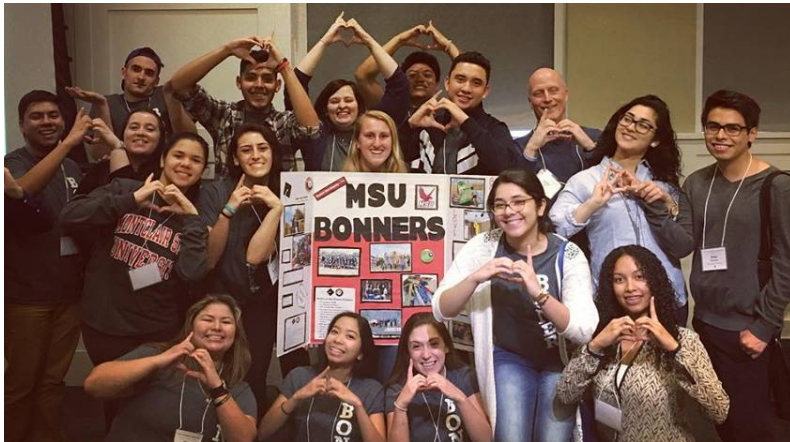




2019-20 Bonner Intern Handbook

A Guide for Student Voice and Action



Dedication and Thank You

This handbook is dedicated to all of the Bonner Scholars and Leaders who have stepped up, providing tireless leadership and action to their Bonner Programs, campuses, and communities. Your voice and your roles help make Bonner the Beloved Community.

This year's handbook is dedicated to Jasmine Rangel, Bonner Graduate of Berry College and Program Associate at the Bonner Foundation, who gave direction and time to make it full of relevant, useful information.

The handbook provides a road map for each of you student leaders to build and strengthen your Bonner Program.

Thank you! Bonner Love <3

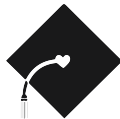
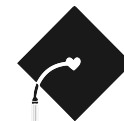


Table of Contents



This guide contains information that will help you lead and manage your Bonner Program. It is meant to be used actively throughout the year. As indicated by the Table of Contents, you will find worksheets at the beginning that we suggest you complete and discuss with your supervisor(s). They are organized by the corresponding content categories covered in the rest of this guide. You will find helpful icons at the bottom of pages to guide you. You will then find detailed information on three main aspects of the Bonner Program, along with tips and action steps to take in your program, on your campus, and in your community.

Introduction and Worksheets for Your Internship

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Welcome & Introduction

We congratulate you on being selected as a Bonner Intern! Bonner student leaders play many valuable roles in strengthening and managing their programs as interns. Whether you are a Senior Intern, Junior Intern, Bonner Congress Representative, Class Chair, Community Impact Intern, or another title, your role is critical. As a student leader, you provide a voice to promote the continuous learning and success of a Bonner Program. At the national level, we are dedicated to ensuring that student leaders across the nation, just like you, are empowered to mobilize and organize their peers in pursuit of social change.

There are many roles that you will be asked to take on as an intern: liaison, mentor, leader, and change-maker. You will take on many projects that develop and support the capacity of your Bonner Program as an inclusive, innovative, and life changing experience. It is a daunting position, but we know you are fully capable of *making the change you wish to see* on campus and in the community. Work hard and have fun!

Equally important, being a part of the National Bonner Network means you have a national team of individuals supporting the success of your program, students, campus, program staff and community. You are with a collective movement. It is important to know that as a Bonner Intern, you are in a special position within the Bonner Professional Pipeline. This is the first step to developing as a young professional in your long term career as an emerging leader. The knowledge and skills you gain will prepare you for employment, graduate school, or other work in the field of community engagement and beyond.

Attending Summer Leadership Institute is just one step in this journey. Get familiar with other students and staff across the network and at the Bonner Foundation. Build a deep, meaningful relationship with your Bonner Program staff.

Ask hard questions. Make mistakes. Learn transformational lessons.

Most importantly, continue to spread Bonner Love. We look forward to hearing all about your successes.

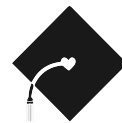
~ The Bonner Foundation Staff

Bonner Intern Oath:

I pledge to do my best to lead and serve my peers in the Bonner Program. I promise to inspire my peers to commit to their service and the Bonner Program. I will educate and support my fellow Bonners to be agents of change. I, a Bonner intern, understand that my role is significant to my peers and the entire program.



How to Use This Guide



Your key objective as a Bonner Intern is to support the strength and advancement of your Bonner Program. This includes a variety of projects and responsibilities that may change over time or from campus to campus, but the goal remains the same. You act as a liaison between students and Bonner staff to strengthen student voice and find means to engage it effectively within the program. Many tasks can be daunting and demanding, so it is our hope that this handbook will help you plan, implement, and execute successful, impactful projects for your Bonner program. Here you will find a breakdown of each section and how you should use this guide.

I. Internship Planning Worksheets (pg. 8-19)

The first section of this handbook provides you with reflection worksheets that should be thoughtfully completed by you when thinking about your program, your responsibilities, and your goals. These pages prompt you with questions to bring to program staff about your role. Share ideas you may have for the upcoming year. Get clear direction on what you will do. You will also find reflections to refer back to during the year to monitor your progress, as well as any of your successes or challenges in the form of mid-year and end of year check-ins to complete with your campus administrator. Once you have solidified your initial direction and goals, have consulted with program staff about your role, and have a greater understanding of how your role serves to strengthen your Bonner Program, go through the content of the three Bonner Program Support sections.

II. Bonner Program Goals and Roles (pg. 21-47)

These pages contain important information you will need to understand and support the goals of your Bonner Program, Institution, and the Community. Take some time to become familiar with these pages and have discussions with your Bonner Coordinator and Director to further learn how the specific context of your community and institution has affected the formation of your Bonner Program in these areas. This guide provides you broad information on Bonner models for student development that shape the subcategories of a Bonner Program (Training and Reflection, Community Partnerships, Campus-Wide Engagement, etc.). Read all the information, and use the corresponding directions or activities to inform opportunities you take on.

III. Plan By Calendar (pg. 48-50)

In order to maintain your workload and to sharpen your project management skills, we have included three Plan by Calendar pages for you to plan out your year as necessary. Use these calendars to keep track of your progress and the impact you would like to make on the numerous projects you will be taking on this year.

**Step 1:
Reflect**



**Step 2:
Understand**



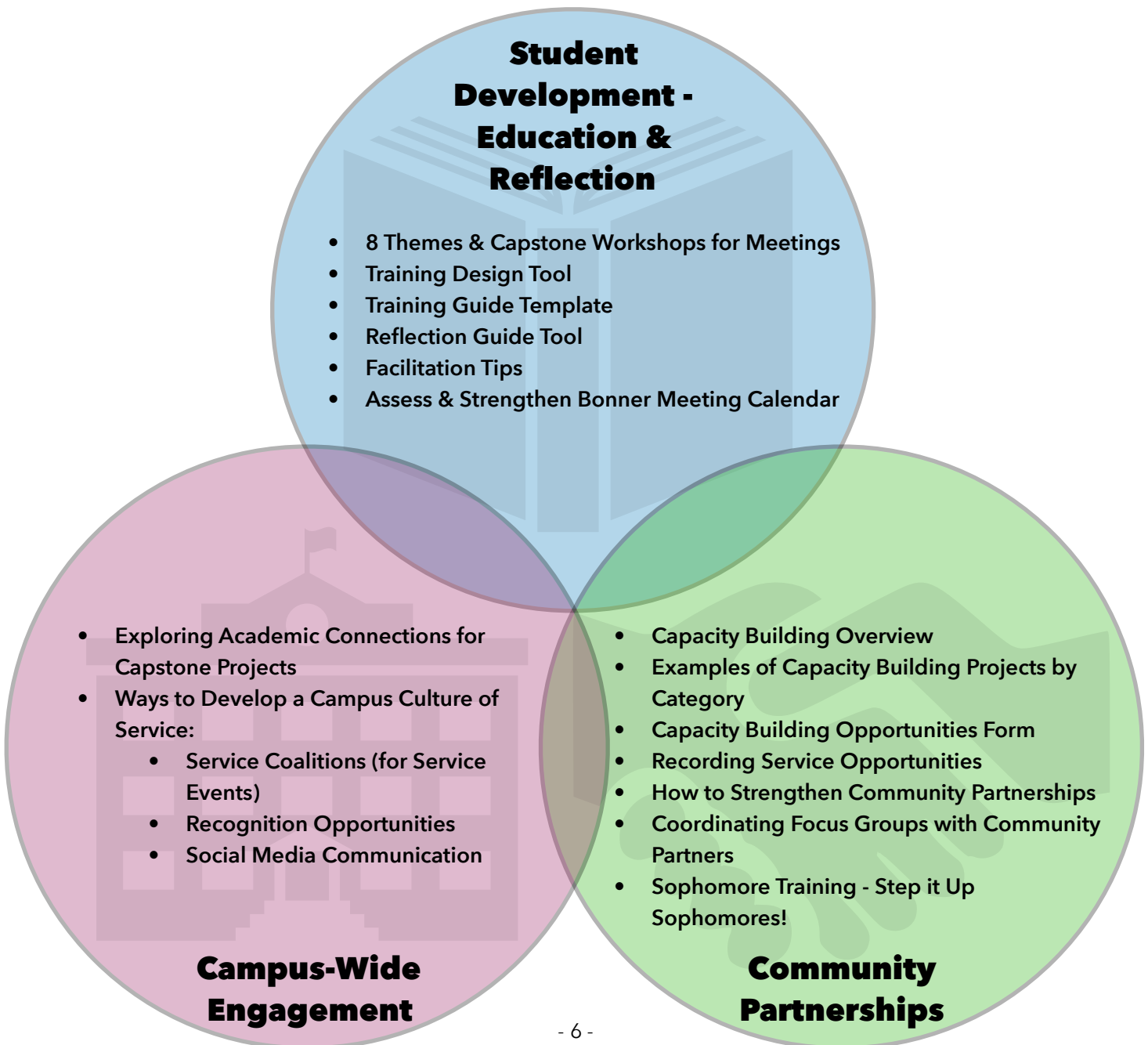
**Step 3:
Plan**





Learn the Contents of This Guide

There are many important pieces of information and reflection exercises in this guide. In order to make it easier to understand and process, **take some time to review the following diagram** which illustrates the **key elements of a Bonner Program** that you may engage in as an intern or student leader. The next few pages contain self-reflection worksheets that will help you evaluate the starting point for your projects. After you complete these pages with your supervisor, you will dive into learning about these key elements and recommended action steps or best practices. Three reflection worksheets in the next section contain a small icon on the bottom right-hand corner that will designate which section of this guide will provide more information or suggestions.



