

# STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

## TAKING GENERAL EDUCATION SERIOUSLY

*Provost Clifton Sanders*

According to Utah System of Higher Education (USHE) Policy R470: The purpose of General Education is to help students prepare for the 21st Century through GE programs that are founded upon principles of equity and excellence, and elements of high-impact practices that will assist students in achieving proficiencies in the Essential Learning Outcomes. This policy assures there is coherence and consistency in the structure of the Core Requirements and Breadth Areas of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions. (R470-3) The General Education Program at Salt Lake Community College, for both core and distribution course requirements, is charged with providing an interconnected curriculum of instruction which enables students to demonstrate proficiency in Essential Learning Outcomes (R470-2.4.4.4 – 2.4.1.4). Thus, USHE General Education programs must promote: (1) excellence in instruction; (2) intellectual, social and cultural engagement, and; (3) learning that connects and integrates knowledges within and across traditional disciplines or other valid ways of knowing.

In 2017, I started talking about General Education as a 'program' to faculty and administrators. Early responses to my declaration could be summarized for the most part as a mixture of shock and surprise. SLCC is not alone in this kind of cognitive dissonance. There are key differences between a General Education program and majors transfer or workforce certificate and degree programs. Unlike majors programs, Gen Ed is designed to not have disciplinary or workforce occupational specificity as its goal. However, both USHE and our accrediting body, Northwest Commission on Colleges and Universities (NWCCU), devote policy specifically to Gen Ed design, holistic assessment, continuous improvement, and the critical role Gen Ed plays in promoting awareness, study and critical engagement of equity, inclusivity and diversity issues.

Our external governance bodies regard and evaluate Gen Ed as a program. General Education at SLCC, since its inception in the late 1980's, has always been a program. It could be argued that Gen Ed was SLCC's first transfer program, and that Gen Ed has an autonomy and non-negotiability that other certificate and degree programs lack. Gen Ed is categorically different from other programs in mandate, philosophy, coherence, expectations and accountability. Understanding this is crucial for effective Gen Ed reform, governance, stewardship and student success. Gen Ed requires a diverse coalition of faculty, administrators, academic advisers and academic officers who are genuinely and seriously committed to an excellent General Education program for student success.

### IN THIS ISSUE:

*Exciting Changes with Testing Services – 2*

*Talking and Walking Equity Mindedness – 4*

*Shifting Service-Learning to the Online Environment – 5*

*SLCC Honors Program – 7*

*Faculty Spotlight – 9*

*OLA Staff Spotlight – 11*

*Upcoming Events – 12*

*Fall 2020 Services – 13*



## EXCITING CHANGES WITH TESTING SERVICES

*Lakiesha Fehoko*

Testing Services has gone through some exciting changes in the last year and it's not all due to Covid-19. In July 2019 we experienced a realignment that combined five separate testing departments under one united umbrella. This sent us on a path of endless testing possibilities. We now have a total of 10 locations at six campuses! Since then we have been working to consolidate space, streamline practices and offer more services that will benefit students, faculty and the community.

Last Fall and Spring Testing Services conducted a successful pilot for classroom testing. We invited 10-12 instructors teaching face-to-face courses to offer their exams in the Taylorsville-Redwood and Jordan testing centers throughout the semester. This provided students with the convenience of taking their exam within a 1 to 3-day testing window and allowed faculty additional instructional time in the classroom. Fast forward to March 2020 when COVID tests were climbing steadily and safety became our main focus. As a precaution we closed all of our locations. Needless to say, this definitely impacted our services, but we were ready to adapt and viewed this as an opportunity to implement some innovative practices. Our first priority was to transition the placement test to a remote setting so students would have access to place into and register for courses. This led us to ask, "*What else can we do remotely?*". Overall, we were able to offer five different exams remotely and piloted a "live proctor" final exam.

Since reopening in May, Testing Services has created a safe and sanitary environment for students while testing. We are open Monday thru Friday with limited hours at Taylorsville-Redwood, Jordan, South City, and West Valley. Westpointe is open every Thursday and we expect to reopen our Miller site in the Fall. All of our campus sites have installed plexiglass barriers and social distancing signage, and we require face masks during testing.

