



2020

Annual Report

LEDUC CENTER for CIVIC ENGAGEMENT

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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Dear Friends,

In many ways we stand at a special point in history. The world has never been more prosperous and humans have never lived such long and healthy lives. On the other hand, we could be on the brink of disaster. We are in the midst of a global pandemic; the gap between rich and poor has never been greater; global warming and environmental threats loom; and racial inequalities have resulted in domestic unrest.

To my mind, we are in need of real leadership! Leadership that provides refreshingly elemental ways of thinking and interacting with others and the environment. According to Albert Einstein, we cannot solve today's problem with the same thinking that created them. Perhaps Robert Fulghum was on to something when he introduced the Kindergarten Credo in 1986. The aforementioned problems were not created by the basic lessons we learned as children, but those lessons may be our solutions. The lessons taught in our childhood are far from simple but they are elemental. We want our UMass Dartmouth students to ask foundational questions like "Why am I here?" and "Why do I go to school?". We also want them to answer those questions with an understanding that we can all make a difference in service to each other - that knowledge is meaningful only if it is reflected in action.

Nobel Peace Prize winner Shimon Peres said it best, "We need a generation that sees leadership as a noble cause, defined not by personal ambition, but by morality and a call to service." The Leduc Center was predicated on the ideal that we lead rich and meaningful lives when we serve others. Further, the more we develop ourselves intellectually, socially, and spiritually, the more we will have to share with others and the greater our capacity will be to lead. We lead when we serve others and our environment.

Fulghum expounds that it is extremely difficult to explain the need for equitable wealth distribution, the cost and consequences of environmental pollution, and that violence is counterproductive to constructive interactions. It is much easier to explain that to be fair we must share, clean up our own mess, and not hit people. Our present environmental, economic, and social challenges call for a more elemental thinking applied with the motivation to lead by serving others. It is this elemental thinking we are trying to impart to every UMass Dartmouth student...thinking we learned in the sand box. "All I really need to know about how to live, and what to do, and how to be I learned in Kindergarten..."

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

*Live a balanced life – learn some and think some and draw
and paint and sing and dance and play and work every day some.*

Take a nap every afternoon.

*When you go out into the world, watch out for traffic, hold hands, and stick
together."*

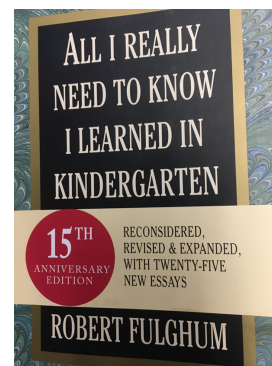
This report has been designed to provide a snapshot of our activities for the 2019-20 academic year. It is representative of our ideal - that through service we can brighten our lives and our futures. This is only possible in partnership with so many of you.

Yours in Service,



Matthew H. Roy, Ph.D.

Assistant Vice Chancellor for Career & Civic Engagement



STAFF & SUPPORT

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

Deirdre Healy *Director, Community Service & Partnerships*

Gary Marden *Civic Engagement Program Officer*

Kathryn Doan *Administrative Assistant*

Advisory Board

COMMUNITY MEMBERS

Carl Alves
Positive Action Against Chemical Abuse (PAACA)

Lee Blake
New Bedford Historical Society

Jack Chopoorian
Mansion Nursing and Rehabilitation Center

Nicholas Christ
BayCoast Bank

Joseph Cordeiro
New Bedford Police Department

Elizabeth Duffy
Massachusetts Department of Developmental Services

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

David Borges
Public Policy Center

Paula Cruz '14
Boston Children's Hospital

Cynthia Cummings
Student Affairs

Dr. Memory Holloway
Art Education, Art History & Media Studies

Dr. Jean MacCormack
Chancellor Emerita

Dr. John Quinn
UMass School of Law

Peter Schock '12
Boston Consulting Group

HIGHLIGHTS



Rev. Robert P. Lawrence Lecture

The fourth Lawrence Lecture took place on October 16th. The keynote was Nataly Kogan, CEO and founder of Happier. In her presentation, she demonstrated that happiness is not only a feeling, but a skill that can be learned and improved through practice. Despite being a successful entrepreneur and venture capitalist, Ms. Kogan's realization that her achievements did not bring her happiness resulted in her journey to figure out how to live a truly meaningful, happier life. Her realizations resulted in the founding of Happier, where she helps people and organizations to unlock their maximum potential. Ms. Kogan presented twice to accommodate a total of 400 attendees.

Community Partnership Survey

The Leduc Center surveyed community partners to better understand the impact of our relationship on the community partners and their constituents and to measure areas for improvement. We received responses from 49 community partners located in New Bedford and Fall River.

