

**Securing our
Nation's Future
through
International
Business Education**

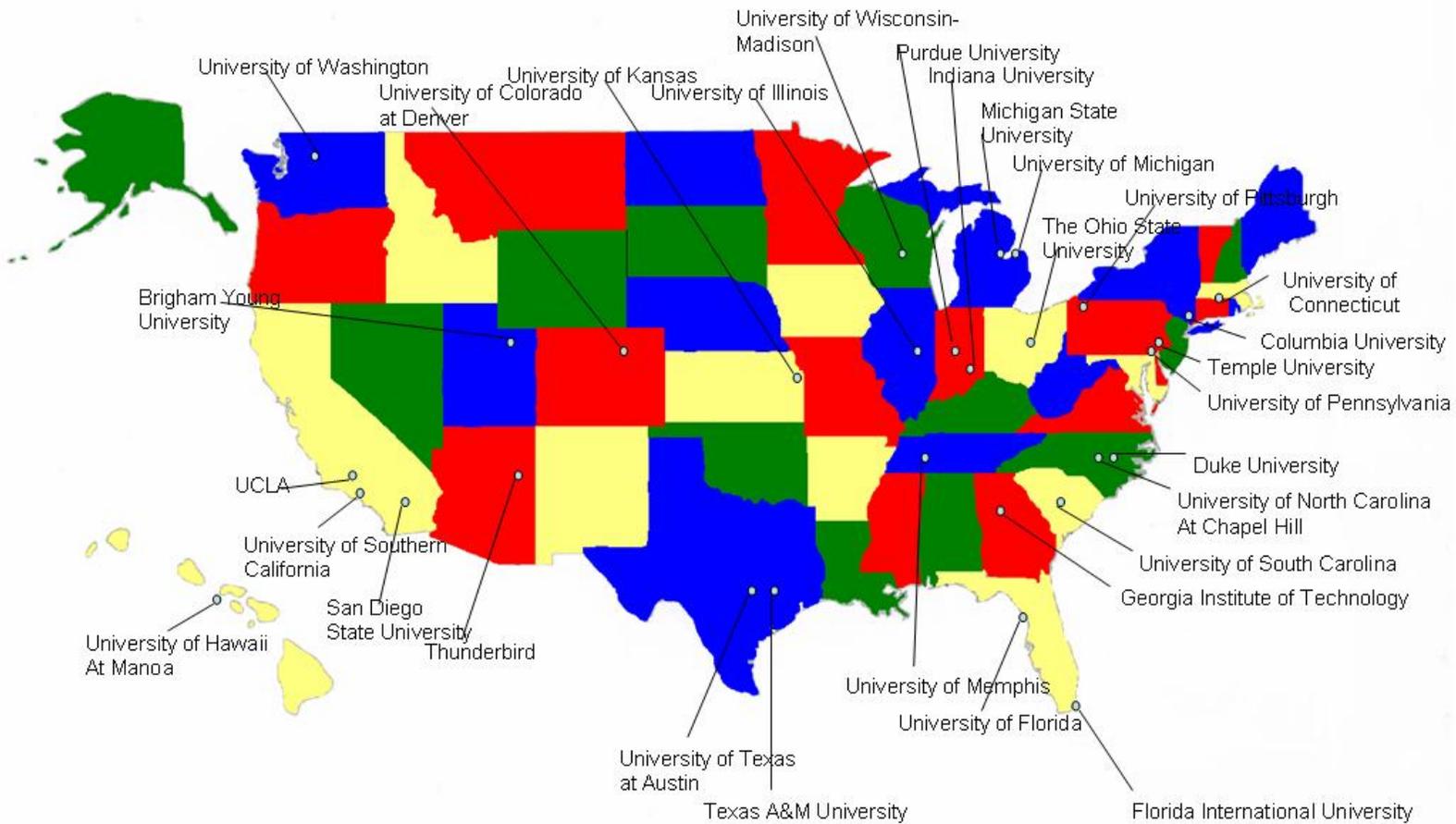
**15 Years of CIBER
1989 - 2004**

Centers for International Business Education



Funded by the U.S. Department of Education
Title VI Centers for International Business Education Program

CIBER Locations



The Centers for International Business Education (CIBERs) were created under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation's capacity for international understanding and economic enterprise. Administered by the US Department of Education under Title VI, Part B of the Higher Education Act of 1965, the CIBER program links the manpower and information needs of US business with the international education, language training, and research capacities of universities across the US. Thirty universities are designated as CIBERs to serve as regional and national resources to businesses, students, and academics. Together, the CIBERs form a powerful network focused on improving American competitiveness and providing comprehensive services and programs that help US businesses succeed in global markets.

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Executive Summary



US competitiveness in global markets eroded during the 1980s as the rise of Japan, the rapid growth of the Asian Tigers, and the integration of Western Europe as it moved towards the European Union all contributed to concerns about the future of US companies competing in global markets. In 1988 the passage of the Omnibus Trade and Competitiveness Act recognized the need to build international skills in the business community and increase awareness among the American public of the internationalization of our economy.

