

The Bonner Network's

2018 New Bonner Directors & Coordinators Handbook



July 29 - August 1, 2018
Princeton, New Jersey



The Corella & Bertram F.
Bonner Foundation

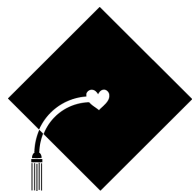


Table of Contents

Welcome!	3
Agenda	4
Your Community of Practice	6
Bonner Foundation Staff	7
Bonner Network Schools	8

Handouts

Transformational Goals	9
Four-Year Progression	10
Educating Engaged Citizens	11
Engagement Framework	12
Community-Engaged Pathways	13
Strategic Initiatives	14
Program Management Roles	15
Bonner Learning Outcomes & Rubric	16
Training, Education & Reflection Curriculum	18
Capstone Project Workshops	26
Diversity & Inclusion Workshops	27
Start-Up Checklists	28
Implementation Checklists	30
Staying in Touch	43
Walking Directions & Map	back page



Welcome!

We are delighted that you are joining us for this special meeting of new Bonner directors, coordinators, and staff. This year's meeting includes representatives from twenty institutions of higher education, including seven with established Bonner Scholar Programs, twelve with established Bonner Leader Programs, and four colleges and universities that might start a new Bonner Program in the future.

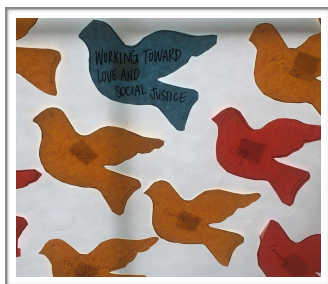
Over the next few days, you'll have a chance to learn about the fundamentals and best practices for a comprehensive program tied to student success, community engagement, and campus-wide involvement. Since 1990, the Bonner Program has provided students with "*Access to Education and Opportunity to Serve.*" The model gives campuses a way to strengthen their culture and infrastructure for community-engaged learning, as well as their approach to promoting access and diversity. Finally, the program provides a way for institutions of higher education to build reciprocal, sustained partnerships with communities. By engaging students, faculty, and others in building the capacity of non-profit organizations, schools, government offices, the Bonner Program tackles issues of hunger, homelessness, health, education, the environment, and other community needs.

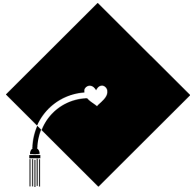
You are joining a diverse and inspiring network! The Bonner Network is made up of dedicated, generous people across 65+ institutions who openly share their wisdom and experience. Since 1990, Bonner Programs across the United States have graduated more than 15,000 alumni, graduates who live and work around the world. Our four-year developmental approach prepares graduates for college and lifelong success. More than a third of alumni work for non-profits; a third work in government; and a third work in the for-profit sector. All share a commitment to being civically involved and continuing to contribute to their communities.

Over this time, the Foundation has provided more than \$100 million in endowment funding that has paved the way for sustained institutional commitments. With a program that emphasizes student leadership at the core, campuses in the network have expanded and deepened staffing levels, faculty engagement, and other characteristics of engaged campuses. Through workshops over the next few days, we'll introduce the frameworks and best practices of the Bonner Program model. You'll have an opportunity to plan for your work and to participate in a vibrant community of practice.

We cannot wait to get you started!

- The Bonner Foundation Staff





2018 New Directors & Coordinators Meeting

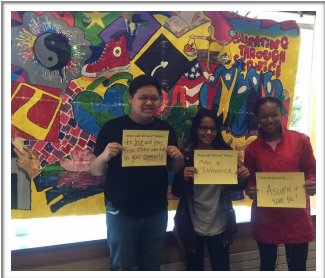
Agenda

Sunday, July 29



Time	Activity and Location
5:00 pm	Registration and check-in at the Bonner Foundation 10 Mercer Street, Princeton, New Jersey
5:30 pm	Dinner at the Bonner Foundation
7:00 pm	Welcome and Opening: The Big Picture (Scheide Hall)
8:30 pm	Reception at Bonner Foundation

Monday, July 30



Time	Activity and Location
8:00 am	Breakfast at Princeton Seminary Mackay Dining Hall
9:00 am	The Road Ahead: Bonner Students (Scheide Hall)
9:45 am	Student Success and Leadership: A Developmental Approach (Scheide Hall)
12:00 pm	Lunch at Princeton Seminary Mackay Dining Hall
1:30 pm	Managing Campus-Community Partnerships, Placements & Projects (Scheide Hall)
3:45 pm	Capacity-Building Capstone Projects (Scheide Hall)
4:30 pm	Reflection and Checklist Planning
5:30 pm	Reception at Bonner Foundation
6:00 pm	Dinner: depart from Bonner Foundation in groups for dinner in Princeton area

Tuesday, July 31

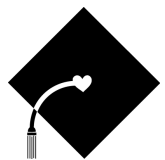


Time	Activity and Location
8:00 am	Breakfast at Princeton Seminary Mackay Dining Hall
9:00 am	Recruitment and Financial Aid: Ingredients for Success (Scheide Hall)
11:15 am	Starting Strong and Accountability: Your Orientation, Handbook, & BWBRS (Scheide Hall)
12:30 pm	Lunch at Princeton Seminary Mackay Dining Hall
2:30 pm	Putting It Together: Your Staffing Plan (Scheide Hall)
3:45 pm	Leveraging Campus-Wide Collaboration and Engagement (Scheide Hall)
5:30 pm	Reception at Bonner Foundation
6:00 pm	Carpool from Bonner Foundation (Bahama Breeze at Marketfair Mall)

Wednesday, August 1



Time	Activity and Location
8:00 am	Breakfast at Princeton Seminary Mackay Dining Hall
9:00 am	A Plan for Your First Year: Meetings in Small Groups (Scheide Hall)
10:20 am	Foundation Support (Scheide Hall)
11:15 am	Closing (Scheide Hall)



Your Community of Practice

Name	Title	School	Email
Elaina Boncich	Bonner Program Coordinator	Wagner College	
Lorrie Brown	Director of Student and Staff Engagement	Indiana University-Purdue University-Indianapolis	lorrbrow@iupui.edu
Arlette Cepeda	Director, Center for Leadership and Community Engagement	Wagner College	arlette.cepeda@wagner.edu
Matt Bryant Cheney	Director, Bonner Center for Service Learning and Civic Engagement	Carson-Newman University	mbryantcheney@cn.edu
Jordan Byrne	Assistant Director, Italy Center	Spring Hill College	jbyrne@shc.edu
Kevin Chapman Jr	Program Manager, Bonner Office of Community Service	Morehouse College	kevin.chapmanjr@morehouse.edu
Paula Dukehart	Coordinator of Mission Integration	Notre Dame of Maryland University	pdukehart@ndm.edu
Lisa Ebel	Bonner Program Director	Saint Xavier University	lebel@sxu.edu
Cindy Ferguson	Bonner Program Coordinator	University of Lynchburg	ferguson_cd@lynchburg.edu
Daniel Fidalgo Tome	Director, Office of Service-Learning	Stockton University	daniel.tome@stockton.edu
Erik Goldschmidt	Director, Foley Community Service Center	Spring Hill College	egoldschmidt@shc.edu
Emily Julian	Bonner Program Coordinator	Maryville College	emily.julian@maryvillecollege.edu
Virginia Lee	Director Bonner Program, Edgewood College	Edgewood College	vlee@edgewood.edu
Diana Liz-Cabrera	Bonner Co-Coordinator/Graduate Assistant for Campus Ministry & Service	Notre Dame of Maryland University	dlizcabrera@ndm.edu
Thomas Mitchell	Bonner Special Projects Coordinator	Maryville College	thomas.mitchell@maryvillecollege.edu
Alaina Phelps	Bonner Program Coordinator	Lindsey Wilson College	alaina.phelps@lindsey.edu
Adrienne Piazza	Associate Director, Bonner Center for Civic Engagement	University of Richmond	apiazza@richmond.edu
Susan Prudente	School Programs Coordinator	Whitman College	prudensk@whitman.edu
Emily Ragland	Associate Director of Admission and Coordinator of Multicultural Recruitment and Bonner Leaders	Capital University	eragland@capital.edu
Jimmy Robinson	Bonner Program Coordinator	Centre College	jimmy.robinson@centre.edu
Stephanie Shanklin	Bonner Program Director	The College of New Jersey	shanklis@tcnj.edu
Ariana Simon	Bonner Program Coordinator	Middlesex County College	asimon@middlesexcc.edu
Mara Stern	Director of the Bonner Program	Capital University	mstern@capital.edu
Castel Sweet	Coordinator, Community Engaged Learning and Scholarship	University of Dayton	csweet1@udayton.edu
Natalie Thatcher	Administrative Coordinator, Bonner Center for Civic Engagement	University of Richmond	nthatche@richmond.edu
Mohammad Ullah	VISTA	Stockton University	ullahm@go.stockton.edu
Gabby Valentine	Bonner Scholars Coordinator	Carson-Newman University	gvalentine@cn.edu
Derek Wadlington	Chaplain	Wilson College	derek.wadlington@wilson.edu
Jessica Washington	Program Manager, Bonner Center for Civic Engagement	University of Richmond	jessica.washington@richmond.edu
Mary Beth Williams	VP Student Affairs, Dean of Students	Wilson College	marybeth.williams@wilson.edu
Krystal Woolston	Assistant Director, Center for Community Engagement	Montclair State University	woolstonk@montclair.edu
Billy Wooten	Executive Director, Center for Community Engagement & Career Competitiveness	Averett University	bwooten@averett.edu
Aimee Wynne	Graduate Student	Stockton University	wynnea@go.stockton.edu

Bonner Foundation Staff

Robert Hackett

President • rhackett@bonner.org

Ariane Hoy

Vice President • ahoy@bonner.org

Elaine Wheeler

Office Manager • ewheeler@bonner.org

Kristi Cordier

New Jersey Bonner AmeriCorps Program Manager • kcordier@bonner.org

Jasmine Rangel

New Jersey Bonner AmeriCorps Program Associate • jasmine@bonner.org

Arthur Tartee Jr.

