American Council on Education
Internationalization Laboratory

2010

American Council on Education Internationalization Laboratory Report

Haenicke Institute for Global Education

WMU International Education Council

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The ACE Lab process culminated in a peer review team visit March 21-23, 2010. The team met with President John Dunn, Provost Timothy Greene, Dr. Eileen Evans, Vice Provost for Institutional Effectiveness, Dr. Dave Reinhold, Associate Provost for Assessment and Undergraduate Studies, the Haenicke Institute senior management team and staff, the International Education Committee (IEC), and the WMU ACE Lab leadership team. Peer reviewers submitted a draft report to the IEC and the Haenicke Institute for comment prior to delivering their final report to the president, provost, IEC, and Haenicke Institute in July, 2010.
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<tr>
<th>Acronym</th>
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<tr>
<td>AAUP</td>
<td>American Association of University Professors</td>
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<td>ACE</td>
<td>American Council on Education</td>
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<td>AMEL</td>
<td>Asian and Middle Eastern Languages</td>
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<td>ASEAN</td>
<td>Association of South East Nations</td>
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<td>ASIC</td>
<td>Arts and Sciences International Committee</td>
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<td>BLV</td>
<td>Blindness and Low Vision</td>
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<td>CADPR</td>
<td>Center for African Development Policy Research</td>
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<td>CEAS</td>
<td>College of Engineering and Applied Sciences</td>
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<td>CELCIS</td>
<td>Center for English Language and Culture for International Students</td>
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<td>College of Health and Human Services</td>
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<td>College of Education and Human Development</td>
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<td>Diversity and Multiculturalism Action Plan</td>
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<td>EDGE</td>
<td>Enhancing and Developing Global Expertise</td>
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<td>ESL</td>
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<td>Graduate Assistant</td>
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<td>Holistic Health</td>
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<td>Interdisciplinary Health Services</td>
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<td>Higher Learning Commission</td>
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<td>IAESTE</td>
<td>International Association for the Exchange of Students for Technical Experience</td>
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<td>International Education Faculty Development Fund</td>
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<td>IEP</td>
<td>Intensive English Program</td>
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<td>IPC</td>
<td>International Programs Council</td>
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<td>International Teaching Assistant</td>
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<td>Occupational Therapy</td>
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<td>Speech Pathology and Audiology</td>
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<td>Social Work</td>
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<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats</td>
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<td>TESOL</td>
<td>Teachers of English to Speakers of Other Languages</td>
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<td>TNE</td>
<td>Trans-National Education</td>
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EXECUTIVE SUMMARY

Building on its long history of international initiatives, Western Michigan University (WMU) elected to participate in the American Council on Education Internationalization Laboratory (ACE Lab) process. The Internationalization Laboratory facilitated a wider discussion on campus about global education and provided a forum for setting priorities to further international activities. The ACE Lab Peer Review coincided with preparations for a visit from the Higher Learning Commission (HLC) as well as the development of the Provost’s Academic Affairs Strategic Plan 2010. This report is the tangible result of the ACE Lab process, it is intended to be a living document that can be used to create a strategic plan for the Haenicke Institute for Global Education and provide direction for the International Education Council (IEC).

Western is fortunate to have two solid institutions in place to support and promote international education – HIGE and the IEC of the faculty senate. The Haenicke Institute administers partnership agreements with institutions around the world. In collaboration with the College of Arts and Sciences, Haenicke houses the Global and International Studies (GIS) program. The Institute provides a full range of international student recruiting, admissions, counseling, and immigration services, as well as cultural, social and recreational activities. In addition to encouraging and providing the logistics for study abroad programs, Haenicke supports the international interests of faculty and provides travel funds, in concert with the Office of the Provost, through the International Faculty Education and Development Fund (IEFDF). The Center for English and Culture for International Students (CELCIS) is housed at the Institute. It has also become a resource for globalization and internationalization in the community.

Western enrolls more than 1,250 international students from 90 countries. The faculty includes hundreds of scholars with academic or research experience from outside of the US. Faculty projects and collaborative activities reach six continents. WMU offers study abroad programs to students in some two dozen countries. Typically, 500 students participating in foreign study opportunities each year. Ninety percent of Western’s students come from Michigan with a relatively low percentage (about 8% annually) participating in study abroad. As a result of this demographic, internationalization of the curriculum has become an important topic of discussion. If students access study abroad opportunities at a lower than average rate, what methods are available for WMU to prepare them for life as global citizens participating in today’s global economy?

Western was one of the first universities to institute a non-western cultures and civilizations course requirement. The GIS program has been growing rapidly over the last few years. Western has been teaching foreign languages since the University was founded and Spanish instruction has increased to the point that it necessitates a separate department. On surveying the faculty and reviewing Western’s course catalog, it is clear that the University’s curriculum has international content, although that is not consistently reflected in the stated goals and outcomes of the departmental academic planning documentation. Five out of the seven colleges at WMU have college international committees; the college level of administration is where incorporating international programs into the curriculum takes place.

In 2009, Western was proud to have become home to a Confucius Institute which will provide new options for Chinese studies as well as expand international opportunities for schools and local
businesses. The Soga Japan Center is an interdisciplinary unit designed to promote knowledge of Japan to the WMU community. The Center for African Development Policy Research (CADPR) is another interdisciplinary academic program.

The IEC is involved in curricular and policy aspects of internationalization through the faculty senate. It has representatives from each college as well as Haenicke Institute, students, and other units on campus. The IEC acted as the WMU’s ACE Lab team throughout 2008-10. The team oversaw faculty, staff, and student surveys. Working groups were created to gather and analyze information so that recommendations for improvements could be made.

The following prioritized recommendations have come out of the ACE Lab process. The detailed list of recommendations can be found at the end of the report (p.58).

1. Encourage the University to take a stronger stand on global education and engagement
2. Encourage internationalization across the curriculum
3. Increase education and study abroad participation
4. Increase international student population
5. Formalize the status and structure of the Global & International Studies Program
6. Increase commitment to foreign language instruction
7. Support international research
8. Improve international studies advising
9. Define further the role of the International Education Council

1. INTRODUCTION

WMU has a long history of international programs and engagement. Over the years, the University has consolidated the services provided to international students, study abroad students, international partnerships, faculty with international interests, English as a Second Language students, and the GIS Program under a single administrative unit, the Haenicke Institute for Global Education (HIGE). Faculty has a voice in international initiatives through the International Education Council (IEC), one of the faculty senate councils.

WMU joined the ACE Internationalization Laboratory in October of 2008. Western was one of seven universities and colleges enrolled in the 2008-10 cohort. Eighty institutions have participated in the ACE Lab since the program began in 2003. Western’s cohort consists of Central Connecticut State University, Pacific University, Purdue University, Saint Mary’s College, Temple University, and the University of Colorado at Boulder. Two meetings were held with representatives from each of these institutions, one in February 2009 and another in December 2009.

Membership in the ACE Lab process provided WMU an opportunity for active participation at conferences and in annual meetings. New leadership at the Haenicke Institute, Office of the Provost, and Office of the President facilitated a University-wide discussion on global education that expanded the internationalization dialogue. It proved to be an opportune time to engage in the Laboratory in order to set priorities for furthering international initiatives and taking the University to the next level in global education.
The ACE Lab process was undertaken as a joint effort between the HIGE and the IEC. It began with a site visit by Barbara Hill from the ACE in fall 2008. Hill served as consultant to the team responsible for leading the internationalization process at WMU. The leadership team met with Hill for two years via monthly conference calls and other communications. The WMU ACE Lab Leadership Team initially consisted of Donald McCloud, Dean of the Haenicke Institute, Bill Woods, Associate Dean of the Haenicke Institute, Brett Berquist, Executive Director of International Programs, and Stephen Malcolm, Chair of the International Education Council. In the summer of 2009, Berquist and Malcolm stepped down from the leadership team and were replaced by Mary Lagerwey, Faculty Senate Executive Board Liaison to the International Education Council, and Maira Bundza, Chair of the International Education Council. Normally, drawing together a committee representing facets of the university is conducted as a step in the Internationalization Laboratory process; however, since Western already had an international education council with representatives from each college and the Haenicke Institute, it was decided that the IEC would act as the WMU’s ACE Internationalization Laboratory team.

Most institutions conduct an internationalization assessment by compiling an inventory of international activities, analyzing them, and proposing recommendations for the future. At WMU, the first year was spent gathering data. A faculty and staff survey was distributed in spring, 2009 and received 490 responses. A web-based student survey receiving 1847 responses followed in fall, 2009. A sub group of the IEC worked with HIGE to gather information for the report beginning in summer, 2009. Data acquisition was complicated by limited reporting practices at a university wide level. While HIGE runs reports specific to its own activities, other academic units may not experience the same urgency to track international activities. Faculty and staff with first-hand knowledge of international activities on campus are often engaged in their own research and travel obligations during the summer months. Doctoral students Lee Balcom and Jason Burkhardt, from the Inter-Disciplinary Ph.D. in Evaluation, were hired to support the WMU’s ACE Lab efforts. Balcom provided expertise in report writing and Burkhardt in survey development and analysis. Haenicke Institute staff and leadership contributed written sections of the report, detailing undertakings and accomplishments within their departments.

In the fall of 2009, the IEC divided into four working groups, each addressing one topic deemed high priority for internationalization at WMU: infrastructure and support, languages, learning outcomes, and study abroad. Additional faculty and staff with specialized institutional knowledge or experience were invited to participate in these working groups. Each group performed a SWOT analysis, a comparison with practices of WMU’s Carnegie peer institutions, and produced recommendations. The student survey also addressed how students perceive international activities.

Two University endeavors had an impact on the ACE Lab process. First, it had the fortunate circumstance of coinciding with data collection and reporting for WMU’s Higher Learning Commission Comprehensive Visit to be conducted in October, 2010. These processes have been complimentary. Documentation collected in anticipation of the HLC visit has yielded data that was not available elsewhere, such as information on international research. This report in turn, will serve as documentation for HLC.

Second, Provost Timothy Greene led the University deans in the development of the Provost’s Academic Affairs Strategic Plan 2010 in preparation for the HLC visit. The dean’s council collaborated on a draft of

1 All links will also appear in the list of appendices.
the strategic plan throughout the summer of 2009. The draft was presented to the faculty senate in September, 2009 to solicit faculty feedback. After being open for comment, the plan was refined. The provost presented a revised plan on January 28, 2010. Dean McCloud of the Haenicke Institute was involved in the academic planning process through the dean’s council to whom the IEC also sent recommendations. The strategic plan gave high priority to WMU’s global and international engagement. The WMU Academic Affairs Strategic Plan 2010 contains three strategies within the section “Undergraduate Teaching, Learning, Research, and Scholarship” which demonstrate the University’s commitment.

**Strategy 1.1:** The faculty will continually examine curricula and course content, including general education, to ensure that the following skills, knowledge, and attitudes are integrated into undergraduate education:

- Global understanding and sensitivity (1 in a list of 10)
- Diversity and inclusion (5 in a list of 10)

**Strategy 1.3:** Graduate undergraduate students who have acquired a familiarity with a language other than English

The strategic planning process inspired a dialog about international activity when the draft was released to campus for comment. As a result, the topic of the ongoing brown-bag lunch discussions of globalization hosted by HIGE shifted focus to respond to the Provost’s initiative. The intersection of global literacy and international activity was a salient feature of the five discussions that were held in spring, 2010. The strategic plan will be a useful vehicle to integrate internationalization across the curriculum as well as raise the topic of University language requirements.

2. PROFILE OF WESTERN MICHIGAN UNIVERSITY

Western is a dynamic, student-centered research university with an enrollment of nearly 25,000. WMU is focused on delivering high-quality undergraduate instruction, advancing its growing graduate college, and fostering significant research activities. Founded in 1903, WMU is a state-assisted, co-educational institution located in Kalamazoo, midway between Chicago and Detroit. WMU rapidly grew from a regional teachers college to an internationally regarded institution of higher education. In 1957 the state designated it as the fourth public university in Michigan. The population of Kalamazoo in 2008 was estimated at 72,000 and the county at 246,000.

The Carnegie Foundation for the Advancement of Teaching places WMU among the 76 public institutions in the nation designated as research universities. U.S. News & World Report’s annual ranking of American colleges and universities includes WMU as one of the nation’s top-100 public universities.

WMU is Michigan’s fourth largest higher education institution attracting a diverse and culturally rich student body from across the US and some 90 other countries. Its nearly 900 full-time faculty members have been trained at some of the world’s finest institutions and they bring to the University a global perspective that enhances the learning environment. The 20,000 undergraduate students at WMU may choose from 140 program offerings. A number of these programs have attained national recognition.
Also enriching the quality of campus life are some 275 registered student organizations and a full array of NCAA Division IA intercollegiate athletic teams.

WMU offers nationally and internationally recognized graduate programs, 67 master’s, one specialist and 29 doctoral programs, in a wide range of disciplines, from physics and speech pathology and audiology to creative writing and medieval studies. Some 5,000 graduate students study and conduct research at the University. They are welcomed into faculty labs and studios, and participate in groundbreaking work being done in partnership with business, industry, and government across Michigan and around the world.

The University’s commitment to the discovery and dissemination of new knowledge and insight has resulted in initiatives that reward faculty and student research, scholarship, and creative activity. In a typical year, WMU faculty and staff conduct $30 to $40 million in externally funded research on topics ranging from nuclear physics and specialized education to developing technology that enables more efficient flight and more environmentally friendly public transportation. Instructional programs are designed to increase students’ capacity for learning and service to society, as well as meet the needs of an increasingly diverse student population.

WMU’s campuses encompass more than 1,200 acres and 151 buildings. Its main campus, close to downtown Kalamazoo, features some of the finest instructional and performance facilities in the Midwest as well as residence halls equipped to house more than 5,700 students. The University’s College of Engineering and Applied Sciences and the Business Technology and Research Park are located three miles away on the Parkview Campus, while its nationally recognized College of Aviation is based at the W.K. Kellogg Airport in nearby Battle Creek. Among WMU’s newest instructional centers is the 200,000-square-foot College of Health and Human Services building, a state-of-the-art facility that houses award-winning programs and features specialized labs for such areas as biofeedback, orthotics and motion research. WMU also has a large, well-equipped student recreation center and state-of-the-art facilities for business, chemistry, science research, and the visual and performing arts.

Extensive computing facilities are available in classrooms, laboratories and residence halls across the campus. Western was one of the first universities to provide campus wide wireless service.

The University also has an off-campus study site in Kalamazoo and eight satellite campuses around the state, all of which provide primarily graduate and professional education. Satellite campuses are located in Battle Creek, Benton Harbor-St. Joseph, Grand Rapids, Lansing, Muskegon-Holland, South Haven and Traverse City.

Each year, WMU offers scores of cultural events as well as more than 1,200 plays, concerts and exhibitions that feature the work of student, faculty and guest artists. In addition, the campus is home to Miller Auditorium, the third largest concert hall in Michigan. Miller features Broadway hits, comedy shows and internationally acclaimed performances of ballet, opera, music and dance.
Libraries

With more than 4.8 million items, 300,000 of which are available full text online, Western Michigan University Libraries is the state’s fourth largest academic library system and an important contributor to the internationalization agenda. The recent development of the collection to support the Canadian Studies program and the new Arabic Language major are examples. The Libraries have long supported multicultural and international education with collections such as the Ann Kercher Memorial collection on Africa, the Alan Paton & South African Literature collection, the Irish Literature collection, and the Nathaniel Kruglak Judaica and Holocaust collections. Ongoing approval plans with publishers such as Harrasowitz for German publications, and the Latin American Bookstore for Spanish, and recent acquisitions of OCLC Language Sets contribute to a collection of over 65,000 books, print and electronic. The collection incorporates many languages, including Arabic, Chinese, French, German, Japanese, Korean, Spanish, Russian, and others. The recent establishment of the Confucius Institute will soon be bringing in 3,000 books in Chinese and is expected to grow to 5,000 over the next couple of years. There is a library faculty member designated as liaison for the GIS program.

Student, Faculty, and Staff Profile

Students

The enrollment at Western Michigan University for fall 2009 was 24,576, a number that has stabilized after a decline from 29,700 students in 2002. 80% of the student population is undergraduate, 20% graduate. 15% of the students attend one of the six regional sites throughout Western Michigan, instead of the main campus in Kalamazoo. 81% are full time students. 90% are residents of Michigan. Of those 59% come from Southwestern Michigan. Only 5% of the enrollment comes from other states and 5% come from other countries. 12% of the students are minorities, and more than half of those are African American. These demographics do not include the international students.

Student Enrollment by College

![Student Enrollment by College](chart.png)

- Graduates
- Undergraduates
Faculty

In the fall of 2008, WMU employed 885 full-time faculty and 50 faculty chairs. Of the full time faculty, 779 were tenured or tenure-track. The rest were term appointments. (The total number of faculty decreased in 2009, but the decrease was all in term faculty. The data is not as complete for 2009, so 2008 numbers are used.) There were also 501 part-time faculty and 897 graduate assistants. The full-time faculty is represented by the AAUP, and the part-time faculty joined the Professional Instructors Organization in 2009. Graduate assistants with teaching responsibilities joined the Teaching Assistants Union of the American Federation of Teachers in 2007. Of the full-time faculty, which includes faculty chairs, 68% are white, 13% minority, 3% international and the rest are not indicated.

More details are available on the 243 teaching faculty who replied to the spring 2009 faculty survey conducted by the WMU International Education Council. Of these 243, 27.94% (76) were born or raised in a country other than the United States, and even more, 30.88% (84) were raised in a family in which a language other than English was spoken or one or more parent was from a non-U.S country. While the survey data cannot be generalized to all faculty, the survey shows a higher rate of international origins among faculty than the WMU Data Set might suggest.

