

Global Encounter

MSU's Future International Engagement

Small Group Report Outs-Morning Session

Procedure used to generate this document:

This document represents the reports from small groups attending the morning session of the April 20, 2006 Global Encounter event. Individuals self-selected their country/area. Groups were asked to respond to the following questions and to share ideas they considered most valuable with the larger group:

1. Where do we want to be in ten years and beyond in this country/region? Globally? Programmatically?
2. How, and for what, do we want to be known in this country/region over the next decade and beyond? Globally? Programmatically?
3. 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?

The reports are typed verbatim with some explanation of acronyms. The items within a report are not numbered sequentially or presented in a consistent format; they are presented as accurately as possible from the originals and all groups within a country or region did not use the same format. In some cases the country/region was not included on the overhead; therefore, some reports may be collapsed under one heading. Format and punctuation were not changed for concern that the original intent of the statement(s) would be altered; thus, comments are presented in several styles. If the group indicated that responses related to one of the three specific questions, the specific question is indicated. If you choose to submit comments on any of the points to globalencounter@isp.msu.edu, note the specific section (A, B, C, etc.) and the statement within that section. There is no significance in the ordering of the countries/areas as presented in this report.

A. CENTRAL ASIA & AZERBAIJAN

- More visiting scholars in both directions and use them strategically after they return home
- More region specific research
- More formal linkages
- Finding more opportunities for study abroad
- More personal linkages to provide cultural understanding for study abroad
- Teaching approach and styles
- Experience in research, methods, tools, & technical facilities
- MSU housing policy-Needs changes!

1. Need integrated strategy for institutional links
 - bottom up
 - focusing on Asia (China); consider the book *Feeding a Billion People*
2. Need some modules on our strengths – organize Teaching/Research/Extension around them
 - a variety of institutions
 - share model
3. Need serious, collaborative, and trusted long-term partners in a number of focused scholarly disciplines
 - land grant
 - tourism
 - ag/land use
 - technology
 - health/food
 - education
 - biotechnology
4. Additional Comments
 - barriers to collaborative research via reward system (must be addressed)
 - cost of international research & engagements (need support)
 - language is a barrier (promote instruction)
 - making institutional linkages should be less bureaucratic

B. CHINA

1.
 - a. Multi-institutional linkage(s)
 - b. MSU reputation in USA = land grant university
 - c. Common themes in US & China
 - d. Support Chinese faculty coming to US (more than the reverse)
 - e. Service – MSU expertise in China
2. MSU expertise in US → China
 - Agriculture, food security
 - Environment – What does China need? MSU match to China’s needs.
 - Health
 - Demographics – social issues
 - Policy – economics

C. CHINA

- Q1.)
- Need Study Abroad in each area we teach language.
 - Change attitude- China growing and changing so fast
 - Extend land grant vision.
 - Strong presence with major educational institutions and business/corporate entities
 - Joint programs for education and development at all university levels not just Top 5 universities in China
 - Engaged- both in teaching and learning. MSU is a resource for learning but also can actively learn from China.
 - Growing populations- work on sustainable food systems. A systems approach: production, distribution, business
 - Health care- broaden approach to health care. Integrate Chinese and American knowledge.

- Must be "friendly" toward Chinese practice
- Be #1 place business, education, government, and researchers turn to when they need to know about China
- Food Safety- work toward internationalizing food safety standards.
- Make MSU preferred place to study China & for China to study the West
- MSU must be known for very high standards-excellence in research, knowledge and teaching. People from China/Asia are very conscious of reputations for good, better, best ranking & excellence.
- Networking-creating contacts with Chinese institutions and people
- Build on foundation of areas MSU is already known for- focus and prioritize
- Asia is often viewed as Monolithic but is really very diverse- need to target focus differently as different areas have different needs.

Q3)

- Need to be known for being collaborative.
 - Joint ventures in many areas including business as well as science and social issues.
 - Strengthen exchange programs; Michigan tends to be very insular in outlook. Need to do something to get more USA students to go abroad as well as welcoming overseas students here.
 - REQUIRE Study Abroad for MSU students.
 - Cost of study abroad can be a problem but is too often just an excuse to avoid extending oneself.
 - Be a fount of intercultural information to overwhelm media resistance to coverage.
- Encourage and support staff as well as students and faculty to internationalize
 - Develop satellite campuses
 - Use internet for courses and contact

D. CHINA

-for social science, join the main stream policy discussion, have input on the US-China policy making process to achieve the global influence. MSU cannot avoid the mainstream discussions and research topics. In the congress university research projects have been used as evidence for policy/legislation debate (social science's value).