Incoming Bonner Alumni Network Manager • arthur@bonner.org

Caroline Black

Bonner Partner Initiative Manager • caroline@bonner.org

2018 Summer Interns

Aleah Qureshi

Class of 2018 at Wofford College

Alexander Nichols

Class of 2019 at Davidson College

Ashlee Renich-Malek

Class of 2018 at Stetson University

Kai Mangino

Class of 2019 at The College of New Jersey

Taylor Clarke

Class of 2019 at Stetson University

2018 Guest Presenters

Michael Nordquist

Director of TCNJ's Center for Community Engaged Learning

Krystal Woolston

Assistant Director of Montclair State University's Center Community Engaged Learning & Research

Board of Trustees

Mr. Kenneth Kunzman, Chair, Partner, Connell Foley (Roseland, NJ)

Mr. William Bush, BDT & Company (Chicago, IL)

Mr. Charles C. Goodfellow, former Bank of New York Investment Officer (Cranford, NJ)

Rev. Dr. John Kuykendall, former President of Davidson College (Davidson, NC)

Dr. Beth Paul, President, Capital University (Columbus, OH)



National Bonner Network

ALABAMA

- Birmingham Southern College (Birmingham)

COLORADO

- Colorado College (Colorado Springs)

FLORIDA

- Rollins College (Winter Park)
- Stetson University (Deland)
- University of Tampa (Tampa)

GEORGIA

- Berry College (Rome)
- Morehouse College (Atlanta)
- Spelman College (Atlanta)

INDIANA

- DePauw University (Greencastle)
- Earlham College (Richmond)
- IUPUI (Indianapolis)

KANSAS

- Washburn University (Topeka)

KENTUCKY

- Berea College (Berea)
- Centre College (Danville)
- Kentucky Wesleyan College (Owensboro)
- Lindsey Wilson College (Columbia)

MARYLAND

- Notre Dame of Maryland University (Baltimore)

MAINE

- Bates College (Lewiston)

MINNESOTA

- Augsburg College (Minneapolis)
- College of St. Benedict & St. John's University (St. Joseph)
- Macalester College (Saint Paul)

NEVADA

- University of Nevada - Reno

NORTH CAROLINA

- Davidson College (Davidson)
- Guilford College (Greensboro)
- High Point University (High Point)
- Mars Hill University (Mars Hill)
- University of North Carolina - Chapel Hill
- University of North Carolina - Charlotte
- Warren Wilson College (Swannonoa)

NEW JERSEY

- Middlesex County College (Edison)
- Montclair State University (Montclair)
- Rider University (Lawrenceville)
- Rutgers University - New Brunswick
- Rutgers University - Camden
- Stockton University (Galloway)
- The College of New Jersey (Ewing)

NEW YORK

- Siena College (Loudonville)
- Wagner College (Staten Island)

OHIO

- Capital University (Columbus)
- Oberlin College (Oberlin)

PENNSYLVANIA

- Allegheny College (Meadville)
- Chatham University (Pittsburgh)
- Ursinus College (Collegeville)
- Waynesburg University (Waynesburg)

RHODE ISLAND

- Brown University (Providence)

SOUTH CAROLINA

- College of Charleston (Charleston)
- Wofford College (Spartanburg)

TENNESSEE

- Carson-Newman University (Jefferson City)
- Maryville College (Maryville)
- Rhodes College (Memphis)
- Sewanee: The University of the South (Sewanee)
- Tusculum College (Greeneville)

TEXAS

- University of Houston

VIRGINIA

- Averett University (Danville)
- Christopher Newport University (Newport News)
- Emory & Henry College (Emory)
- Lynchburg College (Lynchburg)
- University of Richmond (Richmond)
- Washington and Lee University (Lexington)

WISCONSIN

- Edgewood College (Madison)

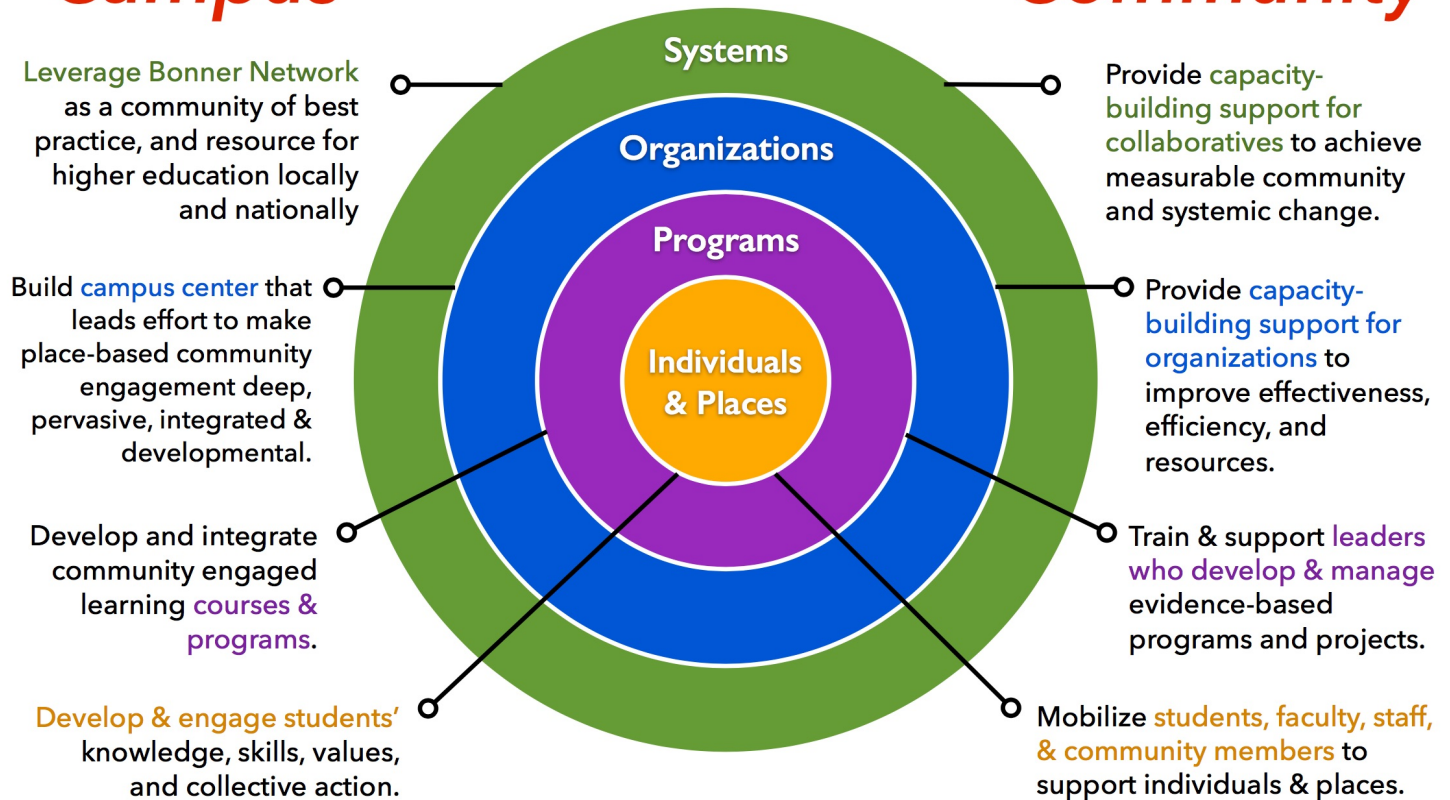
WEST VIRGINIA

- Concord University (Athens)

