FROM THE DIRECTOR

I have the best job in the world! What could be better than empowering students, faculty, staff and community partners to make a difference? My job is to facilitate the vision and channel the energy as CILSA continues to grow and expand from its strong foundation and nine-year history.

This annual report is a snapshot of all CILSA has accomplished during this academic year. The individual effort and dedication of students, faculty, staff and community partners keep the mission moving forward. We have spent the past year strengthening CILSA, completing a strategic plan and establishing advisory committees to help us chart a course for the future.

We appreciate the many offices on campus that are our partners, especially the Mission & Ministry Center, the Office of Mission, Student Involvement and Leadership, and Residence Life. We also greatly appreciate the more silent partners across campus, such as the Business Office, Financial Aid, Registrar, Advancement Office, Buildings & Grounds, Campus Deans and Directors, Associated Students, Academic Senate, and President’s Cabinet.

As a result of our work together, Saint Mary’s College has increasingly gained national attention as a leader in integrating social justice into the curricular and co-curricular life of students. More importantly, our work enables us to stay true to the Catholic, Lasallian and liberal arts traditions in ways that ensure quality educational experiences for our students, founded on authentic relationship and personal development, while fostering concern for the poor and social justice.

To me, the most exciting aspect of this year has been the continued integration and institutionalization of engaged teaching and learning across campus. CILSA continues to play an important role in helping the campus community explore what is meant by the common good and community engagement in such critical areas as the core curriculum and the institutional strategic plan with the Social Justice Coordinating Committee.

All of us at CILSA look forward to celebrating our 10th anniversary during the 2009-2010 academic year and welcoming more campus and community members into the work. The work is all of ours!

— Marshall Welch

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How do you show that you possess the spirit of Christianity? Be assured that to possess it your actions must be a lively expression of what is written in the Gospel. [De La Salle, Meditations, 84.3]

CILSA MISSION AND PURPOSE
The Catholic Institute for Lasallian Social Action (CILSA) serves as the organizational catalyst to integrate social justice into the curricular and co-curricular experience of the Saint Mary’s College community.

Founded in 1999, CILSA is the academic center at Saint Mary’s College for promoting a culture of service and social justice education informed by Catholic social teaching and the three traditions of the College: Catholic, Lasallian and liberal arts.

CILSA’s goal is to support students, faculty, staff, campus units and community partners to work together to promote intellectual inquiry and student leadership and development through action in academic, co-curricular and community settings to foster personal and social responsibility for the common good. CILSA uses the framework and integration of “head, heart and hands” to guide its work:

**HEAD** – CILSA programs foster students’ intellectual and personal development through academic exploration of issues related to justice that prompt critical thinking in and outside the classroom. For faculty and staff, CILSA provides resources, materials and education in best practices to integrate social justice within the curricular and co-curricular experience.

**HEART** – CILSA programs nurture students’ critical reflection of their experiences as they relate to meeting academic, intellectual and other personal goals. The process promotes an understanding premised on knowledge coupled with compassion.

**HANDS** – CILSA programs provide service activities through coursework and co-curricular experiences that enable students, faculty and staff to apply their knowledge and understanding to engage critical social issues and promote social justice for the common good.
The Bonner Leader Program is a social justice leadership development program that combines engaged social action, community formation, leadership development and spiritual growth for students who commit to serve hundreds of hours in the local community. Begun in 2000, the program is a partnership with the Bonner Foundation in Princeton, New Jersey. Bonner Leaders work with community partner organizations throughout the Bay Area and serve as campus-based social action leaders. They receive financial assistance and an AmeriCorps Education award upon completion of 300 hours of service and leadership training. In nine years, more than 80 Bonner Leaders have fostered connections between the College and the Bay Area, worked directly with marginalized groups, transformed themselves and helped create a culture of service at the College.
CILSA enthusiastically welcomed back Alicia Torres to Saint Mary’s as Jumpstart Site Manager. Alicia, a 2008 graduate of Saint Mary’s, was active in Jumpstart as a student. Founded in 1993 at Yale University, Jumpstart is an early education program that pairs college students with preschool children from under-resourced backgrounds in one-to-one relationships focused on building literacy and fostering social and emotional readiness. This is the fourth year of Jumpstart at Saint Mary’s, begun in collaboration with psychology faculty Marcy McCall and Mary True.

Jumpstart corps members work with a team of peers to develop classroom activities for preschool children, implement a two-hour curriculum twice a week and volunteer in the classroom for an additional two to four hours a week. They attend weekly two-hour training workshops on early childhood education, family involvement and other social justice topics. Jumpstart team leaders also develop lifelong leadership skills as they learn how to organize, problem-solve and communicate while supervising their peers.

