



A Note on Promoting and Editing This Toolkit

Introduction:

The *Toolkit for Planning and Implementing Deliberations on Campus* was created by Logan McIntosh and Jeff Savage with the help of Dr. David Kahane, Susanna Haas-Lyons, and Fiona Cavanagh, and was created for the expressed purpose of promoting deliberations at the University of Alberta.

Promotion:

The *Toolkit* is intended to be an **open-source, publically available resource**, which can be copied, distributed, and/or modified as long as the authors are referenced. In addition, if any organization or individual is interested in hosting an online or printed version of the *Toolkit*, please contact one of the individuals listed in the contact section.

Editing:

The authors of the *Toolkit* intend it to be a **living document**: that is, this iteration of the *Toolkit* should not be considered the final version. It is the hope of the authors that the *Toolkit* stays relevant for as long as possible. In order for this to happen, the authors encourage the *Toolkit's* readers to note any spaces of irrelevancy, redundancy, or gaps of knowledge, and contact one of the individuals listed in the contact section.

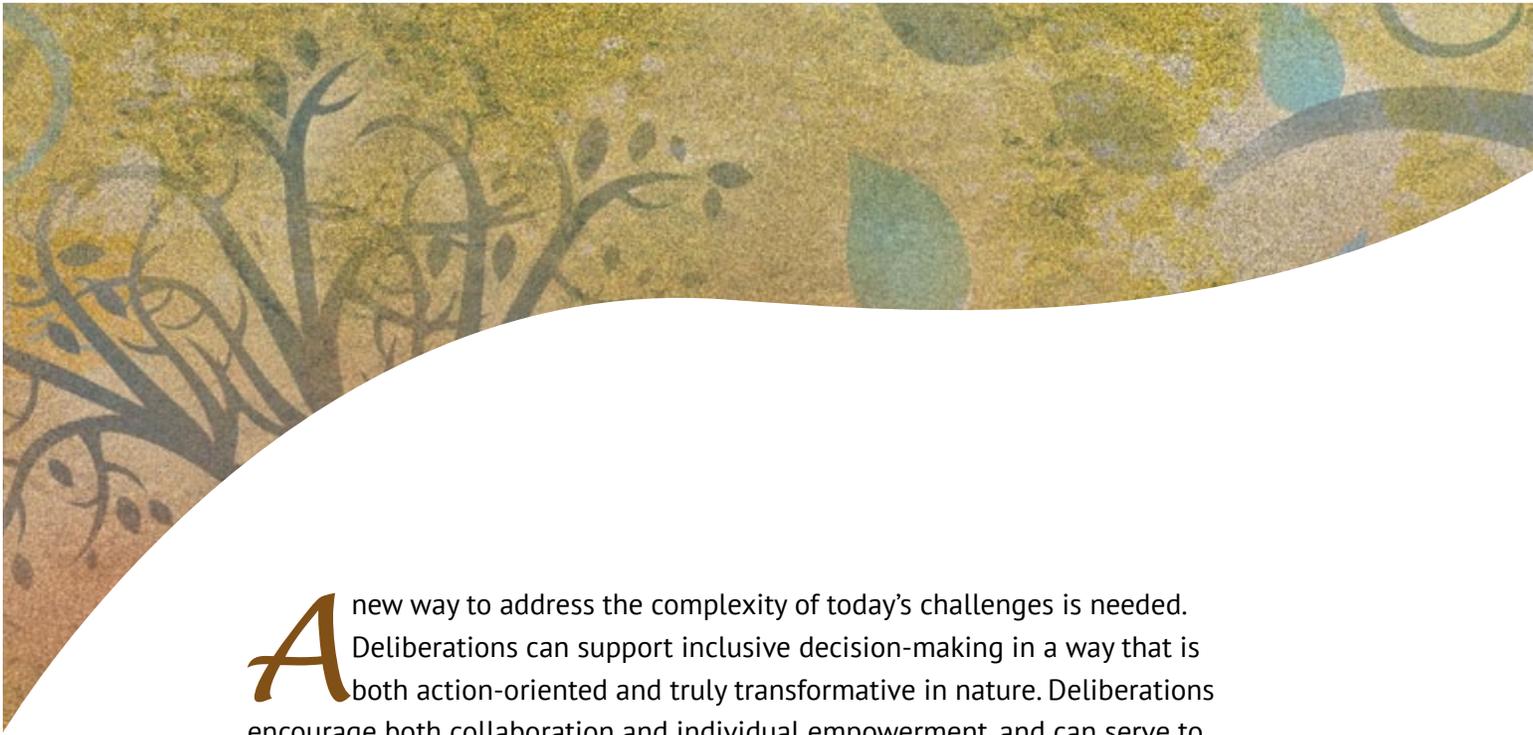
Communication strategy:

Minor revisions to the *Toolkit* may be undertaken by any of the people named below. Major revisions will be run by Logan McIntosh and Jeff Savage but if they are out of contact or unable to respond, David Kahane, Fiona Cavanagh, or their designates may revise the document at their discretion.



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A new way to address the complexity of today's challenges is needed. Deliberations can support inclusive decision-making in a way that is both action-oriented and truly transformative in nature. Deliberations encourage both collaboration and individual empowerment, and can serve to dynamically transform the political culture of an institution. This toolkit will describe why and how to lead thoughtful, impactful and participatory discussions, with a focus on engagement in the university context.

Inside these pages you'll find:

1

An explanation of deliberative democracy theories and processes and how they apply to the campus setting;

2

Resources to help you facilitate a deliberative engagement project for your goals and organizational capacity;

3

Examples of successful deliberative democracy engagement projects; and

4

Tips and practical advice for successfully implementing deliberative processes.

The creation of this toolkit was generously supported by a grant from the Sustainability Enhancement Fund, administered by the Office of Sustainability at the University of Alberta. Permission is granted to copy, distribute, and/or modify the contents of this toolkit as long as the authors are referenced.

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1 A note from the authors

This toolkit was born out of the University of Alberta's Deliberation on Campus Sustainability (DoCS) project: a multi-phased deliberation that engaged the university community during the 2011 Winter term. The project was initiated by Logan McIntosh and Jeff Savage, and was hosted by the University of Alberta's Office of Sustainability.

DoCS resulted in a series of community-created action projects and a set of recommendations for the University's Campus Sustainability Plan, fostered broader awareness of the Office of Sustainability, and improved information about sustainability issues at the university. Supported by significant financial and human resources, DoCS built capacity for further deliberations. McIntosh and Savage connected to sustainability and public engagement leaders, trained lay facilitators for the events, and drew diverse members of the university community into a deliberative experiment. DoCS was honoured with the 2011 Association for the Advancement of Sustainability in Higher Education (AASHE) Case Study Award.

This toolkit builds on investment in DoCS and the success of the project to support others in holding deliberations on complex issues that require engagement from across the university community.

This toolkit is not a template for university-based public deliberation; rather, it lays out questions that groups interested in starting a deliberative process should answer, and links to relevant resources and examples. The toolkit is meant to support work on many scales, and on many topics.

We hope that this toolkit will help you in planning your deliberative event and that it will help to build a community of deliberation practitioners at the University of Alberta, establishing the University as a leader in innovative governance and in sustainability.



2 Action Oriented and Collaborative Decision Making

In the last few decades, sustainability has become a watchword for how society should conduct itself in the economic, social and environmental spheres¹. While the term itself and the idea of living harmoniously within environmental constraints is becoming broadly accepted, our society has yet to find practical, effective ways to bring a vision of sustainability into our daily lives. We badly need new, inclusive, and transformative decision-making processes—including at universities, whose members hold vital information and expertise, but are typically “siloe” and separated rather than able to work effectively and collaboratively on sustainability challenges.

The field of deliberative democracy offers diverse approaches to public dialogue and decision-making: inclusive and transformative ways for communities to come to informed decisions on difficult issues. A well-planned deliberation:

1. Provides participants with a thorough understanding of the complexities and trade-offs surrounding an issue.
2. Is uniquely effective at bringing together a wide variety of perspectives and incorporating them into decision-making.
3. Reshapes individual perceptions and behaviours, often transforming participants who had little prior knowledge of or engagement with an issue into passionate advocates and change agents.

Deliberative democracy is a powerful way to advance university conversation and actions on sustainability. More often than not, sustainability planning and engagement are stymied by low levels of public knowledge, by controversy and polarization, and by a lack of broad engagement in sustainability planning and implementation. Furthermore, deliberation on sustainability can change not only how people see sustainability but also how they apply it in their daily lives. Well thought out deliberative engagement enables community planners, engagement and outreach professionals, and sustainability practitioners at universities to dramatically increase the impact of their work.

