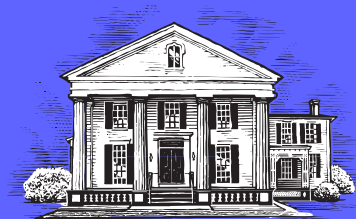


**Supporting Professional Development for  
Bonner Programs and the Field of  
Community Engagement:**



# **The Bonner Pipeline Project**

## **Core Competencies for:**

**Emerging Leaders  
Program Coordinators  
Program Directors  
Centers Directors**

*Draft June 2018*



# Purpose and Rationale

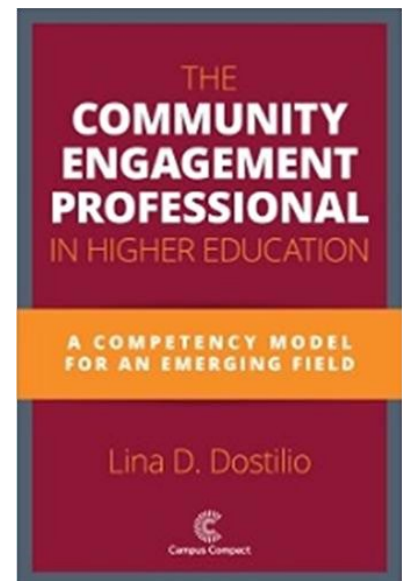
More than ever before, campuses are seeking skilled and experienced staff who can lead increasingly integrated and campus-wide community and civic engagement efforts. With this growth is increased complexity in leadership roles, with staff managing student development, community partnerships, and integration with faculty and other offices and departments across campus. As Robert Sigmon wrote in a 1992 report to the Bonner Foundation:

***"Program directors are finding a stretch in their associations, as they necessarily have to become program developers, political strategists, communicators across many boundaries, counselors, learners, wisdom figures, interpreters, planners and problem solvers."***

We believe the Bonner Program and national network offer an invaluable training ground for professionals in the field. This pipeline is already producing results, with Bonner Program alumni making up more than a third of Bonner Program coordinators and directors. The Pipeline Project aims to articulate the professional competencies of staff and administrators involved with the Bonner Program and its larger aspirations.

Building on the work of ***The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field*** (Edited by Lina Dostilio, Stylus 2017), the Foundation has begun the development of a set of frameworks for four levels:

- **Emerging Leader:** A senior or recent graduate who takes on a significant role as a staff member for the Bonner Program and/or on campus; Senior Intern; Program Associate; AmeriCorps VISTA.
- **Program Coordinator:** The staff member responsible for coordinating and managing the day-to-day operations of the Bonner Program or other structured, significant programs within the center and campus work.
- **Program Director:** The more senior staff member who directs the Bonner Program or leads and manages other significant programs and initiatives (such as faculty engagement) within the center. Some Bonner Programs do not have both a director and coordinator.
- **Center Director:** The administrator who is responsible for who directs the Bonner Program or leads and manages other significant programs and initiatives (such as faculty engagement) within the center. Some Bonner Programs do not have both a director and coordinator.



# How the Pipeline Frameworks Were Created

The CEP Literature included six categories of competencies. Additionally, through the feedback process another category - **Community and Economic Development** - was raised as a seventh that needs additional competencies. We start with these categories and the content of the indicators as a basis. The Bonner Foundation, in analyzing these, believes that our network has strength in two areas (Facilitating Students' Civic Learning and Development and Cultivating High Quality Partnerships) where fewer competencies were articulated. Additionally, we identified an eighth area - **Social Action and Building a Movement** - we believe is critical.

We go a step further in order to articulate frameworks from a distinctively Bonner lens. For one, a developmental perspective is core to our philosophy (and one that is often absent from other literature and practice). Our developmental frameworks extend to include those articulated for community partnerships, faculty development, and even campus centers. To simplify the frameworks, we identify and name 40 competencies at each level, with 5 in each of the eight categories:

1. Facilitating Student Learning and Development
2. Social Action and Movement Building
3. High Quality Community Partnerships and Projects
4. Community Development and Impact
5. Program Management and Administration
6. Faculty Development and Engagement
7. Institutionalizing Engagement on Campus
8. Leading Change

## Operationalizing Competencies by Level

Then, we operationalized the competencies by considering how they apply to the roles and functions of real staff at different levels. This meant rather than presenting a general competencies - **like being able to apply student development theories to designing reflections** - we considered how they might look at different levels. **So, for instance:**

- ***An Emerging Leader Facilitates Student Development:*** S/he plans and leads education, training, and reflection that intentionally support students' developmental trajectories and civic learning
- ***A Center Director Oversees a Comprehensive Developmental Approach:*** S/he ensures that the Bonner Program and other programs support student success through intentional education, training, and reflection that applies developmental theories

# How the Pipeline Project Can Benefit Staff and the Network

We believe that the Pipeline Project can be used for a number of important needs:

**Professional Development and Recognition:** by making the professional competencies of staff visible and transparent, we can also ensure that there are more intentional opportunities for staff to develop this knowledge and skills, including at:



- **Annual Bonner Meetings** like the Fall Directors Meeting and Summer Leadership Institute. Here, competencies can be tagged for sessions and tracked over time.
- **Campus Resources:** To punctuate the need for staff to be able to access available opportunities on campus, through conferences, through local providers, and other sources
- **Legitimizing Expertise:** By naming the knowledge and skills that community engagement professionals in the Bonner Program and field. We envision that this can later include online mechanisms, such as endorsements on LinkedIn.

**Mentoring, Networking, and Career Advancement:** within the Bonner Network (and, later, perhaps with other national partners in the higher education and civic engagement space), we envision opportunities for staff to network professionally.