The weekly training, coupled with orientation and retreats before and during the academic year, amounts to more than 100 hours of training. Jumpstart corps members work between 10-15 hours a week during the school year. Typically, two-thirds of those hours are in an Oakland preschool classroom. There were nine Jumpstart leaders this year and 31 Jumpstart corps members.
On May 18, 2009, Kate Coulouras delivered the keynote address at CILSA’s Annual Celebration of Service. A graduating senior majoring in Spanish, Kate was involved in CILSA through the LEO Center, Saturdays of Service, and Jumpstart. She also took several engaged courses, including a January term course during which she worked and studied in post-Katrina New Orleans. Kate is now a Lasallian Volunteer serving in Chicago.

Four years ago, I would have laughed if someone told me I would begin my commitment to service at Saint Mary’s. It is impossible to sum up four years of experience serving with CILSA, so I am not going to try. Instead, I will share two memories that particularly stand out.

I, along with the rest of the country, was glued to my television watching Hurricane Katrina destroy New Orleans in 2005. I knew I wanted to help in some way, but I didn’t know how. I was blessed to find my way to Associate Dean Shawny Anderson, who gathered groups of passionate Saint Mary’s students to travel south to participate in rebuilding efforts on multiple occasions.

In New Orleans, I was pushed to do things I never thought I would do in a million years. But one thing I never thought I would do was fall in love. I fell in love with a city that emerged as a beauty out of so much chaos and destruction and that was a community like I had never seen before. But no beauty exists without ugliness, and no community without segregation. The same city that taught me to love also showed me the inequalities in our country.

In addition to serving in New Orleans, I spent a lot of time volunteering at the LEO Center in Oakland. When I first started volunteering as a freshman, I knew I would be helping middle and high school students with their homework. But it wasn’t until my sophomore year, when I met a 7th-grader named Lilly, that I realized my work there wasn’t only academic. I often helped Lilly with her homework, but she had a gift of relating a simple math problem to the boy she liked who sat behind her in English class. One day, she didn’t talk about her “crush of the week.” Instead, Lilly started telling me problems she was having with her family, and it was intense. She clearly didn’t only need help with her homework, she needed someone to talk to. I gave Lilly my phone number so she could call me for help when she needed, or if she just wanted to talk, and she did.
In New Orleans, I used my hands everyday to pick up hammers, hang sheetrock, take pictures and cook meals. The work we did was usually visible. We helped build homes, and sometimes took them down to the ground. But some of our work cannot be seen, like that at the LEO Center. I couldn’t see the direct impact I had on Lily, but I knew that by opening my ears and my heart to her, she was sharing stories she never before had the opportunity to tell.

My experiences in service through CILSA changed my view of the world, how I interact with people and my ability to trust and be trusted. I am only a representative of the work we have collectively done as the CILSA family. Every one of us has invested not only our time, but our heads, hearts and hands in our service. As I get ready to graduate, I look back on all that I have accomplished, all that we as CILSA students have accomplished, and find it a beautiful thing. But the end of the school year doesn’t mean the end of our service. There is still much work to be done, and there is no doubt in my mind or reservation in my heart that we will continue to work for change.
At Saint Mary’s, we use the term “Engaged Teaching and Learning” to capture the active approach of combining disciplinary study with issues of social justice through a model that integrates the head, heart and hands. Saint Mary’s mission is to foster “the intellectual skills and habits of mind which liberate persons to probe deeply the mystery of existence and live authentically in response to the truths they discover.” In its liberal arts curriculum, students are asked to question, to “look twice, and ask why.” The College’s Catholic nature invites students to integrate their intellectual and spiritual development, and to “foster sensitivity to social and ethical concerns.”

CILSA provides the structure to coordinate the core curriculum and disciplinary explorations with opportunities for action and reflection that further this development. Reflection opens the heart and allows students to make meaning of their learning. In real-life settings, students apply what is learned and the meaning generated through reflection to make a difference in their lives and those of others.

CILSA conducts faculty development through workshops and one-on-one consultation. This year’s effort was supported by a California Campus Compact grant and the AAC&U Core Commitments Walk The Talk project. Faculty developed engaged teaching and learning courses in three distinct forms: Social Justice across the Curriculum (SJ), Service-Learning (SL), and Community-based Research (CBR). Often existing disciplinary courses are adapted to become SJ, SL and CBR courses.

### SOCIAL JUSTICE ACROSS THE CURRICULUM

Courses for social justice across the curriculum primarily use traditional classroom settings for teaching and learning. Students read, discuss and write about social and ethical issues during class time and in homework assignments. CILSA plays a prominent role in supporting social justice courses each term and in developing new courses.

