2019 Block 8-B Collaboration Project

Curricular/Co-Curricular Collaboration Resource

Report to the President

I. Introduction: Charge, Membership, and Definition of Terms

A. Project Charge

In the 2018 addendum to the strategic plan, the college added a new recommendation – Connect the CC Experience. One of the initiatives in the new recommendation is to "think outside of the block by fusing curricular and co-curricular experiences." One idea under that initiative, is to leverage the Fine Arts Center, Outdoor Education, Arts and Crafts, Wellness, and Innovation to encourage students in building creativity, taking risks, and recovering from failure. In addition to those co-curricular programs, others like the Collaborative for Community Engagement, the Butler Center, and the Career Center could also be included in the overall vision of the initiative.

The charge of the block project team is to gather information on all of the co-curricular programs which could be fused with the curriculum, and develop a single website gateway that faculty can use to learn about all of the opportunities available to them for co-curricular fusion and how to tap into these programs. In addition to the website, the team is asked to develop a communication plan that may include additional communication pieces (print and otherwise) that could be used by the Crown Faculty Center, New Faculty Orientation, and for recruitment of faculty through search committees and the dean of the faculty. See the Funding Opportunities for Student gateway site as an example.

The desired outcome is to have the website and other communications pieces completed and ready for deployment by Block 1.

In addition to the charge from the President's Office, the task force recognizes the following language found in the "Building on the Block" and "2.0" Strategic Plan documents as direct informers of the work of this collaboration project team.

To integrate academic and co-curricular experiences, we could:

- Engage students with additional advisors and mentors, including staff mentors, to help them integrate their academic and co-curricular experiences and use their time wisely.
- Create small groups of faculty and staff to explore the connections between academic and co-curricular experiences, with an emphasis on problem-centered learning and developing deeper connections between theory and practice.

- Leverage the Fine Arts Center, Outdoor Education, Arts and Crafts, Wellness, and Innovation to encourage students in building creativity, taking risks, and recovering from failure. With these strengths, we have an opportunity to create a model program that addresses the needs of today's students.
- Use space and technology more creatively to encourage faculty, students, staff, and alumni to gather and create linkages across departments and offices.

B. Project Team

- Allen Bertsche, Global Education, co-chair
- Amy Hill, Campus Activities, co-chair
- Ryan Bañagale, Faculty, Performing Arts at CC
- Drew Cavin, Field Study
- Traci Freeman, Colket Center for Academic Excellence
- Julianne Gavino, Fine Arts Center Museum
- Ryan Hammes, Outdoor Education
- Alex Hernandez-Siegel, Chaplain's Office
- Jessica Hunter-Larsen, Innovation at CC
- Heather Horton, Wellness Resources Center
- Mark Lee, Web and Digital Media
- Pearl Leonard-Rock, the Butler Center
- Jane Murphy, Faculty, Crown Faculty Center
- Megan Nicklaus, Career Center
- Anthony Siracusa, Collaborative for Community Engagement
- Jeanne Steiner, Arts and Crafts
- Tara Thomas, Bemis School of Art
- Stephanie Wurtz, Office of Communications

C. Goals and Definitions

While the charge is to create a website to serve as a gateway for faculty to learn about opportunities for co-curricular collaboration, the task force would like to see this work expanded well beyond this practical and narrow focus in order to work toward cultural change that prioritizes co-curricular integration, collaboration, and shared expertise. Where the initial charge speaks of a website containing a concrete list of programs and events, the task force felt that a database of contacts, offices, and individuals open to collaboration was more beneficial than what would be essentially a secondary event calendar.

The mission of Colorado College as a residential liberal arts college calls on all members of the community to engage in collaboration. At the core of our educational model lies the idea that learning and growth happen everywhere on our campus. Educational transformation is not confined to the classroom, nor is it limited to the structured educational opportunities, events,

and programs presented from explicitly curricular or academic perspectives. A truly holistic educational experience that engages students' intellects, imaginations, and emotions results from myriad activities, work environments, social interactions, and interpersonal exchanges that students experience across the CC campus and within the broader community. These valuable experiences are made possible through the dedication, inspiration, and effort of all members of our community.

