

# STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

## ONE YEAR LATER

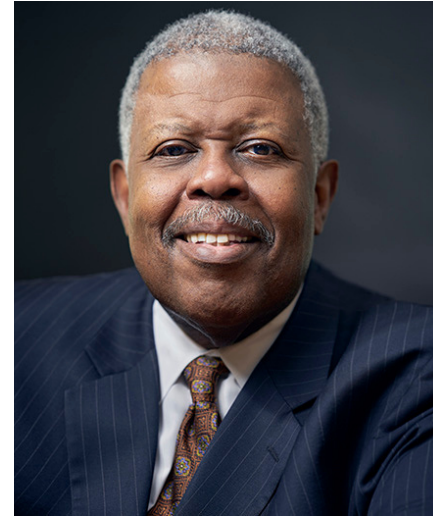
*Provost Clifton Sanders*

One year ago, I wrote in this newsletter about ‘taking General Education seriously.’ My intent was not at all to disparage the unique and often surprising 30+ year journey of General Education at SLCC, but rather to remind us that General Education must be viewed as an academic program, especially because it is regarded as foundational to academic integrity and institutional mission fulfillment in the judgement of our state higher education system and our regional accreditation organization. I also asserted that, because of the variety of courses and disciplines it must consider, General Education as an integrated program of study requires vision, coherence, stewardship and support comparable to (perhaps surpassing) typical majors’ programs.

The above considerations convinced me that our current state of General Education needed inquiry from several stewardship perspectives. Commensurate with our SLCC Pathways work, I commissioned a General Education Design Team in 2019 to review and make recommendations for ‘maintaining and promoting the quality, coherence and integrity of the General Education program.’ The Design Team was co-chaired by the Associate Provost for Learning Advancement and the faculty chair of the General Education Committee, and included 10 faculty, 2 representatives from Student Affairs and 4 academic administrators. The team conducted a multifaceted examination of our current Gen Ed program and processes using the following categories and perspectives: governance, shared instructional practices, assessment, positive learning climate and curriculum.

They completed their work at the end of the 2019-20 academic year, submitted their recommendations to me and, after review, I accepted the major findings and recommendations of the Design Team. After this I initiated a process of discussion and deliberations with key Design Team members, and with faculty leaders and administration, including SLCC Cabinet. Based upon these discussions I submitted the Design Team report and recommendations for Faculty Senate consideration. By agreement with faculty leaders, these discussions will continue throughout the 2021-2022 academic year, with the expectation that implementation of recommendations, agreed upon modifications and related actions will occur beginning Fall 2022.

*(Continued on page 2)*



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*"I hope that the Design Team recommendations motivate us to discuss frankly our constructions of faculty and administrative roles, relationships, power and accountability within Academic Affairs, and in relation to institutional, system and accreditation governance."*

## **ONE YEAR LATER (CONTINUED FROM FRONT PAGE)**

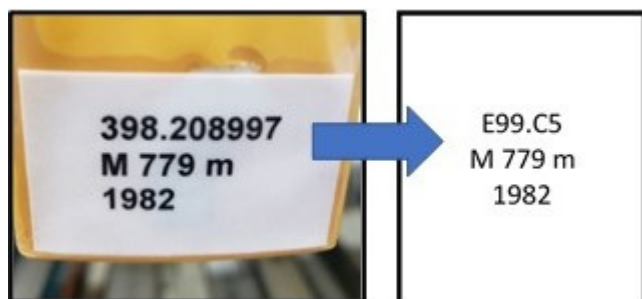
I want to thank the Design Team for their careful and thorough work, also faculty and administrators for our discussions to-date. I very much appreciate the professionalism and care of faculty leadership in providing time and space for clarification, comment and reflection. I look forward to this next year of engagement on this critically important issue. I hope that the Design Team recommendations motivate us to discuss frankly our constructions of faculty and administrative roles, relationships, power and accountability within Academic Affairs, and in relation to institutional, system and accreditation governance. And I truly hope these deliberations will encourage us to cherish an integrated, coherent General Education program and especially the benefit this will provide to the learning, intellectual formation and future success of our students.



