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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Coordinators
Mikaela Mokofisi • Education & Advocacy
Maia Taylor • Environmental Stewardship
Rachel Barnes • Health & Ability
Vivi Papaderos • Social Justice
Parker Chapple • International Service
Ashley Jolin, Elisabeth Jessop, and Ashlynd Rae Mikkelson • Freshman Service Corps
Program Directors

**Education & Advocacy**

Nicole Widmer • ACT College Prep
Kendall Fischer and Carly Chaplin • Arts for Youth
Ryan Watkins and Spencer Black • Special Olympics Team
Mallory Platt and Caroline Jones • Special Olympics Games
Miguel Ruiz • Children’s Center Mentoring Program
Sallee Bennion • Sorenson Multi-Cultural Center
Eva Comollo • ESL Guadalupe
Alice Ma • Literacy Action Center/Family Self-Sufficiency
Nicole Widmer • ACT College Prep
Kendall Fischer and Carly Chaplin • Arts for Youth
Miguel Ruiz • Children’s Center Mentoring Program
Eva Comollo • ESL Guadalupe
Alice Ma • Literacy Action Center/Family Self-Sufficiency
Ouach Cau • Franklin Elementary
Emma Zink • Mountain View Elementary
Necia Pack • Reach Out and Read
Katie Hobbies • Mountain View Elementary SOARE
Alexadrina Garcia • Project Youth

**Environmental Stewardship**

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

**Health & Ability**

Kshama Vaghela and Ryan Howell • Basic Aid Training Kids
Kyle Rollins • Best Buddies
Tyler Quist • Hospice Care
Alexi Nichols • Kids’ Crew
Marci Brooks • Knitting for Newbies
Douglas Greer • Medical Interpreting
Jacob Franklin • Running Forward
Jessica Glover • Utah Healing Arts Program
Mikyla Gull • VA Nursing Hospital

Social Justice

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

International Service

Shwani Chauhan and John Ervosko • Costa Rica Service Program
Alex Au and Elizabeth Jacques • Unicef Red
Ian Ledford • English Skills Learning Center
Sai Sattvinsky • High Roads for Human Rights
Michael Saye • InglePatra Latinos
Aline Longstaff • International Rescue Committee
Miguel Trujillo • Latinas Adelante
Matthew Farr and Tyler Utley • Ronald McDonald House
Adding service-learning to my curriculum has strengthened my course. Students have a more significant educational experience and the reflection component is enormously important in educating them to be more conscious of what they are gaining, both personally and academically... Many students have been brought up to get by with as little effort as possible and service-learning makes this approach to education difficult. It involves real-life situations and other people; students must learn accountability and responsibility for others. This contributes tremendously to the attitude of our future workforce. I also gain a great deal from the people we serve. They have much to offer and teach me and my students, particularly in the realm of creativity and acceptance. In the end, we become a community that continues to grow!

– Jennifer Bauman
Service-Learning Professor
Task force members are:

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

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

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

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

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

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

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

The following are descriptions of some of their projects and service.

2011 Service-Learning Scholars Graduates

Michelle Doong worked with Camp Kostopoulos, a nonprofit organization dedicated to improving the lives of people with disabilities through recreation and leisure activities. For her project, Michelle created a Christmas party and helped camp participants give back to their community.
Alejandrina Garcia created a self-empowerment workshop program with advice from directors at both the LIEED and Capitol West Boys & Girls Club. The workshops were conducted during the summer and school year, with seven to ten teens at each workshop.

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

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

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

Sara Hagenthaler’s project focused on issues important to high school students interested in science. She assembled a packet of information that outlines the steps to a science career for high school students interested in science. She assembled a packet of information that outlines the steps to a science career and how to get there. He facilitated several guest as they spoke with the students about engineering, physics, philosophy and music.

Suzanne King’s favorite volunteering experience was with Guuleysi, which is part of the Service-Learning LEAP program. She was a student in LEAP and later a LEAP peer advisor helping new university students navigate classes and campus. She also served on the scholars leadership team, helping the program grow and develop into what it is today.

Samora Magdala worked with the Inclusion Center for Community & Justice, where he put together a photo ad campaign which allows local community members to express what social justice and community mean to them. He recruited 50 participants for this campaign.

