Annual report 2011: Twomey Center for Peace through Justice
Maximum pages 11 pages

Section 1. Executive summary

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.”

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 engage the community and through a disciplined process of listening, reflection and action, working in collaboration with local, national and global partners for human rights and justice. Our goals are strategic to both the university’s and the unit’s Catholic principles and values, including: special concern for the poor and oppressed, international and global perspective, equality and solidarity of all people.

This work is accomplished through the activities of our programs: Bread for the World New Orleans (BFWNO); 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 Printshop.

To assess our work we use a multifaceted and collaborative assessment process that asks the following questions: Did we do what we said we would do? How well did we do it? 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?

Assessment is on-going with clients and community groups on our work with them, including, debriefing and written evaluations at the end of workshops, outcomes from activities, such as, money raised and number of organizations served, policy changes, ordinances and legislative changes, etc. For example, money raised for organizations served by NOAAHH, or results like the number of student from PRIEMMANS who entered Loyola and other colleges as a result of the program, or research projects completed by service learning students.

We can quantify “What we said we would do,” and we have a portfolio of artifacts to substantiate the impact and quality of our work, including, newspaper articles, media coverage, photos, letters of commendation and appreciation, staff and student research produced, our publications and other written evaluations of our work from individuals and organizations served, etc. (Some these things are in the appendices section of this report)

Our budget last year was $276,245 of which $82,897 was provided by Loyola University and the rest, $193,368, was raised by the Twomey Center from various non-Loyola funding sources.

We accomplished most of our goals for the year, including: increasing services to students at Loyola through service learning, guest speaking and presentations in classes, training and workshops for student organizations; conducting Bread for the World’s legislative advocacy campaigns on hunger and poverty issues; publishing eleven issues of Bread for the World Louisiana and 5 out of 7 issues of the Blueprint for Social Justice; funding and managing the PRIEMMANS program; raising the budget to sustain the Twomey Center programs.

We raised our budget for this year, but we did not raise enough to cover next years budget. Our goals for next year include continuing and sustaining our current level of work and raising the funds to adequately support that work in the next fiscal year.
Section 2. 2 pages max.

2.1 Unit name and mission: Twomey Center for Peace through Justice.
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.”

2.2 General statement and 2.2.3 Community engagement:
The Twomey Center’s mission continues the vision of Fr. Louis J. Twomey, SJ, who brought reflection and action to 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 1891 social encyclical, Rerum Novarum, up to the most recent ones. Fr. Twomey 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.
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, respond to those needs always seeking partnerships and collaboration with local, national and global partners for human rights and justice.
This work is accomplished through the activities of our programs: Bread for the World New Orleans (BFWNO.); 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 Printshop.

The following are some of the specific accomplishments of the 2010-11 fiscal year.

• Bread for the World New Orleans, led by Sr. Jane Remson, worked to implement the legislative agenda of National BFW to reform U.S. foreign assistance programs. Sr. Jane published eleven issues of the New Orleans Bread for the World newsletter and wrote several articles on the value of U.S. foreign assistance programs. She also mentored Loyola students in the University’s Service Learning Program on food security and the unique role women play in food security. And she spoke on global food security at Loyola’s Women’s Center and at Notre Dame Seminary.

• Effort was also put into research and advocacy through prayer, education and contacting elected officials by phone calls and letter writing.

• Sponsored the annual Hunger Awareness Award Meal. The members of BFWNO selected an individual for his/her outstanding work to end hunger in our local community and the world. The 2010 Lindy Boggs Hunger Awareness Award was presented to Don Everard, director of Hope House. Several other awards were presented including a Dedicated Service Award presented to a youth group for their efforts to end hunger.

• Sponsored the 30th annual Walk for the Hungry with the theme “A Revolution in Kindness.” Participants were challenged to perform 30 acts of kindness during the season of Lent. The youth group from St. Philip conducted the prayer service at the beginning of the Walk and suggested challenges to those participating in the Walk. 500 walkers raised $10,512 in addition to non-perishable food items for the Second Harvest Food Bank.
• Participated in Loyola’s Service Learning Program, taking 2 students each semester to work one-on-one with Sr. Jane on a research topic, food security, human trafficking, climate change, child soldiers, and others. Articles written by participating students are routinely placed on the website and/or printed in a publication of the Carmelite NGO.

