



The Bonner Network's

2023 New Bonner Staff Orientation Handbook



July 30 - August 2



The Corella & Bertram F.
Bonner Foundation



Welcome!

We are delighted that you are joining us for this year's meeting of new Bonner staff. Participants include representatives from sixteen institutions of higher education, including five with established Bonner Scholar Programs, ten with established Bonner Leader Programs, and one school that might start a new Bonner Program in the future.

The New Bonner Staff Orientation provides an overview of the history, vision, frameworks, and operations for building and managing a Bonner Program. The meeting offers opportunities for participants to share and explore how they build campus-wide civic engagement through academic study and co-curricular programs. Over the next few days, we invite you to get familiar with the fundamentals and best practices for managing the Bonner Program. We'll discuss how the program promotes student access and success, community engagement, and campus-wide engagement in communities to achieve positive impact.

Since 1990, the Bonner Program has provided students with *"Access to Education and Opportunity to Serve."* The program serves as a model for campuses to strengthen their culture and infrastructure for community-engaged learning, as well as successfully promote greater access and diversity amongst students. The Bonner Program is built on a unique student-centered avenue for institutions of higher education to build reciprocal, sustained partnerships with communities. In partnership, students, staff and faculty tackle issues like hunger, homelessness, health, education, using an asset-based approach to community development.

You are joining a diverse and inspiring network of individuals and campuses! The Bonner Network is comprised 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 18,000 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 student leadership at the core, staff have worked to fully engage their campuses in ways that make a difference. We look forward to working with you!

- The Bonner Foundation Staff



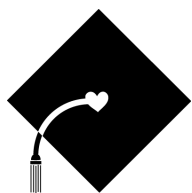
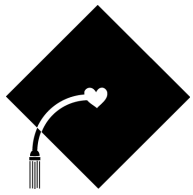


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2023 New Bonner Staff Orientation

Agenda

Sunday, July 30



Time (EST)	Activity and Location
5:00 pm	Registration at the Bonner Foundation
5:30 pm	Dinner at the Bonner Foundation
7:00 pm	Welcome , Bonner Program: History & Goals
8:30 pm	Reception at the Bonner Foundation

Monday, July 31



Time (EST)	Activity and Location
9:00 am	Bonner Program: Recruitment & Financial Aid
10:30 am	Break
10:45 am	Bonner Program Management
12:00 pm	Lunch
1:30 pm	Student Development Framework & Curriculum
3:00 pm	Break
3:15 pm	Community Partnerships: Guiding Principles
6:00 pm	Dinner (at Lan Ramen - Palmer Square)
8:30 pm	Reception at the Bonner Foundation



Tuesday, August 1



Time (EST)	Activity and Location
9:00 am	Managing Community Partnerships
10:30 am	Break
10:45 am	Campus Center & Campus-Wide Engagement
12:00 pm	Lunch
1:30 pm	Bonner Accountability, Tracking, Visibility
3:00 pm	Break
3:15 pm	Carpool to The College of New Jersey (TCNJ)
4:00 pm	Bonner Cornerstone Activities (at TCNJ)
6:00 pm	Dinner (at TCNJ)

Wednesday, August 2



Time (EST)	Activity and Location
9:00 am	Bonner Initiatives & Campus Support
10:30 pm	Closing Reflection and Group Photo
11:30 am	Adjourn



Your Community of Practice

Institution	First Name	Last Name	Title	Email
Albion College	Ari	McCaskill	Executive Director of Special Programs	amccaskill@albion.edu
Allegheny College	Sarah	Young	Bonner Program Coordinator	syong2@allegheny.edu
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Centre College	Nathan	Whitlock	Assistant Director of Civic & Community Engagement and the Bonner Program	nathan.whitlock@centre.edu
Columbia University	Caitlin	Hughes	Program Manager, Community Impact	cmh2254@columbia.edu
Davidson College	Christina	Eggenberger	Director of Civic Engagement & Bonner Scholars	cheggenberger@davidson.edu
Elizabethtown College	Javita	Thompson	Director, Center for Community and Civic Engagement	thompsonjavita@etown.edu
Elizabethtown College	Jocelyn	Kosik	Graduate Assistant: Bonner Coordinator, CCCE	kosikj@etown.edu
Guilford College	Kylee	Crook	Bonner Coordinator	TBA
Highpoint University	Robert	Tillman	Director, Center for Community Engagement	rtillman@highpoint.edu
Rhodes College	Danita	Dolly-Bonner	Bonner Coordinator	TBA
Rhodes College	Chris	Williams	Director of Community Engagement	williamsc@rhodes.edu
Rollins College	Victoria	Teske	Associate Director, The Center for Leadership & Community Engagement	vteske@rollins.edu
Rutgers University - New Brunswick	Rebecca	Guardado	Senior Program Coordinator	rlg136@odi.rutgers.edu
Rutgers University - New Brunswick	Michael	Kalagi	Assistant Director	mk2181@odi.rutgers.edu
Siena College	Joshua	Anthony	Assistant Director, Bonner Service Leaders	TBA
Siena College	Taylor	Disco	Assistant Director, VISTA	TBA
Siena College	Mairead	Carr	Assistant Director, NExT Services	mecarr@siena.edu
Siena College	Sarah	Toledano	Associate Director, Center for Academic Community Engagement	stoledano@siena.edu
University of Lynchburg	Cindy	Ferguson	Director, Center for Community Engagement	ferguson_cd@lynchburg.edu
University of Lynchburg	Cory	Schutter	Community Engagement Coordinator	schutter_c@lynchburg.edu
University of Lynchburg	Tasha	Gillum	Bonner Leader Program Coordinator	gillum_g@lynchburg.edu
University of Lynchburg	Nina	Salmon	Bonner Faculty Fellow/Associate Professor of English/Director of Senior Symposium	salmon@lynchburg.edu
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Bonner Foundation Board of Trustees

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

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 (Boston)

MICHIGAN

- Albion College (Albion)

MINNESOTA

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

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

- Nazareth University (Rochester)
- 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 (Swannanoa)

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 (Collegedale)
- 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)

WISCONSIN

- Edgewood College (Madison)

