



UNIVERSITY of ALASKA ANCHORAGE

Office of Academic Affairs
Institutional Effectiveness, Engagement & Academic Support

May 28, 2008

Gregory Anderson
Program Officer for Higher Education Policy
The Ford Foundation
320 East 43rd Street
New York, NY 10017

Dear Mr. Anderson,

We are pleased to submit the attached proposal for a continuation project under the Ford Foundation's *Difficult Dialogues* initiative.

Grant amount requested: \$100,000
Proposed term of the grant: Two years
Proposed start and end dates: August 15, 2008 to August 14, 2010

Our original *Difficult Dialogues* project was the result of a groundbreaking partnership between Southcentral Alaska's two major universities: the University of Alaska Anchorage (UAA) and Alaska Pacific University (APU). The proposed continuation project further strengthens our partnership, builds on the success we've already achieved, and capitalizes on a unique moment in time when we have the potential for real dialogue between our two universities and the broader Alaska Native community.

Specifically, the proposed project will extend our original *Difficult Dialogues* faculty development strategy to a broader base of our faculties at large, while developing a new faculty intensive curriculum that explores Alaska Native ways of teaching and learning and introduces faculty to key difficult dialogues with respect to Alaska Native communities and cultures. We will offer this training to a select cohort of our most committed faculty leaders from the original project, and incorporate a variety of relational learning techniques into the curriculum via the classes they teach.

We fully endorse the attached proposal and will support its activities and its goals at the highest levels.

Sincerely,

Fran Ulmer, Chancellor
University of Alaska Anchorage

Dr. Douglas North, President
Alaska Pacific University

Ford Foundation: *Difficult Dialogues Initiative*

UAA/APU Continuation Project

Proposal Narrative

PREVIOUS PROJECT: DESCRIPTION AND RESULTS ACHIEVED

Our original *Difficult Dialogues* project (initially called “Encountering Controversy” and later revised to “Engaging Controversy”), was the result of a groundbreaking partnership between Alaska Pacific University (APU) and the University of Alaska Anchorage (UAA). Our three-part strategy included 1) developing Faculty Fellowship and Faculty Intensive models and using them to train a cohort of faculty in techniques for engaging controversial topics and creating inclusive classrooms; 2) experimenting with these techniques in our classrooms and through community events; and 3) reflecting on our models, experiences, and best practices in a handbook for local and national distribution.

1) Faculty Development: the Faculty Fellowship and Faculty Intensive models.

In order to promote a high level of engaged participation, we developed a **Faculty Fellowship** program that included a selective application process, diversity of cultures and disciplines, clear expectations for individual and group achievement, and appropriate rewards in the form of stipends to acknowledge the extra effort involved in meeting those expectations. We also developed a **week-long Faculty Intensive curriculum** of basic but effective strategies for engaging in civil discourse based on multiple ways of knowing. The curriculum is broad rather than deep and functions much like an introductory survey course, linking difficult dialogues in race, gender, class, culture, science, religion, politics and social justice with strategies and techniques for engaging in productive discussion.

We have presented this curriculum a total of four times now to four cohorts of Faculty Fellows: twice in 2006 (supported by our original *Difficult Dialogues* grant), and again in 2007 and 2008 (supported entirely by institutional funds). As a result, we now have nearly 60 faculty members between our two universities who have participated in the training, and nearly 45 who have completed at least one year of experimentation and reflection.

The fourth cohort of 15 faculty participants went through the intensive in May 2008, and will be expected to experiment, reflect, and share their experiences during the 2008-09 academic year.

2) Development of the Book of the Year program.

In addition to a variety of individual events (film screenings, faculty-student forums, and facilitated discussions), the major accomplishment of our second activity was development of a joint Books of the Year program to serve as a shared platform for discussion between our two universities. Faculty committees have served as nominating and recommending bodies, Faculty Associates have developed readers' guides and presented workshops on integrating the books and their themes into classrooms across disciplines and academic levels, and both universities have supported these activities with supplemental funding. We ran successful Book of the Year programs in 2006-07 (using *The Spirit Catches You and You Fall Down* and *The Tortilla Curtain* to explore themes of immigration and culture clash) and 2007-08 (using *The Handmaid's Tale* and *The Swallows of Kabul* to explore themes of politics and religious extremism). This effort was supported in large part by our *Difficult Dialogues* grant and supplemented by other institutional funding.

For the upcoming 2008-09 year, we have chosen a theme of "Alaska's Native Peoples: A Call to Understanding." We have selected two books by Alaska Native writers (*Growing Up Native in Alaska* and *Yuuyaraq: The Way of the Human Being*) and developed a companion volume of readings (*Do Alaska Natives Get Free Health Care? And Other Frequently Asked Questions About Alaska Native Issues and Cultures*). The companion volume was created by a coalition of volunteers from the Alaska Native community and our own faculties who wrote the text and compiled the readings. It was edited by Libby Roderick, who chaired our original project's curriculum design team and served as facilitator of the first four faculty intensives. It was produced at institutional expense, with supplementary funding from the Alaska Humanities Forum and UAA administration to cover design and printing costs.

