Proposed Recommendations

The Global Citizenship Task Force has proposed the following recommendations based on the work done during the fall semester 2007. A few themes emerged when developing these recommendations which included professional development for faculty; techniques for infusing topics related to SMC’s definition of global citizenship throughout the curriculum; strategies for increasing student awareness and knowledge of global citizenship issues.

Create a Global Work Group
The primary purpose of the Task Force was philosophical in nature. We were charged with the fundamental goal of defining what “global citizenship” means for Santa Monica College and its students, and what shape that might take on our campus. The Task Force believed that a group of faculty, administrators, and staff must continue to work in order to support the implementation of the ideas and recommendations from the Task Force as well as the proposed initiatives that have been funded. We have called this a “work group” for a number of reasons. First and foremost we see this group as being action-oriented with the singular goal of implementation. This group must bring ideas to fruition. In addition we want this work group to be fluid: We would like to call upon different members of the campus community when their expertise is needed rather than have an inflexible structure. By having students, administrators, classified staff and faculty represented, we avoid silos and promote communication.

The initial milestones for this group will be as follows:
- To determine membership and logistical support
- To meet at least once per month to implement activities in support of the Task Force’s work
- To inform and engage campus constituencies
- To propose new initiatives

Create visible signs of our commitment to Global Citizenship
If global citizenship is to become one of the hallmarks of the student experience at SMC, we feel that the college should have visible signs which symbolically affirm our commitment in ways which are clear to students, the college community, the higher education community, as well as the city of Santa Monica.

The initial milestones for this recommendation are as follows:
- Display the flags of the countries of our international students as well as the flags representing the native countries of our college staff members in a prominent place, such as the front of the new Student Services building and at commencement.
- Refer to global matters on the college website homepage—profiles of international students; a banner across one part of the homepage which displays the flags of our international students’ home countries; promote study abroad; promote education for fostering a livable, sustainable world, etc. These items could be rotating in some way such that they do not “clutter” the page.
- Provide funding for SMC participation at conferences on international and environmental matters. Encourage faculty and staff to present at these conferences.
- Host a symposium on issues of global citizenship annually at the college.
- Use the library to create displays which highlight issues related to global citizenship.
- Work with KCRW to find ways in which we can integrate global citizenship into references to the college.
- Create and award an annual Global Citizenship award at commencement ceremonies.
- Utilize the campus cable channel and create viewing stations to air programming related to global citizenship.

**Implement a Global Citizenship A.A. degree requirement for Fall 2008**
The Global Citizenship Curriculum subcommittee has developed a proposal for a new A.A. degree requirement and will present this to the Curriculum committee for approval in Spring 2008. This academic requirement gives the college a formal method to educate students in global citizenship.

The initial milestones for this recommendation are as follows:
- Formally pass the A.A. requirement in the Curriculum Committee, Academic Senate, and the Board of Trustees such that it will be included in the 2008-09 catalog.
- The Curriculum Committee will determine the classes that fulfill the requirement through a process of submission by departments and review by the committee. Mary Colavito, Chair of Curriculum, and Georgia Lorenz, Vice Chair, will hold a Flex Day workshop for faculty interested in submitting courses for approval.
- Determine and promote effective strategies for integrating the ideas and philosophies of global citizenship across the curriculum at SMC.

**Integrate the international students more fully into social and academic aspects of SMC**
Although many international students arrive at SMC hoping to be part of campus life and become acquainted with their American counterparts, they often form social groups only among other international students. As a result both domestic and international students miss out on an opportunity to really learn from one another. The Task Force feels that there are both formal and informal ways to integrate these students in ways that will reap enormous benefit for all.

The initial milestones for this recommendation are as follows:
- Create a gathering place that would provide the opportunity for casual socializing amongst all students that could also function as a campus “home” for international students.
- Work with Associated Students and the International Education Center to create a plan and activities that would encourage international and domestic students to meet and discuss issues, films, art, etc.
• Provide professional development opportunities for faculty to learn strategies for integrating international students—their background, knowledge base—effectively in the classroom and ways in which to build bridges between students in the classroom.

