

Bonner Cornerstones

Recommendations for Campuses and Programs for Remote Engagement

Note on the Document: *This document includes some recommendations for planning and implementing Bonner Cornerstones in light of the COVID-19 pandemic. The Bonner Foundation recognizes that many or most campuses will not carry out activities involving in person work. Still, these activities generally play an important role in students' developmental growth and learning. Below are some principles for how to approach and modify them to be effective in remote ways. This document addresses Orientation, First Year Trip, Second Year Exchange, Junior/Senior Capstone, and Senior Presentations of Learning. If you have questions about using any available funds for different purposes, contact Robert Hackett (President) at rhackett@bonner.org.*

Orientation

Bonner Orientation provides a foundation for success by building community among students and staff. While an in person Orientation is preferable, the key ingredients of an effective Orientation can still be offered through an online set of meetings. We have created a webinar for [Designing Online Bonner Orientation](#) in the Bonner Learning Community, which provides examples of programming ready for you to adapt. We recommend that your agenda and plan still attempt to include the following elements:

- Introduce Bonner Program frameworks and expectations. (See suggested slides and Kahoot Game in the BLC).
- Provide opportunities for students to engage in personal sharing and reflection, especially about their own identities and interests. (See suggested workshop from 8 Themes and other programming).
- Introduce the Bonner Common Commitments (Civic Engagement, Community Building, Diversity, International Perspective, Social Justice, Spiritual Exploration, and Wellness).
- Provide a sense of community and a chance for students to form relationships, trust, and bonds.
- Introduce students to the places (neighborhoods, towns, and cities) where they will work throughout the school year and provide a sense of place. (See suggested workshop from 8 Themes and other programming, which include how to use Google Street View to do a tour).

First Year Trip

The First Year Trip is a key activity in the Bonner Scholar Program that many Bonner Leader Programs have begun to incorporate in their programs. Typically, the trip is a 2-7 day event that takes place in the second semester of freshmen year, in most cases during a break or at the end of the academic year. The most effective First Year Trips engage students in learning about a place that contrasts or brings out deeper learning about the communities in which they serve throughout the school year. Think about how to conduct an immersion experience, even if it happens online, to educate students about:

- A unique and distinctive place and/or issue (that also helps them reflect about their engagement).
- Involves connections to local, national, and/or international Bonner Partners.
- Provides opportunities for cohort bonding and community building.

- Be realistic, in terms of planning, cost, and logistics.
- Engages upper class student leaders (often, these trips are planned and led by Junior and Senior Interns) as leaders and managers.

Second Year Exchange

The Second Year Exchange is designed to connect one Bonner Program and campus with another. It can inspire in students a sense of the broader magnitude and place in the service and civic engagement movement in higher education and strengthen a sense of belonging in a national network of students and programs. Typically, the Second Year Exchange is a 1-2 day event that occurs during the second year a student is in the Bonner Program. Its purpose is to provide students with a broader and deeper understanding of the Bonner Program and of campus-community engagement. Due to COVID-19, many campuses may plan and run an online Second Year Exchange in 2020-2021. Still, through partner and student-led workshops, innovative discussions, and more, these events can fulfill the core purpose. Connect with at least one other Bonner Program to share and:

- Draw ideas and insights from how your students, programs, campuses, etc. are alike and different.
- Possibly integrate advocacy, policy research or exposure, and social action. (You could do this by involving a faculty member, speaker, or Bonner Partner).
- Provides the sense of being part of a larger, national network and social movement. (Attending an online conference is also an option).
- Provides opportunities for cohort bonding and community building. (Include some fun!)
- Be realistic, in terms of planning, cost, and logistics. engages sophomores themselves in planning and leadership.

Junior/Senior Capstone

A Bonner Capstone is a Bonner student's culminating project in the junior/senior year that serves a community purpose. Bonner Capstones can be an individual project or a team project. By integrating available workshops on the Bonner Capstone beginning in the first year, students are coached and guided to identify potential projects. These projects may work with their long-time community partner (if students stay at one site), may address an issue (such as hunger or youth development) tied to their service and learning, and may even connect with their formal academic requirements (such as a capstone in their major or minor). The most effective Bonner Capstones allow students to tap into their "Sweet Spot" (seen above). Through these projects, students integrate their:

- Personal Identity (i.e., values, purpose, passion, career interests, sense of connection to particular communities such as by race, gender, etc.)
- Academic Experiences and Interests (i.e., major, minor, areas of study, key skills and aptitudes, co-curricular engagement such as in arts, sports, and music)
- Civic Experiences (i.e., Bonner service work, broader experiences such as in activism, and even career preparation)

As Bonner Capstones involve projects that also build the capacity of community partners or other constituents, these projects can be designed and carried out online (as well as mostly online with some occasional in person meetings where permissible). The Bonner Foundation, with the leadership of National Bonner Interns, offers two key resources that we recommend that you use, and can deliver online, to support students to complete Bonner Capstones.

