked in Selma during her Living Democracy summer, and she is currently completing a

***The process of becoming a leader inherently distances them from the people they represent.***

master's degree in comparative social change at Trinity College in Dublin, Ireland.

McNeal says that citizens and leaders share responsibility for the low level of trust that exists between them. She believes public leaders make sacrifices that aren't acknowledged by citizens, leaving leaders feeling unappreciated and dissolving trust between them and the citizens they serve. The governmental system causes leaders "to lose an element of their neighborly humanity" because they are working in systems that do not reflect the ways in which citizens work together

for change. Communication is key to healthy relationships, she says, but the quality of the communication is more important than the quantity. “True communication requires people looking at each other in the eye.”

Universities too often convey leadership as the responsible use of power and authority, according to McNeal, especially in an institutional context. Students, therefore, understand leadership as rules and strategies for a game—powerful knowledge, which must be handled responsibly. She says the burden of leadership is not stressed and points out that discussions with students rarely include how to be supervised by someone who has authority over you.

Learning how to accept and incorporate advice is another key to leadership, McNeal says. Once she became a supervisor of others, her understanding of leadership grew. “You can’t lose the voice in [your] head of what it means to be the supervisee,” she says.

Marian Royston’s Living Democracy experience took place in Hobson City, Alabama. Following graduation from Queen’s University in Belfast, Northern Ireland, with a degree in community development, Royston moved back to her rural Alabama hometown of Roanoke, where she is now a middle school civics and geography teacher. Before becoming a teacher, she created a youth development initiative in Roanoke that focused on high school students. It reminded her that small towns, with their limited populations, must depend upon themselves to develop leaders.

Royston says that the mistrust between leaders and citizens is a reflection of the mistrust citizens often have of one another because we are separated by race and class. “Life is different across town,” she says. Teaching school has taught her that simply living in a place does not mean you understand the entire community. People who live in the country share commonalities with those who live in a village, but the differences are stark, as well. Citizens, she says, want leaders who can relate to them. They want to see themselves in the lives of the people they elect, and Royston cited numerous local examples of how people in leadership positions gained trust by being open and vulnerable.

Royston participated in a number of leadership experiences while at Auburn University, and she says that universities convey leadership to students much differently from what she describes above. Leadership is understood by students as a tool for career advancement or vocational fulfillment, not necessarily for the collective good of society. And if a college graduate is successful, then the university can rightfully claim credit, legitimizing its function in the state as a developer of leaders. At the community level, says Royston, a successful leader in a small town is judged by the resources he or she brings in rather than by nurturing leadership skills in others.

After graduation, Royston learned that nothing really happens as fast as we think it might, and a focus on the product as opposed to the process of leadership can set college students up for an uncomfortable awakening. Strong leaders for democracy are prepared to let the agenda for actions be developed in collaboration with citizens rather than for citizens.

Hamilton Wasnick is a recent graduate who participated in Living Democracy following his freshman year. Originally from the state of Washington, his time in Linden, Alabama, became an opportunity to understand a culture very different from his own. His post-graduation plans are to earn a master's degree in higher education leadership, and he is interested in a career working with college students.

Wasnick says citizens desire a genuine relationship with leaders, one that encompasses more than just a relationship to the authority held by the leader. "Leaders must listen with the intent to hear, not just the intent to respond," he says. They need to be able to change their minds on issues after listening to citizens. A change of mind reflects growth, Wasnick says, but such flexibility is often not named or recognized by the system. College students strive to become leaders on campus, but their positions tend to sequester them away from the larger student body.

For Wasnick, when universities talk about leadership, students understand it to mean involvement, which translates to lines on a resumé. These leaders, he says, are "leaders of policy," while the everyday leaders who encourage others

***A focus on the product as opposed to the process of leadership can set college students up for an uncomfortable awakening.***

to reach their potential are "leaders of practice." The distinction is interesting, and it is unfortunate that both types are rarely found in the same person. College students need the opportunity to have the type of

leadership that requires the nurturing of relationships since that is where leadership is defined. Service opportunities are important, Wasnick says, but they are incomplete if an interactive relationship is not present.

Blake Evans was a communications major who participated in the first cohort of Living Democracy students in 2012. Evans is now the elections chief in the Fulton County, Georgia, Registration and Elections Department, which covers part of metro Atlanta. His career path is ironic, he says, recalling a conversation with the town clerk of Linden, Alabama, during his Living

Democracy summer, who warned him not to go into elections because the paperwork was overwhelming. Evans' work in Linden was his first opportunity to understand how a municipality functions, and it led to his pursuit of a master's degree in public administration.

