



Campus Civic Action Plan

FOR SALT LAKE COMMUNITY COLLEGE

This plan outlines five civic action strategies to realize Salt Lake Community College's commitment to the *Campus Compact Action Statement of Presidents and Chancellors*.





Campus Civic Action Plan

FOR SALT LAKE COMMUNITY COLLEGE (SLCC)

In its strategic plan, SLCC pledges to be “the community’s college.” That phrase is deeply embedded in SLCC’s mission and identity. Yet a college education is increasingly a distant hope for too many in our community. More than four out of every five SLCC students hail from Salt Lake County and nearly all of rest come from the surrounding regions. Our success and the community’s success are inextricably tied.

In 2016 SLCC embarked on a new strategic planning process. Under President Denece G. Huftalin’s leadership, we set five ambitious goals to improve student access and success. In our strategic plan, we are striving to develop a new model of education for inclusive and transformative education.

The SLCC Civic Action Plan confirms civic and community engagement as a critical branch of the College’ strategic plan.

This plan has three basic sections:

1. **Community as Value** describes the College’s use of community engagement to educate our students and strengthen the community.
2. **The Five Civic Action Strategies** lays out the civic action strategies the college will undertake to further advance the culture of engagement.
3. **Implementation Principles and Practices** provides design principles to guide the implementation of the engagement strategies.

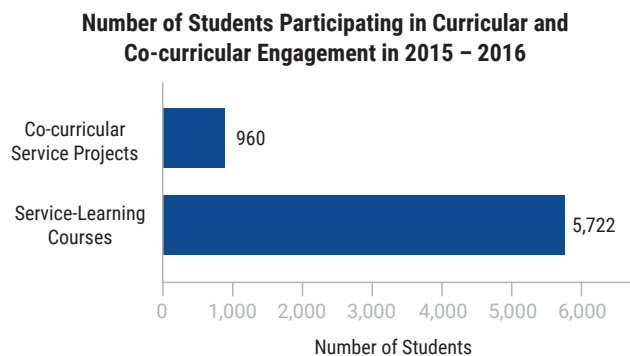
Additional information regarding the plans’ development process can be found in the **Appendix**.



Community as Value

Salt Lake Community College is an engaged campus. Our commitment to engagement is central to our mission, vision and values. Community engagement is an educational strategy: a way to advance institutional goals of improving transfer preparation, increasing student completion, aligning with workforce needs, and achieving equity in student participation and completion. It is also a way to serve our community. Equally important, it is a way for the College to demonstrate to the communities and students we serve that we value them and want to work with them to advance our common interests. We integrate the community into every aspect of our operations.

The College defines engagement as reciprocal collaborations with local, regional, national and global communities for the purpose of a mutually-beneficial exchange of knowledge and resources. College-community partnerships enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good by effecting positive change in the civic and cultural life of our communities.



126,000

Total hours given by students through:

- Classes
- Alternative Breaks
- Club Service Activities
- Other Civically Engaged Activities

Reported hours also track service in Student Life and Leadership, Athletics, the Community Writing Center and select outreach programs (such as Expanding Your Horizons and First Lego League). We are working to expand data collection to include currently unreported engaged learning activities.



The Carnegie Foundation for the Advancement of Teaching awarded Salt Lake Community College the prestigious Community Engagement Classification in 2015. Similar to accreditation, the award signifies evidence of “exemplary institutionalized practices of community engagement.” The award recognizes that SLCC has embedded community engagement in our institutional structure and in our policies and practices. It acknowledges the integral role that community partnerships play in our scholarship and outreach. SLCC was one of three community colleges to receive first-time classification in 2015.



The President's Higher Education Community Service Honor Roll annually recognizes institutions of higher education for their commitment to and achievement in community service. Salt Lake Community College has been named to the Honor Roll since the award was launched in 2006. Selection to the Honor Roll is the highest federal recognition an institution can achieve for its commitment to service-learning and civic engagement.

We work closely with the local business community and government to advance economic development in the Salt Lake Valley. Salt Lake businesses sit on SLCC Program Advisory committees and College Advisory councils, reciprocal collaborations that allow us to create programs responsive to business needs and ensure student success in our communities. Through credit and noncredit workforce development programs, we have developed strong and enduring community and industry partnerships that contribute to the economic health and cultural vibrancy of Salt Lake Valley.

We are using the Campus Compact Civic Action Plan to set internal goals and benchmarks that will guide us as we build on the progress we have made and enhance and promote engaged scholarship, teaching, outreach and partnerships that serve as a cornerstone of the College.

The Five Civic Action Strategies

These strategies will help to increase the culture of community engagement at SLCC.

The civic action planning team, in collaboration with other stakeholders including, a team that is working on a strategy to inject High-Impact Practices (HIPs) at SLCC, recommends the following strategies:

1

Structure SLCC's curricular, professional development and faculty rank/tenure processes to encourage all High-Impact Practices (HIPs) including community-based learning and service-learning.

This strategy includes the following:

- Revise the curricular review process so that it encourages the development of courses that regularly use HIPs.
- Target Faculty Development Office efforts on HIPs.
- Use Digication for faculty rank and tenure portfolios, and develop a custom module in the template to gather faculty work on HIPs as well as representative student artifacts that showcase the excellent work they do when engaged with high-impact pedagogies.

2

Implement a new civic and community engagement student learning outcome (SLO) that is better suited for assessment, and further develop our assessment plans.

The new learning outcome passed the faculty governed bodies and was endorsed by the President's cabinet. It reads as follows:

"Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts, indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience."

Our next steps include:

- Support faculty in the implementation of the outcome by providing a rubric and examples of ePortfolio artifacts.
- Use this learning outcome in all program and institutional assessments.



