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

Bennion Center Values
Courage and optimism sustain our endeavors to learn through respectful inclusive collaboration on projects that support and develop innovative action within all communities.

Inclusion • We build community with each other, our campus and our greater community in a continuing effort to develop a better understanding of each other and ourselves. We accept the responsibility to communicate with honesty and integrity and to treat all around us with care and understanding.

Collaboration • We honor diverse partnerships that enable all to work toward common goals. We believe in the power of collaboration to build strong relationships, to sustain civic engagement and to develop the most responsive and effective programs to meet the needs of our communities.

Innovation • We foster a forward-thinking environment, making use of best practices for program assessment and creative methods for professional development. We recognize the significant power of educational exchange through community service and the ability of the teaching and learning process to result in a deeper understanding of our world, its issues and its people.

Bennion Center Goals and Objectives
Service/Community Engagement • Cultivate, introduce and engage an ethic of lifelong community service and engagement for the university and the broader communities by providing short- and long-term service opportunities.

Leadership • Provide meaningful educational service experiences for student development, building lifelong leaders who exemplify excellence by providing individual student development opportunities as well as participatory and advocacy leadership opportunities.

Partnership • Maintain strong reciprocal relationships with community partners through effective community partnership management and community impact assessments.

Engaged Scholarship • Advocate for and facilitate meaningful community engagement that enhances student learning as well as faculty teaching and research opportunities by providing engaged learning opportunities, developing and supporting engaged teaching and research initiatives, and encouraging institutional support of engaged scholarship.

Organizational Development • Monitor progress in achieving mission goals and ensure financial sustainability of the Bennion Center through financial reporting and board development as well as establishing and building ourselves accountable for fundraising, marketing and strategic plans.

“We not only act – we reflect on our actions.”
– Lowell L. Bennion
Student-Directed Programs

46 Programs • 636 Volunteers • 29,255 Service Hours

Student-directed programs are co-curricular volunteer and leadership opportunities where students work with and learn from local and international community partners. Students who volunteer and/or hold leadership positions within our student-directed programs do not receive academic credit or remuneration. They acquire life skills, competencies and tools that serve them indefinitely. Some of these include recruitment, effective communication, conflict resolution, training and retention, reflection, assessment and evaluation, and budgeting. We aim to cultivate students to become aware, active and productive members of society.

During the 2010-2011 academic year, the Bennion Center housed 46 student-directed programs in five main issue areas: Education & Advocacy, Environmental Stewardship, Health & Ability, Social Justice and International Programs.

Program Coordinators
Mikaela Mekolits • Education & Advocacy
Maisy Taylor • Environmental Stewardship
Rachel Barnes • Health & Ability
Vivi Papademos • Social Justice
Parker Chapple • International Service
Ashley John, Elisabeth Jessop, and
Ashlynd Rae Mikkelson • Freshman Service Corps

I’ve developed a greater sense of social responsibility and have made many great relationships through the Bennion Center. Being a student leader has developed my patience and has made me a much more effective and well-rounded human being.

– Emma Zink
Mountain View Elementary Program Director and Service-Learning Scholar

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Mountain View Elementary Program Director and Service-Learning Scholar

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Program Directors
Education & Advocacy
Nicole Widmer • ACT College Prep
Kendall Fischer and Carly Chaplin • Art for Youth
Miguel Ruiz • Children’s Center Mentoring Program
Eva Comollo • ESL Guadalupe
Alice Ma • Literacy Action Center/Family Self-Sufficiency
Ouch Cau • Franklin Elementary
Emma Zink • Mountain View Elementary
Nelia Pack • Reach Out and Read
Karie Hobbins • Mountain View Elementary SOARE
Alexandria Garcia • Project Youth

Environmental Stewardship
JT Allen • U of U Bike Collective
Kelley Poulton • Campus Recycling Program
Andrada Tomosian-Cordell • Environmental Action Team
Andrew Wilson • Red Butte Garden
Ashley Edgerton and Andy Ross •
Mountain View Elementary Social Justice Garden
Kyle Holt • Bend-in-the-River Community Outreach
Whitney Woodruff • Bend-in-the-River Community Outreach
Christina Smithers • Bend-in-the-River Ecological Stewardship

Health & Ability
Kishama Vaghela and Ryan Howell • Basic Aid Training Kids
Kyle Rollins • Best Buddies
Tyler Quist • Hospice Care
Alexis Nichols • Kid’s Crew
Marcy Brooks • Knitting for Newbies
Douglas Greer • Medical Interpreting
Jacob Franklin • Running Forward
Jessica Glover • Utah Healing Arts Program
Mikyla Gull • VA Nursing Hospital

Ryan Watkins and Spencer Black • Special Olympics Team
Mallory Platt and Caroline Jones • Special Olympics Games
Organizing Committee
Samantha Lawson • Camp Konopelos

Social Justice
Michelle Rhodes • Dixie Girls Leadership Forum
Lauren Wake • Girl Scouts
Tammy Reque and Ana Velasquez • Family Support Center
Alex Griffin • Road Home Book Club
Katie Smith • Road Home Playroom
Vivi Papademos • Road Home Teens’ Night Out
Lindsey Hedderman • Road Home Teens’ Night Out
JP Tabutton • Salt Lake Peer Court
Eric Wood • Sorenson Multi-Cultural Center
Sallee Bennion • Sorenson Multi-Cultural Center
Dimitra Papademos • US Dreams Academy

International Service
Shwani Chauhan and John Eversole • Costa Rica Service Program
Alex Au and Elizabeth Jacques • Unicef Red
Ian Ledford • English Skills Learning Center
Sai Srinivas • High Roads for Human Rights
Michael Sayce • Jogle Pata Latinos
Aline Longstaff • International Rescue Committee
Miguel Trujillo • Latinas Adelante
Matthew Farr and Tyler Uley • Ronald McDonald House

United Way of Salt Lake
Utah Art Council
Utah Arts Council
Adding service-learning to my curriculum has strengthened my course. Students have a more significant educational experience and the reflection component is enormously important in educating them to be more conscious of what they are gaining, both personally and academically. Many students have been brought up to get by with as little effort as possible and service-learning makes this approach to education difficult. It involves real-life situations and other people; students must learn accountability and responsibility for others. This contributes tremendously to the attitude of our future workforce. I also gain a great deal from the people we serve. They have much to offer and teach me and my students, particularly in the realm of creativity and acceptance. In the end, we become a community that continues to grow!

