



# 2021

*Annual Report*

## LEDUC CENTER for CIVIC ENGAGEMENT



UMass | Dartmouth



# *Our Mission*

*To enrich the lives of our faculty, students, staff, and community through service-learning, active citizenship, meaningful community service, engaged scholarship, and mutually-beneficial partnerships.*



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*“Educating the mind without educating the heart is no education at all.”*

**-Aristotle**

Dear Friends,

This has been a year like no other! We have faced a global pandemic and come out of it with a heightened awareness of the fragility of life and the importance of community. The past 18 months have been very “quiet” as we were forced to isolate and/or remain socially distant. My hearing impairment gives me insights about community in a quiet world that most would never know. Actions, such as a smile, raised eyebrow, or tip of the head, can oftentimes be much more meaningful than words being spoken.

The Sioux Indians have a saying, “The longest journey is from the mind to the heart.” Modern education has focused almost exclusively on cognitive development and memory. It wasn’t until 25 years ago that the concept of emotional intelligence came into common use and understanding. We firmly believe students should be educated in mind and generous of heart and that the path to achieve this is through service-learning and community service paired with self-reflection. We want them to graduate understanding that we can all make a difference, that knowledge is meaningful only if it is reflected in action. The data presented on page 6 clearly shows the positive impact of service-learning on communication skills, empathy, and emotional intelligence.

The Leduc Center was predicated on the ideal that we lead rich and meaningful lives when we serve others. Further, one of our expressed purposes is to educate the whole person. Many of our students arrive on campus with a deficit mentality. They see what they don’t have - perhaps the nicest clothes or car or money in the bank. This was precisely my perspective as a young person from Fall River. The primary activities of the Leduc Center are designed to shift our students’ paradigms through experiences so they can see the gifts they have to give instead of what they are lacking. Ideally, because of this shift, students are filled with a sense of duty to give back and understand that their continued development increases what they have to share with others. Consequently, the glass is always full if you educate yourself and share your talents with your community.

This report has been designed to provide a snapshot of our activities for the 2020-21 academic year. It is representative of our ideal - that through service we can brighten our lives and our futures even during a pandemic.



The data presented shows the impact on our students and our community. However, it may not speak to the most important aspect of our work – the coupling of mind and heart that many of our students experience while at UMass Dartmouth. We walk the journey from mind to heart together, in partnership, and in service to each other and our communities.

Yours in Service,

A handwritten signature in black ink, appearing to read "M. H. Roy". The signature is stylized with a large, looped "M" and a cursive "Roy".

**Matthew H. Roy, Ph.D.**

Assistant Vice Chancellor for Career & Civic Engagement

# STAFF & SUPPORT

<b>Matthew H. Roy, Ph.D.</b>	<i>Assistant Vice Chancellor for Career &amp; Civic Engagement</i>
<b>Deirdre Healy</b>	<i>Director, Community Service &amp; Partnerships</i>
<b>Gary Marden</b>	<i>Civic Engagement Program Officer</i>
<b>Kathryn Doan</b>	<i>Administrative Assistant</i>

## Advisory Board

### COMMUNITY MEMBERS

**Carl Alves**  
Positive Action Against Chemical Abuse (PAACA)

**Lee Blake**  
New Bedford Historical Society

**Nicholas Christ**  
BayCoast Bank

**Jack Chopoorian**  
Mansion Nursing and Rehabilitation Center

**Joseph Cordeiro**  
Retired New Bedford Police Chief

**Elizabeth Duffy**  
Massachusetts Department of Developmental Services

**Julie Gagliardi '87**  
BayCoast Bank

**Michelle Hantman**  
United Way of Greater New Bedford

**Jeanne Leduc**  
Retired ER Nurse

**Robert Leduc '78**  
Retired CEO

**Rev. David Lima**  
Inter-Church Council of Greater New Bedford

**Rep. Christopher Markey**  
Massachusetts House of Representatives

**Jim Mathes**  
Dennison Memorial Community Center

**Bill Perkins**  
People, Inc.

**Denise Porche**  
The Island Foundation

**Gina Purtell**  
Allen's Pond Wildlife Sanctuary, Massachusetts  
Audubon Society

**Michele Roberts**  
Bristol County Savings Bank

**Sen. Michael Rodrigues**  
Massachusetts State Senate

**Dr. Bruce Rose**  
Retired Asst. Vice Chancellor for Academic Affairs

**Corinn Williams**  
Community Economic Development Center

**Dr. Mary Zahm**  
Bristol Community College

### UNIVERSITY MEMBERS

**Dr. Carlos Benavides**  
Foreign Literature and Languages

**Paula Cruz '14**  
Boston Children's Hospital

**Joshua Encarnacion '14**  
[www.joshuaenc.com](http://www.joshuaenc.com)

**Dr. Memory Holloway**  
Professor Emerita

**Narcisse Kunda**  
Student Trustee

**Dr. Jean MacCormack**  
Chancellor Emerita

**Dr. John Quinn**  
UMass School of Law

**Peter Schock '12**  
Boston Consulting Group

**Dr. Timothy Shea**  
Decision & Information Sciences

**Maggie Sullivan '21**  
Student



# SERVICE-LEARNING

## Service-learning

Service-Learning (SL) is defined at UMass Dartmouth as a pedagogical method used in credit-bearing courses that is designed with the dual mission of:

- a) Student attainment of discipline-specific knowledge through creatively designed, active-learning community based projects and
- b) Community benefit through the thoughtful identification and completion of community-based service.

The methodology of Service-Learning requires:

- a) A clear link between academic objectives and service experience that is mutually beneficial to the goals of the course and community need.
- b) Student reflection as a means to gain a greater understanding of course content and a broader sense of civic responsibility.

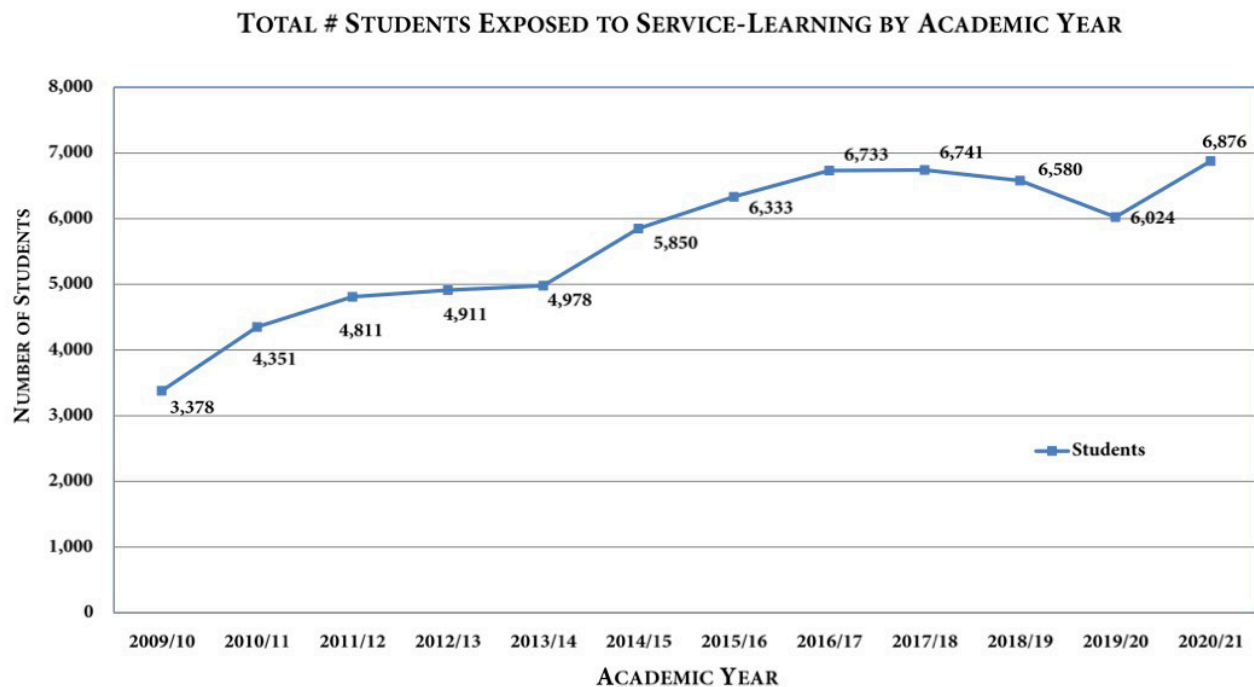


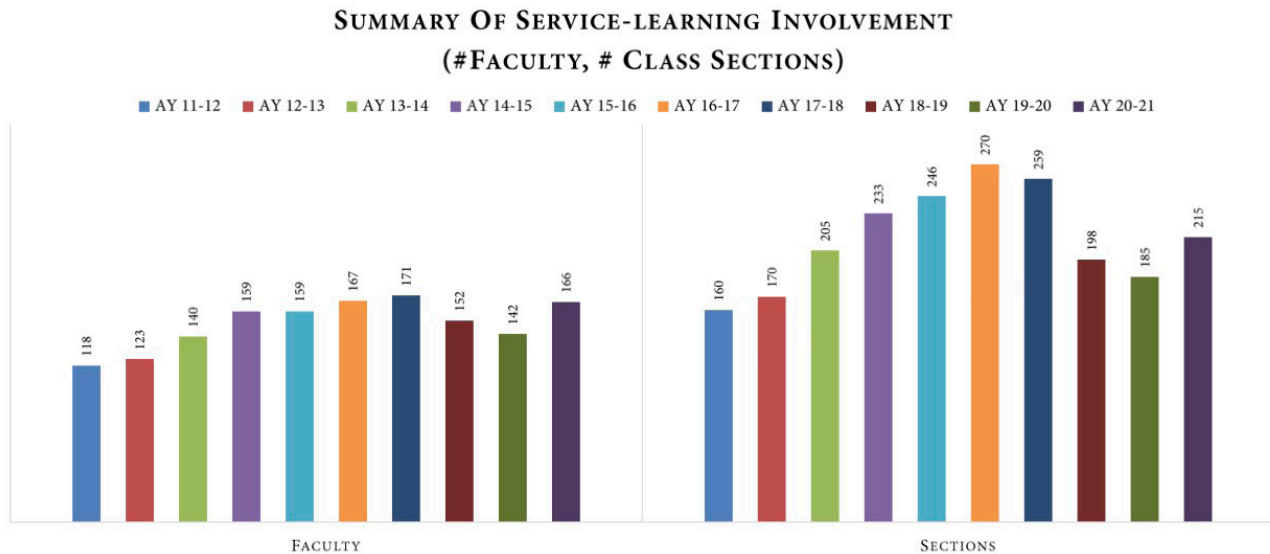
Figure I

## *At a Glance...*

**215** sections of service-learning classes taught AY 2020-21

# SERVICE-LEARNING

According to Figure I, there is a positive trend of increased student exposure to service-learning with a slight decrease a few years ago that was in part due to academic policy changes and declining enrollments. In this academic year, 6,876 students were exposed to service-learning pedagogy. This is a new all-time high. Not all faculty using SL are SL Fellows. Figure II shows the growth of faculty and class sections offered from 2010/11 to this year 2020/21. The trend here also mirrors that of student exposure to service-learning.



**Figure II**

## Service-Learning Faculty Fellows Program

Students' exposure to SL pedagogy requires faculty understanding of and commitment to this method of teaching. The primary means to develop faculty knowledgeable in SL methods has been through The Service-Learning Faculty Fellows Program, which has grown from 6 faculty members in FY2008/09 to a total of 115 faculty members trained to date.

## 2020-2021 Faculty Fellows

Adnan El-Nasan, *Computer & Information Science*  
 Janet Fairbairn, *Art & Design*  
 Jennifer Fugate, *Psychology*  
 Kristin McGillicuddy, *College of Arts & Sciences*  
 Stephanie McGoldrick, *Art & Design*  
 Alexander Menrisky, *English & Communication*  
 Keivan Sadeghzadeh, *Decision & Information Sciences*  
 Hamed Samandari, *Mechanical Engineering*  
 Anna Schierberl Scherr, *Psychology*  
 Ross Schlemmer, *Art Education, Art History & Media Studies*  
 Michael Sheriff, *Biology*  
 Shawn Towne, *Art & Design*