First, the [Bonner Capstone Curriculum](#). This includes eight simple workshops, one for each semester over four years, that you may deliver in person or remotely including:

1. [Explore Your Palette: An Introduction to the Bonner Capstone:](#)
2. [Primary Colors: Building a Foundation for a Bonner Capstone](#)
3. [Capacity Building and Its Link to Capstones](#)
4. [Your Capstone Development Plan](#)
5. [Your Capstone Nuts and Bolts](#)
6. [Bonner Capstone Proposal and Work Plan](#)
7. [Reflecting on Your Project, Learning, and Impact](#)
8. [Sharing and Leveraging Your Bonner Experience](#)

Second, the new Capacity Building Step-by-Step Guides offer opportunities for students to follow, at their own pace, educational steps for completing the following types of projects:

- Communications and Marketing (creating brochures and fact sheets, developing an email marketing listserv, writing a press release or other stories, developing a case story of impact)
- Event Management (planning and running online events, designing volunteer recognition events, etc.)
- Fundraising and Resource Development (researching funders, writing grants, developing a donor database, etc.)
- Policy Research (Know Your Issue and write a policy brief)
- Program Development (researching and developing a new program, designing curriculum and training, creating an online course or sequence of trainings)
- Program Evaluation (designing a survey, implementing a survey, conducting a program evaluation)
- Research (conducting academic or scholarly research that might benefit your program, such as finding model programs, or conducting a scientific inquiry, writing oral histories)
- Technology (creating promotional videos, creating a website, developing a social media strategy, launching and managing a social media site like Facebook or LinkedIn)
- Volunteer Management (designing an online volunteer orientation, analyzing a current volunteer program)

Senior Presentations of Learning

In their senior year, Bonners create and give a senior Presentation of Learning (POL) that is also a culminating reflection of their program and college journey and learning. Use online 1-on-1 advising meetings and cohort meetings to guide Bonners in their reflection, meaning making, and processing of their service, classroom, and off-campus experiences. You could also host an online senior retreat to support the process where students are challenged to meaningfully synthesize their experiences. The training "Expanding Your Sense of Purpose with Ikigai" can be used for this purpose. Some schools are also providing guidance for students to create a Wix or website, capturing their Bonner and academic work as an e-portfolio of sorts. See the workshop, entitled [Presented to the World: Transitioning from In-Person Presentations of Learning to Capstone Website](#), provided by Carson Newman College for 2020 Online SLI in the BLC.

A Note on Using Bonner Scholar Program Funds

Institutions with endowed Bonner Scholar Programs may tap into these funds for Bonner Cornerstones. If you have a question about using the funds in new ways to support a remote or online gathering, contact Bobby Hackett (rhackett@bonner.org).

Community Fund

In both the Fall and Spring semesters each year, \$50 is allocated per Bonner Scholar to a pooled Community Fund that Bonner Scholars may apply for to support community service or site-specific projects involving or initiated by Bonners. Awarding of these funds should be governed by a committee of the Bonner Leadership Team. Community Fund may be used for Cornerstones (like the First Year Trip, providing a stipend to partner), Capstones, Racial Justice projects (see RFP), and more.

Bonner First Year Service Trip

Up to \$250 per first-year Bonner Scholar is available to cover expenses related to meeting the required first-year service trip. An additional \$250 is available for each of two people (students or staff members) who attend in a supervisory capacity. See First Year Service Trip Request for Proposal (RFP) Guidelines.

Bonner Local Summer Service Fund

Each year there is a pooled fund available to help build local summer service placements for Bonner Scholars who want to stay in their college community. These projects should continue service projects or related initiatives that also operate during the school year. The maximum amount available for each campus each summer is determined by the number of enrolled Bonner Scholars based on a calculation of \$75 per student per year. See Local Summer Service Request for Proposal (RFP) Guidelines.

Bonner Student Congress Travel Fund

Up to \$250 is allocated per Bonner Congress Representative to attend the Bonner Congress meetings. In 2020-21 this meeting will move online and may not require much expense.

Bonner Junior / Senior Leadership Fund

Bonner Scholar Programs may submit proposals to access unused Bonner Scholarship funds from the prior academic year. These proposals must be to support enrichment activities and to enhance student learning and development, not simply to implement current aspects of the Bonner Scholars Program.

These funds can be tapped for Bonner Capstone projects (i.e., supplies, stipends for partners, expenses, etc.). See Junior/Senior Leadership Fund Request for Proposal (RFP) Guidelines.

Credits:

This document was developed by the Bonner Foundation, drawing on a variety of additional resources you may find on the Bonner Wiki at bonnernetwork.pbworks.com as well as the Bonner Learning Community, which you may join at <https://bonner.mn.co/>