Staff

According to WMU Data Set for 2008, 1912 staff members are employed at WMU. Fewer data points are monitored for staff than for faculty and students in the WMU Data Set. The sample of 200 staff who replied to the spring 2009 faculty and staff survey conducted by the IEC reveals more detailed information. Of these 200, 12% (24) were born or raised in a country other than the United States, and even more, 16.50% (33) were raised in a family in which a language other than English was spoken or one or more parent was from a non-U.S country. While the survey data cannot be generalized to all staff, they suggest a lower percentage of international origins among staff than faculty.

University Mission and Goals

In 2003, WMU implemented the following mission and goals. The statements that speak directly to the University’s commitment internationalization are indicated by bold text.

Mission

Western Michigan University is a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs. The University provides leadership in teaching, research, learning, and public service. Nationally recognized and internationally engaged, the University:

- Forges a responsive and ethical academic community
- Develops foundations for achievement in pluralistic societies
- Incorporates participation from diverse individuals in decision-making
- Contributes to technological and economic development
- Engenders an awareness and appreciation of the arts
Goals

Western Michigan University’s mission is characterized by its pursuit of the following institutional goals:

To foster a safe, civil, and healthy University community.

To provide access to academic programs at reasonable cost and in multiple settings.

To strengthen interdisciplinary collaboration and international programs.

To increase diversity within the student body, faculty, and staff through institutional practices and programs.

To recognize excellence in the teaching, research, learning, creative work, scholarship, and service contributions of students, faculty, and staff.

To conduct ongoing assessment activities and engage in continuous improvement initiatives within the University.

To establish lifelong relationships between alumni and the University.

To advance responsible environmental stewardship.

To support community and regional partnerships that elevate civic, cultural, social, and economic life.

Diversity and Inclusion

In November 2007, current WMU President, John Dunn, made a ground-breaking decision by instituting the Office of Diversity and Inclusion (ODI) at WMU. He named Dr. Martha Warfield Associate Vice President for Diversity and Inclusion. The following paragraphs provide some background information leading up to the development of the Office of Diversity and Inclusion, and include its goals and current outcomes.

In the spring of 2004, then WMU President, Dr. Judith Bailey instituted an initiative on diversity and multiculturalism by developing a Council on Institutional Diversity and Multiculturalism. Dr. Bailey appointed Dr. Martha Warfield, who was at that time the Assistant Vice President for Student Affairs and Director of the Division of Multicultural Affairs, to lead this Council, which was comprised of representatives from various faculty and staff employment groups and student organizations across the University. In April 2006, the Diversity and Multiculturalism Action Plan (DMAP) developed by the Council was approved by the WMU Board of Trustees.

The DMAP implementation committee, Committee for Developing Leadership in Diversity, Social Justice, and Inclusion (LDSI), was charged to investigate and put into place an institutional infrastructure that dismantles institutional racism and other forms of systemic exclusion, as well as to support and sustain the efforts of the diversity and multiculturalism initiative at all levels of the University. In this role, LDSI
has investigated (and continues to investigate) the relationship between a diverse and inclusive University and recruitment and retention of faculty, staff, and students; has led racial identity caucuses on campus and small discussion groups (i.e., “ism” table-talks over the lunch hour and conversations at the Gilmore house) that focused on identifying shared concerns about institutionalized systems of exclusion, as well as identifying the causes and possible solutions to those issues. ODI has provided funding for several faculty and staff to attend national diversity and inclusion conferences to acquire information to facilitate the work at WMU; Athletics and the National Pan-Hellenic Council (NPHC) have developed a Young Men of Color initiative resulting in intercultural and interracial activities among students; and finally, LDSI has facilitated the implementation of several levels of workshops focused on understanding and analyzing systemic racism. As of October 2009, a total of 420 faculty, staff, and students have participated in these workshops.

At least three University colleges (Arts and Sciences, Education and Human Development, and Health and Human Services) have initiated committees on diversity and inclusion. It is the goal of ODI that these college level committees articulate with the University diversity and inclusion committee and with the University and college level international committees.

During this current (2009-2010) academic year, the Office of Diversity and Inclusion is collaborating with the Office of Faculty Development to implement faculty and professional learning communities. Participation in these learning communities will foster and support teaching and co-curricular programming at WMU that are responsive to the goals of the DMAP.

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History of International Activity

WMU has enjoyed a long history of international engagement, dating to 1911, when the University granted its first degree to an international student. Since then, 120 countries have sent students to WMU, with Malaysian students earning the most (over 2,500) degrees.

In 1959, with the aid of a Ford Foundation grant, the University established the Institute of Regional Studies. WMU became the first large public institution in the United States to institute a non-Western cultures and civilizations course requirement for all undergraduates. The Institute also offered master’s-level programs. From 1960 to 1982 international education took place across many departments and was administered as a collective effort by vice presidents, deans, and directors. International and area studies were housed in the College of Arts and Sciences.

Subsequently, WMU established the Office of International Affairs (OIA) in 1982 as a new administrative umbrella for international student admissions, recruitment, retention, immigration services, support for faculty research and travel, administration of area studies, study abroad, conferencing, community outreach, and other international education activities. OIA achieved significant success increasing international student enrollments and making internationalization efforts more visible and part of the institutional dialogue.

The leadership of President Diether H. Haenicke (President 1985-1998, and Interim President 2006-2007), for whom the Haenicke Institute is named, was a major force in the continued efforts to centralize virtually all activities related to international education and, through OIA, to link both the administrative and managerial aspects of international education with its academic component. In the
1990s, the University made serious attempts to rebuild its faculty strength in international and area studies, and to develop international expertise across disciplines that did not already possess this component. In 1998, by WMU Board of Trustees action, the administrative unit for all international programs was designated the Diether H. Haenicke Institute for Global Education.

Today, under the leadership of Dean Donald G. McCloud, the Haenicke Institute seeks to expand WMU’s reach around the globe, provide students and faculty with international study and research opportunities, attract the highest quality international students, and present the global and international studies curriculum to as many undergraduate students as it can reach. To facilitate faculty input into the international education process, the Faculty Senate established the IEC in 2003, with faculty representatives from all colleges, student representatives, and the Haenicke Institute.

3. THE HAENICKE INSTITUTE for GLOBAL EDUCATION

The Diether H. Haenicke Institute for Global Education promotes and supports efforts towards globalization and internationalization of the academic environment of WMU. The Institute works closely with the IEC as well as with college-level international education committees and conducts projects within and across colleges. Specific activities and responsibilities include:

International Partnerships: The Institute administers more than one hundred official partnerships between WMU and educational institutions around the world, and assists University faculty and staff in maintaining and developing partnerships for research, faculty and student exchange, and other types of collaboration.

Academic Programs: In collaboration with the College of Arts and Sciences, the Institute houses an undergraduate major program in global and international studies, and several minor programs in international and area studies. It also offers occasional interdisciplinary courses in support of these programs. The Institute collaborates with colleges, departments, and interdisciplinary programs to strengthen global and international academic offerings through conferences, seminars, and by hosting several research centers.

Faculty Development: The International Faculty Hiring Initiative utilizes designated salary funds to enhance global and international expertise in departments through faculty hiring. The International Faculty Education and Development Fund (IEFDF), as well as other resources, assist in faculty research presentation and curriculum development focused on international education. The Institute website hosts numerous research databases and directories. The Institute facilitates short term faculty exchange programs.

International Students: The Institute provides a full range of international student recruiting, admission, counseling, and immigration services, as well as cultural, social and recreational activities.

Study Abroad: More than sixty programs are available for students from WMU and other institutions to participate in foreign study, ranging from a few weeks to a full academic year in length.
Immigration and Travel: The Institute provides immigration and visa services for international faculty scholars and visitors, new faculty and staff, and international students, and recommends international travel policy and procedures for WMU faculty and students.

As a partner in the WMU Council for Institutional Diversity and Multiculturalism, the Institute works to enhance the efforts of the council as an integral part of its own efforts to achieve a truly global University.

Community Outreach: The Institute is intended to become a resource and information center on globalization and internationalization for schools, public agencies, and citizen groups, a partner with public and private sector organizations with global involvement seeking collaboration with the University, and a focus for inter-institutional partnerships in global and international academic initiatives.

HIGE Mission Statement

The mission of the Haenicke Institute for Global Education at Western Michigan University is to provide leadership, professional, managerial and, on occasion, financial support to WMU—its faculty, staff and students—for the attainment of the University’s goals pertaining to the dissemination and generation of knowledge for the enhancement of a comprehensive understanding of the world outside the United States, and, by so doing, to prepare Western’s students to be competent and empathetic participants in that world, wherever they may find themselves while students at Western or at anytime thereafter for the remainder of their lives.

Within this comprehensive mission, the Haenicke Institute will

1. Strive to internationalize every member of the Western Michigan University faculty, recognizing this as the only effective strategy that can assure every student will absorb the values and perspectives requisite for responsible and knowledgeable global citizenship in the 21st century.

2. Support and encourage students, who (1) undertake the global studies major or minor, (2) participate in study abroad programs—irrespective of field of study, (3) express interest in global and international studies through clubs and extracurricular activities, or (4) otherwise make known their interest in and commitment to global understanding, to excel in their studies and explorations of the world, as these students represent the future generation of global leaders.

3. Seek means to inform the greater Western community, immediately in the Kalamazoo and Portage areas, throughout the state of Michigan, and through the greater University community throughout the United States.

Administration and Staff

In 1998, Haenicke became an institute which is an organizational unit similar in nature to a center, but is degree-granting. Typically, an institute is interdisciplinary. Course work for a degree available through an institute may include some offerings by the institute itself but will be comprised primarily of courses in various disciplines/departments already in existence. The organizational chart for the Haenicke Institute is shown on the following page.
Communications

The communication efforts of WMU’s Haenicke Institute for Global Education are handled in conjunction with the dean and the associate dean through a half-time communications officer, currently Margaret von Steinen. The Institute’s communication officer also serves as Web Editor and works closely with WMU’s Office of University Relations to produce, publish and disseminate international news on campus and beyond. This relationship makes possible the quick dissemination of Institute-generated press releases to local and national media, as well as the posting of this news on the Institute’s and the University’s Website, as warranted.

A well developed online platform utilized by the Institute for its Website, supported by a content management system, allows the communications officer and staff to maintain and regularly update home pages for the Institute’s functional units with news, events, and spotlights of faculty, students and alumni. During the academic year, a new story or event is posted almost daily. The content management system also hosts a large database of online resources, including faculty tool kits to aid them in developing and promoting international programs, international and study abroad student resources, and a brochures section featuring downloadable files of Institute-generated brochures.

Also through the electronic platform, the Institute issues a magazine, WMU International News, three times over the academic year that is delivered via e-mail to about 20,000 prospective international students, overseas partners/associates and the campus community. The communication officer works with staff, faculty and interns to generate stories for each issue in nine topic areas selected to give a broad overview of campus and community life: Student Life, International Alumni, Research, Study Abroad, Transnational Education, English as a Second Language, Global Studies, Discover Kalamazoo and Sports.

The Institute’s communications officer works closely with the IEC to promote and cover the council’s efforts towards the internationalization of the WMU learning experience and to maintain and update the Institute’s IEC Web page. In addition, the communications officer works with faculty members of the internationalization committees in the Haworth College of Business, College of Engineering and Applied Sciences, College of Health and Human Services, College of Arts and Sciences and the College of Education to publicize international news and events and to assist the colleges in hosting/developing international areas on college Websites.

The Institute was founded to become a resource and information center on globalization and internationalization for schools, public agencies, and citizen groups, a partner with public and private sector organizations with global involvement seeking collaboration with the University, and a focus for inter-institutional partnerships in global and international academic initiatives. To that end, the Institute has forged a community partnership with the World Affairs Council of Western Michigan to host foreign policy and global issues lectures for campus and the greater Kalamazoo and Grand Rapids communities. Recent guests include former President George W. Bush, former president of Pakistan Pervez Musharraf and the renowned columnist, Tom Freidman. The Institute provides funding for ESL instruction through the Hispanic American Council (Kalamazoo) and assists with bringing teachers from Mexico to Southwest Michigan for short-term cultural exchange programs. Throughout the academic year, the Institute grants funding to colleges, departments and student organizations to host international-based events, such as
performances, lectures, film series, and International Festival and International Education Week, which are often free and open to the public, on and off campus.

Western around the World Database

Haenicke’s International Student and Admissions and Service developed a database called Western around the World to support recruiting activities. The database consolidates all international activities by country. The web-based tool was approved by the Provost in February 2010 and is now live on the Haenicke Institute site. It features an interactive map as an interphase through which information about WMU’s connections with other countries can be accessed. Users may also select countries where WMU is active from a list. Partnership agreements are displayed under their appropriate host country headings. WMU centers, international and study abroad student count, study abroad programs, and area studies faculty expertise during the past five years are included in the data set. While Western around the World was originally created for recruiting, it has obvious applications for students, faculty members, administrators, and staff looking for resources and faculty expertise available on campus. It will be promoted and maintained by International Student Admissions and Services staff dedicated to international recruitment activities. In the future, it will be populated with more information, especially about faculty expertise. A link to explore the database can be found in the Appendix D.

Community Outreach

The Haenicke Institute is a resource and information center on globalization and internationalization for schools, public agencies, and citizen groups, a partner with public and private sector organizations with global involvement seeking collaboration with the University, and a focus for inter-institutional partnerships in global and international academic initiatives.

The Institute organizes many outreach activities within the schools, especially Kalamazoo Public Schools, as a part our dedication to the Kalamazoo Promise. International students attend local classrooms to share their culture, language, and experiences. Study abroad also partners with this initiative by bringing students who have studied abroad and international students from the same region into the classroom to share both visitor and resident perspectives. These volunteer opportunities are meaningful for both school children and University students. In addition, we often invite local school children and families to events such as the annual International Festival.

Outreach events are not only for the youth in the community. Students visit local retirement homes and give presentations on their culture or share in conversation. The Institute also works with other departments on initiatives. The College of Health and Human Services received a grant to partner with the Institute to place international students with Alzheimer’s assisted living residents who are no longer able to speak English; residents are paired with students who speak their native language. This activity improves the residents’ quality of life, while providing University students a unique cultural opportunity.

Many events on campus are open to the public. This allows community members the opportunity to visit campus and learn more about the University and its international population. The International Festival attracts more than 3,000 people annually to sample culinary delights and cultural displays representing more than 15 countries. International Education Week includes foreign movies, music and
dance, exposure to overseas learning experiences, world geography, and the customs and cuisine of many international cultures. This week long event is free and open to the public. We work with the local community that organizes the Russian Festival every fall, an event that has expanded to Russian Week after being held at WMU for several years.

The Institute partners with non-profit organizations seeking programming opportunities on campus. This past year we sponsored the One Voice Movement and Invisible Children. Events such as these allow all WMU students, staff, faculty, and community members to become active in the community at large. Community outreach also extends beyond the immediate geographical area.

Community outreach includes the community reaching out to WMU as well. The more the community views the Institute as a resource, the more they open their doors to us. Local businesses and organizations offer discounts, prizes, and resources for our international students during orientation programs. Often, families contact us with the desire to open their homes to visiting students during holiday dinners. The community is interested in learning more about our students and our students are offered opportunities to become part of the community. Outreach is about making connections and letting people know we are available to assist them; the end result is experiences that are mutually beneficial.

4. INTERNATIONAL STUDENTS

WMU’s history of international involvement dates back to 1911, when the University granted its first degree to an international student. By 2001 the University had just over 2,000 international students enrolled from 104 countries.

In the fall of 2009 there were 1,254 international students enrolled at WMU, up 140 or 13% from the previous year and there were 108 students enrolled in CELCIS (Center for English Language and Culture for International Students.) The students came from 90 countries, with the largest populations from Saudi Arabia, India, Dominican Republic, Malaysia, China, Kenya, and Japan. (Data on international enrollment by country and number of students from each country for 2000-09 are available.)
Western is proud of its international student yield rates (the number of students actually enrolled as compared to the number admitted). In the spring of 2006 the yield rate was 34.2%. After increasing staffing and implementing a peer phoning program where current students from a country would call prospective students and answer any questions about WMU, the yield rate has been as high as 47.6%.

**International Students at WMU**

For many years, the University was relatively passive about recruiting international students, allowing the enrollment trend to follow its own upward momentum. By the early 1980’s, however, WMU had begun to shape an international student recruitment strategy based on a program model that offered international students opportunities to complete part of their academic program at home. Called twinning programs, the standard model designated local faculty to teach courses following the prescribed WMU curriculum, including the use of WMU specified textbooks. Test scores and results are regularly reviewed by WMU faculty. Twinning programs have operated (and continue to operate) in Malaysia and India. WMU also operates the only current twinning program in Africa, based at Egerton College in Kenya. These programs (now called Trans-National Education or TNE) have been launched in Indonesia and Sri Lanka as well.

The United States has always been a top choice country for international students, and international student enrollment at WMU reached a peak in 1996 when more than 2,000 full-time international students were on campus. The Asian economic crisis of 1997 caused an immediate and significant drop.
in international student enrollment. The terror attacks of September 11, 2001, also depressed international student enrollment as visa problems (or sometimes mere rumors of visa problems) made students and parents wary of applying to American universities. Other factors that negatively impacted WMU international student enrollment were aggressive recruiting practices by British and Australian universities and the rationalization of university programs across Europe that accompanied the development of the European Union.

By 2007 when Dean McCloud arrived on campus, Western was in need of a more pro-active recruiting approach for enrolling international students. By 2008, the Haenicke Institute had developed a regionally specific prioritized recruiting strategy focused in order of importance on (1) Asia, (2) the Middle East, (3) Latin America and the Caribbean, and (4) Africa. The Haenicke Institute’s Office of International Admissions took primary responsibility the recruiting program, and significant travel funds and staff time were allocated for recruiting.

In addition to WMU’s strong academic programs, the Center for English Language and Culture for International Students (CELCIS) is an incentive for international students to study at WMU. In conjunction with CELCIS, the Haenicke Institute has developed an aggressive recruiting profile for short-term English language study programs that may combine English and other coursework for academic credit or non-credit as appropriate. In 2009, Western became also a founding member of American International Recruitment Council (AIRC), an organization that seeks to certify international agents who recruit students in their respective countries. WMU is now, for the first time, using several of these international agents.

