

International Education Council
Thursday, April 25th, 2019
1:00pm – 2:30pm
Extended University Commons #101

Minutes

1. Faculty-Led Non-Credit Study Abroad

Dr. Jody Myers (<https://academics.csun.edu/faculty/jody.myers>)

Dr. Daniel Degrauel (<https://academics.csun.edu/faculty/daniel.degravel>)

Presentation: Teaching Polish History and Culture Today, Recent Educational College-Level Trips to Poland by Dr. Jody Myers

Brief History of the Program: Since 2011 subsidized trips to Poland and the Netherlands. It started with Dorothy Clark through a heritage connection to Poland. The goal was to bring students to these countries to talk to locals and learn about the history and culture of the area. A lot of Chinese students go to Poland to learn English.

Never wanted to have it for credit. Instructional funding is a challenge.

- History and Demographics of the group (Specifics on Pg. 7 of the PowerPoint)
 - Students must take a course that is related to the country, either before the trip and after the trip.
 - Donald O’Sullivan and Jody Meyers go to Poland for these non-credit trips. Students mostly come from the History department. The trip is Trans-ethnic. Poland is very cheap, safe, pro-American, and Jewish history. Holocaust education is involved. They have done a Hasidic route as well.
- Student Learning Outcomes (SLOs) and Recruitment/Selection of students (Pgs. 6 & 7 of the PowerPoint)
 - SLOs focus on European History and position of the Jews (Pg. 6 of the PowerPoint)
 - Scholarship money, not a lot for each student. Cost is about \$3,000 - \$4,000, but with scholarships, the most a student tends to spend is about \$700. Still, a challenge to get students due to their costs, time restraints, and such. Primarily History majors, but a very diverse group of other majors.
- Achievements of Objectives and other details (Pg. 11 of the PowerPoint)
 - Required 2 sessions to go to as part of the orientation. Always synagogues on Friday night, churches on Sunday morning. Along with other religious locations.
 - Organized meetings with community leaders.
 - This experience from students has been transformative.
 - Other faculty are also present on these trips.

Questions from the Council/Discussion:

- How does the group secure a scholarship? In 1992 she was in a periodic financial meeting and was able to get a scholarship? More money was raised. They were able to raise money from a donor presentation and private money. Students write thank you notes to the donors, they have lunch afterward in which the students can meet, and talk to the donors in person.
- What is the biggest challenge? Recruiting helps, but the challenge is for the students that do not want to do the learning. Once you give the students the money you do not have a credit to have as leverage to get the students to keep their interest.
- One year, they did not make the students get an international student ID. Some students were detained and the organizers had to pay a lot of money.

Presentation: International Study Tours (IST) by Dr. Daniel Degrauel

- Presentation Agenda (Pg. 2 of PowerPoint)
- IST Goals (Pg. 3 of PowerPoint)
 - Blue – to help students discover another color – they chose students who have not traveled. If the student had family in a Latino country and was traveling back home, they were also given an opportunity to participate in this trip because they have not traveled to Europe.
 - Red - There are 2 models – tourism and education. We primarily use the education model
 - Green – The bureaucracy of this program.
- IST History (Pg. 4 of the PowerPoint)
 - July 2017 was one trip. Another trip in July 2018, June 2019, August 2019.
 - Working with a partner – An External provider is doing the work. They are a subsidiary of the Asia Institute.
 - In 2019 each trip has a theme. Tseng College Partnership in Germany. For the Cologne trip, our partners are doing the work, which reduced the costs.
- IST Organization details (Pgs. 6 & 7 of the PowerPoint)
 - This process takes about a year and has a strong learning curve. Must make sure the contract is signed.
 - The most important is the preparation of the program. Second, the promotion, followed by the Student Management aspect.
- IST Financing and Course Equivalence (Pg. 8 & 9 of the PowerPoint)
 - Not credit earned so faculty get paid \$5,000. If it was a credit class, the faculty get paid the cost of the class. Changing to credit courses will lower the cost of the program.
 - Option for a credit course trip – a class that goes across the board for all the majors or a class that is only in that department.
- Comments/Closing Remarks
 - The dean has secured enough money for the next 2 trips. About \$35 to \$40K per trip

- In 2020 – perhaps we can have 4 trips in the summer. We would need to find faculty. They could get 10 days' vacation and \$5K. If we can secure funding then we can do more options.

