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 to offer opportunities 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
Leadership • Provide in-depth meaningful and educational experiences in order to facilitate the sustainable development of competent, confident, lifelong leaders who are accountable for their performance.

Service • Cultivate and nurture an ethic of lifelong community service and engagement.

Education • Facilitate meaningful experiences that enhance the academic and research mission of the university.

Partnerships • Continue to build solid foundations and enhance strong reciprocal relationships with stakeholders.

Development • Carry out fundraising activities and public relations efforts to support, sustain and cultivate BC operations.

Efficacy • Collaborate to evaluate and improve programs that are mission focused and maximize potential.

“We not only act – we reflect on our actions.”
– Lowell L. Bennion
“The U.S. Dream Academy offers an invaluable service to all those who participate. As you work with this very unique group of children and begin to connect and relate with each one of them, you grow as an individual. Most of the reflection I have done on my service is very personal, and its end product has manifested itself in many emotions as well as a need and desire to continue my involvement and commitment to these children, especially my mentee Jose. I feel that I have given him something very profound and meaningful and he has done the same for me. It’s very difficult to express all that I have gained from this experience. The only way to understand it is to experience it! Involve yourself in the U.S. Dream Academy with passion and commitment and you will feel, see and experience many of the same things that I did.”

– Johanna Jamison
US Dream Academy Program Director

Student-Directed Programs
55 Programs • 3,828 Volunteers • 29,624 Service Hours

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

During the 2009-2010 academic year, the Bennion Center housed 55 student-directed programs in five main issue areas: Education & Advocacy, Environment & Science, Health & Ability, Social Justice, and Special Projects.

Program Coordinators
Ryan Price • Education & Advocacy Coordinator
Drew Thompson • Environment & Science Coordinator
Tope Adeyemi • Health & Ability Co-Coordinator
Shawn Tate • Health & Ability Co-Coordinator
Natalie Van Tongeren • Special Projects Coordinator
Program Directors
Education & Advocacy
Michael Chen • ACT College Prep
Kendall Fischer • ACT for Youth
Donald Krogh • Children’s Mentoring Program
Carlene Folau • Education First Mentoring Programs
Jeremiah Morgan • ESL Center
Elena Nazarenko • ESL Grandad
Kelsey Buchman • Family Self-Sufficiency Center
Dannon Lee • Franklin Elementary
Sean Brannigan • Jackson Elementary
Brandon Schembrt • Literacy Action Center
John Pearson • Mountain View Elementary
Barbara Simpson • OrangeBend/Public Interest Advocacy
Anna Farnsworth • Reach Out and Read

Environment & Science
Weston Edwards • Bike Collective
Canyon Evans • Campus Recycling Program
Samuel Allen • E.A.T.
Darcy Roselli • Red Butte Garden
Maia Taylor • SEED
Owen Carroll • SEED
Anna Copeland-Rynders • SEED

Health & Ability
Khamaa Vaghele • BAT Kids
Leland Thompson • BAT Kids
Jamie Rankin • Refind the Elderly
Morgan Hall • Best Buddies
Alice Ma • Cancer Wellness House
Kelsey Buchman • Hopscotch Care
Archana Subbiah • Kids Crew
Laura E. Nielsen • Knitting for Newbies
Douglas Green • Medical Interpreting
Andrea Hoffman • NAMI

Alycia Parmell • NAMI
Nelson Diamond • Ronald McDonald House
Jacob Franklin • Running Forward
Jordan Holliday • Utah Special Arts Program
Ryan Obermaki • Utah Healing Arts Program
Chase Jardine • VA Hospital
Stephen Larson • VA Hospital

Social Justice
Jimmy Oku • Africa Help Line
Candelario Saldiva • Campus AIDS
Parker Chapple • Crossroads Urban Center
Tammy Reque • Family Support Center
Leanna Bellini • Girl Scout Program Director
Michelle Misier • Girl Leadership Forum
Nik Sustain • High Road for Human Rights
Maia Groves • Mentoring Refugees
Lindsey Hubbard • Mentoring Refugees
Taylor Horn • Road Home Book Club
Katie Smith • Road Home Playroom
Vass Papademos • Road Home Teens’ Night Out
Jen Portune • Salt Lake Peer Court
Matt Veeder • Salt Lake Peer Court
Clayton Anderson • Sorenson Center
Eric Wood • Sorenson Center
Johanna Jamison • US Dream Academy

Special Projects
Hsinjun Fan • Camp Kostopulos
Adrienne Griffth • Camp Kostopulos
Yasmeen Hussain • Freshman Service Corps
Alexi Nichols • Freshman Service Corps
Jonathan Ng • International Service Hub
Carly Smith • International Service Hub
Lauren Wells • International Service Hub
Nicole Ledford • Project Youth

Cort Pincock • Project Youth
Nicholas Dreeter • S.O.A.R.E.
Mikaela Mokohi • S.O.A.R.E.
Mallory Platt • Special Olympics Fall/Spring Classic
Mikaela Ray • Special Olympics Fall/Spring Classic
Brittany McDowell • Special Olympics Team
Adrian Wride • Utah Red
Chip Simpson • Village Time Bank
“Students in my Research Design for Public Administrators course were required to complete a research project for a community partner. One group of students worked with the ARC of Florida and helped them investigate the public policy parameters of publicly supported dental care for people with disabilities. These five Masters of Public Administration students worked tirelessly to collect a wide variety of both qualitative and quantitative data and produced a report detailing the policy options available for the ARC and its clients. They helped the ARC of Florida and they also learned a great deal. To me, this is the essence of what service-learning should be. The students were challenged by many roadblocks through the course of the semester. Each time they were able to overcome these roadblocks and learn what paths are available to researchers. I feel certain they have a deeper understanding of many aspects of research as a result of this service-learning project.”

