

International Education Council (IEC)

Meeting Minutes

October 11, 2021

1:00 p.m.-2:30 p.m.

[Zoom](#)

Attendance

Aaron Lindberg (Enrollment Services); Ahmed Alwan (University Library); Anais; Valiquette L'Heureux (Criminology & Justice); Andrew Surmani (Music, MCCAMC); Carrie Pullen (Health Sciences); Daniela Gerson (Journalism); Drake Langford (ACIP); Ellie Kazemi (Psychology); Jacob Jensen (Kinesiology); Jimmy Gandhi (Chair); Jing Li (Mathematics); Joong-won Lee (HHD); Kimberly Embleton (University Library); Kunpeng Li (DNBE); Marta Lopez (IESC); Maryam Tabibzadeh (MSEM); Matthew Jackson (Theatre); Na Wen (DNBE); Natale Zappia (History); Natalie Mason-Kinsey (Diversity & Inclusion); Paula Ferreira (Physical Therapy); Purva Choudhary (International Student); Rania Sabty (EOH); Ricardo Medina (CECM); Sanchayeeta Adhikari (Geography); Sandra Chong (CoE); Shay Briggs (CSUN Advisory); Talin Bakalian (Nursing); Theresa White (Africana Studies); Tracy Buenavista (Asian American Studies); Uma Krishnan (Family & Consumer Sciences); Vanessa Andrade (Tseng); Vickie Yu (CDS); Zach Helsper (Tseng)

Call to Order

Jimmy Gandhi, Council Chair, called the meeting to order at 1:00 p.m. The meeting was held virtually via Zoom.

Welcome and Introduction

Jimmy welcomed new and returning members to the IEC and shared a summary of the charge and function of the committee (Please see attached slides for more details).

IPP Updates – Vanessa Andrade

Vanessa Andrade, Director of IPP and Deputy SIO of CSUN, shared that things are looking positive in international education, but the market is still uncertain due to restrictions on travel, vaccine requirements, and backlogged visa processing. Visa interviews are currently being waived in some cases for student visas, which has helped a greater number of students to be able to join classes in the US for the Fall 2021 semester. We have admitted 20% of international applicants thus far, which is the highest percentage admitted in a semester in 5 years.

It typically takes 6-9 months for faculty led programs to receive approval, so realistically we are looking at faculty led programs not coming back before summer/fall 2022, at the earliest.

We may have additional updates coming October 15.

[IESC Updates – Marta Lopez](#)

Marta Lopez, Director of IESC, shared several resources from her office with the group. The first is the [SPICE Program](#) (Student Panels for an International Curriculum), which welcomes international students to present information and share their experiences from their home country in CSUN classrooms.

Another great resource is the [IESC International Student E-Newsletter](#). This newsletter provides the CSUN community with important information and resources about international education, including scholarship opportunities, events, and important deadlines. You can also go to the [IESC main website](#) for more information.

In recent years, CSUN has had the highest number of CSUIP applicants and is among the top campuses in CSUIP participation. CSUN continues to have the highest number of applicants for CSUIP and currently has the highest number of applicants for the 2021-2022 cycle. In terms of campus-based programs last year, some program agreements had expired and 11 students were unable to go on their proposed trips.

IESC has had to adjust the process for study abroad a lot this year with new COVID agreements, internal process for VP approval for any programs, etc. If the host country is open, then students can go.

We have been accepting J1 students, but she is not sure about visiting scholars and faculty. Our number 1 country for graduate students is from India.

Mark your calendars: November 15-19 is International Education Week.

Drake Langford asked why CSUN does not give resident credit to students studying abroad, because the classes then do not count as “on campus” coursework and meet certain requirements. Marta explained that the courses do count as “transfer credit” but she will follow up with Drake following the meeting.

Another member asked if there is any reason CSUN doesn’t target graduate students as well? This is a good question for Chancellor’s Office. CSUN has had a few students occasionally but you have to be fluent in a language to study at the graduate level. The majority of the offerings are junior year appropriate.

