

Sewanee Bonner Life

The Leader's Handbook



“...making a difference one step at a
time.”

Introduction

Sewanee Bonner Life: The Leader's Handbook (*hereafter Leaders 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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List of Acronyms:

SBSL – Sewanee Bonner Service Leaders

CEL – Community Engaged Learning

Welcome!!

Dear Sewanee Bonner Leader:

Welcome to the Sewanee Bonner Leaders 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 Leaders 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 Service 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 Service Leaders 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 Service Leaders 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 and AmeriCorps Networks.

Sewanee Bonner Life: The 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 Service Leader. Our policies are set to challenge you to reach your goals, to make a meaningful difference in and through your solidarity with the poor and marginalized. **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 policies and is solidified by your signature at the end of this handbook. Please return all signature pages to Robin Hille Michaels in the Outreach Office.

Please do not hesitate to come to us if you have any questions. Have a wonderful and engaging year.

Warmly,

Jim Peterman
Director, Community Engaged Learning and the Bonner Service Leaders Program
Professor of Philosophy

Robin Hille Michaels
Assistant Director, Sewanee Bonner Service Leaders Program

Our Missions

The mission of Sewanee's Bonner Program sets on the intersection of the mission of the University, Community engaged learning, the academic community engagement program, the mission of the Office of University Outreach, and the Bonner Foundation. These mission statements are provided below.

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.

Community Engaged Learning

Mission Statement

Higher learning brings with it the expectation of ethical and honorable behavior and acceptance of the notion that the privileges of education carry responsibility. Sewanee is committed to nourishing mind, body and spirit, while fostering a respect for the dignity and empowerment of others and a reverent concern for the world. As always, a good place to begin fostering respect for the dignity and empowerment of others is to face the challenge of these ideals wherever we find ourselves. Thus, although Sewanee's Community Engaged Learning (CEL) projects begin within the neighboring three-county area, it extends outward to include community partners throughout the United States

and the world. Sewanee's CEL project incorporates a notion of community engagement and rests on a commitment to the practice of faculty, students, and community partners, being engaged in community-based dialogue, problem solving, and personal engagement informed by academic study and personal reflection. Pursued in this way, community engagement encourages self-knowledge, a deepened understanding of place and increased intellectual development. Moreover, community engagement in an academic setting, whether connected with service projects or local dialogue and research, helps prepare students for full participation in a complex democratic society by fostering a sense of civic responsibility, encouraging the exploration of self-identity, vocational discernment, while promoting leadership and ethical decision making.

The mission of CEL is founded on Sewanee's core purpose, namely, to enable "students to live with grace, integrity, and a reverent concern for the world." CEL is committed to the broad goals of enabling students to see themselves as an integral force in contributing to just, equitable and sustainable societies. To encourage this development of Sewanee students, CEL supports place-based and experiential learning through cross-disciplinary initiatives, faculty-student research, course field trips and co-curricular activities, community service and structured reflection. CEL also seeks to open a dialogue on campus about innovative pedagogies and encourages the accumulation of resources to support faculty in their pursuit to develop community-engaged learning in a rigorous academic setting.

In achieving its core goals, CEL has partnered with University Outreach to offer substantive opportunities for community engagement and service tied to academic scholarship. In particular, CEL encourages a range of strategies of community engagement in which a partnership between the University and a community, which, while making common cause with its partners throughout the world, offers students hands-on learning supported by classroom theory that facilitates the development of a sense of reciprocity and mutual respect.

Sewanee's Bonner Leaders Program

In 2011, Sewanee agreed to become a participating Bonner Network school. We see the partnership as a good fit for Sewanee. Both Sewanee and Bonner are committed to enhancing service and community engagement on campus. Sewanee's Bonner Leaders are selected for service scholarships after having been admitted to the College. Selected leaders receive a scholarship that, among other things, requires that they engage in an average of eight to ten hours of community service per week. These service hours include regularly scheduled Bonner meetings and activities, such as in-service workshops, reflective discussion, as well as training sessions that are designed to equip students to assume increasing levels of responsibility and leadership within their service activities. In addition to the scholarship offered by Sewanee, students who log 300 hours of community service in any year will qualify for an AmeriCorps Education Award. Additional service hours are available through Outreach Trips and service in other qualified settings.

