

# ENCOUNTERING CONTROVERSY

A DIFFICULT DIALOGUES PROPOSAL

TO THE FORD FOUNDATION

Developed in partnership by



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## **Executive Summary**

This proposal was developed in partnership between the faculties of the University of Alaska Anchorage and Alaska Pacific University. A preliminary proposal by the same team was submitted to the Ford Foundation in May 2005, along with 675 others from across the country. The pre-proposals were rated by an external panel of higher education experts, and UAA was one of 136 institutions invited to submit full proposals. This full proposal was submitted to the Ford Foundation for funding from their Difficult Dialogues initiative on October 3, 2005.

The project addresses the increasing polarization of our society and the need for faculty to deal more effectively with breakdowns in civil discourse. At one extreme are voices that are too forceful and may overrun the complexities of other people, cultures, and traditions. At the other extreme are voices that are not forceful enough, whether by personal or cultural inclination or because they've been intimidated into silence. This project hopes to bridge that gap, fostering a greater understanding of the religious and cultural complexity of our community, a greater willingness to engage in open discussions without attacking one another, and more meetings in the gray areas between absolute positions. The overall goal is to improve the learning climates on both campuses, making them more inclusive of minority voices and ways of knowing and safer places for learning and the free exchange of ideas.

The project proposes three significant activities:

1. **Encountering Controversy.** A cohort of 24 faculty and staff representing both universities will be selected for an intensive summer development program of effective cross-cultural strategies for encountering controversy. The cohort will then act as field practitioners and leaders, putting these strategies to work in the classroom during the following academic year.
2. **Practicing Civil Discourse.** Multiple opportunities will be provided for faculty, staff, students, and community members to practice civil discourse in guided explorations of a common controversy or theme. Two Books of the Semester will be selected for common readings and discussions between the universities, area high schools, and other community groups. Public forums, guest speakers, art programs, and performances will be encouraged to focus on controversies and themes in common with this project.
3. **Handbook of Best Practices.** Curricula and materials will be compiled into a Handbook for distribution to the entire faculties of both universities and to selected universities nationwide.

## **Project Development Team and Future Steering Committee**

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## Table of Contents

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I. Problem	I
II. Process to Date	4
III. Process Going Forward	8
IV. Goals and Objectives	9
V. Activities	12
VI. Institutional Support	18
VII. Evaluation	19
VIII. Budget	21
Abbreviated Resumes	22 and 23

## ENCOUNTERING CONTROVERSY

### *A Difficult Dialogues Proposal to the Ford Foundation*

#### **I. Specify the problem:**

❖ *Describe the nature of the problem(s) on your campus that the project addresses. Offer as much detail as possible about the nature of the issues your institution is currently confronting.*

In recent years, the polarization of religious, political, social, and cultural views has increased throughout America. The tendency to adopt ideologically rigid positions and defend them to the point of hostility is eroding our ability to solve problems, reach compromises, and engage in civil discourse on issues of common concern. The problem is not *that* individuals disagree, but *how* they disagree. Increasingly, people are expressing themselves in ways that prevent, or even damage, the possibility for genuine communication, learning, exchange of important information, and ongoing respectful relationships.

Alaska is not immune from this trend. In many ways, Alaska is still the last frontier of the American West, embodying both the best and worst of frontier values. On the one hand, frontier values lead to a “can-do” attitude, a spirit of entrepreneurialism, and a strong sense of personal responsibility. But they can also lead to individualism, aggression, and an anti-intellectualism that can recklessly overrun the complexities of other peoples, cultures, and traditions.

Alaska is a crossroads, where the dominant (white) American culture comes face to face with the living indigenous cultures of Alaska Natives (Tlingit, Haida, Athabascan, Aleut, Yupik, Inupiat, and others), a myriad of Pacific Rim cultures, and multiple African American and Hispanic communities. Alaskans face an increasingly volatile situation in addressing the issues that divide us, including how to develop and/or conserve our natural resources, manage our wildlife, support traditional indigenous lifestyles, and assimilate cultures from around the globe.

These issues are particularly challenging because Alaska's different populations employ vastly different ways of knowing the world and of handling conflict. As population and resource pressures increase, as indigenous cultures fight for their cultural, linguistic, economic, and even physical survival, and as policy decisions are made that will affect the state for generations to come, the need for understanding, teaching, and utilizing a multitude of approaches to these "difficult dialogues" between cultures grows ever more urgent.

❖ *Please explain the need for this particular project on your campus.*

Over the last five years, the University of Alaska Anchorage (UAA) and Alaska Pacific University (APU) have seen an increase in combative attitudes, intellectual dogmatism, and even physical intimidation on our campuses. Faculty members are challenged for addressing topics such as gender, religion, and evolution. Students feel themselves attacked for their world views or religious beliefs. Polarization is becoming more radical than the conventions of rational classroom discussion can handle. Outbursts leave students feeling unsafe and faculty feeling out of control, turning class discussions into emotionally or spiritually destructive experiences instead of the learning experiences they are meant to be. Once rare, these incidents have now become frequent and aggressive enough that they are beginning to erode both academic freedom and student learning.