3) Creating a handbook of our experiences and best practices.

The final product of our project was the handbook we created to share our models and experiences with our faculties at large and with other higher education audiences. Titled *Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education*, the handbook is organized roughly along the lines of our faculty intensives, with the first five chapters following the five-day intensive curriculum, introducing some of the themes we have explored and techniques we have found useful. The handbook also contains case studies, essays, and reflections

from 36 contributors who have been involved with the project in its first two years, including steering committee members, faculty intensive designers and presenters, and Faculty Fellows.

Hard copies of the handbook are being distributed to the entire faculties of both partner universities during the summer of 2008. We will also send copies to the 25 other colleges and universities who were part of the *Difficult Dialogues* initiative, and selected peer universities, educational leaders, and constituents. Additional copies have been set aside for our faculties and administrators to take with them when they attend conferences and other educational events that could link with the concerns of the *Difficult Dialogues* initiative. The entire handbook will also be available on-line, along with additional case studies, essays, and reflections from faculty participants in our third and fourth cohorts. Other universities, organizations, or individuals who are interested in studying, adapting, or implementing our *Difficult Dialogues* faculty development models will have free access to these materials.

Overall Results. Although each of the three major components has been successful in its own right, this project has been far more than a sum of its parts for both our universities. We have developed a shared language, a shared culture, and a shared awareness among a growing number of people (including faculty, staff, students, administrators, and our families and friends) about something called “difficult dialogues.” Our partnerships have been strengthened. We’re a little less isolated now, and a little more skilled. And we have reached a point we like to call “the beginning of the possibility of real dialogue” between our two universities and the broader Alaska Native community, which we hope to realize in the coming months and years. As we said in our handbook, we are ready to at least start this conversation now, and with the lessons learned over the past two years, we hope we are ready to move it to a deeper level of dialogue, understanding, and action.

CONTINUATION PROJECT DESCRIPTION

Our proposed continuation project will build on the broad success of our original project while taking advantage of this unique moment in time to deepen our focus on a subset of difficult dialogues related to Alaska Native issues and constituencies. Many of the original project leaders will continue their deep involvement with the initiative, including most notably Marilyn Barry and Renee Carter-Chapman (who will continue their partnership as co-PI’s on behalf of our two universities), Libby Roderick (who will serve as Project Manager and Facilitator for the

new focus on Alaska Native concerns), and Claudia Lampman (who will serve once again as Assessment Coordinator). Renee Carter-Chapman will continue to serve as the primary contact for the project, administering grant funds and serving as liaison for narrative and financial reports to the Ford Foundation.

In the first year (August 2008 to May 2009), we will develop study groups, workshops, and other learning communities around the *Start Talking* handbook, opening the doors to greater involvement from the faculty at large in the introductory *Difficult Dialogues* curriculum. We will also develop a new faculty intensive curriculum that focuses specifically on Alaska Native issues and constituencies. This new training will be offered in May 2009 to selected members of our first four *Difficult Dialogues* cohorts, deepening the skills of earlier faculty participants and creating a “second tier” of more advanced practitioners. We will select and convene this second-tier cohort during the fall of 2008, so they can begin to plan their courses and projects for the following year, working with our Assessment Coordinator to identify desired student learning outcomes and develop customized assessment plans.

During the second year (August 2009 to May 2010), these second-tier participants will develop and implement curricula and teaching units that reflect Alaska Native or other relational ways of teaching and/or engage in difficult dialogues related to Native issues. They will also engage in qualitative assessments of these teaching strategies, observing other colleagues’ classroom experiences and participating in interviews, focus groups, and/or peer-to-peer evaluations. At the end of the project (May 2010 to August 2010), a selection of these teaching modules, classroom assessments, and reflections will be posted online for other faculty members to access.

Project activities will also be closely linked to our 2008-09 Books of the Year efforts, which will be funded separately by our two universities. We expect these book discussions to raise issues that are particularly relevant to our Alaska Native student populations and to surface many areas of misunderstanding that may motivate our faculties to want to learn more about Native cultures, relational teaching strategies, and other concerns. Our curriculum design team will keep close tabs on these discussions and incorporate frequently surfaced concerns into the second-tier intensive so that our advanced cohorts can begin to address them during the project’s second year.

PROPOSED ACTIVITIES

Activity 1: Building Community and Sharing Best Practices

Activity 1 will broaden campus-wide involvement in general *Difficult Dialogues* issues and techniques.

