

Global Encounter-China

Education-Individual Written Responses to Questions Related to the Topic

Procedure used to generate this document:

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

Education

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

1. Teaching

- Courses related to school social work

Research

- Home environment factors related to school achievement
- What types of social services are available/needed to enhance participation in school and academic achievement?
- How can the impact of gender and other social characteristics (e.g. ethnicity) be mitigated

Engagement

- What are the areas in which the infrastructure of social services need to be enhanced to support greater academic success

Case in point: children in orphanages and the need for an infrastructure of adoption and/or foster care

2. Teaching

- Developing new methods of teaching Chinese to the Chinese population and the world population. I am currently teaching some new methods to six high schools.
- The Global Alphabet (Note: Pinyin for Standard Mandarin Search <http://en.wikipedia.org> for more details)

3.
 - Study abroad opportunities in language for students and other educators K-16.
 - Language via internet (Virtual University)
4. **NO RESPONSE
5.
 - Study-abroad opportunities in languages for U.S students & all levels—1-16 and beyond
 - Educational programs for K-16 teachers
 - Enhance Chinese language learning K-16 and beyond
 - Enhance area studies on campus – more faculty dealing with Chinese topics in classes and more classes about China
 - More educational programming for Michigan government and business leaders
 - More and better associations with Chinese alumni to help with above goals
 - Two years language required for MSU degrees
 - Internship opportunities in China for undergrad and grad students
 - Scholarship specifically for study in China
6.
 - Dual degrees in graduate studies in nuclear physics
 - Student/faculty exchange
 - Online courses
7.
 - The human right of education for persons with disabilities
 - The education in Christianity and world religions
8. **NO RESPONSE
9.
 - China provides good undergraduate education in sciences, but lags behind in science graduate education
10.
 - Creating strong partnership with East Lansing schools seeking to make sure that China is also part of their vision/focus
 - Agriculture economics, I believe, is engaged in different ways of looking at the small markets in China –Tom Reardon would be a good contact in Ag. Economics
11.
 - RE: dual degree programs/research exchanges
I am anxious to know what the language requirements are for English for students in the dual degree programs (or for Chinese language if U.S. students also can earn the degree)
 - Also, what preparations are planned for students coming to MSU for short term courses as part of dual degree programs so that they can minimize the

inevitable cultural adjustment issues and maximize academic and cultural learning

12.
 - Develop student internships for MSU in Hong Kong
 - Discussion of Hong Kong and Macau's relationship to China and implications for ROC (Taiwan)
 - Engage Hong Kong resources (e.g. Hong Kong-American Center) as a gateway or transition to greater China
 - Engage alumni in Hong Kong and other major cities in China. Develop an alumni network
 - Recruit PRC students from Hong Kong
13. Education
 - Offering of degree programs in areas that build on MSU's strengths
 - Degree programs and /or dual degree programs
 - Offering of Certificate programs
14.
 - International Early Ed/Preschool here in EL to teach Chinese to our children like China is doing. High School and College is too late
 - CVIP Speakers Bureau/Friendship Family programs fostering cross-cultural exchange-person to family or family to family
15.
 - Work force development: undergraduate and graduate students experience different kinds of training in China and U.S.
 - How does the difference in educational modes and curricula make a difference in entrance to the job market
16.
 - Health communication programs education
 - Management Education/ Organizational Communication Ed
17.
 - Bi-lingual K-12 education in Hong Kong – teaching and research
 - Engaging international student body in MSU esp. Undergraduate, it's a large body
i.e. What can we do?
 - More interaction between domestic and international students
 - Expose domestic students to Chinese culture, not only norms
18.
 - I have co-authored several studies with Chao-Chih Liao in Taiwan on communicative differences in speech acts between Americans and Chinese
 - I have conducted a study in Mainland China on delivering criticism to an acquaintance who has violated social norms
 - I am currently preparing a study on cultural differences in the perception of third party conflict mediation in China and the U.S.
 - I also plan to conduct organ donation research in China

