

SLOCC

MAGAZINE

SUMMER / FALL 2020

DREAMERS
IN COLLEGE P.12



SNAPSHOTS



Members of the women's basketball team hoist the plaque commemorating their Region 18 Championship victory, punching their ticket for the NJCAA National Tournament, cancelled due to the coronavirus pandemic.



Top: SLCC President Deneece G. Huftalin learns how to change a tire for speed at Pathways to Professions at Mountain America Exposition Center in Sandy.

Bottom: Participants in the Mother Language Celebration at the Center for Arts and Media on South City Campus.

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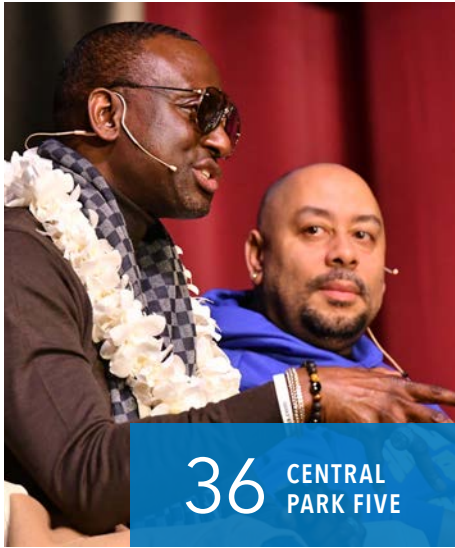
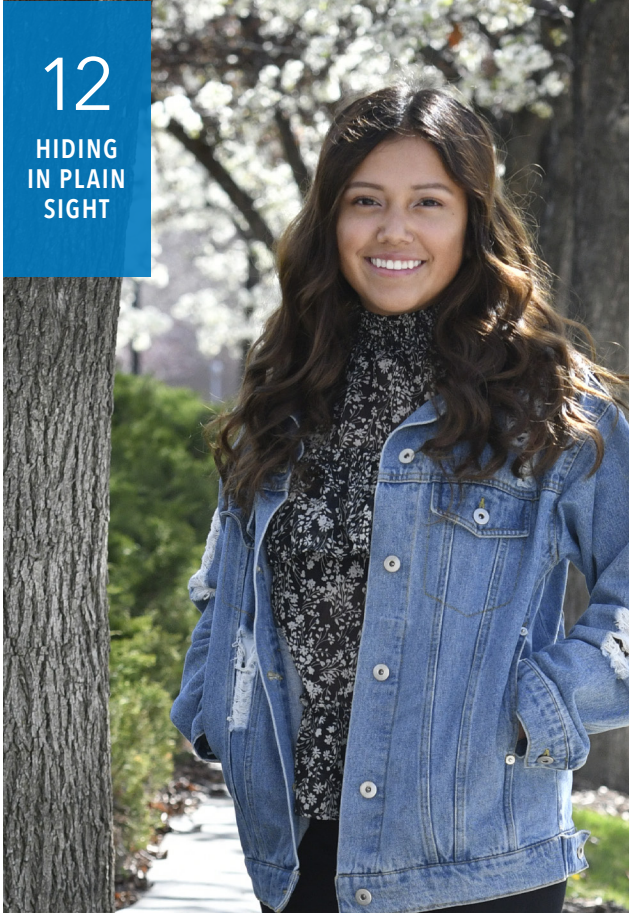
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Recognizing excellence in professional education at SLCC



SLCC MAGAZINE

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AWARD OF EXCELLENCE



It's official! SLCC Magazine is among the best in content and design. The Council for Support and Advancement of Education honored the magazine as a winner of its Awards of Excellence for 2020, the fifth award for the magazine in four years.



ON THE COVER

SLCC student
Sinthia Rosado Veronica



Grace Under Pressure

Addressing student and community needs in time of crisis



President Denece G. Hufalín shows a mask made by SLCC

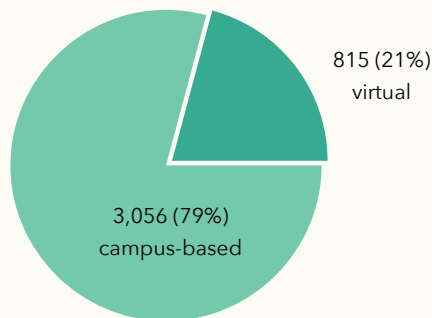
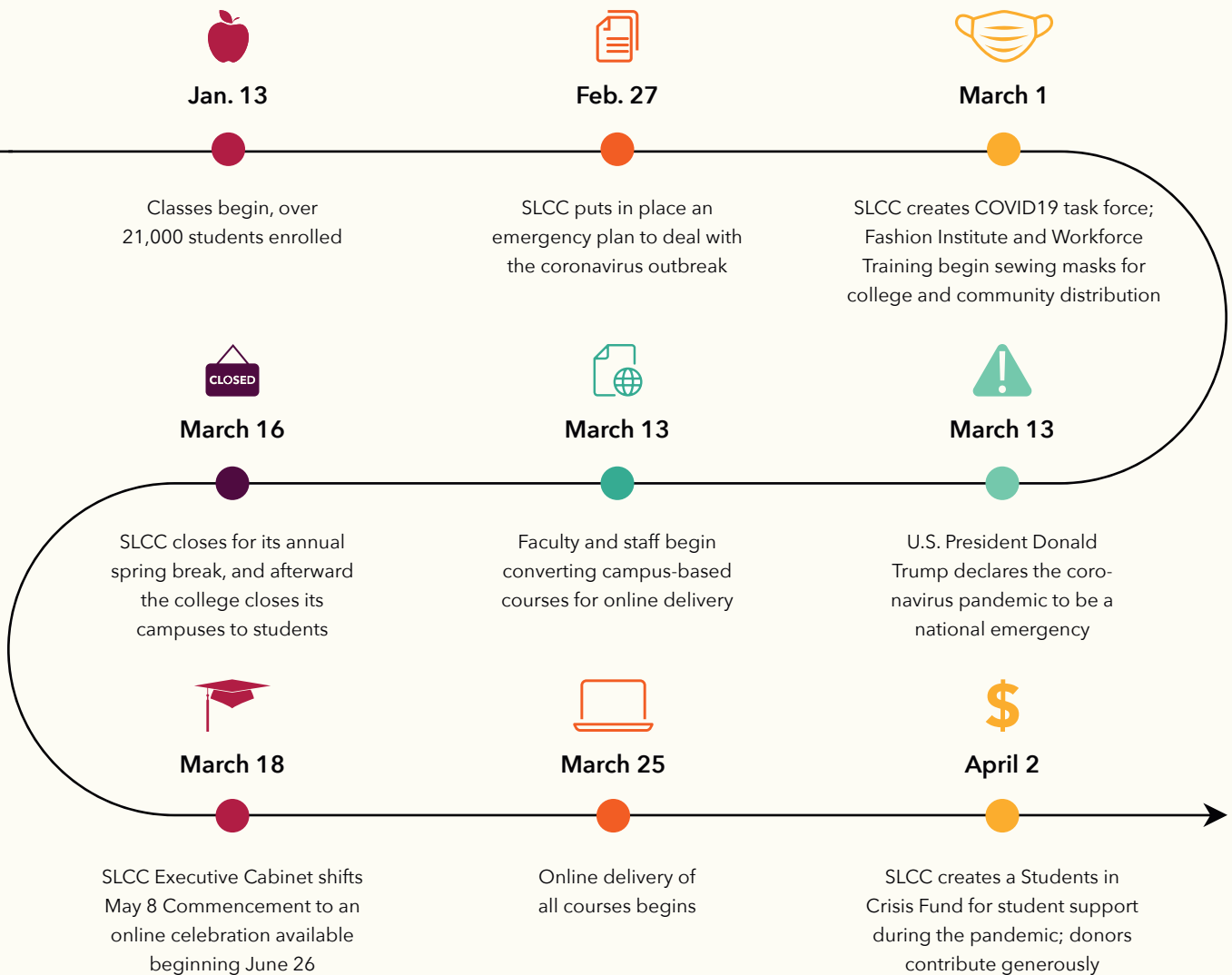
In response to the coronavirus pandemic, SLCC went from less than 25% of classes online to nearly 90% by converting 2,644 courses to online delivery in two weeks. In addition, staff and administrators added professional development and online learning opportunities, a work-sharing program, emergency pay, supervisor workshops and outreach. They expanded vacation carryover and enhanced the employee wellness program to meet at-home needs. The college also made masks for campus and community distribution, among other efforts.

“Faculty and staff accomplished this transition with professionalism and grace,” says Dr. Jason Pickavance, SLCC associate provost for Academic Operations.

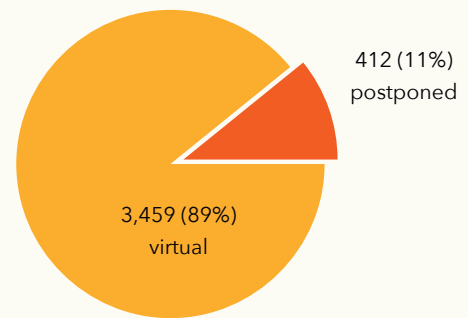
The college relied on Canvas, a web-based learning management system already used by SLCC faculty. It allows students to interact remotely with course syllabi, video lectures, assignments and other learning elements. SLCC provided laptops, internet notebooks and portable Wi-Fi hotspots for students without technological resources.

Of the 3,871 spring courses, only 11% were postponed, including hands-on instruction, such as dental hygiene, vocational trades and labs. Students can complete these courses in the fall semester.

