

REPORT ON LOYOLA MARYMOUNT UNIVERSITY PARTICIPATION IN THE ACE INTERNATIONALIZATION LABORATORY

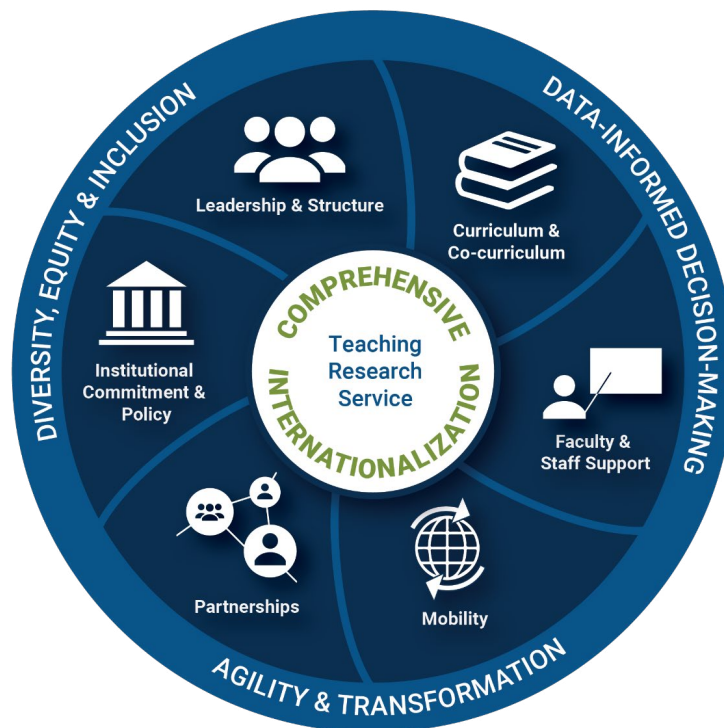
BY THE AMERICAN COUNCIL ON EDUCATION PEER REVIEW VISIT TEAM

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INTRODUCTION

In 2019, at the invitation of the American Council on Education (ACE), Loyola Marymount University (LMU) joined the 17th cohort of ACE’s Internationalization Laboratory. The Lab, as it is known, engages a select group of colleges and universities in assessing their current international activities and considering how they might like to move forward with such work in the future. Institutions engaged in the Lab review their progress and consider recommendations in the six areas of the ACE Model for Comprehensive Internationalization.¹

ACE Model for Comprehensive Internationalization



1 For a comprehensive definition of internationalization, see <https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx>.

In addition to LMU, other institutions participating in the 17th cohort were: Bethany College (WV); California State University, San Bernardino; Mercer University (GA); Purdue University Northwest; Rhodes College (TN); Sinclair College (OH); Southern Illinois University; Universidade Federal de Goiás (Brazil), Universidade Estadual de Maringá (Brazil); Universidade Federal do Pará (Brazil); University of California, San Diego; University of Delaware; University of Missouri–Kansas City; University of Nebraska–Lincoln; University of North Georgia; and York College of Pennsylvania.

This report is based on a three-day virtual visit to LMU by an American Council on Education (ACE) peer review team on October 27–29, 2021 and draws on the LMU’s *Internationalization Strategic Plan* (hereafter, *LMU Internationalization Final Report*) (October 2021). The site visit included meetings with President Timothy Law Snyder; Executive Vice President and Provost Thomas Poon; Deans and Associate/Assistant Deans; the ACE Lab Co-Chairs; the ACE Lab Steering Committee; the Academic Affairs, Enrollment Management, Faculty and Staff Senate Executive Committee; and the Global-Local Initiatives (GLI) Team. A detailed schedule of meetings and list of attendees is included in Appendix 1.

This is a confidential report to LMU, designed to assist the institution with its internationalization efforts. We encourage wide internal distribution of the report so that it can assist the university community in these tasks. The contents will not be published or made public unless LMU chooses to do so or gives ACE permission to do so.

PEER REVIEW TEAM

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OVERALL STRENGTHS

In the view of the peer review team, LMU is at a propitious moment in time to broaden and deepen its internationalization efforts. This conclusion is based on: review of *LMU Internationalization Final Report*, which clearly articulates the global research, learning, and engagement imperatives facing higher education today; and a virtual site visit, October 27–29, 2021, which included meetings with senior leadership, deans, ACE Lab Co-Chairs, the steering committee, and faculty leaders. LMU’s overall strengths are reviewed in this section in terms of Campus Commitment and Senior Leadership, and Committee Work.

Campus Commitment and Senior Leadership

LMU’s distinctive approach to global learning and research, rooted in past and present campus commitments to innovative scholarship, social justice, and entrepreneurial thinking, have established a strong foundation for further campus internationalization through its colleges, institutes, centers, and programs.

Historically, LMU’s purpose, vision, and mission have been shaped by its distinctive identity as a Catholic, Ignatian, Jesuit, and Marymount institution. These traditions inform the mission of the university as one “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.”²

2 See *LMU Internationalization Final Report*, LMU’s Mission, Goals, and Identity, p. 4.

The historical, religious and social principles found in an LMU education are reinforced today, it should be underscored, not only by exploration of the global learning and engagement priorities found in its evolving internationalization strategy. They are also buttressed by a concurrent effort to craft a university-wide strategic plan, *Creating the World We Want to Live In*,³ that envisions LMU as an institution that “will form a new generation of ethical leaders able to identify, analyze, and respond to the most challenging problems facing our rapidly changing global society.”⁴

The cojoining of global engagement visions as found in LMU’s university and internationalization strategies is exceptionally compelling in the view of the peer review team. In conversation with President Timothy Law Snyder and Executive Vice President and Provost Thomas Poon, they note that in combination the recommendations found in the two strategic planning documents allow for coherence and prioritization of LMU’s thinking about its purpose as a Jesuit institution. President Snyder observed in particular that, thanks to LMU’s participation in the ACE Internationalization Lab, promising practices have been identified, establishing outcomes that can be realized and measured.⁵

The alignment of the internationalization and university strategic plans is discussed further in part IV, Observations and Recommendations, with regard to goal prioritization.

The peer review team’s meetings confirm that along with the President and Provost, academic and administrative campus leadership were engaged steadily and thoughtfully throughout the Lab process, contributing to the identification of ways that LMU’s mission could best address global challenges through focused integration of global thinking in the university’s teaching, research, and service activities. As articulated by members of the Lab Steering Committee, working across the institution was fulfilling in terms of moving beyond campus silos as well as by creating a sense of integrated meaning through communication, cooperation, and coordination . . . the recognition that interdependent, cross-campus thinking is a key to LMU’s future success.⁶

Senior leadership also recognizes that LMU, similar to institutions of higher education across the U.S., now operates in an increasingly complicated geopolitical environment, one that requires engagement with globalization on the one hand and recognition of new constraints on student and scholar mobility on the other. Indeed, risk factors ranging from health and safety to intellectual property security concerns have led to challenging public debates about the broad value of international education, across the U.S. as well as in California.

