



Spring 2012

WMU International News Spring 2012

Haenicke Institute for Global Education

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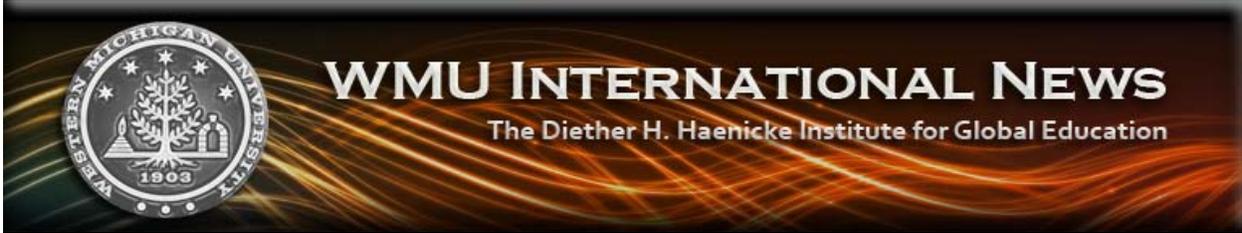
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Globally engaged aviation program helps developing countries spread wings



As one of the United States' top-three programs with a more than 60-year history of providing aviation education, Western Michigan University and its College of Aviation are contributing to the worldwide advancement of the aviation industry through degree programs for pilots, maintenance technicians and aerospace managers, and a certificate program for air traffic controllers.

Professor Gil Sinclair, who teaches and serves as faculty chair for the college, said many developing countries don't have the facilities to educate and train people in aviation, so they look to programs such as the ones offered at WMU to fill that need. He said that interest is often two-pronged: to identify a high-quality program to educate their students; and, to gain support for launching their own aviation programs.

"We talk to prospective partners about how we will train their students so they can return home to help build the aviation industry and the training and education programs to support the industry," said Sinclair, who earned his wings as a 23-year navigator in Britain's Royal Air Force. "When we help developing countries start and grow aviation programs, it helps ensure that they will meet international safety standards and it helps advance globalization. Many developing countries know they don't have the infrastructure to offer aviation education programs in their countries—we want to help them build that infrastructure."

Professor Gil Sinclair



WMU's College of Aviation evolved from the School of Aviation Sciences, which was established in 1995 with roots going back to 1937. Since then it has provided four-year degree courses in aircraft maintenance technology and management, airline management, as well as aviation flight science, which includes flight training up to the FAA Commercial Pilot's License with Instrument Rating and Multi-Engine endorsements. Sinclair has worked closely on program development with the Haenicke Institute.

“The science and administration program offers the greatest diversity for possible career paths,” Sinclair said. “Graduates can work in aviation’s manufacturing, law, or regulation fields, or focus on airline and airport management.”

Located at W.K. Kellogg Regional Airport in Battle Creek, the college occupies 95,000 square feet on 20 acres and serves about 700 undergraduate students. The flight operations building is the former airport terminal and tower, which is devoted to administrative offices, flight planning areas, and flight briefing/debriefing rooms. The Aviation Education Center next door features several classrooms, a computer laboratory, a library, a lounge and faculty offices.

College facilities also include three main storage hangars and an aviation maintenance education building with six engine test cells and four laboratories for instruction and research. The simulator lab adjacent to the main maintenance education hangar houses a Level-5 CRJ-200 flight training device, two Cirrus SR-20 Advanced Flight Training Devices (FTD's), and a Redbird full-motion multi-engine simulator.

Sinclair said the college’s state-of-the-art facilities and quality programming draws students from all over the world and its graduates are prepared to enter the industry well trained and highly skilled on the aircraft and equipment currently in use.

“Much of the praise we receive is anecdotal, but we have a strong reputation in the aviation industry, particularly with the regional airports and airlines who hire our graduates,” Sinclair said. “Our programs produce people who are highly regarded in the industry because of the breadth of their knowledge, skills and work ethic. For example, we aren’t in the business of just producing pilots—we are producing people who can be good managers, who are also qualified to be a pilot. The same is true for our administration and maintenance graduates.”



