

Global Citizenship Annual Report 2013/14

Global Citizenship Student Research Symposium

The culmination of student participation in Global Citizenship during each academic year is the Global Citizenship Student Research Symposium. In the Spring 2014 semester, Santa Monica College held its 5th consecutive Global Citizenship Student Research Symposium. The Research Symposium competition highlights student projects created during that specific academic year related to Global Citizenship with preference for projects that integrate the annual theme; for 2013-14: "Peace and Security: Managing Conflict and Violence in a Turbulent World." The symposium was held over three days, May 5-8, 2014. Students presented their work on campus, and certificates were distributed to all presenters for their participation in the event. There were a total of 33 individual and group project entries in nine different categories, from a wide variety of disciplines. Prizes were awarded to the top entries for each category (first, second, third, and honorable mentions). The event continued its "tournament" element with \$2,750 in prize money generously provided by the SMC Foundation distributed to 46 students for group or individual projects. Highlights included:

- Hsiao Wen Lee's painting "Justified," which won first place in the "Art" category, was described by the student in her application as: "Based on gothic depictions of miracle-working monks, this piece portrays how governments and global capital can pose as miracle workers, offering goods and services to lands of need, but how they also end up taking advantage of these under-developed communities to consolidate power and wealth."
- Dijon Jackson's oral interpretation speech "Understanding," which won first place in the "Speech" category and was the recipient of the President's Award, was described by the student as examining the "...struggle of youth to attain peace and a sense of security throughout the world."

Selection of 2015-2016 Annual Global Citizenship Theme

A call was sent out to "The District" (administration, faculty, staff, and students) asking for suggestions from the SMC community to choose the incoming annual Global Citizenship theme for the 2015-2016 academic year. The Global Council narrowed the entries received to five different themes that were sent out to The District for vote in the fall 2014 semester. These proposed themes were the following:

- *"Gender Equity: Is Equality Enough?"*
"A person's gender greatly impacts one's opportunities and constraints in all aspects of life. Globally, whether we are discussing inadequate access to education, a lack of access to health care, the achievement gap between boys and girls, forced early marriages in some countries, or unequal employment opportunities, gender inequities remain shockingly persistent. One of United Nations 2015 Millennial Development Goals is the promotion of gender equity and the empowerment of women."
- *"Climate Change: Have We Reached the Anthropocene?"*

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“Climate change is the single biggest environmental and humanitarian crisis of this era. Climate change affects all people, but the world’s most vulnerable populations pay the biggest price. Have we passed the tipping point? Should we start moving the discussion from mitigation to adaptation?”

- *“Interconnectivity: One Planet, One People?”*
“The world is connected in ways it never has been before. Everything we do affects everyone else in ways unimaginable even a few decades ago. A catastrophe in one country brings disaster response in many others; a plague can move from ground zero to pandemic in a few weeks; religious, cultural and political differences are making country borders obsolete. How do we give birth to a new sense of shared humanity on a fragile and finite planet while division and enmity seem to be increasing?”
- *“Symbiosis: Is Holism Harmony?”*
“In a world where mass consumerism often competes with environmental and mental health, desensitization is climaxing; how may we feel connected to anything else but a cell phone screen? We are losing our connections with the physical world and each-other and our place in the universe is being swallowed while we are distracted from making connections. Only everybody all at once can change the current chaos.”
- *“Non-verbal Communication in a World of Words: Are We Listening?”*
“Long before the advent of language humans communicated with picture, gesture and music. In a multilingual and highly technical world, these forms of communication display the wondrous order (and chaos) of the natural world, and also powerfully reflect, create, and challenge, this order and chaos—the harmony and the dissonance—of human society.”

The theme *“Gender Equity: Is Equity Enough?”* won the voting with 27% of the votes received, and was thus, selected as the 2015-2016 annual Global Citizenship theme. Votes were received from faculty, staff, and students.

Professional Development

In October 2013, Santa Monica College sent four faculty to the annual Global Conflict and Peacebuilding Seminar at Montgomery College, Maryland. The faculty selected represented the SMC departments Earth Sciences, Communications, Modern Languages and Cultures, and Psychology. The seminar brought together academic scholars from across the country, joined with representatives of national and international political and humanitarian organizations to explore global issues of conflict, peace, war, nonviolence, and humanitarian assistance amongst other topics. The seminar emphasis was on developing proactive strategies of peace-building as a means to create a culture of peace and democracy for all peoples. Field trips to the Washington DC offices of the Red Cross and the Organization of American States (OAS) culminated the workshop. The SMC faculty who participated in this seminar presented a workshop at the 2014 Spring Flex day.