The Act recognized that the future economic interest of the US was tied to the success of its businesses competing in global markets, and the linkage between these interests and building international business expertise and skills in higher education. The Act created Centers for International Business Education (CIBERs) funded by the US Department of Education under Title VI of the Higher Education Act, established at universities that would be national resources for expertise in the international context in which business is transacted.

In 1989 six initial CIBERs began with a focus on their business schools, adding international classes, projects and overseas study. Research on competitiveness was initiated to better understand changes in global markets and the companies operating therein. The traditional emphasis on large manufacturing companies operating in domestic markets evolved to include entrepreneurial firms, companies offering services, and US companies entering new international markets.

CIBERs began working with faculty teaching foreign languages to add business language courses; faculty in economics and political science were supported to expand their classes to address topics of interest to business students. CIBERs also worked with companies to identify the specific issues of competing in new markets, financing overseas ventures, and managing a diverse workforce.

A decade later CIBERs had built strong international capacity across their business school programs and leveraged the expertise of faculty in language and international studies to impact the education of tens of thousands of their graduates, many of whom went to work for companies competing globally. Individual programs developed by CIBERs often became models for non-CIBER schools, particularly smaller schools which didn't have direct access to international resources. Every CIBER had regular programs of business outreach to engage managers operating in global markets with students and faculty studying these same issues in the classroom.

Today, at the fifteen year mark, the world of 2005 is dramatically changed from the Cold War environment of the 1980s. The establishment of the European Union and its subsequent expansion to 26 nations in 2004 has created a block of a half billion people living in democratic states with educated work forces and companies competitive in global markets. In Asia continued reforms in China and India have fundamentally altered the business model for most companies competing in global markets; citizens from China and India are not only workers for US companies, they are becoming important customers for US companies. The dramatic enhancements in information, communication and transportation technologies over the last decade have globalized manufacturing, connected knowledge workers from across the globe, and provided unprecedented increases in productivity for companies who understand where and how to harness these technological changes. CIBERs have been at the forefront of researching these issues, identifying the changes, and integrating this knowledge into their hundreds of collective programs impacting hundreds of thousands of students and business people.

This report is a tour d'horizon of the CIBER program's accomplishments over the last 15 years and the impact CIBERs have had in strengthening America's economic reach and enhancing the vision of its companies. The report identifies eight areas of CIBER focus and presents highlights and specific examples of impacts from

Executive Summary



these efforts. These are testimony to the strength and resiliency of international education programs in securing our nation's economic leadership in the twenty-first century. While the report documents specific examples from different CIBERs, all thirty CIBERs have built international capacity and expertise into their curricula, research and outreach programs. Every CIBER is linked with dozens of non-CIBER partner schools to leverage the internationalization process and broaden its impact.

Since the 1980s the world has changed fundamentally in both economic and political terms. Most companies with a competitive future are faced with complex sets of operating challenges, new competitors, rapidly changing technologies, and new customer markets. How to manage, who to manage, what to manage and where to manage are in constant flux. Managers with international management skills continue to be in short supply and CIBERs are a key part of the supply chain for these human resources.

Beyond the individual achievements of the CIBERs, three factors stand out that underscore the long term contribution of the CIBER program. First, this Federal initiative has encouraged the generation of additional resources from universities, foundations and businesses for CIBER activities. Second, CIBERs are building capacity and then collaborating to develop networks across the nation which are greatly enhancing the overall impact of programs. Third, there has been a wide spillover effect of CIBER programs on other universities and colleges in broadening and deepening the international expertise of US higher education.

While the political and economic shocks of the last decade are testimony to the fact that we cannot predict the future, as we better understand the forces of change we enhance our ability to preempt and quickly react to these changes. CIBERs have become a national resource in building international business expertise and capacity, and in discovering the new horizons and boundaries of global markets. We invite you to review our achievements over the past fifteen years.

Advisory Councils & Boards

Every CIBER has a statutory advisory board that meets at least once each year, serving as an important link between the resources of the university and the resources of the business community. CIBER advisory boards provide essential advice from the business community to the university, about new and revised curricula and academic programs. In addition, these advisory boards provide feedback on the quality and efficiency of existing programs and help develop strategies for expanding CIBER programs to meet the needs of the community. Advisory council meetings also provide a mechanism for university faculty and experts to provide high-level briefings to the business community.

While all CIBER advisory councils are key resources to their universities, they assume different roles at different institutions. For example, at the University of Hawaii at Manoa CIBER, the advisory council divides into subcommittees to review the four legislated CIBER mandates and to propose initiatives for a new grant; at Georgia Institute of Technology CIBER, a subcommittee of the advisory council offers guidance in designing outreach programs; at the University of Memphis CIBER, the advisory council formed a subcommittee then a task force to develop a national image campaign for the International MBA program.

Top Five Activities of CIBER Advisory Boards

- Serve as an interchange of information between faculty/university and business community/government members.
- Provide business advice to the university for new or revised curricula and academic programs.
- Identify additional services and activities to be provided by the CIBER.
- Give feedback from the business community to the university regarding the quality and effectiveness of existing business curricula.
- Develop strategies for obtaining financial support for the CIBER.