International Student Admissions and Services

International Admissions and Services (IAS) is responsible for the recruitment, admission and retention of international students. International graduate students are admitted in collaboration with academic department graduate advisors. IAS provides support services to international students including a special orientation program, immigration advising, personal and academic counseling and organized activities.

The international student admissions counselors are trained in the field of international credential evaluation. They are responsible for evaluation of overseas credentials for international and domestic students as well as faculty educated abroad. They work closely with foreign government embassies and agencies to recruit and admit international students. The admissions counselors are in regular contact with currently enrolled students to provide counseling. International students whose mid-term grades put them at risk are asked to come to the office to discuss strategies to improve their performance before final grading. IAS works closely with study abroad, student exchanges, and TNE programs to assist in admission and continuing services for students entering the University through those programs. IAS coordinates the combined degree admission and English as a Second Language (ESL) admission required by the Saudi Arabian government for its sponsored students.
Immigration Services

Immigration services is a unit of IAS within the Haenicke Institute. It offers comprehensive immigration advising and services to WMU international students, visiting scholars, foreign-national faculty and staff, and their WMU hosting or sponsoring departments.

WMU is certified as an approved university by the Student and Exchange Visitor Program (SEVP) to enroll nonimmigrant F-1 students. WMU is also a designated program participant of the U.S. Department of State Exchange Visitor program to sponsor J-1 exchange visitors.

The IAS immigration advisors keep abreast of changing U.S. immigration regulations to help students and scholars maintain legal status and to take advantage of various immigration services available, such as transfers between schools, reinstatement of status after a violation, various types of employment authorization, extension of program requests, and change of status petitions.

Additionally, IAS provides immigration support to the sponsoring departments at WMU by processing all H-1B temporary worker petitions and coordinating applications for employment-based permanent residency for WMU faculty and staff. IAS provides advice and visa assistance to academic departments seeking to bring international visiting research scholars and professors to campus. To provide effective service to WMU students, scholars, and faculty, IAS offers walk-in advising hours on a regular basis as well as scheduled appointments.

CELCIS

The Center for English Language and Culture for International Students is a self-supporting intensive English program that prepares international students to use English in academic settings. It was founded in 1975 as a joint project between the College of Arts and Sciences and the Division of Continuing Education. Later, CELCIS was placed in the Division of Continuing Education where it maintained a self-supporting status and its faculty were treated as temporary employees. In 1986, the CELCIS faculty formed their own AAUP collective bargaining unit and later joined the University faculty bargaining unit. In 1995, the unit was moved to the Office of International Affairs. CELCIS was integrated into the Haenicke Institute in 2005.

CELCIS has a core faculty of five tenured Master Faculty Specialists and seven term-appointed faculty specialists. All full-time faculty have master’s degrees in TESOL or related fields. The administrative staff includes a director, admissions coordinator, and two part-time employees: an office assistant and an activities coordinator. Technology, financial, and hiring functions are handled through the Haenicke Institute. CELCIS averages 100 students per semester, representing 10-12 countries at a time. Recently, Saudi Arabia and the Dominican Republic have been our largest groups with East Asian countries being the next largest. Gross revenues this year are expected to exceed one million dollars.

CELCIS offers speaking/listening, grammar, and reading/writing courses at four English proficiency levels: elementary, intermediate, pre-advanced, and advanced. CELCIS students take 20 hours of English per week. New students are tested and placed in a proficiency level. Returning students move to the next higher proficiency level upon successful completion of the lower level. CELCIS students may not enroll in
University courses until they have completed the advanced level which satisfies the minimum English requirement for most programs.

While the academic preparation program is its mainstay, CELCIS instructors also teach bridge courses for first-semester international students. In addition, CELCIS plans and conducts training workshops for international teaching assistants. CELCIS works actively with its international partners to provide short-term English programs. Some are culture and conversation study-abroad experiences, while others are more intensive courses in business English. In the local community, CELCIS has held classes for international employees in local corporations, such as I.I. Stanley, Denso and Kellogg. It has also collaborated and supported the Hispanic American Council in their programs for Spanish-speaking residents.

CELCIS was among the first programs to be accredited by the Commission on English Language Program Accreditation, is active in the Consortium of University and College Intensive English Programs and the American Association of Intensive English Programs, and is well-recognized among its peers.

**Evaluation**

All of Western’s peer institutions have intensive English programs (IEPs), except for University of Puerto Rico Piedras. Only four of our peers’ IEPs are accredited by as many organizations as CELCIS. Strong accreditation is noticed by advisors, recruiters, and sponsors, and thereby promotes the program. Conditional admission, in conjunction with the Office of International Enrollment, is also helpful for encouraging enrollment. Unlike most of our peers, WMU does not allow its IEP students to take regular University courses. Allowing University enrollment would benefit CELCIS those students who may spend a semester finishing one or two ESL courses. CELCIS conducts a one-week workshop for incoming international teaching assistants, and uses this to screen for speaking and other problems, but six of our peers provide semester-long programs, and eight of them have posted minimum speaking proficiency scores. Providing further support for new ITAs would help maintain the quality of ITA teaching performance.

**Student Affairs**

Haenicke Institute provides a full range of cultural, social and recreational activities for international students. High value is placed on these initiatives. The programming team includes an international student program specialist, graduate assistant, and two programming interns, as well as an activity coordinator for the CELCIS program. In addition, a team of orientation leaders and coordinators welcome the students during their orientation week. The staff continually supports the students throughout enrollment and encourages their involvement both on campus and within the community. The underlying goal is to ease each student’s transition and help them make the most of their experience at WMU.

The Institute advocates creating a supportive social, academic, and family environment for students. The experience begins during the week long orientation program. Students receive an *International Student Handbook*. They learn about immigration law requirements, academic guidelines, and resources available to them. It is also during this time that they are familiarized with all that WMU has to offer.
Students are introduced to the various student organizations, the recreation center, writing center, campus safety, health center, etc. Students also interact with Kalamazoo community through a resource fair, downtown scavenger hunt, and Welcome to Kalamazoo activity. It is important to introduce international students to American students early on, and we use this opportunity to partner many of our activities with the domestic student welcome week. The community extends beyond Kalamazoo, so at the end of our orientation week, students travel to nearby Lake Michigan for a day of fun with their new friends.

International Programs Council (IPC) is a student agency, supported by the Haenicke Institute, dedicated to cross-cultural awareness on campus through programming initiatives. The organization consists of international and domestic students, allowing for intercultural leadership opportunities. The Institute provides guidance, cross-cultural training, and advising. IPC decides the direction of many of the activities based on student interest. There are also opportunities to share culture at the weekly meetings, including cultural presentations, activities, and international potlucks. IPC, in conjunction with the Institute, supports all of the international student organizations and fosters collaboration for many of the events.

Many of the activities are designed to allow international students to share their culture. This includes a week long International Education Week where last year more than 10 student organizations participated and many community members attended. Student affairs is also responsible for the International Festival, one of the largest events on campus. More than 15 student organizations participate and over 3000 people attend. This event encourages students to share their culture through performance, food, information, and fashion. Additionally, the Parade of Nations is an opportunity for students to carry their home country flag across the football field at WMU’s homecoming game.

Students learn about American culture at many events. The Halloween dance is a unique opportunity for students to carve pumpkins, decorate, dress up and experience something new. The International Ball is modeled after a traditional American prom, and is an experience in which many are eager to participate. Students attend in formal attire, share a dinner with friends, take a ballroom dance lesson and a professional photograph, all before they enjoy a carriage ride around campus and dancing with their friends. The Institute also offers many small group activities including skiing, camping, trips to the beach, apple picking, and Amish country visits. The events vary each year based on student interests and requests. There are also opportunities for students to explore outside of Michigan with trips to Chicago, New York, and Washington D.C. There truly is something for everyone.

5. INTERNATIONAL CURRICULUM

WMU students can choose to include international courses in their curriculum to fulfill the University’s general education requirements, or by pursuing a major or minor with international content. Major and minor offerings include interdisciplinary programs in global and international studies as well as programs in comparative politics, international business, selected regions of the world, and foreign language studies.
General Education

The purpose of the general education requirement for graduation is based on the educational goals of Western Michigan University:

“To assist each student to develop the ability to think critically and objectively, to find and evaluate information, and to speak and write clearly and effectively; to introduce each student to knowledge and insight essential for participation in our interdependent and complex world; to insure that each student examines the central role of ethics and values in shaping meaningful lives; to help each student appreciate and understand their importance and consequences of our diverse cultural and ethnic heritage; to instill in each student a lifelong love for learning; and to enable each student to gain mastery of a field of inquiry or a profession sufficient to understand its methods, its subject matter, and its potential for development.” Undergraduate Catalog, 1993-94, p. 8.

General education is concerned with the breadth and balance of learning, and with the versatility that comes with proficiency in intellectual skills that have universal application. General education should develop each student's knowledge, capacity for expression and response, and critical insight to help the student become a capable, well informed, and responsible citizen of a culturally diverse society in a complex world. The WMU general education program has two parts: proficiencies and distribution.

Proficiencies

The general education program requires each student to develop proficiency in writing and mathematics or quantitative reasoning and, beyond that, to enhance one of these proficiencies or to develop another foundational skill. The development of proficiency can be accomplished by taking a course or courses in advanced writing, mathematics or quantitative reasoning, critical thinking, oral communication, computer programming and applications, American Sign Language, or to advance proficiency in a foreign language to at least second semester. The 1996 General Education Policy describes the role of foreign language courses:

Foreign language courses should develop facility in understanding, speaking, reading, and writing a language other than one’s own. Additionally, these courses should introduce salient features of the culture from which the language derives or in which the language flourishes. Two semesters of college-level foreign language study will satisfy this requirement; students entering the University with college-level knowledge of a foreign language will be allowed to satisfy this requirement by taking two more advanced language courses or by taking two semesters of yet another foreign language.
**Distribution Areas**

The general education program defines a comprehensive and balanced distribution of eight content areas and requires that a student take a course from each area. There are 61 classes with high international content distributed between six of the eight content areas. They are indicated by bold text:

- **Area I**, Fine Arts, 3-4 hours
- **Area II**, Humanities, 3-4 hours
- **Area III**, The United States: Cultures and Issues, 3-4 hours
- **Area IV**, Other Cultures and Civilizations, 3-4 hours
- **Area V**, Social and Behavioral Sciences, 3-4 hours
- **Area VI**, Natural Sciences with Laboratory, 4-5 hours
- **Area VII**, Natural Science and Technology: Applications and Implications, 3-4 hours
- **Area VIII**, Health and Well-Being, 2 hours

**AREA IV: Other cultures and Civilizations – learning outcomes**

- Explain the adaptive nature of culture.
- Explain the influence and contributions of at least one other culture and/or civilization.
- Describe the history, literature, arts, religion, ideas, and institutions of at least one culture other than one’s own.
- Compare, contrast, and evaluate two or more different cultures, including one’s own.

**Criteria for courses in the Distribution Areas - Area IV**

Undergraduate education is based almost entirely on the Greco-Judaic-Christian tradition, commonly referred to as Western culture. Western achievements – especially in the realm of science and technology – have been overwhelming. In recent centuries, Western powers built vast overseas empires whose impact has been far-reaching and varied, sometimes devastating. As part of this legacy, our perceptions regarding the human condition are dominated by the world-view of the West. Students should be made aware that the Western experience forms but a part of the human experience. Courses in this area should enable students to understand the Western impact, diverse perceptions of the human condition, and the bases of different worldviews.

For more information, see the [general education requirements](#) and [general education courses with international content](#).

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**Global and International Studies**

The Global and International Studies (GIS) program is run by the Haenicke Institute and offers a major and minor baccalaureate degree through the College of Arts and Sciences. The GIS program provides an integrative approach to the study of global and international issues, supported by the methods and theories of several disciplines, language study and regional case studies. Course selection is highly individualized and may include a study abroad experience, international internships, or other related experiences and opportunities. Currently, the two required courses offered by the Haenicke Institute are
taught by part-time, non-tenured faculty. The remaining coursework for the major and minor are found in courses taught in other departments. At this time there are no affiliated faculty for the program.

Due to increased enrollment in the GIS major over the past three years, this program is undergoing an academic planning process that will continue through 2011. Topics to be examined include expanding the faculty base to teach GIS courses and updating the courses included in the pre-approved course list for the major and minor. The foundation of the GIS program has been built on three core courses: INTL 2000, INTL 2500, and INTL 4900. The 2000 and 2500 level courses also satisfy the Distribution Area IV of the University's general education requirements for the study of other cultures and civilizations.

**INTL 2000** - Introduction to Global and International Studies - An interdisciplinary introduction to global and international studies as an academic field of inquiry, with emphasis on historical development of the global system, global economy and society, environmental conditions and awareness, mass communications, technology and enterprise, response formats for global issues and intellectual and creative life. Explores the relationships between globalizing forces and the countervailing influences of regional and cultural identity.

**INTL 2500** – Topics in Global Studies - Examines interplay between the political, economic, and cultural aspects of globalization that influence behavior on local, national, and international levels. It is designed to complement INTL 2000, the introduction to global studies and to prepare students for INTL 4900, the capstone writing course.

**INTL 4900** - Seminar in Global and International Studies - Satisfies the University’s baccalaureate-level writing or writing-intensive course in one’s major or curriculum. Enrollment is limited to 15 students within the GIS major. Students are mentored through the process of writing a paper that deeply examines a relevant topic of their own choosing, which brings together their course work in other disciplines and frames it within the context of globalization.

This multidisciplinary major requires 42 credit hours of course work built around several required and recommended core courses specific to global studies. At least 24 hours of the major must be comprised of courses at the 3000-level or above. INTL 2000 and INTL 4900 are the only required courses for the major.

There is a foreign language requirement for GIS majors. Students must complete at least two courses beyond 2010 level in a single language that is appropriate to their chosen regional focus but is not their native language. If WMU does not offer classes beyond the 2010 level in the students’ chosen languages, the course work requirement will be waived for students who demonstrate intermediate proficiency in their chosen languages. Some advanced courses in foreign languages may be included in a regional focus within the GIS major. No minor is required for students choosing the major, although development of a foreign language minor is strongly recommended.

The GIS major and minor are unique in their approach to global literacy, their multidisciplinary aspect, and in the fact that they incorporate a significant element of student choice among course options. Because each student structures an undergraduate curriculum based on his or her academic interests, the level of enthusiasm in the program is high. To facilitate enhanced participation in course selection, students have access to regular academic advising by both a faculty and peer advisor within the Haenicke Institute.
Each student must select the academic focus of his/her GIS major from the following disciplines:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Comparative Religion
- Sociology

A disciplinary focus consists of at least four courses from one discipline. The process of course selection must also satisfy a regional, comparative or foreign language requirement. Most GIS majors identify courses through the academic discipline that leads to either a regional, comparative or foreign language emphasis in a student’s individual program.

**Regional Option:** The regional option consists of a minimum of three courses dealing exclusively or substantially with one of the following:

- Asia-general/comparative
- Japan
- China
- Middle East/Islamic
- Africa
- Europe-general/comparative
- Western Europe
- Russia/Eastern Europe
- Latin America/Caribbean

**Comparative Option:** The comparative option consists of four advisor-approved courses extending the comparative and cross-cultural nature of the program. It may include thematic, theoretical, and area studies courses. The course work must be drawn from at least three different departments.

**Foreign Language Option:** The foreign language option permits the exploration of comparative and cross-cultural issues through the study of a second foreign language in addition to the required foreign language component in the program. Up to four courses in a second foreign language beyond the 1000 level may be incorporated into the major.

**GIS Minor:** The GIS minor encourages a broad study of global conditions and change across multiple disciplines and on a comparative basis. A minimum of 20 hours of course work is necessary with at least half at the 3000-level or above. INTL 2000: Introduction to Global and International Studies is required.

Foreign languages have been taught at Western Michigan University since the founding of the University and under many different department names. In 1904 the Department of German and Latin was formed. French was added in 1915 and Spanish in 1919. After several name changes in 1968 it became
the Department of Modern and Classical Languages, in 1981, after a merger with the Department of Linguistics, the Department of Languages and Linguistics, in 1994 Foreign Languages and Literatures.

From 1966 to 1993, Western was the primary university in the U.S. in which to study Latvian. Over the past twenty years, enrollments in Spanish, Arabic, Chinese, and Japanese have increased. Student enrollment in French, German, Latin, and Russian decreased somewhat or remained stable, consistent with national trends. These trends led to the forming of the Department of Asian and Middle Eastern Languages (AMEL) in 1998. The growing interest in Spanish from 1981 to 2007 spurred a change in administrative configuration. As enrollment in Spanish classes had increased fourfold, a separate department was created to maintain balance among faculty and student interests and to facilitate students perusing advanced skills at the M.A. and Ph.D. levels. AMEL and the remaining languages combined to form the Department of Foreign Languages. The languages currently taught by the foreign language department are Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, and Russian. A two-semester foreign language requirement exists for students in the College of Arts and Sciences, and several departments have a four-semester requirement. Students can test out of the language requirements.

The Department of Foreign Languages offers instruction in both European languages and non-European languages, and has many faculty members with interdisciplinary expertise. They teach undergraduate and graduate-level language, literature, culture, linguistics, translation, and pedagogy. The department also offers general education courses (taught in English) on world cultures and literatures. There are fifteen tenured or tenure-track faculty: five in French (including the chair), three in German, two in Japanese, two in classics (Latin and Greek), and one professor in each of the following sections: Arabic, Chinese, and Russian. Twenty-five part-time instructors, two GA’s, one visiting scholar in Arabic, and one assistant in Chinese from the Fulbright Foreign Language Teaching Assistants program make possible the teaching of the beginning and intermediate levels of the languages in the department, including 1000- and 2000-level Italian. Approximately 1400 students are enrolled per semester, with 65 pursuing majors and 225 pursuing minors.

