Lasallian higher education’s success will be measured by its social impact in the world today. The Lasallian college has many possibilities: it has qualified human resources, possibilities of exchange with national and international organizations, groups of researchers that can generate projects conducive to the inclusion and the solution of the problems of poverty, capacity to innovate its programs, and influence in the formation of young professionals with not only technical tools but, above all, the human tools needed for the integral improvement of our societies.

— Carlos G. Gomes Restrepo, FSC
Vice Rector of Universidad de La Salle – Bogota, Columbia

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

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.

The goal of CILSA 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 utilizes 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 both inside 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 an array of service activities through coursework and co-curricular experiences that enable students, faculty and staff to apply their knowledge and understanding in order to engage critical social issues and promote social justice for the common good.

FROM THE DIRECTOR
The report you hold in your hands paints a wonderful picture of CILSA as it moves into its second decade making a significant impact on students, faculty and the community. Over the course of the past 11 years, CILSA has established itself on campus as a vital part of the Saint Mary’s experience. Some student leaders work with directors of nonprofit organizations in the community outside of regular class work. Other students work with faculty members who teach courses in which learning takes place in the real world. At first blush, it is easy to recognize the benefit of direct service that these students provide. What is equally important but less evident is the leadership and civic development that occurs when students take a major role and responsibility in their service and learning experiences. As research has documented, this type of engaged learning prepares students to be good citizens in a just and democratic society. In this way, CILSA plays an important role in transforming the lives of students who will be the business and civic leaders of tomorrow. Faculty members continue to go above and beyond the traditional call of academic duty to create and deliver innovative courses that challenge students. These courses include not only service but ample opportunities for critical thinking and reflection. All of this takes additional time, energy and resources, revealing a true commitment on the part of students and faculty.

Likewise, the work of CILSA staff members goes beyond impacting students, faculty and the local community by continuing to garner national and local attention. Saint Mary’s College was recognized as a finalist on the President’s Higher Education Community Service Honor Roll, an honor accorded to only 11 colleges out of 641 nationwide that were considered for their community service. CILSA staff continues to make significant contributions to the field through national presentations, publications and consulting. Associate Director Jennifer Pigza, Ph.D., published a monograph on community-based research in partnership with the National Community-Based Research Networking Initiative at Princeton University. CILSA staff member Ryan Lamberton took a leading role in organizing and convening the second annual regional Student Leadership Conference on Social Justice, hosted by UC Berkeley. Jumpstart Manager Alicia Torres was invited to demonstrate the use of the new Jumpstart curriculum to colleagues at a national training workshop. Beth Hampson continues to establish herself as a trusted colleague with community partners and faculty as she takes the lead on developing a new and exciting student leadership experience. And finally, I was privileged to participate on a national round-table discussion with the Association of American Colleges and Universities and Global Perspectives Initiatives to draft a formal report to the U.S. Department of Education on how to promote civic engagement in the undergraduate college experience.

I know you will be as impressed and inspired as I am when you review the outstanding work of the students, faculty and staff that is presented in this report. Thanks for your continued interest and support.

Marshall Welch, Ph.D. – Director
STUDENT LEADERSHIP PROGRAMS

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, over 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 the college.

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 was initiated in partnership with the Department of Psychology and recently celebrated its sixth year. Jumpstart Corps members work between 10 and 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 to 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, amount to over 100 hours of training. Jumpstart team leaders, the senior intern and volunteer coordinator develop lifelong 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 three years, Jumpstart has worked with the families to build home libraries that reinforce reading skills and the joy of reading.

There were seven Jumpstart team leaders this year and another 24 Jumpstart Corps members working directly with 150 children in five preschools providing over 11,000 hours of service.

BONNER LEADERS

Ashley Kelley
LEO Center
Academic Tutor

Blanca Padilla
Oakland Elizabeth House
Homework Club Coordinator

Billy Delgado
Saint Martin de Porres School
School Enrichment Coordinator

DJ Bowen
CILSA Group Service Project Coordinator

Damaris Nielsen
CILSA Media & Communication Coordinator

Elizabeth Torres
Monument Crisis Center
Homeless Advocacy Assistant

Emily Benzi
Saint Anthony Foundation
Guest Services Intern

Francis Villaseñor
CILSA Senior Bonner Intern

Iris Rodriguez
Ford Elementary School
Academic Tutor

Jennifer Gordon
General Assistance Advocacy Project
Homeless Advocacy Assistant

Jessica Beltran
CILSA Adult ESL Program Coordinator

Lanie Peterson
Women’s Daytime Drop-In Center
Homeless Advocacy Assistant

Lizeth Soto
CILSA Social Action & Education Coordinator

JUMPSTART LEADERS

Andrew Aguilar
Centro Infantil Child Development Center (CDC)/Fruitvale Head Start

