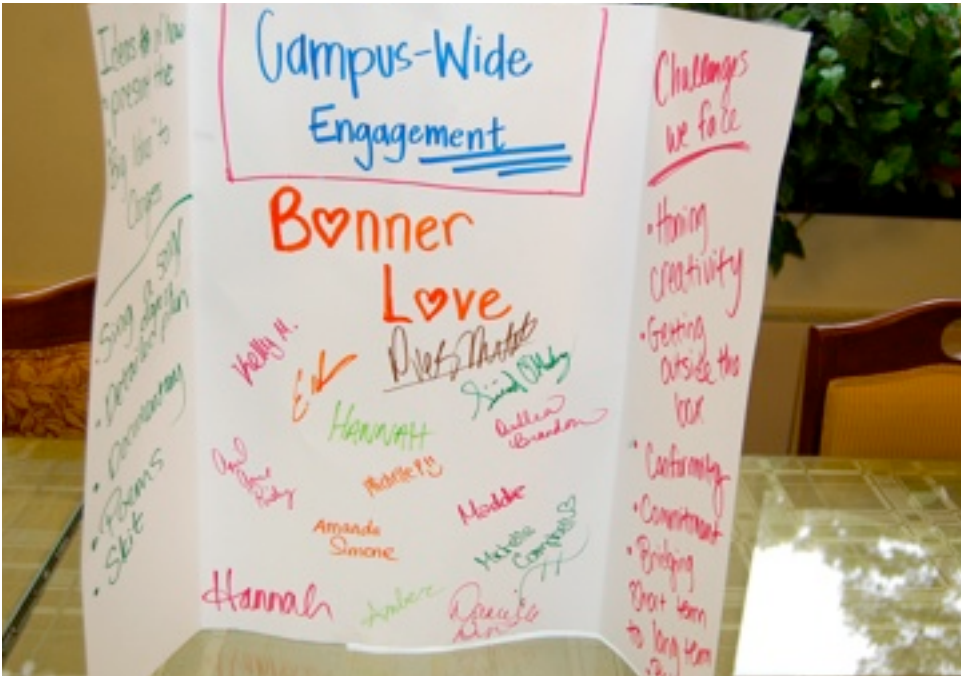


# *What's the Big Idea?*



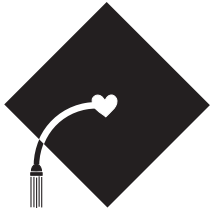
## **Students Building a Better World**

Prepared for the 20th Anniversary Celebration of the Bonner Program  
June 2-6, 2010 • The Corella & Bertram F. Bonner Foundation

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*Book dedicated to*

## **Dr. Doug Lee, Former President Stetson University**



Last year the Summer Leadership Institute was hosted by Stetson University. The event began with a welcome by Doug Lee. Dr. Lee had just stepped down as the president of Stetson University the month before. As always he was enthusiastic, interested, attentive, and engaged. But on this occasion he also appeared relaxed and taken in by the moment of standing in front of the crowd that had gathered.

Dr. Lee shared the story of his life as a college student at the University of Richmond. This son of a minister confessed that his freshman and sophomore years were “unremarkable.” And it was not until the end of his second year, after a long night of partying, that he decided to focus. As Dr. Lee told us, he decided, at that moment to come up with a “big idea” that would inspire and guide him throughout the rest of his life. And that big idea was to become a college president and, in that role, to build a university that would combine intellectual discovery with the pursuit of social justice.

And so Marisa Frey, a student from Allegheny College who interned at the Foundation last summer, took up the challenge of the Big Idea, and incorporated it into a strategy for developing student leadership and strengthening the Bonner Program. Every Bonner congress representative was required to come up with their big idea and to present it at our fall meeting. Since the launch of the big idea initiative, students have been living out their big idea and encountering the joys and challenges that come with leadership.

Dr. Lee would be writing this introduction himself, but tragically Dr. Lee passed away from complications from what was thought to be a routine surgery, only two months after addressing us.

While Doug Lee’s legacy of service is well documented at Stetson, this collection of big ideas, generated by student leaders and presented in this book, is another powerful expression of his living influence on the students in the Bonner Program.

The first day I met Dr. Lee we sat in the conference room at the Bonner Foundation and we literally wept. They were tears of joy as he shared his sense of fulfillment when Bob and I asked him to partner with the Bonner Foundation. In some defining way, at that moment, his big idea had come to fruition with the arrival of the Bonner Program. And his life, even through death, continues to inspire us to discover a big idea worthy of our lives.

Wayne Meisel  
President  
Corella & Bertram F. Bonner Foundation

# *What's the Big Idea?*

## **Students Building a Better World**

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# CONGRESS HISTORY

## *Providing Student Voice*



**Would you believe that this is the 22nd official meeting of the Bonner Congress?** The idea to form a student group with members from all the Bonner Schools was proposed at the Student Leadership Institute in the summer of 1994. The Student Coalition was created in Fall 1995, but struggled with turnover and an ambitious agenda. Signaling the importance of student leadership and voice in building and sustaining the Bonner Program, the Student Coalition was reshaped and renamed the Bonner Congress in 1998. Since that time, we've had two meetings each year, hosted at a different campus in our network.

Since the inception of the Bonner Program, student input has been instrumental in creating, implementing and strengthening the Program on both the local and national levels. Students in the Bonner Congress, who represent their peers and programs, provide voice to the Bonner Foundation and Network. This role is vital to the success, integrity and future of the Bonner Program — and a national and international movement of service. This year, we're excited that Bonner Congress Representatives have proposed BIG IDEAS about how they will help build and strengthen their Bonner Programs, campuses and communities. Reps will be leading important initiatives on their campus—improving their work on issues and with partners, engaging student leaders, and building a culture of service.

### THE PLEDGE

**From the 1998 Oath of Duty**

**I pledge to do my best to represent and serve my peers in the Bonner Program. I promise to help shape and articulate the visions and policies of the program as well as promote communication and sharing of ideas between consortium schools. I, as a representative of the Bonner student congress, understand that my role is significant not only to my peers, but to the entire program.**

YEAR	MEETING PLACE
1998	Mars Hill College
1999	Lawrenceville School Maryville College
2000	Berry College
2001	Guilford College
2002	Wofford College Carson-Newman College
2003	Davidson College Concord College
2004	Concord College Berea College
2005	Waynesburg College Dickinson College
2006	Defiance College The College of New Jersey
2007	Oberlin College Lynchburg College
2008	Allegheny College WV Wesleyan College
2009	Stetson University University of Richmond

# YOUR ROLES *as a Congress Representative*

## REPRESENT

Each year, two or more representatives from each Bonner Scholar or Bonner Leader Program are selected—ideally with the input of peers and administrators—to play this important role. Bonner Congress Representatives serve two or more years and are leaders on their campus and in the network.

Congress members:

1. Represent the peers from your program and campus to the Bonner Foundation and to other schools involved in the Bonner Scholar and Leader Programs.
2. Represent the Bonner Foundation to your Bonner peers and campus.
3. Represent the Bonner Program to your campus, the nation and the world.

## BUILD

As a Congress Representative, your role is to find ways to strengthen your Bonner Program and empower peers to achieve a big vision — making an impact in our communities, building a campus-wide culture of service, and developing lifelong leaders through civic engagement. We are committed to ensuring that the Bonner Program and our campuses provide access to education and opportunity to serve for many students. As a Congress Rep, you will find meaningful ways to enrich your program, serve the community, and engage others on your campus and in the network.

## LEAD

To be successful as a Congress Rep, you'll be called upon to lead, inspire, and engage others, including your peers on campus, people in the community, and even in national contexts—like this meeting. Take the opportunity to develop and practice your leadership abilities and skills. A Congress Rep communicates vision on campus and across the network, organizes new and better initiatives, and makes positive, lasting change.



# YOUR **ROLES** *as a Congress Representative*

## **Congress Constitution**

### **REPRESENT**

*...my Bonner Program to the Bonner Foundation and to other schools in the Bonner Network*

- Know the assets and challenges of the area in which I serve
- Know the strengths and weaknesses of my campus program
- Maintain established contact with my Congress Advisory Board Representative and attend Fall and Spring Bonner Congress Meetings

*...the Bonner Foundation to my Bonner Program*

- Know the locations of other Bonner Schools
- Know the history of the Bonner Network
- Understand how my program works and what it represents

*...the Bonner Program to my campus, the nation, and the world*

- Know the mission of the Bonner Program
- Know the Common Commitments
- Create and maintain visibility through publicity and/or event



### **BUILD**

*...collaboration through involvement with community issues*

- Observe and suggest opportunities for collaboration among individuals and organizations on and off campus
- Be able to articulate some major issues pertinent to my community, how they are being addressed, and what their root causes are.

