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.

“Our only access to the future, and the best way to determine in some measure its character, is by what we do today.”
– Lowell L. Bennion
Student-Directed Programs

46 Programs • 1,004 Volunteers • 62,917 Service Hours

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

During the 2011-2012 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.

The reason why this community group is so needed is because it is the only place for illiterate young adults and adults to go to receive help. There are students that come to learn that are from all walks of life. For example some are ESL, high school dropout, etc; and the Literacy Action Center is a safe place for these individuals to come and gain necessary skills to make them functional and marketable to future and current employers. Furthermore, these students have children of their own - so indirectly the LAC is having a generational effect. Not only are our volunteers serving the immediate individual they work with but those skills they teach will be passed on to the next generation in that particular student’s family. And who knows, as a result of our efforts some family might have its first college attendee and graduate all because their parents took the time and effort to learn to read and write. We cannot always see the end from the beginning, but the real beauty of the LAC comes from seeing our great learners overcome and strive to become something greater than where they are right now.

— John Nielsen

Literacy Action Center Program Director
ISSUE AREA COORDINATORS AND PROGRAM DIRECTORS

Education and Advocacy
Alice Ma • Coordinator
Lynn Vu • ACT College Prep at East
Tammy Reggie • ACT College Prep at Highland
Carly Chapple and Brittany Thongdou • Arts for Youth
Miguel Ruiz • Children’s Mentoring Program
Jeff Cox and Kit Osborn • ESL Guadalupe
Tiffany Matt • Franklin Elementary
John Nielsen • Literacy Action Center
Brianna Akuo • Reach Out and Read
Mariam Nikolova • SOARE
Ken Kurimoto • Soaring Eagles

Environmental Stewardship
Dylan Gregersen • Coordinator
Derek Detich • Bend-in-the-River
Sabah U-Hasan • Campus Recycling
Jessie EarlEnvironmental • Action Team (EAT)
Ashley Edgett and Genera Thompson
• Mountain View Social Justice Gardens

Health and Ability
Tyler Quist • Coordinator
Ryan Howell and Rachel Zimmerman • BAT Kids
Rebecca Ehlers and Chelsea Mitchell • Best Buddies
Samantha Lawson • Camp Kostopulos
Cole Gross • Hospice Care
Michelle Tiem • Kid’s Crew
Megan Betrilyon • Knitting for Newbies
Jessica Glover
• Music Volunteering through Utah Healing Arts Program

Spencer Black and Emma Zink • Running Forward
Abby Reyes and Kristen Lavelle
• Special Olympics Games Organizing Committee
Ryan Watkins • Special Olympics Team
Rachel Pearl Northrup • TRAILS
Jamison Gordon • VI Nursing Home

International Service
Parker Chapple • Coordinator
Mick’l Scadden • Costa Rica Service Program
Jeff Young • English Skills Learning Center (ESLC)
Jimmy Lee • High Roads for Human Rights
Florence Fernandez • Hor Nea Mou
Blake Perez and Jake Saunders • Ingles Para Latinos
Maria Laru • Lutinos Adelante
Fatima Javed • Refugee Assistance
Matthew Fass • Ronald McDonald House

Social Justice
Rachel Zimmerman Dixon • Girls Leadership Forum
Sarah Olive Poulsen • Girls Scouts
Jaimie Riding • Health Access Project
Megan Stevenson • Lasting Link
Alie Holloway • Road Home Book Club
Matt Naegle • Road Home Playroom
Lindsay Hedderman and Sasha Nichols • Road Home Teens Night Out
Chase Rigby and JP Tarbutton • Salt Lake Peer Court
Jake Enslin and Sam Hale • Serenon Center
Tracey Barnes • Palmett Court Kids Book Club

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Chase Rigby and JP Tarbutton • Salt Lake Peer Court
Jake Enslin and Sam Hale • Serenon Center
Tracey Barnes • Palmett Court Kids Book Club
During my break from school I was able to take the time to volunteer again at the Fourth Street Pharmacy. The Pharmacy has played a central role in my service activity over the last year and I was happy to return and be with old friends. My service at the Pharmacy has been so important to me because it is directly related to my coursework. In school I learn all about different drugs and how they function in the body. At the Pharmacy I become more and more familiar with the drugs and I can recall the things that I have learned. My future career is in pharmacy, and experiencing what the pharmacy practice is like has been both fun and beneficial to me.