In the aggregate, the observations above underscore the significance the peer review team attributes to senior leadership’s commitment to support the critically important task of crafting, implementing, and continuing to marshal broad, campus-wide support for an emerging new global vision through a series of next steps that will operationalize the recommendations of the *LMU Internationalization Final Report* as part of the university’s overall strategic plan.

3 *LMU Strategic Plan, 2021–26*, completed May 2021; <https://resources.lmu.edu/strategicplan2021-2026/>.

4 See the vision statement in the *LMU Strategic Plan, 2021–26*, <https://resources.lmu.edu/strategicplan2021-2026/theplan/vision/>, calling for LMU “to create an environment in which all persons may flourish in the fullness of their humanity (by upholding) anti-racism, diversity, equity and inclusion in all that we do.”

5 Peer review team meeting with President Snyder and Executive Vice President and Provost Poon, 28 October 2021.

6 As discussed in the Working Group Co-Chairs Meeting, 27 October 2021.

Committee Work

The Steering Committee leading LMU's participation in the ACE Internationalization Lab was designed with a diversity of membership to ensure broad faculty and administrative buy-in. Membership included college deans, administrative leaders, faculty, and the ACE Lab co-chairs; in addition, throughout the Lab process, input from stakeholders across the campus was solicited.⁷

The exemplary work of the Lab Steering Committee is well presented by the Internationalization Plan's Introduction and Executive Summary. This section is followed by discussion of the ACE Lab Strategic Planning Process; extended presentation of Working Group Reports; Future Directions; and Appendices that review past LMU Internationalization Efforts, Comparative Context for LMU's Institutional Structure, Staffing and Study Abroad, and data gleaned from annual *Open Doors* reports from 2017–19.

The ACE Lab Steering Committee was charged by the Executive Vice President and Provost Thomas Poon to investigate the current and future prospect for internationalization at LMU. As noted in the *LMU Internationalization Final Report*:

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 and 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.⁸

The Working Groups identified by Steering Committee leadership analyzed, respectively, the following dimensions of comprehensive campus internationalization.⁹

Articulated Institutional Commitment, Structure, and Staffing

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

Curriculum, Co-Curriculum, and Student Learning Outcomes

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

Faculty/Staff Development, Policies, and Procedures

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

7 *LMU Internationalization Final Report*, pp. 9–11.

8 *LMU Internationalization Final Report*, p. 1.

9 *LMU Internationalization Final Report*, 2021, pp. 9–10; a detailed summary of Working Group Reports can be found on pp. 13–33.

Education Abroad

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

Collaboration and Partnerships

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

Each Working Group in turn formulated a set of recommendations, based on university-wide data collection and conversations with students, faculty, and staff.¹⁰ These suggestions are captured by the five goals accompanying the *LMU Internationalization Final Report* that call for the university to:¹¹

- Align (institutional) Structure to Coordinate Internationalization Efforts
- Establish Shared Understandings of Internationalization
- Promote and Strengthen Global Learning Opportunities for All
- Enhance the University's Global Reputation
- Identify Funding Sources for Internationalization Initiatives

The Lab Steering Committee was given an ambitious charge, one that was well executed thanks to the excellent leadership of the Steering Committee Co-Chairs, Dr. Roberta Espinoza and Dr. Jennifer Ramos. The Co-Chairs were ably assisted by administrative support from Ms. Maria Melendrez, Programs and Partnerships Specialist. As a team, the Lab Steering Committee engendered broad discussion of comprehensive campus internationalization, gathering information, studying it in depth, analyzing current opportunities and challenges, and giving ample opportunity for students, faculty, and staff to participate in the process. The depth and breadth of information collected is impressive.

During the virtual peer review visit, the scheduled meetings involved a spectrum of the campus community, including high-level academic officers, faculty, and representatives of important administrative offices. These conversations confirmed that internationalization has increasingly strong buy-in on campus.

In their roles as a catalyst for internationalization, the faculty and staff across LMU can take pride in the institution's many accomplishments in global engagement. At the same time, many important challenges remain. Most importantly, internationalization efforts will need to continue to be campus-wide, with forward looking inclusion of all stakeholders including students, colleges, centers and units, business and finance, and alumni. Conversations with campus stakeholders about why internationalization is important must continue since they will shape everything the university envisions. A critically important factor of future success will be establishment of an implementation committee with dual functions: a committed core of faculty and staff who, as noted through the virtual site visit, are willing to work to achieve the goals identified in LMU's evolving Internationalization Strategic Plan as an intentional step reinforcing the university's mission; and second, efforts that include, in addition to implementation, the mobilization of internationalization efforts going forward.¹²

10 *LMU Internationalization Final Report*, 2021, pp. 10–12.

11 *LMU Internationalization Final Report*, 2021, p. 3.

12 As articulated to the peer review team during the virtual Dean's Council Meeting, 28 October 2021.

OBSERVATIONS AND RECOMMENDATIONS

One aspiration identified in the *LMU Internationalization Final Report*, and in interviews during the peer review team virtual site visit, was a desire for greater coordination of international education and global engagement efforts. We heard that while such activities were taking place in various parts of the campus, they were not necessarily leading to greater comprehensive internationalization.

The *LMU Internationalization Final Report* takes a number of important steps forward in addressing the need for and ways to accomplish a more integrated and intentional approach to campus internationalization, one that contributes significantly to LMU's maturation as a globally engaged institution. The *LMU Internationalization Final Report* is well written and organized and one of its major strengths, as noted in the previous section, is that it builds atop a solid foundation of significant global engagement informed by noteworthy research and curricular/co-curricular programs.

Features of the *LMU Internationalization Final Report* that can be further developed are outlined below. The intention of this section, based on observations during the virtual peer review site visit and with reference to internationalization theory and practice, is to help LMU move from a set of strong international education programs (successful, but disparate activities) to strategic internationalization.

We focus on what we see as the primary questions and issues—attention to which promises to make the most difference—but also offer some suggestions about supporting activities. **Commentary begins by addressing issues that are time sensitive, as found in comments to follow on Goal Prioritization.** Observations by the peer review team then turn to important but less urgent topics associated with Global Learning, International Partnerships, Education Abroad, and International Students. Shorter sections then follow, highlighting reflections on: Organizing and Communicating Information on Global Reach; Rewards for Curricular Development and Faculty Research; and Entrepreneurial Thinking. Publications and information documenting the observations to follow are noted in the text and in footnotes.

Goal Prioritization

The *LMU Internationalization Final Report* organizes its recommendations in terms of the work associated with the following goals:

1. Align (institutional) Structure to Coordinate Internationalization Efforts
2. Establish Shared Understandings of Internationalization
3. Promote and Strengthen Global Learning Opportunities for All
4. Enhance the University's Global Reputation
5. Identify Funding Sources for Internationalization Initiatives

The peer review team notes that in contrast to the Working Group Reports, where recommendations in some cases are both short- and long-term,¹³ it is unclear in the *LMU Internationalization Final Report* which of the goals immediately above, and their associated recommendations, are to be prioritized as part of the implementation process. In short, **prioritization of recommended actions associated with the five goals is unfinished business** for the LMU Lab Steering Committee.

