



The Bonner Network's **2022 New Bonner Directors & Coordinators Orientation Handbook**



July 31 - August 3



The Corella & Bertram F.
Bonner Foundation



Welcome!

We are delighted that you are joining us for this year's new Bonner directors, coordinators, and staff orientation. Participants include representatives from 39 institutions of higher education, including eleven with established Bonner Scholar Programs, twenty two with established Bonner Leader Programs, and six colleges and universities that might start a new Bonner Program in the future.

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

You are joining a diverse and inspiring network of individuals and campuses! The Bonner Network is made up of dedicated, generous people across 70+ institutions who openly share their wisdom and experience. Since 1990, Bonner Programs across the United States have graduated more than 15,000 alumni, graduates who live and work around the world. Our four-year developmental approach prepares graduates for college and lifelong success. More than a third of alumni work for non-profits; a third work in government; and a third work in the for-profit sector. All share a commitment to being civically involved and continuing to contribute to their communities. Additionally, our work supports the development of civic-minded professionals in the higher education and nonprofit sector, which we call *"The Pipeline Project."*

Since 1990, the Foundation has provided more than \$100 million in endowment funding that has paved the way for sustained institutional commitments. With a program that emphasizes student leadership at the core, campuses in the network have expanded and deepened staffing levels, faculty engagement, and other characteristics of engaged campuses. Through workshops over the next few days, we'll introduce the frameworks and best practices of the Bonner Program model. You'll have an opportunity to plan for your work and to participate in a vibrant community of practice.

We cannot wait to get you started!

- The Bonner Foundation Staff



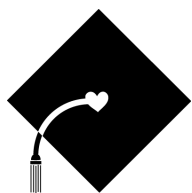
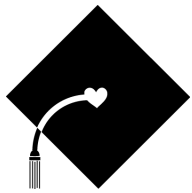


Table of Contents

Agenda	2
Your Community of Practice	4
Bonner Foundation Staff	5
Bonner Network Schools	6
Handouts	
Transformational Goals.....	7
Frameworks	
Four-Year Progression	8
Educating Engaged Citizens.....	9
Engagement Framework.....	10
Community-Engaged Pathways	11
Community-Engaged Learning Initiative	12
Program Management Roles.....	13
Bonner Learning Outcomes & Rubric	14
Goals for Graduating Seniors	15
Training, Education & Reflection Curriculum.....	16
Capstone Project Workshops	24
Diversity & Inclusion Workshops.....	25
Start-Up Checklist	26
Implementation Checklists	28
Sample Staff Calendar.....	40
Bonner Resources	42
Bonner Learning Community Directions	back page



2022 New Directors & Coordinators Orientation

Agenda

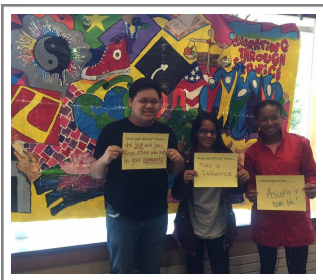
Sunday, July 31

All the sessions will be held at Mackay Center (Main Lounge), Princeton Theological Seminary



Time	Activity and Location
5:00 pm	Registration and check-in at the Bonner Foundation 10 Mercer Street, Princeton, New Jersey
5:30 pm	Dinner at the Bonner Foundation
7:00 pm	Welcome, Introductions, History, and Goals
8:30 pm	Reception at Bonner Foundation

Monday, August 1



Time	Activity and Location
9:00 am	Student Development Framework & Bonner Curriculum
10:30 am	Break
10:45 am	Supporting Student Development through Cornerstone Activities
12:15 pm	Lunch at Princeton Seminary
1:30 pm	Community Partnerships: Guiding Principles & Student Roles (Placements)
3:00 pm	Break
3:15 pm	Managing Campus-Community Partnerships & Projects
5:30 pm	Dinner: (Shanghai Park at 301 N Harrison St #33, Princeton, NJ 08540)

Tuesday, August 2



Time	Activity and Location
9:00 am	Bonner Program Management
10:00 am	Break
10:15 am	Recruitment and Financial Aid: Ingredients for Success
12:15 pm	Lunch at Princeton Seminary
1:30 pm	Bonner Program: Accountability, Tracking, Visibility
3:00 pm	Break
3:15 pm	Campus Center & Campus-Wide Engagement
5:30 pm	Reception at Bonner Foundation
6:00 pm	Carpool from Bonner Foundation (Depart from Bonner Foundation in groups for dinner in Princeton area)

Wednesday, August 3



Time	Activity and Location
9:00 am	Other Bonner Initiatives and Campus Support
10:30 am	Next Steps and Closing
11:00 am	Adjourn



Your Community of Practice

Institution	First Name	Last Name	Title	Email
Alabama A&M University	Monica	Clarke	Service and Learning Coordinator	monica.clarke@aamu.edu
Albion College	Ari	McCaskill	Executive Director of Special Programs	amccaskill@albion.edu
Allegheny College	Erin	O'Day-Frye	Senior Associate Dean for Student Success	eoday@allegheny.edu
Allegheny College/Bonner Foundation	David	Roncolato	Director of Global Citizen Scholars - Bonner Senior Faculty Fellow	droncola@allegheny.edu
Athens State University	Robin	Moore	Coordinator, Academic Affairs	Robin.Moore@athens.edu
Athens State University	Trish	Dilullo	Coordinator, Bonner Leader Program	trish.dilullo@athens.edu
Augsburg University	Jenean	Gilmer	Community Engaged Learning Program Manager	gilmerje@augsborg.edu
Augsburg University	LaToya	Taris-James	Student Leadership Programs Coordinator (Bonner Program Manager)	tarisl@augsborg.edu
Brown University	Mario	Gomez	Program Manager, Student Development	mario_gomez@brown.edu
Butler University	Randall	Ojeda	Director, Efroymsen Diversity Center	rojeda@butler.edu
Centre College	Sidney	Saxen	Coordinator of Civic & Community Engagement and the Bonner Program	sidney.saxen@centre.edu
Clark Atlanta University	Tonya	Miles	University Chaplain	tmiles@cau.edu
Concord University	Peyton	Brown	Bonner Scholars Program Coordinator	pgbrown@concord.edu
Davidson College	Hannah	Gilbert	Assistant Director for Civic Engagement & Bonner Scholars	hagilbert@ davidson.edu
DePauw University	Lori	Fender	Office Manager, Hartman Center	lorifender@depauw.edu
Elizabethtown College	Javita	Thompson	Director, Center for Civic & Community Engagement	thompsonjavita@etown.edu
Elizabethtown College	John	D'Amico	Graduate Student Assistant	damicoj@etown.edu
George Mason University	Cara	Snider	Program Manager for Engaged Learning	csnider3@gmu.edu
High Point University	Kimberly	Drye-Dancy	Director for the Bonner Leader Program	kdryedan@highpoint.edu
Hood College	Maura	Page	Assistant Director of Employer Relations and Partnerships	page@hood.edu
Hood College	Bre	Harwood	Assistant Director of Career Development and Experiential Learning	harwood@hood.edu
Hood College	Lisa	Littlefield	Dean, Center for Career Development and Experiential Education	littlefield@hood.edu
Lindsey Wilson College	Yayi	Garcia	Bonner Coordinator	burtonk@lindsey.edu
Maryville College	Chris	Freeman	Community Engaged Scholars Coordinator	chris.freeman@maryvillecollege.edu
Middlesex College	Suany	Pascale	Democracy House Program Coordinator	spascale@middlesexcc.edu
Montclair State University	Krystal	Woolston	Assistant Director of Center for Community Engagement	woolston@montclair.edu
Morehouse College	Jared	Bailey	Program Manager	jared.bailey@morehouse.edu
Morehouse College	Kevin	Chapman Jr.	Assistant Director	kevin.chapmanjr@morehouse.edu
Nazareth College	Adam	Lewandowski	Director, Weider Community Engagement	alewand8@naz.edu
Notre Dame of Maryland University	Lindsay	Chudzik	Director of Service Learning and Community Engagement	lchudzik@ndm.edu
Oberlin College & Conservatory	Thom	Dawkins	Interim Director, Bonner Center	tdawkins@oberlin.edu
Rhodes College	Bailey	Myers	Bonner Center Coordinator	myersb@rhodes.edu
Rhodes College	Chris	Williams	Bonner Center Director	WilliamsC@rhodes.edu
Rutgers University - Camden	Simanti	Lahiri	Program Coordinator for Student Civic Engagement	sl1745@camden.rutgers.edu
Siena College	Tamara	McCallum	Bonner Director/Asst. Director for Academic Community Engagement	tmccallum@siena.edu
Simmons University	Courtney	Kramer	Assistant Director for Community Engagement	courtney.kramer@simmons.edu
Stetson University	Yohann	Ripert	Bonner Faculty Advisor	yripert@stetson.edu
Stetson University	Taylor	Hibel	Assistant Director of Bonner Program & Community Partnerships	thibel@stetson.edu