One example, “Wealth and Poverty in the Bible,” was taught by Michael Barram of Theology and Religious Studies. In this course students explored what biblical texts and their interpretations say about wealth, poverty, and economic justice. Students considered the challenge to believers who struggle with how to live faithfully in a materialistic culture. Student encountered and
evaluated ancient and contemporary Judeo-Christian responses to the difficult but pressing question, “How, then, shall we live?”

In 2008-2009, social justice courses were offered across many disciplines, including Business Administration, Chemistry, Communication, English, Foreign Languages, Politics, Sociology, and Theology and Religious Studies. Marshall Welch, CILSA Director, also offered a social justice course, “Be the Change” in fall 2008.

**SERVICE-LEARNING**

Service-learning courses use community settings as an extension of the classroom or laboratory. The service component is integral to the instructional goals for the course, often in a disciplinary framework. Students learn through traditional theoretical exploration in class and service time outside class; their service also meets the needs of community partners.

An example is the January Term course, “Poverty, Policy and Preschool in Urban America” taught by Mary True, Psychology, in collaboration with Alicia Torres, CILSA Jumpstart Site Manager. Reflecting on her experience, Mary says, “I watched my students grow through the term in many ways. Their understanding of the causes and consequences of poverty was clearly deepened and made personal by their growing relationships with the children at the school. They saw themselves in new ways, as competent teachers and as models for the children they worked with. They also grew in dedication. Several said the experience sealed the deal; they wanted to go into early education. As an educator, this was the most inspiring course I have taught. I am shifting my focus now to include a service component in my other classes. I know it works not just for me, it also works for the students. I earned my highest evaluations in this course since coming to Saint Mary’s College.”

**SERVICE COUNTS: SL**

- **25** Service-learning Courses
- **552** Students
- **17,722** Hours of Service

**FACULTY 2008-2009 CONTINUED**

- Annalee Lamoreaux
  Leadership
- Amanda Lashaw
  Liberal & Civic Studies
- Patrizia Longo
  Politics
- Elaina Rose Lovejoy
  Education
- Rabbi Harry Manhoff
  Theology & Religious Studies
- Lisa Manter
  English
- Phylis Martinelli
  Sociology
- Barbara McGraw
  Business Administration
- Brother Mark McVann
  Theology & Religious Studies
- Jennifer Pigza
  CILSA
- Rebecca Proehl
  Education
- Jack Rasmus
  Politics
- Deepak Sawhney
  Liberal & Civic Studies
- Scott Schonfeldt-Aultman
  Education
- Kathleen Taylor
  Education
- Mary True
  Psychology
- Marshall Welch
  CILSA
Community-Based Research (CBR) courses are a collaborative enterprise between academic researchers (professors and students) and community partners. The goal is to research issues of social justice and develop action plans of benefit to the organization and community and to generate and disseminate new knowledge. Faculty, students and community partners often collaborate to present or publish their findings.

Education doctoral students enrolled in the course “Organizational Change and Innovation,” taught by Rebecca Proehl, and “Quantitative Research Methods,” taught by Sawako Suzuki, did a collaborative CBR evaluation project with the Family Literacy Project in North Richmond, a joint project of Catholic Charities of the East Bay and the West Contra Costa Unified School District. By working with agency staff, the doctoral students collected and analyzed data to help assess the impact of parent involvement on students’ academic achievement, the effectiveness of ESL instruction and the developmental growth of the program’s preschool children. A full report, including a comprehensive literature review and recommendations for future actions, was presented to agency administrators.
Cynthia Ganote came to Saint Mary's in 2007 and jumped in with a huge splash. She has already created and taught three different engaged learning courses, including a January Term course entitled, “Race, Class, Gender, and Capitalism in New Orleans.” Cynthia says, “My students came back from that experience transformed. They have a much greater sense of their own privilege. It was amazing.” As part of her “Ethnic Groups in the United States: African Americans” course, Cynthia and her students worked with Women’s Economic Agenda Project (WEAP) in Oakland.

Cynthia also serves on CILSA’s Engaged Teaching Advisory Council (ETAC), which supports colleagues as they develop new engaged learning courses and advises CILSA staff on providing professional development opportunities.

Cynthia explains her involvement in CILSA, “As a graduate student at Vanderbilt University, I had the good fortune to get service-learning training with Janet Eyler and Dwight Giles, both early pioneers and internationally known names in the field. Much to my surprise when I came to Saint Mary’s, I found that CILSA staff is offering unbelievable quality in training workshops and one-on-one consulting to develop engaged learning courses. We have at Saint Mary’s something that rivals the best.”
In a new program this year for students, three student leaders served as Engaged Learning Facilitators (ELFs). This program is similar to an internship in which students provide support to faculty, students and community partners in service-learning and community-based research courses.