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Professional Development Abroad

Santa Monica College, in partnership with The Beijing Center for Chinese Studies, sent 17 SMC faculty and staff to Beijing and Xi'An in the Summer of 2013. Faculty and staff were represented from a wide variety of departments, including, but not limited to: English, Journalism, EOPS, and Accounting. As of the Fall 2013 semester, China represented our largest F-1 population, accounting for almost one third of our 3,300+ international students. Time spent abroad is included:

- Attending lectures covering various topics of China including history, politics, culture, economy, and their education system.
- Visits to historical sites, such as the Great Wall, the Terracotta Warrior Museum, Tiananmen Square, and the Forbidden City.
- Individual professional development, where participants meet with individuals and/or organizations that are relevant to their discipline, and find out in the process how the U.S. differs from China in various sectors and industries.

Upon returning, participants gave back to the college community through a variety of ways, including serving on the Global Citizenship Research Symposium judging panel, assisting with the coordination of International Education Week and the Global Citizenship Day Festival and for faculty, incorporating experience gained from their trip into their class, including:

- Incorporating newly gained knowledge and perspective of the Yuan, Chinese currency into an Accounting course that teaches foreign currency transactions.
- Greater understanding and engagement with both Chinese and International students in English courses that use contemporary Chinese fiction as required reading material.
- Encouragement of students to increase awareness and consideration regarding international issues through the use of photojournalism.

Santa Monica College will once again offer a professional development abroad program, this time to Istanbul, Turkey during summer 2015. Our students from Turkey rank in SMC's top 10 of the overall F-1 populations. Details will be outlined in the 2014-15 report upon completion of the program.

- Participants will attend lectures covering topics about Turkey such as: history, contemporary issues and culture, politics, cuisine, education, arts, and community.
- Excursions will include visits to sites of historical and cultural significance, including: Haghia Sophia, the Blue Mosque, the Bascilia Cistern, Topkapi Palace, the Grand Bazaar, a multi-day trip to Cappadocia, and the Istanbul Foundation for Culture and Arts.

LA Cultural Tour

International Education collaborated with SMC faculty Bill Selby (Geography) and Nancy Grass-Hemmert (Communications) once again to lead students on a full-day tour of various ethnic neighborhoods of Los Angeles in the Fall 2013 and Spring 2014 semesters. Each year,

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the event draws a diverse segment of the SMC student body, faculty, and staff, to experience first-hand the variety of culture and cuisine that Los Angeles has to offer.

International Education Week

The 2013 International Education Week featured the annual Global Citizenship Festival held in the Campus Quad. The event featured:

- Presentation by Karthick Ramakrishnan, Associate Professor of Political Science at UC Riverside and Director of the National Asian American Survey, about immigration policy.
- Study Abroad Informational Meeting for students discussing upcoming programs, opportunities, and financial aid and scholarships.
- The annual Global Citizenship Festival with booths representing a variety of campus departments, food, games, music, and an international dance performed by Global Motion.

Global Film Initiative

The Global Film Initiative offers a wide array of films each year as part of their “Global Lens” series. In 2013, Santa Monica College purchased the 2012 and 2013 series as part of the Global Citizenship initiative, to add to the 2010 and 2011 series already on file at the Library. Each set contains ten films, from ten different countries, featuring stories made by filmmakers from a variety of countries (including Iraq, China, Egypt, Mexico, Chile, Iran, Serbia, India, Brazil, and Kazakhstan) and backgrounds. The “Global Lens” series encourages the SMC community to view cinema from around the globe, learning more about different regions, cultures, and customs in the process. These films are screened as part of the Film Studies courses taught by Josh Kanin, and are kept on file at the Library.

