

2021 Office of the Provost

INTERNATIONALIZATION STRATEGIC PLAN

ACE Laboratory Final Report
LMU Global-Local Initiatives



**Loyola
Marymount
University**

ACE Internationalization Laboratory Final Report | October 2021

LOYOLA MARYMOUNT UNIVERSITY
GLOBAL-LOCAL INITIATIVES



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Introduction

In Summer 2019, Loyola Marymount University (LMU) was accepted into the 2019-2021 American Council on Education Internationalization Laboratory program (ACE Lab). The Internationalization Laboratory is an invitational learning community of the ACE that provides customized insight and guidance to help participating colleges and universities develop a strategic plan to achieve their internationalization goals.

ACE Model for Comprehensive Internationalization



Comprehensive Internationalization is defined by the ACE as “a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected. In order to foster sustainable and just global engagement, the comprehensive internationalization model embraces an organizational growth mindset. It frames internationalization as an ongoing process rather than a static goal. To that end, it recognizes that all constituents at a college or university—students, faculty, and staff—are learners and central to the institution's equitable, intercultural transformation. Intentional comprehensive internationalization is not an ancillary enterprise, but a means to advance an

institution's distinct teaching-research-service mission. In short, effective internationalization cannot happen in a few siloed offices, confined to certain disciplines, or reserved for a limited number of students. Internationalization is a collaborative, integrated ethos, the meaning of which must be discerned by each institution in the context of its unique mission and culture.” ([American Council on Education, 2020](#))

To guide LMU's global learning and engagement efforts in the coming years, Executive Vice President and Provost, Dr. Thomas Poon, charged the Office of Global-Local Initiatives with leading an internationalization strategic planning process to develop concrete goals and initiatives that would align with LMU's university-wide strategic plan [Creating the World We Want to Live In](#) that was conducted at the same time as the ACE Lab process during the COVID-19 global pandemic and completed in May 2021.

A Steering Committee (SC), co-chaired by Dr. Roberta Espinoza, Vice Provost for Global-Local Initiatives, and Dr. Jennifer Ramos, Associate Professor of Political Science & International Relations, was identified by the provost to ensure the Internationalization Strategic Plan was academically aligned with LMU's mission and priorities, and included actionable objectives to be implemented over the next one to five years.

The LMU ACE Lab Steering Committee (SC) was then populated by the Provost in conversation with the SC co-chairs. To examine various areas of internationalization at LMU, five Working Groups (WGs) were then created and co-chaired by SC members. WG membership resulted from an open campus call in Fall 2019 for applications to participate in one of the five WGs. These WGs reflect a broad representation across campus, including staff and faculty from all of LMU's colleges/schools and units/areas.

The SC was externally guided in its work by Dr. Gil Latz, Vice Provost for Global Strategies and International Affairs, at the Ohio State University who is a leading expert on curricular internationalization and has extensive experience advancing international education, research, and engagement at institutions of higher education. To begin the internationalization review, LMU welcomed Dr. Latz to campus in December 2019 for meetings with the president, the provost, the deans, the associate/assistant deans, and the SC to gain a detailed overview of the ACE Lab purpose and process. Subsequently, Dr. Latz has remained a constant support throughout LMU's Lab process.

Executive Summary

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The Importance of an Internationalization Strategic Plan

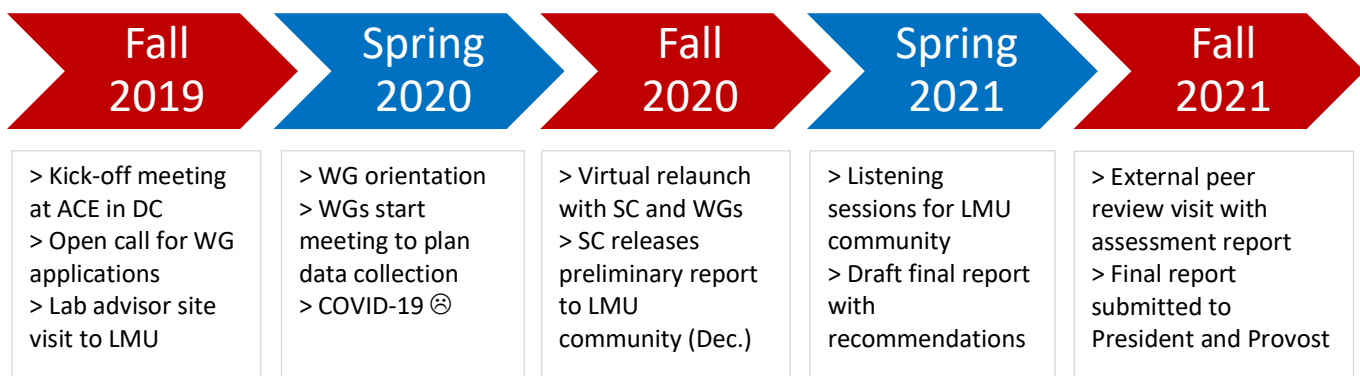
The COVID-19 pandemic has illuminated the myriad of ways globalization has impacted our world and everyday lives, highlighting the multiple links by which we are increasingly interconnected and interdependent. The global pandemic abruptly shifted everyone in higher education into a virtual modality where courses were taught synchronously and asynchronously across different times zones, millions of international students continued making progress on their degrees in countries across the globe, and scholars stayed productive on international research projects online. As Harvey Charles (2015) asserts, we now live in a global age and whether university administrators realize it or not, higher education is now fundamentally a global enterprise, and our new reality demands that higher education respond to globalization in more intentional ways as identified in ACE’s renewed model for comprehensive internationalization. Many in the field of international education strongly believe it is higher education’s social responsibility to prepare and equip the next generation of young people with the intercultural knowledge, skills, and attitudes to address pressing global-local challenges.

President Timothy Law Snyder, Ph.D., has envisioned LMU as a definitive center for global imagination and internationalization continues to be an integral and prominent part of the latest strategic plan [Creating the World We Want to Live In](#). However, as Tony Pinder (2020) would characterize it, LMU has numerous “random acts of internationalization” or pockets of global activity, but our collective efforts are not yet constructed with an intentional purpose and measurable goals. As a result, Betty Leask (2012) would agree that a paradigm shift in our thinking and approach is essential in order to move from “doing international things” to “becoming and being international.”

LMU’s engagement with the ACE Lab internationalization review has revealed that we are well-positioned for more robust comprehensive campus internationalization, but we are at the beginning stages of building the foundation and infrastructure for its implementation, including the imperative and integrated administrative policies, programs, initiatives, and support structures to effectively carry it out (ACE, 2020). A critical step is to make sure the operational units throughout the university are called upon to participate in the coordination of the overall internationalization vision and encouraged to facilitate and support the changes needed, particularly when the changes require new and innovative steps and solutions. This support, creativity, and flexibility to problem-solve is what will enable LMU’s vision to become a reality as the university moves forward with this new growth mindset.

Overview of the ACE Lab Process

LMU’s strategic planning process consisted of engaging and listening to stakeholders, synthesizing and analyzing information, and documenting and prioritizing recommendations. The graphic below illustrates LMU’s ACE Lab timeline from 2019-2021 that was slightly modified due to the global pandemic:



Recommendations

Based on the internationalization review conducted by the SC and WGs, the following five (5) goals have emerged:

Goal 1: Align Structure to Coordinate Internationalization Efforts

- A. Assess the Vice Provost for Global-Local Initiative's (VPGLI) current portfolio with the goals and priorities of the Internationalization Strategic Plan to construct the necessary linkages (dotted lines) to formalize information sharing across international offices.
- B. Create a new full-time staff position that reports to the VPGLI focused on helping to lead coordinated efforts across campus for internationalization and serving as the liaison between the Office of Global-Local Initiatives and colleges/schools and units/areas.
- C. Develop a structure for the Office of Global-Local Initiatives to have Faculty Fellows help drive curricular and co-curricular initiatives with colleges/schools and units/areas, including the Center for Teaching Excellence (CTE).
- D. Determine university-wide committees and an advisory council with broad representation to work with the VPGLI to implement the new Internationalization Strategic Plan.

Goal 2: Establish Shared Understandings of Internationalization

- A. Develop definitions for shared concepts, including internationalization, global-local, partnerships, global engagement, and global learning.
- B. Establish clear mission, vision, and core values statements for the Office of Global-Local Initiatives.
- C. Adopt the United Nations Sustainable Development Goals ([UN SDGs](#)) as a framework for future global engagements and global learning.
- D. Create a mechanism, such as an LMU Global Engagement Annual Report, to compile and display all information across international offices (e.g., international students, scholars, admissions, alumni).

Goal 3: Promote and Strengthen Global Learning Opportunities for All

- A. Produce a "global learning experiences inventory" reflective of LMU's mission to better facilitate collaborations across colleges/schools and units/areas for students, faculty, and staff.
- B. Expand Study Abroad's scope to include more diverse global experiences, facilitate access and growth in participation, and expand mission-based portfolio options from every college/school and major/minor.
- C. Create a tool for students to search for and identify courses with international/global content in the curriculum across schools/colleges, majors/minors, class levels, and routinely implement assessment tools to evaluate global learning outcomes.
- D. Integrate global learning as a Core course (e.g., second language, intercultural competencies in both theory and applied coursework) or a "global learning" co-curricular experience with required evidence for graduation.
- E. Implement a global engagement directory/database to capture all the global-local activities, events, and partnerships for strategic decision-making.
- F. Develop faculty research clusters across colleges/schools by areas of expertise to promote interdisciplinary research initiatives that address pressing global-local challenges.

Goal 4: Enhance LMU's Global Reputation

- A. Develop ways and outlets to tell LMU's internationalization story to both internal and external audiences (e.g., spotlight and celebrate accomplishments and global impact).
- B. Utilize the global engagement directory/database to identify institutional partnerships with universities abroad to strengthen and deepen LMU's portfolio by world region (e.g., Africa, Asia).

Goal 5: Identify Funding Sources for Internationalization Initiatives

- A. Establish sustainable funding sources for global-local initiatives such as research grants, curriculum stipends, recognition awards, and student-led initiatives.

Institutional Context

LMU's Mission, Goals, and Identity

Founded in 1911, Loyola Marymount University (LMU) is a Catholic, Jesuit, and Marymount university. Our identity reflects our sponsoring Religious Orders, which include the Society of Jesus (Jesuits); Religious of the Sacred Heart of Mary (R.S.H.M.); and Sisters of St. Joseph of Orange (C.S.J.). This Catholic and religious heritage informs the [mission](#) of LMU, which rests on three interrelated pillars: the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice.

LMU is dedicated to fostering an environment of intellectual inquiry and rigor. As a result of LMU's commitment to high-level research and its doctoral programs, LMU was recently designated as a National University/High Research Activity (R2) by the Carnegie Classifications. In addition, LMU was recently chosen to shelter a chapter of Phi Beta Kappa (2018), whose mission is to "champion education in the liberal arts and sciences, foster freedom of thought, and recognize academic excellence." LMU is also a member of Alpha Sigma Nu.

LMU recognizes the call to be people "for and with others." Not only is this reflected in students' curriculum, but students volunteer more than 200,000 service hours at 250 community organizations. In addition, LMU has long-standing relationships with schools in the Westchester/Playa community (LMU Family of Schools), which includes 8 public schools, 2 public charter schools, and 4 Catholic schools. Moreover, Loyola Law School is the first ABA-accredited law school in California with a mandatory pro bono requirement.

