Annual Report – Offices, Departments, Centers & Institutes - Non-Degree-Granting
AY 2011-2012

1. **Offices/Departments/Centers/Institutes (Non Degree-Granting) Identification & Executive Summary** (2 page recommended length)
   - Official name of the office/department/center/institute: Twomey Center for Peace through Justice
   - Distinctive mission or purpose statement: The Twomey Center’s mission is to shape social justice consciousness through education and to take action on critical social issues confronting society, locally, nationally and globally. This work is accomplished through the activities of our programs: Bread for the World New Orleans; Global Network for Justice (GNJ); Pre-college Incubation Experience for Majoring in Mathematics and the Natural Sciences (PRIEMMANS); the Twomey Training Center (TTC); Urban Partners; the Blueprint for Social Justice; and the Twomey Print Shop.

   - Executive summary of activities (for AY 2011-2012) and office/department/center/institute highlights, particularly in the areas of planning and assessment, including a brief progress report on implementation of action plans and outcomes results and notation of any changes over the last year or any new initiatives.

The following are some of the activities and achievements of the Twomey Center in AY2011-12:

- Created structures and organizations for advocacy and involved people and their organizations in the process of creating research and developing education and advocacy actions on the issues of poverty, food security, human trafficking, and climate change. These include the Global Network for Justice and the Carmelite NGO. Developed websites and publications for these structures, including the Louisiana Bread for the World’s informational newsletter – Bread for the World Louisiana – published eleven times a year and the “think about it, pray about it, act on it” weekly action alerts. Over 600 people participated in this year’s 31st Annual Walk for the Hungry with the theme “A Circle of Caring.”

- Another initiative begun under Sr. Jane Remson’s leadership is a partnership between Carmelite Secondary Schools in the US, Peru, the Philippines and Indonesia on the issue of environment sustainability. The students began a blog entitled Carmelite Youth Crew -- with CREW being an anagram for "caring, responding and enhancing our world." Student from Carmelite schools worldwide are now sharing ideas and actions for environmental sustainability.

- Environmental sustainability was also a part of the 2012 summer curriculum for the Twomey Center’s Pre-college Incubation Experience for Majoring in Mathematics and the Natural Sciences (PRIEMMANS). PRIEMMANS, founded and directed by Dr. Al Alcazar, is designed to inspire high school students from middle to low income families to major in the math and science fields in college in hopes that they might pursue careers in these fields in their adult lives. Eight (8) students graduated from the program last May: four (4) will be attending Loyola; one (1) received a 4-year full scholarship in biology pre-med at Tulane; and three (3) others are attending universities in our state. We also collaborated with Operation Reach, a youth serving organization, to add a Biodiesel program to the Math and Science curriculum this summer. Students learned about sustainable economic development including recycling and converting used cooking oil into biodiesel fuel using the university’s chemistry laboratories to perform conversion experiments. An automotive mechanic specializing in fuel system conversions dismantled an engine and the students took part in putting it back together.
The Twomey Center continued its partnership with the Institute for Reading Development and offered a summer reading program for about 300 public school children on Loyola’s campus. The Center also provided training and facilitation services to schools, youth serving organizations (including the Gulf South Photography Project and the 21st Century Youth Leadership Movement), government agencies, and advocacy organizations, locally, nationally, and globally. Organizations served include: Recovery School District schools, the Louisiana Bar Association, Independent Police Monitor’s office, Metropolitan Human Service Network, New Orleans Workers Center for Racial Justice, Peer to Peer Police Intervention Planning Committee, and a few Catholic Schools.

The Twomey Center convened a meeting of scholars from four Universities to work together to produce research on the impact of the closing of Avondale Ship Yard. This was a part of a campaign to Keep Avondale Open. It was a collaboration and partnership with the AFL-CIO local unions at Avondale, churches (The Catholic Bishop and Baptist Convention and other association sent letters to their churches to participate in a Pray for Avondale Sunday), and small businesses (including the Chamber of Commerce) and social agencies – social workers – and job placement and training agencies. The campaign is on-going. (see Avondale Can Be Saved in appendix)

In all the work described above, planning and assessment were integral to the process although some are still in the planning stages of development. For example, the “peer to peer police intervention” committee has completed a proposal to create a curriculum for police training that would prepare officers with the values and skills to provide “peer to peer” interventions to stop police abuse and after-the-fact police cover-ups of misconduct. This planning team is made up of national authorities (scholars and attorneys with long histories of fighting police abuse, and retired policeman, Michael Quinn, who wrote the book Walking with the Devil on the subject.)

Another planning committee is the Independent Police Monitor’s initiative to set up a mediation program to improve police and community relations. This is still in planning stages. The committee is made up of police, mediators, scholars, civil rights leaders, and others with long histories of work on the issues of police community relations.

All the training work is planned in collaboration with the organizations requesting the training to ensure it is designed to meet mutual needs and expectations for the training. Assessments include evaluations from the clients and also follow-ups on the impact of the training on improving the work, relationships, behavioral changes and outcomes. Sometimes, this includes a follow-up session on “What is working, not working, and what can be done now.”

The New Orleans Cooperative Development Project is another project in the planning stages of development. The eventual goal of the project is for the group of organizations involved to create an urban cooperative development center that will provide services and funds for the start-up and development of worker-owned cooperative businesses in the region. Unlike other private businesses, cooperatives serve both the economic and social needs of communities because they operate as ‘triple bottom-line’ enterprises, taking into account Profit, People and Planet (the Three Ps).
2. Offices/Departments/Centers/Institutes (Non Degree-Granting) Summary & Assessment Results for Key Performance Indicators (KPIs)/Student Learning Outcomes (SLOs), where applicable
(See Tables 2.1 through 2.2 located in the Appendix)

Please review the university-generated data where provided in the tables below for accuracy and input the requested information using the appropriate codes as indicated in each table. Please review the list of KPIs included for your area and add additional items where appropriate. Provide a summary of their results.

- Increase services to students at Loyola through service learning, guest-speaking class presentations and training/workshops for student organizations. **Results:** Service Learning students did research for Bread for World. Other students served as tutors for participants in the PRIEMMANS program. Dr. Alcazar and Sr. Jane made class presentations and Ted Quant and Dr. Alcazar did workshops for student organizations.

- Publish eleven issues of *Bread for the World Louisiana* and five issues of the Blueprint for Social Justice. **Results:** done.