Evans sees the disconnect between leaders and citizens, but he recounts stories of leaders who are defying this stereotypical relationship by the effort they put into developing trust. He admits that while people may want to see themselves reflected in

the person they vote for, what citizens really desire is proof that they are being respected and heard.

When universities talk about leadership, Evans says, students hear "get out of your comfort zone," which more closely aligns to the type of leadership that citizens appreciate.

Evans' reflection on how universities convey leadership is more positive than negative. Living Democracy and similar programs helped Evans get comfortable working with citizens outside of the university. But these programs take extended time, he says, since the best learning opportunities occur in the real world of everyday decision-making, not in scenarios designed for classroom enhancement.

Laney Payne's Living Democracy experience took place in the coastal Alabama community of Bayou La Batre. She now lives in Florida and works for a nonprofit organization that provides programs for at-risk female youth in the juvenile system. Payne lived in Bayou La Batre during a particularly stressful chapter of the community's life due to the federal corruption case against the mayor.

When asked about her thoughts on the relationship between leaders and community members, Payne told of her recent experience accompanying students in her program to the statehouse so they could meet legislators and tell the story of the organization. The purpose of the statehouse visit was for elected leaders to meet the people they are helping through state funding of services. But, as Payne notes, the visits also become a lesson in leadership. Some officials allotted very little time to meet with the students, while others took their time

***There is a form of leadership that is less visible but equally valuable. You may not be able to locate the less visible leaders because "they are working their butts off" and staying in the shadows rather than the spotlight.***

and connected with the students in a meaningful way. These leaders took their jackets off, came around from behind their desk, and engaged with students with eye contact and concern. “Leaders need to roll up their sleeves a little bit and connect with people,” she says.

Payne concedes that leadership and visibility do not always equate. There is a form of leadership that is less visible but equally valuable. You may not be able to locate the less visible leaders because “they are working their butts off” and staying in the shadows rather than the spotlight.

These six graduates, and others who appear in the previous excerpt, all participated in the Living Democracy program and, in different ways, they each continue to “live democracy” in their own contexts; they continue to ask questions about society and their role in it. They have the kind of wisdom that comes from lived experiences beyond the classroom, and their willingness to reflect on these issues with a former professor is a gift—one that will convey deep truths to another generation of students and beyond.



## NOTES

- <sup>1</sup> Abby Kiesa et al., *Millennials Talk Politics: A Study of College Student Political Engagement* (Center for Information and Research on Civic Engagement, 2007), <http://www.civicyouth.org/PopUps/CSTP.pdf> (accessed March 28, 2017).
- <sup>2</sup> David Mathews, *The Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future* (Dayton, OH: Kettering Foundation Press, 2014).
- <sup>3</sup> Cristin Foster et al., *2015 Alabama Civic Health Index*, [https://issuu.com/mathewscenter/docs/alchi\\_2015\\_final](https://issuu.com/mathewscenter/docs/alchi_2015_final) (accessed March 28, 2017).
- <sup>4</sup> Mary Beth Snow, “City Council Meetings Turn Out to Be Interesting, Important,” *Living Democracy Blog*, July 24, 2013, <https://aulivingdemocracy.wordpress.com/tag/parks-and-recreation> (accessed March 28, 2017).
- <sup>5</sup> Alexis Sankey, “Week 6,” *Living Democracy Blog*, July 7, 2011, <https://aulivingdemocracy.wordpress.com/2012/07/11/elba-week-six/> (accessed April 27, 2017).
- <sup>6</sup> Laney Payne, “Citizens Speak Out at Bayou La Batre Council Meeting,” *Living Democracy Blog*, June 20, 2013, [aulivingdemocracy.wordpress.com/2013/06/20/living-democracy-in-bayou-la-batre-week-four](https://aulivingdemocracy.wordpress.com/2013/06/20/living-democracy-in-bayou-la-batre-week-four) (accessed March 28, 2017).
- <sup>7</sup> Sierra Lehnhoff, “Civic Clubs Help Open Doors,” *Living Democracy Blog*, June 11, 2013, <https://aulivingdemocracy.wordpress.com/2013/06/11/living-democracy-in-elba-week-four/> (accessed March 28, 2017).
- <sup>8</sup> Laney Payne, “Organization Works to Support Alabama’s ‘Liquid Asset,’” *Living Democracy Blog*, June 25, 2013, <https://aulivingdemocracy.wordpress.com/tag/rosa-zirlott/> (accessed March 28, 2017).
- <sup>9</sup> Mary Beth Snow, “Collinsville Historical Association Is on a Mission,” *Living Democracy Blog*, June 24, 2013, <https://aulivingdemocracy.wordpress.com/2013/06/24/living-democracy-in-collinsville-week-six/> (accessed March 28, 2017).

