

University of Richmond
BONNER SCHOLARS PROGRAM
STUDENT HANDBOOK
2007-2008

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About the Center for Civic Engagement

The Bonner Scholars Program (BSP) became a part of the Center for Civic Engagement (CCE) in summer 2007. The CCE at the University of Richmond brings together campus and community members in collaborative study, reflection and action to address contemporary social issues in Richmond and throughout the world. The BSP and CCE work together to promote exploration of social justice issues and to empower action on a campus-wide level. The CCE encourages students, faculty and staff to create meaningful and effective partnerships with the community at large.

The CCE offers:

- Resources to support study of current social issues and their underlying causes
- Connections on campus and in the community to facilitate community-based learning
- A public forum for engaging in open dialogue about current social issues
- Support for innovative student programs
- Staff to guide students seeking opportunities for community involvement
- Employment for a select number of civically-engaged students

CCE projects include:

- Funding of summer internships in nonprofit organizations through the David D. Burhans Civic Fellowship
- Funding of independent summer student research and faculty-student collaborative research through the CCE Research Fellowship
- Coordination of Build It, the University's largest community engagement initiative
- The Bonner Scholars Program
- The Richmond Families Initiative, a joint program with the University of Richmond Law School
- Weekly brown bag lunch discussions on current social topics
- Creative educational programs on a variety of social justice issues
- Assistance with course-based experiential learning
- A comprehensive database collecting information on more than 250 local service organizations, including current volunteer opportunities
- A weekly subscriber listserv of short-term volunteer opportunities and community events
- A service shuttle offering regular transportation to students working in the greater Richmond community
- A student liaison council to connect and support civically engaged students across the campus
- Tracking of service hours University-wide

Bonner Scholars are encouraged to capitalize on their strong relationship with CCE, utilizing the CCE staff, resources, leadership and research positions. Bonner Scholars help to promote the CCE and its mission by serving as role models for the entire student body, in their strong commitment to local service organizations and acute awareness of social issues facing the Richmond community.



Mission Statement

Through sustained partnerships with colleges and congregations, the Corella and Bertram F. Bonner Foundation seeks to improve the lives of individuals and communities by helping meet the basic needs of nutrition and educational opportunity.

Program Description

The Bonner Scholars Program was created with the belief that college students engaged in service have unique gifts and talents that bring energy, creativity, and hope to individuals and communities. It is based also on the belief that colleges and universities can and must be a “telling presence” in their local communities. In launching and supporting the Bonner Scholars Program, the Foundation has entered a partnership with participating institutions that have made a commitment to envision new possibilities for partnerships between campuses and communities.

Since 1989, the Foundation has worked with colleges and universities to support students to attend college and to be active and involved in community service while in school. In the first few years, 22 schools were identified to participate in this service-based scholarship known as the Bonner Scholars Program. Now at [27 schools](#), this program supports more than 1,500 students annually to be actively involved in community service and social justice issues. Each school supports a director and a coordinator who oversee the general operations of the Bonner Program and has between 20 and 100 Bonner Scholars. Since its inception more than 2,100 students have graduated from the program.

Values and Beliefs

- The Bonner Foundation is committed to working with all people and institutions regardless of age, race, belief, or nationality.
- The Bonner Foundation believes that colleges and congregations have vital roles to play in society in nurturing and mobilizing thoughtful, caring, and diverse leadership dedicated to community service.
- The Bonner Foundation recognizes that often the best way to help someone is to give them the opportunity to help themselves, and that the people best able to address a problem are the people whom it most directly affects.
- The Bonner Foundation recognizes that effective community service programs involve all stakeholders in their leadership.
- The Bonner Foundation recognizes that long-lasting partnerships are based on mutual respect and common commitments.
- The Bonner Foundation supports innovative programs that have the potential to serve as models for the field.

History of Foundation

The story of the Foundation is the story of Bertram and Corella Bonner and their desire to “give back to the Lord what the Lord has given [them].” Both Bertram and Corella Bonner's personal journeys played a significant role in the development and direction of the Foundation.

Corella and Bertram Bonner

In the words of Bertram Bonner, he was born “without a dime” in 1899 in Brooklyn, New York. At the early age of 22, after putting himself through college at night, Mr. Bonner was named Head Treasurer for Heda Green Banks. He had been working with Ms. Green since the beginning of his teenage years and had learned much from the eccentric and well-known woman. As Head Treasurer he made many loans to New York builders, which inspired him to become involved in the real estate business. He was successful from the beginning but in the stock market crash of '29, like so many others, he lost everything.

But, unlike others, with hard work and a tremendous acumen for business, Mr. Bonner quickly made back his fortune. His career spanned six decades and he built more than 30,000 homes and apartments.

Corella Bonner, like her husband, was born into poverty. However, she began her journey in the rural south - more specifically the town of Eagan, TN. At fourteen, after living in coal-mining towns in West Virginia, Tennessee and Kentucky, Corella Allen, along with her mother, sought opportunity in the northern city of Detroit. Arriving penniless, the young Allen soon found work as a cashier at a cafeteria, attended Wayne State University at night and made sure that her younger siblings went to school.

She worked her way up from cashier to manager and was eventually transferred to the Statler chain's New York hotel. It was there that she met Bertram Bonner whom she married, four years later, in 1942.

The Bonners' involvement in community service emanated from their early work providing food for destitute families in Fort Lauderdale, Florida where the Bonner family lived. When the Bonners moved in 1956 to Princeton, NJ they began a broad-based ecumenical crisis ministry program housed in the Nassau Presbyterian Church.

Mr. Bonner passed away in May of 1993. Mrs. Bonner carried on their legacy of hope, service and gratitude until her passing in July of 2002.



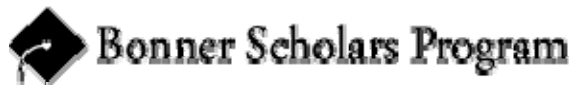


Foundation Creation

Since activated in 1989, the Foundation has become one of the nation's largest privately-funded service scholarship programs and a philanthropic leader in the anti-hunger movement. Through sustained partnerships with colleges and congregations, the Corella and Bertram F. Bonner Foundation seeks to improve the lives of individuals and communities by helping meet the basic needs of nutrition and educational opportunity.

The Foundation addresses its mission with two major programs, [Bonner Scholars](#) and [Crisis Ministry](#). The [Bonner Scholar Program](#) provides scholarships to students at [27 colleges and universities](#) who need financial assistance and who have a commitment to strengthening their communities through service. The [Crisis Ministry Program](#) funds the purchase of food for congregation-supported, anti-hunger initiatives. The Crisis Ministry Program grew out of the Bonner's early work providing food for poor families in Fort Lauderdale, Florida. Currently, the Foundation awards \$625,000 in grants annually to congregationally-affiliated, community-based hunger relief programs across the country.

In the last 11 years, the Foundation has provided \$9.5 million in grants to thousands of religious, community-based hunger relief programs across the country and has awarded more than \$12 million in scholarship support to more than 2,500 students at 27 colleges. In addition, the Foundation has created a \$5 million endowment at 7 of the Bonner colleges to carry out the Bonner Scholars Program, which has become a nationally recognized service scholarship model. The University of Richmond is one of the endowed schools.



Background

The Bonner Scholars Program was initiated at Berea College in Kentucky during the 1990-91 academic year. In the following year, the program expanded to 12 campuses before growing to its current size of 25 Bonner Scholar Program Schools and over 65 Bonner Leader Schools.

With the basics in place, the Bonner Foundation then endowed the Bonner Scholars Program at seven schools--Berry College, Concord College, Davidson College, DePauw University, Emory & Henry College, Spelman College, and the University of Richmond. These gifts, worth \$35.67 million, were in turn matched by \$7.25 million appropriated by the schools themselves. In all, nearly \$43 million was set aside to guarantee support in perpetuity to 580 Bonner Scholars annually. The remaining 18 participating Bonner colleges and universities continue to be funded each year from the Bonner Foundation's endowment as well as from each college's scholarship or operating funds.

With an endowed program or not, all colleges in the program operate under a set of guidelines, and each has developed a Bonner Scholars Program that meets the needs of its student body and the unique culture of its campus. At the Foundation, we have believed from the beginning that the participating colleges' presidents, administrators, faculty, and most particularly Bonner Scholars should lead their program's development and have an important voice in the national program's direction.

To this end, the Bonner Scholars Program has organized training workshops and regular meetings for its core constituencies. Since 1991, it has sponsored an annual meeting for Bonner Scholar coordinators. Since 1993, the Program has run a Summer Leadership Institute for Bonner Scholars representing each Bonner school. More recently, the program has also convened a series of regional weekend trainings for Bonner students. Designed to build students' capacity to develop the Bonner Scholars Program on their campus, these mini-conferences provide nuts-and-bolts guidance on running effective community service initiatives.

Seeking to involve faculty more directly in the Bonner programming, the Bonner Scholars Program invited professors from participating campuses in the Spring of 1994 to the Highlander Institute for Social Change in New Market, Tennessee to discuss issues in service-learning. Beginning in the Fall of 1995, the Foundation held its first annual gathering of Bonner presidents to share their programs' accomplishments and discuss ways to improve the Bonner Scholars Program in the future. More recently, the Bonner Foundation has organized the Community Research Project, which involves eight Bonner institutions and seven additional campuses from across the country.

Since 1994, the Bonner Scholars Program has organized bi-annual "summits," which gather scholars, coordinators, community leaders, faculty, and presidents to discuss a wide range of issues. This meeting, which brings together representatives from all parts of a campus community, is unique in the service and higher education field.

Today, the national program continues to look for new ways to enable students, coordinators, faculty, and college presidents to improve the Bonner model generally so that it might better meet the developing needs of students, colleges, and the communities in which Scholars serve.



Student Development

“Access to Education, Opportunity to Serve”

The Bonner Program uses a developmental model that seeks to identify, develop, and integrate service passions, career interests, and academic pursuits. Because the Bonner Program is a multi-year commitment, students are challenged and supported to grow and develop in their service work. As a result, students become more involved and take on additional responsibilities and leadership roles as they advance in the Bonner Program. The Foundation developed a student development framework known as the Service As Transformation that articulates student development goals.