- Work with and provide training and support for local, national and international organizations working on human rights and justice issues. **Results:** A good example of this is “A day of Prayer – Thirst and Starvation in Somalia” pamphlet prepared by Sr. Jane Remson for the 10th of December 2011 World Human Rights Day. Other international organizations that Jane collaborates with as resources for information and action include: [FAO.org](http://www.fao.org), [OXFAM.org](http://www.oxfam.org), [CatholicReliefServices.org](http://www.catholicreliefservices.org), [WFP.org](http://www.wfp.org), [Bread.org](http://www.bread.org), [MercyCorps.org](http://www.mercycorps.org). Another example is Ted Quant’s work with the [N.O. Center for Racial Justice](http://www.nocriveracialjustice.org) and participation in World Council of Churches North American Poverty, Wealth & Ecology Forum and Hearings in Calgary, Alberta Canada. (11/11/12) Quant’s speech is included in the book, *Poverty, Wealth & Ecology: Ecumenical Perspectives from North America*. (Also see sections on accomplishments)

- Funding and managing the Pre-college Incubation Experience for Majoring in Math and the Natural Sciences (PRIEMMANS) program; bringing high school and college students together encouraging minority students to come to Loyola to participate in creative math/science lessons and other activities through mentoring relationships with Loyola students. **Results:** Funding was secured and the program is a success. (see paragraph 4 of Executive summary).

- Publishing research developed by service learning student interns for the Global Network for Justice and the Carmelite NGO on human trafficking. **Results:** done

- Identifying additional funding for the budget to sustain the Twomey Center programs. **Results:** Additional funding was secured.

- The New Orleans Cooperative Development Project, initiated by AARP worker, Sally Stevens, began research on worker-owned cooperatives and developed education and advocacy informational materials. **Results:** Did research and prepared educational materials and made presentations to groups ranging from economic and workforce development professionals, community groups on subjects such as the ongoing campaign for the National Cooperative Development Act, which will establish federal funding for Urban Cooperative Development Centers in underserved low-income urban areas.

- Avondale Research Project. **Results:** Published study; News articles on political impact of campaign.
3. Summary of Office/Department/Center/Institute Achievements and Committee Service (3 pages)
   A. Awards/distinctions for your office/department/center/institute as a whole
   Ted Quant was awarded the University’s Integritas Vitae award.
   Ted Quant honored as “Unsung Hero” by A Community Voice Louisiana.
   Al Alcazar was given an appreciation award for mentoring Albert Schweitzer Fellows.
   Al Alcazar was given an appreciation certificate for being a volunteer reader for Special Ed. students at the Intercultural Charter School
   Al Alcazar given the honor of giving the keynote address to the Youth Leadership group at the University of New Orleans.
   Al Alcazar given the honor of giving the keynote speech to the December graduates of the Tulane School of Social Work.

Where applicable please list:

- Office/Department/Center/Institute personnel (Faculty/Staff) achievements
  Sr. Jane Remson, O.Carm.:
  - Created structures and organizations for advocacy on the issues of poverty, food security, slavery, and climate change. These include the Global Network for Justice and the Carmelite NGO. She developed websites and publications for these structures, including the Louisiana Bread for the World’s action alerts. Over 600 people walked in 31st Annual Walk for the Hungry.
  - Led in the establishment of a partnership between Carmelite Secondary Schools in the US, Peru, the Philippines and Indonesia on the issue of environment sustainability. The students began a blog entitled Carmelite Youth Crew -- with CREW being an anagram for "caring, responding and enhancing our world." Student from Carmelite schools worldwide are now sharing ideas and actions for environmental sustainability.
  - Publishes an informational newsletter – Bread for the World Louisiana – eleven times a year.
  - Continued her work with the New Orleans Artists Against Hunger and Homelessness (NOAAHH) that has over the years raised hundreds of thousands of dollars for local hunger program. Jane is currently planning the event to celebrate the 75th birthday of legendary New Orleans artists/song writer Allen Toussaint. The event will be in conjunction with WLAЕ to raise money for agencies that provide food and shelter in metro New Orleans.
  - Jane also serves on the advisory board of Jimmy Buffett’s foundation, Singing for Change, that directs money to human service organizations worldwide.
  - In her work with the Carmelite NGO, Jane led the establishing of programs against human trafficking, including the Nias Project. Jane raised funds and set up a school on the Island of Nias. This project was started in 2006 with the “objective to educate young people from Nias island, an area affected by tsunami, so that they may have better education and better life. If they have better education they will not become victims of human trafficking.” This year three students graduated from their universities. They have come back to Nias island to work and build their own hometown. All of them have got a good job as civil service. (see full report in Appendix)
Dr. Al Alcazar:

- Processed sixteen (16) new applicants for PRIEMMANS. He added environmental sustainability to the curriculum including recycling and learning to convert used cooking oil into biodiesel fuel using the university’s chemistry labs to actually do the conversion experiments. Of the eight (8) students who graduated from the program last May, four (4) will be attending Loyola, one (1) received a full four-year biology pre-med scholarship at Tulane, and three (3) others are attending colleges and universities in our state.
- Incorporated intensive ACT and GEE preparations for juniors and seniors.
- Conducted 80 hours of tutoring on Saturdays for participating students for the fall and spring semesters.
- Recruited Loyola students as tutors for program participants in both semesters.
- Assisted eight graduating (from high school) students with their college application process.
- Cooked lunches for the Saturday sessions to save money on food expenses.
- Implemented Twomey Center’s responsibilities in its partnership with the Institute for Reading Development to offer a summer reading program that served about three hundred (300) elementary school children on Loyola’s campus.
- Organized Loyola students to take part in the Shell Oil-sponsored STEM program at the University Of New Orleans.
- Provided mentorship to the Albert Schweitzer Fellows in the New Orleans area.
- Gave the keynote address to the graduating class of the Tulane Graduate School of Social Work.
- Taught conflict resolution concepts and skills to about a hundred (100) Loyola students in two humanities classes.
- With Ted Quant and Lisa Martin, provided diversity training for 65-70 Residential Assistants, some Residential Life staff members, and students from the Office of International Education.
- Incorporated social justice concepts and activities into two upper level courses in the Religious Studies and Latin American Studies departments (Education and Social Change in Latin America and Christianity and Liberation)
- Adapted and administered the McRel school leader assessment instrument for administrators, faculty, and staff at our Urban Partner school (the Inter-cultural Charter School).
- With Ted Quant and Dat Nguyen, conducted a two-day professional development workshop on diversity for the teachers, staff, and administrators of ICS.
- Designed and implemented the conflict resolution curriculum at ICS
- Presented on Ignatian spirituality at the faculty/staff/student retreat in Lacombe, LA.
- Published 5 issues of the Blueprint for Social Justice this year, increased subscription by 30 this year, responded to requests for reprints from researchers, professors, and librarians.
- Infused the diversity-in-the-classroom research of Dr. Sonia Nieto into the two courses I taught (Liberation and Spirituality & Education and Social Change).
- Presented diversity concepts and skills to several Loyola student organizations and non-profits in the NOLA area.
Mr. Ted Quant:


- Provided training and facilitation services to schools, youth serving organizations (including the Gulf South Photography Project and the 21st Century Youth Leadership Movement), government agencies, and advocacy organizations, locally, nationally, and globally. Organizations served include: Recovery School District schools, the Louisiana Bar Association, Metropolitan Human Service Network, New Orleans Workers Center for Racial Justice, Catholic Schools.

- In each of the areas of work described above, planning and assessment are a part of the process. Some of the examples above are still in the planning stage of development. For example, the “peer to peer police intervention” committee has completed a proposal to create a curriculum for police training that would prepare officers with the values and skills to provide “peer to peer” interventions to stop police abuse and after the fact police cover-ups of misconduct. This planning team is made up of national authorities (scholars and attorneys with long histories of fighting police abuse, and retired policeman, Michael Quinn, who wrote the book *Walking with the Devil* on this subject.)

- Another, planning committee is the Independent Police Monitor’s initiative to set up a mediation program for police and community mediations. This is still in planning stages. The committee is made up of police, mediators, scholars, civil rights leaders, and others with long histories of work on the issues of police community relations.

- All the training work is planned in collaboration with the organizations requesting the training to ensure it is designed to meet the needs and expectations for the training. Assessments include evaluations from the clients and also follow-ups on the impact of the training on improving the work, relationships, behavior changes or outcomes. Sometimes this includes a follow-up session on “What is working, not working, and what can be done now.”

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Jane Remson:

- BFW held its 31st annual Walk for the Hungry in which 25 schools and church groups in metro New Orleans participated. The Walk raised awareness of worldwide food security. Participants collected non-perishable food items for Second Harvest and raised $10,000.

- The Carmelite NGO, a Twomey Center partner, represented the Twomey Center at the Commission of Carmelite Secondary Schools. The commission voted to create a blog for students attending Carmelite secondary schools in New Orleans, Tucson, Chicago, Encino, Peru, Philippines and Indonesia to network on sustainable development i.e. climate change. Also researching child soldiers in Myanmar (Burma).

- Continue working with the New Orleans Artists Against Hunger and Homelessness (NOAAHH) in planning the event to celebrate the 75th birthday of legendary New Orleans artists/song writer Allen Toussaint. The event will be in conjunction with WLAE to raise money for agencies that provide food and shelter in metro New Orleans.
Serves on the advisory board of Jimmy Buffett’s foundation, Singing for Change, that directs money to human service organizations worldwide.

B. University Committee Service (including: Task Forces and Special Initiatives) and Strategic Alignment (Use codes indicated in footnote number 1)

Where applicable please list: Office/Department/Center/Institute personnel (Faculty/Staff) committee service

- Sr. Jane collaborating with Dr. Laura Murphy to host a conference on Human Trafficking at Loyola University.
- Sr. Jane collaborating with Dr. Kathleen O’Gorman to host the Biever Lecture Our New Understanding of the Universe: A Sacred Story.
- Ted Quant and Al Alcazar serve on the Loyola committee for establishing the Ellacuría Center for Community Engagement. The mission of the Ellacuría Center for Community Engagement is to enhance and integrate Loyola’s community engagement efforts and connect them more deeply to its Jesuit mission.
- Ted Quant and Al Alcazar collaborated with the Center for Intercultural Understanding and the Office of International Students to train new Residential Assistants and conduct orientation sessions for new international students.

Al Alcazar:
- Became the faculty advisor to the Wolfpack Diversity Team organization.
- Advised faculty at the Intercultural Charter School in organizing World Cultures Day celebrations.
- Collaborated with Dr. Andre Perry to organize the Loyola group that participated in the Shell Oil-sponsored STEM program at the University of New Orleans.
- Worked with the Women’s Resource Center to support and advocate for women’s issues through the “I am a feminist” project.
- Worked with the Office of Student Records to find documentation for alumni seeking education degree course completion and praxis scores.
- Worked with the Chemistry department and the Risk management Office to provide safety protocols for PRIEMMANS students in the absence of full Chemistry lab staff.
- Al Alcazar collaborated with Dr. Uriel Quesada and other faculty members of the Latin American and Caribbean Studies program in doing strategic planning for the center.
- Presented on Ignatian spirituality at the faculty/staff/student silent retreat in Lacombe, LA.
- Recruited as spiritual director for the 8-week on-campus Ignatian Annotated Retreat for Loyola staff and faculty.
- Provided information and other resources for the centennial article on the Loyola University Community Action Program (LUCAP).
4. **Budget for AY2011-12** (1 page)

- Provide a brief narrative of your unit budget and expenditures for 2011-12, including an assessment of the adequacy of the budget to support the strategic goals/initiatives of your area.

The Twomey Center has over the years developed a diversified funding strategy that has worked for the Center. The mix includes: Loyola money budgeted for the Center ($84,000); Twomey Printshop income (a loss this year); endowment income ($7,098); grants ($52,000); fees for service ($51,415); other fundraising activities ($12,000). This year has been particularly challenging and we will end the year with expenses greater than income.

- Twomey Center budget

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<td>PRIEMMaNS Tutorial program</td>
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<td>Bread for the World</td>
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<td>Other fundraising (Walk etc.)</td>
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5. **Strategic planning and goals for AY 2011-12** (2 pages) Provide a general description of the office/department/center/institute process of strategic planning, top strategic goals, and associated strategies/initiatives. (The current strategic plan should be posted on the office/department/center/institute’s Intranet site. If you are in the process of developing/updating a strategic plan, please offer a brief description of what planning stage your area is in currently and your timeline for completion.)

The Twomey Center planning is guided by its mission and values, its organic community and social movement relationships, and the nature of the social and economic injustice demanding action. That has meant focusing on issues of oppression (race, gender, sexual orientation), education, poverty, violence, police brutality, human trafficking, hunger and climate change. In response to these issues, we developed anti-violence and peer mediation programs to reduce violence in our community and police training to address police brutality and racial profiling. We have done research and advocacy on human trafficking, climate change, hunger and poverty in the context of today’s global interconnection and interdependence.

