“We not only act — we reflect on our actions.”
– Lowell L. Bennion

Partnerships
Partnerships define the Bennion Center. They 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-Directed Programs

41 Programs • 3,841 Volunteers • 27,773 Service Hours

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 2008-2009 academic school year the Bennion Center offered 41 Student-Directed Programs which were organized into five main issue areas — Education and Advocacy, Environment and Science, Health and Ability, Social Justice, and Special Projects.

Program Coordinators

Education and Advocacy • Jonny Murdock
Environment and Science • Luke Leclair-Marzolf
Health and Ability • Kami Wong
Health and Ability • Ben Hammond
Social Justice • June Hiatt
Special Projects • Katie Hobbs

“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
Programs & Program Directors

ACT and College Prep • Chris Lowe
Arts for Youth • Tiffany Law
Basic Aid Training (BAT) Kids • Kibema Vaghefa
Basic Aid Training (BAT) Kids • Pan Hlaing
Befriend the Elderly • Janice Rankin
Best Buddies • Michael Sandwall
Camp Kostopolus • Matthew Wilkinson
Campus AIDS • Camadelario Saldana
Campus AIDS • Lydia Chirkova
Cancer Resource and Support • Alice Ma
Children’s Mentoring • Ryan Price
Crossroads Urban Center • Alicia Parrett
Education First Mentoring Program • Carolina Folan
English Skills Learning Center • Nate Barouch
Environmental Action Team • Kristen Boulennick
ESL Guadalupe • Samuel Passi
Freshman Service Corps • Kendall Fischer
Freshman Service Corps • Sara Hagenbrilder
Girls Leadership Forum • Annika Jones
Girls Leadership Forum • Michelle Minert
Hospice Care • Grant Sun
Jackson Elementary • Sara Waltz
Kids Book Club • Katie Smith
Kids’ Crew • Shawn Tate
Literacy Action Center • James Brewer
Medical Interpreting at Hospitals • Evan Romrell
Mentoring Refugees • Chanel Hammer
Mountain View Elementary • Alex Tampio
Orange Band • Jessica Augustus
Personal Connection • Allez Griffin
Project Youth • Jordan Mann
Project Youth • Joseph Maxon
Public Interest Advocacy • Stanley Lloyd
Road Home Kids’ Book Club • Taylor Horn
Road Home Playroom • Melissa Sprey
Road Home Teens’ Night Out • Brittany Aha
Road Home Teens’ Night Out • Vasa Papadere
Ronald McDonald House • Nelson Diamond
Salt Lake Peer Court • Bryan Williams
Salt Lake Peer Court • Jonathan Ng
Science Education Support • Audrey Yavorschuk
SOARE @ Edson Elementary • Eric Larson
SOARE @ Edson Elementary • Natalie Van Tongeren
Special Olympics Fall Classic • Mallory Platt
Special Olympics Fall Classic • Michaela Ray
Sustainable Environment & Ecological Design • Alexandra Parrett
Sustainable Environment & Ecological Design • Angela Blanchard
Sustainable Environment & Ecological Design • Devon Hall
U of U Special Olympics Team • Brittany McDowell
U of U Bicycle Collective • Weston Edwards
Utah Healing Arts Program • Jacob Franklin
Utah Healing Arts Program • Kristine Bullen
Volunteer Corps • Stanley Lloyd
“The Bennion Center has helped me to realize the importance of getting your students involved in the community and the connection that service to the community has to the course curriculum. Through participation and reflection in service-learning, my course content has become meaningful for my students. I love watching them apply their newly acquired skills and knowledge.”

– Peggy McCandless
Bend-in-the-River Education Board
Member & U of U Faculty Partner

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. These projects meet the academic goals of the course and advance the mission of the community partner.

Each year there are more than 100 courses designated as service-learning that cover a wide variety of colleges and disciplines. The Bennion Center’s Service-Learning Program continues to be recognized annually in the US News and World Report as one of the top programs in the country.

Service-Learning Program
122 Courses • 2,530 Students • 113,850 Service Hours
Service-Learning Initiative

Through the generous support of 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 $25,190 was distributed as seed money to the following faculty and departments:

Kristi Burns and Hank Liese • Fine Arts and Social Work
Dolores Delgado Bernal and Enrique Alemán • Education, Culture and Society and Education, Leadership and Policy
Kimberly Mangun • Communication
Caillen Cahill • City and Metropolitan Planning

Faculty Committee

Ed Barbanell • Undergraduate Studies
Nancy Businger • Political Science
Corey Beringer • Student
Ted Eyre • Science
Hester Henderson • Health
Kris Koford • Writing
Hank Liese • Social Work
Kathryn Lindquist • Bennion Center Board Chair-elect
Peggy McCandless • Education
Meredith Metzger • Engineering
Sarah Muha • University Neighborhood Partners
Nancy Nickman • Pharmacy
Maria Ponce • Utah Juvenile Justice Services
Linda Smith • Law
Eliza Tolley • Student
Robert Young • Architecture + Planning

Service-Learning Class Committee

Jacob Bruce • Director, Neighborhood House
Beverly Brehl • Family and Consumer Studies
Lyn Hollister • Nursing
Pat Matthews • Special Education
Bob Quinn • Medicine
Brent Schmidt • Student
Suzanne Schmidt • Student

Partners in Service & Learning Steering Committee

Gail Jensen • Salt Lake Community College
Katie Olson • University of Utah
Liz Paige • Rowlund Hall
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. In 2009 there were 11 scholars recognized at graduation. These scholars have contributed more than 4,400 hours of service throughout their time in the program. The following are descriptions of the service projects completed by the 2009 graduates.

