Portland Community College (PCC) proposes *Practicing Pluralism: Interactive Theater, Campus Climate and Academic Freedom* to create a campus environment where controversial topics can be discussed in an atmosphere of open academic inquiry with respect for diverse people and perspectives. This project will facilitate a college-wide approach to promoting pluralism at an increasingly diverse college and will build on PCC’s innovative Illumination Project (IP) – a year-long academic and interactive theater program that exists to foster a climate of equality, justice, and respect for all people at PCC. Professor Dr. Diana L. Eck of Harvard University states, "The language of pluralism is that of dialogue and encounter, give and take, criticism and self-criticism. In the world in which we live today, the language of dialogue is a language we will need to learn" (*Religious Pluralism in Democratic Societies Conference, Kuala Lumpur, Malaysia 2002*). PCC's *Practicing Pluralism* will provide that public space for dialogue and encounter through a comprehensive program of interactive theater performances, campus and community forums, curriculum enhancement, and new coursework.

I. THE PROBLEM

*The nature of the problem*

Historically, Oregon has been home to a predominantly white, Christian population. However, in the last several years, the Portland metro area’s religious and racial diversity has increased significantly, as has debate over the connection between sexuality and religion. Between 1990 and 2000, the area’s ethnic minority population increased 119%, more than four times the rate of increase in the overall population during the same time. Over 20% of the Portland area population is now minority and over 80% of immigrants who arrive in Oregon each year come to Portland (*Metro Portland-Vancouver Major Population Trends, Population Research Ctr, April 2003*). Hispanics and Asian Americans are the two largest minority groups,
increasing 155% and 76%, respectively, between 1990 and 2000. Notably, the population of the metro area who said their ancestry was sub-Saharan African increased 354% from 1990 to 2000 and the population who said their ancestry was Arab increased 57% (US Census). This recent influx of immigrants to the Portland area has brought with it a larger mix of cultures and religions, including Buddhism and Islam, and created a struggle to accept this growing pluralism.

According to the Portland Police Department, 52% of the hate crimes reported in 2004 were related to race, 26% were related to sexual orientation, and 20% were related to religion/national origin (mostly anti-Semitic and anti-Muslim). Notably, the number of reported religious/national origin hate crimes increased 60% from 2003 to 2004 and is at its highest level since 2001. In 2002, Portland’s most prominent Muslim leader was arrested under suspicion of terrorism only to be cleared of charges a few days later. In 2004, Portland Muslim attorney Brandon Mayfield was jailed as a material witness to terrorism in Spain and cleared of all charges a month later. With undercover law enforcement in their midst, satellite vans parked outside the mosques, and nervous neighbors monitoring their activities, Portland’s Muslim community has withdrawn.

Portland has become a place of dichotomies: The cradle of the Patriot Movement, a white supremacist Christian-identified movement (NW Coalition for Human Dignity) and one of the most welcoming havens for transgendered people (Willamette Week, 2/6/02). Multnomah County, which encompasses most of Portland, was one of the first U.S. jurisdictions to offer same-sex marriage licenses, yet has an extensive history of legal attempts to deny civil rights to the sexual minority community, with over 25 local and statewide ordinances and ballot measures proposed in Oregon over the past 17 years (Basic Rights Oregon, 2000), culminating with a 2004 amendment to the Oregon Constitution outlawing same-sex marriage. The rise of these dichotomies and the growing diversity within our community has increased the debate within our
college environment about religion, culture, and homophobia and accentuated the need for our faculty, students and staff to increase their ability to engage in constructive dialogues.

**The need for this particular project at Portland Community College**

PCC is the largest postsecondary institution in Oregon and one of the largest community colleges in the country, enrolling over 91,000 students in 2004-05. It is a public, two-year college with three comprehensive campuses (Cascade, Rock Creek, and Sylvania) offering lower division college transfer, professional-technical programs and adult, community and developmental education. PCC is the most racially and ethnically diverse college or university in Oregon, with over 25% students of color. The profile of immigrant and international students attending PCC has changed significantly since September 11, 2001. The number of international students from primarily Muslim countries dropped 200% from 2000-01 to 2001-02 and has remained low. However, the presence of students who identify as Muslim has actually increased due to the rise in immigration in the area. PCC’s main campus, Sylvania (where the *Practicing Pluralism* project will be based), is located in a neighborhood with a high density of African, Arab and Muslim immigrant families. Over a third of Portland residents who identify themselves as Arab, and all of the city’s Iraquis, live in the three zip code areas surrounding Sylvania. These same three tracts are also home to over 40% of the Somalis and over half the Iranians in the city (US Census 2000). Six of the seven mosques in Oregon are located within a bus ride from Sylvania, and the seventh is located within walking distance of the Cascade Campus. Masjed as-Sabr, the largest Portland mosque, serves 700 to 1,000 Muslims and is located less than a mile from Sylvania. More Muslim women students can be seen on campus wearing hijab and abbya, and PCC now has a Muslim Student Association and Buddhist Student Club, in addition to eight Christian clubs. However, with the arrests of area Muslims over the last three years, including
the imam of the Masjed-as Sabr, many Muslim students restrict their interactions in class and limit their contact to members of their own ethnic/racial groups. “My teacher asked us ‘What do you wish for?’ I said I wished for countries to stop going to war with each other. My teacher said ‘The U.S. had every reason to invade Iraq and you just don’t understand.’ I felt humiliated. No one stood up for me. I dropped the class” (Iranian PCC student). In 2004-05 there were 33 documented complaints of discrimination or harassment lodged with PCC’s Affirmative Action Officer. Nearly half were related to race and or ethnicity, compared to 20% in 2000-01. Last year, 90% of Illumination Project audiences indicated the performance “dealt with issues they or people close to them had faced” and 62% said they “had witnessed oppression on campus.”

