Periclean Faculty Leadership (PFL) Program™

“The PFL Program promoted philanthropist Eugene M. Lang’s foundational vision of “educating for citizenship” in a range of related contexts: the three “C”s of classroom, campus, and community. It also expanded on that vision by adding a fourth “C”—the community of scholars and their professional discourse—which completes what we call the “Periclean Diamond.” By extending civic pedagogy to the campus, connecting undergraduate education with community input and engagement, and linking all of those projects with faculty development, professional interchanges, reciprocal peer review, and public scholarship, the PFL Program developed a promising, replicable, and sustainable model of civic education.”

In 2010, with multi-year grants from the Eugene M. Lang Foundation and The Teagle Foundation, Project Pericles launched the Periclean Faculty Leadership (PFL) Program™. During the inaugural term of the program, 26 competitively selected Periclean Faculty Leaders created new Civic Engagement Courses (CECs) in 21 different disciplines; promoted civic engagement locally through lectures, town hall meetings, and public events; and advanced public scholarship nationally and internationally through publications and conference presentations.

Each Periclean Faculty Leader was paired with a Periclean Faculty Leader from another institution at the beginning of their tenure as Periclean Leaders. They consulted with each other throughout the program. At the conclusion of the program the Periclean Faculty Leaders prepared a brief portfolio of their work which included a) the syllabus of their CEC course and other instructional and evaluation materials, b) a copy of the abstract they sent describing their research paper/project; and/or c) an overview of the activity they developed that brought diverse campus and community members together to participate in an activity that enriched public life, addressed current public/community issues, and enlivened democratic debate and discourse. The paired Periclean Faculty Leaders shared their portfolios with each other and discussed the impact of their projects in promoting the civic engagement of their students. After reviewing each other’s portfolios, the faculty prepared a one page review of their partner’s work and submitted a copy of this review to Project Pericles and to their partner.

Through high impact learning that addresses current economic, environmental, and social issues, frequently in conjunction with community based learning, students gain an understanding of how they can use their skills and knowledge to improve their communities, which in turn supports academic excellence. The PFL Program created CECs across the curriculum with courses in the fine arts, humanities, social sciences, and natural sciences, and pre-professional departments including business, education, and social work. Nearly a hundred syllabi from the PFL Program, as well as from our earlier Civic Engagement Course (CEC) Program™ are available at www.projectpericles.org.

Examples of CECs:

- In “Research Methods” course at Bates College, students learned about sociological methods by undertaking a community-based research project in Lewiston on food security.
- In "Immunology" at Carleton College students gained experience in community-based research on environmental and public health issues and presented their scientific research to community members and public health officials to help change health outcomes and benefit the community.
- At St. Mary's College of Maryland, students in "Instrumental Analysis of Oil & the Gulf of Mexico Environment" traveled to the Gulf Coast to analyze the BP oil spill from a scientific and humanistic perspective.
- In “Issues in Education” at The College of Wooster, high school teachers were taught to incorporate civic engagement into courses they were designing and teaching.

Additional course topics included citizen journalism, colonialism and cultural survival, community-based theatre, local government and communities, environmental education, gender and sexuality, housing, journalism, the elderly, immigration, and political economy of non-profits. The program demonstrates that CECs can be successfully developed in a wide range of disciplines.

In addition to the $2,500 that each campus received, Periclean Faculty Leaders received a $1,000 travel stipend. Funds were used for travel to 1) professional conferences to present a paper or project based on the research accomplished during their tenure as a Periclean Faculty Leader; 2) AAC&U’s National Conferences; and/or 3) a Periclean campus to learn more about their civic engagement programs and meet with other Periclean Faculty Leaders.

PFLs took advantage of the opportunity to attend the annual AAC&U conferences, where Project Pericles held gatherings of our member institutions. Molly Olsen (Macalester College’s PFL) used the opportunity to visit Dillard University, “to gain an understanding of how Dillard has developed their civic engagement in New Orleans.” She exchanged ideas with Dillard’s PFL, Winona Somervill, and Project Pericles Program Director, Gary Clark. While in New Orleans, Olsen and Somervill were guests on Clark’s radio show, “Dr. Clark 101: The Living Classroom” (WBOK 1230 AM New Orleans), where they discussed civic engagement and pedagogy. As part of her CEC, Olsen’s class traveled to New Orleans to explore how local communities struggle for cultural survival.