- Two Faculty Associates will be appointed from among participants in the first four *Difficult Dialogues* cohorts. They will develop and coordinate workshops, study groups, and learning communities based on our original *Difficult Dialogues* project and using the strategies and techniques illustrated in the *Start Talking* handbook (Fall 08-Spring 09).
- The Faculty Associates will also work with project support staff to select, edit, and post additional faculty reflections, reports, and essays on-line (on the website that houses our *Start Talking* handbook), thereby increasing the materials available for our own faculties and other interested universities, organizations, and individuals to access (Fall 08-Spring 09).

Activity 2: Engaging Difficult Dialogues Related to Alaska Native Issues and Constituencies

Activity 2 will deepen our involvement and expertise in specific issues of importance to our Alaska Native faculty, students, and constituents.

- The Project Manager/Facilitator will work with the Principal Investigators to recruit a “second tier” of Faculty Fellows from among participants in the first four *Difficult Dialogues* cohorts (Fall 08). Participants will be selected based on their demonstrated leadership, motivation, and commitment from their previous involvement. We will convene this group in the Fall of 2008 so they can start planning their 2009-10 classes and projects and work closely with the project Assessment Coordinator to identify specific student learning outcomes they hope to achieve.
- The Project Manager/Facilitator will convene and manage a curriculum design team to prepare a new faculty intensive focused on Alaska Native issues and relational learning strategies (Fall 08-Spring 09). The design team and presenters will include members of the Alaska Native community who are paid for their contributions.
- The Project Manager/Facilitator will present and facilitate the new intensive for the selected cohort (May 09).

- The second-tier Faculty Fellows will develop and implement new classroom curricula or learning modules related to topics or techniques from May 09 intensive and participate in interviews, focus groups, peer-to-peer classroom evaluations, and/or student learning assessments of these projects in their classrooms (Fall 09-Spring 10). Classroom assessments will be individualized and may be linked to similar efforts arising out of the Scholarship of Teaching and Learning movement.
- The Project Manager/Facilitator will facilitate learning communities and study groups among new cohort participants and provide support as needed (Fall 09-Spring 10).
- The Assessment Coordinator will work closely with the second-tier Faculty Fellows over the full two years of the project, reporting on quantitative measures as described below and synthesizing qualitative assessments to produce a final report.

LEVERAGING FUNDS/INSTITUTIONAL MATCHES

Original project: leveraging funds and institutional support. Over the past two years, both universities have embraced the *Difficult Dialogues* initiative and contributed considerable financial support to supplement grant-paid activities. We have also leveraged our involvement by linking *Difficult Dialogues* to several other local grant programs.

Our history of achievements in leveraging includes:

- Together, UAA and APU have funded two additional cohorts of faculty members to participate in our original *Difficult Dialogues* faculty training intensive, effectively doubling the impact of that experience at institutional expense (\$60,000).
- We have institutionalized our Books of the Year program, and created a companion volume for 2008-09 using volunteer efforts, UAA funding (\$10,000), and a supplementary grant from the Alaska Humanities Forum (\$5,000). The emphasis on Alaska Native peoples and issues for 2008-09 grew organically out of our previous *Difficult Dialogues* project and links specifically to the continuation project's emphasis on Alaska Native issues and constituencies.

- In the first year of our original project (2006-07), we were able to bring *Tortilla Curtain* author T.C. Boyle to Anchorage for a public reading and several meetings with faculty and students, using BP Sharing Scholarship funding (\$15,000) and an Alaska Humanities Forum grant (\$5,000).
- In the second year (2007-08), we were able to link our Book of the Year theme (politics and religion) to a major community education project called *Engaging Muslims: Religion, Culture, Politics* sponsored by the Cardinal Newman Chair of Catholic Theology at APU (total project, \$300,000). The project director and the Cardinal Newman Chair were both participants in our third faculty intensive.
- Both universities contributed considerable administrative and staff time to project management and support, including design and facilitation of four intensives, coordination of four groups of Faculty Fellows, promotion of Book of the Year and other community events, and design and editing of the handbook. It would be impossible to provide a direct financial accounting of these contributions, but the project would have had considerably less impact without them.

Looking forward, we expect institutional support to continue as our universities see the enormous successes we've achieved and continue to embrace the gains we've made. We are in the process of distributing our *Start Talking* handbook both locally and nationally this summer, and we are creating a web space to house the on-line version of the handbook and the new essays and reflections our faculty participants are contributing to the continuing conversation, all at institutional expense. We also anticipate institutionalizing the original *Difficult Dialogues* faculty intensive as a permanent every-other-year offering, and we expect the new focused Alaska Native curriculum to be equally successful.

Our Book of the Year program will link with several other unique programs such as UAA's Public Policy Debate series and the Alaska Native Oratory Society (AKNOS). We will offer workshops on teaching the Books of the Year, and we will use Theater of the Oppressed and other strategies to acquaint our previous participants and diversity team members with some of the issues related to Alaska Native cultures and higher education. Throughout the year, our faculties will also be encouraged to participate in panels, forums, theater productions, and other activities on Native issues, all of which will take place at institutional expense.

