

Leaders in the Civic Engagement Movement – April 2014

Co-edited by Lorlene Hoyt and Amy Newcomb Rowe

April signals the seventh edition of the expanded series. This issue includes an introduction to the United States of America and Auburn University in the state of Alabama. Also, we feature interviews with Giovanna Summerfield, Associate Dean for Educational Affairs at Auburn University and Mark Wilson, Director of Civic Learning Initiatives.

The United States of America

Located in central North America between Canada and Mexico, the United States of America (or U.S.) consists of 50 states and a federal district. The first peoples, Paleoindians, migrated from Asia. European colonization began in the 16th century and the U.S. emerged from 13 British colonies spanning the Atlantic seaboard. In 1776, the colonies issued the Declaration of Independence and the current Constitution was enacted in 1787. Today, the U.S. is a federal republic in which the 50 states have significant sovereignty over issues such as education. The U.S. has gradually extended its voting franchise to include women and racial minorities, and now has near-universal suffrage (with the exception of those convicted of felonies). However, many question the health of American democracy given indicators such as low voter turnout. Turnout rates for presidential elections since 2000 have ranged from 54.2% in 2000 to 61.2% in 2008 (U.S. Elections Project, 2013). Despite these challenges for American democracy, the U.S. has a long tradition of civil society and participation in the life of the community. Recent protest movements such as the Tea Party and Occupy Wall Street, while open to criticism, may also be indicative of continued interest in political organizing and engagement by average citizens.

The U.S. has over 4,200 accredited higher education institutions and over 18 million students enrolled in tertiary education. The federal government has limited involvement with higher education, as public universities are funded and overseen by the states or local governments. Both public and private universities rely heavily on student fees, endowments, and philanthropic support for funding. There is a long tradition of community engagement in U.S. higher education. State universities founded with federal support (land grant universities) were required to provide extension services to disseminate knowledge and support to local communities, particularly in areas such as agriculture. In the late 20th century, most U.S. higher education institutions significantly increased their emphasis on community engagement by promoting volunteerism, instituting service-learning courses, and establishing community engagement offices. The increased value placed on engagement is demonstrated by recent forms of recognition for engaged universities, including the [Carnegie Classification on community engagement](#) and the [President's Higher Education Community Service Honor Roll](#) (Watson, 2011; p. 183). A recent survey by Campus Compact, a coalition of university and college presidents committed to civic purposes in higher education shows that 12% of U.S. faculty were or had been involved in teaching a service-learning course (Bringle, Hatcher, Jones, 2011, p. 5-6). At "engaged" institutions, such as Michigan State University, service-learning has grown dramatically from 4,000 students in 2002 to 19,000 students in 2012 (Fitzgerald, 2014).

Auburn University

Established in 1856, [Auburn University](#) is a public (land grant) university located in Auburn, Alabama. Its mission is defined by its land grant traditions of service and access stating “The University will serve the citizens of the State through its instructional, research and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy.” Auburn University’s Office of Public Service promotes faculty, student and staff engagement through the development of community and institutional partnerships. The College of Liberal Arts, through the Community and Civic Engagement Initiative, has created an interdisciplinary minor in Community and Civic Engagement. The minor offers each student an opportunity to apply the knowledge they are learning in the classroom and to gain knowledge from community partners in a mutually beneficial relationship. Meritorious students are also acknowledged every year with a fellowship. The Initiative also organizes training for faculty interested in incorporating engagement/service learning practices into their courses (Community and Civic Engagement,” 2013). Auburn University supports an annual project for students and citizens called Living Democracy, a feature program for the [“Regional Perspectives on University Civic Engagement”](#) research and writing collaboration co-led by the Talloires Network and Kettering Foundation.

Dr. Giovanna Summerfield, Associate Dean for Educational Affairs at Auburn University

By Lorlene Hoyt



Born and raised in Sicily, island of Italy, Dr. Giovanna Summerfield believes civic engagement is embedded in the Auburn University's mission. "Auburn is a land grant institution. We are mandated to solve problems and work together as a team for the well-being of the community," she explains. "It is easier for us to see the goal of engagement spanning across our research, teaching and service."

