



COLKET & FACULTY COLLABORATIONS

**OFFICE OF CULTURALLY AND
LINGUISTICALLY DIVERSE
EDUCATION**

**QUANTITATIVE REASONING
CENTER**

RUTH BARTON WRITING CENTER

SPATIAL LITERACY CENTER

SPEAKING CENTER



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Colket Overview

The **Colket Center** consists of:

- The Office of Culturally and Linguistically Diverse (CLD) Education
- The Quantitative Reasoning Center (QRC)
- The Ruth Barton Writing Center
- The Spatial Literacy Center
- The Speaking Center

We are **10 professional staff** and employ **120 trained peer tutors**.

Students choose to come to the Colket Center because they value **self-directed, peer learning**, as well as the expertise of professional staff.

We also see students because faculty arrange **workshops, request Learning Assistants, refer students, and schedule research projects** through our centers.

At least 95% of students are in contact with the Colket Center each year.



Reaching out to Colket Professional Staff on Behalf of Students

If a student is consistently struggling to finish writing assignments, has expressed debilitating anxiety with public speaking, or is otherwise behind on assigned work, please contact the relevant Colket director. Professional staff can meet one-on-one with your student to get them back on track.

How to refer a student? If a student you know may benefit from working with the Colket Center, carbon copy the student on the email, include the reason for the referral, and any course-specific context that may be useful. The Colket Center professional staff member, student, and professor will then be encouraged to work collaboratively on pursuing academic success.

When to refer? Please refer students as early in the block as possible. We often are connected with students in late week three or week four, and by then the student has fallen behind.

Students Working on Thesis - Design and Support

The Colket Center frequently helps students with senior theses via data gathering (Spatial Literacy), research design (QRC), writing (Writing Center), and final presentations (Speaking Center). In addition, the Writing Center offers GS399, a two-block adjunct designed to create accountability and support for thesis writers.

Colket Center Syllabus Statement

Please copy and paste this statement into your syllabus to direct students to academic support:

The Colket Center for Academic Excellence, located in Tutt Library, is available to support your academic life at CC. The Colket Center offers a collaborative approach to learning through the [Writing Center](#), [Quantitative Reasoning Center \(QRC\)](#), [Speaking Center](#), [Spatial Literacy Center](#), and [Office for Culturally and Linguistically Diverse \(CLD\) Education](#). Students can schedule an appointment or drop-in Sunday-Friday. Students can make peer tutoring appointments with the Speaking Center or Writing Center via our online platform, [WOnline](#).

Colket Center & AI

In an academic climate calibrated to challenge all students, the Colket Center facilitates student learning, cultivates intellectual community, and supports students in developing skills they can apply broadly across and beyond the curriculum. To do this, we take an intentional approach to learning that views productive struggle and sociocultural contexts as crucial components of the learning process. By valuing the learning process over created products, learned material is better internalized for future recall and application. With regard to Generative AI, we support use that aligns with these principles.

We recognize the [College's philosophy and guidelines](#) for AI use and offer suggestions for AI use that we have seen lead to academic success for students.

To learn more about the [Colket Center approach to AI and student learning](#), scan this QR code.



Office of Culturally and Linguistically Diverse (CLD) Education

Chelsea Walter, Ph.D., Director, Tutt Library 214

The Office of Culturally and Linguistically Diverse (CLD) Education is committed to **facilitating equitable academic experiences for the CLD population at Colorado College, including international and domestic students, staff, and faculty** by providing academic and cultural support via courses, consultations, programming, pedagogical support for faculty, and campus partnerships.

Culturally and Linguistically Diverse is a preferred term for an individual or group of individuals whose culture and language differ from that of the dominant group (Herrera, 2016).

Support for Students	Support for Faculty
One-on-one consultations for: • Reading, studying, writing, and oral presentation strategies • Workshopping assignments, such as: research papers, lab reports, critical analyses, oral presentations • Graduate school, internship, and job applications, essays, resumes • Fellowship Advising: Princeton in Asia, Princeton in Africa, Princeton in Latin America, and Banyan AIF (India) Fellowships • Teaching English domestically or abroad after graduation	• One-on-one or department wide workshops on culturally and linguistically diverse approaches to working with, teaching, and assessing CLD students • One-on-one consultations for syllabus, course, and assessment design • Individual consults for CLD faculty research and scholarly work • Read more here

Faculty Collaborations with CLD Education



Course Design & Revision

- Facilitate workshops and individual meetings with faculty on culturally and linguistically responsive pedagogies
- Design in-class learning for increased CLD student success
- Support faculty in utilizing equitable grading practices relevant to CLD students