A recent survey by UAA Psychology Professor Dr. Claudia Lampman revealed that the majority of faculty members have experienced some form of harassment in the classroom, ranging from open displays of disrespect or disdain to stalking and threats. These incidents have a measurably negative effect on faculty performance, productivity, and job satisfaction, particularly among female faculty members. The study showed that 19% of the female faculty felt physically afraid, 29% grew anxious or depressed, and 33% had difficulty sleeping. Fifteen

percent suffered a loss in productivity, 13% admitted to changing an assignment or their teaching style, and 9% dropped a controversial topic altogether. Clearly, faculty members need to understand and deal with this phenomenon more effectively.

These encounters also poison the learning environment for students. On a recent National Survey of Student Engagement (NSSE), UAA ranked well below its peers nationally on educational enrichment measures. Students reported few if any serious conversations with others who have different religious beliefs, political opinions, or personal values, or who come from a different race or ethnicity. More alarmingly, they ranked the university low on encouraging such contacts. APU ranked higher in these categories, but not significantly higher than the mean.

The effects of intellectual aggression can be particularly hard on Alaska Natives, international students, and others who are culturally or personally disinclined to speak out or publicly disagree. Higher education already tends to be a foreign and threatening culture for Alaska Native students, since it is based on a way of knowing so different from their own. The retention and graduation rates for these students are among the lowest of all ethnic groups. When overt aggression and proselytizing are added to the mix, their voices are even less likely to be heard, and they may be even more at risk for academic failure.

❖ *Elaborate on the particular theme or themes that constitute the focus of the Difficult Dialogues project you intend to carry out, indicating their relationship to the particular character of your institution and to the defense of academic freedom on campus.*

**Encountering Controversy.** UAA and APU share significant responsibilities for educating the next generation of Alaskans. Their missions stress developing knowledge for the welfare of society, preparing students for responsible citizenship, developing leadership abilities, and nurturing spiritual and moral values. These missions cannot be accomplished by avoiding

controversy. Controversy will be encountered, whether our faculties or students are prepared or not. This project seeks to protect them from destructive encounters and prepare them for more productive and enriching ones.

**Ways of Knowing.** UAA and APU exemplify a way of knowing based on the western model of exploration through logic and rationalism. However, we also serve as a bridge between cultures. Both universities' missions stress development of intercultural perspectives, respect for diversity, and the inclusion of many voices. Both universities also have special missions to our Alaska Native students and to the living indigenous cultures in our state. This project respects the values and traditions of Alaska Native ways of knowing and resolving conflicts by incorporating those methodologies into its various activities.

**Partnerships.** The partnership between UAA and APU demonstrates how competing groups can pool their talents and work together on projects that strengthen both. This project was developed with full participation from faculty at both institutions and meets complementary aspects of each institution's mission and goals. Both universities also have active partnerships with local and rural school districts that provide networks for further enriching the dialogues.

## **II. The process to date:**

❖ *Narrate how the project has taken shape. Please be as specific as possible. Describe the academic and administrative units and people involved in project development. Please specify the nature of their involvement and whether this has changed at different stages of the process.*

This project grew out of faculty conversations that started at UAA and quickly extended to APU. The catalyst was a Spring 2005 faculty forum in which Professor Lampman presented preliminary findings from her Faculty Survey of Student Harassment. For the first time, the

universities had quantitative evidence of how widespread the breakdown in civil discourse had become and how devastating the effects on faculty could be.

Early “problem identification” discussions led to brainstorming sessions that included faculty from UAA’s English and Communication departments, the Dean of the College of Arts and Sciences, the Director of the Center for Advancing Faculty Excellence (CAFE), the Vice Chancellor for Community Partnerships, and a Campus Life administrator. This group saw the opportunity to achieve real results for our students, faculties, and communities, and began to envision a model program that other universities could use as well. APU was invited to join the group and create a partnership that would benefit both campuses. This larger group developed and submitted a successful pre-proposal to the Ford Foundation.

The brainstorming group became a project design team when it re-convened in August. New faculty members from both campuses joined the team, adding perspectives from the physical sciences (Geology), social sciences (Psychology), Philosophy, and Humanities. APU’s chaplain, an ordained minister, was also a member.

The team wrestled with a number of philosophical issues concerning polarization and fundamentalism. We recognized that our academic world has its own way of knowing and its own non-negotiable core values such as rationalism, scientific method, critical thinking, and open dialogue. Any proposal to teach the tools of rational discourse assumes a priori that rational discourse is a value to be prized above others. After much lively discussion, the team decided this was unavoidable. The university can’t be value-less; there is no such thing as value-less discourse. One of the goals of a university is to teach students to hold paradoxical positions in tension in their own minds. These discussions demonstrated how tricky that can be.

