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Executive Summary

The Thayne Center was established in 1994 and has been recognized as a leader in community college community engagement. The Thayne Center purpose statement makes several declarations that guide our work: “We envision a society in which people's basic needs are met and in which the values of equity and social justice are realized. We believe institutions of higher education have a responsibility to cultivate engaged community members. Therefore, the Thayne Center fosters capacity-building relationships with community organizations. We empower our college and community members to cultivate civic interests, knowledge, and opportunities to become more equitable and socially responsible stewards of change.”

The Thayne Center supports the college mission, vision, values, and strategic plan in many ways. We embody the vision of the institution in nearly everything we do- modeling “inclusive and transformative education, strengthening the communities we serve through the success of our students.” Similarly, our work touches each element of the strategic plan in some way, including completion, transfer, workforce, equity, and sustainability. The goal of this program review is to identify enhancements to our transformative aims and community focus, as well as further articulating opportunities to contribute to SLCC’s strategic plan.

Background and Context

Significant changes in the department and institution, discussed below, guide this program review to focus on three programs in the robust catalog of Thayne Center efforts: Civically Engaged Scholars, Community Partnership Development, and the Bruin Pantries. That said Thayne Center programming strives for an integrative approach and it is necessary to acknowledge that departmental programs at times might overlap and complement one another, and at other times may be operating in relative isolation. This program review will certainly have implications for other aspects of the Thayne Center programming outside its direct focus.

Since the 2012-2013 program review, significant institutional, structural and personnel changes have shaped the department. First, the service-learning program migrated to Academic Affairs and formulated a new Office of Engaged Learning. This meant refocusing department goals and priorities, as service-learning had taken the forefront in many ways. Additionally, in the fall of 2020 the Thayne Center and the former office of Student Life & Leadership began a merger process to create the Thayne Center for Student Life, Leadership & Community Engagement. Institutional changes include receiving the Carnegie Classification for Community Engagement, a renewed focus in understanding community engagement efforts from an institutional perspective lead by Government & Community Relations, and a reorganization of the Division of Student Affairs that resulted in a change in reporting lines for the Thayne Center. Personnel changes in the office are also significant, and rather than fully describing the shifts and new positions^[1].

The creation of the Thayne Center for Student Life, Leadership & Community Engagement is a significant opportunity to leverage the strengths and interests of our team, to re-envision program alignment, and redefine our work in alignment with SLCC's mission, vision and values. It is also a significant challenge, as none of our programming or expectations have slowed. We have made a departmental commitment to role-model participatory organizational change, rather than relying on top-down decision-making. This means that things do not always move as quickly as those viewing from the outside might think; it means that every decision we make requires intentionality and care.

Lastly, this confluence of change comes at a time of immense uncertainty that cannot be understated. We are currently experiencing individual and collective trauma inflicted by a deadly global pandemic. Racial injustice and state violence is being made more visible by social uprising. For the first time in most of our lifetimes, or perhaps in the history of the United States of America, the sitting President is refusing to acknowledge election results and calling into question what many consider the foundations of our democracy. The scientific community continues to make calls of desperation that we must change as a planet to divert the most serious impacts of global ecological collapse. These and other events, exacerbate the already tenuous lives of our most marginalized students and demand us to reconsider what it means to be a community college committed to equity, democracy, and justice.

Bruin Pantries

Description of Program and Services

The Bruin Pantry (BP) was established in 2013 (then referred to as Bruin Campus Cupboard) as a student-led initiative of the Social Work Association at South City Campus. In the six years that followed, the operation grew significantly, and the network expanded to a total of four affiliated locations. Starting in 2019, pantry programming and network management was consolidated under the Thayne Center with the support of other departments (namely student services) responsible for a range of operational functions that have since varied substantially by location. The current network configuration includes two larger locations (Redwood and South City Campus) and two smaller locations (Jordan and West Valley). While all locations are supported by the Thayne Center, the Basic Needs Coordinator (BNC) and the two AmeriCorps VISTAs, the sites at Jordan and West Valley (est. 2018) have primarily been operated by Student Services while relying on resources from the two larger sites. As early as January 2021, the Jordan pantry will be transitioning to a staffing and distribution model that more closely aligns with the two larger locations

Starting in July of 2018 the Thayne Center was awarded a grant from the Corporation for National and Community Service, which led to the incorporation of three AmeriCorps VISTA members. Each member has served a one-year term over the course of a 3-year grant period which has since been extended under the Utah Food Corps, which is discussed in further detail below. Two VISTA members provide support to the pantry network, while one coordinates the Campus Community Gardens and related programming. In September of 2020, the office hired the inaugural Basic Needs Coordinator, who is charged with coordinating the pantry network and other programming targeted at connecting students to resources related to their basic needs. Up to this point the pantry VISTAs were responsible for coordinating pantry operations with support from other TC staff, but there were not any college staff who were responsible for pantry coordination.

The BP network provides free food, hygiene products and household supplies and access is open to all students, faculty and staff. Additionally, the pantries operate as a referral hub for other community and campus resources related to basic needs. To support this mission, the pantries at South City and Redwood are staffed by several compensated student leaders and uncompensated volunteers to receive and process deliveries and facilitate distributions. Since the beginning of the Covid-19 Pandemic, the volunteer program has been suspended and current staffing is reliant on staff and student leaders. The student leaders and pantry VISTA members are supervised by the BNC, and these roles have expanded to include more leadership development and engagement, but there is substantial room for growth in this area. In the past, leadership development and engagement topics have included working with diverse populations, food safety, nutrition and health, sustainability, food insecurity and poverty. As part of pantry operations, student leaders and staff sort and evaluate food from two distinct Utah Food Bank delivery supply chains: warehouse and grocery rescue deliveries. While both involve evaluation of fitness and processing, the latter includes a substantial amount of highly perishable food that has been ‘rescued’ from area grocery stores that could otherwise not be sold. This necessitates

the navigation of food safety guidelines and provides a first-hand opportunity for the discussion of food systems, waste, sustainability, and a number of related topics.

Prior to the Covid-19 pandemic, the locations at Redwood and South City both received independent deliveries and operated with a client choice model and separate staffing. However, since March of 2020, the network has shifted to a pre-boxed model with centralized processing based out of Redwood. This coordinated distribution system includes a variety of categories and a la carte items available to pantry users, from non-perishable food boxes and bags of produce and prepared foods to non-food household items. The availability of material support (i.e. food, supplies and gift cards) and resource referral to the SLCC community is intended to support student success and retention while simultaneously offering opportunities for engagement and exploration of critical issues including food systems, sustainability, poverty and health.