• Partnered with the New Orleans Artists Against Hunger & Homelessness (NOAAHH) raising funds for organizations in the metropolitan area that provide food and/or shelter for the needy. In 2010 NOAAHH celebrated its 25th anniversary and distributed $37,350 to local organizations. Since 1985 NOAAHH has distributed over a million dollars plus millions of dollars in in-kind services to local organizations.

• Partnered with the Carmelite NGO at Loyola University to educate students on Catholic social teaching on the issues before the Carmelite NGO, namely, education, freedom of belief, human rights and sustainable development. Several students chose to do research on the issue of human trafficking. Their products include: a compilation of all existing U.S. federal law and Louisiana law that deal with human trafficking, a flyer directing victims of human trafficking to appropriate services, an expose on child soldiers, and military training in middle and secondary schools in Western countries. Other students chose to do their project on sustainable development that includes climate change also an issue of the Carmelite NGO. Topics students researched regarding climate change include: water and war, the use of water in religious services, global warming and its effects on the human community and the rights of mother earth. Other students investigated global food security. The Carmelite NGO publishes a quarterly bulletin, CarmeNGO. Twice a year a Day of Prayer booklet is published to coincide with World Environment Day (June 5th), and World Human Rights Day (December 10th). These publications are printed at Loyola’s Twomey Print Shop and are available on campus.

• Dr. Al Alcazar assisted ten graduating high school students in the PRIEMMANS program with their college application process. 8 of 10 were accepted to college (5 to Loyola New Orleans, 3 to state Universities), one student joined the Air Force and one is waiting on immigration documentation and applying to a local college.

• Taught prejudice detection/reduction and conflict resolution skills to 146 students through two Introduction to World Religions courses and two Latin American Studies courses.

• Conducted workshops with and for Loyola’s Center for Intercultural Understanding.

• Published a Blueprint for Social Justice article that directly led to a policy change (from uninvolved to supportive) in a Christian denomination’s institutional stance for its social justice ministers arrested during non-violent protests.

• Gave the keynote address to Amnesty International Conference in New Orleans.

• Collaborated with Dr. Uriel Quesada of the Center for Latin American and Caribbean Studies in the use of art (by Gustavo Duque) to promote urban social change.

• Presented the mission/vision of the Intercultural Charter School as a model of interracial harmony to the Association of Children’s Education International Conference.

• Provided the conceptual framework for a fellowship that placed a graduate student in PRIEMMANS to implement a research-based psychosocial development curriculum for the adolescents in the program.

• Mediated student/parent/faculty conflicts in several area schools.

• 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 and supervised four music therapy interns.
• Taught prejudice recognition/reduction skills and infused the diversity-in-the-classroom research of Dr. Sonia Nieto into Religious Studies and Latin American/Caribbean Studies courses (146 students).
• With Cathy Harris created an Inclusive Celebrations webinar.
• Served as chair of the mission excellence committee of the board of the Intercultural Charter School in New Orleans East.
• Serves as mentor to Filipino teachers employed in public schools in neighboring parishes.
• Volunteer translator for non-English speaking Filipinos in federal courts.
• Gathered donations for the Jesuit and Catholic Refugee Services as these organizations respond to the tsunami survivors in Japan.
• Ted Quant served as moderator for the panel discussion “Defending the Right to Organize: Lawyers and Grassroots Labor Organizers Discuss Victories and Lessons from the Response to Hurricane Katrina” at the National Lawyers Guild conference in New Orleans (9/24–26). NLG lawyers and organizers with the New Orleans Workers Center for Racial Justice discussed their work and challenges to the right to organize.
• Quant gave the opening and closing speeches at the plenary sessions of the Turning the Tide conference on criminalization of immigrants, a 3-day conference of organizers from around the country meeting to strategize on stopping the wave of criminalization laws sweeping the country. The conference was convened by National Day Labor Organizations Network.
• Provides on-going consulting, mentoring and training for the organizers of Stand with Dignity, Congress of Day Laborers, and the National Guestworkers Alliance.
• Participated in the formation of the Excluded Workers Congress and the historic signing of solidarity agreements between Workers Centers and the AFL-CIO. 5/10/2011
• Spoke at the AFL-CIO Martin Luther King Celebration in Cincinnati on the theme of “What does it mean to be illegal in an unjust system.” The talk connected African Americans’ fight for equality and that of immigrant workers today.
• Designed and presented 2-hour diversity orientation workshop/speech for the incoming class for the Loyola Law School Student Orientation Program.
• With Dr. Lance Hill, designed and delivered workshop on “Building Ethnic Group Trust.” Organizations participating included: Jewish Student Association, Muslim Student Association, Black Student Union, Loyola Asian Student Organization, Bridging the Gap, and the International Student Association.
• With Dr. Lance Hill, designed and delivered a train-the-trainer workshop for facilitators and trainers who do diversity, human relations, anti-oppression, restorative justice work. The training was on “Reflective Evaluation” of the work.
• Provided training for Americorps volunteers and college students serving in Operation Reach youth leadership camps, youth philanthropy and entrepreneurial programs.
• Training and mentoring for the American Friends Service Corps for youth leadership outreach workers and community organizers doing anti-violence work with youth.
• Counselor and trainer for the 21st Century Youth Leadership Movement.