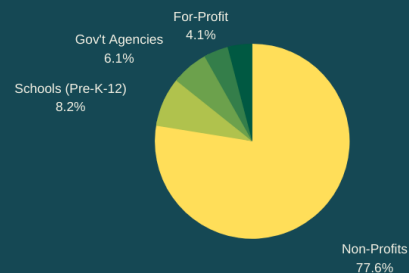
Some key findings include:

- 696 UMass Dartmouth students served approximately 32,000 students, clients, or constituents
- 79% of the respondents felt that UMass Dartmouth students behaved in a professional and respectful manner.
- 73% of the respondents felt that UMass Dartmouth students provided a valuable service to their students, clients, or constituents
- 100% of the respondents would like to continue their partnership with UMass Dartmouth
- 56.8% of the respondents have upcoming projects or opportunities that would be a good fit for service-learning

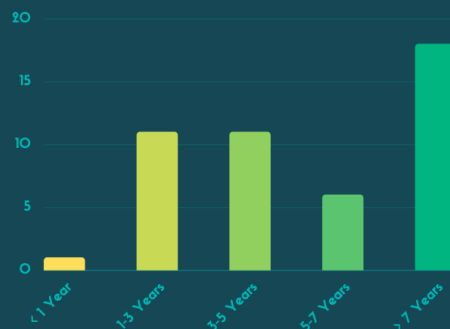
COMMUNITY PARTNERSHIP SURVEY

RESULTS

ORGANIZATIONAL STATUS



LENGTH OF PARTNERSHIP



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.

TOTAL # STUDENTS EXPOSED TO SERVICE-LEARNING BY ACADEMIC YEAR

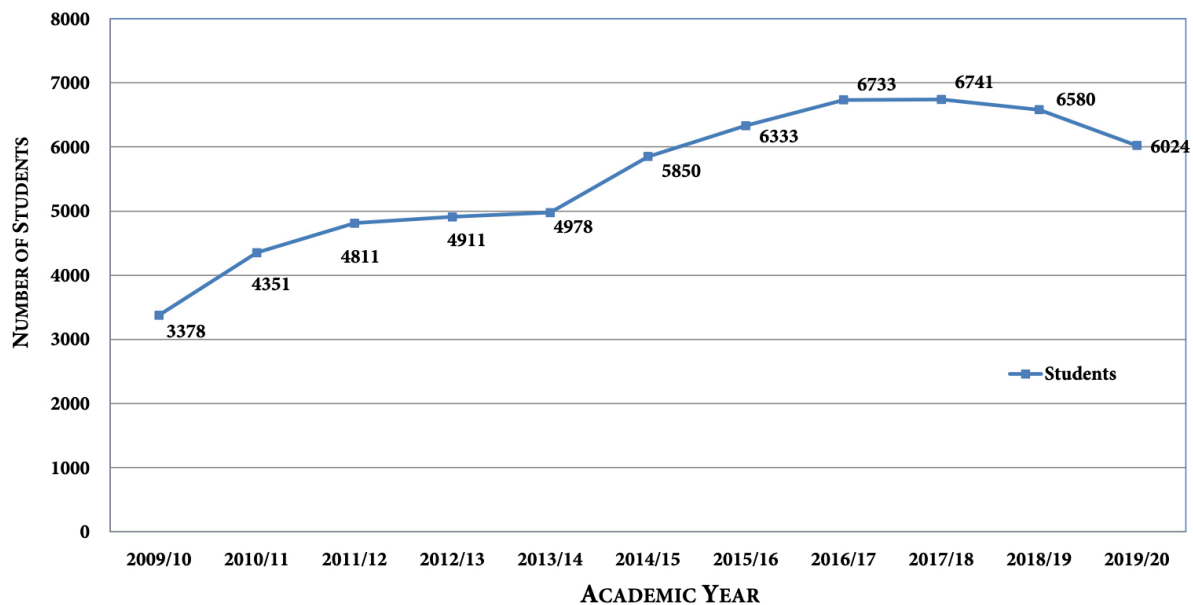


Figure I

According to Figure I, there is a positive trend of increased student exposure to service-learning with a slight decrease the past two academic years. This decline is in part due to academic policy changes and declining enrollments. In this academic year, 6,024 students were exposed to service-learning pedagogy.

At a Glance...

185 sections of service-learning classes taught AY 2019-20

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 2019/20. The trend here also mirrors that of student exposure to service-learning. The recent decline is in part due to academic policy changes and declining enrollments.

