

LMU ACE Internationalization Laboratory Preliminary Reports | December 2020

Introduction

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.” (ACE website, 2020)

The LMU ACE Lab Steering Committee (SC) and five Working Groups (WGs) have been meeting since December 2019 (SC) and January 2020 (WGs). The charges and membership of each group are listed below followed by an overview of each WGs preliminary report to update and engage the entire LMU community in the review process with an invitation to attend a ‘Listening Session’ to be held in early Spring 2021.

LMU ACE Lab 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.
Carla Marcantonio, Ph.D.
Fr. Marc Reeves, S.J.
Rich Rocheleau, M.A.
Sijun Wang, Ph.D.

Vice Provost for Global-Local Initiatives
Associate Professor of Political Science & International Relations
Dean, College of Communication and Fine Arts
Associate Professor of Film, Television & Media Studies
Associate Vice President for Mission and Ministry
Associate Vice President for Student Life
Professor and Chair of Marketing and Business Law

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.

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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.	Acting Director of the Center for Service & Action
Csilla Samay, M.A. (ABD)	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>)

A. Reimagine the Current Institutional Structure

- 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.
- Assess what staffing is needed to achieve internationalization goals and priorities.
- Identify a mechanism to ensure all stakeholders are involved with decisions related to international and local initiatives.
- Connect LLS with the Westchester campus to create an integrated LMU internationalization commitment.
- Build a database for tracking internationalization (in progress) and implement an advisory board.

B. Revise (or Broaden the Interpretation of) LMU's Mission

- Draw from LMU's institutional mission and identity to inform all internationalization efforts.
- 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.

C. Allocate Dedicated Resources to Global-Local Initiatives

- Incentivize international and local experiences for students, faculty, and staff; address resource constraints, which result in subpar integration of internationalization in all areas.
- 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 the LMU student body; allocate financial resources to support international students and scholars through continued global uncertainty.

D. Adopt Flexible Model of Internationalization

- Increase virtual/hybrid internationalization opportunities, especially those implemented during COVID-19.
- Help international students face challenges with engagement in courses and co-curricular opportunities.
- Create multiple models of study abroad and co-curricular immersion options to enhance diverse participation and multiple entry points.
- Utilize AJCU network for partnerships to enhance LMU's internationalization efforts.
- Develop strategies to navigate a complex institutional structure, which provide clarity and opportunities for creativity and innovation.

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 of Communication Studies
Jennifer Belicheskya-Larson, Ed.D.	Assistant Vice Provost for Strategic Initiatives
Richard Fox, Ph.D.	Professor of Political Science
Kala Seal, Ph.D.	Professor and Chair for Information System Business Analytics
Chris Schmader, Ph.D.	Research Associate of Institutional Assessment
Todd Shoepe, Ph.D.	Associate Professor of Health and Human Sciences

A. 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 American borders and 'intercultural' concerned with issues/research focused on diversity within American borders. LMU should consider adopting a broadening definition of 'interculturalism' to include a more global focus.

B. 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 a 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.

C. 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.

Carla Marcantonio, Ph.D. (co-Chair)	Associate Professor of Film, Television & Media Studies
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.	Associate Professor of Education, co-Director of Ed.D. Program
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

A. 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.
- Identify effective ways to promote global learning opportunities among all faculty/staff with the goal of increasing and diversifying faculty/staff participation.
- Find access points for exempt and non-exempt faculty/staff to engage internationalization with global and local options.

B. Implement a Structure with Policies and Procedures

- Develop clear policies and procedures for standardization to govern internationalization activities so efforts will feel more coordinated and easier to navigate.
- Make more transparent the offices offering international options, processes to engage with those opportunities, and identify who is actually participating in internationalization programs.
- Encourage more departments to offer cross-divisional collaborations so efforts are more robust and not siloed.
- Determine a financial support structure and mechanism to identify, track, and report expenses associated with a program abroad, conferences, research trips, etc.

C. 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.
- Develop a way for faculty/staff to identify international partners to work with overseas and locally to develop strong bidirectional scholar/research exchanges that engage all creative endeavors, including theatre troupes, artists, musical/dance groups, producers, etc.
- 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 (global).
- Improve marketing and communication to encourage all faculty/staff to go through a series of intercultural trainings.
- Create a connection to tenure and promotion so global activities are considered an added value to faculty reviews.
- Communicate institutional financial commitment and investment through focused initiatives (e.g., by region or type of activity such as Study Abroad, research, etc.).

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 (<i>Spring 2020</i>)
Marissa Montes, J.D.	Clinical co-Director of Immigrant Justice Clinic (<i>Spring 2020</i>)
Jennifer Silverman, Ph.D.	University Registrar (<i>Spring 2020</i>)

A. Inventory Education Abroad Activities at LMU

- More comprehensive reporting and participation statistics needed across all types of international programming for institutional decision-making strategic planning.
- Clearly define and label LMU's many opportunities abroad, including semester study abroad, global immersion, short-term, faculty-led, faculty-developed, study trips, and cohort-based.
- Understand student populations, undergraduate and graduate, being served vs. not being served.

B. Understand Barriers to Student Participation in Education Abroad

- Identify barriers, real and perceived, that prevent greater levels of student participation; measure campus awareness of LMU's opportunities abroad.
- Clarify Bulletin policies in relation to Study Abroad and streamline the course transfer process.
- Assess the financial model based on revenue generation that may counter access and mission; align program fees with on-campus cost of attendance.

C. Opportunities for Education Abroad Participation: Students/Faculty/Staff

- International experiences can serve as a recruitment tool for prospective undergraduate and graduate students in more programs; communicate that all students should have an international experience.
- Potential for increased language learning and more integration with core/major curriculum and education of the whole person.
- Graduate participation considerations: integrate experiences more intentionally into the curriculum of graduate programs and incorporate international program costs into graduate program tuition.
- Create capacity and access for more faculty to be involved; ensure open and transparent process for selection of faculty and programs.
- Update infrastructure: resources and staff support need to grow along with programming expansion.
- Determine how to balance and accommodate growth of new programs while supporting and maintaining success of longstanding programs; decide how to prioritize offerings.

D. Best Practices to Emphasize at LMU: Position LMU as a Leader in Education Abroad

- Prioritize health and safety: update travel policy, registration, and in-country support.
- Curriculum integration: intentional connection to core requirements and academic experience.
- Foster intentional/meaningful experiences throughout, including program model, language learning, intercultural learning, pre-departure preparation, post-study abroad reflection, and re-entry training.
- Evaluate programs and review partnerships with attention to mission and student learning outcomes.

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 and Chair of Marketing and Business Law
Ammar Dalal, M.B.A. (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 (<i>Spring 2020</i>)

A. 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 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).

B. Goals to be achieved by Institutional Collaborations

- Structural support 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).

C. 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.