OUR MISSION:
The Bennion Center fosters lifelong service and civic participation by engaging the University with the greater community in action, change and learning.

DEPARTMENTAL CORE PRIORITIES:

- **Enhance student success to transform lives.**
  The Bennion Center will provide transformational engaged educational and service experiences for students and develop lifelong civic leaders who exemplify excellence.

- **Generate new knowledge and discovery.**
  The Bennion Center will lead efforts to promote community engaged teaching, research and scholarship.

- **Improve health and quality of life in the community.**
  The Bennion Center will address community needs, especially in the areas of health and ability; environment, art and recreation; international; social justice; literacy, and education.

- **Ensure the long-term viability of the Bennion Center and the University.**
  The Bennion Center will strengthen its operations to maximize potential outcomes, reach and results while serving as an ambassador for the University of Utah.
Priority 1: Enhance student success to transform lives.

“This gave me confidence and skills I feel I needed to move forward to my career!” - Student

“This trip has helped me be a better critical thinker and a better volunteering person. My leadership skills have definitely increased with this trip.” – Student

“This program has allowed me to interact with many people from diverse backgrounds. This has helped me open my eyes to the situations of others and the experiences they have had. This in turn has helped learn to better empathize and communicate with people with backgrounds different than my own.” - Student

“Self-reflection has helped me think about my future in a positive, encouraging way.” – Student

“Can't wait to be a teacher!!” – Student

Click here to see Bennion Center students in action!

The Bennion Center was established with the goal of helping students find ways to serve within the community that would enrich both the giver and the receiver. Scholars write students involved in community engagement experience greater equanimity, are better able to look beyond themselves and more likely to complete their college education. Retention and completion are enhanced when students participate in projects that help them connect to the larger world around them. The seedlings of student success are planted at the Bennion Center as students learn what the broader context of community engagement looks like.

During the 2016-2017 academic year the Bennion Center wanted to more closely examine what the student learning experience looks like within the structure of civic engagement currently in use at the Center. What does a transformative experience look like for a student? How can the Bennion Center create an environment for students to successfully experience community engagement? Are students developing tangible leadership skills? To assess the effectiveness of the student experience, staff developed a protocol to measure what were termed civic competencies. Those competencies include four aspects of student learning:

- Civic Skills – Abilities developed and utilized to influence positive community change.
  - Applied theory
  - Research
  - Project management (timeline, action plan, volunteer recruitment, sustainability)
  - Critical thinking
  - Communication skills
  - Leadership
  - Intercultural competence
  - Democratic engagement
- Civic Awareness – Cognizance of interconnectedness among individuals, society and systems. The student demonstrates understanding of these connections and possible courses of action related to new/deeper understandings.
- Civic Habits – Regular behavior related to community engagement.
Student demonstrates commitment to community engagement through participation in program activities.

- Civic Values – Expressed desires and beliefs related to social responsibility.
  The Student demonstrates and articulates social commitment and responsibility.

In a pre-service survey, 355 Bennion Center students were asked the following questions:

- Which of the following skills do you feel that you are currently strong in? (check all that apply)
  1. Ability to have a dialogue with others in a respectful manner.
  2. Appreciation for people from different experiences/backgrounds than yourself.
  3. Ability to think critically.
  4. Ability to work collaboratively.
  5. None of the above (no answer given).

- Which of the following skills do you feel that you need to further develop? (check all that apply)
  1. Ability to have a dialogue with others in a respectful manner.
  2. Appreciation for people from different experiences/backgrounds than yourself.
  3. Ability to think critically.
  4. Ability to work collaboratively.
  5. None of the above (no answer given).

- Do you have additional comments on civic skills?

- Please indicate your level of agreement with the following:
  I have a comprehensive understanding of the particular issue(s) related to my community engagement* experience(s).
  *Community engagement includes direct service, advocacy, philanthropy, activism, community-based research, politics and policy.
  Strongly agree / Agree / Neutral / Disagree / Strongly disagree

- Do you have any additional comments on civic awareness?

- On average, how many hours per week do you typically volunteer in the community?
  0 hours / 1-3 hours / 4-7 hours / 8-10 hours / More than 10 hours

- Do you have any additional comments about civic habits?

- Please indicate your level of agreement with the following: - In general, service/community work currently plays a large part in my life.
  Strongly agree / Agree / Neutral / Disagree / Strongly disagree

- Please indicate your level of agreement with the following: - In general, I feel a strong sense of community in my life.
  Strongly agree / Agree / Neutral / Disagree / Strongly disagree

- Do you have any additional comments on civic values?