Our planning may be described as a more iterative, heuristic, and participatory process consisting of constant analysis, reflection, and revision to improve how we carry out the core aspects of the Twomey Center’s identity and mission. For example, the advocacy work of Bread for the World undergo constant evaluation and several collaborative assessment tools are used to create new ways to be more effective for and responsive to new challenges. The Twomey Training Center consistently looks at aggregated assessments to see what needs to improve and we are constantly incorporating new research into our training designs. For example, we are the currently participating in a collaborative planning process to develop police training on “peer to peer” interventions to stop police abuse.

Our specific goals for this year were:
1. Increase services to students at Loyola through service learning, guest speaking engagements, class presentations, and training/workshops for student organizations, and curriculum infusion.
2. Publish eleven issues of *Bread for the World Louisiana* and five issues of the Blueprint for Social Justice.
3. Work with and provide training and support for local, national and international organizations working on human rights and justice issues.
4. Funding and managing the Pre-college Incubation Experience for Majoring in Math and the Natural Sciences (PRIEMMANS) program; bringing high school and college students together encouraging minority students to come to Loyola to participate in creative math/science lessons and other activities through mentoring relationships with Loyola students.
5. Publishing research developed by service learning student interns for the Global Network for Justice and the Carmelite NGO on human trafficking and climate change.
6. Identifying additional funding for the budget to sustain the Twomey Center programs.

6. **General statement on how assessment has been conducted within the unit during AY 2011-2012** (3 pages)
(Please refer to your last year’s Assessment Plan, which should be posted on your unit Intranet site.)
Provide your office/department/center/institute Key Performance Indicators (KPIs) and/or overarching Student Learning Outcomes (SLOs) (where applicable).
The following are the key performance indicators for the Pre-college Incubation experience for majoring in Math and the natural Sciences (Priemmans):

1) Write at least 6 grants to improve funding stability for the program.
   Assessment: Eight grants were written and four were funded resulting in not only sufficient fund for the past year but a surplus of 10K which will go into the funding for next year.

2) Provide more intensive individual assistance to graduating Priemmans students so that they can score well on their ACT, complete their college applications early in the year, and know their college of choice by the time they finish the Priemmans spring semester.
   Assessment: The eight Priemmans graduates improved their ACT score from 18-19 to 23-25, were all accepted to college and they knew their college of choice before our final Priemmans session in April: Four (4) are coming to Loyola; one (1) is attending Tulane with a full 4-year pre-med scholarship; two (2) are going to LSU Baton Rouge and one (1) is going to UNO.

3) Screen and interview Priemmans applicants during April and May so that new participants are ready to start by June 11.
   Assessment: Sixteen (16) new applicants were processed bringing the total to twenty three (23).

4) Hire teachers (Math, Chemistry, Art) and mentors and arrange for the use of the Chemistry Labs and the Art/Computer lab in the Broadway campus.
   Assessment: All three teachers were hired along with four mentors.

5) Review and adjust the curriculum to allow for the focus this summer on changing used cooking oil to bio-diesel and for field-trips to research facilities in the state including the Louisiana Universities Marine Research Consortium.
   Assessment: A chemical engineer and an automotive fuel system expert co-wrote the chemistry/bio-diesel curriculum and the students visited four research facilities.

6) Conduct Priemmans participation feedback/evaluations to determine who are returning for the fall session.
   Assessment: All 23 three students are returning for the fall.

Key performance indicators for infusing conflict resolution, peace studies, and social justices themes into humanities courses:

1) Infuse into the “Christianity and Liberation” and “Education and Social Change in Latin America” courses the following conflict resolution concepts and skills: Conflict Escalator, Anger Iceberg, Interrupting Prejudice, Ladder of Inference, Negotiation Skills; and the following peace and social justice themes: special concern for the poor and the oppressed, ideological oppression, institutional oppression, interpersonal oppression, internalized oppression, non-violent social change models, linking faith with justice, social analysis.
Assessment: The infusion points are clearly indicated in the syllabus for each course. Also, exams, reading response papers, and presentations reflect these themes. This year ninety seven (97) Loyola students took these courses and learned concepts and skills infused therein.

The Twomey Center KPIs are the same as the goals for this year. (above)

- Where applicable, list your AY 2011-12 assessment activities related to your educational program(s) and how you measured your student learning outcomes or student performance (what methods of data gathering and what metrics did you use?)

Our assessment tools include:

1. Create a portfolio of artifacts to substantiate the impact and quality of the work done by the Twomey Center (includes: newspaper articles and other media coverage, photos, letters of commendation and appreciation, staff and student research papers, in house publications).
2. Workshop evaluation forms are distributed to all participants.
3. The number of students and number of opportunities for students to participate in research projects focusing on current social justice issues.
4. Retention rates for high school students participating in the PRIEMMANS program.
5. Actual dollar amounts received from fund raising efforts to fund Twomey Center activities, budget reports and planning documents.
6. Annual reports/evaluations assessing the quantity and quality of services and workshops offered to the community.
7. Photographs, newsletters and articles on Twomey Center activities are available.
8. Bread for the World assessments include weekly updates on legislative efforts on hunger and poverty issues.

It should also be noted that we do not impose our assessment tools on community partners and clients but work with them in designing how the work should be assessed and evaluated. For example, at the Intercultural Charter School, teachers and administrators will be involved in a facilitated process for determining the intercultural values and skills and congruent pedagogy to be implemented not only in individual classrooms but school-wide. Key performance indicators will be discussed, articulated, agreed upon, and an assessment instrument will be generated based on these agreements. Thus, at the end of the year, we would have the data that would support progress in the area of intercultural understanding and collaboration within the school community.

- Describe how the results are used to inform programmatic enhancements (provide specific illustrations).
When we are engaged in implementing a conflict resolution program in a school, for example, we would first teach the teachers the key concepts and skills in a workshop. We would then demonstrate the lessons in the teachers’ classrooms with their students so they could see how it is done in real time with children. We would then mentor teachers by observing them teaching the skills. Finally, we would have follow-up sessions with the teachers to reflect on strengths, weaknesses and challenges. Some reflection questions are: What changes are they observing in the children’s behaviors and practices of the skills? What is not working and needs improvement? What special problems might require some different lessons or skills. That is how we use assessment to inform programmatic enhancements.

