



**If the Wind Doesn't Blow – Row:
Empowering All Students through Integrated Civic Engagement Curricula
AAC&U, Thursday, January 26, 2017 10:45 AM - 12:00 PM**

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.

Creating Cohesive Paths to Civic Engagement is a three-year project to reconceptualize the organization and integration of programming for civic engagement and social responsibility (CESR) within higher education. With support from the Eugene M. Lang Foundation and The Teagle Foundation, our member colleges and universities inventoried, mapped, strengthened, and developed more coherent and integrated programs to enable students in all disciplines to incorporate civic engagement into their courses of study.

Creating Cohesive Paths gave us the opportunity to examine the depth, breadth, and innovative nature of work on our campuses and share best practices with the wider higher education community.

Five Approaches to Organizing Curricular and Co-Curricular CESR Programs:

Our research revealed five general approaches to integrating CESR into the curricular and co-curricular. Many campuses incorporate more than one approach:

Requirement – is a common approach ensuring that all students have some exposure to CESR during their undergraduate education. This can be implemented in a variety of ways ranging from a single distribution requirement, to first year seminars for all students, or specific programs with sequential course requirements spanning multiple years.

Intensive Programs – Civic Engagement Scholars Programs – are specialized and distinct programs for a cohort of students. These programs offer three or four year experiences in which students take a series of courses and seminars together and also participate in structured community-based learning or service projects.

Pathways – are thematically organized around topics like education/access, health, sustainable energy, and sustainable food systems; or around specific learning outcomes. Usually, staff from the civic engagement center – often in collaboration with faculty and community partners – pull together lists of courses, co-curricular opportunities, and service projects creating a path for students interested in specific themes.

Certificates – are useful ways of highlighting and organizing opportunities on and off campus and recognizing the commitment and work of students. These may include a capstone project.

Entrepreneurial/Open Choice Model – vary widely. On some campuses, individual faculty members have developed their own CESR courses. These classes are often independent of one another and not part of a program or campus-wide CESR strategy. On other campuses, there is a concerted strategy to encourage the development of CESR courses and activities. There can be an active civic engagement center that provides support for faculty interested in developing CESR courses.

While supporting faculty leadership and curriculum development, the ultimate goal of the project is to promote an intentional approach to CESR that prioritizes coherent program design with sequential learning goals and the widespread integration of CESR programming throughout the undergraduate experience, helping students in all disciplines to incorporate CESR into their courses of study.

Key Project Goals included:

- Using information from the mapping/survey to:
 - Enhance existing programming incorporating CESR
 - Develop new courses and opportunities that address gaps
 - Ensure that sequences of courses have clear learning outcomes that build upon and support one another.
- Creating clear pathways for students to integrate CESR into their courses of study including formal minors, introductory seminars, capstone seminars, and programs of study for all majors.
- Promoting awareness of and participation in CESR opportunities among students in a wide range of disciplines; and increasing awareness among advisors and professors of these opportunities.
- Developing online assessment tools for tracking students' participation in CESR activities.
- Designing student orientation and reflection workshops for undertaking community-based projects.

Inventory or Mapping Process Sparks Key Conversations across Institution:

Promoting this type of curricular reform and change is a multi-year process. *Creating Cohesive Paths* started important conversations about ways to integrate CESR opportunities into the curriculum. Undertaking an inventory has been an empowering process for the faculty and staff involved. The process itself sparked conversations and collaborations between departments, units, and divisions that do not often come into sustained contact with one another; and raised the visibility of CESR on campus. Conducting the surveys empowered team members when strategic planning took place, when there were reviews of degree requirements, and in discussions about learning goals and outcomes.

Takeaways:

- Conducting a mapping or inventory of all courses, co-curricular activities, and programs that incorporate CESR is a powerful means of jumpstarting discussions about civic engagement. All campuses can benefit from such an undertaking. We have a range of member institutions, some with modest programs and others that are extremely sophisticated. They all benefited from the process. Please contact jan.liss@projectpericles.org if you are interested in discussing the rubric we utilized for conducting the mapping.
- While all of the approaches are valuable, Pathways are particularly helpful. They allow campuses to start building programs based on pre-existing courses and activities by reviewing thematic connections such as food, health, sustainable energy, or other relevant topics.
- Many of our campuses moved from an open choice model to a more integrated approach during the course of this three-year project.
- Adopting any of the first four approaches, will help colleges institutionalize CESR; and will move campuses away from episodic, ad hoc approaches that rely on the efforts of individual professors, staff, or community groups.