[myCSUNglobe Updates – Zachary Helsper](#)

Zach Helsper, International Agreements Compliance Coordinator, shared that faculty led may be accepted as soon as summer 2022.

CSUN has purchased an additional module for strictly travel registration, which will allow for streamlining the process. MyCSUNglobe currently is a study abroad program application, but the other module will be travel insurance, alert system, etc.

Zach would be happy to do a demo once it is all set up.

Global Learning Reimagined – Jimmy Gandhi

Jimmy presented on Global Learning Reimagined and shared with the group in idea of how to create a course, such as an elective, on global learning as CSUN. (Please see attached slides for more details).

Drake suggested that we connect core learning objectives/outcomes and encourage faculty to incorporate them into coursework. We can also ask the faculty through a survey question: what are you doing right now and would you be interested in developing more into your courses in the future?

ILOs are going through approvals right now so this is a great time to talk about it.

*Minutes Prepared by Bryanna Benedetti-Coomber
October 13, 2021*

International Education Council

1st Meeting for 2021-2022 Academic Year

Date: October 11, 2021

Agenda

1. Welcome
2. Charge of the IEC (for new members)
3. Introductions of College Reps and Dept Liasions
 - i. Name, College/Dept
4. Topic of Discussions:
 - i. Updates from various things international
 - a. Vanessa Andrade, Marta Lopez & Zach Helsper
 - ii. Recap of what we worked on in 2020-21
 - iii. International Partnerships (BUC/AUBH)
 - iv. Global Learning Reimagined

What is the Charge of the IEC?

Key charge of the IEC include the following:

- Identify and profile the university's strengths, distinctiveness, and areas for development in education, research activities and creative programs that are globally focused
- Monitor trends in globalization of higher education and their applicability to continuous improvement at CSUN
- Make recommendations to the International Coordinating Council (ICC) to advance the university's global education, research and innovations agenda
- Endeavor to assist faculty seeking to globalize their academic interests

Meeting Schedule & Functioning of IEC

- Not more than 2 meetings every semester
 - Fall – October & Early December
 - Spring – Early March & Late April.
- IEC representatives communicate with their colleges / units they represent about CSUN's international relationships and initiatives
- It is the responsibility of the IEC representatives to regularly report to the IEC their colleges work in this area
 - For this, the representatives should be in touch with the department liaisons to know what is happening at the department level

Introductions

**Name, College/ Dept/ Unit you Represent and
if you are a continuing or new member**

Update 1

International Programs and Partnerships – Vanessa Andrade

Update 2

IESC Updates – Marta Lopez

Update 3

myCSUNglobe Updates – Zachary Helsper

Topic for Discussion

Global Learning Reimagined

(Things learned from a conference hosted by the Association of American
Colleges & Universities – AAC&U)

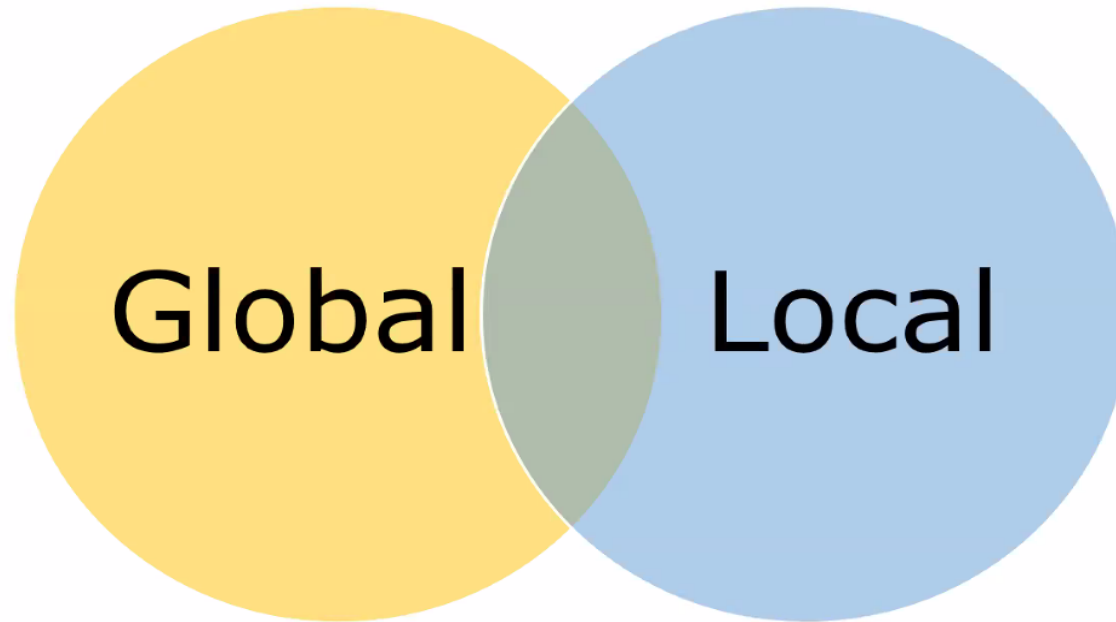
Global Project Based Learning in our courses