• Create a peer mentoring program so that a domestic student might be assigned to mentor a new international student.

• Provide more information on the SMC website for incoming international students. This could be information in both text and video clips about what life is like at SMC, finding housing, financing your education, and other tips.

• Bring back the practice of inviting international students to the homes of SMC faculty, students, and staff for Thanksgiving dinner and other holidays.

• Create and/or revise the orientation course (COUNS 11) for international students.

• Find ways to involve the diverse communities surrounding SMC, including the immigrant communities of Los Angeles, in campus life.

Improve facilities for international students

The Task Force feels that our facilities should reflect our commitment to international students and should provide a welcoming environment. The incoming international students take many of their classes in the ESL building, originally classified as a temporary structure. This fall the International Student subcommittee of the Task Force did focus group interviews with F-1 students. One major concern of the students was the ESL building.

The initial milestones for this recommendation are as follows:

• Determine short-term and long-term strategies for improving the facilities where ESL classes are held.

• Create a gathering place that would provide the opportunity for casual socializing amongst all students that could also function as a campus “home” for international students.

• Bring the facilities used by international students to the center of campus. Right now international students go to the house on Pearl St. for counseling and take the bulk of their classes in the ESL building, both of which are at the periphery of the campus. The identification of facilities and improvement of facilities for international students should be prioritized in the Facilities Master Plan.

Create a Latin American Education program

Brandon Lewis, professor of Anthropology, has been taking students on study abroad trips to Latin America focusing on archaeology for 10 years. He submitted a proposal for the internal grant fund to build upon this foundation and create a Latin American Education program which could offer classes in a wide range of disciplines to our students. In addition to the strong foundation Dr. Lewis has developed there, he asserts that students can study abroad at a much lower per day cost in Latin American countries as opposed to Asia or Europe. His proposal was funded and he has already begun work strengthening our relationships with local universities in Belize and Colombia. We have also held a meeting with interested faculty from SMC representing English, dance,
modern languages, and art as well as our Associate Dean for Financial Aid, Steve Myrow.

The milestones for this recommendation are as follows:
- For winter 2009 determine the courses to be offered and faculty who will lead the trip; begin advertising.
- Identify a site that could serve as the center in Latin America; meet with representatives of universities and businesses in Latin America and determine the best site for the program and possible collaborations.
- Create different models of study abroad programs to be based at the Center including six-week, full semester, and one week service learning programs.
- Explore financial aid options and scholarship opportunities to support student participation regardless of ability to pay.
- Explore ways for Latin American students to take classes at the Center before coming to SMC. Explore opportunities for providing contract education on site.

Increase Study Abroad opportunities
Currently the California Community Colleges serve over 2 million students but only sends 3,600 students on study abroad experiences each year. According to the most recent National Survey of Student Engagement, participating in study abroad is among the most valuable academic experiences of a student’s college career. “Students report greater gains in intellectual and personal development than their peers who do not have such an experience.”1 Nationally there is a movement to increase participation in study abroad among traditionally underrepresented students, those from disadvantaged socioeconomic backgrounds, and students in the sciences. We feel that SMC is in a unique position to accomplish this, and we hope that one of the crowning achievements of the Global Citizenship initiative at SMC will be to increase the participation of community college students in study abroad. SMC can become a model for other institutions.

The milestones for this recommendation are as follows:
- Identify possible sites, instructors, and courses using the Latin American Education center as a model.
- Develop scholarships from local business, organizations and individuals akin to the Dale Ride internship program.
- Explore affordable semester-long programs and other patterns for study abroad.
- Consider how service learning, volunteer work, and internships can be integrated into the study abroad experience.
- Incorporate learning foreign language in study abroad programs.
- Explore student exchange partnerships via our membership in CONAHEC.
- Double the participation of SMC students in study abroad programs by the academic year 2009-2010.

