Thank you AAC&U. My name is Jan Liss and I am the Executive Director of Project Pericles.

Project Pericles is a national consortium of 29 colleges and universities that were selected as members because of what they are doing on their campuses to help prepare students to become engaged citizens. We were formed in 2001 when Eugene Lang, the educational philanthropist, conceived of this organization. Project Pericles seeks to engage college students in social and civic enterprise as a systemic feature of the college experience.

We encourage and facilitate commitments by colleges and universities to educate students for participatory citizenship and a life-long responsibility to their community.

Project Pericles works within the classroom, on the campus, and in the community.

We believe that a more pedagogically powerful experience of education results from greater integration between classroom-based and experiential learning. We promote an approach to teaching and learning that integrates classroom and co-curricular civic engagement. Since its founding, Project Pericles has worked with faculty and staff on campuses around the country to strengthen the links between the curricular, extra-curricular/co-curricular and campus climate to encourage students to become thoughtful citizens actively addressing issues facing the global community.

Project Pericles and 26 of its member institutions are engaged in a three-year, multi-phase project, Creating Cohesive Paths to Civic Engagement, to inventory, map, strengthen, and develop more cohesive and integrated civic engagement programs.

Thank you to the Eugene M. Lang Foundation and The Teagle Foundation for supporting this work to create clear pathways for students to integrate civic engagement and social responsibility into their courses of study.

This project builds on Randy Bass’ injunction that, “…students will learn to integrate deeply and meaningfully only insofar as we design a curriculum that cultivates that; and designing such a curriculum requires that we similarly plan, strategize and execute integratively across the boundaries within our institutions.”
As we said in our proposal for funding this exciting work:

“As a highly motivated consortium with deep experience in promoting civic engagement and social responsibility, our colleges and universities have a great deal to learn from each other and a great deal to share with the larger higher education community. After a decade of developing innovative programming – collectively and individually – we need to take stock of all we have accomplished in order to document best practices and continue to build innovative curricula, programs, and institutions.”

Key goals include:

- 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 (including in the humanities and STEM).

- 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. We want to expand how students think about and understand their educational experiences beyond the major to encourage them to incorporate various civic engagement pathways.

- 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.

Our member institutions already have a commitment to civic engagement and social responsibility. It’s part of why they joined Project Pericles.

The key idea behind the Project is that all of the campuses can be more intentional in creating civic engagement opportunities that are integrated with each other, that build upon one another in terms of skills, competencies, and learning goals, and that reach across the curriculum – providing opportunities for a wide range of students from different majors.

The project has three phases:

- Phase 1 – Mapping: inventory/map existing courses and co-curricular activities that incorporate civic engagement and social responsibility at Periclean colleges and universities. This was completed in December.
• Phase 2 – Integrating Material/Convening: review material; draft report; and convene representatives from Periclean colleges and universities and experts in civic engagement and higher education to discuss findings and ways of strengthening civic engagement programming. The convening will be held at the Pocantico Center of the Rockefeller Brothers fund in Westchester County, New York this July.
  o Prior to the convening, we will pair campuses and have them review each other’s work and discuss their findings.

• Phase 3 – Implementation and Dissemination: individual campuses implement strategic action plans and mini-grants to strengthen existing civic engagement offerings or design new programs based on findings from mapping and convening (9 - 13 mini-grants), Disseminate best practices and lessons learned through White Paper, conferences, and electronic media.

We commenced work in the summer of 2013. Collaborating with Barbara Hollandii and a group of program directors from different campuses, we developed a questionnaire and a survey instrument for data collection.

The questionnaire and survey were distributed to participating campuses over the summer and teams on each campus spent the fall collecting data. The teams vary by campus but include faculty and staff responsible for civic engagement as well as representatives from the provost’s office, student life, and various departments on campus.

In addition to the survey questions, we asked that campuses compile an inventory of all courses and co-curricular activities with a civic engagement component.

The questionnaire poses a series of 16 questions about the organization of civic engagement and social responsibility programming on each campus.

Questions range from descriptions of the manifestation of the institutions commitment to civic engagement in key documents such as a mission statement or learning goals; to descriptions of the organization and staffing of any units that are expressly responsible for civic engagement and community based learning; to reflections on innovative practices, strengths, and gaps in the college or university’s approach to civic engagement. They focus on the breadth and depth of the curricular offerings. We ask campuses to list their institution’s learning goals for civic engagement and social responsibility. Many used the primary learning outcomes identified by Project Pericles in its 2009 White Paper:
1. Ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on these issues.