*"All of our exams will be appointment-based during Fall semester which allows us to limit occupancy to no more than 15 students in our lab at any one time and track examinees."*

Testing Services staff diligently sanitize workstations between each use and clean common spaces. All of our exams will be appointment-based during Fall semester which allows us to limit occupancy to no more than 15 students in our lab at any one time and track examinees. Unfortunately, we cannot safely offer classroom testing this upcoming semester, but our staff is happy to help brainstorm alternative options for those needing proctoring services. We are continuing to offer the placement test, typing/10-key and Certiport exams remotely to keep volume low and allow for space to offer non-remote exams and maintain social distancing.

Although this pandemic has temporarily disrupted our daily operation, we are continuing to look towards the future. Testing Services has some exciting news to look forward to in the upcoming semesters. We are planning to consolidate our four Taylorsville-Redwood locations and move our operation to the bottom floor of the Markosian Library. Our new space will include approximately 200 seats, a minimal distraction room, four zero-distraction rooms and a certified Pearson VUE testing center. In addition, once we can safely do so, we plan to expand our classroom testing pilot until we are able to offer services to all faculty wanting to utilize the Testing Center.





# TALKING AND WALKING EQUITY MINDEDNESS

David Hubert

Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcom-Piqueux, *From Equity Talk to Equity Walk*. Hoboken, NJ: Jossey-Bass, 2020.

The staff of the Office of Learning Advancement held a book circle to read and discuss *From Equity Talk to Equity Walk*. We started pre-pandemic and finished our discussion remotely via technology.

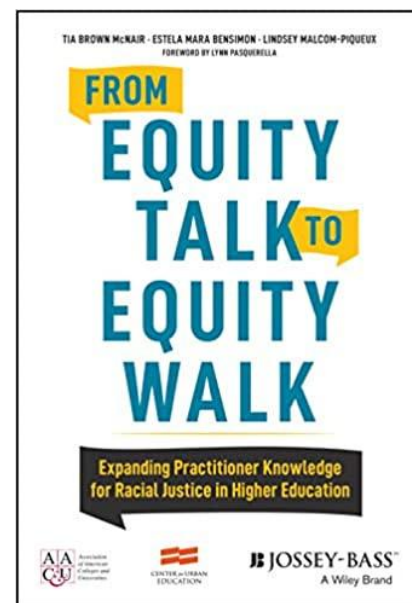
*Equity Walk* is an extremely timely book, given broader structural violence in America and the persistent completion gaps in higher education along race and class lines.

McNair, Bensimon, and Malcom-Piqueux have written a challenging book infused with a righteous impatience with the status quo. They challenge all of us to “assess [our] own racialized assumptions, to acknowledge [our] lack of knowledge in the history of race and racism,

to take responsibility for the success of historically underserved and minoritized student groups, and to critically assess racialization in [our] own practices as educators and/or administrators.”

In response to reading *Equity Walk*, I thought about how SLCC could take concrete steps to cultivate an equity-minded culture. The authors underscore the importance of gathering data to advance equity. SLCC is well along this road. We know, for example, that our 2014 cohort of students experienced SLCC in different ways. Our Native Hawaiian, Pacific Islander, and Black students graduated at rates significantly below our White students, and our Asian and Hispanic students graduated at rates somewhat below their White classmates. Individually, I can now look at my faculty dashboard for current and past courses, teasing out patterns amidst the disaggregated data. The availability of this data serves us well, but I’m still left with a “lost at sea” sort of mental state: I can see the stars and know which way to go, but I have very little with which to harness the wind and steer in the right direction. What do I do?

*Equity Walk* has fewer concrete suggestions for faculty than I would have liked—a fact that might illustrate how recent has been the turn toward equity in higher education and the difficulty of the dilemmas we face. Still, the authors sketch out hypothetical and actual interventions that I can consider in my teaching. These include changing how homework is assigned and altering the tone and language in syllabi. I can try those. Another important change is one I’ve been working on for quite some time, which is to use course materials and examples in my teaching that speak to the experiences of today’s students. This means, in my case, an approach to Political Science that validates the racial and class frustrations that animate our students, places those frustrations firmly within my discipline’s focus on political power, and challenges students in relatable and accessible ways. We all can do similar things in our disciplines, guided by our faculty-led equity-minded practitioner initiative. (continued on page 6)





## SHIFTING SERVICE-LEARNING TO THE ONLINE ENVIRONMENT

*Susan Knott, Adjunct Faculty in the Communications Department*

Some of SLCC's Communication classes are taught with service-learning and are excellent examples of how community-engaged learning increases student engagement. Courses taught with service-learning humanize the college experience by incorporating social connection and community engagement. One example is Intercultural Communication, where students create a Project Plan describing a strategic plan of action mapped out through discussions with a community partner.

