Mission & Vision

The Bonner Center for Civic Engagement (CCE) transforms student learning, deepens faculty engagement, and partners with community organizations for social change. We do this by connecting UR and Richmond communities in collaborative and sustained partnerships. Through courses, research projects, volunteerism, fellowships, discussion series, and reflection, we bring students, faculty, staff, and community partners together to explore educationally meaningful approaches to community-identified needs. Our collaborative work brings life to learning.

We believe that high-impact, transformative learning can change our community and our world. When student experiences and faculty scholarship intersect with the needs of local communities in the context of ongoing and attentive partnership, everyone benefits. This kind of civic engagement is integral to a University of Richmond education, fostering social responsibility and preparing our students to lead purposeful lives.

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.

Cover Photo: A UR student looks out over the skyline from an overlook in Church Hill during fall break in Richmond.

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 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.

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 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;
Reflecting on 2015-16

Rooted in reciprocal partnerships and liberal education, the Bonner Center for Civic Engagement (CCE) works to help the University of Richmond engage meaningfully in our community, value the dignity of all individuals, and collaborate for social change. This work is ever more urgent in our fractious, violent society. Understanding the magnitude of these challenges and living into our value of collaboration, the CCE focused this year on improving its role as a strategic convener and collaborator in campus and regional efforts to strengthen our communities and our democracy.

This year, 673 full-time undergraduate students engaged in the CCE’s ongoing neighborhood- and issue-based programs and/or attended a CCE-supported educational event (see Appendix C). Hundreds of students enrolled in one or more of 160 community-based-learning (CBL) classes offered across the five schools by 90 faculty (see Appendix D). In partnership with the University’s engaged faculty and with our community partners (see Appendix E), the CCE cultivated dynamic experiential opportunities that were linked to students’ academic trajectories and grounded in rich local and issue-based context. In addition, the CCE created numerous educational opportunities that heightened our community’s understanding of pressing social issues.

Alongside this work, the CCE staff continued to contribute robustly to civic-engagement, social-justice, and community-change conversations and initiatives. Together, CCE staff members participated in or led more than 20 on-campus committees and more than 15 local boards, councils, and commissions. Several members of the staff presented at national conferences on assessment (Dr. Sylvia Gale and Bryan Figura), on mindfulness and storytelling (Terry Dolson), and on urban history, development, and civic engagement (Dr. Amy Howard) and also authored pieces for wide circulation (see Appendix B for a complete list of CCE full-time and student staff).

Like our ongoing work, this annual report is shaped by the CCE’s values of lifelong learning, collaboration, full participation, and intentionality. These values were developed by our team through careful consideration of what guides our programs and partnerships, and they have come to define the processes we employ to build relationships, make decisions, conduct assessment, and reflect on our collective efforts. Taken together, they advance the University’s mission to prepare “students to live lives of purpose, thoughtful inquiry, and responsible leadership” in a diverse world.

The work described here is only a sampling of the CCE’s continued efforts to support dynamic community-engaged projects and partnerships that are enlivening and reciprocal. Even in these snapshots, however, we hope to convey the kind of learning that community engagement can make possible: learning that is, as Terry Dolson, Bryan Figura, and Sylvia Gale put it in their forthcoming essay for the Association of American Colleges and University's (AAC&U) publication *Diversity & Democracy*: “intentional, so we own the questions being asked; learning that is collaborative, because shared inquiry changes cultures; learning that values full participation so that multiple perspectives are heard; and learning that is generative and points, always, to new questions to pursue.”

Sincerely,

Sylvia Gale, Director of the Bonner Center for Civic Engagement

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.