From this pre-survey, Bennion Center staff learned the following: (Graphs combine Strongly Agree / Agree responses and Strongly Disagree / Disagree responses.)
On average, how many hours per week do you typically volunteer in the community?

- 0 hours: 4%
- 1-3 hours: 22%
- 4-7 hours: 3%
- 8-10 hours: 21%
- 10+ hours: 50%

I have a comprehensive understanding of the particular issue(s) related to my community engagement experience(s).

- Agree: 79%
- Neutral: 3%
- Disagree: 18%
- While a significant majority of students indicated that they are strong in all areas, the ability to think critically (73%) and the ability to work collaboratively (71%) scored the lowest.
- Conversely, the largest portions of areas for improvement indicated by students were the ability to think critically (41%) and the ability to work collaboratively (43%).
• A significant majority of students already volunteer at least 1 hr. per week (78%), while almost ¼ of students (22%) indicated that they do not volunteer at all.
• While most students (72%) indicated that they feel a strong sense of community in their lives, almost 1/3 of students (28%) indicated they did not.

When respondents were given the opportunity to add other comments, students wrote:

“I think I need to work on thinking critically.”

“I think I have all the civic skills but I think that I need to think to further develop my critical thinking.”

“I’m very much a ‘lone wolf’ in that anything collaborative has gone badly for me in the past. I’d love to, but it’s hard when I’m prone to taking things over.”

“I work with Utah Reads for 17 hours a week. Otherwise, I don't really do any other volunteering.”

“I would if I had the time and I know of more opportunities.”

“I don't feel a strong sense of community in my life because I'm separated from my family and it's been hard making friends after I moved here. I get my sense of community from work and volunteering, but not from my personal life.”

In April, 2017, after their year of civic engagement, the same students were asked to respond to the same assessment questions in a post-survey. This time there were 282 responses. The post-civic engagement data revealed the following: (Graphs combine Strongly Agree / Agree responses and Strongly Disagree / Disagree responses.)

......appreciation for those with backgrounds and experiences that are different from your own

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<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96%</td>
<td>1%</td>
<td>3%</td>
</tr>
</tbody>
</table>

[Graph showing distribution of responses for appreciation for those with different backgrounds and experiences, with 96% agreeing, 1% neutral, and 3% disagreeing.]
My overall knowledge regarding a community issue has increased as a result of my community engagement experience

- Agree: 96%
- Neutral: 1%
- Disagree: 3%

My community engagement experience through the Bennion Center has increased my ability to discuss community issues with an informed perspective

- Agree: 95%
- Neutral: 1%
- Disagree: 4%
My community engagement experience with the Bennion Center has had a positive impact on my future academic/career plans and/or goals:

- Agree: 96%
- Neutral: 3%
- Disagree: 1%

As a result of this community engagement experience through the Bennion Center, I am more likely to volunteer/engage in community service in the future:

- Agree: 95%
- Neutral: 1%
- N/A: 4%
While almost all students (90% or more) indicated that their experiences with Bennion Center programming had helped them achieve improvement in all Civic Competency areas, the following areas scored the lowest relative to the others (ranked from lowest to greatest):

- “…More likely to be involved with the political process”: 79% (Civic Habits)
- “…Ability to think critically”: 90% (Civic Skills)
- “…Ability to dialogue with others in a respectful manner”: 91% (Civic Skills)

Under additional comments in the post-survey, students shared:

“I don't feel like my political engagement will change after this trip. Perhaps if it was on the topic of homelessness I would, but I don't know if I would seek it out.”

“I hate politics, but I'm more willing to keep up with issues. I think it’s a good thing to be more political”
“This trip encouraged dialogue and critical thinking in a very unique way, relative to traditional classroom lectures. In that sense it helped me become more aware of dialog with others.”

In addition to participating in direct and in-direct service, the Bennion Center helps students grow through leadership opportunities in the following programs:

- Alternative Breaks
- Bennion Center Scholars
- Communications and Marketing
- Community Outreach
- Student Board
- Student-directed Programs
- Utah Reads

Each program is led by students who are required to use civic skills and awareness to perform tasks such as agenda development, communication and joint planning with community partners, record keeping, training, and ???