The foreign languages and literatures major or minor is available in French, German and Latin; a minor can also be attained in Arabic, Chinese, Japanese and Russian. Approximately one third of the students earning a major are enrolled in the College of Education. The department participates in interdisciplinary programs, including global and international studies, the M.A. in medieval studies, and the world literature minor. Four faculty members are co-listed in gender and women’s studies, and three are active in the Medieval Institute. Language courses permit graduate students in history, comparative religion, political science and anthropology, among other areas, to pursue their research, and satisfy the foreign language requirement. While foreign languages and literatures does not currently offer a graduate degree program, faculty members from the department have strong links to the Graduate College and serve on dissertation and thesis committees for students in other departments (13 in 2008-09).

The Department of Spanish has an enrollment of about 1350 per semester. Of these students, approximately 300 are undergraduate majors and 40 to 50 are graduate students. Spanish classes are almost always full, if not beyond capacity. They are taught by fifteen full-time faculty (including the chair), twenty-three to twenty-five graduate assistants and several part-time instructors. Spanish is the language most often selected by students needing to fulfill their language requirement for the College of Arts and Sciences. About 60% of all Spanish students at WMU are enrolled in intermediate or advanced
courses. Over one-third of all Spanish students declare a major or a minor in the language, a high rate compared to other universities. Of these majors and minors, about 40% are from the College of Education, 35% from the College of Arts and Sciences and 15% from the College of Business. The undergraduate curriculum emphasizes language acquisition and balances course offerings on the culture of Spain, Spanish America and Hispanics in the United States.

There is a demand for Spanish faculty in American universities, as well as for competent Spanish teachers at the secondary and community college levels. Our graduate programs have attracted exemplary students from the United States, Spain and Latin America. The curriculum is based on the premise that students need to comprehend and appreciate the breadth and uniqueness of Hispanic culture in its totality before they choose to limit their focus to selected portions of it. To facilitate this goal, we provide students with different opportunities to study and live in a Spanish-speaking country. The Universidad Autónoma de Querétaro in Mexico offers multiple opportunities for WMU graduate students. Since 1997, fifty-three international graduate assistants have completed their M.A. in Spanish. They have had a positive linguistic impact on our domestic students.

The Spanish department collaborated with the Haenicke Institute to launch a new study abroad program in Queretaro. WMU employees and staff who had completed Beginning Spanish I and II were eligible to apply for a two week course in July 2009. Three faculty and five staff participated.

The foreign languages department has participated in the development and establishment of programs in different area studies, most notably in the Michitosh Soga Japan Center, Canadian Studies Program, and Medieval Studies Program. In 2009, WMU received a five-year grant from the Chinese government to establish the Confucius Institute. It provides scholarship opportunities for students from WMU and our partner institution, Beijing Language and Culture University (BLCU). Six teacher/scholars from BLCU collaborate on Chinese textbooks with a WMU faculty member, offer courses for WMU students and area businesses, and help strengthen collaborations with local schools by training teachers and offering language and culture workshops.

The foreign languages department has extensive study abroad programs, including nine faculty-led programs spanning China, Egypt, France, Germany, Japan, Quebec and Russia. The department also directs exchange programs with over a dozen other universities in foreign countries. The Department of Spanish sponsors five faculty-directed study abroad programs in Mexico and Spain that run both during the academic year and in the summer.

In 2009 the annual Summer Translation Institute began, drawing WMU students as well as new students from across the country and around the world. This responds to a national need for training in translation and makes use of the significant talents, accomplishments and experience in translation of the faculty, providing an opportunity for the different language sections to work toward a common goal.

Beginning with the graduating class of 2016, Michigan high schools will require two years foreign language instruction necessitating more language teachers. Currently, there are well-established teacher preparation programs at the primary and secondary levels in Spanish, French, German, Latin, and Russian, and WMU is expanding teaching certification options to include Arabic, Chinese, and Japanese.
Evaluation and Future Plans

The plan for the foreign languages department over the coming five to ten years includes developing its programs at the undergraduate level and instituting graduate level study. In response to student interest in Japanese and existing components of Japanese studies across the University, the department is proposing a major in Japanese, in addition to the minor that is currently offered. Expanding offerings in Arabic, Chinese, and Russian to the level of the major is also envisioned for the future.

At the graduate level, the department plans to offer a graduate certificate in translation to take advantage of faculty expertise in this area of high demand across the country and internationally; the Summer Translation Institute would serve as a basis for the curriculum. This certificate would be a stepping-stone to an M.A. program in world literatures and language studies, a multi-track, interdisciplinary degree in foreign languages.

The department also wishes to increase scholarships for foreign language students and research support for professors. In addition, it intends to lend more support to outreach activities, including the annual Francophone Film Festival, speaker series, and the Southwest Michigan Roundtable for Teachers of French.

Some of these plans will require increased financial support from inside and outside the University, including external grants and donations. The M.A. program, for example, depends upon obtaining funding for graduate assistants. The new undergraduate majors in Arabic, Chinese, and Russian would require at least two more full-time faculty members.

The Department of Spanish at Western Michigan University is competitive within its Carnegie classification of thirteen peer universities, eleven of which offer an M.A., and six of which offer a Ph.D. program. In addition to offering B.A., M.A., and Ph.D. degrees, the Department of Spanish at WMU is the only program that sponsors five faculty-directed study abroad programs. Since 2005, the Department of Spanish has lost two faculty positions due to retirements, and one more professor is retiring in fall of 2010. The department has an urgent need to hire faculty in order to maintain the quality of its programs and relieve some of the student demand a program of its caliber generates. To meet the needs of both its undergraduate and graduate students, the department urges the University to support more faculty positions. It also needs an increase in teaching assistantship stipends that will make the department more competitive in recruiting the best graduate students. The department looks forward to continuing to serve the high student demand for Spanish and conducting significant research in the field.

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Academic Catalog Review

In the Fall semester of 2009, a review of the WMU academic catalog was conducted highlighting majors, minors, and courses with international content. An expanded list of the findings can be found in Courses with International Content in the College of Arts & Sciences and Other Courses with International Content.

In order to compare the course catalog to the goals and outcomes of academic units, the academic plans and targets of each unit were also reviewed. While several units expressed a desire to incorporate
international activity in their academic planning documents, the same units did not often target outcomes that matched these goals. Similarly, units choosing to pursue specific international outcomes did not reflect this pursuit in their planning documents. While it appears that academic units are incorporating phrasing from the Higher Learning Commission criteria both in their planning and outcome descriptions, the linkages between planning and outcomes could be made more explicit while serving the purpose of documenting international activity apart from the national and local activities of each unit.

6. STUDY ABROAD

Study abroad faces numerous challenges at Western, and growing the numbers of students participating in study abroad will continue to require that some if not all of these issues be addressed.

First, many in Western’s student body are first-generation college students from families that may not have the financial resources to aid in defraying the costs associated with study abroad. In a similar vein, many WMU students work at part- or full-time jobs and cannot afford the time away from work required to participate in study abroad. An additional large segment of Western’s students fall into non-traditional student categories and may be supporting families or careers while also attending classes. As at any large, state-supported institution, there are certainly percentages of Western’s undergraduate cohort who do not value sufficiently the study abroad opportunity and may express little or no interest in life outside the United States. Finally, at Western there are no state appropriated funds to support study abroad, so all administrative overhead must be built into the study abroad program fees—placing the study abroad experience even further out of reach for the average student at WMU.

Historically, study abroad has faced difficulties from lack of faculty engagement and the consequently integration of study abroad across the curriculum. Over the past two years, however, the Haenicke Institute has begun taking steps to correct this weakness by encouraging the development of summer, faculty-led study abroad courses. As a result, the number of courses has increased from 11 in the summer of 2007 to more than 18 in summer 2009. Twenty-three short-term programs are planned for summer I and II in 2010. Faculty led programs appeal to students because they are shorter in duration, making them less expensive and more feasible for working students who may be able to secure a month away from a job but cannot possibly consider a semester or year-long program. Non-traditional students with a wide range of family obligations and financial challenges have found the shorter summer programs appealing. Faculty-led programs increase opportunities for faculty to gain experience abroad, strengthen their commitment to global studies and international education, and can result in new research opportunities.

A second strategy to strengthen faculty involvement in study abroad planning has been to assign study abroad counselors to each college. Coordinators have been committed to specific colleges and hold scheduled office hours at their college, bringing study abroad closer to both students and faculty. Now in its first full year of operation, this strategy seems to be generating greater interest in study abroad across the campus, but it will be some time before the impact of this plan can be evaluated.

Finally, it cannot be overstated that the substance and integrity of Western’s study abroad program derives from the hard work and dedication of the Haenicke Institute’s three full-time study abroad
coordinators and an additional part-time person dedicated to the Prague program. Their depth of knowledge of our study abroad sites, their attention to the program details for each student, and the selfless hours they give to assure success is certainly a tribute to their deep understanding of the importance of the study abroad experience for Western students. Over the past three years, the Haenicke Institute has committed more of its study abroad resources to counselors, increasing their appointments to full-time, while reducing the overhead costs associated with a previously top-heavy management structure.

Having reviewed WMU’s challenges in study abroad, it is still true that Western maintains an impressive range of study abroad programs, beginning with 66 in-house program sites that serve approximately 8 percent of Western’s students that go abroad each year. WMU’s study abroad catalog can be summarized in four categories:

1. Reciprocal Exchange Programs
2. Affiliation programs
3. Faculty-led summer study abroad programs
4. Agency study abroad programs

**Reciprocal Exchange Programs** are typically organized between Western and a single institution abroad. Most of these programs call for an equal number of students to travel to each site each year, with host institutions absorbing most costs for incoming students. Most exchanges are small, involving 2 to 4 students traveling each way each year, but these programs often fail to function at optimum capacity because of the difficulty in maintaining an equal balance of students moving in each direction. More often than not, Western has difficulty finding American students to participate in these exchanges, while our partners have many more students wishing to study at WMU. Reciprocal exchange programs have been part of Western’s program offerings since 1962 when agreements with Freie Universität Berlin and Keio University in Tokyo were signed. Since then the number has grown to more than 20 active student exchange programs.

**Affiliation programs** are based on non-exchange agreements with universities abroad where Western, by prior agreement and program planning with a host university abroad, may send one or more students but with little likelihood that students from the host university will come to Western. This type of program has been popular across the United States for many years but did not become favored at Western until the 1990s. Approximately one-third of Western students participating in study abroad enroll at an affiliated study abroad site.

The affiliation programs were initially developed to address several identified needs for study abroad programming in geographical regions where there were no existing programs, and to address several programming options unavailable through exchange programs. For example, affiliate programs focused on foreign-language study can host students for language-based-only study programs after a single year of language study at Western and for periods as short as one semester (two semesters is also an option). By contrast, typical exchange programs require that students take non-language courses in the standard language of instruction at the host institution, which generally requires that students have at least two years of prior language study.
Affiliate programs for specific foreign language study were developed around a consistent set of requirements: 1) Location outside of the major capitals with a small expatriate/Anglophone community to maximize opportunity for full immersion; 2) Excellence in linguistic pedagogy and successful experience with American students; 3) Safe cities of a size similar to the Kalamazoo area; 4) Non-reciprocal agreements were preferred over exchanges as the strength of the dollar made one-way programs cheaper than exchanges; and 5) Faculty directors recruit and orient students and travel with the group.

Some of the affiliate programs, especially foreign language programs, have had from the beginning and continue to have high levels of faculty and departmental involvement. These programs necessitate enrollment in an intensive language program tailored to WMU students. The programs experience consistently strong enrollment. Substantial scholarship funding is also available for foreign-language-based programs, which, along with faculty involvement, assures high levels of student participation.

Following the 2000-2001 academic year, in response to student demand, affiliate programs were developed with English language institutions for students seeking study abroad opportunities for purposes other than language study. Development of these new program sites was undertaken with limited faculty involvement compared to the development of earlier foreign language study abroad sites. Even today, few of these programs include faculty travel with the students, contrary to the model developed in the 1990s, and faculty seldom have opportunities to inspect these programs or meet with faculty at the host universities. In a few instances, faculty members have become involved, but in most cases the selection of a study abroad site and program of study are carried out largely by the student with little or no involvement from faculty advisors, which has resulted in a greater degree of separation between the study abroad activities and the student’s overall curriculum of study.

For non-foreign-language intensive programs, insufficient advance course mapping and weak faculty/department involvement hinders enrollment, and often limits the value of the study abroad experience for those who participate because the study abroad activities are not planned within the broader context of the student’s plan of study. An informal system of grants to encourage faculty to visit programs has been moderately successful in strengthening faculty ownership for some programs, but the link between study abroad and general curriculum planning remains weak.

Currently, increasing staff and administrative costs connected with some of these complex affiliate programs has led to the likelihood of a general review and systematic reduction in the number of affiliate sites supported by Western. In this planning context, greater faculty involvement will be encouraged in an effort to link study abroad experiences more closely with each student’s major and minor course of study.

**Faculty-led summer study abroad programs** have grown in popularity in recent years. In 2008, they represented more than half of Western’s total enrollment in study abroad programs. While the traditional junior year abroad for American students has been in decline for more than two decades (slightly, less than 6 percent of all students going abroad in 2005-2006), there are also factors specific to Western that assure the popularity of these summer programs. For example, the majority of Western students have no previous experience abroad, so making the first trip abroad with an experienced faculty member is reassuring for both students and parents. Interestingly, many of the students who first participate in faculty-led programs experience such growth in awareness of the world outside the
United States that they find opportunities to participate in second study abroad program. Faculty members are active in recruiting participants from among their better students. In most programs, the faculty director travels with the group, delivers a portion of the instructional load, and is compensated accordingly. Cost is also a factor, as short (4 to 8 weeks) summer study abroad programs are significantly less expensive than a semester or year-long program. Finally, summer faculty-led programs are listed in the course catalogue with the regular course listings, eliminating concerns about credit transfer or transcripts from other institutions.

Western’s largest summer study abroad program is the Prague Summer Program, which is focused on creative writing and draws about 100 participants annually from across the United States. Another perennial favorite is the Grand Tour of Europe program, an art, architecture and culture study of major European cities, now in its 24th consecutive year. Faculty-led programs are essential for universities targeting students for whom international travel seems only a distant possibility. The broader impact on internationalization among the faculty is an additional positive benefit to the University.

Analysis of enrollment trends shows that these short-term programs do not detract from semester programs, and indeed, enrollment in foreign-language-based study abroad programs has been steady. It appears that faculty-led programs attract a different category of student for whom a semester or year abroad is not an option. On the other hand, a significant number of our short-term summer participants become interested in opportunities to participate in independent study abroad programs. Vigorous support for developing faculty-led summer study abroad programs has enabled WMU to grow from fewer than 350 study abroad students in 1999-2000 to more than 500 students in 2008-09.

While the quality of these faculty-led summer study abroad programs varies, all are approved in advance by the appropriate department chair and dean for academic credit before being offered to WMU students. In order to sustain and grow these programs, the Haenicke Institute has sponsored various funding opportunities for development of new programs, including travel support for prospective faculty leaders to travel with faculty members currently directing a program. Additionally, the Haenicke Institute for Global Education offers need-based scholarships worth up to $1,500 through the Dean’s Scholarship for Summer Study Abroad.

Agency study abroad programs are those organized and managed by private study abroad organizations or occasionally by other universities. There are several private organizations that offer students from all universities opportunities to study abroad at select sites. Several of these organizations have been operating for many years, and new smaller specialty groups appear every year. Although details of their practices vary, most offer a fixed number of sites that they have previously reviewed and validated. Some organizations have country representatives or local agents managing the programs, and most organizations have arranged for academic credit to be earned at their sites. Western assists students in reviewing and evaluating the opportunities that exist through these private programs, but the majority of WMU students rely on Western’s program offerings.

Study abroad has and will continue to play an important role in WMU’s global education program, and Western offers nearly 70 sites abroad where students may choose to study. Still the numbers of WMU students choosing to study abroad, although rising, remains comparatively small and has not grown at the national rate of growth for study abroad. (Across the country, students in study abroad increased by 8.5 percent in 2006-2007.) The choices of study abroad sites reflect to some extent our distinctive
programs. For example, our most popular destination is the Czech Republic, where our Prague Summer Program is offered, while the UK is the top choice for U.S. students overall. At Western, Spain is our second most popular destination, reflecting the great strength of our Spanish foreign language program. (Spain is third nationally, after the UK and Italy.) China is fourth and Japan tenth among sites for Western students, also reflecting the dynamic growth in language programs for those countries.

At the same time, study abroad will also continue to be a challenge for Western not only for growth in terms of numbers of students participating in study abroad, but also in the relevance and integration of study abroad into the curriculum of more students as they broaden their horizons on global and international studies. It is important to recognize that as valuable and even “life-changing” as study abroad is for those who are able to participate, study abroad will not likely lead Western’s pursuit of globalization and a globalized curriculum, so WMU will have to look at other elements of the University experience to strengthen the global vision of all of our students.

A decision made by HIGE in February 2010 to postpone development of new study abroad programs (i.e. those that have not received final approval) creates challenges for developing and maintaining faculty and college-level enthusiasm and commitment to study abroad programs and increasing participation in study abroad programs. This is especially true for junior faculty and college-level internationalization committees. Related concerns center on discussions about how centralized decisions about study abroad opportunities should be. Recent developments have moved toward more centralized decision-making, while some college internationalization committees desire a more de-centralized process that gives more weight and input to college-level objectives for study abroad. (See the letter sent by Haenicke Institute to faculty who were developing new study abroad programs. The most current Study Abroad Enrollment Report is for 2008 and there was also a Review of Study Abroad Programs in 2007.)