We use the participative evaluations to determine what is working and what needs to be improved or changed. Also we can tell from responses what was most relevant and useful and what is most needed for the next workshop.

Bread for the World assessments include weekly updates on legislative efforts on hunger and poverty issues. We also get self reported changes in student perspectives on issues researched. For example, one of the people who did a research project for us on human trafficking reported that her perspective changed as a result. As she became more informed on human trafficking and the human rights challenges of immigrant workers, legal and undocumented, her stereotypes were shattered and she became empathetic for their plight and motivated to get involved in human rights advocacy.

- List the assessment of KPIs/SLOs related to community-engaged learning, research, and service as well as your unit’s overall community-related goals (if applicable).
- Briefly describe the results found through the assessment of your office/department/center/institute’s KPIs/SLOs including any community-related outcomes. What did you learn from the results?
- Describe how the results are used to inform programmatic enhancements (provide specific illustrations).

Included in the interview and orientation process of Priemmans students is a thorough explanation of the mission and vision of the Twomey Center which views learning not only as transformative of our individual but our communal lives as well. The notion of being a public scholar is embedded into all our programs, projects, action research, and activities. Here is a list of the community component of the Priemmans program this year and especially this summer.

1. We pointed out restaurants in the community that participate in the used-cooking-oil-to-bio-diesel program so that they can connect what they are doing in the university’s chemistry laboratories and its application to addressing a community need in a way that saves the environment.
2. We visited the 17th street canal to show the students the math and science involved in removing water from the city to avoid flooding.
3. We took a trip to the Louisiana Universities Marine Research Consortium laboratories in Cocodrie, rode a boat that took our students to the Gulf of Mexico where they saw the damage that resulted from the BP oil disaster and the recovery work that has been going on.
4. We collaborated with the Vietnamese Community Development Center staff so that our students could view their Aquaponics gardening project where nutrient-rich waste from 200 gallon fish tanks can grow herbs and vegetables. In one house we visited, the family claims to make an extra five thousand dollars (5K) extra income by selling the herbs and vegetables grown on their “water” garden to restaurants and catering contractors in the community.
5. On the negative side, our students also saw how the city government has been negligentful in helping with the recovery of certain places in the city. Our students saw how the Lakeview area has almost fully recovered but the 9th ward is still largely empty except for the houses Brad Pitt’s Make It Right Foundation has built.

6. Also on the negative side, our students were shown a scene of an accident where an elderly person got run over by a drunk driver which resulted in an ongoing conflict between one ethnic group and another in that neighborhood in New Orleans east.

When our Twomey Center staff members are consulted on how to fuse conflict resolution, cross-cultural competence, and social justice themes into the university curriculum or course offerings we suggest the following which have been used in some courses our staff has taught.

- The Catholic Charities Office of the Apostolado de Latino Americano can give students in our Spanish language and Latin American Studies courses opportunities for community applications of what they are learning in the classroom.
- The staff of various shelters for victims of domestic violence in the metro area can enlighten our students on the need to promote conflict resolution skills within families.
- The staff at Center for Worker Justice has opened the eyes of our students to the notion of “wage theft.”
- Our Vietnamese and Latino students have done translation work in various community meetings where they are needed.

7. **Supportive Documents**

- Supply all source documentation referenced in your Annual Report (e.g., post relevant office/department/center/institute meeting minutes as well as copies of any tools such as surveys, interview protocols, test or portfolio evaluation rubrics, etc.) that the office/department/center/institute uses to collect and evaluate data about key performance or student learning achievement.
- Provide copies of any office/department/center/institute-generated reports in which you summarize assessment results and decision-based unit actions in AY 2011-12.
- Where applicable, provide supporting documentation that demonstrates full-circle planning, assessment, reflection, and action (i.e., continuous process of improvement) such as proposals for new courses/programs, proposals for course or program revisions/enhancements, and any other office/department/center/institute-generated reports in which you summarize assessment results and information/data-based unit actions in AY 2011-12 including evidence of improvement stemming from follow-up studies of actions taken before AY 2011-12.
APPENDIX
See at end of this Annual Report
Report – Carmelite NGO – Indonesia
Bread for the Word newsletter
Avondale Can Be Saved

REPORT
CARMELITE NGO - INDONESIA
2012

PROGRAMS AGAINST HUMAN TRAFFICKING
1. Nias Project
This project was started in 2006. The objective of this program is to educate young people from Nias island, an area affected by tsunami, so that they may have better education and better life. If they have better education they will not become victims of human trafficking. They are brought to Malang to study in the universities in Malang. This year three students graduated from their universities. They have come back to Nias island to work and build their own hometown. All of them have gotten good jobs in the civil service area. It is expected that by the end of this year there will be one more student graduated. It means that by the end of this year there will be 5 female students and 6 male students left. The female students live in our boarding house (with the sisters) and the male students live at the house of Indonesian Carmelite NGO in Malang.

The students from Nias who arrived in

The first meeting with the Nias students who
2. **Study Houses / Shelters**

Since 2010 Indonesian Carmelite NGO has started study houses which purpose is to educate children from poor family. In Indonesia good education is very expensive. Only students from rich families can study in reputable private schools or state schools. The poor usually study in poor quality state school. They even do not know how to read and count although they are in the third year of elementary school. Their moral education is also very low since their teachers and their parents do not pay attention to them. They are very busy working to fulfill their daily basic needs. At present Indonesian Carmelite NGO has three houses, two houses belong to Indonesian Carmelite NGO (this year we bought our own house) and one house belongs to the diocese of Malang. By the end of this year Indonesian Carmelite NGO plans to start a new house in eastern part of Malang. In these study houses, students are taught not only knowledge but also morality. Christian love is the method of teaching used in the schools. They are also introduced to environment, art and culture. This program runs well because of the supports from Carmelite NGO and Indonesian donors.
Our shelter in Sukun Gempol Malang (the opening of the house)

Students activities in Gempol – Sukun Malang Study House

Our new house in Sidorahayu

Students activities in Sidorahayu Malang Study House
Students from the three study houses are introduced to love the environment.

Some students of the Study Houses are performing traditional Javanese dance.

