

## EXECUTIVE SUMMARY

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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