
Community Engagement Award Program

2015-2017



Executive Summary

The Office of Government and Community Relations receives funding to award up to \$60,000 annually in support of community engagement activities. There is a total of \$15,000 available for the Service Learning Grant and Designation program and \$45,000 available in amounts ranging from \$250 to \$20,000 to support faculty and staff community engagement initiatives. The program began July 1, 2014. Between July 2014 and June 2017, Government and Community Relations awarded \$128,866.

In 2015-2017, Community Relations awarded a total of \$79,330.

The Community Engagement Award Program (CEAP) is one way that SLCC supports the development of sustainable, mutually-beneficial partnerships. Community Engagement Awards are designed to enhance and increase college engagement with the community and contribute to community-engaged scholarship. One-year seed grants of up to \$20,000 are awarded to proposals that engage SLCC faculty, staff, and/or students, address community-identified needs, and demonstrate substantive collaboration with at least one community partner.

The program's goals are to –

- Advance SLCC's mission and community value to promote engaged learning and outreach
- Strengthen SLCC's relationships with the community at-large
- Provide a positive learning experience for SLCC students and/or community learners
- Foster a culture of community engagement by involving staff or faculty in the initiative
- Increase staff and faculty comfort with the grant process

The tag line for the grant program is *Dream Big. Do Big.* In carrying out CEAP-funded community engagement initiatives, faculty, staff, and students worked closely with our community to imagine new ways we can share our resources and talent, deepen student learning, enhance community well-being, and enrich the scholarship of the institution.

This report provides a snap shot of initiatives funded by the Community Engagement Award Program.

Project Report

Project Name: Beloved Community Photography Project, 2015
SLCC Department: SLCC School of Arts, Communication and Media
Community Partner: Whittier Elementary School
Grant Award: \$6,555

Dr. Martin Luther King Jr. popularized the phrase “beloved community” to represent his vision for societies that embrace cooperation, unity, and connection. To honor and apply this bold idea, Salt Lake Community College’s School of Arts, Communication and Media (SACM) started a pilot



SLCC English Professor Elisa Stone instructs 6th grade students at Whittier Elementary School

program in 2015 to encourage photography by local students that showcased their own cherished neighborhoods. The Beloved Community Photography Project sought to promote artistic endeavors to local students as a unique avenue for expression and encourage greater connections between SLCC faculty, staff, and students to the surrounding community. The program also helped foster interest in SLCC’s South City Campus as a local cultural and economic hub by increasing awareness of the artistic and educational offerings at the campus.

During the Fall 2015 semester, 6th grade students at a Whittier Elementary in Salt Lake City, UT were given access to cameras and received instruction on how to use them by photography faculty member Whitney Hyans and her students. After participating in classroom activities, led by SLCC English Professor Elisa Stone, that explored Dr. King’s legacy and how students could apply his concepts of beloved communities to their own lives, participants were given two weeks to take photos that highlighted their own beloved connections with their communities. Each student then submitted a photo and corresponding artist statement to be displayed in a public exhibit at the SLCC South City Campus’ Eccles Gallery in February 2016.

Sixty-one Whittier Elementary School 6th grade students participated in the project, which was facilitated by SLCC faculty, staff, and several photography students who assisted with in-class presentations. Minority students make up 56.1% of Whittier’s student body, and 80.7% of their students qualify for free or reduced lunch.

The Beloved Community project proved to be a unique attempt to connect higher education arts departments with elementary students in order to expand local arts engagement, facilitate expanded educational opportunities, and support distinctive relationships between Salt Lake Community College and surrounding communities. This program provided traditionally underserved populations with exceptional access to equipment, training, and face-to-face interaction with college educators. At a time when school art programs face fierce competition for dwindling amounts of funding, this project emphasized the discipline’s importance as a vital means of support for civic engagement and self-expression.

Surveyed Whittier students had an overwhelmingly positive experience with the program, with 97% saying they enjoyed participating, 69% feeling that the project helped them learn more about their community, and 84% being more interested in participating in future art activities. The

program has also been well received in the SLCC and wider community. The February 2016 art exhibit included an opening reception which brought over 75 attendees to the SLCC South City Campus, allowing students to proudly showcase and share their artwork in a professional gallery space with their friends, families, and neighbors. Whittier students were also invited to tour the SLCC Center for Arts and Media, and were treated to a pizza party thanks to generous support from the SLCC Thayne Center for Service and Learning. Program coordinator Josh Elstein was awarded the 2016 Utah Campus Compact SLCC Engaged Staff Award for his role in the project, and SACM Dean Richard Scott, Elisa Stone, and Whitney Hyans have been invited to give a roundtable presentation on the program at the annual International Conference of Fine Arts Deans, taking place in Grand Rapids, Michigan in October 2016.



Beloved Community Photography Exhibit and Reception at the SLCC Eccles Art Gallery

To build on the success of this program, the SACM Dean's Office is expanding it in 2016 to include both 7th and 8th grade art students from Glendale Middle School and photography students from Innovations High School. This expansion should see the number of participating students more than double over the previous year, and includes a partnership with the Salt Lake City School District, which has committed to providing camera equipment for participating students at Glendale Middle School. We are also in talks to discuss support for the program by the Capital City Education Initiative, a city-wide initiative involving collaborators from public education, city government, higher education and the Chamber of Commerce to cultivate a college, career and civic ready environment in Salt Lake City.

