



GlobeMed

PEER LEARNING & LEADING

Action Guide

What is GlobeMed Peer Learning & Leading?

GlobeMed student leaders are trained to foster transformative learning experiences on campus. During weekly meetings and self-organized campus events, GlobeMed students facilitate interdisciplinary global health discussions that uplift the diverse skills, perspectives, and lived experiences of the participants. Because we are able to reach the best solutions when we find common ground with others, GlobeMed chapters create room to dig deep and challenge perspectives, but also serve as spaces of belonging and inclusion on campus.

What does Peer Learning & Leading in GlobeMed look like?

Exceptional GlobeMed Peer Learning & Leading requirements:

- Regularly hosting brave spaces that promote learning & growth (e.g. weekly ghUs)
- Reflecting often & intentionally
- Examining our own privilege, power & oppression and how to leverage it
- Humble learners; recognize and value many forms of knowledge & intentionally seek it
- Use our different roles, positionality & lived experience to uplift each other, our ideas, and collective actions
- Culture of sharing what we learn & breakdown silos in thinking (e.g. writing or presenting on topics we are passionate about, sharing back key learnings & best practices)
- Learning alongside other values-aligned individuals and organizations (think about opps. for collaboration on campus & in your community!)

This Action Guide:

The following guide holds the necessary information for specific eboard members, however, **ALL** GlobeMed members regardless of title within a chapter are encouraged to utilize this resource! This Action Guide directs the following GlobeMed Chapter functions:

Point Person (Required)	Support/Delegated Roles (Optional)	Chapter Function(s)
Director of Learning	• ghU Coordinator • Advocacy & Awareness Coordinator	• Learning, Advocacy & Awareness
Co-Presidents	• Finance Coordinator	• Chapter Operations &

	• University Liaison Coordinator • Recruitment/ Membership Coordinator	• Logistics • Annual Strategy, E-Board Management & Membership
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FUNCTION: Learning & Advocacy

Learning & Advocacy Core Responsibilities

- First and foremost, center GlobeMed mission, vision, and beliefs in all activities while upholding our values, leadership practices, and commitment to anti-oppression
- Plan and facilitate weekly globalhealthU (ghUs) learning sessions with topics informed by your chapter members
- Cultivate brave spaces that encourage learning across different identities, perspectives, and lived experiences
- Integrate your partnership into learning opportunities in your chapter and on campus
- Participate in World Day of Social Justice (February 20)
- Participate in network-wide programming spaces to both learn and share your experiences with learning, advocacy, and awareness



Director of Learning To-Dos

- ☐ Attend GlobeMed leadership training & programming
- ☐ Host weekly learning sessions (ghUs) with topics informed by our chapter members
 - ☐ Survey the general body for topics of interest pertaining to global health equity and/or social justice
 - ☐ Develop, present & facilitate weekly learning sessions (ghUs)
 - ☐ Integrate learning partner/ partnership learnings into opportunities for chapter members
- ☐ Organize and host community and campus awareness and advocacy efforts
- ☐ Connect chapter members with advocacy & awareness materials for World Day of Social Justice

Actions & Activities

Global Health University: ghU

Throughout your GlobeMed journey, you will contribute to a space where fellow members can know and trust each other, discuss diverse values and beliefs, develop projects with your chapter's partner organization, and acquire a deeper

understanding of social justice. In addition to acquiring knowledge as it pertains to global health equity and social justice, GlobeMed members are entrusted to share this knowledge with each other!

What is a ghU?

A learning session (or globalhealthU, ghU) constitutes the core of weekly general body meetings, and is led by the Director(s) of Learning through [group facilitated discussions \(See: Skills Guide\)](#).

It is during these sessions that chapter members are brought into a space of inquiry and exploration while gaining exposure to a diverse range of global health subjects and ongoing world events.

Why ghU?