— Nancy Basinger, Ph.D.
Service-Learning Professor

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, this is service-learning. Service-learning is a philosophy, pedagogy and model for community development used to meet a course’s learning goals and/or content standards.

Students in service-learning courses connect classroom concepts, knowledge and theories with real people and needs by collaborating on projects designed by the student, faculty and a community partner. Projects meet the course’s academic goals and advance the community partner’s mission. Each year more than 100 courses in a wide variety of colleges and disciplines are designated as service-learning.

Service-Learning Initiative
With the generous support of Vice President for Academic Affairs David Pershing, the Bennion Center funded 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 $20,000 was distributed as seed money to the following faculty and their departments:

Megan Hallett and Hank Lietz • fine arts and social work
Leticia Alvarez • education, culture and society
David Quijada • education, culture and society
Joel Arvizo • family and consumer studies
Holly Godsey • geology and geophysics
Task Force for the 3rd Decade Plan

The task force for the 3rd Decade Plan was created in spring 2010 to consider the place of community-engaged scholarship, community-based research and service-learning at the U of U. Recognizing that each college and department operates under its own considerations of scholarship, teaching and research, the task force will examine strategies to support, institutionalize and sustain community-engaged scholarship in a way that meets the university’s diverse needs. Task force members are:

James Anderson  
President of the Academic Senate

Martha Bradley  
Dean of the Honors College

Marissa Diener  
Borchard Fellow and associate professor of family & consumer studies

Hank Liese  
Borchard Fellow and associate professor of social work

Stephen Alder  
Chief of the Division of Public Health, Family & Preventive Medicine

Keith Bartholomew  
Associate professor of architecture and planning

Dolores Delgado Bernal  
Associate professor of education

Patom Leslerphant  
Service-learning scholar

Lindsay Larsen  
Service-learning scholar

Neal Patwari  
Assistant professor of engineering

Stephen Reynolds  
Associate dean of the College of Social and Behavioral Science

Charles Wight  
Dean of the Graduate School

Service-Learning Class Committee

Jacob Bruce • director of Neighborhood House
Kandie Brinkman • professor of gender studies
Beverly Brehl • professor of family and consumer studies
Lynn Hollister • professor of nursing
Pat Matthews • professor of social education
Carolyn Owsuby • professor in the LEAP program
Bob Quinn • professor of medicine
Brittany McDowell • student
Service-learning Scholars commit to embracing service as an intricate part of their learning experience at the university. They do so by carrying out 400 service hours, 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 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. In 2010 twelve scholars who contributed more than 5,600 total hours of service through the program were recognized at graduation. The following are descriptions of some of their projects.

**Kelsey Buchman** worked with the Family Self Sufficiency program, which helps adults in low-income housing get their GEDs. She incorporated the program into the BC, recruited volunteers and designed a GED math practice manual for tutoring purposes.

**Kristen Bushnell** engaged in an educational outreach program for Bend-in-the-River to translate responsible building practices through the use of urban ecology. The project included construction documents, plans and diagrams of upcoming technology.

“...
Elise Dumke-Miller created the annual Officers Hollow event to give young students who may not have a chance to enjoy Halloween the opportunity to trick-or-treat in a safe, fun environment.

Natalie Morlan, in collaboration with Brent Schmidt, worked with Interpreting Services at the University of Utah Hospital to create a handbook that will aid in training volunteer language interpreters.

Heather Oldroyd developed a continuing educational course through The Children’s Center for pre-school teachers in the community. This course will result in individualized child-behavior support for pre-school teachers.

Matthew Pepper created an exercise DVD for Hispanic patients with diabetes to help them understand and manage their diabetes. He will present findings on the DVD’s effectiveness at the American Association of Diabetes Educators annual meeting.

Daniel Torba created The Diabetes Awareness Group, which fundraises for University of Utah diabetes research and volunteers throughout the community to teach the importance of a healthy diet and exercise and their role in preventing diabetes.

Rebecca Van Maren worked with the Community Food Co-op of Utah to establish a Mobile Market in food deserts located in Salt Lake County; the Mobile Market will provide access to affordable, healthy food in areas where the co-op model is not available.
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 2010, the house’s sixth 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 weekly dinner meetings.

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

**Service House Dialogues**
On the third Tuesday of each month, house residents invited civicly 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.

