

# Scenario 1 A

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**A senior comes in to meet with the Bonner Program Director at the beginning of fall semester. She has decided to drop out of Bonner during her senior year to focus on her senior capstone project. For the past three years she has done her “Bonner work” related to food access and justice - from soup kitchens, to community gardens to food deserts. She has clearly refined her knowledge and skills through 3-year developmental work in the area of food insecurity. Despite this, her faculty advisor has encouraged her to step away from her Bonner co-curricular commitment to concentrate on their senior capstone academic work, even though it’s an engaged project. She graduated with highest honors but not as a member of her Bonner class. What needs to change within the Bonner program? What needs to change about the Bonner program on this campus?**

## **Questions:**

- *Why do you think that the faculty member suggested that the student step away from Bonner in order to complete this senior capstone?*
- *What would be the ways to help the faculty member and the student to see that their Bonner and academic experience could be integrated?*
- *What should we be doing to change this perception? How might we educate others on campus? How might we change the expectations or experiences of Bonners?*

# Scenario 1 B

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**A Faculty member approaches the Bonner staff about finding Bonner students as co-presenters with faculty at an upcoming conference on implicit bias and race relations. Within this Bonner cohort are many students who work with youth in complex, racially diverse, high schools and in after-school settings. This is a research oriented conference where students and faculty can present how they have tried to understand and analyze issues. The faculty member sees and affirms the Bonners as great students for this conference. The staff however fail to have even one Bonner consider applying to co-present. Even though the Bonner students have the knowledge and experience they do not recognize this and they do not know how to package their knowledge to write a persuasive conference presentation proposal.**

## **Questions:**

- *Why do you think that the faculty do not know how deep the knowledge and experience of Bonners and deeply engaged students are?*
- *What would be the strategies that Bonner staff could do to help the students articulate their learning in ways that faculty can understand?*
- *What should we be doing to change this perception? How might we educate others on campus? How might we change the expectations or experiences of Bonners?*

# Scenario 2A

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**Emily is a Bonner Scholar in an established Bonner program. She has been both a reliable service provider at her site and a strong student. Her site is a small nonprofit that is a short-term shelter for homeless families. Emily has worked at the site since second semester her first year of college. She has prepared and served meals, cleaned and painted rooms, worked in child care and conducted adult financial literacy programs. She is now a second semester Junior. In a one on one with Bonner staff she admits to being bored and no longer challenged at this site. In addition, she is frustrated by the lack of time and effort to secure much needed funding to improve the nonprofit and move it beyond operating on a "shoe string." As a Political Science /Economics major, Emily has often imagined hypothetical political advocacy and fundraising campaigns for this nonprofit from material she has come across in her academic work. She has come to the Bonner office to meet with the staff about changing her site for her senior year where she could be better utilized and not be bored.**

## **Questions:**

- *What does this particular case study reveal about the shortcomings of the existing Bonner Program (i.e., its partnerships, placement model, etc.)?*
- *What could be done to educate and involve community partners in the developmental progression of the Bonner Program that includes a higher level capstone project and has the opportunity for academic integration?*
- *What might you do, in a case like this, to help Emily (and students like her) solidify her senior year project (and still involve a capstone)?*

# Scenario 2B

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**One of the schools with the Bonner Program has created a new center for academic community research. Community partners from nonprofits, government organizations, schools and local businesses are encouraged to submit RFPs for summer and year-long research projects. Students will work under a faculty advisor and receive academic credit for work on these community-based projects. A local afterschool program at a low income housing development submitted a proposal for a study of effectiveness of homework help sessions for 6th graders living in the housing development. A Bonner who has been working as a Bonner at this afterschool program for three semesters is taken back when he finds out that this proposal was submitted and accepted. As it turns out a student living across the hall from him, who has not been involved with the site, has been selected by the coordinating faculty member to take on the project in the upcoming semester. Yet the Bonner was unaware of this research and academic opportunity.**

## **Questions:**

- *Why is this a frustrating experience for the Bonner and what issues does it raise?*
- *How can we overcome the compartmentalization that happens for partners as they try to access resources and assistance from the campus?*
- *What work with faculty would address this fragmentation and position the Bonners to be able to access support and credit?*

# Scenario 2C

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**One of the Bonners in your Bonner Program has been studying the prison system in terms of economics, race and socio economic disparities. As a rising senior, he is very interested in connecting his studies with his co-curricular service work at a youth detention center near campus. While the faculty who have been teaching these courses are very knowledgeable about researchers and writers in the field, they are not familiar with the youth detention facility and the work that Bonners have been doing there. Because of their lack of experience in connecting academic work with service engagement the faculty are of little help in assisting this student in developing a viable capstone experience. They do not know how they would guarantee adequate rigor for and engaged capstone project.**

## **Questions:**

- *How would you describe the experience of this Bonner?*
- *What are things that we as staff could do to enhance the perception of rigor in our Bonner Program and students' work?*
- *What faculty development strategies ought to be employed in this case?*

# Scenario 2D

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**An organized sub-group of 5 of the second-year Bonners asks to meet with the Bonner staff. They have become aware of other, non-Bonner, students receiving academic credit (2 credits or 1/2 of the credits for a full semester class) for an informal group discussion section that does not require any reading or any written homework. The Bonners are upset because they realize they are actually doing more reading and more written reflections and learning more than these other students in their co-curricular Bonner trainings without receiving any academic credit. The Bonner staff are not currently a part of the campus committees who are making decisions about awarding academic credit?**

## **Questions:**

- *Why are the Bonners frustrated?*
- *What do Bonner staff need to know that would help them address these concerns?*
- *What self-advocacy would you suggest to the Bonner students themselves?*

# Scenario 1

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**Students use their Bonner commitment as an excuse for turning in academic work late and/or of poor quality. The faculty member takes this a step further and contacts Bonner staff to discuss the time demands of the Bonner program.**

## **Questions:**

- *What are the issues?*
- *What do we need to do?*

## Scenario 2

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**Faculty recognize the learning and the marketability of skills developed in Bonners' work in the community. Yet these skills are not grasped by the student or communicated in graduate school applications or on resumes.**

### **Questions:**

- *What are the issues?*
- *What do we need to do?*



# Scenario 3

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**A Bonner student come to school deeply invested in the plight of refugees and in the particular rural location of your school there are no organizations working on refugee issues - there are few refugees in the region.**

## **Questions:**

- *What are the issues?*
- *What do we need to do?*

# Scenario 4

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**You have at least a third of your Bonner students doing significant, rigorous community based projects during their junior and senior years. But you do not know if there are any faculty with research interest or willingness to be faculty allies that might be able to give credit to students for this work.**

## **Questions:**

- *What are the issues?*
- *What do we need to do?*

# Scenario 5

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**In the most recent campus-wide strategic planning process a key committee has been formed to build a structure for community engaged courses and independent research. Many of the community partners that the Bonner program has developed over the past decade are invited to participate in two day planning retreat as part of this committee's work. No Bonner staff, only faculty and upper level administrators are on the committee.**

## **Questions:**

- *What are the issues?*
- *What do we need to do?*