The purpose of these learning opportunities and discussions is to empower chapter members to bring their perspectives and personal experiences to conversations regarding issues in global health equity, and equip them with holistic and thoughtful critical thinking skills to lead movements that target these challenges. By the end of a successful learning session, chapter members will feel inspired, taking home with them new insights and diverse perspectives on issues of social justice and global health.

Getting Started

1.

Set a theme for the year or semester/quarter

Setting a theme, whether it be for the year, semester/quarter, or month, can allow your chapter to “deep-dive” into specific topics that tie in together to obtain a well-rounded perspective of the chosen theme. Examples of themes include:

- Exploring Power and Privilege
- Effects of Media on Public Perception
- Global Sustainability Goals

2.

Schedule ghU topics

Utilize the collective brain power of your chapter to come up with fresh ideas and new perspectives. News articles, YouTube videos, TED talks, podcasts, and academic journals are a great place to start! Additionally, GlobeMed has a curated [list of recommended readings](#). It's best practice to provide your members with a way to suggest topics based on current events, community or campus-specific challenges, personal learnings, and the like. Topics should be diverse, allow for varied perspectives, and thought-provoking.

3.

Select facilitators & create a plan

Invite chapter members to lead ghUs or alternate ghU discussions between your ghU team members. Alternating facilitators allows your chapter to hear new voices and gives members the opportunity to present on topics they are passionate about and develop their leadership skills in public speaking and facilitation. Once you've selected a facilitator, ensure that all key components of the ghU are planned out, referring to this [Blank Lesson Plan](#) guide.

Types of ghUs

ghUs vary based on the amount of prior knowledge necessary to participate in an engaging discussion. While all types of ghUs are important, we recommend mixing it up.

Type	Characteristics	Examples
A	- Requires little prior knowledge - Discussion can begin right away	Processing a current event (e.g., vaping ban)
B	- Requires some prior knowledge - Discussion might come after a short article or video	- Climate Change - Food Insecurity: Locally + Globally
C	- Requires more prior knowledge - Discussion might require knowledge from past ghUs, an extensive presentation, or experience in a field	- UN Sustainable Development Goals - Prison Industrial Complex

ghU Formats: Tips for engagement

Pre-Work

- We ALWAYS recommend giving pre-work! Readings/resources and reflections are a great way to ensure all participants are ready for ghU. We do this because:
 - Readings/Resources:** All participants come in prepared with a similar baseline knowledge/awareness
 - Reflections:** All participants ready themselves to have conversations that will be informed by their social positionality (intersecting identities, experiences, roles, etc.), Having some self-reflection questions allows participants that hold privilege and power to avoid dominating the conversation with their self-processing (and therefore potentially excluding or exhausting those with lesser privilege and power).

Interactive Tactics

Regardless of the type of ghU you select, you can utilize a number of different tactics to make your discussion more engaging. Here are some we suggest:

- [Debates](#)
- Stations
- [Games](#)
- Open Discussion
- Guided Discussion
- Small Groups: Discuss & Present
- Case Studies

Ending ghUs

After an engaging and thoughtful discussion, it's important to be intentional about keeping the momentum from the discussion going. Here are some options:

Ending ghUs with upcoming events relevant to the topic that was discussed	Ending ghUs by mentioning organizations or volunteering opportunities with which members can get involved	Sharing links to further readings or videos with members who expressed keen interest in the topic of discussion	Sharing materials (PowerPoint, Prezi, videos, photos, articles) in weekly recap emails/messages to your chapter
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Integrating Partnership & GROW with ghU

ghU is a fantastic vehicle for orienting new GlobeMed members to your Partnership, bringing back the GROW experience to general members, and providing ongoing pathways for engagement and learning with your Partner organization! Work closely with the Director of Partnership to intersect Partnership and ghU throughout the year! Consider:

- ☐ What current events are happening in your partner's region or country?
- ☐ What issues are the members of your partner organization interested in? What are they reading, listening to, or watching?
- ☐ What stories can past GROW members share relating to the topic of the ghU being presented? What media (pictures, audio, videos) can past GROW members share with the chapter?