Transformational Goals

Campus

Community



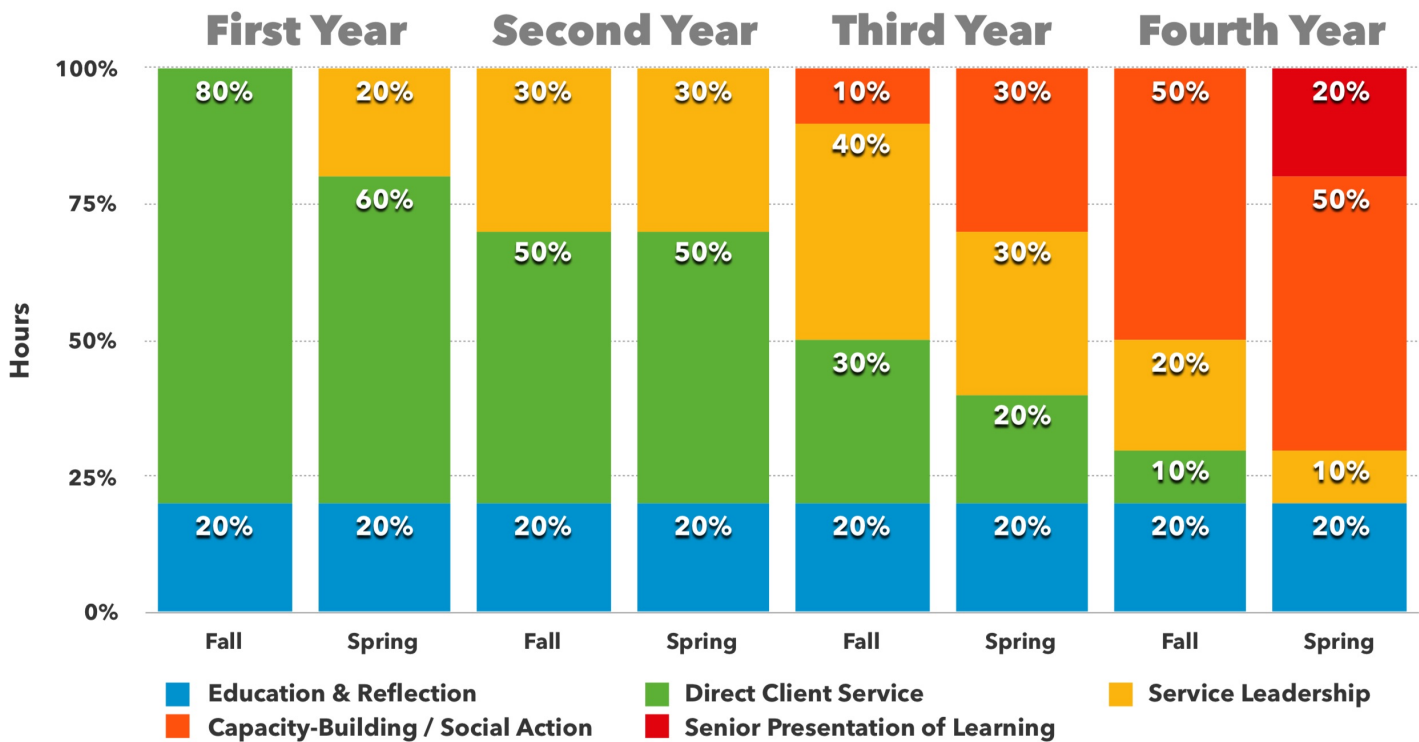
Level of Work	Goals for Student Development	Goals for Campus Infrastructure	Goals for Community Impact
Macro	Community Leaders	Campus as Citizen	System & Policy Change
Meso	Campus-Wide Leaders	Centers of Engagement	Capacity-Building for Service Providers & Collaboratives
	Staff & Faculty Leaders	Engaged Teaching	Evidence-based Programs & Projects
Micro	Student Leaders	Engaged Learning	Direct Service

Four-Year Progression

Social justice citizen

Participatory citizen

Personally responsible citizen



Strategic Questions:

1. How can you use this information as you begin to meet with students to ensure that they are moving along a trajectory from direct service to a capacity-building or social action capstone project?
2. How will you structure your time so that you can meet with partners to identify the kinds of roles and projects that will meet your student development goals at each level?

Educating Engaged-Citizens

Kinds of Citizens

"What Kind of Citizen? The Politics of Educating for Democracy"
by Joel Westheimer and Joseph Kahne (American Educational
Research Journal; Summer 2004)

Personally responsible citizen	Participatory citizen	Justice-oriented citizen
Description		
<ul style="list-style-type: none"> • Acts responsibly in his/her community • Works and pays taxes • Obeys laws • Recycles, gives blood • Volunteers to lend a hand in times of need 	<ul style="list-style-type: none"> • Active member of community organizations and/or improvement efforts • Organizes community efforts to care for those in need, promote economic development, or clean up environment • Knows how government agencies work • Knows strategies for accomplishing collective tasks 	<ul style="list-style-type: none"> • Critically assesses social, political, and economic structures to see beyond surface causes • Seeks out and addresses areas of injustice • Knows about democratic social movements and how to effect systemic or policy change
Sample action		
Contributes food to food drive	Helps to organize a food drive	Explores why people are hungry and acts to solve root causes
Core assumptions		
To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community.	To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures.	To solve social problems and improve society, citizens must question, debate, and change established systems, structures, and policies that reproduce patterns of injustice over time.

Strategic Questions:

1. How will your calendar of Education, Training, and Reflection activities provide students with the skills and understanding needed at each stage of development?
2. How might you use this information in your discussions with faculty, staff, and other campus and community constituents?

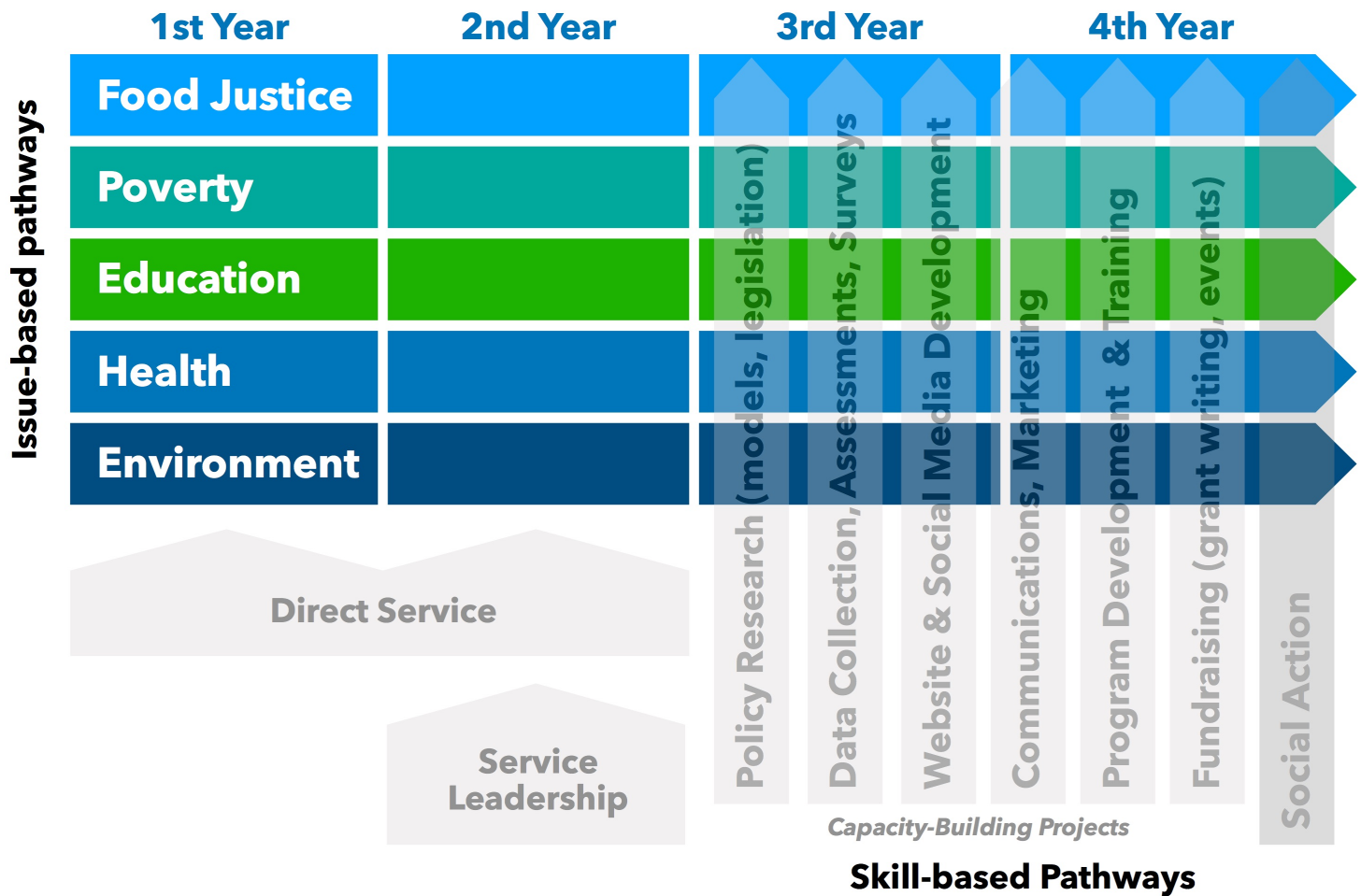
Engagement Framework

Partners (Focus)	Service Provider (Individuals)		Collaborative (Systems)	Campaign (Policies)
Student Roles	Client Service	Program Coordinator	Organization Capacity Building	Social Action
Tasks	e.g., tutoring, serving soup, etc.	Recruiting, training, and supervising volunteers	1) Volunteer Management 2) Program Development 3) Fundraising 4) Communication 5) Research: CBR & PolicyOptions	e.g., letter writing, targeted protest, etc.
Program Structures	Clearinghouse/Directory Listing of Opportunities (online database)			
	Site/Issue-Based Teams			
	Bonner Program (four year training & increased roles culminating in capstone project)			
Academic Structures	Service-Learning & Community-Based Research Courses			
			Problem / Issue-Based Concentrations (courses, service internships, CBR, and capstone project)	
			Competency-based Certificates / Fellowships (courses, service internships, and client-defined projects)	
Staffing Structures	Campus-Wide Center			
	Student-Led Coalition of Projects			
			Issue- and Skills-Based Programs or Pathways Housed in Departments, Centers, or Hubs	

Strategic Questions:

1. How might you work with current (or potential) community partners to ensure that there are student roles across each of these levels?
2. How might you use this information to collaborate with faculty to identify academic and course linkages?

