



Report of the

**ACADEMIC SENATE JOINT PRESIDENTS' TASK FORCE
ON GLOBAL CITIZENSHIP**

Submitted April 2008

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The names of those who attended Task Force meetings, sub-committee meetings, or submitted funding proposals are listed below.

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INTRODUCTION

In Spring, 2007, Superintendent/President Chui Tsang and the Academic Senate formed the Academic Senate Joint Presidents' Task Force on Global Citizenship. Former Senate President Gordon Dossett and Dean of Academic Affairs Georgia Lorenz were asked to co-chair the Task Force. Georgia, Gordon and Academic Senate President Richard Tahvildaran-Jesswein met and determined four areas for the Task Force to explore: international students, curriculum, study abroad, and international commerce and education. Each would have a subcommittee that would hold meetings and report to the Task Force.

The Task Force had two basic charges: 1) to define global citizenship for Santa Monica College; and 2) to recommend strategies to encourage the development of global citizenship in the college community. Dr. Tsang was emphatic from the outset: he wanted to support ways to reach large numbers of students. To do this, faculty and administrators may require training, but the goal was to build capacity. Instead of boutique programs and superficial and random acts of globalization, the challenge was to integrate global citizenship into the college culture and activities.

Task Force meetings were planned for June, September, October and November leading to recommendations and a report that the Academic Senate would receive in Spring, 2008.

SMC AND GLOBAL CITIZENSHIP

At the forefront of the discussions were our students, who come from many cultures around the world. Our American students reflect the diversity of greater Los Angeles. If we consider the demographics of our student population by comparing data from spring, 1985 (the oldest available) to that from fall, 2007 (the most recent), we see a significant shift:

	<u>1985</u>	<u>2007</u>
African American	1,850 (9.4%)	3,132 (9.8%)
Hispanic	2,326 (11.9%)	7,490 (23.3%)
Asian	2,045 (10.5%)	5,269 (16.4%)
White, Non-Hispanic	12,675 (65.0%)	11,227 (35.0%)
Other	<u>601</u> (3.2%)	<u>4970</u> (15.5%)
Total	19,497	32,088

Clearly, many of our Hispanic and Asian students come from families that are new to this country, and those students' upbringing reflects traditions from around the globe. In addition, approximately 10% of students are FI students. It is hard to imagine a better situation to examine what it means to be a global citizen. The Task Force, then, sought to create new ways for students to think deeply about the great good and possibly the great harm that globalization posed, and to gain skills to succeed in an increasingly interconnected world.

The college's past provides an excellent basis to plan for the future. For over 20 years, Santa Monica College has acted on a global vision of education. In the spring of 1986, English professor Dick Dodge and Theater Arts professor Adrienne Harrop led a semester-long study abroad program to England. For years after, semester-long programs were based in England, and students also went on SMC programs to France, Switzerland, Zimbabwe, Kenya, New Zealand and other countries. In addition to study abroad programs, the college recruited international students. In the number of FI students enrolled, SMC over the two decades has consistently placed in the top two or three community colleges in the country. Globalization, as our college community sees it, also implies a commitment to the environment and an understanding of the interconnectedness of our actions and eco-systems around

the world. This commitment is long-standing. In 1993 we became one of the first colleges to perform a voluntary environmental campus audit of campus operations. For over 10 years we have offered courses in a variety of disciplines that have been designated as taking an environmental approach to the subject. A survey conducted in 2006 shows that 74% of faculty respondents believe that sustainability should be part of the college's strategic planning.

In spring, 2007, Dr. Tsang announced that SMC would be sending representatives to a week-long institute that is part of the Salzburg Global Seminar. This seminar, begun in the aftermath of World War II, brings together people from around the world to promote discussion and understanding of global issues. In summer, 2007 Daniel Cano, Lesley Kawaguchi, Toni Trives, Bernie Rosenloecher and Trustees Nancy Greenstein and Susan Aminoff became the first SMC Salzburg Fellows. Their participation in the Task Force and Dr. Tsang's pledge to send others in future summers emphasized the importance of global citizenship.

As we look to the future, we seek to build on dynamic and successful academic and occupational programs. For the college to continue to prepare students for these programs in an increasingly interconnected world, students need skills as global citizens. Students need to know global trends and, if possible, experience other cultures first hand and work or study overseas. Because of the college's location in Los Angeles—a global village in and of itself and a port to the world-- we are uniquely qualified to change students' lives and help them understand the responsibilities, challenges and opportunities of global citizenship.