ACTION : As you complete GlobeMed101, make sure to check out the featured ghUs!

Community/Campus Awareness & Advocacy

While ghUs at a chapter level can empower students to share their voices and advocate for issues that are important to them, it is also powerful to engage those in your broader community. Community and campus advocacy are aimed to engage the voices of those outside your chapter, such as your campus or local community, and expose them to issues you are actively advocating for. This can be related to your project(s) with your partner organization or a different social issue that aligns with GlobeMed's values.

The Director of Learning may be inspired by this list to involve the larger general body for brainstorming and development of unique ways to engage your campus in social justice and the movement for global health equity. Together with the Director of Local Engagement, consider what types of community and campus awareness and advocacy events will best enhance your chapter members' GlobeMed experience.

Suggested Community/Campus Awareness & Advocacy Events

- Panel with speakers
- Letter writing campaigns

- Petitions and/or proposals to change policies on campus or in your community
- Editorials or letters to the editor in your school or local newspaper
- Teaming up with other social justice groups to host events or join protests that align with GlobeMed's values
- Meeting with Congress representatives in your area
- Sustainably volunteering at local organizations that align with GlobeMed's values
- Interactive activities/simulations on busy areas on your campus, e.g.:
 - Art installation showcasing how many people live without access to clean water
 - On a whiteboard, students write what your theme/topic means to them. Take photographs! [Here's](#) how GlobeMed Loyola did it in 2015.

World Day Of Social Justice

Working towards the possibility for all people to thrive through access to health *is* working towards social justice. The United Nations has officially declared February 20 an international day to recognize and inspire people to act for this purpose. Like the rest of the world, we encourage GlobeMed chapters to host events that inspire students to think, act & reflect on issues that stand in the way of justice and health.

Ideas

- Host a documentary screening
- Craft an art exhibit portraying barriers to health/ social justice
- Create unique social media tags
- Host a panel of local activists/ faculty invested in human rights/ health/ justice etc.

It is also important to know that the theme of World Day of Social Justice changes each year. Learn more about this year's theme [here](#).

ACTION : Aim to engage in at least 1 advocacy or awareness event per academic term, especially around World Day of Social Justice.

Brave Space Awareness

It is imperative for the Director of Learning, as much as any other e-board member, to build and care for the relationships they build with the general body as well as an inclusive learning environment. This means that while the Director of Learning is crafting weekly learning sessions, they must also consider the space the chapter collectively builds, and any factors which may energize or detract from it. Establishing the core GlobeMed framework will help this leader consciously bring group awareness of the learning space & cultivate belonging.

ACTION : Review [GlobeMed's Brave Space and Facilitation Skills Guide](#) and dedicate time/space to discuss as a group what collectively enhances the learning environment.

FUNCTION: Chapter Operations

Chapter Operations Core Responsibilities

- First and foremost, center GlobeMed mission, vision, and beliefs in all activities while upholding our values, leadership practices, and commitment to anti-oppression
- Register and maintain student organization status at your learning institution
- Adhere to all university policies (university policies always supersede [GlobeMed's policies and Code of Conduct](#))
- Learn and follow university operational processes related to scheduling meetings, hosting events, and maintaining a university bank or finance account, etc.
- Adhere to [GlobeMed's fundraising, EIN usage, and chapter finance guidelines](#)
- Keep appropriate documentation of all income and financial transactions, and manage funds disbursements to your partner organization
- Ensure regular communication with chapter members, partner contacts, GlobeMed HQ
- Participate in network-wide programming spaces to both learn and share your experiences with chapter operations & logistics