Every member of the project team agreed to serve on a steering committee to oversee project implementation (see section III below). The committee is supported by staff from UAA's Office of Community Partnerships.

❖ *If your proposal builds on previous efforts, please describe these efforts and the relationship between this project and the previous work.*

The **faculty cohort strategy** (described in Activity 1 below) is modeled on UAA's successful annual Faculty Technology Fellows program in which a cohort of faculty are competitively selected for intensive summer training and year-long participation. Instead of setting mandates, the program has spread and nurtured a faculty culture of discovery and exploration across all disciplines. Expertise "next door" from a well-known colleague has proven far more valuable than technology gurus in a distant computer lab. Student enthusiasm for new teaching strategies spurs other faculty to seek advice and support from their peers in the program, thereby spreading the culture even further.

The **Book of the Semester strategy** (described in Activity 2 below) builds on APU's successful model of holding multiple activities and discussions around common readings. In the Fall 2005 semester, the Common Readings Project highlighted the theme of *sustainability* with readings from *Walden*, *Ishmael*, and *Sand County Almanac*. Faculty and staff volunteers developed discussion guidelines, and incoming students were asked to read the books before arriving on campus. Participation was high, and the response was overwhelmingly positive. Students organized their own "book walks," and brown-bag discussions continue throughout the semester. Related projects have spun off from the original discussion groups.

The entire project builds on existing institutional strengths and initiatives, including:

**Faculty Development Programs.** UAA's Center for Advancing Faculty Excellence (CAFE) regularly conducts faculty development workshops and forums and is an obvious resource for coordinating many of this project's activities. One of CAFE's programs this year involves a series of workshops promoting debate as a tool for encountering controversy. This effort includes an intramural debate tournament and classroom debates staged by UAA's internationally award-winning Speech and Debate Team. These activities will provide a model for extending a single discourse strategy over a variety of events. APU will extend difficult dialogue training to its entire faculty via semi-annual workshops and training retreats.

**Student Leadership Programs.** Both universities have programs that actively involve students in addressing issues, planning forums and events, and leading peer discussions. Student energy and involvement will fuel many Book of the Semester activities.

**Town Square Events.** In partnership with the national *The People Speak* project, CAFE also sponsors public debates and faculty forums on controversial public policy issues. These events feature the Speech and Debate team, faculty respondent panels, and facilitated public discussions on such topics as U.S. Policy in Iraq, the Patriot Act, the Effects of 9/11 on Foreign Nationals, and U.S. Energy Policy. They have been extremely popular with faculty, students, and community members, and will be expanded upon for this project.

**Alaska Native Ways of Knowing.** Both universities have offered classes or seminars that deeply explore Alaska Native ways of knowing. Courses in *Elder Ways of Knowing*, *The Intersection of Western and Native Alaskan Cultures*, and *Alaska Native Perspectives on Western Science and Environmentalism* offer broad perspectives on cross-cultural communication and relationships, on the use of indigenous worldviews for problem-solving and conflict mediation, and on the importance of cultural diversity in addressing social and environmental issues. Course

presenters will be invited to participate in the Summer Institute, Book of the Semester discussions, and other project events.

**Alaska Native Oratory Society (AkNOS).** This UAA program provides a training opportunity for future Alaska Native leaders and a public forum for the discussion of Alaska Native issues. Annual competitions in oratory, declamation, story-telling, and Native languages engage Alaska Native youth in public speaking and help strengthen the oral traditions that are a strong force in Native cultures. During the project year, AkNOS participants will be encouraged to focus their presentations on traditional approaches to conflict resolution.

**Council on Alaska Native Student Success.** Parallel to this project, this recently-appointed council of UAA and community leaders will support shared activities that promote indigenous worldviews and values, deepen non-Native understanding of Alaska Native cultures, and create a sense of community for Alaska Native students.

**Resource Solutions.** This UAA team of professional facilitators, consultants, and researchers provides training and services in conflict management, consensus building, and problem solving. Their workshops cover skills such as facilitation, cross-cultural communication, collaborative problem-solving, and compassionate listening. Their expertise provides an excellent resource for the design of the Encountering Controversy curriculum.

**III. The process going forward:**

❖ *Where will the primary location of the project be within the institution? Who will be in charge of the project? What units will be involved?*

The project will be jointly managed by Renee Carter-Chapman, Vice Chancellor for Community Partnerships at UAA, and Marilyn Barry, Academic Dean at APU. Grant

administration will be housed within UAA's Office of Community Partnerships and directly supervised by Carter-Chapman in the interests of the partnership.