The ELF program is a unique leadership development opportunity for students. They complete a training program, learning to work with faculty as paraprofessional assistants and to work with community partners. They develop communication, organizational and administrative skills, including budget considerations and problem-solving skills.

These student leaders also serve as assistants to the faculty, facilitating reflection activities in the classroom and completing work that strengthens the community service aspect of the course. This year, ELF students met every other week with CILSA staff for supervision and training.

The Saint Mary’s ELF program was featured at the annual Western Region Campus Compact conference in Seattle during April. Student Brad Parry, CILSA staff member Beth Hanson and community partner Sandra Scherer of Monument Crisis Center in Concord described the program and shared tips with other campuses from the multiple perspectives of student, faculty and community partner.
COMMUNITY PARTNER IN THE SPOTLIGHT

SANDRA SCHEER

Sandra Scherer started the Monument Crisis Center of Concord in 2003 as an emergency food pantry, but it has evolved into more. It is now a vibrant hub of activity and support, with English classes, social gatherings for seniors and financial counseling and intervention.

Sandra and the Center are important partners to CILSA. The Center is an extension of the classroom where students gain insight into important issues regarding poverty while applying skills they learn in courses. In this way, Sandra is more than an administrator serving families that walk through the doors; she is a teacher in real-life circumstances.

Students come to reflect on and discover their role in the world when it comes to addressing poverty. At the same time, they help the center. Eric Kolhede, Business Administration, taught a marketing course in which his students worked with Sandra and her staff to create a comprehensive marketing plan. At a recent CILSA gathering for community partners, Sandra noted, “Our small nonprofit organization could have never been able to afford or conduct this type of plan. We will be able to take this information and really use it. At the same time, I’m pleased that these students were able to develop their skills for their future careers.”

Because of her dedication to the community and to engaged learning, Sandra was asked to serve on CILSA’s new Community Partner Advisory Committee (CPAC). In this role, she provides valuable input and insight to help CILSA facilitate meaningful experiences for students, faculty, and the community. Sandra was also part of a panel presentation at a recent conference on service-learning in Seattle with CILSA staff and students.

Reflecting on her experience, Sandra said, “I was so pleased to be a part of all this. I heard at the conference what other colleges were doing or not doing with engaged teaching, and it made me realize how Saint Mary’s College and CILSA are on the cutting edge. I truly feel like a partner. I love working with the students and watching them grow. It’s such a win-win situation.”
This year, CILSA again achieved national recognition on behalf of Saint Mary’s. First, Saint Mary’s was honored by the Carnegie Foundation for the Advancement of Teaching, which recognizes leading schools committed to service-learning and civic engagement. Saint Mary’s received the competitive Community Engagement Classification Award in December 2008, along with 118 other colleges and universities, following rigorous selection criteria. The foundation created its classification of schools based on applications and documentation substantiating the extent of an institution’s community engagement at local, regional, national or international levels. Curricular engagement includes institutions where teaching, learning and scholarship engage faculty, students and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

Saint Mary’s College was also included on the President’s Higher Education Community Service Honor Roll. The Honor Roll’s Presidential Award, given each year to only a handful of institutions, is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement. The Honor Roll is a program of the Corporation for National and Community Service, and is sponsored by the President’s Council on Service and Civic Participation and the U.S. Departments of Education and Housing and Urban Development.

Each week, many Saint Mary’s students volunteer at the Lasallian Educational Opportunity (LEO) Center in Oakland, directed by the San Francisco Lasallian District. CILSA staff and student leaders coordinate this participation. CILSA Bonner Leaders lead the effort in promoting and organizing this service opportunity for their classmates and assist in training the students to help other students. CILSA provides a van, commonly known as the “LEO Shuttle.”
Each day, SMC students spend 2.5 hours tutoring middle school students. Each semester, more than 50 students regularly participate and engage in more than 450 hours of service at the LEO Center. They develop meaningful relationships with the students and staff, learn about the young students’ lives and talk to them about education. This year, CILSA student leaders Camila Castaneda, Jorge Clavijo and Liz Torres led the shuttle groups.

ALAMEDA POINT COLLABORATIVE
CILSA provides one-time service opportunities for Saint Mary’s students, staff, faculty and alumni through a partnership with Alameda Point Collaborative. These “Saturdays of Service” are large-scale projects that occur five times per year. Alameda Point Collaborative (APC) is a housing community that offers supportive services for formerly homeless families and is located on the former Alameda Naval Air Station.

Saturday of Service participants have moved mountains of mulch, planted gardens and orchards, harvested gardens, built greenhouses, and raised chicken coops. Saturdays of Service include action and reflection with fellow participants and APC residents, and often serve as SMC community-building times. Transportation, lunch and supplies are provided for participants.