“The Service House is one of the unique communities in Officers Circle. Most houses are connected by a discipline, which is nice because like-minded people can be together, but those people may be forced to be in academic competition with each other. The Service House is unique because we were joined by the common bond of service. We were connected by our love of others and our desire to do good for others. Our diverse academic and social backgrounds allowed us to grow in ways we might not have otherwise. Because of our sensitivity towards others, we were always there for each other, both for the good times and when things got a little tough. Caring is the fabric of our house, and it wound us closely together, giving us experiences we will never forget. It made us very strong as a community, allowed us to work together towards common service goals and have lots of fun. Our house was our safe place, our haven.”

– Sara Hugentobler
Service House Resident
**Officers Hollow**
Planned in conjunction with the College of Social Work and other houses on Officers Circle, Officers Hollow 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 their progress with goals and expectations established at the beginning of the year.

**Earthfest**
Earthfest brought more than 200 4th graders from Edison Elementary School to campus to learn about environmental sustainability through educational activities and a field trip to Red Butte Garden.

**End of Year Tree Planting**
The residents continued the tradition of planting a tree on Officers Circle to commemorate their year's work. This year's tree was a Zelcova, which was planted in the courtyard.

**Service House Residents**
Katie Hobbs • Resident Advisor
Rachel Barnes
Courtney Ferrin
June Hiatt
Sara Hugentobler
Stanley Lloyd
Jonathan Ng
Ryan Price
Carly Rawlinson
Barbara Simpson
Drew Thompson
Bryce Williams
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 subsequent desire to continue community engagement and service.

The Bennion Center, in collaboration with the university’s Rio Mesa Center (formerly the Entrada Institute), hosted the first annual AFB trip to the Rio Mesa Center. Rio Mesa Center is a real-world laboratory where students exercise integrated thinking about humans and their place in biologically complex and fragile systems. The center promotes studies and professional training at the interface of history, anthropology, biology, art and human sustainability around the following themes: water as the lifeblood of the West, human history and sustainability on the Colorado Plateau, and solitude and inspiration.

“I love being part of ASB! It has been such a life-changing experience for me. I have learned so much about the world around me, as well as about myself. ASB isn’t just a week of service, fun, and friends; it is an experience that will last a lifetime.”

– Xuan Phan
ASB Site Leader
In collaboration with other departments on campus, the Bennion Center hosted a Community Emergency Response Team (CERT) training. Participants were trained in the skills required to help themselves and then 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 ERTs.

Sara Hugentobler brought experience and great organizational skills to the position of program student coordinator. She led eight student site-leaders who invested an average of 5 hours per week for 25 weeks during the year planning and training for each trip.

After months of preparation and anticipation, the teams departed March 20th on their adventures. Thanks to the efforts of all participants, each trip was safe, rewarding and successful. Following are descriptions of the 2010 ASB trips:

**Alternative Spring Break 2010**
8 Trips • 104 Participants • 5,360 Service Hours

The Bennion Center and the Center for Student Wellness co-hosted the Alternative Spring Break (ASB) program for the 14th year in 2009-10. These trips provide an alcohol- and drug-free, service-focused travel opportunity for university students, staff, faculty and alumni. Many of the participants, 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.

**Friends of the Dunes • Arcata, CA**
Rachel Barnes and Elsa Gustavson • Site Leaders

Participants restored dune ecosystems by removing non-native invasive plant species. They learned about sustainability by working with the CCAT house in Humboldt.
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.

The university’s Outdoor Recreation Program co-sponsored the trip again, enabling participants to explore by raft the beautiful canyon country of southern Utah along the San Juan River while conducting river clean-up along the way.

Participants served with one of the nation’s largest AIDS service organizations and helped with day-to-day support services for clients.

Participants explored multiple facets of human rights in partnership with Glide and other community agencies. This service provoked students to think about how health, sexual orientation, gender and socioeconomic status can affect the rights and privileges available to any person in our society.

Participants learned about environmental justice through various projects. They helped in a health center for migrant farm workers, in community environmental services at Portland State University and in local community gardens and parks.

Participants learned about facets of hunger and homelessness issues by working in this food bank providing meals to low-income and homeless populations in King County. Due to demand from last year, the trip was expanded to 18 from the usual 12.

This trip explored 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 Costa Rica International Service Program included a spring break week in the Monteverde region of Puntarenas Province. Due to its vast stretches of protected cloud forest, this region is one of the most biologically diverse spots on the planet. In addition to possessing protected biological treasures, Monteverde is a peaceful, beautiful agrarian community steeped in ecological tourism.

Participants had the option to take the course International Development, Community Empowerment and Social Change for one political science credit that meets the new international requirement for graduation. 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. This course introduced participants to community, cooperative and family-based organizations, all of which promote social justice; increased health benefits for people and the environment; and access to appropriate and relevant education for all. Students learned from firsthand experiences that highlighted the role of women in development, fair trade agriculture, tourism, sustainable development, conservation biology and cooperative management.
Established to celebrate the Bennion Center’s 10th anniversary and serve as its physical presence in the Westside community, this two-acre natural site on the Jordan River 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’s Bend-in-the-River program was coordinated by a part-time staff member, the Morgan Bennion Fellow and two AmeriCorps members, all of whom worked hard to integrate more student leadership into education and restoration. In fact, the Bend was accepted this year as a new student-directed program. As a result, the part-time staff position was dissolved and the work will be supported by two student directors in addition to the Morgan Bennion Fellow and AmeriCorps members. The Bennion Center Student Programs Coordinator will provide some staff support.

