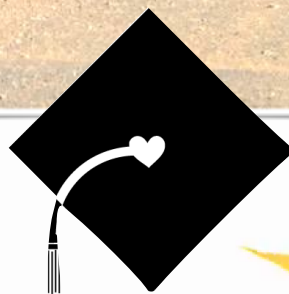


Our Bonner Learning Community



Bonner Fall Directors Meeting

November 3-6, 2019

The Claggett Center, Adamstown, MD

with the Community-Engaged Learning Initiative Track on November 3-4, 2019

Our 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

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

NEVADA

- University of Nevada - Reno

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)

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 (Swannanoa)

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 (Slippery Rock)
- Ursinus College (Collegeville)
- Waynesburg University (Waynesburg)
- 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)
- George Mason University (Fairfax)
- University of Lynchburg (Lynchburg)
- University of Richmond (Richmond)
- Virginia Wesleyan University (Virginia Beach)
- Washington and Lee University (Lexington)

WISCONSIN

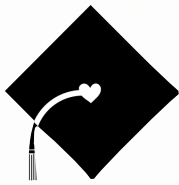
- Edgewood College (Madison)

WEST VIRGINIA

- Concord University (Athens)



Our Bonner Learning Community



Bonner Fall Directors Meeting

November 3-6, 2019

The Meeting

Goals	1
Community-Engaged Learning Initiative Track.....	3
Agenda - November 3	5
Agenda - November 4	6
Agenda - November 5	10
Agenda - November 6	12
Workshops Block 1	13
Workshops Block 2.....	15

Supporting Our Bonner Learning Community

Using the Bonner Learning Community Platform	17
Bonner Connect and the Alumni Network	19
Introducing the Bonner Broadcasts	23
National Partners at This Meeting.....	25
Bonner Pipeline Project Professional Competencies.....	26
Notes.....	35
Claggett Conference Center Map.....	back page



“The Bonner Learning Community” has several meanings as a theme for this meeting. One, we are excited to expand it to include more faculty. Two, we will be launching several new initiatives and platforms at this meeting that we hope will enrich the work of our national community. Three, being a **learning community** and **community of practice** is a hallmark for our ongoing work that is reflected in our continual collaboration, face-to-face meetings each year, and collective efforts to build and manage programs and courses that support student development, community partnerships, and campus-wide integration of community engagement. Our goals are to:

Expand, build and practice being a *Community of Practice:*

In the literature, a community of practice is defined as a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly. This definition reflects the social nature of human learning. Our hope is to make this Fall Directors and Coordinators Meeting a great reflection of this concept, with opportunities for sharing, discussion, reflection, rejuvenation, and fun. Some highlights include:

- **More than 25 faculty** are joining us at this meeting, along with roughly **90 Bonner Program administrators**;
- We will launch and use the **Bonner Learning Community**, a new online platform that will allow us to stay connected between meetings.
- We will showcase **Bonner Connect**, with 1,000+ members and our growing Alumni Network.

Engage in and learn more about *Problem-Based Learning*:

Historically, we have used our meeting to strengthen the quality and impact of our work. We often do this through sessions that showcase best practices, talking in workshops and informally about challenges, and brainstorming and visioning ways to strengthen our programs and impact.



- This year, we offer **Innovation Stations** designed to support more intentional sharing of problems and solutions on issues like recruitment and retention, meetings and trainings, partnerships and projects, summer service, capstones, staff and faculty development.
- Additionally, we will continue to discuss ways to **achieve big goals**, including supporting the development of civic-minded graduates as they complete college and look for ways to continue engaging in deep and developmental work in the community. A key question to be explored here is how are we *embedding and scaling service, community-engagement and community-engaged learning* experiences in our colleges and universities? How are we integrating community-engagement that involves many students, staff, and faculty in our institutions.





About the Community Engaged Learning Initiative

This year the Bonner Foundation launched its newest Bonner Community-Engaged Learning Initiative. This initiative aims to engage faculty in broader efforts to integrate community engagement in courses and to shift culture and policies to sustain this work by:

- **Changing courses and curriculum by engaging faculty** (and sometimes students as colleagues) in a cohort and in developing new or revised courses and integrative pathways. In particular, this coursework supports students completing engaged projects, through social action and capstones.
- **Working on critical institutional and community change** efforts that will build infrastructure for broader, deeper and more impactful engagement. Projects involve research, inventories, assessment, policy change, working groups and structures, and links with core curriculum.

Each institution has crafted a strategy that fits with its mission, current aims and context, and unique opportunities. This meeting will provide an opportunity for your project leaders to share your own plans, learn about others' approaches, and refine your own strategies to be most successful. On November 3-4, we will engage in building a community of practice across the institutions through learning circles designed to provide campuses with an opportunity to share their ideas and take away insights to sharpen their strategies.

Learning Circle #1 (Main Room)	Learning Circle #2 (Tidball)	Learning Circle #3 (Walker)
Dave Roncolato & Rachayita Shah (18)	Ariane Hoy & Arthur Tartee Jr. (18)	Liz Brandt, Kristi Cordier, & Bobby Hackett (17)
<ul style="list-style-type: none"> • Allegheny College (2) • Averett University (2) • Earlham College (3) • Edgewood College (2) • Guilford College (2) • Wagner College (3) • Washburn University (2) • Washington & Lee University (2) 	<ul style="list-style-type: none"> • Bates College (2) • Colorado College (2) • Lindsey Wilson College (2) • Morehouse College (2) • Siena College (2) • Stetson University (2) • Stockton University (3) • University of Lynchburg (3) • Widener University (2) 	<ul style="list-style-type: none"> • Berea College (1) • Brown University (1) • CSB/SJU (2) • DePauw University (2) • Mars Hill University (2) • Maryville College (3) • Montclair State University (2) • TCNJ (3) • UNC Chapel Hill (1)

Sunday, November 3

Community-Engaged Learning Track

2:00 pm

Welcome, Overview, and Introductions (Monocacy Hall)

Join us for an opportunity to intentionally engage and build new relationships across our national learning community, followed by a short introduction of the vision and key themes for the Bonner Community-Engaged Learning Initiative and national learning community.

3:00 pm - 3:15 pm

Introduction to Learning Circles (Monocacy Hall)

- ▶ *Building a Community of Practice with Your Faculty Cohort with Montclair State University*
- ▶ *Engaging Students as Colleagues with Brown University*

3:30 pm - 4:30 pm

Learning Circle #1: Building a Community of Practice with Your Faculty Cohort (Main Room, Tidball, Walker)

After brief presentations, participants have the opportunity to discuss their own plans and approaches for faculty outreach, the structure and meetings of their cohorts, faculty development, and how they are building a community of practice. Share challenges and potential solutions.



4:30 pm - 4:45 pm

Break

4:45 pm - 5:45 pm

Learning Circle #2: Students as Colleagues (Shenandoah, Tidball, Walker)

After a break, project leaders will have the opportunity to discuss how they are engaging Bonners and other student leaders in leadership roles in and out of the classroom, which may include partnership and project development and management, education, reflection, and research. Again, let's share ideas and strategies to overcome barriers.

Fall Directors Meeting Agenda

Sunday, November 3, 2019

5:45 pm

Dinner and Networking at the Claggett Center Dining Hall

With all participating staff and faculty.

7:00 pm - 8:30 pm

All Group Session: The Context for Civic Learning and Engagement in Higher Education Today (Monocacy Room). *Featuring a guest presentation by Dr. Dawn Michele Whitehead.*

Dr. Whitehead is the Vice President of the Office of Global Citizenship for Campus, Community, and Careers at the Association of American Colleges and Universities (AAC&U). Her office focuses on advancing curricular and co-curricular initiatives and practices that advance equitable participation in global learning, integrative learning, and community-based learning for all students for preparation for life, work, and citizenship. She also serves as the program director of AAC&U's annual meeting and draws on the broader work of AAC&U members and contemporary issues in higher education to create a compelling and timely meeting.



At AAC&U, Whitehead's work centers on integrative global learning with an emphasis on thematic local and international experiences that provide students with a variety of global learning opportunities across their educational experience. She also works on projects that integrate high-impact practices across general education and the majors to provide students with consistent, high-quality liberal learning, and engages and collaborates across offices at AAC&U on curricular transformation. She has published several articles and book chapters on these topics. Prior to joining AAC&U, Whitehead served as the Director of Curriculum Internationalization with teaching responsibilities in the global and international studies program at Indiana University-Purdue University Indianapolis (IUPUI).