*...connections through consistent communication*

- Become fluent in web-tools, social media tools, and new communications strategies
- Join and engage in idea sharing via Bonner Congress Social Media Networks

### **LEAD**

*...others to serve in an inspiring and engaging manner*

- Become a practical resource to service organizations
- Align myself with other Bonners to support and engage
- Know my college's relationship to the community and the key members involved in that relationship
- Meet regularly with your Bonner Campus Director and stay engaged in the direction of the program
- Maintain positivity and investment in a student-led movement

# THE NETWORK *of National Campuses*



## *As Reps, You Should Know...*

There are more than 80 U.S. colleges and universities who currently have or are building Bonner Scholar or Bonner Leader Programs. The first Bonner Scholar Program started at Berea College in 1990. This week we are celebrating the **20th Anniversary** at Berea for the Summer Leadership Institute!! The Bonner Scholar and Leader Program have the same basic program structure and expectations—students do 8-10 hours of work each week during the school year with a community partner, providing valuable, meaningful service in areas like education, the environment, homelessness, hunger, community development, and more. In addition, what makes Bonner unique is its set of rising expectations—what we call the **student development** model in which students grow through the five E's of Expectation, Explore, Experience, Example, and Expertise. We also share the **Common Commitments**—Civic Engagement, Community Building, International Perspective, Diversity, Spiritual Exploration, and Social Justice.



**Find Reps from more than 60 of our campuses at this meeting...**

## **Alaska**

University of Alaska-Anchorage

## **California**

Notre Dame de Namur University  
Sonoma State University  
St Marys College of California  
University of California-Berkeley

## **Florida**

Stetson University

## **Georgia**

Berry College  
Morehouse College  
Oxford College of Emory University  
Spelman College  
Young Harris College

## **Indiana**

DePauw University  
Earlham College

## **Illinois**

University of Illinois - Springfield

## **Kansas**

Emporia State University  
Washburn University

## **Kentucky**

Berea College  
Centre College  
Lindsey Wilson College  
Union College  
University of Louisville

## **Maine**

Bates College

## **Massachusetts**

Amherst College

## **Minnesota**

Augsburg College  
College of Saint Benedict  
Macalester College

## **Mississippi**

Jackson State University  
Tougaloo College

## **North Carolina**

Davidson College  
Guilford College  
Lees-McRae College  
Mars Hill College  
Pfeiffer University  
Warren Wilson College

## **New Jersey**

Burlington County College  
Mercer County Community College  
Middlesex County College  
Montclair State University  
Rider University  
Rutgers University  
The College of New Jersey

## **New Mexico**

University of New Mexico

## **New York**

Hamilton College  
Hobart and William Smith Colleges  
Siena College

## **Ohio**

Defiance College  
Oberlin College  
University of Dayton

## **Pennsylvania**

Allegheny College  
Dickinson College  
Juniata College  
Ursinus College  
Waynesburg University  
Widener University

## **South Carolina**

College of Charleston  
Converse College  
Wofford College

## **Tennessee**

Carson-Newman College  
Maryville College  
Rhodes College  
Tusculum College

## **Virginia**

Bluefield College  
Emory & Henry College  
Ferrum College  
Lynchburg College  
University of Richmond  
Washington and Lee University

## **Vermont**

Keene State College  
Washington State  
Whitworth University

## **Wisconsin**

Edgewood College  
Ripon College

## **West Virginia**

Concord University  
West Virginia Wesleyan College  
Wheeling Jesuit University

# STAYING IN **TOUCH**

*Communicating with the network*



**<http://bonnernetwork.pbworks.com/>**



<http://bonnerforum.ning.com/>



**<http://www.facebook.com/>**

**Search for Bonner (national & campus groups will be found)**

# THE BONNER NETWORK WIKI

Bonner Congress has several pages dedicated to your work.

This includes an overview of Congress Reps' roles, selection ideas, and:

1. **A live roster of Congress Representatives:** keep your name, email, and phone up-to-date here.
2. **A place to post best practices:** you can find trainings, advice, and examples from lots of schools and post your own.
3. **Your Big Idea Proposals:** Reps posted your proposals there, and the Foundation will ask you to post the plans you create at this meeting and keep sharing during this year.

## THE BONNER NETWORK FORUM

Bonner Congress has a group on the Forum (a Ning site).

This is an easy-to-use webpage where you can:

1. **Upload videos and photos:** check out the video created by U of R Reps to prepare us for this meeting and photos from past conferences.
2. **Post questions and engage in dialogue:** you can easily start topic-based chats and blogs here.
3. **Join other groups of interest like issue-based groups:** there are groups for Homelessness, for example, or International Service. You can also start groups.

# FACEBOOK

Bonner also uses Facebook. The **National Bonner Network** group has about 1,000 members (and growing). Also, **Bonner Congress** has a group, where you might:

1. **Post news and events:** look for news about the IMPACT Conference in March or post your own campus events.
2. **Post photos:** upload your Bonner albums and link them here.
3. **Stay in touch socially:** duh!
4. **Read the Congress Announcements.** Foundation staff and interns periodically send out info about conferences, jobs, Bonner Partners and other info.

# STAYING **CONNECTED**

## *Bonner Congress Advisory Board*



### **APRIL RISLEY**

second year Siena College Bonner Service Leader. My first year, I interned at the Boys and Girls Club where I worked with inner-city at risk youth in after school programming. I have now taken on a new position in our program as the Community Partner Liaison. Through this position, I meet with each of our site supervisors and discuss the needs of their organization from both the Bonner world as well as the VISTA world. **Email:** [april@bonner.org](mailto:april@bonner.org)



### **CHAZ BARRACKS**

A native of Glastonbury, Connecticut and an active scholar at University of Richmond. I have proudly been involved with Congress and Program Leadership work since my freshmen year. As a Scholar I have taught elementary diversity education, created a mentorship program for at risk youth, served around the globe, and headed up a student coordinator position for our new downtown Richmond center!

**Email:** [ahoy@bonner.org](mailto:ahoy@bonner.org)



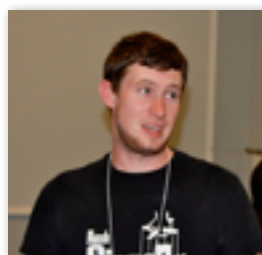
### **JARED SMITH**

I'm a junior Bonner Scholar at Davidson College, double majoring in Music and English. Davidson is a little town north of Charlotte, North Carolina, while I'm originally from Durham, North Carolina. I am Davidson College's Community Outreach Intern – which means I meet with executive directors of local non-profits and facilitate communication amongst them, and between them and the College. My passion is for connecting people – whether to each other, to information, to what excites them, or to what needs to be done – and this role will definitely encourage connections! **Email:**

### **JULIET CARRINGTON**

I am a Bonner Congress Representative at Guilford College in Greensboro, North Carolina. I am currently a junior, double major in Community Justice Studies and Sociology with a minor in Education. I am the volunteer and site coordinator of the Glenhaven Multicultural After School Tutorial, which is an after school home work haven program for refugee children. **Email:**

[mrichardson@bonner.org](mailto:mrichardson@bonner.org)



### **JACK KELLY**

I am a third year Bonner Scholar at Stetson University in Deland, Florida. Last year I was the Bonner Student Government Liason as well as the Congress Representative. I also served as the Congress Rep. this year and am now applying to be part of our very own Stetson LEAD team to help steer our Bonner program in the next year. I'm looking forward to my last collegiate year as a Bonner being stronger than any and hoping it will be loaded with fun. **Email:**

[Jack@bonner.org](mailto:Jack@bonner.org)



*Staff and student interns after the 2009 Summer Leadership Institute*

### **OTHER STAFF TO CONNECT WITH...**

We're looking forward to seeing you during the 20th Anniversary SLI Conference and connecting with students from around the network. The staff below are also resources at your disposal. Feel free to be in touch with them via email or phone in the coming year. This includes:

Ariane Hoy, Senior Program Officer

Michael Richardson, Program Associate

Keri Willard, Program Associate

[ahoy@bonner.org](mailto:ahoy@bonner.org)

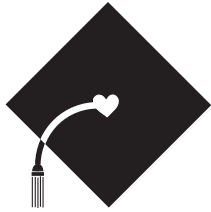
[mrichardson@bonner.org](mailto:mrichardson@bonner.org)

[kwillard@bonner.org](mailto:kwillard@bonner.org)

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# *What's the Big Idea?*

## **Introduction**



The Bonner Congress Representatives have a history of working and serving to effect change in our local, national, and global communities. We are always searching for new and innovative ways to have an even greater impact on our communities. At the 2009 Summer Leadership Institute, with inspiration from Stetson University President Doug Lee, the Bonner Congress Representatives decided to organize our efforts on developing our own “big ideas.”

To put these ideas into action, we asked every Congress Representatives to come up with a “Big Idea” that would somehow improve their campus program and the communities in which they serve. After an incredible Bonner Congress gathering at the University of Richmond in fall of 2009, the big ideas that emerged were even bigger and better than we had imagined possible!