Dr. Summerfield enthusiastically highlighted a variety of civic engagement achievements at Auburn University. Among them the College of Liberal Arts Engaged Scholars program or [CLA Engaged Scholars](#). Established in 2008,

CLA Engaged Scholars supports faculty in the College by way of a three-year appointment and an annual supplement of \$5,000. According to Dr. Summerfield, "It is important that we always nurture and reward mentors." The Engaged Scholars are a cohort of faculty who have established a track record of engaged scholarship; they work together to encourage engaged research and teaching in different departments and to support student engagement locally, nationally and internationally. Dr. Summerfield was a CLA Engaged Scholar, an experience that influences her role as Associate Dean for Educational Affairs, which covers diversity, outreach, and international affairs in the College, including direct oversight of minors in Africana Studies, Women's Studies and Community and Civic Engagement as well as the Caroline Marshall Draughon Center for the Arts and Humanities.

"The Community and Civic Engagement minor was born in 2010 and now has as many as 50 graduates. We are very proud of their accomplishments," she notes. One recently received a [Newman Civic Fellows Award](#) from Campus Compact, honoring college leaders. Another received the George J. Mitchell Scholarship and traveled to Belfast, Ireland, to learn more about Northern Ireland, its politics and history. "The interdisciplinary minor offers students an opportunity to learn about themselves and others, to participate actively in public life, to develop empathy, a sense of social justice and appreciation of human diversity," Dr. Summerfield explains. Another learning tool within the CCE Initiative is [the Global Citizenship Project](#), designed to provide faculty and students with opportunities to familiarize themselves and collaborate with international communities. A Global Learning Community was launched for all freshmen in 2011, together with a book club, an International Voices Series, global experiential learning experiences for undergraduate and graduate students in Paris, Guatemala, Beijing, Dublin, and London, and annual GCP retreats in locations within the state of Alabama. "In 2012, we connected with partners in Bayou La Batre (33% Asian), while this year we will visit the community of Collinsville (43% Hispanic)", says Dr. Summerfield. These global/glocal initiatives were showcased in the volume *Scholarship in Action: Communities, Leaders, and Citizens* (2013). Edited by Barbara Baker,

Kathleen Hale, and Giovanna Summerfield. Common Ground Publishing.

Auburn University assesses student civic learning outcomes in several units and colleges. In 2010-2011, Dr. Summerfield worked on an assessment tool for the civic engagement minor adding an introductory and capstone course. These courses allow faculty to evaluate individual student work from start to finish.

When prompted to discuss where she and her colleagues have struggled or been less influential than they had hoped, Dr. Summerfield said, "Promotion and tenure comes to mind first." Though she is proud of the commitment Auburn University has made to service and outreach including the addition of outreach in faculty promotion and tenure guidelines, she continues to witness concerns on the part of some administrators and senior faculty. She explains that "they are concerned when junior faculty engage." When she arrived at the Dean's office, she "looked at best practices and [she] saw how engaged scholarship spans research, teaching and service." She then "explained to faculty that there is not a conflict" between the university's mission as a research university and the idea of engaged scholarship. Overall, she is hopeful and proud of the progress Auburn has made, concluding, "it takes time to change the culture."

In partnership with [Imagining America](#) and with funds from the Teagle Foundation, Auburn University began the [Academy for Civic Professionalism](#) in 2012. A community and civic engagement initiative within the College of Liberal Arts, the Academy includes workshops and lectures by engaged scholars and well-known keynote speakers (Harry Boyte, Timothy Eatman, Julie Hatcher, to name a few) as well as access to training resources and local site visits. Prior to 2012, the academy was known as Summer Academy and restricted to Auburn faculty. Today, "regional and international faculty participate in the Academy," according to Dr. Summerfield.

"We at Auburn realize that the challenges are the same from Alabama to Africa despite cultural differences," says Dr. Summerfield. "I read your [article](#)," she adds, "and providing and increasing financial resources for civic engagement is important. Grants and awards for public universities are drying up." The Talloires Network is "great because it supports intercultural exchange, allowing all of us to learn from one another and to share resources."