**Transforming Student Learning.** The opening of the “All Our Sorrows Heal: Restoring Richmond’s East End Cemetery” exhibition in UR Downtown’s Wilton Companies Gallery during September’s RVA First Fridays launched a year of engagement around the historic African-American cemetery and invited students and faculty across disciplines into a collaborative effort to reclaim the grounds and their history. UR Downtown student coordinator Aadil Adatia, ’17, and Victoria Charles, ’16, supported the installation efforts. Charles and student coordinator Nia Carter, ’19, helped plan and execute educational programming for the exhibition, including UR Downtown’s Community Dinners on public memory and black leadership. Students in biology, religious studies, leadership studies, and many other disciplines and organizations visited the exhibition to learn about the cemetery before volunteering on the grounds. The exhibition will now travel to the Black History Museum and Cultural Center for Virginia.

**Deepening Faculty Engagement.** The Environmental Justice Think Tank, led by CCE staff members Amanda Lineberry and Garrett Stern, has channelled the energy of faculty, staff, and students for environmental initiatives. Among other projects, the Think Tank created an “Environment” issue webpage for the CCE’s website—a hub of information for students and faculty looking to get more involved with environment-related, community-based work. It focuses on four sub-issues identified by the group: climate, food, environmental justice, and the James River. The Think Tank, which included Drs. Mary Finley-Brook and Todd Lookibill (geography and the environment), Dr. Rob Andrejewski (Office of Sustainability), Regan Gifford (Envision the James), Emily Onufer (Bonner Scholar, ’17), and Terry Dolson (CCE), earned UR an innovation credit for its Sustainability Tracking, Assessment, and Rating System (STARS) report.

**Partnering for Social Change.** In spring 2016, after more than five years of dynamic partnership, UR was recognized as Outstanding Community Partner of the Year by Higher Achievement-Richmond. Higher Achievement staff, UR mentors, and the Higher Achievement scholars consistently co-create meaningful learning opportunities each week through mentorship and every summer through the Urban Education Fellowship Program. Additionally, with the shared belief that opportunities and exposure to a college campus matter, UR faculty and staff have partnered with Higher Achievement-Richmond through CBL classes and career fairs and by hosting Higher Achievement scholars on-campus overnight for college-prep workshops.

“Many forms of civic engagement are only necessary because of the faults in our political system. Volunteering helps one or two people. Changing legislation helps many more. You can clean up a lake, but if you can’t stop the polluter, you’ll have to keep cleaning up the lake.”

- Bonner Scholar and Civic Fellow
Brendan Carol, ’17
Top: Volunteers wash a newly discovered grave at the East End Cemetery. Photo courtesy of Brian Palmer. Bottom Left: All Higher Achievement Green Apple Award winners. Photo courtesy of Kim Schmidt. Bottom Right: James River Parks superintendent Nathan Burrell leads students along the Pipeline Trail. The program was part of “RC in RVA,” a collaborative program celebrating Richmond College’s 175th anniversary.

Ongoing CCE community partnerships
Weekly volunteers serving in the Greater Richmond community
Civic and Urban Education Fellowships awarded for summer 2015
University and community-sponsored events at UR Downtown
UR student mentors at 13 community partners
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.

Transforming Student Learning. After graduating, Bonner Scholar Jesse Siebentritt, ’15, conducted research within the national Bonner network to discover ways to revamp the Bonner Scholar Program’s Junior Journey, a one-day service project for the junior cohort. Bonner Scholars Emily Onufer, ’17, and Jay Tekwani, ’16, utilized this research, gathered peer feedback, and shifted Junior Journey from a service-based activity to a reflective one focused on identifying and discussing personal values. The morning session, facilitated by Luck Companies’ InnerWill, helped 50 junior and senior Bonner Scholars articulate their values and develop purpose statements to guide their leadership and engagement. In the afternoon session, facilitated by Bonner alumnus Chaz Barracks, ’11, through his nonprofit (I AM MY LIFE), students collaboratively painted an art piece representing the values they identified throughout their time as leaders on campus and in Richmond’s nonprofits and communities.