Highlights for this year’s work include SMC students’ participation in APC’s annual Harvest Festival and work with the Growing Youth Project. Bonner Leader Liz Torres led a group of students to the Harvest Festival where they hosted activity booths such as pumpkin carving and face painting. One student said, “I loved working with the kids and helping them out.”

SMC students both worked alongside members of the APC Growing Youth Project and hosted them on campus. Growing Youth visited SMC for a campus tour, shared dinner with students in the dining hall, and participated in a spirited discussion with Bonner Leaders about their work, food security, and youth development.

WEEKEND OF WELCOME
On Aug. 30, 2008, student leader Tina Vincent helped organize the Weekend of Welcome (WOW) Saturday of Service in which 150 first-year students engaged in service. One-hundred students worked in the new campus garden and 50 students worked at Alameda Point Collaborative.
**24-HOUR IMMERSION EXPERIENCE**

Bonner Leaders Kristy Wayne and Courtney Neal led two 24-hour immersion experiences in the Tenderloin neighborhood of San Francisco to explore issues of poverty and homelessness in the context of Catholic social thought. In October, 10 students participated and spent time talking with Bill Hart, executive director of the General Assistance Advocacy Project (GAAP). Students also prepared meals at a San Francisco parish and shared a meal with the Tenderloin community at St. Anthony Foundation. One student who participated in the service immersion remarked that "this really showed me how far away from reality I had been. It opened my eyes. I walked away more informed and educated about poverty and homelessness."

**HUNGER BANQUET**

CILSA sponsored and hosted an OXFAM "hunger banquet" as part of the First Year Experience (FYE) theme of "Feast or Famine." EJ Youngblood, CILSA student leader, used materials from OXFAM to create the event.

Nearly 200 students attended the event. Upon entering, they were given a new identity aligned with one of three groups based on world demographics: first world, second world or third world. Only 15 percent of the students were at the first world table; these students were served a full meal with various beverages, seated at tables with fine linen and china. The second group across the room also sat at tables, modestly decorated, in a communal fashion; they ate rice and beans and had clear water to drink. The last group, representing the third world, sat on the floor after standing in long lines to receive a bowl of rice and a murky beverage. Participants received a card with a "personal biography" describing the quality of life of the person whose identity they had, including country of origin, class and life situation. The event included guest speakers, a slide show and reflection discussions on the issue of hunger. Attendees were invited to donate money to OXFAM America or food to the Contra Costa and Solano County Food Bank.

**SPRING INTO ACTION**

In February, nearly 75 students came together for the annual Spring into Action Group Service Project. Half the students served at St. Martin de Porres Academy and the other half served at Manzanita Headstart, both in Oakland. Bonner Leader Elizabeth Torres and Jumpstart Volunteer Coordinator Tiffany Melo organized the day of service. Students organized and cleaned classrooms and storage space and built a sandbox. Students shared lunch and reflected on the meaning of their service.
CARNIVAL 4 KIDS

The annual CILSA Carnival 4 Kids promotes higher education to children, fosters relationships among children and college students, provides fun for the children, and encourages a meaningful service experience for SMC students. Created by two students in 2002, this year’s team was coordinated by Tina Vincent and Stephanie Picard-Colomb. They led a team of 15 student leaders to plan the event, recruit student volunteers and connect with community partner organizations, including St. Martin de Porres, Cambridge and Meadow Homes elementary schools, and Head Start preschools.

This year’s Carnival 4 Kids brought nearly 200 young children from underserved schools to Saint Mary’s. On arrival, the children were each paired with a SMC “Big Buddy” who spent the afternoon guiding them through the 40 booths and games created by residence halls, clubs, departments and athletic teams. Approximately 300 Saint Mary’s students contributed their time and talents to make the event a resounding success.

THIRD ANNUAL CILSA INSTITUTE ON RESEARCH, TEACHING AND LEARNING FOR SOCIAL JUSTICE

With support from the Cummins Institute for Catholic Thought, Culture and Action and Provost Beth Dobkin, CILSA continued its annual end-of-year retreat for faculty and staff on May 28-29. The theme for the Third Annual CILSA Institute on Research, Teaching and Learning for Social Justice was “Food for Thought: Living the Catholic Social Tradition.”

The featured speaker and discussion facilitator was Dr. Kathleen Maas Weigert, director of the Center for Social Justice Research, Teaching and Service at Georgetown University. This was Weigert’s second visit to Saint Mary’s; she was instrumental in helping the College prepare for the WASC Educational Effectiveness Review in 2004, when we selected social justice as one of three key institutional themes.

