

Report of the  
GLOBAL CITIZENSHIP INITIATIVE  
SANTA MONICA COLLEGE  
September 2011

We live in an era of global change driven by a thickening and expanding web of global connections. When the original SMC Global Citizenship Task Force was formed in Spring 2007, Facebook had approximately 20 million users; Twitter was only a year old, and both the first iPhone and Android were still several months away from public release. Today, just four years later, smart phones are fast becoming ubiquitous, Facebook's active users number 750 million, and Twitter handles an average of 150 million "tweets" worldwide...*per day!*<sup>1</sup>

These revolutionary changes in the world of personal communication might appear trivial at first glance, at least if one can look past the hundreds of billions of dollars of market capitalization and the tens of thousands of employees accounted for by companies such as Facebook, Twitter, Apple, and Google. Rather than isolated phenomena, however, the changes in mobile communications and social networking are just the latest chapter in an accelerating history of global connections and social and environmental change that one can trace back hundreds of years.<sup>2</sup> If not obvious before, the tumultuous events of 2011 have reminded us of the transformative times in which we live. A tsunami and nuclear catastrophe triggered by an earthquake in Japan. A contagious debt crisis that has spread from one financial sector to another, and one country to another, sickening the world economy in the process. Uprisings on the streets of multiple cities around the world, each one reflecting a different set of causes and intended outcomes—the differences, say, between Tahrir Square and Tottenham—but all of them facilitated by the new grassroots-organization potential of the social network. These are all examples of how events today are rooted in global connections and have consequences that ripple and reverberate around the world, carrying both the promise and the peril of our global age.

As much as ever before, then, it is vital that Santa Monica College continues its mission of educating global citizens. By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, we strive to equip our students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.

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<sup>1</sup> <https://www.facebook.com/press/info.php?timeline> and <http://blog.twitter.com/2011/03/numbers.html> (accessed 26 August 2011)

<sup>2</sup> J. R. McNeill and William H. McNeill, *The Human Web: A Bird's-Eye View of World History* (New York: W. W. Norton & Company, 2003)

This report summarizes the work of the Global Citizenship initiative during the 2010–11 academic year and concludes with a look ahead to our priorities for 2011–12.

## **Annual Theme**

For the second consecutive year, we invited the SMC community to incorporate a common annual theme in their work. Beginning with “Water” in 2009–10 and continuing last year with “Food”, the annual theme has been quickly integrated into the life of the college. The theme is proving to be an effective tool for raising awareness of Global Citizenship around the campus and promoting thoughtful engagement in the initiative. Especially in our highly constrained budgetary environment, the themes provide our best vehicle for both developing and disseminating the idea of global citizenship in a diverse and inclusive way.

Rather than narrow our attention, the theme is intended to broaden how we approach Global Citizenship by giving faculty and students, across a wide variety of disciplines, a concrete hook to which they can attach. For example, to someone in, say, Physical Sciences, Dance, or Cosmetology, the abstract notion of “global citizenship”—an idea that sounds straight out of Political Science or Philosophy—might not seem particularly relevant. But something more tangible, like water or food, can be easier to connect.

For some faculty, the themes inspire the development of new assignments or entire new units for their courses. For example, Art History professor Walter Meyer instructed his students this year to create a presentation for a hypothetical museum exhibit. They were allowed to choose any ten works of art they had studied during the semester, either in class or in their textbooks. The only catch was that all ten of the works had to speak to the theme of Food. This is a simple example of how Global Citizenship, through its annual theme, can be woven into the existing curriculum with little cost or effort but great potential impact in terms of forging connections across the disciplines. Indeed, two student submissions for this assignment were entered into our Research Symposium at the end of the year, including the ultimate winner of the President’s Theme Award.

Faculty in the Modern Languages and Cultures Department provided another example of new approaches being taken in response to the Food theme. As reflected in the department’s recent name change and the development of new courses, MLC is emphasizing the broader cultural context in which the languages they teach are practiced around the world. With Food as the common thread, several groups of MLC faculty throughout the year gave presentations on the foods of their language-defined regions. For example, there was a session on the foods of Italy, the foods of Korea, the foods of the Spanish-speaking realm, the foods of China, and the foods of Arabic, Hebrew, and Persian lands in the greater Middle East. These programs were held at various times on the main campus, and they provided an excellent opportunity for faculty and students—including those not studying the languages—to get a “taste” of each region’s cultural traditions.