Tania Michael worked through CareSource to record patients’ life stories. The recordings encouraged patients to talk about important experiences that happened during their childhood as well as adulthood. She also developed a manual to train other volunteers on how to record life stories.

Brandon Patterson completed a Humanities House Day of Service working with the Utah Food bank. This project involved the integration of the humanities-centered campus community and the mentor/alumni service-centered community through outreach and civic engagement.

“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
Patrick Reimherr, Jonathan Hayes and Yevgeniya Kopeleva in collaboration with Dr. John Francis, Katie Olson, and Linda Dunn, focused on implementing a Community Engagement Co-requisite into the undergraduate curriculum at the University. Their hope was to institutionalize and further recognize the importance of experiential learning and provide all students the opportunity to apply their education to the community through various engaging experiences.

Barbara Roper focused on the identification and treatment of childhood obesity initiative, a collaborative project organized by Utah Pediatric Partnership to Improve Healthcare Quality (UPIQ). The project included providing a standardized method or tool for medical assistants and primary care providers at Central City Community Health Center to measure and evaluate body mass index (BMI) for all pediatric patients 2 years and older.

Brent Schmidt collaborated with Interpreting Services at the University Hospital and a Spanish professor at the University to create a handbook that will help train volunteer language interpreters who provide interpretation services for the hospital. This handbook will serve as a resource for current and future volunteers and help provide a formal training program.

Heather Eliza Tolley worked with Gear Up at East High School. Gear Up’s mission is to prepare students from low-income families to enter and succeed in higher education. She created an Orientation Manual for volunteer and employed tutors. There are many risk factors and difficulties faced by students with low socioeconomic status, and the manual seeks to improve tutors’ understanding of students’ backgrounds in hopes of improving their tutoring and mentoring skills.

Melissa Aldape developed a project on behalf of DiverCity, a local non-profit organization that works to meet the medical, educational, and developmental needs of Salt Lake City’s diverse neighborhoods. Melissa oversees the program “Back Pack to School.” This project tries to provide every child in Title 1 elementary schools with a backpack and school supplies at a huge block party to kick off the school year with fun. Its many benefits include alleviating a significant financial burden for parents and teachers, preparing the children for school, encouraging parent participation, and aiding the schools’ registration process.

Shontol Burkhalter developed and implemented a template for introducing first-generation students and students of color at Mountain View Elementary in the third grade to institutions of higher education during the 2007-2008 school year. The project fostered awareness of college professions and interest in pursuing a college degree.

William Hoang helped with U Book, a project sponsored by the University of Utah Alumni Association and currently in the second year of production. The project is run by undergraduate students of the Student Alumni Board with the help of advisor John Fackler. U Book’s purpose is to enhance student involvement on campus through awareness of student services, activities, and opportunities. This year’s revised publication of U Book includes over 50 traditions at the University and will be distributed free to all incoming students at orientation programs.
Bennion Service House
13 Residents * 1,805 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. Service House residents promote an environment of support, respect, friendship, diversity, and learning within the Service House and the greater community.

In this, its fifth academic year, the Bennion Service House on Officers Circle in Fort Douglas housed thirteen students. Residents continued to promote service and civic engagement throughout residential life in partnership with other Bennion Center activities. House residents have maintained a series of traditions and added a new project to its repertoire, a monthly dialogue series that revolves around specific service topics and Center events.

Weekly House Dinner Meetings

Once a week, residents get together for a weekly meeting and meal. Residents take turns cooking the meal and leading reflection during meetings.

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

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

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

Earthfest
Earthfest brings more than 200 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.

End of Year Tree Planting
The 2008-2009 residents continued the tradition of planting a tree on Officers Circle to commemorate their year’s work. This year’s tree was a juniper.

Service House Dialogues
On the third Tuesday of each month during the academic school year, civically engaged members of the community lead dialogues, sharing their service experiences with students, staff, board members, and others. These discussions help everyone involved delve deeper into the importance of lifelong service and community engagement.

Service House Residents
Sally Tran, Resident Advisor
Monica Baker
Kristen Bushnell
Carlene Falau
Sara Hugensmohler
Clint Hugie
Shavina King
Sherry Li
Tiffany Murillo
Lupe Ochoa
Alycia Parnell
Carly Rawlinson
Emmeline Tran
The Bennion Center hosted five Alternative Fall Break trips. These trips, like Alternative Spring Break, provide an alcohol- and drug-free, service-focused travel opportunity for University students over fall break. AFB serves as an intense introduction to service for many participants, who then return home with new perspectives of social issues and often a commitment to continue their service in their own community.