CIBER Legislation



Title VI of the Higher Education Act Part B - Business and International Education Programs

Findings and Purposes

Sec. 611

(a) The Congress finds that-

(1) the future economic welfare of the United States will depend substantially on increasing international skills in the business community and creating an awareness among the American public of the internationalization of our economy;

(2) concerted efforts are necessary to engage business schools, language and area study programs, public and private sector organizations, and United States business in a mutually productive relationship which benefits the Nation's future economic interest;

(3) few linkages presently exist between the manpower and information needs of United States business and the international education, language training and research capacities of institutions of higher education in the United States, and public and private organizations; and

(4) organizations such as world trade councils, world trade clubs, chambers of commerce and State departments of commerce are not adequately used to link universities and business for joint venture exploration and program development.

(b) It is the purpose of this part-

(1) to enhance the broad objective of this Act by increasing and promoting the Nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development; and

(2) to promote institutional and non-institutional educational and training activities that will contribute to the ability of United States business to prosper in an international economy.

Sec.612. CENTERS FOR INTERNATIONAL BUSINESS EDUCATION.

(a) PROGRAMS AUTHORIZED.-

(1) IN GENERAL -- The Secretary is authorized to make grants to institutions of higher education, or combinations of such institutions, to pay the Federal share of the cost of planning, establishing, and operating centers for international business education which-

(A) will be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;

(B) will provide instruction in critical foreign languages and international fields needed to provide understanding of the cultures and customs of United States trading partners; and

(C) will provide research and training in the international aspects of trade commerce, and other fields of study.

CIBER Legislation



Title VI of the Higher Education Act Part B - Business and International Education Programs (Cont.)

(2) SPECIAL RULE -- In addition to providing training to students enrolled in the institution of higher education in which a center is located, such centers shall serve as regional resources to businesses proximately located by offering programs and providing research designed to meet the international training needs of such businesses. Such centers shall also serve other faculty, students, and institutions of higher education located within their region.

(b) AUTHORIZED EXPENDITURES.- Each grant under this section may be used to pay the Federal share of the cost of planning, establishing, or operating a center, including the cost of-

(1) faculty and staff travel in foreign areas, regions, or countries;

(2) teaching and research materials;

(3) curriculum planning and development;

(4) bringing visitor scholars and faculty to the center to teach or to conduct research; and

(5) training and improvement of the staff, for there purpose of, and subject to such conditions as the Secretary finds necessary for, carrying out the objectives of this section.

(c) AUTHORIZED ACTIVITIES.-

(1) MANDATORY ACTIVITIES.- Program and activities to be conducted by centers assisted under this section shall include-

(A) interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management communications systems, and other professional training for foreign language and international studies training into business, finance, management, communications systems, and other professional curricula;

(B) interdisciplinary programs which provide business, finance, management communications systems, and other professional training for foreign language and international studies faculty and advance degree candidates;

(C) evening or summer programs, such as intensive language programs, available to members of the business community and other professionals which are designed to develop or enhance their international skills, awareness, and expertise;

(D) collaborative programs, activities, or research involving other institutions of higher education, local educational agencies, professional associations, businesses, firms, or combinations thereof, to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals;

(E) research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula; and

(F) research designed to promote the international competitiveness of American businesses and firms, including those no currently active in international trade.