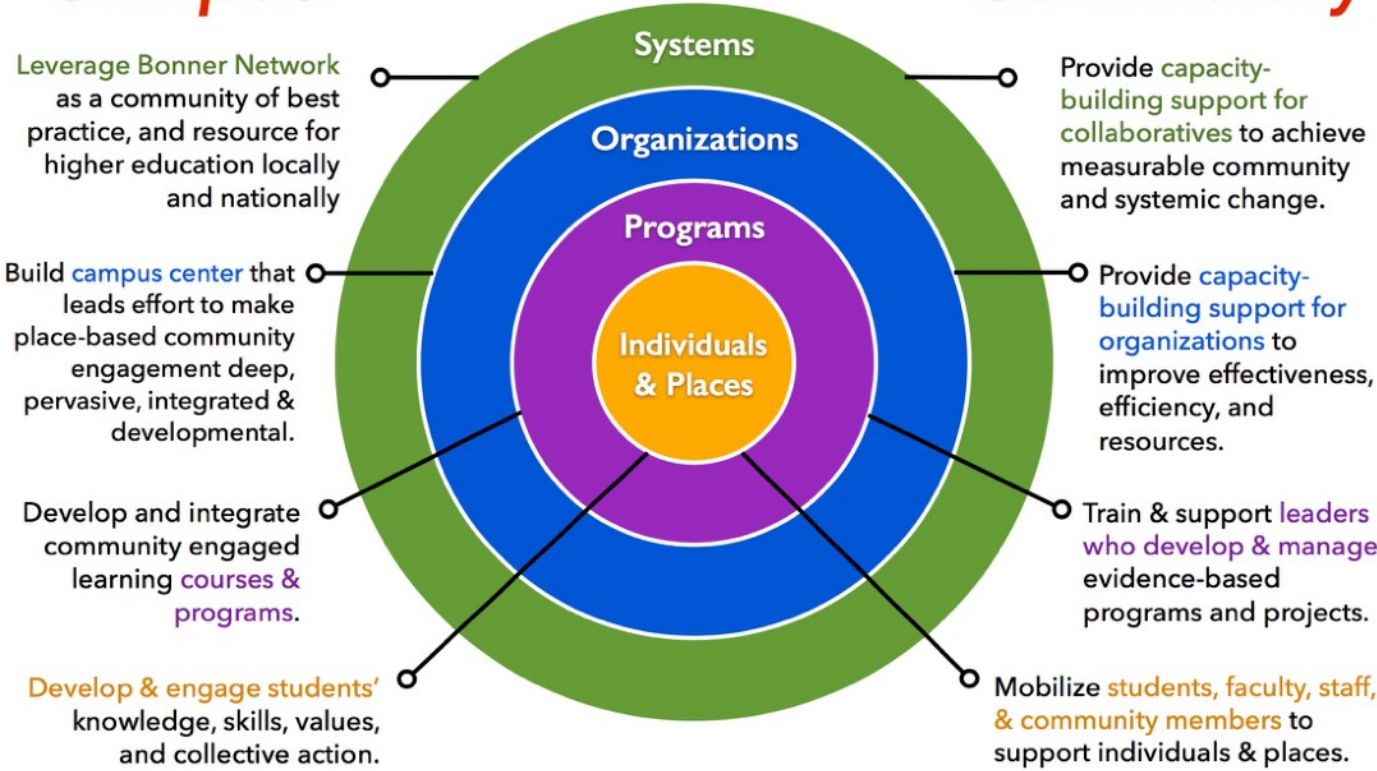
WEST VIRGINIA

- Concord University (Athens)

Transformational Goals

Campus

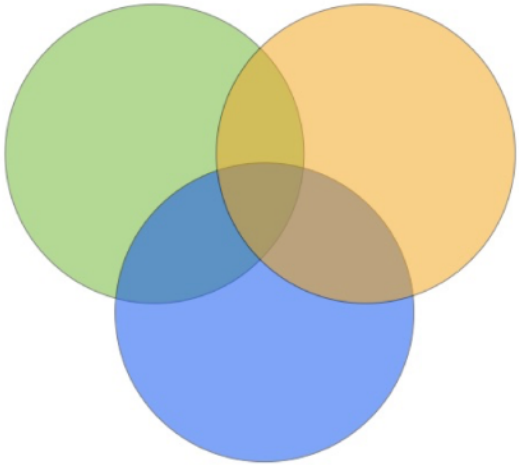
Community



Integrated Approach

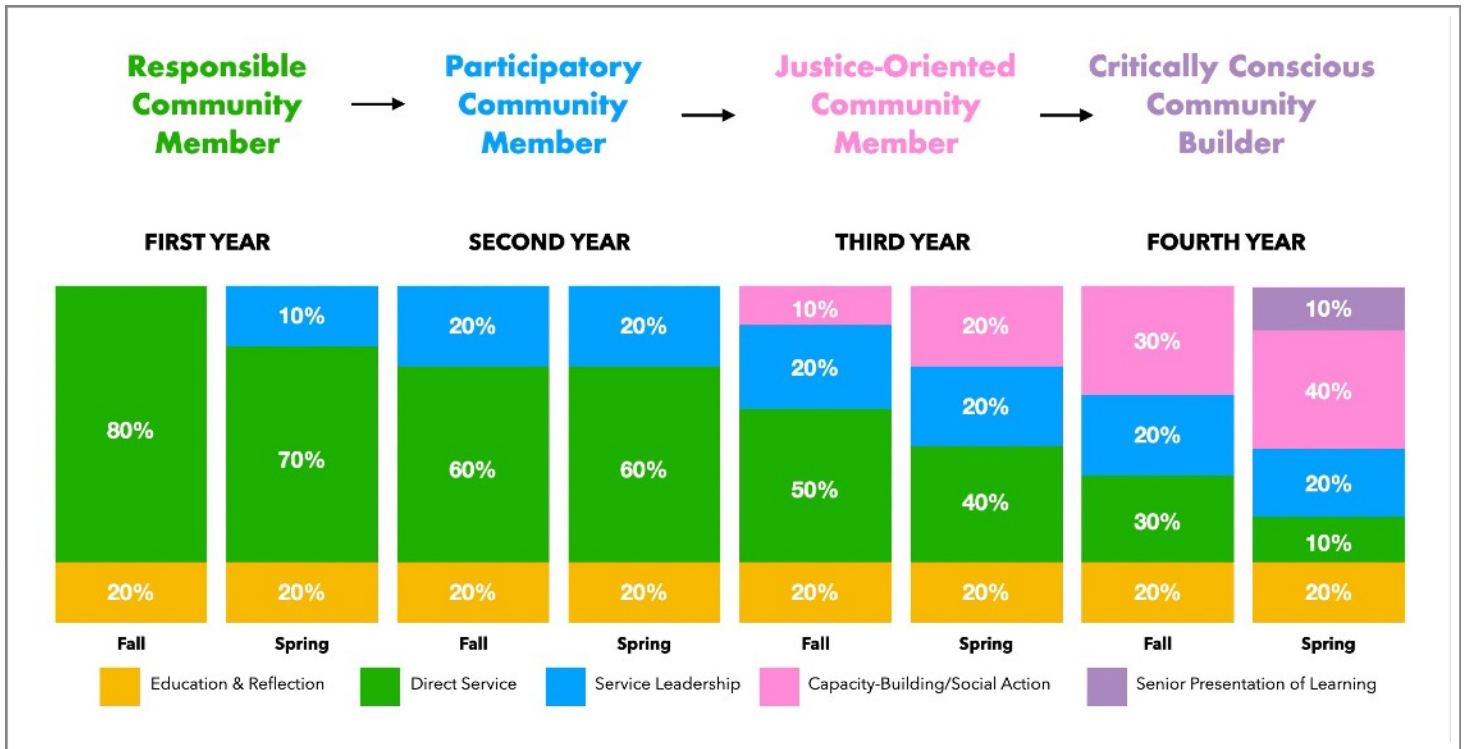
Student Development
"Access to Education, Opportunity to Serve"

Community Partnerships
Measurable impact



Campus Infrastructure
Culture of service

Student Development Framework



Strategic Questions:

1. How might you build the program around this framework to ensure students move along a trajectory from direct service to a capacity-building and social action capstone-level projects?
2. How can the chart above shape your calendar of education, training, and reflection activities (see pages 16-25)?
3. How might you use this framework to structure your meeting with community partners and identify 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 articulate?
2. How might you use this information in your discussions with faculty, staff, and other campus and community constituents?

