

Report of the
GLOBAL CITIZENSHIP INITIATIVE
For Academic Year 2008-09

Santa Monica College continues to be a pioneer in global education. Over 3100 international students enrolled at SMC this spring, third highest among community colleges in the country. Our commitment to global citizenship is embodied in our curriculum: to receive an Associate of Arts degree, students must complete a course that satisfies a global citizenship requirement, a rarity in higher education. Over the past year we sent students abroad to study on innovative programs to Europe, Latin America, South Africa and China. We made strides educating our faculty and staff, so that they in turn could better educate our students to become global citizens.

This report gives an update of the Global Citizenship Initiative, focusing on activities since the report presented to the Board of Trustees last spring. The initiative—proposed in spring 2007 to the campus jointly by Dr. Chui Tsang and Dr. Richard Tahvildaran-Jesswein—was given shape through the work of a task force co-chaired by Dr. Georgia Lorenz and Dr. Gordon Dossett. A smaller work group continued to lead the effort through the spring and fall of 2008. In the spring of 2009—after consultation with Academic Senate leaders Tahvildaran-Jesswein and Dr. Eric Oifer—the Global Council was created. Although not formally a committee of the Senate, the council works closely with several committees on campus (especially Curriculum, Professional Development, and Environmental Affairs) and with the International Education Center. The faculty leader (currently Gordon) serves as a liaison to the Senate and to those committees. The Global Council has a largely academic focus; however, its membership includes Laurie McQuay-Peninger, Director of Grants, and Dr. Patricia Ramos, Acting Dean of Workforce Development. Their inclusion is a way to connect the initiative to the Santa Monica community, as well as to seek support for the initiative.

In some ways the inception of the Global Citizenship Initiative mirrors that of a start-up company. Driven by enthusiasm, a core group of advocates has offered many ideas to the campus community. Some have borne fruit; others have not. Activities have not been overly structured, in keeping with the exploratory nature of the initiative.

After a year (2007-08) in which the two administrative leaders in the International Education Center were not in their positions permanently, the college started this academic year with a new, permanent Dean of International Education, Kelley Brayton, formerly of Portland Community College. Shortly afterward Associate Dean Denise Kinsella came to the campus from Long Beach Community College. Over the past months, both have proven to be capable leaders, bringing fresh ideas and a collegial approach to their work. Dr. Tsang has directed that in the near future Kelley assume the lead administrative role on the Global Council; Georgia Lorenz will continue to play a vital role, especially related to curriculum. As we build on the start-up nature of the initiative, we increasingly need to move to the next phase, one that creates an infrastructure congruent with the developing activities. To promote global citizenship as we move forward, that infrastructure will need to encourage flexibility and an open exchange of ideas, but, at the same time have enough structure to allow the campus community to see clear decision-making processes and delineation of responsibilities. The emerging infrastructure is discussed later in the report.

The report is divided into several sections: a discussion of the underlying philosophy of the initiative, an update of the four key aspects of the initiative (globalization of the curriculum, international students, study abroad, and professional development), a summary of planning for 2009-10, and an appendix. The appendix includes eight case studies referred to in the report integrated into multiple areas of the initiative, but given a separate place here to give a fuller sense of each event. These case studies are: the summer Salzburg Global Seminar; Dr. Steven Kwon's talk entitled "Soybeans and Service: Nutrition for the World"; the SMC team's participation at the UC/CSU/CCC Sustainability Conference; Bruce Smith's play "Butterfly Wings"; the tour to Shandong University in fall, 2008. Also as a part of this report, a CD and a DVD created by Geography Professor Bill Selby illustrate ways of anchoring global citizenship in local cultures. At the Board of Trustees meeting on June 2, Professor Frank Dawson will present a short DVD depicting the study abroad program to South Africa.

Philosophy of Global Citizenship at Santa Monica College

Over the past twenty years it has become axiomatic to say that knowledge is socially constructed. Such is the case with global citizenship at the college. In 2007 over 75 members of our campus community came together to create a definition of global citizenship that was adopted by the Academic Senate and the college last year:

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.

Many events over the last year have helped refine that definition and create a philosophy that guides the Global Council and the college in general as we plan events and promote global citizenship. Several intertwined principles are emerging:

- a) **Building capacity.** Dr. Tsang has emphasized this aspect from the outset. What it means is that we aim at reaching all students, so that global citizenship is woven into the fabric of an education at SMC. From our vision statement prominently displayed on our home page ("Changing Lives in the Global Community through Excellence in Education") to the adoption of the theme of water (discussed later) we are striving to insure that all students consider their place in the world and the myriad of connections, responsibilities and benefits implied by the college's definition of global citizenship. To build capacity, we need to take stock of the levels of expertise on the campus, noting places in which we need more experience among the faculty so that we can guide students to learn. The Pacifica Institute's Study Tour to Turkey is an excellent example of the college building the capacity of our knowledge of Islam and that region of the world.

- b) **Promoting depth of knowledge and understanding**¹. It is good for students to have some experience thinking about another culture’s customs, but it is better to have students experience it first hand—and not from a bus traveling through, but from direct contact and actions. In a traditional academic setting on campus, we encourage students to reflect deeply about ideas and to acknowledge the inter-relation of cultures.
- c) **Promoting skills.** To be a global citizen a person must be able to communicate. When students went to Shandong University on a program in November, they received training in how to communicate with Chinese students—through short phrases but also by understanding local gestures and customs. Being committed to developing communication skills means that the global initiative supports the Basic Skills Initiative, exploring ways in which students in developmental writing classes can participate in study abroad programs and improve their writing so that they can analyze effectively, another skill supported by the initiative.
- d) **Promoting re-examination of values and attitudes** From the outset of this initiative the campus community has had a lively debate about the extent to which certain attitudes and behaviors should be outcomes. Some events have prompted students and others in the campus community to re-examine values. Dr. Marcus Ericson and Anna Cummins’ talk entitled “15,000 Plastic Bottles: Junkrafting to Hawaii” caused some in the audience to question their level of consumption, especially their use of plastic. Dr. Steven Kwon’s lecture (“Soybeans and Service: Nutrition for the World”) provided a concrete example of personal commitment in action, taking knowledge and working with people from Afghanistan, a culture around the world, to bring about social change. Professor Bill Selby’s excursions into local community landmarks encourage students to gain a much richer picture of the many cultures that create this vibrant city landscape around us. Such events challenge complacency. They encourage the campus community to consider ways in which our knowledge might be used to benefit others.

Four Aspects of the Initiative: Curriculum

The integration of the ideas of global citizenship into our curriculum provides the opportunity for every student to benefit from this initiative. While not every student can participate in Study Abroad and not every student chooses to participate in activities on campus, every student does take courses. By infusing global citizenship into the curriculum in both broad and deep ways, we guarantee that every SMC student will be exposed to these ideas that the campus community has deemed critical.

We have addressed the curricular aspects of the Global Citizenship Initiative in multiple ways. First, in the Spring 2008 semester the college established the Global Citizenship A.A. degree requirement. This illustrates how highly valued global citizenship has become at SMC. Every student with a degree from SMC from this point forward will have participated and succeeded in a Global Citizenship course. During the 2008-09 academic year we have focused more on integrating ideas of global citizenship in every course offered at SMC—from English I to Photo I. This will be discussed in greater detail below.

¹ The labels for the next three principles are borrowed from Oxfam’s “Education for Global Citizenship: A Guide for Schools” (available at http://www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf and from a framework presented at the Salzburg Global Seminar.

In addition, the philosophy of global citizenship has become prominent in two of the institutional learning outcomes (ILO's).