9:00 pm on

Reception and Socializing: enjoy casual time with colleagues.

Monday, November 4, 2019

7:45 am - 8:45 am

Breakfast (Claggett Center Dining Hall)

9:00 am - 10:30 am

All Group Session: Embedding Community Change through Integrative, Developmental Pathways (Monocacy Room)

This session will guide participants through thinking about how we can best support the integration of community engagement within programs, courses, and pathways that address community issues and interests. At its best, community engaged-learning should position community change as a priority, in ways that integrate and build partner and community capacity and knowledge and/or change policy. Using food, hunger, and poverty as an illustration, this session will delve into examples. Featuring guest presentations by Shannon Maynard, Executive Director of the Congressional Hunger Center and sharing of relevant models by participants.

10:45 am - 12:00 pm:

Choose one of three options:

#1: Strategy Discussion for Community-Engaged Learning Project Leaders (Monocacy)

Staff and faculty CEL Initiative project leaders will meet to engage in some reflection and strategy work, refining action steps and take aways from the sessions. Guided by Ariane Hoy, Bonner Foundation and David Roncolato, Allegheny College.

#2: Going Deeper with the Zero Hunger Initiative and Food Security Projects (Tidball)

Interested participants may join this session to continue strategizing about ways to integrate co-curricular and curricular engagement around food security, hunger, and poverty. Guided by Bobby Hackett, Bonner Foundation; Sheryl Belizaire and Felecia Deas, Spelman College; and Shannon Maynard, Congressional Hunger Center.

#3: Strengthening Your Bonner Education and Training Calendar Around Issues (North Cottage)

Interested participants may join this session to apply lessons from the previous sessions to strengthening the ways in which they educate Bonners, through meetings, courses, and experiential projects, to make effective community change. Guided by Rachayita Shah and Liz Brandt, Bonner Foundation with guest presentations by campuses that have incorporated issue-based trainings.

Monday, November 4, 2019

12:00 pm - 1:55 pm

Lunch, Networking, and Free Time

at the Claggett Center Dining Hall and Grounds

2:00 pm - 3:30 pm

Innovation Stations: This year, we will feature two blocks in which staff can join one of several discussion-based sessions in which they share how they encourage and address common problems and issues within the Bonner Program. A Foundation staff member will be on hand as a facilitator, but these sessions will be conducted through a collaborative learning process. Choose from one of eight sessions. Please note that these are repeated on Tuesday morning.

- **Recruitment, Selection, & Retention, facilitated by Arthur Tarte (North Cottage):** The goals for recruiting Bonner Leaders and Scholars is to yield a class that is as diverse or more so than the institution, no greater than a 60/40 gender ratio (unless you have a single sex school), and understand and embrace the four-year commitment.
- **Bonner Students Leadership Roles, facilitated by Kristi Cordier (Walker):** A core principle for the Bonner Leader and Scholar Program is that students play significant leadership roles in the program. This is often seen through site-based leadership, a strong Bonner Leadership Team, and Senior Interns. Let's discuss what preparing, supporting, and managing student leaders really involves.
- **Bonner Meetings and Trainings, facilitated by Rachayita Shah (Tidball):** Every Bonner Program works to create a four-year developmental calendar including education, training, reflection, and possibly coursework. Let's discuss what helps us do this effectively and what holds us back from implementing these supports effectively.
- **Partnerships and Projects, facilitated by Bobby Hackett (Monocacy Left):** We are working to develop and sustain partnerships with agencies, collaboratives, government organizations, schools, and other nonprofits in which students can grow developmentally, build capacity, and make an impact. Let's discuss what facilitates successful partnerships and projects, and what holds us back.

- **Bonner Summer of Service, facilitated by Adrienne Piazza and Black Stack (Monocacy Right):** Most Bonner Programs include summer of service opportunities in which students work full-time, often with organizations beyond the local area and in national and international contexts. While these internship-like placements have a big impact on students' pathways, they can be hard to manage. Let's discuss the challenges and solutions for integrating effective summer service.
- **Bonner Capacity Building Capstones, facilitated by Ariane Hoy (Shenandoah):** Our Bonner Programs are working to integrate community-engaged and capacity-building capstones, with a goal that 100% of Bonners complete them. As an aspiration, we are facilitating campus-wide integration of integrative pathways so that 25% of seniors complete community-engaged capstones. Let's discuss what is and isn't helping us achieve this goal.
- **Staff Professional Development, facilitated by Liz Brandt (Rosemary's Garden):** Working with the Bonner Program is intended to be meaningful and developmental for staff too. As the Pipeline Project suggests, our network aims to support professionals with a unique set of competencies and Bonner approach to community engagement. Let's discuss challenges and solutions for professional development.
- **Faculty Development, facilitated by Dave Roncolato (Potomac):** The Bonner Program facilitates the development of campus-wide community engagement. To truly succeed, we need to involve faculty in our work in myriad ways, including through community-engaged learning courses, mentoring, and as allies. Let's discuss successes and challenges.

Pipeline Project Competencies:

Depending on your choice, you'll build competencies in..

- Recruiting and supporting diverse students to succeed in college;
- Developing and managing student leaders;
- Planning and implementing education and reflection;
- Developing and implementing community partnerships and projects;
- Developing your own and other staff members' skills and leadership; and,
- Training and engaging faculty in community-engaged pedagogies.

Each elective is also tagged for competencies it addresses.

Monday, November 4, 2019

3:30 - 4:00 pm
Break

4:00 pm - 5:30 pm

Elective Workshops: Choose one of the following sessions. See descriptions on pg 13-14.

- **Bonner is Like Love or Peanut Butter: Spread Some!** with Kelly Finn and Betsy Shimberg, Brown University (Walker Room)
- **Centers, Centers and More Centers: Facing the Challenges of Restructuring Campus-wide Centers That Oversee Bonner Programs on our Campuses** with David Roncolato, Allegheny College (North Cottage)
- **Developing the Inside to Shape the Outside** with Kristi Cordier, Bonner Foundation (Potomac Room)
- **Knowing Your Issue: Review Updated Modules and Share Experiences with Teaching Issues** with Bobby Hackett, Bonner Foundation (Tidball Room)
- **Service Learning and ePortfolio: Successes Merging High-Impact Practices** with Bradley Hartsell, Emory & Henry College (Monocacy Room)
- **Tell Your Story, Improve Your Practice: Community Engagement Data at Your Fingertips** with Lisa Keyne and Lauren Wendling, Collaboratory from TreeTops Commons (Shenandoah Room)

5:45 pm - 8:15 pm

Dinner Off Site: On Monday night, participants can immerse in the local surrounds for dinner. We will gather as a group in Monocacy at 5:30 pm in case you want to carpool or team up with colleagues.

8:30 pm on

Reception and Socializing:

Come back to the Claggett Center for casual time with colleagues.

Tuesday, November 5, 2019

7:30 am - 8:00 am

Optional Labyrinth Meditation Walk

7:45 am - 8:45 am

Breakfast at the Claggett Center Dining Hall

9:00 am - 10:15 am

All Group Session on the Bonner Learning Community and the Bonner Pipeline Project

(Monocacy Room). In this session, we'll walk through exciting new developments for the Bonner Network, including an online platform where we can stay connected in between meetings; new professional development webinars and podcasts; and plans for the future.



10:30 am - 12:00 pm

Innovation Stations: We'll be repeating the sessions on pages 7-8. Each is an opportunity to discuss challenges and to take away new ideas and innovations.

- **Recruitment, Selection, and Retention**, facilitated by Arthur Tarte (North Cottage)
- **Bonner Student Leadership Roles**, facilitated by Kristi Cordier (Walker)
- **Bonner Meetings and Trainings**, facilitated by Rachayita Shah (Tidball)
- **Partnerships and Projects**, facilitated by Bobby Hackett (Monocacy Left)
- **Bonner Summer of Service**, facilitated by Adrienne Piazza and Black Stack (Monocacy Right)
- **Bonner Capacity Building Capstones**, facilitated by Ariane Hoy (Shenandoah)
- **Staff Professional Development**, facilitated by Liz Brandt (Rosemary's Garden)
- **Faculty Development**, facilitated by Dave Roncolato (Potomac)

12:00 pm - 2:00 pm

Lunch and time off to enjoy fall weather, walk the grounds, and take a break,
at the Claggett Center Dining Hall and Facilities

Tuesday, November 5, 2019

2:00 pm - 3:30 pm

Elective Workshops: Choose from six workshops to build your knowledge and toolkit. See descriptions on pages 15-16.