Dianna Mata
Brookfield CDC

Liana Pellegrino
Manzanita Head Start

Brenda Manquez
Centre Infantil CDC

Agueda Gomez
De Colores Head Start

Yadira Beltran
Fruitvale Head Start

Sara Quintanilla
Co-Team Leader (Fall)
Fruitvale Head Start

Veronica Weaver
Team Leader (Spring)
Centre Infantil CDC

Stephanie Diaz
Volunteer Coordinator

Martha Ketema
Senior Program Intern

Amanda Arreola
Administrative Assistant

Thanh Lu
Administrative Assistant
ENGAGED LEARNING FACILITATORS (ELF)

The ELF program, completing its third 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. There are many highlights from this year’s work by ELFs. Dani Lucier played a key role in establishing a partnership between the men’s and women’s basketball teams to sponsor toy and food collection campaigns before Christmas. Tomas Ayala single-handedly coordinated the “Love Loudly” social issues awareness fair as part of CILSA’s celebration of Dorothy Day’s legacy. Sihang Chen helped organize a resource library for faculty teaching engaged courses and entered data from a survey to assess the impact of engaged courses on students’ personal development. Jesse Lieberman was the first ELF solely dedicated to serving a program. He played a key role in coordinating service-learning in the Liberal and Civic Studies program.

SOCIAL JUSTICE PROGRAMS

COMMUNITY VOICES: LIFE IN MONUMENT CORRIDOR

A panel of community organizers discussed critical local issues, from education and health care to immigration law and poverty. The panel included Contra Costa County Supervisor Susan Bonilla, executive director of the Monument Crisis Center Sandra Scherer, Julie Mason of the Monument Community Partnership, Concepcion James of Contra Costa Health Services and Kevin Edwards of Ygnacio Valley High School. CILSA co-sponsored the event with Liberal and Civic Studies.

A packed house of over 500 students heard labor justice activist and former student athlete Jim Keady talk about exploitation of workers in athletic shoe factories in third world countries. Jim is the founding director of “Educating for Justice” and spent a month in an Indonesian factory workers’ slum, living on $1.25 a day, which is what he says is a typical wage for Nike’s subcontracted workers. Keady’s lecture critically examined NIKE labor practices in the context of Catholic Social Thought, economic justice and fair trade. The event was co-sponsored by the Theology & Religious Studies Department and the Kinesiology Department, with additional support from the Campus Committee for Inclusive Excellence, the Cummins Institute, Social Justice Coordinating Committee, Athletics Department, Graduate Business/T-GEMBA Program, and Mission & Ministry Center.

Shane Claiborne came to campus during January Term to discuss how individuals and communities can live out their spirituality and asked his listeners to remake the world more justly. He has served alongside Mother Teresa in Calcutta and has spent time in Baghdad with the Iraq Peace Team. He has written several books, including “The Irresistible Revolution” and “Jesus for President.” Shane is the founding partner of The Simple Way, a faith community in Philadelphia that helps create and connect radical faith communities around the world. Shane’s visit was co-sponsored by January Term, CILSA, the Intervarsity Christian Fellowship, Social Justice Coordinating Committee, Theology & Religious Studies Department, Mission & Ministry Center and Campus Activities Board.
WO/MEN’S LEADERSHIP CONFERENCE: THE CROSSROADS OF SOCIAL CHANGE

The theme of the second annual Wo/men’s Leadership Conference was “The Crossroads of Social Change.” Participants examined the intersection of race, class, gender and sexual orientation as it pertains to social justice, social change and leadership. The conference began with a luncheon discussion entitled “Women of Color Leading Change,” followed by I-chat (safe space debriefing groups), the debut of “Be the Change” video projects and a networking open house in the Women’s Resource Center’s new home. On Saturday, Moraga Mayor Karen Mendonca delivered the keynote address on leadership and civility. The conference then offered three tracks of sessions: identity politics, leadership, and social change, along with a special lunchtime and closing performance. The conference was co-sponsored by the Women’s Resource Center, CILSA, Academic Advising, SMC Leadership Center, Stand!, Alumni Relations, Community Violence Solutions and the Town of Moraga.

THINK GLOBALLY: ERADICATING POVERTY AROUND THE WORLD

In partnership with the School of Liberal Arts, International Area Studies and the Liberal & Civic Studies Program, CILSA co-sponsored a panel discussion of representatives from three international nonprofits: Kiva, an organization that arranges microfinance loans; Beads for Life, which sells jewelry and other products created by Ugandan women; and Just Hearts, a nonprofit fair-trade organization developed by two former Saint Mary’s students.

STUDENT SERVICE OPPORTUNITIES

CILSA provides various short-term service opportunities that are planned and coordinated by Campus 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 & HUNGER BANQUET

In addition to serving on the First Year Experience Committee, CILSA and Bonner Leader DJ Bowen coordinated two events in which new students explored the multiple meanings of the first-year theme “Imagine-nation.” During Weekend of Welcome, staff members and student leaders led a Saturday of Service for over 200 students. Students worked at the Saint Mary’s Legacy Garden, Alameda Point Collaborative, Alameda Park, Saint Martin de Porres School and Oakland Parks.