Senior Josh Newbury served as program coordinator. Josh has vast experience with service trips and was a diligent leader. The five student site leaders provided an average four hours of service every week from June through mid-September; from mid-September through October, they provided six hours per week training and preparation to lead each trip.

“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.”

– Jonathan Ng
Bennion Center Student Leader
**Various Community Partners • Denver, CO**

**Judy Cheang and Alex Larson • Site Leaders**

Participants explored the many facets of immigration and citizenship. They served with such agencies as the African Community Center of Denver, The Asian Community Center, Day Laborer Work Center, and others that serve individuals who live in the Denver area as refugees or without US citizenship.

**Various Community Partners • Denver, CO**

**Josh Newbury and Maureen Minson • Site Leaders**

This trip focused on economic injustice, poverty, and environmental racism. Participants toured a Super Fund site and worked with agencies like the Denver Food Co-Op, the Denver Rescue Mission, and Café SAME (So All May Eat). A special emphasis was placed on art as a means to address and respond to social injustice and inequality.

**Hands On Disaster Response • Cedar Rapids, IA**

**Kristen Bushnell and Stephanie Retrivi • Site Leaders**

Participants did direct service to areas of Iowa that were severely damaged during intense flooding that occurred during the summer of '08. They also explored sustainability and the rising use of bio-diesel/ethanol fuels in the United States.

**Southern Utah Wilderness Alliance • Moab, Utah**

**Luke Leclair-Marzolf and Elsa Gustavson • Site Leaders**

Participants camped in Southern Utah and worked with the Southern Utah Wilderness Alliance to clean up and manage trails. They naturally took advantage of the landscape to get in plenty of hiking.

**Navajo Mountain • Navajo Mountain, Utah**

**Chanel Hammer and Brent Spencer • Site Leaders**

The Navajo Mountain project brings participants into the homes of families living on the Navajo reservation in southern Utah. Participants lived with families while working with sheep, picking apricots, and doing other tasks the families requested help with.
Alternative Spring Break 2009
8 Trips • 98 Participants • 4,940 Service Hours

Mission Statement
The Bennion Center, Student Health Service, and Campus Wellness Connection offices co-hosted the Alternative Spring Break (ASB) program for the 12th year in 2008-09. These trips, like Alternative Fall Break, provide an alcohol- and drug-free, service-focused travel opportunity for University students. Many of the students, for whom the trip is an intensive introduction to service, return home with new perspectives of social issues and a commitment to continue service efforts at home.

Senior Nicole Kraus served as program coordinator. Nicole 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 teams departed March 14 on their respective service adventures. Thanks to the efforts of all participants, each trip was safe, rewarding, and successful.

The following are descriptions of the 2009 ASB trips.

“My first and life changing experience with the Bennion Center was with Alternative Spring Break – San Diego, where we worked with agencies dealing with topics of immigration. Not only did I learn about immigration in general, I learned how to go about instigating change and the role that I played in the issues. I also was able to come together with a group of people who had interests similar to mine and learn a great deal regarding diverse topics.”

– ASB San Diego Participant
Friends of the Dunes • Arcata, CA
Max Seltenrich and Brent Spencer • Site Leaders
Participants restored dune ecosystems in northern California by removing non-native invasive plant species. Participants also learned about sustainability through working with the CCAT house in Humboldt.

National Park Service • Point Reyes, CA
Sara Hugentobler and Patrick McShane • 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 iceplant and French broom, and then planting native grasses.

Bureau of Land Management • San Juan River, UT
Scott Groves and Mike Ewanowski • Site Leaders
The University’s Outdoor Recreation Program co-sponsored the trip again this year. Participants 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
Phil Swink and Bral Linn • Site Leaders
Participants served with one of the nation’s largest AIDS service organizations and helped with day-to-day support services for clients.

Glide Foundation • San Francisco, CA
Alex Larson and Elsa Gustavson • Site Leaders
Participants supported the needs of low-income and disadvantaged San Francisco residents with Glide, a grassroots community organization. They also worked with the San Francisco AIDS Foundation, Bay Positives, and a domestic violence residential support community.

Rebuilding Center • Portland, OR
Josh Newbury and Julian Moss • 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
Barbara Simpson and Erika Johnson • Site Leaders
Participants 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
Judy Cheang and Sally Tran • Site Leaders
This was the third year of trips designed to explore issues of immigration, poverty, and health along the US-Mexico border. Participants used their knowledge to provide direct services to low-income and immigrant families.
“The opportunity for students to take an active role on campus, in the community and in their own education is priceless. 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.”

– Student Leader

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. SPaCE is always nonpartisan and encourages students to make educated decisions in their political participation. Action is encouraged through a variety of events and discussions held throughout the year. This year saw efforts to strengthen relationships and collaboration between SPaCE and the Center’s Student-Directed Programs.