CIBER on the Web

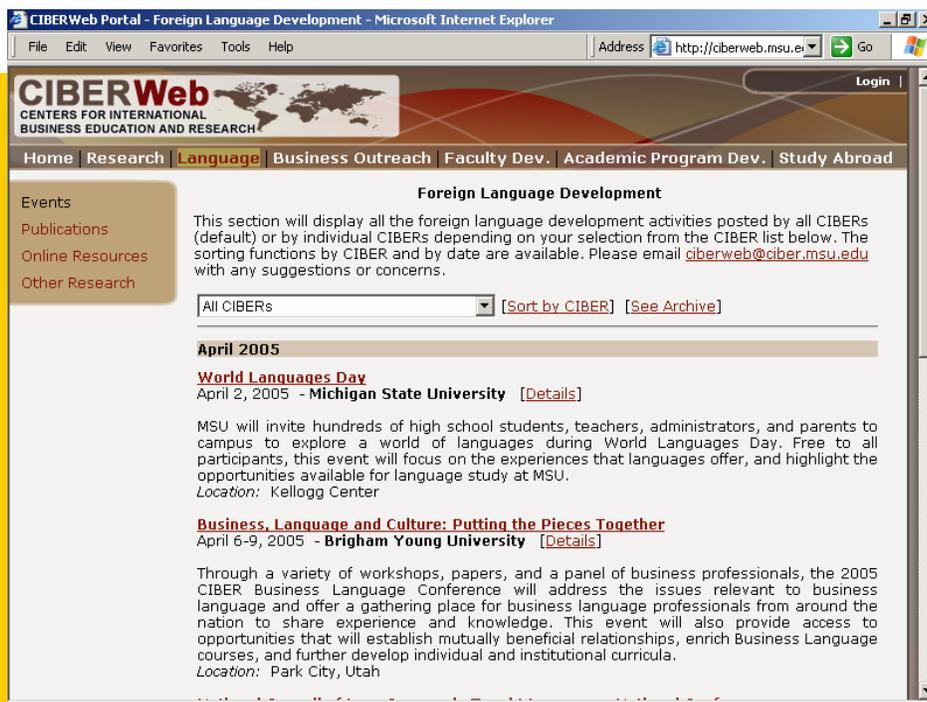


About 10 years ago, CIBER schools established *CIBERWeb*, the web portal that provides information about all aspects of CIBERs. The site includes information on the Title VIB legislation that created the CIBER program, the objectives of the program, a directory of the CIBERs around the country, our program administrators in the U.S. Department of Education, and, most importantly, an extensive array of products and activities developed by CIBERs. Initially developed by Purdue University CIBER, the web portal is now developed and maintained by Michigan State University CIBER. *CIBERWeb* is governed by a committee of CIBER schools and the program administrators in the U.S. Department of Education. For more information please visit <http://CIBERWEB.msu.edu>.



One important feature of *CIBERWeb* is the one-stop-shopping approach for our users to find out what activities are taking place at each CIBER, historically, now, and in the future. As such, *CIBERWeb* serves as the “hub” for

all CIBERs and their programs, activities, and products. These range from workshops/conferences (events) to publications to online resources and research reports. As a user-friendly element of the site, *CIBERWeb* is designed with multiple points of entry addressing each user's main interests. The categories of activities are Research, Foreign Language Development, Business Outreach, Faculty Development, Academic Program Development, and Study Abroad. CIBERs reach out to target audiences by holding events (conferences, workshops, speaker series, etc.),

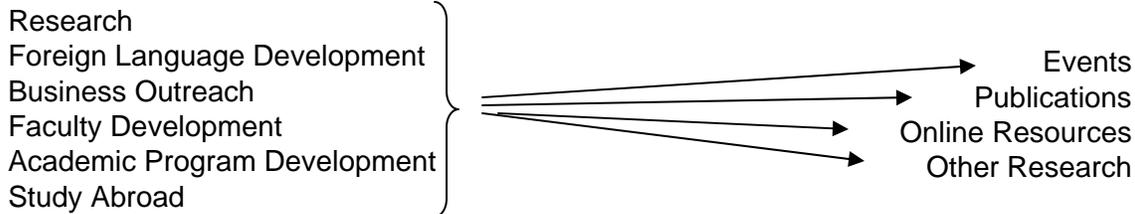


CIBER on the Web



distributing publications, disseminating online resources, and providing research and workshop papers in the areas of international business. The activities range from homeland security issues to internationalizing business curriculum to U.S. competitiveness in global markets.

The categories of activities are:



A particular activity may be listed under several different categories depending on the audience targeted. For example, a CIBER activity or product can be an event (workshop or conference), a publication, an online resource, or a research project. Additionally, a CIBER may organize a conference for foreign language faculty for professional language development purposes. That particular event would appear in the faculty development category and also in the foreign language development category. As another example, a CIBER may organize a conference on study abroad for faculty development purposes that produces a publication, which then would be listed under study abroad and the faculty development would be listed as an event and a publication. The development, descriptions, and cross-linking of programs, products, and activities is done “behind-the-scenes” by CIBERs to provide an easy-to-use tool for our constituency groups.



Beyond the wealth of information on *CIBERWeb*, visitors can also find easy access to the web sites of the individual CIBERs through the online directory. Each CIBER typically supplies more detailed descriptions of lectures, workshops, events, publications, and funding opportunities, in particular activities that pertain to that CIBER’s area of specialization.

IB Curriculum Development



The first charge made to the thirty schools that are designated as Centers for International Business Education (hereafter CIBERs) is that they be "...national resources for the teaching of techniques, strategies, and methodologies which emphasize the international context in which business is transacted." As national resources these Centers have two obligations:

1. To provide their own students with the opportunity to participate in courses and programs that develop awareness, understanding and expertise in international business, and
2. To provide students at other institutions the similar opportunities through outreach assistance for development of their faculty, programs and courses to achieve the same objective.

Over the past fifteen years CIBERs have met both these obligations in an exemplary fashion.

CREATING AND SUSTAINING INTERNATIONAL BUSINESS EXPERTISE: DOCTORAL PROGRAMS AT CIBER INSTITUTIONS

For the United States to be competitive internationally, all academic institutions that train business leaders constantly need new faculty who possess expertise in the international framework of the global economy and how business is conducted in particular regions of the world. The continued and timely development of new faculty with the necessary international expertise is the lynchpin of a national educational policy that sustains the nation's competitiveness.

In 2003-2004, the latest academic year for which complete information is available, twenty-seven CIBER schools awarded approximately 350 doctorates in business, economics and associated fields. Each of these graduates developed international expertise in their academic programs, either by pursuing a major or minor in International Business and related fields, or by incorporating significant international courses and activities in their program of study, or by conducting research on international business issues. In addition, CIBERs also play a major role in adding international business dimensions to doctorates in other disciplines. For example, at Georgia Institute of Technology, some 50 doctorates granted by the College of Engineering (mostly from the Industrial and Systems Engineering program) in 2003-2004 were to individuals who had developed some international expertise, primarily in the area of global supply chain management.

