

Advancing Diversity in Higher Education

DIVERSITY

D I G E S T

AA CU INSIDE DIVERSITY DIGEST

CAMPUS-COMMUNITY CONNECTIONS

- 2:** Access to Education, Opportunity to Serve
- 8:** Berea College: Learning, Labor, and Service
- 10:** A Developmental and Capacity-Building Model for Community Partnerships
- 12:** The Power of a Sustained Relationship between Community Partners and Colleges and Universities

FACULTY INVOLVEMENT

- 4:** Prequel to Civic Engagement: An African American Studies Research Seminar
- 6:** Service Learning and Policy Change
- 7:** Facilitating Student Growth as Citizens: A Developmental Model for Community-Engaged Learning

STUDENT EXPERIENCE

- 13:** An Intentional and Comprehensive Student Development Model
- 15:** Bonner: More Than a Model, a Lived Experience
- 16:** Relationships First
- 17:** Commitment to a Cause

INSTITUTIONAL LEADERSHIP

- 18:** Preparing to Serve
- 18:** Checklist from the President's Chair

CURRICULUM TRANSFORMATION

- 19:** LifeWorks and the Commons: A Model for General Education
- 21:** The Case for Studying Poverty

RESEARCH

- 22:** Engaging with Difference Matters: Longitudinal Outcomes of the Cocurricular Bonner Scholars Program

RESOURCES

- 11:** Resources for Civic Engagement
- 21:** Serving, Voting, and Speaking Out: Bonner Students Reflect on Civic Engagement

Student Leadership: Making a Difference in the World

By Caryn McTighe Musil, senior vice president, Office of Diversity, Equity, and Global Initiatives, AAC&U

Tom Dasher, provost of Berry College in Georgia, was the matchmaker. His institution had been an active member of the Bonner Scholars Program. As a designated Association of American Colleges and Universities (AAC&U) Berry campus representative, he was also deeply engaged with AAC&U's work. Understanding that both entities shared fundamental goals, Tom arranged a lunch where Wayne Meisel, the charismatic president of the Bonner Foundation, and I could meet. That lunch marked the beginning of what has evolved into a partnership between the two organizations. This issue of *Diversity Digest* is one result of that partnership.

AAC&U works on issues of access, student development, and community service learning similar to those that distinguish the Bonner Scholars Program and the Bonner Leader Program. The values that undergird Bonner's programs and goals also resonate deeply with AAC&U's vision of a contemporary twenty-first-century liberal education: civic engagement, global perspectives, social justice, diversity, and spiritual exploration. AAC&U's interest in a partnership with Bonner was further sparked when we learned of Bonner's work on curricular student development and global perspectives, funded in part through a Fund for the Improvement of Postsecondary Education grant.

The Bonner Foundation asks institutions to commit to a tripartite investment in student development, campus-community partnerships, and institutional infrastructure. In so doing, Bonner echoes AAC&U's *Greater Expectations* report, which asks colleges and universities to align fundamental educational and civic goals of college with intentional, transparent, and developmentally designed structures and opportunities.

AAC&U also admires how the Bonner Foundation weds access and assets. The foundation awards its multiyear service-based scholarships according to financial need, but it also stresses the personal and academic assets that Bonner scholars bring to individual campuses—and eventually to society as a whole. A similar framework governs the scholars' engagement with communities through programs that demonstrate how communities are asset rich, even if they are economically poor.

Finally, Bonner and AAC&U share one other core commitment. They both realize that higher education can and must graduate students who are empowered by what they learn. It is not simply a matter of acquiring knowledge across many disciplines or developing capacities across key skill areas. Students must also believe that their actions matter as they apply that knowledge to everyday life. Cheryl Keen's excellent research, which focuses on students' perception of how the Bonner Scholars Program has influenced them, shows that 91.9 percent of seniors surveyed in 2000 ranked "a sense that you can make a difference" at the top of the list. The world needs higher education to produce many more similarly informed, empowered, and socially responsible citizens. ■

**DIVERSITY DIGEST**

Volume 10, Number 1, 2006

Published by the Association of American Colleges and Universities, 1818 R Street, NW, Washington, DC 20009; tel. 202.387.3760; fax 202.265.9532. *Diversity Digest* is published three times per year and is available at www.diversityweb.org/Digest.

Diversity Digest Advisory Board

JOSÉ CALDERÓN	Pitzer College
CHRISTINE CLARK	University of Maryland, College Park
GWENDOLYN JORDAN DUNGY	National Association of Student Personnel Administrators
SYLVIA HURTADO	University of California, Los Angeles
LEE KNEFELKAMP	Teachers College, Columbia University
JACK MEACHAM	State University of New York at Buffalo
JEFF MILEM	University of Arizona
LESTER MONTS	University of Michigan
JONELL SANCHEZ	The College Board
DARYL SMITH	Claremont Graduate University

Diversity Digest AAC&U Staff

CARYN MCTIGHE MUSIL
Executive Editor and Senior Vice President for Diversity, Equity, and Global Initiatives

AMY ADDAMS
Editor

MICHAEL FERGUSON
Associate Editor

ANN KAMMERER
Production Editor

AAC&U Editorial Advisers
CAROL GEARY SCHNEIDER
President

DEBRA HUMPHREYS
Vice President for Communications and Public Affairs

The contents of this publication were developed under a grant from the Fund for the Improvement of Postsecondary Education, U.S. Department of Education. However, those contents do not necessarily represent the Department of Education, and you should not assume endorsement by the Federal Government.

We would like to thank the Bonner Foundation for funding the publication of this issue through their FIPSE grant.

Access to Education, Opportunity to Serve

By Wayne Meisel, president, Corella and Bertram F. Bonner Foundation

“BEING A BONNER SCHOLAR IS NOT MERELY A DUTY BUT A FULFILLMENT,” PROCLAIMED STORMY GILLESPIE, A MEMBER OF THE FIRST CLASS OF BONNER SCHOLARS, IN FRONT OF A SMALL GROUP OF DISTINGUISHED EDUCATORS FROM A DIVERSE GROUP OF SCHOOLS. IT WAS FROM THAT GATHERING AT THE BOONE TAVERN IN BEREÄ, KENTUCKY, THAT THE BONNER SCHOLARS PROGRAM WAS BORN.

The Bonner Foundation, over the course of its history, has provided in excess of \$200 million to champion the goals and efforts of the Bonner Program and campuses that support community engagement. The Bonner Scholars Program is a multiyear service-based scholarship designed to identify students with significant financial needs and then encourage them to attend college and provide support for them. The Bonner Leader Program, an expansion of the Scholars Program, uses federal work-study funds, AmeriCorps Education Awards, and institutional support to create scholarship stipends for students involved in community service.

While in school, Bonner scholars engage in intense and transformative service activities. Rather than have a work component as part of their financial aid package, Bonner scholars fulfill a service expectation and receive financial support to help cover the cost of their education. Currently, more than seventy-five colleges and universities participate in the Bonner Scholars and Bonner Leader programs. These schools range from large public institutions like the University of New Mexico to small liberal arts colleges like Spelman College.

First and foremost, the Bonner Scholars Program is about access. Almost all students in the program have demonstrated considerable financial need. The program is designed to support students who want to make a significant commitment to community service and connect

service activity to their academic experience. Rather than have the service activity oriented toward an individual student, the Bonner Program puts the *community* back into *community service* as students move together in their service journey.

The program is based upon a four-year student developmental model that provides a series of expectations, challenges, supports, and outcomes that guide students' leadership throughout their time in college. These activities are organized around six focus areas, which all students, including those who are not Bonner scholars, can integrate into their engagement. These areas, described as our “common commitments,” are social justice, civic engagement, spiritual exploration, community building, diversity, and international perspective.

Through a grant from the Fund for the Improvement of Postsecondary Education, the foundation has worked with two dozen campuses to develop an academic journey that transcends a course-by-course service-learning experience. This multiyear interdisciplinary model parallels and integrates with Bonner's cocurricular student development model. By taking courses that address the complexities of politics, poverty, and global issues, students connect their service with a focused understanding and practice of civic engagement, including political participation and public policy. These models are described more fully in Ariane Hoy's article in this issue.

The second goal of the Bonner Scholars Program is building a campus culture of service. In defining the success and progress of the relationship between the foundation and the campus, the focus is not on the individual students that participate in the program. Instead, a school is evaluated on the culture of service and the level of infrastructure that supports the culture of service. Rather than promote a service culture that focuses narrowly on the Bonner scholars, our hope is that campuses create a climate with the motto “Everybody, Everyday.”

Finally, schools in the Bonner Program are expected to create community service centers that lead and manage the activities on campus. These centers provide leadership opportunities for students by allowing them to serve in key roles at community agencies. The center staff members work to connect the students’ community roles with other levels of student organizing and involvement. The centers also encourage faculty to develop service-learning courses through such vehicles as mini-grants, workshops, and conferences, and through support from the Bonner network.

The foundation also works to identify financial and other resources to which a community might not otherwise have access. Within the Bonner Program is a community fund that generates \$100 for every student in the program. Thus, if there are one hundred Bonner scholars at a particular institution, that community fund has access to \$10,000 annually.

Beyond this, the foundation offers grants of up to \$10,000 a year to local agencies that engage campus resources in addressing local poverty challenges, especially around hunger. We work with schools to identify and obtain resources they might not know about or be eligible for on their own. In addition, campuses in the Bonner Program receive encouragement and support to partner with



Bonner Foundation President Wayne Meisel gathers with Bonner leaders from California State University–Los Angeles.

community agencies to secure significant funding.

The Bonner Program has its origins in liberal arts colleges. We were inspired and compelled by campuses like Berea College in Kentucky for its commitment to low-income students, Concord University in West Virginia for its involvement in the Southeastern Appalachian region, Oberlin College in Ohio for its longstanding commitment to social justice, and Morehouse College in Atlanta for its tradition of educating leaders. All of the campuses that were involved from the start were schools that demonstrated a desire and ability to be an academic, cultural, and economic presence in their communities. Since its founding, the Bonner Program has reached out to dozens of colleges and universities that are representative of the diversity in higher education.