7. INTERNATIONAL PARTNERSHIPS

The Haenicke Institute for Global Education administers more than one hundred official partnerships from over 40 different countries between WMU and educational institutions around the world. This administration includes, but is not limited to, assisting University faculty and staff in maintaining and developing partnerships for research, faculty and student exchange, and other types of collaboration.

For students wishing to study abroad, the current WMU catalog contains over 60 study abroad opportunities – including programs lasting 20 semesters to those running the length of the academic year, 25 exchange programs and more than 20 short term summer programs. In addition, WMU students are allowed to participate in non-WMU study abroad programs, provided the program meets criteria set forth by the colleges and HIGE.

International faculty opportunities include faculty exchange, study abroad program development, international research support and international graduate assistant training opportunities. In addition, HIGE administers the Fulbright Program for the University.
WMU is a global leader in facilitating TransNational Education (TNE) programs. Formerly known as “twinning programs,” TNE has over 20 years of history at WMU. The first program was launched in 1987 at Sunway College in Malaysia; currently the University hosts five TNE programs in Asia and Africa:

- Egerton University, Kenya
- Christ College and Rajagri Institute for Social Sciences, India
- Jakarta International College, Indonesia
- Sunway University, Malaysia

Fulbright Program

WMU has been working with the Fulbright Program since 1952, when Dr. Chester Hunt from the Department of Sociology spent the 1952-53 academic year lecturing in the Philippines. Since then, WMU has assisted over 75 WMU faculty with travel to countries such as Turkey, Germany, Cameroon, Taiwan, Zimbabwe - just to name a few. In addition, the Haenicke Institute works with incoming Fulbright Scholars and Students, finding them host faculty and departments to help continue their research, as well as facilitating applications for outgoing WMU students.

The Fulbright program, recognized as one of the world’s premier scholar-exchange programs, had what may be described as an inauspicious beginning. It was named for the author of the legislation that established the program. J. William Fulbright. He was a freshman Senator and the product of a modest Midwestern (Arkansas) upbringing who had taken an opportunity to travel to England as a Rhodes Scholar. His experience abroad convinced him of the powerful potential of international education as a tool for building intercultural understanding. He was to say many years later that, “The vital mortar to seal the bricks of world order is education across international boundaries, not with the expectation that knowledge would make us love each other, but in the hope that it would encourage empathy between nations, and foster the emergence of leaders whose sense of other nations and cultures would enable them to shape specific policies based on tolerance and rational restraint.”

The opportunity for the legislation came as Congress was considering the Surplus Property Act of 1944 to authorize the U.S. military to sell the vast quantities of equipment scattered around the globe at the end of World War II. The only logical buyer in each case was the government in place where the equipment was located, and the only obvious means of payment was the country’s local currency. Similar experiences following World War I had informed the Congress that local currency payments would be largely worthless unless spent in the country of origin, and the United States had little hope of purchasing significant quantities of anything from many of these countries. The Fulbright amendment to the legislation simply stated that all proceeds of the sales would be used for “educational purposes to enhance world peace.”

If evidence is needed that America’s isolationist philosophies were alive at the time, it was reported that one Senator later stated that had he known about this Fulbright amendment he would have blocked its passage because “I don’t want our young impressionable American youths [going abroad] to be infected

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with foreign-isms.”

In securing the legislation’s passage through the House of Representatives, Fulbright had to appease, among others, Mississippi Representative William Whittington, who had said, “Well, if there’s any money around for education, we need money for education in Mississippi. . . We’re not interested in educating foreigners.”

Nevertheless, the Fulbright program became a reality, which was to be managed by a newly created Board of Foreign Scholars established in Washington, and an amendment gave the Secretary of State authority to negotiate executive agreements with foreign governments for implementing the exchange. The first agreement was signed 1947 with China; Professor Derk Bodde of the University of Pennsylvania became the first American Fulbright scholar, although there are some who contend that the first Fulbrighters were sent to Burma, slightly ahead of Bodde’s term in China.

Whether administered through a commission or through an embassy, the prestige of the Fulbright program is found in the government’s general commitment to scholarly exchange with few policy attachments and manipulations. No doubt overzealous State Department staff have, from time-to-time, chosen both American and foreign scholars for the Fulbright program in the hope of accomplishing temporal foreign policy objectives. However, the roles played by the independent commissions, as well as the fact that embassy staffs are rotated frequently, have meant that Fulbright exchanges have, in fact, been scholarly exercises. Nevertheless, one Fulbright scholar lamented soon after beginning his grant that, “I began to learn first-hand how simple decorum and intellectual integrity can turn a Fulbrighter into a spin-controller for the powers that be.”

While acknowledging the possibility of being co-opted for policy purposes, the greater number of Fulbright grantees would say, as would this author, that “my Fulbright grant was a career-maker!”

The task of shaping the Fulbright program was left to the new Board of Foreign Scholarships created under the legislation “for the purpose of selecting students and educational institutions qualified to participate in this program and to supervise the exchange program authorized.” The board’s challenges in operationalizing the program were significant, but it was committed to excellence:

“In all aspects of the program the highest standards will be developed and maintained . . . the individuals to benefit will be of the highest caliber, persons who demonstrate scholastic and professional ability and whose personalities and characters will contribute to the furtherance of the objectives of the program.”

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4 Ibid., p. 112.
8 Richard P. Horowitz, “Coming to Terms with American Studies,” in Ibid., p. 466.
10 Board of Foreign Scholarships, Quarter Century cited in Vogel, Ibid., p. 16.
In the early years of the program, excellence generally meant scholars and students drawn from major research universities throughout the United States as well as from the leading universities in the participating countries. While this to some extent defined the program as open to “elites,” it also established a high mark for the quality of research and teaching offered through the program. The strong emphasis on research served to limit students to doctoral dissertation research grants, the first level at which they can be expected to create publishable work. The standards of excellence also meant that many of the foreign participants ultimately went on to leadership positions of high importance in their home countries. While the Fulbright program has reached out widely from artists, musicians and other non-academics, the emphasis on excellence has more than secured the reputation of the program.

In more recent years, the Fulbright program has lost some of its elitist image. While excellence is still an important general criterion for grantee selection, other factors are now considered. For example, the specific goal to recruit teaching faculty from a range of institutions such as community colleges and smaller liberal arts colleges has transformed the early research focus to a combination of lecture/research grants or grants for lecturing only. For American students, the Fulbright program now offers research grants to pre-doctoral students and to some who have not begun graduate school yet. Other students are recruited for English teaching programs in participating countries. Aimed at offering American students opportunities to spend time abroad at an earlier point in their academic or professional lives, these new program goals have changed substantially the character of the Fulbright program. Examples include: “Direct Access to the Muslim World”, in which scholars from Muslim countries spend 6 to 8 weeks on an American University campus discussing Islam and related topics, or the Foreign Language Teaching Assistants (FLTA) Program in which young native speakers of selected foreign languages fulfill educational needs at U.S. universities, have focused on instruction as opposed to research.

Western Michigan University has made adequate use of the Fulbright program in terms of WMU faculty participation and doctoral student research competition. The numbers of faculty members and graduate student abroad has averaged about two each year. Western as also led several Fulbright-Hays summer abroad programs for secondary school teachers.

WMU has made better use of Fulbright international scholars and programs. On average, WMU hosts four to five visiting scholars each year and has received, on a continuing basis, instructors under the Foreign Language Teaching Assistants (FLTA) program for both Chinese and Arabic.

Historically, WMU has also hosted an average of two international Fulbright graduate students each year. However, for the 2009-2010 academic year that number has jumped to nine, as a result of a Haenicke Institute recommendation to the administration that the incremental fee of out-of-state tuition be waived for Fulbright graduate students from abroad. The response has been outstanding, and we expect that number to continue to grow in the years ahead.

Administration of the Fulbright scholar program has been the responsibility of the Haenicke Institute and its predecessors for a number of years. Management has typically been assigned as a rather small fraction of a single individual’s overall responsibilities. Beginning with the academic year 2008-2009, Fulbright management, although still resting with a single individual, was given a greater time (FTE) allocation, and budget support for travel to New York (IIE) and Washington (CIES and the State
Department) was included for the first time. At the same time, the Haenicke Institute proposed, and the provost approved, the reduction of tuition for all international Fulbright graduate students coming to Western to a level equal to in-state tuition, which had the immediate effect of raising our Fulbright graduate student enrollment. For charts modeling scholarship, see Fulbright activity at WMU.

Confucius Institute

Western Michigan University became home to a Confucius Institute in the fall of 2009, a development that will provide new Chinese language and cultural studies options for WMU students and faculty and dramatically expand international opportunities for area K-12 schools and local businesses.

President John M. Dunn and a small campus delegation, including Dr. Donald G. McCloud, dean of WMU’s Haenicke Institute for Global Education, and Dr. Xiaojun Wang, professor of foreign languages and head of the University's Chinese language program, traveled to China to finalize a set of agreements that established the WMU Confucius Institute.

"The Confucius Institute program represents the commitment on the part of the Chinese government to extend and expand knowledge about China and its language and culture with people all over the world," McCloud said. "The program represents one of the largest intercultural education programs ever established, and although differing in format in the area of international education, the Confucius Institute program holds many goals similar to our Fulbright scholar and student exchange programs."

Confucius Institute Goals

1. Teaching Chinese language and culture to university students and members of the greater community
2. Promoting international cooperation and exchange of students
3. Strengthening collaborations with local schools and community businesses to train teachers and offer language and culture workshops, summer camps, fine arts events and travel opportunities
4. Developing students ready to meet competitive market demands
5. Aiding WMU's development as a dynamic international university with strong ties to Chinese partners

Center for African Development Policy Research

The Center for African Development Policy Research (CADPR) is an interdisciplinary academic program established at Western Michigan University in October 2000. The Center is a joint program of the WMU Department of Economics of the College of Arts and Sciences and the Haenicke Institute for Global Education. It is an interdisciplinary program intended to foster collaborative research activities with relevant WMU academic departments and units in implementing its activities.

CADPER Objectives

1. Supporting academic activities and programs that contribute to understanding the development and environmental problems of Africa in the form of seminars, workshops, conferences, and discussion or working paper series
2. Coordinating and facilitating short term research and training programs and seminars in collaborations with WMU academic departments and other institutions of higher education and research, in order to promote economic development and business opportunities in Africa
3. Pursuing collaborative external grants in order to implement the Center’s activities and objectives
4. Facilitating academic linkages and exchanges of scholars between WMU and institutions of higher education and research in Africa
5. Contributing to WMU's mission of 'student centered University' by serving as a clearing house of research by WMU students, faculty, and visiting scholars, focused on international development in general and African development in particular
6. Collaborating with institutions of higher education and research in Africa in the study of key areas of development, such as natural resource management, institutional and sustainable development. The Center will also be involved in collaborative training and capacity building projects with African institutions.

Soga Japan Center

Soga Japan Center is an interdisciplinary unit designed to promote knowledge of Japan to the WMU community, the city of Kalamazoo, and southwestern Michigan more generally. The Soga Japan Center regularly brings scholars, artists, and writers to campus to give Japan-related lectures, demonstrations, and readings to students, faculty, and the surrounding community. The Soga Japan Center also hosts film series, displays, musical performances, and other fun events related to Japanese culture.

WMU’s link to Japan dates back more than 50 years, with WMU’s first Japanese alumnus earning a graduate degree in psychology in 1955. In 1961, the first academic partnership with a Japanese University occurred when Keio University sent a group of 66 students and three professors to WMU for a summer institute program. Today, more than 500 WMU alumni reside in Japan.

Efforts on both sides of the Pacific Ocean have resulted in the establishment of WMU’s Michitoshi Soga Japan Center. For more than 35 years, Dr. Soga, a WMU professor emeritus of physics, worked tirelessly to establish a network of connections in West Michigan for individual visitors, as well as for businesses and Japanese partner universities and colleges. This center is one among a number of centers that exist under the auspices of the Haenicke Institute for Global Education.

The Soga Japan Center at Western Michigan University commits itself to making fundamental advances in our knowledge of Japanese history, culture, business, science and technology. In so doing, it serves as a generative force in international education.

Soga Japan Center Objectives

1. **Promote** and disseminate faculty and student research on Japan.
2. **Stimulate** creative curricular development, as well as extra-curricular activities that enrich student and area residents’ understanding of Japan.
3. **Support** students pursuing Japanese studies, those interested in study in Japan, and recruitment of students from Japan.
4. **Serve** as the nexus between WMU and the Japan-related business, arts and civic communities in western Michigan.
5. **Facilitate** ties between WMU, the Kalamazoo community, and our partner institutions and alumni groups in Japan.

6. **Collaborate** with faculty and University administration to put in place effective and efficient learning experiences, instructional strategies and scholarly inquiries.

**Soga Japan Center Activities**

1. Work with academic units to establish and institutionalize Japanese studies at all levels, with an emphasis on Japanese language and culture at WMU.

2. Work to build accessible resources on Japan including literature and audio-visual, and industry and government documents.

3. Work with the Haenicke Institute for Global Education to facilitate sustainable Japan-U.S. cross-cultural education in both countries through study abroad, exchanges involving students, faculty, and staff, and collaborative research projects.

4. Cooperate with the Office of University Advancement and the Office of Alumni Relations on all activities that will promote the mission statement and objectives of the Soga Japan Center.

5. Organize and/or coordinate activities such as lectures, film series, and cultural events to inform and educate the campus and area communities about Japan.

6. Reach out to the Kalamazoo community, its immediate region, including school systems, and the State of Michigan, through a variety of activities enlightening citizens about Japan in particular, but also about how Japan-U.S. interests are relevant to the global interconnectedness that is crucial to the economy and security of Michigan, the United States, and Japan.

7. Cooperate with all organizations, educational, civic, economic and social in activities that will contribute to the achievement of the objectives and mission of Soga Japan Center.

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**University of Passau Faculty Exchange**

Western Michigan University and the University of Passau invite applications for a short-term faculty exchange. The visiting professor spends a month at one of the newest of the German universities in Bavaria. The visit affords many opportunities for research, and professors are usually invited to give one or two lectures in a field of expertise. The relationship between the two universities is entering its third decade and has yielded many cross-cultural exchanges. This opportunity is open to all faculty members from any discipline, and takes place during a one month period in either May or June. The University of Passau serves as host for the visiting professor and provides housing. German language skills are not required.

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**8. INTERNATIONAL RESEARCH**

Extramural funding at WMU has fluctuated between $24 and $40 million over the last six years. As the Office of the Vice President for Research (OVPR) has not tracked international awards and research expenditures as a distinct category, it is difficult to determine the volume of externally funded international research at WMU. In the spring of 2010, a new vice provost for research was named after many years of interim appointees holding the position. Subsequently, OVPR began a review of their proposal and award monitoring process to identify important data fields to track to meet reporting
requirements as well as success measures. As a result, the dollar value of international research will be one of many data points that will be able to be tracked in the future.

In preparation for the Higher Learning Commission 2010-11 comprehensive site visit, most departments were asked to report on international collaboration for HLC reporting requirement 4.b, “Please list the research projects faculty in your departments have with international collaborators for each year beginning in 2004-05.” Although data for all departments had been compiled, many did not distinguish international research affiliations from research affiliations in general. In the data sets for the College of Health & Human Services and the College of Aviation, this criterion was not applicable according to HLC reporting standards.

**College of Arts & Sciences**

Some departments left this question blank, a few said “none” or that the department has not engaged in international collaborative research projects. It is reasonable to believe that some departments, like political science for example, have faculty working on international projects. One can see from browsing department web pages that faculty are engaged in international research; however, they did not report international collaboration to the HLC when given the opportunity.

- **Anthropology:** Two faculty working in Kenya and Japan.
- **Chemistry:** Six faculty doing research and collaborative projects in Australia, China, Germany, Greece, India, Italy, Oman, and UK.
- **Economics:** Five faculty with collaboration in Taiwan, Bangladesh, Switzerland, Germany, Poland, New Zealand, Canada, Madagascar, Uruguay, and England.
- **English:** Five faculty working with UK, Russia, Canada, Denmark, and Senegal.
- **Foreign Languages:** One professor working extensively in Japan.
- **Geography:** Three faculty with work in Brazil, China, Japan, Korea, Mongolia, and Taiwan.
- **Geosciences:** Four faculty working with Brazil, Canada, Egypt, Germany, Italy, New Zealand, Pakistan, and UK.
- **History:** One book collaboration with colleagues in Canada, Germany, and Mexico. Two exhibits with collaboration from the governments of Canada, Quebec, and France.
- **Mathematics:** 20 projects with universities in Burkina Faso, Canada, China, Czech Republic, France, Germany, Hungary, Mexico, Portugal, Singapore, Spain, Taiwan, and UK.
- **Mallinson Institute for Science Education:** One project with Singapore, South Korea, and Turkey.
- **Philosophy:** One project with colleague in Australia.
- **Physics:** In just one year (2007-08) the Physics Department had 14 projects collaborating with at least 26 international colleagues in Argentina, China, Germany, Japan, Jordan, Netherlands, Romania, Spain, UAE, and UK. Presentations were numerous, with at least 20 in Germany, and many more in Brazil, China, France, Greece, Japan, Romania, and Sweden.
- **Psychology:** Five faculty have collaborative research projects with international partners.
- **Statistics:** One project in Australia.


**College of Fine Arts**

**Dance:** One project with Canada.

**Music:** Five faculty worked in or with colleagues in Australia, England, France, Italy, Korea, Norway, Russia, Spain.

**Haworth College of Business**

**Accounting:** Two projects with Canada and West Indies.

**Finance & Commercial Law:** Five projects in Canada, South Korea, and Sweden.

**Management:** Three projects with Canada, China, and the Netherlands.

**Marketing:** Four projects with China, Germany, India, Pakistan, South Korea, and Thailand.

**College of Engineering & Applied Sciences**

18 projects with Canada, China, Cyprus, Finland, Germany, India, Japan, Nepal, Poland, South Korea, Turkey.

**College of Education & Human Development**

Several small grants have been awarded for activity within Ontario’s public health system. Additional international collaboration is described in the report from the college’s international committee.

