

Leduc Center for Civic Engagement

*ANNUAL
REPORT*

*2015-
2016*

Building the Bridge Between Learning and Community

TABLE OF CONTENTS

Welcome from the Director	1
Strategic Plan	2
Service-Learning	5
Education Programs	9
Alternative Spring Breaks	13
Community Service	14
Engaged Scholarship	15
Endeavor Scholars	16
SouthCoast Serves	17
Youth Civic Leadership Institute	21
Civic Engagement Summit	22
Civic Leadership Awards	23
Grant Activities	24
Leduc by the Numbers	25
Acknowledging Donors	26

WELCOME FROM THE DIRECTOR



Dear Friends,

Take a look at these two images. The image on the left was drawn by a very young child and may be one of his or her first attempts at art. The one on the right is the same image, but clearly an artist has added layers of color and detail, enhancing it with her or his vision, reflection, and skill. I share these images and the process of enhancement as an example of altering perceptions. The process takes time and involves reflection upon one's life experiences. I believe

the work we do at the Leduc Center is similar to this process of perceptual alteration.

Think back to your early days. When you were young, hopefully you were made to believe that artists' renderings similar to the one on the left were beautiful. Then came that day when you suddenly saw them as disjointed lines that were not so stunning. Many people in the Southcoast view our region that way. They view their own lives that way too. The Leduc Center (our partners, affiliated faculty, and dedicated students) are in the business of changing those perceptions. We do it through service to others and reflection upon that service. We have evidence of paradigm change (both individually and collectively) similar to the changing image above. We believe that through service we can create a paradigm shift that over time changes the image of the Southcoast, changes the people of the Southcoast, and most importantly, our students and faculty – all for the better. The Southcoast needs this infusion of vision and color and we believe that through continued service and reflection we will reach a tipping point where individuals see their lives as meaningful because of their service to others and our community will celebrate its strengths, not its weaknesses. Like an artist, as we use our vision, reflection, and skill to enhance our community, layers of color and detail emerge showing us how a collective vision can create a vignette of hope, opportunity, and service for the greater good.

This report is a celebration of that process. We start with the affirmation of our strategic plan and then provide evidence of the transformative nature of service-learning and community service throughout the rest of the report. The layout follows our strategic plan and provides evidence of the specific metrics for each of our four goals. This year our students dedicated 232,514 hours of community service at a value of \$6.74 million. These numbers are impressive, but the perceptual change of individuals and the collective adds meaning and color beyond description. It makes us feel like kids again!

Yours in service,

M.H. Roy

Matthew H. Roy, Ph.D.

Assistant Vice Chancellor for Civic Engagement

STRATEGIC PLAN

Our Mission

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

Our Strategic Direction

By the year 2020, the Leduc Center, in conjunction with our internal and external partners, will have positively impacted the regional challenges of low educational attainment and economic development by empowering, engaging, and effecting change individually and collectively. In the short term, we will impact early literacy and college awareness rates.

Our Goals

1. To enhance student learning through civic engagement, meaningful community service, and service-learning.
2. To foster engaged scholarship with students, faculty, and the community.
3. To develop and sustain partnerships and programs to positively impact community life, early literacy rates, and college awareness.
4. To secure funding to support our mission.



Our Metrics

Goal 1

- Increase the number of students exposed to service-learning each academic year
- Increase the number of community service hours performed by UMass Dartmouth students each academic year
- Measure student experience with service-learning and civic engagement; show improvement on these results each year

Goal 2

- Establish and maintain an annual Engaged Scholarship Symposium
- Encourage faculty and student submissions to engaged scholarship conferences (ex. CUMU) and scholarly journals
- Develop a UMD Engaged Scholarship Collection to be published every other year

Goal 3

- Establish baseline early literacy numbers; improve on these numbers each year
- Develop an assessment plan for college awareness and access
- Increase participation in SouthCoast Serves by 10% annually with a focus on collective impact (building social capital and improving literacy and college awareness rates)
- Expand reading and college awareness programs for greater impact

Goal 4

- Submit 6-8 major grant/gift requests per year
- Average \$250,000 in grants and/or gifts per year