National Geographic Live

For the 2013-14 academic year, Santa Monica College contracted with National Geographic Live to plan events with their existing schedule at the Broad Stage. These free events brought students, faculty, and staff from a wide variety of disciplines (and of particular interest to the journalism, photography, and science departments) to see speakers who work as photojournalists and videographers in the field for National Geographic. Speakers present their stories and careers to students, and answer questions following the presentation. In 2013-14, there were three events: in Fall 2013, Bryan Smith, “The Lens of Adventure” and Mireya Mayor, “Pink Boots and a Machete,” and Jodi Cobb “Stranger in a Strange Land” in the Spring 2014 semester.

Global Citizenship Mini Grants

The Global Council made recommendations, and Dr. Tsang selected seven mini-grants to be funded during the 2013-14 academic Year. Projects encapsulated a wide range of disciplines and events, including the first annual Ecofeminism Conference, an interdisciplinary film series from the Film and Political Science departments, the third annual National Food Day celebration, and the West Coast Premier and discussion/Q&A with filmmaker for the rare documentary: “Martin Luther King, Jr.: A Personal Portrait.” The events supported the annual

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theme, engaging students, staff, faculty, and the community to think about Global Citizenship and “Peace and Security” in varied ways. Some highlights include:

- **Professor Salvador Carrasco: West Coast Premiere of “Martin Luther King, Jr.: A Personal Portrait” and Discussion/Q&A with the Filmmaker George Silano**

On February 27, 2014, Santa Monica College’s Department of Communication and the Global Council presented the West Coast Premiere of rare untelevised footage – lost for decades in an obscure archive: “MARTIN LUTHER KING, JR.: A PERSONAL PORTRAIT,” by Emmy award-nominated cinematographer, George Silano. The event was moderated by Professor Salvador Carrasco, Head of SMC Film Production, and Associate Dean Frank Dawson, and after the screening there was a Q&A/discussion with the filmmaker, George Silano. The event was filmed and edited by Professor Carrasco’s filmmaking students and it was also featured as the cover story of SMC's Corsair Newspaper.

- **Professor Melanie Klein: 1st Annual SMC Global EcoFeminism Conference**

Over 350 students and community members registered to attend the 1st annual SMC Global Ecofeminism Conference, held on Saturday, April 26th, 2014. The conference examined how a range of environmental issues such as climate change, unequal access to natural resources, and exposure to toxins, relate to the concepts of conflict, violence, security, etc in the lives of women around the world, and how women in a variety of professions are working on solving these problems. The conference consisted of six topic panel discussions with over 25 esteemed panelists, and a morning and afternoon keynote presentation. During lunch, attendees visited tables hosted by non-profit organizations and local artisans, purchased food from a sustainable and charitable food truck, and were blessed by a ritual dance from a local Native American organization. The conference was organized by SMC faculty Melanie Klein and Sustainable Works Student Program Director Kaya Foster, supported by an incredibly dedicated group of SMC student organizers, Antioch University faculty Jane Paul, and SMC faculty Gillian Grebler.

- **Professors Josh Kanin and Alan Buckley: Global Peace and Security Film Series**

In spring 2014, film professor Josh Kanin, and Political Science professor Alan Buckley collaborated for a “Peace and Security,” film series. The three films screened: “White Light/Black Rain: The Destruction of Hiroshima and Nagasaki,” “Starship Troopers,” and “The Best Years of Our Lives” each welcomed standing-room-only audiences of students, faculty, and community members. The films illustrated the tremendous human toll associated with war, insecurity, and humankind’s quest for world peace and justice. Audience discussion followed each screening and featured lively debate on the issues raised in each film.

- **Professor Gillian Grebler: 3rd Annual Celebration of National Food Day**

Professor Gillian Grebler, in conjunction with Genevieve Bertone and the CEUS, celebrated the 3rd Annual National Food Day at SMC. Food Day seeks to raise awareness and support of organic agriculture and sustainability. The event featured speakers from nutrition/food

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backgrounds and organizations, from farmers to beekeepers, presenting on a variety of topics, as well as catering supplied from a local Santa Monica business.

Study Abroad

During the 2013/14 year, the Global Council announced a call for proposals for Annual Center summer programs at Bahcesehir (Istanbul, Turkey) and the Beijing Center for Chinese Studies, along with a Winter 2015 program at University of Cape Town (South Africa). While faculty were not selected to lead the summer programs, Professor Nancy Grass Hemmert (Communications) and Professor Catherine Haradon (Anthropology) were selected to lead the Winter 2015 program to South Africa. The 2015 winter session South Africa program was filled with 25 students by early in the Fall 2014 semester. (see Appendix A). Following a hiatus of study abroad, the program is back and in the midst of promotion of another program to Belize and Guatemala in summer 2015 with Professor Brandon Lewis (Anthropology) and Professor Alexandra Tower (Botany) as the faculty leaders.