Outreach Office

The Outreach Office co-coordinates the Canale service internships with the Bonner program. In addition, it organizes short-term and international local service projects. For a list of partner agencies, see <http://life.sewanee.edu/serve/student-service-partner-organizations/>. Stop by the Outreach Office in the Bishops Common, or contact Callie Sadler by [email](#) or phone at 931.598.3201, to find out about how to get involved.

The Bonner Foundation

The Sewanee College Bonner Service Leaders 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.

Mission Statement

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

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

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.

Sewanee's Five E's: Making a Difference One Step at a Time

Sewanee's First Year Service Seeker – Exploration Phase

Purpose: The student is involved in a variety of service projects, exploring his or her interests and identity, discovering issues, agencies and communities for which s/he has a commitment.

Overall 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.
- Personal Exploration – Exploring personal beliefs while respecting the beliefs of others.

Service Sites: Level I – These sites are capable to engage students in one-time or single event projects and programs for a limited period of time. At this level, volunteers do not typically participate in in-depth planning or organization of projects. Volunteers are simply lending a hand and pitching in.

Skill Acquisition:

- Time Management
- Balance/Boundaries
- Organization/Planning
- Networking (Personal and Community)
- Goal Setting
- Decision Making
- Critical Thinking
- Active Listening
- Discipline
- Reflection
- Professional Ethics and Etiquette

First-Year Engagement Components/Requirements:

Note: *Specific dates for events below will be communicated directly to each student prior to the beginning of the year*

- Attend a Bonner Leader Orientation. This is a two day event once students arrive to campus.
- Attend the Winter Bonner Leader Retreat (January, date TBD)

- Complete all AmeriCorps (if applying) and Bonner Program enrollment paperwork by the start of September, including the Bonner Leader Contract and Protection of Minors Policy.
- Participate in weekly service hours during the **fall** semester with community partners (students will rotate with, on average, three site visits/projects in the fall semester)
- Select a primary community partner service site by the first week of November and develop a CLA (Community Learning Agreement).
- Serve a minimum of 193 hours in the first year of the program – disbursed over Advent and Easter semesters.
- Encouraged to participate in two Outreach, APO, or Community Engagement House events in the first year (*these may count as part of your Bonner-AmeriCorps hours, but not for service-work study*).
- Attend a bi-weekly first year program meeting with program staff in the spring and fall semesters (specific dates and times designated at the beginning of each semester), a monthly reflection group meeting, and a monthly issue-based team training.
- Attend a one-on-one meeting with the program head each semester during the first year
- Complete Service Accomplishments at the conclusion of each semester and submit monthly service time logs utilizing the BWBRS online tracking system
- Check your Sewanee email account at least twice a week throughout the year for program updates and information
- Assist the Bonner Leaders program in educating the Sewanee and local community about the practice of civic engagement and help recruit students to become involved in the Bonner Leader program service activities.
- Maintain a 2.0 academic G.P.A.
- First-year Bonners are encouraged to take a community engagement course in their first year.

Second-Year Service Provider – Experience Phase

Purpose: The student begins to focus on a set of issues, a neighborhood, and/or an agency, while beginning to serve as a regular volunteer.

Overall Themes: Making Commitments, Consistency, Strengthening Relationships, Exploring Passion and Purpose

Common Commitment Focus:

- Diversity – Respecting and engaging the many different dimensions of diversity in our public lives
- International Perspective – Developing an international understanding that enables students to participate successfully in a global society

Service Sites: Level II: These sites can sustain service commitments for a designated period of time throughout the year. Students can begin to assume minor responsibility and ownership at these sites as organization staff are capable of supervising on a consistent basis.