All coursework and readings integrate with the service-learning activities promoting deeper learning gains. For example, selected readings highlight historical and cultural clashes when cultures have interacted successfully or unsuccessfully. The readings help students understand the importance of listening with openness to community dialogue. Through coursework, experiential learning, and reflection, students record in a field journal how to navigate the challenges and mutually expand the benefits of service.

One student arranged to work with the Know Your Neighbor Program sponsored by the Refugee Education and Training Center. In addition to mentoring refugee women one-on-one in a teacher training program, she translated program application forms from English to two other languages. The forms are still being used, providing a vital link for English language learners who apply for assistance. This student recorded the following reflection: "I was very excited to join Know Your Neighbor. I was thrilled to find out that they train refugees and help immigrants get jobs while also helping them learn the English language. Being an immigrant with little to no English is painful. When someone is not in his/her country of origin, they are very vulnerable and desperately in need of help, so I wanted to help them as much as I can to ease their struggle in language and understanding. It was eye-opening for me, and they were happy to have me there. I may continue to work with them with refugee women and children, and that is a bonus."

This provides an example of a service that has previously been conducted in a face-to-face format but could easily move online. Students can meet remotely with service-providers and mentor English language learning individuals including those obtaining citizenship.

Students can also research the specific needs of service providers and create demonstration videos. Democratic educators promoting civic literacy and equity can use eService-Learning to improve learning gains and outcomes that benefit the students and the community. In *Teaching to Transgress: Education as The Practice of Freedom*, bell hooks points out that: "Colleges and universities are structured in ways that dehumanize, that lead them away from the spirit of community in which they long to live their lives."

As students actively participate in collaborative learning experiences, they gain an emerging ethical awareness of local and global communities through digital connections. Preparing students to become successful agents of change requires an ability to work effectively with diverse people and act with unifying purpose. Through teamwork, students develop confidence that bolsters their desire to take on leadership roles and builds on the synergies of a collective effort with distance learning. The ease of digital connections nurtures this desire to actively engage in the collaborative learning process as a community of learners.

Sources: *Teaching to Transgress: Education as The Practice of Freedom*. New York: Routledge, 1994. Print.

*"When someone is not in his/her country of origin, they are very vulnerable and desperately in need of help, so I wanted to help them as much as I can to ease their struggle in language and understanding. It was eye-opening for me..."*

## TALKING AND WALKING EQUITY MINDEDNESS CONTINUED FROM PAGE 4.

It's also important to situate *Equity Walk* in the broader societal context. I love that it contains assertions that make me uncomfortable. In that way it mirrors the national political debate. It is difficult for me to read, for example, that "whiteness . . . undermines higher education from serving as a societal model for racial justice." Ouch. Then again, what is higher education, if not a place where we encounter ideas that challenge our cherished assumptions? Part of the problem in America is that we avoid frank discussions of race and class with people from a variety of backgrounds. Liberal education fulfills its most needed social purpose when it overcomes our collective defensiveness and our tendency to self-segregate into like-minded enclaves. *Equity Walk* stimulates exactly the kinds of conversations we should be having. I highly recommend it.

# SLCC WELCOMES FIRST COHORT OF HONORS STUDENTS

*Michael Young*



The Office of Learning Advancement is excited to welcome the first cohort of students into the new Honors Program at Salt Lake Community College! For the past year, both current and new students of all majors were invited to apply to the Honors Program. We received over fifty-seven applications which were carefully reviewed by a committee of faculty, staff, and administrators from the Honors Program. From these applicants, twenty-six students were invited and have accepted the challenge of a rigorous honors experience as part of their academic journey at SLCC.

