

COMMUNITY ENGAGED SCHOLARS

Welcome to the Orientation!

Sign in and make a nametag. As you find a seat,

- (1) *Learn everyone's name at your table*
- (2) *Share why you want to be an Engaged Scholar*

Orientation Goals

- Get to know one another!
- Answer questions that you have about the Community Engaged Scholars program components
- Guide you through the Engaged Portfolio
- Discuss together what “community engagement” means to you
- Share information on opportunities to engage and your own engagement experiences
- Reflect on potential harms and limits of community engagement and how to minimize them

COMMUNITY
ENGAGED
SCHOLARS

Who are the
Community Engaged
Scholars?

COMMUNITY ENGAGED SCHOLARS

Program Mission

The Community Engaged Scholar program develops and supports students' commitment to and capacity for sustained, informed, and deliberate community engagement. By enrolling in the program, students commit to:

- (1) consistently engage in community work throughout their undergraduate careers, and
- (2) make an effort to learn from, and apply learning to, those experiences.

Commitment One

Students commit to consistently engaging in community work throughout their undergraduate careers.

Specifically, 75 hours per year you have left at CC.

- First Years: 300 hours
- Sophomores: 225 hours
- Juniors: 150 hours
- Seniors: 75 hours

(Averages out to 10 hours per block.)

But what is “community engagement”?

This is a simple but often underexplored question; take a few minutes to write down your definition (2-3 sentences)

Is *this* “community engagement”?*

NO! Not community engagement at all

Definitely community engagement **Yes!**



*Consider the definition you wrote but also feel free to revise it as you think about these specific situations.

During her first spring break at CC, Addison decided to go on an Alternative Spring Break through BreakOut. For part of the break, they ended up working with Habitat for Humanity, building houses in rural Alabama.

NO! Not community engagement at all

Definitely community engagement **Yes!**



*Consider the definition you wrote but also feel free to revise it as you think about these specific situations.

In her second year at CC, as part of the GlobeMed club, Julia helped raise \$6500 for WOPLAH (Western Organization for People Living with HIV Aids) to support microbanking and provide poultry and goats to the community.

NO! Not community engagement at all

Definitely community engagement **Yes!**



*Consider the definition you wrote but also feel free to revise it as you think about these specific situations.

Last summer, Matthew worked as a paid intern at the CC Farm, growing organic vegetables to share with the campus community and selling these vegetables at the local farmer's market.

NO! Not community engagement at all

Definitely community engagement **Yes!**



*Consider the definition you wrote but also feel free to revise it as you think about these specific situations.

Last year, Brynn attended a protest against a No Sit No Lie ordinance in Colorado Springs that would prohibit homeless people from sitting and laying in public areas.

NO! Not community engagement at all

Definitely community engagement **Yes!**



*Consider the definition you wrote but also feel free to revise it as you think about these specific situations.

Olivia currently works as a Peer Health Educator through the Preventive Education and Empowerment for Peers (PEEPs) program run out of the CC Wellness Resource Center. PEEPs are committed to promoting the health and wellness of the campus community.

NO! Not community engagement at all

Definitely community engagement **Yes!**



*Consider the definition you wrote but also feel free to revise it as you think about these specific situations.

What does “community engagement” mean to YOU, and why?

The goal of the Engaged Scholars program is to encourage students to consider and articulate how what they’re doing constitutes engaged citizenship and addresses social and environmental needs - rather than setting bounds around what we understand to be engagement.

Work that does not fit into your own vision of and philosophy of community engagement should not be documented in your Engaged Portfolio.

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Community Engagement

We conceptualize community engagement broadly to include any pursuit that works with a community or campus partner to address a social or environmental need, or indirectly contributes to the mission of those partners through raising awareness around social or environmental issues.

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Community Engagement Guidelines

- All engagement must benefit or be through an established nonprofit (including CC campus partners), community-based, or government organization.
- No need to verify hours. This program is subject to the CC Honor Code.
- Hours should be as accurate as possible, and can't be logged for future experiences.
- Can document engaged work or events one attended that occurred the same semester the student applied (beginning during NSO).
- Same block reporting! Hours, skills trainings, and learning opportunities are always due the last day of the block break after the block in which they occurred.
- Summer hours are due by the end of block 1.
- At least one hour per semester to stay active in the program, unless a student can demonstrate that they are unable to engage that semester.
- Summer hours and experiences CAN fulfill program commitments.
- Receiving payment does not exclude an activity from fulfilling requirements.
- Up to 12 hours of engagement per day for overnight and immersive experiences (only includes time spent engaging - excludes social time, sleep and travel time)
- Community engagement includes communities abroad, your hometown, communities in which you live in the summer, etc.