LMU is situated on three campuses: the LMU Westchester Campus (142 acres), the LMU Downtown Law Campus (1 acre), and the newest campus, Playa Vista, (one mile from our main campus) known as "Silicon Beach," one of the world's largest technology hubs. Across these campuses, LMU offers 60 undergraduate majors and 56 minor programs, along with 49 master's degree programs, one education doctorate, one juris doctorate, one doctorate of juridical science, and 14 credential/authorization programs.

LMU has six academic schools/colleges and employs approximately 621 full-time faculty, resulting in an overall 10:1 student-to-faculty ratio with small class size averages of less than 20 students. We are considered an emerging Hispanic-Serving Institution (HSI) because our Latinx population is 22.7% for undergraduates and 31.5% for graduate students. We recently received a \$1.2 million Department of Education TRIO grant to enhance support services for our growing numbers of low-income and first-generation college students. About 10% of our undergraduate students and 8.7% of graduate students are international from 85 different countries.

LMU's Facts and Figures

LMU serves 9,577 students, including 6,564 undergraduates, 1,869 graduate students, and 1,144 law school students. Undergraduate tuition is \$52,577 (2020-21). The average class size for undergraduates is 19, while the average for graduate courses is 14. Two-thirds of our students come from California, although our undergraduate enrollments from out-of-state have been increasing, reaching a five-year high in 2021 from the incoming class of 38%.

LMU ranks 75th among national universities by U.S. News and World Report (2022). Regionally, LMU is 25th for "Top Colleges in the West" (Forbes, 2019). Devoted to excellence in teaching, LMU currently ranked No. 31 for "Best Undergraduate Teaching" among national universities (U.S. News & World Report, 2021). Our award-winning library helps to facilitate this work (7th for "Best College Library" Princeton Review, 2021).

LMU is committed to anti-racism, diversity, equality and inclusion. We have a position, Vice President for Diversity, Equity, and Inclusion, dedicated to pursuing these goals across the university. In addition to our status as an emerging

Hispanic-serving institution, we rank in the top 4 percent for diversity (College Factual, 2018), and rank 3rd for promoting Latina/o student success (Education Trust, 2017).

Our students are engaged both at home and abroad. LMU nationally recognized for "Students Most Engaged in Community Service" (4th place, Princeton Review, 2021). Pre-pandemic, approximately 40% of our seniors reported having a study abroad experience and we were a top producer in the nation of Fulbright grants for students prior to our R2 designation (Chronicle of Higher Education, 2019).

LMU is also an environmentally conscious university. The Sierra Club lists LMU in the top 20 in the nation in their 2018 report of "Cool Schools" for environmental practices and initiatives. Among other things, LMU has five LEED Certified (Leadership in Energy and Environmental Design) buildings and was one of the first campuses in the state to recycle 100% of green waste. In 2019 and 2020, LMU was the winner in two of the top three categories in RecycleMania, the annual recycling tournament for North American colleges and universities.

International Units at LMU

There are primarily three units that manage different international responsibilities at LMU. The Office of Global-Local Initiatives that oversees study abroad and campus internationalization is housed in Academic Affairs and reports to the Executive Vice President and Provost. The Office of International Students and Scholars is in Student Affairs and reports to the Senior Vice President for Student Affairs. The Office of International Admissions is housed in Enrollment Management and reports to the Vice Provost for Enrollment Management. There are also other divisions/units at LMU that provide service/community-based global learning experiences such as Campus Ministry and the Center for Service and Action.

LMU's Previous Internationalization Efforts

Over the last decade, LMU has been on the path to comprehensive internationalization. There has been consistent interest and interrogation of how to move forward thoughtfully in this area, but with minimal coordinated action and sustained momentum.

In 2011, LMU embarked on a new Strategic Plan for the university under then President Burcham. A subcommittee of the Strategic Planning Committee created a document, [Strategic Role of Internationalization](#), asserted that comprehensive internationalization should be a signature feature of LMU's mission, goals, and objectives (see link in Appendix). A series of recommendations resulted, including diversifying the governing boards and administration, creating a curriculum in which all students would achieve cultural competency, and examining institutional structures necessary to facilitate internationalization at LMU.

In July 2015, Provost Hellige appointed an internationalization working group on behalf of the Provost's Planning Council, tasked with producing an [Internationalization Report](#). As part of that effort, the working group conducted surveys of senior students, faculty, and leadership across the university in Fall 2015. The main goal was to identify possible areas for future investigation and consideration. While the Report had many findings, it highlighted the fact that despite a plethora of international activity and engagement, respondents consistently noted the lack of funding to support internationalization efforts and a lack of infrastructure to facilitate internationalization. The Report issued a multitude of "considerations" for further internationalization at LMU. For example, the Report called for enhanced collaboration across our Jesuit network as well as increased cultural competency across the university.

In 2016, Provost Hellige then charged a Task Force to create an [Internationalization and Global Learning Vision Statement](#) regarding global learning and engagement. The draft Statement was vetted in Summer and Fall 2016 by the LMU community, and the final Vision Statement was introduced in January 2017. The Statement consisted of a number

of broad aspirational goals, outlined in two categories: 1. institutional (e.g., “Be innovator of creative global learning environment...”) and 2. student-oriented goals (e.g., “Reflective about ideas that are different than their own...”).

The next year, in November 2017, Provost Poon sought to continue moving forward by hosting a half-day Internationalization Summit. Robin Helms of the American Council on Education’s Center for Internationalization and Global Engagement was the keynote speaker. Staff and faculty came together (about 100 participants) to discuss their ideas on internationalization in small break-out rooms, concluding with a large group debriefing. Participants were surveyed following the Summit and a qualitative analysis of their responses was conducted. This analysis also included review of the transcripts from the small group discussions. The key findings from the [Provost Summit on Internationalization and Global Learning](#) included: creating a sustainable infrastructure, internationalizing the curriculum, diversifying the education abroad experience, and leveraging partnerships. In 2018, the inaugural Vice Provost for Global-Local Initiatives position was created to oversee the internationalization efforts at LMU identified at the summit.

Connecting Internationalization Review to LMU's 2021-2026 Strategic Plan

LMU is dedicated to graduating globally competent students and engaging faculty in innovative international and locally engaged teaching, research, and service. The university’s strategic plan, [Creating the World We Want to Live In](#), sets forth a distinct vision that constitutes the primary focus of all strategic efforts during the duration of the plan: “In fulfillment of its mission, LMU will form a new generation of ethical leaders who will identify, analyze, and respond to the most challenging problems facing our rapidly changing global society.”

The university’s strategic plan outlines three overarching commitments. Each of the university’s strategic commitments has a global-local component embedded within it, reflecting the understanding that diversity and equity are essential to LMU’s goal of inclusive excellence. Below we identify these commitments and provide examples of how the plan intersects with our internationalization review and recommendations.

- **Anti-Racism, Diversity, Equity, and Inclusion** – “In order to create an environment in which all persons may flourish in the fullness of their humanity, *we will uphold anti-racism, diversity, equity and inclusion in all that we do.*”
 - ⇒ Provide a global learning experience for all students, faculty, and staff.
 - ⇒ Improve equitable access to global opportunities to enhance intercultural competencies.
- **Innovation and Adaptability** – “Embracing the spirit of adaptability that has defined Ignatian education for centuries, *we will innovate together across boundaries of all kinds to improve continually in research, teaching, and preparing students for the challenges ahead.*”
 - ⇒ Integrate global learning into the academic curriculum and co-curriculum.
 - ⇒ Develop interdisciplinary research clusters to address global-local challenges.
- **Extending Our Reach Beyond the Bluff** – “Recognizing the need for increased educational impact and solidarity with our neighbors near and far, *we will increase the range and variety of our engagements locally, nationally and globally to broaden the experiences our students encounter and the insights they develop as they prepare to impact an increasingly interdependent world.*”
 - ⇒ Commit to COIL/Virtual Exchange as teaching and learning tools.
 - ⇒ Deepen strategic local and international partnerships.

Comparator Context

LMU engaged ACE to prepare an [Internationalization Benchmarking Report](#) to get a better sense of the current state of internationalization at comparator schools. The data derives from the *2016 Mapping Internationalization on U.S. Campuses Survey*, in which institutions were asked questions in a range of areas, including institutional commitment and policy, curriculum and co-curriculum, education abroad, faculty and staff support, and partnerships. Unless otherwise noted, the summary below focuses on comparator school data. While LMU did not participate in this survey, we nonetheless can glean important information about internationalization efforts at other institutions to help contextualize our own efforts, especially as we aim to position LMU as a global leader in comprehensive internationalization.

To begin, a majority of the comparator schools indicated that there was a high level (or very high) level of internationalization at their institutions (58%), and most schools indicate that there has been an increase in internationalization on their campuses (75%). The top reason to internationalize, according to the survey results, is to improve student preparedness for a global era. In both the comparator group and across all institutions, recent top priorities include recruiting international students and increasing study abroad for U.S. students.

External funding for internationalization largely comes from alumni and individual donors other than alumni. While government funding has largely stayed the same, a majority of comparator institutions indicated that internal funds for internationalization activities has increased over the years (58%). However, many institutions did not have a formal strategy and/or dedicated fundraising campaign to raise funds from internationalization (58.3%).

In terms of an articulated institutional commitment, a strong majority specify elements of internationalization (global learning, etc.) in their mission statements (75%) and even more institutions stated that internationalization was one of the top five priorities in the institution's current strategic plan (83%). About two-thirds of the comparator schools have a dedicated task force or campus-wide committee charged with advancing internationalization. While a good number of schools are formally assessing the impact of progress of internationalization efforts (58%), this is an area for further work at many institutions.

With regard to the curriculum and co-curriculum, about a quarter of institutions have specified global student learning outcomes for the university, though various schools, departments, and programs within the university have outlined these outcomes for their students. A solid majority of institutions are engaged in initiatives to internationalize the undergraduate curriculum. Second language requirements appear to be in place at a large number of institutions (58%), where the minimum required for graduation is two years or the equivalent. Similarly, at a majority of schools, the general education requirements include an international component (58%). To help international and U.S. students socially integrate, a large majority of institutions have buddy programs to pair students (75%), and all schools have regular and on-going international events on campus.

Across institutions, international work or experience is not taken into account for rank and tenure decisions (75%), and occasionally preference is given to candidates with international background and experience. The survey indicates that institutions are very active in funding international activities for faculty (hosting international faculty, leading students on study abroad programs, etc.) and about half of the institutions track faculty teaching and/or research collaborations (50%).

Student mobility is an area in which institutions are very engaged. Three-quarters of the institutions have international student recruitment plans, and just under a majority have specific enrollment targets (44%). China and Vietnam are top targets for recruitment. For both international undergraduates and graduate students, many institutions offer

scholarships or other financial aid (73% and 91%, respectively). A majority or all of the institutions offer international students individualized academic support services, intensive English language programs, assistance with finding housing, and orientation to the US and the institution. Across the board, numbers for study abroad, international internships, service opportunities abroad and international research all increased prior to the pandemic. However, undergraduates seem to be the focus for most institutions. There is a large gap between institutional funds for supporting study abroad, with graduate students receiving far less support.