The members of this task force believe that an intrinsic part of its charge is to lift up a vision of education at CC which moves us beyond the outdated paradigm of academic and non-academic work, of curricular, co-curricular and non-curricular offices, programs, and opportunities. There is an epistemological shift in the academy which includes a vision of higher education as an integrated, multi-faceted, and inclusive model of teaching and learning, as evinced by the AAC&U's categorization of high impact practices[1]. We believe the proposals and recommendations within this document are consistent with the evolution of higher education and with the mission and vision of Colorado College to provide the finest liberal arts education in the nation.

To discuss both the challenges and recommendations associated with our committee's charge, within the context of a larger vision of collaborative education in the residential liberal arts setting, it is necessary first to define several key terms that provide the reader(s) with additional context. These definitions establish a shared language with which to confront the challenges of greater collaboration across our campus.

1. Co-Curricular: This term will be used to refer to all aspects of the campus community that do not reside within the academic curriculum or the academic departments, but comprise integral and intentional components of students' educational experiences. In this naming we recognize that valuable learning happens outside of the traditional classroom. Co-curricular in this context includes both the offices represented on the task force, and also those areas of campus that support student activities (athletics, for example), or campus functions (grounds, facilities, etc.). We use this term as a consolidating term, and recognize that several of the key offices represented in the task force are more accurately described as "trans-curricular," referring to ongoing work across the curriculum and across all academic divisions, while others may be perceived as less directly linked to the academic program. We intend "co-curricular" to refer to the full range of individuals, offices, and programs that do not fall within the structural hierarchy of academic affairs, while recognizing the very real contributions they already make to teaching and learning at CC. We believe the charge of this project is to facilitate sustained collaborations across the college. Successful co-curricular integration requires thoughtful collaboration between

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[1] https://www.aacu.org/sites/default/files/files/VALUE/IntegrativeLearning.pdf

campus resources and stakeholders — including faculty, staff, administration, community partners, etc.

2. Collaboration: Collaboration should be a co-creative, reciprocal, beneficial, and multidirectional process/relationship for all partners and resources involved. Collaboration is viewed by task force members as all-campus activities and learning opportunities that conceivably could be done individually but that "we can do better together." The task force also believes that a distinction should be made between simple utilization of non-academic offices, staff, and programs, and the more complex forms of interaction that would define curricular/co-curricular collaboration and integration.

Both utilization of, and partnership with, co-curricular campus offices are essential to both the smooth functioning of the College and to the delivery of an integrated student experience. This document recognizes different models of engagement and collaboration, ranging from the simple embracing of pre-existing programming, to full partnership across offices and departments to co-create new learning opportunities. However, while there will certainly be many examples of the curricular program engaging students with existing or announced co-curricular programming, events, and activities, one of the early clarifications made within the task force was to ensure that a greater sense of bilateral and shared collaboration comprise a desired outcome of the recommendations made within our report.

A Sampling of Common Models of Co-Curricular Collaboration

While we believe some forms of collaboration have deeper impact, we recognize that successful collaborations can take on a variety of different forms and have different demands on time and resources, which are both finite. As such, we have identified three examples of types collaborative engagement that demonstrate the varying degree of time, energy, resources, and impact:

- Utilization: One-time, impermanent interactions or events; i.e. a class required to attend an already-scheduled campus event or speaker, with or without reflection on attendance (cross promotion of event);
- Invitation: A co-curricular partner invited to speak to a class or a faculty request for a workshop designed and led by a co-curricular partner with relevant experience, passion, interest, or expertise;
- Collaboration: A program, a course, or an event coordinated by the team of faculty member(s) and co-curricular partner(s), in which all parties have significant input into the goals, outcomes, design, and execution of the program. Often these collaborations generate long-term or permanent relationships that result in a deeper integration into a course or specific student experience.

3. Resource: is defined as individuals, campus offices, programs, or departments that have scholarly and/or practitioner expertise and/or focused learning outcomes. As such, they function as key collaborative partners and programmers on campus. These individuals and entities can offer a variety of types of support and partnership to faculty and staff, as well as collaboratively create programming around shared interest and expertise. Resources provide on-going and long-term support and education to students and faculty; therefore, a one-off event is not a resource.

