

# Global Encounter-China

## Environment-Individual Written Responses to Questions Related to the Topic

Procedure used to generate this document:

This document represents the summary of responses individuals wrote to questions related to their self-selected area of interest/expertise within three topic areas (Education, Environment, and Food Systems). All responses received are included and are typed verbatim with some explanation of acronyms. There is no significance in the ordering of the topics or comments as presented in this report.

### Environment

#### A. What current or future focused areas of teaching, research, and/or engagement extend from the topic as it relates to China?

1. Research:
  - Land Degradation in China (Arid/Semiarid) Environment
  - Implementation of Remote Sensing Technology to study land degradation
  - Human impact on land degradation and social consequences
  - COSPAR Research Project in Beijing
  
2. • One area that's interesting to me is how we integrate environmental issues/ environmental awareness into areas that have environmental implications but are not traditionally thought of as environmental. This is especially important given the environmental impact of China's modernizing economy. This could mean adding an environmental component to engineering or to agricultural production, or manufacturing. There are implications here for teaching, research and outreach.
  
3. Energy (conventional/alternative)
  - Efficiency important
  - Conservation
  
4. • Natural Resource Management/Leadership – teaching/outreach – non-formal public education
  - Sustainable Tourism – teaching/outreach – non-formal public ed
  - Environmental/Agriculture
  - Sustainable Resource Mgt – teaching/research
  - Indigenous NR/Environ./Ag practices – research

5.
  - Future – Environmental problems and environmental justice in Western China (tied also to human rights and economic development)
  - Workshops/training for environmental journalists
  - Online courses: Environmental and Health Reporting
  - Reporting on environmental controversies
6.
  - Infectious diseases particularly HIV/AIDS drug development
7.
  - Ecosystem management and policy should be a major area, including research collaboration with training programs. Graduate education and stakeholder engagement.
8.
  - Hydrologic Sciences
  - Sustainable Water Resources Management
  - Integration of Hydrologic modeling
  - Information technology
  - Information management

9. TEACHING DEPARTMENT FUTURE

- International Health Communication courses with focus on health and environment
- Intercultural COM courses
- Environmental Risk Communication course for journalism program

RESEARCH

- How people in China vs. U.S. respond to/use info about health and environmental issues
- Health and environmental campaigns in China

ENGAGEMENT/TEACHING

- Communication Arts and Sciences has met with several universities regarding potential degree programs in Health Communications
- National Food Safety and Toxicology Center (NFSTC) has met with reps from national food-related agencies (e.g. CDC) to talk about international collaborations

10.
  - Various areas of expertise (health, bird flu, climate change, conservation vs. development, etc) exist on campus and could be used at events that highlight the similarities and differences between the U.S. and China on these issues – to the student body, public, K-12 teachers

**B. What resources (existing at MSU or working in collaboration with MSU) extend from the topic as it relates to China?**

1. \*\*No RESPONSE
2. • MSU expertise already is extensive in these areas – in terms of sustainable agriculture, sustainable packaging, etc.
3. • Lansing Community College's state of the art alternative energy facility
4. • Collaboration/Partnership with BINGOs (Big International Non-Governmental Organizations)
  - Provide visibility
  - Potential funding
  - Locate additional expertise
  - Assist in outreach globally
5. •Knight Center for Environmental Journalism  
•Health communication – faculty
6. My lab located in Microbiology Department
7. • Degree or non-degree
  - Institutional changes to facilitate programming
  - Initial support for start up
  - Balanced approach and policy
8. An integrated, intelligent system for hydrologic modeling, visualization and information management
9. Health and Risk Communication Center in CAS-affiliate faculty with international focus
10. \*\* No Response

**C. What *advice* concerning this region and this topic area would you like to pass along to future groups following through on these ideas?**

1. \*\* No Response
2. \*\* No Response
3. Assess the need for energy/environment relationship in China (i.e. chopsticks use reduction as it relates to natural resource use and culture mores)

4.
  - Incorporate indigenous knowledge in decision making
  - Plan with Chinese partners
  - Utilize a systemic perspective in addressing program development or development needs
5. \*\* No Response
6. Instead of Jointly degree-granting, how should we be more involved in increasing scholar-exchange to generate more research collaboration between MSU and China? In particular: Our department faculty are in trouble to recruit very talented Ph.D. students and postdocs. We should establish channels to connect both sides.
7. \*\* No Response
8. \*\* No Response
9. \*\* No Response
10. \*\* No Response

#### **D. Additional Comments?**

1. \*\* No Response
2. \*\* No Response
3. \*\* No Response
4. \*\* No Response
5. \*\* No Response
6. A university- policy to encourage international collaboration is desired
7. Regular briefing and discussions on topic will be greatly helpful
8. \*\* No Response
9.
  - Do capacity building
  - Add health to Environmental
  - Need mechanism for lobbying Deans, Chairs on International Work (The Environmental Science and Policy Program (ESPP) is vehicle to do this)

10. \*\* No Response

This material was generated from Global Encounter-China, <<http://www.isp.msu.edu/globalencounter/china>>, held at Michigan State University on May 18, 2006. This interactive and participatory event was designed to obtain input and to elaborate in a country-specific forum on relevant themes, opportunities, issues, and opportunities affecting MSU's current and future engagement in China, Hong Kong, and Taiwan.