Who’s in the room?
How many of you are somewhere in the process of bold organizational change at your institutions?
At the beginning? In the middle? Near the end?
How many are faculty? Administrators?
How many at small colleges? Larger Us?

- Institutional Context
- Challenge to a Sustainable Business Model
- Response: Market-Driven Mission-guided Strategic Positioning Process
- Implementation: Organizational Change Case Study
- Challenges
- Faculty Engagement Strategies
- Initial Assessment Results
- Lessons Learned + Takeaways
- Activity: Group Discussion of Challenges and Solutions
- Questions
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

WHY?
Roadmap to 2020 (our financial forecast) showed that growth to 1100-1200 was necessary for long term financial sustainability
To get there, we needed a more compelling answer to the question, “Why Agnes Scott?” to distinguish the Agnes Scott experience

HOW?
Unconventional Planning Process:
Recognize the need for substantive change
Identify Big Idea candidates
Test Big Idea Candidates in the marketplace
Timeline

Part One

2011  Roadmap to 2020 sets enrollment target of 1100 students by 2020

2012  Joint Trustee-Faculty retreat exploring Global Women's College as possible Big Idea

Art & Science hired to market test Big Idea candidates during

Consultations with faculty, staff, students, alumnae, trustees and parents to identify Big Idea candidates

Big Idea Candidates

Self-Knowledge
Experiential Learning
Sisterhood for life vs boys next door
Career Preparation Pre-professional focus
Global Learning (3 levels)
Social Justice
Leadership
The November 2013 Result
Implementing recommendations **boldly and quickly**, with a **universal** focus on **leadership development** and **global learning**, would:

* increase applications by a conservative estimate of 25-30% (with potentials of up to 50%) and
* achieve a separate matriculation effect of up to 15%.

Timeline
Part Two

<table>
<thead>
<tr>
<th>NOVEMBER 2013</th>
<th>Results presented to Trustees, Faculty, Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECEMBER 2013</td>
<td>Faculty retreat &amp; election of G-6</td>
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<tr>
<td>JANUARY 2014</td>
<td>16-member planning group elected</td>
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<td></td>
<td>(2 faculty &amp; 2 staff on each working group:</td>
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<td></td>
<td>Global, Leadership, and Advising)</td>
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<td></td>
<td>Faculty &amp; Staff town hall meetings</td>
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<tr>
<td>SPRING 2014</td>
<td>Faculty &amp; Board approve conceptual design</td>
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<tr>
<td>MARCH 2014</td>
<td>Initiative named SUMMIT. Board approves</td>
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<tr>
<td>MAY 2014</td>
<td>initial 3-year investment to launch SUMMIT</td>
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</tbody>
</table>

Timeline
Part Three

| 2014-2015     | Full-time Interim SUMMIT Director            |
|---------------| SUMMIT Advisory Group                        |
|               | Ad Hoc committees                            |
|               | SUMMIT hours (students, faculty, staff)      |
|               | Impromptu faculty groups                     |
|               | Faculty approves new SUMMIT curriculum &     |
|               | Learning Outcomes (82%) in March             |
|               | First-year trips and SUMMIT advising model   |
|               | "soft-launched"                              |
| 2015-2016     | National search for SUMMIT director          |
|               | Full launch of SUMMIT                        |
Some initial challenges

Defining key terms (e.g. Global)

Is it Bold enough?
How does this differ from what we are already doing?
How does this differ from what other schools are doing?
How do we make it visible? (even what we already do)
Is it universal and infused throughout the LA curriculum?
Is it authentic to us?

How are we going to do all this?

Faculty Engagement

- Half-time faculty coordinators, 3-year term
- Elected Faculty Advisory Committee
- Use of all existing shared governance structures
- Inclusive of all discipline
- Extensive communication, create space to innovate
- Extrinsic: New mini-grants, co-sponsorships, course release, overload stipends, less advising
- Intrinsic: Multidisciplinary courses, innovative pedagogies such as team-teaching
- Professional development support
  - Summer institute
  - Team-teaching, risk management, & inclusion workshops
  - Jamaica faculty development trip
It doesn’t all have to be in place immediately!  
(iterative thinking & adaptive systems: look, analyze, change, repeat)

Summit Workplan

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 her first year spring course.

- Builds a four-part personal **Board of Advisors**, including career advising, and
- Creates a **Digital Portfolio** to document her learning journey inside & outside the classroom.

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Global Learning Across the Liberal Arts

- **Foreign Language Courses**
- **Global 101** (1 cr.)
- **Global 102** (4 cr.)
- **GL Specialization**: Additional course work, Global experience (Internships, Study Abroad), Team Global Challenge

- **Year 1**
- **Years 2-4**

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

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Journeys Spring 2019
Journeys Toronto: Digital Story-Telling with Japanese-Canadian Seniors

Journeys Jamaica: Conducting Fieldwork for a new Heritage Tour

Leadership Co-curriculars

LEGACY PEAK WEEK
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 more 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.

Digital Portfolio

Initial Results for Students

- 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" on GPI
- Increased retention (to 92% overall, a college record)
- Globally-related experiences impacted professional experiences
- Strong student engagement
- Journeys immersion as valuable extension of learning
- 45% of students with SUMMIT Advisors "strongly agreed" their advisor was helpful, versus 22% of those assigned to traditional pre-major advisors
Initial Results for College

- Class of 2019 and 2020 were largest in college history (272 students), class of 2022 is 324 (44% up)
- 25% increase in yield immediately in 2015--highest yield in 7 years (30.2%)
- Two out of three in 2015, three out of four in 2016 & '17, and 95% in 2018 said SUMMIT was ‘important’ or ‘very important’ to their decision to enroll
- Classes have also been stronger with more global background
- National recognition and halo effect

LESSONS LEARNED

- 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; create efficient, yet flexible processes
- Keep student experience central and involve them all
- Prepare for diversity & inclusion in every aspect
- Faculty need to drive (both engaged and skeptics!) with administrators partnering; no silos
- Build on success, avoid past failure, predict pitfalls
- Preserve liberal arts while continually expanding for 21st Century

Group work:

- How could you better articulate your value proposition through a programmatic change?
- What challenges would you anticipate in facilitating this institutional change process?
- What new strategies could you employ?
- How could you build faculty and staff capacity?