-Utilize information technology (Internet) to make up traditional geographic disadvantage, to promote the communication of this university's research, and have the voice here be heard, such as produce our own "China inside/ greater China" newsletter in the Asian Study Center. Focus on contemporary issues, present briefs of MSU's research progress, have our own interviews, and update MSU-China programs.

-For some Social Science areas—more attention on the research for Chinese institution. Most recent organization establishments (Example: Chinese party—social science funding)

E. KOREA (represents several tables)

Build deep institutional, academic, and personal ties- both bilaterally as well as multilaterally within Korea and the USA, as well as with institutions in other countries and regions.

Work to achieve these ties through research collaboration of faculty and hard studying. Work to achieve these also through more routinized "everyday" use of distance education/communication technologies. Work to achieve this through direct personal face-to-face and hand-in-hand relations for education and friendship. Meet Michigan should be a model program for introducing international students & scholars to MSU, Michigan & USA. Need Meet World program as well.

Want MSU to be seen as one of the top universities globally.

Q2

Focus on rapid intense change in various areas such as society, economy, technology, education and how to manage, rectify, ameliorate, and enhance, as appropriate, the effects.

Want true global reach – use Distance Education.

We have trained many of the top leaders in various fields – if we are doing good jobs. Are we training tomorrow's top leaders? In Korea and elsewhere – raise our knowledge (visibility) and ranking and funding for top students.

Q3

Korea's rapid change in many intersecting spheres has lessons for Koreans, Americans, and other people around the world.

- Korea is going in the direction of being a major partner in various areas and in various countries, regions, and multilateral forums, such as OECD (Organization for Economic Co-Operation and Development)
- Korea is not waiting; Korea is wanting to take up responsibilities and is ready and will proceed
- Entrepreneurship and Leadership skills need to be taught in many subject areas.
 - o Humanities
 - o Social sciences
 - o Business
- Various issues cross regions and are common within regions such as:
 - o Education Development
 - o Global Issues
 - o Changing Labor Markets and Labor Issues

F. EURASIA MIDDLE EAST MUSLIM STUDIES

- Discussion of Turkey
 - Key site as link to both Eurasia and Middle East
 - Strong higher education institutions
- Need: clear institutional links with private and public universities in Turkey
- Need: summer language study program through MSU in Turkey
- Need: to re-establish existing programs in E. Europe/former Soviet Union
- Opportunities in Turkey
 - Social sciences/humanities
 - Business
 - Sciences
 - Professional programs
 - Environment
 - Agriculture
 - Middle East
 - Eurasia (C. Asian and Caucasus)
 - Muslim Studies
 - European Studies (EU region/migration)

G. MIDDLE EAST/NORTH AFRICA

Long-term

- Use the land grant mission to expand globally, and develop new programs and partnerships in the region.
- Extraordinarily important region where new partnerships will strengthen our country's relationships
- Important in this region to share our knowledge but not impose our knowledge
 - o Mutual understandings

Areas represented

- Study abroad
- Linguistics
- Education
- Jewish Studies
- Food Safety and Food Laws

Ideas for:

- Expand outreach initiatives
- New study abroad programs
- Develop Middle East Studies Center
- Need to learn more about other MSU initiatives in the region
 - o Develop a virtual center for the region
- Develop a center in the region with others in the region. Would feed other MSU programs
- Build programs in education that link educators, K-12, universities between US and region

H. JAPAN/EAST ASIA

MSU known as a leader responding to Global Challenges

- Borderless in nature or common to multiple places
- Requires breadth and depth in terms of knowledge and networks
- APPLICATION
- Methodology for working cross-culturally