– Jennifer Bauman
Service-Learning Professor

Service-Learning Program
143 Courses • 3,251 Students • 81,275 Hours
20 Teaching Assistants

During this academic year, over 140 service-learning-designated courses were offered in 40 different departments at the University of Utah. Students in service-learning courses connect classroom concepts, knowledge and theories with real people and needs by collaborating on projects designed by the students, faculty and community partners. Projects meet the course’s academic goals and advance the community partner’s mission. Volunteering in an after-school program with at-risk kids is service. Studying child and family development theories in a classroom is learning. When Family and Consumer Studies students are able to revise programs in a local after-school program based on the theories they have learned in class, this is service-learning.

Task Force for the 3rd Decade of Community Engagement
The task force for the 3rd Decade of Community Engagement at the University of Utah continued its work in Fall 2010 to consider the place of community-engaged scholarship at the University of Utah. The group completed the application for the Carnegie Foundation Community Engagement elective classification for the U. The task force continued to meet monthly in the 2010-11 academic year and used the application as a foundation for further developing the areas of institutional structure and engaged scholarship. Their final report went to the university president in September 2011.
Task force members are:

**Administrative (University)**  
John Francis, Chuck Wight, Sandi Pershing, Mark Matheson, Mimi Locher

**Administrative (College)**  
Steve Reynolds, David Rudd, Joelle Lien

**Faculty**  
Steve Alder (public health), Jim Anderson (communication), Carolyn Bliss (LEAP), Matt Bradley (honors and LEAP), Kandie Brinkman (gender studies), Penny Brooke (nursing), Mary Burbank (Urban Institute for Teacher Education), Cathy Chambless (disability studies), Marissa Diener (family and consumer studies), Ann Darling (communication), Nan Ellin (city and metropolitan planning), Lynn Hollister (nursing), Janet Kaufman (English), Hank Leise (social work), Trinh Mai (social work), Pat Matthews (special education), Peggy McCandless (special education), Nancy Nickman (pharmacy), John Nilson (pre-advising), Neal Parwari (engineering), Delores Delgado-Bernal (education, culture and society), Jim Sibthorpe (parks, recreation and tourism), Linda Smith (law)

**Representing Engaged Centers**  
Linda Dunn, Rosey Hunter, Sarah Munro, Nancy Winemiller-Basinger

**2010-2011 Service-Learning Class Committee**  
The service-learning class committee reviews all syllabi and service-learning plans submitted for application or renewal of the SL designation in the course catalog. Thanks to the members of this committee for their dedicated service this year.

Jacob Bruce • director of Neighborhood House  
Kandie Brinkman • professor of gender studies  
Lynn Hollister • professor of nursing  
Pat Matthews • Special Education  
Carolan Owney • LEAP
This year 18 students graduated with full distinction, and three graduated with a certificate of accomplishment in the Service-Learning Scholars Program. Service-learning scholars commit to embracing service as an intrinsic part of their learning experience at the university. Each scholar carries out 400 service hours, completes a minimum 10 credit hours of service-learning coursework and engages in thoughtful reflection on service experiences. Eighteen scholars also completed an individual Integrative Service Project (ISP), which combines a student’s academic interests with a self-designed project that addresses an unmet community need while providing a lasting impact.

The program began in 1992 to support, promote and recognize these students. The twenty-one graduating scholars contributed more than 9,500 total hours of service through the program. The following are descriptions of some of their projects and service.

2011 Service-Learning Scholars Graduates

Michelle Doong worked with Camp Kostopoulos, a nonprofit organization dedicated to improving the lives of people with disabilities through recreation and leisure activities. For her project, Michelle created a Christmas party and helped camp participants give back to their community.

Michelle Doong
International Service Coordinator
and Service-Learning Scholar

The service-learning scholars program has been such a valuable experience. It has become a great stepping stone as I move forward to future community engagement in whatever community I dwell.

– Parker Chapple
International Service Coordinator
and Service-Learning Scholar
Alejandrina Garcia created a self-empowerment workshop program with advice from directors at both the LIED and Capitol West Boys & Girls Club. The workshops were conducted during the summer and school year, with seven to ten teens at each workshop.

Melissa Gutierrez addressed the community needs of Latinas Adelante by creating a resource book for teen mothers that answers questions about pregnancy. Melissa also condensed the information into a bookmark, making it more accessible.

June Hiatt and Bryce Williams organized Guadalupe to the U-day, which brought nearly 100 1st-4th graders from Guadalupe School to campus. The events of the day exposed them to a university setting and academic content that many of these students might otherwise not experience, while also allowing them to experience some fun.

Andrea Medina collected information about dental resources for people served through University Neighborhood Partners. The booklet she created contains demographic information about each dental office, its services and prices in order make a stronger connection between the community and the dental-care providers.

Mikaela Mokofisi worked with Alejandrina Garcia with LIED and Boys & Girls Club students in various self-empowerment workshops focusing on the self and identity. The workshops aimed to empower youth and build self-confidence, encouraging them to reconstruct and redefine their own identities instead of relying on media or society labels.

Michelle Mueller created a curriculum for teaching French in a middle school class for the Salt Lake Arts Academy. This curriculum has become a combination of written sheets for class work and homework ideas, including suggestions for online support through interactive games, music or other appealing fun ways.

Guadalupe Ochoa enhanced the mentoring program at Pete Suaio Business Center. She created DVDs and brochures explaining how to give and receive mentoring. She also created a partnership with the Hispanic Business Student Association to ensure the center will continually have volunteer mentors.

Xuan Phan worked with Mountain View Elementary’s after-school program and taught students why college is important and how to get there. He facilitated several guest speakers to give students about engineering, physics, philosophy and music.

