

Global Encounter

Individual Written Responses to Questions Related to Michigan State University's Future International Engagement –Morning 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. Where do we want to be in ten years and beyond in this country/region? Globally? Programmatically?

1. Latin America and the Caribbean

- I would like for MSU and CLACS to be widely recognized for developing key programs on and off campus in the areas of Latin America and Caribbean Studies.
- This involves examining existing strengths and underrepresented areas of study within the region in the U.S. academy.
- Brazil is one of the most important nations in the world by a variety of measures and is very under represented in U.S. universities.
- Mexico because of its proximity and importance for trade should also be part of this plan, but there is more competition and areas of specialization should be selected with care.
- The Caribbean Basin and Andean regions also hold great potential and should be carefully cultivated.

2. Latin America and the Caribbean

- Real two-way partnerships
- Exchanges that truly benefit both sides
- The exchange of both students and faculty is very hard.
- Many Universities would love to have visiting faculty in areas where there are important needs but this is hard to do.

3. Latin America and the Caribbean

- Applied research
- Latin America is a critical region for the U.S.
- Mexico is #1 priority in continental foreign affairs.
- Brazil is #1 global player from Latin America.
- Chile is #1 developmental model to be followed.

4.

- Increase research, applied.
- Active engagement, curricular, true partnership to create knowledge that enhances well being of people

5. Latin America and the Caribbean

- Amazonian Research Center/ initiative. Bringing together researchers and students from across the University that are interested
- Creating extension linkages with researchers, faculty, and students in the region
- This center/initiative will combine scientists/ researchers from across the disciplines.
- Why? Because the Amazon basin is an important global resource that cuts across numerous countries and the health of the region can only be ensured through cooperation and collaboration of the global community.

6. Latin America and the Caribbean

- Concentrate attention on undergrad students and research interests of faculty within University where undergrad contact is possible—and in countries/ cities that are safe and important for U.S. economic life.
- Strengthen language opportunities abroad and on campus.
- Cooperative centers in key countries—but not islands
- Cooperative centers that are oriented towards the rest of the region, too

7.

- We need to focus on a wide range of cultural as well as social approaches to all of the areas.
- Also, working through “area studies” tends to isolate and disconnect what should be integrated and interconnected through thematic and issue-based relationships.
- Language study is centrally important to any academic fostered endeavor, but we need to maintain and strengthen core European language study as well as incorporate regional languages.
- The LCLs (Less Common Languages) offer a great opportunity to develop revenue producing programs rather than focusing on investment of such languages.

8.
 - Treat strong European/German core strength as a connective mode in the web on ever-shifting social, political, economic, and cultural alliances.
 - Tap into the significant resources of Arts and Letters in Europe to provide a counterweight to social inquiry into issues of globalization.
 - Liberal Arts provide an analysis of the form, the inner principle of knowledge, i.e. that which should direct the use of professional knowledge.

9.
 - More semester and academic year opportunities
 - Less focus on “study tours”
 - Cross-disciplinary—integrate language and subject areas.
 - Outside the box learning—experiential internships
 - Asian Studies Center → “Center for Western European” area

10.
 - MSU needs to establish ongoing/long-term financial and exchange programs that solve specific and urgent problems of this country and other countries.

11. South Korea
 - Research collaborations (Agriculture and perhaps other areas) with specific universities
 - Student exchanges (graduate and undergraduate)
 - Integrate students using distance learning technologies so they have cross cultural experiences through classes as well as visits.
 - Study Abroad Programs

12.
 - Meaningful and structured opportunities for U.S. and international undergraduates to engage in and out of the classroom
 - Increased number of international undergraduates
 - Increased diversity of undergraduate and graduate students in terms of region of origin and fields of study
 - Include message of need for global competency in student recruiting messages.
 - Define what global competency means in terms of learning outcomes.
 - Thinking about ways MSU can influence secondary education for preparation for global competency

13.

- MSU should be known as the place from which human capital derives.
- First and foremost we should be the place where intellectual capital is applied to enhance human opportunities and experiences.
- We should be known world wide as a preeminent source of human capital which is directed toward economic development thereby creating opportunities for people of diverse cultures and geographic origin.

14.

- Integrating technology into teaching
- Boldness in terms of course presentation and teaching enhancements
- Increase interest in MSU among future students.
- Example: WK Gaming; 21st century changes from traditional lectures to blended courses

15.

- We want to be on record as the premier global land grant university, that foresaw and acted on a bold new vision for technology-enabled, collaborative education. Our students and faculty spend time at our "home" campus in East Lansing, but are able to study and teach from satellite campuses or maintain their connections from anywhere. In addition to didactic components, students learn hands on skills and from experiential scenarios that inculcate team, communication and cross-cultural skills. We have strong connections with the private sector and can provide tailor-designed lifelong learning for their specifications.

16.

- Integrated vision of Global Education in the University
 - Education = Global
 - Including, but not limited to, fully integrated study abroad
- Help students to develop the ability to capitalize on difference (internationally and domestically).
- Need to be cognizant of how we send the message and of the messages we send simply by what we do (or don't do) and how we do it.

- 17.
- An internationally prepared student body. Every student at MSU should have one or more significant international experience(s) before leaving MSU. Such “significant international experiences” could include:
 - Study Abroad
 - Prolonged interaction with international students (i.e. have an international roommate, be a member of a student organization with a large international student presence, service learning experience with an international student, etc.)
 - Significant academic exposure to global issues such as the new GLAS major
 - Extensive study of a foreign language
 - Internationally focused capstone course
18. West Africa
- Broad engagement in terms of country and topic of research/teaching/outreach
 - Countries with strong faculty linkages in West Africa seem to be Senegal, Nigeria, Mali, Ghana, Niger, and perhaps others.
 - Have more study abroads that reflect diversity of students and their interests in going to Africa, Asia, etc.
- 19.
- Focusing exclusively on a country/region limits—and overlooks—the global and transnational connections the people of these countries have with other parts of the world through immigration, trade, colonial ties, post-colonial imperialism, etc.
- 20.
- I am more concerned about education at MSU where I have hundreds of students who can’t find the U.S. on the world map (and only one teaching assistant). This tells me that education at MSU is not a priority and it should be more of a priority than “global encounters.” If we want to send students (and faculty) abroad, then they need to be adequately trained before they go. Moreover, faculty would use some sensitivity training in terms of the places they work in. (I’ve heard a number of inappropriate comments by several faculty during the Global Encounter.)
21. China
- China is important developing country in Agrifood systems. With its growing population there continue to be a need for sustainable food production. MSU can help lead China in thinking about sustainable food production and marketing. This is both with crops and animals.

22. China
 - Students—recruit Grad Students and create opportunities for MSU students to study.
 - Program—offer courses and programs in China as Credit\No Credit. Collaborative degrees with China-MSU
 - Sharing research and teaching practices

23.
 - More study abroad programs in West Africa
 - More and better linkages with West African institutions, administrators, and faculty
 - Online Co-Curriculum with MSU and select West African universities

24. West Africa
 - I would like the livestock industry (farmers, commercial operations, etc.) in Mali to have a better understanding of what they are feeding their animals, the use of alternative products, their nutritional value, sustainable environmental consequences, economics, and efficiency of production.

25. West Africa
 - Try to stimulate a stronger presence in Ghana, Togo, Niger, Senegal, and Benin.
 - Develop more opportunities to support exchanges between scholars and students.
 - Have a chance to develop courses and if possible co-teach using technologie Of course, we would need to work together to make sure that the technology is available in the region.
 - More programs that support woman and children issues

26. China
 - In China we want MSU to have some important presence and establish a well funded cooperation with several universities at all levels: research, education and joint ventures.
 - Globally we expect MSU to do the same.

27. China
 - Recognized as a leader in understanding China's impact (social and economic) as an emerging and eventually dominant world player (i.e. "leading edge" thought and research)
 - Be the "preferred" higher education institution for students interested in studying China (and in students coming from China to study in the U.S.)
 - Build strong alliances in key areas of MSU strength (e.g. agricultural, bio-econ sciences, supply chain, and human and vet med) with key institutions in China.

28. For Social Science
 - Have input in many stream discussions, such as (broadly) concerned policy issues. We have to join the mainstream foreign policy discussion on contemporary issues, which are discussed in the Congress and other major policy institutions.
 - Build our own communication production, take China Insider newsletter so we utilize information technology to avoid geographical disadvantage.
 - Company (work with) with universities in the East (U.S.) to advance our influence.

29.
 - We want to be friends with their people and their country.
 - Intellectual property rights are a must have since knowledge and technology are two of our best potential exports.
 - Programmatically, we want to have arrangements in which the transfer of cash is not a problem.

30.
 - Engaged teaching and learning both
 - Although MSU has become an important study resource for students from China, it is important to be very aware that there is a lot to be learned from China.

31.
 - China is growing in exports and technology. For the first time China has exported more electronics than the U.S.
 - Study Abroad program needs to be expanded in China.
 - Every class we teach should have an international component.

32. In ten years:
- MSU should be the University that includes students, professional personnel from all of the world (especially in Asia area) whom not only receive from/work with MSU faculty/staff/experts in academic, research, extension areas, but also through the system interact with each other from different countries/regions.
- 33.
- Have a global interactive web accessible GIS system with tools to aid in environmental / land use / watershed / economic planning.
34. China
- Additional university and institutional connections (formal arrangements and programs) — Not only with the top 3 or 4 Chinese universities, but with new and growing universities and departments
 - A number of exchange opportunities for faculty and students (one or two semesters) in each college
 - A large number of collaborative research projects (U.S. and Chinese faculty and grad researchers)
- 35.
- Integrated efforts across faculty and ISP to advance collaborative research and teaching in world regions
36. Africa
- Have stronger relationships with several universities.
 - Will it be possible to renew work in Zimbabwe by then?
 - We may be able to begin work in Angola, given new faculty and first student from Angola.
37. Africa
- Leading university in Africa focus
38. Korea
- In Korea engaged broadly in various segments of society as Korea has and continues to undergo rapid social, economic and technological change with considerable and intense impacts on society, people and the environment, keeping in mind relation to North Korea and security and development.

- 39.
- MSU in top 20 schools in the U.S.
 - Well known throughout the countries in the world
 - Want to see large number of international students and scholars on campus
 - Bigger ISP → Truly a global university where there are a lot of international people on campus and a lot of MSU branches throughout the world
40. West Africa
- Two or three major country programs (e.g. Mali, Senegal, Ghana and perhaps Liberia)
 - Engaged in policy advisory work
 - Engaged in higher education development
 - Engaged in problem focused disciplinary research
41. Africa
- Establish truly collaborative programs (meaning African colleagues as equal partners) in the clinical / research / educational aspects of neuropsychiatric disorders in regions of sub-Saharan Africa.
 - Program should be aimed at understanding epidemiology and human cost of diseases with eye toward public health interventions.
 - Partners to value academics, local government, community and NGOs (including World Health Organization, (WHO) and World Bank)
 - Science to be strongly linked to public policy implications
- 42.
- More integrated approaches to programming across disciplinary and program types—i.e. integration of teaching, research and study abroad programming.
 - Most important – development of truly collaborative programming that targets the needs and interests of institutional and country partners...essential that they (government, ministries, NGOs) are fully vested partners/capacity.
 - Build on/share MSU's land-grant tradition/philosophy of focusing on research/program partnerships that address/engage pressing issues of country/region.
43. Korea
- Build stronger linkages with specific universities that involve specific programs for joint faculty research, study abroad programs in Korea, at MSU, and jointly to other countries. I haven't been to Korea since 1975, so I am out of touch with universities that mirror MSU's interests
44. West Africa
- MSU should be welcomed in Northern Nigeria.
 - MSU should increase funding for linkages with Africa.

45. West Africa

- Informing and engaging more students and community partners to learn about the rich culture and key opportunities for our students and faculty and building new research opportunities, trade, and linkages to West Africa
- Land grant to global grant world
- How might the knowledge generated be applied to improve the lives of people in West Africa?
- Need two way flow.
- Known for research, study, and teaching
- Consider the Earth College Model.

46. Latin America and the Caribbean

- Cover Hispanic culture/politics/etc.
- Professional training
- Want MSU to be well known in Latin America.

47. Turkey

- Full range of exchanges of students and faculty with Turkey
- Collaborative training, degree and research programs
- Workshops and publications relating to Central Asia and Caucasus
- Regular offerings of Turkish and Turkic languages

48. Turkey

- Turkey is important as a bridge between Europe and Asia and between the "West" and the Muslim world.
- Should form a principal focus of research and engagement with Turkey.
- Excellent universities such as Bilkent University, and KOC University with which MSU could partner

49.

