

# Global Encounter

## Individual Written Responses to Questions Related to Key Ideas, Possibilities and Advice for Michigan State University's Future International Engagement – Afternoon Session

Procedure used to generate this document:

This document represents the summary of responses individuals attending the campus-wide Global Encounter wrote to questions related to the future of Michigan State's activities internationally. Individuals self selected the country/region of interest. All responses received are included and are typed verbatim with some explanation of acronyms. There is no significance in the ordering of the regions or comments as presented in this report.

### **A. In relation to today's input and discussions, what key ideas, possibilities and advice should MSU take away to help plan for the next ten years and beyond in this country/region? Globally?**

#### 1. (Western Europe)

- Expansion of discipline-focused web courses
- Coordinate semester calendars between/among universities in US & other countries in Northern Hemisphere.
- Coordinate national or regional internet distance-learning courses with national internet courses in Korea, Germany, & others.
- Work with international foundations and governments to establish research and teaching programs that address major global issues/problems/opportunities.

#### 2.

- Need to develop a strategy for establishing a few high priority ventures that can be implemented and be used as a model for expanding other programs.
- MSU needs to be a more effective "partner" in solving problems in other countries and continents.
- More meaningful faculty participation with international and interdisciplinary efforts will likely require changes in the recruitment and the rewards system.
- Need to be a "trusted" partner.

3.
  - MSU should have more focus on Central Asia Region – Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, and Tajikistan. The US Government has long-term relationships with this region. These are developing democracies and they can be a good source for researches in political, social and economic sectors. Thus, MSU can be involved in policy making.
  - International coffee hours – to use them more productively (to invite MSU students and faculty and staff to learn more about countries and cultures)
  
4.
  - Make international experiences a prominent part of K-12 - University education.
  - Bring the global perspective to Michigan K-12.
  - Teach African and Asian languages in High School and University.
  - Invest in computer-based language-teaching technology.
  - Support Language on Demand – offer any language that students want to learn.
  
5. (From an administrative perspective)
  - Formal linkages/partnerships
  - Expand study abroad to other countries and regions.
  - MSU needs to advertise our areas of expertise/strengths.
  - MSU needs to coordinate region/faculty interest.
  - MSU needs to change tenure policy to recognize international efforts.
  - MSU needs to increase awareness of cultures and first impression of MSU – welcomeness.
  - MSU needs to support faculty both intellectually and financially.
  - MSU needs to provide infrastructure support and training.
  
6.
  - Once a region/theme has been chosen, MSU should give a long-time commitment to it.
  - More funds should be secured for library support. Purchase of materials requires long-term financial commitment. Also resources must be allocated to develop librarian expertise and collaboration with other libraries.
  - There should be creative funding for expansion of study abroad.
  - Make tough decisions. We can't afford to study every place in depth.
  
7.
  - Training faculty/staff for globalization with visiting other countries
  - Let MSU faculty/staff have any kind of interaction with other countries.
  - Give students some advantages for study abroad programs.

- Set-up satellite campus in other countries. At least, MSU extension offices.
- Use International Center to be global center for all resources.

8.

- Recognize, respect, learn from diversity of world regions such as China.
- Collaborate, work with and partner with people and institutions in each area. It is a two way process.
- Find MSU's areas of excellence and learn how to focus those areas of expertise toward geographic and cultural areas they fit best with.
- Aggressively upgrade opportunities and requirements for students, faculty, and staff including study in area of non-native language.
- Better support new arriving students integrating into local culture.
- How to do all this, of course, is the next big question.

9. (China)

- Host regular international symposiums on US-China relations.
- Establish semester programs in humanities and social sciences, particularly International Relations programs in Beijing and/or other Chinese cities.
- Set up pioneering study abroad programs on joint studies in China, India and Russia.

10.

- Identify target areas to invest and prioritize thematic areas to invest.
- Develop matrix to encourage faculty to develop, participate and promote studies/research abroad.
- Better coordinate international programs and projects.
- Identify existing projects/faculty that have international focus and then consolidate into thematic/focus areas to better represent MSU.

11.

- Globalization should permeate MSU institutional culture.
- Think about how we can create a culture of globalism at MSU (by being cognizant of our own rhetoric, by building/expanding the infrastructure that supports a global paradigm/perspective university-wide – including faculty reward structure; involvement of all levels of faculty/staff/students). In other words, walk your talk!
- How to implement a region/country-specific global dialectic
  - Define global education learning outcomes/competencies.
  - Build structured/integrated approaches from these learning outcomes.