The induction of the Bend’s 2009-10 Morgan Fellow, Josh Stovall, into the center’s Student Service Council opened the door to increased student participation. It also helped smooth the transition between a full- and part-time staff position. Josh’s

“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 green space 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
experience, organizational skills and passion for the place made him ideal for coordinating volunteer work and involving students.

The Bend continued to engage the local community with increased responsibility and ownership through the Site Steward Program. Student and community volunteers may commit a few hours a week to care for a small portion of the site where they control weeds and water new plants. This allows Bend leaders to focus more on developing leadership and educational skills among volunteers.

The Bend served multiple educational uses. University faculty continued to provide service-learning course opportunities. Service-learning scholar Kristen Bushnell used the facility for her Integrated Service Project. As an educational outreach effort, the project translated responsible building practices through the use of urban ecology. The project included construction documents, plans and diagrams of upcoming technology.

The partnership shared with Salt Lake City’s parks and recreation and sustainability departments brought Mayor Ralph Becker and other city officials to the Bend to reveal two of twenty-five new sets of recycling and waste bins placed along the Jordan River Parkway. The bins are part of a multi-jurisdictional effort to increase awareness and community participation in cleaning up and restoring the river’s natural function.

Annual events such as the Legacy of Lowell Community Service Day, the Fall Planting and the Earth Day Planting and Celebration experienced high numbers of volunteer involvement. Volunteers came from the university, city public schools and surrounding neighborhoods.

Bend-in-the-River Staff
Steven Storheim • Coordinator
Joshua Stovall • Morgan Bennion Fellow
Diego Cordero • AmeriCorps Intern
Max Schenreich • AmeriCorps Intern
America Reads is a federally funded work-study program that gives students an opportunity to earn part of their financial aid while tutoring children at Title I schools in the Salt Lake City School District. This model has proven highly successful over the past five years. Many children who were tutored were brought up to grade level and no longer require tutoring; some improved as much as three grade levels during a school year.

The Bennion Center and the Thayne Center for Service Learning at Salt Lake Community College held nine joint trainings for tutors. During the months joint trainings were not held, the program provided supplementary training by student site team leaders and the BC’s America Reads coordinator.

“Tutoring has made me appreciate the little things in life, like just being able to read and write.”

– Neighborhood House Tutor
This year the America Reads program received an explosion of applications, more than 160, and hired a record numbers of new tutors. Instead of the usual 35-45 tutors, the program began in August with a 76-tutor staff! Considering high unemployment problems facing the nation, we accepted as many new employees as current school partners could handle. As a result, the program helped alleviate unemployment and give great assistance to schools. It served over 300 students, increased its presence in the classroom and expanded its summer program to three sites.

Sites and Site Team Leaders

Terrilyn Black • Lincoln Elementary
Xuan Phan • Mountain View Elementary
Kandi Velarde • Neighborhood House
Nichole Valerio • Parkview Elementary
Tiffany Lindsey • Tennis and Tutoring at Liberty Park
Alumni Bennion Summer Fellowship

The Alumni Bennion Summer Fellowship, an effort between the university’s alumni association and the center, was established in 1991 to give fellows, alumni and the U 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 an agency outside of Utah.

Three fellowships were awarded in summer 2009. Victoria Andrews created an interactive project using technology to educate and connect people with sacred Native American western lands. Kristin Bushnell interned under Ambassador Diop of Mali to expand communications among developing nations. Rebecca Van Maren worked with the Northwest Arkansas Food Bank, experiencing the day-to-day operations of a food bank and helping organize its major fundraiser and write a successful grant.

Elmo R. and Frances Bennion Morgan Fellowship

The Elmo R. and Frances Bennion Morgan Fellowship is offered annually to a full-time University of Utah student for six- to twelve-month service at the Bennion Center’s Bend-in-the-River. The fellowship provides financial support for the student to realize service objectives initiated during her/his university involvement.

This year the fellowship was awarded to Josh Stovall. Josh worked with Bend-in-the-River Coordinator Steve Storheim to integrate more student leadership into education and restoration. He also played an integral role in the success of

“A year ago, during which I worked with the Fourth Street Clinic, has been one of the best experiences of my life. I have been able to learn the intricacies of caring for a misunderstood and often maligned segment of society. I was able to take part in several wonderful projects, each designed to increase efficiency at the clinic, and as a result help improve the health and quality of life of Salt Lake City’s homeless population. I have also been given opportunities for personal growth, professional development and networking. I can truly say that my time at the clinic has changed my outlook on life in so many ways, and I am very grateful to the Tanner family and the fellowship selection committee for allowing me to complete this program.”

