Knowledge transfer at a “Crucible Moment”: Replicating the Periclean Scholars model

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Knowledge transfer at a “Crucible Moment”: Replicating the Periclean Scholars model

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What is the Periclean Scholars model?
Periclean Scholars are cohorts of undergraduate students who take a series of academic classes under one Mentor and who are dedicated to increasing civic engagement and social responsibility on our campus by creating and sustaining meaningful global and local partnerships. Periclean Scholars are dedicated to promoting awareness of global issues and to creating working partnerships that can provide solutions to problems surrounding these issues in culturally sensitive and sustainable ways. This selective academic program consists of scholars committed to taking 4-5 courses, under one Mentor, which are focused on a cohort-identified issue in their target country or region. All Periclean Scholars classes operate as seminars, with a heavy emphasis on student ownership and leadership. Students apply to become Periclean Scholars in the second semester of their first year at university. Each Class of 33 (+/-) students chooses an issue in a target area to address during their sophomore year, and then spends the next two years engaged in activities that integrate academic reading, research, and writing with service and outcome-oriented experiential learning activities. In addition to most cohorts travelling to and working in their country of outreach, each Class has also chosen to have a local outreach component to their efforts, mindfully and creatively integrating these initiatives in an effort to embody a ‘glocal’ perspective. A Periclean Scholar’s role is demanding, but their work makes a demonstrative difference in the lives of their partners worldwide and in the lives of individual scholars. The program historically has attracted students from a wide spectrum of majors and thus operates as a multi-year, multi-disciplinary engaged learning seminar with the additional unique feature of having the same Mentor throughout the experience.

In the report “Liberal Education and Civic Engagement” (2006), commissioned by the Ford Foundation it states, “Elon’s pathway to creation of a unitary pedagogy is untypical, to say the least. But it speaks to what can be achieved when leadership is fully committed to affirming the goal of educating the whole person and shaping the core curricular experience in ways that serve that goal” (p. 9). That leadership yielded our program.

“At Elon University there is now a Periclean Scholars Program, in which a selected cohort of students take classes together over three years and dedicate themselves to addressing a selected major project of social concern through course-work and community-based research and service” (p. 30).

What you will read below tells the rest of the story and makes a case for taking the next logical step, that of sharing our model with other institutions.
Background: The Audacity of Starting the Program
Since the late 1980s, Elon has been part of the movement within higher education to make service and engaged learning a central part of our academic and programmatic mission. I have been honored to be part of the rapid rise in national prominence of our university, and looking back I think it is accurate to say that Elon has been on the leading edge of the programmatic, pedagogical, curricular and overall cultural changes within higher education on many dimensions, but most prominently in terms of service and engaged learning innovations.

In the Fall of 2001, I was asked to be part of a small team given the task of writing a grant proposal to the Eugene Lang Foundation to expand civic engagement initiatives at Elon. Elon University had been asked to be one of the ten pilot institutions in Mr. Lang’s new Project Pericles. When I met with Elon University’s President, Dr. Lambert, telling him I accepted the challenge to be part of the grant writing team, I told him that my goal would be to have students graduate in May asking, “How can I best serve the world with the degree that I hold?” even before the more traditional, “What kind of job can I get with this degree?”

Our team’s charge was simple: develop initiatives that would raise the level of civic engagement and social responsibility on our campus. The three of us on this committee tossed around many ideas and, in those first brainstorming sessions, I offered an idea that, to say the least, has taken hold at Elon. I saw in Elon students and in our programming great potential, but still potential that was not fully realized. I also saw that there were students who had studied and traveled abroad for as long as three or four months, and, though they reported that they were impacted for life, a semester or two later they seemed to go back to their previous way of looking at the world. Similarly, other students who did internships for a semester or longer still walked away from those internships a year later not having been changed as profoundly as they originally thought. My sense of things was that in order for a program to truly impact a student in a more permanent way, they needed to stay with a project for a longer period of time, perhaps even years. The other thing I sensed was that when students worked alone, although they gained a great deal, they found themselves sometimes frustrated and did not necessarily push themselves as hard as they could have been pushed. I sensed that a team effort was what truly could make a big difference.

And so in the early days we imagined a program that could address both of these issues. To provide further context for where we started, all students at Elon University take a class called the Global Experience (GST 110) in their first year. In 1994, I was honored to be one of four faculty persons to pilot this new class while Elon was making profound transformations in our core curriculum. Since all of our students take the Global Experience, I knew that they all have been exposed to the great social and global issues of the world, and what I saw in the 1000+ students that went through GST 110 is that a certain percentage of them were profoundly impacted by what they saw, whether it was in terms of global social problems, difficulties in Africa because of HIV and AIDS, or female genital mutilation in parts of Africa and the Middle East. These and many more problems impacted them in ways that they could not have foreseen, and my sense was
that taking students straight from their high school experience was probably not the right thing to do for this new program. Ultimately, we started a program that used the strength of our Global Experience class and planned to recruit passionate, bright and engaged students from the GST 110 class and form them into cohorts of students. These classes would bring together like-minded students and energize them by adding a long-term goal to address.

To be clear, we did not look beyond the walls of Elon for models of what to do when starting this program. The Periclean Scholars initiative we developed is “home grown” in all ways.

The original plan was to have one cohort of Scholars made up of four Classes that would share the same syllabus, but we had absolutely no sense as to how many students would want to become part of a program with no template, history or discernible long term plan. Along with Professor Jim Brown and student Damon Duncan (the original Periclean Scholar), in 2003 we began to recruit the first cohort by word of mouth and printed posters and signs (this was pre-Facebook, of course). I spoke to interested groups of students telling them that this would be their program and that they were only limited by their imaginations as to what they could accomplish as a team over the next three years. I told them to imagine as big as they could -- and then to imagine bigger.

In retrospect, starting this program was indeed somewhat audacious. We literally designed it on the fly. One example of this is the Periclean-in-Residence component. We knew that we could not all travel to, for example, Namibia (the first country of focus), but we could bring Namibians to us and learn from them. Indeed, the first cohort of Pericleans brought to Elon four Pericleans-in-Residence over their tenure as undergraduates. Over the life of the program there have been nearly two-dozen Pericleans-in-Residence who have served not just the various Periclean Scholars Classes, but the Elon University community, and the greater Burlington area as well.

**Development of the Present Program**

We did recruit 44 intrepid students who were brave enough to pioneer our new program, and they were inducted in April 2003 and given a charge by Dr. Kevin Bales, a world expert on human trafficking. Dr. Bales came back to give the charge to the tenth Class of Periclean Scholars this April, 2012.

The 44 students were separated into two classes and, again in retrospect, we had no clear idea of how to proceed with this number of students and form them into a cohesive team. We quickly realized that (1) we likely overestimated the number of students we could handle and (2) that would be interested in the program. Early in the fall semester of the first year of the inaugural Class we realized that we needed to begin recruiting the second Class and planning for their induction. The reality of the yearly need to recruit both a faculty Mentor and a Class of students was beginning to become clear to us.

As the Founding Director and Mentor of the inaugural Class, I took very seriously the fact that we would be the Class establishing all precedents and setting the bar for all
subsequent Classes. This fact was communicated to that first cohort, and we began to form the core values of the program. We knew that whatever we did would have to be done with consummate cultural sensitivity, as well as making sure that our projects and initiatives were sustainable.

A core value that was decided upon during the years of the first cohort was the idea that whatever we did as a cohort was a team effort. To this day, the thing that I am most proud of about the program is that rarely you will hear a Periclean Scholar say, “I did xxx as a Periclean.” Invariably you will hear them say, “Our Class accomplished xxx.” Even if some initiative was the work of primarily one student, they all realize that everything is done by and through the energy and focus of the Class. They say, “We did xxx” proudly.

For the first four years of the program the onus of responsibility was on the cohort to choose a country on which to focus, as well as the issue or issues toward which to devote their energies. This is a massive undertaking in any case, but when you put that responsibility onto a group of college sophomores with a great deal of passion, it can be very time intensive and even divisive. The Class of 2006 was fortunate to have been “front loaded” with the topic of HIV/AIDS because that school year there had been a series of speakers on that topic. The choice of Namibia as a country of focus was also “easy” in that I had contacts on the ground there (my son and daughter-in-law were Peace Corps Volunteers at the time). The second, third and fourth Classes, however, struggled mightily with the decision about the country of focus and ended up taking their entire fall semesters to decide on Honduras, Mexico and Angola, respectively. As a direct result of these difficult experiences – and after a summit of Class leaders and Mentors -- it was decided that the Mentor would choose the country of focus and recruit her/his Class based on that country. One immediate and positive impact of that decision was that the attrition rate within the program dropped dramatically from a high rate of over 50% to nearly 0% for the Class of 2010. The attrition rate has remained low since this correction.

A major activity of each Class is to identify partner individuals and organizations working in their country of focus and on their issue(s) of focus. The act of creating and sustaining meaningful partnerships has become one of the signature activities of this program. That these partnerships are both local and global is also significant. Most Classes have linked their issue to the local situation in very creative ways (please see our website for copious and detailed examples (http://www.elon.edu/e-web/academics/special_programs/project_pericles/scholars.xhtml).