THE WORK OF THE TASK FORCE

What follows is divided into four parts: the Task Force's definition of global citizenship; an overview of the four subcommittees central issues; the internal grant fund; and recommendations for the president, the Academic Senate and the campus community.

Definition

Members of the Task Force took two basic approaches to defining global citizenship. One group believed that a definition was essential before we could talk about activities and programs. Another group thought that programs and activities would inform a definition. In effect the Task Force took a middle ground, listening to ideas about the definition but also hearing what activities the subcommittees were considering. In the first two meetings we discussed general concepts, without looking too closely at specific language. We voted on a definition in our October meeting—in time to devote further discussion to action.

To arrive at our definition, we considered other colleges' efforts. Especially important was a list of skills crafted by educators at Kalamazoo College. For Kalamazoo, students should have 1) a broad-based understanding of the world and of one's place in that world; 2) specific knowledge of one's own culture; 3) knowledge of peoples, customs, and cultures in one or more regions of the world beyond one's home.; 4) the development of individual skills and facilities in: interpersonal relations, cross-cultural understanding, leadership, multi-perspective analysis of information and situations from a variety of sources; and 5) Specialized knowledge in a particular discipline. ¹

Some members of the Task Force liked the idea of advancing skills such as these, as opposed to explaining what a citizen is. In addition, Kalamazoo's use of "international" led to a discussion at SMC over the distinction between international and global. For our college, it was clear from the outset that "global" did not mean "international," since international did not include a biological, ecological or environmental aspect (as in "global" warming).

Additionally, members of the Task Force considered the degree to which citizenship meant action. Some members of the Task Force argued eloquently for a definition of citizenship that called for particular actions to promote cooperation among cultures and decrease our carbon footprint. In the end, most of us thought that action should be implied, that the role of a college is to present information, encourage critical thinking and leave particular courses of action open to each student.

One final strand of the discussion was to acknowledge that globalization was not necessarily purely positive or beneficial. Jochen Fried, academic director of the International Study Program at the Salzburg Global Seminar, in a speech presented at the college, spoke of the "promises and peril" of globalization, a phrase which we modified for our final definition.

The definition that the Task Force and the Academic Senate agreed upon is this:

To be a global citizen, one:

- is knowledgeable of peoples, 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.²

¹ See

<http://www.acenet.edu/AM/Template.cfm?Section=Home&Template=/CM/HTMLDisplay.cfm&ContentID=4225#vision>

² the lead-in phrase ("To be a global citizen, one") is slightly altered here.

Subcommittee Reports

What follows is a summary of the work of each of the four subcommittees. After a brief overview, each section will focus on the key issues that received the most attention. The subcommittees' work focused the Task Force meetings, and led to the recommendations presented at the end of the report.

International Students

According to the most recent data (spring 2008), the college enrolls 2,850 FI visa students (including 120 students in the Intensive ESL program). Students come from over 90 countries, with the most from South Korea (627), Japan (582) and Sweden (301). To be admitted to the credit program, students must receive a score of 450 or higher on the Test of English as a Foreign language test (TOEFL); those with lower scores may enroll in the fee-based Intensive English as a Second Language program in an effort to raise their scores to gain admission. Over the past twenty years SMC has been one of the national leaders in educating international students, and students report a high level of satisfaction with the education they receive.

To gather information, subcommittee members organized two focus groups. The results of that research inform the discussion of the key issues below.

Integration of International Students in College Life

A logical place to promote global citizenship is to draw upon the broad range of experiences of SMC's international students. However, many international students report that they have little meaningful contact with American students outside the classroom. Even within the classroom, international students tend to socialize with other international students. This reported isolation of international students is a commonly reported problem at other institutions, too.

Counselor Esau Tovar, who is studying the concept and application of "mattering" for his dissertation, believes that this isolation can convey a sense that international students don't matter. Even a seemingly small practice of being treated differently - for example, a professor not calling on FI students in class - may have the effect of further isolating international students. To convey a sense of mattering, students need to have a comfort level in class, so that they may be free to make a mistake (in pronunciation, for instance) with no criticism or embarrassment.