This year, Weigert provided a keynote address to about 80 faculty and staff, and participated in small-group discussions to reflect on Catholic social teaching and education for the common good. Weigert also participated in a discussion reviewing the Building on Strengths strategic plan item related to a comprehensive plan for social justice engagement at Saint Mary’s, and in another discussion exploring future steps for integrating social justice and the common good in the context of the core curriculum. Weigert also at-
tended a working group meeting of faculty from graduate business, graduate education, graduate leadership and undergraduate liberal arts who are studying the feasibility of a graduate program in the field.

**ALUMNI ASSOCIATION SUMMER FELLOWS**

In partnership with the Saint Mary’s Alumni Association, CILSA initiated the Alumni Summer Fellowship experience, in summer 2009 at a site in Alaska. Senior Tiffany Hickey was selected from a group of candidates to spend seven weeks in Palmer, Alaska, working with nonprofit organizations in the Valley Christian Conference. David Johnson from the Alumni Association’s executive board and Lloyd Schine, Director of Alumni Relations, were both instrumental in establishing the fellowship. The fellowship will be supervised by CILSA staff member Ryan Lamberton in partnership with William Aube, executive director of a community agency in the Valley Christian Conference. Aube has also been internship supervisor for master’s of social work programs at the University of Alaska. Tiffany will meet with Aube for training and reflection exercises, and she is keeping a blog of her experiences. She will make a formal presentation of her experience to the Saint Mary’s community and the Alumni Association board during the 2009-10 academic year.
CILSA CONTRIBUTIONS TO HIGHER EDUCATION

In addition to its primary work at Saint Mary’s with students, faculty and staff, CILSA staff serve and contribute to the field of engaged teaching and learning in higher education through regional and national organizations. CILSA staff, students, faculty and community partners have received national attention through presentations and publications.

CILSA staff member Ryan Lamberton conducted a workshop on convening civil dialogue at the Student Leadership Institute sponsored by the Bonner Foundation at Allegheny College in July 2008. He also facilitated a workshop on conflict management at the annual Cal Leadership Symposium in January 2009.

CILSA Associate Director Jennifer Pigza made three presentations at national conferences. She co-presented with Associate Dean of Liberal Arts Shawny Anderson and Academic Vice Provost Frances Sweeney on “Deliberative Dialogues and Campus Change” in October 2008 at the American Association of Colleges and Universities’ annual fall conference on diversity. Saint Mary’s, one of the AACU Core Commitments grant institutions, was the only institution invited to present at this pre-conference workshop. In November, Jennifer co-presented with faculty members Margaret Dick, communication; Dana Herrera, anthropology; and Phylis Martinelli, sociology, at the Lasallian Huether conference in St. Louis. Their presentation was on engaged teaching and learning through the first generation research and service Dana and Phylis are doing and Margaret’s immersion course in Central America.

Jennifer was also accepted to present her research on social justice education at the annual conference of National Association of Student Personnel Administrators in Seattle in March. CILSA Director Marshall Welch also provided a workshop at the NASPA conference in Seattle, speaking about his research into the spirituality of service-learning.

CILSA staff member Beth Hampson made a formal presentation at the Western Region Campus Compact conference in Seattle in April, entitled “When You Need Three Legs to Stand: Strengthening the Three Legs of Service-Learning by Promoting Community Partner, Student and Faculty Leadership.” The presentation was unique in that it included a student ELF, Brad Parry, and a community partner, Sandra Scherer, director of the Monument Crisis...
Center. Director Marshall Welch also made a presentation entitled “The Spirituality of Service-learning: Integrating the Head, Heart and Hands” with colleague Kent Koth from Seattle University.

CILSA LOOKING FORWARD

FROM WALK THE TALK TO SOCIAL JUSTICE COORDINATING COMMITTEE

Saint Mary’s College completed its final year of a two-year grant project with the Association of American Colleges and Universities (AAC&U) to promote personal and social responsibility among undergraduates. Our project, entitled “Walk the Talk,” has engaged the campus in dialogue and action. The three areas targeted in the grant were curricular development, student and residence life, and assessment of progress. CILSA staff played an important role during the grant period in all three areas.

CILSA serves as the academic hub to introduce and educate faculty who want to embed social justice, service learning and community-based research into their disciplines. CILSA also assisted in campus conversations about how to live the mission with respect to the core curriculum and its relationship to education for the common good.

In the co-curricular arena, CILSA assisted staff from student life and residence life in integrating attention to personal and social responsibility in student leadership training and programs. CILSA created an atmosphere and space for dialogue by hosting training retreats for dialogue facilitators and promoting campus-wide conversations on important social issues.

As an outcome of the project, CILSA facilitated the formal oversight of the grant action plan and its transition into the new campus-wide Social Justice Coordinating Committee. This committee, in only its second year, and the grant team were charged by the Building on Strength (BOS) strategic plan with developing a comprehensive plan for social justice for Saint Mary’s for the next five years, such that we would “increase our national reputation as a leader in the field of social justice.” (BOS primary objective). The social justice action plan was vetted across campus this year, and shared publicly at the end-of-year faculty institute. To view the plan, see the CILSA website at http://www.stmarys-ca.edu/academics/cilsa/index.html.