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What does not count as community engagement?

- Hours completed before the semester a student enrolls does not fulfill the hour commitment.
 - (but does demonstrate previous commitment for upper division students)
- Independent work not connected to a campus or community partner organization
- Travel time to and from sites
- Work that is associated with promoting or converting others to a specific religion
- Work that does not fit with a students' own understanding of community engagement
- Work through an engaged student organization that is primarily social in nature or dedicated to goals other than community engagement.

Questions? Email jordan.radke@coloradocollege.edu

What are my options to engage?

Panelist	Engaged Program
Shanna Farmer	CCE student organizations CC Votes
Ali Baird	BreakOut
Lani Hinkle	PIFP Summer Fellowships
Ian Johnson	Sustainability Interns/Volunteers EnAct
Erica Shafer	Community-Based Work Study
Heather Powell Browne	off-campus study
David Harker	CEL, CBL courses

Engagement @ CC Panel

What are my options to engage?

Student Experiences

- (1) If you have been or are currently involved in community engagement in Colorado Springs (or regional opportunities coordinated through CC) ... Write the names of these experiences on the paper provided.
- (2) Make into a table tent so that others can read them.
- (3) Split the people in your table that have experiences to share into 3 groups – an A, B, and C group.
- (4) A group – table tents up! (2 minutes to look, 3 to chat)
- (5) B group – table tents up! (2 minutes to look, 3 to chat)
- (6) C group – table tents up! (2 minutes to look, 3 to chat)

Engagement Speed Dating!

Thank you for sharing your experiences!

Where I keep track of my hours?



COLORADO COLLEGE

**Collaborative for
Community Engagement**

How to Use Summit for Community Engaged Scholars

Commitment Two

Students commit to making an effort to learn from, and apply learning to, those experiences.

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8 Learning Opportunities

A learning opportunity is an event that helps students to understand *the causes, consequences of, and strategies for change* in the social or environmental problems in which they engage. These can be lectures, panels, conference presentations, discussions, or short courses hosted by campus entities or community organizations.

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Learning Opportunities

- By "**causes**" we mean identifying and analyzing the root sources of problems - how problems arise and how they are maintained. For example, a documentary on how standardized tests increase the achievement gap.
- By "**consequences of**" problems we mean the impacts of issues on real human communities and environments -- examining the "so what?" factor. For example, a lecture examining the consequences of fracking on human health.
- By "**strategies for change**" we mean interventions and proposed solutions -- focusing on how we best address social problems and work toward change. For example, a panel on antiracism in personal interactions.

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Learning Opportunities

Other Criteria of Learning Opportunities:

1. Can be on or off-campus, hosted by academic departments, campus offices, or partner organizations.
2. Must last at least one hour.
3. Each opportunity used to fulfill the requirements of the program must occur on separate days, in order to spread out learning and give students time to process (i.e. cannot count a longer conference as two learning opportunities or attend back-to-back lectures).

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Can you think of
examples?

Learning Opportunity Examples

Insert Web Page

This app allows you to insert secure web pages starting with `https://` into the slide deck. Non-secure web pages are not supported for security reasons.

Please enter the URL below.

`https://`

`www.coloradocollege.edu/c`

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26 Colorado College CCE Calendar

View By: [Day](#) | [Week](#) | [Month](#) | [Year](#) Print

« September 2016 »

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1 7-9pm CC Votes! Donna	2	3
4 12-3:30pm Butler Center Poli	5	6	7 4-6pm Butler Center Dia	8 3:30-6pm Colorado College 4-6pm Butler Center Dia 6-7:30pm OxFam America I	9 8am-5pm Colorado Consum	10
11	12 7:30am-12pm People's Access to	13 2:30-3:30pm Catholic Charities	14	15	16	17 8am-1pm Human Trafficking
18	19	20	21	22	23	24

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Skills Training

A skills training is an experience that helps develop students' capacities and skills to meaningfully engage in the community. Specifically, skills trainings seek to cultivate competencies related to: working in the nonprofit world or social sector, being an active democratic citizen, collaborating, working on collective solutions, and working across lines of difference.