Co-President To Dos for Chapter Operations

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|---|--|
| <ul style="list-style-type: none"> ☐ Attend required GlobeMed leadership training & programming ☐ Annually file and maintain registered student org status on campus ☐ Liaise with faculty advisor ☐ Create and maintain financial systems that track when, where, and why the chapter is spending money ☐ Ensure funds are sent on time to the partner organization, according to deadlines outlined in the AAF. ☐ Present financial status to e-Board and chapter on a consistent basis; maintain financial transparency. | <ul style="list-style-type: none"> ☐ Annually update chapter mailing address and bank information ☐ Adhere to GlobeMed's EIN usage guidelines and process, if requesting/using it for tax-exempt purposes ☐ Communicate with HQ for information on financial transparency, wiring guidelines and deadlines, and fund transfers, specifically maintaining platforms such as Classy. ☐ Regularly check your [chapter]@globemed.org email address and utilize your chapter folder in google drive |
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Actions & Activities

(click on the links below to access quick guides)

Accessing your GlobeMed google account

Each GlobeMed chapter has a GlobeMed organizational google account. This will be where GHQ primarily communicates with you, so be sure to check it often! Additionally, you have a chapter folder on our Google Drive that contains your annual guiding tools and documents. [You can access your google drive here!](#)

Username: [chapter]@globemed.org

Get the password from previous chapter leaders, or contact GHQ to reset it!

Organizing Chapter Finances

Leading a GlobeMed chapter requires a responsibility to three parties: members, partners, and HQ. Chapter operations function through the delegation of various executive board positions, however, each party is connected through some financial commitment, and therefore necessitates the leadership of chapter Co-Presidents.

The following Quick Guides will help guide you and your Co-President through the necessary actions of organizing and maintaining finances for your partner and chapter.

- Online Fundraising Platform: [Fundraising Using Classy.org](#)
- GlobeMed EIN Usage: [EIN Tax Exempt Request](#)
- [Setting Up a Chapter Bank Account](#)
- [Updating Bank, Chapter, Mailing Address](#)
- [Transferring Funds to Partner](#)

For funds raised on GlobeMed's online fundraising platform Classy (as well as any other donations that are processed through our office for your chapter), GlobeMed HQ disburses these funds to chapters on the following schedule:

For funds raised February, March, April & May:	For funds raised during June, July, August & September:	For funds raised during October, November, December & January:
Disbursed by GHQ: the first week of June	Disbursed by GHQ: the first week of October	Disbursed by GHQ: the first week of February
Received by chapter: (chapters set up with ACH transfers): 3 business days (chapters set up with paper checks): varies, typically up to 3 weeks		
Please plan accordingly with your partner organization!		

ACTION : Update your chapter's online giving page on Classy.org!

University status & policy adherence

Registered Student Organization Status

It is the role of Co-Presidents to maintain registered student organization status on their campus. Typically, this is completed through the student activities office.

If a chapter loses registered student org status on their campus, or is placed on probation for a reason which goes against both the GlobeMed Code of Conduct and/or the university's policies, the GlobeMed chapter will be placed on probation

through GHQ and/or dissolved at the discretion of GHQ. Our primary goal is to work with students to avoid such a situation, and in some cases assist the chapter back to good standing.

University Funding. It is with registered student org status on your college campus that your chapter of GlobeMed may be able to receive **Student Activity Funding**, if available at your institution. Other forms of university funding may come in the form of department sponsorship if GlobeMed especially aligns with their curriculum and/or goals, and through kind-donations towards your chapters goals.

University Policy Requirements

While GlobMed expects members to abide by our organizational [GlobeMed's Code of Conduct](#), we also expect that your chapter follows any & all university policy requirements as determined by your student activities office. Seek out these requirements in your university's student organization handbook. **When in conflict, University policy supersedes GlobeMed policy.**

Campus Advisor

Some universities require registered student organizations to have an advisor who is either a full or part-time faculty member of the school. Their role is to help facilitate the growth and development of students by challenging, supporting, and guiding them throughout their involvement in their organization. If your student activities office on campus requires your chapter of GlobeMed to seek out an advisor, we recommend reaching out to professors, deans, and/or offices which align with any of the following areas:

- Social Justice Pedagogy
- Humanities
- Social Work
- College of Arts & Sciences
- Health/ Pre-Health /Nursing
- Journalism
- Public/ Global Health
- Sociology

ACTION : Initiate, or maintain, registered student organization status on your campus, abide by your university's code of conduct for student organizations, and acquire a faculty/department advisor when necessary.

