Key Activities, Accomplishments and Staff Excellence

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

**Goals & Outcomes:**

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

1. Regularly introduce, discuss, and reflect on importance of service and engagement
   a. BC 101: 10 events
   b. Videos: 2 videos produced
   c. Brochures, Fliers, Signage, BC Wear: 10 products published
   d. Campus & Community presentations: 8
   e. Issues & Action: 4 events
   f. Bennion-Hinkley Forum: 4 events

2. Regularly convene people at service events
   a. Welcome Week Service Social: 100 people
   b. Legacy of Lowell: 800 people
   c. Service Saturdays: 6 events
   d. Service House Dialogues: 6 events, 150 people total
   e. Special Projects: 1,070 people
   f. Alternative Breaks: 20 trips, 241 people
   g. Utah Reads: 92 people
   h. Student-directed programs: 850 people

3. Make service fun, interesting, and enjoyable
   a. BC Wear: Produced t-shirts, fliers, trowels
   b. Provide food: YES
   c. Provide music and vibrant environment: YES
   d. Provide background information on service projects

**Goal II: Provide engaged educational experiences that build leadership skills**
1. Recruit and train student, staff, faculty, community partners as project and program leaders
   a. 48 student directed programs
   b. Provide thorough orientations, YES
   c. Conduct Utah Reads Tutor Training: YES, 110 attendees
   d. Conduct Alternative Break Leader Training: YES
   e. Advise CES students on curricular and ISP requirements

2. Recruit and train board members
   a. Advisory Board: 27 members
   b. Student Board: 7 members

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

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

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

   a. Assess and improve partnerships: 112 community partners
   b. Participate in Nonprofit networking events: 6 events
   c. Board Partnership Committee: 6 members, met 4 times
   d. Ask questions, challenge assumptions, and listen to new ideas: YES
   e. Partner improvement feedback via CEL classes: 60 surveys
   f. Board Alumni Committee
   g. Board Leadership Committee
   h. CEL Task Force

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

   a. Scholarships:
      a. Helping Hands: 5 recipients
      b. AmeriCorps: 10 recipients
      c. Costa Rica: 30 recipients
   b. Community Engaged Scholars Recognition: 23 graduates
   c. Recognition ceremony: YES
   d. Awards: Spring Celebration, March 2015
   e. Website: Updated and streamlined
   f. Annual Report: YES

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

   a. Generate a balance of state funds/ gifts/grants/interest: $262,200 gifted
   b. Make international, national, and regional presentations: YES, 4 national presentations
   c. Create a good work environment: 4 new employees; 5 departures
   d. BC Facebook Likes: 1,131 as of June 2014
   e. Web-based map the BC community partners: 391 mapped
Goal VI: Advocate for and facilitate engaged scholarship and meaningful community engagement that enhances student learning as well as faculty teaching and research opportunities.

1. Engaged Teaching Development and Support:
   a. Number of trainings: 11
   b. Number of faculty attending trainings: 55
   c. Number of Faculty Fellows: 8
   d. Web hits on CEL knowledge guide: 118
   e. Departments trained on knowledge guide: 3
   f. Trained faculty for CESAC: 2

2. Work to improve the institutional support for the curricular-based community engagement of faculty and students at the U.
   a. Facilitate funding going to academic departments in support of CEL courses and community engaged scholarship in general (including CEL funds, CEL-TA funds, etc.)
   b. Distributed $225,500 in CEL funding to departments

3. Support the work of community engaged research/scholarship on campus.
   a. August 2014 UU Faculty Institute: 95 attendees
   b. Supported UCC February Faculty Retreat: 8 attendees

4. Support existing and work to create additional engaged learning experiences across the U of U campus.
   a. Number CEL designated classes offered, 221 (193 in 13-14)
   b. Trained CELs to support university demand: 18 CELs

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

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

Alignment with University Strategic Plan.

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

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

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

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

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

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

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

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

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

**Utilization Data:**
We have not yet captured who is utilizing Bennion Center programs or services in any specific way. This is something that we will be doing this year. We’d like information on: Career plans/Student Type (Undergraduate, graduate, professional); Year in school (e.g. Freshmen); Gender; Race/Ethnicity; Veteran status; International; in-state/out-of-state.
Perhaps we could begin swiping ID cards at Bennion Center events.
We want to measure Civic Competencies in all students
We want to measure community impact in all projects

2. **Plan for the future**:
What are the regional or national trends or changes within the system that will impact the BC.
a. Anticipated challenges
   1. Moves nationally toward civic pathways approach and away from offering ONLY direct service. More centers of this kind are offering a variety of programming that address the myriad ways students contribute and become civically
2. Many new board members in summer 2015; New committee structure
3. Staff development and advancement is a challenge given the limitations of salaries and organizational structure.
4. Endowment interest remains low.
5. Many new staff members: 5 new staff in 2015 to date.
6. Staff departures should begin to subside

b. Anticipated opportunities
1. Interfaith Service
2. Utah Athletes in Service Award
3. Parliament on World Religions (SLC October 2015)
4. New develop director to form relationships; opportunity to diversify streams of revenue
5. New AD for CEL to bolster faculty CEL excellence
6. New Utah Reads Coordinator to expand, innovate, and assess program
7. New Alt Breaks Coordinator to innovate and expand and assess program
8. Campus collaborations with new partners (UGS, MUSE, Wasatch Experience, etc...)

c. New grants or contracts received: YES, Eskuche, LDS, Burton, Dee, Bamburger, Castle, DMC, Eccles, Sorenson Legacy, Miller

d. Gifts/new revenue
1. Gifts and donations totaled $238,000 in 2014-2015

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

a. Dean McGovern (start Aug 2014), Executive Director
   Nancy Basinger (left Nov 2014), Kim Mangun (start July 2015), Associate Director
   Gina Russo, Assistant Director
   Mary Draper (left Aug 2015), Morgan Byrne (start Sept 2015) Development Director
   Lacey Holmes (left Oct 2014), Gideon Tolman (left May 2015) Jennifer Jones (start July 2015) Communications Director
   Debbie Hair, Administrative Assistant
   Kris Fenn (left Apr 2015) Laura Schwartz (June 2015), Alternative Breaks Coordinator
   Chris Jensen, Community Engaged Scholars
   Gideon Tolman (left Nov 2014) Bryce Williams (start Dec 2014), Special Projects Coordinator
   Melea Smith (left Oct 2015) Tammy Reque (start Oct 2015), Student Directed Programs
   Kristie Sleight (left Feb 2015), America Reads Coordinator; Cassi Simmons (start Mar 2015, Utah Reads Coordinator
   Noel Applebaum (left April 2015), Development Specialist

b. Presentations
Chris Jensen • "Inside the Revolutiion, Everything!": Public Discourse, Civil Society and Change in Contemporary Cuba; Indiana University Center for Latin American and Caribbean Studies

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c. **Courses**
Gina Russo • Cuba: Complexity, Community and Change • Fall
Dean McGovern • Community Engaged Scholars Seminar • Spring
Gina Russo • Community Development in the Global South • Spring

d. **Awards**
Kris Fenn • Break Away National Staff Partner of the Year
Gina C. Russo • Utah Campus Compact Community Engaged Staff Member

e. **Degrees/Awards/Honors**
Kris Fenn • Master of Public Administration
Lacey Holmes • Master of Public Administration
Chris Jensen • Institute for Public and International Affairs community development research grant
Gina C. Russo • Salt Lake Community College Innovation Award for Volunteer Management Training Series; Learning Abroad Grant - Cuba

f. **Publications**


4. **External Annual Report**