FROM THE DIRECTOR

CILSA celebrated its 10th anniversary during this academic year. We’ve had a wonderful opportunity to acknowledge the legacy of many individuals who have given so much of themselves to make CILSA a vibrant and integral part of the Saint Mary’s College community. That 10-year legacy translates into more than 287,000 hours of service involving nearly 9,000 students in academic and co-curricular service activities. During this decade, more than 45 faculty members across 14 departments have created and taught more than 50 courses addressing important social issues. This involves nearly 60 community agencies as partners.

Above and beyond the statistics, CILSA continues to exemplify the Catholic, Lasallian and liberal arts tradition by promoting a culture of service and social justice to impact lives both on and off campus. Students are developing their own spirituality and leadership skills by experiencing a deeper educational experience while applying their skills in the real world. Instructors’ scholarly work goes beyond merely teaching in the classroom and contributing new knowledge through their research by using their expertise to serve the needs of the community.

Together, the work of students, faculty and community partners is making a difference in the world. Our efforts have once again garnered recognition by being included on the United States President’s Higher Education Community Service Honor Roll. The annual report you hold in your hands provides a brush stroke of all the amazing activities that students, faculty and community partners were involved in over the past year. I hope and trust you will be as inspired as I am when you see how much was accomplished by this wonderful group of students, faculty and staff. Together with head, heart and hands we continue to do this work and look ahead to a new decade.

— Marshall Welch

<table>
<thead>
<tr>
<th>SERVICE &amp; LEARNING: THEN AND NOW</th>
<th>2000</th>
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* = ESTIMATED
**BONNER LEADERS**

The Bonner Leader Program is a social justice leadership development program that combines engaged social action, community formation, leadership development, and spiritual growth for a group of students who commit to hundreds of hours of community service. 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. Throughout the program they receive financial assistance and an AmeriCorps Education award upon completion of 300 hours of service and leadership training. In the past decade, more than 100 Bonner Leaders have fostered connections between the College and the Bay Area, worked directly with marginalized groups, transformed themselves and created a culture of service at Saint Mary’s.

**JUMPSTART**

Jumpstart is an early childhood education program that pairs college students with preschool children from under-resourced backgrounds in classroom relationships focused on building literacy and fostering social and emotional readiness. Begun in 1993 at Yale University, Jumpstart at Saint Mary’s recently celebrated its fifth year and initiated a partnership between CILSA and the psychology department faculty. Jumpstart Corps members work between 10-15 hours per week for the entire school year. Typically, two-thirds of those hours are invested in direct service in Oakland preschool classrooms.

Jumpstart Corps members work in teams to implement a two-hour curriculum twice a week and volunteer in the classroom for an additional 2-4 hours per week. In order to prepare for their service, the students participate in team planning meetings and attend a weekly two-hour training class on early childhood education, family involvement and other social justice topics. The weekly training, coupled with orientation and retreats before and during the academic year, amounts to more than 100 hours of training. Jumpstart team leaders, the senior intern and the volunteer coordinator develop life-long leadership skills as they learn how to organize, problem solve and communicate while supervising their peers.

A highlight each year is the Family Literacy Night when family members join Jumpstart Corps members to work side-by-side with their children. For two years now, Jumpstart has worked with the families to build home libraries that reinforce reading skills and the joy of reading.

There were 10 Jumpstart leaders this year and another 31 Jumpstart Corps members.

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**SERVICE COUNTS: BONNER**

- **8** Community Bonner Student Leaders
- **7** Campus Bonner Student Leaders
- **12** Community Partners
- **5,835** Hours of Service

**SERVICE COUNTS: JUMPSTART**

- **41** Students
- **12,300** Hours of Service
- **5** Partner Schools
ENGAGED LEARNING FACILITATORS (ELF)

The ELF program, completing its second year, is a unique academic leadership opportunity for students in which they become paraprofessional assistants to faculty in service-learning and community-based research courses. Through their training, ELFs develop communication, organizational and administrative skills, including budget considerations and problem-solving skills. These student leaders assist faculty by serving as liaisons to community partners, facilitating reflection activities in the classroom, and assisting with assessment and preparation that strengthens the service aspects of the course. ELFs meet bi-weekly with CILSA staff for supervision and ongoing training.