Project Report

Project Name: Beloved Community Photography Project, 2016

SLCC Department: Center for Arts and Media, School of Arts, Communication and Media

SLCC Staff: Josh Elstein, Program Manager (lead); Whitney Hyans, Associate Professor, Photography Department; Ed Rosenberger, Associate Professor, Photography Department; Elisa Stone, Professor, English Department; Andrea Malouf, Associate Professor, English Department; Marian Howe Taylor, Special Projects Manager

Community Partner: Glendale Middle School

Grant Award: \$1,300

Martin Luther King Jr. popularized the phrase "beloved community" to represent his vision for societies that embrace cooperation, unity and connection. To honor and apply this bold idea, the SLCC School of Arts, Communication & Media created a program to encourage art by local students that showcases their own cherished neighborhoods. The Beloved Community Photography Project is an expansion of a 2015 pilot program at Whittier Elementary School. The program provides photography equipment and instruction by SLCC faculty members to students. After participating in classroom activities led by SLCC faculty that explore King's legacy and training in photography techniques, students took photos that highlighted their beloved connections with their own communities.



Class presentation

Select images made by approximately 130 students at Whittier Elementary School, Glendale Middle School and Innovations High School were displayed at George S. & Dolores Dore Eccles Art Gallery in the Center for Arts & Media on Salt Lake City's South City Campus. Parents and students were invited to an opening reception, which was free and open to the public.



The initiative showcased demonstrated to youth that they are artists and that the students and their community are valued and respected at Salt Lake Community College. The project connected SLCC with students in a unique way to expand local arts engagement, facilitate expanded educational opportunities, and support a distinctive relationship between SLCC and surrounding communities. The project provided traditionally underserved populations with exceptional access to equipment, training, and face-to-face interaction with college educators. It has been held up as a model engagement program by Salt Lake City School District. Thanks to

commitments by the School of Arts and Media and private funders, the program is sustainable and continues to expand.

Student Photos & Artist Statements



"My Amigos"

My Beloved Community is one with lots of friends. My friends make me feel happy and they make me feel safe. I need friends in my life because they care about me and they try their best to make me smile. My amigos inspired this photo. My friends are important to me and they are like family.

By Ana G.
Glendale Middle School



Salt Lake
Community
College

Photo Exhibit Feb. 15-Mar. 2, 2017



Salt Lake
Community
College

Project Report

Project Name: Women in the Freedom Movement
SLCC Department: School of Arts, Communication, and Media
SLCC Staff: Marian Howe Taylor, Special Projects
Community Partner: Salt Lake County's Mayor Office
Grant Award: \$5,000

On February 8th, Salt Lake Community College hosted three of America's most prominent civil and women's rights leaders – Dr. Angela Davis, Kathleen Cleaver, and Dr. Margaret Burnham – in a public forum titled “Women in the Freedom Movement.” The event will be moderated by critically acclaimed author, scholar and activist, Michelle Goodwin.

The forum, held at Salt Lake Community College's South City Campus, was the first time that these seminal figures in the civil and women's rights movements came together on stage in Utah. They reflected on their work to build communities for economic, racial, and gender justice at home and abroad. At a time when the country is experiencing the effects of globalization, demographic transformation, and cultural change, the lessons these three national leaders shared was more powerful and more necessary than ever.



The event was made up of three parts – a reception open to invited community leaders, faculty and students; a panel where the three women will discuss their experience and their current work, and an intimate student forum. In addition to these formal events, Humanities faculty incorporated lessons on Davis, Cleaver and Burnham in their curriculum and invited students to attend the lecture. Each of the events was filled, including a waiting list to enter the 1,100 seat Grand Theater. Community Engagement Award funding helped pay for the reception, marketing, and panel, which was free and open to the public.

Participants were asked to fill out a card at the end of the “Women in the Freedom Movement” panel. Participants had the option of answering two questions:

- We want to hear from you. Share your thoughts on this event.
- What do events like these mean for the College community?

Responses were overwhelming positive, including:

- This was very nourishing and insightful! Thank you so much for making this event possible and free so that everyone is able to attend.
- Amazing events like this should be available to students because they are our future. Learning culture first-hand is crucial. Thank you for hosting this.
- Yes! What an incredible opportunity! This is a service to the entire community – SLCC is showing how academia can also show civic responsibility. A vital discussion and so timely. Positive and inspiring, especially for the young generation.
- Incredible and so inspiring. I feel super charged to change the world. Thank you!
- I am not alone and I am no longer afraid. Thank you.

The program—part of SLCC’s black history and women’s history month celebrations—accomplished its goal. Civil Rights champions led the College and the larger community in a discussion that explored the intersection of race, gender, and equality. Attendees were inspired to find common ground with those who share different experiences and perspectives and to be agents of positive change in our communities.



Project Report

Project Name: New York Fashion Week

SLCC Department: Fashion Institute

SLCC Staff: Maria Skelton, Assistant Professor, and Heidi Gress, Adjunct Professor

Community Partner: Fashion Gallery and Heggy Gonzalez

Grant Award: \$2,100

In the spring, the fashion world turns its eyes to New York for the semi-annual New York Fashion Week. It is one of four major fashion weeks in the world, along with events in Paris, London and Milan. The SLCC Fashion Institute gave our students the opportunity to experience the high-pressured, high-visibility world of NYFW to help them learn new fashion production techniques and how they can better show and market their designs. In the process, we would like to meet the needs of local designers by providing them with student volunteer staff that will allow them to mount the type of well-produced shows that will allow Utah fashion entrepreneurs to shine at NYFW.



The partnership between industry and students is essential to supporting entrepreneurs and the economic vibrancy of the Valley while helping our students understand the expectations and needs of the local, regional, and national professional design community. Local independent designer and Aveda Institute instructor Heggy Gonzalez requested assistance from our students at NY Fashion Week. Without their help, she would not be able to provide the high caliber live fashion show expected by influencers and buyers at NYFW.

The students volunteered at the Fashion Gallery at NYFW. They worked on 9 shows over 3 days, including local designer Heggy Gonzalez, Project Runway Winner Mondo Guerra, and multiple International designers. In addition to working behind the scenes, the students also participated as assistants on a fashion shoot in a Brooklyn studio, attended runway presentations at Madison Square Garden, and visited beauty workshops.

