

External Review Report

Weber State University
Center for Community Engaged
Learning (CCEL)
Weber State University

Submitted by External Review Team

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Introduction

We begin this report with an explicit note that the Center for Community Engaged Learning (CCEL) has developed a strategic model which demonstrates evidence of positive impact over time within the Weber State University (WSU) campus and Ogden community. And it continues to do so. We believe that CCEL is poised to be an even greater force for good in the future. Celebration notwithstanding, it is appropriate and timely to conduct a review of this type to surface constructive critique and opportunities for further enhancement of CCEL towards its next phase of development.

Dr. Tim Eatman, Rutgers University-Newark serving in the role of Review Chair teamed up with **Arlene Anderson**, Member of Ogden School Board; **Brandon Flores**, Director of State GEAR UP Weber State University; **Summer Valente**, Director of the Center for Social Impact Utah Valley University; **Dr. Mike Vaughan**, Emeritus Faculty & Former Provost Weber State University for an on campus visit to Weber State University on May 24, 2022. We reviewed the substantive, very well crafted CCEL Self-Study report (2022) including all supporting documents placing special focus on the Program Review Goals.

Our itinerary and agenda was replete with informative interviews during which we were able to have candid and illuminating conversations. We met with a range of groups including, staff, students, community partners, administrators and faculty, all of whom have a role in the engaged learning enterprise at WSU. We were especially pleased to have had the opportunity to meet with long standing community partners.

This report documents our observations, insights and feedback on program quality based on these bodies of evidence. The format of this report is designed around key questions related to specific areas of CCEL presented in the Self Study and posed by staff. At the risk of this report bearing a literatim gravity, we will address the questions in turn interspersing recommendations that we believe to be consistent with CCEL vision and useful for the next phase of work. As agreed, we will refrain in this report from much in the way of resurfacing insights already addressed in the Self-Study - which we cannot over celebrate for the expert manner in which it was carefully and comprehensively crafted.

Finally, given the scope and depth of the interviews the team conducted, as well as the wealth of supplementary material reviewed, it was inevitable that the team would come across information that is ancillary to the program review of CCEL. Generally, this information will not be mentioned by the team, but in other instances the information could be critically valuable to WSU decision makers. For that reason, some of the team's observations about other units within WSU may be included as ancillary comments within this report while other findings will be communicated to the responsible WSU decision makers outside the team's report.

The main mission of the Center for Community Engaged Learning (CCEL) is to engage students, faculty and staff members in direct service, civic engagement, and community research to promote civic participation, build community capacity, and enhance the educational process.

CCEL Mission Statement

Focus Issues and Questions

CCEL is grounded in a considered mission and philosophy, included in the Self-Study materials, which also articulates its core values and overall student learning goals. As offered in the self-study, five (5) programs review goals ground this report; they are:

1. Alignment with WSU's strategic plan
2. Contribution to the local community
3. Support of faculty and staff on campus
4. Evaluation of CCEL's strategic plan
5. Analysis of CCEL's resources

As a result of our review of the self study materials and campus visit, we find a healthy mix of impressive alignment as well as the need for developmentally appropriate critique in the aforementioned areas. The balance of this report takes each of these areas in turn. In each section we offer **observations**, **commendations**, and **recommendations** based upon interviews during the campus visit, the review of the self-study and related materials and other publicly available information. The nature recommendations implies that things should be done differently and that changes should be made. Many of the subsequent recommendations in this report will do exactly that. However, we urge those who have responsibility for digesting this report to make special note of the commendations as well. While there are issues that need to be addressed, in balance the review team believes that CCEL is making great strides and holds great promise.

1. Alignment with WSU's strategic plan

With regard to alignment with WSU's strategic plan, the CCEL self-study report posed the following questions for the review team to consider.

CCEL's role is especially apparent in goals three and four [WSU's Strategic Plan]. Are we on track to meet these?

- *Goal #3 Personal Connections & Academic Excellence*
- *Goal #4 Community Anchor Mission*

Also, are we [CCEL] working toward WSU's top priority goals?