CIBERs reach out to internationalize doctoral students at non-CIBER institutions. Seven CIBER schools (Texas, Duke, UCLA, Washington, Purdue, Pennsylvania and Michigan) have created the Doctoral Internationalization Consortia, which provides training in the international dimension of seven different academic disciplines. A consortium of eleven CIBER schools (Columbia University; Indiana University; Michigan State University; The Ohio State University; Purdue University; Texas A& M University; University of Connecticut; University of Illinois; University of Kansas; University of Michigan; and University of Wisconsin) offers the Internationalizing Doctoral Education in Business (IDEB) seminar for doctoral students in business and other fields that are seeking to incorporate an international dimension in their research and teaching. This seminar rotates annually and will be held at the University of Illinois in 2005.

15 Years of CIBER

- ◆ Over 902,950 students have taken the over 28,450 courses with international business emphasis offered by CIBER-funded universities.
- ◆ Over 4,066 international courses have been created or upgraded.
- ◆ 780 new degrees, majors, and concentrations have been initiated or revised.
- ◆ Over 155,000 students have graduated from CIBER universities, many with degrees reflecting concentration in international business.
- ◆ Approximately 92,000 CIBER graduates are expected to be working in internationally related positions 5 years after graduation.

IB Curriculum Development



Through development of scholars with international business expertise and through provision of such expertise to doctoral students at other campuses, CIBERs are providing a sustainable foundation in international business for all institutions of higher education. Scholars trained at CIBER schools are in the forefront of teaching and research that enhances the competitiveness of U.S. business. CIBERs' mission in developing the next generation of scholars in International Business is critical.

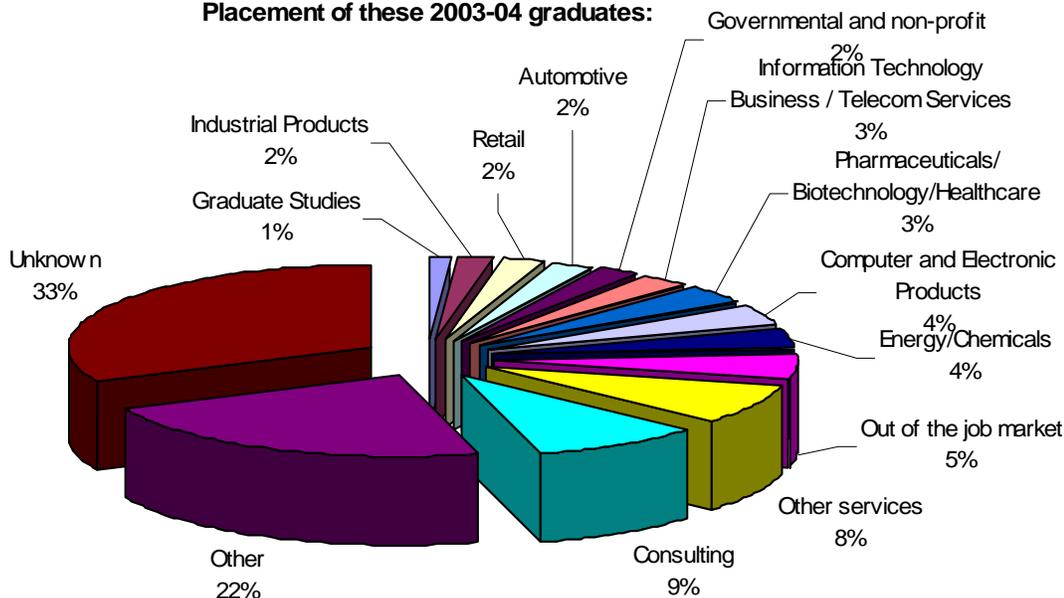
GRADUATE BUSINESS DEGREES

The typical business curriculum at the professional graduate level begins with a core program required of all students. In a 2002-2003 comparison study of thirty CIBER institutions with thirty-five non-CIBER US business schools in the *Financial Times* Top 100, schools with CIBERs are more likely to have international business courses in the core than schools without CIBERs; of the 30 CIBER programs in the survey, eighteen had a required international course in the core, and four had programs with an international core.

Most but not all graduate business schools offer concentrations in specific areas of business. In the same study it was found that CIBER business schools generally tend to be more likely to require an international component in each concentration. For example, the University of Southern California's Marshall School of Business has international business courses in its five different MBA programs which require all students to participate in research trips to cities in Asia and Latin America every year. Further, CIBER business schools are more likely to offer an international business concentration.

In 2003-04 CIBERs reported over 11,000 masters degrees awarded with international business expertise.