Function Within Partnership

Partnership will directly influence your chapters operations and logistics-- particularly your process, timelines and commitments for transferring funds to your partner. As such, it is critical that Co-Presidents are key players in two areas which pertain to GROW and/or partnerships. First, Co-Presidents should be part of the conversation with the partner organization to plan a mutually agreed upon fundraising goal, or project needs. Second, Co-Presidents are responsible for disbursing funds to the partner organization and maintaining the set deadlines which support that. This resource provides guidance on how to be present in those conversations and build community, & how to follow through on commitments made to your partner.

How to Build a Relationship With Your Partner

While it is primarily the role of GROW Coordinators and Directors of Partnership to facilitate discussions between your chapter and partner, it is important to be present in conversations that set expectations for your chapter for the academic year. This could look like:

- ❑ Introducing yourself during beginning conversations with the GROW & partnerships team where establishing relationships happen.
- ❑ Scheduling and/or joining conversations where partnership goals & objectives* are planned
- ❑ Have periodic check-in conversations with your partner where more than the project goals are discussed.
- ❑ Ask questions about how their grassroots work began, what they're passionate about, or something they are looking forward to in the next meeting/ check-in.

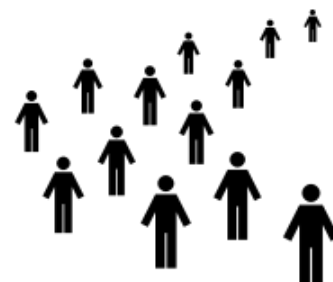
**both financial commitments & other non-financial support*

ACTION: Build a relationship with your partner and coordinate the standards which support your partnership throughout the academic year.

FUNCTION: Chapter Strategy, Leadership & Membership

Chapter Strategy, Leadership & Membership Core Responsibilities

- First and foremost, center GlobeMed mission, vision, and beliefs in all activities while upholding our values, leadership practices, and commitment to anti-oppression
- Recommended eboard structure:
 - Co-Presidents (2)
 - Director of Partnership
 - Director of Learning
 - Director of Fundraising
 - Director of Communications
 - Director of Community Building
 - Director of Local Engagement (*optional*)
- Facilitate regular chapter and eboard meetings
- Recruit and retain a general body membership with no significant financial barriers to participation in the GlobeMed chapter
- Submit member rosters and support all chapter members to complete GlobeMed 101, and submit member forms, member dues, and impact surveys
- Participate in network-wide programming spaces to both learn and share your experiences with annual strategy, e-board management & membership



Co-Presidents To Dos for Annual Strategy, E-board Management & Membership

- ❑ Attend GlobeMed leadership training & programming
- ❑ Recruit, manage, delegate and support your eboard
- ❑ Recruit and engage general chapter members
- ❑ Facilitate reflection, visioning and planning with your chapter, e-board, partner and GHQ, including completing the AAF and chapter/partnership health assessments
- ❑ Participate in monthly coaching with GHQ
- ❑ Maintain chapter membership roster (and share with GHQ twice a year); assist in all members completing mandatory items (complete GlobeMed 101, fill out member form, pay member dues, take impact survey)

Actions & Activities

Annual Strategy & Planning

GlobeMed's annual strategy, planning and guiding tool for Chapter & Partnership goals is called the "Annual Action Framework (AAF)". [You can find your Chapter & Partnership's updated AAF in your chapter folder!](#)

The Annual Action Framework (AAF) is a tool you will use annually to plan how you will work together in your partnership and chapter to achieve the goals you have collectively set in line with GlobeMed's mission, vision and values. The AAF is made up of two main sections: the Partnership Action Framework (PAF) and the Chapter Action Framework (CAF), and should be a living, breathing document that should be revisited throughout the year to assess your progress on your goals and visions for your chapter and partnership. Completing this tool not only helps inform your activities and focus for this year, but will also allow future leaders to build on your great work!