– Adam Smart
Service-Learning Scholar

Service-Learning Program
150 Courses • 4,550 Students • 113,750 Hours
20 Teaching Assistants

During this academic year, over 140 service-learning-designated courses were offered in 40 different departments at the University of Utah. Students in service-learning courses connect classroom concepts, knowledge and theories with real people and needs by collaborating on projects designed by the students, faculty and community partners. Projects meet the course’s academic goals and advance the community partner’s mission. Volunteering in an after-school program with at-risk kids is service. Studying child and family development theories in a classroom is learning. When Family and Consumer Studies students are able to revise programs in a local after-school program based on the theories they have learned in class, this is service-learning.
Task Force for the 3rd Decade of Community Engagement

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

Administrative (College)
Steve Reynolds, David Radd, Joelle Lien

Faculty
Steve Alder (public health), Jim Anderson (communication), Carolyn Bliss (LEAP), Matt Bradely (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), Anni 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 Patwari (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.

Jacob Brace • director of Neighborhood House
Kandie Brinkman • professor of gender studies
Lynn Hollister • professor of nursing
Pat Matthews • Special Education
Carolan Ownby • LEAP
This year 12 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. Twelve 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.

**Service-Learning Scholars Program**
111 Scholars • 15 Graduates • 6,551 Service Hours

**Becoming a member of the LFA volunteer team has been a great experience. This decision has enabled me to better educate myself about Lupus and really understand how it affects the body. As a Service Learning Scholar I found this as a great way to get involved with the community. What led me to the LFA was the desire to support my sister in a significant way by making others aware of this life threatening disease. Genetic autoimmune disease ran in my family and it has been a difficult process watching my 12 year old sister suffer from something she didn’t understand. Recently I have been working with LFA-Utah Chapter by lending a helping hand in bringing awareness about the disease and by promoting their fundraising events.**

– Thelma Sabrina Smith
Service-Learning Scholar
Alexandrea Nichols participated in three Alternative Spring Break trips focusing on various issues. For her ISP she created a physical fitness and nutrition program: “Health and Lifestyles: The power of choice” for the Girl Scouts of Utah. Aliene Porath Davis planned and organized a 5k for Rocky Mountain Care Foundation, a nonprofit home care and hospice organization, raising more than $2,000. Following her recommendations, the 5k will continue to raise needed funds for the foundation. Anna Kafka volunteered as a tutor and mentor through various agencies. For her ISP she created a website for the Chemistry Department’s Community Outreach program, which functions to optimize educational instruction for non-traditional students. Brittany McDowell created a procedure and instruction notebook for the University of Utah Special Olympics Team. It addresses athlete records, volunteer coordination, transportation and fundraising recommendations. Christiana Tawzer created a sexual assault and dating violence prevention program for adolescents in partnership with UCASA and Tyson Kay, a fellow scholar. She has volunteered as a counselor at Camp Hobe and worked with events for Utah MS.

Jaimie Riding has volunteered as a coach, teacher, tutor, mentor, gardener, laborer, case manager and friend to many people through service at the Bennion Center. For her ISP Jaimie worked with Rise, Inc. to create a curriculum to educate and motivate youth with special needs on fitness for life. Michael Chen volunteered in several areas in the Bennion Center. He also helped construct parade floats with the Chinese Society of Utah. His ISP was the creation of Fitness Hour with Seniors. Parker Chapple has helped with family mentoring, ESL and health issues for refugees. For his ISP, he worked with Wasatch Community Gardens researching, designing and constructing a passive solar power system which was applied to an existing greenhouse. Patom Lerslerphant created and presented oral hygiene information to students at Mountain View Elementary. The presentations teach students about the importance of oral health for a person’s physical well-being. She created English and Spanish versions of a brochure for students to take home. Tina Huynh has volunteered with Knitting for Newbies, Big Brothers Big Sisters and the State of Utah Office of Refugee Services. Tina’s ISP entailed creating a kindergarten-to-second-grade biology curriculum for Title 1 elementary schools. Tony Valdez volunteered at Intermountain Healthcare and performed medical interpretation at the Mallieh Free Clinic. For his ISP he worked with the Pingree School for Children with Autism, translating all medical and personal information documents from English to Spanish. Tyson Kay served the community by volunteering in the Emergency Department of the Salt Lake Regional Medical Center assisting patients and staff. For his ISP, in partnership with Christiana Tawzer, he wrote a curriculum on sexual assault and dating violence for Utah teens that will be used by the Utah Coalition Against Sexual Assault.