At the tenth anniversary of the Bonner Program in 2000, I challenged participants to work for the creation of fifty thousand high-quality service-based scholarships throughout the country by 2010. Clearly not all of these would be connected to the Bonner Scholars Program, but hopefully, the experience of the

Bonner Foundation would inspire others to develop, implement, and sustain similar types of programs. Our intent is to expand a movement, not build an empire. In support of this goal, we have made all of our resources and tools freely available on our Web site and our trainings and conversations open to all those interested in our work.

Recently I was asked to give a talk to the Council of Europe. The topic was “Fostering Democratic Values in Higher Education.” At first I was taken aback by the assignment, questioning what I knew about the subject. What I began to understand is that all the different ways we have come to identify and describe our work—volunteering, service, service learning, community leadership, and civic engagement—are the elements of a healthy democracy. In fact, democracy is the stronger word because it connects the many forms and phases of our work both to the founding vision of America and to its future. The Bonner Program and the campus-wide community service centers that come out of this work offer us the hope of fulfilling democracy’s promise. ■

Prequel to Civic Engagement: An African American Studies Research Seminar

By Alexander X. Byrd, assistant professor of history, Rice University

LIKE OTHER FIELDS MIDWIFED BY STUDENT PROTEST AND ACTIVISM INTO THE INTELLECTUAL LIFE OF AMERICAN UNIVERSITIES DURING THE CIVIL RIGHTS MOVEMENTS OF THE 1960S, AFRICAN AMERICAN STUDIES HAS COME TO BE DESCRIBED BY ITS MOST ACCOMPLISHED PRACTITIONERS AS A “SOCIALLY ENGAGED” OR “PRESCRIPTIVE” FIELD OF INQUIRY. THE DISCIPLINE, CONSEQUENTLY, IS SUPPOSED TO BE FOCUSED NOT SIMPLY ON THE CREATION AND DISSEMINATION OF NEW KNOWLEDGE BUT ALSO ON THE QUESTION OF HOW AFRICAN AMERICAN STUDIES SCHOLARSHIP MIGHT AMELIORATE AND TRANSFORM THE OFTEN TROUBLED CONDITION OF ITS SUBJECTS (SEE BOBO, HUDLEY, AND MICHEL 2004; MARABLE 2005).

This is a tall order, and it is what aligns African American studies with the present push for richer civic engagement programs at colleges and universities committed to liberal education. The potential symbiosis, however, is also rife with possible problems. At liberal arts institutions that are also research universities, and for younger scholars whose research lies outside the social science fields particularly suited for civic engagement, it is not immediately clear how or whether to proceed.

As a student of eighteenth-century Afro-America and a beginning assistant professor at a research university, I answered this question by fashioning a course outside my immediate research area that might serve as a precursor to the kind of praxis that is so important to African American studies and as a lead-in to the kind of socially relevant research central to civic engagement. The resulting course, titled *Seminar in Contemporary African American History: Blacks in Reagan’s America*, is designed to immerse students in recent scholarship on the contemporary black condition, and then to provide a space for them to test and measure that literature in collaboration with an individual African American.

To these ends, the students read ten to twelve recent monographs on contemporary black society, and from the second week of class on, students—sometimes working in pairs—are also required to



Bonner scholars from Earlham College work with local community members.

begin seeking a collaborator for the seminar’s research project. Their assignment is to create a piece of reportage that uses a single life to illuminate one of the course’s core questions. The interviews and site visits involved in the seminar project require students to shuttle between a deep engagement with African American studies scholarship and the lived experiences of contemporary American blacks.

Precious few young people understand with any depth the different ways of being black in America. The racial and economic segregation that again prevails in many of our public schools means that popular culture, not personal interaction, is a primary

means through which many white students experience black culture and society. Many African Americans, though black themselves, do not necessarily emerge from secondary school with a firmer grasp of the matter. Black students are not immune to the miseducation often provided by pop culture, and there is the additional problem of misunderstanding one’s own blackness as definitive of blackness. For students in the course who have had limited interactions with African Americans and African American scholarship, the readings and interviews open up new experiences and new learning. The same is true, though, for students with a



Bonner student leaders come together twice a year to build a network, share best practices, inspire each other, and attend leadership training like the COOL conference at Harvard College.

grasp of a particular variety of American blackness. For these students, the readings and the opportunity to interview African Americans from various religions, socio-economic classes, or other identity groups expose them to experiences of blackness beyond the ones with which they are familiar.

The course is also designed to introduce students to the professional work of history, particularly how historians deal with and filter sources and information. One of the goals, therefore, is to help students critically analyze and assess how they interact with, make decisions about, and present their source material. A second, related goal is to help students recognize that any text or story is always filtered through the person relating it and thus to encourage them to treat both academic material and personal experiences with healthy skepticism. Developing this deepened critical thinking and awareness, as well as skepticism, encourages more responsible, engaged citizenship.

Three students who took this course during their sophomore year decided they wanted to do more to connect their

academic work with the surrounding communities. During their senior year, they recruited additional students and worked with me to develop a yearlong independent study course. With a grant from the university, they produced a book of essays and photos developed out of their exploration of three Houston neighborhoods.

Offering this type of course, particularly early in the college experience, whets students' appetites for learning that links academic work with community exploration and engagement. It is work, I hope, that begins to prepare them to address, in their own generation, the complaint W. E. B. DuBois made of his: "We seldom study the condition of the Negro to-day honestly and carefully. It is so much easier to assume that we know it all. Or perhaps, having already reached conclusions in our own minds, we are loath to have them disturbed by facts" (1903, 137).

Syllabi and representative student assignments from the seminar described in this article can be found at cohesion.rice.edu/humanities/hist/people.cfm?doc_id=1794. ■

References

- Bobo, J., C. Hudley, and C. Michel. 2004. *The black studies reader*. New York: Routledge.
- DuBois, W. E. B. 1903. *The souls of black folk: Essays and sketches*. 2nd ed. Chicago: A. C. McClurg and Co.
- Marable, M. 2005. *The new black renaissance: The souls anthology of critical African-American studies*. Boulder, CO: Paradigm Publishers.

DiversityWeb.org: A Resource Hub for Higher Education

DiversityWeb is the most comprehensive compendium of campus practices and resources about diversity in higher education. The site is designed to serve campus practitioners seeking to place diversity at the center of the academy's educational and societal mission. Users can easily navigate to and from the different sections of the site, which include curriculum change, faculty and staff development, institutional strategies, student development, assessment, and research. *Diversity Digest* is available in electronic format at www.diversityweb.org/Digest.

Service Learning and Policy Change

By Michael Malahy Morris, research professor in public policy and community learning in the College of Education and director of the Office of Community Learning and Public Service, University of New Mexico

AT THE UNIVERSITY OF NEW MEXICO (UNM), THE CONCEPTUALIZATION OF STUDENT ENGAGEMENT IN PUBLIC WORK INCLUDES A STRONG POLICY FOCUS. THIS APPROACH—“DEEP SERVICE LEARNING”—INVOLVES BECOMING FAMILIAR WITH THE INTRICACIES OF A GIVEN ISSUE, CONTEMPLATING WHY A PROBLEM EXISTS, AND ANALYZING WHICH POLICY OPTIONS MIGHT REDUCE OR ELIMINATE THE CONDITIONS THAT SUSTAIN THE PROBLEM.

The policy component of service has been a growing element in Bonner programs for almost a decade now. In UNM’s program, it is a distinguishing feature. The capacity to discern policy options functions as the capstone of our developmental model, built on the stages of development—initial volunteer experience, increasing service opportunities, project leadership, and research—outlined in Ariane Hoy’s article in this issue of *Diversity Digest*. In order to achieve such intellectual and experiential growth, students must develop a deeper sense of the problems they are addressing through their service work. Doing so helps them understand the different policy options available to address issues at institutional, community, state, national, and international levels.

Exploring policy involves field study, reading, and coursework, as well as direct interaction with regional experts from the university, the government, and the non-profit community. Such learning should translate to progressive experiences with community-based action research. These experiences involve students in authentic interactions both with the people affected by a given issue and with the professionals and volunteers associated with addressing these challenges.

In the summer of 2006, UNM hosted twelve Bonner scholars and leaders from seven member institutions. Students came from a variety of majors, including mass communications, international affairs, business, and women’s studies. Interdisciplinary teams of students were placed in three community settings, where they devoted from

forty to sixty hours per week to service and study. One group was placed with an acclaimed youth worker and community activist who is currently developing a neighborhood center for adjudicated youth and ex-gang members. Another group was placed with our state’s most respected community sociologist, who is documenting the three-hundred year history of a low-income barrio. One student was assigned to assist a statewide youth radio network.

In order to achieve such intellectual and experiential growth, students must develop a deeper sense of the problems they are addressing through their service work.

In each site, the Bonner participants were mentored on a complex issue (e.g., marginalized youth, community history, and youth voice) through field experience, readings, group discussions, and extended reflection. Each team or individual produced digital stories and presentations describing the project or the history and nature of the problems; two of the teams then created Web sites to present what the project was seeking to accomplish.

For example, in the Sawmill barrio—where the first major lumber mills in the Southwest were built and the timber

industry influenced the natural environment, water system, local economy, schools, and housing construction—students worked with Professor Emeritus Tomás Atencio to create a community documentation center. This center will function as a historical depository of local knowledge and be a living archive recording the evolution of a neighborhood’s struggle to regain control of its own destiny. In recovering and copying documents, maps, environmental reports, health studies, and planning studies, Bonner students mapped the history of this unique place. A community Web page was created to link neighborhood members, students, and scholars to the rich history of the neighborhood. Sub-themes on broad public policy issues are currently being developed to provide additional accessible information for citizens. Through this short but intense immersion, students produced additional infrastructure that allowed a neighborhood to study its own policy options.