Deepening Faculty Engagement. Each year, the CCE partners with colleagues at Virginia Commonwealth University (VCU) to host a workshop for faculty to learn from and with each other about aspects of community-based learning (CBL). This year’s workshop focused on developing empathy in CBL students. VCU’s Dr. Robin Everhart, who has begun evaluating the growth of empathy of students in her CBL psychology courses, led the discussion. Faculty described and drew empathetic classrooms and discussed how to grow them. After the workshop, participants drafted and published a document on Scholar Compass called “Empathy Activators: Teaching Tools for Enhancing Empathy Development in Service-Learning Classes,” which can be found online at http://bit.ly/1WMekem.

Partnering for Social Change. Since 2011, the CCE has developed a practice of regularly conducting data labs with staff, faculty, and community partners, as a way of informing its value-centered work. Through presenting at national conferences, writing articles for national journals, and facilitating workshops, CCE staff members Terry Dolson, Bryan Figura, and Dr. Sylvia Gale are promoting the data-lab method across the country as a way to reimagine and reclaim assessment. They have encouraged colleagues within the Bonner Foundation, Imagining America, the Teagle Foundation, and AAC&U to shift their view of assessment from a chore to an opportunity that involves meaningful and creative effort, offers staff and faculty rich feedback about their work, and provides opportunities for staff and faculty to engage across differences as they reflect on the people their students are becoming.

Student Learning Outcome Highlight: The CCE prepares students for lives of active citizenship. The wellness-education program provides students with skills and resources to help them develop strategies for taking care of themselves and others within four dimensions of wellness: intellectual, social, emotional, and values and ethics. During the spring semester, CCE staff Adrienne Piazza and Colleen Connolly (Bonner alumna, ’14) co-taught the Wellness course Beyond Volunteering: Living a Civically Engaged Life. During six class sessions, students attended Brown Bag discussions where local leaders shared their own stories of civic engagement. Students investigated social issues, explored their personal values, and sought connections between the two.

“Now, as a senior, I get to watch the freshmen go through this process all over again, getting exposed to these [social] issues for the first time. Looking back at my reflections and my growth, I can see so clearly this work as a Bonner Scholar really matters. The exposure to this conversation and dialogue that Bonner offers changed the way I think.”

- Bonner Scholar Regina Cavada, ’16
More than 3,750 people attended CCE-led events in 2015-16

Brown Bag lunches hosted, including topics such as “From Protest to Politics to Protest: The Long Civil Rights Movement Today,” “Social Enterprise in RVA,” and “Climate Change and the Liberal Arts.”

19

Institute on Philanthropy Fellowships awarded to CCE community partners for continuing education

2

Top Left: Artwork created by Bonner Scholars during Junior Journey. Top Right: Bonner Scholar Luis Parrales, ’18, a member of UR’s Ritmo Latino dance troupe, leads an interactive Latin dance session for Overby-Sheppard Elementary School fifth graders during International Day, an annual field trip to campus coordinated by the CCE’s Build It program. Bottom: Build It program manager Cassie Price (pictured sixth from the left with her mentee to her right) was honored as Virginia Mentoring Partnership’s Mentor of the Year. Many CCE staff members joined in celebrating her at VMP’s luncheon. Photo courtesy of Virginia Mentoring Partnership.
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, and identify ways our communities both on and off campus can thrive.

Transforming Student Learning. During summer 2015, the CCE’s Adrienne Piazza worked with her second cohort of Urban Education Fellows. All seven fellows, including three student athletes, connected with the CCE prior to deepening their engagement through a summer internship with middle school youth. Track-and-field athlete Mary Allen, ’16, used her fellowship not only to bridge academic and professional interests during her off-season, but also to serve in the neighborhood in which she grew up. Allen, who served at Youth Life, created her own curriculum about black historical figures and mentored students on balancing academics and athletics. She plans to become a public school teacher. The CCE continually collaborates with Athletics staff on advising hours for student-athletes and programming, such as the Good Sports workshops at Peter Paul Development Center, in order to make civic engagement an accessible and meaningful part of being a student-athlete at UR.

