

— BONNER —
CENTER FOR CIVIC
ENGAGEMENT

University of Richmond
2016-17 Annual Report



Mission & Vision

The Bonner Center for Civic Engagement prepares students for lives of purpose and connects student, faculty, staff, and community stakeholders in social change efforts that value the knowledge and potential in our communities.

The University of Richmond will be a vital partner to a thriving Richmond region, catalyzing lifelong learning and civic engagement.

Values

We value **collaboration** as a process of co-creation that enhances the communities of which we are a part.

We value **lifelong learning** that is enriched by reflection and grounded in context.

We value **full participation** as an inclusive approach that seeks out and considers diverse perspectives, recognizes participants as whole people, and invites individuals to contribute meaningfully.

We value **intentionality** as a commitment to making strategic and sustainable choices.

Student-Learning Outcomes

The CCE helps students understand the ways that difference, privilege, and power work in their own lives and in our society. Through CCE programs, students will develop

- their understanding of their own identities and backgrounds;
- their understanding of identities and backgrounds different from their own;
- their understanding of the systemic forces that have shaped and continue to shape our different life experiences;
- attitudes of curiosity and openness about others;
- their capacity for empathy, learning to relate to and appreciate people different from themselves.

The CCE broadens and deepens students' thinking about complex and interconnected social issues affecting our world today. Through CCE programs, students will

- strengthen their abilities to analyze complicated social issues;
- connect and apply knowledge (facts, theories, etc.) from their areas of academic study to their own civic-engagement experiences;

- connect and apply knowledge from their civic-engagement experiences back to their areas of study, using these experiences to comprehend, analyze, and/or challenge theories and frameworks.

The CCE prepares students for lives of active citizenship. Through CCE programs, students will

- clarify their civic identity;
- develop and expand their understanding of and capacity for active participation in a community;
- experience the personal benefits of forming reciprocal relationships in one's community, including joy, fulfillment, and well-being.

The CCE prepares students for lives of active learning. Through CCE programs, students will

- practice self-motivated learning;
- develop and demonstrate communication skills across a variety of settings;
- practice professional skills and gain professional experiences needed to work in a variety of settings.

Carnegie Classification

The University of Richmond's strategy of intentional engagement led to a community engagement classification from the Carnegie Foundation for the Advancement of Teaching. This elective classification is an evidence-based documentation of University practices and requires a substantial commitment from the entire institution.

Cover Photo: Bonner Scholars, UR Downtown student coordinators, and Downtown Ambassadors visit the Federal Reserve Bank of Richmond during an RVA First Fridays excursion in the fall.



Reflecting on 2016-17

Rooted in reciprocal partnerships and liberal education, the Bonner Center for Civic Engagement (CCE) connects student, faculty, staff, and community stakeholders in social change efforts that value the knowledge and potential in our communities.

During the 2016-17 school year, over a thousand full-time undergraduate students engaged in the CCE's ongoing issue or neighborhood programs and/or attended a CCE-supported educational event (see Appendix B). Nearly 1,500 students enrolled in one or more of the 203 community-based learning (CBL) classes offered across the five schools by 103 faculty (see Appendix C). And more than 10,000 visitors from campus and community attended the 348 University and community-sponsored events hosted at UR Downtown. These data points and the many others included in this report speak to the robust civic engagement landscape at UR. The highlights, profiles, and reflections from students, faculty, and community partners that make up the rest of this report illustrate why such a landscape matters.

This year, the CCE underwent an eight-month strategic planning process, researching best practices in civic engagement, and listening deeply to community, student, faculty, and staff stakeholders in order to set a bold vision for the next five years. The plan that emerged pushes us to deepen our collaborations and to reorganize our work in order to more effectively support social change through four key commitments:

- ALIGN, CONVENE, AND/OR FACILITATE STAKEHOLDERS TO POSITIVELY ADDRESS SPECIFIC, PRESSING REGIONAL NEEDS
- CHAMPION CIVIC ENGAGEMENT ON CAMPUS AND IN THE REGION
- REDUCE BARRIERS TO CIVIC ENGAGEMENT AND SUPPORT PARTICIPATION ALONG A ROBUST SPECTRUM OF CIVIC ENGAGEMENT
- STRENGTHEN INTERNAL OPERATIONS TO MAXIMIZE IMPACT

This spring we began working toward these goals by reorganizing our team. Through an iterative process that involved our staff in imagining how best to achieve our aims in civic engagement at UR, we reorganized into stakeholder teams – a student engagement team, a faculty engagement team, a community relationships team, an operations team, and a leadership team. Many of our staff have new roles and titles, and we've included these in Appendix A. We also express our gratitude to Dr. John Moeser who retired in June from his position as senior fellow.

While this has been a year of embracing change for the CCE, the values that guide our work – and that shape this annual report – remain the same: lifelong learning, collaboration, full participation, and intentionality. We believe these values are fundamental to ethical engagement and to the University's mission of preparing students for lives of purpose, thoughtful inquiry, and responsible leadership in a diverse world.

Sincerely,

The image shows two handwritten signatures in black ink. The first signature, on the left, is 'Sylvia Gale' and the second, on the right, is 'Amy Howard'. Both are written in a cursive, flowing style.

Dr. Sylvia Gale, Director of the Bonner Center for Civic Engagement

Dr. Amy Howard, Assistant Vice President of Community Initiatives and the Bonner Center for Civic Engagement

Collaboration

We value collaboration as a process of co-creation that enhances the communities of which we are a part. Whether it's through bringing diverse groups together using art and exhibitions, collectively building initiatives and shared resources, co-creating dynamic university-community partnerships, or breaking bread together, collaboration is at the heart of our work.



Free Egunfemi, founder of Untold RVA, speaks to VCU and UR students at VCU's University Student Commons. Photo by Brian McNeill, University Public Affairs, VCU

Student-Learning Outcome: The CCE prepares students for lives of active learning.