Placement of these 2003-04 graduates:



- | | |
|--|--|
| ■ Graduate Studies | ■ Industrial Products |
| ■ Retail | ■ Automotive |
| ■ Governmental and non-profit | ■ Information Technology Business / Telecom Services |
| ■ Pharmaceuticals / Biotechnology / Healthcare | ■ Computer and Electronic Products |
| ■ Energy / Chemicals | ■ Out of the job market |
| ■ Other services | ■ Consulting |
| ■ Other | ■ Unknown |

IB Curriculum Development

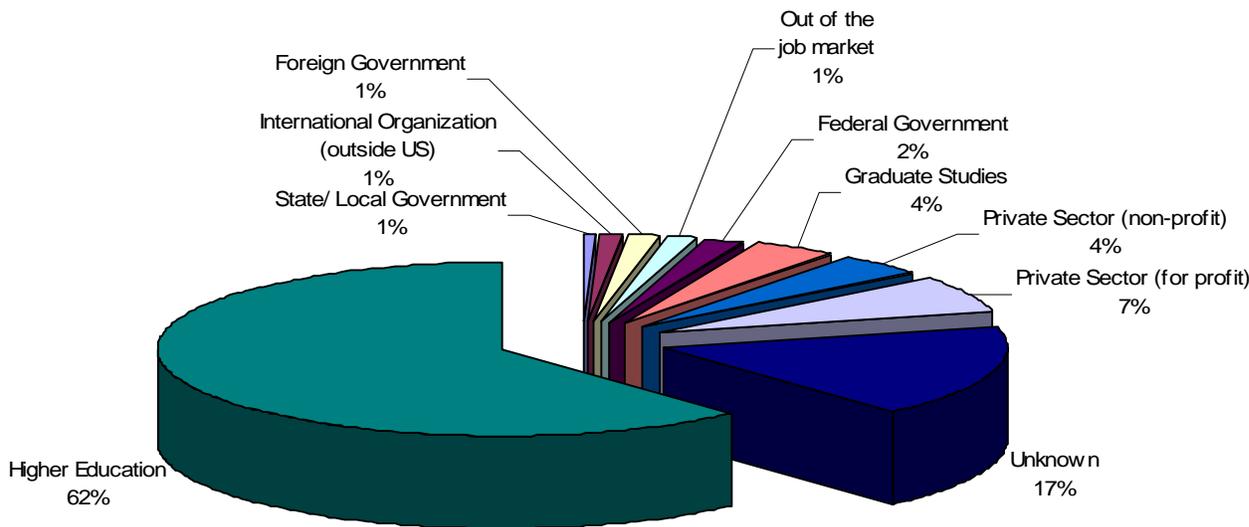


An alternative to having an international business concentration (formal or informal) within an MBA program is the creation of a stand-alone program that has the international conduct of business as its primary organizing and differentiating characteristic. Within this broad grouping we find three types of programs.

One type, typified by the IMBA programs at Florida International, Temple, Thunderbird, the University of Memphis, the University of South Carolina, and the University of Southern California, features a total stand-alone curriculum. The University of Memphis currently runs both a full-time regular MBA program and a full-time International MBA program. Thunderbird now has an MBA program replacing its Master in International Management (MIM) degree, but given Thunderbird's commitment to internationalization, one can consider the MBA there as an internationally driven degree. The University of South Carolina has altered its former Masters of International Business Studies (MIBS) degree program and eliminated the on-campus full-time MBA program to create a two-year International MBA program. Temple University and Florida International University both have created one-year International MBA programs that are patterned more on the lines of the European English-language International MBA programs. The University of Southern California's IMBA program, which by design recruits 75 percent of its students from abroad, has been a strategic asset for accelerating the internationalization of the Marshall School's faculty. All of these business schools are CIBER schools.

The second model is to build a regional specialization integrated with an existing MBA program. The University of Pennsylvania, UCLA, and the University of Washington (all CIBER schools) and the University of Chicago (a former CIBER school) have developed programs that, based on significant incoming language skills, provide a special designation for MBA graduates that complete additional requirements beyond those normally required for the MBA program. The Lauder Institute at Wharton provides a curriculum that allows participants to earn both a Wharton MBA and a Master of Arts in International Studies over a 24-month period, with substantial time spent offshore.

In 2003-04 CIBERs reported over 300 doctoral graduates with international business expertise. Placement of these 2003-04 graduates:



- | | | |
|-------------------------------|---|----------------------|
| ■ State/ Local Government | ■ International Organization (outside US) | ■ Foreign Government |
| ■ Out of the job market | ■ Federal Government | ■ Graduate Studies |
| ■ Private Sector (non-profit) | ■ Private Sector (for profit) | ■ Unknown |
| ■ Higher Education | | |

IB Curriculum Development



Hosted by Michigan State University CIBER, the Internationalizing Doctoral Education in Business (IDEB) 2004 was a great opportunity for 56 doctoral students from all over the United States including Michigan, Indiana, Ohio, Illinois, Missouri, Connecticut, New Mexico, Texas, California, Colorado, Kansas, Wisconsin, Pennsylvania, New York, and even India!

A third model is to incorporate substantial time at an offshore location as part of the degree requirements or offerings, either through classical study abroad opportunities or through creative programs such as the cross-border double degree program at the University of Texas. In this program students can earn both a University of Texas MBA and a second advanced degree from a partner institution through a coordinated program of interlocking study. Relationships with six offshore business schools in Germany, Spain, Brazil, Mexico, Peru and Chile provide support for this program.

Almost all graduate business schools offer a set of graduate international business courses. At the course level CIBER schools tend to offer substantially greater number of courses in International Business at the graduate level (13.1 courses per school, as compared to 10.8 at *Financial Times* Top 100 non-CIBER schools located in the United States). CIBER schools provided more courses in all types of business courses, whether they are functional, thematic or regional. In keeping with the CIBER mandate to incorporate area courses into the curriculum, the average CIBER business school provided 1.5 courses relating to business activities in a specific region of the world at the graduate level.