Recipients of Service-Learning Scholar Certificates

Corey Biesinger volunteered at the Juvenile Detention Center, helping detainees realize that they are able to change their lives and succeed at attaining a college education. Corey also helped fix computers for people who didn’t have the time, money or resources.

Kim Quanh Cao was a program director for Franklin Elementary School, where she recruited volunteers to help tutor 4th graders. She participated on an Alternative Spring Break trip to Los Angeles where she learned more about how HIV/ AIDS affects people.

Alexandra Yost majored in psychology and volunteered with several art therapy programs. She is passionate about helping people suffering from mental illness express themselves through art.
Bennion Service House
12 Residents • 980 Service Hours

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

During 2012, 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.

I think often about the amount of time we as a whole spend through the Bennion Center in our various attempts to foster understanding, create change, build community. From my personal experiences the small but consistent efforts to mentor, to listen, to act, do not permanently change the world in the way I wish it would, but that is alright. Every once in a while when people (both “giver” and “receiver”) with the right motives meld together such that all are equal, suddenly in that moment the world is changed. Complex problems and issues seem clear and the solution simple. In this moment when it becomes less about circumstances and programs, and more about people, that seemingly intangible goal to bless humanity is realized through individuals - one at a time. That is why I am persistent in this work of changing the world. That is why the Bennion Center is persistent.

– Parker Chapple
International Service Coordinator
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
Rachel Barnes • Resident Advisor
McKay Allred
Megan Bentlyson
Yijing Cai
Matt Fagen
Mikyla Gull
Kelsey Hanna
Sikoti Langi
Jonathan Liu
Alexi Nichols
Michelle Tiem
Sierra Trejos
The Bennion Center hosted one Alternative Fall Break (AFB) trip. This trip, like those of Alternative Spring Break, provide an alcohol- and drug-free, service-focused travel opportunity for students during school break. AFB is a gateway to service for many participants who return home with a new perspective of social issues and often a greater desire to continue community engagement and service.

Southern Utah • Ecological Restoration

Tony Chen and Gina Russo • Site Leaders

The Bennion Center, in collaboration with the university’s Rio Mesa Center (formerly the Entrada Institute), hosted the second annual AFB trip to southeastern Utah. Rio Mesa Center is a real-world laboratory where students contemplate change to: the role of humans within biologically complex and fragile systems. The center promotes research and professional training at the intersection of history, anthropology, biology, art and human sustainability. Participants on this trip were able to dig and clear a drainage ditch, create and install a self-guided walking tour, finish building solar showers and build a horseshoe pit.

I went to San Diego and the topic was immigration. I didn’t know a lot about the topic when I signed up to go on the trip. Now after the trip I feel like I can speak intelligently about the subject. I had some of my beliefs and opinions challenged but that helped me grow. Some of the service that we did was with habitat for humanity. I thought that we would be building a house but we were actually renovating a house and making it into a home. I was skeptical of the renovations and if it would be as rewarding as actually building a house, in the end I had a great time and got to use a jack hammer which was awesome. In addition to working with habitat, we were able to take a tour of the border. Seeing the border and the two fences between the US and Mexico was an eye-opening experience. I wasn’t aware of how close the border is to regular everyday life. We were able to see the harsh contrast of life in the US and life in Mexico. We also saw some of the discrimination that immigrants face on a daily basis. My favorite thing that we did was taking a tour of Catholic Charities. Catholic Charities is an organization that helps refugees. We went a couple of refugees talk to us about their experience of coming to America and the struggles they have overcome to thrive here. It was so cool to see that the American dream still lives because sometimes I feel like it is gone. Listening to their stories was inspiring and made me feel like I want to be an American. I felt so lucky and blessed to not have to go through the struggle and strife that they did. I learned so much and I’m really glad that I went.

– Cecilia Anne Zimmerman
Alternative Spring Break Participant
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 2012 ASB trips:

**Arcata, CA**

**Ecological Restoration**

Roger Zhang • Site Leader

Heather Palmer • Staff Partner

Partnering 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
Ashutosh Upadhyay • Site Leader
Kate Barron • 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
Emily Mason • Site Leader
Kathy Leslie • 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
Matt Fagen • Site Leader
Patrick McShane • 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 14 participants instead of 12.

Portland, OR • Environmental Justice
Adam Smart • Site Leader
Jennifer Wozab • 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.

Rio Mesa, UT • Environmental Stewardship
Andrew Pagels • Site Leader
Erika Hill • Staff Partner
Rio Mesa Center is a research facility in Southern Utah. Participants in this trip learned about the environmental and archeological aspects of the area while also helping restore the area and create a sustainable future for the center.