“One of the most important things I’ve learned as a Bonner Scholar is the importance of understanding place. It has helped me

understand that we are all more ourselves when we are rooted in community.”

- Luis Parrales, '18, pictured here with Trip Pollard, senior attorney at the Southern Environmental Law Center, at the opening of *Transportation Today and Tomorrow: Envisioning a Greater Richmond*, UR Downtown exhibition curated by Emily Onufer, '17

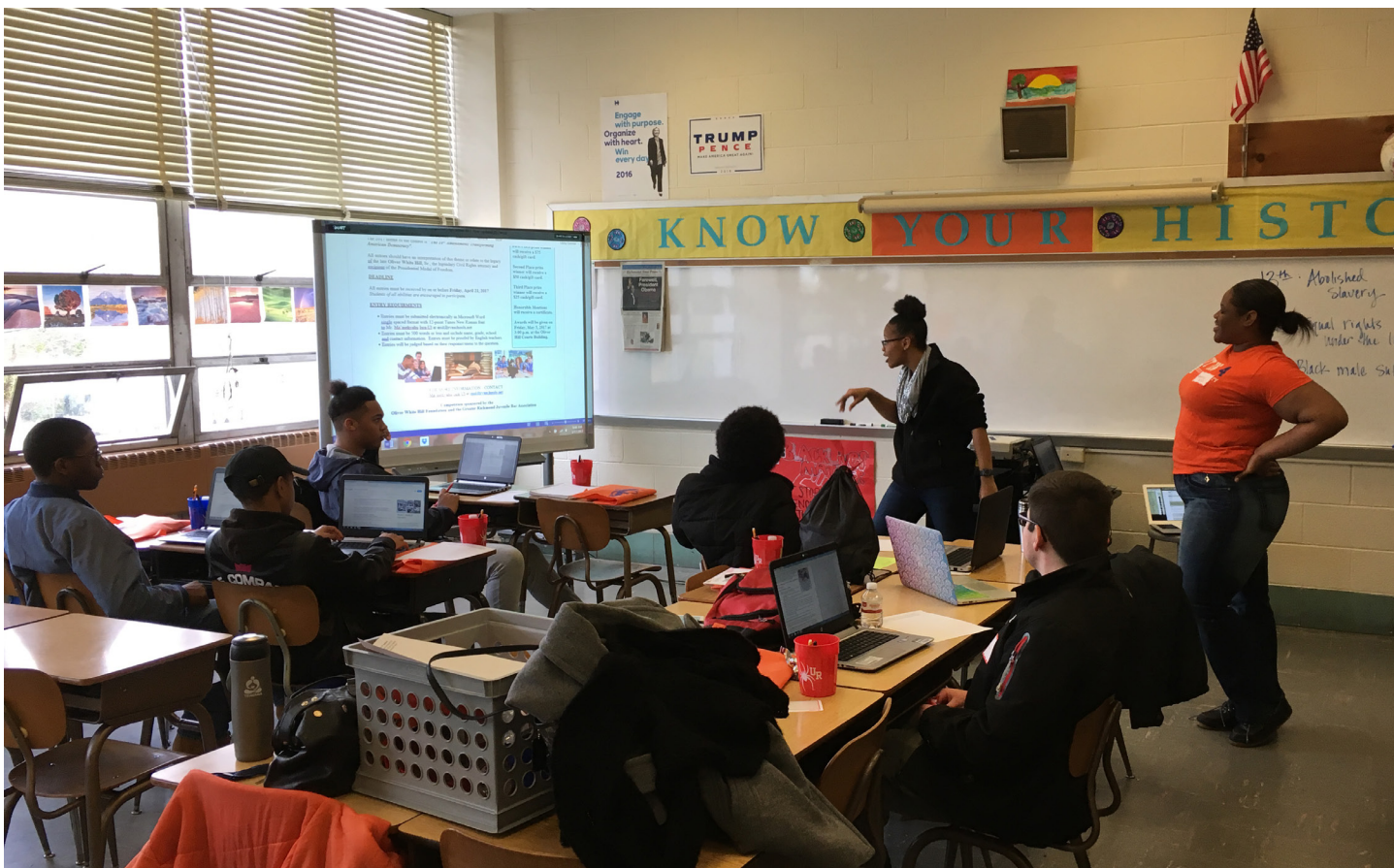
2016-17
Highlight

Bridging Community-Based Learning

For Drs. Nicole Maurantonio (Rhetoric and Communications) and Laura Browder (English), collaborating across Maurantonio's 300-level Memory and Memorializing in the City of Richmond and Browder's Representing Civil Rights in Richmond first-year seminar made perfect sense. After receiving funding from a CCE course support grant, the pair teamed up to provide their students with a handful of study trips that were critical to both courses' explorations of Richmond's untold history. As they traveled together to the American Civil War Museum, the United Daughters of the Confederacy, East End Cemetery, the Richmond Slave Trail, and Monument Avenue, community partners met them at each site, helping students apply concepts from their courses to the city by grounding key ideas in context. To cap off the semester, Maurantonio and Browder connected their sections with a class from Virginia Commonwealth University for a panel discussion led by Richmond community activists and archivists, spurring healthy dialogue as they engaged in joint reflection on Richmond's narratives.

“Combining my upper-level rhetoric seminar with Laura's first-year seminar enabled us to draw freshmen through seniors together in a space where they could engage with a difficult question: “What could a ‘truthful’ representation of Richmond's history look like?”

-Nicole Maurantonio
(Rhetoric and Communications)



College students served as essay coaches to public school students making submissions to the annual Oliver Hill Day Essay Competition. The pilot program involved 30 middle and high schoolers and student coaches from the University of Richmond and Virginia State University. Two-hour workshops were facilitated at five city of Richmond middle and high schools. Photo courtesy of Libby Gerner, teacher at George Wythe High School



One Book, One Richmond committee chair Adrienne Piazza stands with President Crutcher, Matthew Desmond, and University librarian Kevin Butterfield.

