Integrated Model

The Bonner Program features an integrated curricular and co-curricular approach to student development.

Through Service
(Developmental placements, learning through action)

Expertise

Example

Experience

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

Exploration

Expectation

Academic linkages
(Service-learning, CBR, minor, major & certificates)
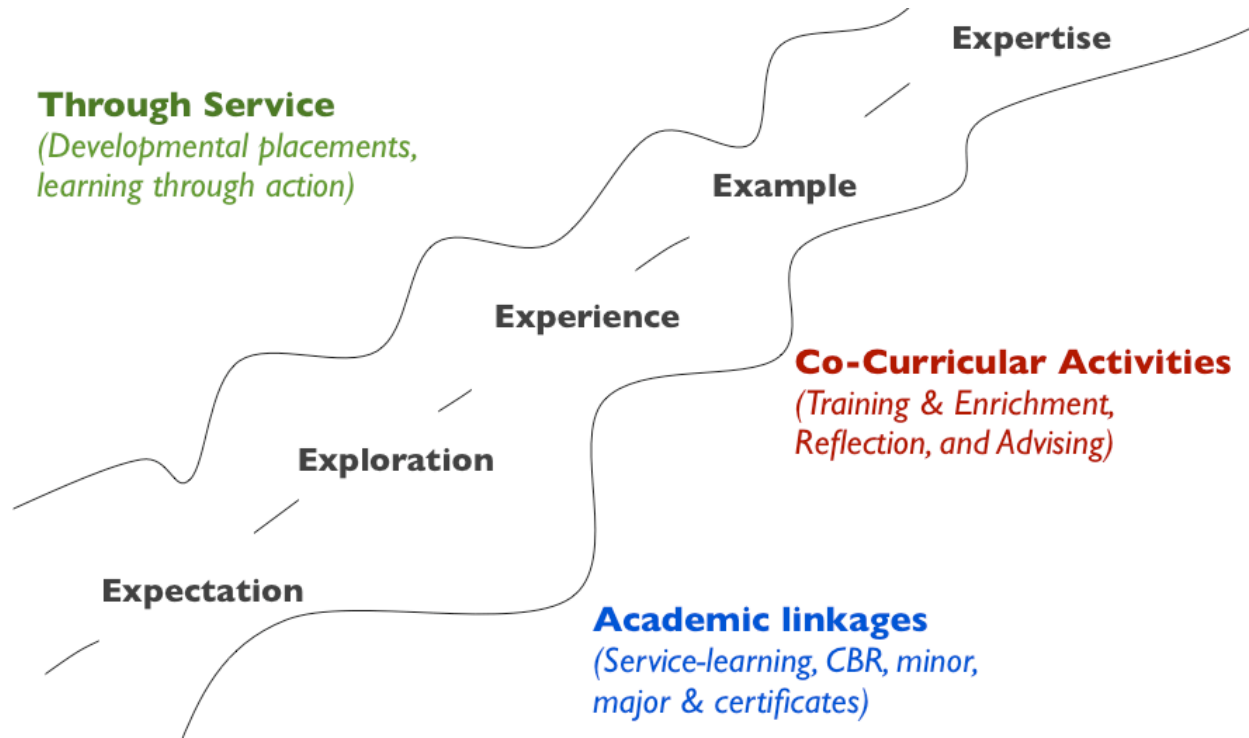
The Bonner Program also integrates it's student development and community partnership approaches.