- **Build your Center's Capacity for Collective Impact through Co-Creative Strategic Planning** with Jordan Travis Radke and Anthony Siracusa, Colorado College (Tidball Room)
- **Developing the Inside to Shape the Outside** with Kristi Cordier, Bonner Foundation (Potomac Room)
- **Faculty Step Back, Students Step Up: Students as Colleagues in the Classroom**, with David Roncolato Allegheny College with Dave Roncolato, Allegheny College (North Cottage)
- **GivePulse: Ins and Outs of a Campus-Wide Tracking System** with George Luc and Sarah Taylor, GivePulse (Shenandoah Room)
- **Navigating Staff Transitions: A Discussion with Three Directors** with Vanessa Buehlman, Christopher Newport University; Cindy Ferguson, University of Lynchburg; and Jessie Weasner, Centre College (Monocacy Room)
- **Teaching Social Action** with Bobby Hackett, Bonner Foundation, and Sophia Lombardo, Centre College (Walker Room)



3:45 pm - 5:15 pm

All Group Session on the Bonner Alumni Network and Bonner Connect (Monocacy Room).

In this session, we'll engage in some discussions for the Bonner Alumni Network, like programming and on-campus events and the Alumni Ambassador's role. We will also walk through the Bonner Connect platform,

how it can help programs, and how it is reconnecting our alumni base.

5:30 pm - 7:00 pm

Dinner at the Claggett Center

7:30 pm

Followed by **Reception and Socializing**: enjoy casual time with colleagues

Wednesday, November 6, 2019

7:45 am - 8:45 am

Breakfast (Claggett Center Dining Hall)

9:00 am - 10:45 am

Bonner Business and Visioning Session for the Bonner 30th Anniversary and Closing.

Our final session will briefly review other important information about the Bonner Foundation, including key changes on the horizon. This coming year marks the third decade for the Bonner Program! We will celebrate this from June 3-6, 2020 at Allegheny College in Meadville, Pennsylvania (also home of the first Bonner Leader Program). This will make many important transitions. Join in imagining how we can mark this important milestone and gain momentum for our continued work, including through awards, publications, and programming.



Elective Workshops (Monday, 4:00-5:30 pm)

Bonner is Like Love or Peanut Butter: Spread Some! with Kelly Finn and Betsy Shimberg, Brown University (Walker Room)

What would the impact be on our campuses and communities if we could replicate some of the best of our Bonner programs and spread the Bonner love beyond Bonner?

At Brown, we have been operating off of a new strategic plan and vision for our Center which included the creation of a Bonner program and a new model for engaging 500+ student volunteers through a program called Community Corps. We have since developed a model for our Bonner Community Fellows to be recruiting and managing the Community Corps volunteers, and increasing the capacity and impact of our community partners through this model. In this session, we will spend time outlining the history,

context and mission of our center as well as our campus wide engagement framework. We will also share a few key partner profiles to highlight areas where this model has been effective. Participants will have an opportunity to learn from peers across other institutions and talk through barriers and possible solutions.

Competencies: *plan strategically, deepen and expand partnerships and projects, recruit and supporting diverse students, align nonprofit needs with programs*

Centers, Centers and More Centers: Facing the Challenges of Restructuring Campus-wide Centers that Oversee Bonner Programs on our Campuses with Dave Roncolato, Allegheny College (North Cottage)

Campus centers for civic engagement, service-learning and experiential learning have served students, faculty and community partners for decades. What are the questions that are driving the reshaping, repositioning and reimagining of

these centers? We have designed this session to foster a robust discussion of the challenges and the advantages as particular constellation of old units dissolve and new constellations are created.

Competencies: *designs student development strategies, enhances integrative learning, and drives curricular and co-curricular integration*

Developing the Inside to Shape the Outside with Kristi Cordier, Bonner Foundation (Potomac Room)

We often think about teaching students and staff leaders the how of leadership

without thinking as much about the why or fundamental values. The goal of this session is to go beyond the surface in order to facilitate the development of the people the you lead. As a train-the-trainers for staff, this session will stimulate thoughts around how to guide a group to determine core values to shape a character and behavior development systems for your team. While relevant to staff development too, this session will especially prepare you to guide and empower the student leaders in your Bonner Program and Bonner Leadership Team (BLT).

Competencies: *facilitate critical thinking, build a culture of full participation, mentor developing leaders, demonstrate and empower leadership*



Elective Workshops (Monday, 4:00–5:30 pm)

Knowing Your Issue with Bobby Hackett, Bonner Foundation (Tidball Room)

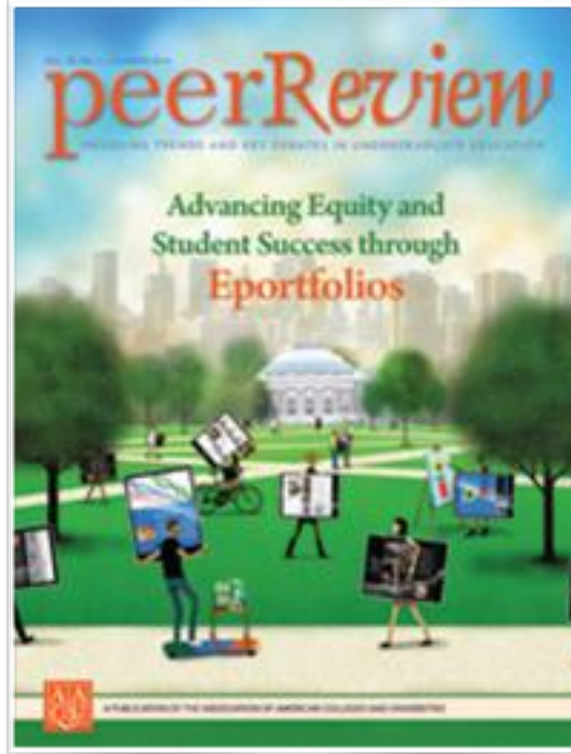
As part of the Bonner Eight Themes Curriculum, students can learn about how to research the root causes for a problem or issue, and then how to identify and evaluate relevant policies, program models, or solutions. Students learn to write an issue brief to capture this knowledge. We'll walk through the revised 8-Themes training module, taking time to discuss implementation challenges, opportunities, and other ideas related to deepening students understanding of the issues and places where they are serving.

Competencies: *develop education about root causes, institutionalize social action and change coursework, assess community impact*

Service Learning and ePortfolios: Successes Merging High-Impact Practices with Bradley Hartsell, Emory & Henry College (Monocacy Room)

This workshop will outline how Emory & Henry implemented ePortfolio more deeply into its Bonner Program, and its early successes. The workshop will develop strategies for making use of ePortfolio effective to evidence and showcase service learning. We'll discuss initial hurdles and how to overcome them. You'll get a sense of the ways that an e-portfolio (regardless of technology platforms) can incorporate Bonner students' developmental experiences.

Competencies: *ensure comprehensive student development, manage integration of student learning outcomes, oversee program evaluation and assessment, gather and broadcast evidence*



Tell Your Story, Improve Your Practice: Community Engagement Data at Your Fingertips with Lisa Keyne and Lauren Wendling, Collaboratory from TreeTops Commons (Shenandoah Room)

Are you trying to integrate your Bonner Program and initiatives with your institutional mission and other community engagement priorities? Do you want to be able to understand all community engagement -- the who, what, where, when and why -- across the institution?

Collaboratory is a software that collects and reports on all your community engagement to improve practice and communicate with all stakeholders. Come learn more about how you can build connections and benefit from Collaboratory.

Competencies: *benchmark program and set targets for improvement, gather and broadcast data and evidence*

Elective Workshops (Tuesday, 2:00–3:30 pm)

Build your Center’s Capacity for Collective Impact through Co-Creative Strategic Planning with Jordan Radke and Anthony Siracusa, Colorado College (Tidball Room)

Interested in expanding the capacity and impact of your center through building your community of stakeholders, allies, and advocates? Come learn practical tips in how to do so by way of example; staff from the Collaborative for Community Engagement (CCE) at Colorado College will share lessons learned from their recent co-creative strategic visioning process that engaged the input of 500 people.