GOALS:

The 2016-2017 assessment was intended to provide a benchmark for making programmatic improvements based on student responses. Therefore, no goals were identified for this period. Moving forward, the Bennion Center has established the following goals to enhance student success:

1. Improve the pre-service survey administration process by assessing students before Oct. 1.
2. Establish an exact number of students to be surveyed by requiring staff program directors to provide uID’s for students being queried.
3. Provide uID’s to the Office of Assessment, Evaluation and Research by Oct. 31 for utilization data.
4. Using the 2016-2017 utilization data, expand outreach to TRIO and international students through tailored presentations to those groups in early Fall 2017.
5. Expand dialogue with the Athletics department on inquiries about “drop-in” service opportunities for athletes at the Bennion Center’s Service Corner.

UTILIZATION DATA:

Based on uID’s collected from students taking the post-civic engagement assessment, the following utilization data was collected by the Office of Assessment, Evaluation and Research:
Priority 2: Generate new knowledge and discovery.

“The Bennion Center changed my life and really helped my find what I want to do in the future and love doing it.” – Student

“I learned throughout the week just how thoroughly wrong my surface judgments of people are.” - Student

“This program has made me want to understand my community more.” - Student

“I was able to apply many of the topics to my own life and future, especially since I'm interested in entrepreneurship and business. It gave me ideas of businesses I could start that could work well with the environment.” - Student

Watch how Community Engaged Learning brings the community to the classroom.

Students participating in civic engagement through the Bennion Center are on a voyage of self-discovery. They discover their passions and interests and learn how to refine their educational experience to compliment these new discoveries. Conversely, they also see what they don’t like and why. Sometimes this results in a change of major or career plans. Often it helps a student cement his or her academic goals and provides direction for life after graduation. Community engaged learning classes at the U provide fuel for that fire. In the 2016-2017 academic year there were:

- During the academic year 2016-2017, there were 149 different CEL classes taught in 48 different disciplines across campus. (Not every class is taught each semester.)
- 4,671 students enrolled in a CEL course.
- 93,420 hours of instruction and course work.
- $38,750 was awarded through the Bennion Center for CEL teaching assistantships.
- $2,000 in micro-grants were awarded to two faculty members for CEL development.
- 130 hours in professional support through the Bennion Center’s Lunch & Learn program for CEL faculty development.

Two faculty members were honored for their outstanding work in community engagement and community engaged learning. Dr. Armando Solorzano of the College of Family and Consumer Studies received the Distinguished Faculty Service award and a $1,000 award for the non-profit community organization of his choice. Dr. Matthew Basso from the College of History was awarded the Public Service Professorship prize which includes a $7,500 award to help fund his community engaged teaching efforts.

GOALS:

1. Collect utilization data on all students enrolled in CEL courses for the 2017-2018 academic year.
2. Discuss with Office of Assessment, Evaluation and Research the plausibility of retrieving utilization data from students enrolled in CEL courses during the 2016-2017 academic year.

3. Transition new employee Andi Witczak, Associate Director of Community Engagement, into the position and provide opportunities for her to learn, evaluate and provide recommendations for moving the program forward.

4. Build and sustain a CEL Task Force composed of faculty from various disciplines to advance CEL on campus.

Read here how a student in Professor Nalini Nadkarni's community engaged learning course, "Biology, Society, and Public Engagement," turned a question into a job. His story was published in City Weekly on November 2, 2016.

**UTILIZATION DATA:**

None available. We have learned in the process of preparing this report that we could have captured this data using uID’s. This data may have helped us more strategically target student populations that may currently be under-represented in CEL courses.

**Priority 3: Improve health and quality of life in the community**

"First of all-their attitude is always inspiring. We love having their help at screenings-they are always smiling and being personable with their clients. They do an awesome job at doing accurate screenings." – Community Partner

"The work of the Bennion Center students is essential to maintaining our robust volunteer community. The ECG could not grow food without our amazing volunteers. Their work helps us future our mission to engage the campus community in sustainable and just food systems.” – Community Partner

“As a hopeful future physician, this program has helped me understand that there is a great need in the community for medical reform. I hope that through the experiences I have had in this program it will help me become a physician who is able to effectively give back to the community and help make heath care more available and approachable” – Student Leader

The Bennion Center’s namesake, Lowell Bennion, was a dedicated humanitarian who spent his life asking the question, “How can I help?” Bennion Center students asked that same question thousands of times during the 2016-2017 year. **Bennion Center wide, 8,686 students gave 179,690 hours of service. In Student-directed Programs alone, Community partners reported 1:1 service connections resulted in 10,897 individuals being served.** Those individualized, person-to-person contacts had dramatic impacts. Vision screenings, programs for
children and youth, the elderly and immigrants all benefited from that service. Environmental and arts programs were bolstered. Improved reading skills resulted in grade level advancements. Social justice became a reality for many individuals and sustainability efforts blossomed thanks to student civic engagement. Below is a sample of the programs, numbers of students serving, and the number of hours they donated.