Research & Planning Opportunities

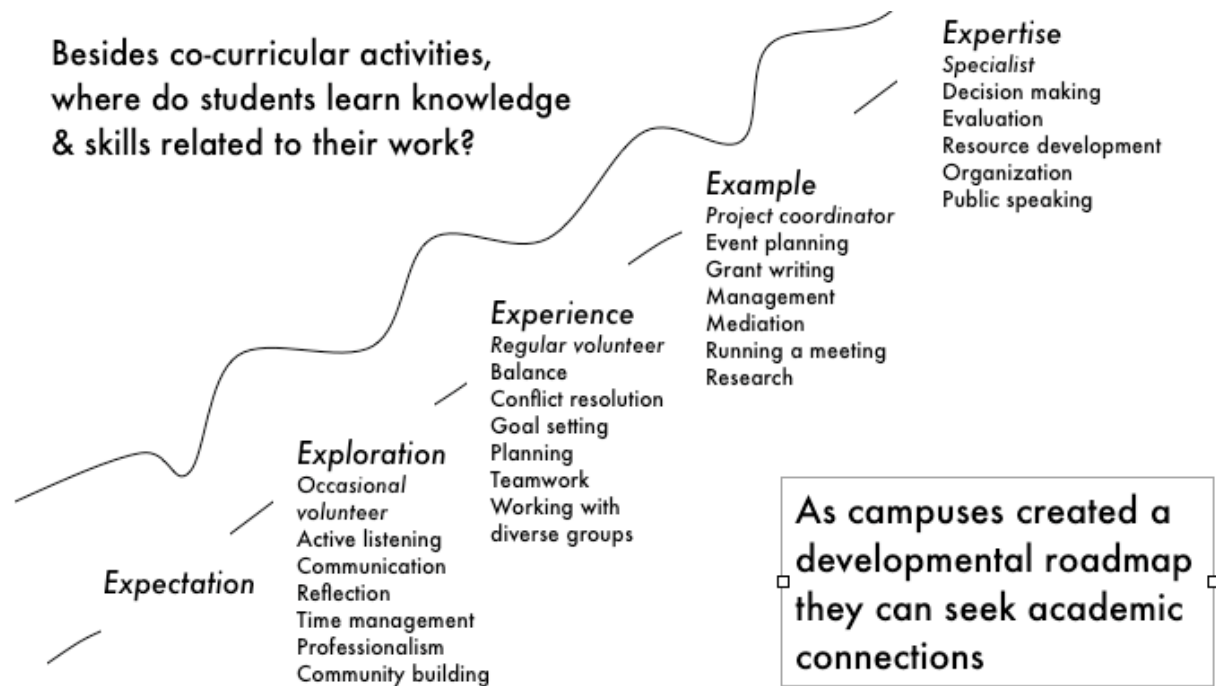| Type of Work |
| --- |
| Vision/Strategy |
| Fundraising |
| Research / Writing |
| Outreach / Public Relations |
| Project Coordination |
| New Program Development |
| Improving Existing Services |
| Regular Volunteer Work |
| One-time Service Projects |

Expertise

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Explore

Reaching Highest Levels of Development

As students continue their service over multiple semesters and years, including intensive summer internships, they acquire higher levels of skill and knowledge. This is reinforced for many students as they stay with an agency or issue-area over time. Students can take on increasingly sophisticated projects that also build the capacity of the organization to achieve its purpose. Below are some examples. Note that the shaded boxes especially may have connections to students' coursework, in the form of service-learning, CBR, or policy research.

TYPE OF WORK	GENERAL DESCRIPTION	EXAMPLE: Education
Vision/Strategy	Students involved in strategic planning, visioning for future work	Steering a five-year strategic plan for the school's immunization program
Fundraising	Students involved in grant writing, financial partnerships	Writing a Healthy Start grant; creating a corporate partnership
Policy Research	Students complete a research & develop an issue brief	Write an issue brief on parental involvement programs
Research / Writing /Academic Work	Students involved in community-based research that meets an identified community need	Interviewing families about health care needs and developing a written paper
Outreach/Public Relations	Students involved in broader community development work	Brokering relationships with other nonprofits for expanding health services for children
Project Coordination	Students involved in managing other volunteers or staff	Managing a corps of regular volunteers
New Program Development	Students involved in creating a new program or service	Creating a Family Involvement Program
Improving Existing Services	Students involved in expanding or improving a key service area	Curriculum development
Regular Volunteer Work	Students involved in sustained volunteer activity over a semester	Tutoring a child in the classroom
One-time Service Projects	Students involved in short-term service project or meeting a need	Playground Build Family Fair

Extending the Developmental Model to Academics

Besides co-curricular activities, where do students learn knowledge & skills related to their work?