External Review Report
WSU CCEL, 2022

- *Goal #1 Equity, Diversity & Inclusion*
- *Goal #2 Retention & Completion*

Observations

There have been tremendous changes in the environment within and surrounding CCEL. For example, the director is stepping down. The assistant director is leaving WSU. The reporting lines within Student Affairs have changed, so the director will now report to a different administrator within Student Affairs who has little prior experience with the center. Furthermore, interviews with CCEL staff indicate that this change in reporting lines was made abruptly, without involvement of CCEL staff, and the change could have been communicated better. At a functional level, the software used by CCEL to track student work has changed. Moreover, this has all taken place against the backdrop of the Covid-19 pandemic and the challenges the pandemic continues to present. These changes are mentioned within this section of the report because an important part of aligning the activities of a particular unit with the university's strategic plan is keeping the same eyes, working with adequate tools and support, focused on the same objective for a sufficient period to move the university toward its strategic goals.

Conversations with university administrators indicate that they both understand and appreciate the critical role that CCEL fulfills. There appears to be a good working relationship with CCEL leadership and senior administrators in the Division of Academic Affairs, as well as the University President. CCEL plays a critical role in WSU's strategic plan. Indeed, some important portions of the WSU strategic plan will not be achieved unless CCEL produces specific outcomes. This is especially true for WSU's strategic outcomes of increasing the number of graduates who have experienced high impact educational practices and increasing the number of faculty engaged with the community. Evidence indicates that CCEL could play, and is willing to play a larger role in other areas of the university's strategic plan.

At the same time, the review team did not find evidence that the university has not attempted to account for the resources that will be needed to achieve the specific outcomes detailed in the strategic plan. Given that the strategic plans calls for CCEL to increase the number of students and faculty engaged with the work of CCEL, the failure of WSU to articulate how resource allocations will be linked with expectations has created stress and anxiety among the faculty and staff who work in and with CCEL.

It is important to note that CCEL leadership and staff are feeling unduly stressed, and there is a feeling that resources have been stretched to the limit. At some point, activities will need to be curtailed to align the work of CCEL with the available resources.

On a related matter, interviews with staff suggested that feedback regarding CCEL's performance and role in WSU's strategic plan was lacking. It was mentioned that annual reports are written, but written responses from administrators could be more substantive and meaningful. CCEL regularly completes the Six Column assessment process used by the Division of Student Affairs; yet again, administrators do not close the assessment loop by providing feedback. Indeed, the last two columns in the Six Column model are often never completed, and the team found this to be true for CCEL and other units within Student

Affairs. As a result, there is a sense among some staff members that the reporting and assessment efforts are perfunctory and that time is being wasted to prepare reports that are not used.

Conversations with students indicate CCEL fosters a sense of belonging for students. The CCEL office embodies an inclusive and welcoming environment for students. The review team was impressed with the extent to which students said they found CCEL plays a critical role in their success. One student puts it this way, “...without CCEL, I don't know where I'd be right now. But with CCEL added, like, onto my experience, I just can't see my life ever going back to the way it was.” More than one student said they were seriously thinking about leaving higher education before they found CCEL.

Commendations

- CCEL is commended for being mindful of the WSU strategic plan and being both cognizant and committed to helping the university to meet its objectives. CCEL is moving the university toward their strategic goals, and clearly wants to do more. This is commendable.
- CCEL is commended for its centrality to WSU's strategic outcomes of having 50% of WSU bachelor's degree completers experience 2 or more High Impact Educational Experiences and having 25% of WSU faculty are engaging their teaching, research and service agendas to address social, cultural, economic and environmental challenges facing our communities, including the East Central Neighborhood of Ogden.

Recommendations

- Over the past few years the review teams note that CCEL has operated in an environment of tumultuous and unrelenting change, and that environment has created some stress within the center. For that reason, it is important for the responsible WSU administrators to be mindful of the value of a stable working environment and the reassurance that clear, consistent and ongoing communications can foster.
- This is a critical juncture for CCEL leadership. Perhaps the highest recommendation of the review team is that the process of establishing the next CCEL guard considers local, regional and national candidates.
- The WSU Strategic Plan states: “At the end of their first year at WSU, 80% of students, faculty and staff from traditionally underserved populations will report a sense of belonging at the university.” Conversations with students indicate that CCEL has created an environment where a diverse student population feel welcomed, supported and that they belong. Given this, CCEL is

well positioned to support WSU as it pursues this strategic outcome. The team recommends that WSU recognize and support CCEL as it embraces this element of the university strategic plan.

