

COMMUNITY VOICES

UNIVERSITY NEIGHBORHOOD PARTNERS Volume 2, 2011



Tiles designed by artists from Bad Dog Arts, University Neighborhood Partners staff and children from the Hartland Youth Center.



*Rosemarie Hunter,
Director, University
Neighborhood Partners*

Welcome to the
Community
Voices publication
and our celebration

of University Neighborhood Partners' 10-Year
Anniversary!

Over the past decade, we have been engaged in many new university-community partnerships, now numbering 40 partnerships in 30 locations, that are focused on building the capacity of Salt Lake City's west-side neighborhoods while teaching partners from the University how to create greater access to higher education and better support diverse communities. Increasingly, we are happily attending college graduation ceremonies where whole families are involved in supporting education in their communities. Please join with us as we share our exciting journey over the past 10 years and reflect on our continuing growth and learning.

This journey has included many staff members, students and faculty from both the University and Salt Lake Community College, partners from Salt Lake City School District, Salt Lake City, community and resident partners, and donors. We have grown together in building trusting relationships that value diverse life experiences and come together for the co-creation of programs that build on community strengths.

Thank you to all our partners and supporters for making the last decade successful and making our future goals a reality.

CREATION OF NEW UNIVERSITY COURSES

CONNECTING RESIDENT LEADERSHIP AND ACCESS TO HIGHER EDUCATION

Joel Arvizo, Partnership Manager, University Neighborhood Partners

Parents and residents throughout west Salt Lake City have exciting opportunities as they begin to embark on new journeys as University of Utah students.

During 2010-2011 three new courses were created in partnership with the University of Utah School of Medicine and the Urban Institute for Teacher Education (UITE). UNP's partnership with Continuing Education at the University of Utah has allowed these courses, and others, to be registered as contract classes so that community residents may receive university credit.

These courses enroll matriculated university students and community residents alongside one another to learn about and engage in dialogues regarding issues impacting education and the local community. All three courses, offered in Spanish and English, provide greater access to community and parent leaders interested in pursuing a higher education. The courses were created and developed based on the assets and desires of local community leaders.

- Introduction to Teaching (EDU 1010)
- Critical Pedagogy in the Health Sciences (UUHSC 4000)
- Community-Based Research Methodologies (EDU 5950)

Introduction to Teaching was created when parent leaders from multiple westside schools articulated the desire to learn more about the education system and the teaching profession. During Spring 2011, a total of 36 students were enrolled in *Introduction to Teaching* with 16 resident leaders. When it came to the *Critical Pedagogy in the Health Sciences* course, parents expressed a desire to learn more about anatomy and physiology based on their observations of medical dissections from the University of Utah's School of Medicine. The Urban Institute for Teacher Education and the Office of Inclusion and Outreach at the School of Medicine came together to provide a summer course that provides students with opportunities to learn anatomy and physiology in order to complete and present medical dissections for westside schools and communities. In addition, students were also introduced to elements of critical pedagogy and how to engage in teaching and learning within diverse community contexts. During summer 2011, *Critical Pedagogy in the Health Sciences* enrolled 19 students with 15 of the students being parents and residents of westside communities.

During Fall 2011, Mountainview Community Learning Center and the UITE came together to create a new course, *Community-Based Research Methodologies*. The idea of the course emerged

from local school and community leaders who expressed an interest in having parents engage in research that supports change and improvement in school culture, climate, and practices. This course provided parents from the community and matriculated university students an opportunity to work together in learning about the methodologies of community-engaged research. Students were introduced to CB(P)R, action research, red pedagogy, and critical race theory. This course, enrolling 40 students, had a final project that utilized community-engaged research methods to address a community/school interest and phenomena. In addition, students, supported by the faculty members, began constructing new methods of research design that better address issues specifically impacting west Salt Lake City communities.

UNP has learned and continues to learn from these course offerings. Keri Taddie, Manager of the Community Learning Center at Mountainview writes that "through their participation in the University classes offered at the Community Learning Center, many Glendale residents have increased their confidence to further their education." We look forward to measuring and seeing the effect of these courses on all the students who participate both from the university and the community.

UNP BEGINNINGS

Irene Fisher, Founding Director, University Neighborhood Partners

Ask nearly anyone in Utah what was happening in Salt Lake the winter of 2002, and they'll describe the excitement of the Winter Olympics. I certainly have those same memories. I also remember the simultaneous early steps toward the creation of University Neighborhood Partners. For me, that was even more exciting than the Olympics.

It all began in 2001, after several conversations with then U of U President Bernie Machen. I started work with a very general charge to create a partnership between the University and west Salt Lake City neighborhoods. We envisioned a future in which more and more west side youth would pursue higher education. We envisioned U of U participants – faculty, staff, students – working with west Salt Lake – schools, non-profits, community councils, residents – to address social

issues that impacted these neighborhoods. We envisioned U of U and neighborhood partnerships that would help everyone involved reach their goals. My immediate task was to begin to plan a way these visions could become a reality.

Prior to the 2002 Olympics, I set out to talk to as many University and west side people as possible. I wanted to find out if people in Glendale, Poplar Grove, and other west side neighborhoods wanted the U to be involved with them. I also wanted to know what west siders saw as important issues for us to address together. So I set out to interview people in schools, community centers, non-profits, barbershops, restaurants and on campus. In the neighborhoods I posed this question: "The president of the University thinks it would be a good idea for the U to work more closely with west siders. What do you think about that idea?" The most common answer: "Well, it's about time!" Then I asked what people saw as issues we should address together. After about 150 interviews, I began to see themes that would define UNP work for the coming years. Residents said they didn't want the U to provide leadership in west side neighborhoods, but they wanted help learning more themselves about how to lead. Residents said we needed to work with youth, because "we're failing our children." And residents wanted us to be involved with employment, education, housing, and the environment.

The first months after the Olympics are just a swirl of memories:

Looking for a location in west Salt Lake; getting an offer from Salt Lake City government to let us lease the old caretakers house in Jordan Park, if we could pay to fix it up, and then getting another offer from Intermountain Health Care and Salt Lake County government to pay for the remodel costs; watching a crew of university and neighborhood volunteers demolish the inside of the house to prepare for the remodel; fretting as every step of the remodel took longer than anticipated.

Feeling the panic when our formal opening was

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Opening Day for the UNP Office

threatened because the required (and needed) ramp into the office was incomplete on the day before the event; admiring the Salt Lake City Director of Administrative Services as he calmly directed his workers to bring a portable ramp left over from the Olympics to our rescue; relishing the 300-person crowd that enjoyed each other at the successful opening event.