Deepening one’s understanding of an issue or problem entails more than simple experiential education. It requires students to move from service and reflection into actual study, community research, and exploration of policy options. As more and more campuses develop similar institutional approaches, the potential for networking, resource sharing, and cross-institutional learning expands. Facilitating such skill development and shared learning can lead to increased equity for our poorest communities and encourage a new generation of leaders committed to social justice through direct practice. ■

Facilitating Student Growth as Citizens: A Developmental Model for Community-Engaged Learning

By Elizabeth Paul, interim provost, the College of New Jersey

Editor's note: A longer article about the use of community-based research at the College of New Jersey, "Community-Based Research as Scientific and Civic Pedagogy," appeared in the Winter 2006 issue of Peer Review.

THE TRENTON YOUTH COMMUNITY-BASED RESEARCH CORPS (TYCRC), A BONNER LEADER PROGRAM AT THE COLLEGE OF NEW JERSEY, DEVELOPED OUT OF MY INTEREST IN DEEPENING UNDERGRADUATE STUDENTS' UNDERSTANDING OF SOCIAL JUSTICE, EDUCATING THEM FOR RESPONSIBLE CITIZENSHIP, AND HELPING THEM UNDERSTAND RESEARCH AS A TOOL FOR SOCIAL CHANGE. TYCRC ENGAGES STUDENTS IN COMMUNITY-BASED RESEARCH (CBR) THAT HELPS NONPROFIT ORGANIZATIONS MAKE A DIFFERENCE IN THE LIVES OF CHILDREN LIVING IN POVERTY. THE EXPECTATION IN CBR IS THAT ALL PARTNERS ARE BOTH TEACHERS AND LEARNERS, WORKING SIDE BY SIDE TO EFFECT SOCIAL CHANGE.

Initially, TYCRC was a one-semester course in community-based methods in which students completed a small demonstration research project. This was a familiar pedagogical model that comfortably allowed me to experiment with engaging undergraduates in CBR. However, I quickly felt the frustrations of compressing an important developmental process into an unreasonably short window of time. CBR involves more than just learning about research methods, and it requires more than the artificial constraint of one semester. Additional developmental goals include catalyzing and supporting students' deepening cultural and social awareness, as well as developing their identity and sense of efficacy as *citizens*.

TYCRC is now a three-semester program. Students first enroll in a course entitled Downtown: Inner-City Youth and Families, which was developed out of my struggle to jumpstart the developmental process necessary to prepare students to engage in an intensive CBR partnership. This course involves participation in a community-based citizen advocacy course as part of a campus-based course. Through visits to community agencies and neighborhoods, the course provides initial exposure to inner-city social and economic realities and introduces students to the mission and strategies of human services

organizations that serve inner-city youth and families.

The Downtown course builds student familiarity with and care for the community and its citizens, fueling students' respect for

When given space to develop personally and intellectually, students can move from being distant outsiders to engaged, compassionate, and effective citizens.

social service agencies as well as their motivation to join in the effort to make a difference. Students are then poised to begin a yearlong CBR partnership in which they accomplish major research projects with and on behalf of their community partners.

The second and third semester courses engage the students in deeper learning and identity development, particularly around the interwoven identities of partner, citizen, and public scholar. The partner identity involves developing independence, personal responsibility, and individual efficacy within the context of positive interrelationships. Between the second and third semes-

ters, students often experience a turning point when they begin to comfortably participate as full and responsible partners in the project.

Students learn that in order to be an effective citizen, you must also be an effective partner. In developing their citizen identity, students combine the skills they developed as partners with an increasing awareness of social issues and context. They learn together with community members how to be effective in a particular context and, in the process, develop a deep commitment to and concern for the communities in which they are working.

Developing into a public scholar involves growing both as a partner and a citizen. It provides students with an opportunity to pull from their professional identity and skills to enhance their contributions to a community, while at the same time learning and deepening their research skills. They learn that research can be an effective tool for community engagement. The identity of public scholar addresses the intersection of research and active citizenship, wherein research is recognized as one of many tools for contributing to social justice and engaging with a community. When given space to develop personally and intellectually, students can move from being distant outsiders to engaged, compassionate, and effective citizens. ■

Berea College: Learning, Labor, and Service

By Meta Mendel-Reyes, director of the Center for Excellence in Learning Through Service (CE LTS) and associate professor of general studies, Berea College

BEREA COLLEGE'S DISTINCTIVE TRADITION OF "LEARNING, LABOR, AND SERVICE" MADE IT A NATURAL CHOICE TO BECOME THE FIRST BONNER SCHOLARS COLLEGE IN 1990. A NONDENOMINATIONAL CHRISTIAN COLLEGE IN KENTUCKY, BEREA WAS FOUNDED IN 1855 AS THE FIRST INTEGRATED AND COED COLLEGE IN THE SOUTH. BEREA COLLEGE PROVIDES A COMPREHENSIVE LIBERAL ARTS EDUCATION FOR LOW-INCOME STUDENTS, PRIMARILY APPALACHIANS AND AFRICAN AMERICANS. ALL STUDENTS RECEIVE A FULL-TUITION SCHOLARSHIP AND WORK TEN TO FIFTEEN HOURS PER WEEK IN POSITIONS RANGING FROM FOOD SERVICE TO COMMUNITY SERVICE.

The labor program makes it possible for students to work in teams to organize and implement various community service programs. The largest of these is Students for Appalachia, an umbrella that includes such activities as mentoring and tutoring children, visiting the elderly in long-term care, and promoting environmental justice. Bonner scholars hold community service positions throughout their four years, working together to run an after-school program as freshmen, and in the following years joining student-led service teams on campus or serving directly with community organizations.

In 2000, Berea College established the Center for Excellence in Learning Through Service (CE LTS), whose mission is to "coordinate service-learning and student-led community service programs in order to educate students for leadership in service and social justice." The Bonner Scholars Program plays a prominent role within CE LTS, and the Bonner developmental model, "service as transformation," has contributed to leadership development throughout the student-led programs.

One of the most important ways in which CE LTS addresses civic engagement and diversity is through service learning. A student body composed of low-income Appalachians and African Americans enriches the study and practice of civic engagement because the students come from groups that have been disenfranchised throughout



Berea students and staff from the Southern Mutual Help Association in New Iberia, Louisiana, worked together during a Hurricane Katrina service-learning class.

American history. However, our students and the groups to which they belong represent not victims but inspiring models whose political struggles help to bring the nation, in Martin Luther King Jr.'s phrase, "back to those great wells of democracy which were dug deep [in] . . . the Constitution and the Declaration of Independence."

In just a few years, service learning has grown rapidly at Berea. Today, approximately fifteen courses are taught each semester, representing twenty disciplines across campus. Our community partners include nonprofit agencies, community organizations, and schools. Berea College's service-learning program has been nationally recognized by *U.S. News and World Report* as number one in 2002

and as one of the top twenty programs every year between 2003 and 2006 (schools were not ranked within the top twenty).

A recent service-learning class, *Rebuilding Through Service: Lessons From Hurricane Katrina*, exemplifies the values of civic engagement and diversity. During the 2006 January short term, students studied the impact of the hurricane, particularly on the poor and people of color, and then traveled to Louisiana to help with disaster relief. The trip was supported by a special grant program established by the Bonner Foundation in response to the disaster. Guided by their teachers, CE LTS Director Meta Mendel-Reyes, and Bonner Scholars Director Betty Hibler,

the students worked with a grassroots organization, Southern Mutual Help Association, in a rural area of the state. While helping clean out hurricane-damaged homes, students interacted closely with the families, who ranged from fourth-generation Cajun fishermen to an elderly African American couple.

The fact that our class was diverse racially but shared a common economic background helped students identify with the Katrina and Rita victims in an area characterized by its diverse population of African Americans, Cajuns, and Vietnamese and by its poverty. Similarly, the rural background of most of the students, plus the experience of rural life in



A Bonner scholar from Earlham College working with a child in a local school.

The fact that our class was diverse racially but shared a common economic background helped students identify with the Katrina and Rita victims.

Berea, helped them relate more easily to the people of Southwest Louisiana. As a result, the students were more likely to define service not as charity to the unfortunate, but as a shared struggle for equality and justice.

After their return, the students presented their findings to several Kentucky congressmen, thereby transforming their service experience into civic engagement. By offering first-person perspectives on the hurricane damage and the inspiring efforts of the people to recover, the students hoped to help their representatives understand the urgency of increased support to the Gulf region. Students were

also able to share these perspectives with their peers through an interactive campus presentation. As one student reflected afterward,

Of all the courses that I have taken at Berea College . . . Rebuilding Through Service: Lessons From Katrina has had the greatest impact on me. It has been a week since the class ended, and already I miss the people, the stories, the experience. I found it strange that human beings bond over trauma and destruction. By trudging through the pain, loss, and sorrow, relationships are solidified. . . .

“Community” is being redefined in the Gulf. Neighbors are helping neighbors, families have come together, and an already tight sense of culture and belonging is being strengthened further.

The experience of doing this work not only increased the students’ sense of belonging to a community, but gave students a sense of what it would be like to live this level of committed service and citizenship. ■

James Irvine Foundation Campus Diversity Initiative

The James Irvine Foundation Campus Diversity Initiative Evaluation Project, led by AAC&U and Claremont Graduate University, recently issued the following research briefs.

Unknown Students on College Campuses: An Exploratory Analysis

This brief looks at the increasing number of students falling into the “race/ethnicity unknown” category of postsecondary demographic data. The study findings suggest that a sizeable portion of students in this category are white, in addition to multiracial students who may have selected white as one of their categories. The brief concludes with recommendations for future research and for both campus and federal data collection and use.

The Revolving Door for Underrepresented Minority Faculty in Higher Education

This brief reveals that high rates of turnover are stalling efforts to diversify the faculty. The report analyzes data gathered from twenty-seven private California colleges and universities between 2000 and 2004. Findings show that nearly three of every five newly hired underrepresented minority faculty were simply replacing underrepresented minority faculty who had left the institutions. The report sounds an alarm for the academic community and offers recommendations to better monitor progress in hiring and retention.