The work behind each of these big ideas is nothing short of inspirational. This booklet is the culmination of hundreds, if not thousands, of brainstorming, action plans, teams, and collaborations, that have come together to produce beautiful and powerful outcomes. The “Big Ideas” have proven not only to serve as more tangible goals for our time as Congress Representatives, but also as the motivation and framework to do incredible work on our campuses and communities. Congratulations to everyone on all of your hard work!

The following pages describe some of the successes achieved in the past year. Let’s build on the innovative ideas presented here to move forward with bigger and better ideas in the coming year!

Marisa Frey, '10  
Allegheny College Bonner Leader



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# Allegheny College



**Meadville, Pennsylvania**

[www.allegheny.edu](http://www.allegheny.edu)

## Expanding our Community

**The Case:** Allegheny College's Bonners sought to further engage with other organizations, programs, and opportunities that maintain similar goals and missions as our community. We know that our community is only as healthy as it is inclusive, hence, outreach and the formation of connections is one of our top priorities. Networking and relationship building will be key for this project proposal.

**The Solution:** The Allegheny Bonner Leadership Team spearheads the efforts of outreach by meeting at times conducive to each member's schedule. We stay motivated and on task by shifting the focus of each meeting to the closest approaching goal. We remain focused on the development and improvement of our community relationships by strengthening our communication.

**The Process:** The leadership of our Bonner program developed an outreach program to make service leaders and those sharing the common values of our community aware of the opportunity to connect with, and possibly join, our community by becoming a Bonner. There has been an influx of Bonner students into Service Learning courses, focused on ethics and dynamics of social action offered by our institution. Similarly, other service organizations on campus have seen an increase in Bonner Involvement, such as the Alpha Phi Omega Service Fraternity.

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# Augsburg College



**Minneapolis, Minnesota**  
[www.augsburg.edu](http://www.augsburg.edu)

## Turning Point - Taking Back the Lives of Young People and Offering Positive Turning Points

**The Case:** One in every twenty-six seconds, a child drops out of high school. This statistic is even worse among students of color. Three of every ten Native American students will not graduate, many dropping out due to a lack of motivation, expectations, and resources. Also, these graduation rates are lower because local school systems do not properly prepare Native American students to graduate. These statistics - and many more like them - inspire me to hold our service-exchange on the Red Lake Reservation. I want Augsburg College to help combat these issues by lending a helping hand.

**The Solution:** In order to combat the achievement gap in its entirety, we must take a multi-faceted approach. One effort must address the whole school system in which schools are embedded. This does not only include the teachers, but also principles, superintendents, and parents. Parents play a crucial role in their child's development, as the home environment must work in tandem with that established in the school. Additionally, the government needs to examine more implementation strategies. The average person must stay informed as well, because the achievement gap has ramifications in all aspects of society. Therefore, the average everyday person should educate themselves and take time to volunteer in areas where graduation rates are lower.

**The Process:** This project turned into a weekend of service where we worked with the community on an everyday solution. Beforehand, we prepared by educating ourselves on the problem. We were then able to go in with a clear understanding of the environment affected by the achievement gap. We also collaborated with other colleges, getting them on board and making sure everyone understood the issues pertaining to the surrounding community in which we would be working. Reflection was a big part of this project - before, during and after - to understand who we were serving, what issue we were combatting, and what need we were addressing.

---

# Bates College



**Lewiston, Maine**  
[www.bates.edu](http://www.bates.edu)

## Building Bonner at Bates

**The Case:** Our 'big idea' this year was actually very simple - we wanted to make the Bonner Leader Program more well-known and begin to establish its presence on campus. In addressing this goal, we realized that we had developed a recruitment strategy predominantly attracting women - and wanted to collect ideas for correcting this in the future.

**The Solution:** As the Bates program is very new, our main goal was to raise awareness of our Bonner program and to provide examples of community opportunities, publicizing Bonner in order to appeal to a variety of people's interests. Learning from our first round of new Bonner student recruitment, we revisited our process and program materials to help our program appeal to both men and women. We hope to grow the number of applicants that we receive to our program through publicity and an effective process. In order to address visibility on Bates' campus, we sponsored a campus-wide clothing drive.

**The Process:** Our Bonner brochure now includes pictures of both women and men working in our community. Our recruitment deans explained to us that it would make for a more fair recruitment if we screened male applications differently than female because of the ways in which different genders of students express themselves in those applications. Through the integration of a concentrated on-campus publicity effort and the sponsorship of a campus-wide clothing drive, many faculty, staff, and students have now heard about Bonner. As we recruit Bonners for next year and incorporate more upperclassmen into the program, we hope this effort continues to expand, and for the Bonner name to become more familiar on Bates' Campus.



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# Berea College



**Berea, Kentucky**  
[www.berea.edu](http://www.berea.edu)

## Bonner International Service Database

**The Case:** Many students love the idea of being able to go and do service work anywhere in the world for the summer. Nevertheless, due to the myriad options and uncertainties about feasibility and safety, volunteering in a new place can be a daunting prospect. Although uncertainty is part of the adventure, our big idea is to create a database that will offer informational resources to Bonners in this situation.

**The Solution:** The creation of an online database of all the sites in which Bonners across the nation have worked will not only make the process easier for students to find placements, but it will enable the Bonner network to work amongst ourselves as trusted partners. This collaboration may lead to a narrower scope of placements but it will intensify the service we give to each organization we work with while making the Bonner Organization more recognizable. The database will include reviews by other students who have been to the entry destination as well as other relevant pieces of information a prospective volunteer may need to know in advance.

**The Process:** At Berea, we have been able to compile a list of all of the service sites with whom we have connected in the past four years. Especially with the most recent placements, we plan to use the site evaluations that students fill out at the end of their summer to decide which sites should be included in a final list. Within the next year, we will be asking other Bonner schools to also create their own list of service sites, which we will then compile into a database. Theoretically, a prospective volunteer will be able to pick a continent or country and all the contained Bonner service sites will be tagged.



# Berry College



**Mount Berry, GA**  
[www.berry.edu](http://www.berry.edu)

## Sophomore Exchange 101

**The Case:** Our big idea works to build area connections with other Bonner Schools, creating a network in which lessons, opportunities, and perspectives can be shared. The Sophomore Exchange is an ideal venue for these connections to take place. Some of the challenges we dealt with were the availability of and communication with these Bonner schools.

**The Solution:** We want to focus on building connections with other schools in the Southeastern area. The connections will hopefully create sustained relationships and idea sharing that will continue long after the implementation of this Big Idea. Through the generation of these communities and relationships, a network of people and resources can be used to make a successful Sophomore Exchange feasible. We also hope to use social media tools to make communication in this network effective. Though implementation of this project ran into many obstacles, we hope the relationships established through this idea will continue to benefit our areas Bonner Schools in the future.

**The Process:** We hope to engage two leaders from each school listed under the Southeastern region, sophomores working to create a successful event. These leaders will be responsible for remaining in touch with one another and consistently collaborating with the other leaders. These leaders will be assisted with the resources of each school's Bonner Congress Representatives. Our goal is to have the sophomore leaders of each school communicate with the other leaders at least twice each month. This consistent communication will hopefully lead to more organization and motivation. During the implementation period for this project, our Bonner program underwent changes in our administration; therefore, it was difficult for us to implement our project while the transition took place.

---

# Burlington County College



## FAMILY!



**Pemberton, New Jersey**  
[www.bcc.edu](http://www.bcc.edu)

**The Case:** We at Burlington County College are working towards establishing a sense of family in our own group with our project proposal. The reason behind this decision stems from our program's recent starting - January of 2009 - and we are fairly young. Furthermore, we are one of only three community colleges in the Bonner network, and all of our students commute to school. We do not spend time with each other than the meeting we have every Friday nor do we know one another well on a personal level. We are eager to understand and get to know each other better, because "A true friend knows your weaknesses but shows you your strengths; feels your fears but fortifies your faith; sees your anxieties but frees your spirit; recognizes your disabilities but emphasizes your possibilities." If we cannot support one another throughout our own Bonner Program, it will make serving and supporting those in the community very difficult.

**The Solution:** The solution to this problem incorporates retreats and outside of school activities. The more time we spend with each other, the more our friendships will grow and we will become closer to each other. Because many members of our program still do not truly know one another on a personal level, people end up feeling "weird" around other members. We would like to not only get to know each other but also learn to get along and work together. In every program there are hurdles to overcome - ours is fostering familiarity between the Bonners. Although there is a lack of shared time, we need to work harder to find the time to do something as a whole program with each other.

**The Process:** The process is to plan a retreat at the end of each semester and have a sleep over at the college. Furthermore, we hope to take a few days during the summer and go to the beach, inviting members from other schools to come to these events. Group retreats will help continue to cultivate the feelings of "family;" we would also like to create one big project on which everyone works together as a program, including Bonners, the director, and the coordinator.

---

# Carson-Newman College



**Jefferson City, Tennessee**

[www.cn.edu](http://www.cn.edu)

## The Journey Program

**The Case:** Our big idea encompasses the hope of improving a program that we started this year in conjunction with the Jefferson County Juvenile Court. We specifically hope to address truant students at Jefferson County High School through a point system with a mentoring component, encouraging our target population to continue on a path for success.