Deepening Faculty Engagement. This year’s CCE faculty excursions explored race and identity in Richmond. In the fall, Drs. Bert Ashe (English) and Julian Hayter (leadership studies) led a group of faculty on a tour exploring black Richmond from the 19th century to the 1920s. They began in Shockoe Bottom before heading to Virginia Union University’s Coburn Hall, where Langston Hughes gave his first poetry reading in the South. In the spring, Drs. Nicole Maurantionio (rhetoric and communication studies), Paul Achter (rhetoric and communication studies), and Melissa Ooten (women, gender, and sexuality studies) led an excursion called “Visual Disruption Part II: Critical Confederacies,” featuring visits to the United Daughters of the Confederacy, the Virginia Museum of Fine Arts, Sixth Mount Zion Baptist Church, and the Reconciliation Statue. Both excursions invited faculty to participate fully as scholars and whole people by reflecting on their experiences in and knowledge of Richmond, building intellectual community across campus, and prompting some to think about how they could integrate the city into their curriculum.

Student Learning Outcome Highlight: The CCE helps students understand the ways that difference, privilege, and power work in their own lives and in our society. In her Presentation of Learning, Klaren Ng, ’16, reflected on how her experience as a Bonner Scholar made her more “reflective, grateful, and vulnerable” and caused her to think deeply about how “[her] work in the community, [her] academics, and [her] personal story” are interconnected. Born in the Philippines and raised in diverse neighborhoods in New York City, Ng struggled to thrive on campus because she felt marginalized. Through her service at Church Hill Activities and Tutoring, she began to understand how “much of my personal story has carried over to my service...and how both are inseparable factors that ultimately shape my identity and values.”

The CCE’s Dr. Amy Howard and Amanda Lineberry, ’14, co-wrote a book chapter with Dr. Juliette Landphair, former dean of Westhampton College and current vice president of Student Affairs at the University of Mary Washington. The chapter, called “Bringing Life to Learning: Civic Engagement, Intersections, and Transforming College Students,” is featured in Intersectionality in Action: A Guide for Faculty and Campus Leaders for Creating Inclusive Classrooms and Institutions, edited by Brooke Barnett and Peter Felton.

64 Unique Faculty Fellows supported between 2008-2016 across 29 departments
42 Scholarships provided to Bonner Scholars for otherwise unpaid summer service
Partnering for Social Change. The partnership between students in Drs. Laura Browder and Patricia Herrera’s Sophomore Scholars in Residence (SSIR) community and students in Armstrong High School’s Leadership Program intensified in powerful and transformative ways when the Richmond School Board announced that Armstrong High School might close. Through their SSIR Documenting a Changing Neighborhood course, UR students were prompted to collaborate with Armstrong High students to produce an original play about Church Hill’s changing landscape, looking specifically at gentrification. At first, the UR students struggled to see how a play could meaningfully address the issues created by the gentrification that they observed in Church Hill. When they learned that Armstrong High might close, UR and Armstrong students restructured the play as a bold statement in support of keeping the school open. Some UR students in the course also joined their Armstrong peers in marching on City Hall to protest the planned closure. Their original and powerful documentary drama received a standing ovation, including from members of Richmond’s City Council and School Board.

“All of us who live in changing neighborhoods experience gentrification in tiny, daily ways. Being able to step back and see it as part of a historical process that’s happening all over the country is a way of changing the context and maybe opening up a different kind of conversation.”

- Dr. Laura Browder, American Studies

CHURCH HILL: A CHANGING NEIGHBORHOOD

APRIL 12 AT 6PM

Armstrong High School
2300 Cool Ln, Richmond, VA

A documentary drama about gentrification in Church Hill, written by students in the class “Documenting a Changing Neighborhood,” in collaboration with Armstrong Leadership Program students.

QUESTIONS? EMAIL: PHERRERA@RICHMOND.EDU LBROWDEZ@RICHMOND.EDU

Top Left: The UR Women’s Lacrosse team practices throwing and catching with youth at Peter Paul Development Center as part of the Junior League of Richmond’s Good Sports program. Photo courtesy of Briget Ganske. Top Right: Faculty explore Sixth Mount Zion Baptist Church as part of this spring’s faculty excursion. Bottom: A flyer for Drs. Browder and Herrera’s SSIR documentary drama.
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.

