

ENGAGE

A PUBLICATION OF THE CORELLA & BERTRAM F. BONNER FOUNDATION



WINTER 2015 INAUGURAL ISSUE

Featuring articles by:

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Looking Back and Looking Forward: Twenty-Five Years of Shared Partnerships

By Robert Hackett, President of the Bonner Foundation

I recall an afternoon in the spring of 1997 when Wayne Meisel, then president of the Bonner Foundation, and I took an opportunity to reflect. Our end-of-year gathering for campus directors would be held at the Lawrenceville School in a few weeks. We knew it was time to turn a corner for the Bonner Program. We took a short walk to Princeton's Nassau Inn and, with Norman Rockwell's "Yankee Doodle" painting as our back drop, we took the first steps to discuss how we would move beyond the program's start-up phase.

It had been seven years since the Bonner Scholars Program was launched in partnership with Berea College, a school rooted in the Appalachian region where Corella Bonner was born. By 1993, another 22 colleges joined us to launch Bonner Programs on their campuses. Up to that point, our own and campus staff had focused energy on learning how to operate this large scale service-based scholarship program that supported more than 1,500 low-income and often first generation college students with "access to education and an opportunity to serve."

Since its initial pilot in 1990-91, our partnering campuses and the Foundation have worked hard to

figure out and refine the program operations. What was the right number of students per campus? How do you recruit and select first year Bonners? How often should the students meet? What topics should the meetings cover? What kinds of community partner positions would work best for Bonners, and how do you discuss the program and possibilities with partners? Where do you house the program? What's

At its heart, the Bonner Program is still a college access program.

the ideal staff configuration? And, perhaps most importantly, how should the Bonner experience evolve over students' four years in the program?

At its heart, the Bonner Program is still a college access program. Mrs. Bonner would tell each student she met, "Graduate. That's the most important thing." Yet, it has developed into much more. I'm happy to say that over the last nearly 25 years, the Bonner Program has become the premier service-based scholarship program in the country and a model and resource for similar programs nationwide.

Transformational Goals

But, from the beginning, with 30 to 100 Bonners on a campus, we had

always envisioned the Bonner Program as a catalyst for campus and community change. The leadership, energy, and idealism of these students — each serving 10 hours per week during the school year and many serving full-time for two or three summers — has helped inspire and lead the growth of community and civic engagement on their respective campuses.

In preparing for the 25th Bonner Program Anniversary celebration in June 2015, I have been revisiting the agendas for the national Bonner meetings where we gather students, staff, faculty, and community partners to share their experiences, identify what works and what doesn't, and strategize how to improve.

What jumps out when reading over the agendas, from the very first meeting and all those since, is our consistent focus on the overlapping and reinforcing transformational goals of student development, community partnerships, and campus infrastructure. What has changed is that our engagement in each area has deepened, become more complex, and more far reaching in its impact. Mr. Bonner would remind us that you must crawl before you walk, and walk before you run. Indeed, we have.

For instance, in the *area of community partnerships*, campuses began with largely individual student placements. Then programs organized students into service teams that focused on a single issue or agency. This approach has strengthened community partnerships and allowed for progressively challenging levels of

student engagement. This fits well with our educational goals for students while also improving our community impact.

In the *area of student development*, we created a four-year developmental model using the five E's: Expectation



Campus representatives gathered at Berea College for the 20th Anniversary in 2010. Davidson College will host this summer's 25th Anniversary.

(presented during the application process), Explore, Experience, Example, and Expertise. At each stage, learning from experience, we explored the increased responsibilities students can assume in their service roles. Later, through a network-wide process, we collaborated to define the skills and knowledge that students should develop over their four years in the program.

In the *area of academic engagement*, we introduced community-based research into courses and academic internships so that student and faculty research could respond to questions defined by a community partner. These projects often took the form of community surveys, data analysis, literature reviews, and oral histories.

Later we identified opportunities for students to conduct public policy research for community partners who

were seeking model programs. Students also researched policies that were proven to be effective and could, therefore, inform the fundraising, networking, and program development plans for partnering organizations.

With support from the Fund for Post Secondary Education (FIPSE) we worked with schools to develop curricular pathways that parallels the Bonner Program's four-year developmental model.

In the *area of campus infrastructure*, the Bonner Program was initially housed in Student Affairs or the Chaplain's Office. Over the years, every campus in our network has formed a center or office responsible for campus-wide community engagement. Some still report to the dean of student affairs (or CSAO) while many others now report to the academic dean or provost (or CAO) to reflect the increased emphasis on making connections to the academic curriculum.

Ten years into the program, we again organized a network-wide process to define the Common Commitments that guide our work. These six values — *community building, diversity, civic engagement, social justice, international perspective, and spiritual exploration* — are incorporated into student trainings and our meetings with community partners.

Probably the most dramatic change over this last nearly a quarter century is the elevation of community-engaged learning to one of the central features of the higher education landscape. When the Bonner Program began our efforts were on par with intramural sports, a nice thing to have but not worthy of a much attention.

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The presidents of the institutions with Bonner Programs have been committed not only to providing access to students with financial need, but also to expanding their service and civic mission into every part of their institutions. Perhaps it shouldn't be a surprise, then, that we have arrived at a time where an institution's community engagement opportunities are featured on the home pages of their websites; senior administrators (including presidents) are hired because they champion student engagement and higher education's civic mission; and conversations about curricular innovation invariably include civic and community connections as key means and ends to student learning.

Next Steps

Our next challenges continue to revolve around our intersecting transformational goals.

Our *next stage campus-wide transformational goals* focus on two areas. First, we need to continue to support campus-wide centers that lead efforts to make place-based community engagement deep, pervasive, integrated and developmental.

Second, through efforts like the Bonner High-Impact Initiative, we need to support innovations that link high-impact educational practices with high-impact community engagement. By systematically linking practices such as first-year experiences, course-based internships, writing intensive courses, undergraduate research, capstones with civic and community engagement, this project seeks to help campuses scale effective community engagement initiatives that reach more students and maximize the meaningful impact for communities.

Our *next stage community partnership goals* focus on two related areas. First, we are working with schools to develop student placements and projects that respond to capacity-building opportunities defined by our community partners. Bonner Programs are reaching out not only to their longstanding direct service-providing partners, but also to local, multi-agency collaboratives working to achieve measurable community and systemic change.

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We need to build campus centers that lead efforts to make place-based community engagement deep, pervasive, integrated and developmental.

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Second, we are in the process of organizing a national network of student-powered, local community information hubs — PolicyOptions.org Bureaus — that address the critical information, analysis, and networking needs of our community partners.

This effort grows out of our work to link academic courses and internships with community-based research and public policy issue brief projects. From those experiences, we knew that CBR papers written by students and faculty weren't being widely shared locally. We also learned that our partners did not have the time or staff who could keep up with the latest policy-related research and activity that directly impacts their work. Finally, we learned that our partners wanted a common calendar of events so they could know what other groups in the community were doing.

The local PolicyOptions.org Bureaus that are emerging throughout the Bonner Network and beyond meet these needs.

Finally, our *next stage student development goals* include, first, working with campuses to develop shared learning goals for student community engagement and, second, developing the assessment instruments that will let us know if students are achieving those learning goals.

As the Bonner Foundation and network pursues these initiatives, we have begun working more closely than ever with the chief academic and student affairs officers on campuses.

We are also collaborating with other national higher education associations such as the American Association of Colleges and Universities, NASPA: Student Affairs Administrators in Higher Education, Imagining America, New England Resource Center for Higher Education, and Bringing Theory to Practice.

The Foundation and the schools in the national Bonner network remain committed to developing and sharing best practices. Our hope is that *Engage* will provide a valuable means for people, programs, and institutions to tell their stories. We invite you to join with us as we move our shared work forward.

About the author:

Robert Hackett has served in leadership roles with the Bonner Foundation since 1992. Since 2010, he has been President, succeeding Founding President Wayne Meisel. A graduate of Harvard University and Yale School of Management, he co-founded Campus Outreach Opportunity League (COOL) in 1985.

Why Engage? Proven Models for Student Success, Community Impact, and Civic-Minded Campuses

By Ariane Hoy, Vice President at the Bonner Foundation

Just over a year ago, the Bonner Foundation's Board of Trustees met with the Presidents' Advisory Board. This group of college and university presidents provides vital direction and feedback to the Foundation, guiding our leadership to ground our work in the needs and realities of institutions today. This input, like that of our broader network of program directors and coordinators, students, and community partners, supports the Foundation in a key principle: *spreading best practice as common practice.*

Upholding a Legacy of College Access and Student Success

As the articles in this publication attest, the Bonner Foundation strives to uphold a nearly 25 year tradition of building a proven model for college access that also connects students with the opportunities for community engagement and learning that support their successful completion of undergraduate degrees. As program evaluations suggest, Bonner students on average demonstrate higher retention rates, graduation rates, and even grades than their campus peers.

Between 2002 and 2009, the Bonner Foundation, with the leadership and expertise of Cheryl and Jim Keen, conducted a seven-year longitudinal Student Impact Survey. Designed and implemented each year with more than 1,500 students in 25 institutions' Bonner Scholar Programs, this study documented the significant impacts of a four-year

developmental experience (Keen and Hall 2009). The Student Impact Survey, as well as a large scale survey of Bonner Alumni conducted in 2010 for the 20th Anniversary, suggested that graduates benefit in other notable ways. For one, their experiences in service and community engagement have deep effects on their career and vocational choices. They find meaning and even equanimity because of their engagement. Analysis of alumni surveyed using Steinberg, Hatcher, and Bringle's "Civic Minded Graduate" scale suggested that graduates show markedly higher "civic professionalism" (Richard et al. 2011). More than 90% of graduates voted in the most recent election, much higher than the national average. Finally, these graduates stay engaged civically long after college, not only through voluntary work but through vocation and associations.

Deepening Partnerships and the Impacts of Engagement

The aspirations of the Bonner Foundation and our institutional partners do not stop at the impact on Bonner Scholars and Leaders. Rather, we seek to connect this work with institutional missions and campus-wide practice, embedding civic learning and democratic engagement deeply into the core of undergraduate education. Projects like the Bonner High-Impact Initiative are working to make this happen by promoting the integration of engaged learning and high-impact community engagement. This effort is reflected in the success

and expansion of established centers, growing and sophisticated engagement of faculty, and innovations that foster impact-oriented research and action between campus and community.

Beat the Drum

During that March meeting, the Foundation's Board, Presidents' Advisory Board, and staff shared some of the inspiring examples happening on campuses today, including the rethinking of core curriculum, creation of student learning outcomes tied to engagement, exploration of new collaborations across departments, and involving local partners in shaping strategic plans and coursework. In response, the Presidents' Advisory Board exhorted: "Beat the drum loudly for the powerful impacts of engagement." They spoke to the need for this information across their campuses and with their extended local, regional, and national stakeholders.

This publication, *Engage*, is one of several responses to that call. Its purpose is to punctuate, broadcast, and celebrate the scholarship, best practices, and stories of engagement that are shaping higher education and that connect to its public purposes. As is well recognized, the impact of engagement is not only for students. Indeed, faculty and staff members, community partners, and institutions themselves are deeply involved and affected. *Engage* explores how.