SPaCE will be taking on an additional role next year – overseeing Issue Education. SPaCE will take charge of educating student leaders and volunteers on why they serve and on the populations and communities in which they serve. Its name will also be changed to Issue Education.

The following is a list of accomplishments this year:

“The opportunity for students to take an active role on campus, in the community and in their own education is priceless. 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.”

– Student Leader
Bennion Hinckley Forums

This monthly series held in the Hinckley Caucus Room gathers students and guests to listen and ask questions of a panel that addresses social issues. Comprised of a professor, student, and community partner expert in the topic, the forums focus on such issues as multiculturalism, education, and the environment – whatever coincides with the center’s upcoming Saturday Service Project. Six successful forums were held.

Oxfam Hunger Banquet

This annual experiential dinner event exposes guests to poverty and hunger throughout the world. Participants take on profiles of people affected by poverty in various countries and are served dinner accordingly. Most have rice and beans. Guests discuss their experience and learn about ways to address hunger. Admission fees of food and money this year totaled over 410 cans donated to the Utah Food Bank and $435 for Oxfam America.

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 OrangeBands 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 such as 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.

SPaCE Coordinators

Jon Ng
Shawn Boley
Sherry Li
Drew Thompson
Stanley Lloyd
Jessica Augustus
Established to celebrate the Bennion Center’s 10th anniversary and serve as its physical presence in the Westside community, this two-acre natural site hosts a diverse array of visitors from all over the Salt Lake area for environmental volunteer work, service-learning programs, and events celebrating community.

This year of economic change has also brought new changes to Bend-in-the-River. With Bennion Center budgetary constraints, the coordinating position was reduced to a part-time position, opening up new challenges and opportunities for integrating more student leaders into education and restoration at the Bend.

The most significant opportunity has been the induction of the Bend’s Morgan Fellow, Josh Stovall, into the Center’s Student Service Council, a move which opened the door to increased student participation. Josh served the Bend during the 2008-09 academic year as an AmeriCorps intern, and his contribution has been invaluable. His organizational skills and passion for our mission make him an ideal candidate for coordinating volunteer work and involving students.

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

Volunteer Force
38 Groups • 1,346 Volunteers • 3,102 Service Hours

Educational Programming
23 Groups • 768 Students • 1,245 Education Hours

“The 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
The Bend has also begun engaging the community more with increased responsibility and ownership through the Site Steward Program. Students and community members may commit a few hours a week to care for a small portion of the site wherein they control the spread of weeds and maintain proper watering of new plants. This program allows Bend staff to focus more on developing leadership and educational skills among volunteers.

University faculty members have begun providing service-learning course opportunities for students at the Bend. The most significant of these begins Fall Semester 2009 in an open-space planning course provided by the Department of Community and Metropolitan Planning. The course will culminate in a students-developed site plan which, when approved, will pave the way for Salt Lake City officials to place the Bend site under a city conservation easement, guaranteeing its protection in perpetuity. It will also set the stage for future service-learning courses to develop a long-term planting plan and associated best management practices.

Finally, thanks to the contributions of previous Bend coordinators, annual events such as Earth Day, the Winter Solstice, and Fall Planting will continue to experience high numbers of volunteer involvement. Also, the past diligence with which previous coordinators organized training and orientation for volunteers created a compelling reason for community and University partners to support the Bend’s vision and goals. This is evidenced by a recent $5000 grant from REI, which selected the Bend over other national applicants. The award will help BITR purchase tools, educational supplies, plant materials, and hardware.

Bend-in-the-River Executive Committee

Bend-in-the-River Staff

Tara Poelzing • Coordinator (through April 2009)
Steven Storheim • Coordinator (since April 2009)
Joshua Stovall • (Americorps Intern)
Michelle Saggboy • (Americorps Intern)
Max Schizenich • (Americorps Intern)

Bend-in-the-River Executive Committee

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

Bend-in-the-River Staff

Tara Poelzing • Coordinator (through April 2009)
Steven Storheim • Coordinator (since April 2009)
Joshua Stovall • (Americorps Intern)
Michelle Saggboy • (Americorps Intern)
Max Schizenich • (Americorps Intern)
“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
In 2008 America Reads participated in the launch of a new after-school program called Tennis “N” Tutoring. Its goal is to improve academic skills and promote a healthy lifestyle while developing discipline and social skills by combining tutoring with tennis instruction. Ten fifth- and sixth-grade students from Lincoln Elementary were selected by teachers to participate in the pilot program. Each was matched with an America Reads tutor for one-on-one help with homework, math, and reading skills. After their tutoring sessions, the students received on-court tennis lessons from the Liberty Park Tennis Center. The program has been a great addition to America Reads, and we look forward to evaluating and developing it through the following year.