A WMU Cirrus SR 20 flies along the shores of Lake Michigan

An international twinning partnership formed in 2005 between WMU and Kenya’s Egerton University for students planning to major in aeronautical engineering through WMU’s College of Engineering and Applied Sciences was expanded in 2009 to accept Egerton students wishing to major in aviation maintenance through the aviation college. Egerton students majoring in aviation study general topics at their home institution for their freshman year, then choose between majoring in aeronautical engineering or aviation maintenance when they transfer to WMU.

Sinclair said faculty encourage domestic and international students to work together in small groups in their classroom and lab exercises to maximize the potential for cross-cultural learning.

“When the first group came in to the maintenance program from Egerton, they stuck together until the professor split them into groups that included American students,” said Sinclair, who began teaching at WMU in 1999. “The American students had all kinds of questions for the Kenyans about their culture—that really perked them up. Learning about other cultures is very important. If you’re working for an airline, fly into Beijing, and have a four-day layover, you better know something about the culture. Making sure international and domestic students work together allows all of them to be introduced to new cultures through their peers.”



The international student population of the aviation college, like the University, represents countries from all corners of the globe, including China, Venezuela, Iraq, Vietnam, Malaysia, Kenya, Nigeria, Cameroon and Sudan. Sinclair said the 22-member faculty of the college is internationally diverse, with four natives of Britain, a Russian and a Belgian. Along with Sinclair, some of the college’s faculty are actively working with potential partners to consider expansion of the program’s reach in the following countries:

- Professor Lisa Whittaker—Ethiopia**
- Dr. Vladimir Risukhin—Russia**
- Dr. Willem Homan—Belgium and India**
- Dr. William Rantz—Australia**

“We’re also working on new partnerships in Indonesia,” he said. “I visited Jakarta International College and a nearby aviation academy on a trip to that country in March 2011 with Dean McCloud from the Haenicke Institute. We hope to build a relationship between JIC and the academy so that Indonesian students can take their first two years of classes at home, then transfer to our College of Aviation to complete their bachelor’s degrees. We’re always looking for new partnerships.”



Air traffic control tower, WMU College of Aviation

Sinclair visited the Dominican Republic in September 2011 and recently met with visitors from Shenyang, China to begin discussions about enrolling their students in WMU’s aviation program.

An articulation agreement with Sunway University in Kuala Lumpur, Malaysia, allows Sunway students to take some courses at home that will transfer into WMU’s aviation programs. “We are also working to increase their opportunities to study aviation at WMU,” he said.

Reflective of an industry trend, numbers are increasing for women faculty and students. Three women serve on the college faculty and Sinclair said enrollment is up for female students, particularly in the maintenance area. Some of that increase can be attributed to the college's work since the mid-1990s to substantially boost the number of women and minorities in the aviation industry. A 1995 grant of \$2.9 million and a \$5.2 million 1998 grant, both from the Kellogg Foundation, combined with support from Battle Creek Unlimited, WMU and the federal government, supported that effort. WMU's enrollment of women and minority students more than tripled in the first five years of the initiative. In 2001, Delta Airlines awarded the college \$1.65 million over four years to train 24 women and minority pilots.



“Overall, the industry is growing,” Sinclair said. “For years it has been a steady trend, although there have been temporary drops for various reasons, such as 9/11, which triggered a complete restructuring of the industry. A lot that was broken has been fixed and many in the industry are now predicting global shortages of pilots and mechanics.”

WMU's mascot, Buster Bronco, in the hangar

Like many of his colleagues, Sinclair brings real-world experience into the classroom and the cockpit. While serving in the Royal Air Force, he was a navigator on F-4 Phantoms and F-3 Tornados, based mainly in England and Scotland. He visited many countries while in the service, including most of Europe, the Canary Islands, the Azores, most of North America and he has completed several short assignments in the Falkland Islands. During the Bosnian war, he participated in joint military operations in a peace-keeping role to end the bombing of refugees. “We worked with people from all over the world,” he said.

