

EARLHAM COLLEGE BONNER SCHOLARS PROGRAM HANDBOOK

TABLE OF CONTENTS

OVERVIEW	3
EXPECTATIONS OF BONNER STAFF	3
THE BONNER SCHOLARSHIP	4
TAXABILITY OF BONNER SCHOLARSHIP	5
PAYMENT FOR SERVICE	5
HOURS OF SERVICE	6
BONNER SCHOLARSHIP PAYMENTS	6
SERVICE DEFINITIONS	9
DEVELOPMENTAL MODEL AND THE 5 E'S	10
COMMON COMMITMENTS	12
SKILLS	13
PERSONAL SKILLS	13
LEADERSHIP SKILLS	13
PROFESSIONAL SKILLS	13
REQUIRED ACTIVITIES AND PAPERWORK	14
FIRST YEAR REQUIRED ACTIVITIES AND PAPERWORK	14
SOPHOMORE REQUIRED ACTIVITIES AND PAPERWORK	14
JUNIOR REQUIRED ACTIVITIES AND PAPERWORK	15
SENIOR REQUIRED ACTIVITIES AND PAPERWORK	16
FORMS	16
LOGGING HOURS	17
BLUE CARD HOURS LOGS	17
BONNER WBRS HOURS LOGS	18
IN-SERVICES	20
COMMUNITY LEARNING AGREEMENTS	21
PROGRAM MEMBER REVIEW	22
SITE SUPERVISOR REVIEW	23
REFLECTION	23
ONE ON ONE MEETINGS	24
STUDENT IMPACT SURVEY	24
ALL BONNER MEETINGS	24
CLASS MEETINGS	25
ABSENCES AND LATENESS	25
RETREATS	26
NEW BONNER SEMINAR	26
FIRST YEAR TRIP	26
SOPHOMORE EXCHANGE	26
SOPHOMORE RE-COMMITMENT ACTIVITY	27
SENIOR CAPSTONE PRESENTATION OF LEARNING	27
SENIOR EXIT INTERVIEW	28
SENIOR LOAN REDUCTION	28
BONNER COMMITTEES	29
SELECTION AND ORIENTATION COMMITTEE	29
COMMUNITY FUND COMMITTEE	30
PUBLICITY COMMITTEE	30

<u>BONNER LOVE COMMITTEE</u>	31
<u>BONNER CONGRESS</u>	31
<u>SENIOR INTERN</u>	32
<u>OFF CAMPUS STUDY</u>	32
<u>SUMMER SERVICE</u>	33
<u>SENIOR ENRICHMENT FINANCIAL SUPPLEMENT</u>	35
<u>TRANSPORTATION AND VEHICLES</u>	36
<u>WORKING WITH SERVICE SITES</u>	39
<u>STUDENT-INITIATED SERVICE PROJECTS</u>	41
<u>LIABILITY</u>	43
<u>COMMUNITY FUND</u>	43
<u>LEAVES OF ABSENCE</u>	45
<u>MAKING UP HOURS</u>	45
<u>BANKING HOURS</u>	46
<u>COMMUNICATION FROM AND WITH THE BONNER PROGRAM</u>	47
<u>IMPORTANT INTERNET SITES</u>	48
<u>BONNER WBRS</u>	48
<u>MOODLE</u>	48
<u>EARLHAM BONNER WEB PAGES</u>	49
<u>BONNER FOUNDATION WEB SITE</u>	49
<u>OTHER OPPORTUNITIES</u>	50
<u>BONNER SUMMER LEADERSHIP INSTITUTE</u>	50
<u>BONNER FOUNDATION INTERNS</u>	50
<u>COOL IDEALIST NATIONAL CONFERENCE</u>	50
<u>BONNER ALUMNI NETWORK</u>	50
<u>WARNING STATUS</u>	51
<u>WITHDRAWAL AND DISMISSAL FROM THE PROGRAM</u>	52
<u>REPLACEMENT BONNERS</u>	54
<u>HANDBOOK REVISION</u>	54
<u>EFFECTIVE DATE OF GUIDELINES</u>	54

OVERVIEW

Part of Earlham College's mission is to "awaken the teacher within so that our students will become life-long learners" and to "educate morally sensitive leaders for future generations." We at Earlham believe that student development goes hand in hand with community problem-solving. We also believe that the combination of academic study and community service and the accompanying opportunity to learn from both theory and practice provides profound learning for life.

The Bonner Scholars Program is a four-year developmental leadership program that is rooted in community service. Supported by the Bonner Foundation in Princeton, NJ, the Bonner Scholarship provides tuition and summer support for fifteen Earlham students per class year who demonstrate a commitment to community service.

Earlham's Bonner Scholars Program is housed within the Service Learning and Career Development Center (SLCDC). All Earlham students are encouraged to explore and follow callings to service at Earlham and beyond, and we want students to pursue careers that they understand as vocations. The SLCDC offers many services, tools and opportunities to the entire Earlham community to fulfill this vision. However, Bonner Scholars are provided additionally with the valuable opportunity to participate in a structured program that includes ongoing training and enrichment, community service, reflection, mentoring and leadership development and that complements and enhances the overall Earlham experience. Bonner Scholars thus serve as leaders in the area of community service both at Earlham and in Richmond and Wayne County.

Being a Bonner Scholar is a privilege. There are expectations of both Bonner Scholars and the staff who support the Bonner Scholars Program. We intend that this handbook will describe all components and expectations of the Bonner Scholars Program as clearly and thoroughly as possible so that scholars will know what is expected of them and what to expect from program staff.

EXPECTATIONS OF BONNER STAFF

The Bonner coordinator is your main source of information and support throughout your time in the program. The Bonner director is also the director of the SLCDC and devotes about 25% of his time to the Bonner program. He is mainly responsible for developing and maintaining relationships with sites and will also be leading senior class meetings as well as taking part in some other program activities such as retreats and service trips.

Bonner Scholars can expect the following from Bonner staff:

- We will offer support to and express concern for all Bonner Scholars.

We will look for and affirm each student's strengths.

We will be honest and direct.

We will provide a sounding-board and, if necessary, intervene when problems arise with service sites.

When we make mistakes, we will admit it, do our best to correct them and move on.

When we don't know something, we will admit it and do our best to find an answer and/or assist the student to find an answer.

We will respect the individuality of each student.

We will hold students accountable to the standards set forth in this handbook.

We will involve students in shaping and implementing the Bonner program.

We will journey with students.

THE BONNER SCHOLARSHIP

The Bonner Foundation sees its service scholarships as a third type of scholarship in addition to the more familiar merit and athletic scholarships. In order to qualify for a Bonner Scholarship, a student must demonstrate both strong financial need and a commitment to service. Mr. And Mrs. Bonner, whose generosity made this program possible, had a vision of helping service-minded students to achieve a college degree while pursuing their passion for service. Their primary concern was for the academic success of Bonner Scholars. In addition, they wished to reward students dedicated to service by providing financial support so that students would not be forced to find paid work which might not be meaningful to them simply to earn the money needed to allow them to attend college.

Students who are accepted into the Bonner Scholars Program at the time of their acceptance at Earlham are eligible to receive four years (eight semesters) of scholarship support. The following table shows the amount of financial support provided by the Bonner Scholarship over four years.

Scholarship	\$1,050 per semester
Summer living funds	\$2,000 maximum total for 2 or 3 summers of service
Summer earnings	\$1,500 per summer for up to 2 summers of service paid upon completion of summer service
Rising Senior bonus	\$500 upon approval of a proposal to use the funds to support summer service, training or vocational exploration in the summer before or during the senior year
Senior loan reduction	\$1,600 maximum if all program requirements are met
Total Bonner Scholarship	\$15,500

Students who join the program as replacement Bonner Scholars are eligible for scholarship support for the number of semesters unused by the person they replace. Replacement Bonners who begin with the program in their junior year do one summer of service with up to \$1,000 available for summer living expenses plus \$1,500 in summer earnings and are not eligible to receive a rising senior bonus. Replacement Bonners who begin their service prior to the start of their junior year will fulfill summer service requirements and have access to the rising senior bonus as applies to Bonners who begin the program as entering first year students. For all replacement Bonner Scholars, the maximum available senior loan reduction will be calculated by subtracting \$125 per missed semester from \$1,600.

Earlham provides each Bonner Scholar with a financial aid package that covers their total aid eligibility when all allowable sources, including estimated family contribution (based on the FAFSA) and subsidized Stafford, Perkins or equivalent loans, are added together. Based on financial need, as documented on the FAFSA, Bonner Scholars may receive grants or other forms of financial aid from Earlham to make up total cost of education for which that student would no longer be eligible if s/he leaves the Bonner Scholars Program.

Once admitted to the program, a Bonner Scholar's standing within the program is not jeopardized if his/her family's income rises. However, the overall financial aid package and total aid eligibility in subsequent years will be modified based on the FAFSA.

Bonner Scholars with specific questions about the financial aid aspect of the Bonner Scholars Program or about their overall financial aid package should speak with someone in Earlham's Financial Aid Office.

The Bonner Scholarship is only available to students enrolled at Earlham. Bonner Scholarship money cannot be used to pay for coursework at other institutions even if it is the student's intention to transfer those credits back to Earlham. Bonner Scholars enrolled in academic programs that take them away from campus for the final year or two of their college career will not be eligible for the scholarship during those years away from campus (e.g., 3/2 engineering or nursing programs).

TAXABILITY OF BONNER SCHOLARSHIP

The amount of scholarship awards in excess of the amount of any qualified tuition, fees, books, supplies, and certain equipment is generally includible in gross income for federal tax purposes. Payments are only excludable from income to the extent that they do not exceed the student's expenses for tuition, fees, books, supplies, and equipment needed for classes.

Students are responsible for determining whether or not any of the scholarship money they receive is taxable. Bonner and Earlham staff are not qualified to advise students and their families in this area. They should contact a tax consultant or other qualified person if they have questions. One possibly useful web site is:
<http://www.irs.gov/individuals/students/article/0,,id=96674,00.html>

PAYMENT FOR SERVICE

Bonner Scholars are strictly prohibited from accepting payment from their service sites during the school year. Students are permitted to accept reimbursement for mileage and other expenses incurred in the course of service if the agency is able and willing to cover such costs.

During summer service, students may accept a paid internship or other position as long as the placement otherwise meets the criteria set forth in the section on summer service. However, the funds available for Bonner Scholars completing summer service are intended to allow students who cannot find a paid position in their chosen area of interest to pursue unpaid opportunities that may be highly and mutually beneficial to the student and the community partner organization.

HOURS OF SERVICE

Each semester Bonner Scholars are required to complete a minimum of 140 hours of service and other approved and/or required Bonner activities (an average of ten hours per week). A summer of service consists of at least 280 hours of service spread out over at least seven weeks.

Regardless of the number of hours served (e.g., at a residential camp or in a position that is “on call” over a 24-hour period) no more than ten hours may be logged on one day.

Time spent in all Bonner, class and committee meetings, retreats, in-services, reflection sessions, one on one meetings with Bonner program staff, etc. may be counted toward the hours requirement. In addition, time spent traveling to and from service sites may be counted toward the school year hours requirement but should not be counted in the summer service requirement. For more information on how to count and credit hours, please see the sections on service definitions and logging hours elsewhere in this handbook.

Professors sometimes require students to carry out service such as tutoring, teaching in a classroom, coaching a team or carrying out other activities as part of the course which are similar to Bonner service activities. Students enrolled in classes with such requirements who wish to count the service required by the course as Bonner service hours must seek prior approval from the Bonner coordinator. The student should let the coordinator know the name of the course, the name of the professor, the number of service hours required, the nature of the service to be performed and how this service fits into the course syllabus. Decisions on whether or not to approve these hours as Bonner service hours will be made on a case by case basis taking into consideration factors including the number of hours to be served, the wishes of the professor, the individual circumstances of the student, etc. In future, more specific guidelines may be developed based on experiences and feedback from students, faculty and Bonner staff. Students who do not seek prior approval and are found to be counting service required by a course or academic program toward their Bonner service will have these hours subtracted from their service hours total. Please note that observation or data collection for academic purposes rather than for use by a community organization does not count as service.

Please note that any community service hours required as a disciplinary sanction for violation of a college rule may not be counted as Bonner service hours.

BONNER SCHOLARSHIP PAYMENTS

The way in which the Bonner scholarship money is paid to students during the academic year has changed beginning in the fall of 2005. Beginning with the 2005-06 academic year Earlham will begin issuing the school year support portion of the scholarship (\$1050 per semester) in three equal payments of \$350 following the sixth, tenth and fourteenth weeks of the semester. These payments will be made directly to the student unless she or he chooses to have the money applied to his or her student account to cover institutional charges (such as tuition, room and board).

Each Bonner scholar must file a completed and signed Bonner scholarship payment of funds agreement with the Bonner office to indicate whether s/he wants to have the

scholarship paid to his/her Earlham account or directly to him/her. This method of payment will remain in effect until and unless a student files a new form indicating the desire to change the scholarship payment method.

One reason for allowing students to receive the scholarship money in the form of a payment directly to them is so that they can use this money to cover the cost of incidental, out-of-pocket expenses related to their education such as insurance and books.

Students may not ask to have part of the scholarship money paid directly to them and part of it applied to their account. However, if they choose to have the scholarship paid to them directly, they may, of course, pay Earlham part or all of that money to help cover their bill.

The decision about how a student wants his/her scholarship handled can only be changed prior to the beginning of each academic year. If a student will be on campus all year, s/he may not have the scholarship paid to him/her in the fall semester and the money paid to his/her account in the spring semester or vice versa. S/he can, however, fill out a new Bonner scholarship payment of funds agreement any time prior to the beginning of an academic year to change how the funds are paid beginning the next academic year. Keep in mind, though, that if a student makes this change after his/her billing statement has been issued for the next semester, changing where Bonner scholarship money is paid will change the amount s/he will owe the college.

Students who have chosen to have Bonner scholarship money paid to them who are participating in an off-campus program may have their Bonner money applied directly to their student account for that semester only by filling out the applicable portion of the Bonner scholarship payment of funds agreement. For Bonner students who are participating in an off-campus program (particularly study abroad programs), direct payment of Bonner scholarship funds is problematic. While the college will make such payments available to the student, Earlham will not incur extra expense to get that money in the hands of the student. For those students living in another country during a study abroad program, the difficulties of cashing a U.S. check there or of transferring funds from the U.S. to that country, are such that the student may find it easier to simply authorize the crediting of his/her Bonner scholarship money to his/her Earlham account during that time abroad. If a Bonner student chooses to receive such scholarship money directly while abroad, it is the responsibility of the student to make whatever arrangements are necessary to secure those funds and to cover any cost that may be required.

The scholarship payments will not be made either to the student or to his/her account until and unless s/he meets the requirements listed below.

The payment which comes after the sixth week of service will only be released if a student has completed a minimum of 50 hours and has turned in all community learning agreements in semesters when community learning agreements are required (see section on community learning agreements for more on this). Payment will be withheld if either of these requirements has not been met. Late blue cards or failure to log hours into Bonner WBRS will result in payments being withheld if the number of hours on turned in blue cards or in Bonner WBRS does not meet the minimum required on the cut-off date.

After the tenth week of service, payments will be withheld if a student has not completed at least 80 hours of service and/or has still not turned in required community learning agreements.

The final payment is made following the 14th week which is the end of the semester. Payment will be withheld for any student who has not completed 140 hours of service and/or has not turned in all required paperwork (community learning agreement(s), program members review(s), three in-service worksheets and a reflection project/activity).

Cut-off dates will be indicated on the calendar distributed to all Bonners at the beginning of each semester. The calendar will also list when checks will be available following each cut-off date. The last payment for fall semester will be available when students return to campus at the beginning of spring semester. The last payment of spring semester will be mailed to students who provide the Bonner office with a summer mailing address where they would like to have their check sent. Checks for any students who do not provide a summer mailing address will be held at the Bonner office and will be available when the student returns to campus in the fall.

Payments will only be made at the three specified times each semester. Each payment is \$350. Partial payments will not be made except at the end of a period if hours have not been completed (see below). The payments students are receiving are not wages for hours served but rather a scholarship which requires students to participate in a full program which includes completing service hours along with other required paperwork and activities. For this reason, students are not paid an hourly rate but rather receive scholarship payments at specified intervals provided they meet all stated program requirements.