Questions from the Council/Discussion/Comments:

- This college is only for Business?
 - Yes. RTM would love to attend this type of trip.
- Should we open this to other students from different college?
 - Unfortunately, there is a high demand for Business students.
- In order to get the other colleges involved, they would have to work together.
- This trip is sponsored by the College fund – this theme is given as a way of showing what a student can learn in the visiting country that they cannot learn here.
- Perhaps other faculty and alumni could work together to attend this type of program. E.g. for students to go to another country and teach English for a week.
- The effort of coordination and the cost is huge. Who covers that cost becomes the big question.
- Perhaps government sources could be of support to allow a program like this to be appreciated/experience by others.
- It would be great for RTM to work with other colleges to benefit from a program like that.
- What is the risk management with this type of program?
 - We must also embrace the constraints that we must follow. The people from risk management have been very helpful for the trips that Daniel has taken. Money is the main constraint for him.
- Risk Management at CSUN has a very clear guideline. In terms of assessing funds, there are 2 ways of looking into that. It depends on the countries that you travel to. The suggestion is to aim to go to a country that allows us to lower the cost in terms of food, lodging, and infrastructure and yet still adhere to risk management. 2. Be creative with our partners. Reciprocity. More talks on reciprocity based on short term programs. In exchange for a short-term program, perhaps we could send 2 or 3 students to that other country? This could be an option to talk to each dean. 1 student from China to CSUN for 6 months in exchange for A CSUN student to get there for 10 days to 2 weeks. Trade a semester student for a short-term student. We would need to create an MOU.
- First a Friendship MOU then an MOA?
- First the dean and department. Then the interest, then the Friendship MOU. Not charge that 6-month student anything
- MOA – Memorandum of Agreement. MOU Student Exchange. Friendship MOU. An MOA is an articulation, a lengthier process and Undergraduate Studies involved.
- Short term programs do not need to do with articulation
- For this type of exchange, how does it affect the credit learning vs non-credit learning aspect? Credit learning must have 45 hours, more constraints, and tuition fees. Students preferred non-credit courses because they are often close to graduation.
- This new form of reciprocity – How does that work?

- The short term is non-credit. The reciprocity is based on the cost, not the course credit.
 - University short term programs overseas have a cost. We would have to figure out how much that cost overseas is to do the computation for tuition cost here. This aspect would mean the college would cover the cost of food, lodging, and airfare.
 - Student Exchange program – students pay based on their home countries tuition. Sometimes after 3 years, the MAR would say that is a bad agreement because our students will not go overseas, whereas the European students love to come to CSUN.
 - Possible model – 3 students going to Brazil, for example, the cost of the students
 - Suggestion – Don't let these trips reside in a college or department. Take out of College and place it someplace central, like Tseng college per se, and the faculty and department could promote the program. This might be a way to bring in the community to be donors, they were faculty at CSUN years ago and want to connect back.
 - Perhaps Tseng College could think about that for the next meeting. Zach will bring it up to the Tseng College dean who is also the USIO and the Associate Dean.
2. The Charge and Structure of the CSUN International Education Council (IEC)
- Approved at March 6, 2019 International Coordinating Council

Zachary Helsper: Please be sure to review these documents

3. The Role and Structure of the CSUN Network of Departmental International Liaisons
- Approved at March 6, 2019 International Coordinating Council

Zachary Helsper: The support is through different universities, Provost vetting third-party providers and guidelines to follow. A lot is new and this will be reviewed. Making sure that housing and other details will be provided. This conversation is here on campus but tangent with the CO's office. Agreements come from an academic department and the providers are trusted by the department.

4. Third Party Study Abroad Providers
- March 6, 2019 ICC recommended that we contact other CSU campus to discuss the proposed Third-Party Study Abroad Providers.
 - A Zoom meeting was held with CSU Fullerton and CSU Long Beach on April 4th, 2019.
 - The recommendation is to start with one provider (American Institute for Foreign Study – AIFS).
 - The next step would be review how CSUN would operationalize the use of this Third-Party Provider.

5. Third Party Logistics Provider
 - Review Guidelines from CSUN Provost Office.

6. College Reports

Zachary Helsper: Some recruitment agreements are out there. E.g. Our short-term agreements. There is not a centralized location dealing with these agreements.