– Brinton Woods
2009-10 Tanner Fellow
volunteer events, including the Bend’s annual Earth Day Planting and Celebration.

**Barbara Tanner 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 U of U graduate the financial freedom to experience one year of full-time community service that meets a critical need.

Brinton Woods was the 2009-10 Tanner Fellow. Brinton was deputy director for the 4th Street Clinic scholars program. He increased the efficiency and effectiveness of the volunteer program, expanding it to include pre-professional students as well as doctors, nurses, pharmacists and other professional staff.

**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.

June Hiatt was the 2009-10 recipient of this prestigious award. In addition to helping other students with numerous projects, June has served in such positions as director of the Campus AIDS Program and coordinator of the Social Justice Programs. June was the Bennion Center student vice president during the 2009-10 academic year.

**Merle Colton Bennion Fellowship**

The Merle Colton Bennion Fellowship offers a $9,000 award to a student, staff member or alum to enable part-time care for an adult with a spinal cord injury. Partnering with the U’s Division of Physical Medicine and Rehabilitation, the center gave this year’s fellowship to Morgan Masiotti.

Morgan is serving two individuals, Justin Duncan, a student at Salt Lake Community College who practices with the wheelchair rugby team, the Utah Scorpions, and Emily Jensen, an LDS Business College graduate who wants to serve others.

**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 Lynne Olson, a community leader and volunteer for more than 20 years. One to recognize and take action to address needs, Lynne has been involved with projects like Hawthorne Elementary KOPE (Kids Organized to Protect the Environment), Parley’s Corridor Trail, Hidden Hollow Park, and other community and environmental groups.
Dan Wendelboe Continuous Community Service Award

This award recognizes any student, employee, faculty member or alumnus of the university who has at least two years’ involvement with and is currently active in service through the 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 2009-10 Dan Wendelboe Continuous Community Service Award recipient was Dianne Sanchez. She has shown exemplary and innovative leadership at the university as a service-learning teaching assistant. In this role Dianne brought her love and enthusiasm for art to low-income, underserved populations in Salt Lake’s Westside community. Her persistent belief in possibility inspires the youth and adults she works with.

Public Service Professorship

The 2009-10 Public Service Professorship was awarded to Dr. Beth Krensky in the Department of Art and Art History. Dr. Krensky’s project was to develop community-based art education collaborations between the university and South Salt Lake City to provide ongoing, after-school programming. In collaboration with the director of Parks and Recreation for South Salt Lake and the board of directors of Pioneer Craft House, Dr. Krensky mapped the assets and needs of the community and the Pioneer Craft House, the art center’s proposed location. In spring 2010, Dr. Krensky taught a pilot course, Art in the Community, on site. Children from the Hser Ner Moo Community and Welcome Center (serving residents at the South Parc Townhomes apartment complex, most of whom are refugee) and children from area elementary schools attended free, weekly, after-school art classes taught by university students. The program was so successful that attendance grew each week as word got out. On April 29th, an exhibition of the children’s work, including a stop-action animation film, a series of pin-hole camera photos and a collaborative photo essay reflecting on the meaning of community, was held at the Columbus Community Center in South Salt Lake. Dr. Krensky will spend fall 2010 evaluating the program and assessing the feasibility of the Pioneer Craft House as the permanent location.

Distinguished Faculty Service Award

The Bennion Center was pleased to recognize Dr. Luke Garrott from the Department of Political Science with this year’s Distinguished Faculty Service Award. Dr. Garrott was selected for his work over the past decade engaging students in participatory community democracy. In addition to teaching his service-learning course, Neighborhood Democracy, which he has offered since 2005, Dr. Garrott contributed to the teaching and curriculum of 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 hopes to “bolster the connection between community activism and city policy-making.”

Civic Engagement Awards

For the sixth year the Bennion Center has honored outstanding students, faculty, community partners and staff during the Civic Engagement Awards Luncheon.
Civically Engaged Scholar

Dr. Matt Bradley is a scholar who bridges community-based participatory action research with teaching and pedagogy through the university and his community partnerships. His work creates intergenerational and intercultural alliances for social justice. Dr. Bradley co-teaches a social change Honors College think tank and co-facilitates the Honors College Social Justice Scholars program. He developed the Mestizo Arts & Activism legislative internship that actively involves Honors College, West High and AMES students, who receive credit for participating.

Dr. Bradley is extensively involved in the Mestizo Institute of Culture and Arts, where he is leading a MICA sustainability team that makes substantial contributions to the organization’s strategic planning. Dr. Bradley is committed to collective, community-based knowledge production to open up new spaces in the academy that are diverse, inclusive, engaging, exciting places of social change. He has developed many community-engaged courses and research projects over the past five years.

Civically Engaged Student

Miriam Kramer is a U of U graduate in human development and social policy. As an undergraduate, she was a service-learning scholar. Upon graduation, she served in the Peace Corps in Guatemala. Now, as a graduate student, Miriam shows strong commitment and passion for promoting community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for Pathways in Guatemala. Now, as a graduate student, Miriam shows strong commitment and passion for promoting community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement.