Review of Resources

Due to the nature of the program development across multiple departments and organizations, the pantries' financial needs have not been consolidated into one unified budget for operations, maintenance, and supplies. Financial resources have been directed to consumable products (i.e. packaging materials, office, and sanitation supplies); equipment purchasing, repairs and maintenance; and products for distribution (hygiene supplies and food) as needed with approval from the TC director. Products are purchased with a mixture of dept. funding, grant funding and donations. Occasionally, expenses (such as unforeseen refrigeration repair) are covered by the Vice President's servicing budget. There is significant need for organizational structure and transparency in the management of pantry budgeting and operational costs.

As mentioned above, the core of the pantry network is supported by one full-time coordinator II, two full time AmeriCorps VISTA members and several different compensated student leaders. The recent addition of a full-time coordinator has necessitated a critical reevaluation of the scope of BP operations, the balance of pantry and non-pantry basic needs programming, and the roles and responsibilities of VISTA members. Prior to the pandemic, a number of volunteers fulfilled their requirements for service-learning courses in the pantry. Since these volunteers were generally committed to a maximum of 15 hours over the course of the semester, they were processed through a separate, shorter orientation process, and were primarily scheduled during times when they could support established student leaders (i.e. during distributions). Long term student leaders are currently exclusively fulfilling hours at South City Campus and Redwood campus, with few exceptions at the smaller satellite pantries. At any given time, there are up to 10 students earning a Tuition Waiver Scholarship with the Bruin Pantries by fulfilling 10 hours per week through in person service hours. Historically, the pantries have hired Work-Study students to support the pantries at South City and Redwood, however, since the institution of the tuition waiver program, the number of students earning their federal Work-Study award through the pantries has decreased. Currently there are two such employees, each working a maximum of 20 hours per week, a number which is contingent on the size of their award and individual capacity. Starting in the spring of 2020, the pantry network added its first staff member through the Campus Internship Program. The CIP student supports the pantry network in a higher level administrative and leadership role with the other student leaders and is able to work up to 20

hours per week. Finally, the pantries are also supported by a group of Peer Action Leaders (PALs) who are supervised by Allison Putnam, also with student services. There are currently four PALs fulfilling five in-person service hours per week in the pantries.

Each of these student leader roles is distinguished by a separate timeline for selection or hiring, onboarding and retention with a wide variability in eligibility requirements and expectations. Navigating the nuance of student staffing and the necessary collaboration at an interdepartmental and intradepartmental level while trying to maintain a consistent service delivery model and operating hours has been a significant challenge.

In addition to the physical pantry spaces across the four participating campuses, the pantry teams utilize a range of commercial refrigeration units, carts, storage racks and other equipment. The Redwood and South City locations feature a desk and desktop computer to conduct intake with pantry clients and log user information. Each of the pantry spaces is quite different from the others and there's a range of functionality from location to location. As mentioned, Redwood serves as the primary location for receiving and processing food and supplies, and the pantry team uses carts and a freight elevator to move food and supplies through the building for incoming and outgoing shipments. The physical infrastructure outlined above is, by nature of the BP network's development history, a collection of secondhand resources, cobbled together solutions, and equipment in need of repair or replacement. There is substantial need for investment in equipment and supplies, from carts and dollies to commercial refrigeration units and other storage solutions.

In recent months since the onset of the pandemic, the footprint of the Redwood pantry has expanded to a storage room near the food service area dock to enable processing of perishable items and a large meeting room in the basement of the student center to allow for additional storage and an assembly line to fill non-perishable boxes. While the non-perishable boxes are generally transported on pallets via central receiving, the BNC utilizes campus motor pool vehicles to transport all perishable items and other supplies as needed across the network. It cannot be overstated the extent to which the move to a pre-boxed model has impacted every aspect of pantry operations and logistics.

Over the course of the VISTA grant, there's been significant attention paid to the user experience of the pantries (developing and communicating policies, creating effective signage etc.) and improving the capacity and scale of the work of student leaders through improved onboarding, training, communication and resources. That said, the service delivery model has varied from semester to semester due to the nature of the VISTA term lengths, fluctuations in staffing capacity and a range of competing supplementary programming priorities, from health and cooking promotions, to SNAP navigation training and collaborations with the Campus Community Gardens^[2].

Currently, the systems for internal pantry information sharing and those for database management and tracking are reliant on two platforms, Microsoft Teams for team communication, and a suite of google suite applications for everything else. Since these tools and systems were developed in an ad hoc manner by multiple VISTAs and student leaders over the

course of years, there is a substantial need for consolidation, archiving and systematization into a coherent set of processes. Likewise, there is a need for a more coherent and clearly defined division of labor and responsibilities in the newly established office dynamic at the department, coordinator, VISTA and student leader levels. This should include a revision of the current VISTA Assignment Description^[3], a reinvisioned training and orientation plan for students and staff, and a cohesive social media and campus engagement platform (SLCC Groups) strategy. The BP network needs substantial development in order to ensure that pantry users of all backgrounds and abilities are able to access its services in an equitable manner. Areas for growth and development include, but are not limited to: the design of the physical pantry space, the variety and relevance of the products available within that space and the outreach targeted at pantry users and student leaders alike. There also needs to be greater clarification around the BP network's (and related programs, such as the gift card giveaway program) relationship to faculty and staff members. For instance, the pantry is open to all students, faculty and staff, while it is almost exclusively staffed by students, some of which are also employees. BP support programs like the supplemental gift card giveaway have historically prioritized the needs of students, which has led to some confusion, and the coordinator role is, in fact, funded by student fees even though it directly benefits employees as well.

In order to combat food insecurity and address other basic needs, TCSLLCE will need to take into consideration the factors of the pantry service delivery model and nuances outlined above, as well as the Basic Needs Coordinator's other responsibilities outside the pantries. Such an approach needs consistent staffing to maintain operations and an internal culture committed to addressing the stigma and inequality at the intersection of our food and economic systems. Finally, as the network moves from operating two large locations (i.e. those with student leaders and perishable product onsite) to three large locations in 2021, the program will need additional, consistent support to maintain a delivery model of such complexity.

