



COLORADO
COLLEGE

THE DIFFERENCE

MAR. 2013
ISSUE 5

The Collaborative for Community Engagement Newsletter

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CCE News



The CCE introduces new registration process and advising structure.

Service Quote of the Block:

Service is what life is all about.
–Marian Wright Edelman

by Laurel Hecker '13

This spring, the Collaborative for Community Engagement is beginning a new process of registering student-run groups for the upcoming academic year. All new and returning groups are required to apply or re-apply for sponsorship under the CCE. The intent of this process is to solidify each group's mission and logistical plan for the future, as well as ensuring that CCE staff will provide effective advising to each group.

The application process is currently in progress: during 6th Block, the Collaborative staff held information sessions to inform students about the new registration process. Applications will be due for an initial review on the last day of Block 6, March 13. During the first week of 7th Block, the registration panel

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will assess all applications and provide feedback to the student groups. If necessary, groups will then have the opportunity to revise their applications and resubmit them by the second Friday of 7th Block. Groups will be notified of the panel’s final decisions on the first day of 8th Block.

The process of applying for CCE sponsorship fosters a series of conversations between a student group and its CCE advisor. During this interaction, both parties will collaborate to form goals and understand the expectations and needs of the program. They will also intentionally examine their service delivery, the impacts of their work, and academic research

regarding their area of service.

This past year, the CCE began dividing student organizations into three “tracks” based on the intentions, groups, and concepts that they engage with. The three tracks are K–12 Education, Public Health, and Human Rights. Groups work with their track’s advisor for logistical and conceptual advice, and take part in focused workshops that seek to improve their service delivery and impact in the community.

As part of the application process for the upcoming year, groups will choose an advising tier. The tiers are a new aspect to the CCE, and are based on the level of direct guidance and interactions required by

different groups. There will be three tiers, with Tier 1 receiving the most intensive advising, and Tier 3 needing the least. The various levels will have access to different numbers of one-on-one meetings with their advisor, workshops, and grant funding opportunities.

Though the registration process is more stringent and extensive than it has been in past years, the CCE believes that such intentional thought and conversation about intent, needs, service delivery, and relevant academic work will improve the work that students do in the community over the long term.

More information, along with the registration application and student manual, is available on the CCE website. If you have questions or comments about the registration process or advising structure, please contact any of the CCE staff members.

Advising Tiers

	Group Description	Receives access to:
Tier 1	Highly motivated to engage in academically rigorous, long-term projects and initiatives; May work with high-risk constituents	<ul style="list-style-type: none"> •all track-wide meetings •seven one-on-one meetings per year •four track-wide workshops •application to all CCE grant opportunities
Tier 2	Desires increased opportunity for reflection and analysis of their work; May work with moderate- to high-risk constituents	<ul style="list-style-type: none"> •all track-wide meetings •four one-on-one meetings per year •two track-wide workshops •application to Tier 2 and Tier 3 grant opportunities
Tier 3	Does not require frequent or complicated advising; Engages in low-risk work; Limited desire for reflection or scholarly analysis	<ul style="list-style-type: none"> •all track-wide meetings •three one-on-one meetings per year •one track-wide workshop •applications to Tier 3 grant opportunities only

Registration Calendar

6th Block	Information sessions; application advice
Last Day 6th Block	Applications due
1st Week 7th Block	Panel reviews applications
1st Friday 7th Block	Initial decisions made; application feedback provided
3rd Week 7th Block	Panel reviews revised applications
1st Monday 8th Block	Final decisions announced

CEL Certificate

by Laurel Hecker '13

One of the main goals of the Collaborative for Community Engagement is to synthesize scholarship and service. In line with that goal, the Community-Engaged Leadership (CEL) Certificate is a program that focuses on bringing together students' curricular and co-curricular interests.

Originally a program of the Partnership for Civic Engagement, the CEL Certificate began during the 2009-10 academic year. It was founded by professors Kris Stanec and Sarah Hautzinger, in order to create a space where students could intentionally link what they learned in class to their activities in the community. The cohort of students who have applied and been accepted to the program complete four components to earn their certificates. They must take a number of community-based learning courses, have several long-term community engagement activities, take part in the group's leadership development workshops, and complete a capstone project. Students join the program during 6th block of their freshman or sophomore years, and work towards their certificates until they graduate, with the guidance of the program director, faculty advisor, and staff advisor.

During each block of

the school year, the CEL cohort meets twice for workshop sessions in which students work on expanding their leadership skills and develop their capstone projects. The designing of a capstone project is a long process that involves collaboration and critiques from the advisors and other students. Current CEL staff advisor Beth Kancilia says of the process that the group is continually, "asking tough questions, tearing it apart, but also praising the things that are working really well... just helping them develop a better project."