457 volunteers serving consistently in the greater Richmond community

46 volunteers involved in on-campus service initiatives

2016-17 Highlight

One Book, One Richmond

Over the last 12 years, the One Book, One Richmond program has brought students, faculty, and staff together to discuss and consider pressing social issues as active participants in a vibrant intellectual community. Led by a committee of twenty-six members representing all five schools and many campus departments, each book is carefully selected for its relevance to our campus and to the world. After years of collaboration with the Office of the Chaplaincy, this year the One Book program transitioned to the Bonner Center for Civic Engagement, where we have continued to build on the strong foundation established by our colleagues. Our campus and community partners collaborated to facilitate over a dozen One Book programs related to the 2016-17 selection and Pulitzer Prize winner, Matthew Desmond's *Evicted: Poverty and Profit in the American City*.

47 sustained relationships with community organizations

20 Civic and Urban Education Fellowships awarded for summer 2016 to support students in academically grounded internships around the world and in education placements in Richmond

Lifelong Learning

We value lifelong learning that is enriched by reflection and grounded in context.

The CCE leads and co-creates opportunities for continued learning and reflection, both inside the classroom and beyond, for our students, alumni, colleagues, community members, and civic engagement practitioners within higher-education institutions across town and across the United States.



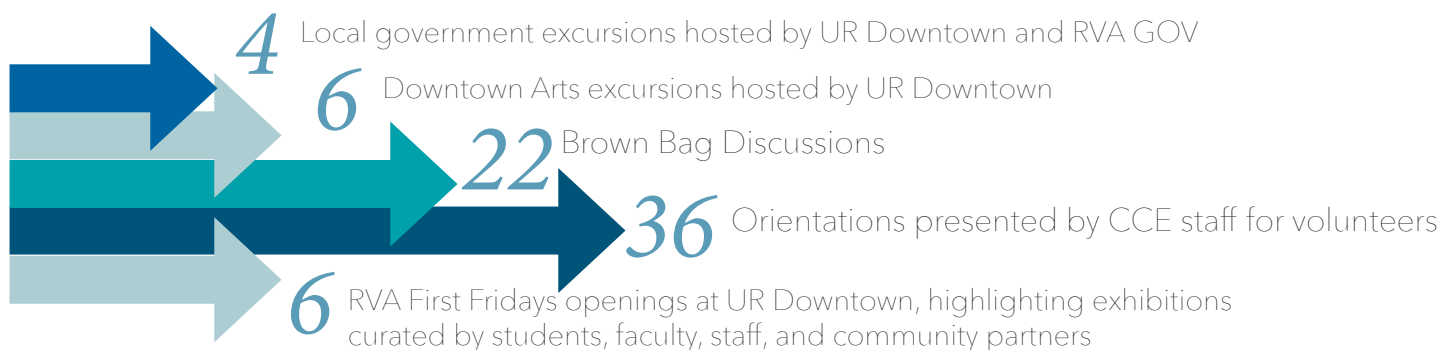
2016-17
Highlight

Bonner Scholars First-Year Trip

Each class of Bonner Scholars engages in a student-planned cornerstone activity. Over the course of four days, Bonner Scholars finishing their first year engaged in critical discourse about racism in the United States by visiting advocacy organizations, governmental agencies, and engaged citizens in Washington, D.C. and Richmond, Va. Grounding their learning firmly in context, their studies took them to the Poverty and Race Research Action Council, the National Congress of American Indians, and the Equal Rights Center. Faculty partners Betram Ashe (English), Nathan Snaza (English), Julian Hayter (Leadership Studies), and Jennifer Bowie (Political Science) led an on-campus panel discussion. Facilitated reflection - both individually and as a group - was a vital part of the experience.



Left: Bonner Scholars with CCE staff members Bryan Figura and Blake Stack in front of the Lincoln Memorial. *Above:* Moderator Jonathan Zur, '03, and panelists Dr. Archana Pathak, Reverend Melanie Mullen, Dr. Imad Damaj, and Rabbi Michael Knopf during the September Brown Bag "Standing Together: Exploring Interfaith Understanding Fifteen Years After 9/11."



2016-17
Highlight

Faculty Excursions

Every year, the CCE sponsors local faculty excursions that are led by faculty with expertise in an issue area of their choice. The fall excursion focused on the Latin American cultural landscape in Richmond. Faculty visited the Matthew Fontaine Maury Monument, the city's Office of Multicultural Affairs, Hull Street, and La Milpa to hear from residents who embody Richmond's Latino/a landscape. Participants were able to confront, explore, and discuss the connections between Manifest Destiny, Cold War intervention, and the local-global Latino/a landscapes of today.



Faculty gather at the Maury monument during an excursion organized by David Salisbury (Geography) and Jannette Amaral-Rodriguez (Latin American, Latino, and Iberian Studies).

"I am developing a new course on the history of U.S. immigration and citizenship . . . The faculty excursion was very helpful in thinking about how I might incorporate local contexts and connections into such a course."

-Nicole Sackley (History)

Student-Learning Outcome:
The CCE broadens and deepens students' thinking about complex and interconnected social issues affecting our world today.



"[At Commonwealth Catholic Charities], I was tasked with instructing newly arrived refugees on English-learning skills . . . The time

spent with these refugees constantly made me reflect on my own community. Though different, I saw parallels between the struggles of my community in Los Angeles and the refugee and immigrant one here in Richmond."