3. **Human Trafficking Campaign in Surabaya**

In April 2012, Indonesian Carmelite NGO was invited by the Vincentian Sisters (Daughters of Charity) Surabaya to have a workshop on human trafficking for the teachers of their schools. The sisters have several schools in Surabaya which students are from poor families. The teachers were taught about what human trafficking was and how to handle problems of human trafficking. It was expected that the teachers could share it to their students so that the students really knew what they had to do if they saw or became victims of human trafficking. Then in May 2012, Indonesian Carmelite NGO was invited again to give a kind of informal seminar for the poor families and homeless people in Surabaya who were served by the sisters. Almost 200 people attended the informal seminar. They were introduced to the problem of human trafficking. The cooperation with the sisters will be continued in the 2013, other informal seminars or campaign will be done in other areas where the sisters work.
4. Networking with Counter Women Trafficking Commission (CWTC)

Counter Women Trafficking Commission (CWTC) is an institution under the Religious Congregation Superiors Forum - Indonesia (RCSF/Koptari). This institution does campaigns on countering human trafficking, especially women trafficking and also gets involved in helping and recovering the victims of human trafficking. It has a good network because it is connected with all congregations in Indonesia. In the meeting in June 2012 it was decided to have a new branch in East Java since East Java was known as the supplier of human trafficking in Indonesia and abroad. Since in East Java there are two dioceses, Surabaya and Malang, Sr. Ruth SSpS, from Surabaya, was chosen as the head of the branch and Hariawan Adji, from Malang, was chosen as the assistant to the head. The branch networks and communicates with all convents in Java.

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Bread for the World newsletter
CORN: FOOD and/or FUEL

The 2008 global food crisis that pushed 100 million people into extreme poverty and sparked riots in over 30 countries was followed by another round of rising global food prices in 2010-11. In 2010, an additional 44 million people fell below the extreme poverty line. In 2011 the deadly combination of drought, bad governance, and high food prices gave rise to a famine in the Horn of Africa, and low yields and high food prices have sparked the 2012 food crisis in the Sahel region of West Africa.

There are many causes of increased global food prices and volatility in agricultural commodity markets. In the latest round of food price volatility, climate change, structural changes in commodities markets, food and energy speculation, and longer-term trends on both sides of the food supply/demand equation are driving prices up. On the demand side the causes are population growth, rising incomes and affluence, changing diets, and the increasing use of grain for biofuels to supply motor vehicles. On the supply side: soil erosion (exacerbated by climate change), aquifer depletion, loss of cropland to non-farm uses, plateauing crop yields and the growing impacts of climate change are all squeezing supplies. A weak dollar, ultra-loose monetary policies, and an explosion of speculative activity on food commodity futures markets are also amplifying price movements. Although the interaction of these various factors has compounded the problem, there are three factors that rise to the top of the food-price challenge.

Climate Change

Extreme and unusual weather in key exporting countries and regions have led to crop failures, production shortfalls and downgrades which have restricted supply and driven up global prices.
Scientists at Stanford University estimate that global warming is already cutting substantially into crop yields, indicating that global corn and wheat production declined by 3.8% and 5.5%, respectively, between 1980 and 2008. It is estimated that climate change adds approximately 6% to the cost of wheat and corn.

**Excessive Commodity Speculation**

Excessive speculation on food commodity markets is believed to have played a “significant role” in increasing food prices and price volatility during the 2007/8 food price crisis. A special session of commodities experts at the Food & Agriculture Organization (FAO) concluded that speculation was one of the “main factors” behind the recent escalation in food prices. The deregulation of commodity markets in the U.S. allowed a rapid influx of large sums of money into these relatively small markets, which “accelerated and amplified price movements in food commodity markets between 2002 and 2008. Holdings in commodity indices jumped from $13 billion in 2003 to $400 billion in 2011.

- **Mexico between 2005 and 2011:**
  - tortilla prices increased by 69%; and the cost of the basic food basket that a Mexican family consumes increased by 53%.

**Global Demand for Biofuels**

The third factor is the stronger global demand for biofuels. The food-versus-fuel debate has gained particular urgency in recent years and the diversion of a large and increasing share of U.S. corn to ethanol production has drawn particular attention. Unlike most other biofuel crops, corn is one of the key staple food crops in the world, the primary source of calories and nutrients for nearly one billion people. Corn is also one of the most widely used feed crops for animals, so its availability and price have direct impacts on the price of dairy products, eggs, and meat.

The U.S. is the world’s largest producer and exporter of corn, so what happens to U.S. corn affects prices worldwide. Encouraged by a set of government policies in the last decade to encourage the production of ethanol, the U.S. became the world’s largest corn ethanol producer, with ethanol elsewhere produced primarily from sugarcane. More than 40% of U.S. corn is now consumed in the production of ethanol, up from 5% a decade earlier. This represents an estimated 15% of global corn production. This rapid expansion coincided with the global food price crisis, which
drove agricultural commodity prices to record highs in 2007-8. The price spikes sparked food riots and political instability in much of the developing world. Prices spiked again in 2010-11. While most agricultural commodity prices have come down from those peaks, corn prices remain stubbornly high. Few dispute the importance of biofuels expansion to rising agricultural commodity prices.

Since 2000, the U.S. has seen rapid growth in the amount of corn used to produce ethanol. At 13.8 billion gallons, corn ethanol use today is nearly nine times what it was in 2000, while the share of U.S. corn going to ethanol has risen from 5% to 40% in the last twelve years. The increases have been particularly sharp since 2004, and they have coincided with recent food price increases.

Ethanol expansion has been encouraged by several government policies, including a protective tariff, a tax credit, and a consumption mandate. The tariff protected the domestic ethanol industry from foreign competition by imposing a $0.54 tax on imported ethanol from non-NAFTA countries, such as sugarcane ethanol from Brazil. Additionally, ethanol benefited from a sizable tax credit, which existed in some form for more than 30 years, and afforded blenders of ethanol a $0.45 tax credit. In 2011, the value of this credit was estimated at $6 billion. On top of this, the industry is supported with the Renewable Fuel Standard (RFS), which developed originally in 2005 and was expanded six-fold in 2007. The 2007 RFS mandates the consumption of an increasing amount of biofuel each year, culminating in 2022 with a 36 billion gallon mandate, at least 15 billion gallons of which can be produced from cornstarch. The remaining gallons are supposed to be filled with so-called “advanced” biofuels, including 16 billion gallons of cellulosic biofuels, but as that industry continues to be slow to develop, it is unlikely that the U.S. will be able to fill that mandate by 2022.

Corn-based ethanol has not moved the U.S. from using less foreign oil or reduce greenhouse gases.