Courses at WPI called Great Problems Seminar

- Learning outcomes were focused on:
 - Team Work
 - Research
 - Writing / Presenting
 - Approach to Problems
 - **Cultural Awareness**
 - Values

Global Project Based Learning in our courses

Global Learning, Local Community



Great Problems Seminar @ WPI / Presented to the AAC&U Global Learning Conference 2021

Worcester Polytechnic Institute

Global Project Based Learning in our courses

- Two semester project:
 - Term 1:
 - Introduction to the Great Problem
 - Understanding what is the problem and breaking it down
 - Understanding what a potential domestic solution(s) could be
 - Term 2:
 - Continue Project Work and do a deep dive
 - Understand what potential international solution(s) could be
 - Compare both solutions – domestic & international (similarities & differences)
 - Lessons Learned

Can we do something similar in some of our classes at CSUN? (Through research or online collaborations with partner institutions, so we can keep international learning active even until travel gets back to normal and also as a long term option for students who may not be able to travel)

Global Project Based Learning in our courses

Courses at Queensborough Community College, Queens, NY

- Taking advantage of the diversity they have on their campus
- Real world applications where they do hands on projects – learn from experiences and connections & not from textbooks

High-Impact Practices for Engaging Students

Growing evidence shows that “high-impact practices” provide substantial educational benefits to students.

AAC&U (2007) identified 11 promising “high-impact” activities:

First-year seminars
Learning Communities
Common intellectual experiences
Service learning,
Writing-intensive courses
Collaborative assignments & projects,
Undergraduate research
Global/Diversity Learning
Internships

High Impact Practices
at Queensborough

Global Project Based Learning in our courses

Faculty Members can include the path they wish to in their course

Avenues of GDL As a High Impact Practice (HIPs)