Students who do not receive a payment will receive a payment on the next specified payment date if they have met requirements by the next cut-off date. In other words, a student who has not completed 50 hours and/or turned in a community learning agreement by week 6 but does so in week 7 will receive the \$350 payment for the first six weeks when checks are issued after the tenth week, not as soon as the hours are completed and/or the CLA is turned in. Here are a couple of other examples. A student has completed 40 hours of service by the six-week cut-off date and turned in a CLA. On the tenth week cut-off date s/he has completed a total of 85 hours. S/he would not receive a payment after six weeks but would receive \$700 after the tenth week because s/he had caught up. Another student has completed 40 hours and turned in a CLA by the six-week cut-off date. On the tenth week cut-off date s/he has completed 75 hours. S/he would not receive a payment after the sixth week and would receive \$350 after the tenth week because s/he had by then met the minimum requirements for the first payment but not the second. A third student has completed 70 hours by the sixth week and 100 hours by the tenth week but still has not turned in a signed community learning agreement by the tenth week cut-off date. This student would receive no payment after the sixth or the tenth week.

Students who have not completed 140 hours of service by the end of the semester may be eligible to make up the hours (see the section on making up hours for details about criteria and required paperwork). During a semester in which a student is working to fulfill the terms of a make-up proposal, s/he will have the same requirements for payments to be made at the sixth and tenth weeks as anyone else. However, missed payment(s) from the previous semester will not be made until the final payment following the 14th week. At the end of the semester in which a make-up proposal was being worked, payment will be withheld at the rate of \$7.50 per hour for any hours that the

student failed to complete and/or any hours that s/he was not permitted to make up (see the section on making up hours for more on hours that are not permitted to be made up). A student who was eligible to make up all missed hours and did so in the second semester will receive all remaining payments from the year after the 14th week.

This method of insuring that students who have not completed all of their service hours do not receive the same scholarship benefits as those who do replaces the former policy of billing students' Earlham accounts for incomplete hours. Now those students receiving direct payments will receive a smaller final check if they have not completed all of the required hours at the end of a make-up semester. Students who choose to have payments made directly to their Earlham accounts will also receive a smaller payment under the same circumstances which will mean that they will owe Earlham the amount that was deducted from their full scholarship payment.

Please note that students who choose to have Bonner Scholarship funds paid directly into their Earlham accounts will not be charged service fees except in cases where students fail to complete all required hours. Those who are working under an accepted make-up proposal will only become subject to service charges if they do not complete all required hours by the end of the period covered by the make-up proposal. Other students will not be subject to service charges on their accounts even though scholarship money will be paid out at intervals throughout the semester rather than all at once at the beginning of the semester as was previously the case.

SERVICE DEFINITIONS

Please note that the definitions of direct and indirect service at Earlham have changed somewhat beginning with the 2005-06 academic year. Read this section carefully and check with the coordinator if you have questions.

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

The following activities will not count towards meeting a Bonner Scholar's service requirement either during the school year or in the summer:

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

providing goods to those in need, community justice programs, and crisis intervention) does qualify for Bonner service hours.

DIRECT SERVICE: No less than half of a Bonner Scholar's service hours must be spent in "direct, hands-on" community service activities such as tutoring, visiting the elderly, environmental clean-up, building a home, renovating a playground. Time spent in planning (i.e., preparing a lesson to tutor, preparing an activity for a group of children, creating flyers and publicity to advertise a service you will be assisting with at your site, etc.) counts as direct service. In general, any time spent at or on behalf of your community service site should be counted as direct service.

There are times at any agency when all volunteers and staff may pitch in to complete tasks necessary to the smooth operation of the program such as answering phones, typing, filing, photocopying, stuffing envelopes and cleaning the office. Bonner Scholars should count time spent in these types of activities as direct service hours. At the same time, Bonner Scholars are expected to spend most of their time engaged in more meaningful forms of service that allow them to develop and exercise skills and grow personally and professionally. Students who find that they are spending most or all of their time carrying out routine office work are strongly encouraged to speak with their site supervisor. If the pattern persists, they should talk with the Bonner coordinator.

INDIRECT SERVICE: No more than half of a Bonner Scholar's service hours may be spent in "indirect" community service activities such as administrative tasks related to the Bonner Scholars Program (committee work, assisting with organizing and leading activities at Bonner meetings, Bonner Congress, etc.) or action research on behalf of a community group. Time spent in Bonner meetings, retreats and in-services counts as indirect service hours with the exception of time spent during Bonner meetings and retreats on group service projects which may be counted as direct service. The Bonner coordinator will advise Bonner Scholars on the number of direct and indirect hours they may count for specific retreats and other group activities. During the school year travel time to and from service sites may be counted as indirect service. During the summer, however, travel time should not be counted toward the 280-hour service requirement.

Recipients of service should be exclusively or primarily members of the local community as opposed to fellow students on campus. Services and educational activities based on campus and aimed at the Earlham community do not qualify as Bonner service. However, activities conducted on campus that directly benefit an approved local service site (such as an on-campus fund-raiser or organizing Earlham students to do ongoing or one-time service in the community) may be counted as indirect service. Activities with youth aimed at recruiting them to attend Earlham, such as hosting prospective students, cannot be counted as Bonner service. However, activities which bring young people to campus but which are more generally aimed at encouraging students to go to college or to engage in learning (e.g., Explore A College or high school Model UN) are acceptable Bonner service activities. As a rule of thumb, all or most of the recipients of a Bonner's service activities should be members of underserved, at risk or needy populations. If in doubt about whether a particular activity can count as service, contact the Bonner coordinator.

DEVELOPMENTAL MODEL AND THE 5 E'S

The Bonner program employs a developmental model. During their time in the Bonner program, students are expected to grow and to assume increasing levels of responsibility and leadership within their service. Whether a Bonner Scholar chooses to

carry out most or all of his or her service at the same service site or spends time serving at several sites, the student should be at a significantly different level as a senior than as a first year student. For example, a first year student may look to the site supervisor to be given specific tasks to carry out each time he or she reports to the service site. In subsequent years, the student should take on long-term projects, successfully carry through on projects with little or no supervision required and/or train and supervise other volunteers.

In addition, students should attempt to become progressively more familiar with the structure and overall functioning of their service sites. By the end of their service at a particular site, students should know about the overall mission of the organization or agency, the roles of various staff and volunteers within the organization, all of the services provided, how funding is obtained, how and by whom various types of decisions are made, etc. Students are encouraged to ask permission to attend a meeting of the agency's board of directors and/or request an opportunity to meet with one or more board members. If the site is a branch of a national organization, students should attempt to learn how the local branches relate to the national organization. In short, the student's goal is to learn more about the agency than the specific tasks or role s/he fills or the specific area where s/he works. Some site supervisors will automatically share this type of information with students, but many may need to be asked. Most will be willing to answer such questions, especially if students ask about ways they can learn more about the agency or organization on their own. Good sources of such information include organizational web sites, agency brochures and internal documents such as employee/volunteer handbooks, bylaws and procedures manuals.

The Bonner Foundation uses a model called "The Five E's" to describe the general developmental progression which many students go through in the Bonner program.

The Five E's are:

"Expectation" (the preparation stage before entering college)

"Exploration" (First Year)

In the first year, new Bonner Scholars should be oriented in areas such as personal identity, the local and at-large community, and program's administrative and service issues. By utilizing reflection, group service projects, self-assessment tools, and feedback strategies, you can assist the student in making personal discoveries and developing both individual and collective goals and objectives.

"Experience" (Sophomore Year)

In the sophomore year, a student usually finds a stable role within an organization and chooses to focus his or her efforts on a single project or issue area. They should be supported with relevant trainings that are tailored to their increased responsibilities. At this time, critical dialogue and reflection helps students focus on articulating their views about service and commitment to others. The student should be asked to determine whether or not the next levels of commitment required in the program are aligned with their own personal and vocational goals and decide if they are up to the challenges of the next few years. During the summer, students typically seek internships located inside their local community. The goal of this year is to assist the student in understanding how to participate effectively in a sustained community partnership and move from a dabbler to an integral part of the site's operations.

"Example" (Junior Year)

Students in their third year should begin assuming Project Coordinator responsibilities such as recruiting, placing, monitoring, and leading reflections for other student volunteers. Because of the heavy coordinating role, trainings for these students should assist them in becoming a successful peer and community leader. During the third and final summer, students should be encouraged to seek internships located outside of their local community to broaden their experience and sense of community.

"Excellence" or "Expertise" (Senior Year)

Students who progress to this stage are prepared to assume Project Leader responsibilities, including evaluating existing programs, designing new initiatives, and drafting grant proposals. In many ways, the fourth year student's relationship to the community partner is similar to that of a *staff member, consultant, or apprentice* who can assist the agency in strategic planning and implementation, financial management, grant writing, research report writing, special projects. It is not a time for students to disengage or remain in the status quo because they are about to graduate. Rather the students should be challenged to demonstrate a sense of renewed commitment so they finish out the program stronger than they started. It is also important to recognize that these students are entering a major transition phase where they will be entering the world of work or graduate school.

We recognize that students have different life experiences, ages, maturity levels, and aptitudes that come to expression at different times than their peers and do not necessarily correlate with the often restrictive and linear notions of the four year undergraduate experience. The particular model described by the five E's may therefore not ring true with the real-life experiences of many students. Regardless of a student's life experiences when s/he enters the program, the idea is that s/he will grow and develop in new and significant ways over the four years of the Bonner program. One student may enter the program having organized successful fundraisers or service projects yet have never spent time interacting with a homeless person, a terminally ill person or someone whose life circumstances are very different from his or her own. Another student may feel content to stock shelves at a food pantry or care for children but must be challenged to assume other types of roles and responsibilities within an organization. In the end, our goal is that each Bonner Scholar spend time in each of the developmental stages described by the five E's during their time with the program whether they do so in the sequence described by the model or not.

Bonner program staff will work with each Bonner Scholar to identify individually appropriate developmental goals. Students will be expected to grow and change in their service as demonstrated by the role(s) and responsibilities assumed whether the student chooses to stay at the same service site or to serve at multiple sites over the course of the program. Failure to demonstrate development may be a factor in a decision to place a Bonner Scholar on warning.

COMMON COMMITMENTS

At the heart of the Bonner program are six common commitments. The Bonner Program is committed to engaging and supporting individuals who are involved in thoughtful, meaningful and transformative service activities that benefit all involved. The Common Commitments that have emerged embody the work of those involved in the Bonner program. These commitments are meant to guide and support the direct service and

reflection work that we engage in as members of that community. Our belief is that exposure to these commitments through the Bonner Scholars Program will help to create students that go into the world well prepared to live and serve as educated, culturally aware and civic-minded individuals.

The Common Commitments are:

- **Social Justice:** To advocate for fairness, impartiality and equality while addressing systemic social and environmental issues.
- **Civic Engagement:** To participate intentionally as a citizen of the democratic process, actively engage in public policy and direct service.
- **Community Building:** To establish and sustain a vibrant community of place, personal relationships and common interests.
- **Spiritual Exploration:** To explore personal beliefs while respecting the spiritual practices of others.
- **International Perspective:** To develop international understanding that enables individuals to participate successfully and sensitively in a global society.
- **Diversity:** To respect and engage the many different dimensions of diversity in our public lives.

SKILLS

Through service and the other activities of the Bonner program, Bonner Scholars will have the opportunity to develop competency in a number of personal, leadership and professional skills. The Bonner community has developed a list of 24 skills as a checklist for Bonner Scholars and program staff. Bonner Scholars should seek opportunities which expose them to training and/or hands-on experience with each of the 24 skills during their time in the program and should spend sufficient time to develop competency in as many of the skill areas as possible. Bonner Scholars who keep a list of the specific skills taught or reinforced by each service placement, training and in-service in which they participate will have an excellent resource for resumes.

The skills are:

PERSONAL SKILLS	LEADERSHIP SKILLS	PROFESSIONAL SKILLS
Active listening	Conflict resolution	Budgeting
Balance/boundaries	Delegation	Evaluation/research
Communication	Planning	Event planning
Decision-making	Public speaking	Fundraising
Organization/planning	Running a meeting	Grant writing
Reflection	Teamwork	Marketing/public relations
Time management	Working with diverse groups	Mediation
		Networking
		Public education/advocacy
		Volunteer management

REQUIRED ACTIVITIES AND PAPERWORK

While many of the program's required activities and paperwork remain the same throughout the four class years, some requirements are class-specific. For the sake of clarity and easy reference, the specific requirements are listed below for each class. Detailed descriptions of most of the requirements and forms are provided in subsequent sections of this handbook. These requirements apply to the academic year. See the section on summer service for information about required summer activities and paperwork. Please note that the coordinator may add required activities or paperwork at any time (e.g., an all Bonner retreat). All affected Bonner Scholars will be notified in a timely manner of any such additional requirements or paperwork.

FIRST YEAR REQUIRED ACTIVITIES AND PAPERWORK

- * Participate in Bonner orientation prior to start of fall semester
- * Complete 140 hours of service per semester
- Attend monthly all Bonner meetings
- Attend weekly new Bonner seminar (fall semester)
- Attend monthly class meetings (spring semester)
- * Go on first year service trip (including attendance at orientation sessions preceding the trip)
- Participate on a Bonner committee (spring semester)
- Participate in and document three in-services per semester
- Meet one-on-one with Bonner coordinator or director at least once per semester to discuss developmental progress and overall engagement with the Bonner program
- Log hours and turn in time cards signed by site supervisor(s) according to deadlines posted by Bonner coordinator
- In consultation with site supervisor(s), complete and turn in Community Learning Agreements for each site where will be serving on an ongoing basis at the beginning of the fall semester (required for everyone) and at the beginning of spring semester (required if student has changed site(s) or if duties/goals at continuing site(s) have changed since fall semester)
- Complete program member's review for each site with whom have a community learning agreement at end of each semester
- Turn in a reflection project or participate in a reflection session at the end of each semester
- Give a copy of the Site Supervisor's Review to each site supervisor and ask him/her to fill it out at the end of each semester
- * ** Complete Bonner student impact survey

* indicates an activity which must be completed to receive the full senior loan reduction. See the section on the senior loan reduction for consequences of failure to complete these requirements.

** The Bonner Foundation currently administers the student impact survey only to Bonner Scholars with even numbered graduation years. The survey is administered prior to the start of orientation for first year students, in the fall semester of the junior year and in the spring semester of the senior year.

SOPHOMORE REQUIRED ACTIVITIES AND PAPERWORK

- * Complete 140 hours of service per semester
- Attend monthly all Bonner meetings
- Attend monthly class meetings
- * Participate in a sophomore exchange with students from another Bonner school

- * Participate in a sophomore re-commitment activity toward the end of spring semester
- Participate in and document three in-services per semester
- Meet one-on-one with Bonner coordinator or director at least once per semester to discuss developmental progress and overall engagement with the Bonner program
- Log hours and turn in time cards signed by site supervisor(s) according to deadlines posted by Bonner coordinator
- In consultation with site supervisor(s), complete and turn in Community Learning Agreements for each site where will be serving on an ongoing basis at the beginning of the fall semester (required for everyone) and at the beginning of spring semester (required if student has changed site(s) or if duties/goals at continuing site(s) have changed since fall semester)
- Complete program member's review for each site with whom have a community learning agreement at end of each semester
- Turn in a reflection project or participate in a reflection session at the end of each semester
- Give a copy of the Site Supervisor's Review to each site supervisor and ask him/her to fill it out at the end of each semester

* indicates an activity which must be completed to receive the full senior loan reduction. See the section on the senior loan reduction for consequences of failure to complete these requirements.

** The Bonner Foundation currently administers the student impact survey only to Bonner Scholars with even numbered graduation years. The survey is administered prior to the start of orientation for first year students, in the fall semester of the junior year and in the spring semester of the senior year.

JUNIOR REQUIRED ACTIVITIES AND PAPERWORK

- * Complete 140 hours of service per semester
- Attend monthly all Bonner meetings
- Attend monthly class meetings
- * Participate in a junior class retreat
- Participate in and document three in-services per semester
- Meet one-on-one with Bonner coordinator or director at least once per semester to discuss developmental progress and overall engagement with the Bonner program
- Log hours and turn in time cards signed by site supervisor(s) according to deadlines posted by Bonner coordinator
- In consultation with site supervisor(s), complete and turn in Community Learning Agreements for each site where will be serving on an ongoing basis at the beginning of the fall semester (required for everyone) and at the beginning of spring semester (required if student has changed site(s) or if duties/goals at continuing site(s) have changed since fall semester)
- Complete program member's review for each site with whom have a community learning agreement at end of each semester
- Turn in a reflection project or participate in a reflection session at the end of each semester
- Give a copy of the Site Supervisor's Review to each site supervisor and ask him/her to fill it out at the end of each semester
- * ** Complete Bonner student impact survey

* indicates an activity which must be completed to receive the full senior loan reduction.
See the section on the senior loan reduction for consequences of failure to complete these requirements.