Continuation Project: Institutional Match. UAA has designated a \$50,100 Strategic Opportunity Fund grant to support 2008-09 Book of the Year activities. The grant includes funding for project coordination, website development, guest speakers, advertising and promotion, and other activities. Most of this amount (\$47,100) will

serve as a formal “match” to this *Difficult Dialogues* continuation project; the website development piece (\$3,000), however, will occur before the *Difficult Dialogues* project begins, and will therefore fall into the category of additional institutional support rather than as part of the formal match.

RESULTS/GOALS WE HOPE TO ACHIEVE

We will continue to build on the overall goals of our original project as expressed in our original October 2005 proposal on pages 9-10 (highlights added to emphasize key words going forward):

*The overall goal of this project is to **improve the learning climate on our 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 members 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 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 area between absolute positions.*

Specific goals for the continuation project (results we hope to achieve) include:

Goal 1: To engage a broad base of faculty members in the *Difficult Dialogues* curriculum, using the *Start Talking* handbook and our own faculty leaders as resources.

Objectives: 1) Further development, strengthening, and community-building of faculty participants from previous *Difficult Dialogue* cohorts; 2) Increased opportunities for the faculty at large to participate in *Difficult Dialogues* workshops, study groups, learning communities, and conversations; 3) Heightened awareness amongst increasing numbers of faculty of *Difficult Dialogues* issues, strategies, and techniques; 4) Institutionalization of the *Start Talking* handbook as a faculty development tool.

Goal 2: To prepare faculty to more effectively engage in difficult dialogues related to Alaska Native issues and constituencies.

Objectives: 1) Heightened awareness amongst faculty of difficult dialogues related to Alaska Native issues and higher education; 2) Improved faculty skills for productively engaging difficult dialogues related to Alaska Native issues in the classroom; 3) Integration of Alaska Native and other relational ways of teaching/best practices into curriculum; 4) Further development of faculty leaders from the first four cohorts; 5) Customized identification and assessment of student learning outcomes related to Alaska Native issues and constituencies.

INDICATORS OF SUCCESS

If our continuation project is successful, we expect to see the following outcomes:

For Activity/Goal 1:

- The faculty development model and basic techniques described in our *Start Talking* handbook will be extended to other settings, as local study groups expand its use and other universities adopt similar strategies.
- Increasing numbers of faculty will engage in faculty development activities and discussions on *Difficult Dialogues* themes and techniques.
- Faculty will feel more comfortable engaging in difficult dialogues as a result of reading the handbook, joining a study group or learning community, or participating in Book of the Year activities.

For Activity/Goal 2:

- We will have created, delivered, and assessed a new faculty intensive curriculum that focuses on Alaska Native and other relational learning methodologies and introduces faculty to key difficult dialogues between higher education and Alaska Native cultures and communities.
- We will have a second tier of *Difficult Dialogues* faculty participants who have experienced the more advanced and focused training, whose leadership has been reinforced, and whose skills have been strengthened.

- Faculty participants who complete the new intensive will be more effective at productively engaging controversial topics, especially with respect to identifying, understanding, and engaging difficult dialogues related to Alaska Native issues and constituencies.
- Classroom evaluations completed by the second tier of faculty participants will demonstrate improved student learning of specific course-based objectives.
- Alaska Native and other relational ways of teaching will be incorporated into an increasing number of classes and faculty practices. Sixteen classroom curricula or learning modules that reflect Native ways of teaching or ways of addressing difficult dialogues related to Native issues will be created, implemented, evaluated and posted online for colleagues to access and learn from.
- *Difficult Dialogues* leaders will develop qualitative assessment approaches similar to those in the national Scholarship of Teaching and Learning movement.

ASSESSMENT PLANS

UAA Psychology Professor Dr. Claudia Lampman has agreed to serve as our Assessment Coordinator, a role she played in the original project as well. The new project will continue pre-and post-testing of participants in our faculty intensives to determine whether we are achieving the desired faculty learning outcomes. We will build on the original project assessment by assessing two additional groups of faculty participants against the original intensive curriculum and a second-tier group against a new, more focused curriculum. We will also deepen our assessment efforts by adding a more individualized and qualitative approach for our second-tier participants, developing customized assessments of desired student outcomes in individual classes or teaching units, and conducting interviews, focus groups, and/or peer-to-peer evaluations of what actually happens in the classroom.

We hope to link our qualitative assessment activities with UAA's emerging Scholarship of Teaching and Learning (SOTL) initiative, which is interested in developing scholarly inquiries into student learning, advancing the practice of teaching, and sharing this research publicly. Over the last year, a faculty study group has met regularly to explore SOTL approaches, and this May a five-member faculty team attended a training session with Dan Bernstein at the University of Kansas. Several of our *Difficult Dialogues* Faculty Fellows are also involved in the SOTL effort, and we expect these linkages to further strengthen both initiatives.

