November Updates
(from the minutes of the meeting on Sept 18th)

- Solicit extra classes for the AA requirement (perhaps have a session on professional development day or hold a workshop) (Georgia)
  A workshop was held by the EAC on Nov. 6\textsuperscript{th} where we discussed the Ecological Literacy focus of the AA requirement and how courses might or might not fit into it. We went through a few examples. Recently Anthro 21 and Env/Geog 7 have been approved for the requirement.

- Create conversation groups, pairing ESL students with students trying to learn the ESL student's native language. (Janet and Toni)
  Janet and Toni reported on many of the existing clubs and groups that meet this need already. These included: Japanese-English Exchange, Japanese Culture and Visual Arts club, Chinese-English Exchange, German club, ASL club, International Student Forum, Hong Kong club, International Soccer Club, Iranian Club, Karaoke Club, Filipino Club, Taiwanese Student Association, UNICEF club, Turkish Club, Hillel, ASAS, Value Creation Society. There are no classroom exchanges between ESL and MLD yet, but Toni T. is working with Toni Randall to begin a collaboration in spring.

- Promote sustainable practices (campus garden, ECO House, speakers, classroom assignments and practices) (Dawn)
  The Feast will be held Nov. 20\textsuperscript{th} with support from the AS. It will feature organically grown food. Craig is surveying the garden land and designing its layout. They are seeking funding from AS.

- Hold a charrette and/or determine ways to incorporate sustainable practices into projects funded by Proposition AA, should it pass (Pete)
  Pete is anxious to receive feedback from the group!

- Study Abroad Update from Kelley
  Overall Kelley is developing a structure that will be sustainable and scalable for Study Abroad. We have instituted a new process to initiate new Study Abroad programs. This process is a structured way to approach Study Abroad in terms of curriculum/courses offered, budget, and logistics. We need to finalize when to offer new programs (intersession vs. semester). There are 41 signed up for the winter program. We are still recruiting for spring. South Africa has 17 students signed up. They need 25. Eric Minzenberg is interested in developing an alternative Spring Break program in the Dominican Republic. Teresa G said that SMC could become really “cutting edge” in terms of incorporating service learning in the curriculum and Study Abroad and that we should not wait to institute a full fledged program to do so. The four year institutions...
would really value service learning experience amongst our transfer candidates. We had a brief discussion of developing a program “inbroad” on an Indian reservation. Service learning could be a big piece of such a program.

- Setting a date for our January half day retreat—either Jan 16th or 23rd in the afternoon? We decided on Jan. 23rd—mark your calendars!

- Conceptual Framework discussion
  We began a discussion of the framework shown below. It was suggested that we add “awareness” under “knowledge” in the competencies column. We had a discussion of the fact that language courses have not been accepted as those that would fulfill the Global Citizenship AA requirement. Toni T and Janet asserted that you can not learn language in a vacuum and that culture is incorporated at every step. They felt that there was a lack of understanding about what it means to learn a language such that a student could then navigate a foreign country and culture while in other GC classes this is not the case. It was suggested that they could ask that this be put on the Curriculum Committee agenda. One concern raised is that students are only required to take one GC course. A suggestion was made that we ask Institution Research to find out of students who earned an AA degree, what percentage took at least one semester of foreign language.

Eric suggested that the methodology should also focus on faculty. Guest lectures on topics can be a very valuable way to share knowledge and expertise. Students like it and it’s good for faculty. We can also bring in people from the community to speak on issues such as immigration.

There was also a discussion that we should be documenting what is already being done on campus to help us reach our goals for GC. It was suggested that we ask Eleanor Singleton as the archivist to help us find evidence of GC activity around campus.

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From SMC’s final presentation at the Salzburg Global Seminar, July 2008

SMC’s definition of global citizenship:

To be a global citizen one:
- is knowledgeable of people, customs and cultures in regions of the world beyond one’s own;
- understands the interdependence that holds both promise and peril; for the future of the global community; and
- is committed to combining one’s learning with a dedication to foster a livable, sustainable world.

Theoretical Framework: (draft!)

<table>
<thead>
<tr>
<th>METHODOLOGY</th>
<th>COMPETENCIES</th>
<th>CONTENT/ISSUES</th>
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<tbody>
<tr>
<td>How do we do this?</td>
<td>What do we want students to know?</td>
<td>What are the critical drivers of global change?</td>
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All activities we engage in should fall within the theoretical framework. We will develop student learning outcomes in each area so we are specific and directed about what we want students to learn and take away.

There are values that underpin all of this which we do want students to gain some understanding of—stewardship for the environment, human rights, etc.

We need to create time and space and structured activities inside and outside the classroom for students to practice global citizenship.