Sinclair's career in the military ended when he retired at 44 years old. He easily segued into a teaching career in fall of 1998 at the Florida-based Flight Safety International Academy and then as a term appointed professor at WMU in 1999, teaching in the International Pilot Training Center (IPTC) within the College of Aviation. When the IPTC program ended in 2002, Sinclair accepted a full-time professorship at WMU

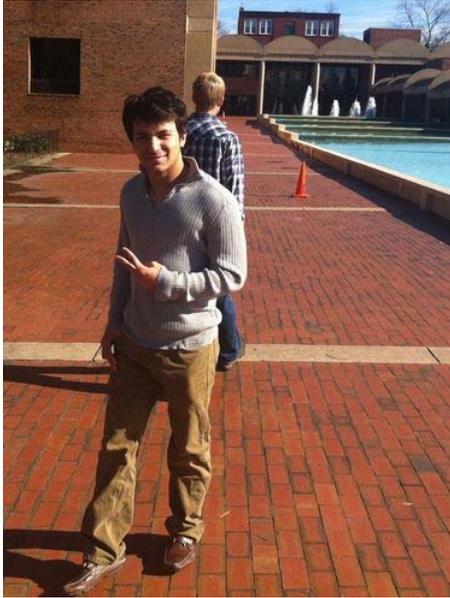
“I was the oldest front-line navigator in my fleet when I retired—it was time to move on and settle down,” he said. “I wasn't a stranger to teaching. Once you're trained and become operational in the military, you end up moving up the chain of command, teaching theoretical and practical tactics and aircraft systems on the ground and in the air.”

College of Aviation programs <http://www.wmich.edu/aviation/avs.html> :

- Flight Science (Baccalaureate)
- Maintenance Tech (Baccalaureate)
- Science & Admin (Baccalaureate)
- Air Traffic Collegiate Training Initiative (Certificate)

Homeland development key outcome for Afghan degree-seeker

The major point of earning a college degree for Ahmad Sear Rahimi is to gain an education that will enable him to contribute to the development of Afghanistan.



“I am proud to be from Afghanistan,” Rahimi said. “My country needs people who are highly educated and I hope to use the knowledge I am acquiring for the success of my country. My main passion in life is to work for the prosperity of my people and to develop the land that once used to be a beautiful and amazing place for people to live. I want to help Afghanistan become even better than the way it used to be before the war.”

Originally from Lagham, an eastern province of Afghanistan, Rahimi was educated at an American-sponsored high school among a diverse international student population taught mainly by American teachers.

“I decided to come to WMU at the last moment,” he said. “I wanted to go to university in New York, but when I asked my high school counselor, she said she had graduated from Western Michigan University. Another reason I chose WMU is that I have a friend going to school in Big Rapids, Michigan, so I thought it would be great to be able to see him.”

Rahimi said his transition to campus life at WMU has been fairly easy, very rewarding, and he has met “many nice people” since he arrived in Kalamazoo in August 2011.

“I love the type of classes offered at Western and the professors care about your academic success,” he said. “There are a lot of student groups you can join, which really helps enhance your campus experience. I was also able to get a job as a dorm resident assistant. When I applied for the position, I thought I might be stereotyped and not get the job, but I was wrong. That is something I totally love about Western—no matter what race or ethnic group you are from, you are always treated the same.”

Though he hasn’t yet been on campus a full year, Rahimi has enjoyed the change of Michigan’s seasons and the rich cultural life Kalamazoo and Southwest Michigan have to offer.

“I have heard people complaining about the cold weather in Michigan, but the weather in summer and fall was pretty awesome,” he said. “Kalamazoo has very fresh weather. I like Kalamazoo for its art exhibitions—it is a place where art is appreciated. The city also has pretty decent restaurants you can hang out in. One of the main things you notice when you start living here is a great diversity of cultures.”



Rahimi in the snowy mountains of Afghanistan

Initially, Rahimi chose to major in finance with a minor in economics, with the hope that he might someday land a job in the Afghan government. He was interested in studying trends in the Afghan economy and how those trends affect politics and the actions of other countries. Like many underclassmen early on in their academic careers, Rahimi recently decided to change his major from finance to engineering. He now plans to pursue a bachelor's degree in civil engineering at WMU, a master's degree in architecture, and to eventually work for a firm or organization based in Kabul, Afghanistan. Long-term, he hopes to someday open his own construction company. "Engineering involves a lot of designing and solving complex issues," he said. "I like math and designing things. I discovered that working in finance is not something I want to do for the rest of my life."

Rahimi received financial support to study at WMU through the WMU Diether H. Haenicke Scholarship for undergraduates and an award from the Haworth College of Business. A one-year scholarship provided by the United States Embassy in Afghanistan covered his books, travel expenses, visa fee, and health insurance. His family pays the balance, about 40 percent of his total college expenses.