Need for bureaucracy flexibility

- Seize/create new opportunities
- Long term investment/commitment

I. INDIA AND SOUTHEAST ASIA

Create

- a greater incentive for faculty to pursue international research and projects-true exchange
- central office to coordinate all international offerings on campus
- better presence in South Asia for MSU
 - o office
 - o communication (electronic)
- stronger alumni organization with smaller sub-chapters in each country or region (easy access)
- Joint degrees with overseas institutions
- Greater study abroad opportunities for undergrad and graduate students
- Better funding to subsidize international collaboration for research projects; dollars for faculty
- Increase MSU recognition of international work as research and teaching (not just volunteering)
- Bridge gap of understanding of importance of business globalization
- Tap into successful MSU alumni who are doing global business for fund development purposes
- Want MSU to be known as innovator/conduit

J. SOUTHEAST ASIA

Database of "research expertise" and areas of strength at MSU

- Develop interdisciplinary structures/collaborations/forums around specific issues or countries in S.E. Asia.
 - o Deforestation
 - o Water quality
 - o Unexploded ordinance dangers (landmines)
 - o Educational/technical impact on teaching and learning
- Move away from the mindset that we have all the answers and instead focus on learning from partnerships with innovative universities and organizations abroad
- Institutionalized effort by MSU to recruit, hire, and promote younger faculty with international experience and focus
- Strategic linkages between research, study abroad, and international graduate student recruitment

K. INDIA/SOUTH ASIA

Approach:

- Establish a network of higher education
- Develop alumni database
- Link with governmental and non-governmental organizations
- Expand study abroad
- Develop joint degrees
- Establish MSU-South Asia Office at MSU and/or in South Asia

Issues:

- Public health and environment
 - o Animal and human
 - o Food and agriculture supply chain
- International trade
- Education: joint degrees
- Social issues
 - o Religion (including Islam), gender, and youth
- Rural vs. urban

Needed from and within MSU!

- Commitment
- Synergism
- SUPPORT
- Synchronization

L. SOUTHEASTERN EUROPE, BLACK SEA REGION

Q1.) Where do we want to be? Bulgaria, Romania, Croatia, Serbia, Ukraine, Turkey, (Southeastern Europe/Black Sea)

Q1.) Thematic focus on key challenges related to environment, health, food, agriculture, security and risk

- Holistic and interdisciplinary approaches build on MSU strengths and global challenges
- Science and human dimensions

Q2.) How and for what known?

- Trusted partner (short vs. long-term commitment; focus on long-term)
- Bring sciences and policy resources and learn from partner institutions
- Help build capacity through collaboration
- Integrated, interdisciplinary research and education focused on key issues (environmental, health)

- Applied Research
- Make a difference

Q3.) Intersections/connections

- Appropriateness of connections along local-regional dimension
- Cross-cutting issues along policy domains, e.g.
 - Corruption as challenge that affects policy development and implementation affecting environment, health, economic development, security, etc.
- Risk Governance
 - Risk analysis
 - Risk assessment
 - Risk management
 - Risk communication
- Rule of law

MSU strength across policy domains

- Thematic focus on key issues related to environment, health, food agriculture, security and risk
- Holistic and inter-disciplinary approaches
- Applied research
- Education and training
- Engagement and link to policy and programs
- Regional approaches
- Cross-cutting thematic focus (e.g. corruption, rule of law)
- MSU's strength across policy domains

M. WESTERN EUROPE

1. Where we need to be:

- outreach office in each EU country
- increased emphasis on knowing/understanding EU
- prolonged periods of student study >4weeks
- locally on campus—increased understanding of multicultural issues in curriculum

2. How do we want to be known?

- focus on EU as village-not separate countries
- Leadership in interdisciplinary study- TRUE integrated courses & service learning & civil engagement

3. Important intersections

- “foot in the door” to Middle Eastern countries and the world
- health care

4. Additional comments:

- Become a National Resource Center
- Target high school curriculum so that students are coming to MSU understanding globalization
- Internationalizing student life at MSU

4. Create a clear reward system for faculty

N. WESTERN EUROPE

1.) MSU has a strong presence in Western Europe which seems to lack acknowledgment on campus. Perhaps this is due to the focus on other “strategic” world areas and languages.

2.) This strength would support the development of a Western European Studies Center within the next 10 years.

3.) We can use our strong expertise and our existing connections in Western Europe as a foundation from which to be able to react more quickly to ever-shifting social, political, economic and cultural issues as they arise globally.