PCC faculty and staff have also experienced the impact of increasing religious and cultural diversity and faced challenges related to academic freedom and addressing difficult issues. In 2001, a Philosophy faculty was investigated by the Secret Service and the FBI for statements made about the U.S. government. The complaint was found to have no merit. A year ago, a Sociology faculty was the target of organized slander campaigns, initiated by two former students, via prominent rightwing websites critical of "liberal academia." A Philosophy faculty recently shared, “In my Philosophy of Religion course students frequently monitor the religious content of my lecture in relationship to Christianity; a student recently approached me after class with a chart indicating the number of times I had mentioned Christianity and how often, in her estimation, the mention was positive, negative or neutral.” A Sociology faculty reported experiencing two ethnically motivated attacks. One involved a person who hacked into her distance learning instructor profile and "rewrote it with venom and filth" specifically related to her Palestinian and Muslim involvements. The other was a death threat left on her voicemail last spring. “Campus security and others responded to me very well and with good support, but I also
felt that I didn't have a forum in which to talk about how upsetting such incidents were and to connect with others who might have had similar experiences.” During and since the November 2004 election (when same-sex marriage was outlawed), faculty have also reported more polarized debates in the classroom about gay rights and religion, resulting in faculty feeling the need for greater institutional support and skill development in facilitating these discussions. At the same time, The National Prayer Network, located in neighboring Clackamas, Oregon, is marketing a video, *Shaking Campus Liberalism*, which outlines methods to rid Oregon colleges of “liberal propaganda and spread the truth and the gospel” and “promote Christian values on campus and triumph over the pro-gay faculty.”

**Relationship of the Practicing Pluralism theme to PCC’s character and academic freedom**

The theme of PCC’s *Practicing Pluralism* project is to create a college environment that encourages constructive dialogue on issues regarding culture and religion and actively supports all students and faculty. Several scholars have written on the importance of community building, collaborative projects, and campus climate to preserving academic freedom while promoting an environment of inclusion. *(See The National Coalition on Dialogue and Deliberation at http://thataway.org, including Mallory and Thomas, “When Medium is the Message: Promoting Ethical Action through Democratic Dialogue”)*) *Practicing Pluralism* will enable PCC to expand the innovative efforts it has already undertaken to improve the ability of the college community to constructively discuss difficult issues, and through greater faculty involvement and training, *Practicing Pluralism* will enable PCC to better support academic freedom.

*Practicing Pluralism* also relates closely to the character and goals of PCC. The College’s mission is “to provide education in an atmosphere that encourages the full realization of each individual's potential, by offering students of all ages, races, cultures, economic levels, and
previous educational experience opportunities for personal growth and attainment of their goals.”
PCC cannot achieve this mission if students and faculty do not feel comfortable discussing
controversial issues. As a community college, PCC serves a large number of students who have
been historically underrepresented in higher education: 25% are students of color; nearly 60% of
the degree-seeking PCC students for whom we have data are first-generation college students;
5,000 are enrolled in PCC’s ESL and ENNL programs; and one out of every five attending PCC
at least half-time is low-income. Creating an educational environment where religious and
cultural pluralism flourish will help traditionally disenfranchised students feel more supported
and continue their education. Of the 20 students selected each year to be IP Student Educators,
65% are low-income, 37% are students of color, 31% are sexual minorities and 25% are
immigrants or first-generation Americans. The retention rate of students participating in the
project is 93%, compared to only 40% of all PCC freshmen. The importance of the Practicing
Pluralism project to the College’s strategic vision is also reflected in PCC’s Educational Master
Plan (EMP), which rates “supporting a learning environment that welcomes everyone, promotes
diversity and respect and fosters tolerance for differing points of view through open discussion
and debate” as a high priority activity for the next five years. In addition, PCC’s District
President has made improving the campus climate and opportunities for PCC’s culturally diverse
students and staff, one of his top five priorities. “Furthering the curriculum in fostering diversity”
and “Creating vigorous, exciting programs that introduce faculty to cultural information and
issues” have been identified as two important first steps by the President’s Diversity Committee.

II. THE PROCESS TO DATE

How the project has taken shape / Units and people involved / Relationship to previous efforts
Practicing Pluralism will greatly expand the efforts of PCC’s Illumination Project (IP). IP was founded in 2001-02 to address issues of racism and gender oppression on campus by Deborah Evind, coordinator of the PCC Sylvania Women’s Resource Center; Claire Oliveros, coordinator of the PCC Multicultural Center; and Jeannie LaFrance, founding director of Act for Action – a nonprofit organization dedicated to the use of theater for education and social justice.

IP’s goal is to create a campus climate that is inclusive of a variety of people and ideas and promotes equal access to education. IP trains 20 Student Educators who in turn educate the college community. Student Educators take a three-term course sequence covering issues of race, class and gender; community building; conflict resolution and civic engagement and then write and perform plays reflecting topics such as anti-Arab/anti-Muslim bias in post-September 11th U.S., hate crimes against sexual minorities, date rape, “coming out” as a sexual minority, or race and class issues for first-generation college students. By the time they begin their performances, students are prepared to provide education and leadership around difficult issues.