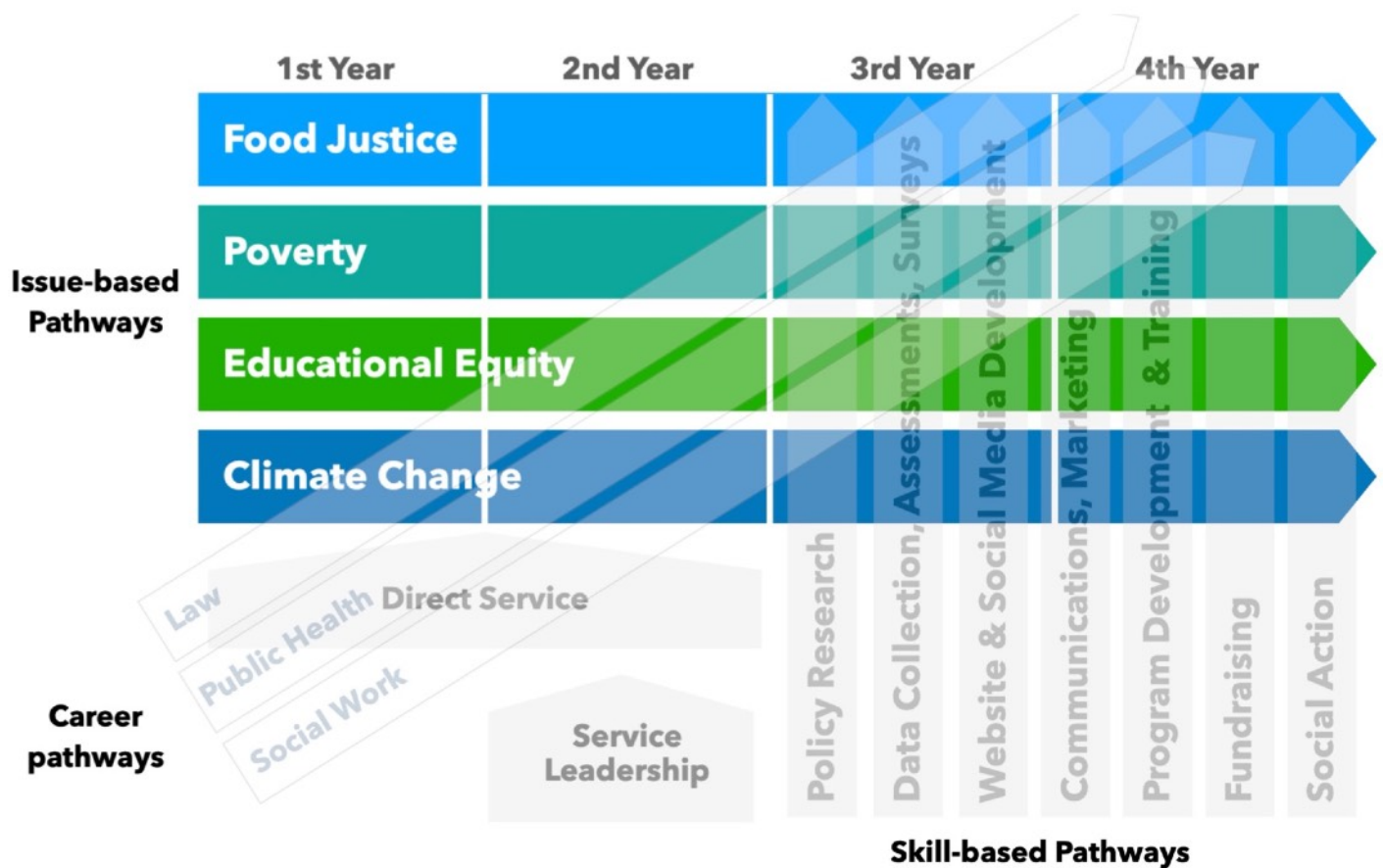
Community Engagement Framework

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			
	Bonner Program (four year training & increased roles culminating in capstone project)			
Academic Structures	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 there faculty teaching courses related to these issues with whom you could collaborate?

Strategic Initiatives

Bonner Program: Focus on 3rd & 4th Year

Student Development



SERVICE-BASED SCHOLARSHIP MODEL



TRAINING, EDUCATION & REFLECTION



SERVICE LEADERSHIP



JUNIOR/SENIOR CAPSTONE PROJECTS

SENIOR PRESENTATION OF LEARNING



DIVERSITY & INCLUSION

Community Engagement



DIRECT SERVICE & SITE-BASED TEAMS



CAPACITY-BUILDING PROJECTS



SOCIAL ACTION



COMMUNITY-BASED RESEARCH



POLICY RESEARCH



ISSUE-BASED STRATEGIES

Campus Infrastructure



STUDENT-LED CAMPUS-WIDE ENGAGEMENT



STRENGTHENING CAMPUS-WIDE CENTERS



DRIVING INTEGRATION ACROSS THE INSTITUTION



LEVERAGING PROVEN HIGH-IMPACT PRACTICES



PATHWAYS THAT CULMINATE IN COMMUNITY ENGAGED SIGNATURE WORK



DEVELOPING AND ENGAGING STAFF AND FACULTY

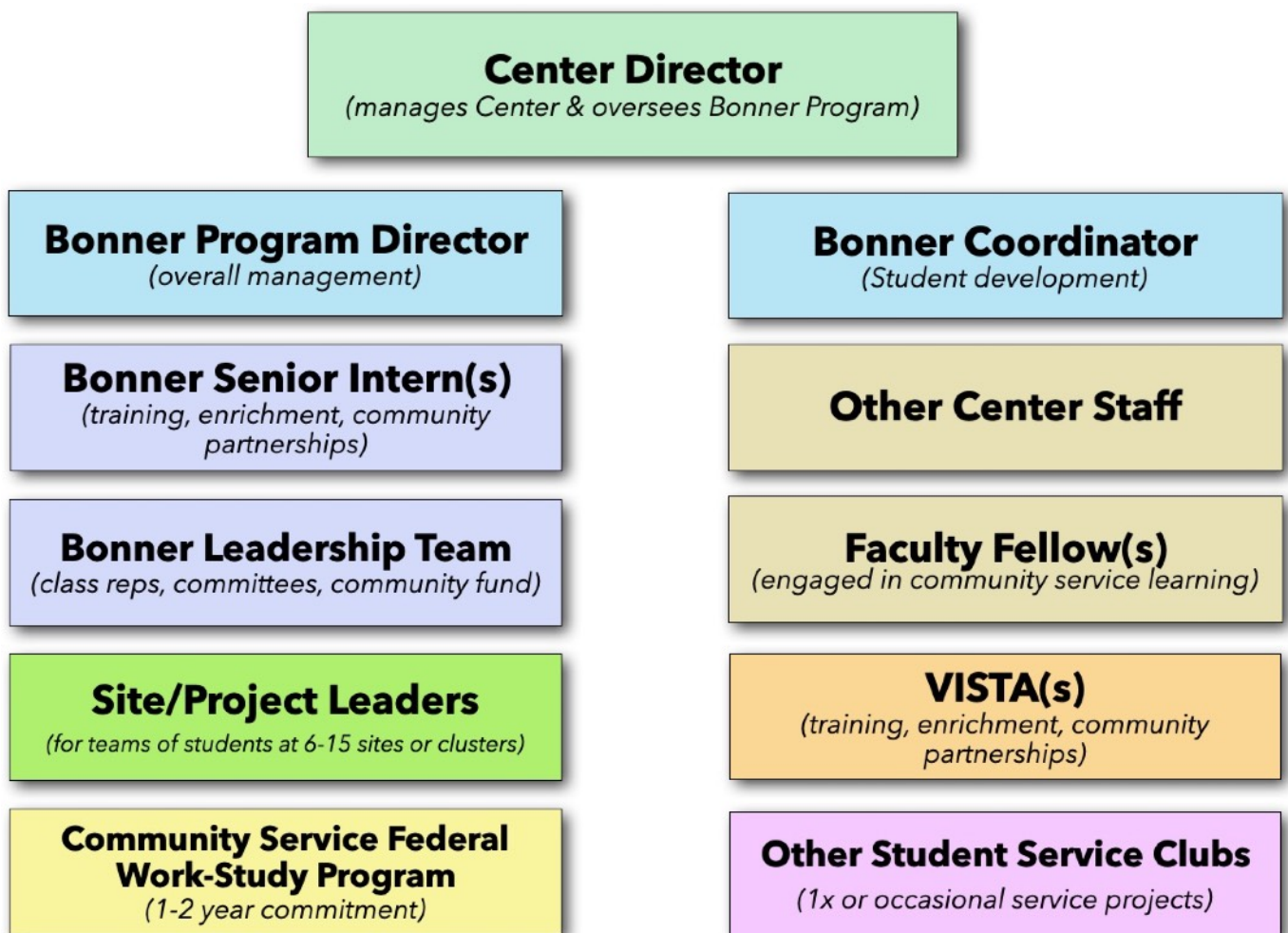
Strategic Questions:

1. Which of the approaches (above) are already in place at your institution? Which need to be built?
2. How might you catalyze new efforts to address these strategic initiatives? Where could you pilot changes?

