Incorporating Civic Engagement and Social Responsibility in the Classroom, on Campus, and in the Community
Pre-Meeting Symposium, AAC&U, Wednesday, January 24, 2018 1:45 - 2:45 PM

**Project Pericles** is at the forefront of promoting civic engagement and social responsibility within higher education in areas including faculty and curriculum development, research into best practices, and student engagement. Project Pericles and its member intuitions have a wealth of experience in constructing programs that integrate civic engagement and community-based learning into the curriculum in deep and meaningful ways. Our national consortium of diverse colleges and universities are thriving and expanding. Founded in 2001 by educational 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.

**More about Project Pericles Programs:**

The Periclean Faculty Leadership (PFL) Program™: When the PFL Program launched in 2010, competitively selected Periclean Faculty Leaders at 26 colleges and universities created new Civic Engagement Courses (CECs) in 21 different disciplines; promoted civic engagement locally through lectures, town hall meetings, and public events; and advanced public scholarship. Their course syllabi can be found on our website. PFLs remain an important resource on campus for promoting the incorporation of civic engagement across the curriculum. Their work informed our white paper, *The Periclean Diamond: Linking College Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning*, on 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 Teagle Foundation and the Eugene M. Lang Foundation funded our first cohort. Our newest cohort of Periclean Faculty Leaders from 13 campuses started in 2017 and will continue through 2018. Each Periclean Faculty Leader is paired with a PFL from another institution. They consult each other throughout the program. PFLs are also supported by mentors who participated in the inaugural term. The Arthur Vining Davis Foundations and the Eugene M. Lang Foundation are supporting the 2017-2018 program.

Debating for Democracy (D4D)™ National Conference: Student delegates from Periclean campuses across the country are joined by college presidents, faculty, and foundation, government, and community leaders to participate in a series of panels and workshops with leading experts on topics, including civic engagement, education, the environment, journalism, social entrepreneurship, and public policy. The final portion of the conference includes a visit to a local nonprofit organization working on one of these issues. Teams of students compete for $5,000 in prize money that they use to develop advocacy and educational campaigns to support their work. An emphasis on policy issues and engaging elected officials is a hallmark of our approach to civic engagement. Project Pericles designed the conference to provide students with concrete steps they can take to move their issues forward. Students are encouraged and expected to return to their campuses to advance civic and political engagement among their classmates. Project Pericles covers travel and lodging for two student delegates from each campus. The 2017 conference was supported by Carnegie Corporation of New York and the Eugene M. Lang Foundation.

D4D on the Road™ workshops: Hosted at Periclean colleges and universities, D4D on the Road workshops provide participants with the tools and tactics they need to advance their issues and to get their messages across to elected officials, fellow students, community groups, and the media. Since 2008, Project Pericles has conducted over 100 workshops and trained more than 3,700 participants at Periclean colleges and universities across the United States. This year, collaborating with Midwest Academy, we expect to reach an additional 400 students, faculty, staff, alumni, and community members, as well as students from neighboring colleges. Trainers, using our curriculum, have included the Center for Progressive Leadership, FrameWorks Institute, Midwest Academy, Soap Box Consulting, and Wellstone Action. Workshops have been funded by the Henry Luce Foundation and the Spencer Foundation.
Letters to an Elected Official Competition: Over the past 11 years, hundreds of teams from all Periclean colleges and universities have participated in the Letters to an Elected Official Competition. Letters have proposed innovative solutions on a wide variety of issues ranging from implementing food waste management systems at the national level, to advocating for financial literacy services for struggling families, to supporting redistricting that ensures equal access to a quality education in Pennsylvania. Five finalist teams receive $5,000 to move their issues forward. An elected official who served as one of the external evaluators wrote, “let all these students know what wonderful and impressive work they did,” adding that “if [she] had received any of the letters from a constituent, [she] would have been blown away.” Another outside evaluator commented that the letters were “so well written and inspiring.”

