The Bonner Program:
Student Development - Part 2

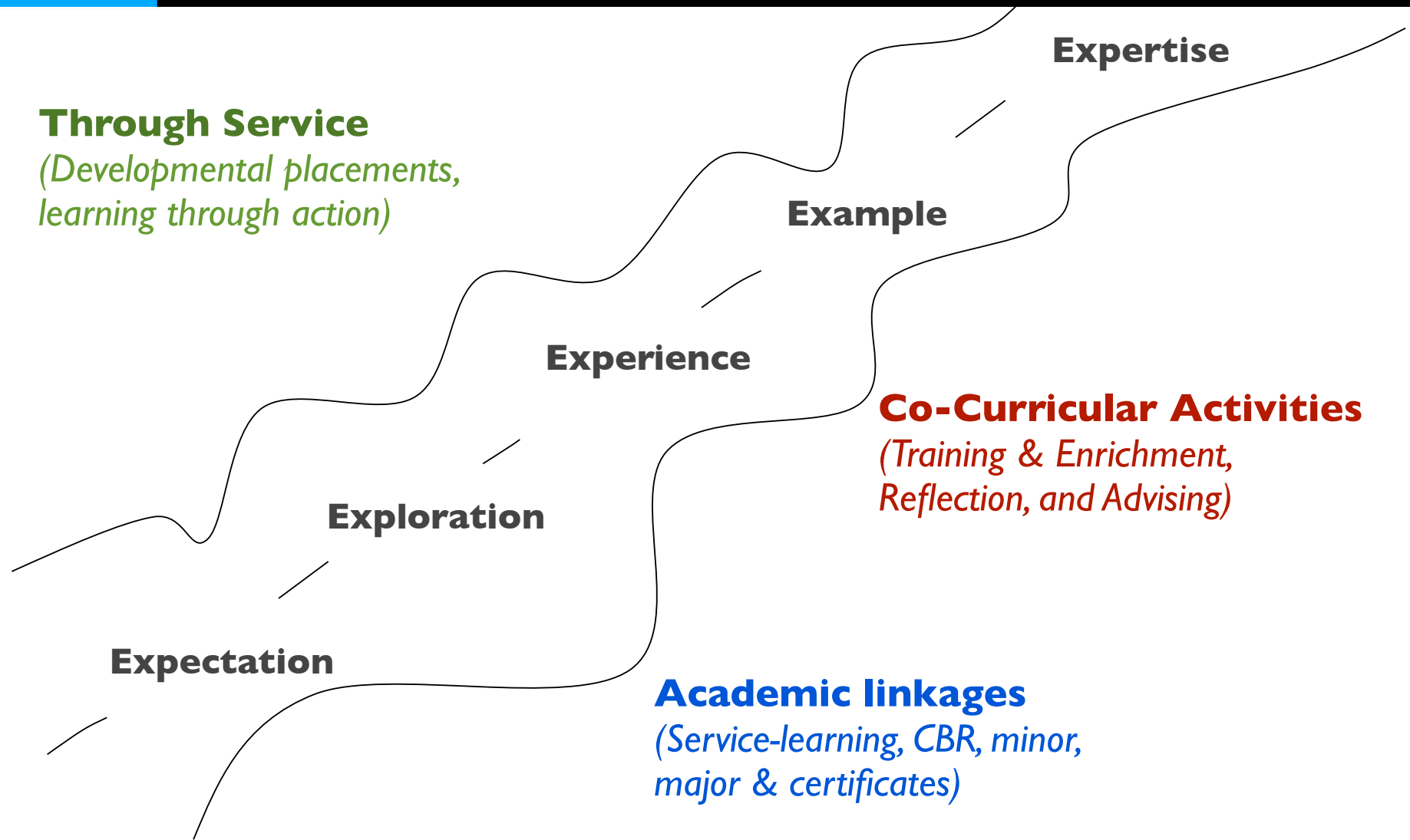## *"Access to Education, Opportunity to Serve"*