- Present and exchange
- Actively involved in auto manufacturing, high technology, and agribusiness sectors in the Ukraine.

- 50.
- MSU will have concentrated its efforts at recruiting international students and scholars, developing exchange/study abroad programs, faculty research and international linkage agreements in 3-5 countries in the region.
 - MSU will be the “go to” place for individuals, international organizations and multinational corporations seeking expertise in these countries.
 - MSU will have a permanent presence in these countries that is funded by multiple sources, including contributions or payments from within that country itself.
 - Need reward system for faculty and requirement for students to become involved internationally for MSU to accomplish these goals in 10 years.
- 51.
- Involved in sustainable development projects based on collaboration between local institutions and MSU—these should be aimed at improving equity and social justice and based on a joint process of identifying needs and developing responses.
 - Have higher level of exchange opportunities in which our students and students from the region have the opportunity to participate in sharing knowledge and developing partnerships.
52. Southern Africa
- Relevant, affordable and attractive partner
 - Stable and self-sustaining programs
 - Link programs to region, not just institutions.
 - Expand to Angola, Botswana, Mozambique.
 - Further consolidate South Africa.
 - Further consolidate areas of expertise.
 - Develop new niches and areas of partnership.
- 53.
- My interest is Russia—yes geographically the country is large.
 - I think our mission because globally, the world is smaller, is to bring Russia into a stronger academic cooperation. This will: a) make Russia smaller, b) give U.S. students and faculty the opportunity to discover interior Russia.
 - There are current Russian linkages (i.e. Tomsk and Chelyabinsk) that need to be restructured, as well as there are some new opportunities where contacts have begun to be made.

- 54.
- Established relationships/programs for study abroad, summer language study, and student (esp. graduate level) exchanges/training between MSU and universities in Turkey, Azerbaijan, Mongolia, and some of the Central Asian states.
 - Creation of opportunities through MSU to research/teach abroad in those countries for MSU Faculty
 - Opportunities to teach/research at MSU for faculty at affiliated universities in the region
- 55.
- Mozambique and some of the other countries in the region:
 - Reinforcing agricultural policy/research-public sector
 - Be known for contributions both in subject matter and in training-education and action
 - Educational linkages → public/private university exchanges, training
 - Globally—engagement with educational institutions but also with policy makers
- 56.
- Partnership—collaborative model
 - Relying heavily on African partners to frame the questions and offering assistance
 - Developing and documenting long-term capacity—building commitments
- 57.
- Better visibility/recognition for strengths at MSU—this is particularly true in terms of global presence
 - Better support for international students because they will be critical in promoting awareness of MSU abroad
 - Strengthen ties with alumni overseas to look for ways (formal and informal) to involve them in our mission. They would be good to consult about ways to strengthen engagement with overseas entities.
 - Personally, I think we need ways to break out of “bureaucratic” limitations. Can we find ways to offer study abroad as part of a “mini-course of study” that would involve faculty in different areas? Something like this course every few years could do a lot to help establish and sustain synergy across a discipline as well as between disciplines and area studies

58. Japan
- Increased two-nation communication and marketing communication research studies, including not only Japan-U.S. studies but also Japan-Korean, Japan-Italian, Japan-Chinese (and others) studies
 - Increased number of student international internships, especially with business- corporations, advertising media, and advertising agencies, i.e. marketing communication
59. (Western/Eastern Europe)
- From a business school perspective, I would like all core courses to be internationally focused (i.e. more than 25% international scope); this would include a large component on West Europe as part of the triad markets (but also all other world areas.)
 - We need a National Resource Center (i.e. funded by the U.S. Department of Education) on West Europe
- 60.
- Engaged (globally) in terms of research activity, educational commitment (i.e. our students there; their students here)
 - Program: Key program areas
 - Public health/urbanization
 - Environmental/national resource management
 - Governance/human rights (vis a vis females for instance)/law
 - Teacher training
61. Romania
- Faculty and student exchanges enlarged
 - Find someone to replace Roger Hamlin who will be near retirement. (**Note:** Dr. Hamlin has been the project director for the Romanian Leadership Exchange for more than a decade. This exchange is between MSU and Babes-Bolyai University of Cluj- Napoca, Romania.)
 - Regular source of funding for joint research efforts- SOROS, Kellogg, Fulbrights, USAID
 - Agree with Provost—need to sustain through institutionalizing the effort across campus centers that are open and are not small clubs of those already doing it.

62.

- For Korea: collaborative study on workforce development, public/private employment and employability schemes, workplace education, job creation, full employment. I am interested in participation in regional and global efforts on these topics.
- For MSU: through its Labor and Industrial Relations and Public Administration programs should have a stronger voice on these issues to reduce the negative effects of globalization on working people.

63.

- Intensive and quality engagement with a few strategic regions and countries where MSU has a higher likelihood of making significant impacts and gains knowledge and experience for its own faculty, students and the people of the state
- East Africa
- Southern Africa
- Western Africa
- Central Africa
- We can build excellence in thematic or regional focus. We may also do both, and seek strategic intersections.

64. Canada

- With regard to study abroad, I would like to see programming developed to look at the Great Lakes as a region, and to look at the watershed through the contrasting policies of political entities on each side of the border.

65.

- I am seeking cross-cultural research and training collaboration in the area of how health and music are related.
- Australia and New Zealand are booming in this area and we could learn much from each other through our collaborations. We wish to create strong ties between MSU training and medical research centers. We wish to contribute to evidence-based medical practice as well as more qualitative inquiries.

66.

- By understanding the historic influence of geography on cultural values of America and Japan, a better strategy for improving both survival and quality of life can be shared.
- Integration of the strengths of both countries through multidisciplinary research projections. (i.e. medical, sociological, economic, psychological, political, etc. factors related to A-bomb survivors)

67. Korea
- I think in ten years, Korea should be co-leader in Northern Eastern Region with China and Japan.
 - It is the era without border in trade, communication, education, etc.
 - Without cooperation, no country or region could survive in ten years.
 - Korean's passion for education is huge. We need to help them with education for children and women.
- 68.
- Develop new ideas for societies stressed by the global economy—going beyond the slogans of free trade.
- 69.
- Globally, we need to go to places that aren't "safe" or "comfortable" and create lasting ties not only with other educational institutions but with the communities as well.
 - Programmatically, students, staff, and faculty are encouraged to think and act globally.
 - Inter-departmental communication needs to be encouraged.
 - Ideas about being global need to be financed.
- 70.
- Exhibit leadership in science, education transformation, specifically for non-science majors.
 - Engage public community including business sector, in creative and effective ways.
 - Grounded in values of human dignity and granting voice to develop and facilitate human talents
- 71.
- System and accountability for alumni relations to connect for recruitment and development
 - Diversified international enrollment
 - Create culture of student engagement to better involve international students as teachers.
 - Connected to community to internationalize beyond campus
- 72.
- Expanded knowledge of international activities taking place both on campus and throughout the state
 - Better international education in K-12 (language, culture, etc.)
 - More state (government) funding for enhanced experience

- 73.
- Want to have strong connections with artists and museums—be able to bring important art to Kresge Art Museum and develop programs related to the exhibitions.
 - Produce articles and books based on the research done in conjunction with the curatorial work necessary to create the exhibitions.
74. China
- Global Grant fully implemented
 - Discovery, learning and engagement well established in various regions in China
 - Good diversity of impact areas—all under rubric of Economic Development and Quality of Life
 - Note—strong underpinning of sustainability
 - a) Sustainable from an economic, environmental, social and ecological perspective
 - Joint Degrees, research programs, community development, ecosystem programs, etc.
 - Key areas- 1st 5 years
 - Food systems—packaging, safety, supply chain, regulatory
 - Ecosystem services—strong environmental research
 - Fit Turfgrass here
 - Economic Development
 - Urban-rural connections
 - Turfgrass management
 - Food Systems
- 75.
- Use this guideline to give substance to linkage agreements: participating in cooperative research and teaching programs with scholars from other countries.
 - Stress connections with Asia, largely because Asian societies are heavily education-oriented.
 - Operating several highly active overseas campuses
 - Have had 10 years of building faculty involved in international activities
- 76.
- I wish MSU would have study abroad programs, soon (**Note:** no record of where)

- 77.
- The U.S., in general, and MSU specifically, have both breadth and depth of expertise in Environmental Science/engineering/health/policy that goes far beyond that found in most of the world.
 - I would like to see a coordinated effort to export capability and build capacity for other countries to better protect their environment and human health from the adverse impacts of development. I see strong environmental protection programs as central, and our experience in building these in the U.S. should go "on the road." This will require elements of the environmental science/engineering/public policy/health/risk and security disciplines.
78. Thailand
- Cooperative degree programs joining MSU AND Thai universities
 - Selective joint scholarly and scientific research projects
 - Joint consultative groups focused on issues of economic development
 - Public Health and Environmental Issues, joint GLOBAL research.
- 79.
- MSU working with the institutions doing research with faculties and local universities
80. Eastern Europe and Russia
- Programmatically: environmental science-engineering and health
 - Who we want to be: strong working relationship with universities, institutes, and government agencies.
 - Faculty and student exchanges
 - Made a difference in the well being of people
- 81.
- Influence in shaping public policies within context of diverse and sometimes conflicting cultural, religious and historical values and traditions
 - Assistance in promoting grassroots support for human rights, democratization, participatory structures and civil society
82. ● ****No Response****
83. Central Asia
- I suggest MSU to have more projects on Central Asia. This region is not involved much and I think this area has many fields and issues to research and MSU could help. For example, Kazakhstan is a fast developing country and it needs support in developing mass media, freedom of press, public policy area.

84. Central Asia
 - Additional linkages with universities (formal)
—exchange programs for students and faculty
 - Visiting scholars
 - Research partnerships
85. Southeast Asia - Laos
 - Facilitating educational processes around topics of common concern in Southeast Asia (i.e. deforestation, unexploded ordinances, water quality, educational reform, fisheries)
86. Southeast Asia
 - Structured programs with a research, teaching and institution-building capacity in countries where we have strong interests: Thailand, Philippines, Vietnam
87.
 - Build on considerable faculty research and link student involvement to increase student awareness.
 - Greater study abroad in region—build on internships/research
 - Focus on research (grad level) as opposed to academic reputation.
88.
 - Long-term programmatic relationships with institutions (educational and human service) engaging faculty throughout the year
 - Fundraising and preparation here and effective service in country
 - Planning development and research programs that are directly linked back to Michigan-resulting in benefits both for citizens in other countries and residents of Michigan
89. Canada
 - Resource of information on U.S.-Canada interactions
 - Center of excellence on environmental issues between the countries, especially Great Lakes
 - Linkages with institutions in the above areas
 - Develop programs capitalizing on the multicultural aspect of Canadian society.
 - Center of information on native peoples.
90.
 - Have an educational (higher education) health delivery and cultural presence in the region.

91. Korea
- Korean influence in and upon other countries
 - MSU has strong ties to Korea. Through the years this country has sent the largest number of students and professionals to our university.
 - We have helped prepare the top leaders to be regional leaders to improve diplomacy and influence other nations.
 - The engagement of the Korean community in our community to collaborate and teach us new paradigms
 - Use the language skills to teach our children these Asian languages: Korean and Chinese.
 - International branch: MSU is in country with future visa to learn culturally (sic)
 - Global greenhouse
 - Service learning travel for credit
92. Russia and Eastern Europe
- Programmatically due to the moratorium of the M.A. (and Ph.D.) in Russian Studies, I think to push MSU in this region, we need to institute some form of graduate programs in Russian Studies. Perhaps an on-line program with links to universities overseas or in the U.S. if there are not enough faculty at MSU.
 - It is too difficult for grad students to take courses, etc. on the region (Russian and East Europe) at MSU now.
93. Eastern Europe
- An increased MSU presence in Eastern Europe, the Balkans, and the Commonwealth of Independent States (CIS) is vital to our future reputation as an international university. This region rises or recedes in the public mind, but will continue to produce issues and opportunities for academic study and collaboration. It is too big and too important an area to simply ignore or approach piecemeal.
94. Central Asia
- MSU needs to establish a small, interdisciplinary, policy-focused presence in CENTRAL ASIA (Afghanistan, Kazakhstan, Kyrgyzstan, Turkmenistan, Tajikistan, Uzbekistan.)
 - Focus in Central Asia needs to be thematic (development, governance, security, society issues), not simply another regional center. The key is to include global health and environmental issues.
 - A key aspect of this initiative is establishing a strong "base camp" in Turkey.
 - Overall, greater engagement with IRAN is also crucial.