Integrated Pathways



Strategic Questions:

1. What issue-based pathways might be developed in your surrounding community to address issues of concern to your partners and of interest to your students?
2. Are there faculty who are teaching courses related to these issues with whom you could collaborate?

Strategic Initiatives

Bonner Program: Focus on 3rd & 4th Year

Student Development



SERVICE-BASED
SCHOLARSHIP MODEL



TRAINING, EDUCATION
& REFLECTION



SERVICE LEADERSHIP



JUNIOR/SENIOR
CAPSTONE PROJECTS

SENIOR
PRESENTATION OF
LEARNING



DIVERSITY &
INCLUSION

Community Engagement



DIRECT SERVICE &
SITE-BASED TEAMS



CAPACITY-BUILDING
PROJECTS



SOCIAL ACTION



COMMUNITY-BASED
RESEARCH



POLICY RESEARCH



ISSUE-BASED
STRATEGIES

Campus Infrastructure



STUDENT-LED
CAMPUS-WIDE
ENGAGEMENT



STRENGTHENING
CAMPUS-WIDE
CENTERS



DRIVING INTEGRATION
ACROSS THE
INSTITUTION



LEVERAGING PROVEN
HIGH-IMPACT
PRACTICES



PATHWAYS THAT
CULMINATE IN
COMMUNITY ENGAGED
SIGNATURE WORK



DEVELOPING AND
ENGAGING STAFF AND
FACULTY

Strategic Questions:

1. Which of the structures (above) are already in place at your institution, and which need to be built?
2. How might you catalyze changes and structures that address these strategic initiatives?

Program Management Roles

Participation in Bonner-Sponsored Activities

- Two student Bonner Congress representatives must participate in Congress Meeting (October)
- Bonner staff must participate in Fall Administrator Meeting (November)
- Senior Interns should participate in webinars and online forums
- Campus team (staff, students, faculty) participate in Summer Leadership Institute (June)
- Staff participate in ongoing surveys, communication, and special projects
- Other meetings (i.e., Provosts, Development Officers, etc.) may be offered

Administrative/Financial (BSP)

- Submit registrar's list at beginning of each semester/quarter & summer
- Submit reimbursement report at end of each semester & summer
- Submit community fund report at end of each semester & summer
- Submit annual report narrative
- Submit enrichment grant proposals (endowed campuses)

Campus-wide Collaboration

- Maintain relationships with Admissions and Financial Aid for recruiting and replacing Bonners
- Conduct a recruitment process according to guidelines and finalize selection of class (spring)
- Maintain a replacement process for Bonner Scholars/Leaders
- Continue to grow a campus-wide culture and center, working with Student Affairs, Academic Affairs, etc.

Direct Service Placements & Capacity-Building Projects

- Build partnerships that offer student placements at multiple levels and include capacity building projects
- Arrange and carry out advising each semester
- Ensure students complete Community Learning Agreements at beginning of each term
- Ensure students log hours and trainings in Bonner Web-Based Reporting (BWBR)
- Ensure students complete service accomplishments at end of each term
- Conduct end-term student & site evaluations
- Update service opportunities & agencies in BWBR each semester
- Run a First-Year Service Trip
- Manage process for Summer Internships

Education, Training & Reflection Activities

- Plan and lead student meetings for developmental training & enrichment opportunities weekly or every other week
- Plan and run Bonner Orientation
- Plan and run Bonner Retreats
- Design and implement Cornerstone Activities (First Year Trip, 2nd Year Exchange, Junior Leadership, Senior Capstones, Senior Presentations of Learning)
- Arrange and carry out advising each semester
- Provide advanced leadership opportunities for students (Bonner Leadership Team, Impact Conference, SLI, & others)
- Manage student leadership team, Congress Representatives, and Junior/Senior Interns
- Build in opportunities for reflection

Bonner Learning Outcomes

Over the past decade, we have begun to formalize a set of learning outcomes connected to the co-curricular, curricular, and integrative experiences associated with its four-year civic engagement program. The Bonner Learning Outcomes Rubric articulates learning outcomes with performance descriptors that describe progressively more sophisticated levels of their attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, such as in conjunction with a Capstone, Senior Presentation of Learning or portfolio of work.

Definition and Framing Language

Civic engagement is *"working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes."* [Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.] This definition applies to the Bonner Program, which involves a developmental progression of service and civic involvement, including exposure to multiple forms of engagement. Additionally, the Bonner Common Commitments – civic engagement, community building, diversity, international perspective, social justice, and spiritual exploration – affirm the holistic educational approach of the Bonner Program, which seeks to support the success of students and their clarification of core values.

The learning outcomes in this rubric relate to our core programmatic values and purposes, while also connecting with the mission and purpose of many of the institutions in the Bonner Network. Additionally, they fit with the developmental frameworks of the Bonner Program, which prioritize both an assets-based approach to community partnerships that value place and issue-based knowledge, as well as the significance of student voice and leadership. The rubric includes ten outcomes (see opposite page).

Bonner Developmental Model

Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. Students in the Bonner Program engage in direct service, service leadership, capacity building projects, social action campaigns, with many of these activities linked to community-based learning courses. Thus, multiple types of work may be involved:

- Bonners take a lead in managing service programs that engage other students and sometimes community members (such as youth or residents in the neighborhood). In the process, learn about the community and the specific issue their service is addressing.
- Bonners research, organize, and carry out public education, one that includes multiple perspectives on an issue and how to make positive change through various courses of public action. As a result, others are recruited to take action on an issue.
- Bonners are learning how to lead social action campaigns to bring about tangible changes in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- Bonners integrate their academic learning with civic or community engagement, often while producing a tangible product (such as an issue brief, a marketing plan, resident survey, curriculum for a community program) that engaged community constituents and built the capacity of community-based organization.

Note: The Bonner Learning Outcomes rubric draws on rubrics developed as part of the VALUE initiative of the Association of American Colleges and Universities and the Massachusetts Department of Higher Education, including the Civic Engagement, Civic Values, Civic Knowledge, and Integrative Learning Rubrics. Specifically, the Bonner Learning Outcomes Rubric is adapted from the Civic Engagement, Civic Knowledge, Civic Values, Integrative Learning, and Global Learning Rubrics.

Goals for Graduating Seniors

Outcome	Goal for Graduating Seniors
Civic Agency <i>Ability to take action to address an issue or promote the public good</i>	Student is able to act as an agent of change working collaboratively with community to build upon assets that positively impact a social issue or the public good.
Civic Identity <i>Sense of commitment and responsibility as a member of a community and society</i>	Student can provide evidence of connecting his/her service and learning in ways that suggest s/he has a sense of civic identity and sustained commitment to civic involvement.
Critical Thinking and Perspective Taking <i>Ability to analyze and synthesize diverse perspectives</i>	Student can consider and refer to diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)
Communication Skills <i>Ability to effectively communicate in diverse formats and forums</i>	Student can effectively tailor communication strategies to effectively <i>express oneself, listen to, and adapt to</i> others to establish relationships to constructive action.
Diversity and Intercultural Competence <i>Understanding and capacity to learn from and with diverse others</i>	Student can demonstrate evidence of refinement or change in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Student has promoted others' engagement with diverse and intercultural perspectives.
Empathy <i>Ability to relate to and share feelings of diverse others</i>	Student can compassionately draw connections between self and the feelings, perspectives, or life experiences of others across multiple dimensions of difference.
Integrative Learning <i>Connects relevant experience and academic knowledge</i>	Student can meaningfully synthesize connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of study and broaden their points of view.
Leadership <i>Capacity to collaborate with and lead others to achieve a goal or common purpose</i>	Student can demonstrate independent experience and initiative in leadership roles within complex or multiple civic engagement activities, which is accompanied by reflection or analysis about the purposes and accomplishments of one's actions.
Place- and Issue- Knowledge <i>Understanding of facets of a specific community or issue</i>	Student can demonstrate and apply knowledge of a particular community and/or issue as evidenced in a culminating project or role.
Social Justice <i>Abilities to examine and act to promote fairness and equity</i>	Student can collaborate with relevant stakeholders to analyze and take action to effectively address injustices.