Ryan Price educated elementary school students about the facts of climate change while raising their overall knowledge of the scientific process. He created several interactive training modules and, working with the WEST fellows program, helped implement those modules in several after-school science programs in the area.

Cameron Vakilian created a new Alternative Spring Break trip to Las Vegas, Nevada. The trip engaged twelve students in service and education on the issues of addiction, recovery and youth. They spent one week working with four different non-profit organizations.

Adam Wolfe established the pharmacy gala as an annual event that provides funds for student pharmacists to practice and learn leadership skills and develop a genuine sense of community service while providing a tangible financial benefit to the Maliheh Free Clinic.

Katherine Hobbs helped create a Benson Center student-directed program with two senior centers downtown. This will give students the opportunity to lead exercise programs for the seniors.

Sara Nogentolber’s project focused on issues important to high school students interested in science. She assembled a packet of information that outlines the steps to a science career as well as made presentations to students at local high schools.

Clint Hugie gathered peer-to-peer feedback about college involvement and created an Honors College Databank. This allows potential honors students to read stories of current honors students and learn leadership skills and develop a genuine sense of community service while providing a tangible financial benefit to the Maliheh Free Clinic.

Yasmeen Hussian compiled stories of the career journeys of individuals who graduated from college with a math major.
Bennion Service House

12 Residents • 1,150 Service Hours

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. Service House residents promote an environment of support, respect, friendship, diversity and learning within the house and the greater community throughout the academic year.

During 2011, the house’s seventh year, the residents accomplished their goals while partnering with other Bennion Center students. They also maintained the following traditions:

Weekly House Dinner Meetings
Residents took turns cooking and leading reflections during dinner meetings.

Service House Dialogues
On the third Tuesday of each month, house residents invited civically engaged community members to lead dialogues about their service experiences with students, staff, board members and guests. Discussions helped everyone delve deeper into the importance of lifelong service and community involvement.

Living in the Bennion Service House has been a great way to get to know an amazing group of people with diverse personalities who have come together through the common interest of community service. Most of the people I hold closest to my heart I met in the Service House, and I will carry the love and memories I was given there with me forever.

– Ryan Price
Service House Resident, Student Board Co-Chair, and Service-Learning Scholar

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Officers Hollow
Planned in conjunction with the College of Social Work, other houses on Officers Circle and the Service-Learning Scholars program, this event brought more than 500 kids to the circle for a fun and safe Halloween celebration.

Retreats
Residents went on retreats during fall and spring semesters, providing themselves opportunities to reflect on and celebrate their service accomplishments.

Service House Residents
Michelle Doong • Resident Advisor
Rachel Barnes
Megan Bemiljon
Alejandrina Garcia
Mikyla Gull
Claire Heman
Alexandrea Nichols
Xuan Phan
Ryan Price
Solveig Rundquist
Danyelle Strehlow
Sierra Trejos
The Bennion Center hosted two Alternative Fall Break (AFB) trips. These trips, like those of Alternative Spring Break, provide an alcohol-and drug-free, service-focused travel opportunity for students during school break. AFB is a gateway to service for many participants who return home with a new perspective of social issues and often a greater desire to continue community engagement and service.

Twice this year I had the opportunity to visit the university’s Rio Mesa Center in Southern Utah. My first exposure to the research center was through the Bennion Center with AFB. That experience led me to propose and conduct an undergraduate research project there over spring break... By week’s end I felt I had grown personally and was very much part of a sweaty, hard-working team.

There is nothing like students coming from across campus and spending four days together, first as polite acquaintances, then as tired happy friends... We worked hard planting trees, building solar showers, painting outdoor furniture, cleaning up flood debris, tearing down and putting up fences. We came home a smelly group of smiling workers, each eager to find opportunities to release our volunteer energy. And for me, I personally came home with a more grounded sense of myself.

– Jessica Gilmore
Alternative Fall Break Participant

The Bennion Center, in collaboration with the university’s Rio Mesa Center (formerly the Entrada Institute), hosted the second annual AFB trip to southeastern Utah. Rio Mesa Center is a real-world laboratory where students contemplate change to the role of humans within biologically complex and fragile systems. The center promotes research and professional training at the intersection of history, anthropology, biology, art and human sustainability. Projects included planting an orchard, repairing an irrigation system and building a fence. They also worked to make the complex more sustainable by constructing solar-powered showers.

Southern Utah • Ecological Restoration
Jessica Glover and Gina Russo • Site Leaders
Salt Lake City, Utah • CERT Training
Rose Zagal and Christy Tobolski • Site Leaders

In collaboration with other departments on campus, the Bennion Center hosted the second annual Community Emergency Response Team (CERT) training. Participants were trained in the skills required to help themselves and their communities mitigate danger during the first 72 hours following a disaster when damaged roads, disrupted communications, high call volume and other problems may restrict access by professional emergency responders. Ten university students and ten student affairs professionals participated, serving 24 hours each, totaling 480 hours of service as a group.

**Alternative Spring Break 2011**
10 Trips • 128 Participants • 7,220 Service Hours

The Bennion Center and the Center for Student Wellness co-hosted the Alternative Spring Break (ASB) program for the 15th year in 2010-11. These trips engage students, staff and faculty in community service and experiential learning while promoting holistic wellness by dispatching teams of college students to distant communities. Many of the students, for whom the trip is an intensive introduction to service, return home with new perspectives on social issues and a commitment to continue service efforts at home.

Abigail Howell-Dinger served as program student coordinator this year. She helped develop a manual of program guidelines and procedures the summer before the academic year and helped expand the training curriculum for site leaders. She also helped ASB bring two new trips on board, one of which was an international trip to Canada.

With help from staff partners across campus, the ten student site leaders invested an average 5 hours per week for 25 weeks during the year planning and training to lead each trip.

After many months of effort and anticipation, the teams departed March 19th. Thanks to the efforts of all participants, and despite some ominous weather conditions, each trip was safe, rewarding and successful.
Following are descriptions of the 2011 ASB trips:

**Arcata, CA** • Ecological Restoration
Taylor Thompson • Site Leader
Connie Rothacher • University Hospital Staff Partner
Partnersing with Friends of the Dunes, participants restored dune ecosystems in northern California by removing non-native invasive plant species. They also learned about sustainability by visiting the Campus Center for Appropriate Technology at Humboldt State University.