O. EAST AFRICA

1.) Intersection between thematic areas and geography

- Gender
- HIV/AIDS
- Food security
- Supply chain development
- Environment

2.) Building on what we are already doing well— programmatically and geographically—current programs are capital

3.) Focusing on how we work—collaboration and partnership with local partners

- Applying the best “science” to mutually defined societal problems.
- Real world problem solving

4.) Take a long term view.

5. Culture needs to change at MSU

- Foundation and framework must be strengthened to include all faculty and students

Reward system for faculty

- Promotion
- Tenure
- Raises

Students

- No international requirements now
- Not an integral part of the student experience now
- Possible requirements
 1. number of international courses
 2. several short-term international experiences
 3. one short-term international experience plus 2 international courses
 4. one long-term study abroad
 5. international internship

Integrate projects, students and state.

P. EAST AFRICA-MAIN POINTS

Question 1: Engaged, building capacity (research, education, implementation)

- "sustainable" development in broadest sense
- might have one country partner, but should be regionally relevant
- long term commitment

Question 1: Programmatically

Priority Sectors (regional issues: coordination of MSU Units)

Critical Issues:

- environment
 - o public health impacts
 - o pesticides/toxics dumping
 - o urbanization
- health
 - o infectious disease (AIDS/malaria)
- food security/agriculture
- governance/policy development
 - o conflict resolution
 - o human rights

- health
- natural resource/agriculture policy
- education
 - teacher training (UPE)
 - Note: UPE could mean Universal Primary Education or in South Africa it also refers to University of Port Elizabeth (now renamed Nelson Mandela University)
 - effective distance learning
 - university-level institution building

Question 2: MSU as a problem-oriented, problem-solving university

- Participatory research (needs assessment)
- Contribute practical USEABLE knowledge
- Partnership of equals
 - Potentially many partners
- Importance of 2-way benefit
 - Our students: greater global exposure
 - African students: welcoming atmosphere
 -

Note: We see many areas of agreement with report from South Africa.

Q. SOUTHERN AFRICA

- 1.)
 - a. Work with a broad range of institutions in the region—educational, governmental, NGOs, ministries, etc.
 - b. Actually partner and collaborate with countries in problem identification and design of solutions. True partnership, including the sharing of resources. Work with the people in the region.
 - c. Help partners in the region find the land grant model that works for them. Don't impose the US version of the land grant model.
 - d. Have a long-term commitment to the region.
 - e. Have MSU students develop greater knowledge about the region—location, geography, history, government
- 2.)
 - a. Known as an educational institution that provides useful information for the region
 - b. Engage the donors to help them understand the need to be inclusive of the people in the region in identifying problems and solutions.
 - c. Maintain a perspective that long-term commitment is needed since problems aren't always solved immediately.
 - d. Being a leader in doing things a certain way—informing donors about the benefits of the collaborative approach.
 - e. Not have a mandatory university focus on specific countries or institutions within a country. Permit faculty to work where they have skills and expertise.

R. SOUTHERN AFRICA

Observations:

- 1.) Build on strengths and consolidate. And expand?
- 2.) "Package" well
 - Visibility
 - Affordable
 - MSU is perceived as disinterested now.
- 3.) Consider resources
 - Needs for staff
 - Attention to sustainability
- 4.) Recommendation:
 - Regional focus
 - Intersections of expertise
 - o Ex. Agriculture/Health/Education/Food Safety
 - Address key issues
 - o Ex. HIV/AIDS
 - Develop partnerships with other units and funding agencies.
 - Outcomes: publishing, innovation in education technology, action impacts

S. WEST AFRICA

- Francophone/Anglophone
- Networks rather than focal points
- "Major problems in regions"
- Nigeria seems strategic
 - o Tertiary education management
 - o Work with our partners to define our realms of cooperation
 - o Innovative approach to education
- Nigeria/Ghana
- Mali/Senegal
- Emeriti Faculty
 - o Use their experience and interest
- Crude oil
- Food safety
- Connecting with African organizations here

T. WEST AFRICA

- 1.) Facilitate capacity building and infrastructure development through distance education and faculty/student exchange.
- 2.) MSU's efforts should be country-driven, sensitive, and mindful
- 3.) Target a limited number of countries.