In November, CILSA Bonner Leader Liz Soto coordinated and hosted an Oxfam America “hunger banquet” for nearly 120 students. Participants were given an identity passport, which described the quality of life of the person whose identity they now had, including country of origin, class and life situation. This identity placed 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 issue of hunger. Attendees were invited to donate money directly to Oxfam America or canned goods to the Food Bank of Contra Costa and Solano Counties.

GAELS BASKETBALL TEAMS UP WITH CILSA

The men’s and women’s basketball teams worked with CILSA to collect toys and food during four home basketball games in December. The toys were donated to Catholic Charities of the East Bay in Oakland to be distributed as gifts from Santa to children in need. The Monument Crisis Center in Concord received donations for its food bank. CILSA student leader and Engaged Learning Facilitator (ELF) Dani Lucier took the lead establishing this first-ever partnership between SMC Athletics and CILSA. Go Gaels!
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 greenhouses and raised chicken coops at Alameda Point Collaborative, a housing community for formerly homeless families on the former Alameda Naval Air Station. Other service projects and sites include working with the Lafayette Urban Farm program; building a senior community garden at Satellite Housing; cleaning, painting and organizing at Saint Martin de Porres School and Oakland preschools; and eradication of invasive species at East Bay Regional Parks. Saturdays of Service are coordinated and managed by CILSA Bonner Leaders.

HAYWARD YOUTH ACADEMY OUTREACH
In October, CILSA continued its partnership with Hayward Youth Academy and its director, Chris Major ‘83, to expand college exposure to low-income East Bay youth. In collaboration with Recreational Sports, Admissions Ambassadors, the SMC Legacy Garden and the SMC women’s soccer team, CILSA hosted nearly 50 children and their families for an event that included a campus and garden tour, fitness challenges, community service and lunch in the dining hall.

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. Students spend 2.5 hours Monday through Friday tutoring middle-school students each week. This program is particularly attractive to students in the Liberal & Civic Studies major and other service-learning courses because they can build one-on-one relationships with children that often start with homework assistance and lead to greater support and mentoring.

24-HOUR IMMERSIONS
Weekend service immersions 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, nearly a dozen students traveled to San Francisco’s Tenderloin neighborhood, where they explored poverty and homelessness firsthand. During the immersion, students sleep at a local nonprofit and serve 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 and 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.

WORKERS APPRECIATION
In the spring, students, staff and faculty expressed their appreciation for employees of Able, Sodexo and Facility Services at Saint Mary’s College. A taqueria with a raffle was hosted for 169 employees. The documentary film entitled “The Philosopher Kings” was shown to a student audience, followed by a panel discussion, which included a worker representative of each company. These events were organized and sponsored by: ASSMC, Campus Activities Board, Campus Committee for Inclusive Excellence (CCIE), Intercultural Center, Latin American Student Association, Mission & Ministry Center, Residence Hall Association, Student Involvement and Leadership and the Social Justice Coordinating Committee.
**ADULT ESL PROGRAM**
Throughout the academic year, 18 SMC students tutored 23 adult learners of English. The adult learners of English are employees of Able and Sodexo at Saint Mary’s College, and for the first time, the English as a Second Language (ESL) Program was open to other members of the community. Tutors did not need to be bilingual to participate in this service activity. Bonner Leader Jessica Beltran coordinated the program and volunteers.

**CARNIVAL 4 KIDS**
The school year culminates with the annual Carnival 4 Kids. The carnival promotes higher education to children, fosters relationships between children and college students, provides a fun activity for the children and encourages a meaningful service experience for Saint Mary’s students. The carnival was created by two students in 2002; today, a core team of 15 student leaders plans the event, recruits more than 250 student volunteers and connects 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 approximately 200 young children from Saint Martin de Porres School, Cambridge Elementary, Meadow Homes Elementary and Saint Vincent’s Day Home Head Start 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. Student leaders Lindsay Verber and Lisa Doherty co-chaired the Carnival 4 Kids.

**ALUMNI ASSOCIATION ALASKA SUMMER FELLOWSHIP AND MICAH SUMMER FELLOWSHIP**
The Saint Mary’s Alumni Association and CILSA’s Committee for Advancement and Development sponsored the Alumni Summer Fellowship Program in Palmer, Alaska, for its third consecutive year. Justin Grider was selected as this year’s Fellow. He worked with Daybreak, Inc., an organization that provides housing and support services to adults with mental illness. The summer fellowship included working with the Valley Christian Coalition, an ecumenical group that interacts with local agencies to address poverty and homelessness.

