Bonner Community-Engaged Learning Initiative
2023-24 Request for Proposals (RFP)

Welcome to the Bonner Foundation's grant process for the 2023-24 Community-Engaged Learning Initiative. We encourage every school in the Bonner Network to apply to participate in one or all of the categories supported this year.

1) **Course Development Funding** (up to four courses at up to $2,000 each for a total of up to $8,000 in course development funding);

2) **Community-Engaged Learning Infrastructure Funding** (1-3 projects up to $7,000 total)

3) **Faculty Fellow(s) Funding** (1-4 faculty, up to $2,500 each and up to $5,000 total)

The three categories are explained in more detail in the following pages. Grant applications may total up to $20,000. Your institution may apply for any or all of these funding categories. Please note that the overall CEL grant requires at least a 50% institutional match (cash, in-kind, and/or of staff time).

For endowed Bonner Programs, your Foundation liaison will work with you to identify which pools of funding *(either from your Bonner Program Endowment or direct grants from the Bonner Foundation)* may be tapped for these purposes.

Please be sure to review the specific expectations, Foundation support, and reporting requirements for each funding category.

Your final proposal submission will consist of the following:

- a cover letter from the President or Senior Academic Leader of your institution;

- a completed Grant Proposal Summary Worksheet (see below);

- Google Forms submissions for each of the grant categories for which you are seeking funding support (see links below).

We ask that you share a draft of your Grant Proposal Summary Worksheet for review by your Foundation liaison prior to submitting your full proposal. Also, be sure to email a completed Worksheet when you submit the Google Forms to your liaison. We are requesting that you submit your full proposal **beginning accepted on a rolling basis until December 1, 2023**.

Bonner Community-Engaged Learning Initiative

Course Development Funding

Course development funding is available to support faculty to integrate one (or more) of the following community engagement components into a new or revised course:

- *[Community-Based Research](#)* (CBR) which includes research and other forms of underlined capacity-building projects, defined as integrating a project into a course in which students conduct research and other academic work to address a community partner or community defined request for knowledge, information, or other products.

- *[Program/Policy Research Assignments](#),* in which the instructor teaches students how to conduct research about program models and/or policies to address a social issue. This model draws on the Know Your Issue curriculum available to the Bonner Network (also see here, here, and here) and teaches students to research issue briefs on topics related to their service interests.

- *[Social Action](#),* in which the instructor embeds experiential learning opportunities for students who create and carry out a policy change campaign during the semester that impacts institutional, local, state, or national policy (also see here and here). This model in partnership with Dr. Scott Myers-Lipton from San José State University.

- *[Gateway and/or Capstone Course](#)*, in which the instructor is creating a CEL course that functions either as a First Year Experience or Gateway course or a Capstone course in a credit-bearing pathway (i.e., certificate, minor, concentration, major, or graduation requirement). This course is especially recommended to connect with the experience of Bonner Scholars/Leaders, but it may be open to other students. The goal for this course component is to seed the development of additional pathways.

Note: click on the title links above to access additional information and resources on each course model. Also, see example course descriptions for each type below.

Each school may request up to four course development grants of up to $2,000 each.

Expectations of Participating Faculty and Staff:

- The funded faculty member / instructor will be added to the Bonner Learning Community and invited to attend relevant webinars offered by the Bonner Foundation to support their work.

- The course should be taught by Spring 2024, Fall 2024, or Fall 2025.

Google Form Submission:

Please use *[this link](#)* to submit the following information for each of the faculty or staff for whom you are requesting CEL course development funding:

- Contact Information *(Name, Title, Department, Email, Phone)*
- *Course title (and number if available)*
- Indicate the type of engagement they will build into their course *(Community-Based Research (CBR), Policy/Issue Brief Research, Social Action, Gateway or Capstone)*
- Course description *(maximum 500 words), which specifically discusses which of the three models of community engagement – Community-Based Research (CBR) or other capacity-building projects, Policy/Issue Brief Research, Social Action, Gateway/Capstone – will be integrated into your course, with what partners, and projects. See examples on next page.*
- Community Engagement Description (500 word max). *Please describe the community engagement that students will do in this course, including with what partners and on what projects if known.*
- Indicate if a new or existing course
- Indicate when the course will be offered

Course Description Examples:

Your course description should clearly articulate which of the three models are being integrated, as well as discussion of the partners, projects, and issue addressed. Please do not simply submit existing academic course descriptions, as courses cannot be approved without a clear statement of one of the three models. Also note that service-learning courses will not be approved. Below are some models for each type of course.