Gaining the agreement of Maria Garcia, director of NeighborWorks and west Salt Lake resident, and Scott Matheson, Dean of the U of U Law School to co-chair the newly forming UNP Board of Advisors;

securing excited agreement from others to serve on that Board; and then bringing all those leaders together to clarify our mission and vision and select a name – University Neighborhood Partners (UNP).

- Selecting a group of 12 west Salt Lake residents who agreed to serve as “Community Ambassadors” for their neighborhoods for a year. These 12 people, ranging in age from 19 to 75, played a key role in helping their University partners learn more about the neighborhoods through group and individual presentations on campus and in the new UNP house.
- Stretching our staff capacity to envision, write, and receive a major grant from HUD’s Office of University-Community Partnerships. Those early funds, paid out over a three year period, spurred new ideas and new energy among the U and community partners.
- Working through a year-long decision-making process with a U and neighborhood board convened to help UNP identify the actions they should take to improve educational outcomes for westside youth. The 25-member group, called YES (Youth Education and Success) created a three year plan for UNP’s educational goals and “hung in there” through lots of early morning meetings.

At the formal opening of University Neighborhood Partners, I remember President Machen making the statement that “these neighborhoods represent the future of Salt Lake City.” As a

participant in the birth of the friendships, the partnerships, the programs facilitated through UNP, I have come to see the strength and the accuracy of President Machen’s words. Together, people who have spent their entire lives in west Salt Lake and others who have come from across the globe, are building a shared future that focuses on the best for their children and in the process, they are a living example of “a community coming together.”



Over the past 10 years, University Neighborhood Partners (UNP) has developed into a model for how a campus-community partnership should work. Bringing together the rich and varied cultural communities of Salt Lake City’s west side with the resources of the University of Utah has created important pathways to higher education.

A. Scott Anderson

President and Chief Executive Officer, Zions Bank

TIMELINES

TEN YEARS OF COMMUNITY BUILDING

EVENTS

September 2001

- President J. Bernard Machen launches west side initiative
- Irene Fisher begins community interviews



September 2002

- UNP gets its name
- Salt Lake City donates office space at 1060 South 900 West
- Youth Education and Success working group
- First UNP partnership committee begins work to guide development of youth partnerships



April 2003

- Renovations completed. In space donated by Salt Lake City, UNP house opens and begins work with community

Summer 2003

- First *Partners in the Park* kick-off event

November 2003

- HUD COPC grant \$400,000 awarded for 2004-2007

September 2004

- Hartland Partnership Center opens at Hartland Apartments
- First Westside Leadership Institute taught



January 2005

- Westside Studio opens to students and the public
- UNP Bridge Builder Award begins



▲ COMMUNITY SCHOLAR IN RESIDENCE

◆ COMMUNITY RESIDENT IN ACTION

Community Scholar in Residence (CSIR) and Community Resident in Action (CRIA) are two UNP awards to support faculty and community residents' involvement in mutually beneficial partnerships that promote systemic change and increase access to higher education for youth and families living in Salt Lake City's west side neighborhoods.



2003

▲ Doris Watson



2004

▲ Luke Garrott



2005

▲ Maged Senbel

September 2006

- Rosemarie Hunter takes over as second UNP Director
- First Spanish Westside Leadership Institute taught



2007

- Salt Lake Community Action Program/Head Start School opens at Hartland
- UNP receives the Utah Martin Luther King Jr. Human Rights Commission Drum Major Award for Community Organization of the Year for commitment to empowering communities through education



August 2008

- Hartland Youth Center opens



2009

- UNP partners with Salt Lake City School District on Community Learning Centers



- New American Academic Network partnership begins

2010

- UNP receives the Campus-Community Partnership for Health award



May 2011

- UNP finalizes purchase of new building to house Hartland Partnership Center



2006

△ *Barbara Brown*



2007

△ *Dolores Delgado Bernal*



2008

△ *Caitlin Cabill*
 △ *Matthew Bradley*
 △ *David Quijada,*



2009

◇ *Ruby Chacón*



2010

△ *Trinh Mai*



2011

△ *Mary Burbank*



2010

◇ *Maria Barajas*



2011

◇ *Elizabeth Montoya*



YOUTH EDUCATION & SUCCESS

UNP TEAMS UP WITH GLENDALE MIDDLE SCHOOL FOR STUDENT SUCCESS

Ellie Brady, ESL/Reading Teacher, Glendale Middle School

During the 2010 -2011 school year, UNP has shared numerous resources with Glendale Middle School to help students achieve academic success. Building on UNP's already strong *Youth Book Exchange* partnership, university students spent Fridays at Glendale Middle School reading, writing and mentoring our students. The *Youth Book Exchange* branched out to become a program in which students not only read and exchanged books, but worked on ideas and pressing social issues.

Our middle school students were able to use their discussions in the *Youth Book Exchange* to investigate how our legislature functions and make a visit to the state capitol to talk with legislators and make presentations. Students were enthusiastic about their participation in this event and began to see themselves as active participants in Utah's governmental process.

The regular, weekly presence of a dozen or more university volunteers in both the school library and in academic classes at Glendale Middle School provided a consistent level of support and leadership to the ongoing program aimed at increasing our students' enrollment in college. In one 6th/7th grade reading class, the volunteers became so much a part of the classroom life, that if they had to miss a day, our students were greatly disappointed and would ask when they

were coming back. Glendale students had to set personal achievement goals to participate in the *Youth Book Exchange*. They needed a grade above "B" in both Language Arts and Reading. As the year progressed, more and more students came to teachers asking how to improve their grades so that they could become a "Book Master." By the year's end we had close to 30 students participating in this program.

This year UNP has provided a number of university student volunteers and interns to help our students as well. We include these volunteers during the school day as academic mentors and role models who help students in their classes. The UNP volunteers' continued presence is a tremendous help to teachers and students alike. Additionally, UNP is helping our students set up a chapter of "Latinos in Action." This group fosters academic success, mentoring and cultural support for all students and is part of a state-wide network in other schools.

Glendale Middle School applauds the partnership with UNP and all the hard work their staff has put in to make this partnership grow. Such a partnership is a model of how to direct 6th, 7th, and 8th graders toward seeing themselves as both the successful students of today and the university students of tomorrow.

BRIDGING COMMUNITIES AND SCHOOLS

HARTLAND RESIDENT COMMITTEE AND LOCAL SCHOOLS WORK TOGETHER FOR EDUCATIONAL SYSTEM CHANGE

Trinh Mai, Assistant Professor, University of Utah College of Social Work; Annika Jones, Graduate Student, University of Utah College of Social Work; and Kim Schmit, Partnership Manager, University Neighborhood Partners

Since the fall of 2004, the UNP/Hartland Resident Committee has been engaged in building their collective and individual communities. Central to their work has been representing the goals of their ethnic communities in relation to the development

My voice is powerful.