Santa Monica College students will:

1. Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events; and
2. Assume responsibility for his/her own impact on the earth by living a sustainable and ethical life style.

The faculty across disciplines must illustrate how each course, certificate and degree “maps” to and supports at least one of the ILO's. Over the last year, members of the Curriculum Committee have seen proposals for courses, certificates, and degrees that not only acknowledge these ILO's but actually embrace global citizenship as a central rationale for the proposal. Clearly global citizenship at SMC has begun to shape and drive our curriculum overall.

The curriculum initiative within global citizenship directly supports the theoretical framework for the initiative.

Theoretical Framework: created at the Salzburg Global Seminar 2008

METHODOLOGY	COMPETENCIES	CONTENT/ISSUES
<i>How do we do this?</i>	<i>What do we want students to know?</i>	<i>What are the critical drivers of global change?</i>
Curriculum and Pedagogy (e.g., service learning)	Knowledge	Environment
	Skills	Social
Extra-curricular, student services	Attitudes	Economic
	Foreign language skills	Other?
VALUES	VALUES	VALUES

The fact that students are required to take a global citizenship course in order to graduate constitutes one methodology by which we are achieving our goals. In addition, pedagogical methods used by faculty such as those that create collaborative learning situations amongst diverse peers also reflect global citizenship and serve to achieve our overarching goals. The courses which fulfill the AA degree requirement provide direct instruction on the competencies—knowledge, skills and attitudes—we want students to gain. For example, in Biology 9, Environmental Biology, students gain a wealth of knowledge about the ecology and the sustained human impact on our environment. Students also acquire the skills to analyze and to reduce this impact in order to achieve sustainable living. In addition students explore their own ideas about sustainable living and form their own ideas and opinions and related actions they will take as a result. Finally these courses are directly related to the drivers of global change such as economics, social justice, and sustainability. One of the key components of global citizenship in the curriculum is the exploration of “the interconnections between cultural, ecological, economic, political and/or technological systems” and their contemporary significance. In order to further develop in these areas—methodology, competencies, and issues—we have turned to the expertise and experience of our faculty.

Since the establishment of the Global Citizenship A.A. degree requirement, ten new courses have been approved including:

- Biology 9, Environmental Biology
- Speech 7, Intercultural Communication
- Anthro 21, Peoples and Power in Latin America
- AHIS 11, Art Appreciation: Introduction to Global Visual Culture
- Env/Geog 7, Introduction to Environmental Studies
- Sociol 1S, Introduction to Sociology—Service Learning
- Sociol 2S, Social Problems—Service Learning
- ECE 11, Child, Family and Community
- ECE 19, Teaching in a Diverse Society
- Nursng 60, Multicultural Health and Healing Practices

In addition we have held two workshops, one at the Spring 2008 Professional Development Day conducted by Mary Colavito and Georgia Lorenz, and another in collaboration with the Academic Senate Joint Committee on Environmental Affairs, under the leadership of Amber Katherine and Pete Morris.

In the Fall 2008 semester, as the first part of the Model Curriculum Project, 50 faculty were invited to submit examples of how they have integrated the ideas of global citizenship into lesson plans and/or projects and assignments for their own classes. These models are going to serve as resources to other faculty who would like to integrate global citizenship into their classes but are looking for ideas to get started. 14 professors submitted model curriculum and these will be made available to all faculty in the Library and on the Global Council's webpage. (See the appendix for a summary.) At the spring Professional Development Day we expressed appreciation for all faculty members who had submitted models for this project and presented them with certificates. We held a Professional Development Day workshop which featured four of these faculty including Edie Spain of Early Childhood Education, Harry Gill of Economics/Social Science, Mary Colavito from Life Sciences, and Janine Poreba from ESL. Each gave an overview of the lesson or project and explained how it fit in with the rest of their course content, illustrating that it complement and enhanced the course overall rather than acting as a distraction from the core content.

Guido Davis Del Piccolo, as the faculty leader for Interdisciplinary Studies, has been working with a group of faculty members on the development of a Global Studies A.A. degree. This degree program is "a multi- and interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world." While the degree program is still in the developmental phase, it will include at its core a world geography course, an international political economy course, a global issues course, an experiential learning course, and a foreign language requirement. Elective courses within the degree will likely be organized into the following four categories: culture and society, governance and conflict, markets and economies, and world history and area studies.

We have found that there are many curriculum-related activities happening across disciplines which complement our goals for global citizenship. These include Professor Joy Tucker's Chair of Excellence project on micro-lending and Professor Amber Katherine's Chair of Excellence project on Greening the Curriculum. Professor Judith Douglas of the dance department produces international dance performances every semester. Service learning has been included in many classes for years, and the practice seems to be growing. We will continue to encourage activities such as these and seek out ways that faculty can learn from them in order to broaden the reach of global citizenship in our general curriculum.

A strategy to broaden this reach emerged at the winter retreat meeting of the Global Council. With Dr. Tsang in attendance, the council concluded that the campus community would benefit from focusing on a theme, one that could be anchored in all disciplines but connected to global citizenship. The particular theme we embraced was water. Water can be discussed across disciplines. In English, for example, a literature professor might choose to teach a class that uses water as a purification symbol. A film professor might show *Chinatown*, and explain that the history of water supply in Los Angeles was adapted in the screenplay. An economics professor might look at the way water has become a commodity: Fiji water vs. tap water. Each of these discipline-based discussions implies a connection to global citizenship. Water as purification suggests that water is elemental and that we have a need for re-birth. Is that need universal? In most cultures is water used for that purpose? The *Chinatown* discussion could easily lead to a discussion of who owns water. Do we all have a right to it? Does this film promote or discourage a particular view of global citizenship? In short, what we envisioned was an academic year in which a student would experience many approaches to a particular social good. She or he would hear a presentation in a geography class, a different one later in a math class. Perhaps his or her English class would consider the theme for the entire semester. He or she would hear speakers and perhaps a faculty panel would speak to the issue. By the end of the academic year, the student would have many viewpoints that would highlight similarities and differences of disciplines as well as suggest the responsibilities of being a global citizen. The idea of this theme has already taken hold, and departments are beginning to brainstorm how they can participate and help to develop the theme. For example, the Photography department will hold a photo contest with water as the theme in Fall, 2009. Writing faculty are exploring ways in which they can use the photography exhibition in their classes. We will initiate a second round of soliciting model curriculum from faculty to be shared with the faculty at large, using water as the focal point.

International Students

For over twenty years, international students have been an especially important part of Santa Monica College. According to the Institute for International Education (IIE) 2007 report, Santa Monica College has the third largest population nationwide of international students at a community college. Currently, SMC hosts over 3100 international students representing over 110 countries (See the appendix for a list of the top twenty-five countries sending the college FI students.)

The very nature of SMC is one that is globally oriented with such a large presence of international students as well as a very diverse domestic student population. The International Education Center (IEC) and International Education Counseling provide comprehensive services to meet the needs of this population including admissions, a specialized orientation seminar to SMC, academic advising, housing assistance, immigration advising, workshops on special topics unique to this population and other customized services to meet their needs. We are committed to the success of our international student population and continue to explore ways in which to improve student services as well as the integration of the international students into campus life. Integration of international students into the campus community takes place in a variety of strategies such as in the classroom, SMC clubs and activities, on-campus employment and outreach activities. International students constitute three quarters of the membership of our prominent honor society, Alpha Gamma Sigma.

International students have made a commitment to study abroad anywhere from 1-5 years altogether. Most of our international students are at Santa Monica College for one to three years; first for pre-college ESL and then for the academic program, often with a goal of transferring to the California State University or University of California system. We have a

wide range of ages and life experiences that the students bring to the College. All share the goal of attaining educational opportunities abroad, but whether articulated or not, they also further their own global citizenship by studying abroad in a second language and a foreign curriculum, educational system and structure. They lead by example the very notion of global citizenship at Santa Monica College.

