

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.

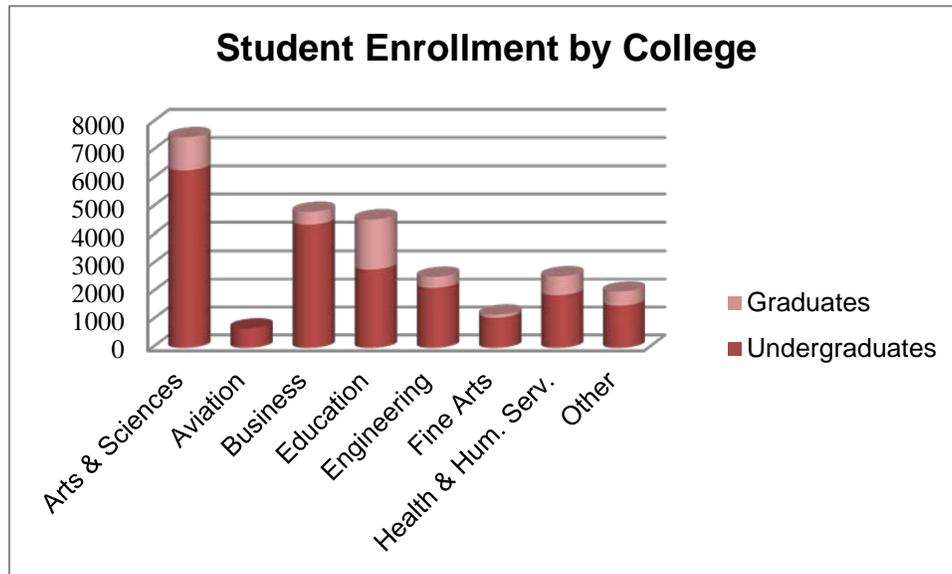
Libraries

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.



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.

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.