Eric Wood served as the Soenssen Multicultural Center program director and developed a strong partnership that still lasts. He has also donated his time and energy to serving though his service-learning class at Living Planet aquarium.

Clint Hugie gathered peer-to-peer feedback about college involvement and created an Honors College Databank. This allows potential honors students to read stories of current students and learn how they are involved on campus and in the Honors College.

Yasmeen Hussain compiled stories of the career journeys of individuals who graduated from college with a math major. The theory behind the project, as well as the current response from those who have read the book, is that it will serve as both an inspirational and informational treatise regarding the many job options available to math majors.

Morgan Martetti designed a fitness and nutrition program titled Recharge Fun, Food and Fitness through the Tennis Reaching Youth (TRY) program at Uah 4-H. Morgan implemented the program by training leaders state-wide in 5 sessions. By March 2010, the TRY Recharge teams had taught more than 370 youth and the volunteer leaders had contributed more than 350 hours of service.

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

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

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

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

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

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

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

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

Recipients of Service-Learning Scholar Certificates

Suzanne King’s favorite volunteering experience was with Guuleysi, which is part of the Service-Learning LEAP program. She was a student in LEAP and later a LEAP peer advisor helping new university students navigate classes and
Living in the Bennion Service House has been a great way to get to know an amazing group of people with diverse personalities who have come together through the common interest of community service. Most of the people I hold closest to my heart I met in the Service House, and I will carry the love and memories I was given there with me forever.

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

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

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

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

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

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

**Retreats**

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

**Service House Residents**

Michelle Doong • Resident Advisor
Rachel Barnes
Megan Bettilyon
Alejandrina Garcia
Mikyla Gull
Claire Heman
Alexandrea Nichols
Xuan Phan
Ryan Price
Solveig Rundquist
Danyelle Strehlow
Sierra Trejos
Twice this year I had the opportunity to visit the university’s Rio Mesa Center in Southern Utah. My first exposure to the research center was through the Bennion Center with AFB. That experience led me to propose and conduct an undergraduate research project there over spring break. By week’s end I felt I had grown personally and was very much part of a sweaty, hard-working team.

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

– Jessica Gilmore  
Alternative Fall Break Participant
Salt Lake City, Utah • CERT Training
Rose Zagal and Christy Tobolski • Site Leaders

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

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

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

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

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

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

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

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

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

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

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

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

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

San Juan River, UT • River Rafting & Clean Up
Dylan Gregerson • Site Leader
Parker Duane • Outdoor Recreation Program Staff Partner
The University’s Outdoor Recreation Program co-sponsored this trip. The group explored the beautiful canyon country of southern Utah along the San Juan River by raft while learning about our environmental impact and cleaning the river.

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Vancouver, BC, Canada • Healthcare
Sara Hugentobler • Site Leader
Patrick McShane • MUSE Project Staff Partner
Partnering with Stand Up for Mental Health, Coast Mental Health and Options for Sexual Health, participants took an in-depth look at the Canadian healthcare system. Through their service-learning projects they compared the role of non-profits in the U.S. and Canadian healthcare.
The Costa Rica service-learning class culminated over spring break week in the Monteverde region of Puntarenas Province. The trip was part of a 3-credit political science/public administration course entitled *Community Development in the Global South*, fulfilling service-learning and international requirements. The course focused on the interdisciplinary and collaborative nature of community-based efforts in international development, especially in rural areas in lesser developed nations of the global South. It introduced students to a multitude of issues, including: international aid; community, cooperative and family-based social justice organizations; health benefits for people and the environment; and access to appropriate and relevant education. Students learned from firsthand experiences that highlighted the role of women in development, fair trade agriculture, tourism, sustainable development, conservation biology and cooperative management.
The morning was overcast, the sky streaked with grey. I arrived on site in the pre-twilight. I started unloading all the necessary tools for the work project from my Subaru. Sipping my coffee and waking up with the morning is so satisfying; it feels good to be outside in nature.

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

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

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

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

This year’s Bend-in-the-River program was coordinated by two student volunteer program directors, the Morgan Bennion Fellow, and a staff member. These individuals worked hard to restore the site, build community support and foster educational opportunities. The center’s environmental stewardship coordinator provided support and training for these individuals. Salt Lake City helped maintain the area and provided equipment and staff for volunteer events.