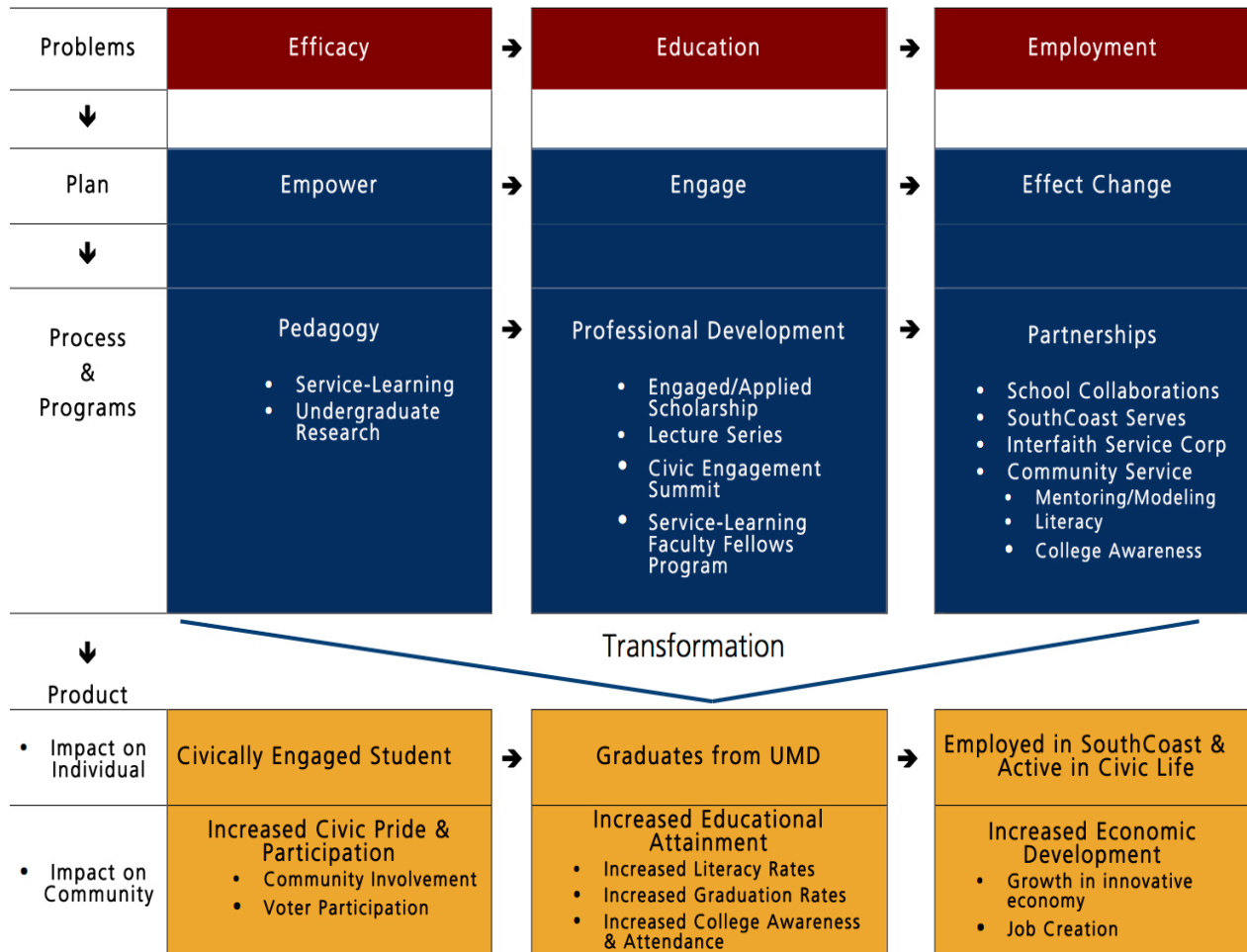
Program Alignment

Our plan is intentional and focused. Our focus is on empowering students to create change within themselves and our community (locally and globally). The empowering mechanism is the civically engaged education experience which exposes each student to real life challenges that reside in our local, global, and research communities. These experiences, coupled with reflection, serve as the catalyst for transformative change.

The following figure is a visual representation of the 5 Ps - Problems, Plan, Process, Programs, and Product. It shows key linkages between individual student impact (empowering them to engage in activities that effect change) and macro-level impacts on key problems currently facing our community (efficacy, education, and employment). Our short-term goals are to focus on community building, early literacy, and college awareness as a means to educational attainment and economic development. None of this will happen without strong partnerships dedicated to collective impact.

STRATEGIC PLAN

UMD's Engaged Educational Experience: Transforming Individuals and Communities



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.

Total # Students Exposed to Service-Learning by Semester

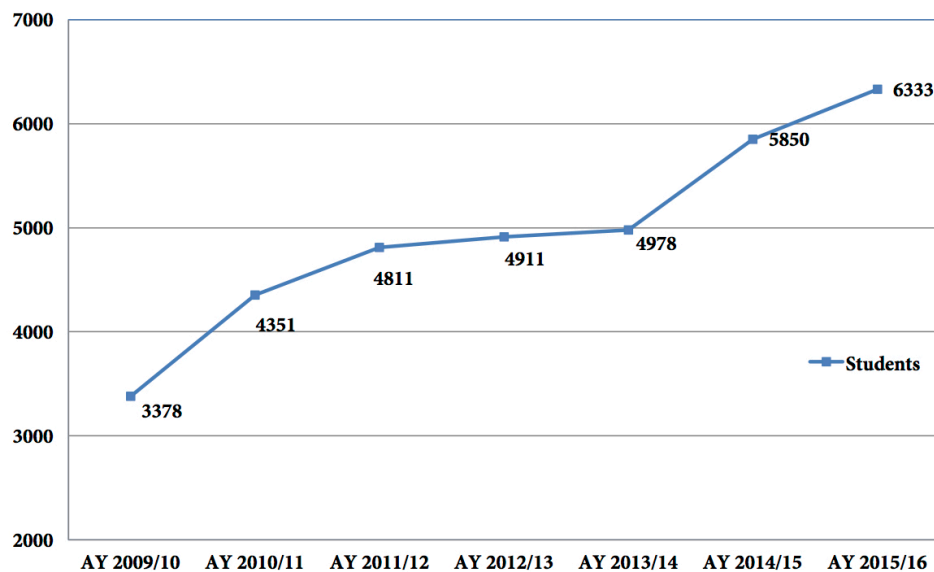


Figure I

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 6,333 students exposed to service-learning pedagogy.