University of Hawai'i at Hilo	Maria	Vicente	Bonner Coordinator	marialv@hawaii.edu
University of Lynchburg	Cindy	Ferguson	Director, Center for Community Engagement	ferguson_cd@lynchburg.edu
University of Lynchburg	Tasha	Gillum	Bonner Leader Program Coordinator	gillum_tm@lynchburg.edu
University of Lynchburg	Elijah	Harrison	Graduate Assistant, Bonner Program	harrise935@lynchburg.edu
University of North Carolina - Wilmington	Megan	Toothman	Program Associate	toothmanm@uncw.edu
University of Richmond	Caroline	Glover	Assistant Director	cdeanglover@gmail.com
University of Richmond	Michael	Smart	Assistant Director	msmart@richmond.edu
Ursinus College	Angela	Upright	Bonner Coordinator/Assistant Director of UCARE	aupright@ursinus.edu
Wagner College	Deyja	Gentile	Coordinator of Community Partnerships & Bonner Program	deyja.gentile@wagner.edu
Warren Wilson College	Diamond	Slone Couch	Director of Bonner Leader Initiatives and Assistant Director of Community Engagement	dslonecouch@warren-wilson.edu
Washington and Lee University	Francile	Elrod	Associate Director	elrodf@wlu.edu
Widener University	LaShanda	Patton	Assistant Director, Civic Engagement	lapatton@widener.edu
Wilkes University	Catherine	Becker	Bonner Leader Program Coordinator	catherine.becker@wilkes.edu
Wofford College	Matthew	Newton	Program Manager	newtonml@wofford.edu

Bonner Foundation Staff

Robert Hackett

President • rhackett@bonner.org

Ariane Hoy

Vice President for Program & Resource Development • ahoy@bonner.org

Kristi Cordier

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

Rachayita Shah

Community-Engaged Scholarship Director • rshah@bonner.org

Liz Brandt

Community Engagement Director • liz@bonner.org

Arthur Tartee Jr.

Bonner Alumni Network Manager • arthur@bonner.org

Elaine Wheeler

Office Manager • ewheeler@bonner.org

Bonner Foundation Board of Trustees

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

William Bush, BDT & Company (Chicago, IL)

Bernie Flynn, former President & CEO of New Jersey Manufacturers Insurance Group (West Trenton, NJ) and Chief Executive Officer of Mercer Street Friends (Trenton, NJ)

Shannon Maynard, Executive Director of the Congressional Hunger Center (Washington, DC) and Bonner Alum (University of Richmond)

Dr. Beth Paul, President, Nazareth College (Rochester, NY), and former Provost at Stetson University (FL) and Faculty Member at The College of New Jersey (NJ)

Tony Richardson, President of the George Gund Foundation (Cleveland, OH) and Bonner Alum (Oberlin College)

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

National Bonner Network

ALABAMA

- Athens State University (Athens)
- 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)
- Clark Atlanta University (Atlanta)
- Morehouse College (Atlanta)
- Spelman College (Atlanta)

HAWAI'I

- University of Hawai'i at Hilo

INDIANA

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

KANSAS

- Washburn University (Topeka)

KENTUCKY

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

MAINE

- Bates College (Lewiston)

MARYLAND

- Notre Dame of Maryland University (Baltimore)

MASSACHUSETTS

- Simmons University

MICHIGAN

- Albion College (Albion)

MINNESOTA

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

MISSISSIPPI

- University of Mississippi (Oxford)

MISSOURI

- Missouri State University (Springfield)

NEVADA

- University of Nevada - Reno

NEW JERSEY

- Middlesex County College (Edison)
- Montclair State University (Montclair)
- Rider University (Lawrenceville)
- Rutgers University - Camden
- Rutgers University - New Brunswick

- Stockton University (Galloway)
- The College of New Jersey (Ewing)

NEW YORK

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

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 - Wilmington
- Warren Wilson College (Swannonoa)

OHIO

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

PENNSYLVANIA

- Allegheny College (Meadville)
- Elizabethtown University (Elizabethtown)
- Point Park University (Pittsburgh)
- Slippery Rock University (Slippery Rock)
- Ursinus College (Collegeville)
- Waynesburg University (Waynesburg)
- Widener University (Chester)
- Wilkes University (Wilkes-Barre)
- 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, Arlington)
- University of Lynchburg (Lynchburg)
- University of Richmond (Richmond)
- Washington and Lee University (Lexington)
- Virginia Wesleyan University (Virginia Beach)

WISCONSIN

- Edgewood College (Madison)

