

Going Forward from Here: Civil Discourse in the Classroom and the Workplace

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Timothy J. Shaffer, PhD

Principles of Civic Discourse

- Seek understanding and common ground
- Expect and explore conflicting viewpoints
- Give everyone an opportunity to speak
- Listen respectfully and thoughtfully
- Offer and examine support for claims
- Appreciate communication differences
- Stay focused on issues
- Respect time limits

Learn more at ksu.edu/icdd



Associate Professor,
Department of
Communication Studies

Director, Institute for Civic
Discourse and Democracy

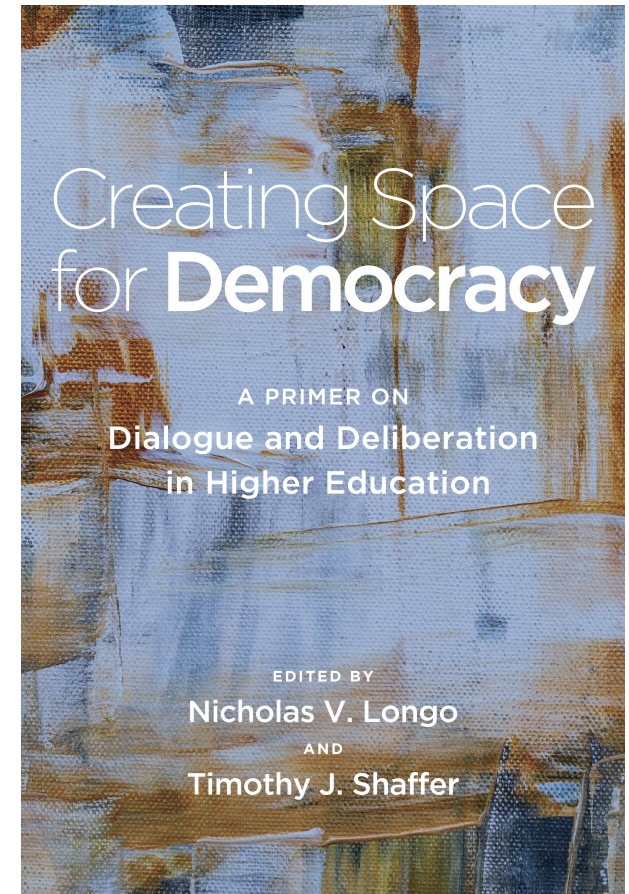
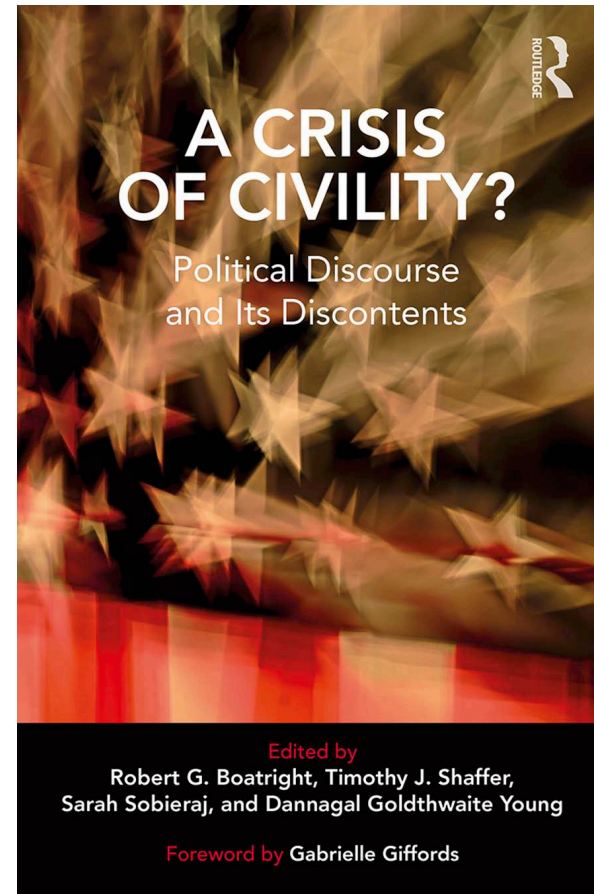
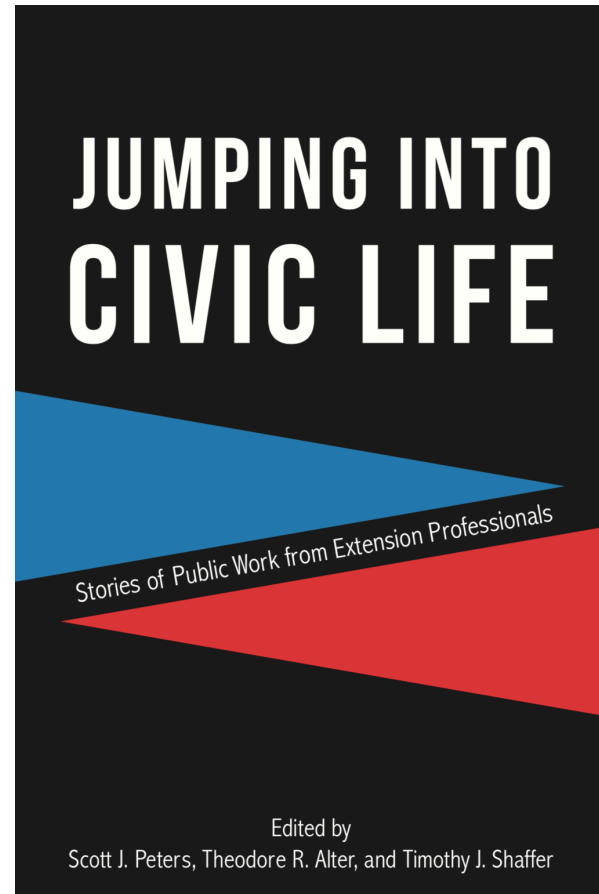
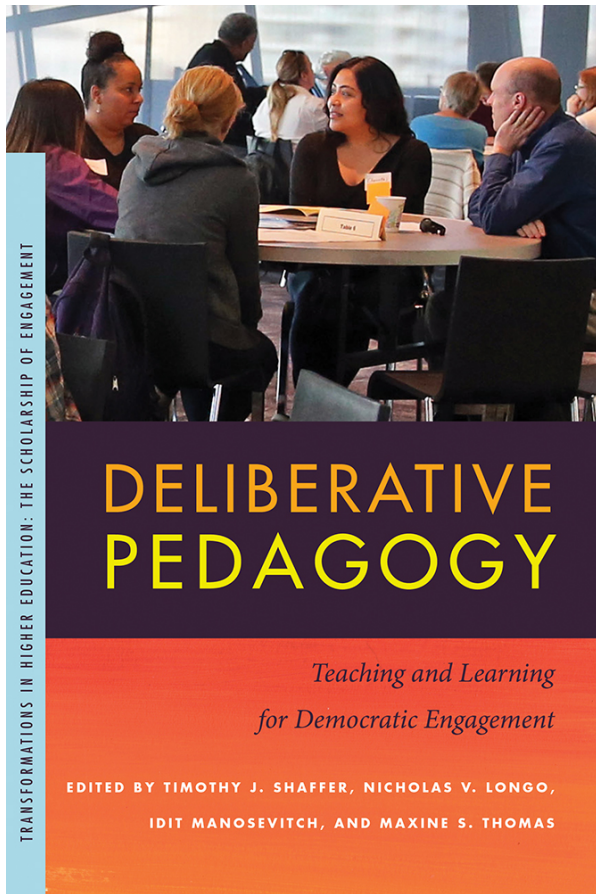
Kansas State University

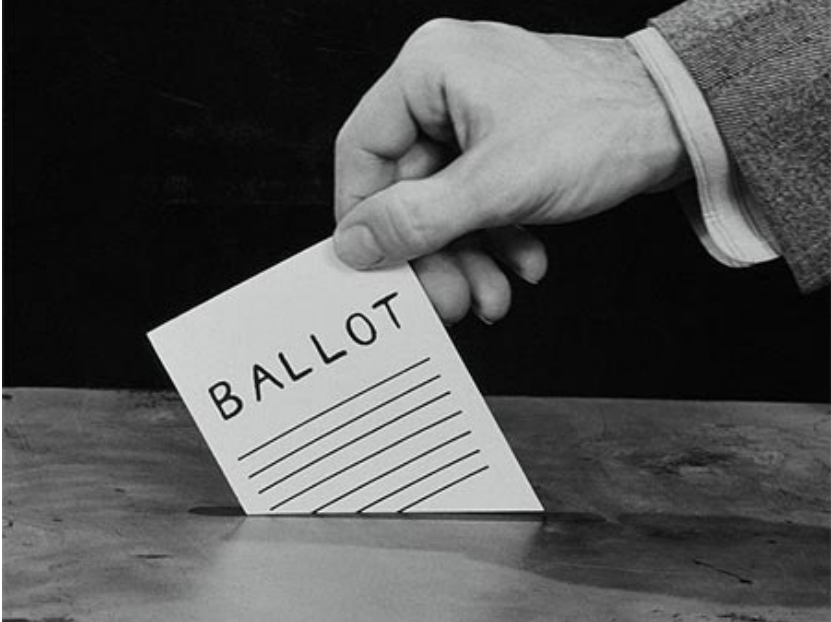


Principal Research Specialist,
National Institute for Civil
Discourse

University of Arizona









**What are the challenges you face
as it relates to civil discourse
within the classroom/workplace?**

What would it take to cultivate an environment where we can engage differences constructively?

Making sense of civility in a democratic society



SOUTHERN CHIVALRY — ARGUMENT VERSUS CLUB'S.

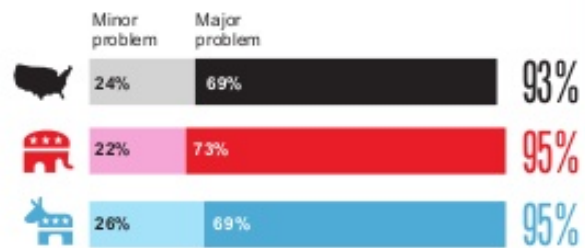
PARTISAN AGREEMENT ON THE STATE OF CIVILITY IN AMERICA



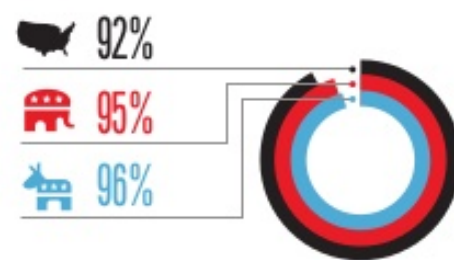
Despite a daily barrage of partisan conflict, Americans from both political parties are generally united in the belief that uncivil behavior is rampant and having profound and negative effects on our democracy. The 8th installment of Civility in America by Weber Shandwick and Powell Tate conducted with KRC Research represents the opinions and experiences of 1,481 American adults who were surveyed in January 2018.

AMONG AMERICANS...