Collaboration with Other SLCC Departments & Community Partners

The pantries are tied to other TCSLLCE programming in a number of different areas, from collaborating with SLiCE members on projects to benefit the pantries to the cross-promotion of community partners and programs like Americorps, CES and AB. Pantry student leader selection and recruitment for the TW and CIP programs have primarily followed the roadmap set by SLiCE, and Work-Study hiring has also closely modeled established office WS programming, including in all relevant interactions with Scholarships, Career Services and HR. Due to the natural connections between the Bruin Pantries and the Campus Community Gardens around the issues of food and sustainability, pantry and garden staff meet semi-regularly to discuss cross-promotion and other areas for development. The Campus Community Gardens regularly donate produce at the Jordan, South City and Redwood locations from designated pantry plots, but there are significant areas for expansion and reciprocal engagement in this space. Areas for development include greater involvement in the cultivation, maintenance and harvesting of pantry plots, as well as community led discussions of the role of small-scale food production, composting and other related topics.

As discussed above, the pantries have worked closely with Student Services to provide the pantries at Jordan and West Valley with food, supplies, signage and other program development, including promotional materials and occasional event support. However, these pantries are staffed and operated by student services staff with a limited relationship to the student leaders and pantry locations at Redwood and South City. This has made it difficult to effectively develop policies and network initiatives that uniformly benefit all four locations, and as such, the Southern locations have been underserved by planning and development.

In order to facilitate the necessary transportation, waste disposal and other pantry logistics, the BNC is in frequent communication with Central Receiving, Facilities, Auxiliary Services, Motorpool and Recycling Services as needed. These relationships have been especially vital since service model shifts took place after the beginning of the pandemic.

Other interdepartmental collaborations and connections can be divided into two groups. First, those that involve the collection of donations or other material support for the pantries including short term supply drives and longer term connections, such as proposed donation collection through the athletics or library departments (both of these were planned, but had limited implementation.) Second, collaborations designed to facilitate other promotion of the pantries (including sharing promotional materials with CHC during their Tasty Tuesday outreach, or offering menstrual hygiene products and flyers through the GSSRC) or to include the pantries in the curriculum of a class (distribution of flyers through marketing 1030, donation of food through nutrition syllabus, development of a pantry manual through a technical writing program etc.) There is significant will and interest in supporting the pantry network, however, there have been challenges in creating and maintaining collaborations that are sustainable, clearly defined, and in line with the needs and capacity of the pantries.

The Bruin Pantries and the Americorps VISTAs are members of the Utah Conservation Corps Utah Food Corps and a cohort of other VISTAS working on the Healthy Futures Focus Area within state higher education pantry and garden programming. Through this cohort, the VISTAs work with collaborators at different USHE institutions to advance programming, share ideas, participate in development opportunities and most notably, participate in the Utah Higher Education Food Summit. At this time cohesion between sites is inadequate to provide substantive cross-institutional collaboration, but there is a foundation for such work to be done in the future.

The Utah Food Bank is the most substantial community partner affiliated with the pantries, donating approximately 144,000 lbs of food in FY '18/'19 alone. As an agency with the UFB, the pantries are required to maintain safety guidelines, facilitate deliveries and submit to periodic inspections. The Bruin Pantries accept donations from the Bountiful Food Pantry on a bi-weekly basis with transportation graciously covered by a community volunteer. Other collaborations have occurred on a limited basis with Utahns Against Hunger, United Way 211 and other community partners whose missions are aligned with our department's basic needs and referral goals. Since the summer of 2020, BP has informally donated surplus perishable goods such as fruit, bread and pastries to community partners such as The Road Home, The Volunteers of America Homeless Youth Resource Center, The Family Support Center and others. The BP network has directly and indirectly collaborated with other USHE institutions outside of the

Food Summit mentioned above, including by implementing SNAP ED materials developed by the Utah State Extension office. Finally, BP is in the early stages of exploring a vendor relationship with the SLCC campus dining partner, Taher inc. food service, to purchase frozen staples and meals for pantry users to supplement distributions during the pandemic.

Impact on Students

As discussed above, the BP service delivery model has changed substantially over the past several years, with fluctuations in student leader support, department capacity and the volume and variety of donated products as the primary factors. In the Fall 2019 semester, the BP network served approximately 750 individuals, the four locations logged a combined 5,936 visits, distributing an estimated 6,600 bags of food and supplies (up nearly 900 bags from the Spring 2019 semester total.) For a number of reasons, to compare the current pre-boxed model with the client choice model in place prior to March 2020 would be to compare apples and oranges. First, pantry traffic is mostly closely tied to campus traffic, so the shift to online and hybrid classes has reduced the number of visitors, though the number of bags taken per visit has increased substantially. Second, the sorting, processing and packaging associated with the contactless model has meant that a substantial amount of labor has been diverted away from staffing distributions^[4]. Finally, in the effort to limit the time and contact between pantry users, staff and each other, we've also limited the amount of choice and autonomy that individuals have when accessing BP resources, which has no doubt had a chilling effect on some of our participation. At the time of this writing, one week from the completion of the Fall 2020 semester, the BP network has served approximately 450 individuals, the four locations logged a combined 1,450 visits, distributing an estimated 5,200 bags of food and supplies.

In terms of evaluating the impact of the BP network on pantry users, we have limited data, but it is safe to acknowledge, as above, that the shift away from a client choice model has likely led to more food being disposed of or (preferably) given away after its initial distribution. The BP network and BNC have thus far been unable to track the efficacy of community resource referrals, though efforts are being made to be more intentional and thorough with outreach. A rubric for tracking student leader learning outcomes around critical topics would be necessary to determine the effect of recent efforts to incorporate the Higher Education Food Summit, Civic Leadership Conference, and other discussions into pantry service hours. A pantry survey conducted in December of 2019 received 109 responses, notably nearly 79% of respondents answered "agree" or "strongly agree" to the following statements: "The Bruin Pantries have helped me avoid skipping a meal or going hungry" and "The Bruin Pantries have helped me to be successful at SLCC."^[5] As discussed earlier in the resources section, programmatic and policy changes need to be made in order to empower and accommodate people with marginalized identities in the BP network. The program needs to take action to ensure that English language learners, individuals of all abilities, and individuals whose cultural, religious or social backgrounds impact their diets and practices are supported. Finally, it is imperative that TCSLLCE takes into consideration a broad range of skills, traits, experiences and goals when recruiting and hiring for student leader positions. In order to build a program which is engaged with the community, we must first empower community members and acknowledge the breadth of leadership outside of the traditional financial aid and hiring modalities of the institution.