The annual theme is also proving useful for generating new attention for curriculum and activities that already exist—and have perhaps been a part of SMC’s offerings for many years. In his Geography field-studies class, for example, Bill Selby long has led students on a tour of the

diverse cultural landscapes in and around Los Angeles. Since most of the stops along the way involve sampling local, ethnically identified foods, this field excursion has been unofficially known as Selby's "Eat Your Way through L.A." tour. In 2009, under the umbrella of Global Citizenship and with the support of the UISFL Title VIA grant, Selby's L.A. Cultural Tour was expanded to reach a larger population than just the students enrolled in his field course. The occasion of the Food theme in 2010–11 made the connection even more explicit, and with the co-leadership of Nancy Grass Hemmert, Selby's tour has never been more popular. Approximately 100 faculty, staff, and domestic and F-1 international students were able to experience the tour this year, visiting sites such as the Messob restaurant in Little Ethiopia, Mamas Tamales in MacArthur Park, and the community art center at the Watts Towers. Thus, not only did the tours this year serve as an excellent food-themed event, but they also provide a model of the types of offerings that could feature in an SMC "in-broad" program for visiting students—a mix of fun, information, and personal interaction with both the cultural landscapes and the community leaders of our wonderfully diverse world city.

We added two new features to the annual-theme project this second year. First, we incorporated a campus-wide common book that the entire college community was invited to read and discuss throughout the year. By an almost immediate consensus among the Global Citizenship Council, we selected *Food Rules* by Michael Pollan—a provocative short guide to being a mindful, healthful, eater in the 21st Century. The book's brevity, and its unorthodox organization as an annotated list of about six dozen folksy rules embodying Pollan's mantra ("Eat food. Mostly plants. Not too much."), made it a very accessible read, across a wide variety of disciplines. But it also made the book a bit of a challenge to incorporate in class projects and campus-wide discussions. With that experience in mind, we invited the English Department to select the common book for 2011–12, and after a great deal of interested and productive discussion, they selected two common reads. As our work of fiction, they chose Hermann Hesse's 1922 novel about one man's quest for happiness, *Siddhartha*; as our work of non-fiction, they chose the recent bestseller by NPR foreign correspondent Eric Weiner, *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. Both works promise to offer much potential for discussion this year across a wide range of disciplinary perspectives.

Our second addition to how we utilize the annual theme was the development of a new system for selecting each year's theme. Rather than letting the Global Citizenship Council make the choice on its own, as we had done the first two years, we opened the process to a campus-wide vote, including students as well as faculty and staff. Throughout the Fall and the Winter, we solicited nominations of prospective themes from SMC faculty and staff. Early in the Spring, the Council refined the list of suggested themes into seven finalists, which were then put to a vote online. Through our Global Citizenship website, through Facebook, and most effectively through a pair of college-wide e-mail blasts to both students and all the employee groups, we then invited everyone to select their three favorite of the seven nominated themes. At the end of the voting period, 189 employees and 997 students had submitted their preferences. The final tally was then weighted so that employees and students, collectively, had an equal 50:50 influence on the

results, which saw Health, Wellness, and the Pursuit of Happiness come home as the top selection, by the narrowest of margins over the second- and third-placed themes.<sup>3</sup>

There was strong support on the Global Citizenship Council for all seven of the finalist themes, and we would have been very happy had any of them won the vote. The is certainly true for the new theme, which was described on the ballot presented to the SMC community as follows:

*Health is a centerpiece of the United Nations' efforts to promote human development, and modern society has made profound strides in fighting infectious disease and raising life expectancies around the world. Yet we still find the provision of care and the promotion of healthy living to be a perennial challenge, one that knows no boundaries but nonetheless reveals gaping inequities within and between countries worldwide. Moreover, even when physically healthy, we struggle to feel truly well; despite living (on average) longer and more comfortable lives than countless generations of human beings before us, a true sense of happiness and well-being often eludes us. What does it mean to be healthy? What does it mean to be happy? And how can we get there?*

This theme readily connects to the first two themes of Water and Food, but it also provides a welcome change of pace. Especially through the “happiness” component, this theme is not as anchored to material, environmental concerns and readily lends itself to interpretation and examination by the arts and humanities. At the same time, having “health” and “wellness” in the mix ensures that drawing connections to the material world will not be difficult either—and we’re especially excited about the prospects offered for better integrating Kinesiology, Nutrition, and Health Sciences into the initiative.