U. AUSTRALIA

- 1.) Where do we want to be?
 - Study Abroad
 - o Australia as entry point to global
 - Safe
 - Language - English
 - Similar cultural background
 - o Learn differences in perspectives on global, national issues on self-image of another nation.
 - Research and Education/Outreach
 - o On facilitating economic development and Quality of Life in Oceania through tourism, technology, environment, healthcare, and global markets

Additional Comments-

Remoteness is a challenge
 Establish a support/administration center in the region?
 Perhaps joint with CIC

- 2.) Want MSU to be known:
 - As conduit of expertise on Australia/Oceania
 - For reaching new audiences
 - o e.g. Seniors
 - Connect seniors in US communities with seniors in Australia
 - For a change in perspectives-
 - o Outward → in US
 - o US → out

V. CANADA

To be the top-ranked Center for Canadian Studies

1.) Resource of Expertise on US-Canadian Interactions:

- Great Lakes/Environment
- Immigration/Diversity/Multiculturalism
- Biosciences
- Trade

2.) Source of Expertise on

- Trade (e.g. energy and lumber exports)
- Environmental issues
- Biosciences
- Security

3.) Institutional Linkages (faculty research, study abroad, and collaborative research)

- Natural resources
- Public policy
- Immigration/Multicultural
- Education
- Biosciences
- Trade

W. CARIBBEAN AND LATIN AMERICA

Amazonian Studies Institute

Brazilian Studies Institute

Mexico Initiative

Caribbean Basin Institute

- Dual Degree Programs
- Integrated study abroad
- Faculty hiring priorities
- Coordinated graduate recruitment in Latin America
- Offices in Latin American to support these efforts
- Connections to Africa

X. GENERAL

- Be recognized nationally and internationally as a major center of excellence in Agriculture, Environment, Health and Education in a "World Grant" tradition.
- Internally, we want a system that will create mechanisms and infrastructures to insure mutually beneficial and satisfying relationships.
- We want MSU to continue to commit both human and financial resources in areas where we have expertise to facilitate and sustain long term partnerships.

Y. AREA NOT LISTED

1.) Change in focus:

From: MSU as Expert

To: MSU as coordinator, facilitator, and participant

2.) MSU should form multi-level and multi-audience relationships with a defined set of international schools and institutions that are sustainable.

Relationships should be bi-directional in terms of

- faculty
- students
- research

3.) Emphasize new area for:

- Pacific Rim
- Atlantic World
- American Studies

Z. UNITED STATES (represents more than one table)

I.) Engage in internationalizing resources available domestically

- Immigrant communities in Michigan and beyond
- American Indian reservations
- Refugee programs

Programs:

- Student teaching
- Service learning – credit bearing
- Alternative Spring Break – credit bearing
- Study Abroad Stateside

- For Service Learning, Alternative Spring Breaks, and Study Abroad Stateside consider:
 - o Domestic institutional linkages
 - o Weekend breaks
 - o Winter breaks

II.) Recruitment programs and funding opportunities for students/scholars from countries where we are not currently drawing much participation

III.) Add international sensitivity training to domestic orientation programs.

IV.) International greenhouse including plants and environments from around the world to showcase international learning

In general: fight our collective sense of “Midwestern Modesty”

- We have a lot to brag about, but we don’t
- We have the opportunity and capacity to lead in certain areas, but we hesitate
- Resistance to quicker pace
- Unwillingness to take reasonable/calculated risks

Step up!

- 1.) Separate funding structure for research in Social Sciences and Humanities
Funding for foreign faculty to come to MSU for research
- 2.) True 2 way exchange and encounter between MSU and African scholars with funding
- 3.) Create and improve courses and resources to encourage a strong international focus in an MSU undergraduate education.
- 4.) Need to thematically link the faculty research focus to be centers of excellence on thematic topics.
- 5) Communication to know broad scope of what people are doing at MSU in other regions and disciplines
- 6.) Diverse research teams including wide variety of disciplines

For students/faculty/staff

- Increased opportunity to live in, understand and appreciate the culture
- Globally relevant research relevant to a host country collaboration

- We want to be known for bringing the land grant philosophy to the other countries.
- The Big Picture
- Reward/Promotion

AA. UNITED STATES

1.) MSU- Known as THE place to engage in an undergraduate education that will have a meaningful international, global experience and expansion of individual's global understanding

What business are we in?