STUDENT SERVICE OPPORTUNITIES

CILSA provides various short-term service opportunities that are planned and coordinated by Bonner Leaders and the Jumpstart volunteer coordinator. CILSA also helps clubs, residence hall communities, teams and departments locate a service opportunity that fits their group’s interests.

FIRST YEAR EXPERIENCE: WEEKEND OF WELCOME AND HUNGER BANQUET

In addition to serving on the First Year Experience Committee, CILSA coordinated two events in which new students explored the multiple meanings of the first-year theme “Just Living.” During the Weekend of Welcome, staff and student leaders led a Saturday of Service for more than 200 students. In the sweltering heat of late August, students worked at the Saint Mary’s Legacy Garden, Alameda Point Collaborative, Alameda Park and Saint Martin de Porres School.

In November, CILSA Bonner Leaders coordinated and hosted an Oxfam America “Hunger Banquet” for nearly 150 students. Participants are given an identity passport which describes the quality of life of the person whose identity they now have, including country of origin, class and life situation. This identity places them in one of three groups based on demographics: the first world, second world or third world. The event included guest speakers, a slide show and reflection discussions on the issues of hunger. Attendees were invited to donate money directly to Oxfam America, or canned goods to the Food Bank of Contra Costa and Solano.

SATURDAYS OF SERVICE

During Saturdays of Service, students work on large-scale projects with up to 100 people. Students have planted and harvested organic gardens, built green houses and raised chicken coops at Alameda Point Collaborative (APC), a housing community for formerly homeless families on the former Alameda Naval Air Station. Other service projects and sites include constructing raised garden beds at Satellite Housing for senior citizens; cleaning, painting, and organizing at Saint Martin de Porres School and Oakland preschools, and eradicating invasive species at East Bay Regional Parks. Saturdays of Service are coordinated and managed by CILSA Bonner Leaders.
LEO CENTER SHUTTLE
CILSA Bonner Leaders guide small groups of Saint Mary’s students to Oakland’s Lasallian Educational Opportunity Center, known as the LEO Center. Each week, students spend 2.5 hours Monday through Friday tutoring middle school students. This program is particularly attractive to students in the Liberal & Civic Studies major and service-learning courses because they can build one-on-one relationships with children that start with homework assistance and lead to greater support and mentoring.

24-HOUR IMMERSIONS
Weekend service immersions provide enable students to explore social, cultural and environmental issues affecting the San Francisco Bay Area. Participants engage in direct service, have conversations with community leaders and integrate their experiences through individual reflection and group discussion. Each immersion is organized and led by Bonner Leaders with support from CILSA staff who encourage them grow into leaders who can address community goals and create social change.

In September and April of this academic year, nearly a dozen students traveled to San Francisco’s Tenderloin neighborhood where they explored poverty and homelessness first-hand. Students spoke with nonprofit directors such as Bill Hart of the General Assistance Advocacy Project to gain additional insight about these complex issues. During the immersion, students slept at a local nonprofit and served at the Saint Anthony Foundation. Reflection conversations explore charity and justice within the framework of Catholic social thought and invite students to incorporate new insights into their personal, professional, civic and spiritual lives.

BERKELEY MEN’S SHELTER
This academic year, CILSA Bonner Leaders initiated a new monthly service opportunity with the Berkeley Men’s Shelter, a program that provides short-term shelter that accommodates up to 50 people. Small teams of students arrive at the shelter in the early evening, prepare and serve dinner, and assist in clean-up.

HAYWARD YOUTH ACADEMY OUTREACH
In October, CILSA began a new partnership with Hayward Youth Academy and its director Chris Major (SMC 1983) to expand College exposure to low-income East Bay youth. In collaboration with Recreation Sports, Admissions Ambassadors, and the SMC women’s soccer team, CILSA hosted nearly 50 children and their families for an event that included a campus tour, fitness challenges, community service, and lunch in the dining hall – all of which was capped off with free admission to a women’s soccer game.