## **Student Engagement**

Thanks in large part to the annual themes, Global Citizenship enjoys a high profile at SMC, especially among faculty and staff. One of the primary rationales behind opening the selection process to a college-wide vote last year was to help raise awareness of the initiative among our student body. We were very encouraged by the fact that nearly a thousand students participated in the vote for this year’s theme, and we hope to get even greater student turnout in selecting the 2012–13 theme.

The theme vote isn’t the only way we have sought to increase student awareness and engagement in Global Citizenship. Indeed, we pursued several different tactics last year, and we consider this area as one of our greatest improvements/achievements in 2010–11. Under the leadership of Jose Cue and Peggy Kravitz, for example, Global Citizenship has been integrated into two major student-orientation projects. First, we have added a unit to Counseling 20, which reaches about two thousand students each year. This unit not only explains the Global Citizenship A.A. degree

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<sup>3</sup> Individual votes were translated into points, based on whether the theme was selected as the respondent’s first, second, or third choice, as well as the weighting factor to give equal influence overall to the student and employee groups. The final tally for the top three themes was: Health, Wellness, and the Pursuit of Happiness = 2099 points; Poverty and Wealth: The Inequities of Globalization = 2063; Consumption and Waste: Are We Drowning in Stuff? = 2057. A complete report on the vote is available at the Global Citizenship website.

requirement at SMC, but it also introduces students to major global issues—a presentation based significantly on the materials brought back by faculty from the Salzburg Global Seminar. Second, Global Citizenship now features prominently at VIP Welcome Day in August, with an information table on the Quad, a workshop, and a spot in the opening ceremonies on the Library steps. As a result, students and their families begin their SMC experience with the idea that producing global citizens is part of the core mission of the college.

One of the most common responses we receive from students upon first learning about SMC Global Citizenship is, “How do I sign up?” As a result, we are developing ways in which students can gain a sense of membership in the initiative. Professor Eric Minzenberg, who advises the vibrant Anthropology Club, served as a liaison to the Inter-Club Council this past Spring. We plan to build on his initial outreach and identify existing and perhaps new clubs that facilitate students taking a leadership role in global citizenship, in much the same way that the college’s sustainability initiatives have benefited enormously from the contributions of clubs such as Eco-Action, the Dirt Farmers, and Club Grow.

To further address students’ desire for a sense of membership, and to give it a more academic slant, Cue and Kravitz are now developing a Global Leadership designation that students would earn as a transcript notation. The draft framework for this leadership award is modeled after a similar program used by UC-Irvine, and it will be presented to the Academic Senate for formal adoption this year. With the tag line, “Promoting service, sustainability, and global awareness,” the SMC Global Leadership award will incorporate a combination of coursework, experiential learning, and service; the goal is to set the bar high enough that it is something that students have to earn and take sincere pride in doing so, but not too high that it significantly diverts them from their educational path toward a certificate and/or degree.

Global Citizenship now has two marquee events during the year that highlight student engagement. Toward the end of the Spring semester, the Research Symposium and Tournament—described in more detail below—showcases students’ global-citizenship-themed work from throughout the year. Toward the end of the Fall semester, the nationally designated International Education Week (IEW) provides a concentration of activities that cross-promote each other. Led by Kelley Brayton’s International Education department, IEW is a time to celebrate our diverse campus community with a collection of lectures, performances, and social events that promote global citizenship generally while also informing students of related curricular and extracurricular opportunities, such as study abroad and local field trips.