While many institutions have expanded their international partnerships, a majority do not have a formal strategy for developing these partnerships (64%), though many institutions have developed guidelines for managing partnerships (46%). However, almost three-quarters of institutions do not have a staff member charged with developing new international partnerships. Top partners include other academic institutions, foreign governments and non-governmental organizations.

Additional [Comparator School Data on Institutional Structure, Staffing, and Study Abroad](#) was compiled by the Working Groups.

ACE Lab Strategic Planning Process

LMU's strategic planning process for internationalization relied on input from students, faculty, staff and thought leaders, in addition to analytics and an internationalization benchmarking report based on responses from the *2016 Mapping Internationalization on U.S. Campuses Survey* prepared for LMU by ACE. The report included aggregate responses from 12 comparator schools. A graphic illustration of the overall Lab process can be found in the executive summary.

Planning for the ACE Lab began in August 2019. Throughout the Fall of 2019, the co-chairs of the Steering Committee (SC) were identified, SC members were invited by the Provost, and an open call was made to all university members to apply to be on one of the five Working Groups (WGs). The WGs were populated by individuals chosen by the SC from a pool of 74 applicants that reflected diversity of ranks, disciplines, and demographics across LMU's schools/colleges and units/areas. In early Spring 2020, we gathered the 30+ WG members together for an ACE Lab Orientation on campus.

Steering Committee and Working Groups

The SC and WGs each had a distinct charge and set of questions to guide their respective internationalization review. Below each WG is listed with its charge and membership. The questions that guided each WG's review can be found in their individual WG reports.

Steering Committee

Review and assess LMU's current internationalization efforts; develop plans for increasing global learning opportunities for students, faculty, and staff — both at home and abroad; develop plans for the integration of global education in the curriculum and co-curriculum; recommend ways to integrate global education and community engagement, along with diversity/equity/inclusion; designate priorities for internationalization; investigate funding sources for programming and course development.

Roberta Espinoza, Ph.D. (co-chair) Jennifer Ramos, Ph.D. (co-chair) Bryant K. Alexander, Ph.D.	Vice Provost for Global-Local Initiatives, Professor of Sociology Associate Professor of Political Science & International Relations Dean, College of Communication and Fine Arts, Interim Dean, School of Film and Television
Carla Marcantonio, Ph.D. Fr. Marc Reeves, S.J. Richard Rocheleau, M.A. Sijun Wang, Ph.D.	Associate Professor of Film, TV & Media Studies, Interim Associate Dean Associate Vice President for Mission and Ministry Associate Vice President for Student Life Professor of Marketing

Articulated Institutional Commitment, Structure, and Staffing

Analyze LMU's existing articulated goals for campus internationalization compared to peer institutions. Identify the necessary structures and resources needed at LMU for a comprehensive, sustainable internationalized campus.

Bryant K. Alexander, Ph.D. (co-chair)	Dean, College of Communication and Fine Arts, Interim Dean, School of Film and Television
Jennifer Ramos, Ph.D. (co-chair)	Associate Professor of Political Science & International Relations
Rebeca Acevedo, Ph.D.	Professor of Modern Languages & Literatures
Patrick Furlong, M.P.A.	Director of Center for Service & Action
Csilla Samay, Ed.D.	Assistant Dean for International Students and Initiatives
Madhu Viswanathan, Ph.D.	Professor of Marketing
Karol Hoeffner, Ph.D.	Assistant Professor and Chair of Screenwriting (<i>Spring 2020</i>)

Curriculum, Co-Curriculum, and Student Learning Outcomes

Inventory and review the current international curricular and co-curricular efforts at LMU. Identify the challenges and opportunities to increase high-impact global learning experiences for LMU students.

Richard Rocheleau, M.A. (co-chair)	Associate Vice President for Student Life
Christopher Finlay, Ph.D. (co-chair)	Associate Professor and Associate Chair of Communication Studies
Jennifer Belicheskyy-Larson, Ed.D.	Assistant Vice Provost for Strategic Initiatives
Richard Fox, Ph.D.	Professor of Political Science
Kala Seal, Ph.D.	Professor of Information Systems & Business Analytics
Chris Schmader, Ph.D.	Research Associate of Institutional Assessment
Todd Shoepe, Ed.D.	Associate Professor of Health and Human Sciences

Faculty/Staff Development, Policies, and Procedures

Inventory and review global learning support structures, policies, and practices for LMU faculty and staff. Identify the challenges and opportunities to better support faculty and staff in their internationalization efforts.

Carla Marcantonio, Ph.D. (co-chair)	Associate Professor of Film, TV & Media Studies, Interim Associate Dean
Terri Mangione, Ph.D. (co-chair)	Dean of Students and Vice President for Student Affairs
Paul Chitlik, M.A.	Clinical Associate Professor of Screenwriting
Karie Huchting, Ph.D.	Professor of Education, Director of CTE
Cathleen McGrath, Ph.D.	Associate Professor of Management
Kimberly Petok, M.B.A.	Assistant Director of Study Abroad
Raymundo Andrade, M.A.	Librarian for Student Engagement

Education Abroad

Evaluate current campus engagement with education abroad programs among faculty, staff, and students based on academic areas and destinations. Identify the necessary support structures and resources to grow and enhance participation in education abroad opportunities.

Fr. Marc Reeves, S.J. (co-chair)	Associate Vice President for Mission and Ministry
Lisa Loberg, Ed.D. (co-chair)	Director of Study Abroad
David Berube, Ph.D.	Clinical Associate Professor of Physics
Yongsun Paik, Ph.D.	Professor of Management, Director of CIBE
Yu Li, Ph.D.	Assistant Professor of Modern Languages & Literatures
Einat Metzl, Ph.D.	Professor and Chair of Marital & Family Therapy (Spring 2020)
Marissa Montes, J.D.	Clinical co-Director of Immigrant Justice Clinic (Spring 2020)
Jennifer Silverman, Ph.D.	University Registrar (Spring 2020)

Collaboration and Partnerships

Inventory and review LMU's current international and local partnerships. Identify ways to evaluate existing partnerships and develop a process to establish priorities for new strategic partnerships.

Sijun Wang, Ph.D. (co-chair)	Professor of Marketing
Ammar Dalal, Ed.D. (co-chair)	Assistant Vice Provost for Graduate Enrollment
Deanna Cooke, Ph.D.	Director of Engaged Learning, Clinical Faculty in Psychology
Victoria Graf, Ph.D.	Professor of Education
Daniel Marschner, Ph.D.	Director of International Admissions
Robin Wang, Ph.D.	Professor of Philosophy
Jean Paul Ramirez	Campus Minister for Regional Service (Spring 2020)

University-Wide Data Collection and Engagement

Throughout the process, we solicited input from stakeholders across the university. Roberta Espinoza and Jennifer Ramos, co-chairs of the SC, as well as the WGs interviewed various senior leaders, faculty, staff, students, and alumni to capture their thoughts and ideas about an internationalization plan for LMU. Campus-wide messaging seeking feedback at various stages, especially after sharing the preliminary report in December 2020, invited the community to participate in one of four listening sessions held on January 22, January 29, February 5, and February 12 in 2021. In addition, we dedicated a page to the ACE Internationalization Lab on the Office of Global-Local Initiatives [website](#), where we updated the community on progress made and invited feedback from the all stakeholders. Overall participation included:

- 8 in-depth interviews, including 2 with senior administrators
- 11 focus groups with 56 participants, including 1 focus group with the Deans
- 4 community listening sessions with 40+ participants
- Engaged with in-depth interviews, focus groups or listening sessions from all seven schools/colleges
- Content analysis of publicly accessible curricular and co-curricular documents
- 12 comparator schools via the ACE internationalization benchmarking report

IRB Process

As a part of the ACE Lab process, LMU obtained the required formal IRB (Institutional Review Board) approval that was granted on March 5, 2020. The application process required each member of the SC and WGs to complete the Collaborative Institutional Training Initiative (CITI) Protection of Human Subjects Course to attain their CITI Certification. This step in the Lab process was not well-received and created skepticism plus delays in the data collection process that is noteworthy.

As each WG was activating their data collection plan with human subjects (interviews, focus groups, listening sessions), the SC co-Chairs as the Principal Investigator (PI), Roberta Espinoza, and co-Principal Investigator (co-PI), Jennifer Ramos, had to constantly submit addendums to IRB protocols for approval as each WG moved forward. In total, the PI and co-PI submitted seven (7) addendums throughout the ACE Lab data collection process.

The IRB process presented numerous challenges that needed to be navigated from start to finish. Before each WG engaged with any member of the community about soliciting their feedback, they first had to ask them to sign a Consent Form and review the “Experimental Subjects Bill of Rights.” During the process, a few complaints were made to IRB that were investigated and resolved.

Impact of COVID-19

When COVID-19 was officially declared a global pandemic by the World Health Organization in March 2020, the ACE Lab WGs had just started activating their data collection plans to engage the LMU community in the Lab process. The quick and abrupt transition to online and remote work forced a pause in the Lab activity for several months, including the second half of spring and into summer. During this time, the SC continued meeting to discuss next steps to revitalize the process, eventually resulting in a slightly revised overall timeline. At a summer meeting with the SC, they suggested that we convene all WG members again (similar to our Orientation in January 2020) to relaunch the Lab. We were mindful of approaching our work with a renewed lens, reflective of the interconnectedness of internationalization and the rapidly changing social, economic, and political landscape we were experiencing.

On September 18, 2020, we hosted an “ACE Lab Relaunch Meeting” to reemphasize the importance of our work, reset and reframe the process with the unveiling of the ACE’s renewed model for comprehensive internationalization, and reimagine a plan forward with our new context. The meeting included words of inspiration from Provost Poon as well as remarks from our Lab Advisor, Dr. Gil Latz, and Dr. Kara Godwin, the Director of Internationalization at ACE.

At the meeting we acknowledged the many challenges the pandemic has presented to us all individually, institutionally, and globally. However, we tried to leverage the pandemic as a clear illustration of how interdependent our world truly is. The pandemic highlights the importance of the Lab's work in reimagining our institutional global engagement priorities and strategies in the future. Indeed, the ACE was compelled to revise their model of comprehensive internationalization to include agility and transformation, data-informed decision-making and diversity, equity and inclusion as well as formally recognize the interconnectedness of the targeted areas of internationalization. We charged the WGs with using ACE's new model for comprehensive internationalization as a fresh new lens for approaching the work and realigning the process to identify new opportunities in response to the quickly changing global landscape.

Working Group Reports

Articulated Institutional Commitment, Structure, and Staffing

Analyze LMU's existing articulated goals for campus internationalization compared to peer institutions. Identify the necessary structures and resources needed at LMU for a comprehensive, sustainable internationalized campus.