12.
  - Focus on making MSU an internationally friendly university at all levels.
  - Create comprehensive system to combine curricular and co-curricular to build a student's global experience and perspective. This is what Dr. Josef Mestenhauser called Internationalization at Home (IAH).
13.
  - Better inform all faculty and staff about existing programs and increase opportunities to collaborate.
  - Think about pervasive changes, not piecemeal. Example: don't just add a new study abroad program or a new training or course requirement. Consider broader, philosophical changes on campus.
  - Make faculty rewards (P & T) system value international research and service.
  - Define and differentiate international and global competencies. Operationalize these in terms of MSU deliverables and student outcomes.
  - Plan initiatives that have systemic impact.
  - Alumni on study abroad
  - Don't blame other groups (silos). Be developmental in approach.
14.
  - Make people aware of existing resources and make them user friendly.
  - Develop database of international activities that MSU community can access and add to in order to identify others interested in similar region/country.
  - Facilitate integration of cross-cultural experiences in education of students in MSU courses as well as through Study Abroad programs.
  - Facilitate use of distance learning technologies to offer courses or receive courses to/from international locations.
  - Facilitate collaborative research partnerships with international institutions.
15.
  - We need to tap all of (or at least most of) this energy and enthusiasm!
  - But there are lots of ideas and wishes— hard to prioritize, given the inherent conflict between the desire to reach out and establish new programs and relationships on the one hand and the more conservative impulse to do only what we now do best and where we have been doing it
  - External funding and opportunities should be a factor, but also having a new big impact potentially should be considered.

- 16.
- Develop distance learning as a prerequisite to coming to MSU: a) language communications skills: written and oral, b) basic knowledge of financial skills, c) ability to use transportation systems, and d) ability to read maps. **(Question: Is this for international and domestic students?)**
  - Use the internationals' expertise and experience to help us develop programs locally to educate local people in geography, language, and cultural awareness.
- 17.
- If I didn't get a free lunch I would have left at 11 am. Report out was a total waste of time!! ☹
- 18.
- MSU in Africa—What MSU should focus on is it's engagement with Africa which should be inspired by the following:
    - Mutuality of benefits and outcomes for both Africa and the US
    - Use the intellectual capital that exists and connections that have already been established.
    - Anticipate Africa's challenges and search and find strategic thematic and regional intersections that would produce significant changes.
    - Build priorities not based on opportunistic advantages but transformative projects that have lasting impacts on African peoples.
    - Proceed from a perception of "we will get something out of this encounter" instead of a missionary zeal to do good things for others without expecting something in return. The first produces mutual respect.
- 19.
- I think combining our area and international studies center with online education as well as focusing on ways to promote civic education in the regions of Russia plus E. Europe and Eurasia
  - There needs to be more communication between faculty and staff doing international research so we can find out where we can work together and conserve resources while improving programs.
  - Conserving/combining resources is key!
  - Our undergrads have far too many requirements as it is—how do we create global citizens without placing one more requirement on them? What are our trade-offs going to be to implement these ideas?
  - If it is decided to have an international requirement, please recognize that not all students can learn a language.
  - We may run into the same issue as we do with math, where students take it (language) over and over and over.

- There need to be ways other than language to facilitate an international requirement. Retaking a course over and over severely affects a student's self-esteem, builds resentment (not appreciation) towards the area and hinders their development as a whole.
- It always often ends their program at MSU on a negative note when and if they finish that stumbling block. How do we attend to these feelings in order to build supportive alumni?

20.

- Sustainability
- Harness the energy of the youth to sustain international projects. Include open avenues to students who want to travel beyond "Study Abroad."
- Develop Regional Centers of Excellence – thematic and regional. For example: food safety, food industry development, food policy
- MSU = most engaging. MSU could position itself to be the most important university that creates engagement.
- International land grant mission

21. (India/South Asia)

- We need to invest in some specific areas of the world—not necessarily eliminating other areas but creating a stronger and more coordinated "presence" with an office or center and outreach programming in key countries representing regions: China, India, Africa, Eastern Europe, etc.
- MSU students should leave the university with a special "global" education in their living experience, in their professional training and in their personal development! A MUST!

22. (India/South Asia)

ISP and other International Centers should:

- Provide adequate support to faculty-driven efforts; serve as a coordinator/facilitator of larger efforts when this coordination is necessary.
- Formalize a process whereby faculty are rewarded for high quality international research, education and outreach. Many faculty feel penalized by departments when engaged in these activities.
- Area studies centers aren't having much impact (at least with Asia). Perhaps more focus on specific regions/disciplines is in order. (Inst. Intl. Agriculture is a good example of this.)
- MSU should engage with partners in academic, government, and NGOs in India to foster coordinated efforts. Cut across traditional barriers among institutions.

## 23. (India/South Asia)

- Establish a group of people/interest group.
- Create a database of faculty participating in region-specific activities. Then promote interactions between individuals.
- Establish a network of higher education.
- Establish connections with governmental and nongovernmental organizations.
- Explore the possibilities of establishing MSU-South Asia.
- Create a resource center (may be within International Center) for the India/South Asia region. Asian Studies Center is too broad and does not have real commitment for the specific India/South Asia region.
- Support for faculty/staff to establish programs in focus areas – the focus areas could be:
  - Public Health – Veterinary Medicine, Human environmental medicine, zoonotic diseases
  - International Trade – food and supply chain
  - Agriculture
  - Social issues- gender, religion, etc.
  - Rural-urban development
- Create region-specific MSU resource centers in respective regions.