**Transforming Student Learning.** Bonner Scholar Catherine Cunha, ’16, used her senior internship to redevelop the Bonner Scholars Program (BSP) curriculum to align with the CCE’s student-learning goals. Cunha created eight new meeting plans and co-facilitated meetings with the BSP student-leadership team. Reflective activities at the meetings were both written and oral and included poems, photographs, and videos, formally bringing literature and art into the BSP curriculum for the first time. The revisions were directly connected to Cunha’s academic course of study, internship experiences, and current vocation as a resident teacher at Urban Teachers in Washington, D.C. The new curriculum also involved partnering with others to connect one meeting each semester to a campus-wide event. This year, the BSP worked with the Jepson School and the Chaplaincy to secure seats for Bonner Scholars at lectures by Peter Singer, an internationally known philosopher and a guest speaker in Jepson’s Leadership Forum, and Bryan Stevenson, author of this year’s “One Book, One Richmond” selection, *Just Mercy.*

**Deepening Faculty Engagement.** Dr. Holly Blake (director of the WILL* program and women, gender, and sexuality studies) has continually deepened partnerships with advocates for people experiencing homelessness and unstable housing in Richmond through her community-based-learning classes. This year was no different, as Dr. Blake and her WILL* Senior Seminar students worked with Advocates for Richmond Youth (ARY) to support a pop-up shelter at UR Downtown with access to community-based service providers for people ages 14 to 24. They also conducted a survey of youth who stopped by as part of an effort to better understand and count the incidence of homelessness and unstable housing among youth in Richmond. The partnership between ARY and Dr. Blake was the result of a referral by long-time WILL* Senior Seminar partner St. Joseph’s Villa. The event was a culminating experience for senior WILL* students, as well as a new model for Dr. Blake’s evolving work to connect her classes to solutions and supports for people experiencing homelessness and unstable housing in Richmond.
Partnering for Social Change. For the fifth consecutive tax season, Dr. Ray Slaughter (accounting) partnered with UR Downtown (URD) to teach tax students to serve as tax preparers for the Volunteer Income Tax Assistance (VITA) site. Dr. Joyce van der Laan Smith (accounting), working with Slaughter, connected her Fundamentals of Accounting course goals to the needs of the VITA program. Students in Slaughter's and van der Laan Smith's courses learned to navigate online tools in order to accurately prepare Richmond residents’ tax returns and served as liaisons to community financial-literacy resources. Through their work, they learned more about local residents’ personal stories of challenge and success related to financial stability. Together, they met community needs by effectively and accurately preparing tax returns and connecting traditionally vulnerable populations to financial-stability resources. Spring 2016 was also the first tax season that UR students assisted fellow students and UR employees on campus with their tax returns.

"So rarely do we get a chance to practice theories and rules that we read in textbooks and in classrooms. While the class is quite challenging, reinforcing what I’ve learned through the class in my volunteering with VITA has been extremely rewarding. I’ve had so many incredible and interesting conversations with the people I was helping. If it weren’t for VITA, I would have never been able to meet these fellow Richmonders."

- Joanna Dela Merced, '17

"Tell Me a Story," a collection of stories by UR students and youth at Bon Air Juvenile Correctional Center. Bottom: UR students help peers prepare their tax returns.

313 Volunteer tax returns filed for $263,000+ in refunds

160 CBL courses offered by 90 faculty in the 2015-16 academic year
Appendix A: Our Organization

The Bonner Scholars Program (BSP)
Established in 1993, UR's BSP is a four-year, need-based community-engagement and social-justice education program. In exchange for financial assistance, 100 Bonner Scholars intern for 10 hours per week in Richmond's nonprofits, schools, and government agencies. UR's BSP is the largest program in the national Bonner network.

The Pathways to a College Experience (PACE) Program
Started in 2008, UR students serve as mentors, working one-on-one or in small groups with middle and high school students engaged in the college-preparation process.

