

STEAL THIS NEWSLETTER

The Word on the Street from the Office of Learning Advancement

EQUITY-MINDEDNESS IN THE HONORS PROGRAM

Kathy Tran-Peters

In the spring of 2020, Dr. Tia McNair of the American Association of Colleges and Universities (AACU), challenged SLCC to “walk the walk” in our efforts to be equity-minded educators. She emphasized that inclusive and transformational education in improving the retention and success of first-generation, low-income, and racially minoritized students happens when we challenge, unlearn, and rethink higher education’s core practices and policies. Dr. McNair’s message was empowering, and in retrospect, her message was timely and more important than ever. At SLCC we have experienced how the COVID-19 pandemic, recession, and national racial crisis, have illuminated and magnified the already-existing systemic racial inequities affecting students’ access to quality education. We have learned these hard truths from our students through conversations via email, phone, meetings, missed assignments, and class absences.

Some students truly felt the impact of the COVID-19 pandemic more than others, as it takes a heavy toll on Black, Latinx, and Indigenous students. Students experienced economic hardship, loss of family members, food and housing insecurity, loss of income and jobs, lack of health care coverage, lack of internet access, electronic devices, and a dedicated quiet place to study.

Since its inception in fall 2020, the SLCC Honors Program has not been without its own challenges concerning equity. The reality of Honors Programs across the nation is that they have historically not been set up to serve first-generation, low income, or underserved racially minoritized students. Honors Programs have been developed in the past to serve the wealthy and elite, demonstrating how class and racial privilege have been ingrained as the norm. At SLCC, an institution that serves the most diverse student body in Utah, it is more critical than ever that the new Honors Program “walk the walk” that Dr. McNair stressed in her call to action to reduce equity gaps.

Some of the barriers to honors participation includes the perception of elitism, rigid admissions standards, and financial barriers. Below are some of the ways in which the Honors Program has started this ongoing and long journey of challenging and rethinking higher education’s core practices and policies:

(continued on page 5)

IN THIS ISSUE:

ePortfolio News and Events - 2

When it Comes to Race, Ideas Matter - 3

Faculty Spotlight - 6

OLA Staff Spotlight - 8

Upcoming Events & Spring 2021 Services - 9



EPORTFOLIO NEWS AND EVENTS

Emily Dibble

Even though life on campus feels a bit quieter because of the pandemic, the staff in the ePortfolio office have been busy helping students and faculty this past semester in a variety of ways. This Spring semester faculty and students can get help online via video or phone call or in-person on an appointment only basis. Beginning January 2021, we will be offering in-person help on three campuses: our Redwood lab (AAB 126), South City lab (SCC 1-131) and our new lab space in the Jordan camps student center (JSTC 208). We will also continue to offer virtual workshops throughout the semester.

Friday, February 5, 2021 we will be holding our annual Engaged Learning Celebration. Although it may look a little different this year (it will be available over Zoom instead of in person) we are thrilled to honor four outstanding SLCC students for their excellent work with ePortfolios and Service-learning. We extend an invitation to everyone to tune in at 12:00 PM via Zoom. The link can be found [here](#).

In other ePortfolio news, Digication has recently started a podcast series where faculty and other ePortfolio practitioners from a variety of colleges and universities share their experiences with ePortfolio. You can find interesting pedagogical ideas, personal experiences with students, and interesting insights about how they got started and have evolved their ePortfolio practices. We invite you to take a listen by clicking [here](#).

Finally, the annual General Education ePortfolio Assessment is coming up again in May-June 2021. Faculty are paid for their work, but even more rewarding is the knowledge one can gain by taking part in this process. Professor Ananda Satya Spike said, "I enjoyed the experience and it allowed me to reflect on my own courses and how to navigate my students with their ePortfolios and signature assignments." It is always an eye-opening experience. If you are interested in participating this year, please contact Emily Dibble at emily.dibble@slcc.edu.