Meeting the Coronavirus Challenge



Before college closure due to COVID-19
Jan. 13, all classes begin



After college closure due to COVID-19
March 16, college closes for spring break and reopens March 25 with online delivery only



In This Together

Faculty members embrace virtual teaching, strengthening SLCC values

The story of the coronavirus pandemic and Salt Lake Community College is one of adaptation and making the best of available resources. It's about ingenuity, flexibility and determination to ensure students received the most meaningful instruction possible under trying and unprecedented circumstances.

It's also about an institution and its people learning about themselves, their needs and how to move forward. The few examples here are not all-inclusive of the many who sacrificed and changed their habits, norms and methods to keep students engaged through this crisis. However, when combined, they demonstrate faculty members' dedication to students and to SLCC's core values of collaboration, community, inclusivity, learning, innovation, integrity and trust.

Hundreds of SLCC teachers in disciplines across the college have moved highly interactive courses to virtual instruction on the web.



April 14



Matt Wilson, SLCC English as a Second Language instructor

President Deneece G. Huftalin begins online forums for employees; People and Workplace Culture continues supervisor trainings to outline emergency pay, work-sharing program, development and online learning programs

Adapting

Matt Wilson's night class starts at 6 p.m., about when his daughter needs to be put to bed in their two-bedroom rental house. His office where he teaches English as a Second Language (ESL) is next to her bedroom. "So, in the middle of class when my students take a break, I move my computer to the kitchen table, go say 'Goodnight' to my daughter and fill up my glass of water for the last hour of class," he says.

Wilson is one of hundreds of SLCC teachers in disciplines across the college who have moved highly interactive courses to virtual instruction via the web. Through a mix of the online-college tool Canvas and video-meeting platform WebEx, as well as rewriting lessons and curriculum, and learning new tech skills, these teachers are delivering quality content and instruction, helping students complete their educations.

"Many are immigrants, refugees and some international students, who have to navigate real-world social and cultural hurdles even as they are suddenly forced to navigate the virtual educational world," says ESL instructor Teresa Stillo Ramirez. She created a home workspace to mimic her ESL classroom style of standing and walking, so the experience for students is less disruptive. At first, logging in was a challenge for some, she says, but faculty and instructors stepped up to help students learn through online tools.



May 18

Summer classes begin through remote delivery; some campuses open with limited services



Teresa Stillo Ramirez, SLCC English as a Second Language instructor



Gabe Byars, SLCC occupational therapy instructor

The new normal

With his laptop propped on two wooden boxes, Gabe Byars teaches occupational therapy (OT) in his East Millcreek home gym. His gray-faced, 15-year-old lab mix, Katie, lounges nearby. If students need more personal contact, they connect via Webex to videoconference with Byars. The Webex online address is listed under his office hours in all his emails. It's the new normal.

"We have been creative with how we implement certain activities, especially those related to our lab courses," Byars says. "For example, students have been passing off skills through video format, and they have been doing an excellent job." While OT coursework is typically hands-on, no classes were cancelled and no students dropped, he says.

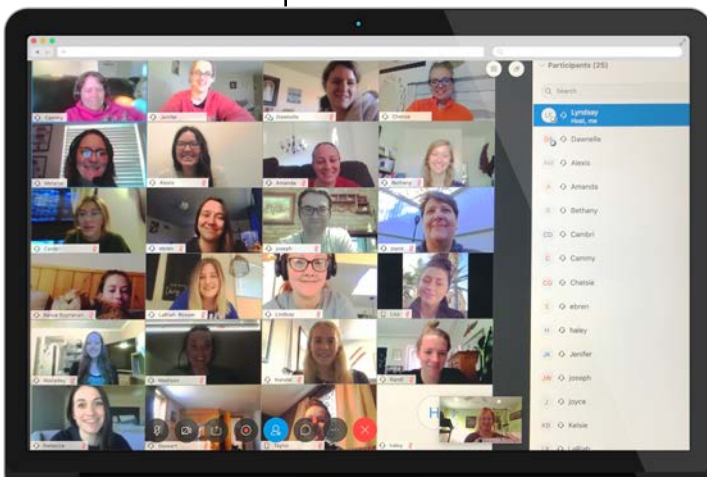
Likewise, physical therapy students use Microsoft Teams to collaborate by watching videos that demonstrate an activity, and then practice on family, roommates or with whomever they are quarantined. And SLCC surgical tech students watch videos filmed by an instructor using a GoPro setup. The students review the videos on Canvas and film

themselves demonstrating the skills they learned, ultimately submitting their videos for instructor critique. In addition, one-on-one live skills labs are conducted using Webex.



June 1

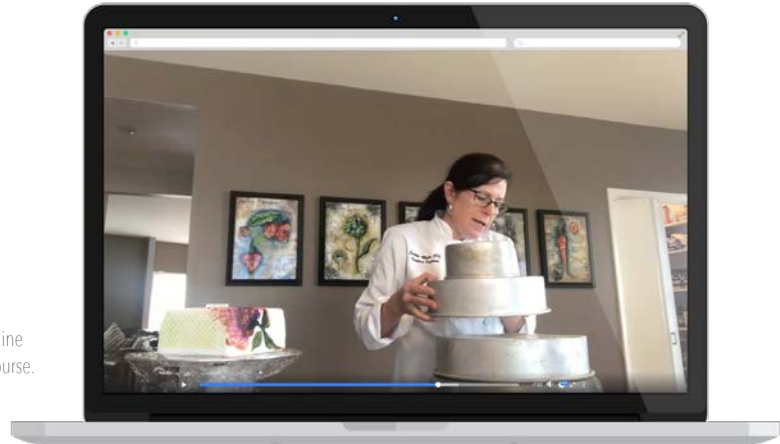
Reopening committee created to outline plans for employee and student return to campus



Aug. 25

All campuses are planned to open with students back to school under proper precautions

SLCC Culinary Institute Assistant Professor Cynthia Alberts conducts an online class demonstrating tiering/stacking wedding cakes for the CHEF 2450 course.



Solutions

In SLCC's Culinary Institute, student lab fees were converted to gift cards for students to purchase needed supplies to prepare recipes at home. "The faculty members have been great about providing alternative solutions for students to complete assignments," says Culinary Arts Associate Dean Jeffrey Coker.

Assistant Professor Cynthia Alberts prepared ingredient kits of dried foods for student assignments and used Facebook to deliver live, instructional videos. She reworked content to make assignments manageable and streams live from her home kitchen in Cottonwood Heights. The biggest distraction, she says, is getting phone calls during a live demo – a time, she adds, to put the phone on airplane mode.

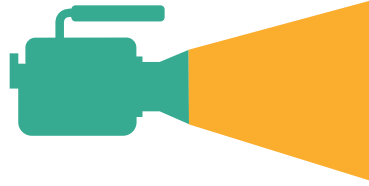
In the same vein, the School of Applied Technology & Technical Specialties, which teaches fields such as welding, aviation maintenance, electronics and emergency medical technician, kept most of its classes going. "Our faculty members have worked hard to create videos and use other technologies to provide students with course materials using remote delivery," says Gary Cox, the school's interim dean.



Looking ahead

SLCC's response to the coronavirus pandemic, with remote learning, may represent the evolution of instruction at the school. "This public health emergency has forced us to rethink how our services can be adapted to an online environment," says Dr. Jose Crespo, director of SLCC's STEM Learning Resources. "We have taken as much action as possible to offer continued academic support, such as moving previously in-person workshops to an accessible online modality as quickly as possible."

The upside, he adds, is seeing how colleagues have responded. "If anything, this emergency has strengthened our sense of empathy, ethics, collaboration and adaptability," he says. "This change has pushed us to rethink the importance of developing an online modality and think more creatively about how we support students, which potentially will help us build new structures for future student success."



Thousands of Views? No, Millions!

SLCC professors reach and teach larger audiences on YouTube

*By Dr. Jason Pickavance
SLCC associate provost for academic operations*

When accounting professor Dave Alldredge started making videos for his courses, he was initially interested in the “flipped classroom” approach to instruction, in which students encounter lecture content at home and come to class prepared for applied learning. “I remember standing in the classroom writing debits and credits on the board and thinking this is boring. I don’t know if I have another 20 years in me of regurgitating this to students.” But once he started posting his videos to YouTube, Alldredge found a following beyond his students.



Dave Alldredge, SLCC accounting professor

Their practices and tools were already in place to help students weather the 2020 coronavirus storm.

Now at close to 2 million views, the **ProfAlldredge** accounting channel is used by other professors across the country to teach principles of accounting.

Allredge is one of many instructors at SLCC using technology to teach SLCC students and reach larger audiences. These faculty are part of a national trend of teachers dissatisfied with traditional textbooks and classroom lecture. They're creating their own educational content, a bridge to higher education for many students. Their practices and tools were already in place to help students weather the 2020 coronavirus storm.

School of Business Professor Lon Schiffbauer started his channel, **Nutshell Brainery**, because he was unhappy with the textbook coverage of management subjects. "I found myself spending a lot of time saying, 'This is what is in the textbook, let me tell you why it's incorrect.' As soon as it's in the textbook, it's almost outdated," Schiffbauer says.

SLCC history professor Dr. William Jackson's YouTube channel, **The Nomadic Professor**, is one of the more extreme YouTube endeavors. His videos take students to where history happened. With his GoPro and ready knowledge of World History, he takes students to historical sites in Japan, Southeast Asia, South America and Europe. Last summer, he and his family camped across the American South, creating videos of Civil War battlefields. He's still working on producing these videos for his American History course. Jackson says he originally started making the videos for online teaching, but now uses them in all of his classes.

Jessica Curran teaches graphic design online through her Open Graphic Arts website, **opengraphicarts.org**, and YouTube channel, **Jessica Curran**, but she also engages her students in synchronous conversations on Canvas and in the emerging fine arts lab space she has created at SLCC's South City campus. Unlike some digital futurists, she's confident that creating and sharing these materials won't replace her value. Instead, it allows her to focus on her real strength as a teacher: helping students understand the material through practice and feedback.