- **Networking by Role:** For instance, this can be done through programming by level and role at meetings, as it will be at 2018 Summer Leadership Institute with literature from the field.
- **Cross-campus Connections:** with concerted program development, staff may be able to connect with others to be a mentor or to find a mentor to discuss career advancement.
- **Personal and Social Capital:** Over time, such efforts may help staff to strengthen their own knowledge, skill set, and professional network – which may be helpful for promotions, job searches, graduate school, and other career advancement

**Program Quality:** finally, these competencies have been developed to be operationalized within the day-to-day roles and demands of our jobs. Clarifying the roles may help with:

- **Program Planning:** and delegating the various functions that are necessary for excellence within the Bonner Program, campus centers, and campus-wide integration to be happening by the available teams
- **Self-Assessment and Supervision:** they may also help as staff members discuss their own and others' performance
- **Campus Resource Allocation:** ultimately, making the needs for particular roles and functions more transparent may help staff to make the case for their own advancement, professional development, and levels of authority within the campus context.



## Next Steps

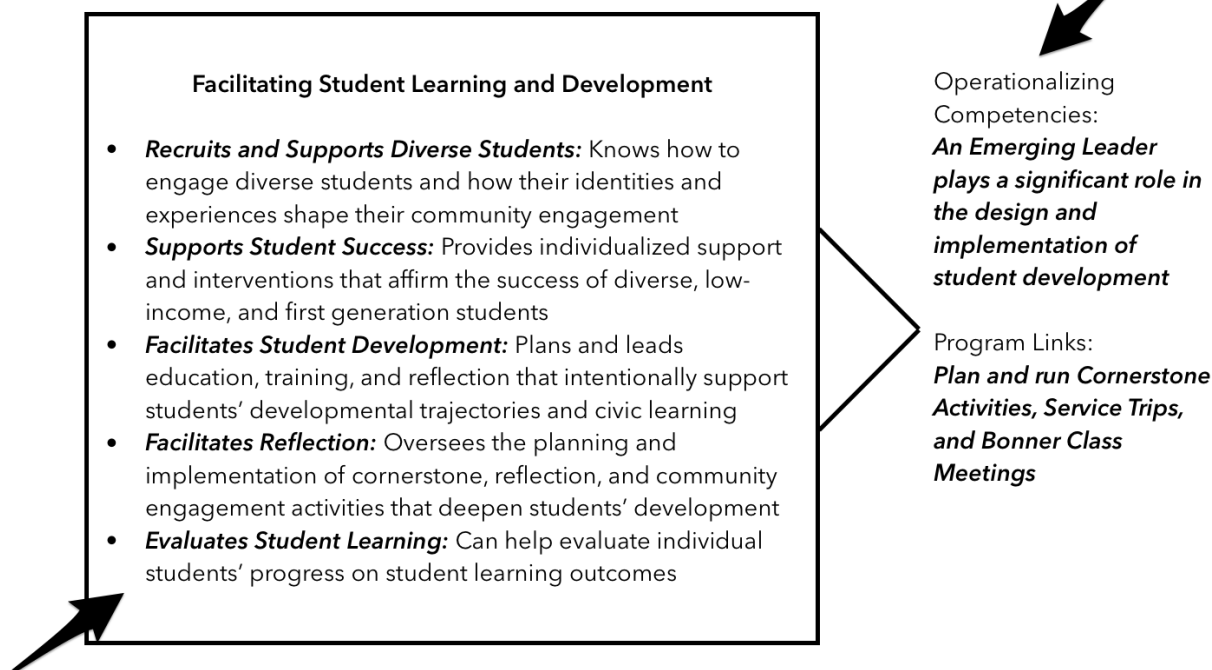
Currently, these frameworks (included here) are in draft version. The next steps will include:

- **Getting ideas from Bonner Program student leaders and staff** during meetings, about how best to structure this program to move it forward.
- **Identifying Bonner Program staff volunteers (roughly 2-3 at each level)** who want to be a part of reviewing competencies and making revisions.
- **We'll also be surveying staff across the network** to gauge what areas they believe they are getting the most opportunities and professional development and where they need more exposure to training and educational resources.
- **We'll be creating lists of places** (besides Bonner Meetings) that individuals are accessing such professional development – such as at conferences, on campus, etc.
- **We will look at piloting different ways of delivering the purposes discussed here** including peer connections and mentoring, special professional development meetings, LinkedIn endorsements, and more.

We may also find other ways to strategically work with other consortia and higher education focused organizations (especially those with a civic and community engagement focus) to work together.

# How to Read These

On the right side, you'll find a note about how staff typically operationalize the skill or knowledge. You'll also find how it links with the Bonner Program.



In the left box, you'll find the competencies. Each one is tagged by a shorthand title. Then, it has a brief description.

## Find Your Level in this Booklet

- Emerging Leader Core Competencies (pp. 7-10)
- Program Coordinator Core Competencies (pp. 11-14)
- Program Director Core Competencies (pp. 15-18)
- Center Director Core Competencies (pp. 19-22)

# Emerging Leader Core Competencies

***An Emerging Leader is an entry level professional within the Bonner Program and/or center on campus, usually with 0-4 years of postgraduate experience. A Senior Intern gains one year of experience in this group. Below are 40 targeted competencies (5 each across 8 areas) and how they are operationalized in connection with roles and responsibilities involving a Bonner Program and center.***