A steering committee has agreed to jointly coordinate all activities. Its members include:

- Lauren Bruce -- Associate Professor, Communication; Director, Center for Advancing Faculty Excellence; member, Council on Alaska Native Student Success (UAA)
- Ellen Cole -- Professor, Psychology (APU)
- Mark Faller -- Associate Professor, Philosophy; Director, Early Honors program (APU)
- Steven Johnson -- Associate Professor, Communication (UAA)
- Patricia Heiser -- Assistant Professor, Geology (UAA)
- Greg Kimura -- Assistant Professor, Humanities; Chair of Liberal Studies; University Chaplain (APU)
- Kerri Morris -- Associate Professor, English; President-Elect, Faculty Senate (UAA)
- Libby Roderick -- Program Manager, Center for Advancing Faculty Excellence (UAA)
- Brian Toberman -- Director of Student Leadership and Ethical Development (UAA)

**IV. Identify the goals and specific objectives of the project:**

❖ *Describe the expected changes in the institution, its culture, curriculum, or programs, as a consequence of the project and potential follow-up after completion.*

The overall goal of this project is to improve the learning climates on both campuses, making them more inclusive of minority ways of knowing and safer places for learning and the free exchange of ideas. Through the proposed activities, faculty participants will become more effective at leading discussions on controversial topics and better able to protect themselves and their students from verbal attack. As we practice civil discourse together around a common theme, we expect to strengthen the partnership between our campuses and to expose more of our

students, faculty, and staff to points of view, ways of knowing, and communication styles different from their own. Ultimately, we expect the polarization of radical positions on our campuses to be reduced. We expect to see a greater understanding of and respect for the religious and cultural complexity of our community, a greater willingness to engage in open discussions without attacking, and more meetings in the gray areas between absolute positions.

A secondary goal is to develop, test, evaluate, and document for national distribution a model program that can be institutionalized on our own campuses and duplicated on others. We intend to build on this project's successes with additional workshops and events in subsequent years to engage more faculty and students in strategies of discourse. We expect to extend the Book of the Semester model into future community-wide discussions, and to invite the Anchorage School District and other community organizations to join us in future partnerships. By creating a handbook of best practices, we will have an accessible resource to distribute to our faculties, and a natural topic to include in faculty orientation and development programs.

We further expect the model to be transferable to other institutions. UAA and APU are obviously not the only campuses to experience this phenomenon. But we are in a unique position to model a partnership between public and private universities and to incorporate values and strategies from indigenous traditions and ways of knowing that offer more options for out-of-the-box thinking on civil discourse. The very concept of polarization suggests a clash of only two ways of knowing. This project will introduce several others.

❖ *Indicate the specific objectives to be attained during the duration of the project.*

The project will accomplish our goals by bringing participants together to discuss, explore, and learn from a variety of worldviews. Activities will 1) expose significant numbers of faculty, students, and community members to effective strategies for engaging in civil discourse on

controversial topics; 2) develop in them a greater understanding of the principles, protections, and limits of academic freedom; and 3) provide safe opportunities for civil exchanges on controversial topics. Specific goals and objectives include:

**Goal 1: To prepare faculty and staff to encounter controversy more effectively.**

Objectives: 1) Develop a curriculum of discourse strategies and ground rules that will help faculty and staff direct vigorous yet respectful discussions on controversial topics; 2) Develop a trained cadre of faculty and professional staff with expertise in multiple styles of encountering and engaging in controversy; 3) Develop students' awareness of their own cultural perspectives, ability to respectfully articulate their attitudes, and sensitivity to the need for civil discourse.

**Goal 2: To engage a broad base of faculty, staff, students, and community members in coordinated explorations around a common controversy or theme.**

Objectives: 1) Provide multiple refereed opportunities for faculty, students, and community members to practice civil discourse; 2) Apply multiple encounter styles and ways of knowing to polarizing topics.

**Goal 3: To contribute to the national conversation on improving civil discourse.**

Objective: Document models of civil discourse and exploration that can be used as a resource by other faculty, staff, and universities.

❖ *Who are the direct and indirect beneficiaries of the project's activities?*

The direct beneficiaries will be the faculty and staff members who participate in the training cohort, the volunteers who lead discussions and plan events around our common theme, and the students they encounter in their classrooms, discussion groups, and other events. Since many events will be open to the public, beneficiaries may include any of the approximately 1,300

faculty and 20,000 students that UAA and APU serves, along with community members from throughout Alaska's south-central region. As the campus climate becomes more welcoming of diversity, minority student retention and graduation rates may improve, benefiting not only those individuals but their families and communities as well.

The project indirectly benefits the quality of public discourse throughout the state. Citizens, businesses, governing bodies, and community organizations statewide may all benefit from the increased abilities of graduates from both universities to engage in Alaska's many "difficult dialogues" with greater skill and effectiveness.