Review Questions

1. *What are/should the goals for internationalization be at LMU? Where and how are they articulated? How do these compare to peer/aspirational institutions, including Jesuit institutions?*
2. *Does LMU have a specific institutional internationalization strategy? If so, what are its main components?*
3. *How do current internationalization efforts align with the institution's mission, history, and student body?*
4. *What units and offices currently have a role in internationalization and what mechanisms exist to facilitate communication between them? How well are they functioning?*
5. *How does the current institutional structure facilitate or hinder internationalization? What, if any, changes are necessary to provide for an efficient and sustainable internationalized campus?*
6. *How does LMU track and monitor its internationalization efforts and goals?*
7. *How well do institutional resources align with institutional goals for internationalization?*

Overview

Articulated Institutional Commitment, Staffing, and Structure are three interdependent elements of comprehensive internationalization that serve to reinforce one another. While there is a lot of energy and enthusiasm around internationalization, LMU still lacks evidence of these critical components in a comprehensive manner. Many agree that internationalization at LMU is in the early stages of development, although there is enthusiasm for the direction we are moving.

Using a modified SWOT analysis, our strengths include interest and enthusiasm, innovative programs and initiatives, virtual approaches evolved during the pandemic, and a university mission focused on those less fortunate locally and globally. However, our weaknesses include being in the early stages of internationalization, lack of institutional commitment, coordination, facilitation and structure, a narrow selection of Study Abroad programs, and no second language requirement. Opportunities include our location in Los Angeles to explore and expand local-global experiences, student interest, and faculty motivation. Threats relate to lack of incentives, overstretched faculty and staff, competition between units for limited resources, and financial constraints.

In general, our data suggests that internationalization should be infused and intentionally coordinated in all aspects of the university, which will improve LMU as a Jesuit-Marymount university seeking to educate the whole person as well as enabling LMU to achieve its goals of the promotion of justice and service of faith for all peoples. Our distinct mission and identity must inform all internationalization efforts and goals.

Findings

Articulate below are the findings from our data through a modified SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

Strengths:

- Lots of interest and enthusiasm for internationalization.
- LMU has many wonderful programs and initiatives around internationalization.
- COVID-19 pandemic has helped to facilitate new communication practices and information sharing amongst relevant units/depts, though there is still more work to be done.

- COVID-19 pandemic has helped to facilitate new virtual approaches to internationalization through study abroad, service and action, and internship opportunities.
- Establishment of Office of Global-Local Initiatives with assigned Vice-Provost position is step in right direction for development of LMU's internationalization efforts.
- LMU has great imagination for what is possible.
- LMU mission supports global-local efforts to bring us together and assist those who live on the margins, wherever they may be.
- Potential internationalization items emerging in the university strategic plan appears promising.

Weaknesses

- International research is not celebrated and supported (for faculty and students).
- Commitment to internationalization at LMU is weak and not fully realized.
- "Global-local" and "internationalization" are not clearly articulated/defined/understood concepts.
- No second language requirement.
- Lack of centralized information about global-local opportunities for students, faculty and staff.
- Too often Study Abroad is the only way people interpret internationalization. Must go beyond.
- LLS and LMU internationalization efforts are not coordinated, nor is there much information sharing across these entities around global-local endeavors.
- Unclear what appropriate internationalization structure should look like though we need to develop one.
- Leadership has not committed to realizing our internationalization goals and, in particular, for establishing LMU as a leader in global-local education. Dedicated financial resources needed.
- Challenging to keep track of all that LMU does in global-local area. We are embedded in a system of silos and a culture that resists change. More coordination of diverse and differentiated efforts.
- There is no shared vision of internationalization across units/colleges. In addition, there is no institutional internationalization plan at the moment.

Opportunities

- Opportunities for more local engagement, given our global city setting.
- Students are interested in engaging more fully with global-local if they made are aware of opportunities.
- Tap into widespread interest (faculty, staff, and students) by offering diverse global-local opportunities to help internationalization permeate the university and coordinate diverse and differentiate efforts.
- Establishment of Office of Global-Local Initiatives could provide further opportunities for facilitating synergies across units/colleges on global engagement and learning.

Threats

- Student Affairs and Academic Affairs are often in differentiate efforts that appear as competition with one another and can further derail collaboration.
- Individual colleges compete for resources which may impede collaboration.
- Current working (new) University Strategic Plan may not be well-aligned with the internationalization strategic plan.
- Financial constraints. No defined budget or revenue stream formalized.
- Perception and reality of other competing priorities at LMU.
- Faculty and Staff are already overwhelmed with responsibilities so adding additional internationalization responsibilities dilutes efforts forward.

Recommendations

1. Enhance Articulated Institutional Commitment

Short-term goals

- Devote LMU's marketing efforts to help promote critical understanding of the conceptual frame and practical need/application of "global-local education" within the broader frame of "internationalization."

- Devote LMU's marketing efforts to help raise the visibility of signature and emerging Study Abroad programs, global immersion courses, and co-curricular immersions with a focus on those that diversify our locations outside of Europe.
- Reduce financial barriers to enrolling international students from a wider array of countries and socio-economic levels to further increase diversity of and "internationalize" the LMU student body and educational experience; allocate financial resources to support international students and scholars through continued global uncertainty.
- Promote research clusters across colleges and universities in areas related to internationalization, which are mission-focused. One suggestion would be to organize clusters around the UN SDGs.
- Increase virtual/hybrid internationalization opportunities, especially those implemented during COVID-19, and further assess the capacity to retain such programs as options for the future beyond the exigencies of the pandemic.
- Help international students face challenges with engagement in courses and co-curricular opportunities.
- Establish a systematic list of challenges and opportunities for international students at LMU.
- Explore creative approaches to addressing second language requirement and global learning in the Core and throughout the student experience at LMU (beyond the core).
- Develop clear internationalization vision statement for the Office of Global-Local Initiatives.
- Clearly communicate that LMU's mission is inclusive of both global and local, and that we are called to engage those on the margins of society.
- Highlight that we are an international university. Define the parameters and qualities of "an international university."
- Leadership needs to highlight and communicate why international experience is critical to the university (and to the educational experience of students seeking to "set the world on fire" in alignment with the mission of the university: "service of faith and promotion of justice.")

Long-term goals

- Incentivize international and local experiences for students, faculty, and staff; address resource constraints, which result in subpar integration of internationalization in all areas. (e.g., financial assist, stipends, academic credit, recognition in Retention/Tenure/Promotion/Merit processes, student badges of accomplishment).
- Offer certificate in Global Learning and Engagement, which would include curricular and co-curricular requirements.
- Participate in the Times Higher Education Global Universities Ranking. Explore additional rankings that we might aim for in establishing LMU as a leader in international education.
- Raise our profile and competitiveness in attracting talented students from across the globe.
- Program curriculum, co-curricular experiences, and the Core all should reflect commitment to global learning.

2. Develop a Coordinated Structure to facilitate internationalization

Short-term goals

- Build a database for tracking internationalization (in progress) and implement an advisory board/council. Internationalization and philosophical and practiced engagement.
- Develop a centralized structure to facilitate effective information sharing, collaboration, and educate the campus on how to engage with the structure that preserves the independence of individual units as appropriate and contributory to the whole.
- Create an advisory workgroup drawing from units in student affairs, academic affairs, athletics and other areas focused on best practices for international student success at the university.
- Assess what staffing is needed to achieve internationalization goals and priorities.
- Assess all existing differentiated unit passed programs with "international" components to establish shared vision, values, and learning outcomes.
- Identify a mechanism to ensure all stakeholders are invited to be involved with decisions related to international and local initiatives.

- Clarify the relationship between the use of ‘internationalization’ and ‘Global-Local’ to guide meaningful engagements/encounters and develop metrics to measure learning outcomes.
- Clarify and merge the Global-Local Mission and structure to guide future interrelated experiences.
- Encourage synergies between the ‘global’ and ‘local’ to reflect their interconnection and non-hierarchical/non-competitive and co-informing natures.
- Encourage a framework of approaching Los Angeles as a “global city” to reinforce and dynamize the opportunities of “global-local” at LMU.
- Develop strategies to navigate a complex institutional structure, which provide clarity and opportunities for creativity and innovation through collaboration.
- Design an intake form at orientation to start a database and listserv for those interested in global-local opportunities (and not just study abroad). Engage such a project for all students, faculty and staff.
- Develop clear pathways for information sharing among units/depts with international components, including OISS, CPD, among others.

Long-term goals

- Connect LLS with the Westchester campus to create an integrated LMU internationalization commitment.
- Explore coordinated efforts, planning, and information sharing between Study Abroad, CSA and Campus Ministry, and other entities offering global travel.
- Develop stronger online presence for access and clarity of opportunities.
- Develop mechanism to facilitate collaboration across colleges, include LLS, such as a standing committee with college representation.
- Improve facilitation and opportunities for two-way exchanges of students and scholars (not just our students going abroad).
- Improve and increase opportunities for dedicated staff to engage global-local experiences/opportunities
- Address communication and education gap between academic departments and Study Abroad.

3. Engage and Expand Staff to support internationalization

Short-term goals

- Utilize AJCU network to share LMU’s internationalization efforts.
- Utilize AJCU network for partnerships to enhance LMU’s internationalization efforts.
- Consider additional faculty/staff support positions within the Office of Global-Local Initiatives to facilitate recommendations herein as well as future initiatives/projects.
- Engage a model, maybe in partnership with the Office of Intercultural Affairs, to educate the campus on the importance of intercultural training and intercultural competency. Everyone on campus should be prepared to work with diverse populations on and off-campus.
- Expand staff for ONIF office to support students in learning about and applying for fellowships.
- Create synergies among staff of various units/depts to facilitate collaborative projects/initiatives.
- Educate faculty on global-local opportunities so that they can better advise students.
- Include information and training in “Global-Local” commitments at all new faculty orientations.

Long-term goals

- Explore areas where LMU/LLS and collaborate with other AJCU’s to maximize reach and efficiency of resources.

Curriculum, Co-Curriculum, and Student Learning Outcomes

Inventory and review the current international curricular and co-curricular efforts at LMU. Identify the challenges and opportunities to increase high-impact global learning experiences for LMU students.

Review Questions

1. *To what extent are global learning and intercultural goals included directly/indirectly in LMU's overall student learning outcomes?*
2. *To what extent do students have opportunities to take courses or engage in research with an international/global focus? Intercultural focus?*
3. *To what extent are internationalization and intercultural activities seen in the co-curriculum? Do students, faculty, and staff attend these events? Does LMU host international/intercultural scholars, performers, and lecturers?*
4. *How is language study incorporated into the curriculum?*
5. *To what extent do units/programs support (funding/resource allocation) academic international and/or intercultural experiences for their majors/minors?*
6. *What strategies are in place to help domestic and international students learn from each other?*
7. *How does LMU assess its international/global student learning outcomes?*
8. *What do the NSSE and other surveys reveal about the level of interest that the institution's students have in global learning?*

Overview

The review questions above were designed to determine to what degree the curricular and co-curricular efforts of the university assist LMU in achieving those parts of its mission that speak to internationalization and interculturalism. Specifically, the Working Group wanted to know to what degree the university is developing, promoting, and documenting its efforts to create an intercultural community that promotes ecumenical and inter-religious dialogue; foster cultural and intercultural growth and understanding; encourage local and global responsible citizenry; and encourage intellectual inquiry and moral reflection that will lead to local and global transformational social change.

Working Group members divided the ACE Lab guiding questions into three thematic groups and formed three subgroups to conduct in-depth analyses. All subgroups employed similar methodologies, beginning first with a content analysis of publicly accessible curricular and co-curricular documents. These sources include the LMU Bulletin, Student Learning Outcomes articulated by key university bodies, such as the University Core and Student Affairs, university assessment documentation, and histories of curricular and co-curricular events.

