Bonner Network

The Bonner Network
3,000 students at 65 schools in 24 states

Bonner Developmental Model

Bonner Program
Motto

Access to Education,

Opportunity to Serve

To afford college students an opportunity to use their energy, talents, and leadership skills to engage in community service while providing developmental and financial support.

Bonner *Common Commitments*

Civic Engagement

Participate intentionally as a citizen in the democratic process, actively engaging in public policy and direct service.

Community Building

Establish and sustain a vibrant community of place, personal relationships and common interests.

Social Justice

Advocate for fairness, impartiality and equality while addressing systemic social and environmental issues.

Diversity

Respect the many different dimensions of diversity in our public lives.

Spiritual Exploration

Explore personal beliefs while respecting the spiritual practices of others.

International Perspective

Develop international understanding that enables Bonners to participate successfully in a global society.

Bonner Leader *Expectations*

- Four year commitment: 10 hrs/wk

- Receive Work/Service Stipend

- Some schools include service scholarship

- Many Bonner Leaders find summer service internships

Bonner Leader
Cohort Model

- Recruit 5 to 40 new Bonners per class — *20 to 160 per campus*

- > 75% Federal Work Study eligible

- min. 60/40 gender balance

- > diversity of school

- built in support group with identity tied to service commitment

What do Bonners *do?*

- **Engage** 8-10 hours every week, every semester

- **Develop and grow** as an agent of change

- **Serve legitimate needs** and make an impact

- **Connect** service and studies, and connect people

- **Accomplish** inspiring projects!

- **Graduate** and stay involved

Student Development Model

Exemplar - capstone projects, research, studies

Example - site and program leadership - capacity building

Experience - solid programmatic role - (Program Assistant - capacity building
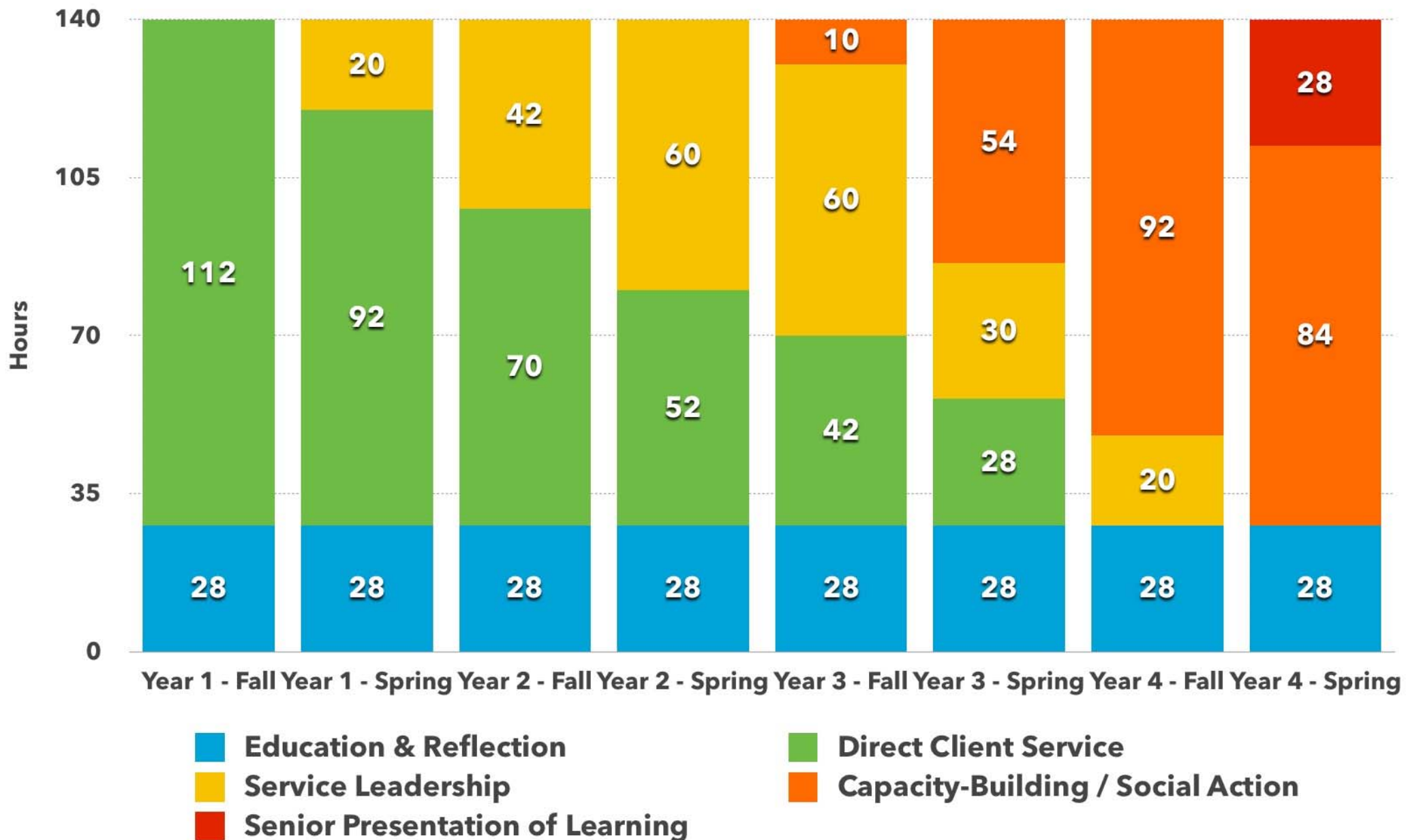
Exploration - immersions, shadowing, rotations, resulting in regular placement