9. **CO-CURRICULUM**

Along with the academic programs, many co-curricular activities on and around the Western campus add experience and a valuable dimension to the global education outside the classroom.

**International Festivals and Events**

Many activities and events are held for and by the international students and community that enrich the life of the campus and provide opportunities for Western students to experience something international on their own campus. These are just a few examples. The International Festival is popular, as is International Week. Every fall, the Russian Festival is organized by the community at large partially because Kalamazoo’s sister city is Pushkin. In recent years, the festival has been held on campus, involved various WMU faculty members and received support from HIGE.

For the past seven years, the four-day Francophone Film Festival has brought movies to campus from French-speaking countries around the world—mainly Africa, Quebec, and the Caribbean—with subtitles in English. This is organized by the French section of the foreign languages department; it is supported by HIGE, as well as external grants. Every fall and spring semester, the Department of Spanish and the Division of Multicultural Affairs organize the Hispanic Film Festival.

The Gwen Frostic School of Art hosts exhibits of artists from around the world. The School of Music brings faculty from Europe and Asia to teach and perform. There are numerous lectures and workshops
with international themes or participants. For more detail, see the report sections on college international committee work and the Africa and Japan centers.

Medieval Congress

The Medieval Institute ranks among the top ten of the some 90 institutes, centers, and programs focusing on medieval studies in North America. The Master’s Program in Medieval Studies, the undergraduate minor and several research programs have made significant contributions to the institute’s prominence. However, the Medieval Institute is best known for its annual international congress, the largest annual professional meeting in the field, and Medieval Institute Publications, which has published well over 200 books and journals since 1964. The 45th International Congress on Medieval Studies will take place May 2010. The congress is an annual gathering of over 3,000 scholars interested in medieval studies, with over 600 sessions of papers, panel discussions, roundtables, workshops, and performances.

Umma Scholars

Located in Harrison Hall, the Umma Scholars community is designed for students interested in global experience. Whether it means having an international student as a roommate, being a language partner for an international student, sharing culture, or discussing the latest political or economic issue with global implications, the community of scholars is a residence centered on expanding ones knowledge of world affairs. It is an ideal community for those considering majors in international business, a foreign language, global studies, or students considering studying abroad.

Residents are a mixture of those wanting a cultural experience and those who wish to learn about world issues. Some popular activities residents undertake together include attending University events, interacting with international students, coffee talk debates and international food events. International students visiting for two- to four-week long exchange live in the Umma Scholars community during their stay. The hall also promotes opportunities to network with University faculty and alumni who have international interests.

10. FACULTY ENGAGEMENT AND DEVELOPMENT

International Education Council and the Faculty Senate

The Faculty Senate at WMU was formed over 75 years ago. Its leadership is drawn from 75 senators, 57 departmental representatives, nine representatives-at-large, four ex officio members, four presidential appointees, the chairs of the six senate councils, as well as past presidents and officers. The senate shares in the governance of WMU by formulating, reviewing and giving advice on policies and other matters of concern to the University.

Western Michigan University is unique in the fact that it has direct shared governance of curricular and other policy aspects of internationalization through the International Education Council (IEC) of the Faculty Senate. The IEC is one of six councils focused by subject area including: academic information and technology, campus planning and finance, graduate studies, research policies, and undergraduate
studies. The council is directed to develop memoranda of action (MOA’s) relative to its role statement and specific charges. The Faculty Senate Executive Board, with input from the IEC, revises charges annually. These MOA’s are sent through the Faculty Senate Executive Board to the entire Senate for consideration and voting. MOA’s that are passed by the Senate are forwarded to the University administration as recommendations to be accepted, and/or are returned for revisions.

The IEC meets monthly, September through June, to discuss various issues relating to international education. In its first years, the council learned about forms of international involvement, about international students at WMU, and that internationalization means more than students traveling abroad. In 2006, the IEC brought forth a Framework for Internationalization to the Faculty Senate to start a University-wide conversation about international education. In 2008, as a result of sending representatives to the ACE Internationalization Laboratory Annual Meeting, it was determined that involvement in the ACE Internationalization Laboratory would further this process. Each winter, representatives from the IEC continue to attend the annual meeting, bringing back ideas to share with the rest of the council.

As specified in the faculty senate bylaws, the role of the IEC is to serve in an advisory capacity to initiate, review, and recommend policies dealing with the international aspects of the University’s mission and goals. The council serves to advocate the continued internationalization of the University and to maintain review of the University’s various administrative arrangements, policies, and procedures for the conduct of international programs and activities. The council’s oversight includes internationalization activities on campus including, but not limited to, internationalization of the curriculum and enrichment of the international development and experience of faculty, staff, and students, as well as the University’s presence in other countries and territories.

The IEC works closely with HIGE, but is administratively separate. It receives reports from HIGE about specific programs and upcoming events. The college international committees also report annually to the IEC. IEC functions as a body for the collaboration between the administration and faculty on issues concerning student enrollment in undergraduate foreign study programs, student exchange programs between WMU and other institutions, international student enrollment patterns at WMU, ongoing twinning or other educational exchange agreements, faculty exchange programs and faculty participation, and funded international grants and related WMU activities.

The IEC was formed by the faculty senate in September of 2003 to facilitate faculty input on the internationalization of WMU. This work was first done by a subcommittee of the Undergraduate Studies Council, but the growing agenda necessitated that a council be created under the faculty senate. It is understood the IEC will seek information from and communicate with all administrative offices necessary to carry out its charges, especially the Haenicke Institute. The IEC is expected to keep the senate executive board apprised of progress, especially in connection with any MOA it may develop and to give advance notice of any action the IEC seeks to place on the senate agenda, including the final text of any proposed MOA, report or resolution. The executive board should also be notified of substantive procedural issues addressed by the IEC. The IEC provides a written summary of its progress on the above charges to the faculty senate each spring.

The IEC has discussed and made suggestions on policies affecting international education such as appropriateness of credits for study abroad, whether those credits count in final grade point averages,
and whether the University should accept students from Europe with three years of college in accordance with Bologna process standards. These policy changes have been taken to the faculty senate as memoranda of action. The International Education Faculty Development Fund (IEFDF) was established with representatives from the IEC working with HIGE to create policies for the distribution of these funds. Once the policies and procedures were established, the IEFDF subcommittee continues processing the applications and distributing the available annual funding.

International Education Council Working Groups

After sharing the framework for internationalization with the faculty senate, the IEC began to work on the components of the framework by establishing working groups. Once the ACE Laboratory process began, working groups evolved; they began meeting in fall 2006.

Faculty Development

This was an active group that presented a report in May 2007, in which it considered the three main areas of faculty activities – teaching, research, and service. The report was intended to be the start of discussions on faculty development with the goal of developing policies and practices to assist in the internationalization efforts of faculty at WMU.

Assessment

This was a small group that met a few times during 2006-07. It realized that the Haenicke Institute is already compiling data and conducting some assessments. The group began work on a faculty survey in order to start conversations in departments about internationalization. Methods for assessing the levels of global engagement and international knowledge among students were briefly discussed.

International Student Recruitment and Retention

This group met occasionally throughout 2006-09 to discuss existing international student satisfaction surveys. They began work on another survey in 2008-09, but the student survey conducted in fall 2009 for the ACE Laboratory replaced it.

Internationalization across the Curriculum

The group met throughout 2006-09. In spring of 2008, they developed the first version of a faculty survey to determine the extent of internationalization in the curriculum. The survey was completed too late in the semester to be implemented. By then it was clear that Western was interested in participating in the ACE Internationalization Laboratory process, so the working group spent fall 2008 expanding the survey, with input from the other working groups, into the full faculty-staff survey that was administered in spring 2009.

ACE Internationalization Lab Task Force

A subgroup of the IEC met throughout the summer of 2009 to work on the ACE Laboratory report, gathering information on the various international activities at WMU. Some pieces were written by HIGE
staff members, and some by working groups, while other data was found in various offices of the University.

**Infrastructure and Support**

The infrastructure and support working group met in the fall of 2009 to discuss changes needed for international programs. They focused primarily on the needs of the Haenicke Institute. They reviewed the faculty development working group report and found that some of the suggestions around tenure and promotion recognition were contractual issues that can only be addressed via the University’s academic and collective bargaining agreement with the American Association of University Professors (AAUP).

**Study Abroad**

The study abroad working group met in 2009-10 to discuss study abroad issues and generate recommendations. HIGE study abroad staff were involved.

**Learning Outcomes**

The learning outcomes working group met in 2009-10 and looked at the existing global learning outcomes in general education, departmental assessment plans, and the University’s mission and goals. They also looked at the results of the student survey and made recommendations based on those results.

**Languages**

The languages working group met 2009-10 to discuss language issues and develop recommendations. Representatives from the foreign languages, Spanish and CELCIS departments participated.

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**International Education Council Charges 09-10**

In addition to the specific responsibilities and functions noted in the IEC’s role statement and the work of the IEC standing committees, the faculty senate executive board charges the IEC to consider, as a committee of the whole or through the appropriate sub-committee or task force, the following issues:

1. Review the scope and description of the role statement and standing charges and assess the effectiveness of council practices.

2. Collaborate with the Undergraduate Studies Council in examination of general education curriculum specifically in regard to assessment of how well the program prepares students for a global future. Make recommendations for possible general education enhancements related to this issue.
3. Assess and if appropriate make recommendations regarding how WMU is serving the needs of international students.

4. Assess and if appropriate make recommendations regarding how WMU is serving the internationalization needs of the community. Identify local community leaders who might be productively engaged in conversations about WMU’s activities in international education.

5. Monitor curricular issues related to WMU students who study abroad as well as international students who study at WMU in conjunction with the Undergraduate Studies Council and/or Graduate Studies Council as appropriate.

6. Review IEC’s role statement and standing charges in light of participation in the Internationalization Laboratory. Make recommendations for how IEC and WMU can best utilize the opportunities provided by the laboratory, especially as regards strategic planning and ongoing efforts to clarify WMU’s activities related to globally relevant education.

7. Explore mechanisms that may encourage faculty to develop and/or participate in bringing global perspectives to their own areas of teaching and research; recommend and provide avenues of support as needed.

8. Address any continuing or outstanding issues or initiatives as deemed necessary by the council. To the extent possible conclude any outstanding initiative by producing a memorandum of action (MOA), report or resolution.

Charges from previous years can are archived on the IEC Website at http://www.wmich.edu/facultysenate/councils/international/.

College International Committees

International education committees have been created in most of the colleges and have been submitting annual reports to the IEC for the past two academic years. Below are the activity descriptions of the standing international committees.

Haworth College of Business

The Haworth College of Business (HCOB) International Business Education Committee (IBEC) is the oldest and one of the most active college international committees. For many years, the college had two international committees – the International Business Education Committee and the Study Abroad Committee. They have merged into IBEC, chaired by Zahir Quraeshi from the marketing department. The committee reviews and recommends international initiatives such as twinning, study abroad,
curriculum, research grants, conferences, lectures, workshops, brown bag seminars, collaborative programs, outreach and more.

Some of the recent achievements:

- A new Global Business Center (GBC) was created in 2008-09, which secured an office in February 2010. With advice from IBEC, the GBC acts as a clearinghouse to initiate, facilitate, expedite and champion global business activities of the college, in cooperation with the Haenicke Institute and the larger community.

- In 2009, the college received a two-year competitive business and international education grant from the U.S. Department of Education. The grant will support Project EDGE: Enhancing and Developing Global Expertise - a strategy to build upon the efforts of the college to internationalize the curriculum, faculty, and students, and to develop understanding of international business particularly as it relates to countries in the ASEAN (Association of Southeast Asian Nations) region.

- Faculty members have attended Centers for International Business Education and Research workshops on internationalizing their courses.

- The college regularly invites speakers from industry and government for the global business lectures series. For the last five years, at least one lecture has been scheduled for each fall and spring term.

- A study abroad fair for business students was held in January 2009.

- Study abroad programs have led students to China, France, Hong Kong, Japan, and Thailand in the past two years. Three study abroad programs to Germany, the Czech Republic and Thailand are planned for this year.

- Student internship opportunities are being explored with the Haenicke Institute.

- Faculty exchange and residency programs continue with the Czech Republic, Malaysia, Netherlands, France, Spain, and Nepal.

- The college periodically offers an MBA program in Singapore.

- The Global Business Center is developing a website that will include an online database for faculty international expertise.

- Periodically, the college organizes workshops for faculty to internationalize the curriculum. The last one was held in November 2008, in which faculty shared practical tips on infusing international content in each of the functional areas of business.

- Brown bag sessions are held regularly to discuss the faculty’s international research projects.
College of Engineering and Applied Sciences

The College of Engineering and Applied Sciences formed a Globalization Education Task Force in 2006, consisting of faculty representatives from all CEAS departments in addition to representatives from HIGE. Said AbuBakr, who is also the chair of the Department of Paper Engineering, Chemical Engineering, and Imaging, chairs this college committee. In 2008, the college adapted a globalization plan modeling activities through 2011. In 2009 the task force became the College International Education Committee and selected Andrew Kline as their new secretary.

Globalization Plan Vision: The College of Engineering and Applied Sciences will provide all CEAS graduates the opportunity to have at least one global engineering experience. A global experience allows our graduates to demonstrate what they have learned in the classroom and provides them with the international awareness to be qualified to work in a global engineering industry.

Strategies:
1. The college will use student global experiences as a distinction between our graduates and graduates of other programs for their undergraduate education and recruiting and placement.
2. All students will have the opportunity to participate in at least one global experience.
3. Integrate global topics and opportunities across all curricula.
4. The college will promote and support a wide range of global experiences, including summer tours/internships in South America, Asia, Europe, Africa and Australia.
5. The college will provide, wherever possible, some level of curricula recognition (credit hours) for students who have participated in global experiences.
6. The college will encourage and support a variety of industry oriented global experiences that include plant trips, conferences, invited speakers, seminars, etc.

Achievements:
- Discussed comprehensive internationalization goals.
- Developed curriculum to facilitate four new faculty-led study abroad programs.
- Created the international internship chapter IAESTE (International Association for the Exchange of Students for Technical Experience).
- Helped students find summer internships in Germany, Finland, Japan and Brazil.
- Established the WMU chapter of Engineers without Borders.

College of Health and Human Services

In April 2006, the International Committee of CHHS was revitalized under the direction of Marie Gates, chair. There was an active interest in developing international initiatives in the departments and programs housed within CHHS: Blindness and Low Vision (BLV), Holistic Health (HH), Interdisciplinary Health Services (IHS), Occupational Therapy (OT), Physician Assistant (PA), Alcohol and Drug Abuse (SPADA), Social Work (SW) and Speech Pathology and Audiology (SPA). The Committee was interested in assuring that globalization, cultural diversity and international health issues were included in course content. A survey of faculty interests and skills in international activities was conducted. The two international initiatives that began in 2006-7 were:
1) an elective course in care of the elderly with a study abroad experience in Ireland
2) an immersion experience in Mexico focusing on better understanding the work of local migrant workers.
In 2007-8, the CHHS international committee focused its efforts on producing the Development of a Framework for International Efforts, which includes beliefs and guiding principles that will be used as the beacon for the journey forward.

Linda Zoeller from the Department of Nursing currently chairs the committee. Members meet approximately once a month during the academic year. Recent activities include hosting visitors from Uzbekistan, physician assistants reaching out to Afghanistan, and an established collaboration with Daegu University in Korea. There is wide participation and strong ownership among the departments and this seems to be currently one of the most active international committees.

**College of Arts and Sciences**

The College of Arts & Sciences has organized meetings with the chair’s council and HIGE staff to discuss internationalization, but the last meeting of this nature took place in spring 2006. The Arts & Sciences International Committee (ASIC) was initiated in October 2008 and met in April 2009 with 9 members representing humanities, interdisciplinary programs, sciences & mathematics and social sciences. With key people taking sabbatical leaves, this committee has been inactive for 2009-10. However, they were able to establish the following objectives to be acted upon when the committee reconvenes:

1. Act as a liaison with the HIGE
2. Facilitate review of comprehensive internationalization in collaboration with the IEC and ACE Internationalization Laboratory
3. Provide data and disseminate information about global activities in the College of Arts and Sciences
4. Facilitate review of international projects toward the strategic internationalization goals of the college
5. Promote student learning outcomes with a global emphasis on campus curriculum content, in collaboration with the IEC
6. Promote faculty and student research with global content
7. Engage the college in global service activities
8. Encourage global student and faculty recruitment
9. International student recruitment: Identify programs that want to increase international student enrollment and collaborate with HIGE’s recruitment efforts
10. Engage with HIGE staff on supporting our international students in international student programs and activities
11. Transnational education programs and articulation agreements: Collaborate with HIGE on ‘twinning’ programs, transfer and other articulation agreements with key international constituents
12. English as a Second Language (ESL)
   a. Collaborate with CELCIS on ESL entry preparation programs, bridge programs (ENGL3600/3610)
   b. Collaborate with CELCIS on training programs for international teaching assistants
13. Study Abroad
   a. Review study abroad offerings for A&S departments
   b. Establish course recognition of targeted programs and develop programs in collaboration with HIGE to serve the needs of specific majors and minors in our college
c. Develop funding opportunities for study abroad and research
d. Develop internship abroad opportunities for specific departments

**College of Education and Human Development**

The College of Education and Human Development (COE HD) has had a longstanding international committee, but it was not active from 2005-09. The COE HD International Committee is in the process of reorganizing and rebuilding a vision for the future under the leadership of Lee deLisle from the Department of Health, Physical Education, and Recreation. The college recently appointed new representatives to the international committee from each of its departments. The first meeting of the COE HD International Committee will be held in March 2010. An attempt to gather all past meeting minutes, correspondence and planning materials will be undertaken by the committee members. An assessment of existing plans will be completed. New directives will be developed as indicated by the results of this analysis. The publication of an annual report will be planned for 2009-10 and all future years. The departments reported the following activities:

**Counselor Education and Counseling Psychology:** Faculty have participated in an obesity study conducted in Saipan, Northern Mariana Islands. The department reports some international students in the department and three courses are cited as having a multicultural focus.