Whether they're teaching on campus or on Canvas, these YouTube professors and online instructors use self-authored digital media to teach students, following through on the promise of open access education, for SLCC students and anyone who views their videos. In today's teaching environment, we are all digital learners.



Lon Schiffbauer, SLCC business professor



Dr. William Jackson, SLCC history professor



Jessica Curran, SLCC graphic design professor

HIDING IN PLAIN SIGHT

This story is about students. They are not U.S. citizens, but few have known any home other than Utah. For them, this is an intensely personal story that reveals details they've been told to keep hidden.

Undocumented students, often referred to as Dreamers (citizens of other countries brought to the U.S. as children), frequently feel as if they don't belong. Uncertainty in their lives – of having to look over their shoulders and never draw attention to themselves – is pervasive.

There are 92,000 undocumented residents in Utah, according to the Center for Migration Studies. This year at SLCC, 551 students, or about 2.5% of the college's student headcount, are undocumented. That's nearly half of the undocumented students at all eight colleges and universities in the Utah System of Higher Education (USHE) and more than double

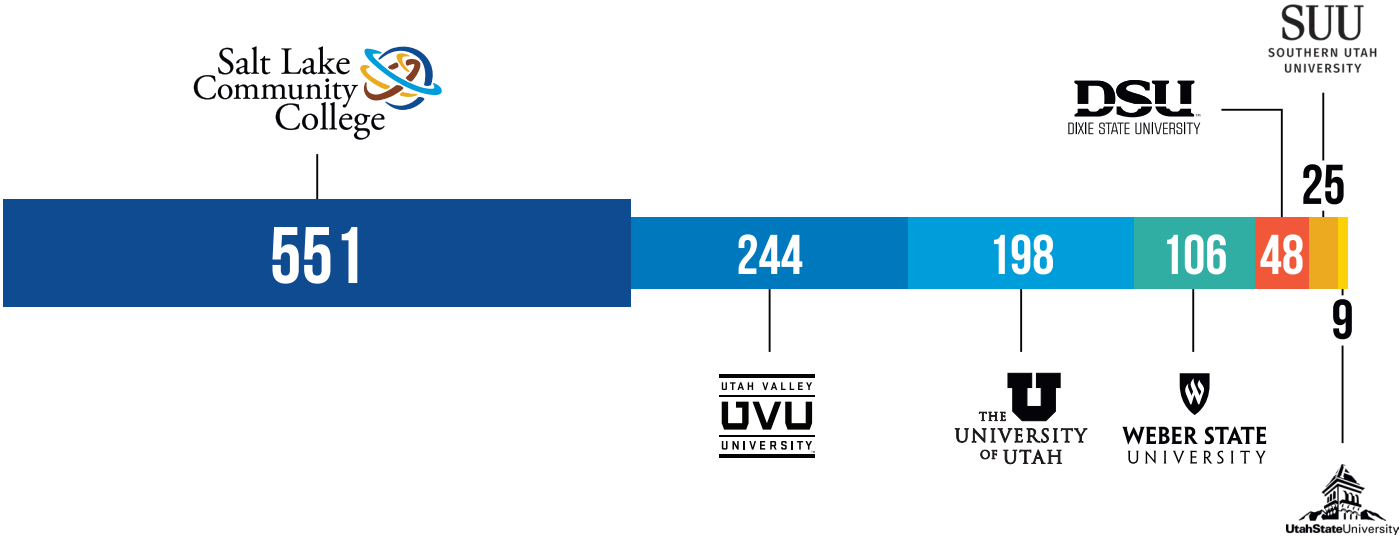
the next closest, Utah Valley University, with 244 undocumented students.

The tallies of undocumented students are recorded annually under Utah House Bill 144, enacted in 2002 by the Utah Legislature. It grants in-state tuition rates to undocumented students at USHE schools.

Many Dreamers are registered to work legally in the U.S. under the presidential administrative program, DACA (Deferred Action for Childhood Arrivals). President Donald Trump sought to cancel DACA, putting Dreamers at risk of deportation, but the U.S. Supreme Court on June 18 ruled that action was illegal. The ruling allows Dreamers to continue to work legally under DACA, but also gives leeway to cancel the program in the future. A permanent solution for Dreamers, such as amnesty, must come from Congress.

DREAMERS IN COLLEGE UNDOCUMENTED STUDENTS IN UTAH 2019-2020 Total: 1,181 Students

Snow College data suppressed for counts less than 5
Source: Utah System of Higher Education



WHO ARE DREAMERS?

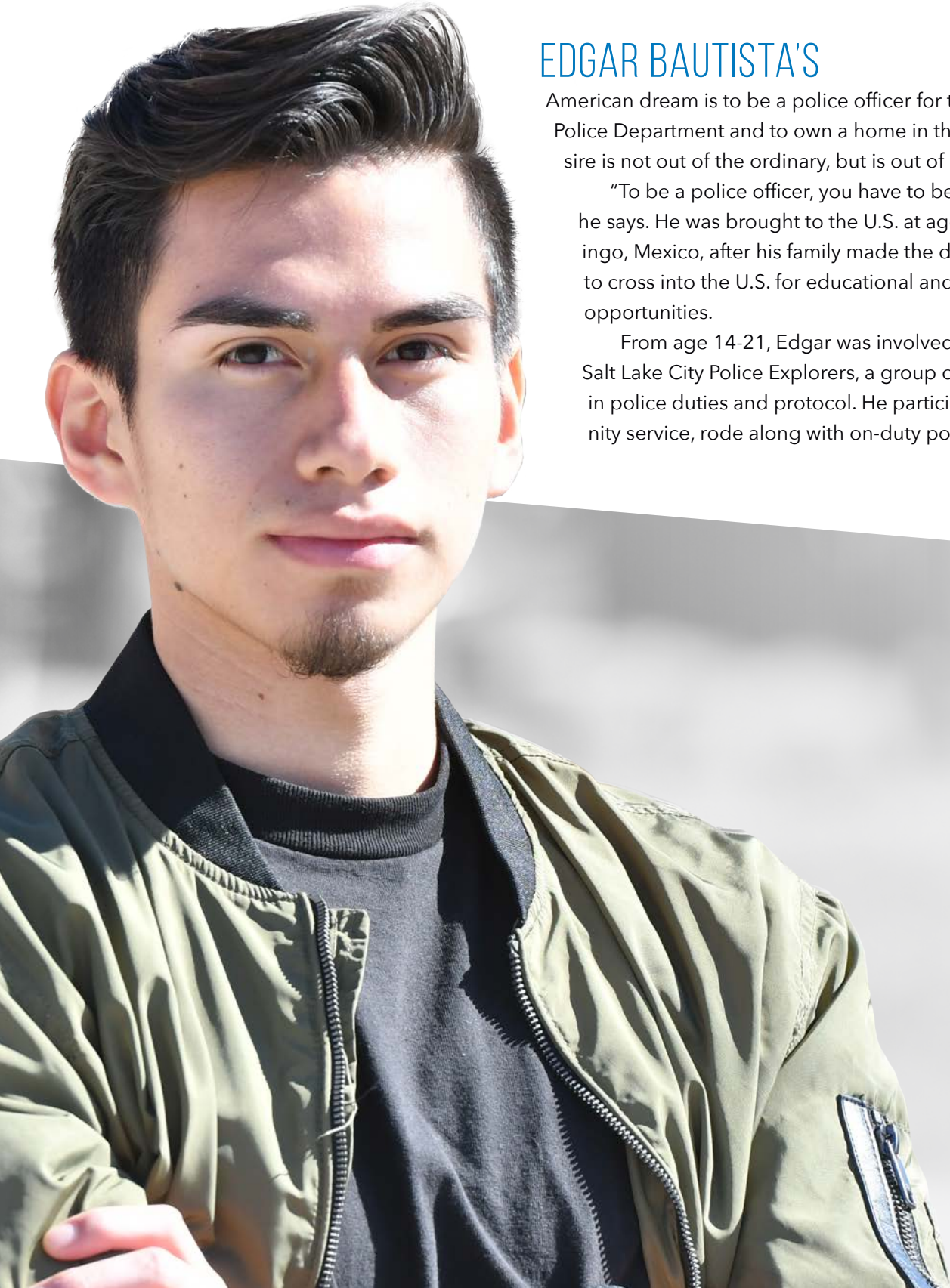
Dreamers are residents without legal status who were brought to the U.S. as children, typically by their parents. They are named for the federal Dream Act that since 2001 has sought, and failed, in several iterations in Congress to legitimize their presence in the U.S.

[Read about Dreamers at SLCC on the following pages.](#)

HELPING SLCC DREAMERS

- SLCC supports undocumented students via the Undocumented Student Resource Committee.
- SLCC administers two privately funded scholarships for undocumented students.
- Over \$90,000 in private scholarships have been awarded to more than 70 undocumented students since 2016.
- In 2019, the college partnered with the University of Utah to open the SLCC Dream Center at the college’s West Valley Center.

EDGAR BAUTISTA



EDGAR BAUTISTA'S

American dream is to be a police officer for the Salt Lake City Police Department and to own a home in the city. Such a desire is not out of the ordinary, but is out of his reach.

"To be a police officer, you have to become a citizen," he says. He was brought to the U.S. at age 6 from Chilpancingo, Mexico, after his family made the difficult decision to cross into the U.S. for educational and economic opportunities.

From age 14-21, Edgar was involved weekly with the Salt Lake City Police Explorers, a group of youth trained in police duties and protocol. He participated in community service, rode along with on-duty police officers and

attended week-long academies in the summers. In many ways, the program is a recruitment tool for the department, but state policy prohibits police agencies from hiring undocumented residents.