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 • Spelman College • Swarthmore College • Ursinus College
Wagner College • Whitman College • Widener University • The College of Wooster

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PANELISTS

Adrienne Falcón is the Director of Academic Civic Engagement (ACE) in the Center for Community and Civic Engagement at Carleton College where she serves as Project Pericles Program Director. She is also a lecturer in the sociology department. She leads the assessment of civic engagement efforts at the college and coordinates curricular and co-curricular programming in two pathways for students and faculty, one focused on arts and humanities and the other on community development. As the founding ACE director, she has grown the program to be one which supports yearly more than 50 courses across all disciplines. She has been involved with several grant funded initiatives to promote science and civic engagement in higher education. She currently serves as a Co-PI on an NSF S-STEM grant that supports a diverse range of students in the sciences and math who come from traditionally underrepresented backgrounds to achieve success while at Carleton. She spent 2015-2016 in Ecuador on a Fulbright fellowship researching the construction of universal civic engagement efforts for all college students as mandated by the 2010 national higher education law. As a practitioner scholar, she brings a background in community organizing, youth work, and as a program officer at the Duluth Superior Area Community Foundation to her work in higher education and civic engagement. She is currently co-hosting a community of practice with Minnesota Campus Compact on inter-institutional collaborations. She received a B.A. in Latin American Studies from Carleton College and a M.A. and Ph.D. in sociology from the University of Chicago. Adrienne Falcón can be contacted at afalcon@carleton.edu.

Amy Koritz is Founding Director of the Center for Civic Engagement and Professor of English at Drew University. She serves as the Project Pericles Program Director at Drew. She is the author of *Gendering Bodies/Performing Art* and *Culture Makers: Urban Performance and Literature in the 1920s*. With George Sanchez, she is co-editor of *Civic Engagement in the Wake of Katrina*. Since 1998 she has worked to develop programs and courses for undergraduates that connect academic learning to the community beyond the university. Before coming to Drew in 2008, she was Professor of English at Tulane University where she also served as Associate Director for Community and Culture at the Tulane/Xavier Center for Bioenvironmental Research. At Drew, she created the Civic Scholars Program, a four-year scholarship program serving over 140 undergraduates committed to community service and civic engagement. In 2015, she led Drew's successful application to become a Carnegie Foundation classified Community-Engaged Campus. During her tenure at Drew she has also expanded community-based learning classes; developed sustained, multi-disciplinary community-based projects that address environmental, educational, and economic issues facing underserved minority and immigrant communities in New Jersey; and directed funded projects on civic engagement assessment, leadership, and civic professionalism. She is Co-Project Director of Imagining America's Engaged Undergraduate Education Research Group and a former member of IA's National Advisory Board. She holds a B.A. in Philosophy from SUNY-Purchase and a M.A. and Ph.D. in English from UNC-Chapel Hill. Amy Koritz can be contacted at akoritz@drew.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 and *Creating Cohesive Paths to Civic Engagement*. 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. 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 explores the lessons learned from this three-year initiative with a focus on the creation of coherent and integrated approaches to CESR. The 2012 white paper, *The Periclean Diamond: Linking College Classrooms, Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning* by Ben Berger and Jan R. Liss, explores insights from the PFL program. It follows the 2009 white paper, *Civic Engagement in the Classroom: Strategies for Incorporating Education for Civic and Social Responsibility in the Undergraduate Curriculum*, by Ariane Liazos and Jan R. Liss. All are available on the Project Pericles website www.projectpericles.org. 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 a M.B.A. from the Yale School of Management. Jan Liss can be contacted at jan.liss@projectpericles.org.

John McLain joined The Evergreen State College in 2006 and leads its office of Academic Grants and Sponsored Programs. He brings faculty and administrators together to develop projects that support research across academic disciplines, enhance Evergreen's public service offerings, and create and sustain college-wide initiatives for equity, inclusion, and other institutional improvements. In addition to being Evergreen's Project Pericles Co-Program Director, John directs the Evergreen Student Civic Engagement Institute, an annual residential bridge program for 50 first-time, first-year students that focuses on the cultivation of democratic and community values. John also manages the college's Summer Undergraduate Research Fellowship program, serves as its IRB administrator, and writes regular feature articles for its alumni magazine. Before Evergreen, John was Associate Director at the Washington Higher Education Coordinating Board (HECB), where he worked for 10 years. He was the lead grant writer and inaugural director of the Governor's Washington State GEAR UP project (1999-2004), a U.S. Department of Education program that has prepared thousands of Washington students for college. He served on the national GEAR UP advisory commission from 2000 to 2004. At HECB he also developed financial aid and admissions policy recommendations to broaden underrepresented students' access to college. He has proud roots in student services; his first job out of college was as a financial aid counselor at Evergreen. John holds a B.A. in English from Saint Martin's University and an M.A. in Theology from the Graduate Theological Union. John McLain can be reached at mclainj@evergreen.edu.

Tessa Hicks Peterson is Assistant Professor of Urban Studies as well as the Assistant Vice President of Community Engagement and as such acts as the faculty director of the Community Engagement Center at Pitzer. She also serves as the Project Pericles Program Director. Before coming to Pitzer, Tessa directed diversity trainings, human relations workshops, and civil rights programs at the Anti-Defamation League and the National Conference for Community and Justice. She has a B.A. in Psychology, Sociology and Spanish from UC Santa Cruz, and a M.A. and Ph.D. in Cultural Studies from Claremont Graduate University. Her scholarship includes the study of social movements, intercultural relations, indigenous studies, social wellbeing, and community-based pedagogy and activist scholarship. Her upcoming book, *Student Development and Social Justice: Critical learning, radical healing and community engagement*, will be published by Palgrave-MacMillian this summer. She is also the editor of a recent anthology, "*The Engaged Faculty Collection: Community Engagement and Activist Scholarship*," as well as several articles on community engagement and social change. She works with many national community engagement organizations and foundations, successfully securing Carnegie Foundation classified as a Community-Engaged Campus and a number of grants from Project Pericles, Bringing Theory to Practice, California Campus Compact and The Teagle and Mellon Foundations to expand community engagement courses, professional development workshops, and collaborative efforts for community change at Pitzer. Tessa Hicks Peterson can be contacted at tessa_hicks_peterson@pitzer.edu.