Abdulkhaliq Mohamed

of the Hartland Partnership Centers. With the Centers enjoying their eighth year of success, the leaders have recently taken their voices and ideas further into the community to their local, neighborhood schools. What has resulted is the development of a long-term, mutually-beneficial partnership endeavor that is built on strong relationships and a commitment to a common goal—educational success for all.

The partnership program, *Voices of New Americans: Bridging Communities and Schools* are trainings and dialogues that are presented by Resident Committee members in collaboration with College of Social Work faculty, Trinh Mai, and her students. The audience of participants are

It is a two-way street; as much as parents want to understand teachers, teachers want to understand parents. Support each other.

Maria Esther Garcia

UNP/Hartland Resident Committee

teachers and staff from local schools where many of the Resident Committee members have a direct relationship. The goal of the program is to build

Working together gives you a clean heart. I know the teachers and can talk with them with an open mind and without fear of discrimination.

Yusuf Shali

UNP/Hartland Resident Committee

the capacity of the schools to better respond to the strengths and needs of newcomer populations. As newcomers themselves, the Resident Committee firmly believes that acculturation is a two-way street and therefore has designed the program to position newcomers as teachers and targets schools as learners.

The trainings start with sessions where the Resident Committee shares narrative descriptions of their cultural experiences

I want to continue doing what I did, with more passion. It is validating to see changes happening.

Juan Lopez Guerrero

UNP/Hartland Resident Committee

of education both in their native land and in the United States; a brief overview of literature surrounding issues related to resettlement and

education; and an open-ended time for questions and dialogue. From there, each presentation evolves according to the goals and ideas of the group.



For Mountain View Elementary School, these trainings became monthly working-group dialogues where the Resident Committee involved school staff and other parents to address

topics such as family involvement and promote joint problem-solving that builds relationships between families and schools. As a result of this partnership, Mountain View Elementary developed a protocol for teachers' conferences that promotes 2-way conversations; more home visits have been facilitated by teachers; and data from the dialogues have been integrated into the Mountain View/Glendale Community Learning Center.

Other recent presentations have been done at East High School, the English Skills Learning Center, the UNP Steering Committee and a variety of classes at the University of Utah. With 2012 upon us, the Resident Committee is committed to continuing this partnership endeavor and looks forward to the positive impacts, both for the schools involved and for the people who make up those schools.

THE WESTSIDE STUDIO RE-ENERGIZED!

Sara Munro, Partnership Manager and Director of Research, University Neighborhood Partners

As a group of university students, the West Side Studio is able to reach community members in a different way as it supports the work of neighborhood groups and Salt Lake City. In the last year, students have conducted a survey with local businesses, met with school children and their families, and been a part of community festivals to talk with residents about what they love about the West Side. This work gives voice to an increasingly broad group of citizens that may not otherwise get involved in planning for their community's future. Further, the studio takes what they learn from residents, and reflects it back to community leaders, highlighting the importance of existing community assets, like the Jordan River.

The West Side Studio is one of many groups working collaboratively to highlight and build on community assets in West Salt Lake. As a result, we have begun meeting each month to share progress and build on each other's work.

Christie Oostema

Deputy Planning Director, Envision Utah

Since its birth in 2004, the Westside Studio has connected U of U students in the Department of City and Metropolitan Planning directly with west side stakeholders through a semester-long, community-focused workshop to collaboratively identify key neighborhood planning issues and jointly develop new visions for the future. In its early years, the Westside Studio was offered in a westside space to facilitate those conversations and community visioning workshops focused on issues like the North Temple-Grand Boulevard, planning visions for the Jackson Neighborhood, and many others.

After a few years' hiatus, the Westside Studio is back with new energy thanks to an active

partnership between the University of Utah's Department of City and Metropolitan Planning under the new Chair, Nan Ellin, the Salt Lake City's Planning Division, and NeighborWorks Salt Lake. A spark of this new collaborative energy shone in January 2011, in the first annual Mayor's Symposium which focused on the Jordan River and brought a broad range of stakeholders together to discuss this westside asset and its potential for the future. The broad interest in the river fueled the work of the new Westside Studio, which has continued to the present. The Studio is currently taught by Christie Oostema, who in addition to teaching in the Department of City and Metropolitan Planning works at *Envision Utah*.

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RIVER DISTRICT GARDENS



The Studio's community partners identified the Jordan River as a key but underutilized neighborhood asset with huge potential for 'revisoning'. Studio students are focusing on the challenges and opportunities of the public involvement process and engaging resident voices in the planning process which will define the future development of the river as a neighborhood asset.

By focusing on issues identified as priorities by the community partners, the students are challenged to step outside of the classroom and develop actionable research tools to include more, and more diverse, resident voices around the 'visioning table.' Motivated by questions like, How do you figure out what issues or neighborhood assets are relevant to people in this neighborhood? What would you like to see? and How do you include those voices in the future? students are able to transfer that learning back to the partners, while seeing the planning process unfold from a ground-up perspective.



The Westside Studio collaboration has helped NeighborWorks Salt Lake build our capacity and leverage resources. The partnership saves us thousands of dollars and has expedited the facilitation of key strategic planning activities that contribute to our revitalization efforts. The expertise of instructors and engagement of students in the community results in useful planning documents and recommendations that serve as valuable tools for stakeholders.

Maria Garciaz

Executive Director, NeighborWorks Salt Lake

A LOCAL/GLOBAL COMMUNITY COMING TOGETHER

Rosemarie Hunter, Director, University Neighborhood Partners

UNP's interest in this international field study project and the resulting study abroad program was stimulated by our direct partnership work with families at the UNP/Hartland Partnership Center, a community-capacity building partnership located at an apartment complex on Salt Lake City's west side and home to more than 1,500 residents from all over the world.

In 2008, the Karen, Karenni, and Burmese communities of Thailand and Burma began to resettle in Salt Lake City. Within a short time, our colleagues from local social service agencies and schools contacted UNP seeking information that would assist them with providing services and education to these new arriving families. We soon realized that this was an opportunity to be proactive and to learn from the many organizations, individuals and families who are currently working and living in camps on the Thai/Burma (Myanmar) border.

Our first field study visit to the Thai/Burma region in 2008 resulted in a UNP report and training entitled *Connecting Past and Present: Field study along the Thai/Burma (Myanmar) border*. University of Utah faculty members, Dr. Yda Smith, Trinh Mai and Dr. Rosemarie Hunter, conducted the trainings

and over the next year, almost 400 educators, social service workers, and community volunteers working with refugee families, attended these trainings and received the report.