Competencies: *integrates civic and social action education, reflection, and engagement*

Developing the Inside to Shape the Outside with Kristi Cordier, Bonner Foundation (Potomac Room)

We often think about teaching students and staff leaders the how of leadership without thinking as much about the why or fundamental values. The goal of this session is to go beyond the surface in order to facilitate the development of the people the you lead. As a train-the-trainers for staff, this session will stimulate thoughts around how to guide a group to determine core values to shape a character and behavior development systems for your team. While relevant to staff development

too, this session will especially prepare you to guide and empower the student leaders in your Bonner Program and Bonner Leadership Team (BLT).

Competencies: *facilitate critical thinking, build a culture of full participation, mentor developing leaders, demonstrate and empower leadership*



Faculty Step Back, Students Step Up: Students as Colleagues in the Classroom, with David Roncolato Allegheny College (North Cottage)

This workshop focuses on the role students can play as co-educators and colleagues in service-learning and

community based learning courses. We will explore the dynamics between student educators, faculty, community partners and enrolled students. Lessons have been learned from what has worked and what has not worked at Allegheny College in student/faculty collaboration in service-learning. Together with workshop participants, we will examine these lessons and imagine future possibilities.

Competencies: *mentor developing leaders, demonstrate and empower leadership, engage students as colleagues, design and implement faculty development*

Elective Workshops (Tuesday, 2:00-3:30 pm)

GivePulse: Ins and Outs of a Campus-Wide Tracking System with George Luc and Sarah Taylor, GivePulse (Shenandoah Room)

To do community engagement well, one must assess, learn, and agilely improve the work done in the community. In order to scale and streamline this work, technology is a must to track, coordinate and collect data way beyond just the hours. We will explore databases like GivePulse, and go in depth about what functionality, and features, are necessary to organize service learning courses, projects, programs, research and all community activities through curricular and co-curricular pathways.

Most importantly, we will discuss how the technology sits in middle between University, Users (students, faculty, staff and alumni) and Community Partners.

Competencies: *designs student development strategies, enhances integrative learning, and drives curricular and co-curricular integration*

Navigating Staff Transitions with Vanessa Buehlman, Christopher Newport University; Cindy Ferguson, University of Lynchburg; and Jessie Weasner, Centre College (Monocacy Room)

Moving into a director role presents wonderful opportunities and some challenges, even for the most experienced professionals. Join three dynamic directors, all of whom have assumed this

role in the past few years but with deep experience, while also navigating other programmatic and institutional challenges (like moving to a four-year model, dealing with senior leader transitions, defining new centers, growing programs, and engaging faculty). In this rich dialogue, take away insights for your own leadership and management, and share some of your own.

Competencies: *demonstrate and empower leadership, plan strategically, secure institutional resources*



Teaching Social Action with Bobby Hackett, Bonner Foundation, and Sophia Lombardo, Centre College (Walker Room)

Over the past few years, the Bonner Foundation and a group of colleges and universities have been creating new social action courses on campus, adapting a successful model from Dr. Scott Myers-Lipton at San Jose State University. Last year, more than ten faculty and a student taught these courses. This session will delve deeper into the social action course model, and how you might go about starting one on your campus. We'll showcase great resources developed this summer, including a new teacher guide.

Competencies: *facilitate critical thinking, build a culture of full participation, mentor developing leaders, demonstrate and empower leadership*

Using the Bonner Learning Community

Join our new online platform to connect and support students, staff, faculty who lead and manage the Bonner Program and Network.

The screenshot shows the Bonner Learning Community interface. At the top is a search bar and navigation icons. The main header includes the site name, a description, a 'Manage' button, and a 'Keep up to date by engaging on the feed' callout. Below the header is a post creation area and filters for 'PERSONAL FEED' and 'LAST ACTIVITY'. A 'Featured' section lists 'Bonner Meetings', 'Bonner Orientation', and 'Capacity-Building Projects', each with a photo and a 'Follow' callout. The left sidebar contains a 'Navigation Bar' with links for Home, Discovery, Members, About, Topics, Events, Roles, Groups, Workshops, and Bonner Resource Wiki. At the bottom, there is a 'CHAT' section with a 'Bonner Learning Commu...' channel and an 'ONLINE NOW' indicator with several user avatars. The 'Events' section on the right shows a list of upcoming events, including 'Fall 2019 Bonner Directors & Coordinators Meeting' and 'Teaching Social Action Webinar', with an 'RSVP' callout.

Navigation Bar

Keep up to date by engaging on the feed

"Follow" Topics

"RSVP" for Events to get updates

- Home
- Discovery
- Members
- About
- Topics
- Events
- Roles
- Groups
- Workshops
- Bonner Resource Wiki

CHAT
Bonner Learning Commu...

ONLINE NOW
[User Avatars]



The Bonner Learning Community platform will allow you to join groups across campuses, share ideas, post polls and questions, and even engage in online workshops and learning circles.



Bonner Directors and Coordinators

Host

Stay connected with other staff to ask questions and share ideas for how to manage your program.

34 Members · Last Active 2d ago

“Join” Groups to share ideas, exchange learning, build community...



Bonner Alumni Ambassadors

Stay connected with the other Ambassadors working to support the Bonner Alumni Network.

[More Details](#) [Join Us](#)



Bonner Leadership Team

Joined

Connect with other BLT members across the Bonner Network, as well as the Bonner Foundation staff.

Take workshops to dive deeper on topics

Workshops

[Manage](#)

[All](#) [Yours](#) [Newest](#) [Inactive](#)



Developing Capacity-Building Projects

Joined

Learn and implement a step-by-step process for developing capacity-building project opportunities.

7 Members · Last Active Aug 20, 2019

Members

[Top](#) [Near You](#) [Newest](#) [Hosts](#) [Online Now](#)



Mara Stern
Bonner Program Staff
Columbus, OH



Eleanor Crymes
Bonner Senior Intern
Memphis, TN



Jilo Tisdale
Campus-Wide Center Director

Search members to see who you can connect with

bonner.mn.co

Introducing Bonner Connect

A New Platform for Current Students, Staff, and Alumni



- Feed
- Directory
- Mentoring
- Jobs
- Photos
- Groups
- Events
- Admin view
- Alumni department
- Terms of use
- Privacy policy
- Technical Support
- Submit a ticket

23 Likes 7 Comments

Like

Write a comment...

Kristi Matthews
September 23, 2019, 10:14 PM
Hi from Washington, DC...Bonner c/o 06 from Guilford College..
2 Likes 4 Replies
Like Reply

Arthur Tarte
September 24, 2019, 09:23 AM
Hi Kristi, We will get a Washington, DC Bonner alumni group page going on here soon. I know there are a lot of Bonner alumni in DC. Hopefully we can get all them on here.
Like Reply

Haley Brush
September 26, 2019, 02:49 PM
I'm in DC too. Can't wait!
2 Likes
Like Reply

[View more replies](#)

Tammy (Wei-Ting), Hsu, CMP
September 30, 2019, 09:57 AM
This is amazing! I was part of the inaugural class of Bonner Leaders at Rutgers New Brunswick in NJ. Looking forward to connecting and giving back as an alum!
1 Like
Like Reply

[View more comments](#)

Ben Randazzo
Assistant Project Manager for Preservation Services and Brush with Kindness
October 23, 2019, 06:04 PM
Hey Bonner Fam! My name is Ben Randazzo, class of 2016 from Guilford College. I'm living in NYC (Brooklyn) and working at Habitat for Humanity NYC as an Assistant Project Manager. I'm open to meeting up with any nyc Bonner's...
[Read more](#)

867 NEW

Recent members

[VIEW MEMBERS](#)

For the Bonner Website

[CLICK HERE](#)

Bonner Alum named a 2019 Truman Foundation Democracy Fellow

Frankie Dakin, Bonner Scholar and Rhodes College Class of 2014, was just named a 2019 Truman Foundation Democracy Fellow

