Partnerships

They define the Bennion Center. Partnerships put a face on the abstract and complex issues that challenge society. Working directly with others to address those challenges forges meaningful relationships.

At the Bennion Center, student leaders and faculty partners collaborate with local organizations to identify and fulfill community needs while connecting the service experience to learning objectives.

The generosity of the Bennion Center’s donors makes these partnerships possible.

Mission Statement

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

Student Leaders

Kate Bradley • Co-President
Katy Christiansen • Co-President
Bekah Pierce • Secretary
Katie Trieu • Alternative Spring Break Coordinator
Kacie Pecor • Service House Resident Advisor
Shawn Boley • SPaCE Representative
Bryndon Hatch • Health & Ability Coordinator
Leigh Mangum • Language & Culture Coordinator
Krista Della-Piana • Environment & Science Coordinator
Sabrina King • Education & Advocacy Coordinator
Candelario Saldana • Social Justice Coordinator
Alysha Esplin • Special Projects Coordinator

“We not only act – we reflect on our actions.” – Lowell L. Bennion
“My collective experiences in the Bennion Center have changed my life. I have met so many motivated individuals who are out to change the world and I am proud to be a part of their movement. The Bennion Center has helped me find my voice, my confidence and my passion. It has equipped me with valuable skills to devote my life to service and advocate for what I believe in. It has been a most positive and enjoyable experience in my college career and the reason I stayed at the University of Utah. I truly hope more students will be able to experience the uplifting, life-changing involvement that is in the Bennion Center!”

– Kelsey Stark
Odyssey Children Mentoring Student Director

Student-Directed Programs
45 Programs • 1,573 Volunteers • 18,007 Service Hours

The Student-Directed Programs are extracurricular opportunities for students to provide volunteer service throughout the community. Students participating in these programs receive neither academic credit nor pay for their efforts. In addition to providing direct services, students grow in many ways, including developing leadership skills as they establish relationships with community agencies; learning to recruit, train and retain volunteers; understanding the importance of reflection; and evaluating outcomes.

During the 2007-2008 academic school year the Bennion Center offered 45 Student-Directed Programs which were organized into six main issue areas—Education & Advocacy, Environment & Science, Health & Ability, Language & Culture, Social Issues, and Special Projects.

Program Coordinators
Education & Advocacy • Sabrina King
Environment & Science • Krista Della-Piana
Health & Ability • Bryndon Hatch
Language & Culture • Leigh Mangum
Social Issues • Candelario Saldana
Special Projects • Alysha Esplin
Program Directors & Titles

Devin Kearns & Nick Ward • ACT and College Prep
Kami Wong • Arts for Youth
Baneen Sial & Chris Sampson • BAT Kids
Chris Lowe & Justin Olson • Best Buddies
Cameron Jennings • Camp Kostopoulos
Angela Katsuyama & June Hiatt • Campus Aids
Bridger Jensen & Hailey Allen • Cancer Resource and Support
Jessie Fawson • Children’s Mentoring
Melissa Yeoh • Ching Farm Animal Sanctuary
Aly Sosa & Zac Wach • Crossroads Urban Center
Emily Prestgard-Duke & Katherine Bark • Eco Hour @ Capitol West
Josh McPhee • Eco Hour @ Sugarhouse
Manpreet Kaur & Margarita Ramirez • Edison Elementary SOARE
Kaity Scott • Engaging Eagles
Jonathan Murdock • English Skills Learning Center
Luke Leclair-Marzolf • Environmental Action Team
Jonny Miller • ESL Centro Civico
Sam Patti • ESL Guadalupe
Clint Hugie & Rebecca Van Maren • Freshman Service Corps
Julissa Gonzales & Valerie Aharonou • Girls Leadership Forums
Katie Hobbs & Tope Adeyemi • Head Start
Yasmeen Hussain • Helping Hands Helping Hearts
Chauntel Hansen • Hospice Care
Joe Marchese • Jackson Elementary
Rebekah Pierce • Junior Science Academy - UMNH
Heidi Steinke & Jeremy Goeckeritz • Kid’s Book Club
Jason Owens • Literacy Action Center
Ben Hammond & Tania Thambyah • Medical Interpreting at Hospitals
Carlene Folau • Mentoring Refugees
Chaney Cui & Kirby Farnsworth • Monthly Elderly
Kelsey Stark • Odyssey Children Mentoring
Claire Cornick • People Connection
Liz Clark & Natalie Van Tongeren • Project Youth
Andrea Corwin • Public Interest Advocacy
Jordan Barker • RoadHome Playroom
Brittney Ma & Jennifer Tateoka • RoadHome Teens’ Night Out
Rosa Sota-Miranda • Salt Lake Peer Court
Steven Watkins • Science Education Support
Mallory Platt & Tyler Eldridge • Special Olympics Fall Classic
Brittany McDowell & Shelly Thompson • Special Olympics Team
Alexandra Parvaz • Sustainable Environments & Ecological Design
Kristin Martin • Utah Healing Arts Program
Amber Jackson • Volunteer Corps
Julia Angulo • Youth Corrections Gardens
Dylan McCready • Youth Tour of Public Arts
What is service-learning? Picking up trash on a riverbank is service. Studying water samples under a microscope is learning. When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency…that is service learning.

Service learning is a philosophy, pedagogy and model for community development that is used as an instructional strategy to meet learning goals and/or content standards. Students in service-learning courses have the opportunity to connect classroom concepts, knowledge and theories with real people and real needs by collaborating on projects designed by the student, faculty and community partner that meet the academic goals of the course and advance the mission of the community partner.

There are more than 100 courses designated as Service-Learning that cover a wide variety of colleges and disciplines.

In 2007 the Bennion Center’s Service-Learning Program was recognized in the US News and World Report as one of the top programs in the country.
Service-Learning Initiative

Through the generous support of the Vice President for Academic Affairs, David Pershing, the Bennion Center was able to fund initiatives that enabled academic units to develop or expand service learning. Initiatives ranged from new service learning courses to extensive research and evaluation projects.