**SUMMARY OF SERVICE-LEARNING INVOLVEMENT
(#FACULTY, # CLASS SECTIONS)**

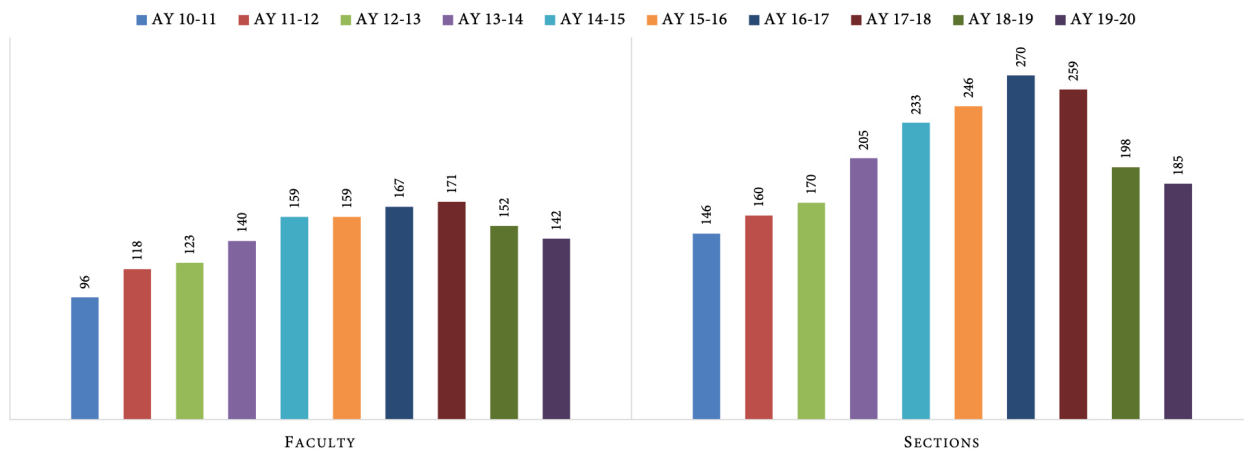


Figure II

**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 98 faculty members trained to date.

2019-2020 Faculty Fellows

- Rose Mary Botti-Salitsky, *Art & Design*
- Janet Fairbairn, *Art & Design*
- Jennifer Fugate, *Psychology*
- Michael Griffin, *Accounting & Finance*
- Marni Kellogg, *Community Nursing*
- Erin Krafft, *Crime & Justice Studies*
- Kristin McGillicuddy, *College of Arts & Sciences*
- Travis Neel, *Art & Design*
- Tania Perez Cano, *Spanish*
- Keivan Sadeghzadeh, *Decision & Information Sciences*
- Michael Sheriff, *Biology*
- Shawn Towne, *Art & Design*
- Heather Turcotte, *Crime & Justice Studies*
- Rebecca Uchill, *Art Education, Art History & Media Studies*

Assessment of SL

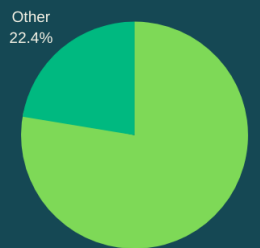
Each year the Leduc Center surveys students across all the colleges to determine the impact of SL classes on civic knowledge, skills, and abilities; class learning objectives; and desire to stay at UMassD. The data has been overwhelmingly positive. This academic year we surveyed 226 students. The n size for the assessment was smaller due to the pandemic which resulted in students not being able to start or finish their service-learning experience.

SERVICE-LEARNING

SERVICE-LEARNING ASSESSMENT

TRIFECTA OF ENGAGED LEARNING

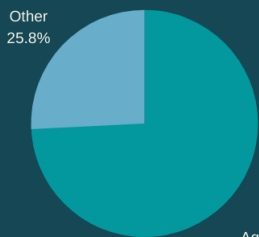
APPLICATION OF KNOWLEDGE TO REAL-LIFE PROBLEMS



Agree
77.6%

SERVICE-LEARNING HELPED ME MEET THE COURSE LEARNING OBJECTIVES

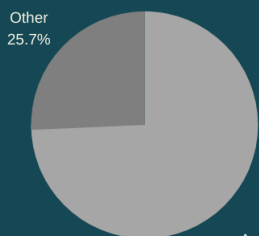
DEVELOPMENT OF EMPATHY



Agree
74.2%

SERVICE-LEARNING MADE ME SEE A SITUATION FROM ANOTHER POINT OF VIEW

DEEPENING OF LEARNING EXPERIENCE



Agree
74.3%

SERVICE-LEARNING CHALLENGED ME TO APPLY KNOWLEDGE/ SKILLS TO PROBLEMS/ OPPORTUNITIES

Leduc Center Spotlight

Ziddi Msangi

Art & Design

Service-Learning Faculty Fellow

In his Community Engagement Design course, Professor Msangi's students completed a service-learning project with Mass Audubon's Allens Pond Wildlife Sanctuary in Westport. The students have been working with Gina Purtell and Lauren Miller-Donnelly of Mass Audubon to develop both Persuasive Design Programs and Information Design Programs to better serve the sanctuary's constituents.

Students completed a self-directed investigation that helped them develop their own understanding of what the sanctuary represents and determine a design direction. Students presented research, creative direction, refined prototypes, and delivered completed designs to Mass Audubon. Completed projects included creation of information signs about the Buzzards Bay oil spill; re-design on the Osprey donation pledge program; development of a logo and bird identity guidebook for the Junior Bird Club; and boundary sign designs to indicate the sanctuary's entry, trails, and property limits.



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.*	3.29	4.04
Apply knowledge and skills gained to real problems/opportunities in my community.*	3.51	4.20
Make connections between learning and issues/needs of the community.*	3.42	4.13
Articulate the value of engagement to other members of the community.*	3.48	4.16
Communicate effectively orally and in writing.*	3.77	4.28
Evaluate and integrate information from multiple sources.*	3.72	4.22
Organize other students to take action on a community problem.*	3.24	3.88
Create a plan to address the issue.*	3.49	4.09
Get people to care about the problem.*	3.45	3.95
Organize and run a meeting.*	3.48	4.03
Find and examine research related to the issue.*	3.69	4.23
Apply what I learned in my service-learning class.*	3.55	4.19

*p < .001

In her Urban Economics course, Professor Cosgrove’s students worked on three different service-learning projects. Through these projects, the students would learn how to analyze information to draw conclusions, identify a community’s needs and resources, and apply their knowledge and skills to real problems and/or opportunities.