    Rather than focusing on creation of a database of these annual or one-off events, the intention of the proposed web database is to create a gateway that provides information and inspiration, while also offering access to needed information so that faculty and staff may find it easier to connect, engage, and partner beyond their own offices or departments in co-curricular collaborative initiatives.

4. Expertise: The task force wishes to ensure that the terms "expert" or "expertise" be given a broad definition to allow for a wide range of scholarly, practical, experiential, and innate abilities, knowledge bases and capacities. For campus-wide collaboration to be possible, recognition and value must be given to expertise that is not limited to academic study and/or credentialing. To build a culture of trans-, inter- and co-curricular partnership, the gifts, talents, and contributions of all members of the campus community must be recognized and valued. At present there is some concern from those engaged in co-curricular programming that their expertise is not always granted the same respect and authority as that of faculty. This initiative, to expand collaboration across campus, requires an expansive and inclusive definition of whom we might consider an expert and what we might acknowledge as expertise. One of the anticipated benefits of collaboration as a collegewide initiative would be the ability to bring faculty and staff into closer and more regular contact, particularly with regard to expertise, leading to a stronger understanding of what each other offers.

II.   Challenges

In our investigation of existing campus resources that might aid collaboration, we learned that until 2005, Colorado College produced a campus-wide "experts guide" intended to provide internal and external audiences quick reference points for collaborating and addressing community needs. This guide included both staff and faculty expertise and was supplemented by searchable indices that allowed community members to quickly locate those with both academic and practical expertise in a wide range of subject areas. In 2006, the experts guide ceased to exist and was replaced by a narrower faculty scholarship guide. In this transition, much of the functionality of the experts guide was lost, and staff members were no longer included, which seems to represent a shift towards scholarship as the defining characteristic of expertise, a shift which greatly impacted recognition of staff expertise and the campus's approach to collaboration

and co-curricular fusion. The new guide, which represents a shift towards scholarly production as the primary measure of expertise, alters the function and scope of the document. Now, limited only to faculty research and scholarly production, and lacking both the expertise of campus staff and indices to identify potential expertise by subject matter, does not serve the broader community as a resource to locate potential partners for collaborative work. Recognizing the value of a scholarly research guide for some audiences, but not as a tool towards building collaboration, the web-based resource proposed in this document is intended to reintroduce and strengthen this function as well as to inspire and inform potential collaborative work which bridges the curricular and co-curricular.

One of the most immediate and most agreed-upon conclusions of our work as a task force was the realization that while helpful, a website is not a sufficient solution to encourage more intentional collaboration and there are larger cultural challenges underlying this work than simple lack of communication. We have provided a brief overview of some of these complex cultural challenges below.

A. Calendar and Use of Time

It is almost a cliché to state that limitations in staff and faculty time, energy, attention, and resources are an impediment to any new initiative. Co-creation of new programming, events or partnerships require significant outlays of time, energy, and focus. It must be recognized that the unique nature of the CC calendar, combined with the varying schedules of student, faculty, and staff activity also pose considerable impediments to collaboration as an integral part of the educational model of the college. Further, we must recognize that in addition to questions of workload, the fact that these three constituencies operate on very different calendars must be noted. The different pacing of student life on a nine-month academic year, faculty life on a nine-month schedule, and staff life on a 12-month schedule can vary significantly. The block and block break schedule impact each differently. It is important to note that different calendars affect not only when events or programming can be scheduled, but also the timeframe used by each constituency to create, update, or implement projects.

Many on the task force are concerned that the heightened pace of the block and the subsequent strategies used in the planning of upcoming course offerings may be at odds with the tendencies within non-academic offices to develop programming with a longer-term lens. Admittedly, from the experience of the task force, it was apparent that neither faculty nor staff are fully cognizant of the timeframe and techniques involved in the planning and coordination of programming in each other's fields, as well as the variation of strategies employed within both curricular and co-curricular planning. This very well may be a significant factor in coordination efforts. In particular, there are concerns that the pressures of time, particularly for faculty working on the Block Plan, are not conducive to the more extensive and coordinated planning required for successful collaboration. At present there is a need for a broader understanding on the part of our co-curricular collaborators about how courses are conceived, assembled, and executed; and a similar

need for understanding of the process of co-curricular program development and its limitations from the faculty.