¹ The University of Alberta’s Office of Sustainability Academic Advisory Committee defines sustainability as “the process of living within the limits of available physical, natural and social resources in ways that allow the living system in which humans are embedded to thrive in perpetuity.”

2.1 What is Deliberation?



DELIBERATION IS

the kind of reasoning and talking we do when a difficult decision has to be made, a great deal is at stake, and there are competing options or approaches we might take. It means to weigh possible actions carefully by examining what is most valuable to us.

(The Kettering Foundation)²

Deliberation – or in the context of decision-making, deliberative democracy – describes a set of theories and practices that engage diverse community members in ways that encourage collaboration and individual empowerment. It encourages leaders and community members to rethink the traditional structures and power dynamics that surround decision-making processes, allowing people affected by a decision to be more meaningfully involved and so to take ownership of end results. In a university context this means bringing students, staff and faculty much more fully into decision-making.

Right End of Spectrum



² For more information, visit www.kettering.org

Examples of deliberation include the Participatory Budgeting project in Porto Alegre, Brazil; the British Columbia Citizen’s Assembly on Electoral Reform; work by Alberta Climate Dialogue; and the University of Alberta’s Deliberation on Campus Sustainability. See the “Inspiring Examples” section of this toolkit for more.

2.2 What Benefits can Deliberative Democracy Bring?

For university-level collaboration

Deliberative democracy has a strong, well documented capacity to bring together the diversity of a community, build knowledge of complex challenges, identify effective ways forward, enhance the legitimacy of organizational decisions, and bring the community along in implementing these. This stands in sometimes stark contrast to business as usual at universities, where mechanisms of collegial governance (together with top down decision making by senior administrators) can produce decisions that struggle for legitimacy with university constituencies. At all levels—from centralized decision making to decisions within units—less inclusive decision making yields negative effects like student apathy, a disconnect between the university community and decision-makers, and—for groups who disagree with outcomes—discontent and a sense of being underrepresented and marginalized.

Deliberative engagement also responds to challenges faced by university groups and clubs that plan community projects, engage the university, and make major decisions; these groups often struggle with poorly attended public events, ineffective meetings, an uninterested and uninformed university public, and lack of uptake for new initiatives.

Though these problems are deeply rooted and arise for various reasons, deliberation offers a way to confront them directly. The value of university deliberation can be three-fold: to the participants, to the association facilitating the dialogue, and to the university community as a whole.

Individual Value:

Participants in deliberation are offered balanced briefing materials and a chance to deliberate with other members of their community who have different opinions and knowledge. Because well conducted deliberation mitigates some of the power dynamics between participants, those involved often leave feeling empowered to speak their minds on tough subjects, and to act on the changes they wish to see implemented. This builds the capacity and confidence of all involved, and can enrich students' learning and enhance their post-graduation attributes.

Evaluation of the DoCS process provides a useful illustration of this value³. When asked what they found most useful about DoCS, participants responded:

- “The chance to get to know different perspectives as well as contemplate other issues and the problems involved in finding solutions.”
- “The interaction with students!! Sharing ideas and information.”
- “I feel like my voice is being heard. I just love the process and how inclusive it is.”
- “I (and I think others do too) feel empowered.”

When participants were asked, “Do you feel more inclined to contribute to campus sustainability initiatives as a result of DoCS Phase 3?”, 90% of participants replied, “Yes.”

These responses illustrate that deliberative engagement can excite people, introduce new information that gets them thinking critically, and inspire them to act to address problems facing the university community. Participants often come to see deliberation as a “best practice” for engaging communities; as one participant in DoCS wrote in her evaluation:

Top-down decision-making structures discourage involvement. There needs to be fluidity of knowledge, information, values, and interests among the campus community.

³ All evaluative results taken from Campus Voices: Deliberation on Campus Sustainability Final Report, which can be found at <http://www.sustainability.ualberta.ca/docs.cfm>

Community Value:

Universities are complex and highly stratified, made up of people with different beliefs and values, holding different types of (often highly specialized) knowledge. This “siloeing” of information often stands in the way of forming a university-wide understanding of difficult issues.

Engaging the university community in a well-organized deliberative event can counteract many of these dynamics, turning stratification and specialization into assets. Creating a deliberative space where varied opinions, beliefs and understandings can be voiced in a respectful and constructive way broadens collective understanding and results in a community-crafted decision reflective of the various values and perspectives in play. As well, deliberation taps into the extensive information networks within the group, encouraging people to share their knowledge while simultaneously encouraging them to learn from others.

Finally, as long as a broad and fair representation of the university community is brought into the room, deliberation can break down barriers, building collaborative bonds between disparate groups and dynamics of trust that will support the decision made.

Within university clubs, groups, and associations

Organizations can struggle to run effective meetings, attract people to events, and build public knowledge and interest around their activities. Hosting public deliberation can overcome these problems, while showing that an organization is innovative and builds community perspectives into its project planning and decisions.

Incorporating deliberation can have many positive outcomes, including for group meetings. As anyone who has been involved knows, group meetings are often painfully ineffective, especially where there is controversy or disagreement between members. By incorporating deliberative elements, a group can substantially make meetings more interesting, engaging, and respectful of diverse opinions, yielding more legitimate decisions, and building a more interested, informed and engaged membership.

University groups and their events can struggle for notice given the diversity of campus organizations, each with different interests, projects, and visions. Incorporating deliberation can help. When participants in events can voice opinions, learn from each other and discuss issues that are important to them, they become active contributors, not just an audience. These qualities make deliberative events substantially more appealing than ones that are less participatory. Deliberation helps groups to align with and represent the views of the broader university community, while increasing public knowledge about the group and its work.



3 Planning and implementing a deliberative event:

So, you are interested in hosting a deliberative event at the university: where to start? This toolkit will help you with planning and implementation.

Remember that there are many, many options for deliberative engagement processes and techniques. Adapt this information to the needs and unique qualities of your context and of relevant decision-making processes.

Before you start addressing the logistical or technical components of a deliberative engagement, carefully consider **why** you want to hold a deliberative event, and the purpose of engaging the university community in a discussion process



*Deliberative engagements are typically part of a **decision-making** process, requiring the host organization to identify the decision to be made, how the community can contribute to that decision, and how it will be affected by implementation.*

If this is not the case, a deliberative process may not be the right tool.

In order for the university community to influence the decision, the deliberative engagement must happen **early** in the decision-making process, so that the host organization has time to meaningfully incorporate and report on the community input.

Ideally, a deliberative engagement is not just a one-off event, but rather is one element in an **integrated strategy** to involve a community in the planning, implementation and evaluation of a decision or outcome that will affect it.

So, a few preliminary questions for those considering a deliberative process:

- What is the problem or issue that your organization is addressing?
- Does this issue affect the university community?
- Can the community contribute to responding to the problem or enhancing the decision? If so, to what extent will the university community be engaged in the decision-making process?

(Refer to questions 1 and 9 of the worksheet)

3.1 Outcomes and Objectives:

Once you have decided that a deliberative process fits your context and is relevant to your community, the next step is to identify your intended **short, medium and long-term outcomes**. Listing the desired outcomes helps clarify the intended impact of your engagement, outline your timelines and action steps, and evaluate your successes.

In addition, identify **specific objectives for each step** in the planning process. These objectives should be attainable targets: i.e. specific and realistic responsibilities, including expected completion dates. It is good to develop your outcomes and objectives early on in project development, as they will guide you through each stage of the planning process. If there is a piece giving you trouble, you can refer back to these objectives and intended outcomes, as they will help you to focus on what you want to accomplish.

(Refer to question 4 of the worksheet)

3.2 Leadership Team

Establish a dedicated leadership group early in the planning process. This group will offer **direction and strategy and help complete key tasks** in your project. Remember that planning and implementing a deliberative process requires considerable organization, collaboration, and persistence. Look for diversity when forming your leadership team, as each member will draw on her or his individual expertise and experience throughout the planning and implementation processes. It is helpful to identify who works most effectively on specific portions of the project (such as meeting leadership, internal/external communication, content development, recruitment, stakeholder management, and so on) at an early stage, and assign work accordingly.

More questions to consider when choosing members of your leadership team:

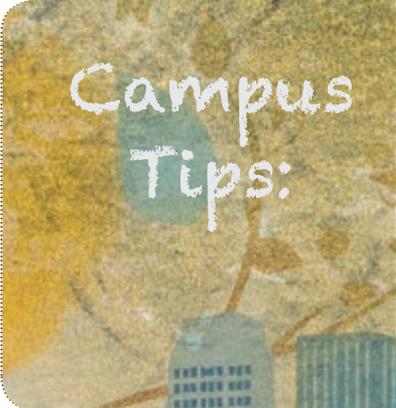
- How much time are you asking people to contribute, and for what roles?
- Who holds the ultimate decision-making authority over the problem or issue in question? How should decision-makers be involved in planning?
- Who controls the resources (money, time, logistics) needed for successful implementation of the deliberative process?
- What people outside the conventional decision process may be important to the legitimacy of the engagement and its outcome?
- What internal or external personnel with relevant expertise will be important to the successful implementation of the engagement project?
- How will you incorporate deliberation into your planning processes?