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LOOKING AHEAD

THE BONNER FOUNDATION AND NETWORK IN 2014-2015

25TH ANNIVERSARY AND SUMMER LEADERSHIP

INSTITUTE hosted at Davidson College in Davidson, NC from June 10-13, 2015. This event will involve presidents, deans, administrators, faculty, staff, community partners, and students. Save the date!

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will be published in July, 2015, featuring articles and features delving into student success, tenure and promotion, social entrepreneurship, and more.

NEW! JOINT MEETING FOR CAOs, CSAOs, AND

CENTER DIRECTORS to be scheduled for Summer, 2015, TBA. The Foundation is working to expand leadership networking to include Deans, Chairs, and Campus Directors. Topics will include strategies for institutional engagement, cultural change, and supportive policies (such as for tenure and promotion).

Spreading Best Practices

The Foundation intends for *Engage* to represent the integrated and holistic approach we have to building and sustaining a culture and practice of engagement. The authors of *Engage*, including this edition, include all of those constituents: students, staff and faculty members, community partners, and others in the field. This includes the voices of alumni and presidents (and here, a graduate who aspires to be a president). We hope its readership will represent these constituents as well. We will disseminate the publication through a wide array of channels electronically, and we invite you to do so.

In the Bonner Foundation's model for campus-community partnerships, three developmental aims work hand-in-hand: student development and leadership, reciprocal community partnerships and impact, and campus infrastructure. Within campus infrastructure, we have always worked across divisions and units. We foster collaboration across academic and student affairs. These strategies include supporting the involvement of faculty in public scholarship, residence life in catalyzing student interest in service, career services in postgraduate preparation, and the advancement office in building financial resources for sustained and growing centers.

This crosscutting, innovative work is central to creating a civic ethos. As *A Crucible Moment* describes, that ethos must include dimensions to address culture, policies, and practice. As several authors in this issue note, this report has served as a call to action for deepening civic engagement in higher education and is catalyzing richer conversations and more strategic approaches by campuses throughout our network and the nation. We hope that *Engage* can also serve that purpose.

Indeed, we aim to put partnerships, community change, and our democracy at the center of our work. Articles like those in this issue suggest more far-reaching ways that institutions can serve as *stewards* in a broader context and network of organizations, government entities, and citizen groups working to address problems and move from service to solutions. In that spirit, we will continue to identify best practices and cultivate them to be common practices.

We invite you to engage in this aspiration with us, using this forum to share strategies, scholarship, and models that can enable us to reach our shared visions for education and community.

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About the author:

Ariane Hoy is the Vice President for Program and Resource Development at the Bonner Foundation. She has served in leadership and program development roles for civic engagement with City Year, Jumpstart for Young Children, COOL, and the Echoing Green Foundation.

A Crucible Moment: Sparking Comprehensive Institutional Engagement

By Caryn McTighe Musil, Senior Scholar,
Association of American Colleges and Universities (AAC&U)

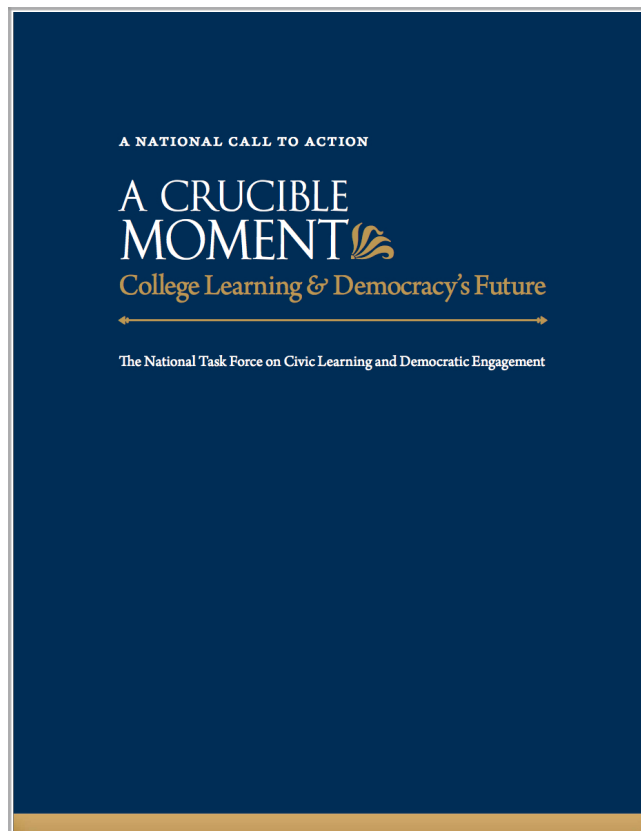
When *A Crucible Moment: College Learning & Democracy's Future* was released at a White House event in 2012, it presented a picture that was both bleak and hopeful. On the one hand, the statistics of how politically disengaged Americans are, how low the level of civic literacy, and how civic opportunities are being erased from K-12 schools, especially in poor neighborhoods, led some to say America was in a civic recession. On the other hand, an unprecedented 85% of the students entering college say they have performed volunteer work frequently or occasionally as high school seniors (Pryor et al. 2009). Service-learning courses initiated in the late 1980s are now offered at thousands of colleges and universities, and educating students for personal and social responsibility has been adopted as a mainstream essential learning outcome for a 21st century college degree. In assessing higher education's progress over time, then, there was much to celebrate. We could point to a flurry of creative activity, new scholarly arenas of exploration, civic centers set up on many campuses, and increasing connections with local, national, and global communities. *A Crucible*

Moment could point with confidence and pride to civic-oriented courses across almost every discipline, evolving civic pedagogies, student civic engagement through campus

cautioned readers that while there had been a significant investment in civic learning, too much of it was random, unmapped, optional, and available only to some students. Only one-third of students in a survey strongly agreed that while in college their civic awareness was expanded, their civic skills more finely honed, or their civic commitments to change society for the better augmented (Dey et al. 2009, 10). For those who had participated in some of the newly developed civic opportunities, growth occurred. But no one was satisfied at reaching only one-third of students.

The report's title, *A Crucible Moment*, is actually preceded by the very important phrase: A National Call to Action. The report was designed to chart clear steps that could scale up the work now underway, and in some cases to do that work differently and with clearer purposes. Its third chapter contains very specific recommendations for where to begin, but driving all the recommendations are five directional principles. To create more civic-minded graduates and institutions, education for democracy will need to move:

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Since its release in January 2012, *A Crucible Moment* has inspired and informed new initiatives to increase civic learning and democratic education on college campuses and by national collaborators.

life, and an emerging academic field called public scholarship.

But instead of bathing in self-satisfaction, the report saw the progress as representing only “a foundation partially laid.” It

1. From being elective to *being expected*
2. From being partial to *being pervasive*
3. From operating in parallel ways to *integrated ones*
4. From community engagement to *community partnerships*
5. From rhetorical embrace to *reward structures*

The good news is that many people, organizations, and institutions are trying to do just that. *A Crucible Moment* has unleashed another wave of

organizations, yet little coordination, collaboration, or strategic planning across groups. As toddlers often do, we organizations were sitting in the same sandbox, but in parallel play. We collectively decided it was time to integrate our efforts.

The CLDE Action Network is comprised of thirteen groups, all of which had been involved in the national roundtable discussions that led to the creation of the national report and its recommendations, and all of which have made a priority of fostering education for diverse democracies. The group has wide reach into higher education and beyond its borders, representing between them more than 2,000 two-

Foundation, NASPA: Student Affairs Administrators in Higher Education, and New England Resource Center for Higher Education (NERCHE). Transforming higher education to be purposeful about educating for social responsibility and the public good will, of course, require a massive grassroots movement, support from local, state, and federal governments, leadership from disciplinary societies, and philanthropic investments. Determined to maximize our collective power and resources, the CLDE Action Network has amassed a record of strategic partnerships to advance education for democracy.

To touch on only a handful of examples of strategic levels of cooperation, AAC&U raised external funds through the generosity of the director of BTtoP to print 10,000 copies of *A Crucible Moment* so it could be widely distributed. State Directors in Campus Compact immediately stepped in to produce a *Praxis Brief* to highlight

some of the report's most important points and have been among the most active in devoting sections of their state meetings to plenaries and discussions of the report's recommendations. NASPA followed a few months later with *A National Call to Action Reading Guide* that functions as a gloss on the report geared to student affairs-led civic initiatives. The year the report came out, NASPA also launched its LEAD Initiative, which is now in its second cohort of schools with over 73 institutions working to map student affairs work to *Crucible Moment* concepts and recommendations.

“ **Transforming higher education to be purposeful about educating for social responsibility and the public good will, of course, require a massive grassroots movement, support from local, state, and federal governments, leadership from disciplinary societies, and philanthropic investments.** ”

constructive reflection, strategic investment, and creative invention.

Evidence for that movement can be seen in the two-year collaborations and critical conversations that have evolved from what is called the Civic Learning and Democratic Engagement (CLDE) Action Network, convened by the Association of American Colleges and Universities (AAC&U) with the express purpose of coordinating efforts to advance the ambitious agenda in *A Crucible Moment*. One finding in the report about the landscape of civic work was that like campuses, there was a lot of activity taking place through different

and four-year colleges and universities that educate some 8 million students. Two of the thirteen are foundations.

The Action Network includes: American Association of State Colleges and Universities (AASCU); Anchor Institutions Task Force (AIF), Association of American Colleges and Universities, the Bonner Foundation, Bringing Theory to Practice (BTtoP), Campus Compact, Center for Information and Research on Civic Learning and Engagement (CIRCLE), The Democracy Commitment: A Community College Initiative (TDC), Imagining America (IA), the Interfaith Youth Core (IFYC), the Kettering

Several of the colleges have used A *Crucible Moment*'s more comprehensive list of civic capabilities to drive the work in student affairs, used chapters in training student leaders, and on one campus have new guidelines for student groups that give priority placement in their student union building to student groups with clearly defined civic goals.

AAC&U just published a joint issue with NASPA, [*Collaborating for Civic Learning: Student and Academic Affairs*](#) as the

theme of AAC&U's *Diversity & Democracy* quarterly which was distributed to AAC&U's 7,500 campus representatives from its 1300 member colleges and NASPA distributed the print and electronic versions to its comparable institutional members. Combining the power and resources of both student and academic affairs is critical to making civic learning pervasive.

The Bonner Foundation offers another case study of strategic partnerships. Already at the forefront of investing money, expertise, and organizing skills to construct a national network of student scholars, leaders, and savvy activists, the Foundation has been a catalyst for aggressively recruiting diverse students, expanding financial support for them, and establishing an infrastructure of support personnel and programming support designed to foster students' civic development and engagement. But as one of the creators of *A Crucible Moment*, the Bonner Foundation has taken the lead to move its own already very influential network to take a hard look at how it could make education for democratic participation more central even in its own advanced network.