The earlier selection of faculty helped to ensure a viable timeframe for the logistical planning, marketing and promotion of the program and recruitment of students required for these programs. In December 2013, with the help of Helen Porter, the Study Abroad online interest list was created allowing students to sign up to receive information and updates about Study Abroad programs. To date (3/23/15) over 1,100 students have added their names and emails for notifications.

The study abroad interest list complemented by the early promotion of study abroad opportunities via Global Citizenship booths at VIP Welcome Day (August), International Education Week (November), Faculty Informational Sessions during the semester, advertisement on SMC closed circuit tv, as well as banners on SMC main website, all aide in getting the word out about these opportunities.

One-unit Abroad/In-Broad Course

Many SMC students due to cost constraints, or work and family commitments, are unable to participate in the traditional 3-4 week SMC study abroad programs; therefore, shorter term programs (7-10 day programs) may be able to provide Global Citizenship experiences to this section of the SMC student body. Further, some academic disciplines believed that the traditional longer term study abroad courses were not feasible for the teaching of their courses away from the SMC campus. These shorter term experiences are designed to complement the longer term study abroad experiences and could be offered in the winter or summer session, or during Spring Break. In the fall 2014 semester, initiated by the Global Council, a new 1-unit abroad/in-broad course was developed. This course was subsequently unanimously approved by the Curriculum Committee and subsequently passed the Academic Senate. These courses, in a variety of disciplines, could potentially be offered as early as the winter 2016 semester.

Assessment of Student Participation in Global Citizenship

An on-going concern of the Global Council is to develop methods to assess SMC's progress in global citizenship. To this end, the Global Council analyzed a variety of existing global

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competency assessment methodology from US and European universities and non-governmental organizations including the Braskamp Global Perspective Inventory, the EdSteps Global Competence Matrix, and Oxfam’s Curriculum for Global Citizenship. As Global Citizenship is a campus-wide initiative, it is important to assess all sectors of the SMC community including administration, faculty, staff, and students. The Global Council decided to begin with the assessment of the SMC student body.

In the fall 2014 semester a survey questionnaire was sent to all SMC students as a means to assess their knowledge of, and participation in, global citizenship at SMC. 551 students responded to the web-based survey. The majority of the student respondents were female (63%) and US citizens (77%). Respondents were largely representative of the SMC student population in terms of Race/Ethnicity and Age Group.

Global Citizenship Survey Respondent Race/Ethnicity		
Race/Ethnicity	#	%
Asian	80	15%
Black	39	7%
Hispanic	218	41%
White	142	27%
Two or More	23	4%
Unreported	31	6%
Grand Total	533	100%

Global Citizenship Survey Respondent Age		
Age	#	%
19 & Younger	180	34%
20-24	174	33%
25-29	60	11%
30-39	57	11%
40-49	40	8%
50 & Older	22	4%
Grand Total	533	100%

While the majority of student respondents to this survey are aware of the Global Citizenship requirement at SMC, nearly a quarter of the respondents were not. SMC needs to do more to inform students of the Global Citizenship requirement. In order to best inform how this information can be disseminated, students were asked where they are currently getting information on Global Citizenship at SMC. Students appear to be learning about Global Citizenship most often from the website, the SMC course catalog, and their counselors. Respondents indicate learning about Global Citizenship at SMC from other students about as often as they do from faculty. This provides insight into existing channels the college can use to inform students of the requirement, and also into areas where improvement can be made, such as greater information coming from faculty, to increase dissemination of information about Global Citizenship matters. The majority of respondents in this survey are not participating in Associated Student clubs that focus on global issues. Most respondents did not indicate having attended a global cohort event, but almost half of the ones that did attend indicated having attended the Environmental Lecture Series.