B. Motivation

Aligned with concerns about time are concerns over the belief that collaboration (and particularly the co-creation of new programming) requires a commitment of energies and resources from both partners that may be viewed by one or the other partner (or both) as a drain on their ability to complete other important work. It is safe to say that current structures, from the promotion-and-tenure system to something as simple as financial incentivization, do not encourage or reward collaborative efforts in the same way as they might reward individual scholarly, pedagogical, or service achievements.

Concerns over the cost/benefit balance of collaborative work are not unexpected, as cooperative work may have the potential to absorb disproportionate resources, effort, and energy when compared to those responsibilities which are limited to the contributions of one party. The coordination, discussion, compromise, and communication needed to successfully design collaborative projects is a significant commitment. While we believe that most on the CC campus see the value of such efforts, it should be acknowledged up front that this type of work will be more appealing to a smaller cohort within the community before it becomes widespread practice, and that questions of resource (time, energy, focus) management will come into play when individuals debate the levels of commitment they wish to adopt in an effort to engage in collaborative work. Until collaborative work is acknowledged, prioritized, and valued as a core component of faculty success at CC, we must anticipate that for some it will hold less appeal than the college as a whole might prefer.

C. Campus Culture Related to Faculty/Staff Interaction

During our discussions, at varying times and from multiple voices, concerns were raised regarding the current status of faculty-staff relations and the viability of building truly collaborative relationships in which both parties would feel that they were equal contributors. Many within the task force expressed some frustration with situations in which faculty engagement with staff has been impacted negatively by attitudes related to the roles each play on our campus. Friction between faculty and staff on matters of curricular and co-curricular cooperation is not unique to Colorado College, but must be addressed if a vision of collaborative education is to come to fruition on our campus.

Those engaged in trans-, inter-, and co-curricular roles on the CC campus must be equals in the production of collaborative work for this initiative to succeed. If approached with expressions that these staff exist "in service to" or "as complements to" the academic or faculty role, rather than "as full partners in" the CC educational model, staff are less able to engage fruitfully in collaborative work, and less likely to accept the added

responsibilities, workload, and effort needed to produce the educational outcomes desired. The fact that staff traditionally have not been eligible for compensation for this additional work creates an added barrier. While there are many solid examples of collaborative work conducted at CC already, there was also strong agreement among those on the task force that these successful collaborations have most often resulted from the participation of staff members as equal co-creators, rather than as support or secondary contributors to a faculty project.

Task force members also noted that structural and philosophical decisions made in the academic sphere have significant impacts upon the co-curricular staff, offices, and programs, but that these stakeholders are not always provided a seat at the decision-making table. The task force discussed this concern regarding a wide range of academic initiatives including Common Read choices; expectations regarding scheduling of classes throughout the calendar year; and the development of learning outcomes linked to the reimagination of college-wide graduation requirements. The ability of co-curricular staff and offices to support, complement, and partner with the academic program at Colorado College is significantly impacted by many curricular or structural decisions. Thus opportunities are missed for those outside of the faculty to raise concerns, identify areas of integration, and offer additional perspectives into the links between academic structures, policies and practices, and the broader campus community.

These larger challenges must be addressed if the college is going to position itself as a leader in integrative and holistic learning. The task force recognizes, however, that this is a long-term strategic goal that will be achieved in stages and with incremental steps. A preliminary step is the creation of a website to serve as a hub of information and resources for faculty interested in co-curricular integration. To create a website that will serve as a useful, user-friendly campus resource, the website must address a range of specific challenges. These include:

A.   TImeline and Constituency of the Task Force

While the task force understands that the terms of its initial charge required that website deliverables be submitted by the start of Block 1, we felt that the make-up of the committee (predominantly administrative staff) and the timing of the project (Blocks A-B of Summer) when most faculty are away, were out of sync with the request. The timing also led to additional difficulties with consistent attendance and contributions to the project. For these reasons, the recommendation for a collaboration team outlined below is vital to continue the data-gathering, web design, and ongoing education and communication outreach. The new group will conduct a needs-assessment that wil be shared with stakeholders to ensure that the resources created are designed to meet the needs of faculty and staff.

