



# Leduc Center for Civic Engagement

UMass Dartmouth

*Building the Bridge Between  
Learning and Community*

*ANNUAL REPORT 2017-2018*



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# WELCOME FROM THE DIRECTOR

Dear Friends,

This year has brought about tremendous change in our world, nation, region, and campus. Technology is bringing about new economic opportunity we have never seen before. Political and social division has led to challenging social discourse and a need to value and respect differences. On our campus, we welcomed a visionary leader, Dr. Robert Johnson, who understands the impact of these forces on our students and the importance of creating educated citizens.

In an editorial published in both the Fall River Herald News and New Bedford Standard Times, Dr. Johnson notes that today's students will hold nearly 20 jobs in five different industries and some of those jobs do not yet exist. In order to navigate this technologically hyper-connected but socially divided world, our graduates will have to develop into independent learners who invent their own future. Chancellor Johnson expressed his vision best in his editorial.

*"My hope rests in our collective desire, as a university and a community to help this generation understand what it means to be an educated citizen. To give them not just a new skillset but also a new mindset — a belief system that values teamwork, empathy, character, integrity, problem solving and creativity. Without the development of both intellect and character, your brain and your soul, you could not be truly educated. This is the essence of what it means to be an educated citizen."*

This is the essence of the work the Leduc Center does every day. Our mission is to change the lives of our students by educating their minds and hearts through service-learning and community service. This process starts with a paradigm shift where students realize that they have gifts to give and their education can be used for more than personal gain. Our faculty work very hard to link students directly to real-life challenges, which oftentimes expose students to unfamiliar social and environmental conditions. Under these circumstances, students have to question their value system and reflect upon their own biases as they use their intellectual skills to solve community-based challenges.

Again, this year 82% of our graduating class had at least one service-learning experience. Students served 256,978 hours in the community valued at \$8 million. We know these experiences are invaluable as they not only directly benefit our community, but empower our students to become educated citizens - citizens who use their intellect,



creativity, problem solving, character, and empathy to invent a future better than the present.

These pages are meant to provide a snapshot of that process. We could not have done any of it without your support. Please visit page 23 for a list of our philanthropic supporters. Some donors give every year and some less frequently, but all are critical to the successes you see and read about in these pages - thank you!

Yours in service,

*M.H. Roy*

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

Assistant Vice Chancellor for Civic Engagement

## *Re-Launched Service-Learning Modules*

In 2013, UMass Dartmouth in collaboration with Campus Compact launched a very successful series of modules designed to teach faculty to incorporate service-learning into their classes. This six-part series includes best practices on developing learning goals, establishing mutually beneficial partnerships, student reflection, and assessment. Each module includes active exercises and readings. Dwight Giles, pioneer in service-learning pedagogy and research, narrates the modules which have been used by hundreds of faculty around globe. This year we updated the modules to reflect the latest research and newest resources. The modules can be found at

**[www.leduccenter.wordpress.com/academics/service-learning/service-learning modules/](http://www.leduccenter.wordpress.com/academics/service-learning/service-learning-modules/)**



## *Lawrence Lecture: The Moth*

The second Reverend Dr. Robert P. Lawrence Lecture took place on April 17th to a packed house. The Moth, a program that celebrates the ability of stories to honor both the diversity and commonality of human experience, featured three storytellers who provided attendees with a renewed sense of community through their stories.

## *Opioid Summit*

The UMass Dartmouth College of Nursing in collaboration with the Leduc Center hosted a regional Substance Use Disorders Summit for Young Adults on September 28th. The event featured panels of healthcare, law enforcement, student, and community leaders who focused on the theme of “help, hope, and recovery” in response to the state’s opioid challenge. Over 400 students from Bridgewater State University, Bristol Community College, Cape Cod Community College, Massachusetts Maritime Academy, Massasoit Community College, and UMass Dartmouth were in attendance.



# HIGHLIGHTS

## *Food Security*

This year, we continued our focus on food security in the Southcoast region and on our campus. Our projects included:

The second **Southcoast Food Security Forum**, titled *Hungry for Health*, was held on March 28th. The forum included two panels as well as a keynote by Dr. Kathryn Brodowski, MD, MPH, who is the Senior Director of Health and Research at the Greater Boston Food Bank. Over fifty community members were in attendance to learn about nutrition, health, and the relationship between the local food economy and improved health.



As part of Chancellor Johnson's inauguration, the Leduc Center held a **Rise Against Hunger Meal Packaging Event** on April 17th. Over 300 UMass Dartmouth community members - students, faculty, and staff - volunteered to package 20,000 meals in less than one hour. The packaged meals were sent to developing countries to provide emergency relief.

In addition to packaging meals, volunteers were asked to bring a non-perishable good to donate to Arnie's Cupboard, the university's food pantry.



## Community Partner Survey

This academic year, the Leduc Center sent a comprehensive survey to seventy-nine community partners. The purpose was to better understand the impact our faculty and students have on our community partners and to measure areas for improvement. We received forty-nine responses, a response rate of 61%.

