INTRODUCTIONS

On the white name tent at your table, in marker, write down:
✓ Your first name and
✓ If you could be a superhero, what would be your superhero name?
OVERVIEW

1. Public Engagement & Democracy
2. Deliberation & Wicked Problems
4. Convening the Public
5. Moderator Skills
6. Recording Skills
7. Ending the Forum
8. Wrap Up
DELIBERATION VS. DEBATE

What are the key differences between each method?

What are the strengths and limitations of each?

When would you use one or the other?
PUBLIC ENGAGEMENT

What are common examples of public engagement methods?
Are they effective?
Why or Why not?
Where the U.S. Stands Among the Original 18 OECD Countries

- the highest poverty rate, both generally and for children
- the greatest inequality of incomes
- the lowest social mobility
- the lowest score on the UN’s index of “material well-being of children”
- the worst score on the UN’s Gender Inequality Index
- the next-to-lowest score for student performance in math
- middling performance in science and reading;
• the highest expenditure on health care as a percentage of GDP,
  ➢ highest infant mortality rate,
  ➢ the highest prevalence of mental health problems
  ➢ the highest obesity rate
  ➢ the highest consumption of antidepressants per capita
  ➢ the shortest life expectancy at birth
• the highest homicide rate
• the largest prison population in absolute terms and per capita
• the highest carbon dioxide emissions and the highest water consumption per capita
• the highest military spending both in total and as a percentage of GDP
• the largest international arms sales.

http://www.alternet.org/story/154367/americathe_best_country_in_the_world_at_being_last--how_can_we_change_that/
How much confidence do you have in...

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Great deal/Quite a lot</th>
<th>% Very Little</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Supreme Court (June 2012)</td>
<td>37</td>
<td>20</td>
<td>+17</td>
</tr>
<tr>
<td>(June 1975)</td>
<td>49</td>
<td>16</td>
<td>+33</td>
</tr>
<tr>
<td>The Presidency (June 2012)</td>
<td>37</td>
<td>32</td>
<td>+5</td>
</tr>
<tr>
<td>(June 1975)</td>
<td>52</td>
<td>14</td>
<td>+38</td>
</tr>
<tr>
<td>Congress (June 2012)</td>
<td>13</td>
<td>47</td>
<td>-34</td>
</tr>
<tr>
<td>(June 1975)</td>
<td>42</td>
<td>11</td>
<td>+31</td>
</tr>
</tbody>
</table>
The View from the left and the right

Donna Shalala

“The ideal [is] a disinterested technocratic elite... society’s best and brightest in service to its most needy [dedicated to] delivering the miracles of social science [on society’s problems] just as doctors cured juvenile rickets in the past.”

Ludwig von Mises to Ayn Rand

“You have the courage to tell the masses what no politician told them: you are inferior and all the improvements in your conditions which you simply take for granted you owe to the efforts of men who are better than you.”
Jean-Jacques Rousseau

- “There can be no patriotism without liberty; no liberty without virtue; no virtue without citizens; create citizens and you will have everything you need; without them, you will have nothing but debased slaves, from the rulers of the state downwards.”

- A Discourse On Political Economy, 1775
Horace Mann

“...under a republican government, it seems clear that the minimum of this education can never be less than such as to qualify each citizen for the civil and social duties he will be called to discharge...and for the faithful and conscientious discharge of all those duties which devolve upon the inheritor of a portion of the sovereignty of this great republic...”

- Tenth Annual Report and Twelfth Annual Report (1846 and 1848)
John Dewey

- Democracy cannot flourish where the chief influences in selecting subject matter of instruction are utilitarian ends narrowly conceived for the masses, and, for the higher education of the few, the traditions of a specialized cultivated class.

- Democracy and Education, 1916
Truman Commission

- “The first and most essential charge upon higher education is that at all levels and in all its fields of specialization, it shall be the carrier of democratic values, ideals, and process”
- Higher Education for American Democracy (President’s Commission on Higher Education 1947a, 102)
“Civic engagement means 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.”