The Bend’s 2010-11 Morgan Fellow, June Hart, completed an average of 15 hours per week for 10 weeks. June’s experience, organizational skills and passion for service made her the ideal leader for coordinating volunteer work and involving students.

Throughout the year, the Bend worked with corporate partners to ensure the site had enough tools, food and staff to host projects. It also continued to engage local people with increased responsibility and ownership through the Site Steward Program. In this program, student and community volunteers
commit a few hours a week to care for a plot of land where they control weeds and water new plants. This allows program leaders to focus on developing leadership and educational skills among volunteers.

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

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

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

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

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

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

– America Reads Tutor
Lincoln Elementary

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

Sites and Site Team Leaders

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

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

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

Barbara L. Tanner Community Service Fellowship

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

In 2010-2011, two half-time fellowships were awarded. Maia Taylor worked with the Downtown Alliance and its Farmers Market. She used the Waste Wise Program model, encouraging vendors and shoppers to properly dispose of waste with a focus on recycling. Paulette Cross coordinated the Calvary Academy.

My experience with AmeriCorps this past year gave me some insight into myself as well as instilling in me a desire to engage in lifelong service. The opportunities are endless, and being a part of AmeriCorps provides a valuable push to keep going out and participating. It also encourages me to spend time thinking about the value my service gives.

– AmeriCorps Volunteer
of Excellence Saturday School. The school’s curriculum is framed with an Afrocentric focus on culture, heritage, awareness and identity and counteracts the loss of culture for African Americans, as public/private school systems focus on Eurocentric curriculum.

Chelsea Hale Creative Community Leadership Award
This award recognizes individuals with vision and understanding of the issues that affect our community. They demonstrate commitment to service through action, accomplishment, respect, integrity and leadership. Chelsea Anne Hale was a university honors student with a passion for serving. She had volunteered with the Edison School, in Kenya as a part of a CHOICE expedition and with the Special Olympics project. Chelsea passed away in an accident that occurred in January of 2001.
The Chelsea Hale Creative Community Leadership Award was presented this year to the Honorable Andrew Valdez. The two created the Tennis ‘N Tutoring program - an after-school program that brings at-risk youth for tennis lessons and tutoring with U of U students.

Dan Wendelboe Continuous Community Service Award
This award recognizes any student, employee, faculty member or alum 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 a rehabilitation clinic in central Mexico.

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

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

Merle Colton Bennion Fellowship
The Merle Colton Bennion Fellowship offers a $9,000 award to a student, staff member or alum to foster a reciprocal, caring relationship between the fellow and an individual with special needs. This past year, the center awarded the fellowship to Morgan Marietti. Morgan served a young boy who suffers from learning disabilities and motor coordination. The boy is a first-grader at Reid Private School, where Morgan assisted with tutoring, worked with his teacher and interfaced with the family after school.

Public Service Professorship
The Bennion Center’s Public Service Professorship is designed to help a faculty member strengthen learning experiences and opportunities tied to civic engagement and to foster stronger partnerships with the local community. Dr. Rosemarie Hunter, director of University Neighborhood Partners (UNP) and faculty in the College of Social Work, was awarded the 2010-2011 Public Service Professorship for her proposal to collaborate with the State Refugee Services Office and Department of Workforce Service through the College of Social Work and UNP. Her project analyzed the effectiveness of the existing curriculum and examined ways to enhance the training and support that refugees receive to allow them to better support their ethnic communities in Salt Lake City.

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.
Drew Thompson was the 2010-2011 recipient of this prestigious award. Over the last four years, Drew has volunteered for a variety of Bennion Center programs and events. He has also served in leadership roles including director of the Service Politics and Civic Engagement program, coordinator of the environmental student-directed programs and most recently student board development chair.

UCAN Serve AmeriCorps
Each year the Bennion Center awards UCAN Serve AmeriCorps education awards to students making significant service commitments.
This year 62 Bennion Center students enrolled as AmeriCorps members serving more than 40 community agencies through America Reads, student-directed programs and the Service-Learning Scholars Program. Altogether, the students logged...
Committed Community Partner
This award recognizes a community individual or organization that has provided meaningful service and learning opportunities for students; the recipient’s mission/programs/goals have been fulfilled or enhanced by partnering with the university.