- 95.
- It is my hope that Engineering programs will have doubled in student participation, activities, course offerings.
 - More institutional ease and acceptance
 - All graduating students will have had an international experience.
 - More funding and support given at University level to back-up verbal expectation
96. China
- In a position for increased business, educational and cultural exchange and engagement—specifically through MSU’s efforts in making Chinese language programs available to K-12 and higher education markets online and face-to-face. This same answer applies for other strategic locations: Korea, India, etc.
97. China
- China’s news media is undergoing enormous and rapid changes. I’d like to see MSU establish a leadership role in training and educating Chinese journalists about Western journalism traditions and techniques (such as the Freedom of Information Act, investigative reporting, watchdog journalism, etc.) This could include workshops in China, online courses, exchanges between MSU and Chinese news media and universities, the development of training resources, etc.
- 98.
- Have integrated partnerships with both faculty and student exchanges at universities or with internship opportunities (or consulting for faculty) in NGOs or other institutions.
- 99.
- Sustainability—grow youthful energy into international markets.
 - Regional Center of Excellence—self-sustaining program in food science, food laws, food industry development, and include policy, media, packaging, food safety, business, hospitality business, and tourism
 - Collaborating—crop research and product development.
 - Free market and strong partnership with the U.S. and MSU
 - Study abroad programs doubled

- 100.
- Partnerships with regional universities and national/international training centers to partner our expertise with experts in all regions
 - Middle East Studies Center at Michigan State University
 - Study Abroad programs to facilitate understanding of all cultures
 - MSU Centers of Excellence
- 101.
- We would like to establish MSU as a strong partner w/ Arab countries and help shape the education systems as they work to integrate technology. Guide them on the reform process.
- 102.
- MSU needs a foreign language requirement and should require at least one year abroad.
 - Staff support for area studies and study abroad needs to be increased to realistic levels.
 - Faculty rewards for participation in international studies need to be made more substantial and included in department bylaws and rewards structures.
 - Recruiting efforts should be made across colleges.
103. Latin America
- MSU must negotiate between the Latin American and the Latino identity.
 - I can see forums and symposia devoted to understanding similarities and differences between the Latin American immigrants in the U.S. and the Latin American resident.
104. Latin America
- Have a systemic way of approaching the development of connections between MSU and countries in Latin America and the Caribbean—at the institutional level, at the faculty and student level, and in the area of outreach.
 - A system of incentives and rewards for faculty should be developed.
- 105.
- Every student should have the opportunity individually or in groups, to have studied, lived, or at least visited another part of the world. Students should have opportunities to become comfortable in a foreign society and have some knowledge of another culture and/or language.
- 106.
- Identify agricultural roots/problems of crop production.
 - Develop plan of action to address these problems.

107. India/South Asia
- Pakistan-major focus, Bangladesh, Afghanistan, Muslims—address improving education, health, gender, youth development program → eliminate sexism and extremism and get more involvement of women in leadership.
 - Develop collaborative research, teaching—connect with university—study abroad and online courses.
 - Engaging in dialogue-workshops
108. India/South Asia
- MSU involvement at the policy level in establishing and guiding public health measures
 - Facilitating in efforts that involve participation of women in economically rewarding ventures, be it in agriculture, commerce, or education
 - MSU involvement in “Systematic Development” —wholistic approach to helping institutions revolutionizing educational curriculums
 - Offer dual degrees in innovative areas such as food safety, food processing, packaging, etc.
109. India/South Asia
- In large cities, obviously, but also in some of the more rural areas (game reserves in the North)
 - Fully integrated with several universities and perhaps also with governmental agencies—especially in terms of conservation
 - MSU’s strengths can be utilized effectively in the region in terms of environmental issues, public policy, and natural science.
110. India/South Asia
- MSU has opened a campus in South Asia Region with a network of universities in the region and attracts students from neighboring countries.
 - I am willing to help in the development of a strategic plan to open MSU Campus in India for South Asia Region.
111. India/South Asia
- Build strong relationships with institutions of higher learning in the region (India Institutes of Technology, Aga Khan University, etc.) —where strong means collaborative research and training/teaching programs, student/faculty exchange, and joint degrees.
 - Establish MSU campuses in the region that will promote collaborative research and training/teaching programs, student/faculty exchange, and joint degrees.

112. India/South Asia

Programs

- Promote the existing relationships in agriculture, veterinary medicine, human medicine, computer technologies (hardware and software) and environmental research in India.
- Build more academic relationships between institutions in India and MSU.

Region/Globally

- Be a leader in South Asia in providing training and forging collaborations in agriculture, veterinary medicine, human medicine, computer technologies, etc.

113. India/South Asia

- Who is the 'we' in "Where do we want to be in ten years in South Asia?" I can't answer for all of MSU. Obviously those at the table are focused on/interested in advancing MSU's position in South Asia. I would like to see MSU promote itself to spring board from major countries like India into countries currently seen as unstable, when they became stable, so we're first off the mark—Sri Lanka, Nepal, and possibly Afghanistan.
- But really, I'm not sure about any of this institutionally.

114. India/South Asia

- Develop much closer and more formal linkages with Indian higher education institutes, especially the State Agricultural Universities (e.g. Tamil Nadu Ag University.)
- Have developed mutually beneficial research/outreach/education programs with a targeted subset of Indian institutions.
- Be actively engaged with Government of India ministries/departments and extra-governmental organizations on issues surrounding policy development, capacity building, etc.

115.

- Goal within the U.S.: MSU will become the first land grant university in USA to have a strategic plan to become Premier World-Grant University.
- Global Goal:
 - Share the MSU expertise around the world.
 - Become very well known across the globe for Agriculture and related fields.
- Goal for developing countries:
 - Introduce the land grant mission. This is lacking in many countries I've visited and I feel they can benefit with universities taking the lead on research, teaching and extension. Many countries only have teaching component. Research is weak and Extension is almost non-existent—especially in Universities.

116. East Africa
- Engaged in significant issues such as gender, HIV/AIDS, community development, environment.
 - We should be learning from people and collaborating in both research and outreach—not taking our knowledge and expertise to them, but engaging together in a way that recognizes our expertise and theirs.
 - I would love to see expanded programs in East Africa, especially for students as Swahili is one of the few African languages taught in the classroom at MSU (meaning more students study Swahili than most other African languages in the classroom.)
117. East Africa
- We have a responsibility to use the resources we've been given as a university (research, teaching, extension) to respond practically to the crisis of famine and starvation in Eastern Africa as well as disease crisis. This should be accomplished in a mutually collaborative two-way partnership, recognizing that both the university and community will make significant contributions and will benefit.
 - Health education outreach, (in HIV/AIDS, malaria, etc.)
118. East Africa
- Consolidate current programs—they are living evidence of what works. Use the capital primarily human, to build.
 - Recognize the effort and sacrifice required to make this work.
 - Contracts and Grants/Accounting/Logistics—crucial, flexible, responsiveness, proactive, helpful!
 - Bottom-up/individual initiative
 - Grad Studies “Out-sourcing”
 - Multi-project synthesis
 - Academic altruism
 - Take a long term view.
 - Recognize/support individual initiative.
 - Support in-country/regions institutional linkages with long-term view so that links don't have to be re-cast.
 - Institutional memory in East Africa tends to be short and bloats with available funds.

- 119.
- “Science in the interest of society”
 - Strong collaborative scientific linkages involving MSU and partner institution faculty in a process of teaching and research that represents cutting edge science addressing issues that are mutually defined and have the potential for improving society and science, here and there.
 - Avoid disciplinary silos—cutting edge is interdisciplinary as are societal issues.
120. East Africa
- East Africa Region: Be working with institutions of higher education to help find solutions to important problems facing the country/region
 - Globally: Network with other regions to be more effective and efficient.
 - Programmatically: Address food security (agriculture) problems, environmental problems, governance problems, and health problems to help the regions.
- 121.
- Supporting universities, academics, and libraries
 - Exchange of students
 - Higher (more?) study abroad
 - More students coming from the area to study at MSU
 - Continued training/exchange of experts
- 122.
- Should get involved in distance education/technology.
 - We should be involved in technology transfer working collaboratively with partners so that we are building capacity whether it be in the health field or other fields.
 - Need to help with building information systems in various countries.
- 123.
- Expand service learning trips in U.S. —have more locations, and more times.
 - Create more opportunities for international students to explore the U.S. in the context of service learning.
 - Would also like to connect/partner with other institutions in the region. Learn what they are doing and work to create new programs.
 - Be innovative with our own Service Learning and Civic Engagement (SLCE) program so that we create something that is usable by others.
- 124.
- Want to be in leading position in offering students unique experiences (both at home and abroad) that “interrupt their way of being” → providing new lenses to themselves and the world.

125.

- We want to be known as a dynamic institution that engages the world; one that conducts practical research to address real needs, and one that fully participates in an ongoing conversation about how to make the world a better place.

126.

- In ten years the Student Greenhouse Biodome will have enriched the lives of students from around the world's life and their educational experience. The friends made, information learned and nature observed, have provided sharper minds, greater breadth of associations and familiarity to everyone who enjoyed their time in the tropical valley dome. In this time as well we have worked out how this facility is a prototype for a new civic venue where people relax, spend time in nearby nature and enlarge their friend circle and their knowledge. People are there refreshing themselves, taking advantage of speakers and presentations and civic discussions. This model of getting people together for community building and intellectual cross-fertilization can then be emulated nationally and globally.

127.

- Engage in internationalizing resources available domestically
 - Refugee programs
 - Immigrant communities
 - American Indian reservations
 - West MI Dutch
- Programs:
 - Student teaching
 - Service learning
 - Alternative spring break, weekend breaks, winter breaks
 - Study abroad???
 - Credit-bearing programs!
 - Stateside trips for international students
- Attract/recruit students/scholars from diverse areas
 - Africa
 - Central Asia/Eurasia
 - South Asia
 - Scandinavia
 - SE Europe
 - The Guyanas
- Send faculty from these areas here.
- Establish study abroad programs in these areas as well.

128. West Africa
- More programs in all of West Africa. Especially in the countries that have the most issues (i.e., Liberia, Ivory Coast, Sierra Leone).
 - Have strong programs in West Africa that address: HIV/AIDS, alcoholism, child labor, etc.
 - On-line certificate program
129. West Africa
- Anglo-phone and Franco-phone, West Africa
 - MSU was in Nigeria for 6 years.
 - Nigerians are at MSU as faculty.
130. West Africa
- Strong engagement with selected poles that relate regionally to other countries. In both Anglophone and Francophone (e.g. Mali, Senegal, Nigeria, Ghana) West Africa
 - Foci in West Africa: Food, Agricultural Development/Governance, Health links (e.g. nutrition, malaria, HIV/AIDS)
 - Sandwich programs
131. West Africa
- Africa Region = West Africa = Mali, Nigeria, Senegal
 - Comprehensive presence = agriculture with the aim of providing capacity, strengthening civil society (farmer association), expanding knowledge, through new information technology. Focus on agriculture but in a comprehensive way = university, civil society, administrative institutions, market development, health, recruitment of students
132. West Africa
- International affiliation with key university for human capital development
 - Strengthening research methods for creating solutions to rising challenges
 - Collaborate with government for study abroad in Africa (Nigeria) for cultural integration.
 - Develop on-line certificate programs.
- 133.
- MSU should be in Nigeria because of the importance of Nigeria to energy supply in the world, and its population/leadership in West African region.
 - The diversity of religion and culture makes you learn a lot without different arrangements.

134. Europe
- While we have many study abroad programs and institutional connections in England, our presence in Western Europe is not what it should be. I would like to see us build on connections already existing, and build new ones in our newer areas of strength in Western Europe.
 - Possibly a Center for the Study of Western Europe (Title VI)
135. India/South Asia
- Continuing research in women's health and reproduction
 - Wish to move research west of Indian subcontinent.
 - Need more focus on South Asian Studies: center and programs (including graduate-level courses on South Asia) need to be developed.
136. India/South Asia
- Want joint degrees with key universities abroad.
 - Want institutes and ongoing seminars to engage MSU and local experts on key issues.
 - Want MSU faculty to provide capacity building training in key sectors.
137. India/South Asia
- To move beyond (and complement) the pure Area Studies model of research and teaching to a more transnational and trans-cultural one
 - While we work within a region, the emphasis should be on key areas of concern – on specific issues that cover several regions, nations and cultures.
 - Please check the English department MSU website, on Graduate Studies—we are not organized by region but trans-culturally and trans-nationally.
138. South Asia
- Partnering in higher education in various fields. However, agriculture and agricultural technology development by far should be in focus. MSU should be partner with a few of the agricultural institutions in the region (India, Sri Lanka, Pakistan, Bangladesh, Nepal, perhaps Afghanistan) to strengthen agricultural institutions to meet growing need for food and fiber.
139. India/South Asia
- Ten years from now look to have expanded study abroad opportunities in this region.
 - Closer partnerships with specific education institutions to encourage cross pollination of student populations
 - More targeted initiatives to help domestic students make meaning of their study abroad experience and share/actively participate in engaging other students
 - Establishing programs at partner institutions to help visiting scholars process their MSU experience when they return home

140. India

- MSU Medical students training in India
- Developing MSU alumni group in India (**Note:** there are several groups/contacts in India listed on the MSU Alumni Association Website.)
- Helping Indian Institutions develop student's learning program on the lines MSU has
- Connect MSU agriculture-related expertise to Indian institutions.
- Evaluate if Indian school education emphasis can be put into action in Lansing.