- <sup>10</sup> Ray Oldenburg, *The Great Good Place: Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community* (New York: Marlow and Company, 1989).
- <sup>11</sup> Jan Schaffer, "Reporting on Race: Building a New Definition of 'News,'" *Nieman Reports*, <http://www.nieman.harvard.edu/reports/article/101009/Reporting-on-Race-Building-a-New-Definition-of-News.aspx> (accessed March 28, 2017).
- <sup>12</sup> Mary Beth Snow, "Trade Day Offers More Than Bargains," *Living Democracy Blog*, June 4, 2013, <http://aivingdemocracy.wordpress.com/category/collinsville/page/3/> (accessed March 28, 2017).
- <sup>13</sup> Mark Wilson and Nan Fairley, edited excerpt from *Living Democracy: Communities as Classrooms, Students as Citizens* (Dayton, OH: Kettering Foundation Press, 2017).

## REFERENCES

- Kiesa, Abby, et al. *Millennials Talk Politics: A Study of College Student Political Engagement*. Boston: Center for Information and Research on Civic Engagement, 2007. <http://www.civicyouth.org/PopUps/CSTP.pdf> (accessed March 28, 2017).
- Mathews, David. *The Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future*. Dayton, OH: Kettering Foundation Press, 2014.
- Oldenburg, Ray. *The Great Good Place: Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community*. New York: Marlow and Company, 1989.
- Schaffer, Jan. "Reporting on Race: Building a New Definition of 'News.'" *Nieman Reports*, <http://www.nieman.harvard.edu/reports/article/101009/Reporting-on-Race-Building-a-New-Definition-of-News.aspx> (accessed March 28, 2017).
- Wilson, Mark, and Nan Fairley. *Living Democracy: Communities as Classrooms, Students as Citizens*. Dayton, OH: Kettering Foundation Press, 2017.

# CONTRIBUTORS

DEREK W. M. BARKER is a program officer at the Kettering Foundation. 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. Barker is the coeditor of Kettering's *Higher Education Exchange* and has contributed to other Kettering publications, including the *Kettering Review* and *Connections*. He is the author of *Tragedy and Citizenship: Conflict, Reconciliation, and Democracy from Haemon to Habel* (SUNY Press, 2009) and articles appearing in the academic journals *Political Theory*, *New Political Science*, and *The Good Society*.

HARRY C. BOYTE is a public intellectual and organizer. He founded Public Achievement and cofounded with Marie Ström the Public Work Academy. He holds the title of Senior Scholar in Public Work Philosophy at Augsburg University. Boyte is the author of 11 books, including *Awakening Democracy through Public Work* (Vanderbilt University Press, 2018). His articles have appeared in more than 150 publications, including the *New York Times*, *Political Theory*, and the *Chronicle of Higher Education*. In the 1960s, Boyte was a field secretary for the Southern Christian Leadership Conference, Martin Luther King's organization, and subsequently did community organizing among low-income white residents in Durham, North Carolina.

MAURA CASEY is a senior associate with the Kettering Foundation. Her 35-year journalism career encompasses work as an editor and opinion writer for four newspapers, including the *Hartford Courant* and the *New York Times*. She has won 45 national and regional awards for journalism, including a shared Pulitzer Prize for reporting. She owns a Connecticut communications firm, CaseyInk, LLC. Casey holds a BA in political science from Buffalo State College and an MA in journalism and public affairs from American University. In her spare time, Casey sails her boat on Long Island Sound and helps her husband of 36 years, Peter J. Panzarella, harvest and sell the vegetables he grows on their farm.

DENNIS DONOVAN is the national organizer of Public Achievement at the Sabo Center for Democracy and Citizenship at Augsburg University in Minneapolis, Minnesota. Along with Harry Boyte, Donovan was a key architect of Public Achievement, which is a theory-based practice of citizens organizing to do public work to improve the common good. Since 1997, Donovan has worked with K-12 schools, colleges, universities, and community groups as a speaker, trainer, consultant, and educator. Before joining the center, Donovan worked in K-12 education for 24 years as a teacher and school principal. He was a founder and education chair of the St. Paul Ecumenical Alliance of Congregations, which grew into a statewide organization known as ISIAAH. Donovan received the 2008 University of Minnesota Community Service Award.

CAROL FARQUHAR NUGENT is vice president of the National Issues Forums Institute (NIFI) and a senior associate with the Kettering Foundation, where she was a program officer for many years. Farquhar Nugent served for 12 years as the executive director of Grantmakers in Aging (GIA), a national membership organization of philanthropies that address issues of aging. In her work with NIFI, she led the development of the Osher Lifelong Learning Institute program at the University of Dayton.