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

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

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

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

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

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

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

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

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

more than 21,750 hours of service and received $76,145 in education awards. The end of this grant year also marks the end of Utah campuses’ involvement in the UCAN Serve program; they will be replaced by a new Utah Campus Compact-led program, to continue growing student service in our state.
During the 2010-2011 academic year, Bennion Center volunteers dedicated 147,211 hours of community service including educational, environmental, healthcare and social justice projects. With one volunteer hour currently being valued at $21.36 (U.S. Bureau of Labor Statistics), Bennion Center volunteers contributed $3,069,349.35 worth of service.

Estimated number of volunteer service hours donated:

<table>
<thead>
<tr>
<th>Hours Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Fall Break</td>
</tr>
<tr>
<td>Alternative Spring Break</td>
</tr>
<tr>
<td>America Reads</td>
</tr>
<tr>
<td>Bennion Service House</td>
</tr>
<tr>
<td>Bend-in-the-River</td>
</tr>
<tr>
<td>Costa Rica Service Program</td>
</tr>
<tr>
<td>Legacy of Lowell Community</td>
</tr>
<tr>
<td>Office Volunteers</td>
</tr>
<tr>
<td>Saturday Service Projects</td>
</tr>
<tr>
<td>Service-Learning Courses</td>
</tr>
<tr>
<td>Service-Learning Scholars</td>
</tr>
<tr>
<td>Student-Directed Programs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

One of the first ideas I learned at the BC was the meaning of legacy. It helped me realize that it is much more urgent to solve problems before something really awful occurs. The spirit of true legacy affects the very fabric of society, whether it is a change in civil and human rights views or a reformation of laws and policies.

– High Roads for Human Rights Volunteer
# Financials

## Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIFTS AND GRANTS</td>
<td>$243,882</td>
<td>$243,882</td>
</tr>
<tr>
<td>STUDENT PAYMENTS</td>
<td>$12,928</td>
<td>$12,928</td>
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<tr>
<td>INTEREST</td>
<td>$167,551</td>
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<tr>
<td>STATE FUNDS</td>
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<td><strong>Total Income</strong></td>
<td><strong>$548,982</strong></td>
<td><strong>$698,202</strong></td>
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## Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT DEVELOPMENT</td>
<td>$18,875</td>
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<td>EQUIPMENT RENTAL</td>
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<td>62</td>
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<tr>
<td>SPACE RENTAL</td>
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<td>VEHICLE RENTAL</td>
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<td>MEALS/BUSINESS</td>
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<td>VEHICLE EXPENSE</td>
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<td>1,712</td>
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<td>VOLUNTEER RECOGNITION</td>
<td>2,200</td>
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<tr>
<td>SUPPLIES</td>
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<td>PROFESSIONAL DEVELOPMENT</td>
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<td>MEMBERSHIPS DUES</td>
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<td>PROFESSIONAL DEVELOPMENT</td>
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<td>TRAVEL</td>
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<td>SERVICE LEARNING TA SUPPORT</td>
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<td>AWARDS / SCHOLARSHIPS</td>
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<td>OFFICE EXPENSES</td>
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<tr>
<td>EQUIPMENT</td>
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<td>3,614</td>
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<tr>
<td>OFFICE SUPPLIES</td>
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<td>COMPUTER SERVICES</td>
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<td>TELEPHONE</td>
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<td>1,980</td>
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<td>PARKING</td>
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<tr>
<td>MAINTENANCE</td>
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<tr>
<td><strong>Total Expenses</strong></td>
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<td><strong>$596,614</strong></td>
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</table>

## Marketing

<table>
<thead>
<tr>
<th>Expense</th>
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</tr>
</thead>
<tbody>
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<td>MAILING</td>
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<tr>
<td>ADVERTISING</td>
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## Personnel

<table>
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<th>Expense</th>
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<th>Actual</th>
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<tbody>
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<td>BENEFITS</td>
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<td>143,860</td>
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## Total Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$523,976</strong></td>
<td><strong>$596,614</strong></td>
</tr>
</tbody>
</table>
Support From Donors