As you get started, begin to think about the following: **What do we care most about accomplishing this year? How can we align our actions with this vision? Who should be involved in reflection, visioning and planning?**

Step 1: Review & Reflect	Step 2: Vision & Plan	Step 3: Update & Adjust
When? Prior to partnership conversations, which will likely happen on GROW (before end of August) Review last year's action tools (CAF & PAF) (located in your chapter folder)	When? By October 31 - Complete your Annual Action Framework! (located in your chapter folder) After completing the AAF, pick your top three goals to	When? Ongoing throughout the year! The AAF should be a living, breathing document that should be revisited throughout the year to assess your progress on your

- Complete the [Reflection, Visioning & Planning Skills Guide exercises](#) by thinking about your chapter experience and accomplishments this past year. . Feel free to adapt these tools or use your own process!

- a. First, complete the “Self” and “Team” Reflection Wheels based on your chapter/partnership experience from the past year
- b. Next, together as an eboard, complete the “Collective Action” Reflection Wheel based on your chapter/partnership accomplishments from the past year. Think about where you might bring your general members and partner into this process!
- c. Consider involving your partner contacts in the “Collective Action” reflection step!

- *(Highly recommended)* After reflecting/visioning and prior to completing your AAF document, discuss your thoughts, questions, process, and plans for completing it with your chapter coach on a coaching call

focus on this year as your priority!

- Everyone involved in any of the projects or activities above --that includes all partner contacts and *all* GlobeMed chapter members-- should have had opportunities to contribute their voice to the content reflected in this tool. Make sure the “final” version has been shared out and everyone knows where to access it!
- **Set these plans into action:** relevant committees can begin outlining [“Accountability Planning”](#) for each activity area’s goals for the year
- *(Highly recommended)* Your Coach is here to help at any step of the way. Please reach out to them for support!

goals and visions for your chapter and partnership!

- Make sure to bring in your chapter members and partner contacts to determine any adjustments that are needed throughout the year.
- *(Highly recommended)* Your Coach is here to help at any step of the way. Please reach out to them for support!

ACTION : Complete your AAF together with your chapter members, eboard and partner contacts (with the support of your coach!)

E-board

Recruitment & Transitions

We trust that chapters are managing the recruitment and transitioning of e-board members with care. Some Co-Presidents choose to utilize an application process when recruiting e-board members, whereas others choose a democratic process and hold elections. You are free to choose which style functions best for your chapter. However, there are necessary commitments each e-board member must make in order to serve as a chapter leader. When selecting and transitioning your e-board for the following academic term/ year, please consider each individual's commitment to their role, requirements, and their value of people over projects, titles, or control.

See [Transitioning E-Board Resource here](#).

Managing your e-board

Co-Presidents are responsible overall for the functioning of a healthy chapter which includes an equally dedicated e-board. GlobeMed encourages e-boards to function in harmony through horizontal leadership. The following outlines the required and optional e-board positions, as well as their responsibility for chapter functions:

Point Person (Required)	Support/Delegated Roles (Optional)	Required Chapter Function(s)
Co-Presidents	- Finance Coordinator - University Liaison Coordinator - Recruitment/Membership Coordinator	- Chapter Operations & Logistics - Annual Strategy, E-Board Management & Membership
Director of Partnership	GROW coordinator	Partnership & GROW
Director of Learning	- ghU Coordinator - Advocacy & Awareness Coordinator	Learning, Advocacy & Awareness
Director of Fundraising	- Campaigns Coordinator - Individual Giving Coordinator - Events Coordinator	Fundraising
Director of Communications	Social Media Coordinator	Communications
Director of Community Building	- Chapter/Partnership Community Building Coordinator - Network Liaison Coordinator - Alumni Engagement Coordinator	Community Building (Chapter - Partnership - Network - Alumni)
Director of Local Engagement	Campus Engagement	Local Engagement

	Coordinator	
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Additional Resources

The following quick guides will help you and your Co-President oversee your chapter:

[How To: E-Board Meetings](#)

[Sample E-Board & Member Agreement Documents](#)

ACTION : Regularly [ADD](#) or [REMOVE](#) E-Board members, facilitate 3 E-Board transition meetings, facilitate all E-Board meetings throughout the academic year.