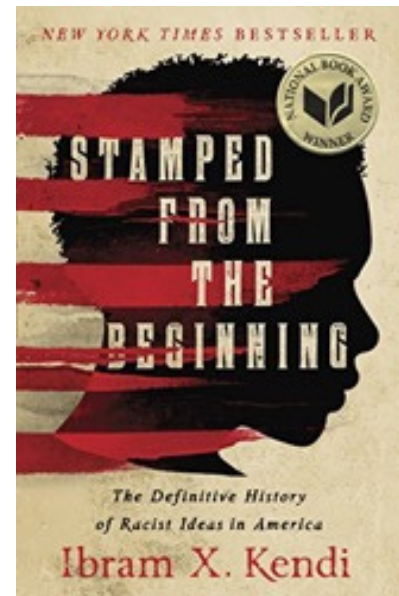


AMERICA'S HISTORY OF RACISM AND ANTI-RACISM

David Hubert

Ibram X. Kendi, *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York: Bold Type Books, 2016.

It is difficult to recommend intellectual histories to friends and colleagues, because they tend to be dense treatises full of arcane terminology, unfamiliar people, and tenuous links across centuries and cultures. Not so Dr. Ibram Kendi's *Stamped from the Beginning*, which captured and held my attention throughout its 511 pages. To be sure, Kendi introduces his readers to a new vocabulary and cast of characters, but he does so with a clear narrative that makes sense to anyone with an understanding of American history and contemporary struggles over race in American society.



Kendi, a professor of humanities and the founding director of the Center for Antiracist Research at Boston University, creates such a readable treatment of anti-Black racism in American history by relying on two narrative threads. The first narrative thread is the classification throughout the book of racist ideas—which encompass both segregationist and assimilationist ideas—and antiracist ideas. The second narrative thread divides the arc of American history into five parts that correspond to the lives and ideas of Cotton Mather, Thomas Jefferson, William Lloyd Garrison, W. E. B. Du Bois, and Angela Davis. On this template Kendi deftly arranges numerous other characters who have contributed their racist, assimilationist, and antiracist ideas to the public debate in America.

The history of public thought about race in America has been dominated by the two forms of racism. Kendi defines a racist idea as “any concept that regards one racial group as inferior or superior to another racial group in any way.” Segregationist thinking in America draws from a strand of Christianity that emphasizes the Curse of Ham’s Descendants (Genesis 9:18–29) and the pseudo-scientific notion of polygenesis—the idea that different races were separately created in different regions on the planet. Such foundational thoughts led to justifications of slavery, assertions that slavery benefited its victims, and defenses of post-slavery segregation.

Assimilationism is the second kind of racist thinking, and often takes the form of what Kendi calls uplift suasion, or “the idea that White people could be persuaded away from their racist ideas if they saw Black people improving their behavior, uplifting themselves from their low station in American society.” Kendi recounts numerous examples, from Phillis Wheatley to Benjamin Banneker to Frederick Douglass, of African Americans who exemplified the Talented Tenth—a term later popularized by Du Bois but invented by Northern Whites who held that showcasing the accomplishments of Blacks who comported with White understandings of education, culture, and

(continued on page 4)

AMERICA'S HISTORY OF RACISM AND ANTI-RACISM (CONTINUED FROM PAGE 3)

“*Stamped from the Beginning...makes us think that one of the main purposes of a general education should be to produce students who can (and do!) engage with extended arguments within and across the disciplines of the liberal arts and sciences.*”