❖ *Elaborate on the broader impact expected from the project beyond the institution.*

Over 60% of Alaska's population lives within our service area, making UAA's and APU's roles as "public squares" particularly important to the state. We expect this project to have a broad impact on Alaska's Native and minority communities throughout the state. Alaska Natives are the largest and fastest-growing minority; UAA and APU together enroll over 1,600 Alaska Native students. In addition, this project will create a model for other universities, especially those with indigenous student populations or students from strong non-Western traditions.

**V. Carefully describe the activities to be carried out within the project:**

❖ *Enumerate and describe the activities to be undertaken and provide a timeline. For each activity indicate: A) How it furthers the project's objectives; B) Who will be involved, the nature of their involvement and their expected contribution; C) The expected results and how you intend to measure success in achieving those results.*

**ACTIVITY 1: ENCOUNTERING CONTROVERSY**

Activity 1 will develop a curriculum of effective strategies for engaging in civil discourse based in multiple styles of encountering controversy. It will train a cohort of 24 selected faculty

and staff who will then apply the strategies in classroom and group discussions, documenting and evaluating them as they go. We expect the cohort to develop a greater understanding of the principles, protections, and limits of civil discourse and academic freedom, to articulate that understanding, and to begin mentoring other faculty, thereby enlarging the circle of expertise.

**January – May 2006: Cohort Development and Summer Institute.** Two week-long intensive summer institutes will be convened in May 2006 to develop a multi-disciplinary and diverse cohort of faculty and staff members with expertise in discourse strategies and cross-cultural ways of knowing. A Faculty Associate with expertise in communication will be appointed in January 2006 to identify and work with a team to develop the institute curriculum, enlist guest speakers from the community, coordinate the participant selection process, and develop assessment instruments. The institute will include techniques for creating inclusive classrooms and discussions, with up to 5 strategies covered in depth, including talking circles, cross-cultural practices for conflict resolution, active and compassionate listening, debate, and story-telling/narrative. Attendees will be selected on a competitive basis and will be paid stipends to attend the institute, practice the strategies throughout the following academic year, mentor other faculty, and document best practices.

**September 2006 – May 2007: Academic Year Practice.** Cohort members will put the strategies into practice in classrooms, discussion groups, and co-curricular events throughout the academic year, collecting student evaluations at the end of each course or related event. In January 2007, the cohort will hold a retreat to share its experiences with other faculty and staff. Cohort members will also conduct at least one faculty workshop or participate in at least one campus or community event that models the techniques or reinforces the themes of this project.

**May -- December 2007: Followup.** The cohort will reconvene in May 2007 to collectively assess outcomes and begin documenting best practices. A Handbook of Best Practices will be developed (see Activity 3 below) to share with faculty on our own and other university campuses. Cohort members will be primary contributors to this publication.

**Expected Results and Measures of Success:** By the end of this activity, we expect to have

- 1) A faculty/staff development model and curriculum that can be replicated on our campuses and at other institutions;
- 2) A core group of 24 faculty and staff with extensive training and practice in effective strategies for facilitating difficult conversations, who will continue to practice these strategies, share their results, and mentor their colleagues in future years;
- 3) An evaluation instrument that measures student response to multiple discourse strategies, faculty assessments of those strategies, and any differences between the two; and
- 4) Evidence from course evaluations and surveys that at least 500 students have incorporated new discourse skills or developed new respect or tolerance for controversial issues.

We will measure success by following cohort participants through all phases of the project. A survey instrument will be administered to cohort participants before and after the institute, and again after each semester in the academic year, to measure participation, satisfaction, and efficacy of the strategies and techniques presented in the summer institute. Student response will be measured by adding specific questions to routine course evaluations and through evaluation instruments developed by the cohort, steering committee, and Faculty Associate for Evaluation (see Activity 3 below). Control groups will be identified and tested for differences in response. The steering committee, cohort, and Faculty Associates will together analyze results for lessons to apply to future summer institutes and faculty/staff development workshops.

## **ACTIVITY 2: PRACTICING CIVIL DISCOURSE**

Activity 2 will provide multiple opportunities for faculty, staff, students, and community members to practice civil discourse and apply multiple approaches to addressing controversial topics in coordinated and guided explorations around a common theme.

**January – August 2006: Planning.** Between January and May 2006, the steering committee will make Book of the Semester selections for Fall 2006 and Spring 2007. The books will be selected for the polarizing issues they confront and for their quality as works of literature rich in potential for multiple interpretations. Copies will be purchased for libraries, residence halls, and other gathering places, and for inclusion in the Summer Institute materials (see Activity 1). The steering committee will plan events and publicity for the upcoming year and pursue additional funding to bring the books' authors to our campuses for one or more events. Beginning in April, an internal publicity campaign will announce the book selections, explain the goals of the project, promote opportunities for involvement, and call for faculty and student leaders to teach the book and lead discussion groups. In August, orientation sessions will be held for participating faculty and discussion group leaders.