The first group worked on an economic impact study of the Cape Cod Marathon on the town of Falmouth. While students were not able to provide the town with a full economic impact study, they were able to provide some estimations based on their survey results of race participants regarding lodging, dining, and spending. The remainder of the students worked with the New Bedford Economic Development Commission on two projects. The second group studied the lack of banking in the area and the fees residents pay for non-banking alternatives. The third group studied the private investment in response to the public investment in the Acushnet Avenue corridor. The completion of these projects was impacted by COVID-19.



Leduc Center Spotlight

Sarah Cosgrove

Economics

SERVICE-LEARNING

Future of Work

UMass Dartmouth is embarking on a new strategic plan entitled “UMassD 2025: Future Ready”. We have 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.*	3.60	4.29
Articulate thoughts/ideas in written and oral form.*	3.81	4.33
Value, respect, and learn from individuals different from me.*	4.31	4.63
Demonstrate professionalism, accountability, and effective work habits.*	4.10	4.56

*p < .001

Table III

Future of Work Mindsets	Pre-mean Skill Score	Post-mean Skill Score
I felt optimistic - hopeful and confident about the future.	3.73	4.02
I felt resilient about my ability to recover from and/or adjust to change or misfortune.*	3.75	4.17
I am interested in life-long learning - the ongoing, voluntary pursuit of knowledge.*	4.14	4.46
I am confident in my emotional intelligence - the ability to manage your own emotions and recognize/influence others' emotions.*	4.01	4.36
I am confident in my ability to act based on moral principles .	4.41	4.59
I embrace an entrepreneurial outlook - innovation and continuous improvement.*	3.80	4.25
I have an orientation for community service and engage in ongoing efforts for the betterment of others.*	3.79	4.15

*p < .001

All of these statements except optimism and moral development 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.

At a Glance...

6,024 students exposed to service-learning AY 2019-20

Engaged Scholarship Symposium

The sixth annual Engaged Scholarship Symposium was held on February 28th, and included a keynote address by Lee Walton, MFA, a Professor of Art at the University of North Carolina, Greensboro, where he also directs both the Graduate Program and the Interdisciplinary Arts and Social Justice Program. His presentation “Research as Experience: Making it Real” discussed the potential results when institutions shift the center of research off-campus and into the community so that community-engaged research is truly experienced. There were over 90-100 attendees from throughout New England.



UMass Dartmouth faculty members who made presentations included:



Dr. Maureen Hall, STEM Education & Teacher Development
“Happy Teachers, Happy Schools: SEL as Intervention for Educators of At-Risk Youth”



Dr. Eric Larson, Crime & Justice Studies
“Out of the Shadows? Worker Cooperatives and Economic Mobility for the Formerly Incarcerated”



Dr. Tara Rajaniemi, Biology; Michelle Bowers, MFA, Art & Design; and Jamie Jacquart, Sustainability
“Reduced Mowing Initiative on the UMass Dartmouth Campus”



Dr. Rachel Kulick, Sociology/Anthropology
“Bellbird Biological Corridor: Cultivating Sustainable Economies, Well Being, and Conservation in Costa Rica”

EDUCATION PROGRAMS

America Reads & Counts

Our America Reads & Counts program continues to improve with better scheduling, improved training, and increased transportation utilization. This year, we added two new locations: Nativity Preparatory School and Bay Village, New Bedford Housing Authority.

This year, 225 UMass Dartmouth students provided approximately 11,191 hours of tutoring and mentoring at 16 locations in the region. Because of the COVID 19 quarantine, the program was ended abruptly in early March. 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*
- *Citizens for Citizens, Inc., Head Start, Fall River*
- *Dennison Memorial Community Center, New Bedford*
- *Elizabeth Carter Brooks Elementary School, New Bedford*
- *Henry Lord Community School, Fall River*
- *John A. Parker Elementary School, New Bedford*
- *Nativity Preparatory School, New Bedford*
- *New Bedford YMCA*
- *Presidential Heights, New Bedford Housing Authority*
- *School on Wheels, Harbour House*
- *Sgt. Wm. H. Carney Memorial Academy, New Bedford*
- *St. Andrew's After-School Program, New Bedford*
- *YMCA of Greater Fall River*

3Point Program

The 3Point Foundation launched a pilot program at Normandin Middle School in New Bedford this fall. The 3Point Foundation has served underserved Boston-area middle school youth since 2012 and the program at Normandin is the first one outside of the Greater Boston Area. 9 UMass Dartmouth students were recruited to serve as student-teachers.

3Point's goal is to close the opportunity and achievement gap through free community-based programs that integrate project-based learning, athletics, dance, etc. to foster the development of 21st century skills, social-emotional growth, and a growth mindset.

College Positive Tours

The College Positive Tours continue to expose seventh graders to the option of college. Sponsored by BayCoast Bank, the program was managed by student leaders and trained 35 UMass Dartmouth students as tour guides. Over 900 students from Fall River and 208 students from New Bedford were hosted at UMass Dartmouth in the fall and spring. Because of COVID-19, not all New Bedford seventh graders were able to attend.

Based on past survey responses, the start of the tours was moved to the Athletic Center this year. The tours also include a robotics demonstration by Dr. Benjamin Viall from the Department of Electrical and Computer Engineering.

At a Glance...