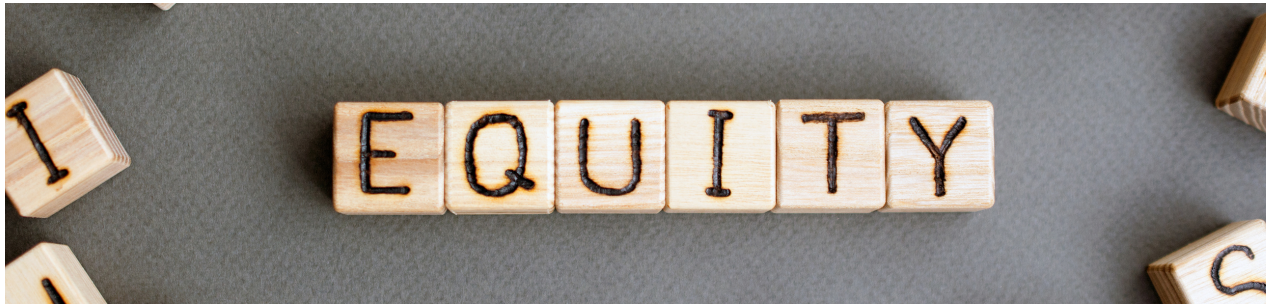
civilization would eventually eliminate racism. For all its good intentions, assimilationism is racist. Think of it as Black lives might matter, but only if they think and behave like Whites.

While reading *Stamped from the Beginning*, one is struck by the extent to which antiracism has been drowned out by segregationist and assimilationist thinking in American history. The 1688 Germantown Petition Against Slavery may well be America’s earliest expression of anti-racism. Kendi also highlights the artists of the self-named “Niggerati” of the 1920s and 30s—people like the novelist Wallace Thurman, the novelist and anthropologist Zora Neale Hurston, and the author Langston Hughes—as “quite possibly the first known fully antiracist intellectual and artistic group in American history,” whose members “rejected class racism, cultural racism, historical racism, gender racism, and even queer racism.”

Stamped from the Beginning is the kind of book that makes us think that one of the main purposes of a general education should be to produce students who can (and do!) engage with extended arguments within and across the disciplines of the liberal arts and sciences. Such graduates, if also engaged in community-based learning, collaborative projects, and scientific experimentation, would be prepared to put their own stamp on a new beginning for American society.

EQUITY-MINDEDNESS IN THE HONORS PROGRAM (CONTINUED FROM FRONT PAGE)

- **Diversity and Inclusion Statement** –the Honors Program highlights our Diversity and Inclusion Statement that demonstrates we are committed to the process of ensuring that multiple perspectives, histories, and intersectional identities are represented across the program.
- **Holistic admissions process** – The Honors Program does not have a GPA or SAT/ACT requirement. Instead, applicants are accepted based off of academic motivation, potential, strengths, and leadership skills.
- **Recruitment efforts** –the Honors Program collaborates with Student Affairs, local high-schools, and community partners to specifically recruit from organizations and departments that support Black, Latinx, Indigenous, and students of color.



- **Accessible Honors Lounge space** –The Honors Lounge provides students with a safe space for students to study, relax, interact with peers and staff, and work on computers.
- **Financial support** – To ensure equity and inclusiveness, the Honors Program is committed to eliminating financial barriers that students may experience by offering opportunities for tuition waivers, scholarships, internships, and student employment.
- **Success coaching and mentoring** – All Honors Program students are assigned a faculty/staff mentor. Mentors serve as an additional contact person that students can rely on while navigating through higher education.

These are a few of the ways that the Honors Program has aimed to meet Dr. McNair’s call to action. And as we reflect on the challenges and opportunities that we faced in 2020, we must remember to focus on equity as we look forward to the opportunities that a new year brings. Being equity-minded practitioners is a process that requires constant examination, reflection, and commitment that goes beyond just 2020 and 2021.

"At SLCC, an institution that serves the most diverse student body in Utah, it is more critical than ever that the new Honors Program “walk the walk”...to reduce equity gaps."



FACULTY SPOTLIGHT

CRAIG FERRIN

I grew up in Tooele where my dad was the band teacher for the elementary, jr. high, and high schools. It was a great life. I started to learn the trumpet in second grade from my dad. I am now half-way through my nineteenth year teaching at Salt Lake Community College.