<table>
<thead>
<tr>
<th>PROGRAM:</th>
<th># OF STUDENTS:</th>
<th># OF HOURS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Breaks</td>
<td>199</td>
<td>11,596</td>
</tr>
<tr>
<td>Bennion Center Scholars</td>
<td>47</td>
<td>9,870</td>
</tr>
<tr>
<td>Bennion Service House</td>
<td>13</td>
<td>1,055</td>
</tr>
<tr>
<td>CEL Students</td>
<td>4,711</td>
<td>93,420</td>
</tr>
<tr>
<td>Cuba/Costa Rica Service Program</td>
<td>48</td>
<td>1,880</td>
</tr>
<tr>
<td>Development, Advisory Board &amp; Committees</td>
<td>69</td>
<td>595</td>
</tr>
<tr>
<td>Fellowships, Awards &amp; Scholarships</td>
<td>35</td>
<td>688</td>
</tr>
<tr>
<td>First Year Service Corps</td>
<td>43</td>
<td>565</td>
</tr>
<tr>
<td>Issue Education, Dialogues and Forums</td>
<td>388</td>
<td>460</td>
</tr>
<tr>
<td>Office Support Volunteers &amp; Administration</td>
<td>56</td>
<td>569</td>
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<tr>
<td>Project Youth</td>
<td>238</td>
<td>1,925</td>
</tr>
<tr>
<td>Saturday Service Projects</td>
<td>1063</td>
<td>2,938</td>
</tr>
<tr>
<td>Service Corner</td>
<td>583</td>
<td>753</td>
</tr>
<tr>
<td>Student Board</td>
<td>7</td>
<td>600</td>
</tr>
<tr>
<td>Student-directed Programs</td>
<td>1,101</td>
<td>32,775</td>
</tr>
<tr>
<td>Utah Reads</td>
<td>77</td>
<td>19,706</td>
</tr>
</tbody>
</table>
“My group was comprised of different backgrounds, ages, genders, races, majors, and I was extremely conscious of using inclusive language because that's the attitude/environment in the Bennion Center and it was good for me. I'll be more conscious of it upon coming home.” - Student

“Definitely a great experience in team building, working with others and patience.” - Student

“I know I’ve become comfortable where I'm at right now, which is involved in issues of homelessness and not fully recognizing the intersections of race, class, gender and other important factors. In a way, I've created a bit of a bubble for myself. Although I can have a dialogue with others and appreciate the diversity in different backgrounds and lived experiences, I need to further understand the other social justice issues and challenge my own assumptions and stereotypes that I may have. Everything is interconnected.” - Student

“I believe that the reason why these skills developed in me was due to the demands for them within the organization. This past year has been a study in administration.” - Student

As part of the Bennion Center’s assessment strategy, community partners were asked to respond to a survey on whether their involvement with the Center expanded their capacity and/or provided mission support. Ninety-six percent of the community partners who responded said collaborating with the Bennion Center positively impacted their mission or purpose. Eighty-six percent of the community partners said the Bennion Center student leader contributed to their organization’s over-all impact.

In their survey of Bennion Center volunteer impact after the students’ volunteer experience, community partners reported:

“All of the BC students were enthusiastic, hard-working, and displayed a great amount of care for what Surfrider does. They were a pleasure to work with.”

“EGH is extremely grateful to this group of dedicated students for electing to spend their break serving those in need. We also deeply appreciate the learning mindset that the BC students brought to their time in the EGH Day Center. Thank You!!”

“Please come back!”

“The students were exceptionally engaged and willing to not only work hard but learn about our work. We included a robust educational opportunity and they were interested and enthusiastic about all of our work. Their volunteer work impact our most marginalized clients and we are extremely grateful to them. We hope they come back in 2018!”

“The students went above and beyond while working with the kids during play time. They played right along and interacted with them which was very special.”
“Thank you, all the students did a great job!!!”