Another important policy related to ethanol in the U.S. is “the blend wall,” or how much ethanol can legally be blended into a gallon of gasoline. While at present, the limit is 10% (known as E-10), the EPA has approved a petition to increase this limit to 15% (E-15) and has begun to register producers, and making it possible that E-15 could be on the market in some places by the summer of 2012. Because E-15 is not compatible with certain engines, it remains unclear how much this will boost ethanol demand. Other minor forms of support — through loan guarantees, grants and
other tax credits — also continue to subsidize the industry.

The U.S. Congress declined to extend the tax credit and tariff at the end of 2011, but the RFS and blending mandate remain, keeping a floor beneath ethanol demand. Corn ethanol expansion could slow in coming years. Most agree that while government policies were key to the rapid expansion of corn ethanol in the U.S., high oil prices now make ethanol a competitive substitute for gasoline. But the RFS may well stimulate continued corn ethanol expansion, as would moves toward a 15% blending wall. Many researchers have attempted to estimate the impact of biofuels expansion on recent increases in food prices, and some have looked specifically at U.S. expansion of corn-based ethanol. A recent report published by the National Academy of Sciences synthesizes the conclusions of eleven studies that examined the 2007 food price spikes, finding a range of 20-40% increase in commodity prices as a result of biofuels expansion internationally.

Researchers at Purdue University in two different studies estimated high price impacts from US ethanol policies and expansion, accounting for as much as one-quarter of the large price increases in 2008 and continuing impact since. In terms of impacts on corn prices, a 2009 study attributed 22 percentage points of the 2006-8 price increases to U.S. ethanol expansion.

Biofuels are projected to continue expanding globally, and so are high food prices. One projection suggests that corn ethanol trends will push corn prices 12% higher in 2017, while another estimates that with continued biofuel expansion the export price of corn will be 18% higher in 2020 than it would have been without added biofuels demand.

The U.S. motivation for expanding corn-based ethanol was the hope that it would lead to energy independence and national security. But in light of ethanol’s contribution to food-price volatility, and to the political and economic issues that accompany it, efforts to replace oil with corn through biofuel policies threaten to replace one national security risk with another.
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Bread for the World Louisiana are the author's
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Defining Food Security

When we deal with the issue of the right to food, we have to consider the concept of food security. These two issues are deeply interconnected but not overlapping.

While the right to food was already formulated in the Universal Declaration of Human Rights (Article 25) of 1948, the concept of food security is more recent as it has been developed and deployed beginning in the 70s.

Since then, much has followed especially in official documents, which helped to expand and develop the definition of the concept used at present.

In the aftermath of the great global food crisis, the international community came together to reflect on the theme of food. At the World Food Conference of 1974 they formulated a concept of food security based on food availability. The focus was on strengthening food production to meet increasing food demands.

The recent food crisis (2008), the increasing food demand and the consequent rise in prices convinced the International Community that the world was moving towards overall food shortages. Seeing that hunger emergency was the most serious threat, the Summit's final statement affirmed that "Every man, woman and child has the inalienable right to be free from hunger and malnutrition." The more comprehensive "right to adequate food" that was formulated by the Committee on Economic, Social and Cultural Rights was not mentioned.

Think About It - Pray About It - Act On It

15.2% of Louisiana live below the poverty line – 11.5 million dollars. 16.9% of single mothers, 20% women aged 65 or older, and 15.7% of non-Hispanic whites in poverty.

33.5% are under 18-7.5% are 65, 16.9% to 22.9% live on poverty in Louisiana.

<table>
<thead>
<tr>
<th>President's Proposed Spending</th>
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</thead>
<tbody>
<tr>
<td>FY 2015</td>
</tr>
<tr>
<td>$46.90B</td>
</tr>
</tbody>
</table>

*He who suppresses the poor has made the world hale, but who is he to the world?"*

Let your members of Congress know how much of the federal budget provides for the poor.

Capitol Hill Switch Board - 1-800-224-3688

Avondale Can Be Saved

This fight matters

- Avondale Shipyard is Louisiana’s largest private employer and provides some of the best-paying jobs in the region. It’s the biggest union employer. It is the shipyard with the largest percentage of African-American workers. There are literally hundreds of women shipbuilders.

- Closing Avondale Shipyard would result in the loss of roughly 5,000 direct – and as many as 6,500 indirect jobs. Avondale is the economic anchor and economic engine for small businesses throughout the region. It buys products from companies in over 40 states.

- Avondale is the rock the New Orleans and West Bank middle class is built on. It is the biggest source of decent jobs for disadvantaged youth. Avondale is just about the last career ladder left. As one local analyst put it: “These are the last jobs that build prosperity and stability in our communities.”

- There is no possible replacement for Avondale. If it goes down it will be a very big loss. Here’s what University of New Orleans Prof. Steve Striffler said on TV about the impact of the shipyard: “We thought it was big when we first started but now we are realizing how much bigger it is than we initially thought.” Prof. Striffler is one of a dozen local scholars looking at Avondale.

- The Labor Movement took 10 years to organize Avondale. It cannot be allowed to close without a serious public fight.

Phase One: Successful “Save Our Shipyard” fight buys time

- On July 13, 2010, Northrop Grumman announced their intentions to quickly shut down Avondale Shipyard and move two half-finished hulls to another shipyard.

- By August, 2010 the AFL-CIO Metal Trades Department and Affiliate Unions launched an intensive campaign to save the shipyard. They asked the AFL-CIO for a rapid response battle plan with staff support.

- The short-term battle plan had one immediate goal -- stop the quick fire closing of Avondale --using two battle elements: 1) Keep the issue of Avondale alive in New Orleans, and 2) Put pressure on decision makers in Washington DC.

- The campaign included:
  - Affiliate financial support
  - Billboards
- Rallies and Press events
- SOS-Avondale web site
- Outreach to local and national officials including direct contact with President Obama by AFL-CIO President Trumka.

- On September 17, 2010, 66 days after the closing announcement, the U.S. Navy announced that Northrop Grumman would be required to finish the two ships they had under construction at Avondale. **We stopped the quick closing.**

- This victory meant another year of work for thousands of union members, another year of customers for hundreds of businesses and a full year to develop a long-term battle plan that keeps Avondale open and building ships for years to come.

- The MTD unions reaffirmed their commitment to the long-term fight for Avondale. **The MTD was not at all sure of victory, but rather determined not to go down without a fight.**

**CONDITIONS CHANGE, SO WE HAVE TO**

- On April 1, Northrop Grumman spun off their shipbuilding operations. The new company – Huntington Ingalls Industries – moved forward with the same old business plan: shut down Avondale.