13 *LMU Internationalization Final Report*, see section on Working Group Reports, pp. 13–33.

This observation can be illustrated by commenting briefly on Goals 1 and 2.

In the case of Goal 1, *Align (Institutional) Structure to Coordinate Internationalization Efforts*, there is a specific recommendation to conduct an “assess(ment of) 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.”¹⁴

Established in 2018, LMU’s Global-Local Initiatives (GLI) has made significant progress under the leadership of its inaugural appointee, Dr. Roberta Espinoza. Indeed, GLI is a noteworthy and distinctive addition to the U.S. academic institutional framework associated with internationalization. In the view of the peer review team, **it is incumbent that LMU recognize the need to engage in prioritized campus discussion of how to move GLI from an initiative to a more formal office structure** with associated roles and responsibilities for implementation of the university’s internationalization strategy. This leadership role for GLI will more efficiently and effectively allow for ‘integrating and elevating’ internationalization across the campus. Steps could include: (a) considering a new name to reflect is campus-wide mandate to advance internationalization; and (b) taking the step of formalizing a cross-campus Advisory Council as the Internationalization Strategic Plan is implemented.¹⁵

In the case of **Goal 2**, *Establish Shared Understandings of Internationalization*, there is a specific recommendation to “develop definitions for shared concepts, including internationalization, global-local, partnerships, global engagement, and global learning.”¹⁶ **Conspicuously absent in the discussion of Goal 2 is reference to the university’s strategic plan, Creating the World We Want to Live In**, particularly the relationship between internationalization and anti-racism, diversity, equity and inclusion priorities. In the view of the peer review team, and as noted previously in II. Overall Strengths/ Campus Commitment and Senior Leadership, LMU is poised to break new ground by articulating explicit linkages between the university and internationalization strategic plans.¹⁷ However, **urgent prioritization is called for regarding ways that the two strategic plans can be conceived and implemented concurrently.**

In the overview, a shared understanding of internationalization, Goal 2, is interconnected with LMU’s intention to align its institutional structure to coordinate internationalization, Goal 1.

In light of the transformative social justice moment unfolding in the U.S. at present, the *LMU Internationalization Final Report* should address **links between the university’s diversity initiatives and potential collaboration with internationalization** efforts. To recognize, in other words, that anti-racism, diversity, equity and inclusion commitments are both domestic and global and that deep interrogation of the combined perspectives will require agreement on global learning objectives. Insights that can assist LMU in this regard include:

- The *LMU Final Internationalization Report*’s discussion of:
 - Connecting (the) Internationalization Review to LMU’s 2021–26 Strategic Plan, p. 6¹⁸

14 *LMU Internationalization Final Report*, p. 3.

15 Possible alternatives to GLI are: Office of Global and Local Affairs; or Office of Global and Local Education.

16 *LMU Internationalization Final Report*, p. 3.

17 See the Peer Review Team Report, pp. 3–4.

18 Discussion of Anti-racism, Diversity, Equity, and Inclusion, one of the three overarching commitments of the LMU’s Strategic Plan.

- A cogent article by Harvey Charles, a member of the peer review team:
 - “International educators must lead on anti-racist education”¹⁹
- A recent article from *Diverse: Issues in Higher Education*:
 - “How this Campus Works to Include International Students”²⁰
- ACE’s publication, *At Home in the World*, designed to:
 - Engage higher education institutions in examining the collaboration potential between diversity/multicultural education and internationalization; create synergistic learning environments between diversity/multicultural education and internationalization; and empower students to be responsible, productive citizens, locally and globally²¹
- The Ohio State University International Conference, 2021, sponsored by AIEA
 - “Consistently Engaged: An Exploration of the Intersection of Justice, Equity, Inclusion and Internationalization”²²
- *Collaboration to Advance Racial Equity through Education Abroad*
 - An analysis of how an Office of Diversity and Inclusion can collaborate with an Office of International Affairs²³

19 See Harvey Charles and Darla Deardorff, <https://www.timeshighereducation.com/blog/international-educators-must-lead-anti-racist-education>, 26 June 2020.

20 See Rebecca Kelliher, <https://www.diverseeducation.com/institutions/article/15280464/how-this-campus-works-to-include-international-students>, 25 October 2021.

21 See Christa L. Olson, Rhodri Evans, and Robert F. Shoenberg, *At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education* (Washington, DC: ACE, 2007), <https://www.acenet.edu/Documents/at-home-in-the-world.pdf>.

22 See: <https://oia.osu.edu/events/consistently-engaged-an-exploration-of-the-intersection-of-justice-equity-inclusion-and-internationalization/> and <https://oia.osu.edu/pdf/aieathematicforumreport/are>. Note the repository of relevant readings, u.osu.edu/aieaforum.

23 Andrew Gordon, ed., *Collaboration To Advance Racial Equity Through Education Abroad*, 2021, https://www.diversitynetwork.org/common/Uploaded%20files/Research_Reports/2021_collaborationracialequity.pdf. See also the recent EdUSA Dialogues, <https://educationusa.state.gov/events/educationusa-dialogues-campus-internationalization-and-dei> as well as the ACE/AIEA Collaborative, <https://www.acenet.edu/Events/Pages/ACE-AIEA-Internationalization-Collaborative-2022.aspx>.

Global Learning²⁴

Internationalizing the curriculum is an essential part of comprehensive campus internationalization. Curricular and co-curricular initiatives are key to realizing global learning objectives.

We commend the faculty and staff for its ongoing efforts to identify priorities for **internationalizing curriculum and pedagogy** appropriate to LMU.²⁵

Internationalizing curriculum and pedagogy is a long-term process, one that: involves iterative discussions with stakeholders throughout the university to determine the desired student learning outcomes; identifies innovative ways to spread global learning to *all* students; creates opportunities in all programs for students to acquire and demonstrate, assess, and use this learning for continuous improvement; and integrates education abroad experiences into the curriculum (prior to departure and upon return for traditional education abroad and adapted to virtual education abroad and study away programs).

The chief resource needed to **realize global learning goals is the faculty and staff**, both those currently at the institution and those who will be hired in the future.²⁶ They need to be incentivized to do this work. Internationalization cannot be ad hoc; it must be intentional. For some faculty and staff, this will not be new work; for others, it will be. In either case, it is a means to give faculty and staff new ways to think about their current research and teaching in a more nuanced fashion.

Advertisements of new faculty positions and staff can emphasize that international experience or background is preferred so that the institution can augment its internationalization agenda. **Professional development** at various levels will be necessary to help faculty members, department chairs, student affairs staff, and deans to identify international and/or intercultural learning outcomes, enhance the international/intercultural content of current programs, and create education abroad and study away opportunities that will bring global perspectives to the majors. As the university's international agenda continues to further develop and incorporate graduate education as well as faculty research, the possibilities for **productive linkages between undergraduate and graduate training** will grow, befitting the intellectual climate of LMU as well as reinforcing national trends that prioritize undergraduate research mentoring.