All students were final year students and included: Kelly Carnahan, Jackie Bravo, Lexcie Mae Bennett, and Julie Brown.

Students were asked to focus on the following prompts:

- Based on your experience and the understanding you gained at fashion week, do you think there is a role for social commentary at fashion shows or fashion design? Why?
- What was your experience working backstage at the Fashion Gallery? Who did you interact with (other students, designers, etc.) and how did your education at SLCC Fashion Institute prepare you?

- Reflecting on your experience, do you see diversity in who is represented on the runway (race, ethnicity, body type)? What impact do you think that the diversity on the runway and in staffing – or lack thereof – that you saw helps or hurts the fashion industry and/or women and youth outside of the industry?
- Reflecting on your experience, how did the shows you participate in feed into or prevent the perpetuation of the “fast fashion industry.” According to Luciana Zegheanu, the fast fashion industry is understood as creating “a following of consumers who practice impulsive shopping, being blinded by the thrill of possessing something new as often as they can. They choose quantity over quality, without asking too many questions about the origin of the clothes they buy.”



SLCC students at NY Fashion Week

Project Report

Project Name: Non-Credit Learning Program at the Youth Resource Center

SLCC Department: SLCC Community Writing Center

Community Partner: Volunteers of America Youth Resource Center

Grant Award: \$1,300

Through this grant funded initiative and other programming, the SLCC's Community Writing Center (CWC) is expanding its partnership with the Volunteers of America Utah's Youth Resource Center for Homeless and At-Risk Teens (VOA YRC).

The VOA's YRC serves youth ages 14-23 who are currently experience homelessness and housing instability. The demographics of the clients vary greatly, but the center serves many LGBT+ youth, many people of color, and a number with physical and mental disabilities. The VOA notes that 33% of their clients at the YRC are LGBT+, 77% have sought or received treatment for mental health issues, 42% have suffered domestic violence, and 31% of the youth are parents.

The Non-Credit Learning Workshop was a series of 2 hour writing workshops at the VOA YRC. The program was modeled after one already in place at the Salt Lake County jails. Participants could attend as many of the workshops as they wanted, and, if they successfully completed 6 different workshops, they were invited to apply for one transcriptable English credit of Non-Credit Learning through an agreement already in place with the Associate Dean of English.

The purpose of the initiative is to create a "foot in the door" for participants who may consider attending SLCC in the future. The workshops also created a feeling of self-efficacy in the participants after completing the equivalent of one college credit. Many of the clients of the VOA YRC have experienced immense barriers to their education in the past while coming from under-served populations and this program seeks to alleviate some of these barriers in their academic lives. Even if a participant did not complete the 6 workshops, or does not opt to seek the Non-Credit Learning credit, they still stand to gain much from the program. The workshops ranged from resume writing, email writing, poetry, and scholarship essays to personal reflective writing, multimedia drafting, and 'zine publishing.

From September 2016 through June 2017 we held weekly one hour writing workshops and bi-weekly 1.5 hour writing and art workshops. These were facilitated by the CWC staff and two dedicated volunteers. Workshop participation varied from just one participant to as many as fifteen at a time. A typical workshop would have about five or six participants. Many would return over the course of weeks or even months, building trust and relationships with our facilitators. While few immediately wanted to take advantage of the For-Credit opportunity, we are sure many of the client now have SLCC on their radar for possible path to take in the future. This would greatly help them and SLCC serve some of the most under-served people in Utah. We also brought in a SLCC academic advisor on workshop to answer questions about what opportunities are available to the YRC clients at SLCC.

We are continuing are relationship with the YRC. The bi-weekly writing and art workshop is now a partnership with the Salt Lake City Public Library where library staff facilitate and we offer curriculum and guidance. And we still have CWC staff facilitating the weekly writing workshops and are currently recruiting qualified volunteers to help run those workshops.



VOA employees (we are unable to take pictures of minors)

Project Report

Project Name: Eat Well on \$4 a Day, Basic Cooking Skills for Veterans

SLCC Department: Culinary Arts

Community Partner: Salt Lake City Veterans Affairs, Freedom Landing and Valour House

Grant Award: \$5,000

While the U.S. military, in cooperation with the Department of Labor, offers veterans transitional assistance programs before their separation from the service, veterans often have a difficult time once they become civilians. Many veterans went straight from high school into the military. While in the military, their basic needs were met, such as food, housing, and transportation. However, once they end their enlistment, they are often on their own for the first time in their lives.



Chef Leslie and veteran unload food

Salt Lake's Valour House is a 72 unit complex designed with the goal of ending chronic homelessness for veterans in mind. Residents admitted into the two-year program often require an elevated level of care. The program funded by this grant, Basic Cooking Skills for Veterans, was designed as a hands-on, practical life skills program. The primary published resource utilized was a cookbook for people with very tight budgets, particularly those on SNAP/Food Stamp benefits. The program goal was to support the Valor House goal of self-efficacy by providing participants with life skills necessary for leading an independent life (e.g. food selection, shopping, preparation, and food preservation skills on a restricted budget).

Because student veterans seem to most benefit from assistance from peer groups, I identified college administrators, faculty, staff or students who have military backgrounds to form a network of support within the project. All volunteers were required to complete Darlene's VetSuccess on Campus™ Veterans 101 sensitivity training before participating in the project.



Veterans helping each other prepare a meal

The program was successful in connecting veterans to specialized knowledge, creating networks among veterans, and creating and strengthening connection within the College and between the College and our partners. Evaluation was not without challenges. Many participants might come for two or three weeks whereas others followed a steady schedule. While surveys were filled out at the end of classes showed satisfaction, the true impact of the program is qualitative and anecdotal. For example, participants formed strong bonds with each other, providing each other assistance and

encouragement in order that they may better cope. Volunteers also generated the idea to utilize the CSA's during the summer months and donated their own shares with recipe concepts for items in the baskets.