**Hollywood, CA** • HIV & AIDS
Alyssa Spencer • Site Leader
Mercedez Laratree • Housing Residential Education Staff Partner
Participants served with AIDS Project Los Angeles, one of the nation’s largest AIDS service organizations, and Project Angel Food. They helped with day-to-day support services for clients and prepared free nutritious meals which they delivered to people affected by HIV/AIDS and other life-threatening diseases.

**Las Vegas, NV** • Youth & Addiction
Cameron Vakilian • Site Leader
Cathy Martinez • LGBT Resource Center Staff Partner
This new trip partnered with St. Jude’s Ranch for Children and the Las Vegas Rescue Mission to serve children whose lives have been impacted by substance abuse.

**Point Reyes, CA** • Ecological Restoration
Ben Han • Site Leader
Kate Stiel • Center for Student Wellness Staff Partner
Participants helped the National Park Service restore the scenic Pacific coastline and stream habitat in Point Reyes National Seashore by removing non-native invasive plants. The trip was expanded by demand and took 18 participants instead of 12.

**Portland, OR** • Environmental Justice
Staci Gunter • Site Leader
Elia Gustavson • Brennon Center Staff Partner
Participants learned about and served four diverse aspects of environmental justice: educational opportunities with Virginia Garcia Memorial Foundation; native planting and community garden work with the City of Portland; outreach with the Bicycle Transportation Alliance; and warehouse maintenance with the Rebuilding Center.

**San Diego, CA** • Immigration, Poverty & Health
Rue Zagaj-Couty • Site Leader
Nick Rothacher • Brennon Center Staff Partner
By combining education with direct service, participants explored the complex issues of immigration, poverty and health along the U.S.-Mexico border in partnership with Habitat for Humanity, Catholic Community Services and American Friends Service Committee.

**San Francisco, CA** • Human Rights
Jonathan Liu • Site Leader
Angie Shewan • Housing and Residential Education Staff Partner
Participants explored multiple facets of human rights while partnering with the Glide Foundation, Bay Positives, La Casa de Las Madres, Project Open Hand, Transgender San Francisco and Under One Roof. This trip allowed its participants to think about how health, sexual orientation, gender and socioeconomic status can affect the rights and privileges available to a person in our society.

**Seattle, WA** • Hunger & Homelessness
Xuan Pham • Site Leader
Heather Palmer • Bioengineering Staff Partner
Participants learned about hunger and homelessness issues by working with the Food Lifeline, the Evan’s House and Peace for the Streets by Kids from the Streets. They provided meals to low-income and homeless populations and learned about leadership alongside homeless youth.

**Vancouver, BC, Canada** • Healthcare
Sara Slayerstolpe • Site Leader
Patrick McShane • MUSE Project Staff Partner
Partnering with Stand Up for Mental Health, Coast Mental Health and Options for Sexual Health, participants took an in-depth look at the Canadian healthcare system. Through their service-learning projects they compared the role of non-profits in the U.S. and Canadian healthcare.
The Costa Rica service-learning class culminated over spring break week in the Monteverde region of Puntarenas Province. The trip was part of a 3-credit political science/public administration course entitled "Community Development in the Global South," fulfilling service-learning and international requirements. The course focused on the interdisciplinary and collaborative nature of community-based efforts in international development, especially in rural areas in lesser developed nations of the global South. It introduced students to a multitude of issues, including: international aid; community, cooperative and family-based social justice organizations; health benefits for people and the environment; and access to appropriate and relevant education. Students learned from firsthand experiences that highlighted the role of women in development, fair trade agriculture, tourism, sustainable development, conservation biology and cooperative management.
The Bend-in-the-River Urban TreeHouse and Green Space

Established to celebrate the Bennion Center’s 10th anniversary and serve as a physical presence on the Westside, this two-acre natural site on the Jordan River hosts a diverse array of visitors from the Salt Lake valley. It serves as space for environmental volunteer work, a classroom for students of all ages and a venue for the surrounding community.

Two student volunteer program directors, the Morgan Bennion Fellow, and a staff member, worked hard to restore the site, build community support and foster educational opportunities. The center’s environmental stewardship coordinator provided support and training for these individuals. Salt Lake City helped maintain the area and provided equipment and staff for volunteer events.

Throughout the year, the Bend worked with corporate partners to ensure the site had enough tools, food and staff to host projects. It also continued to engage local people with increased responsibility and ownership through the Site Steward Program. In this program, student and community volunteers

The morning was overcast, the sky streaked with grey. I arrived on site in the pre-twilight. I started unloading all the necessary tools for the work project from my Subaru. Sipping my coffee and waking up with the morning is so satisfying; it feels good to be outside in nature.

Within no time, bagels and food arrived courtesy of REI. Individuals appeared to lend assistance to the project as the sun spilled over the mountain tops.

Although the rain fell in earnest around 11am, everyone was in good spirits. About 65 volunteers came out to lend a hand to this wonderful urban environmental site. Lowell Bennion, for whom the Bennion Center is named, would have appreciated the energy and pure joy that each individual felt that Saturday morning.

– Nick Rothacher
Bend in the River Coordinator, on Saturday, April 23, 2011

The Bend
commit a few hours a week to care for a plot of land where they control weeds and water new plants. This allows program leaders to focus on developing leadership and educational skills among volunteers.

Annual events such as the Legacy of Lowell Community Service Day in September and the Earth Day Celebration in April included projects at the Bend-in-the-River site. This year, they were bigger and more exciting than ever. Volunteers who participated came from the university, public school system and surrounding neighborhoods.

Bend-in-the-River Staff

Nick Rothacher • Coordinator
Whitney Woolstenhulme • Community Outreach
Student Program Director
Kyle Holt • Community Outreach Student Program Director
Christina Smithers • Ecological Stewardship Student Program Director
America Reads is a federally funded work-study program that helps students earn part of their financial aid while tutoring children at Title I schools in the Salt Lake City School District.