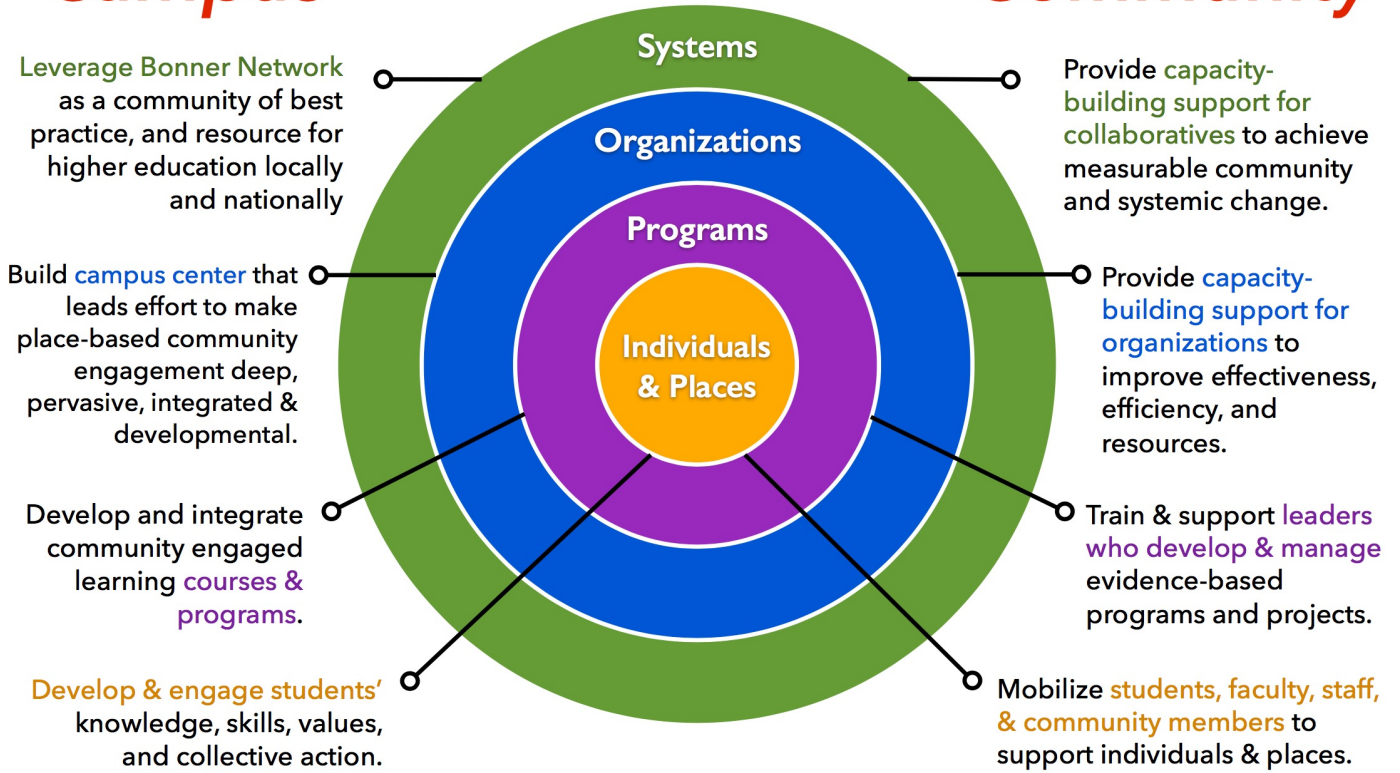
WEST VIRGINIA

- Concord University (Athens)

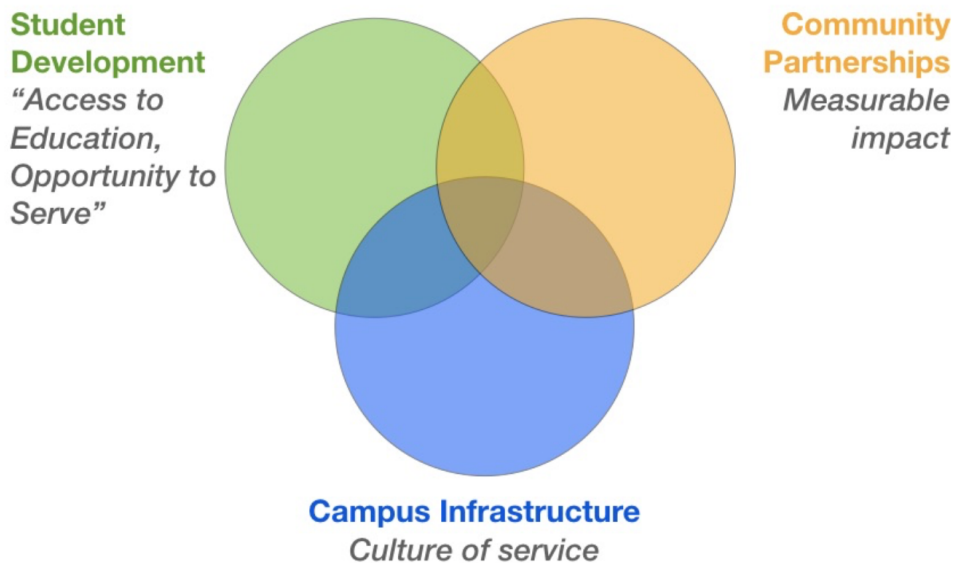
Transformational Goals

Campus

Community



Integrated Approach

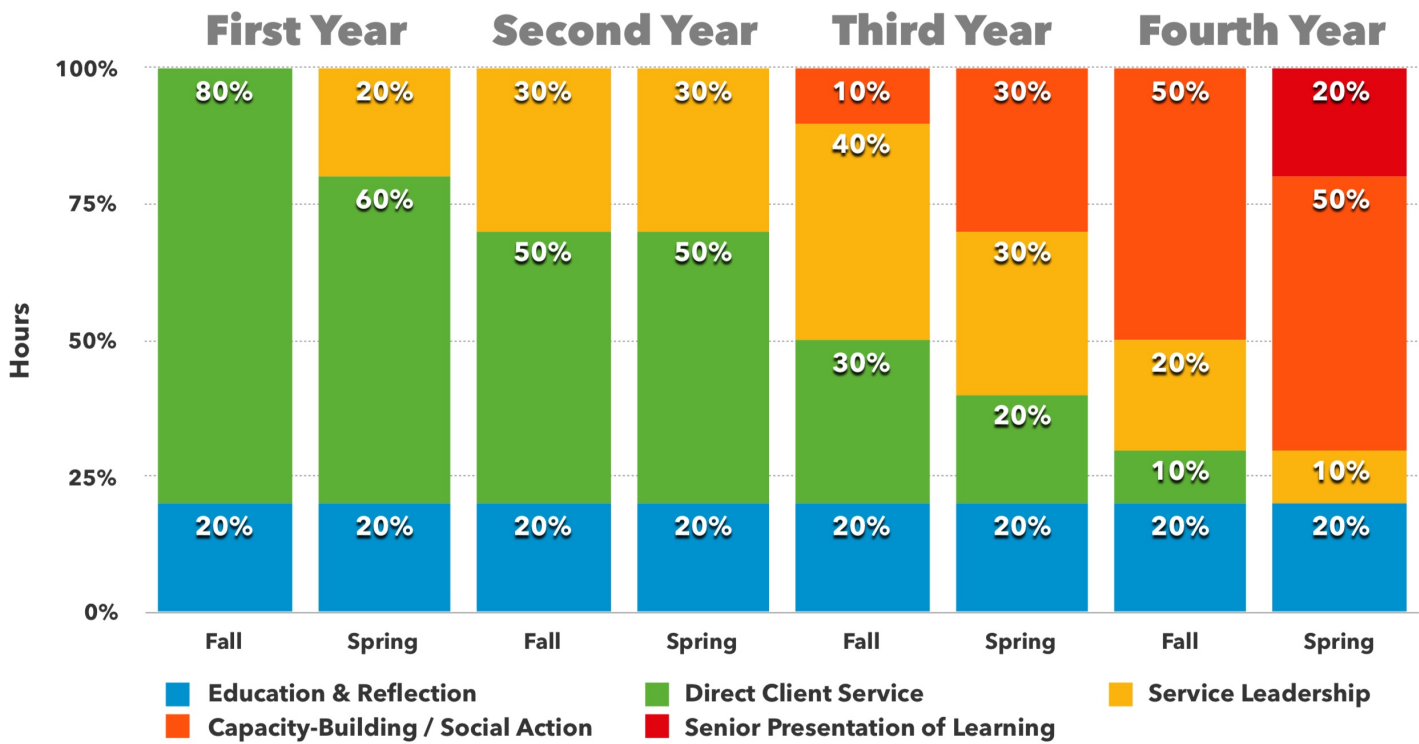


Four-Year Pathway

Social justice citizen

Participatory citizen

Personally responsible citizen



Strategic Questions:

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

Educating Engaged Citizens

Kinds of Citizens

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

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

Strategic Questions:

1. What civic goals does your institution's vision and mission express?
2. How might you use this information in your discussions with faculty, staff, and other campus and community constituents?
3. How will your students' placements and calendar of education, training, and reflection activities (see pages 16-25) provide students with the skills and understanding needed at each stage of development?

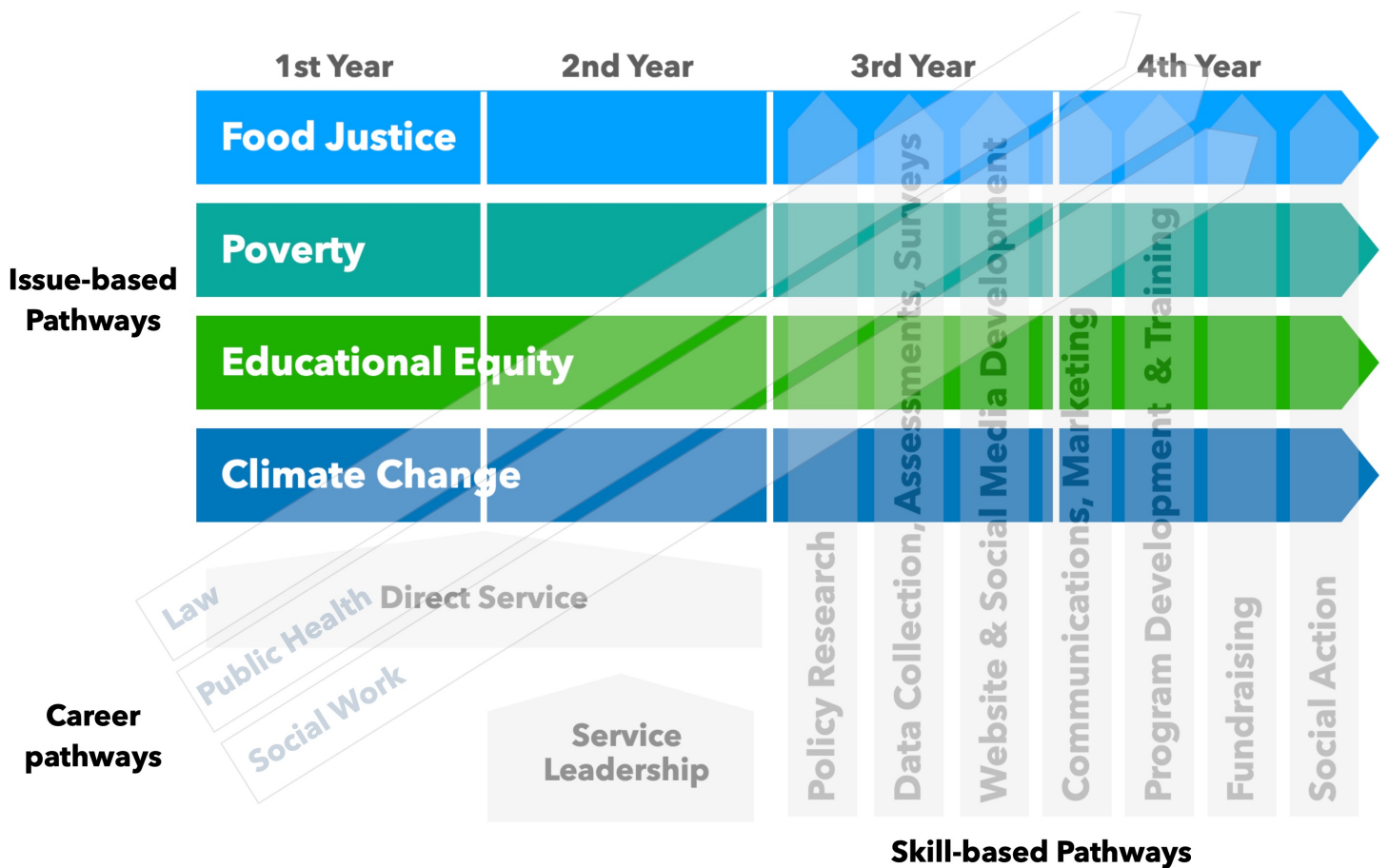
Community Engagement Framework

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

Strategic Questions:

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

Community-Engaged Pathways



Strategic Questions:

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

Community-Engaged Learning Initiative

	Bonner Program	CEL Courses	CEL Minors or Certificates	Scale to Reach 20-25% of Student Body
Number of Programs/Courses	1	?	?	?
# of Students	30-120	?	?	Goal: ____ Current Count: ____
Form of Engagement	<ul style="list-style-type: none"> Short-term service Weekly service Service leaders Capacity-Building Social Action 	<ul style="list-style-type: none"> Short-term service Weekly service Capacity-Building Social Action 	<ul style="list-style-type: none"> Short-term service Weekly service Capacity-Building Social Action 	<ul style="list-style-type: none"> Short-term service Weekly service Service leaders Capacity-Building Social Action
Depth of Community Partnerships	<ul style="list-style-type: none"> Sustained, multi-level 	<ul style="list-style-type: none"> Short-term, semester-based 	<ul style="list-style-type: none"> Short-term, semester-based Sustained, multi-level (possible) 	<ul style="list-style-type: none"> Short-term, semester-based Sustained, multi-level
Administrative Home	<ul style="list-style-type: none"> Campus-Wide Center 	<ul style="list-style-type: none"> Departments 	<ul style="list-style-type: none"> Departments Departments in partnership with Campus-Wide Center 	<ul style="list-style-type: none"> Combination of all
Staffing	<ul style="list-style-type: none"> Bonner Program Staff 	<ul style="list-style-type: none"> Campus-Wide Center Staff Faculty Fellows Faculty Advisory Group 	<ul style="list-style-type: none"> Department or Multi-Department Groups Department & Campus-Wide Center Staff 	<ul style="list-style-type: none"> Combination of all
Student Roles	<ul style="list-style-type: none"> Bonner Senior Interns Bonner Leadership Team 	<ul style="list-style-type: none"> Student TA's Service leaders 		<ul style="list-style-type: none"> Student-led coalition of projects Service leaders
New Pathways/ Structures	<ul style="list-style-type: none"> 8 Themes Curriculum Capstone Workshop Series (1x semester for four years) 	<ul style="list-style-type: none"> Skill-based consulting corps 	<ul style="list-style-type: none"> Issue-based track within broader thematic Minor or Certificate Issue-based entirely 	<ul style="list-style-type: none"> Combination of all
Campus Program/ Admin Supports	<ul style="list-style-type: none"> Weekly meetings for education, training, and reflection \$ for projects Recruiting students Support for placements and projects from staff, faculty, and students 	<ul style="list-style-type: none"> Faculty training and learning community Course designator \$ for projects \$ or course release for new CEL course design recognition Recruiting students Support for placements and projects from staff, faculty, and students 		<ul style="list-style-type: none"> Combination of all
Bonner Network Supports	<ul style="list-style-type: none"> Guides, training modules, campus examples, links to articles, etc. on Bonner wiki Annual series of national Bonner meetings Webinars (new) Bonner Learning Community platform Campus visits \$ for CEL Initiative 			
Strategic Questions	<ul style="list-style-type: none"> How is or could your Bonner Program integrate with or advance community-engaged learning? How is or could your Bonners be Students as Colleagues? 	<ul style="list-style-type: none"> How pervasive are community-engaged learning courses on your campus? How do you track and evaluate these courses? 	<ul style="list-style-type: none"> Is there one or more CEL pathway connected with Bonner? What other CEL pathways exist or are in the works? Where should there be CEL pathways, given depth of work on issues? What other departments or programs could be home to a pathway (consulting corps, issue pathway, etc.)? What broader curriculum changes might be linked with CEL? 	