Curricular Connections:
Overview

- Integrated Model

- Academic Connections

- Implementation Strategies

- Campus Involvement

- Working Session

Integrated Model

Integrated Model:
Curricular & Co-Curricular Approach

Expertise

Through Service
*(Developmental placements,
learning through action)*

Example

Experience

Co-Curricular Activities
*(Training & Enrichment,
Reflection, and Advising)*

Exploration

Expectation

Academic linkages
*(Service-learning, CBR, minor,
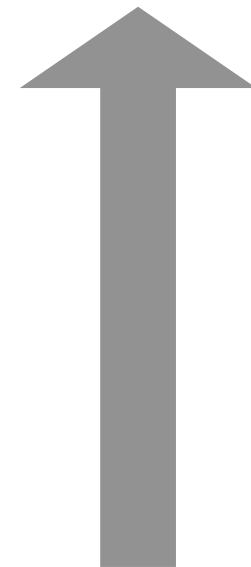major & certificates)*

Integrated Model:
Student Development & Community Partnerships

Research & Planning Opportunities

Type of Work
Vision/Strategy
Fundraising
Research / Writing
Outreach / Public Relations
Project Coordination
New Program Development
Improving Existing Services
Regular Volunteer Work
One-time Service Projects

Expertise

Explore

Academic Connections

Academic Connections:
Outcomes — *Knowledge Areas*

- Public Policy

- Poverty

- International perspective and issues

- Issue-based knowledge

- Place-based knowledge

- Diversity

Academic Connections:
Types of Courses

Capstone or Integrative Seminar

Courses (variety of disciplines) with Full-time Internship or Co-Curricular Linkage

Bridge Coursework: *Methodology, Service-Learning, CBR, or Research*

Policy/ Political Analysis

Poverty/ Economic Analysis

Global/ International Awareness

Lead-in or Gateway Course

Academic Connections:
Civic Engagement Minor or Certificate

Courses

Connect to politics & public policy	**Examine poverty, economic inequity, & social stratification**	**Incorporate global perspective & experiences**

Structures

|		
Intensive & long-term learning experiences: *2-4 years of coursework 2-4 years of service*	**Integrated co-curricular & curricular:** *Within specific courses Across programs*	**Sequence increasing complexity:** *Multi-year Developmental*
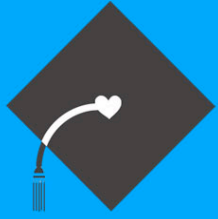
Academic Connections:
Campus Models

Colorado College	Certificate or Thematic Minor in Civic Engagement
Concord University	Minor in Civic Engagement
Lynchburg College	Minor in Civic Engagement
Mars Hill College	Certificate in Civic Engagement (Co-curricular Transcript)
Morehouse College	Minor in Civic Engagement
Portland State University	Minor in Civic Leadership
Rutgers University	Certificate in Women's Leadership
Saint Mary's College of CA	Justice and Community Minor
The College of NJ	Concentration in Civic Engagement
University of Alaska	Certificate in Civic Engagement
UCLA	Minor in Civic Leadership
Wagner College	Certificate in Civic Engagement
Washington & Lee Univ.	Minor in the Interdisciplinary Study of Poverty
West Chester University	Honors Program (Civic Engagement focus)
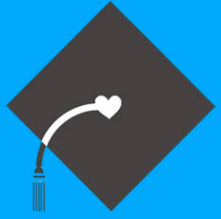
Academic Connections:
Institutionalizing Structures & Practice

	Level One **Low Relevance**	Level Two **Medium Relevance**	Level Three **High Relevance**	Level Four **Full Integration**
Mission	No mention or undefined rhetorical reference	Service is part of what we do as citizens	Service is an element of our academic agenda	Service is a central and defining characteristic
Promotion, tenure, hiring	Service is to campus committees or discipline	Community service mentioned; may count in certain cases	Formal guidelines for documenting & rewarding service/service-learning	Community based research and teaching are key criteria for hiring & tenure
Organizational structure	None that are focused on service or volunteerism	Units may exist to foster volunteerism	Centers & institutes are organized to provide service	Flexible unit(s) support widespread faculty & student participation
Student involvement	Part of extracurricular student activities	Organized support for volunteer work	Opportunity for extra credit, internships, practicum work	Service-learning courses integrated in curriculum; student involvement in CBR
Faculty involvement	Campus duties; committees; disciplinary focus	Pro bono consulting; community volunteerism	Tenured/senior faculty pursue CBR; some teach service-learning courses	Community research & service-learning a high priority for faculty; interdisciplinary, collaborative work
Community involvement	Random or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences through active partnership or part-time teaching	Community involved in designing, conducting & evaluating research and service-learning