Four-Year Student Development Model

The four-year student development model actually has five stages that we refer to as the “5 E’s.” They are as follows:

1. **Expectation:** Students apply and prepare for participation in the program
2. **Explore:** First-year students are involved in a variety of service sites and activities including short-term service trips
3. **Experience:** Second-year students are encouraged to focus on a particular issue within a single organization that enables them as Bonner Scholars to fully experience the operations and mission of a particular agency and to develop a better understanding of community issues. This approach also offers agencies consistent and reliable support to help run and manage their programs.
4. **Example:** By the third year, Bonner students are expected to take on expanded roles and responsibilities both on campus and in their communities. For many, this initiative translates into leadership positions with a campus service organization and/or a community agency.
5. **Expertise:** The Bonner Program works to identify interests and skills on the part of students and match them with community opportunities and needs. Students who have been involved in the Bonner Program are encouraged to integrate their academic pursuits and career interests with their service activities. As a result, sociology majors become involved in research projects, English majors write annual reports, and communications majors assist with agencies' public relations.

The Bonner Scholars Programs' "5 E's" framework is meant to provide a common challenge that can be applied in appropriate ways to every individual who participates, recognizing that students enter into the Bonner Program at different stages of their college career and move through their development at different rates. Because of students' varying interests and rates of growth, Bonner Program staff on each campus spend time advising students throughout their tenure within the program.

The Common Commitments

As the Bonner Program initiative has developed and matured, it has become apparent that the Program must also communicate more clearly the values, commitments and vision that we hope to encourage in students. The Common Commitments are the result of a year-long dialogue of members throughout the Bonner community—including students, faculty, administrators and community leaders—that occurred in our tenth year. Six central themes were defined through a collective process. These values include a commitment to:

- **Civic Engagement** - Participate *intentionally as a citizen* in the democratic process, actively engaging in public policy and direct service.

- **International Perspective** - Develop *international* understanding that enables Bonners to participate successfully in a global society.
- **Social Justice** - Advocate for *fairness, impartiality, and equality* while addressing systematic social and environmental issues.
- **Community Building** - Establish and sustain a *vibrant community* of place, personal relationships, and common interests.
- **Diversity** - Respect and engage the many *different dimensions* of diversity in our public lives.
- **Spiritual Exploration** - Explore *personal beliefs* while respecting the spiritual practices of others.

Skill Development

Through this structure of service and a regular program of training, enrichment, and support, each Bonner Program works to articulate and support students’ intentional developmental progression. Each program has a “roadmap” for how they will implement the intentional learning and skill-building opportunities for students over the course of the program. Co-curricular enrichment takes the form of:

- ❑ Class-based (e.g., First Year) meetings
- ❑ Orientation, including planned workshops
- ❑ Courses and seminars, some of which may be required
- ❑ All Bonner Meetings that weave in training, reflection and skill development

Each Bonner Program builds in training and enrichment opportunities addressing the 24 skills represented in the table below. This set of skills was articulated as important by campus programs in the Bonner network, through focus groups involving staff, students, and partner staff. They are general skills relevant to working effectively in any volunteer position or type of agency.

Personal Skills	Leadership Skills	Professional Skills
<ul style="list-style-type: none"> • Active listening • Balance/boundaries • Communication • Decision making • Organization • Planning • Reflection • Time management • Goal setting 	<ul style="list-style-type: none"> • Conflict resolution • Delegation • Planning • Public speaking • Running a meeting • Teamwork • Working with diverse groups 	<ul style="list-style-type: none"> • Budgeting • Evaluation/research • Event planning • Fundraising • Grant writing • Marketing / public relations • Mediation • Networking • Public education / advocacy • Volunteer management

In addition, community partners are encouraged to provide training in whatever topics they believe are necessary for a student to be effective in serving with their organization. Often, partners provide issue-specific training and education that is necessary for working effectively within a particular issue area, neighborhood, and context of interest to volunteers.

Sampling of Typical Service-Based Skills	
<ul style="list-style-type: none"> • Child abuse reporting • Classroom management skills • Coaching skills • Computer skills • Construction skills • CPR/First Aid skills • Teaching literacy 	<ul style="list-style-type: none"> • Tutoring • Understanding policies/procedures • Working with homeless population • Working with nonprofit boards • Orientation to an approach, issue/topic, and geographic area (history, economics, politics, etc.)

Knowledge Areas

In addition, the Bonner Program encourages students to make academic connections and linkages through which they develop knowledge and understanding in the areas of:

- ❑ Public Policy (for example the structure and roles of government, ways to be involved in shaping public policy, and analyzing the implications of governmental policies)
- ❑ Poverty (such as the roots and conditions of poverty, implications, and possible solutions)
- ❑ International perspective and issues (connected to issues that the student is addressing, such as the distribution of wealth, health care, environmental concerns)
- ❑ Issue-based knowledge (connected to direct service areas, such as of homelessness or hunger)
- ❑ Place-based knowledge (connected to the place where the student is serving, such as knowledge of local context, history, economics, politics, and issues)



The Bonner Program: Goals & Strategies

Program Components

The Foundation's strategy for accomplishing the above goals reflects the integrative and inclusive nature of our student, community, and campus development goals. Bonner Program students are part of a developmental model that attempts to identify, develop, and integrate service passions, career interests, and academic pursuits. Because the Bonner Program is a multi-year commitment, students are challenged and supported to grow and develop in their service work. As a result, students become more involved and take on additional responsibilities and leadership roles as they advance in the Bonner Program. The Foundation developed a student development framework known as a Transformational Service Leadership model that articulates student development goals.

An Experiential Education Model

Many of the BSP's resources and trainings are based upon "experiential learning" concepts. The methodology assumes that all learning takes place in an active environment where the participants are active doers and not passive receptors. In an experiential learning scenario, the participants gain knowledge and understanding, explore their own attitudes, see their skills in action, learn from each other, and validate their own learning through structured experiences.

A Service-Learning Model

The BSP's view of "service learning" uses experiential learning as a foundation. In experiential learning, the experience is often a role play or case study that takes place in the enrichment session or classroom. In service-learning, the experience takes place in the "real world" through a community service project or related activity.

The service experiences should:

- Meet real community needs;
- Be coordinated between the community and the program;
- Be integrated into intellectual and cognitive areas of growth and practice for each individual;
- Provide structured time for individuals to reflect (through thinking, talking, or writing) about what they did in their service activity;
- Enhance what is taught (and learned) elsewhere by extending the learning environment beyond what we usually consider to be its "normal" limits; and,
- Ask participants to apply experience and knowledge of present circumstances to current needs.



CAMPUS-COMMUNITY PARTNERSHIPS

1. Goals

The community development goal of the Bonner Scholars Program is:

To have campuses, students, and communities partner to address needs and mobilize assets in building stronger, healthier communities.

In the sections below, we describe: (a) the comprehensive service placement model to be used for both the school year and the summer, and (b) the steps involved in a collaborative, community problem-solving process. Taken together, these two processes are fundamental strategies for achieving our community development goals.

2. Service Placement Model

The traditional focus of a campus-based service program has been on service “for others.” We refer to this model as the “community service placement” model. In this model, a student project coordinator organizes and connects others to a host of community service opportunities. While this model has been successful in recruiting and placing large numbers of students into the community, rarely have these placement-oriented projects led to a sustained community building relationship between the campus and the community at-large or a distinct community agency. Hence, the Bonner Scholars Program attempts to build upon and enrich the traditional model through building a campus-based infrastructure that will support sustained partnering (see chart below).

	COMMUNITY SERVICE-LEARNING	COMMUNITY PROBLEM-SOLVING
<i>Primary value for students:</i>	Making students “better people” — more altruistic and empathetic	Learning the arts of public life by building skills, knowledge, and relationships
<i>Program direction:</i>	Set by faculty and staff	Community-led partnership between campus and community
<i>Function:</i>	Service to others	Collaborative community problem-solving

This approach has several advantages:

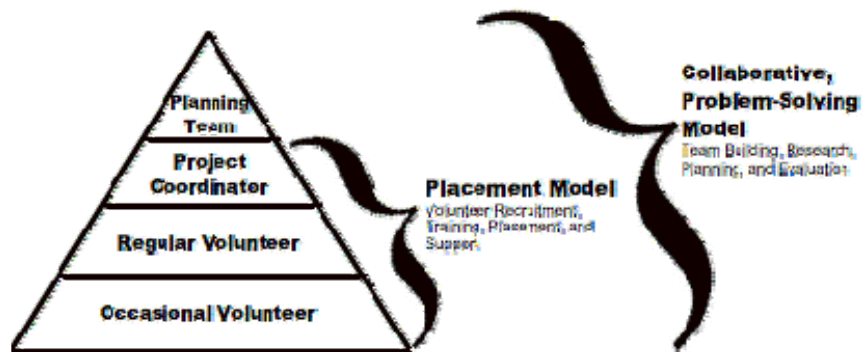
- It addresses project continuity and sustainability by establishing long-range project goals, leadership succession, and peer mentoring strategies that exceed the duration of any one student or member who may leave;
- It offers feedback and assessment strategies that are responsive to the short- and long-term needs of a community;
- It promotes an integrative learning and developmental strategy for students and their community partners alike.

This approach complements the experiential and service-learning models described above, bringing to the forefront consideration of the community’s stated needs, while placing greater emphasis on the skills and knowledge acquired while engaged in this collaborative process.

2. Collaborative Problem-Solving Model: The Community Partnership Process

The Bonner Scholars Program encourages the development of a “problem-solving” approach on a campus by promoting the development of “collaborative problem solving teams.” These team should be composed of key stakeholders who are directly impacted by the services or activities undertaken. Although not the only combination,

the inclusion of a community agency director, an experienced student leader(s), a service recipient, and a faculty and/or staff member will ensure a healthy level of diversity. The chart below offers examples of the roles the team would take in the Bonner Scholars Program.



In designing strategies below, we have sought to create contextually-appropriate ways to ensure that the Bonner Scholars Program maintains quality community outreach programming that enables:

Bonner Scholar Students to:

- establish a sense of understanding for their distinct placement by understanding better what is expected of them;
- identify and engage the skills they bring with them to the placement;
- systematically record and evaluate the activities in which they engage;
- develop the skills they need to increase their responsibility levels in current and future community service roles;
- participate in the evaluation of their performance;
- create a portfolio of learning experiences and accomplishments;
- continually clarify, critically reflect, and move forward as they respond to their community service and personal learning goals and community action plans.

The Bonner Scholar Program Director and Coordinator to:

- manage and access information needs of the student placement & agency partnerships;
- distribute administrative and managerial workloads among community partner-agency personnel, students, and campus staff;
- analyze and report on student & community outcomes;
- set up an infrastructure (technological and methodology) that supports the campus' management and development.