**The Solution:** The Journey Program is a program that works to curb truancy problems in our local high schools. The students in the program are court ordered to participate in order to avoid a more serious punishment with long-term ramifications. The program will be taking place weekly, every thursday, for an hour at the local high school. The Journey Program not only caters to the student but has a parent component as well, where all parents of the students being court ordered to participate in the program must also participate in a parenting class that we provide. We want this program to be used in other school districts to help with truancy in other areas.

**The Process:** We hope to explore, research, and interact with other programs, developed by other colleges that work with court-involved, truant and high school aged youth. This summer we will learn from the successes of the previous year and build a curriculum that will include team building, academic preparation, guest speakers, social skill improvement, and community service. We hope to reorganize our current structure to address the specific needs of this target population to create a program that will work smoothly and eventually become irrelevant. The Journey Program endeavors to improve the lives of these young people as well as the community in which they function through providing education, healthy interactions, and support.



# Centre College



**Danville, KY**

<http://www.centre.edu/>

## Serving In Solidarity: Becoming a Community Voice

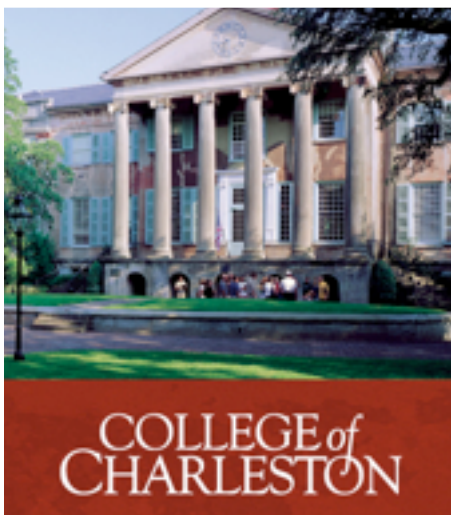
**The Case:** The voice of our community is too often overlooked when we seek out opportunities for service. Volunteers think they know what is best for the community – putting their need for a fulfilling service experience ahead of the true needs of a community partner or individuals. For this reason, service projects are sometimes exclusive of the people they seek to help. Our major project this year is changing that mindset and becoming intentionally inclusive - to listen first and then to act.. By emphasizing open dialogue and listening to the needs of our community, time is spent addressing the needs they deem most important while community members feel empowered to change their own lives.

**The Solution:** In Bonner meetings throughout the year, we have examined the relationship between the volunteer and the individuals or community being served, discussing the power dynamics between the one serving and those being served and how to overcome what is often an "us" and "them" relationship. Bonners worked together to develop strategies to address these issues, including strengthening the channels of communication between students in the Bonner Program and our community partner agencies. Students are learning to engage community members in conversations about social change, helping people to identify gaps in services offered in our local community and how to address their unmet needs. Most of us have a desire to act quickly to address a perceived need, but by taking time to listen to our community we could change the path of our service entirely.

**The Process:** Hearing the voice of the community takes effort both by members of the Bonner Program and community partner agencies. To facilitate the process, Bonners first developed a comprehensive listing of our community partners compiling the mission and lead contact for each. Stage two, now in process, is a survey that each community partner agency representative will take on behalf of their organization, identifying the most important needs at each agency. A similar survey will be developed for community members not closely affiliated with any particular community partner agency. This will help to identify gaps in the services provided in our area and current policies in need of examination to be sure they are appropriate and comprehensive. A point of emphasis is also to equip members of our community with the tools, skills, and confidence to be self-advocates, creating policy and programmatic change within our local community long after our Bonner volunteers have moved on.



# College of Charleston



## Awareness of the Unknown: Breaking the Silence on HIV/ AIDS



**Charleston, South Carolina**  
[www.cofc.edu/](http://www.cofc.edu/)

**The Case:** HIV/AIDS is one of the most rapidly growing sexually transmitted diseases, and is a prevalent issue in our area. As an abstinence-only education state, many high school students in South Carolina are not getting the type of education necessary surrounding safe sexual practice to effectively prevent transmission and spreading of the disease.

**The Solution:** To address this growing problem, Bonner Leader students at the College of Charleston decided to prepare and teach a series of four HIV/AIDS awareness sessions to high school students that were a part of the Upward Bound Program with the College of Charleston. These sessions were a way to address a growing problem in the Charleston area, relating specific focus areas to these students. Similarly, each of these “teachers” have become advocates for the issue, spreading awareness on the College of Charleston campus.

**The Process:** First, in order to become “experts” in the area of HIV/AIDS, members of the Bonner Leader Program first received education on the issue during their weekly meeting. Next, the students participated in a week long winter break service trip that focused on HIV/AIDS in New Orleans. Upon returning, the Bonner Leaders were separated into teaching teams that enabled them to focus most directly on one or two specific issues within the larger topic of HIV/AIDS, creatively designing lesson plans including games, trivia, and skits. Finally, Bonner Leader students reached out to the entire campus with a poetry and spoken word event focused on breaking the silence on the disease on the College of Charleston campus, bringing the topic to many students that did not have the opportunity on which to be adequately educated.

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# College of Saint Benedict



**St. Joseph, Minnesota**  
[www.csbsju.edu](http://www.csbsju.edu)

## Improving Our First Year Placement Process

**The Case:** This year marked our second year of having a Bonner Leaders Program, accepting our first class of 9 first-year Bonners in Fall 2009. We have several strong relationships with community partners through our institutions' Service-Learning Program, but the placement process for new Bonners took several months. The elongated process had to do with a combination of our first-years feeling overwhelmed with the process as well as our newly developed program. Perhaps the biggest challenge stems from our rural location, which is not conducive to establishing mutually beneficial partnerships that are convenient and easily accessible to our students.

**The Solution:** Our Big Idea is to have Community Partners available to whom incoming Bonners can apply prior to the beginning of the academic year. We would like to establish on-going partnerships with a few community partners so that transportation and other logistics do not become reoccurring issues every year.

**The Process:** Our Big Idea is very much still in progress. Up to this point, much of our work has been centered around discussion and brainstorming. We are now moving into the action phase of our Big Idea. We will have two Bonners, one alum, and one newly appointed Senior Intern, working this summer on securing sites for our Bonners. While we proceeded in a similar way to last summer, we have learned from our experience and plan to more efficiently use our time and current resources. This will involve constant, clear communication between us and the community members. We already have a few partnerships to build upon from this past year: Catholic Charities, Southside Boys & Girls Club and several KIDSTOP programs in Central Minnesota. This is a great starting point, but transportation still remains the biggest obstacle. Nevertheless, we continue to brainstorm ways to overcome this challenge.

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# Davidson College



**Davidson, NC**  
[www.davidson.edu](http://www.davidson.edu)

## The Change Challenge

**The Case:** One of the strengths of the Davidson College Bonner Scholars Program is the close relationship it maintains with its community partners. Through the Change Challenge, we hoped to address both a weakness in student training and a lack of consistent social media resources for our community partners. Both areas required time and teaching, so we developed a model in which students would be trained, and then become that resource for the community partner.

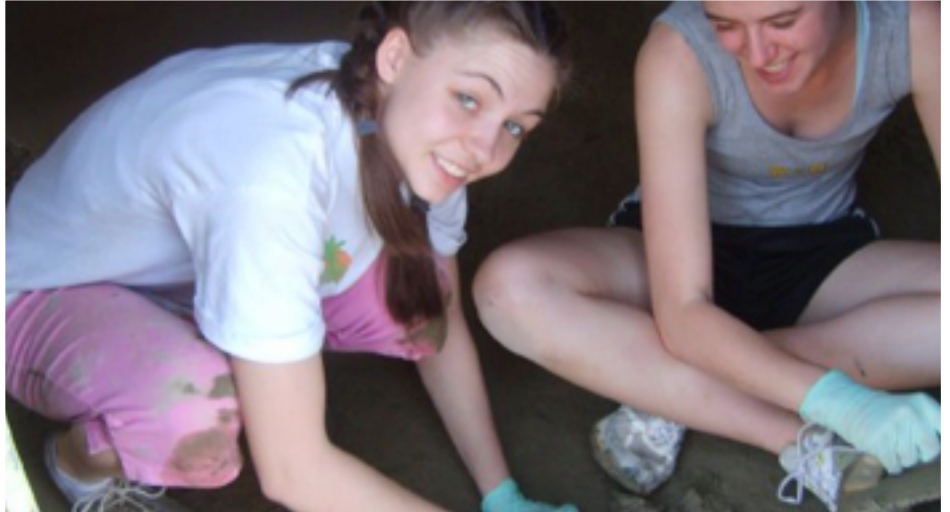
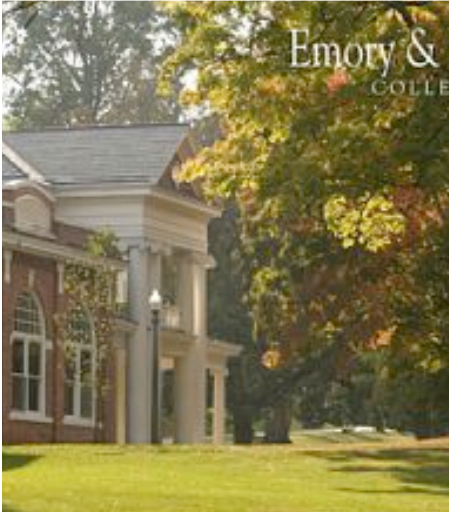
**The Solution:** In conjunction with the Lake Norman Community Development Council, we have made strides to improve communication with the use of technology. When developing this project, we felt that we were in the perfect situation to continue these improvements with partners on an individual basis. Though we have many organizations making progressive efforts to improve the Davidson and Lake Norman Community, we realized that, as committed students, we could be a resource for our partners to facilitate more efficient methods of communication. The Change Challenge was born of a Serve 2.0 sub-grant written in the Spring of 2009. Rather than create a new initiative, we have chosen to streamline our ongoing projects to maximize participation and success.