141. India

- Partnerships with businesses that are doing business globally (e.g. internship placement of students. Bringing contingency from India to MSU for teaching and consulting purposes)
- Especially in areas of technology/communication, innovation, global market place, language and culture
- Develop alumni and fund development opportunities. Build network.
- Assist in research and development of innovation.

142. India

- Research or teaching
- Exchange programs for graduate students for the purpose of building teaching or research portfolio
- Exchange programs for faculty—they come here and we go there
- We have much to learn from India about K-12 and higher education.

143. India/South Asia

- To be #1 in world grant programs
- #1 campus that integrates international and domestic students interacting for mutual cross cultural learning

144.

- Academic institution
- Economical—strengthening
- Research
- Providing opportunities
- Lead Michigan economically—Japan
- Educational

145.

- Continue to have strong overseas study abroad presence for undergraduate students.

146.

- To extend notion of “global grant” MSU should look to apply knowledge in most pressing areas that align with our expertise: health, education, agriculture, environment.

B. How, and for what, do we want to be known in this country/region over the next decade and beyond? Globally? Programmatically?

1. Latin America

- High quality education that moves students and faculty in both directions to research and study
- Ethical engagement with problems that affect the nations of the southern hemisphere
- Programs that combine in unique ways MSU’s strengths in applied sciences and the arts, humanities, and social sciences
- We want to be known as a university that partners with institutions and communities, one that makes contributions at home and abroad.
- We need to guard against engagements that MSU had during the Cold War that did little to enhance our institution’s image abroad.

2. Latin America

- We should be known by our expertise in core areas and our ability to collaborate fairly. There is right now an over emphasis in interdisciplinary programs in detriment of core areas. Interdisciplinary is good if it does not transform itself into a cover-up operation for lack of expertise.
- MSU should not hire X or Y just because there is a new crisis in the world. It needs to look at what it has that is good and build that.
- For Latin America we need to build our strengths.

3.

- Applied research
- Outreaching to policy makers
- Collaborative institutional research/teaching
- Dual degrees and joint academic programs
- Communications/social sciences/natural sciences/agriculture

4.

- For doing applied research...that deals with solution of their problems
- Instruction related to local environments
- Link textbook knowledge with practice.

5.
 - Nature-Society Research
 - Economic Development
6.
 - Student and faculty exchange
 - Development assistance
7.
 - This “region” is directly connected to virtually all other regions of the world. We need to continue to engage with these interconnections.
 - The best approach may be to shift away from regional and social and toward cultural, thematic and issue-based engagements.
 - Language and literature/culture are centrally important to revealing undercurrents and to recognizing self-representations and perceptions within any region, and these approaches need to be at the center of our engagements.
8.
 - Graduate education—maintain and increase reputation as a leader in training graduate students.
 - Creating globally aware classrooms
 - Preparing high skilled workforce with international skills
 - Tie in with university priorities—Boldness by Design.
 - Families/children
 - International awareness in all levels of education K-post secondary
 - New emerging partners in German universities which focus on early education and language research
9.
 - Solid learning opportunities that take advantage of and make use of host country resources, talents, expertise, etc.
10.
 - Program specific and problem-solving research and educators that make a difference
11.
 - As a place that promotes global education and acts on our belief
 - As collaborative partners in research and education not just experts

12.
 - MSU known among citizens of MI and throughout U.S. by prospective undergraduate students as the place to engage in an undergraduate education that will have meaningful international experience and expansion of individual's global understanding
 - Raised awareness of the necessity of global understanding and international experience as a key to being an educated person in the 21st century
 - Raised awareness of MSU as premiere research university of choice among non-U.S. undergraduates considering U.S. study
13.
 - We should be a source of intellectual products which contribute to sustainable economic development.
 - MSU should be the place people look to add to find the people and products to enhance the human experience worldwide.
14.
 - Strengthening all 3 legs of the foundation that MSU is built upon—continue excellence in research, outreach and teaching
15.
 - ****No Response****
16.
 - National Resource Center for Global Education theory and practice
 - National Research Center (outcomes, impacts, pedagogies)
17.
 - As a truly international university, for both students and faculty
18.
 - Links with university programs—exchange students and faculty and resources
 - Collaborative research and outreach
 - True exchange
19.
 - This country/region approach is a colonial mentality.
 - We really need to develop a better—and required "global" curriculum for all MSU students in East Lansing. Too many students care only about Spartan sports and have no idea what is going on in the world. Classes with 200+ students, one TA, and NO discussion sections is NOT an effective way to teach or learn.

20.
 - This really should be framed as themes—framing it as regional is linked to a colonial model. Currently, we often think in terms of cross-cultural, transnational, diaspora, globalization, etc.—at least the top educational institutions take these approaches. It is a shame that MSU insists on taking this approach. There needs to be a diversity of programming that includes jump starting MSU education while strengthening programs abroad.
21.
 - We want to be known for helping countries establish a balance that provides sustainable food production—plant and animal that protects the environment—land, air, water.
22.
 - Willing to collaborate and develop together
 - MSU is the place to come in the U.S. for education in health care, nursing degree option.
 - Work with Chinese on immigrant issues, R/T licensure and programs.
23.
 - Helping to create digital equity
 - On-line education
24.
 - Development of animal production and agricultural development to provide better nutrition, health of the people and environmental sustainability
25. West Africa
 - The university that worked with them to create a new level of understanding and support for the vast problems that continue to play a role in the high rate of poverty
 - Development of programs that have created access to education and economic stability for women and children
26. China
 - We want MSU to be known as a leader in internationally joint education with several universities across the remote (less developed) China and globally.
27. China
 - All major metro areas/centers in China
 - Affiliated with all key educational institutions in China
 - Presence across all rural/developing areas in China

28. China
 - Research on contemporary establishments
29. China
 - We want to be known for our willingness to share our expertise in a mutually agreeable fashion.
 - Our China reputation should be one of friendliness and honesty.
30. China
 - MSU must be known for very high standards, excellence in research, knowledge and teaching. People from China and all of Asia are very conscious of reputations for good, better and best.
31.
 - As a leader in international Food Safety research, education, and outreach
 - Food safety is a global issue.
32.
 - MSU is the university that people would know to come for education, extension, and research in the world.
33.
 - Partnering in “regional” sustainable planning with an active network of users at numerous scales
34.
 - International and global connections
 - “Land grant” priorities
 - Environmental
 - Natural resources
 - Agricultural
 - International connections (as a resource)
 - Practical research
35.
 - Addressing contemporary issues to improve lives
36.
 - Responsible, respectful and productive/beneficial partnerships
 - A university that cares about Africa and seeks mutual benefit

37.
 - For our enhancement of diversity education that focuses on teaching of world languages in particular, the less commonly taught such as African languages
38. Korea
 - How to manage and anticipate and make decisions about rapid changes
 - How to protect future generation options
39. Korea
 - At least, I would like to see the situation where MSU is the best known American institution in Korea. MSU is already well known, but I would like to see people in Korea consider MSU as one of the top-tier universities.
40.
 - Internationally and Nationally recognized Center of Excellence in West African engagement
 - The place where serious work is done, especially in Francophone countries
41.
 - MSU should be known/seen as a partner in the region's health research/health care/ and public health sectors...we should be recognized as contributing to the system and our work should be viewed as facilitating training, and retention within Africa of professionals. Recognize that "health" here is defined broadly and includes food security, personal safety, political stability, as well as biomedical research and epidemiology/health services work.
42.
 - MSU fully/totally committed to collaborative partnership of mutual benefits
 - Issue/problem-focused research in areas of education, health, agriculture, and economic development!
43.
 - Focus on S. Korea as a new member of the organization for Economic Cooperation and Development (OECD) and its joint responsibility with other global institutions to foster international, national, and local development to help meet the Millennium Development Goals by 2015.
44.
 - MSU should be known for advanced teaching technology.

45.
 - MSU should have a physical presence in the region to facilitate the # of students studying abroad, professors engaged in joint research linkages, NGO linkages, public/private partners, etc.
 - Alumni
46.
 - Bring students/professionals/scholars to MSU.
 - Invest-reach out-regular visit via Alumni
 - Two-way exchanges
 - Professional development
 - Sustainable development—development crisis with realistic solutions/outcomes
 - Leadership
 - Environment
 - "American Studies"
47.
 - Center of excellence in Turkey, Caucasus and Central Asia Studies
 - Language and culture
 - Governance and law
 - Environmental and civil engineering
 - Security and development
48.
 - For our work in the political sciences, business and social sciences
49.
 - Actively involved in the region
 - Auto mfg sector, high tech sector, agribusiness sector in the Ukraine
50. Latin America
 - Human/environment interactions
 - Watershed management
 - Sustainable agricultural research and development
 - Gender analysis and inclusion strategies
 - Mexico, Nicaragua, Ecuador
51.
 - I think we want to be known for having sustainable and equitable partnerships which to me means that both institutions are involved in every step of collaboration on a level where knowledge is produced and shared equally by both sides.

52. Southern Africa
 - Disinterested, but central partner
 - Reliable partner able to meaningfully impart resources
 - Innovator in use of educational technology/applications
 - Long term, not occasional partner
 - Relevant to main issues confronting the region (e.g. AIDS, Agriculture)
 - Attractive and prestigious university that students/faculty in the region will want to attend/partner
 - Affordable partner
53. Russia
 - Student internships
 - Academic and research cooperatives
54.
 - Studies focused on environment and development—maybe education and agriculture
 - Having strong, established and enduring institutional connections that go beyond work of individual scholars
55. Africa
 - Formal training institution but with innovative programs—in-service, exchanges
 - Emphasis on graduate international work as well as undergraduate exchanges
 - Known as an institution with training opportunities that serve the needs of policymakers and of those in private sector/civil society
 - Within the U.S. —→ known as an institution with excellent linkages and exchanges with Africa, demonstrating why a U.S. university and the nation should be involved internationally
56.
 - MSU does not insist on one “American” frame of reference.
 - MSU has a very deep stock of professionals with experience in professional fields and languages and issues within the region.
 - The linkages work together with capacity building.
57.
 - Research with impact. There is too much brilliant work done by scholars who do not take the final (and in my opinion crucial step) of applying knowledge to real world lives.

58. Japan
 - Fostering and sharing marketing communication research results, and their applicability to international advertising and marketing communication management, as well as input for public policy, especially the regulation of such activities
59. Western Europe/Eastern Europe
 - We should be known for our expertise in integrating current European Union countries with new ones.
60.
 - Regionally—as a “problem-solving” university not one that comes thinking “it knows the answer” (tech transfer mentality)
 - A partner in addressing issues in key programmatic areas
61.
 - The Good Guys! Pro democracy and civic engagement
 - Supportive of social behavioral sciences for the new post Soviet and communist generation of scholars
62.
 - See response to #1 as well also.
 - Internationally known as a strong voice of reason to reduce negative effects of globalization on working people and their communities
 - A voice in the debate concerning an appropriate role for government in job creation as well as a role for working people, through their collective bargaining representatives, in oversight
63.
 - We should match our capabilities with the priority needs of the regions and countries we work with, such as:
 - Education
 - Responsible governance
 - Democracy
 - Human rights
 - Food and Agriculture
 - Health
 - Economic development
64.
 - ** No Response**

- 65.
- We want to be known as developers of new knowledge in music and health, collaborators and disseminators of new knowledge, and developers of new training programs to prepare professionals to serve their constituents in matters of health and wellness, as well as quality of life issues.
66. Japan
- To be known for sharing those important cultural factors that fostered creative thinking by individuals (USA) and social responsibility and esthetic values (Japan)
 - To making a creation of knowledge with adaptive application of knowledge for improving survival and quality of life
 - Utilize the fact that MSU has 3 medical schools (Human, Osteopathic, and Veterinary) and strong graduate scientific/engineering programs that are involved in post-graduate training.
67. Korea
- Over the next decade Korea should be known as the partner with other major leading countries including U.S., Europe and major leading country of Asia.
- 68.
- Known to be useful to populist movements that bring voice to peoples previously ignored and/or oppressed
 - Help make U.S. something more than something to hate by populist leaders.
- 69.
- We should be known as a university that does what its mission statements are in respect to global and international programming.
 - Graduates, staff and faculty should be encouraged and educated in cultural competency.
- 70.
- A willingness and commitment to understand core vision of land grant philosophy and to reassert it and re-invent it in new ways
 - Be a role model to also reach to the underprivileged providing new opportunities.
 - The creativity to tap underutilized resources (retired people, etc.)
- 71.
- Model of Internationalizing Student Life (ISL—now ISExperience) should put us on map.
 - Leadership in international recruitment
 - CVIP has elevated stature to influence entire community.