Using Multiple Lenses: An Examination of the Economic and Racial/Ethnic Diversity of College Students

This brief uses Pell Grant data to reveal that efforts to diversify the student body are not resulting in increased economic diversity at a selection of private colleges and universities in California. The report warns against conflating race/ethnicity and income level and shows how data disaggregated by race/ethnicity and class must be considered together as well as independently to foster greater access and success for students.

For more information, see

www.aacu.org/irvineeval/news.cfm#buildingcapacity.

A Developmental and Capacity-Building Model for Community Partnerships

By Patrick Donohue, director of community-engaged learning at the College of New Jersey's Bonner Center for Civic and Community Engagement, and Robert Hackett, vice president, Corella and Bertram F. Bonner Foundation

ONE COMMUNITY PARTNERSHIP GOAL OF THE BONNER PROGRAM IS "TO ADDRESS NEEDS AND MOBILIZE ASSETS IN BUILDING STRONGER, HEALTHIER COMMUNITIES." BECAUSE THE BONNER PROGRAM SUPPORTS STUDENTS FOR INTENSIVE, MULTIYEAR ENGAGEMENT IN SERVICE, THE FACULTY/STAFF AT MIDDLESEX COUNTY COLLEGE AND, MORE RECENTLY, THE COLLEGE OF NEW JERSEY HAVE BEEN ABLE TO BUILD UPON THE TRADITIONAL PARTNERSHIP MODEL TO SUPPORT LONG-TERM, COLLABORATIVE PARTNERSHIPS THAT WORK ON MULTIPLE LEVELS.

The traditional focus of a campus-based service program has been on service "for others." We refer to this model as the "community service placement" model. In this model, a student project coordinator connects regular and occasional volunteers to a host of community service opportunities. While this model has been successful in recruiting and placing large numbers of students in the community, rarely have these placement-oriented projects led to a sustained community-building relationship between the campus and the community agencies involved.

Middlesex County College Model

During the mid 1990s, Middlesex County College faculty began to partner with the Bonner Foundation staff to create programs that would provide opportunities for students to serve their communities via cocurricular and curricular avenues. Over time, the college created a model for simultaneously building the capacity of students *and* community organizations. The College of New Jersey began to adopt this model during the summer of 2006. This model has four levels of team-based activity with the primary community agency partners.

Direct Service: Students are organized into site-based teams and spend one year addressing a particular need

(e.g., hunger) by engaging in a variety of direct service (e.g., preparing and serving meals) activities. At this level, the students become more aware of social problems and responses, while the community partner is able to rely on an

Over time, the college created a model for simultaneously building the capacity of students and community organizations.

infusion of "manpower" and energy to deal with the day-to-day crisis situation (e.g., feeding the hungry).

Community-Based Research: Students and professors are organized to complete research projects that respond to the needs of the community agency (e.g., what do the soup kitchen patrons want in terms of additional services?). At this level, the students develop their critical thinking, analytical, and research skills (e.g., by designing, administering, and reviewing the data), while the community partner gains some solid data

from which it can create new programs or revise existing ones.

Staff Training: Campus administrators, professors, and occasionally students are often able to deliver workshops or resource materials for agency staff. At this level, the students enhance their communication and presentation skills, while the agency enhances the abilities of its workforce and thereby maximizes its impact and contribution.

Policy Analysis: Students and professors work together to summarize the different approaches to solving different social problems, clarify best practices in a particular field, and provide legislative and funding updates. At this level, the students learn more about the political and funding mechanisms and environments, while the community agency gains tools that can help it have some influence over those "external factors," such as laws and appropriations, which have a great impact on its operations.

It is important to note that the foundation for each "team" is five students in Bonner scholar or leader positions; they receive a stipend and scholarship for three hundred hours of service during the year. These students work with staff to identify others from campus to fill another three to five "slots," which are not attached to a



Part of the New Mexico Bonner delegation working at La Plazita in Albuquerque.

stipend or scholarship. In addition, the members of this team may engage in any level of the activities described above and/or participate in organizing other individuals (e.g. professors, administrators, other students) to do the same.

Independently, each of these stages or campus programs also expands the capacity of community partners. However, we can only fully appreciate their potential when they are applied with the understanding of three key principles that inform our partnership model:

- **Comprehensiveness:** This principle speaks to the range of programs described above that we make available to our primary community partner agencies.
- **Concentration:** This principle brings all four components of our model to bear so that each agency is receiving a steady infusion of energetic volunteers, quality research, staff development workshops, and policy analysis and similar reports or news on an annual basis.
- **Continuity:** This principle underscores the fact that it takes time to

build all four levels of programming into a partnership and each layer grows from a position of trust as well as from shared resources and expertise.

Conclusion

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

Each level of programming, from direct service to policy analysis, opens up more and more challenging opportunities for students to develop personally, socially, civically, and academically. It also cultivates the common ground between community and student development. Everyone then benefits. ■

Resources for Civic Engagement

The following Web sites offer resources on civic engagement, campus–community partnerships, and the integration of diversity into civic work:

American Democracy Project, American Association of State Colleges and Universities

- www.aascu.org/programs/adp

Association of American Colleges and Universities

Civic Engagement

- www.aacu.org/issues/civicengagement

Diversity

- www.aacu.org/issues/diversity

Bonner Foundation

- www.bonner.org

Campus Compact

- www.compact.org

The Center for Information and Research on Civic Learning and Engagement

- www.civicyouth.org

Close-Up Foundation

- www.closeup.org

Community College Survey of Student Engagement

- www.ccsse.org

Compact for Learning and Citizenship

- www.az.com/~pickeral/clcbrochure.html

National Survey of Student Engagement

- nsse.iub.edu

University of California Berkeley Service Learning and Civic Engagement Research Directory

- gse.berkeley.edu/research/slrdc/resdirectory

The Power of a Sustained Relationship between Community Partners and Colleges and Universities

By James M. Ellison, director, Laughlin Memorial Chapel, Wheeling, West Virginia

HOW DOES A COMMUNITY PARTNER VIEW ITS RELATIONSHIP WITH THE BONNER PROGRAM OR A CAMPUS THAT HOSTS SUCH A STUDENT PROGRAM? THE LAUGHLIN CHAPEL IS A COMMUNITY CENTER THAT SERVES THREE HUNDRED CHILDREN IN GRADES K-12 THROUGH AFTER-SCHOOL AND EVENING ACTIVITIES, INCLUDING A NUTRITION PROGRAM THAT PROVIDES TWENTY THOUSAND MEALS ANNUALLY AND SUMMER ACTIVITIES CENTERED ON WEST VIRGINIA'S FREEDOM SCHOOL. THE CHAPEL IS LOCATED IN A NEIGHBORHOOD WHERE 38 PERCENT OF HOUSING IS ABANDONED AND OVER 90 PERCENT OF CHILDREN QUALIFY FOR FREE OR REDUCED-PRICE MEALS AT SCHOOL.

The vitality of the chapel's programs is a result of long-standing partnerships with local institutions. These include Wheeling Jesuit University, an institution with which the chapel established the Mother Jones House, an intentional community of juniors and seniors who live and serve for one year in the neighborhood; West Liberty State College, which sends over two hundred education majors each year to serve in the chapel's after-school and evening programs, providing the context for their learning and discernment of their calling as teachers; and Waynesburg College, whose students come twice weekly to serve and mentor, while also helping youth publish a magazine that is inserted into fifty thousand newspapers. In partnership with the Bonner Foundation and Wheeling Jesuit University, the chapel also hosts a growing number of college groups who are part of alternative service-oriented break experiences that require them to reflect upon community, social, and regional issues.

Experiences with the chapel are an important part of the educational process. College students are given hands-on experience as they prepare to become teachers, therapists, and journalists. In the process, students become committed to the community and come to understand the importance of place and context. Students develop confi-

dence in interacting with people from different races, backgrounds, and economic situations. In experiencing these new situations, they develop as leaders who understand that to change a community one must empower people in the community to see themselves as leaders.

Often, students who serve in this community become advocates, encouraging their own institutions to move a relationship lived at a distance to one that is more personal and face-to-face. At the same time, through their engagement with the community, students gain confidence in their skills, ability to communicate, and leadership. They learn how to look at themselves critically, especially as they are challenged to examine long-held beliefs and behaviors. In the process, students come to see diversity as a means of enhancing their work rather than as an impediment to it.

The students are not the only ones who are transformed. The institutions that send them learn how to be better neighbors. They learn from the students how to more effectively use their resources to effect positive change in a community.

All of these mutual benefits contribute to lasting, sustainable relationships. Each partner must "know itself" and, from this honest self-understanding, advocate strongly for its own mission. In the case of the chapel, our

responsibility is to three hundred kids. Anything we do within any partnership must always benefit them. By contrast, the partner college has as its primary focus the education of its students. In designing collaborative partnerships centered upon community engagement, the school must always ensure that any partnership is aligned with its own mission. Only as each partner articulates its own goals can community-based programs evolve into a lasting relationship that will withstand failures and setbacks.

Developing a lasting partnership between a college and a community agency is no different than cultivating any other partnership. Success comes through a commitment to team building, honest communication, and mutual accountability. It comes when each partner realizes collaboration is hard work. Whenever either partner sees the partnership only as "an easy way to get more volunteers," "a way to give our students exposure," or any other quick fix to college or community issues, the partnership will fail. However challenging, the work of creating and sustaining relationships is worth the effort because of the transformative possibilities that it holds for students, host institutions and agencies, and the community that brings them all together. ■

An Intentional and Comprehensive Student Development Model

By Ariane Hoy, senior program officer, Corella and Bertram F. Bonner Foundation

The way that I work with community and the way that I lead, that is due to my involvement in the Bonner Program.

