

SPRING 2022

STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

PHASE FOUR: IMPLEMENTING THE GENERAL EDUCATION MAPPING PROJECT

Michael Young

The Office of Learning Advancement continues its work on the AAC&U Guided Pathways grant awarded to SLCC in the summer of 2019. This is a college-wide project that has been rolled out in three phases. Phase one involved creating and distributing maps for deans, associate deans, and faculty within our thirteen General Education designations. We asked participants to identify at least two or three priority sub-learning outcomes that should be included in signature assignments for teaching in specific general education designations.

In Phase two, a larger body of faculty reviewed the maps and provided input and changes to arrive at a consensus of what should be included in a signature assignment. For phase three, we held assignment design charrettes in the summer of 2021, where over forty-three faculty and four Associate Deans/Chairs from across the college used the maps to exchange ideas, revise existing signature assignments and pool their signature assignments to be used. In the fall of 2021, the time parameters of the grant officially ended but we received permission from AAC&U to move forward with remaining grant funds to help implement the mapping project within Guided Pathways at SLCC. As a result, we have moved into a fourth phase that integrates the maps into the General Education Pathway.

In Phase four, we will use the maps to work with faculty and administrators to design Signature Assignment and Reflection Guides for each general education designation. These guides will help faculty to design signature assignments that map to learning outcomes. The guides will also function as a rubric for designation peer reviewers and the General Education Committee for reviewing courses. Use of the maps and the guides will ultimately improve the learning experience of general education for students and will also provide us with better assessment of our General Education program.

We will be hosting meetings in the spring and summer of 2022 for faculty interested in creating the signature assignment and reflection guides for their designation. It is our goal to be completed with this project by the start of fall semester 2022. At that time we will post the guides and signature assignments as additional resources for course design. The Office of Learning Advancement would like to thank the faculty, staff and administrators who have devoted their time and attention to our ambitious mapping project.

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ENGAGED LEARNING OFFICE PROGRAM REVIEW

Lucy Smith

The Engaged Learning Office (ELO) supports several high-impact practices at the college, such as service-learning, study abroad, and domestic study. A primary focus of the ELO is to create infrastructure to support faculty implementation of HIPs which in turn helps retain our students. National research demonstrates that students are more engaged and better retained when participating in well-executed high-impact practices (Kuh, 2008).

The service-learning program started in spring 2004 in the Thayne Center for Service & Learning (now the Thayne Center for Student Life, Leadership, and Community Engagement). In summer 2015, the service-learning program moved to Academic Affairs under the Office of Learning Advancement. Shortly after moving, study abroad and domestic study were included, and the ELO was born. The service-learning program underwent a program review while in the Thayne Center in 2012, but the new structure needed comprehensive evaluation. Because of this need, the ELO began the program review self-study process in November 2020, and the study was completed by April 2021.

Three reviewers lead the process: Melissa Seaboch, Ph. D., Associate Professor of Anthropology at SLCC, Kevin Kecskes, Ph. D. Associate Professor, Public Administration at Portland State University, and Kate Stephens, Ph. D., Associate Director for Community Engagement at Utah State University. The reviewers read the self-study and then facilitated discussions with six focus groups. The focus groups included SLCC students, staff, community partners, Associate Deans, Deans, faculty, and administrators. The driving questions for the focus groups were organized into four areas: 1) Strategic Alignment, 2) Processes, Services, and Programs, 3) Structure, and 4) Serving Clients.

Once the focus groups were complete, the reviewers created a final report that highlights areas of commendation, discusses some recommendations in-depth, outlines a timeline for implementation, and discusses the additional resources necessary to accomplish goals.

(continued on pg. 3)

ENGAGED LEARNING CONT'D FROM PAGE 2

"Overall, the program review process was informative, helpful, and enlightening. The ELO is currently moving forward with many recommendations"

Some key recommendations from the final report include the following:

- Given the centrality and importance of ELO's programs to the core values of SLCC, the workload of the office warrants the promotion of the coordination position to a Director-level position, or equivalent, as well as an increase in the size of the staff and number of internships to keep pace with the rapidly growing programs
- Utilize the Carnegie Community Engagement Classification as an institutional roadmap for community engagement (CE).
- Change the name of service-learning (SL) to community-engaged learning.
- Provide more support for Engaged Departments.
- Create more Domestic Study programs.