- 72.
- MSU needs to continue to be the leader in not only study abroad but all international programs.
 - Increase the numbers of international students.
 - Provide more, as in the way of curriculum development.
 - Enhance experiences for students not able to leave campus for overseas experience.
 - Also MSU needs to be seen as the “go to” place for international businesses wanting to do business in the state of Michigan.
 - Needs to enhance community reputation
 - Increase PR efforts in reporting all activities taking place on campus.
- 73.
- For the imaginative connecting and exhibiting we create from the international art
- 74.
- The Global University –
 - Engaged
 - Committed—not in and out of the area/efforts with \$\$
 - Perceived as a key player in positive change for the citizens
- 75.
- Firm and widespread commitment to internationalizing MSU
 - International component to all (more selective) MSU scholarship
- 76.
- ****No Response****
- 77.
- Applied Research in environmental science/engineering/health/policy addressing local needs
 - Building educational capacity so others can do it for themselves
 - Impacting policy and programs
 - Improving regional cooperation, ultimately leading to global stewardship
- 78.
- Tangible results in whatever we do, based on early statement of baselines and projected estimates of progress
- 79.
- Lead on the information/technology.
 - Integrate research results from local universities.

80. Eastern Europe/Russia

- How: Through research and education
- What do we want to be known for? The university and its programs that:
 - Developed environmental research and education in these countries
 - Helped to unify these countries to work together on environmental research and education
 - Developed joint programs among universities
 - Furthered our research in the countries where we can make a difference
 - Made a difference in well being of people
- One has to ask the question "Why do we do international work?" There are of course various answers such as the benefits to our students. But one has to ask are the countries those that (a) we can send our students for study abroad, (b) that we can further our research or (c) are the countries where we can make a difference? All are important of course but to me the last is the most important.
- To me the last (making a difference in the well being of people) is the most important: How can MSU make a difference in the well being (e.g. human health, ecosystem) in other countries? South Eastern (on Balkans) Europe is one such area. We can make a difference in health, environment, ecosystem and security in these countries through the concept:
 - Research
 - Health – Science – Engineering
 - Education – Training
 - "A Great Unifier"
- Focusing on country type "c" will also allow the same opportunities as for types "a" and "b". This is a win-win situation; but needs the "decidal" approach, a strong support and direction. Finally there are various approaches for realizing these ideas but there is not enough room here.
- What makes well being? Selected points for well being include
 - Environment
 - Health
 - "Honest" government
 - Security
 - Policy and policy development
 - Others?
- The countries outlined in this report for the most part have the intellectual capacity but not a framework of solving the problems above or the infrastructure to do this. MSU can make a difference for many "points."
- I feel quite strong about the ideas on these pages. They are in part complimentary to those of Tom Voice's who I am working with on issues in this region.

81.
 - Training the next generation of leaders – professions, industry, government, NGO – both on campus and in these countries
 - More language training
82. From an administrative perspective
 - MSU is known as a responsible financial administrator of international projects and with well-trained project personnel.
83.
 - For excellence in teaching and research
 - International environment on campus
 - Nice facilities and technology
 - Experience in research, tools and methods, equipment and facilities
84. Central Asia
 - Known as a target university for the region's graduate students
 - Known as a target university for visiting scholars
 - The "go to" place for international expertise
85. Southeast Asia-Laos
 - Addressing the impact of unexploded military ordnance in areas of past warfare
 - Facilitating grassroots efforts at community development via capacity-building
86. Southeast Asia
 - Integrating research, service and study abroad
 - Using local resources
87.
 - Focus on research (graduate level) as opposed to academic reputation.
88.
 - Effective programs that have impacts of an enduring nature
 - Systemic impacts
89. Canada
 - Source of expertise on trade, environment, and security issues
 - Conduit between the U.S. and other societies using the Canadian multi-cultural tableau

90.
 - Viable information/expertise source
 - An entity that can be relied on when problems arise
 - Effective problem solvers
91. Korea
 - Friendship that gives practical help to the needs of the families
 - Build the skills that maintain and build a stable society and region.
 - We initiated cross-cultural awareness—respect for their language and culture by offering day care language centers that provided area children with opportunities to learn language and culture.
92.
 - Assisting in building a stronger infrastructure in the region
93. Eastern Europe
 - We should strengthen our programs (thematically) on the development of democracy/civil society.
94. Central Asia
 - MSU should become known as a leader in integrating global thematics and regional studies in central Asia.
 - Program should have strong research base but also curriculum and outreach.
95.
 - Understanding
 - Willingness to develop and expand
 - Friendly behavior
 - Collaboration in research
96. China
 - For our outreach and engagement efforts in all of Asia
 - Students to MSU and for continued involvement with them when they return to their home countries and take up positions in business, education and other markets—to seek opportunities to engage with them over the long run
 - To bring increased business opportunities to Michigan through this global exchange—assisting business opportunities in both directions without draining jobs from the Michigan economy
 - Using the latest technology to assist these goals

97. China
- Same as #1
 - My interest is especially in the area of training environmental journalists to be “watchdogs” of the environment because China’s environmental challenges are so great.
 - Closely linked to this is health communication and sustainable development.
- 98.
- We could be known for our expertise in American literature and film—have already had several Fulbright exchanges (both scholars coming here and faculty going there); there is still strong interest abroad in American literature and film.
 - Similarly, we should understand/contextualize American literature as hemispheric in scope, including Latin America and Caribbean.
- 99.
- MSU is known as the most important university that creates engagement.
 - Regional food safety
 - Food industry development
 - Free market enterprise
 - Need to move to emerging markets.
- 100.
- International outreach in agriculture and food production, processing and distribution
 - A welcoming community of people from all countries serving an international community
 - A beacon of hope, progress and education for all nations
 - Areas of agriculture, vet med, medicine, education, computer science, linguistics – translations, law school, IP, international policy center, communication, water management, environmental sciences, international trade, energy, religion
 - MSU is the coordinator—facilitator—conduit—network.
 - Life-long education
- 101.
- Known as “the” U.S. university when it comes to informing Arab countries on best practices and develop the new knowledge that aids reform, particularly in how technology impacts and affects Arab education systems
 - Want to be known for developing programs that bring our countries closer together and bridge the cultural gaps.

102. Latin America
- MSU is in a position to create a nationally significant initiative dealing with Latin American and Caribbean art. This initiative could build on several centers of strength, most prominently the recent addition of a Latin American historian and composer to the School of Music which already has an expert in Haitian music, and another composer working with Latin American content and a major K-12 outreach project involving Hispanic contents/artists.
 - Expanding the role of the Community Music School and cultivating relationships with key cities, expanding the role and opening it up to include the arts—perhaps expanding the role to be a Community School of the Arts with branches in Detroit and other cities
 - Also, MSU is in a unique position to create a center (research, instruction, and outreach) focusing on Latin Art.
103. Latin America
- We want to be known for our openness to learning from Latin America while at the same time offering our expertise and methodology.
 - The key is to be known for our ability to build equal partner collaborations.
- 104.
- ****No Response****
- 105.
- We need to develop understandings of cultures and their forces which shape culture different from our own.
 - Where is change taking place?
 - What are the driving forces of change (locally)?
 - What are the expectations of peoples for themselves and for their interactions with MSU?
- 106.
- As a university that makes a difference at the grass roots level
107. India/South Asia
- Through education, issues related to religious extremism and women's position
 - As MSU, what are we doing in Pakistan to address religious extremism, youth programs and women's position/gender issues?

108. India/South Asia
- Establishing food safety guidelines
 - "Supply Chain Approach" to developing horticulture, meat and seafood sector
 - Improving trade in agriculture between India and target markets (Europe, U.S., Asia, mid-East)
 - Facilitating market intelligence and access
 - Involvement in public health improvement measures
 - Empowering the food retail sector
109. India/South Asia
- MSU could serve as an "ambassador" for U.S. higher education. With more fully realized linkages, we could lend our expertise to the region and also our perspective/expertise for our own students/faculty.
 - MSU should be known for the quality of our students who go abroad in terms of not just of academic excellence, but also in terms of cultural sensitivity and helpfulness.
110. India/South Asia
- Our presence would offer higher education in key and cutting edge areas of regional and global importance.
111. India/South Asia
- We should be known in this region as a partner and resource institution in areas of:
 - High-tech agricultural research and technology
 - Health care (primary and infectious disease control)
 - Education
112. India/South Asia
- MSU should be known as a major provider for human resource development and specifically for training people from this region in areas such as agriculture, vet. medicine, human medicine and computer science.
- 113.
- Again, I don't know where all MSU's strengths lie, but I do know that gender studies/politics needs to be integrated into any efforts we make.
114. India/South Asia
- A reliable and high-quality partner to Indian Institutions (government, academia, industry, etc.) in matters of education, research and development, especially in matters relevant to our institutional strengths (e.g. agriculture, markets, trade)
 - Recognized as a foremost research/education institution with strong linkages to India higher education institutions

115.

- Example for an upcoming area → Biotechnology in Agriculture – sharing benefits/experiences
- How?
 - Through capacity building programs
 - Establish a center in collaboration with MSU in a university in the countries in the region. This way, MSU's name gets carried within those countries (e.g. center opened with University of Colombo, Sri Lanka). Then those centers in the regions can work together.
 - Faculty exchanges.
 - Student exchanges.
- After the linkages are built: Develop MSU campuses in a major country of the region (e.g. in India) so that other countries in the region can go—no need to come to USA which is expensive.
- To offer joint degrees with MSU and regional universities.

116.

- Innovative gender engagement
- Holistic and integrated engagement – dealing with a multiplicity of issues affecting life, society, environment, etc.
- Partnerships that build local capacity based on local priorities, focusing on local needs and contributing to local capacity for scholarly and other engagement

117.

- A university who builds partnerships with local people, respecting and working together to meet the community-assessed needs in a sustainable way
- A university who listens to the needs of others first and responds in practical ways through education and outreach based on research
- Making a difference practically.

118.

- Known for capacity building and strengthening

119.

- The collaborative application of cutting edge science to issues of high societal value
- "High societal value" should be mutually defined by MSU and collaborators.
- We want to be known for respectful mutual collaboration NOT for "assisting and improving" THEM!

- 120.
- For contributing practical and usable knowledge break through, pertinent to the region that can ameliorate people's lives
- 121.
- What we DO NOT want to be known for: Not just pushing Michigan State as a product brand or name but to really look at key issues facing a country—led by people from that country and MSU plays a supporting role, not a lead role – does not exactly coincide with “boldness” but we need to be careful as we implement our global reach.
- 122.
- Want to have a presence in the health field – HIV/AIDS, malaria.
 - Country-driven
 - Consortial – relating with other universities
 - Conscientious engagement utilizing expertise in-country
- 123.
- Service trips-both regionally and globally
 - Certificate program in engagement
 - Also want to be known as having an impact in our community—be it local, regional, or global.
- 124.
- Want to be known for providing students with exemplary experiences, programs and events that bring international and domestic students together in meaningful interactions.
 - Want to be known for capitalizing on the educational benefits of diversity by melding international and domestic diversity in meaningful ways.
- 125.
- The new Land Policy Institute is a keystone to MSU as a land grant university in the future. We should have the country's premier Land Policy Institute, one that informs international discussions on the array of land use issues and concerns and drives smart growth and prosperity world-wide through translating our science-based knowledge into practical hands-on solutions.
- 126.
- For starting a new social phenomenon of a life-rich meeting center (the Student Greenhouse Biodome), where people relax and engage with other people, where children play and a lizard scampers across your foot and the person next to you comments and you share a conversation. This then grows into a new civic venue where people meet face to face and talk and learn and is emulated across the country and beyond.