SERVICE-LEARNING



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 57 faculty members involved today.

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

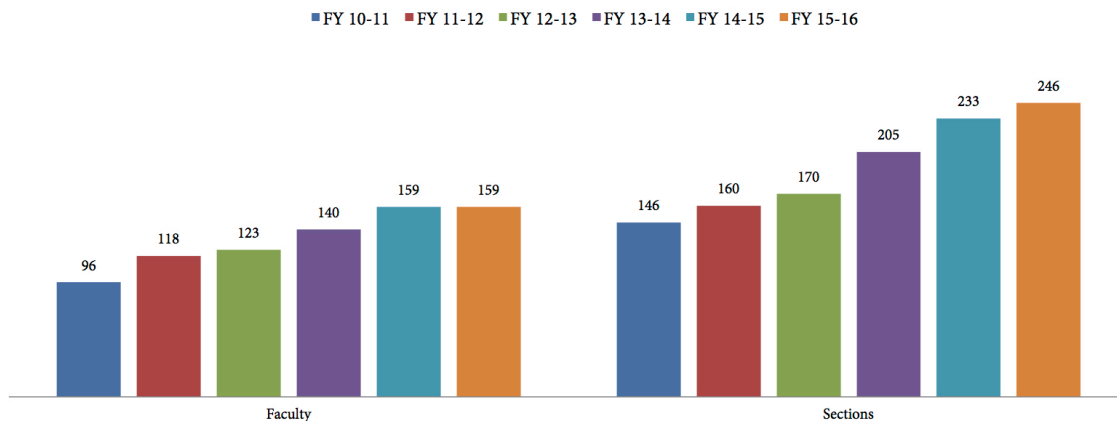


Figure II

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 (2015/16). The data shows an increase in the number of faculty offering service-learning classes and the number of class sections offered. 81% of the class of 2016 graduated with at least one service-learning experience.

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 UMD. The data has been overwhelmingly positive. This academic year we surveyed 285 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

Civic Skills	Pre-mean Skill Score	Post-mean Skill Score
Identify needs and resources of the community*	2.77	3.94
Apply knowledge and skills gained to real problems/opportunities in my community*	2.97	4.09
Make connections between learning and issues/needs of the community*	2.95	3.96
Articulate the value of engagement to other members of the community*	2.89	3.89
Communicate effectively orally and in writing*	3.29	4.19
Evaluate and integrate information from multiple sources*	3.33	4.21
Organize other students to take action on a community problem*	2.64	3.68
Create a plan to address the issue*	2.92	3.92
Get people to care about the problem*	2.90	3.80
Organize and run a meeting*	2.79	3.77
Find and examine research related to the issue*	3.17	4.14
Apply what I learned in my service-learning class*	2.92	4.08

*p < .001

Moreover, respondents in Table II 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. It also clearly shows that students believe service-learning helped them a great deal.



SERVICE-LEARNING

Table II

Students attitudes involving community “This service-learning class...”	Cum Totals: Agree & Strongly Agree	% of total
Showed me the impact I can have on solving problems that face my community.	179	63.0
Deepened my concern about community issues	171	60.4
Made me aware that I am able to see a situation from someone else's point of view.	214	75.4
Showed me that action by groups can solve social problems.	177	62.3
Helped me identify needs and resources of the community	176	62.1
Challenged me to apply knowledge and skills gained to real problems/opportunities in my community.	214	75.4
Helped me make connections between learning and issues/needs of the community	195	68.9
Helped me to meet the course learning objectives	210	74.0

Perhaps more importantly, Table III shows that an overwhelming majority of students (76.4%) responded that their service-learning class is associated with their desire to graduate from UMass Dartmouth.

Table III

Student Retention “As a result of my service-learning class here...”	Cum Totals: Agree & Strongly Agree	% of total
I feel I am part of the UMD campus.	141	49.7
I am choosing to graduate from UMD.	217	76.4
I feel I am part of the local community.	134	47.4
I will be returning next year/semester due to this positive experience.	129	45.6

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 81% of our graduating class in 2016 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.

EDUCATION PROGRAMS



College Positive

The CONNECT Gateway Cities College Tours was created as an opportunity to expose local seventh graders to the option of college. The project was sponsored by CONNECT, a southeastern Massachusetts public higher education partnership that includes Bridgewater State University, Bristol Community College, Cape Cod Community College, Massasoit Community College, and UMass Dartmouth. Working with superintendents, principals, and other public education administrators from the six gateway communities, the CONNECT partnership planned the visits to promote a “college positive” culture.



UMass Dartmouth hosted over 1,200 seventh grade students from the New Bedford and Fall River Public schools in the fall. Students came from Keith Middle School, Normandin Middle School, and Roosevelt Middle School in New Bedford and Matthew J. Kuss Middle School, Henry Lord Community School, Resiliency Middle School, and John J. Doran Community School in Fall River.

Students were taken on a campus tour by UMass Dartmouth students, attended academic sessions, ate lunch at the residential students’ cafeteria, watched a short admissions video, and participated in a Q&A with the student guides. Generous funding support was provided by the Community Foundation of Southeastern Massachusetts and Mr. Robert Karam.

EDUCATION PROGRAMS

AmericaREADS & Counts

Our AmericaREADS & Counts program places college students in local elementary schools and community centers to serve as tutors and mentors, and provide classroom support and individual attention to struggling and at-risk students. Our program continues to grow and improve with better scheduling, expanded and improved training, and increased transportation services.