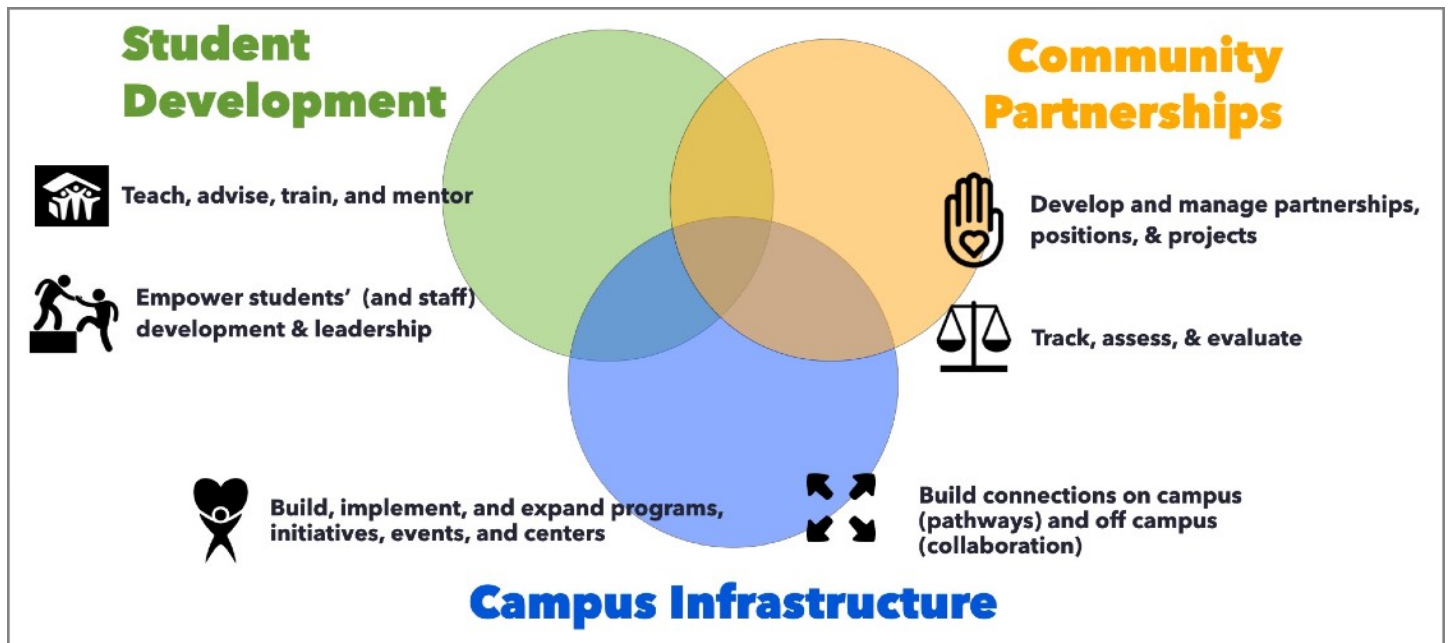
Staffing Standards

The Bonner Program should be housed within, or be closely linked to, the central campus office that creates and manages community engagement, wherever that may be located. Endowed Bonner Programs must be housed within a dedicated center for community and civic engagement (which is connected with both academic and student affairs). The management of the Bonner Program should also be closely linked to the management of campus-wide civic and community engagement, even if there are multiple offices and centers involved. Increasingly, centers should have relationships with faculty as well as curriculum.

Programs must have one full-time staff person who administers the program year-round. This person should have the title of either director or coordinator. In addition to the above staff member, programs with more than 40 Bonner students should have an additional staff member to administer the program (e.g., work study, VISTAs, graduate assistants).



Program Staff Roles: Macro



Strategic Questions:

1. Given your current staffing and center organizational structure, list who will be staff lead in each activity involved in managing your Bonner Program.
2. What's working well and where are the areas of improvement to prioritize with your current staffing and center organizational structure?

Program Staff Roles: Micro

Participation in Bonner Foundation-Sponsored Activities

- Two student Bonner Congress representatives must participate in Congress Meeting (October)
- Bonner staff must participate in Fall Bonner Network Meeting (November)
- Senior Interns should participate in webinars and online forums
- Campus team (staff, students, faculty) must 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

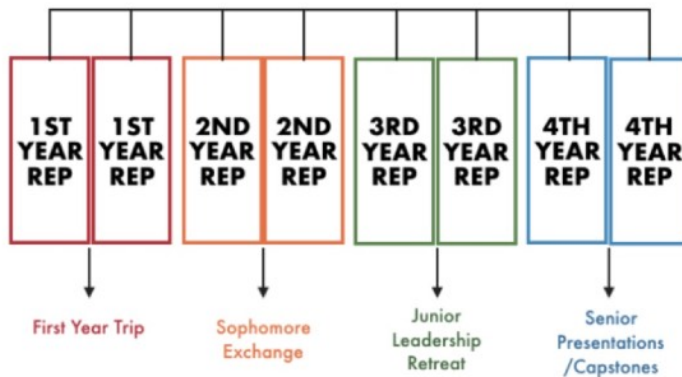
- Build partnerships that offer student placements at multiple levels and include capacity building projects
- Ensure students complete Community Learning Agreements at beginning of each term
- Ensure students log hours and trainings in Bonner Web-Based Reporting (BWBR) or another tracking system
- At the end of each term, students should complete reflections and written records (such as Community Learning Agreements) of their work. This may also include partner/site evaluations.
- Update service opportunities & agencies in BWBR each semester
- Manage process for Summer Internships

Education, Training & Reflection Activities

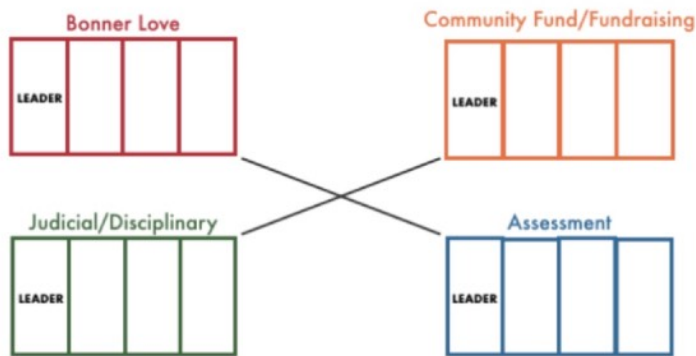
- Plan and lead student meetings for developmental training & enrichment opportunities weekly or every other week
- Plan and run Bonner Orientation
- Plan and run Bonner Retreats
- Design and implement Cornerstone Activities (First Year Trip, 2nd Year Exchange, Junior-Senior Capacity-Building (Capstone) Level Projects, 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 Student Leadership

The Bonner Leadership Team (BLT) is a group of students who assist in the governance and visioning of a Bonner Program on a campus. These students are either selected or elected to serve on this leadership team. It is highly encouraged for a Bonner program to strive to have a strong BLT structure so that the student voice can be heard and student ownership maintained.



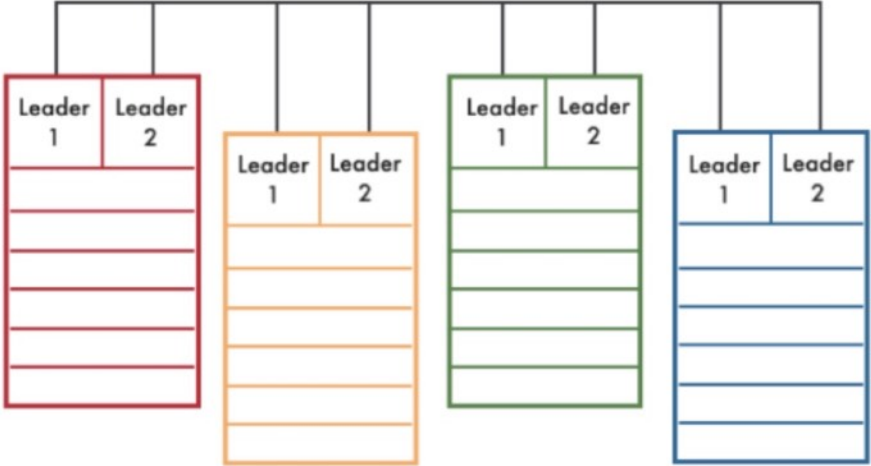
Class Based BLTs feature two or more representatives from each class (Freshman, Sophomore, Junior, Senior). It is important to consider the overall size of your program when determining how many representatives to have per class. It is recommended that a BLT represents 10-20% of your Bonner Program. Often times these students are elected by their class peers to serve for the duration of the school year. Many programs feature a written application and interview process. With structures such as this one, responsibilities tend to be more collective or associated with a particular activity rather than individual.