1,108 *seventh graders*

35 *UMass Dartmouth students*

Youth Civic Engagement Summit

UMass Dartmouth hosted 1,280 eighth grade students for a Youth Summit. The Youth Summit was held over two days - Fall River students coming one day and New Bedford students coming the other day. The focus of the Youth Summit is two-fold: reinforce the goals from the College Positive Tours and deliver encouragement - there will always be obstacles, but none which cannot be overcome.

The summit included keynote speaker, Zach Gowen, a dynamic speaker who focused on empowering students to succeed by teaching them that their voice is their power and the importance of education. This was followed by the Think Fast Game Show - an experiential entertainment program that exposes participants to important educational information, facts about college life, and career opportunities after college.



Science Discovery

The Science Discovery Internship is in its second year at the Buttonwood Park Zoo. The Science Discovery intern assists with teaching guests about the zoo's animals and their conservation efforts, facilitate play experiences at designated areas of the zoo, and help with husbandry for the Animal Ambassador program. One intern served 141 hours teaching over 3,000 guests.

EDUCATION PROGRAMS

18 SITES

in Fall River and New Bedford hosted 5 education programs run by the Leduc Center



UMASSD STUDENTS 270



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

11,880 HOURS

spent by UMassD students working with youth in classrooms, after-school programs, and campus tours & visits



KIDS 4,000



impacted through America Reads & Counts, College Tours, Youth Summit, 3Point, and Science Discovery.

COMMUNITY SERVICE

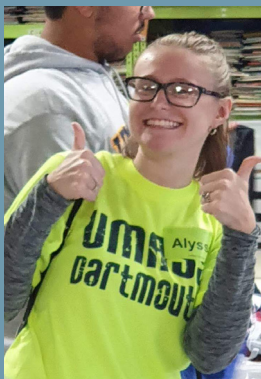
Community Service Survey

To better understand the impact of community service on student learning outcomes, we surveyed students who have participated in community service in the past year. They answered questions about the impact of service on student skills and abilities using a 5-point Likert scale. Our response rate was 31.7% and was negatively impacted by the COVID-19 pandemic.

The vast majority of respondents (90% or more) believe that their community service activity improved communication, teamwork, and adaptability skills. Not surprisingly, volunteer activities have also increased their connection with and commitment to the community at large.

Civic Skills “Because of my service experience...”	Totals: Agree & Strongly Agree	% of total
My communication skills have improved.	151	90.4
My ability to work as part of a team has improved.	154	92.2
I have become more adaptable/flexible.	151	91.5
I have become a better problem solver.	144	86.7
My ability to think or act creatively has increased.	141	84.4
My work ethic has improved.	150	89.8
My interpersonal skills have improved.	148	88.6
My time management skills have improved.	142	85.5
My experience at UMass Dartmouth has been enhanced.	149	89.8
I feel a closer connection to the community.	150	90.3

Leduc Center Spotlight Community Service Ambassadors



Alyssa Fenneyery

Alyssa served as the lead for this year’s Food Revolution Fair and Volunteer Expo. The Food Revolution Fair is an annual event addressing food security in the Southcoast region. The Volunteer Expo helped students meet community organizations with volunteer opportunities.



Narcisse Kunda

Narcisse was the liaison for the International Speakers Bureau, which organized presentations by international students about their home countries. These presentations were made to school-aged children at various community organizations.

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.

Our community partners and service events this year included:

- AHA! New Bedford - Art Ambassador program
- Allens Pond Wildlife Sanctuary - 1st Saturday of Service
- Buttonwood Park Zoological Society - Boo at the Zoo
- Community Economic Development Center - VITA
- Hatch Street Open Studios - Art Ambassador Greeter program
- Hearts of Hope - personalized lunch bags
- Hurricane Dorian Relief Fund – fundraiser with Share Esperanza
- International Coastal Cleanup/Solution to Pollution – Fort Phoenix clean up
- New Bedford High School – attendance buy back program
- Our Sisters’ School - EcoChallenge
- Plentitud PR – fundraiser to order and send 2 tents to Puerto Rico following the 12/28/19 earthquake
- Sharing the Harvest Community Farm/YMCA SouthCoast - Wednesdays at the Farm
- Sun Rise South Coast - human peace sign
- UMassD Campus Sustainability & Residential Initiatives – trail clearing and cleanup, Ecochallenge
- Westport River Watershed Alliance - 1st Saturday of Service

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 2 UMassD students who performed 900 hours of service helping prepare tax returns.

With generous support from Chancellor Emerita Jean MacCormack, the Leduc Center hired four students to serve as Community Service Ambassadors who served as service leaders, event organizers, and liaisons with various campus groups.



Gina Pantalone

Gina served as the Art Ambassador, aimed at engaging UMass Dartmouth students in campus and community arts. In its first year, the Art Ambassador Program was a partner for several service-learning projects: Professor Einstein’s class developed a slideshow of the public art on campus; Professor Shea’s class developed a website with a map of the art on campus; Professor Bowers’ class developed a brochure of the art on campus.



Mary Opie

Mary provided support for a variety of service projects including the Hatch Street Open Studios, which was a part of the Art Ambassador program. In the past she has also served as an America Reads tutor and College Positive Tour guide.