During the 2015-16 academic year, over 217 UMass Dartmouth students provided approximately 24,752 hours of tutoring and mentoring in the region. This year's sites included:

Alma del Mar Charter 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

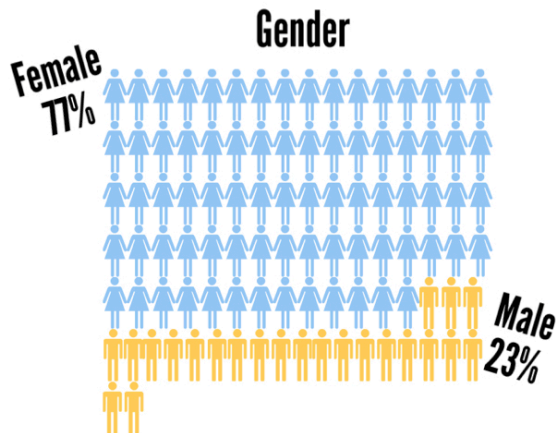
Elizabeth Carter Brooks Elementary School, New Bedford
John A. Parker Elementary School, New Bedford
Sgt. Wm. H. Carney Memorial Academy, New Bedford
St. Andrew's After-School Program, New Bedford
YMCA of Greater Fall River

To further the civic engagement, literacy, and service goals of the program, our student tutors also participated in a variety of events, including the CONNECT College Positive Tours, the African American –READ IN and the 9/11 and MLK Days of Services.

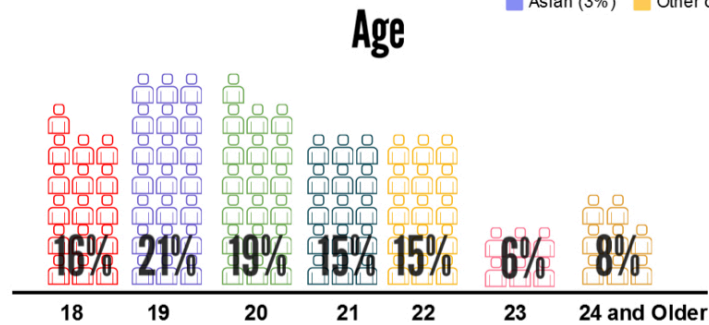
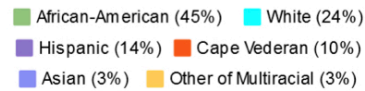
This year, the Public Policy Center performed a comprehensive evaluation of the AmericaREADS & Counts program. They concluded that the program has a significant positive impact on grade school children and our tutors. One of the strengths of our AmericaREADS & Counts program is the diversity of our student tutors/mentors. It is important that grade school children see university students who look like them and come from similar backgrounds. This helps the children believe that going to college is possible.



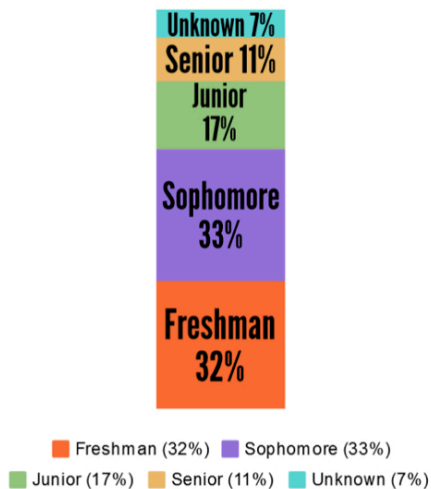
Tutor Profile



Race and Ethnicity



Academic Standing



Major

Major	Number	Major	Number
Accounting	3	History	3
Anthropology	1	Liberal Arts	4
Art Education	1	Marketing	2
Biochemistry	1	Mathematics	4
Bioengineering	2	Mechanical Engineering	3
Biology	11	Medical Lab Science	6
Business	10	Nursing	18
Chemistry	1	Operations Management	2
Civil Engineering	3	Political Science	4
Computer/Information Science	2	Pre-Law	1
Crime and Justice Studies	14	Pre-Med	1
Electrical Engineering	5	Psychology	2
Engineering	2	Entrepreneurship	1
English	10	Sociology	6
Finance	1	Spanish	1
Graphic Design	1	Undeclared	7

EDUCATION PROGRAMS



LEADS

LEADS (Leadership for Educational Attainment Developed through Service) teaches students leadership skills through service projects that address community needs. This year, we placed one UMass Dartmouth student at the John A. Parker Elementary school in New Bedford where she served 22 hours developing service projects to address gang violence, hunger, and bullying. Students also learned about the importance of education and the value of service.



Kids2College

In its fourth year, the Kids2College initiative, a five-week college-awareness curriculum designed to increase students awareness of how education impacts their future life choices engaged 25 fifth graders from the William H. Taylor Elementary school in New Bedford. Students involved in the initiative had the opportunity to learn more about college, explore careers, make the connection between college and job

opportunities, and begin planning for their future. The initiative concluded with a campus tour by university students. One UMass Dartmouth student assisted in delivering the Kids2College curriculum.

ALTERNATIVE SPRING BREAKS

Alternative Spring Breaks

This year, the Leduc Center was proud to support three Alternative Spring Break programs that addressed topics, such as interfaith service, building homes for those in need, and providing access to water, and brought students to places like Durham, North Carolina and Guatemala.