(Refer to question 8 of the worksheet)

Consider inviting key stakeholders or organizations to become partners in the project. This can help boost the recognition and legitimacy of the engagement project and increase available resources; however it can also make it challenging to ensure that the process is bias-balanced (acknowledging and valuing key stakeholders' diverse perspectives) and is not just a mouthpiece for your partners.

If you have a large planning committee with divergent interests, try writing or approving a collective values statement so that you come to consensus on your approach early in the planning process. An example of a statement of values relevant to deliberative processes can be found in [Appendix \(p. 38\)](#) (IAP2's Core Values for the Practice of Public Participation).

Once you have established your leadership team, identify the roles and responsibilities of each member throughout the deliberative process. Decide who will be responsible for specific tasks like creating the materials distributed to the public, managing the project's resources and logistics, inviting or promoting the engagement, designing and facilitating the engagement, and documenting and evaluating the process.

A graphic with a textured, painterly background in shades of green and brown. The words "Campus Tips:" are written in a white, chalk-like font. Below the text, there are faint, stylized illustrations of buildings and trees.

Campus Tips:

- > If your aim is to engage students, faculty and staff in your deliberative process, try to get a mix of these on your leadership team. In addition, look for academics who have experience in deliberation, as they may be willing to invest some pro bono time to help you, which is especially useful during the planning stage.
- > Familiarize yourself with the University governance structure, as there may be key decision-makers you don't know about. Make sure that you take into consideration the University administration, the undergraduate student government administration, the graduate student administration, and faculty and staff associations, among others.

3.3 Planning for Impact:

To what extent will the university community be engaged in the decision-making process? Your answer determines the degree of empowerment that the process should have. When identifying the **role of participants** in the decision-making process, consider the following with respect to the group hosting the event:

- Clarity of its definition of the problem/decision in which it is hoping to engage the community
- Staff or membership willingness to implement a deliberative process
- Its institutional decision-making culture
- Bureaucratic restrictions (i.e. governance regulations or organizational policies)
- Timing of the decision/problem and implications for other programming or decisions
- Resources available to fund/staff planning and implementation
- Degree of commitment to incorporate the product of the deliberation into the decision

(Question 3 and 5 of the worksheet)

Also consider the university community's:

- Awareness on the issue/problem being addressed
- Trust in the host organization and other stakeholders involved
- Awareness on the issue/problem being addressed

(Refer to question 7 and 9 of the worksheet)



4 Spectrum of Community Participation

The National League of Cities published a tool designed to help select the level of participation of a **community** in a decision-making process. The tool shows a spectrum of empowerment, which represents the **degree of 'power-sharing'** that the host organization is willing to undertake with the community.

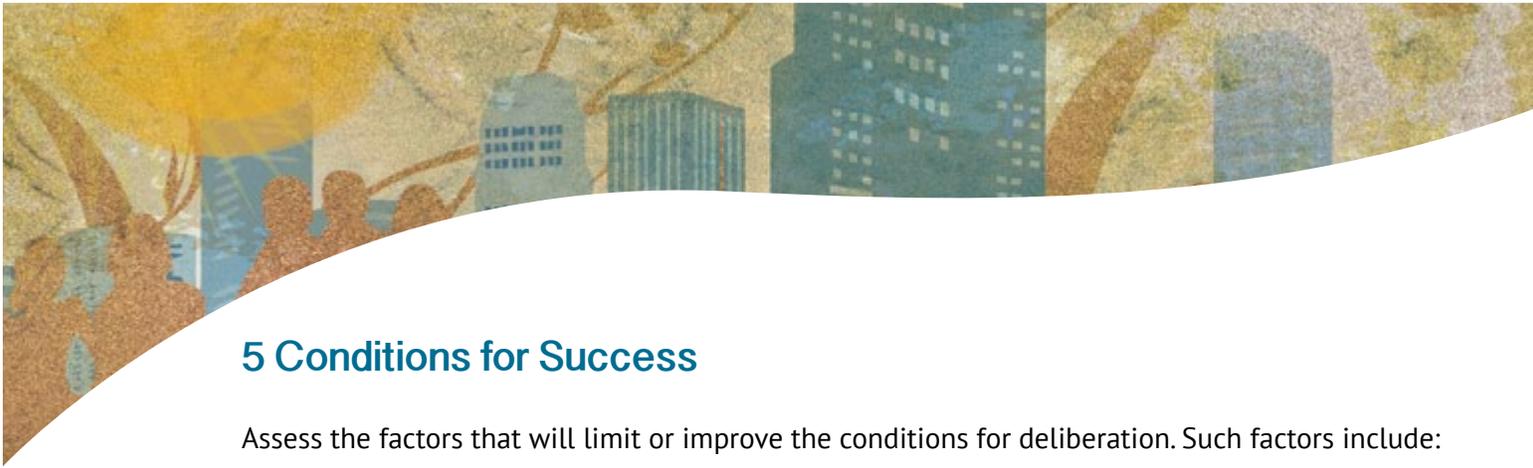
When picking the level of engagement, it is important to remember that the levels are not indicative of the value of the engagement. **The levels reflect varying degrees of participation that will achieve the outcomes or purposes of different decision-making processes.** Be careful in choosing a level, because each indicates a degree of commitment to the community that your organization will be responsible for upholding.

Spectrum of University Community Engagement Activities*

* Adapted from a spectrum developed by Matt Leighninger and the National League of Cities

Circulating information				
The convening or hosting organization makes information available about key issues affecting the campus community. Some of this information is raw data, provided in ways that make it easy to use and analyze.				
Type of Engagement	Discussing and Connecting	Gathering Initial Input	Deliberating and Recommending	Deciding and Acting
<ul style="list-style-type: none"> • What is happening 	<ul style="list-style-type: none"> • Students, faculty and staff get regular opportunities to build relationships, discuss issues, and celebrate community. 	<ul style="list-style-type: none"> • The university organization reaches out to gauge immediate community opinion on a particular issue or question. 	<ul style="list-style-type: none"> • The university organization recruits a wide range of the community to address an issue or decision. Participants talk about why the issue matters to them, consider a range of policy options, and make public recommendations about what should be done. 	<ul style="list-style-type: none"> • The university organization makes policy decisions, develops a plan, or creates a budget based (at least in part) on what they have heard from the community. The organization takes action in a variety of ways to address key issues and opportunities. It communicates clearly where it has followed community recommendations, where it has not, and why.
<ul style="list-style-type: none"> • How it is happening 	<ul style="list-style-type: none"> • Meetings • Workshops • Festivals • Online forums 	<ul style="list-style-type: none"> • Surveys • Polls • Public hearings • Online crowd sourcing 	<ul style="list-style-type: none"> • Small face-to-face discussions • Online deliberations • Town hall meetings • Deliberations that occur as part of existing meetings 	<ul style="list-style-type: none"> • Action teams and committees • Changes made by organizations • Policy decisions • Strategic plans


DEGREE OF POWER SHARING



5 Conditions for Success

Assess the factors that will limit or improve the conditions for deliberation. Such factors include:

Resources

- Budget and funding sources
- Availability and capacity of the leadership team

Timing

- Context that the deliberation will be implemented within
- Timeframe of the deliberative process

Participant Selection

- Number and diversity of participants

Logistics

- Logistical requirements of the process

Careful assessment of these factors will help to ensure that your deliberative process can realistically be implemented, as the process's participation level, cost, scope and timeline will be determined by the constraints mentioned above.

If at this point you haven't already developed a project framework or plan, it would be useful to do so. Some topics to include in the plan:

- A description of the project, an outline on the problem the project is working to solve, the desired short, medium and long-term outcomes, the desired audience, the key messages of the project, the timeline of your process, a description of any collaborators or partners involved in the project, a communications plan, an assessment of the risks involved in the process, a clear delineation of how and when the process will influence decisions and action, and finally the plan for evaluation.

5.1 Resources:

One of the greatest challenges of implementing a deliberative process is financial cost; however, careful planning and realistic objectives can help make the process affordable. Some questions to consider when planning your budget:

- How many face-to-face deliberations are you planning? What are the expected costs for each planned component in the community participation process?
- Will you hire a deliberative practitioner or facilitator?
 - Deliberative practitioners design and implement deliberative processes. They are especially helpful if your leadership team has limited experience with deliberation and is considering implementing a complex and multi-phase process. Deliberative facilitators are experts in implementing and facilitating deliberative events. Often they can provide feedback on methods (if they have experience working with a variety of processes).
 - Hiring deliberative experts to help with your process will significantly increase the cost of your engagement, but can also be a necessary long-term investment if you want to build your organization's capacity for this kind of work and make it a part of your institutional processes.
- What resources will the community need in order to participate?
- How much will amenities and room rental cost?
- What internal staff or membership will be needed at each step in the process and are they available?
- What web and tech support will you need (web hosting, resource design and development, etc.)?
- Will you need table facilitators? (Consider recruiting volunteers and training them as facilitators.)