Sites and Site Team Leaders

Lincoln Elementary – Vicki Layton
Mountain View Elementary – Xuan Phan
Neighborhood House – Alex Griffin
Parkview Elementary – Bonnie Roach
Fellowships, Scholarships and Awards

Summer Alumni Fellowships

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. Throughout 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 2008, two fellowships were awarded. Shawn Boley, a Bennion Center student leader, served at the Los Angeles Homeless Services Coalition. Shawn helped the agency with its homeless youth outreach and awareness programs, emphasizing racial inequality and discrimination. Esperanza Zagal taught English, GED, and Pre-GED classes for refugees and immigrants through Jewish Vocational Services in Boston, MA.

Elmo R. and Frances Bennion Morgan Fellowship

Due to the economy, the endowment that supports the Bennion Morgan Fellowship did not accrue enough interest for the Center to award a fellowship this year.

Barbara Tanner Fellowship

Established in 1997, the Barbara L. Tanner Community Service Fellowship provides an opportunity for a University graduate to experience one year of full-time community service while meeting a critical need. A $20,000 stipend allows the fellow to carry out service objectives initiated during the fellowship.
undergraduate work at the U. It was created by Deb Sawyer, Deon Hilger, and others to honor the family and community contributions of Barbara L. Tanner.

This year the fellowship committee gave Eric Hu the award. Working with the free 4th Street Clinic in downtown Salt Lake City, he developed a program called Fourth Street Scholars for his fellowship project. This program immerses undergraduate students in the daily operations of a homeless clinic. Working side by side with clinical staff, scholars learn how the clinic runs as they work on progressively more important projects. Through Eric’s design, the clinic staff receive greater assistance and students develop important skills and good experience.

Telitha Ellis Lindquist Scholarship

The Telitha Ellis Lindquist Scholarship offers an upper-division student who has demonstrated leadership and community service commitments the financial support to complete degree requirements. The awardee must continue to devote significant time and initiative to community service and leadership through the Center. It was created to honor the family and community contributions of Telitha Ellis Lindquist. Sabrina King, a senior studying political science, was the year’s recipient. She has been involved with the Center since her freshman year, serving in a variety of roles including: program director, coordinator, service-learning scholar, AmeriCorps member, service house resident, and most recently Bennion Center president. Sabrina hopes to continue expanding her understanding of the world through community engagement and the pursuit of happiness.

Chelsea Hale Creative Community Leadership Award

This award recognizes individuals with vision and understanding of the issues that affect our community. They have demonstrated 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 Center’s 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 Michael K. Smith. Michael has demonstrated leadership through multiple avenues from working in Little League baseball to caring for the elderly, but his most notable work has been for the Utah Food Bank, where he organized large groups of volunteers to help twice a month. He has also helped the U. S. Postal Service collect food for the bank and was recognized as Volunteer of the Year by the Utah Food Bank.

Dan Wendelboe Continuous Community Service Award

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

Dan Wendelboe was 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 2008-2009 Dan Wendelboe Continuous Community Service Award was given to Kevin E. Petersen. Kevin strongly exemplifies what one person can do to make a positive difference in the community. He has given service through the Center for several years as an undergraduate and as a Bennion Center Advisory Board member. His vision, dedication, caring attitude, enthusiasm, and work ethic have motivated others to follow his example.

Public Service Professor

The 2008-2009 Public Service Professorship was awarded to Dr. MaryAnn Christison, Department of Linguistics. Dr. Christison’s Public Service Professorship project was to research and design a service-learning course to foster awareness of, and to provide practical means for addressing, critical English-as-a-Second-Language (ESL) needs all over the Salt Lake Valley. Beginning in academic year 09-10, students from the Department of Linguistics and the College of Education will receive basic training in ESL teaching methods and techniques and then collaborate with the ESL Skills Center, the Granite School District Adult Program, the Hartland Project (University Neighborhood Partner), Catholic Community Services of Utah’s Immigrant and Refugee Resettlement Program, and with representatives from the Jordan, Granite, and Salt Lake City school districts to apply those skills. As a component of the Public Service Professorship, Dr. Christison is designing a research project to determine how to measure the effectiveness of the service-learning course and its impact on the community.

Distinguished Faculty Service Award

The Bennion Center was pleased to recognize Dr. Janet Kaufman, Department of English, with this year’s Distinguished Faculty Service Award. The award recognizes Dr. Kaufman’s work over the past decade to fund, develop, staff, and serve the Family Literacy Center at West High.

The West High Family Literacy Center links the west side and university communities through enrichment programs that provide academic support, mentoring, and language-learning opportunities for immigrant and refugee families. WHFLC supports teachers in enhancing their curricula by bringing the arts and sciences into the school and facilitates collaborations with the Salt Lake District that include elementary, middle, and high school students.

Dr. Kaufman integrates her teaching with the Family Literacy Center through service-learning so her university students preparing to be secondary English/Language Arts teachers assist as tutors, mentors, and translators. Dr. Kaufman’s students have provided help in varied English and language classes as well as classes in civics, math, photography, and dance. The impact on children and families as well as University students has been invaluable. She has encouraged many future teachers to understand how to give back to the community in ways that make a profound difference.