- I also did a study on the content of prime time TV ads in Taiwan
19.
 - Chinese Language Teaching from K12 to adult
 - Traditional Chinese culture research and awareness promotion in U.S.
 - Juvenile Justice Education System introduce to China
 20.
 - I see education in regards to K-16 outreach in the U.S. In addition to building linkages with Chinese institutions, we need to develop linkages with U.S. schools to develop curriculum and courses in Chinese language and culture. With all the “experts” we’ll be in touch with from the proposed linkages with Chinese universities, we should be able to build outreach programs that utilize these resources. Teaching Chinese language and culture starting at the lower grade levels will insure that we have advanced learners at the college level.
 21.
 - Research and Engagement:
 - Faculty exchanges
 - International conferences and workshops
 - Graduate student recruitment
 22. **NO RESPONSE
 23.
 - I teach Chinese History
 - I have close relationships with History and Literature at Beijing University. Resource for Research in the Humanities
 24.
 - Youth development in China (Life skill build up/tech skill build up)
Cross-Cultural experience with Mich/Chinese youth
 25.
 - Differing experiences with online instruction from differing cultures
 - Creating cross-cultural understanding in online/local programs - how do we build this in? Two-way cultural diplomacy
 - Approaches to pedagogy – finding the balance between lecture-centered/student & learner centered paradigms. Cultural implications in this transition
 - Organization/change management aspects of the explosion of higher education in China
 - Careful review/research on effectiveness of dual programs – how do we assess
 - Other higher education research
 - Faculty development (both sides)

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

1.
 - Three online courses in School of Social Work
 - Blended MSU program model – using in person, online, and videoconferencing
2.
 - Utilize Student Organizations
 - Broad International Business Forum
 - Chinese Club
 - U.S.-China People’s Friendship Assoc.
3. Make all interested parties aware of alumni groups in China. Work to provide ways we can communicate with these groups in China and any in U.S.
4. **No Response
5. Faculty with expertise and connections with (on) China
 - Good study abroad operations
 - Good Chinese language teaching – but need tenure track faculty, more introductory courses – people currently turned away
 - Culture focusing on the international.
 - Excellent research facilities
 - Good international professional programs to bring in external scholars from China
6.
 - Research facility
 - World-class facility
7. The expertise and services at Resources for Persons with Disabilities at MSU
8.
 - FULBRIGHT FACULTY FELLOWSHIPS (U.S.) GRANTS
 - FULBRIGHT STUDENT FELLOWSHIPS (U.S.) GRANTS
 - FULBRIGHT VISITING FACULTY FELLOWSHIPS (NON-U.S.) GRANTS
 - FULBRIGHT VISITING STUDENT FELLOWSHIPS (NON-U.S.) GRANTS

While I am most familiar with the Fulbright Fellowship program, I am certain that a wide range of similar fellowship programs exist. The MSU China initiative should develop a list of these funding organizations and utilize the information to sponsor U.S. faculty and students to China and Chinese faculty and students to MSU.
9.
 - MSU can help to improve the graduate science education of the Chinese students, at the same time benefiting from research carried out with the student participation

- MSU Cyclotron offers research opportunities to students which are not currently available within China
10. • As Jeff mentioned, we need to create scholarships at the undergraduate level to attract high ability students who come from low economic backgrounds. Making education at MSU accessible to students from China who come from different socio-economic backgrounds will have a significant impact on the way China is run in the future.
 - Support groups for incoming students from China would be necessary. CVIP and host family programs can provide and facilitate bringing local families and student organizations together to create new ways in which MSU can welcome and support students from China.
 11. • English Language Center (language prep and testing)
 12. • Hong Kong-American Center at Chinese University in H.K. - Center of Fulbright activities in Hong Kong – Implements Fulbright program for China and East Asia.
 - Alumni in Hong Kong – Larry Wong, Stephan Wong, Jin Xiao (Chinese University of Hong Kong), etc.
 13. • Need to relate better with alumni.
 - Need to use MSU Global resources.
 14. Advice:
 - Develop International Rotary experience at MSU for VIP (VIPP?), visiting scholars and students because they fund educational/health projects
 15. • Student Services
 16. • Heath Communication Center
 - Faculty
 17. • OISS
 - Student Org (Leadership in these organizations)
 - CSSAMSU (Chinese Student & Scholars Association of MSU)
 - HKI (Hong Kong International)
 18. • I am a cross-cultural scholar
 - My Program (Doctoral Degree in Communication) has funded a few doctoral students from PRC and many students from Taiwan
 - Mentoring is the centerpiece of our doctoral program and faculty sponsor research teams with Ph.D. and M.A. students. This is the genesis of my