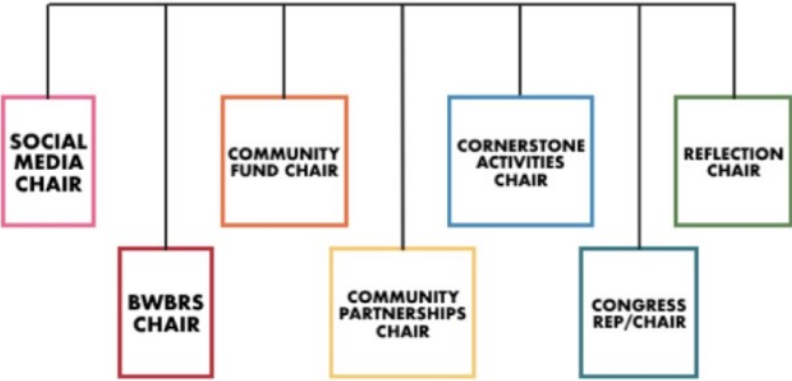
Committee Based BLTs are made up of groups of students that hold responsibilities for a specific topic or task within a Bonner Program. The recruitment process often features a written application and interview that incorporates current members of the BLT. Examples of common committees within BLTs are as follows:

- Bonner Love/Group Bonding; • Community Fund/Fundraising • Training and Enrichment;
- Assessment (i.e. BWBRS, reflection leaders, attendance); • Community Partnerships;
- Cornerstone Experiences (i.e. First Year Experience, Sophomore Exchange, Senior Capstone, etc); • Judicial (i.e. review cases of unmet hour loads, late paperwork, lack of attendance).

Bonner Student Leadership



Family Based BLTs: "Bonner Families" are typically made up of members from each class and are designed to create bonding and mentorship opportunities throughout Bonner programs. Bonner "parents" may also hold additional roles such as helping with administrative duties with their family members. This is a leadership opportunity for upper-classman as they often have a deeper understanding and grasp of the Bonner Program than freshmen or sophomores. This structure is often adopted by new Bonner Programs as a stepping stone to more structured and deeper student leadership roles within the BLT. It is also important to note that Bonner Families can exist entirely independent of a BLT and act solely as a tool for group bonding and retention.



Chair Based BLTs consist of individual students that hold specific roles or responsibilities within the team. Students apply to serve as a specific chair and then are given that charge for the duration of the academic year. The position does not have to be limited to a one year term if the role deserves a longer commitment from an individual. Once again, it is highly encouraged to have a written application and interview process with student voice at the forefront. Examples of the Chair positions include:

- Social Media Chair; • BWBRS Chair; • Community Fund/Fundraising Chair; • Faculty Outreach Chair;
- Campus Wide Engagement Chair; • Community Partnerships Chair; • Reflection and Assessment Chair

Bonner Program Learning Outcomes

Over the past decade, the Bonner Foundation and colleges and universities in its network have worked to formalize a set of learning outcomes connected to the co-curricular, curricular, and integrative experiences associated with its four-year civic and community engagement programs. [The Bonner Program Learning Outcomes Rubric](#) (available on Bonner Wiki) articulates learning outcomes with performance descriptors, indicating 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, spiritual exploration, and wellness - affirm the holistic educational approach of the Bonner Program, which seeks to support the success of students and their clarification of core values. The rubric includes twelve outcomes (see opposite page).

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 learning outcomes and levels within this rubric draw on rubrics developed and piloted by AAC&U, the Massachusetts Department of Higher Education, and the Western Michigan University's Self Care Rubric. All contain additional learning outcomes applicable to community engagement. These have been adapted to fit the four-year developmental structure of the Bonner Program.

Goals for Graduating Seniors



BONNER PROGRAM LEARNING OUTCOMES



Civic Agency

Acts as an agent of change, working collaboratively with the community to positively impact a social issue or for the public good.



Integrative Learning

Meaningfully synthesizes connections among experiences outside of the formal classroom to deepen understanding of fields of study and to broaden own points of view.



Civic Identity

Provides evidence of civic engagement activities and describes what they learn about themselves and their commitment to public action in the process.



Leadership

Demonstrates initiative in *multiple and complex civic engagement activities* and applies reflective insights about the aims and accomplishments made.



Communication

Effectively communicates with others to express themselves and actively listens to others.



Place-based Knowledge

Applies knowledge and skills to implement workable solutions in a local or a global setting through community engagement



Critical Thinking

Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of even conflicting positions



Social Justice

Collaborates with relevant stakeholders to analyze and take constructive actions to effectively address injustices.



Diversity

Demonstrates adjustment of own attitudes and beliefs because of working within and learning from diversity of global communities and cultures.



Team Work

Completes assigned tasks by deadline, maintains positive attitude about the team, the work accomplished is thorough, and helps other team members with their tasks.



Empathy

Reflects on an experience from multiple perspectives and draws connections between self and the feelings, perspectives, or life experiences of *different* others.



Wellness

Advocates for their own and other's needs and locates resources to meet those needs. Employs positive strategies to manage stress and supports others' resilience.

Training, Education & Reflection Curriculum

FIRST YEAR FRAMEWORK

	<i>Fall</i>	<i>Spring</i>
Theme	<i>Exploring Identity and Place</i>	<i>Moving from 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 through service while also learning. They intentionally engage in thinking about identity, learning about themselves and each other, and getting to know the places surrounding the campus where they will engage.	In the second term, students are introduced to a more comprehensive understanding of civic and community engagement. As they find a regular position and a site, they can think critically about how their service and agency are making an impact. These sessions will teach students a philosophy and approach for 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. Students find a primary site and position by the end of the first semester.	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"> • 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. • 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 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 SolutionsU) is designed to help students become more aware of the ways that nonprofit and governmental programs, as targeted interventions, must also gauge whether they are effectively designed and implemented to make positive impacts. It has been modified to fit the Bonner Program context, empowering students to discover the impacts of their work.</p>
Session 2	<p>Introduction to Sectors: This workshop offers an overview of public, private, and nonprofit sectors. It also highlights ways in which these sectors converge in terms of operations, management practices, or organizational goals.</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>Engaging in Active Listening & Empathetic Conversation: This workshop uses active listening techniques and photographs to facilitate empathetic discussion. Participants reflect as a group as well as individually on this experience.</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>Building Coalitions for Campus & Community Change: This workshop trains participants to build coalitions around a common goal or project, a key skill set in more complex capacity building, organizing, or community change.</p>