2. Ability to relate academic materials to their practical applications regarding issues of social concern.

3. Motivation and capacity to utilize these abilities to take action in the community.

Campuses have had very positive things to say about participating in the survey.

On some campuses, the survey fits in well with strategic planning processes that were already underway, on other campuses it has served as a real catalyst for conversations across departments about the organization of opportunities on campus, and on still other campuses it has jump started plans for developing certificate programs or better articulating pathways in the curriculum to students and prospective students.

A very preliminary review of the surveys shows a wide range of approaches to civic engagement programming.

Programs run the gamut from individual professors working on their own on courses that incorporate community based learning or civic engagement to campuses with “civic scholars” programs with highly developed curricula for cohorts of students and civic engagement centers.

Campuses span three general categories but can also be viewed in terms of a spectrum –

The first group of colleges has a general commitment to civic engagement and individual professors have developed numerous courses with civic engagement components, and civic engagement on these campuses lack an organizing structure.

The second model we see is of campuses that have a civic engagement center or center for community based learning. These campuses have varying degrees of organization and centralization of civic engagement programming, and there is communication between the civic engagement center and professors offering courses. Yet, there is not an integrated system or structure in place on these
campuses for coordinating civic engagement programming, and most particularly bringing in students rather than having them come on their own.

Third, we have campuses with civic engagement centers and organized programs that are integrated into the curriculum either through specifically designated courses or through specific programs such as a civic scholars program.

One clear takeaway from all of this is that if you are interested in integrating civic engagement across the curriculum in such a way that many students or a majority of students have some exposure to civic engagement, it is helpful to have some coordinating structure – with sufficient resources allocated - if you are going to integrate civic engagement across the curriculum.

It is exciting to see how each of our campuses is unique and thinks about things in their own way and yet learns from each other.

The diversity of our member colleges and universities is impressive. With endowments ranging from 24 million to 1.5 billion, campuses from Maine to Southern California, rural, suburban and urban, and different student bodies each college has recognized the role of civic engagement in improving the lives of students and the local, national, and global communities.

Let me introduce our panel of Periclean Program Directors and Provosts in the order in which they will speak.

**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. Allegheny's mapping project exposed the need to design new institutional structures toward a coherent and intentional civic education. She will discuss the Allegheny Gateway, their vision for organizing, housing, and coordinating CESR activities with the goal of equipping students with the knowledge, competencies, and practical skills to think and act as citizens of a diverse, complex, and interconnected world.

**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 served as the director of Berea’s Loyal Jones Appalachian Center and as director of the Center for Excellence in Learning through Service. He will discuss how the range of CESR activity revealed as a result of mapping has been categorized through metaphor to enable understanding of institutional achievements as well as identify areas on which to focus efforts in the future.

**Stephen Preskill** is a Distinguished Professor of Civic Engagement and Leadership at Wagner College’s Center for Leadership and Engagement. He is the Program Director for Project Pericles. Steve Preskill
will explain how the mapping process has helped Wagner College to assess its strengths and weaknesses with respect to civic engagement and how this process is being used to deepen community partnerships and involve faculty and students in more meaningful and collaborative community-based initiatives.

Paul Schadewald is the Associate Director of the Civic Engagement Center at Macalester College. He serves as the Co-Program Director for Project Pericles. Paul Schadewald is the Associate Director of the Civic Engagement Center at Macalester in the Institute for Global Citizenship. He will describe his experiences coordinating the mapping project, relate central questions about civic engagement that the project raised, and he will point to the Academic Concentrations at Macalester as a promising practice to integrate civic engagement into the curriculum.

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ii Barbara Holland is a consultant in higher education. She previously served as the Director of Academic Initiatives in Social Inclusion at the University of Sydney. Prior to that Prof. Holland served as Pro Vice-Chancellor Engagement at the University of Western Sydney. In this role she served as the senior executive for engagement and is implementing the University’s strategic plan for engagement as well as a developing a system to monitor and assess engagement’s impacts on faculty, students, and communities. Prior to this appointment she was Director of Learn and Serve America’s National Service-Learning Clearinghouse and a Senior Scholar at Indiana University-Purdue University Indianapolis. Previous administrative roles include executive positions at Portland State University, Northern Kentucky University and the U.S. Department of Housing and Urban Development.