- interest in China – the students I have worked with. My research reflects their interests and now has become my interest
- Possibly offer workshop in Chinese, Japanese, Korean communication style
19. • The MSU Education school seems to be a good place to host the Language/Culture teaching and sharing
 - MSU public health/law/justice programs should be involved to the Juvenile Justice engagement
 20. • Great resource in Education with Yong Zhao
 - Continue developing educational resources for language learners
 - Train better language teachers as well as provide professional training for other teachers to incorporate China into their classes
 - Other resources → Chinese students in the U.S. and American students who have studied in China can be utilized in outreach projects
 21. • Intellectual: Exchange of latest research but more importantly, collaboration on research.
 - Financial: Needed for exchanges and for conferences.
 - Personal contacts with officials at many universities in PRC and Taiwan.
 22. • International Students
 - Broader exposure to U.S. Culture
 - MSU could partner with MI tourism industry or Travel Michigan to develop programs/tours – benefits to tourism would be word of mouth advertising to potential international visitors
 - MSU Extension – Opportunities to spend time with extension specialists observing field/extension work
 23. • Long term relationship with Chinese Ministry of Education Consortium of Ancient History and literature known as Gu Wei Hui, centered at Beijing University. Gu Wei Hui currently sends a speaker to campus in October every year. Resource for collaborative research in the Humanities.
 24. • MSU Asian Studies Center
 - MSU Office of China Programs
 - MSU 4-H Youth Development – research on youth development - 100 year track record
 - 4-H professionals
 25. • HALE (Higher, Adult, and Lifelong Education) program faculty expertise in post-secondary areas as well as grad students
 - International Teacher Education staff

- Technology resources – course development and delivery (on-line) and overall technology management
- Administrator exchanges with partner institutions (e.g. Registrar, Study Abroad, and IT Mgt)

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

1. Be sure to include consideration of factors outside the school system itself (e.g., health, ethnic group membership, family structure, etc.) when looking at areas of teaching, research and engagement
2.
 - Get student perspectives. They see and are involved on a different level than faculty
 - Utilizing students study abroad; give them responsibility
3. K-12 education will need strong support in order to participate in any additional curriculum (i.e. language online). Providing a backbone of readily available staff to in-service personnel is a must. While educators know that learning Chinese is extremely important, NCLB (No Child Left Behind) has taken all time and energy with its initial demands of learning just the basics with qualified staff.
4.
 - Seek discernment of common values (human core values)
 - Build relationships and trust
 - Increase networking, including use of technology for communication to strengthen relationships and trust
5. Strong support needed for on-going programs and follow-up activities
6. Explore possibility of dual degree with “anchor” university - such as Peking University, Tsinghua University (Beijing), Lanzhou University (Tibet), Fudan University (Shanghai) and Chinese University of Hong Kong
7. **NO RESPONSE
8. **NO RESPONSE
9. Creation of a joint graduate degree program between MSU and participating Chinese universities

10.
 - Stay focused
 - Make certain that faculty, academic advisors, housing and other units are aware of these initiatives
 - Keep in mind the idea of equal partnership (China-MSU) or partnership of equals

11. RE: dual degree programs/research exchange. China→U.S
Often Chinese students come with high English language measurement scores but then experience subsequent problems in (1) functional language ability, (2) cultural isolation, and (3) lack of opportunity to actively engage in American life. I think certain steps can be taken to program in support to minimize the common issues although this takes additional time and money.

12.
 - Need to be aware of Party's influence/control of Higher Education
 - Some faculty are true academics and not concerned with required (Party) policies and/or procedures
 - Many cross-cultural issues
 - Building relationships and understanding and developing "Guanxi", as defined from the Chinese perspective. This term has no precise English equivalent, but does connect to our concepts such as relationship, connection, obligation and dependency. The more we understand the Chinese "world view" from their perspective, understand some of their fundamental values (e.g. collectivism, large power distance, and intragroup harmony and avoidance of overt conflict in interpersonal relations), the more successful our project(s) will be. However, this approach is very seldom understood on the experiential level. An excellent introductory resource on Chinese values and behavior is *Encountering the Chinese: A Guide for Americans* by Hu Wenzhong and Cornelius L. Grove, published by the Intercultural Press.

13.
 - Need to engage MSU departments that offer degree programs with emerging possibilities

14.
 - Respect of China's language and making it available to USA students regardless of age
 - Develop International Rotary experience at MSU for VIP (VIP?) Visiting Scholars and Students because they fund educational/health projects

15. **NO RESPONSE

16. **NO RESPONSE

17. A lot of student groups (international groups) are doing their own things, living in their niche on campus. We need to have more advance relationship with our community and campus
18. • I believe that health should be a free-standing area for these reasons:
 - Worldwide health concerns
 - Availability of grant funding, strength of not just vet, nursing and med schools but also behavior and social science faculties. MSU has the #1 Health Communication doctoral program in the country. We are looking for international partners
 - Health and humanities programs, health anthropology, etc.
 - Need a Health Communication Center and faculty
19. • Introduce the leading-edge technologies of the Juvenile Justice Information System widely used in Michigan Juvenile schools to their counterpart in China
 - Build up certified Chinese language/culture study program at MSU
 - Travel and visiting between US and China to enhance the communications among the education academy
20. • Share resources across the MSU campus ⇒ Build a network of China "experts" or just anybody interested in China-related issues and develop a web forum where people can continue discussing ideas and concerns
 - Most departments don't know what others are doing and thus miss out on chances to collaborate
21. **NO RESPONSE
22. **NO RESPONSE
23. **NO RESPONSE
24. • We need to be clear on what youth and communities in both China and the U.S. (Michigan specifically) want out of a joint relationship. Meaning what are the issues that youth and communities care about; what are the end results desired
25. • Find ways to approach this in Covey-like ways ("seeking to understand") so this is not merely educational imperialism
 - MSU faculty/staff engaged in China should:
 - a) be encouraged to take some form of intercultural training and
 - b) get basic language skills/courtesy greetings, etc.