Before coming to SLCC I taught 12 years in public education at Roy and Hunter High Schools and enjoyed it a great deal. In between teaching at Roy HS and Hunter HS I sold insurance. The financial aspects of doing what I loved in teaching music just did not work out at the time. One day I was figuring things out at my desk and realized that if I took at teacher's contract and increased it financially 25% by teaching extra instead of a prep, things looked a little better. It was when I added another 25% for teaching 45 weeks rather than 36 weeks that education became doable financially. With this knowledge I went back to teaching and I have loved

it ever since. By the second year of teaching at Hunter High School I had a full schedule and had started teaching as an adjunct at SLCC. The financial plan worked. Working the overload made it possible to teach.

While at Hunter High School I worked on my doctorate and when the position came open at SLCC I jumped at the chance to teach college. I have enjoyed my tenure at SLCC. I wanted to develop the music program at SLCC. I initially had hopes of starting full symphony orchestras and concert bands. However, SLCC did not have and still does not have the space to make that happen. However, some interesting things did happen that have been truly great to be a part of that would not have happened if I had stayed on the traditional path.

I could not get funding for standard instruments or space, so I figured if I would probably get some funding if I tied music to the future or computers and technology. It was funded. At that time, things were so new in this arena that I really did not know where to begin. Fortunately, at that time, we were able to hire Thomas Baggaley and Jon Clark who did know what to do. Now we are housed at the Center for New Media with AAS programs in Media Music and Music Recording Technology (MRT).

Due to the lack of space I started creating jazz combos in the rooms we had. Eventually, as the Media Music and MRT programs grew we expanded into popular music bands (totally unheard of at the time in colleges). It has been a raving success. Each semester we create 4-7 bands in all current genres. It is fascinating to see the students grow. I love this class.

I still felt the need for students to have the large Concert Band and Symphony Orchestra experience so I formed relationships with two community ensembles, the SLCC-Taylorsville Symphony Orchestra and the Murray Concert Band. Students may register for these groups for their large ensemble credits. I conduct the Murray Concert Band.

FACULTY SPOTLIGHT (CONTINUED FROM PAGE 6)

In addition, in my early stages of teaching 18 years ago, online instruction was just getting started. I decided to create a couple of online courses and teach them. I am so glad we did. I have now created three classes and I am just starting on a fourth. These courses are so flexible for students and are among our most popular classes. About my fourth year, Tess Boone, our senior professor of Dance, suggested that I get involved in committees at the college. This is some of the best advice ever received. Since then, I have been Chair of the Distance Education Committee, the Faculty Senate Curriculum Committee, and President of the Faculty Association. I truly treasure those opportunities. My advice to faculty: “Get involved.”

I teach Popular Music Bands. I also teach the online courses I developed “Introduction to Music,” and “U.S. Music in Culture.” I teach “World Music,” “Songwriting” and a couple of music business classes, “Money and Creative Professionals,” and “Introduction to the Music Industry.” Almost all artists need to learn to be entrepreneurs. These classes get them pointed in the right direction.

My favorite part of teaching is always the students. The personal interactions are what makes it a wonderful preparation. While the initial online courses were a little rough in the early stages, I have learned strategies to even make them rich in relationships. I also really enjoy planning and creating courses and materials.

To begin with, what got me interested in the arts was that my father was the band teacher in Tooele and found that I too really enjoyed music and wanted to be like my dad. When my parents bought a new stereo for the house, I inherited their old one. It was a record player and two speakers that looked like luggage. I remember setting up the stereo and being really happy. Back then nine-year-olds did not have their own stereos. I was really lucky. I didn't have any records, so I borrowed records from a collection my parents had called “The World's Greatest Music.” In looking at the list of recordings I noticed a selection called “Fingal's Cave Overture” by Felix Mendelssohn. The word “Fingal's” intrigued me. I put on the record and realized that it was the music to one of my favorite cartoons. After listening to “Fingal's Cave,” I noticed “Selections from ‘Carmen.’” I knew a girl named Carmen. I soon realized that it too was the music for some of the Bugs Bunny cartoons and, at time, it was being used in the Pepto Bismol commercials. I have been hooked ever since.