[READ MORE](#)

bonnerconnect.org



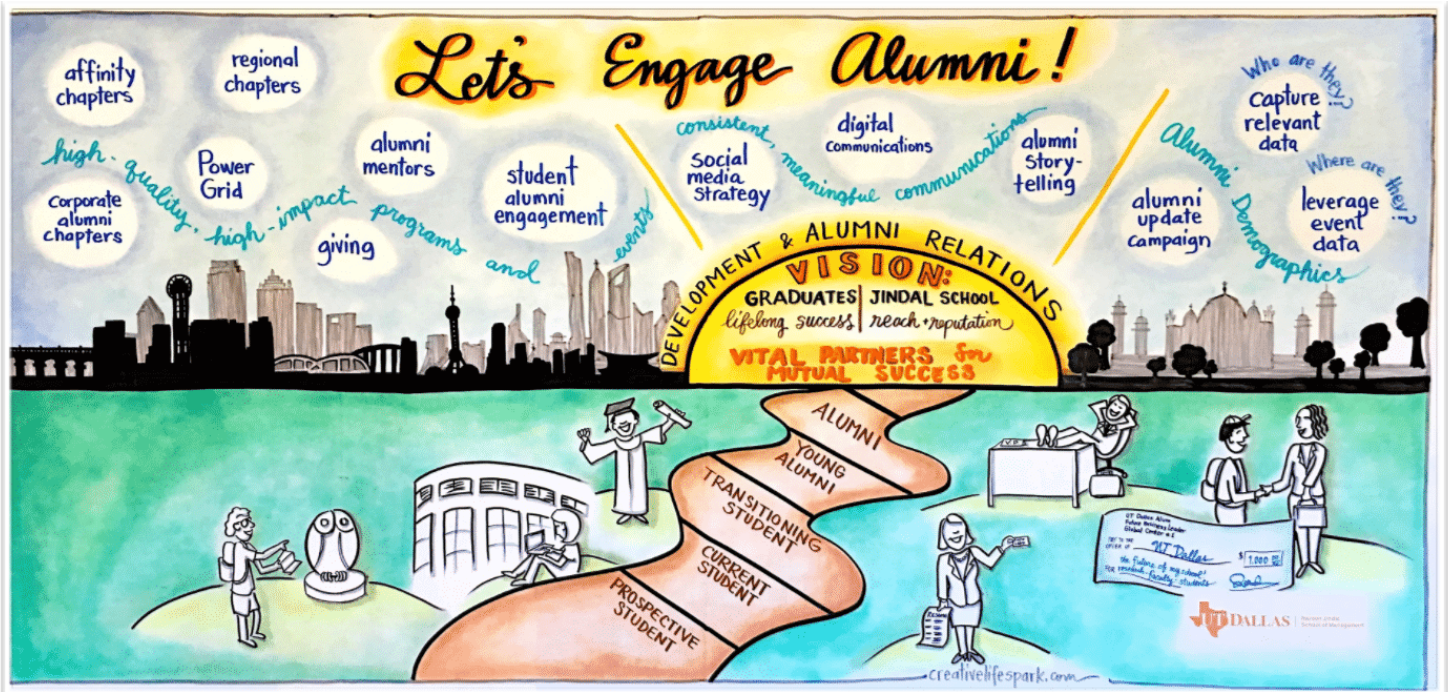
We already have nearly 1,000 members but strive to get to 2,000 by the 30th Anniversary!

To join, visit bonnerconnect.org. Search for the Bonner Foundation. Create a new account, using your Google, LinkedIn, or email. You can also download the Graduway application to your smart phone or tablet.

Bonner Connect enables students, staff, alumni, and partners to connect with each other, search for job opportunities, find mentorship relationships, grow their personal and professional networks, form shared interest groups – and so much more!

Features:

- Connect with old friends
- Make new friends and build your professional network
- Connect with alumni to learn about their graduate school, organization or industry
- Find or Be a Mentor
- Post or look for Jobs
- Post or find Photos
- Join Interest Groups
- Plan or join Alumni Events
- Find or share News



Bonner Connect is here to play a pivotal role in providing vital tools for overcoming challenges of content, communication, and collaboration between your Bonner Program and alumni.



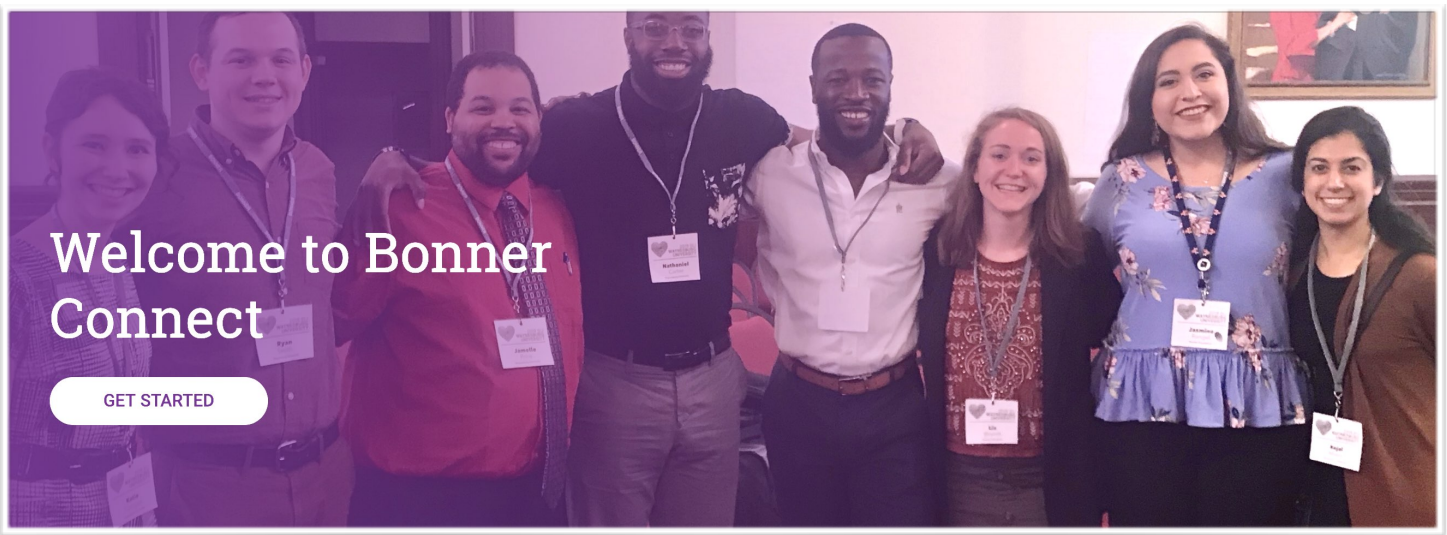
Myth #1: **Alumni Don't Need a New Destination Site** - 'Engage alumni where they already are on Facebook & LinkedIn as they're free!'

Response: The assumption behind this claim is that somehow there is an easy way to engage alumni on existing social media. Yes, Bonner Connect is a new destination site, but the platform partner rather than compete with social media. Bonner Connect make it super easy for alumni to register, sign-in, build profiles and connect with others.

Myth #2: **How Much Work Is It Going to Take to Be Successful?** - 'I don't have the headcount to add a whole team/person to manage alumni engagement or the platform!'

Response: Yes, you are going to need someone responsible for managing alumni engagement. The more you invest in alumni engagement, the greater the outcome you will see in alumni involvement.

Bonner Connect has built-in features that minimize the time needed to manage the communication with automatically generated notifications and digests going out to users so your student alumni ambassador will get a lot of assistance with communication.



Let's Get Some Feedback

Challenges and Successes of Alumni Engagement

During our November 4 afternoon session, we will walk through Bonner Connect. These questions are designed to get us thinking and talking.

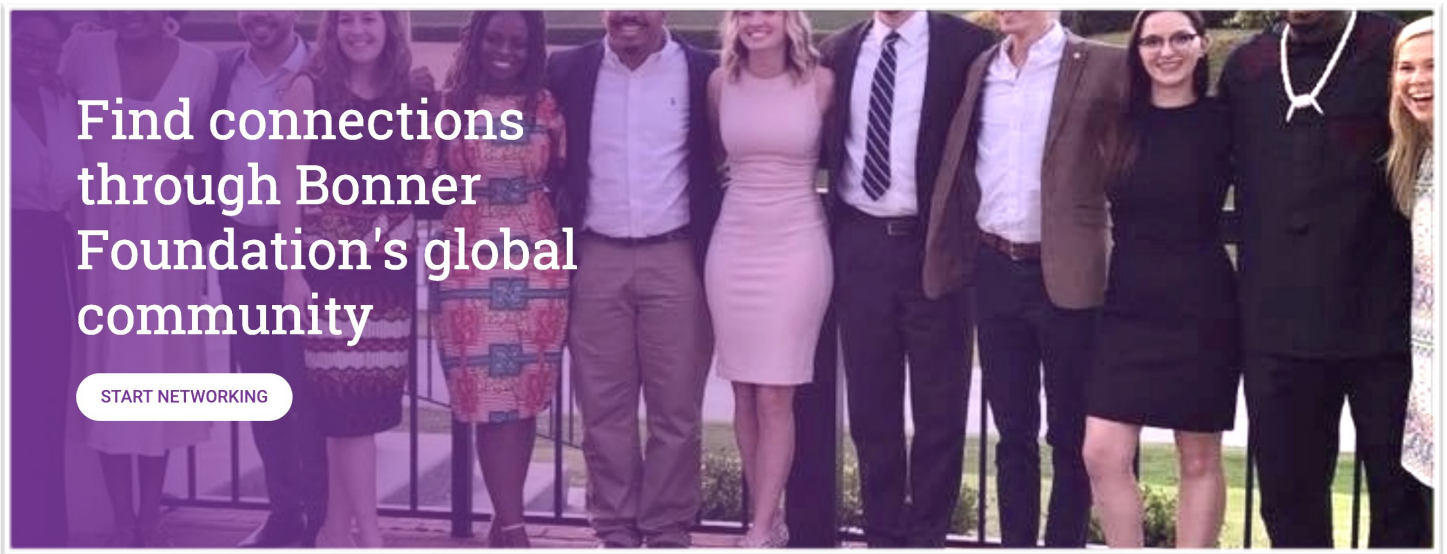
As you think about alumni engagement, what are you struggling with?