Program Management Roles

Participation in Bonner Foundation-Sponsored Activities

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

Administrative/Financial (BSP)

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

Campus-wide Collaboration

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

Direct Service Placements & Capacity-Building Projects

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

Education, Training & Reflection Activities

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

Bonner Learning Outcomes

Over the past decade, we have begun to formalize a set of learning outcomes connected to the co-curricular, curricular, and integrative experiences associated with its four-year civic engagement program. These outcomes link with those used by the Association of American Colleges and Universities (AAC&U). **The Bonner Learning Outcomes Rubric** (on Bonner Wiki) articulates learning outcomes with performance descriptors that describe progressive levels of attainment. The rubric can be used for evaluating and discussing student learning, such as in conjunction with a Capstone, Senior Presentation of Learning or portfolio of work.

Definition and Framing Language

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

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

Bonner Developmental Model

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

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

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

Goals for Graduating Seniors

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

Training, Education & Reflection Curriculum

FIRST YEAR FRAMEWORK

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

SUGGESTED FIRST YEAR WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	<p>Identity Circles: This workshop guides participants to reflect on and share qualities they believe make them who they are. It is an excellent activity to use with the first year cohort to introduce them to thinking more deeply about issues of diversity (within themselves and their community). It builds self-reflection, communication, and trust.</p>	<p>Discovering Solutions That Work: This workshop (drawn from Solutions U) uses games and prizes to get students to learn about discovering the best solutions for social problems. It also helps them to find and analyze evidence of what is working. It has been modified to fit the Bonner Program context.</p>
Session 2	<p>An Introduction to Place: Students should be introduced to the history, economics, politics, culture, and other key features of the community where they serve. This workshop provides a customizable workshop for place-based learning and immersion. It includes conceptualizations of place as well as ways to discuss power and privilege with students.</p>	<p>Making a Difference - Measuring Impact: This workshop (drawn from SolutionsU) helps students to understand the challenges that social service organizations face in developing and implementing programs that lead to positive outcomes and impact. It uses real examples of programs and evidence to teach students to think more critically.</p>
Session 3	<p>River Stories: This workshop provides a creative, artistic way to build community through the sharing of individual stories. Students share their own paths (personal and educational), using the metaphor of a river to describe life experiences. This activity builds context and cohesion, as well as communication and listening abilities.</p>	<p>Tackling Root Causes: This workshop (drawn from Solutions U) explores the concept of root causes, teaching students to think about the reasons that the issues and inequities they are tackling exist. It guides participants on an analytical and discussion-based journey beyond "Band-Aid" approaches to social issues and presents strategies seek to understand root causes.</p>
Session 4	<p>Community Asset Mapping: This workshop teaches an "assets-based approach" and helps students to identify the human, material, financial, entrepreneurial and other resources in a community. Knowing and using the many assets within a community builds capacity for relationships, reciprocity, and a solutions orientation.</p>	<p>Cultivating Powerful Collaborations & Relationships: This workshop helps students identify ways that people with different viewpoints and positions can move beyond "us versus them" thinking to find solutions that benefit both parties. It engages students in analyzing ideas from videos to journalism, using games to apply critical thinking to distinguish solutions-oriented approaches.</p>

SECOND YEAR FRAMEWORK

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

SUGGESTED **SECOND YEAR** WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	<p>A Toolkit for Leading Others: This session provides participants with an approach and toolkit for service leadership, addressing the qualities and habits of effective leaders and managers. Through small group work using scenarios generated and reflection, the workshop guides participants to develop their own effective leadership strategies (especially for service).</p>	<p>Researching Your Issue: In this workshop students choose their issue, narrow it for the purpose of researching an issue brief. The session concludes with the assigned task of identifying key organizations that work on their issue at the local, state, and national level.</p>
Session 2	<p>Leadership Compass - A Tool for Maximizing Diverse Work Styles: This workshop allows participants to explore work styles, as a tool for self-reflection and leadership growth. The framework encourages participants to reflect on their strengths and weaknesses across styles, in the context of leadership and a working team. It is also a tool for communication and conflict management.</p>	<p>Researching Local, State, and National Organizations: This workshop identifies three additional areas for students to research their issue: scope of the problem, past policy and program milestones, current policy and programs. They are shown how to research these using the internet and then prepared to gather missing information from interviewing local leaders of non-profit and government agencies. They learn how to carry out research for an issue brief and prepare for interviews with partners and experts.</p>
Session 3	<p>Effective Facilitation: This workshop introduces a general approach to facilitation and a range of tools and techniques. It provides a framework for how to approach leading groups using a series of active role-plays. Students will learn some nuts and bolts they can apply in Bonner meetings, site teams, and beyond.</p>	<p>Identifying Proven Programs & Practices: This workshop teaches students how to understand and identify model programs and policies, which is the last section of the issue brief they must research.</p>
Session 4	<p>Effective Meetings: This workshop provides a basic overview of how to plan an effective meeting. It introduces participants to considerations and steps for planning agendas, communicating information, delegating work, and designing collaborative activities for meetings.</p>	<p>Leading an Issue Forum: This session guides students to plan and lead an issue presentation and discussion, whether at an All Bonner Meeting, campus-wide, or in a community setting. This process strengthens students' communication, public speaking, and leadership skills.</p>