Research has shown that institutions of higher education (IHEs) can play a pivotal role as a “leader in the community, by bringing partnerships together, by facilitating change, and by creating a space where community ideas and talents come to the fore”. Strategies for successful IHE-community partnerships include:

- Individual projects must be part of a comprehensive strategy, for example, we are focused on getting third grade students to the third-grade reading level as a tool for educational attainment.
- Choose issues that resonate with the IHE's and community's ideas, goals, and ambitions, for example, educational attainment.
- Develop cross-city and regional strategies.
- Engage large numbers of students in this work. We have engaged roughly 8,000 students (90% of our student body) in over 256,000 hours of community service this academic year.

With the aforementioned in mind, here are some key findings from our community partnership survey.

1. Many of our partnerships are robust and have been in place for years.
  - 38% over 5 years
  - 55% over 3 years
2. Partnerships focus on key challenges in the region.
  - 64% are non-profit or governmental agencies
  - 26% are educational institutions
3. UMassD students are viewed as prepared and professional.
  - 77% acted in a professional and respectful manner
4. UMassD students provided a valuable service that helped partner organizations to meet their constituents' needs.
  - 74.5% provided a valuable service
  - 84.4% increased capacity to fulfill mission
5. UMassD students expressed a desire to continue volunteering with our partners
  - 77.8% showed an interest in volunteering again
6. All respondents said that they would like to continue their partnership with UMass Dartmouth and over half (55%) of respondent organizations recommended other organizations that are interested in partnering with UMass Dartmouth.

### *At a Glance...*

**100%** of  
*UMassD partners would  
like to continue partnership*

**84%** felt that  
*UMassD students increased  
their organization's  
capacity*

**78%** of  
*UMassD students want to  
continue serving*

# 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.

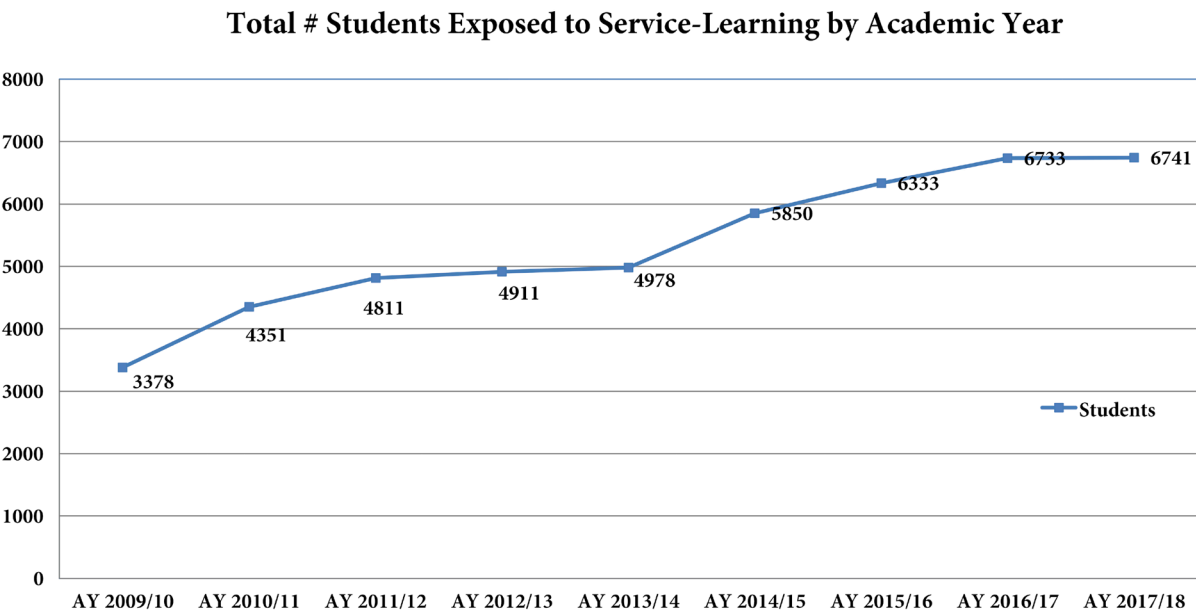


Figure I

Service-learning and civic engagement are clearly identified in the University’s strategic plan. Figure I shows the total number of students exposed to service-learning each academic year. The figure shows a positive trend of increased student exposure to service-learning. In this academic year, we reached a new high with 6,741 students exposed to service-learning pedagogy.



### Service-Learning Faculty Fellows Program

Students do not get exposed to SL pedagogy without faculty understanding of and commitment to this method of teaching. We have always recognized the need to build internal capacity to offer SL classes via the development of a faculty knowledgeable in SL methods. The primary means to do that has been through the Service-Learning Faculty Fellows Program. The program has grown from 6 faculty members in FY2008/09 to a total of 78 faculty members trained to date.