The Build It Program
Build It, started in 2005, is UR's neighborhood-based civic-engagement program. Build It brings UR's resources and volunteers together with residents and organizations in Northside Richmond to work toward neighborhood revitalization and community development.

The Richmond Families Initiative (RFI) Program
An issue-based program started in 2008, RFI connects UR and community resources in order to build our region's capacity to meet the community-identified needs of Richmond-area children and families. RFI is housed at UR Downtown.

The Community-Based-Learning (CBL) Program
The CBL program supports faculty and students in all five UR schools in creating, implementing, and evaluating CBL courses through faculty fellowships, course support grants, educational events, and pedagogical resources.

University of Richmond Downtown (URD)
An innovative resource for engaging and educating, URD enables UR to connect with the heart of the city and offers free meeting space to nonprofits. URD hosts educational programming and exhibitions as well as initiatives connected to the School of Law and School of Professional and Continuing Studies.

CCE Leadership, Administrative Support, and Student Staff
An academic unit under the Provost’s Office, the CCE is co-led by the Assistant Vice President of Community Initiatives & the CCE and the Director of the CCE. All of the CCE's day-to-day operations, communications, and generative assessment are supported by the CCE's administrative and student staff.

Educational Events
Reflection
Research and Exhibitions
Volunteerism
Mentoring and Advising
Fellowships and Grants
Appendix B: Our 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

Colleen Connolly
CCE Fellow, Events and Mentoring

Bryan Figura
Director, Bonner Scholars Program

Christine Most
Administrative Specialist and Data Reporting Analyst

Cassie Price
Manager, Community Initiatives and Programs

Blake Stack
Coordinator, Bonner Scholars Program

Garrett Stern
Coordinator, Community Initiatives and Programs

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

Alexandra Byrum
UR Downtown Educational Programming Coordinator

Kimberly Dean
Richmond Families Initiative and UR Downtown Program Director

Amanda Lineberry
CCE Fellow, Community-Based Learning

Adrienne Piazza
Manager, Educational Initiatives and Leadership Development

Photographs Unavailable:
Terry Dolson
Manager, Community-Based Learning

Ebony Kirkland
Administrative Coordinator, UR Downtown

John Moeser
Senior Fellow, UR Downtown

Andrea Vest
Administrative Assistant, CCE

Many thanks to our outstanding 2015-16 student staff!

Bonner Scholar Senior Interns
Regina Belle Cavada, ’16
Catherine Cunha, ’16
Diane Gremillion, ’16
Casey Nolan, ’16
Jay Tekwani, ’16

CCE Student Coordinators
Bal Artis, ’16
Camilla Cabot, ’18
Sarah Carroll, ’18
Brenden Carol, ’17
Faizan Chaudhry, ’17
Hope Cummins, ’19
Brady Diaz-Barriga, ’17
Jane Irving, ’19
Lauren Passero, ’18
Jessica Patel, ’18
Sydney Schubert, ’17
Matt Vandini, ’17
Tucker White, ’16

Downtown Ambassadors
Emily Bradford, ’18
Francesca Burkhardt, ’16
Shuji Chen, ’18
Colleen Egan, ’17
Katie Funk, ’16
Yuncheng Liu, ’18
Miriam McBride, ’17
Jayson Vivas, ’18

UR Downtown Student Coordinators
Tariq Abdul-Akbar, ’17
Aadil Adatia, ’17
Nia Carter, ’19
Alexis Garcia, ’19
Alicia Jiggetts, ’19
Uyen Le, ’19
Mason Little, ’18
Emily Onufer, ’17
Haamid Shaikh, ’18
Shruti Subramaniam, ’19
### Appendix C: Student Participation