THIRD YEAR FRAMEWORK

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

SUGGESTED THIRD YEAR WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	<p>Overview of Project Management with a Case Study: This workshop will introduce participants to processes for managing projects. They will learn how to set goals by analyzing the stakeholders in any project. This process will allow project managers to create a realistic vision and plan for success.</p>	<p>How Nonprofits Assess and Build Organizational Capacity: This workshop introduces frameworks and tools used by organizations to analyze their own internal functioning and capacity. It will help students understand how nonprofit and governmental organizations survive and how they evaluate their programs, operations, and impact. Using case studies, it will help Bonners to understand how they might contribute to building capacity.</p>
Session 2	<p>Completing a Project Management Case Study: This workshop introduces the next phase, analyzing the resources needed and what stakeholders will need to stay engaged and satisfied. Through that, the project manager creates steps and addresses risks.</p>	<p>Building Capacity through Community-based Participatory Research: This training familiarizes participants with the goals and principles of Community Based Participatory Research. This is an essential aspect when creating and maintaining relationships with community partners and/or organizations. The training will prepare participants to begin a CBPR project of their own in partnership with community members.</p>
Session 3	<p>Hands-on Project Management with Individualized Case Study: This workshop introduces strategies for making a fully developed work plan, including to do lists, timelines, budget and resource allocation, and more.</p>	<p>How to Develop Training and Curriculum for Programs: This training explains step-by-step process of developing new training session or curriculum for peers / adult learners.</p>
Session 4	<p>Present Case Study & Project Plans for Feedback: This workshop introduces project managers to the final phase for how to execute and evaluate the project. Through feedback mechanisms and review of the results, project managers can then revise their plans.</p>	<p>An Introduction to Fundraising & Resource Development: This workshop guides students through considering a variety of approaches (e.g., grants, donations, earned income, in-kind, technological, operational, and human) that strengthen an organization's ability to design and deliver programs and meet its mission.</p>

FOURTH YEAR FRAMEWORK

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

SUGGESTED **FOURTH YEAR** WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	<p>Preparing a Leadership Transition: This workshop is designed to guide participants, particularly senior students, in organizing their transition out of a leadership position in a community partner site role and/or the Bonner Program. It includes guided reflection activities and other tips.</p>	<p>Public Speaking & Preparing Your Presentations of Learning: This workshop uses interactive exercises and peer review to improve students' comfort and confidence with public speaking, as well as improve the quality and effectiveness of their verbal and physical communication. It includes prompts and activities to reflect on Bonner and college experiences for culminating presentations.</p>
Session 2	<p>Resume Writing - Maximizing Your Bonner Experience: This workshop provides students with structured time to update their resumes. It guides them in strategies for best capturing their service work and positions as major professional skills and assets. It will introduce writing exercises and tools (could be augmented by your campus career services) for producing the best resumes and applications.</p>	<p>The Art of Interviewing: This workshop introduces the art of interviewing. It will help prepare students for conversations with employers and graduate admissions in ways that leverages their Bonner work. Students will get tips on how to articulate themselves in a way that demonstrates their qualifications and fit, as well as how to market themselves.</p>
Session 3	<p>Through Evaluators' Eyes - Senior Resume Review: This follow-up workshop allows students to look through evaluators' eyes by integrating the feedback from peers and experts. By viewing their own experience and skills from a different perspective, this workshop helps participants to sharpen their experience, education, and skill sets.</p>	<p>Budgeting & Financing Your Life After Bonner: This workshop will help students develop a realistic budget for after college. They will be guided to think about living expenses, loan repayment, and other financial obligations. Students will leave the session with skills and knowledge for managing their post-graduate finances.</p>
Session 4	<p>Life After Bonner - Finding Your Pathway: This workshop provides students with a chance for reflection on their Bonner journeys. Students will reflect on profiles and perspectives from Bonner Alumni, who have pursued careers across all sectors yet stayed civically engaged. Students will brainstorm potential pathways for post-graduate opportunities like employment, year of service programs, and graduate school.</p>	<p>Staying Well and Engaged After Graduation: This workshop engages students in reflecting and discussing their own wellness and self-care. It helps them identify strategies for maintaining supports after graduation. Finally, it guides them to think about how they stay connected to each other and to Bonner after graduation.</p>

CAPSTONE PROJECT WORKSHOPS

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

#1 Explore Your Palette: An Introduction to the Bonner Capstone: This is part one (of 8) of a series for Bonner Scholars and Leaders to build a community engaged capstone that builds capacity for a community partner. In this workshop, participants identify their own passions and interests, or "capstone palette." They explore the concept of a "sweet spot" and how they might integrate various interests with service.

#2 Primary Colors: Building a Foundation for the Bonner Capstone: This is part two (of 8) of a series for Bonner Scholars and Leaders to build an integrative community engaged signature capstone. In this workshop, participants revisit their palette to identify the "primary colors" or ideal components of their future capstone project. They discuss how capstones can integrate their service, career, and personal interests. This is designed for freshmen, to get them thinking about the future.

#3 Capacity Building and Its Link to Capstones: This is part three (of 8) of a series for Bonner Scholars and Leaders to complete an integrative community engaged signature capstone by graduation. In this workshop, students learn about capacity building and explore the types of capacity-building projects they might later do for a community partner. It positions them to identify project possibilities that might fit with their partner, studies, capabilities, and interests.

#4 Your Personal Development Plan: This is part four (of 8) of a series for Bonner Scholars and Leaders to build an integrative community engaged signature capstone. It is intended for sophomores or juniors to help them work through potential capacity-building projects they might do in connection with a partner or community need. In this workshop, participants create a strategy for finalizing their capstone project, including narrowing down the partner, project, and advisor(s).

#5: Capstone Nuts and Bolts: This is part five (of 8) of a series for Bonner Leaders to build an integrative community engaged signature capstone. In this workshop, students learn about campus and network resources available to them to create and complete a capstone project. With specific sessions for both Scholars and Leaders, students identify project funds and resources. Students learn practical tips to secure and involve staff and/or faculty advisors.

#6: Your Capstone Proposal and Work Plan: This is part 6 (of 8) of a series for Bonner Scholars and Leaders to build an integrative community engaged signature capstone. Students finalize the components of their capstone projects. By the end of this workshop, students have a complete proposal and are ready to begin in the following semester. NOTE TO STAFF: Download and edit the checklists and forms to match your program's expectations and processes.

#7 Reflecting on Your Project, Learning, and Impact This is part seven (of 8) of a series for Bonner Scholars and Leaders to build an integrative community engaged signature capstone. In this workshop, participants troubleshoot challenges they may face in crafting a project deliverable.

#8: Sharing and Leveraging Your Bonner Experience: This is part eight (of 8) of a series for Bonner Scholars and Leaders to build an integrative community engaged signature capstone. In this workshop, participants discuss ways to translate and share their capstone and Bonner experience to broader audiences, including employers and graduate school applications.

DIVERSITY & INCLUSION WORKSHOPS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Empathy-Building: Empathy - the ability to understand another person's emotions - is considered one of the crucial skills in any work space. The training guides in this series are well designed to support students in the Bonner Program as well as others who collaborate with diverse individuals and populations.

Start-Up Checklist

Bonner Leader Program

Steps for Planning and Preparation

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

Program Proposal & Approval

- Meet with your school's leadership to discuss the potential of launching the Program.
- Prepare Program Proposal highlighting the need and benefits for diverse stakeholders.