—Sunny Matthews, Guilford College

THE BONNER PROGRAM TAKES AN INTENTIONAL, COMPREHENSIVE APPROACH TO STUDENT DEVELOPMENT, SUPPORTING STUDENTS AS THEY ACQUIRE A SET OF DEEP COMMITMENTS, KNOWLEDGE, AND SKILLS. EACH STUDENT INVESTS SIGNIFICANT TIME (900–1,700 HOURS TOTAL) IN ADDRESSING THE NEEDS OF A GIVEN COMMUNITY THROUGH PARTNERSHIPS WITH LOCAL AND GLOBAL NONPROFIT ORGANIZATIONS AND SCHOOLS. THE BONNER PROGRAM AIMS TO PROVIDE THOUGHTFUL DEVELOPMENTAL OPPORTUNITIES THAT EQUIP STUDENTS TO WORK EFFECTIVELY AND PROGRESS AS ENGAGED CITIZENS AND LEADERS.

Pedagogically, this framework is grounded in theoretical approaches such as Kolb’s model of learning (1984) and in a relational pedagogy of engagement such as the one articulated by Carol Geary Schneider and Lee Knepfelkamp in “Education for a World Lived in Common” (1997). It is also grounded in time-tested practices of effective community service, service learning, and engagement, in which reflection, meaningful actions, and student voice are key components. The Bonner Program has embedded evaluation as a necessary element of this framework.

The Five E’s

Bonner’s “Five E’s”—expectation, exploration, experience, example, and excel-

lence—describe the developmental framework of the program. These stages are not necessarily tied to particular years; they may be accelerated in some two-year programs and vary depending on a student’s individual pace of learning.

For a student at a four-year institution, the first year focuses on *exploration*. In this stage, the student is involved in a variety of service projects, exploring his or her interests and identity and discovering issues to which she or he is committed. Service starts as early as Bonner Orientation, and many campuses integrate short-term projects such as rotations through various agencies, weekend service plunges, alternative breaks, and one-time events with the semester-long placement. Often the proj-

ects help the student make personal discoveries. The student typically spends the first summer in an intensive internship, generally in the hometown.

The second year centers on *experience*. In this stage, the student focuses on a specific set of issues or a specific neighborhood while beginning to serve as a regular volunteer. The level of responsibility increases, and the student takes on more sophisticated questions through critical thinking, planning, and reflection. Special activities such as Recommitment and Second-Year Service Exchange allow the student to develop a broader sense of belonging to the local and national program. A second summer of service may deepen the student’s experience, sometimes giving the

Common Characteristics of Emerging Campus Models for Civic Engagement

Integration: Cocurricular activities are integrated with specific academic coursework.

An intensive approach: Each student participates in ten hours of service a week during the school year, engages in at least one full-time summer service internship, and takes a minimum of five academic courses as part of the curriculum.

A multiyear approach: The process involves a minimum of two years,

and preferably four years, of service and coursework.

A developmental and sequential approach: Both the cocurricular service and training activities and the civic engagement certificate–related academic courses have to be organized with a beginning, middle, and end so that the expectations and requirements increase and are built one upon the other.

Coverage of politics and public policy: “Just volunteering” is not enough.

Students are expected to integrate their service experience with their exploration of politics and public policy.

A focus on poverty: The emerging models include an in-depth awareness and analysis of economic poverty in this country.

A focus on global issues: Civically engaged students must have exposure to and gain knowledge about global issues such as disease, hunger, and poverty.

student an opportunity to work in a new community.

In the third year, the student emerges as an *example* for peers or other volunteers within the agency or the neighborhood, often managing and leading discrete projects or the site-based team. The student may assume project coordinator responsibilities such as recruiting, placing, guiding, supervising, and leading reflections for other student volunteers. Within the Bonner Program and the campus at large, the student is involved in mentoring and leading other students. During the third summer, the student is encouraged to seek internships located outside of the local community, including international internships.

Excellence is the focus of the fourth year. In this stage, the student continues in a project leader or specialist capacity within the agency or the neighborhood. The student may be involved in evaluating existing programs, designing new initiatives, conducting research, and drafting grant proposals. He or she begins to act as a staff member, consultant, or apprentice. Through senior capstone projects, academic linkages, and career planning efforts, the student has a culminating experience.

Common Commitments

The Bonner Program’s framework for students’ exploration of personal and societal values is represented by six common commitments, which were created over time through a network-wide process involving students, administrators, and faculty:

- **Civic Engagement**—participate *intentionally as a citizen* in the democratic process, actively engaging in public policy and direct service
- **International Perspective**—develop the *international understanding* needed to participate successfully in a global society
- **Social Justice**—advocate for *fairness, impartiality, and equality* while

addressing social and environmental issues

- **Community Building**—establish and sustain a *vibrant community* of place, personal relationships, and common interests
- **Diversity**—respect and engage the many *different dimensions* of diversity in our public lives
- **Spiritual Exploration**—explore *personal beliefs* while respecting the spiritual practices of others

The foundation does not dictate how a campus program explores and interprets these commitments. Rather, we encourage each campus Bonner program to provide

and at the end of the program (the article in this issue by Cheryl Keen describes this survey in greater detail). Survey results reveal that students in our program show a higher level of commitment than their peers nationally to social justice, and that they exit with significantly higher commitments than when they entered the program.

Skills

In addition, each campus Bonner Program is asked to create an intentional path of skill development opportunities that is supported not only through students’ evolving roles with community partners, but also through training,

Personal Skills	Leadership Skills	Professional Skills
Active listening	Conflict resolution	Budgeting
Balance	Delegation	Evaluation/research
Boundaries	Planning	Event planning
Communication	Public speaking	Fundraising
Decision making	Running a meeting	Grant writing
Organization	Teamwork	Marketing/public relations
Planning	Working with diverse groups	Mediation
Reflection		Networking
Time management		Public education/advocacy
Goal setting		Volunteer management

intentional and inclusive opportunities for students (and others) to learn about, define, and apply their own personal understanding of these larger concepts. Through recurrent and frequent workshops, conversations, and active involvement, students develop a sense of each commitment. In fact, students wrote about their definitions and practice of civic engagement through an open-invitation essay project that has spurred a new volume, *Serving, Voting, and Speaking Out: Bonner Students Reflect on Civic Engagement*, which is profiled in this issue of *Diversity Digest*.

To see whether these commitments are indeed borne out, we routinely ask students about how their participation in the program has affected them. We use a student impact survey administered before, during,

enrichment, and reflection. This training often takes the form of biannual retreats, weekly or bimonthly small-group meetings, courses and seminars, and on-campus special training. Skills we particularly aim to cultivate fall into the three categories listed in the chart above.

To support this skill development, the foundation has developed an extensive civic engagement curriculum, which can be found at www.bonner.org.

Knowledge

The Bonner Program also encourages students to make academic connections and linkages with their community-based experiences. Structurally, this is supported through the civic engagement minor or

continued on page 20

Bonner: More Than a Model, a Lived Experience

By Gretchen Mielke, Dickinson College graduate and former Bonner leader, current Fulbright English teaching assistantship fellow

COLLEGE GRADUATION INEVITABLY CAUSES ONE TO REFLECT ON THE PAST FOUR YEARS. HOW FAR HAVE I COME? WHAT DID I LEARN? WHAT WOULD HAVE HAPPENED IF I HAD NOT MET THAT PERSON OR PARTICIPATED IN A CERTAIN ACTIVITY? FOR ME, DICKINSON COLLEGE'S BONNER LEADER PROGRAM IS INSEPARABLE FROM MY COLLEGE EXPERIENCE. IT WAS NOT JUST AN EXTRACURRICULAR ACTIVITY THAT I DID IN MY SPARE TIME. I HAD PLENTY OF THOSE: GOLF, RECREATIONAL FLOOR HOCKEY, SPINNING, AND FLAG FOOTBALL. THE BONNER LEADER PROGRAM WAS MY PARTNER IN CRIME THROUGHOUT MY FOUR YEARS: ACADEMICALLY, PROFESSIONALLY, AND PERSONALLY.

Bonner and I met in late October of my freshman year when John Miyahara, director of the Office of Religious Life and Community Services, handed me a stack of papers. He told me, "This is a really great program that I would like you to get started." As a freshman, new to both campus and community, the task was a bit daunting: get to know the ins and outs of the program, write an application, set up the interview process, recruit and accept new members, and facilitate meetings. It was difficult with new challenges around every corner. During the spring semester, as we were accepting new members, the United States was on the brink of war and all incoming AmeriCorps programs were frozen. Thus, Dickinson Bonner leaders had to decide whether to continue without the monetary educational awards. Fortunately, my class decided that the educational award was just the icing on the cake of a great program. We chose to proceed.

As I was learning how to be a leader and facilitator, my placement for the next two years was in the Dickinson College Student Garden. For ten hours a week, I worked with great people, learned about sustainable agriculture, tutored children about growing food, and delivered food to the community. My Bonner placement offered more than a shallow perspective on hunger or the performance of charity. It was an educational experience that connected the



Bonner Leader Gretchen Mielke addressing the Bonner Congress meeting held at Dickinson College.

classroom and the community. Everyday life illustrated the theories regarding socioeconomic inequalities, power structures, and hegemony that I had learned about as an American studies major.

Moreover, not only did Bonner extend my classroom into the community, it brought me into the community as well. I got to know the people, culture, and problems of Carlisle, Pennsylvania, making it not just a place to go to college, but also my hometown. Likewise, Bonner itself has become another home away from home. When I am performing my various roles for Bonner, either on campus or nationally, I am most myself. The comfort that

comes from doing something that you love while you are supported by people and an institution that wants to see you succeed is invaluable.

Lastly, Bonner is integrated into almost every line in my résumé. The professional skills I obtained from my service placement, Bonner Student Congress meetings, internships at the foundation, conference planning, and representing the foundation on an advisory board have made me competitive as I enter the job market. Bonner has helped shape me into the person that I am. More importantly, I know that it will be there supporting me as I become the person that I will be. ■

Relationships First

By Matthew Morton, coordinator of Bonner Leadership and Community Outreach Initiatives and former Bonner senior intern, Stetson University

WHEN FIFTEEN-YEAR-OLD AMARRI SPOKE UP FOR THE FIRST TIME AT A YOUTH COUNCIL MEETING WE KNEW IT WAS A BREAK-THROUGH. TO MANY, TALKING AT A MEETING CARRIES LITTLE GLAMOUR, BUT NOT FOR A TIMID YOUNG WOMAN WHO HAS GROWN UP IN SPRING HILL, FLORIDA, A COMMUNITY IN DAILY STRUGGLE AND POVERTY. THIS WAS A STEP WORTH CELEBRATING.