**September 2006—May 2007: Book of the Semester and Related Events.** The first Book of the Semester will be launched in September 2006; the second will follow in January 2007. Cohort members will be expected to teach the books (or excerpts) in at least one class section each semester or develop a public event based on the books or the topics they inspire. The Anchorage School District will be invited to join the Book activities, involving high school juniors and seniors in conversations similar to those on the university campuses. Several events each semester will be open to the public, and at least one will specifically honor Alaska Native

discourse traditions. Ongoing Book conversations will be available online through UAA's award-winning website LitSite Alaska.

Grant funding will be used to purchase the books. Other activity costs will be absorbed as in-kind contributions from the universities or funded from other external sources. Convocation speakers will address the roles and requirements of civil discourse and academic freedom. Arts programs and performances will focus on controversial issues and difficult dialogues. Student leaders will hold discussion groups and residence hall programs. Community leaders and national guest speakers will be invited to offer public lectures and workshops. Community forums will include Alaska Native groups, organizations dedicated to multicultural conflict resolution, and groups representing multiples sides of political, cultural, and religious issues.

**May – December 2007: Evaluation and Institutionalization.** Student and participant evaluations will be compiled and assessed by the faculty cohort and the steering committee, who will then decide how to improve and institutionalize the program for subsequent years.

**Expected Results and Measures of Success.** By the end of this activity we expect to see 1) At least 500 students exposed to the concepts of civil discourse and academic freedom and to one or more forms of encountering controversy; 2) Multiple strategies for civil discourse and conflict resolution implemented and assessed, with the most promising adopted for future use; and 3) A platform created for future community-wide discussions around a theme or a book.

We will measure success by participation rates and participant responses to Book of the Semester and other related events. Evaluation forms will include questions about attitude change and responses to the dialogic processes. A random selection of participants will be invited to focus groups convened by faculty and student leaders. An attitude survey will be developed and

administered to participants before and after selected activities and to control groups of non-participants.

### **ACTIVITY 3: DOCUMENTING BEST PRACTICES**

Activity 3 will document the best practices of this project, compiling curricula, case studies, classroom examples, public event records, evaluations, and other materials into a handbook for future faculty and staff development activities.

**January – August 2006: Outlining.** In planning the summer institute, Book of the Semester, and other events, the steering committee and Faculty Associate for Curriculum will also develop an outline of the issues, strategies, and practices involved in this project and create a list of resources and materials. Content experts will be identified from the community and from our own faculties. A Faculty Associate for Evaluation will be appointed to develop attitude surveys and evaluation strategies and instruments for all activities in this project.

**September 2006 – May 2007: Drafting.** During the academic year, cohort members will create additional materials as they test the techniques and gather student/participant evaluations of classroom strategies and special events. Cohort members and discussion group leaders will document successes and failures in applying various techniques to controversial topics. In April, the steering committee will call for submissions from faculty, staff, and students and begin compiling materials into categories for inclusion in a Handbook of Best Practices.

**May – December 2007: Handbook of Best Practices.** The cohort will be re-convened in May 2007 for an Evaluation Retreat where members will share experiences, evaluations, and assessments, and analyze successful and unsuccessful strategies. The steering committee will act as an editorial board to produce a Handbook of Best Practices from these discussions and the materials compiled over the course of the project. The Handbook will contain the model

faculty/staff development curriculum, a bibliography, case studies, classroom curricula, lessons from public events, guidelines for encountering controversy, language to include in syllabi, and related suggestions.

**Expected Results and Measures of Success.** We expect the Handbook to be a useful tool for all university faculty and staff, offering proven strategies and practical advice adaptable to multiple topics and constituencies. We will distribute it to the full faculties of both institutions, and use it as a resource in New Faculty Orientations and future faculty/staff development workshops. We will also produce 189 copies for national distribution: five for the Ford Foundation, 24 for other recipients of “Difficult Dialogue” grants, 40 for universities with large indigenous student populations, 80 for the *Colleges with a Conscience* identified by the Princeton Review, and 40 for UAA- and APU-identified peer institutions throughout the country. An on-line version will be placed on the UAA and APU websites. The Ford Foundation is free to distribute the Handbook as needed.

Within the grant period we will measure success by producing and distributing the Handbook. In subsequent years, we will solicit comments from our own and other university faculty and staff as they put it to use. The ultimate measure of success will be if the Handbook becomes a fundamental and living resource for successfully engaging controversy in academia.

**VI. Institutional Support:**

❖ *Describe the institutional support, including in-kind contributions, committed to implementation of all activities in the project, as well as any expected contributions from donors or the broader community.*

Vice Chancellor Carter-Chapman and Dean Barry will direct project activities as part of their regular workloads. Steering committee members will act as in-kind consultants, assisting in

activity management and assessment at institutional expense. Other in-kind contributions include facilities and hospitality for the summer institute, public events, workshops, and retreats; publicity for Book of the Semester, discussion groups, and other special events; editorial, design, and production services for the Handbook; and staff support.