Part of my initial hope was that this project would also serve as a recruitment tool. At the end of the program, it is relatively evident that participants are unlikely to pursue a degree at this time. However, I do think the program increased visibility both with the population and our community partners.

The initiative proved to be a powerful professional development experience. I made important contacts with SLCC colleagues across the College. For example, I met with faculty and administrators from social science areas and approached the culinary degree program to consider an outline for the next grant proposal. I've also strengthened student volunteer organizing skills. Obtaining commitments from all attendees to volunteer on a regular basis in the days and weeks leading up to service project requires careful planning around scheduled classes and work commitments.



Author Leanne Brown with Veterans

Project Report

Project Name: ReelAbilities

SLCC Department: Community Writing Center

Community Partner: Salt Lake City Public Library

Grant Award: \$5,500

The Community Writing Center (in partnership with The City Library, National Ability Center, and KUER's VideoWest) hosted the ReelAbilities Film Festival from May 18-May 21. ReelAbilities is an international film festival (currently hosted in thirteen cities, including Toronto, New York, Houston). The Festival brings together disability and non-disability communities to promote awareness and appreciation of the lives, stories and artistic expressions of people with different abilities.

Over the course of the 4-day festival, we hosted the following events. All but "Becoming Bulletproof" were held at the Salt Lake City Main Library Auditorium.

- VideoWest Shorts. We collaborated with KUER's VideoWest to screen a series of shorts about Utahans who live with disability. The screening was followed by a panel discussion with filmmakers, individuals featured in the films, and KUER's Elaine Clark. The panel discussion was moderated by Bonita Hutchison, Executive Director of One Revolution. The short films screened at the event can be viewed on Vimeo.
- Becoming Bulletproof. This screening was presented in partnership with the National Ability Center and the Park City Film Series. The screening was held at the Jim Santy Auditorium in Park City.
- Deaf Jam. This screening was followed by an open mic, with ASL interpretation.
- Saturday Festival. On the final day of the festival, we screened five full-length films and six shorts

In addition to the main festival, we hosted the following screenings:

- On Beauty. In partnership with Art Access, as part of their Body Image Project.
- The Astronaut's Secret/ Riding My Way Back.

These screenings were held at SLCC's Taylorsville Redwood Campus, in collaboration with Veterans Services.

In total, we screened seven full-length films and eighteen shorts. All of the films were open-captioned. Several of the films included audio description. All screenings were open to the public, free of charge.

Our vision for the Salt Lake City ReelAbilities Film Festival was to create a community conversation about disability. Our festival focuses on disability rights and disability awareness, but more importantly we are interested in disability as a site of cultural innovation and inspiration. The festival is inspired by the transformative perspective of artist Neal Marcus who asserts, "Disability is not a brave struggle or 'courage in the face of adversity.' Disability is an art. It's an ingenious way to live." We hoped that ReelAbilities would provide an opportunity to foster dialogue about disability, to share stories and encourage reflection.

ReelAbilities Salt Lake City was featured in the Deseret News: "[Gaining Perspective on Life.](#)" At each screening, we asked audience members to complete a short audience survey. Over 90% of respondents indicated that they films they saw gave them a new way of thinking about disability. Here are a few specific quotes about the festival:

- What is remarkably distinct about this film festival is that the films are fully accessible. Most independent film festivals are not.
- Thank you for this excellent event! The films were beautiful, honest productions and the panelists elevated the experience with their personal insights. Hope the festival returns next year!
- Incredibly inspiring and informative films!!
- Thank you so very much for screening this film. I'm really glad I was able to make it. It was moving and inspiring on many levels, and the ASL interpretation of the poems in the open mic afterwards were particularly good. Cheers!



The only demographic we collected information on was disability. 70% of participants do not have a disability. 30% do have a disability. Within the population as a whole, between 12-20% have a disability. Our festival was able to reach out to the disability community, but also bring in many audience members who may not have personally experienced disability.

ReelAbilities was originally planned as a partnership with the City Library. Through the course of planning and implementing the festival, we were able to collaborate with additional community and college partners. In addition to our partners for the 2016 festival, we were able to connect with a variety of local disability organizations, including the Governor's Committee on Employment of People with Disabilities & Business Relations, who would like to host ReelAbilities films.

Our community partners are excited to host ReelAbilities again. We are aiming to host our second festival in October 2017. To support the festival, we will seek grant funding from Utah Humanities and Utah Division of Arts & Museums. We will also explore sponsorships from local companies. Our next festival is a year away; in the meantime, we will be hosting a variety of companion programs. We have received a grant from Utah Arts & Museums OnStage in Utah to bring Jeremy Lee Sanchez, an ASL poet, to Salt Lake. We will also host a variety of disability-focused writing and digital storytelling workshops as part of the Community Writing regular workshop schedule.

Project Report

Project Name: Grit to Glamor

SLCC Department: Fashion Institute (Fashion Show production class and student volunteers) and SLCC Veteran's office

Community Partner: VA Salt Lake City Health Care Office, Macy's Department stores, Silver State Textile, and Taylor Andrew Beauty Academy

Grant Award: \$1,800

From a 23-year-old soldier to an 84-year-old Korean War vet, 15 female veterans from all branches of the military recently were treated to new custom-designed gowns made by students of Salt Lake Community College's Fashion Institute. The women had served in the Korean War, Iraq and Afghanistan. In recognition of Veterans Day, the gowns were modeled by the vets during the annual Women Veterans Celebration, featuring the "Grit to Glamor: Warrior to Woman" fashion show at Zions Bank in Salt Lake City. SLCC students also provided hair and makeup services for the veterans as well as organizing the fashion show.

The event took place at Zions Bank Building on Main Street Salt Lake City on November 12, 2015. There were over 80 veterans and their families, plus our students, President Huftalin, and dignitaries from the Military and Zion's bank.