In 2012, Project Pericles published a White Paper, The Periclean Diamond: Linking College Classrooms, Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning by Ben Berger (Swarthmore College’s PFL and Associate Professor of Political Science) and Jan R. Liss (Project Pericles’ Executive Director) that discusses successful pedagogical strategies developed by faculty members in the fine arts, humanities, social sciences, and natural sciences to integrate education for civic and social responsibility into their courses and throughout the campus and community.

In order to disseminate information about their research outside of each campus, faculty members developed a scholarly paper/project related to the Civic Engagement Course they taught and their academic interests.
Through publications and conference presentations, PFLs shared their pedagogical insights gained from designing and teaching CECs with their colleagues. PFL published articles relating to their CECs in four peer reviewed journals; two PFLs published books; and 11 PFLs and Periclean Program Directors participated on three separate panels at the annual conferences of the Association of American Colleges and Universities (AAC&U). Other conferences with PFL presentations included: American Council on Education (ACE) Across the STEM, American Democracy Project, Atlantic Center for Learning Communities, Ecosystems and Sustainable Development, Florida Communication Association, Imagining America, and National Women’s Studies Association.

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

Publications from the PFL Program include:


At the 2013 AAC&U Annual Meeting, PFLs from Bates College, Macalester College, Swarthmore College, and Widener University presented a panel entitled, “Linking Classrooms, Campuses, Communities, and Colleagues via Social and Civic High Engagement Learning.” Jan R. Liss moderated the panel.

At the 2012 AAC&U Annual Meeting, PFLs from Drew University, Hendrix College, Rhodes College, and The College of Wooster discussed the innovative features of the PFL program and their own work on a panel titled, "Developing Innovative Curricula to Prepare Students for Successful Lives of Global Civic Engagement." Faculty leaders spoke about their curricular programs, described the intercampus peer review process, and shared best practices and lessons learned. Jan R. Liss moderated and discussed the assessment of student learning outcomes.
In 2011, Project Pericles presented two panel discussions at the AAC&U Annual Meeting. PFLs from Carleton College, St. Mary’s College of Maryland, and Ursinus College discussed “Using Innovative Curricular and Co-Curricular Programs to Prepare Students to Tackle Real World Challenges.” Jan R. Liss moderated the panel. In the second panel, PFLs and Periclean Program Directors from Drew University, Hampshire College, and Hendrix College discussed “An Education for Global Citizenship: The Best Form of Career Education.”

The PFL Program builds on the success of the Project Pericles Civic Engagement Course (CEC) Program™. In 2007, with support from the Eugene M. Lang Foundation, the Christian A. Johnson Endeavor Foundation, and The Teagle Foundation, the CEC Program awarded matching grants to 16 Periclean colleges and universities resulting in the creation of 44 courses in a wide range of disciplines across the fine arts, humanities, social sciences, and natural sciences.
2010-2012 Periclean Faculty Leaders and Peers

**Allegheny College, Meadville, PA**
Thomas (TJ) D. Eatmon, Jr.
Assistant Professor of Environmental Science
Course: *Environmental Education*
Peer: Randolph K. Larsen, III
St. Mary’s College of Maryland

**Bates College, Lewiston, ME**
Emily W. Kane
Professor of Sociology
Course: *Research Methods for Sociology*
Peer: Lisa A. Leitz, Hendrix College

**Berea College, Berea, KY**
Linda Strong-Leek
Professor of Women’s and Gender Studies &
Associate Vice-President of Academic Affairs
Course: *Introduction to Women’s Studies—Domestic Violence in Kentucky*
Peer: Monica L. Melton, Spelman College

**Bethune-Cookman University, Daytona Beach, FL**
Paula T. McKenzie
Associate Professor of Speech Communication
Course: *Leadership Communication*
Peer: Seong-Jae Min, Pace University

**Carleton College, Northfield, MN**
Debby Rae Walser-Kuntz
Professor of Biology
Course: *Immunology*
Peer: Barbara R. Biglan, Chatham University

**Chatham University, Pittsburgh, PA**
Barbara R. Biglan
Associate Professor of Education
Course: *Environmental Health Issues*
Peer: Debby Rae Walser-Kuntz, Carleton College