Staffing and Location

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

Securing Work-Study Stipends

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

Recruiting Your First Class of Bonners and Partners

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

Beginning Your Training and Enrichment Calendar

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

Developing Community Service Placements

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

Connecting to the Bonner Network

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

National Bonner Meetings

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

Implementation Checklists

Recruitment, Selection, and Financial Aid

Finding and Supporting Your Bonners

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

Recruiting & Selection

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

Financial Aid

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

Fundraising

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

Staffing Your Bonner Program

and Building Campus Infrastructure

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

Staffing and Student Leadership

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

Campus Infrastructure and Center Development

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

Student Development

Education, Training, & Reflection

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

Schedule and Staffing

- Determine the schedule for your meetings for each class year (at least 2 per month or four per semester), even if they are offered online.
- Discuss whether you will have any courses involved (and at what stages). Tying meetings to course credit may especially be a good idea.
- Identify who can assist with planning and leading meetings.

Use Recommended Workshop Content

- Start with the recommended 8 Themes curriculum and workshops (4 per semester and led by staff or with staff guidance). Consider using Bonner Foundation Webinars in the Bonner Learning Community platform as part of your meeting calendar.
- Plug in the Bonner Capstone workshops (1 per semester) so that they will work according to your project timelines (i.e., junior and/or senior year).
- Make sure to do the Bonner Capstone workshops for at least the freshmen and sophomores this year to stay on track with full integration.
- Fill in with other Bonner Curriculum workshops, especially those focusing on the Common Commitments. All Bonner Meetings are a good place for these.

Round Out Your Calendar with Campus Offerings

- Determine how many All Bonner Meetings or Retreats you will do, in person or remotely.
- Fill in with other campus-based sessions (speakers, partners, other offices, etc.) or other curriculum that addresses community and campus events, sense of place, and issues.
- Delegate who will lead meetings based on the topics and level of facilitation needed (staff, Senior Interns, BLT, faculty, etc.).

Cornerstone Activities

Pivotal High-Impact Practices

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

Overarching To Do's

- Review examples and resources for **Cornerstone Activities**.
- For **Orientation**, make sure to integrate introductions to core Bonner frameworks (i.e., Student Development Model, Common Commitments), place-based learning, and identity exploration. Use the new **Bonner Online Orientation** resources in the Bonner Learning Community.
- For **First Year Trip**, think about how to conduct an immersion experience, even if it happens online, to educate students about:
 - a unique and distinctive place (that also helps them reflect about their own place).
 - involves connections to local, national, and/or international Bonner Partners.
 - provides opportunities for cohort bonding and community building.
 - is realistic, in terms of planning, cost, and logistics.
 - engages upper class student leaders to help.
- For **Sophomore Exchange**, 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 integrates advocacy and social action
 - provides the sense of being part of a larger, national network and social movement.
 - provides opportunities for cohort bonding and community building.
 - is realistic, in terms of planning, cost, and logistics.
 - engages sophomores themselves in planning and leadership.
- For **Junior Class Leadership**, consider campus or program roles, immersions, trips, develop partnerships (i.e., Bonner Partners, etc.) and determine what might be realistic for this year. You may want to consider a campus-wide or international component, like running an educational forum on an issue (in person or online).
- For **Junior/Senior Capstones**, articulate the expectation and examples during recruitment and to this year's freshmen (and perhaps others). Use the **Bonner Capstone Curriculum!**
- For **Senior Presentations of Learning (POLs)**, review and beef up your guidelines, linking them with at least one defined learning outcome.
 - implement the suggested workshops for Bonner Capstones and POLs.
 - use the Bonner Learning Outcomes Rubric

One-on-One Advising

Regular Developmental Meetings

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

Overarching To Do's

- Identify who can help with one-to-one advising:
 - Director and Coordinator
 - Other staff and faculty, etc.
 - Some programs have a Class Advisor
 - You can also engage Faculty, Chaplains, and others on campus, and these meetings can be held online.

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

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

- Use recommended prompts or develop them from learning outcomes.

- Set up a schedule for each semester.

Community Partnerships

Building, Maintaining & Managing Partnerships, Placements & Projects

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

Building & Maintaining Community Partnerships

- Identify three types of partners: service providers, collaboratives, and campaigns.
- Schedule one-on-one meetings with partners.
 - Use Service Opportunities Form to develop roles for students in: a) direct service, b) service leadership, c) capacity-building projects, and d) social action campaigns.
- Review all of the Capacity Building Step-by-Step Guides on Bonner Learning Community, as well as "menu" handout and survey for partners on Bonner Wiki (**[click here](#)**). Implement these to collect partners' requests, especially for remote engagement.
- Write or update position/project descriptions in consultation with partner.
- Add/edit position and project descriptions in BWBRS.
- Organize orientation for all primary community partners to introduce Bonner development model, expectations, reporting process, and academic calendar.

Managing School-Year Student Placements

- Decide on an approach to orient new students to service philosophy, developmental model, and reporting expectations.
- Discuss your strategy for service delivery for this year, including in person and remotely. Consult Bonner Foundation resources, such as forms and MOUs, to use with partners.
- Train students in tracking and reporting system (BWBRS or alternative platform).
- Decide on approach for matching students to service sites.
- Decide on schedule for students to submit signed hour logs (bi-weekly suggested) with related benchmarks in terms of hours logged.

Managing Summer Service Internships

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

Campus-Wide Engagement

Institutional Infrastructure, Collaboration, and Support

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

Institutional Infrastructure (and Reporting Lines)

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

Campus-Wide Collaboration

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

Faculty Engagement and Development

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

Integrative Learning and Capstones

Creating Pathways Across Curriculum and Co-Curriculum

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

Bonner Program Integration

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

Campus-Wide Integration

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

Bonner Alumni Network

Connecting Graduates with Students, Programs, and Each Other

Below are some essential steps you should focus on to strengthen and maintain alumni relations with your Bonner Program. Additionally, these steps will help you leverage your alumni to provide capacity and support for current and prospective Bonners.

Engage Alumni

- Identify Student Alumni Ambassador(s) to create and foster student-alumni relations in your Bonner Program.
- Plan/Sponsor an alumni event during homecoming for Bonners.
- Highlight alumni at Bonner Meetings as outstanding stewards – invite students and alumni to recommend others for recognitions.
- Align alumni involvement opportunities with your Bonner Program and Bonner Network needs and goals.
- Work with Student Alumni Ambassador(s) to promote student events that alumni may be invited to attend and support.
- Connect with Alumni Office to enhance flow of information to Bonner Alumni.
- Track and evaluate alumni-students interactions.

Leverage Bonner Alumni

- Identify key alumni to serve as advisors to help engage and connect alumni with one another.
- Plan at least one meeting or event per semester to utilize alumni as educators and mentors.
- Meet with your Student Alumni Ambassador(s) twice a semester to gauge ways your alumni population can be most helpful to your program.
- Increase opportunities where alumni can play a meaningful role with students (i.e., advisors to your program or center, fostering community partnerships, and persuades administrators).
- Utilize alumni to increase awareness and understanding of your Bonner Program (i.e., interviewing and recruiting prospective students, student development, career service, networking, etc.).