Macy's department store lent the accessories (jewelry and shoes) as well as donated \$25 gift certificates to all veteran women models. Silver State Textile donated upholstery fabric for the dresses. Taylor Andrew Academy did the hair and makeup.



SLCC student Charlie Fratto designed the gown worn by veteran Amanda Turner.

In June 2015, students were chosen randomly to pair up with a veteran. They met and decided on a design, color, and style of an evening gown. Each student met with their model veterans for several fittings on their own time. All these veterans had mental and emotional issues. For example, one veteran was sexually assaulted while on duty. The students created one of a kind design that suited the body and personality of their model. The students' kindness and dedication to make their models feel feminine and beautiful again and gave the Veterans a sense of accomplishment and self-confidence. The veterans were glowing at the event and they were celebrated once again.

Design student Charlie Fratto, 22, made a dress for Air Force Senior Airman Amanda Turner, who has worked with wounded soldiers at Fort Sam Houston in San Antonio. "Being a veteran," she says, "means stepping up to the call to honor those who have served and offered

their lives for this country.” Fratto designed Turner’s floor-length gold gown with full sleeves and a high neckline. All of the veterans were able to keep the dresses they wore in the fashion show.

“Right when Mojdeh (Sakaki, SLCC Fashion Institute director) told us about the project, I didn’t hesitate one second,” Fratto said. “I was like, yes, sign me up—I want to do this. If I can use my talents to say ‘Thank you,’ then it makes me so happy.” Fratto said Turner, a 25-year-old mother, allowed him to design using his “aesthetic” with an eye toward outfitting a strong, confident woman. He was grateful for the experience of working directly with a “client” in a real-world setting outside of the classroom environment. “She was such a great sport about everything,” Fratto said. “It turned out absolutely beautiful, but she also feels great in the dress—and as long as she feels beautiful, then I’m happy.”



Female veterans show off their custom-made gowns.

Sakaki told veterans that students worked long hours volunteering to make the dresses. “I appreciate the opportunity for our students to be able to serve you,” she said. “You have served our country, and we have been able to give back to you a little bit.” Sakaki said each dress took six or seven fittings to get it just right. “I’m very proud of them,” she added. “I’m proud they wanted to give, that they wanted to make a difference. And as beautiful as these ladies are on the inside, we can see that they are beautiful on the outside as well.”

At the event, SLCC President Denece G. Huftalin told the audience that beauty is more than what we see in the mirror. “The female veterans here tonight represent the nearly 15 percent of active duty military members who are women, and the population of female veterans grows more every day,” Huftalin said. “Brave, courageous women are today reaching some of the highest levels of command in the military, weaving what I might describe as a unique hybrid of beauty throughout the fabric of our male-dominated armed forces.”

Project Report

Project Name: Spring Writing Conference: A partnership with the League of Utah Writers and Salt Lake Community College

SLCC Department: Student Life & Leadership, Writing Across the College, the SLCC Writing Center

Community Partner: The League of Utah Writers

Grant Award: \$800

At the request of the League of Utah Writers, SLCC's Student Life and Leadership, the Student Writing Center, Publications Center, and Writing Across the College joined together to co-sponsor the League's Spring Writing Conference. The conference is a community event designed to teach writing techniques, skills, and best practices for a variety of genres, ranging from creative writing and civic writing to social media and journalism.

The conference was held on April 9 at the Student Center at Taylorsville. The over 300 participants chose from more than 20 different workshops and forums. Workshops topics ranged from basic creative writing to one on technical writing aspect and a published writers panel to answer questions about the ins and outs of publishing. Communications Department faculty and students presented eight sessions. English Department faculty presented two sessions. The Publication Center presented one session. Students from the Writing Center and Student Life and Leadership assisted attendees and presents during the conference.

The League of Utah Writers was the primary planning body and collected the majority of evaluations. Informal feedback by participants revealed that many had never visited any campus previously and were very impressed with the building and the campus itself. General feedback showed that participants found the conference enjoyable and beneficial and most would attend again.

The conference was wildly success and the result of a strong partnership. SLCC journalistic writing sessions were full and since they were a new addition to the conference, the planning committee has added them into their regular schedule of workshops. This provides SLCC faculty another opportunity to share their expertise.



Presentation on short stories.

We plan to continue the conference partnership and are working to increase marketing and accessibility to the college community.

Project Report

Project Name: SLCC Latinos in Action and First Year Experience hosting the United States Hispanic Leadership Institute Student Summit

Department: First-Year Experience

Community Partner: Judy Petersen, Director of College and Career Readiness; Ronald McDonald House Charities; United States Hispanic Leadership Institute

Grant Award: \$2,000

This project brought over 1,000 Latino/a students to campus to participate in a day conference on October 27, 2015. The conference goals were focused on college access, cultural enrichment and leadership development. Our College has been hosting variations of this conference for the past three years, however, this year we are partnering with the Ronald McDonald House Charities, and the United States Hispanic Leadership Institute. This partnership allowed our school to scale up this conference and served more prospective students.

The conference was planned, led, and executed by SLCC students for high school students to have access to opportunities they felt were missing in their own educational experiences. The schedule was as follows:

- 9am – Welcome and Keynote Address
- 10am – Preparing for College Workshop [Group A] Financial Aid / Workshops
- 10am – College and Resources Fair [Group B]
- 11am – Preparing for College Workshop [Group B]
- 11am – College and Resources Fair [Group A]
- 12pm – Lunch and performances by community groups, high school classes, and SLCC students
- 1pm – Conclusion



Latinos in Action at SLCC's Lifetime Activities Center

The impact of this initiative was twofold, first and foremost the conference benefitted Latino/a students who are underrepresented in higher education, and second it benefitted SLCC students by providing a space for them to develop leadership skills. Our aim was to create a positive experience on campus for a group of students who may not necessarily be familiar with higher education in order to establish long lasting bonds with this community group.