Miriam Kramer's recent focus has been on empowering and supporting students. Miriam's recent focus has been on empowering and social policy. As an undergraduate, she was a service-learning scholar. Upon graduation, she served in the Peace Corps in Guatemala. Now, as a graduate student, Miriam shows strong commitment and passion for promoting community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement. She has been the coordinator for community engagement. She has been the coordinator for multiple service-learning classes where she ensured that service/community engagement.

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. The year 2009 marks the second year the University of Utah has been selected for the award for the exemplary community service contributions of its students, faculty and staff in meeting critical community and national needs.

UCAN Serve AmeriCorps

Each year the Bennion Center awards UCAN Serve AmeriCorps education awards to students making significant service commitments. This year 63 students enrolled and served within AmeriCorps, student-directed programs and Bend-in-the-River. Together the students will log over 20,100 hours of service and receive $65,500 in education awards.

Civically Engaged Staff

In her role as intern manager of the Hinckley Institute of Politics, Courtney McBeth has mentored and advised close to 2,000 of the top students at the university, placing them in competitive internships in Utah, Washington, DC, and abroad in the new Hinckley International Internship program, which has gained national and international attention. Courtney is continually developing relationships with partner organizations and university alumni that benefit both the Hinckley Institute and the university. She currently serves on the editorial board for the C8 Magazine and with the Diplomatic Courier for the 2010 Shanghai World Expo.

Courtney works with more than 300 government, political, nonprofit and public service organizations to provide them with qualified, well-suited interns. Through her leadership, ASCEND Alliance, one of these organizations, has been able to engage excellent university students in countries such as Peru, Bolivia, Ecuador and Ethiopia. Many students continue to serve in various capacities after their internships. Courtney’s leadership of the internship program provides students challenging and rewarding academic experiences that are meaningful in their disciplines.

Committed Community Partner

Special Olympics provides numerous ways for college students to get involved with an organization and create community awareness for individuals with special needs. Volunteering weekly with the U of U team allows students to watch athletes develop physically and emotionally as they make new friends. At state and area games, hundreds of volunteers both support athletes as they compete and assist in running the event.

Rochelle Deeter is amazingly supportive of the organization, student volunteers, athletes and their families; she is always available for them. She ensures that student volunteers understand how to interact with special-needs individuals and how important it is to stay accountable, as their presence means so much to the athletes. Rochelle has been involved in Special Olympics for many years; her heart is in helping the institution grow and serve all families with special-needs members.

President’s Higher Education Community Service Honor Roll

The [U.S.] 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
During the 2009-2010 academic year Bennion Center student volunteers dedicated 147,211 hours of community service ranging from educational and environmental projects to health and social needs. With one volunteer hour currently being valued at $20.85 (U.S. Bureau of Labor Statistics), Bennion Center students contributed $3,069,349.35 worth of service.

Estimated number of volunteer service hours donated:

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Fall Break</td>
<td>790</td>
<td>25</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
<td>5,360</td>
<td>104</td>
</tr>
<tr>
<td>America Reads</td>
<td>25,815</td>
<td>76</td>
</tr>
<tr>
<td>Bennion Service House</td>
<td>1,675</td>
<td>12</td>
</tr>
<tr>
<td>Bend-in-the-River</td>
<td>2,025</td>
<td>652</td>
</tr>
<tr>
<td>International Service Program</td>
<td>1,920</td>
<td>25</td>
</tr>
<tr>
<td>Legacy of Lowell Community</td>
<td>2,425</td>
<td>970</td>
</tr>
<tr>
<td>Office Volunteers</td>
<td>754</td>
<td>7</td>
</tr>
<tr>
<td>Saturday Service Projects</td>
<td>1,693</td>
<td>630</td>
</tr>
<tr>
<td>Service-Learning Courses</td>
<td>68,220</td>
<td>2,274</td>
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<tr>
<td>Service-Learning Scholars</td>
<td>6,950</td>
<td>89</td>
</tr>
<tr>
<td>Student-Directed Programs</td>
<td>29,624</td>
<td>3,828</td>
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</tbody>
</table>

Total 147,211 8,692

“I will always serve to make a positive impact in the community. Service has become an intimate part of myself and my life, and continues to change me in ways I never expected.”