This year a total of $48,600 was distributed as seed money to the following faculty and departments:

James Anderson • Communication
Cathy Chambless and Pollie Price • Public Administration and Occupational Therapy
Lynette Danley • Education, Leadership and Policy
Holly Godsey • Project WEST
Bill Johnson • Geology

Service-Learning Advisory Board

Faculty
Marc Babitz, Chair • Medicine
Peggy McCandless • Education
Nancy Nickman • Pharmacy

Students
Corey Biesinger
Eliza Meyer

Community Partners
Sarah Munro • University Neighborhood Partners (UNP)
Martha Taylor • Academy for Math and Engineering Sciences (AMES)

Faculty Committee
Marc Babitz, Chair • Medicine
Ed Barbanell • Undergraduate Studies
Kandie Brinkman • Gender Studies
Ted Eyring • Science
Hester Henderson • Health
Kris Koford • Writing
Hank Liese • Social Work
Peggy McCandless • Education
Meredith Metzger • Engineering
Kaye Richards • Fine Arts
Debbie Scammon • Business
Linda Smith • Law
Robert Young • Architecture + Planning
Service-Learning Class Committee

Ed Barbanell • Undergraduate Studies
Nancy Basinger • Political Science
Marissa Diener, Chair • Family & Consumer Studies
Tracy Healey • Student

Lynn Hollister • Nursing
Pat Matthews • Special Education
Bob Quinn • Medicine

Partners in Service & Learning Steering Committee

Gail Jessen • Salt Lake Community College
Katie Olson • University of Utah
Kelly Roemer • Salt Lake County Aging Services
Lisa Schauerhamer, Chair • Juvenile Justice Services
Martha Taylor • Academy for Math and Engineering Sciences
Julie Tille • Westminster College
Robin Watson-Hullinger • Utah State Parks
Service-learning scholars commit to embracing service as an intricate part of their learning experience at the University of Utah. They do so by carrying out 400 hours of service, completing a minimum of 10 credit hours of service-related coursework, engaging in thoughtful reflection on their service experiences and finishing an individual Integrative Service Project (ISP). The ISP combines students’ academic interests with service and is designed to address an unmet need while providing a lasting impact on the community.

The program began in 1992 to support, promote and recognize students who wished to combine their community service and academic work. The program has grown tremendously over the years and, in 2009, will recognize twenty-two graduating scholars who have contributed more than 10,000 hours of service throughout their time in the program.

The following are descriptions of the service projects completed by the Service-Learning Scholars Class of 2008.

“I don’t know all about politics yet, but I know enough that I can talk about it and share with others. I know enough to stand tall and let my voice be heard. I know enough to represent my people and those less fortunate and those who can’t stand up for themselves. I shared my opinions with others and also learned from others. Now, I can decide where I want to place my commitment and passion.”

– Service-Learning Scholar
Kristen F. Atkinson performed a needs analysis for the Family Mentoring Program (FMP), the part of International Rescue Committee that recruits and manages volunteers who mentor newly arrived refugee families. She collected and analyzed qualitative and quantitative data and produced a compressive report on current practices of the FMP.

Angela Blanchard worked with the Riverton Elementary community to revive their thirteen-year-old outdoor classroom, a wooded sanctuary with over twenty-eight native plant species. Students and teachers embark upon adventures in learning and building healthy relationships with each other and their environment.

David Bonnemort conducted an in-depth assessment of the Guadalupe School’s VIP program. He observed, surveyed and interviewed more than 50 volunteer tutors over a four month period. From this project a variety of recommendations were made, many of which are currently being implemented today.
Andrea Chan created a seven page brochure for social workers and caregivers regarding the Adult Day Center. The brochure contains a cover letter, brief descriptions of the programs offered, rates, a list of the other facilities offered (assisted living, rehabilitation, etc) and a price comparison between the Adult Day Center and nursing homes and assisted living.

Nicole Christensen worked with Care for Life, an organization in Mozambique, on a community garden initiative. She created a training manual to be used by impoverished rural townships along the coast.

Katy Christiansen worked with the Bend-in-the-River to create materials to promote awareness of invasive plant species.

Evan Draper developed an elective course for University of Utah College of Pharmacy students. Pharmacy students worked with the Utah Department of Health presenting the “Truth for Youth” program. The program educates 5th grade students about the dangers of smoking and aims to prevent disease associated with smoking.

Kimberly Hall developed lesson plans to be taught to elementary students at the Bend-in-the-River. She also organized an “Educators’ Open House” during which local teachers learned more about what the Bend had to offer them.

Bryndon Hatch helped to improve the landscape at the Cancer Wellness House by turning an unused portion of the lot into an area where those affected by cancer can sit, ponder and enjoy the beauty of nature.

Aimee Hickey developed a Latin Cultures class at Dilworth Elementary. The course helps 4th-6th grade students enhance their understanding of the variety of cultures in the world and in the Salt Lake valley.

Eric Hu facilitated and created the University of Utah UBook Project. The UBook is an annual publication that details and encourages campus traditions. It helps students take advantage of every aspect of their college experience, including athletics, academics, scholarships, community service, involvement and entertainment.
Cameron Jennings worked with the Cancer Wellness House to create a reflection garden for those affected by cancer.

Manpreet Kaur created and implemented a higher education promotion program at the Salt Lake County Youth Services for youth 12-18 years of age. This program provided the youth with information regarding colleges, the application process, standardized tests, financial assistance and money management.

Anita Kiteau developed, implemented and assessed the Education First Mentoring Program in September 2007 at East High School for Pacific Islander students. EFMP was created to help these students attain a college education.

Joseph Marchese worked with Jackson Elementary School to develop and implement demonstrations that complemented its fifth- and sixth-grade science curricula. These demonstrations stressed the scientific method and provided students with an opportunity to enjoy the wonders of science.

Phung Matthews worked with Andrea Chan to develop an informational brochure on the services offered by CHRISTUS St. Joseph Villa. The services included an adult day care specializing in patients with Alzheimer’s and dementia. The information brochure is distributed to social workers and other caregivers as a resource for adult patient care.

Nicole Yvonne Nguyen analyzed the current case management protocol for clients of the Utah AIDS Foundation, focusing specifically on clients who are also substance abusers. The goal was to incorporate a harm reduction model help the substance abusers develop strategies for living with HIV/AIDS.

Serena Pearce worked with the Intel Computer Clubhouse to create and administer lesson plans for the Girl’s Day program. This program provides an opportunity for minority girls ages 8 to 16 to learn about engineering and science through hands-on activities conducted by the Society of Women Engineers.