SMC has celebrated IEW for many years, but we moved the event into the main campus Quad in 2010 to reach a larger audience. Highlights from last year’s food-themed IEW included:

- a screening and faculty panel discussion of the 2000 feature film *What’s Cooking?*, which explores the connections between food and family through the interwoven story of four Los Angeles Thanksgiving celebrations, each based in a different ethnic heritage: Vietnamese, Mexican-American, African-American, and Jewish.
- three events featuring Najwa Abbas Ahmed, of the United Nations and the Salzburg Global Seminar: a lecture on the conflicts in her native Sudan; a presentation on the experiences of African women in Islamic Societies; and a seminar discussion with

students and faculty about the role of the United Nations and how students might get involved with the UN, through internships as well as a possible career path.

- Global Citizenship Day—our celebration on the Quad featuring music, dance, and a multicultural variety of street foods to sample, as well as an international fair of tables providing information about global opportunities offered both on and off campus.

Another effective tool for reaching students, no surprise, is through movies. SMC Film Studies faculty Josh Kanin and Salvador Carrasco have become real champions of Global Citizenship, presenting a number of globally themed films to the campus community. Recently, their informal series of films has become more formal, with SMC's participation in the Global Film Initiative (GFI). In Spring 2011, they hosted screenings of two films distributed through GFI: *Becloud*, a Mexican film about the reunion of three childhood friends in Mexico City after years of separation; and *Ordinary People*, a Serbian film about soldiers engaged in an ethical struggle upon learning that their orders involve the execution of Croatian civilians. GFI is designed to foster cross-cultural understanding through their annual series of new international feature-length films; SMC's participation was funded by the Title VIA grant, and includes permanent access to both the 2010 and 2011 GFI collections.

Finally, to keep students and the rest of the campus community engaged in Global Citizenship, we continue to utilize social media wherever possible. Our Facebook page is attracting new followers all the time, more than tripling in number in the last 12 months. We also maintain a Twitter feed, a public Google calendar, and our own SMC webpages to keep people abreast of events and meetings related to the initiative. The initiative's faculty leader, Pete Morris, has used Facebook also to share articles and reports from around the world that touch on the themes of global connections and global change. There are limitations, however, to using Facebook for this purpose, so in May he created a more robust Global Citizenship blog at Tumblr [sic], which he hopes to expand in 2011–12 to include posts from several different regular contributors and become a forum for vibrant discussion. The initiative can be found at Facebook, Twitter, and Tumblr under the same universal name: “globalsmc”.<sup>4</sup>

## **Curriculum and Professional Development**

The most effective method for reaching students in the Global Citizenship initiative is to integrate these ideas across the curriculum. This requires knowledge, creativity, and commitment on the part of our faculty. We are grateful that so many have taken on this task and that our Professional Development Committee has embraced and featured the initiative on all campus-wide Flex days.

As described above, the annual theme has been a powerful vehicle for faculty to integrate global citizenship into their courses across disciplines. This was clearly demonstrated in the works presented by students at the Research Symposium and Tournament, described below. The theme also became a focal point for annual traditions like the Art department's student show. The

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<sup>4</sup> <https://www.facebook.com/globalsmc>; <https://twitter.com/#!/globalsmc>; <http://globalsmc.tumblr.com/>

works included widely different perspectives on the theme of food including still life works of apples, depictions of fast-food binging, and cooking utensils juxtaposed with automatic weapons.

The Second Annual Global Citizenship Research Symposium and Tournament—originally developed by Professors of Communication Studies Nancy Grass Hemmert and Nate Brown—was another success demonstrating broad integration of global citizenship across disciplines. There were 31 submissions from 70 student participants (there were a few group projects). This included seven in the Speech category, five papers, seven films, eight art/photo submissions, and four dance performances. At the event we hosted approximately 50 audience members. Each work was judged by a panel of faculty for its overall quality and illustration of global citizenship. In addition works were judged for their representation of the annual theme for the special President’s Award. The President’s Circle of the SMC Foundation provided cash awards to winners in each category. The winning submissions included an informative video on the impact of carotenoids on world health from a group of student chemists, an art installation by an Art History student, and a paper describing the experience of a Latino student visiting a mosque, to name just a few.

