

SEWANEE BONNER LEADER HANDBOOK



INTRODUCTION

Sewanee Bonner Leader's Handbook (*hereafter Leader Handbook*) is a resource and reference guide to program operations, policies, and guidelines. The handbook provides an overview of the key elements of the program. These policies may change to meet program needs over your tenure in the program. As the need for policies modification or change is identified, student input will be solicited through the regular meeting structure of the program. Policy changes and modifications will be communicated to students in the program in a timely fashion.

As stated in the Sewanee Policy Handbook, in the event that a conflict exists between College regulations and the following **Leader's Handbook**, College policies shall govern.

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WELCOME

Dear Sewanee Bonner Leader:

Welcome to the Sewanee Bonner Leader Program, a nationally recognized, academic community service scholarship program supporting community partners in the South Cumberland Plateau, tri-county region. We are so excited to have you as a valued member of our team, committed to working together to making a difference one step at a time.

The Sewanee Bonner Leader Program is guided by the values of leadership, professionalism, service, and academic excellence. You are expected to grow, develop, and excel in each of these areas during your time as a Sewanee Bonner Leader. You are also expected to integrate these four values as you explore and develop your own solidarity with the poor and marginalized in our local, national, and international community. The Sewanee Bonner Leader Program will give you tools, challenges, support, and guidance as you work together to make a difference one step at a time.

By enrolling in the Sewanee Bonner Leader Program, you have decided to take on an important role within the Sewanee community and to engage and combine your service and academics. You have also committed to become critical members of your service site organization; to be passionate change agents for justice in your local, national, and international communities; and to stand out as a role model on campus and throughout the national Bonner Network.

Sewanee Bonner Leader's Handbook is designed to give you all the information that you need to begin and continue to succeed on your journey as a Sewanee Bonner Leader. Our policies are set to challenge you to reach your goals to make a meaningful connection with community partners, and to learn life skills that will enable you to be more effective civic leaders and more thoughtful global citizens. The Leader's Handbook explains in further detail our expectations and helps guide your participation as a team member, holding our community together in accountability, fellowship and solidarity.

Your participation in the program expresses your consent to these. Please do not hesitate to come to us if you have any questions. Have a wonderful and engaging year.

Warmly,

Robin Hille Michaels
Director, Bonner Leader Program
Assistant Director, The Office of Civic Engagement

Jim Peterman,
Director, The Office of Civic Engagement

OUR MISSION & VALUES

BONNER LEADER PROGRAM

This four-year service internship and leadership development program, will prepare active global citizens advancing economic, social, and environmental well-being through reciprocal community partnerships enhanced by active skill-building and civic reflection.

OFFICE OF CIVIC ENGAGEMENT

VISION Active global citizens advancing economic, social, and environmental well-being.

MISSION To cultivate knowledge, resources, and relationships to advance the economic, social, and environmental well-being of our communities.

THE UNIVERSITY OF THE SOUTH

UNIVERSITY PURPOSE

The University of the South is an institution of the Episcopal Church dedicated to the pursuit of knowledge, understanding, and wisdom in close community and in full freedom of inquiry, and enlightened by Christian faith in the Anglican tradition, welcoming individuals from all backgrounds, to the end that students be prepared to search for truth, seek justice, preserve liberty under law, and serve God and humanity.

The College of Arts and Sciences is committed to the development of the whole person through a liberal arts education of the highest quality. Outstanding students work closely with distinguished and diverse faculty in a demanding course of humane and scientific study that prepares them for lives of achievement and service. Providing rich opportunities for leadership and intellectual and spiritual growth, while grounding its community on a pledge of honor, Sewanee enables students to live with grace, integrity, and a reverent concern for the world.

The School of Theology educates women and men to serve the broad whole of the Episcopal Church in ordained and lay vocations. The School develops leaders who are learned, skilled, informed by the Word of God, and committed to the mission of Christ's church, in the Anglican tradition of forming disciples through a common life of prayer, learning, and service. Sewanee's seminary education and world-wide programs equip people for ministry through the gift of theological reflection in community.