-Melvin Sanchez, '17, Bonner Scholar

580 unique students attended CCE-led events in 2016-17

17 Faculty Fellows participated in the CCE's yearlong CBL Faculty Fellows Learning Community, organized for the first time around peer mentoring pairs

Full Participation

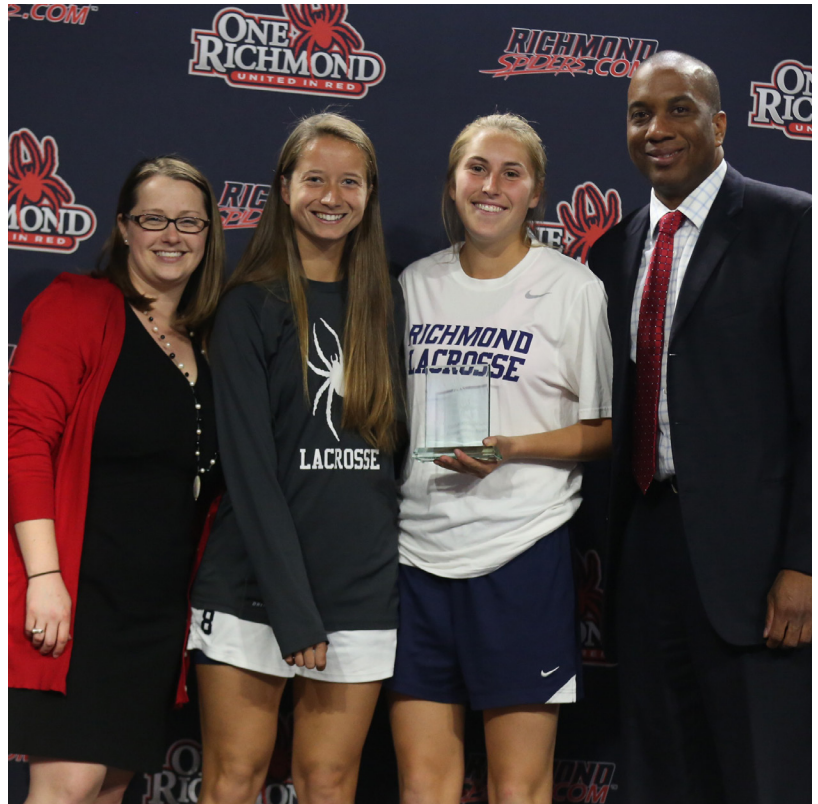
We value full participation as an inclusive approach that seeks out and considers diverse perspectives, recognizes participants as whole people, and invites individuals to contribute meaningfully.

We continually seek to create opportunities for underrepresented groups to engage, bring diverse groups of people together for conversation, and identify ways our communities both on and off campus can thrive.

2016-17
Highlight

SPIDYS Award

This year, UR Athletics established the Outstanding Civic Engagement Award as a way of championing athletes' contributions to their communities. The award, presented at the SPIDYS ceremony in April, recognized a student-athlete or team demonstrating one or more of the following: an exceptional commitment to sustaining engagement over time, a dedication to sharing the love of sport through skills-based engagement, or extraordinary team spirit as expressed by a deep collaboration with a community partner. Seven individuals and teams were nominated, and after careful consideration, the award went to Women's Lacrosse for their ongoing work with local Anna Julia Cooper Episcopal Charter School and their nine-year dedication to Katie Schools, an honorary team member from the Friends of Jacklyn Foundation.



“UR students bring continued cultural diversity to the center, a genuine desire to connect with the children and staff, and a love of learning. Exposing the children to safe adults and allowing them to build meaningful relationships over extended periods of time is highly beneficial to the children.

-Sarah Verno, site director of VCU Health Systems Childcare Northside



Top: Women's Lacrosse captains Leslie Espenschied, '17, and Kim Egizi, '18, receive the first Outstanding Civic Engagement Award. Bottom: Elizabeth Baughan (Classical Studies) leads a discussion with students from Overby-Sheppard Elementary School at International Day, an annual campus event for the school hosted by the CCE.

203 CBL courses offered by 103 faculty in the 2016-17 academic year

Bonner Scholars Cohort 2016-17

100

Bonner Scholars
25 per class year

52%

Pell-Grant-Eligible
Students

51%

U.S. Students
of Color

11%

International
Citizens

33%

First-Generation
Students

2016-17
Highlight

The Community and UR Downtown

UR Downtown offers a state-of-the-art facility in the heart of our city to nonprofits, government, and University groups for free. This year, Richmond Mayor Levar Stoney's transition team chose UR Downtown as its central meeting space to strategize after the election; the Virginia Conservation Network gathered for weekly lunchtime meetings during the 2017 General Assembly Session; Boatwright Memorial Library co-hosted a regional workshop with the Visual Resources Association Foundation and the Library of Virginia; Partnership for the Future and the Virginia Foundation for Independent Colleges hosted a college fair with representatives from 10 colleges and universities; and the Virginia Association of Economists held their annual conference for members from across the state at UR Downtown. These are just a few examples of the 348 University- and community-sponsored events which drew 10,227 attendees to the space in 2016-17.



Top: A visitor enjoys UR Downtown's *Richmond Justice* exhibition featuring a year-long project produced by Hannah Ayers and Lance Warren on the criminal justice landscape in our city. Bottom: Partnership for the Future hosted its annual college fair at UR Downtown.

Student-Learning Outcome: The CCE helps students understand the ways that difference, privilege, and power work in their own lives and in our society.



“Being conscious of my privilege is just the first phase of resistance against the unequal distribution of power. The second phase of resistance against inequality requires selfless decisions and actions.”

- Arthur Tartee, '18, Bonner Scholar



Participants of a UR Downtown and RVAGOV school board excursion gather in City Hall after a discussion led by Wendell Roberts (Education, SPCS), school board attorney for Chesterfield County Public Schools.

Intentionality

We are committed to making strategic and sustainable choices.

We constantly strive to develop a culture that builds opportunities for meaningful and ethical engagement, offers rich feedback about our work, and engages us across differences. This culture includes consistently and creatively evaluating our work and responsibly stewarding our resources.