Introduction and Worksheets





Take Stock of Your Bonner Program

Use this page to think about YOUR Bonner experience. Discuss your reflections with your campus administrator. Use this to shape your role and goals.

1. How have you seen yourself move from direct service to service leadership? List out the specific experiences or opportunities that have brought you to this point. What skills did you learn in each of these positions that helped you in the next?
2. What experiences have prepared you for this current leadership role? Why have they stood out above the rest?
3. Do you see many of your Bonner peers developing to be service leaders (moving from direct service to service leadership)? Or only a few?
4. What do you think is influencing students' development? What additional support might be needed to continue their development?
5. What do you think is currently your program's biggest impact on students? On campus? In the community?
6. How do you think your Bonner Program could improve its impact on students? On campus? In the community?
7. How does your Bonner program want to improve its impact on on students? On campus? In the community?

The rest of this guide will help support your understanding of the various areas you may have responsibilities in as a student leader or Bonner Intern. Use other worksheets to help!

Clarify Your Role



Throughout the next year in your position, you will be working in a variety of different manners to support and promote the success of your Bonner Program. Use this page as an initial check-in tool with your campus administrator to clarify the roles you will be taking on during the next year.

My Position Title: _____

My Job Description:

My Goals and Objectives:

How I will be supporting the Bonner Program:

This handbook will review three program development categories around **Education & Reflection**, **Community Partnerships**, and **Campus-Wide Engagement**. Before going through the entire handbook, check off the categories that you know you will be supporting throughout the next year and write a brief description or example of how you will be involved in this area. If you have a category that you are interested in supporting, make sure to have that conversation with your campus administrator to share ideas!

My responsibilities will include some parts of:

- Student Development Meetings (Education & Reflection)
- Managing Community Partnerships and Projects
- Promoting Campus-Wide Engagement
- Other _____



Set Clear Goals for the Year

Take some time to set some goals for your program and for yourself. Try to complete this with your campus administrator to discuss the ways you can be supported to reach these goals and in what ways you would like to be held accountable. Remember to be clear, honest, and realistic with one another.

Program Goals:

-
-
-
-
-

Personal Goals:

-
-
-
-
-

Now let's try to further define these goals into **SMART** Objectives so that you can clearly set your goals and measure your ending successes or areas of improvement. These objectives will also help you strategize the responsibilities of your role.

- **Objective** - A precise measurable statement of what your program intends to achieve during a specific time period toward your desired outcome.

COMPONENTS OF AN OBJECTIVE:	
<input checked="" type="checkbox"/>	Description of the activity or service to be provided.
<input checked="" type="checkbox"/>	Expected result of the activity or service.
<input checked="" type="checkbox"/>	Tool to measure the impact of the provided service or quality of the provided product.
<input checked="" type="checkbox"/>	Standard of success the project hopes to meet.
<input checked="" type="checkbox"/>	Number of recipients or individuals who will benefit.

SMART:

S - Specific
M - Measurable
A - Attainable
R - Realistic
T - Time-Bound

EXAMPLE: "I hope to implement the first and second year Capstone trainings with the corresponding cohort levels throughout the fall and spring semester. This will be done to result in Freshmen and Sophomore students to begin brainstorming future capacity building projects for their senior capstone work. I will measure success on the completion of trainings and number of students confident for their future projects."

Solidify Your Objectives



Utilize the goals that you have set for the program and yourself to clearly articulate the objectives you want to set for your role. Refer back to these objectives during your Mid-Year and End-of-Year check-ins in order to adjust details, prioritize projects or expand on what needs to be completed. Make sure they are SMART Objectives!

My Objectives:

1. Which of these objectives do you see the most challenging to complete? Why?
2. Which of these objectives do you see as the easiest to complete? Why?
3. Where do you think you will need to ask for help this semester?
4. What does support from your peers look like?
5. What does support from your supervisor look like?



Do a Mid-Year Check-in

Throughout the year your position and responsibilities may change. Use this worksheet to meet with your supervisor in between the Fall and Spring semesters to discuss how your role is going. Below are some questions to help facilitate that discussion.

- What I initially committed to doing:

- What I have been doing:

- My successes and challenges:

- What kinds of training and support I need:

Use this section for the discussion to record feedback and new goals.

- My supervisor's feedback about my performance:

- What my supervisor (and team) will do to provide more training and support:

- My goals for the rest of the year:

Do a Year End Celebration!



Throughout the year your position and responsibilities may change. Use this worksheet to meet with your supervisor as you near the end of the Spring Semester. Discuss how your role has gone and what your greatest takeaways from the year are. Below are some questions to help facilitate that discussion.

- What I did and accomplished as an intern and student leader:

- My strengths:

- My biggest areas of growth:

- How this experience has shaped me and my future:

Use this section for the discussion to record feedback and next steps.

- My supervisor's feedback about my performance and growth:

- How my supervisor can help me prepare for my next endeavor (recommendation, job search, role for next year, etc.):

- How I will celebrate my accomplishments and help facilitate a leadership transition:



How Strong is Student Voice in Your Program?

Think about your Bonner Peers' engagement with the Bonner Program and circle the options that best apply to the areas identified below. Then answer the questions that follow.

<i>Students are highly energetic and engaged in...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Trainings	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Their Service Sites	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Service Trips	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Orientation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TOTALS:					

1. What is the role of student feedback in your program? In what ways is student voice prioritized?
2. For the elements of the program that students are not the most engaged in, what are the ways you can integrate student perspective to building up their engagement?
3. Do students have an avenue to express frustrations with the program? Describe this process.

Since all Bonner students have mandated cornerstones they must participate in, general program events are a great way to integrate student voice into productive improvements for the future.

Rule of Thumb:

Provide a space or an opportunity for Bonner students to provide yearly feedback on the program and what they enjoyed the most, what experiences provided strong support for their development, and what they would improve for the next year. Emphasize that the program runs on student voice and perspective, so they are the most important force to making your Bonner Program great!

What is Your Leadership Team?



A Bonner Program's Bonner Leadership Team (BLT) is a group of students who assist in the governance and visioning of a Bonner Program on a campus. Use this page to think about the structure, roles, and purpose of your BLT and what improvements could be made.

1. Draw an organizational chart of your Bonner Program's BLT structure.

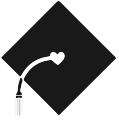
2. What are some of the roles and responsibilities that are carried out by these individual students? What specific purpose do they fulfill?

3. BLT Basics:
 - ▶ What is your process of recruiting and selecting a BLT Member?
 - ▶ What types of trainings do BLT Members receive to be prepared for their role?
 - ▶ How do BLT Members currently communicate with one another?
 - ▶ How are your BLT members recognized for their work?

4. What are some of your overall BLT-related successes?

5. What are some of your overall BLT-related challenges?

Improvement Goals for our BLT:



Reflect on Your Leadership

Peer management is one of the most challenging responsibilities of an intern or student leader. It is important to take some time to reflect on things that have worked well to build relationships amongst peers, promote their success and development while working towards larger Bonner Program goals. Take some time to reflect on the following questions that will help you identify what your Peer Management strategies could be.

1. What did you like about the previous intern/leader(s)? How can you emulate those qualities?
2. How did the previous intern/leader(s) hold their peers accountable?
What worked well? What did not work well?
3. How will you set and communicate expectations (tasks, issues, etc.) amongst your peers?
4. How will you keep an open mind, stay authentic, or listen to others?
5. How will you hold your peers accountable?
6. How will you resolve, take ownership and learn from your mistakes?



Reflect on Your Training Experience

Recall your responses to “Take Stock of Your Bonner Program” on pg. 8. Use your answers to think about the training, education and reflection experiences you have had that enabled you to develop as a Bonner from direct service to service leadership.

1. Do you think **YOUR** training experience prepared you to move from direct service to service leadership?

If **yes**, what training, education or reflection events have helped you advance in your experiences? What topics did these training, education or reflection events cover?

If **no**, what training, education or reflection events could help you advance to those experiences? What topics could these training, education or reflection events cover?

2. Have you been able to witness the development (moving from direct service to service leadership) of your Bonner peers through the training they have received?

What are some **successes** with their engagement in training, education or reflection events?

What are some **challenges** with their engagement in training, education or reflection events?

3. What ideas do you currently have to develop the training, education and reflection experience of future Bonner cohorts? *Be sure to provide supporting reasons for your idea(s).*





Reflect on Your Community Partnerships

Use your previous experiences engaging with Community Partners to respond to the following questions assessing the strength of your Program's partnerships. This will help inform the discussions you have with your supervisor on ways to strengthen existing and future Community Partnerships.