The Community Partners to:

- recruit students with specific competencies & experience;
- enhance communication with students, the campus, and the BSP;
- elevate level of student accountability towards placement and subsequent projects;
- connect the goals, objectives, and action plans of the organization with that of the student and campus;

- provide for structured opportunities to discuss student performance and offer suggestions for refining or clarifying goals and work plans of students; and
- utilize a system that has a built-in assessment process.

In summary, the community partnership processes described in this handbook seek to help the community partner, campus staff, and student effectively manage workloads and performance, identify key areas of responsibility, establish objectives, and encourage learning, accountability, evaluation, and supervisor-student interaction that enhances mutual understanding of the needs of community partners, the members of a team, and the community.



Participating Colleges & Universities

College	City	State
Antioch College	Yellow Springs	OH
Berea College	Berea	KY
Berry College	Rome	GA
Carson-Newman College	Johnson City	TN
College of the Ozarks	Point Lookout	MO
Concord College	Athens	WV
Davidson College	Davidson	NC
DePauw University	Greencastle	IN
Earlham College	Richmond	IN
Emory & Henry College	Emory	VA
Ferrum College	Ferrum	VA
Guilford College	Greensboro	NC
Hood College	Frederick	MD
Mars Hill College	Mars Hill	NC
Maryville College	Maryville	TN
Morehouse College	Atlanta	GA
Oberlin College	Oberlin	OH
Rhodes College	Memphis	TN
Spelman College	Atlanta	GA
Union College	Barbourville	KY
University of Richmond	Richmond	VA
Warren Wilson College	Asheville	NC
Waynesburg College	Waynesburg	PA
West Virginia Wesleyan College	Buckhannon	WV
Wofford College	Spartanburg	SC



Bonner Scholars Program

First Year (FY) Curriculum

Scholars will complete a **MINIMUM** of **120/130 hours of service** (fall and spring semester, respectively) through a combination of Site Commitment hours and Training and Enrichment/Community Engagement hours.

1ST SEMESTER

Activity	Minimum Hours
<i>Site Commitment</i>	
Shadowing	72 hours minimum (24 hours a month, 6 hours a week on average at minimum)
Travel Time (max of 2 hours a week)	
<i>Training and Enrichment and Community Engagement</i>	
First Year Orientation	10 hours
BWBRs Training	1 hour
Bonner Training	
UR event	4 hours
Community event	2 hour
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
UniverCity Day & ENRICHmond	5 hours
Student Leadership Team	
Conference(s)	
Service Blitzes	
Bonner Dinners	6 hours (2 per month)
Reflection	6 hours (30 minutes per week)
1-on-1 Meetings	1 hour

2ND SEMESTER

Activity	Minimum Hours
<i>Site Commitment</i>	
Shadowing	78 hours minimum (24 hours/month, 30 hours in the March/April period, 6 hours a week on average at minimum)
Travel Time (max of 2 hours a week)	
<i>Training and Enrichment and Community Engagement</i>	
Service Blitzes	
Bonner Training	
UR event	4 hours
Community event	2 hour
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
Student Leadership Team	
Conference(s)	
Presentation of Learning	2 hours
Bonner Dinners	3 hours (1 per month)
Reflection	6 hours (30 minutes per week)
First Year Trip (Cornerstone Activity)	40 hours
1-on-1 Meetings	1 hour

****ARRIVING MORE THAN 10 MINUTES LATE OR LEAVING MORE THAN 10 MINUTES EARLY NEGATES ATTENDANCE AT ANY ACTIVITY**

Shadowing

Shadowing provides an opportunity for First Year (FY) students to explore different service organizations within the Richmond community before making their three-year commitment to one site. FY Scholars will be paired with upperclass Bonner Scholars, known as “Site Guides,” and will travel with them to their respective service organizations for a span of 4-6 weeks during the semester. Over the course of the first year, FY Bonners will visit four different sites with four different Site Guides (two in the fall and two in the spring). During the first semester in the BSP, FY Bonners will be assigned to a Site Guide. The following semester, FY Bonners will have the option to choose Site Guides based on their respective service interests and goals.

Travel Time

Bonner Scholars are allowed a maximum of two hours per week of travel time that can be counted towards site commitment hours.

First Year Orientation

First Year and Replacement Bonners attend an orientation retreat which builds community, provides an overview of the mission, goals and principles of the BSP and begins preparing students for their service and other responsibilities.

Bonner Training

Bonner Trainings are monthly events offered by the BSP focusing on specific skill sets.

UR Event

UR events are informational in nature, providing additional insight around important social justice issues. Examples include: CCE Brown Bag lunches, One Book One Campus, the Jepson Leadership speaker series, etc. Approved events will be listed in BWBRS. Students are required to turn in a 500-word write-up to the BSP staff for each event they attend along with their hour logs at the end of that cycle (please sign the honor code pledge at the bottom of these write-ups). Students who neglect to turn in a write-up will not receive the hours for that event. The minimum hour requirement in the previous chart includes time spent at the event and time spent completing the write-up. Students may not count any more than 1 hour for the event.

Community Event

Community events are defined in the same manner as UR Events, except these should occur outside of the UR campus. Examples include: town meetings, City Council meetings, or discussions held on a local campus. Approved events will be listed in BWBRS. Students are required to turn in a 500-word write-up to the BSP staff for each event they attend along with their hour logs at the end of that cycle (please sign the honor code pledge at the bottom of these write-ups). Students who neglect to turn in a write-up will not receive the hours for that event. The minimum hour requirement in the previous chart includes time spent at the event and time spent completing the write-up. Students may not count any more than 1 hour for the event.

Bonner Monthly Meetings

All Bonner Scholars are required to attend each monthly meeting which will focus on the 6 Common Commitments. Every other month, Bonner Scholars will attend class meetings immediately following the monthly meeting, which will focus on the 5 E's. Monthly meetings are usually held on a Monday and Tuesday night of each month and Scholars are required to attend one of the two meetings (please refer to the calendar at the end of the handbook).

UniverCity Day and ENRICHmond

Organized by the CCE, this day is packed full of events including: a bus tour of the city of Richmond, discussions with faculty and staff on social and civic issues, visits to local non-profit organizations, and an on-campus, outdoor fair showcasing opportunities for community-based learning, service, coursework and research.

Student Leadership Team

The Student Leadership Team is comprised of two representatives elected from each class and will serve as an advisory council to the Bonner staff.

Conference(s)

Bonner Scholars may participate in a number of various Bonner-approved conferences including: The Allies Institute (formerly known as Collegetown), Bonner Congress, COOL, etc. ****Please note that many of these conferences have an application process and/or limited student slots. You may only receive 10 hours of Training and Enrichment/Community Engagement per conference.**

Service Blitzes

Service Blitzes are typically one-time service opportunities sought out and chosen by individuals. These can include such events as Alternative Spring Breaks, Special Olympics, or a school clean-up. Students should utilize campus and off-campus organizations and resources such as the Volunteer Action Council, the Center for Civic Engagement, ActivateRichmond, ConnectRichmond, the Chaplaincy, etc. These are not Bonner coordinated events.

Bonner Dinners

Bonner Dinners are planned weekly from September-November and February-April. Students should meet in the Dining Hall and eat as a group. First Year Scholars are required to attend 2 of the 4 offered (a total of 6 over the course of the semester). These dinners will be led by upperclass Scholars and serve as a time to socialize and reflect.

Reflection

Students are required to engage in written or artistic reflection on a regular basis throughout their time in Bonner. Reflection can come in many forms: journaling, fine arts, poetry, music, etc. This reflection process will be the basis of the Presentation of Learning in senior year and will allow Scholars to create a record of their Bonner experiences that can become a part of their overall University of Richmond portfolio.

One-on-One Meetings

One-on-one meetings are held at the beginning of each semester. First Year students sign up to meet with the BSP Coordinator to discuss service, academic and career goals. One meeting per semester is MANDATORY, but students are welcome to schedule additional meetings as needed. Students are allowed to count a **maximum** of two hours toward Training and Enrichment/Community Engagement per semester.

Presentation of Learning

Each First Year student is required to attend at least one Presentation of Learning. Presentations of Learning are short reflection projects given by senior Bonner Scholars.

First Year Trip

The First Year Trip is held in the spring semester, once classes have finished. First Year Scholars and Bonner staff members will go on a 3-6 day service excursion outside of the local Richmond community. Because this is a Cornerstone Activity, participation is required to qualify for the full Loan Reduction.



Sophomore Curriculum

Scholars will complete a **MINIMUM** of **120/130 hours of service** (fall and spring semester, respectively) through a combination of Site Commitment hours and Training and Enrichment/Community Engagement hours.

1ST SEMESTER

Activity	Minimum Hours
<i>Site Commitment</i>	
Direct Service	72 hours minimum (24 hours a month, 6 hours a week on average at minimum)
Travel Time (max of 2 hours a week)	
<i>Training and Enrichment and Community Engagement</i>	
Service Blitzes	
Bonner Training	
UR event	
Community event	
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
Student Leadership Team Conference(s)	
Bonner Dinners	3 hours (1 per month)
Reflection	6 hours (30 minutes per week)
1-on-1 Meetings	1 hour

2ND SEMESTER

Activity	Hours
<i>Site Commitment</i>	
Direct Service	78 hours minimum (24 hours/month, 30 hours in the March/April period, 6 hours a week on average at minimum)
Travel Time (max 2 hours per week)	
<i>Training and Enrichment and Community Engagement</i>	
Sophomore Exchange (Cornerstone Activity)	10 hours
Service Blitzes	
Bonner Training	
UR event	
Community event	
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
Student Leadership Team Conference(s)	
Presentation of Learning	2 hours
Bonner Dinners	3 hours (1 per month)
Reflection	6 hours (30 minutes per week)
1-on-1 Meetings	1 hour

****ARRIVING MORE THAN 10 MINUTES LATE OR LEAVING MORE THAN 10 MINUTES EARLY NEGATES ATTENDANCE AT ANY ACTIVITY**

Travel Time

Bonner Scholars are allowed a **maximum** of two hours per week of travel time that can be counted towards site commitment hours.

Service Blitzes

Service Blitzes are typically one-time service opportunities sought out and chosen by individuals. These can include such events as Alternative Spring Breaks, Special Olympics, or a school clean-up. Students should utilize campus and off-campus organizations and resources such as the Volunteer Action Council, the Center for Civic Engagement, ActivateRichmond, ConnectRichmond, the Chaplaincy, etc. These are not Bonner coordinated events.

Bonner Training

Bonner Trainings are monthly events offered by the BSP focusing on specific skill sets.