Community Partnership Development

Description of Program and Services

One of the core programs in the Thayne Center is cultivating reciprocal partnerships with a wide range of organizations who can then provide deeply meaningful experiences for our students, faculty, and staff. While our intention is for these partnerships to build the capacity of the organizations, there isn't a linear structure for this to take place. Community Partnerships are unique and customized and are influenced by the interest, time and capacity of all stakeholders involved in the process, which produces a wide range of experiences and results. With so many organizations, there are even more goals or reasons to partner with the Thayne Center and to work with people learning and working at SLCC. There are also many more organizations that exist than we would have the bandwidth to support with meaningful relationships.

The Community Partnerships program is structured to provide organizations with options based on their interest, time and capacity. It also provides the Thayne Center a baseline to be able to match with our efforts and promotion of various partners and opportunities to engage with programs. The **Volunteer Status** is very open and mostly in place for risk management and passive outreach; **Capacity Building Status** is more engaged and receives more support from Thayne Center programs; and **Integrated Status** is our most committed and strategic partnerships. Additionally, the Integrated status provides a two-year contract to address partnership sustainability efforts. We have also approved 5-year contracts with organizations with departments of Salt Lake County to minimize the effort needed to get the partnership agreement approved by County officials.

The Thayne Center currently has 111 contracts on file with community partner organizations. Twenty-two are Integrated status, 35 are capacity building and 54 are volunteer status. Thayne Center community engagement programs are targeted to support Capacity Building and Integrated partnerships including AmeriCorps, SLCCserves, Alternative Break local partners, Student Leaders in Civic Engagement placements and site visits and Civically Engaged Scholars placements. The exception to this would be community partners who want to participate in the work-study program which has a financial cost share associated with its participation. Organizations can change their partnership status during the summer months when we host our renewal and open enrollment period. Once the academic year has started, new partnerships are able to be created, but are limited to the volunteer status. You can review the partnership agreement, as well as the partner orientation packet in the appendix.

Functions of the partnership development program seek to cultivate sustained, reciprocal partnerships that build organizational capacity which is viewed in a comprehensive manner. We use this definition to guide our work: "Capacity Building is the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world^[6]". We believe that if community partners have a robust and inclusive volunteer and community engagement program our SLCC stakeholders will have a great time, help to spread the word, be great advocates, think critically about their experience, and ultimately engaged citizens. Throughout the year the

Thayne Center provides many types of facilitated opportunities for community partners to engage with SLCC and to build capacity in multiple ways.

Community Engagement Fairs are part of Welcome Week events and are typically held at the Taylorsville Redwood, South City, Jordan and West Valley Campuses. These take place within weeks 1-3 of the start of fall and spring semesters (August/September and January). This is a way to directly recruit students and build awareness for their organizations.

Workshops are typically offered 4-6 times a year. These are workshop topics that have been requested by our community partners. This feedback is typically requested from participants as part of the workshop evaluation form, as well as surveys sent out to all partners. These are often facilitated by community partners, SLCC employees, and experienced Practitioners in the profession of volunteer administration. These are free, and open to anyone at the community partners organization. If partners are looking for entry level volunteer management training, we connect them with Userve Utah, the state commission on volunteerism, or Youthline a local nonprofit who holds annual free volunteer management trainings. If they want a more advanced version, we connect them with Utah Nonprofits Association for their Volunteer Management credential in an effort to not duplicate offerings and fill in gaps.

Community Partner Advisory Board is a way for our partners to hear updates and give us feedback. We host four Community Partner Advisory Board Meetings throughout the year. If you're a community partner, then you're automatically invited to the advisory board, which meetings attendance is fluid and changes every meeting. This is a great chance for community partners to give the Thayne Center feedback, share updates, brainstorm ideas and tell us what partners like to see in the future. This is typically co-facilitated with a Partner Advisory Board Chair, which rotates every 1-2 years. Key SLCC stakeholders are also invited including Thayne Center program coordinators, the Engaged Learning coordinator and the Director of Government and Community Relations for SLCC.

Events that are hosted are often networking events, conferences, blood drives, health screenings, onsite service projects, documentary screenings, promotional events, panels, Earth Day and more! We try to amplify the awareness of our partners and the great work they are doing. If community partners have an idea for an event, they can connect with the Community Partnerships Coordinator to explore what is possible. Sometimes the Thayne Center will have ideas and will ask community partners to collaborate with us for events as well. This has looked like hosting documentary screenings and panel discussions, large days of service, a nonprofit career panel and job fair, a financial wellness event with over 40 partners, a PechaKucha night with community partner stories, blood drives, and more.

Review of Resources

The community partnership development program is not allocated specific funds. However, they typically use funds to purchase snacks and refreshments for events, printing items for the Community Engagement Fairs, contribute to the cost of the participation incentive for the mega fairs, purchase thank you gifts for the workshop presenters or event collaborators and conduct a partnership appreciation event in January. In the 2018-2019 fiscal year, the partnership program

spent about \$6,300 on programming and supplies. The most expensive items were mileage reimbursement and parking validations, the partner appreciation event and supplies supporting outreach and events. Limitations without having an explicit budget result in perpetuating a mindset of scarcity and restrictions for the program coordinator who is unsure what scope of financial resources is appropriate and accessible to support community partners and their efforts. This is especially true with compensation for community partners who teach the workshops, often for a nominal thank you under \$25 and not an actual honorarium that is a more accurate representation of their time, expertise and energy required to teach workshops of a high quality. Additionally, the partner appreciation event has only been hosted twice with many planning decisions made to keep costs as low as possible. Printing promotional recruitment materials for community partners also occurs but is not clearly communication or promoted as an opportunity. Finally, contributions to high quality incentives for participation in the Community Engagement fairs as part of the Mega Fairs is also influenced by the lack of budgetary resources.