So, one Class helps recruit the next, the Director recruits the Mentors, and one year leads to the next, and the program adapts and grows every year. One very positive aspect of having so many Classes through the program to date is that at this point newer Classes have lots of examples of what directions to explore. Indeed, many Classes have very productively “stood on the shoulders” of previous Periclean Scholars and have taken full advantage of the accumulated wisdoms. We have developed a continuously expanding, extensive, and detailed “Periclean Scholars Handbook” that passes down in written form the culture and practices of the program.
Support for the program
External support for the program was immediate and made a big impact. The Class of 2006 secured two external grants of $25,000 and $12,500 for their work in Namibia, and a majority of that was used for the production of four documentaries. The sale of rights to these documentaries eventually raised over $16,000, and that money went directly back to the Namibian non-governmental organizations with which they had established relationships.

The executive staff of the Redwoods Group, an insurance company based in Cary, North Carolina, also saw and endorsed the vision of the Periclean Scholars very early in our history, and in 2008 committed to a gift of $125,000 to endow the Periclean Scholars Alumni Association, effectively insuring that partnerships each Class establishes can and will be materially supported in perpetuity.

Internal support for the program has come in the form of deeper recognition of the Classes, and since 2010 the names of Pericleans have been listed on the graduation program and the graduating Class is featured in our end-of-year Leaders of the 21st Century celebration along with all of the other major Fellows programs at Elon, including those honored for Honors and Leadership. Elon administration and faculty have been unwaveringly supportive and laudatory. In his nearly 30 years in higher education, Elon University President Leo M. Lambert said the Periclean Scholars program is “The single most powerful, sustained, and globally influential act of teaching and mentoring I have witnessed.”

Our Pledge
The approach underlying nature of the partnerships that Periclean Scholars Classes have developed in the past and continue to develop can be seen in our Periclean Pledge:

The Periclean Pledge
We pledge to...

- Listen to our partnering communities, acknowledging they often have the best solutions to local problems.
- Learn about our partner communities’ history and traditions, to better engage in culturally-aware dialogue.
- Assist our partners in community-run development projects that will enable their long-term success.
- Responsibly study, document, and publicize our partner communities’ needs and desires.
- Be committed to building life-long sustainable partnerships, recognizing they take hard work and dedication.
- Embrace our lifelong journey of global citizenship through intellectual and personal growth.
Periclean Scholars Knowledge Transfer

From one perspective, each Class of Periclean Scholars can be seen as a “vetting mechanism” in that the Class is charged with (1) becoming and remaining an expert in their country or region of focus (history, culture, politics, religion, current affairs, etc.), (2) researching the various issues impacting their region of focus, (3) researching and understanding the various governmental and non-governmental organizations that are addressing these issues, (4) establishing a sustainable partnership with one or more of these entities, continually vetting and being vetted by their partner organizations through graduation and beyond and (5) making sure that any human resource and/or financial support is used to its maximum effectiveness.

The role of the Mentor
The Periclean Scholars program depends upon the passion and commitment of dedicated faculty Mentors. Over the life of the program, the intent has been to recruit Mentors from all schools and departments on campus, mirroring the diversity of faculty who teach GST 110, The Global Experience. Indeed, this “silo busting” element of the program is seen by many as one of its main contributions to campus life. Becoming a Mentor necessarily means playing an altered role in one’s home department for a number of years, and hence any commitment decision must be made in conversation with the relevant departmental chairperson and dean.

The central role of the Mentor is to facilitate learning. Toward this end, the Mentor encourages each student to bring the skills sets they are learning in their majors to the table as the Class addresses the issue of meaningfully partnering with each other and organizations on the ground in their country/region of focus. All Classes are run as seminars, with as much student involvement as possible within a rigorous academic setting. Students should own—and perceive that they own—the Class activities to an increasing degree as the Class travels through their three years together.

Being a Mentor for a Class of Periclean Scholars is a multi-year commitment. The faculty person who accepts this role typically needs to be on campus with their Class all four years, but exceptions can be made with proper planning. The Mentor works with her/his home department to plan ahead so that maximum use may be made of course reassigned time at least twice during the four year commitment. A modest compensation for extra preparation time is provided to each new Mentor the summer before their Class meets for the first time.

Critically important is the way in which the university reward system vis-à-vis the administration and the promotion and tenure committees view, understand, and materially acknowledge the role of the Mentor. At Elon we continue to struggle with matching appropriate release time and other compensation with the level of time and effort necessary to be a Periclean Mentor (see appendix A for more detail on the role of the Mentor).

Just as the role of the Mentor is complex, so is the role of the Periclean Scholar. Being a Periclean Scholar at Elon University is a privilege and an honor. It is a multi-year commitment at the undergraduate level that turns into a lifetime commitment after graduation. Being involved as a Periclean Scholar is a demanding role, but one that
Periclean Scholars Knowledge Transfer

makes a demonstrative difference not only in the lives of the individual Periclean Scholars, but in the lives of the many partners we have world wide. Measuring, assessing and then translating into grades the vast array of work done by the scholars remains a difficult problem for the Mentors (see Appendix B for more on the role of being a Periclean Scholar).

An Ever Evolving Program

Over the ten years of our existence we have added many features to the program and are always deepening and improving our structure. Here are a few representative examples:

- Added Periclean-in-Residence program
- Started a newsletter with first Class; newsletter “died” after the ‘06’s graduated but it was resurrected by the Class of 2011
- Started the Periclean Scholars Alumni Association in 2006
- Initiated the tradition of traveling to the country of focus during our January term in 2006
- Started a more formal Induction Ceremony in 2008
- Initiated the Periclean Scholar of the Year award in 2008
- Initiated the fall “Celebrating Periclean Scholars” pan-Periclean event in 2009
- Initiated a joint alumni-current student service trip back to the country of focus in 2010 (traveled back to Zambia and did two more builds with Habitat for Humanity-International)
- Initiated a common reading for the new Class in 2012

Some initiatives we have discussed starting in the near future:

- Adding a language module into each Class as appropriate
- Adding grant-writing and fund raising modules into each Class
- Adding a history of the program module into the first semester Class
- Add more pan-Periclean events (e.g., annual large scale fundraisers)
- Add an Advisory Board to the program
- Establish an autonomous Periclean Foundation to be run by the Pericleans both current and alumni

Impact of the Program

Over the years, I have seen the dual impact of this program. First, there is a profound impact on the lives and career trajectories of the students in the Classes. Secondly, there is also a positive impact on the lives of the people in our countries of focus. In both cases there has been major and lasting impact. The alumni -almost to a person- will say that being a Periclean Scholar was the defining activity of their undergraduate career. They will frequently say that being a Periclean Scholar permanently changed the way they looked at the world and how they wanted to spend their careers. I have rich, detailed and moving anecdotal evidence to this effect. Here is just one example:

My experience as an inaugural member of the Periclean Scholars program at Elon gave me a first-hand look into human rights and social justice issues impacting the international community and taught me how to think like a global
citizen. The impact that the Periclean Scholars program had on my personal life prompted me to move to Washington, D.C. and work for an international non-profit organization addressing global health issues instead of beginning my career in the corporate world as originally planned. I am now applying for a master's degree in international development to continue my career as a human rights advocate - something I would have never dreamed of doing prior to my experience as a Periclean Scholar.

Samantha White ‘06

To say that in its own way each Class has materially impacted the lives of thousands of people in their country of focus as well as here locally in Alamance County is definitely true. One short example of major impact is the Class of 2010 that has raised well over $100,000 and built a clinic, nurse’s quarters, a drug store and kindergarten in rural Ghana in partnership with the community members and the Government of Ghana. The catchment area being served by this clinic complex contains over 10,000 people. In a recent newsletter “Note from the Director” I offered the estimate that “tens of thousands” people have been impacted over the years, but stopped short of being more specific. For example, I have no way of knowing how many times our documentaries have been screened and to how many people around the world, but if I had to give an estimate of the total persons benefitting from our program since 2003 I would say over 100,000, and I would be prepared to stand by that estimate and produce ample quantitative evidence of impact on partners.

Another dimension of the impact of the program is the change it makes in the students who become Pericleans. In the Fall of 2011 I administered a survey comparing non-Periclean Elon students, current Pericleans and Periclean alumni. The intent of the survey was to establish a baseline measurement of global citizenship among the Pericleans. The results of the survey were striking in two ways. First, Pericleans scored consistently much higher on all dimensions when compared to non-Periclean Elon students. More importantly, perhaps, is the fact the Periclean alumni –some having graduated six years ago- scored as high as the current Periclean Scholars. Though this research is still in the exploratory stages, it does provide empirical evidence that the program has a lasting impact on many of our now 153 Periclean alumni.
Finally, here is a view of the history of the program relative to recruitment and retention:

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Number of applicants</th>
<th>Number of Students Recruited</th>
<th>Number of Scholars Graduated</th>
<th>Rate of Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>44</td>
<td>44</td>
<td>29</td>
<td>66%</td>
</tr>
<tr>
<td>2007</td>
<td>56</td>
<td>32</td>
<td>10</td>
<td>31%</td>
</tr>
<tr>
<td>2008</td>
<td>63</td>
<td>34</td>
<td>15</td>
<td>44%</td>
</tr>
<tr>
<td>2009</td>
<td>65</td>
<td>35</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>2010</td>
<td>72</td>
<td>33</td>
<td>32</td>
<td>97%</td>
</tr>
<tr>
<td>2011</td>
<td>58</td>
<td>33</td>
<td>30</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>41</td>
<td>31</td>
<td>25</td>
<td>81%</td>
</tr>
<tr>
<td>2013</td>
<td>61</td>
<td>35</td>
<td>20</td>
<td>42%</td>
</tr>
<tr>
<td>2014</td>
<td>60</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>53</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>38</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>573</strong></td>
<td><strong>340</strong></td>
<td><strong>153</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Presenting the Model outside the Walls**
I began presenting nationally about the Periclean Scholars model even before the first cohort had graduated. In the spring of 2006, I presented in Atlanta at the Association of American Colleges and Universities (AACU) annual conference about the model and how it was evolving. In the last seven years I have presented eight times formally, internationally (UK, Sri Lanka, Mexico), nationally (American Association of Colleges and Universities, American Sociological Association) and locally, about the program, and informally countless times (at the annual Periclean conference, national sociology meetings, with alumni, etc.). The title of my presentation varies, but the most typical is “Planting Seeds in Fertile Soil: The Periclean Scholars Model at Elon University.” In the presentation I talk about the culture of Elon, our university and general studies mission statements, and our commitment to creating global citizens. I end by arguing the point that the model can be retrofit for adoption in a wide variety of institutions. Without exception, faculty, administrators and students who hear about the program are impressed, amazed and ask questions about how Elon is able to make a program like this happen.