Membership

Recruitment

The role of recruitment is a duty for each e-board member, however, Co-President's play an especially important leadership role in the process. Below you will find a suggested timeline of action items in preparation for recruitment, as well as some tips which have helped chapters in the past.

Summer Term

- ☐ Reserve GlobeMed's position in the Fall Student Activities Fair/New Student Orientation Week/etc.
- ☐ Check in with each E-Board member to assist them in developing ideas for new member orientations specific to their committee.
- ☐ If your chapter has an application process, begin developing chapter member applications.
- ☐ Develop recruitment day and info session itinerary.
- ☐ Craft & refine your "pitch" to new recruits. Draw inspiration from your chapter's visions, GlobeMed's mission, ghU and GROW.

Fall/ Spring Terms

- ☐ *RECRUITMENT DAY!*
- ☐ Organize contact information of interested individuals in a Google Sheet on Drive, create a mailing list with all interested members' email addresses.
- ☐ Draft and send out emails to potential members detailing the date, time and venue of the first GBM of the year. You can also include a short blurb about what members can expect.
- ☐ Reserve a room on campus for the first meeting (and subsequent meetings thereafter)
- ☐ Host the first GBM of the year. Co-Presidents should develop a short presentation on GlobeMed's mission, culture and values.

Communication

Communication within your chapter is essential for achieving strategic goals. The following sections describe ways to maintain regular (weekly) communication with E-Board members and general body members.

Member Email List-Serv

Create a chapter email list using whichever tool you prefer (Google contact groups, university listservs, or Google groups, MailChimp, etc.).

E-Board Email List-Serv

Add E-Board members to a Google group so that all emails can go through a single stream and members won't have to type out all names.

Send Weekly

1. An email to all members detailing the week ahead, including:
 - Meeting time and agenda
 - Information on any events happening that week
 As well as resources / materials (slide decks, readings, etc.) from the most recent meeting
2. An email to all E-Board leaders detailing
 - Next meeting's agenda
 - Progress update
 - Matters that are urgent and cannot wait until the next meeting

Even if members are fully engaged, they probably don't have a ton of time to read and respond to emails. Keep emails concise & limit frequency. When communicating with your chapter, try to aim for no more than three emails per week so that everyone has a day or two to read and absorb what you send.

Member requirements: GlobeMed 101, Member Forms & Dues, & Impact Evaluation

Co-Presidents are required to submit an updated roster ([located in your chapter folder](#)) to GHQ twice a year so that GHQ can send out the mandatory items for all GlobeMed members to complete each year in order to have active status in the network! Those items include:

GlobeMed 101	Member Form	Member Dues	Impact Evaluation
GlobeMed 101 is a self-guided learning module that acts as the baseline orientation to all things GlobeMed! Check out GlobeMed 101 here!	GlobeMed collects updated information for students each year so we know who our programs are serving! Member Form can be found here!	GHQ member dues are an annual fee collected from all student members. This money goes toward supporting the GlobeMed Inclusion Fund. Learn more about the inclusion fund here!	All returning GlobeMed students are required to complete our annual impact evaluation so that we can tell the story of our work! See last year's Impact Results here!

Co-Presidents are expected to ensure all members of their chapter complete these four mandatory annual items.

