Advancing social equity; supporting healthy communities.

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HELLO FROM OUR DIRECTOR

We have had a great year of engaged scholarship and action. Working together, our staff team, 500+ Smith students, teaching and research faculty, and community partners across the Pioneer Valley and beyond initiated and continued important work. At Smith, we value experiential learning and our students and faculty thrive on addressing urgent and complex issues facing our communities. Learning while doing and engaging with complexity are at the heart of the Jandon Center’s work with our community partners.

Recently, we updated the three core principles that define our team’s approach to community engagement.

Asset-Based Approaches
We seek to join with the many resources—human, financial and environmental—that foster locally-driven solutions.

Empathic Relationships
We co-create mutually-beneficial working relationships with community partners based on shared respect and reciprocity. Their needs and priorities drive our work.

Cultural Humility
We value, listen to, and are curious about the rich mosaic of identities and expression evident throughout our communities.

Collectively, we can be proud of our accomplishments. Yet, in recent months social and economic inequality across the country have increased at a faster rate. Together, let us re-double our efforts to learn together how best to strengthen communities through innovative partnering based on mutual trust, communication and collaboration.

Say Hello to Our Center Staff:

Denys Candy
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Philip Peake
FACULTY CO-DIRECTOR

Nancy Jimenez Zigler
ASSISTANT DIRECTOR

Arianna Alexandra Collins
ADMINISTRATIVE COORDINATOR

D. Tiertza-Leah Schwartz
COMMUNITY SERVICES DIRECTOR

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Erin DeCou
CO-COORDINATOR URBAN EDUCATION

Jo Glading-DiLorenzo
CO-COORDINATOR URBAN EDUCATION & DIRECTOR, PROJECT COACH

ABOUT THE JANDON CENTER

The Jandon Center for Community Engagement (JCCE) involves students, faculty, and community partners on social change projects that tackle community-driven goals. Through experiential learning and applied scholarship students build essential capacities in critical thinking, creativity, resourcefulness, and self-awareness as learners. They do so while providing significant leadership on complex, urgent challenges facing diverse people and places across society.
“To build community requires vigilant awareness of the work we must continually do to undermine all the socialization that leads us to behave in ways that perpetuate domination.”

—bell hooks

### OUR SPECIAL PROJECTS

Throughout the year, the Jandon Center for Community Engagement leads campus-community involvement efforts on critical topics such as education, school safety, and gaining knowledge on the impacts of national issues beyond the Grécorte Gates.

#### Project on Women and Social Change

Gabriela Mistral (1889-1957) was a Chilean poet, essayist, schoolteacher, diplomat and activist for the rights of women, children, and indigenous peoples. Mistral’s archive was recently made public, contributing to a reinterpretation of Mistral’s life and work by a conference panel of top Chilean Mistral scholars.

#### Paulo Freire Social Justice High School, Holyoke

Jandon Center’s partnership with the Paulo Freire Social Justice Charter High School is an extension of a course taught by Education and Child Studies Professor Lucy Mulé. Smithies connected to the school as class tutors, while the Jandon Center served as a point of continuity for our community partner and provided logistical support for students to maintain this placement.

#### Refugee Welcome Initiative

In partnership with Lewis Global Studies and the Center for Religious and Spiritual Life, this initiative, funded by the President’s Diversity Innovation Program, was established to respond to the arrival of refugee families to the Pioneer Valley.

#### Overcoming Divided Histories, in partnership with Lewis Global Studies

This Global Flex program is a learning experience in Ireland where students explored how Ireland negotiates multiple identities, with an emphasis on applications to the United States. This program was developed in partnership with English Language and Literature Professor Michael Thurston.

#### Rally for Our Lives

In the wake of gun violence, Jandon Center staff and students co-planned and implemented the Rally for Our Lives, in partnership with the President’s office and the Center for Religious and Spiritual Life.

#### Puerto Rico Recovery Efforts

Faculty, staff, students, and community partners Skyped with faculty members at the University of Puerto Rico. Donations of needed items were organized to assist in tropical storm recovery.
“We have all known the long loneliness and we have learned that the only solution is love and that love comes with community.”

— Dorothy Day

RESOURCES FOR FACULTY

Community-Based Learning (CBL) & Community-Based Research (CBR)

The Center provides small grants to faculty interested in incorporating a community-based component in their research and coursework. Curricular connections are encouraged.

A sample of our course offerings:

- Health Psychology
  PSY 140

- Unforgotten: Memory and Social Engaged Art
  ARS 370

- Environmental Analytical Chemistry
  CHM 346

- Broad-scale Design and Planning Studio
  ARS/LSS 389

- Community Engagement & Social Change Concentration
  CCX 320

For Smith faculty to explore ways to incorporate community-based work in your course, contact:

Nancy Zigler
Assistant Director of the Jandon Center for Community Engagement
nzigler@smith.edu | 413.585.3253
Having received an urban education myself, I have experienced the hardships that come with learning at an under-resourced school. After beginning my work at Homework House, though, I have seen the ways that I can begin to make a change in urban education.