Language instruction at the graduate level can range from short-term survival language courses to full-blown intensive programs with or without overseas components. Credit for language study (usually as an elective) can be given within the MBA, or language study can be made available on a non-credit basis. Specific international programs may require the development of substantial language skills and their use in academic work or in internships.

CIBER schools have taken the lead in integrating foreign language instruction into the curriculum of professional masters programs. Eleven of the thirty CIBER institutions studied in 2002-2003 offered integrated opportunities for MBAs to study foreign languages as part of their course of study. Of the remaining thirty-five institutions covered in the study, nine offered some form of language instruction for MBA's. CIBER schools, however, provided a much greater variety of language offerings (averaging 4.4 languages per school) compared to non-CIBER schools (2.1 per school). For many of the less commonly taught languages the role of the CIBER schools is critical. Seven offered Chinese, compared to one non-CIBER school. Eight offered Japanese, compared to only three non-CIBER schools. CIBER schools also provided the bulk of instruction in German, Russian and Portuguese. At the time of the survey, six CIBER schools (Wharton, South Carolina, Thunderbird, Wisconsin, UNC-Chapel Hill and Memphis) offered their graduates the choice of at least five languages.

IB Curriculum Development



CIBER schools (among them, South Carolina, Memphis, and Thunderbird) have also been preeminent in the development of the offshore internship for graduate business students. Cross-border internships are particularly important in allowing these students to experience first-hand the complexities of doing business across national boundaries, while at the same time consolidating the language skills, cultural understanding and sensitivity, and political awareness provided in academic courses.

Executive MBA programs, targeted at business leaders with substantial experience, are offered by a number of CIBER business schools. For example, Duke University's Fuqua School offers a Global Executive MBA program that provides residence periods on four continents (Europe, Asia, North and South America) as part of the curriculum. The participants in the Duke program have on average fifteen years of business experience and are typically slated for leadership positions within their firms.

UNDERGRADUATE BUSINESS PROGRAMS

Those CIBER business schools that offer undergraduate programs typically have a substantial commitment to incorporating an international dimension at this level. Undergraduate business majors have flexibility within their schedule to add language and area studies components, and greater ability to study overseas in a more creative manner. CIBER institutions have taken the lead in developing innovative programs that combine advanced foreign language training and area studies and study abroad opportunities with rigorous international business courses of study.

San Diego State University offers an exemplary International Business major to over 650 undergraduates requiring, in addition to the usual academic courses in business, at least one semester of study abroad, development of language expertise at the level of an undergraduate minor, a similar program of area studies, and an international business internship. Each student in the San Diego State major must pass an exit examination in their chosen language. In addition, San Diego State provides for a double degree alternative with numerous foreign partner institutions, as well as a NAFTA based program which provides degrees from institutions in Mexico and Canada as well as San Diego State.

Both Florida International University and the University of South Carolina have moved to attract well qualified undergraduates into their International Business majors by the creation of honors undergraduate programs. Florida International accepts 30 undergraduates per year into their International Business Honors Program, which has a foreign language requirement and a regional focus, with study abroad opportunities directly linked to that focus.

At the undergraduate level foreign language learning is more easily integrated into the curriculum of the typical business student. While program by program comparisons are not available, the record of CIBER schools in developing the business language skills of their undergraduates is outstanding. Reports from CIBER institutions indicate that some 224 course offerings in business language were provided at the thirty CIBER schools in 2003-2004, with an undergraduate enrollment of 12,902.

CIBER schools provide their students with outstanding opportunities to develop their international skills at the undergraduate, professional masters and doctoral levels through a creative mixture of academic courses, foreign language instruction, area studies courses, study abroad opportunities and overseas internships. The examples in this report only reflect the richness of innovation called forth by the CIBER mandate.

Columbia University

Programs in Finance



Internationalizing the Curriculum

Columbia University's CIBER supports and augments internationalization of the curriculum in the Business School and School of International and Public Affairs (SIPA). Through the CIBER's competitive course development and case study grants, faculty incorporate international data and research into their classes:

- *Advanced Corporate Finance* examines the market for corporate control through the lens of two case studies; the Brazilian Beer Merger Negotiations and Negotiations between Daimler and Chrysler
- *Corporate Governance* provides students with a cross-cultural comparison between systems of corporate governance in the U.S., Japan and Germany
- *Private Equity and Entrepreneurship in Emerging Markets* uses case studies to explore the factors necessary to organize, finance and support new and restructured enterprises in selected emerging markets of Africa, Latin America, China, India, and Eastern Europe.

CIBER also supports curriculum revisions in the International Finance and Business program at SIPA, which focuses on the political, economic, regulatory and cultural dimensions of business and finance and integrates new courses in such areas as emerging markets and privatization.

Degree Programs

The CIBER supports Columbia's Executive Education Program, which offers innovative training to thousands of corporate executives around the U.S. every year. The CIBER works with the Program to offer more courses on international business topics. The CIBER is also supporting the expansion of the Business School's EMBA Global Program by establishing a partnership in Asia. The EMBA Global Program currently offers senior executives a joint degree program from Columbia Business School and London Business School in two years, ensuring a global management education.

