**Project Pericles** is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include social responsibility and participatory citizenship as essential elements of their educational programs. Founded in 2001 by philanthropist Eugene M. Lang, Project Pericles works directly with its member institutions, called Pericleans, as they individually and collaboratively develop model civic engagement programs in their classrooms, on their campuses, and in their communities.

We are undertaking a three-year project, *Creating Cohesive Paths to Civic Engagement*, to further enhance our delivery of Civic Engagement and Social Responsibility (CESR) opportunities to students. With support from the Eugene M. Lang Foundation and The Teagle Foundation, our member colleges and universities are inventorying, mapping, strengthening, and developing more cohesive and integrated civic engagement programs. *Creating Cohesive Paths* gives us the opportunity to document the depth, breadth, and innovative nature of work on our campuses and share best practices with the wider higher education community.

Work commenced this summer on the project. Project Pericles staff along with a group of 26 program directors and our consultant, Barbara Holland, developed survey materials designed to capture the curricular and co-curricular CESR opportunities on our campuses. This fall teams on each campus collected their data and submitted their material in December.

Campuses have greeted the project with a great deal of enthusiasm and many are using it as a catalyst for deeper discussions about the organization and integration of civic engagement programming on their campuses.

**Key Project Goals Include:**

- Using the knowledge gained from mapping to further enhance existing programming for civic engagement and social responsibility or developing new courses and opportunities that address current gaps and ensuring that sequences of courses have clear learning outcomes that build upon and support one another
- Creating clear pathways for students to integrate civic engagement and social responsibility into their courses of study, including developing certificate programs, formal minors, introductory seminars, concluding capstone seminars, and programs of study that meet the needs of all majors
- Increasing student awareness of and participation in civic engagement opportunities through these newly articulated pathways and increased awareness among advisors and professors of these opportunities

Following the mapping portion of the project, we will hold a convening in July 2014 to discuss findings from the project, share best practices, and develop new approaches to improving the coherent delivery of CESR programming on campus. The convening will be held at the Pocantico Center of the Rockefeller Brothers Fund. Participating colleges and universities will develop strategic action plans to strengthen existing civic engagement programs on individual campuses and/or to develop new certificates or minors in civic engagement.

Following the convening, Project Pericles will release a white paper focused on best practices for organizing and integrating civic engagement programming for dissemination to colleges and universities nationally.
Previous Project Pericles Publications:

**PERICLEAN FACULTY LEADERSHIP (PFL) WHITE PAPER**

*The Periclean Diamond: Linking College, Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning* (2012) by Ben Berger, Associate Professor of Political Science and Periclean Faculty Leader at Swarthmore College, and Jan R. Liss, Executive Director of Project Pericles. The white paper is available at www.projectpericles.org.

This white paper presents findings from our multi-year Periclean Faculty Leadership (PFL) Program™ that included 26 colleges and universities. By extending civic pedagogy to the campus, connecting undergraduate education with community input and engagement, and linking all of these projects with faculty development, professional interchanges, reciprocal peer review, and public scholarship, the PFL Program has developed a promising, replicable, and sustainable model of civic education. These 26 courses in the fine arts, humanities, social sciences, and natural sciences add to more than 100 existing CECs, and build upon the teachings from the Civic Engagement Course (CEC) Program™.

Support for the project was provided by the Eugene M. Lang Foundation and The Teagle Foundation.

**CIVIC ENGAGEMENT COURSE PROGRAM (CEC) WHITE PAPER**


This white paper presents lessons from the CEC program and focuses on specific pedagogical strategies employed by the faculty in the fine arts, humanities, social sciences, and natural sciences to integrate education for civic and social responsibility into their courses, as well as the unique challenges of civic education. It details the analysis that finds that most CECs shared three learning outcomes: the ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on these issues; the ability to relate academic materials to their practical applications regarding issues of social concern; and the motivation and capacity to utilize these abilities to take action in the community. Project Pericles believes that these three learning outcomes benefit students as they consider their personal places in the wider world.


Support for the project was provided by the Eugene M. Lang Foundation, the Christian A. Johnson Endeavor Foundation and The Teagle Foundation.
Chad Berry is Academic Vice President and Dean of the Faculty, Goode Professor of Appalachian Studies, and Professor of History at Berea College. Prior to being appointed Academic Vice President, he previously served as the director of Berea’s Loyal Jones Appalachian Center and for one year as director of the Center for Excellence in Learning through Service (CEILS). He is trained as a historian of the post-Civil War United States and Southern Africa, although his research has centered on Appalachian studies. Prior to coming to Berea, he was associate professor of history at Maryville College, where he taught a popular senior seminar on youth, civic engagement, and the 1960s. He is the author of Southern Migrants, Northern Exiles (University of Illinois Press, 2000), which examines one of this country’s largest internal migrations: of southern- and Appalachian-born whites who moved to the Midwest during the twentieth century. He is the editor of and contributor to The Hayloft Gang: The National Barn Dance (University of Illinois Press, 2008), which documents Chicago’s important radio program that served as a precursor to the development of country music and accompanies a 2011 PBS documentary. He is the author of many articles on Appalachian studies, history, and international education. He received a B.A. in American studies, summa cum laude, from the University of Notre Dame, an M.A. in folk studies from Western Kentucky University, and a Ph.D. in history from Indiana University, Bloomington. A member of Phi Beta Kappa, he is the former president of the Appalachian Studies Association and was recently appointed to the Board of Directors of the Mary Reynolds Babcock Foundation.