In 2010 I was approached by Siena College to present the model to senior administrators, key faculty, and students, and did so on a two-day visit. A faculty champion was identified and the program was on track to be initiated for the fall of 2010, but in the summer meeting of the Siena College Board of Trustees the initiative was tabled. More recently, I was invited for a four-day visit to Monterrey, Mexico where I met with trustees, all senior administrators, key faculty and staff, and students at the University of Monterrey (UDEM). I am working closely with UDEM administrators to initiate the model there; the President and Trustees have made this initiative a priority and a champion has been identified and has begun work. Finally, this past March I was invited
to present the model at North Carolina Central University and am still in discussion with administrators and faculty about how they wish to proceed.

Although I have had virtually unequivocal positive feedback to this model from many faculty and administrators representing a wide variety of institutions, to this date only two institutions have seriously entertained the idea of replication. We now have ten Periclean Scholars Classes in place and I know that the model has been extraordinarily effective here at Elon.

**Why has replication not happened to date?**
If the Periclean Scholars model is -- and is seen as -- such a good idea, why has it not been replicated? In the summer of 2011 I decided to put serious thought into that question and queried various respected colleagues both here at Elon, nationally, and internationally.

Here is what I concluded: There are significant barriers to replication at other institutions and they include:

- **Lack of human capital** in general and lack of a “champion” (either administrator or faculty member) who fully understands the model and has the social capital to move the initiative forward. Institutions who fully understand the model realize that there are many “moving parts” to the model that include curricular changes, faculty teaching load issues and the overall buy-in by faculty, administration and, critically, students.

- **Financial** considerations are a factor. Even though the program can be run with minimal resources beyond faculty and program assistant reassignment of duties, the perception of most administrators and faculty that I have talked to is that any investment would be a struggle for their institution, especially now in this post-2008 economy; adding any new program sounds expensive.

- **Risk aversion** is a factor keeping institutions from adopting the model, and this takes several forms.
  1. In tough economic times any new program sounds prohibitively expensive, and the most conservative path is to stay the course with current “tried and true” programs on campus.
  2. The Periclean Scholars model involves making additions to the curriculum of the host institution and, even in the most mundane of circumstances, faculty and administration appropriately take changes to the curriculum very seriously. Adding to the curriculum in the way necessary for this program to work would be accurately seen as a cultural shift in the institution. As a note, most institutions have a mechanism by which courses can be added on an experimental basis to be reviewed after 2-3 years, as was the case at Elon. At Elon, the Curriculum Committee did not permanently approve courses until the first cohort was ready to graduate. “Where do these credits fit into a student’s transcript?” is a question that must be asked and answered clearly and thoroughly. At Elon, we have a four-hour system whereby most classes bear four credit hours, and this makes offering two-hour classes possible and reasonable. This is the path Elon has chosen with
our Periclean Scholars model, but this can be a major issue at institutions with three-hour systems (the modal system in American higher education).

(3) Some important questions regarding faculty include, (i) Where does teaching these new courses fall into a faculty person’s course load? (ii) How do they get compensated for the extra work in designing and running such unique offerings? (iii) and How does the department deal with the loss (for a percentage of their time) of a key faculty member? Again, the conservative answer to all of these questions is to avoid having to ask them in the first place.

(4) Turf battles are, unfortunately, part of the academic landscape, and putting in place a high profile program of this nature will have the potential to upset various constituents. The risk adverse reaction would be to avoid this situation. Elon was able to avoid this particular challenge since our initiative created a new niche within the university curricula that resonated well with what we were already doing as an institution.

**How to Overcome Barriers and Transfer the Knowledge**

In short, overcoming the list of challenges mentioned above can be accomplished by intensive and long-term technical assistance from Elon University and by seed funding from external entities. Starting this program from scratch was difficult and complicated, but the fact is that now a template exists, and there is technical consulting support from Elon administration, faculty, students and Periclean Scholar alumni immediately available. In my mind, the huge advantage of six institutions starting this model on their campuses simultaneously is that we could all learn together how to address unforeseen challenges. Though Elon would be the font of most wisdom as to how this knowledge transfer would be best accomplished, a collaborative system of networking among and between the partner institutions may uncover both new solutions and even innovative modifications to the model.

**The Plan Forward**

The plan for moving forward involves many key tasks including:

(1) Strategic selection of the partner institutions is a key first step. The University of Monterrey has already committed to being a partner, and so that leaves room for the selection of perhaps four to five additional college and universities.

One vision for this replication process is that it will be a beginning step toward spreading the model to many more institutions in the future, and thus the guiding criteria of the selection of the pilot institutions would be that they represent a good variety of institutions (e.g., HBCU, very small size [less than 1000 students], public, and so on) so that as we collect assessment data we could minimize the unknowns for additional institutions wishing to adopt the model.

An alternate vision for the selection of the institutions is to select half the schools that are on the Elon-Monterrey level (in terms of a campus culture of service) and the other half who are on the cusp of this level and see this as a program that can take them to the next level.
A third strategy for the selection may come from the funding entity, their mission statement, and their strategic plans for supporting higher education. Contact with target institutions can come in a variety of ways, but in any case there is an immediate need for an RFP to be written that would spell out all expectations and responsibilities of Elon University and the participating colleges and universities.

(2) After the pilot institutions are selected and teams (faculty, administration [including assessment expert], and students leaders) from each institution have been identified, a date would be set for an organizing conference to be hosted at Elon University. This two to three day event would serve to further present the model to all parties, establish networks of communication between and among all institutions, begin substantive discussions about comprehensive short and long term assessment, and as a symbolic beginning to the project. Prior to attending this mini-conference all team members will have been asked to read a comprehensive description of Elon’s model and be prepared to discuss some of their questions regarding how to retrofit the Elon model to their institution. During this time, arrangements would be initiated to set dates for Elon team site visits to all pilot institutions during the upcoming year.

Year one of the pilot program will see the induction of the first cohorts of Scholars and the first classes being offered in the fall semester of that year on each campus. The Elon team at this point will be in constant contact with the founding directors at all pilot institutions and provide ongoing consultation. Special attention would be given to this first cohort of scholars and their mentors who will be, at the same time, the founding directors for their institutions and thus in charge of helping to recruit the school’s second cohort and their faculty mentor.

At the end of each school year there will be a summit of all participating institutions on one of the campuses. These annual meetings will be a time for sorting out issues and challenges, presenting and comparing assessment data, and for (primarily student driven) presentation of the progress of ongoing class cohorts. (See Appendix C for a sample timeline.)

A Note on the Naming of the Program
At Elon our program is called the Periclean Scholars program for obvious reasons; we are a founding Periclean institution and this program is a direct result of the challenge made by Mr. Lang back in 2001. There are two likely options for the naming of this program at each of the participating institutions. For a variety of reasons a funding entity may wish that the program be called the “XYZ Scholars” and thus the name would be the same among all. There are advantages to that option including creating a branding coherence from the beginning. A second path is that each institution decides on its own name for the program. This option has the advantage that each school would be able to puts its own distinctive mark on the program.

A new consortium?
To review, what has been described above is, in fact, the creation of a new consortium of institutions. This new entity will need to have its own structure and identity, and those
details need attention from the very beginning of the initiative, most logically by senior administrators from the participating institutions. On a related note, my sense is that establishing an Advisory Board for the consortium must be considered as a top priority. My vision is this Board would be populated by (1) very senior administrators or Trustees/friends of the participating institutions, (2) national and international experts on service learning (Maureen Curly of National Campus Compact, international higher education consultant Vaneeta d’Andrea, and David Scoby, founding Dean of the newly formed New School for Public Engagement come to mind as examples), and, most importantly, (3) senior representatives of past, present or potential partner organizations with which cohorts of scholars have or will be partnering (Lucy Steinitz, co-founder of Catholic AIDS Action in Namibia, for example).

Assessment
Agreeing on goals and outcomes will be one of the key points of discussion at all stages in this process, making sure to assess at least (1) the impact on participating students (Are they becoming more engaged global citizens? Are they becoming and staying involved in their cohort? Do they stand out when compared to non-scholars at their institution? And so on), (2) the impact on the entire campus (Is there more awareness of global issues on campus? Has the culture of the campus changed toward a deeper sense of commitment to global issues? And so on), (3) the impact on the partner institutions and clear movement toward reaching their stated goals and outcomes. And (4) impact on the people and partners in the countries of focus. Currently, at Elon we have some quantitative and anecdotal data for items 1 and 2 that we are using to develop this expanded program and assessing our progress. These data can also be used as a guide for partner institutions to benchmark themselves as they become involved. Clearly there will be a need for both additional quantitative and qualitative assessment data as well as a clear need to coordinate the assessment processes among and between the partner institutions, and this responsibility will be guided by staff at Elon.