(Ehrlich, 2000)
The Old vs. The New

- Voting and Rights
- Volunteerism
- “Giving back”
- Taking part in the community out of a sense of Noblesse Oblige
- Helping those that are less fortunate

- Active Citizenship
- Agency and Power
- Taking part in the local community because you care about the health of the society you live in
- Examining root causes of problems
Type of Engagement at Colleges

- Service and Volunteerism
  - Day of Service
  - Service learning

- Adversarial
  - Democratic/Republican Club
  - Candidate Forums
  - Debates
  - Elections and GOTV

- Deliberative
  - Deliberative Dialogue
  - Public Achievement
What is a problem?

- Discrepancy between what is and what ought to be
Problems

**Tame**
- Definable
- Understandable
- Data Driven
- Technical
- Efficiency

**Wicked**
- Systemic
- Fuzzy goals
- Value Driven
- Adaptation

- Flint Water Problem
- Texas Water Problem
Wicked Problems

- There is no definitive formulation of the problem
- There is no stopping rule
- Solutions cannot be Right/Wrong only Better/Worse
- No way to test a solution
- Every solution is a one shot operation
- There is no Enumerable or Exhaustive set of solutions
- Wicked problems can be explained in a myriad of ways
- Reciprocal nature of wicked problems
How to Use Deliberation

- Public Forums
- Campus Forums
- Classes
- Clubs
What’s in it for students?

- Empowers Students
- More successful in academic goals
  - Application of class concepts in real world settings
  - Development of leadership skills
  - Development of Communication skills
- More successful in professional goals
- More successful in life
FORUM: MAKING ENDS MEET

Safety and Justice
How Should Communities Reduce Violence?

A National Issues Forums Discussion Guide
FORUM DEBRIEF

What was different about this experience compared to other public engagement experiences?

NIF Overview:
- Structure
- Issue Framing
- Discussion Guide
IDEAL ROOM SET-UP

Flip Chart(s) & Recorder(s)

Circle of Chairs
CONVENING THE PUBLIC

NUTS & BOLTS
Date, Time, Location, A/V, Room Set-Up, Lighting, Materials, Supplies, Invitations, Refreshments, etc…

INTENTIONAL OUTREACH
Know the issue, your intended outcome and your community partners. Develop a targeted list of stakeholders, invite, remind, invite, remind, invite, remind….
MODERATOR SKILLS

Tips for Ensuring a Successful Deliberative Forum...

✓ Preparation & Set-Up
✓ During
✓ Dealing with Challenges
RECORDING SKILLS

VALUES
What matters most is... The key thing is...
What I feel... What is most important...

CONFLICT
I can’t believe... I disagree... No... I
can’t go along with....

SUGGESTIONS
What they should do is... Why can’t they
just... They ought to...
“HOT TOPICS” ACTIVITY

MODERATORS
- Good Active Listening
- Enforce Ground Rules
- Maintain Topic Focus
- Maintain Neutrality
- Open-ended Questions
- Use conflict productively
- Encourage participation of all participants

RECORDERS

VALUES
What matters most is... The key thing is... What I feel... What is most important...

CONFLICT
I can’t believe... I disagree... No... I can’t go along with....

SUGGESTIONS
What they should do is...
Why can’t they just...
They ought to...
ENDING THE FORUM

Start with the end in mind.
Ending questions can bring closure or action – but if you don’t know your goal, how will you choose to end?
Are you seeking...

- Individual Reflection?
- Group Reflection?
- Next-Step Thinking?
- Specific Feedback?
Alberto Olivas, Exec. Director
Congressman Pastor Center for Politics & Public Service
Arizona State University
alberto.olivas@asu.edu

Dr. J. Theis, Director
Lonestar College - Kingwood Center for Civic Engagement
john.J.Theis@lonestar.edu