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

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

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

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

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

– Franklin Elementary Volunteer
R. Harold Burton Foundation
C3/Customer Contact Channels, Inc.
Ms. Andres Marcelo Calderon
Mr. Brent H. Cameron
Cameron Four, LLC
Mr. and Mrs. Rowland M. Cannon
Capmark Finance, Inc.
Mr. Camron R. Carpenter
The Castle Foundation
Dr. and Mrs. David S. Chapman
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Ms. Melissa Dymock
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Dr. T. Gregory Ellis
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Mr. W. David Smith
Merrick Bank Corporation
Mr. and Mrs. Don J. Messick
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Mr. and Mrs. Frederick A. Moreton Jr.
Municipal Bond Consulting, Inc.
Mr. and Mrs. Frederic A. Moreton Jr.
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Dr. Richard J. Nelson
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Ms. Mia Marie Nichols
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Dr. and Mrs. Ferron A. Olson
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Dr. Susan M. Olson
Mr. Trevor B. Parker
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Teson Companies
Mr. Gary C. Thompson
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The Utah Community Foundation
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Mr. Thomas M. Wharton
Ms. Mary Ann White
Dr. Charles A. Wight
Mr. Cory F. Wolfenbarger
Ms. Tova Denise Wolking
Mr. and Mrs. Earl M. Wunderli
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.
Legacy of Lowell
Community Service Day 2010

To honor a man who devoted his life to community service and outreach, the Bennion Center hosted the 7th Annual Legacy of Lowell Community Service Day on Saturday, September 18. Each year this event serves as the first Saturday Service Project of the academic year and kicks off Homecoming Week.

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

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

The event’s success is demonstrated through remarkable numbers:

• $5 million of medical supplies sorted for overseas distribution
• 3,019 pounds of food sorted
• 700 books given to children
• 100 educational packets assembled

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

– Maia Taylor
Environmental Stewardship Coordinator
42 hats knit for newborns
36 adults tutored in English
30 homes renovated
20 homes and yards renovated for elderly people
20 quilts tied for refugee families
1 ton of compost spread

A huge thanks to all who came to the event and to our sponsors, Wells Fargo, REI, Café Rio, LDS Foundation and Intermountain Healthcare, who provided funding, materials and food for our volunteers.

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

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

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

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Executive Committee
Philip Chinger
Zeke Dumke
Kathryn Lindquist
Kim Paulding
Sheila Walsh-McDonald
Community Partners
John Bennion
Rosey Hunter
Lon Richardson
Kristi Sweert
Members at Large
Robert Baird
Val Baldwin
Ann Bardsley
Rosanna Capodile
Paul Craig
Jon Hale
Freddie Kesler
Heidi Makowski
Jason Mathis
Steven Nelson
Linda Newell
Mont Paulsen
Teri Petersen
Jim Pugh
Ann Tempest
Deborah Wunderli

Student Leaders
Chase Jardine
John Pearson
Ryan Price
Drew Thompson
Ex-Officio
Mary Draper
Linda Dunn
Kari Ellingson
John Francis
Charlotte Jacobsen
Richard Jacobsen
Barbara Snyder
Steve Stoeheim
Christine Tobolski
President’s Higher Education Community Service Honor Roll

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

Envision Utah Common Good Award

In fall of 2010, Envision Utah honored the Bennion Center with the prestigious Common Good Award. Alan Matheson, executive director of Envision Utah, conveyed that the Bennion Center was selected because of its strong community engagement in both curricular and co-curricular work. The application process was led by the Bennion Center, University Neighborhood Partners and the Community Engagement Task Force.

Awards and Recognitions

Parker Chapple: Eugene K. Andreasen scholarship
Ashley Edgette: Utah Campus Compact Critically Engaged Student Award
Jake Franklin: Alumni Association Scholarship
Nick Rothacher: Masters of Education: Educational Leadership and Policy
Christy Tobolski: Utah Campus Compact Critically Engaged Staff Award

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

Committee Memberships

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

National and Regional Presentations and Publications

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

Faculty Appointments

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

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From The Director...

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

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

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

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

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

Linda Dunn
lindadunn@gmail.com