Jamie Smith created a volunteer manual outlining the different programs of Calcutta Mercy Ministries (CMM). The manual both helps new volunteers find a program that matches their interests and orients them to their new location in India.
JuleeAnn Stocking developed a curriculum for 5th-grade students at Uintah Elementary which educated them about different cultures. The project hoped to combat cultural prejudice and cultivate a celebratory and embracing attitude toward all cultures.

Giang Tran worked with fellow scholar Tania Michaels and CareSource to record patients’ life stories. The recordings are often in chronological order to encourage patients to note experiences early in their childhood as well as their adulthood. She also developed a training manual to train other volunteers on how to record life-stories.

Senya Ann Waas created a literacy project for students in the after-school program at Parkview Elementary School. This program helps children improve both their reading and writing and, most importantly, aims at making it fun for them.
“I don’t think my University experience would be nearly as incredible without the service element. I have learned more from the Bennion Center than I could possibly put down in words; basically I have learned what it means to be a living, breathing, caring human being. I’ve had to figure out how to lead and then do it. Every service project opened my eyes to the biases I have, to the injustices in the world, and most importantly, to the ways we can change it.”

– Sabrina King
Bennion Center Student Leader

Bennion Service House
12 Residents • 1,698 Service Hours

Mission Statement

Bennion Service House residents work together to foster a sense of community and lifelong civic engagement among students living in the residence halls through action, dialogue, education and outreach. The Service House residents promote an environment of support, respect, friendship, diversity and learning within the Service House and the greater community.

In its fourth year, the Bennion Service House on Officers Circle in Fort Douglas housed twelve students during the 2007-08 academic year. Residents continued to promote service and civic engagement throughout residential life in partnership with other Bennion Center activities. With a short but lively history, house residents have kept up a series of traditions and embarked on some interesting new ways to spread awareness and get upper-campus students more involved in service and invested in their communities.

Weekly House Dinner Meetings

Every Tuesday night residents get together for a weekly meeting and meal. Residents take turns cooking meals and leading reflections during meetings.
**Officers Circle Recycling Program**

Each week residents collect recyclable materials in cooperation with other houses on Officers Circle.

**Crossroads Food Co-op**

Since there are two other sites on the U of U campus for the Crossroads Food Co-op, the Service House has let the larger distribution sites absorb the individuals who had been participating in the Officers Circle location.

**SPaCE’s Film Club**

The house serves as a venue for the Service Politics and Civic Engagement monthly film series. Films that explore social issues are shown and following viewings, SPaCE host dialogues.

**Officers Hollow**

Planned in conjunction with the College of Social Work, Officers Hollow invites more than 500 children to Officers Circle for a fun and safe Halloween celebration.

**Retreats**

Each semester residents go on an overnight retreat. Retreats provide students with opportunities to reflect on how the year is going, how well they’re on track with the goals and expectations established at previous retreats, and generally recharge and bond.

**Earthfest**

Earthfest brings more than 100 4th-graders to campus to learn about the environment and sustainability. The event includes educational activities and lunch on Officers Circle as well as a field trip to Red Butte Garden.

**Vidapalooza**

In April 2008, residents organized an end-of-year fundraiser to raise awareness and funds for an organization aiding VIDA (Volunteers in Development Abroad). VIDA is housed under the 501(c)3 status of Catalyst Humanitarian, a non-profit which helps new organizations get off the ground. Catalyst Humanitarian was started by several Bennion Center alumni.
End of Year Tree Planting

The 2007-2008 residents continued the tradition of planting a tree on Officers Circle to commemorate their year’s work. This year’s tree is a Zelkova, a drought-resistant variety of Japanese Elm.

Service House Residents

Kacie Pecor, Resident Advisor
Ojulu Cham
Katy Christiansen
Lilly Deng
Samuel Deng
Chanel Hammer
Sabrina King
Yevgeniya Kopeleva
Luke Leclair-Marzolf
Shontol Torres Burkhalter
Erin Wiedemeier
Jiel-Michael Yai
The Bennion Center, Student Health Service and Campus Wellness Connection offices co-hosted the Alternative Spring Break (ASB) program for the 11th year in 2007-08. These trips provide an alcohol- and drug-free, service-focused travel opportunity for university students over the spring break. ASB provides an intensive introduction to service for many students, who return home with new perspectives of social issues and a commitment to continue their service efforts at home.

In 2007-08 senior Katie Trieu served for a second year as coordinator of the program. Katie contributed experience and great organizational skills to the position. The eight student site leaders invested an average of 10 hours per week for 25 weeks during the year just planning and training to lead each trip.

After many months of effort and anticipation, the trips departed March 15 on their respective adventures in service. Once again, thanks to the efforts of all participants, each trip was safe, rewarding and successful.

The following are descriptions of the 2008 ASB trips.
**Friends of the Dunes • Arcata, CA**
Jon Wilkey and Nicole Kraus • Site Leaders
Students restored dune ecosystems in northern California by removing non-native invasive plant species.

**National Park Service • Point Reyes, CA**
Bryan Christensen and Brent Vawdry • Site Leaders
Participants helped restore scenic Pacific coastline and stream habitat in Point Reyes National Seashore by removing several species of non-native invasive plants, including cape ivy, iceplant, and Scotch broom.

**Bureau of Land Management • San Juan River, UT**
Mike Ewanowski and Scott Groves • Site Leaders
The university’s Outdoor Recreation Program co-sponsored the trip again this year. Volunteers explored the beautiful canyon country of southern Utah along the San Juan River by raft, conducting river clean-up along the way.

**AIDS Project Los Angeles • Los Angeles, CA**
Jaymes Meyers and Brad Linn • Site Leaders
Volunteers served with one of the nation’s largest AIDS service organizations. Participants helped with day-to-day support services for clients.

**Glide Foundation • San Francisco, CA**
Lauren Endersen and Logan Kelly • Site Leaders
Volunteers supported the needs of low-income and disadvantaged San Francisco residents with Glide, a grassroots community organization.

**Rebuilding Center • Portland, OR**
Amber Jackson and Liz Leckie • Site Leaders
Participants learned about urban environmental sustainability initiatives through a variety of service projects in this vibrant city. They helped recycle building materials with the Rebuilding Center and also worked in local community gardens and parks.
Food Lifeline • Seattle, WA
Joshua Lee and Katie Bolland • Site Leaders
Volunteers learned about the many facets of hunger and homelessness issues by working in this food bank and providing meals to low-income and homeless populations in King County.