**The Process:** The specific process for our Big Idea came about very well – we had much more involvement than we had hoped. We targeted students that have strong existing ties to partner organizations and work with them in leadership roles. We offered training in over twelve web-tools, suggesting ways in which they could be useful to a non-profit organization. Subsequently, each trainee returned to their respective organization brainstorming ways that social media might make an aspect of their organization more efficient. We are careful to avoid “telling” partners what they need to do, but instead exist as a resource to them. “Challengers” then met with the Executive Director (or volunteer coordinator) of the partner organization, and discussed the ways in which the partnership could enhance the capacity of the organization. Each student is responsible for training his or her organization in their defined interest, and will answer any questions the organization might have. This process creates a sense of empowerment among our trainees, who now have the ability to engage with the community in a new and distinct way. Similarly, community partners are able to more easily access the resources that college students can provide.



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# Emory and Henry College



**Emory, Virginia**  
[www.ehc.edu](http://www.ehc.edu)

## International Service Trip

**The Case:** We would like to use on international service as an additional focus area for our program. While students have gone on international trips in the past years, they have done so on their own, and usually for academic reasons, instead of service-oriented trips. Bonners do many exciting domestic trips in groups, like our first-year trip to New York, but have not had the opportunity for group travel abroad. We propose that Emory & Henry's Bonner Scholars Program look for ways to make such a trip possible.

**The Solution:** In the Fall of 2009, we started working with a student who has international service contacts regarding planning a spring break trip to the Dominican Republic. Working with this student, several Bonners have begun the organizing effort necessary to plan and fund such a trip. We have identified two offices on campus that will aid in our work, utilizing the experience of Celeste Gaia, the chair of the Office of Travel, as well as Tal Stanley and Christian Miller in the Appalachian Center for Community Service. With their help we hope to have a 4-6 day service trip as well as several weeks of pre-trip preparation and discussion.

**The Process:** In the spring of this year, a group of nine Emory & Henry students, including two Bonner Scholars, organized, prepared, and embarked on a week-long Spring Break service trip to the Dominican Republic. The students spent several days working on issues of housing, homelessness, poverty, and healthcare while in the Dominican Republic. While this trip was not an official college trip, the students took time to study the places they served, as well as to reflect on the larger issues at work in their service. Students have begun planning for a return trip.



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# Guilford College



**Greensboro, North Carolina**  
[www.guilford.edu](http://www.guilford.edu)

## Turn Off Real World MTV: Turn On Real World Greensboro

**The Case:** On Guilford's campus, student participation within service is limited and subject to apathy. We desire to increase student participation in service, as well as motivation and understanding of the various issues that affect our community as well. We would also like to continue to strengthen our Bonner Program by strengthening the relationships we have with one another.

**The Solution:** Our goal is multifaceted; Greensboro has one of the biggest resettlement populations in the national and is a national relocation city for refugees and immigrants. This is a community that is often marginalized, stigmatized, and unknown to many. We aim to continue to educate the campus and greater community about not only the struggles these communities are up against, but their important contributions and strengths. Community is extremely important and as we work towards building community amongst students on campus, we also recognize the need to continue to build community within our own Bonner Program - making sure to actively support one another as we attempt to address larger issues of student motivation and apathy.

**The Process:** We have already begun to initiate campus events this semester, the biggest of which was the Red Carpet Movie Premiere of our documentary, "I'm Not Average, I'm AMAZING!" We began various initiatives such as slam poetry, photo camp, creative writing, and hip hop dance with children from two after school tutorial centers for refugee children, working to build esteem and confidence within them by providing fun and healthy outlets of expression. We recorded and compiled everything into this documentary, premiered to the whole community. Important community partners, locals news media, Guilford College students and faculty, and the children's parents were present, as well as local performers to open for the children. There was a red carpet, paparazzi and performances from the children as well. Through this project, we not only wish to educate and inspire students and the community to get involved with these children and the immigrant and refugee community, but to establish a scholarship fund for the children so we can continue to encourage them to go onto higher institutions of education.

To strengthen our Bonner Program, we will be creating Bonner Families, developing a sense of family and accountability. We hope to remind students that Bonner is a privilege that provides us with so much opportunity and personal growth and development. The Bonner Families will be led by Senior "Parents" who will act as mentors and share their experiences - inspiring younger Bonners. Additionally, we hope to class presentations, incorporation faculty support.

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# Lindsey Wilson College



**Columbia, Kentucky**  
[www.lindsey.edu/bonner](http://www.lindsey.edu/bonner)

## Bonner Buddy Program

**The Case:** The Bonner Congress Representatives felt like the incoming Bonners should be mentored and directed in a more 'Bonner Loving' way their first semester. We found that some of our Bonners were still trying to understand the system two months into the program. If they had a Bonner Buddy who could guide and direct them, they could make a smoother transition into their respective service sites, working with BWBRS, and communication with the group.

**The Solution:** We propose to have veteran Bonners act as mentors to incoming students. We would like to have all freshman Bonners be involved in a learning community to help these students transition from high school to college. One way of facilitating this community is to pair incoming students with outstanding upperclassman Bonners. These mentors will provide assistance with things such as BWBRS, reflections, and effective community partner relationships. Overall, we hope our community partners will greatly benefit from the implementation of this new program. We also hope to utilize the L3 program that is being implemented on our campus, promoting leadership within our student body.

**The Process:** Some of the veteran Bonners will be involved in programming for orientation - not just sitting on the sidelines taking in all the information for the second time - but to be actively engaged in some of the orientation activities. Older Bonners will also act as mentors in the Freshman Year Experience Program where all Bonners will be in Amy Thompson-Wells' FYE class. Amy is the co-director of the Bonner program. She will also be co-teaching Introduction to Leadership Studies with Dean Chris Schmidt, in which most Bonners are strongly encouraged to enroll. All Bonners will be a member of CELC (Civic Engagement Learning Community). During the college's Freshman Orientation, these students will be involved in various team building activities with many members of LWC's campus, not just the Bonner 'family'.



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# Macalester College



**Saint Paul, Minnesota**

[www.macalester.edu/](http://www.macalester.edu/)

## Summer of Service Placements

**The Case:** The Macalester Bonner program is in its second year of operating with full first-year and second-year classes of Bonners. We are now in a position to focus on the implementation of additional cornerstone activities such as the Summer of Service. Because of the limited funding available for summer Bonner placements, we need to implement a screening process including goals of summer activity, what placements qualify for funding, and what main takeaways should be.

**The Solution:** As we try to integrate summer service into the opportunities available to our Bonners, we need to set up an application process for Bonners to engage in a Summer of Service. Additionally, we would like for our students who will be performing Summers of Service to have Faculty or Community Partners as mentors in that issue area. We are looking to create a process that can be replicated for future summers, to develop this opportunity for Bonners later on. One of the ways in which we will do this is establishing lasting relationships with the Chuck Green Fellowship and the Lilly Summer Fellowship Programs on Macalester's Campus.

**The Process:** Establish a placement process for summer service internships: A two tier application process was set up. Students first submitted their intent to apply with an idea of they type of work and proposed organization that they would like to be working with. This could be local, national or international. Then an application was requested from the organization the student intends to work with over the summer.

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# Mars Hill College



**Mars Hill, North Carolina**  
[www.mhc.edu](http://www.mhc.edu)

## Shaping Our World: Bonner Congress

**The Case:** In the past, our Bonner Congress has been a less than effective tool for team building, global issue awareness, and community outreach. Communication between upper and lower class Bonners has been inadequate because the Bonners have not had a governing, stable body to go to with suggestions, wants and desires for the Bonner Program.