Units of assessment will include:

- **The original broad introductory *Difficult Dialogues* faculty intensive.** As part of our original project, we reported on outcomes for the first two groups of Faculty Fellows in the first two faculty intensives, using data from pre-, post-, and end-test surveys. We have collected similar pre- and post-test data for our third and fourth cohorts of Faculty Fellows, and for the continuation project we will analyze and report on those data, using the original cohort results as a baseline and comparing subsequent intensives against that measure. Have the various small changes we've made to the curriculum, organization, and presentation produced measurable differences in faculty outcomes? Do we continue to see statistically significant changes in faculty comfort and skill in handling controversial issues and creating inclusive learning environments? Do faculty participants continue to report significant changes in their understanding of their rights and responsibilities as they pertain to academic freedom?
- **The new faculty intensive focused on Alaska Native issues and constituencies.** As part of the curriculum design process for the new second-tier intensive, we will identify desirable faculty learning outcomes. We will then create a new assessment instrument to measure those outcomes, and we will conduct, analyze, and report on pre- and post-test surveys of faculty participants. Did the intensive experience lead to the desired outcomes? What changes might we make to the new curriculum to achieve more of the desired outcomes in future presentations?
- **Classroom modules or teaching units.** We will add a new layer of qualitative assessment for the second-tier participants, using in-depth interviews and/or focus groups or by pairing them with colleagues in similar disciplines (social science to social science, humanities to humanities, business to business, etc) and conducting peer-to-peer observations and evaluations of new techniques or teaching modules as they occur in the classroom. Peer teams may observe each other's classroom practice of a teaching unit or new technique and work together to produce an evaluation of what happened, with lessons learned for future practice. We will develop a few shared areas of observation for all participants to pay attention to (how many students took an active part, what questions triggered the most productive responses, etc), and the Assessment Coordinator will analyze and synthesize these observations as part of our final project report.

- **Student outcomes.** It is very difficult to define global student outcomes that all disciplines, levels, and courses might share, so instead we will focus on defining customized measures of desired outcomes particular to an individual course or teaching unit identified by each second-tier participant. Working closely with the Assessment Coordinator, each faculty participant will define some useful measures of desired student growth for the topic or course under consideration. Pre-and post-testing of students will be conducted for the unit in question, and the peer observers will add their qualitative assessments to these reports.

With this multi-part assessment effort we will be able to demonstrate a variety of ways our *Difficult Dialogues* efforts have made a difference. We will have measured 60 faculty participants against the original broad curriculum and 16 against the new more focused curriculum, we will have the results of qualitative classroom evaluations, and we will know how well up to 16 individual learning modules have led to specific student learning outcomes.

Proposed Grant Budget

	Salaries and Benefits	Honoraria and Consultant	Travel and Meetings	Office Equip. and Supplies	Communi-cations	Indirect Costs	Other	Total Grant Funded
Activity 1: <u>BuildingCommunity/Sharing Best Practices</u>								
Faculty Associates (2 at \$3,000 plus 1.4% leave rate and 36.5% benefit rate)	8,305							
Subtotal	8,305	0	0	-	0	0		8,305
Activity 2: <u>Difficult Dialogues: Focus on Alaska Native Issues and Constituencies</u>								
Project Manager and Facilitator: Libby Roderick (\$19,000 plus 20.7% leave rate and 48.7% benefit rate)	34,101							
New Intensive: Curriculum Design and Presentation Team (3 staff/faculty at \$1,000 each plus 1.4% leave rate plus 36.5% benefit rate; plus 6 Alaska Native community leaders and experts at \$1,000 each)	4,260	6,000						
Faculty Fellows, Second Tier (9 UNAC faculty at \$500 plus 1.4% leave rate and 36.5% benefit rate)	6,228							
Faculty Fellows, Second Tier (3 ACCFT faculty at \$500 plus 1.8% leave rate plus 39.5% benefit rate)	2,130							
Faculty Fellows, Second Tier (4 APU faculty at \$500 each plus 11% benefit rate)		2,220						
Books and materials (16 faculty cohort members plus 8 presentation/design team members at \$100 each)				2,400				
Catering							1,689	
Subtotal	46,720	8,220	0	2,400	0	0	1,689	59,029
Assessment (Activity 2)								
Assessment Coordinator (\$7500 plus 1.4% leave rate plus 36.5% benefit rate)	10,381							
Faculty Fellows, Second Tier: Classroom assessments (9 UNAC faculty at \$600 plus 1.4% leave rate plus 36.5% benefit rate)	7,474							
Faculty Fellows, Second Tier: Classroom assessments (3 ACCFT faculty at \$600 plus 1.8% leave rate plus 39.5% benefit rate)	2,556							
Faculty Fellows Second Tier: Classroom assessments (4 APU faculty at \$600 each plus 11% benefit rate)		2,664						
Assessment materials				500				
Subtotal	20,411	2,664	0	500	0	0	0	23,575
Indirect Cost Recovery								
Mandated at 10%						9,091		
Subtotal						9,091		9,091
Total Project	75,436	10,884	0	2,900	0	9,091	1,689	100,000