America Reads provided ten program-wide trainings this year for tutors, with additional supplementary training on site provided by student team leader. The program increased its training curriculum this year to include teaching mathematics and planning creative lessons. Tutors provided one-on-one support to 452 children and assistance in 53 classrooms. Many of those tutored were brought up to grade level and thus no longer require tutoring.

In its 14th year at the center, America Reads adopted a new look which clearly states what the program is all about: University of Utah students teaching reading. America Reads also revamped its mission statement to reflect more accurately the work the program does in the community:

I’ve learned so much about what it means to be underserved or a minority in Salt Lake City. It’s something you cannot understand until you see it personally. These kids are truly hardworking and determined.

– America Reads Tutor
Lincoln Elementary

America Reads
3 Title I Schools • 1 Nonprofit Center
5 After-School Program • 3 Summer Programs
87 Tutors • 25,600 Hours • $212,500 earned in tutor wages
The mission of the America Reads program at the University of Utah is to provide effective, quality tutoring in literacy and mathematics to the elementary-aged students of our community partners. To do so, the America Reads program seeks to provide comprehensive tutor training, develop the skills of our leadership and foster mutually beneficial community partnerships.

**Sites and Site Team Leaders**

- Lincoln Elementary • Tiffany Lindsey
- Mountain View Elementary • Xuan Phan
- Neighborhood House • Kandi Velarde
- Parkview Elementary • Nichole Valerio
- Tennis and Tutoring at Liberty Park • Kody Colvin
Fellowships, Scholarships and Awards

Alumni Bennion Summer Fellowship
The Alumni Bennion Summer Fellowship, an effort between the university’s alumni association and the Bennion Center, was established in 1991 to give fellows, alumni and the University a chance to expand the concept of community. Having designed projects to employ personal skills and research interests, fellows fulfill a ten-week service placement with a U.S. agency outside of the Wasatch Front.

Two fellowships were awarded in summer 2010. Michelle Mueller travelled to Seattle to work with the Catholic Community Services’ Summer Youth Tutoring Program, where she tutored children in reading and helped out in the organization’s office. Samora Magalda worked with the Inclusion Center’s Southern Utah locations, where he recruited for and coordinated the center’s summer leadership camps and conferences.

Barbara L. Tanner Community Service Fellowship
Established in 1997 by Deb Sawyer and Deon Hilger to honor their mother’s outstanding community work, the Barbara L. Tanner Community Service Fellowship provides a University of Utah graduate the financial freedom to experience one year of full-time community service that meets a critical need.

In 2010-2011, two half-time fellowships were awarded. Maia Taylor worked with the Downtown Alliance and its Farmers Market. She used the Waste Wise Program model, encouraging vendors and shoppers to properly dispose of waste with a focus on recycling. Paulette Cross coordinated the Calvary Academy’s...
of Excellence Saturday School. The school’s curriculum is framed with an Afrocentric focus on culture, heritage, awareness and identity and counters the loss of culture for African Americans, as public/private school systems focus on Eurocentric curriculum.

Chelsea Hale Creative Community Leadership Award

This award recognizes individuals with vision and understanding of the issues that affect our community. They demonstrate commitment to service through action, accomplishment, respect, integrity and leadership. Chelsea Anne Hale was a university honors student with a passion for serving. She had volunteered with the Edison School, in Kenya as a part of a CHOICE expedition and with the Special Olympics project. Chelsea passed away in an accident that occurred in January of 2001.

The Chelsea Hale Creative Community Leadership Award was presented this year to the Honorable Scott M. Matheson and Chelsea Hale Creative Community Leadership Award recipient was Dr. Penny Brooke, a professor in the College of Nursing, for her exceptional commitment to service-learning at the U of U since the Bennion Center’s creation in 1987.

Distinguished Faculty Service Award

This award honors a faculty member who has demonstrated a commitment to the campus or to the community through a life of active, unpaid, public and community service.

Dr. Luke Garrott was selected to receive the University of Utah’s 2010-2011 Distinguished Faculty Service Award. For the past decade, Dr. Garrott has engaged students in participatory community democracy in a service-learning course titled “Neighborhood Democracy.” He has contributed to teaching and preparing curriculum for the West Side Leadership Institute, a program of University Neighborhood Partners. In 2007 Dr. Garrott was elected to the Salt Lake City Council, where he has bolstered the connection between community activism and city policy-making.

Elmo R. and Frances Bennion Morgan Fellowship

We have changed the Morgan Fellowship to a new internship program. The internship opportunities will be with multiple community partners including Ten Thousand Villages, Envision Utah, and Special Olympics. The first intern will start working with the American Cancer Society in Fall 2011. We look forward to offering more internships throughout the next year to help both our students and our community partners.

Merle Colton Bennion Fellowship

The Merle Colton Bennion Fellowship offers a $9,000 award to a student, staff member or alum to foster a reciprocal, caring relationship between the fellow and an individual with special needs.

This past year, the center awarded the fellowship to Morgan Marietti. Morgan served a young boy who suffers from learning disabilities and motor coordination.

Telitha Ellis Lindquist Scholarship

The Telitha Ellis Lindquist Scholarship, which honors its namesake for her many community contributions, was originated to award an upper-division student demonstrating exemplary devotion to community service and leadership with a year’s tuition and fees. The recipient commits to giving significant time and initiative for another year through the center.

UCAN Serve AmeriCorps

Each year the Bennion Center awards UCAN Serve AmeriCorps education awards to students making significant service commitments.

This year 62 Bennion Center students enrolled as AmeriCorps members serving more than 40 community agencies through America Reads, student-directed programs and the Service-Learning Scholars Program. Altogether, the students logged
Committed Community Partner

This award recognizes a community individual or organization that has provided meaningful service and learning opportunities for students; the recipient’s mission/programs/goals have been fulfilled or enhanced by partnering with the university.

This year’s recipient is Merrilyn Day. Merrilyn is the Pioneer Craft House manager for the City of South Salt Lake. She was nominated by Professor Beth Krensky (art & art history) because of her generous support for three years of university classes.