PLUS (Positive Learning Using Service)

Seventeen students from different religious and non-religious backgrounds joined together to engage in community service in our local community. The break focused on the following topics: hunger and poverty, racism, gender inequality, interfaith, and community. The activities ranged from serving meals to those in need at Mercy Meals and More,

planting seeds at the Sharing the Harvest Community Farm at the Dartmouth YMCA, delivering furniture to people in need with My Brother's Keeper, sorting donations at Gifts to Give, and clearing trails on campus. Interspersed between these activities were workshops designed for participants to reflect on the issue. By the end of the program, the participants realized and understood the personal values that brought them all together in the common goal of serving others.

Habitat for Humanity

Eighteen students went to Durham, North Carolina to build low-cost homes for families and people in need. Participants worked on five new constructions or repair sites and performed tasks such as window installation, deck staining, exterior painting, framing, etc. They also visited Camp Royall, a summer camp for autistic children.

Worthy Village

Nine students went to Panajachel, Guatemala and served with Worthy Village, a non-profit organization that runs healthcare and educational initiatives in Guatemala. Worthy Village was started by two UMass Dartmouth alumni, Julia Rayberg and Mayra Perez. Participants visited orphanages and schools, shared meals with locals, introduced the indigenous people to water filtration systems, educated them on the importance of clean water, and taught hygiene practices to children.



COMMUNITY SERVICE

Leduc Leaders

In its third year, the Leduc Leaders program recruited 13 students and provided them with the opportunity to make a difference in the community and develop their leadership skills. Students participated in First Saturday of Service events, Donald C. Howard Leadership activities, and a variety of service programs, including Big Brother Big Sister, PACE Food Pantry, and the African-American Read-In. Students who had previously participated in the program developed their leadership skills by developing and leading some of the service events. Upon completion of the required 30 hours of service and training each semester, students were awarded a \$30 stipend in the fall and a \$60 stipend in the spring and received recognition from their peers at the annual Leadership Banquet.

Christopher LaPorte '16, a second year Leduc Leader, received the 2016 Newman Civic Fellows Award for his engagement with the local community, from his work on campus with the Frederick Douglass Unity House to his work off-campus with the PACE Food Bank in New Bedford and Gawad Kalinga in the Philippines.



First Saturdays of Service

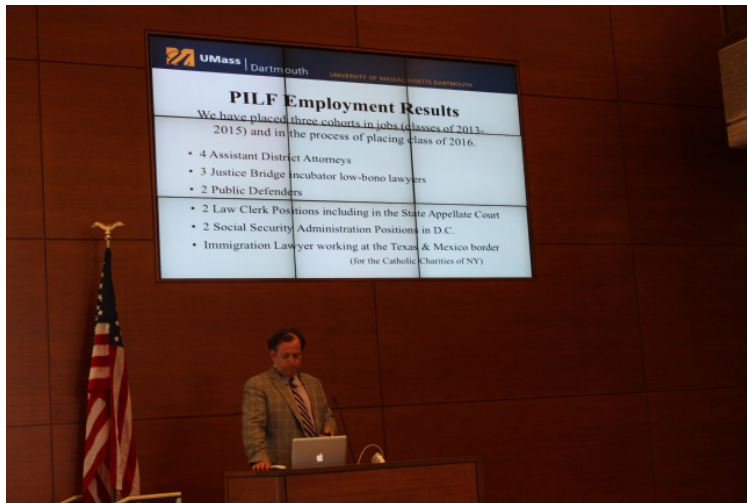
The First Saturdays of Service program offers community service opportunities for students on the first Saturday of each month. The program was created to encourage students to engage in and learn about their surrounding community. This year, approximately 175 students served over 450 hours, participating in activities that included preparation for planting of vegetables at the Sharing the

Harvest Community Farm at the Dartmouth YMCA, sorting toys and clothes at Gifts to Give, cleaning donated glasses with the Lions Club of Dartmouth, planting trees at the Urban Tree Farm in Fall River, and a coastal cleanup with Solution to Pollution in Fairhaven.

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 20 UMD students who performed over 1,520 hours of service helping prepare tax returns for 1,700 families. Through these efforts, the VITA program helped low-income families residing in Greater New Bedford claim over \$3 million in tax refunds, including over \$600,000 in Earned Income Tax Credits.

ENGAGED SCHOLARSHIP



Engaged Scholarship Symposium

The Leduc Center has been encouraging faculty involvement in engaged scholarship for several years. Engaged scholarship represents one way for making research relevant to organizational practitioners by bridging the gap between theory and practice. It is an explicit attempt to break down the “ivory tower” of academia by making research relevant to the communities in which we live. Engaged scholarship is sometimes viewed as a form of collaborative inquiry between academics and practitioners that leverages their different perspectives to generate useful knowledge or solve community-based problems. It often involves a reciprocal partnership, is interdisciplinary, and integrates faculty roles of teaching, research, and service.

The second Engaged Scholarship Symposium was held on April 29th. Presentation topics ranged from the Public Interest Law Fellowship Program at the School of Law to the potential of collaborative photography to create community.