AGREE THAT THE NATION HAS A CIVILITY PROBLEM



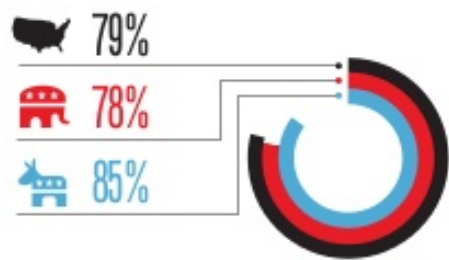
CITE THE IMPORTANCE OF CIVILITY TO OUR DEMOCRACY



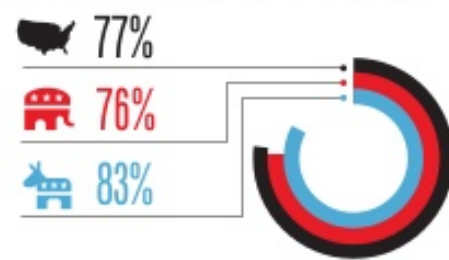
83% BELIEVE INCIVILITY LEADS TO INTOLERANCE OF FREE SPEECH



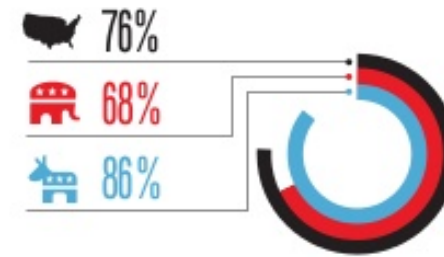
BELIEVE INCIVILITY LEADS TO LESS POLITICAL ENGAGEMENT



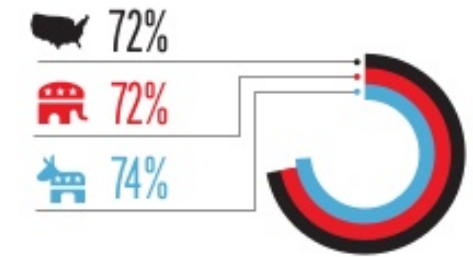
BELIEVE THAT INCIVILITY OF POLITICIANS AND OTHER LEADERS ENCOURAGES SOCIETAL INCIVILITY



BELIEVE IT IS "VERY" IMPORTANT FOR THE PRESIDENT OF THE UNITED STATES TO BE CIVIL



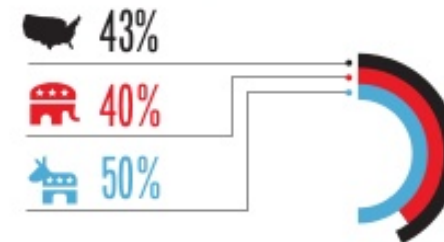
AGREE THAT CIVILITY HAS GOTTEN WORSE COMPARED TO A FEW YEARS AGO



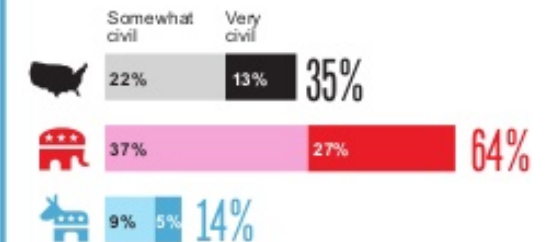
AMERICANS PERCEIVE POLITICAL CONSEQUENCES TO INCIVILITY



BELIEVE THAT PRESIDENT TRUMP WOULD BE "A LOT" MORE EFFECTIVE IF HE WERE MORE CIVIL



BELIEVE THAT PRESIDENT TRUMP IS CIVIL



50% EXPECT CIVILITY TO GET WORSE IN THE NEXT FEW YEARS



A full report on the State of Civility in America in 2018 is coming April 2018. For more information about Civility in America 2018: Partisan Agreement please contact:

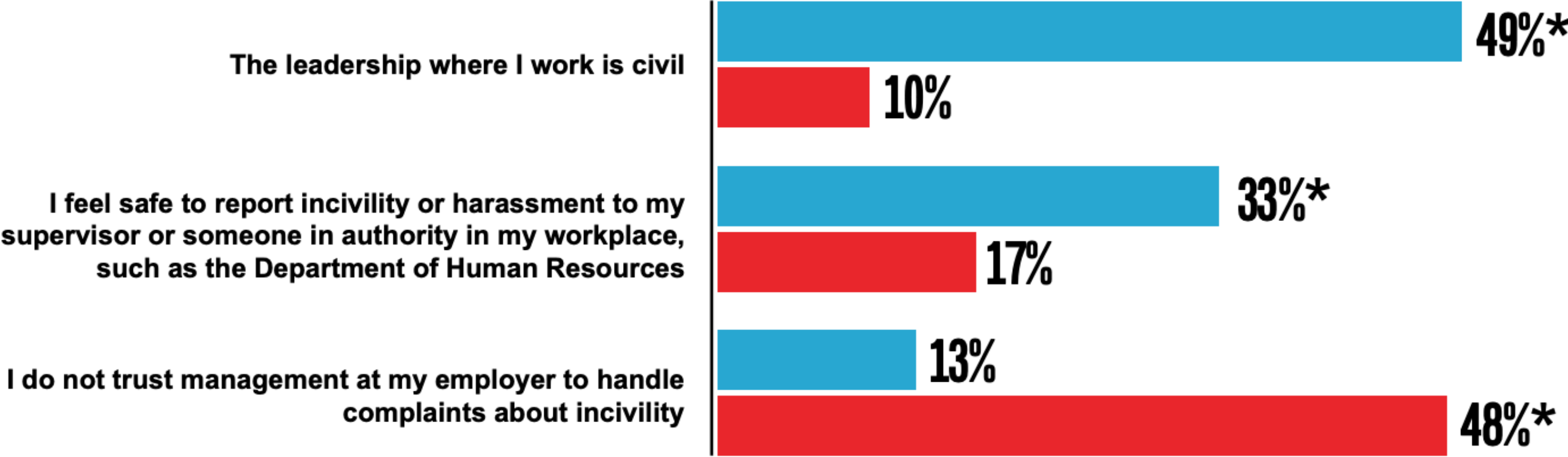
Lance Morgan
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ELEMENTS OF CIVIL WORKPLACES

(% of employed Americans with coworkers who agree with statements)



■ Employees in Civil Workplaces

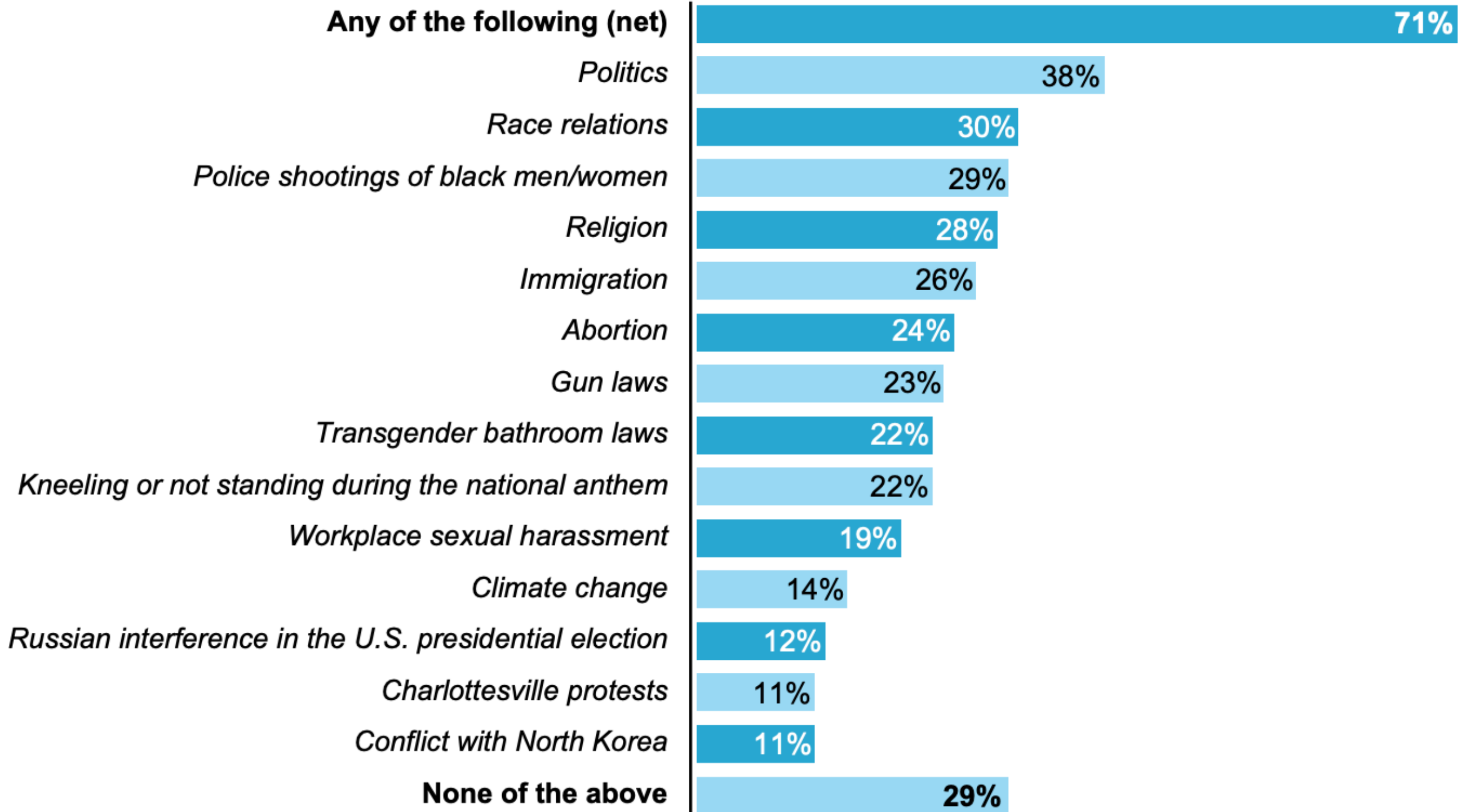
■ Employees in Uncivil Workplaces**

*significant difference

**small base size

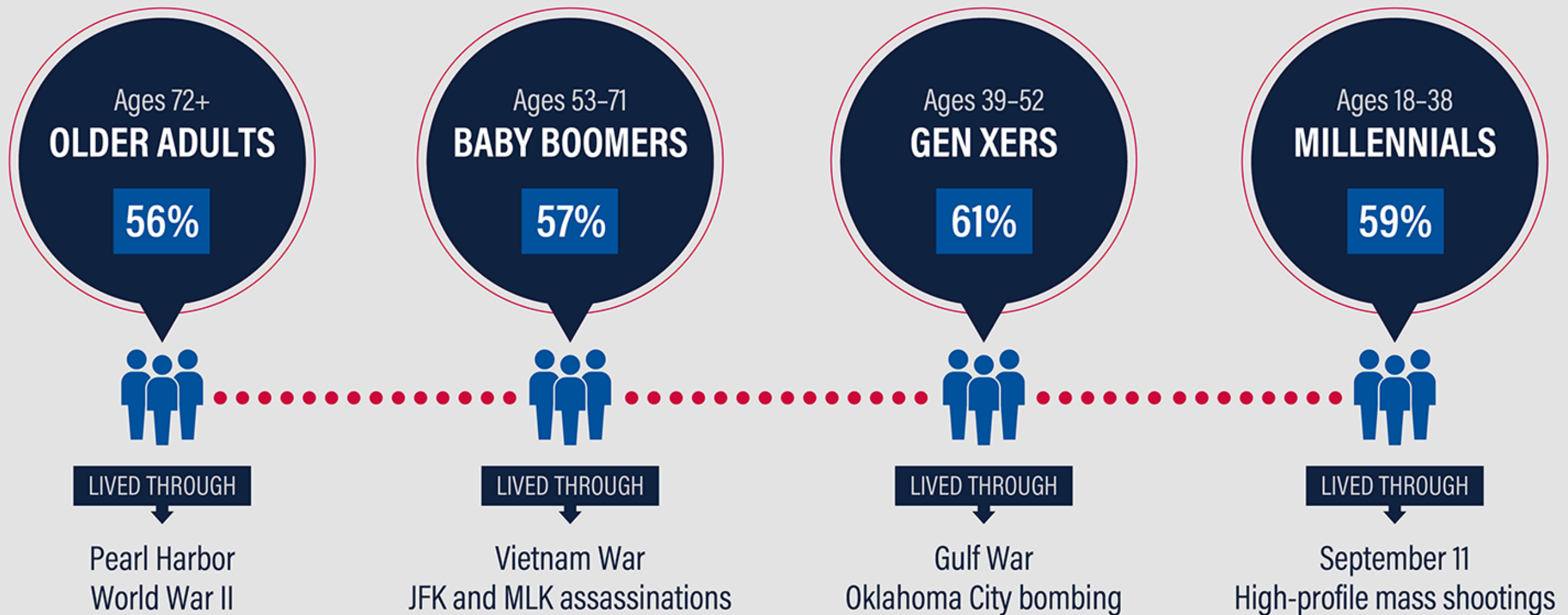
DIFFICULT WORKPLACE TOPICS

(among employed Americans with coworkers)



A SHARED VIEW ACROSS GENERATIONS

No matter their age, more than half of Americans believe this is the lowest point in our nation's history that they can remember.