** The Bonner Foundation currently administers the student impact survey only to Bonner Scholars with even numbered graduation years. The survey is administered prior to the start of orientation for first year students, in the fall semester of the junior year and in the spring semester of the senior year.

SENIOR REQUIRED ACTIVITIES AND PAPERWORK

* Complete 140 hours of service per semester

Attend monthly all Bonner meetings

Attend monthly class meetings

* Make a senior capstone presentation of learning at an all Bonner meeting

Participate in and document three in-services per semester

Meet one-on-one with Bonner coordinator or director at least once per semester to discuss developmental progress and overall engagement with the Bonner program (fall semester)

* Participate in a Bonner senior exit interview (spring semester)

Log hours and turn in time cards signed by site supervisor(s) according to deadlines posted by Bonner coordinator

In consultation with site supervisor(s), complete and turn in Community Learning Agreements for each site where will be serving on an ongoing basis at the beginning of the fall semester (required for everyone) and at the beginning of spring semester (required if student has changed site(s) or if duties/goals at continuing site(s) have changed since fall semester)

Complete program member's review for each site with whom have a community learning agreement at end of each semester

Turn in a reflection project or participate in a reflection session at the end of each semester

Give a copy of the Site Supervisor's Review to each site supervisor and ask him/her to fill it out at the end of each semester

Fill out senior loan reduction check warrant request form toward the end of spring semester

* ** Complete Bonner student impact survey

* indicates an activity which must be completed to receive the full senior loan reduction.
See the section on the senior loan reduction for consequences of failure to complete these requirements.

** The Bonner Foundation currently administers the student impact survey only to Bonner Scholars with even numbered graduation years. The survey is administered prior to the start of orientation for first year students, in the fall semester of the junior year and in the spring semester of the senior year.

FORMS

All forms used in the

Bonner program are available in hard-copy from the Bonner office. Blank forms are located in the cubbyholes on top of the large filing cabinet in the Bonner office.

Forms are also available electronically in Microsoft Word format. Students are encouraged to use electronic forms whenever possible and to submit forms to the

Bonner coordinator via e-mail (if a signature is not required) or via both hard-copy and e-mail when a signature is required. Currently, electronic forms are not available for download from a central location, but the Bonner coordinator can e-mail forms upon request. Eventually, all electronic forms will be posted on the Bonner Moodle pages.

LOGGING HOURS

During the 2005-06 academic year we will be transitioning from the use of the biweekly Bonner hours log (usually referred to as the blue card) to the Bonner Web based Reporting System (Bonner WBRS) monthly hours log. During the fall semester students will have the option of using either system to log hours. By the spring semester, all Bonner scholars are asked to begin using the Bonner WBRS hours log though they may also continue to record hours on blue cards for their own use if desired. Beginning in the fall of 2006 all Bonner Scholars will be required to use the Bonner WBRS hours log. This section will describe both methods of logging hours.

BLUE CARD HOURS LOGS

Each blue card covers a period of two weeks. The front of the card provides spaces for recording the hours totals and other identifying data such as name, service site(s) and dates covered by the card and has spaces for the site supervisor(s) signature(s) and the student's signature. The back of the card provides a line for each day in the two-week period for recording the date, description (e.g., all Bonner meeting, in-service or service at a site) and the number of direct and indirect hours served on that date. Here are some pointers and things to keep in mind related to blue cards.

It is best to keep your blue card in a notebook that you have with you most of the time or to find some other way to carry it with you. Alternatively, you may wish to keep track of your hours throughout the day on a calendar or separate log that you carry with you all the time. In either case, you should, however, write down your hours at the end of each day you do service rather than waiting till the end of the two-week period when your memory of what occurred on specific dates may not be as clear.

In the description section you should note the name of the service site(s) where you served on that date. It's OK to abbreviate if necessary. Other types of activities can be listed as "all Bonner meeting," "S&O meeting," etc. If you completed an in-service, please note the name of the event or speaker but also write the word in-service in the description so that the type of activity will be clear.

The smallest increment of time that should be logged is 15 minutes which should be listed as .25 hours. If the total amount of time spent in direct or indirect service on a single date is not a full hour, you should round the time to the nearest quarter hour or 15-minute interval (e.g., 2.25 hours or 3.5 hours).

Remember that time spent traveling to and from service can be counted as direct service. If it takes ten minutes one way or 20 minutes round trip to reach your service, you should count it as .25 hours because the total travel time is closer to 15 minutes than to 30 minutes.

You should obtain site supervisor signatures from all sites where you serve during the period covered by a particular blue card. You do not need to get signatures for in-services and other Bonner activities and meetings. In addition to blue cards, site supervisors may require you to sign in and out or in some other way log your hours at the site so that they can verify the hours shown on the blue card before signing.

Blue cards are due by the end of the day on the dates listed on the Bonner calendar distributed to all students at the beginning of each semester. These dates typically fall on Mondays. Students are expected to be aware of these dates and to make site supervisors aware of them so that they can plan ahead as required to insure that the blue card will be signed by the due date. For example, if a student knows that the last time s/he will be at the site before the blue card is due is the previous Wednesday, s/he should be sure to take the blue card along on that date and have it filled out so that the supervisor can sign it.

Students should never ask a site supervisor to sign a card listing hours that have not yet been served. If the site supervisor will be away around the time that a blue card needs to be signed, the student has several options. One would be to get the blue card signed before the supervisor goes away and then start a new blue card. It is fine to do this on occasion as these time cards (unlike Earlham work study time cards) do not have to strictly stick to a specific two-week period. In fact, students are encouraged to end one blue card with their last service of the week prior to the Monday when the blue card is due and get all signatures by the end of that week. S/he can then start a new blue card on the Monday that the last blue card is due rather than putting Monday hours on the old card and then having to scramble to get the necessary signatures that day. A second option for dealing with an absent site supervisor is to ask if there are one or (at the most) two other people that the supervisor feels comfortable having sign your blue card in his/her absence. A final option in cases where it is impossible to get a site supervisor's signature on a blue card before the due date is to turn in a photocopy of the unsigned blue card so that the hours can be logged and you will not face possible consequences for turning in a late card. The original blue card, with all required signatures, should be turned in as soon as the signatures are obtained.

There is no excuse for late blue cards. Turning in blue cards late (even if only by a day or two) could result in a delay in your Bonner Scholarship payment to you or to your Earlham account. Repeated late blue cards may result in a student being placed on Bonner warning.

BONNER WBRS HOURS LOGS

The Bonner Web based reporting system allows students to log hours any time that they have access to the Internet. Students are strongly encouraged to continue to keep a backup log of their hours such as marking the number of hours and how the time was spent on a calendar or on a paper log such as a blue card.

Students are, however, also strongly urged to log their hours into Bonner WBRS each day that they do service or participate in another Bonner activity rather than waiting until the end of the month. This is particularly critical now that the scholarship money will be disbursed at three points during the term (see the section on scholarship payments for more on this) as the intervals which have been set do not necessarily correspond with the Bonner WBRS monthly hours log. This means that after the 6th, 10th and 14th weeks the Bonner coordinator will not only be checking the signed logs you have turned in but will also be checking your logs for the month in WBRS to determine if you have served the minimum number of hours required for a check to be disbursed. If you have not kept the Bonner WBRS hours log up-to-date, you will not be credited with any hours you may have served since the last paper hours log was turned in which could result in your scholarship payment not being disbursed at that time.

To log hours using Bonner WBRS, do the following.

Go to www.bwbrs.org. Log in using your Earlham username (without the @earlham.edu) and ecbonner as the password. Please note that once you have logged in the first time, you can, if you want, change your password to something unique to you.

Click on logs.

The Hours Log page has four sections. The first section is Add Log Entry where the hours are actually logged; the other three sections allow you to see what you've entered, navigate to specific months or days, or edit a prior entry.

For each entry, you must provide a specific date, the number of hours, and indicate the type of service using one of the pull-down menus. Use the CLA menu to log service at sites where you have a CLA entered into Bonner WBRS. Use the service pull-down for sites where you do one-time or infrequent service. Use the events pull-down to log all Bonner meetings, in-services, reflection sessions, committee meetings, transportation to and from service and other indirect service. If the service or event you want is not listed in the pull-down menu, you can add either (e.g., if you go to an in-service that was not advertised by the Bonner coordinator or do some service at home over break). Once you have filled in the three pieces of information, use the Add Log Entry button on the bottom right to submit the entry. Please note that you must create a separate entry for each activity even if they occurred on the same date. For example, if you did service and attended an all Bonner meeting on the same date, you will add two new entries to your log, one for the service and one for the meeting (and a third if you are counting transportation time).

To delete or edit any entry in your hours log (if you made a mistake that you want to correct before printing), click on the date for that entry. you will be taken to an Edit Log Entry screen where you will be able to either Delete Entry or make and then Save Changes for that hours log entry (the buttons for these options are in the bottom left and right corners of the log entry section).

The smallest increment of time that should be logged is 15 minutes which should be listed as .25 hours. If the total amount of time spent in direct or indirect service on a single date is not a full hour, you should round the time to the nearest quarter hour or 15-minute interval (e.g., 2.25 hours or 3.5 hours).

It is extremely important to understand that Bonner scholars are still required to print their hours log at the end of each month and get it signed by their site supervisor(s). The printed and signed monthly hours logs will be due no later than the time of the all Bonner meeting the following month. For example, September's hours log will be due by the time of the October all Bonner meeting. This schedule should give ample time for hours logs to be printed and signed. If the log has been signed prior to the all Bonner meeting, students are strongly encouraged to drop it off right away at the Bonner office. Repeated late blue cards may result in a student being placed on Bonner warning.

To print the Bonner WBRS hours log, click on the reports sidebar button on the logs screen. You can print the resulting report.

Students are expected to be aware of the hours log due dates and to make site supervisors aware of them so that they can plan ahead as required to insure that the hours log will be signed by the due date. Students should never ask a site supervisor to sign a log listing hours that have not yet been served. If the site supervisor will be away around the time that an hours log needs to be signed, the student has several options. One would be to ask if there are one or (at the most) two other people that the supervisor feels comfortable having sign your hours log in his/her absence. A second

option in cases where it is impossible to get a site supervisor's signature on an hours log before the due date is to turn in an unsigned print-out of the hours log with a note explaining why you were unable to get it signed and the date by which you expect to turn in the signed log.

IN-SERVICES

An in-service is a training or enrichment activity which provides knowledge, skills and/or insights that will aid a Bonner Scholar in his or her service. An in-service may also be something which enhances understanding of one of the Common Commitments. An in-service may be a hands-on training session on campus, at your service site or elsewhere in the community which teaches a skill such as grant writing, mediation, CPR or teaching English as a second language. It can also be a lecture, film, workshop, discussion, etc. on campus or in the community directly related to one of the common commitments or to an area relevant to your service. It is strongly preferred that all in-service activities involve some form of participation or interaction such as a question and answer period or discussion rather than just listening to a lecture or watching a film. Convocations which directly relate to service or one of the Common Commitments can be counted as an in-service as long as the student attends the discussion which usually takes place in an upstairs classroom following the Convocation lecture.

The Bonner coordinator will inform Bonner Scholars of a number of in-service opportunities each semester. However, students are also encouraged to seek out in-services which relate to their particular interests and needs. If there is something you would like to count as an in-service which was not advertised as such via e-mail or the Bonner Bulletin, you may want to check with the Bonner coordinator to make sure that it fits the definition of an acceptable in-service before you attend. Events will not be advertised as possible in-services which are scheduled at the same time as all Bonner meetings. Possible in-services may be advertised which are scheduled at the same time as Bonner class meetings or other required Bonner activities which do not involve all Bonners. Those Bonners who do have a Bonner class meeting or other required Bonner activity are expected to attend the Bonner activity and choose an in-service that is scheduled at a different time.

Each Bonner Scholar must attend three in-services per semester. At least one of the three in-services must be a training or hands-on workshop aimed at helping to develop a concrete skill such as fund-raising, tutoring, public speaking or resume writing. Students who fail to document attendance at three in-services in a semester will be required to attend additional in-services the following semester. Repeated failure to meet the in-service requirement will lead to being placed on warning in the program.

An in-service should be at least one hour in length. Time spent attending in-services should be counted as indirect Bonner service hours. A conference or workshop which takes place over a weekend or another period of consecutive days should be counted as one in-service. A training longer than two full days or spread out over multiple weekends may be counted as two in-services if necessary. You should check with the Bonner coordinator for approval to count a single training or workshop as two in-services before doing so.

Attendance at an in-service is documented by filling out and turning in a Bonner In-service Worksheet. The worksheet should be filled out and turned in immediately following the in-service both to provide a tool for reflection on the experience and to minimize the possibility of forgetting details about the in-service and/or losing the form.

COMMUNITY LEARNING AGREEMENTS

The Community Learning Agreement is an important tool for students and site supervisors to articulate service goals and objectives. It can help insure that the student and site supervisor have a common set of expectations regarding the nature and purpose of the service. It is also a helpful tool for evaluating the service experience throughout the course of the service.

A Community Learning Agreement should be filled out for each service site where you plan to carry out service on an ongoing basis. There is no need to complete a Community Learning Agreement for a one-time or short-term service project. Students who stay at the same service site throughout both semesters of an academic year and whose duties and goals remain the same throughout the year need only fill out a Community Learning Agreement in the fall. However, even if a student stays at the same site in subsequent academic years, s/he is required to fill out a new Community Learning Agreement each fall. In line with the developmental model, the duties and goals described on the Community Learning Agreement should show a progression in responsibility and the skills required to carry out service duties. If goals and/or duties change at the same site from one semester to the next in a single academic year, a new Community Learning Agreement should be filled out spring semester.

Generally speaking, signed and completed Community Learning agreements should be turned in to the Bonner coordinator within one month of beginning service at a new service site. In the fall semester, the deadline for turning in completed and signed Community Learning Agreements is September 30. In the spring semester the deadline is February 15. Failure to turn in a Community Learning Agreement or repeated lateness in turning in Community learning Agreements may be a factor in placing a student on warning.

The development of the Community Learning Agreement should be a collaborative process between the Bonner Scholar and his/her site supervisor. Before filling out the Community Learning Agreement, the student should be sure that s/he has a good understanding of the overall mission of the organization or agency and of his/her role and duties within the organization. Students should request some time to meet with the site supervisor to go over the Community Learning Agreement. This request should be made in advance of the deadline for turning in Community learning Agreements in case the site supervisor is busy and needs to schedule a meeting at a later date. Students should not just hand the written Community Learning Agreement to the site supervisor and ask for a signature. There should be a face-to-face conversation. Site supervisors may let a student know that the goals and/or duties s/he hopes to take on are not possible within that organization r at the present time. Students need to remain open to hearing what the agency's needs are, and the student and supervisor should work to come to a mutually satisfactory agreement. If a particular organization cannot accommodate a Bonner Scholar's developmental needs or service interests, s/he will want to look for a different service site.

Once the Community Learning Agreement has been filled out and signed, it is the Bonner Scholar's responsibility to make two copies of it before turning the original in to the Bonner coordinator. One copy should be given to the site supervisor, and the student should keep the other copy. Students and site supervisors should periodically review the Community Learning Agreement to determine whether the student's service is achieving the goals set out. If not, the student and site supervisor should discuss

whether adjustments need to be made in the duties and activities of the Bonner Scholar in order to meet the stated goals or whether the written description and goals are in need of revision.

Training on filling out the Community Learning Agreement is provided to new Bonners during the fall new Bonner seminar. A written guide to filling out the Community Learning Agreement, QuickStart Guide for the Community Learning Agreement, is available in the Bonner office. Scholars and/or site supervisors who have questions are also always encouraged to speak with the Bonner coordinator.

An electronic version of the community learning agreement is available on the Bonner Web based Reporting System (Bonner WBRS). Students are encouraged to begin using Bonner WBRS to complete community learning agreements during 2005-06. Community learning agreements must be filled out on Bonner WBRS in order for the hours log function on Bonner WBRS to work correctly (see section on logging hours for more information on this). All Bonner scholars will be required to use Bonner WBRS to create their community learning agreements beginning in 2006-07.