American Friends Service Committee • San Diego, CA
Josh Newbury and Brent Spencer • Site Leaders
This was the second year of trips designed to explore issues of immigration, poverty and health along the US-Mexico border. Participants learned about the issues and provided direct services to low-income and immigrant families.
The OrangeBand Initiative is dedicated to creating civic dialogue.

Simply write an issue on an orange band, wear it some place visible, and use it to spark a conversation with someone.

Get Your OrangeBand in:
Bennion Center • UPC • ASUU • Hinckley Institute
“The Bennion Center is an incredible resource to say the least. What draws me to the Bennion Center is that the people and groups within it are so diverse, yet an exhilarating sense of unification for a greater cause amongst similar interests is upheld. The Bennion Center, while only having been in contact with it for a short time, has changed and shaped who I am today. I have learned a wealth of knowledge about people, issues in our community and throughout the world, and how to have a voice regarding issues that are important to me.”

– ASB San Diego Participant

Service Politics and Civic Engagement (SPaCE)
6 Coordinators • 8 Projects • 700 Service Hours

Mission Statement

SPaCE is students working to engage, inform and empower others to address issues of social significance by encouraging balanced awareness, civic involvement and political participation.

Service Politics and Civic Engagement (SPaCE) made great strides in working toward program goals: to raise awareness about issues of social significance and draw connections between direct service and political work. Coordinators learned how to conduct dialogues and discussions, promoting respect and understanding of various perspectives on social and environmental issues.

SPaCE is always nonpartisan and encourages students to make educated decisions and participate in the political process. Action is encouraged through a variety of events and discussions that are held throughout the year. This year saw efforts to create stronger relationships and collaboration between SPaCE and the Bennion Center’s Student-Directed Programs as well as to incorporate an additional program, Public Interest Advocacy (PIA).

SPaCE worked with several other organizations this year. Groups included Crimson Nights, the Union Programming Committee, Sustainable Environments and Ecological Design (SEED) and Associated Students of the University of Utah’s Government Relations Board (ASUU).

The following are descriptions of Service-Politics and Awareness-Building Projects.
The September Speak Out

SPaCE hosted the September Speak Out where students, faculty and staff were encouraged to write down their thoughts, concerns and questions related to current affairs, politics and issues on OrangeCards, then hang up their cards for all to see. Orange Bands were also available for display on backpacks to promote dialogue on issues affecting the community and world.

Film Club

SPaCE Coordinators hosted bi-monthly film and discussion groups at the Bennion Service House to open dialogues about current national and international issues. Films included Freedom Writers, A Tiananmen Square Documentary and An Inconvenient Truth.

Oxfam Hunger Banquet

This annual experiential dinner event exposes guests to poverty and hunger throughout the world. Participants are given profiles of people affected by poverty in various countries and dinner is served in corresponding fashion. Guests discuss their experience and learn about ways to address the issue. Admission fees of food and money this year totaled 402 cans donated to the Utah Food Bank and more than $650 for Oxfam America.

Hunger Panel

This year SPaCE hosted a hunger panel following the Hunger Banquet to provide information on efforts being made throughout the Salt Lake valley to end hunger and homelessness. Panelists included Salt Lake City Mayor Ralph Becker; Linda Hilton from Crossroads Urban Center; Denise Cerreta, owner of OneWorld Café; Kyle LaMalfa of the People’s Market; and Dianna Hawk from the Utah Food Bank.

OrangeBand Week

A week of outreach was held to inform and involve students in the OrangeBand movement. Activities included a film and dialogue, discussions, distribution of more than 700 Orange Bands and buttons and the collection of registration cards with topics of interest that can be used in future dialogues.
Fridays at Four

Students hosted open dialogues for groups of five to twelve people every other week on topics like citizen apathy, consumerism and marketing, school vouchers, global warming, fair trade and immigration. SPaCE Coordinators invited everyone to participate, rotated the role of facilitator and used the “Conversation Café” model for discussions.

Working with the Elderly

Together with Student-Directed Programs, SPaCE Coordinators organized an experiential activity to sensitize people to the process of aging. Participants were challenged to engage in activities that changed their ability to see, hear, touch, taste, smell and move. Participants then visited with some elderly individuals to learn the history of Idaho and to see how things had changed over the years.

SPaCE Coordinators

Tyler Anderson
Shawn Boley
Isabella Bravo
Jennifer Buchi
Meesha Last
Jay Rogers
“Volunteering at Bend-in-the-River is an awesome experience. The Bend enables us to come together as a community, get our hands dirty and help this urban greenspace become a welcoming environment for all to enjoy. The hours I have spent working at the Bend have been well spent and it’s wonderful to see people from the surrounding neighborhoods enjoy this beautiful place.”

– Bend Volunteer

Bend-in-the-River Urban TreeHouse and Green Space

Volunteer Force: 43 Groups • 1,272 Volunteers • 2,877 Service Hours
Educational Programming: 22 Groups • 996 Students • 1,612 Education Hours

Established to celebrate the Bennion Center’s 10th anniversary and serve as its physical presence in the community, this two-acre natural site hosts a diverse array of visitors from all over the Salt Lake area for volunteer work, service-learning programs and events celebrating community.

One key piece of the Bend-in-the-River community is neighborhood youth. The Bend has been fortunate to work closely this year with Donna Chin’s second-grade class from Riley Elementary—a school within walking distance. This engaged class visited the Bend regularly, and Bend educators paid visits to their classroom as part of the educational outreach program. With the aid of this year’s Elmo R. and Frances Bennion Morgan Fellow, Lisa Harris, environmental science lessons were designed to fulfill Utah Core Curriculum requirements. These lessons are place-based and experiential so that students make memorable connections among their own lives, their community and the school curriculum. This delightful group of second graders gave back to their community via this service-learning opportunity when they grew native plants from seeds to be planted at the Bend, thus closing the loop among community, service and cycles of life.

In addition to learning, Bend participants celebrated the interconnectedness of all communities of life. Winter Solstice and Earth Day events gathered community members from all over to experience nature in the city and learn more about their relationship with the natural world. The Winter Solstice
Celebration offered opportunities to learn about how life carries on through the winter while nature provided the magical backdrop of snow and icicles. The Earth Day Planting and Celebration was also graced by beautiful weather. Volunteers weeded and planted the Entrance Gardens so that the Bend now greets its guests with year-round beauty and colorful summer blooms.

