Annual Report Outline for Reporting on AY 2007-2008

1. Executive Summary (1 page max)
1.1 Name of the unit: Twomey Center for Peace through Justice
1.2 Description of unit and its mission: The Twomey Center’s mission is to shape social justice consciousness through education and to take action on critical social issues confronting society. The Center fulfills its mission through the activities of the following programs: the N.O. Bread for the World (BFW), the Blueprint for Social Justice, the Global Network for Justice (GNJ), the Global Facilitators Service Corps (GFSC) Disaster Intervention and Resilience Training Program, the Market Umbrella/ECONomics Project, and the Twomey Training Center (TTC).
1.3 Assessment of the unit: The unit uses a multifaceted and collaborative assessment process which asks the following main questions: Did we do what we said we would do? How well did we do them? Do we have a portfolio of artifacts to substantiate the impact and quality of our work? Did we gather feedback from those who participated in our activities and projects? Were the comments in the feedback consistent with our goals? Have our activities promoted a meaningful university and community partnership? Have our activities and projects been responsive to the needs of the communities we serve?
1.4 Goals of the unit:
   • Expand the Global Network for Justice (GNJ) and conduct the Bread for the World (BFW) lobbying and educational work on hunger and poverty issues.
   • Complete second phase of the Ford Foundation’s Trans*act research project.
   • Reintroduce the updated version of the Resolving Conflict Creatively Program (RCCP) in selected public schools.
   • Conduct 4 Global Facilitators Service Corp Disaster (GFSC) and Crisis Intervention workshops.
   • Publish 10 issues of Blueprint and raise $10,000.
   • Increase the number of African American and low-income vendors and customers served by urban farmers markets and expand services to underserved areas and population
   • Raise $30,000 to $40,000 in training fees and increase profits of the Print shop by 10%.
1.5 Review of the past and current budgets.

<table>
<thead>
<tr>
<th>FY 07-08</th>
<th>FY 08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>212520</td>
<td>77,374</td>
</tr>
<tr>
<td>8 &amp; 6 accts</td>
<td>308,095</td>
</tr>
<tr>
<td>Total</td>
<td>385,469</td>
</tr>
</tbody>
</table>

1.6 Resource needs/wants/reallocation: Office space on campus for Twomey Center staff.
1.7 Summary of achievements: We hosted a Resolving Conflict Creatively Program (RCCP) workshop conducted by the Educators for Social Responsibility (ESR), attended by teachers, social workers and school counselors from RSD schools. We completed the Ford Foundation Trans*act project. BFW and GNJ lobbied, demonstrated, and raised people’s consciousness on climate change, global warming, and world hunger. The Training Center generated $40,000 through paid workshops. Five free GFSC workshops were conducted.
2. Identification of the Unit (1 page max)
(Official name of the unit) Twomey Center for Peace through Justice

2.1 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. This mission continues the vision of Fr. Louis J. Twomey, SJ, who brought reflection and action on the problems of labor and management as essential components of the social justice work in a Catholic and Jesuit university. He called on faculty, staff, and students to discuss, reflect, and act on the implications of the Jesuit social justice principles and the social teachings of the Catholic Church beginning with Pope Leo XIII’s 1896 social encyclical, Rerum Novarum, up to the most recent ones. He challenged the racism of his time and taught that race and labor are “two sides of the same coin”. He believed that there cannot be justice for one without justice for all. He championed respect for the dignity of every person from the classroom to the picket line. The Center seeks to embody Fr. Twomey’s core values by advocating for human rights and contributing to the dismantling of systemic racial, social, economic and ecological injustices.

2.2 General statement and descriptive information concerning the unit: The heart of the Jesuit mission is the “service of faith and the promotion of justice.” This, too, is the core of what we do at the Center. We listen to the needs of the community and, through a disciplined process of reflection and action, create programs which respond to these needs always seeking partnerships and collaboration with local community leaders.

Our Global Network for Justice (GNJ) has a network of 400 members in 63 countries. The GNJ was a catalytic force in the formation of the recently established Carmelite NGO. It represents 8 years of work and leadership by Sr. Jane Remson. Sr. Helen Ojario will head up the North American section of the Carmelite NGO and continue the networking, education, and calls for action through GNJ’s on-line network.