IP performances are based on a style of theater known as Theater of the Oppressed, a nontraditional theater style used to promote community-centered problem solving. During performances, IP Student Educators perform a play once without interruption. Then they perform it again, and audience members have the opportunity to enter a scene, become a character and try to solve the problem presented in the scene as that character. A facilitator debriefs with the audience member, the actors and the rest of the audience, and then the play continues to the next “intervenable” scene. In a realistic yet safe atmosphere actors and audience members rehearse situations in order to build communication skills and understand alternatives. IP allows large numbers of the campus community to participate in problem-solving and build empathy – key elements to living respectfully in a pluralistic society. IP is an incredibly innovative program—
few like it exist in post-secondary education—that has created a unique foundation for teaching and learning about difficult issues. Since its inception, IP has reached over 4,500 audience members, approximately 95% of whom felt like the performances helped them be better prepared to take action during difficult situations and to create a more inclusive academic community.

PCC’s Practicing Pluralism project grew from the feedback of faculty, administrators and students involved with IP and from PCC’s master plan. There has been a consistent desire for more institution-wide integration of IP: Performances have been offered primarily on the Sylvania Campus and IP is viewed largely as a “student services” initiative, with important, but peripheral, faculty support. There is no formal curriculum for faculty to integrate the performances into their curriculum, and IP Student Educator and audience evaluation forms frequently cite the need for greater connection between performances and in-classroom activities. In addition, a need was identified to offer IP performances just for faculty, where they may feel more comfortable discussing issues in a peer environment. Also, PCC’s increasingly religiously diverse student population has created a compelling need to add issues of religious pluralism to IP and the increasing polarization of classroom debate around difficult issues has increased the need for additional faculty support.

Practicing Pluralism project activities were developed at four planning meetings attended by faculty from Philosophy, Computer Science, English, Sociology, Political Science, and English as a Non-Native Language; the Teaching and Learning Center (TLC) Co-Coordinators; and the Sylvania Campus President, Deans of Instruction and Student Services and two Division Deans. Meetings were also held with Rock Creek and Cascade Campus representatives. Faculty from all areas of the college were surveyed regarding academic freedom and their feedback incorporated. Others consulted include the International Education Department and members of PCC’s district-
wide Planning Council and Internal Diversity Committee. Student input was sought through discussions with students accessing the Women’s Resource and Multicultural Centers.

II. THE PROCESS GOING FORWARD

*The primary location of the project within the institution*

The primary location of the project will be PCC’s Sylvania Campus. The project is a partnership between the Sylvania Student Services Division and the Social Sciences Division, in collaboration with other academic departments and campuses.

*Who will be in charge of the project? / What units will be involved?*

*Practicing Pluralism* will be co-led by Jeannie LaFrance and Dr. Jan Abu Shakrah. (See attached resumes.) Ms. LaFrance is currently the IP Coordinator and has over 20 years experience using theater as a vehicle for constructive community dialogue. She holds a BA in English and Theater from Lewis and Clark College. Dr. Abu Shakrah is the faculty chair of the PCC Sylvania Economics, Political Science and Sociology Department and the Muslim Student Association staff advisor. She has been a leader on peace and conflict resolution in the Middle East and Portland. She holds a PhD in Sociology from the University of Colorado at Boulder.

*Practicing Pluralism* will also be guided by a Steering Committee that includes Claire Oliveros, Multicultural Center Coordinator; Deborah Evind, Sylvania Women’s Resource Center Coordinator; Linda Warwick, English faculty and TLC co-coordinator; Dr. Brooke Gondara, Division Dean of Social Sciences and Business; Andy Simon, Philosophy faculty; Linda Palmer, Cascade Campus Associate Dean of Students; Christine Paull, Rock Creek Campus Women’s Resource Center Coordinator, Kate Carney, ENNL faculty; and Dan Dougherty, Computer Science Faculty and TLC co-coordinator. The Steering Committee will meet twice a term during the project to provide feedback on project implementation and ensure the project is meeting its
goals and objectives. A separate Curriculum Subcommittee will meet bi-monthly to create IP-related curriculum. It will be comprised of at least five faculty, in addition to the Practicing Pluralism Co-coordinators and Division Dean Brooke Gondara. Faculty who have expressed interest include Dr. Rowan Wolf, Sociology; Tom Huminski, English; Chris Cayton, Philosophy; Rita Hennessy, Religion; and Dr. Mary Courtis, Anthropology.

IV. GOALS AND SPECIFIC OBJECTIVES OF THE PROJECT

Changes in the institution, its culture, curriculum, or programs and potential follow-up

As a result of Practicing Pluralism, PCC will be better prepared to be inclusive of religious and cultural diversity and to be responsive to issues of academic freedom. PCC will expand IP to include religious pluralism and academic freedom, utilize more program venues, and involve more faculty to broaden the project’s impact and support greater institutional change. The enhancements to IP's capacity will remain after Practicing Pluralism has been completed. IP will have cemented a stronger relationship with faculty, through their active engagement in the development and use of IP-related curriculum and Learning Communities and their attendance at faculty-focused IP performances and TLC workshops. Faculty will improve their skills in facilitating diverse opinions and difficult conversations and ensure that the issues and competencies addressed by IP performances are reinforced in the classroom – outcomes that will continue to be demonstrated after the grant. Curriculum on religious and cultural pluralism developed through Practicing Pluralism will be available to faculty through a website that will be maintained and updated after the grant ends. It will also provide links to resources for staff, students and faculty to gain more information and support on issues of pluralism and academic freedom. The IP connection to other PCC campuses will also be firmly established, and performances will continue to be offered at Rock Creek and Cascade after the grant. Similarly,
IP staff will continue to work with the TLC Coordinators to offer IP-related workshops. IP will seek support and resources both within and outside of PCC to ensure the broader reach, faculty skill development, and curriculum enhancement created during Practicing Pluralism continue.