— Yansi Murga '20

COMMUNITY SERVICE OFFICE

Students are placed in semester-based, year-long, or multi-year co-curricular placements to build capacity in local partner nonprofit organizations. Introductory short-term projects for experience and leadership training are also available.

Students gain experience in working collaboratively towards a common goal that benefits community partners’ identified needs, while enhancing understanding of complex social issues.

Our goal is to encourage students towards a lifelong commitment to community engagement.

Featured Partner Organizations

Homework House
Kensington International School
Safe Passage
Big Brothers/Big Sisters of Hampshire County

Treehouse Foundation
Baystate Medical Center
Decisional Training
Northampton Survival Center

14 community partner organizations
158 students
7,000 volunteer hours
“The work that I do comes from a habitual need to do what I can to fill in spaces where they need to be filled - to fill someone else’s cup.”
— Natalie James, ’18

COMMUNITY ENGAGEMENT

Our Community Engagement and Social Change Concentration (CESC) is grounded in the following components:

- **Community-Based Learning Ethics and Practice (CCX 120)**
  - Provides an understanding of different forms of community engagement through background information from the field and the first-hand perspectives of community partners.

- **Students complete 300 hours in two blocks of community-based work across the USA or locally.**
  - These may include paid or unpaid community service work, service-learning, or community-based participatory research.

- **Four Credit Capstone Seminar (CCX 320)**
  - Students develop projects that analyze, evaluate, and synthesize prior academic work and practical experiences.

- **Students take four courses that fall under their area of interest, two of which should be CBL courses.**

**FAST FACTS**

- 17 CBL/ CBR courses with 200+ students were supported by the Center
- There were 24 CESC Concentrators this year
- 7 student videos were created in collaboration with the Narratives Project
“At Project Coach, you can make a couple of mistakes but you can also learn from your mistakes. You’ve got to keep trying, get up and try again. If you show the kids you’re giving up, it’s going to teach them that if they make one little mistake, they have to give up.”

— PC Youth Coach
“Working well together and with our students, the Smithies were professional, courteous, and modeled a growth mindset. Our students absolutely loved the lessons and the final product.”
— Karen Slattery, 5th-grade Fellowship teacher

STEM OUTREACH

Smith College collaborates with the broader community on a wide variety of science learning opportunities. Whether teaching microscopy for the Literacy Project of Northampton, designing an engineering process at the Adult Learning Center in Holyoke or traveling to area high schools to teach students about zebrafish, these outreach efforts produce extraordinary results. Young children develop an affinity for science, older students become more inquisitive about challenging subject matter, and Smith students deepen their understanding of their subjects and gain valuable teaching skills.

140 UNDERGRAD STEM ambassadors
2,472 HOURS volunteered by Smith
14 SMITH STUDENTS RECEIVE Science Teaching Fellowship
9 ENGAGED faculty members
73 LOCAL partner educators
3,201 TAUGHT within local schools & nonprofits
“...the Urban Education Initiative were the first experiences that showed me the remarkable things that young people can do when they are given agency to try, to lead, to question, and to create.”

— Glendean L. Hamilton, Smith College Urban Education Fellow ’13

**URBAN EDUCATION INITIATIVE**

The Urban Education Initiative engages Smithies deeply in one of the most compelling and complex issues of the day—economic and educational inequality in the US. Our goal is twofold: prepare students for meaningful careers as educators and both expand and diversify the pipeline of teachers through teaching and policy internships in major cities throughout the US.

Since 2003, 1,500+ Smithies have interned in urban classrooms throughout the US or as mentors and tutors in Project Coach, Smith College’s nationally recognized after-school lab program. These service learning and apprenticeship experiences, combined with Urban Ed Initiative (UEI) coursework, give Smith students the opportunity to engage in both scholarly and on-the-ground explorations of how social, economic, and political conditions influence the education—and, ultimately life opportunities—of children growing up in economic disadvantage in urban environments.

- **32** Students participated in intensive nationwide teaching fellowships.
- **23** Smith & Five College students completed the seminar, to become our first graduating Urban Education Scholars.
- **1,2k** Inner-City Classrooms from Springfield to Los Angeles received teaching assistance and tutoring since 2003.
"The highlight of my experience with the CSQ has been getting to know the communities surrounding Smith. My time on the board has exposed me to different volunteering opportunities, and I've learned a lot about food justice from my experiences volunteering at Gardening the Community for our short-term projects. I've especially enjoyed my time as a volunteer at Kensington (International School in Springfield). Every Friday I look forward to seeing the kids, and it has been so rewarding to get to know the students and watch them grow..."

— Hanne Gaukel, ’19