Table 1. Demographic Characteristics of Students in CCE Programs 2015-16

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<th>Program</th>
<th>All ABJ Count</th>
<th>All ABJ %</th>
<th>All CCE Count (ABJ)</th>
<th>All CCE %</th>
<th>BSP Count (ABJ)</th>
<th>BSP %</th>
<th>Program Only Count (ABJ)</th>
<th>Program Only %</th>
<th>Event Only Count (ABJ)</th>
<th>Event Only %</th>
<th>Programs &amp; Events Count (ABJ)</th>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
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<td>7.1%</td>
<td>59</td>
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<td>18</td>
<td>18.6%</td>
<td>14</td>
<td>5.7%</td>
<td>15</td>
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<td>12.5%</td>
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<td>59</td>
<td>8.8%</td>
<td>13</td>
<td>13.4%</td>
<td>19</td>
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<td>22</td>
<td>9.3%</td>
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<td>126</td>
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<td>Two or More Races</td>
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<td>A&amp;S (includes undeclared)</td>
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<td>67</td>
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<td>182</td>
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<td>First Years</td>
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<td>178</td>
<td>26.4%</td>
<td>24</td>
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<td>73</td>
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<td>26.0%</td>
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<td>91</td>
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<td>24.7%</td>
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<td><strong>GPA (as of May 2016)</strong></td>
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<td>&lt; 3.0</td>
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<td>41</td>
<td>6.1%</td>
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<td>0.0%</td>
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<td>10.2%</td>
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<tr>
<td><strong>Bonner or Richmond Scholar</strong></td>
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<td>8.6%</td>
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<tr>
<td><strong>Fraternity or Sorority</strong></td>
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<td>Fraternity or Sorority</td>
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<td>21</td>
<td>21.6%</td>
<td>108</td>
<td>44.3%</td>
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<td>38.1%</td>
<td>34</td>
<td>35.4%</td>
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<td>In-State</td>
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<td>140</td>
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<td>21.6%</td>
<td>42</td>
<td>17.2%</td>
<td>62</td>
<td>26.3%</td>
<td>15</td>
<td>15.6%</td>
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<td>Out-of-State</td>
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<td>76</td>
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<td>174</td>
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<td>81</td>
<td>84.4%</td>
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<td>Visiting International Exchange</td>
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<td>4.5%</td>
<td>4</td>
<td>1.7%</td>
<td>3</td>
<td>3.1%</td>
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<tr>
<td><strong>First Generation</strong></td>
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<tr>
<td>First Generation</td>
<td>447</td>
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<td>126</td>
<td>18.7%</td>
<td>32</td>
<td>33.0%</td>
<td>33</td>
<td>13.5%</td>
<td>40</td>
<td>16.9%</td>
<td>21</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

Program data includes Build It, RFI, PACE, Civic Fellows, Urban Education Fellows, community work-study, and alternative fall break. Bonner Scholars (BSP column) were not represented in the program or events columns.

*All CCE Count* excludes community-based-learning (CBL) students not engaging with core CCE partners.

*Programs and Events* represents students who participated in one or more aspects of CCE programming as well as one or more events.
Bonner Scholars were not included in the statistics shown for other programs. Non-Bonner Scholars could be counted more than once if they were involved in more than one program (e.g., Build It and PACE). Students participating in campus tours for elementary and middle school students are not included in the PACE count.

The number of attendees represented here does not include graduate students, alumni, faculty, staff, or community members. More than 3,700 people attended CCE events in 2015-16.

Sample Events from 2015-16

**Discussion**  UR Downtown Community Dinner, “What Is Public Memory and Why Does It Matter?” with Ben Campbell and Dr. Nicole Maurantonio (Rhetoric and Communication Studies)

**Excursion**  UR Downtown Local Government Excursion: School Board Meeting


**Presentation**  UR Downtown TAKE 30, “How Does Richmond Appear in the Pages of a Contemporary Memoir?” with Dr. Bert Ashe (English)

**Training**  CCE Mentor Training, “Trauma-Informed Care and the Culturally Competent Mentor”

33% Domestic students of color who participate in CCE programs, compared to 25% of the student body at large

19% First generation students who participate in CCE programs, compared to 14% of the student body at large
Appendix D: Faculty Engagement