CORE CURRICULUM AND THE COMMON GOOD

Saint Mary’s College has spent the last three years reviewing the core curriculum. Its work has been to strengthen the common undergraduate experience and ensure alignment with the College’s mission. The new core curriculum views under-
graduate education as necessarily developmental, integrative and reflective.

As part of this conversation, new learning goals were developed, along with the awareness that some goals are met in experiences beyond the classroom. “Education for the common good” and “community engagement” are two of the 12 goals that encourage and guide students to be educated about others and to consider service on behalf of others. The new benchmarks for social justice, service-learning, and community-based research courses were consistently cited as models to help conceptualize these two new dimensions.

CILSA staff has been working with faculty members and departments to explore ways to revise existing courses or develop new ones to meet the new core curriculum requirements. As implementation unfolds, CILSA looks forward to continuing to work with faculty to ensure that the experiences in and out of the classroom meet best practices and retain the high-quality educational experience of the College.

2009-2010: CELEBRATING CILSA’S DECADE OF IMPACT

As we reflect on this past year of work, we also look forward to CILSA’s next chapter. Next year, Saint Mary’s will celebrate CILSA’s tenth anniversary! From its first year, CILSA was envisioned by faculty and students to meet the interest of community members who want to explore the relationships between faith and reason, dialogue and action, across the disciplines and within our common and unique experiences. The College’s administration has embraced this interest and matched it by offering support in infrastructure and in setting its own enthusiastic goals for Saint Mary’s in the field. We look forward to the many events planned for next year. We will celebrate our work with more work and with festivities. Events for the yearlong celebration are listed on the inside back cover of this report.
COMMITTEES

COMMUNITY ENGAGEMENT COUNCIL

The Community Engagement Council (CEC) consists of student leaders representing the various programs within CILSA. The CEC advises CILSA on new programmatic directions in light of changing student need and institutional priorities. The group also assists the director and associate director in developing strategies for increasing the engagement of students with social justice issues throughout their undergraduate experience and for nurturing the service community within CILSA and the College. This includes reviewing student-initiated proposals and awarding community development funds in support of social justice education and community engagement projects.

CEC members participate in ongoing reflection and vocational development related to their own commitments to community service and social justice. Council members also represent CILSA on related committees (e.g., search committees) and other campus-wide forums (e.g., shared mission events) and events (e.g., Courage to Lead event).

The Community Development Fund supports student initiatives that deepen the College’s culture of service and social justice education. The following projects were funded by the CEC Community Development Fund in spring 2009.

- Grow to Know Project – Johanna Timmer and the Legacy Garden, with Project Green
- Earth Day Green Build – Sophie Demarel and the SMC Chapter of Habitat for Humanity
- Carnival 4 Kids Books – Tiffany Melo and Jumpstart, with Carnival 4 Kids

CILSA COMMITTEE FOR ADVANCEMENT AND DEVELOPMENT

The Committee for Advancement and Development was established to help create a vision and fiscal foundation for the next decade. The committee meets twice a year and helps CILSA in “friend raising” and fundraising to meet programmatic goals. The committee had its first meeting in May. Its priorities are to explore ways to provide financial support to students who are not eligible for the Federal Work-Study Program, faculty fellowships, and to create summer-immersion service experiences.
ENGAGED TEACHING ADVISORY COUNCIL

Convened in fall 2008, the Engaged Teaching Advisory Council (ETAC) is a group of faculty who meet once a semester to review courses for service-learning and community-based research course designation. Through collaboration with CILSA, the committee offers collegial assistance and professional development to faculty as they conceptualize, implement and assess courses. ETAC also played an instrumental advising role to develop and implement faculty development workshops.

COMMUNITY PARTNER ADVISORY COUNCIL

The CILSA Community Partner Advisory Council (CPAC) is a group of nonprofit professionals from Contra Costa, Alameda and San Francisco counties who bring community voice and perspective to the work of CILSA. The council meets quarterly and helps to plan larger bi-annual meetings for all CILSA community partners.
CILSA STAFF

DIRECTOR
MARSHALL WELCH, PH.D.
Marshall Welch became CILSA director in December 2007. He came from the University of Utah, where he was a faculty member in the College of Education since 1987. Marshall also served as director of the Lowell Bennion Community Service Center. He is actively involved in the field of service-learning at the state, national and international level. Marshall has a long history of service and social action starting as a youth with mission projects at his church. In the 70s he was an activist, and as a teacher of social justice and service-learning courses he had his students work in post-Katrina New Orleans.