Changing perceptions about Afghanistan is another challenge Rahimi has taken on while studying in the U.S., and though he rarely gets homesick there are a few things he misses.

"It's not all like what you see on the news," he said. "Yes, of course, there is a war going on, but there are many positive things about my country. I miss its rugged mountains full of snow that surrounds the city like a shield. I miss the food, flying kites with my brother, and playing soccer with my high school friends. I miss the fresh fruits of my country and the road trips I used to take with my family. I miss watching people driving crazy because we don't have speed limits. I miss the fresh cold water of Salang and a drink called Dogh. I also miss wearing my Afghani clothing."

Story by Nate Coe

German-born American new CELCIS activities coordinator



Living in Wurzburg, Germany for the first nine years of his life as the son of two U.S. Army officers well prepared Wayne Lee Bond II to serve as the activities coordinator in Western Michigan University's Center for English Language and Culture for International Students.

Bond said living overseas from birth, then moving to the states when he was nine years old gave him the opportunity to experience the transition international students make when they come to the United States to learn English. He has lived in multiple states and is accustomed to making new places feel like "home."

"When I arrived in the U.S. and started school in Arkansas, people there made fun of my accent," said Bond, a 2010 graduate of Albion College. "My life growing up prepared me for the role I fill today. I became interested in this position because I find it easy to get along with a wide variety of people. I've spent my life moving around, and in this position that's an important attribute. International students new to campus don't always know how to approach people, so if I can make the initial contact and get them to open up, it means a lot."

Bond at the Wild West Horse Ranch in Allegan, Mich.

Initially, Bond thought his college education might lead to a career working with wildlife—he majored in wildlife biology and wolves became the focus of his senior research thesis project. However, once he joined the workforce after college, he felt the tug to find a position that would enable him to in some way improve the lives of people.



Bond with his mother and sister in the Czech Republic in 1993

As the CELCIS activities coordinator, Bond is now focused on making new students feel welcome in the United States and planning activities and events to help students acclimate to U.S. and campus culture. Bond said his extracurricular activities at Albion helped prepare him for this position.

“I was a member of the Sigma Nu Fraternity at Albion and took on several leadership positions with roles like I have now,” he said. “I was in charge of planning recruitment events, setting up itineraries, planning budgets and similar work.”



Diana Vreeland, director of CELCIS, said the CELCIS program helps prepare international students who do not have command of the English language to enter the University. The curriculum helps students improve their English language skills and the program introduces students to American-style teaching. She said Bond helps CELCIS students make connections that ease their transition to life in the United States, which is integral to student success.

Bond, center back, with a group of students at a bowling outing

“Wayne has a lot of positive energy, he knows what students like to do, and he has a great rapport with them,” Vreeland said. “Through the activities and events he plans, he helps students feel connected to the University and the community. This is vitally important to our students who may feel culture shock or be homesick. Once students experience U.S. life outside the classroom, they begin to make those connections.”

An outing to go horseback riding, trips to Chicago and the Lake Michigan sand dunes, and a visit to Kalamazoo’s Air Zoo Museum are just a few of the things Bond has planned since he began working in CELCIS in July 2011. In addition to planning events and activities, Bond develops volunteer opportunities for CELCIS students in the community to help them use and expand their English language skills. He is also in charge of the CELCIS Conversation Partners program, which pairs up a domestic student with a CELCIS student to meet weekly to practice English-speaking skills.



Discovering Downtown Kalamazoo



"I pair up students with their partners and they meet once a week for an hour," he said. "CELCIS students come to us from all over the world and often live on campus with family and friends, with whom they usually don't speak English. With their conversation partner, they have to speak English, and they learn about American culture as well."

Bond, at far left, with students at Turkeyville, USA

CELCIS students are not required to participate in the Conversation Partners program, but Bond encourages them to do so to help them bridge the gap from their home culture to life at WMU.

"CELCIS is important because it's the first step for people who don't know English in becoming eligible to study at WMU in a degree program," he said. "We show them the way."