While this preliminary work focused on the Thai/Burma border, we soon learned that much about the resettlement process and challenges to successful integration could be applied to many new arriving populations. We gathered information and developed programs that build the capacity of US systems to support newcomer

populations.

Most importantly, we changed our perspectives and focused on strengths. We located local leaders from new arriving populations and became their students. With the assistance of the State of Utah's Refugee Services Office in the Department of Workforce Services, many communities of refugee backgrounds are organizing and developing Community-based Associations (CBO/CBA) that assist new arriving members with connecting to schools and social systems in Salt Lake City.

Additionally, this early work resulted in a study abroad opportunity for students and community partners. In 2011, the instructors received a grant from the University of Utah's Asia Center, which supported the travel of a community partner. Through this support, Ler Wah, a Salt Lake City man originally resettled from this area was

able to join the study abroad program and return to the Thai/Burma border area. His story (see page 13) shares some of his reflections upon returning to the border.

For additional information go to: <http://www.health.utah.edu/ot/InternationalOpportunities/ThailandBurma.html>

A JOURNEY TO THE LAND OF SMILES

FACULTY, STUDENTS AND COMMUNITY PARTNERS VISIT THAILAND

Ler Wab, Community Partner



Thank you to UNP for inviting me to be part of the trip to Thailand. I do really appreciate that I was able to go back to where I originally belong.

My overall comments about that trip is totally positive because I saw and learned the sadness, the needs, the difficulties, the insecurity, the human trafficking and so many things during visiting with the migrant and refugee population. I was so glad that UNP is now working as a bridge to connect the local with the US to eliminate the humanitarian issues occurring along the Thai-Burma borderline.

Visiting the elephant camp in Chaing Mai, the second capital of Thailand, I had learned that the migrant workers are still receiving the same wages now as before I come to the United States. I got a chance to ask a couple of the migrant workers about their wages and I was told that the daily wage is still 80 baht, which is \$3.00 in the US, even though things are getting more expensive in the country. Just \$3 a day??? I was so sad. A bowl of noodle soup that I had before I came into US in 2008 was \$5, but now it goes up to \$20. How is the family going to survive? Isn't there anyone who can make a change to this situation?

Meeting with the migrant kids in Mae Hong Song province in northern Chaing Mai, there comes another story, where more than 150 children

ages from 5 to 12 are living in dorms and going to school. They seem like they have no idea about what parents mean because they were apart from their families since they were very young. Even though they now have a chance to attend the local Thai school, their further education after the middle school is based on the local authority's approval.

Finally, we reached our last destiny, Mae Sot, which has a friendship bridge with Burma. This is the city where 50% of the populations in town are migrants and refugees and has hundreds of Non-Governmental Organizations (NGOs) operating on that area. After visiting some migrant schools, I felt so bad seeing the kids that do not know why they were there. They do not seem to understand why they are in the dorm apart from their parents. Also, they seem to have no idea why they have a poor



school with no door or no light and so on. Seeing this situation really make me blame myself—why can't I help them to get a way from that situation to a better life? They do not want NGOs on the borderline to just come when they want pictures and want to extend their project, but please help them get out of that terrible situation.

While I was travelling, I was in a hotel and able to get anything I want while the migrant and refugee populations are working under fear and living poorly. It's not fair. I know I grew up under the same situation like them and I can see their feeling and sorrow. I do not know how the borderline NGOs are helping those poor effectively, but I am 100% sure that half of them are just fake because I used to work with several different organizations. Motivation and creativity is hard to find among the NGO workers. However, I am a positive person and I see any little thing that they have been doing is good. But I felt like we need everyone to try to walk an extra mile with motivation and a strong understanding of what they are doing or what position they are holding.

On my way back to Salt Lake City, I was thinking and strongly hoping that UNP would do something different than others in the future and bring positive outcome to the population. Finally, I hope that UNP will become the only bridge that brings them motivation and hope.

VOICES

FROM THE COMMUNITY

My name is Ali Thamer and I am originally from Iraq. My family and I came to Utah as refugees in March 2010. I have a bachelor degree in mechanical engineering science, and before leaving my country, it was my dream to go back and start a graduate program there, but this would not be possible.

Over two years ago, when I started to apply to the International Organization for Migration to travel to the United States as a refugee, I started to think about that dream and how to make it real. When I learned that I would be resettled in Salt Lake City, I began to collect all the information about the University of Utah, and from the first day I arrived here I started to ask people around me, How could I reach the university? How do I start school again?

About a month after my arrival I met some people from the UNP/New American Academic Network (NAAN). The partnership coordinator, Ahmed Ali, met with me and helped me to begin. He told me that there are some steps I have to take before I could be a student. Soon, I began prepare for the Toefl test and all the preparation steps to be able to pursue my education at the University of Utah. In Fall of 2010, I passed the necessary tests and started my education as a non-matriculated student in the graduate program. While taking classes, I continued to prepare for the Graduate Record Exam (GRE), so that I could fully enter the graduate program.

I think my dreams can be true because America is the land of dreams, and here in America there are some opportunities that can help you to realize your dreams; however, I also learned that you need to make use of these opportunities and develop a plan. At the same time, I needed to work *VERY* hard.

Before coming to Utah, I was working in Iraq as an engineer, supervisor and project manager. Many people told me that I should find a job first before I go back to school, but I said that I don't want to waste any more time—I said let me get started. I can handle my expenses right now with working part-time and going to school part-time.

When I meet with people from my community, I talk with them about the importance of education and getting a degree from the United states, and how that will increase their opportunity to get a better job and have a good life.



I was also able to participate in the NAAN mentor program. I think the Mentor program is great, because it gives individuals like me an opportunity to meet with people who have the same major we do. These professionals have a lot of experience in their field and give us advise about how to get the license, how to have some training, which classes or programs that will develop our skills. Also, the mentors help with how to search for a job or may be able to provide professional connections. I got a job with my mentor and I am really grateful for him and all the people that helped me—it's really a great opportunity, thanks for all.

I have had the chance that I dreamed about in the past to develop my knowledge, skills, and experiences here in America, so I will keep working hard to take advantage of these opportunities and to build my career, profession and complete my education.





Community Resident in Action (CRIA) is an annual UNP award focused on supporting community residents to develop and implement community projects and support their leadership roles in campus-community partnership. Maria Barajas received the 2010 CRIA Award.

Maria's project was with the Leap to the U partnership to foster parent's involvement, encourage youth to pursue an education beyond high school, and increase our community multicultural awareness at West High.