UR Event

UR events are informational in nature, providing additional insight around important social justice issues. Examples include: CCE Brown Bag lunches, One Book One Campus, the Jepson Leadership speaker series, etc. Approved events will be listed in BWBRS. Students are required to turn in a 500-word write-up to the BSP staff for each event they attend along with their hour logs at the end of that cycle (please sign the honor code pledge at the bottom of these write-ups). Students who neglect to turn in a write-up will not receive the hours for that event. The minimum hour requirement in the previous chart includes time spent at the event and time spent completing the write-up. **Students may not count any more than 1 hour for the event.**

Community Event

Community events are defined in the same manner as UR Events, except these should occur outside of the UR campus. Examples include: town meetings, City Council meetings, or discussions held on a local campus. Approved events will be listed in BWBRS. Students are required to turn in a 500-word write-up to the BSP staff for each event they attend along with their hour logs at the end of that cycle (please sign the honor code pledge at the bottom of these write-ups). Students who neglect to turn in a write-up will not receive the hours for that event. The minimum hour requirement in the previous chart includes time spent at the event and time spent completing the write-up. **Students may not count any more than 1 hour for the event.**

Bonner Monthly Meetings

All Bonner Scholars are required to attend each monthly meeting which will focus on the 6 Common Commitments. Every other month, Bonner Scholars will attend class meetings immediately following the monthly meeting, which will focus on the 5 E's. Monthly meetings are usually held on a Monday and Tuesday night of each month and Scholars are required to attend one of the two meetings (please refer to the calendar at the end of the handbook).

Student Leadership Team

The Student Leadership Team is comprised of two representatives elected from each class and will serve as an advisory council to the Bonner staff. Two members of this team will participate in the national Bonner Congress each year.

Conference(s)

Bonner Scholars may participate in a number of various Bonner-approved conferences including: The Allies Institute (formerly known as Collegetown), Bonner Congress, COOL, etc. ****Please note that many of these conferences have an application process and/or limited student slots. You may only receive 10 hours of Training and Enrichment/Community Engagement per conference.**

Bonner Dinners

Bonner Dinners are planned weekly from September-November and February-April. Students should meet in the Dining Hall and eat as a group. Upperclass Scholars are required to attend 1 of the 4 offered each month. These dinners will be led by upperclass Scholars and serve as a time to socialize and reflect.

Reflection

Students are required to engage in written or artistic reflection on a regular basis throughout their time in Bonner. Reflection can come in many forms: journaling, fine arts, poetry, music, etc. This reflection process will be the basis of the Presentation of Learning in senior year and will allow Scholars to create a record of their Bonner experiences that can become a part of their overall University of Richmond portfolio.

One-on-One Meetings

One-on-one meetings are held at the beginning of each semester. First Year students sign up to meet with the BSP Coordinator to discuss service, academic and career goals. One meeting per semester is MANDATORY, but students are welcome to schedule additional meetings as needed. Students are allowed to count a maximum of two hours toward Training and Enrichment/Community Engagement per semester.

Sophomore Exchange

The Sophomore Exchange is a 1-2 day service experience in which UR Bonner students will combine efforts with a partner Bonner Program. The goal of this event is to expose Bonner Scholars to the larger Bonner network, and provide an opportunity for large-scale service planning, reflection, and networking. Because this is a Cornerstone Activity, participation is required in order to qualify for the full Loan Reduction (beginning with the class of 2011).

Presentation of Learning

Each Scholar is required to attend at least one Presentation of Learning. Presentations of Learning are short reflection projects given by senior Bonner Scholars.

Junior Curriculum

Scholars will complete a **MINIMUM of 120/130 hours of service** (fall and spring semester, respectively) through a combination of Site Commitment hours and Training and Enrichment/Community Engagement hours.

1ST SEMESTER

Activity	Minimum Hours
<i>Site Commitment</i>	
Direct Service	72 hours minimum(24 hours/month, 6 hours a week on average at minimum)
Travel Time (max of 2 hours per week)	
<i>Training and Enrichment and Community Engagement</i>	
Junior Journey (Cornerstone Activity)	20 hours
Service Blitizes	
Bonner Training	
UR event	
Community event	
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
Student Leadership Team	
Conference(s)	
Bonner Dinners	3 hours (1 per month)
Reflection	6 hours (30 minutes per week)
1-on-1 Meetings	1 hour

2ND SEMESTER

Activity	Minimum Hours
<i>Site Commitment</i>	
Direct Service	78 hours minimum (24 hours/month, 30 hours in the March/April period, 6 hours a week on average at minimum)
Travel Time (max of 2 hours per week)	
<i>Training and Enrichment and Community Engagement</i>	
Service Blitizes	
Bonner Training	
UR event	
Community event	
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
Student Leadership Team	
Conference(s)	
Presentation of Learning	2 hours
Bonner Dinners	3 hours (1 per month)
Reflection	6 hours (30 minutes per week)
1-on-1 Meetings	1 hour

****ARRIVING MORE THAN 10 MINUTES LATE OR LEAVING MORE THAN 10 MINUTES EARLY NEGATES ATTENDANCE AT ANY ACTIVITY**

Travel Time

Bonner Scholars are allowed a **maximum** of two hours per week of travel time that can be counted towards site commitment hours.

Junior Journey

Junior Bonner Scholars and Bonner staff members explore social justice issues on a global scale via a 1-2 day regional trip. Because this is a Cornerstone Activity, participation is required in order to qualify for the full Loan Reduction (beginning with class of 2010).

Service Blitzes

Service Blitzes are typically one-time service opportunities sought out and chosen by individuals. These can include such events as Alternative Spring Breaks, Special Olympics, or a school clean-up. Students should utilize campus and off-campus organizations and resources such as the Volunteer Action Council, the Center for Civic Engagement, ActivateRichmond, ConnectRichmond, the Chaplaincy, etc. These are not Bonner coordinated events.

Bonner Training

Bonner Trainings are monthly events, put on by the BSP focusing on specific skill sets.

UR Event

UR events are informational in nature, providing additional insight around important social justice issues. Examples include: CCE Brown Bag lunches, One Book One Campus, the Jepson Leadership speaker series, etc. Approved events will be listed in BWBRS. Students are required to turn in a 500-word write-up to the BSP staff for each event they attend along with their hour logs at the end of that cycle (please sign the honor code pledge at the bottom of these write-ups). Students who neglect to turn in a write-up will not receive the hours for that event. The minimum hour requirement in the previous chart includes time spent at the event and time spent completing the write-up. **Students may not count any more than 1 hour for the event.**

Community Event

Community events are defined in the same manner as UR Events, except these should occur outside of the UR campus. Examples include: town meetings, City Council meetings, or discussions held on a local campus. Approved events will be listed in BWBRS. Students are required to turn in a 500-word write-up to the BSP staff for each event they attend along with their hour logs at the end of that cycle (please sign the honor code pledge at the bottom of these write-ups). Students who neglect to turn in a write-up will not receive the hours for that event. The minimum hour requirement in the previous chart includes time spent at the event and time spent completing the write-up. **Students may not count any more than 1 hour for the event.**

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Student Leadership Team

The Student Leadership Team is comprised of two representatives elected from each class and will serve as an advisory council to the Bonner staff. Two members of this team will participate in the national Bonner Congress each year.

Conference(s)

Bonner Scholars may participate in a number of various Bonner-approved conferences including: The Allies Institute (formerly known as Collegetown), Bonner Congress, COOL, etc. ****Please note that many of these conferences have an application process and/or limited student slots. You may only receive 10 hours of Training and Enrichment/Community Engagement per conference.**

Bonner Dinners

Bonner Dinners are planned weekly from September-November and February-April. Students should meet in the Dining Hall and eat as a group. Upperclass Scholars are required to attend 1 of the 4 offered each month. These dinners will be led by upperclass Scholars and serve as a time to socialize and reflect.

Reflection

Students are required to engage in written or artistic reflection on a regular basis throughout their time in Bonner. Reflection can come in many forms: journaling, fine arts, poetry, music, etc. This reflection process will be the basis of the Presentation of Learning in senior year and will allow Scholars to create a record of their Bonner experiences that can become a part of their overall University of Richmond portfolio.

One-on-One Meetings

One-on-one meetings are held at the beginning of each semester. First Year students sign up to meet with the BSP Director or Coordinator to discuss service, academic and career goals. One meeting per semester is MANDATORY, but students are welcome to schedule additional meetings as needed. Students are allowed to count a **maximum** of two hours toward Training and Enrichment/Community Engagement per semester.

Presentation of Learning

Each Scholar is required to attend at least one Presentation of Learning. Presentations of Learning are short reflection projects given by senior Bonner Scholars.



Senior Curriculum

Scholars will complete a **MINIMUM** of **120/130 hours of service** (fall and spring semester, respectively) through a combination of Site Commitment hours and Training and Enrichment/Community Engagement hours.

1ST SEMESTER

Activity	Minimum Hours
<i>Site Commitment</i>	
Direct Service	72 hours minimum (24 hours/month, 6 hours a week on average at minimum)
Travel Time (max of 2 hours per week)	
<i>Training and Enrichment and Community Engagement</i>	
Service Blitzes	
Bonner Training	
UR event	
Community event	
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
Student Leadership Team Conference(s)	
Reflection Dinners	3 hours (1 per month)
Journaling	6 hours (30 minutes per week)
1-on-1 Meetings	1 hour

2ND SEMESTER

Activity	Minimum Hours
<i>Site Commitment</i>	
Direct Service	78 hours minimum (24 hours/month, 30 hours in the March/April period, 6 hours a week on average at minimum)
Travel Time (max of 2 hours per week)	
<i>Training and Enrichment and Community Engagement</i>	
Service Blitzes	
Bonner Training	
UR event	
Community event	
Bonner Monthly Meetings (Program-wide and Class breakouts)	5 hours (1 meeting per month)
Student Leadership Team Conference(s)	
Presentation of Learning (Cornerstone Activity)	4 hours
Reflection Dinners	3 hours (1 per month)
Journaling	6 hours (30 minutes per week)
1-on-1 Meetings	1 hour

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Travel Time

Bonner Scholars are allowed a **maximum** of two hours per week of travel time that can be counted towards your site commitment hours.

Service Blitzes

Service Blitzes are typically one-time service opportunities sought out and chosen by individuals. These can include such events as Alternative Spring Breaks, Special Olympics, or a school clean-up. Students should utilize campus and off-campus organizations and resources such as the Volunteer Action Council, the Center for Civic Engagement, ActivateRichmond, ConnectRichmond, the Chaplaincy, etc. These are not Bonner coordinated events.

