Key Activities, Accomplishments and Staff Excellence

1. **Key Activities:**
   a. Community Service
      1. Student-Directed Programs
      2. Alternative Breaks
      3. Special Projects
      4. Service House
   b. Community Engaged Scholarship
      1. Awards, Scholarships, Stipends, Fellowships
      2. Community Engaged Scholars
      3. America Reads
   c. Communications/ Partnerships/ Public Relations
   d. Advancement/Development

**Goals & Outcomes:**

**Goal I: Cultivate an ethic of lifelong community service and engagement in faculty, students, staff, and community members/ partners.**

1. Regularly introduce, discuss, and reflect on importance of service and engagement
   a. BC 101: 9 events
   b. Service House Dialogues: 6 events
   c. Videos: 2 videos produced
   d. Brochures, Fliers, Signage, BC Wear: 10 products published
   e. Campus & Community presentations: N/A
   f. One-on-one meetings with interested people: N/A.
   g. Issues & Action: 4 events
   h. Bennion-Hinkley Forum: 4 events
2. Regularly convene people at service events
   a. Welcome Week Service Social: 100 people
   b. Legacy of Lowell: 750 people
   c. Service Saturdays: 6 events
   d. Service House Dialogues: 6 events, 150 people total
   e. Special Projects: 1,070 people
   f. Alternative Breaks: 20 trips, 241 people
   g. America Reads: 78 people
   h. Student-directed programs: 834 people
3. Make service fun, interesting, and enjoyable
   a. BC Wear: Produced t-shirts
   b. Provide food: YES
   c. Provide music and vibrant environment: YES
   d. Provide background information on service projects

**Goal II: Provide engaged educational experiences that build leadership skills**

1. Recruit and train student, staff, faculty, community partners as project and program leaders
   a. 48 student directed programs
b. Provide thorough orientations, YES
c. Conduct America Reads Tutor Training: YES, 78 attendees
d. Conduct Alternative Break Leader Training: YES
e. Advise CES students on curricular and ISP requirements

2. Recruit and train board members
   a. Advisory Board: 20 members
   b. Student Board: 7 members

3. Allow for and make space for educational failures
   a. Assess and debrief every event, training, and retreat: N/A

4. Allow and constantly invite creative ideas and suggestions from others
   a. Invite new people to join BC boards and programs

Goal III: Cultivate and maintain strong mutually beneficial relationships with community members and partners.

   a. Assess and improve partnerships: 110 community partners
   b. Participate in Nonprofit networking events: 5 events
   c. Board Partnership Committee: 5 members, met 4 times
   d. Number of partners trained via on-line training new in 14-15
   e. Ask questions, challenge assumptions, and listen to new ideas
   f. Partner improvement feedback via CEL classes: 60 surveys
   g. Board Alumni Committee
   h. Board Leadership Committee
   i. CEL Task Force

Goal IV: Recognize excellence in civic engagement and honor individual and group success

   a. Scholarships:
      a. Helping Hands: 5 recipients
      b. AmeriCorps: 10 recipients
      c. Costa Rica: 30 recipients
      d. Others???
   b. Community Engaged Scholars Recognition: 12 graduates
   c. Recognition ceremony: YES
   d. Faculty Fellows
   e. Awards
   f. Website
   g. Annual Report : YES

Goal V: Strengthen and advance the Bennion Center as an international, national, and local exemplar in civic engagement

   a. Generate a balance of state funds/ gifts/grants/interest: $296,200 gifted
   b. Make international, national, and regional presentations: 3 national presentations
   c. Create a good work environment: 3 new employees; 1 departure
   d. BC Facebook Likes: 1,131 as of June 2014
   e. Web-based map the BC community partners: 391 mapped

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Goal VI: Advocate for and facilitate engaged scholarship and meaningful community engagement that enhances student learning as well as faculty teaching and research opportunities.

1. Engaged Teaching Development and Support:
   a. Number of trainings: 8
   b. Number of faculty attending trainings: 6
   c. Number of Faculty Fellows: 8
   d. Web hits on CEL knowledge guide: N/A (new for 14-15)
   e. Departments trained on knowledge guide: (N/A new for 14-15)
   f. Trained faculty for CESAC: (New in 14-15)

2. Work to improve the institutional support for the curricular-based community engagement of faculty and students at the U.
   a. Facilitate funding going to academic departments in support of CEL courses and community engaged scholarship in general (including CEL funds, CEL-TA funds, etc.)
   b. Distributed $223,539 in CEL funding to departments (10% increase from 2012-13)

3. Support the work of community engaged research/scholarship on campus.
   a. May 2013 retreat: 25 attendees
   b. August 2013 UU Faculty Institute: 42 attendees
   c. Supported UCC February Faculty Retreat: 10 attendees

4. Support existing and work to create additional engaged learning experiences across the U of U campus.
   a. Number CEL designated classes offered, 193 (171 in 12-13)
   b. Trained CELLS to support university demand: 24 CELLS
   c. Outreach sessions: N/A (new in 14-15)

Goal VII: Provide meaningful educational service experiences for student development, building lifelong leaders who exemplify excellence.

   a. CELL training to Community Engaged Scholars: 5 CES in Summer 14

Alignment with University Strategic Plan.