Several youth in Explorers are undocumented and have proven they would make excellent officers, says Salt Lake City Police Department Sgt. Keith Horrocks, who ran the Explorers for 18 months and is now the police department's public information officer. "We actually train them on a lot of stuff that our academy recruits are trained on."

Edgar's interest in law enforcement stems from his Latino upbringing and a desire to give back.

Undocumented residents are more vulnerable. "They may be victims of a crime and are scared to report it because of fear of deportation, which is very unfortunate," he says. "I just want to educate people by being a police officer and by just giving back to my community and by just being able to help those in need in their worst times."

He earned an Associate of Science degree in communications, with honors, this year and expects to become certified as an emergency medical technician during the summer. His second aspiration for a career is to become a local firefighter, a field that is open to undocumented residents.

Edgar's brother, a 2018 SLCC alumnus, introduced him to SLCC. Edgar enrolled because it's the most economical option. He has received a few private scholarships, but much of his education was paid out of pocket. He lives with his parents and works two jobs, at an elementary after-school program and at Target, to pay for college.

He hopes to buy a house with his brother, and someday buy his own. "I feel like this is my country," he says. "I feel American."

IN HIS OWN WORDS

View the videos: bit.ly/slccdreamers

WHAT IS DACA?

President Barack Obama's administration in 2012 created the Deferred Action for Childhood Arrivals (DACA) program. Many Dreamers are registered under DACA, which lets residents without lawful U.S. presence defer deportation and legally work. President Donald Trump tried to cancel DACA, but the U.S. Supreme Court on June 18 ruled his administration did so illegally. Nevertheless, the program could still be cancelled in the future.

QUALIFYING FOR DACA

- Younger than 16 when arrived in the U.S.
- Entered the country before June 15, 2007
- Not convicted of a felony or significant misdemeanor
- Not a threat to national security or public safety
- Graduated high school or have a GED or in school or discharged from U.S. armed forces

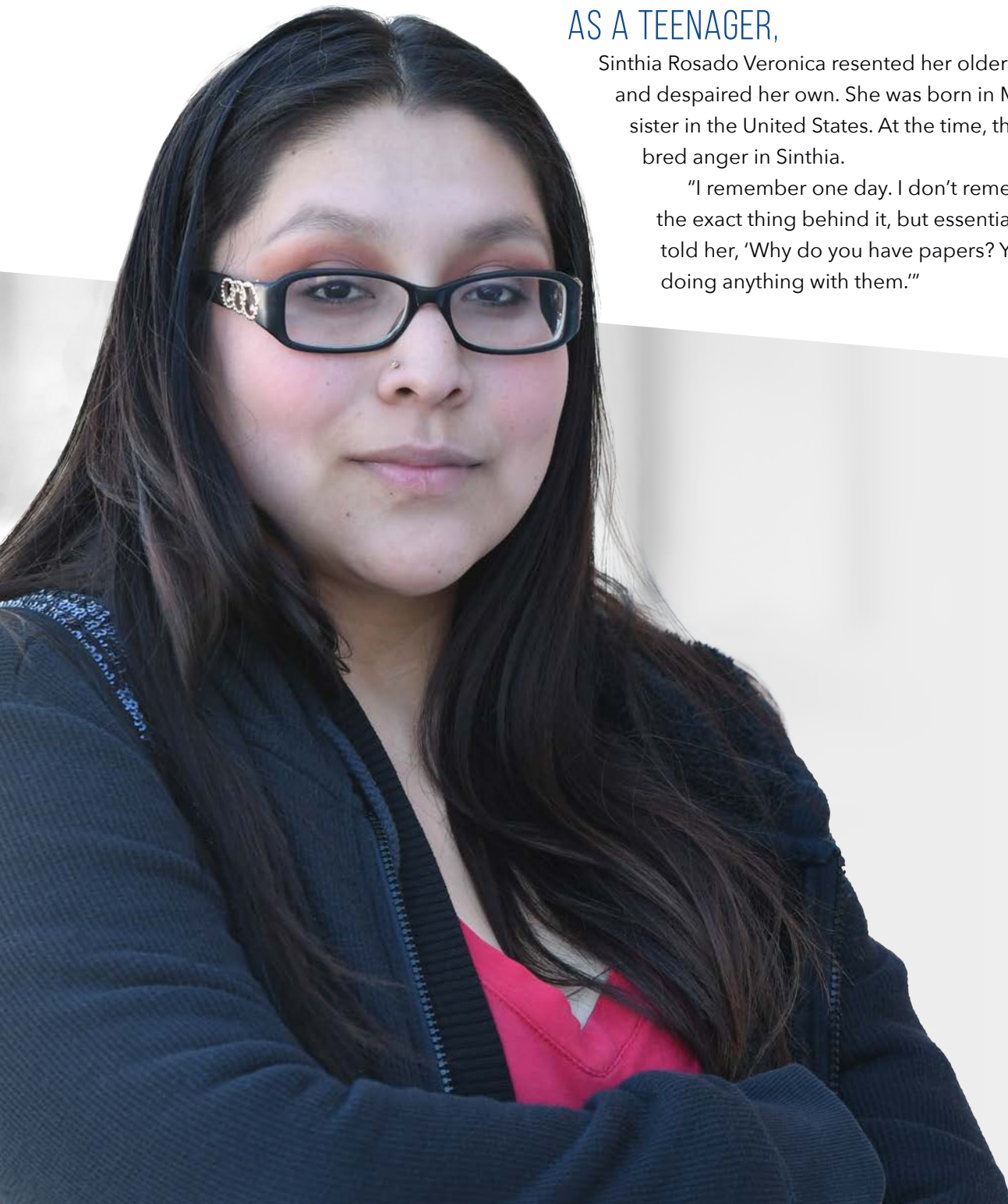
For those registered, DACA must be renewed every two years (\$495 renewal fee).

SINTHIA ROSADO VERONICA

AS A TEENAGER,

Sinthia Rosado Veronica resented her older sister's status and despised her own. She was born in Mexico, her sister in the United States. At the time, the difference bred anger in Sinthia.

"I remember one day. I don't remember why or the exact thing behind it, but essentially, I had kind of told her, 'Why do you have papers? You're not really doing anything with them.'"



Tears well in Sinthia’s eyes as she retells the memory: “If I could give them to you, I would,” her sister replied.

“Up to that moment, I hadn’t thought about the guilt that she had been feeling. ... It wasn’t her fault.”

Sinthia, too, is no stranger to blame and consequences beyond her control. Born in Acapulco, Mexico, she was brought to the United States at four months old, the youngest of five siblings. She has lived her entire life in Utah, but doesn’t consider herself American. In elementary and high schools, she felt the weight of her undocumented status but couldn’t tell anyone. “I didn’t want to put myself or my family in jeopardy.”

It really hit home when she was 15 and her older brother was arrested in Las Vegas. He was deported a few months later. “It just made it more real,” she says. Not having documentation means life is a constant vigil.

Now 24, Sinthia is a seasoned student. She started taking SLCC concurrent courses as a junior at Granger High School and in 2014 received an Associate of Science degree in psychology. She earned a Bachelor of Science in psychology from the University of Utah in 2017.

Deciding that psychology wasn’t for her, she returned to SLCC in 2018 and expects to graduate with an Associate of Applied Science in nursing in 2021. She loves working with children and plans to be a neonatal or pediatric nurse.

Despite her success and goals, her undocumented status causes angst. “A lot of us are just here to try and have better lives,” she says. “This is our home too and we are made to feel like it really isn’t.”

IN HER OWN WORDS

View the videos: bit.ly/slccdreamers

UTAH LAWMAKERS HELP DREAMERS

UTAH HOUSE BILL 144

Enacted in 2002

Undocumented students can pay in-state tuition rates at state colleges and universities if they attended a Utah high school for at least three years and graduated or received a GED. They must also file an application to legalize their immigration status or have the intent to do so as soon as eligible.

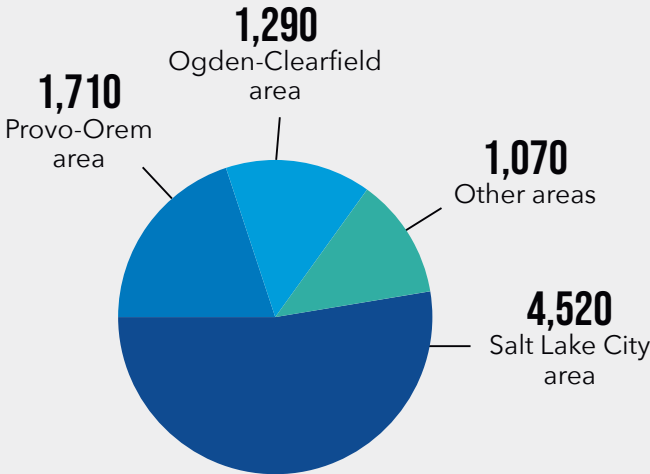
UTAH SENATE BILL 253

Enacted in 2015

Allows any student who graduates from a Utah high school to apply and receive privately funded scholarships administered by Utah’s publicly funded colleges and universities.