Volunteers are the life-blood of the Bend’s celebrations and ecological restoration. Fall Project, which took place in September, saw a host of 140 spirited volunteers, and assistance comes to the Bend via groups and individuals the whole year-round. Together, volunteers, community partners and outpourings of in-kind support have made the Bend what it is today. The Bend thrives because of its great community!

**Bend-in-the-River Executive Committee**

Jen Atwood • Executive Committee Chair  
Natasha McVaugh-Seegert • Education Committee Chair  
Matthew Utley • Grounds Committee Chair  
Kristen Kenley • Events Committee Co-Chair  
Kendy Radasky • Events Committee Co-Chair  
Deberah Hair • Fiscal Officer and Historian  
Alicia Geesman • Bennion Center Development Director

**Bend-in-the-River Staff**

Tara Poelzing • Coordinator  
Lisa Harris • Elmo R. and Frances Bennion Morgan Fellow
“I can easily say the children I worked with over the year taught me more than I taught them. Never before have I had a job that I loved so much. This opportunity gave me so many new and different outlooks on life that I wouldn’t have imagined. To me there is nothing more satisfying than knowing I have an impact on children’s lives; that I influence, motivate and encourage them; that I am a happy, bright spot in their lives and am someone they can count on.”

– Parkview Elementary School Tutor

America Reads & America Counts
4 Title I Schools • 4 After School Programs • 2 Summer Programs • 36 Tutors • 9,920 Hours

America Reads is a federally funded work-study program that gives students an opportunity to earn part of their financial aid while tutoring children at Title I schools in the Salt Lake City School District.

In collaboration with the Thayne Center for Service Learning at Salt Lake Community College, five joint trainings were held this year for tutors from the University of Utah and SLCC in September and October. More site specific trainings were led by site team leaders at their respective sites in addition to the core trainings. This model has proven very successful over its first three years. America Reads tutors are well trained and the children they assist make excellent progress. Children who were tutored improved as much as three grade levels during the school year. This year there were 36 tutors who worked a total of 9,920 hours.

In 2007 America Reads celebrated the opening of a tutoring lab at Mountain View Elementary. A separate room for a tutoring lab has been vital for increasing program size and effectiveness. The tutors are able to move out of busy hallways and classrooms to a quiet tutoring area where the child can focus. Also, with their own lab each site is able to take on more tutors and house more resources, including a comprehensive library. As of this year, all America Reads’ partner sites now have a room designated as the America Reads tutoring lab.
The University of Utah Alumni Association co-sponsors these service opportunities, which allow students to volunteer with non-profit partners outside the state of Utah for ten weeks during the summer. Fellows initiate and design their own projects with their agency partners. During the fellowship students also network with local alumni who host activities and provide support for each fellow. Both fellows and alumni expand their concepts of community and service.

In 2007, three fellowships were awarded. Alexandra Parvaz became certified in permaculture and eco-village building at the Lost Valley Education Center in Dexter, Oregon. Jonathan Kinnaird volunteered for Outdoor Outreach, a San Diego non-profit that provides outdoor recreation activities to inner-city and at-risk youth, and with Big City Mountaineers, with whom he guided two backpacking trips through California’s Sequoia National Park. Kate Bradley served homeless clients in Seattle at the Downtown Emergency Service Center and tutored refugee children with the Jackson Park Youth Tutoring Program in Seattle.

“Becoming involved with the Bennion Center has become one of the best decisions I have made. I have learned more than I could have any where else on campus, about deep and life changing issues/topics. I have become more aware of my surroundings and the root issues behind what we are doing.”

– Rebecca Van Maren
Bennion Center Student Leader
Elmo R. and Frances Bennion Morgan Fellowship

Lisa Harris, a spring 2008 graduate of Parks, Recreation & Tourism focusing on Experiential Education, was awarded this year’s Morgan Fellowship.

Lisa’s work at Bend-in-the-River Urban TreeHouse and Green Space concentrated mainly on educational outreach. She was an invaluable part of the Bend’s programming in Riley Elementary, a Title I school within walking distance of the Bend. She designed and taught lessons that fit environmental education with the Utah Core Curriculum and then tied these directly to students’ life experiences. She also assisted with a variety of other educational programming as classes from several schools and age groups visited the Bend for service and learning. To complete her tenure with the Bend, Lisa developed the “Bend-in-the-River Environmental Education Lessons and Activities Handbook,” which offers 16 lessons designed specifically for use at the Bend and incorporates local teachers’ stated needs, Utah Core Curriculum standards and applications of constructivist teaching methods and experiential education. The handbook is already in high demand.

This Fellowship offers a $5000 stipend to be paid over the course of one academic year so that an upper-level student can work with Bend-in-the-River for an average of 18 hours per week.

Barbara Tanner Fellowship

This year the Barbara Tanner Fellowship committee awarded two fellowships. The first went to Lindsay Clark, who worked with the University of Utah’s Office of Sustainability. The second went to Breanne McConkie, who spent fall semester working with Local First Utah. As life changes led Breanne to move out of state mid-way through her fellowship, a third fellowship was awarded to Katie Batazzo.

Lindsay Clark had significant interaction with the center as an undergraduate, serving as a co-director of S.E.E.D (Sustainable Environments and Ecological Design). Lindsay and her co-director, Alex Parvaz, were instrumental in developing momentum for creating the new Office of Sustainability at the University of Utah. Throughout the year Lindsay did incredible work to elevate the importance of sustainability-related issues, impacts and programming at the U and other institutions in the region.

Breanne and Katie both enjoyed significant success moving a new Local First Utah campaign out into the west side of the Salt Lake valley. With burgeoning populations and exciting ethnic diversity, West Valley City and Magna were the two areas the women focused on. New local businesses are constantly signing on to the buy local first campaign in Utah, in no small part due to the hard work of Breanne and Katie.
The Fellowship provides a $20,000 stipend, allowing the selected fellows to work full time at the non-profit of their choosing for one year at no cost to the agency.

Telitha Ellis Lindquist Scholarship

For the first time, and in celebration of the Bennion Center’s 20th anniversary, funders of the Lindquist Scholarship decided to award two scholarships in 2007-08 to honor students’ leadership and service initiatives.

Kate Bradley graduated spring 2008 in sociology with minors in chemistry and French. She has been involved with the center for five years, serving as program director for the RoadHome Playroom for two years, coordinator for the Education Advocacy Group, vice president from 2006 to 2007 and co-president of the student cabinet during the 2007-08 academic year. Kate is applying to medical schools and plans to pursue a career in international medicine for impoverished areas.