CARNIVAL 4 KIDS
Carnival 4 Kids promotes higher education to children, fosters relationships between children and College students, provides a fun carnival for the children and encourages a meaningful service experience for Saint Mary’s students. Created by two students in 2002, a core team of 15 student leaders plan the event, recruit more than 250 student volunteers and connect with community partner schools and nonprofits. CILSA provides ongoing guidance and support to the annual student-run Carnival 4 Kids.

This year’s Carnival 4 Kids involved 185 young children from Saint Martin de Porres School, Cambridge Elementary, Meadow Homes Elementary and Saint Vincent’s Day Home Headstart Preschool. Upon arrival, each child was paired with a Saint Mary’s “Big Buddy” who spent the afternoon guiding them through the 40 booths and games created by residence halls, clubs, departments and athletic teams.

SUMMER SOCIAL JUSTICE INTERNSHIPS
In summer 2010, two students participated in CILSA’s summer social justice internship. Rachel Roelofs strengthened her skills as a homeless advocate and deepened her preparation for law school by working at the General Assistance Advocacy Project in San Francisco. Kirsten “Kimmy” Zuluaga traveled to Palmer, Alaska, and continued our new partnership with Daybreak, Inc., an organization that provides housing and support services to adults with mental illness. She served as a client assistant and participated in education about advocacy, mental illness and the vocation of social work. The Alaska internship is supported by the Saint Mary’s Alumni Association and the CILSA Committee for Advancement and Development.
SOCIAL JUSTICE PROGRAMS

CILSA works in partnership with multiple campus partners to sponsor and host events – including lectures, films and workshops – that deepen the campus community’s knowledge of social justice issues and provide opportunities for action.


SEPTEMBER 15-16, 2009

Eboo Patel is the founder and executive director of the Interfaith Youth Core, a Chicago-based organization fostering the international interfaith youth movement. Author of Acts of Faith, Patel is the recipient of numerous honors and awards, including being named by Utne Magazine as one of “thirty social visionaries under 30.” More than 600 people attended the lecture, which focused on how youth, through interfaith leadership, can build mutual respect and pluralism among young people from different religious traditions by empowering them to work together in the service of others.

The following day, Patel and colleagues from the Interfaith Youth Core offered workshops for nearly 50 faculty, staff and students about how to build an interfaith movement at SMC that would also engage religious people across the Bay Area. Patel’s visit was coordinated by the Center for Engaged Religious Pluralism, Mission and Ministry Center and CILSA, with additional sponsorship from the College Committee on Inclusive Excellence, the Disney Forum, Office of Mission and the Theology & Religious Studies Department.

The Trust – A Documentary Film and Discussion on Restorative Justice

OCTOBER 6, 2009

Producer and director Tamara Perkins presented a sneak preview of her documentary, “The Trust,” which exposes the devastating impact of incarceration on urban communities and the opportunity for transformation. Following, a panel discussed issues of restorative justice. Rhody McCoy, program associate of the National Trust for the Development of African American Men and a former inmate, shared his personal story. The Honorable Gail Brewster Bereola, Judge of the Alameda County Superior Court and the Presiding Judge of the Alameda County Juvenile Court, discussed how juvenile justice is administered in Alameda County through accountability, repairing harms caused by youthful wrongdoing, supporting and strengthening youth, victims, families and communities. Faculty members John Ely (sociology), Peter Freund (art and art history) and Barbara McGraw (Center for Engaged Religious Pluralism) shared how their courses examine critical issues related to restorative justice.

Kip Fulbeck: What Are You? The Changing Face of America

JANUARY 12, 2010

As a contribution to the January Term Speakers Series, CILSA teamed up with Student Involvement and Leadership and the Intercultural Center to coordinate a lecture-performance by Kip Fulbeck, a poet, photographer and UC Santa Barbara professor of art. Fulbeck infused spoken-word poetry and short film into his interactive lecture, during which more than 250 students learned about the multidimensionality of personal identity. Additional sponsors included College Committee on Inclusive Excellence, January Term, Social Justice Coordinating Committee, Campus Activities Board, Ethnic Studies, Disney Forum, Communication Department and diversity student organizations.
WO/MEN’S LEADERSHIP FORUM  
MARCH 8, 2010
Under the leadership of the Women’s Resource Center and co-sponsored by CILSA, this event gathered nearly 50 students, faculty, staff and community guests for a full day of thought-provoking workshops exploring ways men and women can work together to address gender-based violence. Guests included leadership consultant Maura Wolf, percussionists Robin Sukhadia (Project Ahimsa) and Eduardo Lopes (University of Evora), Moraga Mayor Ken Chew, Citizen Effect’s Kate Mulder, and Cynthia Peterson of the Contra Costa County Rape Crisis Center. Additional sponsors included Student Involvement and Leadership, Mission and Ministry Center, Master of Arts in Leadership Program, Women’s Studies, Project Ahimsa and Women’s Interfaith Circle of Service.