Maintaining a database of partnerships and opportunities is a critical component of this work. SLCC is currently starting implementation of the new engagement platform SLCC Groups. Campus wide adoption and partner utilization of OrgSync was never fully realized. Extensive training efforts are being conducted to ensure community partner participation and comfort with the new software. During the transition, a makeshift list was created on the Thayne Center's Blog, which is currently one of our most viewed blog posts. While these are great efforts, campus wide understanding of and access to partner opportunities is still a challenge. While some resources have been developed to communicate the benefits of using Thayne Center partners, these have been distributed in a limited way. Investing in a stable database, that is updated on a regular basis is important. Doing more outreach and marketing efforts about the database and helping students to envision themselves engaged in the community is as well. More efforts should take place to better orient SLCC students to the system and how they can make the most of the software, and why community engagement opportunities will benefit their SLCC experience. It's also important to keep in mind that there is typically a higher need in the community and with community partners for support than there is awareness and interest from the SLCC to fulfill those requests. Developing more relationships across campus for other campus stakeholders to understand the depth and purpose of the community partnerships program should be taken into consideration for future efforts.

In 2019 the Thayne Center was able to secure a contract to purchase the use of DocuSign software. This shift in access to technology has resulted in the Thayne Center starting the academic year with roughly 100 contracts on file, something that normally would have taken until January to complete. DocuSign also reduced the administrative burden for the Community Partnerships Coordinator and the Director in implementing and signing the contracts as well as ease for community partners to complete them in a timely manner. At the same time, we also adjusted the timeframe for the renewal period, starting in May instead of July to allow for more time to complete the contracts before the school year started, this was especially helpful to schools who were often on summer break when the renewals were happening. This also had a positive impact on Thayne Center student programs, providing earlier information for getting

programs started such as with SLiCE site visits, AmeriCorps, SLCCserves host sites, and Work Study placements.

As the partnerships program provides a foundation for all the other community engagement programs within the Thayne Center it sets the tone and the expectations for the office and the community partners. With the merge with the student life office, it is yet to be seen what impacts that will have on the depth of the partnerships program, and our ability to uphold our partnership agreement with community organizations. There are also challenges to navigate when students are interested in working with organizations who are not Thayne Center community partners, but who would receive benefits of engagement, awareness and support that many of our current partners do not receive.

There is currently one full time coordinator 2 who works as the Community Partnerships Coordinator. Roughly 10 percent of their time is also spent supporting office wide social media efforts. Efforts to focus on partnership retention is demonstrated through the numerous site visits and orientations conducted with new partners and when transition takes place. While this approach does take up many resources, it has helped to sustain partnerships and build stronger relationships and mutual understanding. Having a full-time person entirely dedicated to support and connect with community partners has also allowed the position to stay focused on cultivating deep relationships with strong communication with community organizations. Once the pandemic has subsided, additional resources should be considered to continue supporting this approach. Additional resources that would assist in meeting the expectations of our partnership agreement would be a dedicated videographer to focus on producing video partner spotlight content that can be shared across campus promoting various organizations and opportunities. Additional staffing support would be helpful in assisting partners to keep their SLCC Groups pages up to date and providing additional marketing expertise and resources for organizations to promote their opportunities and increase brand awareness on campus. Efforts to hire work-study students and service-learning students to fill this gap have been a challenge with lack of equipment, software, timely production and consistent quality. The last robust effort to produce comprehensive spotlight videos for Integrated community partners took place in 2017, even though annual production of spotlight videos and site visit blogposts should be taking place annually per our partnership agreement.

Increased efforts across campus to education on the various community partners, benefits of using Thayne Center partners, and opportunities available should take place. Small, grassroots organizations often experience challenges with marketing compared with large organizations who have community wide brand recognition. SLCC stakeholders often want to support organizations they are familiar with, rather than discover new organizations who have less brand recognition but also provide meaningful experiences. Efforts should also be focused on better preparing SLCC stakeholders to engage with community partners and community members, especially unpacking power, privilege, identity, and any previous lived experiences that would influence, impact, or strengthen their time working with community. Increased efforts to educate students and faculty to approach their community work in a critical way, should also be addressed.

Collaboration with Other SLCC Departments & Community Partners

Collaboration between the community partnerships program and other SLCC departments happens frequently. Key collaborations include with the Office of Engaged Learning and key academic departments such as those with the engaged department status, around service-learning opportunities, faculty and partner development and networking opportunities. Orientation and Student Success, and the former Student Life and Leadership department collaborate for the mega fairs as part of the Welcome Days events. The Director of Government and Community Relationships actively participates in our Community Partner Advisory Board meetings. When departments or student groups are looking for opportunities to engage in community engagement efforts, they will often be connected to the Community Partnerships Coordinator to explore opportunities. Other collaborations often include event scheduling and event support staff to ensure that partnership programming can happen smoothly, within guidelines and with a shared understanding.

A core priority for the partnerships program over the last few years has been to work on retention of community partners and working towards more sustainable relationships. As an open enrollment institution, it is also important for the partnership program to be accessible and have a similar philosophy in approach. Additionally, with such high turn-over at partnership organizations, keeping up to date with the transitions and contacts requires a substantial amount of time and resources. This is also influenced by how integrated and supported the partnership is within the organization. Often more challenges and discontinuing of partnership results in if it was just the priority of the primary contact. We often see community partners not renew their agreement, experience additional staffing changes, and then reach out again in a few years to re-establish their partnership. Sometimes, even with ample communication, partner organizations are unclear of the requirement to renew their agreement every year. Efforts have been made to focus on cultivating a strong partnership orientation with new partners, or when transitions occur to help cultivate relationships, and build understanding between the coordinator and the contact at the partnering organization. Historically there was summer group meetings for partners to attend in the month of July. This has transitioned to more personal orientations at partnering organizations, to help reduce the barrier of mandatory meetings or for partners coming to campus for one more thing.

Feedback from community partners is often that SLCC is much more accessible to partner with than other institutions in the area. This is especially true for organizations who don't have established partnerships but are seeking out new connections and is typically mentioned during partnership orientations with appreciation. Additionally, with an intentional shift to a more legally binding contract, the requirements to produce documentation to help mitigate and clarify risk has become an added obstacle. This typically eliminates smaller organizations who don't have the ability to produce a waiver of liability or the finances to provide a certificate of liability insurance. It is also not widely mandated that entities at SLCC are required to use official Thayne Center partners. There is a substantial number of official Thayne Center Community Partners who report not having any supporters from SLCC in the previous academic year. However, this is challenging to quantify as participants may not express their affiliation with

SLCC, or organizations who didn't receive support did not complete the annual partnership impact survey.