## Assessment of SL

Each year the Leduc Center surveys students across all the colleges to determine the impact of SL classes on civic knowledge, skills, and abilities; class learning objectives; and desire to stay at UMassD. The data has been overwhelmingly positive. This academic year we surveyed 209 students. The n size for the assessment was smaller due to the pandemic.

College participants reported increases in their civic skills following their participation in service-learning classes. The following table shows the difference in the civic skills of participants before and after program participation. The means below are based on a 5-point scale; with 1 being “I cannot do this at all” to 5 being “I can do this very well.” Mean scores of skills before and after program participation were compared using a paired samples t-test. The t-test shows that there is a positive relationship between participation in the service-learning classes and reported gains in civic skills relating to addressing social problems. All the line items below are statistically significant showing the positive impact of service-learning classes on these skills.

**Table I**

Civic Skills	Pre-mean Skill Score	Post-mean Skill Score
Identify needs and resources of the community.*	3.29	3.99
Apply knowledge and skills gained to real problems/opportunities in my community.*	3.56	4.22
Make connections between learning and issues/needs of the community.*	3.52	4.16
Articulate the value of engagement to other members of the community.*	3.50	4.11
Communicate effectively orally and in writing.*	3.71	4.27
Evaluate and integrate information from multiple sources.*	3.79	4.30
Organize other students to take action on a community problem.*	3.12	3.71
Create a plan to address the issue.*	3.45	4.10
Get people to care about the problem.*	3.39	3.93
Organize and run a meeting.*	3.23	3.83
Find and examine research related to the issue.*	3.55	4.16
Apply what I learned in my service-learning class.*	3.49	4.25

\*p < .001

## At a Glance...

**6,876** students exposed to service-learning AY 2020-21

# SERVICE-LEARNING

## Future of Work

UMass Dartmouth has identified key priorities, including improving the student experience and student outcomes and producing graduates equipped with competencies such as resilience, optimism, and a sense of humanity. The initiative is designed to prepare UMassD graduates for the challenges they will face over the course of their careers. In an effort to assess how service-learning helps to meet the future of work competencies and mindsets, we incorporated a series of questions in our annual survey.