## Facilitating Student Learning and Development

- ***Recruits and Supports Diverse Students:*** Knows how to engage diverse students and how their identities and experiences shape their community engagement
- ***Supports Student Success:*** Provides individualized support and interventions that affirm the success of diverse, low-income, and first generation students
- ***Facilitates Student Development:*** Plans and leads education, training, and reflection that intentionally support students' developmental trajectories and civic learning
- ***Facilitates Reflection:*** Oversees the planning and implementation of cornerstone, reflection, and community engagement activities that deepen students' development
- ***Evaluates Student Learning:*** Can help evaluate individual students' progress on student learning outcomes

Operationalizing Competencies:

***An Emerging Leader plays a significant role in the design and implementation of student development***

Program Links:

***Plan and run Cornerstone Activities, Service Trips, and Bonner Class Meetings***

## Social Action and Movement Building

- ***Encourages Social Action:*** Can design and lead reflection that exposes students to forms of community engagement and social change (i.e., advocacy, policy, social action, etc.)
- ***Mobilizes Students and Peers:*** Is able to help peers get more involved with one or more forms of community engagement (i.e., internships, conferences, jobs)
- ***Builds Teams:*** Is able to identify the best assets in others and to build teams to achieve a shared vision
- ***Reflects on Root Causes:*** Facilitates program activities that enables those engaged to learn about root causes and potential solutions to the issues they are addressing
- ***Learns About System Change:*** helps investigate and facilitate learning about structural and systemic change

Operationalizing Competencies:

***An Emerging Leader plays instrumental roles in mobilizing students and building the campus culture of engagement***

Program Links:

***Plan and lead training, service days, reflections, and campus-wide initiatives or teams***

## Emerging Leader Core Competencies (continued)

### Community Partnerships and Projects

- **Develops Community Knowledge:** Demonstrated emerging knowledge of local community: history, strengths, assets, agendas, goals
- **Recognizes Community Assets:** Can effectively build and manage specific partnerships that reflect a matching of community and campus assets and needs
- **Manages Community Projects:** Can manage specific community partnerships, by identifying, completing and evaluating projects that meet requests
- **Communicates with Stakeholders:** Able to communicate across boundaries and roles, and between internal and external stakeholders
- **Resolves Conflicts:** Can help facilitate and address conflict resolution between peers, staff, and students

Operationalizing Competencies:

***An Emerging Leader assists in managing students who carry out projects with community partners that meet their articulated requests***

Program Links:

***Carry out asset mapping, conversations about capacity building, and partner communication and evaluations***

### Community Development and Impact

- **Develops Knowledge of Nonprofit and Public Sector:** Demonstrates awareness of and involvement with specific non-profit, government, and/or public sector partners
- **Can Define Community-Based Research:** Demonstrates understanding of definitions and examples of community-based or community-engaged research (i.e., and how they might apply within students' developmental trajectories)
- **Plans Critical Reflection:** Can arrange and implement reflection and dialogue around issues of power, resources, and concern with specific partners
- **Develops Projects:** Can identify opportunities for partners to expand and deepen their engagement with college/university partners to include capacity-building
- **Tracks Metrics:** Can help identify and track metrics that are appropriate measures of impact or change

Operationalizing Competencies:

***An Emerging Leader helps to build and manage impact-oriented partnerships between nonprofit, government, and public sector and the campus***

Program Links:

***Assists in development of a broader place-based strategy for capacity building and in tracking student engagement***



## Emerging Leader Core Competencies (continued)

### Program Management and Administration

- **Tracks Budgets:** Can manage aspects of program budget and track allocations and expenses by source/project
- **Upholds Program Expectations:** Understands how to define expectations and ensure that students participate in required aspects of program (trainings, reflection, tracking)
- **Manages Volunteers:** Can manage and supervise participants (i.e., student leaders and volunteers) in designated leadership roles
- **Refines Programs:** Is able to help define/refine components of the program to (i.e., student accountability, handbook, policies, etc.)
- **Evaluates Quality:** Can assist in carrying out assessment and evaluation methods within specific programs

Operationalizing Competencies:

***An Emerging Leader assists in management and administrative tasks that ensure program quality***

Program Links:

***Helps to refine the Bonner Handbook, policies, and procedures used annually***

### Faculty Development and Engagement

- **Supports Faculty Development:** Helps facilitate opportunities for faculty to explore how community engagement can be connected with faculty teaching, research, and service (i.e., awards, events, luncheons)
- **Manages Logistics:** Help provide logistical support needed by faculty and partners to implement engaged teaching and research (i.e., vans, reflection)
- **Arranges Faculty and Partner Reflection:** Assists with programming that engage faculty in critical reflection with partners and students to learn from community expertise
- **Advises Students on Academic Connections:** Helps support students to make integrative connections between their service and studies (i.e., advising or meetings)
- **Identifies Faculty Mentors:** Able to help students identify faculty who may be able to advise and mentor them or to be a part of significant projects

Operationalizing Competencies:

***An Emerging Leader assists in efforts that connect faculty to students' work and/or to their own involvement in community engaged teaching and learning***

Program Links:

***Supports other staff in faculty engagement initiatives and helps student link with faculty advisors***

# Emerging Leader Core Competencies (continued)

## Institutionalizing Community Engagement (Culture and Infrastructure)

- **Identifies Funding Sources:** Can assist with identifying potential sources of project funding and coach students and project leaders on fundraising efforts
- **Attracts Resources:** Is able to identify resources and advocate for them to enhance and/or expand programs (i.e., in-kind donations, local funds, collaborations)
- **Creates Marketing Materials:** Is able to communicate an institution's brand of engagement (e.g., mission, institutional culture or values) in relevant program materials (i.e., newsletters, fliers, recruitment materials)
- **Collects and Summarizes Data:** Can gather and report data to build and sustain the program and describe its impact (i.e., partner feedback, etc.)
- **Assists in Reporting:** Can assist in creating benchmarks and artifacts that demonstrate program institutionalization (i.e., self-assessment ratings, annual reports, newsletters)