Autocratization Surges – Resistance Grows

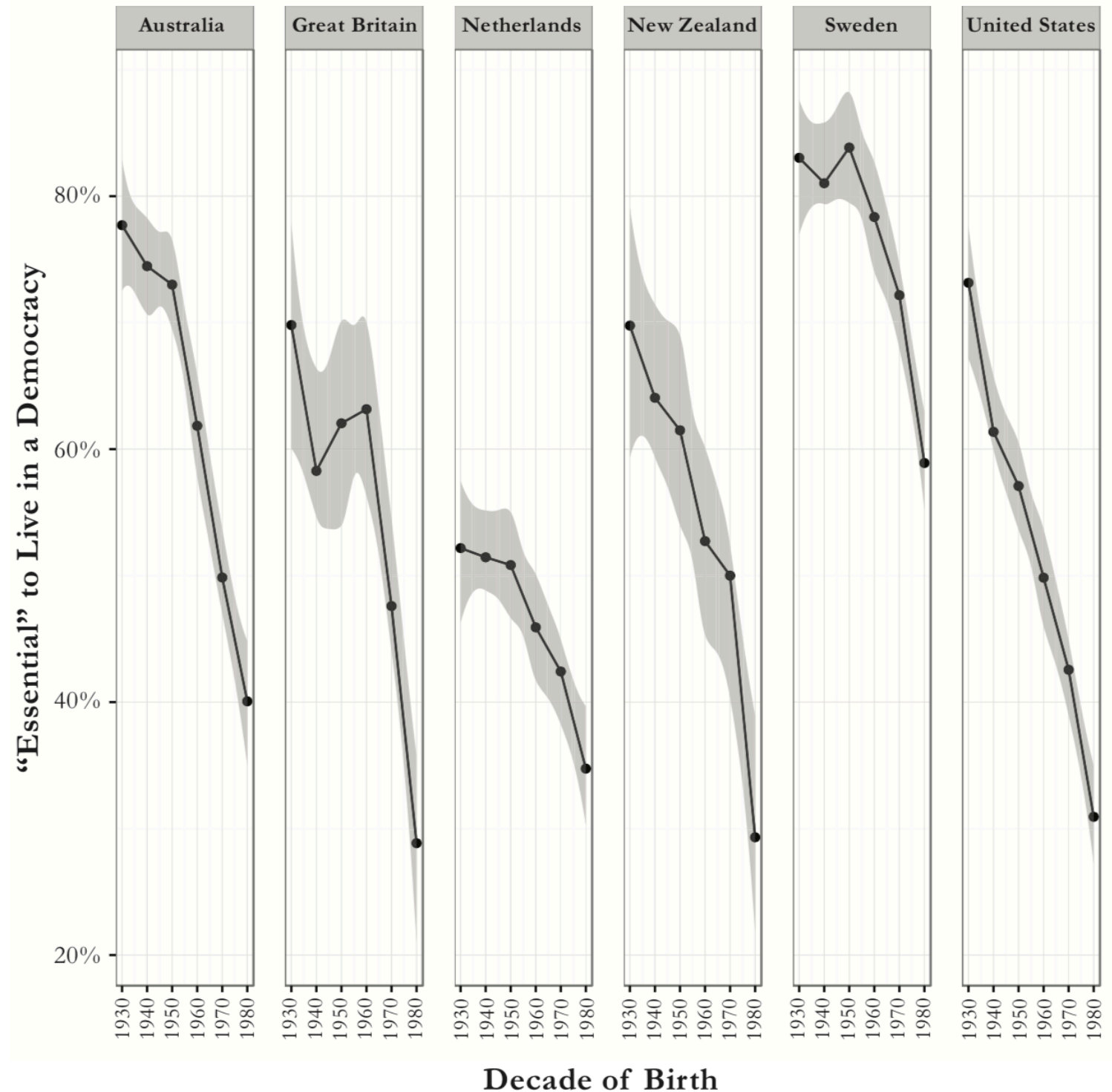
DEMOCRACY REPORT 2020



- Autocratization – the decline of democratic traits – accelerates in the world: for the first time since 2001, autocracies are in the majority: 92 countries – home to 54% of the global population. Almost 35% of the world’s population live in autocratizing nations – 2.6 billion people.
- EU has its first non-democracy as a member: Hungary is now classed as an electoral authoritarian regime.
- Major G20 nations and all regions of the world are part of the “third wave of autocratization”: autocratization is affecting Brazil, India, the United States of America, and Turkey, which are major economies with sizeable populations, exercising substantial global military, economic, and political influence. Latin America is back to a level last recorded in the early 1990s while Eastern Europe and Central Asia are at post-Soviet Union lows. India is on the verge of losing its status as a democracy due to the severely shrinking of space for the media, civil society, and the opposition under Prime Minister Modi’s government.
- Pro-democracy resistance grows from 27% in 2009 to 44% in 2019 amidst the autocratization surge. During 2019, citizens in 29 democracies mobilized against autocratization, such as in Bolivia, Poland, and Malawi. Citizens staged mass protests in 34 autocracies, among them Algeria, Hong Kong, and Sudan.

Young People and (Disinterest in) Liberal Democracy

FIGURE 1—ACROSS THE GLOBE,
THE YOUNG ARE LESS INVESTED IN DEMOCRACY



“American citizens are not just dissatisfied with the performance of particular governments; they are increasingly critical of liberal democracy itself. Among young Americans polled in 2011, for example, a record high of 24 percent stated that democracy is a “bad” or “very bad” way of running the country—a sharp increase both from prior polls and compared to older respondents. Meanwhile, the proportion of Americans expressing approval for “army rule” has risen from 1 in 16 in 1995 to 1 in 6 in the most recent survey.”

Defining terminology

What do we mean by civility?

➤ Civility as politeness

- Provides us a code of conduct or “mode of behavioral management.”
- Focuses our attention on surface features of an action, rather than the motivation for the action or the nature of the action itself.
- About “manners” (the ways we do things).
- Politeness involves being polished: altering rough surfaces to make them smooth.
- Incivility is entirely a matter of being rude: of insulting others, either directly, or by using inappropriate tones of voice (OR ALL CAPS AND LOTS OF EXCLAMATION POINTS!!!).

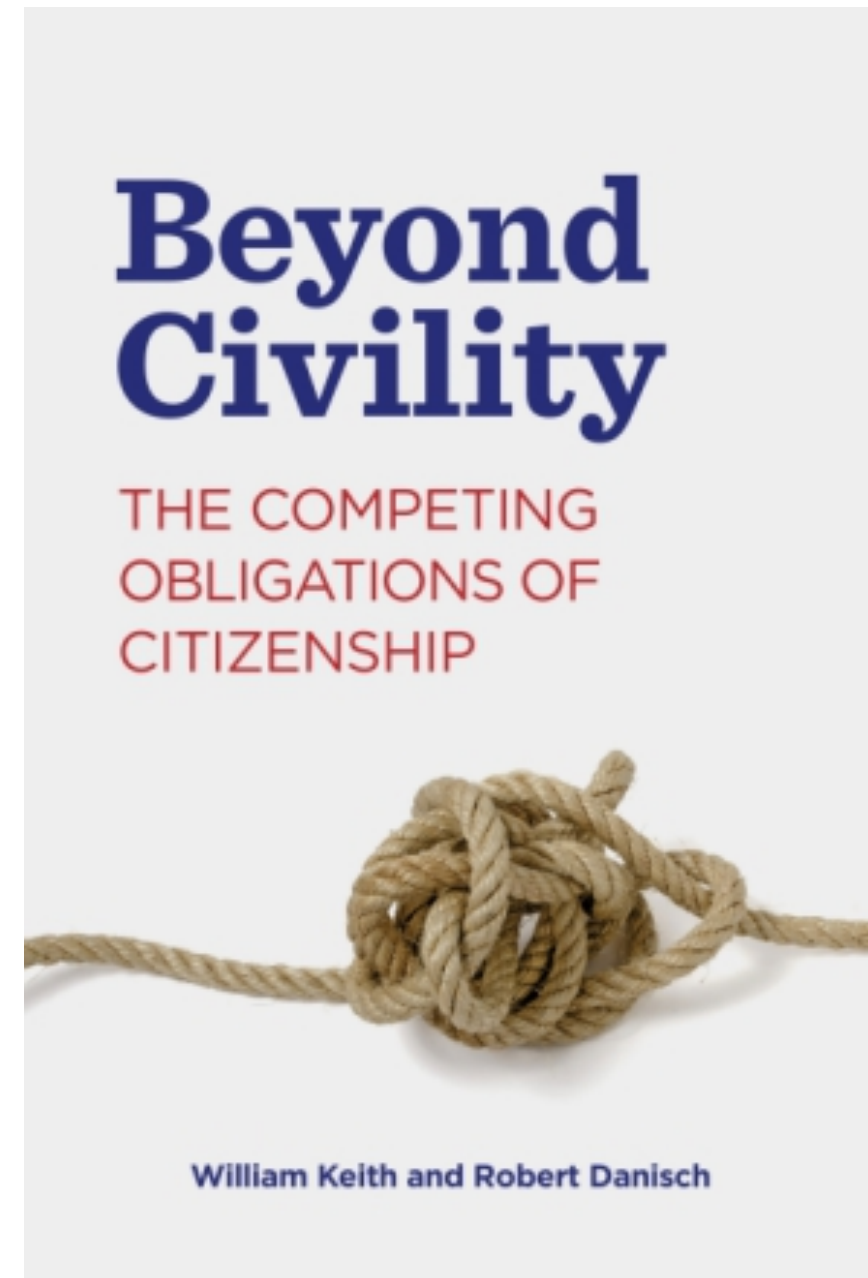
➤ Civility as responsiveness

- The ideal of citizenship imposes a moral, not a legal, duty—the duty of civility—to be able to explain to one another on those fundamental questions how the principles and policies they advocate and vote for can be supported by the political values of public reason.
- This duty also involves a willingness to listen to others and a fair-mindedness in deciding when accommodations to their views should reasonably be made.
- If the slogan for civility as politeness is “we can disagree without being disagreeable,” then the slogan for civility as responsiveness might be “we can agree to disagree” or perhaps better, “disagreement is no reason to stop talking with one another.”

Laden, A. S. (2019). Two Concepts of Civility. In R. G. Boatright, T. J. Shaffer, S. Sobieraj, & D. G. Young (Eds.), *A Crisis of Civility?: Political Discourse and its Discontents* (pp. 9-30). New York: Routledge.