Overall, the program review process was informative, helpful, and enlightening. The ELO is currently moving forward with many recommendations. All documentation about the process is found on the [ELO impact summaries web page](#).



ADAM DASTRUP TO GIVE DISTINGUISHED FACULTY LECTURE

David Hubert

Later this spring, Professor Adam Dastrup will be giving the 2022 Distinguished Faculty Lecture. Coordinator of the Geosciences program, Dastrup will present “A Critical Spatial Analysis of Social and Environmental Injustice along the Wasatch Front.” The presentation will highlight the results of a project Dastrup has been working on for several years. Attendees will experience a “deep dive into the social, racial/ethnic, economic, and environmental injustices, segregation, and gentrification that have occurred along the Wasatch Front between 2000 and 2020.”



During his more than 15 years at SLCC, Professor Dastrup has taught courses in natural disasters, physical and world geography, GIS, environmental science and global positioning systems. In 2019, he created the Utah System of Higher Education’s first drone certificate program, and he is also the founder of Open Geography Education (OGE), where he developed online textbooks and made them available at no cost to students. With the three textbooks that he created, Dastrup has saved SLCC students roughly \$1.3 million since 2015. The books are also available to students worldwide.

Dastrup holds bachelor’s and master’s degrees from the University of Utah, and he is a certified GIS and drone professional. He has led multiple organizations at the college, including the school’s Sustainability Committee and Faculty Senate. With the help of students, the Thayne Center for Service and Learning, and SLCC’s Facilities Department, he also created the school’s community gardens and recycling programs.

Professor Dastrup’s lecture is scheduled on April 4 from 12:30–2pm in the Oak Room on the Taylorsville–Redwood Campus.

"With the three textbooks that he created, Dastrup has saved SLCC students roughly \$1.3 million since 2015. "

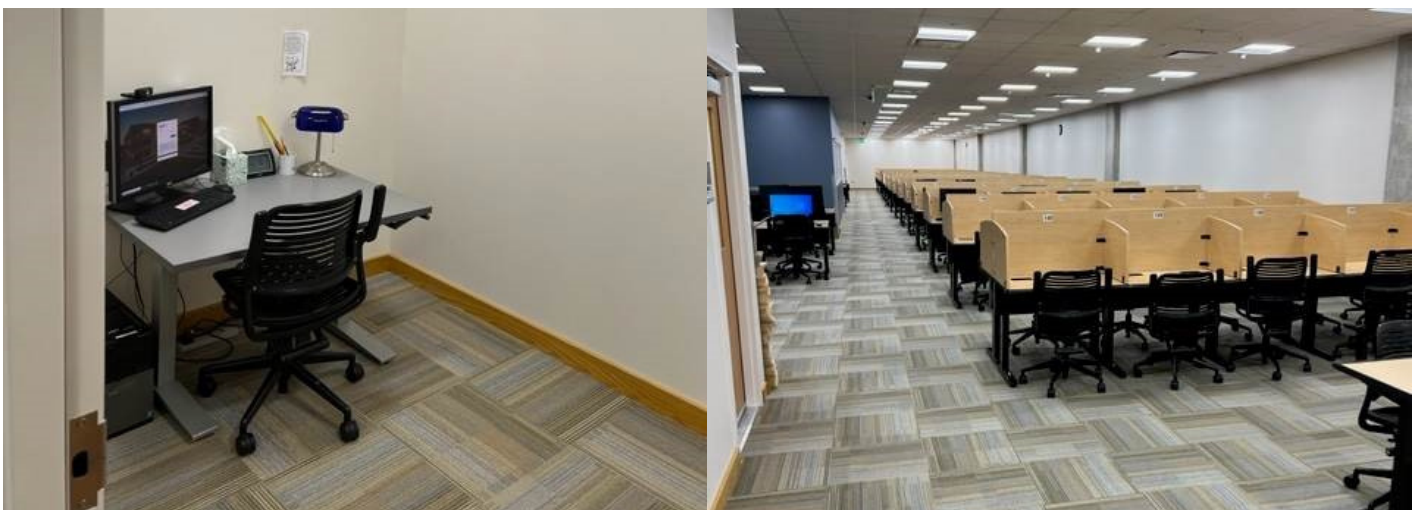


TESTING CENTER: CHECK OUT OUR NEW DIGS!