Operationalizing Competencies:  
**An Emerging Leader assists in developing program and center systems, programs, communications, and resources**

Program Links:  
**Gathers stories of Bonner and other student impact and creates newsletters, recruitment materials, and reporting for broader dissemination**

## Leading Change (On Campus)

- **Develops Civic Agency:** Is aware of and able to navigate one's own agency as a change maker within the program context and demonstrate that agency in other settings
- **Increases Institutional Buy In:** Is able to foster a constructive working relationship with campus leaders (i.e., sharing information, securing trust, gaining buy-in)
- **Builds a Culture:** Can identify important aspects of both the culture (i.e., visible and invisible norms) and structure (i.e., policies, meetings, etc.) at the institution and ways that one's work is contributing to enhancing community engagement
- **Builds Curricular and Co-Curricular Connections:** Helps to identify and create bridges between curricular and cocurricular programs
- **Creates Change Teams:** Can successfully build small teams who shares a common agenda and are empowered to help achieve it

Operationalizing Competencies:  
**An Emerging Leader is an empowered leader within the change team and works in collaboration with staff and faculty to shift the culture**

Program Links:  
**Supports and manages student leaders (i.e. Bonner Congress and BLT) on campus-wide and change initiatives (i.e., Big Idea project)**

# Program Coordinator Core Competencies

***An Bonner Program Coordinator is the person with direct management roles for the Bonner Program. Sh/e may also manage other service initiatives. Coordinators generally possess 1-8 years of postgraduate experience. Below are 40 targeted competencies (5 each across 8 areas) and how they are operationalized in connection with roles and responsibilities involving a Bonner Program and center.***

## Facilitating Student Learning and Development

- ***Recruits and Manages Diverse Students:*** Oversees the recruitment, management, and development of students from diverse backgrounds
- ***Supports Full Participation:*** Manages a program that supports full participation and accountability so that diverse students can succeed
- ***Designs Student Development Strategies:*** Plans and leads education, training, and reflection that intentionally support student development and apply theories
- ***Enhances Integrative Learning:*** Implement cornerstone and advising activities that support developmental milestones and integrative learning for students
- ***Manages Evaluation and Assessment:*** Helps design and implement program evaluation and strategies for assessing students' progress on student learning outcomes

Operationalizing Competencies:

***A Bonner Coordinator plays a leadership role in the design and implementation of student development***

Program Links:

***Manages a team of staff and student leaders who oversee and implement Cornerstone Activities, Service Trips, and Bonner Class Meetings***

## Social Action and Movement Building

- ***Integrates Social Action Education:*** Implements structures that contribute to the broader aims for social change (i.e., specific projects, training and reflection, immersion trips involving advocacy, etc.)
- ***Facilitates Learning About Root Causes:*** Implements program structures (such as training and reflection) that enables those engaged (especially students) to learn about root causes and potential solutions to issues
- ***Leverages Diverse Change Agents:*** Recognizes diverse strengths and approaches, engaging new change agents
- ***Promotes Systemic and Structural Change:*** creates opportunity for students to learn about structural and systemic change
- ***Models Humility and Sustained Commitment:*** Teaches students and others how to sustain their commitments over time, recognizing the long-range nature of the work

Operationalizing Competencies:

***A Bonner Coordinator plays instrumental roles in mobilizing students and building the campus culture of engagement***

Program Links:

***Manage the development of training, service days, reflections, and campus-wide initiatives or teams***

## Program Coordinator Core Competencies (continued)

### Community Partnerships and Projects

- **Leverages Community Knowledge and Co-Educators:** Ensures that community knowledge and voice is reflected in partnership development and management
- **Builds and Manages Community Partnerships:** Creates and sustains a wide range of community partnerships and communicate effectively with stakeholders involved
- **Designs and Implements Projects:** Can design, manage and implement projects that connect campus assets (especially students' engagement) with community requests
- **Demonstrates Leadership:** Expresses leadership and initiative appropriately to sustain trust, demonstrating awareness of program strengths and areas for improvement
- **Facilitates Problem Solving:** Can identify and manage situations and structures so that conflict resolution between peers and students is ongoing

Operationalizing Competencies:

*A Bonner Coordinator oversees the development of partnerships and projects that involve students and other campus constituents in ways that benefit communities*

Program Links:

*Carry out asset mapping, conversations about capacity building, and partner communication and evaluations*

### Community Development and Impact

- **Demonstrates Knowledge of Nonprofit and Public Sector:** Demonstrated awareness of and integration of non-profit, government, and public sector partners within program planning and projects
- **Understands Community-Engaged Pedagogies:** Demonstrates understanding of principles and practices of community engagement and community-engaged research
- **Leads Critical Reflection and Dialogue:** Integrates systems for ongoing reflection and dialogue around issues of power, resources, and concern with partners and others
- **Deepens and Expands Program Partnerships:** Create opportunities for program partners to expand and deepen their engagement with college/university partners to include research, evaluation, resource development, etc.
- **Creates and Tracks Indicators of Change:** Designs mechanisms to identify and track appropriate measures of impact or change (i.e., outputs and achievements)

Operationalizing Competencies:

*A Bonner Coordinator oversees the development and management of impact-oriented partnerships between nonprofit, government, and public sector and the program*

Program Links:

*Coordinates the development of a broader place-based strategy for capacity building and in tracking student engagement*