PCC expects Practicing Pluralism to affect institutional change, in particular an improved campus climate supportive of different religions, cultures, and academic freedom. Anticipated long-term changes include fewer incidents of bias and censorship, increases in the number of student groups reflecting a variety of cultures and religions, and greater attendance at the college-wide Stop the Hate conference. Furthermore, evaluation of Practicing Pluralism activities will inform the ongoing work of the PCC President’s Diversity Committee.

Specific objectives to be attained

Objective #1: Increase the capacity for students and faculty to engage constructively in difficult dialogues across campus and create a campus climate conducive to academic freedom and religious and cultural pluralism. Objective #2: Increase the ability of faculty to facilitate and encourage religious and cultural pluralism in their classrooms and curriculum. Objective #3: Increase coursework opportunities that highlight religious and cultural pluralism. Objective #4: Increase other institutions’ capacity to use interactive theater to promote an inclusive campus climate and facilitate difficult dialogues.

The direct and indirect beneficiaries of the project’s activities

Direct beneficiaries of Practicing Pluralism include the IP Student Educators; PCC students who attend an IP performance and receive accompanying curriculum; community members or students from other schools attending IP performances; students enrolled in Learning Communities; students and faculty participating in National Issues Forums (NIF); faculty and staff who attend IP performances, TLC workshops and conferences; and faculty who utilize the
curriculum. Colleges that order the IP training DVD and curriculum will also benefit. Indirect beneficiaries include PCC students who have not attended one of the IP performances but attend class or interact with an instructor or student who has.

The broader impact from the project beyond the institution

PCC will develop a training DVD and guidebook on how to replicate the IP model, disseminate these materials to at least 25 institutions, develop a website so that others can access updated IP/Practicing Pluralism curriculum and resources, and take Practicing Pluralism performances and materials to five to seven local high schools and colleges in the Portland area and two to four local, regional and national conferences annually. Finally, as a large community college, PCC impacts other institutions through the significant number of students who begin their education at PCC. In 2002-03, 4,876 PCC students transferred to an Oregon university. As a result of their participation in Practicing Pluralism, these students will be better prepared to facilitate an inclusive learning environment and supportive campus climate at other colleges.

V. ACTIVITIES TO BE CARRIED OUT WITHIN THE PROJECT

Include a timeline, how activities further objectives, who will be involved, the nature of their involvement and expected contribution, and expected results and how they will be measured

Objective #1: Increase student/faculty capacity to engage constructively in difficult dialogues and create a campus climate conducive to academic freedom and religious/cultural pluralism.

Activity 1a. Introduce a focus on religion and maintain the focus on culture in IP curriculum and performances. Past IP performance topics have included racism and homophobia wherein religious issues have surfaced. Jeannie LaFrance, Practicing Pluralism Co-coordinator and faculty for the 12-credit three-term sequence, "The Illumination Project: Interactive Theater Education" SOC 299 A, B, & C, will incorporate articles, speakers and exercises on religious
pluralism and its connection to culture, national origin and sexuality into the courses. At least three play topics will address religious pluralism (including sexuality) and three will address cultural pluralism. Curriculum revision will begin Winter 2006 and will be implemented Spring 2006 through Fall 2007. **Anticipated outcomes:**

- IP will perform 56 times over two years on the subject of religious and cultural pluralism to over 2,245 PCC students and faculty and 400 community members (Measurement Tool (MT): Outreach report form and audience tally worksheets)
- 95% of the 40 Student Educators will deepen their awareness and understanding of the needs and issues of students from religious, cultural, and sexual backgrounds different from their own and will gain skills to intervene in oppressive situations and take action to create positive change. (MT: Student Educator evaluations completed at the end of each term and year)
- 85% of IP audiences will gain skills to intervene in oppressive situations and take steps to create positive change related to religious and cultural pluralism; 90% will gain deeper awareness and understanding of the needs and issues of students/people from religious and cultural backgrounds different than their own; and 75% will take more responsibility for creating a safe, caring, just college community. (MT: Audience evaluations administered after each performance)
- 85% of faculty who attend performances will increase their knowledge and skill level in integrating religious and cultural pluralism into classroom discussion and activity. (MT: End of project survey administered to faculty who brought classes to IP performances)

**Activity 1b. Increase IP performances at Cascade and Rock Creek Campuses. Practicing Pluralism**

Co-Coordinator Jeannie LaFrance, in collaboration with social science and WRC staff and faculty at Rock Creek and Cascade, will add eight performances each at Rock Creek and Cascade over two years. This will increase the total number of performances from 40 to 56 over two years and will increase audience size from 1,430 to 2,245. Performances will be held at

**Anticipated outcomes:** ● 800 Rock Creek and Cascade faculty and students will gain the skills and knowledge outlined as a result of Activity 1a. (MT: audience tally sheets and evaluations)