Skill Acquisition:

- Teamwork
- Working with diverse groups
- Community Mapping
- Recruitment
- Mediation
- Issue Research
- Commitment and follow-through
- Conflict resolution and reconciliation

Second-Year Engagement Components/Requirements:

Note: *Specific dates for events below will be communicated directly to each student prior to the beginning of the year.*

- Attend an Update Orientation Session during the first week of classes in the fall semester
- Attend the Winter Bonner Leader Retreat (January, date TBD)
- Continue with primary community partner service site/s by the first month in each semester and develop a CLA (Community Learning Agreement) with the partner at the beginning of your service
- Serve a minimum of 193 hours in the second year of the program – disbursed over fall, winter, and spring periods
- Encouraged to participate in two Outreach, APO, or Community Engagement House events

in the first year (*these may count as part of your Bonner-Americorps hours, but not for service-work study*).

- Attend **program** meetings throughout the year (specific dates and times designated at the beginning of each semester) including a monthly workshop, monthly reflection group, and monthly issue-based team training.
- Attend a one-on-one meeting with the program head each semester during the second year.
- Complete Service Accomplishments at the conclusion of each semester and submit monthly service time logs utilizing the BWBRS online tracking system
- Participate in a Second-Year Exchange service or engagement project with at least one other school within the Bonner Program network (usually occurs in the spring semester).
- Consider applying for a summer service internship during the summer following the second year in the program.
- Check your Sewanee email account at least twice a week throughout the year for program updates and information
- Assist the Sewanee Bonner Program in educating the Sewanee campus and local community about the practice of civic engagement and help recruit students to become involved in the Bonner Leader program.
- Maintain a 2.0 academic G.P.A
- Second-year Bonners are encouraged to take a community engagement course in their second year.

Third-Year Service Leader – Example Phase

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

Overall Themes: Leadership Style Exploration, Leading Others by Example, Managing Groups and Events, Social Advocacy

Common Commitment Focus:

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

Service Sites: Level III: These sites can not only sustain service commitments for a designated period of time throughout the year, but also will allow students to be more creative and exhibit more initiative in project/event design and implementation. These sites can supervise students who can commit to an agency for a good portion of time and who are willing to lead other students or community members to service within the organization.

Skill Acquisition:

- Leading groups
- Volunteer management/recruitment
- Delegation
- Public speaking
- Running a meeting
- Event planning
- Fundraising
- Marketing/public relations
- Civic participation
- Feedback and evaluation

Third-Year Engagement Components/Requirements:

Note: *Specific dates for events below will be communicated directly to each student prior to the beginning of the year.*

- Attend an Update Orientation Session during the first week of classes in the fall semester
- Attend the Winter Bonner Leader Retreat (January, date TBD)
- **Select a primary community** partner service site/s by the first month in each semester and develop a CLA (Community Learning Agreement) with the partner at the beginning of your service. *Selections should be at a site you have served with for at least **two** semesters and*

should be based on the opportunity to assume advanced leadership projects or positions within issues of interest – placements should last throughout the year.

- Attend each semester a monthly Bonner workshop, monthly reflection group, and monthly issue-based team training.
- Serve a minimum of 193 hours in the third year of the program – disbursed over fall, winter, and spring periods
- Encouraged to participate in two Outreach, APO, or Community Engagement House events in the first year (*these may count as part of your Bonner-Americorps hours, but not for service-work study*). Encouraged to participate in Beyond the Gates in either January of junior or senior year.
- Attend a one-on-one meeting with the program head each semester during the third year
- Complete Service Accomplishments at the conclusion of each semester and submit monthly service time logs utilizing the BWBRS online tracking system
- Encouraged to apply to participate in an Break trip or summer service Internship .
- Check your Sewanee email account at least twice a week throughout the year for program updates and information
- Assist the Bonner program in educating the Sewanee campus and local community about the practices civic engagement and help recruit students to become involved in the Bonner Leader program.
- Maintain a 2.0 academic G.P.A.
- Third-year Bonners are encouraged to take a community engagement course in their third year.

Fourth-Year Service Agent – Expertise Phase

Purpose: The student continues in a project leader or specialist capacity within the agency and/or the neighborhood, often taking on specialized roles and responsibilities for an initiative or project and finding ways to sustain the project.

Overall Themes: Advanced Leadership, Civic and Social Connections, 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.

Service Sites: Level IV: These sites can sustain service commitments for extended periods of time and will allow students to assume increasing amounts of responsibility, leadership, and ownership or projects and programs within the agency or organization. As students progress at these sites, they become an integral member of the agency/organization team. These sites are able to work with students who are willing to integrate academic course work or internships into their service experience.