Expectation - selection includes an ethic of service

Bonner *Engagement Model*

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.

Student Roles Evolve

Y-axis (Hours): 0, 35, 70, 105, 140

	Year 1 - Fall	Year 1 - Spring	Year 2 - Fall	Year 2 - Spring	Year 3 - Fall	Year 3 - Spring	Year 4 - Fall	Year 4 - Spring
Education & Reflection	28	28	28	28	28	28	28	28
Direct Client Service	112	92	70	52	42	28		
Service Leadership		20	42	60	60	30	20	
Capacity-Building / Social Action					10	54	92	84
Senior Presentation of Learning								28

Legend:
- Education & Reflection
- Service Leadership
- Senior Presentation of Learning
- Direct Client Service
- Capacity-Building / Social Action

Bonner Calendar – Developmental Training Sequence

	Year 1	Year 2	Year 3	Year 4
Knowledge & Commitments	• Knowledge of self • Knowledge of community • Exploration of diversity • Community building • Introduction to civic engagement	• Analysis of diversity • Knowledge of poverty • Understanding of place and ability to think critically around community • Introduction to forms of civic engagement	• Multiple forms of civic engagement • International perspective • Critical thinking & systems analysis (understanding root causes) • Leadership skills and application through practice	• Exploration of social justice • Vocation and career exploration/preparation • Spiritual exploration • Connection to academic study (capstone/thesis)
Skills	• Sense of place • Listening • Time management • Goal setting • Organization & professionalism • Reflection	• Balance • Conflict resolution • Planning • Teamwork • Volunteer recruitment • Broader understanding of civic engagement	• Event planning • Facilitation • Fundraising • Volunteer management • Community-based research • Power and privilege	• Building organizational capacity • Marketing and outreach • Networking • Public speaking • Public policy • Capstone research
Roles & Positions	• **Exploration:** learning about issues and community; discovering passions and talents • Settling into primary site and position	• **Experience:** commitment to an issue, agency/site, and place • Expanded position and responsibility, including Capacity Building (see "Step It Up Sophomores")	• **Example:** Project coordinator or leader role; managing of project or volunteers • Expanded leadership roles in the Bonner Program (i.e., Bonner Leadership Team) • Capacity building project	• **Expertise:** Capacity building role; project or site leadership • May link to academic major, minor, certificate, or coursework • Senior Interns
High-Impact Connections	• First Year Seminars • First Year Trips • Learning Communities	• Second Year Exchange • Learning Communities • Service-Learning	• Third Year Leadership • International /Global Immersions • Undergraduate Research • Policy Research / Issue Briefs	• Senior Capstone Courses and Research Projects • Policy Research / Issue Briefs
Courses	• Lead-in Course (First Year Seminars)	• Poverty / Economic Development • Service-Learning Courses	• Policy Courses/Internships • International Course • Research Methods (CBR)	Capstone / "Signature Work" Culminating Project