The Foundation decided to launch its five-year High-Impact Initiative to help institutions be more deep, pervasive, integrated, and developmental in their institutional civic designs. The 24 schools in this initiative are investigating what high

Action Collaborative in partnership with Pennsylvania Campus Compact.

Several in the CLDE Action Network have produced publications including BTtoP's five volume civic series that includes many authors from the CLDE Action Network, and the

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Combining the power and resources of both student and academic affairs is critical to making civic learning pervasive.

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impact actions would put civic learning more squarely at the core of university mission, goals, and practices. With their long commitment to community partnerships, Bonner is working with their schools to also develop a set of high-impact community engagement practices that would insure that communities receive the respect, recognition as experts, and the fullest benefits from campus/community partnerships. *A Crucible Moment* is used as a resource for participants, NERCH and AAC&U both serve as consultants at the mid-year and summer institute, thus creating cross-fertilization across all three groups.

The Kettering Foundation has also turned to the CLDE Action Network as strategic organizing partners in its work. They have a community college project with The Democracy Commitment, an assessment project with AASCU, and a project on liberal education, civic arts, and work with AAC&U. For its part, AAC&U has developed a city-based strategy of Action Collaboratives to advance the civic agenda as outlined in *A Crucible Moment*. In its first pilot in Chicago, it partnered with Illinois Campus Compact and Interfaith Youth Core; and it has just launched a Philadelphia

books and reports produced are widely shared and mutually advertised on each other's websites. Two in the group of thirteen have initiated new online journals, IA's *Public* and Bonner's *Engage*, while AAC&U expanded *Diversity & Democracy* by 20% and publishes it four times a year instead of three to offer greater visibility to this inventive expansion of civic work on campuses. A second member of the CLDE Action Network, Imagining America, will be co-publishing a special issue of *Diversity & Democracy* next winter on Public Scholarship.

A working group within the CLDE Action network has been investigating the question of how civic learning, especially when combined with community-based research and partnerships, actually offers valuable preparation for problem-oriented, team-driven workplaces. Building on an Imagining America research grant that produced a draft version of a Civic Professionalism Rubric, many in the Action Network will help foster campus dialogues this fall and spring to refine the rubric.

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In the process, we hope to undermine the current narrative that mistakenly assumes

students have to choose between civic investments and workplace ones. But defining conceptually and in practice just how these two often competing forces connect offers a new frontier of civic work that promises not only to make civic learning more pervasive in college, but also at work.

The Democracy Commitment, formally launched several months after *Crucible* was released, has made a definitive public declaration that community colleges are committed to educating graduates so they are ready to shape the world they live in, not merely work in it. TDC has also nestled its annual meeting within AASCU's American Democracy Project, a decade old initiative that now has more than 400 colleges and universities. TDC also partnered with AAC&U to co-create a National Endowment for the Humanities curriculum and faculty development grant called *Bridging Cultures: Difference, Community, and Democratic Thinking*. In this project, ten community colleges are infusing civic

“ **Comprehensive. Pervasive. Integrative. Transformative. Public-minded. The bar is higher now. And so are the stakes.** ”

learning within high enrollment, transfer humanities courses.

These examples offer only a glimpse of how campuses and organizations have taken to heart the National Call to Action uttered by *A Crucible Moment*. Leaders from the very field they had sowed with such dedication and inventiveness for decades understood their labor was far from done. *A Crucible Moment* makes it much clearer what we must do now. It no longer suffices to simply add one more activity, one more service day, or even a required service-learning course. Comprehensive. Pervasive. Integrative. Transformative. Public-minded. The bar is higher now. And so are the stakes. Each student deserves—and the world desperately needs—college graduates educated for social responsibility in a diverse democracy and a global environment fraught with fractures and destabilized by dangerous inequalities. We can't settle for a piecemeal civic education any longer. As Matthew Hartley (2012) put it so eloquently, “And rather than tinkering

around the edges, we ought to start imagining something worth fighting for. And we ought to be willing to fight as if our democracy depended on it—because it does.”

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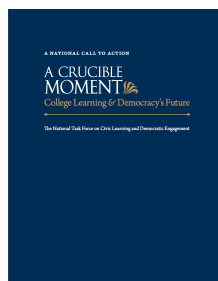
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A Crucible Moment is available for purchase from AAC&U or to download free as a pdf.

For further information, see <http://secure2.aacu.org/store/detail.aspx?id=CRUCIBLE>.



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Caryn McTighe Musil is the Senior Scholar and Director of Civic Learning and Democracy at the Association of American Colleges and Universities. Until November, 2012, she was the Senior Vice President of the Office of Diversity, Equity, and Global Initiatives.

A Bonner Scholar's Journey to Examining Higher Education Leadership

By Hunter Phillips Goodman, Executive Director of Development at the University of Central Arkansas and Bonner Scholar Alumna, Rhodes College

Recently, a colleague asked me to explain the difference between experiential education, civic engagement, and service-learning in a liberal arts environment. I shared the image of a small pebble landing on a lake, causing the water to ripple around it in concentric circles. This metaphor helps to illustrate my own experience and discovery of service.

As a student at Rhodes College, I focused my time in direct volunteerism and service-learning. Through my work as a Bonner Scholar, I served at the nearby crisis center, discovered my love for organizing through the Kinney Leadership Program, and learned that my passion for helping others could be channeled into work with students and community. My academic concentrations in English and Religious Studies took on new meaning for me in a service-learning course called *Hunger, Plenty, and Justice*. I remember a particularly poignant

moment in the course where I served in two different soup kitchens. In one, the people were shuffled through the food line like cattle, hurriedly encouraged to fill a plate and leave. In the other, my fellow students and I served each guest by bringing a plate

liberal arts institutions within the higher education landscape. Pressures of enrollment, tuition, retention, and financial growth face college leadership. Institutions must balance the need to recruit high-quality students who understand the impact of a liberal arts education with the core values of the institution and a sustained ability for revenue generation.

Yet, civic engagement is more than a program for higher education. Whether defined as experiential education, civic engagement, community engagement, or service-learning on a particular campus, service is a core value for the liberal arts.

Through personal and professional experiences in higher education, civic engagement, and service, I have seen profound differences in leadership approaches. Through this, I have come to understand engagement's tremendous value.

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Hunter Phillips Goodman (center left), Coordinator of the Bonner Scholars Program at Wofford College in 2001, poses with Mark Line, former Director, and Mrs. Bonner during a visit with students in the Bonner Scholars Program.

to the table and sitting with them during the meal. We shared. We talked. The inequities of hunger, plenty, and justice became real through the lives of the men and women at the shelter. The statistics and literature took on meaning of real people living nearby.

It is a tremendous time of opportunity and challenge for private

When I started a doctoral degree in leadership studies, I asked why some institutions embrace civic engagement on their campuses and in their communities while others do not. This led to many questions.

How do colleges invest financially in civic engagement? And, how is civic engagement an integral part of the mission of liberal arts institutions? Each inquiry led me to the ultimate question: why should institutional leaders make civic engagement a priority above other pressing issues before them?

Reflecting on My Journey

As I look back, I can see the Bonner Scholars Program has had a tremendous impact on my professional and personal journey as a transformational and servant leader,

service and civic engagement in a life-changing way.

That same spring, I was introduced to social justice advocacy through the Campus Outreach Opportunity League (COOL) Conference. Along with fellow college students from around the country and world, I gathered for shared dialogue, education, and empowerment of student advocacy for social justice and human rights issues. My world broadened to see service and volunteerism as a larger ripple in the water. It was no longer about my impact locally in Memphis but rather the power of many students working together across the country.

The Bonner Program has given me tremendous opportunities for direct service and leadership which did not stop after college. Through

Wofford College, I walked alongside students as they intertwined their direct service with their personal strengths. They too discovered the connectivity between their career goals and their individual impact. As director of the service-learning and volunteer programs at the University of Southern Mississippi, my world broadened again to understand the impact of financial resources on civic engagement at public institutions. The institution was deeply committed as an agent of service and change in the Hattiesburg community, and yet its programs operated on a shoestring budget. As director, I annually advocated for additional funding to propel growth of the service initiatives. I saw the transformative power of service-learning in the classroom along with its ability to

advance faculty research and teaching. I watched students engage in local service through AmeriCorps and discover their full professional potential. But we struggled for the resources to move beyond sustaining our daily work. As a nonprofit executive director, I learned the value of asking

community partners for their insight and ensuring they are equal partners in civic engagement.

Coming Full Circle

My doctoral research brought me back to my Bonner Scholars Program roots. I had the privilege to study the roles of presidents at five institutions connected to the Bonner network in civic engagement. I learned from the time, transparency, candor, and wisdom of all five college presidents who participated in the study.

“ My Bonner journey through service and leadership has helped me understand my professional aspirations to serve as a college president. ”

one that has shaped my own vocation. I joined the Bonner Scholars program at Rhodes College in my junior year. I did not know then that the experience would transform my career path, shape my personal leadership style, and open new opportunities for application of my liberal arts education.

Little did I know seventeen years ago when I met Bobby Hackett and Wayne Meisel at my first Bonner Scholars Program conference the summer after my junior year that my world would be broadened to understand the power of collegiate

the multiple lenses of a student, program coordinator, service-learning director, board member, and nonprofit professional, I have watched civic engagement transform and grow within higher education from a focus on volunteerism and service-learning to a larger and more integrated emphasis on the institution's civic commitment.

Professionally, I later discovered a role for my leadership and service through coordinating student and faculty programs for service-learning and volunteerism. As the Bonner Scholars Program coordinator at

These college presidents helped me understand the tremendous challenges and opportunities for civic engagement within a liberal arts education. Through their honesty and example, I understood the third ripple on the water in my concentric circles. Experiential education, as an institutional strategy, takes the classroom experience out into the broader community for hands-on application.

Thriving as Institutions

When the institution thrives, the community benefits and when the community thrives, the institution, its students, faculty, and staff benefit. I am not naïve to think that institutions can altruistically support their communities without attention to their own survival and growth.

Private liberal arts institutions are businesses that must sustain and increase their revenue in the face of competitive factors in the higher education marketplace. They must compete for students, faculty, and resources in an arena focused on career-driven preparation and readiness. However, campuses that

offer deep opportunities for engagement like Bonner provide



Hunter Phillips Goodman gathers with other Bonner alumni and staff including Adetekunbo Adeshile (Earlham College), Stacy Orr (DePauw University), Jana Schoeder (Director of Civic Engagement), Mary Jones (Earlham College), and Kristi Matthews (Guilford College), at the 2013 Bonner Summer Leadership Institute “Let Your Life Speak” at Earlham College.

examples of win-win scenarios for both community and campus. If civic engagement is part of the institution’s ability to carry out its mission, this value will be present in its financial resources, investments, and priorities. Colleges and universities need a tangible way to quantify and measure their engagement through fiscal investment along with mission inclusion and faculty and staff support. Civic engagement must be more than an ideal. Like teaching and research, it needs financial investment and personnel to advance and grow in higher education institutions.