Amarri now confidently serves as one of the principal teen leaders for CAUSE, the Campaign for Adolescent and University Student Empowerment. CAUSE is a community youth empowerment program started by students from Stetson University and teens from Spring Hill.

Serving hundreds of youth and children with afterschool programs and a youth-run foundation, CAUSE was named the “best youth outreach” at an institution of higher education in the state by the *Florida Leader*. If you compliment one of our Stetson students on the work they’ve done for youth, however, you might be thanked and corrected. As we see it, it is what we do *with* the youth that has made great things happen. As one teen serving on the youth council succinctly said, “We want you to stand with us, not over us.”

Stetson students, staff, and faculty have learned—sometimes the hard way—that stories of transformation like Amarri’s generally do not happen passively or quickly. Meaningful community empowerment requires more than resources, volunteers, a large staff, and good intent. It entails a supportive and committed relationship with individuals in the community. This means that each teen must be valued as an expert and resource in the community, not as an object or the mere recipient of services.

The Bonner program at Stetson champions this philosophy. Every year, dozens of service-minded students receive scholarships for their passionate commitments. The Bonner students volunteer eight hours per week with a single community project or agency throughout their college career. CAUSE is one of those many initiatives.

Above all, students are encouraged to forge meaningful relationships between each



Bonner Leader Matthew Morton poses with a teen from Spring Hill.

other and with members of the community. This fosters a deeper attachment to the Bonner program and its service sites. It also encourages the students to value members of the community as fellow human beings with remarkable gifts and wisdom of their own. The goal is to have students not simply going through the motions, but truly engaging with the community in which they’re working.

Students in CAUSE, for example, soberly realized that teenage boys in Spring Hill were spending a lot of time on the streets. They were more difficult to get and keep in the program. To address the problem, we started having weekly “guys’ nights out.” It gave the college men and male teens regular opportunities to participate in an activity together. The youth now feel as if it is their time with older young men whom they trust, which keeps them coming back.

Young people in communities like Spring Hill often lose trust for people outside. Many youth have endured lives of broken promises in their schools, communities, and families. The Bonner model encourages con-

sistency, making sure participants see the same familiar faces of caring college students every day. After a while, the students are no longer volunteers. The students become friends. That is what we strive for. ■

Center for Liberal Education and Civic Engagement

Designed as a catalyst and incubator of new ideas, research, and collaborations, the Center for Liberal Education and Civic Engagement seeks to deepen understandings of the relation of liberal education to service and civic responsibilities. Founded in 2003, the center is the result of a partnership between AAC&U, the nation’s leading advocate and voice for liberal education, and Campus Compact, the nationally known organization promoting service learning. Initial support for the center’s projects was provided by the Charles Engelhard Foundation and the Christian A. Johnson Endeavor Foundation.

www.aacu.org/civic_engagement/index.cfm

Commitment to a Cause

By Tocarra Cash, former Bonner scholar, Spelman College

UPON ENTERING THE BONNER SCHOLARS PROGRAM AS A BRIGHT-EYED FRESHMAN, EAGER TO REPRESENT SPELMAN COLLEGE, I HAD NO IDEA THAT MY PERSPECTIVE WOULD CHANGE SO MUCH. THE BONNER SCHOLARS PROGRAM PLAYED A SIGNIFICANT ROLE IN THAT TRANSFORMATION. I ALWAYS KNEW I LOVED HELPING PEOPLE, BUT THE IDEA OF EFFECTING WIDESPREAD CHANGE AS JUST ONE PERSON SEEMED NEXT TO IMPOSSIBLE. TWO YEARS LATER, I REALIZE THAT WHILE I MAY STILL BE ONE PERSON, ONE WHO REQUIRES THE HEALTHY DOSE OF JOY THAT COMES FROM HELPING PEOPLE, I CAN EFFECT CHANGE—HOWEVER SMALL IT MAY BE.

I believe everyone should generate an interest in an issue concerning our global community and devote part of their lives (if not the majority of it) to being part of the solution. Through service, I have realized that I have an intense connection with the socially under-recognized issue of domestic violence. Domestic violence is something that I have wanted to change since I was a child witnessing my mother being subjected to such abuse. I truly believe that when you are angry about something that is unjust, it can give you a strong desire to make change. This is not easy, since internalizing learned violence must be unlearned. Like a missing puzzle piece, my service has connected me to a deep level of change. It has given me a vehicle through which to rechannel my anger into transformative social change.

Through volunteering at the Victim-Witness Assistance Program, I connected with women who work toward being empowered enough to resolve their position as domestic abuse victims or witnesses. It has definitely led me, and continues to lead me, into the realm of public life. I consider myself a full-fledged advocate for annihilating violence toward women in my local community. This allows me to cross all social barriers that separate people by race, religion, sexuality, or socioeconomic status; I am able to charge through all those steel doors of categorization and to discover the vulnerable hearts of women in need. I consider all women my sisters, and feel deep compas-



Bonner scholars from Spelman, a historically black women's college, develop leadership skills.

sion for my fellow community members.

Women are equally part of the foundation of families, and families are what make up most communities. We all know a building, or a community, cannot stand on a cracked and deteriorating foundation. These pillars of our community, however, are neglected, yet people in power who can effect social change through the media, representation, lawmaking, and by example simply turn the other way, as if nothing is wrong if women are mistreated physically, sexually, or emotionally. My service has given me the strength, courage, and voice to say, "Something is happening, whether you want to recognize it or not." Knowing this, I feel propelled

into a public and political life. I feel passionately committed to passing much stronger domestic violence laws in Congress; seeing this through is a long-term goal in my life.

It takes a lot of courage to admit there is a problem, but it takes ten times that much to solve it. My involvement through service has given me the willpower to commit wholeheartedly to work toward solving the problem of domestic violence. I hope that in years to come, I can continue to grow in strength, courage, and wisdom so I might help eradicate domestic violence, a major social issue that has affected many women's lives, including my own. ■

Checklist from the President's Chair

By Jerry Beasley, president of Concord College and chair of the Bonner Foundation's Presidents' Advisory Committee

The following checklist identifies concrete tasks and strategies college and university presidents can pursue in order to integrate civic learning and engagement into their ongoing campus work. The suggestions range from monetary commitments to revising evaluation practices of faculty and staff.

- ✓ Direct the internal allocation of funds to students and faculty engaged in service activities that require reflection and deepening levels of responsibility and awareness.
- ✓ Set a fund-raising agenda for the institution that includes gathering support for service projects. Depending on your institution, this process might require you to educate legislators, the public, and alumni and other potential donors about the purposes of higher education and its relationship with sustainable community engagement.
- ✓ Encourage the behavior your institution claims to value. Honor students, student organizations, faculty, and staff for their service. Urge the selection of honorary degree recipients who personify the community service lessons worthy of emulation.
- ✓ Collaborate with other presidents to align your institutions in cooperative endeavors to extend the reach of your service efforts.
- ✓ Ensure that service is woven into statements of institutional mission as well as general education goals. Design assessment plans that require evidence of these commitments.
- ✓ Encourage faculty and students to use their research skills as one way of serving their communities.
- ✓ Include community service in the evaluation of faculty and staff. Including evidence of humanitarian impulses in the evaluation of employees suggests that the institution itself must submit to similar assessments. ■

Preparing to Serve

By James Shields, director of the Bonner Center for Community Learning, Guilford College

GUILFORD COLLEGE HAS AN ENDURING TRADITION OF SERVICE TO THE WIDER COMMUNITY. QUAKER IDEALS OF PEACE, JUSTICE, AND COMMUNITY BUILDING CONTINUE TO BE THE FOUNDATION OF OUR EFFORTS TO SERVE AND LEARN IDEALS COMPATIBLE WITH THE GOALS AND PRINCIPLES OF THE BONNER SCHOLARS PROGRAM. IT IS WITH THESE PRINCIPLES IN MIND THAT WE NURTURE COMMUNITY PARTNERSHIPS TO HELP BRING ABOUT POSITIVE SOCIAL CHANGE.

But lofty ideals and good intentions are not enough. Well-meaning students can do more harm than good if they are not properly trained or do not develop the necessary interpersonal and professional skills. We realize that no good purpose is

Our staff design programs that strengthen civic involvement, improve student motivation for service, and bring excitement and depth to academics, while also creating a cadre of student leaders who are well trained and ready to work effectively with a diverse community to address its problems.

served if our students bring in preconceived notions and paternalistic attitudes when they volunteer. Our staff design programs that strengthen civic involvement, improve student motivation for service, and bring excitement and depth to academics, while also creating a cadre of student leaders who are well trained and ready to work effectively with a diverse community to address its problems.

Guilford College's community service focuses on twelve "committed sites." Each committed site has a student project coordinator who supports and supervises Guilford volunteers working on issues such as HIV/AIDS and adult literacy. Project coordinators work with the volunteer training coordinator to train volunteers at their particular site and to design programs for the entire campus. The capstone for their training is coordinating one of three community service-oriented programs for first-year students, as well as the volunteer fair and the volunteer retreat.