TEN MYTHS OF SOCIAL JUSTICE  
FEBRUARY 2, 2010
As part of CILSA’s role in providing professional development, we collaborated with the Division of Student Life and the Social Justice Coordinating Committee to sponsor a live video conference with Vernon Wall, of ACPA-College Student Educators International, to explore myths of social justice and strategies for advancing social change with students and within institutional structures. Nearly 20 staff and faculty participated in this event.

MANY FAITHS, SHARED RESPONSIBILITIES  
MARCH 10, 2010
Becca Hartman, development associate at the Interfaith Youth Core, returned to Saint Mary’s for a full day of workshops and professional development for students, faculty and staff. Nearly 75 people attended one of three sessions which focused on practical steps for engaging in interfaith dialogue, accessing our own stories of faith and action, and developing an institutional vision and action plan for spirituality and religiosity as part of inclusive excellence. This event was coordinated by the Center for Engaged Religious Pluralism, Mission and Ministry Center and CILSA with additional support from the College Committee on Inclusive Excellence and the Office of Mission.

ACADEMIC PROGRAMS

ENGAGED TEACHING AND LEARNING
CILSA uses 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. Engaged Teaching and Learning falls into three categories.

SOCIAL JUSTICE ACROSS THE CURRICULUM
Courses for social justice across the curriculum primarily use the traditional classroom setting for teaching and learning. Students read, discuss and write about various social and ethical issues during class time and in homework assignments. In Michael Barram’s “What in the World is Social Justice?” January Term course, undergraduate students were challenged to explore influential perspectives on the topic of social justice, from ancient to modern, and attempt to create a suitable definition of justice.

SERVICE-LEARNING
Service-learning courses extend the classroom or laboratory to include community settings. The course’s service component connects directly the learning goals for the class, and often reflects the framework of the discipline. Students in service-learning classes learn through traditional theoretical exploration in class, service actions outside of class, and the integration of the two through intentional reflection. The service provided by service-learning classes meets the needs of community partners.

Graduate students in Saint Mary’s Single Subject teaching credential program learn not only about life in local K-12 classrooms, but also about the lives of families in local communities. In Sharon Gegg’s course “Instructional Design,” SMC students provided direct service to families at the Monument Crisis Center. Simultaneously, they observed classes at K-12 partner school sites in the same community. The two-part experience allowed students to better understand the community of the school, and thus design more relevant lessons for their students.

ENGAGED TEACHING AND LEARNING FACULTY
Ron Ahnen  Politics
Shawny Anderson  Communication
Brother Michael Avila  Theology & Religious Studies
Michael Barram  Theology & Religious Studies
Ravi Bandhari  Economics
Robert Bulman  Sociology
Patricia Chambers  Education
Reid Davis  Performing Arts
Nancy Duberg  Education
John Ely  Sociology
Elena Escalera  Psychology
Randy Farris  Kinesiology
Monica Fitzgerald  Liberal & Civic Studies
Cynthia Ganote  Sociology
Robert Gardner  Liberal & Civic Studies
Sharon Gegg  Education

SERVICE COUNTS: SL

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<td>Hours of Service</td>
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COMMUNITY-BASED RESEARCH
Community-Based Research (CBR) courses are a collaborative and mutually beneficial enterprise between academic researchers (professors and students) and community partners. The goals are three-fold: to research issues of social justice, to 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. In “Food Politics and Globalization,” Patrizia Longo’s undergraduate students explored the major influences on the food system in terms of globalization, from “McDonaldization” to world hunger to genetically modified crops. The students conducted a community-based research project with the Urban Farmers in Lafayette, Calif., tracking and measuring the inputs and impact of 20 backyard micro-farms.