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Student Leadership Team

The Student Leadership Team is comprised of two representatives elected from each class and will serve as an advisory council to the Bonner staff. Two members of this team will participate in the national Bonner Congress each year.

Conference(s)

Bonner Scholars may participate in a number of various Bonner-approved conferences including: The Allies Institute (formerly known as Collegetown), Bonner Congress, COOL, etc. ****Please note that many of these conferences have an application process and/or limited student slots. You may only receive 10 hours of Training and Enrichment/Community Engagement per conference.**

Bonner Dinners

Bonner Dinners are planned weekly from September-November and February-April. Students should meet in the Dining Hall and eat as a group. Upperclass Scholars are required to attend 1 of the 4 offered each month. These dinners will be led by upperclass Scholars and serve as a time to socialize and reflect.

Reflection

Students are required to engage in written or artistic reflection on a regular basis throughout their time in Bonner. Reflection can come in many forms: journaling, fine arts, poetry, music, etc. This reflection process will be the

basis of the Presentation of Learning in senior year and will allow Scholars to create a record of their Bonner experiences that can become a part of their overall University of Richmond portfolio.

One-on-One Meetings

One-on-one meetings are held at the beginning of each semester. First Year students sign up to meet with the BSP Director or Coordinator to discuss service, academic and career goals. One meeting per semester is MANDATORY, but students are welcome to schedule additional meetings as needed. Students are allowed to count a maximum of two hours toward Training and Enrichment/Community Engagement per semester.

Presentation of Learning

Seniors are required to prepare a 10-15 minute Presentation of Learning, drawing on reflection pieces accumulated over their time in the BSP. All Bonner Scholars are expected to attend at least one Presentation of Learning each academic year. Because this is a Cornerstone Activity, participation is required in order to qualify for the full Loan Reduction.



Replacement Curriculum

The Bonner staff feels strongly that the First Year curriculum lays a foundation for a holistic Scholar experience. Therefore, as an incoming Bonner, Replacement Scholars will:

- Follow the First Year curriculum regardless of their graduating year, including class meetings, Bonner Trainings, First Year Trip, shadowing, etc.
- Exclude UniverCity Day from their curriculum; however, they will participate in ENRICHmond (these three hours should be made up in other Training and Enrichment/Community Engagement activities).

Replacement Scholars are:

- Able to utilize the loan reduction benefits. Loan reduction will be calculated by subtracting \$125 per missed semester from the maximum of \$1600.
- Expected to complete one summer service experience (Replacements are eligible for \$1000 towards their Living Stipend. An additional \$500 is available for Scholars completing service the summer before their senior year.)

After the first year in the Program, Replacements will:

- Follow the curriculum that pertains to their respective graduating classes
- Graduate from the Program with the members of their respective graduating classes



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Service Requirements

All Bonner Scholars are required to perform a **minimum** of **120 hours of service** in the fall semester (an average of 10 hours per week over the course of 12 weeks) and a **minimum** of **130 hours of service** in the spring semester (an average of 10 hours per week over the course of 13 weeks) for a **minimum** total of **250 hours** over the course of the academic year.

For the purposes of the Bonner Scholars Program, “community service” is defined as service provided to individuals or communities to meet social, educational, or environmental needs. This service may be provided directly or indirectly through a student-initiated project or a project sponsored by a non-profit or government agency.

The Bonner Scholarship is a four-year scholarship that provides financial support to students for a total of eight semesters and three summers. Fifth -year “seniors” who have served eight semesters are not eligible for continued Bonner Scholarship support but may participate in program activities if they choose to.

In accordance with Bonner Foundation guidelines, the following activities do not count towards the Bonner Scholar’s service requirement either during the school year or in the summer:

- service on behalf of a private, for-profit company or organization
- service on behalf of a political organization or campaign (voter registration drives are allowed)
- pure, scientific research in a laboratory
- ROTC or any other military service
- an activity whose primary focus is to support worship, evangelical and proselytizing activities within church or para-church organizations. These activities include, but are not limited to, service that focuses on religious instruction, indoctrination or conversion. Examples include providing childcare at church in support of a worship service, teaching in evangelical and proselytizing programs, participating in a worship service, and clerical and/or administrative work for the organization. Please note that service with a religious or para-religious organization for the purpose of providing direct community service (e.g., tutoring, mentoring, providing goods to those in need, community justice programs and crisis intervention) does qualify for Bonner service hours.

Service Expectations

Guidelines

- Ask for help when in doubt: Student volunteers are encouraged to approach their supervisor at their service site with problems or questions as they arise. The Bonner staff is also available for questions concerning site placement.
- Be punctual and responsible: Service site administrators and those whom Bonners serve rely on Bonners to be punctual and committed to completing their service hours and projects.
- Call when expecting to be late or absence: Student volunteers should call the site supervisor (in advance whenever possible) if they are unable to come in or if they anticipate being late. Students should give special attention to notifying their supervisors when they expect to be absent to focus on school work or because of school breaks.
- Respect the privacy of all clients: If volunteers are privy to confidential information (i.e., organizational files, diagnostics, personal stories, etc.) with regard to the persons they are working with, it is vital that this information be treated as privileged, even after graduation from the University. If information about the clients or people at the site is used for course assignments, pseudonyms should be used.

- Show respect for the agencies: Volunteers should keep in mind that they are not only serving the community but the community is serving them. There are many valuable lessons to be learned from the agencies in our community.
- Be appropriate: Volunteers should treat their supervisors and others at the agencies with courtesy and kindness. It is also important to ask about the dress code at the sites and abide by it. Volunteers should use formal names unless instructed otherwise and set a positive standard for other students to follow.
- Be flexible: Volunteers should be flexible to changing situations. This will help ensure that the partnership will work smoothly and produce positive outcomes for everyone involved.

Limitations

Volunteers should **NOT**:

- Report to their service site under the influence of drugs or alcohol.
- Give or loan clients money or other personal belongings.
- Make promises or commitments to a client that cannot be kept.
- Give any client or agency representative a ride in a personal vehicle.
- Tolerate any verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- Tolerate any verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability or ethnicity.
- Engage in any type of business with clients during the term of service.
- Enter into personal relationships with a client or community partner representative during the term of service.

Safety Tips

Attention to a few simple precautionary measures will help ensure the safety of all Bonners while involved in service-learning activities.

- Use common sense
- Be aware of your surroundings at all times
- Comply with your site's code of conduct and safety or liability requirements
- Get to know the people you're working with
- Observe carefully what is going on around you
- **Don't expect to have all of the answers!**



Service Documentation

Community Learning Agreements (CLA)

What is a CLA?

The Community Learning Agreement is a *thoughtful* way for scholars to establish goals in a formal agreement with their agency. Scholars should work with their site supervisors to design goals and responsibilities for the semester. Scholars will consult with a Bonner staff member before final approval of the CLA. **Students should sign the honor code pledge at the bottom of each CLA.**

What is the purpose of the CLA?

Through the CLA, Bonners make a commitment to fulfill their hours at a specific site and set goals that guide them in their work to make a substantial difference in the community. The agreement is also a way for the Bonner Scholars staff to monitor the success of the program as a whole.

When are CLA's due?

Bonner scholars **must** submit a CLA via the Bonner Web-Based Reporting System (BWBRs) each semester and summer term of service. Scholars who select more than one site or decide to change agencies must complete a separate Community Learning Agreement for each site. The CLA must be turned in by the designated due dates (see Disbursement Schedule).

It is important that Bonners review and update their CLA(s) for each term of service so that their goals will reflect the growth of their work.

How do First Year Bonners complete the CLA as they are in the shadowing process?

First Year Scholars are still expected to complete a CLA for each service site they visit (two for each semester), and they should still sit down and have the goal-setting conversation with their respective site supervisors. However, their goals will revolve around their overall exploration of service and social justice issues in the Richmond area, as well as the exploration of their own interests.

Time Logs

What is a time log and what is its purpose?

This document is used by Bonner Scholars to keep a monthly record of community service hours completed. The time logs track students' Site Commitment and Training and Enrichment/Community Engagement hours. This document is monitored by the Bonner staff and the Bonner Foundation and will be used to determine the student's stipend. **Student must sign the honor code pledge at the bottom of each time log.**

When are time logs due?

Each student is required to fill out Monthly Time Logs on the Bonner Web-Based Reporting System (BWBR). These time logs must be printed off the web system, signed by the Bonner's site supervisor and submitted to the Bonner Coordinator on the appropriate due date (see calendar).

All Bonners are required to keep their time logs up-to-date on BWBR.

Agency Evaluations

Students are required to fill out an Agency Evaluation for each agency with which they work during the academic year, as well as summer sites. The evaluations should be completed in a thoughtful manner as the students reflect on their time at that site. Scholars' comments and reflections allow the Bonner staff to assess each service site, provide feedback to agencies on how best to support Bonner Scholars and other volunteers, and ensure that these agencies are sufficiently supporting the students in their learning experience. Agency Evaluations must be submitted with the last time log in order to be rewarded a stipend.



Summer Service

Up to \$1,500 is provided to each Bonner Scholar for each of two summers of full-time service (a minimum of 280 hours over 7 weeks). These funds are allocated for students *after* fulfilling the summer's 280-hour requirement. Failure to complete two summer service experiences will result in probation from the Program.

Five (5) documents are required for disbursement of the Summer Earnings Stipend:

1. Summer Service Form
2. Proposed Summer Living/Travel Budget
3. CLA
4. Service time logs
5. Agency Evaluation

Summer Living Stipend

Up to \$1,000 per Bonner Scholar is allocated to cover summer living and travel expenses for each of two summers (\$2,000 total), and an additional \$500 is available specifically for students engaged during the summer before their senior year.

Any Summer Living Stipend funds unused in one summer of full-time service may be carried forward and added to the Summer Living Stipend made available to the student in a subsequent summer. As such, each Bonner Scholar has a Summer Living Stipend "account" that they can budget for use over two or three summers. This account has \$1,000 available in the first summer; another \$1,000 is added for the second summer, and an additional \$500 is available for Scholars completing service the summer before their senior year. If there is an outstanding balance in the Bonner Scholar's Summer Living Stipend account after their third summer, those unused funds will be returned to the Bonner Foundation.

The Summer Living Stipend is intended to assist students with summer living costs such as:

- Room and board/rent/lodging (students doing service while living at home are permitted \$200 towards "at home" expenses)
- Transportation expenses (plane tickets, train tickets, mileage)
- Incidental fees (Training fees, passport and immunization fees related to travel abroad, supplies, etc.)

All students must submit a proposed Summer Living/Travel Budget to the Bonner Coordinator for approval. Failure to submit this budget by the due date may result in forfeiture of the Summer Earnings or Summer Living Stipend.