The Blueprint for Social Justice, (BSJ) edited by Dr. Al Alcazar, expresses Loyola’s commitment to a “serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate inequities and institutional injustices.” In addition to publishing the Blueprint, staff members, including Sr. Jane Remson, Sr. Helen Ojario, Ted Quant and Al Alcazar, make presentations linking Catholic and Jesuit social thought to hunger, housing, and anti-poverty issues, racial and social conflicts, and other social and ecological justice problems that plague our city and world.

Marketumbrella.org mission is: “to initiate and promote the ecological sustainability within local economies” through markets, meeting place, mentoring and modeling. Programmatic milestones include conducting the Ford Foundation research project on the impact of alternative public markets on public health.

The Resolving Conflict Creatively Program (RCCP) is a nationally renowned school-based conflict resolution program developed by Educators for Social Responsibility. The Twomey Center has conducted Resolving Conflict Creatively training in public schools since 1986. The Twomey Training Center (TTC) provides leadership development, conflict resolution, diversity and anti-racism training to businesses, public agencies, grassroots organizations and Loyola student organizations. TTC also provides facilitation and mediation services to assist recovery and planning efforts, for example, facilitating an agreement on a plan of action with concrete steps to reform the justice system in New Orleans.

2.2.1 Headcounts of full-time and part-time staff including college work study and student assistants (as of 7/31/07 and 7/31/08) 13 full time staff.

3. Assessment (2 pages max)
3.1 General statement on how assessment of unit processes and outcomes is conducted within the unit. (The unit’s current assessment plan must be posted on its Intranet site by 10/17/08.)

We used the questions indicated in section 1.3 to generate self-reports from the coordinators/directors of the unit’s programs, measured staff performance on a four-level rubric (inadequate, adequate, outstanding, exceptional), collected a portfolio of artifacts from our program participants, and deliberated on the impact of our programs on the communities we serve. Data collected from our assessment system become the bases of our decisions to continue/discontinue certain programs and/or create new ones.

3.2 The main results of this process are described in this section.

- We expanded the Global Network for Justice (GNFJ) and conducted the Bread for the World lobbying and educational work on hunger and poverty issues.
- We completed the second phase of the Ford Foundation’s Trans*act research project.
- We began the process of restoring the RCCP program mentioned above. We trained 20 social workers and counselors who would provide RCCP training to teachers and students in their respective schools.
- We conducted 5 Global Facilitators Service Corp Disaster and Crisis Intervention workshops.
- We published 5 issues of Blueprint and raised $5,000.
- We increased the number of African American and low-income vendors and customers of the urban farmers markets and expanded services to underserved areas and communities.
- We raise $40,000 in training fees and increase profits of the Printshop by 10%.

3.3 Description of assessment activities and their results for year 07-08.

The following are details of our accomplishments gathered from responses to our measurement instruments. Sr. Jane Remson reached the goal of establishing the Carmelite NGO “structure to facilitate justice and peace in the 21st Century.” She was elected as the Head Representative of the NGO to the United Nations. Sr. Helen Ojario became the Head Representative for the North American section. They expanded the Global Network for Justice to members in 63 countries and continued to publish the Global Network for Justice Bulletin in order to enhance the human rights advocacy of their international members. BFW organized the local “Walk for the Hungry” where many local students in both public and private schools participated, and continued its lobbying and education work with a focus on hunger and climate change. As director of New Orleans Artist against Hunger and Homelessness, Sr. Jane led the efforts to raise and distribute $30,469 to agencies doing advocacy and direct service work on issues of hunger and homelessness.

The marketumbrella.com completed the second phase of the Ford Foundation’s Trans*act research project on the relationship between health, wealth and the role public markets play in achieving higher levels of public health without plunder to our planet. This international research project studied the impact of a sustainable and ecologically-sound market practices on low-income, vulnerable populations around public health issues, in comparison with traditional markets and other health-related institutions. Richard McCarthy, the founder and director of marketumbrella.org, assisted shrimpers and fishers to get back into business after the storm, and to open new markets in the New Orleans area and as far away as New York City. He also assisted the development of new markets within underserved populations, such as, African Americans and low-income vendors and customers.