1. List out all of the service positions you have had throughout your Bonner experience. Be sure to note the corresponding community partner that you engaged with, give a brief description of the responsibilities you carried out, and the corresponding issue area you served under.

I. First Year:

II. Second Year:

III. Third Year:

IV. Fourth Year:

Did the roles and responsibilities in your position(s) change from the previous term? Do you see an advancement in your position(s) and/or responsibilities?

If **yes**, what led you or motivated you to engage in these more advanced positions? (e.g. Conversations with Partner, Set Pathway, Project Creation)

If **no**, what has prevented you from advancing into these positions?

2. Have you been able to witness the development (moving from direct service to service leadership) of your Bonner peers at their sites?
3. What are some obstacles that prevent your peers from advancing in their positions?
4. What are some of the issue areas that your Bonner Program serves under? Do these issue areas serve the personal interests of many or few Bonner students?



Reflect on Your Campus-Wide Engagement



Use your previous experiences engaging with Campus Organizations, Service Events or Community Engaged Learning to respond to the following questions. This will help inform the discussions you have with your supervisor on ways to improve Campus-Wide Engagement.

1. What are some of the ways your campus currently engages with the community?

- Campus-Wide Service Events
- Campus Service Organizations
- Community Engaged Learning Courses
- Community Engaged Capstone Projects (tied with a Course)
- Community/Civic Engagement or Leadership Minor, Certificate or Major

2. Based on your experience with the above-mentioned campus-wide engagement opportunities, rank them on their current level of sustainability/community impact (1- Most sustainable/impactful, 5- Least sustainable/impactful or denote N/A for "Does Not Exist").

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

3. Who are some of your Bonner Program's key campus allies?

- Student Organizations:
- Student Affairs Staff:
- Faculty:
- Academic Affairs Staff:
- Other:

4. How would you describe the current culture of service at your campus? In what ways do you think it could be improved?



The Many Goals and Roles of Bonner



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 University (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)
- Slippery Rock University
- Ursinus College (Collegeville)
- Waynesburg University (Waynesburg)
- Widener University (Chester)
- Wilson College (Chambersburg)

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)
- Virginia Wesleyan University (Virginia Beach)
- Washington and Lee University (Lexington)

WISCONSIN

- Edgewood College (Madison)

WEST VIRGINIA

- Concord University (Athens)

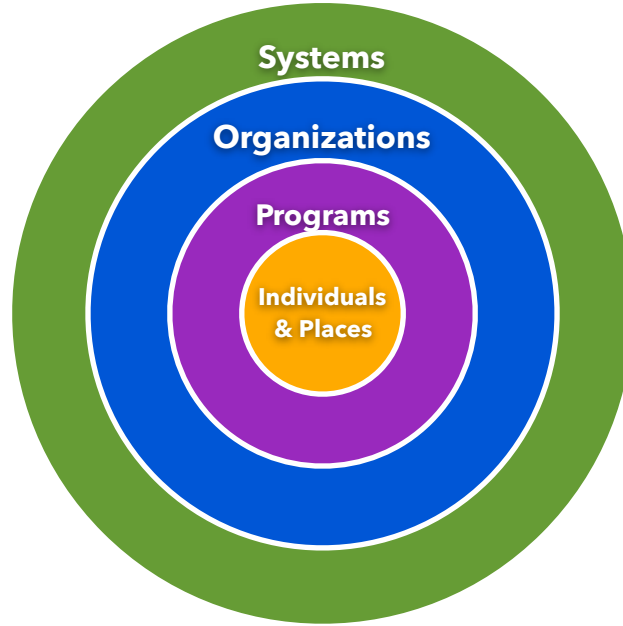


Bonner Program Goals

As a Bonner Intern, your work is integral to fulfilling larger Bonner Network goals. Below is a summary of Bonner Program Goals for campuses and our communities.

CAMPUS

- ▶ **Individuals & Places** - Develop Students
- ▶ **Programs** - Community-engaged courses/ programs
- ▶ **Organizations** - Campus Center
- ▶ **Systems** - National Bonner Network Resource

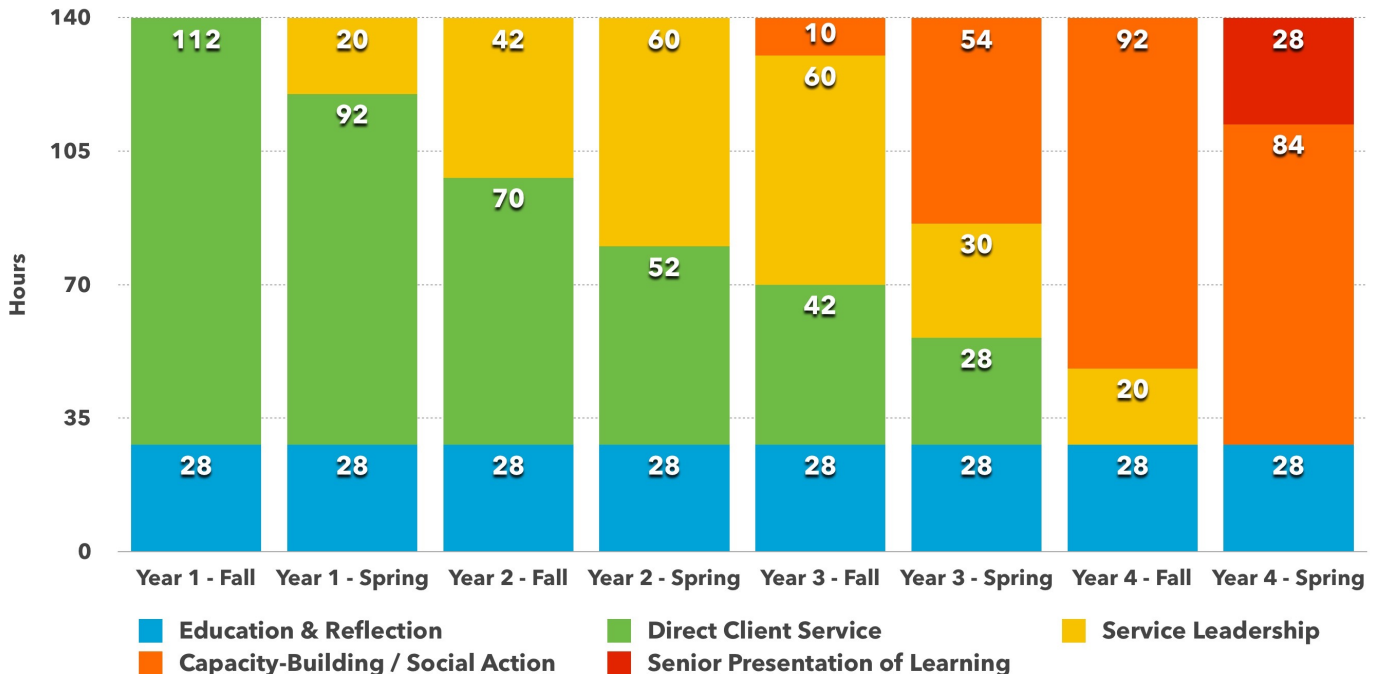


COMMUNITY

- ▶ **Individuals & Places** - Mobilize Community support
- ▶ **Programs** - Train community-engaged Leaders
- ▶ **Organizations** - Capacity-Building Support
- ▶ **Systems** - Support for Community Change

STUDENT DEVELOPMENT

One important goal to ensure students are engaging in a strong 4-year developmental journey through Bonner. The following chart illustrates the 4-year progression of a Bonner student: from direct service and regular trainings or reflections to service leadership, capacity-building projects, and senior capstones or presentations of learning. *Go to pg. 25 for a more in-depth look at student development through trainings.*



Common Commitments



The Bonner Common Commitments represent the main interests and passions of Bonner students that they engage in throughout their four years. Bonner Programs seek to provide students the opportunity to engage in these areas in service, academics, or experiential learning. The Common Commitments assist students and programs by providing a foundation in their developmental training content.

- **Civic Engagement** - we intentionally participate as citizens in the democratic process, actively engaging in public policy and direct service
- **Social Justice** - we advocate for fairness, impartiality, and equality while addressing systemic social and environmental issues
- **Diversity** - we respect and embrace the many dimensions of diversity
- **International Perspective** - we develop international understanding that enables us to participate successfully in a global society
- **Community Building** - we establish and sustain a vibrant community of place, personal relationships, and common interests
- **Spiritual Exploration** - We explore personal beliefs while respecting the spiritual beliefs of others

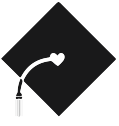
Awareness, exposure, and engagement with these concepts should occur for every Bonner student. Ideally, these concepts should also be equally focused on throughout the entirety of a Bonner's journey.

Take some time to rank the common commitments your program focuses on from most to least. How can you help support a more equal integration of these concepts?

MOST ←————→ **LEAST**

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____



Student Learning Outcomes

By the end of students' Bonner journey, we hope that they have been able to effectively demonstrate the following learning outcomes as a result of their service, academics, and the experiential learning opportunities they engaged in.



Civic Agency

Students act as agents of change collaboratively within a community to pursue social change for the public good.



Empathy

Students compassionately connect their own feelings, perspectives, or life experiences to others of various backgrounds.



Civic Identity

Students connect their service and learning experience to indicate a long-term interest in civic involvement.



Integrative Learning

Students meaningfully synthesize connections among experiences outside of the formal classroom to deepen the understanding of their academics and broaden their points of view.



Perspective Taking

Students demonstrate understanding of diverse perspectives as they relate to complex subjects or conflicting positions.



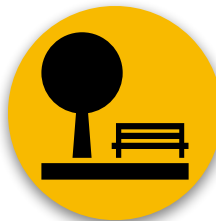
Leadership

Students demonstrate initiative in leadership roles within civic engagement activities and analyze the purposes and accomplishments made.