This year, over 1100 students—grades 7 through 12— came to campus to participate in our conference. Over 85% of the students in attendance identified as Latino/a, and 98% of all participants identified with an ethnic or racially underrepresented identity. This marked the first time in the history of the College that we hosted a community event for high school students of this magnitude. Our partnership with Granite School District, Ronald McDonald House Charities, and the United States Hispanic Leadership Institute allowed us to scale up this conference, enhance SLCC's state as a champion for diversity and cultural enrichment in the community.

Project Report

Project Name: First Lego League
SLCC Department: Science, Math, and Engineering
Community Partner: Utah First Lego League
Grant Award: \$4,500

Any child interested in science and engineering should have access to the programs that foster their interest and connect them to pathways to help them achieve their dreams. Our First Lego League project is built on best practices in learning and the basic premise that everyone – regardless of socioeconomic status, race, gender, or religion – should have access to science and engineering and to tools, like postsecondary education, needed for success.

First Lego League (FLL) is a nonprofit organization that promotes robotics and engineering education for elementary and middle school students. They do this by organizing regional competitions around the country in which student teams work to overcome a challenge task designed by the national organization. The teams solve the problem through a months-long effort in which they must design, build, program, and practice with a robot using Lego Mindstorm kits. First Lego League is part of a larger effort to engage students in robotics and engineering that includes the First Robotics competition each year. FLL is the lower division feeder for First Robotics which is aimed at high school students. Both NASA and the National Science Foundation support the efforts of First Robotics and First Lego League as meaningful ways to engage students in math, science, and engineering education.

There are two main barriers for entry of new teams into the competition. These are:

- The cost of the Mindstorm robot kits which are approximately \$1000 each.
- The availability of an adult that will serve as a coach for the team.

These barriers are much higher for some communities than others. Specifically, economically and educationally disadvantaged groups struggle to fund the startup costs for the team and have fewer community members with the confidence and background necessary to serve as a coach. This grant helped the School of Science, Math, and Engineering, in conjunction with the Robotics Club, of at least three new teams from the West Valley area with Mindstorm kits and training for new coaches.

We worked with school teachers and other administrators in West Valley, Taylorsville, Rose Park, and Salt Lake City area schools and with clubs organized in community centers. Our goal was to recruit three new teams where students currently have no opportunity to participate in First Lego League.

To support the teams, we held a boot camp for FLL coaches. We also sponsored a practice table building event that was very successful. Formal and informal feedback showed that the coaches found these opportunities incredibly helpful.

After training coaches, we created three teams. Teams were made up of up to 10 students each. Two years later, all three teams are still active in some form (some may have new coaches and team members may have changed). After two years, two of the teams competed in the Granite School district competition this year and one team competed in First Lego League Leonardo.



First Lego League at SLCC

In addition to the impact on students, the project help advance College and community goals. There were four impacts on the college. First, this program demonstrated a commitment by SLCC to support communities in our service area with meaningful opportunities to engage in STEM learning. Second, we created opportunities for service for faculty and students. Third, we strengthened trusted relationships with public education partners in the western Salt Lake Valley. Finally, we established early connections between participants and SLCC.

Robot

The project was also directly connected to economic and community development. The program fosters interest in robotics and engineering which are in high demand in Utah. There are currently thousands of open positions in Utah for engineering and engineering related jobs. When you include the need for computer skills, that number is even higher. FLL is the kind of program that connects students to these career paths at an early stage of their

development. Our project is specifically aimed at supporting students in economically disadvantaged communities by supporting training for community members that want to be involved and start-up costs they might otherwise have difficulty raising.

Project Report

Project Name: India Study Abroad: Global Business and Microfinance, and Education

SLCC Department: Business

Community Partner: Westminster

Grant Award: \$6,000

Five SLCC students and Assistant Professor Jen Klenk joined Westminster College on a journey of a lifetime: India Study Abroad. In part due to the Community Engagement Award, which funded student travel related to service components of the trip, students were treated to a historical tour through architectural phenomena, including Sikh and Hindu temples, historical landmarks and the Taj Mahal. The group then engaged in service activities including teaching English to school children and consulting a women's group in starting a business. To cap off the trip, students engaged in marketplace negotiations and an industrial tour of Dharav. Dharav is one of the highest populated impoverished communities in the world.

The trip had five goals:

1. Increased knowledge of business and microfinance
2. Improved international understanding
3. Creation of self-sustainable opportunities for rural villagers near Wai, India
4. Create global networking opportunities for Salt Lake Community College students
5. Provide pragmatic, hands-on global entrepreneurial experience



SLCC India Study Abroad

Based on pre- and post-tests given to students, feedback and reflection by students, pre- and post-workshop surveys for partners in Wai, and continued contact with our partners with Westminster, we identified where we were successful and continue to develop the course for 2017. The impact of the trip on student learning was shared by participating student at a Microfinance workshop and a Global Business presentation during the Fall 2016 School of Business' Study Jam and created an eportfolio showing casing the trip. Student also created an eportfolio page showcasing trip experiences.

Based on this experience and work with the Office of Service Learning, the class was successfully designated as a service learning class.

Project Report

Project Name: SLCC West Valley Center Community Empowerment Workshop: Know Your Rights; Constitutional Rights, Interacting with Police and ICE Officers

SLCC Department: Site Planning and Support

Grant Award: \$250

There is a deep-seated belief – reinforced by socioeconomic inequity – which residents in West Salt Lake Valley do not have the same investment, access, or, as a result, opportunities afforded East-side residents. In an effort to increase access to and success in postsecondary education, Salt Lake Community College opened the West Valley Center in 2015. The Center was designed to serve as an entry point to community members across the Valley.

This project was designed to invite residents on campus, provide a venue to discuss issues of interest among community members, and introduce community members to the resources available on campus.