Section 3 Assessment:
3.1 The unit uses a multifaceted and collaborative assessment process that asks the following questions: Did we do what we said we would do? How well did we do it? 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?

In addition, we conduct on-going assessments with clients and community groups on our work with them, including debriefing and written evaluations at the end of workshops. We also track outcomes of activities, such as, money raised and number of organizations served, policy changes, ordinances, legislative changes, etc. Some examples of outcome we have tracked include, money raised and organizations served by NOAAHH and results like the number of student from PRIEMMANS who entered Loyola and other colleges as a result of the program, or number of research projects on human rights issues completed for the Twomey Center by service learning students on human rights issues.

We can quantify “What we said we would do” and we have a portfolio of artifacts to substantiate the impact and quality of our work, including, newspaper articles and other media coverage, photos, letters of commendation and appreciation, staff and student research papers produced, our publications, and other written evaluations of our work from individuals and organizations served, etc. (Some of these things are in the appendices section of this report)

3.2 Goals from the previous year:

- Increase services to students at Loyola, specifically through service learning, guest speaking and presentations in classes, training and workshops for student organizations.
- Conduct Bread for the World legislative advocacy campaigns on hunger and poverty issues;
- Publish 7 issues of the Blueprint, and post the latest issue of the Blueprint on the website in a timely manner, and make back issues accessible to the public.
- Publish eleven issues of Bread for the World Louisiana.
- Increase the income from the Blueprint fundraisers by 10%.
- Continue PRIEMMANS program and adequately fund its budget
- Increase income (raise $40,000) to support Twomey Center programs.
- Continue community engagement and partnerships with justice organizations
- Provide facilitation and training services for teachers, parents and students in OPSS.
- Continue mentoring, training, support and participation in grassroots organizing and advocacy.

These goals are strategic to both the university’s and the unit’s mission. The service of faith and the promotion of justice is a core value of Jesuit education, as are: special concern for the poor and oppressed, international and global perspective, equality and solidarity of all people. The Twomey Center’s mission is part and parcel of these values, namely, “to shape social justice consciousness through education and to take action on critical social issues confronting society …”

3.3 Student Learning Outcomes: One of our goals was to “… connect the Twomey Center to students and the university community.” The Twomey Center has increased its connection to students and the university community as evidenced in the above report on accomplishments (section 2). One measure of learning outcomes is the number of research projects done and published on our website or in the Carmelite NGO publications. Other measures are the students’ evaluations of workshops and classes conducted by the Twomey Center staff during the
year and/or their assessment of lessons learned from their experiences tutoring in PRIEMMANS or practicing conflict resolution and other leadership skills as RA’s, or in other student leadership roles for which the Twomey Center providing training.

3.4 The Twomey Center staff engage in continuous assessment and evaluation, much of which is immediately obvious. Did we do what we said we would do? For example, provide training for families of children with disabilities to testify at hearings on their experiences and their children’s experiences with the educational system. The first answer is “yes, we did the training.” The next question is “So what?” “What good did we do? Did the parents trained actually benefit from the training and use it?” That answer is also obvious. They did benefit and we know this because 10 out of 15 parents we trained testified the next day at the hearing and their input was used to evaluate the school system and to offer recommendations for corrective action. Not everything we do is so immediately obvious but a lot of it is. And where we are not satisfied with our outcomes or with the feedback from participants, frank discussions help us to improve the work.