COMMUNITY SERVICE

Youth Civic Leadership Institute

The Leduc Center hosted two Youth Civic Leadership Institutes, one in the fall focused on food justice and the other in the spring focused on Martin Luther King Jr.'s "I Have a Dream" speech.

In the fall, students learned about food security, leadership skills, and how to effect change. The Institute ended with the 9/11 Day of Service and Remembrance at the Sharing the Harvest Community Farm at the Dartmouth YMCA. In the spring, the Institute included a civil rights workshop and a visit to the Edward M. Kennedy Institute for the US Senate. Students also attended the City of New Bedford's Annual Rev. Martin Luther King Jr. Program, where some of the college students recited Dr. King Jr.'s "I Have a Dream" speech. The Institute trained students as leaders for the Martin Luther King, Jr. Day of Service event at one of two locations, where they served as art-in facilitators.

Between the two Institutes, thirty UMass Dartmouth and high school students served a total of 1,200 hours.

9/11 Day of Service and Remembrance Rally took place on Sunday, September 8th at the Sharing the Harvest Community Farm at the Dartmouth YMCA.

The rally was co-sponsored with BayCoast Bank and we continued to offer two shifts to facilitate more volunteers. The Rally attracted over 300 participants, a majority of which were UMass Dartmouth students including members of the Football, Track & Field, Cross Country, Softball, and Swimming teams.



At a Glance...

300 *volunteers*

400 *pounds of squash*

8,850 *yards of plastic mulch*

MLK Day of Service consisted of a "I Have a Dream" Art-In at two locations in Fall River and New Bedford: Bristol Community College and the Boys and Girls Club of Greater New Bedford. At Bristol Community College, students made zines, small booklets made of a single sheet of folded paper normally used for creative expression and activism. Other activities included button making and lunch bag decorating. At the Boys and Girls Club, students made zines; created and delivered floral bouquets for hospital patients in Fall River; and decorated, filled, and delivered lunch bags to the homeless in New Bedford.

“Get Out the Vote” - Student Voter Engagement

UMass Dartmouth received the silver seal from the ALL IN Campus Democracy Challenge for achieving a student voting rate between 30% and 39% for the 2018 midterm elections. ALL IN Campus Democracy Challenge is a nonpartisan, national initiative encouraging higher education institutions to help students become active and informed citizens and make democratic participation a core value on their campus.

In the spring semester, four large, hand-made VOTE sculptures were placed throughout the campus by the UMassD Votes Coalition. The sculptures are part of a campaign to encourage students to be knowledgeable about the issues, vote, and participate in our democracy. Each sculpture was uniquely painted and decorated for specific causes and included a QR code connecting students to a site where they can register to vote. The project was a joint effort with the CVPA Sculpture program; the Center for Women, Gender and Sexuality; MASSPIRG; the Sun Rise South Coast; and the Frederick Douglass Unity House.



AWARDS & HONORS

Civic Leadership Awards

Civic Leadership Awards recognize the civic engagement contributions of our students, faculty, and community members. This 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 is majoring 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.



Leduc Center Spotlight
Marni Kellogg
Community Nursing
Service-Learning Faculty Fellow

Professor Kellogg's Experiential Learning: Child and Family Nursing course is taken by all undergraduate pre-licensure junior or senior nursing students. Students were placed in a school setting for four weeks, where they worked with the school nurse to create and implement a health promotion project to benefit the school nurse, students, and community. Projects vary from school to school.

Student Nathan "Nate" Pacheco was placed at Joseph Demello School in Dartmouth and worked with school nurse Sharon Gaydou. Nate assisted with vision and hearing screenings for grades 2 and 3. Vision and hearing screenings are of utmost importance to school-age children since any impairment can result in decreased academic achievement. Screenings help the school nurse catch and refer children with a suspected problem to a specialist for further assessment. In addition, the school nurse plays critical roles as both an advocate for the student and liaison to the specialist, helping ensure sensory-impaired students receive the assistance they need to succeed.

"The school nurse rotation was an extremely rewarding and fulfilling experience. It was a pleasure to work with the elementary students of Joseph Demello. They were cute, charming, and cooperative, a combination of characteristics that made providing the best care a gratifying responsibility. Sharon Gaydou was an experienced and knowledgeable professional who not only demonstrated the relevant physical assessment skills for the population but also conferred invaluable insights for addressing the emotional and psychosocial needs of school-age children. I highly recommend the continuation of the program into the future."

-Nathan Pacheco, Nursing Student



Michael Dukakis Public Service Internship
Alexandria Murphy, Law

Alexandria interned at Senator Michael Rodrigues' office and the Senate Committee on Ways and Means in Boston, MA. She experienced firsthand how the state budget process is conducted. Her other responsibilities included meeting with constituents to discuss their concerns, researching employment and sick leave law, or drafting legislative responses to constituents. After completing law school, Alexandria will pursue a legal career as a Navy Judge Advocate.

FUNDING REPORT

From July 2019 to July 2020 we applied for 15 grants worth \$508,904 and received 7 grants worth \$271,244. We have one grant pending for \$23,625 to support our America Reads program and another \$100,000 grant we were asked to submit a full proposal after submitting a letter of intent. The \$100,000 grant has been placed on hold by the grantmaker due to the pandemic.