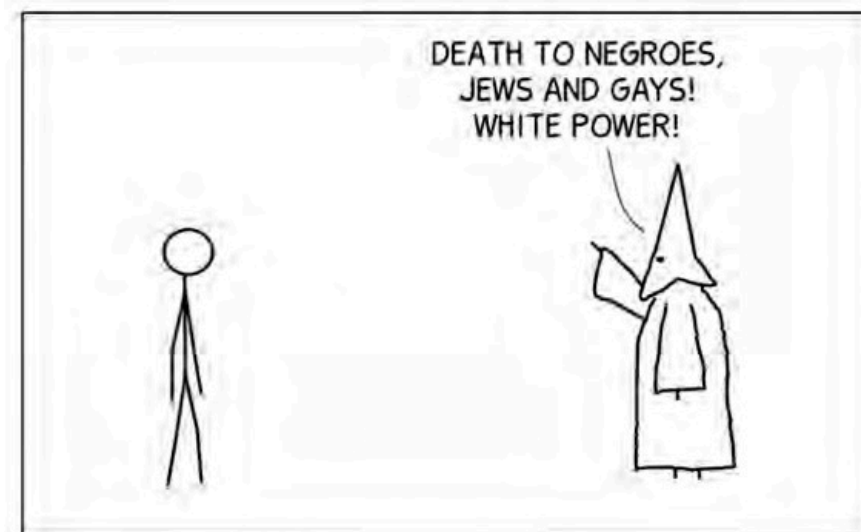
Civility as a Democratic Practice

- Strong civility
- Weak civility
- Pseudocivility



Civility as a Democratic Practice

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YOUR HATEFUL MESSAGE HAS NO
PLACE HERE, YOU RACIST S.O.B.



YOUR INCIVILITY PREVENTS
MEANINGFUL DIALOGUE.



#drawninpowerpoint

FIGURE I.I Pseudocivility in action



DEBATE	<p>DE = 'down', 'completely'</p> <p>BATRE = 'to beat'</p> <p>DEBATE = 'to fight'; 'to resolve by beating down'⁶⁵</p>
DISCUSSION	<p>DIS = 'apart'</p> <p>QUATERE = 'to shake'</p> <p>DISCUSSION = 'to shake apart'; 'to break apart'⁶⁶</p> <p>Same roots as 'concussion' and 'percussion.'⁶⁷</p>
CONVERSATION	<p>COM = 'with'</p> <p>VERTARE = 'to turn'</p> <p>CONVERSATIO = 'turn about with', 'keep company with', 'act of living with'; 'having dealings with others'; 'manner of conducting oneself in the world.'</p>
DIALOGUE	<p>DIA = 'through', 'between', 'across'</p> <p>LOGOS = 'word', 'speech', 'meaning', 'reason', 'to gather together'⁶⁸</p> <p>DIALOGUE = 'flow of meaning'⁶⁹; 'meaning flowing through'; 'relationship'⁷⁰</p>
DELIBERATION	<p>DE = 'entirely', 'completely'</p> <p>LIBRARE = 'to balance, weigh' (from libra: 'scale')</p> <p>DELIBERARE = 'weigh, consider well'</p>

Free Expression, Competing Views, and Open Inquiry



RACISM
HAS NO
PLACE
HERE

WELCOME
IS NOT
BIGOTRY

KEEP
HATE
OFF
CAMP

YES I MARCH
ON THE SHOPS
BECAUSE YOUR
BIGOTRY

LEAD



INSTITUTE FOR
DEMOCRACY &
HIGHER EDUCATION

Guide for Discussion
Leaders

Free Speech & Inclusion on Campus

How Do We Protect Free
Expression, Inclusion, and the
Open Exchange of Ideas?

Tufts | Jonathan M. Tisch
UNIVERSITY | College of Civic Life





THE GATHERING STORM: FREE SPEECH ON CAMPUS



- In 2017, Nancy Thomas, Director of the Institute for Democracy & Higher Education at Tufts University, wrote:

“Rancor over how U.S. colleges and universities manage free speech is not new, but it seems to have reached a feverish pitch since Donald Trump’s inauguration as the 45th President of the U.S. in January. Some stories, like those about Charles Murray at Middlebury and Ann Coulter at UC Berkeley, attracted incredible attention. Others were all but overlooked, and commentary on the highly reported cases seem singularly negative to institutions and students. Here’s a chronological recap, with some thoughts about what colleges and universities might do next....

It’s time to bring members of the campus community together to talk about institutional principles and practices, who benefits from and the costs of “absolutist” free speech, the meaning of “values-neutral” teaching, the practical protections of academic freedom, who decides whether, when, and under what conditions speakers come to campus, and how extreme partisanship in public life is affecting campus communities.

At the very least, colleges and universities should not leave these matters to people least affected by institutional policies and practices, such as the media, politicians, and regents. These are matters of institutional culture and campus climate for political learning and engagement for all students.”

What We Know About Campus Climate Regarding Speech

1. Students say that (when politics come up in class) the majority of their UNC professors do try to discuss both sides of political issues and encourage opinions from across the political spectrum.
2. The current campus climate does not consistently promote free expression and constructive dialogue across the political spectrum.
 - Some students even worry their course grades might be affected, and a substantial proportion of students—24.1% (liberal) to 67.9% (conservative) depending on student ideology—report engaging in self-censorship.
 - A substantial proportion of students—over 25%—reported that they would endorse blocking or interrupting events featuring speakers with whom they disagree.
3. Although students across the political spectrum report facing challenges related to free expression, these challenges seem to be more acute for students who identify as conservative.
4. Students across the political spectrum want more opportunities to engage with those who think differently.

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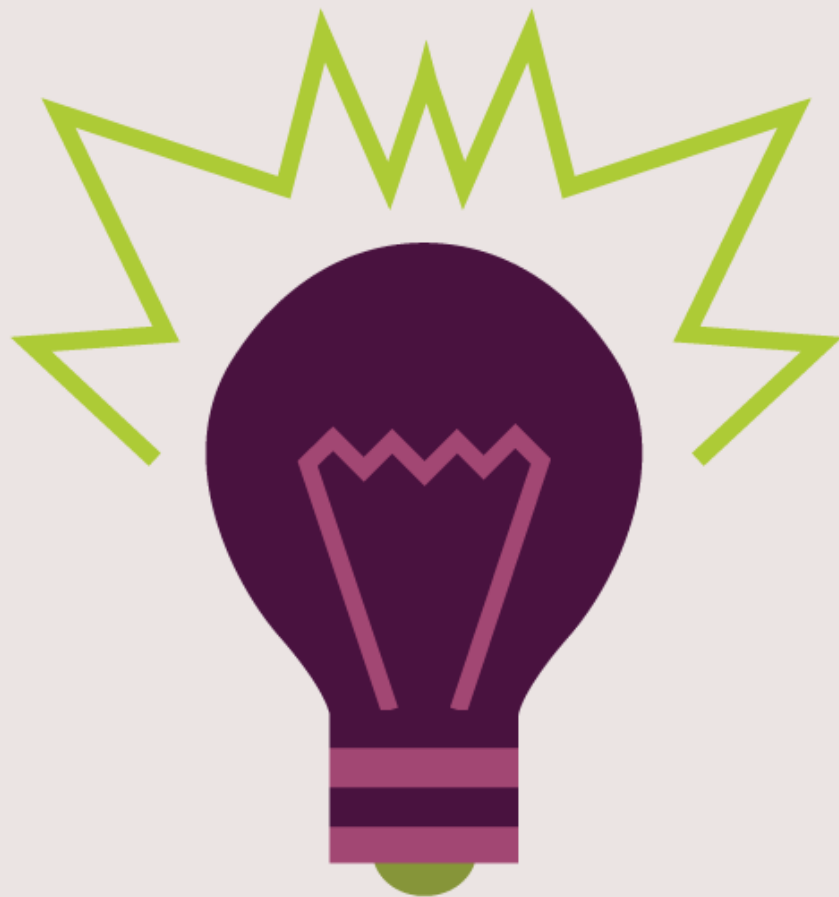
Self-Censorship as a Central Concern for Colleges and Universities

- The vast majority of students (87%) report feeling comfortable voicing their opinions and ideas.
 - Very liberal students are 14 percentage points more likely to feel comfortable expressing their opinions in the classroom than their very conservative peers.
- Many (54%) admit to self-censoring, whether in the classroom and 29% of students have self-censored on campus outside of class because they thought their ideas might be politically incorrect.
- Conservative students are more likely to say that they have self-censored than liberal and moderate students.



Self-Censorship as a Central

87% of students feel comfortable sharing ideas and opinions in their college classrooms.



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65% of students agree to having changed an attitude or opinion about an issue after listening to a guest speaker.



censored than liberal and moderate stud

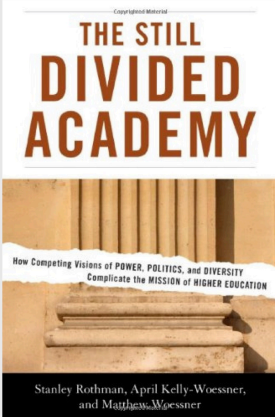


FIRE

Foundation for Individual
Rights in Education

The Left's Hegemony in Academia

Table 4.4: Political Views



	Field					Total
	Humanities	Soc Sci	Science	Professional	Other	
Party Identification						
Democrat	61%	59%	46%	42%	25%	51%
Independent	29%	28%	36%	39%	46%	34%
Republican	5%	9%	14%	13%	22%	11%
Don't Know / Other	5%	4%	4%	5%	8%	5%

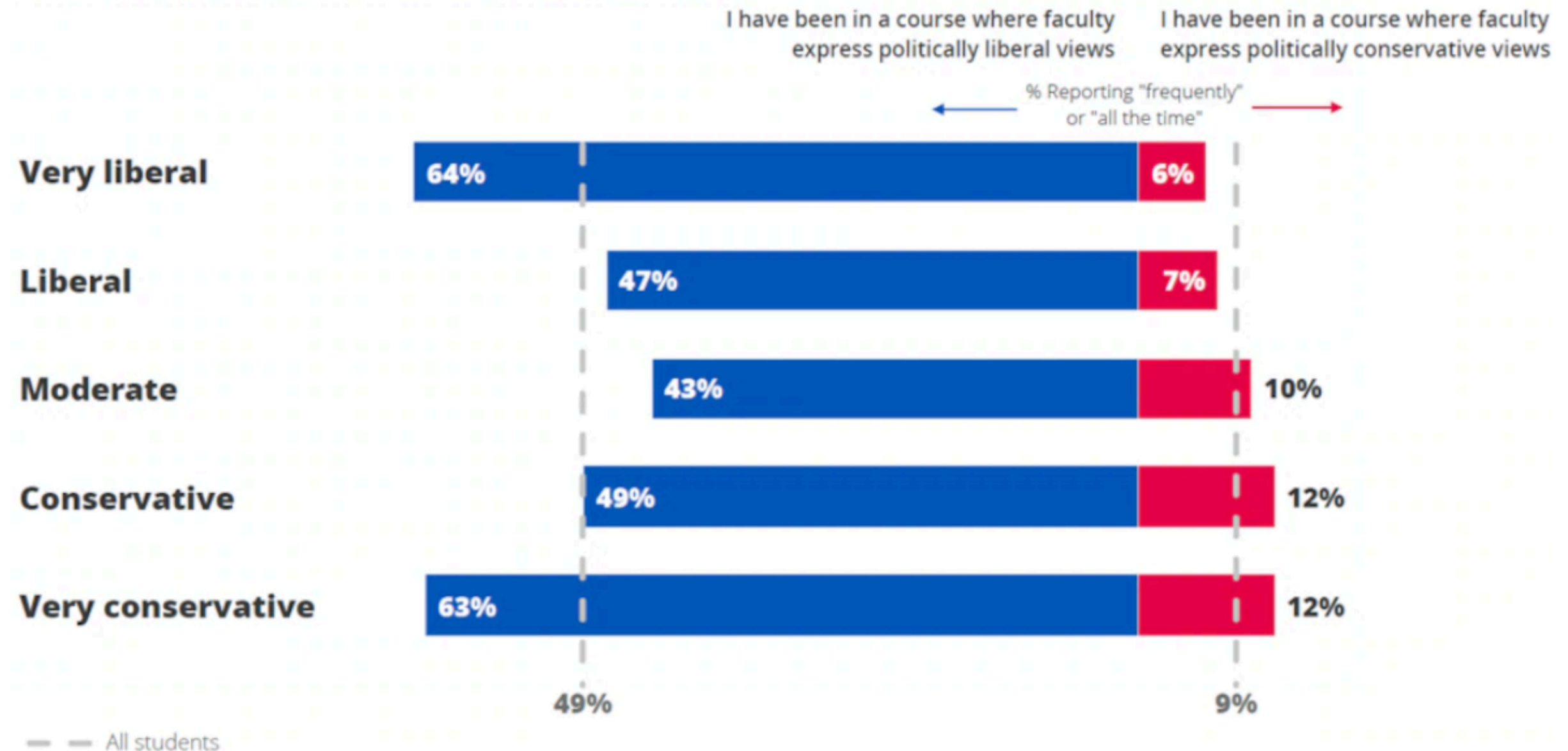
- The Left's dominance in higher education is most pronounced in the humanities and social sciences.
- The Left even dominates the “conservative” hard sciences.
- Even in supposedly Right-Wing fields like Political Science and Economics, Democrats vastly outnumber Republicans.