THE BONNER FOUNDATION

The Sewanee Bonner Leader Program is made possible through the generous support of the Bertram and Corella Bonner Foundation and is part of a National Bonner Network.

HISTORY

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

In the words of Bertram Bonner, he was born “without a dime” in 1899 in Brooklyn, New York. At the early age of 22 after putting himself through college at night, Mr. Bonner was named Head Treasurer for Heda Green Banks. He had been working with Ms. Green since the beginning of his teenage years and had learned much from the eccentric and well-known woman. As Head Treasurer he made many loans to New York builders, which inspired him to become involved in the real estate business. He was successful from the beginning but in the stock market crash of '29, like so many others, he lost everything. But, unlike others, with hard-working and tremendous acumen for business, Mr. Bonner quickly made back his fortune. His career spanned six decades and he built more than 30,000 homes and apartments.

Corella Bonner, like her husband, was born into poverty. However, she began her journey in the rural south - more specifically the town of Eagan, TN. At fourteen, after living in coal-mining towns in West Virginia, Tennessee and Kentucky, Corella Allen, along with her mother, sought opportunity in the northern city of Detroit. Arriving penniless, the young Allen soon found work as a cashier at a cafeteria, attended Wayne State University at night and made sure that her younger siblings went to school. She worked her way up from cashier to manager and was eventually transferred to the Statler chain's New York hotel. It was there that she met Bertram Bonner who she married, four years later, in 1942.

The Bonners' involvement in community service emanated from their early work providing food for destitute families in Fort Lauderdale, Florida where the Bonner family lived. When the Bonners moved in 1956 to Princeton, NJ they began a broad-based ecumenical crisis ministry program housed in the Nassau Presbyterian Church. Mr. Bonner passed away in May of 1993. Mrs. Bonner carried on their legacy of hope, service and gratitude until her passing in July of 2000.

NATIONAL BONNER NETWORK

Since the Bonner Scholars Program was piloted at Berea College in 1990-91, the Foundation has worked with colleges to support student's ability to attend college and to be active and involved in service while in school. In the first few years, an initial group of schools were identified to participate in this service-based scholarship program. The Bonner Scholars Program now operates on 25 campuses and supports 1,500 students annually to be actively involved in community service and social justice issues. Each school supports a director and a coordinator who oversee the general operations of the Bonner Program and has between 30 and 100 Bonner Scholars. In 1997, the effort to replicate the Bonner Program began with six campuses that worked in partnership with campuses with the Bonner Scholars Program. There are now more than 61 campuses with Bonner Leader Programs, bringing the total number of Bonner campuses to more than 80.

BONNER FOUNDATION MISSION

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

SEWANEE BONNER LEADER SERVICE MODEL

As part of the Office of Civic Engagement, the Sewanee Bonner Leader Program is committed to practicing Bonner's "Five E's" Student Development Service Model in all of our community partnerships and student placements.

THE FIVE "E'S"

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

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

FIRST-YEAR SERVICE SEEKER

EXPLORATION PHASE

PURPOSE

The student is involved in a variety of service projects, exploring their interests and identity, discovering issues, agencies, and communities for which they have a commitment. Students in this phase are exploring multiple sites to learn about communities and discover their fit. They are not expected to be engaging in in-depth planning and organization of projects as much as they are expected to learn and to build relationships.

THEMES

Personal Exploration, Group Cohesion, Community Exploration, Expanding Comfort Zones, Discipline, Integrity (social, academic, programmatic)

Common Commitment Focus:

Community Building – Establishing and sustaining a vibrant community of place, personal relationships, and common interests.

Diversity – Respecting and engaging the many different dimensions of diversity in our public lives

Skill Acquisition:

- Time Management
- Balance/Boundaries
- Community Building
- Understanding of Place
- Goal Setting
- Active Listening
- Reflection
- Professionalism

SECOND-YEAR SERVICE PROVIDER

EXPERIENCE PHASE

PURPOSE

The student begins to focus on a set of issues and/or an agency, while beginning to assume minor responsibility and ownership at their sites.

