

I like sessions that

Are interactive

Yield strategies

Involve cute
kittens

Include

giveaways

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2017

ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS
ANNUAL CONFERENCE

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

What is one thing you hope to get from this session?

up

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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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Where would you say you are in your initiative

Just starting
Underway
Well along
nowhere

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Lessons learned at Wheaton



Wheaton College®

For Christ and His Kingdom

- 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.



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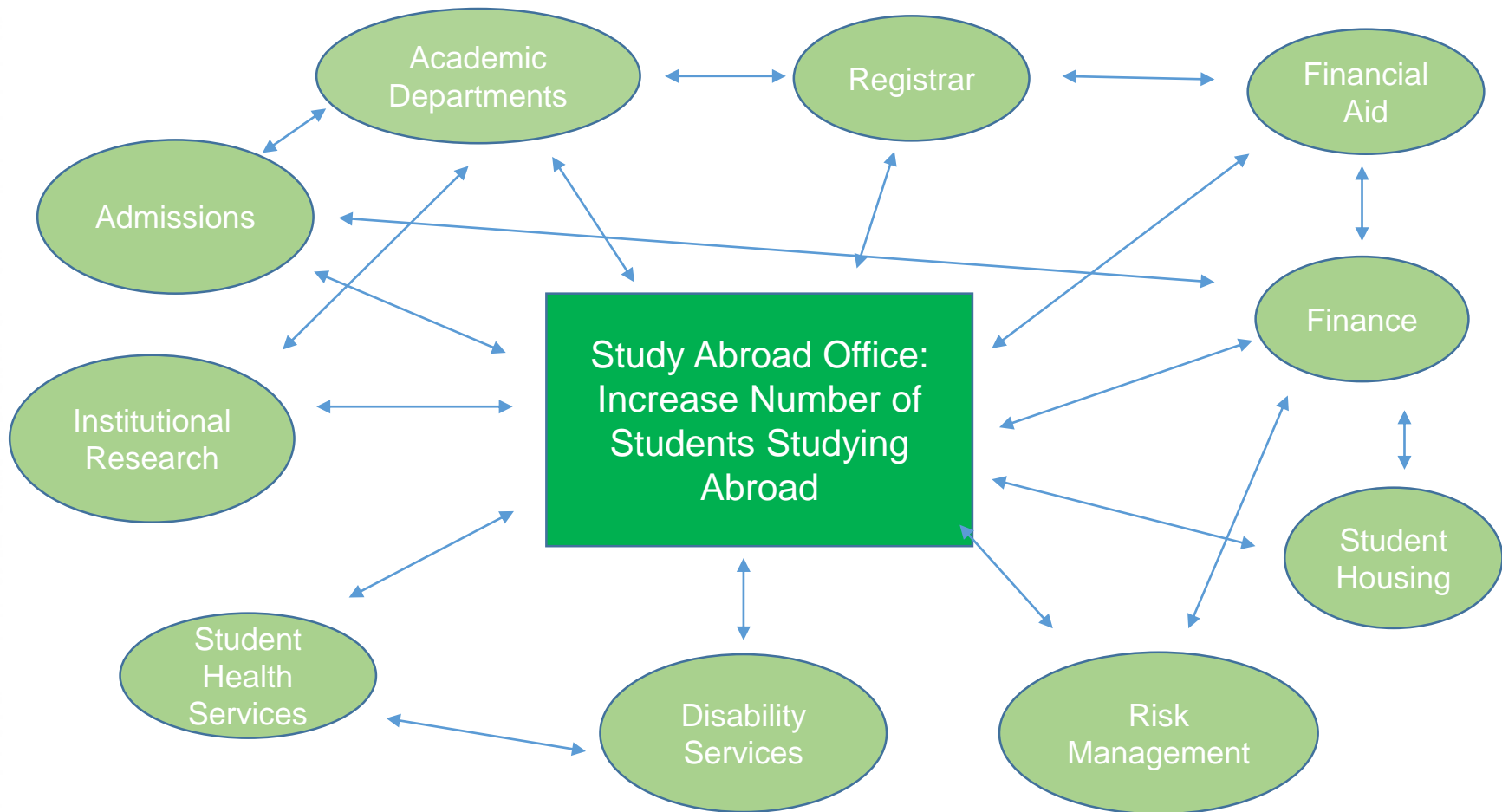
**Strategic Planning Based Upon
A Systems Approach Enables
Small Institutions to Achieve
Big Goals**