Cardiff & Klein Voter Registration Study


Field	Democrat / Republican Ratio
Sociology	44.0
English	13.3
History	10.9
Anthropology	10.5
Political Science	6.5
Philosophy	5.0
Economics	2.8

Reported in Maranto, Redding and Hess
The Politically Correct University (AEI 2009)

Students across the political spectrum report that faculty express more liberal views than conservative views in class.



THE STILL DIVIDED ACADEMY



How Competing Visions of **POWER**, **POLITICS**, and **DIVERSITY**
Complicate the **MISSION** of **HIGHER EDUCATION**

Stanley Rothman, April Kelly-Woessner,
and Matthew Woessner

THE STILL DIVIDED ACADEMY

Table 4.3: Political Views of the Students

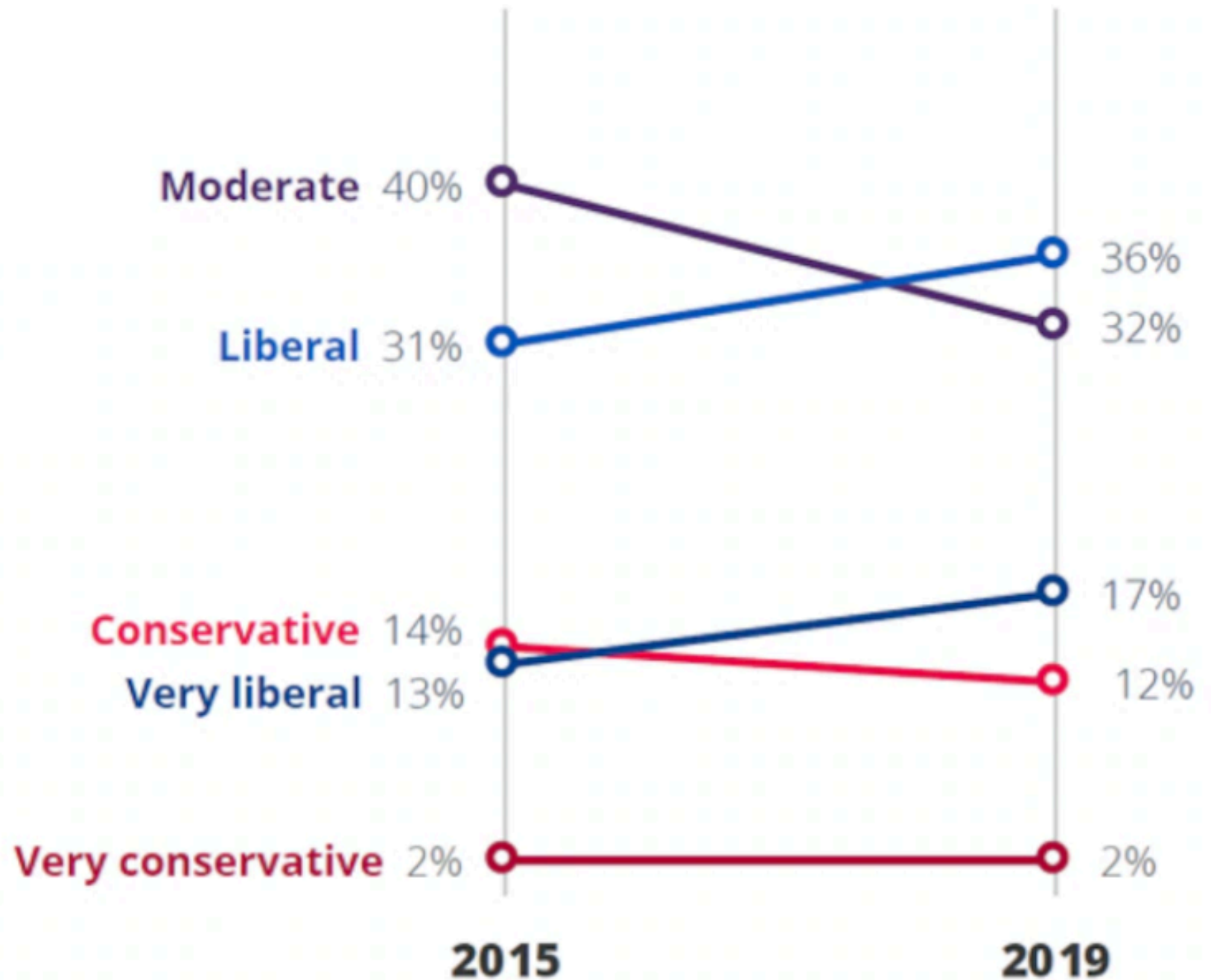
	Year in School				Total
	1st Year	2nd Year	3rd Year	4th Year	
Party Identification					
Democrat	32%	29%	34%	31%	32%
Independent	35%	36%	33%	36%	35%
Republican	26%	26%	28%	26%	26%
Don't Know / Other	7%	8%	5%	7%	7%



Stanley Rothman, April Kelly-Woessner,
and Matthew Woessner

More students identified as liberal or very liberal after four years of college, with movement away from conservative and moderate leanings.

Percent of student political leanings 2015-2019



Source: IDEALS study

Find more details about IDEALS and multiple studies and reports at <https://www.ifyc.org/ideals/reports-and-publications>

Indoctrinated? No

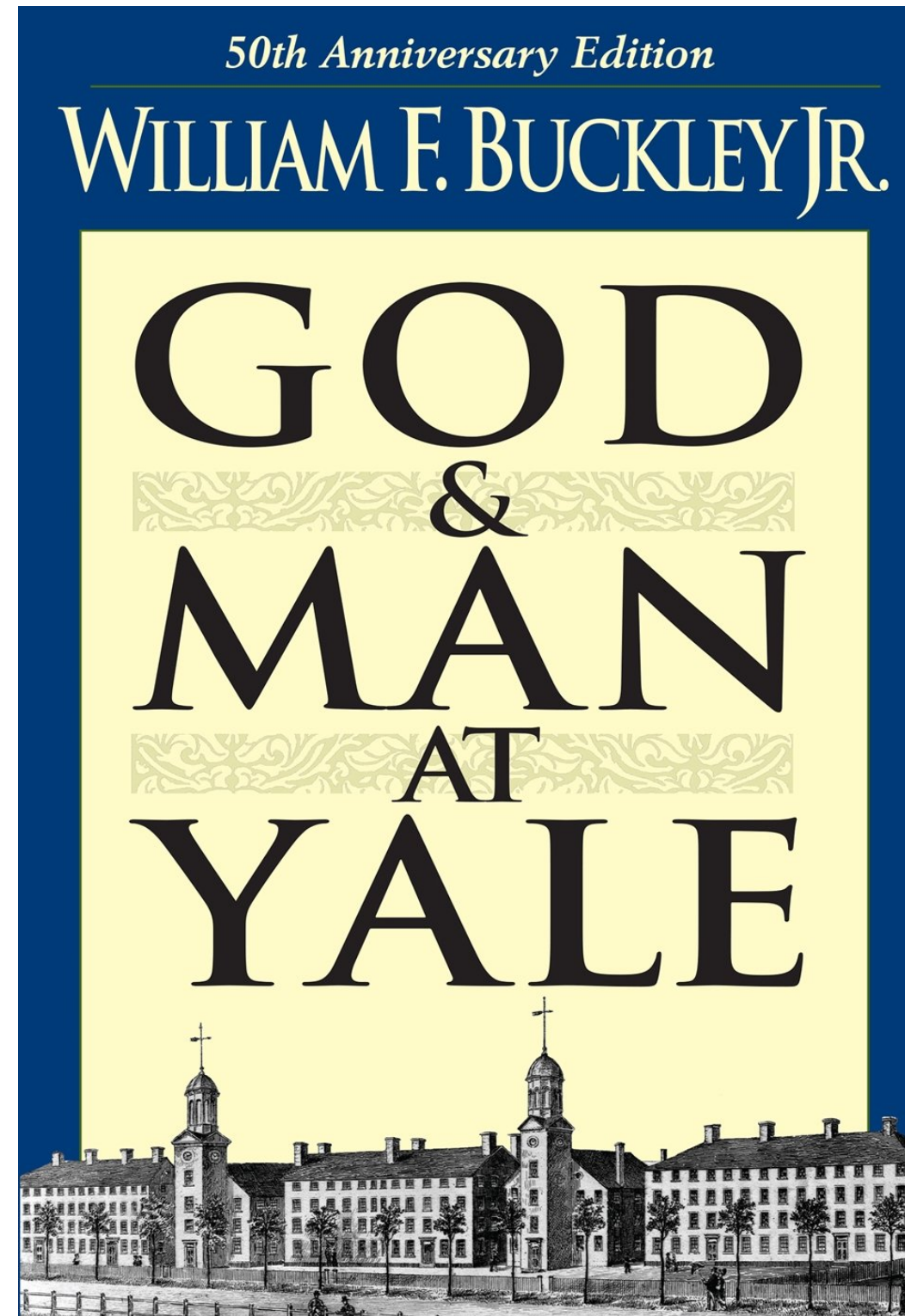
Mariani, M. D., & Hewitt, G. J. (2008, October). Indoctrination U.? Faculty ideology and changes in student political orientation. *Political Science and Politics*, 41(4), 773–783.

Woessner, M., & Kelly-Woessner, A. (2009, April). “I think my professor is a Democrat”: Considering whether students recognize and react to faculty politics. *Political Science and Politics*, 42(2), 343-352.