THEMES

Building Professional Skills, Broadening Cultural Awareness, Leadership Style Exploration, Consistency, Strengthening Relationships

Common Commitment Focus:

Community Building – Establishing and sustaining a vibrant community of place, personal relationships, and common interests.

Social Justice – Advocating for fairness, impartiality, and equality while addressing systematic social and environmental issues.

Skill Acquisition:

- Teamwork
- Working with diverse groups
- Leadership development
- Running Meetings
- Conflict resolution and reconciliation
- Communication
- Commitment and follow-through
- Cultural awareness

THIRD-YEAR SERVICE LEADER

EXAMPLE PHASE

PURPOSE

The student emerges as a leader of peers or other volunteers within the agency and/or project, managing and leading discrete projects and a site-based team, even serving as a project or site coordinator.

THEMES

Leadership Style Exploration, Leading Others by Example, Managing Groups and Events, Social Advocacy, Capacity-Building Skills, Understanding Systems for Social Change

Common Commitment Focus:

Social Justice – Advocating for fairness, impartiality, and equality while addressing systematic social and environmental issues.

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

Diversity – Respecting and engaging the many different dimensions of diversity in our public lives

Skill Acquisition:

- Leading groups
- Volunteer management/recruitment
- Grantwriting
- Leadership development
- Running a meeting
- Event planning
- Working with diverse groups
- Civic participation

FOURTH-YEAR SERVICE AGENT

EXPERTISE PHASE

PURPOSE

The student continues in a project leader or specialist capacity within the agency and/or project, often taking on specialized roles and responsibilities for an initiative or project and finding ways to sustain the project. As students progress, they become an integral member of the agency/organization team. Students integrate academic course work or internships into their service experience.

THEMES

Advanced Leadership, Transitioning Leadership, Sustainability, Future Direction

Common Commitment Focus:

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

Spiritual Exploration - Explore personal beliefs while respecting the spiritual practice of others.

Skill Acquisition:

- Public Speaking
- Professional Development
- Reflection
- Visioning
- Ensuring sustainable projects
- Career preparation

EXPECTATIONS, CODES, AND REQUIREMENTS

This section of the Leader's Handbook is a review of the general expectations of students enrolled in the Sewanee Bonner Student Leader Program, as well as codes of conduct and requirements for continuing in the program.

SEWANEE BONNER EXPECTATIONS

- Make a commitment serving 8 hours per week for their entire Sewanee career.
- Become a part of a dedicated team of leaders in community service and social justice.
- Work towards a long-term partnership with a least one organization based upon community needs, in conjunction with personal and professional interests.
- Experience increasing responsibility and leadership working with their organization, on campus, in classes, and abroad.
- Participate in a student developmental model that challenges and supports each Bonner Leader to develop their skills, knowledge, commitments, and responsibilities.
- Participate in weekly trainings, enrichment & events to develop professional, team and leadership skills, including but not limited to workshops, reflections, site based team meetings, and national meetings.
- Commit to working with a group of diverse but similarly engaged students.
- Take advantage of the opportunity to travel and participate in national service, civic engagement and leadership conferences and internships.
- Perform all related GivePulse and Banner reporting and documentation requirements.
- Enroll in community engagement classes that support their service leadership projects.

SEWANEE BONNER CODE OF ETHICS

A. GENERAL SERVICE INTERNSHIP CODE

Sewanee Bonners bear a sizable responsibility in representing The University of the South, the Bonner Foundation, their Community Partner Sites, and themselves. The ethical considerations set forth below are behavioral guidelines for Bonners as part of the University community. A Bonner's conduct should at all times be in conformity with the law, the University, and Program Guidelines. Finally, Bonner behavior should reflect consciousness of their position as a positive role model for other students. Bonners have a right to expect all of their fellow leaders to follow these principles. In situations where questionable (unethical, irresponsible, etc.) behavior is observed in fellow Bonners, students in the program have a responsibility to report this behavior to program staff.