## 24. (India/South Asia)

- Build an endowment for making MSU programs and presence stronger in South Asia/India region.
- Create small-grant program at MSU for faculty and students to develop new program/linkages with educational institutions in India/South Asia.
- Create MSU Campus in India/South Asia and attract students from Central Asia, Afghanistan, Iraq and the Middle East—lots of funding going to Iraq and Afghanistan.

## 25. (Africa)

- Identify major lessons learned from past and current MSU experience in international studies; build on what has worked and change what did not.
- Be cognizant of what other institutions are doing for possible collaborations.
- Focus on areas of MSU strength to have lasting impact.
- Be mindful of changing world geo-political trend and make strategic adjustment as needed.
- How can MSU put Michigan on the world map; what can Michigan's experience contribute, and what can Michigan learn from the rest of the world through MSU?
- Develop a directory of MSU graduates all over the world to network and to get ideas from them for future programs.

- Africa, in general, and East Africa in particular, with Africa's diplomatic program center being in Addis Ababa, needs to be given due consideration in MSU's international programs.

26.

- The housing issue—Keep some furnished apartments available for international students and visiting faculty.
- Coordination and cataloging of various international activities would help strengthen MSU's strategicness.
- Class credits for service learning and alternative spring break
- Utilize local diversity as an accompaniment to study abroad options.
- Stateside study abroad opportunities for international students who could then see more of this fantastic country and understand our diversity
- Offer stateside "study abroad" opportunities for students who don't want to or can't afford international study.
- Provide an inviting, low key social venue that would attract people, both students seeking warmth and international students seeking familiar greenery. Build the Student Greenhouse.

27.

- Faculty incentives must be given an international slant to encourage greater international engagement.
- On-campus apartments MUST be furnished.
- The undergraduate curriculum needs to have international requirements—both academic and experiential.
- International credit-bearing opportunities (other than Study Abroad) must be available to the student body.
- Domestic orientation (AOP) needs international sensitivity added to it.

28.

- Work as partners with West Africans in defining the agendas.
- Build on existing strengths of MSU
  - - Existing partnerships and faculty relations
  - - Thematic strengths
- Don't try to do everything through central planning at University Level—
  - Most initiatives and fundraising are developed by faculty and need to effectively tap that expertise and drive.
  - Be open to serendipity.
  - Focus at least equally on thematic issues as geographic/country focus.
  - Hiatus funding is extremely important to maintain continuity of externally funded projects. This is Key to building long-term partnerships.
- Focus on long-term partnerships and reward faculty commitment.

29.

- Develop collaboration with faculty, visiting scholars and fellows from the country to MSU. The idea here is to create a community of practice.
- Start with a feasible, specific, and manageable project to create momentum for the initiative.
- Have S.M.A.R.T. goals regarding deliverables
  - Specific
  - Measurable
  - Attainable
  - Realistic
  - Tangible
- Encourage a study abroad program with some key universities in the country to develop a database of experience for future and renew.
- Encourage cross fertilization of ideas among faculties.

30. (West Africa)

- Two centers in West Africa: Nigeria and Senegal to serve as headquarters from where MSU can work in other countries in the region.
- People of West Africa should contribute to ideas of what should be done. There should be another round table with them to determine what needs to be done.
- MSU should aim at long term relationships.
- We need to guard against overstretching in space and in themes.

31. (West Africa)

- Necessity to focus on key countries in West Africa (Nigeria, Mali, Senegal)
- Identify regional problems in order to define regional responses.
- Comprehensive approach with the aim to strengthening human capital, civil society, institutions
- Sharing experiences and knowledge
- Focusing on agriculture = most of Africans live in the rural area
- Create a database of MSU African Alumni.

32.

- Advance "world grant" mission.
- Advance "world grant" mission in a manner that assures mutual benefit/satisfaction of partners.
- Emphasize existing strengths; add/fill gaps in other areas to develop new strengths.
- Emphasize diversification and expansion of breadth and depth in language offerings via different modes of instruction.
- Continue inclusion of diverse views in planning and implementation of mission.

## 33. (Africa)

- Importance of building capacity in the region, mutually beneficial
- Being sensitive to the country-identified needs
- Program activities should be sustainable.
- Students need long-term experiences abroad to fully understand cultures.
- Need more study abroad opportunities in Africa.

## 34. (West Africa)

- A practical thing is where do we have or where can we develop sustainable engagement.
- Partner with institutions/groups/regions that can make wider impact.
- Seek to make regional impact from thematic areas identified in collaboration with our partners, e.g. MSU can engage University of Nigeria and others in Nigeria to define what thematic areas we can concentrate on over the next 30 years.
- Senegal and Nigeria would seem good in partnership and forming networks.

## 35. (Southeast Asia)

- The importance of organizing faculty and students around issues that are being experienced in southeast Asia, instead of limiting ourselves to political boundaries
- MSU's role as a partner with innovative educational institutions and community organizations abroad
- The need to inventory the specific strengths and international experiences of MSU's faculty and staff—and then promote that information via a searchable web database.