### 2017-2018 Faculty Fellows

Elisabeth Arruda, *Women's and Gender Studies*  
 Julie Cahill, *Law*  
 Christina Crowe, *Psychology*  
 Anna Dempsey, *Art Education, Art History & Media Studies*  
 Alfa Heryudono, *Mathematics*  
 Jennifer Koop, *Biology*  
 Devon Lynch, *Economics*  
 Cynthia Marland, *English*  
 Ellen Mueller, *Art & Design*  
 Kristi Oliver, *Art Education, Art History & Media Studies*  
 LaToya Robertson, *Resident Director*  
 Ming Shao, *Computer & Information Science*  
 Liang Song, *Accounting & Finance*  
 Jennifer Viveiros, *Nursing*  
 Jay Zysk, *English*

Summary of Service-Learning Involvement  
 (#Faculty, # Class Sections)

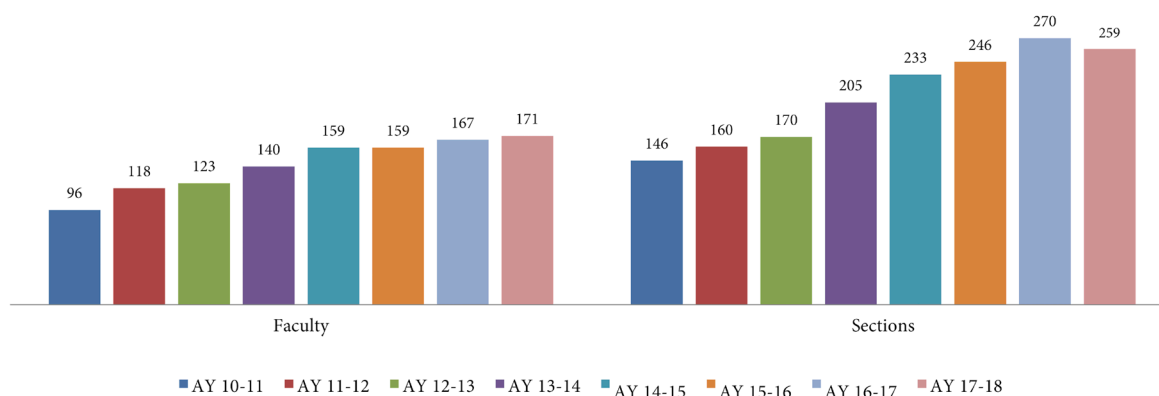


Figure II

However, not all faculty using SL are SL Fellows. Figure II shows the increase in faculty and class sections offered from (2010/11) to this year (2017/18). The data shows an increase in the number of faculty offering service-learning classes and the number of class sections offered. 82% of the class of 2018 graduated with at least one service-learning experience.

# SERVICE-LEARNING

## *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 363 students.

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.

**Table I**

<b>Civic Skills</b>	<b>Pre-mean Skill Score</b>	<b>Post-mean Skill Score</b>
Identify needs and resources of the community*	2.90	3.89
Apply knowledge and skills gained to real problems/opportunities in my community*	3.17	3.99
Make connections between learning and issues/needs of the community*	3.13	3.97
Articulate the value of engagement to other members of the community*	3.10	3.90
Communicate effectively orally and in writing*	3.40	4.10
Evaluate and integrate information from multiple sources*	3.40	4.10
Organize other students to take action on a community problem*	2.70	3.46
Create a plan to address the issue*	2.97	3.79
Get people to care about the problem*	3.05	3.76
Organize and run a meeting*	2.95	3.63
Find and examine research related to the issue*	3.25	4.03
Apply what I learned in my service-learning class*	2.99	3.98

\*p < .001

All of the statements above are statistically significant. 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.

Service-learning is clearly teaching students that the application of knowledge can solve real life problems with 79.2% of the respondents saying that their service-learning class helped them to meet the course learning objectives. Service-learning has also been linked to the development of empathy and clearly our students feel more empathetic with 70.7% of the respondents said that their service-learning class made them see a situation from someone else's point of view. The application of knowledge and development of empathy in our students deepens their learning experience. A learning experience that 67.4% of respondents said showed them that action by groups can solve social problems - a trifecta of engaged learning.

The University of Massachusetts Dartmouth has made great strides toward achieving its Service-Learning strategic goals. We are recognized in our region and nationally as being at the forefront of engaged educational processes. There has been significant growth in faculty involvement and co-jointly a considerable increase in the number of class offerings using this pedagogy. We have grown service-learning to a point where 82% of our graduating class in 2018 were exposed to this pedagogy. Service-learning classes have helped the community address critical issues of educational attainment, environment, community development, youth development, health, economic development, and public safety.

Perhaps most importantly an assessment of SL classes has shown its positive impact on student civic participation and skills, connection to UMass Dartmouth, intention to continue and graduate from UMass Dartmouth, and intent to embark upon a career that helps others. Clearly, SL classes are assisting the University in meeting its goals of educating our students to be active citizens beyond graduation.

### ***At a Glance...***

**82%** *of graduating class in 2018 exposed to service-learning*

**259** *sections of service-learning classes taught AY 2017-18*

**6,741** *students exposed to service-learning AY 2017-18*



### **Leduc Center Spotlight**

*Z. Pamela Karimi*

*Service-Learning Faculty Fellow*

Dr. Karimi's approach to teaching grounds intellectual inquiry firmly within the community. Her class, "Architecture and Sustainability in the American Post Industrial City," considers pressing issues of revitalization and sustainability in the context of New Bedford. Students work with local organizations and artists to generate proposals for re-purposing vacant lots and abandoned mills, building cost-effective community greenhouses, and supporting urban farming. Her classes also tackle difficult and timely topics of global significance. For example, the "Black Spaces Matter: Exploring the Aesthetics and Architectonics of an Abolitionist Neighborhood" exhibition showcased the unique history of New Bedford in the abolitionist movement and was organized with students, artists, activists, residents and UMass colleagues.