## REQUIREMENTS FOR HONORS STUDENTS

In addition to successfully passing nine-credits of honors courses, honors students will be required to complete their AA/AS degree with at least a 3.3 GPA. They must also participate in at least three High-Impact Practices (HIPs), one of which being a quality ePortfolio documenting their learning experiences at SLCC. They can then choose two other HIPs from Study Abroad, Undergraduate Research, Domestic Study, Service-Learning, Internship, Publication, Writing Intensive, Common Intellectual Experience, or another HIP that is approved by SLCC's Honors Program. Lastly, each semester, students will engage in two Enrichment Experiences on campus or in the community and showcase what they learned in their ePortfolio.



## DESIGN

In 2018, SLCC joined the National Collegiate Honors Council (NCHC) and we have incorporated many of their recommendations to provide students with an enjoyable—yet challenging—experience that addresses their academic and transfer needs, enhances mentoring, and promotes leadership skills by relying on the relationships built in a cohort model. The Honors Program was designed to be personalized, engaging, and transformative for SLCC students. To achieve this goal we intentionally avoided the typical “honors contract” model and instead decided to integrate Honors courses with the General Education requirements for AA/AS degrees. Through the SLCC curriculum process, several faculty worked with the Office of Learning Advancement to create three-credits in the Social Sciences, three-credits in the Humanities, and three-credits in Composition for a total of nine-credits that are earned towards the student’s General Education requirements.

## HONORS LOUNGE

In 2019, space was reserved in TB 323-A to house the Honors Lounge. In this space, honors students will work in study groups and meet with faculty, staff, and administrators to further build social networks and relationships that will assist them with meeting the requirements of the program. We invite you to stop by and check it out!

The Office of Learning Advancement would like to thank the following people for their involvement in getting the Honors Program developed: Kathy Tran-Peters, Laurie Rosequist, Kati Lewis, Christopher Blankenship, Adam Dastrup, Mark Jarvis, Emily Dibble, Mequette Sorensen, Roderic Land, Thy Mims, Nancy Michalko, Provost Sanders, President Huftalin, Brandon Alva, Richard Diaz, Christopher Case, Anne Canavan, Justice Morath, Marianne McKnight, David Brower, Rachel Lewis, Samantha DeLaCerde, Laura Thomas, David Hubert, David Rodriguez, Sean Crossland, and Xin Zhao.





# FACULTY SPOTLIGHT

## ASHLEY GIVENS

I am from Poway, California, which is a suburb of San Diego but I have lived in Salt Lake since 2014. I started teaching at SLCC in the Spring of 2015 and became a full time faculty member in the Spring of 2016.

Since I can remember I have wanted to be a teacher. I started at San Diego Mesa Community College wanting to major in Chemistry and become a high school teacher. After a year, I ended up moving to Los Angeles with my Grandmother to continue school at Glendale Community College. There I took my first speech class and learned that Calculus was not for me.



I ended up switching majors and joining the Speech and Debate (Forensics) team. I landed at Cal State Los Angeles where I competed for their Forensics team. When completing my undergrad I still wanted to be a high school instructor and had planned to apply for a credentialing program. However, one of my professors suggested I apply for their graduate program and teaching assistantship instead. I took his advice and ended up graduating with a Masters in Communication Studies, where I studied rhetoric, argumentation, and performance studies. Pursing my master's degree was a hop in a different direction and to this day my professor- now friend- is reminded of his influence in that decision often. I then took a huge leap and moved myself to Salt Lake City, where I started teaching Concurrent Enrollment at Herriman High School. I made it to high school teaching after all! Unfortunately due to my lack of a teaching certificate and what it would take to get certified, I ended up seeking employment at SLCC. Throughout my life I have taken a lot of turns to get where I am and have been guided by many people on my journey here.

Participating in Forensics mainly got me interested in communications but the origin story of how I got there is a little longer. In California it is mandated that you take public speaking to graduate, so kind of like Math (unless you're into it) it is a class no one wants to take. When I transferred to Glendale Community College there were not many classes left to register in, so I ended up in a 7:30am speech class. My instructor was so engaging at 7:30 in the morning that our whole class almost always showed up. I decided I wanted to be like her when I grew up.

I teach COMM 1010 Elements of Communication and COMM 1270 Argumentation. I have taught other courses on rare occasions. My favorite part about teaching is learning. As a teacher you never stop learning. From your students, from colleagues, from continuous research. I get to engage in a field I love and share that with others. What could be better?!

In Fall Semester I will be teaching all of my courses virtually. A few broadcast lecture and a few asynchronous online. I plan to try new things and expand how I communicate with students. This semester the goal is to establish an online community so students do not feel so isolated.