- 127.
- Build on strength of study abroad programs.
 - Create opportunities for internationalization at home—known for internalizing students.
 - Premier international institution?
- 128.
- International student recruitment
 - Cultural differences
 - Branding
 - Agriculture
 - Alumni
- 129.
- We will be known by working on problems which are identified by the people of the places where we work.
- 130.
- Food, agriculture, food science, development/governance
 - Strong programs of training and two-way academic exchanges
 - Engagement beyond just university but not duplicating what NGO's and consulting firms do
 - Creation of new knowledge
 - International outreach
 - Institutional and human capital strengthening
 - Applied policy research and outreach
 - Helping strengthen internal networks of our partners
- 131.
- To be known as providing comprehensive cooperation in the field of agriculture
- 132.
- MSU should be known as an educational institution that promotes practical application knowledge.
 - An institution that provides theoretical explanation for practical solutions
 - The institution of choice for international students

133. West Africa
 - We want to be known as partners in nation building, “advancing knowledge,” and “transforming lives.”
 - Understanding the dynamic polity and its impact on people and the world
 - Key institutions in Nigeria—for human capital development
 - Research methods
 - On-line certificate programs
134. Western Europe
 - Cultural studies, language studies and business connections to still some of the leading economic powers in the world. “Old” Europe is not fading away.
135. India/South Asia
 - I think that we are fairly well known as far as extension in India—need more.
 - Social sciences, ethics, philosophy
136. India/South Asia
 - Agricultural development—policy evaluation and food security/safety
 - Poverty alleviation/rural development/urban planning
 - Internet and communication technology deployment
 - Humanities/ethics/philosophy
 - Medical breakthroughs in vet and human medicine
137. India/South Asia
 - More focus on cultural dimensions of the social and economic changes
 - On the role of culture in the formation of new identities –gender, class, race
 - On the role of media
 - On the links between globalization and gender issues (Women’s Rights)
138. India/South Asia
 - MSU should be known as the leader/partner in agricultural education and technology related to agriculture.
139.
 - Agriculture, business and particularly technology areas
 - Cultural partnerships
 - Service learning
140. India/South Asia
 - Connect strength of MSU to strengths of India.
141. India/South Asia

- Leadership—Business—Agriculture
 - As a partner to train/educate business, governmental and agricultural leaders
 - As a conduit or avenue to the United States and vice versa to India
 - Assist with poverty, hunger and sustainability issues.
 - Global understanding—bridging cultural and language gaps
 - Marketplace
142. India/South Asia
- To be known as a contributor to agricultural, business, and educational development
 - To be known as an institution that receives/values intellectual and practice ideas FROM that country or region
- 143.
- As the premiere university that provides graduates with the proper training, resources, experiences, and education to equip them to be global citizens
- 144.
- Environmental issues—global warming—sustainable agriculture—stable economy
 - Areas
 - Agriculture
 - Biotechnology
 - Food safety
 - Leadership
 - Quality of life
- 145.
- ****No Response****
- 146.
- To be known as contributing to improvement of quality of life (broadly defined) for populations in areas of health, education, agriculture, and environment

C. Where do we see important intersections and connections with other countries/regions that we want to enlarge/draw closer/make more important in the coming decade and beyond?

1. Latin America and the Caribbean
 - Atlantic studies that draw together the relationships between Africa, Latin America, the U.S. and Europe— Our strength in Africa Diaspora studies would benefit the program as a foundation to build innovative curricular and research initiatives. Pacific Rim connections are coming to be of growing interest in the region that also should be considered.
 - Research interests linked to important hemispheric issues linked to the environment, human rights, institutional reform, family and public health can be connected to work being done in other regions (e.g. Luso-Africa and Luso-Brazil or indigenous studies across the hemisphere.) These themes will allow us to maximize the impact of regional research and learning to make it significant for global themes, but I believe these studies need a strong grounding in local knowledge, linguistic capabilities, and cultural sensitivity.

2.
 - The discussion about globalization needs to get deeper. For example, language is a common trait of humans and is also an entry door into not only the human mind but also culture and history. Nonetheless, language is treated purely as a means. With every new world crisis some money shows up to hire language specialists. Their research agenda matters very little. This is a waste of resources because once the crisis is over, you end up with incoherent programs. The U.S. has the best linguists in the world, people who really know how language works. There are hundreds of languages in the world in all continents that are either ill-studied or not studied at all. We should be experts on description and analysis of languages. If we are to be taking globalization seriously, we should take the study of language seriously and that goes beyond second language learning.
 - Nothing can be done in a collaborative way if language/history and cultural issues are not taken seriously. Take the language specialists seriously.

3.
 - We do have strong links in Brazil – Geography.
 - We need business there (Brazil) also.
 - We do have strong links in Mexico – International Affairs.
 - We need more business, law, and medicine there (Mexico).

4.
 - Partner with other U.S. institutions to cover areas, e.g. Andean countries, etc.
 - Pool resources.

5.
 - The Amazon basin is the sovereign territory of numerous Latin American countries.
 - Deforestation improvement by local, regional, national and international activities/markets
 - Deforestation problem can have global impacts and can only be addressed enough by multinational cooperation/collaboration.
6.
 - West Africanists and various Latin American countries—especially Brazil, Dominican Republic, Caribbean (Jamaica)
 - Maybe Portugal for language/cultural affinity with Brazil
 - Spain for the same reason but in relation to Hispanic America
7.
 - Literature and the arts, politics, economics—these are virtually always interconnected.
8.
 - Capitalize on our strong Western European connections to work together with these partners in expanding into other areas.
 - Global problems in the 21st century can only be solved internationally and interactively.
9.
 - Exchange linkages need to be focused on so that there is less “dead wood”.
 - Less focus on individual faculty ties, more focus on institutionally sustainable ties.
10.
 - Greater understanding (e.g., cultural/language/religion) of specific regions in the world by new and younger faculty
 - This leads to greater internationalization of the classroom and student study abroad programs.
11.
 - Similar programs in agricultural sciences
12.
 - ****No Response****

13.
 - Emphasizes local and global economic development
 - See the product of everything we do as enhancing human capital.
 - Focus on this one theme, enhancing human capital.
14.
 - Dependence on oil and our own local resources—such as MSU research on vegetable-based fuels
15.
 - ****No Response****
16.
 - How best to negotiate the intersection between the global perspective and region/country-specific foci? (=zooming in and out)
 - See the global in the specific and relate the specific to the global.
17.
 - From the perspective of internationalizing the campus, all countries and regions are relevant. Unlike faculty research, there isn't a need to narrow down a list of countries/regions for internationalizing the campus.
18.
 - Connections with thematic foci at MSU (e.g. gender, development, Muslim Studies, International Health and Agriculture, etc.)
19.
 - Putting aside more money to help faculty develop and to send students without means on study abroad programs outside of Europe is important.
 - Course releases for faculty is also important.
 - The flip side of this is to bring more students and scholars – not diplomats and parliamentarians – on academic exchange programs to the U.S.
20.
 - It would be good to think about this in terms of globalization—this is how it is being framed by the top schools.
 - Or: Diaspora, cross-cultural, etc.
 - What about bringing students and faculty to MSU? Why is it only one way?
21.
 - ****No Response****

22.
 - Support dollars
 - Trade
 - Education
 - Health Care
 - Agriculture
23.
 - Strengthen the linkage between MSU and University of Nigeria, Nsukka.
 - Create more collaboration with other institutions in West Africa.
 - Provide exchange program for students and faculty from West Africa.
24.
 - ****No Response****
25.
 - Begin to create an environment that supports cross-cultural comparative work across Africa creating teams of scholars as an approach. Example, someone from Social Work, Geography, Education and Nutrition to work together collaboratively.
26. China
 - Connections in joint program in some graduate studies
 - Exchange students with fixed number of universities especially in Science and Mathematics Education in some undeveloped areas in China
27.
 - Joint programs with targeted universities for student exchange programs
 - Joint research/study programs in key "centers of excellence" that are mutually beneficial.
 - Link to language development programs.
28.
 - ****No Response****
29.
 - ****No Response****
30.
 - ****No Response****
31.
 - ****No Response****
32.
 - "Sustainability"
 - Green tourism/natural base tourism (recreation)
 - Food system in tourism/recreation aspects
 - Land use

- 33.
- Satellite data provide a global perspective with the potential to zero in on country, local and in most cases individual land holdings. Thus, the potential exists to provide integrated assessment of human activities and to project the impacts of possible future scenarios!
34. China
- Zhejiang University environmental program(s)
 - Agricultural and resource—focused efforts of universities of similar bent
 - Collaborative research programs including both U.S. and Chinese faculty/grad researchers
 - Emphasize cultural and social (resource/environment) convergences and similarities.
- 35.
- Agriculture
 - Technology
 - Health
 - Education
- 36.
- Consider programmatic work across regions among Angola/Mozambique and Brazil.
- 37.
- ****No Response****
38. Korea
- South Korea's intense development and changes have important lessons for South and North Korea as well as for other countries and regions looking to gain economically while also better anticipating and handling such development.
39. Korea
- There are a lot of MSU alumni who are very successful in their own area in the country of Korea. I truly believe opportunities are enormous there. We can make strong connections with Korea Alumni Association called MAAK.
 - Strengthening the distance learning can be a cost-effective way of increasing the number of Alumni.

- 40.
- Strategic engagement and regional (Africa wide) and sub-regional (West Africa) bodies including
 - NEPAD (New Partnership for Africa's Development – www.nepad.org)
 - CICSS (Comité Inter-Etate pour la Lutte contre la Sécheresse au Sahel (French: Permanent Interstate Committee for Draught Control in the Sahel)
 - CORAF/WECARD(West and Central African Council for Agriculture and Development – www.coraf.org)
 - CGIAR(Consultative Group on International Agriculture Research-www.cgiar.org)
- 41.
- Link with academic institutions
 - Queen's Elizabeth Central Hospital in Malawi
 - University of Malawi
 - University of Zambia
 - Zambia's University teaching hospital
 - But also → NGOs, Community-based groups, governmental agencies
- 42.
- MSU's strong tradition in addressing societal issues – education, health care, agriculture, economic development and community development
- 43.
- In the development of activities/efforts to reach the Millennium Development Goals by 2015
- 44.
- ****No Response****
- 45.
- Global trade
 - Global health
 - Global agriculture/natural resources
 - Global education
- 46.
- Linkages between professionals of local community based on agriculture/information technology/resource management
 - Consider education system—institutional exchange is important.
 - Centers—Research

- 47.
- Europe-Turkey-Russia-Central Asia-Caucuses –China intersections make an interesting web of relationships.
- 48.
- Emphasis on Turkey will help make connections with Central Asia and Middle East and make an interesting web of relationships.
- 49.
- Pursue LCC* (*formerly low cost country, renamed leading competitive country) business outsourcing strategies. Study total cost as well as socio-economic ramifications.
- 50.
- ****No Response****
51. Latin America
- I think some colleges have large number of graduate students from this region but we want to increase numbers across departments/colleges.
 - Institutional linkages should also be enlarged to encompass more depts.
 - We need more opportunities for graduate students to come here and study and to be funded to go there and study.
 - More support for developing internationally focused courses and supporting international research
 - More faculty who work across a diverse set of countries in Latin America.
52. • ****No Response****
53. • ****No Response****
- 54.
- Turkey is key for Eurasia/FSU, Middle East, Muslim Studies, and European Studies.
- 55.
- With language skills → linking Lusophone countries across the continents.
 - Also helping to use cross-regional experience/skills in West/East Africa with Southern Africa.
 - Facilitate inter-regional exchanges.
- 56.
- SADC (Southern African Development Community) —regional thinking—African countries and NGO's are doing this – we should be thinking regionally.
 - Focus on not circumscribing our possibilities with a “model” approach.