Deliberative engagements can require significant **human resources**. Depending on the complexity of your process, some areas to consider when budgeting labour costs include: the planning process, meeting with stakeholders or key decision-makers, creating resources for the deliberative process, summary reports and evaluation, recruitment of deliberators, designing and facilitating the process, training lay facilitators and note-takers, and coordinating the logistics of the events.

- Are there volunteers who could help with the project?
 - Volunteers can help with recruitment or outreach, facilitation, note-taking and logistical support. It is important to remember that if you have active volunteer support, a member of the leadership team should be responsible for coordinating and training the volunteers.
- Are outside organizations available that might be able to contribute resources?
- What public or private grants are available to help fund the project?

(Refer to question 11 of the toolkit)

A graphic titled "Campus Tips:" with a background of a stylized cityscape. The text is written in a white, chalk-like font on a textured, yellowish-green background. The graphic is divided into two sections by a vertical brown line. The left section contains the title "Campus Tips:" and the right section contains a tip.

> There are a number of funding sources specifically for university projects. Funding sources at the University of Alberta include: Student Group Services, The Office of Sustainability's Sustainability Enhancement Fund and Green Grants program, and the Alberta Public Interest Research Group (APIRG).

If you are having trouble making your expected expenses and revenues match up, ask:

- Are all of your costs necessary?
- Are there aspects of the process that you could cut out without significantly affecting your desired outcomes?

5.2 Timing:

Some considerations for the timing of your deliberative engagement:

- Are there significant policy or strategic opportunities that should affect the timing of your deliberative engagement?
- Are there any fixed milestones in the decision-making process?
- Is there a set date by which the decision must be made?
- Are there events or periods of time when participants are less or more likely to be available to attend an in-person engagement?
- Are there any institutional or legislative deadlines that might affect your project?
- How much time is needed within the process to implement the desired techniques?
- How much time is needed to create information and resources for participants, and how much time will participants need to read/process the resources?
- Does the process' time line allow participants to become meaningfully involved? Are you allowing enough time to meaningfully incorporate input from the participants?
- If participants demand a re-direction of the process, is your timeline flexible enough to accommodate this?

(Refer to question 10 of the worksheet)

While not all university engagements are time intensive, it is likely that the process will take longer than expected, so it is advisable to allow for this in the timeline so that your organization can respond to the public's input in a meaningful way.

Campus Tips:

- > Consult the academic, university event, and religious observances calendars before picking dates for your deliberative engagement, and seek advice on periods where it is difficult to secure participation by different constituencies (e.g. exam periods). In addition, hosting your deliberative engagement at a couple of different times during the day often increases attendance and diversity of participants.

5.3 Who's in the Room:

One of your most **important and challenging responsibilities** as an organizer of a deliberative engagement is **recruiting a diverse and representative group of participants**.

There are a variety of strategies for recruiting participants. The four most common strategies are:

1. **Random:**

Much like in research, it can be important to randomly select participants to provide a representative sample of the relevant population so that you can legitimately extrapolate findings to this broader community. This method of recruitment has the advantage of engaging people that other methods will likely not reach. However, it can be time-intensive and challenging to administer, as it is often difficult to acquire the necessary contact information for a random sample. In addition, defining the descriptive qualities that need to be reflected in the sample can be difficult.

2. **Open:**

This is achieved with an open invitation for people to participate in event(s). In order to ensure adequate attendance and diversity, this recruitment strategy depends on extensive promotion.

3. **Purposive:**

If there is interest in the input of a specific population and/or involvement by typically underrepresented groups, it may be helpful to do targeted outreach. If you don't have extensive connections to relevant groups, consider working with other organizations that have those relationships.

4. **Selective:**

This method can be used in combination with open recruitment. Participants are selected from those who respond to an open or purposive invitation to create a group that represents the population(s) of interest relative to important goals of the engagement. This is a good alternative to random recruitment if you have a limited budget.⁴

⁴ Adapted from the Canadian Public Research Network's Handbook on Citizen Engagement (2008).

Consider the following questions before choosing a recruitment method:

- What is the **scale** of the event?
 - Random recruitment is useful when working at the large institutional level but may not be required for a small-scale deliberation.
- What are the **goals** for the event?
 - Is the goal to reach a conclusion that can be generalized to a population at large? Or is the goal to obtain a broad spectrum of community perceptions?
 - Is it important that participants be considered legitimately representative of university perspectives and constituencies, and what would support this legitimacy? (This may depend on trust or mistrust of the convening organization, politics within constituencies, and more.)
- Who will be **making decisions** regarding the issue at stake?
 - An engagement project will be more successful if decision-makers are involved in the planning of an event or even if they simply attend the event. Specific invitations to them should be issued and followed up (repeatedly). Their participation in the event will carry much more weight than if they simply receive a final report.

Other questions to consider when thinking about recruitment:

- Who are the different kinds of people needed in order to create a diverse group of participants?
- What else might be needed to create the basis for broader-based representation?
- Why would people from each of these groups (or sectors, or backgrounds) want to participate?
- What might keep people in each group from participating?

(Refer to question 8 of the worksheet)

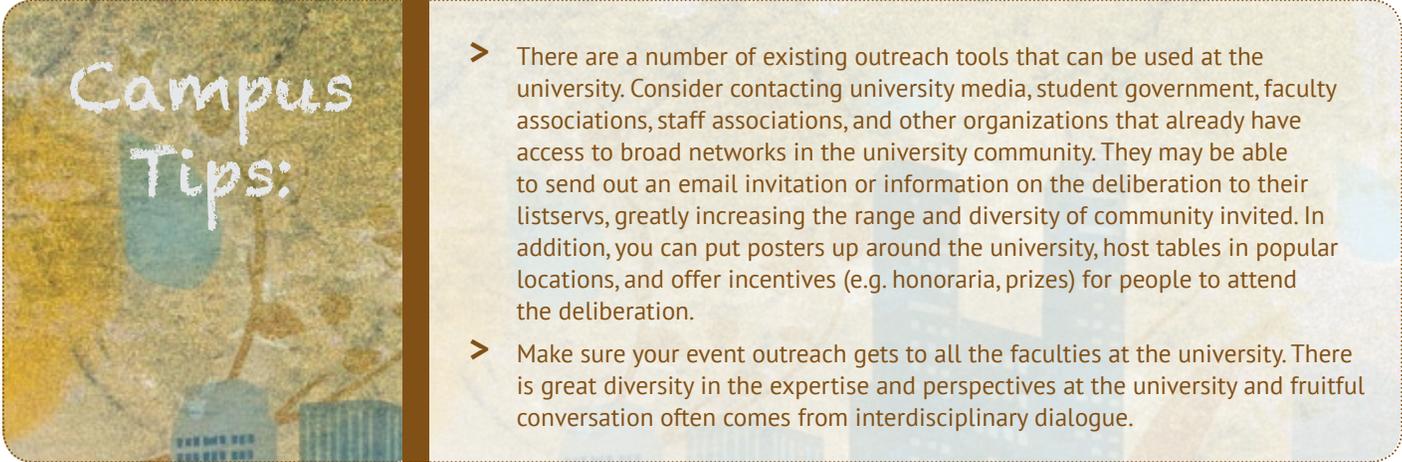
Plan outreach strategies

Outreach is one of the **most** important tasks of planning a deliberative event. Invest a third to half of your time and energy (depending on your recruitment approach) to ensuring the right people are in attendance. To ensure that you have **sufficient attendance** at your deliberation, use a multi-faceted approach, combining a variety of outreach strategies. Remember, people often need to hear the same message at least three times before it begins to register.

Outreach tools

The most effective tools will deliver your message to people in ways they normally like to receive information. Think about the people you're trying to reach. Plan on using a variety of tools so that people will hear your message several ways.

(Refer to question 8 of the worksheet)

A graphic titled "Campus Tips:" with a textured, painterly background in shades of green, yellow, and blue. The text "Campus Tips:" is written in a white, hand-drawn font. To the right of the graphic is a list of two tips.