FACULTY DEVELOPMENT COHORT
CILSA’s Faculty Development Cohort for Engaged Pedagogy provides education and support to faculty creating new and modifying existing courses to include engaged pedagogy – social justice, service-learning or community-based research. Eight faculty members from varied disciplines participated in the program in 2009-2010. In September, they came together at Camp CILSA for a full day of professional development “boot camp” on engaged teaching and learning; in December, they spent a full day in San Francisco’s Tenderloin neighborhood serving at Saint Anthony Foundation and visiting De Marillac Academy. At year’s end, they attended CILSA’s Annual Institute on Teaching, Learning and Research for Social Justice. Cohort participants showed evidence of their learning by obtaining official Engaged Course Designation for a new or revised course. In April, CILSA staff member Beth Hampson and Liberal & Civic Studies faculty member Monica Fitzgerald presented the faculty cohort program as a model for best practice in service-learning leadership at the 13th annual Continuums of Service Conference in Portland, Ore.

4TH ANNUAL INSTITUTE ON TEACHING, LEARNING & RESEARCH FOR SOCIAL JUSTICE
MAY 27-28, 2010
In honor of CILSA’s 10th anniversary, this year’s institute was expanded to include faculty and staff from both Saint Mary’s and the Bay Area. Mary Beckman and Bill Purcell from the Center for Social Concerns at the University of Notre Dame served as guest facilitators. Individual workshops explored increasing community impact in service-learning and community-based research, deepening student learning in engaged courses, generating faculty scholarship related to social justice, integrating Catholic social teaching into co-curricular programs, and strengthening service immersion experiences. The institute also included a campus-wide lunch featuring the keynote address, “The Common Good in Speech and Action.” This short presentation was followed by reflective table conversations about how individuals live their own commitments to the common good and how we can model that for students. The institute is sponsored by CILSA and the Social Justice Coordinating Committee, with support from the Cummins Institute for Catholic Thought, Culture and Action, and the Vice-Provost for Academics.
STUDENT LEADERSHIP AWARD: MIRANDA HERRERA

Miranda Herrera received the CILSA Student Leadership Award for her outstanding commitment to Jumpstart. She began as a Jumpstart Corps member, became a team leader, and in her senior year served as the senior program intern. Miranda’s talent and joy for this work also made her the natural choice as summer intern in the Jumpstart Regional Office. Miranda recalls, “As a first-year student in a preschool classroom in Oakland, I was explaining a Jumpstart form to a child’s mother in Spanish. I suddenly realized that this child’s mother could not read. It was an incredibly humbling experience that has stayed with me.” She also participated in the Teachers For Tomorrow program as part of her studies at Saint Mary’s College. Alicia Torres, Jumpstart program manager, says, “Miranda demonstrates a whole different kind of commitment to this work. She is passionate about working with the children and serves as a role model for her peers.”

ENGAGED FACULTY AWARD: STEVE BACHOFER

Dr. Steve Bachofer, Department of Chemistry, demonstrates that a scholar and teacher can maintain intellectual, academic and scientific rigor while meeting the needs of society. Steve notes, “Students discover that they can learn more as they assist others. I value the civic engagement and service-learning as a way of teaching and learning where both the students and the community gain. So the civic engagement work is ongoing and continues to feed me in learning new methods and finding new issues to share with students. Hopefully, these students also are becoming aware of how important it is to be active citizens.” Interim School of Science Dean Roy Wensley noted, “This work is personal for Steve. He integrates what goes on in his head with what he feels and believes in his heart and then acts on it.”

STAFF AWARD: MATT CARROLL

Matt Carroll, general manager of Sodexo Food Services, was awarded the CILSA Staff Award. Matt quietly supports the work of CILSA through collaboration on projects such as the annual Hunger Banquet and Carnival 4 Kids by donating services and products. He also makes it possible for Sodexo employees to participate in the ESL program, coordinated by a CILSA Bonner Leader. Above and beyond his administrative duties, Matt fully participates in meeting the educational and social justice mission of the College. Matt oversees the Saint Mary’s Legacy Garden to promote locally grown produce and healthy lifestyles. He also plays important roles on campus such as serving on the Sustainability Committee, which explores how Saint Mary’s College can be a good steward of the environment. On top of all this work, Matt always brings a plate of freshly baked cookies to meetings.