Working group members employed this methodology in an attempt to replicate the practices and perspectives of prospective and current LMU students, parents, faculty, and other community members. The Working Group decided upon this approach instead of employing a more intensive forensic accounting (interviews with faculty, collecting syllabi, etc.) because our primary interest was in gauging the visibility and accessibility of international initiatives. In some instances, subgroups opted to augment the results of their textual analyses by reaching out to key LMU individuals for clarification and contextual information.

The integration of international and intercultural content into coursework across departments, colleges and student research opportunities is perhaps the most significant element of internationalizing LMU's mission to educate the whole person approach to education. Unlike other elements of an LMU education, a significant portion of curricular programming is required for majors and the University Core, which creates comparatively more opportunities for multiple internationalization touchpoints. With a more robust and evenly distributed integration of concepts and research related to internationalization across LMU's curriculum, the university would be able to engage a greater percentage of students would have opportunities to engage this content. The Working Group also focused on understating the number and types of intercultural and international student co-curricular offerings, though this effort was hampered by insufficient data.

Findings

Theme 1: Further integrate global learning and intercultural goals in student learning outcomes

The Division of Student Affairs has five student learning goals with 3-5 associated learning outcomes for each posted on its website and included in a variety of print publications. Of the five learning goals, one (Become a Global Citizen) speaks directly to internationalization, global citizenry, and interculturalism. Another one of the learning goals and associated outcomes speaks to LMU's mission to form students committed to service and working for justice. The learning outcomes associated with this goal do not directly speak to issues of internationalization and global citizenry, however it is generally understood that student service and engagement in communities is not and has not been focused only in the Los Angeles area or the United States. A survey of student engagement opportunities does show that a good number of these opportunities do involve communities beyond our borders.

The LMU Mission states, "as students learn to 'read' what is going on in their own lives and in the larger world, they are encouraged to grow in the skills of personal and social literacy needed for responsible citizenship." This is reinforced by the Core Curriculum, which has four outcomes that explicitly mention global learning and an additional 16 outcomes with an intercultural dimension. While none of LMU's Undergraduate Learning Outcomes (ULOs) mention global learning, four mention some form of intercultural learning. There are no graduate- or Loyola Law School-wide outcomes at present. Thus, global learning is not systematically integrated into LMU's university-level student learning outcomes.

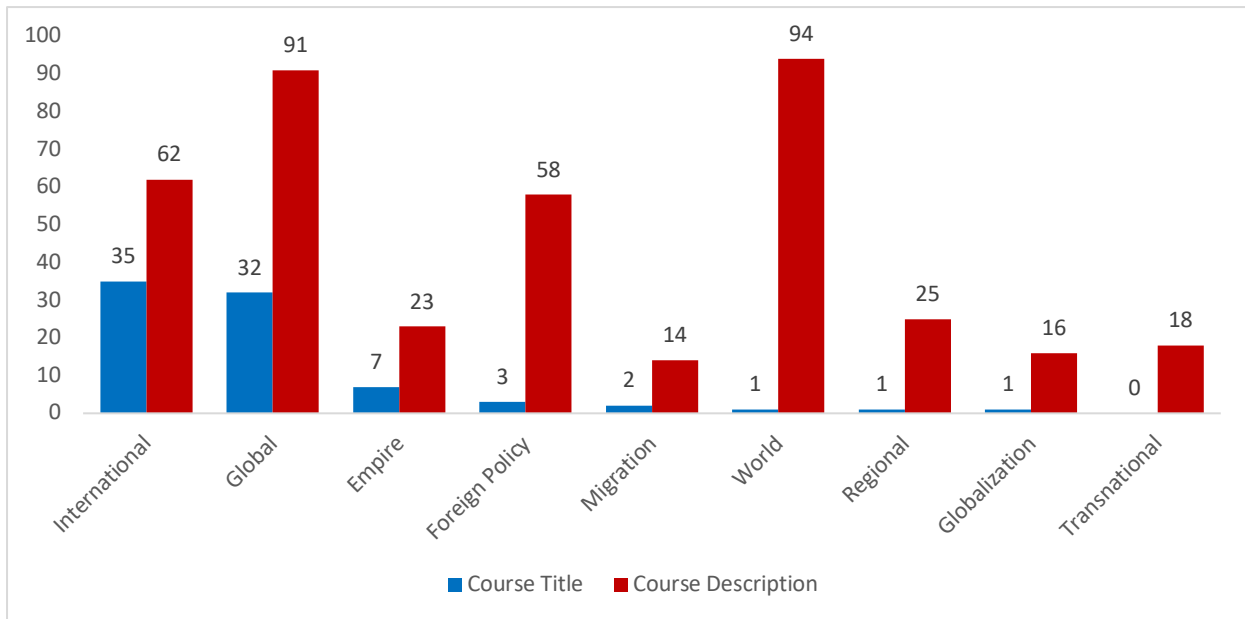
Theme 2: Increase student opportunities to take courses or engage in research with an international/global focus or Intercultural focus

International

We were able to conduct a rudimentary analysis of curricular offerings using keyword searches of LMU's 2020-2021 bulletin. With the caveat that the data is not readily available in LMU's current data infrastructure, our findings indicate:

- Uneven distribution of international content across colleges and departments.
 - ⇒ International content is most visible in CBA.
 - ⇒ In BCLA, international content is heavily visible in:
 - Political Science, which is to be expected given the relatively new International Relations Major and Minor
 - Asian Pacific American Studies
 - History
 - ⇒ In the other colleges, content related to internationalization themes is less visible.
- Uneven distribution of visible content across upper division and lower division offerings.
 - ⇒ The majority of courses with international content are upper division. This has significant ramifications in terms of likely student touchpoints, especially in terms of the University Core, which skews towards lower division courses.
- Uneven distribution of visible content across undergraduate and graduate course and program offerings.
 - ⇒ International content in CBA appears most frequently at the graduate level. While the internationalization of graduate work is laudable, this again reinforces the above trends that disproportionately favor specific student populations.
- International curricular offerings appear to emphasize applied and skills-based knowledge as opposed to scholarly theory.
 - ⇒ This is largely a function of the comparatively heavy emphasis on internationalization in graduate programs in CBA.

Table 1. International Search Terms Used



Intercultural

Following the same procedure outlined above for international curricular content, we conducted a search of the courses in LMU 2020-2021 bulletin using a list of 27 keywords that we felt are related to interculturalism (see appendix). Our findings (see Table 1) include:

- Eleven of them did not yield any course listing and one of them (Racism) yielded too many to include in the above figure.
- The search for courses with the rest of the keywords resulted in a list of 158 unique courses offered across the university.
 - ⇒ Some of the course descriptions included 2 of the keywords used in the search. Additionally, we noticed that several courses are in Education programs and the majority of the courses are in the History department. BCLA definitely has the lion’s share of the courses offered in this area.
- There is no easy way to know if a course containing the intercultural keywords that we used in the search necessarily teaches the concepts.
 - ⇒ The general nature of the course descriptions did not allow us to come to a definite conclusion. More detailed course related materials (e.g., syllabus, course plans, etc.) are needed to understand if a course can be indeed flagged as an “intercultural” course.
- Assessing LMU’s intercultural curricular offerings is particularly challenging because of the varying nature of university definitions of interculturalism.
 - ⇒ It is not easily searchable using current university curricular and course descriptions and searches may yield results that may not be useful to a student (and can even be misleading) interested in gaining intercultural experience.

Theme 3: Internationalization and intercultural activities in the co-curriculum (insufficient data)

Overall, there were at least 65 events/programs offered in the AY 2018-2019 and 83 offered in the AY 2019-2020 that identified “Becoming a Global Citizen” as a core learning outcome for annual reporting purposes. Due to the nature of the annual reporting process, programmatic alignment with the “Becoming a Global Citizen” currently does not undergo any formal review to verify alignment and is left to the discretion of the individual submitting the report. Nor is there a formal rubric or norming practice to ensure quality and consistency regarding programmatic learning outcome alignment. Utilizing annual report data for this exercise underscored the dearth of reliable, accurate, and consistent data needed to reliably answer this question.

Similar to the issues surrounding course counts by international/intercultural curriculum, the data is currently not searchable in a meaningful way and does not provide for a comprehensive review at the university-level of the intercultural and international co-curricular offerings.

Theme 4: Insufficient language study to support comprehensive internationalization.

The study of a second language is often considered an essential part of internationalization efforts. Colleges and universities across the country have very different approaches, ranging from very limited second language offerings to requirements that all students study a second language. LMU, particularly BCLA, has frequently debated the possibility of incorporating a language. There were extensive discussions about it the last time the Core Curriculum was revised around 2010. Proposals to incorporate language into the core were ultimately not adopted. In terms of the current study of language at LMU, we concluded the following:

- We offer two second language majors – French and Spanish – and five modern language minors, Chinese, French, German, Italian, and Spanish. There is also language instruction available to LMU students in Japanese, Latin, and Modern Greek, but they are not part of a major or minor degree program.
- Beyond the majors and minors offered by the Modern Languages and Literature Department noted above, only three undergraduate majors require language instruction as part of the curriculum – Humanities, International Relations, and Music. A fourth major, Theological Studies, requires students to study a second language or complete an engaged learning requirement. There is also a language requirement in the university honors program.
- There are on-going conversations about language instruction in several colleges and departments, but the programs noted above are the only programs with requirements or formal recommendations to study language.

Theme 5: Support by units/program for academic international and/or intercultural experiences for their majors/minors (insufficient data)

Questions were formulated and distributed to Academic Deans and Department Chairs seeking information regarding support for ongoing or recent support. At the deadline for this report, this information had not been obtained in full.

Theme 6: Strategies to support mutual learning between domestic and international students (insufficient data)

Questions were formulated and distributed to Academic Deans and Department Chairs seeking information regarding support for ongoing or recent support. At the deadline for this report, this information had not been obtained in full.

Theme 7. Enhance assessment efforts on international/global student learning outcomes

Within the Division of Student Affairs, three departments were identified as having completed assessments among students that align with the relevant learning outcomes of the Become a Global Citizen goal. These three departments are the Center for Service and Action (CSA), the Office of International Students and Scholars (OISS),

and the Student Housing Office (SHO). Eight assessments related to the Become a Global Citizen learning outcomes conducted within the last three academic years are described in a detailed report submitted by Dr. Ryan-Gonzalez.

The Division of Student affairs is currently assessing learning outcomes related to internationalization primarily through two offices, CSA and OISS. In the past three (3) years the two units have each conducted self-report surveys administered to LMU students participating in their programming. Following data collection, each department has conducted a mix of both quantitative and qualitative analyses to identify their own departmental impact in these areas.

To date, the Core Curriculum has not directly assessed any outcomes that include a global or intercultural component; assessments consisting of student and faculty surveys have been completed for FYS courses, which include a Globalization theme. The Office of Assessment has evaluated two outcomes with an intercultural dimension, typically by scoring volunteer student essays on an intercultural knowledge or social justice-related topic using a faculty-developed rubric and then supplementing these results with indirect evidence from the National Survey of Student Engagement (discussed in section 8 below) and alumni surveys.