Campus Tips:

- > There are a number of existing outreach tools that can be used at the university. Consider contacting university media, student government, faculty associations, staff associations, and other organizations that already have access to broad networks in the university community. They may be able to send out an email invitation or information on the deliberation to their listservs, greatly increasing the range and diversity of community invited. In addition, you can put posters up around the university, host tables in popular locations, and offer incentives (e.g. honoraria, prizes) for people to attend the deliberation.
- > Make sure your event outreach gets to all the faculties at the university. There is great diversity in the expertise and perspectives at the university and fruitful conversation often comes from interdisciplinary dialogue.

Diversity

Even if you make an effort to invite traditionally marginalized or disempowered groups to your deliberation, it doesn't ensure that your engagement is **an inviting space** that encourages meaningful participation. It is important to create space for people to learn the skills necessary to engage effectively in a deliberation and to mitigate power inequality between the participants. As Cornwall and Coelho write, "a potent challenge for substantive inclusion is ... overcoming the embedded inequalities in status, technical knowledge and power that undermine the ... authority of subaltern actors"⁵. Problems of inequality stem from numerous intergroup differences and structural factors, and it is important to take stock of power dynamics within the room. Facilitators of your engagement can use strategies to help encourage the participation of those traditionally

marginalized and to amplify the voices of those least vocal. It is helpful to openly recognize that there are complex power dynamics between the deliberators, facilitators, and organizers and to remind participants that they have the right to claim space and to voice their thoughts and perspectives.

For a list of diversity and anti-oppression activities visit the Diversity and Anti-Oppression page, located in the tools section at <http://www.trainingforchange.org>

Some additional questions to consider when thinking about diversity and power dynamics:

- What mechanisms, if any, can facilitate the participation of marginalized groups, and what kind of impact do these have in practice?
- What design tools can you use to help participants identify power dynamics in the group and create a fair and safe space for participation?
- How will you manage overly dominant participants?

Campus Tips:

- > Consider asking organizations that have experience working with diverse groups in the university community for advice on how to reach the groups you want to include and how to ensure that they feel welcome and are able to participate meaningfully. Groups such as native student associations, institutes for sexual minorities, and global education and public interest groups already exist at most universities and may be able to help.

⁵ A. Cornwall & V.S.P. Coelho. (2007). Spaces for Change? The Politics of Participation in New Democratic Arenas. p. 13. London: Zed Books Ltd.

John Gaventa's breakdown of the forms of power

Visible power: observable decision-making

This level includes the visible and definable aspects of political power—formal rules, structures, authorities, institutions and procedures of decision-making. Strategies that target this level are usually trying to change the 'who, how and what' of policy-making so that the policy process is more democratic and accountable, and serves the needs and rights of people and the survival of the planet.

Hidden power: setting the political agenda

Powerful people and institutions maintain their influence by controlling who gets to the decision-making table and what gets on the agenda. These dynamics operate on many levels to exclude and devalue the concerns and representation of less powerful groups. Advocacy strategies that focus on strengthening organisations and movements of the marginalized can build collective power and new leadership to influence the political agenda and increase the visibility and legitimacy of their issues, voices and demands.

Invisible power: shaping meaning and what is acceptable

Invisible power shapes the psychological and ideological boundaries of participation. Significant problems and issues are not only kept from the decision-making table, but also from the minds and consciousness of different players involved. By influencing how people think about their place in the world, this level of power shapes their beliefs, sense of self and acceptance of the status quo – even their sense of their own superiority or inferiority. Processes of socialisation, culture and ideology perpetuate exclusion and inequality by defining what is normal, acceptable and safe. Change strategies in this area target social and political culture as well as individual consciousness to transform how people perceive themselves and those around them, and how they envisage future possibilities and alternatives.⁶

5.4 Logistics:

Important operational details (including for your budget) include:

- Venue
 - Consider the requirements of the deliberative process (i.e. Is there room for small breakout groups and space on the wall for flip-charts?), acoustics of the room, technical equipment, and accessibility (physical, social, and economic) for participants

⁶ Gaventa, J. (2006), Finding the Spaces for Change: A Power Analysis. *IDS Bulletin*, 37: 23–33. doi: 10.1111/j.1759-5436.2006.tb00320.

- Catering
 - Good catering is a definite draw (particularly for students).
 - Ensure the dietary requirements of participants are met, and consider sustainable food choices
- Media for getting information to participants (PowerPoint, video, visuals, graphics, electronic reports, etc.)
- Audiovisual needs
 - Consider the availability of projectors, microphones, speakers, laptops (for note-takers and for PowerPoint) and power outlets
- Staffing requirements
- Insurance

Consider ways to 'green your event'. For more information go to <http://www.sustainability.ualberta.ca/GreenEvents&Meetings.cfm>

DoCS Lessons Learned:

- > Walk the talk. It is important to demonstrate best practices in sustainable event planning when implementing projects. Attendees can be very critical if any part of your promotions, food or materials appear unsustainable. Examples include local/seasonal food choices, electronic handouts and communications as well as using Forest Stewardship Council certified paper for print products.

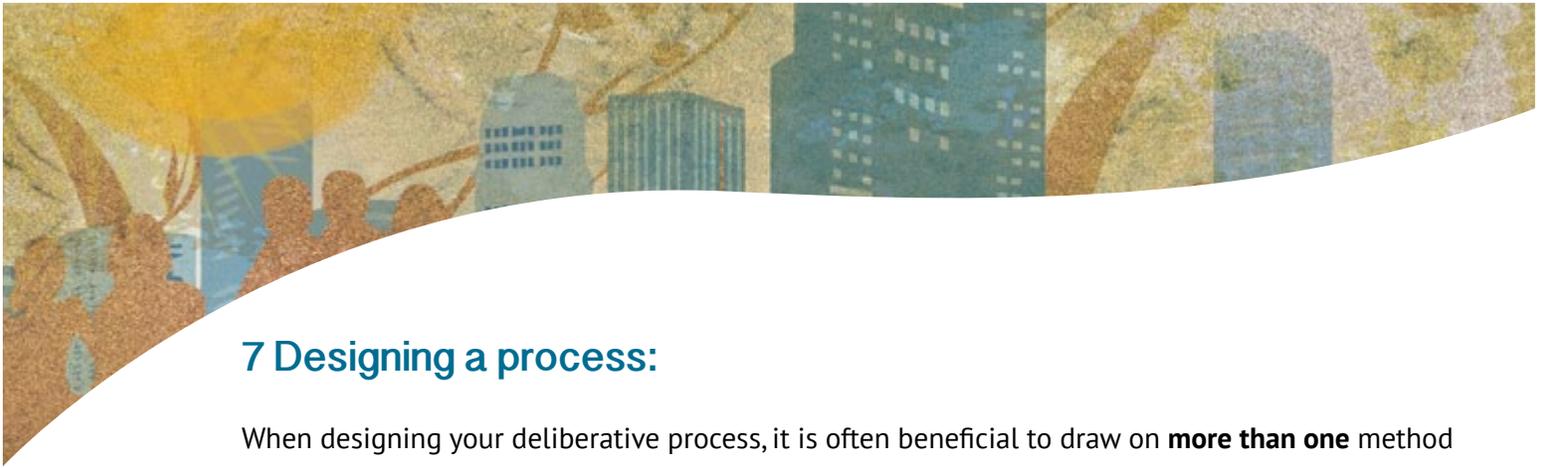
University Tips:

- > To reduce costs and increase accessibility for deliberators, consider hosting your event in university spaces.
- > See if you can partner with university sustainability organizations that may be able to offer funding and/or volunteers to help run the logistical components of your event in exchange for a commitment to make it a 'green event'.

<http://www.sustainability.ualberta.ca/GreenEvents&Meetings.cfm>

6 A Summary of Key Conditions for Success

KEY CONDITIONS	QUESTIONS TO ASK
Construct the decision-making process	Are the objectives clear, realistic and transparent? How will we make clear to participants, from the beginning, how the information generated will be used and how they will know that it has been used in this way? Has a communication strategy been developed to inform the university community and participants of how the outcome of the deliberations will affect decisions?
Influencing the policy decision	Will priorities or decisions made affect the policy decision? Is there willingness within the organization/department for this to happen? Is there a genuine commitment by the organization/department to the process and its outcomes?
Resources	What financial and human resources do you have available to invest in a deliberative process?
Providing information	What information is needed to support balanced and informed deliberation? Will the materials be verified or tested for understanding by a broad audience?
Timing	Are there significant policy or strategic opportunities that should be taken into consideration that might affect the timing of your deliberative engagement?
Representativeness	How will participants be chosen so that they are representative of the university community (or the community most impacted by the decision), and seen to be so?
Participation	Will participants be involved in setting the agenda? Defining the rules of the process? Choosing experts? Defining their need for information?
Logistics	What sort of venue will you host your engagement in? What technical equipment and set-up will you require?