The Twomey Training Center led the formation of the Global Facilitators Service Corps’ New Orleans Network and conducted Disaster and Crisis Intervention and Resilience training for the Dept. of Health and Hospital, Louisiana Spirit, police, fire and other first responders,
teachers, Americorps Volunteers and social workers. Ted Quant and Dr. Michael Kane worked with a team, led by Dr. Lance Hill and inspired by the research of Dr. Evin Staub, to create and pilot the StormBridge project for racial reconciliation and resilience in the wake of ethnic violence, such as, the betrayal and abandonment of poor African Americans citizens in New Orleans by some of the agencies designed to serve their needs. Quant continued training of teachers, students and young adult workers in conflict resolution and peer mediation, and provided parent advocate leadership development for Families Helping Families and Pyramid Parent Training. He also provided facilitation services and participated with the team of facilitators led by the Vera Institute that put together the judicial reform plan agreed to by the District Attorney, Police Chief, Sheriff, judges, and public defenders.

We hosted the Educators for Social Responsibility (ESR) Institute for 20 school-based counselors and social workers. The authors of ESR’s new Resolving Conflict Creatively curriculum conducted the workshop. The participants made written commitments to use the curriculum to supplement and enhance the work they already do. The 10 teachers who were supposed to come to this could not make it due to conflicts with activities in their respective schools. We will incorporate this goal for the following year.

We trained Operation Reach Americorps workers assigned to summer youth camps in New Orleans and the Gulf Coast and trained adult youth workers for 21st Century Youth Leadership Movement Camp, Tambourine and Fan, and Youth Rethinking Schools. The training was applied at camps as direct instruction and infusion.

We conducted 4 GFSC workshops. Here are some of the written comments from the Department of Health and Hospitals participants: “GFSC provided an opportunity for me to identify several strategies to use with staff at various levels after a crisis and modify my leadership style.” “…it helped me as a leader identify where I am on a personal level following a major traumatic event. It also assisted me to visualize how my staff is responding to the event and how we can move forward with our recovery.”

We published 5 issues of the Blueprint for Social Justice and raised $5000 and addressed the obstacles in getting the publication done in a timely manner.

We raised $40,000 by conducting diversity and cultural competence workshops on the local, state, and national levels.

3.4 Assessment of internal (to university) and external environments affecting the unit.

The Twomey Center is undergoing major changes internal to the University by coming under the School of Social Science. This change can lead to greater involvement of faculty and students in the work of the Twomey Center. Moving on campus will also facilitate increased communication on matters of mutual interest and increase opportunities for collaboration.

Externally, there are grave national and international systemic, economic, social, environmental, and cultural crises. Locally, we are in a city that is already deeply wounded by inequality, poverty, illiteracy, mis-education, violence, race and class divisions, and social and political injustice. Ted Quant and Al Alcazar had a close look at our city’s wounds because they were part of a team of seven facilitators who conducted an all day workshop for Dr. Blakeley’s 160-member post-Katrina recovery team for New Orleans. In other words, there are abundant opportunities for the Twomey Center and for Loyola as a whole to roll up our sleeves and put to practice the social justice principles of Jesuit Higher Education and the social teachings of the Catholic Church.

4. Planning (2 pages max)
4.1 General statement describing strategic planning in the unit
At the Twomey Center, we turned the disadvantage of our off-campus location into a strength by enlarging our ability to be “engaged in the community to address social needs,” to show “the university as a good citizen,” and to embody the “service of faith and the promotion of justice.” Fr. Peter Hans Kolvenbach S.J in his 2000 keynote address at the Justice in Jesuit Higher Education Conference in Santa Clara, passionately called on Jesuit universities to a deeper involvement in “who our students become” through a process he referred to as “an educated solidarity with the world.” Our strategic planning will revolve around “who our students become.” We will craft creative ways to fuse our long record of “educated solidarity with the world” into the teaching and learning process so that our students may become “men and women for others.”

4.2 Top 3-4 Twomey Center (TC) strategic goals for 08-09 are as follows:

- Review TC history, vision, mission, values, goals and accomplishments.
- Identify core competencies and align with university strategic goals.
- Deliberate and decide on what projects/programs to continue, discard, or start.
- Create an advisory board.