These students represent a variety of backgrounds and life experiences. Present and past examples include:

- A prince from the Royal family of the Kingdom of Saudi Arabia family
- Students who participated in the Dale Ride Internship program.
- A 2009 SMC graduate from China who has been accepted to the Haas Business School at UC Berkeley.
- A 2009 SMC graduate from Korea who has been accepted to UC Berkeley and UCLA in Economics.
- A new student from Turkey who placed 12th on the university comprehensive entrance exams. Over 1,000,000 students take this exam at the end of their high school for one of just over 400,000 spaces at national universities in Turkey.
- A recent graduate who participated in the TV program “So You Think You Can Dance” and later went onto tour nationally with the dance troop on his Optional Practical Training (OPT) work visa.
- A former SMC international student—Alvan Ikoku—who is the college’s only Rhodes Scholar to date. He went on to earn his M.D. from Harvard.

There are a variety of ways in which the students have become part of the fabric of the college. Their very presence in the classroom brings an international perspective to these courses and creates a dynamic learning environment for all. Consider these examples:

- A class learning about Muhammad Yunus and microcredit draws examples from classmates who have lived in communities where microloans have been given. They share first-hand stories about how microcredit works and how it has transformed the lives of people in their country. The same class applies concepts from the Grameen Bank (presented in *The Sixteen Decisions*) to solve problems of rural poverty in other countries.
- A Korean student in a class studying free trade and protectionism shares an example about how protecting infant industries, especially electronics and automobile manufacturing, moved Korea down the road to industrial development, and how it ultimately became necessary for Korea to open up to free trade for further industrial development (1962-1989).
- Students studying nutrition share their knowledge of traditional foodways of Latin America and Japan. Class assignments involve analyses of traditional diets and nutrition of various peoples and cultures, e.g., the kosher diet, vegan diet, a typical Mexican, Chinese, Swedish, or Thai diet.
- A child development class compares child-rearing practices in Japan, China, Mexico, and France with the theories and research presented in the textbook. Students share personal observations and first-hand experience and apply the concepts and principles from the textbook to what they have observed or experienced in their own countries.

In addition to their contribution to the academic program, international students contribute in other ways. The F-1 population can work on-campus part time during their studies at SMC. Students work in such places as the bookstore, cafeteria, tutoring, Bursar's office, and a variety of offices on campus. This is very beneficial for our international students to earn some pocket money and gain valuable work experience but also to interact with the SMC community. A number of international students, selected for their bilingual skills are a key element in the International Education Center and Counseling office to assist with office functions, orientation seminars, campus events, the IEC Graduation Dinner and International Education Week. They also assist in promotion of SMC abroad. For example, our international students have been involved with SMC Media Services development of YouTube video clips about their SMC experience in target languages and the IEC by proofing print marketing materials by a local translation company for content and clarity to ensure accuracy.

International students are represented in the SMC clubs and Associated Student Government; however, we plan to further explore collaboration to develop annual activities. These activities may include coordination of the annual International Education Week that has primarily been an IEC function in collaboration with the Dance Department. The intent is to make it a more district-wide initiative with broader representation from across campus. Another initiative is to collaborate with the Associated Student Government and clubs on campus to develop an international coffee hour that is hosted by the different student clubs on a monthly basis. While we will continue to offer some customized activities for our international student population, the more that we can build upon SMC's current infrastructure and create initiatives and opportunities such as the ones outlined above, the more we can engage our domestic and international students in club and campus activities to foster their global citizenship experience at the College.

Study Abroad

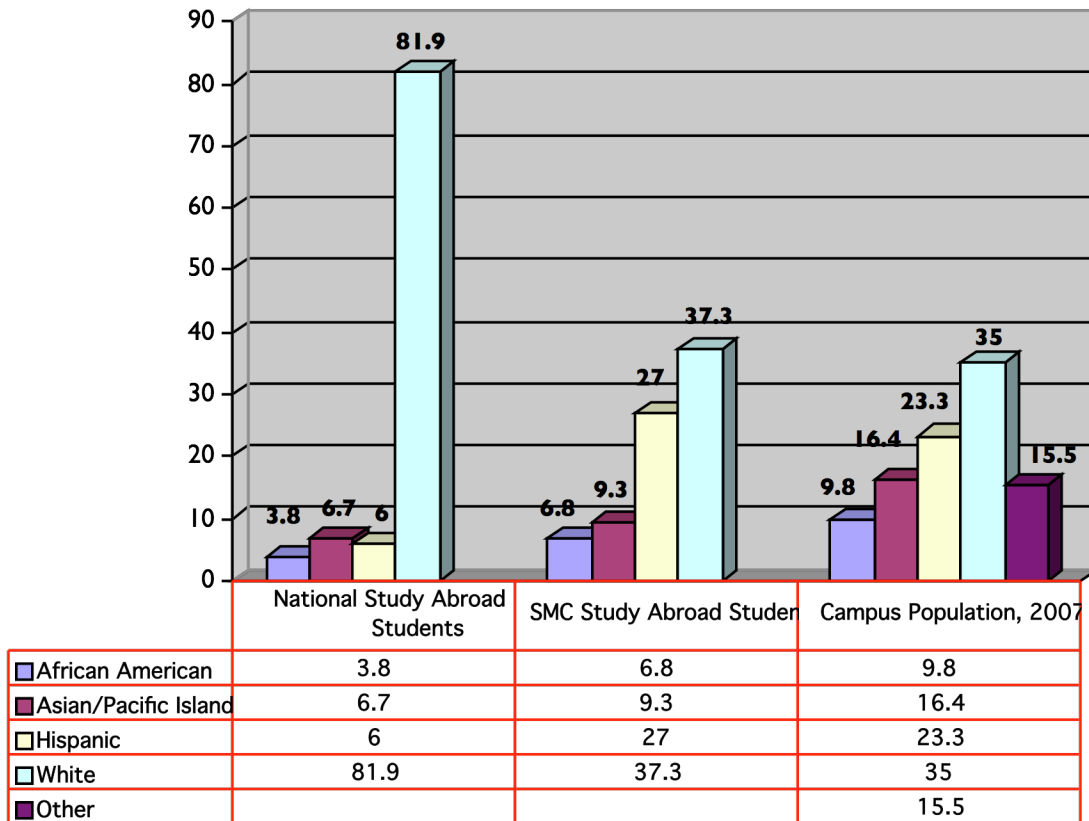
Three SMC faculty-led study abroad programs took place over the last year:

- Summer, 2008 Program to Europe (England, France, and Spain)
 - 53 students; professors Frank Turner, Dennis Frisch, and Lantz Simpson
- Winter, 2009 Program to Latin America (Belize)
 - 34 students; professors Brandon Lewis and Bill Selby
- Winter, 2009 Program to South Africa
 - 33 students; professors Karen Gunn and Frank Dawson

Leaders of study abroad programs sought to insure the participation of students who historically have not participated, especially under-represented students and students in financial need. Nationally, according to the most recent data published by the Institute of International Education, 81.9 % of participating students are White, 6.7% are Asian/Pacific Islander, 6% are Hispanic and 3.8% are African-American.² For SMC's programs, 37.3 % were White, 9.3% were Asian/Pacific Islander, 27% were Hispanic, and 6.8% were African-American. What is especially striking about this information is that we are drawing Hispanic students at over four times the national average.

² Open Doors, 2008. Available online at: <http://opendoors.iienetwork.org/?p=131562>

(See the chart below, which includes on-campus student population information, as well.)