BONNERS SHOULD:

- Know the rules and regulations as outlined by city and state statutes, the University, The Honor Code, the Bonner Handbook, and the respective community partner site.
- Remain aware that you represent The University of the South, your community partner, and the Bonner Program at all times (both on and off-campus and on the internet)
- Consider the decisions you make in your personal life, and how they may impact your position as a Bonner and with the University. Always conduct yourself in a mature, dignified and professional manner.
- Lead by example through words and actions that reflect the spirit of honor and respect.
- Carry out to the fullest the responsibilities which you assume as part of your Bonner enrollment. If you ever become negligent, negative or apathetic towards your responsibilities, it is necessary to have a discussion with the Bonner Director about ways to address or increase your fulfillment in the program.
- Respect all others and never unjustly discriminate on the basis of race, religion, sex, age, national or ethnic origin, disability, marital status, veteran status, sexual orientation or any other status or condition.
- Challenge yourself personally and professionally. Take risks and be open to feedback and opportunities for development.
- Always respect the privacy and property of others.

NOTE: If you are unhappy with specific Bonner Program-related individuals or policies, there are appropriate ways for you to express your complaints and suggestions without compromising your Bonner position. Talk with either a member of the Student Advisory Board or the Bonner Director about appropriate ways to address the issue(s).

B. THE UNIVERSITY HONOR CODE

*THE CONCEPT OF HONOR —
One shall not lie, cheat, or steal.*

For more than a hundred years the Honor System has been one of Sewanee's most cherished institutions. The Honor Code is an attempt to formulate that system. But no code can adequately define honor. Honor is an ideal and an obligation. It exists in the human spirit and it lives in the relations between human beings.

Bonniers are expected to maintain the highest level of integrity and honor. For the official University of the South Honor Code, please refer to your Student Handbook. Bonner Program staff will fully enforce the Honor Code. Any SBSL who is found to be in violation of the Honor Code may be immediately expelled from the program.

C. SEWANEE'S CODE OF STUDENT CONDUCT

Bonniers are specifically encouraged to review the various codes and policies governing student life, both on and off the domain. If there are any questions about what type of behavior is generally acceptable, Bonniers should refer to the Sewanee Student Handbook.

Bonniers are held to a higher standard of behavior as campus leaders and University representatives in the national service movement than typical Sewanee students. For this reason, if a Bonner is found responsible for violating University codes or policies, they are also subject to additional sanctions within the Bonner Program. Sanctions will be determined by the Director of the Bonner Program in consultation with appropriate University administrators.

D. BONNER CODE OF PROFESSIONAL CONDUCT

The Bonner Program provides financial stipends for the hours of service done by Bonniers. As recipients of work-study stipends, Bonniers are held to a professional standard of participation in the program.

Time Commitments

Bonner positions are paraprofessional positions for which an established service work study stipend is received. Bonniers are expected to spend 8-10 hours per week in service-related activities. Bonniers are expected to keep all scheduled time commitments for attendance of Bonner meetings and work with community partners. Failure to do so may affect their work study stipend and their continuation in the program.

Bonner positions are contingent upon completion of ALL required training sessions, workshops and activities. Bonniers may not make time commitments incompatible with their Bonner responsibilities. All potentially time commitments will be subject to review by the Bonner Director.

Professional Dress and Comportment

Bonniers are expected to wear appropriate attire at service sites. While class dress might be appropriate, in all cases attire should be modest, fit the context, and not draw inappropriate attention to the student whose function is to fit in and serve in their service site. In all cases, Bonniers should be respectful, both in interactions with service site staff and with clients.

ACADEMIC AND CONDUCT REVIEW POLICY

Violations of any of the codes outlined above come with possible Bonner Program sanction in addition to other University sanctions.

