Global Studies Center
Phoebe Reese Lewis Leadership Program
January 2013
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Content

Team 1: Marketing, Web presence, social media and publicity

Team 2: Internal structure and function

Team 3: External comparisons and models
# Team 1

## Marketing, Web Presence, Social Media & Publicity

### Team Members:

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**Introduction:**

Our goal was to examine how the Global Studies Center (GSC) has marketed themselves since its inception two years ago and how the GSC can continue to connect with Smith students, faculty and alumnae by expanding and improving their campus and web presence via social media & print options, merchandise, technology, and communication tools.

To invite you into our thought process, here are a few aspects that we focused on:
- the different internal and external audiences that the GSC seeks to reach.
- the various outreach efforts and promotional tools that the GSC has used in the past
- the communication efforts between the GSC and other departments on campus.

**Our Goal:**

Our mission was to discover the realities of the GSC, their vision for the future, and how to fill in the gap in terms of publicity, marketing, social media, and web presence.

The diagram below indicates a possible flow of communication for maximizing the efforts of the GSC. The other spheres represent powers of influence that affect a student’s experience at Smith and should be kept in mind when trying to find resources for potential events and projects.
**Mission Statement:**

Throughout the interviews that were conducted among the various other departments of Smith College such as the Development Office, College Relations, and the Alumnae Association, the GSC’s mission seemed unclear although it is officially in the website.

*The Global Studies Center will integrate, enrich and promote opportunities for the critical study of global issues internationally and within the United States in order to advance the college's mission to prepare women for global leadership. The center engages Smith students, faculty and staff in international and intercultural studies and cultivates an understanding of the global context of a Smith education.*

Though this mission statement is specific in what it hopes to achieve, it is quite verbose which can often cause readers to forget the organizations purpose. A mission statement that is concise and inspirational shows that an organization is clear in what it wants. Here is an example of a possible mission statement:

*Our mission is to foster a critical study of international & domestic issues to understand the global context of a Smith education and prepare women for global leadership.*
Logo:

When thinking of marketing tools, we thought something important would be having a logo so that students and alumnae would immediately have an image to associate the GSC with. Below are a few examples.

And/Or

These logos and can be placed on merchandise to advertise across the campus.

On the following pages there are several images as an example of the logo on totes, pins, iPhone cases, mugs, and t-shirts.
Totes and Pins:

Coffee Mug and Espresso Cup: for the café are to be used specifically by Global Studies Center in Global Salons.
Below are potential prices for the advertising tools from zazzle.com

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<th>Item</th>
<th>Description</th>
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T-Shirt:

Front

Our World. Our Time.
Global Studies Center
Smith College

Back

Greece South Africa Cutler
Georgia St. Kitts Chile
Gillett Swaziland Cuba
Global Sessions China
Ghana Studies Canada
Gardiner Syria Center
Germany Scales Cyprus
Green St. Singapore Chad
Ghana Samoa Colombia
Taglines:
Taglines are often used as a call to action and can be used in promotional tools like pins, mugs, stickers, or t-shirts. One of GSC’s current tagline is: “Global. The world is your campus.”

Here are a few more that can be used to diversify merchandise.

GSC: Our World. Our Time

GSC: Travel. Learn. Return

GSC: Go Global; Go You

GSC: Connect
Social Media & PR Intern:

By having a social media & PR intern, the GSC will not only be keeping up with the new trend of marketing online and connecting with smithies who prefer to receive updates via twitter or facebook they will also be creating a job opportunity for skills that have become highly valued in the “real” world.