## 36.

- Expansion of research/educational interests to include professionals in universities and international center in a manner that resolves and contributes to:
  - Expanding food production and security
  - Expand distance/internet learning
  - Further develop professional expertise in university faculty
- Establish an international foundation with multiple government resources.

## 37.

- It was an important opportunity to pull together the internationally oriented faculty for this dialogue. Important information sharing and collaborative research discussions took place ad hoc.
- I think this could become an annual event to keep us on track, gauging progress and doing what none of our peer institutions are doing.

- Key to partnership building is a physical presence—host country partnerships/alums/universities/NGOs/private sector/public sector
- 38.
- Look at what you have (depts., units) before you replicate it.
  - Assess why existing structures aren't known/used—address it or replace it.
  - Use accessible technology whenever possible to make linkage, faculty activity/expertise information available. Faculty can "mine" this for collaborators.
  - ISP can provide seed money but give faculty the technology tools to collaborate/team directly.
  - Think long-term and deep—not for quick profit. Focus on strengths needed globally.
  - Align all reward/recognition systems to support desired outcomes at all levels
    - Provost
    - College
    - Dept
- 39.
- Partner bilaterally and multilaterally with variety of types of institutions, countries people (students, staff, faculty, professionals, citizens, companies, educational institutions, gov't agencies, NGOs, etc.) with effort to be inclusive of people of various areas, races, ethnicity, gender, socio-economic status, educational status, etc.
  - Scholarship and fundraising are critical to foster new complex relations and input and feedback for research, teaching, outreach.
  - Any one country is still a multiplicity of descriptions and attributes. To try to know a country and people means to try to know the range of attributes and actors.
- 40.
- First to understand the situation of the fields that MSU intends to take some place in the countries beyond this country (China)
  - To estimate what MSU can do in such fields and put it into practice
- 41.
- It is very important for MSU to continue being one of the leading universities in International Studies. MSU should support studies abroad in a broader way to give students opportunities to learn about the world.
  - The importance of languages of the world cannot be over-emphasized for any college that wants to focus more on area studies and programs. Every college should require 2 years of a language spoken in areas of focus.

- Goals need to be specific, measurable, achievable/attainable, realistic, and timely.
- 42.
- I was struck by large number of tables that suggested the need for MSU presence in regions. It came up on West Africa, Southern Africa, Middle East/ North Africa, South Asia, Latin America, Baltic States, or Balkanes, EU. The most effective way to establish this presence still needs to be explored.
  - Given today's input, does the faculty support the university investing in only 4-6 main international initiatives?
- 43.
- Need support not only from MSU but within MSU—real support from Administrative level.
  - Include international achievement/performance in reward/evaluation system—need faculty participation.
  - To build MSU as a trusted, friendly institution that is recognized as the place to go for “international information clearing house”
  - Focus on the needs of targeted region but not what MSU needs.
  - Focus on Environment issues, Agricultural issues, natural-based tourism/recreation, and biotechnology that MSU is already known for.
- 44.
- We need a dedicated office to help develop international relationships.
  - We need to treat our visiting international scholars a bit differently. Coming to the US to a bare room is no way to treat anyone if our goal is to help international students feel welcome.
  - Learning is a 2-way street. Folks at MSU are sometimes a little arrogant.
- 45.
- From comments on all the flip charts and post its, there seems to be a constant push to take any suggestion related to a specific country/region and ask (even criticize) “why not do this w/ all countries?” or “this applies globally.” This may be true, but there is still rationale for doing specific initiatives in specific countries.
  - Many people commented on the need to make sure MSU's undergraduate education is truly global.
- 46.
- Extend reach globally and inform more locally.
  - Raise awareness of the university.
  - Engage alumni ( internationally) more frequently and make them feel a part of the MSU family after leaving the university.

47.

- Define global competencies.
- Require foreign language (influence curriculum).
- Thematic focus on education of global conflict and peace
- Leverage alumni in more deliberate and strategic ways.
- Educate MSU experts on alumni trips abroad.
- Be leader in MI and US for importance of global education and understanding.
- Online travel
- Very unfortunate that Alumni Association was not represented at this meeting

48.

- Do not put all eggs in one basket as we do not know where the next “hot spot” will be.
- In global studies, the humanist dimension, the critical analysis of the implications (social, economical, political and cultural) of global studies on the identities of peoples and communities
- Spread of consumer culture—issues of leisure and work
- Education, global classroom—foreign language and integration of scholarship, teaching, outreach in global studies

49.