Expertise
Specialist
Decision making
Evaluation
Resource development
Organization
Public speaking

Example
Project coordinator
Event planning
Grant writing
Management
Mediation
Running a meeting
Research

Experience
Regular volunteer
Balance
Conflict resolution
Goal setting
Planning
Teamwork
Working with diverse groups

Exploration
Occasional volunteer
Active listening
Communication
Reflection
Time management
Professionalism
Community building

Expectation

As campuses created a developmental roadmap they can seek academic connections

Bonner Skills

As the Bonner Program refined the student developmental model on the co-curricular side, campuses have sought to also develop an institutionalized parallel on the curricular side. This was supported in part from a FIPSE grant to initiative civic engagement minors or academic programs.

Five campuses piloted these efforts:
- Mars Hill College, a small private college serving 1,177 undergraduates in Mars Hill, a town near Asheville, NC is working on a co-curricular certificate program in civic engagement.
- Portland State University, a large public university serving 21K students in Portland, OR, has approved a Minor in Civic Leadership.
- The College of New Jersey, a medium-sized private institution serving 5,700 undergraduates in Ewing, close to Trenton, NJ, is working to develop a Leadership Minor with a significant civic service component.
- UCLA, a large public university serving 36K students in Los Angeles, CA, which has approved a Minor in Civic Engagement.
- Washington and Lee University, a private liberal arts institution serving 1,755 undergraduates, has approved a Minor in the Study of Poverty and Human Capability

Another set of institutions—Colorado College (CO), Lynchburg College (VA), Morehouse College (GA), Rutgers-Douglas College (NJ), Saint Mary's College (CA), University of Alaska Anchorage, Wagner University (NY), and West Chester University— joined the project

Bonner Knowledge Outcomes

Through this process, the developmental model added knowledge areas as intentional outcomes.

- **Public Policy**: structure and roles of government, ways to be involved in shaping public policy, and analyzing the implications of governmental policies
- **Poverty**: roots and conditions of poverty, implications, and possible solutions
- **International perspective and issues**: distribution of wealth, health care, environmental concern
- **Issue-based knowledge**: connected to direct service areas, such as of homelessness or hunger or education
- **Place-based knowledge:** connected to the place where the student is serving, such as knowledge of local context, history, economics, politics, and issues
- **Diversity**: understanding of issues of race, class, gender, culture, identity and belonging, and other issues of diversity

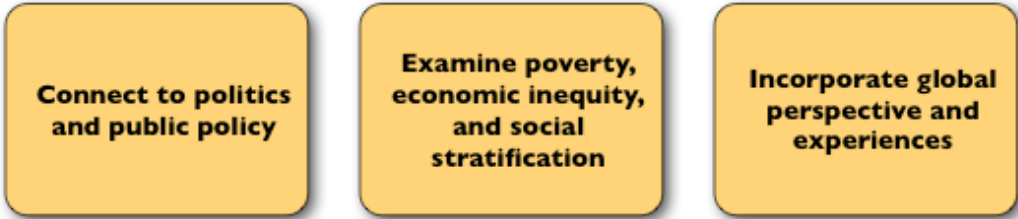## FIPSE Funding Supported Civic Engagement Minors

As of last year, fourteen campuses were profiled in a monograph on the Civic Engagement Minor program, published by American Association of Colleges and Universities.