Below, Maria reports on the continuous communication difficulties among parents, students and teachers. She advocates for conflict resolution, non-violent behaviors, and equality. She highlights the need for multicultural awareness and stresses that the best heritage a parent can give a child is his/her values, an education, and the courage to speak up for him/herself.

Hola, soy María Barajas, este año fui la Vecina de la Comunidad en Acción (CRIA) en West High School en el programa de LEAP to the U. Para mí fue algo muy importante poder comunicarme con las familias, ya que es fundamental el apoyo de los padres en las actividades dentro y fuera de la escuela. Así aprendemos más sobre los problemas e intereses de nuestros hijos para poder guiarlos y enseñarles qué hacer para llegar a la Universidad.

Como latinos inmigrantes y personas de color, nos enfrentamos a ciertas barreras en la vida

y en la sociedad, pero buscando, escuchando y aprendiendo, las podemos superar. Durante las juntas con los padres de familia en West High School; yo les preguntaba cuál era su mayor preocupación y qué necesitaban para que se involucraran en la escuela de sus hijos. Para ellos, la educación de sus hijos era lo más importante; les preocupa la falta de comunicación entre los maestros y sus estudiantes. Si los maestros no reconocen las diferentes culturas y lenguajes, es más difícil que los entiendan, especialmente cuando bajan sus calificaciones. Otras barreras son el no poder comunicarse con fluidez en inglés y tener que trabajar largas horas para poder sostener a sus familias.

Fue muy emocionante ver a los estudiantes motivados durante las visitas a la Universidad de Utah, donde junto con un compañero universitario exploraron lo que era estudiar en la Universidad y aprendieron sobre la vida del universitario en los dormitorios; también se hicieron recorridos en los diferentes departamentos, se habló de las diferentes carreras y los motivamos a que sigan estudiando y preparándose para obtener un futuro mejor.

La base de un buen principio es la educación porque nunca se acaba de aprender algo nuevo, siempre aprendemos de los demás algo bueno y positivo. La Igualdad sin violencia, negociando

justamente ante un conflicto, buscar soluciones convenientes para ambas partes, aceptar cambios, estar dispuesta a llegar a un acuerdo y otras cosas más es IGUALDAD.

Yo sé que es importantes no olvidar nuestras raíces, costumbres, culturas, pero estamos en este país que está lleno de oportunidades que debemos de aprovechar al máximo, aprendiendo el idioma, haciendo juntas en los diferentes lenguajes, mandando la información a las familias en los diferentes idiomas como son inglés, español, somalí, japonés, francés y otros más, porque vivimos en un país multicultural, sin importar raza, color, género, origen y religión, porque todos somos iguales.

Los valores y la educación son muy importantes en la vida de nuestros hijos, es lo único que podemos darles, ellos pueden ser mejores personas con buenos principios y así lograr futuros universitarios, tenemos que enseñarles a defender sus derechos y sus principios, que hablen, que no se queden callados, todos tenemos voz y voto en todas partes, siempre y cuando respetemos a los demás y a uno mismo. Porque todos tenemos diferentes ideas, culturas y somos de diferentes creencias, tratando de entender a los demás para así tener una comunicación más eficaz y positiva.

UNP CELEBRATES TEN YEARS

Jesse Whitchurch, Development Officer, University Neighborhood Partners



On Tuesday, December 6, 2011 more than 270 friends, community members, current and former staff members and many others gathered together at the Tower at Rice-Eccles Stadium to celebrate a milestone—University Neighborhood Partners was turning 10!

The evening started off with a brief cocktail reception whose ambience was perfectly set to the talented accompaniment of youth from

the Mundi Project: Delia Arellano, Josselyn Ceron, Richard Contreras, Daniel Ordoñez, Ester Ordoñez, Olivia Tedder, and Tiffany Xu. Students displayed the fruits of their countless hours of practice by performing pieces by Faber and Faber, Liszt, Chopin, Tchaikovsky, Beethoven, DeBussy, Moszkowski, and Hayden.

The evening honored Irene S. Fisher, University Neighborhood Partners' founding director, J. Bernard Machen, then President of the University of Utah under whose direction the presidential initiative forming UNP was founded, and countless community members, faculty and administrators who were pivotal in the early years of the organization. The celebration reflected fondly upon the humble and frequently frenetic beginnings of the University of Utah's

work in Salt Lake City's west-side communities as well as the progress over the past decade.

The highlight of the evening was two presentations from youth organized by Kelby McIntyre-Martinez, University of Utah College of Education, and Trinh Mai, Jenny Guerra, and Isaac Karikari from the College of Social Work. Youth from the UNP/Hartland Partnership Center expressed their interpretations of freedom. First, the Hartland boys performed a rap they wrote set to the rhythm of a drum. The audience then enjoyed a dance performed by girls from Hartland. The softened expressions on the faces of everyone in attendance illustrated the profound impact of the performance.

(continued on page 17)





Through the simple act of bringing community residents and representatives from the university together, each were able to experience the other's unique role in the community.

As the evening was drawing to a close, a special presentation took to the stage to honor a few of the countless people important to the past, present and future of UNP. Past board chairs Fred Esplin and Carolyn Hoskins; current university administrators, A. Lorris Betz, Interim President and David W. Pershing, Senior Vice President of Academic Affairs both at the University of Utah; and Irene Fisher and Bernie Machen were all presented with tiles designed and made by artists from Bad Dog Arts which will be hung in the recently acquired building which will house the new Hartland Partnership Center.

Truly a night to be remembered.



REFLECTING ON THE PAST AND LOOKING FORWARD TO THE FUTURE

A LETTER FROM THE ASSISTANT DIRECTOR

Isabel Teresa Molina, Assistant Director, University Neighborhood Partners



Now that I work for UNP, I reflect on what brought me to this position. I remember my first visit to UNP/Hartland Center in November 2005. I saw these magnificent people mingling as if they all had grown together playing in the same back yard and I felt part of it. Little was I aware of my future involvement with UNP. As a U of U PhD student, I assisted a strengths and needs' assessment for UNP/Hartland Center in 2008, and conducted an impact and empowerment evaluation for the Westside Leadership Institute in 2010. I also did my practicum internship at UNP/Hartland. UNP is part of my recent story as I am part of UNP's story. I brought my country of origin strengths with me, and I kept growing as a social worker here in Utah through these experiences.

However, my story is not different from the stories of other Salt Lake City west side residents, who grow up in poverty in America or come here as

immigrants. We just hope, work, and keep trying to improve our lives. Through education, we find some opportunities, we embrace who we are, we learn to speak English and for ourselves in a different voice as we become part of the larger society, to receive and contribute, to build stronger neighborhoods. UNP has contributed to do so in a purposeful manner, implementing its mission of ... a community coming together. Everybody at UNP is first a human being and then anything else.