# EDUCATION PROGRAMS

## *At a Glance...*

**1,800+** *seventh graders*

**6** *Fall River schools*

**3** *New Bedford schools*

## *College Positive*

BayCoast Bank sponsored the College Positive Tours continue to expose seventh graders to the option of college. UMass Dartmouth hosted over 800 seventh grade students from the Fall River Public Schools in the fall and 1,000 seventh grade students from New Bedford Public Schools in the spring. Students went on a campus tour led by UMass Dartmouth students who shared their own journey to higher education, giving students an opportunity to ask questions and learn more about college life.

## *Kids2College*

This year we had three UMass Dartmouth students deliver the Kids2College curriculum to 75 students at Holy Family Holy Name School in New Bedford, MA. Kids2College is designed to increase students' awareness of how education impacts their future life choices. The UMass Dartmouth students worked a total of 177 hours.



## **Leduc Center Spotlight**

*Josue Rivera Valdez '20, Computer Science Recipient, Newman Civic Fellowship*

Josue is an Endeavor Scholar who hails from the Dominican Republic. He learned to speak English upon his arrival in the United States at the age of twelve. From STEM tutoring and mentoring at the local YMCA to serving as a translator at New Bedford High School parent workshops to preparing taxes for low-income residents, Josue's interest in sharing his technical, language, and leadership skills knows no bounds.



### *At a Glance...*

**180+** *UMassD students*

**16,758** *hours served*

**14** *sites (New Bedford & Fall River)*

***“Having tutors...has been invaluable to our program. We service a lot of children for after school homework assistance and the tutors help us to achieve this goal. Without this program what we are trying to accomplish would be very difficult if not impossible.”***

### *AmericaREADS & Counts*

Our AmericaREADS & Counts program continues to improve with better scheduling, expanded and improved training, and increased transportation services. This year, we added one new location: New Bedford YMCA.

This year, 180 UMass Dartmouth students provided approximately 16,758 hours of tutoring and mentoring in the region. Our sites included:

- Alfred J. Gomes Elementary School, New Bedford
- Bay Village, New Bedford Housing Authority
- Boys and Girls Club of Fall River
- Boys and Girls Club of Greater New Bedford
- Carlos Pacheco Elementary School, New Bedford
- Citizens for Citizens, Inc., Head Start, Fall River
- Dennison Memorial Community Center, New Bedford
- Elizabeth Carter Brooks Elementary School, New Bedford
- John A. Parker Elementary School, New Bedford
- New Bedford YMCA
- Presidential Heights, New Bedford Housing Authority
- Sgt. Wm. H. Carney Memorial Academy, New Bedford
- St. Andrew's After-School Program, New Bedford
- YMCA of Greater Fall River

### *Financial Literacy*

The financial literacy program's goal is to provide financial education to low- and moderate-income individuals in both New Bedford and Fall River to enhance their personal financial skills and knowledge. Financial education fosters financial stability for individuals, families, and entire communities. The Money Smart curriculum is designed by the FDIC. Topics covered included setting goals, budgeting, saving, exploring careers, and income.

In the fall, two UMass Dartmouth students delivered the curriculum to students (grades 4-9) in five schools, serving 270 hours. In the spring, the students delivered the curriculum to students in seven locations, both schools and community centers, serving 260 hours teaching and engaging students in interactive lessons. For the academic year, a cumulative total of 530 hours was served with over 300 school-aged children participating.

***“Having college students come to teach our fifth graders about financial literacy was a great opportunity for them to interact with college students and learn real life math.”***



# ALTERNATIVE BREAKS

## *Alternative Breaks*

A multitude of college students go on vacation during the one-week semester break in March. Thousands flock to beaches for rest and relaxation. Many UMass Dartmouth students choose an alternative break - spending a week in service to others.

This year, the Leduc Center was proud to support five Alternative Breaks that addressed topics, such as interfaith service, building homes for those in need, and providing access to water, and brought students to places like Waynesburg, Pennsylvania and Jalova, Costa Rica.

***“It was a great experience and everyone learned a lot, not only about the environment, but about how we can make the environment a better place through actions on our campus and in our communities.”***

### ***Think Globally, Act Locally***

Eight students focused on making a difference locally and globally on topics, such as environmental justice, environmental racism, and food justice. Students viewed documentaries, participated in discussions, and reflected on these topics. They also performed a shoreline clean up with Be the Solution to Pollution and trail clearing with UMassD Sustainability Initiative.



### ***At a Glance...***

***1*** local break

***1*** national break

***3*** international breaks

***40*** UMassD students

### ***College of Nursing***

Ten undergraduate nursing students traveled with three professors to Port-au-Prince, Haiti to work in a Haitian Health Clinic. Students assisted in annual well child visits, provided care at a mobile clinic, and also helped construct a duplex for two families.



### ***Global Vision International (GVI)***

Eight students went to Jalova, Costa Rica and served with Global Vision International, a non-profit organization that runs high impact volunteer programs. Participants conducted forest surveys of the animals living there to help build local capacity for conservation and sustainable community development while raising awareness of environmental issues.