**Educational Leadership, Research and Technology:** The department has one international faculty member.

**Family and Consumer Sciences:** The department has had activities in several countries including Turkey, Latvia and Brazil. Faculty members have received Fulbright scholarships for work in Turkey, Norway, Latvia and England. A major study was undertaken on obesity issues in Saipan, Northern Marianas Islands. Students in the department have participated in internships in France, Zimbabwe, China and Korea. Students have participated in study abroad programs in Turkey, Latvia and Brazil, and a fellowship in England. Discussion is taking place for a possible master’s program at the University of Botswana and workshop collaboration has taken place in Latvia.

**Special Education and Literacy Studies:** No activity to report.

**Health, Physical Education and Recreation:** Faculty had a Fulbright scholarship to South Africa and appointment as research associate at Nelson Mandela University, Elizabethtown. The department hosted visiting scholars from Tianjing University and Nelson Mandela University. Faculty led study abroad programs to Rome, Italy and South Africa in 2009. The department has three international faculty. Students in the department have participated in internships in South Africa and Scotland, a semester abroad program in Australia, and summer study abroad programs in Rome, Italy and South Africa. The department notes a large influx of new graduate students from India into the sports medicine graduate program. A memorandum of understanding is being developed between Inner Mongolia Normal University and the department. A student semester abroad program in South Africa is being discussed that will focus on community health and recreation in the townships with the goal of a student exchange in future years. Discussions are underway to explore the possibility of designing an athletic training program in China.
Teaching, Learning and Educational Studies: One faculty member has had a Fulbright Scholarship to Norway (2007) and another is the International Chairperson of the Generations United International Conference Planning Committee. Research has involved foster care programs in Norway, collaboration with Hungarian scholars on Roma children, and a relationship with Ukraine.

College of Fine Arts

The Western Michigan University College of Fine Arts (CFA) offers a diverse selection of international coursework by exploring interdisciplinary and inter-professional training and research on global issues. The college serves international and domestic faculty and students by integrating international/intercultural dialogue into its teaching, research, and service. The individual units of Art, Dance, Music, and Theater actively contribute significant academic value to education by integrating universal perspective to the creative activity of its faculty and student populations. While The Gwen Frostic School of Art hosts and programmatically integrates exhibits from North America, Asia, Europe, and Africa, it also employs professors with research ties to Australia, Ukraine, Java, Italy, and elsewhere. Frostic students study the history and studio practice of art while living in Europe and Malaysia. The Department of Dance explores the legacies of choreography from Europe, Africa, and Asia. The School of Music sends and brings faculty to and from Europe, Asia, and North America to perform in internationally competitive festivals. The Department of Theatre produces shows abroad, providing students an opportunity to practice and share their craft on an international stage including theatre productions at the Fringe Festival in Edinburgh, Scotland and in Canterbury England. Faculty have stage managed in Canada, lectured for the Turkish consulate in Chicago on 16th century Ottoman costuming, and toured England and Scotland to produce creative research and activity. Kalamazoo audiences had the opportunity to see a performance recognizing the life of nine Iraqi women in the fall of 2009. The WMU CFA recognizes and shares the positive learning potential that international awareness creates.

The CFA had a committee for international projects to allocate funding from the Haenicke endowment ($5k). This committee was chaired by Joan Herrington, chair of the theatre department. When the funding was discontinued and the committee disbanded. Institute staff work directly with the management of the School of Music (David Colson – several projects), Theatre (Herrington – 2 projects), Frostic School of Art (Kubinski – numerous projects). There is no college-wide strategy of formal discussion on internationalization.

College of Aviation

The College of Aviation has numerous international projects, but no faculty committee. The Haenicke Institute staff work through the dean and chair’s offices. Gil Sinclair, chairperson, is the main contact for aviation international projects. In his last report to the IEC in spring 2008, he spoke about the international activities in the College of Aviation. There is one study abroad program with Swinburne University of Technology in Melbourne, Australia. In fall 2007, there were four students enrolled from Australia, in fall 2009 there was one. Over the past eight years, eight WMU students have gone to Australia. Students now receive help planning their classes to include a study abroad program provided they indicate their desire at an early enough stage. The exchange program started with aviation, but has
expanded into engineering and business programs. However, the program would benefit from improved marketing.

Students frequently transfer into WMU aviation programs from Sunway University College in Malaysia, and there are a number of students on campus currently. During communication with administration at Sunway it has become apparent that there may be a need for a more detailed articulation and approval process to assist Sunway in teaching some of the basic preparatory aviation courses. The chair hopes to travel to Malaysia in the fall to facilitate cooperation.

Red River College (RRC) in Winnipeg, Manitoba, Canada is a two-year school with an aviation management program. A letter of understanding has already been signed as a pledge to develop an articulation agreement which would facilitate RRC student transfers into our aviation programs. However, difficulties were encountered in obtaining transfer agreements for several courses in business as well as the arts & sciences; therefore this process is currently stalled. Faculty are preparing a draft proposal for a study abroad program with aviation maintenance students and faculty. We have also helped London Metropolitan University in England develop an aviation management program. This may be a study abroad site and/or source of transfer students in the future.

We have entered into a twinning agreement with Egerton University in Nakuru, Kenya. Students there can enroll in this program and, after completing two years at Egerton transfer smoothly into any of the three aviation programs here. We currently have around 16 students from Egerton, with an estimate of 15 currently enrolled and due to transfer here in fall 2010.

Arrangements are underway to partner with a private foundation that is offering full scholarships for students from Nigeria to enter into our programs. The funding is provided by the governors of the 36 states of Nigeria. Twenty students were supposed to arrive this spring but political circumstances in Nigeria delayed the exchange. There are assurances that original 20 students plus 20 more are scheduled to arrive in fall 2010. One condition of acceptance to the program is that funding is paid to WMU before a visa is issued.

There is a large pool of potential students in the Far East. English is the language of international aviation; however, other regulatory standards and procedures differ from country to country, as a result flight time often cannot be transferred. International students have to be trained to use the various acronyms and other specific terminology used in aviation. Currently there are about ten international students and six international academic faculty members in the College of Aviation.
Faculty members are invited to apply for funding to support projects that improve international education at Western Michigan University through the International Education Faculty Development Fund (IEFDF). Funding is available through Article 40.5 of the WMU-AAUP contract and through the Haenicke Institute for Global Education. The Haenicke Institute administers the IEFDF. A subcommittee of the IEC evaluates the applications. Primary activities for such funding are given priority as follows:

1. Support for internationalization of WMU curricula.
2. Supplemental support for activities that enhance international education through international collaborative or field research, publications, and organizing of international education conferences; activities that enhance communication with existing or potential institutional partners and/or that offer an opportunity to communicate with international students interested in attending WMU.
3. Presentation (of a paper) or participation at a conference, workshop, or seminar focusing on enhancing the international education component of the faculty member’s discipline or related discipline.
4. Support for overseas scholarly visits by WMU faculty that enrich their international education perspective and knowledge.

Applications are submitted to the Haenicke Institute. The maximum award is $1000 and cannot exceed 50% of the total project budget. Application deadlines for each academic year are November 15 and April 1 for expenses that occur from July 1 – June 30 of the same fiscal year.

Brown bag (lunchtime) seminars have a long and distinctive history at many American universities. Usually organized around an academic theme or geographic area and often sponsored by research and specialized study centers, these informal gatherings have provided forums for development and exposition of innumerable activities, from hosting visiting lecturers to testing the newest concepts in the discipline, as well as presentation of final critique of graduate research papers or other materials being prepared for publication. They also fulfill important social and community building roles—providing opportunities for academics to step outside standard department and discipline divides to share views and information with colleagues from across the university.

Until recently, WMU has not offered brown bag seminars for its faculty and students. While some small groups of faculty have from time-to-time organized seminars or other get-togethers, none have been sustained over any length of time. However, beginning in the spring semester of 2008, the Haenicke Institute took the leadership in organizing brown bag luncheon seminars. Most have been organized along geographic areas of interest—Russia and Central Asia, Japan, China, South Asia, Latin America, Europe and the Middle East, plus a globalization group.

The Institute had several objectives in organizing these groups. The first goal, in the spirit of brown bag seminars at other universities, is to offer faculty and students opportunities to meet to discuss and present materials of common interest. The second goal is to reinvigorate the area studies programs and to better integrate the academic content of these area programs with the undergraduate studies...
program in globalization. The third goal is to strengthen the sense of community across the Western campus.

The program began with the Haenicke Institute organizing two luncheon meetings for each group each semester. Recognizing that the Institute had the staff needed to administer the brown bag program has taken the organizational and management burdens off the faculty and allowed them to focus on the academic substance of each brown bag seminar. During these first several semesters, most programs have focused on guest speakers, although several have included papers presented by graduate students and several have identified common readings for discussion.

The campus reception for the brown bag program has been positive, with one professor exclaiming, “This is the best thing that has happened at Western in my 20 years here!” An important confirmation of success is the number of faculty who have participated; this number has already reached into the hundreds, with a number of faculty attending multiple sessions and others attending sessions of more than one group. Another measure of success is the fact that almost all groups have expressed interest in meeting more regularly than twice each semester, and one group has already chosen to meet during the summer.

Brown bag seminars are a good mechanism for recharging the academic environment across the University and for strengthening our sense of collegiality in a large and compartmentalized University.

11. ACE INTERNATIONALIZATION LABORATORY SURVEYS

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<th>Faculty and Staff Survey</th>
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There were 490 faculty and staff respondents to the survey conducted for the ACE Internationalization Lab process, translating to about 31% of the faculty and 12% of the staff. Responses were considered in five categories: 1) Perceptions of University Support for Internationalization; 2) Perceptions of Need for Support for Internationalization; 3) Diversity of Faculty and Staff; 4) Internationalization of Curriculum; and 5) Perceptions of Student Needs.

Category One, Perception of University Support for Internationalization includes identification of attitude scores, and the questions directly related to Category Two, Perception of Current University Support for Internationalization. Based on the attitude score dimension of the survey results, it appears that faculty perception of support for internationalization is only minimally effected by the individual’s level of international exposure. There is a primarily positive faculty perception of Western Michigan’s current level of support. The areas where Western Michigan University seems to provide the most support include the use of external resources to improve contact with a diverse community of scholars and leaders in various fields. The areas where WMU was ranked as least effective include training and workshops.

The Perceived Need for Support for Internationalization attitude scores in Category Two focus on the use of funds to provide enhanced ability to conduct and present research abroad, as well as exchange programs. Noted again was the need for improved training workshops and curriculum development.
activities. This is corroborated by the data representing categorization of courses as having or not having international content.

Category Three, Diversity of Faculty and Staff at WMU, appears to indicate that WMU employees are fairly diverse, speaking over 55 different languages, and hailing from all continents of the world. Many of WMU faculty members are speakers of more than one language. Many faculty and staff report having studied abroad, and have also reported studying languages in both graduate and undergraduate programs.

Internationalization of Curriculum, Category Four, scores support an increasing amount of internationalization of the curriculum at WMU. The balance of courses were listed in at least the “slightly - moderately international” range, with all colleges surveyed indicating a greater proportion of courses with at least some international content. Faculty perception also appears to indicate a belief in increasing the amount of international content within their courses, and/or development of more international course content. This is corroborated by the perception of a need for increased curriculum development grants.

Finally, Category Five, Perception of Student Needs, appears to represent a view of student needs that provides a framework for future internationalization work. The majority of faculty appear to agree that internationalized coursework and learning opportunities will be critical for the future of the student in the modern workforce. When considered in light of the Perceived Need for Support for Internationalization data, it appears that more funding for development of internationalized curriculum would be favorably viewed by the faculty of Western Michigan University.

Based on the above analysis of the faculty data, three conclusions may be reasonably derived. The first concerns the level of internationalization at WMU, the second concerns future growth of WMU in terms of internationalization, and the third concerns the need for continued assessment and development of internationalization strategies. First, it appears that the faculty and staff of Western Michigan University believe that WMU has made definite progress towards the internationalization of WMU. The work of faculty to include international themes and topics in courses, the inclusion of exposure to diverse external sources of international information, the diversity level of the faculty, and the work of the IEC all contribute to ensure that WMU has made effort toward achievement of its goals. Second, the data suggest that there are many ways that WMU can improve its level of internationalization. The primary ways indicated focus on improving support for development of internationally based research and provision of funds for development of content. This indicates that WMU appears to be striving towards its goal of creating a student centered university that can help its students prepare for future employment and success. Finally, the indications of the data speak to a need to further assess efforts by WMU to internationalize the campus and its programs. The process of drafting an academic strategic plan, currently being led by the Office of the Provost, should help identify the level of congruence between faculty perceptions, actual University policy and procedure, and student perceptions of needs satisfaction. Future efforts should focus on the development of measurable outcomes to assess whether WMU is producing “globally competent citizens that can meet the challenges of an increasingly internationally focused world” as described by the most recent draft of the academic strategic plan. For more information, see Faculty Survey Questions and Responses, Faculty Survey Analysis, and Faculty Survey Charts.
A campus-wide survey was conducted to establish a baseline of perceived international activity at WMU. Responding to the survey were 1732 students or 7% of the student population. The student survey yielded several useful pieces of information. First, the amount of available learning activities with an international focus correlates with a student’s perceptions of internationalization at WMU. Second, the population showing interest in the study abroad program is relatively small compared with the national average. Third, the student’s culture of origin or level of international background influences their perception of whether WMU is a “student centered” university that fosters a “community of inquiry” as stated in the University mission statement. Finally, there is wide variability in student opinions about various topics related to the internationalization of WMU.

This study has several limitations. Primarily, the study only focused on identification of student opinion ratings, but did not have the capacity to explore the reasons for those opinions. Second, it is unknown how many students are non-traditional students, or how many are students receive instruction away from WMU’s main campus. Third, it is unclear what type of learning opportunities or projects would positively influence student opinions. Finally, it is difficult to relate whether a student’s opinion reflects a response to survey questions alone, or if there are other factors such as general satisfaction with WMU that influence ratings.

The main caveat to interpretation of the results of the study involves recognition of the fact that this is not a measure of WMU’s actual performance, but rather it is a measure of student perceptions. The survey only postulates correlations between the presented factors; it does not directly present causal inferences. It also does not provide information about WMU’s performance relative to other schools or HLC standards. Finally, due to the way that students were sampled and inducted into the survey, there may be systematic factors present in the sample that have caused them to respond they way they did, such as motivation to encourage change in the University, overrepresentation of international students with differing opinions, etc.

The information gained through the survey provides a basis for further study. The questions that could follow could include:

- Why do students feel the way they do?
- What barriers are there to study abroad for students, and how can they be encouraged to increase interest?
- What kind of learning opportunity is most valuable to a student?
- How can we increase student involvement in various international activities at the University

Further study in each of these areas could yield information that can support future planning. For more information, see Student Survey Questions and Responses, Student Survey Executive Summary, and Student Survey Final Report.
12. RECOMMENDATIONS FOR INTERNATIONALIZATION

The following recommendations have been consolidated and approved by the International Education Council, as the ACE Internationalization Lab team. They are based on recommendations that came from working groups for infrastructure and support, study abroad, learning outcomes, and languages in light of analysis of survey results, and discussion throughout the ACE Laboratory Process. The original wording from the working groups follow in subsequent sections of this document.

1. **Encourage the University to take a stronger stand on global education and engagement**
   a. Adopt stronger language in the University mission statement and goals (a long term goal)
   b. Use more dynamic wording in the academic affairs strategic plan, such as “global engagement” along with “global understanding and sensitivity”

2. **Encourage internationalization across the curriculum**
   a. Encourage departments to clarify and align commitment to global learning and engagement in mission statements, learning outcomes and assessment documents
   b. Increase cooperation in curriculum and research among departments across the University, including culture and languages across the curriculum
   c. General education learning outcomes should have a more prominent online and course catalogue presence
   d. Encourage college curriculum committees to discuss commitment to global learning and engagement
   e. Encourage work of college internationalization committees
      i. Involvement in college level meetings
      ii. Encourage cooperation between college committees
      iii. Support internationalization initiatives within colleges
   f. Provide faculty with time and financial support to develop programs and learn new technologies
   g. Develop international and intercultural service learning projects
   h. Support project based courses across continents
   i. Assess WMU student global knowledge, skills and attitudes, possibly using the Global Perspectives Inventory
   j. Collaborate more with other institutions, colleagues overseas, local organizations

3. **Increase education and study abroad participation**
   a. Expand financial support to students who study abroad
   b. Create more programs during breaks to avoid lost earnings
   c. Continue curriculum mapping to facilitate student use of study abroad courses for WMU program and graduation requirements
   d. Increase recognition of the academic value of study abroad courses
      i. Be more flexible in how study abroad courses are counted for credit
      ii. Give general education, major or minor credit
   e. Expand internships abroad
   f. Continue support for study abroad specialists at current levels of expertise, education and assignments to particular colleges

4. **Increase international student population**
   a. Increase international degree and articulation partnerships
b. Increase international student recruiting

c. Increase international alumni involvement
   i. Develop more international alumni organizations
   ii. Provide international alumni with life-time WMU e-mail service

d. Strengthen CELCIS, the intensive English language program
   i. Evaluate policies on CELCIS students related to University enrollment and credit
   ii. Further develop special ESL programs and services for international partners, domestic organizations and international teaching assistants

e. Make WMU a study abroad destination for international students for a semester or year

5. **Formalize the status and structure of the Global & International Studies Program**
   a. Create affiliated faculty
   b. Secure tenure lines for a dedicated international studies faculty
   c. Create an endowed chair of international studies
   d. Fund a full-time academic advisor

6. **Increase commitment to foreign language instruction**
   a. Increase the number of faculty positions and teaching assistantships in order to meet the demand for classes in certain foreign languages, e.g. Arabic, Chinese, Japanese and Spanish
      i. Charge graduate students in-state tuition in order to increase the number available to teach
   b. Increase degree programs and the resources to support those programs in response to student interest in key foreign language areas:
      i. Graduate Certificate in Translation
      ii. M.A. in world languages
      iii. Offer majors in programs currently offering minors, beginning with Japanese
   c. Increase language requirement in the College of Arts and Sciences and extend to other colleges
   d. Make available the means for learning less commonly taught languages

7. **Support international research**
   a. Develop more international research centers
   b. Encourage and support the development of faculty study groups
   c. Engage in collaborative activities with other institutions
   d. Pursue international grants with the help of an international grants specialist
   e. Increase support for faculty research and travel
   f. Support faculty by fitting international programs into their career goals and tenure and promotion process
   g. Collaborate more with other institutions, colleagues overseas, local organizations

8. **Improve international studies advising**
   a. Provide workshops for academic advisors across University
   b. Develop lists of appropriate study abroad and international courses in fields of study

9. **Define further the role of the International Education Council**
   a. Expand involvement with the college international committees
   b. Ensure foreign languages department and Spanish department representation
   c. Create a study abroad subcommittee with the Haenicke Institute
   d. Collaborate more with Academic & Information Technology Council and Research Policies Council of the Faculty Senate, and Lee Honors College
**Recommendation 1:** Within the learning outcomes for general education, Areas III (United States: Cultures and Issues) and IV (Other Cultures and Civilizations) have clear and far reaching global learning outcomes in the domains of knowledge, dispositions and skills. In this, WMU compares well to our peer institutions; although many of them have placed their learning outcomes in a position of higher exposure to the student body. Placing learning outcomes in a more prominent position would indicate a strong commitment to ensuring that these outcomes are easily accessible and widely recognized by the student population, in turn, making it more likely that students will take them seriously and will meet those outcomes.