7 Designing a process:

When designing your deliberative process, it is often beneficial to draw on **more than one** method of participation. It is rare that one process will meet all of your objectives and fit within your constraints, so look for ways to incorporate pieces or aspects of different processes. By adapting deliberative models it is possible to address challenges around issues like maximizing inclusion and influence while minimizing demands on resources. The worksheets that have been referenced throughout this toolkit should help you identify the process(es) that will best meet your objectives and fit within your organizational constraints.

We have included a tool ([see page 27](#)) published by the National Coalition of Dialogue and Deliberation to help you design a process for your deliberative engagement. This tool offers an overview of some of the processes already developed, but there are more resources available that offer other processes or tools.

By this point, you should have a clear understanding of the capacity of your organization and purpose of hosting a deliberation. It is now only a matter of choosing process(es) that match what you want to achieve.

Process Distinctions

Processes	FOCUSES SIGNIFICANTLY ON...				Size of Group	Type of Session (excluding prep sessions)	Participant Selection
	Exploration	Conflict Transformation	Decision Making	Collaborative Action			
21st Century Town Meeting			X		Hundreds to thousands in 1 room at small tables	All-day meeting	Open; recruit for representativeness
Appreciative Inquiry Summit	X			X	From 20 to 2,000	4 to 6-day summit	Internal and external stakeholders
Bohm Dialogue	X		X		Small group	No set length or number of meetings	Open or invitation
Charrettes			X	X	A small team of professionals and a much larger group of stakeholders	Intense work sessions last 1-3 days typically; some last 1-2 weeks	Participants represent a range of organized groups, but others with a stake in the issue are encouraged to attend
Citizen Choicework			X		Multiple small groups	1 session, ranging from 2 hours to all day	Open; recruit for representativeness
Citizens Jury			X		Small group	5-day meeting	Random selection
Compassionate Listening	X	X			2 to 200 people; usually fewer than 30	Varies between 30 min and 3 days, depending on how many people are involved	Open to whoever is drawn; often listeners are brought in to hear the stories of oppressed or oppressors
Consensus Conference			X		Large group	2 weekends for participants to prepare, 2-4 day conference	Random selection
Conversation Café	X	X			Single or multiple small groups	1 90-minute session	Open; publicize to encourage representativeness
Deliberative Polling			X		Up to several hundred people in small groups in 1 room	Weekend-long meeting	Random selection
Future Search		X	X	X	60 to 80 people	3 days	All inclusive (attempts to bring in all involved)

Process Distinctions

Processes	FOCUSES SIGNIFICANTLY ON...				Size of Group	Type of Session (excluding prep sessions)	Participant Selection
	Exploration	Conflict Transformation	Decision Making	Collaborative Action			
Intergroup Dialogue	X	X		X	Single or multiple small groups	Regular weekly meetings of 2-3 hours	Open; recruit for representativeness
National Issues Forums			X		Up to hundreds in one room at small tables	1 two-hour meeting	Open; recruit for representativeness
Open Space Technology	X			X	Up to hundreds in 1 room, then break up in interest groups multiple times	3 days	Varies
Public Conversations Project dialogue		X			Small group	Multiple 2-hour sessions	Involves all sides of an existing conflict
Socrates Café	X				3 to 30 people	1-2 hours	Whoever is in the class or at the meeting, or whoever responds to the flyers or articles
Study Circles	X		X	X	Up to hundreds meeting in separate small groups; all come together later for Action Forum	4 to 6 2-hour sessions	Open; recruit for representativeness
Sustained Dialogue		X	X	X	Small group	Numerous 2- to 3-hour sessions	Open; recruit for representativeness among conflicting groups
Victim Offender Mediation		X			Small group	Multiple 2- to 3- hour sessions	All inclusive (attempts to bring in all involved)
Wisdom Circle	X				Small group (3-12 people)	One or more sessions lasting 1- 3 hours; ongoing sessions are ideal	Usually used with an existing group
Wisdom Council	X		X	X	10-12 people initially (and sometimes periodically), then entire community	Several-day session with group of 12, followed by informal large- scale dialogue	Initial 10-12 are randomly selected from community; broader segment is open to everyone
World Café	X				Up to hundreds in 1 room at tables of four	Single event ranging from 90 minutes to 3 days	Often held at events, involving all attendees; otherwise, invitations boost representativeness

Descriptions of Processes

AmericaSpeaks' 21st Century Town Meetings enable the general public to give those in leadership positions direct, substantive feedback on key issues. Each meeting engages hundreds or thousands of ordinary community members at a time using innovative technology to effectively and quickly summarize citizen input.

www.americaspeaks.org

Appreciative Inquiry encourages stakeholders to explore the best of the past and present in their organizations and communities. AI centrally involves the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential.

www.appreciativeinquiry.cwru.edu

Bohm (or Bohmian) Dialogue is focused on attending to and discussing individual internal dynamics— assumptions, beliefs, motivations, etc. The idea is to bring these to the surface in a way that furthers dialogue

www.david-bohm.net/dialogue

A **Charrette** is a collaborative consensus-building method that incorporates input from all stakeholders (e.g. a developer, relevant government agencies, and the community). A “charrette team” of experts uses stakeholder input in an continual “feedback loop” to prepare and refine a plan with the goal of reaching consensus among stakeholders. Charrettes, which combine the modern design studio and the town meeting, help overcome inertia and create meaningful high level plans.

www.charretteinstitute.org

Public Agenda's Citizen Choicework helps citizens confront tough choices in productive ways. Participants work through value conflicts and practical tradeoffs, and develop a sense of priorities and direction. Key principles include nonpartisan local leadership, inclusive participation, and unbiased discussion materials that “start where the public starts.”

www.publicagenda.org

A **Citizens Jury** gathers a microcosm of the public in five days of hearings: they deliberate among themselves and issue findings and recommendations on the issue they have discussed.

www.jefferson-center.org

In **Compassionate Listening**, listeners use reflection and skilled inquiry to help speakers deepen their own understanding and awareness. CL engenders generative listening which is non-judgmental, questions that are non-adversarial, and an ability to remain open when witnessing strong feelings and divergent viewpoints. The process can help create the safety necessary for honest, respectful dialogue and sustainable solutions.

www.compassionatelisting.org

Developed in Denmark, **Consensus Conferences** typically involve a group of citizens with varied backgrounds who meet to discuss controversial issues (often scientific or technological). The conference has two stages: the first involves small group meetings with experts to discuss the issues and work towards consensus. The second assembles experts, media and the public to present the conference's main observations and conclusions.

www.ncdd.org/rc/item/1492

Conversation Cafés are hosted generative conversations, usually held in a public setting like a coffee shop or bookstore where anyone is welcome to join. A simple format helps people feel at ease and gives everyone who wants to a chance to speak

www.conversationcafe.org

Deliberative Polling brings together a random sample of a population to deliberate in plenary and small groups on a particular issue where policy makers need input. Participants are polled, given balanced information, encouraged to deliberate in moderated sessions that include questions to experts and political leaders, then polled again (with this second poll meant to capture the views of a genuinely informed public).

<http://cdd.stanford.edu>

Future Search enables large, diverse groups to validate a common mission, take responsibility for action, and develop commitment to implementation. The method, which allows the entire group to be in dialogue when necessary, is especially useful in uncertain, fast-changing situations when it is important that everyone have the same large picture in order to act responsibly.

www.futuresearch.net

Intergroup Dialogues are face-to-face meetings of people from at least two different social identity groups. They are designed to offer an open and inclusive space where participants can foster a deeper understanding of diversity and justice issues through experiential activities, individual and small group reflections, and dialogues.

www.umich.edu/~igrc/ and www.depts.washington.edu/sswwweb/idea/

National Issues Forums offer citizens the opportunity to join together to deliberate, to make choices with others about ways to approach difficult issues and to work toward creating reasoned public judgment. NIFs are known for their careful issue framing and quality issue guides that outline 3 or 4 different viewpoints.

www.nifi.org

Open Space Technology is a self-organizing practice that invites people to take responsibility for what they care about. In Open Space, a marketplace of inquiry is created where people offer topics they are passionate about and reflect and learn from one another. It is an innovative approach to creating whole systems change and inspiring creativity and leadership among participants.

www.openspaceworld.org

The Public Conversations Project helps people who disagree fundamentally on a contested issue to develop the mutual understanding and trust essential for strong communities. Their dialogue model involves a careful preparatory phase in which all stakeholders/sides are interviewed and prepared for the dialogue process..

www.publicconversations.org

Socrates Cafés and other forms of Socratic Dialogue encourage groups to engage in robust philosophical inquiry. The Cafés consist of spontaneous yet rigorous dialogue that inspires people to articulate and discover their unique philosophical perspectives and worldview. They don't force consensus or closure, but are open-ended and can be considered a success if there are more questions at the end than there were at the outset.