**Activity 1c.** Hold college-wide National Issues Forums (NIFs) on academic freedom and religious and cultural pluralism. Deborah Evind and Claire Oliveros, Coordinators of the Sylvania Women’s Resource Center and PCC Multicultural Center, respectively, and Dr. Jan Abu Shakrah, *Practicing Pluralism* Co-Coordinator, will plan and conduct two campus-wide NIFs on academic freedom and religious and cultural pluralism. All are trained NIF moderators. NIFs promote nonpartisan public deliberation and provide citizens the opportunity to consider and weigh a broad range of choices and meet with each other in a public dialogue to identify common concerns. The NIF moderators will encourage faculty to bring classes, conduct college-wide recruitment through email and flyers, create forum curriculum, and coordinate space. Both forums will be hosted in the academic year 2006-07. **Anticipated outcomes:** ● By Spring 2007, 120 PCC students, staff and faculty will have participated in a NIF on religious and cultural pluralism and academic freedom. (MT: NIF attendance sheets) ● 90% of NIF participants will gain skills in respectful discussion of controversial topics and 85% of NIF participants will gain deeper awareness and understanding of the needs and issues of students/people from backgrounds different than their own. (MT: Post-forum evaluations)

**Objective #2:** Increase faculty ability to facilitate and encourage religious/cultural pluralism.

**Activity 2a.** Create pre- and post-performance curriculum to accompany IP performances. Led by Dr. Abu Shakrah and the Curriculum Subcommittee, *Practicing Pluralism* will provide curriculum development support for faculty to create and disseminate materials that can be incorporated into a variety of classes, including ENNL, sociology, health, philosophy and
religion, and will strengthen the impact of IP performances on religious and cultural pluralism. Possible curriculum topics include the history of religion and politics in the U.S., the sociology of hate crimes, religion and fundamentalism, and facilitation and conflict resolution. Lesson plans will include how to engage in respectful dialogue on controversial issues. PCC’s Information Technology Services department will create a website for IP/Practicing Pluralism with links to the curriculum materials, other resources and opportunities for campus feedback. Curriculum development will begin Winter 2006 and continue through Spring 2007. The website will be on-line by Spring 2006. Anticipated outcomes: • 3,000 hits to the Practicing Pluralism website with 60 downloads of the pre- and post-performance curriculum by Fall 2007. (MT: Website tracking system) • 20 faculty will use pre- and post- IP performance curriculum materials with their classes; 85% will increase their knowledge and skill level in integrating religious and cultural pluralism into other aspects of their curriculum. (MT: Survey administered to faculty who brought classes to IP performances or downloaded project curriculum) • 75% of students in classes using the curriculum will gain a deeper understanding of the issues presented in IP plays and be better prepared to discuss them respectfully (MT: pre- and post-tests in class).

Activity 2b. Sponsor Teaching and Learning Center (TLC) workshops and a college-wide conference on academic freedom and religious/cultural pluralism. PCC’s faculty-led TLCs promote excellence in teaching, professional growth, and student services and are critical to building a campus environment that encourages innovation and supports open and ongoing dialogue. Linda Warwick and Dan Dougherty, co-coordinators of the Sylvania TLC, will work with the Cascade and Rock Creek TLCs to sponsor eight TLC workshops across the district on academic freedom and religious/cultural pluralism facilitated by faculty, IP staff and community experts. With the Practicing Pluralism Steering Committee, they will identify potential
speakers, schedule workshops, and conduct outreach and recruitment. Possible workshops include what is academic freedom; religious pluralism and cultural diversity at PCC; how to encourage students to engage in difficult dialogues on religious/cultural pluralism; and understanding and responding to recent outbreaks of Anti-Semitism and Islamaphobia.

Workshops will take place Spring 2006 through Fall 2007. Each year the TLCs sponsor the college-wide Anderson Conference, which hosts nationally recognized speakers on relevant topics. In 2006-07, this conference will focus on religious and cultural pluralism and academic freedom. **Anticipated outcomes:** ● 160 PCC faculty and staff will attend eight TLC workshop sessions and 150 PCC faculty and staff will attend the annual conference. (MT: Participant tally sheets) ● 80% of faculty and staff attending the workshops and conference will report increased ability to facilitate and encourage religious and cultural pluralism and difficult dialogues in the classroom. (MT: Workshop and conference evaluations)

*Activity 2c. Create interactive performances specifically for staff/faculty. The Practicing Pluralism Co-Coordinators and IP Student Educators, in coordination with the Steering Committee and TLC Coordinators, will create four new plays that address faculty and staff concerns on how to create an inclusive classroom and campus while maintaining academic freedom. Plays will be performed at campus-wide faculty in-services, division meetings, Subject Area Committee in-services, the Practicing Pluralism TLC workshops, and at a local educators’ conference. Faculty specific performances will be held Fall 2006 through Fall 2007. **Anticipated outcomes:** ● 500 faculty and staff will attend these targeted IP performances. (MT: Audience tally worksheet) ● 75% of faculty and staff attending the performances will increase their ability to facilitate and encourage religious and cultural pluralism in their classrooms and curriculum. (MT: Post-performance evaluations and surveys administered through PCC web portal)
Objective #3: Increase coursework opportunities that highlight religious and cultural pluralism.

Activity 3a. Create Learning Communities (LCs) focused on religious and cultural pluralism.