Story by Nate Coe

[Visit the CELCIS website](#)

Growing global programs is key mission for WMU international administrator



Being raised in a home where discussions about international topics were held daily inspired Dr. Jane Blyth Warren to study abroad in high school and college and to pursue a career in international education. Originally from a small town in upstate New York along the Erie Canal, Warren first studied abroad in France when she was 16 years old. Her lifelong study of Japanese language and culture began as an undergraduate, when she was an exchange student at Nanzan University in Nagoya, Japan.

That inspiration fueled Warren's attainment of advanced degrees in East Asian languages and cultures, linguistics, and language education, and a career teaching Japanese, linguistics, and English as a Second Language in Japan and the United States. She also served as a visiting researcher from 2008-2009 in the Faculty of Culture and Information Science at Doshisha University, in Kyoto Japan, conducting research on the use of online digital portfolios

and podcasts to improve oral English skills in Japanese university students.

The culmination of those experiences—studying abroad, working abroad, living abroad, working with students going abroad and with international students living in the United States—well prepared Warren to be named in May 2010 as director of study abroad and global program development in Western Michigan University's Haenicke Institute for Global Education.

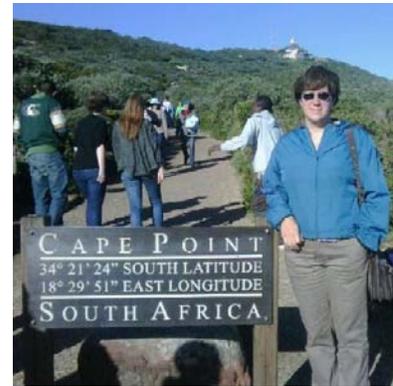
"My father was in the first Fulbright group to travel to Germany after World War II and he spent many years living and studying there while completing a doctorate at Goethe University," said Warren, who earned a Ph.D. in curriculum and instruction/language education from Indiana State University. "Following his path seemed like a natural step for me, although I chose to study abroad in France and Japan instead of Germany. After many years in international education, teaching and advising students at universities in the U.S. and abroad, this position at WMU has given me a chance to utilize my diverse experiences and skills."

As study abroad director, Warren oversees all aspects of the University's resources and programs that support the more than 500 WMU students who study abroad each academic year. WMU's study abroad catalog includes more than 70 programs in 30-plus countries, including 21 short-term, summer courses led by WMU faculty.

"I love meeting WMU students abroad and being reminded about what a life-changing experience study abroad can be," she said. "Over the past two years, we have expanded the number of exchange programs, which allow WMU students to study abroad for about the same amount it costs them to study in Kalamazoo. Exchanges offer an affordable study abroad option for WMU students and another opportunity for students at our partner institutions to study here, which further enhances the international atmosphere on campus."

Warren said her main objective is to continue expanding WMU's international program offerings to ensure students have a good variety of options for taking courses overseas that complement their on-campus curricula and apply to their degree programs. To that end, she has developed new opportunities in Africa, South America and Asia.

In an effort to increase funding for students who want to study abroad, Warren developed a merit-based award for the Dean's Scholarship for Summer Study Abroad, which formerly offered just need-based awards. That change opened eligibility for that scholarship to students with a GPA of 3.0 or higher, who might not be eligible for need-based awards. "The Dean's Scholarship has awarded more than \$150,000 in scholarships to support enrollment in our faculty-led study abroad courses," Warren said. "We have also coordinated with the Haworth College of Business and the College of Arts in Sciences to develop college-based scholarships for study abroad."



Improvements to the application process for studying abroad came under Warren's direction with the implementation in fall 2011 of a new online application system, Broncos Abroad, which she said has greatly simplified the application process for students and staff.

"This new system has streamlined our application process, making it easier for students to search our programs and complete an application," she said. "It also has made it easier for faculty to recommend students for study abroad. In the future, we plan to expand its features to include a pre-departure orientation and a post-study abroad evaluation."

Warren is also responsible for creating incoming and outgoing opportunities for students through her work at the Institute in global program development. She is currently working with universities in Korea, Japan and France to develop dual degree programs that will give WMU students and students at the partner institution the chance to earn degrees from both institutions simultaneously. Warren is also in charge of a recently launched initiative—Study Abroad @ WMU, which offers international students a short-term opportunity to study at WMU for a semester or two.