A new and exciting summer program known as the Micah Summer Fellowship was inaugurated in the summer of 2011. The Micah Project (based on Micah 6:8) is designed to allow current Saint Mary’s undergraduate students to experience **faith, service and community**, following the example of Saint John Baptist de La Salle. The Micah Project is a six-week immersion living and learning program that advances each student’s professional development, leadership development and growing awareness of important social issues to become agents for positive social change. Kendra Capece, Lindsay Fukui and Brenda Martinez lived together in community at a house owned and operated by World Impact, a faith-based community outreach agency in Oakland. Each week, CILSA staff members met with the Micah Fellows for dinner and reflection. This year’s community agency partners included Elizabeth House, General Assistance Advocacy Project (GAAP) and the Saint Anthony’s Foundation. These students each receive $2,000 in financial support for living expenses.
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. A total of 43 engaged courses, involving 30 faculty members and 838 students working with 59 community partners, were taught this year.

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. One innovative approach to social justice was taught as a Jan Term class by CILSA Associate Director Jennifer Pigza and Jim Losi, a member of CILSA’s Committee for Advancement and Development. The course, New Histories: Remaking and Reconciling Rwanda, was a theory-to-practice course in partnership with the Kundebana Foundation. Students in the class were given an actual fund of $5,000 to create a portfolio of development projects and approve all funds to benefit the people of Rwanda. In this way, students learned about critical issues related to Rwanda’s rebuilding after its devastating 1994 genocide as well as the philanthropic side of global social justice and service.

SERVICE-LEARNING
Service-learning courses extend the classroom or laboratory to include community settings. Each course’s service component connects directly to 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. In Aaron Sachs’ Urban Food Justice Jan Term course, students considered how our society does or does not guarantee that all people have equal access to good, clean and just food. The course focused on how food is produced, distributed and consumed, particularly in low-income urban communities, and highlighted local and national food activism. Students engaged in meaningful service connected to the theme of food justice in partnership with People’s Grocery of West Oakland, an organization devoted to changing “the way the food system works.” Students packed and distributed “grub boxes,” surveyed local residents about access to healthy foods and worked the soil at a community garden and a two-acre farm.

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 threefold: to research issues of social justice, to develop an action plan 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. Inspired by the 40th anniversary of women at SMC, Monica Fitzgerald taught a timely Jan Term course entitled The “Skirts” on Campus: 40 Years of Women at Saint Mary’s: Coeducation and the Women’s Movement. Students in the course learned about the broad sweep of the women’s movement on a national level to contextualize their understanding of co-education in institutions of higher education across the nation, including Saint Mary’s College. Every student conducted at least one oral interview with a woman who was part of the “first generation” of women at Saint Mary’s. Five students from the course shared their research in a panel presentation at the Wo/men’s Leadership Forum, and others helped to organize a library exhibit that debuted in March. Monica Fitzgerald presented on the research at the annual conference of the Western Association of Women Historians. The students’ interviews are now part of a permanent library archive devoted to the history of women at SMC.

STUDENT LEADERSHIP IN COMMUNITY ENGAGEMENT
A new hybrid program known as Student Leadership in Community Engagement (SLICE) was developed and underwent approval this year for implementation next academic year. SLICE will be a student-driven, upper-division, two-semester independent study project of academic distinction that is initiated during the fall semester and completed in the spring semester. With the support of a supervisory committee consisting of an instructor, community partner and CILSA staff member, each SLICE student will develop, implement and assess a community-based research or service-learning project that addresses an issue within the community. Students will work with a faculty member from their major or minor discipline and will study issues of leadership, justice and/or equity in that discipline. Students will also participate in a cohort-style seminar on Catholic Social Thought, leadership and community engagement led by CILSA staff that serves as the training and underpinning for their own project development and completion. The course will span the year to give students
and faculty time to study the academic content, develop a project, implement the project and write and present the results. The new program will be implemented in 2011-12.

**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. Four faculty members from varied disciplines participated in the program in 2010-11. 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. The day culminated with a reflection discussion exploring and empathizing with the complex array of emotions and issues students experience during service-learning courses. 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.

CILSA also provided two faculty development workshops to help instructors conceptualize new Jan Term courses that incorporate social justice, service-learning or community-based research. A total of 11 instructors participated in the two workshops.

In addition to this year’s faculty cohort, CILSA was able to provide continuing professional development opportunities for instructors. Jose Feito and Emily Hause, both from the Department of Psychology, and Aaron Sachs, Department of Communication, attended the annual Western Region Campus Compact Continuum of Service conference in San Diego to learn more about developing and maintaining quality service-learning courses.

**FIFTH ANNUAL INSTITUTE ON TEACHING, LEARNING & RESEARCH FOR SOCIAL JUSTICE**

**MAY 26, 2011**

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. This year’s institute focused on integrating capacity building into service-learning and community-based research courses. Gerald Eisman, director of the Institute for Civic and Community Engagement at San Francisco State University, was this year’s keynote presenter. Eisman and his colleagues have developed a new initiative called Neighborhood Empowerment Network - Universities (NENu), a collaboration between the City of San Francisco’s neighborhoods and a growing consortium of universities that serve San Francisco communities through engagement. The goal of NENu is to develop foundational research studies, establish inter-university collaborations and expand service-learning and community-based research projects that directly respond to the needs of localized communities.