GlobeMed Alignment

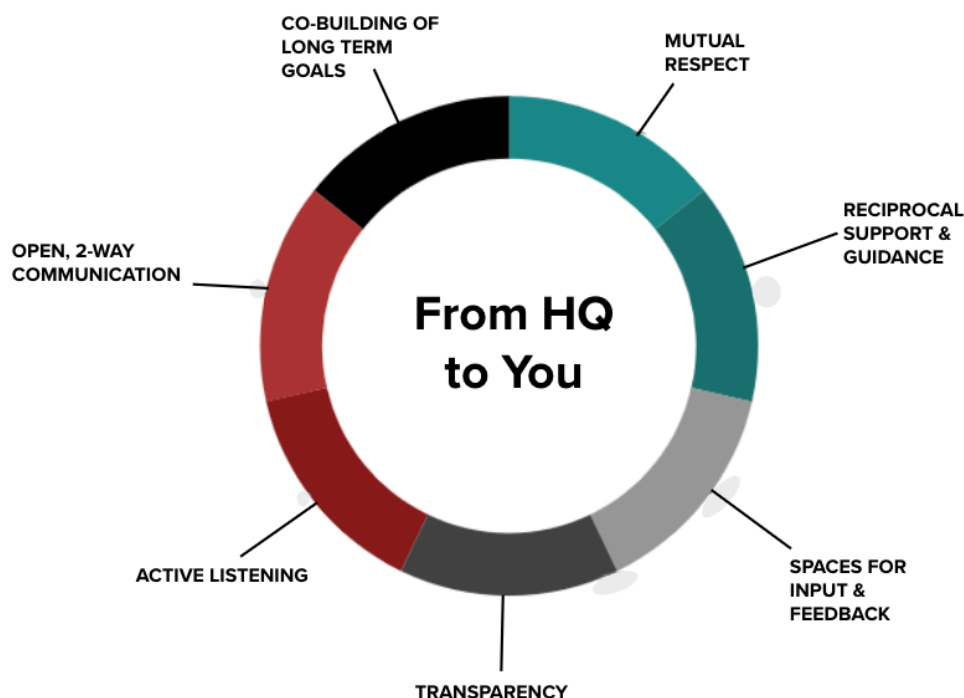
Chapter Agreement

GlobeMed's chapter agreement is what GHQ utilizes to hold each individual chapter accountable to their members, partners, and the network at large. We acknowledge that each chapter functions differently, and that excellence is something we are all striving for. While we don't expect every chapter to be in a constant state of perfection, we do hope that the energy to achieve great things and put in the work towards excellence is there. This agreement is what indicates to GHQ that your chapter is motivated towards the goals of the GlobeMed mission and vision.

Mutual Accountability with GHQ

Accountability is, without a doubt, a two-way process. GHQ also holds a responsibility to follow through for each chapter and partner within our network. Our goal is to set you up for success, however that may look like. Here are our commitments to you.

In addition to functioning as overall support, headquarters will also provide resources & materials, learning and leading development opportunities, and the necessary documentation that helps each of us stay connected to the larger mission of GlobeMed.



Build Community

In carrying out your duties, it is important to reflect on WHY a student decides to become a chapter member; what initially motivated YOU to join the GlobeMed network? Building relationships, supporting members personal growth, and creating lasting impact is a crucial role of Co-Presidents and fellow e-board leaders. It is essential to the GlobeMed experience for Chapter Leaders to cultivate an inclusive and brave environment of belonging for all students.

ACTION : Review and sign [Chapter Agreement & Guidelines](#), register for upcoming GHQ organized events, & review [GlobeMed's Brave Space and Facilitation Skills Guide](#) and dedicate time/space to discuss as a group what collectively enhances the learning environment.

GlobeMed Guiding Tools & Resources	
Tools <u>(located in your chapter folder!)</u> Chapter Agreement (CA) Annual Action Framework (AAF) Partnership 101 Member Roster	Resources GlobeMed's Code of Conduct Visioning, Reflection & Planning Skills Guide Storytelling & Media Usage Skills Guide Brave Spaces & Facilitation Skills Guide
Other Resources	
Purposeful: Are You a Manager Or a Movement Starter? Jennifer Dulski	