- 57.
- Focusing on common challenges (health, human rights, environmentalism, etc.) and discussion about whether there are common solutions or do we need to develop various ways of responding to fit within local context.
 - Struck by how many people are committed to this. Most tables focused on it in some way. If the will is there, why hasn't this happened yet? Is there something in our institutional culture that needs to change? Are individual departments/faculty too focused on the short-term to be able to sustain a commitment to addressing these issues.
- 58.
- Cross-cultural research methods are appropriate for two-nation studies, especially between China, Korea and Japan and the USA.
- 59.
- W. Europe's role in E. Europe, Middle East and Africa is central. We need a strong focus on all those areas—a focus which is facilitated by a deeper involvement in W. Europe.
- 60.
- Regional intersections across Africa as a lagging region
- 61.
- United Europe? EURO & NATO?
 - Solve the IRB (Institutional Review Board) problems and end the U.S. moral hegemony (influence or authority of U.S. IRB system on those systems of other countries) and arrogance in research ethics.
- 62.
- The effects of globalization on the workforce affect all or most countries. This problem also intersects with myriad development, sustainability, and environmental issues.
- 63.
- East Africa:
 - Food security, agriculture
 - Higher education, graduate education
 - Public health
 - Democratic processes
 - Institutional building
 - Culture and language
 - Global market articulation
 - Tourism

64. ● ****No Response****
65. ● ****No Response****
- 66.
- Taiwan, China or Korea intersections and connections (all countries influenced historically by Japan and more recently by the USA)
- 67.
- We can see important intersections and connections in various fields including trade, education, especially through joint research (researcher) and study (student.)
 - Visa Issue
 - Public level policy
68. ● ****No Response****
69. ● ****No Response****
- 70.
- Approach systemic problems.
 - International business entrepreneur/venture program
 - International view/voice towards U.S.
- 71.
- Link greater Lansing and State of Michigan outreach to be good partners in how Michigan is represented overseas.
- 72.
- Show MSU as world-wide leader in specific educational programs.
 - Recruit the "best and brightest" to these programs.
- 73.
- Both the art and photography of Eastern Europe and Latin American are not well known in the U.S. Bringing this art here will greatly expand understanding about global art and culture.
74. ● ****No Response****
75. ● ****No Response****
76. ● ****No Response****

- 77.
- I believe the challenge is to work at an appropriate level of scale. This could involve getting two people to work together, 2 ministries, two districts, two countries ---etc.
 - Some problems can be "regionalized" or internationalized; others can not.
 - The pure science may be universal but how it impacts people varies.
- 78.
- Student recruitment.
- 79.
- As a researcher I would like to see MSU working with other researchers in other countries in environmental/natural resources.
- 80.
- ****No Response****
- 81.
- Themes that intersect include: democratization and human rights, communication, environmental protection, closing the poverty gap, and agricultural productivity.
82. (From an administrative point of view)
- MSU should look to coordinating one office that is a liaison for the administrative issues related to international projects. There is an office for coordinating similar program interests, an office to monitor the financial and regulatory issues but no particular office to go to for help in coordinating and getting the appropriate individuals to meetings regarding the other challenges related to overseas programs:
 - Insurance
 - Labor laws
 - Security
 - International registration
 - Legal
 - Accounting practices
 - Country expertise
 - Power of attorney

- With all the changes globally and MSU's desire to increase our international research and programs, MSU also needs to look at what will be needed administratively over the next 5-10 years. Specifically in the following areas:
 - administrator training
 - support staff training
 - faculty training for long term overseas programs
 - review of Contracts and Grants Administration's(CGA) changes to meet these needs long term
 - .more staff, change in focus and responsibilities of international CGA staff, more travel
 - what legal support will be needed that has international legal, labor and accounting law
- 83.
- ****No Response****
- 84.
- Joint research projects
 - Curriculum design
 - Policy impact
 - Use visiting scholars from the region who are at MSU more strategically.
85. Southeast Asia—Laos
- Many post-colonial nations have education systems that are based on non-indigenous models (i.e. the French Lycée), and are struggling to make those systems relevant to the needs of their students and society. It seems that MSU could play a significant role in facilitating locally-based curriculum development and not that based on the French National Curriculum (the Lycée).
- 86.
- Connect SE Asian ethnic populations in Michigan and the U.S. with research, teaching, and study abroad—especially Philippines, Thailand, Vietnam.
 - Connect Muslim studies at MSU with research/study abroad, etc. in Indonesia, Southern Philippines, and Southern Thailand.
- 87.
- Focus largely on Thailand due to stability in region?
- 88.
- ****No Response****

- 89.
- Canadian urban multicultural experience with other regions of the globe
 - Linkages with natural resources, public policy, native peoples, and education
- 90.
- Professional and discipline training can provide expertise for program development and technical assistance.
91. Korea
- Stabilize the entire peninsula through business: open the labor markets.
 - A collaborative initiative with China—who has a labor shortage—low wage shortage. Rather than lose the jobs to other countries: Vietnam and India.
92. • ****No Response****
93. • ****No Response****
- 94.
- Build a strong connection with China, India and Russia to integrate Turkey, Iran, C. Asia program.
- 95.
- ****No Response****
- 96.
- Creating active networks with MSU alumni in their various home countries to encourage next generation of MSU students and to increase educational and business opportunities
97. China
- Intersections on environment, health and sustainable development - other areas of communication such as advertising, telecommunication, communication, journalism, etc.
 - I would also like to see similar connections in India and Southeast Asia.
- 98.
- Working across the Americas to strengthen hemispheric partnerships as well as transAtlantic connections
 - If we move beyond regional/national paradigms we could imagine partnerships that are connective in multiple ways—for instance MSU ↔ Birkbeck College London ↔ Delhi ↔ Melbourne ↔ MSU and not just two way.

- 99.
- Energy Markets
 - Emerging Countries
 - Capital—Enterprise
 - Seeking membership into European Union.
 - Intersection—find the countries in the same region that have experience to share with others.
 - Connection—link participants from MSU scholars/experts at MSU
- 100.
- Using the internet is the best way to reach the greatest number of people and to capture information and ideas for sustainability.
 - International food law distance education courses
 - Food safety/food security
 - Linguistics/translation of courses to regionalize
 - United Arab Emirates University is trying to put together an MOU with MSU and other universities as a regional training center for Middle East, India, North Africa.
 - Integrated presence
- 101.
- ****No Response****
- 102.
- Connect the University of Puerto Rico and MSU, especially in the arts and humanities.
 - Using MSU organization and performance ensembles on tour to recruit
 - Regional overseas study programs (Cuba, D. Republic, Puerto Rico, Jamaica, Trinidad, Venezuela)
- 103.
- From Venezuela we could connect in order to study how music has become a tool to build social capital and, more specifically, to see current examples of how music has empowered high risk teenagers in depressed areas.
- 104.
- ****No Response****
- 105.
- Food/nutrition
 - Food production, storage, marketing and income generation
 - Health and health limitations
 - Opportunities to change (is change feared or welcomed?)

106.
 - Identify existing international connections.
107.
 - Collaboration with University in Pakistan in research and teaching
 - Students and youth encouraged through exchange programs
 - Islam, Gender, and South Asia, and the diversity of religious community
108. India/South Asia
 - Public health, environment, food safety
 - Infrastructure development
 - Areas of intersections with China, South East Asian region
109. India/South Asia
 - This region is going to become one of the most important economic forces in the decades to come. Finding niches and placing students/faculty in the region will allow Michigan to gain a foothold in an extremely important area.
110.
 - Study Abroad—expand this program.
 - On-line education
 - Sandwich degree programs/joint
 - Form a network of Universities/Centers of Excellence.
 - Continuing Education
111.
 - Agricultural research and technology transfers
112.
 - Agricultural issues
 - Animal health, human health issues
113.
 - Gender politics
 - Conflict resolution
 - Long-range peace building
 - Development of civil society mechanisms for reconciliation, etc.

114. India/South Asia
- Many linkages already in process: e.g. PFID (Partnerships for Food Industry Development) —this program will need sustainable support (probably beyond current sources of support).
 - Need to build on ALO [Association Liaison Office for University Cooperation in Development which is now the Higher Education for Development (HED) Office] experience with TNAU (Tamil Nadu Agricultural University); perhaps it would be worthwhile to synergize partnerships with educational institutions in other regions having common issues (e.g., China, Africa, and Central Asia).
- 115.
- Many countries around the world already have their own collective sub regions, so if MSU starts working with a leader in the sub regions, then the spill over effects can be beneficial for other countries in the sub region.
 - For example: India is a leader in the South Asia region. But, Sri Lanka, where I come from is a tiny country, but hopefully, much easier to make a difference. You can get all the experts in the country under one roof much easier. As long as we work with the leaders in the country, we can get work done. But it's important to have institutional support and commitment from MSU.
116. • **No Response**
117. • **No Response**
118. • **No Response**
- 119.
- Build upon established collaborations—facilitate “payoff” from long term investment in human and scientific capital.
 - How do we build in ways that engage the next generation of scientists? “Intergenerational Science”
- 120.
- Environmental issues
 - Resource utilization issues
 - Conflict resolution
 - Poverty reduction programs
- 121.
- We need to look at poorest countries and not just countries where there is money or an emerging market.
- 122.
- Want to connect with the rest of Africa particularly malaria program activities in East/Southern Africa.

- 123.
- Increase service trips to other countries and increase number of countries visited.
 - Network with universities/institutions to not only host but develop their own programs.
 - Really want to be co-creators with international institutions.
- 124.
- Want to see strong connections between our campus and prominent areas of the world where many MSU students study abroad.
- 125.
- Our research in biotechnology and other cutting edge sciences should help transform the world's need for energy, food, and other essential products and services.
- 126.
- Other places and programs can be showcased in the Student Greenhouse Biodome. Much of the experiences and research discoveries or outcomes are not given an opportunity to reach out to our community and students. The presence of a receptive audience already gathered at a popular community gathering place is an informational outreach opportunity that can be a value to any discipline. Therefore providing this sort of showcase, and encouraging faculty and program directors to utilize the opportunity to engage the community and enlarge the views of students.
- 127.
- Seeing interest in Iranian scholars—this is a window of opportunity to be example of cooperation and understanding.
128. West Africa
- Ghana has the infrastructure to be a main connector/hub for West African connections.
 - Establish office by region of Africa?
 - Agriculture Development Cooperation
 - Long term relationship
- 129.
- Nigeria

- 130.
- Cross-regional learning via exchanges/networks on key themes (via both Africa and MSU networks)
 - Draw on strong network of alumni and friends.
- 131.
- Intersections and connections should be done by helping African institutions to share information and to promote cooperation to strengthen the relations with MSU.
- 132.
- Huge need for infrastructure in testing education management in Nigeria
 - Curriculum development for societal transformation in Nigeria
 - The Agricultural projects in MSU can help Nigeria greatly.
- 133.
- Nigeria, because of the quality of faculty either from Nigeria originally, or engaged there presently. My sense is that the goodwill trend we have in Nigeria can be made better by conscious active engagement.
- 134.
- Connections to countries that are moving into the European Union—Eastern Europe and EuroAsia. This could be a rich connection based on historical connections already existing because of the former Soviet central.
- 135.
- Again—South Asia and the Middle East and areas studies center and programs need more development.
 - Research collaboration-graduate students with faculty internationally
- 136.
- Higher education – consortiums – lifelong education – distance education
 - Alumni networking
 - Food Safety/Security across the globe
 - Environmental studies
- 137.
- Again, to move beyond the area studies model and work on broad issues including:
 - Islam and its social and political dimensions
 - Women's education
 - Law and Society
 - Exchange other than economic

138. South Asia
- Linkage with Institute of Agriculture and Animal Science to be strengthened as MSU was the lead institution in its establishment.
- 139.
- Cultural exchange—India and U.S. are more similar than many know.
 - Focus on development of “Future Alumni” —get them while they are here. Can we court students who have come here to study for a semester as alum? If we do, we may get more support.
140. • **No Response**
141. • **No Response**
142. • **No Response**
- 143.
- By providing intellectual resources thru outreach to other countries—more depth and institutionalized programs on both ends
- 144.
- Economic development ↔ fair trade issues ↔ borders
 - Human rights ↔ partnership
 - Truly multidimensional-foreign language
- 145.
- **No Response**
- 146.
- Many issues (health, education, agriculture, and environment) are relevant in other world areas and cross borders.

D. Additional Comments?

1. **No Response**
2. **No Response**
3. **No Response**
4. **No Response**
5. **No Response**
6. **No Response**
7. **No Response**
8. **No Response**
9. **No Response**
10. **No Response**

11.
 - Important to develop linkages with specific universities that have common interests to MSU, e.g. Agricultural universities such as Chung-Buk National University in Korea
12.
 - Gaps in the table report outs—no one mentioned in the report outs:
 - MSU's role in peace and world understanding, reducing conflict in the world and how that relates to international public policy, world religions
 - Expanding/requiring foreign language study among MSU undergrads in all majors)
 - Expanding foreign language study in K-12
 - Faculty involvement as experts/hosts/lecturers on alumni trips abroad
13.
 - What business are we in?
 - What value do we add?
 - How can that be maximized?
14. ****No Response****
15. ****No Response****
16.
 - We need a University-wide foreign language proficiency requirement.
 - How does our work/MSU contribute to global peace/international understanding/justice?
17. ****No Response****
18.
 - MSU loses relationships globally when too focused on region.
 - Need to support international education at MSU for undergraduates.
19.
 - MSU scholars should be encouraged – and funded – to carry out individual or collaborative research projects on various themes of interest to them. I don't understand how MSU is trying to reach an overarching theme for the university as a whole. The hard sciences and development tends to dominate MSU's idea of global involvement at the expense of social science and humanities scholarship. Theoretical research needs to be given equal importance and resources.

