



**From Curriculum to Community:  
Encouraging Faculty and Students to Change the World  
AAC&U, Thursday, January 25, 2018, 10:30-11:45 AM**

**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 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. Project Pericles works to incorporate civic engagement and social responsibility in areas including faculty and curriculum development, research into best practices, and student engagement.

**The Periclean Faculty Leadership (PFL) Program™** is a leadership and course development program dedicated to incorporating civil dialogue, civic engagement, and social responsibility across the undergraduate curriculum. The Arthur Vining Davis Foundations and the Eugene M. Lang Foundation are supporting the 2017-2018 cohort.

- **New Course Development:** The Periclean Faculty Leaders create new courses incorporating civic engagement; promote civil dialogue locally through lectures, town hall meetings, and public events; and advance public scholarship nationally and internationally through publications and conference presentations. They champion civil discourse, civic engagement, and social responsibility among students, faculty, and the community. We are pleased to have a diverse group of professors from a wide range of disciplines including Archaeology and Classical Studies, Business Law, Computer Science, Dance, English, Environmental Studies, History, Mathematics and Statistics, Psychology, Sociology, Theatre, and Urban Studies.
- **Fostering Students' Civic Engagement:** Through courses that utilize high impact learning strategies and address economic, environmental, health, and income inequality, among other social issues, frequently working with the community, students gain an understanding of how they can use their knowledge and skills to improve their communities, which in turn supports academic excellence. Professors and community members model civil discourse, as stakeholders, to address pressing issues. Students gain experience working as part of a team with community members. Student engagement with real-world issues supports academic excellence.
- **Faculty Mentorship and Peer Connections:** Each Periclean Faculty Leader is paired with a Periclean Faculty Leader from another institution at the beginning of their tenure as PFLs. They consult each other throughout the program. At the conclusion of the program the Periclean Faculty Leaders prepare a brief portfolio of their work which includes (a) the syllabus of their Civic Engagement Course (CEC) course and other instructional and evaluation materials, (b) a copy of the abstract they sent describing their research paper/project; and/or (c) an overview of the activity they developed that brought diverse campus and community members together to participate in an activity that enriched public life, addressed current public/community issues, and enlivened democratic debate and discourse. The paired Periclean Faculty Leaders share their portfolios with each other and discuss the impact of their projects in promoting the civic engagement of their students. After reviewing each other's portfolios, the faculty prepare a one-page review of their partner's work and submit a copy of this review to Project Pericles and to their partner.
- **Grant Support:** Project Pericles provides an award of \$2,000 per campus with campuses providing matching funds.

## **History of the Periclean Faculty Leadership (PFL) Program™**

The PFL Program was launched in 2010 with support from the Eugene M. Lang Foundation and The Teagle Foundation. The 2017-2018 cohort builds upon the work carried out under the initial program. Periclean Faculty Leaders from the initial program serve as peer mentors to new PFLs. Insights and best practices from the PFL Program are discussed in our white paper, *The Periclean Diamond: Linking College Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning* 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 discusses successful pedagogical strategies developed by faculty members to integrate education for civic and social responsibility into their courses and throughout the campus and community.

The PFL Program created CECs across the curriculum with courses in the fine arts, humanities, social sciences, and natural sciences, and pre-professional departments including business, education, and social work. More than 100 syllabi from the PFL Program, as well as from our earlier Civic Engagement Course (CEC) Program™ are available at [www.projectpericles.org](http://www.projectpericles.org).

In order to disseminate information about their research outside of each campus, PFLs developed a scholarly paper/project related to the Civic Engagement Course they taught and their academic interests.

Through publications and conference presentations, PFLs share their pedagogical insights gained from designing and teaching CECs with their colleagues. PFL published articles relating to their CECs appear in four peer-reviewed journals; two PFLs published books, and 16 PFLs and Periclean Program Directors participated on five separate panels at the annual conferences of the Association of American Colleges and Universities (AAC&U). Other conferences with PFL presentations included: American Council on Education (ACE) Across the STEM, American Democracy Project, Atlantic Center for Learning Communities, Ecosystems and Sustainable Development, Florida Communication Association, Imagining America, and National Women's Studies Association.

The 2010-12 PFL courses continue to be revised, taught, and incorporated into the curriculum. Since 2012, many PFLs have assumed leadership positions on their campus.