Table II

Future of Work Competencies	Pre-mean Skill Score	Post-mean Skill Score
Use different thought processes to generate creative ideas.*	3.57	4.25
Articulate thoughts/ideas in written and oral form.*	3.75	4.22
Value, respect, and learn from individuals different from me.*	4.30	4.65
Demonstrate professionalism, accountability, and effective work habits.*	4.12	4.53

\*p < .001

Table III

Future of Work Mindsets	Pre-mean Skill Score	Post-mean Skill Score
I felt <b>optimistic</b> - hopeful and confident about the future.	3.73	4.15
I felt <b>resilient</b> about my ability to recover from and/or adjust to change or misfortune.*	3.74	4.17
I am interested in <b>life-long learning</b> - the ongoing, voluntary pursuit of knowledge.*	4.13	4.48
I am confident in my <b>emotional intelligence</b> - the ability to manage your own emotions and recognize/influence others' emotions.*	3.93	4.23
I am confident in my ability to act based on <b>moral principles</b> .	4.37	4.58
I embrace an <b>entrepreneurial outlook</b> - innovation and continuous improvement.*	3.84	4.27
I have an orientation for <b>community service</b> and engage in ongoing efforts for the betterment of others.*	3.82	4.22

\*p < .001

All of these statements except optimism and moral development are statistically significant. Given the extreme isolation and confusion driven by the pandemic, we are not surprised that service-learning experiences were not able to impact optimism and moral principles. Moreover, respondents reported that their SL class experience had a strong positive impact on their attitudes regarding the importance of being involved in a program that works on community problems, being concerned about local community issues, and taking responsibility for finding solutions. Students believe service-learning helped them a great deal.



## Engaged Scholarship Symposium

The seventh annual Engaged Scholarship Symposium was held on February 26th, and included a keynote address by Dr. Erin Bromage, a Professor of Biology at the University of Massachusetts Dartmouth. His presentation “How the Study of Animals, Disease, and Scientific Communication Led to Safety in Schools, Courtrooms, and Movies” discussed how his background in the epidemiology of, and immunity to, infectious disease in animals led to his current work advising organizations on how to operate safely during the pandemic.

Because of the pandemic, the event was held virtually via Zoom. Most attendees were from throughout New England. However, there were also attendees from across the nation.

UMass Dartmouth faculty members who made presentations included:



*“Understanding the Experience of Nurses Working in the COVID-19 Pandemic”*

Marni Kellogg, Community Nursing; Anna Schierberl Scherr, Psychology; and Brian Ayotte, Psychology



*“Promoting Diversity in Design”*

Rose Mary Botti-Salitsky, Interior Architecture & Design



*“Helping Interns Grow Their Emotional Intelligence”*

Michael Griffin, Accounting & Finance and Allison Griffin Dimond, Senior Tax Associate at PricewaterhouseCoopers



*“Processing Place Through Partnerships and Exhibitions”*

Rebecca Uchill, Art Education, Art History & Media Studies

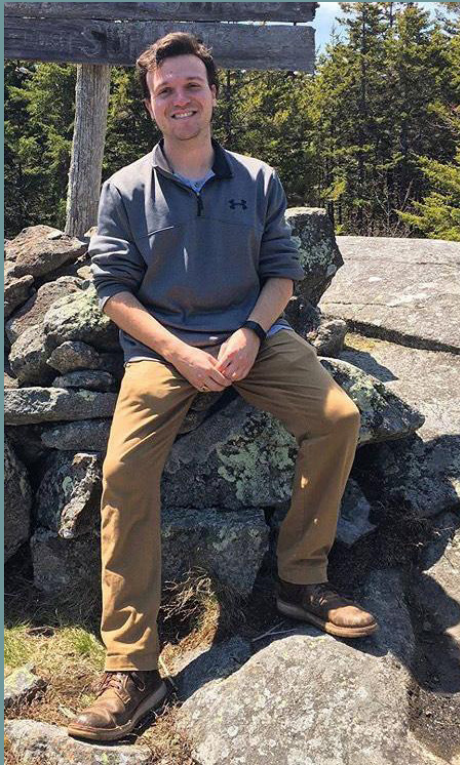
# EDUCATION PROGRAMS

## America Reads & Counts

As a result of the pandemic and the subsequent social distancing requirements, an online tutoring program was crafted for Sgt. William H. Carney Memorial Academy in New Bedford, MA. By the end of the year, the Carney Coaching program transitioned to a self-sustained, student-run operation.