Dr. Giovanna Summerfield holds a BA in Government from the University of Maryland, an MA in French and a Ph.D. in Romance Languages and Literatures from the University of Florida. She was appointed Associate Dean for Educational Affairs at Auburn University in 2011. She is an Imagining America Fellow as well as the institutional representative to the NY-based national consortium. Together with Dr. Brunner, a faculty member in the School of Communication and Journalism at Auburn University, Dr. Summerfield has established an IA Institute that will focus on civic professionalism and collaborative leadership for the liberal arts and will be launched in Spring 2015. She is also Director of the Languages Across the Curriculum Program. A published poet and short-story writer, she has also published extensively on French and Italian literature; religious and philosophical movements; European and Mediterranean history/civilization; and material culture. Auburn University is a Talloires Network member institution and a member of Campus Compact and Imagining America: Artists

and Scholars in Public Life. Auburn is recipient of the Community Engagement Classification by the prestigious Carnegie Foundation for the Advancement of Teaching.

Dr. Giovanna Summerfield, Associate Dean for Educational Affairs at Auburn University

Nacida y criada en Sicilia, Italia, la Dra. Giovanna Summerfield cree que el compromiso cívico está integrado en la misión de la Universidad de Auburn. "Auburn es una institución ubicada en tierra concesionada. Estamos por mandato, encargados a resolver problemas y trabajar juntos como equipo para el bienestar de la comunidad," y explica, "Es mas fácil que nosotros veamos el objetivo del compromiso extendiéndose a través de nuestra investigación, la docencia y el servicio."

Dra. Summerfield, destaco, muy entusiasmada, una serie de logros de participación cívica en la Universidad de Auburn. Entre ellos, el programa de becarios comprometidos del Colegio de Artes o CLA Académicos Comprometidos. Establecido en 2008, el CLA apoya la facultad en la universidad a través de un mandato de tres años y un suplemento anual de \$ 5,000 dolares. Según Summerfield, "Es importante que siempre nos estemos nutriendo, y recompensando a los mentores." Los becarios comprometidos son un grupo de profesores que han establecido un historial de la erudición comprometida que trabajan en conjunto para fomentar la investigación y la enseñanza en distintos departamentos y para apoyar la participación estudiantil a nivel local, nacional e internacional. Dra. Summerfield era una becaria de CLA, cual experiencia que influye su que su papel como Decana Adjunta de Asuntos Educativos, que aborda la diversidad, actividades de divulgación, y asuntos internacionales en la universidad, incluyendo la supervisión directa de las asignaturas secundarias en Estudios Africanos, Estudios de la Mujer y la Comunidad y el Compromiso Cívico, así como el Centro de Marshall Draughon Caroline para las Artes y Humanidades.

"La asignatura secundaria de Comunidad y Compromiso Cívico nació en el 2010 y ahora cuenta con nada menos que 50 graduados. Estamos muy orgullosos de sus logros ", dice la Dra. Summerfield. Un estudiante recibió recientemente el [Newman Civic Fellows premio](#) de Campus Compact, honrando a los líderes universitarios. Otro recibió la beca George J. Mitchell y viajo a Belfast, Irlanda, para aprender más sobre Irlanda del Norte, su política y su historia. "La asignatura secundaria interdisciplinaria le ofrece a los estudiantes la oportunidad de aprender acerca de ellos mismos y de los demás, a participar activamente en la vida pública, para desarrollar la empatía, un sentido de la justicia social y reconocer la diversidad humana", explica Dra. Summerfield . Otra herramienta de aprendizaje dentro de la Iniciativa CCE es el Proyecto de Ciudadanía Global, diseñada para proporcionar la oportunidad de familiarizarse y colaborar con las comunidades internacionales a profesores y estudiantes. La Comunidad de Aprendizaje Global fue lanzada para todos los estudiantes de primer año en el 2011, junto con un club de lectura, una serie Voces Internacionales, experiencias de aprendizaje experiencial para los estudiantes de pregrado y posgrado en París, Guatemala, Pekín, Dublín y Londres, y retiros anuales de BPC en lugares dentro del estado de Alabama. "En 2012 , nos conectamos con socios en Bayou La Batre (33 % Asiáticos), mientras que este año vamos a visitar la

comunidad de Collinsville (43 % hispanos)" dice la Dra. Summerfield. Estas iniciativas globales fueron destacadas en el volumen de *Becas en acción: Las comunidades, los líderes y los ciudadanos* (2013). Editado por Barbara Baker, Kathleen Hale, y Giovanna Summerfield. Common Ground Publishing.

La Universidad de Auburn evalúa los resultados de aprendizaje de los estudiantes en varias medidas y colegios. En 2010-2011, la Dra. Summerfield trabajó con una herramienta de evaluación para la asignatura secundaria de compromiso cívico, agregando un curso introductorio y el curso de culminación. Estos cursos permiten que los profesores evalúen el trabajo individual de los estudiantes de principio a final.