In an effort to increase campus awareness about the benefits of international education and to support the globally-engaged pillar of WMU's mission, Warren introduced in 2011 the Advisors Abroad program, which provides opportunities for college and department academic advisors to gain first-hand experience by participating in one of WMU's short-term, faculty-led courses. "Three WMU advisors participated in the Advisors Abroad program last year and we plan to offer it again in 2012," Warren said. "Advisors who have participated in study abroad will be more likely to recommend it to the students they work with."

On the way to earning a Ph.D., Warren completed a bachelor's degree in East Asian languages and literature at the University of Pittsburgh, a master's degree in East Asian languages and cultures at the University of Kansas, and a master's degree in linguistics at Indiana State University. She has taught courses in Japanese, ESL, and linguistics at Kalamazoo College, Indiana State University, Moorhead State University and Valley City State University. Her chapter, "Web-based Language Portfolios and the Five C's: Implementation in Foreign Language College Classrooms," appears in R. Oxford & J. Oxford (Eds.), *World language teaching and learning in the N-Generation: Issues and perspectives*. National Foreign Language Resource Center, Hawai'i. (2009).

"Being a part of WMU now is exciting because it is a time of tremendous growth in international program development, so there are always new projects to work on," Warren said.

Story by Nate Coe

Georgian tennis ace scores on and off the court



One of the biggest challenges Nini Sujashvili experienced trying to improve her tennis game growing up in Tbilisi, Georgia, was finding opponents, because her high school offered no opportunities to play sports and her country was at war.

“After the South Ossetia war ended between Russia

and my country in 2008, all the tournaments were cancelled and even fewer people were playing tennis,” said Sujashvili, a sophomore majoring in psychology. “It was very hard to keep playing tennis in that kind of situation, but with my parents’ support I was able to continue playing and taking private lessons.”

Not only did she continue, she excelled. Sujashvili achieved top-three national ranking in Georgia in 2008, 2009 and 2010. She won the Pejo Cup in 2007 to become the top-ranked U-16 player in Georgia and is ranked among the top 70 players in Europe.

Betsy Kuhle, WMU head women's tennis coach, said she was excited when Sujashvili chose to attend Western Michigan University and become a member of the women's tennis program.

“Nini has been a tremendous asset to our team both on the court and in the classroom,” Kuhle said. “In her first year, she received the prestigious Mid-American Conference Freshman of the Year award and was named an Academic All-American by the Intercollegiate Tennis Association. She currently is playing No. 1 singles and doubles this year and she carries a 3.93 GPA in psychology.”

Sujashvili practices tennis with the team approximately 20 hours a week. Because she needs more time to study than native English speakers, she said she spends about 25 hours a week studying for classes, or more if she has an upcoming test. That leaves her with just 10-15 hours a week to relax and enjoy social and cultural activities.



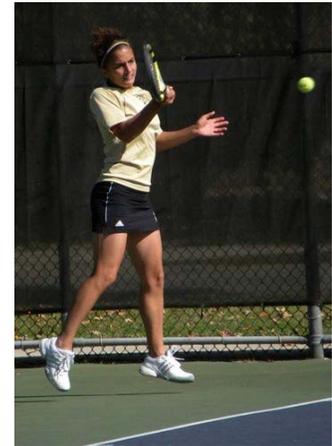
“I feel so honored to be part of WMU’s tennis program,” she said. “Being a student athlete is prestigious, though that comes with a lot of responsibility. My actions represent not only me, but the whole team and university. My teammates and I always hang out with each other and if I need any kind of help I can always count on my coaches. Because I have been playing tennis since I was 7 years old and studying at the same time for

so many years, I have learned how to manage my time well. I know how much time I need for studying and how much I need for tennis, so I always have at least a little bit of free time.”

Her very competitive nature is one reason Sujashvili believes she has concentrated on tennis because players have the opportunity to compete as an individual.

“When I’m playing singles, the outcome of my match depends solely on my abilities,” she said. “The duration of a match is the hardest challenge because you never know how long you will be playing. You have to be physically and mentally prepared all the time.”

Strong family support helped Sujashvili realize her goals to study and play tennis for an American university. She is the daughter of Tamaz Sujashvili and Marina Marsagishvili and she has three siblings, sisters Veriko and Mariami, and a younger brother, Giorgi. She said Georgia is well known for its hospitality, which has resulted in her receiving much encouragement and support from hometown neighbors and friends.