ASSOCIATE DIRECTOR
JENNIFER PIGZA, PH.D.
Jennifer Pigza brings to CILSA professional experiences in non-profit social service agencies, service-learning, college teaching, living and learning programs, Catholic social teaching, and higher education administration. She is a published author in the areas of student learning and critical reflection, teaching for social justice, and institutionalizing service-learning. Jennifer traces her commitment to faith-justice to her undergraduate service experiences with inner-city children and the homeless, service immersion trips to Mexico and her four years with the Jesuit Volunteer Corps.

JUMPSTART SITE MANAGER
ALICIA TORRES
Alicia Torres is a Saint Mary’s College alumna who received her B.A. in politics. She was a program officer in Americorps for Youth Funding Youth Ideas in downtown San Francisco. As an SMC student, Alicia was a member of Jumpstart and participated in Jumpstart activities in Washington, D.C. She was a High Potential Program mentor, an active participant in LASA and BSU and participated in the V-Day Monologues to help raise awareness and funds for national nonprofits. Alicia is dedicated to work with social justice and young children.

COMMUNITY PARTNERSHIP COORDINATOR
BETH HAMPSON
A Southern California native, Beth Hampson earned a B.A. in English literature from UC Davis, taught in K-12 public schools and worked in nonprofit development before earning her master’s degree in college student affairs at Azusa Pacific Univer-
University. There, she wrote her master’s thesis on college student service-learning outcomes and directed College Headed and Mighty Proud (CHAMP), a service-learning program in which undergraduates serve as mentor-teachers to fourth-grade students from low-income schools and provide education about college and careers. Beth brings great enthusiasm to her role of connecting the College with community partners and creating opportunities for students to serve and learn.

**COMMUNITY ENGAGEMENT COORDINATOR**
**RYAN LAMBERTON**

As a Saint Mary’s student, Ryan Lamberton was a Bonner Leader, enrolled in several social justice courses and participated in immersion trips to the Dominican Republic, Washington, D.C., and West Oakland. After graduating in 2005, Ryan was a volunteer with InterVarsity Christian Fellowship while also substitute teaching in the East Bay. He followed that experience by working as a coordinator for a nonprofit organization that provides services and housing to adults with developmental disabilities. These undergraduate and post-graduate experiences solidified his desire to walk with college students as they ask questions about faith, justice and who they are called to be.

**OFFICE MANAGER**
**PRAVDA WRIGHT**

Pravda Wright graduated from Saint Mary’s in 1995 with a major in liberal studies and a minor in Spanish. As an undergraduate, she participated in the High Potential Program and served in the Peer Advising Program. Pravda also helped organize service outreach projects to local homeless shelters as president of the Black Student Union, tutored at a local elementary school and was an intern at We Care, a Concord nonprofit serving developmentally disabled children. Pravda brings a love of people and service to the CILSA office and to the students she assists. In her free time, she loves to spend time with her husband, Bill, and their son, Ajani.

**TEMPORARY OFFICE MANAGER**
**CAROLE WOLF**

Carole Wolf skillfully was temporary office manager in summer and spring 2009. She has been an office assistant in many SMC offices over the years. Her familiarity with campus operations facilitated a smooth transition during Pravda’s absence.
# A Decade of Impact
## CILSA’s 10th Anniversary 2009 - 2010

**Mark Your Calendars Now to Join Us for These Celebration Events**

Check the CILSA website for details: [www.stmarys-ca.edu/cilsa](http://www.stmarys-ca.edu/cilsa)

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>July 17, 2009</td>
<td>CILSA Alumni Gathering at Reunion Weekend</td>
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<td>Sept 2, 2009</td>
<td>“Pledge-to-Serve” Kick-off at the Student Involvement Fair</td>
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<td>Oct 17, 2009</td>
<td>Student Leadership &amp; Social Justice Conference</td>
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<td>Nov 6, 2009</td>
<td>Community Partners Gathering</td>
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<td>Nov 21, 2009</td>
<td>Intergenerational Saturday of Service for Students, Faculty, Staff,</td>
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<td>and Families</td>
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<td>Feb 16, 2010</td>
<td>CILSA Anniversary Celebration &amp; Awards:</td>
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<td>Featuring Woodrow Wilson Fellow Kathleen Kennedy Townsend</td>
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<td>March, 2010</td>
<td>Deans’ Celebration of Engaged Teaching &amp; Learning</td>
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<td>April 14, 2010</td>
<td>Community Engagement Council Live-to-Serve Luncheon</td>
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<td>Apr 25-May 2</td>
<td>CILSA Celebrates De La Salle</td>
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<td>May 27-28</td>
<td>4th Annual Institute for Research, Teaching &amp; Learning for Social</td>
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