– Ryan Price
Education & Advocacy Coordinator
<table>
<thead>
<tr>
<th>Financial Summary FY10</th>
<th>Budget</th>
<th>Actual</th>
</tr>
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<tbody>
<tr>
<td>Gifts and Grants</td>
<td>$257,000</td>
<td>$238,548</td>
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<tr>
<td>Endowment Interest</td>
<td>102,082</td>
<td>134,567</td>
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<td>State Funding</td>
<td>203,667</td>
<td>200,854</td>
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<tr>
<td>Scholarship Endowment Interest</td>
<td>60,000</td>
<td>60,000</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$622,748</strong></td>
<td><strong>$633,969</strong></td>
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<table>
<thead>
<tr>
<th>Expenses</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td><strong>Personnel Expenses</strong></td>
<td></td>
<td></td>
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<tr>
<td>Salary</td>
<td>$325,933</td>
<td>$325,124</td>
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<tr>
<td>Benefits</td>
<td>59,662</td>
<td>60,286</td>
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<tr>
<td><strong>Total Personnel Expenses</strong></td>
<td>385,595</td>
<td>385,411</td>
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<tr>
<td><strong>Leadership Development</strong></td>
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<td></td>
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<tr>
<td>Conference/Training</td>
<td>$7,400</td>
<td>$12,180</td>
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<tr>
<td>Space Rental</td>
<td>2,050</td>
<td>1,412</td>
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<tr>
<td>Vehicle Rental</td>
<td>1,100</td>
<td>1,353</td>
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<tr>
<td>Volunteer Recognition</td>
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<td>7,893</td>
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<tr>
<td><strong>Total Leadership Development</strong></td>
<td>12,550</td>
<td>22,839</td>
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<tr>
<td><strong>Service-Learning Faculty Support</strong></td>
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<tr>
<td>Total SL Support</td>
<td>$53,000</td>
<td>$46,700</td>
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<tr>
<td><strong>Fellowship/Scholarship</strong></td>
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<tr>
<td>Total Fellowship/Scholarship</td>
<td>$60,000</td>
<td>$60,000</td>
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<table>
<thead>
<tr>
<th>Facility</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Network support</td>
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<td>$3,010</td>
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<tr>
<td>Telephone</td>
<td>9,100</td>
<td>11,867</td>
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<tr>
<td>Service Charges</td>
<td>4,000</td>
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<tr>
<td>Repair Maintenance</td>
<td>1,000</td>
<td>1,193</td>
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<tr>
<td>Equipment</td>
<td>1,500</td>
<td>0.00</td>
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<tr>
<td>Vehicle Expense</td>
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<td>1,435</td>
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<tr>
<td><strong>Total Facility</strong></td>
<td><strong>$18,995</strong></td>
<td><strong>$19,506</strong></td>
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<tr>
<th>Marketing</th>
<th>Budget</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Advertising/Meeting costs</td>
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<td>$6,330</td>
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<tr>
<td>Printing</td>
<td>$10,319</td>
<td>$13,727</td>
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<tr>
<td>Postage</td>
<td>$1,500</td>
<td>$2,123</td>
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<tr>
<td><strong>Total Marketing</strong></td>
<td>$16,742</td>
<td>$22,180</td>
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</table>

<table>
<thead>
<tr>
<th>Supplies</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Supplies</strong></td>
<td>$8,700</td>
<td>$14,694</td>
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</tbody>
</table>

| **Total Expenses**                     | **$555,482** | **$671,332**|
|**Surplus**                             | **$67,267**  | **$62,637** |
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 over 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 current application for the Carnegie Classification for Community Engagement underway. Encouraged and buoyed up by alumni and friends as well as supported by the dedication and energy of faculty and community partners, the Bennion Center will strive continually for 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.

“At the Bennion Center I am allowed to connect with my community in new ways, be creative and take what I am learning in the classroom and apply it to the world. As a major in economics it can be difficult to find ways to interact with your community, but the Bennion Center has opened up every avenue possible to enhance my educational experience. When I leave this university I will have so much more than a degree; I will have experience, passion and knowledge.”

– June Hurt
Student Vice President
“Being involved with the Bennion Center has brought me wonderful experiences and amazing friends; it has broadened my mindset across service and all aspects of life. I am truly grateful for the passion I have found and the self-development I have experienced. I believe that education confers not only knowledge and skills, but also a responsibility to use those skills for the betterment of society – this is why the Bennion Center and service-learning have been perfect for my passion and education.”

– McKenzie Newton
Service-Learning Scholar
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.
On September 19 the Bennion Center enjoyed the largest Legacy of Lowell Community Service Day to date. The event served as kick-off to Homecoming Week and was the first Saturday Service Project of the 2009-10 academic school year.

An amazing amount of work was accomplished by the 970 volunteers who attended, each of whom donated an average of 2.5 hours of service. The 2,425 total hours of community service rendered resulted in 1,500 dental hygiene kits assembled at Globus Relief; 10 homes renovated for elderly people in the Rose Park community; 1,265 books distributed to Title 1 elementary school children; 78 gallons of paint applied to beautify a warehouse in Rose Park; restoration continued at Bend-in-the-River; 300 Utah Food Bank boxes delivered to home-bound members of the Salt Lake community; 20 new friendships created through refugee families visits; and 1,200 delicious enchiladas consumed at lunch!

A huge thanks to all who came to the event and to our sponsors, Ace Hardware, Café Rio, Dunn Communications, LDS Foundation, OC Tanner, REI, Sherwin-Williams, University Media Sales Group, UPS and Wells Fargo, who provided funding, materials, food and volunteers.

“I impacted nine individuals and their families by bringing them food, but I was also part of something larger and helped educate others. I also learned that we can provide service as a family – it is an opportunity for us to spend time together while we are helping. We talked to veterans from WW2, heard beautiful piano music and learned about aging. I thought it would be awkward delivering food to people we didn’t know, but it wasn’t.”