Another external assessment as to how we are valued is that we are in demand as a resource on social justice issues and we receive awards or praise for our work. For example, Sr. Jane was invited to be at the President’s State of the Union Address and she and other members of the Carmelite NGO were invited to Rome to participate in writing the Churches position on climate change. Also, as a result of Carmelite NGO publications and research on-line, Sr. Jane and others are receiving calls from around the world requesting in their participation in human rights work in other countries. Ted Quant was invited to participate in designing the AFL-CIO’s curriculum for educating union members on its position on immigration and to speak at its M.L. King Day conference in Cincinnati linking the African American fight for human rights with the struggle of immigrant workers today. He also participated in the formation of the Excluded Workers Congress and was invited to their conference where an historic agreement was signed by the president of the AFL-CIO and the various workers center organizations.

Al Alcazar was recruited to work in Central City on a research project with the goal of capturing the perspectives of African American youth on their perspective on the causes and solutions to violence in the community. The Youth Think Tank report is being studied and being taken seriously into consideration by police, ministers, elected officials, and advocates. The youth have also developed confidence in their participation in those discussions about solving the problems in the community.

3.5 Assessment of community based learning. Same as above.

3.6 Describe results from assessment of the previous years goals…

Our assessment shows that we achieved most of our stated goals. We fell short on the number of issues of the Blueprint for Social Justice published and on the amount of money we needed to raise to sustain our staff in the coming year. We have developed plans and strategies to correct these shortcomings.

Section 4 Summary of Achievement 1 page
The summary of the work is captured in the 1975 mission document of the Society of Jesus that set forth their mission as “the service of faith… and the promotion of justice…” The Twomey Center’s mission is another expression of these values, namely, “to shape social justice
consciousness through education and to take action on critical social issues confronting society, locally, nationally and globally.” Some of our specific achievements carrying out this mission include the following:

- Implementing the legislative agenda of National BFW to reform of U.S. foreign assistance programs. Publishing eleven issues of the *Bread for the World Louisiana* newsletter and several articles on the value of U.S. foreign assistance programs, and contacting elected officials by phone calls and letter writing.
- Mentoring Loyola students in the University’s Service Learning Program in doing research on issues of human rights, global food security, human trafficking, climate change, and child soldiers. The articles written by participating students were placed on the website and/or printed in a publication of the Carmelite NGO.
- Sponsored the 30th annual Walk for the Hungry with the theme “A Revolution in Kindness.” 500 walkers raised $10,512, as well as non-perishable food items for the Second Harvest Food Bank.
- Partnered with the New Orleans Artists Against Hunger & Homelessness (NOAAHH) for the past 26 years and raised funds for organizations in the metropolitan area that provide food and/or shelter for the needy. Since 1985 NOAAHH has distributed over a million dollars plus millions of dollars in in-kind services to local organizations.
- Partnered with the Carmelite NGO to educate students on Catholic social teaching on the issues before the Carmelite NGO, namely: education, freedom of belief, human rights and sustainable development.
- Assisted 8 graduating high school students in the PRIEMMANS program get accepted to college (5 to Loyola New Orleans, 3 to state Universities).
- Taught prejudice detection/reduction and conflict resolution skills to 146 students in Intro. to World Religions and two Latin American Studies courses.
- Published a *Blueprint for Social Justice* article that directly led to a policy change (from uninvolved to supportive) in a Christian denomination’s institutional stance for its ministers arrested during non-violent protests.
- Served as chair of the mission excellence committee of the board of the Intercultural Charter School in New Orleans East.
- Gathered donations for the Jesuit and Catholic Refugee Services as these organizations respond to the tsunami survivors in Japan.
- Provides on-going mentoring and training for the organizers of *Stand with Dignity, Congress of Day Laborers*, and the National Guestworkers Alliance.
- Participated in the formation of the Excluded Workers Congress and the historic signing of solidarity agreements between Workers Centers and the AFL-CIO.

### 4.5 Community engagement achievement. (Same as section 2.2)

#### Section 5 budget

#### Section 5.1 previous year budget:

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</tr>
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</table>
Section 5.1.1 Narrative on previous years budget and spending, including adequacy of the budget to support and operate unit and support its strategic goals.