Organizations that might not see the benefit of partnership, or experience challenges with the current structure include: one-time events or festivals that don't have regular opportunities; for-profit entities including residential treatment centers, assisted living facilities, etc; religious affiliations like a Mosque or other places of worship where there isn't much demand or interest for outside volunteers; organizations who don't readily use volunteers or interns; other classifications of nonprofits like 501c4 and 501c6; awareness-only partners (for conferences, events, etc); partners who don't have the waiver of liability- but hosting volunteers is not a main reason for partnership; very small organizations who don't have the capacity to engage; very large organizations who also have a large system to navigate (like Intermountain Health Care); organizations not based in SLC who are very grassroots lead (like Days for Girls); and organizations with limited brand recognition.

There is tension between current partners not having their needs/hopes/goals met who are active and engaged in partnership development programming or who don't have the capacity to engage in robust recruitment efforts, and organizations who are not official Thayne Center Partners and are receiving the benefits of partnership and support from SLCC . How do we navigate organizations that continue to partner for many years without ever receiving a volunteer to support their efforts, even with targeted recruitment efforts? How a community organization understands and navigates SLCC results in vastly different experiences as a community partner. There are many factors that influence the partnership and how various organizations experience their partnership with the Thayne Center. Some factors to consider are goals, priorities, capacity to engage, support from colleagues within the partnering organization, and more. A guiding question should be helping partners to envision their ideal partnership with the Thayne Center and action steps that can be taken to get there, helping to reduce barriers partners experience. There is also tension between other Thayne Center program coordinators and service-learning faculty members feeling pressure to accommodate students interests and previous experiences rather than upholding our partnership agreement or mitigating their own risk, when discussing placements and opportunities.

Impact on Students

Community Engagement experiences can often align with multiple High Impact Practices. They can help students to explore potential opportunities, discern between multiple pathways, or affirm they are headed in the right direction with their educational and professional goals. Community Engagement experiences with community partners can provide opportunities for students to cultivate both technical and soft social skills needed in the workplace and as active and engaged members of the community. There are also examples of when the student's engagement in the community has led to employment opportunities with the same organization, especially through the work-study program.

Currently, there is no direct connection in assessment of the partnership program relative to impact on students, however many of the Thayne Center and Engaged Learning programs do assessment that connects work with partners and student impact. However, from our most recent

community partner impact survey with 54 responses, the average answer to “Overall, how satisfied with your partnership is your organization?” was 4.333 with 5 being “very satisfied” and 1 being “very unsatisfied”. You can find the full assessment in the appendix. Community partners often identify challenges of knowing which of their volunteers or supporters come from SLCC which also complicates identifying the impact of our partnerships program and the experiences our supporters are having with our community partners and vice versa. Similarly, students and staff often also have difficulty accurately identifying the organization that they are supporting.

For the partnership program to address equity and inclusivity and knowing that SLCC has a wide range of students, faculty and staff who are seeking opportunities to engage in the community, efforts have been made to work with community partners to provide more inclusive experiences. If a student has challenges finding an opportunity that is the right fit for them, they will often come to the Thayne Center for guidance. Common barriers that students expressed include access to transportation, having limited scheduled with multiple conflicts and priorities, the need for flexible scheduling with their placement, involvement with their children either by desire or necessity due to lack of child care, accessible partner environments for a wide range of ability or nongendered access, opportunities that don’t require a background check or are willing to work with folks who are unable to pass a background check, partner experiences that can supervise students in their first language, locations near where students live, work, or attend class, a desire to go where they will be needed and utilized and an opportunity that was responsive and communicative.

[SLCC Community Partnerships Survey 2020](#)

[2019-2020 Thayne Center Community Partner Impact Survey](#)

[Partner Intake Survey 2020-2021](#)

[CPD one pager summary 5.1.18](#)

[Partnership Orientation Overview 2020](#)

[Partnership Status easy to read](#)

Civically Engaged Scholars

Civically Engaged Scholars (CES) is a program within The Thayne Center for Student Life, Leadership, and Community Engagement (TCSLLCE) department. CES is designed to “prepare students for a life of engagement with systems, institutions, and community partners”^[7] by incorporating service-learning^[8] coursework and The Pathways of Public Service and Civic Engagement^[9] with a foundation of equity and justice. The role, or the function, of CES is to “engage and support students” of Salt Lake Community College (SLCC), “leading to successful transfer and meaningful employment.”^[10] Ultimately, their participation in the program

strengthens the students' academic journey and community bonds. In addition, CES upholds the Campus Civic Action Plan^[11] (CCAP) and its three sections: Community as Value, The Five Civic Action Strategies, and Implementation Principles and Practices. CES utilizes the Framework for Twenty-First-Century Civic Learning and Democratic Engagement^[12] to identify four outcomes for civic learning: Civic Ethos, Civic Literacy, Civic Inquiry, and Civic Action.

Students have the opportunity to engage the community, on and off-campus, through structured programming. Engagement is measured through the accomplishment of CES requirements, which include the following components: completion of Service-Learning (SL) Credits; satisfaction of Involvement Hours; completion of Non-Credit Canvas Course resulting in a civic engagement ePortfolio^[13]; participation in the annual Civic Leadership Conference; participation in the Annual Spring Showcase; and meeting the minimum 3.0 Grade Point Average (GPA) at graduation. The specific details of the programmatic requirements have incorporated all four principles from the CCAP^[14] to better serve community college students through Collaboration, Community, Inclusivity, and Adaptability. By being conscious of varying social identities, socioeconomic circumstances, and experiences the students may have, CES strives for an environment of accessibility and equity.

Students who complete Civically Engaged Scholars benefit by receiving a special distinction on their academic transcript, a graduation cord honoring their accomplishment, and priority and acknowledgement during Commencement. In addition to this, they also receive a letter from the President of SLCC, a letter of recommendation from the Coordinator of CES, as well as being a reference for future employment and housing, and an extracurricular transcript through the creation of an ePortfolio. The students also have the opportunity to connect to service and/or civic engagement departments of other higher education institutions—University of Utah's Bennion Scholars, Utah State University's Community Engaged Scholars, Utah Valley University's Social Impact Scholars, and Weber State University's Civitas—to continue similar programming once they have transferred. The connection to the other higher education institutions began to materialize in the Spring of 2019, and they continue to strengthen through intercollegiate collaboration and communication, particularly through the Civic Leadership Conference.