COMMUNITY PARTNER AWARD: DOUG BIGGS

Doug Biggs, executive director of the Alameda Point Collaborative (APC), has played a pivotal role serving on CILSA’s Community Partner Advisory Council, working with faculty on community-based research courses and leading community service projects for students. APC is situated on the former Alameda Naval Air Station and provides affordable housing, job training, health services and employment in a community that fosters support and interaction. CILSA staff member Ryan Lambertson says, “Doug is a real-world educator who helps College students make connections between moving mulch, food security and youth empowerment in Alameda. He helps students understand the complex social contexts in which they serve.”
COMMITTEES

COMMUNITY ENGAGEMENT COUNCIL
The Community Engagement Council (CEC) is a group of student leaders who represent the service and social justice initiatives within CILSA, student government, and the Mission and Ministry Center. The CEC advises CILSA on new programmatic directions in light of changing student needs and institutional priorities. The group assists CILSA in developing strategies to increase student involvement in social justice issues throughout their undergraduate experience, and it nurtures the service community within CILSA and the College. Throughout the year, CEC members participate in ongoing reflection and vocational development related to their own commitments to the common good. Council members represent CILSA on related committees (such as search committees) and other campus-wide events (such as Gael for a Day and the Mass of the Holy Spirit).

The CEC also manages the Community Engagement Fund, which offers small grants to individual students and student groups for community service and social justice education initiatives. The following projects were funded in spring 2010:

• WOMEN APPRECIATION DAY, March 24, 2010: This event honored food service employees, facilities and grounds staff, and housekeeping staff who provide essential services to the College community. Sponsors of this event included Asian Pacific American Student Association (APASA), ASSMC, Hermanas Unidos (HaU), La Hermandad, Latin American Student Association (LASA), and the Class of 2011 Senators.

• CARNIVAL 4 KIDS BOOK DISTRIBUTION, April 30, 2010: For a second year, the CEC funded a request to provide new age-appropriate books for the nearly 200 children who attended Carnival 4 Kids. Many of these children do not have home libraries, and studies indicate that owning books and reading books at home enhances early literacy and school persistence. The home library component of Carnival 4 Kids is coordinated by the Jumpstart Program.

ENGAGED TEACHING ADVISORY COUNCIL
The Engaged Teaching Advisory Council (ETAC) is a group of faculty who meet once each semester to review courses for service-learning and CBR course designation. Through collaboration with CILSA, the committee offers collegial assistance and professional development to faculty as they conceptualize, implement, and assess their courses. ETAC also played an instrumental advising role to create and implement faculty development workshops.

The Engaged Teaching Advisory Council (ETAC) provided faculty perspective and counsel to CILSA regarding faculty development and recognition, course support and campus-wide academic initiatives. In addition, the group reviewed more than 20 courses for official Engaged Course Designation (social justice, service-learning, community-based research), and provided collegial assistance to their peers seeking these designations. In the fall, ETAC met with Vice Provost Frances Sweeney to discuss the future of engaged teaching and learning at Saint Mary’s, especially in light of the college’s new core curriculum. At year’s end, these campus leaders hosted a social for faculty and staff dedicated to educating for social justice.

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. This diverse and dynamic advisory council brings community voice and perspective to the work of CILSA and to Saint Mary’s. The council meets quarterly and helps to plan larger bi-annual meetings and professional development for all CILSA community partners. In November, more than 40 community partners attended a networking and professional development event at the College. Nonprofit and K-12 school representatives who were new to the College attended sessions focused on connecting with campus resources and creating partnerships. Long-time partners met with faculty in disciplines from politics to art to discuss current and potential collaborations, and participated in faculty and staff-led workshops on topics such as fundraising and marketing. The May gathering focused on bringing existing partners together with students and faculty. A panel of graduating seniors shared their reflections about College service experiences, and faculty experts facilitated break-out sessions related to topics of interest, such as building social capital through social networking.
COMMITTEE FOR ADVANCEMENT AND DEVELOPMENT
The Committee for Advancement and Development (C.A.D.) helps establish a fiscal foundation for CILSA. The committee meets twice a year and helps CILSA in “friend raising” and fund raising to meet programmatic goals. Priorities for the committee are to explore ways to provide financial support for students who are not eligible for federal work-study programs, faculty fellowships and summer immersion service experiences, and to establish an endowment. This year, members of the committee were active hosting a wine and cheese party to raise funds for the Summer Social Justice Internship in Alaska and creating a set of celebration cards. Each card in the set represents a $10 donation made to CILSA in honor of a birthday, wedding, anniversary, Christmas, or in memory of a loved one. The pack contains two cards for each occasion and is available for $100.