Since the 2017-2018 academic year, roughly 35% of individual academic programs have engaged in steps to assess a global or intercultural learning outcome (e.g., developing a tool for assessment, collecting evidence, interpreting previously collected evidence). These programs have primarily used student projects from capstone courses or student projects from non-capstone courses to assess their global or intercultural outcomes (Capstone work: 55% of programs assessing a global/intercultural outcome; 20% of all programs; non-capstone work: 50% of programs assessing a global/intercultural outcome; 18% of all programs).

Theme 8: Students' Are Interested in Global and Intercultural Learning

Student Affairs Administered Surveys

Three national surveys administered since Fall 2017 were identified as addressing the level of interest students have in global learning. These include the 2018 Multi-Institutional Study of Leadership (MSL), the 2018 Freshman Survey (TFS), and the 2019 Your First College Year Survey (YFCY). Based on student responses, the majority of students are currently engaging in interactions with diverse groups often times in an effort to further broaden their own understanding of others. Students not only seek this type of interaction outside of class at LMU but also desire to participate in programming that introduces them to an international community outside of LMU. These types of connections were a major motivating factor for pursuing higher education.

National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE), which asks students to report on how frequently they engage in activities known to promote student learning and success, was most recently administered at LMU in Spring 2020. This survey includes a number of items relevant to global or intercultural learning. Among the ten survey items most directly relevant to these constructs, the percentage of LMU seniors saying that they engaged in the activity described by the item "Often" or "Very often" in the 2019-20 academic year ranged from 63% (*had discussions with people with political views other than your own*) to 83% (*had discussions with people from a race or ethnicity other than your own*).

When compared with a consortium of six (6) Jesuit peer institutions who also administered the NSSE last year, LMU seniors typically reported engaging in these activities at higher rates (e.g., +9 percentage points over Jesuit peers for having discussions with people from a different race/ethnicity), or rates that were statistically indistinguishable from those of their Jesuit peers. Moreover, LMU students reported studying abroad at higher rates than Jesuit consortium students: 37% rate of studying abroad; +10 percentage points. These data suggest that LMU undergraduates are engaging in activities necessary for becoming globally engaged citizens at relatively high rates, although there is still work to do in reaching the entire undergraduate population.

Recommendations

1. Incorporate Global Learning Outcomes throughout the Curriculum and Co-Curriculum

- Revise and/or add global learning goals and outcomes across Student Affairs, Academic Affairs, LLS, and LMU's learning outcomes.
- Align these goals and outcomes with clear definition of global learning so that these can be systematically applied; this can be achieved by creating new outcomes and/or adapting existing outcomes to better reflect a systematic definition.
- Consider requiring a second language as a requirement in appropriate majors/minors or encourage it in co-curriculum activities.
- Make a distinction between 'international' and 'intercultural' as they are too often based on problematic constructions with 'international' concerned with issues/research focused beyond United State borders and 'intercultural' concerned with issues/research focused on diversity within United States borders.
- LMU should consider adopting a broadening definition of 'interculturalism' to include a more global focus.

2. Promote and Provide Equitable Access for Global Learning Opportunities

- Create a searchable database for students to be able to identify courses with international/global content in the curriculum during registration and recruitment.
- Inventory and promote courses with global learning across schools/colleges, majors/minors, and class levels.
- Integrate Global Learning category in the Core and highlight these opportunities in promotional recruitment materials.
- Provide opportunities for students to engage with both international scholarly theory and applied/skill-based knowledge.
- Encourage and facilitate global learning research projects and collaborations.
- Providing funding to promote equitable access for international/global learning components, such as immersion courses, paid research opportunities, etc.

3. Assessing Student Learning Outcomes

- Develop and routinely implement assessment tools to evaluate global learning outcomes (e.g., NSSE Global Learning module and AAC&U Global Learning VALUE rubric).
- Conduct a review of external survey instruments to determine if a comprehensive instrument focused specifically on assessing engagement in and impact of international and intercultural curricular and co-curricular experiences exists to be used by LMU.
- Identify a way to assess the impact of international or intercultural experiences on students' learning and development during their time at LMU.

Faculty/Staff Development, Policies, and Procedures

Inventory and review global learning support structures, policies, and practices for LMU faculty and staff. Identify the challenges and opportunities to better support faculty and staff in their internationalization efforts.

Review Questions

1. *To what extent do hiring, tenure, and promotion practices reward or penalize faculty for their internationalization efforts? How does this vary across colleges/departments/programs?*
2. *What are the ways in which faculty and staff are supported (or not) in their professional development related to internationalization and/or intercultural competency efforts?*
3. *What is the profile of staff/faculty's language capacity, international background, previous fellowships, international experience, intercultural activities, and international/intercultural research activities/collaboration?*
4. *How do institutional policies and practices related to internationalization align with LMU's mission? How do they compare with other comparator schools, including other Jesuit institutions?*

Overview

The global-local professional development of faculty and staff as well as supporting policies and procedures are key to comprehensive internationalization efforts. There is sustained interest by both faculty and staff participating in internationalization opportunities, but more needs to be done in terms of related support, systems, and structures that will enable a wider array of folks to engage with global learning. Faculty and staff would greatly benefit from more coordination across offices/units/departments/colleges in order to enhance communication and knowledge about global engagement options at LMU.

Findings

Theme 1: Interest in Internationalization

Findings suggest that there is interest among the LMU community in learning more about/participating in internationalization opportunities. Yet, the same folks seem to be interested. Field notes from the individual interviews thus far indicate that both faculty and staff are open to the idea of internationalization, although self-selection emerged as a finding, meaning, those interested in internationalization appear to seek out opportunities.

Theme 2: Lack of Support

Conclusions point to an overall trend of a “lack of support” related to internationalization efforts. While there appears to be interest, the data from individual interviews with both faculty and staff thus far, have all indicated feeling like there is not much support for these efforts.

Theme 3: Need for Systems and Structure

Extending from the notion of a lack of support, there was a sense of internationalization efforts not feeling coordinated, which was evident in the lack of policies and standardization. There was an overlay of not being sure who is actually participating in international opportunities, which may tie back to the perception that those interested in internationalization are the only ones seeking out opportunities. When asked about policies and procedures, answers were often informal and lacked consistency in terms of which LMU offices were involved. The inability to code for similar office names in the interviews suggests that different units are doing things differently, making it hard to track the data.

Recommendations

Based on the findings presented above from our working group data collection, and on the preliminary results report summary from December 2020, we have categorized our recommendations by area of focus and delineated recommendations based on what is actionable (in bullet points) in the near future, defined as the next 0-3 years.

1. Cultivate Interest and Create Access to Internationalization

- **Engage the entire LMU communities' interest in learning more about and participating in regular international or local immersion experiences.**
 - ⇒ Create and maintain an inventory and ongoing repository of international opportunities both abroad and locally.
 - ⇒ Create a centralized hub (e.g., landing page) with links to sites that offices continually update.
 - ⇒ Create increased campus-wide awareness through more effective marketing and communications.
 - ⇒ Consider stronger collaboration with MarComm for internationalization/international education efforts.
- **Identify effective ways to promote global learning opportunities among all faculty/staff with the goal of increasing and diversifying faculty/staff participation.**
 - ⇒ Create a connection to tenure and promotion so global activities are considered an added value to faculty reviews.
 - ⇒ Implement a repository system for faculty and staff to self-identify their international background, experience, etc.
 - ⇒ Conduct an initial survey to collect campus-wide data; use the data guide whether further action is necessary (e.g., develop a strategic plan for recruiting more international faculty and staff).
- **Find access points for exempt and non-exempt faculty/staff to engage internationalization with global and local options.**
 - ⇒ Create access and pathways for faculty to collaborate across colleges/departments in internationalization efforts and solve the problem of inclusion of part-time faculty.
 - ⇒ Create access and pathways for staff and solve the problem of current regulations that limit participation for non-exempt staff.

2. Clarify and Communicate Policies and Procedures

- **Develop and align clear policies and procedures for internationalization activities so efforts will be more coordinated and easier to navigate.**
 - ⇒ Implement a comprehensive Travel Policy with sections that apply specifically to faculty, staff, and students who are participating in LMU-sponsored travel. This policy should include clear information related to health and safety, explain requirements for registering travel plans, provide information on utilizing travel assistance with International SOS (iSOS) and related insurance, and detail the financial protocols around reimbursable expenses. It should also determine the preparations required for pre-travel, provide information during travel, and outline any post-travel requirements.
 - ⇒ Involve enrollment management and offices responsible for implementation of policies (e.g., financial aid, registrar, OTR, Student Accounts, Accounts Payable, Budget, etc.), early on in the planning.
- **Encourage more departments to offer cross-divisional collaborations so efforts are more robust and not siloed.**
 - ⇒ Create pathways for faculty/staff to collaborate across colleges/departments in internationalization efforts. Policies and procedures must be clear and consistent to support cross department collaboration efforts. Solve the problem of how to include different schools/colleges that have different funding models and serve different students (e.g., graduates vs. undergraduates).
- **Determine a financial support structure and mechanism to identify, track, and report expenses associated with a program abroad, conferences, research trips, etc.**
 - ⇒ Create an expense code system specifically for international travel (e.g., travel authorization field in Workday)
 - ⇒ Identify and market additional funding to support internationalization and globalization efforts.

3. Support Faculty and Staff to Engage in Opportunities

- **Find ways to support faculty/staff getting more involved in internationalization efforts to enhance knowledge across LMU, including financial resources, pre-trip training, support during travel via our institutional provider, iSOS, and ideas for post-trip reflection/evaluation.**
 - ⇒ Create and provide a centralized training program, tailored for faculty and staff needs, prior to participation.
 - ⇒ Programming should include introductory and advanced information and be offered in online and face-to-face modalities (as allowed) and focus on reviewing health and safety protocols and resources, best practices, financial guidelines, student support, etc. Additionally, more nuanced planning can be completed by each program as deemed necessary.
- **Develop and support a way for faculty/staff to identify and work with global and local partners and to develop strong bidirectional scholar/research exchanges that engage all endeavors.**
 - ⇒ Outline institutional goals for international partnerships and develop a clear process for MOU's, contracts, and other agreements so that these exchanges can be carried out successfully and are sustainable.
- **Identify the offices at LMU that should provide intercultural training for faculty/staff in working with diverse international, first-generation, and undocumented students on- and off- campus both inside and outside of the classroom as well as at home (local) and abroad (international).**
- **Improve marketing and communication to encourage all faculty/staff to go through a series of intercultural trainings.**
 - ⇒ Make training broadly available and strongly encouraged as part of the ethos of our university. Consider offering alongside implicit bias training.
 - ⇒ Develop a strategic approach for sustainable professional development including diversity, equity, and inclusion training for education abroad staff, as well as for faculty and non-education abroad staff who have a role in education abroad programming, as recommended and outlined by Diversity Abroad in paper titled "Diversity Abroad Paper: Collaboration to Advance Racial Equity Through Education Abroad" (see link to full paper in appendix).
- **Create a connection to tenure and promotion so global activities are considered an added value to faculty reviews.**
 - ⇒ Engage Faculty Senate, Office of Research and Professional Development, Rank & Tenure Committee, and Academic Deans about revising tenure and promotion policies to capture and encourage internationalization efforts of faculty.
- **Provide institutional financial support through focused initiatives (e.g., by region or type of activity such as Study Abroad, research, etc.).**
 - ⇒ Build awareness and market opportunities.