Efforts to integrate students may be viewed from social as well as academic viewpoints. To integrate FI students socially, the college might encourage more participation from Associated Students, create language exchange clubs, celebrate cultures and create more festivals like the Asian & Pacific Islander Festival, and hold more international banquets. An international house that served coffee and sponsored international film festivals might draw students together. Academically, professors would need to re-conceive their classes. On a small scale such a re-conception might include borrowing from successful practices of colleagues; the professional development committee might highlight such practices at events throughout the year. Further, the college might consider some capstone projects or presentations that would draw international students more fully into active roles.

Facilities

In the focus groups, several students commented on the disparity of facilities at SMC. The Bundy campus is new and modern; the ESL building is not. Located on the outskirts of the campus, the ESL Building was intended to be temporary. Students report that rooms are crowded and have poor air circulation. Further, the International Counseling area is often congested—and the International Education office, while in the center of campus, is nonetheless separated from the counseling and ESL areas. In short, the facilities seem to give international students the message that they are second class citizens. In contrast, for example, UC Berkeley has an International House where students can socialize and find the latest information that they might need.

Obstacles

Since September 11, 2001, F1 students have faced more obstacles to studying in the United States. For example, they are not permitted to be in the country more than thirty days prior to the start of the fall semester, which creates pressure for some students to acclimate and to find housing. The federal government has scrutinized international programs more closely; consequently the international education office must be certain that the college adheres to a myriad of federal regulations. Students must take 12 units to remain in status, although there are some exceptions.

Subcommittee members believe that the college benefits greatly from the cooperation and goodwill of international students. Further, word of mouth greatly helps the college recruit future international students. In the interest of insuring this cooperation and promoting global citizenship, the college needs to communicate clearly what regulations are federal laws (and beyond the college's control) and—where possible-- change policies or practices that are perceived as obstacles.

Study Abroad

Currently the California Community Colleges serve over 2 million students but sends a mere 3,500 students on study abroad experiences each year.³ 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."⁴ Nationally there is a movement to increase participation in study abroad especially among traditionally underrepresented students, those from disadvantaged socioeconomic backgrounds, and students in the sciences.

The following topics received the most attention from the Study Abroad Subcommittee.

The Ideal Study Abroad Experience for SMC

Study abroad programs can involve different levels of intensity depending on their intent and structure. Some programs bring students on study tours, in which students see cultural sites but have little interaction with the local people. While such experiences are better than no study abroad at all, subcommittee members favored a more intensive approach, for example, placing SMC students with local families, involving students in a service learning project or some other local activity. Subcommittee members also favored incorporating SMC faculty in the program, rather than sending one or two students to a site in Spain, another to a site in Nigeria. Including SMC faculty in programs means that

³ The estimate of 3,500 is from personal correspondence with Rosalind Raby, who collects such information as director of California Colleges for International Education.

⁴ http://nsse.iub.edu/NSSE_2007_Annual_Report/docs/withhold/NSSE_2007_Annual_Report.pdf

the programs serve in part as professional development, in turn, helping students at Santa Monica College learn from professors' experiences. And these experiences are likely to impact the ways in which professors teach, as well as the ways in which they might approach and integrate international students in their own classes.

Length of Programs

In keeping with the idea of creating intensive programs, longer is better when possible. For language acquisition, clearly a full-length semester offering would result in more learning than a four-week program. However, given the work and family demands—to say nothing of costs—that our students would be considering, the best solution is to offer a variety of study abroad programs, including: summer—four, six and eight week models; winter session; one-week spring break (possibly focusing solely on a service learning project); and fall and spring programs (possibly some hybrid offerings—eight weeks on campus, eight weeks abroad).

Regional Centers

The CSU and UC have system-wide study abroad programs. Dr. Gary Rhodes, director of Loyola Marymount's Center for Global Education, suggested that SMC consider moving toward assuming that role for the California Community Colleges. As noted above, a small number of community college students participates in study abroad programs. It is a reasonable interpretation, then, that thousands of students in the system would benefit from such programs. As a leading community college, SMC can create programs that open up study abroad for many more students. Toward that end, Dr. Tsang expressed support for a program based in Latin America. Not only does SMC have a long-standing presence there through the work of anthropologist Brandon Lewis, the college also can benefit from favorable exchange rates and offer a wide range of relevant programs. In developing the Latin America Education Program, the college will be creating a model for possible future centers around the world.