Implementation Strategies

Academic Connections:
Lessons Learned

- **Strong campus-community partnerships** programs and structures

- Identify group of **committed faculty & staff**

- Vision & support of the **President, Provost, & senior-level faculty**

- **Student interest** and/or demand

- **Leverage outside support** and guidance from an entity like the Bonner Foundation

Academic Connections:
What You Can Do

- Inventory **relevant courses**

- Identify **faculty champions**

- Organize **faculty planning committee**

- **Discuss the model** across campus

- Help faculty **pilot courses**

- **Support students to catalyze** connections (individualized, courses)

- Identify **parallel academic efforts** (centers, programs)

- Push **co-curricular connections**

Academic Connections:
Faculty Development Strategies

- Colloquia

- Mini-Grants

- Brown Bag Lunches

- Faculty Fellows who advise other faculty

- Conference travel

- Others.....?

Academic Connections:
Resources

- **Curricular Implementation Guide**, including pillars, courses, campus profiles, essays, and sample syllabi

- **FIPSE project monograph**

- **"Making Academic Connections Guide"** for student leaders

Academic Connections:
Self-Assessment and Evaluation

- Academic Coursework

- Students' consistent academic connections

- Faculty support and involvement

- Community voice and involvement

- Community-Based and Policy Research

- Faculty promotion, rewards, and tenure

- Academic journey (FIPSE), certificate, minor or major

Campus Involvement
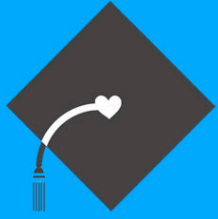
Campus Involvement:
Student Roles

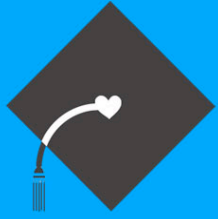| Strategy	Student Roles
Simple	Students can engage faculty in co-curricular activities, such as service trips or meetings. They can ask them to develop educational and reflection components.
More Complex	Individual students (or small groups) can work as liaisons to faculty members and peer advisors. They can develop and lead sections or add-on service-learning components. They can help make matches to partners for faculty. They can pilot changes individually.
Structural	Bonner Program student development strategies can include specific course requirements or pathways (minor). Faculty can be engaged as sustained advisors. Students can be asked to participate in study, research, & reflection.

Campus Involvement:
Staff Roles

Strategy	Staff Roles
Simple	Individual program staff can inventory relevant courses (e.g., poverty, public policy, global, service-learning) and publicize them to students.
More Complex	Through 1-to-1 relationships, program staff can help individual faculty identify specific community partners to work with for projects. Staff member can help broker the arrangement of these course offerings or projects.
Structural	Formalize roles of co-curricular staff and the center with regard to organizing, brokering, facilitating, coaching, evaluating, and expanding academic-service connections across the curriculum. Have staff with dual appointments.

Campus Involvement:
Faculty Roles

Strategy	Faculty Roles
Simple	• **Identify existing resources** (work study, grant funding, fellowships) that can be utilized for individual faculty and students for study-service connections.
More Complex	• The Center (or a collaborative) can sponsor **faculty development** colloquia or learning circle (over a semester or two). • **Organize Bonner Program/Center** as a faculty resource (e.g., organizing space & forums).
Structural	• **Formalize faculty roles** with the Bonner Program/ Center. • *For example, have Faculty Fellows serve as strategic visioning group for civic engagement, training, and education.*

Campus Involvement:
Institutional Roles

Strategy	Institutional Roles
Simple	• **Offer incentives**, such as mini-grants, project funds, recognition, awards, and so on for students, faculty, community partners, and staff for this work.
More Complex	• Conduct a thorough community and campus **asset mapping** process, through which real data about student, faculty, and other examples of campus-community partnerships is occurring.
Structural	• **Build an institute** or other structure for ongoing community-based research, service-learning, and other partnerships. • **Advocate for curricular changes**, such as a minor/certificate or general education requirements.

Working Session