The Summer Living Stipend will be paid to students by check (***provided the student has submitted appropriate proposed budget***). The amount paid will be the amount shown on the student's proposed budget worksheet.

Students who request the Summer Living Stipend but complete 0 hour of service will be required to return the Summer Living Stipend allocated to them.



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Allocation Guidelines

Summary of Bonner Scholarship

The following breakdown assumes that the Bonner is in good standing, having completed all of her/his Bonner hours. When a Bonner does not complete her/his hours or does not submit these hours in a timely fashion it affects the amount that is paid and when the Bonner will receive it.

As First Year Students and Sophomores

School Year Support (disbursed by 3 checks each semester)	\$2,100
Summer Earnings Stipend	\$1,500
Summer Living Stipend	\$1,000
<hr/>	
Total	\$4,600

As Juniors

School Year Support	\$2,100
Summer Earnings Stipend (if this is the second summer of service)	\$1,500
Summer Living Stipend (if this is the second summer of service)	\$1,000
Additional Summer Living Stipend (optional and by application)	\$ 500 (plus any carryover)
<hr/>	
Total	\$5,100

As Seniors

School Year Support	\$2,100
Loan Reduction Fund	\$1,600
<hr/>	
Total	\$3,700

Travel Expenses to Service Sites

Car - Students who drive themselves to their service site may be reimbursed for their mileage. The maximum for mileage reimbursement is \$100 per academic year. This is meant to subsidize mileage costs, not necessarily match mile for mile. Forms for this reimbursement may be attained from the BSP Office and need to be turned in with the final hour log submission of the spring semester. **THE BONNER PROGRAM HIGHLY ENCOURAGES CARPOOLING AMONGST SCHOLARS.** Many Scholars travel to the same area of the community at similar times; carpooling will help out other Scholars, as well as the environment.

Bus – The BSP will purchase Greater Richmond Transit Company tickets for students who take the bus to their service sites.

Shuttle – The BSP, in conjunction with the CCE, will provide a shuttle service that runs on a scheduled, predetermined route around the Richmond community. Students who are able, via their schedule and their service location, should utilize this service.

Community Fund

Through the Community Fund, grants are awarded to Bonner Scholars sites or projects. A Request for Proposals (RFP) is distributed early in the spring semester and Bonner Scholars may submit proposals on behalf of their agency. A committee of Bonner students and staff review the proposals. The committee presents their recommendations for funding of the applicants before the entire UR Bonner Scholars community during monthly meetings.

Loan Reduction Fund

Up to \$1,600 (from the senior year's allocation) is to be used to reduce each Bonner Scholar's total educational loan indebtedness at the time of graduation.

To be eligible for the Loan Reduction Award, graduating Bonner Scholars must have met the following requirements:

- Participated in the Bonner cornerstone activities
- Completed 2 summer service experiences (or one if you are a Replacement)

Students who graduate with no educational loans will be allowed to use their loan reduction funds towards graduate school. This option must be used within seven (7) years of graduation.

The Loan Reduction Fund is disbursed through a University of Richmond check to the lender or graduate school on behalf of the student.

For Replacement Bonner Scholars, those who go on probation, and those who take leave, loan reduction will be calculated by subtracting \$125 per missed semester from the maximum of \$1600.

Conference Expenses

Students who have the opportunity to attend a conference (such as COOL, The Allies Institute, Student Leadership Institute) will have their conference fees subsidized by the BSP to the extent possible. The Bonner staff will communicate conference costs to students on an event-by-event basis.



Study Abroad

Bonner Scholars who decide to study abroad during the summer, fall or spring semesters may complete their service while abroad. Students may complete their minimum of 250 hours in direct service while abroad, as there are not the same opportunities for Training and Enrichment.

Study Abroad During the Academic Year

Scholars who plan to study abroad during the academic year also have the option of taking leave from the Program.

Scholars who plan to do travel abroad in the spring must:

- Notify the Bonner Scholar Coordinator of your plans to study abroad (by 11/1)
- Notify the Bonner Scholar Coordinator of your decision regarding whether or not you will take leave from the Program or attempt to complete your service internationally (by 11/1)
- Set up a one-on-one meeting with the Bonner Scholar Coordinator to further discuss your plans (by 12/1)
- Notify the Bonner Scholar Coordinator within two weeks of the start of classes of where your service site will be (or if you have decided to take leave)
- Complete and submit a signed CLA, signed hour log (meeting the Bonner deadlines - see calendar) and site supervisor contact information on BWBRS
- Communicate with the Bonner Scholars Coordinator on a monthly basis
- Students must be enrolled for academic credit at the University of Richmond

Scholars who plan to study abroad the following fall semester must:

- Notify the Bonner Scholar Coordinator of your plans to study abroad (by 4/1)
- Notify the Bonner Scholar Coordinator of your decision regarding whether or not you will take leave from the Program or attempt to complete your service internationally (by 4/1)
- Set up a one-on-one meeting with the Bonner Scholar Coordinator to further discuss your plans (by 5/1)
- Notify the Bonner Scholar Coordinator within two weeks of the start of classes of where your service site will be (or if you have decided to take leave)
- Complete and submit a signed CLA, signed hour log (meeting the Bonner deadlines - see calendar) and site supervisor contact information on BWBRS
- Communicate with the Bonner Scholars Coordinator on a monthly basis
- Students must be enrolled for academic credit at the University of Richmond



Leave of Absence

Voluntary Leave of Absence

Students may take a leave of absence for up to two semesters from the program and still remain eligible for the remainder of their Bonner Scholarship support. The Foundation will cease allocating Bonner Scholarship funds for students while they are on leave, and Loan Reduction Funds will be pro-rated based on the students' time away from the program.

Special circumstances will be considered on an individual basis for those students who need to suspend their service for a short period of time (less than a semester).

Academic Leave of Absence

As stated in the GPA requirements of the Program, students who fall below a 2.0 GPA will be put on academic leave by the Bonner staff. If, after 2 semesters of leave, the student's GPA is still below a 2.0, they will be asked to leave the Program so that they can focus on their academics.

****The Bonner Scholars Program staff *STRONGLY* encourages open communication. Please contact a BSP staff member *as soon as* academic, co-curricular, emotional, or physical challenges arise so that we can help you find the best resources.****



GPA Requirements

Bonner Scholars are expected to maintain good academic standing.

Each semester, the Bonner Coordinator will receive a report of all active Bonner Scholars' grades. (All grade reports are kept in a separate, confidential file; not in the students' general Bonner file, and will only be accessible by program administrators.)

Any student (especially First Year Students) with a grade point average between 2.0 and 2.5 will be called to meet with Bonner staff. The staff will discuss with the student any possible negative impact of Bonner requirements on their academic progress, as well as any concerns, questions, personal issues, etc. that may be affecting their studies.

Any student with a grade point average below 2.0 will be called to meet with Bonner staff, and will be advised to take a leave from the Bonner program until their academic performance can be improved. If, after 2 semesters of leave, the student's GPA is still below a 2.0, they will be asked to leave the Program so that they can focus solely on their academics.

****The Bonner Scholars Program staff *STRONGLY* encourages open communication. Please contact a BSP staff member *as soon as* academic, co-curricular, emotional, or physical challenges arise so that we can help you find the best resources.****



Expectations and Disciplinary Actions

While in the Bonner Scholars Program, students are expected to:

- maintain good academic standing;
- attend monthly meetings; class meetings and other required enrichment activities;
- submit time logs, CLA's, reflections, evaluations, summer forms & budgets, surveys, etc.;
- participate in educational enrichment activities;
- remain active in community service, fulfilling their hours and performing the responsibilities listed on their Community Learning Agreements to the best of their ability (abiding by rules of conduct at their agency); and
- maintain appropriate communication with Bonner and agency staff.

Students who are not meeting these expectations will be notified through warning emails and will be required to meet with BSP staff.

Probation

Upon receiving a warning email or face-to-face notification of their shortcomings in meeting Program expectations, students who fail to make the necessary changes to meet the requirements will face probation. A student on probation forfeits up to two cycles of the academic semester service stipend at the discretion of the Bonner staff. The money will be taken from the cycles following the offense. Scholars' loan reduction will be prorated accordingly.

Grounds for probation ***INCLUDE BUT ARE NOT LIMITED TO:***

- False reporting of hours *
- Falling below the minimum Site Commitment hour requirement for the semester
- Falling below the minimum Training and Enrichment/Community Engagement hour requirement for the semester
- Unethical behavior **

* Bonner Scholars Program violations that also violate the University of Richmond's honor code will also be reported to the Honor Council.

**Unethical behavior will result in automatic probation

Students facing probation will have a meeting with Bonner staff members and written documentation of the meeting and the probationary decision will be placed in the student's file. **Students on probation** are encouraged but not required to continue participation in all Bonner activities.

Action	Repercussion
Failure to turn in monthly CLA and time log with the applicable minimum Training and Enrichment/Community Engagement and Site Commitment requirements <i>on time</i>	Scholars will not receive that 350.00 stipend for that cycle. Scholars will also need to make up the lost hours in future cycles within that semester in order to avoid probation from the Program
Failure to complete the semester's minimum Training and Enrichment/Community Engagement and Site Commitment requirements <i>on time</i>	Scholars will be on probation from the Program for up to two cycles the following semester (losing either \$350.00 or \$700.00 in stipends)

Failure to complete the required minimum number of summer service experiences	Scholars will not receive the \$1500.00 summer service stipend and their loan reductions will be prorated accordingly
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Dismissal

Grounds for dismissal from the Bonner Scholars Program ***INCLUDE BUT ARE NOT LIMITED TO:***

- A student facing probation who fails to respond to a meeting request within 14 days may be dismissed from the Bonner Program
- A student who has already been placed on probation twice by the Bonner staff will be dismissed from the Program upon a third offense

Prior to dismissal, the Bonner Foundation will be informed of the situation. A decision to dismiss a student is made in consultation with the Foundation.

Students facing dismissal will have a meeting with Bonner staff members and written documentation of the meeting and the dismissal decision will be placed in the student’s file. Students who are dismissed from the Program forfeit all remaining stipends and their loan reduction payment.

****The Bonner Scholars Program staff *STRONGLY* encourages open communication. Please contact a BSP staff member *as soon as* academic, co-curricular, emotional, or physical challenges arise so that we can help you find the best resources.****



NOTES



NOTES



Federal Work Study

Bonner Scholars who are eligible for Federal Work Study (FWS) are able to use their Bonner hours as work study hours and are highly encouraged to do so. They are paid their work study money for doing the same Site Commitment hours performed for their Bonner Scholarship.