LCs blend courses from two or more disciplines into a single course with a common theme, enabling students to understand the connection between disciplines. Research reflects a climate of increased communication and objectivity and a deeper understanding of democratic ideals in these courses (Hodge et al, Community College Journal of Research and Practice, October 2001). Each year of the project, Dr. Abu Shakrah will be responsible for recruiting and supporting faculty to develop a LC that couples a writing course with another course, such as Philosophy of Religion or Sociology of the Middle East. Course outcomes will include developing critical thinking skills on controversial issues, demonstrating empathy for other people and viewpoints, communicating in ways likely to encourage democratic values, and resolving conflict nonviolently. LC planning will begin Winter 2006. The first will be taught by Dr. Rowan Wolf, Sociology, and Tom Huminski, English, in Fall 2006 and is tentatively titled “Framing Global Inequalities: Race, Class and Religion.” The second will be taught in Spring 2007. Anticipated outcomes: • 70 students will enroll in a LC on topics related to religious and cultural pluralism. (MT: Course enrollment records) • 90% of LC students will demonstrate successful completion of course outcomes described above. (MT: Course completion records)

Objective #4: Increase capacity of other institutions to replicate IP.

Activity 4a. Create a training video and curriculum and disseminate to colleges nationwide.

Jeannie LaFrance will work with PCC’s Video Production Specialist and a contracted videographer to create a DVD on how to implement the IP model at other colleges. It will include interviews with Student Educators and highlight the IP educational and performance process from beginning to end. Filming will begin Spring 2006 and continue through Winter and
Spring 2007 to capture an entire project year. Editing will occur during the Summer 2007, with the DVD ready for distribution in Fall 2007. With support from Deborah Evind, Claire Oliveros, and Dr. Abu Shakrah, Ms. LaFrance will create a comprehensive curriculum and a replication guidebook to accompany the DVD during the Summers 2006 and 2007. Electronic and hardcopy materials will include IP course outlines and syllabi; training and tools for student outreach, selection, and retention; and pluralism and academic freedom resources. Ms. LaFrance will promote the availability of materials in Fall 2007, through organizations and websites such as Teaching Tolerance (http://tolerance.org), Campus Compact www.compact.org), and Stop the Hate: Fighting Hate and Bias Crimes on Campus (www.stophate.org). She will also distribute information to institutions submitting preliminary proposals to Difficult Dialogues. **Anticipated outcomes:** ● over 700 institutions will receive information about the replication materials (MT: Dissemination tally sheet) ● 25 institutions will order materials. (MT: Order forms)

**Activity 4b. Present IP/Practicing Pluralism strategies at local, regional and national conferences.** The *Practicing Pluralism* Co-coordinators will present at least four workshops on IP/Practicing Pluralism at conferences such as the NW Student Leadership Conference and the Oregon Diversity Conference (Fall 2006), the Natl. Conference on Race and Ethnicity in Higher Education (Spring 2007), the Natl. Assoc. of Multicultural Education (Fall 2007), Natl. Council on Student Development, the Peace and Justice Studies Assoc. and the Pacific Sociological Assoc. **Anticipated outcomes:** ● 125 conference participants will attend an IP/Practicing Pluralism workshop. (MT: Workshop attendance sheets) ● 85% of attendees will indicate understanding of and interest in setting up a similar program. (MT: Post-workshop evaluations)

**VI. INSTITUTIONAL SUPPORT**

*Institutional support and contributions from donors from the broader community*
Practicing Pluralism has the full support of the highest levels of the College leadership. Project goals and activities were reviewed and endorsed by the College’s Executive Officers. PCC Campus Presidents, Deans of Instruction, and Deans of Students will actively promote faculty, staff and student participation, and PCC has committed over $116,000 in cash and in-kind resources over two years to ensure the project is a success. As detailed in the attached letter from PCC’s District President, these contributions include the instructional salary for Ms. LaFrance to teach IP classes; tuition waivers for IP Student Educators; Dr. Abu Shakrah’s time to serve as Co-Project Coordinator; the Women’s Resource Center and Multicultural Center Coordinators’ time to supervise Ms. LaFrance, facilitate NIFs, and develop IP replication materials, as well as funding from the two Centers to support project supplies, travel and printing; TLC funds for half the cost of a nationally recognized speaker on academic freedom for the Anderson Conference; Institutional Advancement Office funds for the development of the Illumination Project dissemination video; Video Production Department time and equipment to produce the dissemination video; and PCC Webteam assistance to develop the project website. In the past IP received approximately $5,000 from PCC’s annual community production of the Vagina Monologues and $5,000-$10,000 per year in small foundation grants. In 2006-07, the Practicing Pluralism Co-Coordinators will work with the PCC Grants Office to solicit local funding from the Hoover, Equity, and Allstate Community Foundations as well as funding from the Vagina Monologues.

VII. EVALUATION

The criteria and procedures to evaluate the overall results of the project

The Practicing Pluralism evaluation plan includes quantitative and qualitative outcome measures to determine if objectives are being met and to address key evaluation questions (Are...
students gaining demonstrable skills in conflict resolution, active listening and problem solving? Are faculty showing increased ability to facilitate and encourage religious and cultural pluralism in their classrooms?). These outcomes are detailed in Section V. Data to be collected and analyzed include documentation of IP performances, Learning Communities, NIFs, TLC workshops, conferences and in-services and surveys of participants; course outcomes for IP Student Educators and students enrolled in LC and other courses incorporating related curriculum; and documentation of the dissemination of the DVD and replication guidebook.