To be clear, these assessment data are necessary for each institution, as well as the entire consortium, as we modify our programs based on meaningful data, but perhaps a more important reason for this effort is to provide essential data to additional institutions outside of our consortium who are themselves interested in replicating the model.

Skin in the Game
To reach full potential this replication effort demands that

• Partner universities must provide some financial and in-kind resources.
• This initiative must have institutional priority at those institutions.
• Each institution must be committed to redirect/acquire other financial resources.
• Each institution must be committed to be in a position in 5 years to sustain program on its own. (See Appendix D for a draft request for proposal.)

Final Observations
The time to initiate this knowledge transfer is now. In January of this year, A Crucible Moment: College Learning and Democracy’s Future (http://www.aacu.org/civic_learning/crucible/documents/crucible_508F.pdf) prepared by

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the National Task Force on Civic Learning and Democratic Engagement, was presented to President Obama and to the public. This document is a call to action for all educators and public leaders to endorse and embrace a vision of higher education in the 21st century that makes civic learning and socially responsible civic engagement an integral part of each undergraduate’s educational experience. Virtually every recommendation in this report is addressed by various dimensions the Periclean Scholars model (see Appendix E).

Replicating the Periclean Scholars model will demand a great deal of work and coordination by many teams of faculty, administrators and students. It will not be easy or without significant challenges. I am willing to commit personally to this effort because I have a sense of urgency about global social issues and I know with certainty that our program has changed the lives of not only generations of Elon students, but more importantly the lives of many people both around the world and here locally in Alamance County, North Carolina.

I also believe that once this model is demonstrated to be effective in a several other institutions that it will be replicated further, hence making a positive impact on higher education in the United States and internationally. The fact that so many more students could be impacted by this program at other institutions drives me forward, but less so than the thought of multiple additional institutions having an impact on so many more people and partnerships internationally.

Moving this initiative forward means supporting not one but six institutions who will almost immediately begin using resources to support initiatives all over the world that have been thoroughly vetted by cohorts of bright undergraduates under the mentorship of some of the best faculty at each institution. It also means more effectively tapping and channeling the energy, intelligence, enthusiasm, creativity and passion of generations of bright, motivated undergraduates by providing them with an effective pathway to “become the change they want to see in the world.” No small vision, that.
Appendix A

**Being and Becoming a Periclean Scholar**

*Being a Periclean Scholar at Elon University is a privilege and an honor. It is a multi-year commitment at the undergraduate level that turns into a lifetime commitment after graduation. Being involved as a Periclean Scholar is a demanding role, but one that makes a demonstrative difference not only in the lives of the individual Periclean Scholars, but in the lives of the many partners we have worldwide. Below is a year-by-year description of what being a Periclean Scholar involves.*

**Academic Year 0 [first year at Elon]**

- Spend time learning about the program from conversations with current Periclean Scholars, current PS Mentors and the Director (Dr. Arcaro)
- Go to events sponsored by all three standing Classes of Periclean Scholars including talks by Pericleans-in-Residence, the Celebrating Periclean Scholars event in the fall, etc.
- Meet the Mentor for your Class and talk to her/him about the country/region of focus
- Do research on the country/region of focus
- Talk to your academic advisor about how being a Periclean Scholar can fit into your four-year plan
- Apply early in the spring semester by securing a letter of recommendation from your GST 110 professor, and meeting with the Mentor for your Class for the application interview
- Think long and hard about the decision to apply and look very honestly at your ability to make a long-term commitment to work as a team
- Work on team building with your Class at and after the Induction Ceremony
- Identify other Pericleans in your Class who may share your major, interests, and/or skill sets and begin to imagine how you can team together on various group initiatives that might move you and your Class forward toward your goals
- Stay in touch and keep networking and team building during the summer (remember, social, justice and environmental issues do not function on an academic calendar)

**Note:** the following lists are for the most part cumulative, and what goes for one year goes for the others. Consider this a guide or break down of personal responsibilities for each year of involvement in the program.
Year 1 [sophomore year]

- *Be involved in non-Periclean activities, but always make being a Periclean Scholar one of your very top priorities*
- Attend every Periclean class and do even more homework than you are assigned, learning as much as you can about your country/region of focus
- Begin working on your individual three-year plan, making sure to incorporate your major and any Fellows (Honors, Leadership, Communications, Business, Teaching, Elon College, etc.) projects into this plan as much as possible
- Contribute meaningfully in the design of your Class three year plan
- Each Class needs to decide how to decide, i.e., how decisions will be made about focus, fund raising, travel, etc. Be a part of this discussion
- Help your Class to identify and vet (and be willing to be vetted by) partners both locally and in your country/region of focus
- Begin thinking about who you may want to invite to campus as a Periclean-in-Residence.
- Keep in close contact with your academic advisor, making sure to count your Periclean hours appropriately to your major and minor(s). In most cases, Periclean Scholars will be able to count their PER hours toward a minor (e.g., the 2011’s and 2012’s can count their hours toward a minor in Asia/Asian Pacific Studies minor)
- With your academic advisor work out your study abroad plans for your Elon career, keeping in mind that it is likely that your Class may choose to travel to their country/region of focus winter term senior year. This travel (as are all Elon study abroad experiences) is student funded, and you will need to plan for this financial burden
- Consider applying for a Lumen Prize and/or SURE research that you can relate to your Class mission and goals

Academic Year 2 [junior year]

- *Be involved in non-Periclean activities, but always make being a Periclean Scholar one of your very top priorities*
- During junior year many Pericleans spend a semester abroad. It is likely that both fall and spring semester you will “lose” as many as 7-8 of your classmates, often key players in terms of team dynamics. Class morale and teambuilding will take special effort
- Revisit your three-year plan and reassess your goals and objectives
- Work with your Class to revisit your Class mission statement and three-year plan
- In second semester, identify classmates to be nominated for Periclean Scholar of the Year (goes to rising senior)
- Consider presenting research that you have done related to Periclean in SURF and/or NCUR
• If your Class is planning a senior winter term travel to your country/region of focus begin your planning now. Fall can be used for brainstorming, but by mid spring you need to begin committing to a plan

Academic Year 3 [senior year]

• *Be involved in non-Periclean activities, but always make being a Periclean Scholar one of your very top priorities.*
• In the fall if your Class has designed a capstone project in your country/region of focus, you will need to take an active part in this planning
• Always be thinking of a way that your class assignments in any of your classes can be used to benefit your Periclean Scholar Class (e.g., if you have a class in digital media convergence do a project highlighting your Class initiatives)
• Always be thinking of how you can focus your capstone assignments for your Fellows involvement into Periclean (e.g., Emily Sears and Hayley Gravette, ’06, dedicated their “common good” project to organizing the event where *Testing Positive* was screened as a fundraiser)
• Always be thinking of how you can focus your senior seminar (for your major) efforts into work related to your Class efforts
• Plan for end-of-year events such as the senior banquet. Get prepared for the end of this chapter of being a Periclean Scholar
• Plan for sustainability of your efforts beyond graduation. This includes representation on the PSAA Steering Committee and stewardship of the various initiatives and partnerships that you began in the last three years.

Years 4+ [post graduation]

• Upon graduation you become a member of the Periclean Scholar Alumni Association (PSAA)
• Consider taking on a two year term being your Class representative on the Steering Committee of the PSAA
• Stay in communication with your Classmates and your Mentor using all appropriate social networking vehicles; make sure that your Mentor and the Director have your contact information (email, surface address, employment/graduate school, etc. status)
• Donate regularly to Elon University and designate your gift to go directly to Project Pericles knowing that *these funds will go directly to the PSAA and will directly benefit the partners that Classes vetted*
• Find out if the organization or business that you work in has a philanthropic outreach office and find out how this entity might be a resource for the PSAA
• Find of if the organization or business that you work for has a matching program for donations
• Continue to research and keep up with your country/region of focus and the issues that drove your Class
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- Continue to maintain contact with the organizations with which your Class partnered, and especially the individuals that your Class invited to campus as Pericleans-in-Residence
- Keep in communication with the Elon University Alumni Relations office and be aware of travel opportunities back to your country/region of focus
- When you receive a copy of the newsletter in your email box read it thoroughly and forward it on to family, friends and work associates
- Consider writing a short article for the newsletter about your life and career especially as they have been impacted by your undergraduate experience as a Periclean Scholar
- Always remember the reason you made the commitment to become a Periclean Scholar as a first year student at Elon. Never ever let that passion wane because it is you at your best and, more importantly, you continuing to make a difference in our world as a true global citizen

Continual Efforts and Key Points: Use the statements below as a general check list in ensuring yourself accountable as a Periclean Scholar

- Be involved in non-Periclean activities, but always make being a Periclean Scholar one of your very top priorities
- Attend every Periclean class and do even more homework than you are assigned
- Be willing to put in extra time outside of the scheduled classes and meetings for research, networking, attending related speakers, exploring and planning fundraising opportunities, etc.
- If you go abroad, stay current with your Class by remaining active via Blackboard, email and other social media. While abroad seek out ways to move forward the vision of your Class via contacts in your country of study (e.g., the 2013’s that study abroad will find groups knowledgeable about the politics of Chiapas in nearly any major city around the world, and so on)
- Work on team building with your Class both during formal class time and also beyond class time socially. This means communicating effectively and building a rock solid base of trust and mutual respect
- Work on your relationship with your Mentor
- Attend pan-Periclean events and events planned by the other Classes, especially events featuring Pericleans-in-Residence
- Read and then pass on the Periclean newsletter. Talk about each issue with friends and family, and especially your parents.
- Always have your “elevator speech” updated and polished so that you can take advantage of those moments to tell others about the program keeping in mind that every time you talk about Periclean you are advancing the goal of engendering global awareness and civic engagement.
Appendix B

The Role of the Mentor

Overview
The Periclean Scholars program depends upon the passion and commitment of dedicated faculty Mentors. Over the life of the program, the intent has been to recruit Mentors from all schools and departments on campus, mirroring the diversity of faculty who teach GST 110, The Global Experience. Indeed, this “silo busting” element of the program is seen by many as one if its main contributions to campus life. Becoming a Mentor necessarily means playing an altered role in one’s home department for a number of years, and hence any commitment decision must be made in conversation with the relevant department chairperson and dean.