Appendix A: Project Leadership

Co-Principal Investigators:

- **Marilyn Barry**
Academic Dean
Alaska Pacific University
- **Renee Carter-Chapman**
Senior Vice Provost
University of Alaska Anchorage

Marilyn and Renee have led the APU/UAA *Difficult Dialogues* project since the beginning, serving together as Co-PI's for the entirety of the original project. They look forward to continuing their partnership as Co-PI's for the continuation project. See abbreviated CVs, attached.

Project Advisory Board:

The original project had a steering committee, which Marilyn and Renee co-chaired. The continuation project will not have a formal steering committee or project advisory board, but several members of the original committee will play a role in implementing the continuation project, most notably:

Project Manager and Facilitator: **Elizabeth (Libby) Roderick**
Associate Director, Center for Advancing Faculty Excellence
University of Alaska Anchorage

Assessment Coordinator: **Dr. Claudia Lampman**
Professor of Psychology
University of Alaska Anchorage

Diversity of Project Leaders:

All four of the above-named individuals are white females. However, the Curriculum Design Team for the second-tier faculty intensive is expected to include Alaska Native faculty members and individuals from the Alaska Native community, including several of those who contributed to the creation of our Book of the Year companion volume (*Do Alaska Natives Get Free Health Care?*) and other members of the Coalition for Alaska Native Student Success. The Coalition will also serve as the Advisory Board for our Book of the Year match funding. Once the Curriculum Design Team has been convened, we could provide a supplemental diversity breakdown upon request.

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

November 2007 to present

Senior Vice Provost for Institutional Effectiveness, Engagement, and Academic Support

University of Alaska Anchorage

Cabinet-level position to provide integration of a variety of programs and initiatives that are central to UAA's mission. Responsibilities include community partnerships, engagement, faculty professional development, strategic planning, institutional measurement, and workforce development.

March 2005 - October 2007

Vice Chancellor/ Office of Community Partnerships

University of Alaska Anchorage

Cabinet-level position to help fulfill the vision of UAA as a public square. Responsible for general oversight, operational guidance and high-level coordination of UAA's community partnership, workforce development, and continuing education efforts. Served as the Chancellor's primary advisor on all community partnership and community campus issues. Operational oversight and coordination for Kenai College, Kodiak College, Mat-Su College, and Prince William Sound Community College. Worked collaboratively across schools and colleges to promote community engagement and engaged learning. Responsible for creating and enhancing external partnerships with community, business and industry groups. Planning, management, and evaluation of the offices of Sustainability and LitSite Alaska.

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. Grants and contracts administration and evaluation. 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 planning 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 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

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

ADMINISTRATIVE EXPERIENCE

2003-present	Alaska Pacific University Academic Dean
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	Alaska Pacific University Professor (2001-present) Associate Professor (1997-2001); Assistant Professor (1994-97); Adjunct (1993)
1987-1994	Central Washington University, Ellensburg Extended University Programs in Ellensburg and Wenatchee
1989-1994	Wenatchee Valley College, Wenatchee, WA
1978-1987	California State University, Stanislaus, Turlock, CA Instructor in English (1978-87);
1967-1969	Chico State College, Chico, California 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.

Appendix B: Diversity Information

Background

Our project is a partnership between two universities: University of Alaska Anchorage (UAA) and Alaska Pacific University (APU).

- UAA is a multi-campus institution consisting of the urban Anchorage campus and four community campuses located in smaller towns throughout the south-central Alaska region. UAA is part of the University of Alaska Statewide System, which is governed by a Board of Regents.
- APU is an independent university, governed by its own Board of Trustees.

Diversity Narrative

Both universities share a commitment to diversity in all its forms (ethnic, cultural, political, religious, etc.). APU's mission emphasizes nurturing spiritual and moral values consistent with its Christian heritage while respecting the religious convictions of all. UAA's mission statement emphasizes creating a rich, diverse, and inclusive environment, and a separate diversity statement proclaims a united belief that "diversity includes understanding and respecting differences in ideas, religion, gender, ethnicity, race, sexual orientation, disability, age, and socioeconomic status."

All these forms of diversity have been important to our *Difficult Dialogues* project from the very beginning. Our original project specifically addressed cultural, political, and religious diversity and ways of knowing, and developed cohorts of faculty members that included a variety of disciplines (including physical sciences, social sciences, humanities, business, and education) and teaching experiences (including both new and seasoned faculty members). Our overall goal was—and still is—to "improve the learning climates on our campuses, making them **more inclusive of minority voices and ways of knowing** and safer places for learning and the free exchange of ideas" (emphasis added).