Responsibilities could include:

- update facebook regularly (at least one post a day)
- tweet (approximately 5 tweets and/or retweets a day)
- cover events (global salons, WHAWs, etc) via livetweets
- one story write-up per week

Below is a poster for a social media position at the GSC:
Social Media

Facebook:
- Increase the number to “likes” to establish a substantial audience base
  - Aim for 500 ‘likes’ (from 192 ‘likes’ currently) by September 2013
- Post something at least once a day to establish consistency
- Caption every post with an interesting line to catch audience’s attention

Twitter:
- Create a Twitter
  - official name: Smith College Global Studies Center
  - username: @SmithGlobal
  - hashtag to use frequently: #SmithiesLead
- Tweet and/or retweet 3-5 times a day to establish consistency

(NB: Since the hashtag “#SmithiesLead” is already rather established amongst Smith students and alumnae, the continued usage of it will make it easier for the GSC’s twitter account to gain momentum in following and interactions.)
Current Website

Existing Assets on Website:
- Colorful and detailed website
- News and announcements
- Information by region

Maximize Effectiveness of Website

Consolidate Information on the Sidebar
Some topics on the sidebar can be renamed to consolidate information. There are topics with overlapping information and similar information that can be centralized on to a webpage with a more general theme. Once accessing this page, the viewer will be given links to navigate their interest in further. Collapsible texts (as seen in other places on the Smith College website) can be used many instances.
New Student Advisory Board Page
When viewers enter the website, one should have access to the leadership that makes decisions on the page. In order to create a more inviting webpage, members’ photo and brief bio should be included and updated yearly. This will also make the student body feel more included.

New Alumnae Page
This page should be the go-to page for alums that want to be more involved in GSC events. Potential things to include in this page include information about Smith Friends Abroad and other collaborations between the GSC and the Alumnae Association.

New Multimedia Page
This page can feature engaging multimedia such as videos, podcasts on talks, and photos to give website visitors a much better idea of GSC’s functions and contributions to the Smith Community. This will connect the major constituencies in the Smith College community such as current students, alums, faculty, and prospective students.
Rotating Twitter Feed
A rotating Twitter feed such as the one featured on the Smith homepage can be included to attract more Twitter followers.

Insert Theme
The human trafficking conference that will take place this spring should be added in the home web page of the GSC. Whether it is this spring’s theme or the next, a promotional space can be added.

Additional Multimedia

● Video Narratives
In regards to video narratives, this should highlight how students of different class years (i.e. First Years to American Diploma Students) engage with the GSC. The point of the video narratives is to show how the students’ relationship with the GSC evolves over time as their academic career progresses at Smith.

● Podcast
Podcasts can be created by recording various talks given at the GSC. This allows students or other members in the Smith College community who could not attend those talks to listen to them after the talks. Older podcasts will be archived on the website.

● Photo gallery
A photo gallery or slideshow of events (i.e. lectures, study abroad fair, study abroad photo contest) can provide interesting visuals for website visitors, as well as increase their understanding of the GSC.
Sample Photos to Include on Website:
Center for Work and Life: A Case Study
What can we learn from the Center for Work and Life? They make good use of a twitter feed on the side of their website, video, a "Register for Passport Workshops" box - brings attention to current events and they include a Spring 2013 theme on their homepage.

The point of a creative and user friendly web page is not only to captivate new audience but also to maintain current users and followers.

Conclusion:
We hope that these suggestions can serve the GSC to continue to improve their visibility on and off campus and to continue to brainstorm new ways of promoting themselves. Luckily their main audience, the students, want this information. Smith alumnae also want to know what is new on campus and how current Smithies interact with their alma mater. And, for the good of the college, collaboration between the GSC and other departments is necessary for maximizing the opportunities that are available to the Smith community.
Team 2

Internal Structure and Position of GSC

Team Description:
We are looking at the internal structure of the Global Studies Center (GSC) and its position within the college to identify the best role and function of the GSC in terms of fostering women’s global leadership. In addition, we are looking at how the GSC can better facilitate interdisciplinary and disciplinary studies related to global issues.

Team Members:
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Yingtong Ding ’13
Grace Kim ’15
Kay Kulason ’15

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Improving Structure

The Global Studies Center has a complicated administrative structure. The current co-directorship model generally works, but communication within the GSC and with other campus offices is fragmented. Rethinking how the GSC interacts with students, faculty, and administrators will promote synergy and strengthen the GSC’s position in the college.

GSC Administration

The Global Studies Center has a co-director model. Both the Dean for International Study and the Faculty Director report to the Dean of the College; the Faculty Director also reports to the Provost.