- The unfortunate tendency seems to be to advocate for disintegration and individuation. We really need to focus on connections, self-representations within a global context and on literary and cultural production as well as languages and culture as inseparable.
- We must make room in the university and in these regional studies emphases for humanities-based engagement, not only for social science or hard science.
- We need to support study abroad in universities and institutions through the immersion method—not accompanied by MSU faculty in all cases, or MSU courses taught in host countries. We need better networks and we need to help students find their way to resources to support such explorations.
- If we try to anticipate where the strategic zones are, we will miss the boat every time.
- Establish a program for bringing post-doc scholars to MSU from other nations—to facilitate cultural exposure and interaction.
- We need to build multidisciplinary programs—culture/literature/arts and science and language and history as part of study abroad.

50.

- As a student at MSU, I sometimes feel there is a push more for science, anthropology, humanities, social studies, etc. and so I have not been pushed as much toward global studies. Perhaps we could do a better job of finding international studies for all areas of interest and/or promoting them better.

51.

- Make MSU's activities fit the cultural, religious, historical and economic realities of our partner institutions and areas/countries of engagement.
- Provide meaningful incentives for faculty involvement.
- Avoid turf battles within MSU over priorities and funding.
- Involve students by motivating interest, incentives and/or requirements- in the scholarship, learning, outreach, networking and service of a global university.
- Encourage individual faculty international engagements even outside the university's priorities.

52.

- MSU housing opportunities for foreign visitors need to be drastically improved. Students and scholars (some with families) arrive to essentially empty apartments. Therefore their first impression of MSU is quite demoralizing.
- MSU faculty and staff need to be made more aware of the opportunities available through foundations and other agencies to invite foreign scholars to MSU. The premier program is funded by the Fulbright programs but many other opportunities are available.

53.

- To be a global-grant university, we must focus on global health issues. We have the resources with CHM, COM and CVM. We should also consider the expansion of CHM/COM in Grand Rapids. Similarly, we must strengthen the Institute of International Health to be more diversified. Emphasis should be on disease control, infections after natural disasters, vaccines, and global disease prevention. AIDS/Avian Flu. A summit conference similar to what we had today could be a primary step as well as an International Health Conference in the future.
- Establish an Office of Internships in which every MSU student has either a domestic or international internship. This office would work in collaboration with the internship coordinators in the colleges/departments. Like the Office of Study Abroad, their responsibility would be administrative while the academic units will focus on the curriculum, etc. The Office of Internships could be a subset of the Office of Study Abroad.

54.

- Need a strategic international plan with terms defined.
- Educate the MSU community about ISP and what MSU currently does. Today's presentation clearly showed everyone is not aware of ISP and the resources they have (e.g. linkages, linkage database.)
- Today's discussion showed how varied the areas of interest are. Not all resources should be put in one area ( eg. Africa, China). All the other countries and cultures are just as valuable.
- Find more money for study abroad students. The costs are much higher than staying on campus.
- Amazed at how the participants here today know very little about Study Abroad (types of programs, locations, and ISP in general)

55.

- Define terms (global, international) and goals (academic, professional).
- Think about ways to start from home. I like the idea of seeing ourselves as conduits in the world (not experts) —but as experts in American studies.
- Educate ourselves about what exists already- resources, offices etc.

56.

- I'm most concerned that these initiatives move forward with the expectation/presumption that communication will take place in English— new Global Studies major with no language requirement. MSU needs stronger emphasis on language instruction beyond English as well as the cultural fluency that comes with knowing literature, film, other media and arts.
- Stronger study abroad programs that integrate students into local institutions in other countries rather than MSU-bubble programs (which have their advantages, but tend towards touristic rather than living experience)
- Cross-disciplinary study abroad programs should be developed, so students can learn history, culture, language as well as current social aspects (advertising) or scientific information.
- Develop faculty exchanges with foreign institutions to keep faculty current with global cultures and provide support for faculty in less grant-oriented disciplines who can't get external funding.
- Similarly, MSU could establish post doctoral programs to bring in international scholars to facilitate cultural exposure at home and capacity on native language expertise and art skills.
- Use MSU press (including book series, edited collections and journals) as site for bringing together scholarship from researchers across the globe. Draw on MSU faculty who can provide expertise in editing and coordinating as part of their research quotient.

- Offer funding support for faculty, advanced language training and graduate language training since many Ph.D. programs require foreign language. Once on tenure-track foreign language skills fall by wayside (if not part of research). This option would also attract strong candidates for faculty positions.
- Consider global planning as organized around themes, focus areas rather than necessarily by area/nation. Language (francophone, hispanophone, lusophone, sinophone, etc.) might be another useful rubric that challenges the regional/national box.

57.