Community-Engaged Program Award

The LEAP (Learning, Engagement, Achievement, and Progress) program was the first to be recognized with this new award. Since 1994, LEAP has provided opportunities for students to learn about and become involved in their community through research. The program offered 13 service-learning-designated courses in 2010-2011. Several annual service projects served underserved and at-risk individuals along the Wasatch Front.

Utah Campus Compact - University of Utah Civic Engagement Awards

The purpose of the Civic Engagement Awards is to recognize the work of outstanding faculty, staff, students and community partners who contribute to the university’s nationally recognized civic engagement programs.

Civically Engaged Staff

This award recognizes a staff member who has advanced community engagement as a critical component of higher education or who has formed innovative campus and community partnerships while modeling outstanding community service.

This year’s recipient is Christy Tobolski. Christy is the public relations coordinator at the Bennion Center. She works across campus and within the community to coordinate three important service initiatives: Saturday Service Projects, Freshman Service Corps and University Service Corps. Christy’s enthusiasm for service is infectious; she makes students want to volunteer!

Civically Engaged Scholar

This award recognizes a scholar who has a history of using service-learning as a pedagogy. The recipient has integrated community-based research into teaching or has promoted service-learning on campus in personal teaching and perhaps by redesigning curriculum and helping with faculty development.

This year’s recipient is Carolan Ownby. Carolan is an instructor in the LEAP program where she teaches three service-learning classes and provides many students in both this first-year cohort and the peer tutor program with opportunities for their own community engagement.

Civically Engaged Student

The award recognizes a student who demonstrates an innovative approach to building or enhancing community-based efforts to address needs; the student has the ability to lead, inspire and engage other students as well as members of the institution and community.

This year’s recipient is Ashley Edgette. Ashley double majors in environmental studies and political science, directs the Bennion Center’s Social Justice Community Garden program at Mountain View Elementary and interns as the Mestizo Arts & Activism legislative coordinator. She has been an incredible director of the Social Justice Gardens, inspiring student volunteers, Mountain View students who learn and grow in the gardens, and local school neighbors. Her efforts have contributed significantly to community-building in this area.

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volunteers dedicated 147,211 hours of community service including educational, environmental, healthcare and social justice projects. With one volunteer hour currently being valued at $21.36 (U.S. Bureau of Labor Statistics), Bennion Center volunteers contributed $3,069,349.35 worth of service. One of the first ideas I learned at the BC was the meaning of legacy. It helped me realize that it is much more urgent to solve problems before something really awful occurs. The spirit of true legacy affects the very fabric of society, whether it is a change in civil and human rights views or a reformation of laws and policies.

– High Roads for Human Rights Volunteer

<table>
<thead>
<tr>
<th>Hours</th>
<th>Volunteers</th>
</tr>
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<tbody>
<tr>
<td>Alternative Fall Break</td>
<td>1,360</td>
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<td>Alternative Spring Break</td>
<td>6,144</td>
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<tr>
<td>America Reads</td>
<td>25,660</td>
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<tr>
<td>Bennion Service House</td>
<td>1,150</td>
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<tr>
<td>Costa Rica Service Program</td>
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<td>Legacy of Lowell Community</td>
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<td>Office Volunteers</td>
<td>80</td>
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<tr>
<td>Saturday Service Projects</td>
<td>1,825</td>
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<tr>
<td>Service-Learning Courses</td>
<td>83,900</td>
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<td>Service-Learning Scholars</td>
<td>7,225</td>
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<tr>
<td>Student-Directed Programs</td>
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<tr>
<td>Total</td>
<td><strong>162,075</strong></td>
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</table>

Total Volunteer Hours

During the 2010-2011 academic year, Bennion Center volunteers dedicated 147,211 hours of community service including educational, environmental, healthcare and social justice projects. With one volunteer hour currently being valued at $21.36 (U.S. Bureau of Labor Statistics), Bennion Center volunteers contributed $3,069,349.35 worth of service.
Financials

Income

<table>
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<tr>
<th>GIFTS AND GRANTS</th>
<th>Budget</th>
<th>Actual</th>
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<td>$243,882</td>
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<th>STUDENT PAYMENTS</th>
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<td>12,928</td>
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<th>INTEREST</th>
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<table>
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<th>STATE FUNDS</th>
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Expenses

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<th>EXPENSES</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Student Development</td>
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<td>Equipment Rental</td>
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<td>Space Rental</td>
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<td>Vehicle Rental</td>
<td>2,100</td>
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<td>Meals/Business</td>
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<td>Vehicle Expense</td>
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<td>Volunteer Recognition</td>
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<td>Supplies</td>
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<td>Professional Development</td>
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<td>Service Learning TA Support</td>
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<tr>
<td>Awards /Scholarships</td>
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<td>$17,000</td>
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<tr>
<td>Office Expenses</td>
<td>$20,250</td>
<td>$28,273</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,500</td>
<td>3,634</td>
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<tr>
<td>Office Supplies</td>
<td>5,250</td>
<td>5,737</td>
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<td>Parking</td>
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<tr>
<td>Maintenance</td>
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<td>585</td>
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</table>
Support From Donors

Much of the excellence you have read about emerging from the Bennion Center can be attributed to the extraordinary level of support from friends and alumni. In this challenging economic climate it has been heartwarming to see continued individual giving, foundation commitment and even new corporate sponsorship.

Due to the generosity of its donor community, the Bennion Center empowers more than 8,500 U of U students each year to become civically engaged through creative thinking and action while learning. In fact, the center remains on par with the nation’s top academic centers of civic engagement and has set a course to remain in this echelon for years with our designation by the Carnegie Classification for Community Engagement. Encouraged and buoyed up by alumni and friends as well as faculty and community partners, the Bennion Center will continually strive for 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.

Without service my life is crumbled and disorganized, boring and without color; but when I do service with others, my life changes into a colorful and wonderful experience.

– Eva Comollo
ESL Guadalupe Program Director and Service-Learning Scholar
Tutoring the children at Franklin Elementary with their math homework was challenging at first. I didn’t know how to keep their attention. The more experience I had, the more I was able to connect with the kids, and the overall experience has been amazing - for me and them.