I am married. My wife is absolutely wonderful. We have 6 children and now 4 grandchildren. Most of my recreational time is involved with music. I do enjoy travel, nature, hiking, biking and swimming. When I was young, I did not understand how my dad and grandfather could watch so many westerns. I then realized that I too like westerns. It is just that my westerns all happen in space. “Star Wars,” “Star Trek,” and almost anything else in space.

This spring in addition to preparing for the Distinguished Faculty Lecture, I am also presenting at the Utah Music Educator's Virtual Convention. Both lectures will be on the creative process. I am also working on developing an online and OER course for MUSC 1080, World Music. I believe that success comes from sacrificing self for service and solutions. In the end, it is all about people and in helping others make their lives better and more enjoyable.

OLA STAFF SPOTLIGHT

ANGELA BEATIE

My title is Assistant Director of Public Services at the SLCC Libraries. I manage the “front-side” of library services, including managing the staff who work at our Circulation Desks at all the branches, helping to maintain the physical building, emergency prep, serving on Collection Development committees, and helping to manage the library website. I have been at Salt Lake Community College since June 1, 2020.

I started working in libraries as a 16 year-old during my summer break, where I worked at a circulation desk, helped with summer reading, shelved books, etc. all in a tiny little library in Andover, Kansas. From there, I got a BA in Anthropology (working in the special collections as a student worker) graduating in 2009 (when the market crashed). I was grateful to get a minimum wage part-time job at my local library, because there were no jobs. Then I decided I needed to get my Masters of Library Science so I could move up into positions where I could help coach staff and make more book purchasing suggestions. I graduated with my MLS in 2015 and got a job working at Wichita State University Libraries as the Circulation Supervisor. From there I worked at Washburn University as the Discovery Librarian and Director of Tutoring before becoming an Assistant Director here at SLCC. I really appreciate SLCC’s focus on providing access to education for students who might not otherwise have the opportunity to gain a post-high school education.

I grew up in a military family, so we moved all over. I was born in Orem, lived all over the western US, went to middle school in Japan and ended up in Kansas for the past few years. When I’m not working, I spend my time listening to podcasts, reading and planning trips I’d like to take once traveling is safe again.

The most important thing I’ve learned from working through the current pandemic is that people (including our SLCC staff) have the ability creatively problem solve in hard situations. If COVID disappeared, I would go out to lunch in a restaurant with friends. If I had two weeks to do anything I wanted to without cost or other limitations I would hike the Oregon section of the Pacific Crest Trail.

A unique skill that I have is that I am really good at moving: packing, loading a van, unloading, unpacking, etc. The one thing I would like people to know about me is that I’m happy to be here at SLCC and look forward to meeting more of my new colleagues!



"I really appreciate SLCC’s focus on providing access to education for students who might not otherwise have the opportunity to gain a post-high school education."

UPCOMING EVENTS FOR SPRING 2021

- **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."
- **ePortfolio Workshops for Students:** These workshops will be available at the beginning, middle, and end of the semester. These will cover creating, adding assignments, and adding new classes. <https://www.slcc.edu/eportfolio/remote.aspx>
- **Engaged Learning Celebration:** Friday, February 5, 2021 12:00–1:30 PM (virtual). Click [here](#) to watch. Passcode: 275350
- **eLearning Spring Showcase:** Thursday, March 25, 1:30–3:30 pm (virtual). The showcase will highlight some of the best and most innovative online courses, provide faculty with ideas and resources to improve their online courses, and allow faculty and staff to learn more about the many services that the eLearning team provides. Several breakout sessions will be offered via Zoom. A detailed agenda and registration information will be sent out soon.
- **Distinguished Faculty Lecture:** Craig Ferrin, April 7, 12:30–1:00 PM (virtual). More information will be sent soon.

STEM ONLINE SERVICES SPRING 2021

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 Spring 2021 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

Email: 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