## **FACULTY SPOTLIGHT CONTINUED FROM PAGE 9.**

I have a few thoughts on General Education and my new role as the General Education Committee Chair. General Education is such an important part of obtaining an education. The knowledge you gain from disciplines outside your “area” is essential to having a broad understanding of the world around you. From a communication perspective it is all connected. All forms of knowledge are connected by the way we communicate about them. The idea that history is written by those in power is a good example of this. In any field of study being able to make quick connections is ultimately what creates success. General Education gives you the ability to create connections. If you only learned about music then when it came time to pitch your song to a producer that skill would be lacking. I am excited to continue the message of General Education importance in my new role as GenEd Chair.

Another project I have been working on is working with the Pathways teams on creating pathways courses full of great area of study information to help guide students toward a program. This project has been fun to be a part of and I can’t wait to see the end results of everyone’s courses.

I have three dogs. Axel, Brooklyn, and Beck. We love to go hiking and camping together. I like to watch women’s soccer and I try to play when I get a chance. I also love to read. I find myself reading about teaching and communication a lot lately, but I also love a good murder mystery. One thing I would like people to know about me is that I am an avid hiker. My mom and I go on a road trip each summer. We pick different places to go hiking and National/State parks to visit. This year we missed our trip due to COVID, but the moment we can we will definitely make up for the lost time. We have been doing a trip since I moved out to Utah and we have visited over 20 states so far!

Something important that I have learned about teaching/working/living through the COVID-19 pandemic is that you have to forgive yourself if “it doesn’t work out”. I am used to teaching online, but to students who planned to be there. It is different when there is little choice and there are students that may not have the access I am used to students having. I say forgive ourselves because as educators we never want to leave anyone behind. This pandemic has caused hurdles no one is used to dealing with. Adaptation happens, and I hope it works out better next time. However without giving ourselves a little bit of slack and forgiveness there is only stress and anxiety moving forward. I need to save up my energy for the new stuff and be able to let “the old stuff” go.

The first thing I would do if I were told COVID-19 was totally eradicated tomorrow is go visit my family. Everyone lives in California and I usually get to spend my summer there with them, so I miss them very much and would head over in a heartbeat. If I had two weeks to do anything I wanted (with no cost or other limitations) I would travel to South America or Europe (hard choice) and eat. I would research the best food, cultural delicacies, etc. and I would eat whatever I wanted.

## OLA STAFF SPOTLIGHT

### LAKIESHA FEHOKO

My role at the College is the Director of Testing Services. I lead a team of 60 employees across multiple campuses in offering a positive proctoring service to faculty, students and the community. I am lucky that my job surprisingly varies depending on the day. Each campus offers a variation of internal and external exams and I oversee not only staff but contract with testing vendors and create processes and policy to ensure the integrity of exams. I collaborate with departments in both Academic and Student Affairs to provide the appropriate exams for placement, academic courses and certifications.



I have worked at SLCC for 16 years but have been in my current position for one year. My story started long ago when I began working in the SLCC testing center as a part-time proctor for academic testing in 2004. Throughout the years I learned and certified in administering all of the various exams of Testing Services while also attending SLCC as a student. I earned my Associate's Degree and decided to transfer to the University of Utah where I earned my Bachelor's and Master's Degree in Social Work all while continuing my work in the testing center. Shortly after graduating in 2013, I applied for the newly created Assistant Director of Testing Services position and was hired. Two years later the Director at the time retired and I was offered the position as the Interim Director. In 2019 I applied for and became the permanent Director.

One of my favorite things about working at SLCC is that many times I get to see students throughout their entire academic career. I get to witness their excitement to start their journey while taking the placement test, their stress of yet another exam and the relief and pride of finishing their last final before graduation. It is a rewarding experience, not to mention I get to work with amazing, caring people every day.

I am originally from Colorado but I'm not sure I can claim that since I moved to Utah when I was 3 years old. I have a 22-year-old daughter, a 20-year-old son, a 14-year-old daughter and a 7-year-old miniature-pinscher. It's been exciting to attend the kids various sports/activities throughout the years and while gratifying, it is slightly terrifying watching them grow up. I enjoy boxing and reading. Due to the pandemic my husband and I just recently realized we like to garden, quite unsuccessfully, but we're committed and will hopefully have something that survives.