The PFL Program builds on the success of the Project Pericles Civic Engagement Course (CEC) Program™. In 2007, with support from the Eugene M. Lang Foundation, the Christian A. Johnson Endeavor Foundation, and The Teagle Foundation, the CEC Program awarded matching grants to 16 Periclean colleges and universities resulting in the creation of 44 courses in a wide range of disciplines across the fine arts, humanities, social sciences, and natural sciences.

### **Periclean Colleges and Universities**

Allegheny College • Bates College • Berea College • Bethune-Cookman University  
Carleton College • Chatham University • Dillard University • Drew University  
Elon University • The Evergreen State College • Goucher College • Hampshire College  
Hendrix College • Macalester College • Morehouse College • New England College  
The New School • Occidental College • Pace University • Pitzer College • Reed College  
Rensselaer Polytechnic Institute • Rhodes College • St. Mary's College of Maryland  
Skidmore College • Swarthmore College • Ursinus College • Wagner College  
Whitman College • Widener University • The College of Wooster

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## PANELISTS

**Nurcan Atalan-Helicke** is an interdisciplinary social scientist and Assistant Professor in Environmental Studies and Sciences at Skidmore College. She has taught courses, including Politics of Food, Environment, and Development in the Middle East; Human Rights and Development; and Political Ecology. Her research interests include conservation of agricultural biodiversity, access to healthy food, particularly the intersection of genetically engineered and halal food, and critical pedagogies of sustainability. She is a qualitative social scientist and carried out fieldwork in Turkey, and the northeast United States. Her research has been published in interdisciplinary peer-reviewed journals including *Agriculture and Human Values*, *Journal of Environmental Studies and Sciences*, and *Global Environmental Politics*. She received her B.A. in International Relations from Middle East Studies University, M.A. in International Relations from Bilkent University, and Ph.D. from Ohio State University. Nurcan Atalan-Helicke can be contacted at natalanh@skidmore.edu.

**Phong Le** is an Assistant Professor of Mathematics in the Center for Data, Mathematical and Computational Sciences at Goucher College. He also attended Goucher as an undergraduate, studying mathematics and minoring in music. He received his M.A. and Ph.D. from the University of California, Irvine. Prior to returning to Goucher he was a member of the faculty at Niagara University in Niagara Falls, New York. There he co-advised the statistics program. His professional interests range widely from algebraic number theory, cryptography, error-correcting codes, statistics and data science. In Baltimore, he engages in a wide variety of data-driven community engagement ranging from health access, fair housing and developing better paper routes for a community newsletter in his neighborhood. As often as is possible, he brings these experiences into his classroom as stories and daily lessons on how data can empower a community and reflect upon existing narratives within a community. This spring he is embedding in a local healthcare nonprofit to improve data entry and engagement for both their clients and volunteers. Phong Le can be contacted at phong.le@goucher.edu.

**Jan Risë Liss** joined Project Pericles as its second Executive Director in 2005. At Project Pericles she has developed, launched, and implemented the Civic Engagement Course (CEC) Program™, Debating for Democracy (D4D)™, the Periclean Faculty Leadership (PFL) Program™, Creating Cohesive Paths to Civic Engagement, and Creating Curricular Coherence through Inquiry-Based Curricula and Thematic Pathways. She has senior leadership experience in management, planning, publishing, and financial development for a wide range of organizations, including The Aspen Institute, Consumers Reports, The New York Public Library, The Brookings Institution, American Express, and The Portland Art Association. Her most recent publication is the 2017 white paper, *Creating Cohesive Paths to Civic Engagement: Five Approaches to Institutionalizing Civic Engagement* by Garret S. Batten, Adrienne Falcón, and, Jan R. Liss which explores the lessons learned from this three-year initiative with a focus on the creation of coherent and integrated approaches to CESR. Liss serves on the Board of Directors of Project Pericles. She served on the Reed College Board of Trustees from 2009-2013 and on the Board of Directors of College and Community Fellowship from 2006-2016. She was named a Tenenbaum Leadership Initiative Fellow at Milano, The New School for Management and Urban Policy. She received a B.A. in Psychology from Reed College and an M.B.A. from the Yale School of Management. Jan Liss can be contacted at jan.liss@projectpericles.org.