The Global Studies Associate in Arts degree and Certificate of Achievement, developed by the Interdisciplinary Studies committee, are currently awaiting approval from the Chancellor’s office. Two new courses were developed (Global 10, Introduction to Global Studies and Global 95, Experiential Learning in Global Studies) and two courses were revised (Geog/Global 11, World Geography and Pol Sc/Econ/Global 5 Global Political Economy) for this new program of study.

During the 2010–11 academic year the following courses were approved by the Curriculum Committee and Academic Senate to fulfill the Global Citizenship Associate degree requirement:

- Envrn/Psych 40, Environmental Psychology
- Envrn/Psych 20, Environmental Ethics
- RRM 1, Introduction to Recycling and Resource Management

The Global Citizenship Associate degree requirement is facing its first challenges as a result of SB 1440, now referred to as the STAR act. SB 1440 does not permit community colleges to impose any local degree requirements upon students pursuing Associate in Arts-Transfer (AA-T) or Associate in Science-Transfer (AS-T) degrees. SMC has developed two of these “transfer” degrees thus far—Mathematics and Sociology. Students pursuing either of these degrees will not be required to fulfill the Global Citizenship degree requirement. In the future if the number and importance of these “transfer” degrees grows, the Curriculum Committee will have to consider doing away with this degree requirement. In discussions during the year the committee decided that it is not yet time to make this determination, but in the long term we do not want to confuse students by holding them to different standards and requirements for different Associate degrees. Our hope is that if/when such a decision needs to be made, the ideas and ideals of global citizenship will be so deeply integrated across the SMC curriculum that a degree requirement will no longer be necessary to achieve our goals.

None of the curricular developments described above would be possible without a strong commitment to professional development, spearheaded by the Academic Senate. The Professional Development Committee, under the leadership of Nancy Hanson and Kiersten Elliott, demonstrated great support for the Global Citizenship initiative and the annual theme by featuring them prominently at campus-wide Flex Days. The PDC also solicited meaningful workshops centered around the ideas of global citizenship, as well as how the faculty and staff of SMC can use their own work to further develop this important initiative.

In addition we have had numerous events on campus during 2010–11 to enhance professional development, including the Global Connections speaker series coordinated by Judy Neveau and supported by the SMC Associates, as well as the series on culture and food around the world presented by the Modern Languages and Cultures department. SMC faculty also provided several Global Citizenship events using mini-grants funded by the original monies set aside by the Board of Trustees in support of the initiative. The following are some examples of these mini-grant projects:

- Yunte Huang, author of *The Untold Story of the Honorable Detective*, spoke during activity hour and in at least one literature class (project by Hari Vishwanadha, English department)
- a lecture on “Food and Aesthetics” featuring Kristy Choo of Jin Patisseri (project by Steven Kaufmann, adjunct in Philosophy/Social Sciences department)
- three-part series on Education. The first event featured the documentary “Race to Nowhere” followed by a panel discussion with SMC international students (project by Judy Marasco, ESL department); the second event featured a documentary highlighting the commercialization of children and a discussion by early childhood educators around the Santa Monica community (project by Edie Spain, ECE department); the third event featured a panel of SMC faculty members—Amber Katharine, philosophy, Muriel Walker Waugh, chemistry, and Daniel Cano, English—discussing how they make education relevant to students in order to promote learning and understanding.

Professional development provides a very good example of how we have been able to leverage resources to maximize our collective impact. The events described above were sponsored by the District, the SMC Associates, the Foundation, the Senate, and the Title 6A grant.

## **Study Abroad**

SMC values study abroad as an essential part of the Global Citizenship Initiative. Study abroad participants have had an invaluable experience of learning in a foreign context and culture. Many different disciplines have been represented on faculty-led study abroad programs, and they thus have provided a wide variety of experiences for participants—from Marine Biology in Australia, to Theatre in London, community service in South Africa, and Anthropology & Archaeology in the Yucatan, plus many more. Students not only earned transferable college credit through these Study Abroad programs; no less importantly, they learned more about the interconnectedness of our planet, enhanced their intercultural communication skills, learned the importance of flexibility and adaptability, and broadened their world view.