MICHAELA GRENIER is a program director for the Sustained Dialogue Campus Network (SDCN), where she spends much of her time helping campuses build capacity for dialogue and collaborative problem solving. Grenier supports campuses in building and sustaining dialogue initiatives by working with campus teams to apply the Sustained Dialogue model to retreat-based, course-based, and extracurricular settings. Before joining SDCN, Grenier served in other roles within the fields of higher education and conflict resolution, including supporting student

retention on a college campus, designing student civic leadership programming, and working in conflict resolution programs for teenagers.

MATTHEW R. JOHNSON is an associate professor in the department of educational leadership at Central Michigan University. An associate editor for the *Journal of College and Character*, he also sits on the editorial boards for *Oracle: The Research Journal of Fraternity/Sorority Advisors* and the *Journal of College Student Development*. He received the Sigma Alpha Pi teaching award in 2015. Johnson holds a PhD from the University of Maryland and an MS from Miami University of Ohio. His research focuses on the intersections of leadership, civic engagement, and social justice, as well as how college experiences help students learn and develop into civically engaged citizens who work effectively 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*.

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 Ecology of Democracy: Finding Ways to Have a Stronger Hand in Shaping Our Future*.

KEITH MELVILLE is a senior associate with the Kettering Foundation and a member of the National Issues Forums (NIF) advisory group. He served as the first executive editor and author of 18 NIF issue guides and has written numerous reports for the Kettering Foundation, including *Beyond the Clash: How a Deliberative Public Talks about Immigration* (2019). Previously, Melville was senior vice president of Public Agenda and a White House staff writer. His experience in applied social research encompassed conceptual work for Sesame Street and studies of the impact of school desegregation strategies. He is the author of four books, including *A Passion for Adult Learning* (Fielding University Press, 2016). A professor at the Fielding Graduate University, Melville completed his doctoral studies at Columbia University.

WILLIAM V. MUSE is president of the National Issues Forums Institute and a senior associate with the Kettering Foundation. During his tenure at NIFI, he helped to establish the Taylor Willingham Legacy Fund, the NIFI Ambassadors program, the Moderators Circle, and an Osher Lifelong Learning Institute (OLLI) program of courses for senior citizens that NIFI hopes to develop at universities around the country. He holds a PhD in management from the University of Arkansas. Muse worked in higher education for 40 years, including 20 years as president or chancellor of the University of Akron, Auburn University, and East Carolina University.

RALPH NADER is one of America's most effective social critics. His analyses and advocacy have enhanced public awareness and increased government and corporate accountability. His book *Unsafe at Any Speed* led to the passage of a series of automobile safety laws. Nader founded or inspired a wide variety of organizations, including the Princeton Alumni Corps and the Applesseed Foundation, a nonprofit network of 17 public-interest justice centers. An author, lecturer, attorney, and political activist, Nader's life-long work and advocacy has led to safer cars, healthier food, safer drugs, cleaner air and drinking water, and safer work environments. In 2006, the *Atlantic* named him one of the hundred most influential figures in American history. Nader continues his work to advance meaningful civic institutions and citizen participation.

KATRINA S. ROGERS is president of Fielding Graduate University. In the course of her career, she has served international nongovernmental and educational sectors in many roles, including leadership of the European campus for the Thunderbird School of Global Management in Geneva, Switzerland. Rogers holds doctorates in political science and history. In addition to many articles and books focused on organizational leadership in sustainability, Rogers serves on the boards of Prescott College, the Toda Institute for Global Policy and Peace Research and the Public Dialogue Consortium. She received a presidential postdoctoral fellowship from the Humboldt Foundation and was a Fulbright scholar to Germany, where she taught environmental politics and history.

MARK WILSON is the director of Community Engagement and the Caroline Marshall Draughon Center for the Arts and Humanities at Auburn University. He is the coauthor of *Living Democracy: Communities as Classrooms, Students as Citizens* (Kettering Foundation Press, 2017) and author of *William Owen Carver's Controversies in the Baptist South* (Mercer University Press, 2010). Wilson is an Appalachian Teaching Fellow with the Appalachian Regional Commission, secretary of the Alabama Historical Association, and a former member of the board of directors for the National Issues Forums Institute. Wilson has coordinated contracts and grants with the National Endowment for the Arts, National Endowment for the Humanities, Appalachian Regional Commission, Kettering Foundation, David Mathews Center for Civic Life, and the Alabama Humanities Foundation. He holds degrees from the University of Mobile, McAfee School of Theology at Mercer University, and Auburn University.

# *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](http://www.kettering.org)

---