- Co-Directorship Terms
  - Dean for International Study has open-ended term
  - Faculty Directorship is three years, with option of renewal
    - Extend term to five years to offer more time for implementing vision
- Improve communication between offices
  - Shared calendars of events
- Current structure is fragmented
  - GSC reports to Dean of the College; other offices report to Dean of Students
    - Ideal structure would have all offices report to the same person who then reports to the Dean of the College
  - Offices are divided among the GSC, Clark Hall, and College Hall
    - Move towards further consolidation of offices

GSC Current Organizational Structure:
Suggested Organizational Structure:

Global Studies Center

- Provost/Dean of Faculty
- Director of GSC
- Office of International Study
- International Students and Scholars Office
- American Studies Diploma Program
- GSC Administrative Coordinator
- GSC Faculty Advisory Committee
- GSC Student Advisory Committee

Dean of College
Advisory Committees:

The GSC has two separate advisory committees for faculty and students: the GSC Faculty Advisory Committee (G-FAC) and the GSC Student Advisory Committee (G-SAC). Both provide valuable feedback, but their current involvement is undefined beyond that role.

**Faculty Advisory Committee (G-FAC)**
- GSC’s directors, nine faculty members, administrators.
- Needs more involvement in programming
  - Require G-FAC members to participate in at least one event per year and recruit other faculty for events
- Needs interaction with Student Advisory Committee
  - Include G-SAC chair and other members in some meetings
- Needs balance with Committee on Study Abroad (CSA)
  - CSA has more political power than G-FAC
  - Should work collaboratively
- Need more efficient meetings
  - Use meetings more as action time, not update time
  - Set goals and deadlines

**Student Advisory Committee (G-SAC)**
- Twelve students from different class years; includes students working for the GSC
- Needs a better structure
  - Move to having subcommittees or official roles for members
    - Alumnae Relations, Events and Programming, Faculty Relations
- Needs to establish credibility
  - Promote how students are globally engaged
  - Global STRIDE, Study Abroad Peer Advisors, international students
**Academic Departments and Student Organizations**

Smith has 47 academic programs in the humanities, social sciences, and natural and physical sciences. Each of these departments has resources that the GSC can utilize. Smith’s numerous student organizations include many language and culture-based clubs.

- Reach out to a broader range of departments
- Encourage faculty and students to use the center for co-curricular activities such as speakers and cultural events

Culture and Heritage Organizations at Smith:

- Asian Students Association
- Black Students’ Alliance
- CISCO (Chinese Interregional Student Cultural Organization)
- EKTA (South Asian students)
- International Students Organization
- KASS (Korean American Students of Smith)
- Multiethnic Interacial Smith College
- Southeast Asian Alliance
- Vietnamese Students Association
- Nosotr@s
- SACSA (Smith African and Caribbean Students Association)
- Prism: Queer Students of Color
- and many more...
The Career Development Office and Alumnae Association

Smithies go abroad not only for Junior Year Abroad but also for international internships and careers. The GSC can serve as a connecting point for students and alumnae overseas.

- Compile a shared guide to internships and careers abroad
  - Establish a liaison to the Career Development Office
- Create a database of international alumnae
  - Smith Friends Abroad
  - International Smith Clubs
- G-SAC Subcommittee on Alumnae Relations
  - responsible for inviting to alumnae for Global Salons and Smith Friends Abroad
Improving Programming

For students, the GSC serves as both a provider of events and a resource for going abroad. Though the center does a good job in these roles, there is room for improvement. The GSC needs to focus on improving what it does well while expanding the range of options for students from all disciplines.

Global Salons and What’s Happening Around the World (WHAW)

Students and faculty recognize Global Salons and WHAWs as the GSC’s “signature” events. However, the center has experienced difficulty drawing students to these events because they lack consistency and range.