– Franklin Elementary Volunteer
Mr. and Mrs. W. Hague Ellis
Dr. R. Gregory Ellis
Ms. Charlotte H. England
England C.R., Inc.
Mr. Edward M. EyIng
Ms. Erin W. Farrer
Ms. Carol M. Fay
Leah B. & H. Whitney Felt Foundation
First Step House
Ms. Sydney R. Fonneneck
Ms. Laura Gee
Mr. and Mrs. Timothy L. Goates
Mr. Thomas M. Godfrey
Goldman, Sachs & Co.
Mr. Rob Graafman and Ms. Lauri Slavitt
Mr. and Mrs. Robert J. Grow
Mr. and Mrs. John M. Hale
Irene S. Fisher and Craig Hansen
Honorable and Mrs. Royal I. Hansen
Drs. Joel M. and Frances N. Harris
Teresa Jean Harris
Ms. Barbara P. Hatch
Mr. James D. Hill
Dr. and Mrs. Robert O. Hoffman
Ms. Tenia Holland
Dr. Marilyn L. and John W. Holt
Ms. Kristin J. Howard
Dr. and Mrs. Thomas N. Huckin
Dr. and Mrs. Robert P. Hufnauer
Preston G. Hughes Foundation
Dr. Rosemarie Hunter
BMM
Intermountain Healthcare
Ms. Jani Isomoto
Mr. and Mrs. Richard M. Jacobsen
Mr. and Mrs. Theodore M. Jacobsen
Mr. and Mrs. Gilbert W. Jensen
Mr. Paul S. Kelley
Ms. Roselyn N. Kink
Dr. Alisa A. Knowlton
Ms. Kathleen C. Knowlton
Mr. and Mrs. Brent R. Knudsen
Dr. and Mrs. Dennis E. Kohlers
Dr. and Mrs. Michael O. Larrion
Joshua Yun Lee
Levy Restaurants
Dr. Kathryn Lindquist and Mr. Jim Moore
Ms. Joanna R. Lund
Mr. and Mrs. Francis A. Madsen, Jr.
Ms. Joanna R. Lund
Mr. Ronald L. Rencher
Mr. and Mrs. Lon E. Richardson
Rio Tinto Services, Inc.
Ms. Lisa M. Robinson
Mr. and Mrs. John E. S. Robson
Ms. Lisa M. Robinson
Mr. and Mrs. Donald E. Pugh
Dr. and Mrs. Leonard C. Romney
Ms. Bonnie P. Rose
Ms. and Mrs. Mark Rothacher
Ms. Kathryn C. Ryser
Mr. Tom Sage
Dr. and Mrs. C. Duwayne Schmidt
Dr. and Mrs. Jeffrey C. Schmidt
Ms. Bonnie B. Shepherd
Ms. Marolyn Jones Siddaway
Dr. and Mrs. Malcolm O. Sillars
Mr. Peter C. Small
Ms. Linda Faye Smith
Mr. and Mrs. Jerry R. Smith
Sorenson Legacy Foundation
Mr. Jerry R. Smith
Ms. Toni Sage
Ms. Kathryn C. Ryser
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Mr. Peter C. Small
Ms. Linda Faye Smith
Mr. Jerry R. Smith
Sorenson Legacy Foundation
Ms. Ellen B. Stone
Wells Fargo Foundation
Ms. Elizabeth K. Wexel
Mr. Thomas M. Wharton
Ms. Mary Ann White
Dr. Charles A. Wight
Mr. Cory W. Wolfenbarger
Ms. Tova Denise Wolfing
Mr. and Mrs. Earl M. Wundeluf

Efforts have been made to compile an accurate donor list; the center apologizes for any omissions or errors. Please call 801-585-0993 for any corrections.
To honor a man who devoted his life to community service and outreach, the Bennion Center hosted the 7th Annual Legacy of Lowell Community Service Day on Saturday, September 18. Each year this event serves as the first Saturday Service Project of the academic year and kicks off Homecoming Week.

There was a record-breaking volunteer turnout this year. More than 1,200 volunteers provided 3,000 total hours of service. Students, parents, alumni, faculty, staff and community members arrived at 8am for registration at Parkview Elementary and were transported to various sites to serve.

Volunteer sites included Bend-in-the-River, Globus Relief, Parkview Elementary, Utah Food Bank, Mountain View Elementary, Habitat for Humanity, Horizon and Neighborhood House. Volunteers performed services that included land restoration, hygiene kit assembly, quilting, knitting, food sorting, gardening, home improvement projects and literacy tutoring.

The event’s success is demonstrated through remarkable numbers:

- 55 million of medical supplies sorted for overseas distribution
- 3,019 pounds of food sorted
- 700 books given to children
- 100 educational packets assembled

My Bennion Center experience has given me a unique perspective on service and leadership. I’ve watched myself and my peers come into our own - learning more about ourselves and gaining confidence in our abilities to make a difference in the community and inspire others to do so, too. I am constantly reminded of the difference service can make in an individual’s life and the community at large.

– Maia Taylor
   Environmental Stewardship Coordinator

Legacy of Lowell Community Service Day 2010
Community Partner Forum

Partnerships define the Bennion Center. They put a face on the abstract, complex issues that challenge society and the organizations that address the issues. The Bennion Center works with a wide variety of community partners both on and off campus. It helps volunteers, interns and students to identify and fulfill community needs through one-time and ongoing service opportunities.