Many resources are available to assist the faculty in internationalizing the curriculum and to assist the institution in thinking about how to develop and reward faculty global engagement. ACE's Internationalization in Action materials focus on institutional strategies and good practices.²⁷ In particular, "Creating the World We Want to Live In, the Curriculum, Part 4" addresses the disciplines and the role disciplinary associations (American Political Science Association, American Psychological Association, American Historical Associ-

24 Global learning is defined as "[. . .] the critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably." See: <https://www.aacu.org/value/rubrics/global-learning>. Additional resources: Purdue University, Global Learning, Center for Instructional Excellence, <https://www.purdue.edu/cie/globallearning/index.html>.

25 Highlighted in the *LMU Internationalization Final Report*, Goal 3: Promote and Strengthen Global Learning Opportunities for All, p. 3.

26 It is important to emphasize that a great deal of learning occurs through what are labeled co-curricular activities, carried out by staff and/or faculty.

27 <https://www.acenet.edu/Research-Insights/Pages/Internationalization/Internationalization-in-Action.aspx>

ation, and the Association of American Geographers) play in helping to define learning outcomes.²⁸ These disciplinary-specific guidelines would need to be adapted to faculty-established priorities, to be sure. In LMU's case, such global learning and research opportunities will not necessarily be new. Rather, there is the opportunity to expand what already exists.

A technique to boost faculty and staff involvement in international education efforts, one that has grown by necessity over the last year due to COVID-19, is to **use technology to greater advantage**. Technology offers faculty, staff, and students many opportunities to engage with colleagues overseas and co-teach courses or develop co-curricular programming with their counterparts from abroad. Utilizing digital technologies can complement and augment an institution's international expertise as well as enhance curricular internationalization and encourage professional development through inclusion in annual faculty/department/school reports.²⁹

With regard to technology, several important caveats are in order. Technology utilization must serve specific objectives of international education, and not simply "build it and they will come." If not designed carefully to support international programs, LMU may find that scarce funds have not been used effectively and efficiently.³⁰ At its best, such new learning modalities need to be used to integrate classroom and educational experience across the disciplines.

Taking such steps require putting in place technical capacities that are accessible to all faculty and students. This may be a challenge at LMU, a campus that is providing education to a population from diverse economic backgrounds.³¹ But these challenges are also opportunities: support for developing the relationships on campus between students of diverse backgrounds, in conjunction with students and faculty outside the U.S., are of inestimable value, and it is incumbent on the university to recognize as well as reward virtual face-to-face global learning activities. Finally, not all such modes of communication require large institutional infrastructure investments; creative alternatives are also now accessible, including Skype, FaceTime, WhatsApp, etc.

Those responsible for staffing the residence halls also need to be included in order to pursue co-curricular global learning opportunities. Our meetings led us to conclude that this aspect of **global learning is being pursued creatively, but can be developed further**.³²

28 <https://www.acenet.edu/Research-Insights/Pages/Internationalization/Intlz-in-Action-June-2014.aspx>

29 Additional resources include: <https://www.aacu.org/publications-research/publications/essential-global-learning>; Dawn Whitehead, ed., *Essential Global Learning: A compilation of seminal AAC&U articles about global learning*. AAC&U, Washington, D.C., 2016. Note especially the VALUE Rubric discussion on pp. 29–32. See also: <https://www.aacu.org/publications-research/periodicals/developing-global-learning-rubric-strengthening-teaching-and> and <https://www.aacu.org/value>; and the CLAC Consortium, <https://clacconsortium.org/>.

30 LMU is beginning to incorporate COIL/Virtual Learning coursework into the curriculum; this should expand. See SUNY Center for Collaborative Online International Learning (COIL) <http://coil.suny.edu/> and the Stevens Initiative, <https://stevensinitiative.org/resources/>.

31 Peer review team interviews with the Co-chairs of the Steering Committee.

32 Such global learning opportunities are posed as a review question by the Curriculum, Co-Curriculum, and Student Learning Working Group, *LMU Internationalization Final Report*, p. 17, but as noted on pp. 20 and 22, there is insufficient data for a recommendation to be made.

International Partnerships

The purpose and potential of international partnerships was discussed throughout LMU's participation in the Internationalization Lab and during the virtual site visit.

The peer review team agrees with administrative and academic leadership that there are unique and valuable opportunities to leverage LMU's most significant existing and potential partnerships by **identifying 2–3 strategic partnerships** that will help move the internationalization initiative forward. This point is called out in the Internationalization Strategic Plan in Goal 4, Enhance LMU's Global Reputation.³³ Possibilities include:

- Long-standing partnerships (the Association of Jesuit Colleges and Universities, the LMU Westchester Campus, the LMU Downtown Law Campus, and LMU's Family of Schools), as well as those recently created with promising potential (such as the newest campus, Playa Vista, known as and located in "Silicon Beach"); and
- Specific opportunities for theme-based research and community service, respectively: LMU's Center for Urban Resilience (CURES), Center for the Study of Los Angeles (StudyLA), and Center for Service and Action (CSA).³⁴

A fundamental question accompanies all international partnerships in higher education: **How are additional "signature programs" identified and pursued as strategic opportunities** for the campus?³⁵

With LMU's completion of the Lab, the peer review team addresses this aspect of internationalization in some detail as we believe international partnerships represent one of the most significant conversations facing the campus, looking forward. **Foundational questions are largely strategic** in nature and include:

- How can partnerships be conceptualized and organized as more than faculty and student exchange?
- What other goals might they pursue?
- What is an appropriate role for alumni and the advancement or university relations office in support of partnership development?
- What criteria should be used to assess current partnerships as well as those under consideration (where are we, where do we need to be)?

Susan Sutton has written persuasively on the value of strategic academic partnerships to pursue internationalization goals. Strategic partnerships are those **with campus-wide significance that involve and coordinate multiple schools and units**. They represent an institutional commitment to a long-term, sustainable relationship. They are intended to provide platforms for deep, cumulative learning, research, and engagement, such

33 *LMU Internationalization Final Report*, p. 3 and especially the recommendations found in the Working Group Report on Collaborations and Partnerships, pp. 31–33.

34 CUR, <https://academics.lmu.edu/cures>; CSA, <https://studentaffairs.lmu.edu/activities/centerforserviceandaction/>

35 As discussed in Dean's Council meeting during the virtual peer review team visit, 28 October 2021, the College of Business Administration has already embarked on an international strategic plan that could serve as a model for other LMU colleges, organized around its federally funded Center for International Business Education, <https://cba.lmu.edu/centers/cibel/>, and AACSB 2020 Business Accreditation Standards, see: <https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards>, p. 1; and the link there to the 2020 Guiding Principles and Standards for Business Accreditation, p. 16 (Global Mindset). An equally intriguing model can be found in LMU's School of Education and its innovative course development on language acquisition and global migration, as discussed in the Associate/Assistant Dean's Council Meeting, 29 October 2021.

that new projects build on previous ones, students encounter the partners in a wide variety of courses and co-curricular activities, and long-standing relationships are fostered between each institution in the relationship and their respective partner communities. Sutton notes:

The forces now impelling internationalization have dialogue and collaboration at their core. This realization moves the exchanges and partnerships in which our institutions have long engaged to the center of any internationalization strategy. And these relationships, in turn, can become the means by which our institutions collectively move forward together. For international partnerships to play such a role, however, we must rethink what they are about and how we can best develop and sustain them . . . by transforming . . . traditional modes of exchange into more full-bodied relationships, moving from what might be called *transactional* partnerships to *transformational* ones.³⁶

The **distinction between transactional and transformational partnerships is crucial** as LMU further develops a strategic approach to internationalization.