In addition, the universities will actively seek supplemental institutional and external funding to support public events and related activities. Potential funding sources include UAA's Planning and Budget Advisory Council, the Bartlett Lecture Series, British Petroleum's Sharing Scholarship Fund, the Alaska Humanities Forum, and the Rasmuson Foundation.

### **VII. Evaluation**

❖ *Describe the criteria and procedures through which the institution will evaluate the overall results of the project.*

The project directors will engage a Faculty Associate for Evaluation and UAA's Institutional Research office to assist in project evaluation. Overall results will indicate to what extent the project raised the level of discourse on our campuses, increased the expertise and skill of our cohort members, increased opportunities for the free exchange of ideas, and made our campuses more inclusive of minority voices and safer places for learning.

To measure the effects on our campus climates, the universities will use educational enrichment scores from the National Survey of Student Engagement (NSSE), campus climate/campus life scores from the Noel Levitz Student Satisfaction Survey, and relevant measures from the Faculty Survey of Student Engagement (FSSE) and Noel Levitz Institutional Priorities Survey for Faculty and Staff. These surveys rate institutions on questions pertaining to freedom of expression, commitment to racial harmony, encouragement of open dialogues, and the degree to which people from different cultures and with different viewpoints are treated with

respect. UAA and APU both have benchmark NSSE and Noel Levitz scores from previous years, and UAA will create a benchmark with its first administration of the FSSE this year. These surveys will be repeated in 2007 and beyond. Higher scores on selected questions will be one indicator of the project's overall success.

Quantitative measures will also include the number of events produced and the level of student and community participation. Qualitative measures will include faculty, staff, and student assessments of the various strategies and events. Results will also include the levels of institutional and outside support this project garners for continuing the activities and events in future years, and the sustainable partnerships developed between the campuses and community leaders and organizations. Lampman's Faculty Survey of Student Harassment will be re-administered in future years as well.

Ultimately, the project will be a success if our faculty and staff are better equipped to deal with controversial issues, if minority voices are strengthened, if the partnership between UAA, APU and our communities is enhanced, and if the best practices articulated in the Handbook are adopted within our own and other academic communities. Some of these results will take years to fully realize, but this project will be a success if takes us closer to achieving any of these goals. For the sake of our faculties, our students, our communities, and our world, higher education can and must improve our abilities to encounter controversy with skill and grace. This project will help us do that.

### **VIII. Budget**

❖ *Prepare a budget request to the Foundation of up to \$100,000. For each category please provide both a breakdown of costs and a subtotal.*

Please see attached Excel spread sheet for our budget request.

<b>Activities</b>	<b>Salaries and Benefits</b>	<b>Honoraria and Consultants</b>	<b>Travel and Meetings</b>	<b>Office equipment and Supplies</b>	<b>Communications</b>	<b>Indirect Costs</b>	<b>Other</b>	<b>Total Grant Funded</b>
<b><u>Activity 1: Encountering Controversy</u></b>								
<b>Faculty Associate for Curriculum &amp; Institute Development</b> (20% of academic workload + benefits)	7,500							
<b>Cohort Development/Summer Institute</b> (24 faculty at \$1,000 each plus 38.5% benefits)	33,200							
<b>Community Presenters</b> (10 speakers at \$300 each)		3,000						
<b>Books and materials</b> (24 faculty cohort members at \$150 each)				3,600				
<b>Subtotal</b>	<b>40,700</b>	<b>3,000</b>	<b>0</b>	<b>3,600</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47,300</b>
<b><u>Activity 2: Practicing Civil Discourse</u></b>								
<b>Books of the Semester</b> (480 books at \$10 each for distribution to UAA, APU, high schools, and community libraries)							4,800	
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,800</b>	<b>4,800</b>
<b><u>Activity 3: Documenting Best Practices</u></b>								
<b>Faculty Associate for Evaluation &amp; Outcomes Assessment</b> (20% of academic workload + benefits)	7,500							
<b>Evaluation Retreat</b> (24 faculty at \$600 each plus 38.5% benefits)	19,915							
<b>Evaluation materials</b> (printing, mailing, on-line dissemination of various instruments)					2,200			
<b>Handbook of Best Practices</b> (partial funding to print and distribute 2,000)							8,285	
<b>Subtotal</b>	<b>27,415</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,200</b>	<b>0</b>	<b>8,285</b>	<b>37,900</b>
<b><u>Indirect Cost Recovery</u></b>								
Mandated at 10%						10,000		
<b>Subtotal</b>						<b>10,000</b>		<b>10,000</b>
<b>Total Project*</b>	<b>68,115</b>	<b>3,000</b>	<b>0</b>	<b>3,600</b>	<b>2,200</b>	<b>10,000</b>	<b>13,085</b>	<b>100,000</b>
* Note: Additional costs to be absorbed as in-kind contributions include events and forums, facilities, publicity, production and distribution of Handbook, grant administration, and staff support.								

