

International Education Council
October 25, 2018

Minutes

Council members present: *Vanessa Andrade (Tseng College), John Binkley (Chair), Monica Gallegos Coms (standing in for Sakile Camara, MCCAMC), Daniel Degrauel (DNCOBAE), Kimberly Embleton (Oviatt Library), Keiko Hirata (CSBS), Aaron Lindberg (A&R), Marta Lopez (IESC), Shadi Majoob (CECS), Carrie Pullen (standing in for Joong-won Lee, HHD), Dean Sare (UGS-IAA), Weimin Sun (Humanities), Josh Swartz (CSM), Vittoria Tuttobello (International Student Rep.)*

Department liaisons present: *Xochitl Alviso (Religious Studies), Hira Cho (FCS), Beatriz Cortez (CAS), Ellis Godard (Sociology), Rachel Howes (History), Monica Hussein (DNCOBAE), Su Hyun Jin (CDS), Chin-hsin Liu (Anthropology), Henrik Minassians (URBS), Andrew Surmani (Music), Maryam Tabibzadeh (MSE&M), Joe Wiltberger (COH), Vickie Yu (CDS)*

Call to Order

John Binkley, Committee Chair, called the meeting to order at 3:00 p.m. The meeting was held in the Extended University Commons Conference Room 101 (EU 101).

New Business

Introduction: International Education Council

John Binkley walked the council members through the International Education Council webpage on CSUN's website. The website can be found on the CSUN homepage under several drop-down menus listed as "All Things International." The webpage is named International Education Council:

<http://www.csun.edu/tsengcollege/international/international-education-council>.

John clarified the charge of the International Education Council and referred to the International Education Council Charge found on the website linked above and copied below:

The purpose of the California State University, Northridge University International Education Council is to provide university-wide consideration of the academic value of proposed international relationship/initiative brought before the Council in light the Priority Outcomes and Academic Values Guiding CSUN International Programs, Services and Relationships.

John explained the difference between IEC representatives and department liaisons as follows:

IEC representatives from colleges/library are chosen from the pool of department liaisons to represent their respective college/unit. IEC representatives from other

centers/administrative departments are designated as laid out in the IEC Charge explains in detail. All IEC representatives are expected to attend all meetings and report about their colleges/units work in international education in addition to reporting to their colleges/units about happenings in the council. This bi-directional communication is important to maintain between the IEC and colleges/units. If a representative cannot attend a meeting, they must designate a person from their college/unit to attend in their place.

Department international liaisons are highly encouraged but not required to attend all meetings. The primary role of the departmental international liaison is facilitating information about international ideas, models and opportunities to the academic department's chair, faculty and students, and from the academic department to the CSUN network of liaisons and the CSUN International Education Council. Liaisons can now serve for 6 years rather than the previous 5 year limit, to allow for liaisons to serve as IEP representatives on the same schedule.

Task: John will go through the IEC documents and make sure that the phrases "department international liaison" and "international department liaison" are not being used interchangeably.

John reminded the council that this body is an advisory body that has no monetary resources are currently allocated. Therefore, any recommendations made by this body cannot assume that financial resources will be available. All recommendations are sent to the ICC (International Coordinating Council), which then present the recommendation to the appropriate administrative division/unit. The ICC acts as an advisory board and offers recommendations. The ICC serves as the mechanism that connects the various approaches to international relations taken across campus.

Task: John asks that the members review the draft changes in the charge sent to the list-serve look at the charge and send John any comments or suggestions before the next IEC meeting. The plan is to present the updated charge to the ICC at their next meeting Spring 2019.

IEC Newsletter

John introduced the new IEC Newsletter that will come out three times per year. The stories showcased in the newsletter will be proposed by IEC representatives and departments liaisons to share how different colleges/units are engaging in international education. Ideas include spotlights on visiting scholars, new agreements with international partners, etc. A form will be created to collect stories and ideas.

Bryanna Benedetti-Coomber, administrative support for the IEC, will be compiling the articles and placing them into the marketing template for dispersion.

Global Learning Repository

John is meeting with Ahmed Alwan, Research and Instruction Librarian, and Andrew Weiss, Digital Services Librarian, to discuss the potential of creating a repository of information for global learning

Webinars

The first half of our meeting time will be dedicated to topical conversations/webinars. We have access to several webinars focused on international education including NAFSA and AAC&U webinars. NAFSA webinars will be captioned and are available through Box. John will send out information throughout the year with updates on new available webinars. Please see attached below for details on the webinars currently available:

NAFSA's [Architecture for Global Learning – Series II.](#)

Comprised of six, 60-minute e-Seminars led by noted researchers and practitioners, the 2017-2018 series includes:

- **Global Learning in a Time of Increased Xenophobia and Extreme Nationalism** (September 2017)
- **Global Learning Across Disciplines: STEAM'D** (October 2017)
- **Global Learning in Foreign Language Instruction: More Than Just Talk** (November 2017)
- **Global Learning in the COIL Environment: How Is It Done, What Can Be Learned** (February 2018)
- **Global Learning in the Research Environment: Making the Most of Collaboration to Generate Innovation** (March 2018)
- **Assessment of Global Learning: Performance Targets vs. Developmental Growth** (April 2018)

NAFSA has given us permission to caption [Architecture for Global Learning – Series II.](#) You can view the captioned videos of these e-Seminars at <https://mycsun.box.com/s/yobdb73y95d1xv06f94du6kf6uxv2m4h>

Engaging All Students in Global Learning – From High-Impact Practices to High-Impact Graduates. AAC&U Global Learning Webinar – September 12

You can review the PowerPoint Slides at <https://mycsun.box.com/s/zdlvmtf5zs6in869humcl3zpxl2h8o2s>.