The *Practicing Pluralism* Co-Coordinators will be responsible for designing evaluation tools in consultation with PCC's Institutional Effectiveness Office and the Steering Committee and for managing project evaluation activities. The Co-Coordinators will compile reports at the end of each academic term that include data collected from project activities to date and summarize progress toward meeting outcome measures and project successes and challenges. The Steering Committee will meet twice a term to review these reports, discuss program progress, and recommend program modifications. These actions will be used to make continuous improvements, identify issues and make mid-course corrections to ensure the project is meeting identified needs. The Co-Coordinators will compile a summative evaluation report at the end of each year, outlining program progress. As described in Section IV, PCC also expects long-term institutional change, in the form of an improved campus climate for students, faculty and staff and enhanced academic freedom. These changes will be measured by adding questions on issues of religious and cultural pluralism and academic freedom to the Noel-Levitz Student Satisfaction Survey in Spring 2007 and by administering a survey to faculty and staff via the College’s web portal in Fall 2007. All activities and outcomes will be documented in a final report.
VIII. TWO-YEAR BUDGET: Total Grant Request $99,994

Personnel ($47,355 salaries; $22,802 benefits)
- Jeannie LaFrance, the Practicing Pluralism Co-coordinator, will be responsible for IP expansion and dissemination activities. She will devote .50 FTE to the project for two years ($36,439 salary; $19,264 benefits).
- Five faculty members will each be paid $25.83/hour for 10 hours to develop IP-related curriculum addressing religious and cultural pluralism. ($1,292 salary; $484 benefits).
- Additional instructional costs for two learning communities. ($9,624 salary; $3,054 benefits).

Honoraria and Consultants ($2,400)
- Each year of the grant, two speakers for Student Educator training events will be given honorariums of $100 each ($400). A national speaker on pluralism and academic freedom will receive an honorarium to give the keynote address at the PCC Anderson Conference for faculty development during the second year of the grant ($2,000).

Travel and Meetings ($4,749)
- Mileage at $.485/mile/car, for two cars, for a total of 372 miles will be provided to travel to other PCC campuses and other colleges for IP performances each year ($722).
- Van rental to transport Student Educators to two performances in the community/year ($404).
- Year One dissemination travel – the Practicing Pluralism Co-coordinators will travel to one regional conference in Year One of the grant ($1,065). This includes mileage for 500 miles at $.485/mile, hotel at $125/night/person for one night, per diem at $43/day/person for two days, and a conference fee of $200/person.
- Year Two dissemination travel – the Practicing Pluralism Co-coordinators will travel to one national conference in Year Two ($2,558). This includes airfare at $600/person, hotel at $125/night/person for two nights, per diem at $43/day/person for three days, and a conference fee of $300/person. Note: Additional dissemination travel will be covered by the college.

Office Equipment and Supplies ($4,648)
- Operating supplies at $50/month for 24 months ($1,200).
- Books for faculty attending TLC workshops ($25/book x 32 faculty) ($800).
- Photocopying instructional materials for Student Educators $.06/page x 750 pages/month for 20 months (10 months/year) ($900).
- Food for the Student Educators’ training retreat @ $250/year ($500).
- Lunches for eight off-campus performances per year @ $8/student x 6 students ($768).
- Admission fees for one educational field trip per year for the Student Educators at $12/student x 20 students/year ($480).

Communications ($8,950)
- Printing posters and program brochures ($1,400); Dissemination DVD – ($7,300). This includes: camera operator $4,000; second camera $300; sound/grip $1,200; editor/grip $1,800; Reproduction of IP DVDs and replication guides ($250).

Indirect costs at 10% ($9,090): PCC requests indirect costs of 10% to cover costs such as human resources, space and utilities.
Jan Abu Shakrah, Ph.D.
Faculty Department Chair: Economics, Political Science, Sociology
Sociology and Gerontology Instructor ● Gerontology Program Advisor
Portland Community College—Sylvania Campus
12000 SW 49th Avenue Portland OR 97219
503.977.4077 jabushak@pcc.edu

<table>
<thead>
<tr>
<th>Work Experience</th>
<th>Portland Community College—Sylvania Campus</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Sociology, Gerontology, Peace &amp; Conflict Studies, Global Studies, Cooperative Education</td>
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<tr>
<td>1995-present</td>
<td>Online, classroom, service-learning, and field-based learning</td>
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<thead>
<tr>
<th>Executive Director</th>
<th>Council for Prostitution Alternatives, Portland, Oregon</th>
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<tbody>
<tr>
<td>1995</td>
<td>Program direction, management, and grant writing</td>
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| Consultant, Writer                  | Articles and programs for Middle East peace, Palestinian, and human rights organizations and publications |
| 1994-present                        | Instructor Resource Manuals and Study Guides for Sociology textbook publishers |