2016-17
Highlight

Political Engagement

Over the years, the Bonner Center for Civic Engagement has been dedicated to creating and strengthening opportunities for students to engage politically during their time on campus. The CCE supports editors and writers working for RVAGOV, a student-led and student-organized team dedicated to connecting the University and greater Richmond communities with city government. In addition to stewarding this rich educational resource, the CCE conducted voter registration every Wednesday before November's election with great support from Brenden Carol, '17, CCE student coordinator of politics and elections. Throughout the year, the CCE also opened up forums for political discussion at multiple Brown Bags and Debate Watch Parties, maintaining spaces where campus and community members could listen to and communicate with each other with the intent to learn. Dozens of



Students gather in the Brown Alley Room for the Vice Presidential Debate.

students deepened their understanding of Richmond's political landscape by participating in CCE-sponsored excursions to Virginia General Assembly, Richmond City Council, and Richmond City School Board meetings.



UR students pose after a riverside cleanup at Dutch Gap Conservation Area in Chesterfield County.

2016-17
Highlight

Environmental Initiatives

This fall, the CCE sought to expand its environmental partnerships and teamed up with the James River Association (JRA) to create a series of one-time service opportunities for students that aligned with the organization's mission to promote conservation and responsible stewardship of the James River and its natural resources. Earth Lodge advisors Dr. Todd Lookingbill (Geography) and Rob Andrejewski (Office of Sustainability) helped envision, promote, and lead the events. Projects included an invasive species removal at Belmead in Powhatan County, riverside cleanup at Dutch Gap Conservation Area in Chesterfield County, river tire removal from Howardsville to Scottsville, Va., tabling for JRA at the River Road Shopping Center, three invasive species removal days at Huguenot Flatwater, and hosting a half-day River Rats training session for the region. Biology professors Carrie Wu, April Hill, and Malcolm Hill participated in the events with their classes.

"The unique opportunity to tie these activities together into an organized community framework through the River Rats program would not have been possible without the hard work and vision of the CCE and the Envision the James Initiative. Getting goats down to Huguenot Flatwater to help with the invasive plant removal the final day was a highlight."

-Todd Lookingbill (Biology)

420 volunteer
tax returns
filed for
\$321,000+ in refunds at
UR Downtown

66 course support grants
distributed for
community-based- learning classes

Student-Learning Outcome Highlight: The CCE prepares students for active citizenship.



"I want to somehow make an impact, even if it's not something that I'm recognized for. Even if I'm behind the scenes."

- Alicia Jiggets, '19, Bonner Scholar, RVAGOV editor, and intern with the Office of the Secretary of the Commonwealth, pictured with Governor Terry McAuliffe

A Closer Look: Liz Nigro, '17

Major in Philosophy, Politics, Economics and Law (PPEL)
and Minors in Education and Society and Italian Studies

ROADMAP CATALYZES INTEREST

"[CCE director] Sylvia Gale's Roadmap class made me realize the interconnected nature of humankind and how important it is to develop relationships and understanding through community outreach. She became my academic advisor and encouraged me to get involved with the CCE."



VOLUNTEERING AT HENDERSON

Her first semester, Nigro volunteered with Build It as a classroom aide at Henderson, a public middle school serving a low-income student population.



"Education is a public good. If you want to prepare kids for citizenry, you have to give them the goods to be successful."

POST-GRADUATION PLANS

This spring, Nigro graduated with a B.A. in philosophy, politics, economics and law (PPEL) and minors in education and society and Italian studies. She has accepted a post-graduation position with Urban Teachers as an elementary school teacher in Washington, D.C.



COMMUNITY BASED LEARNING

In Dr. Nathan Snaza's Democracy and Education course, Nigro studied



John Dewey's theories on education as a staple for a vital democracy. She examined education equity as a human-rights issue in the course Bringing Human Rights Home, taught by Dr. Jennifer Erkulwater and Dr. Jan French.

URBAN EDUCATION FELLOWSHIP

In summer 2016 the CCE awarded Nigro an Urban Education Fellowship to teach current events to underserved teens at the nonprofit Youth Life Foundation of Richmond. "Current events enlighten the students about the world around them. I hope the students will become committed to the change they wish to see."



EXPLORING EDUCATION ABROAD

In addition to her work at Overby-Sheppard, Nigro explored education equity in summer 2015 when she received Spider Internship Funds to support her work as a middle school teacher in Cape Town, South Africa, while she took classes at the University of Cape Town.



LEARNING IN CONTEXT

Nigro connected the theories she learned in these community-based-learning courses to her volunteering at Overby-Sheppard.

"I rejected the Superman complex, where I would go in to 'make a difference' and leave at the end of the semester feeling good about myself."



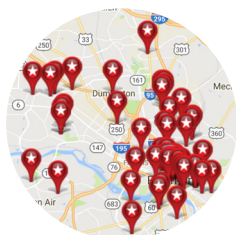
A Closer Look: Faizan Chaudhry, '17

Accounting Major with Finance Concentration

BONNER EXPLORATION

During his first semester as a Bonner Scholar, Chaudhry explored multiple community partners with fellow first-years to identify where he wished to engage for the next four years.

"This exploration period gave me the confidence, courage, and energy to get involved in this new city that was going to be my home for the next four years".



REFUGEE RESETTLEMENT

Chaudhry began his service with

Commonwealth Catholic Charities' refugee resettlement program.

"As a Bonner Scholar working in the community away from the college campus, you very quickly recognize your personal privilege."



HUGUENOT HIGH SCHOOL

Class schedule restraints and a growing desire to mentor, as well as a conversation with Huguenot's volunteer coordinator at ENRICHmond, the CCE's community engagement fair, led Chaudhry to the Richmond public school.

"I saw the inefficiency of the high school education system and hurdles that barred the students who belonged to families with low social-economic status from achieving a higher quality of life. To counter this, I read through their application essays, tutored them for the SATs, and taught them about the resources available to them for higher education."



POST-GRADUATION PLANS

Chaudhry is studying for the CFA exam and excited for future opportunities.