Bonner Developmental Progression



Training & Education Themes

	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR	
Semester	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Training & Education Theme	GETTING TO KNOW YOURSELF, EACH OTHER & YOUR PLACE	SOLUTIONS-ORIENTED COMMUNITY ENGAGEMENT	LEADING GROUPS	KNOWING YOUR ISSUE	MANAGING PROJECTS	MANAGING ORGANIZATIONS	LEAVING A LEGACY	LIVES OF COMMITMENT
	Identity Circles	Shifting Focus to Solutions; Discovering What Works	Leadership Compass	Researching the Scope of a Local Problem	Overview of Project Management: Setting Goals and Analyzing Stakeholders	Understanding the Public Sector - A Systems View	Preparing a Leadership Transition	Through Evaluators' Eyes - Senior Resume Review
Workshop Modules	An Introduction to Place	Measuring Impact; Creating the Greatest Possible Impact	Planning Effective Meetings	Researching Key Organizations, Current Programs and Policies	Analyzing Project Requirements, Steps, and Risks	Assessing and Building Organizational Capacity	Public Speaking and Presentations of Learning	Interviewing Skills
	River Stories	Attacking the Root Causes	Introduction to Effective Facilitation	Identifying Proven Programs and Practices	Creating a Task List, Schedule, and Budget	Fundraising and Resource Development: Creating and Executing a Plan	Resume Writing and Senior Resume Review	Financing Your Life After Bonner
	Community Asset Mapping	Cultivating Collaborations & Leveraging the Power of Relationships	Advanced Facilitation Techniques and Strategies:	Leading an Issue-Focused Discussion/Forum	Executing and Evaluating a Project	Finding Your Vocation - Considering Many Sectors	Finding Your Vocational Fit (using new Sector Guides)	Life After Bonner: Staying Well and Engaged

Training, Education & Reflection Curriculum

FIRST YEAR FRAMEWORK

	<i>Fall</i>	<i>Spring</i>
Theme	<i>Getting to Know Yourself, Each Other, and Your Place</i>	<i>Solutions Oriented Community Engagement</i>
Description of Theme	In the first term, students explore and find issues and causes in which they can make a difference while also learning. They intentionally engage in learning about themselves, each other, and the places surrounding the campus where they will serve.	Students begin to learn the philosophy and approaches for making an impact and identifying solutions to the issues they are confronting.
Key Developmental Milestones	Many programs use strategies such as rotations, shadowing, or “speed meeting” with partners to expose students to different issues and potential placements. By the end of the first semester, students should find a primary site and position.	Your program should implement a First Year Trip during the year (often during Spring Break) that takes first year students outside of the region of their school for a service and educational experience.
High-Impact Practices and Related Coursework	<ul style="list-style-type: none"> Some students may be enrolled in a related First Year Seminar within a minor or certificate that involves common readings and exposure to themes of civic engagement and social justice. Some campuses engage students in a Learning Community within a residence hall or other context. 	<ul style="list-style-type: none"> Use 1-to-1 meetings and advising to help students identify courses and majors that may interest them. Through advising, refer students to useful Service-Learning coursework and other academic courses that may mesh with their interests and engagement. Manage a process to ensure that students find summer Internships.
Reflection and Advising Topics	Identity and place: Let’s talk about experiences in service in which you learned about place and thought about your identity and the identities of others different from your own. What have you learned?	Recognizing solutions: Let’s talk about issues you have begun to find a passion for addressing. What strategies and solutions have you learned? What courses and other college experiences have meshed with these interests?

SUGGESTED **FIRST YEAR** WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	Identity Circles: This workshop guides participants to reflect on and share qualities they believe make them who they are. It is an excellent activity to use with the first year cohort to introduce them to thinking more deeply about issues of diversity (within themselves and their community). It build self-reflection, communication, and trust.	Shifting the Focus - Discovering What Works: This workshop (drawn from Solutions U) uses games and prizes to get students to learn about discovering the best solutions for social problems. It also helps them to find and analyze evidence of what is working. It has been modified to fit the Bonner Program context, empowering students to discover the impacts of their work.
Session 2	An Introduction to Place: Students should be introduced to the history, economics, politics, culture, and other key features of the community where they serve. This workshop provides a customizable workshop for place-based learning and immersion.	Making a Difference - Measuring Impact: This workshop (drawn from Solutions U) teaches students to think harder about the benefits and impacts of social services. It includes stories that illustrate challenges to measuring effectively the impact of an intervention or response to a social problem.
Session 3	River Stories: This workshop provides a creative, artistic way to build community through the sharing of individual stories. Students share their own paths (personal and educational), using the metaphor of a river to describe life experiences. This activity builds context and cohesion, as well as communication and listening abilities.	Attacking Root Causes: This workshop (drawn from Solutions U) explores the concept of root causes, teaching students to think about the reasons that the issues and inequities they are tackling exist. It challenges students to identify the root cause of various social problems while in the process recognizing how often social change initiatives create treat symptoms rather than the cause of the problem itself.
Session 4	Community Asset Mapping: This workshop teaches students to identify the human, material, financial, entrepreneurial and other resources in a community. Knowing and using the many assets within a community builds capacity for relationships, reciprocity, and a solutions orientation.	Cultivating Collaborations & Leveraging the Power of Relationships: This workshop helps students identify ways that people with different viewpoints and positions can move beyond "us versus them" thinking to find solutions that benefit both parties. It also helps them identify collaboration-driven projects that might involve the private sector, government, and NGOs.

SECOND YEAR FRAMEWORK

	<i>Fall</i>	<i>Spring</i>
Theme	<i>Leading Others</i>	<i>Understanding Your Issue</i>
Description of Theme	<i>In the third term, continue their regular direct service position while also beginning to take on leadership roles, especially leading and managing other volunteers.</i>	<i>In the fourth term, students begin to learn more about the scope of the problem of the issue(s) they are addressing, the current approaches for making an impact, and identify solutions that are working to solve the problem.</i>
Key Developmental Milestones	By the beginning of the second year, students should be introduced to capacity-building opportunities and begin to think more as leaders within their sites. Training emphasizes leadership development and project planning and management.	By the end of the year, your program should implement a Second Year Exchange that connects students as a cohort to a cohort at at least one other school. This can involve service, social action, training, and other elements.
High-Impact Practices and Related Coursework	<ul style="list-style-type: none"> Students involved in a related minor or certificate may find themselves in Writing Intensive courses. In advising meetings, help student identify Service-Learning and engaged courses, especially those that may prepare them for capacity-building and research projects. 	<ul style="list-style-type: none"> Students involved in a related minor or certificate may find themselves in methodology courses for research or in political science or economics classes that help them understand root causes and identify and analyze potential solutions.
Reflection and Advising Topics	Leading others: Let's talk about times you were an active member or leader of a team or civic community. What tools, skills, or knowledge did you use? How did this experience shape you? How did it make you feel? What have you learned about leadership?	Understanding an Issue: Let's talk about ways that you have begun to better understand the issue you are working to address. What projects have helped you do this? What courses or trainings have helped you? What ideas for next year have surfaced?

SUGGESTED **SECOND YEAR** WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	Leadership Compass: This workshop allows participants to explore four primary work styles, as a tool for self-reflection and leadership growth. It encourages participants to delve more deeply into their strengths and weaknesses in all four styles, in the context of leadership and a working team.	Researching a Local Issue - Scope of the Problem: This workshop teaches students a methodology for better understanding an issue through uncovering its dimensions in a defined locality. It teaches them basics in research (including interviewing) to complete the first part of an Issue Brief.
Session 2	Introduction to Effective Facilitation: This workshop introduces a general approach to facilitation and a range of tools and techniques. It provides a framework for how to approach leading groups using a series of active role-plays. This workshop requires a facilitator who is comfortable with techniques included.	Researching Current Programs and Policies: This workshop teaches students how to identify the current approach for addressing the issue(s) they are addressing through their service.
Session 3	Planning Effective Meetings: This workshop provides a basic overview for how to plan an effective meeting. It introduces participants to considerations of planning agendas, structuring information, and designing activities for meetings.	Identifying Proven Programs and Practices: This workshop teaches students a methodology for finding the evidence-based practices to address an issue. This often involves talking with experts at organizations, reading reports, and identifying key approaches, trends and themes in programs and policies.
Session 4	Guiding Groups - Advanced Facilitation Techniques and Strategies: This session provides participants with tools and techniques for facilitation, for use in meetings or trainings. Through small group work using scenarios generated by participants, the workshop guides participants to review and select appropriate tools and strategies.	Finalizing and Sharing an Issue Brief: This workshop guides students to share it in relevant forums - such as online, in a report, and in community settings. Doing this process strengthens students' research, analytical, writing, and problem solving abilities.

THIRD YEAR FRAMEWORK

	<i>Fall</i>	<i>Spring</i>
Theme	<i>Managing Projects</i>	<i>Managing Organizations</i>
Description of Theme	In the fifth term, students begin engaging in projects that help to build the capacity of an organization or community or perhaps in social action campaigns. Some programs may choose to link such work with a junior/senior year capstone.	In the sixth term, students gain a systems level view on their community-engagement work. Through positions and education that helping them appreciate how they are building organizational and community capacity, they also think critically about the impacts of their work and their potential future pathways.
Key Developmental Milestones	<ul style="list-style-type: none"> • By this term, students assume a service leadership role and take on capacity-building within their sites. Some programs may implement a junior/senior capstone. • Many students study abroad or immerse in international contexts. 	<ul style="list-style-type: none"> • By the end of the year, your program should engage juniors in identifying a capacity-building capstone and finding a faculty / staff advisor to guide it. • Ideally, students have found a "sweet spot" that combines their interests, engagement role, and career goals.
High-Impact Practices and Related Coursework	<ul style="list-style-type: none"> • Programs with minors often engage students in relevant coursework in research methodology, which may also prepare them to link their Bonner positions with Undergraduate Research. • Study or immersion abroad, common in junior year, also links with Diversity/Global High Impact Practices. 	<ul style="list-style-type: none"> • Students enrolled in a minor or certificate may have a significant school year or summer Internship, which may also prepare them for or link with their culminating capstone project. Such projects can occur in local, state, national, and even international contexts.
Reflection and Advising Topics	Managing projects: Describe a time you took initiative or leadership to create and/or manage a project at one or more sites. How has your work helped to build capacity for the agency or community? How have you begun to link your Bonner work and academic learning?	Managing organizations: Let's talk about your reflections of your work in community engagement at this, your third, year. What do you think the impact of your engagement has been for the site and/or community? How has this engagement shaped your own knowledge and viewpoints about change?