ENDEAVOR SCHOLARS

Endeavor Scholars

The Endeavor Scholars is a program that provides talented students, who might otherwise be unable to afford a college education, the opportunity to attend UMass Dartmouth on a merit scholarship that covers the student's tuition, fees, and room and board. Endeavor Scholars spend a significant amount of time together in leadership training and development, and innovative community-related coursework that includes service and outreach activities. Scholars participate in a cohort experience that nurtures civic-minded responsibility.

This year 22 UMass Dartmouth Students served over 4,870 hours with the following community partners:

Active Minds UMass Dartmouth

AHA! New Bedford

Big Brothers Big Sisters

Big Friends Little Friends

Buttonwood Park Zoo

CARE SouthCoast

Gifts to Give

Habitat for Humanity

Harvard College Alzheimer's Buddies/Autumn Glen

Humane Society & Shelter SouthCoast

MassPIRG

My Brother's Keeper

Our Sisters' School/Roots & Shoots

PAACA

The Residence at Cedar Dell

Samaritans of Fall River/New Bedford, Inc.

Schwartz Center for Children

Special Olympics

St. Anne's Hospital Emergency Room

UMD Center for Religious & Spiritual Life

UMD Community Companions

UMD Food Pantry

UMD Frederick Douglass Unity House

UMD International Day of Peace

UMD Leduc Center Alternative Break Program

UMD Leduc Center SouthCoast Serves

UMD Nurses in Haiti

UMD Writing and Reading Center

United Way of Greater New Bedford

YMCA of Greater Fall River

Our Endeavor Scholars worked hard to effect change in our campus community. Some highlights include:

- Emike Momodu and Sharon Kumar attended the 2015 Chicago Interfaith Leadership Institute in August. Both students brought what they learned back to UMass Dartmouth. Emike coordinated an interfaith alternative spring break. Emike and Sharon were also discussants at this year's Rev. Dr. Robert Lawrence Civic Engagement Summit, which was focused on race, faith, and service.
- Elsa McGilvray received a \$200 mini-grant from Roots & Shoots International for her project at Our Sister's School.
- Jacob Miller published the first edition of *The Common Project*, a publication with the mission to inspire, promote, and sustain community through storytelling.
- Callie Nunez applied to start a local chapter of Young People in Recovery, a support group that helps empower people who are in or seeking recovery. Her application to the national organization was approved and she has started chapter with events planned for next year. In addition, she submitted her proposal "University of Massachusetts Dartmouth Recovery Support Initiative" to the International Nurses Society on Addictions' 40th Annual Educational Conference. It has been accepted as a poster.

SOUTHCOAST SERVES

SouthCoast Serves

SouthCoast Serves (SCS), a collaborative facilitated by the Leduc Center, fosters service and volunteerism to meet the needs of our community by leveraging resources, expertise, and capacity to maximize impact. The collaborative continues to develop the infrastructure for service and volunteerism in the region. This year marked the 7th anniversary of its founding. Highlights for the year include:



9/11 Day of Service and Remembrance Rally

took place on Saturday, September 12th at the Sharing the Harvest Community Farm at the Dartmouth YMCA.

The rally attracted over 200 volunteers who harvested 2,429 pounds of vegetables and 8,000 pounds of winter squash for local food pantries. They also removed 30 rows of plastic liner that was used for weed prevention.

MLK Day of Service, was made possible through a mini-grant from the Massachusetts Service Alliance focusing on capacity building. The Day of Service was expanded to include events in both New Bedford and Fall River. In New Bedford, the day started with a teach-in at Normandin Middle School, and included a key-note address; a spoken word presentation by Erik Andrade; “Your Vote is Magic” show by illusionist Lyn Dillies; reading of an excerpt from King’s “Give Us the Ballot” speech; screening of the documentary “Selma: The Bridge to the Ballot”; and a poster reflection activity.

In Fall River, students served at the Boys and Girls Club. They listened to a presentation by spoken word artist Rayanna Grace; read *March*, a graphic novel written by Congressman John Lewis, composed letters to Congressman Lewis; and participated in a service project where they weaved strips of recycled plastic into mats for the homeless.



SOUTHCOAST SERVES

On April 7th, Jane Goodall visited the UMass Dartmouth campus. Deirdre Healy was part of the planning committee that organized a series of events, including an eco-parade and the establishment of several Roots and Shoots initiatives across the region, including Our Sisters' School and UMass Dartmouth. Highlights of the visit include:

- Collaboration between the New Bedford Boys & Girls Club, Allen's Pond Wildlife Sanctuary, and UMass Dartmouth students Baldwin Dilone (Biology) and Taylor Penning (Art Education) to create a "love your salt marsh" float for the eco-parade
- Collaboration between the City of New Bedford, Hayden McFadden Elementary School and UMass Dartmouth student Melissa Masse (Textile Design) on a "pollinator awareness project" that involved an eco-float.
- Creation of a peace dove by the UMass Dartmouth Roots & Shoots chapter that lead the eco-parade.



A vital resource for SouthCoast Serves has been the Social Capital Inc. (SCI) AmeriCorps member. Sandra Belli, our third SCI AmeriCorps, helped coordinate our efforts, specifically on youth outreach and social media. As a result of her work, we hosted two Youth Civic Leadership Institutes, and implemented Give Back Time (a volunteer registration and management system). Our proposal for a new SCI AmeriCorps member was approved, so we will be welcoming a new member soon.