Doug Paxton of the Saint Mary’s College Leadership Center provided a midday keynote address, which invited participants to explore the deeper passions behind their civic engagement work. Colleagues from Bay Area colleges and universities also attended this year’s institute. Counterpart directors and staff from similar centers at other local institutions participated in professional development workshops as well as professional networking and dialogue. The institute was also the culminating activity for SMC faculty who participated in CILSA’s year-long faculty cohort program. Faculty in the cohort debriefed, updated their future plans for service-learning and community-based research, and engaged in personal reflection.

The institute is made possible through the generous support of Saint Mary’s Social Justice Coordinating Committee, Cummins Institute for Catholic Thought, Culture and Action and the Office of the Provost. We also gratefully acknowledge the support of California Campus Compact and the Corporation for National and Community Service’s Learn and Serve America program.

**FACULTY COHORT MEMBERS**

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<thead>
<tr>
<th>Name</th>
<th>Department/Program</th>
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<tbody>
<tr>
<td>Maria Ruiz</td>
<td>International Studies and Modern Languages</td>
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<tr>
<td>Aaron Sachs</td>
<td>Communication</td>
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<tr>
<td>Saroja Subrahmanya</td>
<td>School of Business and Administration</td>
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<td>Denise Witzig</td>
<td>Women’s Studies</td>
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**Patrizia LONGO**
Politics

Elaina Rose Lovejoy
Education

Rabbi Harry Manhoff
Theology & Religious Studies

Lisa Mantor
English

Phyllis Martinelli
Sociology

Barbara McGraw
Business Administration

Brother Mark McVann
Theology & Religious Studies

Elisa Miller
Collegiate Seminar

Marie Paglarini
Theology & Religious Studies

Jennifer Piza
CILSA

Rebecca Proehl
Educational Leadership

Aaron Sachs
Communication

Deepak Sawhney
Liberal & Civic Studies

Scott Schoenfeldt-Aultman
Communication

Sawako Suzuki
Educational Leadership
A highlight of this year’s award dinner was the participation of Kevin Quigley, the CEO and president of the Peace Corps Association. Quigley shared a few remarks about the 50-year legacy of the Peace Corps and the benefits of service.

**STUDENT LEADERSHIP AWARD:**
**ANDRES RODOLFO AGUILAR**

Andres Aguilar received the second annual Student Leadership Award for his longstanding commitment to social justice in CILSA, starting with his time as a volunteer in Jumpstart. In the program, he has diligently served as a Team Leader, working with a team of his peers to enhance the quality of an early childhood program for low-income children in Oakland. He is a person who cares about the development of his team and making sure that their experience is beneficial for both the SMC students and the children they work with in the classroom. His commitment to education and social justice does not end with Jumpstart. Andres has participated in many activities on campus, such as La Hermandad, the Our Struggle Coalition, various cultural nights, the Santiago Living/Learning Community, Christian Service and numerous other activities to promote social justice and awareness on campus. His passion and commitment have transformed him and inspired him to be an activist and educator for social change and justice here and beyond.

**ENGAGED FACULTY AWARD:**
**PROFESSOR SHAWNY ANDERSON**

This year’s Engaged Faculty Award was presented to Professor Shawny Anderson. Every Jan Term, Shawny has taken students on service-learning trips to places such as post-Katrina New Orleans, Brazil, Haiti and Dominica. She pushes her students to be better and work harder, both mentally and physically, than they ever knew they could. Students come back from these trips inspired to do more. Whether Shawny’s classes are in a foreign country or on campus, she inspires dialogue, leadership and community. During these trips, Shawny encourages students to work together as a team to make decisions. Along the way, students learned about community, poverty, compassion, racism, hard work, simplicity and inequalities. She is constantly encouraging the SMC community to be more involved with social issues around the world and in our local community.

**SMC ENGAGED STAFF MEMBER AWARD:**
**SHARON SOBOTTA**

This year’s recipient of the SMC Engaged Staff Member Award is Sharon Sobotta of the Women’s Resource Center. Sharon splits her time between directing the Women’s Resource Center at Saint Mary’s College of California, writing for a number of publications and reporting for Pacifica Radio news. Sharon is a journalist, an educator and a world traveler. She believes that everyone has a story worth sharing, and her mission is to give voice to people from every walk of life. From the everyday struggles that men and women experience with relationships and love to the societal impact of xenophobia, Islamophobia, racism and sexism, there is no issue Sharon is unwilling to take on as a journalist. In her first book, “The Journey of Life: 100 Lessons from Around the World,” Sharon weaves the human experience into a collection of universally applicable lessons, allowing wealthy entrepreneurs, successful musicians and even homeless people to transcend boundaries to a place of commonality.