- The assessment measures most often used by CCEL and those used by the university planning committee could be better aligned. For example, CCEL measures the hours of community service provided by students while the WSU strategic plan is focused upon the number of students engaged in high impact educational practices which include community engaged learning. While various units within the university may be especially concerned with particular metrics, it would be worthwhile to consider the extent to which WSU's critical success measures are synchronized with the measure most commonly used by CCEL.
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2. Contribution to the local community

Beyond WSU's stated outcomes, what value does CCEL provide to the local community? For instance, we offer more than student volunteers: faculty expertise, staff community-based research, evaluation services, meeting space, etc.

Observations

CCEL stands as a critical bridge between the university and the community. Through CCEL's various community partnerships and programming, they continue to play a key role in providing students with the opportunity to get involved in high impact practices in ways that are meaningful and relevant to both students and community-based organizations and initiatives

In-person interviews that the review team conducted with community partners revealed a very strong sense that they view themselves as **co-educators** in the overall student experience and that CCEL and the WSU faculty do an excellent job in introducing students to opportunities within their respective organizations. The words of one partner warrant note here, "I really love the mantra of, we're co-educators, and CCEL really just pushes that and that's where I've learned we are co-educators, along with the other professors at WSU, even though we're not staff. And so teaching them what we do, teaching the students that come through CCEL, what we do, and educating them in what we all do, and the community and on the community is wonderful to be able to be part of that." Some community partners expressed that providing copies of syllabi will allow them to better address desired outcomes of the WSU courses that are incorporating community engaged learning.

Further training is needed to help community partners more effectively utilize the GivePulse platform. Community partners expressed some confusion and disconnect, and staff feel that it isn't being utilized to its fullest potential.

Commendations

- CCEL continues to be an effective avenue for community partners, WSU faculty and staff, and WSU students to engage in high impact co-curricular experiences, and is viewed as a key component of WSU's identity and success as an institution.
- CCEL Research Extension is a stellar operation.

Recommendations

- Provide further training and demonstrations on how to more effectively utilize GivePulse in linking students with opportunities in the community.
 - Organize speed networking sessions to provide for thicker connections between faculty and community partners.
 - Providing copies of syllabi to community partners.
 - CCEL Research Extension warrants greater infrastructural support.
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3. Support of faculty and staff on campus

The center provides support for faculty and staff who incorporate community-engaged learning in curricular and co-curricular areas. Is our current structure fulfilling this role? Where do we need to improve?

Observations

The review team had the opportunity to meet both with WSU faculty and non-CCEL staff in a few settings during our visit. With respect to faculty, in one instance it was in the context of a meeting with community partners and in another setting two faculty members spent significant time sharing the benefit of their engagement and encounters with CCEL.

Faculty members with whom the review team interviewed enthusiastically celebrate CCEL for its conscientious, intentional support. One faculty member was eager to share, “The moment I stepped on this campus, CCEL was one of the first organizations on this campus to reach out and say that they've read through my work, that they're interested in the work that I've created, not only in the _____ program, but other ways of initiation.” He went on to express how important it was that CCEL nominated him for the Presidential Community Engaged Faculty Award - which he received.

Another faculty member celebrated critical assistance from CCEL in working with the Ogden School District to share data for publicly engaged scholarship and research. He flags the great challenge of diversity in the teacher preparation degree program especially in light of Weber's Hispanic Serving institution designation. Some strategies include teaching on site in the schools and working especially at Sunburst Elementary in the Davis School District. There is great resonance with the Ogden Civil Action Network (OgdenCAN). CCEL has been supportive of professional development efforts for Education faculty working with Ogden teachers.

Faculty worry that the assets of CCEL are not known widely enough throughout the university and that greater work still needs to be done with the community in this regard. For example, one faculty member recounts a serious challenge in communication with the Ogden school district in engaging students for a no cost event whereas the David district responded in a robust and prompt manner. This suggests an area of opportunity may be to forge greater communication networks between CCEL and Ogden schools.

The inherent challenge of incongruence between university and community timetables continues as a persisting factor. One faculty member observes about students, “that they have a year commitment.... And so getting the students with only eight hour required to actually commit to a year which is hard when you're a student. But I was just talking, you know if he was if he was able to do speed networking, or just have a relationship with a faculty member in social work (for example) where they do have hours that are like a 20 hour or 30 hour requirement, that that might be a better fit or something that they can work out with faculty to maybe support that year commitment for those that have the year.” It will be important to take a close look at ways to address the challenge of time/credit hours.