National Volunteer Week focused on capacity building and was made possible through a mini-grant from the Massachusetts Service Alliance. Events included a coastal cleanup at Marsh Island; seed planting at the Sharing the Harvest Community Farm at the Dartmouth YMCA; building of raised beds in Riverside Park for a community garden as part of the Community Economic Development Center's Great Neighborhood Project.



The **Service Showcase** held at the National Historic Park in New Bedford highlighted 14 individuals across the region as Volunteer Superstars in recognition of their service. Local AmeriCorps members were also recognized at the event. The Showcase also included a presentation of the findings from SouthCoast Serves' survey on the impact of service hours.

This year, as part of National Volunteer Week, SouthCoast Serves conducted a survey to capture the impact of service hours in nonprofit and volunteer-based organizations in the Southcoast in 2015. In keeping with the focus on capacity building, the survey was an opportunity to raise awareness of the contributions of volunteers and to encourage more people to donate their time to a local, national, or global cause. The data collected from the survey is captured in an infographic that serves as a snapshot of what service can do for this region.



SOUTHCOAST SERVES



The *annual Earth Eve parade* on April's AHA! night included UMass Dartmouth students and Morton Middle School students and parents. AHA! (Art • History • Architecture) Night is a free arts & culture event which takes place the 2nd Thursday of every month in Downtown New Bedford. Various UMass Dartmouth student organizations, including MassPIRG and Roots & Shoots, built floats and

participated in the parade. The event was sponsored by Southeastern Environmental Educators Alliance.



Spring Into Service Week immediately followed National Volunteer Week and resulted in over 47 student volunteers serving over 110 hours. Activities included farm preparation with Sharing the Harvest Community Farm at the Dartmouth YMCA; clean up with the Town of Dartmouth; park maintenance with the Dartmouth Natural Resources Trust; cleaning and painting at the Battleship Cove; trail work at Great Neck Wildlife Sanctuary; library set up at Pacheco Elementary; delivery of furniture to needy families with My Brother's Keeper; and clean ups at Marcs Cove and Fort Phoenix.

We are in the final stages of our *Service Enterprise Certification*, which was developed by the Points of Light. The Service Enterprise Initiative strengthens the capacity of nonprofits to leverage volunteers and their skills to address community needs, work that is central to SouthCoast Serves' mission. The certification process is intense and includes a research-based assessment, training, and consultation. To increase our effectiveness and help us focus on youth, we have developed a volunteer guide to the Southcoast region for our students and improved our recruiting and sign up process for volunteers.

YOUTH CIVIC LEADERSHIP INSTITUTE

Youth Civic Leadership Institute

The Leduc Center embarked on a new initiative, the Youth Civic Leadership Institute, to engage local high school students in leadership and civic engagement. The goal of the Institute is to provide local students with leadership potential and a desire to create change the opportunity to learn about how they can effect change in their local communities. The initiative is facilitated by UMass Dartmouth students who serve as mentors to the students in attendance.

The first Institute was held in late August and started with a service activity at the Sharing the Harvest Community Farm at the Dartmouth YMCA. The students learned about food security by pairing the work of harvesting vegetables that would be donated to local food pantries with viewing and reflecting on the documentary “A Place at the Table”. During the Institute, students also learned about leadership skills, social capital, how to develop their voices, and how to effect change. Students engaged with community partners in a speed-dating event to help them find partners for their service projects. To end the Institute, students went on a field trip to the Edward M. Kennedy Institute for the United States Senate to learn about how the political process can create change in their communities.

The second Institute was held in January to coincide with the Martin Luther King Jr. Day of Service. In honor of Dr. King, the Institute included a social justice training that focused on empathy and its importance in leadership. Students who attended the previous Institute were able to build upon what they learned about how to effect change in their local communities. Students participated in workshops where they worked on developing more concrete details to their plans. To end the Institute, students participated in the Martin Luther King, Jr. Day of Service event in either Fall River or New Bedford.

Sixty UMass Dartmouth students participated in both Institutes, spending over 1,300 hours training, facilitating, and mentoring Fall River and New Bedford high school students.



CIVIC ENGAGEMENT SUMMIT

Reverend Dr. Robert Lawrence Civic Engagement Summit

UMass Dartmouth's Rev. Dr. Robert Lawrence Civic Engagement Summit was held on April 15th. This year's theme was *Race, Religion, and Service: Conversations that Build Bridges*. The University welcomed two keynote speakers for the Summit this year:



Dr. David Campbell is the Packey J. Dee Professor of American Democracy at the University of Notre Dame and the chairperson of the political science department. He is the co-author (with Robert Putnam) of *American Grace: How Religion Divides and Unites Us*, which received both the 2011 Woodrow Wilson Award from the American Political Science Association for the best book on government, politics, or international affairs and the Wilbur Award from the Religious Communicators Council for the best non-fiction book of 2010. He presented on the research he gathered for *American Grace* on how religion impacted civic life. He found that the more religious people are, the more they are involved in civic activities. The type of faith does not matter as much as the level of religious commitment a person has. Another result that Dr. Campbell highlighted in his keynote was the need for people to be more community-oriented - to see that our commonality outweighs our differences.



Rev. Brenda Girton-Mitchell, J.D. is the Director of the Center for Faith-Based and Neighborhood Partnerships at the U.S. Department of Education. She provides leadership to help meet the goal of engaging community-based organizations, both faith-based and secular, in building a culture of high expectations and support for education. She spoke to the audience about the intention behind several White House initiatives that address race and religion. Her keynote emphasized shared goals and relationships, both of which have the ability to bring people together regardless of race or religion. She reinforced the need to foster supportive educational environments where every child has access to high quality education and the opportunities that result from that education. Rev. Girton-Mitchell is also an ordained Baptist minister and an advocate of lifelong learning.