SANCTIONS

The following are possible sanctions within the Bonner Program. This list is not sequential and students could experience different combinations of sanctions depending on the situation as assessed by the Bonner Director.

1. **Warning:** Members will hear explanation of infraction, the policy will be re-explained and individuals will be reminded about what will happen in the case of a second infraction (probation, suspension, or expulsion). This may also include a written warning, which will serve as an official rebuke for the infraction for the remainder of the student's participation in the program.
2. **Probation:** A period of probation, generally lasting the duration of the semester following the infraction. If the Bonner makes another infraction of any policy during this time, they may be subject to suspension or expulsion from the program.
3. **Suspension:** A Bonner may be suspended from all duties and privileges of participation in the program for a specified period.
4. **Expulsion:** This procedure results in the Bonner being dismissed from the program altogether.

LEAVE OF ABSENCE

If a Bonner wishes to take a Leave of Absence from the Program for any reason including medical or mental health issues, they must discuss this absence with the Program Director who will determine whether a written request is necessary. If a Leave of Absence is granted, the Bonner will be relieved of all requirements and responsibilities of the Bonner Program for the agreed upon duration of time. By the end of the leave, the student must re-apply to remain in the program. The student will be responsible for communicating with Financial Aid and determining the financial effects of a Leave of Absence.

APPEALS

Students may appeal findings of responsibility and/or sanctions by preparing a written statement outlining their objections to the Director of Civic Engagement.

APPLICATION FOR READMISSION TO BONNER PROGRAM

If the student was dismissed from the program, they may reapply to the program once they have returned to good academic or social standing in the University. If Bonners are dismissed from the program because they did not meet the minimum GPA requirements, they may reapply once they have been re-admitted to the College. The Bonner will also need to submit a letter from their academic advisor in which the advisor expresses their confidence in the student's ability to succeed both academically and in the Bonner Program.

If the student was removed from the University over an academic honor violation, the Director of the Bonner Program and Director of the Office of Civic Engagement will make an informed decision in conjunction with the Associate Dean of the College and the Dean of Students as to whether or not the student may re-apply to the program.

If the student was expelled by the program due to a violation of rules of student conduct policy, the student will be allowed to reapply once they have been restored to good social standing.

If the student took a leave of absence from the Program, the student may re-enter the program by applying within the duration of the granted leave to the Director of the program in a formal written letter. The application must be received no later than the end of the semester immediately prior to reentry.

OTHER GENERAL PROGRAM POLICIES

This section of the Leader's Handbook contains the general policies and procedures for the Bonner Program.

COMMUNICATION

BONNER-TO-BONNER COMMUNICATION

Bonniers are expected to maintain a high level of communication among each other and staff including Bonner Senior Interns. Acceptable ways of communication include in-person contact, e-mail, phone calls, and texting. Bonniers must remain respectable in their attempts at contact and reach others at acceptable times for communication. Members are responsible to respond to all communication within 24-hours or within the stated appropriate time frame. Acceptable reasons for lack of communication include severe illness and family emergencies/ deaths. These reasons must be brought up to the Bonner Director and/or the Bonner Coordinator as soon as possible. If there is a continued lack of response from the Bonner, sanctions (as outlined above) may be taken.

BONNER-TO-COMMUNITY PARTNER COMMUNICATION

Bonniers must at all times maintain a professional level of communication with their community partner. If at any time the Bonner has problems with connecting to their community partner, the Bonner must report the issue to the Bonner Director and allow progress to move from there. If the Bonner is not responding to communication attempts by the community partner and the matter is brought up to the Bonner Director, a meeting will be warranted and the Bonner will be required to respond and stay on track with responses.

SOCIAL MEDIA

Social media tools provide an outlet to connect, and share personal information with others. While aspects of these social media tools are useful for spreading a cause, or educating others about an issue or event, these outlets are considered public and official professional representations of the member. As a result, if unbecoming behavior is made public on these sites the Bonner will be held accountable to these policies herein. For example, photos exhibiting behavior violating the Leader's Handbook or College policies will be presented to the Bonner Director for assessment and action.

