Agnes Scott College
Small and unusually diverse women’s liberal arts college
Founded 1889 in Metropolitan Atlanta
200 million+ endowment

MISSION:
Educating women to think deeply, live honorably, and engage the intellectual and social challenges of their time
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 and co-curriculum focused on **global learning** and **leadership development**, including a **faculty-led global immersion experience** in their first year spring course

➢ Builds a four-part personal **Board of Advisors**, including career coaching and alumnae mentoring, and

➢ Creates a **Digital Portfolio** to document her learning journey inside & outside the classroom
Global Learning

- Knowledge and cultural competency
- Ability to recognize and navigate structures, patterns & challenges that span the globe and shape human lives
- Key concepts:
  - Globalization, colonialism, imperialism, and the formation of complex cultural identities
  - Contact, Power, and Systems that cross or transcend national borders
- Global includes Us
Global Learning Across the Liberal Arts

**Year 1**
- Foreign Language Courses
- Global 101 (1 cr.)
- Global 102 (4 cr.)

**Years 2-4**
- GL Specialization: Additional coursework, Global experience (Internships, Study Abroad), Team Global Challenge
- Disciplinary Global Electives: *One on relationships among dominant and marginalized cultures, subcultures or groups*
Global Learning Core

- First-Year Sequence
  - Gateways (1 credit)
  - Journeys (4 credits)
- Language requirement
- Breadth:
  - 1-3 additional global learning courses (in Arts & Humanities, STEM, or social sciences).

*One must focus on relationships among dominant and marginalized cultures, subcultures or groups*

These infuse Global Learning into the majors.
Global Learning Specialization

Students can earn transcript notation by completing:

- Additional coursework in global learning across the liberal arts
- Another Global Experience (study abroad, global internship, etc.)
- Team Global Challenge
Global 102: Journeys

4-credit interdisciplinary course:

- 12 - 16 different sections/themes/destinations
- All sections travel the same week in March
- Faculty from across Liberal Arts disciplines
- One-third of course content is shared across all sections on common topics:
  - Identity/Self/Other
  - Globalization
  - Imperialism/Colonialism/Diaspora
  - Why Travel?
- Reflection before, during, and post-travel
- Community engagement
Journeys
Toronto: Digital Story-Telling with Japanese-Canadian Seniors
I’d like to thank Agnes Scott for the opportunity to see ways of life so different yet so similar to my own.
Initial Results

Short-term faculty-led programs can be a rich learning experience

- Assessment evaluates sections and courses, tracks students across 4 years
- Significant increases in students’ “ability to take into account and critically engage with complex, multicultural perspectives” and “level of respect and acceptance of cultural perspectives different than their own”.
- Increased retention (to 87%, a college record)
- Anecdotal evidence that students are more deliberate about choice of major/minor
- Too early to measure effect on employability
Digital Portfolio

A self-curated Digital Space in which every student integrates, reflects on, and showcases her SUMMIT learning journey.

The Portfolio is presented as part of a required capstone course & serves as an ongoing digital vita for students, employers & graduate schools.
When I realized that my dream of going to New York was coming true I prepared for my eyes to be opened.

Before the trip, the global class helped me understand that I really needed to be flexible and open-minded, tools that proved useful …

I’m actually glad that my previous notions of New York have been destroyed. If you sit in contentment with false notions then changes can never be made.

Now that I have been made aware of the conditions in New York, if I get the chance, I can actively participate in trying to change these things.
80% of employers say that, when evaluating a job candidate, it would be very or fairly helpful for them to have access to an electronic portfolio.

82% are looking for evidence of teamwork in diverse groups

78% for evidence of intercultural empathy and competencies

SUM 400: Portfolio Capstone

- 2-credit course
- Required for graduation
- Students enroll during senior year
- Hybrid of online and in-person
Required Portfolio Material

● General Education Learning Outcomes
  ○ Identify, explain, and analyze global themes, processes and systems
  ○ Demonstrate knowledge and skills essential for global engagement
  ○ Critically examine the relationship between dominant and marginalized cultures, subcultures or group
  ○ Communicate effectively through writing and speaking, especially across cultural or linguistic differences

● Major Learning Outcomes

● Skills or Strengths
  ○ Those from global experiences relevant to targeted career objective
Board of Advisors

- Peer Advising: Trained upper-class student
- SUMMIT Advisor: Professional academic advisor
- Major Advisor: Faculty member
- Career Mentoring: Career Coach & Alumna Mentoring

[Diagram showing the roles and relationships of the advisors]
Student Career Advising

*Required* to complete 2 workshops prior to access …

- Networking 101
  - Basics of creating conversations; professional interactions; informational interviewing; networking online
- Professional Communication
  - How-to workshop on professional communication via phone, email, and text
- Submit Approved Resume
  - We provide examples for how one might describe each Global journey on a resume (see handout)
Lessons Learned/Takeaways

- Define key terms (e.g. Global) and outcomes at the outset, and keep goals in mind
- Employ iterative thinking & adaptive systems: look, analyze, change, repeat
- Pace is key
- Keep student experience central and involve all students
- Faculty need to drive (both engaged and skeptics!) with administrators partnering and providing professional development
- Preserve liberal arts while continually expanding for 21st Century
Faculty Engagement

- Half-time faculty coordinators, 3-year term
- Elected Faculty Advisory Committee
- Use of all existing shared governance structures
- Creation of new mini-grants, co-sponsorships, Fellowships, etc.
- Inclusive of all disciplines
- Multidisciplinary courses
- Innovative pedagogies
- Professional development support
  - Summer institute
  - Team-teaching & risk management workshops
  - Jamaica faculty development trip
  - More to come