Historically, most international academic partnerships can be characterized as follows: supported by only a few faculty members (or even a single faculty member); sending a few students/faculty back and forth; occasionally engaged in joint projects; and lasting as long as their original proposers were interested and often (sometimes immediately) idle thereafter. Such partnerships, in other words, were *transactional*, that is, simple give-and-take relationships where neither institution is much changed by the exchange; in effect, instrumental in nature and predicated on trading resources.

Transformative partnerships can be distinguished as follows: change occurs in both institutions as they work together; common goals, projects, and products are generated through combined resources; there is an emphasis on the relationship as much as the product; the relationship expands over time; and a dialogical basis for global learning takes place. In short, transformative partnerships are bi-national communities of higher education in which there is a constant flow of people, ideas, and projects back and forth, as well as the development of new projects and common goals.³⁷

The senior international officer on campus leads the identification and execution of academic partnerships based on strategic planning priorities. This leadership role is supported by a Steering (or other) Committee **guided by a set of criteria, applied consistently on a case-by-case basis**,³⁸ ideally represented in concrete form by a map or inventory, that expects:

- Campus-wide conversation, engagement, and approval that result from lengthy discussions with partner institutions
- Long-term commitments to develop the relationship over time through identification of new projects and common goals
- Involvement of faculty with international expertise as well as faculty who know little about the partner country or have no international background
- A deepening over time of complex understandings and sense of mutual responsibility

36 Susan Buck Sutton, "Transforming Internationalization Through Partnerships." *International Educator* 19, no. 1 (2010): 60–6.

37 This definition serves as the basis of strategic partnership activity at IUPUI's Office of International Affairs, see <http://international.iupui.edu/partnerships-initiatives/partnerships/index.html>.

38 In observing the value of a Steering (or other) Committee, the peer review team suggests that it complement but not replace the role of the senior international officer in guiding strategic partnership activity.

- Student learning across the curriculum for both institutions by modeling the cross-national competencies we want for our students
- Joint research and development projects on new topics
- Creative interdisciplinarity
- Involvement of administrators and staff
- Economies of scale/synergies of effort
- Concentrations of activity that attract external funding
- Community engagement on both sides
- Resource allocation from both institutions through sharing and collaboration
- Partnership persistence over time and beyond the original proposers

Because they are intensive and extensive, strategic international partnerships that really involve the whole campus are almost by definition few in number. Prospective partnerships have to be selected carefully and pursued patiently and persistently. It is a strategic investment in a relationship that will involve the whole campus, as distinct from an overseas study program or exchange program that might involve a single department or degree program. Such outward-looking internationalization reflects an academic organization's engagement in the global construction of knowledge as well as a willingness to grow from dialogue and exchange. The role and nature of higher education in a globalizing world places reciprocal, transformative partnerships at the center of campus internationalization. As such, they should recognize that there is a complicated political calculus that must be considered, one that regularly demonstrates that internationalization benefits the LMU campus and local, state, and national community through collaborative global partnerships.

Standards and practices are now evolving for international partnerships, as found in a number of key references. See again ACE's Internationalization in Action series³⁹ and other web page resources on global partnerships.⁴⁰ Its *International Higher Education Partnerships* publication (2015) is a comprehensive review of "standards of good practice for international higher education partnerships set forth by a variety of organizations (in the United States and around the world)."⁴¹ The publication's focus is twofold: Program Administration and Management (transparency and accountability; faculty and staff engagement; quality assurance; and strategic planning and the role of institutional leadership); and Cultural and Contextual Issues (cultural awareness; access and equity; institutional and human capacity building; ethical dilemmas and "negotiated space"). The Institute of International Education has also conducted research on strategic international partnerships that includes case studies from around the world.⁴²

Education Abroad

In the view of the peer review team, LMU's present-day student demographics, which include a significant percentage of first-generation university students, represent a feature of campus culture that requires explicit

39 <https://www.acenet.edu/Research-Insights/Pages/Internationalization/Internationalization-in-Action.aspx>

40 <https://www.acenet.edu/Research-Insights/Pages/Internationalization/Global-Partnerships.aspx>

41 Robin Matross Helms, *International Higher Education Partnerships: A Global Review of Standards and Practices*, CIGE Insights (Washington, DC: ACE, 2015). See also: <http://www.acenet.edu/news-room/Documents/CIGE-Insights-Intl-Higher-Ed-Partnerships.pdf>.

42 Claire Banks, Birgit Siege-Herbig, and Karin Norton, eds., *Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages*. Institute for International Education, 2016.

consideration by U.S. universities.⁴³ This observation is captured through reference to global learning for all students, explicitly called out in the *LMU Internationalization Final Report* Goal 3, Promote and Strengthen Global Learning Opportunities for All.⁴⁴

In the case of Education Abroad, these campus characteristics serve as one important basis for **reimagining, in the view of several faculty and staff involved in virtual meetings with the peer review team, the sustainability of LMU's current revenue-generating study abroad model**. Such thinking should consider the opportunities and challenges associated with the number of students participating in traditional education abroad programs; alternatives such as short-term education, internships, and research experiences abroad;⁴⁵ incorporation of certificates, digital badges, or other transcript notation highlighting study abroad; and exploration of ways to expand access through bilateral exchange programs that reduce costs through two-way student mobility as well as the availability of scholarships for this form of international education through philanthropic activity led by LMU Advancement.⁴⁶

In recognition of the needs of all LMU students, **education abroad programs serve to further expand the curriculum** by providing content learning through courses not available on the LMU campus, but which deepen learning in the disciplines. This observation applies to both undergraduate and graduate students. Such approaches to education abroad and international experiences will be quite attractive to some departments, particularly in disciplines that nationally (and perhaps locally) have been less closely associated with education abroad programs. Additionally, and as noted in the preceding section of the peer review report, Global Learning, the current rapid development of virtual education abroad programs and practices, through outreach initiatives as well as partnerships, are worthy of priority consideration by LMU.⁴⁷ As some institutions have experienced, virtual education may in fact increase interest for more students to study or pursue opportunities abroad.

It is important to underscore that education abroad is increasingly understood as a form of experiential learning that helps students develop the operational skills they need to succeed in the workplace and through lifelong learning (flexibility, confidence, problem-solving, self-knowledge, curiosity, tolerance). These are, of course, also closely associated with global learning. The **knowledge, attitudes, and skills obtained through education abroad** are the exact attributes that will benefit LMU graduates as they compete in the global marketplace as well as assume critically important responsibilities as citizens of the U.S. and the world. Questions that need to be front and center in building and maintaining a first-class education abroad program include the following:

- Are appropriate knowledge, attitudes, and skills identified as hallmarks of a LMU graduate embedded in all education abroad programs?