Communication

Students effectively communicate with others to express themselves and actively listen to others.



Place Knowledge

Students demonstrate and apply knowledge of a particular community-related issue as evidenced through a project or role.



Diversity Competence

Students demonstrate a change in their own attitudes and beliefs because of their engagement with diverse communities.



Social Justice

Students discuss and analyze collaboratively with key individuals the action steps needed to address injustices.

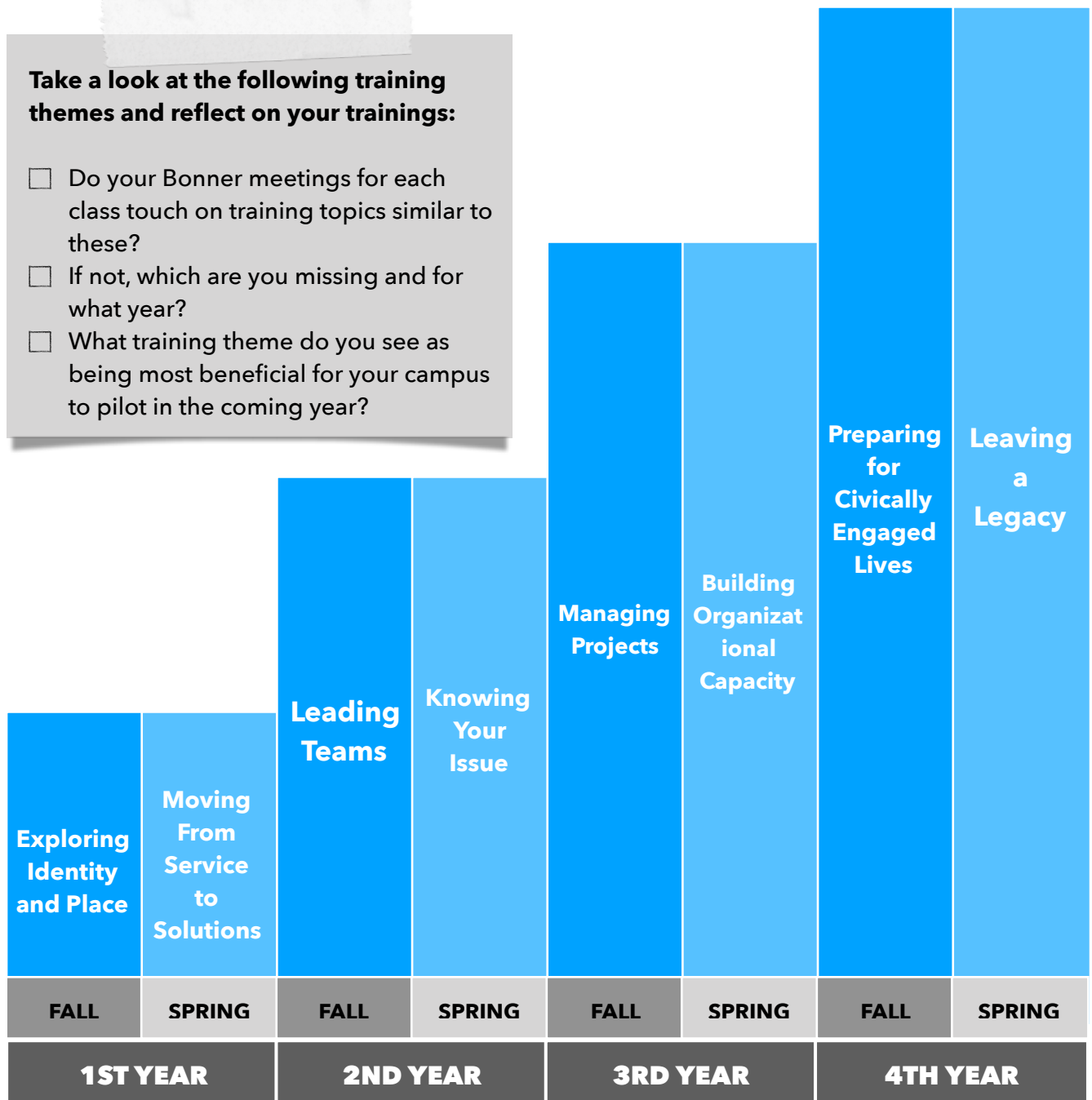
Student Development



After looking through the overview of the Bonner Student development model, it is important to note that a student's development occurs through a variety of support areas simultaneously during four years. One of those critical support avenues happens through Education & Reflection meetings. Below you will observe that through these Education & Reflection topics, students sharpen students' organizational, communication, critical thinking, leadership and other related skills that achieve Student Learning Outcome goals.

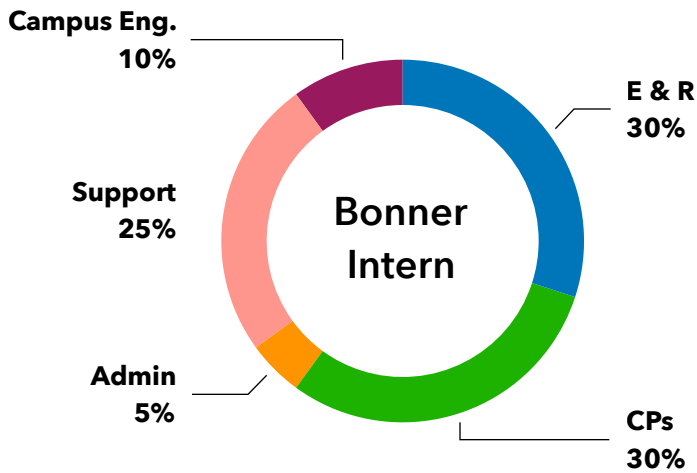
Take a look at the following training themes and reflect on your trainings:

- Do your Bonner meetings for each class touch on training topics similar to these?
- If not, which are you missing and for what year?
- What training theme do you see as being most beneficial for your campus to pilot in the coming year?





Student Leadership Roles

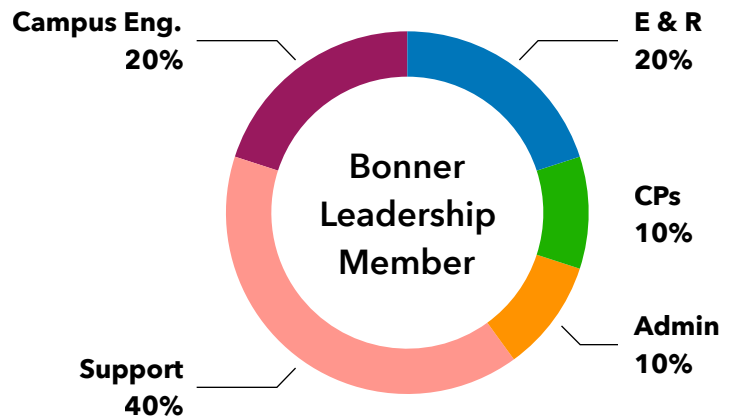


Bonner Intern Hour Recommendations:

Bonner Interns, regardless of specialized role, should be devoting most of their hours to 2 key areas of Bonner Program Development. They should also be supporting the overall program with organizing Bonner Cornerstone events and boosting morale.

Bonner Leader Hour Recommendations:

Bonner Leadership Team Members are the action-oriented individuals of the team. While they will often receive delegated tasks, BLT Members should have the opportunity to see the various workings of a Bonner Program.



Bonner Program Support

- Help Organize and facilitate Bonner Cornerstones (Orientation, Service Trips, etc.)
- Manage Bonner Events & Morale
- Aid disciplinary process
- Manage the Bonner Leadership Team
- Set a Positive Example when representing your Bonner Program and peers
- Foster a good relationship with Bonner Foundation & Network
- Lead or Assist with Bonner Recruitment

Administrative - BWBRS

- Delegate tasks of updating BWBRS to other Bonner students
- Track & Manage BWBRS Hours, CLAs, etc.

Education & Reflection

- Facilitate and Supervise Meetings
- Aid in managing and developing the Education & Training calendar

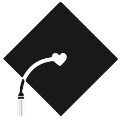
Community Partnerships

- Continue to build and foster good relationships with community partners
- Help manage community partnerships and service placements (site visits, communication, project coordinators, capacity building opportunities)

Campus Engagement

- Work on developing academic connections with key faculty on campus
- Create deeper partnerships with campus organizations

Bonner Program Management



As an intern, you may have some or a lot of involvement with planning and managing several key Bonner Cornerstone activities or other events that support the overall goals of the program. It is important that you are aware of key information and best practices on the management of a Bonner Program. Review these items below:

Recruitment:

- ✓ Select students who reflect good citizenship values, a commitment to community service, academic achievement, and demonstrate a high financial need.
- ✓ Achieve gender balance and racial diversity in each new class of Bonner students.