Today, I see the tremendous opportunity for leadership in higher

education. My Bonner journey through service and leadership has helped me not only articulate my own professional aspirations to serve as a leader in higher education, perhaps even as a college president, but has put them into a larger context. Local communities and their partnering higher education institutions have a unique tie that binds from an economic and human development standpoint, reinforcing their mutual sustainability.

About the author:

Hunter Phillips Goodman is the Executive Director of Development at the University of Central Arkansas. She recently completed a doctoral program at the University of Central Arkansas in Leadership. She is interested in connecting the synergy between education and nonprofit development and harnessing the collective power of nonprofits. She continues to be involved in a national network supporting student leaders through the Board of Directors for the national IMPACT Conference.

One Partner's Perspective on Equal Partnerships and the Importance of Place

By Jamé C. Johnson,
Educational Specialist for Crawford County School District

In the spring of 2012, I was invited to join the Bonner High-Impact Initiative as a community partner on the Meadville and Allegheny College team. Soon after, I became the co-leader of the team. Being a part of this network, specifically the pioneer cohort, has been extremely enriching and rewarding. I have deepened my understanding of democracy and civic engagement through thought-provoking readings and exciting research. I have expanded my professional network and stocked my “toolbox” full of new frameworks with which to examine the world and the tools necessary to change it. Here, as a community partner, I share reflections on one critical aspect of our team’s work and a few of the lessons I’ve learned from our experience.

The Importance of Place

Over the years, the Meadville, Pennsylvania community and Allegheny College have developed and maintained many positive and productive partnerships. Previously, Allegheny hosted a book study in which several community partners expressed a desire for students to be more informed about community context and partner organizations in preparation for interacting with agencies, members and clients. When our Bonner High-Impact Team began to study the Bonner Foundation’s High-Impact Community Engagement Practices, we knew that we needed to focus on *place*, the idea that civic

engagement “focuses on understanding and responding to the history, assets, needs, politics, economics, and other facets of the community.” A focus on *place* asks:

- Is the community engagement systematically informed by an understanding of the place and community voice?
- Are our community’s assets and needs systematically informing the community engagement? (Hoy and Johnson 2013).

Place matters a great deal, yet in our experience many institutions invite

students, faculty and staff members to a campus without much attention to the surrounding *place*. For example, when new students arrive each fall, entire departments, programs and courses are focused on orienting them to the campus. Students are mandatorily informed about residential life, course requirements, parking, alcohol policy, safety and security. In contrast, very little, if anything is done to orient all students to the larger community they have joined. When I thought back to my own undergraduate experience, I realized that a campus-centric mindset is probably common in residential undergraduate culture.



Community partner representatives gathered at the 2012 Bonner High-Impact Institute to discuss why their leadership roles and perspectives are critical to informing the direction of campus-community partnerships and academic community engagement.

But this myopia seemed particularly curious at Allegheny College, an institution that prides itself on a high level of community engagement of its student body. Even if a welcome to a larger community spirit is rare, shouldn't it at least exist here, if nowhere else?

Our team realized that the same community knowledge gap existed for newly hired faculty and staff. Some might view this lack of information as a reflection of the belief that adults are capable of navigating new areas on their own and don't need the institution to orient them to the larger community. However, I believe that new members could easily read the lack of orientation as an indication that joining and becoming active in the surrounding community is not necessary or valued by the institution. How an institution signals these messages and draws the boundary lines can set the tone of campus-as-community.

It was clear that something needed to be done to help all members of the campus community recognize that the institution is a part of the Meadville community. So we began to explore ways of ensuring that the campus had a real and experiential understanding

of our city, our region and the voices of our community. How different might the perception of community boundaries be if institutions both recognized and presented themselves as part of the larger community and oriented its members within that community? What if matriculation ceremonies and new employee and faculty orientations included a

With these aspirations in mind, our team worked to determine what incoming students, staff, and faculty should know about our community. After struggling for quite a while, we realized the problem: there was no way that we could or should answer that question alone, without involving other key campus and community constituents.

We were three people sitting in a basement lounge on another campus hosting the meeting. Not only would it be inappropriate to speak for the rest of the Meadville community, but even if we did generate some kind of narrative, it would be limited at best, likely factually incorrect, and alienating at worst. Clearly, the first step to privileging our *place* would be to talk to people in and from our community about our community. We needed to begin by listening. This resulted in our first high-impact project.

Our goal was to ask community members to help Allegheny faculty, staff, students, and invested community collaborators learn about our city and our region through a text authored by and with community.

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Members of the Allegheny and Meadville Bonner High-Impact Team, including Paige Missel (speaking) and Jamé Johnson (right), present team strategies for integrating engaged learning and community engagement

proclamation from the Mayor welcoming students, faculty and staff to the broader city and region and inviting them to become an active citizen for as long as they call it their home?

Inspired by the history and work of the Highlander Research and Education Center in New Market, Tennessee, our team began the work of listening by hosting a series of Community Listening Circles. In these circles, we invited community members to share responses to questions like: “What would you like Allegheny students, staff, and faculty to know about the Meadville and Crawford County Region?”

Good Neighbors and Good Partners

What I have heard expressed both through my involvement in Community Listening Circles and through conversations with other community partners within the Bonner High-Impact Initiative network is a desire for institutions to better prepare their members to be good neighbors and good partners.

perpetuate the current popular narrative, go, listen, learn, and experience for yourself. When people see that you want to know about the community, about them and their experiences, they are usually more than willing to share. Even if all of those stories you’ve heard were true, there would still be more to learn.

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A community needs the unique gifts, talents and perspectives of all of its members and organizations. That includes you.

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Though the project is still a work in progress, the insights that we gained thus far have been incredible. Not only has our team learned a great deal, but we’ve also shifted our view of *ourselves* in this work. What began as “a three year initiative to tell the story of a town and its college” has now become an ongoing “conversation on the significance of our community and the voices of those who live here” (Johnson and Roncolato 2013, 1).

The text that has been written in this project serves both as an informational tool and as an invitation for Allegheny faculty, staff, and students to recognize Meadville and Crawford County as their community and to go and listen for themselves. It is our hope that this project continues throughout the years and that ongoing intentional listening becomes a part of the Allegheny way.

Good Neighbors

Community members want institutions and the individual faculty, staff and students who comprise them to be good neighbors:

- **Acknowledge the institution and the campus as a part of the larger community.** Colleges and universities are located within communities. You live *here* now. So join the community, not just the campus. Become a citizen of the city, town, or region. This involves going beyond the campus walls and interacting with the people and organizations that make your community what it is.
- **Adopt a first-hand listening posture.** You will likely be met with many stories about your new *place* upon arrival. Before you accept and

- **“Where you came from is not necessarily better. Where you came from is different.”** This is a key insight. Coming in with previously conceived notions about this community is not going to benefit you. You need to learn from the community (Johnson and Roncolato 2013).

- **Connect and Invest.** A community needs the unique gifts, talents, and perspectives of all of its members and organizations. That includes you. Lack of participation is often perceived as lack of interest or the belief that a community is not worth your time. So volunteer or join the board of an organization that interests you.

Become the kind of civic-minded professionals and students who invest in the region through involvement, leadership, research, and professional opportunities now and after graduation.



Students, faculty, partners, and administrators are part of the Allegheny College and Meadville Bonner High-Impact Team to create strategies to deepen and connect community engagement to the core, recruiting other campus-wide constituents. Jamé Johnson (Educational Specialist for Crawford County School District) and David Roncolato (Director of Civic Engagement at Allegheny) co-lead the team. Here, members of the team pose with Caryn McTighe Musil and Natalie Johnson, coaches on the project from the Association of American Colleges & Universities.

Good Partners

The level of respect an institution has for its partners and partnerships is evidenced by the level of its preparedness before it interacts with those partners in any official capacity. As we begin to build relationships and collaborate, community members also want institutions and the individual faculty, staff, and students who comprise them to be good partners:

- **Meet in person.** The initial contact is a great opportunity to communicate the level of respect you have for the community. Whenever possible, preliminary phone calls or emails should be followed-up with a face-to-face meeting off campus.
- **Ask.** Before there is a project, let there be a conversation.

Begin community-related initiatives by asking community members about priorities, concerns, and perceived needs instead of relying on hearsay or assumptions.

- **Invite co-educators.** We are all experts of our own experience. Invite community members to acknowledge their role as co-educators and orient your faculty, staff, and students to view them as such.
- **Formalize feedback.** Create a formal structure and timeline for giving and receiving feedback from community partners throughout the lifetime of the collaboration. Doing so

communicates the expectation that our partnership should be mutually beneficial. Failure to do so communicates that community partners are simply unpaid extensions of the campus, rather than part of a team working to unite and strengthen the community that we share.

As important as it is to share these sentiments about being good neighbors and good partners, it's even more important to survey one's own community. You might learn that your fellow citizens want many of

the same things from your institution, faculty, staff, and students. Or you might find that they don't share these concerns at all, but care very deeply about a different set of issues. Consider sharing this article with your community partners and discussing their reactions. Even if you think you already know the answer, ask anyway. You might be surprised.

Learning: Not Just for Institutions

The Bonner High-Impact Initiative has resulted in generative discussion and sharing amongst the institutions involved. Knowing that individuals within my partner institution are thinking deeply about civic engagement and challenging the larger campus culture makes me even more invested in our shared work.

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Seeing members of our community invited to initial conversations, watching programs be developed in response to their expressed priorities, and knowing that they're being asked for feedback along the way is incredibly empowering. I believe that these manifestations of true partnerships are the key to uniting institutions and communities.

There has also been great learning for community partners. Participating in this project has given us a space to reflect on our relationships with our respective institutions and to examine the events, assumptions, and power dynamics that have brought us to where we are now. It has also allowed us to see and hear about other models for partnering with institutions and within communities.

Because I've had an opportunity to think critically about ideal interactions with the college, I now find myself re-examining other partnerships and approaching them in different ways.

I am more inclined to listen first. I ask the kinds of questions I would like to be asked, such as: What are your top priorities? What is the larger context around this issue? Do you have the capacity to collaborate on a project at this time?

I also ask myself new questions now. In what ways am I a civically-engaged professional? How am I

cultivating and sustaining true partnerships? How am I respecting individuals as experts of their own experiences? Given the power dynamics of a given situation, how am I working to ensure that every voice is heard?

As a result, the relationships that are being developed and strengthened have moved beyond campus-community partnerships to include relationships between community partners, organizations, and individuals. I don't know whether this was one of the original goals of the Bonner High-Impact Initiative, but it certainly is a beautiful unintended consequence.

Shifting organizational culture and structures is not easy. History, context, and power dynamics are all very real factors that make this work complex.

Simple?

Shifting organizational culture and structures is not easy. History, context, and power dynamics are all very real factors that make this work complex. While those challenges ensure that this work won't be simple, I believe that orienting ourselves and our institutions and organizations toward being good neighbors and good partners is entirely achievable. They are challenges worthy of our investments.

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Jamé C. Johnson is a public school educator in Meadville, PA. She co-chairs the Meadville Bonner High-Impact Team from Allegheny College, which is working to make community engagement deeper, more pervasive, and more integrated on campus.