# SLCC LIBRARIES BEGIN LIBRARY OF CONGRESS CLASSIFICATION CONVERSION

*Ann Richins*

Library Services is excited to announce that we will be converting our print, non-fiction collection from Dewey Decimal classification to Library of Congress classification. The project was more than five years in the making to bring it to fruition. The reclassification will involve changing all the call numbers in the library records, applying new spine labels, and reorganizing the 42,916 books at the various Library locations. The records reclassification will begin in September 2021 and the entire project will take about a year to complete from start to finish. Fortunately, the physical collection will still be usable and will not need to be modified for the first nine months of the process. We are aiming to relabel and reorganize the collection during summer 2022.



*The bookcase on the right (398-581) shows what the collection looks like now and the bookcase on the left (360-398) shows how we will be shifting it*

Why the change? The Library's Collection Development committee assessed the physical collection (books and DVDs) in 2017 and found that there were some areas of improvement that needed to be addressed. The most pressing areas included accessibility, inclusivity, and searchability. The idea to convert the collection had been floating around for a few years by that time, but after the assessment, the consensus was that Library of Congress would be a better system to achieve our goals around the collection. The Collection Development committee has worked diligently over the last five years to improve the collection and get it prepared for the reclassification.

Library of Congress classification is more inclusive to modern subjects and evolving topics. The subject groups are more intuitive and put related topics closer together than in the Dewey Decimal system. It also brings the College into alignment with the other USHE institutions in the organization of their library collections.

*(Continued on page 4)*



## SLCC LIBRARIES BEGIN LIBRARY OF CONGRESS CLASSIFICATION CONVERSION(CONTINUED FROM PG. 3)

While using the Dewey Decimal system was not detrimental to our library users, it proved challenging when a faculty member or student tried to use both our collection and another institution's collection at the same time.

The change will also improve the searchability of the print collections by restructuring the call numbers. Currently, the average call number for the Library's collection is 15 characters in length, or, about the length of a credit card number. This made it time consuming and challenging for library users to find the material that they needed. It also increased the likelihood that materials would be mis-shelved and therefore even more difficult to find. The Library of Congress structure simplifies the call number and should make it easier to browse the Library's collection and find specific titles.

As part of the project, all the print materials will have to be reorganized under the new classification scheme. We are going to take the opportunity to shift the print collection for accessibility purposes while we are relabeling and reorganizing the collection. This will move the collection in 15 inches from the top and bottom of each bookcase and place the materials at the most visible and easily reached range of shelves.

It is a big change for us, and we are looking forward to sharing our "new" print collection with the College community. We hope you come by the Library during Fall Semester 2022 to check out the results.

## TESTING SERVICES RAMP-UP!

*Lakiesha Fehoko*

The Taylorsville-Redwood testing center is moving to the Markosian Library and will be closed from August 30 thru September 13th. Come check out our new space when we reopen on September 13th!

### Fall semester:

- We will offer all online course testing and makeup testing at Taylorsville-Redwood, South City and Jordan campuses. This includes broadcast courses that do not have a regular physical meeting space.
- Testing for the Developmental Math program at Taylorsville-Redwood
- Testing for CBE courses at Taylorsville-Redwood and Jordan
- CASAS/CLEP/GED/Certifications/SATTS/PLA
- Placement testing will continue being offered remotely

### Spring Semester:

- All services listed above
- Classroom testing pilot courses with additional participants





# **ENGAGED LEARNING FALL EVENTS & INFORMATION**

*Lucy Smith*

Welcome Back SLCC Faculty!

The Engaged Learning Office in Academic Affairs offers professional development for faculty and supportive infrastructure for those seeking to integrate service in the curriculum as an academic strategy. We offer formal courses and workshops as well as one on one mentoring. Learn how to use high-impact practices to increase student engagement, investigate social issues, and support faculty rank advancement.

## **SERVICE-LEARNING PROFESSIONAL DEVELOPMENT SERIES**

**SEPTEMBER 7 - NOVEMBER 12, 2021 | ONLINE MODULES**

**JUNE 13 - AUGUST 5, 2022 | ONLINE MODULES**

Service-Learning is a high-impact practice that enhances student engagement and retention while also addressing relevant social issues through academic-based service. Completion of the entire online course will result in the creation of content for a Service-Learning Grant & Designation new course proposal. The last day to register for fall is October 1, 2020, and the last day to register for the summer session is June 20, 2022.