We have encouraged students to apply for the federal government’s Benjamin A. Gilman International Scholarship, a competitive process in which only 25% of applicants receive an award. This year, three students received awards for the South Africa program, making SMC one of the top community colleges for number of awards offered. (Participants on summer programs, unfortunately, are not eligible to receive awards.)

Several members of the Global Council worked closely with leaders of the Associated Students to create scholarships. Especially instrumental in those talks were Associated Students President David Chun, A.S. director Wendy Herмосillo, Professor Frank Dawson (leader of the South Africa program), Brandon Lewis (leader of the Latin American Program), Director of Financial Aid Stacy Neal, Dean of International Education Kelley Brayton, and Gordon Dossett. After a series of meetings, A.S. directors approved \$66,825 in scholarships. The scholarships were awarded for students going on winter programs to South Africa and Latin America and summer (2009) programs to Italy, England/France and Latin America (Belize/Guatemala). The process for the summer awards included interviews of the candidates by Stacy, Kelley and Gordon. To be eligible A.S. directors stipulated that students needed at least a 2.5 GPA, and a demonstration of financial need. To apply, students completed a statement and submitted a recommendation from a professor at SMC. As required for the Gilman Scholarship, students agreed to complete a “follow-on” project, usually involving publicizing the benefits of study abroad through short films and talks to SMC students. Amounts of the awards ranged from \$700 to \$4,000.

These Associated Students Scholarships are remarkable for several reasons. Very few student governments in community colleges around the country offer this level of support—a tribute to student government’s vision and willingness to help students and to support the goals of this initiative. The “follow-on” component creates a model of global citizenship—linking experience and knowledge with a commitment to carry that knowledge to others. A recipient of a winter A.S. Scholarship, for example, pledged to attend meetings for EOPS students and inform them of the many benefits of the Latin American program. He made four presentations and recruited three students for the summer program.

In addition to the participants and support for study abroad offerings, the Global Council considered the nature of the experience abroad. Most professors interested in study abroad programs favored those with intensive contact with the host culture. The Global Council—and the Associated Students Board of Directors—favored programs that included service learning—community work tied to the educational outcomes of the course material. However, the England/France program (of summer, 2009) and the England/France/Spain program (of summer, 2008) had no such component, being more of a study tour. For the time being, at least, the Global Council and the International Education Center have agreed to consider proposals that offer a range of contact with the local host culture—from relatively little to intensive. Proposals for the future (winter, 2010) include:

- A program to Egypt offering courses in marine biology and scuba diving
- A program to Greece offering courses in philosophy and English
- A program to Merida, Mexico offering courses in nursing and anthropology
- A program to South Africa offering courses in communication

To clarify expectations of study abroad programs, the Curriculum Committee created a subcommittee to propose student learning outcomes for these programs. Led by Dr. Suzanne Borghei, who has worked extensively on SLO’s and ILO’s for the college, and Gordon Dossett, a committee (of Guido Davis del Piccolo, Judy Marasco, Carol Womack, and Nancy Grass Hemmert) proposed four SLO’s. Amended slightly by the Curriculum Committee, they go to the Academic Senate for approval. The proposed SLO’s for study abroad programs are:

Drawing from his or her study abroad experience:

1. A student will identify behavioral patterns of the host culture and explain the cultural values underlying them.
2. A student will demonstrate the ability to communicate effectively and appropriately in the context of the host culture.
3. A student will identify and analyze the contribution of the study abroad experience to his or her professional, academic, and/or personal development.
4. A student will explain how the study abroad experience has contributed to the student’s understanding of his or her role as a global citizen.

Having addressed some of the philosophical underpinnings of study abroad programs, there remain some practical considerations. Since the college has not had an extensive study abroad program for many years, we need to build a tradition and inform students about the opportunities and benefits of such programs. As already noted, the scholarship opportunities (through Associated Students and the Gilman program) help students with the first step: actually envisioning themselves on a program. However, for the spring term program to Latin America, we were able to enroll only 13 students by December 15—not enough to continue the program in these harsh economic times. Part of the practical concern is the timing of the scholarships; only by mid-November were we able to move through the processes of A.S. governance and gain approval. As a result, we had just a couple weeks to publicize the scholarships. We hope in the future to have consistent funding for these scholarships—ideally that carry over from year to year—so that students can receive word about a program and know of various ways of being able to afford it. In addition to financial support, we need to make sure that we're offering courses and sending professors that will help programs succeed. We also need to renew efforts to get the word out that these programs exist. Finally, a practical concern is to find ways to establish semester-long programs in the future. Such programs will cost even more than inter-session options—and may not be feasible now—but semester programs offer opportunities for a deeper and richer experience within another culture.

Professional Development

Professional Development has been infused throughout the initiative. Such activities have been focused on individuals as well as the collective faculty and staff at the college—all with an eye toward building capacity and promoting global citizenship among SMC students.

General activities include lectures that were part of the speaker's series "Global Connections" and "Food for Thought, Thoughts on Food." Reinhold Wagnleitner and Tom McDermott's presentation, incorporating music and a lecture, explored jazz as the music of globalization. Further, in a session aimed at faculty, Reinhold spoke on techniques, ideas, and information to present to students to promote global citizenship. Panels for Professional Development Days have presented on ways to reach international students effectively and on the Salzburg Global Seminar. Further, Dance Professor Judith Douglas regularly presents dance programs that draw students from around the world to perform dances from around the world, encouraging the campus communities to see the ways a range of cultures approach the art of dance.

The Study Tour to Turkey and this summer's Salzburg Global Seminar will educate faculty and staff. Dean Kelley Brayton has proposed that each group help shape federal grants that, in turn, could promote more professional development if they receive funding.

Individually, many faculty members have sought to gain more knowledge in pursuit of the purposes of this initiative. The faculty who submitted to the Model Curriculum Project (discussed above and listed in the appendix) explored matters related to many disciplines across the curriculum. Two chairs of excellence—Joy Tucker's in business and Amber Katherine's in philosophy—promoted further development in the areas of micro-lending and sustainability, respectively.

Two faculty members have received sabbaticals tied closely to global citizenship. Judy Marasco, professor of ESL, will travel to Shandong, China to work with instructors of English at the university. Further she will explore ways in which American students might serve as English tutors, exploring a model for students to help underwrite participation on a future study abroad program. Dr. Ethan Gallogly, professor of Chemistry, also will travel to China to perform research in fuel-cell technology at the laboratory of Professor Ruilin Wang at Sichuan University. ESL Professor Janine Poreba received a fellowship to develop community service opportunities—for international and domestic students to participate together.

Planning and Goals for 2009-10

Looking to the next academic year and beyond, the Global Council considered issues related to infrastructure as well as goals tied to the four aspects that have been focal points of this report.

Infrastructure

As noted near the beginning of this report, the Global Citizenship Initiative is moving from more of a start-up organization to one that relies on more stable, consistent structures and processes. An example will illustrate the need for such a transition. When the Global Council urged the campus to adopt the water theme, some professors questioned the decision-making process. Should such a group of unelected members of the campus community make such a potentially campus-changing decision? Fortunately, the Academic Senate leadership embraced the idea, senators heard a presentation about it, and department chairs and departments were invited to participate. Good will and trust prevailed in this instance. However, in the future—should the theme idea measure up to its promise—the college would benefit from a more inclusive process in choosing a theme, certainly one that more directly involves the Academic Senate.