This year, 11 UMass Dartmouth students provided approximately 195 hours of one-on-one tutoring and mentoring with 10 elementary-school students. Students also completed 20 hours of training each and participated in lesson planning with teachers from Carney Academy.

In addition, we had two UMass Dartmouth students who trained as program monitors who assumed the role of coordinator by March 2021.



## Leduc Center Spotlight

**Tyler Lecours**

**AmeriCorps VISTA**

Originally from Wilton, Maine, Tyler's first project this year was the design and implementation of a virtual tutoring platform for America Reads to support Sgt. William Carney Memorial Academy with academic coaches from UMass Dartmouth. The program started in mid-November 2020 and continued through the end of April 2021.

Tyler is no stranger to volunteer service; he has already completed two terms of service with AmeriCorps. As an AmeriCorps VISTA Outreach Coordinator at the Elisabet Ney Museum in Austin, Texas, he designed an outreach program encouraging academic success for at-risk youth through the use of artistic expression. As a volunteer in the Peace Corps, Tyler served as a youth development specialist in Morocco. Living in a small desert oasis on the edge of the Sahara Desert, he helped re-establish the local youth center and taught English, art, environmental awareness, and life skills until the outbreak of COVID-19.

## College Positive Tours

The College Positive Tours became the College Positive Learning Module this year. Even in a virtual format, we continued to give seventh graders an idea of what college is like, demonstrate how college is an important investment, and that it can be affordable. The module consisted of a video of the UMass Dartmouth campus and our student tour guides discussing college life, a quiz game to see what the students took away from the video, and a recording of a lively question-and-answer session.

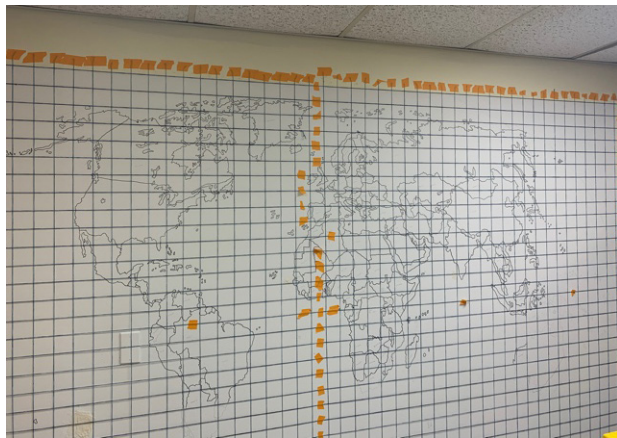
The module was presented to over 1,800 students in Fall River and New Bedford and then shared with another 23 middle schools on the Southcoast.



## World Maps Project

At Sgt. William Carney Memorial Academy in New Bedford, we helped design, sketch, and paint two murals to help encourage global and regional studies. Five local volunteers were recruited to assist with the murals.

A world map mural was also completed at Alfred J. Gomes Elementary School in New Bedford. The project was led by UMass Dartmouth student, Diego Marroquin '22 with the assistance of 65 fifth-grade students from Gomes Elementary.



## Youth Summit

The Eighth Grade Youth Summit is designed as a follow-up to the College Positive Campus Tours to keep the importance of higher education at the forefront of area youth.

On April 7th, we hosted our annual Youth Summit virtually for over 1,600 students in Fall River and New Bedford. The event consisted of three dynamic motivational speakers who delivered a message that there will always be obstacles, but none which cannot be overcome. The event was recorded and offered to 23 middle schools with approximately 5,700 students on the Southcoast and included teaching notes and reflection questions for each speaker.

# EDUCATION PROGRAMS



## Jumpstart for Young Children

This academic year, we launched our partnership with Jumpstart for Young Children, pairing UMass Dartmouth students with preschool children at the People Acting in Community Endeavors (PACE) Head Start in New Bedford. Normally, the program is delivered in-person. However, because of the pandemic, the program was held virtually.

Jumpstart, a national early education organization, believes that all children have the potential to succeed. Their work advances equitable learning outcomes for young children in underserved communities through a combination of high-quality programming, advocacy, and leadership. Teams of Jumpstart Corps Members spend between 200-300 hours during the school year at the partner site, ensuring children develop key kindergarten readiness skills.

Twenty UMass Dartmouth students were recruited for the program's inaugural year. They provided over 2,104 hours of tutoring and mentoring to 110 pre-school aged children in 11 classrooms.

In a typical year, Jumpstart also trains their Corps members to help them develop key workforce readiness skills, such as leadership, time management, and teamwork. Trainings also focus on early education topics, such as early language development, positive classroom management, and successful program implementation.