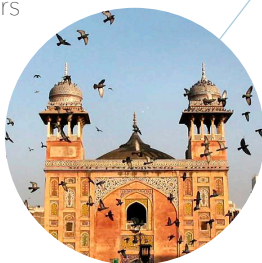
"Being a Bonner never meant to me that I had to find solutions to the problems of the world. One doesn't have to find the solution, doesn't even have to save the world. Everyone just has to do their part."



VOLUNTEERING IN PAKISTAN

Bonner Scholars receive a \$5,500 stipend for two 280-hour summer internships at nonprofits.

"For two summers, I went home and worked at a local hospital in Lahore, Pakistan. Although my work was mostly heavy on data entry and training, I got to use skills I had acquired as a Bonner Scholar. Furthermore, I acknowledged the differences in the working culture of and available resources for nonprofits in Pakistan."



BONNER SCHOLARS PROGRAM SENIOR PROGRAM ASSOCIATE

During his senior year, Chaudhry served as one of five senior program associates for the Bonner Scholars Program, supporting other Bonner Scholars in their civic engagement experiences.



JOHN MARSHALL HIGH SCHOOL

As a third year, Chaudhry transitioned to working at John Marshall High School.

"Community service was redefined for me at John Marshall. Students needed me as much as I needed them. It became a two-way relationship and taught me humility and patience."



A Closer Look: Andy Litteral

Associate Professor of Management, Robins School of Business

BOSHER DAM

This year, the CCE arranged for students in Litteral's first-year seminar, Water, to visit the Boshier Dam and meet with the Virginia Department of Game and Inland Fisheries.

"In 2017, if I teach only with a book and chalk, it's malpractice. Move from book and chalk to all of the resources at hand, and CBL is a big part of that."



COMMUNITY-BASED LEARNING

Over the years, Litteral has connected students with real data, engaged with over 30 community partners with the support of the CCE, and published on community-based learning projects.

"[CBL] changed me, enabled me to provide rich experiences for students, and made my teaching life much more rewarding."



VOTING IN AMERICA

With support from the CCE, Litteral worked with students and fellow faculty members Patrick Flynn and Neil Slotterback to research voting in our region and the different methods used in multiple localities.

"The CCE is the main place on campus for faculty development. It opens your mind to things you wouldn't have thought of."



SOLAR ARRAY

Recent statistics classes analyzed the solar array data and talked with Secure Futures who installed the panels.

"[CBL] is a way to connect with students and allow for differential instruction. It's also gotten me involved in issues that matter, like sustainability."



SUMMER RESEARCH

Litteral mentored Evan Kahn, '10, who majored in economics and received a CCE summer research fellowship to develop and implement an efficient and technologically advanced data collection and analysis system for the Crisis Assistance Response Emergency Shelter (CARES). Located in Petersburg, Va., CARES is a nonprofit organization that provides emergency shelter and services for individuals and families experiencing a housing crisis, victims of domestic violence, and stranded travelers.

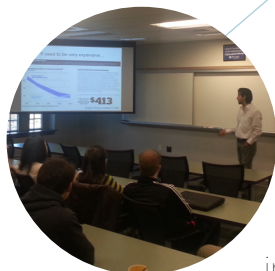
"Students working in a real nonprofit or government organization have to deal with real issues and real problems. They learn about working with people and about group dynamics. They learn about professionalism when they prepare for and give their group presentations to the organizations. Ultimately they learn about much more than statistics."



INTERDISCIPLINARITY

Litteral has collaborated with faculty across disciplines, including education, geography, and biology and brought in speakers from around the region and world.

"Once I got involved with the CCE, I began to meet and work with people outside of my building and it's been incredibly rewarding."



Peter Paul Development Center

CCE Community Partner for 9+ Years

ADVISORY COUNCIL

Damon Jiggetts, Peter Paul Development Center (PPDC) executive director, served on the CCE Advisory Council for three years.

"UR students and faculty have been intentional in their efforts to support Peter Paul Development Center all the while learning from our community. Here at Peter Paul, we see the assets of our community and work with our neighbors and students to embrace their gifts. The Center for Civic Engagement makes sure that UR respects that vision and lives it through its service here at PPDC."



VOLUNTEER OPPORTUNITIES

Rosemary Jones, director of volunteer services, is the first point of contact and experienced educator for students engaging at PPDC. In the fall, seven students mentored at PPDC, and in the spring, the number increased to sixteen, as two community-based-learning classes, Justice and Civil Society and WILL* Colloquium, added PPDC as a service-learning partner.

"Our partnership with UR has been such a gift to the Center, bringing the many talents of students and faculty to the children and families of Peter Paul."



GOOD SPORTS

Richmond athletics teams, including Women's Soccer, Women's and Men's Golf, and Women's Lacrosse, have participated in Good Sports, a program of the Junior League of Richmond at PPDC, with transportation and contextual support from the CCE.



RICHMOND PROMISE NEIGHBORHOOD

CCE associate director of community relationships and UR Downtown Kim Dean-Anderson serves on the Richmond Promise

Neighborhood Community Action Network Steering Committee and is pictured here with Aidan Sullivan, '15, at a celebration this winter in honor of PPDC's building expansion.



PERFORMANCES

Modlin Center for the Arts performers have led special workshops at PPDC. Artists have included Kyle Abraham/Abraham.In.Motion

dance company and Peruvian-based puppetry artists Teatro Hugo + Ines. These events were co-sponsored by the Modlin Center for the Arts and the CCE.



EAST END FAMILY DAY

This fall, the CCE hosted its fifth East End Family Day. The day included a campus scavenger hunt, lunch in the dining hall, a UR-student-led panel on college access, interactive college

exploration activities for elementary and lower middle school students, and a School of Professional & Continuing Studies panel to explain some of UR's continuing education opportunities for parents. Oliver Hill Scholars served as hosts to the families.



INSTITUTE ON PHILANTHROPY

Danielle Ripperton, PPDC director of development, and Devan Colley, development and communications coordinator, have participated in the School of Professional & Continuing Studies' Institute on Philanthropy classes with support from CCE/IOP Fellowship funding.