43 H. Landorf, S. Doscher, and J. Harrick, *Making Global Learning Universal: Promoting Inclusion and Success for All Students*. Stylus, 2018; Part Two: What Global Learning Looks Like: Mutually Reinforcing Activities, chapters 5–8.

44 *LMU Internationalization Final Report*, p. 3.

45 The peer review team would like to point out that the recommendations of the Education Abroad Working Group do not explicitly call out a need to develop internship and research education abroad opportunities, nor do they suggest a comprehensive role for LMU's Centers. See FN 31, Peer Review Report; *LMU Internationalization Final Report*, p. 28.

46 These points are well summarized by the recommendations of the Curriculum, Co-Curriculum and Student Learning Outcomes Working Group, *LMU Internationalization Final Report*, pp. 17–22; and prioritized as Goal 5: Identify Funding Sources for Internationalization Initiatives, p. 3.

47 The peer review team notes that the *LMU Internationalization Final Report* has limited reference to and discussion of Collaborative Online International Learning (COIL). See FN 26 of the Peer Review Report.

- Can the GLI Office craft progression plans for degree mapping that combine study abroad and as appropriate language learning without slowing time to degree?
- Are the descriptions of education abroad as well as the application process inclusive of: post-education abroad reflection activities (beginning but not ending with program evaluations); career planning?
- Are alumni, with insights into the lifelong professional and personal value of skills acquired through education abroad programs, appropriately engaged?

Similar to other U.S. institutions, LMU is becoming increasingly interested in and supportive of **short-term study abroad programs**, which open study abroad to more students and can result in significant learning if well structured. This high-impact learning practice could be discussed more explicitly in the recommendations of the Curriculum, Co-Curriculum and Student Learning Outcomes Working Group, *LMU Internationalization Final Report*, particularly in relation to Theme 8 which profiles LMU student interest in global and intercultural student learning.⁴⁸ Some of the questions and issues worthy of further investigation include:

- How do LMU faculty want to structure Education Abroad programs, both Short Term and Traditional, to help students make connections to pre- and post-experiences (courses, the co-curriculum), and to ensure that learning and engagement with the course theme and/or host communities abroad are meaningful, a question that applies equally to virtual educational abroad and study away programs? Answering this question suggests a role for GLI in providing workshops for faculty in support of international research and teaching.
- Nationally, there is interest in making **education abroad program learning outcomes** more visible, applicable as well to virtual learning and study away, as discussed in the preceding section on Global Learning; how is assessment embedded in the design of short-term study abroad programs?
- Prior to the pandemic, a number of U.S. institutions began offering international experience grants to students for self-designed activities abroad during winter breaks and summers; at some point in the relatively near future, these experiential learning opportunities will re-emerge, raising **questions about risk-management and educational oversight**, important safety issues for LMU to continue to address.
- The “**study away/internationalization at home**” movement should not be overlooked.⁴⁹ LMU already has a suite of intercultural, global learning possibilities. These can be further expanded, allowing more LMU students to participate in collaborations with local international populations in Los Angeles and California broadly, including expatriate and refugee populations, to create opportunities/courses taught in the appropriate language and delivered locally, including outreach to K–12 teachers.

A final point is that universities increasingly provide students with more opportunities to discuss their education abroad experiences publicly through departmental colloquia, poster sessions, and institution-wide symposia.⁵⁰ Such events facilitate shared understandings of education abroad and can lead to program improvements. Examples include changes to application processes and advising, and the introduction of post-education abroad activities to build on such programs.⁵¹

48 *LMU Internationalization Final Report*, p. 21.

49 See: Indiana University, <https://global.iu.edu/education/internationalization/index.html>; and Krista M. Soria and Jordan Troisi, “Internationalization at Home Alternatives to Study Abroad: Implications for Students’ Development of Global, International, and Intercultural Competencies,” https://www.aiceworld.org/assets/docs/Conference_Materials/2017/Session_Materials/soria_troisi%20jsie%20abstract_plus%20.pdf.

50 Beloit College’s annual International Symposium is one such example.

51 Twombly et al.’s research report, *Study Abroad in a New Global Century—Renewing the Promise. Renewing the Promise* makes the case for incorporating learning goals into program design and providing opportunities, post-study abroad, for meaning making. *ASHE Higher Education Report*, v38 n4, 2012.

International Students; Domestic and International Student Interaction

Clarification of what is attractive about LMU to students from abroad can lay the foundation for further diversification of the curriculum and co-curriculum as well as niche expansion of international student numbers.

While the peer review team's virtual site visit did not include speaking with international students, we can confirm from ACE's data collection and interviews throughout the country that they seek a supportive and welcoming environment, one that includes organized social events that bring domestic and international students in contact with each other. Research also identifies a need for robust programming that will help students more fully integrate and adapt in order to be successful in a new learning environment.

Clearly, all universities can learn from international students about ways to encourage recruitment in spite of—indeed because of—present-day geopolitical and pandemic-related changes now occurring. There is also the opportunity to leverage graduate-student recruitment to drive the university research agenda.

At the administrative leadership level and related to comments on making the case for internationalization (to follow in the Organizing and Communicating Information on Global Reach, Partnerships, Collaborative Teaching, and International Alumni section), a concerted effort by all U.S. institutions is needed to educate state leaders in the public, private, and NGO sectors about the ways international students contribute financially to lowering the costs of education for domestic students as well as bring unique ideas that advance research, trade, and global understanding.

Questions regarding **which offices at LMU will best serve international students**, as recommended by *LMU Internationalization Final Report* Goal 1, Align Structure to Coordinate Internationalization Efforts, also resonate with those being posed on campuses across the country.⁵² Students can find comfort and a sense of belonging when served by an effective, multifunctional international student office, and other campus units may also feel well-supported by this kind of structure.

Reference to the literature on belonging, in short, is worthy of review: When students do not feel they belong, they either do not remain or they do not achieve their potential.⁵³ Research is making clear that global learning—and student success—in college are closely linked to belonging.⁵⁴

52 *LMU Internationalization Final Report*, p. 3.

53 The authors of *Belonging: The Gateway to Global Learning for All* argue that students in general feel they belong when “(1) they feel part of a close and supportive community of friends, (2) they believe their institution honors diversity and internationalism, (3) they understand the mission of their institution, (4) they are challenged and supported, (5) they are encouraged to develop their strengths and talents, and (6) they have a strong sense of affiliation with their institution.” However, findings from the authors’ research using the Global Perspectives Inventory indicate that along with first-generation and transfer students, international students are less likely to feel they belong compared to other students. David C. Braskamp, Larry A. Braskamp, and Chris R. Glass (2015), *Liberal Learning*, AAC&U, <https://www.aacu.org/liberaleducation/2015/summer/braskamp>.