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<tr>
<th>Executive Director</th>
<th>Palestine Human Rights Information Center, Jerusalem</th>
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<tr>
<td>1986-1994</td>
<td>Design of program, personnel, and administrative systems (Staff of 50 in 5 departments, including fieldworkers in West Bank &amp; Gaza) Executive and financial administration, including fundraising &amp; donor relations ($600,000 annual budget) Program coordination, in-service training, and evaluation Oversight of publications, newsletters, urgent action alert system, international reporting Liaison with Board of Directors and Chicago/Washington DC Offices Official representation before diplomatic missions, United Nations and other international forums</td>
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<tr>
<th>Researcher</th>
<th>Arab Studies Society, Jerusalem</th>
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<tr>
<td>1983-1986</td>
<td>Research on Israeli peace forces and settler violence Coordination of prisoner information and advocacy project Consultation on management systems and fundraising</td>
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<tr>
<th>Program Consultant</th>
<th>Education for Peace Project, Ben Gurion Univ—Israel</th>
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<tr>
<td>1981-1982</td>
<td>Group process and cooperative action program development Innovation in peace education and conflict resolution Management of visiting program evaluators and assessment</td>
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<td>Position</td>
<td>Title/Program</td>
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<tr>
<td>Lecturer</td>
<td>Semester at Sea, Institute of Shipboard Education</td>
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<tr>
<td>Director</td>
<td>Women Studies Program, Univ. of Colorado-Boulder</td>
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<tr>
<td>Principal</td>
<td>The Cottage Industry Project, UC-Boulder</td>
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<tr>
<td>Investigator</td>
<td>Self-Employment as a Viable Career Choice for Women</td>
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<tr>
<td>Social Worker</td>
<td>San Mateo County Welfare Department, California</td>
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<tr>
<td>Education</td>
<td>University of Colorado at Boulder</td>
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<tr>
<td>PhD Sociology</td>
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<td>BA Theology</td>
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<td>Memberships</td>
<td>PCC Muslim Student Association Faculty Advisor</td>
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<td>&amp; Community</td>
<td>Wisdom Keepers Student Resource Initiative Faculty Advisor</td>
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<td>Involvements</td>
<td>Institute for Christian-Muslim Understanding, Board Member</td>
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<td></td>
<td>Muslim Educational Trust Volunteer</td>
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<td>Arab and Muslim Police Advisory Council - Portland</td>
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<td>Association for Gerontology in Higher Education</td>
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<td></td>
<td>Oregon Gerontological Association</td>
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Portland Community College – Practicing Pluralism

23
WORK EXPERIENCE

1998 – present  Act for Action -Theater for All  Founding Director  Portland, OR

2001-present  Portland State University  Adjunct Faculty  Portland, OR
Teach courses and facilitate workshops on social change theater and Theater of the Oppressed.

2001-present  Portland Community College  Program Coordinator  Portland, OR
Coordinate The Illumination Project – a year long interactive peer education theater program addressing campus climate and cultural pluralism issues at PCC and in the greater Portland community.

1991 – present  Unlearning Oppressions Trainer  Trainer/Consultant  Oregon/Washington
Design curriculum and conduct workshops on racism, sexism, homophobia and other forms of discrimination.

2001  Tualatin Valley Centers  Program Developer (temporary position)  Portland, OR
Developed program structure, policies and curriculum and wrote grants to start a new volunteer peer mentor program for families at risk of child abuse. Program was funded.

1991 – 2001  Bradley-Angle House  Outreach Program Coordinator  Portland, OR
Promoted community awareness and educated about domestic violence. Trained and supervised speaker’s bureau. Coordinated approximately 300 presentations per year. Coordinated community support groups, as well as trained and supervised group facilitators. Supervised staff. On the board of the Oregon Coalition Against Domestic and Sexual Violence and trainer with the anti-racism committee of the OCADSV. Grant writing, program development.

ADDITIONAL EXPERIENCE

2000-2002  Trainers for Social Change Roundtable  Co-Founder  Portland, OR
Provided training and technical assistance for community educators.

1995 – 2000  Teatro sin Fronteras (Theater Without Borders)  Ensemble Member  Oregon
Provided popular education on issues of immigrants’ rights via theater performances.
1996 – 1999  Hip Chicks and Activists Theater  Steering Committee and Founding Member  Portland, OR
Wrote and oversaw grants. Coordinated publicity and logistics of productions. Co-wrote Witness This, a multi-cultural community-based production on domestic violence.

1993 – 1995  Urban/Rural Alliance  Founding Member  Portland, OR
Worked in coalition with the Rural Organizing Project on human dignity issues in Oregon. Wrote grants, coordinated fundraisers, promoted education for broad-based statewide social change.

1991 – 1994  Hundredth Monkey Theater Collective  Founding Member  Portland, OR
Wrote, directed, and acted in 7th and Failing, a play dealing with domestic violence and Shop for your Life.

1989 - 1991  Portland Women’s Crisis Line  Speaker’s Bureau and Crisis Line Volunteer  Portland, OR
Actor/Director in various theater companies including: Portland Accessible, Portland Women’s, Stark Raving, West Linn Very Little Theater and The Children’s Project

PUBLICATIONS

- The Network – authored a series of articles on the Rural Organizing Project.
- Responding to Violence – contributed chapter to book on violence in intimate relationships
- Chance for Change – coauthored a nationally distributed school-based curriculum on domestic violence; it was chosen as one of five model programs by the Federal Department of Health and Human Services.
- Free to Fight – contributed to text accompanying a nationally released CD supporting women’s self-defense.
- Recognizing Abuse: A Health Care Provider’s Guide – Contributing author to statewide hospital-based protocols
- Articles in various newsletters: El Programa Hispano, In Other Words, NW Women’s Law Project, OCADSV.

ADDITIONAL ACHIEVEMENTS

- PCC theater program selected to be in the chapter on “Model Programs in Multiculturalism and Diversity” in the upcoming book, Promoting Multiculturalism and Diversity Through College Unions and Student Activities- 2003
- Ford Foundation Leadership for a Changing World semi-finalist -2002
- N. Portland “For Goodness Sake’s” award -2001
- Named as one of the Portland Observers “Women of Courage and Vision”- 2001
- NW Film and Video Young Filmmaker’s Award-2001
- Multnomah County Peacemakers Award-1999
- TACS/PGE Community Treasures Award – one of three awarded in Oregon-1997

EDUCATION

1988  Lewis & Clark College  Portland, OR
B.A., English and Theater.