Creating Curricular Coherence (2017-2020): Creating Curricular Coherence through Inquiry-Based Curricula and Thematic Pathways explores different but allied approaches to creating greater coherence in the undergraduate curriculum. These faculty-led initiatives involve reviews of the curriculum and are ambitious undertakings that will redefine undergraduate education at each institution for years to come. Funded by a $225,000 grant from the Teagle Foundation, three institutions (Macalester College, Morehouse College, and Widener University) are streamlining their curricula using civic engagement and community-based learning as catalysts in their efforts. Each campus is receiving $25,000 to undertake their work. The outcomes of these initiatives will be shared with our member institutions and higher education more generally. In 2019, all Periclean campuses will be invited to a convening where we will discuss insights and best practices on curricular organization, streamlining, and institutional change.

Creating Cohesive Paths to Civic Engagement (2013-2016): Through Creating Cohesive Paths 26 campuses sought to reconceptualize the organization and integration of programming for civic engagement and social responsibility with participating Periclean colleges and universities. Our colleges and universities inventoried, mapped, strengthened, and developed more cohesive and integrated curricular programs to enable students in all disciplines to incorporate civic engagement into their courses of study. Through action plans and mini-grants, the project has supported the development of new certificate programs for civic engagement, new civic engagement requirements, faculty development workshops, thematic pathways approaches in the curriculum, and new approaches to tracking student participation. Part of this grant involved the publication of our 2017 white paper, Creating Cohesive Paths to Civic Engagement: Five Approaches to Institutionalizing Civic Engagement, which discusses how a mapping/survey of the civic engagement curriculum can serve as a powerful catalyst for change on campus and shares many insights from the initiative. Following the release of the white paper, Project Pericles drafted “A Guidebook for Incorporating Civic Engagement in Undergraduate Education” that pulls best practices and lessons learned from the project at large. Support for this initiative was provided by the Eugene M. Lang Foundation and The Teagle Foundation.

Student Choices – Student Voices (SCSV): SCSV fuels engaged citizenship for students and community members by (1) sharing information and resources about candidates and important issues, (2) creating a space for constructive dialogue, and (3) supporting voter registration on campus and in the community. The three components of SCSV build on the collaborative spirit of our national consortium. Comprised of student-led Task Forces on our member campuses, SCSV efforts encourage civic participation by hosting an array of events and activities about national issues for students, faculty, staff, and community members. Students inspire their peers to organize similar activities on their own campus. Project Pericles facilitates information and strategy sharing between Task Forces. Pericleans have successfully registered thousands of voters and distributed important information about candidates and issues. Project Pericles offers grants to students to organize events that promote engaged citizenship.

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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**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 can be contacted at jan.liss@projectpericles.org.

**Darby Kathleen Ray** is Donald W. and Ann M. Harward Professor of Civic Engagement at Bates College in Lewiston, Maine, where she is also Director of the Harward Center for Community Partnerships and Professor of Religious Studies. As a religious studies scholar, her publications and courses explore the social justice possibilities and problematics of Christian thought and practice. She chairs the Transformative Scholarship and Pedagogy unit of the American Academy of Religion and serves on the steering committee of the Constructive Theology Workgroup. Professor Ray was an early adopter of academic “service learning” and eventually became founding director of the civic engagement initiative and center at Millsaps College in Jackson, Mississippi, where she served on the faculty for 16 years. In 2012 she joined the faculty at Bates College and assumed leadership of the Harward Center for Community Partnerships -- the comprehensive hub for community-engaged learning, research, and work at Bates. Within the civic engagement field, she has published articles or chapters on religion and civic engagement, civic engagement as vocational discernment, and civic diffusion and full partnership as models of engagement. Faculty and curricular development are areas of special focus and delight for her, as are the multiple opportunities she enjoys to participate in and contribute to off-campus community initiatives. She is the Project Pericles Program Director. She received her B.A. from Sewanee: The University of the South, and M.A. and Ph.D from Vanderbilt University. Darby can be contacted at dray3@bates.edu.