With our pilot year completed, the foundation has been laid for a strong partnership between Jumpstart, UMass Dartmouth, and the surrounding community.

## EDUCATION PROGRAMS

**9 SITES**

in Fall River and New Bedford hosted 4 education programs run by the Leduc Center



**UMASSD STUDENTS 37**



employed to serve as instructors, tutors, mentors, and college-positive role models

**2,299 HOURS**

spent by UMassD students working virtually with youth in after-school programs and campus tours



**KIDS 2,521**



impacted through America Reads & Counts, College Tours, Youth Summit, and Jumpstart.



# COMMUNITY SERVICE

During the pandemic, the Leduc Center continued its work virtually to engage students in a variety of community service and civic engagement endeavors.



## UMassD Votes 2020

In the fall semester, we transitioned the Get Out the Vote campaign to UMassD Votes ahead of the 2020 elections. The campaign involved an action plan that was endorsed by the Chancellor, Provost, and President's Office. As a result of the campaign, 157 new students were registered to vote; 13 students were recruited and trained to serve as Vote Captains; informational material was developed in partnership with a Graphic Design class; and a voter guide was created and published on the Leduc Center's webpage.

## Big Brothers Big Sisters

Big Brothers Big Sisters continued in a virtual format during the pandemic. Eighteen matches were made between UMass Dartmouth students and local youth that lasted the academic year. In addition, Big Brothers Big Sisters of Eastern Massachusetts, the Leduc Center, Senator Montigny's office, and UMass Dartmouth Athletics hosted a virtual event, *The Power of Mentoring: More Important Now than Ever*, to discuss the role mentoring plays in social justice as well as the positive impacts it has on youth.



## Leduc Center Spotlight

**Elaine Sanchez '20**

**SCI AmeriCorps Member**

Elaine served this year as the Volunteer Coordinator for SouthCoast Serves. She recently graduated from UMass Dartmouth with a Bachelor's degree in Marketing and a minor in Management. She has a strong interest in non-profit work and enjoyed working with the local non-profit organizations as well as connecting with both on- and off-campus communities. While the pandemic made her work more challenging, Elaine was more than up to the task.

Elaine plans on continuing her education and eventually pursue a career in the non-profit sector.

# COMMUNITY SERVICE

## Youth Civic Leadership Institute

The Leduc Center hosted a virtual Youth Civic Leadership Institute in the spring focused on Dr. Martin Luther King Jr.'s legacy and the importance of community engagement.

The Institute involved 125 participants who learned about Dr. King's legacy and his activism work. The event concluded with an Art Activism Showcase and Panel, which included presentations from UMassD alumni Shaunia Bronson '19 and Grechel Rosado '20.

## Food Security Summit

The Leduc Center hosted our annual Food Security Summit on September 7th in a virtual format. The theme of the event focused on the cracks in the current food system that were exposed during the pandemic as well as potential solutions. The event, sponsored by the Leduc Center, the Office of Senator Montigny, and the Marion Institute, featured a keynote address from Erin McAleer, President of Project Bread. There was also a panel composed of SouthCoast Food Policy Council members and moderated by UMass Dartmouth students, Dakeyla Johnson '22 and Narcisse Kunda '22.

Over 135 individuals were in attendance.



## Leduc Center Spotlight

**Z. Pamela Karimi**

**Art Education, Art History & Media Studies  
Service-Learning Faculty Fellow**

Professor Karimi and her class, Art & Politics in the Middle East, organized an art exhibition in Spring 2020 featuring contemporary Iranian art. The exhibition shed light on how contemporary Iranian artists engage with Iran's ancient heritage, history, and politics.

The course examined the politics involved in representing, marketing, exhibiting and discussing contemporary Middle Eastern art. Students examined the thematic frameworks that situate Middle Eastern art within

the global discourse of art. In addition to readings and discussions, students were required to contribute to organizing an exhibition about contemporary Iranian art.

Through this exhibition, students had the opportunity to hone their skills in all aspects of curation and exhibition design: from handling precious artwork to installing vinyl lettering and label writing to selecting color themes for the gallery walls. Students were also required to deliver short presentations on the thematic sections of the exhibition, including the Shahnameh (the Book of Kings), medieval transcripts, Qajar Iran, the 1953 Coup, the 1979 revolution, and censorship.



## Earth Month

The SouthCoast Earth Month Coalition, facilitated by the Leduc Center, assembled in-person and virtual events during the month of April to celebrate Earth Day. A virtual art festival was hosted as an opportunity to show support for a sustainable SouthCoast. The requirements were that the work must not use fossil fuels, it must honor the Earth, and it must be created with the 4R's (Refuse, Reduce, Reuse, and Recycle) in mind. There were 4 different categories for submission: family, middle school, high school, and college. In the college category, students from UMass Dartmouth worked with Tracey Cockrell, CVPA Artist in Residence, to create a whale made entirely of recycled plastic, which was then displayed on campus at various locations.