The central role of the Mentor is to facilitate learning. Toward this end, the Mentor should encourage each student to bring the skills sets they are learning in their majors to the table as the Class addresses the issue of meaningfully partnering with each other and organizations on the ground in their country/region of focus. All classes should be run as seminars, with as much student involvement as possible within a rigorous academic setting. Students should own—and perceive that they own—the Class activities to an increasing degree as the Class travels through their three years together.

Being a Mentor for a Class of Periclean Scholars is a multiyear commitment. The faculty person who accepts this role typically needs to be on campus with their Class all four years, but exceptions can be made with proper planning. The Mentor should work with her/his home department to plan ahead so that maximum use may be made of course reassigned time at least twice during the four year commitment. A modest compensation for extra preparation time is provided to each new Mentor the summer before their Class meets for the first time.

Country/region of focus
Though travel, especially during the WT of senior year, has historically been part of the program, this is not a requirement. Responding to feedback from both Periclean Scholars and Mentors, beginning in 2010 the new Mentor has the responsibility of choosing the country/region of focus for her/his Class. This is done in close consult with the Director. Various models have been used in the past; some Mentors have chosen to focus on a part of the world with which they have deep expertise and/or personal contacts. Others have chosen to embrace the journey of learning and discovery with their Pericleans, and have chosen a country/region based on their (or of the student’s) interests and/or a perceived need. Most Classes feel strongly that they would like new Classes to “recycle” their country/region of focus, and indeed the Class of 2013 is revisiting Chiapas, Mexico and a partnership with Schools for Chiapas. Thus one option for the new Mentor is to go the “recycle” route, and this path clearly has many advantages.

Mentoring and scholarly work
In the best case, the faculty Mentor adjusts her/his research and publication plans so as to dovetail as much as possible with the direction(s) of her/his Class. Since the Mentor
recruits and chooses the Class members, it is possible to select students with whom collaborations could be developed. Scholarship of Teaching and Learning (SOTL) research is one obvious possibility, but substantive disciplinary based research is quite possible as well.

**Grant writing**
The initiatives focused on by each Class typically involve both human and monetary resources, and part of the job of each Mentor is to work with her/his Class to write grants. A good goal to set for each year is to have submitted at least one both internal (e.g., Funds for Excellence) and external proposal (the Director can provide numerous examples). Though the Mentor is welcome to work with the Director to write grants, the best possible scenario is that the students in the Class research funding possibilities and actively contribute to the grant writing process. It is likely that “pan-Periclean” proposals will be written, and the Mentor may be asked to contribute to these efforts along with her/his Class. In all cases the Mentor should work with the Director to keep both the offices of Institutional Advancement and of Sponsored Programs informed at all stages. Special support from the Office of Institutional Advancement, specifically Foundation Relations, and the Office of Sponsored Programs can come in the form of a visit to the Mentor’s Class for either general or more specific advice.

**Accounting**
Once a Class gets formed, fund raising (from on campus efforts or externally from grants) begins, and each Mentor is expected to act as the senior accountant for her/his Class. This role primarily involves working with the Class fundraising and accounting committees (se below) and making sure that funds are channeled to the proper accounts and overall good accounting practices become routine for the Class. The Director has a modest “pan-Periclean” account that can be used as per mutual agreement between the Director and the Mentor.

**Relationship with the Director**
The Director can be as “hands on” as desired/needed by the Mentor, and wisdom and assistance can come from the more established Mentors as well. The Director meets with each Class and Mentor individually throughout the year and, on an as needed basis, there are meetings of all Mentors and the Director that serve to share ideas, coordinate efforts, and pass on the wisdom from one Mentor to the others. The Director will keep each Mentor informed about all matters pan-Periclean and serve to facilitate Class related initiatives.

Early in the year the new Mentor needs to set a time slot for her/his GST 225 (“Periclean”) class and inform the Director. The Director will pass this information along through the proper channels. The same holds for setting times for PER 351, 352 and PER 451, 452, that is, the Mentor should work with the Director to make sure that each Class appears in the university schedule of classes.

**Relationship with other Mentors**
All of the Class Mentors need to work with each other and the Director to maximize the effectiveness of the overall program and to minimize working at cross purposes at any
point (e.g., coordinating the visits of Pericleans-in-Residence). In the early stages, the new Mentor should seek the advice of Mentor’s further along in the program and, in turn, provide support and advice to Mentor’s behind them, in effect, mentoring the Mentors.

**Relationship with the Class**

Being a Periclean Scholar Mentor is a job with many dimensions. The program is a mix of traditional academic work and social activism, and adding the classes to one’s normal load is demonstratively not like adding other more traditional 2 or 4-hour classes. One of the most intense dimensions of the role of Mentor is that you will grow to know these students very closely, and they you. Your relationship with the Shcolars, individually and as a Class, is critical, as are their relationships with each other and as a Class. Class dynamics are critical in large part because much of what happens during their three years together is as a team. In many ways it is useful to see membership in their Class as sharing significant similarities to other social organizations to which they may belong (e.g., Greek organizations). Just like with any relationships, the Mentor-Class relationship is best nurtured by openness, free communication, and mutual respect. The Mentor is the “professor of record” for all Classes, and as such must demand only the highest standards for course work, but at the same time the larger social experience of being a Periclean Scholar must be monitored.

Below the four year commitment is detailed.

**Academic Year Zero: Recruitment**

**Organizational Fair in September**

The new Mentor begins her/his duties at the very beginning of the year by having a presence at the annual Organization Fair held on campus (typically the first week of classes) to highlight all student organizations. Reservation of a table and space at this event should be coordinated with the Director. In preparation for this at least two items should be organized.

An informational trifold handout should be composed (there are many models from past years). This trifold should tell the student about the program in general and his/her class specifically, including information on the Mentor-chosen location of focus (e.g., Haiti), the application process, and other information that would attract top notch students.

A second item to prepare for use at the Organizational Fair is an informational poster (up to 3’x5’) with much of the same information as the trifold, but with perhaps more pictures and attention to an “eye-catching” design.

Duplication and all other associated costs for these materials come from the general Pericles budget.

At the Organizational Fair it would be optimal to have the Mentor present at the table the entire time to meet new students, but typically members of the three standing Classes will person the table, hand out materials to interested students, answer questions, and take down names and email addresses of interested students.
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**GST pods fall and spring semester**
The Director of General Studies will work with the new Mentor to make presentations at pod sessions both fall and spring semesters. At these sessions the Mentor will have time to do a basic PowerPoint presentation about the vision for her/his Class. At these sessions the trifolds and poster should be recycled. Trifolds should be given to each student, and a sign up sheet for future contact should be made available. Models of these presentations are available.

**Application process**
The Mentor should have her/his application published on the Project Pericles web site at the beginning of the year. The Director will facilitate that process.

The application process for the Periclean Scholars has several elements. The Mentor is expected to write a prompt for the application “essay” to be written by the student. In the past Mentor’s have asked applicants to do some reading and research about the country/region of focus and, for example, present an argument for spending Class energies to address a specific issue or issues that the student has identified. These essays have been in the 800-1200 word range.

A second part of the application process is for the student to get her/his GST professor to write a letter of recommendation. In some cases applicants have used other faculty for this duty, and this seems to work fine as well. These letters may come in the form of an email or hard copy.

A third and very labor-intensive part of the application process is a face-to-face interview with the Mentor. These interviews should serve both to further educate the applicant about the nature of the program (the long term commitment aspect, the academic focus, and the team work nature of the program). The other main purpose is to give the Mentor useful information with which to make informed decisions about which students to select, and as such a standard interview schedule should be followed. These interviews can be short (15 minutes), but in any case given that there may be as many as 70 applicants, this is a massive investment in time. In the past some interviews have been done via Skype or over the phone. The Director can serve as an alternate interviewer and reader of application essays, and can be consulted at any point during the application process.

The entire application process should be done by spring break since the Mentor will need time to make final selections and inform students well before preregistration for fall classes begins.

An email inviting students to be part of the Class should be sent as soon as the decisions have been made. A note should be sent out to students who were not selected as well (templates for both of these letters are available).

**Induction Ceremony**
Typically in the week after pre-registration for fall classes has ended there will be a formal Induction Ceremony for the new Class of Periclean Scholars. This event is organized and hosted by the second year students (just ending their first year of being
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Pericleans) and includes, typically, charges from representatives from each standing Class, the Director, and the new Mentor. In the past a senior administrator (e.g., Provost) has spoken, but this varies from year to year. All new Pericleans as expected to attend, and as this event is typically in the late afternoon only lab courses are affected. The Mentor should work with the Director and the professors involved to find the best solution to any time conflicts. In some years the new Mentor has handed out material artifacts representative of the country/region of focus as a symbol of their commitment. Every year the new Pericleans are presented with a Periclean Scholar lapel pin by members of the standing Classes.