Cuando se le pregunto que hablara sobre las luchas y donde ella y sus colegas han sido menos influyente de lo que anticipaban, la Dra. Summerfield respondió, "Primero que todo, promociones y permanencia de puesto se me viene a la mente." A pesar de estar orgullosa del compromiso que la Universidad de Auburn ha hecho con respecto al servicio y la divulgación del compromiso cívico incluyendo la divulgación de promoción de posiciones entre la facultad y directrices sobre la permanencia de puesto, sin embargo ella sigue siendo testigo de la resistencia de los jefes de diferentes facultades. "Algunos profesores", explica, "se preocupan cuando nuevos profesores participan en eso, especialmente profesores jóvenes." Cuando llegó a la oficina de decanos, ella "averiguo cuales eran las 'mejores prácticas' para el compromiso civico y leyó cómo esas practicas usan la erudición para abarcar la investigación, la docencia y el servicio." Luego "le explique a los profesores que no hay un conflicto," entre la misión de la universidad como una universidad de investigación y la idea de la erudición comprometida. "En general, ella tiene esperanza y esta orgullosa de los avances y del progreso que ha hecho Auburn, concluyendo que se necesita tiempo para cambiar la cultura."

En asociación con *Imagining America* y con fondos de la Fundacion de Teagle, la Universidad de Auburn comenzó la Academia para el Profesionalismo Cívico en 2008. Una comunidad e iniciativa para el compromiso cívico en el Colegio de Artes y Letras, la Academia incluye talleres y conferencias a cargo de investigadores comprometidos, así como el acceso a los recursos de formación y visitas a campos locales. Al principio, "estaba limitado a solo la facultad de Auburn. Hoy en día, facultad regional e internacional participan en la Academia" según dice Dra. Summerfield.

"Nosotros en Auburn, nos damos cuenta que los desafíos en Alabama o África son los mismos, a pesar de las diferencias culturales," dice Dra. Summerfield. "Leí su artículo y poder proporcionar y aumentar los recursos financieros para la participación ciudadana es importante. Las becas y premios otorgados a universidades públicas se están convirtiendo escasos. La Red Talloires es "genial porque permite el intercambio intercultural, y permite que todos aprendan unos de otros y para compartir recursos."

Dr. Giovanna Summerfield tiene su licenciatura en Gobierno de la Universidad de Maryland, su maestría en francés y su doctorado en Lenguas y Literaturas Románicas de la Universidad de Florida. Fue nombrada Decana Adjunta de Asuntos Educativos de la Universidad de Auburn en 2011. Ella es una Imagining America Fellow , así como la

representante institucional al consorcio nacional con sede en Nueva York. Junto con el Dr. Brunner, un miembro de la facultad en la Escuela de Comunicación y Periodismo de la Universidad de Auburn, Dra. Summerfield ha establecido el Instituto de Asuntos Internos que se centrará en el profesionalismo cívico y el liderazgo colaborativo para las artes y será lanzado en la primavera del 2015. También es Directora del Programa Idiomas a través del Currículo. Ella es un poeta y escritora de cuentos, también ha publicado numerosos trabajos sobre la literatura francesa e italiana; movimientos religiosos y filosóficos; historia Europea y mediterránea/civilización y sobre la cultura material. Universidad de Auburn es una institución miembro de la Red Talloires y miembro del Campus Compact y Imagining America: Artistas y Académicos en la vida pública. Auburn es beneficiario de la Clasificación de Compromiso con la Comunidad por la prestigiosa Fundación Carnegie para el Avance de la Docencia

Dr. Mark Wilson, Director of Civic Learning Initiatives

By Amy Newcomb Rowe



In his first year as a doctoral student at Auburn University, Mark Wilson found himself working with a small nonprofit in rural, west Alabama on a unique development project converting an old bank building into a vibrant, local library. Together with a team of volunteers and donated materials, they opened the doors of the library within 30 days of starting the project. For Mark, the experience was transformational in unexpected ways and the beginning of his career in university civic engagement. “I was able to see how institutions, local government and everyday citizens come together for the common good, and with positive results,” he explains.