Given WSU's strategic outcomes of increasing the connections between faculty members' teaching, research and service with the community, as well as the expectation for greater student engagement, it is critical for WSU to undertake a thoughtful evaluation of the current system of faculty recognition and rewards and determine the extent to which community engagement is required, expected and rewarded within WSU's existing structures for tenure, promotion, salary and other forms of faculty recognition.

Overall the team heard positive feedback from WSU staff about the work and role that CCEL plays in the life of the campus. CCEL staff are known to be strong, reliable, creative partners willing to collaborate and work strategically for the advancement of the strategic vision of the university. Multiple staff partners expressed a desire to improve their communication and coordination with CCEL toward greater collective impact, including internships, undergraduate research, alumni, and development. Interest was expressed in providing learning opportunities for students, collaborating with community partners, and even around addressing community engagement topics, such as sustainability, across departments.

External Review Report
WSU CCEL, 2022

Commendations

- Continue forthright engagement with faculty. Study their work and invite them to participate in CCEL.
- CCEL is understood as a space that celebrates faCULTy diversity.

Recommendations

- It is critical for WSU to undertake a thoughtful evaluation of the current system of faculty recognition and rewards and determine the extent to which community engagement is required, expected and rewarded within WSU's existing structures for tenure, promotion, salary and other forms of faculty recognition.
 - Support and expand the faculty in residence program.
 - Create a faculty learning community within CCEL.
 - CCEL facilitates a committee of WSU staff members external to the department to achieve greater collective impact.
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4. Evaluation of CCEL's strategic plan

Our impact goal is to “improve campus and community connections.” Does our impact goal align with our outcomes? Do our outcomes align with our activities and tasks? Moreover, do our vision and mission accurately reflect our goal?

Observations

The self-study expounds upon a strategic plan that CCEL has developed and presented as a supporting document. It revolves around four critical outcomes, namely:

1. Cultivate reciprocity
2. Deepen CE knowledge
3. Improve social awareness
4. Reduce barriers to CE

The review team finds these strategic plans to be robust complete with needs assessments, communication planning, space and other necessary infrastructure adjustments. The concise response to each question in this section is “yes” resoundingly.

One strategic planning issue of note is the relationship between CCEL and OgdenCAN. We heard directly from administrators that there is an important opportunity to amplify and align the relationship among these complementary efforts that are pillars of the WSU community engagement enterprise. One administrator observes, "maybe we're a little bit of victim of our own success because OgdenCAN has maybe in a little way taken some of our eyes off of the ball from the university leadership report standpoint on CCEL itself, which, you know, they're related, but they're not. And they're not doing the same thing. And sometimes CAN partners with CCEL in attacking community issues, but making sure CCEL infrastructure itself is strong enough to support that growth."

Commendations

- The CCEL strategic plan is robust and complimentary to the WSU strategic plan

Recommendations

- Consider buttressing the strategic work with the development of a Theory of Change. This could include conceptual maps as well as documents and other artifacts.
- CCEL might benefit from the creation of a toolkit (list of criteria and questions) to asses priorities and commitments. These tools can inform decisions to accept or reject projects and/or initiatives.

5. Analysis of CCEL’s resources

Are there things we aren’t doing that we should be doing? For example, basic needs services outside of the pantry, social justice and activism engagement, high school outreach, donor support, etc. Are there things we’re doing that we shouldn’t be doing? For example, Weber Cares Program, dotted line advising with Student Involvement and Leadership, tiered partnership model, etc. What are things we need that we don’t have? For example, part-time or additional positions for AmeriCorps beyond administrative specialist’s role, space for student activities/leadership, etc.

Observations

Although CCEL is critical to accomplishing many points of the university’s strategic plan, the resources allocated to the department do not seem to reflect their critical contributions. If the university seeks to

External Review Report
WSU CCEL, 2022

scale community engagement beyond current levels, the deficit of resources will become even more acute.

The varied demands put on CCEL (department-, campus-, and community-imposed) may be contributing to a splintered identity and possibly mission drift. This could explain the low staff morale, employees exiting the department and university, and other challenges, despite CCEL producing many positive transformational outcomes for its stakeholders.

Without a strong strategic focus in place, it is difficult to assess the allocation of resources across the wide range of activities CCEL executes. However, it is obvious that CCEL's current space is incredibly lacking and restrictive. Staff members deserve to feel safe and have their work respected by having an appropriate work environment.