The goals and outcomes of the Bennion Center align directly with the Seven Core Commitments of the University of Utah:

1. Student Success and Engagement: The Bennion Center offers students high-impact academic and co-curricular programs and initiatives. Many BC programs are student designed and led. The BC staff guide and mentor students regularly to provide the support necessary for success.

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2. **Research and Teaching Excellence:** The Bennion Center trains and supports faculty in innovative experiential pedagogies. Community based research and service-learning courses provide a synergy between research and teaching and service. New campus-community partnerships are formed which creates a rich learning environment for students and vibrant campus for scholars and practitioners.

3. **Diversity:** The Bennion Center welcomes and actively invites a rich diversity of experience, background, and worldview to its programs and initiatives. The Center’s programs create an excellent platform for interdisciplinary and collaboration among colleges, departments, faculty, students, and community partners.

4. **Sustainable Practice:** The Bennion Center serves the campus and community first and foremost by committing to do no harm to the social and natural environments in which we work. The Center commits itself to sustainable practices and encourages others to do the same. Many Bennion Center projects highlight environmental stewardship.

5. **Collective Global Vision:** The Bennion Center has embedded local, regional, national, and international civic engagement opportunities into its portfolio of programs and initiatives. Faculty, students, staff, and community partners are invited and encouraged to participate in creating a global vision through global understanding and sensitivity.

6. **Building Community:** The Bennion Center creates and fosters a strong sense of community both within the Center, across campus, throughout the surrounding neighborhoods and valleys. Community-based research, teaching, and learning are pillars of Bennion Center programs and initiatives. The Center has created and maintained strong relationships with the community and the State of Utah. The Center itself is wonderful gathering place for faculty, students, staff, and community partners.

7. **Sense of Leadership:** The Bennion Center provides a number of leadership opportunities and more importantly provides the space, training, and patient mentoring that that allows new leaders to develop and grow. Students who connect with the Bennion Center have a deep desire to make a positive impact. They are not merely preparing for life but engaging in life while in school... and making a big difference in the lives and spaces around them.

**Assumptions to be tested by data:**
Bennion Center students graduate at higher rates than other students.
Bennion Center students are more likely to re-enroll after their time with the BC.

**Sample of direct quotes from students and others about our programs and services**

“The feeling is always so positive and upbeat that teaching is both easy and a joy.”
Damien Clark, Bennion Center America ReadsTutor at ESL Guadalupe

“It felt like such a catharsis for all of us to play and sing together. Even though we share different backgrounds, they melted away. I was no longer a volunteer. We were all simply people connecting through music.” Jared Ripplinger, Bennion Center Music for the Masses Student Director

“There is no better feeling than seeing volunteers enjoying their experience and having them understand the great impact they are making in their community. As a student program director, it is a feeling of fulfillment knowing that you can help connect volunteers to organizations that can make a difference.” Bushra Hossain, Bennion Center Take Care Utah Student Director

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“Volunteers from the Bennion Center offer exceptional commitment and enthusiasm. Our immigrant and refugee students come from many nations, and all types of social and economic backgrounds. I find the Bennion Center volunteers to be accepting and supportive of people different from themselves.” Kate Diggins, Bennion Center Community Partner at Guadalupe School

“I’ve learned how a community functions and how I can contribute to that community through both service and just being myself.” T.J., Bennion Center Student Service House Resident

“I appreciate the opportunity to be able to utilize the service-learning and community engaged learning component as it reinforces class subjects into ‘hands on’ learning in the community which is a better fit for my learning style.” M.T., Community Engaged Learning Student

“Through my position with the gardens and the Bennion Center, I have learned how to run a farmers market, how to recruit and communicate with volunteers, and how to manage an organic, sustainable community garden—all skills I would likely never have gained had I not become involved with the Edible Campus Gardens.” Kate McCarty, Bennion Center Edible Campus Gardens Student Director

**Utilization Data:**

We have not yet captured who is utilizing Bennion Center programs or services in any specific way. This is something that we will be doing this year. We’d like information on: Career plans/ Student Type (Undergraduate, graduate, professional); Year in school (e.g. Freshmen); Gender; Race/Ethnicity; Veteran status; International; in-state/out-of-state.