What question arises for you as you think about alumni engagement?

What is every person on your team willing to do about alumni engagement?

How do you see this happening?

Where could the Bonner Foundation support your alumni engagement?




Introducing Bonner Broadcasts

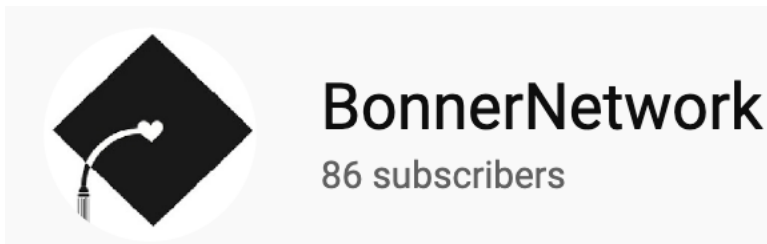
Listen or Watch Professional Development Webinars

Bonner Broadcast ▶ PLAY ALL

Welcome to the Bonner Broadcast! A Bonner Pipeline Project Initiative providing professional development resources to civic engagement higher education leaders.



Pathways - The Inside Scoop Series Episode #3 **Advice - The Inside Scoop Series Episode #4** **Challenges & Staying Motivated - The Inside Scoo...** **How to Deal with Burnout & Practice Self-care - The...**



This summer, with the help of national Bonner Interns, we created 12 new podcasts. Find them on the Bonner YouTube Channel and Spotify.

You'll find:

- **A three-part series called "Creating Change Agents" delving into approaches for effective leadership and management.** Features interviews with experienced Bonner Network staff and student leaders from Guilford College, Morehouse College, Widener University, and others. Also features scenarios and case studies for training.
- **A four-part series focusing on "Post-Graduate Pathways" that covers practical tips for students and staff on professional networking, using LinkedIn, resumes, interviews, and graduate school.** Features interviews with Bonner Network alumni and national partners, including representatives of graduate schools like Wake Forest University.
- **A seven-part series on "The Inside Scoop: Pathways in the Higher Education Civic Engagement" sector.** Features interviews with a number of seasoned network professionals that describe the jobs, self-care, staying motivated, and other topics.

Let's Engage with a Few Podcasts



During our all group session on November 5, we will have the opportunity to listen to some of these podcasts and discuss their relevance for staff and student development.

Clip #1

Lead In, Lead Out - Creating Change Agents Episode #2

Timestamp 16:04 - 18:25



- What are your thoughts on what Gretchen said, do you agree? Why or why not?
- Gretchen says it's easy to analyze a situation and to determine when to lead and follow, the internal work of grappling with how it feels to do something you may not fully agree with is hard. Have you ever experienced this? What are your strategies to work through internal conflict?
- How could you use this resource to train your Bonner Leadership Team or entry level staff?

Clip #2

Lead In, Lead Out - Creating Change Agents Episode #2

Timestamp - 25:37 - 27:15



- What are your thoughts on what James said, do you agree? Why or why not?
- Have you experienced a situation (either as the leader or follower) with assumed competence? What happened?
- James mentions the value of providing appropriate resources so individuals can actualize their leadership abilities. Do you feel you have the resources you need to actualize your leadership abilities? If not, how might you advocate for yourself to receive more resources?
- When you lead others (students or staff), do you provide the necessary resources? If not, how might you provide more resources for others?
- How could you use this resource to train your Bonner Leadership Team or entry level staff?

National Partners at This Meeting

Thanks to leaders of the following organizations for joining us!

The logo for Collaboratory, featuring the word "collaboratory" in a white, lowercase, sans-serif font inside a dark red rectangular box.

Collaboratory, part of Treetop Commons, is a campus tracking system that can provide data that develops the story of an institution's meaningful contributions to the health and vibrancy of communities, and builds acceptance of community engagement and public service as integral to higher education mission and culture. Collaboratory aims to empower higher education institutions to document and understand the full scope of their community engagement and public service activities to improve practice, focusing especially on faculty work. We will be joined by Lisa Keyne and Lauren Wendling.

**Congressional
Hunger Center**



Founded in 1993 by a bipartisan group of Members of Congress, Congressional Hunger Center is a global nonprofit organization dedicated to the principle that access to nutritious, affordable, and culturally appropriate food is a basic human right. CHC develops, inspires, and connects leaders in the movement to end hunger, and advocate for public policies that will create a food secure world. CHC strives to engage leaders, especially leaders who have experienced hunger and poverty and leaders of color, in bridging the gap between field and policy, community and Congress, theory and practice. The Bonner Foundation and CHC have a partnership for the Zero Hunger Initiative with campuses. We will be joined by Shannon Maynard, also a Foundation Trustee and alum from the University of Richmond.

The logo for GivePulse, featuring the word "givepulse" in a light blue, lowercase, sans-serif font with a white outline and a drop shadow effect.

Founded in 2012, GivePulse aims to enable institutions and partners to list, find, coordinate, and measure their impact in the community. Its mission is to enable everyone in the world to participate and engage in lifting their community to new heights. GivePulse does so by providing a platform to list, find, organize and measure the impact of service and volunteerism in the community. We will be joined by George Luc and Sarah Taylor.

The Bonner Pipeline Project

Pathways for Professional Development

Background

Adapted from research (such as the Community Engagement Professional, edited by Lina Dostilio), the Bonner Foundation has created a more developmental version of critical competencies that staff members need for their work. Review the competencies here as a **guide and tool** for reflection, planning, and intentional learning. Identify a level that best describes your role. Use these checklists to evaluate your current level of knowledge, skill, and/or leadership. Then, use these to help identify sessions at our meetings and beyond that may help you grow.

Reflection Questions

- What category would you like to most improve? What is needed for that improvement to take place?
- How can these competencies better help you communicate and advocate for yourself and your work on campus?
- What sessions will you attend at the Fall Directors Meeting and why?

Background on Competencies

To create these frameworks, the Bonner Foundation consulted existing well regarded resources in the field of community and civic engagement more broadly. Chief among them is the newest literature and research produced by Lina Dostilio and colleagues through a national project with Campus Compact. This work used an empirical approach, involving surveys of more than 500 professionals across a broad range of institutions, to better define a set of competencies required by today's community engagement professionals. This work can be found in the volume, *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field*, published by Stylus in 2017. Several chapters outline the process undertaken, which also involved comprehensive literature reviews, the work of a designated group of identified national fellows over a six month period, and surveys through a number of community engagement networks. We have sought to analyze and incorporate insights from this literature and link our frameworks as relevant. However, we added some categories (like Social Action and Justice) to the framework and operationalized them developmentally.

Self-Assessment Rubric

Find your professional role and indicate your current competency level using the following scale:

- 3 = Excellent,**
- 2 = Satisfactory,**
- 1 = Needs Improvement,**
- 0 = Not Applicable.**

Emerging Leader Core Competencies

An Emerging Leader is an undergraduate student within the Bonner Program and/or campus-wide center, usually in their third or fourth year. Senior Interns are a common but not the only defined student leadership role in this category. 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 campus-wide center.

