

Global Encounter: Key Ideas, Possibilities and Advice for MSU

Small Group Report Outs-Afternoon Session

This document represents the reports from groups attending the afternoon session of the April 20, 2006 Global Encounter Event.

Procedure:

1. The group was asked to respond to the following:

Group Task: Please pick a recorder who will write down your responses to the following questions. The final notes your group produces should be captured on an overhead transparency. Your report to the entire room should reflect the ideas that your table wanted most to share with the larger group. Your report will probably be a synthesis of your responses to all three questions as there is overlap between them. (Though feel free to break them out and number them if you wish.)

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

Any additional comments?

2. Each letter (A—L) represents a group. The area or country is not listed for each as many of the statements are global. The order in which the reports are provided has no special significance. All statements presented are included. Statements and format are verbatim from the group overheads because the purpose of this summary is for all participants to have the raw data as gathered.

A.

- Advice: Invest time and financial resources in educational institutions that work not just in capital cities but also rural areas in Latin America & the Caribbean. Students of those institutions today will be the high-ranking government, private sector and university officials of 10 years from now.
- How? ...some ideas.
 - Share teaching material. Check first with the MSU OIP (Office of Intellectual Property).
 - Expose them to all the resources on our website.
 - Develop volunteering programs here that tutor people down there (communication now is cheap...Skype, Messenger...and is getting cheaper there too).

- Invest now!
- Expose our name and build recognition!
- Expect to collect later (on the investment)...10 years or much earlier.

- Assets
 - Distance learning.
 - Info on CD's and DVD's.
- Very Important:
 - Stress language/cultural understanding.
 - Create two-way understanding of problems, challenges, politics →
 - Partner on solution finding.

B.

- Create new investments in critical areas of world.
 - Seed money for new initiatives.
 - Endowment – create.
- Energize & capitalize on our alumni database.
 - Regional offices
 - Networking opportunities
 - Internships/placement
 - Fund development
 - Student recruitment
 - Presence for MSU
- Increase and encourage faculty opportunities for international collaboration, projects, etc.
- Need to revisit list of faculty engagement (as provided in the packets participants received)—doesn't reflect reality. We'll be missing each other.

C.

- Broaden diversity of:
 - Study abroad locations
 - International student-sending countries
- Student greenhouse as international gathering place & showcase.
- Emphasize "We" in "welcome"-need furnished apartments!
- Add international sensitivity to AOP (Academic Orientation Program).
- Improve internal/external communication about international engagements.
 - Internal: database
 - External: marketing
- Credit-based experiential learning opportunities.
 - Service learning
 - Alternative spring break-(expand on existing credit opportunities)
- Stateside multicultural/cross-cultural "study abroad" programs for both domestic and international students.
- Faculty incentives must reward international engagement.

- International/multi-cultural requirements must be incorporated into the undergraduate curriculum.
- Online Technology >post it notes- utilize! Establish first!
- Communication—so we don't reinvent the wheel but instead jump off other people's shoulders.
- Hospitality
 - To be an effective partner in a relationship with others MSU must communicate beyond words.
 - Gracious to visiting professionals
 - Warm and Kind
 - Give students furniture.
 - John Schneider column example
- Students are at different development levels and we need programs that are developmentally appropriate (Example: Freshman seminars abroad).

D.

- Second language proficiency requirement
- International course requirements
- Latin American & Caribbean Arts Center
- Brazilian Studies Institute
- Amazonian Studies Center
- Better incentives and rewards for international engagement (students, faculty, and staff)
- Mexican initiative
- Caribbean studies
- Andean initiative

E.

- Link Global with region specifics.
- Undergrad education needs to be global. We can't just have random experiences. Define learning outcomes. Design programs based on outcomes.
- Alumni. Engage alumni after they leave. Life long learning. More strategic, more deliberate engagement
- Undergrads: Require foreign language.
- Leader in Michigan & US in Global Education.
- Include issues of peace and international understanding and conflict resolution in the discussion.
- Work to "permeate" a global perspective throughout MSU at all levels (grounds service, reward system.)—not "in your face."

F.