Perhaps we could begin swiping ID cards at Bennion Center events.

2. **Plan for the future**:

What are the regional or national trends or changes within the system that will impact the BC.

a. Anticipated challenges

1. Moves nationally toward civic pathways approach and away from offering ONLY direct service. More centers of this kind are offering a variety of programming that address the myriad ways students contribute and become civically engaged: Activism; Policy/politics; Community engaged scholarship; Philanthropy; Direct service; Social entrepreneurship

2. Many new board members in summer 2015

3. Staff development and advancement is a challenge given the limitations of salaries and organizational structure.

4. Endowment interest is low.

5. New executive director

6. Staff departures

b. Anticipated opportunities

1. Interfaith Service

2. Utah Athletes in Service Award

3. Parliament on World Religions (SLC October 2015)

4. New executive director; new relationships; opportunity to review traditions

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5. Campus collaborations with new partners (UGS, MUSE, Wasatch Experience, etc...)
c. New grants or contracts received: N/A
d. Gifts/new revenue
   1. Gifts and donations totaled $250,000 in 2013-2014

3. **Staff Excellence**
The Bennion Center benefits from a dedicated and committed and hardworking staff.

   a. Linda Dunn (resigned June 2014) Dean McGovern (start Aug 2014), Executive Director
      Nancy Basinger, Associate Director
      Gina Russo, Assistant Director
      Mary Draper, Development Director
      Lacey Holmes, Public Relations Coordinator
      Debbie Hair, Administrative Assistant
      Kris Fenn, Alternative Breaks
      Chris Jensen, Community Engaged Scholars
      Gideon Tolman, Special Projects
      Melea Smith, Student Directed Programs
      Kristie Sleight, America Reads Tutor
      Noel Applebaum, Development Specialist

   b. **Retirements, resignations, new hires, accomplishments**
      1. Chris Jensen, CES Coordinator (Hired Feb 2014)
      2. Linda Dunn, Executive Director (Resigned June 2014)
      3. Dean McGovern, Executive Director (Hired August 2014)

   c. **Committees**
      Noël Applebaum • Salt Lake City School District Development Officer

      Nancy Winemiller Basinger, Ph.D. • Continuums of Service Annual Conference Planning Committee, Utah Campus Compact Faculty Development Network, Utah Campus Compact Faculty Retreat Planning Committee. Undergraduate Council, Undergraduate Studies Leadership Team, Master of Public Administration Program Faculty Committee, Nonprofit Academy for Excellence Advisory Board, University Neighborhood Partners Advisory Board

      Mary Draper • Salt Lake County TRCC Advisory Board; Law Related Education Advisory Board of Utah Bar; Guadalupe Schools Holding Company Board

      Kris Fenn • Student Affairs Diversity Council; Utah Alternative Breaks Compact; Executive Director Selection Committee

      Deberah Hair • SANE Professional Development; Campus Emergency Management Team

      Lacey Holmes • University Homecoming Committee; Leadership Awards Committee; Peer Mentor Institute Planning Committee

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Chris Jensen • Advisory Committee for Eagle Condor Humanitarian

Melea Smith • Living-Learning Communities Partnership Committee; Executive Director Selection Committee

Gideon Tolman • Campus Emergency Management Team

d. Presentations
Nancy Winemiller Basinger, Ph.D. • International Association for Research on Service-Learning and Community Engagement Annual Conference; Region V NASPA Annual Conference; Continuums of Service Annual Conference.

Lacey Holmes • Volunteer Management Training Series - Social Media Training; Learning to Lead Conference

Chris Jensen • “Using the FAMA Method for Community Organizing” for ‘Amanaki Fo’ou

e. Courses
Nancy Winemiller Basinger, Ph.D. • Nonprofits and NGOs - Master of Public Administration; Foundations of the Nonprofit Sector, and Creating an Actionable Plan for Excellence - Nonprofit Academy of Excellence, Professional Education. Served as Faculty Mentor at Grantwriting Bootcamp.

Gina C. Russo • Community Development in the Global South

f. Degrees/Awards/Honors
Kris Fenn • Master of Public Administration

Lacey Holmes • Master of Public Administration

Chris Jensen • Institute for Public and International Affairs community development research grant

Gina C. Russo • Salt Lake Community College Innovation Award for Volunteer Management Training Series; Learning Abroad Grant - Cuba

g. Publications


4. External Annual Report


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