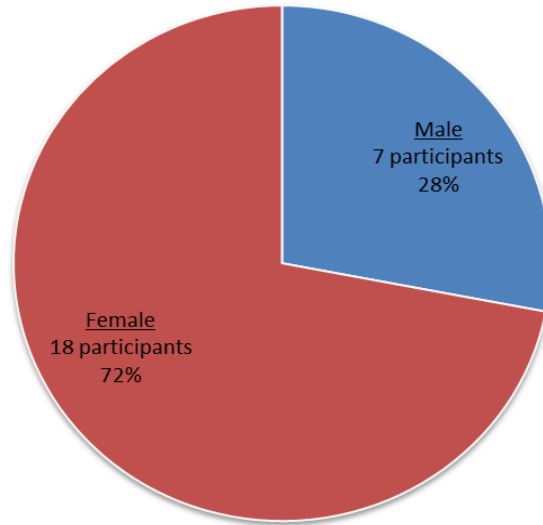
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The majority of survey respondents indicated comfort with and trust of people from cultures other than their own. Responses also indicate that talking with other students in the classroom and outside the classroom are where most respondents interact with people from other cultures than their own. Almost all respondents indicated a trusting-to-neutral relationship with people from religions other than their own. When asked about the superiority of their own culture, students again were normally distributed, with almost half of respondents indicating neutrality, and very few agreeing or disagreeing strongly. Almost all students indicated that they were neutral to or agreed with the statement that “all cultures have value.” The results indicate that information about the Global Citizenship program at SMC is being disseminated to students, but there is still work to be done to make sure that more students are informed about the program and able to take advantage of its offerings. (See Appendix B for detailed analysis of the survey results.)

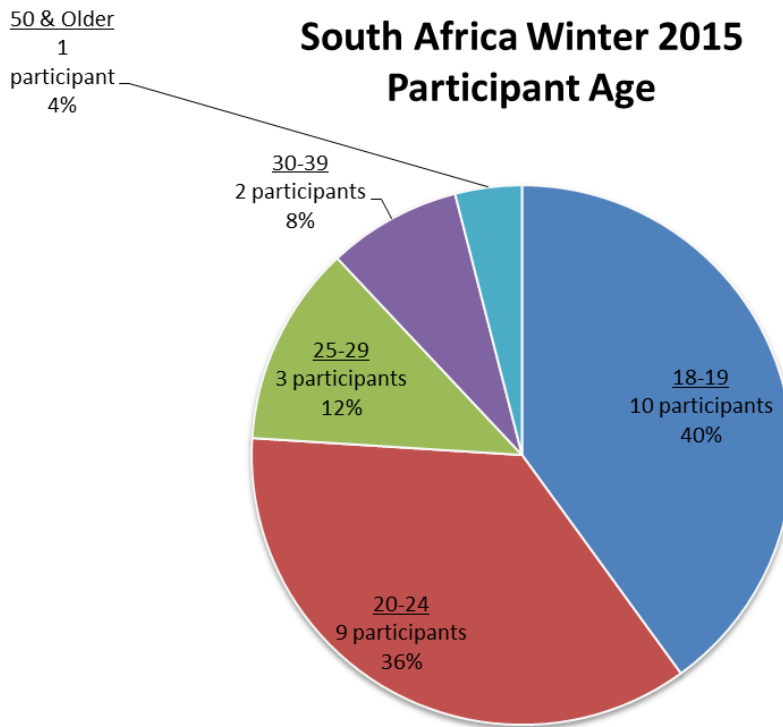
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Appendix A