As a former student of Dr. Kaufman’s has said, “Janet has inspired many hundreds of aspiring educators by being a great teacher. But her scope of influence is much greater than that. When you consider all of the people her students serve as part of Janet’s programs, Janet’s influence is multiplied.”
For the fifth year the Bennion Center has honored outstanding students, faculty, and community partners during the Civic Engagement Awards Luncheon. Vice President for Academic Affairs David Pershing opened and closed the awards ceremony while founding director of the Lowell Bennion Community Service Center and University Neighborhood Partners, Irene Fisher, shared inspirational comments.

Rebecca Good was recognized as the Civically Engaged Student for her involvement with a community program collaborating with immigrant women at University Neighborhood Partners–Hartland Project to develop a community kitchen concept whereby refugee women created businesses to sell the food they made from their homelands.

The Utah College Advising Corps, under the leadership of Ms. Aretha A. Minor, was honored as the Committed Community Partner of the year. Through partnerships with University organizations like sororities, the Black Student Union, and the University Chapter of Movimiento Estudiantil Chicano/a de Aztlan (MEChA), the Utah College Advising Corps has exposed hundreds of students at the secondary education level to college information.

Dr. David Derezotes was recognized as the Civically Engaged Scholar for his work in the community with agencies such as the Indian Walk-In Center and the Inclusion Center and for his work on the University campus with the Peace and Conflict Studies Program and the Dialogue for Diversity Project.

The President’s Higher Education Community Service Honor Roll, launched in 2006, 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 and is supported by the U.S. Department of Education, the U.S. Department of Housing and Urban Development, Campus Compact, the American Council on Education, and other higher education associations. In 2008 the University of Utah was selected for the award with Distinction for the exemplary community service contributions of its students, faculty, and staff in meeting critical community and national needs. The University was one of 83 institutions receiving Distinction status and the only Utah Institution to receive the honor.

UCAN Serve AmeriCorps

Each year the Bennion Center awards UCAN Serve AmeriCorps education awards to students making significant service commitments. Previously, these awards were offered only to America Reads tutors and Bend-in-the-River interns; roughly ten annual scholarships worth $11,000 total were given. This year the award was opened to all Center student leaders, resulting in an enrollment of 41 members. With four times as many students involved in AmeriCorps, together they will log 13,650 hours of service and receive $43,250 in scholarship money.
“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

Barbara Murdock, Chair
Executive Committee
Zeke Dumke
Karen Hale
Kathryn Lindquist
Kim Paulding
Sheila Walsh-McDonald

Community Partners
Lowell (Ben) Bennion
Richard Hinckley
Rosemarie Hunter
 Vaughn Lovejoy
Lon Richardson
Kristi Sweet

Members at Large
Marc Babitz, MD
Robert Baird
Philip Clinger
Jane Harrington
Justin Haskell
Jon Hayes

Judd King
Roz McGee
Linda Newell
Justin Olson
Kevin Petersen
Teri Petersen
Patrick Reimherr
Anna Clare Shephard
James Zebelein, Jr
Sonnie Yudell

Ex-Officio
Linda Dunn
Kari Ellingson
Deborah Hair
Richard Jacobsen
Barbara Snyder

Bennion Center Board of Advisors

Barbara Murdock, Chair
Executive Committee
Zeke Dumke
Karen Hale
Kathryn Lindquist
Kim Paulding
Sheila Walsh-McDonald

Community Partners
Lowell (Ben) Bennion
Richard Hinckley
Rosemarie Hunter
 Vaughn Lovejoy
Lon Richardson
Kristi Sweet

Members at Large
Marc Babitz, MD
Robert Baird
Philip Clinger
Jane Harrington
Justin Haskell
Jon Hayes

Judd King
Roz McGee
Linda Newell
Justin Olson
Kevin Petersen
Teri Petersen
Patrick Reimherr
Anna Clare Shephard
James Zebelein, Jr
Sonnie Yudell

Ex-Officio
Linda Dunn
Kari Ellingson
Deborah Hair
Richard Jacobsen
Barbara Snyder
Total Volunteer Hours

During the 2008-2009 academic year Bennion Center student volunteers dedicated 173,504 hours of community service ranging from educational and environmental projects to health and social needs. With one volunteer hour currently being valued at $20.25 (U.S. Department of Labor), Bennion Center students contributed $3,513,456 worth of service to communities during the academic year.