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Competencies

• 1: Working in the NonProfit World or Social Sector

- Project Management: planning, management, evaluation, event-planning, administrative skills
- Skills for Organizations: mission-building, organizational assessment
- Fundraising, Grant Writing, and Philanthropy

• 2: Being an Active Democratic Citizen

- Advocacy, Activism
- Political Organizing, Voter Registration, etc.
- Policy Work

• 3: Collaborating

- Teamwork, Leadership, Interpersonal Skills
- Communication Skills
- Group facilitation, Teaching skills
- Partner or Coalition Building

• 4: Working on Collective Solutions

- Awareness-Raising
- Problem Solving, Critical Thinking
- Collaborative, Applied Research; Data analysis and Presentation
- Social Entrepreneurship and Innovation

• 5: Working Across Lines of Difference

- Diversity and Cultural Competence
- Community Organizing
- Being an Effective Ally

An engagement-specific training develops skills that contribute to one's ability to do specific community-based work that do not neatly fit into the categories above.

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Skills Trainings, Cont.

To count as a skills training, the workshop/training must:

1. Cover skills that benefit not only oneself, but the community, through enabling you to better contribute to organizations, projects, and for the public good.
2. Must be in-person, interactive, and designed for participants to build and practice skills. Events in which participants gain information or awareness must be documented as learning opportunities.
3. Can be on or off-campus, hosted by academic departments, campus offices, partner organizations, or other community stakeholders.
4. Must last at least one hour.
5. Each training used to fulfill the requirements of the program must occur on separate days, in order to spread out learning (ie cannot count a longer conference as two skills trainings or attend back-to-back workshops).

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Skills Trainings Examples

Can you think of examples?

Colorado College CCE Calendar

View By: [Day](#) | [Week](#) | [Month](#) | [Year](#)

◀ Week of 9/26/16 ▶

Mon Sep 26		Nothing scheduled
Tue Sep 27		Nothing scheduled
Wed Sep 28	6:30pm to 8:30pm	Wellness Resource Center BADASS Certification
Thu Sep 29		Nothing scheduled
Fri Sep 30		Nothing scheduled

Orientation	applied to work within the nonprofit sector.
Advocacy Training	Coming Soon!
<u>Wellness Resource Center Trainings</u>	
<u>BADASS Bystander Intervention Trainings</u>	BADASS – Being Aware, Deciding to Act, and Saying Something – trainings provide you the skills to help you prevent sexual and relationship violence, respond to people in distress, and create an inclusive community.
Story-Telling for Social Change	This training increases skills related to: public speaking, self-awareness, and understanding of social

Source:

<https://www.coloradocollege.edu/engaged-scholars/skills->

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Engaged Portfolio

- The purpose of this portfolio is to help students articulate and illustrate their commitment to and capacity for informed, deliberate, and critical community engagement.
- Each time students document engaged work, they respond to a brief series of questions designed to promote progressively nuanced reflection on their experiences.
 - This portfolio allows students to build on their thoughts and insights by serving as an ongoing journal.
- Additionally, the portfolio may be leveraged into post-graduate experiences by summarizing experiences and skills in a useful format for potential employers and applications.
- The portfolio is thus both a program component as well as an end-product.

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Sample Questions

What kinds of questions will I respond to when I document work?

Engagement Hour Reflection Questions

- How have you been changed by this experience? Consider what you might have learned about yourself, the population with whom you work, the social/environmental context of your work, or your academic discipline; or how the experience might have affected your worldview, values, or understanding of what it means to be an engaged citizen.

Learning Opportunity Reflection Questions:

- Analyze how you might be implicated in the social problems about which you learned.

Skills Trainings Reflection Questions:

- Identify the skills and capacities held by the communities with which you work that could be used to address social/environmental problems. Then, consider how the skillset you learned would build on and further develop those existing skills.

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Reflection FAQ

How long do my responses need to be?

Quality matters much more than quantity. Your task is to demonstrate that you have made an effort to critically reflect on your experiences in an ongoing way.

If I do the same thing multiple times a week or block, do I have to re-do the questions each time?

We recognize that it can take some time for new insights to develop, and so have added a “copy” feature that will transfer your responses to the reflection questions. However, we encourage you to review and update these responses periodically.

Who reads my responses?

Your entire portfolio will be reviewed by CCE staff when you apply to graduate as a Community Engaged Scholar. In the meantime, I will review responses in an “audit” fashion – checking into randomly chosen portfolios throughout the program.

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Graduating as a Community Engaged Scholar

- Seniors in the program will attend a Senior Retreat to share and reflect on what they've done and learned.
- To apply to graduate with the distinction of Community Engaged Scholar, you will submit your Engaged Portfolio for CCE staff to review at the end of your senior year.
- Students who have fulfilled all program components and demonstrated their effort to reflect on these experiences will receive the distinction.
- Community Engaged Scholars will be honored at a Graduation Celebration and stoles to worn at the graduation ceremony.