Students eligible for FWS must

1. Confirm to the Bonner Scholar Coordinator that they are going to take advantage of their FWS money.
2. The Bonner Scholar Coordinator will fill out a Job Approval Form for FWS students and send it to the Student Employment Office.
3. After Student Employment receives the form, the Bonner Coordinator will inform Bonner FWS students know that they need to visit the Student Employment Office in Sarah Brunet Hall. Students should take an ORIGINAL copy of their Social Security Cards as well as your driver's licenses to complete the tax paperwork.

In order to receive FWS wages, students must:

1. Enter their weekly Site Commitment hours onto Bannerweb (bannerweb.richmond.edu). Unlike Bonner, Federal Work Study does not include travel time. Therefore, the hours logged on Bannerweb should only be the hours spent at the service site.
2. Print their BWBRS hour log and have their site supervisors sign off to approve their Site Commitment hours. Students signed hourly log is due to the Bonner office **no later than 5 pm every other Friday** (see calendar for appropriate Fridays).
3. The Bonner staff will confirm students' Site Commitment hours on Bannerweb, and students will get paid every other Friday via direct deposit (see calendar).

PARTICIPATION IN FEDERAL WORK STUDY IS NOT REQUIRED, THOUGH HIGHLY ENCOURAGED. HOWEVER IF WE FAIL TO RECEIVE FWS HOUR LOGS, WE MUST RECEIVE BONNER HOUR LOGS IN ORDER FOR YOU TO RECEIVE YOUR BONNER STIPEND.



Bonner Scholars and Center for Civic Engagement Staff (Area Codes is 804)

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Dr. John Moeser, Visiting Fellow

jmoeser@richmond.edu

484-1604

Cassie Price, Community Initiatives and Program Manager (Build It Coordinator)

484-1609



EMAILS

Announcements of upcoming events and/or deadlines, news about the Bonner Program, invitations, and correspondence about paperwork due (or overdue!) are sent to Bonners in a weekly email. Warnings & probation notices will also be communicated via email. Bonners are expected to RSVP to these email notices when requested to do so. This is very important, particularly in regard to event invitations as it affects the plans for accommodations, materials and food.

BONNER SCHOLARS' PROGRAM WEBSITE: site address TBD

This website houses information about the Bonner Scholar program, announcements, yearly calendar with events and meetings, FAQs, general information about the city of Richmond, documents and quick links to the Bonner student handbook.

BONNER WEB BASED REPORTING SYSTEM (BWBRs): www.bwbrs.org

At this web site, Bonners can submit their required program information documenting their service through learning agreements each term and time logs once a month. Trainings on how to use BWBRs will be offered at one of the extended orientation sessions. A review will be offered in Bonner one on one advising meetings as well.

IMPORTANT WEBSITES

UNIVERSITY OF RICHMOND BONNER SCHOLAR WEBSITE AND THE CENTER FOR CIVIC ENGAGEMENT WEBSITE: <http://engage.richmond.edu/>

General information about the University of Richmond Bonner Program is available on the Center for Civic Engagement's websites

THE CORELLA AND BETRAM F. BONNER FOUNDATION: www.bonner.org

Learn about the Bonner Foundation and access resources like BWBRs

BONNER WEB BASED REPORTING SYSTEM (BWBRs): www.bwbrs.org

Houses student and agency profiles, time logs, and CLAs

IDEALIST: www.idealists.org

Search for summer internship opportunities while learning about student service national or the upcoming COOL conference which a limited number of Bonners can sign up to attend. Summer Internships opportunities

GREATER RICHMOND TRANSIT AUTHORITY: www.ridegrtc.com

Learn about how to get around Richmond by bus. The university is on the 16 line and several Bonners use this to get to their service sites. Bonners who take the bus to their service sites are reimbursed a certain amount each year for bus tickets.

CONNECT RICHMOND: www.connectnetwork.org/richmond/

Contains valuable articles, research and other resources in regard to issues addressed by the non profit community.

RICHMOND.COM: www.richmond.com

Learn more about the city of Richmond and what's going on.



A Guide to Reflection

Reflection is a vital part of the Bonner Scholars experience in general and the evaluation process in particular. Reflection exercises foster critical thinking and active citizenship and help evaluate students' progress.

What is Reflection? Reflection enables students to critically think about their service experience. When students reflect on their experiences, they think about them, write about them, share them with others and learn from them. Reflection can be through discussion, writing, the arts, reading and/or projects.*

Reflection can take a variety of forms:

- It can be informal – using discussions or lectures to make connections between service and class experiences
- It can be formal – using regular journal exercises, “reflection sessions” or electronically posted questions
- It can be oral – one-on-one meetings with a supervisor; group discussions; presentations
- It can be written – essays; research papers; project reports; journals; writing a guide for future volunteers; an evaluation of the program; a publishable article based on the volunteer experience
- It can be active – dance movement; art; simulation or role playing games; teaching others; analysis and problem solving; scrapbooks; photo essays

Three Levels of Reflection

Below are examples of reflection questions that allow focus on self, experiences and “big picture” issues.

- **The Mirror: Reflection Questions that Focus on Self** – Who am I? What are my values? What have I learned about myself through this experience? Do I have more/less understanding or empathy than I did before volunteering? In what ways, if any, have my sense of self, values, sense of “community,” willingness to serve others, and self-confidence/self-esteem been impacted or altered through this experience? Have my motivations for volunteering changed? In what ways? How has this experience challenged stereotypes or prejudices I have/had? Any realizations, insights or especially strong lessons learned or half-glimpsed? Will these experiences change the way I act or think in the future? Have I given enough, opened up enough, cared enough? How have I challenged myself, my ideals, my philosophies, my concept of life or the way I live?
- **The Microscope: Questions that Make the Small Experience Large** – What happened? Describe your experience. What would I change about this situation if I were in charge? What have I learned about this agency, these people or the community? Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness? Do I feel my actions had any impact? What more needs to be done? Does this experience compliment or contrast with what I’m learning in class? How? Has learning through experience taught me more, less or the same as the class? In what ways?
- **The Binoculars: Questions that Make What Appears Distant, Appear Closer** – From my service experience, am I able to identify any underlying or overarching issues which influence the problem? What could be done to change the situation? How will this alter my future behavior/attitudes/career? How is the issue/agency I’m serving impacted by what is going on in the larger political/social sphere? What does the future hold? What can be done?

The Road of Reflection

Below are questions that illustrate the “What? So What? Now What?” reflection model. Asking these 3 questions can offer great insight on service experiences.

- **“What”** asks where have you been, what did you do, what happened, what did you experience? Who has been involved? What were the actions and reactions? What processes were involved? What were the relationships? What were the feelings brought by the event?
- **“So What”** asks about the meaning and where you are right now. What impact did the experience have on you? What change has happened as a result of the experience? How are you different? How are others different? How do you feel now? What is the relationship between your “community service world” and your “other worlds”?
- **“Now What”** looks to the future. What is the next step? Where do you go? What do you do? How do you respond to what happened? How does this move you towards your vision of the future? Who must be involved? What knowledge, resources or skills must you have to move to the next step?

What Should I Write in My Journal?

- Journals should be **honest** snapshots filled with sights, sounds, smells, concerns, insights, doubts, fears and critical questions about issues, people and, most importantly, self.
- A journal is not a work log of tasks, events, times and dates.
- Write freely. Grammar/spelling should not be stressed while writing.
- Write an entry after each visit. It does not have to be a full entry. Jot down random thoughts, images, etc., which can be revisited in a day or two later to expand it into a colorful verbal picture.

Structuring Journal Writing

- Use the journal as a time to meditate on what has been seen, felt, and experienced and which aspects of the volunteer experiences cause feelings of continued excitement, distress, confusion, or awe.
- Don’t simply answer the questions listed above, but use the questions as a diving board to leap from into a clear or murky pool of thought. Use the questions to keep your writing/”swimming” focused.



Relevant Course Offerings

The following courses are offered in Fall 2007. These focus on social justice issues and civic engagement.

Fall 2007 Classes (August 27 through December 7)

	<u>COURSE NAME</u>	<u>INSTRUCTOR</u>
EDUC 205	Foundations of Education	James Wright, Mavis Brown
EDUC 207	Diverse Learners & Environments	Kimberley Joyce
HIST 399	St: Urban Crisis/Mod US	Amanda Howard
LDST 101	Foundations of LDSP Studies	Thomas Shields, Mark McGarvie Thad Williamson
LDST 205	Justice and Civil Society	Douglas Hicks, Karen Zivi
LDST 386	Leadership in a Diverse Society	Gill Hickman
PLSC 220	Introduction to American Government	John Whelan, Daniel Palazzolo, Teddy Ritter
PLSC 260	Introduction to Public Policy	Ben Mayes, Jennifer Erkulwater, Tracy Roof
SOC 101	Foundations of Society	Christopher Einolf, Carol Wharton, Jeffrey Hass
WGSS 200	Intro: Women, Gender & Sexuality	Debra Hanson

Test School

Community Learning Agreement for Smith Jane

Monday, August 27, 2007

CLA Information

Title	First Year Shadower
Agency	Boys and Girls Club
Status	Proposed
Service Description	FYs shadow sophomore through senior Bonners to understand the Elementary Tutor position and the progression of responsibility with that position over time.
General Issue Area(s)	
Specific Issue Area(s)	
My Role/Responsibility	Regular Volunteer

Commitment Information

Semester	Fall 2007
Average Weekly Hours	5

Service Objective Statements

1. To understand the academic needs of students attending the after school program at Boys & Girls Club
2. To explore the ways in which tutors can assist students in reaching their academic goals within this program

Learning Objective Statements

1. To gain a broad understanding of the academic requirements of elementary school students in Boys & Girls' partner schools
2. To understand the challenges that may face elementary school students in underresourced/low-performing schools in Boys & Girls' partner schools

Signatures

Student/Member

Date ____/____/____

Site Supervisor (Boys and Girls Club)

Date ____/____/____

Campus Administrator

Date ____/____/____

Test School

Community Learning Agreement for Smith Jane

Monday, August 27, 2007

CLA Information

Title	Elementary Tutor
Agency	Boys and Girls Club
Status	Proposed
Service Description	Volunteer tutors 3rd through 5th graders in all subjects and assists students from low performing elementary schools in preparing for the Standards of Learning tests.
General Issue Area(s)	
Specific Issue Area(s)	
My Role/Responsibility	Regular Volunteer

Commitment Information

Semester	Fall 2007
Average Weekly Hours	4

Service Objective Statements

1. To tutor two students consistently during the fall semester (i.e., meet no less than 9 weeks during the semester)
2. To see an improvement in tutored students homework grade and confidence regarding the SOLs

Learning Objective Statements

1. To understand the SOL requirements for students and for elementary schools in the district
2. To discover the resources of the low-performing schools in this specific school district

Signatures

_____ Date ____/____/____
Student/Member

_____ Date ____/____/____
Site Supervisor (Boys and Girls Club)

_____ Date ____/____/____
Campus Administrator

Test School

Community Learning Agreement for Smith Jane

Monday, August 27, 2007

CLA Information

Title	Senior Elementary Tutor
Agency	Boys and Girls Club
Status	Proposed
Service Description	Volunteer tutors 3rd through 5th graders in all subjects and assists them in preparing for the SOLs. Volunteer also trains new tutors and presents community resources that should be used to enhance tutored students' academic performance.
General Issue Area(s)	
Specific Issue Area(s)	
My Role/Responsibility	Regular Volunteer

Commitment Information

Semester	Fall 2007
Average Weekly Hours	5

Service Objective Statements

1. To tutor two students consistently during the fall semester (i.e., meet no less than 9 weeks during the semester)
2. To assist with New Tutor Training, presenting innovative resources that can help tutored students reach their academic goals.