Here are some of our objectives.

- Identify people who can help the Twomey Center achieve our goals and mission and recruit them to the TC advisory board.
- Introduce faculty, staff and students to TC so they can learn who we are and we can learn their interest in doing social justice work. Find areas of mutual interest for collaborative work. This will be done in a variety of ways including one-on-one meetings, information sharing, soup-and-substance gatherings, surveys, classroom presentations on social justice issues relevant to a particular discipline.
- Provide monthly up-dates on pending legislation responding to world food crisis, such as the reauthorization of the Farm Bill and Poverty-Focused Development Assistance for 2009.
- Collaborate with local student organizations, such as LUCAP on Hunger Relief, Environmental Action Committee, Stand UP and Speak OUT Against Poverty.
- Expand student participation in the annual Walk for the Hungry, NOAAHH, the Carmelite NGO partnership, and in the education and action initiatives of BFW’s hunger and climate change campaign.
- Publish 9 issues a year of the Blueprint for Social Justice.
- Provide training in leadership development, conflict resolution, mediation, advocacy, anti-racism and anti-oppression, diversity, team building to the non-profit sector, schools, government agencies, and corporations.
- Conduct youth leadership and conflict resolution training in schools for teachers and students and offer opportunities for Loyola students to be involved through our university’s Service Learning Office.
- Improve the quality of our print shop services and products so that it may be the printer of choice for the university and increase income to support the Twomey Center.

4.3 Description of resources needed to support the 08-09 goals.

We need adequate and appropriate office space on campus for the Twomey Center staff.

4.4 Evaluation criteria and evaluation plan for 08-09 goals.

We use our unit’s multifaceted and collaborative assessment process as the main part of our evaluation plan. It includes the following questions: Did we do what we said we would do? How well did we do them? Do we have a portfolio of artifacts to substantiate the impact
and quality of our work? Did we gather feedback from those who participated in our activities and projects? Were the comments in the feedback consistent with our goals? Have our activities promoted meaningful university (faculty, staff, students) and community (residents, leaders, stakeholders, activists) partnerships? Have our activities and projects been responsive to the needs of the communities we serve?

Additionally, we include results from measurement instruments specific to the program or project. Obviously, the measurement instrument we use for evaluating the quality of the TC training workshops will be different from the one we use for our legislative advocacy projects. Here are some objectives with specific measurement questions along with dates of anticipated completion:

- Identify and recruit people to advisory board that can help us achieve our mission and goals in a manner consistent with our standards and values. In addition to pertinent questions in section 1.3, we will ask this specific measurement question: Are they reflective of the groups we represent and serve? Complete by March 1, 2009
- Create opportunities for collaborative work (e.g., soup-and-substance presentations) between academic/nonacademic departments and the Twomey Center in order to disseminate our programs to the university community. Specific measurement question: What relational networks were formed as a result of these opportunities? Complete by March 1, 2008.
- Offer a guest-lecture program on social justice themes from the social encyclicals and from the 2000 keynote address by Fr. Peter Hans Kolvenbach, SJ on social justice in Jesuit higher education. Specific measurement question: How did the presentation achieve the goal of contributing to “who our students become” as stated by Fr. Kolvenbach?
- Publish *Bread for the World Louisiana, the Global Network for Justice, and the Blueprint for Social Justice* according to stated frequencies. Specific measurement question: How much support has these publications contributed to the advocacy we want for certain causes or piece of legislation? Complete by 7/31/09
- Update and improve the quality of our print shop services and products so that it can be the printer of choice for the university and raise money to support the work of the Twomey Center. Specific measurement question: What percentage of the university’s printing needs are we providing in comparison to outside providers? Complete by 7/31/09

### 5. Budget (2 pages max)

5.1 FY 07-08 Indicate “original budget to revised budget to actual budget” totals for both salary and operating budgets. [The information requested for 5.1 is compiled by the Division of Finance and Administration for each unit and will be distributed in September 2008.]