- We recommend that general education learning outcomes have a more prominent presence on WMU’s Website.

**Recommendation 2:** In departmental assessments, we often found a disconnection between a department’s mission statement and learning outcomes assessment plans. Many departments lacked attention to global learning outcomes.

- We recommend that department chairs and members of the college curriculum committees initiate a discussion with their fellow faculty members to gauge the level of commitment to global learning and ensure that the commitment is evident not only in the mission statements but also in departmental learning outcomes and assessment plans.

- We also recommend that department chairs and college curriculum committees initiate a formal dialogue about linking missions to outcomes at the department level.

**Recommendation 3:** Though all of the colleges (with the exception of the College of Fine Arts) have an internationalization committee, it is not clear what role these committees play in shaping global learning initiatives at each college. There are great variations in committee effectiveness and engagement with other committees across the University.

- We recommend a greater commitment to these committees. They should have clear roles to play, a greater presence in college-level meetings, and more formalized collaboration with IEC. This might include provisions for monetary support to sponsor internationalization initiatives in the colleges.

**Recommendation 4:** Goal 1 of the *Provost’s Academic Affairs Strategic Plan 2010* includes a commitment to “reconfigure the curricula, including general education, to consider” both global literacy and diversity and inclusion, among other things. However, the metrics used to assess the success of Goal 1 do not relate to global literacy or diversity and inclusion.

- We recommend adding to the *Provost’s Academic Affairs Strategic Plan 2010* the promotion of global engagement and socially responsible citizenship in an increasingly interdependent world.
We also recommend that the metrics, which are used to measure Goal 1, be re-written to reflect a greater commitment to global learning rather than it simply being a desirable goal that is left to chance.

**Recommendation 5:** While there is mention of support for diversity and international programs in the University mission statement and goals the language lacks a clear commitment.

- We recommend adopting stronger language in both the University mission statement and statement of goals to indicate a greater commitment to global learning.

**Recommendations from the Student Survey**

The learning outcomes working group also analyzed the results of the student survey and made the following statement and recommendations:

The ACE Lab working group conducted a student survey to identify student perceptions of internationalization at the University. The survey was built around the stated mission and goals of the University. Although more data needs to be collected from a wider array of sources to inform the review process, analysis of the survey results suggest there is a need for the following recommendations:

**Recommendation 1:** Results of the student survey showed that students from countries other than the U.S. less frequently perceived WMU to: 1) be a student centered university, 2) foster a community of learners, 3) develop a responsible and ethical community, and 4) maintain partnerships with and support communities.

Consequently, the first recommendation is to develop practices, procedures, curriculum content and pedagogical styles that result in a more inclusive campus for international students and those from diverse backgrounds.

**Recommendation 2:** Results of the student survey imply that a small percentage of students have participated in study abroad experiences and a rather large percentage of students are not planning to participate in study abroad. In an effort to be consistent with the goal of increasing global engagement as advised by the global learning outcomes sub-committee, we recommend making efforts to increase the possibility of study abroad experiences for a wider and more diverse range of students. Creative strategies, such as those that follow, may be useful in addressing this recommendation:

- Actively market the advantages and benefits of participating in study abroad.
- Make available more substantial scholarships for students (based on need, as well as merit) participating in study abroad experiences.
- Increase the variability of study abroad content areas and locations to appeal to the greatest number of students.
- Facilitate department and/or college sponsored study abroad fairs involving the department/college faculty, staff, and students who are engaged in international research, course work or practica. A more personalized event may draw a different type of student than those that would typically attend the University-wide study abroad fair.
Increase opportunities for students who have participated in study abroad to convey their experiences to other students in meaningful, engaging ways.

**Recommendation 3:** A follow-up study to the student survey should be conducted (perhaps using conversation circles or focus groups) in order to explore why a portion of the study body are not planning to participate in study abroad. The results of that study should be used to develop additional strategies for engaging students in international issues.

**Recommendation 4:** Knowledge, dispositions, and global engagement can also occur locally for students who cannot participate or choose not to participate in study abroad programs. One way to address these components of an internationalized/global education is to increase meaningful, culturally competent service learning opportunities in collaboration with local migrant communities.

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**Infrastructure and Support Working Group**

After careful review of the existing infrastructure, the group thinks that HIGE has a solid and well-established infrastructure. At the same time, however, the group believes that opportunities exist to improve and enhance the multitude of HIGE functions.

**Recommended Areas of Improvement of the HIGE**

1. **Faculty Lines:** Under the current format of the Global and International Studies program, Dean McCloud and three adjunct faculty members provide the support for the program's academic infrastructure. The program has grown rapidly since its inception several years ago and now supports over 125 majors and a greater number of minors. Students enrolled in the program are often double majors. Majors are required to take four courses offered within the GIS program with the remainder provided by other departments across the University.

   **Recommendations:**

   A. **Affiliated Faculty:** In an effort to increase the role of faculty involved in the GIS academic program, the Haenicke Institute should organize an affiliated faculty of instructors who offer the numerous courses that support international studies. The development of an affiliated faculty will encourage interdisciplinary instruction and research at WMU, which meets one of the goals of the Provost’s Academic Affairs Strategic Plan 2010. The interaction of dedicated faculty will encourage the development of new GIS courses or the modification of existing courses to include significant international content. Many academic departments at Western tend to be insular and parochial with little interaction extending to colleagues in other disciplines with similar research interests. The development of an affiliated faculty will encourage greater interaction, which can lead to new collaborative research projects. The establishment of an affiliated faculty may facilitate the development of new overseas studies courses to expand the number of offerings available to students. In addition, the creation of an affiliated faculty could result in the establishment of a larger academic network through affiliated faculty contacts with foreign universities and institutions. An example would be the development of courses that utilize interactive video technology for joint course offerings with other universities.
B. Endowed Chair: The Haenicke Institute should work with the University endowment and gift program to seek external funding for an endowed chair in GIS. WMU benefactors may prove interested in providing financial support for such a faculty line, which would enhance the academic foundation of the program.

C. Dedicated GIS Faculty: Once WMU has renewed its access to greater financial resources, it should be a goal of the Institute to acquire faculty lines from the provost in order to develop and support the GIS curriculum. While this is a project that reaches well into the future, it should become a long-term priority to encourage development of the program.

2. International Studies Advising: One of the priorities of the Provost’s Academic Affairs Strategic Plan 2010 is to enhance the quality and accessibility of academic advising, especially in support of WMU’s goal of enhancing four-year graduation rates. Advising is especially critical for students enrolled in interdisciplinary programs, like GIS, since majors take the bulk of their course work from a variety of departments. Currently, the Haenicke Institute relies on a political science professor to provide part-time advising for the students in GIS, with supplemental advising conducted by Dean McCloud and the adjunct faculty members.

Recommendation:

Full-Time Academic Advisor: The University should provide financial support for a full-time GIS academic advisor that can address the needs of majors and minors while supporting the University’s goal of enhancing four-year graduation rates. A full-time advisor can also help HIGE develop international internships and assist with study abroad advising and development, which also meet University priorities for globalization. An affiliated GIS faculty can also be called upon to share expertise regarding academic development and career opportunities with students.

3. International Degree and Articulation Partnerships--The Twinning Programs: One of the major successes of the study abroad program has been the development of twinning programs, where WMU has established institutional relationships with universities overseas to promote overseas studies and faculty exchange programs. Such institutional support is invaluable in creating long-term relationships in support of Haenicke Institute objectives.

Recommendations:

A. Second Position to Support International Degree and Articulation Partnerships: The current director of the International Degree and Articulation Partnership Program has traveled to Asia six times over the past ten months in support of this program. The stress of constant long-distance travel will eventually become too burdensome for one individual; however the attention required to maintain this valuable program will be a continuing need. The working committee recommends funding be obtained to hire a second individual for this program to share the burden of travel required to maintain the quality of this service.

B. International Offsite Centers: The International Degree and Articulation Partnership Program might also take advantage of the twinning model to establish overseas offices to support this program’s office on as-needed basis. By hiring former WMU alumni who are familiar with the University and have
knowledge of the local languages and procedures, the Haenicke Institute can continue to develop international linkages with foreign institutions while reducing the travel load of HIGE staff.

C. International Alumni Organizations: At this time, the WMU Alumni Office has not made the development of international alumni clubs a priority due to the difficulties involved in organizing such a network overseas. However, given the age and advancement of older WMU alumni, this group may be a potential source of financial contributions for the University. The development of international alumni organizations would help WMU recruit new international students for the Kalamazoo campus by utilizing individuals who have already experienced life and academic study in southwestern Michigan. Other universities have successfully developed international alumni organizations which provide a degree of enthusiasm and local knowledge that greatly assist recruitment and fund-raising. These organizations are also useful in terms of outreach opportunities to help promote the University.

D. Life-Time e-Mail Service: One of the problems in developing international alumni organizations is establishing contact with foreign alumni. A low-cost solution is to maintain contact after graduation by providing WMU overseas alumni with life-time e-mail service, allowing them to maintain their BroncoNet electronic addresses.

4. International Research Centers: Another area where WMU can increase its international resources is by encouraging the development of international research centers that focus on global, regional or theme-based research. The Haenicke Institute supports a few research centers, such as the new Confucius Institute, and offers office space for centers. The creation and expansion of international research centers can provide a number of benefits to the University.

Recommendations:

A. Faculty Study Groups: The Haenicke Institute should continue to encourage the development of international and interdisciplinary research through the establishment of faculty study groups, where faculty members from different disciplines address a common theme and share their methodological and disciplinary approaches to reach new syntheses on global issues. The results of such research can lead to academic presentations, publications, or the creation of research centers that benefit the University.

B. Collaboration with Other Institutions: The development of international research centers can lead to new collaborative efforts with other research centers, not only in the United States, but around the world. Such activities will bolster research and benefit graduate students, create internship opportunities, and enhance instruction by inviting foreign researchers to share their findings with WMU classes via inter-active video and other technologies.

C. International Grants: The creation of an affiliated international studies faculty and international research centers can become the foundation for sponsored projects, not only with the federal government or private U.S. foundations, but also with foreign and international organizations, such as the European Union or United Nations. International research centers would serve as the principal agents in writing and administering grants that will bolster WMU’s international reputation. The acquisition of successful grant applications again falls into line with the Provost’s Academic Affairs Strategic Plan 2010, which states the goal of doubling the amount of external funding for WMU in the upcoming academic year.
The Study Abroad Working Group performed a SWOT analysis and peer comparison of WMU’s study abroad programs resulting in the following recommendations. The study abroad coordinators at the Haenicke Institute were involved in this process.

**SWOT Analysis**

**Strengths:**
1. Solid infrastructure at HIGE
2. Existing partnerships abroad at various levels
3. Strong history
4. Funding to help faculty develop study abroad programs (faculty discovery grants for study abroad)
5. IEFDF
6. Recent development of the president’s grant for semester-long language study abroad, now in its third cycle, funding summer study abroad programs.
7. The dean’s scholarship, needs based support for summer, short-term, faculty led programs
8. Good support for students when they study abroad (e.g. updates on safety concerns, preparation, timely responses, emergency phone numbers; parental access to I-JET, health insurance, pre-departure orientation)
9. Study abroad coordinator outreach and relationship development with colleges to encourage, foster and support study abroad opportunities
10. Colleges are developing stronger international committees that encourage study abroad
11. Faculty development for short-term study abroad options that require departmental and college-level support are creating an avenue for development and for colleges to create a balance of opportunities
12. Establishment of online database and electronic platform for study abroad. Online application submission for full range of study abroad options, a unique feature in comparison with peer institutions (this brings a challenge of needing on-going in-house IT support).

**Weaknesses**
1. Not enough funds
2. Low percentage of students who study abroad
3. Level of support for faculty varies at the department level
4. Only partial support for study abroad exists at the college level because paying faculty salaries to conduct study abroad passes costs on to students
5. Curricular barriers
   a. Does not fit into program of study; no time / rigid curriculum
   b. lack of incentives for faculty and students in many curricula
   c. Western Edge graduation compacts guarantee degree completion in 4 years while more time is necessary for some majors to allow enough flexibility to incorporate study abroad
6. No dedicated CRN (Course Registration Number in GoWMU course catalog and student registration system) for many study abroad courses, particularly those involving short term study
7. Difficulties predicting how particular courses will count toward requirements for major or minor in some areas
8. Variable level of understanding of value of study abroad for students in some majors
9. Costs can be prohibitive or perceived as such
10. Parents do not always understand the value of study abroad
11. Some colleges (e.g. Fine Arts) lack an international committee
12. No presence of HIGE or study abroad coordinators at faculty orientation activities for teaching first year experience courses
13. No presence at recruitment for student activities, including the need to work with high school counselors/advisors. WMU Admissions Office does not seem to use study abroad programs or funding opportunities for study abroad as part of recruitment strategy. There is a need to increase visibility of programs (e.g. Facebook).
14. WMU advisors do not always understand and encourage study abroad
15. Need to identify more clearly what need to learn
16. Credit-based restrictions, e.g. cramming 16 weeks of content, including lab requirements, into 4 weeks of time without appropriate equipment to do what was expected when course is offered at WMU; need to be able to match opportunities of a site with what is expected
17. Need to institutionalize study abroad as a permanent part of the curriculum
18. Campus culture is not as supportive as could be
19. Difficulty getting loans as a result of economic conditions in Michigan (parents cannot co-sign if they have been laid off)
20. Lack of clarity regarding terms and options in study abroad scenarios
21. Inconsistencies in the value of transfer credits; ideally, all course work conducted abroad would count toward graduation requirements

Opportunities
1. Need discussion: How does it fit into liberal arts education or is it meant to be directly applicable to getting a job? “In and out curriculum” vs. critical thinking and reflection
2. How justify costs?
3. Would like opportunities to study abroad as a drawing point to recruit students
4. Appeal to students who have not been abroad before.
5. Brown bags sponsored by provost’s office on globalization

Threats
1. Economic uncertainty
2. Are we allocating resources appropriately?
3. General ed. approval process takes a long time
4. Loss of income when overseas

Suggestions for improvement:
1. Finances as major roadblock to study abroad: how do we help students prepare and support them? Many who don’t qualify for financial need still cannot afford it
2. Increase merit awards
3. Loss of earning money a barrier for summer study abroad
4. Continue curriculum mapping to enable students to facilitate students’ use of study abroad courses for WMU program and graduation requirements.
5. Increased recognition of the academic value of study abroad courses. This might include giving more flexibility in how study abroad courses are counted at WMU, and in giving general education, major or minor credit for study abroad courses.
6. Continue support for 3.5 study abroad coordinators at current levels of expertise and education, and assignments to particular colleges.

Languages Working Group

1. With increased student interest and demand in certain foreign languages, there is a need for more faculty positions and teaching assistantships.
   a. Demand has increased for Arabic, Chinese, Japanese and Spanish
   b. By charging graduate students in-state tuition, more graduate students would be available
2. Increase degree programs in response to student interest:
   a. Graduate Certificate in Translation
   b. M.A. in World Languages
   c. Majors in programs that currently have minors, beginning with Japanese
3. Increase language requirement and extend to other colleges.
4. Make available means for learning less commonly taught languages.

Infrastructure and Support Recommendations:
2. Increase support for faculty research and travel.
3. Investigate possibilities for increased cooperation in curriculum and research among departments across the University, including culture and languages across the curriculum.

CELCIS Recommendations:
1. Maintain the policies regarding accreditation and conditional admission.
2. Develop a university enrollment policy for students who have not completed the entire CELCIS curriculum.
3. Explore means by which CELCIS students can earn undergraduate credit for CELCIS courses.
4. Develop additional support structures for international teaching assistants. Such support may involve a semester-long course, individual consultations, or provision of materials.
5. Maintain close coordination and further develop international recruiting efforts with HIGE.
6. Maintain and further develop special ESL programs, on-shore and off-shore, to service the needs of educational institutions, corporations, and individual students.
7. Maintain and further develop ESL certificate programs such as our Pre-MBA English certificate.
ACKNOWLEDGEMENTS

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This report was written by many of the individuals mentioned above, and was compiled by Lee Balcom and Maira Bundza.
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