To create a community learning agreement in Bonner WBRS, go to www.bwbrs.org. Log in using your Earlham username (without the @earlham.edu) and ebonner as the password. Please note that once you have logged in the first time, you can, if you want, change your password to something unique to you. Click on plans. Click on add to create a new community learning agreement. The community learning agreement on Bonner WBRS is like the paper version we have been using at Earlham. You can either take a blank paper version of the community learning agreement with you to your meeting with your supervisor, fill it out by hand and then type the information into Bonner WBRS and print out the completed Cla for you and your supervisor to sign or you could type in information and print out the CLA before meeting with your supervisor. If you use the latter method you should, of course, be prepared to go back and make revisions and print the form out again for signatures if the discussion with your site supervisor leads to changes in any area of the community learning agreement. Please note, though, that you must turn in a hard copy of your community learning agreement with your signature and your site supervisor's signature by the due dates discussed above. All Bonner Scholars in the fall semester and those who have started serving at different sites or returned from fall off-campus study in the spring semester must turn in signed community learning agreements for all sites at which they are doing ongoing service before the Bonner Scholarship payment will be disbursed directly to the student or to his/her account.

PROGRAM MEMBER REVIEW

The program member review should be filled out at the end of each semester for each service site with whom the student has an active Community Learning Agreement. This form provides the Bonner Scholar an opportunity to give feedback about the quality of the experience at the service site to the Bonner coordinator. This information is extremely valuable as the SLCDC staff wants to work with sites to insure a positive experience for students or, in rare cases where this is not possible, to terminate our affiliation with an unsatisfactory service site. Sites may be providing excellent and/or much-needed services in the community and yet not be able to provide appropriate service opportunities and/or supervision to Bonner Scholars. Bonner Scholars and other Earlham volunteers are the people with the greatest amount of first-hand interaction with service sites and, as such, can provide invaluable information about the quality of the service experience at particular service sites.

The program member review should be filled out and turned in by the end of each semester. Failure to turn in a program member review or repeated lateness may be a factor in placing a student on warning.

SITE SUPERVISOR REVIEW

It is each student's responsibility to give each supervisor at sites where they have a Community Learning Agreement a site supervisor's review and ask that it be filled out by the end of the semester. The student should give this form to the supervisor no earlier than one month and no later than two weeks before the end of the semester. If the supervisor is comfortable giving the completed form to the student to return to the Bonner office, that is fine. Otherwise, the supervisor can mail or e-mail the form back to the Bonner office. Since students cannot control whether or not the form is completed and returned, there will be no negative consequences to the student if this form is not received unless program staff learns that the student is not giving the form to his or her supervisor.

REFLECTION

For each semester and each summer of service Bonner Scholars are required to engage in some form of reflection activity. The purpose of reflection is to allow students to process and integrate their service experiences. Thinking about and articulating what the student has gained from the service is a component of reflection. More than listing skills and knowledge, reflection involves considering aspects such as the emotional impact of the service and the human relationships associated with it and the influence service is having on values and life/vocational goals. A reflection may focus on the challenges and difficulties of service as well as its joys and rewards. Even when an experience has been difficult, it can teach valuable lessons such as showing a student a vocational area they are not suited for or called to pursue or identifying a skill area that the student would like to strengthen.

The reflection activity may take a wide variety of forms. Students may keep a service journal throughout the period of service. They may write a poem, create a collage or photo essay or otherwise creatively express their reflection. The reflection may take the form of a written essay at least one full page in length.

The reflection project might provide an overview of the service the student has completed or it might focus on a particular incident or individual from that semester's or summer's service. While the reflection is meant to be factual, it might include a detailed or vivid description of the service environment, an inspiring site supervisor or service recipient or the environment in which the service takes place. However, the reflection should go beyond a description of the service, service site and/or people associated with the service to explicitly state learnings the student has gleaned.

The reflection activity may also take the form of participating in a reflection session with other Bonner Scholars. At least two reflection sessions will be scheduled toward the end of each semester. Students choosing to attend one of these sessions as their reflection activity are expected to spend some time preparing their thoughts and will be required to turn in written notes or an outline of thoughts they plan to share at the session. Each Bonner Scholar attending a reflection session must speak about his or her service during the course of the session for the session to count as the semester's reflection activity.

Failure to complete a reflection activity or repeated lateness turning in a reflection project may be a factor leading to placement on warning.

ONE ON ONE MEETINGS

Each Bonner Scholar must meet one-on-one with the Bonner coordinator or director at least once per semester to discuss his or her progress in the program. These meetings will typically last between 30 and 60 minutes.

Bonner staff will distribute a set of questions to be used in the interview ahead of time. Some of the questions will vary from semester to semester and possibly from class to class.

The meeting will also serve as a time to check on progress towards meeting program requirements for the semester and for program staff and/or students to express any concerns, provide feedback and ask questions. The meeting also serves as a time to develop the individual relationship between program staff and the student and for program staff to share observations of the student's successes and growth.

In the spring semester of the senior year students will take part in a senior exit interview in lieu of the regular one-on-one meeting. Senior exit interview questions are designed to solicit reflection and information on the student's overall experience with the Bonner program and to glean feedback and suggestions to help further strengthen the quality of the program. Students will also be asked to share vocational goals and overall life plans and to state whether and how the Bonner program influenced these choices.

STUDENT IMPACT SURVEY

In order to assess and analyze the impact of the Bonner Scholars Program, the Bonner Foundation requires that students complete a student impact survey. At this time, the Foundation is only surveying students in even numbered Earlham graduation years. These students will complete three surveys during their time in the program: in the first year as soon as they arrive on campus prior to the start of orientation; in the junior year during fall semester (or at the start of spring semester for those off campus in the fall); and in the senior year during spring semester.

ALL BONNER MEETINGS

All Bonner Scholars are required to attend the monthly all Bonner meeting. All Bonner meetings are typically scheduled on an evening from 7:30 until 9:00. Bonner Scholars will receive a calendar listing the dates, times and locations of all Bonner meetings and other activities and deadlines at the beginning of each semester.

All Bonner meetings will include Bonner community-building activities, senior capstone presentations of learning, presentations on local agencies and issues, announcements, updates from Bonner committees and other Bonner business.

Attendance at all Bonner meetings is required. Please see the section of this handbook on absences and lateness for policies on missing or being late to these and other Bonner meetings and required activities. Any Bonner Scholar who misses an all Bonner meeting should talk with the Bonner coordinator or Bonner senior intern by the end of

the week during which the meeting was held to hear a summary of the meeting and should be sure to pick up a copy of the meeting agenda which includes announcements which may not be repeated at any other time. Whether present at the meeting or not, all Bonner Scholars are responsible for all information conveyed via the meeting agenda sheet.

CLASS MEETINGS

In addition to the monthly all Bonner meeting, each class (first year, sophomore, junior and senior) will meet once a month except for first year students who will meet weekly during the fall semester for the new Bonner seminar and monthly during the spring semester. These class meetings are meant to help Bonner Scholars progress through the developmental model by insuring that each Bonner Scholar is exposed to core ideas, tools and skills. The majority of class meeting time will be spend in participatory exercises, discussions and other structured group activities.

Attendance at Bonner class meetings is required. Please see the section of this handbook on absences and lateness for policies on missing or being late to these and other Bonner meetings and required activities.

ABSENCES AND LATENESS

Bonner Scholars are expected to arrange their schedules so that they can attend all Bonner and class meetings. This may mean not participating in a class or co-curricular activity if it takes place at the same time as Bonner meetings. Students who know ahead of time that they will have conflicts resulting in more than the allowable number of absences as outlined below (e.g., students with sporting events scheduled on three of the scheduled meeting dates in the semester) should speak with the person in charge of the other activity to try to arrange to miss enough sessions of the other activity so that they will not go over the number of permitted absences for Bonner activities. The policy outlined below is designed to avoid disagreements regarding what constitutes a legitimate reason for missing a meeting. However, this also means that students who exceed the allowed number of absences will be held accountable regardless of how legitimate their reasons for being absent or late may seem.

Bonner Scholars are strongly encouraged to attend every all Bonner and class meeting and to be on time. Bonner Scholars may miss up to a total of two all Bonner and/or class meetings per semester without any negative consequences. New Bonner Scholars participating in the weekly new Bonner seminar during fall semester may miss up to three total meetings (all Bonner meetings and/or seminar sessions) during that semester with no negative consequences.

Students who are more than 15 minutes late to any all Bonner or class meeting will be counted as absent for that meeting.

An attendance sheet will be available up until 15 minutes after the start of the meeting. It is each Bonner's responsibility to sign in at the beginning of each meeting. The attendance sheet will not be available after the first 15 minutes of the meeting, and failure to sign in, even if the student is on time and present for the entire meeting, may result in the meeting being counted as an absence.

Any student who is absent for more than two all Bonner and/or class meetings in a single semester (three for those participating in the new Bonner weekly seminar) will be placed on Bonner warning.

Bonner program staff commit to starting and ending Bonner meetings on time.

RETREATS

The first year trip and sophomore service exchange will serve as retreats for each of these classes. See separate sections on each of these activities for more information.

The junior class and senior class will each participate in a one to three-day retreat. Class members will be involved in determining the length, date and location of the retreat and will typically choose two to four students to work with the Bonner coordinator to make specific retreat plans. Retreats may include some or all of the following components: service, education, training, cultural/community awareness. All retreats should include elements of reflection and community building/fun. A retreat may take place in another city or location, in Richmond or even on campus.

NEW BONNER SEMINAR

See section on class meetings.

FIRST YEAR TRIP

The Bonner Foundation requires that all first year Bonner students take part in a service trip to a geographic region outside their campus community. At Earlham this trip typically takes place during spring semester. The trip usually begins after lunch on a Wednesday and returns to campus on Sunday. First year students will be provided with the trip dates at least by the beginning of the spring semester.

Students should talk with professors, coaches, etc. early in spring semester about the first year service trip and ask to make arrangements to make up missed work. The Bonner coordinator will send an e-mail to all faculty two to three weeks before the trip to verify that this is a required activity of the Bonner program, but students are responsible for making specific arrangements to fulfill course, athletic and other obligations.

Prior to the first year trip, all participating students are required to attend orientation sessions for the trip separate from the monthly class meetings. These orientation sessions will help familiarize students with the issues affecting the region to be visited as well as providing logistical information about the trip and its activities.

The trip will include service, education, reflection and community building elements.

SOPHOMORE EXCHANGE

All sophomore Bonner Scholars will participate in a retreat with Bonners from one or more other schools. The goal of this event is to expose Bonner Scholars to the larger Bonner network and provide an opportunity for leadership training, reflection, and planning their service activities for the summer and beyond. A Bonner Scholar who is unable to attend the planned sophomore exchange may receive credit for this activity for

the purposes of the senior loan reduction requirements by participating in the all Bonner service exchange that is part of the Bonner summer Leadership Institute in early June.

SOPHOMORE RE-COMMITMENT ACTIVITY

All sophomore Bonner Scholars must participate in a re-commitment activity planned by their class. The main purpose of this activity is for each Bonner Scholar to articulate what s/he has gained from the program so far and to explicitly state that s/he is willing to make the commitment to step up to the challenge of completing the remaining two years of the program. Most students probably enter the Bonner program not knowing exactly what to expect or what will be expected of them. At this midway point in the program, students should have a much clearer picture of what will lie ahead in the second half of the program. Bonner Scholars are asked to make a conscious choice about whether to remain in the program or not. Any student who believes that the Bonner program may not be the best fit for him or her is encouraged to speak with the Bonner coordinator as soon as s/he recognizes these doubts. However, the sophomore re-commitment activity provides an explicit opportunity to examine one's feelings about continuing in the program and to either make a commitment to complete the program or speak with the Bonner coordinator regarding any concerns about making such a commitment.

In addition to the re-commitment/reflection process described above, the sophomore re-commitment activity also usually includes an element of community building/fun determined by the class or a planning committee empowered by the class to make decisions about the event. The community building/fun activity might be cooking a meal together, going out for dinner and a movie, going canoeing or a similar activity.

SENIOR CAPSTONE PRESENTATION OF LEARNING

Each Bonner Scholar is required to make a senior capstone presentation of learning at an all Bonner meeting sometime during his or her senior year. Two or three senior capstone presentations will be scheduled for each all Bonner meeting usually beginning with the October meeting.

Each presentation should last a total of no more than 15 minutes. Each Bonner Scholar should plan to speak for about ten minutes and should allow about five minutes for questions and comments from the audience. Students are expected to spend time preparing for their presentation. Presentations may include video, photographs, essays, poems or any other form that the student chooses. In addition to the oral presentation, each student should hand in a tangible representation of the presentation (an outline, written reflection, photo or artistic display, PowerPoint presentation, etc.) that can become part of his or her Bonner folder and which may potentially be shared with the Bonner Foundation.

The senior capstone presentation should sum up the Bonner Scholar's experiences in the program. While the student should make reference to his or her service placements and the duties and roles s/he took in-service, the emphasis of the presentation should be on synthesizing the overall experience and describing specific skills, knowledge and insights gained and discussing the influence the Bonner program has had on his or her life. The Bonner coordinator will provide each senior with some guidelines and a list of questions a few weeks prior to his or her presentation which may be helpful in preparing the presentation.

Bonner Scholars are also encouraged to invite site supervisors and staff at sites they have worked at, people who have participated in or benefited from service they have been involved with, their faculty advisers or other faculty members, friends and other Earlham students and family members. Each Scholar will be provided with printed invitations which they can use to inform anyone they would like to about their presentation, but it is solely up to the student whether he or she wishes to invite anyone from outside the immediate Earlham Bonner community to attend.

SENIOR EXIT INTERVIEW

See section on one-on-one meetings.

SENIOR LOAN REDUCTION

After graduation, all Bonners who successfully complete four years of the Bonner program are eligible to receive \$1600 from the Bonner Foundation to apply toward the payment of educational loans or, if the student has no unpaid loans or has loans totaling less than \$1,600, to apply towards the cost of graduate school for up to seven years from the year of graduation. The loan reduction funds may only be used for loans directly related to the student's college education.

Students who began the Bonner Scholars Program after fall semester of their first year or who have failed to meet the program requirements listed below will receive a pro-rated loan reduction. Following is a list of the requirements which must be met in order to receive the full loan reduction and the amount which will be subtracted from the maximum possible loan reduction of \$1,600 for each unmet requirement.

- Participated in Bonner Scholars Program for 8 semesters (\$125 per semester for replacement Bonner Scholars who join the program after fall semester of the first year);
- Attended new Bonner orientation (\$50);
- Attended first year trip (\$50);
- Attended sophomore service exchange or cluster event (\$50);
- Completed the school-year hourly service requirement every year in the program (\$50 if the number of missing hours is less than 20; \$100 if the number of missing hours is 20 or more. The amount of the loan reduction will not be affected if the hours are made up as outlined in the section on make-up proposals and making up hours.);
- Participated in two full-time summer service opportunities (one for replacements who begin in the junior year) (\$50 if the number of missing hours is less than 40; \$100 if the number of missing hours is 40 or more. Missing an entire summer of service will seriously jeopardize a student's continued participation in the Bonner program. If such a student is permitted to continue with the program, Bonner program staff will determine the amount which will be subtracted from the loan reduction up to a maximum of \$200);
- Completed Student Impact Surveys (\$25 for each missed survey);
- Participated in the student Development model (\$50 per semester in which program staff deem participation is lacking);
- Made a senior capstone "presentation of learning and service impact" (\$50);
- Attended a senior exit interview with the director or coordinator of the program (\$50);
- Participated in class retreats (\$50 per retreat);
- Graduated from the college where he/she was a Bonner Scholar (The loan reduction will not be processed until and unless it is certain that this requirement has been or will shortly be met. Students who walk in graduation but must complete

additional credits before receiving their diploma may fill out the loan reduction check warrant request form in the spring but the loan reduction check will not be processed and sent until all credits required for graduation have been earned.).

In the spring semester, senior Bonner Scholars will receive a memo stating the amount of their loan reduction and providing details about filling out the senior loan reduction check warrant form which will be attached. Students are strongly encouraged to consult with Earlham's financial aid office for assistance in determining which loan(s) to use the Bonner loan reduction on and in filling out the form.

The loan reduction check will be issued directly to the loan institution. In no case will a loan reduction check be issued to a student, and loan reduction funds cannot be used to pay credit card bills or other, similar debts incurred during college.

If a student wishes to use all or part of his or her loan reduction funds to apply to graduate school expenses, these funds will be paid directly to the school once s/he is enrolled. It is the Bonner Scholar's responsibility to get in touch with the Earlham Bonner office to request that these funds be paid once s/he is enrolled in a graduate program.

BONNER COMMITTEES

The Earlham Bonner program has several student committees which help the program to function smoothly and give students the opportunity to participate in overseeing and contributing to the success of the Bonner program at Earlham.

All Bonner Scholars are encouraged to participate in one or more Bonner committees. All new Bonners are required to participate on a committee during spring semester of their first year in the program. Time spent at committee meetings and carrying out committee activities count as indirect service hours.