B. Potential for Duplication of Existing Resources

The fact that our environment is already heavy with online resources raises concerns that the co-curricular collaboration website might be lost among the many other online resources, or, worse yet, that its mission might align too closely with other existing resources (for example the event calendar or the proposed library online repository). The design of the collaboration website should be distinct, easily accessible, easily locatable, and relevant to the needs of faculty and staff.

C. Searchable Data

A key aspect of the website is an active database search feature, perhaps through the use of tags or key words, so that those seeking specific types of expertise or resources can easily locate the appropriate information and contacts. Ongoing support will be needed to maintain these searchable terms or links.

D. Ongoing Curation

Any web-based resource that intends to link faculty with individuals, opportunities, or offices on campus will require regular revision and updating to ensure that all information is current, appropriate, and accurate. Similarly, the plan to utilize examples of successful collaboration stories as a primary feature of the website will require regularly adding new stories to the site, both to ensure its relevancy and vibrancy, and to communicate the importance of collaboration within the CC mission.

E. Outreach and Education

As has been highlighted elsewhere in this report, the task force is convinced that a website alone, as a passive tool available to faculty at their discretion but lacking ongoing support or outreach, is an ineffective means to increase faculty-staff or curricular/co-curricular collaboration.   The rollout of the website must be accompanied by a campaign emphasizing the larger institution-wide values that the website supports, to be followed by continued promotion of both the resource itself and the concept of collaboration as a core educational value. A passive resource will not have the cultural impact needed to make collaboration a foundational aspect of the CC educational model.

Since the task force views the website as only one tool designed to help motivate a shift in instructional perspective and a change in culture at the college, a commitment to ongoing education about the value of the website and the collaboration it seeks to facilitate, is essential. To align with the growing national emphasis on holistic education among our peer institutions, any electronic database or information hub made available to faculty must be coupled with a multi-year campaign to emphasize the value of the pedagogies and educational philosophies which produced that web resource.

III.   Recommendations:

A.   Collaboration Resource and Accompanying Communication Plan

1. Collaboration Gateway
To meet the requirements of the committee's charge, we have begun the development and content collection for a website that will serve as a gateway to connect people with meaningful opportunities for collaboration. The "collaboration gateway" will serve to inform and inspire individuals interested in pursuing collaboration by highlighting examples of successful projects, providing a directory of campus resources and partners, and offering best practices for implementation. Below is an outline of the gateway's structure:

   a.   Landing Page
   The landing page will introduce many of the concepts outlined earlier in this report, including the importance of collaboration on a residential liberal arts college and highlight three to five examples of already existing successful collaborations through news articles written by the Office of Communications. Depending on the financial resources available, the committee is also interested in developing one or two short videos to feature on this website that could also be used in other aspects of the college's broader communication plan.

   b.   Resource Guide
   This section of the website will be a directory of campus resources, key collaborative partners, and programs on campus where faculty may easily identify departments and individuals on campus with shared interest and expertise. The departments represented on the task force will be the initial focus of this resource menu but through the outreach efforts described below, the resource guide will become increasingly comprehensive. Resource profiles will include the following information:

   - Office/program/department name
   - Location
   - Primary contact
   - Ongoing opportunities for collaboration – key themes or focus areas this office consistently engages
   - Collaboration levels/styles preference/things to consider
   - Examples of past collaborative efforts

It is also our hope that while the library expands the digital publication repository that has replaced the printed scholarship guide, we might leverage the functionalities of this new software to house the information from the resource guide. This would make it searchable, taggable, and have all campus expertise in one place. It should be noted that there was pushback on this idea, given the differing notions of expertise, and the functionality of the database systems reviewed for implementation.