Central to decision-making for the initiative is the Global Council. Until now, Georgia and Gordon have selected its members, with some participation by Richard Tahvildaran-Jesswein. (See the appendix for the current membership of the Global Council.) Members were selected for particular expertise and perspective. Furthermore, Salzburg Fellows were encouraged to participate. Several professors have asked to be members of the Council, and they have been included. Since the initiative connects with the Curriculum, Professional Development and Environmental Affairs committees, we have sought professors and administrators with extensive experience in those areas. Incoming Academic Senate President Eric Oifer has pledged to work with the faculty leader to preserve the effectiveness of the Global Council but allow professors who have interest to be able to participate.

Students have been members of the original task force, the work group and now the Global Council. Most have been international students; however, of the three members this year, only one has attended regularly—Emre Akkas. To insure consistent, valuable student participation, the Global Council would benefit from more collaboration with the Associated Students, perhaps asking the AS president to appoint students or asking students with official roles to become members.

The structure will change somewhat starting in the fall. The Global Council will return to a structure used for the Task Force. Each of the four areas discussed in this report (globalization of the curriculum, international students, study abroad, professional development) will be the subject matter of a subcommittee, charged with carrying out activities in that area. The Global Council will meet monthly (not bi-weekly, as it has been doing for the last 18 months) and it will coordinate efforts.

There is an obvious connection between this initiative and the International Education Center (IEC). Dean Kelley Brayton has been a constructive guiding force, drawing upon her knowledge and experience. She has visited over forty countries and had a long career in the field; nonetheless, she has sought to understand SMC's campus culture and to propose ideas consistent with it. She and Associate Dean Denise Kinsella have direct responsibility for recruiting international students. As they become more familiar with the college, both will be instrumental in discussions next year to draw integrate international students more fully into the academic and social life of the college.

Kelley is the IEC's leader for study abroad. She has chosen to include the Global Council in the decision-making process for any professor proposing a faculty-led program. Briefly, professors (usually two) complete a detailed proposal, and the Global Council meets with the faculty members proposing a program (for example to Greece or Egypt, locations of proposals considered this past year). Kelley listens to the comments of council members and she may ask for additional information from the professors proposing the trip. The proposal is evaluated by SMC Police Chief Dr. Albert Vasquez, who has training in international risk management. Assuming that a proposal receives support at each stage so far, she then consults with Teresita Rodriguez, Vice President of Enrollment Services (who oversees international education), Jeff Shimizu, Vice President of Academic Affairs before forwarding it to Dr. Tsang. Kelley has proposed that we start publicly calling for proposals in the fall. Of course, given the state of the economy, the college will not be able to move ahead with as many programs as we would like to further this initiative. Still, the infrastructure will be in place when a more opportune time does come.

Another aspect of infrastructure that supports study abroad is the determination of a center for the Latin American Program. When Dr. Brandon Lewis proposed the program in 2007, he called for a center in the extended Yucatan peninsula. For over ten years he has conducted archeological excavations in Latin America, especially Belize. Belize is an excellent site for archeology and (because of its barrier reefs) marine biology. However, Merida, Mexico offers more potential, according to Brandon and Dr. Eric Minzenberg, professor of anthropology. Funded by an exploratory grant through the California Colleges for International Education, Eric and Brandon traveled to Merida over spring break and found many advantages for choosing it as a center. It has a well-established university with an excellent reputation. It offers many places that could house our students and the program at a reasonable expense. The region has an excellent record for safety. The local Spanish language could provide a context for language instruction, and in turn provide students with service learning opportunities to tutor local children in English. The grant stipulated that the study abroad program incorporate a program in health, consistent with efforts to build capacity and include a wide spectrum of students in study abroad programs. Vocational students (nursing students) are not often included in such program. Eric and Brandon found many health-related service learning opportunities. Determining the site and establishing it will be an important part of the infrastructure of this program.

Georgia Lorenz, as Vice Chair for Curriculum and Dean of Academic Affairs focused on instruction, will continue to play a leadership role in this area. The Curriculum Committee has a standing subcommittee focused on the Global Citizenship A.A. degree requirement. We will use the Library and our website to provide faculty with resources and professional development. In addition, we will maintain and perhaps increase the number of workshops on Professional

Development Days which focus on the integration of global citizenship across the curriculum. At a department's invitation, we could also offer workshops at departmental flex days. In the Spring 2010 semester the Global Council will evaluate the use of an academic theme and consider if this practice helped to facilitate the development of global citizenship, and if so, what the theme for 2010-11 should be.

Specific Proposals and Goals for the Four Aspects

Below are ideas that the global council considered in its two May meetings. Since each of the four areas will have a subcommittee to undertake activities, we believe that most of these goals are attainable for the next academic year.

- a. Globalization of the Curriculum
 - Promote the model curriculum project and soliciting more submissions.
 - Tie the theme of water to the Global Citizenship Initiative. *We already have commitments from six professors to give talks in their disciplines. Further we're planning on a viewing of the film Chinatown (followed by a panel discussion) as well as the film Flow. The photo department will be holding a competition and displaying photographs on water. Other events are being planned.*
 - Audit the SMC curriculum to determine areas for development. *The college has never conducted an audit of existing disciplines, examining it for possible omissions or gaps. Considering our course offerings in light of offerings related to global citizenship may suggest areas for growth.*
- b. International students
 - Promote social integration with domestic students
 - Draw upon expertise of FI students
 - Encourage faculty to consider effective strategies for teaching international students
- c. Study Abroad
 - Develop consistent funding sources for scholarships *We have not explored community sources for funding. Even though the economic times are not promising, local businesses may be willing to create internships that lead to scholarships. Further, talks with the Associated Students could explore whether or not students would designate \$1 or \$2 of the student fee to go toward such scholarships, creating an on-going fund that the college could plan around.*
 - Establish a base for the Latin American Program *As noted above, Merida, Mexico offers excellent potential. A winter, 2010 program based in Merida is planned.*
 - Consider creating a continuum that classifies programs according to activities and engagement with the local culture. *Such a continuum, proposed by Guido Davis Del Piccolo, would help clarify a program's purpose and would allow students to better understand the experience that a particular study abroad program has to offer.*

- d. Professional Development
- Use Professional Development Days and perhaps additional ongoing workshops to further develop faculty expertise and experience
 - Promote Fulbright awards *In the past several years only English professors Karin Costello and Carol Davis have received these awards. Short term Fulbright awards offer more opportunities.*
 - Create a faculty exchange *We explored creating a Distinguished Visiting Professor position two years ago, but found it somewhat cumbersome and costly. Faculty exchanges at other colleges seem to work best when close personal and/or institutional ties exist.*
 - Salzburg, Turkey summer programs *The Rotary Club sponsors participation at such events, and perhaps SMC could nominate one or two faculty members for a similar program elsewhere in the world. Although funding for the Salzburg Global Seminar may prove challenging, we believe it is an important goal to preserve the college's participation in it.*
- e. Globalization of the Campus – Items that span two or more of the four aspects
- Water Theme
 - Surveying faculty and staff about their global experience. *Professors, administrators and classified staff have a wealth of knowledge and experience. Currently we have no database for it, relying to some extent on knowing by chance that this person studied in Mozambique or that person led a program to Cuba. Such information, if collected and made available to professors might provide possible sources for academic assignments. Further, international students might benefit from having contacts with campus members familiar with their home country.*
 - Website and Communication *We have made strides to improve our website: www.smcglobal.org In the future we would like to create a site that is easily accessible from the home page and features helpful information to promote the initiative.*
 - Connections with local businesses (i.e. Small Business tour to China; Rotaract *Although the current economy will make this effort a challenge, nonetheless there may be opportunities—and such an effort may lay the foundation for collaborations in the future.*
 - Sustainability *Through current building projects and the development of the Facilities Master Plan, the college can make a powerful statement about global citizenship.*
 - Local Research Projects Conducted by Professors and Students. *The National Survey of Student Engagement reports that having students conduct research with professors is one of the top three top three methods of engaging students in their education. (Another of the top three is having students participate on study abroad programs.) Such research, for example, could further that started by Professor Janet Harclerode in exploring ways professors successful engage international students. (For information on student engagement see http://nsse.iub.edu/html/annual_reports.cfm)*

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Case Study I: The Salzburg Global Seminar, 2008

Among the nearly fifty members of the International Study Program 28 were eleven members of the SMC community, including Trustee Louise Jaffe, and initiative leaders Georgia Lorenz and Gordon Dossett. (A roster of participants is in the appendix.)