After the ceremony (about an hour) there is a reception with snacks and drinks for the new Class and a Class picture is taken. The Mentor can use this time for initial team building and networking.

**Blackboard**
A course Blackboard (GST 225) site should be created as soon as the Class is established. In the past, Mentors have had a Class meeting in the weeks just before summer break to get the Class started on their teambuilding, research and fundraising. This site can be used over the summer to get the Class off to a solid start.

**Academic Year One: General Studies (GST) 225 (4sh)**

**Syllabus**
The Mentor should have the syllabus for this course written well before the beginning of the fall semester and have both the Director and more seasoned Mentors provide direction and feedback (models are available of syllabi from past Classes are available). The syllabus should have a rigorous academic component equal or greater that any other 200 level classes she/he teaches, and grading rubrics should be clear, fair and well communicated. Though all Periclean Scholars Classes are a mix of academics and “extra-curricular activity”, grades should be based on predominantly on measureable academic performance. Digital copies of syllabi from all semesters must be sent to the Director at the beginning of each semester.

**Course goals**
This fall semester course should have several main goals. First, this course should set high academic standards and expectations for reading, writing and analytical thinking. In large part, this semester should be devoted to having the students become very conversant with the history, culture, politics, religion, and current events in their country/region of focus. Part of this deep research should be into the various social and/or environmental issues in this region, focusing on their complexities. Finally, this research should lead the students into discussing issue or issues to focus on for the Class and potential partners on the working on those issue(s) either on location or remotely.

As much as possible it is useful in terms of student ownership of the Class if they are expected to present their research to the Class.
A second main goal of this first semester is team building. Most class time must be spent on academic learning, though time should be set aside to get to know each other and general team building. Nearly every Class has bemoaned the fact that they did not get to know each other very well until junior or senior year and have advised that the process be started earlier and more aggressively.

By the end of the semester the Class should have agreed on (1) their issue(s) of focus and (2) the partnerships that they want to develop related to those issues, though these conversations may go on into the spring. Midterm and final examinations are encouraged as opportunities both to assess learning and to help clarify foci.

**Class structure**

From the very beginning of the program, Classes have found it useful and even necessary to organize themselves into various working groups or committees. The Mentor should guide the Class toward an effective organizational structure that will sustain them for their entire career as Periclean Scholars. Membership and work on these committees should be woven into the course syllabus. Some of the more critical committees include:

- Fund raising and grants
- Accounting
- Publicity (including trifolds, web site, posters, etc.)
- Pan-Periclean
- Social (team building)
- Work groups

Many *ad hoc* committees need to be formed from time to time including:

- Arrangements for Pericleans-in-Residence
- Celebrating Periclean Scholars
- Induction Ceremony
- “India Week” (for example)

**Periclean partnerships**

Second to the academic learning that is a primary goal of each Class, perhaps the most important decision a Class makes is with whom they will partner in their country/region of focus. These partnerships have become an integral part of the Periclean Scholars program, and though it is possible a Class may chose not to follow this tradition, all past and existing Classes would agree that connections to individuals or organizations on the ground in their Country/region of focus has been invaluable. The role of the Mentor is to provide direction as to how to create and nurture these relationships and, importantly, how to vet and be vetted by partners. These partnerships can and often do lead to the invitation to campus of a “Periclean-in-Residence.” Begun in 2003 by the Class of 2006, the Periclean-in-Residence program allows for a short (1-3 week) visit by expert or experts from the country/region of focus who serve as a resource for the Class but also for the great campus community as well (see Periclean Handbook for a detailed description and FAQ related to Pericleans-in-Residence). Every Class of Periclean
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Scholars has had at least one Periclean-in-Residence during their three years. Funds for these visits are limited, but have been made possible with creative use of both internal and external funds. The Director typically works closely with the Class and their Mentor in arranging these visits.

**Local partnerships**
Though making and working with partners in the country/region of focus is important for most Classes, working with local partners has been a Periclean Scholar tradition as well. These local partnerships have been modest and lower key in some cases (the Class of 2006 partnered with Alamance Cares here in Alamance County and donated the proceeds from the screening of their narrative film to this organization) but for several Classes these partnerships have been central to their larger goals. The Class of 2011 has linked together via email and the Internet middle school students in rural Sri Lanka with students at Graham Middle School in Alamance County, and the Class of 2012 is linking together adolescent girls in rural India with the Dream Girls program of the Burlington Housing Authority.

**Three year plans**
Each student and Class should establish a three-year plan during the first semester. The individual student plans should indicate how their major of study and/or other student roles (e.g., Honors Fellow) will be worked into their three-year efforts. The Class as a whole should establish both a mission statement and a three-year plan with specific goals listed. Both individual and Class three-year plans should remain constant “works in progress” and be revisited on a regular basis at the beginning of each new semester. This can be worked into a writing assignment as part of the course requirements.

**Fundraising**
As part of the research and writing done by the Class, emphasis should be placed on seeking both internal and external grants to fund initiatives. Though this may seem premature, the exercise of writing grants can serve to clarify both the mission and methods of the Class. Any external grants should go through the Director and Mentor, as well as the Development Office and should be coordinated with other pan-Periclean efforts.

Other fundraising efforts (typically internal, e.g., meal card swipes) should be viewed as having two desired goals, that of raising funds or course, but also to inform the larger Elon community about the country/region of focus and relevant issues. Toward that end, each Class should develop at least one informational trifold explaining the mission of their Class and their various goals. Each Class should have an account number into which funds can be placed under the general Pericles account, and the Director will facilitate this.

Funds raised can be used for team building materials (e.g., a Class t-shirt or “bumper” sticker), for specific initiatives, or for supporting initiatives of their partner(s).

Each Class needs also to establish a web site (e.g., org.elon.edu/pericleanscholars20XX) that can include a variety of materials and should grow and expand as the Class matures.
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Pan-Periclean responsibilities
Each Class is asked to elect or select two representatives to the Student Steering Committee that meets with the Director fortnightly. Steering Committee members will report actions of their Class to this body and report back to their Class what the other Classes are doing.

Each Class is asked to support the Periclean Newsletter by writing articles and Class updates.

As Periclean Scholars and members of the Elon University community our voices carry considerable weight both within and outside the walls of the campus. To this point we have not maximized the use of this influence, and I am proposing that part of the syllabus in every Periclean Scholar Class should be the assignment to write a letter (email option) to a decision/policy maker at some level (examples: Members of Congress, Embassy officials, United Nation’s representatives, NGO leaders/CEO, persons of influence [e.g., celebrities and/or other high level public figures]). Digital copies of these missives and all responses to same should be collected by each Class every semester, and we can begin to collect these over the years and semesters thereby (1) making our voices heard more broadly and (2) learning from experience as to what kinds of communications garner the higher and more effective response rate from the recipients. This assignment can be done individually, as part of a Class or as a whole Class.

All of the “pan-Periclean” activities described above should be incorporated into the syllabus for the Class in a meaningful manner. Participation in pan-Periclean events like the fall “Celebrating Periclean Scholars” and the spring Induction Ceremony should also be part of a class participation grade.

Periclean (PER) 271 (1sh): Spring semester
Although each Class has met unofficially during the second semester of the sophomore year in order to keep activities and momentum moving forward, beginning in 2009, PER 271 was established as a 1sh course. Having a structured academic course allows for more, and more intense, Class contact. It may be possible that the program officially adopt this new course depending up how a three-year trial phase works out. The Mentor, in consultation with her/his Class, established the meeting time and syllabus.

Induction Ceremony
During the spring semester it has traditionally been the sophomore Class that has organized and hosted the Induction Ceremony for the new Class of Pericleans. A committee needs to be appointed either at the end of fall or very early spring semester to make sure all arrangements are in place for this event.

Lateral entry
Each Class typically begins with a full compliment of students (33+), but attrition does occur for a variety of reasons. Each Class has had students apply for lateral entry into the program, and in most cases these students have been accommodated. The process for reviewing agreeing on, and inviting candidates is up to the Class, and the Mentor should monitor this closely insuring that proper protocol has been followed.
Academic Year Two: PER 351 (2sh), 352 (2sh)

During the second year of the program the Class needs to maintain emphasis on academic learning about the country/region of focus and the issue(s) that they have decided to pursue. Assignments and reading covering both more in depth information of the country/region of focus and the issue(s) chosen by the Class are necessary. In past years the Mentor has allowed the Class members to take a more active voice in constructing the course syllabus, setting the agenda for daily classroom activity, and so on beginning in this second year.

One characteristic of the second two years of the program is that the students are increasingly working on their own individual and/or small group projects. That is to say, some course learning is general to all of the Class (e.g., common readings, country/region updates, etc.), but some learning may be specific to individuals or groups. The syllabus can be, for example, imagined as having two sections, one group and one individual. One model of how to deal with this in the syllabus is to have 50% of the grade be an Individual Syllabus (IS) complete with assignments, due dates, grading rubrics, and so on. To be clear, every IS should have reasonable work output, doable deadlines, and clear grading rubrics.

One model for how to proceed with assessment of IS material is to establish a Peer Review Committee (PRC) of 3-5 students who in turn are responsible for tracking the progress of several of their colleagues (and in turn are also tracked by another PRC member). This model must include specific rubrics, deadlines, and so on so that the PRC member can provide feedback both to the student and to the Mentor.