Once again, we must acknowledge that to be truly inclusive, the website, and the college as a whole, would require wider definitions of scholarship and expertise. Expanded definitions should encompass a diverse pool of offices, individuals, and programs ranging from well-understood trans-curricular services, such as those provided by the Colket Center, to departments as wide-ranging as Facilities, Athletics, or Residential Life.

c. Best Practices in Implementation

To increase the functionality of the website, members of the task force are compiling insights on how to implement and manage collaborative projects, and how to navigate some unique challenges that collaborative efforts present. This section will take the realistic approach that, while collaboration is time intensive, it is also necessary and incredibly worthwhile. The "How-to" implementation guide for collaborative ideas will: include step-by-step information on how to get started; provide insight into searching the Banner database to locate courses being offered each block; and feature links to the library's scholarship guide and publication repository. This section will also feature suggested guidelines that break the block planning mentality and encourage more advance planning to ensure the sustainability of long-term collaborative projects.

- Events Calendar and Campus Events Office
- FAC
- Crown Center
- Dean's Office
- Scholarship Website
- Library E-Repository

d. Contact Information

As outlined below, the task force believes that the establishment of a campus-wide collaboration team is necessary to promote collaborative efforts and shift the campus culture. The task force further proposes that

this committee be responsible for the maintenance of the collaboration gateway webpage, and its members be listed under the "contact" section of the website.

B. Communication and Community Outreach Plan

In order to introduce the website and the work of the proposed on-going collaboration team, referenced throughout and described below, we have identified a range of desired communication strategies. The communication plan has two goals, one easily measured and the other more elusive. The first goal is to drive traffic to the newly designed website, a measure of our success in inspiring and informing potential collaboration. The second is to see interest in collaboration, and the number of multilateral collaborative projects increase as the culture shifts towards greater integration and partnership. The strategies outlined below to communicate across campus, are primarily designed to initiate and maintain interest in collaborative opportunities and to drive eyes to the website as a resource towards this end.

1. Email Announcements
Once the website has been populated, we propose that the collaboration gateway and the on-going committee be announced to the campus community in an email from President Jill Tiefenthaler, first as a stand-alone message, and then as a recurring part of the quarterly strategic plan "Building on the Block" updates. We think that it is important that this message come from the president so that people understand that collaboration is a priority for Colorado College, aligned with the strategic plan, and intended as a prioritized multi-year initiative.

With the help of Lyrae Williams and the Office of Communications, the task force anticipates that the collaboration team will continue to highlight collaborative integration efforts in the quarterly strategic plan updates.

2. Present at In the Loop
As the task force would like to continue to build out the resource guide sections of the gateway, we intend to periodically present new developments during In The Loop to educate staff about this new web resource and to solicit more campus collaborators not initially included by the task force. (E.g.: grounds staff working with a botany class, athletics linking to the global health program, etc.) The email and In The Loop announcements would both also serve to invite people to be added to the collaborative resource guide.

3. Faculty Meeting Handout
    While at some point it would be ideal to present about collaboration on the faculty floor (a faculty member on the task force has already offered to do so), we are not yet at that point in the development of the collaboration gateway. Therefore, the task force recommends that the on-going collaboration team develop a brief handout announcing the gateway to be distributed at a faculty meeting. One member of the task force has seen great success using this outreach tactic.

4. General Campus Communication
    The task force recommends that the Communications team be cognizant of the movement towards greater collaboration and our desire to see the collaborative initiatives more prominently featured in campus communications as examples of CC's ongoing educational excellence. Recognizing that current web usage patterns demonstrate that visitors typically do not begin a search with the main landing page and move through the website using tabs, it is important to find ways to cross reference and infuse multiple pages with stories that highlight collaborative works. Additionally, we hope that these stories are featured on other platforms, such as Facebook, Instagram, YouTube, Twitter, etc.

C. Additional Resources, Initiatives, and Ongoing Support

In addition to the development of a website and communication plan, the committee has several other recommendations which are outlined below.

1. Collaboration Team
    The task force recommends that a team be formed which would be responsible for ongoing communication, updates to the web resource, expansion of contributions to the database, assessment of the use and value of the collaboration project, and the administration of a grant opportunity. We are agnostic as to whether this should be considered a committee, task force, or team; however moving forward, It will be vital that several members of the current task force, along with a stronger faculty representation, remain engaged with the project of expanding on curricular/co-curricular collaboration and partnership beyond the creation of a web repository for opportunities and contacts.