- Huntington Ingalls is banking on government policies that seem to both cover all closing and relocation costs and then some.

- Our engagement with Rep. Richmond and Sen. Landrieu together with our own research continues to yield valuable intelligence and insight.

- Our forces have also changed:
  - New Orleans Metal Trades Council members outreach to small businesses brought us in contact with 479 politically active businessmen who need Avondale.
  - Professors from local colleges formed an Avondale Shipyard Research Project to study the impact of Avondale before it closed.

- Local political alignments have shifted.
  - Northrop Grumman was a giant corporation with influence all over the state. Huntington Ingalls is a small corporation that is closing down its Louisiana operations.
  - Business groups like the Harvey Canal Industrial Association and the Jefferson Chamber of Commerce want Avondale open and are willing to go to the mat to keep it open.
  - Using public money to fund incentives to close down Avondale is not politically popular, even among Republicans.
A significant new element is present that was not there in July 2010: **Commercial Shipbuilding might be a real option!** The MTD always thought Avondale was worth fighting for. Now they believe Avondale might well be the opening chapter of the rebirth of American ship building.

It was clearly time for an updated battle plan that built on what we had done and took into account the changed situation.

**2011: We Can Save Avondale**

**Battle Plan – Short Version: Don’t waste taxpayer money closing Avondale and killing jobs. Turn business loose to build the ships America needs.**

1. Build political pressure to take the incentives for closing off the table, and if possible replace them with incentives to stay open
2. Develop a politically and economically viable commercial shipbuilding model for Avondale.

**Battle Plan -- Outline**

1. Build political pressure to take the incentives for closing off the table, and if possible replace them with incentives to stay open.
   Key elements:
   - **Keep the small business pressure on in Louisiana.**
     - Visit every Chamber of Commerce in the New Orleans region.
     - Use small business contacts to engage Governor, State Legislature and Louisiana Economic Development
   - **Keep the issue alive in Washington**
     - Deliver the 479 letters to Obama
     - Ad in Politico
     - Senate hearing
     - New round of engaging the Obama Administration from Navy Secretary Mabus to President Obama
     - National media. e.g. Rachel Madow; major columnist
   - **Keep the future of Avondale an open question in the New Orleans area**
     - Town Hall meeting
o “Pray For Avondale” on Labor Day Weekend
o Continue publicizing Avondale Shipyard Research Project as results come in
o Public Petition drive, using Union Summer to jumpstart

Each of these elements has a detailed time-line with goals. All share a common feature with the achievements so far: **to succeed they require AFL-CIO staff support working with the MTD and its affiliate unions in planning, execution and evaluation.**

2. **Develop a politically and economically viable commercial shipbuilding model for Avondale.**
   - America needs a new era of cargo shipping. Avondale is the battlefield that determines whether we can usher in a new era of American commercial shipbuilding.
   - The need is clear. Roads are clogged and falling apart. Rails are clogged and falling apart. The need for more goods every year far outstrips the means to move them, let alone move them “green.”
   - The next big thing in moving goods is not high-tech. It is in fact revisiting the oldest cargo transportation system – ships on the water. We did not come up with this. Business brought it to the AFL-CIO Maritimes Trades and Metal Trades Departments. American Feeder Lines has a business plan that utilizes America’s Marine Highway System, a DOT program using inland (and coastal) waterways as an alternative to traditional cargo flows. In addition to providing 1,000s of jobs for shipbuilders and mariners, the Marine Highway System would provide relief for roads and rails that are already clogged and crumbling.
   - This system, if successful, will require literally thousands of “short sea” cargo vessels. American law requires they be made in the USA. Avondale is the perfect place to test commercial viability. It is the most efficient shipyard for a 10-ship trial.
   - America’s Marine Highway with “short sea” cargo vessels is a wet, green “high-speed rail” that brings cargo transportation to 21st Century world standards. It revitalizes more than shipbuilding. **It boosts the economy of every port city in the country.**
   - A labor movement that says governors who turn down high-speed rail are doing the wrong thing should say the same about turning down the Marine Highway.

**We Will Save Avondale**

The Metal Trades Department unions and the AFL-CIO started the fight to Save Our Shipyard -- Avondale because it was the right thing to do. 5,000 union members deserved nothing less than an honest effort from their unions.

Our successes so far all came from that initial decision to fight. The struggle has provided an additional gain: a better understanding of what the stakes are and what might be possible. What started as a fight for one shipyard is becoming more than that. It has energized our unions to stand up for what most had written off, a thriving shipbuilding industry. It has also deepened the appreciation of what it means to be part of the AFL-CIO, part of the labor movement, for the Metal Trades Department unions.
Table 2.1: List of all Personnel and Associated Position Titles 2011-2012

Data Source: HRS

<table>
<thead>
<tr>
<th>A. List Name of Personnel (Last Name, First Name, MI)</th>
<th>B. Personnel Employment Status</th>
<th>C. Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quant, Theodore</td>
<td>FT</td>
<td>Director, Twomey Center</td>
</tr>
<tr>
<td>Alcazar, Al,</td>
<td>FT</td>
<td>Director, Urban Partners</td>
</tr>
<tr>
<td>Remson, Jane, F.</td>
<td>FT</td>
<td>Director, Bread for the World</td>
</tr>
<tr>
<td>Forte, Joe</td>
<td>FT</td>
<td>Manager, Twomey Print Shop</td>
</tr>
<tr>
<td>Wilson, Robert</td>
<td>FT</td>
<td>Printer</td>
</tr>
<tr>
<td>Mata, Rachael</td>
<td>PT</td>
<td>Accountant</td>
</tr>
</tbody>
</table>

Table 2.2: Non Academic Offices, Departments, Centers, & Institutes Personnel Headcount by Status Over Last Four Academic Years

Data Source: HRS

<table>
<thead>
<tr>
<th>Personnel Headcount</th>
<th>AY 08-09 No.</th>
<th>AY 09-10 No.</th>
<th>AY 10-11 No.</th>
<th>AY 11-12 No.</th>
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</thead>
<tbody>
<tr>
<td>FT</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PT</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total FTE</td>
<td>7.7</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
</tr>
</tbody>
</table>

FTE Personnel: Fulltime Equivalent Personnel = FT Headcount + 1/3*PT Headcount