In the junior year Class plans for reaching more long term goals should be clarified, refined and acted upon. Each Class in the history of the program has chosen different initiatives, but the common denominator among all of the Classes is that they have communicated with and listened to the partners they have developed in their country/region of focus to set reasonable, appropriate and sustainable goals for their Class.

Examples of Class projects
The Classes of 2006, 2007, 2008, 2009, 2011, and 2012 have put major effort into producing documentaries about their country/region of focus and their chosen issue(s). These projects have ranged from modest (a six minute video for Habitat for Humanity Zambia produced by the Class of 2009) to the more aggressive (the Class of 2006 produced a four-part documentary series on HIV/AIDS in Namibia and a short narrative film). Many Classes have devoted themselves to “brick and mortar” projects, and these too range from the modest (an addition to a school in rural Sri Lanka by the Class of 2011) to the extraordinary (a large clinic, nurses quarters, a drug store and kindergarten all organized and sustained by the Class of 2010). A third example is the organizing of a summit or conference in the country/region of focus. Though this model has only been used by two Classes thus far (the Future Leaders Summit in Windhoek, Namibia organized by the Class of 2006 and the Leaders in Environmental Advocacy [LEAF] event hosted by the Class of 2011 in Colombo, Sri Lanka), both the Classes of 2012 and
2013 are considering similar events for their senior years in India and Mexico, respectively. A wide array of other initiatives have been pursued by individual Classes, and in all cases the Mentor should encourage creative new ideas for both Class and individual projects and goals.

Each semester the Class should be updating their mission statement, three year plans, web site, informational trifolds, and other promotional materials.

**Semesters abroad**
One issue that is perennial with the Periclean Scholars program is that Elon students study abroad a great deal, very commonly for a semester during the junior or even senior year. The tradition has been that the scholar has been “excused” from being a formal part of the Class for these study semesters, but that she/he stays in close contact with their Class via Blackboard and/or other social media (Google docs, Facebook, etc.). In many cases students return from abroad with renewed passion and commitment to their Class initiatives.

**Celebrating Periclean Scholars**
A major annual pan-Periclean event is Celebrating Periclean Scholars, and historically it has been the responsibility of the junior Class to organize and host this event. Details on how the event has been planned and run are included in the Mentor’s Handbook. The Mentor, working with the Director, needs to facilitate the students in their planning so that the event sets the right tone of celebration. This event, in addition to highlighting the activities and accomplishments of each Class, serves also as a recruitment event. First year (and other) students that are interested in learning more about the program are invited. In the past a senior administrator has spoken at this event (Dr. House in 2009 and Dr. Lambert in 2010).

**Periclean Scholar of the Year Award**
Every year a rising senior is selected to receive the honor of being named “Periclean Scholar of the Year” at the annual Induction Ceremony in the late spring. Early in spring semester of PER 352 the Class needs to decide how that person is selected. The model that has been used for the past several years is that the junior Periclean Scholars decide how to nominate candidates and have them write a letter of support for those students. The final decision of the recipient has then been the responsibility of the seniors, with the Director presiding over the final selection process. This award has been endowed by a gift from the Eugene M. Lang Foundation and supports a $500.00 scholarship for the student selected.

**Academic Year Three: PER 451 (2sh), 452 (2sh)**
The role of the Mentor in the senior year can be very intense, especially depending upon how the Class decides to spend their January term. Everything above describing the role of the Mentor junior year continues in the final year, though there are some additional duties that tend to be placed on the Mentor.
January Term Travel
The majority of Classes have chosen to travel to their country/region of focus during winter term of their senior year. As mentioned above, this is not a requirement for the program, and any decision to travel must be made in the context of making the most effective use of both financial and human resources. To be clear, there should be a clear plan to accomplish specific and significant goals during this travel. Examples of how study travel to the country/region of focus include are many, and a new Mentor should consult with past Mentors on what has worked well and not so well in past years. Information can be found on each Class web site as well (org.elon.edu/periclescholars20XX).

The Periclean Scholars program works closely with the Isabella Cannon Centre for International Studies of these Winter Term study trips, and planning should begin in the early spring of the junior year. Depending upon the nature of the travel and what the intended outcomes are, this can be a full time effort of the Class and takes constant input from the Mentor. Help will from the Director on all aspects of this travel, and if mutually agreed, the Director can be the second faculty person accompanying the students.

Funding for this travel, just like all Winter Term study abroad travel at Elon, comes from the students themselves. A detailed budget that includes absorbing the cost for the Mentor should be generated very early spring semester of the junior year.

Sustainability committee
As graduation nears, each Class begins to focus more clearly on plans to sustain the partnerships and initiatives begun as undergraduates. A Sustainability Committee (however named) should be organized by each Class as early as first semester senior year, but no later than spring semester. Plans should be made for how to ensure continued communication channels among and between Class members, Mentor, Director, and partners. Importantly, this committee needs to plan on how to both materially -and in terms of human resources- continue to support their partners.

Periclean Scholar Alumni Association
The Periclean Scholar Alumni Association (PSAA) was established in 2006 and functions to maintain cohesion among the alumni. In 2008, the PSAA was endowed by the Redwoods Group Foundation (CEO Kevin Trapani, Elon parent ’07), and roughly $5000 is generated annually. The PSAA has the responsibility to decide how those funds are allocated, and the intent is that they are to be used to sustain the partnerships each Class initiates. Ideally each alumnus commits to contributing to the PSAA so that as more Classes and partnerships accrue, there will be sufficient funds to meaningfully support all partnerships. The Mentor should make sure that her/his Class has a good sustainability plans than includes annual giving through the PSAA.

Final assessment and feedback
Part of the end of the semester should be spent in reflection with the Class on the entire journey. As part of a final examination for PER 452 the students, for example, could be asked to detail what they have learned about themselves, their country/region of focus,
their chosen issues and, importantly, the process of working as a team for over three years.

**Letters of recommendation**
By the nature of the program, it is usually the fact that the Mentor has an intimate knowledge of each student in the Class, perhaps even better than their academic advisor. Thus, one critical role of the Mentor during the senior year is to respond to numerous (likely close to 100% of the Class) requests for letters of recommendation for graduate school or other post-graduate plans, e.g., Teach for America, Peace Corps, etc. Since the Periclean Scholars program is fairly complex but important to describe for these letters, the Mentor will save time by having a standard paragraph written describing the program and the goals of her/his Class in broad outline. Of course saving these letters to be updated and revised for future requests is advised.

**End of year celebration**
Each senior Class has organized an event at the end of the school year to celebrate their three years together and the many accomplishments of the Class. The main Pericles budget absorbs the cost of a nice meal for all students and select guests of the Class at this event, and the Director needs to be involved from the beginning stages of planning. Choice of venue, date, and range of people to be included needs to be made very early in the spring. Some Classes have chosen to invite parents and friends to this event, and in that case extra funds would be needed. The Class of 2010 set the precedent of having a fairly elaborate event the Thursday evening before graduation that served as a fund-raiser as well.

**Graduation**
Beginning in 2010, all graduating Periclean Scholars are listed on the official graduation program, and the Mentor must get a complete list to the Registrar (and Director) very early in the spring semester. Every Class has chosen to have some physical representation of their Class displayed on their graduation gowns (e.g., the AIDS pin worn by the Class of 2006 to commemorate their focus on the HIV/AIDS crisis). Beginning with the Class of 2010, stoles have been crafted for the graduating seniors to be worn over the gown. The 2011’s had theirs designed and made in Ghana, and the 2011’s have theirs designed and made in Sri Lanka.

**Leaders of the 21st Century**
Beginning in 2011, the graduating Class of Periclean Scholars will be celebrated at the Leaders of the 21st Century Celebration held early evening on the Friday before graduation. Along with Honors Fellows, North Carolina Teaching Fellows, Isabella Cannon Leadership Fellows, Business Fellows, Elon College Fellows, Lumen Scholars and Communications Fellows. The graduating Class is responsible for providing approximately six minutes of multimedia content for the program, and work on this package needs to begin early in the final semester. Whatever is produced should emphasize the journey that each Class has undertaken and highlight their major accomplishments. The Director will facilitate this production. Faculty, administration, staff, parents and friends attend this important event.
After graduation
Though the formal relationship between the Mentor and her/his Class ends at graduation, it is inevitable that the Mentor will keep in touch with many of the Scholars as they begin their post-Elon lives. For many reasons keeping lines of communication open are needed, and the Mentor should work closely with the Director and Alumni Relations to ensure that contact is maintained. The sustainability of the partnerships that have been created is now in the hands of the Periclean Scholars Alumni Association, and the Mentor needs to encourage active involvement in this organization.
Appendix C

Periclean Scholars Expansion Timeline

The Periclean Scholars Expansion program will take place over the course of six years, beginning with year zero and ending with year five. After the proposal is submitted and selected in the summer/early fall of 2012, a pre-planning year will begin. During this year (starting somewhere between the fall and spring of 2012-2013, for example), the Director and others will identify five other institutions (including University of Monterrey, Monterrey, Mexico (UDEM)) that would be good candidates for the program. Notification of selection will be sent to each school during the first week of March 2013. During the next fall (year zero) Elon will send out RFP’s to all of the selected schools on September 1st, 2013. The schools will then have until mid-October to write a letter of commitment to institute the program. During this time, each school will do an assessment of its curriculum and identifying the founding directors, as well as choose the first country of focus. This time will also be used to start recruiting the first class. There needs to be full institutional support for the program, to be voted on during the fall or spring board meeting at each university. Open communication with Elon University is welcomed and encouraged.