Education Abroad

Evaluate current campus engagement with education abroad programs among faculty, staff, and students based on academic areas and destinations. Identify the necessary support structures and resources to grow and enhance participation in education abroad opportunities.

Review Questions

1. *What opportunities exist for education abroad (study abroad, internships, field work, research, service learning)? How are students encouraged to engage in education abroad?*
2. *What are the trends for student participation over the past 5- 10 years (time, destination, gender, race/ethnicity, major, finances)?*
3. *How effective are programs for preparing students for study abroad and for their return to campus life and classrooms?*
4. *How effective are the administrative policies and procedures pertaining to study abroad (student selection and health & safety management)?*
5. *How are students financing their study abroad and what are the implications for current pricing structures? Undergraduates vs. Graduate program models?*
6. *How effective is the current structure of the study abroad office (related to program directors, colleges, communication, etc.)?*
7. *How effective is the current set of criteria used in the evaluation of current and new programs? (Mission-focused, region, etc.). How often are programs reviewed?*

Overview

LMU has a long history of education abroad programming and global engagement. The university offers a wide range of undergraduate abroad programs, including curricular and co-curricular opportunities throughout the world. There are many opportunities, and they stretch across many areas the institution. It was clear from the listening sessions and focus groups that the campus community is not even aware of how many opportunities exist and in what forms or regions. LMU's mission inspires a strong commitment to global education for all students.

Findings

Theme 1: Evaluate current campus engagement with education abroad programs among faculty, staff, and students based on academic areas and destinations (addressing questions 1-3)

Global experience opportunities are comprised of: traditional study abroad semester and summer programs, with internship, research, or service-learning components also available, courses and faculty-led programs of study with embedded travel, and programs for community service and mission and ministry (see LMU Global Experiences inventory). Faculty and staff are involved in many of the programming options.

Opportunities for graduate-level programming are currently more limited at LMU and do not have coordinated support or promotion. While certain graduate courses that involve international travel have thrived, and there is interest among faculty and graduate students to more intentionally incorporate international experiences into graduate programs, it is clear that budget structures and program curricula need to be redesigned and reconfigured in order to better support and facilitate these experiences across programs and on a larger scale.

Previous studies found that LMU's undergraduate study abroad programs were heavily concentrated in European destinations (Provosts Summit on International and Global Learning, 2017). LMU's partnership portfolio has since been expanded to offer more than [60 programs worldwide](#). Due to the suspension of study abroad programming during the COVID-19 pandemic, student interest in newly-added program destinations is yet to be realized or understood.

In 2018-19, 36% of graduating seniors had studied abroad. Data collected on race and ethnicity for student participation in study abroad largely mirrors the general student population at LMU according to the [Study Abroad Office Participation Statistics 2017-2018](#), and all colleges and schools are represented.

While our working group was able to access and review certain data, the current systems are not comprehensive enough to fully understand the characteristics of students who participate in global experiences. Information about student participation in study abroad is available, but gathering it for use is largely a manual process. The dashboards being created with IT are dependent upon these limited software systems. Even less is known about student participation characteristics in activities outside those overseen by study abroad, whether curricular or co-curricular. Participation is understood through the current Travel Registration process, which indicates 253 students participated in co-curricular international programs in the [Open Doors Report 2017-2018](#), and 232 in the [Open Doors Report 2018-2019](#). The lack of centralized and streamlined reporting posed a challenge for the working group to fully understanding the breadth of student participation, as well as staff and faculty participation, in LMU's many global experience opportunities.

Not only is participation reporting a challenge, but also there is no central inventory for capturing the many different experiences and international activities offered by LMU. These challenges identified by the working group were also confirmed by the campus community and expressed throughout the listening sessions and focus groups. Faculty, staff, and students affirmed that many opportunities are available at LMU, but there is no way to see them all in one place. Students bounce between offices and webpages without knowing the full range of what is available to them; the opportunities are robust but scattered.

The working group identified opportunities for more intentional programming to accompany the education abroad experience. Pre-departure orientations are comprehensive, covering health and safety topics and some intercultural training; however, they are delivered close to the program start. Returnee programming, including a welcome back dinner and encouragement to attend a regional returnee conference, *Lessons From Abroad*, is available but optional. Many staff and faculty members recommended that there be more intensive programming to bookend the experience and throughout, to help the education abroad experience be more impactful to students, to encourage reflection, guided processing, and long-term change, and to better connect global experiences to future career and lifelong learning.

Theme 2: Identify the necessary support structures and resources to grow and enhance participation in education abroad opportunities (addressing questions 4-7)

Administrative policies and procedures pertaining to semester-length credit-bearing study abroad present a number of challenges, and the working group has observed many examples of unintentional barriers which inhibit student participation. Students reported encountering difficulties in the complexity of the course approval process and curricular restrictions in certain majors.

LMU places a strong emphasis on health and safety, from program planning, pre-departure training, to on-site emergency assistance. LMU Study Abroad has emergency response protocols and dedicated resources and support in this area, including university insurance and 24/7 travel assistance. These preparatory steps, training, and in-country support are well-defined for the co-curricular programs, as well. How health and safety issues are prevented and handled in other types of programming is less clear. An updated university travel policy should be implemented to ensure any identified gaps are covered and to better explain health, safety, and liability considerations when designing and proposing new programs.

The price point for LMU's study abroad programs continues to increase. Semester programs are tied to LMU tuition rates, and each has a program fee. Students pay LMU tuition for most programs and retain their financial

aid on semester programs. Summer programs have a single program fee and are not packaged with financial aid. The current budget does include a small pool of financial assistance grants, which are distributed among students who apply and have demonstrated financial need. Internal analysis by the Study Abroad office confirms that students who participate in summer programs typically have less financial need and greater ability to pay.

LMU's budget model for Study Abroad is designed as a self-funded operation. This model facilitates study abroad programming and provides some flexibility, but it poses challenges, as well, along with yearly pressure to return more revenue, which in turn, impacts program pricing and makes it increasingly difficult for many students to afford. A review of this structure and the pricing levels is recommended with the primary goal of ensuring access.

Many of LMU's graduate programs do not incorporate international programming in the budget model and require students to opt in and pay additional fees in order to participate. Graduate courses that involve travel abroad lack the necessary administrative and financial support to run consistently and risk cancellation in instances of insufficient enrollment.

Recommendations

1. Increase awareness about and promote LMU's internationalization efforts/initiatives and create a stronger culture around global experiences that is clearly tied to institutional mission.

- It was clear from the listening sessions and focus groups that the campus community is not fully aware of the full menu of LMU's international activities. There is a need to better define and categorize LMU's global experiences, to increase visibility, communication, and awareness of these opportunities among students, faculty, staff, prospective students, and to raise the institutional profile.
- Explain and map out all the ways that undergraduate students can engage in LMU's global experiences by creating a comprehensive inventory on the Global-Local Initiatives webpage, to include curricular and co-curricular opportunities such as: Alternative Breaks, De Colores, Ignacio Companions programs, Study Abroad, BCLA Global Immersion and other faculty-led program courses, CBA Center for Asian Business programs, highlighting also language and culture learning opportunities, and LMU's internationally-focused programs of study, such as the new International Business minor in CBA.
- Develop and highlight global experiences for graduate students.
- Develop and highlight global experiences for faculty and staff.
- Empower the Global-Local Initiatives area to foster collaboration and coordination across campus units to highlight and promote LMU's many global experience opportunities.
- More comprehensive reporting and participation statistics is needed across all types of international programming for better institutional decision-making and strategic planning. Current reporting makes it difficult to understand how student populations, undergraduate and graduate, transfer students, international students are served. Need to know the data in order to ensure high levels of participation among underrepresented groups and to successfully implement diversity, equity, and inclusion initiatives.
- Explore transitioning to a software platform that provides more powerful reporting and data collection to more closely review trends, identify areas for intervention, and ensure more widespread access and participation across campus.
- Change from Terra Dotta software to a more updated platform, which provides better application management, improved student engagement, and more comprehensive reporting capabilities.
- Assess staffing in Study Abroad and other areas, as needed, in order to facilitate student access and accommodate growth.

- Create a dedicated MarComm position in Global-Local initiatives to support communication and address lack of awareness and to enhance marketing efforts of related areas and global experiences, further emphasizing LMU's global impact, Study Abroad, Office of National and International Fellowships (ONIF) and other related areas, to increase visibility and recognition of LMU faculty's international activities, and to develop an ongoing marketing strategy to promote, celebrate, and raise awareness about all of LMU's curricular and co-curricular global experience opportunities and partnerships.
- Set a goal that a majority of LMU students will have had one or more global experiences during their time at the university.
- Provide formal recognition for students who have engaged in LMU's global experience opportunities, which could be Local or Global, including language and culture learning, during their time at LMU (e.g., provide a global engagement/citizen award or prize, or recognition at graduation).

2. Continue to work through administrative barriers that inhibit higher levels of student participation in study abroad.

- Clarify and revise Bulletin policies in relation to study abroad and simplify the course approval and transfer process. Consider opportunities for more core and major/minor requirements to be fulfilled through study abroad coursework.
- Pathways Project: Embark on a project which identifies clear pathways for students of every college/school and major/minor to study abroad, determining the best semester to participate and identifying program matches and recommended courses for students of that major/minor to take abroad.
- Empower faculty and advising staff with the information needed to more confidently encourage students and recommend participation in study abroad and global experiences. Develop and provide advising guides that identify clear pathways and that support each college/school/major/minor.
- Enhance LMU's efforts to achieve a greater consciousness of the institutional value of internationalization priorities within its institutional culture by highlighting education abroad and global experience opportunities throughout students' time at LMU (e.g., global experience opportunities are featured at new student and college-level orientation sessions, prominently placed in admission materials, prevalent in student messaging, etc.).
- Expand preparation for global experiences to be more of a continuum consisting of awareness, encouragement, advising, pre-departure preparation, in-country study, returnee reflection, career integration, and lifelong learning.
- Assess the financial model based on revenue generation that may counter access and mission; align study abroad program fees with on-campus cost of attendance to make sure these meaningful and valuable experiences are accessible to all students.
- Graduate participation considerations: integrate experiences more intentionally into the curriculum of graduate programs and incorporate international travel program costs into graduate program tuition to eliminate out-of-pocket expenses students encounter when needing to opt-in to the global experience.

3. Position LMU as a leader in Education Abroad and of best practice, in support of Global Imagination, the service of faith and the promotion of justice.

- Maintain a strong portfolio of programs that support the institutional mission. Evaluate programs and review partnerships with attention to mission and student learning outcomes.
- Support Diversity, Equity, and Inclusion initiatives to achieve greater student participation in global experiences.
- Support and facilitate participation by transfer students and international students.
- LMU Teach Abroad initiative: Create capacity and access for more faculty and staff to be involved in education abroad activities; ensure open and transparent process for selection and programming.
- Global experiences can serve as a recruitment tool for prospective undergraduate and graduate students in more programs. Recruitment efforts should communicate that all students at LMU are encouraged to have an international experience and to gain global awareness.