54 The peer review team has emphasized in the Goal Prioritization section of its report the significance it attaches to campus discussion of how best to move the Global-Local Initiative to a more comprehensive office structure, with associated roles of responsibility. See Peer Review Report discussion, p. 8 and FN 13.

Of particular relevance to LMU is the recently released ACE monograph *Toward Greater Inclusion and Success: A New Compact for International Students*.⁵⁵ Both policy rationale and call to action, the monograph serves as a blueprint for how U.S. institutions can engage international students in playing a critical role in creating campus environments that facilitate global learning for all students while at the same time, and most importantly, recognizing that international student success . . . begins and ends with a **commitment to building lifelong relationships between students and institutions** from the point of first contact as applicants to their postgraduate careers.⁵⁶

The ACE monograph has relevance to all U.S. campuses.

Organizing and Communicating Information on Global Reach

The Lab Steering Committee accessed a range of information about the international activity of the faculty and staff, providing a snapshot of LMU's global footprint, a noteworthy step forward.

As discussed in detail in the *LMU Internationalization Final Report's* Working Group on Curriculum, Co-Curriculum and Student Learning Outcomes, the **use and updating of internationalization data can be an ongoing legacy of the Lab Steering Committee's work**.⁵⁷ We recommend that the information collected during the Lab process be organized and made available so that faculty and administration have access to it in support of ongoing internationalization efforts. These data can help LMU explore a range of important topics: broadly, in terms of the university's global reach; and specifically in terms of international partnership tracking as well as the identification and outcomes of collaborative teaching opportunities. Important steps have been taken in this regard as found on the GLI homepage. These steps include building a sense of campus community as well as communicating other internationalization-worthy information.

Research by ACE and others also confirm that one key to effective internationalization is the role of **compelling storytelling**. LMU has an impressive set of global accomplishments in terms of its teaching, research, and engagement. Yet, in review of the *LMU Internationalization Final Report* and the LMU profiles online, communication of these accomplishments is modest and future global aspirations only partially developed. Indeed, the *LMU Internationalization Final Report* calls out this point in Goal 4, Enhance LMU's Global Reputation.⁵⁸

The peer review team recommends that the Lab Steering Committee **engage campus communication experts in crafting a persuasive argument about the case for internationalization at, for, and by LMU**, one that builds on its distinctive character as an institution of higher learning in the U.S.⁵⁹ Such collaborative work will build durable relationships with key stakeholders as an internationalization strategy is implemented in the months and years ahead. In such endeavors, thought must be given to how the data can be updated,

55 Chris R. Glass, Kara A Goodwin, and Robin Matross Helms, *Toward Greater Inclusion and Success: A New Compact for International Students*, (Washington, DC: American Council on Education, 2021), <https://www.acenet.edu/Documents/Intl-Students-Monograph.pdf>.

56 *Ibid.*, pp. 3–4.

57 *LMU Internationalization Final Report*, pp. 17–21.

58 *LMU Internationalization Final Report*, p. 3.

59 See ACE's recommendations within "Making the Case for Internationalization," <https://www.acenet.edu/news-room/Pages/Making-the-Case-for-Internationalization.aspx>.

something that can be accomplished by structuring year-end reports from faculty and deans.⁶⁰

In short, a key point as the *LMU Internationalization Final Report* moves forward to implement its recommendations is to make clear—to communicate—how internationalization efforts are furthering values and strategies associated with LMU’s unique vision and mission. This can be done in two ways: first, by addressing the interconnected and interdependent global challenges confronting the campus, Los Angeles, California, the nation, and the world; and secondly, by identifying how the passions of its faculty and students can solve the urgent world issues of the day.

Finally, LMU has begun to explore the question of **how international alumni can be engaged to further the campus’ internationalization strategy**. Priority identification of the characteristics of international alumni allows for consideration of ways to create a system for tracking their location, interests, and engagement with LMU. Alumni can assist their alma mater with international student recruitment and the development of exchange programs. They may be interested in providing donations in support of international activities and other campus priorities; alumni are also often well-positioned to facilitate new institutional partnerships, assisting with international student recruitment, or making representations on behalf of LMU to local government agencies or private industry that may be involved in new initiatives, as well as international internship opportunities for students.⁶¹

Rewards for Research and Curricular Development

We commend the *LMU Internationalization Final Report’s* recommendation to create a plan for curricular enhancement grants and targeted faculty incentive programs (salary enhancements; research/travel dollars; or course releases) to further the work of internationalization.⁶² These new awards, along with those long standing, **bring attention to the importance of curricular internationalization as well as to showcase successful practitioners**. An aspirational goal, looking forward, is to examine how these enhancements might be considered in concert with LMU’s tenure and promotion policies to provide an ongoing and sustainable support structure that prioritizes faculty development and global engagement.⁶³

Entrepreneurial Thinking

At its core, the ACE Internationalization **Lab engages an institution in crafting and implementing a strategy for academic change**. As such, it encourages individual as well as institutional entrepreneurial thinking based on the recognition that colleges and universities: place “sense making” at the center of planning; are value-driven institutions where words, goals, and mission matter; are predicated on distributed leadership structures; embrace the ideal of shared governance; and recognize different constituencies with different goals. In this framework, comprehensive internationalization must answer the question of why are we doing this?

60 The peer review team recommends, furthermore, that global learning outcomes be articulated at the level of college, academic unit, major and courses. This suggestion can bolster the Working Group on Curriculum, Co-Curriculum, and Student Learning Outcomes’ recommendation 1.1, as found on p. 22 of the *LMU Internationalization Final Report*.

61 Parenthetically, recent reports indicate that 75 percent of research and development funding is now found outside the United States, an example of opportunities tied to global engagement through international alumni. See AIEA *Regional Forum*, SUNY Albany, 2018.

62 This point is prioritized in the *LMU Internationalization Final Report*, Goal 5: Identify Funding Sources for Internationalization Initiatives, p. 3.

63 For guidance, see <https://www.acenet.edu/Documents/Internationalizing-the-Tenure-Code-Policies-to-Promote-a-Globally-Focused-Faculty.pdf>.

Answers usually include:

- Enhancing institutional reputation and competitive position
- Preparing students for global citizenship
- Making students more competitive in the global marketplace
- Generating revenue
- Enhancing the research agenda
- Enacting an institutional research and teaching mission to engage with an increasingly globalized world
- Making a better, more understanding world

Conclusion

LMU is clearly fortunate to have **strong support for internationalization from many faculty, staff, and administrators**. Conversations about internationalization should continue in order to widen this base of support and effectively achieve LMU's institutional vision and mission in terms of internationalization priorities and by preparing its students to be leaders in a global world.

Over the course of its participation in the ACE Internationalization Lab, **LMU has made remarkable progress on developing a set of recommendations for supporting internationalization**. The academic content accompanying these efforts—whether research, curricular or co-curricular, or through community engagement—needs to follow closely behind. The institution is well-positioned to continue its work in internationalization because it has all the key ingredients: leadership, energy, and a sense of direction.