Ten years on, Mark is guiding AU undergraduates through the requirements for a minor in community and civic engagement to accomplish similar goals. One of his teaching strategies is an exploration into the deeper social issues of modern society, and the asset-based approach to civic engagement. He describes the process, “Learning is experienced through relationships between people and institutions, but problems of race and class create divides and people are not reaching across civic lines.” He teaches his students to view social roles horizontally across the divides to identify spheres of influence and benefits for all of society, not only sections. “We want to flip the deficit narrative, and view communities as assets with vitality and the ability to flourish where they are. We want people to think beyond the band aid approach and discover what communities have to offer,” Mark says.

According to the Alabama Civic Health Index, published by the [David Mathews Center](#) and the National Conference on Citizenship, Alabama citizens ranked fourth in the nation for neighborliness and social connectedness. The study showed that strong social capital increases the collective well-being of neighbors and between diverse groups. However in 2010, Alabama ranked last in political engagement and contacting or visiting a public official. The challenge for Mark, his students and the communities in which they live, is to find ways to relate to one another politically as well as neighborly. Promoting political engagement is an important aspect to civic life, not just as individual acts of voting, but in other activities such as attending public meetings and conversing about political topics. Consequently, civic education becomes an essential tool in building civic engagement for Alabamians.

The [Living Democracy](#) project is one such educational tool. Participating students are matched with a rural Alabama community for a year-long relationship and ten-week residential experience in the summer. The program is young, small, and experimental. “Internships provide an excellent introduction to a business or organization,” says Mark, “but a living-learning experience in a community, developing projects that build on what local citizens see as their assets, that’s where some long lasting civic education can take place. The program was inspired in part by Auburn classes that have worked with Marie Cirillo, a longtime community developer in Appalachian coal country and founder of a living-learning center in Eagan, Tennessee. “In 2010, students and I spent our first

spring break with residents of the Clearfork Valley,” Mark recalls, “and when one of the students organized a return trip to complete a project at the end of the semester, I knew this small community had something students needed as part of their university education.”

Assessing civic learning is a challenge for Mark and his colleagues, but they are seeing positive results. The capstone project must present the types of skills gained by working with local communities and what they accomplished together with the newly acquired skills. First-year students taking introductory courses are required to conduct interviews with final-year students, and in the process learn about civic problems faced by their fellow classmates. The Living Democracy cohorts reflect and write a weekly blog to recognize the new habits and practices that result in approaches led by people in communities. “The goal of assessment is to determine the lasting gains of learning both in and out of the classroom,” explains Mark.

Incentives for students and staff to participate in civic engagement are growing and not lessening at Auburn University according to Mark. AU gives awards for public works and outreach as well as scholarships for leadership programs. Mini-grants are provided to faculty for projects and Living Democracy provides stipends for each cohort. “We want to chart a plan that will provide endowed funding to support students’ projects that link back to the communities where they are learning and sharing,” says Mark, “and some projects can become profit making ventures for the community.” “More than anything, we want students to listen long enough to understand what the community seeks for itself, then lend a hand to help them accomplish their vision,” he says.

Dr. Mark Wilson is Director of Civic Learning Initiatives in the College of Liberal Arts at Auburn University. He is also an active participant in the “Regional Perspectives on University Civic Engagement” research and writing collaboration co-led by the Talloires Network and Kettering Foundation. Originally from Saraland, Alabama, he holds degrees from the University of Mobile (B.A.), McAfee School of Theology at Mercer University (M.Div.) and Auburn University (Ph.D.). He currently teaches the Introduction to Community and Civic Engagement Course and a practicum that includes a living--learning experience in an Appalachian community. He is an Appalachian Teaching Fellow with the Appalachian Regional Commission. He coordinates research and action projects with partners (Kettering Foundation, David Mathews Center for Civic Life, Appalachian Regional Commission) and communities around the state. He is the author of several articles and the book William Owen Carver’s Controversies in the Baptist South, published by Mercer University Press. Wilson serves as the secretary of the Alabama Historical Association and lives in Auburn with his wife and two children.