Financing for Students:

A significant obstacle for students considering study abroad is, of course, the cost. Currently no central data base exists to guide students to ways of financing programs or receiving grants to cover most or all of the costs. Should students take out loans to finance study abroad programs? Would businesses in Santa Monica and Los Angeles support individual students, perhaps if they agree to serve as interns before and/or after the experience? Would a participating student from the Emeritus College be willing to sponsor a younger student? In addition to pursuing these questions, the college should explore a collaboration with another institution (LMU or USC perhaps) to create an online database of financial support. We know, for example, that the Hispanic Association of Colleges and Universities (HACU) offers support for one student from a member institution and that Freeman Awards support study in Asia. What other scholarships would our students qualify for? SMC students would benefit from a multi-pronged approach to provide options for students in funding study abroad programs.

Underrepresented Students

According to the latest data from the 2007 Open Doors report, among students studying abroad, 83% are white, 5.6% are Hispanic and 3.5% are African American.⁵ Santa Monica College is in a unique position to become a national leader in promoting participation among traditionally underrepresented students. The college needs a deliberate strategy to encourage first generation students and students of color to participate. In addition to the financial considerations just discussed, SMC might also benefit from exploring grant opportunities. As an activity that provides a high level of educational engagement, study abroad would be worthy of study as a way of promoting increased retention and persistence, two areas that have received a great deal of grant support recently.

Curriculum Subcommittee

The subcommittee explored the two central issues examined below: 1) Expansion of AA. Requirement to Include Global Citizenship and 2) Infusion of Global Citizenship in the College Curriculum.

Expansion of A.A. requirement to Include Global Citizenship

The central issue for the Curriculum subcommittee was the development of an expanded requirement for the Associate of Arts degree at Santa Monica College. The new requirement was intended to include American Cultures not to become an additional requirement.

Through several meetings, the subcommittee defined the type of course content, number of units, and other characteristics of the courses that would fulfill the proposed requirement. Below is the proposed AA requirement that was presented to the Curriculum Committee on March 5, 2008.

The Global Citizenship degree requirement:

A student meeting the Global Citizenship AA requirement would develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, environmental, economic, political, social and technological systems of the contemporary world. This prepares the student to make a responsible contribution to a rapidly changing global society. The student must take a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning or Study Abroad Experience.

American Cultures (no change)

To fulfill the American Cultures requirement for the AA degree from Santa Monica College, students must complete one of the 3-unit courses listed below with a passing grade. These courses use a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. Each course compares and contrasts a least three American Cultures from a selection that includes Latino American, African American, Asian American, Native American, and European American.

⁵ Date available at <http://opendoors.iienetwork.org/?p=89220>

Ecological Literacy

Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. An ecologically literate citizen strives to preserve and enhance the quality of life on Earth, for the benefit of future generations, and for local and non-local neighbor communities, as well as one's own.

Any course whose content focuses primarily on one or more of the following three areas (a-c) should significantly develop Ecological Literacy and thus fulfill SMC's curriculum requirement in Global Citizenship:

- a. Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives.
- b. Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth
- c. Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.
- d. In addition, it will be expected that at least one student learning outcome (SLO) is developed that reflects the ecological literacy focus of the course.

Global Studies

These courses will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. A course included in the Global Studies category of this requirement will meet the following criteria:

- a. Course content is explored primarily through a global perspective.
- b. A comparative framework is used, including comparisons to at least two societies or cultures outside the United States.
- c. Course material has contemporary significance.
- d. Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).
- e. Course content addresses at least two interconnected systems At least one student learning outcome (SLO) is developed that reflects the global, comparative, interconnected focus.

Service Learning

Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A student may satisfy the Global Citizenship AA Requirement via Service Learning in one of two ways:

- a. Successful completion of any course which utilizes service learning as a "significant" pedagogy.
 - The required hours of service must be at least 20 per semester.
 - The academic rigor of the course must be supported by the use of service learning.
 - Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives.
 - The service-learning component of the course need to be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade.
- b. Successful completion of a 3-unit independent study course based on service-learning pedagogy. Course to be proposed to the Curriculum Committee.

The Curriculum Committee has voted unanimously to approve the expansion of the A.A. degree requirement and is currently working out the details as to what will constitute each of these areas and the process for approval of courses.