- We need some type of web based forum for MSU to list and retrieve all internationally focused programs and plans with the ability to upload comments and suggestions. When we have a better idea of what is currently available or in development, we will be better able to network and form partnerships!
- It is important to focus globally and regionally with diverse programs and multiple linkages and not singularly focused ones.
- Funding is sadly lacking for not only development of new programs, but for continuation of those programs that are now being allowed to drop due to budget cuts that were so severe they did not allow time for alternative funding.
- It is possible to have a greater worldwide impact using distance education and the Internet.
- The lengthy time periods in appointing new program/department/college heads together with the numerous retirements has led to many worthwhile programs being allowed to lapse.
- Where was the Virtual University today? They could facilitate marketing and promotion of MSU.
- Marketing assistance is needed for international programs together with email listings to contact international venues.
- Partnering with other universities, IGOs, NGOs and ministries is needed.
- We need to know the parameters allowed for MOUs.
- Let's utilize our retirees if they are interested in participating—after all, they have the experience and the time to offer numerous benefits and guidance. I've noticed a lot of bridges have been burned in the past few years with retirees.
- Regional Centers for each region are needed at MSU (several regions are missing).
- It's great to see so much interest and energy from faculty, students, and staff- let's keep the momentum going and make this day worthwhile!

- Perhaps we could better utilize our international students on campus to perform translations of courses, for example, and greater participation of them in international programs so they will be better prepared to instruct and share their knowledge when they return to their country of origin.
- Can we have a staff of grant writers for those units that do not have sufficient staff? Perhaps, through the International Studies/Development since they are aware of who is working/interested in various topics.
- Allow people to do what they do best without worrying about administrative/financial matters.
- Lifelong Education Program has been an excellent means of bringing students back to school through distance education and as a feeder into graduate degree programs through distance education.
- Provide internet email through MSU to alumni lifelong to establish and keep the relationship and information exchange going. Other universities provide this service lifelong not just after two years.

58.

- Latin American arts summer school
- Support faculty who are involved in real research rather than administrators who want free trips.
- Changes in language teaching
- We need more linguists giving advice on language programs and less language teaching "specialists."
- Paying for faculty travel is a must. Globalizing at the expense of the faculty only goes so far.
- Reward faculty who do research abroad and really build partnerships.

59. Latin America

- Systematically assess where concentrations of students, faculty research, exchange programs, etc. are. Focus and reallocate MSU resources to focus on these areas (e.g. Mexico, Nicaragua, Ecuador, Brazil).
- Increase faculty rewards/incentives for international research.
- Increase international requirements in UG curriculum.

60.

- Learning enough of the language
- Culture
- Investing in educational institutions through teaching and training in different countries in Latin America in order to network with the top ranking government officers and universities and private sector institutions of tomorrow

- 61.
- Second language proficiency as a metric of measuring meaningful progress in creating a global university
  - Create Latin American and Caribbean Arts Center—combine study of music, dance, literature, art and design.
  - Amazonian Studies Center—combining human and applied sciences
  - Brazilian Studies Institute—would be unique to American Universities
  - 23 faculty already engaged in research on Brazil
  - Forge trilateral connections to Luso-African Institutions that bring together applied sciences, humanities, and social sciences.
  - Mexican Initiative—Build expertise across disciplines in Mexican studies to build upon strengths in journalism, Spanish and Portuguese, History, and Anthropology.
  - Better incentives to encourage and reward international activities, research and teaching.
  - Caribbean Basin Studies—linguistics, history, Spanish, Portuguese, anthropology, and WID (Women in International Development) have faculty strength but other disciplines need to be built.
  - Andean Initiative builds on a consortium relationship with Notre Dame University in Quechua, Spanish, and Portuguese, Cow Pea Institute, etc.
- 62.
- On going linkages and interactions with selected groups, universities and/or local NGOs
  - Stress language/cultural understanding to create two-way understanding of problems/challenges/politics, etc.
  - Develop info on CDs and DVDs that could be used in target areas and would lay a basis for follow up intensive short courses. Could serve to update technology locally.
63. (India\South Asia)
- Young faculty to be recognized (consideration in tenure system) for the involvement in international programs including Study Abroad and collaborative research
  - Seed money—research grants available for collaborative work with regional institutions such as SAARC (South Asian Association for Regional Cooperation)
  - Faculty exchange initiatives
  - Energize alumni groups in the region.
  - Create regional alumni databases.
  - Joint degree programs with the regional institutions
  - Recruitment at the regional level for joint degree program

- 64.
- Strengthen global networks between MSU and countries of the world.
    - Alumni
    - Faculty
    - Government
    - Businesses
    - Agriculture
    - Educational Institutions
  - Provide stronger incentives for faculty to engage in international projects, research, study, etc.
  - Make international studies component requirement for all undergrad and grad students.
  - Focus on needs/specific situations and concerns of the countries when developing strategies.
  - It is not necessarily about MSU, but rather about the other country.
    - e.g. Economics, Agriculture, Health, Political Climate, Social Structure, etc.
- 65.
- True partnership and collaboration
  - Focus on thematic areas as they intersect with geographic areas rather than focusing on a few geographic areas.
  - Geographic areas are not cutting edge—focal areas will be the future.
  - Be sure to incorporate gender, both within MSU and in our work globally. Gender should be integrated throughout in addition to being a particular focus area because gender has been left out for so long—it is critical, but it is often overlooked.
  - Deepen and build on what we are already doing.
- 66.
- Values: A trusted partner
  - Goal: Science in the interest of society
  - Process:
    - Mutual Respect and collaboration, etc.
    - Long Term Commitment—The present is reflection of the past investments at MSU and should provide a firm basis to build the future.
    - Apply the best science—multidiscipline.
    - Foster intergenerational science both at MSU and at the collaborating institutions.
  - Themes:
    - Define mutually with partners.
    - Build on expertise of MSU partner and also identify “gaps” that need to be filled to accomplish objectives.