We received \$15,000 to support the 7th Grade Campus Tours and 8th Grade Youth Summit from BayCoast Bank. We received a total of \$30,000 for the Guns for Groceries initiative from numerous sources, including SouthCoast Health, Attorney Scott Lang, and Fall River Rotary Foundation.

Chancellor Emeritus Dr. Jean MacCormack provided a gift of \$5,000 to support a Dukakis intern and \$7,500 in support of Community Service Ambassadors. We are grateful for her continued support of our student engagement activities. We also received \$80,000 in support of our highly successful America Reads program as a line item in the Office of Labor and Workforce Development.

We are the recipients of an AmeriCorps VISTA who will work on the Volunteers in Public Schools (VIPS) initiative 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 \$66,872 each. Unfortunately, we were not able to fill the SCI AmeriCorps position but were granted an extension for AY 20-21.

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

This year, Professor Botti-Salitsky's Interior Architecture and Design (IAD) students worked on two service-learning projects. The first project involved the development of a multi-use therapeutic classroom for the Schwartz School, Meeting Street's Massachusetts campus located in Dartmouth. Meeting Street is designed to serve students ages 3 to 22 years old with multiple disabilities and complex medical needs. The therapeutic classroom would include spaces for music, art, and reading. One of the challenges students encountered in the design development phase was that many of the products and furniture do not adjust properly for the therapeutic needs of the students. To address this challenge, the student design team brainstormed designed for practical applications that would enable the children to be able to fully engage in all activities. Students were unable to proceed to the prototype production and testing because of the impacts of COVID-19.



The second project involved the development of a new vision for the UMass Dartmouth's Star Store campus in collaboration with CVPA Dean Jenkens and the Star Store Working Group. Students were divided into four teams to develop a design proposal centered around a theme or concept. At the end of the spring semester, the teams presented their proposals to Dean Jenkens and a subcommittee of the Star Store Working Group.

Leduc Center Spotlight
Rose Mary Botti-Salitsky
Art & Design
Service Learning Faculty Fellow

BY THE NUMBERS

Student Community Service Hours

TOTAL SERVICE HOURS	202,792
Service-learning	120,480
Community Service/Volunteerism	82,312
Value of Service	\$6.52 million

Service-learning

Service-learning Courses

Faculty	142
Course sections	185
UMass Students taking a section	6,024

Early Literacy

America READS/Counts

Sites	16
UMassD Students	229
Hours of Service	11,191

Community Service

9/11 Day of Service

Volunteers	300+
Squash Harvested (lbs.)	400
Plastic Mulch Pulled (yds.)	8,850

MLK Day of Service

Community Art-in Events	2
Number of Volunteers	37
Number of K-8 student participants	55
Hours of Service	381

First Saturdays of Service

UMassD Students	224
Hours of Service	587

Alternative Break

UMassD Students	3
Hours of Service	90

Youth Programming

College Positive Tours

Number of schools	9
UMassD Students	35
Seventh Graders	1,700

Youth Civic Leadership Institute

UMassD Students	30
Hours of Training & Service	1,400

Science Discovery

UMassD Students	1
Hours of Service	141
Guests Served	3,000

Youth Summit

Number of Schools	7
Eighth Graders	1,280

Economic Development

VITA

UMassD Students	2
Hours of Service	900
Free tax returns filed	TBD
Refund amount w/EITC (\$)	TBD

BY THE NUMBERS

TOTAL VOLUNTER HOURS

202,792

Leduc Center

Programs

9/11 Day of Service/Youth Civic Leadership Institute	480
America Reads/College Positive	11,191
Big Brother/Big Sister	936
Dukakis Fellows	650
Ecochallenge (Fall/Spring)	500
Endeavor Scholars	2,840
International Speakers Bureau	65
MLK Youth Civic Leadership Institute	720
Leduc Service Leaders	400
SouthCoast 60 Pledge (4 x 60)	240
Saturdays of Service/Special Events	587
SCI/Campus Compact AmeriCorps members	2,000
Science Discovery	141
VITA	900

University Programs & Centers

Programs

College Now/START	1,450
MASSPIRG	1,680
Peer Health Educators	676
Sustainability	2,079
Student Affairs (Fall Family Festival)	180

Centers

Career Center	2,828
Center for Religious and Spiritual Life	544
Center for Women, Gender & Sexuality	1,510
Frederick Douglass Unity House	3,758
Reading and Writing Center:	
Conversation Partners	169

Housing & Residential Experience

Halls*

Artist in Residence (AIR)	560
Aspen/Ivy	20
Cedar Dell South	38
Cedar Dell West	26
Chestnut	83
Elmwood	144
Evergreen/Willow	7
Hickory/Birch	8
Maple Ridge	74
Oak Glen	63
Pine Dale	94
Resident Assistant (RA) Training	171
Roberts	0

Athletics

Teams

SAAC/Special Olympics/Family Field Day	732
Baseball	122
Cross-Country	60
Field Hockey	32
Football	915
Men's Basketball	72
Men's Soccer	150
Sailing	18
Softball	90
Swimming	42
Track & Field	381
Women's Basketball	86
Women's Lacrosse	18
Women's Soccer	153
Women's Tennis	157