SUGGESTED **THIRD YEAR** WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	<p>Overview of Project Management: Setting Goals and Analyzing Stakeholders: This workshop will introduce participants to processes for managing projects. They will learn how to set goals by analyzing the stakeholders in any project. This process will allow project managers to create a realistic vision and plan for success.</p>	<p>Understanding the Public Sector - A Systems View: This workshop provides students with overview of the public sector, including K-12, higher education, nonprofits, NGOs, philanthropy, social enterprise, and corporate social responsibility. It will help them see where their own Bonner positions fit within this broader landscape. They will be introduced to typical structures of these organizations and how their work is assessed.</p>
Session 2	<p>Analyzing Project Requirements, Steps, and Risks: This workshop introduces the next phase, analyzing the resources needed and what stakeholders will need to stay engaged and satisfied. Through that, the project manager creates steps and addresses risks.</p>	<p>Assessing and Building Organizational Capacity: This workshop introduces frameworks and tools used by organizations to analyze their own internal functioning and capacity. It can support Bonners involved in their capacity-building projects.</p>
Session 3	<p>Creating a Task List, Schedule, and Budget: This workshop introduces strategies for making a fully developed work plan, including to do lists, timelines, budget and resource allocation, and more.</p>	<p>Fundraising and Resource Development: Creating and Executing a Plan: This workshop guides students through considering a variety of approaches (e.g., grants, donations, earned income, in-kind, technological, operational, and human) that strengthen an organization's ability to design and deliver programs and meet its mission. Some students may seek additional training on grant writing or donor prospecting.</p>
Session 4	<p>Executing and Evaluating a Project: This workshop introduces project managers to the final phase for how to execute and evaluate the project. Through feedback mechanisms and review of the results, project managers can then revise their plans.</p>	<p>Finding Your Vocation - Considering Many Sectors: This workshop provides students with a chance for reflection, brainstorming, and creating some potential pathways as they turn their attention to post-graduate opportunities like employment, year of service programs, and graduate school.</p>

FOURTH YEAR FRAMEWORK

	<i>Fall</i>	<i>Spring</i>
Theme	<i>Leaving A Legacy</i>	<i>Civically-Engaged Lives</i>
Description of Theme	In the seventh term and final year, students begin to transition out of leadership roles they have held while also launching or completing a capacity-building or social action capstone project.	In the final term, students turn their attention towards the future, completing capstone projects, reflecting on their four-years of college, and pursuing their post-graduate goals.
Key Developmental Milestones	By this term, students implement a capacity-building engaged capstone, which provides them an opportunity to integrate their service experience, identity, academic learning, and interests. These can be guided by a faculty / staff mentor.	In the last term, students begin planning their Senior Presentation of Learning , the final cornerstone activity. These are often done in conjunction with campus-wide celebrations of scholarly and personal work and attended by faculty, partners, and others.
High-Impact Practices and Related Coursework	Ideally, students will be able to obtain academic credit for their signature project, and they may need to enroll in a Capstone course.	When well constructed, a public presentation can be another High-Impact Practice. Make sure to provide guidelines that include reflection on learning outcomes and allow students to articulate their own.
Reflection and Advising Topics	Leaving a legacy: Let's talk about the evolution of your work in service and community engagement. What are the most meaningful contributions and impacts you believe you've helped to make? How will or has your capstone project allowed you to integrate your identity, learning, service, and long-term interests?	Civically-engaged Lives: As you reflect on your whole Bonner experience, what impact do you think it has had on you? How has the experience clarified or shaped your own personal values or aspirations? What are your hopes for how you carry forward this learning after graduation?

SUGGESTED **FOURTH YEAR** WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	Preparing a Leadership Transition: This workshop guides students to begin handing off leadership to the next generation. Students write “want ads” to describe the qualities a leader should possess to effectively run the site and/or program. The process also allows outgoing students to clearly articulate what information they need to pass on to new leaders.	Financing Your Life After Bonner: This workshop will help students develop a realistic financial plan for after college. They will be guided to think about living expenses, loan repayment, and other financial obligations. Students will leave the session with a working budget that fits their next steps.
Session 2	Last Words - Reflecting on Your Bonner Journey: This workshop provides creative activities for Bonner seniors to reflect on their own years of growth and development. Students will write short pieces that help the clarify key themes for their Senior Presentations of Learning.	Through Evaluators’ Eyes - Senior Resume Review: This workshops helps students look through evaluators’ eyes by using feedback from peers and experts. By viewing their own experience and skills from a different perspective, this workshop helps participants to sharpen their experience, education, and skill sets.
Session 3	Public Speaking and Presentations of Learning: This workshop uses interactive exercises and peer review to improve students’ comfort and confidence with public speaking, as well as improve the quality and effectiveness of their verbal and physical communication.	Interviewing Skills: This workshop introduces the art of interviewing so that students are able to articulate themselves in a way that demonstrates your qualifications and fit, and help market themselves to potential employers.
Session 4	Resume Writing: This workshop provides students structured time to update their resumes. It guides them in strategies for best capturing their service work and positions as major professional skills and assets. It will introduce writing exercises and tools (which may be augmented by your campus career services) for producing the best resumes and applications.	Life After Bonner - Staying Well and Engaged: This workshop engages students in reflecting and discussing their own wellness and self-care. It helps them identify strategies for maintaining supports after graduation. Finally, it guides them to think about how they stay connected to each other and to Bonner after graduation.

CAPSTONE PROJECT WORKSHOPS

The Bonner Capstone Project, otherwise known as a community-driven variation of AAC&U's (the Association of American Colleges and Universities) "Signature Work", is a culminating educational activity in which students integrate and apply their learning to a significant community-engaged project with meaning to the student and to society (AACU, 2015). This series of eight workshops prepare student to develop and carry out a Bonner Capstone.

#1 Creating Your Capstone Palette: An Introduction to the Bonner Capstone Project:

This session introduce students to the concept of a capstone, providing a framework and inspiring examples. It challenges them to synthesize their current passions and interests into a "Capstone Palette:" the foundation of their Bonner Capstone Project and engage with the campus and community in a way that will forge a network for their Capstone Project.

#3 Introducing the Capacity Building Mindset and Potential Capstone Projects:

Students learn techniques on how to identify the needs of their sites using a guided worksheet, which will supplement the meeting they have with their site supervisors. They are guided to learn how to talk with partners about the needs of their programs and organizations.

#5: How Will You Capstone? This workshop equips students to articulate a their capstone focus and goals to share and advocate for their idea. They will also develop strategies to secure resources and supports they will need to complete it, including a faculty/staff advisor and different ways to secure funding for their project.

#7 Blueprints for Success: What Legacy Will Your Bonner Capstone Leave Behind? In this workshop, participants assess the impact, relevance, and practicality of their project and troubleshoot potential hurdles they may face in how it is packaged and delivered.

#2 Primary Colors: Building the Foundation for the Bonner Capstone Project:

In this session students build off of their initial brainstorm of their personal, service, and academic interests and campus-community exploration to determine the primary components of their future Bonner Capstone Projects.

#4 Creating Your Personal Development Plan:

In this session students match the capacity-building project opportunities identified with their community partners to their personal development plan. The personal development plan will include classes students plan on enrolling in, site goals, skills, and other commitments. This session also provides tips for finding a faculty or staff advisor for their capstones.

#6: The Nuts & Bolts of Capstones: In this session, students finalize all the components needed for a capstone project: a project focus, products they will create, a faculty or staff advisor, and funding or resources needed. Students should leave with a concrete proposal and feeling prepared to implementing their capstone.

#8: Your Bonner Legacy: Translating and Sharing your Capstone Work: In this workshop, students are guided to reflect on their capstone project experience and to craft or refine a product to deliver to their community partner. They will also think about how to present their capstone to campus (i.e., faculty, peers, administrators) and national (i.e., conferences, research journals) audiences. This will allow students to leverage their capstone for post-graduate opportunities, such as employment and graduate school.

DIVERSITY & INCLUSION WORKSHOPS

In addition to the problem-based learning sessions prioritized by theme (on prior pages), programs generally provide significant training and reflection on diversity, inclusion, and the Common Commitments. Below are the titles of some other workshops to consider for your class-based and all-Bonner meetings.

Note: The Bonner Foundation offers a set of more than 60 workshop modules, including these, which may be found on the Bonner Network Wiki on the [Education and Reflection - Curriculum](#) page.

