

ENGAGING THE INSTITUTION

CIVIC LEARNING, ENGAGED DEPARTMENTS, AND INSTITUTIONAL TRANSFORMATION **at** SALT LAKE COMMUNITY COLLEGE

THIS POSTER

uses Kevin Kecskes' 2008 self-assessment rubric for community engagement in academic departments to illustrate support networks, relationships, and resources for community-engaged learning at Salt Lake Community College (SLCC), with an emphasis on recent engagement efforts in the SLCC English Department.

Each of the circles surrounding the English Department represents a dimension, or key factor in the institutionalization of service-learning both within the department, and also in the college at large.

As Kecskes notes, academic departments play a key role in the overall institutionalization of community engagement in higher education, and his rubric serves as an instrument for departments to assess capacity and identify further opportunities.

The SLCC English Department has used Kecskes' rubric as a guide in its ongoing efforts to develop service-learning pedagogies, foster student engagement, and build mutually beneficial relationships with strategic community partners. This poster highlights a number of those efforts, and situates them within the context of SLCC's transformation into a full-fledged community-engaged institution.

EVALUATION AND ASSESSMENT

The Engaged Learning Program collaborates with the ePortfolio Office to assess students with respect to Salt Lake Community College's (SLCC) Civic Engagement college-wide learning outcome. Studies have focused on how involvement in a civic engagement honors program or a service-learning class impacts student gains in civic learning, action, and reflection.

CIVICALLY ENGAGED SCHOLARS

The Civically Engaged Scholar program graduates with honors those SLCC students who commit to volunteer their time addressing community needs through a combination of direct and indirect service to local organizations, and an emphasis on of service-learning coursework.

Students on the Community Engaged English Pathway complete 100 hours of service with a nonprofit community partner, at least two service-learning designated English classes, an intermediate course in the theory and practice of service-learning, and an independent study focused on sharing and presenting their work.

INCENTIVES AND FUNDING

The Service-Learning Student Project Fund provides students with up to \$500 to support community projects in designated service-learning classes.

The Student Leaders in Civic Engagement program creates leadership programs and work study positions for civically engaged students, providing students with hands-on experience, and academic departments, like English, with student ambassadors to promote service learning courses and coordinate initiatives.

THE CARNEGIE CLASSIFICATION FOR COMMUNITY ENGAGEMENT

SLCC was awarded the prestigious Carnegie Classification in 2015. During the application process, we analyzed our infrastructure and policies and existing programs. During this process, we held college-wide forums on the role and definition of community engagement.

Based on this process, we developed new structures that better support faculty and staff, including creating an Office of Learning Advancement, which includes our Service Learning program. We created a grant program to support new partnerships that embody our definition of engagement and encourage cross-college and town-gown relationships.

THE CAMPUS COMPACT CIVIC ACTION PLAN

In 2015, SLCC embraced the Campus Compact Action Plan as a way to continue to develop and deepen our work. The plan calls for structuring curriculum so it privileges service-learning pedagogies, rewriting the civic engagement learning outcome so that it is more accessible, making civic learning routine across the disciplines, assessing engagement impact on strategic communities, and increasing the culture of engagement at the college through service-learning days, and increased use of existing support policies such as community leave time.

ORGANIZATIONAL SUPPORT FOR COMMUNITY ENGAGEMENT

COMMUNITY PARTNER AND PARTNERSHIP SUPPORT FOR COMMUNITY ENGAGEMENT

STUDENT SUPPORT AND COMMUNITY ENGAGEMENT

THE ENGAGED ENGLISH DEPARTMENT

FACULTY SUPPORT AND COMMUNITY ENGAGEMENT

MISSION AND CULTURE SUPPORTING COMMUNITY ENGAGEMENT

LEADERSHIP SUPPORT FOR COMMUNITY ENGAGEMENT

DEVELOPING A COMMUNITY PARTNER CENTRIC SERVICE LEARNING INSTRUCTIONAL TEAM

The English Department is working with input from strategic community partners and students to offer an English 1010-English 2010 team-taught course sequence, in which multiple faculty teach the same (or highly similar) service-learning courses to their own students, and work with 3 strategic community partners. Such a course sequence, taught in the Fall and Spring semesters, would serve to streamline the communication channels between faculty and community partners, offer vetted, dependable service-learning opportunities to students, and provide a consistent number of potentially year-long service-learning volunteers to community partners.

PROFESSIONAL DEVELOPMENT

The Engaged Learning program offers the Service-learning Professional Development Series, a number of networking events and Community Partner Speed Dating, in addition to support for faculty to attend local or regional service-learning conferences.

TENURE, PROMOTION, AND REVIEW

Promotion and Tenure documents identify community engaged learning as a valuable high impact practice; all full-time staff and faculty receive three paid leave days to engage in community engagement; the institution has committed \$60,000 annually to support engaged departments and encourage new partnerships and community engaged initiatives.

THE SERVICE-LEARNING GRANT AND DESIGNATION PROGRAM

Faculty receive \$1000 to develop a new service learning course and \$500 for a course revamp. Up to \$5,000 of funding for engaged departments may support faculty payments for course development and research, professional development, and/or department retreats to facilitate action plans or publications and other academic resources.

DEPARTMENT SUPPORT FOR SERVICE-LEARNING

In a 2015 survey, 85% of SLCC English Faculty members agreed that service-learning could be a rigorous form of pedagogy and 88% felt it could be useful in their teaching. 75% of faculty felt that learning about engaged citizenship and community awareness should be embedded in the English Department's curriculum.

ENGAGED LEADERSHIP IN THE ENGLISH DEPARTMENT

English faculty who actively teach with and support civically engaged pedagogies occupy key positions in the department (Director of the Student Writing Center), the college (Faculty Association President), and regional-level organizations (Utah Campus Compact).

STRATEGIC COMMUNITY PARTNERS



LOCATIONS OF INSTITUTIONAL SUPPORT

THE THAYNE CENTER FOR SERVICE AND LEARNING establishes capacity-building relationships with community organizations and coordinates service leadership programs for students.

THE OFFICE OF LEARNING ADVANCEMENT leads college-wide efforts related to community engaged learning, including the Campus Compact Action Plan and ePortfolio assessment.

THE OFFICE OF COMMUNITY RELATIONS manages the Community Engagement Award program, offering one-year, one-time seed grants of up to \$20,000 to establish reciprocal community engagement initiatives.

THE PROVOST'S OFFICE funds the Service-Learning Student Project Fund, providing grants of up to \$500 dollars for student's service learning projects.

FACULTY DEVELOPMENT responds to faculty-identified needs to enhance their understanding and practice of service learning pedagogies.