Dr. Mark Wilson, Director of Civic Learning Initiatives

En su primer año como estudiante de doctorado en la Universidad de Auburn, Mark Wilson se encontró trabajando con una pequeña organización sin fines de lucro en el oeste de Alabama en un proyecto de desarrollo único, convirtiendo un antiguo edificio de banco en una vibrante biblioteca local. Junto con un equipo de voluntarios y materiales donados, abrieron las puertas de la biblioteca dentro de los 30 días de iniciar el proyecto. Para Mark, la experiencia fue transformadora de manera inesperada y así

fue que comenzó su carrera en el compromiso cívico de la universidad. "Tuve la oportunidad de ver cómo instituciones, el gobierno local y los ciudadanos se unen para el bien común, y con resultados positivos."

Diez años después, Mark está guiando los estudiantes de pregrado de la UA a través de los requisitos para la asignatura secundaria en comunidad y la participación ciudadana para lograr metas similares. Una de sus estrategias de enseñanza es una exploración de los problemas sociales más profundos de la sociedad moderna, y el enfoque basado en la participación cívica. Él describe el proceso: "El aprendizaje es vivido a través de las relaciones entre personas y las instituciones, pero los problemas de raza y clase crea divisiones y las personas no se están extendiendo a través de estas diferencias." Él le enseña a sus estudiantes a ver las funciones sociales horizontalmente a través de las brechas para identificar áreas de influencia y beneficios para toda la sociedad, no sólo a las ciertas sociedades. "Queremos darle la vuelta al relato del déficit, y poder ver comunidades como recursos, con la vitalidad y la capacidad de florecer donde quieran que estén. Queremos que la gente piense más allá del enfoque asistencialista y descubrir lo que las comunidades tienen que ofrecer ", dice Mark.

Según el Índice de la Salud Cívica de Alabama (ACHI), publicado por el Centro David Mathews y la Conferencia Nacional de la Ciudadanía, dice que los ciudadanos de Alabama ocupan el cuarto lugar en la nación por ser buenos vecinos y por sus conexiones sociales. El estudio mostró que un fuerte capital social aumenta el bienestar colectivo de la gente y entre diversos grupos sociales. Sin embargo, en el 2010, Alabama ocupó el último lugar en participación política o contactar un funcionario público. El reto para Mark, sus estudiantes y las comunidades, es encontrar maneras de relacionarse políticamente entre sí, así como a otras sociedades. Promoviendo la participación en la política es un aspecto importante de la vida ciudadana, no solo como actos individuales como ir a votar, pero en otras actividades, como asistir a juntas públicas y hablar sobre temas políticos. Consecuentemente, la educación cívica se convierte en una herramienta esencial en la construcción para la participación de los residentes de Alabama.

El proyecto [Living Democracy](#) es una de esas herramientas educativas. Los estudiantes participantes son vinculados con una comunidad rural de Alabama para relacionarse con ellos por un año y en el verano, viven allí por diez semanas. El programa es nuevo, pequeño y experimental. "Las pasantías son una excelente introducción a una empresa u organización, " Mark "pero también como una experiencia de aprendizaje de la vida en una comunidad, el desarrollo de proyectos esta basado en lo que los ciudadanos locales ven como sus recursos, allí es donde un poco de educación cívica duradera puede llevarse a cabo." El programa fue inspirado en parte por algunas clases en Auburn, que han trabajado con Marie Cirillo desde hace mucho tiempo. Cirillo es una desarrolladora de la comunidad en los Apalaches, lugar del carbón, y es fundadora de un centro de aprendizaje viviente en Eagan, Tennessee. "En el 2010, los estudiantes y yo pasamos nuestra primera vacaciones de Pascua de residentes del valle Clearfork , " Mark recuerda, "y cuando uno de los estudiantes organizo un viaje para regresar y completar un proyecto al final del semestre, yo sabía

esta pequeña comunidad tenía algo que los alumnos necesitan como parte de su educación universitaria. "

La evaluación del aprendizaje cívico es un reto para Mark y sus colegas, pero si están viendo resultados positivos. El proyecto culminante deberá presentar las habilidades que adquirieron trabajando con las comunidades locales y lo que lograron juntos con esas recién obtenidas habilidades y conocimientos. Los estudiantes de primer año, toman cursos introductorios donde son requeridos a realizar entrevistas con los alumnos de último año, y en el proceso aprender acerca de los problemas con cuales se enfrentan. Los cohortes de *Living Democracy* reflejan y escriben un blog semanal para reconocer e identificar nuevos hábitos y prácticas que resultan en iniciativas dirigidas por personas de la comunidad. "El objetivo de la evaluación es identificar y determinar los beneficios duraderos de aprendizaje tanto dentro como fuera de las aulas", explica Mark.