As an individual intersecting a handful of minority statuses, I embody the dreams and hopes of many in the Westside Salt Lake City. I hope to further strengthen UNP's contributions to the community with my voice and my work. I look forward to expanding our visions and contributions to our beautiful and colorful community.

UNP's 10th Anniversary calls for reflection and inquiry, and mostly for action. Where do we come from, where are we standing, and where do we want to be in five, ten more years, as individuals, and as a community? We need to continue developing our Youth Education and Success, Community Leadership and Capacity Building Partnerships. In our neighborhoods, UNP is committed to increase resident empowerment and participation of community organizations; build the capacity of school-based partnerships and partners, departments and community

organizations to support residents on a long-term basis, and community organizations and schools to become active in university-community partnerships.

In the near future, UNP will strive to strengthen its relationships with colleges and departments; and strengthen the quality and visibility of community-based teaching and research. UNP's organizational goals include work with staff, board and stakeholders to use UNP's strategic plan as an active tool that guides the organization; strengthen marketing and communication to increase visibility and understanding of UNP in the community and on campus; increase staff and partners development and training opportunities; increase roles and opportunities for active involvement of UNP advisory board; and strengthen organizational structure and management.

We need to continue paying attention to all the voices in our community coming from residents, university and college faculty, school district teachers and staff, nonprofit organizations, corporate and individual donors, in all their roles as professionals, parents, volunteers, workers, or students, for a better present and a better future as a local and global community, one partnership at a time. We are not alone in these tasks, and certainly any successful outcome is the result of many efforts. It takes a village ... and it takes many brains, hands, and hearts working together.

NURSE MIDWIFERY/WOMEN'S HEALTH STUDENTS HOST FREE FLU SHOT CLINICS

By Katie Schrier, Manager of Public Affairs, University of Utah College of Nursing



Receiving a flu shot may be the best course of action in preventing influenza, but for the uninsured or underinsured, the typical fee of \$25 for each injection can make the preventive measure cost-prohibitive. In November, a group of first-year students in the Nurse Midwifery and Women's Health Nurse Practitioner Graduate Program took action, offering residents of the west side of Salt Lake City, who are among the least likely to have access to medical care according to data from the Utah Department of Health, a shot of prevention for the flu season. Hosting three clinics: two at the University Neighborhood Partners (UNP) Hartland Center and a third at Horizonte School, students delivered free immunizations to more than 200 people.

Nursing students identified the need for the service through collaboration with the Resident

Committee and staff of University Neighborhood Partners' Hartland Center. They were then able to secure funding from the UNP Health Partnership and the Associate Vice President for Health Sciences at the University of Utah and find a reasonably-priced source for the vaccines in order to bring the idea to fruition. From there, students developed an effective patient flow that could be accommodated by the small clinic space, enlisted the help of the UNP Resident Committee and other area residents to locate translators to assist in



Eight nursing students worked together to plan and implement the free flu shot clinics. From left: Lindsey German, Annie Overson, Sarah Beth Kelly (seated), Jutta Deninger, Christina Whiting, Brandi Brooks, Faculty Advisor Jane Dyer and UNP Center Coordinator Abdulkhaliq Mohamed. Not shown: students Erin Cole and Mollie Rieff.



completing the consent process in Spanish, Farsi, Burmese, Kurindi, Swahili, Arabic and Somali. When the original clinic, held November 5, was met with inclement weather, students decided to hold a second clinic November 17 in order to fully expend their supplies and reach community members in need.

"The flu shot clinics provided participating graduate students with unique community-based health experiences," says Faculty Advisor and Assistant Professor Jane Dyer, CNM, FNP, MBA, PhD, FACNM. "They have learned some of the challenges of identifying resources, managing space and flow issues and communicating with diverse groups; all valuable lessons which will serve them in their future careers as health care providers in their home communities."

A STUDY IN COMMUNICATION

Georgi Ann Rausch, Graduate Student, University of Utah Department of Communication

2010 marked an important start for UNP as they embarked on a new strategic planning cycle for the organization. I am a doctoral student from the discipline of Communication Studies, and study Organizational Communication, therefore it was an excellent opportunity for research about organizational structure and change. From a communication studies perspective, how people talk about their work has a significant relationship to how they act. For example, if you talk about the UNP office as welcoming, then you will enjoy visiting the UNP staff there. If students talk about the university as an exciting place to be, they will want to attend.

At the staff retreat, we discussed ideas for how my perspective could help benefit UNP, and our conversations resulted in a threefold frame for studying communication: 1) How do UNP participants talk about the organization? 2) In particular, how do they talk about partnership? and 3) How will UNP participants talk differently in order to change the university system?

Over the past year, it has been fascinating to interview 25 participants and attend all the advisory board meetings of the 2010-2011 academic year. I also attended several UNP events, and gathered historical data about the organization. From

all of my transcripts and data, I returned to the three questions, and am currently in the midst of completing my analysis.

In order to give you an example of some of my findings, there are three important ways that UNP participants talk about partnership: reciprocity, sustainability, and difficulty. In terms of reciprocity, participants talked about ideal forms of reciprocity, relational reciprocity and qualified reciprocity, where they talked about how it was important to make sure that everyone in a partnership was benefitting. For example, one participant said that partnership is, "defined by the reciprocity, not by one group or the other group defining the roles of the partner."

Talking about partnership as sustainability involved discussions about creating partnerships that will last for a long time because they are integral to the community. For example, for one participant, sustainability meant that, "you are coming together around a common goal and you are dedicated, long term, to communicating and working together about how you can build off of each other's skills and resources to achieve that goal."

Finally, participants talked about how partnership was difficult because it often changed, and often led to difficult conversations about topics such as race,

privilege, and skepticism about the university. One quote about difficult conversations in partnership was, "When everybody first comes to the table, they have the idea that I want this, I need this, and that needs to take a shift and change into we need this. We want this. Only then will it be a partnership."