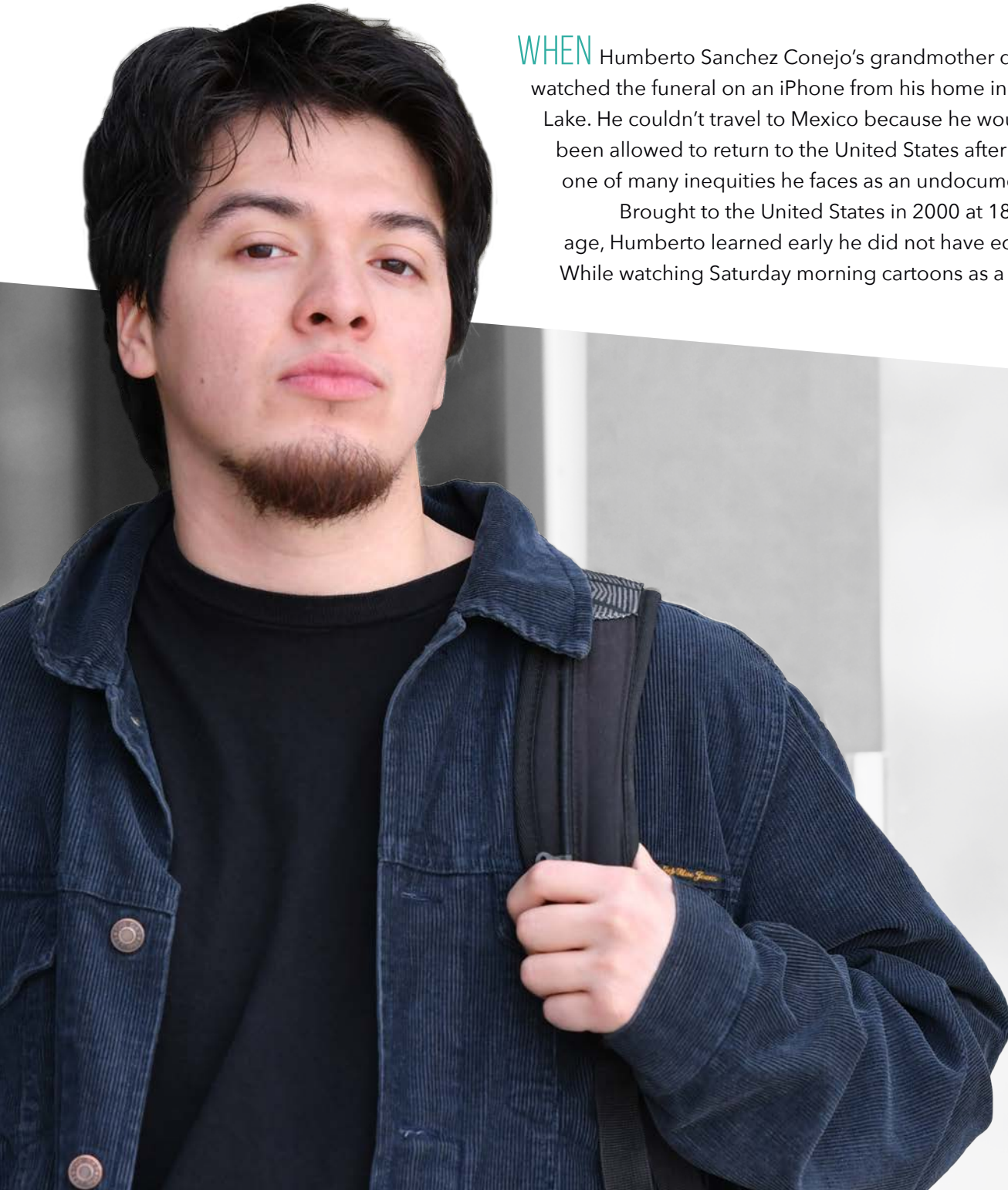
DACA BY THE NUMBERS IN UTAH

8,680 undocumented residents are DACA-registered



Source: U.S. Citizenship and Immigration Services, as of Dec. 31, 2019

HUMBERTO SANCHEZ CONEJO



WHEN Humberto Sanchez Conejo's grandmother died, he watched the funeral on an iPhone from his home in South Salt Lake. He couldn't travel to Mexico because he would not have been allowed to return to the United States after the funeral. It's one of many inequities he faces as an undocumented resident.

Brought to the United States in 2000 at 18 months of age, Humberto learned early he did not have equal rights. While watching Saturday morning cartoons as a boy, a

commercial advertised a contest to win a trip to Disneyland. He wanted to go so badly, he pestered his mother to buy the cereal and enter the contest. She finally checked the details: "It says residents and citizens only," she told Humberto.

"What does that mean?" he said.

"We don't have any of that," he recalls her saying.

In 2006, the issue came to the forefront when a national march for immigrant rights was planned and excitement energized the local Latino community. The day of the march in Salt Lake City, tens of thousands of Latinos, wearing white shirts and carrying American flags, signs of peace and patriotism, filled State Street in downtown Salt Lake City. Humberto and family members took part.

He remembers his parents urging caution and the plan they had, with places to meet and what to do, should any of them be arrested or deported.

"That's when I started realizing it's something I should be more attentive to," he says.

For Humberto, who graduated from Highland High School in 2017, his American Dream is to be whatever he wants. "I want to do everything under the sun."

That includes making a living as a muralist. He knows that dream may not happen, so he also wants to be a teacher and is interested in science. He started college at SLCC in 2017 and studies sociology. He expects to graduate in 2021 and pursue a bachelor's degree.

His advice for undocumented residents: "Don't let nobody tell you that you're an animal or that you're worthless because you don't have documentation."

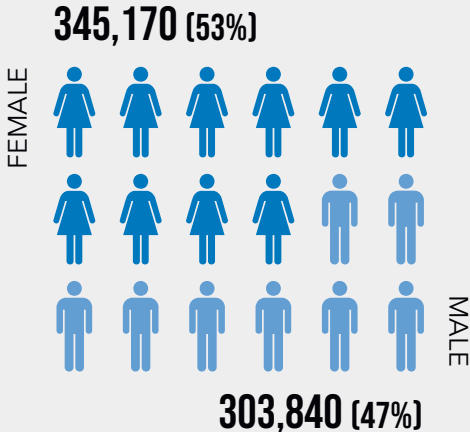
IN HIS OWN WORDS

View the videos: bit.ly/slccdreamers

DACA BY THE NUMBERS NATIONWIDE

649,070 UNDOCUMENTED RESIDENTS REGISTERED FOR DACA

ACTIVE DACA RECIPIENTS COUNTRY OF BIRTH



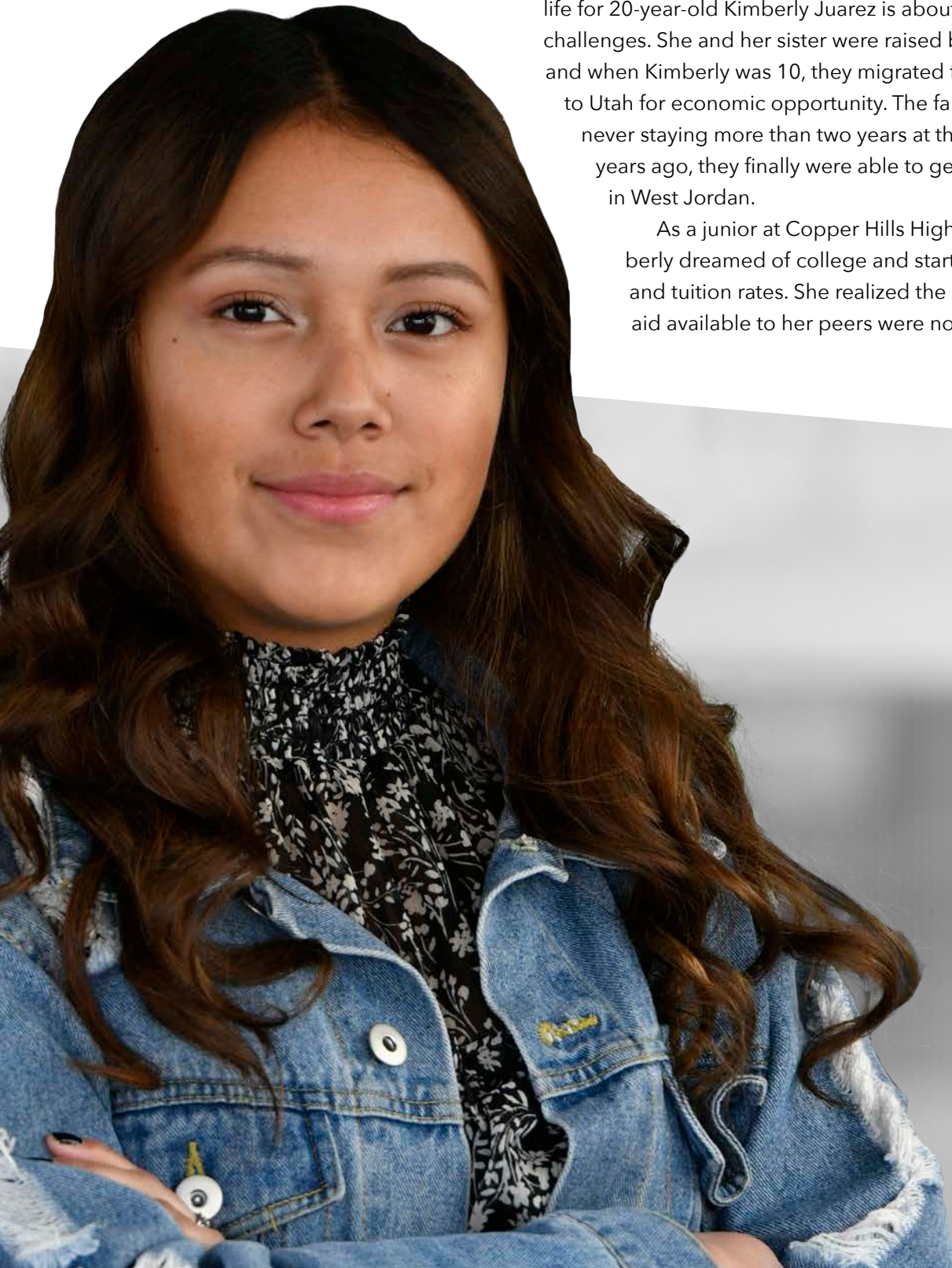
The remaining 57,400 were born in 193 other countries, and 450 are unknown.