Table 2. 2015-16 CBL Faculty, Classes, and Seats by School

<table>
<thead>
<tr>
<th>School</th>
<th># Faculty</th>
<th># Classes</th>
<th># Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robins School of Business</td>
<td>7</td>
<td>12</td>
<td>235</td>
</tr>
<tr>
<td>T.C. Williams School of Law</td>
<td>11</td>
<td>23</td>
<td>309</td>
</tr>
<tr>
<td>Jepson School of Leadership Studies</td>
<td>6</td>
<td>13</td>
<td>225</td>
</tr>
<tr>
<td>School of Professional &amp; Continuing Studies</td>
<td>2</td>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>64</td>
<td>106</td>
<td>1451</td>
</tr>
<tr>
<td>All Schools</td>
<td>90</td>
<td>160</td>
<td>2259</td>
</tr>
</tbody>
</table>

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

Figure 3. 2015-16 CBL Classes by Mode

“Doing a long-term, large-scale project in an unfamiliar area teaches [UR students] a lot about what they’re actually capable of doing. At the end of the course, they did a whole play. Taking on that risk teaches them about adaptability.”

- Dr. Kristin Bezio (leadership studies) on her Leadership on Stage and Screen course

More CBL classes than in 2014-15

45% Classes using two or more CBL modes
Appendix E: Community Partners

Thank you to the outstanding partners who guide and enrich our work:

1708 Gallery
American Red Cross
Art 180
Boaz & Ruth
Bon Secours’ Class-A-Roll
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
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
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.

CCE senior fellow John Moeser received a 2015 Humanitarian Award from the Virginia Center for Inclusive Communities (VCIC), presented to him by VCIC Richmond Chapter Chair Richard Thalhimer. VCIC has been a CCE partner for more than 10 years and is currently led by former Bonner Scholar and Jepson graduate Jonathan Zur, ’03. Photo courtesy of the Virginia Center for Inclusive Communities.

13 New partnerships in 2015-16
17 Partnerships 8 years or older
Appendix F: Partnership Model

GROWING RECIPROCAL COMMUNITY PARTNERSHIPS

THE BONNER CENTER FOR CIVIC ENGAGEMENT
is committed to forming and sustaining long-term, reciprocal partnerships that transform student learning, deepen faculty engagement, respond to community-identified needs, and contribute to positive change in the region.

YOU are a faculty or staff member, a student, or a community organization. All have an important role in developing a partnership.

It’s a collaborative process:
- **EXPLORE** possibilities for connecting and collaborating.
- **ENGAGE** in opportunities that benefit everyone.
- **EVALUATE** the partnership, with input from all involved.

If the partnership is working, attention is turned to **sustaining** it. The partnership may also evolve by **changing directions** or **growing** with new opportunities. Either partner can **dissolve** the relationship if it’s no longer beneficial.

Each partnership adds to an ever-deepening network, demonstrating a commitment to collaboration, learning, and intentional social change.

CONTACT
Bonner Center for Civic Engagement
(804) 484-1600
engage@richmond.edu
engage.richmond.edu
“Some people from my neighborhood go to college and then move away. They don’t come back to help the community. I want to help my community while I’m a student at UR and use the resources at UR to help my community.”

- Mary Allen, ’16

“I love setting up the gallery space and hosting RVA First Fridays openings. This gives me an opportunity to connect local artists with my peers. It’s important for us to have a downtown presence because Richmond is our home.”

- Miriam McBride, ’17

“...I have found [Faculty Excursions to be] tremendous opportunities to learn more about Richmond from colleagues with expertise on topics in which I am interested but know little. Additionally, each time I have attended an excursion, I met colleagues who I likely would not have crossed paths with otherwise.”

- Nicole Maurantonio, Rhetoric and Communication Studies

Mary Allen, ’16, snaps a selfie with another intern and their mentees at the Youth Life Foundation of Richmond.

CCE staff and students assemble UR Downtown’s Mobile Studio for RVA First Fridays monthly art walk.

Faculty gather and learn from Dr. Julian Hayter (leadership studies) at Lumpkin’s Jail during a Faculty Excursion.