**Christian Rice** is Assistant Dean for Civic Engagement and Visiting Assistant Professor of Philosophy and Religious Studies at Ursinus College. Christian attended Harvard Divinity School, receiving a Master of Divinity in 2001 and a Doctorate of Theology in 2008. He then returned to Ursinus, his alma mater, to direct the College’s civic engagement initiatives. He has overseen the expansion of the Ursinus Bonner Program and was instrumental in the creation of UCARE—the Ursinus Center for Advocacy, Responsibility, and Engagement. He has created a minor in Peace and Social Justice Studies, and, in 2016, he co-founded the Joseph Melrose Center for Global Civic Engagement. He is also the Project Pericles Program Director. Christian teaches in the Philosophy and Religious Studies department, teaching courses on world religions, comparative religious ethics, and on the relationship between religion and human rights. His most recent publication is “The Core of Public Reason: Freedom from Arbitrary Pain and Death,” an essay in a volume entitled *Religion and Public Policy: Human Rights, Conflict, and Ethics* (Cambridge University Press, 2015). In October 2017, Christian was invited to spend a week at Lingnan University in Hong Kong to speak with its faculty and students about civic engagement and its relationship to liberal education. Christian can be contacted at crice1@ursinus.edu.
Karin Trail-Johnson is the Founding Director of the Civic Engagement Center and Associate Dean of the Institute for Global Citizenship at Macalester College. The college is an inaugural member of Project Pericles and she has served as Macalester’s Project Pericles Co-Director since the outset of the organization. Under her leadership, the Civic Engagement program has grown to include over 60 community based-learning courses in 17 academic departments, five civic leadership cohort programs, numerous multifaceted community partnerships, integrated civic engagement inclusion across the campus, faculty development offerings, college access programs and rich reflective programming. In 2010 the program received the Carnegie Foundation Community Engagement Classification. Her expertise includes creative and strategic program development rooted in institutional mission and teaching reflective practice theory and application. For the past four years she has led “Reflective Practice” cohorts with faculty and staff at Macalester and currently with national colleagues via Zoom to increase the capacity for deeper reflection in experiential learning. With over 25 years of curricular and co-curricular civic engagement experience at Macalester she is often sought out by other colleges around the country as a program consultant and outside reviewer. Karin has successfully worked with numerous individual and foundation granters including Mellon, Teagle, Lilly, Bonner and Project Pericles. She holds a B.A. in Philosophy, Social Welfare and Art and a M.A. in Nonprofit and Public Administration. Karin can be contacted at trailjohnson@macalester.edu.

Ella Turenne is Assistant Dean for Community Engagement at Occidental College, where she works with students to foster their engagement with communities in the city of Los Angeles. In this capacity, she directs the Office for Community Engagement, advises student organizations, manages programs such as the Alternative Break Program and various days of service, supervises the Upward Bound Program and Neighborhood Partnership program and fosters partnerships with community organizations. Ella is the Project Pericles Co-Program Director at Occidental College. She holds an MSW from the Boston University School of Social Work with a concentration in macro social work and a focus on community organizing, program development, and fundraising and a B.A. from Stony Brook University. Ella has done over a decade’s worth of work around incarceration issues. She has been published in various anthologies including Letters From Young Activists: Today’s Rebels Speak Out and is co-editor of the forthcoming Black Voices from Behind the Wall: At the Intersection of Art and Social Justice. Ella has worked with the Inside-Out Prison Exchange Program, a national organization that seeks to increase opportunities for men and women, inside and outside of prison, to have transformative learning experiences. Ella can be contacted at turenne@oxy.edu.
More about Bates College (Lewiston, Maine): Since its founding by abolitionists in 1855, Bates has been committed to education as a means to individual and social transformation. As the college’s current-day mission statement avows, a Bates education aspires to cultivate "the transformative power of our differences," "informed civic action," and “responsible stewardship of the wider world.” Bates students, faculty, and staff enact the college’s civic mission through partnerships that connect the college and the community in mutually beneficial ways. Recent sustained partnership projects through the academic program have focused on community agriculture, adverse childhood experiences, and healthy neighborhoods. The co-curricular sphere is similarly inundated with civic work, whether through the Community Liaison Program, according to which every varsity athletic team and student club has a Liaison who leads his or her peers in connecting with off-campus partners, or through the residence life program, where community-engaged programming is embedded. Several civic leadership programs also develop student learning and skills for sustained community work. Thanks to Creating Cohesive Paths and Project Pericles, Bates was able to strengthen pathways for faculty and students to integrate civic engagement and social responsibility into their primary institutional roles of teaching, learning, and research.