- **Community-Based Research Course: *The Land is Whose Land?***

    This course will allow fifteen first year students to consider, in partnership with local Native groups, what it means to have access to public lands in Maine. Maine is renowned for its many public lands, whether National Parks like Acadia or smaller parcels owned and managed by local non-profit land trusts, but what does it mean that they are also Indigenous land? Various groups of Wabanakis—the collective name for the Native peoples of northern New England and the Canadian Maritimes—have formed organizations to recover Wabanaki access to and control of lands in western Maine. Some of this work involves Wabanakis reacquiring their land; some of it involves encouraging non-Wabanaki landowners to recognize Wabanaki access rights, especially for gardening or other sustenance activities. A number of local land trusts—run predominantly by non-Natives—are interested in cooperating with these Wabanaki efforts. The class would work on three things. As a CBR course, it would provide historical background. Students will learn how White colonizers of the United States have created "open" lands by dispossessing Native peoples from those lands. Students will also learn how Native peoples continue to insist on their rights to those lost lands. Second, it will bring students together with members from local land trusts and local Wabanaki organizations so that the students can learn what Wabanakis and land trust officials are doing and what needs they have. Third, it will allow students to do research or provide other resources to help one or more of these groups to develop more just relationships among peoples and lands.

- **Policy Research Course: *Cultural and Social Difference: Identity***

  The course addresses issues of racial justice in a few ways through its focus on incarceration in the United States. There are immense racial disparities in the United States' criminal and incarcerations systems that the course explores. Likewise, the course will spend considerable time working through and understanding the ideas of prison abolitionists. Finally, United States incarceration systems are one of the foremost racial justice issues of our age. I propose to revise this class to include community-based and policy research, working in partnership with local agencies to meet their requests. This course will include community-engaged and policy research assignments with local and state partners in the CSB/SJU area such as The Dream Center and Amicus. For the process and assignments, the faculty and students will also utilize the Bonner Foundation Know Your Issue resources to help guide the research process.

- **Social Action Course: Sociology 164 — *Social Action***

  Sociology 164: Social Action is a course that explores power and democracy, both of which are central to the Social Sciences in general, and Sociology in particular. More specifically, this course examines the topics of issue development, change theory, building power, group dynamics, strategy and tactics, and campaign planning and implementation.

  What is unique about Soci. 164 is that students do social action rather than just learn about it. In a traditional course, students read about theories of social change, analyze social problems, read about campaigns, develop an abstract understand of concepts, all with the professor being the "sage on the stage". In the experiential social action model, students read about theories of social change and apply it to real world campaigns, as well as define a social problem and develop concrete, quantifiable solutions (i.e., demands). In this experiential social action model, students choose and lead campaigns and are transformed through a direct experience of democracy, all with the professor being a "guide on the side" where they are de-centered and co-creators of knowledge.

  A key part of the social action model is that students have the opportunity to change a policy (i.e., a rule, regulation, norm, or practice of an institution) on campus or in the community, with the students choosing and developing the campaigns on their own rather than assigned by the instructor.

- **Capstone Seminar Course: *Civic Innovation, Citizenship, and Place***

  Capstone Seminar (3): In the Capstone Seminar, students are guided as they create, in partnership with a community constituent, a capstone level project that meets an identified need or addresses a public issue. Through the capstone, students will learn methodologies for effective problem-based learning, done individually and in teams. They will learn how to identify appropriate capacity building and research methods to work on an issue and produce knowledge in partnership with communities. Students are expected to complete a project, and this may connect with their major and with their Bonner Capstone work.

Bonner Community-Engaged Learning Initiative

CEL Infrastructure Funding

Community-engaged learning infrastructure funding may be requested to support one or more of the following options:

- strategic planning to expand campus-wide capacity to scale community-engaged learning;
- the development of a CEL Course Designator and/or full campus inventory of existing CEL courses;
- the development of an information and project management system for streamlining your operations (e.g., Notion, AirTable, etc., and related integration services like Zapier);
- the implementation of a "Report on the Benefits of Community Engagement";
- engaging "Students as Colleagues" with faculty (i.e., working on projects within courses, by planning and running reflection, coordinating site work); and,
- an innovative project proposed by your institution.

Institutions may apply for a CEL infrastructure project funding up to $7,000 total. These funds can be used to support stipends for personnel (staff, faculty, students, partners, or consultants). Teams involved with the Pathways Project should also apply for funds in this category.