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





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



CENTER FOR WOMEN'S INTERCULTURAL LEADERSHIP

SAINT MARY'S COLLEGE, NOTRE DAME, INDIANA

- 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



AGNES SCOTT COLLEGE

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

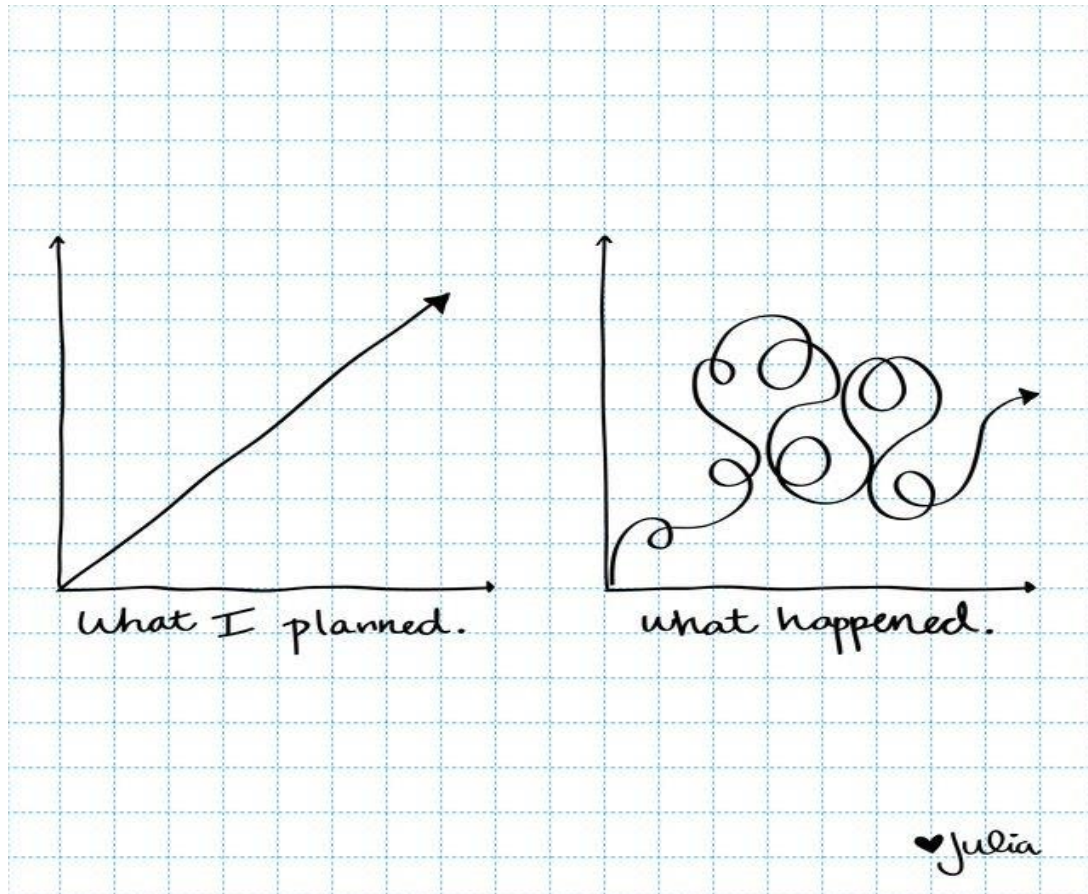
SUMMIT *Leading Everywhere*

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



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

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the project or initiative that is challenging at t

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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?





What is one action step are you leaving with?



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Questions or comments?