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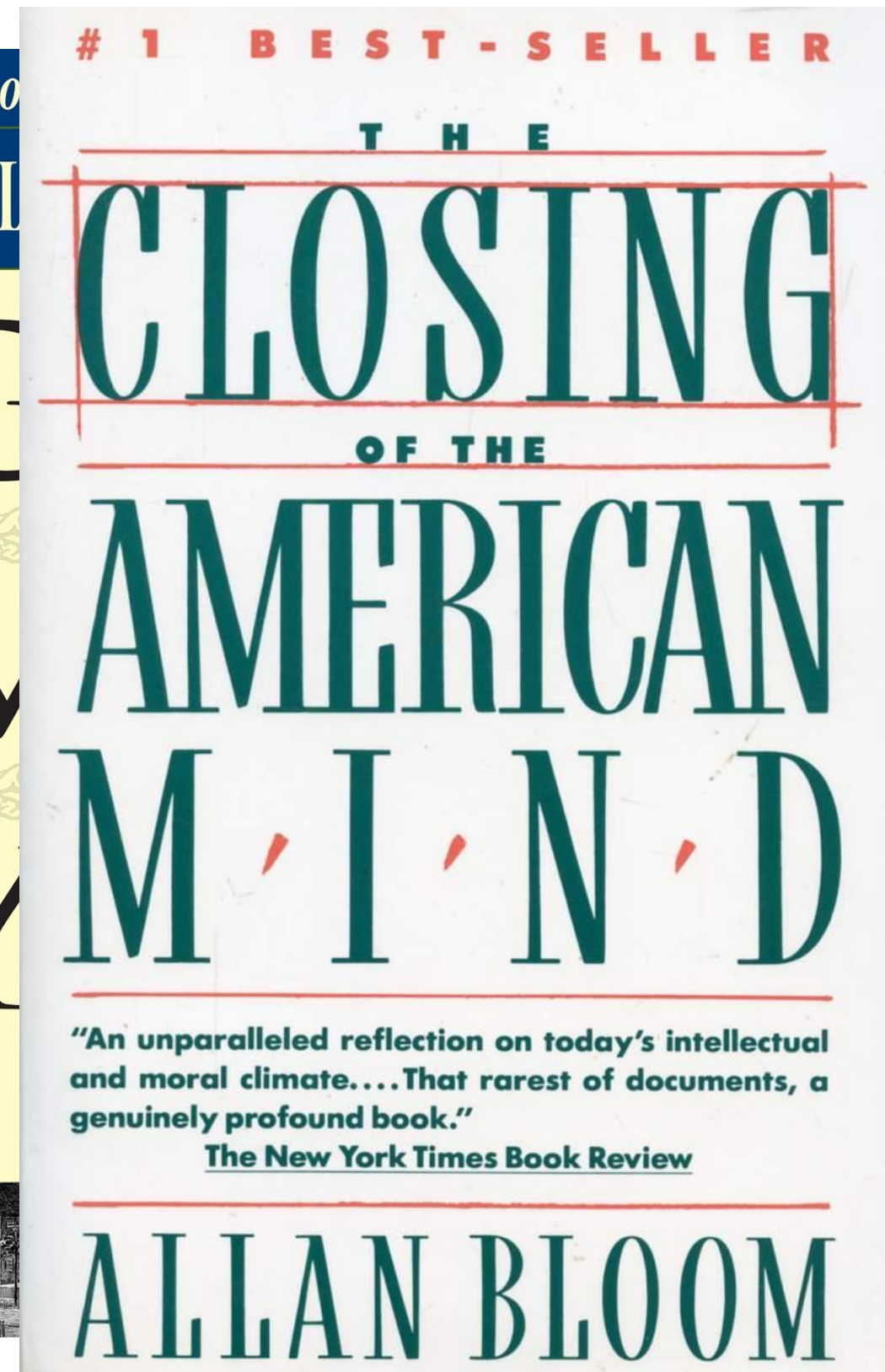
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4. Students across the political spectrum want more opportunities to engage with those who think differently.

Larson, Jennifer, Mark McNeilly, and Timothy J. Ryan. "Free Expression and Constructive Dialogue at the University of North Carolina at Chapel Hill." Chapel Hill, NC: University of North Carolina at Chapel Hill, 2020.



Conservative faculty appear to influence their students more than liberal professors do

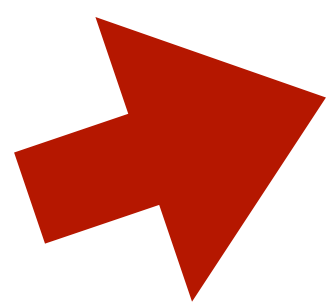
Our study finds that some students feel political pressure from their professors, but few change their points of view

By **Alyssa N. Rockenbach**, **Matthew J. Mayhew**, **Kevin Singer** and **Laura S. Dahl**



March 2, 2020 at 6:00 a.m. CST

This fall, the [most polarized freshman class](#) in half a century will begin its senior year of college in a highly contentious political year. Faculty members help shape the campus political environment. The [Institute for Democracy and Higher Education](#) has consistently found that high-quality political discussions in the classroom that promote an open and respectful exchange of ideas and consideration of dissenting or unpopular views are key to a healthy political environment.



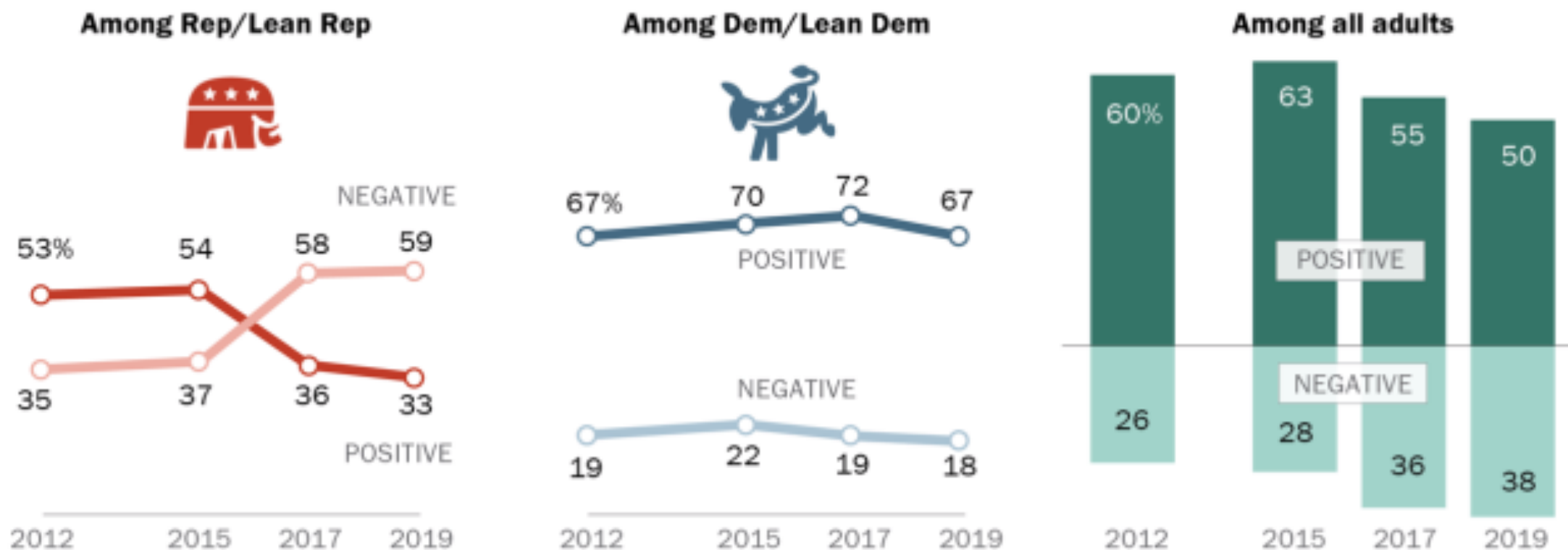
The Growing Partisan Divide in Views of Higher Education

AUGUST 19, 2019

BY KIM PARKER

Increase in the share of Americans saying colleges have a negative effect on the U.S. is driven by Republicans' changing views

% saying colleges and universities have a positive/negative effect on the way things are going in the country



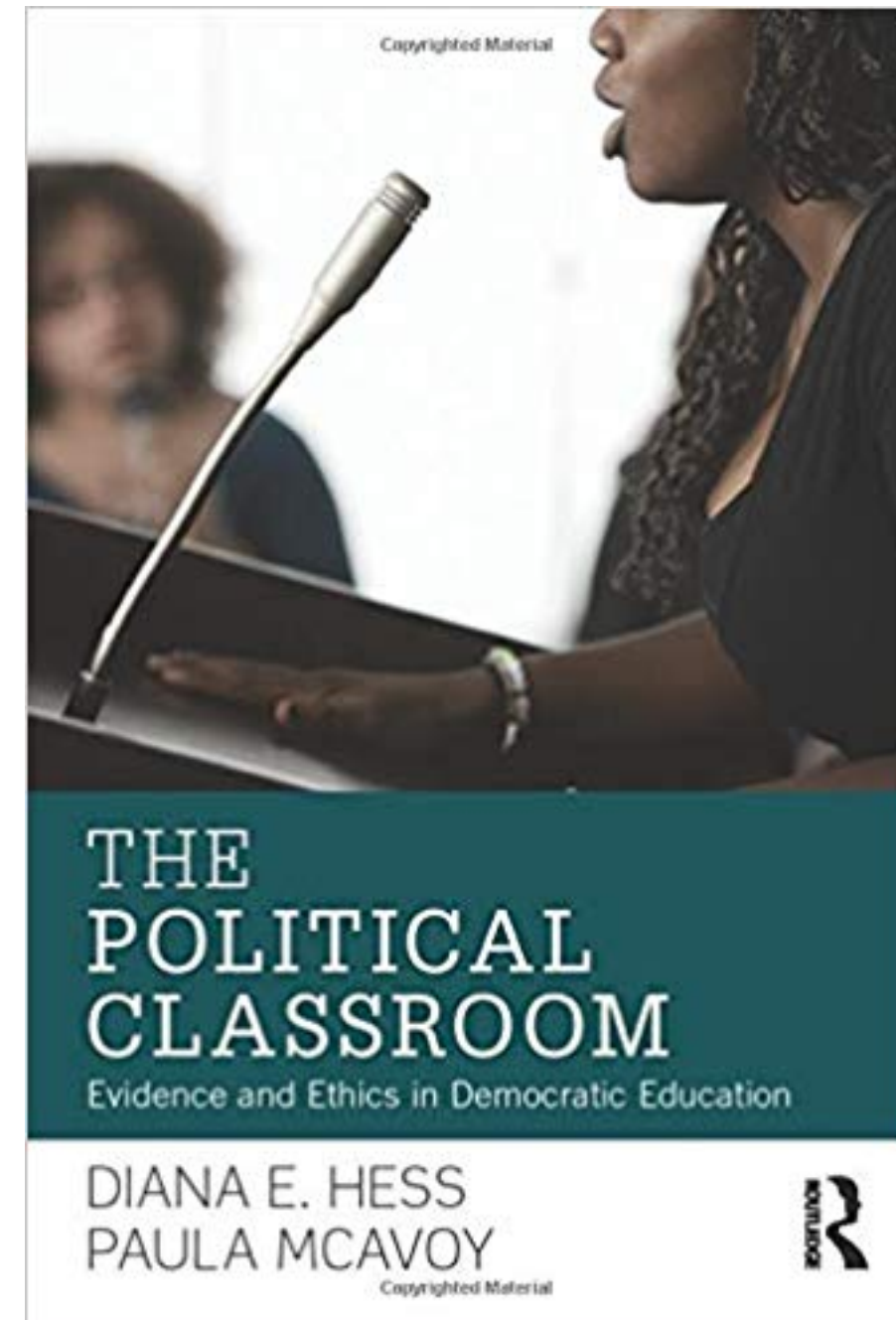
Note: Share of respondents who didn't offer an answer not shown.

Source: Pew Research Center surveys of U.S. adults conducted by telephone July 10-15, 2019, June 8-18, 2017, Sept. 16-Oct. 4, 2015, and Feb. 8-12, 2012.