The objective was to provide an informative and interactive workshop to empower the West Valley Center's surrounding community (West Valley, Kearns, Magna, Tooele, etc.) as well as all the SLCC employees and students. More specifically the desired outcomes were:

- Participants will have an increased knowledge of their basic constitutional rights.
- Participants will have increased confidence when confronting police and/or Immigration officers (ICE)

Since the West Valley Center opened, on August 15, 2015, it has become apparent that the majority of community resources and opportunities offered in the Salt Lake Valley are located downtown or closer to the East side of the valley. This project was intended to bring a different type of opportunity to the west side communities and introduce residents to new campus and the resources we offer.

The topic together with community members in part because of historic and increasing awareness of tensions between law enforcement/ICE and ethnic minority populations. State and local government officials have stated that there is a high, if not the highest, population of ethnic minorities residing on the west side of the Salt Lake valley; therefore, community members felt it was important to the topic was selected to provide an opportunity of empowerment to these residents as they encounter law enforcement/ICE.

Project Evaluation

The project's objective and outcomes were met successfully. The workshop extended 40 minutes longer than the 60-minute planned time frame due to various questions and participation. As intended, this workshop both informed and empowered the attendees. Per the survey 52% of the participants, who took the survey, reported an enhanced knowledge of their basic constitutional rights while 41% reported a greatly enhanced knowledge after the workshop.

The need for this workshop, and future workshops, in this area was also reflected via the survey. The majority of the participants were community members at large, 52%, while the remainder of

the participants were part of the SLCC community. Furthermore, two-thirds of participants provided their contact information to be invited to future workshops, with a lot of requests for a workshop focused on current immigration policies and procedures.



Know Your Rights class at SLCC West Valley Center.

Project Report

Project Name: SLCC Leadership Conference Service Initiative

SLCC Department: Thayne Center

Community Partner: the City of South Salt Lake and Camp Kostopulos

Grant Award: \$4,350

Some 160 student leaders and 10 staff members volunteered an afternoon to assist the City of South Salt Lake and Camp Kostopulos prepare for the summer. Students painted a split-rail fence, pulled weeds and worked at riparian restoration along the Jordan River in South Salt Lake.

The initiative was designed as part of the conference theme “Having an Attitude of Gratitude.” Student Leaders, Student Life and Leadership, Enrollment Services, and Health and Counseling worked with the Thayne Center to develop service opportunities both with the City and Camp Kostopulos that assisted our partners, helped students bond and learn to work as teams, and allowed students an opportunity to meet and learn more about our partners and the needs of our community.

In reflecting upon the project, students discussed what they learned about their community both within the College and in our surrounding neighborhoods. They also reflected on what the project meant for them individually. For example, Amber Cain, South Region vice president for the SLCC Student Association noted that “Even the littlest thing can make a big difference.”



SLCC Student Association President Arturo Salazar at Camp Kostopulos



Photos of SLCC Students at work at Camp Kostopulos and the Jordan River Parkway.

Project Report

Project Name: Service Learning Support and Expansion, 2015-2016

SLCC Department: Office of Service Learning

Grant Award: \$15,000

The Service-Learning Grant & Designation (SLG&D) program supports faculty who engage in high-impact pedagogies, specifically service-learning. The SLG&D program also collaborates on an institutional level to create engaged departments/programs. The program is open to faculty who are designating for the first time as well as faculty who have previously designated but would like to revamp elements of their service-learning class.

During the 2015-2016 academic year eight new service-learning courses were designated and one existing course was revamped. This contributed to 34 new service-learning sections total. Because of this, there were 654 more students participating in service-learning courses, which is an increase of 12% from last year.

In addition, the SLG&D program supported English engaged department efforts significantly increasing community engagement and service-learning in this area. Because of the Community Engagement Award funding provided to the SLG&D program, the English department held a retreat where plans for a new service-learning faculty development web site was created, departmental-level community partners contributed to a ENGL 1010/2010 service-learning course sequence, and alternative service opportunities such as alternative weekends and global service-learning were discussed. Service-learning literature was purchased for all full-time faculty to use in a teaching circle. Overall a significant action plan was created to garner more support for community engagement/service-learning efforts on a departmental level.

Regarding community impact, Janet Healy from Catholic Community services stated that:

"The SL Community College English Department Service-Learning Program has made a very positive impact not only with our clients but the staff. At the Weigand Homeless Resource Center they have volunteered at the intake desk verifying client credentials, assisting clients with CCS services, such as; laundry service, showers, haircuts and distribution of hygiene kits and clothing. Also providing community information to clients to connect them with other community partner services. Some students have had an opportunity creating flyers, volunteer job description and brochures. Catholic Community Services of Utah is very excited to have an opportunity to be partnered with SLCC.

A retreat for the Dental Hygiene program was also held where faculty were supported in creating a SLG&D RFP. One new course proposal for FA 16 was submitted and accepted.

Finally, the Office of Service Learning provided general professional development for community engaged faculty, including refreshments for service-learning faculty networking and community partner speed dating.

As a part of the SLG&D evaluation process, all new and existing courses are required to complete a three-part evaluation. The evaluations from AV 15-16 demonstrated that 100% of faculty felt that students had a better understanding of content due to service work and that students' service provided fulfilled a community need. Overall, 70% of faculty felt that service-learning increased the relevance of course material and contributed to learning. One faculty member stated that:

"I just had a student post her Service Learning reflection paper in her ePortfolio. She wrote a reflection stating that this was the most meaningful part of the course. It is one thing to learn about people with disabilities in a textbook, and another thing to actually get to engage with them. I think this makes a big difference for all of my students".



SLCC students did community engaged research around children who are put on rock concert benefit for Reach as part of her sociology service learning course. Reach is a local nonprofit that provides community stewardship in organizing activities, education, service, and support to children in need with a special focus on children who are victims of abuse and/or neglect, and children who suffer from depression or suicidal ideations.