South Africa Winter 2015 Participant Gender

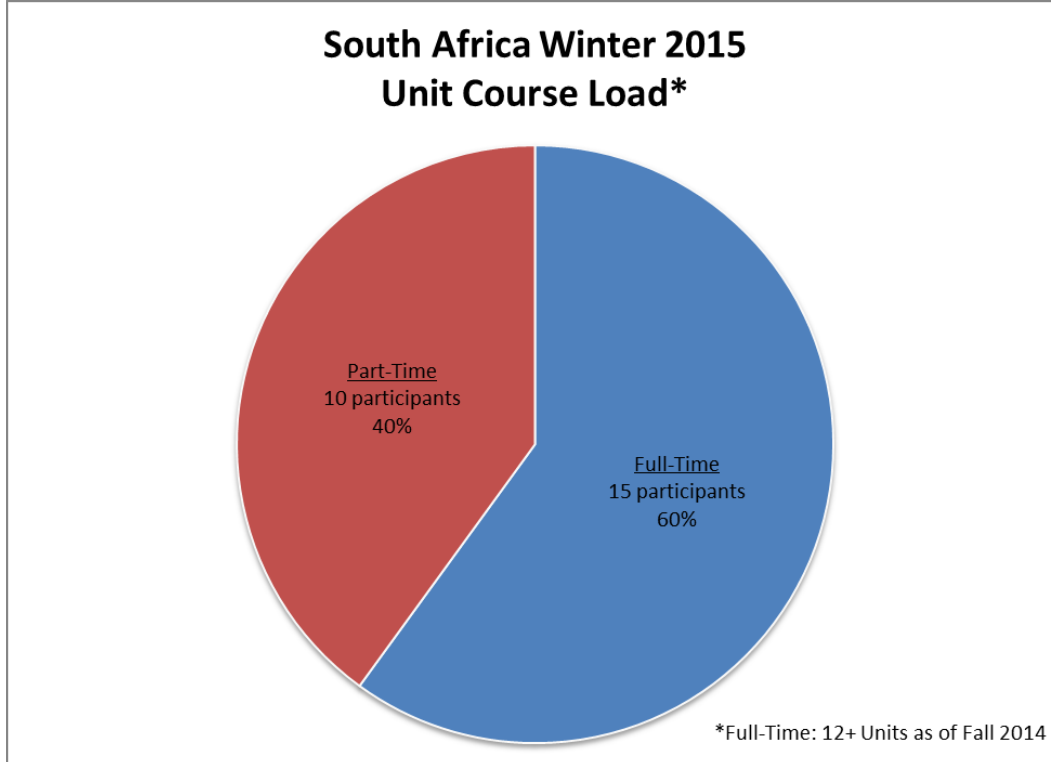
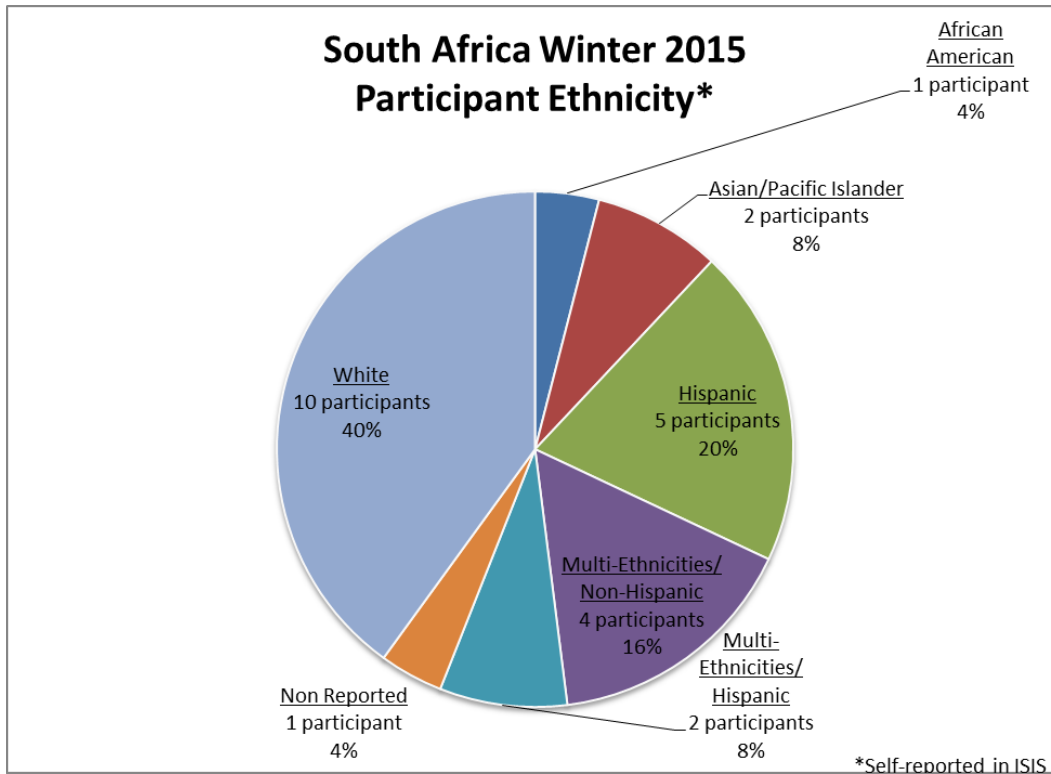