THANKS TO OUR SUPPORTERS
CILSA began in 1999 as a dream and vision, and throughout the past decade students, faculty, staff and community partners have touched many lives. This work is made possible by the continuing support of friends, supporters and foundations. To get another perspective on the impact of CILSA’s mission, it is worthy to note that the U.S. Bureau of Labor Statistics estimates an hour of community service is worth $20.85. Through CILSA, students and faculty provided an estimated 45,000 hours of service in co-curricular and curricular activities in this academic year alone. That amounts to $938,250 of service that meets the needs of the community while providing an enriched educational experience for students. When looking back over the past decade, we conservatively estimate nearly 332,355 hours of service have been provided as part of CILSA’s mission, amounting to more than $6 million of service to the community. That represents an amazing return on an investment as well as a tremendous value-added educational impact for students! We gratefully acknowledge the gifts of alumni, faculty, staff and friends who help make CILSA’s mission a reality.

CAD MEMBERS 2009-2010
David Johnson
Enid Macken
Liz Spencer
Yolanda Vega
James Wood
EX-OFFICIO MEMBERS:
Elizabeth Gallagher
Development Office
Lisa Moore
Development Office
Frances Sweeny
Vice Provost for Academics

FRIENDS OF CILSA 2009-2010
Roberta & David J. Bowen, Jr.
Christine P. Dover
Nancy J. Holme
David Johnson
Ryan Lamberton
Larry R. Le Bel
Enid & John Macken
Christopher Major
Jennifer Pigza
April Simonson
Carroll D. Quam
Frances Sweeney
Cathie & Joseph Swoboda
Yolanda Vega
David & Laura Waal
Marshall & Julia Welch
Peggy Wolf
James Wood

CILSA Director Marshall Welch and C.A.D. Members Yolanda Vega, Enid Macken, and David Johnson with Kathleen Kennedy Townsend
PLEDGE TO SERVE
CILSA kicked off its year-long celebration of its 10th anniversary with Pledge to Serve. Students, faculty, staff, administrators and community partners were asked to pledge at least 10 hours of service over the course of the year. The campaign began in the quad during lunch, with Brother President Ronald Gallagher as the first person to sign the pledge. ASSMC President Bailey Hasty and faculty members Michael Barram and Cynthia Ganote added their signatures to the pledge during the ceremony, which included slices of anniversary cake. Nearly 350 people individuals signed the pledge.

STUDENT LEADERSHIP AND SOCIAL JUSTICE CONFERENCE
As a part of its 10th anniversary celebration, CILSA is hosted a regional Leadership & Social Justice Conference on October 17. This conference brought together more than 125 student leaders from UC Berkeley, Sonoma State University, University of San Francisco, Santa Clara University, Diablo Valley College, Notre Dame de Namur, Stanford University and San Francisco State University. The keynote presenters were Wayne Meisel and Raj Jayadev. Wayne Meisel is the president of the Corella and Bertram F. Bonner Foundation, which supports leadership and community service programs at more than 75 colleges and universities across the country, including Saint Mary’s. Raj Jayadev is the founder of Silicon Valley De-Bug, which strives to empower under-served communities by educating them on how to use tools to share their voices and opinions and make a difference in their community. The conference included interactive workshops and networking opportunities to provide essential tools to participants as agents of positive social change on their campuses and in their communities.