**COMMUNITY PARTNER AWARD:**
**SOLOMON BELETTE**

Solomon Belette, executive director of the Catholic Charities of the East Bay, received the CILSA Community Partner Award. A colleague noted that Solomon’s approach to his work and life exemplifies the “head, heart and hands” of CILSA. Solomon’s head is an ongoing desire to learn and improve the services he provides to those most in need. He was recently accepted to the prestigious LeaderSpring forum, where he will spend two years enhancing his own leadership capacity while sharing his experience with young emerging leaders. Solomon’s heart is full of the conviction of his beliefs. His heart also guides him in taking the time to work with volunteers, including CILSA students, to make sure they understand the deeper meaning and importance of the work they are doing. Solomon’s hands are always busy. He has helped Catholic Charities of the East Bay meet increasing demands for services, and he has always taken the agency wherever it needs to go to meet the most critical needs of the community.
COMMITTEES

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 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 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. Members provided consultation regarding the Student Leaders in Community Engagement (SLICE) independent study proposal, strategies to maximize faculty utilization of CILSA course support, current and potential campus affinity groups for prison issues and environmental and food justice, and the annual May Institute for faculty and partners. In addition, the group reviewed over 20 courses for official Engaged Course designation (Social Justice, Service-Learning, Community-Based Research) and provided collegial assistance to colleagues seeking these designations.

COMMUNITY PARTNER ADVISORY COUNCIL

The CILSA Community Partner Advisory Council (CPAC) is a group of nonprofit professionals from the counties of Contra Costa and Alameda. 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 to provide the community partners' perspective on potential initiatives and to help plan larger biannual meetings and professional development for community partners. In November, over 30 community partner attended a networking and professional development event for community partners. In late April partners met to engage in asset-mapping activities as a way to consider the current strengths and needs of their organizations and communities. In May, partners attended the annual Institute for Teaching, Learning and Research for Social Justice with faculty collaborators to focus on the ways in which community-higher education partnerships can maximize long-term community impact.

DEVELOPMENT

COMMITTEE FOR ADVANCEMENT & DEVELOPMENT

The Committee for Advancement and Development helps establish a fiscal foundation for CILSA. The committee meets twice a year and helps CILSA in “friend raising” and fundraising 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. Saint Mary’s upcoming comprehensive campaign has identified building an endowment for CILSA as one of its priorities. This year, members of the committee were active hosting a wine-and-cheese party to raise funds for the Alumni Summer Fellowship Program in Alaska.

GIFTS AND GRANTS

The work of CILSA is made possible by institutional support from the institution and the continuing support of friends, supporters, foundations and agencies. To help put the impact of this financial support into perspective, it is worthy of note that the U.S. Bureau of Labor Statistics estimates an hour of community service is worth $21.36. Through CILSA, students and faculty provided 39,907 hours of service during this academic year, amounting to $852,413 of service that meets the needs of the community while providing an enriched educational experience for students. Looking back over the past 11 years of CILSA’s history, this means that nearly $7 million dollars of service has been provided to the community. This represents an amazing return on an investment of financial gifts.

This year CILSA received $21,907 in donations. These funds are used to provide ongoing financial support to our student leaders who otherwise literally could not afford to do all the work they do. These gifts also fund important and unique learning opportunities for students such as the Alumni Summer Fellowship Program in Alaska and the new Micah Summer Fellowship. Financial support also makes the annual Carnival 4 Kids event possible.

In collaboration with the offices of Development and Financial Aid, CILSA generated nearly $140,000 in public and private grants to support programs and student wages and over $54,000 in AmeriCorps education awards that directly benefit students’ education costs. Wells Fargo awarded a $10,000 grant to support various educational outreach initiatives provided by faculty and students at Saint Martin de Porres School.

ETAC MEMBERS

Ron Ahnen
Politics
Reid Davis
Performing Arts
Monica Fitzgerald
Liberal and Civic Studies
Lisa Manter
English
Kathleen Taylor
Graduate Education
Andrew Wilson
Graduate Business

CPAC MEMBERS

Anisha Desai
Earth Island Institute
Maurice Harper
Saint Martin de Porres School
Michelle Mason
Youth Engagement Advocacy and Housing
Sofia Navarro
Unity Council of Oakland
Sandra Scherer
Monument Crisis Center, Concord
Miquestee Thompson
Women’s Daytime Drop-in Center, Berkeley

CAD MEMBERS

David Johnson
James Losi
End Macken
Yolanda Vega
James Wood
Brother Dominic Berardelli

EX-OFFICIO MEMBERS:

Elizabeth Gallagher
Development Office
Lisa Moore
Development Office
Marshall Welch
CILSA Director
in Oakland. Our partners from Wells Fargo conducted financial literacy workshops for parents at the school. Professor Monica Fitzgerald of the Department of Liberal & Civic Studies created a service-learning course in which SMC students worked with teachers and students at Saint Martin de Porres to create social studies and environmental studies curricula. Likewise, Theater Instructor Reid Davis took his students to the school to use drama to help schoolchildren learn about and deal with issues such as bullying.