Each committee is led by a convener who carries out the following duties and/or insures that another committee member carries them out: notifies members of meetings, prepares agendas, facilitates committee meetings, keeps notes or minutes of all committee meetings, communicates regularly with the Bonner coordinator about committee business and shares relevant information with the entire Bonner community.

Following are descriptions of current Bonner committees. The committee structures and duties may change based on the needs of the program and the interests and feedback of students.

SELECTION AND ORIENTATION COMMITTEE

The Selection and orientation Committee (S&O) oversees recruitment and selection of each new class of Bonner Scholars and is responsible for planning and leading the new Bonner orientation that occurs the week before the start of classes in the fall semester. This committee works closely with the Bonner liaison in the Admissions office and other Earlham staff who assist in the recruitment and selection process. This committee is co-convened by a Bonner Scholar and the Bonner coordinator.

The committee's duties include planning and implementing the new Bonner orientation each August; recruiting, overseeing and serving as mentors for new Bonners throughout the fall semester and longer as needed; reviewing and updating recruitment materials including the Bonner application; working with staff to set the schedule and carry out tasks involved in the recruitment process; staff a phone-a-thon to remind prospective

Bonner applicants of the application deadline and answer questions about the program; and read and score a designated number of applications (usually somewhere between 10 and 15 per person). (Please note that the final selection of Bonner Scholars is made by the recruitment team which includes the Bonner director and coordinator, the Bonner liaison from the admissions office, a representative from one of the community partner agencies, the student co-convenor of S&O and two other S&O members chosen by the S&O committee.)

S&O generally meets twice per month for an hour to an hour and a half.

COMMUNITY FUND COMMITTEE

The Bonner Community Fund is a pool of money provided by the Bonner Foundation for Bonner Scholars to allocate to help support specific projects at local agencies with which Bonner Scholars serve during the school year and to pay for training and educational workshops, conferences, etc. which will enhance skills used by Bonner Scholars in their service. According to Bonner Foundation rules, all decisions regarding the expenditure of Community Fund money are to be made by Bonner Scholars. Bonner staff may provide support and training to the committee as needed and is required by the Bonner foundation to provide general oversight to insure that funds are not allocated for purposes specifically prohibited by the Bonner Foundation.

Please see the separate section on the Community Fund in this handbook and the more detailed Community Fund guidelines booklet for information regarding applying to the Community Fund to receive money for a project or activity. The remainder of this section describes the role and duties of the committee.

The committee is responsible for reviewing written Community Fund proposals, interviewing students making requests in person and afterwards using consensus to decide whether or not to allocate the money requested. If the committee sees fit, they may allocate more or less money than requested in the proposal or request further information from the person bringing the proposal before making a decision. The committee should also periodically review the Community Fund guidelines set out in the Community Fund booklet and make changes to the process or criteria for allocating funds if necessary.

The committee convener is responsible for working closely with the Bonner coordinator to set up a system that works well for the individuals involved for receiving proposals after the coordinator has reviewed them to be sure they meet Foundation requirements, make copies for the committee and communicate committee decisions promptly to the Bonner coordinator and those submitting proposals using appropriate forms.

The committee meets once a week usually for less than an hour.

PUBLICITY COMMITTEE

The publicity committee is responsible for planning and carrying out activities which help promote the Bonner Scholars Program and publicize the work of the agencies and organizations where Bonners serve. The audiences for this publicity may be members of the Earlham community, people in Richmond and Wayne County or prospective Bonner Scholars. The committee helps coordinate inclusion of regular profiles of Bonner Scholars in the campus newspaper, The Earlham word. Currently, the committee is working with an Earlham photography professor to produce a photo display featuring several Bonner Scholars and their service sites which they will work to get displayed in several locations throughout the community. The committee also plans to develop content for the Bonner web pages.

This committee will be establishing a regular schedule of meetings and will probably be meeting once or twice a month.

BONNER LOVE COMMITTEE

The Bonner Love Committee helps strengthen Bonner community spirit, promotes fun and organizes group service opportunities. The committee members plan occasional special treats and surprises for fellow Bonners. This may involve making decorations or cards or otherwise using one's creativity. The committee also arranges at least a couple of opportunities for group service per semester.

The committee has been fairly small and has met informally and worked independently to carry out committee tasks. However, in future the committee is encouraged to meet at least once a month on a schedule established by the committee.

BONNER CONGRESS

The Bonner Congress is a body made up of representatives from all Bonner schools. This group provides a forum for students to get to know and share ideas and information with Bonners from other schools and the staff of the Bonner Foundation. The Bonner Foundation sincerely desires to hear from students and uses their feedback and involvement to continually work to improve the Bonner program. Bonner Congress representatives serve as liaisons between all of the Bonners at their school and the larger Bonner community and the Bonner Foundation. In order to carry out this role, Bonner Congress representatives are expected to be familiar with and active in their school's Bonner community and the larger Bonner community and be committed to gathering and communicating feedback and opinions from all of their fellow Bonners (not just representing their own perspective or personal opinion). They are also expected to stay abreast of happenings at the Bonner Foundation and to respond to communication from the Bonner Foundation as requested in a timely manner. As appropriate, Bonner Congress representatives should share information from the larger Bonner community with Bonners at their schools through announcements or presentations at all Bonner meetings, notices in the "Bonner Bulletin" monthly newsletter or the Bonner-I e-mail listserv, etc.

Bonner Congress representatives are expected to attend Bonner Congress meetings held at different Bonner schools each year. The fall Bonner Congress usually takes place the second weekend of November (usually Friday, Saturday and Sunday including travel time). Bonner Congress also meets during the Summer Leadership Institute usually held the first weekend in June. All Bonner Congress representatives who are not participating in an off-campus program in the fall or so far away that travel to the Summer Leadership Institute would be logistically difficult or prohibitively expensive are expected to arrange their schedules so that they can attend these meetings. All expenses related to traveling to and attending these meetings are covered by the Bonner program.

Earlham has three Bonner Congress representatives. When a Bonner Congress representative position comes open, this fact will be advertised to the entire Earlham Bonner community. Anyone interested in serving as a Bonner Congress representative will be invited to fill out and submit a short application. All applications will be reviewed by the current Earlham Bonner Congress representatives and Bonner program staff who may, if they wish, also request a face-to-face interview with candidates before appointing the new representative. Once appointed, Bonner Congress representatives continue to serve as such until they graduate or choose to resign from the position. Rarely, a Bonner Congress representative may also be removed from the position if s/he is not actively fulfilling the duties of a Bonner Congress representative, is not active within the Bonner community as a whole or is not in good standing with the program as represented, for example, by being placed on Bonner warning.

SENIOR INTERN

The Bonner Foundation allows one Bonner senior to fulfill his or her Bonner service requirement by working in the Bonner office on campus assisting Bonner program staff in the overall operation of the program. A full senior intern job description has been developed and gives a more detailed description of duties. In general, senior interns have a chance to carry out a wide variety of tasks related to the operation of the program. They are not relegated to photocopying and filing though these tasks may be a small part of their duties. Senior interns are expected to take a leadership role within the Bonner program. In consultation with the Bonner coordinator, they will determine a list of projects and regular duties that best fit their interests, skills and areas in which they would like to grow in skills and confidence.

At the beginning of each semester the senior intern will establish a mutually satisfactory schedule of office hours with the Bonner coordinator and will complete Bonner paperwork throughout the semester (Community Learning agreement, program member's review, etc.) treating the Bonner office as they would any other service site and viewing their work within the context of the Bonner developmental model. Senior interns may optionally spend up to 3 hours per week working at another service site within the community if, for example, they have a long-standing relationship with an organization or wish to carry out a specific project or learn a skill that cannot be accomplished through the senior intern position.

Senior interns are encouraged to consider spending all or part of the summer prior to their senior year working in the Bonner office to help plan and prepare for the coming year. The Bonner program will provide on-campus housing and earnings up to \$1,500 (depending on the number of hours served) in addition to any other summer funds which may be available to the student (remaining summer living and/or summer earnings money and/or the rising senior enrichment grant).

Each spring semester all rising senior Bonners will be provided with a copy of the senior intern job description and will be invited to apply for the position by filling out and submitting a written application. All applications will be reviewed by the current senior intern and Bonner program staff who may, if they wish, also request a face-to-face interview with candidates before deciding who the senior intern for the coming year will be.

OFF CAMPUS STUDY

The Bonner Foundation encourages all Bonner Scholars to consider participating in an international or other off-campus study program if possible. There are, however, some issues that Bonner Scholars interested in pursuing off-campus study should be aware of and keep in mind while planning this aspect of their Earlham experience.

Bonner Scholars may continue to receive the Bonner Scholarship while participating in an off-campus program so long as two basic criteria are met. First, the student must be enrolled at Earlham while on the off-campus program. This is the case for any program directly sponsored by Earlham and led by Earlham faculty. It also applies to programs of schools in the Great Lakes Colleges Association. Students sometimes participate in off-campus programs (usually ones that travel to places different than those available through Earlham or GLCA) by taking leave from Earlham, enrolling in the college sponsoring the program and transferring the credits earned back to Earlham when they return. Students who do this are not eligible to receive the Bonner Scholarship or any other financial aid offered to them as part of their Earlham financial aid package since this offer is based on the assumption that the student will be enrolled at Earlham. While this stipulation may sound restrictive to some, there are many off-campus programs

offered by Earlham and other GLCA schools so almost all students should have little trouble finding a program which meets their interests and needs. For more information about what programs are available, visit the International Programs Office (IPO) in LBC. If you have questions about whether a specific program you are interested in falls under the criteria described here, IPO and/or the staff of the Financial Aid Office should be able to help.

Second, Bonner Scholars participating in off-campus programs must carry out 140 hours of service and complete all other paperwork and Bonner requirements while on the program. In addition, students are asked to e-mail the Bonner coordinator at least three times while off campus (at the beginning, middle and end of the program) to provide an update of his or her progress. Faculty leading off-campus programs often have connections with nonprofit or governmental agencies in the local community or communities being visited and can help students arrange for service.

A student who chooses to participate in an off-campus program which requires him or her to enroll in another college for the duration of the program or one who does not feel able to meet the Bonner service requirement while participating in an off-campus experience may take a leave of absence from the Bonner Scholars Program. Of course, if a student takes a leave, s/he will not receive the Bonner Scholarship during that time. See the section on leaves for more information.

As soon as a Bonner Scholar decides to participate in an off-campus program s/he should communicate this to the Bonner coordinator. S/he should also let the trip leader(s) know as early as possible in the orientation process that s/he is a Bonner Scholar and should begin discussing options and arrangements for insuring a service placement. The student should not assume that the leader(s) knows or remembers all the details of the Bonner program and should be clear in communicating the number of service hours needed and other program requirements so that as many arrangements as possible can be made in advance of the actual start of the off-campus program. Students and leader(s) who wait till they arrive on site to even begin exploring service options are likely to fall behind and may have some difficulty meeting service requirements. Of course, the difficulties inherent in making arrangements at a distance increase the chances for unexpected snags to occur, and the Bonner staff is prepared to work with students who run into unexpected difficulties so long as students stay in touch and communicate what is happening in a timely manner. Students should also feel free to refer trip leader(s) to the Bonner coordinator to answer questions or be of assistance prior to or during the off-campus program.

Students participating in off-campus programs will receive a packet of forms and a memo with information about Bonner service while off campus before the end of the semester prior to the one during which they will be off campus. Most forms are also available electronically and can be e-mailed to students. We hope to have all forms available for download from the Bonner Moodle page sometime during the 2005-06 academic year. If feasible, students should mail or e-mail the completed Community Learning Agreement to the Bonner coordinator while away. All other paperwork may be turned in when the student next returns to campus or mailed in when the student gets back home, whichever is more convenient for the student.

SUMMER SERVICE

Every Bonner Scholar is required to complete at least two summers of full-time community service defined as at least 280 hours over at least seven weeks, with a maximum of 40 hours per week. Bonner Scholars who choose to work at camps or other placements where they are on duty or on call for more than 8 hours per day may still only count 40 hours per week toward their Bonner service requirement and should log

no more than 10 hours service for any single day. Occasional exceptions to the 40-hours-per-week and 10-hours-per-day maximums may be made with prior approval of the Bonner Coordinator (e.g., one or two weeks during which weekend or evening duties will take the total above 40 hours when the Bonner Scholar will be taking some time off in a preceding or following week). All Bonners must still spread their summer service out over at least seven weeks.

Bonner Scholar replacements who begin the Bonner Scholars Program in their first or sophomore year are required to do two summers of service; Bonner Scholar replacements who begin in their junior year are required to do one summer of service.

The Bonner Scholar may choose to do his or her summer service during any two summers that he or she is a student. Students may not do summer service during the summer following graduation. Students may optionally choose to complete a third summer of service. See the end of this section to learn which forms of financial support are available during this third summer.

Students who do not plan to return to the Bonner Scholars Program in the fall are not eligible to participate in the summer service program. However, if, after completing the summer service, a student decides to take a leave, he or she will receive the summer earnings upon his or her return from leave. If a student completes a summer of service and then withdraws from Earlham (including transfer to another college) without ever returning to Earlham as a student s/he will not receive summer earnings.

Bonner Scholars are eligible to receive the following compensation for their summer service:

- Summer living stipend: These funds are made available at the beginning of the summer for students to use to cover living expenses over the summer. Bonner Scholars may access up to \$1,000 during their first summer of service for living expenses. Any unused portion of these funds remains for the student to use, along with another \$1,000 during his or her second summer of service. Bonner Scholars may complete an optional third summer of service and use any remaining money from the total of \$2,000 available for summer living expenses.
- Summer earnings stipend: Upon completion of summer service and submission of all required paperwork, Bonner Scholars will receive a \$1,500 summer earnings stipend for each of two summers of service. Bonner Scholars who choose to complete a third summer of service will not receive a third \$1,500 summer earnings stipend. This money is not available for the student's use during the summer.
- Local (Richmond) summer service supplements: The Bonner Foundation makes additional funds available to Bonner programs to encourage service in the community where the campus is located. Students who wish to stay in Richmond to complete their summer service can receive an additional stipend, which will be paid at the beginning of the summer along with the summer living stipend. The exact amount of the stipend is dependent on the number of Bonner Scholars choosing to stay in Richmond in a given summer but is usually \$500.
- Rising senior enrichment financial supplement: Rising seniors may receive \$500 as an added incentive if they can demonstrate that their summer service will challenge them in some new way (e.g., international service or service in a new city or service at a previous service site with increased responsibilities). This grant is available both to rising seniors completing a second summer of service and those choosing to do an optional third summer of service and is paid at the beginning of the summer along with the summer living stipend. Please note that the Bonner Foundation has recently

expanded the scope of the senior enrichment financial supplement so that it can be used throughout the senior year and for other purposes than in the past. See the separate section on the senior enrichment financial supplement for more information.

- Pay from service sites: Unlike during the school year, Bonner Scholars are permitted to accept pay from their service site for summer service. Students who secure a paying position can still receive all of the forms of financial support available from the Bonner Foundation described above. However, the Bonner Foundation requires that the Bonner Coordinator inform service sites in writing that Bonner Scholars are receiving summer living and earnings stipends.

In the spring semester all Bonner Scholars planning to do summer service must submit a summer living stipend proposal. In addition, students who will be staying in Richmond to complete their summer service may receive additional money (up to \$500) and must complete the local summer service form informing the Bonner Coordinator of their intention to stay in Richmond to do their summer service. Rising seniors (Bonner Scholars who will be seniors in the fall following the summer service) are eligible to apply for a Rising Senior Enrichment Financial Supplement but must fill out a separate form to be reviewed and approved by the Bonner Foundation. Summer paperwork deadlines will be announced early in spring semester but are generally around April 1.

Checks for summer living stipends, senior enrichment grants and/or local (Richmond) service supplements will be available for pick-up by students on Reading Day of the spring semester.

During the summer, Bonner Scholars are required to complete Community learning Agreements and a Program Member's Review for each service site. They must also obtain a Site Supervisor's Review and signed verification of the number of hours served from each site supervisor. Finally, each Bonner Scholar must submit a summer reflection project. All summer paperwork is due no later than the first day of classes in the fall semester. It may be mailed/e-mailed in ahead of time or handed in when the student arrives back on campus for fall semester. Summer earnings checks will be released only when all paperwork has been completed and submitted. Students who complete fewer than 280 hours of summer service will have their summer earnings prorated by \$5.35 per hour.

Students should begin planning for their summer service at least by February. Late or incomplete summer service forms may delay the issue of the check with summer living and other funds that are made available before the summer service begins. A more detailed description of summer service, the required paperwork, suggestions of resources to aid in locating summer service opportunities and copies of all necessary forms is provided as a hand-out from the Bonner office and electronically by early in spring semester. SLCDC staff also usually offer a workshop focusing on looking for summer service and answering questions that students specifically have about Bonner paperwork and requirements in January or February of spring semester.