- How do we manage quality and effectiveness? E.g. what kind of oversight assessment can we develop for our credit and non-credit efforts in Japan (China?)
- How do we involve faculty/governance structures in those dual degrees

D. Additional Comments

1. In general, a focused exploration of issues related to health and human services should be considered in addition to the 3 topics already identified
2. **NO RESPONSE
3. **NO RESPONSE
4. **NO RESPONSE
5. **NO RESPONSE
6.
 - Partnership with Chinese research institutes such as Chinese Academy of Sciences sponsored institutes in Lanzhou (Institute of Modern Physics), Beijing (Institute of Atomic Energy), Shanghai, etc.
 - Establish programs similar to "research experience for graduate and undergraduate" for Chinese students
 - Position MSU to attract Chinese Scholars who have awards from Chinese government and Academy of Sciences to spend a year in the States.
7. **NO RESPONSE
8. **NO RESPONSE
9. I have personal contacts with researchers at Chinese Atomic Energy Institute, Beijing Normal University, Tshinghua University, Chinese Academy of Sciences and a couple of other institutions the names of which I'd need to verify
10.
 - I have been waiting for this type of institutional support concerning MSU's international presence and engagement. I'm looking forward to participate in other regions especially Latin America, Brazil, and Mexico.
 - MSU needs to create a mechanism where all faculty and staff are aware of these international developments. It may be good to offer a few sessions every semester where faculty comes together to receive training on MSU's position concerning international engagement. I think that this should be required or we should be required to attend one session per semester.

11.
 - Each winter, when the ELC (English Language Center) goes to Beijing and Shanghai to test prospective grad students in English (SPEAK test) I've often thought we're missing an opportunity to promote MSU amongst a very interested population. Being the first U.S university to give a prospective student face-to-face contact can go far in convincing a talented student to choose us.
 - What is the history of MSU-China relations
 - Prof Anthony Koo's comments were very enlightening. I'd like us in the present endeavor to respect that history
12.
 - Jeff's comment that we need to "focus" is correct – defining the focus is a challenge for a university as diverse as MSU
 - *Provide forum for debriefing faculty or providing opportunities to share faculty experiences after tour(s) in China or providing opportunity to share experiences. How do we learn from each other?
13. **NO RESPONSE
14. **NO RESPONSE
15. **NO RESPONSE
16. **NO RESPONSE
17. **NO RESPONSE
18.
 - It is awesome to see what the faculty and professional staff is doing at MSU. Thank you for this opportunity!
 - I would like to see a summer campus program in Chinese for High School kids. (Chinese language summer camp for kids). Chinese language summer camp at Gull Lake facility for high school kids
 - A lot of good ideas were up on the board. I didn't know whose ideas they were. There were several people I would like to work with. Can you send the results of this form to all participants or post it on a website?
 - Need a clearinghouse for activities on China at MSU
19. **NO RESPONSE
20.
 - Get input from the community.
 - MSU is a great resource for the community. In our "land-grant" tradition which highlights outreach, we should, in turn, go to the community to hear their ideas and wishes for MSU projects.

21. Need:

- MSU should establish a language training program for faculty at no cost to the faculty member or his/her department. Mandarin, Cantonese, Japanese should be offered.
- This should be an intensive evening program with audio-visual supplementary materials and live sessions for practice with native speakers.

Have:

- Many native speakers on campus (ALL LANGUAGES)

22. **NO RESPONSE

23. **NO RESPONSE

24. • Where do the concerns of the state of Michigan fit in our discussion?
• Whatever we do needs to be equally good for Michigan/U.S. as for China

25. • Intellectual property and export control issues
• Extent of English-only versus bi-lingual education programs? Pros and Cons? Implications?
• How to manage/track all of our contacts? (Think of how the development office tracks and manages donor relationships.) What kind of "Customer Relationship Management" system do we need for these relationships?
• How does tenure apply in this context? Who evaluates? Same criteria for China side profs?