    While the team assembled for this collaboration project was large, and there were many productive relationships and opportunities that developed out of the shared work, the task force feels that the key for the future collaboration team will be diversity of membership, rather than size of the team. One of the concerns within the collaboration

project task force was the lack of balance between faculty and staff in its membership, and the possibility that key conversations suffered from lack of input from faculty. A team that represents a wide net of interests, disciplines, and responsibilities is therefore essential. As a committee charged with ongoing support of collaboration across both the academic and student life divisions, there is in this particular team or committee structure a potential new model for multiple-division shared governance which would move forward the goal of greater interaction and collaboration were it adopted for other campus committees.

We envision this team meeting at least twice each semester to accomplish the following:

- Advocate for the concept of collaborative work
- Build networks of dedicated collaborators
- Update website information
- Continue to promote the project
- Collect new examples of successful collaboration
- Assess factors which lead to successful vs. unsuccessful collaboration.
- Promote opportunities for greater staff-staff or office-office collaboration within the co-curricular program.

To further promote this work, it was suggested that a grant be established to support the development of collaborative initiatives. The collaboration team would then manage the application, review, and award process. Grant recipients would be featured on the landing page as examples. Beyond the funding of a grant opportunity, we recommend that the collaboration team be provided a budget to support this work. Creating buy-in and building momentum requires a real financial investment, both to support ongoing efforts and to demonstrate institutional commitment to the values at the root of the collaborative initiative.

We recommend that one of the first tasks of the collaboration team should be to conduct a needs-assessment targeted principally at faculty to identify the barriers they encounter when engaging in co-curricular collaborations. This assessment will provide valuable insight to next steps in development of a more consistent culture of collaboration.

2. Next Steps: Report Review and Feedback

Due to the sensitive nature of the report, we recommend that the two task force chairs have the opportunity to meet with the president and the provost to review the report, discuss its implications, and agree upon best strategies for wider sharing of its findings prior to a wider distribution of the report and its recommendations.

Once disseminated more broadly with campus, we anticipate that administrative offices and academic departments may have clarifying questions, or will wish to offer feedback and suggestions. The anticipated needs-assessment highlighted above could serve as a valuable next step in formatting and acknowledging campus feedback in useful ways.

We fully expect that the development of any ongoing efforts in collaborative education at CC will only result from a commitment to the concept of academic/co-curricular partnership, and that this cannot occur without the support of the faculty. Recognizing that the task force itself was strongly weighted towards co-curricular staff and administrators, we believe it is vital that faculty (either in full or through leadership such as department chairs) are provided the opportunity to review and respond to the report, with the goal of creating a shared vision of co-curricular fusion and collaboration. We have concerns that the full report may not serve as the best vehicle for engaging faculty in this conversation, but that a structured reporting of its findings, paired with the assessment of needs, might produce more constructive feedback and direction for future endeavors.

3. Integration with New Faculty Programming

There has been discussion with Jane Murphy about the best option to bring newer faculty into conversation about collaborative work. Currently, the recommendation for new faculty engagement is to introduce collaborative education strategies and opportunities on the CC campus as part of an extended and ongoing training for new faculty in their second year on campus. It is believed that there are ample challenges for faculty within their first year on our campus with adapting to the Block Plan without adding additional expectations for cross-campus collaboration; therefore, the second year is an ideal time for the introduction of the collaboration resource and to present cross-campus collaboration as an additional opportunity to enhance and enrich teaching for new faculty.

The task force recognizes the Crown Faculty Center as the natural source for this work and recommends that, in addition to outreach to more senior faculty, a targeted workshop for second year faculty be available. We envision both a collaboration workshop during the Fall Semester for all second-year faculty, and for the broader faculty, a series of lunches which would highlight successful implementation of a variety of engagement opportunities. The workshop would be a project of the collaboration team and would be developed in collaborative partnership with the Crown Faculty Center. There is also the opportunity to present a workshop on collaborations at the 2020 Condensed Teaching and Learning Institute.