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Budget</td>
<td>77,379</td>
<td>79,701*</td>
</tr>
<tr>
<td>Operating Budget</td>
<td>10,750</td>
<td>10,750</td>
</tr>
<tr>
<td>Salary Expenditures</td>
<td>77,952</td>
<td></td>
</tr>
</tbody>
</table>
5.1.1 Budget discussion
This year, the Twomey Center had adequate funding to support its staff and to carry out its mission and goals. We have created a mix of funding that includes funding from Loyola University, foundation grants, individual donations, endowments and funds raised from training fees.

5.2 FY08-09 “budgeted” totals for both salary and operating budgets.
Salary budgeted for 2008 is $255,175. “Budgeted” operating budget is $10,750.

5.2.1 Budget discussion (This discussion is a comment on whether or not the budget for the fiscal year August 1, 2008 – July 31, 2009 seems adequate and what precautions the unit needs to exercise in its operations.) In 2008-09 we will have adequate funding as currently configured and budgeted. The challenge we will face is budgeting for staffing when grants end and when new programs are created to further the goals that emerge from our strategic planning this year.

6. Resource Needs/Wants/Reallocation [for FY09-10 through FY13-14] (2 pages max)

6.1 Personnel: In FY 2007-08 we had a staff of 13 employees. At the end of October, our staff will be down to 5 people. Currently, two staff positions are partially funded from the University budget (2 accounts). Two staff positions are funded by grants, fund raising and training fees. Two and half salaries are funded by our print shop business. Before Hurricane Katrina, the university fully funded two full time and one part time salaries. The Twomey Center budget was cut 40% in support of budget adjustments in the wake of the Katrina. We were able to compensate for the cuts with income from our other diverse funding streams including increased demand for our training services from volunteers from other parts of our state and nation. As the current financial crisis worsens, non-profits, businesses, and government agencies will likely reduce expenditures, such as, for training services or printing. Our budget, therefore, could be negatively impacted. Our challenge will be not only to continue to support our current staff but also to seek funding for needed new staff positions.

6.1.1 General statement on adequacy of staffing to meet present and future strategic goals.
Our staff has grown and contracted as the programs we have created and nurtured grew or spun off to become self supporting and independent organizations, e.g., Community Mediation Services, and marketkumbrella.com. Our need for staffing will increase as we engage the issues affecting our community: crime, unemployment, poverty and hunger, illiteracy, educational inequity, modern day slavery, anti-immigrant policies, prejudice and racism. There is now an immediate and urgent demand for the rebuilding of our work in schools and for University engagement in many of the problems that plague our city.

Our immediate task is to move on campus and reconnect with the faculty and students and develop relationships and collaborations to assist in meeting these challenges. This year is a year of transition, planning and post-disaster rebuilding. Our staffing projections will come out of the planning process and the evolution of our programs and projects. As we look at our current skills sets, experiences, strengths and weaknesses, we will identify what our needs would be. For example, we have made advances in the use of technology to create a world-wide Global Network for Justice, but we have not maximized the use of technology for teaching, conferencing, communicating, marketing, sharing research, and advocacy. We can predict that to further our research, action and advocacy goals we will need these skills on our staff.

6.1.2 Priority listing of additional/revised faculty/staff positions.
In the short run, the Twomey Center will reorganize and redefine staff positions in the wake of the retirement of the director’s administrative assistant and staff positions funded by grants that will end in this fiscal year. Our future needs will be identified in our planning process and from our engagement in the community.

6.2 Facility improvements

6.2.1 General statement on facilities including classrooms, office space, meeting spaces, etc. to meet present and future strategic goals.

We are preparing office spaces in Mercy Hall for the Twomey Center.

6.2.2 Priority listing of facility improvements (Include cost estimates.)

Estimated cost to improve area for Twomey Center offices – approximately $4000.

6.3 Technology/professional development support

6.3.1 General statement on technology/professional development needed to meet present and future strategic goals. We have made advances in the use of technology to create a world wide Global Network for Justice but we have not maximized the use of technology for teaching, conferencing, communicating, marketing, sharing research, and advocacy. These are areas that will be essential to our effectiveness in the world being rapidly transformed by technological changes and advanced research in education for critical thinking and the formation of social justice consciousness.

6.3.2 Priority listing of technology needs, including media, professional development

Professional development in creating, maintaining, updating, and using our web page to advance our work.