*“Costa Rica was an amazing experience...it can sometimes be a little disheartening and overwhelming learning about the state of sustainability across the world. However, being immersed in the jungle, seeing many incredible animals, and being surrounded by such wonderful people was a rejuvenating experience that will help me stay motivated in my efforts to help communities become more sustainable.”*

### ***Habitat for Humanity***

Eight students went to Waynesburg, Pennsylvania to build low-cost homes for families and people in need. Participants worked on demolishing/repurposing two houses in order to build new homes.



### ***Worthy Village***

Six students went to Panajachel, Guatemala and served with Worthy Village, a non-profit organization that runs healthcare and educational initiatives in Guatemala. Participants introduced the indigenous people to water filtration systems, educated them on the importance of clean water, and taught hygiene practices to children.

# COMMUNITY SERVICE

## *First Saturdays of Service & Other Service Events*

We program a regular schedule of service opportunities to meet the needs of our local communities and increase the engagement of our students. The **First Saturdays of Service** program continues to offer community service opportunities for students on the first Saturday of each month. This year, approximately 175 students served over 450 hours, which included preparation for planting of vegetables at the Sharing the Harvest Community Farm at the Dartmouth YMCA, trail clearing on campus and the Trustees of Reservation, cleanup assistance at the Battleship Cove in Fall River, and coastal cleanups with Solution to Pollution in Fairhaven and Allen's Pond Wildlife Sanctuary in Westport.

### *At a Glance...*

**19** *UMassD students*

**2,415** *hours served*

**1,663** *tax returns prepared*

**\$3.1** *million tax refunds claimed*

### *VITA*

Our **Volunteer Income Tax Assistance** program, in partnership with Charlton College of Business Professor Michael Griffin and the Community Economic Development Center, successfully recruited 19 UMassD students who performed 2,415 hours of service helping prepare tax returns for 1,663 families. Through these efforts, the VITA program helped these families claim over \$3.1 million in tax refunds.

## **Leduc Center Spotlight**

*Lisbeth Valdez '18, Political Science*

*Michael Dukakis Public Service Internship*

Lisbeth interned at SeraphimGLOBAL, a social services organization whose mission is to protect the rights of children, improve health services and education for marginalized groups, and prevent human trafficking.

***"I would recommend the Dukakis internship because of the invaluable skills I learned and the network I established. I have learned that it all depends on you - work every single day on being the best you can be and that will dictate the life you will lead."***





# ENGAGED SCHOLARSHIP



## *Engaged Scholarship Symposium*

The fourth annual Engaged Scholarship Symposium was held on March 30th, and included a keynote address by Dr. Nicholas Longo from Providence College discussing engaged scholarship as the future of higher education.

Faculty members who made presentations included: Dr. Mark Paige, Public Policy; Dr. Meredith Dove, Psychology; Dr. Ronald Sherwin, Music; Dr. Christina Cipriano, Psychology; and Dr. Nikolay Anguelov, Public Policy.



## **Leduc Center Spotlight**

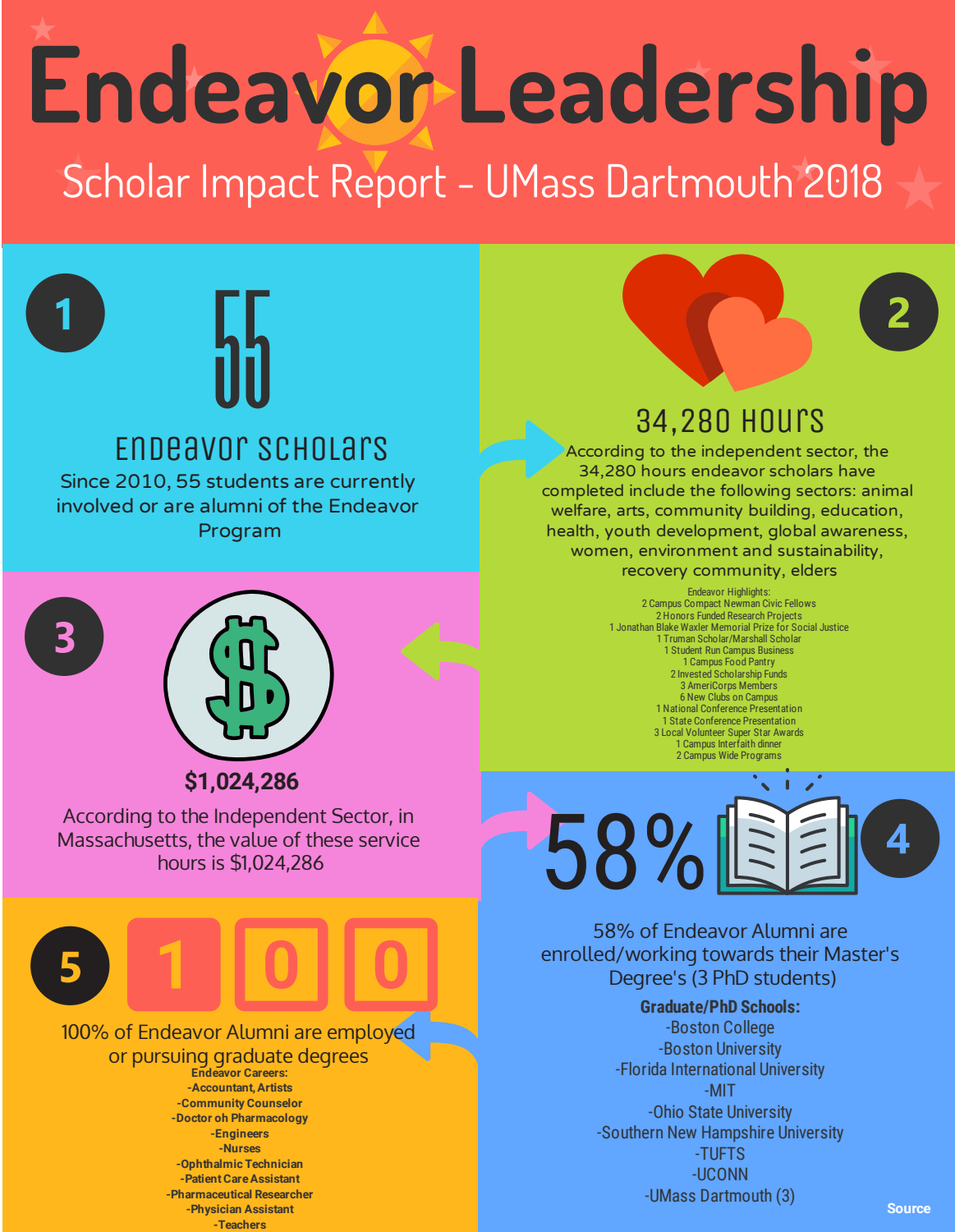
*Professor Andrea Klimt's class  
Service-Learning Project*