Educating for Democracy and Democratizing Education

By Linda DeMeritt, Provost at Allegheny College and David Roncolato, Director of Civic Engagement and Professor of Community and Justice Studies at Allegheny College

At Allegheny College today, we are working to move from a fragmented to a better integrated model of civic engagement. The new Allegheny Gateway: A Portal to Communities, Cultures, and Careers will open formally in a newly renovated library space in January, 2015. What has led to the Gateway? In this article, we share part of that journey, one which has also resulted in a deeper understanding and realization of the relationship between education and democracy.

The Gateway originates from and is built upon the Allegheny College Center for Experiential Learning (ACCEL), created in 1998 as a result of strategic planning at that time focused on bringing together experiential opportunities for students. This unit, then reporting to the Dean of Students, integrated Career Education, Pre-Professional Studies, International Education and Community Service/Service-Learning. Allegheny College launched its Bonner Program with an inaugural class of 20 Bonner Leaders concurrent with the opening of

ACCEL and supported by its staff. Both the success and the limitations of this center influenced the deliberations on the development of a new structure.

Our current strategic planning process, begun in 2009, centers on answering President Mullen's question from the opening meeting of the planning group: What kind of an

demonstrate effective engagement in local and global contexts. Three main strategic commitments to U.S. diversity, internationalization, and civic engagement were articulated, along with the recognition that integrative thinking was necessary to understand not only these commitments, but also deeply vexing and interdependent societal problems

of the new century. These new strategic priorities necessitated a re-conceptualization of the former ACCEL structure, but what would replace it? And how would we connect the areas and their objectives?

The scholarship of Caryn McTighe Musil provided one answer. Musil criticizes the isolation of the civic engagement movement in higher education

from the movements of U.S. diversity and global learning. She writes:

The bifurcation of the civic engagement movement and the diversity movement – along with its kin, the global learning movement – continues to suppress
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Students who are part of Allegheny College's service corps, including Bonner Service Leaders and Davies Service Leaders, gather for an all corps celebration.

education do our students need to thrive personally and professionally in the complex and diverse society of the 21st century? The campus reached consensus on the following learning outcomes or answer: Allegheny College students will acquire civic and intercultural knowledge and

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Our students are passionate about service. As educators, we need to challenge our students to move beyond service for the sake of service and dig into the underlying issues and root causes.

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the intellectually dynamic and educationally transformative power of all three educational reform movements. Each needs to embrace the fundamental insight: democracy is threatened or can be stifled entirely when stark inequalities persist. Diversity and global education movements have kept such historic and contemporary analyses of power and inequality at the intellectual forefront of their work. The civic engagement movement, on the other hand, has established a wide range of hands-on practices that engage students and higher education institutions directly in addressing pressing unmet social needs (Musil 2011, 240).

This challenge to higher education resonated with the Allegheny campus, where disconnection, isolation and competition for resources had historically characterized the relationship among the three movements in higher education. As such, Musil’s work offered a critical eye to inform the vision for the new Gateway.

We invited Musil to visit campus and provide guidance for the restructuring. In a summary report from a December 2012 consulting visit to Allegheny’s campus, Musil made the following observation:

I argue that the triangle of civic engagement, U.S. diversity, and global understanding – when influenced by each other’s signature scholarship, perspectives, and pedagogies – has the capacity to transform our campuses, communities, and global commons. You are taking that concept and creating a structure to foster that cross-fertilization, allocate resources to cultivate more collaboration, and tamper with disciplinary silos and carefully delineated boundaries between student and academic affairs. In doing so, you actually seek to match through the Gateway how students are likely to experience Allegheny College and the larger world. (Musil 2013, 2).

In the spring of 2012, Allegheny College agreed to participate in the first cohort of a three-year Bonner Foundation project to integrate AAC&U’s High Impact Practices with the Bonner Foundation’s High-Impact Community Engagement Practices. The Bonner High-Impact Initiative was timed perfectly to support and further goals articulated in the institution’s current strategic plan. In particular, our participation has advanced a necessary transition from our current entrepreneurial and fragmented model of civic engagement to one that is integrated more intentionally with the community and contextualized more fully within a political and historical

framework. The need for this transition is apparent in the following four challenges:

- 1) Our students are passionate about service. However, as educators we need to challenge our students to move beyond service for the sake of service and dig into the underlying issues and root causes of community challenges and human suffering.
- 2) Our faculty are extremely entrepreneurial. Individual initiatives have been recognized and appreciated by the community beyond campus. However, this same spirit of entrepreneurship can, at times, lead to duplication of effort, burn-out, and episodic rather than sustained engagement with the community.
- 3) The “town/gown” relationship between Meadville and Allegheny has never been better, engendering numerous community-based projects. Many of these projects, however, are driven by college interests rather than by community voice.
- 4) Our faculty and staff are both committed to community-based learning. However, without a central organization, they are working in isolation, which is then reflected in a curriculum and co-curriculum that are not thoughtfully connected to each other.

To transform student passion into deeper understanding of community need, the Gateway braids together civic education, international education, and multicultural affairs. According to Musil, an emphasis on service without studying the historical and systemic reasons behind the need for this service in the first place can leave the underlying structures of poverty and inequity unchallenged.

To ensure community voice and sustained, developmental community engagement, the Gateway provides a clearly designated, central, and visible space for civic collaboration. All interested parties – students, faculty, staff, and community partners – will know where to go or what number to call to learn about

available resources, projects, ideas, and needs. And to connect the curriculum with the co-curriculum to create a cohesive and unified education, the Gateway brings student and academic affairs in close collaborations.

The Allegheny Gateway represents our vision for organizing, housing, and incentivizing engaged activities on campus and making sure they are linked to community voice. We chose Gateway as our metaphor because this

new collaborative space will serve as a portal to those student experiences which we believe will lead to a life and career after Allegheny embedded in democratic principles and practices.

Democracy and Education

The Bonner High-Impact Initiative not only helped us to conceive our



Allegheny College, located in Meadville, Pennsylvania, is working to create the new Allegheny Gateway as a visible campus center for organizing, housing, and incentivizing engaged activities on campus and making sure they are linked to community voice.

new Gateway, it also provided us the first opportunity to practice the theory and principles behind that conception. Through this project, the Bonner High-Impact Team modeled the relationship between democracy and education in three ways: through the composition of the team, the process of collaboration, and the content of the gatherings and the resulting initiatives.

Each campus involved agreed to develop a team composed of community partners, students, faculty

members and administrators. In a preliminary planning retreat at the Bonner Foundation in March of 2012, John Saltmarsh, noted scholar and Executive Director of NERCHE, challenged the schools to consider carefully the organizational structure of their teams. To take the epistemological implications of this work seriously, he argued, the campus

teams ought to be co-led by a person from the college and a person from the community.

Allegheny took seriously what we affectionately refer to as the “Saltmarsh challenge,” and Jamé Johnson, an educator with Crawford Central School District, agreed to co-lead and co-coordinate the Meadville/Allegheny High-Impact Team. What we have come to appreciate from this three-

year process in shared leadership is the shifts in paradigms of place, power, and privileging of certain types of knowledge over others. Shared leadership fosters the democratization of higher education.

Allegheny’s team gathered for the first time in May, 2012. Johnson recommended we begin our work together by sharing what brought each member to the table and then setting group norms.

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This process consumed more than half of our planned two-and-a-half hour meeting. In retrospect, giving this process the time it needed made all the difference. The sharing gave the group enough trust to set demanding group norms. We decided to drop titles like “Provost” or “Dr.”, to regard no question as being stupid, to be quick to listen and slow to speak, and to agree to disagree but to learn from the disagreement. The most significant group norm that surfaced that day was the commitment to valuing everyone’s voice equally. This norm has reverberated in every discussion of our work as a mantra: “every voice, equal voice.” We are learning that democracy, as a process, requires a commitment to “every voice, equal voice.”

In addition to embodying the process of democracy, the group studied democratic content together. At the first gathering of the team, every participant received a copy of *A Crucible Moment; College Learning & Democracy’s Future*. This publication challenges higher education to address the anemic state of U.S. civic health, thereby providing our team the content for democratic education that would complement the process for democratic education. Despite the challenges in our nation’s civic life, the document argues that:

...Evidence suggests a majority of the current generation of young people care deeply about public issues. True, many are alienated by uncritically partisan debate

among politicians and the polity, by corporate influence over policy making, and by inefficient government processes; yet, a significant portion of college students are interested in community service that leads to systematic social and political change (The National Task Force 2012, 4)

Institutions of higher education must capitalize on student interest to participate in positive social change and to create the educational pathways to make deep learning around these issues possible.

A Crucible Moment addresses the hard, but vital, work of moving civic learning and democratic engagement from being sporadic to pervasive on our campuses. Appendix A of the report offers “Civic Investment Plan

faculty, staff and students in discussions about higher education nationally. It is a way to bring congruence between the content of democracy and the process of democratizing higher education.

Allegheny’s Bonner High-Impact Team generated three initiatives currently being operationalized. The first is a civic learning requirement of all graduates. Some courses will fulfill the requirement by investigating policy and political systems; others will have service-learning embedded in them. This initiative led to a re-envisioning of the College’s general education requirements more broadly and eventually resulted in the proposed addition of not only civic learning, but also international perspectives and power, privilege and difference. Thus the new general education requirements (if passed by

“ **Institutions of higher education must capitalize on student interest to participate in positive social change and to create the educational pathways to make deep learning around these issues possible.** ”

Templates” that assess the pervasiveness of an institution’s efforts. Allegheny’s team read and digested the significance of *Crucible* together – students, community partners, provost, faculty members and staff. We discovered that we learn better together than we learn in our separate silos. Since then, the institution has adapted structured reading groups as a common practice to involve community partners,

faculty vote this fall) will mirror the three strategic objectives supported by the Gateway.

The second initiative is a listening project based on the listening circle philosophy of the Highlander Center, first developed by Myles Horton. The “text” new Allegheny students and faculty will be receiving about the community beyond campus will be written by members of that community.



Leadership from partner agencies and students work together closely to design and carry out projects. Here Janice Courtney from Meadville Council on the Arts and Quinn Kobelak, Allegheny Student and Bonner Service Leader, collaborate on a community event to introduce Allegheny Students to Meadville.

Our third project is a network for local knowledge and research as a new function within the Allegheny Gateway, making that new structure the hub for communicating between community and campus.

To conclude, we would like to share an insight from Elizabeth Minnich, AAC&U Senior Fellow, shared during the “Civic Learning at the Intersections: Liberal Education, Work and the Civic Arts of Collective Action” workshop at the AAC&U conference in January, 2014. Minnich acknowledged the longstanding dichotomy between democracy and education. Within this tension, educational excellence is defined in terms of the exclusivity of expertise. Job preparation competes with liberal education; making money competes with serving the community.

However, she also confirmed her belief that the tension between educating for employment and educating for the common good can be overcome.

Democratizing education and educating for democracy can be, in fact ought to be, not just compatible but complementary. Allegheny College is just beginning the experiment in the democratizing impact of an education that embraces the norm of “every voice, equal voice.” The gate to our Gateway is just beginning to open. We have many to invite through that gate and much to learn as we do so.