6.4 Budget reduction/reallocation/revenue generation plans

6.4.1 General statement regarding areas for reallocation, reduction of expenses, or generation of additional revenue. We will reallocate existing funds to stabilize current staff positions. We will continue to nurture a diverse funding strategy, including, marketing our print shop services on and off campus and generating income from training services, endowments, fund raising events and grants.

6.4.2 Priority listing of budget reduction/reallocation/revenue generation plans

(see 6.1.1 and 6.4.1)

7. Summary of Achievements (1 page max)

7.1 Unit as a whole

The following are some of our accomplishments. Sr. Jane Remson reached the goal of establishing a Carmelite NGO “structure to facilitate justice and peace in the 21st Century.” She was elected as the Head Representative of the NGO to the United Nations. Sr. Helen Ojario became the Head Representative for North American section. They expanded the Global Network for Justice to members in 63 countries and continued to publish the Global Network for Justice Bulletin to enhance the human rights advocacy of their international members. Bread for the World continued its lobbying and education work with a focus on hunger and climate change. As director of New Orleans Artist against Hunger and Homelessness, Sr. Jane led in raising and distributing $30,469 to agencies providing food, shelter, and advocacy.

The marketumbrella.com completed the second phase of the Ford Foundation’s Trans*act research project on the relationship between health and wealth, and the role public markets play in achieving duplicable inroads into public health. This international research project studied the unique characteristics markets have in engaging low-income, vulnerable populations around public health issues, in comparison to other health-related institutions. Richard McCarthy, the
founder and director of marketumbrella.org, assisted shrimpers and fishers to get back into business after the devastation of Katrina, and open new markets in several places including, as far away as, New York City. He also assisted the development of new markets to serve underserved populations, such as, African Americans and other low-income vendors and customers.

The Twomey Training Center led the formation of the Global Facilitators Service Corp New Orleans Network and conducted Disaster and Crisis Intervention and Resilience training for Dept of Health and Hospital, Louisiana Spirit, police, fire and other first responders, teachers, Americorps Volunteers and social workers. Ted Quant and Dr. Michael Kane and a team led by Dr. Lance Hill and inspired by the research of Dr. Evin Staub, created and piloted the StormBridge project for racial reconciliation and resilience in the wake of ethnic violence, such as, the betrayal and abandonment of poor African Americans citizens in New Orleans by many of the agencies designated to serve their needs in times of crisis. Our training center continued training teachers, students and young adult workers in conflict resolution and peer mediation, and provided parent advocate leadership development for Families Helping Families and Pyramid Parent Training. We also provided facilitation services, including participating with the team of facilitators led by the Vera Institute that facilitated the formation of the Judicial Alliance judicial and the reform plan agreed to by the District Attorney, Police Chief, Sheriff, judges, and public defenders in New Orleans.

Our print shop manager, Joe Forte, Jr., and printer, Robert Wilson, brought the print shop back to profitability from the difficult days when our customer base drastically dwindled after so many were swept away by Katrina, and when the university “restructured” to deal with the Katrina-related financial crunch. The print shop not only provides quality printing services at competitive prices but it is one of the pillars of the Twomey Centers financial stability.

7.3 Staff achievements/service

Al Alcazar started the Pre-college Incubation Experience for Majoring in Mathematics and the Natural Sciences (PRIEMMaNS) program which brings together a diverse group of public high school students (African American, Latino Americans, Vietnamese Americans, and a few Euro-Americans) from poor communities to take part in a creative, intensive, and field-work Math and Science curriculum, and to receive tutoring during the fall and spring semesters from Loyola/Xavier science and math majors. He adapted the GFSC’s disaster and crisis intervention model and the RCCP program for the college classroom and used it to benefit Loyola students in the courses he taught for the Psychology and Religious Studies departments. Al Alcazar also was the intercultural curriculum consultant (volunteer) for a charter school proposal which was approved and funded by the state through the Recovery School District. The school opened last month( August 18, 2008) and he serves as the school’s board president.

Twomey Center staff members serve on boards and in community organizations as volunteers and consultants, including: the Institute of Mental Hygiene; 21st Century Youth Leadership Movement; Families and Friends of Louisiana’s Incarcerated Children; Operation Reach; Lindy Boggs National Center for Community Literacy, Global Solidarity Committee for the Archdioceses of New Orleans.