Skill Acquisition:

- Public education/advocacy/research
- Budgeting
- Grant writing (optional workshops available via Francis Center)
- Problem solving
- Visioning
- Ensuring sustainable projects
- Career preparation

Fourth-Year Engagement Components/Requirements:

Note: *Specific dates for events below will be communicated directly to each student prior to the beginning of the year. Bonner calendars will be made available upon arrival at the fall semester*

- Attend an Update Orientation & Planning Session during the first week of classes in the fall semester
- Attend the Winter Bonner Leader Retreat (January, date TBD)
- Select a primary community partner service site/s by the first month in each semester and develop a CLA (Community Learning Agreement) with the partner at the beginning of your service. *Selections should be at a site you have served with for at least **three** semesters and should be based on the opportunity to assume advanced leadership projects or positions within issues of interest – placements should last throughout the year*
- Submit a Site Enhancement Project Plan (SEPP) for your primary service site. Plans should be submitted by the end of September 30th of your senior year

- Attend a monthly Bonner workshop, monthly reflection group, and a monthly Issue-Based team training.
- Serve a minimum of 193 hours in the fourth year of the program – disbursed over fall, winter, and spring periods
- Encouraged to participate in two Outreach, APO, or Community Engagement House events in the first year (*these may count as part of your Bonner-Americorps hours, but not for service-work study*).
- Attend a one-on-one meeting with the program head each semester during the fourth year
- Complete Service Accomplishments at the conclusion of each semester and submit monthly service time logs utilizing the BWBRS online tracking system
- Complete a capstone presentation of your four-year experience in the program during the Capstone Showcase at the end of the spring semester (second week in April)
- Check your Sewanee email account at least twice a week throughout the year for program updates and information
- Assist the Bonner Program in educating the Sewanee campus and local community about civic engagement and help recruit students to become involved in the Bonner Leader program.
- Maintain a 2.0 academic G.P.A.
- Fourth-year Bonners are encouraged to take a community engagement course that supports their Bonner capstone project.

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 Service Leader Expectations

- Make a commitment serving 8-9 hours per week for their entire Sewanee career.
- Become a part of a dedicated team of leaders in community service and social justice.
- Be matched with one community-based organization for a long-term partnership 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.
- Explore their selected issue area locally, nationally and internationally.
- Participate in a student developmental model that challenges and supports each Bonner Leader to develop her or his skills, knowledge, commitments, and responsibilities.
- Participate in bi-weekly trainings, enrichment & events to develop professional, team and leadership skills, including but not limited to class, site, all-Bonner meetings, and national gatherings.
- 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.
- Enroll and receive an AmeriCorps educational award and federal community service work study, which increases access to education; perform all related BWBRS reporting and documentation requirements.
- Enroll in community engagement classes that support their service leadership projects.

Sewanee Bonner Service Leader (SBSL) Codes of Ethics

A. General Service Internship Code

SBSLs 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 SBSLs as part of the University community. An SBSL's conduct should at all times be in conformity with the law, Sewanee Life, SBSL Program Guidelines, as well as AmeriCorps provisions as outlined in their SBSLP contract. Finally SBSL behavior should reflect consciousness of their position as a positive role model for other students. SBSLs have a right to expect all of their fellow leaders to follow these principles. In situations where questionable behavior is observed in fellow SBSLs, SBSLs have a responsibility help their fellow leaders find their way.

SBSLs should:

Know the rules and regulations as outlined by city and state statutes, Sewanee Student Life, The Honor Code, the **Leader's Handbook**, AmeriCorps, and the respective community partner Site, which govern the behaviors of all SBSLs.

Remain aware that you represent The University of the South, your community partner, and the SBSL Program at all times (both on and off-campus and on the internet; i.e. Instant Messenger, Facebook, MySpace, etc.).

Consider the decisions you make in your personal life, and how they may impact your position as a SBSL and with the University. Always conduct yourself in a mature, dignified and professional manner. There is no better way to command respect.