4. Annual Collaboration Event

The task force envisions an event similar to Fall or Spring Conferences, but with a singular focus on expanding, enhancing, and improving cross-campus collaborative efforts. This could take the shape of workshops that address certain problems or challenges submitted by faculty and staff, as well as a structured opportunity for faculty to engage with campus leaders from non-academic departments to discuss potential collaborations, utilization of resources and project ideas. Should the creation of an additional event solely focused on collaboration not be feasible, there is an opportunity to offer collaboration tracks within fall and spring conference or the Excel at CC program.

IV.   **Further Efforts Beyond the Scope of this Project**

One of the most fundamental, most immediate, and most impactful realizations of the task force was that collaboration that extends beyond simple transactional relationships between faculty and staff, involves a deeper commitment across the campus to breach the divides found in our community. It is common in academia to speak of silos that divide disciplines, offices, and programs, and this task force believes that only through an intentional effort to breach the walls of these silos can truly collaborative work become a staple of the Colorado College education.

The task force holds that this transformation requires not a displacement of the work of the faculty at the center of the CC education, but a recognition that the co-curricular offices and programs offered on this campus also provide valuable opportunities for teaching and learning, and, for many students, lead to profound transformations and development which parallel their academic growth. The task force believes that if co-curricular resources, programming and expertise is truly going to become a core component of the student experience at CC, it is vital that the co-curricular programming have a role to play in the development of student learning outcomes. This may take the form of parallel outcomes to those produced for the general education program, or within

the academic sphere. Preferably, the role of the co-curricular entails collaboration across the entire campus to identify and define campus-wide learning outcomes that expand beyond the academic to influence all aspects of the Colorado College experience.

Paralleling conclusions found by the Performing Arts Implementation Committee[2], the task force also believes that there are factors which inhibit greater collaborative engagement across our campus, and while some are systemic, calendar-driven, or structural in nature, the most daunting challenge is cultural. While it is clearly beyond the scope of this task force to transform the culture of the college, the members of this project team believe that the final goal of any effort to expand collaboration should extend far beyond a web or print resource and instead towards a new culture. This work toward culture change should extend well beyond the work of the collaboration team; the task force believes, for example, that all campus committees should be appointed to be representative of faculty, staff, and students.

In a new collaborative culture, the work of education is seen as a borderless, silo-free interaction of equals, representing different forms of expertise, different roles, and different modes of engagement with students. All of these elements can be developed through intentional partnerships, to create a rich educational and integrated environment that demonstrates the true nature of the liberal arts, not only as an academic pursuit, but as a way of being incorporating all aspects of student life on Colorado College's campus.

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[2] More specifically, on page 3 of the Performing Arts Report we find "This recommendation acknowledges the cultural shift needed in order for this office to be successful. The goal of fostering meaningful collaborations in the performing arts at the college is often impeded by the competing timeframes that departments, programs, and other entities use to schedule events." Additionally, bridging pages 3-4 we find a similar statement regarding academic departments: "There are similar challenges when attempting to work between academic departments. Longstanding departmental cultures have created static production schedules that prevent substantial collaboration. In order to move beyond these obstacles, mechanisms must be built for developing more conceptually expansive, multi-year planning."

Appendix

AACU Integrative Learning Rubric:

https://www.aacu.org/sites/default/files/files/VALUE/IntegrativeLearning.pdf

Expert vs Scholarship Guide Side By Side Comparison:

https://cctigers-my.sharepoint.com/:p:/g/personal/ahill_coloradocollege_edu/EU3faYqCHq1Ftvz4rnGGGBABQSOBY4ECZE2tGoNM-0YfNg?e=3aSJ15

Performing Arts Implementation Committee Report:

https://cctigers-my.sharepoint.com/:b:/g/personal/ahill_coloradocollege_edu/EcZugXr2QGBHgL8Qq3bogxUBijURdtX65zFeO0TlgOfTWw?e=suNUCR

Website Co-Curricular Resource Information Collection Form:

https://cctigers-my.sharepoint.com/:f:/g/personal/ahill_coloradocollege_edu/EgeDcIf0TWtDqcLQVywV_3kBGfvTk0blbfv-cCQqHi_Mew?e=rjIT8s