Internationalization is a long-term project that requires commitment from top administrators who regularly reiterate and underscore reasons why the campus and its programs (like all of higher education) must become more fully internationalized. This requires adequate resources, accountability, and regular evaluation and assessment. By developing and continuing an intentional process, LMU will make internationalization goals part of its everyday operations, continuing to reinforce its status as a distinguished and distinctive institution.

The American Council on Education stands ready to continue to support LMU in the years ahead through its research, institutional and leadership programs.⁶⁴

⁶⁴ See: <http://www.acenet.edu/news-room/Pages/Center-for-Internationalization-and-Global-Engagement.aspx>; <http://www.acenet.edu/news-room/Pages/CIGE-Programs.aspx>; and Internationalization Lab 2.0, <http://www.acenet.edu/news-room/Pages/Final-Meeting-of-Internationalization-Lab-Cohort-14-Asks-Where-Do-We-Go-From-Here.aspx>.

APPENDIX 1: ACE INTERNATIONALIZATION LAB VIRTUAL PEER REVIEW SITE VISIT

OCTOBER 27–29, 2021

PEER REVIEW TEAM

Gil Latz, PhD, Vice Provost for Global Strategies and International Affairs and Professor of Geography, The Ohio State University (Peer Review Team Chair)

Harvey Charles, PhD, Professor of Educational Policy and Leadership, State University of New York at Albany

Kara Godwin, PhD, Director for Internationalization, American Council on Education

WEDNESDAY, OCTOBER 27

4:00–5:00 p.m. PST—Steering Committee Co-Chairs Meeting

Roberta Espinoza, Vice Provost, Global-Local Initiatives and Professor of Sociology
Jennifer Ramos, Associate Professor, Political Science and International Relations

5:00–6:00 p.m. PST—Working Group Co-Chairs Meeting

Roberta Espinoza, Vice Provost, Global-Local Initiatives and Professor of Sociology
Jennifer Ramos, Associate Professor, Political Science and International Relations
Bryant K. Alexander, Dean, College of Communication Fine Arts and Interim Dean, School of Film and Television
Ammar Dalal, Assistant Vice Provost, Graduate Enrollment
Christopher Finlay, Associate Professor, Communication Studies
Lisa Loberg, Director, Study Abroad
Terri Mangione, Vice President, Student Affairs and Dean, Students
Carla Marcantonio, Associate Professor, Film, TV and Media Studies and Interim Associate Dean
Maria Melendrez, Programs and Partnerships Specialist
Fr. Marc Reeves, S.J., Associate Vice President, Mission and Ministry
Richard Rocheleau, Associate Vice President, Student Life
Sijun Wang, Professor, Marketing

THURSDAY, OCTOBER 28

9:00–10:00 a.m. PST—Dean's Council Meeting

Roberta Espinoza, Vice Provost, Global-Local Initiatives and Professor of Sociology
Jennifer Ramos, Associate Professor, Political Science and International Relations
Bryant K. Alexander, Dean, College of Communication and Fine Arts and Interim Dean, School of Film and Television
Kristine R. Brancolini, Dean, William H. Hannon Library
S.W. Tina Choe, Dean, Seaver College of Science and Engineering
Dayle M. Smith, Dean, College of Business Administration

10:00–11:00 a.m. PST—Global-Local Initiatives Team Meeting

Roberta Espinoza, Vice Provost, Global-Local Initiatives and Professor of Sociology
Jennifer Ramos, Associate Professor, Political Science and International Relations
Maria Melendrez, Programs and Partnerships Specialist
Cassidy Alvarado, Director, National and International Fellowships
Brianna Gilbert, Director, Center of the Study of Los Angeles
Lisa Loberg, Director, Study Abroad
Kimberly Petok, Assistant Director, Study Abroad
Eric Strauss, Executive Director, Center of Urban Resilience

11:00 a.m.–noon PST—President, Executive Vice President, and Provost Meeting

Timothy Law Snyder, President
Thomas Poon, Executive Vice President and Provost
Roberta Espinoza, Vice Provost, Global-Local Initiatives and Professor of Sociology
Jennifer Ramos, Associate Professor, Political Science and International Relations

Noon–1:00 p.m. PST—Break**1:00–2:00 p.m. PST—Academic Affairs, Enrollment Management, Faculty and Staff, and Senate Executive Committees Meeting**

Roberta Espinoza, Vice Provost, Global-Local Initiatives and Professor of Sociology
Jennifer Ramos, Associate Professor, Political Science and International Relations
Sarah Burtch, Senior Academic Advisor
Maria Cano, Assistant Provost, Academic Budget and Planning
Christine Chavez, Senior Director, Institutional Research and Decision Support
Branden Grimmer, Associate Provost, Career and Professional Development
Dorothea Herreiner, Associate Professor, Economics
Rebecca Hong, Assistant Vice Provost, Educational Effectiveness and Assessment
Lisa Jackson, Director, Special Events
Kevin Norwood, Senior Service Desk Support Technician
Jannell Roberts, Senior Assistant Dean, Admissions and Enrollment Services (Law School)
Maureen Weatherall, Vice Provost, Enrollment Management

FRIDAY, OCTOBER 29

9:00–10:00 a.m. PST—Associate/Assistant Dean's Council Meeting

Roberta Espinoza, Vice Provost for Global-Local Initiatives, Professor of Sociology
Jennifer Ramos, Associate Professor of Political Science and International Relations
Manny Aceves, Associate Dean, Preparation Partnerships and Strategic Engagement
Jose Badenes, Associate Provost, Undergraduate Education Assistant Vice Provost, Strategic Initiatives
Jennifer Belichesky, Assistant Vice Provost, Graduate Enrollment
Ramiro Euyoque, Associate Dean, Business Services
Michelle Hammers, Associate Dean, College of Communication and Fine Arts
Yvette Lapayese, Associate Dean, Academic Programs and Student Success and Professor, School of Education
Carla Marcantonio, Associate Professor, Film, TV, and Media Studies and Interim Associate Dean

Shannon Pascual, Assistant Dean, Bellarmine College of Liberal Arts
William Perez, Associate Dean, Diversity, Equity, and Inclusion and Professor, School of Education
Jennifer Silverman, University Registrar
Brad Stone, Associate Dean for Faculty Affairs/Shared Governance and Graduate Education
Charles Swanson, Dean, Diversity, Equity, and Inclusion and Professor, Production
Nazmul Ula, Associate Dean, Seaver College of Science and Engineering
Kat Weaver, Associate Provost, Research, Professional Development, and Online Learning

10:00–11:00 a.m. PST—External Peer Review Team Debrief/Break

Gil Latz, LMU ACE Lab Advisor
Harvey Charles, LMU ACE Lab External Reviewer
Kara Godwin, LMU ACE Lab External Reviewer

11:00 a.m.–noon PST—Steering Committee Meeting

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

Noon–1:00 p.m. PST—Steering Committee Co-Chairs Meeting

Roberta Espinoza, Vice Provost, Global-Local Initiatives and Professor of Sociology
Jennifer Ramos, Associate Professor, Political Science and International Relations