- Outcomes:
    - Improve: society, education, science, scientific collaborations.
    - Things to address within the MSU Institutional Structure:
      - .Promotion and tenure
      - .Sabbatical options
      - .Undergrad student requirements
      - .Student life
  - Forge lines with overseas universities, CGIAR (Consultative Group for International Agricultural Research), etc. —joint appointments?
  - Vice President for Research, Ian Gray, should invest seed money as per health, family, environment initiatives for multidisciplinary research.
- 67.
- Recruitment, promotion, tenure based on or related to international experience
  - Housing issues, furniture
  - More diversity in international student recruitment
- 68.
- Key idea: broaden diversity of both study abroad opportunities and countries from which international students come.
  - Key idea: institutionalize more requirements (i.e., language courses, global coursework, etc.) for all students.
- 69.
- Better communicate internally and externally what we are doing internationally—internal databases and affiliations, external messaging and program promotion.
  - Develop sensitivity in domestic students to other cultures, ethnicities. etc. through a formalized orientation process or course structure.
  - Emphasize the “WE” in welcome and help international students better assimilate into the student and academic populations to avoid a “we / they” feeling.
70. (West Africa)
- Find out what are the needs to be addressed from people on the ground.
  - Learn from Africans themselves.
  - Globally: Engage with people (experts) who are already on the ground.
  - Two main connections for West Africa – Anglo and Franco

- 71.
- Hospitality: To be an effective partner in a relationship with others, MSU must:
    - Communicate verbally (languages)
    - Nonverbally (gracious to visiting professionals, warm and kind in our interactions)
    - International Students: Furniture
  - Center for Innovations in Learning and Technology.
- 72.
- MSU needs to change it's mindset about the value it places on international activities. If the University doesn't value it, why should the faculty?
  - Where is the money coming from? Creative funding is needed.
  - World  $\longleftrightarrow$  MSU: Two way street that needs to be balanced for faculty and students.
  - MSU needs presence in regions of the world to promote the institution.
  - How do you incorporate more internationalization without increasing degree requirement?

## B. Additional Comments

1. ● \*\*No Response\*\*
  2. ● \*\*No Response\*\*
  3. ● \*\*No Response\*\*
  4. ● \*\*No Response\*\*
5. ● We can share knowledge, do research, and support foreign student training at MSU but one area not brought up was capacity building in the administrative area.
    - MSU can increase capability in defined areas, but if you only provide technical training, how is that PhD supported when they go home to work in a new area of government where they will not be prepared in how to manage a funded research project, understand regulation and financial management?
    - As an educational institution, we should be providing capacity building in all areas of global development and research.
  6. ● Excellent organizational infrastructure
    - Mr. Beck should have enforced the "1 minute rule."
  7. ● Make/promote centers to have professional training certificate programs.

8. ● \*\*No Response\*\*
9. ● \*\*No Response\*\*
10. ● \*\*No Response\*\*
11. ● We need university-wide foreign language requirement!
- Need more scholarships.
- Need an ISP-sponsored dissertation grants program for students doing research on any aspect of Global Education.
12. ● \*\*No Response\*\*
13. ● \*\*No Response\*\*
14. ● \*\*No Response\*\*
15. ● \*\*No Response\*\*
16. ● \*\*No Response\*\*
17. ● Report out/discussions were a total waste.
- "Our area is great." "International greenhouse" Need to get beyond what each individual or area group does.
- Need to think "globally" as a whole university-wide program that is coordinated.
18. ● \*\*No Response\*\*
19. ● \*\*No Response\*\*
20. ● This was an excellent forum to re-engage with old friends and meet new.
- How often do all of those who work in international programs get together?
- Beyond the small group experience, I was able to connect with several others and develop plans to follow-up on new initiatives.
21. ● Need better leadership to encourage broad involvement in international programs.
- Change resistance in Promotion and Tenure.
- Create opportunities for new faculty.
- Develop teams of faculty and grad students to explore themes (GATI).
- Student course work more flexible to include study abroad
- Rotate faculty to work overseas in partner universities and on projects.
- Institutionalize our capacity and legacy.
22. ● \*\*No Response\*\*