Led by Dr. Jochen Fried, Dr. William Reckmeyer, and Dr. Reinhold Wagnleitner, participants explored a variety of topics over six days. Thematic Action Groups explored several topics (including internationalizing the curriculum and study abroad). Participants also were organized into seven groups according to the seven educational institutions represented. Toward the end of the seminar, each of these institutional and Thematic Action Groups presented their findings to the rest of the participants.

A highlight of the seminar was a talk by Supreme Court Justice Anthony Kennedy. Speaking without notes for over an hour, he posed a number of issues. What can we do in societies where people view the law as the hostile, where to follow the law means months of delay to open up a small shop necessary for one's survival? Laws and constitutions are at the heart of citizenship. Justice Kennedy gave the example of visiting Poland when that country was moving from Soviet influence to independence. He was in the country helping to draft a constitution, and conducted an impromptu question and answer session with incoming university students. He was taken aback by the students' brilliance and understanding. Suspecting that the best legal students—on a par with those from an Ivy League law school—had been planted in the audience, he was told by Polish professors that no such knowledge was not unusual. Over the previous decade, Polish schools had drawn some of the best minds in the country into teaching, and the country recently had been engaged in an intense discussion about constitutional matters. The American constitution and key court cases had been central to their education. Justice Kennedy suggested that this experience illustrated how powerful education can be; without great expenditure and resources to draw from, these students exemplified global citizenship.

Such examples—and other presentations—inspired the SMC Salzburg Fellows, who benefited from the concentrated time together to consider ideas for SMC. The Model Curriculum Project and the water theme are just two of the activities that came directly or indirectly from the Salzburg Global Seminar.

Case Study II: SMC's Participation at the UC/CSU/CCC Sustainability Conference

Case Study II: SMC's Participation at the UC/CSU/CCC Sustainability Conference

Seventeen members of the campus community attended the UC/CSU/CCC Sustainability Conference held in San Luis Obispo July 31-August 3. The conference, which drew over 1100 people from California higher education, focused on the theme "Putting Sustainability to Work:" The SMC group's participation was led by Genevieve Bertone, Sustainability Manager, and Dr. Amber Katherine, co-chair of the Environmental Affairs Committee. Included on the SMC team were Trustee Susan Aminoff, Facilities Manager Greg Brown, professors Bill Selby and Craig Hammond, and AS President David Chun. Genevieve chaired a panel which included Amber, former AS Director Luis Suarez, Classified Staff member Lee Peterson, and Radina Valova of Sustainable Works. The panel presentation featured the ways in which the college's democratic processes have engaged students and motivated environmental action.

The support for a team to participate in the conference underscores the place that sustainability has in the concept of global citizenship at the college. While some colleges have focused on “international” education, SMC chose “global” to include the pivotal role of the environment.

Radina summed up the college’s participation this way: “Based on what I saw at the conference, I would say that Santa Monica College is a leader in best practices for shared governance, and I would encourage the college’s administration, faculty and students to continue refining this process – it has the potential to make SMC the greenest community college in the nation and a model for others to follow.”

Case Study III: *Butterfly Wings* written by Bruce Smith

The Global Citizenship Initiative Fund—established in 2007—has supported projects that promote global citizenship. Initially suggested by Gordon Dossett, the idea received Dr. Tsang’s support: he pledged to provide \$100,000 to fund worthy projects—for 2007-08 and again for 2008-09. One funded proposal—from Perviz Sawoski, chair of the Theater Arts department, and Bruce Smith, director of communication for the college and a well-established playwright—was to create a play on this theme. The result was *Butterfly Wings*.

Blending reality and fantasy through words and movement, *Butterfly Wings* is a story of love, the search for identity and the interconnectedness of us all. On the eve of graduation, three college students in wartime America struggle to find a way to live their dreams. But each learns that life has a way of changing in stunning and unexpected ways.

The background of the students—two from the United States and one from India—and the addition of their parents’ perspective as a chorus, give the play multi-cultural and multi-generational dimensions. The play suggests the extent to which war and culture generally shape our deepest friendships and romantic desires.

The play, which used SMC actors directed by Perviz, encouraged audiences to consider the values implicit in other cultures. Further, the project promoted both Bruce’s and Perviz’s professional development—considering art through the lens of global citizenship. Bruce writes that “Perviz brought not only her directorial talent to the project, but ensured that “*Butterfly Wings*” was visually beautiful and reflected its global theme. The play ran for four performances in fall 2008 to good response from students and the press and included a talkback session on its global elements.”

Case Study IV: Dr. Steven Kwon’s talk entitled “Soybeans and Service: Nutrition for the World”

Dr. Kwon spoke on March 5, 2009 as part of the well-attended Global Connections Lecture Series, organized by Judy Neveau. The series this spring was especially thought-provoking. Speaking in February, Dr. Marcus Eriksen and Anna Cummins—in a talk entitled, “15,000 Plastic Bottles: Junkrafting to Hawaii”—presented stark evidence of the harm occurring to the natural environment—even hundreds of miles off the coast of California. Dr. Amir Hussain, a professor of Theological Studies at Loyola Marymount University, underscored the broad range of belief and practice in Islam in his talk entitled “Contemporary Muslim Societies in North America.”

In contrast to the other two talks, Dr. Kwon's subject might seem mundane: soybeans. Further his quiet, understated delivery doesn't immediately compel attention. His message of service, however, does. As a nutritionist working for the Nestle Corporation, he began researching ways of improving the nutrition of people in developing countries. He learned that women and children in Afghanistan, especially, were suffering from malnutrition, and an alarming rate of women died during childbirth. Determined to make a difference, he retired from Nestle, created a non-profit organization, raised money for seeds, went to Afghanistan and persuaded farmers to grow soybeans, a crop alien to Afghani culture. Dr. Kwon explained that simply adding 10% soymeal to traditional grains greatly increased the nutritional value of staple foods—without perceptibly changing the taste. Although large American producers offered to donate soybeans to his organization, Dr. Kwon is committed to a longer term goal: enabling Afghani farmers to produce soybeans and incorporate soybeans into the diet of the people. Toward this end, he organizes volunteers and raises funds to support the effort.

Many in attendance that day in March found inspiration in Dr. Kwon's message and personal commitment. He embodies the ideals of global citizenship, as defined for our college: he is "knowledgeable of peoples, customs and cultures in regions of the world beyond one's own"—enough to begin to see how those customs might be changed to benefit Afghani people; he "understands the interdependence" of people—especially in that region which has strategic importance to the United States; and he obviously "is committed to combining [his] learning with a dedication to foster a livable, sustainable world." Because of this close connection to the initiative, Dr. Garen Bagdasarian, Chair of the Life Sciences Department, is leading an effort to explore ways in which the college community might become part of Dr. Kwon's quest to bring soybeans to people half-way around the world.