Festivities included local clean ups, screenings of earth-friendly films, and educational events and seminars at various locations in the Southcoast that included the New Bedford Whaling Museum and Buttonwood Park Zoo.

To end the month, the Coalition hosted a Summit - *Activism, Politics, and the Green New Deal: the Intersection between Movement Organizing and Electoral Politics*. The event included special remarks from Senator Ed Markey, a keynote from Varshini Prakash, the Founder/Director of the Sunrise Movement, a Q&A panel featuring local activists, and a tour of the entries from the Art Festival.



The Earth Month Coalition included AHA!, Climate Reality Massachusetts Southcoast, Operation Clean Sweep, UMass Dartmouth Sustainability Initiative, Southcoast Film Forum, Fall River Street Tree Planting, Greater New Bedford Regional Refuse District, MassPIRG, Art Lab, Fairhaven Sustainability Committee, New Bedford Whaling Museum, Community Boating Center, Be the Solution to Pollution, Dartmouth Natural Resource Trust, Sunrise Southcoast, 3rd Eye Unlimited, Buzzards Bay Coalition, Oxford Creamery, Buttonwood Park Zoo, No Problemo, Doughnut Factory, Domino's Pizza, New Bedford Whaling Museum, and Rotch Jones Duff House and Garden Museum.



# AWARDS & HONORS

## Civic Leadership Awards

Civic Leadership Awards recognize the civic engagement contributions of our students, faculty, and community members. Last year's recipients were:



### ***Community Member Civic Leadership Award***

**Dr. Bruce Rose**

Dr. Rose retired from UMass Dartmouth in 2012, but his legacy of service continues to this day. He has over 30 years of higher education administrative experience at the university, community college, and central office level. At UMass Dartmouth, he served as Assistant Vice Chancellor for Academic Affairs, Director of Upward Bound, and Interim Director of the Frederick Douglass Unity House. He has served on numerous boards including President of the New Bedford NAACP, 2nd Vice President for the Board of Directors Family Service Association of Greater Fall River, United Front Development in New Bedford, and the Cape Verdean Recognition Committee.



### ***Faculty Civic Leadership Award***

**Dr. Tim Shea**, Decision & Information Sciences

Dr. Shea is a Professor of Management Information Systems in the Charlton College of Business. He is a Service-Learning Fellow and teaches service-learning courses where his students work with clients to design and develop databases, websites, ecommerce sites, selecting and implementing software, or designing a local area network. According to his nomination, "Dr. Shea actively engages in activities to promote, support, and develop the regional economy - in ways large and small." Recently, he and his students have addressed food insecurity on the Southcoast by developing a food justice application that connects people in need with resources to assist them.



### ***Student Civic Leadership Award***

**Margaret "Maggie" Sullivan '21**, Political Science

Maggie majored in Political Science and has distinguished herself as a leader and scholar. While maintaining a 4.0 GPA, Maggie serves as the coordinator of the College Positive tours and is also a founding member of the Leduc Center's partnership with the 3Point Foundation. According to one of her professors, "I was impressed with Maggie's remarkable aptitude for working with others and a keen desire to contribute to the community. These qualities have grown even more since freshman year."

She is also a 2020 Newman Civic Fellow and a recipient of the 2019 Michael Dukakis Public Service Internship.



This year, the Civic Leadership Award was conferred in only the Student category.



### ***Student Civic Leadership Award***

**Isabelle Joseph '21, Health and Society**

Isabelle majored in Health and Society with a minor in Women's and Gender Studies. She has distinguished herself as an active student leader on campus. Isabelle has served as a member of student government since her freshman year. In addition, she and three of her classmates founded a new student organization - STEMming While Black (SWB) - to encourage student success and increase retention rates of underrepresented students in the STEM fields.

Isabelle's involvement spanned all areas of college life, which helped her serve as a role model for everyone around her.

## **Michael Dukakis Public Service Internship**

Michael Dukakis Public Service Internship Awards provide students with the opportunity to intern in a public service or government setting to encourage students to consider a career in public service. This year's interns were:



**Catherine Pope '21, Psychology**

Catherine interned with the Civic Action Project and Northeastern University's Domestic Violence Clinic. Through her internship, she connected with the Cambridge Women's Center where she worked on their domestic violence hotline, talked to victims of abuse and provided callers with critical resources.



**Lisa Raimondi '21, Law**

Lisa interned for the Rhode Island Attorney General's Office in their Open Government Unit. The experience helped her learn more about the inner workings of the Attorney General's office while furthering the interests of the people of Rhode Island. Lisa has become a more competent legal writer as a result of her internship. She has also solidified her desire to work in the public sector and assist both the people of Rhode Island and Massachusetts in their pursuit of justice.