Intercultural Learning

Intercultural Competency
Communication
Cultural Mosaic
Empathy

Sustainable Development

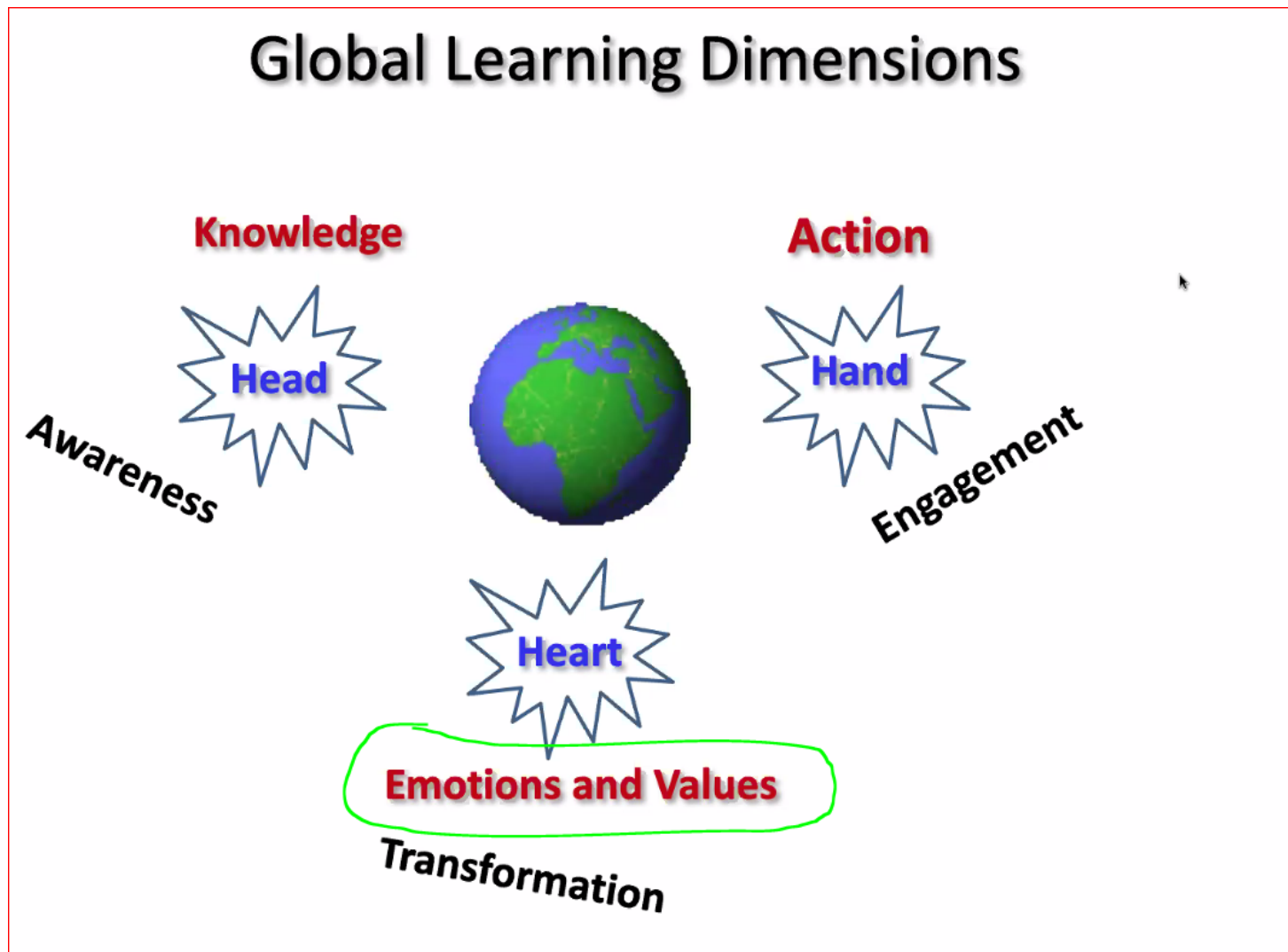
Globalization
Environment
Interdependence



Human Rights Education

Social Justice
Social Inclusion
Diversity Issues

Global Project Based Learning in our courses



Global Project Based Learning in our courses

Multiple perspectives

- 1. Comparative Perspective:** Students are encouraged to voice and hear different viewpoints adding layers to learning of the course content.
- 2. Investigative Perspective:** Students are encouraged to engage in “researching” global issues within and beyond the local context.
- 3. Ethnic Perspective:** Students are encouraged to formulate their own personal viewpoint based on ethnicity/culture in order to construct a new way of approaching/analyzing the course material being discussed.
- 4. Advocacy Perspective:** Students are encouraged to reconstruct their ideas and become motivated to take action.
- 5. Evaluative Perspective:** Students are encouraged to assess their own transformation and ability to make globally informed choices.

- How can we introduce/implement more of these kind of courses at CSUN (both until international travel gets back to normal and even after)?
- Can all IEC members take this conversation back to your departments and see what is discussed and report back at the next IEC meeting (Nov 30, 2021)
- Would go well with the recommendations we make from our survey to faculty and students