Although the mission of Civically Engaged Scholars is to promote and inculcate civic engagement, the community members matriculated at SLCC (students) already possess knowledge and experiences that serve as their foundation for the CES learnings. If CES were to proclaim that the journey of civic engagement begins once students are registered in the program, then this program would continue oppressive and elitist narratives, i.e. white savior complex^[15]. Nevertheless, a programmatic structure can encourage students to appreciate and build upon their past experiences by providing tools and resources for their continued development. In other words, CES can refract students into different paths of civic engagement by continuing to recognize their existence respective to their potential.

Prism of Civic Engagement

In "The Prism of Service-Learning," Prentice and Robinson state, "in the same way that a beam of light is refracted into a greater spectrum of colors through a prism... students come into

the prism of service-learning as the beam of light... [reflecting into] civic engagement and academic learning and commitment to [college completion], [thus] a single prism can produce all the colors”^[16], and such a prism is the Civically Engaged Scholars program^[17]. However, it is important to note that prisms do not “produce” colors; rather the light beam already carries the necessary wavelengths for the different visible colors to exist. As a prism is needed to distinguish the different wavelengths already existing within the light into visible colors, programmatic structure is needed to deconstruct students’ lived experiences and knowledge into opportunities of actualization through civic engagement.

As defined by the Haas Center, Community Engaged Learning & Research, Community Organizing and Activism, Direct Service, Philanthropy, Policy & Governance, and Social Entrepreneurship and Corporate Social Responsibility are six starting points for students to define their civic engagement. As colored light can amplify each other into different variations, the Six Pathways interlock and intersect. Two CES program requirements, the Non-Credit CANVAS Course and the Civic Leadership Conference, incorporate and build upon such pathways.

The life experiences, cultural knowledge, and personal motivations are with students the moment they enroll to attend SLCC, it is the institution’s responsibility to acknowledge and incorporate their history into learning moments. Civically Engaged Scholars does this by refining their passions by utilizing institutional resources, community partnerships, and peer-to-peer learning opportunities. This allows a foundation for the students to analyze, articulate, and construct their futures upon their already lived experiences—a dialectic, co-curricular journey.

The Human Component

So far, the structure of the program, the role, and the connection to students and the College have been reviewed and articulated through an observer’s perspective—third person. However, it is important to also write from the vantage point of the program coordinator. By doing this, the human component, the financial and technological investment and assessment, and the hopes for the future will be further contextualized.

Starting in August of 2018, I was given the responsibility to methodologically overhaul Civically Engaged Scholars and its relationship to students and the community. Having been a First-Generation Student and now being a First-Generation Working Professional, I understand the impact that institutions of higher education can have on lives, including the inequitable and unjust effects on non-traditional, non-white, non-male and working-class students. The cultural, gendered, racial, and economical differences in a community surrounding colleges and university are diverse, yet academic programs and policies by such colleges and universities can marginalize the most vulnerable and underrepresented.

Thus, having the opportunity to restructure and transform CES, I have been able to incorporate the lived experiences of students and inculcate critical thinking and critical action throughout the program. I have coordinated CES from the vantage point of a co-educator, meaning that I and the program are part of the students’ academic journey, not just an after-thought. I have been fortunate to have received training from the Leadership Educators Institute

Conference, hosted by NASPA. I also received further instruction in attending The Six Pathways of Public Service and Civic Engagement Retreat, hosted by Stanford's Haas Center. In addition, I have received mentoring through SLCC's various professional development trainings.

A material consequence from receiving such professional development is the 2020 Civic Leadership Conference^[18], an intercollegiate collaborative effort to underscore civic engagement approaches in the community by having community organizations and students present their learnings and actions. This year's conference brought students from the University of Utah and Salt Lake Community College together for six months of planning for a two-day virtual conference. During the planning process, connections and learnings formed and realizations of the students' own potential occurred. Recordings of the sessions are available to all, and thus will be utilized for years to come. Technology was crucial for the Conference and it is vital for the longevity of CES; the different resources utilized include Canvas, e-Portfolios, streaming platforms (i.e. WebEx and Stream Yard), SLCC Groups, podcasts, and Microsoft programs (Teams and Planner). The technological resources available to CES are being optimized to continue accessible, equitable, and innovative programming.

Nevertheless, there are needs Civically Engaged Scholars has that need to be explored. Developing a peer-to-peer learning and leadership program to better connect and engage students with civics can allow for meaningful connections between students to be made. As the integration of both Student Life & Leadership and Community Engagement initiatives continue, an opportunity to re-evaluate leadership and learning programming would be beneficial. The University of Pittsburgh has developed the Civic Advising Program, "which [informs] students on civic, community, and engagement interests to connect them with civic advisors"^[19] to better support the students with civic engagement opportunities. The students acting as civic advisors to their peers would allow for potential supportive relationships to develop. Institutional financial resources needed to have students in such roles include tuition waivers, more work-study funded positions, Campus Internship Program positions, and stipends. Currently, CES utilizes one work-study position (the CES Student Administrator) and Education Awards through Utah Higher Education AmeriCorps Network (UHEAN)^[20].

Another analysis that will affect future operations is the branding of Civically Engaged Scholars, particularly the name of the program. Having the opportunity to explore rebranding allows CES and its stakeholders (including Thayne Center, Students, Service-Learning Faculty and Programs, Community Partners, and CES Alum) to reevaluate the standing of CES in the student body and community.

I believe CES is for students, yet it is not *by* students. Integrating input from students and having them be key to CES programming can lead to more participation. My hope is that in five years, CES will operate with students, for students, and by students. This can be done by continuing the incorporation of CES into academic areas of study, as well as within other student affairs programming, including SLCCSA Clubs, and Athletics. CES curriculum is adaptive and able to reflect the goals and visions of various programs. Relationships within the institution are important and the partnerships in the community are as well.

Community Partnerships

SLCC's Civic Campus Action Plan "defines **engagement** as reciprocal [partnerships] for the purpose of a mutually-beneficial exchange of knowledge and resources. [Engagement enriches] scholarship, research and creative activity; enhances curriculum, teaching and learning; prepares educated, engaged [community members]; strengthens democratic values and civic responsibility; addresses critical societal issues; and contributes to the public good by effecting positive change in the civic and cultural life of our communities."^[21] The partnerships that have been built by The Thayne Center throughout the twenty-five years of existence have allowed Civically Engaged Scholars to leverage the relationships for the betterment of the students and the community.