KIMBERLY JUAREZ

IN MANY WAYS,

life for 20-year-old Kimberly Juarez is about overcoming challenges. She and her sister were raised by a single mother and when Kimberly was 10, they migrated from Puebla, Mexico, to Utah for economic opportunity. The family lived with friends, never staying more than two years at the same place. Three years ago, they finally were able to get their own apartment in West Jordan.

As a junior at Copper Hills High School in 2017, Kimberly dreamed of college and started looking at schools and tuition rates. She realized the same scholarships and aid available to her peers were not available to her.



"I can't apply for those things the way that most students do," she says. She enrolled at SLCC and was awarded the privately funded Bruin Dream Scholarship, which at the time paid for about half of her education. She found and was awarded another private scholarship to help with tuition. She also does full-time consulting for a medical management company that primarily serves the Latino community.

Kimberly graduated from SLCC in 2019 with an AS in General Education and now attends the University of Utah. She still attends SLCC, taking physics, chemistry and health classes that are less expensive than at the U. She hopes to get her undergraduate degree in health promotion and education with an emphasis in the nuclear medical technologist program in 2022 from the U and then pursue a master's in the physician assistant program there.

Unlike many Dreamers, she is not DACA registered. To work in the U.S. under DACA, registrants must have come prior to June 15, 2007, and she came after that date. As a consultant in her current job, she is paid as an independent contractor through federal Form 1099. At the end of the year, she pays lump-sum taxes to the federal and state governments, including self-employment tax and income tax.

Despite the uncertainty of her status, Kimberly remains upbeat. "I'd say that with or without DACA you could still get a college education. I'm living proof that you can work your way through school."

"Just the fact that I'm looked at as an alien, it shouldn't devalue my potential," she says. "You know, it just means that I have to work harder for things that other people can get."

IN HER OWN WORDS

View the videos: bit.ly/slccdreamers

NATIONAL DACA TIMELINE

DACA was created in 2012 by President Barack Obama's administration.

2012

The U.S. Supreme Court began to review DACA.

2017

President Donald Trump's administration announced a phase-out of DACA in 2017, giving Congress six months to enact a permanent solution. Congress did not act and in 2017 and 2018, the phase-out was put on hold by several courts.

2019

The U.S. Supreme Court ruled the Trump administration cancelled DACA without legal justification, allowing the program to continue, but leaving the door open for future cancellation.

2020

WHAT THE EXPERTS SAY

ALONSO R. REYNA RIVAROLA

SLCC Office of Diversity and Multicultural Affairs assistant director

Since the U.S. Supreme Court ruled that DACA may continue, but left leeway to cancel it in the future, what remains at stake for DACA recipients?

The program itself continues to be a temporary relief measure without a concrete pathway to citizenship. As such, DACA program beneficiaries continue living in a limbo state between “undocumented-ness” and a faux sense of legality. At the moment, it is not safe to assume that the program or its beneficiaries will be permanently protected.

What should be done? What is the ultimate solution and how do we get there?

Comprehensive immigration reform is the only solution. Contact your senators and representatives. Urge them to draft and bring to a vote a comprehensive immigration reform bill that protects all 11 million undocumented immigrants who are part of this country.

LAÍS K. MARTÍNEZ

Utah System of Higher Education state diversity & inclusion director

Since the U.S. Supreme Court ruled that DACA may continue, but left leeway to cancel it in the future, what remains at stake for DACA recipients?

DACA represents hope for a lot of people. It is the opportunity to legally register personal information and the opportunity for young people brought to this country before the age of 16 to work and continue participating as an integral part of our communities without fear of deportation.

What should be done? What is the ultimate solution and how do we get there?

DACA does not address the millions of undocumented people unprotected by DACA qualifications. It does not recognize or value the worth of all of our undocumented sisters and brothers. It also does not provide a path to citizenship for its recipients. It is important that allies continue staying informed on this issue and hold elected officials accountable to the needs of this resilient, yet, vulnerable-under-the-law, community.

CHRIS “XRIS” MACIAS

University of Utah Dream Center director

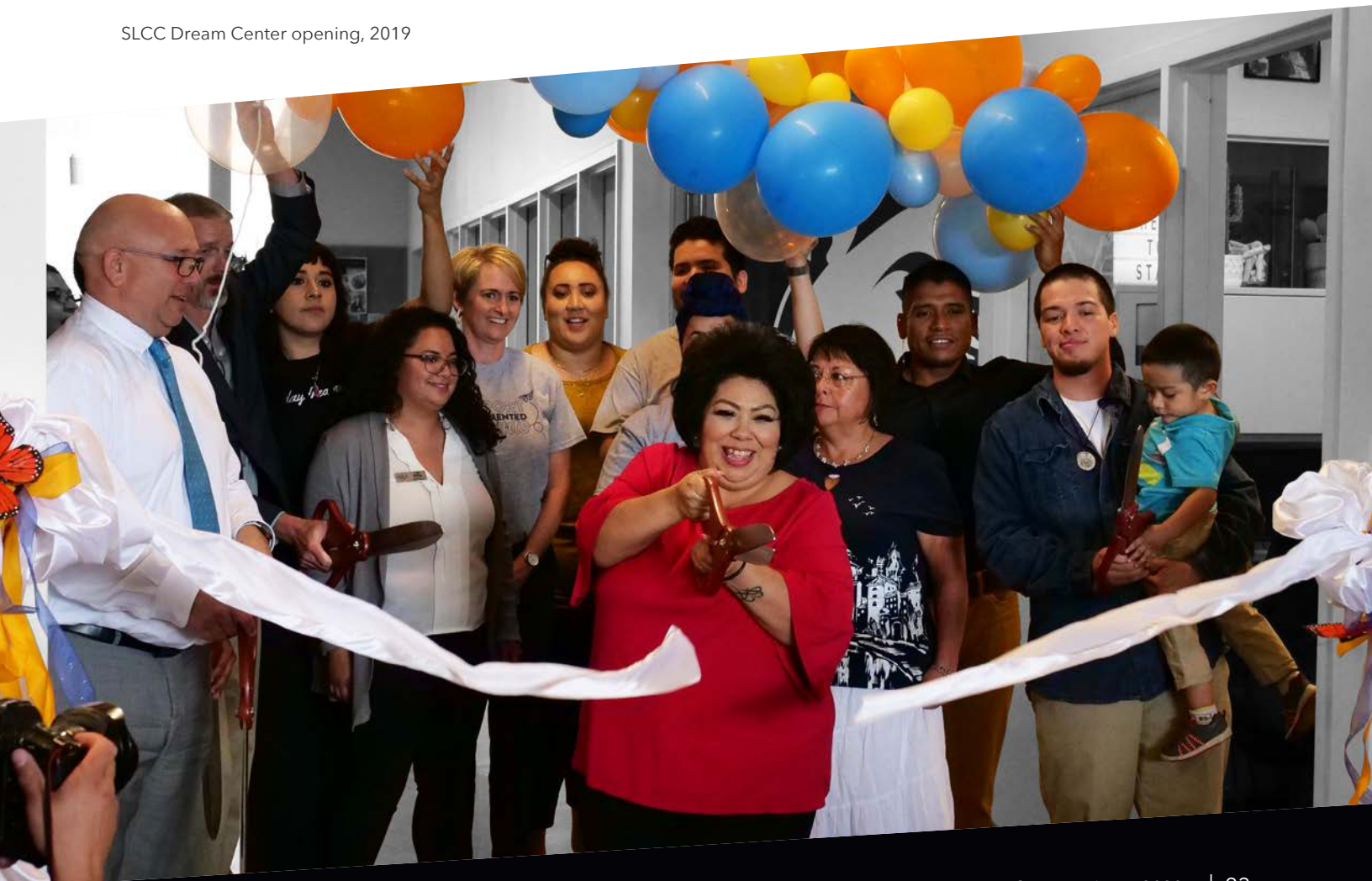
Since the U.S. Supreme Court ruled that DACA may continue, but left leeway to cancel it in the future, what remains at stake for DACA recipients?

While DACA has a win for now, we know that it is under constant threat, which is why we ensure that our services at the Dream Center are available to individuals with DACA and those who are seeking it, as well as those who remain undocumented and ineligible for that program. The impact that it will have, should it be rescinded, will reverberate across the nation and locally, with students, especially, losing their work permits, driving permits and legally granted permission to live and work here. This loss would likely have a substantial impact on the U.S. economy.

What should be done? What is the ultimate solution and how do we get there?

We must continue without hesitation to contact our legislators and our congressional representatives and urge them to consider a more permanent solution. Opponents of DACA, including the administration, should stop trying to disrupt the lives of these young people who continue to make positive contributions to U.S. communities and the economy. Locally, we will continue to uphold the dreams of students and provide them with the appropriate resources to stay and study here. We will continue to treat Dreamers with dignity and see them as part of the future of this country.

SLCC Dream Center opening, 2019



2020

SALT LAKE COMMUNITY COLLEGE COMMENCEMENT

The stage was virtual but accomplishments were real for the more than 3,500 Salt Lake Community College students who graduated with associate's degrees and certificates during the coronavirus pandemic in 2020. The traditional May ceremony was cancelled, but the college hosted a virtual, online ceremony in June to honor hard-working graduates.