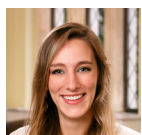
Appendix A: CCE Staff



Amy Howard, Ph.D.
Assistant Vice President of Community
Initiatives and the Bonner Center for Civic
Engagement



Heather Ashton
Administrative Coordinator, Bonner Scholars
Program



Alyssa Boisvert
CCE Fellow, Events and Mentoring



Terry Dolson*
Associate Director, Community-Engaged
Learning



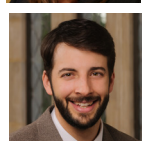
Cody Fleeger*
Program Coordinator, Community-Engaged
Learning



Christine Most*
Operations Specialist and Data Analyst



Adrienne Piazza*
Associate Director, Student Engagement,
Director, Bonner Scholars Program



Blake Stack*
Assistant Director, Student Engagement and
Bonner Scholars Program



Sylvia Gale, Ph.D.
Director of the Bonner Center for Civic
Engagement



Alexandra Byrum*
Assistant Director, Communications and
UR Downtown



Kimberly Dean*
Associate Director, Community Relationships
and UR Downtown



Bryan Figura*
Associate Director, Operations



Ebony Kirkland*
Administrative Coordinator, Community
Relationships and UR Downtown



Cassie Price*
Manager, Community Relationships and
Community-Engaged Learning



Mark Richardson
K-12 Collaborative Director



Andrea Vest*
Administrative Coordinator, CCE



John Moeser, Ph.D.
Senior Fellow, UR Downtown

Retired in
June 2017

**The position titles listed here reflect titles that became effective in July 2017 following the CCE's restructuring.*

Many thanks to our outstanding 2016-17 student staff!

Bonner Scholar Senior Interns

Faizan Chaudhry, '17
Emily Onufer, '17
Lindsay Palmisano, '17
Arthur Tartee, '17
Ciana Young, '17

CCE Student Coordinators

Camilla Cabot, '18
Sarah Carroll, '18
Brenden Carol, '17
Kay Dervishi, '19
Albert Ki, '20
Sabrina McCarron, '20
Rubble Kazi, '20
Emma Spoeher, '20
Aliya Sultan, '20
Lauren Passero, '18
Jessica Patel, '18

UR Downtown Student Coordinators

Aadil Adatia, '17
Nina Dakovic, '20
Alexis Garcia, '19
Johnnette Johnson, '20
Alicia Jiggetts, '19
Uyen Le, '19
Mason Little, '18
Emily Onufer, '17
Haamid Shaikh, '18
Cory Schutter, '19
Shruti Subramaniam, '19

Head Downtown Ambassadors

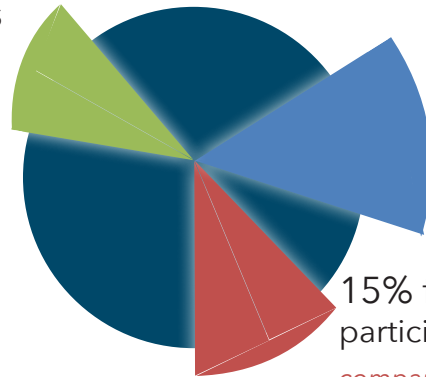
Colleen Egan, '17
Miriam McBride, '17

Appendix B: Student Participation

Figure 1. Students in CCE Programs

10.7% of community-based- learning students were athletes

compared with 11.5% of the student body at large



32.7% domestic students of color participated in CCE programs

compared with 25.8% of the student body at large

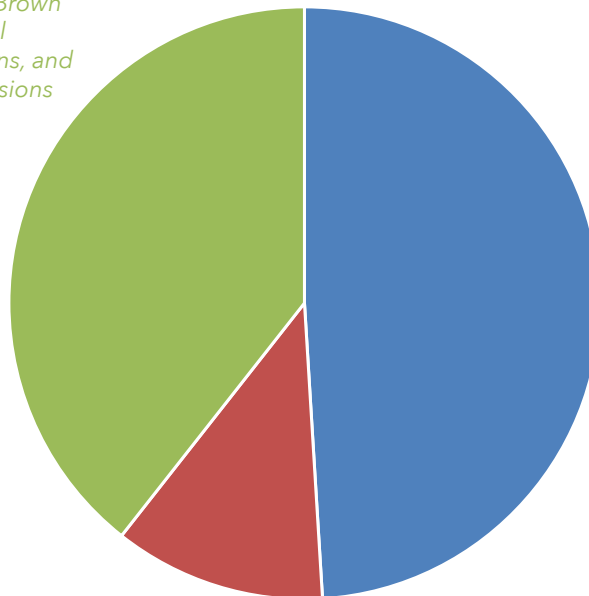
15% first-generation students participated in CCE programs

compared with 14% of the student body at large

Figure 2. 2016-17 Student Participation by Type of Engagement

Educational Events Only, 404, 39%

e.g. mentor training, Brown Bag Discussions, local government excursions, and Downtown Arts excursions



Ongoing Service, 503, 49%

e.g. mentoring and tutoring, community-based research (surveys, GIS mapping, oral histories, data collection and analysis, database management), policy research, volunteer management, training and program development, writing grants and assisting with fundraising efforts, website and social media development

Bonner Scholars and CCE Fellows, 119, 12%

2016-17 placements included Higher Achievement, CHAT, Youth Life, The Valentine, Chesapeake Climate Action Network, James River Park System, James River Association, Storefront for Community Design, Richmond City Justice Center, and Virginia Hispanic Chamber of Commerce, in Richmond, Va.; Public Defender's Office, Charlottesville, Va.; Hospital Universitario Hernandez Vera, Santa Cruz de la Sierra, Bolivia; Office of Mayor Karin Tome, Brunswick, Md.; Office of U.S. Senator Richard Blumenthal, D-Conn., Washington, D.C.; Pathways, Petersburg, Va.; U.S. Embassy in Slovakia, Bratislava, Slovakia; Esperanza International, Santo Domingo, Dominican Republic