- Work closely with Campus Admissions Staff to know key deadlines, and opportunities for personal recruitment (call days, admissions events, etc.)
- Have Bonner students recruit at their high schools during breaks
- Host a preview day on campus
- Have Bonners develop recruitment materials (brochures, Bonner testimonials, etc.)
- Encourage high school seniors at service sites to apply

BEST PRACTICES:

Orientation:

- ✓ Set the tone for a new Bonner's experience in the program
- ✓ Go through important learning content:
 - History, vision, expectations of Bonner Program;
 - integrate some community building activities;
 - introduce key information on the campus and community;
 - allow time for personal reflections

BEST PRACTICES:

- Hold Orientation before classes start
- Incorporate Community Partners
- Use returning Bonner students in Orientation Programming
- Integrate fun community building activities! (Bonfires, Bowling, Movie Night, etc.)
- Host some parts of orientation overnight at an off-campus location

Bonner Cornerstones:

- ✓ First Year Trip involves freshmen in a unique experience for service, education and reflection
- ✓ Sophomore Exchange provides students with a chance to connect with at least one other Bonner Program and campus
- ✓ Many programs organize and raise funds for a Junior Trip or campus-wide experience
- ✓ By Senior Year, students do both a Capstone and a Presentation of Learning

BEST PRACTICES:

- Talk with other schools and learn from examples on the **Bonner Network Wiki** at <http://bonner.pbworks.com>
- Use the **Planning by Calendar** approach, found in this guide, to create a work plan and get all of the logistics and details done right!
- Involve** other people on campus who might be able to provide ideas and resources (such as transportation, places to stay, funds, supplies, preparation, course credit, etc.)

It is important to remember that BWBRS (The Bonner Web-Based Reporting System) is a useful tool to track the advancement of a Bonner Program's goals. BWBRS also provides very useful collection of information for current students to integrate into a resume for future opportunities. Students are also able to see live postings of service or professional development opportunities with national partners.

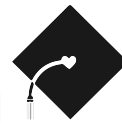
BWBRS :

- Every Bonner uses BWBRS to create Community Learning Agreements (CLA's) and log their service hours.
- Necessary to actively utilize for Foundation staff to provide adequate campus support.
- Can use it to create an electronic portfolio and showcase a student's service and skill development.
- Can use it to assess the current status of community partnerships as well as their depth and strength with the Bonner Program.

BEST PRACTICES :

- Train ALL Bonner students on functions of **BWBRS** and how to use it effectively
 - Logging hours
 - Creating robust CLAs
- Train** key Bonner leaders on the administrative aspects of BWBRS
 - Enter trainings
 - Update and maintain community partner list
 - CLA Best Practices
- Code** all Capacity Building positions with "CB" to assess the various positions available at a site.
- Update** Community Partner lists every year.
- Have students enhance their **resumes** by the skills learned or developed throughout the year as derived from BWBR reports.

Education & Reflection



Your meeting calendar - education, training, reflection, and possibly courses is one of the highest priorities to achieving larger goals. This table outlines the purpose behind each type of meeting.

Class	Reflection	All-Bonner	Site/Issue-Based
Structured training for student development	Reflections on Service	Common Commitments	Project Planning, Support

For class-based trainings, the 8 Training Themes and Capstone workshops illustrated below provide a great foundation to ensuring students move effectively through the 4-year developmental model. Many campuses have similar training content that overlaps with some of these themes.

8 Training Themes and Capstone Workshops

FALL

SPRING

1st
Year

Exploring Identity and Place

- Identity Circles
- An Introduction to Place
- River Stories
- Community Asset Mapping
- Capstone #1: Explore Your Palette: An Introduction to the Bonner Capstone

From Service to Solutions Discovering Solutions That Work

- Making a Difference - Measuring Impact
- Tackling Root Causes
- Cultivating Powerful Collaborations & Relationships
- Capstone #2: Your True Colors: Integrating Learning, Service, and Identity through a Bonner Capstone

2nd
Year

Leading Teams

- A Toolkit for Leading Others
- Leadership Compass
- Effective Facilitation
- Effective Meetings
- Capstone #3: Capacity Building and Its Link to Capstones

Knowing Your Issue Researching the Scope of a Local Issue

- Researching the Scope of a Problem
- Researching Current Programs and Policies
- Identifying Proven Programs and Practices
- Finalizing an Issue Brief
- Capstone #4: Your Capstone Development Plan

3rd
Year

Managing Projects

- Overview of Project Management with a Case Study
- Completion of Project Management Case Study
- Hands-On Project Management with Individualized Case Study
- Present Case Study and Project Plans for Feedback
- Capstone #5: Your Capstone Nuts and Bolts

Building Organizational Capacity

- A Systems View of the Nonprofit and Public Sectors
- How Nonprofits Assess and Build Organizational Capacity
- An Introduction to Fundraising and Resource Development
- A Reason For Being: Exploring the Concept of Ikigai and What it Means for Life After Bonner
- Capstone #6: Your Capstone Proposal and Work Plan

4th
Year

Leaving a Legacy

- Preparing a Leadership Transition
- Resume Writing: Maximizing Your Bonner Experience
- Public Speaking and Presentations of Learning
- Finding Your Pathway After College
- Capstone #7: Reflecting on Your Capstone Project, Learning, and Impact

Preparing for Civically Engaged Lives

- Through Evaluators' Eyes: Senior Resume Review
- Budgeting and Financing for Your Life After Bonner
- Interviewing Skills
- Staying Well and Engaged After Graduation
- Capstone #8: Sharing and Leveraging Your Bonner Experience



In the rest of this section, three templates can help you plan Education & Reflection sessions:

1. Training Design (pg. 30)
2. Training Guide (pg. 31)
3. Reflection Guide & Reflection Facilitation Tips (pg. 32-33)

Training Design

This resource will help you to understand the ways you can design and facilitate the important meetings that shape a Bonner's experience. Utilize this page to organize your thoughts when planning any meetings or trainings for Bonner students.

1. What is your topic?

- a. Before you solidify your topic and focus, ask yourself: *"What can I teach?"*

2. Consider the constraints of facilitating this training:

- a. Audience: *What is the experience level of participants?*
- b. Timing: *How long do I have? Is it a regular scheduled meeting or retreat?*
- c. Needed Experience : *Is this something that can be experienced or simulated in a workshop setting or must it be complemented with actual work?*

3. Determine what your intended goals or outcomes are:

- a. What do you want your participants to take away from the training or workshop? What are the **take aways**?
- b. Use this to brainstorm and think through what your goals or outcomes can be:
 - Head - intellectual, cognitive knowledge, concepts ideas
 - Heart - feelings, attitudes, experiences, intangible things
 - Hands - handouts, materials, things to keep and possibly refer to later

4. Brainstorm and Create programming activities and ideas

5. Structure activities into a workshop flow

- a. Common flows consider the **Beginning, Middle, and End** of a workshop
 - **Beginning** - Be sure to include introductions, establish credibility of speakers, give context for topic, and set the tone of the workshop (ground rules, or expectations).
 - **Middle** - This content or related activities should build on the intended outcomes and introduce key concepts.
 - **End** - Bring all activities, conversations and reflections to a close. Participants should ask questions for clarification and share their main take aways or next steps.

6. Write a full Training Guide*

- a. You will want to write a full trainer guide to communicate the entire process of facilitating this training from start to finish.
- b. You should use your guide to help you facilitate your training.
- c. Maintain this guide in your records and within your Bonner Program's online files so that others will be able to use it as a resource for their own trainings.

***See the Training Guide Template on the Next Page for more information.**



Training Guide Template

Overview: Brief summary description (covering purpose, describing the type of activity, though not in extended detail since that will be covered below in the “Your Plan” section). *3-7 sentences.*

Category: Labels that describe what skills and knowledge areas the session will address. (e.g., diversity, project management, team building, leadership skills)

Focus of Goals of this Guide:

List 3-5 goals that describe the intended goals or outcomes for the session. These statements should give both the presenters and participants a clear idea of what the “take aways” are for the workshop - in terms of learning.

- Example: Participants will be able to articulate their understanding of international perspective. Participants will also be able to demonstrate their understanding of the concept through a reflection presentation.

Materials:

- Bullet list of Materials needed (e.g. Pens, Paper, Markers)

Brief Outline:

Brief summary statement (describing the activities) aimed at the user/trainer/facilitator. The main purpose of this section is to give the facilitator an understanding about the main structure and emphasis of the training. This should be followed by an outline of suggested steps or a summary description of the contents.

The outline has the following parts (modify to cover the number of parts for this training):

- | | |
|-------------------|--------------------------|
| 1) Activity Title | suggested time x minutes |
| 2) Activity Title | suggested time x minutes |

Your Plan:

1) Activity Title (Warm-Up Activity/Intro Activity)

Suggested time:

Describe what you are going to do (You may note a script here).

2) Activity Title (Main Activity/Activities)

Suggested time:

Describe what you are going to do (You may note a script here).

3) Activity Title (Concluding Activity/Ending Reflection)

Suggested time:

Describe what you are going to do (You may note a script here).

Followed by Handouts:

It is best to put your handouts at the end of the trainer guide so that they do not get lost in the shuffle of emails or binders. Try to establish and use a consistent “look and feel” for all handouts (use the same fonts, typefaces, margins, graphical consistency, etc.)



Reflection Guide

Reflection is the process by which we mentally and emotionally synthesize direct service and the learning components (Orientation, Education and Training) and have a change to think clearly about what we are doing and the experience we are having.

Basic Principles about Reflection - *The Four C's*:

Continuous

Reflection should:

- be an ongoing part of the service performed
- allow participants to see and understand the world in new ways
- lead to more complex service, activism and social change efforts

Connected

Reflection should:

- be connected to the other quality components (Orientation, Training and Education)
- be used to illustrate or connect theories to real life
- foster more effective service and learning

Challenging

Reflection should:

- guide individuals to ask and answer questions or statements which may be unfamiliar or uncomfortable
- encourage participants to think in new ways and question their perceptions of events and issues

Contextualized

Reflection should:

- be a purposeful way to connect thought and action
- include activities that are appropriate for the setting (level of formality)

Reflection typically has an interactive component to help the participant experience the 4C's.