Guilford aspires to develop a new generation of socially responsive servant-leaders. Leadership skills are consciously taught and practiced with ongoing opportunities for reflection and feedback. Workshops offered range from substantive subjects like anti-racism and conflict resolution to more process-oriented ones such as event planning and time management. Nearly all of the students in the Bonner class of 2006 have gone on to careers in which they use skills acquired as project coordinators. Infused by Guilford College's Quaker ideals, the Bonner Scholars Program prepares our graduates to be effective leaders who are committed to making the world a better place. ■

LifeWorks and the Commons: A Model for General Education

By Stan Dotson, dean of LifeWorks, Mars Hill College

IN THE LATE 1990S, A MAJOR REDESIGN OF MARS HILL COLLEGE'S CORE GENERAL EDUCATION CURRICULUM COINCIDED WITH THE DESIGN OF A COCURRICULAR CIVIC ENGAGEMENT LEADERSHIP PROGRAM. THE TWO PROJECTS COMPLEMENTED ONE ANOTHER, RESULTING IN THE COCURRICULAR LIFEWORKS CIVIC ENGAGEMENT CERTIFICATE PROGRAM, WHICH THEMATICALLY FOLLOWS A SEQUENCE OF SIX NEW CORE CURRICULUM COURSES, CALLED "THE COMMONS." LIFEWORKS PROVIDES STUDENTS OPPORTUNITIES TO GAIN INCREASINGLY CHALLENGING COMMUNITY-BASED EXPERIENCES AS THEY MOVE THROUGH SIX STAGES: EXPLORATION, DIRECT SERVICE, PROJECT MANAGEMENT, ADVOCACY, RESOURCE DEVELOPMENT, AND DEMONSTRATION (ASSESSMENT AND EVALUATION). THESE EXPERIENCES ACCOMPANY THE SIX NEW COURSES IN THE COMMONS CURRICULUM, PROVIDING STUDENTS REFLECTION OPPORTUNITIES BEGINNING IN CHALLENGES (THE FIRST-YEAR SEMINAR), FOLLOWED BY FOUR THEMATIC COURSES EXAMINING CHARACTER, CIVIC LIFE, FAITH AND REASON, AND CRE-ATIVITY, AND CONCLUDING WITH A CAPSTONE EXPERIENCE.

The collaborative design work leading to the Commons and the civic engagement certificate produced four key discoveries for the faculty and LifeWorks staff. The discoveries sound simple, but they have generated a major paradigm shift in the way Mars Hill seeks to fulfill its mission.

First, college students *are already engaged*. In discussing ways to infuse experiential components into the Commons courses, a flawed assumption of the service-learning movement emerged—namely, the idea that the faculty need to coordinate opportunities for students to “get out into the community.” This is a labor-intensive process, keeping many faculty from engaging in service learning. But look beyond the narrow confines of volunteer experience in the nonprofit sector and you will find that a large majority of students are already engaged with the community through a wide variety of outlets—athletics, performing arts, religious activities, and part-time jobs. Instead of funneling all students into one type of activity, why not capture these existing activities as treasures of engaged learning, allowing those experiences to become the proverbial grains of sand through which students can examine the world? The task of



A Mars Hill student encourages her peers to vote.

the professor is not, then, to coordinate logistics of getting everyone “out into the community.” Rather, the task is to make deep connections between the conventional texts covered in the classroom and the “living, human documents” uncovered in the experiences students regularly have with communities.

Second, *students already reflect*. A common, flawed assumption of cocurricular service-learning practitioners is that special reflection tools need to be created for students engaged in the community. Trying to motivate students to read essays or watch films that will help them process and interpret their experiences is another

labor-intensive enterprise. But rich resources of reflection—literature, philosophy, history, arts, and sciences—already are infused throughout the curriculum. Instead of trying to generate reflection materials outside the curriculum, why not explore what students are already contemplating (for credit) and mine these materials as sources for ongoing deliberation, analysis, critical thinking, and reflection on the experiences they are having in the community? The task for cocurricular staff is not to heap more reading on the students, but to reinforce connections the curricular texts have to the lived experiences of students in the community.

Third, welcoming new voices to the table creates the possibility for a *true commons*. In a series of workshops focused on the Commons course themes, faculty, staff, coaches, community partners, and students create conversations connecting written texts and lived texts. For example, in the course that examines character, students read Plato's "Ring of Gyges," a story about what it would be like to have a ring that would make one invisible. Imagine a workshop around this text where faculty and students learn from a community partner who directs a safe house for victims of domestic violence. She provides a whole new perspective on what it might mean to be invisible in our society. She describes the level of cruelty people are capable of when they think no one is watching, and the challenge of making victims of this cruelty "invisible" to their tormentors. A student and the college counselor then describe the reality of date rape on campus and connect it to Plato's narrative, which has now become a powerful

reflection tool for analyzing experiences on campus and in the community, just as these community realities have become powerful tools for engaged dialogue in

Higher education is skilled at measuring instrumental outcomes, but rarely establishes methods for measuring long-range end outcomes.

the classroom. To the extent that these conversations become as "commonplace" across campus and in the wider community as they are in the classroom, a true commons is emerging.

Fourth, the most important measurable, and the least measured, are *ultimate*

outcomes. So much of educational assessment focuses on *instrumental* outcomes—the acquisition of knowledge, skills, and dispositions that can then be applied as instruments for good or ill, for the commonwealth or for private gain, benefiting the vulnerable or the privileged. Higher education is skilled at measuring instrumental outcomes, but rarely establishes methods for measuring long-range end outcomes. LifeWorks offers the following list of seven end outcomes: good work (accomplished through one's career, volunteer activities, faith commitments, political actions, and investments) is that which contributes to (1) economic opportunity, (2) a sustainable environment, (3) peace, (4) wellness, (5) respect across all aspects of diversity, (6) creative expression, and (7) the development of young people to their full potential. As we find ways to measure the accomplishment of these outcomes among our graduates, we will discover the extent to which our endeavors in LifeWorks and the Commons constitute good work. ■

An Intentional and Comprehensive Student Development Model

continued from page 14

academic certificate initiative, which the foundation is working with a cluster of campuses to develop through a grant from the Fund for the Improvement of Postsecondary Education. These new minors focus on a number of common elements:

- **Public policy**, including the structure and roles of government, ways to be involved in shaping public policy, and the implications of governmental policies
- **Poverty**, including the roots and conditions of poverty, its implications, and possible solutions
- **International perspectives** on issues that the student is addressing, such as

the distribution of wealth, health care, and environmental concerns

- **Issue-based knowledge** connected to direct service areas, such as homelessness, hunger, or the environment
- **Place-based knowledge** connected to the place where the student is serving, such as knowledge of local context, history, economics, and politics
- **Diversity**, including understanding and awareness of power, class, race, gender and other factors in social identity

The articles included in this issue of *Diversity Digest* expand upon and provide concrete examples of the models described above. Each perspective, whether it is a stu-

dent's, a faculty member's, or a community's, demonstrates the power of linking student learning with service and community engagement. For more information on the Bonner Program and its pedagogical and service frameworks, contact Ariane Hoy at ahoy@bonner.org. ■

References

- Kolb, D. A. 1984. *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.
- Schneider, C. G., and L. Knefelkamp. 1997. Education for a world lived in common. In *Education and democracy: Re-imagining liberal learning in America*, 327–44. New York: The College Board.

The Case for Studying Poverty

By Harlan Beckley, founder and director of the Shepherd Program on Poverty and Human Capability, Washington and Lee University, and Stacy McLoughlin Taylor, participant in and former acting director of the Shepherd Program and MA student in European studies in Istanbul, Turkey

THE U.S. CENSUS BUREAU REPORTED A POVERTY RATE OF 12.7 PERCENT IN 2004. MORE SHOCKINGLY, ONE IN FIVE AMERICAN CHILDREN TODAY LIVE IN OFFICIAL POVERTY. MEASUREMENTS OF POVERTY BY HEALTH, LITERACY, OR FAMILY STABILITY ARE EVEN MORE EMBARRASSING. OUR INFANT MORTALITY RATE STANDS ABOVE THAT OF ALL OTHER DEVELOPED NATIONS AND THE PERCENTAGE OF U.S. CITIZENS EXPECTED TO LIVE PAST SIXTY-FIVE IS LOWER THAN IN COSTA RICA.

Undergraduate education addresses other significant social problems: the environment, national security and peace, women's issues, and race and ethnic relations. Why are there not more interdisci-

plinary programs for the sustained study of poverty? It promotes a structure for student leadership and volunteer service in the local community through the Bonner Leader Program, as well as eight-week summer internships in which students work with disadvantaged persons and communities across the nation. This effort helps our graduates develop a stronger sense of vocation. They become knowledgeable about how their conduct as professionals and citizens will affect the opportunities of disadvantaged persons to contribute to a better life for themselves, their families, and their communities.

Graduates knowledgeable about poverty will introduce new ideas into the political and civic discourse, initiate innovative community programs, and introduce new professional practices into business, education, law, ministry, healthcare, and social work.

Through organizations like the Bonner Foundation, a new generation of college students is involved in serving society. Undergraduate studies of poverty can prepare these students to unite with their less fortunate (sometimes victimized) fellow citizens. Together, they could demand that civic and political leaders on the right and the left think and act differently to diminish persistent poverty in the United States. Over time, we could then alter these shameful statistics. ■

Rigorous and sustained interdisciplinary study deepens commitments, generates new ideas, and inspires new approaches and practices that engage many citizens.

plinary programs for the sustained study of poverty? Rigorous and sustained interdisciplinary study deepens commitments, generates new ideas, and inspires new approaches and practices that engage many citizens.

Washington and Lee's Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability integrates academic study and learning through service and reflection. It endeavors to inform students about poverty and what can be done to foster human capabilities for communities and individuals who have been left behind in domestic and international development.

Serving, Voting, and Speaking Out: Bonner Students Reflect on Civic Engagement

To illustrate the power of student voice, the Bonner Foundation will publish *Serving, Voting, and Speaking Out: Bonner Students Reflect on Civic Engagement* later this year. Comprised of forty student essays from Bonner programs, the publication documents the engaged community work and pivotal insights students have gained as they become civically engaged through service.

Students write about the politics of voting, oppression, inequality, and injustice and the effect of discrimination and stereotypes. They also reflect on homelessness and poverty, the value of an international perspective and bridging differences, and the importance of knowing oneself and one's own community. Finally, they explore how to be accountable to the younger generation and how to link theory with practice in and outside the classroom.

Poems, photos, and quotes by Bonner students and staff are woven through the essays. There are also bibliographic and film resources, training modules, and thematic questions to inspire dialogue and inquiry. The publication describes the leadership students offer when given the tools and opportunities to make a difference in the world.