Katy Christiansen graduated in spring 2008 in environmental studies and psychology with minors in ceramics and leadership studies. She has been involved with the center for four years, serving as a Service Politics and Civic Engagement coordinator and as a member of the student leadership council for three years. In 2007-08 Katy was a service-learning scholar, a resident of the Bennion Service House and co-president of the student cabinet. Katy has applied to serve in the Peace Corps and, when she returns, plans to carry her sense of civic engagement into the field of environmental law.
Chelsea Hale Creative Community Leadership Award

This award recognizes individuals with vision and understanding of the issues that affect our community and have demonstrated commitment to service through action, accomplishment, respect, integrity and leadership.

Chelsea Anne Hale was a University of Utah honors student with a passion for serving others. She had volunteered with the Edison School, in Kenya as a part of a CHOICE expedition and with the Bennion Center’s Special Olympics. Chelsea passed away in an accident that occurred in January of 2001.

The Chelsea Hale Creative Community Leadership Award was presented to Abdi Mohamed at the 2007 Legacy of Lowell Service Day awards luncheon. Abdi was born in Somalia, raised in Kenya and came to the U.S.A. in 1999. Abdi speaks three languages: Somali, Swahili and English. His deep understanding of the issues facing refugee communities has served him well in his work. As an Americorps VISTA participant at University Neighborhood Partners (UNP)/Hartland Partnership Center, he was instrumental in creating the Neighborhood Watch Program and highly involved in the Resident Partnership Center. The Neighborhood Watch program rose in response to vandalism in the neighborhood and also as a means to foster a sense of connection and engagement both within the neighborhood and with the larger community. Abdi is currently a student at Salt Lake Community College with plans to transfer to the University of Utah. He has graduated from the Westside Leadership Institute and is the captain of the Somali Soccer Team. Abdi has worked with a variety of community organizations and the
Salt Lake School District to help new refugees adapt to American culture and reach their goals in life.

Dan Wendelboe Continuous Community Service Award

This award was created to recognize any student, employee, faculty member, or alumna/us of the University of Utah who has at least two years involvement and is currently active in service through the Bennion Center. Applicants must demonstrate value for service through commitment, accomplishment, integrity and respect for others.

The award is named in memory of Dan Wendelboe, a dedicated volunteer and nursing student, who lost his life in December of 1991 in a vehicle accident that occurred while transporting medical equipment and supplies to benefit a rehabilitation clinic in central Mexico.

The Dan Wendelboe Continuous Community Service Award was presented to Anita Kiteau at the 2007 Legacy of Lowell Service Day award luncheon. Anita is a service-learning scholar who has contributed much to the community through her passion and dedication to service. One of her most remarkable achievements has been to build a mentoring program for students of Pacific Islander descent at East High School to encourage them to attend a college or university after they graduate. With a committee of 11 individuals, Anita developed distinct programs for freshmen, sophomores, juniors and seniors. Each program emphasizes different aspects of college preparation such as taking the PSAT, preparing for the ACT and SAT, filling out college applications or applying for financial aid. As a first-generation college student herself, Anita is a fantastic role model, especially for Pacific-Islander youth. She is whole-heartedly committed to the sustainability of this program as she intends to apply on behalf of the Education First Mentoring Program for it to become a student-directed program at the Bennion Center for 2008-09, in partnership with the Pacific-Islander Student Association.

Public Service Professor

The 2007-2008 Public Service Professorship was awarded to Dr. Caitlin Cahill, Department of Family and Consumer Studies; Dr. Matthew Bradley, Honors Program; and the Mestizo Arts and Activism Youth Research Team.

The Mestizo Arts and Activism project is an interdisciplinary project integrating community-based arts, research, education and change. Seventeen students from West High School make up the Youth Research Team who, along with three University of Utah undergraduate students, develop community-based, multicultural arts and research projects based on their concerns and take civic action using the art and culture as a way to engage new audiences. The Mestizo Arts and Activism project draws upon the assets of the diverse communities of Salt Lake’s west side, engaging the resources of community partners, the Mestizo Institute for
Culture and Arts (MICA) and University Neighborhood Partners.

Dr. Caitlin and Dr. Bradley integrated the Mestizo Arts and Activism project into their research and teaching through the service-learning courses “Youth Participation in a Globalizing World” and “Community Development and Environmental Change.” As community-based researchers, Dr. Caitlin and Dr. Bradley are committed to the power of knowledge produced by collaboration and action.

Distinguished Faculty Service Award

The Bennion Center was pleased to recognize Bob Young, College of Architecture + Planning and Director of the Historic Preservation Program with this year’s Distinguished Faculty Service Award. Professor Young’s commitment to service is demonstrated through his long-term and continuing public and professional service that blends community and academic environments. Professor Young has served on the Salt Lake City Historic Landmarks Commission and the Salt Lake City Redevelopment Authority Advisory Committee. In 2007, the Utah Heritage Foundation recognized Professor Young for service to the preservation community as the recipient of the 2007 Lucybeth Rampton Award. He is a founding partner of the Traditional Building Skills Institute at Snow College, on the board of ASSIST (a nonprofit organization dedicated to providing emergency repair and accessibility assistance to elderly and disabled homeowners) and a Trustee Emeritus of the Utah Heritage Foundation.

Professor Young utilizes his service activities to see how others perceive, use and understand technical concepts; and translates that understanding into a more effective implementation of his course materials. By integrating his community projects into his service-learning preservation courses, Professor Young promotes the stewardship and sustainability of the built environment, identifies relevant teaching materials and engages students in real-life scenarios where they can become familiar with historic buildings and preservation methods. His teaching methods and access to community partners introduce students to professional practice and expand their horizons by taking them beyond the classroom. Professor Young’s professional service and service-learning activities have significantly contributed to his educational and research agendas as well as served to enhance the reputation of the University of Utah College of Architecture + Planning.