In her Sociology course, Fall River Portraits - *Making Things*, Professor Klimt's students with Diman Regional Vocational High School's photography club participated in a project to document the life on the factory floors of twenty-five locally-owned businesses in Fall River. The resulting exhibit, *Making Things*, was shown at the Narrows Center for the



Arts, the Statehouse in Boston, Fall River's Government Center, and the Fall River State Heritage Park. The photographs tell the story of the businesses that are surviving and prospering despite tough economic times and feature the skill and pride of workers who continue to make lots of beautiful and useful things in Fall River.

This project was made possible by grants from the UMass President's Office, the Leduc Center, and UMass Dartmouth's College of Arts and Sciences as well as collaborations with B.M.C. Durfee High School, Diman Regional Vocational High School, Resiliency Preparatory School, and Fall River Mass-in-Motion.





## *Endeavor Scholars*

Twenty Endeavor Scholars completed over 4,000 service hours with community partners that included Crisis Text Line, Better Community Living Inc., Sgt. William H. Carney Academy, YMCA of Greater Fall River, Westport High School, Our Sisters' School, John B. DeValles Elementary School, NAACP, Buttonwood Park Zoological Society, Charlton Memorial Hospital, My Brother's Keeper, KiVa International, Global Vision International, Keith Middle School, World Autism Day, UMass Dartmouth Workers' Education Program, UMass Dartmouth Frederick Douglass Unity House, and College Positive Tours with the Leduc Center.

This year included a new program requirement: all freshman Endeavor Scholars had to engage a UMass Dartmouth faculty as a mentor. The selected faculty member served as both an academic and career advisor, providing valuable insights to the Endeavor Scholar about their current and possible future paths.



## **Leduc Center Spotlight**

*Charlemya Erasme '18, Biology*

*Recipient, Jonathan Blake Waxler Prize for Social Justice*

*Awardee, 2018 Massachusetts' Department of Higher Education 29 Who Shine*

Charlemya was a senior Endeavor Scholar who served as the Chair of the Student Government Association's Diversity, Equity, and Inclusion Committee. Seeing the need for students to better understand social inequality, she co-developed and co-led a social justice dialogue series on campus called SPEAK (Stimulating Practical Engaging Audiences Knowledgeably).

Charlemya also coordinated and led an initiative to have social justice incorporated into the curriculum for all students. Her goal was to have a requirement in UMassD's core curriculum that requires every student to take a social justice course before they graduate.

# SOUTHCOAST SERVES

## *SouthCoast Serves*

SouthCoast Serves (SCS), a collaborative facilitated by the Leduc Center, engages service as a strategy to improve the health and welfare of our communities.

This year, in an effort to revitalize the collaborative, a five-year strategic plan was drafted after surveying SouthCoast Serves' members. The plan re-affirms their mission - to increase the amount and impact of service and volunteerism in the Southcoast - by establishing three goals: to build a sustainable network for service in the region, to increase community service hours and impact, and to secure funding to support their mission.



***9/11 Day of Service and Remembrance Rally*** took place on Saturday, September 9th at the Sharing the Harvest Community Farm at the Dartmouth YMCA.

This year, the rally was co-sponsored with BayCoast Bank and attracted over 250 volunteers who harvested 12,335 pounds of vegetables and removed 10,500 feet of plastic used to protect the plants during the growing season .