Lakiesha Fehoko

Testing Services moved to the Markosian Library on the Taylorsville-Redwood campus Fall semester. Our new space features 87 computers, 15 tablets and 90 paper/pencil desks totaling 192 seats. We also accommodate students with 11 minimal distraction seats and 4 individual rooms. Our separate certified testing space offers the GED and PROV to students and community members.

We were excited to successfully administer our first full semester in our new space since the pandemic and proctored 5,636 exams! We learned a lot and can't wait to improve as we continue to offer all online and broadcast course testing. Spring semester Testing Services will also reintroduce and grow our classroom testing pilot. Come visit us and find out how we can help support you and your students!





SLCC'S ELEARNING PROGRAM NATIONALLY RANKED!

Gavin Harper

SLCC Online and eLearning have had an outstanding year working with faculty to develop the online student experience. The pandemic has created challenges for students who would normally attend face-to-face classes, so the online student experience has been an even more critical point of access that defines our college. This year for the first time, SLCC Online has been ranked as one of the first-tier online learning institutions by Newsweek in their annual list of colleges.

<https://www.newsweek.com/americas-best-online-learning-schools-2022>

The eLearning team and the faculty who collaborate to build those courses are the reasons for that recognition and national ranking.

As part of our goal in eLearning to establish an even greater awareness of the value of that online student experience, our department has extended our services for the first time to broadcast courses and even the Canvas experience that most students engage in during face-to-face classes. Good instructional design is simply good course design, period. So, offering our design and technology support to those areas where the online student experience blends with the face-to-face needs of our college seems a natural extension of our support. If you would like to participate in any of these new areas of the course design process, please reach out to Gavin Harper (Gavin.Harper@slcc.edu), Marie Horne (Marie.Horne@slcc.edu) or call eLearning at ext. 5125 .



FACULTY SPOTLIGHT

DR. JUONE KADIRI

I am originally from Birmingham, Alabama. My partner got a great job with a tech company that moved us to Utah and I have been at SLCC since July of 2018. I started out as a Full-Time faculty and I am currently an adjunct professor in Ethnic Studies and am in Faculty Development.

I initially received my bachelor's in social work. I worked as a hospital social worker helping families of newborns with discharge planning also building community partnerships with agencies that could support families with resources. I decided to return

to school and get my MSW. After completing my master's and learning more about African and African American culture, I decided to pursue my PhD in African Studies. During my professional work and pursuing my PhD, I learned a lot more about working with families that had immigrated to the US from Central and South America and from Africa. I started providing child development and health education and supported them to acclimate to living in a different culture.

After finishing my PhD and the community education that I had been providing, I realized had a growing interest in teaching in a classroom. I like the process of helping people to learn. I find it fascinating to see how people learn and integrate new information. I did not have experience classroom teaching before I graduated so I started substitute teaching to get more teaching experience and also was an adjunct at George Mason University in their Honors Program. I was a reading specialist at an elementary school before moving to Utah.

African American culture is something that I became more interested in during my Master's program. I learned that there was missing information about the history of African Americans in the United States and that the way I had been taught about it was not entirely accurate.

I moved into faculty development because I wanted to help increase the number of [global majority](#) representation in the faculty. I love supporting faculty to do their best to support students by giving them the resources that they need to do what many of them love, teaching. (continued on pg. 8)

"I love helping students feel like they belong in college... I love seeing them connect what they learn in class to what is happening in the world and in their lives. "

FACULTY SPOTLIGHT CONT'D FROM PAGE 7

I teach ETHS 2410 African American Culture. I love helping students feel like they belong in college. I love helping them see that being a researcher and learning research practices is not just for PhDs. I love seeing them connect what they learn in class to what is happening in the world and in their lives. I love when they say the way they will do their work is different because they took my class.

In my classes I use Collaborative Assignments and Undergraduate Research. These two high impact practices are very important to me. Because I am a first generation graduate, I learned a lot in hindsight so I make things very plain and clear to my students. I explain to them why we work collaboratively, and I also call them researchers so that it is a part of how they see themselves. I collaborate with Jamie Dwyer, a librarian, to get support with explaining the research process to them and to help them become familiar with our library resources. She comes 2-3 times a semester and we scaffold the process of teaching them about research practices and their specific project. At the end I invite them to participate in the TRIO Undergraduate Research Day. The students that participate are terrified at the beginning and with coaching and reassurance at the end they feel so accomplished and proud of themselves.