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FunLab: A Model for STEM Education for Youth

By Breagan Ricks, Founder of FunLab, Incorporated and Bonner Scholar Program Graduate, Class of 2013, Spelman College

As a Bonner Scholar, I took a unique approach to addressing educational inequities in my community by developing my own non-profit organization. In the fall of 2012, I founded FunLab, Incorporated as a 501c(3) educational nonprofit organization and a registered student organization at Spelman College with the mission of providing students a strong foundation in scientific experimentation. I am but one of many students whose collegiate experience in service activates a passion to be an entrepreneurial change maker.

FunLab fosters an environment where students can expand and enhance their knowledge in the scientific disciplines ultimately encouraging students to pursue a career in the fields of science, technology, engineering and mathematics (STEM). FunLab targets underrepresented students who may have limited opportunities to explore STEM subjects as focuses for their

career paths. FunLab boasts many accomplishments as a student founded and coordinated nonprofit organization and continues to grow the support of Spelman College and the surrounding community of West End, Atlanta.

FunLab was cultivated out of an idea to promote social inclusion and to improve the perception of science, especially among students of color.

with science. Unfortunately not all students are able to be a part of such experiences, especially since STEM fields can be unknown or stigmatized in Black communities, and the lack of knowledge manifests into preconceived notions of exclusion.

Since its conception, FunLab has reached over 120 students, mainly from low-income and minority backgrounds, and has recruited



During an experiment with youth at FunLab in Atlanta, Georgia, a Spelman student volunteer and local students take turns playing the roles of recorder and investigator.

student membership and participation from both Spelman College and Morehouse College. Currently, FunLab partners with M. Agnes Jones Elementary School and KIPP Strive Academy in Atlanta, Georgia. Together, they host FunLab sessions with participating students on a consistent basis throughout the school year.

When asked about my motivation for FunLab, I would say that I aim for students who participate in FunLab to have an enjoyable learning experience

This work has rippled to have national and international dimensions. Recently, FunLab Bonner Scholar DJenny Pierre was selected as a Dalai Lama Fellow

who will participate in a global program personally authorized by His Holiness the Fourteenth Dalai Lama that envisions and works towards a world that tends to the good of the whole as well as of the individual.

Each FunLab lesson is a part of fundamental model where basic information about the experiment and concepts associated with the scientific investigation are included. Students

then conduct a thirty-minute experiment, which allows students to apply what they have previously learned in an engaging activity. The experiment is followed by a brief reflection assessing what happened in the experiment and determining if student hypothesis was supported by the investigation. According to pretests and posttests, the information that students learn in FunLab is retained, with 100% of students demonstrating improvement of concepts discussed in each FunLab session.

Students designed curriculum according to proven practices. Each lesson taught in a FunLab session is aligned with the Atlanta Public School System's scientific standards and designed to strengthen the ability of the students to follow the laboratory procedures, record data and observations, and merge textbook learning with hands-on-application. FunLab operates year-round, and



Bonner Scholars DJenny Pierre (left) and Kellie Morgan (right) at the dissection lab with youth involved in FunLab, Inc.

special events are planned for each school semester. Past topics covered include DNA, electricity, and physical states of matter.

FunLab's unique approach to presenting scientific concepts has made the program very successful. Program surveys and analysis of FunLab test scores verify that the program is both educational and enjoyable for the children and youth involved. FunLab caters to the auditory, visual and kinesthetic learner to ensure that every student benefits from each lesson. FunLab volunteers monitor participants during experiments to ensure their safety. Yet, the children read the lab reports and perform the experiment themselves, searching for evidence that supports or does not support their hypothesis. After each FunLab session, children are excited to show off their projects to their parents and explain what happened in FunLab that day.

"The reactions we receive from children during an experiment are priceless," says DJenny Pierre, FunLab's Vice President. "It makes all the hard work and long hours worth it."

One of FunLab's most exciting moments was a fetal pig dissection at M. Agnes Jones Elementary School. Elementary school students were asked to identify organs in the pig that compared to human organs and describe

how these body parts are similar. This activity provided an opportunity to discuss the functions of organs that were identified. After a discussion of anatomy, students were then given the chance to dissect a real fetal pig under the supervision of adults and FunLab volunteers. Students were very excited for the dissection and actively participated in a brief reflection afterwards. After the activity, students who participated were able to describe specific organs in the pig that are similar to those of humans.

I have also enjoyed the privilege to introduce FunLab to schools abroad. In the spring of 2013, FunLab was introduced to students of St. Mary's Primary Anglican School in Belize City, Belize. The objective was to explain the scientific method because the scientific method is the basis for research in a science field.

(continued)

Scientific topics were presented to enhance student's intellectual curiosity and experience a hands-on approach for learning scientific concepts. In the presentation, each experiment was

students. Along with two other Bonner Scholars, I developed a FunLab lesson investigating how mountains are formed in order to cultivate an understanding of why and how Haiti is

students identify with a career that interests them. In December 2013, FunLab hosted its first annual STEM day for thirty middle school girls of Coretta Scott King Young Women's

Leadership Academy to expose the students to the possibility of pursuing a path in Science, Technology, Engineering and Mathematics. The young women visited Spelman College where they were engaged in a number of science experiments including extracting DNA from

strawberries, brain games, and a panel discussion with STEM majors at Spelman College. When listening to a panel discussion, the middle school students were able to ask honest questions to gain insight on the life of a STEM major. Students were then challenged to think about how they can use their abilities and expertise to serve their community and inspire others to achieve their potential as future academic leaders.

FunLab is particularly unique because it aims to provide a holistic learning experience for students as it connects experiments and lessons to the real world. Not only can students engage in challenging science experiments, but they are also challenged to think about their role as community leaders and academic role models for future generations. By introducing the youth to college students at Spelman and Morehouse College, FunLab encouraged relationships to provide mentorship and allow the children to gain advice from current college students who are motivated to compete in the work force as educated minority students themselves.

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Not only can students engage in fun science experiments, but they are also challenged to think about their role as community leaders and academic role models for future generations.

connected with the scientific method while concepts such as chemical reactions, density, and pressure through breathing were explained. A three-layer float was used to understand density, a lava lamp was used to express chemical reactions, and the activity “lungs in a bottle” demonstrated the steps in breathing. Each experiment was accompanied by a reinforced explanation of the scientific method to promote an understanding of the topic as well as the scientific method. Allowing the students to follow the written procedures also promoted an understanding of how lab reports should be written to be specific and simple for understanding. Students were able to take projects home to keep. Before leaving, a science lab manual was left in the library along with solar rovers that were given to the children as gifts. The trip ended with a reflection session to gain insight on how the children enjoyed the FunLab experiments.

Later in the year, FunLab traveled to Haiti. FunLab partnered with International Christian Development Mission (ICDM) to interact with its

recognized as a land of mountains. The lesson was accompanied by students creating simulated volcanic eruptions through chemical reactions. Each student was able to create an eruption. If an eruption failed, the group assessed what went wrong in order to further understand the elements of the chemical reaction. The lesson ended with a recap of the information and FunLab volunteers asked question to gain an idea of how well the student understood the concept. FunLab volunteers were able to learn and apply new teaching strategies, as they had to overcome the language barrier and ensure that each student was given the attention needed. Volunteers described this service trip as “life changing” because they had a chance to connect with the people while sharing what FunLab is all about. This is the kind of educational experience that allows college students to demonstrate the highest levels of learning and engagement.

Besides providing a strong foundation to hands-on scientific experimentation, FunLab exposes students to science related careers and encourages individual inquiry to help

The children were able to identify role models within their community and interact with these people to receive assurance and encouragement to overcome life's challenges to attain their goals and aspirations. According to a FunLab volunteer, Jovena Walton, "FunLab members of Spelman and Morehouse College may not realize it, but they are seen as role models to the young children that FunLab serves. FunLab is fortunate to have such committed members that inspire the youth to do great things."

Of course, no organization is a success without the contributions of participants, and FunLab has gained a significant increase in membership in the 2013-2014 school year. Bonner Scholars particularly play an important role in the

development of FunLab. Currently, Spelman students Jovena Walton, DJenny Pierre, and Jada Holmes are members of the executive board for FunLab. Taira Fowler has produced the graphics necessary for promotion,

Danielle Gaitor has assisted with data analysis and grant proposal writing, and Kellie Morgan has participated in several FunLab sessions. Collectively, the women of FunLab agree that the organization is effective and serves as a great avenue to address some of the communal challenges. Taira Fowler shares, "I love that FunLab is very interactive and hands on, which grasps the attention of its participants with ease since they have just come from a day of sitting in

class." In the coming year, FunLab aims to recruit more volunteers from other Bonner classes at Spelman College in the hopes of ensuring FunLab's future as a progressive registered student organization at Spelman College.

FunLab Inc. is a perfect example of passion turned into action. The story of FunLab can inspire others because it proves that anyone can make a difference. As a registered student organization on campus, FunLab's executive board can assist with the operations of FunLab and gaining financial support from individuals, the surrounding community and other organizations to ensure organizational success. FunLab is also working towards establishing

underrepresented individuals. With the continued support of the Bonner Program and Bonner Scholars, as well as the campuses more broadly, I am confident FunLab will be long-lived to reach as many people as possible in a meaningful way.

To find out more about FunLab, visit the website at: www.funlabinc.webs.com or connect with FunLab, Inc. via Facebook and Instagram. FunLab executive board members will also address any inquiries via email at funlabinc@gmail.com.

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The children were able to identify role models within their community and interact with these people to receive assurance and encouragement to overcome life's challenges to attain their goals and aspirations.

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FunLab internships within the Bonner Centers on campus (especially at Spelman and Morehouse) to ensure that the FunLab becomes a fully sustainable program. Moving forward, the organization seeks to secure funding to ensure the program's longevity.

Finally, FunLab has proven to be effective. As its founder, I hope that others will realize the importance of a student-inaugurated organization that aims to positively impact

About the author:

Breagan Ricks graduated from Spelman College, where she served in Atlanta all four years as a Bonner Scholar, in 2013. A Biology major from Memphis, Tennessee, she was featured in Ebony magazine for her work. Ricks is founder of FunLab, Inc., an organization that provides exposure and enrichment in Science, Technology, Engineering, and Math (STEM) to youth.

Leadership, Service, and Impact for Good

By Carol Quillen, President of Davidson College

From the Bonner Foundation's beginnings in 1989, its mission and values have found a sustaining home at Davidson College — one of the first colleges chosen to receive Bonner Scholars Program endowment funds. Davidson's Statement of Purpose reads, in part, "to assist students in developing humane instincts and disciplined and creative minds for lives of leadership and service." That is our bedrock. Of course, the specific subjects, programs and methods through which we develop these talents can — and must — change over time. Our curriculum is not static, and neither is our pedagogy. Our primary purpose endures.