Civic Engagement at the Center: Building Democracy through Integrated Curricular and Cocurricular Experiences explains the frameworks, types of courses, pillars of design, and lessons learned.
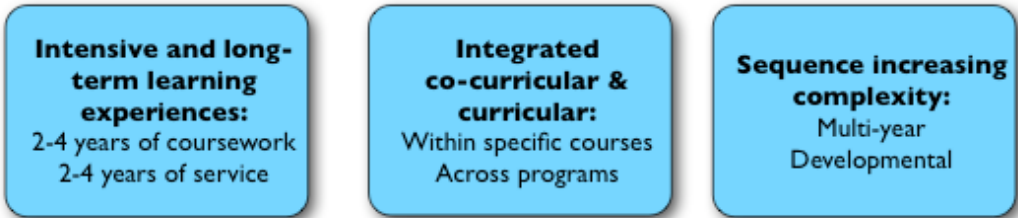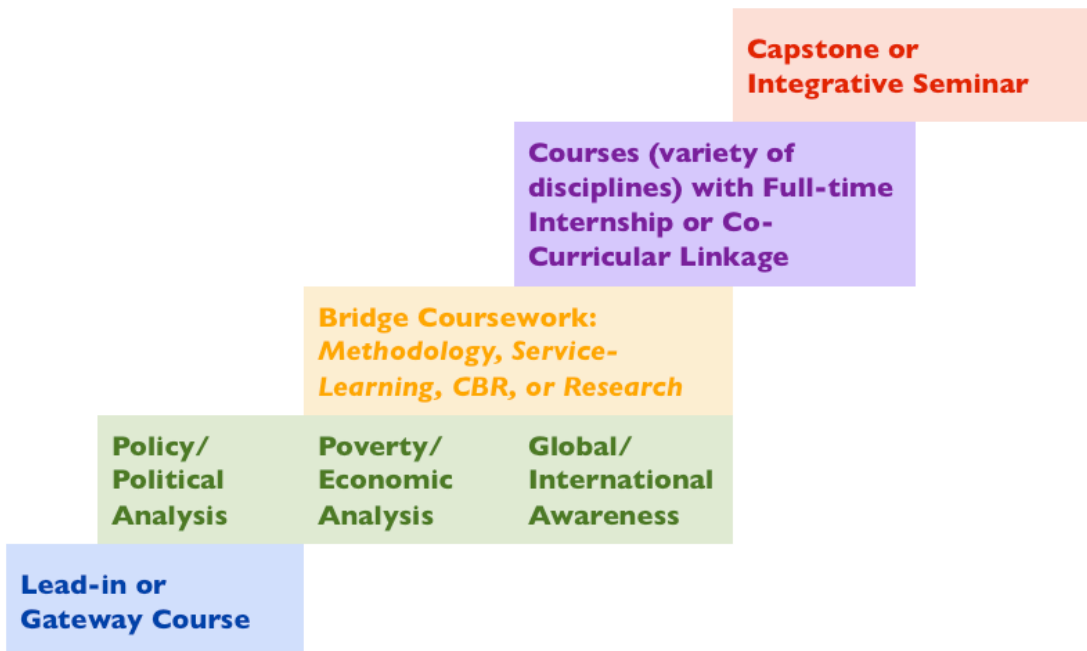
Pillars of Design

Courses

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

Structural

Intensive and 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

Types of Courses

As campuses created these models, several types of courses were identified in common:

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

Understanding the Link to Liberal Learning Outcomes

The framework and structure of this initiative rests upon developmental theory and practice.

For example, the framework links with many of the Liberal Education outcomes highlighted in the AAC&U *Greater Expectations* Report about best practices for liberal education. For example in that Report there are key outcomes, areas of knowledge, and expected responsibilities that colleges can help foster through facilitating strategies. These academic programs can indeed support these intentional learning goals:

Outcome	Facilitating Strategies	Relevant Application in Bonner Model
The Empowered Learner		
Communicate well in diverse settings and groups, using written & oral means	Writing assignments of multiple kinds (expository, creative, and personal); required and critiqued oral presentations	Students do written reflection and journaling in courses and co-curricular setting; Capstones; Senior Presentation of Learning
Employ a variety of skills to solve problems	Problem-based learning; undergraduate research; inquiry-based science labs	Students do individual and team-driven community-based projects to address problems; community-driven research in courses; policy research
Work well in teams, including those in diverse composition, and build consensus	Planned and supervised experiences in teamwork, both in class and in off-campus settings	Students do ongoing team-based work in co-curricular, course, and community settings; intentional education in diversity and teamwork; diverse composition
The Informed Learner		
The human imagination, expression, and the products of many cultures	Interdisciplinary and integrated courses on creativity through the ages	Interdisciplinary and integrated design of academic program (including policy, poverty, global); ongoing creative reflection activities
Global and cross-cultural communities	Drawing on students' diverse experiences to enrich classroom discussion; integrating study abroad into courses	Model includes international perspective and structures global awareness through courses and immersions; in-country service experiences deepen cross-cultural understanding
Modeling the natural world	Student team-designed lab experiments to answer questions	While not primarily in the natural sciences, students' community-based projects often require them to model strategies for community improvement and change
The Responsible Learner		
Active participation as a citizen of a diverse democracy	Service learning; debate on proposed solutions to current social problems	Co-curricular and course-based ongoing involvement with service learning and dialogue
Understanding oneself and one's multiple identities	Personal writing that requires self-reflection upon a wide variety of subjects, and that situates the self in relation to others	Ongoing written and small group reflection about identity; Capstone; Senior Presentations of Learning