These three themes about partnership are only a brief representation of all of the rich data from UNP participants that will be included in the dissertation. Overall, it has been inspiring to work with the organization and all of its many intelligent and thoughtful members who are working to create successful partnerships and to create an inspiring university that is deeply connected to its communities



A DECADE OF IMPACT

A GLIMPSE OF UNP'S FIRST DECADE

- Since 2006, over 340 west side residents, including close to 100 Spanish-speakers, have registered as University of Utah students through their involvement with UNP partnerships, with the support of Continuing Education at the University of Utah. More than 250 of these students have received University credit through contract courses creating access points for underrepresented populations at the U.
- The creation of 15 new University courses that link academic teaching and research with community-based UNP partnerships. These include 3 Honors Think Tanks and a new, innovative curriculum model that brings University of Utah students and community residents together in the same course space in an ongoing, reciprocal exchange of knowledge and information.
- The training of over 180 local community leaders through the Westside Leadership Institute, whose subsequent work in the neighborhoods has had a broad economic impact through the creation of new non-profits (\$100,000 annually), influencing the flow of public resources to the neighborhoods (\$400 million in new TRAX realignment), new small businesses created, and other channels. WLI grads have raised more than \$250,000 in cash and in-kind donations for their projects.
- A growing list of academic scholarship (currently over 150 entries in UNP's bibliography of community-engaged scholarship, which includes books, journal articles, conference presentations, public

Community partnerships are the key to strengthening our communities. University Neighborhood Partners exemplifies the building blocks of Salt Lake City and the success of our community as a whole. Salt Lake City is fortunate to benefit from an organization that works tirelessly to help our youth reach their highest potential while connecting families and communities with the University. Congratulations on 10 years of excellence. Best wishes for many more years of community success ahead.

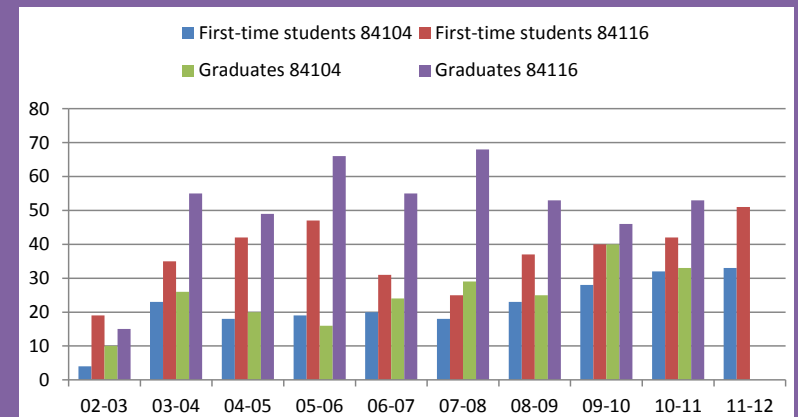
Ralph Becker
Mayor, Salt Lake City

scholarship, and student research) that demonstrates that powerful new knowledge is created through these partnerships that can shape disciplines and academic work in new ways.

- Partnership work connects west side residents to formal and informal leadership positions that change systems:

Examples include:

- Parent liaisons at schools (e.g. Mountain View/Glendale School-Community Council Chair/Parent Resource Center Coordinator and Leadership Committee at CLC)
- Adult and youth Resident Committees at Hartland
- Work by resident leaders and Mountain View Elementary has led the school to develop new standards for parent-teacher conferences that facilitate 2-way conversation; the school is also facilitating more home visits from teachers; local schools also going into the community more (e.x. 15 teachers from 3 schools attended Hartland Party); data from focus groups integrated into classroom curriculum and showcased in school announcement and "Hall of Fame"; invitation to Resident Committee to continue monthly sessions next year at two schools.
- Of 90 total NAAN (New American Academic Network) participants (60 active), 15 have gone on to higher education and 45 are in preparation (entrance exams, etc) phase. 11 Jobs have resulted from partnership.
- 30 Humanities in Focus grads have gone on to higher education



PARTNERS

We apologize for any names accidentally left off this list.

UNIVERSITY OF UTAH DEPARTMENTS

Academic Outreach and Continuing Education
Alumni Association
Center for Public Policy and Administration
Center for Science and Mathematics Education
College of Architecture + Planning
College of Education
College of Engineering
College of Fine Arts
College of Law
College of Nursing
College of Social Work
Community Clinics, Redwood Center
Custodial Services
Department of City and Metropolitan Planning
Department of Communication
Department of Education, Culture & Society
Department of Educational Leadership and Policy
Department of English
Department of Family and Consumer Studies
Department of Family & Preventative Medicine
Department of Human Resources
Department of Linguistics
Department of Modern Dance
Department of Parks, Recreation and Tourism
Department of Special Education
Division of Occupational Therapy
Gender Studies
Honors College
International Center
J. Willard Marriott Library
LEAP Program
Lowell Bennion Community Service Center
Marriott Digital Scholarship Lab
New Student Orientation

Office of Admissions
Physics Department
School of Medicine
Student Recruitment and High School Services
U Temps
Urban Institute for Teacher Education
Women's Resource Center

COMMUNITY PARTNERS

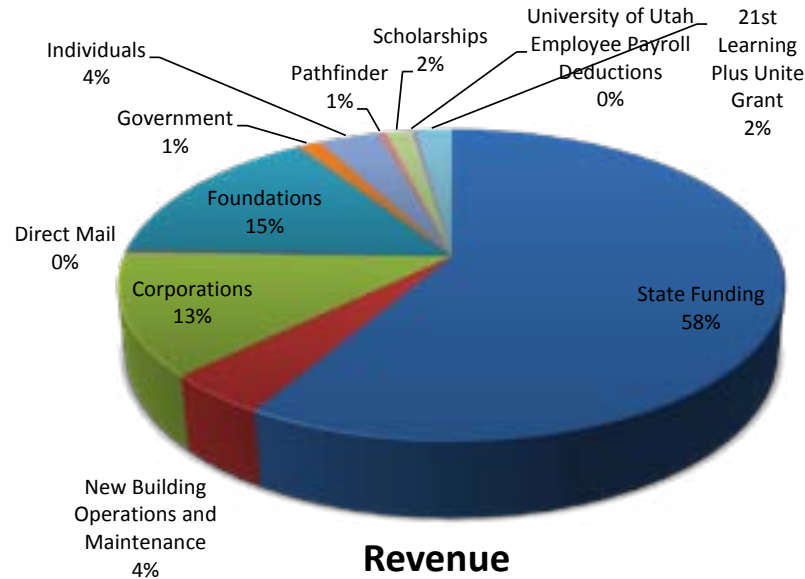
Asian Association of Utah
Bad Dog Arts
Because He First Loved Us
Blackbird Creative
Catholic Community Services
Child and Family Empowerment Services
Comunidades Unidas
Department of Workforce Services , Office of
Refugee Services
East High School
El Observador de Utah
English Skills Learning Center
Enriching Utah Coalition
Episcopal Diocese
Health Access Project (HAP)
Hartland Resident Committee
Head Start Salt Lake Community Action Program
Highland High School
Horizonte Instruction and Training Center
International Rescue Committee
Jackson Elementary School
Karen Women's Organization
KUTV Channel 2
Latinas Adelante
Latinos in Action
Mestizo Coffee House
Mestizo Institute of Culture and Art (MICA)