Appendix C: Faculty Engagement

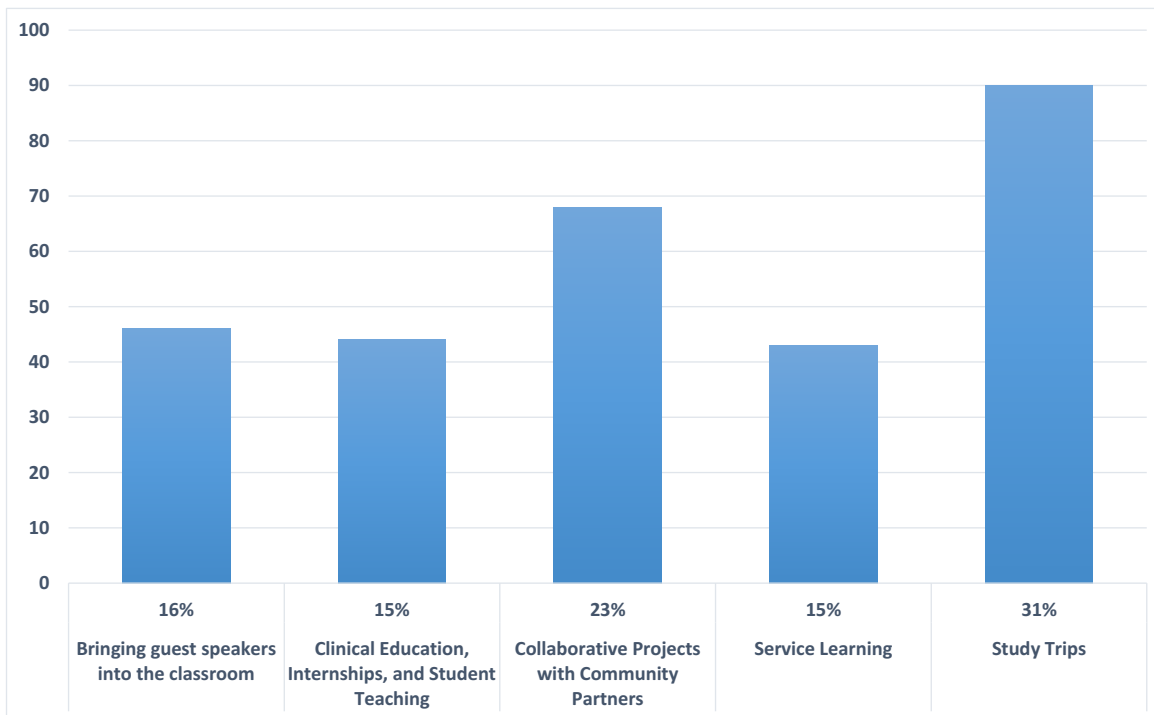
Table 1. 2016-17 CBL Faculty, Classes, and Seats by School

2016-17 Faculty Engagement by School

School	# CBL Classes	# CBL Faculty	% CBL Faculty*
Robins School of Business	32	10	11%
T.C. Williams School of Law	40	17	18%
Jepson School of Leadership Studies	10	5	26%
School of Professional & Continuing Studies	24	13	16%
School of Arts & Sciences	97	58	17%
All Schools	203	103	16%

*Compared to faculty totals in each school, as reported in Profile of University of Richmond Faculty, Fall 2016 (includes non-tenure-track faculty).

Figure 3. 2016-17 CBL Classes by Mode



*CBL classes that exclusively brought guest speakers into the classroom are not reflected in this data.

1463 CBL students in 2016-17

- 694** Arts & Sciences
- 203** Robins School of Business
- 81** Jepson School of Leadership Studies

27% Increase in CBL classes from **2015-17**

15% Increase in CBL faculty from **2015-17**

Appendix D: Community Partners

Thank you to the outstanding partners that guided and enriched our work this year:

1708 Gallery
American Red Cross
Art 180
Boaz & Ruth
Bon Secours Richmond
Church Hill Activities and Tutoring
City of Richmond, Center for Workforce Innovation
City of Richmond, Office of Multicultural Affairs
City of Richmond, Sustainability Office
Commonwealth Catholic Charities
Communities in Schools
CrossOver Healthcare Ministry
Envision the James
Goodwill Northside Community Employment Center
Gray Haven
Greater Richmond SCAN (Stop Child Abuse Now)
Henderson Middle School
Higher Achievement
HomeAgain
Homeward
Huguenot High School
James River Park System
John Marshall High School
Library of Virginia
Northside Family YMCA
Overby-Sheppard Elementary School
Partnership for Families Northside
Peter Paul Development Center
Richmond City Health District
Rubicon
Salvation Army Boys and Girls Club
Secretary of the Commonwealth
Shalom Farms
Sierra Club
St. Andrew's School
St. Joseph's Villa
State Council of Higher Education of Virginia
The Doorways
The Virginia Home
Tricycle Gardens
VCU Health Systems Childcare at Northside
VCU Medical Center
Virginia Center for Inclusive Communities
Virginia Mentoring Partnership
Voices for Virginia's Children
World Pediatric Project
YWCA of Richmond
Youth Health Equity Leadership Institute
Youth Life Foundation of Richmond

A special thank you to the Corella & Bertram F. Bonner Foundation, the Suhor-Graham Foundation, and the MCJ Foundation for their support.



Cassie Gilboy, '19, served at Youth Life Foundation of Richmond both as a volunteer during the academic year and in the summer as a CCE Urban Education Fellow.

“While class and campus life at Richmond are an important part of college, I believe the most invaluable experience of my time in school has come in the relationships I’ve made in the community and the opportunities that have arisen from them.”

-Matthew Holyst, '19, Bonner Scholar



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