More about Carleton College (Northfield, Minnesota): Founded in 1866, Carleton College is a small, private, liberal arts college in the historic river town of Northfield Minnesota with a student population of approximately 2000. Best known for its academic excellence and warm, welcoming campus community, Carleton offers 32 majors in the arts, humanities, natural sciences/mathematics, and social sciences. The mission of Carleton is to provide an exceptional undergraduate liberal arts education with a creative interplay of teaching, learning, and scholarship on a diverse residential community with extensive international engagements. Carleton's Center for Community and Civic Engagement supports this mission by offering a wide array of opportunities for students to deepen their learning, broaden their knowledge, and create reciprocal partnerships by engaging with local, national, and global communities. Each year over 50% of the student body interfaces with the Center and explores their passions by participating in academic civic engagement courses, co-curricular programs and initiatives, community based fellowships, and paid student work positions. With the *Creating Cohesive Paths* initiative, we further developed our pathways model focused on issue areas such as health, education, food, and energy, and institutionalized assessment of our civic and community engagement efforts.

More about Drew University (Madison, New Jersey): Drew University, a Phi Beta Kappa liberal arts university, includes the College of Liberal Arts, the Drew Theological School, and the Caspersen School of Graduate Studies. Drew is located on a 186-acre campus in Madison, New Jersey, close to New York City. It has a total enrollment of more than 2,000 students and has 145 full-time faculty members, 94% of whom hold the terminal degree in their field. The Theological and Caspersen schools offer MA and PhD degrees and the College confers BA degrees in more than 30 disciplines. Drew is dedicated to exceptional faculty mentorship, a commitment to connecting the campus with the community and a focus on experiential learning. Particularly noteworthy opportunities for undergraduates include the Charles A. Dana Research Institute for Scientists Emeriti (RISE), the Drew Summer Science Institute (DSSI), the Center for Civic Engagement, as well as New York City semesters focusing on Wall Street, the United Nations, Contemporary Art, Theatre, Social Entrepreneurship and Communications and Media in New York City, and several international semester programs. Drew also houses the Center on Religion, Culture & Conflict, the Center for Holocaust/Genocide Study, and the Shakespeare Theatre of New Jersey, an independent professional theater, as well as the United Methodist Archives and History Center.

More about The Evergreen State College (Olympia, Washington): Evergreen opened its doors in 1971 with a legislative mandate to offer a different kind of education—one in which students address real-world issues with interdisciplinary approaches, collaborate and learn across significant differences, take responsibility for their own educational pathways, and link theory with practice. These values remain core to the college's mission to embrace a local and global commitment to social justice, diversity, environmental stewardship and service in the public interest. At Evergreen, community-based service and learning are embedded directly in many courses throughout the curriculum. Evergreen's primary mode of instruction—the full-time, team-taught, interdisciplinary academic program—creates student-faculty learning communities to explore complex problems broadly and deeply. Courses directly address difficult contemporary issues, such as climate change, food security, inequality, civil rights, Native sovereignty, international crises, and more. In any given year, a third of the college's offerings involve student-led projects in the community, and students engaged in the college's independent study options frequently focus on community work and activism. A Center for Community Based Learning and Action sustains relationships with dozens of local organizations for students to undertake reciprocal academic and service projects.

More about Pitzer College (Claremont, California): Founded in 1963, Pitzer College is a small, private, undergraduate college of the liberal arts and sciences, part of a five-college consortium with Pomona College, Harvey-Mudd College, Scripps College, and Claremont-McKenna College. Pitzer provides a strong curriculum emphasizing the social and behavioral sciences with a mission of producing “engaged, socially responsible citizens of the world through an academically rigorous, interdisciplinary liberal arts education emphasizing social justice, intercultural understanding, and environmental sensitivity.” Utilizing critical pedagogy and experiential learning theories, students and faculty prioritize engaged scholarship and teaching. Combining theory and practice, Pitzer students explore the praxis of subject matters both within communities while studying abroad, and in local communities where they do community-based education and research. At Pitzer, community-engaged scholarship, education, and service activities are critical to advancing and implementing the core learning objectives and core values: social responsibility and justice, intercultural understanding, interdisciplinary learning, breadth and depth of critical thinking, student engagement, and environmental sustainability. Community engagement practices can uniquely contribute to these objectives and values through distinctive pedagogy and research practices. More than one third of Pitzer's students are engaged in academic service-learning projects in nearby communities every semester.

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 one. 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

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 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.