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 SBSL enrollment. If you ever become negligent, negative or apathetic towards your responsibilities, you risk doing a great disservice to the entire SBSL Program. Should such an attitude problem arise, we invite you to see the Bonner Coordinator or Director immediately so that you can resolve the situation.

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 SBSL position. Go directly to the person(s) with whom you have an issue and communicate with each other until the problem is resolved.

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.

SBSLs 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, or here: <http://life.sewanee.edu/live/the-honor-system/>. SBSL Program administrative 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

SBSLs are specifically encouraged to review the various codes and policies governing student life, both on and off the domain. If the SBSL has any questions about what type of behavior is generally acceptable, they should refer to the *Sewanee Student Handbook*, which is available at <http://yourdomain.sewanee.edu/living/handbook/>.

SBSLs 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 an SBSL is found responsible for violating University codes or policies, they are also subject to additional sanctions within the SBSLP. Sanctions will be determined by the Director of the Bonner Program in consultation with appropriate University administrators

D. SBSLP Code of Professional Conduct

The SBSLP provides financial stipends and AmeriCorps Education awards for the hours of service done by SBSLs. As recipients of work-study stipends and/or AmeriCorps Awards, SBSLs are held to a professional standard of participation in the program.

Time Commitments

SBSL positions are paraprofessional positions for which an established service work study stipend and possibly an AmeriCorps award is received. SBSLs are expected to spend 8-9 hours per week in service-related activities and should be aware that effectiveness is directly proportional to meaningful service leadership at Sewanee and work with their community partner. SBSL 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.

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

Professional Dress and Comportment

SBSLs are expected to wear appropriate attire at the 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, SBSLs should be respectful, both in interactions with service site staff and with clients.

Maintenance of SBSL Scholarship and AmeriCorps Option

Program Requirements

Your participation as a Bonner Leader is renewable each year for eight semesters of consecutive study, provided you fulfill the expectations of the Bonner Program listed below, and remain in good academic standing with the University.

As part of our program, Bonner Leaders expected to:

- 1) Perform at least 193 hours of service each academic year (8 to 9 hours a week)
- 2) Attend an orientation at the beginning of the program
- 3) Maintain good academic standing, with a GPA of at least 2.0
- 4) Attend regularly scheduled Bonner meetings on group reflection, enrichment, skill-building, and leadership development activities
- 5) Each academic year, make a final presentation about their service work
- 6) Participate in one of Sewanee's Outreach Break Trips during their four-year experience (scholarships are provided for students through the Outreach office)

AmeriCorps Option

SBSLs have access to the following Bonner AmeriCorps financial compensation:

AmeriCorps Education Awards: All SBSLs are enrolled in Bonner AmeriCorps terms that extend throughout the duration of their time in the program. We offer the following terms:

Term Length	Commitment of Hours	Education Award
1 year (minus one day)	300 hours	\$1,000
1 year (minus one day)	450 hours	\$1250
2 years (minus one day)	900 hours	\$2362.50

The SBSL's service work study with community partners and hours in Bonner meetings count toward AmeriCorps hours. Students will need to accumulate other service hours to complete the requirements for the award, however. The SBSLs must be successful in meeting **both** AmeriCorps reporting and service requirements (both hours and approved types of service) in order to receive their AmeriCorps Education Award. The AmeriCorps Education Award can be used towards eligible undergraduate school loans or graduate school tuition. SBSLs have seven years to utilize the award.

Academic and Conduct Review Policy

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

Sanctions

The following are possible sanctions within SBSLP.

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. 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 that the infraction is made, may be deemed necessary after a first or second infraction. If the SBSL makes another infraction of any policy during this time, he or she may be subject to suspension or expulsion from the program.
3. **Suspension:** A SBSL may be suspended from all duties and privileges of participation in the program for a specified period.
4. **Expulsion:** This procedure results in the SBSL being dismissed from the program altogether.

Appeals

Students may appeal findings of responsibility and/or sanctions by preparing a written statement outlining their objections to Jim Peterman.

Application for Re-admission to Bonner Program

If the SBSL was dismissed from the program, he or she may reapply to the program once they have returned to good academic or social standing in the University. If SBSLs are dismissed from the program because they did not meet the minimum GPA requirements, they may reapply once they been re-admitted to the College. The SBSL 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 SBSLP.