The Twomey Center has 5 full time and 1 part time employee. Only the Twomey Center director is paid from the University general fund (“2-accounts”). The two other program directors are funded by fundraising efforts of the Twomey Center. There is no funding for secretarial or assistant to the directors support staff. The Twomey Print Shop employs a print shop manager and press operator and 1 part time bookkeeper/accountant and occasional part time bindery workers. They are funded by income generated by printing services. Income from the print shop is one of the funding streams that supports the work of the Twomey Center. Fees for training and facilitation services, fundraising events, and income from Twomey endowment accounts also generate income.

This year, cash reserves along with income we raised will provide sufficient funds to carry us through until the end of the fiscal year. Our immediate and strategic planning task is to develop and implement a plan to raise the funds for the coming fiscal year and establish the foundation for stable funding into the future.

5.2 Upcoming FY salary, operating and total budgets

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</table>

5.2.1 Upcoming FY budget discussion (Provide a narrative of the upcoming years budget and expected spending, including an assessment of the adequacy of the budget to support the unit’s strategic goals.

The “stand still” budget is the same as last year’s budget plus 2%. It does not include a budget for administrative support staff or programmatic expansion. Also, unless we raise more than that budget we will end the next year, like we are ending this year, with no secure budget for the following year. The plus $50,000 above is an estimate based on grant proposals and contracts for services.

Section 6

6.1 General statement describing the process of strategic planning in the unit and how it informs plans of upcoming years goals.

- Review last year’s plans and accomplishments and how it is aligned with Twomey Center history, vision, mission, and values.
- Deliberate and decide on what projects/programs to continue, discard, or start.
- Identify our core competencies and strengths that can be applied to achieving realistic goals going forward.
• Assessment of weaknesses and barriers (internal or external) that must be overcome to achieve our goals.
• Development of goals aligned with our core strengths and analysis of current justice issues and alignment with the university’s strategic goals.

6.2 Describe how the unit’s strategic plan supports the mission and goals of the university.

The heart of the Jesuit mission is the “service of faith and the promotion of justice.” This is the work of the Twomey Center -- advocating for human rights and contributing to the dismantling of systemic racial, social, economic and ecological injustices -- putting faith into action.

Loyola University’s values and goals are accomplished through the specific goals and activities of our programs: Bread for the World New Orleans; the Global Network for Justice; Pre-college Incubation Experience for Majoring in Mathematics and the Natural Sciences (PRIEMMANS); our conflict resolution training and youth leadership development work; the Twomey Training Center (TTC); Urban Partnerships with community organizations; and our publications, like the *Blueprint for Social Justice*.

6.3 Program goals for next year and how last year informed these goals.

In the coming year we will be continuing the work of last year and take advantage of new opportunities that have arisen out of that work, for example, to work in a more inclusive partnership with Louisiana School Improvement Grant (LASIG) schools to improve the quality of education and outcomes for students.

A major focus in the coming year will have to be on increasing funding for the Twomey Center to continue the quantity and quality and relevance of our work.

Goals for the coming year:
• Continue to provide services to Loyola students, specifically through service learning, guest speaking and presentations in classes, training and workshops for student organizations.
• Conduct Bread for the World legislative advocacy campaigns on hunger and poverty issues;
• Publish 7 issues of the Blueprint and post the latest issue of the Blueprint on the website in a timely manner and make back issues accessible to the public.
• Publish eleven issues of Bread for the World Louisiana.
• Continue PRIEMMANS program and adequately fund its budget.
• Increase income to support Twomey Center programs and end the year with a surplus to start the following year.
• Continue community engagement and partnerships with justice organizations
• Seize on opportunities to partner with LASIG-RSD schools in school improvement plans; secure contracts to provide training and support for parent leadership development on school improvement teams, teacher training, and conflict resolution programs in schools.
• Continue the mentoring, training, support and participation in grassroots organizing and advocacy.

6.4 Student learning outcomes for upcoming year.

Service Learning students will have the opportunity to do research on human rights and justice issues and see their research actually used in fact sheets, informational brochures, and/or published on our website, in Bread for the World’s newsletters, and/or Carmelite NGO publications and website. Other student opportunities are contingent upon our success
in accomplishing the goals stated above, such as, tutoring students in the PRIEMMANS program or volunteering with our urban partner organizations.