Create a Sustainable campus

1 Summary available at http://newsifno.iu.edu/news/page/normal/6669.html
SMC has already become a leader in campus sustainability by building a LEED certified instructional facility (HSS), increasing the use of public transportation by students and staff, employing a CNG bus for transportation, performing an environmental audit, hiring a Project Manager for Sustainability, participating in the national Focus the Nation teach-in on January 31st, and generally raising awareness on campus about ways we can change our daily practices in order to reduce our impact on the environment.

- Increase the number of hours the Project Manager for Sustainability may work for SMC per week.
- Insure that all new construction attains the highest LEED certification feasible.
- Present research to the campus community on our own “carbon footprint” as well as strategies to reduce it.
- Update the environmental audit.
- Integrate the study of environmental issues across the curriculum.
- Propose and pass the two new environmental studies/science A.A. degrees in Spring 2008.
- Make the campus community and public aware of all of the good practices SMC employs already to reduce our impact on the environment.

Re-establish the Center for International Business Education and Studies (CIBES)
In the past SMC had a successful partnership of faculty, administration and community business leaders. CIBES organized breakfast meetings featuring important economic leaders, created contract education programs for colleges and business overseas, and generally served as an incubation center for ideas related to international business.

The milestones for this recommendation are as follows:
- Identify local community members who would serve on an advisory board for CIBES and contribute to the Global Citizenship initiative at SMC generally.
- Hold an initial meeting in Spring 2008 to determine which of CIBES’s previous activities can and should be reinstated.
- Integrate the Small Business Development Center (SBDC) and workforce development/contract education at SMC generally in CIBES as well as our course offerings overseas. Determine opportunities for education in international business.
- Develop internships overseas for students.
- Create faculty teaching positions and international consulting opportunities in order to enhance students’ intercultural skills and enrich and update course content taught by faculty.

Promote participation in the Fulbright Exchange program and encourage individual faculty exchanges
The largest program of its kind, the Fulbright Exchange program was established in 1946 and is run through the State Department. Participation broadens a professor’s experiences and informs and enriches his/her teaching, yet few SMC faculty members apply. Currently there is no institutional support for SMC faculty to apply for a Fulbright. The Task Force would like to encourage participation amongst SMC faculty.
The milestones for this recommendation are as follows:

- Hold a presentation on the Fulbright Exchange program, the experience, and the application process.
- Explore strategies for encouraging SMC faculty to apply and participate.
- Compile a list of SMC faculty and staff who have received Fulbrights and organize staff development that features their experiences.
- Establish a Fulbright office and/or representative on campus.

Use Southern California as a learning laboratory for SMC students

Because it is our own backyard, we tend to overlook the rich educational opportunities that Southern California provides particularly in the areas of international culture and sustainability/ecological literacy. William Selby, professor of Geology, submitted a proposal for a field trip that will take students around the Los Angeles area to explore the many international cultures and environmental challenges in our own city. The group will develop field guides for other faculty and students to engage in similar field studies of Los Angeles and document the experience on film to be used as a teaching tool. This proposal was funded. While many students can not afford to study abroad financially or in terms of the time spent away from family and jobs, all of our students can benefit from structured educational experiences in and around Los Angeles. Using Bill Selby’s project as a foundation we would like to create similar educational experiences for our students—both grand and small—that can be replicated by faculty in a wide range of disciplines.

The milestones for this recommendation are as follows:

- Review the resulting field guide(s) and film from Bill Selby’s project.
- Create professional development opportunity led by Dr. Selby for other faculty across disciplines.
- Continue the practice of developing field guides and/or lesson plans for faculty to use when exploring Los Angeles/Southern California as a learning laboratory. Work with the library staff to catalog and store these teaching tools both electronically and physically.
- Integrate service learning into these experiences for students.
- Miguel Contreras h.s. idea…?