SENIOR ENRICHMENT FINANCIAL SUPPLEMENT

For some time, the Bonner Foundation has allowed rising seniors to request an additional \$500 to support summer service during the summer between their junior and senior years. Now the Bonner Foundation has expanded the time period when these funds are available and the purposes for which they may be used. If unused during the summer, these funds remain available to the student throughout his or her senior year. These funds may now be used not only to support service but also to assist Bonner

Scholars with career exploration, training, leadership development, etc. Students may, for example, request these funds to attend or present at a conference related to their service and/or career goals. The money could be used to help pay expenses to participate in a service trip during the senior year. They could also be used to cover the cost of a training session or workshop. At this time, there are not any hard and fast rules regarding how these funds can and cannot be used. Students are encouraged to consider what will help them as they move towards graduation and making the transition to the next stage of their lives or of something that could stretch them in new ways in terms of their service or could in some other way serve as a culminating experience for their years in the Bonner program. Students who make a convincing case in their proposal about why using the funds in the proposed way would benefit them and/or their service are likely to have their proposals approved.

Regardless of the timing or the purpose for which the senior bonus is being requested, students must fill out the Rising Senior Enrichment Financial Supplement form and submit it to the Bonner coordinator. Bonner Foundation staff read each proposal and make the final decision about whether or not to approve the request. If the funds will be used during the summer between the junior and senior years, the proposal form is due the same date as other summer paperwork. Requests to use the funds during the senior year must be submitted at least six weeks prior to the date when the funds are needed to allow sufficient time for processing of the proposal.

TRANSPORTATION AND VEHICLES

This section covers several topics related to transportation to and from service and the use of Earlham and personal vehicles for Bonner activities such as retreats and service trips as well as transporting others as part of service.

The Bonner program is committed to insuring that Bonner Scholars are able to get to and from their service sites. A variety of options are available to meet students' individual needs and preferences. Several service sites are within walking or bicycling distance of campus. However, most sites are farther away than comfortable walking or cycling distance (though almost all are within a 10- to 15-minute drive of campus).

The Earlham Volunteer Exchange (EVE) operates a free shuttle for any Earlham student doing community service which runs each weekday afternoon during the school year. The shuttle departs from campus every hour with the first shuttle departing at 12:30 and the last shuttle departing at 5:30. If students are traveling to more than one site on the same shuttle run, the shuttle driver will determine the order in which passengers will be dropped off. The EVE shuttle picks up students from their service sites once an hour with the first pick-ups at 1 and the last pick-ups at 6. If the shuttle driver has multiple pick-up locations, some students will be picked up later than others.

Students can sign up to use the shuttle on a one-time basis or for the entire semester. Once students have established a regular schedule at their service site, they are encouraged to sign up for the shuttle for the rest of the semester. Students can sign up for the shuttle outside the EVE office in SLCDC. EVE staff members or Karen Vinson, the SLCDC secretary, can assist students in signing up and answer any questions they may have about the shuttle. All shuttles depart from and return to LBC. Students who are signed up to ride the shuttle should meet in the SLCDC area five minutes prior to the scheduled departure time. Students who will not be needing a shuttle ride for which they signed up should stop by the EVE office or call Ext. 1519 (983-1519 from off campus) to cancel the ride. Students who simply do not show for a scheduled shuttle trip make the driver and other riders wait unnecessarily.

Students who need to complete service at times when the EVE shuttle is not running

(evenings, weekends, mornings and during exam days and school breaks) have several options.

Richmond has a public transportation system called Roseview Transit. There is a bus stop on National Road across from Earlham. Buses run Monday-Friday from 6:15 AM until 5:45 PM and on Saturday from 10:15 AM until 5:45 PM. In addition, Roseview Transit offers a unique "dial a ride" service Monday-Friday from 4:30 until midnight. Anyone may call 983-7227 up until 4 PM of the day they need a ride to schedule a pick-up time and location. They will be picked up and dropped off at the location of their choice within the city of Richmond. The student fare for both the regular bus and the dial a ride service is 50 cents. Students may be required to show their Earlham ID to receive this fare. Correct change is required. For more information about Roseview Transit, including schedules and routes, visit www.ci.richmond.in.us/departments_and_services/roseview_transit/index.html or call 983-7227. Runyan Center Desk should also have copies of the bus schedule available.

Some sites who need volunteers outside of the shuttle's hours of operation may offer to provide transportation to Bonner Scholars. Sites can also occasionally reimburse students for mileage or gas. Students needing help with transportation are encouraged to ask their site supervisors if they can provide such assistance. .

Students may be able to arrange to ride with another Bonner Scholar or non-Bonner volunteer going to the site on the same schedule. Students who have their own cars and will be driving to their service sites are encouraged to let other Bonners at their sites know if they are willing to offer rides.

Students who are unable to schedule their service during EVE shuttle hours may be reimbursed by the Bonner program for their travel to and from service using their own vehicle or can arrange to use an Earlham vehicle to drive themselves to and from their service. Students wishing to be reimbursed or to use an Earlham vehicle must make arrangements with the Bonner coordinator in advance of any travel as outlined below.

Students requesting mileage reimbursement or permission to use an Earlham vehicle for travel to Bonner service or related activities should contact the Bonner coordinator (preferably in writing via e-mail) and specify why the reimbursement or use of an Earlham vehicle is being sought (such as a class or athletic schedule that does not permit them to complete service during EVE shuttle hours or the desire to serve at a location outside the geographic range of the shuttle or the agency's need for volunteers outside the EVE shuttle hours). The student should also clearly state whether the travel will be one-time, occasional or on an ongoing basis. They should state the name of the service site involved. They should state whether they have a vehicle and will be seeking mileage reimbursement or will need to arrange to borrow an Earlham vehicle. The Bonner coordinator will notify the student whether or not the request has been approved. Please note that students who choose to use their own vehicles during times when the EVE shuttle is running are not eligible to receive mileage reimbursement. Permission to receive mileage reimbursement or to borrow an Earlham vehicle may be suspended or revoked if students fail to turn in their service hours log in a timely manner, if they turn in mileage for trips other than directly to and from their service site or use an Earlham vehicle for any travel whatsoever aside from driving directly to and from the service site or if they violate scheduling and safety policies established by Security for the use of Earlham vehicles. Once approved, students should observe the following guidelines to receive reimbursement or schedule use of an Earlham vehicle.

Students using their own vehicles will be reimbursed at a rate of 40.5 cents per mile during the 2005-06 school year. Students must keep a log of all travel for which reimbursement is sought including the following information: date of travel; beginning point of travel (e.g., Earlham); ending point of travel (e.g., Girls, Inc.); beginning and

ending car odometer readings; total miles traveled. Students seeking reimbursement for one-time or occasional travel may turn in their mileage log after each trip. Those seeking reimbursement for travel on an ongoing basis should turn in their mileage log from the previous month at the beginning of each month. All mileage logs should be turned in to Karen Vinson, the SLCDC secretary. Karen will give the student a cash slip which s/he can take to the cash window in the basement of Carpenter weekdays between 9 and 2:30 to receive the reimbursement.

Students who can drive but do not have access to a vehicle on campus can arrange to use an Earlham vehicle to drive to and from their service. After receiving approval to do so from the Bonner coordinator, students should see Karen Vinson, SLCDC secretary, for a vehicle reservation form. Karen can assist students in filling out this form and getting the needed signatures. Students who need to use an Earlham vehicle on an ongoing basis should schedule the vehicle for all known dates and times when it will be needed at once. Security should always be notified as soon as possible if a vehicle will not be needed for a scheduled trip, if there is an unavoidable delay in returning the vehicle or any other change to the reservation. Vehicles should be picked up from and returned to Security.

Anyone who wishes to drive an Earlham vehicle must register with Security before driving for the first time. In addition to Bonner Scholars who may need an Earlham vehicle to travel to their service site, all Bonners who would be willing to help with driving during Bonner activities, such as retreats, orientation, etc. should register with Security. You are not required to have a specific need to use an Earlham vehicle when you register. Once registered, you will not have to worry about obtaining approval to drive an Earlham vehicle if the need should arise.

Registering to drive an Earlham vehicle is simple, but the approval process can take up to two weeks so it is very important that students register as a driver with adequate time for the approval process to occur before the date on which they want to use an Earlham vehicle. To register, go to the Security office any weekday between 9 and 4:30. Be sure to have your driver's license with you. The Security staff person will give you a form to fill out and make a copy of your driver's license. Please note that up to two weeks is needed for processing because Earlham's insurance company will check your driving record. Security staff have no control over the length of time needed to complete this process so students who have waited until the last minute to register should not beg Security staff to speed up the approval process. Students will not be notified of their approval. It is their responsibility to check back with Security after a reasonable period of time to verify that they have been approved. A student may go ahead and submit a vehicle reservation form while registration is pending if desired.

Students should familiarize themselves with the guidelines and forms contained in the vehicle pouch they will receive when picking up keys for an Earlham vehicle before leaving campus. Be sure to fill out the requested information before leaving on the trip and at the end of the trip before returning the pouch to Security. A credit card is provided for gas fill-ups. Please be sure you understand the process for using this card at the pump. Cost of gas is included in the fee the Bonner program is charged for using an Earlham vehicle so you should not use your own money to pay for gas unless you are absolutely unable to get the provided credit card to work. If a student uses his or her own money to purchase gas while using an Earlham vehicle, s/he must turn in a receipt and speak with the Bonner coordinator about what happened in order to receive reimbursement. If the Bonner coordinator determines the student had a legitimate reason for not using the Earlham credit card, s/he will be reimbursed for the gas purchased.

For Bonner group activities, such as retreats and service trips, it is strongly preferred that students be transported in an Earlham vehicle or a vehicle obtained from a rental

agency rather than personal cars of students or staff, especially in cases of travel outside Wayne County. Richmond Dodge Honda will currently allow Earlham students 18 and over to drive their vehicles when rented by the college for Bonner or other college activities. Bonners who are willing to volunteer to drive a rental vehicle will need to either accompany the person picking up the vehicles to the dealership or stop by SLCDC with their driver's license so that Karen Vinson can fax a copy of it to Richmond Dodge Honda.

Rarely Bonner staff may seek students willing to use their own vehicles to transport other Bonners during a Bonner activity. In such cases students driving will, of course, be reimbursed for mileage. However, students who choose to drive themselves to Bonner activities for which group transportation is provided will not be reimbursed for their mileage.

Service sites which ask volunteers to transport persons being served by the agency should provide these volunteers with all necessary orientation and training and should have their own established procedures including permission and other forms for riders. Most service sites who ask staff or volunteers to transport those being served will have agency-owned vehicles for this purpose. If a student is asked to transport others, especially if s/he is asked to use his or her own vehicle to do so, the decision of whether or not to do so rests solely with the student. Students who are uncomfortable for any reason are encouraged to discuss their concerns openly and/or to decide not to transport others.

If a student does agree to transport anyone they are serving using an Earlham vehicle or their own car, they must obtain a signed permission form (signed by a parent or legal guardian in the case of a minor child) prior to the trip. Permission forms can be obtained from Karen Vinson in SLCDC, and all signed permission slips should be filed with the SLCDC office. If the same person or persons will be transported on an ongoing basis, it is only necessary to obtain one permission slip as long as it specifies that permission is being granted for multiple trips. Students driving vehicles owned by their service sites should follow whatever procedures have been established by their sites and do not need to get the Earlham permission slip signed.

WORKING WITH SERVICE SITES

Each year the Service Learning and Career Development Center at Earlham publishes a directory of community service opportunities in Wayne County. This directory lists all of the agencies and organizations which have signed the required memorandum of agreement with Earlham indicating that they will accept volunteers and/or work study students. Currently, this directory is only available as a hard copy booklet and may be obtained from SLCDC. Bonner Scholars looking for possible service sites should use this directory as a starting point.

The directory does not, however, contain a complete list of all nonprofit agencies in the area. There are several different reasons a particular agency may not be listed in the directory. The SLCDC may be aware of the agency, but the agency and/or Earlham may have determined that it does not have appropriate service opportunities for Bonners and/or other Earlham volunteers. The agency may have an agreement with Earlham, but the affiliation may have been established after this year's directory was published so it is not listed. The SLCDC may not be aware of the agency.

If a student has a particular agency in mind or is interested in an area of service not represented in the community service directory, s/he should speak with the Bonner coordinator so they can determine if there is an agency that will meet their needs. If a student is interested in serving at an agency that does not have a memorandum of

agreement with Earlham, Earlham SLCDC will need to establish that it meets our criteria for being considered as a service agency and will have to obtain a signed memorandum of agreement before the student may begin logging service hours at that site. SLCDC staff is happy to explore establishing relationships with additional organizations, but this process may take several weeks or even months depending on the schedules of Earlham and agency staff and the length of time the agency takes to complete the necessary paperwork. Students should therefore be prepared to serve at another site which has already been approved while this process is taking place. Please note that the Bonner coordinator may approve service at a site without a memorandum of agreement under certain circumstances such as short-term service completed at an agency in the student's hometown over breaks. The bottom line is that students should always check in with the Bonner coordinator before beginning service at any site not listed in the community service directory.

In addition to the community service directory, the SLCDC hosts an Involvement Fair at the beginning of each semester. Agencies and organizations are invited to set up tables and be available to talk with students about opportunities for service. The fair is an excellent way to meet people from a large number of agencies in one setting and to get more of a first-hand feel for the organization.

When contacting a new agency to express an interest in serving there, students should call during business hours or during the specific hours of operation listed for the agency in the directory. Staff and job duties change frequently in nonprofit organizations so if you're having trouble reaching the person whose name is listed in the directory, let the receptionist know why you are calling or leave a general message on the agency's voicemail.

Each site will have its own method for screening and orienting volunteers. Most will invite you to come to the agency and will give you a tour and overview of possible service. However, some may have a more formal process requiring you to fill out an application, give permission for a criminal background check and/or drug screening attend a scheduled training or orientation, etc. before beginning to serve. When scheduling the initial appointment, it is OK to ask what will be required and how long you can expect it to be before you can begin volunteering at the site. This information will help you to plan your service.

Site supervisors are all asked to provide Bonners and other Earlham volunteers with an orientation. The length, formality and detail of the orientation will vary from agency to agency. Below are some important areas that you should try to be sure to cover early on with your site supervisor. If the supervisor does not bring them up, you shouldn't hesitate to bring them up.

- The policies and rules of the agency including any expectations regarding dress, conduct, etc. Ask if the agency has written policies/rules/guidelines for staff and/or volunteers and if so, how they can be accessed.

The full name and contact information for your supervisor (the person who will sign your Community Learning Agreement and hours logs). If possible, try to also get the names of one or two backup staff to whom you should report if the supervisor is out of the office and who the supervisor authorizes to sign your hours logs if they are unavailable to do so.

Background about the agency including an overview of all of the services offered, not just the specific area in which you will be working.

The general agency calendar for the semester including any dates when the agency will be closed or will not be providing services. It is useful to ask if there are service activities or training opportunities available at times when the site will be closed to clients. Do not assume that there is nothing to do outside of the hours when clients are present at the site though this may be the case for some sites. Students should also share the Earlham schedule including dates of breaks, finals, etc.

A regular and mutually agreed-upon schedule for service. The student should know or have available his or her schedule at the time of the initial meeting so that s/he and the supervisor can determine if the times when s/he is available mesh with the needs of the service site.

Expectations of students when working with sites include the following:

Accept all training and learning opportunities required by the site.

Be dependable and punctual. Notify the site supervisor as soon as possible if you will be absent or late.

Be willing to accept feedback and constructive criticism.

Communicate regularly with site supervisor. Always go to the site supervisor first with site-related questions or problems. If unable to resolve a difference directly with the site supervisor, contact the Bonner coordinator.

In the case of snow days and other, unexpected closures of sites where students are unable to make up the missed service hours at another time, a student may count the missed hours on his/her hours log. In such cases, the Bonner Scholar should let the Bonner coordinator know how many hours were missed and the reason and request approval to log the hours prior to turning in the hours log. Students will not be permitted to count hours if the service site is scheduled to be closed at a time when the Bonner Scholar normally completes service (e.g., a conference or vacation day at a school). It is the student's responsibility to request the site's calendar in advance and to plan to adjust their service in order to get in the required hours. It is worth asking if there is work that can be done even if the site is closed for normal operations. Other options include serving more hours at a second service site on days when the first site is closed or working extra hours on days when the site is open to make up the time. It is important that Bonner Scholars be aware of and plan around the sites' calendars as Earlham and site breaks and holidays are often different.