Competency	Self-Eval 0-3
Student Development	
<ul style="list-style-type: none"> • Recruits and Supports Diverse Students: Knows how to engage diverse students and how their identities and experiences shape their community engagement 	
<ul style="list-style-type: none"> • Supports Student Success: Provides individualized support and interventions that affirm the success of diverse, low-income, and first generation students 	
<ul style="list-style-type: none"> • Facilitates Student Development: Plans and leads education, training, and reflection that intentionally support students' developmental trajectories and civic learning 	
<ul style="list-style-type: none"> • Facilitates Reflection: Oversees the planning and implementation of cornerstone, reflection, and community engagement activities that deepen students' development 	
<ul style="list-style-type: none"> • Evaluates Student Learning: Can help evaluate individual students' progress on student learning outcomes 	
Social Action and Movement Building	
<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Builds Teams: Is able to identify the best assets in others and to build teams to achieve a shared vision 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Learns About System Change: helps investigate and facilitate learning about structural and systemic change 	
Community Partnerships and Projects	
<ul style="list-style-type: none"> • Leverages Community Knowledge and Co-Educators: Ensures that community knowledge and voice is reflected in partnership development and management 	
<ul style="list-style-type: none"> • Builds and Manages Community Partnerships: Creates and sustains a wide range of community partnerships and communicate effectively with stakeholders involved 	
<ul style="list-style-type: none"> • Designs and Implements Projects: Can design, manage and implement projects that connect campus assets (especially students' engagement) with community requests 	
<ul style="list-style-type: none"> • Demonstrates Leadership: Expresses leadership and initiative appropriately to sustain trust, demonstrating awareness of program strengths and areas for improvement 	
<ul style="list-style-type: none"> • Facilitates Problem Solving: Can identify and manage situations and structures so that conflict resolution between peers and students is ongoing 	
Community Development and Impact	
<ul style="list-style-type: none"> • Develops Community Knowledge: Demonstrated emerging knowledge of local community: history, strengths, assets, agendas, goals 	
<ul style="list-style-type: none"> • Recognizes Community Assets: Can effectively build and manage specific partnerships that reflect a matching of community and campus assets and needs 	
<ul style="list-style-type: none"> • Manages Community Projects: Can manage specific community partnerships, by identifying, completing and evaluating projects that meet requests 	
<ul style="list-style-type: none"> • Communicates with Stakeholders: Able to communicate across boundaries and roles, and between internal and external stakeholders 	
<ul style="list-style-type: none"> • Resolves Conflicts: Can help facilitate and address conflict resolution between peers, staff, and students 	

Program Management and Evaluation	
<ul style="list-style-type: none"> • Tracks Budgets: Can manage aspects of program budget and track allocations and expenses by source/project 	
<ul style="list-style-type: none"> • Upholds Program Expectations: Understands how to define expectations and ensure that students participate in required aspects of program (trainings, reflection, tracking) 	
<ul style="list-style-type: none"> • Manages Volunteers: Can manage and supervise participants (i.e., student leaders and volunteers) in designated leadership roles 	
<ul style="list-style-type: none"> • Refines Programs: Is able to help define/refine components of the program to (i.e., student accountability, handbook, policies, etc.) 	
<ul style="list-style-type: none"> • Evaluates Quality: Can assist in carrying out assessment and evaluation methods within specific programs 	
Faculty Development and Engagement	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Manages Logistics: Help provide logistical support needed by faculty and partners to implement engaged teaching and research (i.e., vans, reflection) 	
<ul style="list-style-type: none"> • Arranges Faculty and Partner Reflection: Assists with programming that engage faculty in critical reflection with partners and students to learn from community expertise 	
<ul style="list-style-type: none"> • Advises Students on Academic Connections: Helps support students to make integrative connections between their service and studies (i.e., advising or meetings) 	
<ul style="list-style-type: none"> • 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 	
Institutionalizing Community Engagement (Culture and Infrastructure)	
<ul style="list-style-type: none"> • Identifies Funding Sources: Can assist with identifying potential sources of project funding and coach students and project leaders on fundraising efforts 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Collects and Summarizes Data: Can gather and report data to build and sustain the program and describe its impact (i.e., partner feedback, etc.) 	
<ul style="list-style-type: none"> • Assists in Reporting: Can assist in creating benchmarks and artifacts that demonstrate program institutionalization (i.e., self-assessment ratings, annual reports, newsletters) 	
Leading Change (On Campus)	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Increases Institutional Buy In: Is able to foster a constructive working relationship with campus leaders (i.e., sharing information, securing trust, gaining buy-in) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Builds Curricular and Co-Curricular Connections: Helps to identify and create bridges between curricular and cocurricular programs 	
<ul style="list-style-type: none"> • Creates Change Teams: Can successfully build small teams who shares a common agenda and are empowered to help achieve it 	

Program Coordinator Core Competencies

A Program Coordinator is an entry level professional within the Bonner Program and/or campus-wide center. Program Coordinators generally possess 0-4 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 the Bonner Program and center programs.

Competency	Self-Eval 0-3
Student Development	
<ul style="list-style-type: none"> • Recruits and Manages Diverse Students: Oversees the recruitment, management, and development of students from diverse backgrounds 	
<ul style="list-style-type: none"> • Supports Full Participation: Manages a program that supports full participation and accountability so that diverse students can succeed 	
<ul style="list-style-type: none"> • Designs Student Development Strategies: Plans and leads education, training, and reflection that intentionally support student development and apply theories 	
<ul style="list-style-type: none"> • Enhances Integrative Learning: Implement cornerstone and advising activities that support developmental milestones and integrative learning for students 	
<ul style="list-style-type: none"> • Manages Evaluation and Assessment: Helps design and implement program evaluation and strategies for assessing students' progress on student learning outcomes 	
Social Action and Movement Building	
<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Leverages Diverse Change Agents: Recognizes diverse strengths and approaches, engaging new change agents 	
<ul style="list-style-type: none"> • Promotes Systemic and Structural Change: creates opportunity for students to learn about structural and systemic change 	
<ul style="list-style-type: none"> • Models Humility and Sustained Commitment: Teaches students and others how to sustain their commitments over time, recognizing the long-range nature of the work 	
Community Partnerships and Projects	
<ul style="list-style-type: none"> • Leverages Community Knowledge and Co-Educators: Ensures that community knowledge and voice is reflected in partnership development and management 	
<ul style="list-style-type: none"> • Builds and Manages Community Partnerships: Creates and sustains a wide range of community partnerships and communicate effectively with stakeholders involved 	
<ul style="list-style-type: none"> • Designs and Implements Projects: Can design, manage and implement projects that connect campus assets (especially students' engagement) with community requests 	
<ul style="list-style-type: none"> • Demonstrates Leadership: Expresses leadership and initiative appropriately to sustain trust, demonstrating awareness of program strengths and areas for improvement 	
<ul style="list-style-type: none"> • Facilitates Problem Solving: Can identify and manage situations and structures so that conflict resolution between peers and students is ongoing 	
Community Development and Impact	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Understands Community-Engaged Pedagogies: Demonstrates understanding of principles and practices of community engagement and community-engaged research 	
<ul style="list-style-type: none"> • Leads Critical Reflection and Dialogue: Integrates systems for ongoing reflection and dialogue around issues of power, resources, and concern with partners and others 	
<ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> • Creates and Tracks Indicators of Change: Designs mechanisms to identify and track appropriate measures of impact or change (i.e., outputs and achievements) 	
Program Management and Evaluation	
<ul style="list-style-type: none"> • Manages Program Budgets: Develop and manages program budget and track allocations and expenses by source/project 	
<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • Leads Professional Development: Applies knowledge of training development and plans and carries out professional development for staff and student team 	
<ul style="list-style-type: none"> • Manages Leadership Team: Creates, manages and supervises a diverse and competent staff team and student leaders to help to run the program 	
<ul style="list-style-type: none"> • Implements Program Evaluation and Assessment: Able to refine, apply and/or implement assessment and evaluation methods within specific program 	
Faculty Development and Engagement	
<ul style="list-style-type: none"> • Demonstrates Knowledge of Community-Engaged Scholarship: including history, methods, underlying theories, and community challenges 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Manages Faculty Mentors: Can identify and connect faculty with potential projects (i.e., advisors for student capstones, CBR projects, etc.) related to integrative pathways 	
Institutionalizing Community Engagement (Culture and Infrastructure)	
<ul style="list-style-type: none"> • Cultivates Potential Funders: Assists with identifying sources of funding and revenue (i.e., such as grants, local businesses, donors, contracts, fundraising for projects) 	
<ul style="list-style-type: none"> • Leverages Institutional Resources: Is able to leverage resources and advocate for community engagement as an institutional funding priority 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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.) 	
Leading Change (On Campus)	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Sustains Institutional Buy In: Develops constructive working relationships with division and institutional leaders (i.e., sharing information, securing trust and collaboration) 	
<ul style="list-style-type: none"> • Fosters Institutional Change: Can build change coalitions with common agenda and navigate institutional processes 	

Program Director Core Competencies

A Program Director may oversee the Bonner Program but generally plays a less hands on role than the Coordinator. The individual may manage multiple institutional initiatives. Program Directors generally possess 4+ 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.