**Dillard University, New Orleans, LA**
Winona R. Somervill
Professor of Sociology
Course: *Political Sociology*
Peer: Milton C. Moreland, Rhodes College

**Morehouse College, Atlanta, GA**
Melvinia (Mel) Turner King
Assistant Professor of Leadership Studies & Interim Executive Director of Leadership Center
Course: *Leadership and Civic Engagement*
Peer: Maura A. MacNeil, New England College

**Drew University, Madison, NJ**
Jennifer Claire Olmsted
Associate Professor of Economics
Course: *Political Economy of Non-Profits*
Peer: Matthew W. Broda, The College of Wooster

**Earlham College, Richmond, IN**
B. Welling Hall
Professor of Politics and International Studies;
Plowshares Professor of Peace Studies
Course: *Civic Engagement Toolkit for Legislative Process*
Peer: Ben Berger, Swarthmore College

**Elon University, Elon, NC**
Brian Nienhaus
Associate Professor of Business Administration
Course: *Business and Sustainability*
Peer: Mary L. Lo Re, Wagner College

**Hampshire College, Amherst, MA**
Christopher (Chris) Matthew Tinson
Assistant Professor of African American Studies
Course: *What is Africa to Me? Black Diasporic Encounters*
Peer: Laura Y. Liu, The New School

**Hendrix College, Conway, AR**
Lisa A. Leitz
Assistant Professor of Sociology
Course: *Gender and Sexuality*
Peer: Emily W. Kane, Bates College

**Macalester College, St. Paul, MN**
Margaret (Molly) M. Olsen
Associate Professor of Hispanic and Latin American Studies
Course: *Cultural Survival: Resisting the Legacy of Colonialism in the Americas*
Peer: Erich W. Steinman, Pitzer College

**New England College, Henniker, NH**
Maura A. MacNeil
Professor of Writing
Course: *Exploring Community in Our Towns: The New Hampshire Town Meeting*
( Co-taught with Inez Elizabeth McDermott, Associate Professor of Art History)
Peer: Melvinia Turner King, Morehouse College
The New School, New York, NY
Laura Y. Liu
Assistant Professor of Urban Studies
Course: Immigrant Communities in the City
Peer: Christopher Tinson, Hampshire College

Pace University, New York, NY
Seong-Jae (S.J.) Min
Assistant Professor of Communication Studies
Course: Citizen Journalism and Deliberation
Peer: Paula T. McKenzie, Bethune-Cookman University

Pitzer College, Claremont, CA
Erich W. Steinman
Assistant Professor of Sociology
Course: Colonialism, Racialization, and Renewal: Indian Nations of Southern California
Peer: Margaret (Molly) Olsen, Macalester College

Rhodes College, Memphis, TN
Milton C. Moreland
Associate Professor of Religious Studies and Chair, Program in Archaeology
Course: Death, Burial, and the Afterlife: Historical Engagement in Urban Cemeteries
Peer: Winona R. Somervill, Dillard University

St. Mary’s College of Maryland, St. Mary’s City, MD
Randolph (Randy) K. Larsen, III.
Associate Professor of Chemistry
Course: Instrumental Analysis of Oil and the Gulf of Mexico Environment
Peer: Thomas D. Eatmon, Jr., Allegheny College

Spelman College, Atlanta, GA
Monica L. Melton
Assistant Professor of Women’s Studies
Course: Gender and Health in Cross Cultural Perspective
Peer: Linda Strong-Leek, Berea College

Swarthmore College, Swarthmore, PA
Ben Berger
Associate Professor of Political Science
Course: Democratic Theory and Practice
Peer: B. Welling Hall, Earlham College

Ursinus College, Collegeville, PA
Domenick Scudera
Professor of Theater
Course: Community-Based Theater and Civic Engagement
Peer: Marina C. Barnett, Widener University

Wagner College, Staten Island, NY
Mary L. Lo Re
Associate Professor of Finance and Chair, Department of Business Administration
Course: Post-Crisis Housing on Staten Island
Peer: Brian Nienhaus, Elon University

Widener University, Chester, PA
Marina C. Barnett
Associate Professor of Social Work
Course: Organization and Community Intervention
Peer: Domenick Scudera, Ursinus College

The College of Wooster, Wooster, OH
Matthew W. Broda
Assistant Professor of Education
Course: Issues in Education
Peer: Jennifer Claire Olmsted, Drew University