23. ● Support for the programs
- Human resources for processing proposals, paper work, etc.
  - Financial for travel support
  - Recognition and reward for faculty/staff participating in the international programs
  - Conducive environment at the local college/department/unit level
  - Help seek extramural funding by providing seed money.
- Areas of focus in India/South Asia
- Public Health and environment (animal to human health, environmental research)
  - Academic training and research
  - Agriculture
  - International trade
  - Social issues
- Why India?
- 1 billion people
  - Largest democracy
  - Growing middle class
  - No language barrier (meaning you could communicate in English)
  - Averaging 8-10% growth/yr
24. ● Increase efforts at MSU to recruit local US students whose parents originally came from India/South Asia.
25. MSU ● I applaud the President's effort in global emphasis. I strongly believe has a lot to gain from continued relationships with Africa in spite of some temporary setbacks. I hope MSU, and the US, do not forget Africa and end up being forgotten by Africa. Countries like China, India, and Japan are focusing on Africa. The US is running the risk of being displaced. I hope that will not happen.
26. ● **\*\*No Response\*\***
27. ● **\*\*No Response\*\***
28. ● Need to develop tools to attract and retain good fixed-term as well as tenure stream faculty for international work. Currently, fixed-term faculty are often treated as second class or third class citizens.
29. ● **\*\*No Response\*\***

30. ● Carl Eicher and I have worked together for 43 years beginning in 1963 at the University of Nigeria, Nsukka.
- One day, Glenn Johnson said to him "Carl, Felix's (myself) work on cassava in Africa has benefited from his long association with you." Carl replied "Glenn, my work has benefited from my long association with Felix. I had always thought that maize will feed Africa. Now I know that cassava can also feed Africa."
31. ● **\*\*No Response\*\***
32. ● **\*\*No Response\*\***
33. ● **\*\*No Response\*\***
34. ● **\*\*No Response\*\***
36. ● **\*\*No Response\*\***
37. ● Continue world grant notion.
- Emphasize foreign language learning for faculty as well as students.
- Support for diverse research programs
- Intersection between agriculture, natural resources, water, health, education, and inequality
- INCENTIVES!
38. ● **\*\*No Response\*\***
39. ● Know what you have—look at existing structures and add to functions or replace.
- Use technology to get information accessible.
- Rewards/incentive/investment
- Build on strengths—not just start something new.
- Easier to keep client/strength than to start new
- Outreach and life learning and life teaching is disconnected from academic.
- Faculty abroad deepen with engaging students (sic)
- Develop distance learning as a prerequisite to study abroad.
- Basic orientation programs for study abroad
- Need focus on language and culture awareness.
- Tension between strategic investments and what we should do
- A lot of projects not really international
40. ● **\*\*No Response\*\***
41. ● **\*\*No Response\*\***
42. ● **\*\*No Response\*\***
43. ● **\*\*No Response\*\***
45. ● **\*\*No Response\*\***
46. ● **\*\*No Response\*\***

47. ● \*\*No Response\*\*
48. ● \*\*No Response\*\*
49. ● Scholars to MSU from other nations—to facilitate cultural exposure and interactions  
● We need to build multidisciplinary programs—cultural/literature/arts and science and language and history as part of Study Abroad.
50. ● \*\*No Response\*\*
51. ● \*\*No Response\*\*
52. ● \*\*No Response\*\*
53. ● In terms of global health issues, there is a great deal of research on avian flu, stem cells, and food toxicology. We need to consolidate these resources and those cited in the previous sheet in a concerted effort.
54. ● We cannot do everything so MSU needs to look at what the MSU community wants and needs and what resources there are.  
● What do we want to be known for? It was study abroad. Is that still true or has the focus changed?
55. ● \*\*No Response\*\*
56. ● \*\*No Response\*\*
57. ● \*\*No Response\*\*
58. ● \*\*No Response\*\*
59. ● \*\*No Response\*\*
60. ● \*\*No Response\*\*
61. ● \*\*No Response\*\*
62. ● Impact students in high schools—look into the World Food Conference model. They have high school students at the annual event.
63. ● MSU should encourage the international visitors/scholars to continue longer term relationships that may lead to creating additional linkages.
64. ● Could have done without the second round of reporting, but otherwise very interesting!  
● Hope we act on some of these excellent ideas!  
● Perhaps limit each group to presenting 2 or 3 points, not 8+.
65. ● \*\*No Response\*\*

66.
  - A strong international education and research structure should better prepare individuals, institutions, MI and US to address root causes of global issues, ex: globalization, environment, risk and security.
  - Gender and other “difference” issues are vital.
  - MSU needs to reduce rigidity of institutional structures/rules/expectations that constrain international objectives—P&T, etc.
  - Better dialogue needed so that disciplinary goals (ex. hiring of faculty) can be better matched to MSU’s goals.
67.
  - Need more students to really study languages.
  - Next time do a real evaluation; no one will say anything negative if we have to say it in front of the whole room.
68.
  - \*\*No Response\*\*
69.
  - \*\*No Response\*\*
70.
  - \*\*No Response\*\*
71.
  - \*\*No Response\*\*
72.
  - \*\*No Response”\*\*

This material was generated from Global Encounter <http://www.isp.msu.edu/globalencounter>, held at Michigan State University on April 20, 2006. This interactive and participatory event was the first step toward identifying strategic countries/regions/partners, and programmatic themes where MSU can have transformational impacts in future decades and how MSU should work with the world.