Strategic Planning Infrastructure Project

We encourage schools to consider designing and carrying out processes that advance the integration of community-engaged learning across multiple departments and divisions. This work is often connected with expanding campus-wide capacity that may be focused on one or more of the prominent strategies:

- Creating engaged Certificates, Minors, or Major
- Linking Civic Learning and Engagement with Majors
- Developing institution-wide General Education and Requirements
- Campus-wide integrated pathways and Career Pathways

Based on both study and experience from multiple campuses, you might consider engaging a Field Leader as a consultant, coach, and/or external reviewer. A Field Leader can be helpful in:

- Guiding faculty across departments to examine their coursework and majors
- Conversations that catalyze and shape policy changes, such as tenure and promotion
- Benchmarking your institution's work in relationship to other institutions
- Efforts connected to reaccreditation or self studies
- Reviewing institutional capacity and links with priorities (such as DEI)

The Foundation can help you connect with some Field Leaders to assist in the process.

Expectations:

- No Bonner Foundation infrastructure funding can be used for external providers of a tracking system (e.g., GivePulse, Collaboratory).
- Representatives from your institution will be added to the Bonner Learning Community (BLC) using the emails you provide.
- Lead staff, faculty, and students will be invited to relevant webinars and workshops.
- You and your institution will provide narrative final report and provide examples or best practices on your infrastructure project(s) for sharing with the national network on public platforms, such as the Bonner website or resource wiki.

Google Form Submission:

Please use *__this link__* to submit the following information for each of the CEL infrastructure projects you are requesting funding to support. If you plan to work on more than one project, please submit this form multiple times, as you can only check one of the options in the Google Form.

- Infrastructure project being pursued (select all that apply:
  - CEL course designator; curriculum mapping full campus inventory of existing CEL courses;
  - subscriptions to online platforms for building an internal information & project management system;
  - implementation of a report on the benefits of community engagement and the center's work to the institution;
  - engaging Students as Colleagues with faculty;
  - strategic planning process to scale community-engaged learning on campus; and/or
  - an innovative project proposed by your institution (and approved by the Foundation).
- Narrative description (note, this will be shared publicly on Bonner sites);
- Lead Contact on this project (the staff or faculty member who will be the point person each project)

Bonner Community-Engaged Learning Initiative

Faculty Fellow(s) Funding

Faculty Fellow funding is available to support one or more faculty members who will work in partnership with your campus-wide community/civic engagement center to advance community-engaged learning on your campus. Foundation Faculty Fellow funding is capped at $5,000. Funding may be used to stipend the faculty fellow(s), as well as partners, student leaders, and staff if adopting a team-based model, at a maximum of $2,500 per Fellow. We require at least a 50% match for schools that have had prior Faculty Fellow funding from the Bonner Foundation.

Expectations:

The Faculty Fellow(s) will:

- work in partnership with your Administrative Leaders (Bonner and Center Director and Coordinator) to recruit, train, and support faculty, partners, and students.
- work on institutional change projects, such as building systems; promoting policy and culture change; assessment; etc.
- be acknowledged as an extension of your Bonner Program and/or Center's work. We encourage you to list this person and their role on the center website as well.
- be added to the Bonner Learning Community (BLC) and invited to webinar series and workshops to support their work.
- be willing to provide information such as a biography, project profile, and other reports to share publicly and with the Bonner Network.
- Fellows may also work on specific initiatives related to scaling community engagement, such as in conjunction with the Pathways Project.

Google Form Submission:

Please use *this link* to submit the following information for each faculty fellow you are requesting funding to support:

- Contact Information *(Name, Title, Department, Email, Phone)*
- Short biography which will appear on www.bonner.org (maximum 400 words)
- Link to faculty profile on campus website (if available)
- Infrastructure project(s) faculty will support *(select all that apply: a) Recruiting, training, and supporting faculty in community-engaged learning; b) Designing and implementing the processes for Bonners to complete engaged capstones; c) Working with the administrator to promote policy changes such as tenure and rewards; d) campus-wide CEL strategic planning initiative; or e) Special projects such as the research, design, and implementation of assessment or repositories of faculty and student work, assessment, or other innovations)*
- Description of Faculty Fellow Role/Projects *(maximum 500 words to be shared on www.bonner.org and your institutional communications)*

Bonner Community-Engaged Learning Initiative

2022-23 Grant Proposal Summary Worksheet

Please submit this summary worksheet with your grant proposal. *Please delete the sections that do not apply to your proposal for funding.*

1) Name of Institution:

2) Name, Title, Email, and Mailing Address for Lead Administrator (PI):

3) Course Development Funding: Please provide the name and title of the faculty or staff for whom you will be requesting course development funding:
      Faculty or Staff #1: Name of Course / Type of Course
      Faculty or Staff #2: Name of Course / Type of Course
      Faculty or Staff #3: Name of Course / Type of Course
      Faculty or Staff #4: Name of Course / Type of Course

    Funding Request for Course Development (max $8,000): $

4) CEL Infrastructure Funding: Please provide the title of each of the infrastructure project(s) for which you are requesting funding.
      Infrastructure Project #1:
      Infrastructure Project #2:
      Infrastructure Project #3:

    Funding Request for CEL Infrastructure Project(s) (max $7,000):

5) Faculty Fellow(s) Funding: Please name the faculty fellow(s) for whom you are requesting funding:
      Faculty Fellow #1:
      Faculty Fellow #2:
      Faculty Fellow #3:
      Faculty Fellow #4

    Note that previous grantees should secure at least a 50% institutional cash match for Fellows.

    Funding Request for Faculty Fellow(s) (max $5,000): $

8) Institutional Match for 2023-24 Detail
Please provide a brief summary, listing the institutional cash or in-kind match which should total at least 50% of the 2022-23 funding request from the Bonner Foundation.

    Match Category: $
    Match Category: $
    TOTAL INSTITUTIONAL MATCH $

Bonner Community-Engaged Learning Initiative

Frequently Asked Questions (FAQs)

We have some questions about the RFP? Who can we contact to discuss our questions?

Contact your Foundation Staff Liaison to set up a time to talk through your questions. If you don't know who your liaison is, see ***this page*** on the Bonner Learning Community to find out. *We ask that you share a draft of your* **CEL Grant Proposal Summary Worksheet** *with your campus liaison to review it prior to submitting the your final proposal and the Google Forms.*

We are worried about the match? Does it have to be a cash match?

The match is half of your total request and may include in-kind contributions to the initiative (e.g., staff time, etc.).

Do we have to do the Google Forms even if we complete and email a CEL Grant Proposal Summary Worksheet?

Yes, as this process shares your information in our internal grants database. This will expedite your application and reduce later reporting. Having contact information on all involved personnel, proposed courses, and infrastructure projects is important for us to support your team.

Can the same faculty members be involved in multiple categories, or how many faculty can be involved across all categories?

Yes, one faculty member could work on a course and be a Faculty Fellow. Discuss what you have in mind with your liaison.

I see the Pathway Project is no longer a separate funding category. Is that no longer a priority for the Bonner Foundation?

The Bonner Foundation remains committed to scaling community-engaged learning across campuses remains. We are asking to schools working to build CEL pathways to request funding using the three categories: course development, infrastructure, and faculty fellows. Note, to support pathways specifically, we have added *Gateway and Capstone courses* as an option for course development funding, and we have added *strategic planning support* as an option under infrastructure. We encourage you to reach out to talk with us about your plans.

We have access to Bonner Program Endowment Enrichment Funds. Can we apply for the Community-Engaged Learning Initiative grants here?

We encourage every school in the Bonner Network to apply to participate in the Community-Engaged Learning Initiative. The Bonner Foundation will be providing webinars and other support for CEL course development, infrastructure, and faculty fellows. Your Foundation liaison will work with you to identify which pools of funding (either from your Bonner Program Endowment or direct grants from the Bonner Foundation) can be tapped for these purposes.

We are a Bonner Leader Program without any funding. Can we apply for the Community-Engaged Learning Initiative grants here?

Yes, your team can apply for the course development, faculty fellow, infrastructure, and pathways project grants described here. Your team is eligible for Foundation funding.

We received CEL Initiative funds in prior years. Can we apply?

Yes, you can apply for additional funding. You must submit your year-end report prior to doing so. If you received funds one or more past years, the Foundation will look at your carryover funds when determining the new grant amount. Be sure to include the amount of carryover funds in the 2023-24 CEL Grant Proposal Summary Worksheet.

On what basis will the Foundation be making its funding decisions?

Because the Foundation has limited funds, an institution's proposal may or may not be fully funded. We will reach out to you with any questions or proposed modifications to your request.

What reporting will be required?

The reporting expectations will be disseminated by the Foundation. As noted, year-end reporting will be due July 30, 2024, although work on projects may continue into the following year.

Will there be another CEL Initiative funding opportunity in 2024-25?

Yes, we expect to continue funding the CEL Initiative each year.