The Webinar included the following presenters:

Bridget G. Trogden, Associate Dean for Engagement & General Education, at Clemson University presented on Curricular Global Learning

<https://www.clemson.edu/administration/global-engagement/index.html>

Brian Etheridge, Director of GGC's Center for Teaching Excellence and co-chair of the Curriculum Internationalization Steering Committee, at Georgia Gwinnett College presented on Georgia Gwinnett College's Global Studies Certification Program

<http://www.ggc.edu/academics/qep/global-studies-certification/index.html>

Paloma Rodriguez, Associate Director of International Studies, at University of Florida presented on Integrative Global Learning.

<https://internationalcenter.ufl.edu/global-learning>

NAFSA's *Architecture for Global Learning – Series III.*
Designing Curriculum for Global Learning

Practically focused, this AGL session presents cases where global learning elements were successfully integrated into the curriculum design process. The presenters, who needed to upgrade their courses with challenging global learning elements, will discuss the processes and outcomes of designing global learning curriculum. Participants who recognize the need to modernize their coursework and classes to meet global challenges by integrating global learning will benefit from this session.

Session Objectives:

- Present two cases of curriculum design/redesign that established prospects for global learning to occur;
- Outline the role of the presenter and institutional stakeholders in the design process;
- Detail how global learning was defined and introduced into curricular programming and activities;
- Discuss connections between the two examples and participants' own scenarios; and
- Provide tools and handouts for participants to consider during their own curriculum design/redesign.

International Education Highlights at CSUN

- IESC SPICE Program - Student Panels for an International Curriculum & Education; international students present their experiences in CSUN classes
- GE Global Pathway – allows students to take interdisciplinary classes that help them learn more about the effects of globalization on their world. This pathway is suspended at the moment.
- College of Humanities/TUFS (Tokyo University of Foreign Studies) partnership
- Central American Studies: travel seminars to El Salvador, Honduras, and Guatemala
- Business and Economics: Consulting class taught in the U.S./Germany and U.S./China
- Engineering and Computer Science: in person collaboration with students in the U.S./Germany with Dr. Gandhi

Virtual international engagement engrosses our students' interests before going abroad and allows for more access to all students. Perhaps this could be a first theme for the IEC Newsletter: global as local.

Open Discussion

Weimin Sun brought up an issue he struggles with in regards to international MOU protocol. CSUN requires all official international MOUs in English. If an MOU needs to be translated, CSUN will allow a translation. However, it must be a certified translation. Even with a certificate translation, the English language agreement is the accepted legal document, which poses a major PR problem in our agreements with countries like China who want the Chinese version of the MOU to be accepted as the legal document.

Beatriz Cortez has faced Weimin's challenge as well and has struggled to find an updated list of certified translators. She is frustrated that very few certified local translators on the list are actually available, while she and many others from her college are capable translators in their fields. Beatriz also expressed concern that local undocumented students are listed under international students for administrative reasons, and are forced to work with one of the translators on the list.

Aaron Lindberg responded to the issue Beatriz had with the outdated list by explaining that his team is trying to update such lists and streamline the process. He will send updates on the process to IEC to disseminate. Aaron also recognized that listing undocumented students as international students is not ideal but is how the system requires them to be listed at this time.

The body suggested that Lisa Telles, CSUN Risk Management, and Ryan Eskin, CSUN General Counsel, come talk to the IEC to answer some of these questions and others. John said he was open to this idea but would need participants to email him specific questions ahead of time to ensure that their time was not wasted or the conversation did not digress into unconstructive venting. He acknowledged that there is a lot of frustration surrounding this issue, but also reminded the body that we are working within a bureaucracy.

AAC&U Global Engagement & Spaces of Practice

John shared information from the AAC&U Global Engagement & Spaces of Practice Conference, hosted in Seattle October 11-13, 2018. The conference covered a wide variety of topics on international education and has made the session presentations and materials available to the public.

To learn more about the conference, click [here](#).

To be directed to the session materials and resources page, click [here](#).

CSU IP – Resident Director Application 2020-2021 and Faculty

The CSU IP Resident Director Opportunities offer CSU faculty the prospect of acting as Resident Directors in a number of study abroad programs located in France, Italy, and Spain. Fluency in the host country language is a requirement. To apply for this opportunity, please visit the website linked [here](#). The deadline for the 2020-2021 school year is December 1, 2018.

CSU IP – International Faculty Partnership Seminar

The International Faculty Partnership Seminar offers faculty the opportunity to participate in intercultural communication training through an international seminar experience. The summer 2019 seminar will take place in Paris, France with tentative date: June 16-22, 2019. The summer 2020 seminar will take place in Tübingen, Germany with more details to follow in the future.

If you are interested in applying for the International Faculty Partnership Seminar, please click [here](#) for details.

Update on IEP Pathways Program

The new CSUN Pathways program is set to launch in fall 2019. The program will run simultaneously the first year with the IEP program. The two programs will be accessed following the first year to decide if the IEP program will continue to run in its current program model.

Students will be able to matriculate into any major with the classes offered through the program and, as the program expands, we can add classes for specific requirements for colleges such as Business and Economics.

Future Meetings

The next IEC meeting will take place on **Wednesday, November 28 from 1:00 p.m. to 2:30 p.m. in EU Room 101**. Marta Lopez will present on study abroad programs available at CSUN.

Adjournment

Having no further business to discuss, John Binkley adjourned the meeting at 4:30 p.m.

*Minutes prepared by Bryanna Benedetti-Coomber
November 5, 2018*