The Covid-19 pandemic has personally made me appreciate all of the small things I took for granted. I definitely value health more now than ever. Regarding work I have learned to have a backup to my backup plan and always remain open and flexible to alternative options in getting the job done.

## **OLA STAFF SPOTLIGHT CONTINUED FROM PAGE 11.**

The first thing I would do if you were told COVID-19 was totally eradicated tomorrow is I would spend time socializing with family, shopping in a mall, eating in a restaurant and finish by going to a movie theater or a play, all without a mask! Those are all social activities I didn't fully appreciate until they were unavailable. Also, I'd really like to find a state fair and just enjoy the atmosphere.

If I had two weeks to do anything I wanted (with no cost or other limitations) I would take my family to Disneyland. This is somewhat of a clichéd answer but truth. My mother is turning 60-years-old this year and was not expected to live past 40. We were originally planning to celebrate this milestone there (pre-Covid) since it is literally her favorite place. I would also bring my in-laws because they have never been and I would love to be there for their first experience with all of the kids.

One thing I would like people to know about me is that in my free time I work as a therapist for a court ordered domestic violence and substance abuse non-profit organization. Also, I'm quiet but rarely serious.

## **UPCOMING EVENTS FOR FALL 2020**

### **Creating Your Full-time Faculty Professional Portfolio**

This is a new Canvas course designed to help faculty with the rank and tenure process. Register via SLCC/employee training under ePortfolio.

### **Civic Literacy Student Learning Outcome Resources**

September 18, 2020, 1:00 p.m.-3:30 p.m.

### **Online Service-Learning & Civic Engagement Webinar**

August 21, 2020, 10:30 a.m.-11:30 a.m.

August 31, 2020, 12:00 p.m.-1:00 p.m.

### **Community Partner Site Visits**

October 23, 2020, 9:00 a.m.-12:00 p.m.

November 19, 2020, 1:30-4:30 p.m.

### **Service-Learning Professional Development Series**

August 25-December 10, 2020

Details for all civic engagement events are on the service-learning faculty web page or register via SLCC/employee training.



# INFORMATION FOR FALL 2020 SERVICES

## STEM LEARNING ONLINE SERVICES

STEM Learning Resources works in collaboration with all Science, Technology, Engineering and Mathematics departments to provide a variety of free academic support services. Our goal is to build self-confidence, promote critical thinking skills, and encourage active learning for STEM students. We are committed to preparing students to reach their full potential as both individuals as well as members of our community. STEM Learning tutoring and workshops will be offered online for the Fall 2020 semester. All our services are free with unlimited access for all SLCC students. No registration is required for any of our online services. Please note we will have in person workshops for BIOL 1610 and for some Math workshops, pre-registration will be required, please see our website for details. You will also find tutoring subjects and hours, as well as the weekly workshops schedule for both Math and Biology.

**Website:** [www.slcc.edu/stem](http://www.slcc.edu/stem)

**Email:** [stemlearning@slcc.edu](mailto:stemlearning@slcc.edu)

**Classes we tutor:**

BIOL 1010, 1610, 2320 & 2420, CHEM 1010,1110, 1210, 1220 & 2310, ENGR 1010 & 2010, MATH 0900, 0950, 0980, 1010, 1030, 1040, 1050, 1060, 1080, 1090, 1210 & 1220 and PHYS 1010, 2010, 2020, 2210 & 2220

**Classes with workshops:** BIOL 1610 and MATH 0980, 1010, 1030, 1040, 1050

**Hours of operation:**

Monday-Thursday 10AM-8PM

Friday & Saturday 10AM-3PM (Saturday Tutoring begins 9/12/2020)

## EPORTFOLIO SERVICES

Beginning Tuesday, August 25 ePortfolio will be offering both remote and in-person services for students and faculty for Fall semester. *Remote assistance is strongly encouraged when possible.* In-person assistance will be available at the Taylorsville-Redwood campus and the South City campus. To safely limit number of people in-person help will be *by appointment only*. We will also continue to offer ePortfolio workshops remotely as well as in-person. For more information, please visit our website: [slcc.edu/eportfolio](http://slcc.edu/eportfolio) or contact Emily Dibble at [emily.dibble@slcc.edu](mailto:emily.dibble@slcc.edu).