- 20.
- I'm afraid I don't know how to answer these questions. This is a structure based upon a colonial imaginary and I find it quite problematic. The "encounter model" as you frame it will not help MSU in terms of recognition. It may, in fact, be detrimental because it appears to be very missionary in scope. What could put MSU on the global map, so to speak, would be centers of excellence developed around themes that are very timely in terms of current issues and world politics. I hope that these comments help you to reframe structures that can facilitate more productive dialogues. Good luck.
21. **No Response**
22. **No Response**
23. **No Response**
24. **No Response**
- 25.
- Funding that supports international research beyond the traditional IRGP (Intramural Research Grants Program) that would appreciate and understand qualitative work
 - Make space for research teams beyond the obvious teams that have become the status quo. For example, a team member from social work, anthropology, and nutritional science working together to look at the uses of maize and its impact on child development.
 - Support to bring colleagues from our host universities to teach and conduct research—build their scholarship
 - Support for units to facilitate the education of students from West Africa. For example, we (Social Work Department) would like to enroll students from our collaborative partner (University of Ghana). However, we can not afford to support them and they can not afford to come and pay international fees. The University of Ghana Social Work department has one person on faculty with a Ph.D. The others would like to obtain one but, no funds are available to do so. This is one of many examples around the globe that I can make.
- 26.
- Need someone to be in charge of setting some joint program in graduate studies with a number of universities in some remote areas of China. (Northeast, Northwest, Central parts).
27. **No Response**
28. **No Response**
29. **No Response**
30. **No Response**

- 31.
- I have taught Professional Business Etiquette workshops for the past 5 years. I am just beginning to develop an etiquette workshop based on the China culture. As we embark on a closer relationship with China, we must all be mindful that the way we do things in the U.S. is not necessarily the way things are done in China.
32. **No Response**
33. **No Response**
34. **No Response**
- 35.
- Finally address barriers to international engagement and collaborative research efforts. Do more than talk about addressing reward systems. Let MSU be the leader in this—and desired outcomes will follow. Address both international engagement and collaboration across college/unit lines.
 - Provost: needs to fix Form D for international and collaborative efforts to count! (**Note:** Form D is the Recommendation for Reappointment, Promotion, or Tenure Action. This form is also used in some departments as the basis for annual reviews and merit increases of all faculty members.)
36. **No Response**
37. **No Response**
38. **No Response**
39. **No Response**
40. **No Response**
41. **No Response**
42. **No Response**
- 43.
- Illegible response.
44. **No Response**
45. **No Response**
46. **No Response**
47. **No Response**
48. **No Response**

- 49.
- According to John Deere, the top 3 agriculture regions: (Related to the meters of top soil with the figures directionally correct.)
 - 1. Ukraine 8X (**Note:** Basis of recommendation to become actively involved in Agribusiness in the Ukraine)
 - 2. Brazil 2.5X
 - 3. USA 1X
50. **No Response**
51. **No Response**
52. Southern Africa
- Focus more grant investments inside the region itself.
 - Obstacle— “Monetarist” models in e.g. MSU Press that restrict (illegible word) co-publishing, etc. (**Note:** This likely refers to MSU press and other publishers co-publishing with international publishers.)
 - Develop inter-varsity programs in U.S. to boost resources.
 - Oil technology in Angola
 - “English” in Mozambique
 - Conference series – publications
 - Publishing crisis in Africa is a major issue—package better.
53. **No Response**
54. **No Response**
55. **No Response**
56. Major Comment:
- Don’t chop down the tree of collaboration that has been built in Malawi, Mozambique, Zambia, etc. by following short-run or fad strategies.
- 57.
- I’d like to see more administrators brought into the discussion at some point. I believe they would be best able to think through the feasibility of trying to adjust institutional structures to facilitate better global endeavors.
- 58.
- MSU needs to encourage Department Chairs to internationalize curricula, faculty competencies and support service.
 - Bureaucratic impediments to international teaching, research and engagement should be reduced.
- 59.
- I believe a (lofty) goal would be to have all/most core courses be international in scope (i.e., more than 25% international content.)

60. **No Response**
- 61.
- Found these questions hard starters for this day.
 - Not good at vision before knowing where I/or MSU is currently—it's my evaluation approach.
 - Barriers to language study for graduate students—they are not able to take 100 courses or fit into lockstep curriculums.
- 62.
- Use the technology available for distance and on-line education to enroll students from Korea and the U.S./East Lansing to participate in the same course together.
 - I am to planning to serve as a visiting professor at INHA University in Korea.
- 63.
- A futuristic strategic engagement with East Africa for mutual benefit for Michigan and East Africa would be to work on how the regions can engage the global market in which what is produced in the region finds market in Michigan and the rest of the world. East Africa remains a challenge both politically and economically. A strategic intervention in which thematic and regional intersection can be realized can go a long way to solve both the political and economic challenges.
- 64.
- This exercise is rather difficult for those of us who are non-experts in a particular region.
65. **No Response**
66. **No Response**
67. **No Response**
68. **No Response**
69. **No Response**
70. **No Response**
71. **No Response**
- 72.
- More PR state-wide, globally!
 - Funding sources
- 73.
- The Arts—Big Time! Including Kresge
74. **No Response**

75. **No Response**

76. **No Response**

77.

- I am concerned that this exercise has a certain “top-down” flavor. If the goal is to offer the administration a buffet of ideas so they can choose a few to invest in, then I am skeptical that the resources will provide much return.
- In my experience, internationalists do what they do because they are passionate about it. I believe we need to fuel this passion and find a way to invest in those who are being successful, and perhaps seed some who can be. But in my opinion, it has to be very much bottom up. Central planning is needed to create the “market-place” for ideas, not to select the ideas. We need to create incentives for faculty, students and staff to be successful, not to just capture the resources from MSU. And success should be measured externally—grants, papers, etc.
- Finally, I want to argue that we need to go where the real need is. If our goal relates to the cutting edge of technology, then links to W. Europe and E. Asia might make sense. But if we want to address the conditions of the lower rings of human existence, we have to go to the 2nd and 3rd world.

78. **No Response**

79. **No Response**

80. **No Response**

81. **No Response**

82. **No Response**

83.

- I suggest MSU focus more on Central Asia as the U.S. government has long-term relationships with this region.
- For example, MSU can become one of the universities to have students from Kazakhstan. Every year 3000 scholarships are awarded to young people in Kazakhstan to study abroad. This is a Presidential Scholarship “Bolashak” (means future) that covers undergraduate and graduate study abroad (www.edu-cip.kz/eng).

84. **No Response**

85. **No Response**

86.

- Connection

- 87.
- Determine MSU strengths.
 - What matches with issues in this area?
 - Develop country/region specific forums (cross-disciplines and cross institutions) to discuss current involvement in area to look for areas of collaboration.
88. **No Response**
89. **No Response**
90. **No Response**
91. **No Response**
92. **No Response**
93. **No Response**
- 94.
- Our aim should be to consolidate and create programs that build international capacity and appeal strongly to both regional and global member institutions.
95. **No Response**
96. **No Response**
97. **No Response**
- 98.
- Fluency in a language must be understood in terms of being able to work conceptually and historically in that language—not merely two year proficiency.
- 99.
- MSU should be known as the most important university that creates engagement.
 - Grow youthful energy into international activities beyond study abroad and help students function in the international markets.
 - Sustainability will occur when regional development is able to include more than one discipline.
- 100.
- Need funding to develop programs/sustainability.
 - We need to know what linkages and partnerships are already identified and available through MSU to build better relationships across campus and cross disciplines.
 - Need grant writers for funding and partnership development.
 - Distance Education, Study Abroad, exchange programs
 - Short courses for training, visiting scholars
 - In country research, training education

- Need for web virtual center for MSU to use to see what is currently available and what programs are being developed—interactive for all MSU.
 - Need marketing to better reach international students.
 - We (Institute for Food Laws and Regulations – www.iflr.msu.edu) currently have 9 distance education courses offered to all countries: Codex Alimentarius – The Food Code; International Food Laws and Regulations; Food Regulation in U.S., EU, Canada, Latin America and Asia; OIE (World Organization for Animal Health); and IPPC (International Plant Protection Convention)
 - Want to develop Food Regulation in Middle East distance course.
101. **No Response**
102. **No Response**
103. **No Response**
104. **No Response**
- 105.
- Study abroad programs should be more than tours or studies that can be done on campus. Language training should be a daily part of the program.
106. **No Response**
- 107.
- My major interest is the development of a Muslim Women’s program in South Asia.
 - There is no regular course on Muslim Women in South Asia—Gender and Social Context that I now teach as Special Topics in Sociology.
 - South Asian Muslim women and women of Pakistan are ignored. There is no program and interaction on this campus with Pakistan
- 108.
- Support for faculty involvement in international work
 - Development work should be additional credit for junior faculty coming up for tenure and promotion.
109. **No Response**
- 110.
- I think first we need to make our house “MSU” stronger and create an enabling environment at MSU that provides needed support for faculty and students.
 - Sustainability of programs – endowments
 - Recognition and reward to faculty engaged in international education/development

111. **No Response**
112. India and South Asia
- Promote collaborations.
 - Promote training.
 - Establish formal interactions with institution in the country and region.
 - Establish Centers in the country and region.
113. **No Response**
- 114.
- Efforts by MSU to help synergize/strategize efforts in the various regions of India and South Asia are very welcome.
 - There is a wide variety of activity occurring in the region (India and South Asia) on our ad-hoc basis, but some higher degree of organization in certain areas would be useful.
- 115.
- MSU has many experiences where developing countries in South Asia can benefit from. However, without the linkages that MSU builds with faculty in these countries, the messages/lessons will not be welcomed.
 - So having strategic linkages with government agencies and universities in countries of the regions will be crucial. This can be easily achieved if faculty at MSU from these countries can start the initial linkages. Knowing the language and culture helps—alumni networks will help very much.
 - Also, it would make sense to have continuing discussion with the MSU faculty/alumni in the region to build the initial connections.
 - Right now I only do voluntary work for Sri Lanka. It would be nice to have some support at least for my air fare.
116. **No Response**
117. **No Response**
- 118.
- Bottom-up/individual initiative.
 - Graduate Student “out sourcing”
 - Multi-project synthesized
 - Academic altruism
119. **No Response**

- 120.
- Identify problem(s) in a country/region.
 - Participatory approach to find solutions to the problems
 - Assist in implementation of new ideas.
 - Identify what MSU itself can gain from the experience.
 - Consider what we have learned from past experience in international studies: what pitfalls can we avoid; what successes can we build upon.
 - What new directions are needed in the new global situation?
 - Assign someone/group to review and summarize.
- 121.
- Find it difficult to answer these questions in short time period.
 - We need to survey partners overseas and see what they want. This meeting lacked people who are based elsewhere in the world who may be MSU partners.
122. **No Response**
123. **No Response**
124. **No Response**
- 125.
- Boldness by Design should be embraced across the university. Our reticence needs to end.
126. **No Response**
127. **No Response**
- 128.
- Work across institutions.
 - Use emeriti faculty.
 - Capital Campaign
 - Support funding structure
 - Link faculty.
 - Focus research.
 - Flexibility
 - Priority - Environment, health, agriculture, governance, education
 - Partners are equals.
129. **No Response**
- 130.
- Build upon very strong West African alumni.
131. **No Response**

132. ****No Response****

133. ****No Response****

134.

- My feeling is that “Western Europe” is increasingly marginalized as we focus on Title VI needs (Area Studies Centers) for focus on LCTLs and “strategic” world areas.

135.

- Need money focus on language development and study abroad opportunities.

136. India and South Asia

- Need a regional presence (outreach center) in India/South Asia.
- Need more study abroad in region in India/South Asia.

137.

- Please contact me for further discussion and events on South Asia—cultural dimensions.
- WE NEED ONE CENTER (added to ISP or a larger body) that coordinates all Global and International:
 - Events
 - Academic programs
 - Connections with alumni
 - Links all Area Studies on campus – coordinating events
 - The ISP could be expanded into an umbrella department to coordinate global programs, etc.

138. ****No Response****

139.

- If we can get the undergrads fired up, we have a large voice that can support development of these initiatives.

140. ****No Response****

141. ****No Response****

142.

- Maximize communication technology (teleconference) to cultivate partnerships.
- Joint degree programs (with Indian universities)
- Tap MSU alumni (domestic and abroad) with business ties to India (development.)
- Idea - raise funds from alumni in India to support research/engagement in India.

- 143.
- MSU needs to add a foreign language requirement.
 - MSU should be a leading player in peace and conflict resolution studies globally.
144. ****No Response****
- 145.
- There is a discontinuity between where research and faculty interests take place and where students study overseas.
146. ****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.