Service-Learning Awards

For the fourth year the Bennion Center has honored outstanding students, faculty and community partners during the Service-Learning Awards Luncheon. Senior Associate Vice President for Academic Affairs, Dr. John Francis, made opening remarks followed by Luke Garrott, Assistant Professor of Political Science and Salt Lake City Council Member.
Jennifer Jensen and Sarah Moyer shared the Outstanding Student Award. Jennifer Jensen distinguished herself by collaborating on a service-learning project with 4th-grade students at Highland Park Elementary. Sarah Moyer showed leadership and creativity in planning and implementing a mosaic art project with children at Neighborhood House. The Outstanding Community Partner award went to Lin Eugster of West High School for her support of the Black Butterflies mentoring program, a project of Dr. Lynette Danley’s course in Education, Leadership and Policy. Keith Bartholomew and Mira Locher, College of Architecture + Planning, received the outstanding faculty member and course award for Honors People and Places, a two-semester introductory course to architecture and urban planning. The course exposed students to several urban-based theories and work on a series of community development projects directed by practicing architects, planners and other community professionals.
“The Bennion Center helped me to set priorities in my life and know what is really important, which are people and relationships. I can not see my life without service anymore. Building community gives me purpose for anything else that I do. The feeling of accomplishment when I am able to help someone is impossible to describe! It is necessary to try it out for yourself to understand. Once you do it, you are hooked! The Bennion Center has offered me (and so many other students) opportunities and resources to learn about ourselves and to make a difference in people’s lives.”

– Angela Katsuyama
Bennion Center Student Leader

Bennion Center Staff

Sara Barclay • Service-Learning Coordinator
Linda Dunn • Incoming Director
Alicia Geesman • Alumni & Donor Relations Director
Elsa Gustavson • Incoming America Reads Coordinator
Deberah Hair • Administrative Assistant
Christine Hill • Outgoing America Reads Coordinator
Colyn Kilmer • Office Coordinator
Curt Larsen • Student-Directed Programs Manager
Gina Lee • Special Projects Coordinator
Katie Olson • Service-Learning Manager
Tara Poelzing • Bend-in-the-River Urban TreeHouse and Green Space Program Coordinator
Brent Spencer • Student-Directed Programs Coordinator
Christy Tobolski • Alumni & Public Relations Manager
Marshall Welch • Outgoing Director
“The Bennion Center has really opened my eyes to the importance and necessity of service, and then provided those opportunities to get involved and make a difference, both within individuals and whole communities. I have grown to love service and it has become woven into who I am and how I live my life.”

– Bennion Center Student Leader

**Bennion Center Board of Advisors**

Karen Hale, *Chair*
Robert Baird
Kate Bradley
Bill Bennion
Lowell (Ben) Bennion
Katy Christiansen
Jane Harrington
Justin Haskell
Richard Jacobsen
Judd King
Kathryn Lindquist
Vaughn Lovejoy
Basim Motiwala
Roz McGee

Barbara Murdock
Linda Newell
Justin Olson
Jan Pazzi
Spencer Pearson
Kevin E. Petersen
Teri Petersen
Lon R. Richardson
Anna Clare Shepherd
Kristi Swett
Sheila Walsh-McDonald
Sonnie Yudell
James Zeberlein, Jr.

**Ex-Officio**

Barb Snyder
Kari Ellingson
Marshall Welch

Linda Dunn
Alicia Geesman
Deberah Hair
“The opportunity for students to take an active role on campus, in the community and in their own education is priceless. Whether the experience exists as a Volunteer, Coordinator, Director, SPaCE Cadet, ASB participant, Service-Learning Scholar, Service House Resident or America Reads Tutor, it does not matter. The chance to be a student and a teacher provides unique opportunities to gain knowledge about and from yourself and to tap into resources you never knew existed. The chance to positively impact one person, a community, a state, a nation, and/or the world is a life changing experience.”

– Bennion Center Student Leader

Total Volunteer Hours

During the 2007-2008 academic year Bennion Center student volunteers dedicated 196,722 hours of community service ranging from educational and environmental projects to health and social needs. With one volunteer hour currently being valued at $19.51 (U.S. Department of Labor), Bennion Center students contributed $3,838,046 worth of service to communities during the academic year.

Estimated number of volunteer service hours donated to the community during the 2007-2008 academic year:

<table>
<thead>
<tr>
<th>Service-Learning Courses</th>
<th>143,775</th>
<th>3,198</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Directed Programs</td>
<td>18,007</td>
<td>1,573</td>
</tr>
<tr>
<td>Service-Learning Scholars</td>
<td>10,320</td>
<td>92</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>7,900</td>
<td>112</td>
</tr>
<tr>
<td>Bend-in-the-River</td>
<td>2,877</td>
<td>1,272</td>
</tr>
<tr>
<td>Bennion Service House</td>
<td>1,698</td>
<td>12</td>
</tr>
<tr>
<td>Alumni Summer Fellows</td>
<td>1,200</td>
<td>3</td>
</tr>
<tr>
<td>SPaCE</td>
<td>700</td>
<td>6</td>
</tr>
<tr>
<td>Legacy of Lowell Service Day</td>
<td>325</td>
<td>65</td>
</tr>
<tr>
<td>America Reads/America Counts</td>
<td>9,920</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total Volunteer Hours</strong></td>
<td>196,722</td>
<td>6,369</td>
</tr>
</tbody>
</table>
# Lowell Bennion Community Service Center

## Financial Summary FY08

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07 Carryover</td>
<td></td>
<td>$ 220,937</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td>$ 256,002</td>
<td></td>
</tr>
<tr>
<td>Endowment Interest</td>
<td>$ 213,060</td>
<td></td>
</tr>
<tr>
<td>State Funds</td>
<td>$ 259,620</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous/Reimbursements</td>
<td>$ 6,143</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$ 734,825</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>$ 440,662</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries/Benefits</td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$ 24,302</td>
</tr>
<tr>
<td>Printing</td>
<td>$ 29,722</td>
</tr>
<tr>
<td>Overhead</td>
<td>$ 45,672</td>
</tr>
<tr>
<td>Awards/Scholarships</td>
<td>$ 22,621</td>
</tr>
<tr>
<td>Volunteer Expenses/Recognition</td>
<td>$ 58,787</td>
</tr>
<tr>
<td>Service-Learning Support</td>
<td>$ 145,629</td>
</tr>
<tr>
<td>Professional/Leadership Development</td>
<td>$ 15,618</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>$783,013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Expenses</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                          |                |          |
| **Balance as of 30 June 2008** |                | $ 172,749 |
|                          |                |          |
Support From Donors

Much of the excellence at the Bennion Center can be attributed to the extraordinary level of private support from friends and alumni. Due to the generosity of its donor community, the Bennion Center continues to empower thousands of U of U students each year to become civically engaged through service, action and learning. In fact, the Bennion Center remains on par with the nation’s top academic centers of civic engagement and has set a course to remain in this top echelon in the years ahead. With the continued support of alumni and friends in the community—as well as the continued dedication and energy of U of U faculty and community partners—the Bennion Center will have a successful journey toward even greater excellence.