Rio Mesa, UT • Human Rights
Arie Fleiss • Site Leader
Debra Meehan • 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
Brandon Miller • Site Leader
Sharon Beal • 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.

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

Vancouver, BC, Canada • Healthcare
Rose Zagal • Site Leader
Keri Schwalb • 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.

In addition to the aforementioned trip, a group of alumni and friends of the Bennion Center went on an excursion in summer of 2012 to the same region in Costa Rica. This mixed group of individuals included current University of Utah students, alumni of the Bennion Center, high school student and other new friends of the Center. Participants spent time working in the village of San Luis helping with development projects in the community. This is the first trip the Bennion Center has done that allows anyone to participate. Because of its success, this program will return in summer of 2013.
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 a program director 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.

Throughout the year, the Bend worked with corporate partners to ensure the site had enough tools, food and staff to host projects. 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.

A lot of the work that I do is very intellectual, very academic. It is satisfactory and highly respected work. After all, those that are paid the most in our society - the symbol of respect - are those that have the most ‘thinking’ based careers. For example, doctors, lawyers, politicians. On the other side of the spectrum, manual labor is extremely undervalued. However, the fulfillment that I get from working with my hands picking up trash, digging out thistle, and spreading seeds, can not be gained from writing a policy paper or reading bills. Volunteering at the Bend in the River was also wonderful as it provided the opportunity to work side by side with many other individuals. Everyone was working together harmoniously to improve and aid the Bend. Together we were able to feel progress with our hands and end the day satisfied.

– Alexandria Sadler
Service-Learning Scholar
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.
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. Tutors provided one-on-one support more than 400 children and assistance in 65 classrooms. Many of those tutored were brought up to grade level and thus no longer require tutoring.

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.

America Reads opened a new tutor lab at M. Lynn Bennion Elementary School in Fall 2011. Due to the enthusiastic support of the school’s administration and faculty, the new partnership took flight and more than 70 children received tutoring. The new site quickly established a library of books thanks to generous donations by Mortar Board National Honor Society’s University of Utah Acorn Chapter and Worldwide Book Drive.

When working with one of my students, he read two books and told me that he never wants to stop reading. He told me he would rather read than go on the field trip that his class would be going on later that day. He wants to work on his book next time, and write about dogs and cats. I love watching the progress that he has made in the last few weeks.

– America Reads Tutor
Lincoln Elementary

America Reads
5 Title I Schools • 1 Nonprofit Center
5 After-School Program • 5 Summer Programs
84 Tutors • 23,187 Hours • $250,575 earned in tutor wages
Sites and Site Team Leaders

Vera Pruett • Bennion Elementary
Charmaine Chavez • Lincoln Elementary
Sammantha Stens • Mountain View Elementary
Kandi Velardi • Neighborhood House
Elizabeth Smith • Parkview Elementary
Joanie Daily • Tennis and Tutoring
Fellowships, Scholarships and Awards

Alumni Bennion Summer Fellowship

The Alumni Bennion Summer Fellowship, an effort between the university’s alumni association and the Bennion Center, was established in 1991 to give fellows, alumni and the 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.

Three fellowships were awarded in Summer 2011. Ashley Edgette travelled to Washington, D.C. to work with the Food Research and Action Center. Xuan Phan travelled to Los Angeles where she worked with the AIDS Project Los Angeles. Erin Schroeder worked with the Washington Literacy Council in the Washington, D.C.

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 fulltime community service that meets a critical need.

In 2011-2012, Rahz Saeed worked as a coordinator at the Junior Youth Spiritual Empowerment Program. The Junior Youth Spiritual Empowerment Program is focused on capacity building and helping individuals gain the skills and attitudes necessary to serve their own communities. The Tanner Fellow worked with facilitators of currently established junior youth groups to help improve the quality of their groups and expand the number and diversity of junior youth involved.

Awards

I think working with the Bennion Center has made me realize how much personal growth and building relationships while serving is often overlooked. I have taken myself out of much of what is generally considered service by serving as more of a mentor for other student leaders both as Education & Advocacy Coordinator and as co-chair of the Bennion Center Student Board. A lot of what I do is making sure the Student Programs Directors are fulfilling their duties to their Community Partners and that the direct service is happening. However, another piece of it is building such a dynamic relationship within my group of Student Program Directors so that they feel like they are a part of the Bennion Center, and that they can come to me with any problems they have, either program-related or personal. Overall, not only is the direct service getting done within the programs, but all the student leaders involved are receiving a lot of benefits through learning leadership skills and building friendships. I really do love what I do, even if it isn’t what most people are doing as their service.