Las incentivas para que los estudiantes y personal participen en el compromiso cívico esta creciendo en la Universidad de Auburn según Mark. AU otorga premios a las obras públicas así como becas para los programas de liderazgo. También, ofrecen mini-becas a los profesores para proyectos y *Living Democracy* ofrece estipendios para cada cohorte. "Queremos trazar un plan que va a proporcionar fondos para apoyar los proyectos estudiantiles que estén conectados a las comunidades donde están aprendiendo y compartiendo conocimientos", dice Mark, "y algunos proyectos pueden convertirse en empresas para la comunidad." Más que nada, queremos que los estudiantes escuchen pacientemente, para entender lo que la comunidad busca por sí misma, después ofrecerles una mano para ayudarles a cumplir y realizar su visión."

Dr. Mark Wilson es Director de Iniciativas Cívicas de aprendizaje en la Facultad de Humanidades de la Universidad de Auburn. Originario de Mobile, Alabama, recibió sus títulos de la Universidad de Mobile, de la Escuela de Teología de McAfee en la Universidad de Mercer (Maestría) y de la Universidad de Auburn (Doctorado). Actualmente es profesor del curso, Introducción a la Comunidad y el Compromiso Cívico y una práctica que incluye la experiencia de aprendizaje viviente en una comunidad en los Apalaches. Él es un Appalachian Teaching Fellow con la Comisión Regional de los Apalaches. Coordina proyectos de investigación y de acción con los socios (Fundación Kettering, David Mathews Centro para la Vida Cívica, la Comisión Regional de los Apalaches) y comunidades de todo el estado. Es autor de varios artículos y del libro de Controversias de William Owen Carver en el Bautista del Sur, publicado por Mercer University Press. Wilson es secretario de la Asociación Histórica de Alabama y vive en Auburn con su esposa y dos hijos.

Acknowledgements

The editors would like to thank the Talloires Network's regional partners, [Campus Compact](#), [Kettering Foundation](#), and [Innovations in Civic Participation](#), as well as its partner institutions in the United States of America: Adler School of Professional Psychology, Amherst College, American University, Arizona State University, Auburn University, Augsburg College, Bard College, Bates College, Berea College, Brown University, California State University (Channel Islands, Fresno and Monterey Bay), Community College of Allegheny County, Cottey College, De Anza College, Defiance College, Drexel University, Duke University, Elms College, Fairfield University, Georgetown University, The George Washington University, Hobart and William Smith Colleges, Houghton College, Indiana University Purdue University Indianapolis, Keuka College, Lincoln Memorial University, Lock Haven University, Long Island University, Loyola University New Orleans, New York University, Northern Kentucky University, Occidental College, Pitzer College, Portland State University, Purdue University North Central, Rutgers University (Newark), San Francisco State University, Smith College, Southern Oregon University, Syracuse University, Tufts University, Tulane University, University of Kansas, University of Minnesota, University of North Carolina (Greensboro), University of Richmond, University of San Francisco, Wagner College, Warren Wilson College, Wartburg College, Westfield State University, Wheelock College, Widener University, Winona State University and Winthrop University. We also thank John Pollock for his research on higher education and civic engagement in the United States.

References

"Community and Civic Engagement," College of Liberal Arts, Auburn University (2013), Accessed 28 May 2013, <http://www.cla.auburn.edu/cla/cce/>.

Fitzgerald, Hiram (2014) Knowledge, Education and Higher Education in Canada and the United States of America. In: B. Hall and R. Tandon (eds.) *Knowledge, Engagement and Higher Education: Rethinking Social Responsibility*. New York: Palgrave Macmillan.

National Conference on Citizenship, David Mathews Center for Civic Life, Auburn University College of Liberal Arts, & University of Alabama New College (2011). Alabama Civic Health Index (ACHI). Washington, DC: Author. Retrieved from National Conference on Citizenship website: <http://ncoc.net/ALCHI2011>

"United States Elections Project," George Mason University, 2013, Accessed 25 May 2013, http://elections.gmu.edu/voter_turnout.htm.

Watson, D. et al. (2011). [The Engaged University: International Perspectives on Civic Engagement](#). New York and London: Routledge.

http://en.wikipedia.org/wiki/United_States accessed on May 18, 2014.