CILSA AWARDS AND WOODROW WILSON FELLOW LECTURE
On February 16, a crowd of more than 350 people gathered in the Soda Center to hear Kathleen Kennedy Townsend — this year’s Woodrow Wilson Visiting Fellow — deliver an inspiring keynote address about volunteerism, faith and politics and the importance of Saint Mary’s mission of the common good as part of CILSA’s 10th anniversary celebration. Townsend encouraged the audience to make a difference and to perform service, not to feel better or for charity’s sake, but to help bring about real change. “What we want and need desperately is the spirit of Saint Mary’s in public life, a spirit that says, we do service, we care about you, and we also care about the common good.” Townsend, the former lieutenant governor of Maryland and eldest daughter of Senator Robert F. Kennedy and Ethel Kennedy, also spent time interacting with CILSA student leaders and faculty as part of her week-long visit to campus to address topics such as volunteerism and service, women in power and the intersection of faith and politics. A reception was held after her keynote address with faculty, CILSA students, staff and members of the Committee for Advancement and Development.

DEAN’S CELEBRATION OF ENGAGED TEACHING AND LEARNING
In March, faculty gathered to commemorate 10 years of transformational teaching and scholarship at CILSA’s Engaged Teaching and Learning Reception. Vice Provost Frances Sweeney shared her reflections on the evolution of teaching for the common good at the College, and noted that CILSA’s “organic” start on campus has led to steadily increasing recognition and institutionalization of engaged teaching and learning. CILSA staff briefly recognized both faculty leaders who make up the Engaged Teaching Advisory Council and student leaders who serve as engaged learning facilitators.
STAFF

DIRECTOR
MARSHALL WELCH, PH.D.
Marshall Welch is actively involved in the field of service-learning at the state, national and international levels. He has many articles and chapters in the professional literature of service-learning and has made numerous presentations. A unique aspect of his work is his research on the spirituality of service-learning as part of his studies at the San Francisco Theological Seminary. Marshall has a long history of service and social action starting with mission projects at his church as a youth, continuing as an activist in the 70s, and teaching social justice courses, including a service-learning course in which his students worked in post-Katrina New Orleans. He contributed a chapter to the new Campus Compact publication, Looking In/Reaching Out: A Reflective Guide for Community Service-learning Professionals. Marshall also made several conference presentations this year, as well as conducting a faculty development workshop on the scholarship of service-learning at the University of San Diego.

ASSOCIATE DIRECTOR
JENNIFER PIGZA, PH.D.
Jennifer Pigza brings to CILSA professional experiences in nonprofit 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. She traces her current commitments 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. Jennifer also contributed a chapter on reflection to the Campus Compact publication, Looking In/Reaching Out: A Reflective Guide for Community Service-learning Professionals. Jennifer is developing a book on community-based research and made presentations at the annual Western Region Campus Compact Continuums of Service Conference in Portland, Ore.

JUMPSTART SITE MANAGER
ALICIA TORRES
Alicia Torres is a Saint Mary’s College alumna who received her B.A. in politics. She served through Americorps as a program officer for Youth Funding Youth Ideas in downtown San Francisco. As a student at Saint Mary’s, Alicia served three years as a Jumpstart Corps Member 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’s service is dedicated to her 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 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. Working with the SMC Office of Institutional Research, Beth is using the survey from her master’s thesis to conduct a comprehensive study on the impact of engaged coursework on students’ cognitive, civic, and faith-development. She also made a presentation at the annual Western Region Campus Compact Continuums of Service Conference in Portland, Ore.
COMMUNITY ENGAGEMENT COORDINATOR
RYAN LAMBERTON

As a student at Saint Mary’s, Ryan Lamberton served as 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 served as a volunteer with InterVarsity Christian Fellowship while also substitute-teaching in the East Bay. Ryan 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 Ryan’s desire to walk with college students as they ask questions about faith, justice and who they are called to be. Ryan took the lead coordinating this year’s Student Leadership Conference on Social Justice. He is also an active member of SMC’s Staff Council.

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 served as an intern at We Care, a Concord non-profit serving developmentally disabled children. Pravda brings an infectious laugh and a love of people to the CILSA office and to the Saint Mary’s students she assists.

TEMPORARY OFFICE MANAGER
LORINDA CUNHA

CILSA would also like to recognize Lorinda Cunha, who served as CILSA’s temporary office manager from August through January. Lorinda contributed her positive energy and years of community experience through local schools and Girl Scouts of America.