# Program Coordinator Core Competencies (continued)

## Program Management and Administration

- **Manages Program Budgets:** Develop and manages program budget and track allocations and expenses by source/project
- **Defines Expectations and Systems for Accountability:** Defines policies and systems that ensure that students participate in required aspects of program (trainings, reflection, tracking, attendance, etc.)
- **Leads Professional Development:** Applies knowledge of training development and plans and carries out professional development for staff and student team
- **Manages Leadership Team:** Creates, manages and supervises a diverse and competent staff team and student leaders to help to run the program
- **Implements Program Evaluation and Assessment:** Able to refine, apply and/or implement assessment and evaluation methods within specific program

Operationalizing Competencies:

*A Bonner Coordinator oversees the management and administration of the program to ensure its quality*

Program Links:

*Refines the Bonner Handbook, policies, and procedures used annually*

## Faculty Development and Engagement

- **Demonstrates Knowledge of Community-Engaged Scholarship:** including history, methods, underlying theories, and community challenges
- **Facilitates Faculty Development:** Facilitates structures and programming for faculty to explore how community engagement can be connected with teaching, research, and service (i.e., awards, events, luncheons)
- **Conducts Faculty Outreach:** Is able to approach and motivate faculty who can advise and mentor students or be engaged through matching their teaching, research, and other interests
- **Connects Faculty with Program Roles:** Designs and implements activities with faculty that engage their time, expertise, and resources (i.e., site teams, educational roles, advising and mentoring)
- **Manages Faculty Mentors:** Can identify and connect faculty with potential projects (i.e., advisors for student capstones, CBR projects, etc.) related to integrative pathways

Operationalizing Competencies:

*A Bonner Coordinator facilitates connections of faculty to students' work and/or to their own involvement in community engaged teaching and learning*

Program Links:

*Increases faculty engagement by linking students with faculty advisors and matchmaking for specific partners and projects*

# Program Coordinator Core Competencies (continued)

## Institutionalizing Community Engagement (Culture and Infrastructure)

- **Cultivates Potential Funders:** Assists with identifying sources of funding and revenue (i.e., such as grants, local businesses, donors, contracts, fundraising for projects)
- **Leverages Institutional Resources:** Is able to leverage resources and advocate for community engagement as an institutional funding priority
- **Benchmarks Program Quality:** Understands how to use benchmarking tools (i.e., assessments) and produce artifacts that demonstrate program institutionalization (i.e., newsletters, student profiles, capstone displays)
- **Builds Program Brand:** Communicates institution's brand of engagement (e.g., mission, institutional culture or values) in relationship to the program (i.e., in trainings, in reports)
- **Identifies, Tracks, and Reports Data and Evidence:** Can gather and disseminate relevant data and evidence to build and sustain support for the program (i.e., student evaluations, partner evaluations, program evaluations, etc.)

Operationalizing  
Competencies:

*A Bonner Coordinator develops program systems, communication strategies, and resources (i.e., reports) to ensure the program's quality*

Program Links:

*Develops mechanisms (Capstone Presentations, Profiles, Awards, Newsletters, etc.) that disseminate stories and data about the value and impact of program*

## Leading Change (On Campus)

- **Demonstrates Civic Agency:** Is aware of and able to navigate one's own personal agency as a change maker within the program context and demonstrate that agency in other institutional settings
- **Strengthens Curricular and Co-Curricular Integration:** Designs and implement mechanisms and structures that integrate curricular and co-curricular experiences within or related to the program
- **Shifts Institutional Culture:** Understands how to shape the culture (i.e., visible and invisible norms) and structure (i.e., policies, meetings, etc.) within the program
- **Sustains Institutional Buy In:** Develops constructive working relationships with division and institutional leaders (i.e., sharing information, securing trust and collaboration)
- **Fosters Institutional Change:** Can build change coalitions with common agenda and navigate institutional processes

Operationalizing  
Competencies:

*A Bonner Coordinator plays a leadership role within the change team and works supportively and in collaboration with staff and faculty to shift campus culture*

Program Links:

*Manages student leaders on campus-wide and change initiatives (i.e., Big Idea project) and supports center change efforts (i.e., strategic plans)*

# Program Director Core Competencies

***An Bonner Program Director generally oversees the Bonner Program but plays a less hands on role than the Coordinator. Sh/e generally manages other institutional initiatives and may also be the center director. Bonner Directors generally possess 5-15 years of postgraduate experience. Below are 40 targeted competencies (5 each across 8 areas) and how they are operationalized in connection with a Bonner Program and center.***

## Facilitating Student Learning and Development

- ***Builds a Culture of Full Participation:*** Builds mechanisms for recruiting, supporting, and valuing the participation of by diverse students and staff
- ***Mentors Developing Leaders:*** Mentors staff and students with diverse backgrounds and qualities to support their engagement and success
- ***Ensure Comprehensive Developmental Approach:*** Ensures that center programs provide intentional education, training, and reflection for student success
- ***Fosters Community Engaged Learning Principles and Practices:*** Gathers and shares evidence and scholarship with staff, student leaders, peers and subordinates to ensure they understand key principles, practices, and values
- ***Manages Integration of Learning Outcomes:*** Oversees the development of program outcomes and assessment

Operationalizing Competencies:

***A Bonner Director connects the student development occurring in the program with broader with broader principles and practices of community engaged learning***

Program Links:

***Oversees the development of mechanisms (i.e., reports, courses, awards, etc.) that connect the program with institutional priorities***