Supplementing in-class Instruction

- Provide individualized support to CLD students facing academic challenges, in concert with the faculty member
- Coordinate CLD accommodations* for CLD students based on linguistic needs
 - *Note: this is distinct from accessibility accommodations for disabilities



Supporting Student Research

- Orient students to cultural conventions of long-term writing projects such as:
 - expectations of student research
 - cultural elements of ethical scholarship
 - cultural conventions of academic research
- Provide individual support for postgraduate fellowships and teaching English abroad

Quantitative Reasoning Center (QRC)

Steve Getty, Ph.D, Director, Tutt Library 226

Karen Chui, M.S., Assistant Director, Tutt Library 234

The Quantitative Reasoning Center (QRC) focuses on supporting students in **Mathematics, Economics, and all Sciences** at Colorado College. We also support students seeking help with data analysis or thesis research.

The professional staff and about **60-65 QRC peer tutors** work annually with at least **66-67%** of the student body at Colorado College. Our academic collaborations to support learning include:

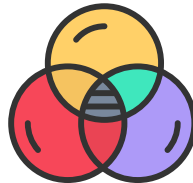
Support for Students	Support for Faculty
• Drop-in tutoring during shifts at the QRC (2:00-10:00, Sun-Thurs; tutor and discipline schedule at website) • Dedicated, course-specific Learning Assistants (LAs) for supplemental support with labs, homework assignments, and review sessions • One-on-one, individual tutoring • Assistance with research design and data analysis for course projects or theses • Pre-course resources and assessment for quantitative courses • Offer specialized courses in support of college academics.	• Collaboration with QRC Learning Assistants for course academic support (labs, homework sessions, exam review) and to diversify the learning context, • Lesson design, pedagogies and data for new quantitative courses, labs • Consultations or collaborations with faculty on their research (as appropriate), and • Support analysis and completion of senior theses

Faculty Collaborations with the QRC



Course Design & Revision

- Develop lesson and lab for Fourier analysis of thermal/chemical diffusion
- Develop lab and exercises for missing data analysis
- Demonstrate excel modeling of interaction between erosion and tectonic uplift



Supplementing in-class Instruction

- Set up Math Essentials Quiz for Physics Department
- Assist with manipulation of Excel data and analysis of global climate data
- Teach Half Block course on data analysis and visualization using R
- Facilitate hands-on in-class excel workshops interleaving with course content



Supporting Student Research

- Offer data filtering, structuring, and analysis for senior theses
- Assist with Computer Science theses:
 - interactive web page for [Empirical Climate Model](#)
 - interactive web page for [eBird hotspot likelihood estimates](#)
- Collaborate with geology faculty and senior thesis student studying uplift of Rocky Mountain Front Range

Ruth Barton Writing Center

The [Ruth Barton Writing Center](#) offers students **one-on-one appointments** for **ANY type of writing**, at **ANY stage of the writing process**.

We have **30+** [peer tutors](#) from across many majors, including sciences and the arts, and **3 professional staff** who meet with students on a variety of writing projects.

Chris Schacht (he/him) Director	Roy Jo Sartin (she/her) Specialist, Fellowships & Grants Support	Rebecca Kanaskie (she/her) Specialist, Writing Across the Curriculum
Tutt Library 236	Tutt Library 217	Tutt Library 235
• Trains and supervises peer tutors • Meets with faculty regarding assignment design and assessment • Meets with neurodiverse students and pre-health applicants	• Campus Fulbright and Watson Advisor; teaches Grant Writing adjunct; chair of Fellowships subgroup of Student Success Operational Group • Meets with students applying for fellowships, grants, and graduate school	• Leads and develops in-class workshops for FYP and Capstone seminars • Teaches thesis adjunct and works with thesis writers • Meets with law school and grad school applicants, and neurodiverse students

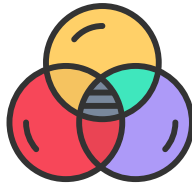
Support for Students	Support for Faculty
• One-on-one sessions with peer consultants • One-on-one sessions with professional staff • Adjunct and Half Block courses	• In-class workshops including peer review, assignment or reading deconstruction, or how to write a literature review. • Consultation on writing assignment design and assessment

Faculty Collaborations with the Writing Center



Course Design & Revision

- Provide feedback to faculty on assignment scaffolding in Math, Physics, Philosophy, Molecular Bio, Art History
- Assist faculty in developing peer review activities in Southwest Studies, Fem Gen, Music
- Share tips on effective writing assessment strategies