SECOND YEAR FRAMEWORK

	<i>Fall</i>	<i>Spring</i>
Theme	Leading Teams	Know Your Issue
Description of Theme	<i>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.</i>	<i>In the fourth term, students begin to learn more about the scope of the problem of the issue(s) they are addressing, the current approaches for making an impact, and identify solutions that are working to solve the problem.</i>
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 .	By the end of the year, your program should implement a Second Year Exchange that connects students as a cohort to a cohort with 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>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>Choose 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>Conflict Resolution: Handling Interpersonal Dynamics This workshop engages participants in addressing conflicts that are typical for their work/situation. Participants practice talking through the conflicts, using a series of eight simple steps.</p>	<p>Research Local, State, and National Organizations: In this workshop students are shown how to develop a directory of organizations working on an issue at a local, state, or national level. They learn how to carry out research for an issue brief and prepare for interviews with partners and experts.</p>
Session 3	<p>Planning Effective Meetings: This workshop provides a basic overview for 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>Debrief Interview and Presentation Template: In this workshop, students review interview notes and use a presentation template to share their research process and findings around model programs and practices.</p>
Session 4	<p>Managing Up: Working Better with Your Boss: This workshop is about managing one's relationship with their supervisors / boss. This workshop teaches participants strategies to better work with their supervisors to create a dynamic and productive learning environment.</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>Building Organizational Capacity</i>	<i>Launching Your Project</i>
Description of Theme	In the fifth term, students take more initiatives at their service sites. They work with their site supervisors to learn about organizational needs and explore potential areas of contributions. They begin to work on smaller projects (e.g. brochure design, leading training sessions etc.) and in the process they learn new skills or engage in integrative learning experiences. They reflect on the ways in which they are building organizational and community capacity.	In the sixth term, students positions' involve projects that help to build the capacity of an organization in expanding their outreach or strengthening the quality and sustainability of their programs and services (e.g. volunteer management, training development, communications etc.,). Some students may engage in social action campaigns. They think critically about the impacts of their work and their potential future pathways, including careers.
Key Developmental Milestones	<ul style="list-style-type: none"> • By this term, students assume a service leadership role and take on capacity-building projects 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"> • 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. 	<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, links with Diversity/Global High Impact Practices.
Reflection and Advising Topics	Managing organizations: Let's talk about your reflections of your community engagement work this 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?	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?

SUGGESTED THIRD YEAR WORKSHOPS

	<i>Fall</i>	<i>Spring</i>
Session 1	<p>Guide to Volunteer Orientation: Capacity building is about supporting nonprofit organizations in expanding their outreach and strengthening their services in terms of quality and sustainability. One way to build organizational capacity is through volunteer management. This Step-by-Step Guide will help students plan an orientation or training for new volunteers.</p>	<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>
Session 2	<p>Guide to Training Design: This guide outlines a set of steps in researching, creating, and writing training and/or curriculum sessions for a community-based program or partner. It is written directly for a student (but staff and faculty can also use it) who might be taking on this work in your Bonner Program position, internship, or capstone.</p>	<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>
Session 3	<p>Guide to Creating Brochures & Flyers: This training explains a step-by-step process of designing a brochure for a community partner organization. Brochures are a great way to quickly and easily communicate information. A community partner may want a brochure for a variety of reasons, including as a general overview of their organization or to highlight a specific program.</p>	<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>
Session 4	<p>Guide to Creating Promotional Videos: Promotional videos utilize various audio and visual components in order to convey the central mission statement and entailment of the organization in a quick and accessible manner to individual viewers. This guide will prepare students to craft a central message, compile images and audio files, and edit a video.</p>	<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>

FOURTH YEAR FRAMEWORK

	<i>Fall</i>	<i>Spring</i>
Theme	<i>Transitioning from College to Career</i>	<i>Preparing for Civically-Engaged Lives</i>
Description of Theme	In the seventh term, students begin to transition out of leadership roles they have held while also launching or completing a capacity-building or social action capstone project. These workshops support students to reflect on and articulate the impact of their Bonner experiences to different stakeholders.	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>Resume Writing - Maximizing Your Bonner Experience: This workshop provides students 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 (which may be augmented by your campus career services) for producing the best resumes and applications.</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>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>	<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>
Session 3	<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>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>Building Career Networks: An Introduction: In this workshop, students will begin a crucial process of identifying networks of both professional and personal natures to gain insight about a potential job or even to get a foot in the door of a sought-after organization.</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, EQUITY, & 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 cohort-based and all-Bonner meetings.

Note: The Bonner Foundation offers more than 100 workshop modules, including these, which can be found on the [Education and Reflection](#) section of the Bonner Wiki 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 prompts 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

Checklists & WorkSheets

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 Program Start Up](#) section of the Bonner Wiki page. 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 Bonner Program.
- Prepare **Program Proposal** highlighting the need and benefits for diverse stakeholders.
- Complete an **MOU**, ensuring that your institution is providing adequate **funding** for students.

Staffing and Location

- Decide where the program will be **housed** (to whom staff will report).
- Decide **who will coordinate** the Bonner Program in the first year and other individuals who can provide support for the program.
- Recruit 2-3 **sophomores and/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 8-10 hours per week throughout the school year.
- If possible, identify **additional sources of funding** that might be offered to your Bonner Leaders such as tuition discounts, scholarships, and/or 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), drawing on examples from the Wiki.
- Develop **application** materials 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 or mid-year **Bonner Retreat** (day-long).
- Consider a **First-Year Service Trip** for sometime during the spring semester (perhaps combine it with a mid-year retreat).
- Build out the rest of your calendar, ensuring you move towards a developmental progression of **cohort-based and all-Bonner Meetings**.

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 **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

- Send 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 Staff Orientation** held in Princeton, New Jersey (end of July/beginning of August).
- Recruit students to attend the **Fall Bonner Student Congress** (mid to late October).
- Ensure that staff attend the **Fall Bonner Network Meeting** (early November).

Recruitment, Selection, and Financial Aid

Finding and Supporting Your Bonners

Below are some essential steps to recruit your Bonners and provide them with the financial aid that will allow them to engage 8-10 hours per week in the program for four years. Students should be paid enough to do a minimum of 120 hour per term or 240 hours per year.

Recruitment & Selection

- Develop or update your **recruitment strategy and application**.
- 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 institution's **website**.
- Set overall recruitment and selection **timeline**, ideally closely linked to the institution'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 institution 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.).
- Review your community partnerships to identify places where to engage **Site / Issue Leaders**.
- Train and manage student leaders** in core skills using available workshops.

Campus Infrastructure and Center Development

- Review [Bonner Program Self-Assessment Tool](#) to gauge current level & functioning of your center and campus-wide infrastructure.
- Plan and carry out strategies to **engage faculty and other departments**.
- Work with Foundation staff to identify models and resources. Use online resources such as the **Bonner Website and Bonner Wiki**.
- Apply for the **Community Engaged Learning Initiative** and/or **Racial Justice Community Fund** grants to support campus-wide work.

Student Development

Education, Training, & Reflection

*Below are some essential steps 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 "All Bonner" meetings (**at least 1 per month**),
- Determine the schedule for cohort/class-based meetings even if they are offered online. (**At least 4 per semester**)
- Discuss whether you will have any **courses** involved (and at what stages). Tying Bonner meetings to course credits is a good way to help students integrate academics and service.
- Identify **other facilitators** assist with planning and leading meetings.

Use Recommended Workshop Content

- Make sure to create both **cohort-based and all-Bonner meetings** in your calendar.
- Start with the recommended workshops from the **8 Themes Curriculum** (led by staff or with staff guidance). Consider using Bonner Foundation Webinars in the Bonner Learning Community platform (i.e., self-paced training guides) 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).
- Fill in with other workshops, especially those focusing on the **Common Commitments**. We recommend using "All Bonner Meetings" for these topics and take advantage of relevant campus programming, like speakers, brown bag discussions, etc.

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 integrate advocacy and social action
 - provide the sense of being part of a larger, national network and social movement.
 - provide opportunities for cohort bonding and community building.
 - engage 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 Rubric

One-to-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 campus staff and faculty
 - Some programs have a Class Advisor
 - These meetings can be held online

- Develop or use recommended questions and forms that include a **holistic focus**:
 - Positions and internships
 - Majors, minors, 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 **Bonner Learning Outcomes**.

- Set up a **schedule** for each semester.

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-level project integration at present.
- Review BWBRS, site information, and partners' requests to **inventory and identify capacity-building projects**.
- Read and become familiar with helpful concepts and examples, such as on the Bonner Wiki, in areas like **faculty engagement**.
- Communicate **capstone expectation** to incoming freshmen starting this fall and all students. All graduating Bonners should complete an individual and/or team-based capstone during their junior and/or senior year.