The Bonner Program's emphasis on and support for educational opportunity and community involvement has been and remains critical to Davidson's ongoing success in meeting the needs and challenges of the world in which our graduates live. Bonner exposes our students to that world while they're still in school. There is no more powerful combination of forces for good, and that is the reason community-based pedagogies, civic engagement, and entrepreneurship are top institutional priorities.

Davidson's Aspirations

Davidson has defined three aspirations that will frame our efforts over the next several years. These aspirations complement, and are complemented by, Bonner's priorities



Dr. Carol Quillen became the 18th president of Davidson College on August 1, 2011. She has sought to reimagine Davidson's abiding commitment to leadership and service within the evolving environment of the 21st century.

of educational opportunity and community engagement.

First, at Davidson we are reimagining the liberal arts experience so that we can honor both the liberal arts philosophy of education and our abiding commitment to leadership and service within the evolving environment of the 21st century. This is an iterative process — one academic year or semester at a time — that builds on Davidson's strong foundation. We continue to find ways to strengthen, broaden, and deepen transdisciplinary courses of study. We strive to enable students to wrestle for themselves with challenging, complex questions and to do original work, whatever the setting — traditional or non-traditional classroom, studio, lab, or on site in communities close to home and around the world.

Second, Davidson aspires to honor our dual commitment to educational excellence and access — offering the possibility of an unsurpassed liberal arts experience to talented students irrespective of their financial circumstances. Indeed, our commitment to educational excellence mandates a simultaneous and equally unshakeable commitment to access for all talented young people.

Even in the face of today's high tuition sticker prices and other strong economic winds, through The Davidson Trust, Davidson forges ahead in its commitment to meet demonstrated financial need for all students without requiring loans.

These first two aspirations culminate in a third: Davidson will exert disproportionate impact for good in a world that sorely needs it through the lives and work of our graduates. Davidson President Emeritus John Kuykendall, who guided the creation of the inaugural Bonner Scholars Program at Davidson, said to me recently that the program here has reached what has long been expected: *critical mass*. Indeed, graduating some 20 Bonner Scholars a year for two decades is one of the primary ways in which Davidson aspires to make a disproportionate impact for good in the world.

Return on Investment: Davidson Alumni

A college's return on investment is measured through the lives of its graduates. I want to share just a few highlights from the lives of some Davidson Bonner Scholar alumni.

Richmond Blake '09 recently received the Human Rights and Democracy Achievement Award from the U.S. Department of State. While serving in a diplomatic mission at the U.S. Embassy in La Paz, Richmond overcame Bolivian government hostility and intimidation tactics to advance key U.S. human rights priorities. He spearheaded a 21-episode radio soap opera to raise awareness about human trafficking, and through a series of creative low-cost initiatives he modeled how embassies can promote the rights of members of marginalized populations.

On campus for his fifth-year reunion in early June, Richmond reflected that his Bonner Scholarship was a formative aspect of his Davidson

experience. On the one hand, it provided camaraderie among classmates who otherwise might not have been able to attend a school like Davidson. More importantly, Bonner focused their skills and talents outward and into the world, imparting a sense of purpose and opening up new adventures.

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A college's return on investment is measured through the lives of its graduates.

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“Bonner really informs what people want their careers to be,” Richmond said. “I have Bonner schoolmates who are working in public policy, investment in sub-Saharan Africa, as a doctor in an underserved rural setting and with the European Parliament.”

Other recent Bonner alumni are pursuing their passions through a wide variety of enterprises, including, for example, as a college-access advocate with the Charlotte-Mecklenburg affiliate of Communities in Schools; as an international donor relations coordinator for Habitat El Salvador; as a legislative policy and outreach coordinator for the Georgia Municipal Association; as an international studies researcher at Johns Hopkins University. The list goes on.

Bonner alumna Jacqueline Musiitwa '03 founded Hoja Law Group in Nairobi, Kenya, to provide market entry advice and help clients from across the globe handle contract negotiations and legislative drafting, in

East Africa. The Aspen Institute named her a 2014 New Voices Fellow, a one-year opportunity funded by the Bill and Melinda Gates Foundation.

“I want to shift from deal making to mind shifting,” Musiitwa told the Institute in accepting the fellowship. From her earliest initiatives as an undergraduate, the civic engagement

and community involvement of her Bonner scholarship came into play, showing her that, “Even though policy makers mean well, there is often a disconnect between what is put into law and what individuals have to deal with on a daily basis.”

An Engaged Campus

Bringing “what individuals have to deal with on a daily basis” together with undergraduate academic studies is no small feat, especially among the realms of human experience most important to the Bonner network: elder care, civic engagement, environmental stewardship, health care, homelessness, hunger, religious life, youth concerns, and economic justice.

Davidson's Center for Civic Engagement is the focal point of this work for us. The Center has grown both organically and intentionally

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through the years. In strategic planning work that culminated in the 2010 transition of the college's Community Service Office to the Center for Civic Engagement, it is no accident that the Bonner Scholars Program is consistently noted first among Davidson's premier programs that give form and content to our aspirations.

Dr. Stacey Riemer, our director of the Center for Civic Engagement, points to the seminal report, *A Crucible Moment*, released in 2012 by the Association of American Colleges and Universities and the Global Perspective Institute, working in concert with the U.S. Department of Education and with input from the Bonner Foundation as well as many others.

The report's overview states, "As we move forward in an increasingly contentious global century and face a civic learning gap nationally, the United States must make civic and democratic learning for all students a top national priority. The future of our democracy and our shared futures

depend on a more informed, engaged, and globally responsible citizenry."

This is exactly what civic engagement does best at a liberal arts institution, no matter where our students end up. That is why I am so proud to carry forward the longstanding commitment of Davidson's presidents to community-based and transdisciplinary teaching and learning, and even to build on it

reports that during the 2013-14 academic year there were 22 community-based learning courses on campus. In the same year, over 90 percent of our students participated in some form of community work for 81,190 hours of service (a conservative estimate).

Like so many colleges, at Davidson, we work diligently to overcome any limitations that might

be imposed by traditional organizational boundaries. It's working. Last year, the Siena Research Institute's National Assessment of Service and Community Engagement (NASCE) showed that Davidson's POP (percent of possible participation) score is almost double the national average; that Bonners nationwide exhibit a much higher POP score in all areas—

especially around youth—than students not involved in Bonner; that Davidson's POP score in the area of youth/education was "off the charts"—so much so that they had to change the way that the data was represented in its summary graph.



As part of orientation, Davidson students took a long walk around town to familiarize themselves with the location of social service agencies and sites such as the Davidson Community Garden.

with major initiatives like the "academic neighborhood" concept currently invigorating capital construction plans for our campus.

Through academic programming and the Center for Civic Engagement, we continue to put our resources where our priorities are. The Center, staffed by seven full-time employees,

The success of Bonner and related programs at Davidson grows naturally from our commitment to leadership and service, which has led to the creation of strong community-based pedagogies, sustainable community partnerships, firm assurance of resources, and frameworks for intentional reflection.

Operating for over fourteen years, the LEARN Works (Linking Everyone to Achievement Resources Now)

Davidson offers a full range of campus service leadership opportunities; resources for faculty;

“ **A number of programs that pair the college with national and local community partners have flourished as a result of our intentional commitment to service, leadership and civic engagement.** ”

The Power of Partnerships

A number of programs that pair the college with national and local community partners have flourished as a result of our intentional commitment to service, leadership and civic engagement.

The Freedom Schools program developed by the Children’s Defense Fund (CDF) provides summer enrichment experiences for students in kindergarten through eighth grade. The program fosters a love of reading, increased self-esteem, and positive attitudes toward learning.

Davidson College was the first of two higher education institutions to sponsor a CDF Freedom Schools program in 2005 and continues to sustain the program at full enrollment. Classes are held at the Ada Jenkins Center in Davidson, where students receive two meals and a snack each day. Each year six Davidson students are trained as servant-leader interns for the program.

LEARN Works also is based at the Ada Jenkins Center in Davidson.

program partners with families and schools to enrich the educational experience of youth in grades one through six with one-on-one tutoring made possible through a partnership with the college, through the Bonner Program, Federal Community Service Work Study, general volunteering and community-based learning courses. College students also have developed curriculum for the middle school program, served on the advisory board, developed a club structure for the youth and organized special events like the annual talent show. Faculty have incorporated projects with the program as community-based learning assignments.

A more recent initiative builds and expands on many of the same educational goals for youth education. Eliminate the Digital Divide (E2D), a partnership among Davidson College, the Town of Davidson, and the Ada Jenkins Center, aims to provide underserved K-12 students and their families with free or reduced-cost computers and Internet access.

fellowships and internships on and off campus; grants and funding opportunities in support of service and social action; summer programs for incoming first-year students; and a wide variety of annual community-service events and celebrations. Our foundational commitment to leadership in service of something larger than ourselves links generations of Davidson graduates, and our abiding sense of gratitude for the opportunities we have been given strengthens our shared purpose. Bonner is and will be a central part of this identity as Davidson builds on this powerful legacy in our rapidly changing, interconnected world.

About the author:

Carol Quillen is the President of Davidson College. A respected scholar and an accomplished administrator, Quillen came to Davidson from Rice University in Houston, Texas, where she served most recently as Vice President for International and Interdisciplinary Initiatives.

Engaging Home-Grown Talent: The National Bonner Fellows Program

By Ariane Hoy, Vice President of the Bonner Foundation

The practice of nurturing and growing leadership from *within* is respected across many sectors. In *Built to Last*, Porras and Collins (2004) examined eighteen exceptional and long-lasting companies, each in comparison to a top competitor to identify the qualities that made them successful. They found that *home-grown talent* is one of the hallmarks. This practice is not exclusive to for-profit organizations: in, fact it is integrally connected to a developmental model and approach in higher education.

A commitment to home-grown talent has been a principle of the Bonner Program from its inception, demonstrated in the strong focus on student leadership throughout the four-year experience. Increasingly, too, graduates find pathways into higher education and into campus centers for community engagement, as well as leadership. Nearly a third of Bonner Program coordinators are program or campus alumni. Increasingly, the Foundation has begun to examine how to take this concept further to foster leadership for the field.

As an expanding field within higher education and outside of it, civic and community engagement likewise needs clearer pathways for staff and faculty development. Professionals within campus centers must develop and utilize a range of complex skills and knowledge areas including leadership and management, strategic planning, organizational development, learning outcome design and

assessment, fundraising, understanding of student development, training and curriculum design, counseling and advising, risk management, and cultivating partnerships on and off campus. Welch and Saltmarsh (2013) conducted a study of institutions that had earned the elective Carnegie Classification for Community Engagement, which requires campuses to provide evidence of the depth and breadth of the integration of community engagement. They produced a “Top Ten” list to describe the predominant characteristics of these campus community engagement centers. They found that these centers:

- Operate in an environment of campus-wide commitment to civic engagement, including its integration in the campus strategic plan and an institutional operational definition
- Are structured as a central coordinating office reporting to academic affairs with a budget from operational funds
- Have an articulated mission and vision to guide the center’s work
- Systematically involve faculty including through formalized channels such as liaison programs and advisory boards
- Systematically collect data collection and provide analysis for reporting, accountability, and improvement

- Point to increased roles with risk management and increasingly complex functions.
- Finally, center directors have a graduate degree and are professionally aligned with academic affairs (Welch & Saltmarsh, 2013, pp. 188-189).