If you are interested in obtaining copies of *Serving, Voting, and Speaking Out*, visit www.bonner.org or contact the foundation directly. The publication is compiled and edited by Ingrid Dahl, Ariane Hoy, and Wayne Meisel.

Engaging with Difference Matters: Longitudinal Outcomes of the Cocurricular Bonner Scholars Program

By Cheryl Keen, senior researcher for the Bonner Foundation and chair of student success for Walden University's PhD in education program

FEW STUDIES OF SERVICE LEARNING PROVIDE LONGITUDINAL DATA BEYOND THE LENGTH OF A SEMESTER, COMPARISONS ACROSS TYPES OF COLLEGES, OR ON THE EFFECT OF THE EXPERIENCE ON STUDENTS' PERCEPTIONS OF DIVERSITY AND SOCIAL JUSTICE. THE SEVEN-YEAR LONGITUDINAL STUDY OF THE BONNER SCHOLARS PROGRAM THAT IS NOW DRAWING TO A CLOSE OFFERS AN OPPORTUNITY TO HELP THE FIELD IMPROVE ITS PRACTICE, BOTH ACADEMICALLY AND IN COCURRICULAR PROGRAMS, AND MAKE STRATEGIC USE OF SCARCE RESOURCES IN SUPPORTING SERVICE LEARNING.* AN INITIAL REVIEW OF THE FINDINGS FROM THIS RESEARCH DEMONSTRATES THAT THE POWERFUL PROGRAM ELEMENTS DESCRIBED IN ARIANE HOY'S AND WAYNE MEISEL'S ARTICLES IN THIS ISSUE PROVIDE GUIDEPOSTS FOR DESIGNING COCURRICULAR AND ACADEMIC SERVICE-LEARNING PROGRAMS FOR PERSONAL, ACADEMIC, CIVIC, AND DIVERSITY OUTCOMES.

In conducting the study, researchers surveyed two cohorts three times in their four years of college. The data pool involved over nine hundred students from the classes of 2003 and 2004 on twenty-five Bonner campuses. The researchers also surveyed Bonner leaders in the two-year program, and worked with the University of California–Los Angeles Higher Education Research Institute's "Life After College" study to compare forty Bonner scholar alumni from ten campuses with other alumni from their colleges, ten similar liberal arts colleges, and the national sample. The survey revealed that the gains did not disappear three years after college.

The researchers' interest in the Bonner Scholars Program stemmed primarily from long-term work on clarifying how people develop and sustain commitments to working on behalf of the common good in an age of diversity, ambiguity, and complexity. The book I coauthored in 1996 with Larry Dalo, Jim Keen, and Sharon Parks, *Common Fire: Leading Lives of Commitment in a Complex World*, marked the culmination of more than a decade of research into this question. That study pointed to an enlarging encounter with otherness in which some person or group that had previously been an external "they"

came to be included in a newly reframed sense of "we."

This earlier research led those researching the Bonner Scholars Program to believe that contexts in which young

Through mentoring, reflection, and dialogue, Bonner scholars make sense out of their experience, grow and learn from it, and ultimately make use of it in developing critical, systemic understandings that are anchored by compassionate approaches to human need.

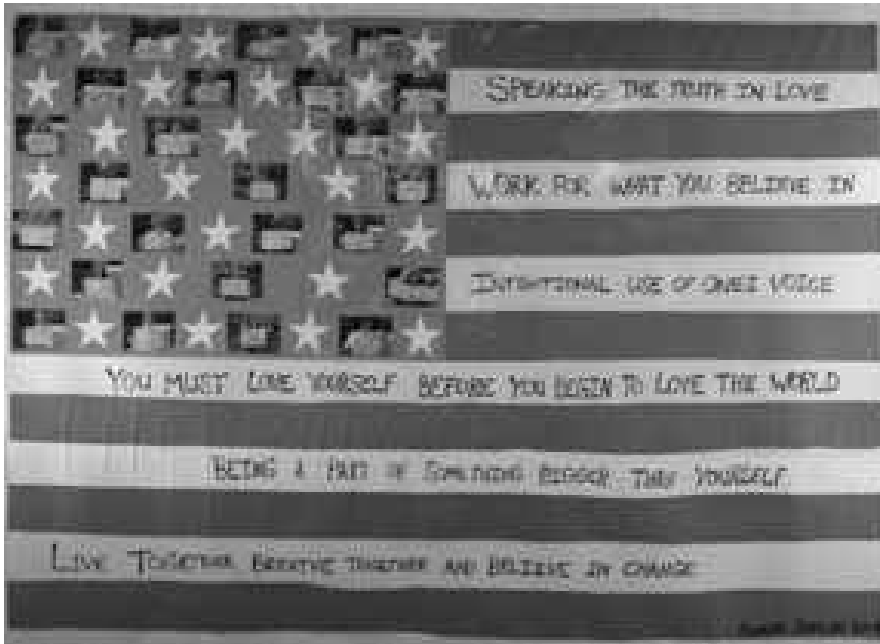
adults cross thresholds of difference—such as those involving ethnicity, religion, culture, and social class—play a significant role in the development of sustainable commitments to civic, international, and social justice concerns. This is even more likely to be the case when the experience

of such encounters and their contexts is part of a comprehensive program such as the Bonner Scholars Program. Through mentoring, reflection, and dialogue, Bonner scholars make sense out of their experience, grow and learn from it, and ultimately make use of it in developing critical, systemic understandings that are anchored by compassionate approaches to human need. Research suggests that the Bonner Scholars Program is probably as effective an incubator for the formation of sustainable adult commitments as we are likely to find.

Major Findings

The researchers identified several major findings that both support existing program models and provide guidance for campuses in the process of developing or assessing their own models. The first of these is that *the senior year matters*. The researchers found that seniors more often than juniors agreed or strongly agreed that they gained desired program outcomes. Four years of engagement makes a difference, although two years in the sister Bonner Leader Program also resulted in significant gains.

The data also show that social justice concerns develop by senior year, meaning that seniors were much more likely than



As part of their participation in the civic engagement writing exercise, Davidson College Bonner scholars created this flag.

juniors to appreciate the opportunity provided by the Bonner Scholars Program to “understand the root causes of social justice issues.” Program elements that were strongly associated with student gains in understanding social justice issues included the degree to which the program provoked thought about course material, the opportunity to serve those from backgrounds different from students’ own, and the belief that the program affected skills students needed to do service.

The researchers also found that dialogue across difference is critical. Comparison of responses from juniors and seniors suggests that a program conducive to intellectual development would provide plenty of opportunity for dialogue across difference in the first two and a half years of college and then consolidate that experience through the senior year in mature discussions of social justice with peers, community members, and faculty.

Finally, *the Bonner program model supports civic development.* Engagement in the program design supported students’ affirmation of the Bonner Scholars Program’s “common commitments”: maintaining or

developing civic engagement (voting, participating in democratic deliberation, etc.), respecting and engaging the many different dimensions of diversity, developing an international perspective, building community-based partnerships, and working for social justice.

Unexpected Findings

In addition to the major findings presented above, researchers also discovered several surprises. First, *the number of service-learning courses scholars took has a weak association with program outcomes.* The findings affirm the power of cocurricular programming to reach desired developmental gains.

Second, *international service did not affect program outcomes.* About twenty-five percent of the scholars had an international service experience of seven weeks or more. Seven weeks of international service may not be long enough to affect development, or the gains may take a couple of years to come to fruition.

Third, *the type of college the Bonner students attended mattered little.* Service-learning experiences and program

design mattered more than type of college attended. The only modest finding in terms of type of college was that the students from faith-based institutions had a significantly similar experience to those from economically and racially diverse campuses. And finally, *no single variable correlated with voting in the last election.*

Conclusions

The Bonner Scholars Program’s design is one of cocurricular service learning. The question of whether learning takes place outside the formal curriculum is an old one. Research into the program can be placed alongside the findings of researchers who have documented the power of engaged learning in and outside the classroom to affect student learning and success.

The program’s design is predicated on the assumption that entering communities to do real service across lines of perceived difference can be very challenging and that students and communities will gain more if the student is supported by financial resources, the campus administration, and peers and faculty in informal and formal settings for reflection and study. The Bonner Foundation has supported the exploration of several ways that colleges and universities can capture the developmental power and civic contribution of service learning without relying on faculty to offer service-learning classes. The study’s results challenge the implicit assumption in the field that service learning is synonymous with academic service learning. ■

Note

**This research has been conducted by Kelly Hall, Tom Plaut, Jim Keen, and Cheryl Keen, and was supported by the Bonner Foundation and the Ford Foundation through the Center for Social Development at University of Washington—St. Louis. A full report will soon be available.*

UPCOMING AAC&U CONFERENCES

Faculty Work and the New Academy: Emerging Challenges and Evolving Roles

*Chicago, Illinois
November 9–11, 2006*

AAC&U Annual Meeting The Real Test: Liberal Education and Democracy's Big Questions

*New Orleans, Louisiana
January 17–20, 2007*



AAC&U Associates

Enrollment in the Associate Program provides an opportunity for individuals on AAC&U member campuses to advance core purposes and best practices in undergraduate education and to strengthen their collaboration with AAC&U's Office of Diversity, Equity, and Global Initiatives. Associates pay \$60 per calendar year and receive the same benefits as AAC&U Campus Representatives, including subscriptions to our print publications, *Liberal Education*, *Peer Review*, and *Diversity Digest*, electronic copies of our quarterly *On Campus with Women*, invitations to apply for grant-funded projects, and advance notice of calls for proposals for institutes and meetings. For more information, please visit www.aacu.org or call Renee Gamache at 202-884-0809.

About AAC&U

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,100 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

From AAC&U Board Statement on Liberal Learning

AAC&U believes that by its nature...liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.



*Association
of American
Colleges and
Universities*

1818 R Street NW
Washington DC
20009

T: 202.387.3760
F: 202.265.9532

US Postage
PAID
Nonprofit
Organization
Permit No. 8410
Washington, DC

D I V E R S I T Y
D I G E S T