Bonner Outcomes Rubric
(Draft)

BONNER PROGRAM RECOMMENDED OUTCOMES RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell

	Capstone 4	Milestones 3	2
Civic Agency *Ability to take action to address an issue or promote the public good*	Acts as an agent of change working collaboratively with the community to build upon assets that positively impact a social issue or the public good.	Educates others about how to take multiple actions to positively impact a social issue the public good.	Makes changes in a per positively impact a soci public good.
Civic Identity *Sense of commitment and responsibility as a member of a community and society*	Provides evidence of experience in civic-engagement activities and connects it with what she/he has learned about her or himself in ways that suggest a reinforced and clarified sense of civic identity and sustained commitment to civic involvement.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and sustained commitment to civic involvement.	Evidence suggests invo engagement activities i expectations or course rather than from a sens
Critical Thinking and Perspective *Ability to analyze and synthesize diverse perspectives*	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains perspectives (such as cu and ethical) when expl within natural and hum

Bonner Outcomes Rubric
(Draft)

- Civic Agency

- Civic Identity

- Critical Thinking and Perspective

- Communication Skills

- Diversity and Intercultural Competence

- Empathy

- Integrative Learning

- Leadership

- Place- and Issue-Knowledge

- Social Justice

Bonner Impact *on Students*

- **Four years** are significant

- **Proven skill learning** (developmental model)

- Commitment to social justice

- Dialogue across difference

- Power of structured and unstructured reflection

- The importance of mentors

- Civic-minded professionalism

Cheryl Keen
Kelly Hall

Engaging with Difference Matters: Longitudinal Student Outcomes of Co-Curricular Service-Learning Programs

The potential contribution of co-curricular service-learning to develop engaged citizens is relatively unexplored. Much of the available research on college-level service-learning has studied the effect of service-learning in single courses on a variety of student outcome measures and there are at least two large, multi-campus studies of curricular service-learning (Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler & Giles, 1999). This article reports on analysis of longitudinal surveys completed at 23 liberal arts colleges by participants in four-year, co-curricular service-programs, collectively called the Bonner Scholar Program, sponsored by the Bonner Foundation.

The terms "service-learning" and "civic engagement" merit definition. The National Service-Learning Clearinghouse (2005) defined service-learning as a "teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." A frequent tendency in the field is to use the phrase *service-learning* and assume the reference is to *academic service-learning* based in coursework. Giles and Eyler's (1999) seminal study of programs that linked academic study with service acknowledged the value of co-cur-

Community-Engagement Goals

Partner View *of Bonners*

- Access to motivated, trained students serving 10 hours/week for multiple years

- Multi-level, team-oriented partnership

- Serve important role as co-educators

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Campus-Wide Goals

Bonner Goals *for Campus-Wide Impact*

- Yield tool - access and diversity

- Builds an infrastructure to engage every week, every semester

- Provides a developmental, multi-year program model

- Shifts how institutions sustain partnerships to make an impact

- Connects co-curricular and curricular pathways

- Promotes graduation and grades

- Builds institution's reputation

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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	