– Alice Ma
AmeriCorps Award Recipient

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Distinguished Faculty Service 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. This year the Distinguished Faculty Service Award is presented to Dr. Ronald Smelser, Department of History. Dr. Smelser describes his engaged scholarship in this way, “I have never felt that I was living in separate worlds—that of scholarship, teaching and service. Rather I have always tried to integrate them...” He has dedicated nearly 30 years of his career at our university: the annual week-long Holocaust Days of Remembrance program. His colleague, Dr. Ronald Coleman explains, “The University of Utah has combined its Days of Remembrance activities with events in the larger community each year since 1983. Dr. Smelser chairs the committee and offers a one credit workshop in conjunction with the Days of Remembrance program. To date, over 1700 students have enrolled in the class.” Director of the Tanner Humanities Center, Bob Goldberg, states “Ron Smelser’s efforts regarding the Holocaust go beyond these activities. He has served as an expert historical witness for the Office of Special Investigations of the Justice Department in denaturalization and deportation cases against Nazi perpetrators. Ron was also centrally involved in bringing a U.S. Memorial Holocaust Museum exhibit on the Nazi perpetrators. Ron was also centrally involved in bringing their traditional weaving program by forging a relationship with the Karen Women’s Organization in Thailand. This work will be informed and supported by both community-based research and service-learning coursework.”

Chelsea Hale Creative Community Leadership Award

This award recognizes an individual with vision and understanding of the issues that affect our community. The award is in memory of Chelsea Anne Hale, a University of Utah honors student with a passion for serving others locally and abroad. Chelsea passed away in an accident in January 2001. This year’s honoree is Kathryn Lindquist. Kathryn has been a creative advocate for community building. She has used her academic background to help thousands of students, community leaders, small business owners, and nonprofits and government agencies to access resources for their communities. Kathryn has also been actively involved in a variety of community development efforts, and is a tireless advocate for improving accessibility to those who need it most. She has served as a board member of the University of Utah’s Center for Community Engagement, and continues to work tirelessly on behalf of the organization. She is a passionate advocate for the arts and humanities, and has used her academic background to help others in the community improve their lives. She is a true leader, and she has shown us all how to make a difference in the world.

Bennion Center Public Service Professorship

Designed to help faculty strengthen learning experiences and community engagement opportunities and to foster stronger partnerships with the local community. The 2011–2012 Public Service Professorship is awarded to Drs. Trinh Mai, Social Work and Yda Smith, Occupational Therapy. For their Public Service Professorship, Trinh and Yda will continue their engaged scholarship along the Thai- Burma Border and with Karen refugees resettled to Salt Lake. The focus of this year-long project is two-fold. First, the team will work with students and community members to compile oral histories of the Karen people to preserve them and to raise public awareness. Second, the team will assist the Karen Community of Utah to develop their traditional weaving program by forging a relationship with the Karen Women’s Organization in Thailand. This work will be informed and supported by both community-based research and service-learning coursework.

Chelsea Hale Creative Community Leadership Award

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Civically Engaged Scholar

Recognizes an engaged scholar who exhibits experience in either service-learning (SL) or community-based research. This year's recipient is Dr. Geoff Silcox, Chemical Engineering. For the past two years, Dr. Silcox has been teaching "Air Pollution Control Engineering", one of the only service-learning courses in the College of Engineering at the University of Utah. In this course, Dr. Silcox and his students partner with the Utah State Division of Air Quality (DAQ) to "identify the sources of particulate matter that plague the Salt Lake valley during winter inversions." The SL project for this course involves students in the analysis of data collected by DAQ on the chemical composition of particulate matter.

Civically Engaged Student

Recognizes a student who demonstrates an innovative approach to building or enhancing community-based efforts to address needs and has the ability to lead, inspire, and engage other students, members of institution, and community. This year's recipient is Carly Chapple, Senior, Environmental Studies. Carly is an amazing student who has contributed a great deal to the Benison Center through her participation and leadership in the center for the past several years. Carly and her co-directors have built a new program, "Arts for Youth", involving many U of U volunteers who design and teach art lessons to elementary after-school program students. Carly was a volunteer for the program the first year and served as a Program co-Director the following two years.

