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 arts 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.

Learning Outcomes

The programs of the CCE seek to build capacity in the following domains:

1) Building reciprocal community partnerships
   a. Participants can define reciprocity as it applies to community-based work
   b. Participants can argue the merits of building reciprocal collaborations with community partners
   c. Participants can discuss challenges inherent in building reciprocal collaborations with community partners
   d. Participants can articulate best practices in building reciprocity
   e. Participants can evaluate the extent to which their community relationships are characterized by reciprocity
   f. Participants can develop action plans for building reciprocity

2) Promoting sustainable community-based projects
   a. Participants can define sustainability as it applies to community-based work
   b. Participants can argue the merits of sustainable community-based work
   c. Participants can discuss the challenges inherent in sustaining community-based work
   d. Participants can articulate best practices in building sustainable community-based work
   e. Participants can evaluate the extent to which their community-based work is sustainable
   f. Participants can develop action plans for building sustainable community-based programs

3) Integrating rigorous academic scholarship into community-based work
   a. Participants can argue the merits of basing community-based work on best practices as suggested by relevant scholarly literature
b. Participants can discuss the challenges of basing their community-based work on best practices

c. Participants can prepare literature reviews of peer-reviewed literature relevant to their work

d. Participants can articulate the ways in which their community-based experiences support, nuance, and/or challenge relevant scholarly theory

e. Participants modify their approaches to community-based work as new discoveries are made in relevant scholarly fields

4) Engaging in systems-level thinking

a. Participants can describe the broader social, historical, cultural, economic and/or ecological context of the social problems they are addressing

b. Participants can articulate the ways in which their work supports, maintains, and/or challenges structures that maintain the social problems they are addressing

c. Participants can articulate the value of building coalitions between actors working at all levels of the spectrum of prevention

d. Participants can articulate the importance of holding a systems view throughout the cycle of community-based work

5) Communicating effectively

a. Participants can articulate the importance of effective communication with stakeholders throughout the course of community-based work

b. Participants can discuss the challenges inherent in communicating with diverse stakeholders

c. Participants can articulate best practices in building effective communication

d. Participants can evaluate the extent to which their community relationships are characterized by effective communication

e. Participants can develop concrete plans for improving communication

6) Addressing diversity and inclusion

a. Participants incorporate diverse perspectives into their work

b. Participants can articulate dynamics of power, privilege, oppression and injustice present in interactions with the communities with whom they work

c. Participants can articulate best practices for interrupting bias or discrimination.

d. Participants can engage with community members in ways that avoid the presumption of normative status with regard to common forms of inequality (race, class, gender, sexuality, ability, religion, etc.)

e. Participants can articulate how their particular combination of privileged and marginalized statuses has shaped their life experiences and ways of seeing the world
7) Reflecting on civic identity development
   a. Participants can describe the ways in which their community-based work relates to their sense of themselves as scholars and citizens
   b. Participants can discuss the benefits and challenges of remaining engaged in community-based work
   c. Participants can identify areas of skill development crucial for pursuing personal goals
   d. Participants can argue for the importance of self-care in mitigating organizer burnout and compassion fatigue
   e. Participants can articulate ways in which they personally engage in effective self-care

8) Navigating civic systems
   a. Participants can conduct systematic needs assessments
   b. Participants can conduct systematic asset mapping
   c. Participants can convene and facilitate meetings with diverse stakeholders
   d. Participants can deliver public presentations of their work to diverse stakeholders
   e. Participants can prepare and present to diverse stakeholders
   f. Participants can articulate best practices for navigating civic systems
   g. Participants engage in professional conduct