Case Study V: Program to Shandong, China

Imagine a troupe of musical theater performers traveling thousands of miles to be greeted as rock stars. Such was the experience of eighteen SMC students led by Theater Arts Professor Perviz Sawoski who journeyed to Shandong University in China. Their performance was at the heart of a short, innovative excursion that included eleven professors, administrators and staff (including Vice President Randy Lawson and Communications Professor Nancy Grass Hemmert). The group toured such sites as the Forbidden City, Tiananmen Square, and Confucius's Tomb. Students gained a special understanding of Chinese culture by conducting a workshop for Chinese students, who quickly learned "Grand Night for Singing." When the main show sold out, students conducted an open rehearsal--a little daunting before several hundred people. At the main show--a "huge success," according to Perviz--the audience cheered when "Elvis" took the stage. On the group's last day, everyone was invited to a celebration that drew 6,000 people, and some of SMC's actors performed for the crowd. Later, one of them--Brittany Batson--was invited to return and perform on a television show.

In addition to the student theater group, a second community-based SMC group also went to China. Organized and led by Community Relations Director Judy Neveau, the group was made up of community supporters of the college (such as Richard Lawrence (Vice President of First

Private Bank, and a past-president of the Associates) and his wife), past trustees (Dr. Dorothy Erhart Morrison and Carole Currey) and college faculty and staff (Dean Deyna Hearn, Dean Pat Brown, Counselor Clifton Dobbs, History Professor Brenda Ness, and Dance Professor Judith Douglas). Although they toured Beijing, Xian, Qufu and Jinan, the culmination of the program was attendance at the student performance at Shandong University.

These two programs show that the arts can serve as a wonderful bridge between cultures. All segments of the campus community learned about China's awe-inspiring culture, and in turn students shared their talents with the Chinese. In this instance, the students' knowledge of the theater promoted a more "livable" world, showing them to be excellent global citizens.

Dr. Tsang's previous visits to Shandong University laid the groundwork for this event, and the college continues to explore future collaborations. ESL Professor Judy Marasco heads there in the fall to conduct activities related to her sabbatical.

Membership of the Global Council

Chair: Dr. Gordon Dossett, English; Faculty Leader, Global Citizenship Initiative

Professor Eve Adler, Nursing

Professor Guido Davis Del Piccolo, Sociology; Faculty Leader Interdisciplinary Studies

Professor Clifton Dobbs, Counseling

Professor Judith Douglas, Dance, and Chair, Professional Development

Professor Mary Fonseca, English, Faculty Leader Scholars Program

Professor Teresa Garica, Counseling

Professor Candace Goodfellow, Psychology

Laurie McQuay-Peninger, Director of Grants

Dr. Nancy Grass Hemmert, Communication

Dr. Karen Gunn, Psychology

Professor Janet Harclerode, ESL; Co-chair of Program Review

Professor Eleni Hioureas, English (Basic Skills)

Professor Peggy Kravitz, Counseling (International Students)

Professor Helen LeDonne, Chair, Cosmetology

Dr. Brandon Lewis, Anthropology; Leader of the Latin American Program

Dr. Eric Minzenberg, Anthropology

Professor Pete Morris, Geography

Dawn Murphy, Project Manager, Nursing

Dr. Eric Oifer, Political Science; President-elect of the Academic Senate

Dr. Patricia Ramos, Acting Dean of Workforce Development

Teresita Rodriguez, Vice President of Enrollment Development

Bernie Rosenloecher, President CSEA

Dr. Toni Trives, Chair of Modern Languages

Nati Vazquez, Outreach

Professor Sal Veas, Business

Summaries from the Model Curriculum Project

Based on an idea that emerged at the Salzburg Global Seminar, the Model Curriculum sought to build exemplary work across a wide spectrum of disciplines. Georgia Lorenz sent out an invitation to fifty professors, an excerpt of which is below:

We invite you to contribute to a campus-wide curriculum project related to the Global Citizenship Initiative at Santa Monica College. This project emerges from recommendations that SMC infuse the ideas and issues related to global citizenship throughout our curriculum.

The core of a community college, as an institution focused on teaching and learning, is truly its curriculum. While we have instituted the Global Citizenship A.A. degree requirement, it is critical that students become engaged with these ideas and issues throughout the curriculum and not just in a single course.

We are inviting a select group of faculty who have demonstrated expertise, experience and passion for these ideas to make a scholarly contribution to our academic community. Specifically, we invite you to create a model lesson plan and/or assignment which focuses on an idea or issue related to global citizenship that could be used and adapted by other faculty and in other disciplines. For example, Professor Rodriguez may have a very innovative way of integrating examination of ecological issues in her basic skills English classes that could be adapted in other classes focused on reading and writing. Professor Jackson may examine conflict in various areas of the world and their local economic impact which could be adopted in other social science courses. Professor Park may utilize a group exercise focused on promoting intercultural understanding in a psychology course that could also be used in sociology and communications. Professor May might use problems related to air quality measurements in various areas of the world in statistics which could be adapted for use in other mathematics courses.

We know that the faculty members receiving this invitation integrate these ideas in their classes on a regular basis and applaud you for it. By compiling these model lessons as a resource for other faculty we hope to promote this practice on a larger scale.”

The model curriculum submitted are summarized below:

Craig Hammond, CSIS—SMC Learning Garden Case Study

A series of computer projects related to promoting the SMC Learning Garden.

Jenny Resnick, Accounting—Short Assignment on Foreign Currency Transactions

A case study on a multimedia company, TOKYOPOP in which students must calculate transactions in several currencies, dealing with exchange rates on various days.

Harry Gill, Economics—The World’s Population Conundrum

A study of the problems related to population growth and population forecasts around the world.

Janine Poreba, ESL and Gordon Dossett, English- Community Service and Global Citizenship
A service learning project completed by teams of students who are matched between ESL 21A and English 21A. Project spans many weeks and requires teamwork among diverse students from the U.S. and abroad.

Sharon Jaffe, ESL—Study of American Cultures in Los Angeles
Students study an ethnic community in Los Angeles in which they are personally interested. They then share their findings and discoveries with fellow students through a series of structured steps.

Mary Colavito, Life Sciences—Impact of Herbicide Resistance in Plants on the Survival of the Monarch Butterfly
Students explore man made environmental impacts on the monarch butterfly. The jigsaw learning structure is employed in order to create a collaborative learning environment amongst diverse students.

Karin Costello, English—A Comparison of Detective Novels
Students compare and contrast mini-societies under siege as represented in two detective novels. In one novel the society is African-American, inner city Los Angeles, and the other is Palestinian Bethlehem. Students apply critical thinking skills in looking at the similarities and differences between the two.

Edie Spain, ECE—Anti-Bias/Multicultural Curriculum for Young Children: The World in which we Live
Students explore their own racial/ethnic identities through group viewing and analysis of the video “Start Seeing Diversity” in order to explore the biases they may bring to teaching of young children. They generate ideas as to how one could construct a learning environment in which bias is minimized.

Eleni Hioureas, Kayli Weatherford, Elisha Shapiro, and George Davison, English—English 84W Lab Project
A group of faculty collaborated on this semester long project which culminates in an essay. Students choose a community problem and conduct research and develop possible solutions.

Dorothy Chin, Psychology—Culture and View of the Self
An exploration of how different cultures value individuals vs. the collective and how that impacts one’s sense of self in cultural context. Communication styles are also addressed in cultural context.