Here are some examples of some activities to use when designing reflections:

1. **Reading** - Use articles or books as a foundation for discussion or journaling
2. **Group and Personal Journals**
3. **Artistic Reflection** - Community Mural, Song Lyrics, Poetry Round Robin, Service-Learning Theatre, etc.
4. **Discussions** - formal or informal

Simple Reflection Activities:

Yarn Toss: Use a ball of yarn that is passed as people "weave a web" of their reflections

Post-Its: Have people post questions they encounter in their minds as they process observations; then sort through and group questions to use for discussion

Ball Game: Use a ball or token to move discussion around, combining the action with provocative questions



Facilitation Tips

Facilitating reflections can be tricky because difficult emotions can emerge through the process. It is important to maintain a professional tone and create a safe space for participants to be honest about their experiences. The following tips will help when facilitating reflections:

Basic Tips for Facilitators:

- ✓ Establish Group Norms or Ground Rules
- ✓ Watch the Time
- ✓ Validate Everyone's Opinions
- ✓ Be Challenging
- ✓ Be Neutral

Behaviors for Facilitators to Avoid:

- Downplaying people's ideas
- Pushing personal agendas and opinions as the "right" answer or opinion about an experience
- Dominating the group or doing all of the talking
- Saying, "umm," or "ahh,"
- Reading from a manuscript
- Telling inappropriate or offensive stories
- Allowing people to bully others in the group into adopting their point of view
- Taking a stance with one section of the group
- Sharing too much about your personal experiences and life (keep a healthy balance as you will be seen as a leader in the room)
- Assuming the demographics, opinions or perspectives of your group

Think about some of the trainings and reflections you have experienced. What are some qualities of the facilitator that made the experience good or bad?

How can you emulate those good facilitation qualities in your future training or reflection sessions?

Additional Training Resources

Utilize the [Bonner Wiki](#) as a resource for finding other existing training content on various skill-building, advocacy, reflection and diversity, and inclusion topics.



Bonner Meeting Calendar

How to Assess & Develop Your Training Calendar

1. **Review the previous year's training calendar.** This calendar should be complete with dates, facilitators, training topics and agendas if possible.
2. **Create program's learning outcomes** for each class year if available.
3. **Align this training calendar** with the Bonner 8 Themes Curriculum.
 - i. What are the overlaps in training topics or content themes?
 - ii. What are the significant differences in training topics or content themes?
 - iii. What was the reasoning behind the content that was previously chosen for that specific class?
4. **Assess what students learned last year** for each class as a result of these trainings. Outcomes should line up with intended learning outcomes for each class year. Evaluate whether or not students met the program's desired learning outcomes based on the training that was provided that year.
 - i. Conduct a survey with each Bonner class.
 - ii. Conduct focus groups with representatives from Bonner classes.
5. **Begin to plan out the training calendar** for the next year.
 - i. What worked well last year overall? (All-Bonner, Site or Class Meetings)
 - ii. What training content supported students in achieving target learning outcomes?
 - iii. What did not work well last year and should be improved? How should these improvements be prioritized?
 - iv. What topics are not being covered that would need to be?
 - v. Who can be utilized to facilitate these trainings? What preliminary training might they need?
6. **Review how it went.** Discuss findings with campus administrators to receive feedback and advice on how to best implement development priorities.
7. **Recruit or train needed facilitators** (students, interns, etc.) and inform them of the training content they will be implementing. It would be great to also give them the big picture reasoning behind changes in the training calendar.
8. **Implement the training calendar** starting the Fall semester and encourage students to actively give feedback on the changes made. Repeat the above process as necessary.



Community Partnerships and Capacity Building



Community Partnerships are critical to the strength and impact of a Bonner Program on campus and in the community. Through students' engagement with nonprofits, schools and government partners, students build the capacity of programs and organizations. They help them meet their missions, deliver needed services, and improve people's lives. There are several things to be mindful of when deepening community partnerships and the collective goals of your different organizations. This section will touch on general best practices, improving service positions, as well as understanding and supporting capacity building projects.

The chart below illustrates how community partnerships and the related opportunities can be coordinated to fit a developmental progression:

Partners (Focus)	Service Provider (Individuals)		Collaborative (Systems)	Campaign (Policies)
Student Roles	Client Service	Program Coordinator	Organization Capacity Building	Advocacy
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, community organizing, etc.

Community Partnerships:

- Partnerships are mutually beneficial between partner and campus
- Positions with community partners should be developmental for student leadership growth
- Regular communication is critical for developing partnerships
- Should be collaborated with for the development of student capstones

BEST PRACTICES:

- Hold a Community Partner Orientation or event for collective gathering to discuss Bonner administrative items and goals
- Know your few key sites and seek new partnership opportunities slowly
- Have site teams of Bonners with a central Bonner site leader
- Have partnerships under a variety of different issue areas
- Regularly hold community partner meetings to discuss development of students through Capacity Building Opportunities



Capacity Building

- **Capacity Building:** An organization's capacity to advance its mission to grow, sustain, and maintain the quality of their programs and/or services.

Capacity Building is a key way in which Bonner Programs and Community Partners collaborate together to pursue a deeper, more meaningful impact in the community. Capacity Building opportunities also offer Bonner students the intended development via project planning and execution, as well as an academically integrated capstone experience by the end of their Senior Year.

The Bonner Foundation defines **Capacity Building** as a **process in which organizations improve their resources to have a greater impact within the community.** There are many other models that illustrate the process of capacity building which you can access in the training guide, "[Assessing Organizational Capacity.](#)" Below you will find the three goals many organizations assume when building their capacity as well as the categories of projects. On the following page you will be able to see the different tangible projects associated with each category and a related academic Major or Minor.

Capacity-Building Goals:

Efficiency

Improve quality and effectiveness of services with fewer or the same level of resources

Scale/Reach

Increase number of people served, varying populations served or expanded services

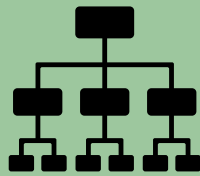
Leverage

Increase additional resources available (funding, volunteers, donations, collaborations)

Capacity-Building Categories:



Volunteer Management



Program Development



Fundraising



Communications



Research



Category of Projects	Common Products for the Partner	Related Academic Majors/ Minors
Volunteer Management	Volunteer Training Volunteer Handbook Volunteer Retention Analysis Human Resources Strategy	Leadership Education Business Civic Engagement
Program Development	Curriculum Development Program Development Program Replication Business Plan	Any major might apply disciplinary concepts (i.e., STEM Fields Math Education Business
Communications	Website Social Media Computer Program Marketing Plan	Communications/PR Marketing Computer Science Methods courses
Fundraising	Grant Research Grant Writing Earned Income Strategy	English Nonprofit Management Business Social Entrepreneurism
Research	Applied Research Action Research Community-Based Research Public Policy Research Program Evaluation Oral Histories Needs Assessment Qualitative Study (for community defined need) Quantitative Study (for community defined need)	Often great for the Social Sciences: Public Policy Political Science Sociology Psychology Anthropology Social Work Biology
Creative/Disciplinary Projects	Theater Production Arts Production Journalism Project Community Forum	Drama Arts Humanities Journalism Food Justice Communication Studies
Social Action	Campaign Policy Recommendation	Sociology Political Science Public Policy Social Justice



Capacity Building Opportunities Form

I. Volunteer Management

Coordinating/Managing Service Program(s):

- | | |
|--|--|
| <input type="checkbox"/> Coordinate/manage a service program | <input type="checkbox"/> Update volunteer training/curriculum |
| <input type="checkbox"/> Improve systems for volunteer Supervision | <input type="checkbox"/> Evaluate volunteer program |
| <input type="checkbox"/> Train staff to work with volunteers | <input type="checkbox"/> Implement a volunteer impact assessment |
| <input type="checkbox"/> Improve volunteer tracking | |

Volunteer Recruitment:

- | | |
|--|--|
| <input type="checkbox"/> Improve volunteer recruitment plan | <input type="checkbox"/> Improve volunteer placement system |
| <input type="checkbox"/> Recruit community volunteers | <input type="checkbox"/> Develop volunteer communication tools |
| <input type="checkbox"/> Recruit student volunteers | |
| <input type="checkbox"/> Organize volunteer recognition activities | |

Please describe:

II. Training and Program Development

- | | |
|--|---|
| <input type="checkbox"/> Organize staff or volunteer training workshops | <input type="checkbox"/> Develop operations manual for new or existing program(s) |
| <input type="checkbox"/> develop new training modules | <input type="checkbox"/> develop or implement new program materials |
| <input type="checkbox"/> develop curriculum for new or existing program(s) | |

Please describe:

III. Fundraising

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Organize/support fundraising event | <input type="checkbox"/> write grants |
| <input type="checkbox"/> Identify grant or other possible funding sources | |

Please describe:



IV. Communications

Website and Social Media Development: Assistance with website or social media

- | | |
|---|--|
| <input type="checkbox"/> External website | <input type="checkbox"/> Blog |
| <input type="checkbox"/> Facebook/Google+ | <input type="checkbox"/> Web-Based Community Forum |
| <input type="checkbox"/> Twitter | <input type="checkbox"/> Webinars |

Communications: Setting up or improving on-going communications with partners or volunteers, including:

- | | |
|--|---|
| <input type="checkbox"/> E-mail lists | <input type="checkbox"/> Identifying potential partners |
| <input type="checkbox"/> Document sharing platform | <input type="checkbox"/> Brochures, newsletter, marketing materials |
| <input type="checkbox"/> Basic Wiki Page | |

Meeting Logistics and Support: Assistance with organizational or networking meetings or community forums, including:

- | | |
|--|---|
| <input type="checkbox"/> Managing invitations | <input type="checkbox"/> Taking meeting minutes |
| <input type="checkbox"/> Finding meeting space | <input type="checkbox"/> Follow-up e-mails |

Please describe:

V. Research

Community-Based Research: Carrying out community-based research project(s)

- | | |
|---|---|
| <input type="checkbox"/> Surveys | <input type="checkbox"/> Program assessments or evaluations |
| <input type="checkbox"/> Data analysis | <input type="checkbox"/> Data collection for tracking/reporting |
| <input type="checkbox"/> GIS mapping | <input type="checkbox"/> Update or improve database |
| <input type="checkbox"/> Oral histories | |

Policy Research: Carrying out policy or program research on:

- | | |
|--|--|
| <input type="checkbox"/> Issue briefs | <input type="checkbox"/> Regulations |
| <input type="checkbox"/> Funding opportunities | <input type="checkbox"/> Legislation |
| <input type="checkbox"/> Current studies or evaluations | <input type="checkbox"/> Identifying upcoming meetings/
conferences |
| <input type="checkbox"/> Evidence-based practices/model programs | |
| <input type="checkbox"/> Organizations | |

Please describe:



Recording Service Opportunities

Utilize the Capacity Building Project Opportunities documents on the previous two pages when either analyzing positions for capacity building or when having conversations with community partners to inquire or brainstorm potential projects. Once this process has been completed and a project has been envisioned or taken inventory of, it is vital to be sure that Bonner Programs are adequately keeping track of the nature of service positions with community partners. Below you will find criteria for a strong service opportunity position as well as an example.