Infusion of Global Citizenship in the College Curriculum

In addition to the expanded A.A. requirement, the committee also considered how the ideas of global citizenship could be infused throughout the college curriculum, whether it be in a composition class, the sciences, or a sociology course. Our discussion focused on professional development for faculty. The Environmental Affairs Committee led by Amber Katherine and Pete Morris continue to provide workshops on “greening the curriculum” throughout the spring semester. English Department Chair, Susan Sterr, received funding to bring Dr. David Trend to campus. We will ask that he give a talk for a general audience during activity hour and an afternoon discussion on integrating global citizenship ideas into courses in general in the afternoon. A “brown bag” series was also suggested highlighting faculty who are already doing this effectively in their classes so that they may share their strategies with colleagues.

International Commerce and Education Subcommittee

This subcommittee examined international commerce and international education separately and as they intersected each other. The subcommittee discussed the work of the old Center for International Education and Studies (CIBES), a program formed in the 1980’s by Dr. Bruce Young, a geography professor interested in promoting international business connections. More than the other three subcommittees, this one considered connections to the local community. The most important issues discussed by the subcommittee are presented below.

Community Connections

Given the centrality of Los Angeles to business in the Pacific Rim, SMC has the potential of offering students internships that promote global citizenship. In the past, the business department has created advisory committees for international business. For those to be effective, SMC needs to have a clear direction, so that participation of members of the business community is well-focused and meaningful. Without such a focus, business leaders will stop participating. The subcommittee suggested that a number of interested groups on campus meet to determine a clear course of action before drawing in the business community. Those interested groups on campus include: work force development, business and other vocational programs, community relations and academic affairs.

Recent immigrants are another group of special interest. The college should explore ways of reaching out to this group, to gain a sense of their experience and also to provide skills necessary to excel in American businesses.

Other international education opportunities include sponsoring an international film series, arts festival or other community festival that celebrates various cultures and traditions.

Contract Education and Study Abroad

The college offers many programs that could be offered as contract education in an international setting. A program based in China teaching techniques in animation, for example, could have many benefits: professors could learn about Chinese culture and, in turn, pass that experience on to SMC students; such a program might be offered in tandem with a study abroad program for SMC students, making use of facilities and reducing costs; and such a program might enable SMC to recruit FI students. Such programs would be tailored to the local demands.

Fulbright and Other Faculty Exchanges

To promote global citizenship SMC is relying heavily upon professors having a deep understanding of just what it means to be a global citizen. An excellent way of gaining such an understanding is through a faculty exchange. The largest program of its kind is the Fulbright Exchange program, established in 1946 and is run through the State Department. Participation broadens a professor's experiences and informs and enriches his or her teaching, yet few SMC faculty members apply. Only 2-3% of those receiving Fulbright Awards come from community colleges, in large part because community college professors don't apply. (Dr. Karin Costello recently received a Fulbright Award to Cyprus, and wrote a book based on her experience. Carol Davis received Fulbright support for her work in Russia.) Approximately 200 community colleges exist outside the United States: partnering with some of them would seem to be a good starting point. Furthermore, it is possible to share a visiting Fulbright Scholar (with, for example, LMU, UCLA or USC). Currently there is no institutional support for SMC faculty to apply for a Fulbright. Because the Fulbright Exchange program has many benefits, subcommittee members would like to encourage more professors to apply. Further, the subcommittee would encourage individual faculty to propose exchanges.

Internal Grant Fund—and Funded Projects

To support innovative ideas that further global citizenship and to symbolize the college's commitment for the global initiative, the Task Force proposed to Dr. Tsang that a \$100,000 internal grant fund be established. He agreed. A call for proposals went out to all faculty, and professors submitted 27 proposals requested over \$200,000 in support. A panel read proposals and recommended funding to Dr. Tsang, who agreed with the panel's recommendations. The panel consisted of the Task Force co-chairs; the subcommittee chairs; the Academic Senate President, Richard Tahvildaran-Jesswein; the Professional Development Committee chair, Judith Douglas; and the Professional Development Committee vice-chair, Kiersten Elliott; and an Academic Affairs Dean (with experience in grants), Erica LeBlanc. Below is a list of the funded proposals, each one briefly summarized.

- Brandon Lewis—to establish a Latin American Center, to serve as a base for various international education programs
- Frank Dawson and Nancy Grass Hemmert—to support service learning and other projects in a study abroad program to South Africa.
- Bill Selby—to support field studies of various sites in Los Angeles, including ones in Koreatown, East Los Angeles and South Central and to videotape site visits, perhaps incorporating comments by SMC students who know Koreatown, East Los Angeles, South Central and other cultural centers
- Amber Katherine—to send five people to the summer UC/CSU/CCC Sustainability Conference
- Karin Costello—to pay for registration fees for a Fulbright conference
- Perviz Sawoski and Bruce Smith—to support development of an international/intercultural play to be performed on campus, 2008-09.
- Genevieve Bertone—to fund an Earth Day event for April, 2009, including a possible PBS Town Hall meeting.