To ensure that partnerships are effective, the center coordinates quarterly roundtable Community Partner Forums. This year’s forums covered topics that included working more effectively with students, handling risk and liability, and measuring accountability. They have been well attended, with over 50 organizations present. Everyone has benefited from coming together. We look forward to developing stronger partnerships within our community to more effectively meet its ever-increasing needs.
Bennion Center Student Board
Ryan Price • Student Programs Chair
Drew Thompson • Development Chair
Abby Howell-Dinger • Alternative Spring Break Coordinator
Xuan Phan • America Reads Representative
Nicole Ledford • Chronicle
Makaela Mokoloi • Education & Advocacy Coordinator
Maia Taylor • Environment & Science Coordinator
Bryce Williams • External Outreach Coordinator
Rachel Barnes • Health & Ability Coordinator
Michael Chen • Internal Outreach Coordinator
Parker Chapple • International Service Coordinator
Michelle Doong • Service House Resident Advisor
Morgan Marietti • Service-Learning Scholars Representative
Vivi Papadato • Social Justice Coordinator
Jonathan Ng • Treasurer

Bennion Center Staff
Linda Dunn • Director
Noel Applebaum • Development Consultant
Nancy Basinger, Ph.D. • Service-Learning Abouyget/Assistant Director
Mary Draper • Development Consultant
Debrah Hair • Administrative Assistant
Elsa Gustavson • America Reads Coordinator
JaNe Lilly • Service-Learning Coordinator
Nick Kothacker • Student Programs Coordinator
Gina C. Russo • Student Programs Manager/Assistant Director
Christy Tobolski • Public Relations Coordinator
Nick Jarvis • Community Engagement Task Force Intern
Priyanka Gupta • Office Volunteer
Daniel Loggins • Office Volunteer

Bennion Center Advisory Board
Zeke Dumke, III, Chair

Executive Committee
Philip Chinger
Zeke Dumke
Kathryn Lindquist
Kim Paulding
Sheila Walsh-McDonald

Community Partners
John Bennion
Rosey Hunter
Lon Richardson
Kristi Swett

Members at Large
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Val Baldwin
Ann Bardsway
Rosanita Cespedes
Paul Craig
Jon Hale
Freddie Keeler
Heidi Makowski
Jason Mathis
Steven Nelson
Linda Newell
Mort Paulsen
Teri Petersen
Jim Pugh
Ann Tempest
Deborah Wundrei

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Steven Nelson
Linda Newell
Mort Paulsen
Teri Petersen
Jim Pugh
Ann Tempest
Deborah Wundrei
Carnegie Foundation Community Engagement Designation

The University of Utah received notice from the Carnegie Foundation for the Advancement of Teaching in January 2011 that it was awarded the designation of “Community Engaged” institution of higher education. The U of U is one of only about 300 institutions nationally who have been recognized, qualifying with its strong community engagement in both curricular and co-curricular work. The application process was led by the Bennion Center, University Neighborhood Partners and the Community Engagement Task Force.

President’s Higher Education Community Service Honor Roll

The U.S. President’s Higher Education Community Service Honor Roll annually recognizes institutions of higher education for their commitment to and achievement in community service. The Honor Roll is a program of the Corporation for National and Community Service. The University of Utah was again listed on the Honor Roll in 2011 for the exemplary contributions of its students, faculty and staff in meeting critical community and national needs through community-engaged teaching, learning, research and volunteerism.

Envision Utah Common Good Award

In fall of 2010, Envision Utah honored the Bennion Center with the prestigious Common Good Award. Alan Matheson, executive director of Envision Utah, conveyed that the Bennion Center was selected because of its long-term commitment to developing community-minded student leaders while improving the community in multiple ways.

Awards and Recognitions

Parker Chapple: Eugene K. Andreassen scholarship
Ashley Edgerton: Utah Campus Compact Civically Engaged Student Award
Jake Franklin: Alumni Association Scholarship
Nick Rothacher: Masters of Education: Educational Leadership and Policy
Christy Tobolksi: Utah Campus Compact Civically Engaged Staff Award

Student Leaders of the Month:
- September 2010: Megan Bertilson and Mikiya Gull
- October 2010: Marci Brooks and Dylan Gregersen
- November 2010: Taylor Thompson and Eva Comollo
- February 2011: Drina Garcia and Rose Zagal
- March 2011: Sara Hugentobler
- April - Kandi Velarde and Rose Zagal

Committee Memberships

Nancy Basinger: Americorps Application Committee for the Utah Commission on Volunteers, Best Buddies Utah Advisory Board (Chair of program committee), Nonprofit Academy for Excellence Advisory Board, Public Administration Faculty Committee University Neighborhood Partners Advisory Board, and Utah Nonprofits Association Board of Directors (chair of research committee)
Linda Dunn: Third Decade Task Force; Alumni Association; Utah Coalition for Civic, Character, and Service-Learning; University of Utah Homecoming Committee
Elsa Gustavson: Utah Commission on Volunteers Americorps Committee, Student Affairs Sustainability Committee
Debbie Hair: SANE Professional Development Committee
JaNac Lilly: Living Learning Communities Committee, Student Affairs Student of the Month Committee
Nick Rothacher: Diversity Council
Gina Russo: Professional Development Committee
Christy Tobolksi: Homecoming Committee, Partners in the Park Committee, Student Affairs Wellness Committee

National and Regional Presentations and Publications

Nancy Basinger: Association for Healthcare Professionals, Association for Research on Nonprofit Organizations and Voluntary Associations, Utah Campus Compact, Utah NASPA
Linda Dunn: Utah NASPA, Utah Commission on Volunteers, ASUU Civic Education Conference, National Community of Caring Conference, Student Affairs Retreat

Faculty Appointments

Nancy Basinger: Adjunct Assistant Professor in the Master of Public Administration program.

From The Director...

As evidenced by each page of this report, the Bennion Center saw tremendous growth in 2010–11! The center’s mission inspires community involvement that in turn compels action, change and learning.

We all stepped back and set new goals for the future. The advisory board helped staff with a yearlong strategic planning process. The Third Decade Task Force for Community Engagement applied for and received the Carnegie designation as a “Community Engaged” campus, proving that the center and the university continue to lead in service-learning.

More than 100 committed students took on leadership roles, engaging thousands of students in service. We improved record keeping to track and measure program growth and quality. We graduated a record number of service-learning scholars who combined academics with community service through personal excellence.

Sincere thanks to Gina Russo and Nancy Basinger, who are outstanding assistant directors. All staff members are energetic individuals contributing to a grand whole.

This year, leading up to the center’s 25th anniversary, we so appreciate all of you for your support and commitment to the Bennion Center’s mission and work. We hope you have enjoyed the reading and see in our successes the role you have played in them. Thank you so very much.