Student interns or leaders should utilize BWBRS as their go-to platform to help their program record all service opportunities. This is also important for Bonner Foundation staff to be able to access the most up-to-date information to provide adequate campus support.

Component of a Strong Service Opportunity Description

- Position Title** - Specific to the functional role of position and level of responsibility.
- Description** - specific key responsibilities, issue areas encountered, beneficiaries of service

Example

- Position Title - Children's Nutrition Education Coordinator (CB)**
*CB = Capacity Building Designation
- Description** - The Campus Kitchen Program seeks to repurpose food that would otherwise be disposed of to meet the hunger needs of our community. It works to educate community members about health, nutrition and local goods. Students serving as Nutrition Education Coordinators will be creating, designing and running a weekly after school program that caters to Waddell Elementary students. They will provide supplies, examples and run such activities for the children to understand and learn from. The student's capacity building responsibilities will include volunteer management, volunteer recruitment, training and program design.



How to Strengthen Community Partnerships

As a student leader, there are many ways that you can support community partnerships in your Bonner Program. Depending on your role with supporting community partners, there are many tasks and projects that you can do to support your community network. Collaborate with your Campus Administrator to further define what your level of engagement may be as well as creating tangible goals to meet within this program area.

Here are just a few suggestions:

- Identify organizations, schools, and government agencies for partnerships.**
 - Map agency's proximity to campus (location)
 - *What's the level of accessibility? (Walkable? Car or public transportation needed?)*
 - Categorize the types of agencies
 - *Public School*
 - *Community Group*
 - *Government Agency*
 - *Coalition or Collaboration*
 - Identify Issues & Interests
 - *Current areas of engagement*
 - *Pressing local communities*
 - Create a schedule of opportunities available at each agency and annual update
- Meet with partners to identify capacity building projects that they want.**
 - *Work closely with the guidance, assistance and support of campus administrative staff. They will help you learn how to talk with partners about their interests in projects like program development, fundraising, research, etc. Be sure that all talking points to introduce ideas and provide adequate examples have been reviewed with the Capacity Building Opportunities Form. See more on pg. 38-39*
- Coordinate and run a focus group** with a group of community partners to identify requests for capacity building projects. *See more on pg. 42-44*
- Run meetings for students starting at sophomore year** that encourage them to engage in higher-level service work. *See more on pg. 45*
- Manage a group of students at a site as a site team leader.**
 - *Conduct meetings with site teams.*
 - *Serve as a liaison for communicating important information between site supervisors and students.*
 - *Manage major projects of a site team with a nonprofit (events, research, campaigns, etc.)*



Coordinating Focus Groups with Community Partners

I. Setting Up Focus Groups

Ideally, your focus group will include key staff members from several community partner agencies. Campus staff members who have run these focus groups have found that it is helpful to involve representatives from more than one school, agency, or nonprofit. They suggest inviting partners who work on the same issue area (such as mentoring programs or agencies that serve the homeless). Focus groups need not be too large; each one might involve just a few partners and 6-15 people.

Use whatever ordinary channels work best with community partners (i.e., email, phone calls, social media, student site leaders, etc.) to arrange the meeting. Here are some helpful steps to consider:

1. **Determine a target set of partners.** You may want to do this by:
 - a. Issue
 - b. Neighborhood (if you wanted partners to connect across issues)
 - c. Other team structure (such as working with a common liaison on campus)

2. **Determine a location.** This could be:
 - a. Hosted by one of the agencies
 - b. A neutral community space (like a county building)
 - c. At a location on campus (i.e., your office, a library, etc.)

3. **Determine who can help facilitate.** This could include:
 - a. A staff member from your center
 - b. A student leader, such as the site team leader
 - c. A faculty member
 - d. A VISTA member or leader
 - e. Others you deem appropriate

3. **Carry out necessary logistics.** Keep in mind that you CAN USE Bonner Community Funds or Junior/Senior Funds for these purposes. This could include:
 - a. An invitation and RSVP
 - b. Directions
 - c. Snacks and/or lunch
 - d. Technology (if you'll use slides or want to incorporate BWBRS)
 - e. Handouts
 - f. Supplies (stickies, markers, flip chart paper)

4. **Review additional resource guides to discuss facilitation strategy.** At the core of this are activities through which you will:
 - a. **Introduce the range of project types that partners might consider** (using examples, handouts, and slides).
 - b. **Allow partners to brainstorm** the kinds of projects (research, evaluations, data, etc.) that would be useful for them.
 - c. **Figure out your follow-up strategy and timeline.** Will it take you a few weeks to get back to partners? Will it take the semester to connect and map out next steps? Incorporate that into your session.



Coordinating Focus Groups with Community Partners

II. Conducting Focus Groups

The focus groups themselves are meetings during which time you'll engage the group in a few activities. The outline below explains this all. It is followed by handouts that you can modify and use. A sample agenda that you can customize is found on pg. 44 along with handout examples.

Basic Outline and Overview:

1. **Welcome (15 minutes):** Provide time for partners to meet/network and talk with each other. Have a simple round of introductions (if this is the first time) or focused question. Consider having some student leaders run a warm up activity that sets the tone and also allows partners to experience students' passions and talents. They might use a current news article to celebrate something that happened or update partners on an upcoming opportunity.
2. **Introduction of the Concepts and Goals (10 minutes):** Using handouts and/or slides, introduce key language that you will be using to propose goals or ideas such as capstones, community-based research, service-learning, etc. Briefly and clearly explain your intentions for holding this focus group.
3. **Inspiring Example (10 minutes):** Have a student, faculty member, recent graduate, or partner provide a testimonial featuring a great example that has happened in the past in your program or on campus. *For instance, you can have an alum present using a capstone display from a past project.*
4. **Small Group Work (45 minutes):** Using handouts and prompts, engage partner staff in identifying potential needs in these areas (which also correspond to the Capacity-Building focus and form):
 - Volunteer Recruitment and Management
 - Training and Program Development
 - Fundraising and Resource Development
 - Communications and Technology
 - Research
 - There are question prompts provided on pg. 44 which are **designed to use during focus group sessions**. They can also be **handed out or emailed before** the meeting so that individuals can prepare some ideas.
5. **Use a simple facilitation and recording strategy:**
 - Have people write on their handouts or use post-its.
 - As the end approaches, have people prioritize (star, cluster) what is more immediate or help to sequence potential needs. (This is something you might need to come back to with follow up.)
 - Collect the completed handouts or the ideas on post-its.
6. **Bring it to a close with thanks and next steps:**
 - Restate any future expectations (i.e., to submit final list via email) if desired.
 - State what you will be doing next and the timeline.



Coordinating Focus Groups with Community Partners

III. Templates to use: *For more information, please go to the [Bonner Wiki](#).*

Focus Group Agenda [Sample Text]

[We encourage you to customize text, logo, and photos]

Date and Time

Purpose:

Provide an opportunity for you as community partners to learn more about how students at the college/university can work with your agencies and schools on capstone-level projects. We think of these as "Capstones with Impact." Then, we will brainstorm the projects that you could foresee being helpful in the coming few years. Capstones are generally done in the junior or senior year. Through capstones, students engage in carrying out advanced projects that are needed by your agency and its programs. This also allows students to connect the projects with academic study, often with the advising of a faculty member as well.

1. Welcome (15 minutes):

- Introduction by Bonner Program staff and student leaders
- Networking: invite partners to say a word about themselves and their agency, school, or organization (mission, purpose, population).

2. Introduction of the Concepts and Goals (10 minutes):

- **Introduction to the concept** of Capstones with Impact and Community-Engaged Signature Work (*provide handouts and examples*)

3. Testimonial (10 minutes):

- **Share 1-2 examples** through short presentation(s) by a student and partner. You may want to emphasize both the student development (*learning*) and community impact (*product*) of such work.

4. Small Group Work (45 minutes):

- Small group work to generate ideas for what your organization/site wants and needs (in the upcoming 1-3 years).