CEL capstone projects can take many forms. In the past, students have founded a non-profit organization, created and co-taught an adjunct course, written the financial sustainability plan for an NGO, and started a theatre summer camp for at-risk kids—among other things. The range of projects is broad, confined only by the interests of the students. Members of the CEL cohort represent a variety of academic and co-curricular interest areas, from Economics majors to Feminist and Gender Studies majors, from CC Student Government representatives to members of Farm Club. Regardless of one's areas of interest, CEL can be an extremely valuable experience. Jessica Copeland, Director of the CCE and program director of the CEL

Certificate, explains, "it provides a sense of community... with people who value this kind of work, who are committed to this kind of work, and who you can bounce your ideas and your concerns off of. You remain in conversation with these people for three years, which is something that, on the pace of the block plan, is hard to find."

Along with the community environment that the CEL creates, the program also equips students with the ability to engage in community-based work at CC and beyond. "We want to give students tools for engaging in civic action with community partners," says Copeland, "so we introduce them to doing needs assessments, asset mapping, et cetera." Sustainability of work is stressed throughout the program, in the relationships created through capstone projects, as well as in trainings and workshops. Once the students have acquired knowledge and skills, they can teach them to their student organizations or use them in settings far beyond CC. The pay-it-forward model of the CEL program enables its far-reaching effects.

As the Collaborative as a whole is undergoing development and changes, the CEL Certificate is also progressing. In the future, its curriculum will focus on more structured skill-building sessions. Copeland

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explains, “We designed some of these workshops to align with the learning outcomes of the Collaborative... we emphasize building reciprocal relationships with the community and integrating academic scholarship into your work.” Through specific lessons and workshops, the CEL program imparts both hard and soft skills necessary to

civic engagement.

Overall, the CEL Certificate program stresses critical thought about community work. Kancilia sums it up, “Sometimes in the society and place we’re in, we too quickly praise all community engagement, but all of these things, especially globally, have roots in imperialism and colonialism.

So how do we continue to do good work, do it more intentionally? We’ve gotten to this level of community engagement and that’s wonderful, but let’s not stop evolving.”

This year’s graduating cohort members will unveil their capstone projects on the first Friday of 8th Block in Gaylord Hall.

Empty Bowls

On Monday, March 4, CC students, staff, and community members gathered in Bemis Great Hall in support of the CC Community Kitchen. Empty Bowls, the annual Kitchen fundraiser, is a collective effort that combines the work of many groups across campus and in the community. Pottery instructor Greg Marshall and his students produce hundreds of bowls for patrons to fill with soup. The soup is mostly made and donated by students and staff, with even more provided by Bon Appetit. As they ate, attendees were entertained by a capella from Room 46, and music from CC’s bluegrass and jazz ensembles. Empty Bowls is a perennially well-attended event, and this year’s event attracted about 300 guests and raised an estimated \$2,500 for the CC Community Kitchen.



Empty Bowls



“I worked the bowl table for the majority of the night, arranging the bowls on the table and helping people select their own. I loved getting to see everyone’s reactions to how many beautiful bowls we had. My favorite part of the event is how excited people get to find out which potter made their bowl and how appreciative everyone is of the work that goes into making so many beautiful, unique piece of pottery.”

—Claire Lukeman ‘14, Empty Bowls co-chair



photos by Laurel Hecker

Upcoming Event Spotlight

The Cool Science Big Show

The Cool Science Festival at Colorado College will be held on **April 6 from 11 a.m. to 3 p.m.**

The event attracts about 500 community members to campus. It is hosted in conjunction with the Cool Science non-profit. This year the group has partnered with Greek Life, and student groups can also host a small science booth.

Special Demonstrations:

11:00 a.m.: HOT Chemistry at the Fishbowl (Olin 1) — demonstrations on chemistry reactions with colorful sparks and solutions.

1 p.m.: Water Science at the Fishbowl (Olin 1) — demonstrations with water, dry ice and super cold liquid nitrogen!

Ongoing activities will include:

Liquid nitrogen ice cream, silly putty, iron in cereal, making stethoscopes, lasers, lenses, fiber optics, black lights, phosphorescent glow board, art with shaving cream, carrot submarine, acid/base neutralization, invisible ink, non-Newtonian fluids, face painting, rockets, and phone book tug-o-war.

Grant Funding Opportunities

The Collaborative for Community Engagement is able to award a small number of “mini-grants” to students and groups within the CCE program to support innovation and creative projects in the fields of community-based service and learning.

Grants are available to:

- student groups advised by the CCE
- LLCs
- students in the CEL Certificate program
- students taking a community-based learning course
- students working in a community work-study placement

Funding is available to support:

- community-based learning projects
- community-based research projects
- community service projects that feature significant reflection

Especially those that feature:

- creative, reciprocal, and sustainable collaboration between diverse constituents

Funding will not exceed \$300 and cannot be used for travel or lodging costs, or to hold a one-time event.