STUDENT-INITIATED SERVICE PROJECTS

Bonner Scholars sometimes want to start an ongoing service program in the community. Students with such interests are encouraged to seek out an existing agency or organization willing to assume oversight of the program so that it has the chance to continue even if Earlham student involvement wanes. At the same time, students should recognize that agencies and organizations have their own priorities and plans and may have more knowledge of factors that impact a program's success such as need and funding availability. Students should give weight to feedback received from community partners and should seriously consider whether their time and energy will be better spent serving within an existing organization or working to establish a new program, especially if they do not plan to stay in Richmond following graduation.

Students who find a site willing to allow them to develop the new program as part of that agency's work are not required to gain special permission from the Bonner program to

initiate the program. Bonner staff would appreciate knowing that the Bonner Scholar came up with the idea for the program, and his or her work to develop and implement the new program should be documented, along with any other service s/he is doing at the site, on the Community Learning Agreement as usual.

Students who cannot find an agency willing to sponsor the new program but still interested in pursuing the program should speak with Bonner staff in the early stages of their thinking. During initial discussions, they should be able to articulate the general purpose of the new program and the population to be served. The student should have done some research and be able to present some evidence regarding why this program is needed beyond a feeling or anecdotal evidence. If, after initial discussion, Bonner staff approves further exploration of the potential new service program, the interested student(s) should conduct research and prepare a proposal as described below. Students may count time spent in researching and preparing the proposal as indirect service.

The written program proposal must include all of the following:

- A needs assessment including description of the specific problem to be addressed by the program, how this need or problem is or is not currently being met, any other programs which are aimed at meeting a similar need and why the new program is needed. This section should include a list of all research conducted (persons interviewed, literature and web sites reviewed, etc.)

A clear program plan including the program's purpose, goals and objectives, the number of people to be served and the number of volunteers and hours per week needed to carry out the program.

Location of program and how and from whom permission has been secured to use this location.

Program budget and list of potential and definite sources of funding.

Training and oversight: How and by whom will training and oversight be provided for program volunteers? All projects must have a qualified person or organization who is capable of providing oversight to the project such as being on call in the case of an emergency situation. The proposal should explain how the person or organization is qualified to provide training and/or oversight and what specific forms of training and/or oversight they have agreed to provide.

Continuity: How will the program continue when the student(s) writing the proposal go off-campus and/or graduate?

All student-initiated program proposals will be reviewed by the Bonner director and coordinator. They may consult with other Earlham faculty, Bonner Scholars and with community partners. They may also request clarifications or additional information. Bonner staff will make the final decision regarding whether or not to approve student-initiated program proposals.

If the proposal is approved, Bonner staff will meet regularly with the student(s) in charge of the program to offer assistance and monitor progress. Students running such programs are required to submit an annual report by the end of spring semester describing program achievements and noting any changes to the information on goals, location, budget, oversight, etc. from the original proposal or the previous year's annual report.

LIABILITY

Students serving at sites approved as community partners by SLCDC (i.e., those with a signed memorandum of understanding or approved student-initiated programs) are covered by Earlham's liability insurance. Any student who carries out service that is not through an approved agency, organization or student-initiated program is not covered by Earlham's liability insurance but may be covered by personal insurance carried by the student or his or her family. Students should immediately report to the Bonner Coordinator and their site supervisors any accidents or injuries to themselves or someone they are serving that occur during service or on the way to or from service as well as any allegations by or about them regarding inappropriate behavior or harm caused by or to them in connection with their service along with any other incidents where liability may be at issue.

COMMUNITY FUND

Each semester the Bonner Foundation gives the Earlham Community Fund an amount equal to \$50 times the number of active Bonner Scholars enrolled at Earlham. This money is provided to support community service projects involving or initiated by Bonner Scholars. The Foundation requires that a committee of Bonner Scholars decides on the process and criteria for allocating Community Fund money and reviews and approves student proposals to the Community Fund. Bonner staff reviews proposals to insure they meet Foundation guidelines. However, Bonner staff is not permitted to make their own proposals for the use of Community Fund money.

Examples of appropriate uses of the Community Fund include:

- Covering the start-up expenses for a Bonner Scholar-designed service project;

Purchasing books or other supplies for the students Bonner Scholars are tutoring;

Paying summer camp tuition for kids tutored by Bonner Scholars;

Training-related expenses, including travel and registration expenses for conferences and workshops

Examples of inappropriate uses of the Bonner Community Fund include:

- Donations to agencies or projects where Bonner Scholars or other students from Earlham are not directly involved;

Travel expenses to and from service sites during the school year and the summer;

Supplement to summer living funds;

Food or drinks for Bonner Scholar meetings;

Expenses related to an awards program;

Expenses related to the general administration of the Bonner Scholars Program (travel, printing, phone, equipment, salaries).

The maximum amount per semester that will be allocated to an individual Bonner

Scholar for proposed projects and/or training is \$500.

Students should submit Community Fund proposals via e-mail (preferably in a word attachment) to the Bonner coordinator. Proposals received by the end of the day on each Friday will be considered at the following week's Community Fund committee meeting except occasionally when the Bonner coordinator is out of the office. Proposals received after Friday but before the next week's committee meeting may occasionally be considered by the committee if the coordinator has time to review the proposal, but there is no guarantee.

The person submitting a proposal must be present at a committee meeting in order for the proposal to be considered. While the committee convener may let people know when the committee will consider their proposals, people submitting proposals should also take responsibility to check in with the committee convener to find out when and where the committee will meet with them if unsure. The committee may ask questions of the person bringing the proposal. The person bringing the proposal will be asked to leave while the committee makes its decision about the proposal.

The person will be informed of the committee's decision promptly. If a grant was approved, the person submitting the proposal will receive a Community Fund Distribution Form. Do not lose this form as it must be turned in to Karen Vinson, the SLCDC secretary, in order to get the grant money.

Following each committee meeting, the committee convener informs the Bonner coordinator which proposals have been approved and the amount of each.

Grants of \$100 or less are paid in cash. The person who submitted the grant may bring the Community Fund Distribution Form to Karen Vinson in SLCDC any time. Karen will keep the Community Fund Distribution Form and give the student a cash advance voucher. The voucher can be taken to the cash window in the basement of Carpenter weekdays between 9 and 2:30 and the cash will be issued along with a yellow copy of the cash advance form. Please bring the yellow copy back to Karen as soon as the money is received. As soon as the project for which the funds were granted is completed and all expenses have been paid, students should turn in all receipts and any unused cash to Karen. Every effort should be made to conclude projects and turn in receipts by the end of the semester in which the funds were granted. In cases where this is not practical, students should talk with the Bonner coordinator.

Grants of more than \$100 are issued as checks. Persons receiving grants should let the Community Fund Committee know either in their proposal or at the meeting to whom the check should be made out. Some students will be buying the supplies themselves so it is most convenient for the check to be in their name while others may turn the money over to a community agency to use for the purpose described in the proposal. If the check is being made payable to an agency, the student can request that the check be mailed directly to the agency or can pick up the check from SLCDC and take it to the agency. Please note that students who ask that the check be mailed directly to the agency should still bring the Community Fund Distribution Form to Karen Vinson in SLCDC and that they are still responsible for bringing receipts and any unused cash back once the project is complete.

Earlham writes checks once a week. All check warrants received in the accounting office by the end of the work day Monday are processed and checks are issued on Wednesday (sometimes Thursday) of that week. This means that Community Fund grant checks are usually available Wednesday afternoon or Thursday of the week following the week in which the Community Fund approved the proposal. Students should take responsibility for stopping by to pick up their checks as they will not automatically be informed that the check has come in. Students should bring the

Community Fund Distribution Form to Karen in SLCDC when picking up the check. Karen will keep the Community Fund distribution Form. As soon as the project for which the funds were granted is completed and all expenses have been paid, students should turn in all receipts and any unused cash to Karen. Every effort should be made to conclude projects and turn in receipts by the end of the semester in which the funds were granted. In cases where this is not practical, students should talk with the Bonner coordinator.

Occasionally a student may find that a project did not cost as much as was estimated in the grant but that there are other needs at the site for which the remaining funds could be used. In such cases, the student who brought the proposal must contact the committee convener to request the committee's approval of this before spending the remaining funds for something not specified in the grant. At the committee's discretion they may request a written request or may choose to consider the request without any additional written material.

From time to time a project may cost more than was originally estimated in the original proposal. The person bringing the proposal can contact the committee convener to see if the committee would consider allocating additional funds to complete the project. The committee can decide whether or not to require additional written documentation of the need.

Additional Community Fund guidelines and a sample proposal are included in a separate Community Fund booklet available in the Bonner office and expected to be posted to the Bonner Moodle site during the 2005-06 school year.

LEAVES OF ABSENCE

Students may take a leave of absence from the program and/or the college and still remain eligible for the remainder of their four years of Bonner Scholarship support. Bonner Scholars who are on leave will cease to receive Bonner Scholarship funds while on leave but will continue to have their place held for them within the Bonner Scholars Program as long as they have not withdrawn from Earlham or have not told the Bonner program staff that they wish to voluntarily withdraw from the program. If a Bonner Scholar withdraws from Earlham or the Bonner program and is replaced by another student but then decides to return to Earlham, the replaced student will not automatically resume a place within the Bonner Scholars Program. S/he will be considered as a replacement candidate and may be (but is not guaranteed to be) re-admitted to the program if another slot opens in his or her Bonner class.

Any Bonner Scholar considering a leave of absence from Earlham and/or the Bonner program should discuss this with the Bonner coordinator. Bonner staff can help students consider various options and the pros and cons of each possibility so that the student can make an informed decision.

MAKING UP HOURS

Students are expected to complete at least 140 hours of service per semester and should be prepared to make up any hours, even if only a few, needed to reach 140 or to not receive payment for the hours not completed. If a student believes that s/he will fall short of completing his or her 140 service hours by the day that campus housing closes at the end of the semester, s/he may submit a make-up proposal. Each Bonner Scholar may submit a *maximum of one make-up proposal for no more than 60 hours per academic year.*

Make-up proposals must include the reason(s) for the failure to complete the hours, the number of hours to be made up and a specific plan for making up the hours including the site(s) where service will occur and the date by which the hours will be made up. Students planning to make up hours during the following academic semester should explain in their proposals why/how they believe they will be able to complete the additional hours (e. g., a lighter class load, less athletic commitments, a decision to drop an extra curricular activity to allow more time for service, etc.)

All proposals should be submitted via e-mail to the Bonner coordinator. Proposals should be submitted before leaving campus at the end of the semester or no later than the date when campus housing closes.

The Bonner coordinator will have the discretion to decide whether or not to consider late proposals. If a late proposal is submitted, the maximum number of hours which the student may make up will be half of the hours s/he is short.

Make-up hours may be carried out over winter break or during the subsequent academic semester. Students are not permitted to make up missed hours from the academic year during the summer break. Make-up proposals are not permitted for summer service. Students who fall short on summer service hours will have their summer earnings pro-rated by \$5.35 per hour. A student who falls short on hours in the fall semester may make up those hours over winter break and/or during spring semester while those falling short in hours during spring semester may make up the hours the following fall semester and/or during the following winter break. Students may count hours of service completed over breaks that occur within the semester (mid-semester break, Thanksgiving break and spring break) without submitting a make-up proposal. Students who choose not to submit a make-up proposal, who submit their proposal late, who are short more than 60 hours and/or who fail to make up all of the hours as outlined in a make-up proposal will receive a pro-rated scholarship payment reduced by \$7.50 per hour not completed.

BANKING HOURS

In general, Bonner Scholars are expected to complete a minimum of 140 hours of service each semester that they are active with the program. Occasionally and with good cause, the Bonner coordinator may approve a Bonner Scholar's request to "bank" up to 60 hours worked in one semester to count toward the hours required for the next semester. Students wishing to bank hours must state the reason that they feel it will be difficult for them to complete their 140 service hours the next semester (a particularly heavy schedule or a class schedule which will make scheduling blocks of time for service difficult, etc.). The fact that a student has, for whatever reason, completed more than 140 hours of service during a semester is not sufficient reason in and of itself to request to bank those hours for the next semester.

The Bonner coordinator will approve no more than two banking proposals per student (one for replacement Bonners who enter the program at the beginning of the junior year) during their time in the program.

Students who wish to bank hours should submit their request in writing via e-mail to the Bonner coordinator no later than the date when housing closes at the end of the semester. Students should, however, consider making their banking requests earlier in the semester so that they will know whether or not the extra hours they are serving will be applied to the next semester's service requirement or not. The request should state the reason(s) the student wishes to bank hours. The student will be notified of whether or not his or her banking request has been approved as soon as possible after the request is received. At the end of the semester when all hours have been turned in the

Bonner coordinator will calculate the number of hours which will be banked and will inform the student.

The Bonner coordinator will have the discretion to decide whether or not to consider late banking requests. If a late request is submitted, the maximum number of hours which the student may bank will be half of the hours above 140 that s/he completed.

Under no circumstances will students be permitted to bank hours accumulated during the summer toward the academic year service requirement or vice versa. Banking of summer service hours from one summer to the next is also not permitted.

COMMUNICATION FROM AND WITH THE BONNER PROGRAM

Each Bonner Scholar is responsible for accessing and reading communication from the Bonner office in a timely manner. Students are also responsible for providing up-to-date information to the Bonner office regarding how they can be reached via phone (including cell phone if they have one) and e-mail, current home and school addresses and the best way(s) that they can be contacted. This information will be collected from Web-DB and students at the beginning of each school year, but students are expected to notify the Bonner office of any changes in their contact information throughout the year.

Bonner Scholars are asked to make a habit of checking both their Earlham e-mail account and their Earlham box in Runyan Center at least every other day. Some important program information is currently only provided via hard copy distributed to students' mailboxes while other information is only sent out via e-mail so it is important to keep up with both.

In addition, important announcements may also appear on all Bonner and class meeting agendas. Because these meetings are mandatory, it is assumed that all Bonner Scholars will receive and read these announcements. If a student misses an all Bonner or class meeting, s/he is expected to come by the Bonner office to pick up a copy of the agenda. Announcements which appear on agendas may not be repeated elsewhere.

Following are the types of documents you can expect to receive via your Earlham mailbox. The Bonner Bulletin is the monthly newsletter for the program. It is currently published monthly and usually distributed to mailboxes sometime during the first week of the month. "Pink slips" notify Bonners that their hour logs have not been received in the Bonner office. Mid-semester progress reports give students an idea of where they are in terms of hours and other program requirements. Senior Bonners will also receive information via their campus mailbox to help them plan their senior capstone presentations of learning and invitations they can use to invite site supervisors, faculty and others to their presentations.

Following are some of the types of information you may expect to receive via e-mail: announcements of upcoming in-service, one-time service and group service opportunities; possible summer service opportunities; job openings (usually sent just to senior Bonners) and information about conferences, Bonner Foundation happenings, etc. Information and reminders about class activities such as retreats and class meetings are also often sent via e-mail.

A listserv has been created for dissemination of information to all Bonner Scholars on campus. Students will be automatically subscribed to this listserv. They can, if they wish, send a message about an event or activity of interest to the Bonner community to the list. This can be done by sending a message to Bonner-l@Earlham.edu or, if they

prefer, by sending a message to the Bonner coordinator who can forward it to the list. Please note that only Bonner Scholars (i.e., people subscribed to the list) may post messages directly to the list. Students are free to suggest to others that they share relevant information with the Bonner community, but this information will have to be forwarded to the Bonner-I list by the Bonner coordinator or someone subscribed to the list.

Students are encouraged to communicate regularly with Bonner staff and to be sure to get answers to any questions they may have, express concerns, share their successes and challenges in their service, etc. Face-to-face, telephone and e-mail communication are all great ways to be in touch. Students who stop by and find that Bonner staff are meeting with others or are away are encouraged to send an e-mail or leave a phone message.

IMPORTANT INTERNET SITES

All Bonner Scholars should become familiar with the four different web resources discussed in this section. Taken together, they will provide students with most of the tools and information needed to understand and carry out the requirements of the Bonner program. Please note that we will be working to build and improve the Earlham Bonner web resources described below throughout the 2005-06 academic year. Trainings in the use of these sites will be offered during the year as Bonner in-services or as part of regular Bonner meetings.

BONNER WBRS

The Bonner Web-Based Reporting System (Bonner WBRS) provides extensive tools for Bonner students and staff to complete forms and reports. At this time, the two main purposes for which Bonner Scholars will be using WBRS are to keep hours logs and to complete Community Learning Agreements. During the 2005-06 academic year we will be training students to use WBRS and making the transition from blue cards and hand-written Community Learning Agreements to the electronic WBRS forms.