The enhancement of human capital! Every day we should ask—What am I trying to do? Every course should have a global perspective.

We need the infrastructure to accomplish this.

We have the tools to do this but we don't know where they are.

We need a

- 1.) MSU National Research Center on Global Education
- 2.) Center for Innovation on Learning and Technology

Significant academic exposure needs to be required, as well as Study Abroad. This can't just be an "opportunity."

Difference isn't to be "tolerated," it is to be nurtured. It is a resource. We need a shift in rhetoric, we need to capitalize and advance.

BB. (UNITED STATES PROBABLY AND LIKELY MORE THAN ONE TABLE)

We will be the premiere world-wide university with a home campus with multiple satellites.

- Team skills
- Cross-cultural skills
- Life-long learning
- Huge changes in how we deliver education
 - o Greater use of online resources
 - o Need for centralized resources and innovation
- Faculty will be limiting factor in some areas. Will be consultants and resources in many areas.

Every class will have a global component.

General:Question #1:

- Expanding knowledge to entire community beyond the university about international/global issues
- Greater opportunities for K-14 educational system to cultivate and infuse international/global issues into curriculum
- To expand LATTICE model to other universities in Michigan.
- Diversifying the international students who come to MSU (56% of all international students come from 5 countries now)
 - o Requires involvement of many entities—other countries, development, alumni, etc. in order to create accountability
 - o “Institutionalizing” personal relationships to create sustainability in development work - \$\$\$
- To be #1 in “world grant” programs
- To be #1 at integrating international and domestic students for mutual cross-cultural learning.
- To encourage and support faculty to get beyond their “safe zones” and go into uncharted territories around the world
- To “reward” scholarship and work done by faculty who want to pursue these international interests.
- Engaging public and community business sectors in creative and effective ways to cultivate global perspectives
- Creating “Global Workforce” graduates
- Providing learning opportunities for U.S. students to understand who they are as domestic U.S. students in relation to others in the world, encouraging and building a “global paradigm” through which U.S. students perceive, interact, and live.

Question #2

- To be a role model to reach out to the underprivileged to create new opportunities
- To be a university that creates students who are “GLOBAL CITIZENS”
- To be seen as the “go-to University” for international expertise in relation to business and other areas
- To be a better partner with state of MI businesses and communities
- To have the MSU “Internationalizing Student Life” (Note: Now Internationalizing the Student Experience) unit become the premier model for all universities to aspire to be
- To be a leader in connecting “town to gown” and state-wide in the international arena

Question #3

- Approaching science and education as a systematic problem (i.e. racism in US)
- International business/entrepreneur areas
- Links between how higher education and state of MI is represented overseas
 - o What is our overseas representation?
- Development of a process and structure that will continue interactions, networks, and discussions like this today
- International voices and views about the U.S.- “not just about us”

Additional Comments:

- MSU needs to do a better job of public relations about the scholarship and work we’re doing here in relation to international issues besides just sports—more news about this is critical.

CC. AREA NAME WAS NOT INCLUDED ON THE OVERHEADS

To be a global-grant university, we must focus on global health issues. We have the resources with CHM, COM, and CVM. Similarly, we must work in concert and have a resurgence of the Institute of International Health.

Another suggestion is to have an International Health Conference with emphasis on disease control, infections after natural disasters, vaccines, and global disease prevention, AIDS/ Avian Flu, etc

1. Focus on regions where MSU can be the premier University- ex: Balkans, Central Asia, Baltic—and establish a regional center/s and/or strong institutional connection that can serve as focal points to bring faculty/students, & international partners together.
2. Use centers to also support existing programs—can foster relationships, connections, real partnerships (where the partner gets something too).
3. Institutional Support crucial
 - faculty hires, degree requirements, language learning, infrastructure development, etc. will lead to
 - sustainability**

DD. SUGGESTED MATRIX FOR ALL AREAS/COUNTRIES

21st Century MSU- land Grant Institution Matrix-Proposed at Global Encounter by one of the groups

	Education	Research	Outreach
Scholarship			
Locations			
Partners			
Topics			
Methodologies			
MSU Units <ul style="list-style-type: none"> - expertise <ul style="list-style-type: none"> o regions o continent 			
<u>Global skills needed</u>			
Infrastructure			
MI/World connections			
Other Items			

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.