There were a number of factors that affected Study Abroad during the 2010–11 academic year. For reasons of low enrollment, we cancelled our programs for both Winter and Summer 2011 sessions. Despite tireless recruiting in the Fall, none of the three planned Winter programs (to Egypt, Mexico, and South Africa) met their 25-participant minimum. It appears that the weak economy largely is to blame, because all three programs had received inquiries throughout the Fall from interested students only to fall short as deposit deadlines arrived. Even in the best economic times, it is a challenge for students to not only pay for the program itself, but also to take time away from their jobs and their family responsibilities. In previous years, Study Abroad benefited from very generous scholarship support by the Associated Students—as much as \$68,000 for Summer 2010 alone. With the budget crisis hitting A.S., like everyone else, they were able to offer only \$20,000 in scholarship support this year—still generous, but not enough to support study-abroad students at the level they require in this economic climate.

While we await the economic situation to improve before offering any future programs, the Study Abroad subcommittee has been utilizing this time for collaborative reflection. The committee's co-chairs, Nancy Grass Hemmert and Garen Baghdasarian, produced a preliminary Master Plan for Study Abroad during the 2010–11 academic year. Still in draft form, the Master Plan includes suggestions for planning, developing, recruiting, and supporting the out-bound programs that have thus far defined Study Abroad at SMC, as well as potential new types of offerings, including in-bound study tours for visiting students, and out-bound, non-credit study tours for the public at large. This work represents the culmination of countless meetings and brainstorming sessions with representatives from the Global Citizenship Council, the Academic Senate, the International Education Center, Academic Affairs, Associated Students, and faculty leaders of previous Study Abroad programs. We expect to finalize the Master Plan for Study Abroad this year, built around the following principles:

- **Develop a larger and more predictable pool of scholarship funding.** It is a high priority for SMC that its Study Abroad program represent traditionally underserved populations. We have successfully done so in the past largely through the generosity of Associated Students scholarships; by developing additional funding sources, we can continue to provide Study Abroad opportunities to a diverse population, while also ensuring that future programs aren't cancelled.
- **Continue the creation of annual Study Abroad centers.** Using successful South Africa and Mexico-based Latin American programs as models, SMC will complete its continuing efforts to create similar centers for Study Abroad in both Turkey and China, with the goal of running at least one program per year in each of the four centers. (Largely for reasons of climate, the Mexico and South Africa centers would be featured in the Winter, while Turkey and China would anchor the Summer Study Abroad schedule.) The goal of the annual centers is to maintain consistency of programming at a lower cost through establishment of partner organizations in the country of travel.
- **Develop and offer additional Study Abroad programs to supplement the four centers.** While the four centers have been selected to provide a range of diverse geographic opportunities around the world, there is demand among both faculty and students for Study Abroad programs in other locations that could be offered on an occasional basis.

- **Create a new Academic Senate Joint Committee on Study Abroad.** While the leadership of the Global Citizenship initiative will continue to act in an advisory capacity to help faculty develop programs and otherwise promote Study Abroad, the new Joint Committee will bring the program and faculty selection into an appropriate shared-governance process.

Despite the budget-related suspension of our primary Study Abroad programs, we continue to pursue international opportunities open to community-college students. We have identified several that may be appropriate for our students. One is the short-term volunteer abroad tours that STA Travel offers in 30 countries with its non-profit partner, Planeterra. Another non-profit, BUNAC, offers similar short-term work abroad programs in the UK, Canada, Australia, New Zealand, Ireland, and France. For our students with an interest in German language and culture, the German government offers a full-year work-study internship—the Congress-Bundestag Youth Exchange—specifically designed to provide intense language training along with postsecondary instruction and work experience in the student’s chosen career field. Finally, three SMC students in 2010–11 received scholarships to study for a semester at Soonchunhyang University in Korea.

In February 2011, the Title VIA grant funded a site visit for two SMC faculty department chairs to a prospective Study Abroad site in China—the prospective center mentioned above. Chris Fria, Department Chair of Entertainment Technology, and Perviz Sawoski, Department Chair of Theatre Arts, visited Zhejiang Vocational Academy of Art. They were joined by SMC administrators in Hangzhou and Shanghai to explore potential collaboration in the areas of student and faculty exchange, as well as curriculum design and development. As a result of this visit, a delegation of 12 faculty representing the Zhejiang Vocational College of Arts came to Santa Monica in late July and August to learn about SMC’s programs in theatre, dance, broadcast communications and entertainment technology (digital media, animation). Patricia Ramos, Dean of Workforce/Economic Development, coordinated the two-week visit, which included educational workshops, a student panel, and exchange with SMC faculty and administration, as well as industry visits. A Memorandum of Understanding between SMC and ZVC is now under development.