To access Bonner WBRS, go to www.bwbrs.org. In order to view or fill out your forms, you will first need to log in. Accounts have been set up for all current Bonner Scholars. Your username is the same as your Earlham username (your Earlham e-mail address without the @Earlham.edu). Your password is ecBonner. After logging in the first time, you are encouraged to change your password to a unique one that only you will know.

Information about accessing and filling out the hours log and Community Learning Agreements will be provided in training and in the Bonner WBRS Users' Guide (a separate document which will be provided once in hard copy to each Bonner Scholar and which is also available at www.Bonner.org). Click on the "Implementation Guides" link and then on the WBRS link to find the online users' guide. Brief instructions are also provided in the sections of this handbook on logging hours and community learning agreements.

Please note that hours logs and Community Learning Agreements must still be printed out and signed by site supervisors and turned in to the Bonner office even though they are filled out electronically. In addition, students are encouraged to keep another log of their service hours (in a calendar, notebook or elsewhere on their computers) in case of loss of data or the need to otherwise corroborate information.

MOODLE

Earlham's Moodle site allows faculty to set up private web sites for courses or other groups and programs in order to post information and assignments. We intend that the Bonner site on Moodle will serve as a central repository of all information, forms, etc.

which Bonner Scholars need. The handbook you are reading at this moment will, for example, be posted as an electronic document on Moodle which you can open and read online or download to your computer if you wish. Electronic copies of all forms used in the program generated at Earlham will be posted. Meetings, possible in-services, deadlines, etc. will be listed on a calendar available on the Bonner Moodle site. Eventually, we may also try online journals, blogs, discussions and more.

All Bonner Scholars are expected to enroll in the Bonner “course” on Moodle as described below and then to check the Moodle site regularly.

The Moodle site is accessed at moodle.Earlham.edu (do not type www in front of this address in your internet browser). The first time you go to the Bonner site within Moodle, you will need to enroll in the course. To accomplish this, do the following:

1. Type Bonner in the course search field and click on “search.”
2. This should bring up “Bonner Scholars Program” in the search results. Click on this link.
3. You should be asked to log in with your Earlham username and password. Do this.
4. You will be told that this course requires you to enroll. In other words, it is not just open to anyone who wants to sign up for it. Only people who know the enrollment key can enroll. Type service in the enrollment key field and click the “enroll me in this course” button.
5. You should be taken into the Bonner Moodle site.

Remember that you only need to enroll the first time you go into the Bonner course. After that, when you go to moodle.Earlham.edu, click on “log in” and provide your Earlham username and password. You should then be presented with a list of the Moodle courses in which you are enrolled and can click on the “Bonner Scholars Program” course to go into the Bonner Moodle site.

EARLHAM BONNER WEB PAGES

The Earlham Bonner web pages are located at www.Earlham.edu/~Bonner. The primary purpose of these pages is to provide information about the program to prospective Bonner Scholars and their families and others interested in learning about the program and the accomplishments of Bonner Scholars at Earlham. These pages will be updated and improved throughout the 2005-06 academic year with the help of the Bonner publicity committee. We hope that the pages will include pictures and stories about current Bonner Scholars and their service sites. The pages will also include links to profiles of Bonners printed in the [Earlham Word](#). It will also include downloadable application materials. Earlham Bonner Scholars are encouraged to check out these pages from time to time, but their main purpose is to convey information about the program to the wider community rather than to share information among Bonner Scholars.

BONNER FOUNDATION WEB SITE

The Bonner Foundation web site at www.Bonner.org provides a wealth of information which is of interest to Bonner staff and students as well as others interested in creating similar service programs. All Bonners are encouraged to visit the site and spend some time exploring to see what is there. The following are a few of the resources which might be of particular interest to all Earlham Bonner Scholars.

An extensive database of Bonner community partner organizations may be accessed by

clicking on the “Bonner Partners” link on the Bonner Foundation home page. The database can be searched by geographic location, issue area and more. The organizations listed in the database are ones which have familiarity with the Bonner program and which are open to hosting Bonners for school-year and/or summer service. Some offer paid summer positions while others offer volunteer opportunities. This database is a great place to start when searching for summer service.

Students are often curious about what rules and guidelines the Bonner Foundation provides for the schools to follow. The Foundation has deliberately built a lot of flexibility into its structure and guidelines to allow each school to develop a program that fits the needs and character of the individual campus. At the same time, there are certain standards and core principles which each program is asked to incorporate and uphold in its individual Bonner program. Any student who wants to see the Bonner Foundation’s guidelines should click on the “Bonner Program Handbook” link on the Bonner home page. Students may be particularly interested in the “Bonner Program Guidelines” which is the section of the Bonner program handbook that outlines specific requirements that each Bonner program must meet.

OTHER OPPORTUNITIES

There are many other ways that Bonners can get involved with the Bonner Foundation, the larger Bonner community and the world of service both while at Earlham and after graduation. Here are just a few examples.

BONNER SUMMER LEADERSHIP INSTITUTE

The Bonner Summer Leadership Institute takes place each year (usually over the first weekend in June) at a different Bonner school. One part of the Summer Leadership Institute is the All Bonner Service Exchange. All Bonners are invited to attend this event and participate in local group service projects with Bonners from around the country. Earlham Bonner Scholars are encouraged to attend and will be permitted to use these hours towards the previous semester’s service hours or their summer service requirement as needed. Information about the Summer Leadership Institute will be provided in advance to all Earlham Bonners via the [Bonner Bulletin](#) and/or e-mail.

BONNER FOUNDATION INTERNS

The Bonner Foundation hosts several Bonner interns at their office in Princeton, NJ each summer. Interns usually work on a specific research project and help with other tasks in the Bonner Foundation office. Interested students should contact Bobby Hackett at rhackett@Bonner.orgg or 609-924-6663.

COOL IDEALIST NATIONAL CONFERENCE

The COOL Idealist National Conference is the largest convening in the country of campus community members involved in-service, activism, politics, and socially responsible work. For over 20 years, this conference has brought together hundreds of student leaders and activists, campus administrators, and community members for three days of networking, storytelling, and connection. The COOL Idealist National Conference usually takes place in March and is held on a different college campus each year. Depending on the conference location, Earlham helps facilitate the attendance of as many students as possible at this conference. Students are encouraged to consider attending and/or presenting a workshop. Bonner Scholars will be notified each year of the conference details and ways to access funds to cover travel and registration.

Anyone interested in learning more about past and upcoming conferences should visit www.idealists.org/ioc.

BONNER ALUMNI NETWORK

The Bonner program has existed since 1991, and there are now thousands of Bonner

graduates in all walks of life. A listserv has been established for Earlham Bonner alumni who want to stay in touch with one another and share news about their personal journeys as well as information about job openings, service opportunities, etc. Upon graduation, Earlham Bonner Scholars will automatically be subscribed to this low-traffic listserv. In addition, the Bonner Foundation is in the early stages of establishing an internet-based Bonner alumni network for the entire Bonner community. As this network develops, relevant information will be disseminated to Earlham Bonner alumni. We also hope to develop opportunities for interaction between and mentorship by Bonner alumni and current Bonner Scholars.

WARNING STATUS

Bonner Scholars who do not meet program expectations will be placed on warning status (formerly referred to as probation). Throughout this handbook when program expectations are discussed the circumstances under which a Bonner Scholar may be placed on warning are described. It is the intention of Bonner staff that Bonner Scholars will be given adequate information about program expectations and about their own progress within the program. It is hoped that students will familiarize themselves with this information and will take steps to avoid being placed on warning. In any case, Bonner staff intends that being placed on warning status will not come as a surprise to a student.

Each Bonner Scholar will receive a mid-semester progress report which will let the student know where s/he stands in terms of service hours and paperwork handed in to the Bonner office. This progress report both lets the student know where s/he stands in these areas and allows for discussion of any discrepancies and correction of any errors (finding and giving the student credit for a Community Learning Agreement which was turned in but misplaced in the Bonner office, for example).

A student who does not complete the required number of service hours in a semester or over the summer will be placed on warning the following semester. If, at the end of that semester, s/he has made up all of the hours as specified in their make-up proposal, has completed all of the required service hours for the present semester and has met any other special requirements set by the Bonner coordinator, s/he will go off warning. Students will be placed on warning even if they are only short by a few hours.

Students who do not meet requirements related to paperwork and attendance at meetings will also be placed on warning the following semester. If all paperwork is turned in on time and/or the student does not exceed the allowable number of absences and if s/he meets any special requirements set by the Bonner coordinator, s/he will go off warning at the end of the semester.

Whenever a Bonner Scholar is placed on warning, the Bonner coordinator will meet with him or her. Together they will explore what is hampering the student's ability to meet program requirements and will strategize about ways s/he can improve. In addition to the Bonner program expectations, the Bonner coordinator may set special conditions such as required face-to-face check-ins with the Bonner coordinator, taking part in a time management workshop, etc. Failure to meet any special requirements could result in warning status being extended.

A student's academic status does not affect a student's status in the Bonner Scholars Program. As long as a student is permitted to be enrolled at Earlham, his or her academic standing will not affect eligibility for the Bonner Scholarship. Bonner staff is committed to assisting students to be academically successful. Students should feel free to discuss academic concerns with the Bonner coordinator. The Bonner coordinator can authorize a student to use a limited number of service hours for academic tutoring

provided by Earlham's Center for Academic Enrichment.

WITHDRAWAL AND DISMISSAL FROM THE PROGRAM

While the Bonner Scholars Program offers many rich rewards to participants, it is also undeniably true that students are required to make a significant commitment of time and energy to the program throughout their years at Earlham. Some students, including students with a genuine passion for service, may find that the Bonner Scholars Program is simply not the right fit for them. Any student who is questioning his or her fit within the Bonner program is strongly encouraged to speak with the Bonner coordinator or director at an early stage. Bonner staff members can assist students in assessing whether their concerns are temporary—just about every Bonner Scholar feels overwhelmed by the program's demands at least once—or truly represent factors which may hinder fulfilling and/or successful participation in the program as a whole. The Bonner coordinator and student will explore options for ways to try to improve the program experience and/or student's performance within the program. Just because a student talks with the Bonner coordinator about the possibility of withdrawing from the program does not mean that s/he has to do so immediately or ever. However, the student retains the ultimate right to decide if and when to voluntarily withdraw from the program.

Bonner Scholars who have been placed on warning and know that they cannot or will not fulfill program requirements in the future may also voluntarily withdraw from the program. They need not wait until the warning period has passed and dismissal proceedings (as described below) have taken place.

Any student who voluntarily withdraws from the program but continues as a student at Earlham will be invited to participate in a Bonner exit interview with the Associate Dean for Student Development who supervises the work of the SLCDC, Wendy Seligmann. Students are encouraged to offer their honest perspectives on the program as that feedback may assist staff to improve the program for others.

The Bonner coordinator will initiate the dismissal process if a student on warning fails to meet program requirements and any other special requirements set forth in writing while the student is on warning for which dismissal has been stated as the consequence if the student continues to fail to take the specified actions.

The dismissal process will automatically be initiated under the following circumstances:

- A student has not completed the required minimum number of service hours during a total of two semesters and/or summers (one for replacement Bonners who begin in the junior year). A semester will not be counted as incomplete if the student makes up all of the incomplete hours subsequently under the terms of a make-up proposal. However, if a student is unable to make up all of the missing hours because s/he is short more than 60 hours or does not submit the make-up proposal by the deadline then the semester will be counted as incomplete even if the student completes all of the hours permitted by the guidelines for making up hours. (See the section on making up hours for more information.)

A student misses more than the allowed number of meetings, fails to complete and document three in-service activities per semester and/or fails to complete and turn in hours logs and any other required paperwork in a timely manner for a total of three semesters and/or summers (two for replacement Bonners who begin the program in the junior year).

Any student found guilty of a violation of college rules which involved violence, weapons

or sexual assault or any student found guilty of three offenses by student Judicial Council (SJC) or two offenses by College Judicial Council (CJC) will be considered as outlined below for possible dismissal from the Bonner program. If a Bonner Scholar is suspended from the non-academic life of the college or suspended or expelled from Earlham, the Bonner Advisory Committee will meet as described below to decide whether or not the student will be dismissed from the Bonner program. In the instances described in this paragraph, there will not be an automatic presumption toward or against dismissal but rather the circumstances of each case will be weighed by the Bonner Advisory Committee to determine whether or not dismissal is warranted. If the student is not dismissed, the committee may (but is not required to) set special conditions which the student must meet in order to stay in the program.

Any student convicted of any misdemeanor or felony criminal violation while in the Bonner program will have his or her case considered by the Bonner Advisory Committee and may be dismissed from the program. Please note that minor traffic violations are not criminal violations.

In addition to these automatic circumstances, the Bonner coordinator has the discretion to begin the dismissal process in cases where a student has been dismissed from a service site for serious misconduct or performance issues at the site.

In any case where the student's record of past conduct or alleged conduct is cause for reasonable concern about the actual or perceived safety of persons with whom the student comes into contact through his or her service, s/he may be suspended from service involving contact with clients or from all Bonner service and activities pending the outcome of any criminal, college and/or Bonner investigations and hearing processes. The student will be notified of any such suspension of service and/or Bonner activities in writing.

Academic performance is not a cause for dismissal from the Bonner program. As long as a student is permitted to be enrolled at Earlham, his or her academic standing will not affect eligibility for the Bonner Scholarship.

The Bonner coordinator will initiate the dismissal process by stating the circumstances to the Bonner director. If the Bonner director is in agreement with starting the dismissal process, s/he will schedule a meeting of the Bonner Advisory Committee which includes the Bonner coordinator and director; the Assistant Dean for Student Development who supervises the SLCDC; the Bonner Congress representatives; the Bonner senior intern; the Bonner admissions and financial aid liaisons; and other representatives of the Earlham faculty and the Wayne County community.

The Bonner Scholar will be informed in writing that the dismissal process has begun and will be told the date and time of the Bonner Advisory Committee Meeting. The student will be given the opportunity to submit a written statement for consideration by the Bonner Advisory Committee if desired.

At the Bonner Advisory Committee meeting, the committee will review a summary of the case prepared by Bonner staff which may include a recommendation for or against dismissal. They will also review the student's written statement if s/he chose to submit one. The committee may, if it wishes, review any materials in the student's Bonner file. All materials reviewed and discussions held by the committee will be considered confidential.

If the Bonner Advisory Committee reaches consensus that the student has not met stated program requirements or has not demonstrated commitment to service or the program or that his or her conduct within or outside the program has compromised the safety of those being served or the integrity of the Bonner program, the Bonner Scholar

will be withdrawn from the program and will no longer be eligible to receive the Bonner Scholarship and any other associated benefits. The Bonner Scholar has the right to appeal the committee's decision to the Associate Dean of Student Development who supervises the SLDCD whose decision will be final. Students dismissed from the program will also be invited to participate in an exit interview with the Associate Dean for Student Development.

REPLACEMENT BONNERS

Up until the beginning of the junior year, a new Bonner Scholar may be selected to replace any Bonner Scholar who withdraws from the program. Bonner Scholars who withdraw from the program after the beginning of the junior year cannot be replaced. The replacement Bonner Scholar must always be in the same class (first year, sophomore, rising junior) as the student who withdrew from the program and is eligible for as many semesters of Bonner Scholarship support as were remaining to the student being replaced. As required by the Bonner Foundation, the replacement Bonner's estimated family contribution (EFC) on the FAFSA may not exceed \$9,500. Generally, first year Bonner replacements are chosen from a pool of alternates identified when that year's class of Bonner Scholars was selected. If a slot for a sophomore or rising junior Bonner Scholar opens, a letter and application form is sent to all Earlham students in the appropriate class who meet the financial aid criteria for replacements. The selection and orientation process is the same or similar to that used for entering students. In some cases, requirements for some or all replacement Bonner Scholars differ from those for other Bonner Scholars. All such instances are noted in the relevant sections of this handbook.

HANDBOOK REVISION

This handbook will be reviewed at least every two years by the Bonner staff and a group of Bonner Scholars which will include representatives from each Bonner class.

EFFECTIVE DATE OF GUIDELINES

The guidelines contained in this handbook take effect at the beginning of the 2005-06 academic year. The guidelines are not retroactive (i.e., they will not be applied to events that occurred prior to their adoption). Thus, the counting of semesters in which requirements were not met and other specific new criteria outlined in this handbook for the first time will begin as of fall semester 2005 for all Bonners. However, students who were on probation at the end of last semester will remain on warning for fall semester unless they have fulfilled the previously stipulated requirements to be removed from that status.

--Revised August 2005