– Marissa Diener
U of U Faculty Member and Legacy of Lowell Volunteer
Bennion Center Service Council
Jonny Murdock • President
Jane Huitt • Vice President
Alex Griffin • Secretary
Sara Hugenholtz • Alternative Spring Break Coordinator
Xuan Phan • America Reads Representative
Josh Stovall • Bend-in-the-River Representative
Ryan Price • Education & Advocacy Coordinator
Drew Thompson • Environment & Science Coordinator
Kyle Poulin • Fundraising Coordinator
Tepe Adeyemi • Health & Ability Co-Coordinator
Shawn Tate • Health & Ability Co-Coordinator
Stanley Lloyd • Issac Education Coordinator
Rebekah Pierce • Outreach Coordinator
Erica Sellers • Outreach Coordinator
Katie Hobbs • Service House Resident Advisor
McKenzie Newton • Service Learning Scholars Representative
Bryce Williams • Social Justice Coordinator
Natalie Van Tongeren • Special Projects Coordinator
Rebecca Van Maren • University Service Corps Representative

Bennion Center Staff
Linda Dunn • Director
Nancy Basinger, Ph.D. • Service-Learning Manager/Assistant Director
Gina C. Russo • Student Programs Manager/Assistant Director
Deborah Hair • Administrative Assistant
Elsa Gustavson • America Reads Coordinator
Noel Applebaum • Development Consultant
Mary Draper • Development Consultant
Tom Schmidt • Office Intern
Qian Quan Ireland • Office Volunteer
Carolyn Whipple • Office Volunteer
Christy Toboldi • Public Relations Coordinator
JaNae Lilly • Service-Learning Coordinator
Nick Rothacher • Student Programs Coordinator

Bennion Center Advisory Board
Kathryn Lindquist, Chair

Executive Committee
Zeha Dunkle
Philip Clinger
Karen Hale
Kim Paulding
Sheila Walsh-McDonald

Community Partners
Ann Bardisely
John Bennion
Marissa Diener
Rosemarie Hunter
Hank Liese
Lon Richardson
Kristi Sweet

Members at Large
Robert Baird
Paul Craig
Jane Harrington
Justin Haskell
Judd King
Steven Nelson
Linda Newell
Mori Paulsen
Kevin Petersen
Teri Petersen
Ann Tempest
Deborah Wunderli
Sonnie Yudell
James Zeberlein, Jr

Student Leaders
Jonny Murdock
Jane Huitt
Tayler Clough
Rachel Rizzo

Ex-Officio
Linda Dunn
Mary Draper
Kari Ellington
John Francis
Deborah Hair
Richard Jacobsen
Barbara Snyder
Charlotte Jacobsen

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Charlotte Jacobsen
At its core, the Bennion Center is about making a difference one person at a time. Individual students make new friends as they become aware of community needs. They use their education to brainstorm and create solutions to these needs with community partners, staff and faculty.

This year’s student leaders committed to keeping traditions healthy while implementing new projects and directions. Because of their hard work, we made tremendous progress in every area of student programming.

The day-to-day efforts of our students and their mentors would not have the same profound impact without the generous, multi-faceted commitment of our donors, board members, community partners and other contributors. In addition to the donations of time and money you give, we have been aided by interest earned from an endowment formed at the center’s beginning and sustained through ongoing goodwill. For all of you, our many advocates who make so much possible, we are immeasurably grateful.

This year we kicked off the Culture of Giving campaign. Its purpose is to increase awareness for the center’s need of “time, talent and treasure” from all current students, alumni and friends. Loyal Bennion Center associates have already, not surprisingly, made the campaign goal of $200,000 quite realistic. Broadening this base of support during the next two years will launch us successfully into the Bennion Center’s third decade.

I hope, as you flipped through the pages of this booklet, you took pride in the service your generosity has perpetuated. Thank you so very much.

Linda Dunn

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

Katie Winter • Outgoing Service-Learning Manager/Assistant Director
Lamberto Figueroa • Outgoing Graduate Assistant
Steve Storheim • Outgoing Bend-in-the-River Coordinator

Awards and Recognitions
Elsa Gustavson: Leadership and Management Certificate from the University of Utah’s Nonprofit Academy
Debbie Hair: Vice President for Student Affairs Award for Service Excellence

Committee Memberships
Gina Russo: Student Affairs Diversity Council, U of U’s Oil Spill Response Task Force
Christy Tobolski: Homecoming Committee, Student Affairs Wellness Committee, Partners in the Park Committee
Elsa Gustavson: Student Affairs Sustainability Committee, Utah Commission on Volunteers’ AmeriCorps Committee
Katie Winters: Student Affairs Professional Development Committee, Co-Chair of Utah Campus Compact Faculty Development Network, International Exchange Committee
Debbie Hair: Student Affairs SANE Committee

National and Regional Presentations and Publications
Katie Winters: A Faculty Mentoring Network for Community-Engaged Scholarship: Challenges and Successes, Co-presented with Dr. Hank Liese and Dr. Marissa Diener at Western Region Campus Compact, Continuums of Service 2010

From The Director...

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Linda Dunn