The continuation project will maintain that broad commitment to diversity, even as it focuses most of its energies on the particular subset of under-represented voices and ways of knowing that come from our Alaska Native communities and cultures. Both universities have sizeable Alaska Native student populations (14% at APU and 9% at UAA), and both are keenly aware of our unique relationships with and responsibilities toward our

Alaska Native constituents. We are proposing to create a faculty intensive that addresses difficult dialogues between the higher education and Alaska Native communities, and we plan to draw on our Alaska Native faculty members and members of the broader Alaska Native community to design and present this curriculum. The Alaska Native culture is itself diverse, with five distinct cultural groups (Athabascan, Yupik, Inupiat, Aleut, and Tlingit/Haida), and our project must reflect the cultural significance of all those groups.

In addition, our continuation project will run concurrently with the 2008-09 UAA/APU Books of the Year partnership (funded separately by the institutions), which will have the theme of “Alaska Natives: A Call to Understanding.” The activities and discussions associated with the Books will deeply involve the Native community coming onto our campuses and speaking with our students. Combined with our *Difficult Dialogues* continuation project, we expect these activities to create a major step toward increasing understanding and respect between our universities and the Alaska Native communities.

Over the last three years, both universities have made progress in addressing multicultural diversity at the faculty and governance levels as well. For example, UAA has an active Office of Diversity reporting to the Chancellor, a new edition of the Diversity Resource Guide, and several diversity initiatives currently underway to improve faculty hiring and address conflict resolution. Over the past year, the National Coalition Building Institute (NCBI) has conducted intensive training sessions for university executives, faculty leaders, and diversity teams.

In addition to common challenges of time, money, and a limited hiring pool of minorities in many disciplines, as universities we are sometimes challenged by our own methods and values as we confront diversity. Universities depend to a large extent upon a rationalist model of human nature and can be resistant to incorporating other ways of viewing the world, particularly the collective, intuitive, or relational ways of knowing that are more common to indigenous peoples. This continuation project will help us begin thoughtful and informed faculty discussions about our own resistance and how we might incorporate indigenous ways of knowing and learning into the classroom.

Diversity Information: UAA

	Under-represented(*)		Total	
	Female	Male	Female	Male
Board				
Faculty	26	44	297	276
Professional staff	38	14	227	160
Support staff	95	43	452	200

* For the purposes of the chart above, “under-represented” is defined as non-white.

Note: UAA does not report on the ethnic composition of its Board of Regents.

Diversity Information: APU

	Under-represented(*)		Total	
	Female	Male	Female	Male
Board	1	0	10	21
Faculty	3	0	19	20
Professional staff	0	1	12	6
Support staff	7	8	38	23

* For the purposes of the chart above, “under-represented” is defined as non-white.

Appendix C: Board Members (will also be completed on-line)

University of Alaska Board of Regents (2007-08)

Mary K. Hughes (Chair) - Alaska State Director for the Office of U. S. Senator Lisa Murkowski. Past President, Alaska Bar Association Board of Governors.

Cynthia Henry (Vice-Chair) – Member, Fairbanks North Star Borough Assembly, small business owner.

Michael Snowden (Secretary) – Former President, Sitka Community Hospital board, small business owner.

Carl Marrs (Treasurer) - Former president and CEO of Cook Inlet Region, Incorporated. Recipient, 2001 Alaska Federation of Natives Citizen of the Year Award.

Timothy C. Brady – President, Ken Brady Construction Company.

Fuller Cowell – Retired former Editor, Anchorage Daily News. Current co-chair of the Providence Foundation Steering Committee.

Erik Drygas – Hockey Coach, West Valley High School, Fairbanks. Recipient, 1999 “Alaskan of the Year” award by the Governor’s Committee on Employment and Rehabilitation of People with Disabilities.

Patricia Jacobson – Teacher, Kodiak Island School District. Former member, Alaska Professional Teaching Practices Commission.

Robert Martin - Goldbelt Corporation. Former chairman, Alaska Energy Authority and Goldbelt Board of Directors.

Kirk Wickersham - Retired attorney and real estate broker. Former chairman, Alaska Real Estate Commission.

William Andrews – Student Regent from the University of Alaska Southeast campus.

Further information may be found at <http://www.alaska.edu/bor/members/borbios.xml>.

Alaska Pacific University (APU) Board of Trustees

Alaska Pacific University, is governed by a Board of Trustees. More information about the Trustees is available on the APU website: <http://www.alaskapacific.edu/board/>

Class of 2009:

Donald Keil, Jr: Retired Federal Aviation Administrator.

Carl Brady, Jr: Managing Director, Marsh, Inc.

Bonnie Mehner: Associate Broker, Prudential Jack White Vista Real Estate.

Class of 2010:

Mary Bettis: Chairman, Equity Partners, Inc.