Reporting and Tracking

Data Collection, Reflection, Planning, and Story Telling

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

Tracking and Managing Students

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

Annual Report to Bonner Foundation

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

Annual Report to Campus and Public

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

Key Initiatives

Meetings and Campus Support

Below is a short list of key priorities and initiatives of the Bonner Foundation and Network at this time. Keep these in mind as you create your work plan for the year.

Priorities

- Develop partnerships and projects that engage students and faculty in building higher level **community capacity building and impact**.
- Communicate a **capstone project requirement** to at least first year and second year Bonner students (to be on track with full adoption). Completing a junior and/or senior capacity building capstone is a cornerstone activity that your program should be on track with fulfilling.
- Develop relationships and strategies to work with faculty and senior leaders on curriculum and institutional change initiatives that integrate **community engaged learning**. Integrate resources and supports to engage and train faculty, ask them to mentor student capstones, and work in partnership on institutional change initiatives.
- Create a **center annual report** and other communications that will shift the narrative about the work of the Bonner Program and your campus center to demonstrate its value and impact on the institution and community.
- Audit your program, center, and campus in light of current events, including a commitment to diversity, inclusion, equity, and anti-racism. Review and share the **Racial Justice Community Fund** with colleagues, including student leaders.

Below is a list of the upcoming meetings you should keep in mind. Remember that campus representation at national Bonner Meetings is an expectation.

Upcoming Meetings

We are planning our national Bonner meeting calendar with the expectation that we will have in-person meetings again. Stay tuned for more information on how we will be organizing the annual meetings in a new way this year:

- Fall 2022 Bonner Congress:** Two student leaders who are part of the Bonner Leadership Team and designated as Congress Representatives should attend.
- Fall 2022 Bonner Directors and Coordinators Meeting:** Bonner staff and a faculty liaison (especially for campuses involved in the Community-Engaged Learning Initiative) should attend.
- 2023 Bonner Summer Leadership Institute:** Your team of staff, student leaders, and faculty representatives should attend.

Sample Staff Calendar

Major To Dos	
August	<ul style="list-style-type: none"> • Plan/Facilitate New Bonner Orientation • Plan/Facilitate All Bonner Fall Retreat • Plan/Facilitate Bonner Leadership Team Training • Meet with Alumni Office & Plan Alumni Events • <i>*First-Year Day of Service events</i> • <i>*Programming for other service programs under your purview</i>
September	<ul style="list-style-type: none"> • Weekly Bonner Meetings start • Site Placements for First-Year (some returning) Bonners • One-On-Ones with First-Years • CLAs and First Hour Logs due in BWBRS • Establish Regular Meetings with Bonner Leadership Team
October	<ul style="list-style-type: none"> • Student Leaders attend Bonner Congress • Ongoing Education, Training, & Reflection • Meet about Your Center Annual Report • Plan/Host Alumni Event for Homecoming • <u>Implement Capstone Workshops (for Term)</u> • <u>One-On-Ones w/ Bonners</u>
November	<ul style="list-style-type: none"> • Staff attend Bonner Fall Directors/Coordinators Meeting • Ongoing Education, Training, & Reflection
December	<ul style="list-style-type: none"> • Holiday/End of Year Celebrations • Partner Site Visits & Check-Ins • Ongoing work on Faculty Engagement & Academic Integration • Summer of Service Info Sessions/Recruitment
January	<ul style="list-style-type: none"> • Mid Year Retreat • Partner Site Visits & Check-Ins • <u>One-On-Ones w/ Bonners</u> • <i>*MLK Day of Service events (if applicable)</i> • Ongoing work w/ Faculty Engagement & Academic Integration • Summer of Service Info Sessions/Recruitment

Major To Dos	
February	<ul style="list-style-type: none"> • Ongoing Education, Training, & Reflection • <u>Bonner Junior Cornerstone (i.e., Trip, Class Project)</u> • <u>Implement Capstone Workshops (for Term)</u> • New Bonner Recruitment (applications due; read, score, interview) • Invite Alumni to Attend Bonner Events
March	<ul style="list-style-type: none"> • Ongoing Education, Training, & Reflection • <u>Bonner Sophomore Service Exchange (Possibly Remote)</u> • New Selection Process (interviews) • Finalize Summer of Service Placements • *Alternative Spring Break service trips • *IMPACT Conference
April	<ul style="list-style-type: none"> • Ongoing Education, Training, & Reflection • Bonner Senior Presentations of Learning/Capstone Presentations • New Bonner Selection Process (interviews) • Bonner Leadership Team Application Process • Finalize Summer of Service Placements • Exit One-on-Ones w/ Seniors • Collect Seniors Post-Graduation Contact Information • Finalize Your Center Annual Report
May	<ul style="list-style-type: none"> • Ongoing Education, Training, & Reflection • New Bonner Selection Decisions Made • Graduation/End of Year Celebrations • <u>Bonner First-Year Trip (Possibly Remote)</u> • Bonner Annual Report Due (May 15th)
June	<ul style="list-style-type: none"> • Students and Staff attend Bonner Summer Leadership Institute • Partner Site Visits & Check-Ins • Summer of Service Monitoring • Take a vacation (you earned it!) • Reflection/Assessment & Planning for Upcoming Year
July	<ul style="list-style-type: none"> • Partner Site Visits & Check-Ins • Summer of Service Monitoring • Reflection/Assessment & Planning for Upcoming Year

Key:

- **These activities can be scheduled as appropriate for your program.**
- *Not Bonner required

Bonner Resources...



Bonner Learning Community

This is our learning platform where we host a wide range of webinars and network-wide discussions. Participants include Bonner student leaders, staff, and faculty.



Weekly Email Update via BWBR

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



Bonner Connect

This is the platform that connects all Bonner alumni and current students, as well as staff and national partners. You can find a news feed, job and internship opportunities, mentoring connections, and more. You should sign-up and get all your current and past Bonners to join as well.



Bonner Wiki

This is an open-access resource that includes guides and training materials related to Bonner Program Management, Student Development, Community Partnerships, Campus-Wide Centers, Campus-Wide Integration, and Assessment.



Follow us on Instagram, Snapchat & Twitter

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

Notes

Bonner Learning Community

The screenshot shows the Bonner Learning Community website. At the top left is the logo for The Corella & Bertram F. Bonner Foundation. A search bar is located at the top right. A navigation menu on the left includes Home, Discovery, Members, About, Invite, Topics, Events, Roles, Groups, Webinars (highlighted), and Bonner Resource Wiki. Below the menu is a chat section for 'Bonner Learning Commu...' and an 'ONLINE NOW' indicator with four user avatars. The main content area is titled 'Webinars' and includes a 'Manage' button and a '+' icon. Filter buttons for 'All', 'Top', 'Yours', 'Newest', and 'Inactive' are present. A 'Featured' section displays three webinar cards: '2021 Online Bonner SLI - June 7-8', 'Social Action Course Development Program', and 'Racial Justice Webinar Series'. A 'New Directors & Coordinators Orientation' group is also featured, described as a webinar series for new members, with 12 members and last active 21m ago.

- Join Bonner Learning Community at <https://bonner.mn.co> to access Orientation materials.
- Click on **Settings** (top right) to add your photo and fill in other profile information.
- Click on **Webinar** to access New Directors and Coordinators Orientation.
- Click on the **Groups** to join the Directors & Coordinators Group