The generosity of the following individuals, companies and foundations has helped the Bennion Center develop the next generation of community leaders who will have a lifelong commitment to service.

“If we lived more graciously, giving of ourselves more freely to the well-being of others, many of our personal concerns would disappear, and life would become easier for all.”

– Lowell L. Bennion
“The Bennion Center gives me the opportunity to find myself. It wasn’t until I tapped into the Bennion Center philosophy that I realized that interaction is key to internal growth. I am constantly challenged to learn from my interactions. Sometimes this process can be very difficult, but I feel that what I learn in the Bennion Center is just as valuable as anything that I learn inside of a classroom.”

– Clint Hugie
Bennion Center Student Leader

Thank You

David Ellison Adams Richard A. and LaRee B. Aldous
A. Leon and Mary Jane Anderson
Jolene Anderson
Ruth Earl Anderson
Warren S. Anderson
Jerald M. Taylor and Edna R. Anderson-Taylor
David E. Angulo
Robert and Lois L. Archuleta
Peter B. Armentrout and Mary Ann White
Douglas William and Catherine Keddington Arveseth
M. John Ashton
Michael Alton Atkisson
Robert K. Avery and C. Frances Gillmor
Marc E. Babitz
Robert A. Baird
Ruth E. and John E. Bamberger Foundation
Julia A. Banks
Stephanie C. Bass
Edward James and Joan B. Bateman
Patricia Snarr Beck
Mark Bennett and Holly S. Godsey
Wallace R. and Evalyn D. Bennett
Efforts have been made to compile an accurate donor list and the center apologizes for any omissions or errors. Please call Alicia Geesman at 585-0093 with any corrections.
Doing service provides the meaning in my life. It allows me to take a step away from my issues, problems and business and focus on helping others through their struggles. It provides me with perspective, understanding and most importantly: love.”

— Bennion Center Student Leader

20 Years Of Serving Communities And Building Leaders

This 20th year has brought more excitement than ever to the Bennion Center and hopefully you were able to celebrate with the center! You might have seen Bennion Center banners and shuttle ads around the U of U campus or ads in the newspapers. You might have attended the Bennion Center’s anniversary events, participated in the center’s 20 Years, 20 Weeks of Service community service campaign or picked up a copy or two of the Service Handbook! This year has provided the Bennion Center with opportunities to celebrate the successes of its students, remember the legacy of Lowell L. Bennion and reach out to many more community members than ever before.

Highlights include:

20 Years, 20 Weeks of Service Campaign

To celebrate the 20th anniversary of the Lowell Bennion Community Service Center, individuals along the Wasatch Front and beyond were encouraged to share in the experience of service. The center asked participants to perform one or more acts of service each week between November 26 and April 11.
**The Service Handbook**

A Pocket Guide to Civic Engagement: This handbook is a pocket-sized booklet intended to take the reader, step-by-step, through the process of researching, planning, implementing and reflecting upon a service project. For 20 years the Bennion Center has encouraged University of Utah students to become civically engaged through service to their communities. The center’s hope is that this handbook gives people the necessary tools to continue the legacy of Lowell L. Bennion—humanitarian, teacher, friend and inspiration to so many.

A Few 20th Anniversary Statistics:

- 10,500 milestone postcards mailed
- 125 guests at 1st Annual Reflection Gallery event
- 300 anniversary tote bags and t-shirts distributed
- 25,000 Service Handbooks distributed
- 353 guests at January 2008 Anniversary Gala Dinner
- 210 guests at Spring Celebration BBQ
- 20 weeks of service during the 20 Years, 20 Weeks of Service campaign
- 700 Bennion Center alumni reconnected
- 2 new alumni groups established outside of Utah (New York, Seattle)
- 21 full-color ads run in both Deseret News and Salt Lake Tribune
- 33 new reflections on service posted on the center’s website
- $261,000 raised to support the programs of the Bennion Center
Legacy Of Lowell Service Day 2007

The annual Legacy of Lowell Service Day combines education and awareness of Lowell L. Bennion’s legacy with a service project and the presentation of community recognition awards. The goals of Legacy of Lowell are to educate current students about Lowell L. Bennion to continue his legacy, to kick off the first Saturday Service Project of the year and to introduce the Bennion Center to new friends and future volunteers. Students, staff, alumni, friends, community partners, donors, board members, and administrators gather to serve in Lowell’s memory.

The first Legacy of Lowell event took place on September 11, 2004. David Allred developed the event while serving as chair of the Friends of Service board. The event traditionally takes place in the fall. The original event began with breakfast after which volunteers were transported to a service project and then returned to campus for an awards luncheon. The luncheon recognized the recipients of the Daniel Wendelboe and Chelsea Hale Awards.

This year, nearly 100 participants gathered at the Utah Food Bank for breakfast and service activities. After organizing food palettes, sorting food, decorating food boxes and preparing mailings, everyone enjoyed a soup lunch and honored this year’s community service awardees, Anita Kiteau and Abdi Mohamed.

Life is meaningful to the extent that it is purposeful. We get the meaning out of life by the goals that we pursue, by the purposes we pursue.

– Lowell L. Bennion
In our twentieth year, the history and traditions of the Bennion Center have come to the forefront. Lowell L. Bennion’s legacy has now been under the watch of three directors of the center. Irene Fisher, the original director, had stewardship over the founding of the center and the development of the student programs and service-learning initiatives on the University of Utah campus. Under her leadership, the Bennion Center became host to connecting other campus programs across the state and developing Utah Campus Compact, a consortium of service and service-learning programs on every campus in the state of Utah.

Irene passed the torch after fifteen years to Marshall Welch, Ph.D., who began his work with the Bennion Center as the 1996 Borchard Service-Learning Faculty Fellow. He became the director of the Bennion Center in 2002 and was the steward of the legacy until October 2007. I now pick up the torch and am honored to carry this rich legacy into the next twenty years of the Bennion Center. As past director of Utah Campus Compact, I come with a deep commitment to building the legacy of connection on our campus, in the community and across the state.

Linda Dunn