CIVIC LEADERSHIP AWARDS

Civic Leadership Awards

Civic Leadership Awards recognize the civic engagement contributions of our students, faculty, and community members. Each year, an award is given to a student, a faculty member, and a community member, at the Rev. Dr. Robert Lawrence Civic Engagement Summit. This year's recipients were:



Ausubel Pichardo '16 received the Student Civic Leadership Award for his work collecting school supplies for children in Haiti and his work co-founding Share Esperanza, a service organization working in Haiti, New Bedford, and his native Dominican Republic. Share Esperanza was created two-and-a-half years ago, and since then has created a biology teaching lab at his high school, donated more than 800 pounds of school and medical supplies to poor villages in the Dominican Republic and Haiti, and worked directly with a local homeless community in New Bedford.



Morgan Peters, Associate Professor of English and Black Studies and Director of the University's Black Studies Program, received the Faculty Civic Leadership Award for his success in creating active learning opportunities that benefitted both university students and the community. He joined the UMass Dartmouth faculty in 2003 after a lengthy career in theater, film, and television. Professor Peters has been able to weave his experiences into each of the courses he teaches and designs his courses with the intention of actively engaging his students.



Michele Roberts, Executive Vice President and Community Relations Officer of Bristol County Savings Bank, received the Community Member Civic Leadership Award for her sustained commitment to civic engagement. Ms. Roberts serves as a mentor to various community organizations, teaches financial literacy to the community, and serves in leadership roles in nine local, non-profit organizations.

GRANT ACTIVITIES

This fiscal year we received \$134,183 in grants and have one \$50,000 proposal pending. The Oliver S. and Jennie R. Donaldson Charitable Trust has generously supported the mission of the Leduc Center with three gifts totaling \$55,000. These gifts are designed to inculcate civic engagement throughout the region, support the Community Health Worker program, and provide scholarships and fellowships for students and faculty who are actively engaged in community based research. We are grateful to the Donaldson Charitable Trust for their investment in our efforts.

Recently, we were awarded \$17,500 from the Community Foundation of Southeastern Massachusetts and \$4,000 from Mr. Robert Karam to support our CONNECT Gateway Cities College Initiative that will increase college and career awareness for New Bedford students. The Massachusetts Service Alliance provided \$4,043 to support our MLK Day of Service activities in collaboration with Gifts to Give, the Boys and Girls Club of Fall River, the United Neighbors of Fall River, local middle schools and university students. The Massachusetts Service Alliance also provided \$4,090 to support our National Volunteer Week service activities in collaboration with numerous non-profits throughout the region to increase volunteerism focused on environmental issues. And finally, we have an AmeriCorps member (valued at \$49,550) who works on social capital with our SouthCoast Serves initiative, a collaborative of community organizations facilitated by the Leduc Center that fosters service and volunteerism to meet the needs of our community by leveraging resources, expertise, and capacity to maximize impact.

We are in the process of applying for two additional grants prior to the end of the fiscal year totaling \$15,000. Additionally, we applied for three grants totalling \$284,973 that were not funded.



LEDUC BY THE NUMBERS

Student Community Service Hours

TOTAL SERVICE HOURS	232,514
Service-learning	126,660
Community Service/Volunteerism	105,854
Value of Service	\$6.74 million

Service-learning

Service-learning Courses

Faculty	159
Course sections	246
UMass Students taking a section	6,333

Community Service

9/11 Day of Service

Volunteers	207
Crops Harvested	10,429 lbs

MLK Day of Service

Volunteers	270
Hours of Service	810

Leduc Leaders

Number of UMass Leduc Leaders	13
Hours of Service	930

First Saturdays of Service

UMass Students	175
Hours of Service	450

Alternative Spring Break

UMass Students	44
Hours of Service	2,030

National Volunteer Week

UMass Students	33
Hours of Service	165

Spring Into Service Break

UMass Students	47
Hours of Service	110

Early Literacy

America READS/Counts

Sites	11
UMass Students	217
Hours of Service	24,752

Youth Programming

Gateway Cities College Tours

Number of schools	7
UMass Students	17
Seventh Graders	1,279

Youth Civic Leadership Institute

UMass Students	60
Hours of Training & Service	1,320

LEADS/Kids2College

Number of schools	2
UMass Students	2
Hours of Service	50

Economic Development

VITA

UMass Students	20
Hours of Service	1,520
Free tax returns filed	1,700
Refund amount w/ EITC	\$3 million

Locally Made/Fair Trade Campaign

UMass Students	15
Hours of Service	150

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:

*Robert &
Jeanne Leduc*



COMMUNITY FOUNDATION
of Southeastern Massachusetts



*Oliver S. and Jennie R.
Donaldson Charitable Trust*

MASSACHUSETTS



SERVICE ALLIANCE



Partners for a Healthier
Community, Inc.



BayCoast
BANK



Robert Karam



National Conference on Citizenship
Chartered by Congress

Corporation for
NATIONAL &
COMMUNITY
SERVICE 

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



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

Website: www.umassd.edu/leduccenter