Consider Campus Examples

You may find it helpful to read the monograph and learn more about the structure of the campus programs. Each of the following campuses is profiled:

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)

What You Can Do to Get Started

- **Inventory relevant courses;** use the FIPSE Blueprint to help

- **Identify faculty champions**

- **Discuss the model across campus;** distribute the monograph or build into a Bonner Foundation visit

- **Help faculty pilot courses;** consider incentive grants or a faculty development colloquia

- **Support students to catalyze connections;** students can help initiate individualized courses of study or new coursework

- **Identify parallel academic efforts,** such as centers or programs on campus

- **Identify and integrate with co-curricular connections, like Bonner**

Consider Some of the Lessons Learned

One section of the monograph addresses lessons learned. Some of these include:
- Move strategically to develop faculty knowledge and practice, as well as position academic connections in a way that meets broader institutional goals
- Foster a strong group of committed and engaged faculty and administrators who will champion the initiative
- Engage the vision or support of the President, Provost, and senior-level faculty
- Tap into iterest and/or demand on the part of students
- Leverage outside support and guidance from an entity like the Bonner Foundation

Look for good advice

Experienced practitioners noted:
- "Use an organizing approach."
- "Build a support base of key leaders in wide areas of the campus. Having multiple perspectives (different academic departments, student services and academic affairs, students, faculty, administrators, alumni) creates synergy and gives greater advocacy voice."
- "Be prepared for change and compromise."

Have the right meetings

- Meet with students about their current experiences in courses.
- Meet with faculty who teach something that corresponds or may be interested.
- Meet with community partners to generate interest and get their research interests.
- Meet with senior academic leadership to talk about potential strategy.

Consider Levels of Integration

When analyzing your campus's current situation and determining strategic next steps, it may be helpful to use a rubric. These indicators are part of a rubric for civic engagement and education developed by Barbara Holland.

Source: Barbara Holland, Portland State University	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

Self-Assessment and Evaluation

- **Academic Coursework:** identified relevant academic coursework (e.g., poverty, public policy, service-learning courses, CBR courses, and independent avenues for study-service connections); cross-section of students, faculty, and staff informed

- **Students' consistent academic connections:** Many students enroll in relevant coursework or participate in independently designed study or research projects

- **Faculty support and involvement:** High level of support for faculty involvement in civic engagement and academic-service connections; existing committees, interdisciplinary collaboration, tenure and promotion guidelines

- **Community voice and involvement:** Accessible channels by which community individuals and/or agencies can be involved in contributing to, designing, carrying out, and/or evaluating academic, research and service-learning activities; representation on institutional boards, presenting to classes; shaping research agenda

- **Community-Based and Policy Research:** institution engaged in CBR; community partners identify their research needs

- **Faculty promotion, rewards, and tenure:** Articulated rewards or incentives for faculty involvement; tenure and promotion guidelines support

- **Academic journey (FIPSE), certificate, minor or major:** Academic program—such as a minor, certificate, concentration, or major—addressing civic engagement

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Summary of Resources

- The monograph **Civic Engagement at the Center** provides a comprehensive overview

- The **Implementation Guide on Curricular Activities** provides a supplementary resource toolkit, including more detailed campus profiles, essays by faculty, and sample syllabi

- The **FIPSE Blueprint** worksheet contains questions and a framework for inventorying your current course offerings and strategizing about design

- The website **www.cbrnet.org** houses information from the National CBR Network Initiative, including news, information, links to resources, a live WIKI, searchable database directories and more.

- The website **www.PolicyOptions.org** provides an overview of that public policy research initiative,

- The **"Making Academic Connections Guide"** for student leaders and sections of the Bonner Student Handbook Live provide an overview of strategies directed at students, including definitions, practical activities, and resources.