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Linda C. DeMeritt has been Provost and Dean of the College at Allegheny College since 2003. For 21 years before assuming that role, she served at Allegheny as a professor of German in the Modern and Classical Languages Department, where she taught all levels of language, culture, and literature. While still a faculty member, Dr. DeMeritt received the College’s National Endowment of the Humanities divisional chair for her record of scholarship, wrote and served as principal investigator for an Andrew W. Mellon Foundation grant to use technology as a means to bring international perspectives more fully into the language classroom, and began an after-school program called the German Club, one of Allegheny’s first collaborative projects with local schools. In addition to teaching and service, Dr. DeMeritt is the author of numerous articles and book chapters on contemporary Austrian literature with an emphasis on women writers, theater, and literary responses to Austrian complicity in the Holocaust. She has traveled to Austria and Germany many times to conduct research, including a Fulbright year in Graz, Austria. Dr. DeMeritt has published New Subjectivity and Forms of Alienation: Botho Strauss and Peter Handke, a textbook on German Grammar, co-edited a volume of essays titled Postwar Austrian Theater: Text and Performance, and translated two book-length works by Austrian authors Renate Welsh (House of Cards) and Elisabeth Reichart (Foreign and La Valse). Dr. DeMeritt has expertise in strategic planning and writing grants, including a recent grant focused on a community-based wellness initiative. She received her B.A. from Michigan State University, a Masters from the University of Illinois, and her Doctorate from Michigan State University, all in German language and literature.

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Jan Risé Liss has served as Executive Director of Project Pericles since 2005. She has led the development and implementation of the Civic Engagement Course (CEC)™ Program, Debating for Democracy (D4D)™, the Periclean Faculty Leadership (PFL)™ Program, and the Creating Cohesive Paths to Civic Engagement Project. She has over thirty years of senior leadership experience in management, planning, and financial development for a wide range of academic/educational organizations, including The Aspen Institute, Consumer Reports, The New York Public Library, The Brookings Institution, American Express, and The Portland Art Association (Oregon). As an independent consultant to academic and not-for-profit institutions, she served clients that included The Aspen Institute, Columbia University, and the University of Missouri School of Law on matters of strategic planning, curriculum planning, and publishing. In 2008, she was named a Tenenbaum Fellow. In 2009, she co-authored a White Paper, Civic Engagement in the Classroom: Strategies for Incorporating Education for Civic and Social Responsibility in the Undergraduate Classroom with Ariane Liazos that shares the learnings from the CEC program. In 2012, she co-authored a White Paper, The Periclean Diamond: Linking College, Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning with Ben Berger that explores insights from the PFL program. She received a B.A. in Psychology from Reed College and an M.B.A. from the Yale School of Management.

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Stephen Preskill is a Distinguished Professor of Civic Engagement and Leadership at Wagner College’s Center for Leadership and Engagement. Stephen Preskill helps to advance Wagner’s commitment to community-engaged teaching and scholarship, and plays a significant role in supporting student participation in community-based activism and leadership development. He also helps to support the strategic initiatives of the Port Richmond Partnership. Additionally, he is the campus coordinator for Project Pericles, the co-coordinator for Imagining America, and director of Wagner’s Bonner Leaders program. He is the co-writer of three books: Stories of Teaching (2001), Discussion as a Way of Teaching, 2nd Edition (2005) and Learning as a Way of Leading (2009), as well as the author of numerous articles, book reviews, and op-ed pieces. He teaches in Wagner’s First Year Program and the Intermediate Learning Community and has taught courses focusing on Democracy and Public Life, African American Narrative, Global Poverty, and the Foundations of American Education. He is passionate about democracy and its potential to transform colleges and communities. He graduated from Ithaca College as a history major in 1972 and earned his Ph.D. in Educational Policy Studies from the University of Illinois at Urbana-Champaign in 1984.

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Paul Schadewald is the Associate Director of the Civic Engagement Center in the Institute for Global Citizenship at Macalester College. He develops curricular civic engagement, community-based research, and public scholarship projects and facilitates faculty development programs on civic and urban engagement. He is Co-Director of Project Pericles at Macalester and is Macalester’s co-representative to Imagining America. Nationally, he is a participant in Imagining America’s Engaged Undergraduate Research Group with a focus on “civic professionalism” which is supported with funding from Imagining America and the Teagle Foundation. In 2011, he was co-chair of the Imagining America national conference, “What Sustains Us?” He helped coordinate the “Right on Lake Street” public history exhibit at the MN History Center, a multiyear partnership among 13 Macalester classes, the MN Historical Society, and In the Heart of the Beast Puppet and Mask Theatre. He has co-authored chapters on faculty civic engagement in Deepening Community Engagement in Higher Education: Forging New Pathways, ed. by Ariane Hoy and Matthew Johnson, and When Community Matters: The Teaching and Practice of Community-Based Research, ed. by Mary Beckman. He has a strong interest in young adult vocational formation. As a member of an interdisciplinary research team, he is studying how one retreat center has affected the commitments and life narratives of young adults over multiple generations. He received his B.A from St. Olaf College and his Ph.D. in history from Indiana University, Bloomington.

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