Trigg Davis: Attorney and owner of Davis & Davis.

Patricia Brown Heller: Director, Office of the Governor.

Liane Pelletier: President and CEO, Alaska Communications Systems.

Barbara Dadd Shaffer: United Methodist Church Leader.
Eric Wohlforth: Attorney, Wohlforth, Vassar, Johnson and Brecht.
Larry Cash: President and CEO, RIM Architects.
Lydia Hays: Vice President for Corporate Affairs, Cook Inlet Tribal Council, Inc.
Francis Hurley: Archbishop Emeritus, Anchorage.
George Walton: President, George Walton's Gold and Diamond Co., Inc.
Hugh Ashlock: Officer, Alaska Gov. Relations/Alliance Chair., Int'l Council of Shopping Centers
Charlie Fahl: Retired Academic Dean & Chief Academic Officer, Alaska Pacific University
Chris Hodel: Founder & Owner, Capital Advisors
Dave Karp: Senior VP & Chief Operating Officer, Northern Air Cargo
Shane Langland: President, Eagle Enterprises
Lottie Michael: Associate Broker, Bond, Stephens, & Johnson Inc.
Teresa Nelson: Development Director, Abused Women's Aid In Crisis (AWAIC)
Dale Summerlin: Vice President: Health, Safety, & Environment, ConocoPhillips

Class of 2011:

Robert Gottstein: President, Purely Alaskan Water, Inc.
Harry McDonald: President, Carlile Transportation.
William Sheffield: Director of the Port of Anchorage. Former Governor of Alaska.
Rachel Lieder Simeon: Reverend and United Methodist Church Leader.
Roger Chan: Executive Vice President and CFO, Veco Corporation.
Katherine Gottlieb: President and CEO, Southcentral Foundation.
Karen Hunt: Retired Judge, Superior Court.
Edward Rasmuson: Chairman, Wells Fargo Statewide Advisory Board and President, Rasmuson Foundation.
Jan Sieberts: Manager, Washington Capital Management.
John Wanamaker: Founder and Managing Member, Two Brothers LLC.
Robert Batch: Vice President, HSE, BP Exploration Alaska, Inc

Appendix D: Key Contact Information

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Appendix E: Organizational Profiles

UAA - Alaska's Largest University

The university now known as the University of Alaska Anchorage got its start in 1954 as Anchorage Community College (ACC). A senior college that began in the 1960's later developed into the University of Alaska, Anchorage (note the comma), which in 1988 was merged with ACC and three other community colleges to form the current UAA.

Today's UAA includes an urban Anchorage campus, four community campuses, and several other extension sites that together serve Alaska's Southcentral region (an area about the size of Montana). UAA is the largest university in Alaska, serving about 20,000 students and delivering occupational endorsement certificates, vocational certificates, associate degrees, baccalaureate degrees, master degrees, and several post-graduate certificates and endorsement areas. UAA also provides higher education opportunities to Armed Services personnel in Alaska and overseas. UAA is fully accredited by the Commission on Colleges and University of the Northwest Association of Schools and Colleges.

Campuses

- Anchorage (including Eagle River, Fort Richardson, Elmendorf Air Force Base)
- Matanuska-Susitna College
- Kenai Peninsula College (including Kachemak Bay and Seward)
- Kodiak College
- Prince William Sound Community College (including Cordova and Copper Basin)

Academic Schools and Colleges (all headquartered on the Anchorage campus)

- College of Arts and Sciences
- College of Business and Public Policy
- College of Education
- College of Health and Social Welfare (including the School of Nursing and the School of Social Work)
- Community and Technical College
- School of Engineering
- University Honors College

Budget: UAA's approved base budget for 2000-08 is \$259,438,800. The requested Ford Foundation grant of \$100,000 represents 0.004% of this total.

Website: <http://www.uaa.alaska.edu>

APU: A Brief History of Alaska Pacific University

Alaska Pacific University, chartered as Alaska Methodist University by the Territory of Alaska in 1957, dedicated its campus on June 28, 1959, one day prior to Alaska achieving statehood. When the first students enrolled in classes beginning October 1, 1960, campus facilities consisted of two buildings: Grant Hall, the academic and student center, and Gould Hall, the student residence. As enrollments and programs grew significantly, a student center, apartment, and residence hall complex was constructed. This complex was later named Atwood Center. After a 1977 reorganization, academic programs were restructured, and in November 1978 Alaska Methodist University was renamed Alaska Pacific University to better reflect its educational mission and geographical location. The Ruth and Homer Moseley sports center was added to campus facilities in 1986, the Carr Gottstein Academic Center in 1992, and the Segelhorst Residence Hall.

Budget: APU's annual budget is \$14,998,500. The requested Ford Foundation grant of \$100,000 represents 0.007% of this total.

Website: <http://www.alaskapacific.edu>