3 Make civic learning routine across the disciplines.

This strategy includes the following:

- Encourage academic departments to use the AAC&U's *Civic Prompts* publication to develop a disciplinary civic lens that orients teaching and learning and includes learning about diversity and equity.
- Support the creation of professional development opportunities and programs focused on civic learning and civic prompts at college-wide events and at the department and program level. This also includes the creation of Engaged Departments.
- Create and use existing rubrics that outline levels of community engaged learning, ranging from general community engagement to service-learning.

4 Explore the impact of SLCC's community engagement efforts on communities.

This strategy includes the following:

- Assess impacts of engagement initiatives on Community Partner organizations. Methods for determining community impact might differ depending on program or initiative, ranging from focus groups with community partners to longitudinal measurement of defined metrics. Collective impact modeling might help identify what part we play in helping to address community issues.
- Embrace place-based initiatives and awareness of campus impact on neighbors.

5 Take specific steps to make reciprocal community engagement a cultural norm for SLCC's staff, faculty and administrators.

This strategy includes the following:

- Conduct college-sponsored, regularly scheduled days of service. This would provide an opportunity for staff to utilize their community engagement leave time.
- Implement a system to track where employees are spending their time for marketing and promotion purposes.
- Develop marketing materials that promote and advertise SLCC's engagement with the community.
- Recognize and celebrate department and school community-based initiatives already in effect, and encourage the strategic development of additional growth when feasible.



Implementation Principles and Practices

As we implement this Civic Action Plan, we intend to honor the following principles:

- **Collaboration**

The plan was developed in collaboration with input from many bodies at SLCC (Faculty Senate, Faculty Association, the Joint Academic and Student Affairs group, Associate Deans, Deans council, as well as strategic stakeholders from across the college) and its implementation will be collaborative as well.

- **Community**

We will involve our community partners and solicit feedback from them regarding the plan's progress and impact.

- **Inclusivity**

Implementation of this plan will be guided by our collective and individual senses of respect and empathy, informed by the perspectives of the diverse cultures that SLCC serves.

- **Adaptability**

This is a five-year plan, but we will assess the progress of the plan after two years. The plan will evolve as needed.

The Civic Action Plan team adapted three strategies to ensure that we operated by these principles. First, we created Civic Action Plan CAPtains, a group made up of strategic allies from across the college, including administrators, faculty and staff. CAPtains participated in a review of the plan in October 2016 and then met again in April 2017.

In 2017, membership of this group expanded to include community partners. CAPtains will help with dissemination and specific departmental and faculty implementation on the ground. Second, we will bring together the college community through one or more college-wide events to launch and raise awareness of the plan. Finally, in conjunction with Institutional Marketing, the team will create a strategic internal marketing plan.

We will also implement our strategies by leveraging our new organizational structures. Over the past three years, SLCC created a new community

relations office in Community and Government Relations, moved the service-learning program from Student Affairs to Academic Affairs, and began the process of re-imagining the Thayne Center for Service & Learning. Through collaborative efforts between these three divisions – Community and Government Relations, Academic Affairs, and Student Affairs – SLCC created policies and programs that provide institutional support for community engagement. This has resulted in the creation of new service-learning experiences and increased integration of general civic learning across the disciplines. For example, in 2014 we launched a \$60,000 grant program supporting community engaged initiatives, and in 2015 we advanced new promotion and tenure language that specifically rewards engaged teaching and learning.

The Plan will be advanced within other strategic contexts, including current anchor mission initiatives in Salt Lake City, the communities surrounding the SLCC West Valley Center, the City of South Salt Lake, and Glendale.

The ongoing support of the Plan will occur within the newly established processes for collaborative work teams focused on our Mission, Vision, Values and supported by SLCC's Executive Council. The Civic Action planning committee will ultimately be responsible for ongoing plan monitoring and progress.



Appendix

The President approved a cross-college committee to develop the action plan, engage stakeholders across the College and make final recommendations to the President and members of the Cabinet. Action Plan team members include:

- **Jeff Aird**, Vice President, Institutional Effectiveness
- **Sean Crossland**, Director, Thayne Center for Service & Learning
- **Ed Engh**, Faculty Senate Vice President, Associate Professor, Business Management
- **David Hubert**, Associate Provost, Learning Advancement
- **Jen Seltzer Stitt**, Director, Community Relations
- **Lucy Smith**, Engaged Learning Coordinator

PROCESS FOR DEVELOPMENT

In 2016, President Deneece G. Huftalin signed the Campus Compact Civic Action statement. As a part of this, a college-wide committee created this strategic plan to further refine our institutional community/civic engagement efforts. An overview of the general plan was introduced at SLCC's college-wide Professional Development Day in March 2016. As the plan was developed, feedback was solicited in fall 2016 and spring 2017 from the following groups: Faculty Senate, Faculty Association, the Joint Academic and Student Affairs group, Student Association, Associate Deans and Deans council. We also held two information sessions to solicit feedback from key stakeholders at SLCC and received feedback from the Thayne Center Executive Advisory Board, including its community partners.

A finalized version of the plan was presented to Senior Leadership in March 2017. The plan was also presented to the Utah Campus Compact board May 2017.

We used the *Campus Compact 30th Anniversary Action Statement of Presidents and Chancellors* to guide the development of this plan:

"We empower our students, faculty, staff and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable and

sustainable future for communities beyond the campus—nearby and around the world.

We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act and lead in pursuit of the public good.

We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement."

CAMPUS COMPACT OVERVIEW

"Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. We challenge all of higher education to make civic and community engagement an institutional priority."