## **CIVIC LITERACY WORKSHOP**

**OCTOBER 29, 2021 | 10:00 A.M. - 11:00 A.M.**

**JANUARY 20, 2022 | 3:00 P.M. - 4:00 P.M.**

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 a teaching strategy. Learn about the Civic Literacy Student Learning Outcome (CLSLO) resources at SLCC, including a rubric and reflection prompts. Hear from current faculty about their efforts.

## **SERVICE-LEARNING FACULTY SHOWCASE**

**NOVEMBER 12, 2021 | 10:00 A.M. - 11:00 A.M.**

Join us for a showcase to hear from experienced service-learning faculty. Discover different ways to incorporate service in the academic curriculum. Gain new knowledge about community-engaged pedagogies or expand your existing knowledge. Refreshments served for in-person attendees. *(Continued on page 6)*

## **ENGAGED LEARNING FALL EVENTS & INFORMATION (CONTINUED FROM PAGE 5)**

### **WORKSHOPS**

The Engaged Learning Office offers departmental workshops and individual consulting services focused on Engaged Departments and integrating service-learning pedagogy into the curriculum. Please contact Lucy Smith at 801-957-4688 for details.

### **SERVICE-LEARNING GRANT & DESIGNATION PROGRAM**

Engage with the community! The Service-Learning Grant & Designation (SLG&D) program funds individual service-learning course designations, Engaged Departments, and civic faculty fellows. There are rolling deadlines fall and spring semesters for amounts from \$500-\$5,000.

#### **INDIVIDUAL COURSE DESIGNATION - UP TO \$1,000**

Integrate academic service opportunities in your course and support High-Impact Practices at the college. Engage students in wicked problems that are relevant to your discipline. Funding is available for first-time faculty (\$1,000).

#### **ENGAGED DEPARTMENTS - UP TO \$5,000**

Take the next step beyond individual community-engaged learning course designation and go big! Receive up to \$5,000 in funding to further investigate the public scholarship of the department. An Engaged Department applies a civic lens to several key areas.

- Mission and culture
- Faculty
- Community partnerships
- Student programs
- Leadership

#### **CIVIC FACULTY FELLOWS - UP TO \$2,000**

Funding is available for civic faculty fellows who are faculty members who help lead departmental engagement efforts or other innovative civic engagement practices—up to \$2,000 of funding available.

### **SLG&D DEADLINES**

First Tuesday of September, October, and November, February, March, and April

For more information please feel free to contact us!

Lucy Smith - Engaged Learning Coordinator

lucy.smith@slcc.edu | 801.957.4688

[www.slcc.edu/service-learning/faculty/index](http://www.slcc.edu/service-learning/faculty/index)

## FACULTY SPOTLIGHT

### AARTI NAKRA

Originally, I am from India. In 2001, I arrived in the United States to pursue my master's degree in history at the University of Utah. This was the first time I was on my own in a new country. I was nervous, excited, happy and a little overwhelmed. I had always heard about the U.S and its focus on diversity. In my first few weeks of arrival, not once did I feel unwelcome or unwanted. When September 11 happened, it turned my world upside down. I was suddenly looked upon differently, suspiciously. My English accent was strange, my name sounded foreign, and I was stopped on the streets by people who demanded that I go back to wherever I came from. I was not welcome anymore. This experience was scary to say the least, but it strengthened my determination to continue with my education and make a life for myself here in the United States. Of course, I had great teachers, mentors, friends, colleagues who helped me in this journey but my early immigrant experiences, both good and bad shaped me to become the person that I am and to be where I am today.



I have taught at SLCC for about 10 years now. I remember back in 2005 when I was pursuing my master's degree at the University of Utah, some of the faculty members from the History department at SLCC held a workshop about teaching opportunities at SLCC. I was immediately interested and after completing my master's applied for an adjunct faculty position at SLCC.