www.philosopher.org

Study Circles enable communities to strengthen their own ability to solve problems by bringing large numbers of people together in small, grassroots dialogues across divides of race, income, age, and political viewpoints. Study Circles combine dialogue, deliberation, and community organizing techniques, enabling public talk to build understanding, explore a range of solutions, and serve as a catalyst for social, political, and policy change.

www.everyday-democracy.org

Sustained Dialogue is a process for transforming and building the relationships that are essential to democratic political and economic practice. SD is not a problem-solving workshop; it is a sustained interaction to transform and build relationships among members of deeply conflicted groups so that they may effectively deal with shared practical problems. As a process that develops over time through a sequence of meetings, SD seems to move through a series of recognizable phases including deliberative “scenario-building” followed by “acting together”.

www.sustaineddialogue.org

Victim Offender Mediation is a restorative justice process that allows the victim of a crime and the person who committed that crime to talk to each other about what happened, the effects of the crime on their lives, and their feelings about it. They may choose to create a mutually agreeable plan to repair any damages that occurred as a result of the crime. In some practices, the victim and the offender are joined by family and community members or others.

www.voma.org

A **Wisdom Circle** is a small group dialogue designed to encourage people to listen and speak from the heart in a spirit of inquiry. By opening and closing the circle with a simple ritual of the group's choosing, using a talking object and welcoming silence, a safe space is created where participants can be trusting, authentic, caring, and open to change. Also referred to as Council Process or Listening Circles.

www.wisdomcircle.org

Wisdom Councils are microcosms of larger systems like cities and organizations that engage in a creative, thoughtful exploration of the issues affecting the system. The process uses “Dynamic Facilitation” - a nonlinear approach for addressing complex issues that allows shared insights and aligned action to emerge. The outcomes of the Wisdom Council, which are reported back to the community, can catalyze further dialogue, self-organizing action and change throughout the larger system.

www.wisedemocracy.org

World Cafés enable groups of people to participate together in evolving rounds of dialogue with three or four others while at the same time remaining part of a single, larger, connected conversation. Small, intimate conversations link and build on each other as people move between groups, cross-pollinate ideas, and discover new insights into questions or issues that really matter in their life, work, or community.

www.theworldcafe.com

7.1 Agenda for the Deliberation

Plan your program so that it has an emphasis on participatory activities and a minimum of presentations. Each element of your agenda should serve the goals of your deliberation, even the ‘warm up discussion’.

A typical agenda may include the following (though this will vary significantly depending on the deliberative model you are using):

- Welcome and Purpose of the Day including the role participants will play in the decision at hand
- Participant Introductions (often in groups at tables) and “warm up discussion”
- Brief presentation on the context of the issue under discussion
- Table discussion on what’s important about this issue to discover common values or craft a vision
- Topic #1
 - Very brief presentation
 - Discussion
 - Report back and prioritize ideas
- Topic #2
 - Very brief presentation
 - Discussion
 - Report back and prioritize ideas

- Next Steps from the organization or people responsible for acting on the outcomes of the discussion. Consider also encouraging participants to identify their own next steps
- Closing

As you develop the agenda, you should define each element in detail including the exact discussion questions, what information participants should report back and in what format, how priorities will be decided, who will facilitate, who will time discussions and what materials are needed. Be sure to allocate a realistic amount of time to each agenda item. Consider testing your agenda design a couple weeks in advance of the event with a group of friends to see if your background materials and discussion questions are as effective as you want them to be.

7.2 Balanced Information Resources

As organizers of a deliberative event, it is important that you provide participants with balanced materials to inform their participation. It is your responsibility to create or compile resources for the deliberators that outline key background information, the agenda for the deliberative process, and the intended outcomes, along with any other relevant information. The information should be provided well ahead of time, preferably in an email in **accessible and neutral language and format** – here it can be very useful to engage key stakeholders to make sure that you have got things right. It is good to provide a few paper copies of the resources at the face-to-face deliberation and to allow time for participants to review the material. Keep in mind that even if you send the informative materials to the deliberators well before the in-person engagement, many will not read them until they arrive at your event..

(Refer to question 9 in the worksheet)

7.3 Facilitators

Lead Facilitators guide the deliberative discussion, explaining the process and desired outcomes of each stage of the dialogue. They provide impartial guidance to ensure that the participants have space to voice their opinions, and they guide the discussion so that it stays on course with the session's objectives. Facilitators play a crucial part in a successful deliberation, as they implement the deliberative process that the leadership team has often devoted many hours to planning.

Table facilitators can be beneficial for many deliberative processes. Consider having a team of trained volunteer 'lay facilitators' to guide the flow of the dialogue during your deliberative event, depending on the type of engagement techniques used. If you have chosen a process that uses small-group discussions that lead to a specific product or outcome, you will likely need a facilitator at each table to ensure success. Or, prepare materials to support participants' self-facilitation.

DoCS Lessons Learned:

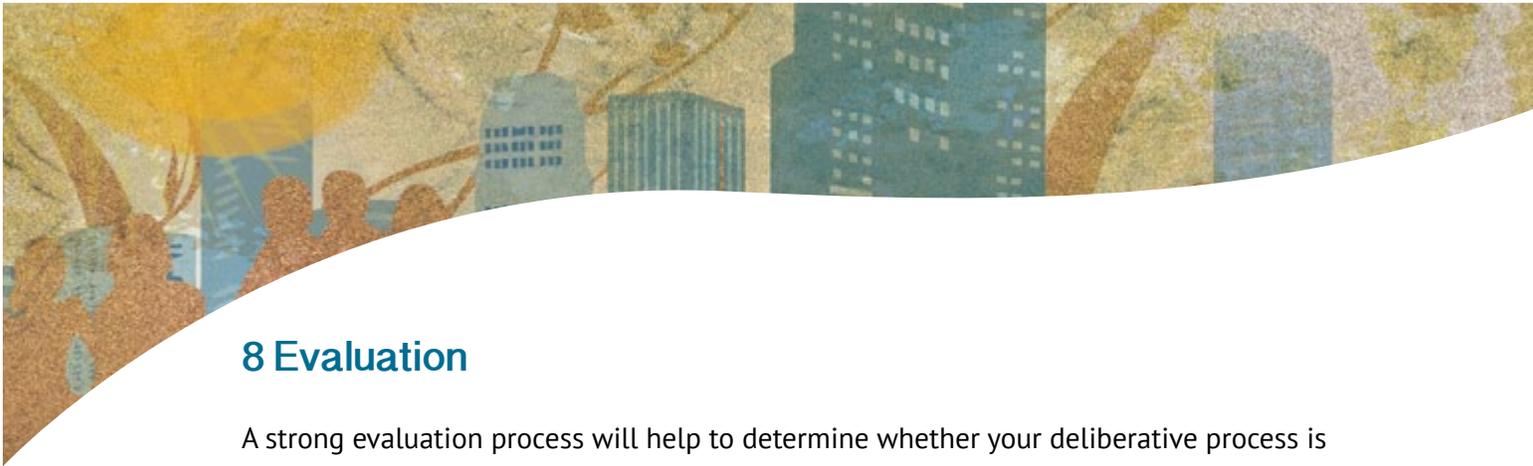
- > Confident and knowledgeable table facilitators are essential. People are passionate about sustainability and bring diverse perspectives: table discussions can be heated, and require confident facilitators capable of ensuring that everyone has an opportunity to engage.

DoCS Lessons Learned:

- > Volunteer orientation and preparation must be comprehensive and mandatory. Our volunteer facilitators attended a 2.5 hour orientation before each major event. We learned that this was not always enough time for people to feel prepared; we suggest investing a full day in orientation and facilitation training for people learning these skills for the first time.

7.4 Implementation Tips

- Set up the room beforehand
- Ensure that facilitators are prepared and understand the processes that will be used
- Send out an agenda and other information out beforehand and have paper copies available at the deliberation
- When designing the agenda, focus on timing. Try not to pack too much in, as each step will likely take longer than expected
- Identify a time-keeper for the deliberation (e.g. your lead facilitator) who will ensure that you don't go too long.
- Allow extra time in the agenda to be flexible in light of participants' process suggestions and concerns.
- Limit informational presentations and allow as much time as possible for dialogue between deliberators
- Include an exercise that helps deliberators gain trust in each other and feel more comfortable putting forward their thoughts and opinions



8 Evaluation

A strong evaluation process will help to determine whether your deliberative process is effective and whether you meet your target outcomes. The evaluative component of a project is often short-changed, but you should regard it as crucial and invest in it. You can use both **qualitative and quantitative tools** to measure the extent to which your outcomes were achieved. It is best to hold interim or ongoing evaluations throughout your process, so that you can make adjustments midway if results are not positive.

For an evaluation strategy template see [Appendix \(p.39\)](#).