On campus and in the community, partnerships have been instrumental to the effectuation of what is learned through the Involvement Hours, Service-Learning Courses, the non-credit Canvas course, the Civic Leadership Conference, and the Annual Spring Showcase. Utilizing the various levels of the Community Partnership Agreement with the knowledge and connections of the Community Partnerships Coordinator, the CES Coordinator can direct and integrate CES members into various learning opportunities in the community. Depending on the student's capacity, AmeriCorps can also be an option, allowing the placement of a long-term student volunteer with a Thayne Center Community Partner. Thus, assuring there is mutual support for the student and the Community Partner. By successfully completing an AmeriCorps Term, the Involvement Hours requirement for CES will also be accomplished, and, simultaneously, the student will be awarded an Education Award for education purposes, worth a little over \$1,300.

Currently, CES is supporting the ESL Legacy Mentors, supervised by Luz Gamarra, by integrating civic engagement concepts into their leadership model, assuring the students in the program can complete CES requirements as they master the English language. The students in ESL Legacy Mentor leadership positions are also eligible to enroll into AmeriCorps, an opportunity to financially supplement their academic journey.

The incorporation of equity and inclusivity is structural design Civically Engaged Scholars operates from. Starting with registration and ending with graduation, a focus of fulfillment and self-determination is integrated into the programming. Racial/ethnic justice, queer liberation, economic justice, disability justice, and general social justice is present in the non-credit Canvas course, and in the Podcast Dialogue Series^[22], Civic Leadership Conference, and the Annual Spring Showcase. Rather than equity and inclusivity being the lens in which CES operates, liberation is the framework in which CES seeks to challenge narratives and the status quo. Ultimately, providing opportunities for students to acquire tools to reform, dismantle, and abolish oppressive systems, institutions, and social structures.

Civically Engaged Scholars connects the students' curiosity of social change-making to actions that can positively influence their academic and professional trajectories. The vision of CES comes to mind once again, "to prepare students for a life of engagement with systems, institutions, and community partners; thus, assisting communities to achieve liberation and self-determination by providing foundational knowledge to approaches and tools of civic engagement." Notwithstanding all the programmatic requirements and assessments, CES can

only assist in this learning, as the life events, the daily experiences, the community involvement and solidarity that the students will persevere through will be their main driving force for a more equitable and just world.

Summary

“Without new visions, we don’t know what to build, only what to knock down. We not only end up confused, rudderless and cynical, but we forget that making a revolution is not a series of clever maneuvers and tactics, but a process that can and must transform us.”

– *Freedom Dreams: The Black Radical Imagination*

As we continue to craft a new departmental identity, this program review seeks to identify opportunities to enhance and clarify the important work being done and the interconnectivity of each program under review. Additionally, we will be hiring for a new Community Partnerships Coordinator and hope the findings from this program review will inform how we frame priorities for the new Coordinator. While the scope of this review encompasses only three programs, the findings and recommendations will shape the strategic alignment of the department.

The Thayne Center team has identified the following guiding questions:

- How can we develop student leadership engagement opportunities in the Bruin Pantries that align with TCSLLCE offerings?
- How do we establish a Bruin Pantry service delivery model that is sustainable and coherent for all stakeholders given the challenges described with inventory variability, limited supervision, and a complex web of staffing solutions?
- How can the Community Partnership Development program further support institutional community engagement efforts while supporting emergent community engagement efforts?
- How might the Community Partnership Development program further expand the capacity, enhance reciprocity, and sustain long-term partnerships?
- What potential intradepartmental collaborations can Civically Engaged Scholars develop and strengthen?
- How can Civically Engaged Scholars support Current Thayne Center programming and staff?

^[1] a current organizational chart will be offered in appendix

^[2] An example of site distribution hours can be found in Appendix document A:

<https://docs.google.com/document/d/1FqqWnibCelcYkthd8j7AcCYuTxPSfnyzm3zPOESHe3M/edit>

- ^[3] Current VISTA Assignment Description (Appendix C):
<https://docs.google.com/document/d/1KbkxEr5bQoKTuABCmVzd49C8tWKnE8ISRqhSBrPFT94/edit>
- ^[4] see columns 1 and 3 of [appendix A for examples](#)
- ^[5] December 2019 Pantry User Survey (Appendix C):
<https://docs.google.com/document/d/11kHq-YGrTK2rc7cA7Z3eCE4GC-KoyASmuRzQhn3Bp8o/edit>
- ^[6] Philbin, A. 1996. Capacity Building in Social Justice Organizations. Ford Foundation.
- ^[7] Visit www.tinyurl.com/thayneces to read the entire vision.
- ^[8] The service-learning program is offered through the Engaged Learning Office within Academic Affairs at Salt Lake Community College. Visit <http://www.slcc.edu/service-learning/student/> to learn more.
- ^[9] The Pathways were developed by Stanford University’s Haas Center for Public Service. Visit <https://haas.stanford.edu/about/our-approach/pathways-public-service-and-civic-engagement> to learn more.
- ^[10] SLCC’s Mission statement can be read at <http://www.slcc.edu/about/mission-vision>.
- ^[11] In this plan, SLCC pledges to be “the community’s college.” Learn more by visiting <https://i.slcc.edu/community-engagement/civic-action-plan>.
- ^[12] “Civic Prompts: Making Civic Learning Routine Across the Disciplines”. Musil, Caryn McTighe (2015). Association of American Colleges and Universities.
- ^[13] Learn more about ePortfolios by visiting <http://www.slcc.edu/eportfolio/new>.
- ^[14] The Campus Civic Action Plan, Pg. 5.
- ^[15] The White Savior Complex is referred to the whiteness of academia, and not to the social identity of White. To learn more, visit <https://medium.com/@shannonlwaite/a-critical-look-at-the-white-savior-character-in-urban-education-93ab4a58491a>
- ^[16] Journal Title needed, pp. 156, 160 – 161
- ^[17] Appendix (insert number) illustrates the workings of prism respective to CES.
- ^[18] Visit the 2020 Civic Leadership Conference’s website— www.tinyurl.com/2020-civic-conference
- ^[19] “New Civic Advising Program Helps Students Find their Engagement Match”, Nov 20, 2020. Pitt Wire.
- ^[20] Learn more about UHEAN and CES by visiting www.tinyurl.com/TC-AmeriCorps
- ^[21] (Civic Action Plan, 2017, **bolded** for emphasis)



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^[22] Learn more about the Podcast Dialogue Series by visiting www.tinyurl.com/2020-Dialogue.