- Toni Trives—to explore a “hybrid” model of international education in which international students would take their first year of SMC classes in their home country and then take the second year of classes at SMC.
- Satish Singhal--to bring the ideas of carbon footprint/environmental impact, green design and green manufacturing into his own CIS classes at SMC and share ideas with other faculty members, including a staff development presentation in Fall 2008.
- Edie Spain and Wendy Parise—share implications of cultural differences of early childhood education—based upon their visit to Italy to explore the Reggio method
- Sherri Bradford and the Pan-African Support Group and the Black Collegians Program—to support their 3rd Annual Black Student Conference.
- Susan Sterr and the English Department—to host a speech by Dr. David Trend for the campus generally and another for faculty on culture and our global environment.
- Toni Trives and Makiko Fujiwara-Skrobak--to develop internships and service learning opportunities for students in communities and businesses where foreign languages taught at SMC are spoken.

Proposed Recommendations

As a result of the work of the Task Force and its subcommittees, we propose the recommendations below, along with related milestones. Three interwoven strands run through these recommendations, which should be considered in future decision-making: professional development for faculty; techniques for infusing topics related to SMC’s definition of global citizenship throughout the curriculum; and strategies for increasing student awareness and knowledge of global citizenship issues.

1. Create a Global Work Group

A significant part of the Task Force’s work was philosophical--defining what “global citizenship” means for Santa Monica College and its students. Having now created a definition, we believe that faculty, administrators, staff and students must act to truly create global citizens. To guide actions (such as those supported by the global initiative fund) and promote new ones, we recommend creating a smaller group. We are calling this simply a “work group” for a number of reasons. First and foremost we see this group as being action-oriented: 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

2. 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 believe that the college should have visible signs which symbolically and strongly affirm our commitment - a commitment that students, the college community, the higher education community, as well as the city of Santa Monica can see.

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 rotated on the homepage, similar to the way student and faculty profile rotate on the page now.
- Provide funding for SMC participation at conferences on international and environmental matters. Encourage faculty and staff to present at these conferences.
- Host an annual symposium drawing a national, academic audience to consider issues related to global citizenship.
- 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.
- Use the campus cable channel and create viewing stations to air programming related to global citizenship.

3. Implement a Global Citizenship A.A. Degree Requirement for Fall 2008

The curriculum subcommittee of the Task Force 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.

4. 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 believes 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 among 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.
- Revise the orientation course for international students (Counseling II) to provide greater integration of American and international students.
- Find ways to involve the diverse communities surrounding SMC, including the immigrant communities of Los Angeles, in campus life.

5. Improve Facilities for International Students

The Task Force believes 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-I 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 given a priority in the Facilities Master Plan.

6. Create a Latin American Education Program

Dr. 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 a university in Belize. 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 consider 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.

7. Increase Study Abroad Opportunities

SMC is in a pivotal position to promote study abroad programs. In addition to increased national and Congressional interest (and possible support), only a miniscule .175% of California community college students participate in study abroad programs. SMC can draw on the multitude of cultures represented in our region to create interest for these programs. We hope that one of the crowning achievements of the Global Citizenship initiative will be for SMC to 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.

8. Create a Sustainable Campus

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.

9. Re-establish the Center for International Business Education and Studies (CIBES)

In the 1980's and 1990's, 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, that, in turn, could help professors enhance students' intercultural skills and enrich and update course content.

10. 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 or her teaching, yet few SMC faculty members apply. Currently there is no institutional support for SMC faculty to apply for a Fulbright. Faculty exchanges offer many benefits. The Task Force would like to encourage more professors to apply.

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.

II. 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 Geography, submitted a proposal for a field trip that to 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 cannot be away from their families or afford the expense of studying abroad, all of our students can learn from our local cultures, especially when professors thoughtfully integrate local experiences into the classroom. Using Professor Selby's project as a foundation we would like to create similar educational experiences across disciplines.

The milestones for this recommendation are as follows:

- Review the resulting field guide(s) and film from Bill Selby's project.
- Create a professional development opportunity led by Professor 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.