Community Engaged Program Award

Recognizes an exemplary program at the University of Utah fostering the community engaged learning of students. This year's recipient is the Honors Think Tank. The Think Tank program is designed to allow students to work with faculty and community partners to find original solutions to societal problems. With the guidance of two faculty mentors, a group of interdisciplinary Honors students participate in a yearlong think tank team that enhances students' undergraduate education and prepares them to become community leaders. Honors Think Tanks have already tackled a myriad of topics including the revitalization of downtown Salt Lake City, immigration, the religious divide, quality of life, bioethics and genetics, global health development, and diversity.
During the 2011-2012 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 $21.79 (U.S. Bureau of Labor Statistics), Bennion Center volunteers contributed $4,862,068 worth of service.

### Estimated number of volunteer service hours donated:

<table>
<thead>
<tr>
<th>Alternative Fall Break</th>
<th>1,000</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Spring Break</td>
<td>5,360</td>
<td>134</td>
</tr>
<tr>
<td>America Reads</td>
<td>23,187</td>
<td>84</td>
</tr>
<tr>
<td>Bennion Service House</td>
<td>980</td>
<td>12</td>
</tr>
<tr>
<td>Bend-in-the-River</td>
<td>1,765</td>
<td>560</td>
</tr>
<tr>
<td>Costa Rica Service Program</td>
<td>1,320</td>
<td>46</td>
</tr>
<tr>
<td>Legacy of Lowell Community</td>
<td>2,500</td>
<td>1,000</td>
</tr>
<tr>
<td>Office Volunteers</td>
<td>1,255</td>
<td>139</td>
</tr>
<tr>
<td>Saturday Service Projects</td>
<td>2,950</td>
<td>850</td>
</tr>
<tr>
<td>Service-Learning Courses</td>
<td>113,750</td>
<td>4,550</td>
</tr>
<tr>
<td>Service-Learning Scholars</td>
<td>6,551</td>
<td>131</td>
</tr>
<tr>
<td>Student-Directed Programs</td>
<td>62,917</td>
<td>1,004</td>
</tr>
</tbody>
</table>

**Total** 223,133 8,515

Volunteering with the people at the Horizonte school was a really satisfying experience in many ways. First, I really enjoyed helping someone learn how to read, write and, ultimately, understand English. Second, it was very nice to see when the students finally grasped the concept they had been struggling with and managed to apply their new learned skills in other language exercises. Finally, I felt an overwhelming sense of nostalgia just being in the school. When my mother and I arrived to the U.S., she was enrolled in Horizonte and taking language classes just like these students are now. I felt humble and grateful for the fact that I have been able to pursue a college education and give back to my community and my roots.

— Kenan Karalic
Service-Learning Scholar
## Financials

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts and Grants</td>
<td>$ 215,343</td>
<td>$ 257,180</td>
</tr>
<tr>
<td>Student Payments</td>
<td>8,000</td>
<td>8,885</td>
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<tr>
<td>Interest</td>
<td>150,000</td>
<td>156,692</td>
</tr>
<tr>
<td>State Funds</td>
<td>252,099</td>
<td>348,499</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$ 625,442</td>
<td>$ 771,259</td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Development</strong></td>
<td>$ 26,275</td>
<td>$ 30,445</td>
</tr>
<tr>
<td>Equipment Rental</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Space Rental</td>
<td>2,750</td>
<td>2,709</td>
</tr>
<tr>
<td>Vehicle Rental</td>
<td>1,500</td>
<td>1,832</td>
</tr>
<tr>
<td>Meals/Business</td>
<td>4,375</td>
<td>2,111</td>
</tr>
<tr>
<td>Vehicle Expense</td>
<td>1,500</td>
<td>1,131</td>
</tr>
<tr>
<td>Volunteer Recognition</td>
<td>7,275</td>
<td>10,094</td>
</tr>
<tr>
<td>Supplies</td>
<td>5,000</td>
<td>9,048</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>$ 18,000</td>
<td>$ 13,869</td>
</tr>
<tr>
<td>Memberships Dues</td>
<td>500</td>
<td>180</td>
</tr>
<tr>
<td>Professional Development</td>
<td>6,000</td>
<td>8,602</td>
</tr>
<tr>
<td>Travel</td>
<td>11,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Books</td>
<td>500</td>
<td>87</td>
</tr>
<tr>
<td><strong>Service Learning TR Support</strong></td>
<td>$ 26,079</td>
<td>$ 25,790</td>
</tr>
<tr>
<td><strong>Awards/Scholarships</strong></td>
<td>$ 22,550</td>
<td>$ 28,682</td>
</tr>
<tr>
<td><strong>Office Expenses</strong></td>
<td>$ 25,640</td>
<td>$ 25,366</td>
</tr>
<tr>
<td>Equipment</td>
<td>5,500</td>
<td>5,603</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>11,000</td>
<td>13,161</td>
</tr>
<tr>
<td>Computer Services</td>
<td>3,500</td>
<td>3,015</td>
</tr>
<tr>
<td>Telephone</td>
<td>12,240</td>
<td>11,168</td>
</tr>
<tr>
<td>University Services</td>
<td>900</td>
<td>602</td>
</tr>
<tr>
<td>Parking</td>
<td>1,500</td>
<td>558</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,000</td>
<td>1,258</td>
</tr>
</tbody>
</table>