Q: I am a sophomore. How many hours of community engagement do I need to complete to graduate as a Community Engaged Scholar?

A: 225

Q: I am a senior and I already completed over 300 hours of engagement through a PIFP fellowship. Does this mean I'm done?

A: No. As a senior, you commit to 75 future hours this academic year (though we applaud your previous work!)

Q: I attended several sessions at a conference, so can I log 6 learning opportunities?

A: No, you can not log more than one learning opportunities per day.

Q: I attended a workshop on how to respond to victims of domestic violence. Is this community engagement?

A: If the primary purpose of the event is to learn a skill, for the purposes of the program this would count as a Skills Trainings.

Q: By when do I need to log experiences?

A: The end of block break after the block in which you participated.

Program Component Quiz

Q: I am involved in Amnesty International, and we just planned and hosted a holiday party for our members. Is this community engagement?

A: No. Community engagement must benefit, directly or indirectly, the community. Some groups and activities will have some engaged aspects, and other aspects that are not engaged. Only document true engagement.

Q: How long do my responses to the reflection questions need to be to graduate as a Community Engaged Scholar?

A: Quantity is less important than quality. The key thing is to demonstrate that you are reflecting on your work as you engage, and that you are making a good faith effort to learn from your experience and connect it to your other activities and coursework.

Q: If I don't finish the program components, am I still a Community Engaged Scholar?

A: While we applaud your efforts, we reserve the Community Engaged Scholar distinction and honor to those who fulfill the commitments of the program.

Program Component Quiz

ReCap: Components of

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SCHOLARS

To graduate with the distinction of “Community Engaged Scholar,” students engage in (and document) the following over the course of their time at Colorado College.

- An orientation session
- Hour commitments*, designed to total around 10 hours each block.
 - First years: 300 hours
 - Sophomores: 225 hours
 - Juniors: 150 hours
 - Seniors: 75 hours
- 8 approved co-curricular learning opportunities
- 4 approved skills trainings
- Ongoing reflection through documenting activities in an Engaged Portfolio
- A senior reflection retreat

**In addition to these future commitments, upper division students must demonstrate previous commitment to community engagement through documenting engaged activities they have participated in during previous years as a CC student.*

Example Scenario #1 (first year)

	Year One	Year Two	Year Three	Summer	Year Four
Engagement	Mentors at a local middle school around 10 hrs/block		Studies abroad in the fall. Mentors in the spring for 10 hrs/block	Interns at New Era Colorado doing voter registration for a total of 50 hours	Busy applying to graduate school and unable to mentor, volunteer for one-time opportunities for 20 hours, attends a BreakOut ASB trip for another 30 hours.
Skills Training	Wellness Resource Center training	CCE training		New Ear training on how to register people to vote	SafeZone training
Learning Opportunities	Three Butler Center dialogues	Conference on human trafficking	Lecture on political engagement, talk on sweatshops		Speaker on homelessness at a local nonprofit, Career Center panel for PeaceCorps volunteers

Example Scenario #2 (junior)

	Year Three	Year Four
Engagement	Community work-study position at Colorado Springs Food Rescue (180 hours)	Amnesty International member (40 hours), BreakOut Saturday Trips (30 hours)
Skills Trainings	SAIL Trainings (3)	5 Elevate workshops
Learning Opportunities	Diversity Conference at UCCS, campus speakers (3)	BreakOut reflection dinners (4)

Questions?

Our Commitment to You

The CCE commits to making it easy for you to find opportunities to engage and learn from engaged experience. Here's how.

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How to Find Opportunities

Summit

- CCE Student Organizations
- Nonprofit-Requested Volunteer Opportunities
- Nonprofit Database
- Engagement Calendar (short-term, one-time opportunities)

Website

- Lists of ongoing community engagement programs, skills trainings, and learning opportunities
- Summit features embedded

Social Media and Listservs

- Community Engaged Scholars Facebook
- CCE Facebook
- CCE Digest

So, is “community engagement” always good?

How might community engagement be limited in how much it can effect social/environmental change?

How might community engagement be harmful to communities, maintain inequality, or perpetuate the problems it seeks to address?

How might you, or your partner, benefit from the existence of problems?

In light of these critiques, how can we engage in community-work in ways that minimize some of these pitfalls and potential harms?

In your opinion, what forms of community engagement minimize the potential drawbacks and limits of community engagement?

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Next Steps

Go Forth and Engage!

Start Documenting and Reflecting on Your Work!

Join us on Facebook!

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Thanks for coming, and please fill out the feedback survey!