Challenges

Challenges *to Bonner Model*

- **Funding** for stipends and staffing

- Changing **student's mindset** from service to social justice and change

- **Scaling up capacity-building projects**

  - *Direct service dominates*

  - *Capacity-building projects range widely (beyond CBR)*

  - *Few connections to collaboratives or campaigns*
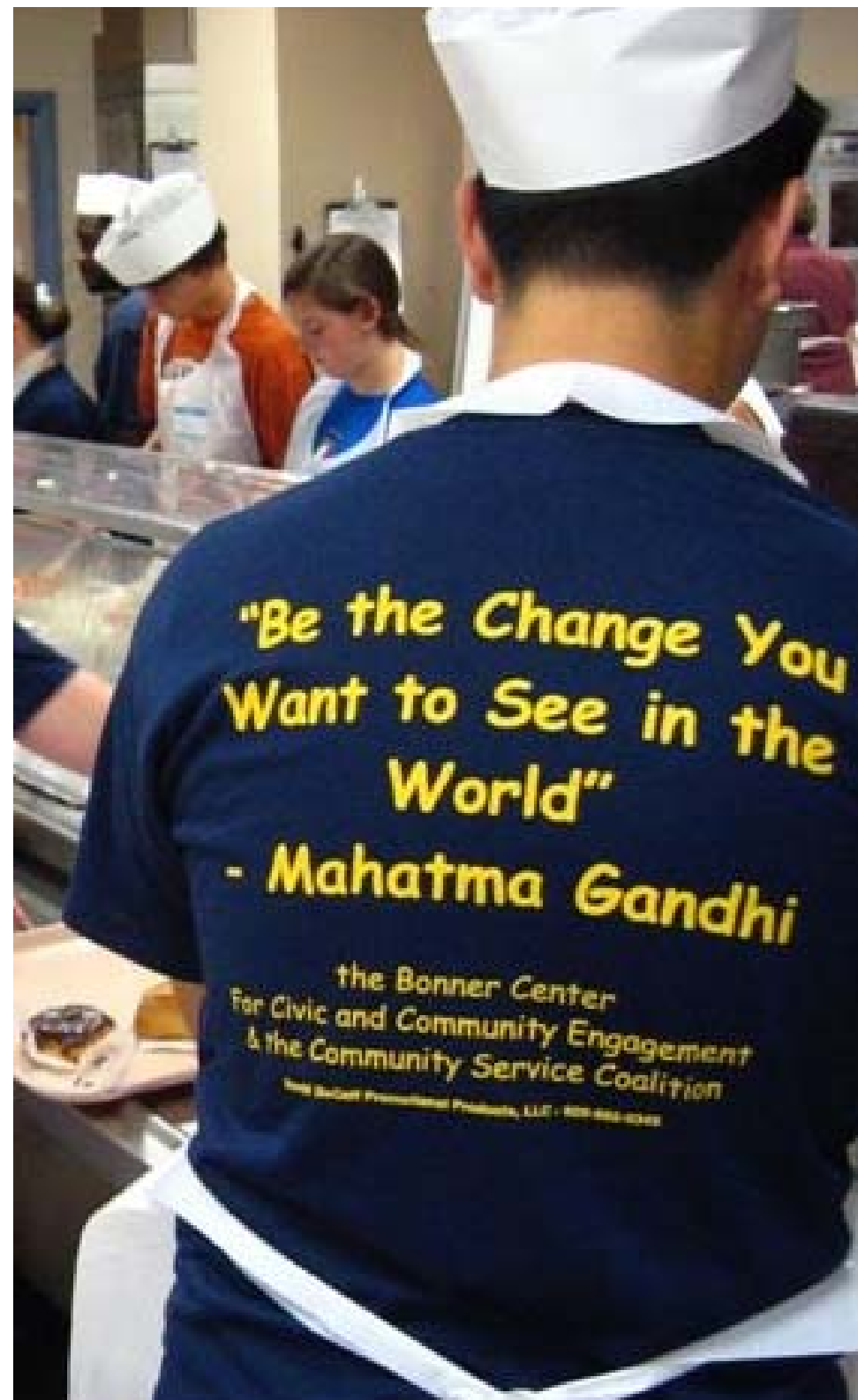
Resources

Bonner Resources

Visit bonner.pbworks.com to access all our resource guides, campus examples, etc.

And feel free to contact me directly at

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