**The Solution:** As a Bonner Congress we want to be a resource to both our fellow Bonners and our community. We created sub-groups that would be in charge of planning and executing certain events. By creating these committees, we are able to be more efficient leaders and communicators for our Bonner Program. Each of the committees involves representatives from different classes. We have four committees:

Campus Education: Make Mars Hill students aware of social justice issues and other important topics that are going on in the campus, community, and the world. Social Interaction: Allow Bonners of every class to bond and share experiences. This committee will give all Bonners a chance to learn something new and have fun together, and to show Bonner Love.

Technology: To make our Bonner Wiki the best it can be! This committee will also encourage other Bonners to use the Wiki and show them how.

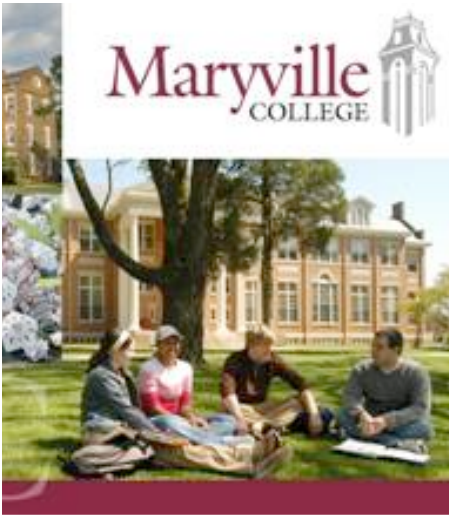
Service: Create service projects that will incorporate not only Bonners but all Mars Hill College students.

**The Process:** Each of the committees we created has only added to our Bonner Program. These committees have given us the ability to reach out to help others and get to know each other on a deeper level, and address many goals simultaneously. Over this past year our Big Idea has been extremely successful. For example, we put together a service event for needy families in our area. We established donation bins in which students, faculty, and staff could put non-perishable food items. The Service committee planned the event, the Technology and Campus Education committees advertised, and the Social Interaction group let other Bonners know how to get involved. Also, we have been able to put together some social events, and we created a survey for all Bonners to give feedback on the Bonner Program and how we can make improvements. We hope that our program will continue with these committees each year and maybe even add to them. The committees are setup in such a way that new members can easily pick up where the last took off. We can say with great satisfaction that Bonner Congress has become an effective tool for change at Mars Hill College.



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# Maryville College



**Maryville, Tennessee**  
[www.maryvillecollege.edu](http://www.maryvillecollege.edu)

## Adventure and Serving Abroad

**The Case:** In creating our Bonner Congress Project Proposal, we decided to direct our immediate to planning and carrying out our junior trip abroad. Our Big Idea was to create a plan of action to make the junior trip abroad a success. We brainstormed ways in which to collaborate with campus organizations and other students and to capitalize on the experience of others to make our trip a success.

**The Solution:** In the early stages of trip planning, before our Big Idea was implemented, our group had been facing some difficulty in finding direction for the trip and a reliable organization to work with. At Bonner Congress 2009, we devised a plan to reach out to other contacts and groups on campus. We sought the help of other Bonners who had previously traveled, international studies majors, and the international relations house on campus. We decided to divide leadership roles among the group in order to contribute to the progress of the trip. We initially had luck with a Bonner having connections in Mexico, but due to the recent upsurge in Drug cartels and violence, this was no longer an available opportunity. However, the international house on campus partnered with us to find another site that needed a group of seven volunteers. We are now officially scheduled to serve in Portoviejo, Ecuador at an orphanage called Portoviejo School. At the school, we will work with community members to build a small kitchen and dining area. We will be spending time with the children, teaching English and helping instruct painting, drawing, and music classes.

**The Process:** Implementing our big idea has taught our Bonner class how to more effectively work together and share leadership. We determined as a group that we needed to pool our resources and think creatively in order to find solutions for problems and unforeseen conflict. We have been extremely resilient in overcoming challenges. We rerouted our trip more than five times and yet all remained loyal to the trip and were willing to serve. Also, we learned the importance of being willing to be placed where the biggest need is. We are going to pass these new found appreciations down to younger Bonners and share our experiences on how to effectively plan a trip as a group of student leaders. As a result of our long journey we have collected many contacts and formed many relationships with community partners. We hope to start our own specific resource book including these partners, once we return. This resource, along with the traveling guides on the Bonner website, will surely make future trip planning easier for future groups.

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# Morehouse College



**Atlanta, Ga**  
[www.morehouse.edu](http://www.morehouse.edu)

## Operation Hunger and Homelessness

**The Case:** Many Morehouse students participate in Hunger and Homeless projects. The downtown Atlanta area is struggling with this issue - a local downtown shelter was in the process of shutting down due to the city. We are working to support a Task Force, which has exposed the root causes of poverty and demanded justice, not charity, for people who have lost their homes, jobs, health and families since 1981, to defend the rights of all people to have access to the city's public spaces.

**The Solution:** We began working on a law suit that a homeless shelter filed against the city. The Peachtree and Pine Homelessness Shelter won the case against the city. We are continuing to work with the shelter and community to promote awareness. When the Task Force first opened the shelter in 1997, this stretch of Peachtree, was somewhat run-down. In the last decade or so, developers bought up the old buildings and constructed fancy apartments and condos while Emory University expanded its hospital just up the block. In tandem with the gentrification of the area, the city administration under Mayor Shirley Franklin enforced its bias against poor people by enacting a number of city ordinances that encouraged racial profiling and criminalized anyone appearing homeless.

**The Process:** Our big idea is to promote awareness about the homelessness in our community. Additionally, we feel that we should not only provide a meal but work with programs that provide skills to succeed and overcome. The Atlanta Task Force for the homeless is the place providing those necessary skills. Similarly, we held weekly policy meetings with the staff of the homeless shelter. The lawsuit focused on several instances of the city doing things to shut down the homeless shelter. We made calls to all the major community sites in the Atlanta area and formed a coalition with community leaders to work on the case and against the possible closing down of the shelter. We also worked on organizing the paper work for the case. Our major roles where communicating with the task force administration, organizing the coalition meetings and volunteering at the shelter.



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# Oberlin College



**Oberlin, Ohio**

<http://new.oberlin.edu/>

## Improving Visibility/The Recruitment and Selection Process at Oberlin College

**The Case:** We need to improve the visibility on campus of our Bonner Scholars Program and to increase our student involvement in the recruitment and selection process at Oberlin College and Conservatory. Improving these two aspects of our program will create a stronger Bonner community within the program and a greater presence of the program on campus.<sup>public spaces</sup>.

**The Solution:** In order to address this goal we had a three part plan. First, we hosted the Bonner CSL Open House during All Roads Weekend. All Roads Weekend is a time when accepted prospective students visit campus. The Bonner CSL Open House provided an opportunity for twenty-three admitted students to interact with current Bonner Scholars. This open house allowed Bonners to be a part of the recruitment process.

Second, we led Spring into Service Day. Seventy-five students were active in projects that included painting, cleaning and yard work. This event allowed for the Oberlin student body to engage with social justice initiatives within the community. Lastly, the activities, reflection, and community fund committees participated in the application review process this year.

**The Process:** These events were lead by the junior class as part of their cornerstone activity this year. The Bonner Scholars committee for the Bonner CSL Open House worked collaboratively with Admissions and The Multicultural Resource Center to organize this event. The committee for Spring into Service Day in addition to working with Admissions also collaborated with the Posse Program at the Children's Field Day service site. These collaborations resulted in great attendance to our events.

In addition, we used the programatic structure already built into our activities, community fund, and reflection committees to improve the number of students involved in the selection process of Bonner Scholars. Collectively these events have brought our Bonner family closer together.

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# Rutgers University



**New Brunswick, New  
Jersey**  
[www.rutgers.edu](http://www.rutgers.edu)

## Building Bonner at Rutgers

**The Case:** As a new program at the Rutgers - New Brunswick campus, a school with an enrollment of over 35,000 students, it was quite a challenge to make the Rutgers Bonner Leader Program stand out among the other 400 active student organizations on campus. The most successful organizations on our campus are not intimidated by the competitive opportunities and are able not only to survive but flourish as well respected organizations. We have created a plan that will allow us to be one of those successful organizations and allow the service that we do to be known by the average RU student.

**The Solution:** Our main goal is to make the Rutgers Bonner Leader Program more visible on campus. Bonners will continue to attend campus based events like Rutgers Day and student involvement fairs to educate the larger student body on the community service that they perform in the community. Newly formed Bonner committees will organize our Bonner Leaders to work with other organizations on and off campus as a means of collaboratively serving the community. These joint service events will not only better serve the needs of local community partners but they will also perpetuate a culture of service at Rutgers University.

**The Process:** The Bonners attended campus-sponsored events in the New Brunswick and Piscataway communities to promote the Bonner Program. They successfully linked into networks of organizations already conducting community service events. The Bonners also recruited other Rutgers students to serve as one day volunteers at various service sites throughout New Brunswick.