If the SBSL was removed from the University over an academic honor violation, the Director of the Bonner Program and the Assistant Director 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 reapply to the program.

If the SBSL was expelled by the program due to a violation of rules of student conduct policy, the student will be allowed to reapply once he or she has been restored to good social standing.

Other General Program Policies

This section of the [Leader's Handbook](#) contains the general policies and procedures for the SBSLP.

Communication

SBSL-to-SBSL Communication

SBSLs are expected to maintain a high level of communication among each other, community partner's and other University professional staff. Acceptable ways of communication include in-person contact, e-mail, phone calls and if a last resort, texting. SBSLs 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 immediately be brought up to the Bonner Director and/the Bonner Coordinator.

SBSL to-Community Partner Communication

SBSLs 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 SBSL must report to issue to Bonner Director and/the Bonner Coordinator 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 and/the Bonner Coordinator, a meeting will be warranted and the SBSL 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, behavior unbecoming a SBSL made public on these sites will be held accountable to these policies herein, as a representation of yourself and our program. For example, photos exhibiting behavior violating the Leader's Handbook or College policies will be presented the Bonner Director and/the Bonner Coordinator for assessment and action.

Attendance

Excused Absences

SBSLs are expected to attend all meetings and all scheduled Bonner events. If a member is planning on missing a meeting for an acceptable reason (sick, family issue, required academic activity or a pre-approved community partner activity), the SBSL is required to notify the Bonner Coordinator one week in advance.

Unexcused Absences

SBSLs are accountable for all meetings and material that is presented at them. SBSLs are not to miss meetings due to social events, too much work or tiredness. Any absence from a meeting or event will be documented unless it was previously approved by Bonner Coordinator at least a week in advance.

Tardiness

SBSLs 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

Personal Vehicle Usage

All SBSLs regardless of academic year are allowed to have a vehicle on campus. This is a privilege for Bonner Leaders so that they may go to and from their site without needing assistance. Safety is a paramount consideration when SBSLs drive in support of their service work.

Recommended Transportation Usage

We recommend that SBSLs 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. Whenever possible, coordinate transportation with a friend or roommate who has a car.

3. Consult the Bonner head for policies governing University van usage.

Safety Policy

The safety and well-being of all SBSLs is a top priority for SBSL Program staff and the Sewanee community at large. If any SBSLs should have a concern for their safety or for the safety of those under their or another SBSLs supervision, they should promptly address SBSLP Staff with their concerns. This includes any concerns or considerations for the health of SBSLs that may hinder or deter their service. Written documentation will be required for such a concern. If the situation does not reach a fair conclusion, alternate routes will be discussed to determine the next steps. If SBSLs should find themselves in imminent danger, they should call 1111 or 911 immediately.

Service

SBSLs are required to perform on average 8-9 hours per week of meaningful, direct service. The SBSL must work cooperatively and efficiently with the community partner to better suit the needs of the community. Program Staff understand that SBSLs will have demanding schedules and that time conflicts may arise, but any conflicts or deduction of hours, must have prior approval from program staff and the site supervisor.

If SBSLs cannot make it to their site, they must inform the community partner, with a phone call, 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 Coordinator.

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

Procedure for Unsatisfactory Performance at Site

Reports of unsatisfactory service work from the community partner will result in a meeting with the Bonner Director and/the Bonner Coordinator to determine the cause of the inappropriate behavior exhibited at the service site, and if serious and/or continuing, 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, SBSLs are encouraged to share any site issues or challenges with SBSL program staff in a timely and constructive manner.

Reflection and Journals

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 and

coursework, 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 Bonners)

As a Bonner Leader you will participate in reflection during Bonner trainings and meetings, during Bonner Leader individual meetings, and lots of other expected and unexpected places! Reflection deepens learning and service.

Resources

The Official Bonner Website

<http://www.bonner.org/>

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Community Engaged Learning

<http://academics.sewanee.edu/cel/>

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Jim Peterman

[Director, Community Engaged Learning and Sewanee Bonner Leaders Program](#)

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