## Social Action and Movement Building

- ***Institutionalizes Social Action and Change Coursework:*** Builds mechanisms and/or collaborations across campus that can contribute to the broader aims for social change (i.e., specific projects, courses)
- ***Develops Education About Root Causes:*** Builds and integrates program structures (such as training and reflection) that enables those engaged (especially students) to learn about root causes and potential solutions
- ***Facilitates Critical Thinking:*** Integrates language (i.e., definitions, frameworks, literature) within structures and programs that educate those involved about potential challenges and pitfalls (i.e., questions of power, impact)
- ***Leads Diverse Change Teams:*** Is able to lead and manage program staff who apply their diverse strengths and capabilities and empower others to do so
- ***Teaches Sustained Commitments:*** Teaches others how to sustain engagement and reflect humility

Operationalizing Competencies:

***A Bonner Director ensures that the program is grounded in the principles and practices of sustained community engagement***

Program Links:

***Fosters issue-focused projects and links such as Social Action coursework, Minors, and credit-bearing capstones***

## Program Director Core Competencies (continued)

### Community Partnerships and Projects

- **Institutionalizes Community Knowledge:** Ensures that community knowledge and voice is reflected in partnership development and management (i.e., community advisory boards)
- **Manages and Sustains Community Partnerships:** Manages and sustains partnerships over multiple years involving many stakeholders (i.e., students, staff, faculty)
- **Builds and Operationalizes Projects:** Can identify and initiative relevant partnerships and projects and connect them to the ongoing program operations
- **Facilitates Decision Making and Problem Solving:** Manages program(s) in way that fosters effective processes at all levels and campus-wide
- **Demonstrates and Empowers Leadership:** Demonstrating awareness of one's strengths and areas for improvement and empowers others on and off campus

Operationalizing Competencies:

***A Bonner Director manages the overall strategy for partnerships and projects that involve students and campus constituents in multiyear, sustained initiatives***

Program Links:

***Defines mechanisms for engaging partner voice (i.e., boards) and standards for ongoing partner management***

### Community Development and Impact

- **Aligns Nonprofit and Public Sector Needs with Program:** Demonstrated knowledge of how non-profit, government, and public sector partners fit within the mission and scope of the program
- **Spreads Community-Engaged Pedagogies:** Articulates principles and practices of community-based or community-engaged research and how they are part of center and programs
- **Deepens and Expands Program Partnerships:** Create structures to expand and deepen engagement between partners and institution to include research, evaluation, resource development, etc.
- **Facilitates Knowledge Sharing Across Sectors:** Creates structures for dialogue with students, partners and faculty
- **Assesses Community Impacts:** Creates measures and strategies to capture increases in community capacity

Operationalizing Competencies:

***A Bonner Director ensures that the program as a whole is working with nonprofit, government, and public sector partners in a way that supports best practices and impact***

Program Links:

***Creates a broader place-based strategy for capacity building and sustained partnerships that contribute to community impacts***



# Program Director Core Competencies (continued)

## Program Management and Administration

- ***Builds and Manages Program Budgets:*** Creates tools for financial management and tracing program funding streams/sources and expenses
- ***Creates Instructional Strategies:*** Develops educational, course, policies, and instructional materials for program (and staff) and oversee the creation of a comprehensive strategy for program (i.e., minors, certificates)
- ***Ensures Professional Development:*** Recruits, trains, and supervises diverse and competent staff and student leaders
- ***Develops Operating Procedures and Manages Risk:*** Creates and/or implements operating policies and handbooks for program for multiple constituents (i.e., students, faculty, other units, risk management, liability, etc.)
- ***Oversees Program Evaluation and Assessment:*** Collaborates with others to design and carry out assessment and evaluation methods for program(s)

Operationalizing Competencies:  
***A Bonner Director oversees administrative management and ensures the quality and sustainability of the program***

Program Links:  
***Manages relationships and roles of other units (i.e., Financial Aid, Admissions, Development, etc.)***

## Faculty Development and Engagement

- ***Designs and Implements Faculty Development:*** Creates programming for faculty to explore how community engagement can be connected with their teaching, research, and service (i.e., faculty development)
- ***Builds Relationships with Faculty with Projects:*** Motivates faculty in ways that are customized to their needs, research interests, expertise, departmental concerns, status, etc.
- ***Engages Students as Colleagues:*** Creates structures that provide logistical support needed by faculty, students, and partners to implement engaged teaching and research (i.e., vans, student assistants)
- ***Supports Critical Reflection:*** Creates programming that engages faculty with partners and peers that involve recognizing and learning from community expertise
- ***Facilitates Curriculum Change:*** Participates in or facilitate processes (i.e., strategic planning, curriculum mapping, issue-based organizing) that result in new multidisciplinary, interdisciplinary, and/or integrative pathways

Operationalizing Competencies:

A Bonner Director establishes strategies to connect faculty with partners and students' work and to their own involvement in community engaged teaching and learning

Program Links:

Oversees faculty development initiatives; defines structures for ongoing faculty involvement (i.e., training, fellows, minors, etc.)

## Program Director Core Competencies (continued)

### Institutionalizing Community Engagement (Culture and Infrastructure)

- **Develops Funding Strategy:** Cultivates fundraising and revenue sources that reflect multiple sources of funds (i.e., institutional, earned income, local grants, etc.)
- **Secures Institutional Resources:** Leverages and advocates for necessary resources as part of the larger institutional priorities (i.e., annual budget, staffing)
- **Benchmarks Program and Set Targets for Improvement:** Manages benchmarking and creation of artifacts that demonstrate program institutionalization (i.e., progress reports, annual report components, inventories, etc.)
- **Ties Program to Institution's Brand:** Is able to communicate an institution's brand of engagement (e.g., mission, strategic plan objectives) in relationship to the program (i.e., newsletters, website)
- **Broadcasts Data and Evidence:** Works with institutional partners to gather and widely share available data and evidence to sustain institutional support for the program (i.e.,

Operationalizing  
Competencies:

**A Bonner Director develops systems, strategies, and artifacts (i.e., reports, inventories, assessments) to communicate the value of the program to institution**

**Program Links:**

**Develops mechanisms (Annual Reports, Capstone Presentations, Profiles, Awards, etc.) that broadcast evidence and stories about the value and impact of program**

### Leading Change (On Campus)

- **Plan Strategically:** Can articulate, lead, and plan strategically for the program and its role within the campus and community context (as evidenced in written and verbal communications)
- **Cultivate Civic Agency:** Is aware of and able to wield one's own personal agency as a change maker within the context and demonstrate agency in other settings, and encourage it in subordinates
- **Drive Curricular and Co-Curricular Integration:** Create mechanisms and structures that integrate curricular and co-curricular pathways for student learning
- **Secures Institutional Buy In:** Develops a constructive working relationship with supervisors and more senior leaders (i.e., sharing information, securing trust, gaining buy-in) and ensures team has such relationship
- **Promote Institutional Change:** Can successfully build teams and change coalitions who shares a common agenda and is empowered to help achieve it

Operationalizing  
Competencies:

**A Bonner Director helps shape the vision and strategy for campus-wide engagement of students, staff, and faculty that institutionalize cultural and systemic change**

**Program Links:**

**Carries out benchmarking (i.e., Bonner Self-Assessment, NIIICE) and defines strategies for campus-wide connections of Bonner (i.e., capstones, faculty, etc.)**

# Center Director Core Competencies (continued)

***A Center Director manages the office or unit that houses the Bonner Program and other initiatives for community engaged learning. Center Directors may play a limited role in the day-to-day management of Bonner. They generally possess 8-30+ years of postgraduate experience. Below are 40 targeted competencies (5 each across 8 areas) and how they are operationalized in connection with a Bonner Program and center.***

## Facilitating Student Learning and Development

- ***Builds a Culture of Full Participation:*** Recruits and retains diverse staff and student leaders who can support full participation and engagement by diverse students
- ***Oversees a Comprehensive Developmental Approach:*** Ensures that Bonner Program and other programs support student success through intentional education, training, and reflection that applies developmental theories
- ***Aligns Programs with Community Engaged Scholarship:*** Ensures that center programs are defined in relationship to community-engaged and civic learning pedagogies
- ***Institutionalizes Community Engaged Learning Principles:*** Creates mechanisms to share evidence and scholarship with institutional peers and broader audiences that foster best practices in community engaged learning
- ***Leads Development and Integration of Learning Outcomes:*** Ensures processes that result in the creation of student learning outcomes and assessment for center

Operationalizing Competencies:

***A Center Director oversees the development of programs that reflect principles and practices of community engaged learning and student success***

Program Links:

***Creates institutional channels and mechanisms (i.e., reports, courses, committees, etc.) that connect center with institutional priorities***

## Social Action and Movement Building

- ***Sustains Social Action and Change Efforts:*** Builds mechanisms with entities on and off campus that contribute to social change (i.e., center partnerships, social action, etc.)
- ***Fosters Deep Root Cause Analysis:*** Builds mechanisms and structures (courses or training) to deepen the engagement of students, faculty, and others in addressing root causes
- ***Promotes Critical Thinking to Address Challenges:*** Embraces and incorporates language (i.e., definitions, frameworks, literature) within center that educate those involved about pitfalls (i.e., inequities of power, privilege)
- ***Leads and Empowers Diverse Change Leaders:*** Manages center staff who apply their diverse strengths and capabilities and empower others to do so as well
- ***Promotes Sustained Commitments and Structural Change:*** Demonstrates and teaches appreciation for the depth of work needed (i.e., humility, multiyear commitment)

Operationalizing Competencies:

***A Center Director promotes the campus-wide institutionalization of principles and best practices of sustained community engagement***

Program Links:

***Fosters deep, pervasive community engagement through systems and structures (Carnegie, Anchor Institution roles)***

## Center Director Core Competencies (continued)

### Community Partnerships and Projects

- ***Institutionalizes Community Knowledge and Voice:*** Create structures (like boards, task forces) to ensure community knowledge and voice is present in center and institutional decision making
- ***Manages and Sustains Deep Partnerships:*** Fosters partnerships that can involve multiple institutional stakeholders (i.e., students, faculty, funders, staff, and others)
- ***Brokers and Operationalizes Sustained Projects:*** Brokers community and campus projects and identifies relevant resources (institutional and external) to sustain them
- ***Promotes Decision Making and Problem Solving:*** Manages center in way that fosters effective processes at all levels and highly functioning institutional relationships
- ***Demonstrates and Empowers Leadership:*** Demonstrating awareness of one's strengths and areas for improvement and empowers others on and off campus

Operationalizing Competencies:

***A Center Director forges a vision and strategy for partnerships and projects that involve campus-wide constituents in sustained, reciprocal, and impact-oriented initiatives***

Program Links:

***Creates and leads activities (i.e., center and strategic planning, infrastructure development, departmental projects ) that institutionalize sustained partnerships***

### Community Development and Impact

- ***Aligns Nonprofit and Public Sector Needs with Center:*** Demonstrated understanding of the non-profit, government, and public sector in one's context and how campus assets could contribute to them (i.e., center mission, goals, rhetoric)
- ***Expertise with Community-Engaged Learning:*** Demonstrated proficiency with community-based or community-engaged research (i.e., project management, teaching, research)
- ***Deepens and Expands Program Partnerships:*** Create structures to expand and deepen engagement between partners and institution to include research, evaluation, resource development, etc.
- ***Facilitate Rewards and Incentives:*** Creates structures that respect the time, expertise, and resources of those engaged (i.e., rewards, mini-grants, co-educator roles, stipends, etc.)
- ***Drives Community Capacity and Impact:*** Oversees efforts to create measures or metrics that describe how center work contributes to organizational/community impacts