# Siena College



**Loudonville, New York**  
[www.siena.edu](http://www.siena.edu)

## Making Bonner an “Honor” at Siena College

**The Case:** The Siena College Bonners enacted our Big Idea in order to spread awareness and gain respect for the program on our campus. Having only been established last year, many students, clubs, faculty, and administration were still unaware of the goal of our program and who we are. This proved to be an issue due to the lack of support and interest our program was receiving. With some careful planning, Congress representatives Hannah McCarthy and Michelle Campbell decided that this year's Big Idea would be to put a stop to the "What's Bonner?" question at the mention of our program.

**The Solution:** Originally, before and during our Bonner Congress meeting in October, the Siena College Bonner Service Leaders planned public relations efforts to solve our “What’s Bonner?” issue. This soon developed to be something more. Each Bonner met with a faculty member or administrator and explained the program as well as service learning. We then addressed the students, meeting with clubs and explaining Bonner to their members. Additionally, we paired with Admissions and scheduled prospective Bonner interviews on Shadow days, showing students the daily lives of Bonners. We also hosted the Inspire 2010 conference on our campus, which brought a lot of attention to our program. Finally, we helped with the AmeriCorps week on campus and with our VISTA program, and incorporated two Bonner-represented classes, a freshmen year-long seminar class and a sociology course.

**The Process:** Our plan was to solely focus on public relations related means to get the word out about our program. However, we wound up doing something deeper. Other than individual Bonner service opportunities on campus allowing others to witness a Bonner “in action,” we made a point of scheduling meetings with individuals to answer any questions they had and inform them of how our program benefits the entire community. Our specific issue stemmed from people not comprehending, acknowledging, or realizing that our campus had a Bonner program - deterring from involving the campus at large with the service we were doing off campus. Since our Big Idea has been implemented, we have less of a problem with this issue. We plan to continue what we have started this past year for years to come as well as increase our efforts to spread awareness.

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# Spelman College



**Atlanta, Georgia**  
[www.spelman.edu](http://www.spelman.edu)

## Operation Revitalization: Restoring Our Community Inside and Out

**The Case:** West End Atlanta is the poorest zip code in Georgia. The purpose of our Big Idea is to revitalize and restore the West End Community through a concentrated effort that would rely primarily on Spelman College and the neighboring institutions of the Atlanta University Center. We plan to hold a sustained effort involving direct service in this area to accomplish our goal.

**The Solution:** We plan to have more of a consistent relationship with our community partners and to include more of the Spelman community, rather than limiting our efforts within the three primary service organizations laced with a few dedicated students. In incorporating more issue-based service, we think that Spelman College will be able to play a more active role in the revival of the West End community. In order to help West End, we must first organize ourselves - to do this, we must present a united program in which all people who perform community service do it in one specific area. With this goal, we will utilize the help of our community partners to place students. When more people are congregated into a smaller area to focus on serving, more cohesive and long-lasting work can be done to help the community.

**The Process:** We began our implementation with a workshop in January in which Bonner institutions in Atlanta (Spelman College, Morehouse College, Young Harris College, and Oxford College at Emory University) participated. These programs gave amazing feedback on how we could better implement our idea. Furthermore, community service hours will be increasing for First Year students, effective during the 2010-2011 academic year. Also, during the next school year, we will meet with select community partners in order to fully begin our Big Idea together. By the end of the 2010-2011 academic year, we plan to have completed the first cycle of our Big Idea and to begin to incorporate more community partners into the program.

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# Stetson University



## Leadership Represented



**Deland, Florida**  
[www.stetson.edu](http://www.stetson.edu)

**The Case:** As the Bonner Program has developed at Stetson University, the meaning of servant leadership appears to diminish when students transition from sophomore to junior year. Bonners become apathetic, lacking consistency, motivation, and dedication. From year to year, they tend to switch CLA's; therefore, it is rare that they develop a leadership role within their service site. This indecision weakens the foundation of the five E's in that it prevents the development of the leadership skills that potentially develop into the skills of an expert in the field of community and civic engagement. Our ultimate goal is to help our students rediscover the meaning of servant leadership.

**The Solution:** The junior class reflected on their current service work and their relationship with community partners by preparing a presentation for freshman and sophomore Bonners at a class-based meeting. The presentation consisted of how they started, what they were doing, and how they saw themselves in a leadership role, or alternatively, how they plan to develop one. Their reflections were efforts to emphasize leadership in this particular class.

**The Process:** By presenting their CLA's, the junior Bonners shared their experiences with the rest of the Bonners. This experience enlightens and inspires the younger Bonners with personal stories and lessons that will aid them in their journey, helping leadership and dedication be emphasized in the future. These reflections took place towards the end of the school year. Juniors were asked to create a PowerPoint or speech that highlights particular aspects of their service site in which they share their challenges or inspired moments. These presentations are similar to that of our senior capstones but address more specifically their leadership role. The goal is to help freshman and sophomore Bonners avoid switching their CLA's after a one-semester period and find a committed service site.



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# The College of New Jersey



**Ewing, New Jersey**

[www.tcnj.edu/~bonner/](http://www.tcnj.edu/~bonner/)

## Leadership Represented

**The Case:** We chose to address the issue of apathy on our campus. It seems that now, more than ever, students are relatively isolated from the social issues affecting the world around them. At the same time, those who have a meaningful volunteer experience, as well as those who learn about what they can do to help, are more than willing to pitch in.

**The Solution:** Our original Big Idea was to launch a campus-wide advocacy campaign, geared towards spreading awareness of the social issues plaguing our community. We realized that this plan would not be possible to launch effectively in one semester, but we found other ways to bring the campus community together around pertinent issues. Soon after the earthquake in Haiti, the TCNJ Bonner Center joined hands with administrators and student organizations on campus to launch the TCNJ Here for Haiti initiative, a campus-wide campaign with the mission of recruiting support for those in need in Haiti. Through a series of cultural events, donation collections, and meetings, we were able to mobilize thousands of students, faculty and staff around Haitian relief projects.

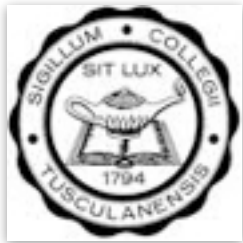
**The Process:** Through the Here for Haiti initiative, we were able to not only educate members of the campus community about the needs presented by the earthquake, but also to promote a greater understanding of Haitian culture. By bringing together a group of students and staff from a diverse range of departments, programs, organizations, and walks of life, we were able to unite our community around one of the most pressing issues of the year. A collection of our projects and events for the TCNJ Here for Haiti initiative can be found online at: [tcnjhereforhaiti.pbworks.com](http://tcnjhereforhaiti.pbworks.com).

In addition to this, the Bonner Center launched its Community Engaged Learning Speaker Series through an event focusing on wrongful convictions. Tied to a freshmen seminar course, the event brought the authors of *Picking Cotton* to The College of New Jersey to speak of their journey together. Jennifer Thompson, when she was in college, was attacked by a man who she later identified as Ronald Cotton, who served over ten years in prison before DNA evidence exonerated him. Soon after his release, the two met for the first time, and soon became very close friends. Ever since, they have been traveling the country spreading their message about eyewitness identification and wrongful convictions, as well as of unconditional forgiveness and understanding. Over 700 students and members of the local community attended this event,



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# Tusculum College



**Greenville, Tennessee**  
[www.tusculum.edu](http://www.tusculum.edu)

## Strengthen Senior Presentations of Learning

**The Case:** Our Senior Presentations of Learning were lacking the level of depth in content sufficient to illustrate the student's growth as a Bonner. In addition, we saw the need for more clearly defined and more impacting Senior Capstone Projects. By preparing students for this responsibility earlier, we hope to foster excitement and engagement with the opportunity.

**The Solution:** We plan to intentionally incorporate the Developmental Model into our programming, preparing students early on for the Capstone Projects and Presentations of Learning they will execute in their senior year. As our Bonner experience builds upon the lessons learned throughout the years, we hope to value this experience as a continuous informing of perspective and passion.

**The Process:** While honoring the stages of the Developmental Model, we want to encourage first and second year Bonners to begin thinking about the short and long-term needs of their community partners and how they might best serve those needs in the future, keeping in mind a Senior Capstone Project. Essentially, we hope to create an atmosphere within our group that is excited about the possibilities inherent in taking on a Capstone Project. If they, as seniors, are engaged and excited about their work, then their Senior Presentations of Learning will reflect that excitement and clearly illustrate how their growth as individuals has been impacted by their Bonner experience. Additionally, we hope to encourage all Bonners to be involved in the planning and execution of smaller projects throughout their years of service whereby they can gain the skills and knowledge needed to plan a more substantial Capstone.

# University of Louisville



**Louisville, Kentucky**  
[www.louisville.edu](http://www.louisville.edu)

## Louisville Hispanic Community Awareness

**The Case:** The city of Louisville is a community that welcomes refugees and immigrants from all over the world. Neighborhoods in the city are defined by those that live there, and the citizens of Louisville are always looking for ways to connect and understand one other to build strong community. We plan to make an intentional effort to increase awareness about the Hispanic community in Louisville by planning and participating in events and service projects that relate to resettlement issues.