“In Georgia, we study with the same kids from the first grade through the twelfth grade, so most of my friends have been my friend for more than 12 years,” she said. “They’re like my family.”

Sujashvili arrived at WMU in fall 2010 and is minoring in sociology and management in addition to her psychology major. She plans to complete requirements for a bachelor’s degree and graduate in spring 2014.

Adjusting to life in the United States at WMU has been fairly easy for Sujashvili. She believes personal characteristics she developed growing up aided her smooth transition to life in Kalamazoo, including good organizational skills, a friendly demeanor and strong survival instincts.

“I really like the small classes because I can get to know my professors and it’s easier to meet new people,” she said. “WMU has one of the best psychology programs and I enjoy all my psychology classes. At first the campus seemed very big, but I got used to it and now love the atmosphere on campus. I like that the buildings are close enough to each other that it’s easy to walk from one to the other. It’s also great that everyone has been willing to help me when I need anything.”



Story by Nate Coe

[Nini Sujashvili player bio and stats](#)

[Getting to know Nini Sujashvili video](#)

International activity converges in Global Business Center

Exponential expansion of international activity in recent years at Western Michigan University's Haworth College of Business prompted the establishment of a hub in 2010 to aid the college in achieving its goal to internationalize the curriculum and to well prepare its graduates to enter a globalized workforce.



WESTERN MICHIGAN UNIVERSITY

The college celebrated the opening of its Global Business Center in April 2010, with a primary focus to facilitate and enhance the internationalization of the curriculum, faculty and students through multiple opportunities, including international internships, study abroad programs, conferences, partnerships and speaker series.

Dr. Zahir Quraeshi, marketing professor and director of the center, said it has addressed growing interest in international programs and initiatives from faculty and students. Financial support for establishment of the center came through a series of grants, including a \$175,000 Business and International Education (BIE) Grant from the United States Department of Education for Project EDGE- Enhancing and Developing Global Expertise with a focus on the ASEAN region.

“The college has been involved in the internationalization of the curriculum for a long period of time,” said Quraeshi, a professor at WMU since 1978. “The Global Business Center allows us to coordinate activities and initiatives to make that process more efficient and effective—we can develop synergies, facilitate, expedite and champion the global business activities of the college. It also provides a focal point for the college to work with WMU’s

Haenicke Institute for Global Education, others on campus, and the larger community to strengthen the University’s globalization initiatives.”



As one of the United States largest schools of business offering 15 specialized areas of undergraduate study and master’s programs in business administration and accountancy, Quraeshi said it was essential that the college create an information hub for students and faculty interested in study abroad and international education and research. The college is the academic home of about 90 full-time faculty, 3,500 undergraduate students and 450 graduate students.

“Many of our students have had no international experience whatsoever,” he said. “Globalization is imperative—it is going to come down to companies looking for individuals who can manage



business activity in several different locations and deal with cultural differences to operate more effectively and efficiently. As you look at globalization in an interconnected world, business supply chain activities, such as production, research and development, procurement and marketing, are being conducted in various geographic locations worldwide. Our students have to be prepared to work in different environments. Companies require and expect business schools to prepare students for successful careers in a globalized world.”

Center Director Dr. Zahir Quraeshi and Barb Caras-Tomczak, college academic advisor

Supporting and encouraging study abroad is a priority for the college, which currently offers four, short-term, faculty-led study abroad courses in Germany, Thailand, Japan, Australia and Chile and semester-long programs in France, the Netherlands, Japan, Germany, Australia, Spain and Italy. The college showcases its study abroad programs at WMU’s annual study abroad fair and twice each year at Business Bash, an all-day event where students can pick up information and meet with faculty and study abroad alumni. About 100 business majors and minors participated in a study abroad course or program during the 2010-2011 academic year.

“We consider it to be critical to our mission to infuse international content into the curriculum and to provide students with opportunities to gain overseas experience,” he said. “New this academic year is the Haworth College of Business Scholarship Program, which offers competitive scholarships of \$1,000 for our short-term programs and up to \$2,000 for semester-long programs. The college launched this scholarship initiative to increase and enhance these experiences for our students.”

To make it easier for students to learn the ins and outs of studying abroad and locating overseas internship opportunities, the Global Business Center offers walk-in advising weekly, conducted by Ann Ganz, senior study abroad specialist at WMU Study Abroad. Ganz is also a resource for college faculty, administrators and staff interested in learning more about WMU’s study abroad offerings.



