

# 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*

# SUMMIT *Leading Everywhere*

Driving enrollment growth by providing a **distinctive** and **market-relevant** 21<sup>st</sup> 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

Foreign Language Courses

GL Specialization: Additional coursework, Global experience (Internships, Study Abroad), Team Global Challenge

Global 101 (1 cr.)  
Global 102 (4 cr.)

Disciplinary Global Electives: *One on relationships among dominant and marginalized cultures, subcultures or groups*

Year 1

Years 2-4

# 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:*

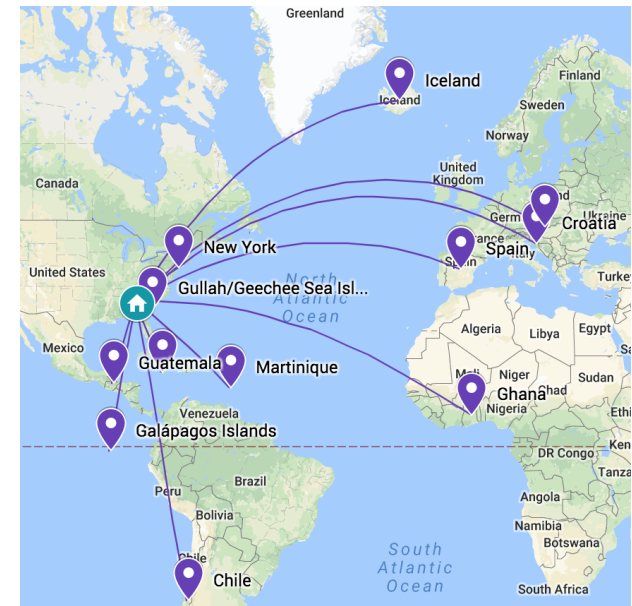
- Additional coursework in global learning across the liberal arts
- Another Global Experience (study abroad, global internship, etc.)
- Team Global Challenge



# 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*



Journeys Jamaica:  
*Conducting Fieldwork for a new Heritage Tour*

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



CATEGORY: REFLECTIONS

## Mapping Assignment

MAY 18, 2014 ADMIN 0 COMMENTS



On our third day in the city, we visited the World Trade Center Memorial. I was overwhelmed by the magnificent beauty of the site as well as the tremendous sorrow surrounding it. I was transfixed by the waterfall that represented a metaphor for the

falling towers and the fallen victims. As I was taking a step back and taking in the entire scene, I saw cops standing in a circle talking. Seeing them at this place reminded me of all the help that officers gave when the planes hit the twin towers. They were there on the street helping. I also thought about the arrestees. I thought about what had been happening concerning police brutality and the like. The police have been getting a lot of heat, and in some ways, it is very much deserved. However, I think we should all take a step back and stop generalizing that the way we have fit not seeing that the families affected don't deserve to speak out or take action because they certainly can't. On the other hand, I don't think that policemen as a whole should be criticized. It's still policemen who rely on for the most part when we need safety, justice for our loved ones, etc. Two years ago my cousin was murdered, and it was the police who tracked down the man and arrested him. In this case, it was the criminal justice system that found him guilty and sentenced him 15-20 years in prison. So, while I think that it is important to bring to light the injustices done by policemen, it is equally important to remember the good they have done and abilities. There are the bad ones, but that's true for everything in the world. You will always find bad seeds in any profession. Policemen are not all bad. Just like not all black people are "gangbangers" and not all whites are cops. Not all Muslims are terrorists, but all Muslims are nice. Not all Christians are homophobic. The list could go on and on forever. People need to realize that assigning a role or stereotype to an entire group only separates people. Something has never proven beneficial for anyone. It what keeps the world in the mess that it is. When we stop "othering" groups of people, human beings, as a whole, as a collective, can change things so activities that we keep seeing in America and around the world can be changed or ended.

## Reflection 7: Theory vs. Reality

APRIL 11, 2014 ADMIN 0 COMMENTS



Many people have seen the pop-culture film The Devil Wears Prada. I have seen the movie and many other similar movies that are set in New York City, and they have all inspired me to visit the city. I've always pictured this beautiful magnificent place. I pictured women like Anne Hathaway about to walk around every corner looking like a million bucks. I pictured towering buildings, gorgeous streets, and rich people moving at the speed of light. I've also read dozens of books where the plot is set in New York. The books

imagined images of people hanging out in coffee shops, listening to Jeff Buckley, and awesome club pulsing music that reaches the surrounding blocks wasn't what I believe that I would see. I've had parts of Manhattan the primary location of our trip. I actually expected the bad things. I thought it would be similar to how it is in Atlanta: a new there would be the grimy places, but I expected them to be separated from the "good looking" part of the city. I actually was sort of looking forward to seeing the monstrous rats I've heard so much about (I am sure). It is interesting to think about the way we can project our own images on a place.



The city was definitely not what my own culture filled mind thought it would be. It was dirty & everywhere. Even Times Square, Times Square where the musical scene or the romantic kiss takes place in the movies. It's beautiful with bright, shining lights. It's supposed to be magical. In actuality, it's just a really bright place that is very dirty city. There are tons of vendors on the street and other people using different gimmicks to make some quick cash, with trash littered around them. Also, New York is always portrayed as the place where all cultures come together. It's the "melting pot" of America. However, what I found when I would enter neighborhoods that really represented the influx of where immigrants settled was the disturbing reality of gentrification. Places where immigrants and blacks made a home for themselves decades ago are becoming nonexistent. I walked into Little Italy and all of it is less than 20 minutes. New York is known to be the home of so many different cuisines, ethnicities, and races, but yet the city is dividing minorities out so they can put up more stores and billboards.

When I realized that my dream of going to New York was coming true I prepared for my eyes to be opened to truths that I hadn't known to acknowledge. Before the trip, the global class helped me understand that I really needed to be flexible and open-minded, tools that proved useful as soon as I landed. I know from the discussions that the class had that the New York I thought I knew and the real New York would be entirely different than. It's 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, I get the chance, I can actively participate in trying to change these things to make the city a better place for everyone.

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- 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



# 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 21<sup>st</sup> 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

[agnesscott.edu/summit](https://agnesscott.edu/summit)