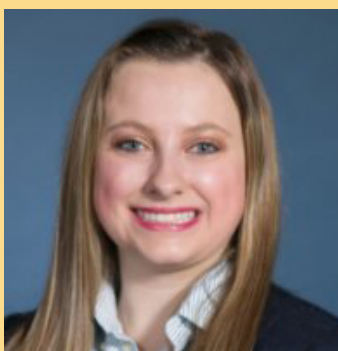


### ***MLK Day of Service***

consisted of “Art-In” at four locations in New Bedford: Dennison Memorial Community Center, Global Learning Public Charter School, Our Sister’s School, and the Boys and Girls Club of Greater New Bedford.

Volunteers participated in various activities, including bracelet making, rug weaving, and button making.

The *annual Earth Eve parade* on April’s AHA! night was a collaboration between AHA!, New Bedford Refuse District, and Southeastern Environmental Educators Alliance. AHA! (Art • History • Architecture) Night is a free arts & culture event which takes place the 2nd Thursday of every month in Downtown New Bedford.



### **Leduc Center Spotlight**

*Samantha Reid '18, Political Science*

*Michael Dukakis Public Service Internship*

Samantha interned at the Worcester District Attorney’s Office in Leominster, MA. Her internship provided her with first-hand knowledge of how a district court works and helped her build connections with current judges, district attorneys, and defense attorneys. She helped prepare cases for hearings giving her the opportunity to learn Massachusetts law and case law.

Samantha plans on going to law school to become an attorney. Her dream is to become a judge.

# YOUTH CIVIC LEADERSHIP INSTITUTE



## *Youth Civic Leadership Institute*

The Leduc Center hosted two Youth Civic Leadership Institutes. Students from Durfee High School, Seekonk High School, New Bedford High School, and Global Learning Public Charter School were in attendance.

In the first Institute, students learned about food security, leadership skills, and how to effect change. They also met with various community partners in a speed-dating event to help them find partners for their service projects. The Institute ended with the 9/11 Day of Service and

***“While helping at the farm as part of the Youth Civic Leadership Institute, I realized how giving back to others feels. I felt amazing.”***

Remembrance at the Sharing the Harvest Community Farm at the Dartmouth YMCA.

In the spring, the Institute coincided with the Martin Luther King Jr. Day of Service. It included a civil rights workshop and a visit to the Edward M. Kennedy Institute for the US Senate. Students then participated in a Martin Luther King, Jr. Day of Service event at one of four locations, where they served as leaders.

Eleven UMass Dartmouth students participated in both Institutes - training, facilitating, and mentoring Fall River and New Bedford high school students.



***“At the Youth Civic Leadership Institute, I learned there was one specific quality that a good leader needs in order to be effective. They have to be able to get the job done and get everyone to help while still having fun.”***



# CIVIC LEADERSHIP AWARDS

## *Civic Leadership Awards*

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



### *Student Civic Leadership Award*

**Beyanid Cole** is a third-year law student who has been actively engaged in public service initiatives on behalf of immigrants. She has recorded videos and podcasts in Spanish to help the immigrant community with legal issues and presented eleven workshops at community-based organizations frequented by local immigrants. She was also the recipient of this year's Michael Dukakis Public Service Internship at UMass Dartmouth and interned at the Community Economic Development Center in New Bedford.



### *Faculty Civic Leadership Award*

**Dr. Carlos Benavides**, Associate Professor of Spanish & Linguistics, developed classes in Business Spanish and Medical Spanish, partnered with community organizations, and sent hundreds of students out into the community performing service-learning projects designed to assist with language or cultural barriers. He serves on the board of the Community Economic Development Center in New Bedford and was a finalist this year for the Manning Prize for Excellence in Teaching given by the University of Massachusetts system.



### *Community Member Civic Leadership Award*

**Rev. Dr. Robert P. Lawrence** has served the Southcoast community for more than sixty years. He has received numerous awards and recognition for his devotion to service including the Presidential Lifetime Achievement Award for Community Service from President Barack Obama. His service includes sponsoring gun buyback programs that resulted in over 3,000 firearms being removed from the streets of Fall River; creating the first Fall River K9 unit; providing scholarships for countless students through his involvement in Scholarship for America; and helping to save the Fall River Maritime Museum from insolvency.



# GRANT ACTIVITIES

From July 2017 to July 2018 we applied for 22 grants worth \$546,350 and received 7 grants worth \$130,470. We received \$10,000 from BayCoast Bank that supported an SCI (Social Capital Inc.) AmeriCorps member (valued at \$51,355) and our annual service events – 9/11 Day of Service, MLK Day of Service, and National Volunteer Week. BayCoast Bank also provided \$2,760 in funding to cover transportation costs for all the 7th grade students in Fall River to participate in a campus tour at UMass Dartmouth.

Additionally, we received \$2,000 from the Carney Foundation and \$500 from CONNECT to support the Opioid Summit held in October of 2017. We also received \$12,500 (the second installment of a \$25,000 gift) from Chancellor Emeritus Dr. Jean MacCormack that established the Jean F. MacCormack Fund for Civic Engagement. The purpose of the fund is to provide low-income students, who might not be able to afford higher education, with a scholarship and/or internship that increases their opportunity to continue their education while growing from passive to active citizens.