Operationalizing Competencies:

***A Center Director ensures that the institution as a whole is working with nonprofit, government, and public sector partners in a way that supports best practices and impact***

Program Links:

***Fosters broader institutional connections (i.e., curriculum change, CBR hubs, place-based commitments, etc.)***

## Center Director Core Competencies (continued)

### Program Management and Administration

- **Oversees Center Financial Management:** Can build and manage center budgets with multiple funding streams (i.e., institutional, grants, earned income, donors, etc.)
- **Ensures Professional Development:** Recruits, trains, and supervises diverse and competent staff and student leaders
- **Creates Institutional Alignments:** Oversees the creation of a comprehensive strategy that will yield greatest impacts and understands how to navigate change processes
- **Oversees Operating Procedures and Risks:** Creates and manages staff in creating center policies and handbooks for multiple constituents (i.e., students, partners, faculty, etc.)
- **Oversees Program Evaluation and Assessment:** Able to create and/or apply assessment and evaluation methods to specific programs

Operationalizing Competencies:

***A Center Director oversees the management of the center and its programs to ensure the highest quality and operations***

Program Links:

***Manages relationships and collaboration with senior leaders and key units (i.e., President, Provost, VP of Student Affairs, VP of Admissions)***

### Faculty Development and Engagement

- **Builds Systems for Faculty Development:** Creates structures that enable faculty to explore how community engagement can connect with teaching, research, and service (i.e., faculty training, campus-wide initiatives, policies)
- **Promotes Campus-Wide Faculty Engagement:** Builds mechanisms to reach and persuade faculty in ways that are customized to their needs, research interests, expertise, departmental concerns, status, etc. (i.e., incentives, rewards)
- **Promotes Students as Colleagues Roles:** Creates mechanisms that address logistical support needed by faculty and partners to implement engaged teaching and research (i.e., mini-grants, vans, student assistants)
- **Embraces Innovation:** Is open to and effective at designing and implementing new programs, especially innovation that builds on the knowledge and experience that arises from community engaged stakeholders and projects
- **Drives Course Development and Curriculum Change:** Can identify, promote, and facilitate processes (i.e., strategic planning, curriculum mapping, issue-based organizing) that result in new or integrative pathways

Operationalizing Competencies:

***A Center Director pushes for institutional change that deepens and broadens community engagement by all constituents***

Program Links:

***Promotes changes to policies, culture, and structures that facilitate community engagement (i.e., integration of evidence, strategic plan links, tenure change, student financial awards)***

## Center Director Core Competencies (continued)

### Institutionalizing Community Engagement (Culture and Infrastructure)

- **Develops and Executes Funding Strategy:** Cultivates center fundraising and revenue sources that reflect multiple sources (i.e., institutional, earned income, local grants, etc.)
- **Secures Institutional Resources:** Obtains resources and advocates for hard dollars as part of the larger institutional priorities (i.e., annual budget, staffing)
- **Benchmarks Center and Set Targets for Improvement:** Oversees center benchmarking (i.e., NIIICE, Carnegie) and artifacts that demonstrate institutionalization (i.e., strategic plans, annual reports, tenure changes, etc.)
- **Ties Center to Institution's Brand:** Communicate an institution's brand of engagement (e.g., mission, strategic plan objectives) in relationship to the center and its programs (i.e., speeches, reports, website)
- **Persuades with Data and Evidence:** Makes a compelling case, using available data and evidence, for the center's work to sustain institutional support (i.e., reports, accreditation, assessments, etc.)

Operationalizing Competencies:  
**A Center Director develops systems, strategies, and evidence that links the center's work with the institutional identity and success**

Program Links:  
**Develops mechanisms (Annual Reports, Strategic Plans, donor reports, Faculty Handbooks, etc.) that root the center's work in the institution's mission and strategic aims**

### Leading Change (On Campus)

- **Plan Strategically and Set Vision:** Can articulate, lead, and plan strategically for the center and its role within the campus and community context, setting a vision (evident in written and verbal communications)
- **Demonstrate Civic Agency and Mentor Change Agents:** Can wield one's own personal agency as a change maker within the program and center context and support colleagues at all levels to do so
- **Drive Curricular and Co-Curricular Integration:** Create mechanisms that integrate curricular and co-curricular pathways for student learning and community impact
- **Secures Institutional Buy In:** Develops a constructive working relationship with supervisors and more senior leaders (i.e., sharing information, securing trust, gaining buy-in) and ensures team has such relationship
- **Drive Institutional Change:** Empowers staff team to build teams and change coalitions who shares a common agenda and are equipped to successfully carry it out

Operationalizing Competencies:  
**A Center Director helps shape the vision and strategy for campus-wide engagement of students, staff, and faculty that institutionalize cultural and systemic change**

Program Links:  
**Carries out benchmarking (i.e., Bonner Self-Assessment, NIIICE) and defines strategies for campus-wide connections of Bonner (i.e., capstones, faculty, etc.)**

# Sources and Where to Learn More

Authors of these frameworks at the Bonner Foundation consulted literature to develop these frameworks. The creation of competencies by level was done through applying such literature to an understanding of how programs are managed and implemented on college and university campuses. Those interested in learning more about competencies related to the field may want to engage in reading some of the following.

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This booklet was produced for the Bonner Foundation and Network.  
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You may find these resources on the Bonner Network Wiki under:  
**Staff Professional Development**

**Supporting Professional Development for  
Bonner Programs and the Field of  
Community Engagement:**



# **The Bonner Pipeline Project**