- Continue a practical orientation—focusing on real problems and solutions.
- Develop a system for establishing priorities & investing in those to give them a chance to flourish.
- Change faculty recruitment & reward structures.
- Learn from MSU's past experience.
- Real participation & collaboration.
- Reflect our values in our language, catchphrases & behavior.
- Intersection of focus areas and geographic areas—not one or the other
- International must cut across focus areas already identified by OVPRGS (Office of Vice President for Research and Graduate Studies).
- Have Gender as a cross-cutting concern like international not just a focus area. Continue a practical orientation—focusing on real problems and solutions.
- Know what you have before creating new units or structures.
- Build on strengths first and maximize them.
- Use technology to broaden awareness of what exists already and what is currently being done by faculty and units.
- Spartan—Spartan apts.—no furniture. (Not acceptable!)

G.

- Reward/incentives. Also investments
- Outreach & life-long teaching and life-long learning are often disconnected from academics and regular programs.
- Faculty going abroad need deeper engagement with students—in research, conference paper presentation, etc. plus this day's event.
- Routinizing distance learning & technology is critical for study abroad and communication generally.
- Need focus on language & cultural awareness for students, staff, and faculty and top administrators.
- Tension between "strategic" investments and what we should be/do.
- Partner multilaterally.
- Scholarships & fundraising are critical for access and universal knowledge development.

H.

- Support for faculty who explore the intersections between agriculture, natural resources, water, health and education...& inequalities.
- Hire new faculty in these critical areas.
- Linkages between MSU & institutions abroad need to include more than just universities→should include agriculture experiment stations, etc.
- Need for innovations in dual-degree programs, including Sandwich degrees and developing/strengthening curriculum.
- Diversity! Don't just invest in one area (university or country).

- Exchange programs need to be reciprocal.
- Lusophone initiatives→foster south—south connections.

I.

- Recognize, respect, and learn from diversity of world regions such as China.
- Collaborate, work with, partner with people & institutions in each area. It is a two way process.
- Find MSU's areas of excellence and expertise and learn how to focus those areas of expertise toward needs and abilities of geographic & cultural areas.
- Aggressively upgrade opportunities and requirements for students, faculty, and staff including study in an area with a language other than their native language.
- Better support for newly arriving students & faculty integrating into the local culture
- Break through USA/ Michigan insularity.
- How to do all of this is of course a next big question—funding, structure, knowledge, MSU self examination.
- Immersion model for study abroad programs
- More integration of foreign language training across disciplines.
- Cross-disciplinary study abroad programs including cultural, historical, & social aspects (as well as science or professional training)
- National Distance Learning University that emphasizes much of the basic training needed for cross cultural experiences
- Develop International Foundation Institutes along with funding among/from universities/business/governments.

J.

- How do we manage dichotomy between new initiatives with focusing on our strengths in 5 regions?
- How do we manage incentives for faculty and specialists to do study abroad, new research, etc? How do we open doors for new faculty in these areas?
- We need to remember not to be so ethnocentric/national-centric/discipline-centric and not so prescriptive in these regions. It needs to be a relationship/partnership.
- Finding a means for more frequent discussions like today to build university partnerships to create new initiatives and combine/conserves resources.
- How do we manage building an international curriculum without putting too many constraints on a student's academic program and development?
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K.

- Two main points of focus to define thematic areas of engagement for the next decade.
 - Africa Anglophone—(Nigeria or other)
 - Francophone—(Senegal or other)
- Build around thematic areas.
- Don't kill faculty initiative.
- Engage people from those areas.
- SMART goals (Specific, Measurable, Attainable, Realistic, and Tangible-Editor).
- Include people from those countries for sustainability.

L.

- Remain leader in international programs study abroad.
- Language study cannot be overemphasized.
 - Diversify offerings.
 - Required?
 - Modes of instruction
 - Language on demand
 - Computer based
- WORLD GRANT NOTION—continue to advance and explore in inclusive, transparent, mutually beneficial way capacity building.
- Global focus in K-12 education
- Administrative model to remain flexible based on world events
- Recruitment, tenure, promotion w/ international experience
- MSU's unique scholarship on Africa needs to be supported and enhanced. Two-thirds of MSU's international work is on Africa.
- MSU has to have a physical presence in world regions (thematic, research support, admission) to build partnerships. What should it look like?
- Provide furnished apartments for international students/scholars.
- Creative funding for Study Abroad to get higher % of students participating
- Need to change mindset to reward faculty to engage in international activities.
- Do this (Global Encounter) again annually or every 2/3 years.
- Flexible faculty model with strategic adjunct lines to cover for senior faculty for overseas research/study abroad

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.