Learning Objective Statements

1. To understand how Boys & Girls' partner schools rank amongst schools across the district and state
2. To develop a manual of statewide resources that might aid in enhancing students' academic performance and submit for end of semester project in my education class

Signatures

_____	Date ___/___/___
Student/Member	
_____	Date ___/___/___
Site Supervisor (Boys and Girls Club)	
_____	Date ___/___/___
Campus Administrator	

Test School

Community Learning Agreement for Smith Jane

Monday, August 27, 2007

CLA Information

Title	Volunteer Trainer and Best Practices Researcher
Agency	Boys and Girls Club
Status	Proposed
Service Description	Volunteer assists with recruitment and takes the lead on training new Elementary Tutors. Volunteer also researches best practices across the state and country in preparing students for standardized tests/exit exams.
General Issue Area(s)	
Specific Issue Area(s)	
My Role/Responsibility	Regular Volunteer

Commitment Information

Semester	Fall 2007
Average Weekly Hours	5

Service Objective Statements

1. To serve as Lead Trainer for new Elementary Tutors, presenting effective tutoring techniques and resources for students attending the Boys & Girls After School Program
2. To work with the After School Program Coordinator on outreach efforts to partner schools to increase student participation

Learning Objective Statements

1. To research best practices across the state and country in preparing students from underresourced/low-performing high schools for standardized tests/exit exams
2. To work with the After School Program Coordinator to prepare a tutoring best practices report for all area Boys & Girls clubs to include with my Senior project for the education minor

Signatures

_____	Date ___/___/___
Student/Member	
_____	Date ___/___/___
Site Supervisor (Boys and Girls Club)	
_____	Date ___/___/___
Campus Administrator	



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2007 – 2008 SCHEDULE FOR BONNER CHECK DISBURSEMENT

PAPERWORK	DUE DATE	CHECK ISSUED BEFORE...
CLA	September 21 st	N/A
August (Fall hours only) and September Time Log ¹	October 1 st	October 19 th
October Time Log ¹	November 5 th	November 23 rd
CLA #2 for First Year Bonners for Shadow Site #2	October 26 th	N/A
November/December Time Log ¹	December 10 th	December 28 th
CLA	February 15 th	N/A
January and February Time Log ¹	February 18 th	March 7 th
CLA #2 for First Year Bonners for Shadow Site #2	February 22 nd	N/A
February and March Time Log ¹	March 24 th	April 11 th
March and April Time Log ²	April 28 th	May 16 th
Summer Service Forms including Proposed Summer Living/Travel Budget	March 24 th	May 16 th Summer Living Stipend
Summer CLA	July 1 st	N/A
Summer Service Time Logs	August 15 th	September 5 th Summer Earning Stipend
Summer Agency Evaluation	August 15 th	N/A
Written Explanation of Exceeding Budgeted Summer Expenses	August 15 th	September 5 th (if approved)

¹ On these dates, the following are due:

- Time Log including a minimum of 40 total service hours (comprised of at least 24 Site Commitment Hours and at least 16 Training and Enrichment/Community Engagement Hours). Please sign the honor code at the bottom of the hour log.
- The 500-word write-ups for any UR or community event attended during this cycle

SCHOLARS WILL NOT RECEIVE MONEY FOR THIS CYCLE (\$350.00) IF THEY FAIL TO TURN IN THESE DOCUMENTS WITH THE MINIMUM HOUR REQUIREMENTS, HONOR CODE PLEDGE, AND SIGNATURES.

² On this date, the following is due:

- Time Log including a minimum 50 total service hours (comprised of at least 30 Site Commitment Service Hours and at least 20 Training and Enrichment/Community Engagement Hours). Please sign the honor code at the bottom of the log.
- The 500-word write-ups for any UR or community event attended during this cycle

SCHOLARS WILL NOT RECEIVE MONEY FOR THIS CYCLE (\$350.00) IF THEY FAIL TO TURN IN THESE DOCUMENTS WITH THE MINIMUM HOUR REQUIREMENTS, HONOR CODE PLEDGE, AND SIGNATURES.

September

2007

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
						1 3:00 pm (WIR) Bonner First Year Retreat
2 (Richmond Hill) Bonner First Year Retreat 12:00–2:00 pm (NCRR) All Bonner Lunch Mixer 2:00 – 2:30 (NCRR) Work Study meeting	3 5:15-5:45 pm (WIR) Sophomore, Senior Class Mtgs 6:00–7:00 pm (WIR) BSP Monthly Mtg 7:15–7:45 pm (WIR) First Year, Junior Class Mtgs	4 5:15-5:45 pm (KHRR) Sophomore, Senior Class Mtgs 6:00–7:00 pm (KHRR) BSP Monthly Mtg 7:15–7:45 pm (KHRR) First Year, Junior Class Mtgs	5 6:00-7:00 pm (Dhall) Bonner Dinner	6	7 12:30-1:30 pm (TT) CCE Brown Bag “Resistance and Reconciliation”	8 9:30 am-2:00 pm UniverCity Day (FY Bonners) 2:30 pm-5:00 pm (WG) ENRICHmond
9	10	11	12 7:00 pm (TBD) Bonner Training – VA Mentoring Partnership 7:00 pm (TBD) First Year Training - BWBRs	13 6:00-7:00 pm (Dhall) Bonner Dinner	14 12:30-1:30 pm (TT) CCE Brown Bag “So Much Promise, So Little Leadership”	15
16	17 4:00-5:00 pm (TT) CCE’s “What’s so Great About the Constitution?”	18	19 6:00-7:00 pm (Dhall) Bonner Dinner	20	21 12:30-1:30 pm (TT) CCE Brown Bag “Bringing 5 th graders the Chesapeake Bay...”	22
23	24	25	26	27 6:00-7:00 pm (Dhall) Bonner Dinner	28	29
30	WIR – Interfaith Room, Wilton Center	TT- Think Tank, Tyler Haynes Commons	BA– Brown Alley Room, Weinstein Hall	KHRR – Keller Hall Reception Room	NCRR – North Court Reception Room	WG – Westhampton Green

October

2007

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1 6:00-7:00 pm (WIR) BSP Monthly Mtg 7:15-7:45 pm (WIR) First Year, Junior Class Mtgs	2 4:00-5:00 pm (BA) CCE's "What is Domestic Violence?" 6:00-7:00 pm (KHRR) BSP Monthly Mtg 7:15-7:45 pm (KHRR) First Year, Junior Class Mtgs	3 6:00-7:00 pm (Dhall) Bonner Dinner	4	5 12:30-1:30 pm (TT) CCE Brown Bag "Gender and Social Dev in South Asia"	6
7	8	9 4:00-5:00 pm (BA) CCE's "Fighting Back" 7:00 pm (TBD) Bonner Training – Community Fund 7:00 pm (TBD) First Year Training – Time Management	10	11 6:00-7:00 pm (Dhall) Bonner Dinner	12	13
14	15	16	17 6:00-7:00 pm (Dhall) Bonner Dinner	18	19 12:30-1:30 pm (TT) CCE Brown Bag "No Discouragement Stopped Them"	20
21	22	23 4:00-5:00 pm (TT) CCE's "Hidden Victims"	24	25 6:00-7:00 pm (Dhall) Bonner Dinner	26 12:30-1:30 pm (TT) CCE Brown Bag "One Book"	27
28	29	30 4:00-5:00 pm (TT) CCE's "Domestic Violence is a Crime"	31			

November

2007

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
				1 6:00-7:00 pm (Dhall) Bonner Dinner	2 12:30-1:30 pm (TT) CCE Brown Bag "Connecting Communities"	3
4	5	6	7 6:00-7:00 pm (Dhall) Bonner Dinner	8	9 12:30-1:30 pm (TT) CCE Brown Bag "In the Beginning, There was Inequality"	10
11	12 6:00-7:00 pm (WIR) BSP Monthly Mtg 7:15-7:45 pm (KHRR) Sophomore, Senior Class Mtgs	13 6:00-7:00 pm (KHRR) BSP Monthly Mtg 7:15-7:45 pm (WIR) Sophomore, Senior Class Mtgs	14	15 6:00-7:00 pm (Dhall) Bonner Dinner	16 12:30-1:30 pm (TT) CCE Brown Bag "Racism, History..."	17
18	19 7:00 pm (TBD) Bonner Training – Grant Writing 7:00 pm (TBD) First Year Training – Speed Networking	20	21	22 Happy Thanksgiving!	23	24
25	26	27	28 6:00-7:00 pm (DHall) Bonner Dinner	29	30 12:30-1:30 pm (TT) CCE Brown Bag "Theater for Social Change"	

December

2007

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
						1
2	3 6:00-7:45 pm (WIR) BSP Monthly Mtg & Ceremony	4 6:00-7:45 pm (KHRR) BSP Monthly Mtg & Ceremony	5	6	7 CLASSES END!	8
9	10	11	12	13	14	15
16	17	18 END FALL TERM – HAPPY HOLIDAYS!!	19	20	21	22
23	24	25	26	27	28	29
30	31	WIR – Interfaith Room, Wilton Center	TT- Think Tank, Tyler Haynes Commons	BA– Brown Alley Room, Weinstein Hall	KHRR – Keller Hall Reception Room	NCRR – North Court Reception Room