Campus-Wide Integration

- Concurrently determine what **pathways or opportunities to build them** exist including:
 - Majors
 - Minors
 - Concentrations
 - Interdisciplinary
 - Competency based pathways (i.e., Leadership, Social Entrepreneurism)
 - Issue based pathways (i.e., Health, Poverty)
 - Career based pathways (i.e. Law, Public Health)
- 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)

Community Partnerships

Building, Maintaining & Managing Partnerships, Placements & Projects

Below are some essential steps to ensure that your Bonner Program and campus-wide center build and maintain 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.**
- Organize **orientation** for all primary community partners to introduce Bonner development model, expectations, reporting process, and academic calendar.
- Schedule **one-to-one meetings with partners.**
 - Walk through [Capacity-Building Opportunities Form](#) with community partners and introduce them to all of the [Capacity Building Step-by-Step Guides](#) on Bonner Learning Community to collect partners' requests (for in-person as well as remote engagement).
- Refer to **Capacity-Building Opportunities Form** to develop roles for students in: a) direct service, b) service leadership, c) capacity-building projects, and d) social action campaigns.
- Write or update **position/project descriptions** in consultation with community partners.
- Add/edit position and project descriptions in **BWBRs**.

Managing School-Year Student Placements

- Decide on approach to **orienting students** to service philosophy, developmental model, and reporting expectations. Do this every year!
- Train students in **tracking and reporting system** (BWBRs or alternative platform).
- Decide on approach for **matching students to partners and 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.**

Community Partnerships Calendar

August	February
September	March
October	April
November	May
December	June
January	July

Capacity-Building Project Opportunities

VOLUNTEER MANAGEMENT

Evaluate Volunteer Program

ANALYZE THE ALIGNMENT BETWEEN SERVICE RECIPIENTS' NEEDS AND PROGRAM GOALS, AND HOW EFFECTIVELY THOSE NEEDS ARE BEING MET. MAKE AN ACTION PLAN WITH REVISED GOALS AND APPROACHES.

Improve Volunteer Placement System

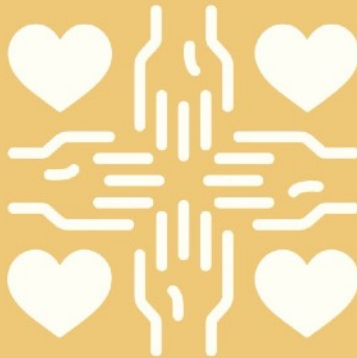
UPDATING LIST OF PROJECTS, ORGANIZATIONS, LOCATIONS, CONTACT INFORMATION, # OF HOURS AND SKILLS REQUIRED, SIGN-UP OPTIONS

Improve Tracking/Supervision Systems

FIND AND INSTALL SOFTWARE (E.G. BETTER IMPACT, VOLUNTEER IMPACT) WITH VOLUNTEER MANAGEMENT TOOLS THAT BEST FITS YOUR ORGANIZATION.

Volunteer Recognition

ORGANIZE EVENTS & ACTIVITIES, INCLUDING DEVELOPING VOLUNTEER BIOS FOR WEBSITES, PLANNING SOCIAL MEDIA SHOUT OUTS, GIVING CERTIFICATES AND SERVICE-AWARDS, AND PLANNING ANNUAL BANQUET



Organize Staff/Volunteer Trainings

ORGANIZE WORKSHOPS FOR STAFF TO GUIDE AND TRAIN VOLUNTEERS. ORGANIZE WORKSHOPS FOR VOLUNTEERS TO INTRODUCE THEM TO THE ORGANIZATION, THE COMMUNITY, AND THE PROJECTS.

Plan/ Improve Volunteer Recruitment Plan

DEVELOP PLAN INCLUDING RECRUITMENT MATERIALS, POTENTIAL PLACES FROM WHICH YOUR ORGANIZATION WOULD RECRUIT VOLUNTEERS, APPLICATION MATERIALS, INTERVIEW QUESTIONS, GRADING RUBRIC, TIMELINE TO CONCLUDE THE PROCESS, AND ACCEPTANCE LETTER TEMPLATE.

Volunteer Training Materials

PREPARE TRAINING MATERIALS THAT CLEARLY EXPLAIN HOW YOUR ORGANIZATION WORKS, THE RESPONSIBILITIES OF STAFF (POLICIES AND PROCEDURES), AND OTHER IMPORTANT INFORMATION RELEVANT TO THE EMPLOYEE'S ROLE.

Volunteer Impact Assessment

ASSESS IMPACT OF YOUR ORGANIZATION'S VOLUNTEER-DRIVEN PROJECTS BY IDENTIFYING AREAS TO BE ASSESSED, DETERMINING PROJECT TIME FRAME, DEVELOPING RESEARCH PLAN, CONDUCTING SURVEYS, IDENTIFYING PARTICIPANTS TO BE SURVEYED, COLLECTING DATA, AND REPORTING RESULTS.



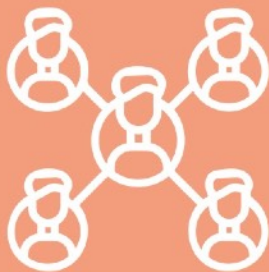
Capacity-Building Project Opportunities

MARKETING & COMMUNICATIONS

- Promotional Videos**
CREATE COMPELLING VIDEO CONTENT TO SHARE WITH YOUR COMMUNITY ON DIGITAL PLATFORMS.

- Graphic Design**
ENHANCE YOUR DIGITAL MARKETING MATERIALS WITH COMPELLING GRAPHICS DESIGNED TO INCREASE COMMUNITY ENGAGEMENT.

- Social Media**
ASSESS THE CURRENT STATE OF YOUR SOCIAL MEDIA PAGES AND GAIN ACTIONABLE RECOMMENDATIONS ON HOW TO IMPROVE PRESENCE AND ENGAGEMENT.



- Brochures & Flyers**
DEVELOP PRINT MATERIALS WITH VIBRANT AND CUSTOMIZED VISUAL DESIGN THAT WILL HELP YOUR ORGANIZATION STAND OUT SO YOU CAN PUSH YOUR MESSAGING AND MISSION FARTHER.

- Website Design**
CAPTURE ATTENTION AND INSPIRE ACTION WITH BEAUTIFUL VISUAL DESIGN THAT GIVES EMOTIONAL RESONANCE TO THE WRITTEN CONTENT ON YOUR NEW OR EXISTING WEBSITE.

- Press Release**
ANNOUNCE AN EVENT, INITIATIVE, OR PARTNERSHIP TO NEWS OUTLETS WITH A WELL-WRITTEN, CONCISE PRESS RELEASE.

- Email Lists**
SET UP A LISTSERV / EMAIL MARKING SOFTWARE (E.G. CONSTANT CONTACT) TO SHARE NEWSLETTERS, UPCOMING EVENTS AND EVENT REGISTRATION INFORMATION WITH MEMBERS / SUBSCRIBERS.

- Annual Report**
DESIGN AN ANNUAL REPORT THAT CONVEYS YOUR ORGANIZATION'S IMPACT OVER THE PAST YEAR AND CAN BE DISTRIBUTED VIA PRINT AND DIGITAL CHANNELS.

- Case Study/Story**
SHARE YOUR ORGANIZATION'S STORY & IMPACT WITH A CASE STUDY/STORY



Capacity-Building Project Opportunities

FUNDRAISING



Fundraising Event

ORGANIZE AND HOST A FUNDRAISING EVENT OR IMPROVE EXISTING EVENTS



Grant Research

IDENTIFY AND RESEARCH GRANTS OPPORTUNITIES FOR NONPROFIT ORGANIZATIONS



Grant Writing

RESEARCH AND WRITE GRANTS PROPOSALS FOR NONPROFIT ORGANIZATIONS



Launch Online Campaign

UTILIZE ONLINE GIVING PLATFORMS, SUCH AS COFUNDME AND FACEBOOK FUNDRAISERS TO COLLECT DONATIONS FOR YOUR ORGANIZATION

PROGRAM DEVELOPMENT



New Curriculum

DEVELOP CURRICULUM FOR NEW OR EXISTING PROGRAM(S)



Program Evaluation

CONDUCT AN EVALUATION OF PROGRAMS AND SERVICES, HOW EFFECTIVELY THEY MEET THE PROGRAM GOALS, AND IDENTIFY AREAS OF IMPROVEMENT.