My area of study is American history. When I was in India doing my undergraduate studies, I met several Indian women who were living in the U.S. back then and came back to India every few years to visit their families. These women shared their experiences of living in the U.S. Most of these women had migrated in the early 1980s and had been on a dependent visa status for several years, and were thereby unable to work in spite of the fact that they were highly educated and had been working in India before they migrated to the U.S. For many of these women, living in the United States had been a bittersweet experience. Listening to these stories got me interested in American history and more specifically the immigrant woman's experiences. After finishing my undergraduate studies with a major in History, I decided to pursue my master's in American history with a focus on gender and immigration studies, at the University of Utah.

I teach several history courses: American History, World History and a course on American Immigration. I love history. This statement may sound rather simplistic coming from a history instructor, but to me history is not just about studying the past. History is about individual and communal identity, it's about who we are as social beings. My primary goal as a teacher is to instill that same love for history amongst students. I want them to appreciate history as a discipline that is alive and be inspired by it. Thus, when I see students questioning, interpreting, analyzing, and critically examining history, that is my favorite part of teaching. *(Continued on page 8)*



## FACULTY SPOTLIGHT (CONTINUED FROM PAGE 7)

I really emphasize writing in all of my classes. Writing is a critical skill that students need to learn and all of my courses are writing intensive. Having writing intensive classes has forced me to create more equity focused writing assignments complete with robust guidelines, rubrics and grading schemes. I use writing assignments which not only test students' knowledge on the content but also focus on student reflections, peer reviews, and creativity. I created informal reflective writing assignments where students reflect on their weekly readings based on certain prompts that I provide. Peer review is more informal writing where students read their class peers' writings and provide critical feedback. Both these assignments do not receive an official grade, but I provide extensive feedback. This allows students to be more expressive, creative and be ready to take a few risks with their writing. The formal writing assignments which include document analysis papers, big picture assignments, online discussion sessions and a research based ePortfolio assignment are evaluated and assessed on a grading scheme. However, even in these assignments I am flexible and I allow revisions and rewrites. I use a lot of scaffolding techniques that help students build on their ideas, arguments, and the articulation of their thoughts.

Service-learning is yet another high impact practice that I will be incorporating in my immigration class starting Fall 2021. Service-learning is an impactful practice that engages students and gets them involved in the community. Since this history course is on immigration, interacting with immigrants and refugees will help students become familiar with the immigrant experience today and link it to the experiences immigrants had in the past. Most of the assignments in this course will be writing intensive. Along with a few core history assignments, students in this course will also maintain a reflection journal. Journaling is an excellent way for them to learn how to make connections between the course's content (reading, lectures, class discussions) and their service. The final ePortfolio project will be based on their service experience as well as their own research.

COVID-19 has taught me to adapt and learn new technologies that I never thought I would wholeheartedly embrace. The COVID-19 pandemic forced me to integrate WebEx/Zoom technology in all my courses. I have to admit, I was very hesitant about how much technology I should use in my classes. Video conferencing was one of those technologies that I was very reluctant to use because I hate how I look on camera and more importantly I hate how I sound. However, during the later half of the Spring semester 2020 I turned to this technology. I took several trainings on how to incorporate WebEx and Zoom in my courses and I now see the advantages of using WebEx/Zoom or any other online conferencing tools. WebEx/Zoom sessions allowed me to keep my classrooms flexible and to remain connected with my students.

In the last few weeks of summer, I had the chance to visit Boston, which has been on my bucket list. The historian in me got to see most of the historical sites and the tourist in me got to visit the beaches, the eateries and the must-see places in Boston. I am excited and looking forward to the Fall Semester particularly because I will be teaching my new service-learning course.

One of my works-in-progress is writing a children's book on Hindu mythology. That is something that I have been working on for some time and hopefully will be able to complete in the near future.

## OLA STAFF SPOTLIGHT

### GAVIN HARPER

I am the Director of SLCC Online, eLearning, and Competency-Based Education at SLCC. I direct the team responsible for online course development and eLearning throughout the college, as well as the team developing and fulfilling our institution's competency-based education initiatives.