CILSA also received a $10,000 Student Leadership Initiative grant from California Campus Compact and Learn and Serve America Higher Education. This grant will enable CILSA staff to help faculty and students promote capacity building in Oakland. The grant will help defray costs of the annual student leadership conference held each fall semester as well as develop new courses designed to help the local community with capacity building. The grant includes the use of technology for professional development opportunities to help faculty and student leaders learn how to integrate capacity building into projects and courses. Finally, these funds will be used to host the third annual Student Leadership Conference on Social Justice in October 2011.

**FOUNDATIONS & GRANTS**

CILSA makes every effort to compile an accurate list of friends and supporters. We apologize for any omissions or errors. Please notify us of any necessary corrections by contacting CILSA Director Marshall Welch.

**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 1970s, and teaching social justice courses, including a service-learning course in which his students worked in post-Katrina New Orleans. Marshall was invited by the Association of American Colleges and Universities (AAC&U) to participate in a round-table discussion in Washington, D.C., to help craft a report to the U.S. Department of Education as a vision for infusing civic engagement into the college experience. He conducted a faculty development workshop at Seattle University in March. His article entitled “Shedding Light on the Shadow-side of Service-learning” was published in the Journal of College and Character this year and has received wide national attention. He also chairs the Sustainability Committee and the Social Justice Coordinating Committee at SMC. His wife, Julie, is the steward of Legacy Garden on campus.

**ASSOCIATE DIRECTOR**

**JENNIFER PIGZA, PH.D.**

Jennifer Pigza has been with CILSA since 2005 and brings to her work experiences in nonprofit social service agencies, service-learning, college teaching, living and learning programs and higher education administration. She writes about student learning and critical reflection, teaching for social justice and institutionalizing service-learning. She traces her commitments to faith-justice to early experiences working with homeless people in Baltimore, attending service immersions in Mexico, institutionalizing service-learning in Maryland high schools and investing four years with the Jesuit Volunteer Corps. Jennifer’s highlights for this year include teaching, with Jim Losi, the January term course “Remaking and Reconciling Rwanda.” She also presented at three conferences and published three items: an edited monograph with Mary Beckman (of the University of Notre Dame), “New Directions in Community-Based Research,” a book chapter, “Developing Your Ability to Foster Student Learning and Development Through Reflection,” in

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**THANKS TO OUR SUPPORTERS**

- Thomas Anderson
- Christy Beville
- Carolyn Czarzi
- Christine Dover
- Emmaus Community
- Santa Rosa, CA
- John & Lisa Fournier
- Arthur Gordillo, Jr.
- Jessie Heying
- Nancy Huime
- David Johnson
- Ryan Lambert
- Jacqui Linda
- James & Beverly Losi
- Enid & John Macken
- Christopher Major
- Tim & Veronica McInerney
- Lisa Moore
- Thomas & Rita O’Malley
- Jennifer Pigza
- Carroll and Jane Quam
- Audrey Scott
- Vida y Vino
- Christine Style
- Frances Sweeney
- Andrew Verducci
- David & Laura Waal
- Marshall & Julie Welch
- Peggy Wolf
- James Wood

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**FOUNDATIONS & GRANTS**

- The Corolla & Bertram F. Bonner Foundation
- Corporation for National & Community Service
- Jumpstart
- Wells Fargo Students of Service
- Student Life and Leadership at SMC
- San Francisco Theological Seminary
- Student Leadership Initiative

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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. Alicia was invited to demonstrate the use of new Jumpstart curriculum to colleagues at a national training workshop. She was a High Potential Program mentor, an active participant in the Latin American Student Association and Black Student Union 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. In March, the entire CILSA family celebrated the arrival of Alicia’s baby daughter, Luna.

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. She chairs the Community Partner Advisory Council and the Engaged Teaching Advisory Council and oversees the ELF program described in this report. Beth took the lead in conceptualizing the new SLICE initiative. She co-taught a Student Leadership course with colleagues from Student Life. When not “changing the world” with CILSA, Beth enjoys cooking, dancing and nurturing her spirit at silent reflection retreats.

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 postgraduate 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 co-coordinated the second annual Student Leadership Conference on Social Justice hosted at UC Berkeley in October 2010. Ryan also played instrumental roles in bringing guest speakers Jim Keady and Shane Claiborne to campus. When he’s not busy doing all of this amazing work, Ryan is pursuing his master’s degree in counseling at SMC. Ryan is an avid cyclist and runner as well as a devoted husband and the father of two lovely daughters.

JUMPSTART SITE MANAGER (SPRING 2011)
MIRANDA HERRERA
SMC and Jumpstart alumna Miranda Herrera stepped in as temporary Jumpstart manager during Alicia’s maternity leave. In addition to being a former “Jumpstarter,” Miranda was last year’s recipient of the CILSA Student Leader Award. She participated in the Teachers for Tomorrow program while a student at SMC.