A few important things I've learned about teaching/working/living through the COVID-19 pandemic is that we as a world want "normal", but normal is such a relative term that means a lot of different things to a lot of people. I have also learned that life has changed and people are demanding that the way we work changes. We have become more creative about how, when and where we work. What our expectations are about working has changed. We have learned that we can do a lot more to accommodate workers to support family changes and illnesses. In the classroom, I have also learned that I can get creative about connecting. When we were in person I wanted my students to know that I saw them. I knew everyone's name and referred to them by their names. I also made sure they all knew each other's names. Online is a bit harder but I work to say their names every class time and I say I miss them when they have not attended, hoping this helps them to feel seen.

For Spring semester, I will have my class participate in the Undergraduate Projects & Research Conference (UPRC) with the SHSS. This is another great opportunity for students to share what they are learning with their peers and with the wider college. I am continuing to think about racial equity at the college and [intersectionality](#) and how the missing voices impact every level of the college from students to administrators and that the outcomes are very similar, new ideas about how and why we do things.

Over the Winter Break I watched a lot of Netflix, PBS and Amazon Prime. After the big snow I decided that I should make peanut butter and birdseed pinecones. I also am learning to do Suduko. Self-care is so important for all of us. Daily incorporating ways to do some form of self-care is so important. Here are some of my favorites.

- Dancing
- Mindfulness
- Hot soak in the tub with essential oils and Epsom salt
- Gratitude at bedtime
- Massages

OLA STAFF SPOTLIGHT

ANDREA SCOTT

I am the Open Educational Resources (OER) Coordinator for Open Educational Resources in the Office of Learning Advancement and Chair of the Open SLCC Advisory Committee. I'm responsible for overseeing the program's operations, which includes leading the Open SLCC Team in OER publishing support, developing best practices, sustainability planning, strategic oversight, partner relations, and coordinating OER professional development opportunities.

My new role began in August of 2021; although I'm relatively new to my current position, I'm not new to the OER field or Salt Lake Community College (SLCC). I joined SLCC in 2011 as the University Center Advisor and began working with the Educational Initiatives Department in 2013; the past seven years of my career have been focused on different aspects of building the Open Educational Resources program at SLCC.

I'm passionate about social justice, knowledge equity, and mentorship. Before joining SLCC, I spent time in the private, non-profit and public sectors. The past sixteen years of my career have been focused on addressing educational inequities and other barriers to student success. Before coming to Salt Lake Community College, I was part of the Workforce Investment Act (WIA) Team, a grant program funded by the Department of Education. The grant work included addressing barriers to employment and education for underserved populations. During my tenure at WIA, I mentored students, developed individual holistic educational plans (including addressing basic needs), provided outreach, developed training programs, internships, and collaborated with state and higher education partners.

As a first-generation student, I began my general education studies at SLCC where I developed an interest in Psychology, and continued my studies in Clinical Psychology and Business at Westminster College in SLC, Utah. After earning my B.S. I was keen on becoming a therapist or counselor and continued my training at the University of Utah College of Social Work in the Substance Abuse Counseling Program. After graduating and completing my practicum, I became a Substance Abuse Counselor Intern. Although I loved teaching substance abuse classes, group therapy, and assisting others overcome obstacles, I missed working with students and the broader scope within higher education equity work. Salt Lake Community College provided a space for growth and a perfect environment to make an impact on a systemic level.

I grew up in Salt Lake City, Utah, where my parents instilled my love of people, animals, and nature as they modeled embracing life with curiosity, community service, and mentorship. I enjoy skiing, hiking, paddle boarding, horseback riding, camping, and most recently have taken an interest in skijoring – *(continued on pg. 10)*



OLA SPOTLIGHT CONT'D FROM PAGE 9



not something I plan to do, but I enjoy spectating. I'm adventurous and love learning. Traveling is one of the best ways to get out of my comfort zone, to learn and embrace different cultures. In my downtime, I enjoy volunteering, reading, gardening, and spending time with friends and my family, which includes my partner (Tanner), two kiddos, Tegan (11) and Riley (7), Boxer (Alice), two Guinea pigs (Smore & Oreo), a hamster (Shadow) and our community horse (Kit). Yes, we have a mini farm of sorts.

If I could only eat one thing for the rest of my life, it would be scones or, AKA, "dough gods," according to my family. A secret talent I have is basic auto mechanic knowledge. I can change my oil, conduct basic automobile troubleshooting, or change a car

tire if required. A special shout out to my dad for insisting I learned the basics.