The ceremony featured on-screen photos of each participant, announcing their names and

listing degrees and certificates earned. Graduates are invited to walk across stage in the May 2021 commencement ceremony at the Maverik Center.

In reflecting on completing his psychology degree during the pandemic, outgoing Student Association President Mason Bancroft (pictured below) said, "In order to get through this stronger, we must find unity within our community."

View our virtual commencement ceremony at slcc.edu/commencement.



Mason Bancroft, SLCC Student Association
President 2019-2020



GRADUATION BY THE NUMBERS

3,988 DEGREES & CERTIFICATES

2,270

Associate of Science

624

Associate of Applied Science

368

Certificate of Completion

299

SAT Certificates

297

Certificate of Proficiency

88

Associate of Arts

42

Associate of Pre-Engineering

3,518 TOTAL GRADUATES

329 HIGH HONORS
cumulative GPA 3.8 or higher

418 HONORS
cumulative GPA 3.5-3.79

64 Oldest Graduate

16 Youngest Graduate

 **2,001**  **1,507**
10 unknown

GRADUATES OF EXCELLENCE

This distinction recognizes hard work, commitment and selflessness. One student is selected from each school of the college and General Studies. These students have excellent GPAs and typically receive scholarships and awards for academic achievements. They have demonstrated leadership skills and a dedication toward serving others, in addition to other notable achievements related to the creative arts, athletic excellence or involvement in SLCC beyond the classroom.

1. Kaori Schrank

School of Arts, Communication and Media
Visual Art and Design Major

2. Madison Cochrane

School of Business
Business Major

3. Juman Al-Haddad

School of Science, Mathematics and Engineering
Biotechnology Major

4. Anna Timothy

School of Humanities and Social Sciences
Sociology Major

5. Carroll Glidden

General Studies
General Studies Major

6. Joshua Elkins

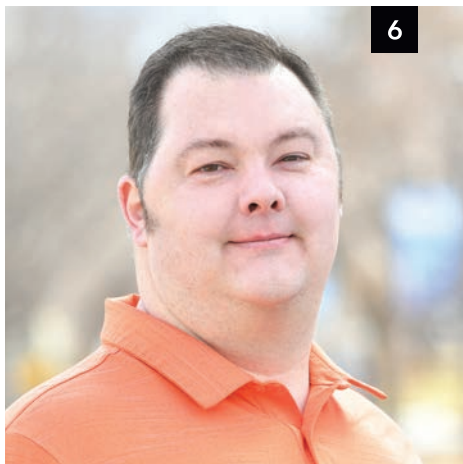
School of Applied Technology and Technical Specialties
Automotive Collision / Paint Major

7. Amanda Farris

School of Health Sciences
Dental Hygiene Major



Watch the video at bit.ly/GradOE



HONORARY DOCTORATE OF HUMANE LETTERS

Salt Lake Community College has been awarding Honorary Doctor of Humane Letters degrees to deserving individuals since 1955. The SLCC Board of Trustees selects outstanding individuals in the community who have achieved distinction, made extraordinary contributions to their professional fields and made a meaningful impact in their communities and/or to higher education to receive this honor. The 2020 Honorary Doctorate recipients were recognized in the online commencement, at slcc.edu/commencement, and will be honored and celebrated at SLCC's 2021 Commencement on May 7, 2021 at the Maverik Center.



Since age 11, Terry Grant has had an appreciation for teamwork and other cultures when his parents joined Amway Corporation and, with all hands-on deck, his family built a strong, direct-sales organization. Later, on a mission for his church, he learned to deal with rejection and the importance of knowing one's strengths and weaknesses.

With those skills in his back pocket, Grant went to work as a young man at ZCMI, where he met his future wife, the late Janet Reese Grant. They wed and the couple moved to Denver, where he began a 35-year banking career, starting as a teller. He graduated from Brigham Young University and then from the Thunderbird School of Global Management with an International MBA. He rose through the banking ranks at Royal Bank of Canada in Toronto and Credit Lyonnais New York, serving large Wall Street firms.

After 9/11, the Grants felt compelled to return to Utah, where Terry was given opportunities to work for other banks and even start a new one. Five years ago, he became president of the KeyBank Utah Market, a position he holds today.

Through his working years, Grant has committed himself to treating people right and fair, taking risks that move you outside your comfort zone and listening more than you speak. He also believes in giving back without expecting anything in return. One of the ways Grant gives back is by supporting Salt Lake Community College's PACE program, which helps high school students navigate a path to college with the aid of scholarships.

"SLCC plays a critical role in our community," he says. "Many don't have educational or economic support systems at home and do not want to go the traditional university route." The college, he believes, gives students the opportunity to build a firm foundation for life.

Hard work and a passion for what you do are keys to success for Jerry and Edna Taylor. These principles aided Edna in developing her career and in helping her to heal during a difficult time in her life. Her husband, Jerry, also used these beliefs to help build a wildly successful electrical contracting business in Utah.

The Taylors relish talking about their lives and world travels, as well as their long history with Salt Lake Community College and how the college has contributed to their professional success. They recall how, after his three-year stint in the U.S. Army, Jerry attended SLCC's forerunner, the Salt Lake Trade Technical Institute. In 1975, one of his first hires was a 21-year old who had also trained at SLCC, then known as Utah Technical College. The early incarnation of what would become Taylor Electric was just Jerry, his mom as bookkeeper and that first employee.

As Jerry built his business, which eventually grew to employ 350, he would often hire workers trained at SLCC. "The community college has great people. Those are the kinds of workers who make businesses successful. I had good people I could trust," he says. SLCC instructors got to know Jerry and would call him with recommendations of students to hire. His relationship with the college continued to grow, and Jerry eventually became involved in judging national skills competitions that involved SLCC students in the trades.

Edna, a graduate of South High School, which today is home to SLCC's South City Campus, is still recognized in public as Miss Julie from "Romper Room," which ran on KSL-TV during the 1970s. The early days of that experience, Edna says, helped her recover from the loss of her first husband. "Find your passion, what it is that you love to do that feeds you, not just materially but also your soul," she says. "That way, you will be successful."

Jerry and Edna met in 1981 and married in 1984. After passing the Taylor Electric torch to their son Ryan Taylor in 2005, the pair has focused on philanthropy, benefiting many throughout Utah. This includes SLCC, which in 1989 gave Jerry its Distinguished Alumni Award. The Taylors also are generous donors to SLCC scholarships, assisting many students over the years in building their futures.



“The community college has great people. Those are the kinds of workers who make businesses successful.”

—Jerry Taylor

DISTINGUISHED ALUMNI AWARD

Salt Lake Community College's prestigious Distinguished Alumni Award honors SLCC graduates and former students for professional excellence and exemplary service in their communities. Nominees are selected for the significant achievements and contributions to their communities in their chosen professional or academic fields. It's the highest award the college bestows on alumni. Traditionally, one female alumna and one male alumnus are selected as honorees each year. The 2020 Distinguished Alumni were recognized in the online commencement, at slcc.edu/commencement, and will be honored and celebrated at SLCC's 2021 Commencement on May 7, 2021 at the Maverik Center.



Resilient. Tenacious. Insightful. Eager to learn. These are qualities Christina Andino cites for having accomplished so much since graduating from Salt Lake Community College in 2015 with two associate's degrees, one in social work and the other in general education.

"SLCC was a learning experience for me, both personally and academically," Andino says. "As a student, I was navigating the life of adulthood, college and work. I experienced many challenges but was able to overcome them through the compassion and flexibility of professors and mentors."

Within the next three years, Andino earned bachelor's and master's degrees in social work from the University of Utah, and she currently works as a school social worker for the Canyons School District. She also pours herself into working with FosterClub, a national network for foster youth, and as a youth coach for the University of Utah's First Star Foster Youth Academy. Andino was a foster child for five years and recalls a social worker denying her any voice or say in critical life decisions, an experience that has led her to be the fierce advocate for foster children she is today.

"Advocacy allows me the privilege to have a voice, and it is my responsibility to use it and be heard," she says. "As an alumna of the foster system, I have the lived experience and expertise, and I represent, educate, inspire and impact systemic and generalized change."

Andino's experiences as an intern, advocate and leader in the community are vast, and she has many awards and honors as a result. Her advice to SLCC graduates is to get connected. "Community is everything you need because others can relate and help you through your experiences. The more involved you are, the more support you will have as you pursue your personal, educational and professional goals."



“As a student, I was trying to soak it all in and figure out life and my passions.”

Davis Smith was in college when he read an article about an entrepreneur, Steve Gibson, who used success to fuel philanthropic endeavors. Smith was so moved, he cut out the article and carried it with him everywhere he went. “I wanted it to remind me every day of what mattered,” he says.

The reminder paid off for both Smith and the people who now benefit from his entrepreneurial accomplishments.

Growing up, Smith’s family frequently moved as his father’s job building churches took him to the Caribbean, Dominican Republic, Puerto Rico and Ecuador. He worked hard and saved money for college, first attending Salt Lake Community College in 1996-1997. He went on to BYU and then to the University of Pennsylvania’s Lauder Institute and Wharton School, earning a BA, MA and MBA along the way.

Two individuals played a pivotal role in Smith’s early academic path. While at SLCC, Smith says, marketing education professor (retired) Curtis Youngman’s class “spoke” to him. “I loved learning about brand building, marketing and consumer behavior,” he says. Later in college, he followed entrepreneur Steve Gibson into an elevator and asked to work with him. Smith was surprised when Gibson urged him to become an entrepreneur rather than work for one.

After college, and several successful online ventures, Smith combined his love of travel with a poverty-fighting business model. In 2014, he launched Cotopaxi, named for Ecuador’s Cotopaxi National Park. Today, the fast-growing Salt Lake City-based company manufactures outdoor gear in factories around the world, providing more than 1,000 jobs.