To fulfill our commitment to developing active citizenship on campus and in the community, the Bennion Center provides opportunities for community education on topics of interest to students and the general public. During the 2016-2017 academic year Bennion Center students organized the following community education events:

<table>
<thead>
<tr>
<th>EVENT:</th>
<th>TOPIC:</th>
<th># of PARTICIPANTS</th>
<th># of HOURS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennion/Hinckley Forum</td>
<td>Proposed Bears Ears National Monument</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td>Issues &amp; Action Lunch</td>
<td>Rio Grande Neighborhood &amp; Homelessness</td>
<td>70</td>
<td>105</td>
</tr>
<tr>
<td>Issues &amp; Action Lunch</td>
<td>Here to Stay? Immigration &amp; Executive Orders</td>
<td>62</td>
<td>93</td>
</tr>
<tr>
<td>Service House Dialogue</td>
<td>Pedagogy: Getting Your Money’s Worth from College</td>
<td>9</td>
<td>82.5</td>
</tr>
<tr>
<td>Service House Dialogue</td>
<td>Volun-tourism</td>
<td>14</td>
<td>68</td>
</tr>
<tr>
<td>Service House Dialogue</td>
<td>LGBTQ Community and Media Representation</td>
<td>13</td>
<td>65.5</td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td></td>
<td><strong>225</strong></td>
<td><strong>471</strong></td>
</tr>
</tbody>
</table>

“This position has allowed me to develop many critical leadership skills for working within a community, and working within the Bennion Center has helped me learn about how to appropriately serve a community.” - Student

GOALS:

1) Help community partners reach achieve their missions through effective student and partner assessments throughout the year.
2) Serve community partners in a punctual and professional manner by providing training for Bennion Center student leaders, meeting regularly with community partners to discuss their needs, and assessing student volunteer performance annually.

3) Effectively communicate with community partners and adhere to their policies and procedures by using community partner agreements to outline expectations, meeting each semester to review partnership concerns, and assessing annually to determine reciprocity satisfaction.

UTILIZATION DATA:

In a post-service assessment, community partners reported the following about their experience working with Bennion Center student leaders and student volunteers:
Priority 4: Ensure the long-term viability of the Bennion Center and the University.

From self-discovery to community awareness, Bennion Center students shared in their post-service qualitative assessments they have been changed by their civic engagement.

“My increased involvement with social justice since a freshman can be credited to my AFB (Alternative Fall Break) experience. I know the Bennion Center has made and continues to make a huge impact on me. I will always remember my experiences here.” - Student

“Because of my experience with the Bennion Center, rather than saying to people, ‘I do a lot of service’ I say ‘I am a very engaged person in my community; it's just a part of my life routine.’ The BC absolutely shaped my habits indefinitely.” - Student
“I will continue to be involved with community work.” - Student

“Makes me more interested in issues in Salt Lake.” - Student

“My experience has influenced my life in the way that I hope to serve others within my career and lifetime.” - Student

“I feel much more motivated and prepared to volunteer in the community.” - Student

“I've always had hopes of empowering communities in the future, but this trip turned those hopes into goals.” - Student

“I want to continue volunteering with the refugee population and fight for their rights.” - Student

“I'm ashamed of the lack of volunteering I've done so far in my own community and want to fix that.” - Student

“Already active, but with renewed purpose/drive.” - Student

“I will look up ways to contact my representatives about civic issues.” - Student

“Being engaged with the Bennion Center has definitely made me realize that I need to be more engaged in not only volunteering but also in political processes because I have been out in the community to see what problems need solving and attention from our government agencies.” - Student

“I'm already into politics and volunteering, but being with the BC and knowing what benefits there are have been really eye-opening. Can't wait to get involved!” - Student

“I want to do this for the rest of my life.” - Student

The depth of their learning and their motivations for change are stories the Bennion Center works to strategically share to the University community and citizens at large. The Center routinely coordinates with media outlets to share stories that inform and inspire listeners, viewers and readers. Building awareness in this manner promotes the University’s role as a caring community member and showcases the intellect and compassion of students.

A team of nine student volunteers and one staff partner coordinate the marketing and media outreach of the Bennion Center. This includes media inquiries and story pitches, traditional print flyers and posters and the addition of a new video monitor in the hallway which displays rotating photos and information about upcoming service opportunities.