List of Top 25 Countries Sending SMC FI Students

Korea Republic of-South	755
Japan	479
Sweden	295
China Peoples Republic of-Mainland	224
Hong Kong	168
Indonesia	94
Taiwan (Republic of China)	85
Turkey	63
Mongolia	55
France	53
Kuwait	42
Brazil	36
Canada	36
Germany	25
Italy	24
Thailand-Siam	24
Vietnam	24
Korea Peoples Democratic Republic of-N.	23
Singapore	19
Israel	17
U K of Great Britain + N Ireland	17
Kazakhstan	15
Philippines	15
Russia	14
Macao	12

Data is from fall, 2008

List of Participants for Summer Professional Development Programs, 2007-2009

Salzburg Global Seminar, 2007

Dr. Susan Aminoff (trustee)
Professor Daniel Cano, English
Dr. Nancy Greenstein (trustee)
Dr. Lesley Kawaguchi, History
Bernie Rosenloecher, CSEA President
Dr. Toni Trives, Chair, Modern Languages

Salzburg Global Seminar, 2008

Dr. Gordon Dossett, English
Professor Judith Douglas, Dance
Professor Mary Fonseca, English
Professor Teresa Garcia, Counseling
Dr. Karen Gunn, Psychology
Professor Janet Harclerode, ESL
Louise Jaffe (trustee)
Helen LeDonne, Chair, Cosmetology
Dr. Georgia Lorenz, Dean of Academic Affairs
Professor Pete Morris, Geography
NatividadVazquez, Classified Staff in Outreach

Salzburg Global Seminar, 2009

Dr. Garen Bagdasarian, Chair, Life Sciences
Dr. Mary Colavito, Life Sciences
Professor Jose Cue, Counseling
Frank Dawson, Chair, Communications
Dr. Tina Feiger, Counseling, Ombudsperson
Professor Eleni Hioureas, English
Connie Lemke, Recording Secretary, CSEA
Dr. Brandon Lewis, Anthropology; Leader of the Latin American Program
Professor Brian Rodas, Math
Jeffery Shimizu, Vice President of Academic Affairs
Professor Susan Sterr, Chair, English

Study Tour to Turkey (sponsored by the Pacifica Institute), 2009

Zeny Baduel, Chair, Graphic Design
Dr. Nancy Grass Hemmert, Communications
Waleed Nasr, Classified Staff in Academic Computing
Judy Neveau, Director of Community Relations
Dr. Richard Tahvildaran Jesswein, Political Science; President, Academic Senate

Funded Projects 2008-09 Global Citizenship Initiative Fund

The campus community received an email announcement in early October requesting proposals that furthered global citizenship. To support the proposals, Dr. Tsang approved \$100,000 in funds (the same amount as in 2007-08). A funding committee, led by Georgia Lorenz and Gordon Dossett, was established consisting of: Kelley Brayton, Dean of International Education; Pat Brown, Dean of Human Resources and Vice-Chair, Professional Development Committee; Mary Colavito, Chair of Curriculum Committee; Judith Douglas, Chair of the Professional Development Committee, Laurie McQuay-Peninger, Director of Grants. The committee recommended and Dr. Tsang approved funding the activities briefly described below:

1. First, the group believed that it was warranted to allocate reassigned time to several professors in key positions. The group asserted that in these early stages we would not be able to maintain our momentum if we did not continue to have faculty shepherding the initiative in important ways. The group recommended giving reassigned time as follows:

Gordon Dossett—one course in winter and one in spring. Gordon worked during the winter and spring sessions on the Global Citizenship Initiative as our faculty leader. He directed the Global Council and worked on a number of related projects, including the A.S. Scholarships, the Latin American Program, professional development presentations, the “Food for Thought, Thoughts on Food” speaker series, preliminary work on the water theme, and student learning outcomes for study abroad programs. The Academic Senate also provided one class reassigned time for spring. (This was the level of support Gordon received the previous year.)

Brandon Lewis—one course in the spring. In order to continue development of the Latin American Education Program, particularly to replicate it in future semesters for additional students and to explore adding a site in Mexico, the group asked Brandon to continue his research and development. (This is one class fewer than he received last year, the reduction being necessary to reduce expenses. The group thought that Kelley Brayton’s participation would help in keeping the program on track.)

Guido Davis Del Piccolo and Nancy Grass Hemmert—10% reassigned time (one 3-unit class) As the first faculty to lead this program in a semester format, Nancy and Guido helped develop the itinerary and academic components as well as recruit students and market the program. (Note: because the spring program to Latin America was canceled in December because of under-enrollment, this expenditure was not made.)

2. Richard Tahvildaran (Political Science) *et al.* – This project involved a week of activities in May 2009. A photo exhibit by a Fulbright Scholar, Natalina Monteiro, “From the Bush to the Market: Buffering Food Security and Environmental Changes” was displayed in the library. Two panel discussions were held for students, faculty, staff and community members focusing on global food security in relation to climate change and in relation to HIV/AIDS. Finally the group put on an Oxfam Food Crisis Banquet with dance entertainment provided.

3. Georgia Lorenz (Academic Affairs), Model Lesson Awards
This was a request to provide awards to the best model lesson plans submitted. About 50 faculty members have been invited to submit model lesson plans. It was proposed that a panel of faculty judge these and give awards to those considered to be the most outstanding. The group felt that these awards were too generous. We decided to award certificates of appreciation to those who submitted a model lesson.
3. Bill Selby (Geography), Teaching Tools associated with Cultural Tour of L.A.
Bill Selby continued his project from last year, focusing on developing two videos and the fieldguide which can serve as teaching tools for other faculty.
4. Sherri Bradford (Counseling), Speakers for Black Collegian and PASG events
This proposal requested support for bringing high profile speakers who can provide global perspectives to campus for events focused on promoting the retention and academic success of our African American students.
5. Tina Feiger (Counseling and Psychology), Mitra Moasessi (Math) and Feresteh Mobasheri (Fashion), Iranian Heritage Project
Three faculty members proposed an afternoon and evening event on March 12th which will celebrate Iranian Heritage. This included an afternoon lecture discussion followed by music and poetry reading followed by a banquet. The group provided an assessment and wrote a process paper which others can use as a resource for developing events like this one.
6. Hari Vishwanadha (English), DVD's focusing on India and Asia
Hari Vishwanadha requested funding for DVDs which cannot be purchased by the library because they are not close-captioned. These could be utilized in his classroom and others. These materials will be stored for everyone's use in the library.
7. Amber Katherine (Philosophy), Sustainability Conference
The group who attended this conference last year had a very positive experience. They requested financial support for another group of SMC community members to attend this conference.
8. Frank Dawson (Communications), South Africa Service Learning
On the winter South Africa Study Abroad trip there were three service learning experiences proposed; the fund gave significant support for them.
9. Brandon Lewis (Anthropology), Latin American Education Program
Brandon requested money to continue research and development, marketing and personnel support for the Latin American program. Specifically he would like to develop a program involving Merida in Mexico, as a good prospect for the base for the program.
10. IIE Conference
We would like to send a faculty member to the IIE conference in the spring. Our hope would be to send a faculty member interested in study abroad in the future. This individual could seek an additional \$500 in funding from the PDC if needed. (This expenditure was not made.)

11. Reinhold Wagnleitner and Tom McDermott Appearances
Professor Wagnleitner, of the Salzburg Global Seminar, incorporated the piano playing of Tom McDermott in two presentations entitled, "Jazz: the Classical Music of Globalization." The fund, in conjunction with other campus organizations, supported the presentations.
12. Support for Travel to the Summer Programs in Salzburg and Turkey
Because the fund did not expend all the money originally allocated, money was reallocated to fund up to \$1000 each toward the travel expenses for professors, classified staff members, and administrators who will participate in these programs.

Submitted May 2009

by

Gordon Dossett, Faculty Leader, Global Council
Kelley Brayton, Dean of International Education
Georgia Lorenz, Dean of Academic Affairs