Exploring Diversity and Intersectionality: a workshop that helps students consider the most meaningful aspects of their own identity and to learn about differences

Unpacking the -ism's: Common Terms To Talk About Social Justice and Oppression: a workshop that introduces common societal inequities

Bridging the Gap Between Service, Activism, & Politics: a workshop that introduces students to the continuum of civic engagement activities

Interfaith Perspectives: Bridging Faith, Values, and Action: a workshop that helps students discuss their religious and faith ideas and consider those of others

Diversity and Identity: Unpacking Race, Privilege, and Oppression: a workshop that prompts helps students understand and discuss racism and privilege

Four Corners (Stand and Declare): a workshop that engages participants in diverse dialogue and reflection on issues that might divide them (which can be written to address current events and issues)

Class and Social Capital: Discussing Socioeconomic Issues: a workshop that helps students understand and process issues related to income and class, especially as it relates to their own college and service experiences

Discussing Gender and Sexual Orientation: a workshop that helps students think through and discuss their own gender identities and experiences, as well as sexual orientation and preference

Bridging the Political Divide: Discourses for Civic Action (Two Parts): a workshop that helps students discuss their political viewpoints and how to engage in civil dialogue in person and online

Advocacy and Public Education: a workshop that teaches the basic approaches to having one's voice heard in the democratic process

Black Lives Matter: a workshop that introduces the Black Lives Matter movement and its relevance for their work today

Differently Abled: a workshop that introduces students to the concept of ableism and how it can play out around them

Get Out the Vote: a workshop that teaches students how to conduct voter education and registration

Refugee and Immigrant Voices: a workshop that helps students understand and process issues related to income and class, especially as it relates to their own college and service experiences

Start-Up Checklist

Bonner Leader Program Steps for Planning and Preparation

Below are the essential steps you should accomplish in preparing to launch your Bonner Leader Program. See the Bonner Resource Wiki for links [here](#) for links to resources on each section below. You should also have regular contact with Bonner Foundation staff throughout this process.

Staffing and Location

- ☐ Decide where would the program be housed.
- ☐ Decide who will coordinate the Bonner Leader Program in the first year and other individuals who can provide support for the program.
- ☐ Recruit 2-3 sophomore or juniors to assist you with the start-up steps outlined below (and then be available to serve as Bonner Senior Interns in the start-up year).

Securing Work-Study Stipends

- ☐ Secure the Community-Service Federal Work-Study or College Work-Study stipends for your Bonner Leaders so they can serve an average of 10 hours per week throughout the school year.
- ☐ If possible, identify additional sources of funding that might be offered to your Bonner Leaders (including summer service stipends).

Recruiting Your First Class of Bonners and Partners

- ☐ Decide how many Bonner Leaders you want to recruit for the first year.
- ☐ Develop marketing material (e.g., website, brochure).
- ☐ Develop application material and process.
- ☐ Recruit selection committee and process.

Beginning Your Training and Enrichment Calendar

- ☐ Plan your Bonner Orientation, ideally for 1-2 days before the regular first year orientation.
- ☐ Decide when during each week can you schedule regular training and reflection meetings.
- ☐ Plan the topics for the first year of weekly Bonner meetings, using recommended workshops.
- ☐ Consider an early January a mid-year Bonner Retreat (day-long).
- ☐ Consider a first-year service trip for sometime during the spring semester (perhaps combine with mid-year retreat).
- ☐ Build out the rest of your calendar (see page 29)

Developing Community Service Placements

- ☐ Decide which community partners would be good placements for the first year Bonners.
- ☐ Meet with community partners individually to explain Bonner Program model and begin planning service placements.
- ☐ Hold an orientation for the initial group of Bonner community partners to review goals, policies, procedures, and envision four-year developmental model at their agency.

Connecting to the Bonner Network

- ☐ Ask the Bonner Foundation staff to recommend 2-3 current Bonner directors/coordinators as mentors during your start-up phase.
- ☐ Invite Bonner Foundation staff member to visit campus during planning year and/or your start-up semester.

National Bonner Meetings

- ☐ Consider sending the Bonner coordinator/director and the student interns (Bonner Senior Interns) to the Bonner Summer Leadership Institute (late May or early June).
- ☐ Decide who will attend the New Bonner Director and Coordinator Orientation held in Princeton, New Jersey (end of July/beginning of August).
- ☐ Begin thinking about who will attend the Fall Bonner Student Congress (mid to late October).
- ☐ Begin thinking about who will attend the Fall Bonner Directors and Coordinators Meeting (early November).

Implementation Checklists

Recruitment, Selection, and Financial Aid

Finding and Supporting Your Bonners

Below are some essential steps you should focus on to recruit your Bonners and providing them with the financial aid that will allow them to engage 8-10 hours per week in the program for four years.

Recruiting & Selection

- ☐ Develop or update your Bonner recruitment packet and application questions.
- ☐ Meet with your Admissions Office to ensure they understand the Bonner Program model and the profile of the candidates you are seeking.
- ☐ Ensure that the Bonner Program application material is easy to find on the admissions/financial aid pages of your school's website.
- ☐ Set overall recruitment and selection timeline, ideally closely linked to the school's timeline.
- ☐ Organize a Recruitment Committee, including involving current Bonners in outreach to prospective candidates.
- ☐ Organize a Selection Committee to review applications (and engage other offices on campus).

Financial Aid

- ☐ Meet with your Financial Aid Office to ensure they understand the Bonner Program's financial aid model (different for Bonner Scholars and Bonner Leaders).
- ☐ Prepare information packet for prospective and admitted Bonners to explain their Bonner-related financial aid.

Fundraising

- ☐ Meet with your Development Office to encourage them to consider named service-based scholarships that could benefit students participating in your Bonner Program.
- ☐ Find opportunities to put your Bonners in front of senior administrators, Board of Trustee members, and other supporters (e.g., annual year-end banquet, invitations to speak at all Bonner or class-based meetings, service events, etc.).

Staffing Your Bonner Program

and Building Campus Infrastructure

Below are some essential steps you should focus on to ensure that you have the staffing capacity to build and manage a high quality Bonner Program and broader initiatives involving community engagement. You can find relevant resources and models on the Bonner Wiki under Bonner Program Staffing.

Staffing and Student Leadership

- ☐ Ensure your school is meeting the staffing requirements. If you are not, invite Foundation Staff for Alignment Visit and engage senior leaders in dialogue with Foundation Leadership.
- ☐ Review resources and determine the best structure and composition for your Bonner Leadership Team. We recommend the size should be 15-20% of your total Bonners (i.e., 12 for a 60 person program; 4 people for a start-up of 20). Make sure to engage:
 - ☐ Bonner Senior Interns (or Program Associates)
 - ☐ Bonner Congress Representatives
 - ☐ Site/Team Leaders
 - ☐ Committees and Roles as needed
- ☐ Personally recruit Senior Interns and Congress Representatives (as well as other interns) for talent and diversity (gender, race/ethnicity, work style, etc.).
- ☐ Examine your site structure also and engage Site / Issue Leaders.
- ☐ Train and manage student leaders in core skills using available workshops.

Campus Infrastructure and Center Development

- ☐ Review Self-Assessment Tool to gauge current level & functioning of your center and campus-wide infrastructure.
- ☐ Do recommended exercises (such as mapping) to identify goals and areas to improve.
- ☐ Work with Foundation staff to identify models and resources.

Student Development

Education, Training, & Reflection

*Below are some essential steps you should focus on to ensure that your Bonner Program implements a scaffolded, intentional, and outcome focused series of workshops and educational activities. Remember that the standard is to **include Class-Based Cohort Meetings** at least every other week!*

Schedule and Staffing

- ☐ Determine the schedule for your meetings for each class year (at least 2 per month).
- ☐ Discuss whether you will have any courses involved (and at what stages).
- ☐ Identify who can assist with planning and leading meetings.

Use Recommended Workshop Content

- ☐ Start with the recommended themes and workshops (4 per term and led by staff).
- ☐ Plug in the capstone workshops (1 per term) so that they will work according to your project timelines (i.e., junior and/or senior year).
- ☐ Fill in with other Bonner Curriculum workshops, especially those focusing on the Common Commitments. All Bonner Meetings are a good place for these.

Round Out Your Calendar with Campus Offerings

- ☐ Fill in with other campus-based sessions (speakers, partners, other offices, etc.).
- ☐ Delegate who will lead based on the topics and level of facilitation needed (staff, Senior Interns, BLT, faculty, etc.).

Cornerstone Activities

Pivotal High-Impact Practices

*Below are some essential steps you should focus on to ensure that your Bonner Program implements Cornerstone Activities. Remember that there are extensive resources for planning these on the **Bonner Network Wiki** (see links on the home page).*

Overarching To Do's

- ☐ Review examples and resources for **Cornerstone Activities**.
- ☐ For **Orientation**, make sure to integrate introductions to core Bonner frameworks (i.e., Student Development Model, Common Commitments), place-based learning, and identity exploration
- ☐ For **First Year Trip**, think about the place or destinations that will work best for you
 - ☐ distinctive context
 - ☐ institutional partnerships
 - ☐ location
 - ☐ costs
 - ☐ logistics
- ☐ For **Sophomore Exchange**, think about potential partner schools or strategic events
 - ☐ programmatic lessons
 - ☐ developmental and strategic experiences
 - ☐ location
 - ☐ costs
 - ☐ logistics
- ☐ For **Junior Immersion**, investigate institutional partnerships (i.e., Study Abroad, Bonner Partners, etc.) and determine what might be sustainable
- ☐ For **Junior/Senior Capstones**, begin to articulate the expectation and examples during recruitment and to this year's freshmen (and perhaps others)
- ☐ For **Senior Presentations of Learning**, review and beef up your guidelines, linking them with at least one defined learning outcome
 - ☐ implement the suggested workshops
 - ☐ use the Bonner Rubric

One-on-One Advising

Regular Developmental Meetings

*Below are some essential steps you should focus on to ensure that your Bonner Program integrates meaningful advising meetings with students at least once per semester. Remember to draw on examples of forms and questions that are available on the **Bonner Network Wiki** and in this handbook.*

Overarching To Do's

- ☐ Identify who can help with one-to-one advising:
 - ☐ Director and Coordinator
 - ☐ Other staff and faculty, etc.
 - ☐ Some programs have a Class Advisor

- ☐ Develop or use recommended questions and forms that include a holistic focus:
 - ☐ Positions and internships
 - ☐ Majors and coursework
 - ☐ Wellness and social life
 - ☐ Post-graduate planning

- ☐ Integrate written reflection assignments that are linked developmentally to each semester.