Lack of Consistency

- Scheduling of events is sporadic, especially for Global Salons
  - Have an event on the same day each week, alternating between Global Salons and WHAWs (~6 events each per semester)
- Choose speakers more deliberately
  - Rely less on the Development office and individual departments
  - Would relieve last-minute scheduling pressure for Global Salons

Lack of Range

- GSC relies heavily on certain Division II departments for faculty speakers
  - Reach out to more departments (with help from G-SAC and G-FAC)
  - Ask departments to “share” speakers
    - example: Biology dept. speaker researching the Galapagos Islands
- Be open to different Global Salon formats and topics
  - Alumnae, faculty, and student speakers
  - Can be about historical events, international experiences, cultural perspectives
  - Encourage discussion and debate among attendees
- Remember that the US is part of the globe
  - More events related to US policy, student/faculty experiences around the US
Visiting Scholars and Global Leaders in Residence

The Global Studies Center has a successful visiting scholars program. The Global Leaders in Residence Program, while ambitious, has been less successful. The Global Studies Center and the Dean of the College need to reevaluate how that program is run.

- Lower the expectations...
  - Invite lesser-known global leaders to spend a semester at Smith
- … but keep thinking big
  - Get big names for shorter time periods (weekends, five days)
  - Tap into connections among faculty and administrators
- Streamline the process for Smith faculty to invite international scholars

Global Scholars-in-Residence at Mount Holyoke College

- Constanze Steizenmuller, Senior Transatlantic Fellow with the German Marshall Fund
- Kishore Mahbubani, dean and professor of public policy, National University of Singapore
- Peter Rosset, Co-coordinator, Via Campesina; associate, Global Alternatives; researcher, Center for the Study of Rural Change in Mexico
- Asma Jahangir, Human rights lawyer and activist from Pakistan
- Kavita Ramdas, Former CEO, Global Fund for Women
- Guy Standing, Former director, Socio-Economic Security Programme, International Labour Organization
- Gro Brundtland, Former president of Norway; former director general, World Health Organization
- Rami Khouri, Executive director, Daily Star, Lebanon
Abroad Experiences:
Students have a variety of ways to go abroad: JYA, international PRAXIS internships, and International Experience Grants. While these programs meet the needs of many students, there could be more options and a more streamlined process.

Providing More Options
- Need for more short-term opportunities during J-Term, spring break, and early summer
  - Field research in the sciences, including in the US
  - Intensive 1-3 week courses led by Smith faculty
    - Provide administrative support and a clear process for faculty to prepare such programs
- Including alumnae on Global Engagement Seminars
  - Could participate in courses, provide internships and support for students

Streamlining the Process
- Provide timelines for majors by year
- Consider re-evaluating deadlines for spring study abroad
  - Currently very early deadlines, with few options for those deciding in the fall
Smith College Study Abroad
Making the Global Studies Center More Welcoming

The Global Studies Center offers students a space to discuss current events and learn about experiences abroad. An espresso machine, magazines, and ample seating should invite students to visit, but few are utilizing the space. There are several simple improvements that could be taken.

The Global Studies Center Cafe
Most students come to the GSC, get a latte, and leave. How can the GSC get them to stay?

● Rearrange the furniture, especially outside
  ○ Currently very crowded together and described as “airport-like”
  ○ Add another table and seating close to the center’s entrance
  ○ Add plants to warm up the space
● Put photographs from the Study Abroad Competition on walls
● Provide newspapers and magazines both on rack and on tables
● Play news channels (BBC, Al Jazeera English) or foreign language shows on the center’s television to draw people inside
● Play international music in the cafe area or inside the lounge

Welcoming Students

● Host a reception for students in the fall
  ○ Consider hosting a special reception for Division III students and faculty
  ○ Run an open house during orientation
● Encourage discussion among students and speakers
  ○ Put a poster for the week’s event on a whiteboard and solicit questions
  ○ Use another whiteboard to solicit student ideas and discussion topics
● Invite student organizations to use the GSC lounge for meetings and events
Current Wright Hall/GSC Space

Crowded furniture arrangement

Empty café space

Good lounge space
Suggested Wright Hall/GSC Space:

Example of a high table for a café (Sip Coffee, Northampton MA)

Encourage students to rearrange lounge furniture (Jacobson Center, Smith College)