South Africa Winter 2015 Participant Age



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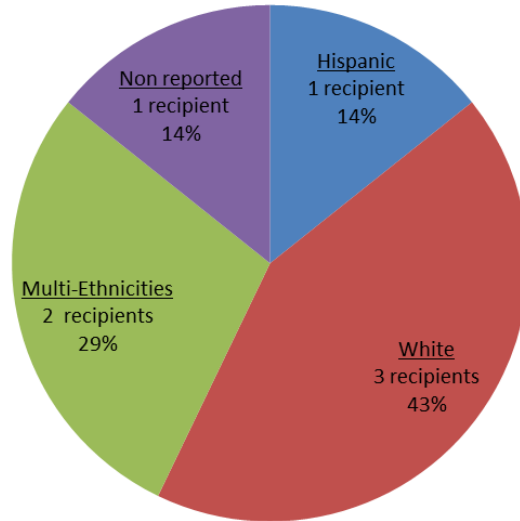
Appendix A



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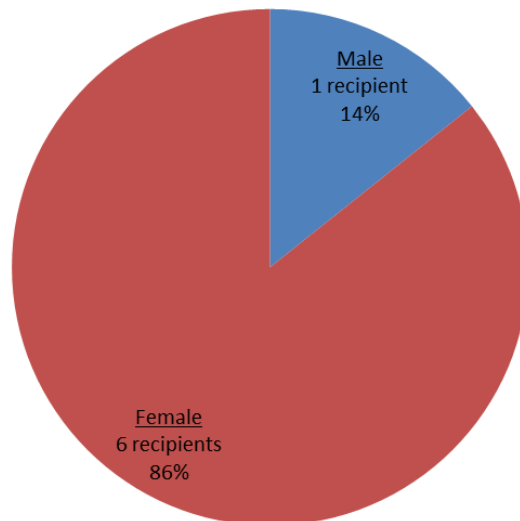
Appendix A

Global Citizenship Scholarship Recipients by Ethnicity



*Self-reported in ISIS

Global Citizenship Scholarship Recipients by Gender



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Appendix B

Awareness

Question: *“Does SMC have a global citizenship course requirement?”*

The Global Council wanted to know whether students were aware of the college’s global citizenship requirement. The majority of respondents (76%) indicated that they were aware of the requirement.

Sources of Information

Question: *“Which of the following have been sources of information on the Global Citizenship efforts on SMC?”*

Also of interest to the Global Council was where students were getting their information about the global citizenship programs at SMC. Students were able to pick multiple sources if it was applicable to their experience. The top three sources of information about the global citizenship efforts were: the global citizenship website (68%), the SMC course catalog (50%), and SMC counselors (49%). Of the 551 respondents, 22 did not choose any source.

Source of Information	Count	Percent
Other Students	184	37%
Counselor	246	49%
Faculty	176	35%
Guest Speakers	110	22%
SMC's Website	342	68%
Course Catalog	250	50%

Club Participation

Question: *“Are you a member of a SMC Associated Students club that focuses on global issues?”*

Students were then asked to indicate whether they were a member of an Associated Students club that focused on global issues. The majority of students, 83%, indicated that they were not a member of such a club at SMC.

Event Attendance

Question: *“In the past year, in which of the following lecture series have you attended a discussion, lecture, or film presentation?”*

Students were asked to indicate whether they had attended a lecture, film presentation, or discussion from one or more of the five different domains in the last year (2014). Students

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indicated the highest level of participation in the Environmental Lecture Series (49% attended an event in this series). This was almost double the number who had attended the second highest series, which was Global Connections with 27% attending. (Please keep in mind these are the percentages of those who responded, not of the overall total.) Of the 552 respondents, 331 (61%) did not choose a single event type.

Value	Count	Percent
Environmental Lecture Series	104	49%
Public Policy Institute	36	17%
Global Connections	57	27%
National Geographic Series	47	22%
Distinguished Scientist	32	15%

Other countries

Question: *“I am comfortable interacting with people from countries other than my own.”*

Responses indicated that 91% of students responded “strongly agree” or “agree” that they were comfortable interacting with people from other countries. Respondents who were “neutral” about the statement accounted for another 7% of responses.