9 Digital Engagement Tools

There are a number of online tools that can enhance engagement. Over the past couple of years there has been substantial growth in such digital tools. Choose one or two to experiment with in your planning stages and then consider using online tools during the engagement itself. It is important to remember that online tools should feed into and complement your ongoing engagement efforts, not substitute for them.

For more information on digital engagement tools and when they work best check out:

Using Online Tools to Engage the Public:
<http://www.businessofgovernment.org/report/using-online-tools-engage-public>

And Tools for Online Idea Generation:
<http://www.collaborationproject.org/tools-for-online-idea-generation/>

(Refer to question 10 of the worksheet)



10 Ten Tips for Planning a Deliberation

The Institute for Local Governance offers ten key points that are important when designing a deliberative process :

1. **Link talk to action.**

Good intentions and well-run processes are not enough. There has to be clarity from the beginning about how decision makers will use the ideas, recommendations or agreements that result from deliberative forums. Otherwise you will waste resources and cultivate frustration.

2. **Right issue? Right reason?**

Is the targeted issue one that's appropriate for broader engagement and justifies the required time and cost? Keep in mind that asking the community what it thinks and wants is not the same as trying to persuade them of a path or solution that you have already identified.

3. **Too little too late.**

Engaging in a process when the decision (or a major part of it) is already made – or when it's too late for meaningful changes – just makes people angry and reinforces apathy and mistrust in power-holders at the university.

4. **New process: same people.**

Initiating a new approach to university engagement and university involvement doesn't automatically mean that more and different people will take part. Reaching "beyond the usual suspects" requires a conscious plan and help from those who already have knowledge about and relationships with the communities and constituencies you want to include.

5. **New process: wrong people.**

This is a variation of #4. There can be a problem of "scale" in university engagement. A process that engages fifty or even a hundred people in deliberative discussions may result in its own consensus; but there may be 25,000 people who need to feel that their voices and perspectives have been well heard. Also, a broad university involvement effort can sometimes miss key stakeholder groups who will have to be a major part of any effective solution. The answer is choosing the right recruitment approach, along with a good communication strategy.

6. **Fit the forum to the fuss.**

There are many approaches to university involvement but they don't all get you the same results. Depending on whether you are looking to develop broad support, generate good ideas, craft detailed plans, develop better relationships within the university community (or between them and administrators), or get a quick snapshot of current university thinking, you will need to select different engagement tools and strategies. Don't "buy" the first model you see. Comparison shop, and learn how each approach, separately or together, would meet your specific needs.

7. **There's no magic.**

Have realistic expectations. Don't expect that a couple of hours of dialogue are going to change minds or create consensus. This usually takes longer, with real opportunities for deliberation that give participants other perspectives and a sense of new possibilities.

8. **It feels good but...**

Sometimes the desire for common understanding and agreement is so strong that real differences are shrugged aside. Superficial or vague talk, and hesitancy to broach the real conflicts on the table (due to civility or fear), can leave unresolved differences that prevent effective action.

9. **Don't forget administration.**

The appropriate group or administrative leaders should be in agreement on the engagement purpose, process, and especially on how the outcomes will be used. It is also usually best if group leaders or administrators are a part of the collaborative approach. Details depend on the circumstances and purpose of each process, but typically the goal is to more closely align policy and decision-maker perspectives with informed views elicited from the university community through the deliberative process.

10. **Watch out for old baggage.**

There are times when a history of mistrust or a recent divisive political battle polarizes the community. This may divide administration or group leaders from university constituencies and/or cause rifts among university constituencies. In these cases an "airing out" process may be needed before or as part of a new engagement approach. Existing divisions also make it more important that a new process is developed jointly, not launched by one perceived "faction" or another.



11 Inspiring Examples of Deliberative engagements

Campus Examples

1. **Deliberation on Campus Sustainability (DoCS):**

DoCS was a multi-phase deliberative engagement that, through the use of polling and deliberative engagement, involved approximately 2000 people in sustainability planning at the University of Alberta. Two students, Jeff Savage and Logan McIntosh, initiated the project, and the Office of Sustainability hosted it. It received expert support from David Kahane (Professor, Department of Political Science), Lona Leiren (Carr Leiren & Associates) and Susanna Haas Lyons (AmericaSpeaks). The aims of the semester-long engagement were to educate the university community about sustainability on campus, involve community members in sustainability planning, and organize collaborative action teams to work on specific university sustainability issues. The project crafted 57 recommendations for the university sustainability plan, and yielded 17 collaborative action groups.

From the outset, DoCS was seen as a pilot project for deliberative engagement on at the University of Alberta. It demonstrated that the university community is not only receptive to deliberation, but also has a wealth of ideas, passions, and knowledge waiting to be tapped. DoCS is meant to be a foundation for further deliberations at the university, and lessons learned are reflected in this toolkit.

More information and a copy of the DoCS final report can be found at www.sustainability.ualberta.ca/docs

2. **“Campus Conversations”:**

Developed at Carnegie Mellon University in Pittsburgh (USA), the Campus Conversations program uses Deliberative Polling (a technique discussed in the Resources section) to engage its community. In use since 2005, Campus Conversations are now being facilitated in many academic institutions in the United States. The initiative seeks to (1) highlight the virtues of campus diversity, as this is embedded in the deliberative design; (2) provide a new tool for dissemination of information and feedback; and (3) create a sense of university community and an appreciation of democratic practice and civic engagement.

More information about Campus Conversations can be found at <http://www.studentaffairs.cmu.edu/dean/conversations/>

Societal Examples

3. The Way we Green

The City of Edmonton recently engaged diverse citizens across the city in deliberations to help craft a municipal environmental strategic action plan. The municipal government hosted a speaker series, designed to educate the public about sustainability issues specifically affecting Edmonton. These sessions led into three phases of public and stakeholder deliberation that helped to shape the Environmental Strategic Plan (The Way We Green).

Edmonton's City Council adopted The Way We Green, paving the way for the City to begin working on implementing the plan's goals and strategies over the next 30 years. The City now working with Alberta Climate Dialogue and the Centre for Public Involvement (both connected to the University of Alberta) to create a Citizen Panel that will guide implementation planning for climate and energy dimensions of the Strategic Plan. This process shows the applicability of deliberation to governance and decision-making, and illustrates the plurality of methods that can support informed engagement by both ordinary citizens and stakeholder groups, in ways that shape outcomes.

More information and a copy of the Environmental Strategic Plan can be found at <http://thewaywegreen.ca>

4. Alberta Climate Dialogue (ABCD)

Alberta Climate Dialogue is a university-community partnership that aims to use deliberative democracy to make a positive difference to how Albertans understand and respond to climate change, and to transform how Alberta municipalities and the Provincial government engage citizens to solve tough environmental issues. Drawing on a wealth of knowledge from local and international deliberation experts, ABCD is currently planning public deliberations with the City of Edmonton and developing further deliberation projects with connections to governments as well as civil society organizations. ABCD shows how the diverse research strengths of a university, together with contributions from community partners, provide a basis for innovative practices of deliberation and for knowledge building based on this innovation.

More information about Alberta Climate Dialogue can be found at <http://research.artsrn.ualberta.ca/~abcd/joomla/>



Appendixes:

IAP2 Core Values Statement:

As an international leader in public participation, IAP2 has developed the "IAP2 Core Values for Public Participation" for use in the development and implementation of public participation processes.

These core values were developed over a two-year period with broad international input to identify aspects of public participation that cross national, cultural, and religious boundaries.

The purpose of these core values is to help organizations, decision makers, and practitioners make better decisions that reflect the interests and concerns of potentially affected people and entities.

1. The public should have a say in decisions about actions that could affect their lives.
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.

Public participation communicates to participants how their input affected the decision.

http://www.iap2.org.au/resources/list/asset_id/3/cid/1/parent/0/t/resources/title/IAP2%20Core%20Values

Evaluation Strategy Template

Project/Process: _____

<p>Evaluation criteria/indicators of success for the process. Ask decision makers and stakeholders about their indicators of success.</p>	<p>This will be a successful process if..."</p>
<p>Are the criteria relevant and meaningful to the project, tied to the project objectives and outcomes, and the Core Commitments and Standards of Practice?</p>	
<p>What specifically are you evaluating about the Public Involvement Process?</p>	<p>Ensure the methods you use match the types of information you are trying to gather and are appropriate to the people you are talking to.</p>
<p>What methods will you use? Are you using quantitative or qualitative evaluation methods? Providing information</p>	
<p>Who would best provide the required information?</p>	
<p>How information will be used, recorded, tracked and analysed? And by whom?</p>	
<p>How will the interim and final evaluation results be used?</p>	
<p>How will you communicate evaluation results?</p>	
<p>How will you take action on improving this or other processes?</p>	