

WESTERN MICHIGAN UNIVERSITY  
FACULTY SENATE

INTERNATIONAL EDUCATION COUNCIL  
Minutes of Thursday, 21 January 2010, 3 p.m.  
Room 205, Bernhard Center

**Members present:** Said AbuBakr, Sheila Bair, Maira Bundza, Robert Dlouhy, Willem Homan, Wei-Chiao Huang (for Sisay Asefa), Yvette Hyter, Lydia King, Mary Lagerwey, Mushtaq Luqmani, Donald McCloud, Lygia Mueller, Silvia Rossbach (for Stephen Malcolm). **Members absent:** Stephen Covell, Bill Davis, Dini Metro-Roland, Bill Woods. **Also present:** Jason Burkhardt and Lee Balcom, doctoral associates, Michelle Metro-Roland, Haenicke Institute for Global Education.

**Procedural Items**

*Welcoming Remarks and Introductions*

Council Chair Maira Bundza called the meeting to order at 3:02 p.m. She explained that the meeting would focus largely on the recommendations for the American Council on Education (ACE) Internationalization Laboratory from the working groups.

*Acceptance of the Agenda*

AbuBakr moved, seconded by Homan, to accept the agenda. Motion passed.

*Approval of the Minutes*

AbuBakr moved, seconded by Huang, to approve the minutes of 17 December 2009. Motion passed.

**Informational Items**

*Chair's Report – Maira Bundza*

Bundza reported that she and Mary Lagerwey met with Provost and Vice President for Academic Affairs Tim Greene on 20 January to discuss the peer review visit for the ACE Laboratory and to ensure that internationalization is adequately represented in the Academic Affairs Strategic Plan. The ACE Lab peer review team will consist of Barbara Hill, ACE, Susan Sutton, Associate Vice Chancellor for International Affairs, Indiana University-Purdue University at Indianapolis, and Diana Davies, Associate Provost for International Initiatives, Princeton University. They will arrive Sunday, 31 March and meet with the ACE Lab leadership group. On Monday, 22 March they will meet with the IEC, ACE Lab working groups, college international committees, President John Dunn, Provost Greene, Vice Provost for Institutional Effectiveness Eileen Evans, and other relevant parties. On Tuesday, 23 March there will be a debriefing session with ACE Lab leadership group. Bundza remarked that the final report of the project should emphasize recommendations aimed at the provost and president.

*Haenicke Institute for Global Education Report – Donald McCloud*

Dean McCloud reported that Confucius Institute programs are growing quickly and taking a large amount of his time. At present the Portage, Kalamazoo, Vicksburg, Galesburg-Augusta, and Otsego school districts have expressed interest in working with the Confucius Institute. Further program development with school districts will be put on hold until procedures are worked out. McCloud announced that Western's intensive English program, the Career English Language Center for International Students, has been renamed as the Center for English Language and Culture for International Students. This change better reflects the current goals of the center and allows the acronym CELCIS to remain in use.

**Discussion/Action Items**

*ACE Internationalization Laboratory – Recommendations*

The IEC working groups have been discussing aspects of internationalization and coming up with recommendations to improve global education at Western Michigan University. Each working group reported its recommendations and the IEC discussed them. Michelle Metro-Roland volunteered to help Bundza organize the recommendations into one document. These are still draft recommendations and the final recommendations will be presented to the WMU community after the ACE Lab peer review visit.

Student Survey: Jason Burkhardt reported further on findings of the student survey. He noted that the response rate was excellent with more than 1,800 surveys returned. The demographic category distributions roughly approximated the overall demographic of WMU's student body. Burkhardt noted that lower opinions of the University's level of internationalization were associated with students' lack of participation in internationalized learning opportunities. This finding seems to support the importance of involving students in projects with international or global themes. The Global Learning Outcomes Working Group will look at the survey results more closely and pull out recommendations for the general report.

Study Abroad: Lagerwey reported that the Study Abroad Working Group recommends facilitating study abroad by addressing financial barriers for students including their ability to work during academic breaks, addressing curricular barriers, giving more flexibility in how study abroad courses are counted, and to continue support for study abroad coordinators at current levels of expertise and education.

Languages: Bundza reported on the recommendations of the Languages Working Group: more faculty positions and graduate assistantships to meet increased student demand in certain languages; degree programs in areas of high student interest, such as translation; increased language requirements; and means for learning less commonly taught languages. There were also recommendations to ensure representation for Foreign Languages and Spanish on the International Education Council, increase support for faculty research and travel, and investigate

possibilities for increased cooperation in curriculum and research among departments across the University.

Concerning the University's intensive English program, CELCIS, Dlouhy reported recommendations regarding conditional admission to the University; enrollment for students who have not completed the entire CELCIS curriculum; students earning undergraduate credit for certain CELCIS courses; training of international teaching assistants; coordinating international recruiting efforts; developing special English as a Second Language (ESL) programs for educational institutions, corporations, and individual students; and further developing ESL certificate programs.

Global Learning Outcomes: Hyter presented recommendations from the Global Learning Outcomes Group. The group notes that WMU's general education requirements compare well with our peers with respect to international education, although many of our peer institutions have given greater prominence to learning outcomes on their Web sites and in their catalogues. The group recommended that general education learning outcomes have a more prominent online and course catalog presence; that discussions with faculty be encouraged to ensure a commitment to global learning that is reflected in mission and learning outcomes statements; that college internationalization committees have clear roles within the colleges, and closer collaboration with the IEC and each other; that the University's Academic Affairs Strategic Plan reflect a greater commitment to global learning; and that there be stronger language in the University's Mission Statement and goals that reflect a commitment to global learning.

Infrastructure and Support: AbuBakr reported on the recommendations from the Infrastructure and Support Working Group: increasing faculty for the Global and International Studies through affiliated faculty, an endowed chair, and dedicated GIS faculty; providing a full-time academic advisor for the program; increasing staffing for international partnerships; developing overseas alumni organizations; developing more international research centers; encouraging international and interdisciplinary research; and collaborating with other institutions.

ACE report: Lee Balcom announced that version 4 of the ACE report is online at the iWebfolio site. Bundza mentioned that the final report is due on 1 March and asked that all IEC members take a look at the report and send any changes or recommendations to her and Balcom.

Respectfully submitted,

Robert J. Dlouhy, IEC Secretary