- ☐ Use recommended prompts or develop them from learning outcomes.

- ☐ Set up a schedule for each semester.

Community Partnerships

Building, Maintaining & Managing Partnerships, Placements & Projects

Below are some essential steps you should focus on to ensure that your Bonner Program and campus-wide center builds and maintains a diverse range of community partnerships that meet community-defined needs and engage students in developmentally challenging service

Building & Maintaining Community Partnerships

- ☐ Identify three types of partners: service providers, collaboratives, and campaigns.
- ☐ Schedule one-on-one meetings with partners.
 - ☐ Use Service Opportunities Form to develop roles for students in: a) direct service, b) service leadership, c) capacity-building projects, and d) social action campaigns.
- ☐ Write or update position/project descriptions in consultation with partner.
- ☐ Add/edit position and project descriptions in BWBRS.
- ☐ Organize orientation for all primary community partners to introduce Bonner development model, expectations, reporting process, and academic calendar.

Managing School-Year Student Placements

- ☐ Decide on approach to orienting new students to service philosophy, developmental model, and reporting expectations.
- ☐ Decide on approach to orienting new students to service philosophy, developmental model, and reporting expectations.
- ☐ Train students in tracking and reporting system (BWBRS or alternative platform).
- ☐ Decide on approach for matching students to service sites.
- ☐ Decide on schedule for students to submit signed hour logs (bi-weekly suggested) with related benchmarks in terms of hours logged.

Managing Summer Service Internships

- ☐ Introduce students to expectations, resources, and calendar timeline for securing summer service internship.
- ☐ Communicate to summer service partners the Bonner model, expectations, Bonner or campus funding (when available) and hour log tracking and end-of-summer evaluation process.
- ☐ Set up process for communicating with Bonners during their summer internships, including check-ins during the summer and end-of-summer evaluations and reflections.

Campus-Wide Engagement

Institutional Infrastructure, Collaboration, and Support

Below are some essential steps you should focus on to ensure that you build a sustainable and high quality Bonner Program that also leverages and fosters institutional resources for community engagement. Additionally, these steps will help you to grow the capacity of your own staff and centers and to garner the support and resources you need for a robust, effective infrastructure.

Institutional Infrastructure (and Reporting Lines)

- ☐ Existing programs, do an honest appraisal of where you are housed and the strengths, concerns, and opportunities for greater institutional support.
- ☐ New programs, carefully consider and discuss where you will be housed and the strengths, concerns, and opportunities for greater institutional support.
- ☐ Review the Self-Assessment Tool, especially categories for center infrastructure and institutionalization. Self concrete goals for what you need to focus on first.
- ☐ Develop your budget and benchmark your institution's allocation of resources (use Bonner Wiki and Campus Compact resources to help).

Campus-Wide Collaboration

- ☐ Have lunch with representatives from each department highlighted here:
 - ☐ Admissions
 - ☐ Financial Aid
 - ☐ Academic Leadership and Key Departments
 - ☐ Career Services
 - ☐ Chaplain/Religious Life
 - ☐ Multicultural Affairs
 - ☐ Study Abroad
 - ☐ Public Relations/IT
- ☐ Build and strengthen relationships by getting individuals connected to Bonner!
- ☐ Understand and assess how other students are getting engaged (clubs, organizations, Greek Life, courses, etc.). Develop a campus-wide strategy (that leverages Bonner student leaders)

Faculty Engagement and Development

- ☐ Make time to do a thorough survey and inventory of which faculty are engaged and in what ways. The Bonner Foundation can give you models.
- ☐ Engage Bonner student leaders in helping by meeting with faculty (chairs and key leaders) across campus. (This can build and reposition the understanding of Bonner on campus).
- ☐ Pick a few foundational strategies for faculty, such as sharing literature, helping with reflection, and recognizing faculty.
- ☐ Invest time in 1-2 transformational strategies, such as a Faculty Fellowship Cohort or others (especially those that will help with capstones)
- ☐ Existing programs especially, do an honest appraisal of faculty engagement and identify which transformational and alignment strategies are most needed.
- ☐ Join a supportive learning community with the Bonner Foundation and Network to help you. Contact a Foundation staff member!

Institutional Support

- ☐ Have lunch with representatives from each department highlighted here:
 - ☐ Admissions
 - ☐ Financial Aid
 - ☐ Academic Leadership and Key Departments
 - ☐ Career Services
 - ☐ Chaplain/Religious Life
 - ☐ Multicultural Affairs
 - ☐ Study Abroad
 - ☐ Public Relations/IT
- ☐ Build and strengthen relationships by getting individuals connected to Bonner!
- ☐ Understand and assess how other students are getting engaged (clubs, organizations, Greek Life, courses, etc.). Develop a campus-wide strategy (that leverages Bonner student leaders)

Integrative Learning and Capstones

Creating Pathways Across Curriculum and Co-Curriculum

Below are some essential steps you should focus on to integrate capacity-building capstones into your Bonner Program. Remember that this culminating Bonner Cornerstone should be in place for all programs in the next four years (communicated to this year's freshmen). Additionally, leverage Bonner to be a catalyst and model for campus-wide change and integration of community engagement.

Bonner Program Integration

- ☐ Existing programs, review juniors and seniors' positions and projects to gauge degree of capstone integration at present.
- ☐ Review BWBRS, site information, and partners' requests to inventory and identify capacity-building projects.
- ☐ Read and become familiar with the concepts and examples.
- ☐ Communicate capstone expectation to incoming freshmen starting this fall.
- ☐ Existing programs, determine which individuals or classes you will engage in capstones during 2018-2019.
- ☐ Use the workshop series this year (at least with freshmen and possibly other students).

Campus-Wide Integration

- ☐ Concurrently determine what opportunities for pathways exist
 - ☐ majors
 - ☐ interdisciplinary
 - ☐ competency based pathways (i.e., Leadership, Social Entrepreneurism)
 - ☐ issue based pathways (i.e., Health, Poverty)
- ☐ Build relationships with key allies (i.e., faculty, chairs, provost, president, VPs, etc.)
- ☐ Become an Opinion Leader (i.e., someone who cuts across boundaries, shares knowledge, and persuades others to try it)

Reporting and Tracking

Data Collection, Reflection, Planning, and Story Telling

Below are some essential steps you should focus on to ensure that your Bonner Program and campus-wide center builds and maintains a diverse range of community partnerships that meet community-defined needs and engage students in developmentally challenging service

Tracking and Managing Students

- ☐ Establish process and calendar for reviewing Bonner hour logs in BWBRS or alternative.
- ☐ Establish calendar for written reflections and 1-on-1 meetings each semester.
- ☐ Put reporting and other expectations into Bonner Handbook, including process for handling students who do not meet them.

Annual Report to Bonner Foundation

- ☐ Gather requested information (i.e., descriptions of capacity-building projects, senior capstone projects, annual training calendar, best practices).
- ☐ Meet with staff to review prior year annual report goals and self-assessment.
- ☐ Meet with staff to set Bonner Program and campus-wide goals for coming year.
- ☐ Complete self-assessment on SurveyMonkey.
- ☐ Write and submit annual report letter and other requested information (usually due early May).

Annual Report to Campus and Public

- ☐ Set up data collection system to track and describe number of students, hours, and outcomes/ outputs for the following types of community engagement:
 - ☐ One-time service
 - ☐ Weekly service engagement
 - ☐ Service leadership
 - ☐ Service internships (school year and summer)
 - ☐ Capacity-building projects
 - ☐ Social action campaigns
- ☐ Track and describe campus and community-based training workshops and speakers, academic community-engagement courses, funding received, and other institutional efforts.
- ☐ Publicize annual report data and stories in print and electronic publication, and on center/ school website.

Notes

Staying in Touch...



Weekly Email Update via BWBR

We send out a weekly email update to all Bonner staff and students via BWBR. We share Foundation updates, network news, meeting announcements, and highlight new resources and opportunities from our national partners.



Bonner Staff Google Group

We established a Google Group so Bonner staff can make announcements, ask questions, and raise important issues with other staff in our network.



Friend *Bonner Love*!

Nearly 3,000 have friended the “Bonner Love” profile, where you can add your program photos and updates.



Join Bonner Alumni Network on LinkedIn

More than 900 alumni and staff veterans are part of this group on LinkedIn. In the coming year, we'll launch new resources and updates via LinkedIn for community engagement professionals and alumni.



Follow us on Instagram, Snapchat & Twitter

We actively use these sites to share pics and information, especially during meetings. This is a good way to connect with more information from your Bonner friends and about the field.

Walking Directions

As you exit the **Bonner Foundation** at 10 Mercer Street from the front, turn left. Walk down Mercer towards Alexander Road, crossing it, until you see a traffic light. Take a left from the stop light onto the quad.

Mackay Dining Hall is to the right of the square parking area. It is marked M on the map below.

Erdman Conference Center is Building I on the map. This is the location where people will stay.

Scheide Hall is Building Q on the map.

An alternative is to cut through the Foundation's backyard across the grass, then cross Alexander onto the Seminary Quad area. Follow a foundation staff member. Below is a map. We have marked the **Bonner Foundation** there.