More about Macalester College (St. Paul, Minnesota): Founded in 1874, Macalester College has provided students the inspiration, insight, and experience to become ethical leaders for the common good. The college mission of being a preeminent liberal arts college with high standards for scholarship and a special emphasis on internationalism, multiculturalism, and service to society is central to the institutional identity and operations. The 2,000 students hail from 49 states and 88 countries, with nearly a quarter of them being international students. The college is also unique in that it is part of a vibrant metropolitan area of the Twin Cities. This location and the many institutional partnerships of the college provide hundreds of opportunities for experiential learning through service, courses with a community-based learning or research component, off-campus work-study, and internships. The Civic Engagement Center works with 50% of the student body in a given semester and 96% of students before they graduate. Alums such as former Secretary General of the U.N., Kofi Annan; Vice President Walter Mondale; and more recently Danai Gurira of the TV series “The Walking Dead” and a community activist; inspire students to live a life of excellence and contribution to the world.

More about Occidental College (Los Angeles, California): Founded in 1887 by Presbyterian ministers and laypeople, Occidental College is a private, nonsectarian, coeducational liberal arts college. While the College is now a private, secular institution, Occidental has always maintained a commitment to its historic Presbyterian roots. Occidental’s mission is to provide a gifted and diverse group of students with a total educational experience of the highest quality—one that prepares them for leadership in an increasingly complex, interdependent and pluralistic world. This mission is anchored by four cornerstones: excellence, equity, community, and service. Occidental’s tradition of service dates back to 1958 with the launching of Crossroads Africa. Occidental’s Community Literacy Center, which provides tutoring for K-6 students, was founded in 1963. Three years later, Occidental’s Upward Bound program began as one of the country’s pilot programs. Community service was formally recognized as an institutional commitment in Occidental’s 1990 strategic plan. Occidental was selected in 2008 as a community engagement institution by the Carnegie Foundation for the Advancement of Teaching; it is active in California Compact and Project Pericles. In 2012, Occidental published a new strategic plan; civic and community engagement takes center place in this plan. Occidental’s commitment to service is supported by a variety of campus offices; the college provides close to $500,000 annually to support these programs. Occidental has an array of curricular and co-curricular civic and community engagement projects. Each semester, dozens of community-based learning classes are offered. Internships and other projects are available through the college’s Urban and Environmental Policy Institute. Co-curricular activities focus on community engagement. The Partnership for Community Engagement is an entity on campus which strives for collaborative, long-term, and community driven partnerships between faculty, students, staff, and community partners.

More about Ursinus College (Collegeville, PA): One of the nation’s “Colleges that Change Lives,” Ursinus College is a residential undergraduate liberal arts college with 1,500 students that is widely recognized for its first-year Common Intellectual Experience. Founded in 1869, Ursinus provides a rigorous curriculum that re-envisions a liberal education and presents students with an inquiry-driven academic experience. Ursinus’s $100 million Keep the Promise capital campaign culminates during the college’s sesquicentennial anniversary in 2019-20. As one of 10 founding members of Project Pericles, civic engagement remains an essential part of Ursinus’s educational program. Students interested in volunteering choose from a variety of service opportunities offered by UCARE, the Ursinus Center for Advocacy, Responsibility and Engagement. Through partnerships with more than 30 community agencies, UCARE serves as a vehicle for students to become socially responsible citizens. Ursinus has recently established the Melrose Center for Global Civic Engagement, enriching its commitment to the exploration of global citizenship. The tree-lined, 170-acre campus is located 25 miles northwest of Philadelphia in Collegeville, Pa.
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.


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.


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.