Agreement	Count	Percent
Strongly Agree	331	64%
Agree	142	27%
Neutral	38	7%
Disagree	4	1%
Strongly Disagree	3	1%

Question: *“I trust people who are citizens from a country other than my own.”*

Respondents “strongly agreed” or “agree” with the statement: “I trust people who are citizens from a country other than my own” 74% of the time, with 23% indicating that they were “neutral.”

Agreement	Count	Percent
Strongly Agree	221	43%
Agree	165	32%
Neutral	118	23%
Disagree	11	2%
Strongly Disagree	4	1%

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Inter-cultural friendship

Question: “_____ of my friends are from my own cultural background”

When asked about the prevalence of intercultural friendships, 34% of respondents indicated that all or most of their friends are from their own cultural background, while 25% stated that none or few of their friends were from the same cultural background as themselves. The results were roughly on a normal distribution, with most students in the middle, indicating having “some” friends from cultural backgrounds other than their own, and few students indicated that “all” or “none” of their friends were.

Friends from Same Cultural Background	Count	Percent
All	21	4%
Most	157	30%
Some	215	41%
Few	101	19%
None	27	5%

Transcultural Communication

Question: “As a student at SMC, how frequently do you communicate directly with people from other cultures than your own _____?”

Students were asked to indicate how frequently they communicate with people from cultures other than their own using a Likert scale from “Often” to “Never.” Respondents indicated that their communication with people from different cultures was most “often” with other students, in the classroom (59%) and outside of the classroom (40%), and through social media (38%). Respondents indicated that they “never” communicated with students of other cultures predominantly in Associated Student clubs (44%) and in lectures and film presentations (40%). There is a possible confound with these latter areas, as students indicated elsewhere in the survey that only 17% of students participate in Associated Student clubs and lecture/film attendance was not asked and a student who did not participate in AS clubs saying they “never” communicate with people from other cultures is different than a person who had participating in AS clubs saying the same thing. — Sixty-two percent of respondents did not respond to at least one item in this question.

Item	Often	Sometimes	Occasionally	Rarely	Never
...in the classroom with other students	59% 268	24% 110	11% 53	4% 19	1% 6
...outside of the classroom with other students	40% 178	30% 135	16% 70	11% 50	4% 18
...through social media	38% 168	24% 107	15% 65	12% 51	12% 53

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...in SMC Associated Student clubs	19% 82	11% 47	12% 52	15% 65	44% 190
...at lectures or film presentations shown at SMC	18% 78	14% 60	15% 65	14% 61	40% 173

Trust of Other Religions

Question: *“I trust people who practice a religion different from my own.”*

Students were asked to indicate their agreement with the statement- “I trust people who practice a religion different from my own.” Students who responded “strongly agree” or “agree” accounted for 73% of responses, while 25% indicated that they were “neutral.”

Agreement	Count	Percent
Strongly Agree	191	37%
Agree	187	36%
Neutral	130	25%
Disagree	9	2%
Strongly Disagree	4	1%

Cultural Differences

Question: *“When I notice cultural differences, my culture tends to have a better approach.”*

When asked whether they agreed with the statement: “When I notice cultural differences, my culture tends to have a better approach” the results fell on a roughly normal distribution. Students indicated that they were “neutral” 54% of the time, with fewer students responding “agree” or “disagree,” with the fewest number of students responding “strongly agree” or “strongly disagree.”

Agreement	Count	Percent
Strongly Agree	38	7%
Agree	68	13%
Neutral	281	54%
Disagree	100	19%
Strongly Disagree	34	7%

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Value in Other Cultures

Question: *"I believe that all cultures have value."*

Students were asked whether they agreed with the statement: "I believe that all cultures have value." Respondents indicated agreement or strong agreement 92% of the time, while 6% indicated neutrality.

Agreement	Count	Percent
Strongly Agree	375	72%
Agree	104	20%
Neutral	31	6%
Disagree	8	2%
Strongly Disagree	2	1%

Travel

Students were asked to list all countries they visited while a student at SMC. The top six visited countries are presented below. The most visited country, Mexico, was visited by more than double the number of students as the second-most visited country (Canada). The other top visited countries were all in Europe.

Most Frequently Visited Countries

Country	Count	Percent
Mexico	59	11%
Canada	24	4%
France	22	4%
Spain	15	3%
Germany	13	2%
England	13	2%