Commendations

- Over the years, CCEL has positively responded to the needs of many stakeholders, and has found creative ways of meaningfully serving its distinct audiences—students, faculty, administrators, community partners, etc. Of particular note, the students we met truly found a place of belonging—and even refuge—at CCEL that they have not found elsewhere on campus.
- The Research Extension is an incredible asset to the university and community, although they seem to run parallel to CCEL with just a few direct connection points.
- CCEL has recognized its limitations on staff bandwidth and made some adjustments. For example, they worked with stakeholders involved in the Utah Campus Community Engagement Network and determined to pause the coordination of that group until further notice.

Recommendations

- Given the critical contributions CCEL makes to the university's strategic plan, the president, provost, and vice-president of Student Affairs may want to determine an alignment of priorities for CCEL before university mission-critical functions go unsupported. Determining these strategic priorities may also lead to a better understanding of the financial and human resources needed to support CCEL at its desired capacity. This information may also help attract high-performing leadership in the search for a new director and assistant director.
- CCEL needs a strong leader who is committed to the administrative role that the director of such a center requires. The ideal candidate must continue CCEL's legacy of powerful faculty collaboration and support, and should also possess the skills and experience to execute a strategic vision to secure CCEL's successful future. The review team believes that this requires a search that includes local, regional and national candidates. With the opportunity to hire both a director

and assistant director, it may be wise that one of those positions has direct ties to the surrounding community.

- Depending on the prioritization of focus, it may be prudent to strengthen the relationship between CCEL and Student Affairs. An increase of intentional collaboration could result in leveraging resources to better serve students.
- Make a commitment to find more **usable, coherent space for CCEL**. Offices for staff, a work/storage room, and more conducive student and even community partner collaboration spaces are necessary to dignify the work CCEL is performing.
- Once a strong strategic focus and priorities are determined, encourage the staff to audit CCEL's activities against those determinations. This may require some activities to cease, some to shift to other areas, or some to be increased.

Conclusion

The review team has established throughout this report a strong affirmation for the mission, goals and strategic vision of CCEL and the ways in which they align with and amplify the WSU strategic plan. Drawing upon an expertly developed self study, the review team considered five focus issues and goal areas.

1. Alignment with WSU's strategic plan
2. Contribution to the local community
3. Support of faculty and staff on campus
4. Evaluation of CCEL's strategic plan
5. Analysis of CCEL's resources

While these areas are an important locus of analysis for the review the team suggests that a *Guidelines for Review* be developed for subsequent reviews to strengthen the process. The report reflects our collective considerations of each goal with specific observations, commendations and recommendations. We will refrain from repeating these specifics here. However, we believe that a few select recommendations bear repeating in this concluding section of the report

Structure/Alignment with WSU strategic plan:

- Over the past few years the review teams note that CCEL has operated in an environment of tumultuous and unrelenting change, and that environment has created some stress within the center. For that reason, it is important for the responsible WSU administrators to be mindful of the value of a stable working environment and the reassurance that clear, consistent and ongoing communications can foster.

- This is a critical juncture for CCEL leadership. Perhaps the highest recommendation of the review team is that CCEL considers local, regional and national candidates for directorship..
- Strengthen communication between WSU decision makers and CCEL leadership--especially with all of the staff changes.
- Expand the definition of "community engagement" so that it resonates in a more integral way with WSU institutional identity and as it manifests through the work of CCEL.

Contributions to local community:

- Provide further training and demonstrations on how to more effectively utilize GivePulse in linking students with opportunities in the community.
- Organize speed networking sessions to provide for thicker connections between faculty and community partners.

Faculty Staff Support:

- It is critical for WSU to undertake a thoughtful evaluation of the current system of faculty recognition and rewards and determine the extent to which community engagement is required, expected and rewarded within WSU's existing structures for tenure, promotion, salary and other forms of faculty recognition.
- Support and expand the faculty in residence program.

Strategic planning:

- Consider buttressing the strategic work with the development of a Theory of Change. This could include conceptual maps as well as documents and other artifacts.
- CCEL might benefit from the creation of a toolkit (list of criteria and questions) to assess priorities and commitments. These tools can inform decisions to accept or reject projects and/or initiatives.