**Alex Picard** is an Associate Professor of Theatre at New England College. She has a B.A. in Education from New England College and an M.F.A. in Acting from the University of Illinois Urbana-Champaign where she studied at the Krannert Center. While there she worked with Tony Award-winning director Dan Sullivan, playwright Lee Blessing, and participated in an intensive residency with Ann Bogart's CITI Company. After returning to the East Coast, she taught high school theatre in the Boston area for six years. Picard served as the Managing Director of the Devanaughn Theatre Company in Boston where she also appeared many productions. She acted professionally with such companies as The Gloucester Stage Company and The Huntington Theatre as a resident understudy. She served as the Company Manager for Northern Stage Company where she also appeared on stage. Since returning to New England College as a faculty member nine years ago, Picard has appeared in many productions with the Open Door Theatre Company and directs the department mainstage production each fall. She just completed work on an original production entitled *Allowables* based on poetry of witness on a national scale focusing on marginalized voices. She is currently working on several projects involving social justice and civic engagement in theatre including *The Hope Project: An Exercise in Listening* featuring the survival stories of NEC students, and a new Character Analysis model based on Restorative Justice previously presented at the American College Theatre Festival. She is the recipient of the Kilgore Award for Excellence in Teaching and the Arts and Humanities Professor of the year award. Alex Picard can be contacted at [spicard@nec.edu](mailto:spicard@nec.edu).

**Lynne Steuerle Schofield** is Associate Professor of Statistics at Swarthmore College. Her principal research interests lie in the development of statistical methodologies, especially for problems which examine economic, public health, social and educational policy and practice. She develops statistical models that examine and correct for the biases induced from measurement error with a particular interest in psychometric and latent variable models. Such models often use proxies for latent variables such as cognitive skills, academic achievement and/or personality traits. She has worked with economists, sociologists, psychologists and educational researchers and practitioners. The thread that ties her work together is the need and desire for better data and statistical methods to inform policy and practice. She has received grants from the National Institute of Child Health and Development, the National Institute of Aging, and the National Science Foundation for her research. In addition, she has received funding to help her develop community-based learning statistics courses at Swarthmore from the Lang Center for Civic and Social Responsibility and Project Pericles (where she was named a 2017-2018 Periclean Faculty Leader). Prior to working at Swarthmore, she was Special Assistant to the Dean of the College of Education at Temple University, was a Research Associate at the National Research Council and was a middle school math teacher. She has a B.A. in mathematics from Swarthmore College where she also received a certificate to teach middle and high school mathematics in Pennsylvania. She has a Ph.D. in statistics and public policy from Carnegie Mellon University. Lynne Steuerle Schofield can be contacted at [lschofi1@swarthmore.edu](mailto:lschofi1@swarthmore.edu).

**More about Goucher College (Baltimore, Maryland):** Goucher College, established in 1885, is an innovative liberal arts college and graduate school preparing students for 21st-century careers and where every undergraduate studies abroad. With its new undergraduate curriculum (Fall 2017), the college expects all students to pursue a common set of learning experiences, but also allows students to customize their education within its more than 30 majors and several interdisciplinary areas. Goucher's Community-Based Learning Office and programs support organizations throughout Baltimore City and Baltimore County. These opportunities range from weekly and ongoing volunteer programs to credit-bearing Community-Based Learning courses, and also include the community-based programs lead by members of student clubs, athletic teams, and other campus groups. In 2016-2017, more than 1,000 Goucher students participated in a community-based experience with more than 40 community partners. Goucher offers nine signature weekly volunteer programs, led by Student Leaders for Civic Action, that span from tutoring in Baltimore City schools to organic gardening on local farms and include peer-to-peer structured reflection.

**More about New England College (Henniker, New Hampshire):** New England College is a private, non-profit liberal arts college which enrolls approximately 2,700 undergraduate and graduate students. Founded in 1946 New England College was established to serve the needs of servicemen and women attending college on the G.I. Bill after World War II. The College emphasizes experiential learning as an essential component in the development of an enduring academic community. Building upon a strong liberal arts foundation, the College challenges its students to reach their full potential through informed discourse and the pursuit of excellence in a framework of academic freedom that reflects the College's core values and mission. New England College is accredited by the New England Association of Schools and Colleges.