Professors, Are You Hiding Your Politics? Bad Idea

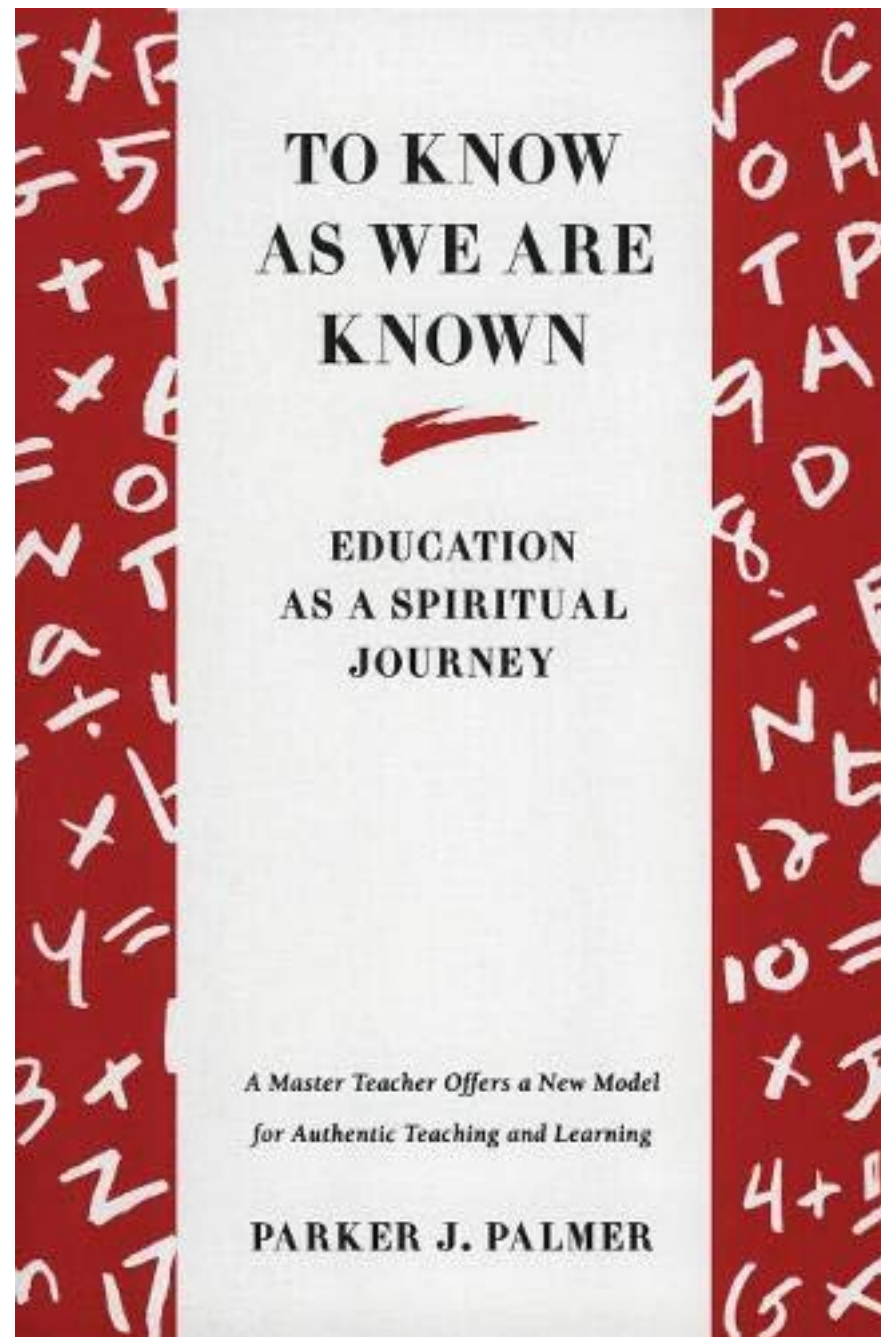
By *Wayne Journell* | SEPTEMBER 22, 2019 ✓ PREMIUM

“We first must dispense with the myth of the politically neutral classroom. All educational spaces are political. Even if instructors do not disclose their ideological stances, their beliefs can be found in the structure of their syllabi, the readings they assign, the students they call on during class discussions, and the nonverbal expressions they — often unknowingly — make. Intent here is immaterial; by merely engaging in the act of teaching, one is sending political messages to students.”






How Do We Think about Education?



“To teach is to create a space.... A learning space has three major characteristics, three essential dimensions: openness, boundaries, and air of hospitality.”

–Parker Palmer



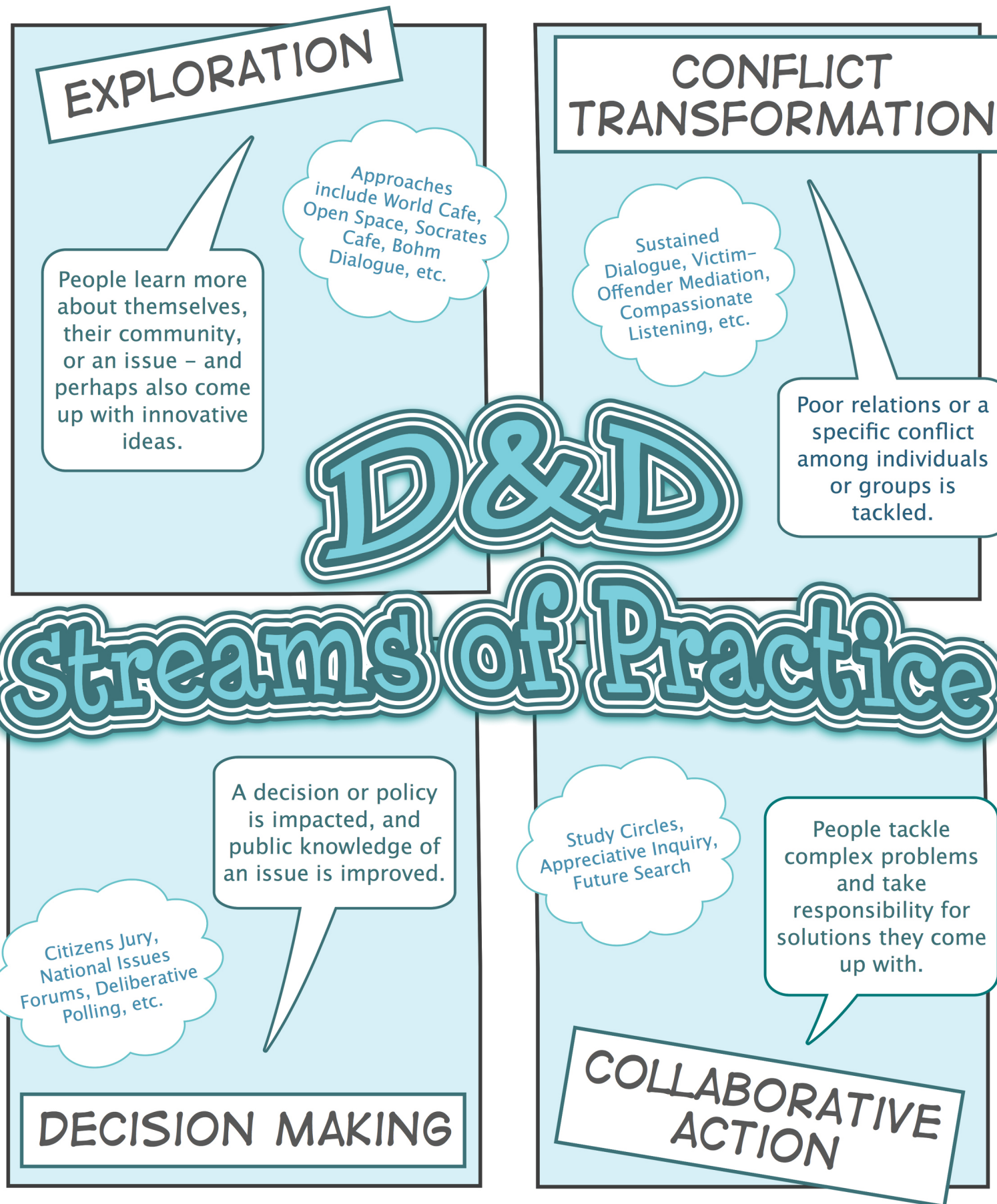
“The best ways of educating people is to give them an experience that embodies what you are trying to teach. When you believe in a democratic society, you provide a setting for education that is democratic.”

–Myles Horton

Cultivating Thoughtful Citizens Through Deliberative and Democratic Practices

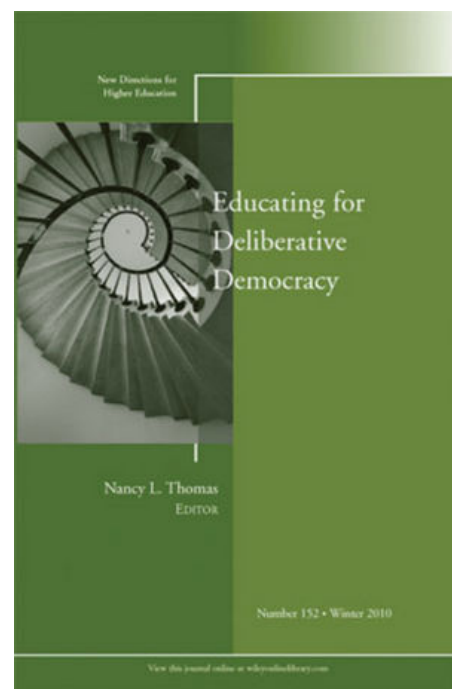
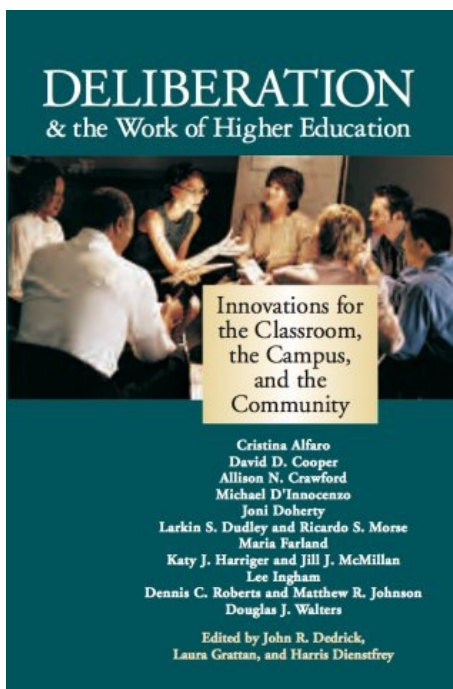
What is Deliberative Pedagogy?

- Deliberative pedagogy is a democratic educational process and a way of thinking that encourages students to encounter and consider multiple perspectives, weigh trade-offs and tensions, and move toward action through informed judgment.
- It is simultaneously a way of teaching that is itself deliberative and a process for developing the skills, behaviors, and values that support deliberative practice.
- Perhaps most important, the work of deliberative pedagogy is about space-making: creating and holding space for authentic and productive dialogue, conversations that can ultimately be not only educational but also transformative.