Make the café space cozy like the Neilson Reading Room, Smith College
TEAM 3

External Comparisons and Models for Global Centers

Description:
Team 3 was charged with making external comparisons to Smith’s Global Studies Center (GSC) with other comparable institutions. Colleges and universities used for our study include Barnard College, Brandeis University, Brown University, Bryn Mawr College, Colby College, Colgate University, Middlebury College, Mount Holyoke College, Northwestern University, Oberlin College, Skidmore College, Trinity College, Wellesley College, Wesleyan University and Wheaton College. Our research included a field visit to Mount Holyoke’s McCulloch Center for Global Initiatives. In addition to examining external Centers, in some cases we used Smith’s own Centers, notably the Center for Work and Life, to inform our recommendations. Based on our findings, we suggest the following improvements and additions to existing programming.

Team Members:
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Linh Dinh
Yenisleidy Simon
Kerah Williams

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- Weekly drop-in-hours
- Study Abroad listing for science majors

Co-Curricular
- Senior Project

Feedback
- International Internships Resource Library
- E-portfolio
- Post-event cards
ENGAGEMENT

1) For Alumnae:

Smith Friends Abroad

Smith Friends Abroad is an invaluable resource for students seeking to connect with alumnae and look for international internship opportunities. The GSC could encourage students to use the network in the following ways:

1. Linking the Alumnae Association’s Smith Friends Abroad Web page to its site

2. Including it in study abroad internship materials

3. Inviting alumnae to participate in Global Engagement Seminars and Global Salons

4. Appointing a liaison for GSC/Alumnae involvement

The Alumnae Association should make every effort to expand the program in other countries. Mount Holyoke also has a system in which alumnae, faculty and friends of the College have provided their organizations’ contact information to the Center for Global Initiatives and regularly welcome students as interns. Similarly, Colby College lists contact information of alumni willing to help current International Studies students on their Web site.

2) For students:

Weekly drop-in hours

We think that the students could greatly benefit from having peer advisors at the GSC who have gone abroad and whose student profiles and hours are posted on the GSC website. Currently, the Global Studies Center does have advising hours, but they are quite unspecific.

An example of the Brown Office of International Study Programs website is given below:
Helpful features:

1. It showcases students who have gone to different study abroad programs and now work at the Office of International Study Programs. Upon clicking on the photos of the students, information about their majors, study abroad programs, and fun interviews detailing their study abroad experience can be found.

2. The drop in hours of each of the six peer advisors for the current semester can be found in a document, so an interested student can talk to someone who has already been in the country or program.

3. A document detailing the experiences of Peer Advisors from the previous year is also given on the website, giving interested students information about more study abroad programs.

4. There is a lot of useful information on the Brown website, but it is not at all cluttered, and this makes it easy for students to access the information and make use of the resources available.
Additionally, Smith has a large international student body at the undergraduate level, as well as international students who participate in the American Studies Diploma Program. These students can act as peer advisors at the GSC and bring in their own unique perspectives. This would help foster healthy conversations between US students who want to study abroad and international students who are studying in the US, and help all students gain insights to different cultures and truly become global citizens.

3) For science students:

**List of opportunities on the website by major**

Mount Holyoke is in the process of developing a web page for each major within their Center for Global Initiatives website, which will include international study abroad programs and internship opportunities listed by major. Their Center is also developing web-pages which contain the schedules of the courses that students have taken at the college during their semesters, and the study abroad programs they participated in. This will enable new students to get a better idea of how to plan their coursework and study abroad program.

If a similar initiative were taken at Smith, it could be particularly beneficial for science majors. Due to the demanding course load of pre-med students, engineering students and other science majors, they are often unsure if they can go abroad and often associate study abroad with the humanities and social sciences. Therefore, such a resource can help science students map out their courses effectively and complete their requirements, and at the same time gain a study abroad experience, which is suitable to their science major.