The demands of building and running campus-wide centers and programs today continue to evolve, in ways that demand even greater professional development. Relying on a small core staff, the Bonner Foundation has sought new strategies to enhance leadership in its network. This year, the Foundation launched the National Bonner Fellowship to engage experienced staff from across institutions in the Bonner network to play a dynamic role in providing leadership, support, and coaching to other staff, students, and programs. As a hands-on leadership and learning opportunity for experienced individuals, National Bonner Fellows are working to bolster the quality and effectiveness of campus programs by leveraging their experience, creativity, expertise, and innovation.

In the coming years, National Bonner Fellows will be involved in a number of critical projects. These include the integration of the focus on capacity-building with community partners and students’ work. A critical initiative, this connects with the work of more than 65 campus programs in the Bonner network that are striving to integrate a focus on measurable

outcomes. Additionally, such efforts can enable the Bonner network to successfully align programs with broader national strategic aims, such as those of the Corporation for National Service and AmeriCorps. Fellows are also working on resource development on critical areas such as strategic planning, campus-wide tracking, training the trainers, and enhancing undergraduate research.

The Foundation hopes to expand this leadership network to include Faculty Fellows in coming years. Future issues of *Engage* will feature scholarship by the National Bonner Fellows and other staff from across the network. The fellows will share their expertise on topics like supporting first generation student success, strengths-based approaches to management, and expanding campus-wide centers. The Foundation is pleased to announce the National Bonner Fellows and highlight their outstanding leadership on campus and nationally. Meet the Fellows:

Marisa Charley, Coordinator of Student Service Leadership and Research at Washington & Lee

University: Charley is a graduate of Allegheny College, where she also was a Bonner Leader. As a senior majoring in Communications, she focused her thesis on a community-based research project that examined the challenges of receiving Low-Income Heating Assistance in the state of Pennsylvania through a rhetorical lens. Upon graduation, Charley served for two years as an AmeriCorps*VISTA with Allegheny's Bonner Program, assisting to coordinate the programs and develop campus-wide engagement opportunities. She now directs the Bonner Program,

coordinates the Shepherd Poverty Program's community-based research efforts, and cultivates academic connections to enhance Washington & Lee's integration of community engagement.

Savannah-Jane Griffin, Director of Community Engagement at Stetson

University: Griffin brings over seven years of progressive student affairs experience and increasing experience in academic affairs. She has overseen the growth of Stetson's center and its transition from student to academic affairs. Griffin has managed the development of efforts to enhance and deepen campus-wide student engagement including through extensive training of Greek Life, integrating campus-wide tracking systems, and the development and implementation of a long-range strategic plan that includes integration with significant academic coursework for Stetson students. As the leader for Stetson's Bonner High-Impact Initiative Team, she has worked on revising the Multicultural Requirement to include engagement and now teaches in the First Year Experience.

Consuelo Gutierrez-Crosby, Civic Leadership Coordinator at Macalester College:

Gutierrez-Crosby's passion for engagement began with her studies at Macalester. A double major in International Studies and Sociology, she examined the United Nations Convention more closely, focusing specifically on child prostitution. As a Fellow at the Human Rights Center at the University of Minnesota, she worked to promote the UN Convention on the Rights of the Child. Earning a Master's in Public Policy from the University of

Minnesota's Humphrey Institute, she worked with several non-profits before returning to Macalester including the West Seventh Community Center, Big Brothers Big Sisters, and United Way.

Shannon Hoffman, Community Service Coordinator for the Bonner Center for Faith and Service at Rhodes College:

Hoffman brings experience managing a Bonner Scholars Program at two institutions, Emory & Henry College and Rhodes College. She earned a Master's of Education, focusing on Higher Education Administration, at Vanderbilt University. Between these experiences, she served as an AmeriCorps GED instructor in Central Appalachia. Currently, Hoffman is involved in a committee working to foster Community-Integrative Education, an approach that emphasizes the importance of a wide variety of out-of-class learning experiences for students' learning and development of civic-minded dispositions.

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OTHER RESOURCES OF INTEREST

FOR ADVANCING THE WORK OF COMMUNITY ENGAGEMENT & LEARNING

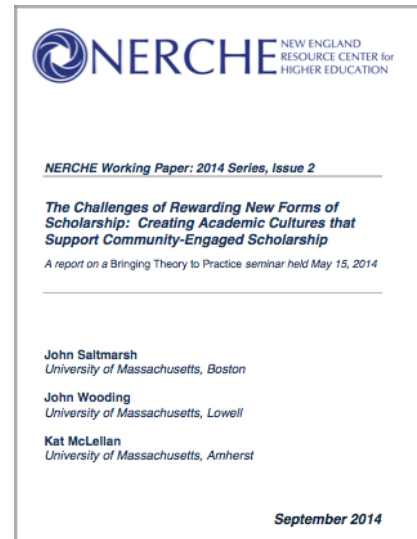
FIND OUT ABOUT YOUR STUDENTS' VOTING PATTERNS: JOIN THE NATIONAL STUDY OF LEARNING, VOTING, AND ENGAGEMENT, through the Center for Information and Research on Civic Learning and Engagement ([CIRCLE](#)). We're excited to tell you about a free and easy opportunity for you and your institution. [CIRCLE's](#) National Study of Learning, Voting and Engagement ([NSLVE](#)) is both a service to campuses and a significant research initiative on college student civic learning and political engagement. To date, nearly 500 campuses nationwide have signed up to receive a tailored report containing aggregate student registration and voting rates (see sample [here](#)). You will learn how many of your students are eligible to register to vote, how many registered, and how many voted. You can also learn voting patterns broken down by age, class level, field of study, gender and race/ethnicity. This is not a survey; *you only sign and submit an authorization form*.

NSLVE complies with FERPA and protects student privacy. The authorization form you sign allows the National Student Clearinghouse to match your student enrollment records (which your institution already provides them every 6-8 weeks) with public voting records. The Clearinghouse then de-identifies these records before sending them to CIRCLE for analysis. The reports sent to your institution are confidential and sent to only one designated individual at each campus. This process ensures the protection of your students' privacy while also providing your institution with an opportunity to learn about your students' voting behaviors.

To participate, simply sign [an authorization form](#) and email a scanned copy to Margaret Brower at CIRCLE (you can email her at Margaret.Brower@tufts.edu). Sign up this year and you'll be able to receive your registration and voting rates for both the 2012 and 2014 elections!

THE CHALLENGES OF REWARDING NEW FORMS OF SCHOLARSHIP: CREATING ACADEMIC CULTURES THAT SUPPORT COMMUNITY-ENGAGED SCHOLARSHIP, a new report by Saltmarsh, Wooding, and McLellan (2014) that is the result of a meeting involving over 30 faculty and staff from all five campuses of the University of Massachusetts system.

The seminar was funded with a grant from Bringing Theory to Practice and was hosted by the New England Resource Center for Higher Education (NERCHE) and Boston URBAN (Urban Research-Based Action Network).



The purpose of the seminar was to examine a wide range of faculty rewards (including promotion criteria, awards, faculty development support, and policies at various levels) that provide incentives and rewards for faculty to undertake community-engaged scholarship.

Community-engaged scholarship focuses academic knowledge to address real-world issues through mutually beneficial, reciprocal collaboration with community peers. These peers have locally grounded knowledge and experience. The report provides a set of findings and concrete recommendations for both the University of Massachusetts system and the individual campuses for measures that can be implemented to advance community-engaged scholarship.

Download the report at:

http://www.nerche.org/images/stories/working_papers/Challenges_of_Rewarding_New_Forms_of_Scholarship_FINAL.pdf

ABOUT THE BONNER FOUNDATION:

Mission: 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 Corella and Bertram F. Bonner Foundation supports anti-poverty programs in the areas of hunger and education. The Crisis Ministry Program concentrates its efforts in central New Jersey with support for 25 community-based and educational institutions combating poverty, especially in the area of hunger.

Beginning at Berea College in the fall of 1990, the Foundation began supporting a four-year, service-based college scholarship program. The Bonner Scholar and Bonner Leader Programs have expanded to more than 65 colleges and universities across the country, providing "access to education, and an opportunity to serve" to more than 3,200 students annually. Since its founding in 1989, the Bonner Foundation has awarded more than \$86 million in annual grants and another \$85 million in Bonner Program Endowment awards to 20 participating colleges and universities (which have a current market value of more than \$162 million). There are more than 6,000 graduates. The Foundation is a proud partner with AmeriCorps, drawing on support from the Corporation for National and Community Service to engage more than 1,000 members annually.

The Bonner Foundation hosts meetings and conferences for campuses several times each year, providing an opportunity for staff, faculty, partner, and student representatives to network, share ideas, and strengthen their work. To learn more about launching a Bonner Program on your campus, please visit www.bonner.org.



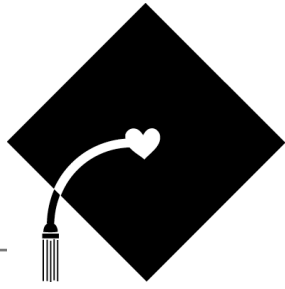
The Bonner Advisory Board, made up of student representatives from across the national network, plays a key role in ensuring student leadership and voice in core aspects of the Bonner Foundation's work. Here, representatives from Stetson University and Morehouse College represent the Foundation and network with peers from Ursinus College at an annual Summer Leadership Institute.

ACKNOWLEDGEMENTS:

We thank and acknowledge the individual authors of articles in this issue. The Foundation does not take responsibility for the personal or political views expressed therein.

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Page 7: AAC&U (publication)
Page 11: Hunter Goodman, contributor
Page 13: Ariane Hoy, Bonner Foundation
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ENGAGE

A PUBLICATION OF THE CORELLA & BERTRAM F. BONNER FOUNDATION

WINTER 2015 INAUGURAL ISSUE

Engage, a publication of the Corella & Bertram F. Bonner Foundation, highlights and shares inspiring *stories*, proven *models* and *best practices*, and promising *research and scholarship* for how service, community engagement, community engaged learning, and public scholarship are transforming students, campuses, and communities. Intended for broader readership, *Engage* includes features by institutional and community leaders, scholars, and practitioners. Authors include students, staff, community members, partners, and faculty. We are publishing *Engage* primarily in an online format, such as issuu.com. Feel free to embed the issue or link in campus and program websites. You can also download a copy.

Engage taps the rich network of practitioners and scholars of civic engagement and community engaged learning within and beyond the Bonner Foundation's network. We also seek to highlight other related themes for educational and community change. If you are interested in contributing, please contact Ariane Hoy at ahoy@bonner.org. The Foundation produces *Engage* twice annually, generally in January and July. Its short length (approximately 36 pages) features outstanding pieces that can contribute to higher education and its work with campus-community partnerships, civic engagement, and broader efforts for supporting a just and healthy democracy.



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