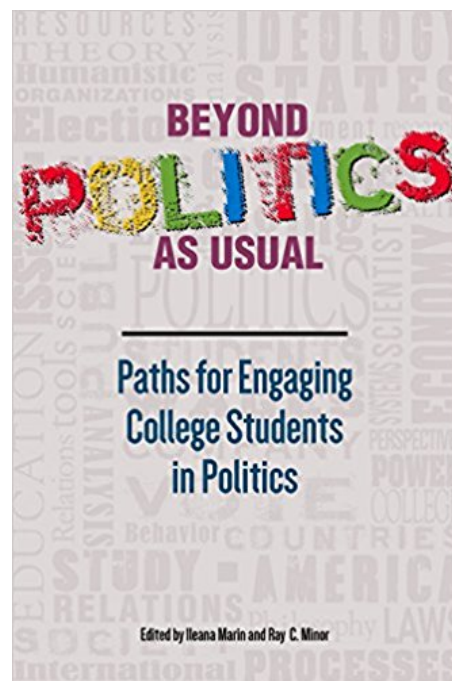
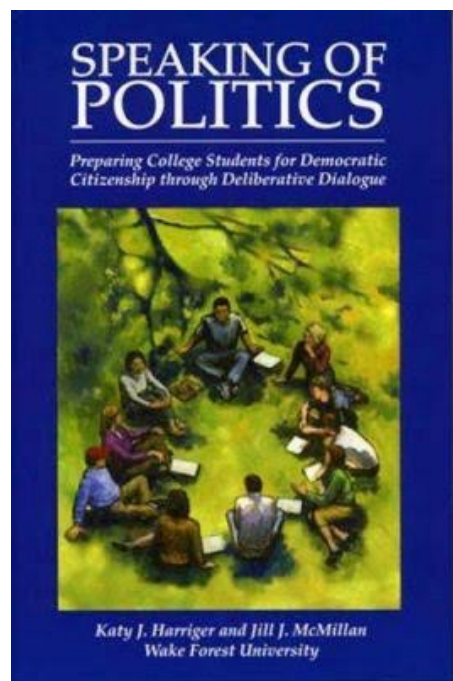
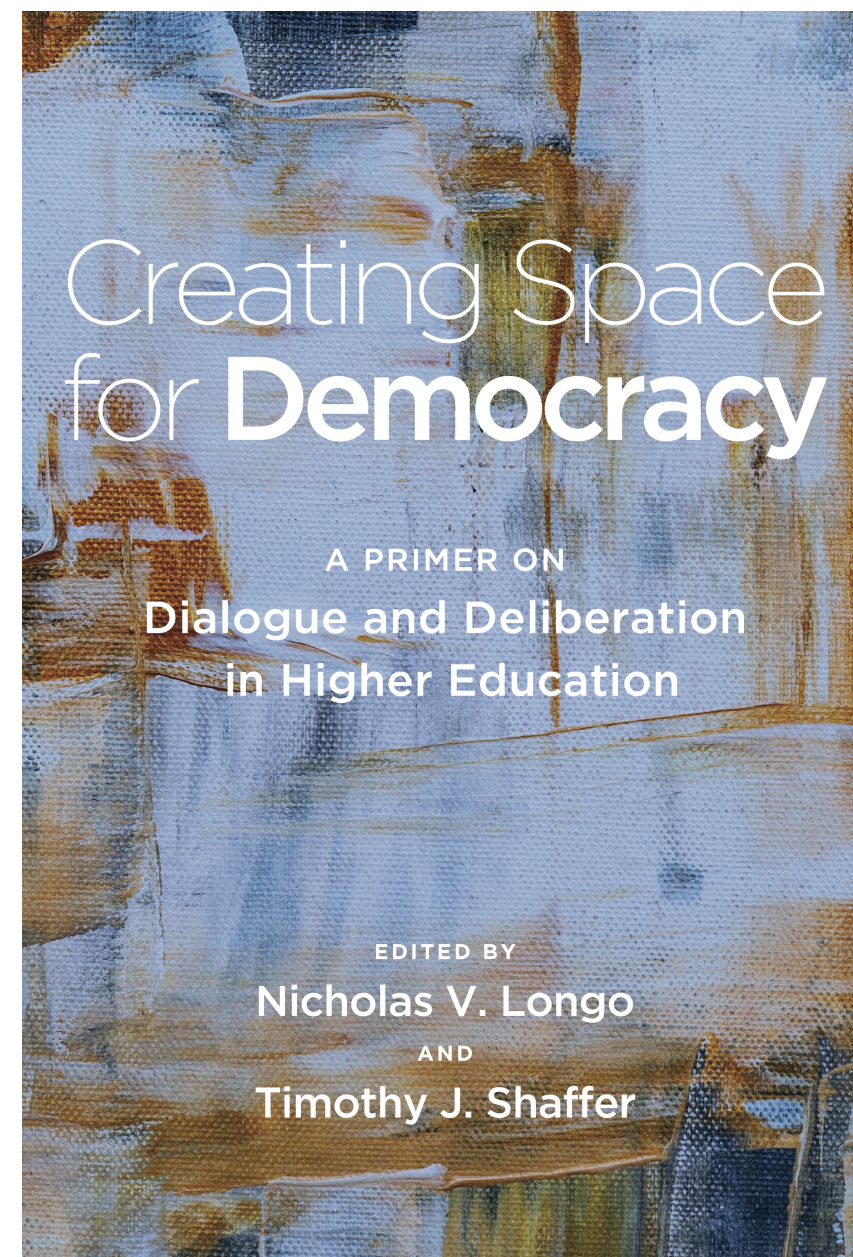
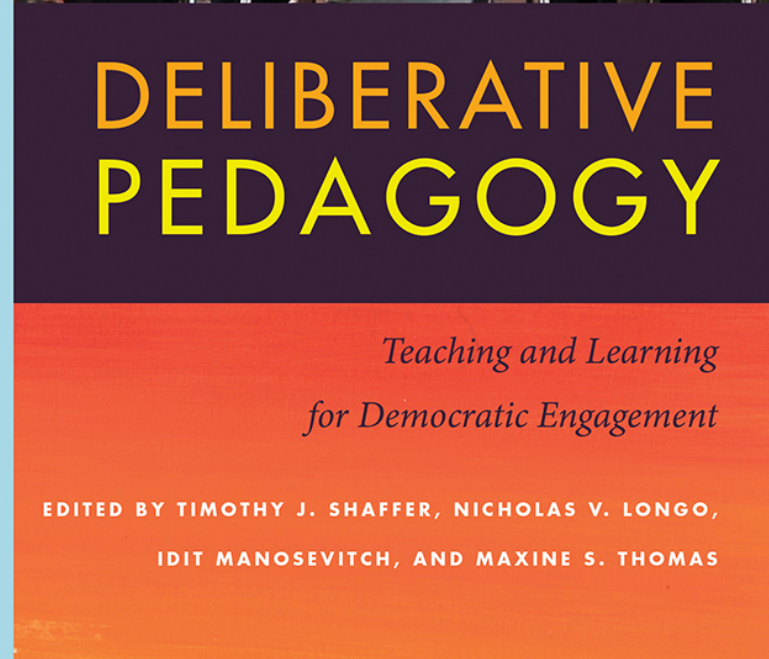


This is a snapshot of the Engagement Streams Framework developed by Sandy Heierbacher and members of the National Coalition for Dialogue & Deliberation (NCDD) in 2005. The framework helps people decide which methods of dialogue and deliberation best fit their goals and resources.

For the full framework, go to www.ncdd.org/streams.



TRANSFORMATIONS IN HIGHER EDUCATION: THE SCHOLARSHIP OF ENGAGEMENT



Learn more by visiting deliberativepedagogy.org

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WHAT DIALOGUE IS—AND IS NOT

Dialogue is a process of genuine *interaction* through which human beings listen to each other deeply enough to be changed by what they learn. Each makes a serious effort to take others' concerns into her or his own picture, even when disagreement persists. No participant gives up her or his identity, but each recognizes enough of the other's valid human claims that he or she will act differently toward the other.

Dialogue differs sharply from exchanging views, discussing, explaining, declaiming, debating or persuading. It contrasts to positional bargaining, to the adversarial proceedings in courtroom litigation and to the oppositional debate in a democratic parliament. In those approaches, solutions to problems are argued; the aim is to make the best argument possible. Many communities embroiled in such debate become engaged in “solution wars”¹—adversarial arguments over favored solutions.

Dialogue and deliberation stand in sharp contrast to these adversarial approaches. Some classic distinctions go like this:

In the words of David Bohm, a physicist and philosopher who turned his attention to the importance of dialogue in human relationships:

Contrast [dialogue] with the word “discussion,” which has the same root as “percussion” and “concussion.” It really means to break things up. It emphasizes the idea of analysis, where there may be many points of view, and where everybody is presenting a different one—analyzing and breaking up. . . . Discussion is almost like a ping-pong game, where people are battling the ideas back and forth and the object of the game is to win or to get points for yourself.²

In dialogue, on the other hand, one's mind opens to absorb new views, enlarge perspectives, rethink assumptions and modify judgments. In debate, one listens to find flaws in others' points so as to attack them and to defend one's own point of view. In dialogue, one puts forward ideas while suspending judgment on them in the expectation that others' thoughts will deepen them; together, two sides assume many approaches to an answer and work toward common ground. Debate assumes one right answer and invests only in pressing and defending it; dialogue assumes the possibility of an answer

Civility in the workplace

Engaging as Colleagues

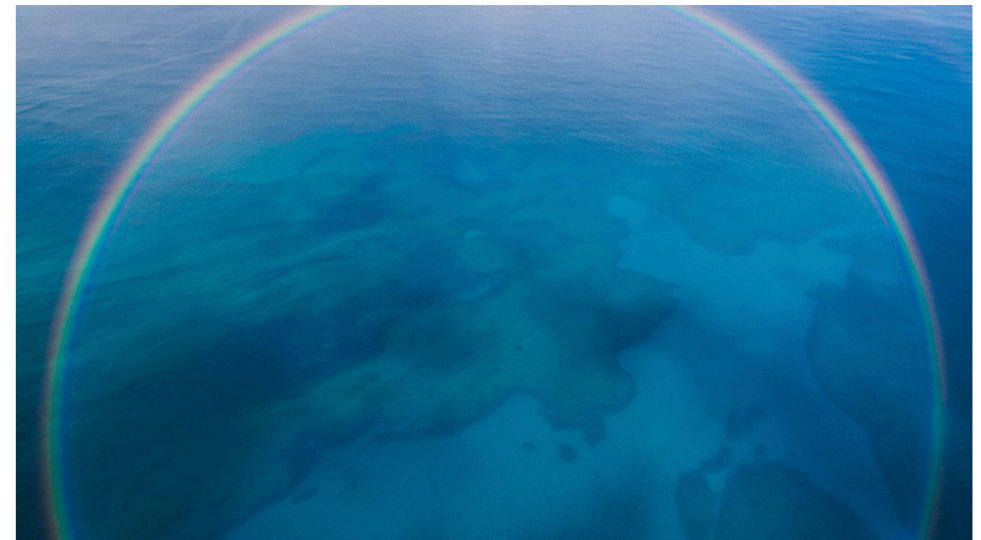
- **Articulate values and set expectations**
 - Be clear about your values and what it means to be part of that team/department/organization.
- **Define civility**
 - Strong, weak, pseudo; politeness and rules v. responsiveness
- **Give employees skills**
 - To teach employees these skills, you need to give explicit training that covers what civility looks like, describes situations in which employees sometimes act uncivilly, provides tips on how to maintain composure, and affords opportunities to practice behaving civilly in emotionally charged situations.
- **Coach employees for civility**
 - When coaching employees, focus on helping them learn to listen fully, give and receive feedback, work across differences, and deal with difficult people. You might also coach them on negotiation, stress management, crucial conversations, and mindfulness. Don't just impart information.

One of the most crucial things for a department head, manager, or professor to do is to model the right behavior. You set the tone. Even if you establish expectations, define what civility means, give people training and coaching. Practice what you preach.

Make Civility the Norm on Your Team

by Christine Porath

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QUESTIONS AND CONVERSATION



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