Supplementing in-class Instruction

- Facilitate peer review, prompt deconstruction, and time management workshops in nearly every department and discipline
- Deconstruct scholarly work or student writing in EV, Chemistry, History, Fem Gen
- Guide thesis planning workshops in Comparative Lit, Anthropology, IDM, Political Science



Supporting Student Research

- Offer adjunct courses in thesis support and grant writing
- Lead lit review and abstract workshops for Summer SCoRe researchers
- Provide individual support for internal and external grant writing including Fulbright, Venture Grants
- Provide individual support for med school, law school, and grad school application essays

Spatial Literacy Center (SLC)

Krista West, Ph.D., Director, Tutt Library 133

Alyssa Tews, M.A., Geographic Information Systems (GIS) Specialist, Tutt Library 130

The Spatial Literacy Center (SLC) is committed to cultivating spatial thinking as a fundamental habit of mind across the Colorado College campus. By integrating **spatial reasoning and advanced geospatial technologies**, we empower the CC community to **analyze, map, and visualize data**, uncovering hidden patterns and solving complex problems.

The Helen and Arthur E. Johnson Geographic Information Systems (GIS) Lab within the SLC has 20+ workstations equipped to process massive datasets and execute large-format plotting for data visualization. Access to specialized geospatial tools like **ArcGIS Pro, Online, and StoryMaps**, as well as open-source options like QGIS, and mobile apps like Survey123, exposes users to industry-standard software and applications.

Our GIS Specialist uses professional-grade drones and mobile GPS units to generate high resolution imagery, digital models, and video that can be incorporated into courses and used for research and thesis work.

Support for Students	Support for Faculty
• GIS workshops • One-on-one consultations for self-directed projects like independent research and theses • Peer mentoring with GIS Lab Techs • Access to workstations and data	• GIS workshops • One-on-one research consultations tailored to course design, revision, and research • Syllabus integration • Access to workstations and data • Department and classroom visits

Faculty Collaborations with the SLC



Course Design & Revision

- Develop and facilitate class sessions that introduce students to a digital storytelling method using maps, data, images, and text
- Partner with faculty to design course-specific lessons and activities that connect disciplinary questions to space, place, and spatial relationships
- Coordinate class visits to the GIS Lab to provide instructional support and hands-on learning experiences



Supplementing in-class Instruction

- Teach Half Block Introduction to GIS course
- Facilitate interactive learning experiences that enable students to investigate geological and environmental change using digital models and spatial tools
- Support course projects by teaching students how to identify, access, and work with discipline-specific data sources



Supporting Student Research

- Guide thesis students in identifying, evaluating, and acquiring data
- Foster peer-to-peer learning by connecting students with trained Student GIS Lab Techs
- Provide access to specialized software and analytical tools not widely available on campus
- Collaborate with the CC State of the Rockies Project

Speaking Center

Sarah Hinkle, M.A., Director, Tutt Library 232

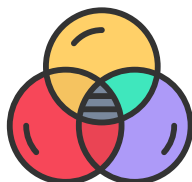
The Speaking Center offers **in-person oral communication tutoring sessions and strategic communications workshops**. The Speaking Center interacts with a peer tutoring program, connecting CC students with a network of trained peers who can support their learning in communication.

Peer Tutors can provide an extra layer of academic support for students by **strengthening effective communication skills** and employing strategies **using communication-specific principles for upcoming oral presentations**.

We believe that communication is formative and foundational to human identities, relationships, and communities—and that ethical and strategically effective communication can be the means of critiquing, constructing, and transforming identities, relationships, and communities.

Support for Students	Support for Faculty
One-on-one consultations for: • Speaking Anxiety • Using Language Effectively • Speech Construction • Public Speaking Performance • Group Work • Oral Citations/Senior Thesis • Non-Verbal Fillers and Adaptors • Conflict/Resolution • Active Listening • Rhetorical Frameworks • Navigating Networking	One-on-one workshops such as: • Effective public speaking in the classroom, thesis presentation strategies, anxiety mitigation strategies, debate as a form of assessment • Consultation for speaking assignment design and oral assessments • Performance coaching for presentations

Faculty Collaborations with the Speaking Center



Course Design & Revision

- Design Oral Communications Rubric for various departments
- Develop debate curriculum for Molecular Biology
- Consult with professors for developing and refining research presentations

Supplementing in-class Instruction

- Teach collaborative workshops on public speaking to various departments
- Consult with students individually and in small groups on performance anxiety, classroom participation, and oral communication skills

Supporting Student Research

- Teach students how to reverse engineer their research into a clear narrative: how to sequence findings so it builds towards a plausible conclusion
- Collaborate with students to honor the complexity of their research by communicating value and making it accessible for intended audience