“The Global Business Center provides a one-stop shop that makes it very convenient for students to drop in between classes to learn about international opportunities,” Ganz said. “Students can view program displays and pick up informational brochures and scholarship applications. I work in tandem with the college academic

advisor, Barb Caras-Tomczak, so students can easily determine which program or courses best fit into their degree plan. I also enjoy supporting the faculty who are interested in promoting study abroad.”

Additional objectives of the Global Business Center include:

- Hosting global lecture series in which executives and practitioners speak about various business issues.
- Supporting the Facing East, Facing West Conference for academics and practitioners from all over the world to discuss issues related to doing business with and within the Asian region.
- To support and encourage faculty exchanges and to promote collaborative research of WMU faculty with overseas faculty.
- Facilitating and promoting student exchange opportunities with WMU international partners.
- Conducting faculty workshops focused on internationalizing the curriculum.

“Our students—international and domestic—are encouraged to use the center as a meeting place to interact with one another, work on team projects or hold networking events,” Quraeshi said. “Looking ahead, more countries are adopting free market ideologies and improving their standard of living. This brings tremendous opportunities and challenges and requires a greater attention as to how to conduct business with and within these countries. Companies are now increasingly searching for savvy talent from all over the world. Here at WMU and the Haworth College of Business, we need to do all that we can to make sure that our students don't fall off the edge of the intensely competitive flat business world.”

Global Business Center Organizational Structure

- Director: Dr. Zahir A. Quraeshi, G.W. Haworth Chair of Global Business
Email: zahir.quraeshi@wmich.edu
- Associate Director, GBC: Dr. Mushtaq Luqmani, Professor of Marketing and International Business
Email: mushtaq.luqmani@wmich.edu
- GBC/MBA Advisor: Ms. Barabara Caras-Tomczak
Email: barb.caras-tomczak@wmich.edu
- Support Staff, GBC:

WMU Study Abroad specialist - Ann Ganz

Business abroad short-term courses (Summer 2012)

Germany - Dates: April 29 to May 13, 2012 (With optional 1 week *Negotiation* course)

- Contact: **Dr. Jim Eckert** at jim.eckert@wmich.edu
- [German Business and Culture](#)

Thailand & Japan - Dates: May 30 to June 14, 2012 (with optional week)

- Contact: **Dr. Duke Leingpibul** at duke.leingpibul@wmich.edu
- [Global Business in Thailand & Japan](#)

Australia- Dates: May 1 to May 15, 2012 (with optional week)

- Contact **Dr. Bret Wagner** at bret.wagner@wmich.edu

Chile - Dates: July 2 to July 13, 2012

- Contact Dr. **Zahir Quraeshi** zahir.quraeshi@wmich.edu,
Dr. **Steve Newell** steve.newell@wmich.edu or ter-Long

Negocia - Paris, France

- Available- Fall and Spring Semesters
(Contact: **Dr. Steve Newell** at steve.newell@wmich.edu)
- [NEGOCIA-International Business in France](#)

Hogeschool- University of Utrecht- Utrecht, Netherlands

- Available- Spring and Summer Semesters
(Contact: Dr. **Bret Wagner** at bret.wagner@wmich.edu)
- [Hogeschool Utrecht](#)

Rikkyo University - Tokyo Japan

- Available- Fall and Spring Semesters
(Contact: Dr. **Steve Newell** at steve.newell@wmich.edu)

Paderborn University- Paderborn, Germany

- Available- Spring Semester
(Contact: **Jim Eckert** at jim.eckert@wmich.edu)
- [University of Paderborn](#)

Swinburne University - Melbourne, Australia

- Available- Spring and Summer Semesters
(Contact: Dr. **Bret Wagner** at bret.wagner@wmich.edu)
- [Swinburne University of Technology](#)

University of Cantabria - Santander, Spain

- Available - Spring Semester
(Contact: Dr. **Bret Wagner** bret.wagner@wmich.edu)

Cimba- Paderno de Grappa, Italy

- Available- fall and summer semesters
(Contact: Dr. **Steve Newell** at steve.newell@wmich.edu or
Dr. **Satish Deshpande** at satish.deshpande@wmich.edu)