## **Renee Carter-Chapman**

### **Resume**

#### **Education**

University of Michigan, Ann Arbor, Doctoral Candidate- Detached Study, 1977-1978  
University of Michigan, Ann Arbor, Master of Arts magna cum laude (Cultural Anthropology), 1977  
University of Alaska Anchorage, Bachelor of Arts cum laude (Anthropology/ Sociology), 1975  
Northeastern University, Boston, General Studies, 1970-1971

#### **Experience**

*March 2005- Current*

##### **Vice Chancellor/ Office of Community Partnerships University of Alaska Anchorage**

Cabinet-level position responsible for general oversight, operational guidance and high-level coordination of UAA's community partnership, workforce development, service learning, and continuing education efforts. Serves as the Chancellor's primary advisor on all community partnership and community campus issues. Operational oversight and coordination for Kenai Peninsula College, Kodiak College, Matanuska-Susitna College, and Prince William Sound Community College. Works collaboratively across schools and colleges to promote community engagement and engaged learning.

*July 1999- March 2005*

##### **Vice Provost/ Office of Academic Affairs University of Alaska Anchorage**

Responsible for planning, management and evaluation of student support services including the Academic Center for Excellence (Advising and Counseling, Native Student Services, AHAINA-African American, Hispanic, Asian, International and Native Student Programs), Undergraduate Research and Scholarship, the University Honors Program, Office of Summer Sessions, Center for Community Engagement and Learning, Center for Advancing Faculty Excellence, and the Faculty Fellows program. Responsible for grants and contracts administration and evaluation. Responsible for a division budget of approximately \$7.2 million.

*January 1992- July 1998*

##### **Associate Vice Chancellor, Dean/ Community and Technical College (College of Community and Continuing Education, 1992- 1996) University of Alaska Anchorage**

Responsible for overall college planning, management, and evaluation for fifteen instructional divisions: Aviation, Applied Technology, Health and Safety, Culinary Arts and Hospitality, Outdoor and Physical Education, Preparatory Studies, Statewide Education Services for the Military, the Eagle River-Chugiak Campus, Community and Continuing Education, Mining and Petroleum Training Services, the North Pacific Fisheries Observer Training Center, Summer Sessions, Distance Education, Business and Learning Resource Center and the Wendy Williamson Auditorium. Responsible for grant and contract acquisition, management and evaluation. Responsible for a budget of approximately \$15 million, 50% secured from external funding, tuition, and fees.

Curriculum Vitae  
**MARILYN ROSE BARRY**

**EDUCATION**

<b>Doctor of Arts</b> 1979 (1973-1977)	<b>University of Oregon, Eugene</b> Old and Middle English and Linguistics University of Illinois, Champaign-Urbana
<b>Master of Arts</b> 1965	<b>Mills College, Oakland, California</b> English and American Literature
<b>Bachelor of Arts</b> 1964 (1962-1963) (1960-1962)	<b>San Diego State College, San Diego, California</b> Magna cum Laude, with Distinction in English Mary Washington College of the University of Virginia, Fredericksburg Mills College, Oakland, California

**ADMINISTRATIVE EXPERIENCE**

2003-present	<b>Alaska Pacific University, Academic Dean</b>
2000-2003	Alaska Pacific University, Chair, Liberal Studies Department
1994-2003	Director of Writing
1985-1987	California State University Stanislaus Coordinator of Graduate Studies in English

**TEACHING and ACADEMIC WORK EXPERIENCE**

1993-present	<b>Alaska Pacific University</b> Professor (2001-present) Associate Professor (1997-2001); Assistant Professor (1994-97); Adjunct (1993)
1987-1994	<b>Central Washington University, Ellensburg</b> Extended University Programs in Ellensburg and Wenatchee
1989-1994	<b>Wenatchee Valley College, Wenatchee, WA</b>
1978-1987	<b>California State University, Stanislaus, Turlock, CA</b> Instructor in English (1978-87);
1967-1969	<b>Chico State College, Chico, California</b> Instructor in English

**SERVICE: University Community**

**Alaska Pacific University**

2003-present	Founding member of Alaska Women in Higher Education and The South Central Alaska Women in Higher Education Caucus
1997-2003	Faculty Review Committee, Chair, 1998-99
1999-2000	Chair, Faculty Assembly
1998	Wrote Liberal Studies Majors Handbook

**California State University, Stanislaus**

1985-1986	University Lecturers' Representative to Statewide California Faculty Association Bargaining Council in Los Angeles
1985-86	Chair, California State University Statewide Bargaining Council

**PUBLICATIONS, SCHOLARLY, AND CREATIVE ACTIVITIES**

List available upon request.