**Due to the COVID-19 pandemic, hours were not reported completely. Numbers are estimated based on hours reported from AY2018-2019, which were pro-rated to account for the abrupt end to on-campus classes and service activities.*

School of Law

Student Hours

Field Placement and Clinics	10,231
Pro Bono	3,739
Public Interest Law Fellows	2,404
Summer Stipend	2,240

SAIL

Student Organizations

20 Cent Fiction	600
African Student Association	372
All Hands United	160
Alpha Sigma Tau	220
American Design Society of Interior Design	160
American Red Cross Club	270
American Society of Civil Engineers	100
American Society of Mechanical Engineers	90
Anagama Club	50
Animation Club	80
Art History Club	30
Asian Pacific American Law Student Ass.	120
Asian Student Association	150
Association of Computing Machinery	75
Biomedical Engineering Society	200
Black Law Student Association	160
Black Student Union	650
Cape Verdean Student Association	200
Ceramics Club	300
CCB Student Entrepreneurship & Start Up Club	60
Charlton Graduate Student Association	140
Chess Federation	70
Chi Phi	104
Chi Upsilon Sigma	44
Chinese Club at UMassD	225
Chinese Student Scholar Association	18
College DECA	450
Corsair Cheer	90
C.A.B	68
C.A.R.E.	120
CRU	180
Cyber Security Education	150

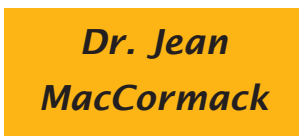
Dance Team	200
Delta Pi Omega	105
Delta Theta Phi Law Fraternity	245
Disc Golf Club	40
Divine Sword Gospel Choir	300
Economics Association	18
Engineers Without Borders	500
Entertainment Committee	100
Environmental Law Society	120
Fibers Club	6
Figure Drawing Club	26
First Generation Law Students Association	180
Gallery 244	20
Gaming Society	200
Global Health Collaborative	240
Graduate Student Senate	85
Graphic Design Club	180
Habitat for Humanity	160
HASA	290
Hillel	40
History Club	100
House of Deliberations	375
I.D.E.A. Club	140
Illustrations Club	80
Indian Students Association	575
Institute of Electrical and Electronics Engineers	100
International Law Students Association	100
Int'l Society of Pharmaceutical Engineers	80
Intervarsity Christian Fellowship	150
Investment Club	26
Kappa Delta Pi	95
Krav Maga UMD	56
Kekeli West African Drum and Dance Club	100
Lambda Sigma Upsilon Latino Fraternity	35
Latina/o American Law Association	160
Law Association Against Sexual Exploitation	100
Law Review Club	36
Legal Association of Women	240
Management Consulting Club	52
Men's Volleyball	18
Mental Note	180
Metals Guild	16
Middle Eastern American Law Association	80
Miracle Dance Network	150
Mock Trial	20
Moors.Engaged.Noble	270
Mu Phi Chapter of Beta Alpha Psi	85

BY THE NUMBERS

Muslim Students Association	450	Senior Photo Exhibition	-
NAACP	180	Student Animal Legal Defense Fund	116
National Art Education Association	25	Student Assoc. for Medical Laboratory Science	120
National Lawyers Guild	100	Student Bar Association	100
National Panhellenic Council	4	Student Government Association	495
National Society of Black Engineers	60	Student Nurses Association	200
Net Impact UMass Dartmouth	100	Student Veterans Association	180
Nursing Graduate Student Organization	80	Synthetic Biology Club	30
Order of Omega	-	Taiwanese Student Organization	34
Outdoor Club	400	Tangent	18
OUTLaw	100	The Biology Association of UMassD	134
PLACES	32	The UMassD Chapter of Curley in College	90
Paintball Club	96	Theatre Company	800
Painting and Printmaking Club	100	Theta Delta Chi	270
Papermaking Club	40	Torch	300
Peer Health Educators	-	Ultimate Frisbee Club	38
Phi Beta Sigma	90	UMass Dartmouth College Libertarians	40
Phi Kappa Theta	330	UMassD Alzheimer Buddies	320
Phi Sigma Sigma	450	UMass Dartmouth Belly Dancing Club	250
Poetic Justice	80	UMassD Cricket Club	81
Political Science Association	54	UMassD Model UN	225
Pre-Dental Society	32	UMassD Robotics/Engineering Club	50
Pre-Health Society	720	UMassD Step Team	130
Pre-Law Society	90	UMass Law Wing Chun	24
President's Assembly	22	United Latino Society	300
Pride Alliance	72	Urban Sound	24
Public Speaking & Professional Dev. Network	32	Veteran's Law Association	140
Psychology Club	36	Vietnamese Student Association	40
Psi Chi	130	We are Women	75
Relay for Life	270		
Resident Student Association	74		
Rho Sigma Phi Sorority	75		
Rugby Club	260		
Sculpture Club	50		
Share Esperanza	120		
Shokotan Karate Club	90		
Sigma Phi Rho	120		
Ski and Snowboard Club	360		
Smash Bros. Club	220		
SMAST Graduate Student Association	104		
Society of Physics Students	56		
Society of Women in Marine Science	80		
Society of Manufacturing Engineers	54		
Society of Women Engineers	140		
Solidworks Club	40		
Spring Concert Planning Committee	36		

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:



Leduc Center for Civic Engagement

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