Agenda Template

Examples:

Through capstones, your nonprofit, school, or government agency may be able to have a student (working individually or possibly with a small team) engaged in work that **builds your program or organizational capacity**. Hence, a capstone project could help a partner fulfill a range of needs that strengthen the organization, program, reach, and/or impact of their work. Examples include:

- **A traditional research project** (but one that answers a question or produces knowledge that the community constituency posed. Examples can come from many disciplines. For instance, a student team might research plans for local lighting and bike paths for a City Council. Those students might be in Engineering, Geography, and Environmental Sustainability, to name a few.)
- **Policy research** (a student might research the best approach to working with a given population or to identify program models for a specific issue)
- **Oral history** (a student could listen to and document the stories of a particular population, which might also be tied to a qualitative study)
- **Needs or Specific Assessment** (a student might help identify the needs of a low-income population within given county or the quality of water in a particular city)
- **Program Evaluation** (a student might assess the impact of a specific program on its client population)
- **Program Design** (a student might use a range of disciplinary knowledge and skills to develop a business or launch plan for a new program to address a community need)
- **Curriculum Development** (a student might create new curriculum for a local high school and even have it shared in a statewide system, as a Warren Wilson College senior did)
- **Technology project** (a student might develop a website or develop a paper and proposal about how the agency can reach more volunteers by integrating web-based technologies)
- **GIS Mapping** (a student might do an environmental scan of the businesses and economic developmental opportunities in an area)

Handout - Project Examples

Questions and Examples to Help You Generate Needs

The college/university cannot guarantee that we are able to have students take on all the projects you need. Still, by identifying potential projects, our program and center will be better able to either: (1) help students that work with your site to incorporate some of these needs or consider doing a capstone; (2) identify other students or faculty who might be able to address some of your needs.

So, please keep this in mind when you generate project ideas.

Questions: These questions can help you think more broadly.

What do we as an agency, school, or organization need to know?

- What are your dreams for your agency/program in the future?
- What is your biggest concern/need for the next month? Next year? Next five years? Next ten years?
- What changes does your organization or its programs foresee in the future? How will your agency need to adapt? What do you need to know to more about in order to make these changes effective?
- What is it that you might want to know about your clients' needs or your work that you don't have the time and resources to find out?
- What do you wish you knew about the outcomes, results or effects of your organization and its work?
- What items, materials, or information do grant funders demand of you?
- What types of best practices would you like to know more about?

Products: While the student may need to produce a paper or conventional work for a capstone course or credit, s/he may also do the work that can help produce one of the following:

- Surveys
- Interviews and summary of findings
- Business Plan
- Marketing work (such as brochures, websites, etc.)
- Website or social media development
- Information analysis
- Data analysis
- Assessment or evaluations
- Best practice research
- Needs assessment
- Policy research
- Data or figures for a grant proposal
- Popular education projects
- Curriculum development
- Oral histories

Handout - Question/Examples

Form for Recording Your Ideas

As you generate ideas, write them on this form. We encourage you to label them by the categories of capacity-building that you and your site may already be familiar with from the Bonner Program's capacity building survey.

Volunteer Recruitment and Management Projects <i>(Examples: conducting research on volunteer needs; studying volunteer retention)</i>	
Training and Program Development <i>(Examples: developing a volunteer training program according to research and best practices; developing curriculum based on the program issue)</i>	
Fundraising and Resource Development <i>(Examples: researching for a needs statement in a grant proposal; developing an annual giving campaign; writing a business plan)</i>	
Communications and Technology <i>(Examples: doing research on the reach of your program online; developing a website or social media)</i>	
Research <i>(Examples: client or community surveys; GIS mapping; program evaluations; policy research; oral histories; original research)</i>	



Handout - Recording Ideas

Sophomore Training - "Step It Up Sophomores!"

Utilize the "Step It Up Sophomores" training module to build the energy and motivation up behind sophomore Bonner students to engage in higher-level work at their sites and possibly with the assistance of their academic studies.

Below you will find the goals met during this training as well as a brief outline. Step by Step instructions on how to facilitate this training can be found on the Bonner wiki.

SOPHOMORE TRAINING GOALS:



Reflect on first year service experience.



Introduce the concept of Capacity Building



Brainstorm service opportunities that motivate sophomores to get involved



Understand various methods of communicating impactful project ideas

- 1. Understand the environment of the group.** Which students will be staying at their site ? Which will be leaving? Which students expect to be doing the same level work as previous years?
- 2. Paint the picture of an internship experience** as *carefully monitored work or service in which students have learning goals and actively reflects on what they are learning throughout the experience.*
 - Review internship characteristics: Length of time, growth benchmarks through reflection and evaluation, and professional/personal development opportunities.
 - Make sure students understand that their Bonner work should be treated as an internship experience.
- 3. Introduce the concept of Capacity Building and the three areas of CB.**
 - Increases positive impact on individuals and communities; Enhances an organization's ability to do its work; Strengthens an organizations's ability to achieve its mission over time
 - Efficiency/Efficacy
 - Scale/Reach
 - Leverage
- 4. Student Self-Reflection.** Students should begin to reflect on the following questions:
 - What have their roles consisted of the past year?
 - Did they feel that their work was valuable or had an impact? Why or Why not?
 - What project could they see themselves working on this semester/year in order to feel like they had a more impactful role?
- 5. Utilize CLAs** to record the possible advancement in their service experience that they would be interested in doing.

Be sure that any capacity building projects that are offered or are conceived have already been proposed by a community partner. If not, prompt students to communicate with campus administrators on how they may be able to start engaging in a project they may find beneficial to their service site.





Campus-Wide Engagement

Bonner Programs and Bonner students work alongside one another to change a campus' culture of service. A key part of this is to ensure that key campus organizations, faculty or staff are being welcomed into your network and understand their role in pursuing institutional goals with Bonner. Here are just a few big-picture goals to keep in mind for campus-wide engagement:



Engage students outside of Bonner in deep, committed service experiences.



Encourage 100% participation through various levels and types of civic engagement opportunities.



Develop sustainable service that does not require incentives.



Foster a passionate Service Mindset and Culture



Collaborate with other organizations around a common goal.

Exploring Academic Connections for Capstone Projects:

- ✓ Creates deeper partnerships (on-campus and off-campus)
- ✓ Encourages students to pursue and understand the academic ties to their service
- ✓ Is suitable for different classes (academic service-learning, community-based research, community-based consulting, etc.)

BEST PRACTICES:

- Identify and recruit Faculty "Champions" who incorporate service in their courses
- Meet with Faculty to discuss your Bonner Program and Community Partners
- Help make an inventory of current or past courses that are tied to community engaged learning or have capacity building in them
 - Share this list on a website or handout for other students/faculty
- Organize social events to connect students with Community Engaged Learning faculty
- Reach out to campus Center for Community/Civic Engagement to maximize reach
- Reach out to other students to find faculty they have worked with as mentors



Ways to Develop a Campus Culture of Service

GOAL:

To create a student-led campus-wide civic engagement structure based on the Bonner Model.

1. Centralized Service Coalition



Recommendations:

- Have a consistent meeting schedule (twice a month).
- Elect a team of student leaders or board who work with campus organizations to develop meeting agendas, initiatives, trainings, etc.
- Collaborate on increasing civic engagement projects across various departments on campus in breadth and depth.

Example: Rider University Campus Service Events

2. Recognition Opportunities



Recommendations:

- Collaborate with Departments to define requirements for recognition (certificate, minor, honor).
- Brainstorm and decide on what the tangible recognition will be (on transcript, chords, certificate).
- Recruit a pilot recognition team and begin conversations for sustainable recruitment and completion.

3. Social Media Communication



Recommendations:

- Create a social media team.
- Brainstorm a strategy for students to use social media as a tool to mobilize students on campus.

Example: DePauw University Instagram (@dpubonner)





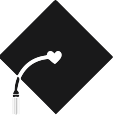
Plan By Calendar

Utilize the next pages to plan to do's for your Fall Semester. Start by putting major dates and deadlines.

Do this for your specific role. Then, add to do's so you'll be ready.

How can you best use the weeks leading up to be prepared?

Task:	Notes:	Deadline:
JUNE		
JULY		
AUGUST		
SEPTEMBER		



Plan By Calendar

Make sure to include Bonner Congress and Fall Directors Meeting here! Also, include key semester dates.

Task:	Notes:	Deadline:
OCTOBER		
NOVEMBER		
DECEMBER		
JANUARY		



Plan By Calendar

Important Spring Events: Recruitment? Trips? Senior Capstones and Presentations? Graduation?

Task:

Notes:

Deadline:

FEBRUARY

MARCH

APRIL

MAY

Connect Across the Bonner Network!



Weekly Email Update via BWBRS



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



Friend *Bonner Love*!

Nearly 3,000 have friended the “Bonner Love” profile, where you can add your program photos and updates. As a Bonner Intern, you can share campus events, news, and highlights. Many programs also use Facebook for communication.



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 @BonnerLove

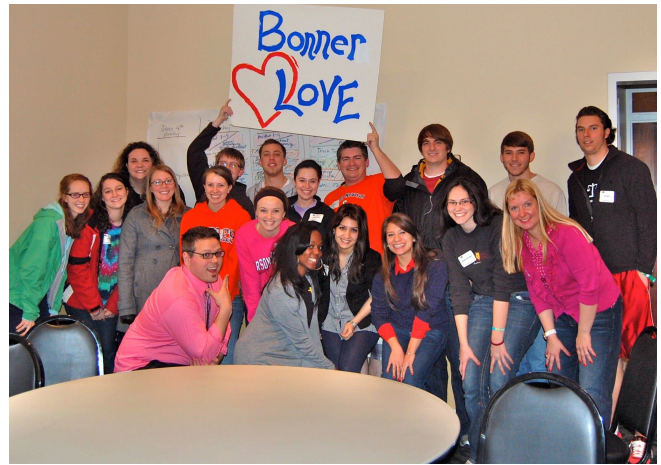
We actively use these sites to share pics and information, especially during meetings. This is a good way to connect with more information from your Bonner friends and about the field.



Notes:



Notes:



Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

- MARGARET MEAD