6.5 Description of planned involvement of non-Loyola community in strategic goals or the activities planned to achieve those goals, such as, community-based learning, community engaged activities, or community-related goals.

The Twomey Center has been organically engaged in the community for so many decades that it is hard to say that there is anything that we do that is not driven by, planned and organized with community stakeholders. I am defining community very broadly, since non-Loyola involvement in planning is local, national and global. We have developed certain core competences and areas of expertise. One result of this is that the community naturally turns to us with trust and confidence. For expertise on advocacy on hunger, homelessness and poverty and other human rights issues, locally and globally, Sr. Jane Remson is an authority. Her goals for the year at every level are the result of collaboration with community and global partners working on these issues. Our goals for work in schools are created in collaboration with parents, teachers, principals, and administrators. For example, Ted Quant serves as a consultant and trainer with several parent advocate organizations, including Pyramid Parent Resource Center and Families Helping Families, and the State of Louisiana’s School Improvement Grant (LASIG). He is working with these organizations and the RSD on plans for school improvement in New Orleans. Planning for work in schools is informed by these collaborations and by the specific requests made by schools and school systems to the Twomey Center. Our reputation for facilitation, training, mediation and conflict resolution creates a demand for not only skills training but real mediation services like the mediation between the Archdiocese and St. Augustine Church that Quant facilitated. We have been called upon to help the police department provide training for police to improve community relations and stop police brutality. None of this could be done without participation of stakeholders in planning and in carrying out the work. All of our goals are driven by the community and involve community and can only succeed with community.

6.6 Resources to support this.

Major resources include, Loyola’s 64-year commitment to the work of the Twomey Center, including salary for director, office, operating budget, prestige of the university and the Twomey Center’s distinguished reputation for service and community contribution. Other material resources include: several small endowment funds; income from the Twomey Print Shop (this year the print shop contribution to the Twomey budget was $10,000); income from training (8/1/2010 to 7/31/2011 est. $25,000); income from fundraising events (est. $17- to $25,000), grants (est. $20 - $30,000).

6.7 assessment plan

“Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with the community? Does the institution aggregate and use the assessment data?
The creation, continuation, and discontinuation of the programs and projects of the Twomey Center are contingent upon the feedback provided to us by the people we serve. The assessment system has many different kinds of components.
a) Transformed situations and changed lives. The fact that the Twomey Center has been serving both the university and communities for sixth-four years, provides a longitudinal view of the results of its programs and projects. For example, many independent organizations that still exist today were created and incubated in the Twomey Center before spinning off as independent organizations, including, marketumbrella.org, Community Mediation Services, and the post conviction death penalty legal services. The Twomey Center also started the first peer mediation program in New Orleans Public Schools and the first comprehensive conflict resolution programs in New Orleans Public Schools.

b) Annual reports/evaluations. Assessment of the quantity and quality of our service to the community as well as how we are perceived by stakeholders (locally, nationally and globally) are integral to the yearly evaluation of individual staff and of the Center as a whole.

c) Training/activity-based evaluations. The evaluations are done by the participants of the various workshops (Diversity, 21st century Leadership, GFSC, Conflict Resolution, etc.) We have such evaluations going back 25 years kept in binders in our filing cabinets.

d) Photographs and newsletters. Pictures and articles based on TC activities are also available in our files.

e) Awards and honors given to staff or honoring the work of the Center.

f) Another measure of community engagement by the Twomey Center is the number of times our staff members serve on civic task forces, or are called to provide analysis, counsel, or support to various civic initiatives and community organizations. For example, the director served on the committee that hired the Inspector General and the Police Monitor for the City of New Orleans. Another example, we were called on to conduct an anti-violence participatory research project with youth in Central City.

g) Current research and best practices. We examine other assessment instruments used in other fields for possible grafting onto our own.

Section 7   appendices data collection, assessment reports, other documentation.

7.1 N/A

7.2 data collection tools used by TC to document our work.  Same as 6.7

7.3 Assessment reports (At the unit’s discretion, provide copy of any assessment reports that the unit generated as a result of the previous year’s assessment activities.

7.4 Any supporting documentation the unit sees fit to include in the report