CILSA FACTS AT-A-GLANCE

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| TOTAL SERVICE HOURS | 39,907 |
THE YEAR AT A GLANCE

SEPTEMBER

WEEKEND OF WELCOME & SATURDAY OF SERVICE: Over 150 entering first-year students begin the school year providing service.

COMMUNITY VOICES: LIFE IN THE MONUMENT CORRIDOR: A panel of community organizers discuss critical local issues in partnership with Liberal & Civic Studies.

IMMERSION EXPERIENCE: Students spend a weekend at the Berkeley Men’s Shelter serving and learning about issues related to poverty and homelessness.

CAMP CILSA: A cohort of five faculty members commit to a full Saturday of professional development to learn how to design, implement and evaluate courses for engaged teaching and learning.

THE WEST OAKLAND FUTURES PROJECT: CILSA receives a $10,000 grant from Wells Fargo to develop and deliver programs to students and their families at St. Martin de Porres School.

OCTOBER

SECOND ANNUAL STUDENT LEADERSHIP & SOCIAL JUSTICE CONFERENCE: In partnership with Bay Area colleges, CILSA co-organizes and coordinates a conference hosted at UC Berkeley in which more than 430 Bay Area college students participate.

JIM KEADY: BEHIND THE SWOOSH: Collaborating with the Department of Religion and Theological Studies and the SMC Social Justice Coordinating Committee, CILSA sponsors a keynote presentation by Jim Keady on the issue of sweatshop labor. Over 450 students attended.

SATURDAY OF SERVICE: Over 50 students provided 200 hours of service working on campus and in Lafayette, Oakland and Alameda.

NOVEMBER

LOVE LOUDLY: To celebrate the 30th anniversary of Dorothy Day’s death, CILSA holds its first campus-wide event with student leaders and groups promoting awareness of important social issues.

HUNGER BANQUET: CILSA hosts its third annual event simulating and showcasing the personal stories and impact of global and local hunger and poverty. More than 100 students attend, raising funds for OXFAM and donating items of food to the Monument Crisis Center.

SECOND ANNUAL WINE TASTING EVENT: CILSA’s Committee for Advancement and Development hosts its second annual wine tasting party to raise money for the Alumni Summer Fellowship Program in Alaska.

CALIFORNIA CAMPUS COMPACT STUDENT LEADERSHIP INITIATIVE GRANT: CILSA receives a $10,000 grant to fund a new project entitled “Another World is Possible” by Christian activist Shane Claiborne.

DECEMBER

BOOK AND TOY COLLECTION DRIVE: In partnership with the men’s and women’s basketball teams, food and toys are collected during four basketball games and are donated to the Monument Crisis Center and Catholic Charities of the East Bay.

FACULTY IMMERSION EXPERIENCE: The faculty professional development cohort spends a day serving meals at Saint Anthony Foundation in San Francisco’s Tenderloin neighborhood and reflects on their experience to help understand the complex issues students encounter through service-learning courses.

JANUARY

JAN TERM KEYNOTE SPEAKER: SHANE CLAIBORNE: In collaboration with the Jan Term program, CILSA and the Social Justice Coordinating Committee cosponsor a visit and conversation entitled “Another World is Possible” by Christian activist Shane Claiborne.

CILSA ASSOCIATE DIRECTOR JENNIFER PIGZA and CILSA C.A.D. member Jim Losi co-teach a Jan Term class, New Histories: Remaking and Reconciling Rwanda.

FEBRUARY

CILSA AWARDS: CILSA presents awards to outstanding students, faculty, staff and community partners dedicated to social justice. Woodrow Wilson Fellow Kevin Quigley, president and CEO of the National Peace Corps Association, joins the celebration to share a few remarks.

SPRING INTO ACTION: Nearly 60 SMC students provide service in the community on a cold and rainy Saturday.

MARCH

COLLEGE FOR A DAY: About 65 students from St. Martin de Porres Middle School get a sneak peek at college life, including a chance to shoot some hoops with the SMC women’s and men’s basketball teams.

THINK GLOBALLY: ERADICATING POVERTY AROUND THE WORLD: Panelists from international nonprofit organizations describe micro-loans and economic empowerment.

APRIL

RUN FOR HUNGER: SMC students help raise awareness, money and food in the third annual 5k race on campus.

CARNIVAL 4 KIDS: CILSA holds its ninth annual event for nearly 200 inner-city children. SMC students serve as “Big Buddies” and provide fun activities at booths sponsored by an array of campus groups and clubs.

FEBRUARY

FIFTH ANNUAL INSTITUTE ON TEACHING, LEARNING & RESEARCH FOR SOCIAL JUSTICE: Faculty and staff from SMC and Bay Area colleges continue their professional development during a one-day institute with a focus on capacity building.

JUNE

MICAH SUMMER FELLOWSHIP PROGRAM: The Micah project is inaugurated, with three students living in community, spending six weeks working and developing their leadership skills with local nonprofit organizations.