### **Looking Ahead to 2011–12**

SMC enters the fifth year of its Global Citizenship initiative with a great deal of enthusiasm for our year of “Health, Wellness, and the Pursuit of Happiness.” Building on the momentum that has developed around the initiative’s ever-widening core of active participants, we plan to concentrate our efforts in the following areas:

**Maintain and continue to develop the annual themes.** In just two years, the annual theme has been quickly embraced by the college community. As originally intended, it is proving to be a helpful tool for facilitating creative interaction between faculty across disciplines, and for giving both faculty and students tangible ideas that they can use to connect to the rather abstract notion of global citizenship. This year, we plan to develop better processes for capturing and archiving the year’s events in order to create an enduring resource for the college community—perhaps in the form of a yearbook of sorts, or conference proceedings. One possibility that has been

suggested for this year's theme is to produce a collection of recorded personal musings by both students and faculty about the concept of "happiness" from a multicultural and multi-lingual perspective.

**Strengthen awareness among, and participation of, students.** As described above, this is a point of emphasis that carries over from last year. In addition to continuing efforts in areas such as social media, VIP Welcome Week, International Education Week, the Research Symposium, and the campus-wide vote for the annual theme, we plan to develop a comprehensive marketing plan for the initiative. A subcommittee for this purpose was created in the Spring, and it has already begun to involve students taking classes in Business and Graphic Design to be part of the planning process. We also hope to partner more closely with student clubs and Associated Students, particularly in developing service-oriented activities, and we expect the new AS President, Harrison Wills, to be an especially energetic partner in this regard.

**Expand efforts to include community service.** The Academic Senate's Professional Development Committee very kindly helped us make globally aware, locally placed community service a prominent part of the college Flex Day in March. One contact we made through those efforts was with the local organization, Big Sunday, which has been organizing a region-wide day of service—now a three-day weekend of service—for more than a decade. By tapping into Big Sunday's infrastructure for placing volunteers in service projects, which include numerous opportunities for groups to work together, we hope to mobilize a much larger portion of SMC students, faculty, and staff, to participate in this year's event (May 4–6). In addition, we plan to work more closely with the many other clubs and organizations at SMC that already emphasize community service in their activities and thereby highlight and develop service as a third leg of global citizenship, alongside the other two legs of multicultural global awareness and environmental sustainability.

**Use the new Democracy Commitment to bring more attention to the "citizenship" part of Global Citizenship.** While there is potential tension between the Democracy Commitment's focus on a nationalized conception of citizenship and the implicit international (or even anti-national) conceptions of *global* citizenship, this is a productive, creative tension that we can exploit to good effect. That is, any activities that engage our students, faculty, and staff in examination and discussion of what it means to be a committed, active 21st-century citizen of the United States will influence, and be influenced by, ideas of our being simultaneously "citizens" of the Planet Earth.

**Continue to develop opportunities abroad for students, faculty, and staff.** Studying and working abroad is essential to one's development as a global citizen, and opportunities to do so played a prominent role during the first three years of the Global Citizenship initiative. Dozens of people across the campus have represented SMC at the Salzburg Global Seminar, the Pacifica Study Tour of Turkey, and multiple other projects around the world, many of them funded by outside grants. Likewise, hundreds of SMC students in recent years have participated in one of the college's Study Abroad programs, in locations ranging from the tropics of Mesoamerica to the Mediterranean climates of South Africa and the Mediterranean itself. Budgetary concerns led to a suspension of these programs last year, and moving forward, even if the fiscal situation improves, it is clear that cost always will constrain the number of these opportunities that can be

provided. Developing outside funding sources, then, is instrumental toward plans for increasing and improving opportunities abroad, and it is a key element of the Master Plan for Study Abroad that we expect to finalize this year.