**CO-CURRICULAR ACTIVITIES**

**Senior follow-up project**

Colby, Middlebury and Trinity Colleges all require seniors to take a course or create a project related to their international experiences. Trinity notably allows students to present their research in the form of a paper, art installation, video, musical piece or other medium. For Smith students, three options would be presented for this requirement:

1. **Pre-approved seminar**
   The seminar option would consist of a faculty-approved course on culture, politics, art, literature or another relevant topic of interest in the student’s recent host country, or, in the case of multiple countries, a visited region of the student’s choosing. The student’s recent experiences will inform her coursework and enrich her ability to participate in class discussion. Other students will benefit from her expertise as well, and may even be encouraged to pursue international study as a result.
OR

2. Special Studies project
With her adviser’s approval, the student will create a project on a subject related to her recent travel, culminating in a final paper, video, art piece, musical piece, or other medium at the discretion of her adviser. The Special Studies does not necessarily need to fall within the department of the student’s major(s), but must follow all other normal requirements for a 400-level course.

OR

3. Participation in a GSC open house
Open houses would be held at the GSC once per semester to give returning study abroad students the opportunity to share an aspect of their time abroad with the Smith campus community. For the open house, students would be required to create a poster, video, or other visual or musical representation of a cultural visit or experience they find compelling. Each student’s major adviser would be required to approve her project.

The open house events could be used to make key connections between Smith centers and departments, especially the Alumnae Association.

*Programs exempt from this requirement: Global Engagement Seminars, Tibetan Studies in India, Coral Reef Ed-ventures

FEEDBACK

1) Collaboration with Lazarus Center for Career Development:

International Internships Resource Library

During our visit to Mount Holyoke College, we learned that students who complete internships abroad are required to fill out a mid-summer evaluation and an exit interview when they return to campus. The information gathered from both evaluations is compiled in binders that serve as a reference for other students who are interested in pursuing international experiences. The binders are located in a small library of resources inside the McCulloch Center for Global Initiatives.

Based on Mount Holyoke’s approach, we suggest a similar strategy to broaden the ways in which the GSC makes its resources available to Smithies. We highly recommend the establishment of a more collaborative relationship between the GSC and the Lazarus Center for Career Development. Currently, students who use Praxis are required to fill out a Praxis Summer Activity Report in which they explain how the internship
contributed to their personal and professional development. Those reports are then filed and stored in a Library of Resources located at the Lazarus Center. We suggest that these reports be shared between the two centers, so that students who reach out to the GSC for international internships can find a concrete source of available opportunities. These binders, coupled with existing collections of informational booklets, could become a small library of resources in the GSC common area.

2) Collaboration with Wurtele Center for Work and Life:

Global Engagement and Leadership EPortfolio Program

The Global Engagement and Leadership EPortfolio is an online platform that students can utilize to showcase their academic work and personal accomplishments. It compiles pieces of writing, images and videos that highlight students’ most valuable experiences in college.

In 2012, the Wurtele Center for Work and Life launched a pilot program with 20 students to explore this tool and its potential benefits. The program encourages students to reflect on their most life-changing experiences, and there seems to be a trend for students to include narratives related to global engagement or international travel. Since Smith intends to encourage the utilization of this tool by all students, the GSC could take advantage of the E-portfolio to provide faculty and staff with feedback regarding students’ experiences abroad.

To support GSC promotion efforts, the Center could ask students to volunteer their E-portfolio stories with a global component and share those with the Alumnae Quarterly, Notes from Paradise and the Alumnae website so that Alumnae and potential donors have a better understanding of the impact that GSC programs have in the lives of current Smithies. Those stories and videos could also be incorporated on the GSC website to make it more attractive for prospective and current students, as well as the rest of the Smith community.
3) Post-event Feedback Form

The Wurtele Center for Work and Life uses small feedback cards to gather information about the events it organizes. The cards are placed in attendees’ chairs during the events and attendees have an opportunity to fill them out once the event is over. We advise the GSC to adopt a similar strategy in order to compile information about the success of their programming such as their WHAWs and Global Salons. This method is effective because it doesn’t take too much time to answer the questions, which are simple, short and open ended. The Student Advisory Committee would use this information to identify successful programs and opportunities for improving GSC programs.

Sample Questions:

1) The most useful part of this event was:
2) As a result of this event I will:
3) I want to know more about:
4) I would recommend this event to others YES or NO