### Marketing

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing</td>
<td>14,250</td>
<td>11,987</td>
</tr>
<tr>
<td>Mailing</td>
<td>2,100</td>
<td>1,573</td>
</tr>
<tr>
<td>Advertising</td>
<td>6,500</td>
<td>6,995</td>
</tr>
<tr>
<td><strong>Personnel</strong></td>
<td>$ 486,073</td>
<td>$483,222</td>
</tr>
<tr>
<td>Salaries</td>
<td>381,669</td>
<td>336,210</td>
</tr>
<tr>
<td>Benefits</td>
<td>75,004</td>
<td>147,022</td>
</tr>
</tbody>
</table>

**Total Expenses** $606,842 $637,907

### Community Engagement

- **Endowment Interest** $156,693
- **State Funds** $248,499
- **Gifts and Grants** $257,181
- **Student Reimbursable** $4886

### Reserve

- **Student Programming** $258,292
- **Reserve** $26,632
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.

Doing service this month made me realize that every action that I do has a reaction to it. The good that I do coloring concept books for the Launfal foundation has a positive influence on a child’s education half a world away. It was a little contribution on my part and it will help a child be able to better himself in the future. The community would be better for this service because it will educate them so they can be better suited for the work force. The concept books that we send teach children how to read, do math, and match shapes. A typical day for the people that use this service is better off because they have limited options for education. These books will help them be able to get the education that here in America we take for granted.

– Kira Day
Service-Learning Scholar
Through service I have noticed the ability I have to alter my own abilities and character. Having the opportunity to work one on one with other students in the Bennion Center has changed the way I go about solving problems and interacting with others. I have learned to be more aware of others’ feelings and ideas. Learning to embrace diversity that I have learned through service has had a positive impact on almost every aspect of my life.

– Tyler Quist
Health and Abilities Coordinator
Ronald L. Rencher, JD
Jean H. and Paul Rennie
Jasmine F. and J. Charles Rich
James M. and Kay M. Richards
Lon R. and Zoe A. Richardson
Rio Tinto/Kennecott Utah Copper Corp.
Christopher F. Robinson Revocable Trust
Christopher F. and Rochelle A. Robinson
John E. S. and RuthAnn Robson
Kathryn C. and Leonard C. Romney
Patricia A. and Mark Rothacher
Kevin M. and Susan H. Rowe
Dennis D. and Mary L. Russell
Ruth Eleanor Bamberger and John Ernest
Mark S. and Suzette Tiller
TK International
Christine L. Tobolski
Kayleen Trappert
V. Randall and Susan F. Turpin
University Federal Credit Union
John C. and Kimberlee Van Weep
Elizabeth B. and Scott H. Verhaaren
Edward C. and Merrill S. Wright
Rachel Marie Zimmerman
Jean M. Zmolek, PhD

Every effort has been made to insure the accuracy of this list, and we apologize for any errors which may have occurred. If you have corrections, please contact the Development Office at (801) 585-0093.
One thousand volunteers participated at various service sites as the kickoff to the University of Utah’s Homecoming 2011, Legacy of Lowell. Most volunteers gathered at Mountain View Elementary School and then divided to participate in twenty-four different service projects. Partnering with Homecoming Week brought a diverse group of student, staff, alumni and community volunteers. The partnership also provided a venue for announcing the Homecoming royalty.

The event’s success is demonstrated through remarkable numbers:

- 2,500 total hours of service
- 18 pallets of medical supplies sorted at Globus Relief
- 700 fleece blankets and 500 pillowcases made for Title I school children
- 9 quilts completed by hand for refugee families

Organizing Legacy of Lowell provided valuable knowledge regarding the environmental aspects of the Bend in the River. I think it gave me the opportunity to learn about how to better maintain native plants and get rid of various invasive species. We did not receive the number of volunteers we were hoping for during Legacy of Lowell, but I think that we were able to accomplish a good amount, and in a way we had a possibly more valuable experience in that volunteer leaders were able to more directly interact with other volunteers on a personal level. I know that I was able to have conversations with volunteers who showed up that I wouldn’t have been able to really talk to if we had received five times the number of volunteers. I was able to discuss the significance and relevance of the work we were doing, and talk about different interests people had in the Bend. It really gave me the chance to learn about different people as they relate to the bend as opposed to just getting my own volunteer work. This is something that I really value.