We also received an AmeriCorps member (valued at \$51,355) through Campus Compact that will work on building capacity for a VIPS (Volunteers in Public Schools) initiative and expand our America Reads program in collaboration with the Fall River and New Bedford Public Schools.



***“It was really nice to see people from different places and backgrounds coming together to help our communities and to do our part in leaving the world in a better way than we found it.”***

# LEDUC BY THE NUMBERS

## *Student Community Service Hours*

<b>TOTAL SERVICE HOURS</b>	<b>256,978</b>
Service-learning	145,882
Community Service/Volunteerism	111,096
Value of Service	\$8.00 million

### *Service-learning*

#### *Service-learning Courses*

Faculty	171
Course sections	259
UMass Students taking a section	6,741

### *Community Service*

#### *9/11 Day of Service*

Volunteers	250+
Crops Harvested	12,335 lbs

#### *MLK Day of Service*

Community Art-in Events	3
Number of Volunteers	48
Number of K-8 student participants	65+
Hours of Service	804

#### *First Saturdays of Service*

UMassD Students	175
Hours of Service	450

#### *Alternative Break*

UMassD Students	40
Hours of Service	2,320

#### *Rise Against Hunger Food Packaging*

UMassD Students, Faculty, Staff	300
Hours of Service	600
Number of Meals Packaged	20,000

### *Early Literacy*

#### *America READS/Counts*

Sites	14
UMassD Students	180
Hours of Service	16,758

### *Youth Programming*

#### *College Positive Tours*

Number of schools	9
UMassD Students	32
Seventh Graders	1,800

#### *Youth Civic Leadership Institute*

UMassD Students	15
Hours of Training & Service	1,440

#### *Kids2College*

UMassD Students	3
Hours of Service	177

#### *Financial Literacy*

UMassD Students	3
Hours of Service	530

### *Economic Development*

#### *VITA*

UMassD Students	19
Hours of Service	2,415
Free tax returns filed	1,663
Refund amount w/ EITC	\$3.1 million

# THANK YOU

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:



# LEDUC CENTER PERSONNEL

**Matthew H. Roy, Ph.D.** - Assistant Vice Chancellor for Civic Engagement

**Deirdre Healy** - Director, Community Service & Partnerships

**Gary Marden** - Civic Engagement Program Officer

**Kathryn Doan** - Administrative Assistant

## **Community Advisory Board**

Carl Alves, Executive Director, Positive Action Against Chemical Abuse (PAACA)

Dr. Carlos Benavides, Associate Professor, Foreign Literature and Languages, UMass Dartmouth

Lee Blake, Assistant Director, SouthCoast Education Compact, UMass Dartmouth

David Borges, Assistant Director, Public Policy Center, UMass Dartmouth

Nicholas Christ, President & CEO, BayCoast Bank

Paula Cruz '14, Alumna, UMass Dartmouth

Cynthia Cummings, Assistant Vice Chancellor, Student Affairs, UMass Dartmouth

Elizabeth Duffy, Assistant General Counsel, Massachusetts Department of Developmental Services

Hugh Dunn, Director, SouthCoast Development Partnership

Michelle Hantman, President, United Way of Greater New Bedford

Dr. Memory Holloway, Professor Emerita, Art Education, Art History & Media Studies, UMass Dartmouth

Gerard Kavanaugh, CEO, LStar Capital

Rev. Dr. Robert Lawrence, Pastor Emeritus, First Congregation Church

Jeanne Leduc, Benefactor & Community Member

Robert Leduc, Benefactor & Community Member

Rev. David Lima, Executive Minister, Inter-Church Council of Greater New Bedford

Dr. Jean MacCormack, Chancellor Emerita, UMass Dartmouth

Rep. Christopher Markey, Massachusetts House of Representatives

Jim Mathes, President & CEO, Dennison Memorial Community Center

Jacob Miller '16, Alumnus, UMass Dartmouth

Bill Perkins, President & CEO, People, Inc.

Denise Porche, Executive Director, The Island Foundation

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

Dr. John Quinn, Director of Public Interest Law Program, UMass School of Law

Michele Roberts, Executive Vice President & Community Relations Officer, Bristol County Savings Bank

Sen. Michael Rodrigues, Massachusetts State Senate

Dr. Bruce Rose, Community Member

Gary Schuyler, Retired CEO & President, YMCA Southcoast

Peter Schock '12, Alumnus, UMass Dartmouth

Corinn Williams, Executive Director, Community Economic Development Center

Dr. Mary Zahm, Professor, Psychology Department, Bristol Community College

***LEDUC CENTER FOR CIVIC ENGAGEMENT  
UNIVERSITY OF MASSACHUSETTS DARTMOUTH***

**285 Old Westport Road**

**Liberal Arts - Room 031**

**Dartmouth, MA 02747**

**Phone: 508.999.8144**

**Fax: 508.999.8153**

**Email: [leduccenter@umassd.edu](mailto:leduccenter@umassd.edu)**

**Website: [www.umassd.edu/leduccenter](http://www.umassd.edu/leduccenter)**



**LeducCenteratUMassD**



**@UMassDLeducCtr**



**@UMassD.CivicEngagement**