Biosciences Outreach

by Taylor Schwabe '16

On campus, there exists a small group of Colorado College students that have seized the opportunity to make productive use of their Friday afternoons before the night's festivities take place. Who are these students, and what motivating force is causing them to be productive on a Friday afternoon after a long week on the block plan?

These students form Colorado College's Biosciences Outreach Club. As indicated by the name, the club aims to foster and share an appreciation for the biosciences, and a range of other scientific fields, at CC and in the community of Colorado Springs. Perhaps the most meaningful way this goal is achieved is by the club's volunteer outreach to Audubon Elementary School. During two Friday afternoons each block, the club conducts a fun, science-related "lab" activity with 4th and 5th graders that have chosen to participate in this science program at the end of their school day.

The labs are far from what one may imagine a typical science lab to be. Over the past semester, the kids have used basic science to tie-dye t-shirts with ethanol, make super bouncy balls and s'mores, make

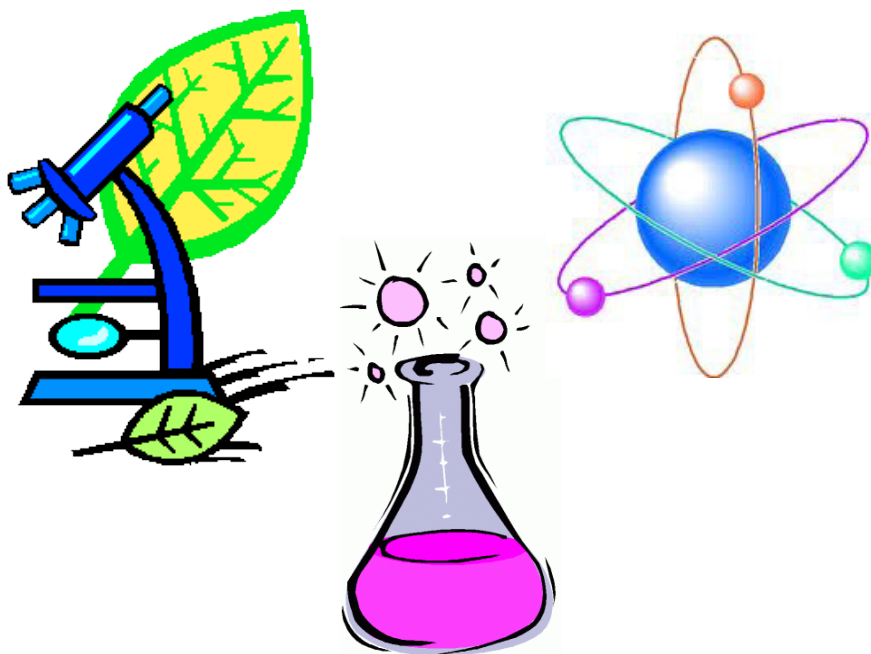
it snow, and naturally, to make big noises and big explosions. Indeed, it is at times equally entertaining for the college students to assist as it is for the elementary school kids to participate.

What is even more rewarding is observing how the students are coming to appreciate science and learning at a young age. Looking around at the group as they perform the lab, it is easy to see how much they want to learn and be present—their eyes are intently focused on the project in front of them, and some are even taking notes so that they can repeat the lab on their own. When asked about their favorite subject, a group of kids overwhelmingly responded, "SCIENCE!!"

The club also encourages

the sharing of appreciation for biosciences on campus. On the days before the labs are conducted, the club meets to casually discuss recent and relevant developments in the bioscience world.

Not a science person? Don't be intimidated—no prior knowledge is necessary to help execute the labs with the elementary students. We learn just as much as the kids! The emphasis is certainly not on technical aspects of science, but rather on fostering an excitement for education. Biosciences Outreach provides is a great match for any CC student that wants to get more involved and make a difference for the young population of Colorado Springs.



Upcoming Events and Announcements

Cool Science Big Show	
April 6	Cool Science’s annual Big Show interactive science festival will be held on April 6 from 11 a.m. to 3 p.m.
CEL Capstone Unveiling	
April 26	Senior members of the CEL Certificate cohort will present their capstone projects to the public at lunchtime in Gaylord Hall on April 26.

Happy Spring Break!

COLORADO COLLEGE

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Our Mission Statement:

The Collaborative for Community Engagement challenges students and faculty to integrate rigorous liberal arts scholarship with collaborative community-based work in ways that strengthen and transform both in the process. In the tradition of liberal education and its emphasis on active citizenship, we provide a continuum of opportunities for the Colorado College community to deepen and contextualize classroom learning by engaging in reciprocal and sustainable collaborations with local, regional, national, and global partners. By fostering skills for planning, implementing and examining civic action, the Collaborative facilitates leadership development and promotes a social responsibility that is reflective, imaginative, and self-aware.