One of the most common questions that I'm asked is the difference between SLCC Online and eLearning, which was a question I had while interviewing for the position myself. SLCC Online is the department specifically associated with developing online course material, and eLearning is the technology component that could be associated with any course regardless of modality. So we partner with faculty to prepare online courses; we offer training, services, and support for Canvas; and we build competency-based courses to allow students even greater flexibility in deadlines and speed of content delivery.

This is my first position at SLCC, so I've been here for only two months. I'm still sparkly, gleaming, and new. This position at SLCC was recommended by a friend who thought there might not be too many people in the world who have experience as full-time faculty in higher education, experience supervising multiple instructional design teams, and administration experience in competency-based education. Being the new employee at an institution can always bring challenges, but I have to say the people here at SLCC are my favorite part. Everyone has been very welcoming and warm, even when I ask silly questions. Not one person has rolled their eyes at me yet, despite the mischief in my eyes.

I was always certain that I was going to be an English professor, right from the first moment I hit college. So I followed that traditional path through English departments in Utah and Oregon, and earned my PhD in English and Film Studies from the University of Oregon. That journey is costly, so I worked as an English adjunct and instructional designer to pay my way. The trouble, of course, is that by the end of the degree journey, I loved instructional design. So I split my later full-time faculty appointment in English with course development duties and transitioning courses online that had no online component. And then I eventually had a team of instructional designers working for me . . . and was asked to create another at Davis Technical College. Competency-based education quickly became my focus, and I was promoted from designer to professional development to instructional systems coordinator to director of health professions. That last move might seem a bit strange for an intrepid instructional designer with a bunch of English degrees, but as I had developed most of their curriculum the faculty welcomed me with warmth and trust. All 107 of them. And that was how I became the head of a medical school when the pandemic hit. *(Continued on page 10)*



## OLA STAFF SPOTLIGHT (CONTINUED FROM PAGE 9)

One of the most important things I learned from working/living through the COVID-19 pandemic is to try not to be the head of a medical school when the next pandemic hits. Or an instructional designer. One of my greatest professional accomplishments is...have I mentioned being the head of . . . Yes, yes, I see that I have. As part of that role, I was asked to help design the Michael J. Bowhuis Allied Health Building, which was a 37.1 million dollar architectural accomplishment funded by the Utah legislature for Davis Tech. Each of the programs I was directing had specific needs within the building, so the labs, classrooms, and operatories had to be constructed with such an attention to detail. Knowing the curriculum, how faculty needed to use the spaces, what everyone was teaching, and then communicating these details to interior designers, architects, construction workers, and landscapers . . . is something that I will always be proud of completing.

I was born in Liberty, UT in a red log cabin and grew up on a dairy farm. (The “red” part is what distinguishes me from Abraham Lincoln—that and my inability to grow appropriate facial hair.) I’m a reader, so you’ll most often find me in a comfy reading chair next to my fireplace at home. And I enjoy exploring libraries and bookstores and historic places when I travel. Most of my friends and family do not understand this hobby, but then I convey to them the great joy it brings when you happen upon Arthur Miller signing books and you have him sign a first edition of *Death of a Salesman*. Oh! The smile on my face! And then my friends and family let me know they still do not understand this hobby. I have two grown sons, who also do not like to read. They explain this to family as, “You try having a father who’s an English professor and see if you ever want to read a book ever again!”

This is probably a bit too nerdy, but one of my heroes is Shakespeare. He was able to question our existence, purpose, and meaning as human beings. And he did so under great scrutiny from secular authority and under powerful conforming religious pressure, all the while making his controversial assertions about our nature seem as if they were jokes.

If I could only eat one thing for the rest of my life it would be Maple-Bacon Doughnuts from Beyond the Glaze. They seriously crumble bacon on these doughnuts—and I’m a vegetarian. I might be a vegetarian, but I’m not crazy. Most people who see me as the nerdy English professor seriously underestimate my unique talent of speedy cow milking and my roping ability. One thing I absolutely want to do before I die is hike to Machu Picchu. There are probably a bunch of these places, but this one is next on the list.

If there is one thing I would like people to know about me it's this (maybe it's just the instructional designer in me): collaboration is really the heart of any success I could have. There is no professional accomplishment that can't be made greater by working with a team or together with others.