An orientation conference will be held in late January 2014, where all the selected schools will travel to Elon in teams of five to six individuals (of administrators, assessment directors, students, directors and mentors) to gain a deeper knowledge of the program. The conference will include presentations by Elon’s founding director, Dr. Tom Arcaro, as well as from the mentors and students in the program. Elon’s curriculum and culture of service and civic engagement will be expanded upon. Following the conference, a similar team from Elon will travel to each school and provide on-site consulting. The Elon team will aid in recruitment, induction, and class planning. In early March, of 2014, the first year mentor and founding director should be identifying and interviewing who they want in the cohort. This will include doing interviews daily for the first few weeks of March, with a notification time of before the institution’s spring break. In the weeks following spring break, the first cohort will be inducted into the Program. Elon University will assist with planning the induction ceremony. That spring, the first cohort should meet once or twice to get to know each other and make a plan for keeping in touch over the summer. Choosing a common reading or having recurring online discussions or Skype calls is a good idea. Year one (starting in August 2014) will be the beginning of the first cohort’s experience as Periclean Scholars. In the fall, they will begin taking their first class and a second year mentor will be selected. In the spring, the second class of Periclean Scholars will be inducted, and the 3rd year mentor will be chosen. An annual conference at Elon at the end of January will continue to be held. This pattern will continue much in the same way, and the first cohort of students will graduate in the spring of year three. Assessment will occurring throughout, but can begin to go deeper at the beginning of year four once the first cohort has graduated.
Year Zero-One Expansion Timeline

- Fall 2012: Institutions are identified.
- March 2013: Fall 2013.

- An RFP will be sent to each school.
- Notification of selection is to be sent mid-October.
- School on selected will have until January 1st, 2013 to respond.
- Orientation for the first cohort will be held at the school.
- First cohort will travel to each school.
- The first cohort should be taking a two week break before moving to each school.
- Candidates will meet one another.
- The first cohort will be introduced to the program.
- Interviews for the first cohort will be held at the school.
- The first cohort must write a letter of commitment to institute the program.
- Other institutions are identified.
Appendix D

Draft Request for Proposals letter

(The letter will contain the narrative document and Appendices A, B and C)

To Selected Periclean Institutions:

Becoming part of this consortium and replicating the Periclean Scholars model must be and be seen as an institutional priority at the Presidential level and, further, that the institution is poised and willing to make a much deeper commitment to institutional changes that will support the nurturing of effective global citizens. Adding this program will mean making curricular changes, programmatic additions, and both staff and faculty resource reallocations. The selected institutions must be prepared to follow a set of guidelines as they begin the process of implementing a Periclean Scholars-like program.

First, each school must identify a member of the faculty to act as the founding director. This individual will be someone dedicated to the implementation of the program and will be willing to work in a dedicated fashion to spearhead this change. The director should be selected by upper-level administration and must be someone who is devoted to learning about social issues around the world and locally wherever the institution is located. The director must be able to devote at least the next several years of her/his career to this effort and be able to successfully preside over the mentors and the students, as well as be the acting mentor for the first cohort of Scholars in the program.

Secondly, the founding director must be prepared to assemble a team of students, administrators and other faculty to come to Elon University for a multi-day planning session during the summer a year before the program would start at their university. This conference will be facilitated by students, mentors and administrators from Elon University and will provide an in-depth look at the Periclean Scholars program and what it takes to make it successful at the highest level. In addition, the founding director will be responsible for helping to identify their school’s institutional assessment person. This individual must attend the first and subsequent conferences as well, and will have a significant amount of work to do regarding the assessment of the Periclean Scholars program at his or her university.

Newly selected institutions and their upper-level administration must make a commitment to re-evaluating the course schedule and credit-bearing classes at the institution. For example, Elon University operates on a 4-credit system, which makes it very easy to offer Periclean classes as 2-credit entities. At a school that operates on a 3-credit hour system, offering the class as a 1 or 2 credit hour class may be more difficult. Faculty teaching loads must be evaluated, and the mentors must be willing to commit to being released from one or two courses while taking on the role.

Lastly, as inferred above, selected institutions must have a commitment to provide in-kind resources. This means that the upper-level administration must agree to provide release time from courses for the mentors and the founding director. During the first year
of the program, the director will double as the mentor for the first class. Our recommendation is that the founding director be relieved of half of her/his duties to mentor successive Classes and direct the program. In concert with upper-level administration, the director will be responsible for recruiting faculty mentors for future cohorts of Periclean Scholars. For the mentors, at least one course release per year is recommended.

Institutions must also be willing to seek external support for both the overall program and each class project. We recommend working with both your offices of Sponsored Programs and Development/Advancement to work effectively within your respective institutional frameworks.

Institutional programmatic support of the Periclean Scholars program is vitally necessary if the program is to be replicated. As we move forward in increasing civic engagement our campuses, the administration, staff, and faculty must be ready to change as well.
Appendix E

The Periclean Scholars program and “A Crucible Moment: College Learning and Democracy’s Future”

The National Task Force on Civic Learning and Democratic Engagement recently published a study of the nation’s Higher Education plans for civic engagement and stressed that the nation’s civic health is “anemic” and “concerning.” (2012). In previous decades, civic education was often viewed as having knowledge about the different branches of government and United States history. As we move into the 21st century, some educators contend that this basic knowledge is not enough. Learning about democracy in a global context is also critically important and is not currently a part of many curricula within institutions of higher education across the United States. The Task Force writes that, “Democratic knowledge and capabilities are honed through hands-on, face-to-face, active engagement in the midst of differing perspectives about how to address common problems that affect the well-being of the nation and the world” (2012).

The task force sets forth nine components that 21st century civic education should include. These are listed below, followed by how Elon University’s Periclean Scholars program addresses each goal/component.

1. **Knowledge of US History, political structures, and core democratic principles and founding documents, and debates-US and global-about their meaning and application.**

   Each cohort of Periclean Scholars is encouraged to write letters to their elected officials and to other elected officials relevant to either their local or global initiatives. Additionally, Periclean Scholars annually participate in “Debating for Democracy” organized by the national Project Pericles office. There is a demonstrative emphasis on understanding and owning the role of both local and global citizen.

2. **Knowledge of the political systems that frame constitutional democracies and of political levers for affecting change.**

   Periclean Scholars spend extensive time researching their country of focus including the political systems that are both internal to but also external trans-governmental organizations (e.g., the United Nations and America’s political structures and comparing them. They learn how to reach out to policy makers and government leaders to address social needs and how to facilitate communication and coordination between their partner governing entities.

3. **Knowledge of diverse cultures and religions in the US and around the world.**

   A central goal of each Class cohort is to become, effectively, an expert on their nation of focus including countries in the immediate region. This includes researching, reading, and presenting information about the culture, history,
politics, economics, geography, religion, current affairs and environment of their
country of focus. In order to effectively partner locally they also must understand
and be familiar with local cultures as well.

4. **Critical inquiry and reasoning capacities.**

Periclean Scholars understand that the decisions they must make regarding
creating a Class mission statement, on which issue or issues with which to focus,
and on which partnerships to form are very serious. These decisions demand the
highest level and most thorough research and must be examined from every
possible perspective. When discussing and intervening in social issues worldwide,
it is imperative to look at every aspect and angle of an intervention, and the
Program encourages that.

5. **Deliberation and bridge building across differences.**

Participants in the Periclean Scholars program come from all different kinds of
backgrounds and majors. The first semester especially, the cohorts of 30 students
have to work extremely hard at getting along with each other despite their
differences. Agreeing as a Class on important matters such as a Class mission
statement, on which issue or issues to focus on, and on which partnerships to form
are all tasks that demand sober, critical and effective listening and compromising
skills.

6. **Collaborative decision-making skills.**

Periclean Scholars work as a team to decide the majority of what their Class
activities are, ranging from the selection of reading assignments and overall
syllabus content to deliberating over which partnerships to pursue. The Mentor
facilitates and guides these decisions, but the onus is on the Class to learn how to
most effectively decide nearly all of Class foci and action steps.

7. **Open-mindedness and capacity to engage different points of view and cultures.**

A major goal of the Periclean Scholars program is to nurture global citizens who
learn to always deeply understand the people and cultures with which they work.
This commitment can be seen in the Periclean Pledge and is path of the ethos of
the program:
The Periclean Pledge

We pledge to...

- Listen to our partnering communities, acknowledging they often have the best solutions to local problems.
- Learn about our partner communities’ history and traditions, to better engage in culturally-aware dialogue.
- Assist our partners in community-run development projects that will enable their long-term success.
- Responsibly study, document, and publicize our partner communities’ needs and desires.
- Be committed to building life-long sustainable partnerships, recognizing they take hard work and dedication.
- Embrace our lifelong journey of global citizenship through intellectual and personal growth.

8. Civic problem solving skills and experience

In the course of working with both their local and global partners over a period of years, cohorts of Periclean Scholars must deal with a complex variety of local, national and international political bodies. Additionally, they must also navigate the internal civic culture of our university, for example coordinating and collaborating with other entities on campus – both student and administrative – to accomplish goals.

9. Civility, ethical integrity, and mutual respect.

Since Periclean Scholars work together as a cohort for over three years, they learn to work together as a team, respecting each other’s personal as well as disciplinary perspectives. As junior colleagues to their Mentor and as a body that has extensive contact with institutional, local and international bodies, Periclean Scholars realize they must always interact as professionals, keeping in mind that they represent not only themselves and their entire Class, but the program and university as a whole.