ATTENDANCE

EXCUSED ABSENCES

Bonnors are expected to attend all meetings and all scheduled Bonner events. Bonnors should not miss meetings due to social events, too much work or tiredness. Bonnors are allowed 3 absences per semester their Freshman, Sophomore, and Junior years and 4 absences during the semester(s) they comp for Seniors. If a Bonner has more than 3 absences their first 3 years, they will be placed on probation for the following semester and must not exceed their allowed number of absences. If a Senior Bonner has more than 4 absences during the first semester, they will be placed on probation for second semester. If a Senior Bonner has more than 4 absences their second semester, they will be considered ending the program in poor standing.

TARDINESS

The Bonner Leader program is a professional development program and as such holds all members to professional standards. Promptness is expected, and lateness is seen as unacceptable.

TRANSPORTATION

RECOMMENDED TRANSPORTATION USAGE

We recommend that Bonnors follow the following guidelines for vehicle usage:

1. Car-pool as much as possible with other students serving at your sites. As members prepare service schedules, it is recommended that they work with their team members to plan transportation demands into schedules.
2. Coordinate transportation with the OCE Office Coordinator (either Motorpool or Zipcar) taking on responsibility to cancel the car/van 24 hours ahead of time so as not to incur a no-show fee and making sure to return the car/van to the appropriate place at the appropriate time.

SAFETY POLICY

The safety and well-being of all Bonnors is a top priority for Bonner staff and the Sewanee community at large. If any Bonnors should have a concern for their safety or for the safety of those under their or another Bonner's supervision, they should promptly address Program Staff with their concerns. This includes any concerns or considerations for the health of Bonnors that may hinder or deter their service. If a Bonner should find themselves in imminent danger, they should call 1111 or 911 immediately.

SERVICE

Bonnors are required to perform on average 8 hours per week of meaningful, direct service. The Bonnors must work cooperatively and efficiently with the community partner to better suit the needs of the community. Program Staff understand that Bonnors will have demanding schedules and that time conflicts may arise, but any conflicts or deduction of hours, must have prior approval from the site supervisor with a phone call (or the site's preferred method of contact), as far in advance as possible.

Acceptable reasons for this include being sick, away from school, approved academic activities and family emergencies. Homework is not a reasonable excuse. If you are unsure whether or not a reason is acceptable ask the Bonner Director.

Failure to comply with these aspects of the policy may lead to further disciplinary action by Bonner Director.

PROCEDURE FOR UNSATISFACTORY PERFORMANCE AT SITE

Reports of unsatisfactory service work from the community partner will result in a meeting with the Bonner Director to determine the cause of the inappropriate behavior exhibited at the service site and possible sanctions. This may include, for example, inappropriate dress, disrespectful behavior, tardiness, inability to perform actions directed by the advisor, or failure to complete the necessary amount of hours each week.

Just as community partners are encouraged to bring forth unsatisfactory performance complaints at the site, Bonnors are encouraged to share any site issues or challenges with program staff in a timely and constructive manner.

REFLECTION

Reflection is an integral part of the Bonner Program. So what is it? Reflection is any activity that helps you to draw connections between your service as a Bonner Leader with other aspects of your experiences, including your academic studies, your previous experiences, your role as a community member, your goals for the future, and more.

Reflection can take a variety of forms. Consider these examples:

WRITING	journals, directed writings, essays
TELLING	presentations for your community partner, structured discussions
MULTIMEDIA	collages, photo or video essays
ACTIVITIES	role-playing, interviewing community partners or fellow Bonnors

As a Bonner Leader you will participate in group reflections and submit an individual semester reflection every semester except during your senior year.

RESOURCES

WEBSITES

The Official Bonner Website	bonner.org
Office of Civic Engagement	new.sewanee.edu/campus-life/engaging/
Bonner Leader Engage	sewanee.campuslabs.com/engage/organization/bonner-leader-canale-programs

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