Competency	Self-Eval 0-3
Student Development	
<ul style="list-style-type: none"> • Builds a Culture of Full Participation: Builds mechanisms for recruiting, supporting, and valuing the participation of by diverse students and staff 	
<ul style="list-style-type: none"> • Mentors Developing Leaders: Mentors staff and students with diverse backgrounds and qualities to support their engagement and success 	
<ul style="list-style-type: none"> • Ensure Comprehensive Developmental Approach: Ensures that center programs provide intentional education, training, and reflection for student success 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Manages Integration of Learning Outcomes: Oversees the development of program outcomes and assessment 	
Social Action and Movement Building	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Teaches Sustained Commitments: Teaches others how to sustain engagement and reflect humility 	
Community Partnerships and Projects	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Manages and Sustains Deep Partnerships: Fosters partnerships that can involve multiple institutional stakeholders (i.e., students, faculty, funders, staff, and others) 	
<ul style="list-style-type: none"> • Brokers and Operationalizes Sustained Projects: Brokers community and campus projects and identifies relevant resources (institutional and external) to sustain them 	
<ul style="list-style-type: none"> • Promotes Decision Making and Problem Solving: Manages center in way that fosters effective processes at all levels and highly functioning institutional relationships 	
<ul style="list-style-type: none"> • Demonstrates and Empowers Leadership: Demonstrating awareness of one's strengths and areas for improvement and empowers others on and off campus 	
Community Development and Impact	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Spreads Community-Engaged Pedagogies: Articulates principles and practices of community-based or community-engaged research and how they are part of center and programs 	
<ul style="list-style-type: none"> • Deepens and Expands Program Partnerships: Create structures to expand and deepen engagement between partners and institution to include research, evaluation, resource development, etc. 	
<ul style="list-style-type: none"> • Facilitates Knowledge Sharing Across Sectors: Creates structures for dialogue with students, partners and faculty 	
<ul style="list-style-type: none"> • Assesses Community Impacts: Creates measures and strategies to capture increases in community capacity 	

Program Management and Evaluation	
<ul style="list-style-type: none"> • Builds and Manages Program Budgets: Creates tools for financial management and tracing program funding streams/sources and expenses 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Ensures Professional Development: Recruits, trains, and supervises diverse and competent staff and student leaders 	
<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • Oversees Program Evaluation and Assessment: Collaborates with others to design and carry out assessment and evaluation methods for program(s) 	
Faculty Development and Engagement	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Builds Relationships with Faculty with Projects: Motivates faculty in ways that are customized to their needs, research interests, expertise, departmental concerns, status, etc. 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Supports Critical Reflection: Creates programming that engages faculty with partners and peers that involve recognizing and learning from community expertise 	
<ul style="list-style-type: none"> • 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 	
Institutionalizing Community Engagement (Culture and Infrastructure)	
<ul style="list-style-type: none"> • Develops Funding Strategy: Cultivates fundraising and revenue sources that reflect multiple sources of funds (i.e., institutional, earned income, local grants, etc.) 	
<ul style="list-style-type: none"> • Secures Institutional Resources: Leverages and advocates for necessary resources as part of the larger institutional priorities (i.e., annual budget, staffing) 	
<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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., reports, Student Impact Survey results, etc.) 	
Leading Change (On Campus)	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Drive Curricular and Co-Curricular Integration: Create mechanisms and structures that integrate curricular and cocurricular pathways for student learning 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Promote Institutional Change: Can successfully build teams and change coalitions who shares a common agenda and is empowered to help achieve it 	

Center Director Core Competencies

A Center Director manages the office or unit that houses campus-wide programs and initiatives for civic and community engaged learning. Center Directors may play a limited role in the day-to-day management of Bonner. They generally possess 8+ 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 campus-wide center.

Competency	Self-Eval 0-3
Student Development	
<ul style="list-style-type: none"> • Builds a Culture of Full Participation: Recruits and retains diverse staff and student leaders who can support full participation and engagement by diverse students 	
<ul style="list-style-type: none"> • Ensure Comprehensive Developmental Approach: Ensures that Bonner Program and other programs support student success through intentional education, training, and reflection that applies developmental theories 	
<ul style="list-style-type: none"> • Aligns Programs with Community Engaged Scholarship: Ensures that center programs are defined in relationship to community-engaged and civic learning pedagogies 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Leads Development and Integration of Learning Outcomes: Ensures processes that result in the creation of student learning outcomes and assessment for center 	
Social Action and Movement Building	
<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Leads and Empowers Diverse Change Leaders: Manages center staff who apply their diverse strengths and capabilities and empower others to do so as well 	
<ul style="list-style-type: none"> • Promotes Sustained Commitments and Structural Change: Demonstrates and teaches appreciation for the depth of work needed (i.e., humility, multiyear commitment) 	
Community Partnerships and Projects	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Manages and Sustains Deep Partnerships: Fosters partnerships that can involve multiple institutional stakeholders (i.e., students, faculty, funders, staff, and others) 	
<ul style="list-style-type: none"> • Brokers and Operationalizes Sustained Projects: Brokers community and campus projects and identifies relevant resources (institutional and external) to sustain them 	
<ul style="list-style-type: none"> • Promotes Decision Making and Problem Solving: Manages center in way that fosters effective processes at all levels and highly functioning institutional relationships 	
<ul style="list-style-type: none"> • Demonstrates and Empowers Leadership: Demonstrating awareness of one's strengths and areas for improvement and empowers others on and off campus 	
Community Development and Impact	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Expertise with Community-Engaged Learning: Demonstrated proficiency with community-based or community-engaged research (i.e., project management, teaching, research) 	
<ul style="list-style-type: none"> • Deepens and Expands Program Partnerships: Create structures to expand and deepen engagement between partners and institution to include research, evaluation, resource development, etc. 	

<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • Drives Community Capacity and Impact: Oversees efforts to create measures or metrics that describe how center work contributes to organizational/community impacts 	
Program Management and Evaluation	
<ul style="list-style-type: none"> • Oversees Center Financial Management: Can build and manage center budgets with multiple funding streams (i.e., institutional, grants, earned income, donors, etc.) 	
<ul style="list-style-type: none"> • Ensures Professional Development: Recruits, trains, and supervises diverse and competent staff and student leaders 	
<ul style="list-style-type: none"> • Creates Institutional Alignments: Oversees the creation of a comprehensive strategy that will yield greatest impacts and understands how to navigate change processes 	
<ul style="list-style-type: none"> • Oversees Operating Procedures and Risks: Creates and manages staff in creating center policies and handbooks for multiple constituents (i.e., students, partners, faculty, etc.) 	
<ul style="list-style-type: none"> • Oversees Program Evaluation and Assessment: Able to create and/or apply assessment and evaluation methods to specific programs 	
Faculty Development and Engagement	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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 	
Institutionalizing Community Engagement (Culture and Infrastructure)	
<ul style="list-style-type: none"> • Develops and Executes Funding Strategy: Cultivates center fundraising and revenue sources that reflect multiple sources (i.e., institutional, earned income, local grants, etc.) 	
<ul style="list-style-type: none"> • Secures Institutional Resources: Obtains resources and advocates for hard dollars as part of the larger institutional priorities (i.e., annual budget, staffing) 	
<ul style="list-style-type: none"> • 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.) 	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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.) 	
Leading Change (On Campus)	
<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • Drive Curricular and Co-Curricular Integration: Create mechanisms that integrate curricular and cocurricular pathways for student learning and community impact 	
<ul style="list-style-type: none"> • 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 	
<ul style="list-style-type: none"> • 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 	

Notes

2019 Bonner Fall Directors Meeting

The Claggett Center

November 3-6, 2019



Spaces Used for This Meeting:

- 3035B Farmhouse (lodging)
- 3035D Shalom (lodging)
- 3035E Christiane Inn (workshops and lodging)
- 3035F Conference Center (all group sessions, meals, and social time)
- 3035P North Cottage (workshop and lodging)