In 2020, I was honored to be selected out of 125 candidates for a leadership position on the Open Education Conference Strategic Planning Committee. The two-year term entailed collaborating with 15 OER state leaders to develop a strategic plan and transition the conference to a community lead conference structure. In reflection, perhaps I'm most proud of my time mentoring hundreds of underserved students in navigating inequities within the higher education systems. Together we celebrated some of the sweetest victories.

What would I like others to know about me? I may be considered an introvert to some, as I can be reserved and don't enjoy the spotlight. I'm naturally a curious human and frequently ask questions. Ask my mom; she has lots of stories. But embracing curiosity for me means listening, observing, and learning more than speaking. My opinions are formed from my perceptions of the world, and I strive to challenge my views through listening and learning from others, specifically those who appear to have views different from mine.

My heroes take the form of mentors. Throughout my life, I've been fortunate to work with several mentors. Two SLCC mentors that come to mind now are Dee Glascoe and Kathy Hurd. Both mentors were unapologetically bold, embraced radical honesty, taught me the importance of taking appropriate risk, and that modeled success means nothing unless it's shared.

Through the pandemic, I've learned even the best planners can fail to accomplish the goals set if there is an inability to adapt. Sometimes the best decisions aren't related or tied to the designated outcome. Adapting and exploring unique solutions with an open mind are imperative to surviving the storm.

I'm grateful and honored to have the opportunity to work alongside the passionate and talented group of SLCC faculty, administrators, staff, students, and the OER Community, all of whom have worked together to explore solutions to educational inequities, shared knowledge, given generously and demonstrated the strength of community collaboration.

UPCOMING EVENTS

Engaged Learning Celebration – January 28, 2022, 12:00–1:30 PM; Hybrid event


Please save the date for our Engaged Learning Celebration. Every year, the Engaged Learning and ePortfolio Offices award tuition waivers to students that demonstrate outstanding work on their ePortfolios and in community-engaged learning. It is our pleasure to take the time to celebrate the work of these students in the community and in online spaces and we would love it if you joined us in the celebration! The awarded students will be speaking on their experiences and how these high-impact practices offered at the college have impacted their education. We will also have the pleasure of hearing from President Huftalin and Provost Sanders.

Join: <https://slcc-edu.zoom.us/j/81905654225?pwd=YUVzbm44L0o5MTRXVlZzcWNrSGoxdz09>

Passcode: 326108

SLCC to host AAEEBL Conference – July 2022; Hybrid event. More details to come for this conference on ePortfolio.

Civic Literacy Student Learning Outcome Workshop – January 20, 3:00–4:00 PM; Virtual



The poster features an illustration of three diverse people (two women and one man) standing with their arms raised in a celebratory gesture. Below the illustration, the title "CIVIC LITERACY STUDENT LEARNING OUTCOME WORKSHOP" is written in a bold, orange, sans-serif font. The main body of text, in a smaller black font, describes the workshop's purpose: to involve students in critical social issues and provide faculty with resources and strategies for assessing learning outcomes. Two options for participation are listed: Option 1 (self-directed online course) and Option 2 (virtual interactive workshop). The date and time, "January 20, 2022 3:00 PM to 4:00 PM", are prominently displayed in bold black text, followed by the word "Zoom". Registration information and contact details for Lucy Smith are provided at the bottom. The poster is framed by a thick orange border. At the very bottom, there is a logo for "ENGAGED LEARNING" consisting of three circular icons and the text "ENGAGED LEARNING", and a small footer text "AA/EI INSTITUTION • REV. 8/12/2021".

CIVIC LITERACY STUDENT LEARNING OUTCOME WORKSHOP

Involve your students in critical social issues relevant to your discipline! This content is for faculty currently using service-learning pedagogy or those generally incorporating community engagement as an experiential teaching strategy. Learn about the Civic Literacy Student Learning Outcome (CLSLO) resources at SLCC. Become familiar with SLCC's efforts to assess this learning outcome. Several opportunities exist.

Option 1: Participate in a self-directed online course in Canvas and analyze the connections between the CLSLO and your class using the assessment rubric.

Option 2: Join a virtual, interactive workshop and dive into the CLSLO resources created while also devising strategies for curricular integration.

**January 20, 2022
3:00 PM to 4:00 PM
Zoom**

To register go to MySLCC - Employee - Register for Training - Office of Learning Advancement

For questions contact Lucy Smith at lucy.smith@slcc.edu | 801-957-4688

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