Training & Operations Manual

DEVELOP OPERATIONS MANUAL FOR NEW OR EXISTING PROGRAM(S), WHICH INCLUDES STEP-BY-STEP INSTRUCTIONS WITH CLEAR VISUALS AND SIMPLE LANGUAGE.



New Program

DESIGN A NEW PROGRAM OUTLINING COMMUNITY NEED, PROGRAM MISSION, VISION, AND GOALS, ANALYSIS OF STRENGTHS AND CHALLENGES/RISK FACTORS (SWOT), IMPLEMENTATION PLAN, AND ASSESSMENT PLAN.



Design Online Programs/Modify Existing Programs for Virtual Learning

WORK WITH AN EXPERT TO SET-UP A WEBINAR PLATFORM AND RECEIVE TRAINING ON HOW TO USE IT.

Capacity-Building Project Opportunities

RESEARCH



Evidence-Based Practices & Model Programs

RESEARCH PROGRAMS/MODELS TO UNDERSTAND THE COMMUNITY AND BENEFICIARIES YOU SERVE, AND HOW SIMILAR ORGANIZATIONS AND PROGRAMS ARE WORKING.

GIS Mapping

TO DISSEMINATE INFORMATION ABOUT SERVICE PROVIDERS / ORGANIZATIONS

Issue Brief

CONDUCT RESEARCH ON A PARTICULAR TOPIC OR QUESTION.

Literature Review

SUMMARIZE IMPORTANT INFORMATION AND OUTLINE RELEVANT FINDINGS FROM CURRENT STUDIES OR EVALUATIONS.

Oral History

PRESERVE HISTORY OF LOCAL COMMUNITY BY INTERVIEWING, TRANSCRIBING, AND INTERPRETING THE VOICES OF THE PEOPLE IN RESPECTIVE COMMUNITIES.

Data Collection

IDENTIFY YOUR PROGRAM'S SUCCESS METRICS, AND LEARN HOW TO COLLECT AND ANALYZE DATA TO REGULARLY MEASURE THE EFFECTIVENESS AND IMPACT OF YOUR PROGRAMS.

Survey Design

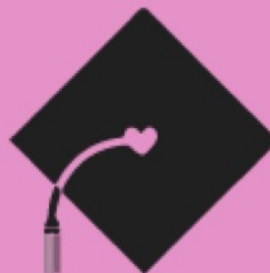
DESIGN A SURVEY FOR YOUR BENEFICIARIES, SUPPORTERS, MEMBERS, OR OTHER STAKEHOLDERS, AND USE YOUR FINDINGS TO ENHANCE A SERVICE OR OTHER ASPECT OF YOUR ORGANIZATION.

Program Assessments/Evaluations

UNDERSTAND HOW WELL A PROGRAM CURRENTLY ALIGNS WITH ITS INTENDED PURPOSE AND STATED GOALS, AND IDENTIFY HOW YOU COULD IMPROVE RESOURCE ALLOCATION OR OTHER OPERATIONAL ASPECTS TO OPTIMIZE THE PROGRAM'S IMPACT.

Develop/Improve Database

DEVELOP DATABASE TO MANAGE VOLUNTEERS, RECIPIENTS, DONORS, AND IMPROVE REPORTING SYSTEM.



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 to 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)

- For Existing programs: Do an **honest appraisal** of where you are housed and the strengths, concerns, and opportunities for greater institutional support.
- For 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 share models. **Check the Bonner Wiki!**
- Engage Bonner student leaders in helping you identify and connect 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 activities in their classes, attending department meetings, and recognizing faculty.
- Invest time in **1-2 transformational strategies**, such as establishing Faculty Fellowship (especially to help with capstones) or Faculty Cohort programs
- 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!
- Apply for the **Community Engaged Learning Initiative** to access resources for:
 - Faculty course development** (especially community-based research, policy research, and social action)
 - Infrastructure** development (such as course designators and ways to make the case)
 - Pathways development** (i.e., majors, minors, concentrations, and more)

Bonner Campus Collaboration

Bonner Program	Campus-Wide Offices
Recruitment	Admissions & Financial Aid
Financial Aid Packaging	Student Employment
Orientation	Advising
Weekly Bonner Meetings	Career Services
First Year Trip	Interfaith Center
School Year Service	DEI Office
Summer Service	Student Affairs
Capstone Project	Advancement Office
Senior POL	Communications
Tracking & Reporting	Study Abroad
	Academic Affairs
	Faculty

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 Bonner 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, such as student development or fundraising.
- Work with Student Alumni Ambassador(s) to **promote 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.**
- Engage and 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., serve as advisors to your program or center, foster community partnerships, and persuade 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 Program Handbook**, including process for handling students who do not meet them.

Annual Report to Bonner Foundation

- Track and gather requested information (**i.e., descriptions of capacity-building projects, senior capstone projects, annual training calendar, best practices**).
- Meet with staff to review **annual report goals** from prior year 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-level project requirement** to Bonner students. 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 support 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 to 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** information with colleagues, including student leaders.

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

Upcoming Meetings

Stay tuned for more information on dates and locations:

- Fall 2023 Bonner Congress:** Two student leaders who are part of the Bonner Leadership Team and designated as Congress Representatives should attend.
- Fall 2023 Bonner Network Meeting:** Bonner staff and a faculty liaison (especially for campuses involved in the Community-Engaged Learning Initiative) should attend.
- 2024 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-Year Students • 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 (to prepare students for projects)</u> • <u>One-On-Ones w/ Bonners</u>
November	<ul style="list-style-type: none"> • Staff attend Fall Bonner Network Meeting • Ongoing Education, Training, & Reflection • Partner Site Visits & Check-Ins
December	<ul style="list-style-type: none"> • Holiday/End of Year Celebrations • 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 (<i>Inventory:capacity-building project opportunities</i>) • <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

Key:

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

Sample Staff Calendar

Major To Dos	
February	<ul style="list-style-type: none"> • Ongoing Education, Training, & Reflection • <u>Bonner Junior-Seniors Capacity-Building (Capstone-level) Projects</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</u> • New Selection Process (interviews) • Finalize Summer of Service Placements • <i>Alternative Spring Break service trips</i> • <i>IMPACT Conference</i>
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</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

Bonner Resources



Bonner Learning Community

This is our [learning platform](#) where we host a wide range of webinars and network-wide discussions for Bonner student leaders, staff, and faculty.



Weekly Email Update via BWBR

All schools in the Network must add their Bonner student lists to [BWBR](#) as to receive Foundation updates, network news, meeting announcements, and new resources and opportunities from our national partners. Many programs log hours there.



Bonner Wiki

The [Bonner Wiki](#) is an online platform accessible to everyone, with free training guides, handouts, and other resources pertaining to community engaged learning.



Bonner on Facebook

We have a [Facebook](#) page for the Bonner Foundation where we share news, announcements, and formal information. Bonner Love is also a person who can be friended, so that you can post program updates, photos, and more on its wall.



Bonner Connect

This is the [platform](#) that connects all Bonner Alumni and current students, staff, and national partners. Find a news feed, job and internship opportunities, mentoring connections, and more. Sign-up and get all your current and past Bonners to join as well. We may migrate to LinkedIn this year, but join and use now.



Join Bonner Alumni Network on LinkedIn

More than 900 alumni and staff veterans are part of this group on [LinkedIn](#). In the coming year, we'll launch new resources and updates via LinkedIn for community engagement professionals and alumni.



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

Notes