Estimated number of volunteer service hours donated to the community during the 2008-2009 academic year:

<table>
<thead>
<tr>
<th>Hours Volunteers</th>
<th>Hours Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Fall Break</td>
<td>2,120</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>4,940</td>
</tr>
<tr>
<td>America Reads/America Counts</td>
<td>10,892</td>
</tr>
<tr>
<td>Bend-in-the-River</td>
<td>5,102</td>
</tr>
<tr>
<td>Bennion Service House</td>
<td>1,805</td>
</tr>
<tr>
<td>Legacy of Lowell Service Day</td>
<td>500</td>
</tr>
<tr>
<td>Saturday Service Projects</td>
<td>1,017</td>
</tr>
<tr>
<td>Service-Learning Courses</td>
<td>113,850</td>
</tr>
<tr>
<td>Service-Learning Scholars</td>
<td>6,805</td>
</tr>
<tr>
<td>SPaCE</td>
<td>700</td>
</tr>
<tr>
<td>Student-Directed Programs</td>
<td>27,735</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>173,504</strong></td>
</tr>
</tbody>
</table>

Lowell Bennion Community Service Center

Financial Summary FY09

<table>
<thead>
<tr>
<th>FY08 Carryover</th>
<th>$ 172,749</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td>$ 263,115</td>
</tr>
<tr>
<td>Endowment Interest</td>
<td>$ 114,193</td>
</tr>
<tr>
<td>State Funds</td>
<td>$ 232,822</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$ 890,130</strong></td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries/Benefits</td>
<td>$ 419,031</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>$ 18,113</td>
</tr>
<tr>
<td>Printing</td>
<td>$ 21,639</td>
</tr>
<tr>
<td>Overhead</td>
<td>$ 25,693</td>
</tr>
<tr>
<td>Awards/Scholarships</td>
<td>$ 22,458</td>
</tr>
<tr>
<td>Volunteer Expense/Recognition</td>
<td>$ 26,269</td>
</tr>
<tr>
<td>Service-Learning Support</td>
<td>$ 100,851</td>
</tr>
<tr>
<td>Professional/Leadership Development</td>
<td>$ 13,968</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$648,013</strong></td>
</tr>
<tr>
<td><strong>Balance as of 30 June 2009</strong></td>
<td><strong>$ 114,866</strong></td>
</tr>
</tbody>
</table>
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

Anonymous Donors
3M Foundation, Inc.
Ms. Camille Ackerman
Lisa Ramsey Adams, JD
Douglas D. Alder, PhD
American Forest Foundation
Ms. Kathleen D. Anderson
Mr. Paul B. Anderson
Anthony Morgan Trust
Ms. Enrique Arce-Larreta
M. John Ashton, JD
Walter Lynn Atkinson, PhD
Marc E. Babitz, MD
Ruth E. and John E. Bamberger Foundation
Ms. Kathryn F. Barker
Ms. Joan B. Bateman
Ms. Sheila D. Beers-Taylor
Ms. Evalyn D. Bennett
John W. Bennion, PhD
Ms. Karen B. Bennion
Mr. Lowell C. Bennion
Ms. Stephanie L. Bennion
Mr. Gary M. Blake
Ms. Angela Blanchard
Borchard Foundation
Efforts have been made to compile an accurate donor list; the center apologizes for any omissions or errors. Please call 801-585-0093 with any corrections.
The Bennion Center now has its own wheels, thanks to the generous donation of a ’92 Toyota 4-Runner from the family of Eugene England. Dr. England, a former professor of English at BYU, passed away in 2001 but will always be remembered for his commitment to creating community. Eugene became a critic, essayist, teacher, and scholar following his time at the University of Utah under the mentorship of Lowell Bennion. His wife, Charlotte England, approached the Center in August 2008 to see if a truck could be useful to carry on Lowell’s legacy. The Service Mobile has since been extremely useful for students engaged in service projects to haul tools, supplies, food boxes, and such.

“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

Bennion Center Service Mobile
The Bennion Center invited community volunteers to celebrate Lowell Bennion’s legacy with service on the morning of September 20. The annual event in Lowell’s honor was established to educate students about his commitment to underserved populations and to energize students, alumni, and friends to carry on his traditional Saturday morning work.

The fifth annual Legacy of Lowell Service Day began with breakfast at Parkview Elementary. Volunteers were then transported to one of five sites throughout the Westside community that replicated the range of service to which Lowell had dedicated himself. Parkview Elementary volunteers held a storytelling-reading-literacy project where more than 200 books were given to local children. Volunteers for the Utah Food Bank delivered over 100 food boxes to senior citizens across the valley. A group volunteering with the Services for Seniors program did home repairs and yard clean up for two citizens in the Rose Park neighborhood. Sorenson Unity Center volunteers assembled more than 1,500 dental kits and made 100 baby hats for refugee populations. Volunteers at Bend-in-the-River prepared the two-acre greenspace for fall.

Volunteers then wrapped up the day back at Parkview for the Community Service Awards Luncheon. Michael K. Smith was given the Chelsea Hale Award for his work with the Utah Food Bank; Kevin E. Peterson, Bennion Center alumnus and advisory board member, received the Dan Wendelboe Award for his ongoing commitment to the community and Bennion Center.

More than 500 hours of service were donated by the 250 plus volunteers that day.

"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
University Service Corps

Back in 1992 a coalition of departments and campus organizations met and organized service projects throughout the year to better unify the campus community. This coalition, the University Service Corps (USC), completed meaningful service activities, shared information about the community, and increased the diversity of people on campus engaged in service. The USC also fostered collaboration and communication across campus. Unfortunately, the organization became inactive around 2004.

