I like sessions that

- Are interactive
- Yield strategies
- Involve cute kittens
- Include giveaways

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Small Colleges, Big Innovations:
SIOs as Nimble Bridge-Builders

Elaine Meyer-Lee, Agnes Scott College
Laura M. Montgomery, Wheaton College
Mana Derakhshani, Saint Mary’s College
Overview

• Who we are

• Lessons learned in leading bold comprehensive global learning initiatives
  • Wheaton College
  • Saint Mary’s College
  • Agnes Scott College

• Micro-workshop: brainstorming challenges & opportunities

• Next steps and conclusion
How big is your institution?

- Under 1000
- 1000-2000
- 2000-3000
- Other

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What is your role there?

- SIO
- Aspiring SIO
- Other

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<thead>
<tr>
<th>Status</th>
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Lessons learned at Wheaton
• Faith-Based Private, Liberal Arts College Founded in 1860
  • 55+ Christian Denominations
• 2,400 Undergraduates; 400 Graduate Students
  • 50 States and 39 Countries
• Students of Color—22%
• International Students—3% of Undergraduates; 12% of Graduate Students
• Pell Grant Recipients—19 %
It Takes a Campus to Globalize an Education.
Strategic Planning Based Upon A Systems Approach Enables Small Institutions to Achieve Big Goals
The College or University as a “System”: The Basics

• Greater than the sum of its parts (departments, divisions, offices, constituents, students, etc.)

• Parts are interrelated and interdependent but to differing degrees
  • One part may have little knowledge of another

• Change in one part affects others

• The institution and its parts have formal and informal mechanisms to manage change

• The institution is a subsystem within larger systems
Study Abroad Office: Increase Number of Students Studying Abroad
The process is as important as the plan:

• Brings the “campus” to the table to define common vision and purpose
• Recognizes interdependences and inter-relationships
• Emphasizes camaraderie
• Assesses capacity in light of overall function
• Identifies challenges, barriers or bottlenecks
• Scales the initiative appropriately
• Identifies additional resources needed
Strategic Plan to “Globalize a Wheaton Education”

• Major Initiatives:
  • Faculty and Staff Development
  • Curriculum and Programs
  • International Students and Scholars
  • Alumni Engagement

• For Each Initiative:
  • Articulated Goals
  • Identified Objectives
  • Determined Strategies
  • Set Measurable Outcomes for 5 Year Period
  • Assessing Challenges and Opportunities
Center for Global and Experiential Learning

• Faculty and Staff Development
  • Faculty Grants for Research and Curriculum Development
  • Endowed Seminar to Train Faculty in Intercultural Skills
• Global Sabbatical Program
• Intercultural Training for Administrative Leadership
Center for Global and Experiential Learning

• Programs and Curriculum
  • Study Abroad
  • Center’s Domestic and International Academic Programs
• Student Research Grants
• Travel Grants for International or Cross-Cultural Internships
• Risk Management for All College-Related International Travel
• Shared Oversight for Faculty-Led Programs
• International Partnerships
Lessons Learned:

• Difficult to grasp a system completely
  • internal contradictions, competing priorities
• Institution may not engage in systems thinking
• Parts may still operate as silos
• Changing internal and external environments
• Unacknowledged conditions and unanticipated consequences
• Challenge to maintain systemic communication
Lessons learned at Saint Mary’s
Saint Mary’s College
Founded in 1844

Mission:

An academic community where women develop their talents and prepare to make a difference in the world.
Student Demographics

- 1657 students
- 18.6% students of color
- 1.6% international students
- 22.4% first generation
advances Saint Mary's College's mission of “preparing students to make a difference in the world” by empowering women to realize their call to leadership and to develop the intercultural knowledge and competence critical in today’s increasingly interdependent world.

promotes human transformation and systemic change, from the local to the global context, by providing challenging, justice-based educational opportunities.
Contributions to Internationalization

- Study Abroad Programs
- International Students/Scholar Services
- English Language School
- Faculty Development around Sophia Engagement Outcomes
  - Intercultural Competence
  - Social Responsibility
  - Global Learning
- Faculty travel grants
Internationalization and Intercultural Competence

• Intercultural Leadership Portfolio Program
  • Study Abroad
  • Catalyst Trip – with local community women
  • Mentors – from the local community
  • Leadership Project
  • Reviewed by faculty and administrators across campus
  • Attracts International students
Diversity and Inclusion

- CWIL Director and Associate Director serve on the President’s Council on Inclusion and Multicultural Diversity.
- CWIL Director trains Chairs on recruiting and hiring underrepresented faculty.
- CWIL co-sponsors events that promote global learning and intercultural competence with Student Affairs, Career Crossings, Campus and Community Connections, and various academic departments.
Lessons Learned

• Make explicit connection between domestic and international intercultural skills development
• Continue internal communication among Academic Affairs, Student Affairs, and Enrollment Management
• Develop cohort of students to maximize learning
• Use community resources to increase global aware in student body
Lessons learned at Agnes Scott
Founded 1889 in Metro Atlanta

Mission: Educating women to think deeply, live honorably, and engage the intellectual and social challenges of their time
Our Students

• 930 women
• 36 U.S. states & territories and 37 countries
• 12% international
• 54% students of color
• 44% Pell grant recipients
• 20% first-generation
Driving enrollment growth by providing a distinctive and market-relevant 21st century liberal arts education

Preparing every student to be an effective leader in a global society
EVERY student..

- Completes a core curriculum focused on **global learning** and **leadership development**, including a **faculty-led global immersion experience** in her first year.

- Declares a specialization in global learning or leadership.

- Builds a four-member personal **Board of Advisors**, including a career mentor, and

- Creates a **Digital Portfolio** to document her learning journey inside & outside the classroom.
Actual Summit Workplan

What I planned.  

What happened.

Julia
Some Lessons Learned…

• Shared governance is key: Faculty must drive
• Professional development to build capacity
• Remind people of the why – again and again
• Efficient yet flexible communication & processes
• Expect “freak out” moments on the part of all constituencies (staff, alumnae, trustees, etc.)
• Deadlines are essential
• Be willing to tweak and compromise
• Create space for leadership & innovation all across campus
• Humor can save the day!
For more information, visit agnesscott.edu/summit
The project or initiative that is challenging at the
Brainstorm on Challenges

1. What offices or departments will provide support to or be affected by your project or initiative?

2. What is the extent of these entities’ knowledge of your initiative or project (including the function and capacity of your office)?

3. What is the function and capacity of each entity to support or aid your project or initiative?

4. What practical steps can you take to build bridges with or between offices to increase the mutual knowledge, synergy, support, and campus-wide ownership required to achieve and sustain your project or initiative?
Questions or comments?