Bennion Center Advisory Board keeps the Bennion Center tied strongly to the community and assists with governance and direction and goal setting of the Center. Members of the board continue to mentor and advise students and in that way foster lifelong habits of community engagement and service.

GOALS:
1. Procure $300,000 in grants and gifts for 2017-2018
2. Reach at least 10% of revenue from new sources/donors
3. Reach at least 10% of revenue from corporate or business sources
4. Continue to assess and improve Bennion Center Advisory Board committee structure.
5. Continue to attract active and engaged members to the Advisory Board and committees.
6. Tell the Bennion Center story to a broader audience
7. Engage Bennion Center alumni in projects and fundraising

UTILIZATION DATA:

The Bennion Center was featured in articles and news stories 14 times during the 2016-2017 academic year. Media partners included:

- The Salt Lake Tribune
- Deseret News
- City Weekly
- KSL Television
- KSL NewsRadio
- KTVX
- Fox 13
- @theU

In addition to mainstream media outlets, the Bennion Center has an active social media presence on Facebook, Twitter and Instagram.

- Facebook.com/BennionCenter 1,723 followers
- Twitter.com @BennionCenter 1,056 followers
- Instagram.com @BennionCenter 828 followers

PLAN FOR THE FUTURE:

The 2017-2018 academic year marks the Bennion Center’s 30th anniversary. The Center is one of the oldest collegiate civic engagement programs in the western United States. The Bennion Center’s legacy of deeply engaged student learning and leadership opportunities will expand through:

- Implementation of staff suggestions regarding the assessment timing and process. Specifically, determining how to survey greater numbers of students in off-campus locations, improving response rates from students and community partners, and capturing utilization data from students enrolled in community engaged learning courses.
- The Bennion Center is preparing for the construction of a new residence at the U with a theme of “Community Engagement.”
• The Bennion Center is conceptualizing new funding and revenue sources, especially through social entrepreneurism and consulting with expert knowledge in community engagement.
• The Bennion Center is planning and preparing for growth as its vision to support EVERY student at the U with a deeply engaged community learning experience moves towards realization.

STAFF EXCELLENCE:

Awards and Recognitions:

<table>
<thead>
<tr>
<th>STAFF:</th>
<th>AWARDS &amp; RECOGNITIONS:</th>
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<tbody>
<tr>
<td>Hair, Deborah</td>
<td>Certificate of Training, Student Affairs Diversity Council</td>
</tr>
<tr>
<td>Jones, Jennifer</td>
<td>Certificate of Training, Student Affairs Diversity Council</td>
</tr>
<tr>
<td>Mangun, Kimberley</td>
<td>University Teaching Grant, University of Utah</td>
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<tr>
<td>Schwartz, Laura</td>
<td>Beacon of Excellence Award, Undergraduate Studies and Student Affairs</td>
</tr>
<tr>
<td>Williams, Bryce</td>
<td>Outstanding Alumni in the Community, West High Alumni Association</td>
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</table>

Committee Memberships:

<table>
<thead>
<tr>
<th>STAFF:</th>
<th>COMMITTEE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Byrne, Morgan</td>
<td>Secretary and board member, Association of Fundraising Professionals – Utah Chapter Historian and board member, University of Utah Staff Council</td>
</tr>
<tr>
<td>McGovern, Dean</td>
<td>Board Member, University Neighborhood Partners</td>
</tr>
<tr>
<td></td>
<td>Board Member, University of Utah Alumni Association.</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Activities</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Mangun, Kimberley| Committee member, Civic Action Plan  
Committee member, Ad Hoc Working Group on Community Engaged Scholarship, University of Utah  
Editorial board, *Journal of Community Engagement and Scholarship*, (professional organization) |
| Williams, Bryce | Vice-chair and board member, Sugar House Community Council  
Member, Student Affairs Diversity Council (University of Utah)  
Member, Conference Advisory Committee, Continuums of Service |

Presentations and Publications:


Williams, B. (2016, September) Project Youth: 25 Years. Poster. NASPA Region 5 Conference, Salt Lake City, Utah.


Faculty Appointments:

<table>
<thead>
<tr>
<th>STAFF:</th>
<th>POSITION:</th>
<th>ACADEMIC DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>McGovern, Dean</td>
<td>Associate Professor</td>
<td>Family &amp; Consumer Studies</td>
</tr>
<tr>
<td>Mangun, Kim</td>
<td>Associate Professor</td>
<td>Communication</td>
</tr>
</tbody>
</table>