**The Solution:** Bonners read and discussed a book surrounding these issues, *The Devil's Highway*. Similarly, events were planned to educate the community about Hispanic issues, such as the Louisville Metro Dia de Los Muertos/Day of the Dead celebration. Bonners also attended "How Best Can We Serve," an all day summit sponsored by the University of Louisville Office of Civic Engagement, Leadership and Service that provided volunteer training and speakers from various non-profits who work with the immigrant/refugees in Louisville.

**The Process:** In the fall semester, Bonners focused on learning about the Hispanic community in Louisville and in the spring they participated in direct service projects with refugees and immigrants sponsored by Americana Community Center. Bonners had a choice of participating in our local Alternative Spring Break working with Americana's community garden and assisting with their youth program, serving at Americana for University of Louisville's Martin Luther King Day of Service, or serving with fellow Bonners from Centre and Berea at the Bonner Service Exchange in Louisville at the American Community Center.

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# Ursinus College



**Collegeville, Pennsylvania**  
[www.ursinus.edu](http://www.ursinus.edu)

## Let's Go Abroad!

**The Case:** We wanted to increase communication between our Bonner program and the study abroad office as well as create a more meaningful service abroad trip for our spring break. We also would like to include a service center, referred to as UCARE, whose help in this project would be invaluable. We feel that the concept of study abroad and service abroad is something that anyone can get excited about. We hope that this will encourage others, not just Bonners to do service abroad!

**The Solution:** Our big idea is to ensure an open line of communication between the study abroad office and Bonner surrounding meetings and discussions about service abroad. We also want to create a service abroad trip to Jamaica with plenty of preparatory time for discussion. Last year we had great success as a group when we went to Mississippi for Habitat for Humanity, for we grew as a group outside of the Ursinus College environment. We want to continue the momentum generated by that trip, and think it would be a great idea to take our very dedicated group to Jamaica for the spring break period in order to build homes destroyed by natural disasters. It would prove very rewarding to help out in a country where most go only as tourists and be able to see the other side of the popular resort island. These plans are already in the works, we just need help to make it a success.

**The Process:** For our "Big Idea" we began by holding a meeting with the study abroad director of our school. In this meeting we were able to communicate to her what Bonner was all about and what students who study abroad need to fulfill in order to remain as Bonner during that semester. From this meeting we were also able to learn the concerns of the study abroad office, establishing a mutually beneficial relationship for the future. Additionally, we, as a group of Bonners, planned our trip to Jamaica. We learned from our service trip last year to Mississippi that we needed to intentionally integrate reflection and continuity into planning the trip. The group of Bonners worked together in order to reflect on what service abroad meant to them. We realized that those whom we were going down to "help", as we previously thought, were also "helping" us, because we took away from this experience as much as they did. Through the process and planning of our Big Idea, we were able to bond as leaders in service.



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# Washburn University



## E pluribus unum- From Many One



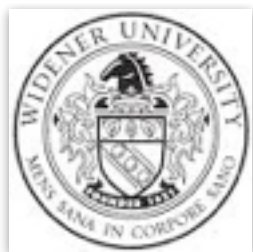
**Topeka, Kansas**  
[www.washburn.edu](http://www.washburn.edu)

**The Case:** In the Washburn Bonner Program, we have driven students who are encouraged to take on leadership positions with community partners. This engagement results in very active students, but unfortunately, detracts from our functioning as a group. Our big idea is to bring our Bonners together. When you combine leadership with unity you get a great team, and with a great team we can make a bigger impact in our community.

**The Solution:** We plan on working towards group unity by supporting and organizing community projects and events that all of our members can participate in. Each of our Bonners work with a primary service site which will have special events established throughout the year. One such program is Let's Help, serving breakfast the last two weekends of every month, another is the Oakland Recreational Center which has fun and engaging game nights for elementary kids throughout the year. Students involved in their respective sites now will give a short presentation and outline about the goal of the site and what help would be needed at the upcoming event. Incorporating group fellowship into service projects at each other's service sites fosters a more diverse outlook as well as working together as a Bonner organization.

**The Process:** The purpose of our Big Idea is to create a greater sense of unity within our group and expose our Bonner leaders to the different service projects everyone is involved with. Bonner is a 2 year program at Washburn. We already have a service rotation for our first years, where they visit several different sites, exploring their passions for a good fit. One thing we are proposing is to emphasize a structural implementation of this service rotation. We would first make sure that the first year students are aware of the rotation, presenting it at every meeting and discussing it. We partner with many local organizations around Topeka and so have a wide range of different causes with which we are involved. Beyond the service rotation, many of the sites we are partnered with have special days or events held throughout the year. Another idea is to plan for these events as a group and to have all of our Bonners participate in them. This would not only expose everyone to different sites, but would also give us projects in which to work together.

# Widener University



**Chester, Pennsylvania**  
[www.widener.edu](http://www.widener.edu)

## Widener Bonner Leadership Team (BLT)

**The Case:** We want to integrate the voices of our students, encouraging them to take initiative to make our program one in which they enjoy being. Although we have had students in leadership roles for quite some time as interns and congress representatives, we are searching for a way that students can be involved on a consistent and sustainable level. We want new and fresh ideas to increase learning opportunities for our students that they can take with them into the community.

**The Solution:** Through our experiences at the 2009 Bonner Congress we learned about the Bonner Leadership Team Model of student leadership and thought it would work within our own program. We talked with students from other schools (Carson-Newman and Stetson) and asked for their input and experiences with their own leadership teams. We gathered great ideas about how to form the team and after the Congress meeting we met with the Bonner Director and Coordinators to discuss the feasibility for our own program. Through collaborative meetings we were able to identify the needs of our program and the way in which to form the group and present it to our peers. We believe by students participating in the BLT they will be more invested in the program and also be the voice of their classmates and peers to ensure that needs are being met and the program is running optimally.

**The Process:** Our BLT was formed in March of 2010. We presented the idea to the group at the Bonner retreat in January and then formed small groups to get their input. We got an overwhelmingly positive response from the group and we were able to use their suggestions to make a final proposal. In February, we presented our final proposal to the group at an all Bonner meeting. The BLT would be composed of one representative from each class, two congress reps that would represent the entire group, and the three junior or senior interns. We outlined job descriptions and responsibilities for each and decided that the class and congress reps would be voted on by their peers. In March 2010 we voted as a group and formed the BLT. Their responsibilities include facilitating group meetings, meeting bi-weekly to discuss programmatic issues, and acting as a liaison between the students and the program administrators. The BLT will work closely with program staff to ensure that student needs are being met and their ideas are being heard. The Widener Bonner Leadership team has met to develop by-laws and discuss their role within the program and will work closely with staff throughout the summer to institute changes and revise current policies.



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# Young Harris College



## Building Bonner Awareness



**Young Harris, Georgia**  
[www.yhc.edu](http://www.yhc.edu)

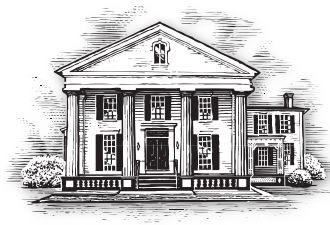
**The Case:** Since this is the initial year for the YHC Bonner Leaders Program, the Program is not as well-known around the campus and community as we would like. In order for the Program to develop and to increase awareness, we need to form working connections with other campus agencies and offices, as well as expose students across the campus to the mission of the Bonner Program and to the opportunities that the it offers.

**The Solution:** To increase campus awareness of the Bonner Program, we proposed a trip to the 2010 IMPACT Conference in Little Rock, Arkansas that would be open to the entire student body. This trip would provide an opportunity for YHC students outside the Bonner Program to gain a deeper insight into the Bonner Program and to form relationships with the current group of Bonner Leaders. It would also give us a better idea of what students at other colleges and universities are doing to incorporate Bonner Programs into the larger life of campuses. We also would like to form a working committee that would help coordinate community engagement efforts across the campus. Currently, community engagement efforts are splintered across groups that fall roughly under campus activities and student development, religious life, and the Bonner Program. Coordinating the efforts of these three programs would help orchestrate, unify, and publicize these kinds of opportunities.

**The Process:** The Bonner Program decided to take several Bonners and several non-Bonners to the IMPACT Conference, along with one additional staff member from the College community. One of the non-Bonners who went was accepted as a Bonner Leader for the following year. Another non-Bonner who went will help establish relationships with our Bonner Partners for next year. The Bonner Program now works with the Director of Campus Activities and the Director of Religious Life to coordinate and publicize community engagement events for the campus. The first project occurred on Earth Day this past April. The Bonner Program received front page coverage for both of these initiatives in the College newspaper, which generated a large amount of interest in the Bonner Program across the campus.







The Corella & Bertram F.  
Bonner Foundation

Ten Mercer Street • Princeton, New Jersey 08540  
609.924.6663 • [www.bonner.org](http://www.bonner.org)