



**Periclean Faculty Leadership (PFL) Program in the STEM and Social Sciences  
AVDF Cohort III  
Periclean Faculty Leaders and Courses**

**The New School, New York, NY**

**Allison Lichter and Bhawani Venkataraman**

Assistant Professor and Chair of Journalism and Design; Associate Professor of Chemistry

Course: *Reporting Climate Solutions*

Community Partner: The Climate Museum

Grand Challenge Addressed: Climate Change

Course Description: The course is for students interested in strengthening their understanding of the science of climate change, potential solutions to address its impacts, and the ways that journalism and science communication can help shift public understanding and action around the climate crisis. The course will provide students with the tools to create scientifically accurate, solutions-focused journalism. In collaboration with the Climate Museum, students will host a community-driven public event that informs participants about local actions which implement climate solutions.

Peer: Christopher Graves, Swarthmore College

**Swarthmore College, Swarthmore, PA**

**Christopher Graves**

Associate Professor, Environmental Science

Course: *Introduction to Environmental Studies*

Community Partners: Transition Town Media (TTM) and Children & Adult Disability & Education Services (CADES)

Grand Challenge Addressed: Climate Change

Course Description: Students will help build a stronger, more resilient future for the inhabitants of the greater Swarthmore area through collaboration with two community partners. Working with Transition Town Media (TTM), students will help implement the Delaware County Sustainability Plan which is on target to be completed in the Fall 2022. Students will be involved in various aspects of implementation of the plan, especially those focusing on energy reduction and local energy generation. These experiences will culminate with students helping TTM to install solar panels onto businesses in the borough of Media. In a second partnership, students will work with Children & Adult Disability & Education Services (CADES) to help install and plant vegetable gardens accessible to people with intellectual and physical disabilities. Food security is becoming one of the most important global issues as climate change continues to evolve, and this partnership will help create a more local food economy for an often-overlooked marginalized group.

Peers: Allison Lichter and Bhawani Venkataraman, The New School

**Wagner College, New York, NY**

**Katherine Moccia**

Assistant Professor, Biology

Course: *Microbiology*

Community Partner: Staten Island Partnership for Community Wellness (SIPCW)

Grand Challenge Addressed: Public Health

Course Description: Students will be exposed to successful public health approaches and initiatives utilized over the years, learning to weigh the pros and cons of various approaches. They will then take their knowledge and apply it to current public health initiatives in collaboration with Staten Island Partnership for Community Wellness (SIPCW.)

After careful consideration, students will advise SIPCW on what they believe are the most effective courses of action. In a final project students will participate in distributing this information within the Staten Island Community, designing accurate and effective material to educate community members on the public health initiatives they have studied.

Peer: Bruce W. Grant, Widener University

**Widener University**, Chester, PA

**Bruce W. Grant**

Professor, Biology and Environmental Science

Course: *Raised Beds Raise Hopes: Urban Gardening, Ecological Literacy, and Community Writing as Empowerment for Widener First-Year and Stetser Elementary School Students*

Community Partner: Stetser Elementary School

Grand Challenges Addressed: Climate Change; Education Access; Public Health; Race and Inequality

Course Description: In collaboration with a local elementary school (Stetser Elementary), Widener students will engage in a co-created curricula that connects the local elementary school garden with relevant place-based learning objectives. Widener students in the course will teach science and help model civic engagement skills to Stetser students. The elementary school garden provides a context for learning that addresses public health, science education, and community development goals, such as personal wellness and nutrition, access to healthy food choices, issues of food justice/food sovereignty, scientific literacy, environmental stewardship, community empowerment, resilience, and sustainability.

Peer: Katherine Moccia, Wagner College

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Project Pericles, Inc. | 551 Fifth Avenue, Suite 1910 | New York, NY 10176  
[www.projectpericles.org](http://www.projectpericles.org)