**More about Skidmore College (Saratoga Springs, New York):** Skidmore College opened its doors in 1911 as the Skidmore School of Arts, and since 1922, serves as a liberal arts college. Located on a beautiful 1,000 acre campus in the vibrant small city of Saratoga Springs, Skidmore College offers 43 majors in the arts, natural sciences, social sciences, and humanities and has a student population of approximately 2,500. With 304 full time faculty, who have earned national and international recognition including Guggenheim, MacArthur, Pulitzer, and Emmy awards, and major fellowships and grants from Fulbright, Getty, NEH, NIH, NSF, and the Andy Warhol Foundation, Skidmore offers a strong curriculum to cultivate creativity in every field of study. Committed to sustainability, Skidmore cultivates environmental citizenship and aims to build a sustainable campus through its Sustainability Office, Dining Hall, Facilities Services, student clubs, community garden, and its curriculum. Currently, 45% of Skidmore's electricity (and 40% of heating and cooling) comes from renewable sources, and Skidmore aims to increase this through geothermal and solar energy projects on campus, and its investment in a micro-hydro facility in upstate New York. In line with its mission that aims to inspire, challenge, and support the highest levels of excellence for all of its students, as evidenced by their achievements in realizing the values of engaged liberal learning while at Skidmore and expressed throughout their lives, Skidmore offers a wide array of opportunities for students to broaden their knowledge and establish reciprocal partnerships with local, national and global communities. More than 70% of students take at least one service-learning course at Skidmore, while a similar number explore their passions by engaging in co-curricular programs and initiatives, and internships, a number of which are funded by the College.

**More about Swarthmore College (Swarthmore, Pennsylvania):** Swarthmore College is a co-educational, private liberal arts college renowned for its rigorous academics with a student population of approximately 1,500. Since its founding in 1864, Swarthmore College has given students the knowledge, insight, skills, and experience to become leaders for the common good. Swarthmore is located on a 425 acre arboretum encompassing the Crum Woods and is 11 miles from Philadelphia. Guided by its Quaker heritage, Swarthmore College has since its inception declared a commitment to provide academic excellence in the context of social responsibility, by helping its students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern. A key piece of this mission is Swarthmore College's Lang Center for Civic and Social Responsibility which supports faculty, students, and staff with advice and guidance, space for meetings and events, transportation resources, as well as funding for projects, internships, and curricular design. The Lang Center encourages faculty, staff, and students to be involved with surrounding communities locally and globally, for mutual benefit and reciprocally enriching relationships. The Center has several signature programs including a rotating visiting professorship that brings to campus activists or academics committed to social justice, civil liberties, human rights, and democracy for a year of teaching and community interaction. The Lang Opportunity Scholarship supports students who want to create long-term sustainable social-action projects and faculty are supported with curricular grants to create and redesign courses to incorporate significant elements of community-based learning.

## **Project Pericles White Papers:**

### **CREATING COHESIVE PATHS TO CIVIC ENGAGEMENT**

*Creating Cohesive Paths to Civic Engagement: Five Approaches to Institutionalizing Civic Engagement* (2017) by Garret S. Batten, Adrienne Falcón, and Jan R. Liss.

This white paper examines the design and structure of curricular and co-curricular programs for Civic Engagement and Social Responsibility (CESR) at the undergraduate level. Of particular focus are intentional program design and organized approaches to CESR that are integrated throughout the curriculum. Drawing on curricular mapping/surveys from 26 Periclean campuses, the authors discuss five different approaches to institutionalizing CESR that colleges and universities commonly use. The white paper reviews lessons learned that administrators, faculty, and staff may wish to consider in designing new CESR programs or enhancing existing ones. It provides useful and actionable concepts, ideas, and practices, with clear takeaways.

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

### **PERICLEAN FACULTY LEADERSHIP (PFL) PROGRAM™**

*The Periclean Diamond: Linking College, Campuses, Communities, and Colleagues via Social and Civic High Engagement* (2012) by Ben Berger and Jan R. Liss.

This white paper presents findings from our multi-year Periclean Faculty Leadership (PFL) Program™ at 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 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 (CEC) PROGRAM™**

*Civic Engagement in the Classroom: Strategies for Incorporating Education for Civic and Social Responsibility in the Undergraduate Curriculum* (2009) by Ariane Liazos and Jan R. Liss.

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 world.

Support for the project was provided by the Eugene M. Lang Foundation, the Christian A. Johnson Endeavor Foundation, and The Teagle Foundation.

**All white papers are available at [www.projectpericles.org](http://www.projectpericles.org).**