Structure/resources:

- Given the critical contributions CCEL makes to the university's strategic plan, the president, provost, and vice-president of Student Affairs may want to determine an alignment of priorities for CCEL before university mission-critical functions go unsupported. Determining these strategic priorities may also lead to a better understanding of the financial and human resources needed to support CCEL at its desired capacity. This information may also help attract high-performing leadership in the search for a new director and assistant director.
- CCEL needs a strong leader who is committed to the administrative role that the director of such a center requires. The ideal candidate must continue CCEL's legacy of powerful faculty collaboration and support, and should also possess the skills and experience to execute a strategic vision to secure CCEL's successful future. The review team believes that this requires the inclusion of local, regional and national candidates. With the opportunity to hire both a director and assistant director, it may be wise that one of those positions has direct ties to the surrounding community.

Finally we note as was stated in the introduction that some important information germane to other units on campus, especially in the Student Affairs area registered powerfully during the review process. Generally, this information could be critically valuable to WSU decision makers. Relevant findings will be communicated to the responsible WSU decision makers outside the team's report.

It has been our pleasure to serve in this capacity and trust that the report will be useful in charting the next phase for CCEL.

Appendix

Campus visit itinerary

Site Visit Schedule

Tuesday, May 24, 2022

- 8:00-9:00am **Breakfast w/ Community Partners @CEC**
[Community Education Center](#), 2605 Monroe Boulevard
Parker Balla, Ogden Nature Center
Ally Sutcliffe, Ogden Nature Center
Brent Hinsley, YCC Family Crisis Center
Kim Hall, Ogden Weber Community Action Partnership
Wendy Vinhage, Habitat for Humanity of Weber & Davis Counties
Jenica Whitworth, Davis School District-Davis Community Learning Center
Jim Tarr, Big Brothers Big Sister of Utah
Susie Hovey, Court Appointed Special Advocates
Kim Morrison, Court Appointed Special Advocates
Rachel Martin, Catholic Community Services of Utah
Thomas Ruffing, Give Me A Chance, Inc.
- 9:00-9:45am **Self-Study Team @CCEL Suite in the CEC**
Katharine French-Fuller, Director of Community Research
Becky Jo Gesteland, Executive Director
Joan Gustafson, Budget Specialist
Natalie Hales, Campus Engagement Coordinator
Teresa Martinez, Student Engagement Coordinator
Briauna Olsen, Administrative Specialist
Patrick Tadlock, Assistant Director
Yesenia Quintana, Evaluator & Community Research Supervisor
- 10:00-10:45am **Research Extension @United Way Building**
[CCEL Research Extension](#), 2955 Harrison Blvd, Suite 100
Cassandra Backman, Evaluator & Community Research Analyst
Katharine French-Fuller, Director of Community Research
Yesenia Quintana, Evaluator & Community Research Supervisor
- 11:00-11:30am **University President**
Shepherd Union Room 301
Brad Mortensen - [About President Mortensen](#)

11:45am-12:45pm	<p>Lunch w/ students Shepherd Union Room 301 Ally Anderson, Research Assistant Naomi Elmer, VP of CE Team Liz Howey, CCEL Graphic Designer Ali Hoxer, CE Team Member Terri Hughes, CCEL Community Partner Specialist Uli Lopez, CCEL Alternative Breaks Trip Leader Kary Makela, Research Assistant Zadoth Vazquez, former Director of Alternative Breaks</p>
1:00-1:45pm	<p>Faculty Liaisons Shepherd Union Room 301 Joseph "jo" Blake, Faculty-in-Residence (incoming) Barrett Bonella, Civitas Coordinator Ryan Cain, Co-Advisor to the Social Issues Team Alex Lancaster, Co-Advisor to the Social Issues Team Lisa Meerts, Co-Coordinator of the Engaged Learning Series</p>
2:00-2:45pm	<p>Directors Shepherd Union Room 301 Robert Ameling, Assistant Director of Internships Kyle Braithwaite, Senior Development Director Danielle Collier, Development Director Bill Cook, Director of Community Development Nicola Corbin, Director of the Teaching & Learning Forum Jenny Frame, Coordinator of the Wildcat Advantage Program Alice Mulder, Director of SPARC</p>
3:00-3:45pm	<p>VPs Shepherd Union Room 301 Adrienne Andrews, Vice President of Equity, Diversity & Inclusion Jeff Hurst, Associate Vice President & Dean of Students Ravi Krovi, Provost & VP of Academic Affairs</p>
4:00pm-5:00pm	<p>Program Review Team Shepherd Union Room 301</p>
5:30-7:00pm	<p>Dinner @ Roosters for 10 Program Review Team (4) Becky Jo Gesteland Natalie Hales Teresa Martinez</p>