– Derek Deitsch
Bend-in-the-River Program Director
• 600 backpacks stuffed with supplies for Title I school children
• 2 acres at Bend-in-the-River received ecological restoration
• Over 3,500 square feet of wall space painted, including 2 elementary school murals
• 2,000 flash cards and 100 educational folders created for teachers in India
• 153 pieces of art created by and with Best Buddies
• 22 adults tutored at Horizonte
• 4 community gardens weeded, mulched and planted
• 25 caps knitted for newborns
Bennion Center Student Board
Alice Ma • Co-Chair and Education & Advocacy Coordinator
Taylor Thompson • Co-Chair
Sammantha Sten • America Reads Representative
Miche Lee • Chordscar
Alexi Nichols • Service-Learning Scholars Representative
Parker Chapple • International Service Coordinator
Rachel Barnes • Service House Resident Advisor
Dylan Granger • Environmental Stewardship Coordinator,
Jonathan Liu • Alternative Spring Break Coordinator

Bennion Center Staff
Linda Dunn • Director
Noel Applebaum • Development Consultant
Nancy Baugher, Ph.D. • Service-Learning Manager/Assistant Director
Mary Draper • Development Consultant
Deborah Hair • Administrative Assistant
Elsa Gustavson • America Reads Coordinator
JaNae Lilly • Service-Learning Coordinator
Kris Fenn • Student Programs Coordinator
Gina C. Russo • Student Programs Manager/Assistant Director
Lacey Holmes • Public Relations Coordinator

Bennion Center Advisory Board
Kim Paulding, Chair

Executive Committee
Kim Paulding
Jim Pugh
Ann Randley
John Bennion
Kristi Svert
Zeke Dumke

Members at Large
Teresa Molina
Paul Craig
Jon Hale
Freddie Kesler
Jason Mathis
Steven Nelson
Mori Paulsen
Ann Tempest
Deborah Wunderli
Vicki Mortensen

Ex-Officio
Barbara Snyder
Kari Ellingson
Richard Jacobsen
Charlotte Jacobsen
Linda Dunn
Mary Draper
Lacey Holmes

Emeritus Committee
Members
Philip Clinger
Kathryn Lindquist
Sheila Walsh-McDonald
Lon Richardson

Student Leaders
Alice Ma
Taylor Thompson
Rachel Barnes
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 2012 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. The University also received recognition for efforts in general community service as well as special focus on service in neighborhoods.

Committee Memberships

Elsa Gustavson • Student Affairs Sustainability Committee
JaNae Lilly • Living Learning Communities Committee

Faculty Appointments

Nancy Winemiller-Basinger • Public Administration
From The Director...

How has another academic year flown by so quickly? This year has seen so many accomplishments; it is hard to spotlight only a few. However, I must say that increased participation from alumni has been outstanding.

It is noteworthy that for the first time an alum has served as Bennion Center Advisory Board chair. Kim Paulding, a 1998 graduate of the center and the U, has led a banner year with our board, including the formation of a new alumni committee. Under Kim’s leadership the alumni committee is undertaking several new projects: planning the center’s 25th anniversary celebration, organizing an alumni service trip to Costa Rica at the end of June (with staff member Gina Russo guiding), coordinating home improvement projects for the 9th annual Legacy of Lowell Service Day on September 8th, and enhancing President Pershing’s inauguration week with a community engagement day on campus and in the community.

University administration has committed to increase the center’s state funding by $50,000 per year over a four-year period. This additional revenue has started to come in and will cover roughly one-half of the annual budget, significantly reducing pressure on private donors and endowment performance. This, plus the Culture of Giving campaign in an interest-bearing account, will help all of us who love the Bennion Center rest assured it will be here for our children and grandchildren. We know we have improved the center’s financial footing and could survive another era of economic difficulty.

You students, faculty, community partners and donors are so strongly committed to service. You are among those across the nation who believe that the time to be actively engaged in the community is right now, regardless of your stage and station in life. We are honored to be among your friends. Please know how much we appreciate your support.

Linda Dunn
lindapdunn@gmail.com