Project Report

Project Name: Service Learning Support and Expansion, 2016-2017

SLCC Department: Office of Service Learning

Grant Award: \$15,000

The Service-Learning Grant & Designation (SLG&D) program supports faculty who engage in high-impact pedagogies, specifically service-learning. The SLG&D program also collaborates on an institutional level to create engaged departments/programs. The program is open to faculty who are designating for the first time as well as faculty who have previously designated but would like to revamp elements of their service-learning class.

The goals of the SLG&D program are to:

- Allow innovative practitioners and departments to develop service-learning courses as a way of teaching and learning that leverages "community-based public problem solving that not only generates new knowledge and higher order cognitive outcomes, but develops the civic skills of critical thinking, public deliberation, collective action and social ethics" (Saltmarsh, 2002, p. viii). This also includes service-based, domestic off-campus study.
- Support faculty and departments with professional development opportunities and funding.
- Better retain students by supporting faculty and departments in their commitment to provide high-impact educational opportunities.
- Support SLCC's Community Engagement efforts and the Carnegie Classification for Community Engagement goals.

During the 2016-2017 academic year, nine new service-learning courses were designated. This contributed to 49 new service-learning course sections total. A total of 5,467 student participated, contributing 98,617 hours of service to the community. A total of \$10,457.71 of funding was utilized to support the process of individual service-learning course designation. Designating faculty are awarded for each new course that is designated.

In addition, the SLG&D program continued to support English Engaged Department efforts by significantly increasing community engagement and service-learning in this area. Because of the SLG&D funding provided, the English department held a series of meetings where an ENGL 1010/2010 service-learning course sequence was created in collaboration with community partners and diverse faculty from across the department. The course sequence enables students to take ENGL 1010 first, then ENGL 2010 while working with the same community partner across an entire academic year, thereby significantly deepening the level of service and learning offered. In addition, the action plan previously created to support departmental level engagement was further implemented. New service-learning course designation numbers for ENGL 1010/2010 will be accounted in AY 17-18, although funding was distributed in AY 16-17. The new course designations fall under the umbrella of the English Departments overall engagement plan. A total of \$3,134.5 of funding was used for this purpose.

A faculty member in the ENGL department presented at the International Association for Research on Service-Learning and Community Engagement on SLCC's engaged department work and the remaining portion of costs were posted in the 16-17 academic year. A total of \$659.14 was spent for this purpose.

Finally, the Office of Service Learning sponsored general professional development for community engaged faculty for faculty to participate in the service-learning professional development series and the Utah Campus Compact Engaged Faculty retreat in Moab.

Jamie Nelson, an official community partner from the YMCA stated “the most notable part of my year was working with Lisa Packer's English 1010 class who provided a variety of lessons for our early-childhood and after-school programs centered on food, healthy behaviors, and sustainability. The students had the opportunity to observe our teachers before crafting their own lessons and the results were fantastic. Students brought presentations that were above and beyond our expectations. One of the student groups that was particularly impressive created rotation stations for our kindergarten class, incorporating all five senses into their activities which is a tactic many of our trained teachers work really hard to do in all of their lessons.”

The service-learning program is also deepening its assessment methodology. In collaboration with General Education and ePortfolio, institutional assessment efforts centered on our Civic Engagement Student Learning Outcome are progressing. A final report of these efforts will be sent to the Government and Community Relations office as supplemental documentation for the Community Engagement Awards once completed.



United Way volunteer coordinator with SLCC staff member Rebecca Van Maren (Thayne Center) and faculty member Andrea Malouf (English)

All grants awarded 2015-2016

Total awarded: \$44,430

Latinos in Action United States Hispanic Leadership Institute Student Summit, a partnership between First Year Experience and Granite School District

Total awarded: \$2,000

First Lego League Expansion, a partnership between the School of Science, Math and Engineering and Utah First Lego League

Total awarded: \$5,250

Reel Abilities, a partnership between the English Department and the City Library

Total awarded: \$5,400

Grit to Glamour, a partnership between the School of Fashion and Utah Women's Veterans

Total awarded: \$1,800

Teaching Veterans Basic Culinary Skills, a partnership between the SAT Commercial Cooking Program and Freedom Landing and Valour House

Total awarded: \$5,000

Spring Writing Conference, a partnership between Student Life and Leadership and the League of Utah Writers

Total awarded: \$800

Talent Search, a partnership between Academic and Career Advising and the Omega Psi Psi Fraternity

Total awarded: \$2,000

Weather Safety, a partnership between Geosciences and Salt Lake Aging and Adult Services

Total awarded: \$620

Beloved Community, a partnership between the School of Arts and Media and Whittier Elementary

Total awarded: \$6,560

Thayne Center for Service and Learning

Total awarded: \$15,000

All grants awarded 2016-2017

Total awarded: \$34,900

Women in Freedom Movement, a partnership between the School of Arts and Media and the Division of Diversity and Inclusion in the Salt Lake County Mayor's Office

Total awarded: \$5,000

The Big Questions Forum, a partnership between The School of Humanities, Language, and Culture and the International Rescue Committee

Total awarded: \$900

Community Writing Center Non-credit Learning Program at the Youth Resource Center, a partnership between the English Department and Voice of America Youth Resource Center
Total awarded: \$1,300

New York Fashion Week, a partnership between the Fashion Institute and Fashion Gallery
Total awarded: \$2,100

SLCC West Valley Center Community Empowerment Workshop, a partnership between Site Planning and Support and the American Civil Liberties Union
Total awarded: \$250

India Study Abroad: Global Business and Microfinance Learning Engagement, a partnership between the School of Business and Westminster College
Total awarded: \$6,000

Service and Learning Program in the Learning Advancement Division
Total awarded: \$15,000

Please contact Jennifer Seltzer Stitt for more information about the Community Engagement Award.

Jennifer Seltzer Stitt

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