When his business took off, Smith started the Cotopaxi Foundation, which provides dozens of grants in six countries to fund education and employment opportunities. One beneficiary of Smith’s philanthropy includes Utah Refugee Services, through which Cotopaxi offers bridge-employment opportunities to help displaced individuals.

Smith says he still likes SLCC for what it was in 1996, an affordable start to college, with small class sizes and great professors. He was inspired when guest lecturers spoke in his college classes. “As a student, I was trying to soak it all in and figure out life and my passions,” he says. It’s partly why Davis still guest speaks at SLCC. “I always enjoy going back to work with students.”



SLCC ALUMNA WINS COVETED NATIONAL SCHOLARSHIP

Long before winning the competitive Harry S. Truman Scholarship, Elise Scott began her college career by taking SLCC concurrent enrollment classes in 2012-2013, while at Murray High School.

"I was not the best student for a long time," says Scott, who enrolled full-time at SLCC in 2014. She recalls the irony of having not done too well in her first college class, an introductory course in communications, which now is her passion and major as she pursues her undergraduate degree at the University of Utah.

"I just appreciate SLCC for keeping me and tolerating me, especially while I figured out so many things."

Scott is one of 62 recipients of the Truman Scholarship this year. The \$30,000 award was created by Congress in the 1970s for undergraduate students who demonstrate academic excellence, a commitment to public service and leadership potential.

While at SLCC, Scott's courses in World Religions and Americanization impressed on her the need in society to understand and respect all cultures and faiths and treat them equally. She earned an associate's degree in general studies in 2016 and in fall 2017, started at the University of Utah.

She worked at the U's student newspaper, The Daily Utah Chronicle, as an opinion writer, and then opinion editor. "Writing is so important to figuring out who we are," she says. She secured an internship at the Utah Legislature with Rep. Patrice Arent, and later attended a weeklong consortium at the University of Oxford on human migration and the need globally to protect human lives and diversity.

Scott is on track to graduate from the U with a bachelor's degree in political science and communications this fall, and is studying for the LSAT exam for admission into law school.

Hoping to defray educational costs, she wrote several essays and gathered recommendations to apply for the Truman Scholarship, but didn't think she'd win. She made it past the first round and then the second and finally to interviews with the selection committee in Arizona. She was notified in the spring that she had won the coveted scholarship.

Scott is considering going into criminal law, possibly as a prosecutor. "SLCC was a big part of me staying on the horse, not giving up and sharpening myself," she says. "This is what an education at a community college can do for you. ... The students who go there just need opportunities, recognition and time for the work they're doing."

TEACHING EXCELLENCE AWARD

The Teaching Excellence Award is given by the Salt Lake Community College Foundation Board to recognize excellence in professional education at SLCC. Both full-time and adjunct faculty are eligible. The award reflects a cumulative body of teaching excellence rather than just a single year of exemplary work.



Jodie Jones

Assistant Professor, Communication
School of Arts, Communication & Media

For one of Jodie Jones' students in her Conflict Management & Diversity course at SLCC, what she learned in the classroom, along with the help Jones provided outside of school, was life changing. Other students and Jones' colleagues describe her as empathetic, helpful, kind, generous and patient, someone who makes learning fun and links theory to practice, making course materials relate to real events and situations.

After teaching at Dixie State University, the University of Utah and Westminster College, Jones began her work at SLCC in 2010 as an adjunct professor of Public Speaking and Conflict & Diversity. Since then, she has taught three additional courses in communications and has become an assistant professor. She holds a master's degree in Conflict Resolution, Negotiation and Peacebuilding.

She has a passion for teaching and helping students succeed by training them to think critically and introspectively. She views her teaching philosophy as a constant work-in-progress, and is always considering ways to improve student engagement, incorporate diverse methodologies, build a collegial classroom community and develop robust curriculum. "I want students to leave each class with a sense that they can converse in course material with confidence. Ultimately, I want students to have an assurance that they can call on the skill sets they are learning because they are better communicators.

She is deeply committed to bettering her community and since 2006, has maintained her status as a volunteer mediator for victim/offender mediation in Utah Juvenile Court. In 2007, Jones received the Victim/Offender Volunteer of the Year award and is a board member for the Restorative Justice Collaborative and the Utah Council on Conflict Resolution.

TEACHING EXCELLENCE AWARD



Kerry Gonzáles

Associate Professor, Visual Art & Design
School of Arts, Communication & Media

Kerry Gonzáles was fresh out of high school when she began her two-plus decades career in graphic design, working as an intern while studying at the University of Utah. She was invited to join SLCC in 1997 as an adjunct instructor of graphic design and in 2002 became a full-time faculty member.

Today, Gonzáles teaches seven different courses in SLCC's Visual Art & Design (VAD) Department. She considers her work in maintaining strong, ongoing connections with alumni of the VAD program as one of her greatest professional achievements. She is in constant contact with more than 200 former SLCC students and often invites them to her classroom with a belief that current students benefit from seeing first-hand the connection between academics and career. Gonzáles is a huge promoter of former students' work and helps organize and promote the college's annual INK show, in which alumni display their art and design skills at the Center for Arts and Media at SLCC's South City Campus.

In addition, Gonzáles is dedicated to recruiting new students into the program. Once a student is on board, her main goal is to prepare them for entry into a work environment. One of the ways she does this is to develop projects that challenge them to think critically and be self-starters and persistent while maintaining a good attitude. She believes this combination of perseverance and positivity often makes the difference between success and failure. "If I raise the bar, students will learn to fly over it," she says.

“If I raise the bar, students will learn to fly over it.”

Marisa Maughan

Instructor, Anthropology
School of Humanities & Social Sciences

When she's not digging up the past in the name of anthropological study, you'll likely find Marisa Maughan wrangling her three small children at her home in Tennessee, where she teaches online courses for SLCC.

Though her physical distance to Utah might seem far, Maughan's anthropology students say she is the most engaged, invested and interactive professor they've had when it comes to online classes. "I teach from the heart," she says, and feels that helping students is rivaled only by what she felt when excavating ancient pyramids and digging in the dirt for a 10,000-year-old skeleton in Peru.

Besides training her students to better understand humankind, Maughan wants those who take her classes to understand that education is a means to freedom and a path to a better life. As a first-generation college graduate, she used education as a way out of pervasive poverty. Maughan earned a bachelor's degree from Utah Valley University and a master's in Human Osteology and Funerary Archaeology from the University of Sheffield in England.

As an anthropologist, she feels the best way to learn about the human experience is through travel, which allows one to explore new places, try new foods and experience new cultures firsthand. To that end, she strives to plant seeds of curiosity, excitement and hope in her students. Ultimately, she follows a philosophy to not so much teach pupils but to provide the conditions in which they can learn.



“All of my students, no matter where they come from, have something meaningful to contribute. I teach because I want to plant seeds of curiosity, excitement and hope.”

Wrongly Imprisoned, Now They Fight for Social Justice



Yusef Salaam spent six years and eight months in prison for a crime he didn't commit and Raymond Santana spent five years behind bars for a crime he did not do.

Both were featured speakers in February for Salt Lake Community College's 2020 Martin Luther King Jr. Commemorative Keynote in front of a sold-out Grand Theatre audience. They spent time before the keynote talking and posing for photos with SLCC students, staff and faculty.

Salaam and Santana travel the country, advocating and educating people on issues of false confessions, police brutality and misconduct, press ethics and bias, race and law and the disparities in America's criminal justice system.

The two men, and the other three convicted of the crime, were exonerated in 2002 thanks to the DNA of a convicted murderer and serial rapist – and his confession – that linked him to the case. The scars of that wrongful conviction and years of imprisonment, however, continue to haunt Salaam and Santana.

"You can't scream out for your momma," Santana told the Grand Theatre crowd. "You can't cry. That's a sign of weakness. You have to adapt quickly. To put that on a 14- or 15-year-old kid is unfair."

What happened is not an anomaly, Salaam said. "The system isn't alive and well, the system is alive and sick."

In a discussion moderated by SLCC marketing Assistant Professor A.C. Cox, the men spoke of ways they and others can make significant, lasting change. "We have to get away from the ideology that says my solution is better than yours," Santana said. He added that talking with large audiences and youth is a great place to generate ideas.

"The system isn't alive and well, the system is alive and sick."

"You have that power. You are the policy and decision makers of tomorrow," he told those in attendance.

It's important to learn how the system works, to know our rights and what to say or what not to say if suddenly accused of a crime, Salaam said. Beyond that, he said, "Education is everything." Both men earned associate's degrees while in prison.

Literacy, Salaam added, is a "foundational requirement" to unlock ideas in your mind.



Supporting equity, inclusion, diversity and community

The SLCC Board of Trustees issued the following statement June 19, 2020.

As Trustees of Utah's most diverse higher education institution, we join SLCC's students, faculty, staff and administration in speaking out against systemic racism and the long-term effects of racial and ethnic discrimination. ... We have high expectations that SLCC will lead in confronting and dismantling structural barriers that impede equity. ... We will ensure that Black students, Indigenous students, Pacific Islander students, Asian students and Latinx students will see their histories, cultures, contributions and experiences centered in the college's curriculum and practices. ... We ask you to join us in taking action to transform organizations. Name racist practices and where you can, confront. Where you can listen, listen. Where you can act, act. Now is the time to make a sustained commitment to work together to live our values of inclusion and true community.

See the full statement at slcc.edu/inclusivity/events.aspx



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Be a part of our Alumni Association and receive the free biannual SLCC Magazine and our email newsletter, as well as a host of other benefits.



To join the alumni association and enjoy free benefits, contact John Fackler at alumni@slcc.edu or 801-957-5034.

slcc.edu/alumni