Mountain View/Glendale Community Learning
Center
National Alliance on Mental Illness
Neighborhood House
NeighborWorks Salt Lake
Northwest Middle School
Palmer Court
Parkview Elementary School
Riley Elementary School
Rose Park Community Learning Center
Safe Kids Coalition
Salt Lake Center for Science Education
Salt Lake City
Salt Lake City Department of Community and
Economic Development
Salt Lake City Planning Department
Salt Lake City School District
Salt Lake Community College
Salt Lake Community College Community Writing
Center
Salt Lake County Mayor's Council on Diversity
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Salt Lake Education Foundation
Salt Lake Film Society
Salt Lake Valley Health Department
Salt Lake City Film Center
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Sorenson Computer Center
Sorenson Unity Center
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TV Azteca
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Utah Non-Profits Association
West High School

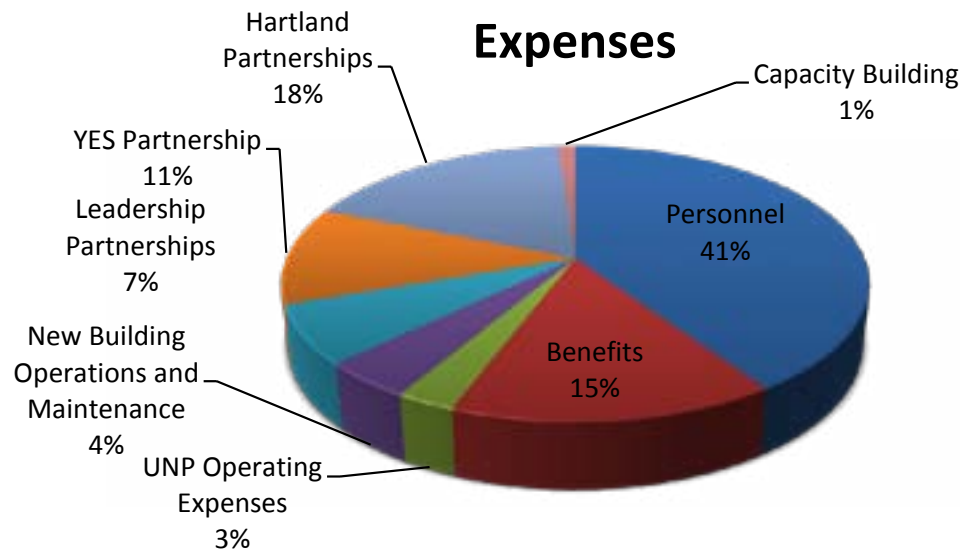
FINANCIALS

2011-12 FISCAL YEAR BUDGET

REVENUE	2011-2012
State Funding	\$ 672,863.00
New Building Operations and Maintenance	\$ 50,000.00
Corporations	\$ 146,000.00
Direct Mail	\$ 3,000.00
Foundations	\$ 175,184.00
Government	\$ 15,000.00
Individuals	\$ 40,200.00
Pathfinder	\$ 5,550.00
Scholarships	\$ 17,000.00
University of Utah Employee Payroll Deductions	\$ 2,880.00
21st Learning Plus Unite Grant	\$ 24,000.00
Total	\$ 1,151,677.00



EXPENSES	2011-2012
Personnel	\$ 467,326.00
Benefits	\$ 174,959.00
UNP Operating Expenses	\$ 31,546.00
New Building Operations and Maintenance	\$ 50,000.00
Leadership Partnerships	\$ 79,077.00
YES Partnership	\$ 132,265.00
Hartland Partnerships	\$ 203,504.00
Capacity Building	\$ 13,000.00
Total	\$ 1,151,677.00



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*Photo illustration by Dave Titensor,
from the Winter 2010-11 Continuum—
The Magazine of the University of Utah.*

PARTNERSHIPS & LOCATIONS

1. University Neighborhood Partners (UNP)

Administrative Offices
1060 South 900 West

2. New American Academic Network (NAAN)

1060 South 900 West

3. Hartland Partnership Centers

10 on-site university-community partnerships
Seasons at Pebble Creek
1617 Secret Garden Lane, #162 and #264

4. Fashion & Sewing Program

Riley Elementary School
1410 South 800 West

5. Parent Resource/Community Learning Center

Mountain View Elementary School
1380 Navajo Street

6. Youth Literacy and Leadership

Glendale Middle School
1430 Andrew Avenue

7. Salt Lake Community Action Program/Head Start

Seasons at Pebble Creek
1617 Secret Garden Lane, #151

8. Utah Tongan Tennis Club

Glendale Park/Glendale Middle School

9. Humanities in Focus

Career Technical Center
1560 South 200 East

10. I Am Involved Family Partnership

Neighborhood House
1050 West 500 South

11. Family-School Partnership

Go Girlz
Leap to the U
West High School
241 N 300 West

12. Mestizo Arts & Activism (MAA)

Mestizo Institute for Culture & Arts (MICA)
Mestizo Coffee House
631 West North Temple, #700

13. Adelante Partnership

Go Girlz
Jackson Elementary School
750 West 200 North

14. Westside Leadership Institute (WLI)

NeighborWorks Salt Lake
622 West 500 North

15. Neighborhood Democracy

Rose Park Elementary School
1105 West 1000 North

16. Community Bike Shop

Salt Lake Center for Science Education
1400 West Goodwin Avenue

17. Mountain View/Glendale Community Learning Center

1380 Navajo Street

18. Rose Park Community Learning Center

1105 West 1000 North

19. Latinas Adelante

Horizonte Instruction and Training Center
1234 Main Street

20. Middle School/High School Pipeline

Northwest Middle School
1730 West 1700 North

21. Guadalupe Schools Partnership

IDAs & AAA Fair Credit
340 South Goshen Street

22. Boys & Girls Clubs of Greater Salt Lake: Lied Club Hartland Teen Partnership

464 South Concord

23. Palmer Court

999 South Main Street

OFF MAP

24. Connecting U Days

A. Ray Olpin Union
University of Utah

25. Partners in the Park

Various parks in Salt Lake

26. Teacher Recruitment Scholarship for Diverse Students

Salt Lake Community College, Taylorsville Redwood Campus

27. The ...etc...Partnership

University of Utah & UNP

28. Westside Studio

University of Utah & UNP

29. West View Media

Westside neighborhoods

30. Nonprofit Incubator

UNP & Utah Nonprofit Association
400 South 231 East

PARTNERSHIP MAP