# FUNDING REPORT

This past year was extremely challenging, and funders had to re-evaluate their funding based on the pandemic. Many funders changed their funding focus to address the pandemic. From July 2020 to June 2021 we applied for 10 grants worth \$348,241 and received 6 grants worth \$203,467.

We received \$15,000 to support the 7th Grade Campus Tours and 8th Grade Youth Summit from BayCoast Bank. Chancellor Emeritus Dr. Jean MacCormack provided a gift of \$7,500 in support of Community Service Ambassadors. We are grateful for her continued support of our student engagement activities. We also received \$25,000 for our highly successful America Reads program thanks to the support of Representative Paul A. Schmid, III.

We are the recipients of an AmeriCorps VISTA who will work on using community-based learning as a tool for retention of Pell grant recipients and a Social Capital Inc. (SCI) AmeriCorps member who will work on expanding volunteer opportunities for UMass Dartmouth students with SouthCoast Serves members. These grants are valued at \$72,738 each. We applied for six members who will work on expanding civic learning and engagement opportunities for K-12 youth, but are the recipient of one K2H Civic Futures AmeriCorps member due to funding issues. This member is valued at \$10,491.

Finally, we anticipate being able to share some very optimistic news regarding a new gift in the fall semester.



## Leduc Center Spotlight **Ronald Sherwin** **Music** **Service-Learning Faculty Fellow**

Professor Sherwin, in collaboration with Professor Sarah McQuarrie of Bridgewater State University, has been using choral music to effect change through a variety of initiatives. Their vision was a vocal ensemble drawn from different campuses and community organizations that would use music to share a message of social justice. A pilot ensemble started rehearsing in the Spring 2021 semester.

The musical goal has been to rehearse and perform music that shares the message of social justice as well as highlighting compositions by composers of underrepresented populations. Another goal of this initiative was to use the medium of choral music to facilitate student

dialog about the current climate and news of the day with a focus on a current issue of social justice. This initiative is only in its initial stage. Next year, it will be connected to a well-established choral festival for social justice held in Belfast, Maine where both Professor Sherwin and McQuarrie have served as guest artists. He has also worked with the middle and high school choirs of Rising Tide Charter Public School to engage them in choral singing with social justice, educational, and artistic goals.

Professor Sherwin has been invited to guest conduct a choral residency at Carnegie Hall in New York City where a multigenerational choir from around the United States will collaborate for a concert and engage in several social justice activities.

# BY THE NUMBERS

## *Student Community Service Hours*

<b>TOTAL SERVICE HOURS</b>	<b>189,982</b>
Service-learning	150,860
Community Service/Volunteerism	39,122
Value of Service	\$6.64 million

### *Service-learning*

#### **Service-learning Courses**

Faculty	166
Course sections	215
UMass Students taking a section	6,876

### *Early Literacy*

#### **America READS/Counts**

Sites	1
UMassD Students	11
Hours of Service	195

#### **Jumpstart**

Sites	1
UMassD Students	20
Preschool Children Served	110
Hours of Service	2,104

### *Youth Programming*

#### **College Positive Tours**

Number of schools	3
UMassD Students	6
Seventh Graders	1,800

#### **Youth Civic Leadership Institute**

Number of Participants	125
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#### **Youth Summit**

Number of Schools	7
Eighth Graders	1,600

# BY THE NUMBERS

## TOTAL VOLUNTEER HOURS

39,122

### Leduc Center

#### Programs

America Reads/College Positive	840
Jumpstart	2,104
Big Brother/Big Sister	645
Dukakis Fellows	660
UMassD Votes 2020	520
Endeavor Scholars	1,563
MLK Youth Civic Leadership Institute	277
Leduc Service Leaders	360
Special Events	823
SCI/Campus Compact AmeriCorps members	3,400

### University Programs & Centers

#### Programs

MASSPIRG	1,200
Sustainability	288

#### Centers

Career Center	4,640
Center for Religious and Spiritual Life	940
Frederick Douglass Unity House	1,152

### School of Law

#### Student Hours

Field Placement and Clinics	11,527
Pro Bono	4,445
Public Interest Law Fellows	2,218
Summer Stipend	1,920

*\*Due to the COVID-19 pandemic, hours were not collected from all clubs, groups, and organizations.*



# GRATITUDE & APPRECIATION

We would like to thank our faculty, student, and community partners for dedicating their time and effort in helping build the bridge between learning and community. We would also like to thank and recognize the organizations who have supported the mission of the Leduc Center by funding our programs and projects. This year, the Leduc Center would like to thank:



**Robert &  
Jeanne Leduc**

**Dr. Jean  
MacCormack**



**Campus Compact**



# Leduc Center for Civic Engagement

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