- Create capacity and access for more faculty to be involved; ensure open and transparent process for selection of faculty and programs.
- Support LMU’s commitment to stewardship, ethical sustainability, environmental justice and human resilience (reference/link strategic plan).
 - ⇒ Evaluate how participation in global experiences and international mobility impacts climate change.
 - ⇒ Explore ways to mitigate negative impact through sustainable “green” policies and carbon offsets.
 - ⇒ Collaborate with Green LMU and environmentally-focused centers, such as CUREs to develop recommended practices and guidelines for office operations.
 - ⇒ Connect LMU’s initiatives to UN Sustainable Development Goals (UN SDGs).
- Strong recommendation for further study and continued development of graduate-level programming.
 - ⇒ Graduate participation considerations: integrate experiences more strategically into the curriculum of graduate programs and incorporate international program costs into overall budget models.
 - ⇒ Advertise and structure graduate programs so that students are already opted into the related international experience when they matriculate into the program (e.g., MBA and EMBA programs). Students are more likely to participate when they are already “opted in” as part of their program and do not have to pay extra fees in order to participate.
- Support and promote language and culture learning. Recognize and highlight the study of additional languages and cultures as fundamental to comprehensive campus internationalization. Celebrate previous language and culture study and develop mechanisms to encourage students to pursue language and culture learning and related experiences while at LMU.
- Provide resources to support faculty and staff in creating innovative curricular and co-curricular offerings that fulfill students’ diverse learning needs. Re-envision the university community as one of committed global citizens who value intercultural engagement, growth, and transformation for themselves and for others.
- Create a bridge to previous language study by requiring placement testing for all entering students on languages they have studied and/or wish to study. Placement test information can be used to more effectively mentor students on the possibilities for starting or continuing both formal and informal language and culture learning at LMU and will be useful to the MDLL Department, the Study Abroad staff, and other relevant academic entities and advisors.
- Provide students, faculty, staff and academic advisors with clear and organized information about major/minor options and other opportunities to pursue language and culture learning at LMU. Include language and culture learning information in the global experiences inventories and highlight the possibilities during incoming student orientation and in subsequent advising sessions.
- Support campus stakeholders, including the MDLL Department, the Study Abroad office, OISS, in holding events and activities to celebrate and promote language and culture learning to all students throughout their LMU career.
- Offer resources to faculty and staff to develop creative language and learning opportunities, such as new courses, course modules, interdisciplinary learning sessions that tailor to specific program needs (e.g., a short language-and-culture course on sustainability in China offered predeparture to students going to China to study such issues).
- Incentivize students to take full advantage of language and culture learning opportunities in both curricular and co-curricular offerings by incorporating them into essential academic structures. For example, create a “global engagement” designation in the Core Curriculum that can be fulfilled with language and culture courses.
- Honor and celebrate students at the university level who are distinctively accomplished in language and culture learning, especially in the education abroad and Global-Local context.
- Continue using the virtual environment capabilities created during the COVID-19 pandemic to increase access to global experiences and programming; facilitate international connections and collaborations for students, faculty, staff.
- Continue using virtual formats to reach students with information sessions, pre-departure planning sessions, etc.

Collaboration and Partnerships

Inventory and review LMU's current international and local partnerships. Identify ways to evaluate existing partnerships and develop a process to establish priorities for new strategic partnerships.

Review Questions

1. *Does LMU have an inventory for international and local partnerships throughout the institution? To whom is it available? How is it used?*
2. *Does LMU have an overall strategy for international and local partnerships? If so, how is it working? Does it reflect LMU's mission and values?*
3. *What should LMU's strategy and goals be in working with global and local partners? How should resources/funding align with institutional goals?*
4. *To what extent do the global-local partnerships affect student learning, research, and on-campus activities?*
5. *What opportunities exist locally to enhance LMU's internationalization efforts? To what extent does LMU provide the local community with useful international expertise?*
6. *How can LMU take advantage of the Jesuit network to further its international collaboration and partnerships?*

Overview

There is ample interest and investment in partnerships at LMU across the campus and most divisions have taken the initiative to develop and nurture various relationships beyond the bluff on their own. However, there is little to no cross-sharing of information with other divisions, so partnership endeavors are not synchronized or coordinated with the broader university mission and priorities. Partnerships at LMU have primarily been approached in an ad-hoc, grass-rooted, and organic way that helps explain why they reside with numerous offices and, even individuals, which is a function of not having a central office or database to facilitate and guide important aspects such as definitions, expectations, and goals of partnerships both locally and internationally.

To date, LMU partnerships include study abroad providers with formal MOUs, community-based organizations where LMU students volunteer on a regular basis, and partners in international admission with whom LMU staff has ad hoc agreements for individual events. They also fall into a variety of categories such as with an educational institution, community organization, non-profit organization, research institute, study abroad provider, foundation, and government office. As a result of this variety of engagement between LMU and local and international partners, establishing a database of these agreements is a challenging endeavor. However, establishing a clear set of goals and expectations that LMU would utilize as it considers potential new university partners would be incredibly helpful to systematize our agreements in the future.

Findings

A website search and inquiry request from key individuals across LMU's campus illuminated there is extreme variability in how partnerships are catalogued and categorized with the following examples:

- Bellarmine College of Liberal Arts (BCLA) has 90 partners they work with for community-based learning courses with 72 considered "primary" and 18 "secondary."
- The Center for Service and Action (CSA) has 92 total partners with 35 being "ones we work with frequently," 41 "community-based specific," and 19 that are "Black-led or working toward Black liberation."
- The Center for Asian Business (CAB)/Center for International Business (CIBE) in the College of Business Administration (CBA) has 10+ global and international partners that they categorize based on the length of the Partnership (e.g., 3-15 years).
- The Center for Urban Resilience (CUREs) under Global-Local Initiatives lists approximately 15 partners asserting they "actively seek to collaborate with a number of partners ranging from the local to the international scale. Many of these partnerships grow into ongoing relationships, while some are short-term projects where we contribute our expertise to a specific area of need."

- The Office of Study Abroad has approximately 40 partners with an educational institution or a study abroad program provider that could fall into one of many categories such as AJCU, exchange, etc.
- Undergraduate and Graduate Admissions has 10-15 external organizations with whom they have ad hoc agreements and partner on individual events.

To adhere to best practices for identifying valuable partnerships, they must be classified as either strategic or transactional, and require university-wide guidelines for initiating agreements to streamline processes. Measures such as engagement, or potential of future engagement, and strength of partnership should be used as indicators related to various aspects of institutional collaborations to maximize the mutual benefit made possible by its partnerships.

To assess a partnership, or potential partnership, as strategic to the University's internationalization goals, it is imperative to consider the following objectives: (a) similar scope of activities; (b) historical and existing connections; (c) mutual interest and commitment; (d) compatible administrative structures; (e) faculty connections; (f) student interest; (g) potential for consortia activities; (h) potential for thematic focus; (i) logistics and practical considerations; and, (j) fundraising opportunities or financial contribution.

Recommendations

1. Characteristics of International and Local Partnerships

- Reciprocity/mutual benefit is key along with a practical activity that has a clear goal/objective; a partnership can be defined differently depending on the type of relationship it is.
- Units/areas may define a partnership differently depending on the category (e.g., enrollment vs. mission-driven).
- LMU needs to establish priority categories for collaborations: partnerships can be categorized as a short-term (one-time/single events) or a long-term (on-going/bidirectional with multiple touch points) or primary vs. secondary.
- Mutuality is essential for a productive, strategic partnerships where both parties have the ability to call upon each other regarding needs (e.g., having accessible space on campus is critical for building and maintaining relationships or having research expertise to offer as a university).

2. Goals to be achieved by Institutional Collaborations

- Structural support, such as a dedicated staff member in the Office of Global-Local Initiatives, is critical to facilitate partnerships, especially with hosting international exchange scholars that require specific paperwork (e.g., MOUs, access to campus resources, housing, etc.).
- Partnerships should advance LMU's mission: in community-based work, for example, it is about how to move issues of justice and equity forward to create students that are for others.
- Partnerships driven by enrollments can be more challenging because the metrics such as enrollment, retention and, in some cases, placements need to be closely monitored.
- A database of all partnerships, international and local, needs to be developed (in progress).

3. Assessing Institutional Partnerships

- Key questions LMU should ask are: Is the partnership moving the needle on social justice? Could we organize partnerships by geography or topic/theme to be a part of global-local community change efforts that are ongoing, systematic, and multifaceted?
- Partnerships should strike a balance between allowing the creation of new, innovative relationships while assessing the risk adversity dilemma; perception of LMU being a follower vs. a leader.
- Clear guidelines and expectations should be developed to guide decisions and meet institutional standards; transparency and return on investment should be considered.
- Use LMU's institutional identity as a steppingstone to decide what partnerships we pursue, resource, and make progress on what we are trying to achieve.

- Appoint a committee on partnerships so not all of the work falls on the same person; could include someone from finance, faculty, Dean's Council, different units.
- Establish a one-stop online location/website that cuts across academic affairs and students affairs, community relations maybe, for inquiries about starting new partnerships with LMU.

Future Directions

This report serves as a self-study of the current state of internationalization at LMU, which was conducted during the COVID-19 global pandemic from 2019-2021. This report, in addition to the report generated by the ACE External Peer Review Team, will inform a comprehensive Internationalization Strategic Plan, to be presented to senior administration at the end of Fall 2021.

LMU seeks to become a leader in global education. In support of this, the ACE Lab Steering Committee is poised to develop and begin the implementation of LMU's strategic internationalization plan and support global learning and engagement opportunities for students, faculty, and staff. LMU's internationalization process will be guided by the following overarching goals:

- ⇒ Move the institutional culture forward by building global awareness and engagement throughout the university in a coordinated way.
- ⇒ Infuse global and diverse perspectives throughout the curriculum and connect internationalization to High-Impact Practices, including first-year seminars, learning communities, service/community-based learning, undergraduate research, and capstone and projects.
- ⇒ Grow international opportunities for students, faculty, and staff such as faculty/staff development, research, teaching, and exchanges/experiences abroad to improve access for all.
- ⇒ Develop the support structures necessary to support internationalization goals and priorities.

The fundamental mission of LMU is to prepare students with the intercultural knowledge, skills, and attitudes to address the rapidly changing and pressing global-local challenges of our time. LMU is fortunate to have the support from senior leadership and the initiative of students, faculty, and staff to propel us into the next stage toward becoming a comprehensively internationalized campus. This self-study has highlighted areas of existing signature distinction that call for celebration, as well as areas of opportunities for continued development and growth. The ACE Lab process has revealed that LMU is well-positioned to fully commit to comprehensive internationalization with a plan to phase-in the recommendations proposed in this report. While participation in the internationalization review process has provided university stakeholders a space to reflect on and provide feedback about the plan, on-going reflection, review and assessment across our community will be essential in order for LMU to achieve sustainable, comprehensive internationalization.

Appendix

LMU's Previous Internationalization Efforts

[Strategic Role of Internationalization](#) | Summer 2011

[Internationalization Report](#) | February 2015

[Internationalization and Global Learning Vision Statement](#) | January 2017

[Provost Summit on Internationalization and Global Learning](#) | November 2017

Comparator Context

[Comparator School Data on Institutional Structure, Staffing, and Study Abroad](#) | September 2021

Education Abroad

[Study Abroad Office Participation Statistics 2017-2018](#)

[Open Doors Report 2017-2018](#)

[Open Doors Report 2018-2019](#)