This year more than 20 U of U departments and organizations assembled with the goal of re-energizing the USC. The representatives organized a kick-off event, a Marrow Donor Registration Drive, which resulted in more than 350 new additions to the National Marrow Donor Program’s registry. Events the USC will support in the upcoming academic year include Legacy of Lowell, the Blood Drive, the Food Drive, Rock the U, Project Youth, and others to be decided.

Tennis “n” Tutoring

Through broad cooperation with the Boys & Girls Club of Greater Salt Lake, the Salt Lake City Mayor’s Office, the Utah Tennis Association, and the 3rd District Juvenile Court, the Bennion Center helped launch a pilot after-school program called Tennis “N” Tutoring. Fifth- and sixth-grade students from Lincoln Elementary were matched, one-on-one, with University student tutors who helped with homework, math, and reading skills. Additionally, the grade-school students received on-court tennis lessons, which teach good sportsmanship, promote a healthy lifestyle, and develop discipline and social skills. The Boys & Girls Club of Greater Salt Lake provided program coordination and academic tracking while trained tutors were provided by the Bennion Center’s America Reads program. Utah Tennis’ Junior Tennis Foundation provided equipment, and the Liberty Park Tennis Center offered court time and tennis instruction.

1st Annual Donor/Mentor Leadership Forum

This year the Bennion Center hosted its 1st Annual Mentor/Donor Leadership Forum in the Salt Lake City and County Building. The forum brought together University students and community leaders from across the valley. These leaders facilitated round-table discussions to address topics including leadership, service, philanthropy, and the importance of civic engagement within the community from the perspective of their personal and professional experiences. Community leaders who participated included Kim Wirthlin from the University of Utah, Judge Andrew Valdez from the Juvenile District Court, and John Pingree from Intermountain Healthcare.
Bennion Center Staff

Linda Dunn • Director
Mary Draper • Development Consultant
Elsa Gustavson • America Reads Coordinator
Deborah Hair • Administrative Assistant
Matthew Ireland • Office Volunteer
JaNae Lilly • Service-Learning Coordinator
Sabrina King • Office Intern
Gina C. Russo • Student-Directed Programs Manager/Assistant Director
Steven Storheim • Bend-in-the-River Urban TreeHouse and Green Space Program Coordinator
Christy Tobolski • Public Relations Coordinator
Katie Winters • Service-Learning Manager/Assistant Director

Gina C. Russo
Student-Directed Programs Manager/Assistant Director

Katie Winters
Service-Learning Manager/Assistant Director

JaNae Lilly
Service-Learning Coordinator

Steven Storheim
Bend-in-the-River Urban TreeHouse and Green Space Program Coordinator

Christy Tobolski
Public Relations Coordinator

Linda Dunn
Director

Mary Draper
Development Consultant

Elsa Gustavson
America Reads Coordinator

Deborah Hair
Administrative Assistant

Katie Winters
Service-Learning Manager/Assistant Director
From The Director...

As you read this report, you witnessed the Bennion Center’s wonder. It is rich with energetic students passionate about service; they make a difference one person, one project at a time. You read that the Center is blessed with alumni, board members, staff, community partners, University administrators, and donors dedicated to supporting these students. You give them opportunities to apply their academic skills and knowledge to community needs while they develop a pattern for lifelong civic participation.

Each year the number of students engaged, the quality of collaborations created, and the success of community projects tackled increases. As the Center’s reach broadens, it also deepens through students’ constant study of and reflection on the issues behind hunger, homelessness, illiteracy, ignorance, discrimination, and other factors that generate desperation. Everyone involved in the work of obliterating these obstacles to happiness is enriching our community.

You who see yourselves on these pages working, leading, teaching, learning, giving, inventing, building, supporting, smiling, and celebrating are moving Lowell Bennion’s legacy into the future. Thank you.

Linda Dunn

The Bennion Center would like to thank the following staff members for their dedicated service to the center:

Sara Barclay • Outgoing Service-Learning Coordinator
Missy Dawnson • Summer Development Consultant
Alicia Geesman • Outgoing Alumni & Donor Relations Director
Curt Lassen • Outgoing Students-Directed Programs Manager/Associate Director
Tara Pohkering • Outgoing Bend-in-the-River Urban TreeHouse and Green Space Program Coordinator
Brent Spencer • Outgoing Students-Directed Programs Coordinator

The Bennion Center would like to thank the following staff members for their dedicated service to the center:

Sara Barclay • Outgoing Service-Learning Coordinator
Missy Dawnson • Summer Development Consultant
Alicia Geesman • Outgoing Alumni & Donor Relations Director
Curt Lassen • Outgoing Students-Directed Programs Manager/Associate Director
Tara Pohkering • Outgoing Bend-in-the-River Urban TreeHouse and Green Space Program Coordinator
Brent Spencer • Outgoing Students-Directed Programs Coordinator

From The Director...