Outreach to the Business/Financial Community

In 2003-2004, the CIBER formed the "European Speaker Series" with the Institute for the Study of Europe, a Title VI Institute. The series featured presentations by world renowned business leaders such as Lord Dennis Stevenson, Chairman of Pearson PLC, (Owner of the Financial Times). In 2004-2005, the CIBER expanded the Program by creating the "International Speaker Series", bringing a greater range of international expertise to a larger business-oriented audience.

On April 18, 2005, the CIBER will hold a major public symposium titled, "Globalization, What's New?" bringing together some of the nation's most prominent supporters and critics of globalization to exchange views on subjects such as globalization and patterns of economic growth and capital flows, financial crises and public policy. The book, *Globalization, What's New*, will be published in February 2006. Three of the book's authors are Columbia University Faculty.



Lord Dennis Stevenson greets members of the audience following his "European Speaker Series" presentation.

University of California – Los Angeles

Global Access Program



The UCLA Anderson Global Access Program (GAP) is a unique and highly successful experiential learning program in international entrepreneurship whose development and program events have been supported by UCLA CIBER for the past four years. The core program idea is to match early career Fully-Employed MBA (FEMBA) students with early stage international technology companies to develop a comprehensive business strategy and international marketing plan to enable the companies to move to the next stage of corporate development.

Founded in 1998, GAP works with high-technology promotion agencies in eight foreign countries. Over 100 international businesses and 500 FEMBA students have participated in this program. Working with GAP faculty, these agencies identify and financially support candidate companies for participation in the program. This program contributes directly to the competitive capability of the U.S. economy and the international acumen of business students in a number of ways.



Two FEMBA students pursuing research in Russia through the GAP program in 2003.

American MBA students are offered a 6-month challenging educational curriculum that provides a direct, hands-on, real world opportunity to integrate their core course learning into the development of a comprehensive growth strategy for high technology startup ventures. Students' learning comes from such opportunities as: applying the basics of entrepreneurship and business plan development techniques to a unique business idea; learning critically important research skills by doing primary and secondary research into country business environments, industry conditions and market opportunities to build an empirical and reality grounded case for company strategy; learning how to manage self-directed teams, projects and client relations; developing, presenting and defending an investment-quality business plan in front of a panel of expert industry judges; learning directly about leading edge new technologies and high technology companies with interests in bringing their new technology to the U.S. marketplace; traveling internationally to work directly with the clients, and attending industry trade events and conducting interviews with industry players.

In addition to the students' learning, the GAP program provides direct knowledge of international management practice to both the UCLA Anderson GAP faculty who supervise the MBA teams, as well as the U.S. industry people who are invited to participate as resident experts. This leads to a net gain of U.S. resident expertise in the critically important area of high technology growth that is central for U.S. competitiveness in the global economy.

University of Michigan

Program in Corporate Social Responsibility



One of the Michigan CIBE's most important initiatives in recent years has been a multi-faceted program on corporate social responsibility in global context. The program now includes research projects, internships, and consulting projects that involve students and faculty from four UM schools and colleges.

The original scope of our program followed the traditional definition of CSR, focusing on the impact of multinational corporations on human society and the environment. One early faculty research project asked whether American consumers would pay premium for garments manufactured in "fair wage" conditions in developing countries. A student consulting project sponsored by a private donor, established health clinics in exporting factories in Bangladesh; the same project was able to demonstrate to local management that the clinics more than paid for themselves after increases in worker productivity were taken into account. More recent projects look at how indigenous, non-industrialized groups in Africa and Asia respond to multinational corporations that seek to exploit the natural resources in their region.

More recently, our definition of CSR has expanded to include projects that apply profit-oriented business models to the some of the world's greatest social problems, especially poverty. This sub-field of CSR is often called "social entrepreneurship" or "social impact management." One such model that has proven to deliver tangible benefits to the poor is micro-finance, which is the business of providing very small loans and other financial services to low-income populations. This type of lending has been dominated by multi-lateral development agencies and non-government organizations until recently, when profit-making financial services firms began to explore this market. The tools that we provide our students in the areas of corporate governance, international business, finance, and accounting can therefore be readily applied to the challenges facing this industry.

Our first micro-finance project involved a group organized under the business school's IMAP program, which requires every first-year MBA student to work on a consulting project under faculty supervision. A team of six students traveled to Washington DC and six developing countries (Nicaragua, Guatemala, Vietnam, Cambodia, Poland, and Romania) to collect data and interview key players in this industry. Their two goals were to conduct a comprehensive industry analysis and to identify targets of opportunity within high-potential micro-finance institutions.

Other projects have included a study of how information technology is being applied to micro-finance, a project with the Law School to analyze recent and upcoming changes in Vietnam's regulations on the operation of micro-finance institutions, and a case study that will be used in a new MBA course on sustainable finance.

Student interest in global corporate social responsibility is strong and growing. As markets in developed countries have become saturated, multinational corporations have increasingly turned their attention to developing countries. These MNCs experience a host of challenges when they target the world's poorest customers, the most important being local competition and the imperative to lower costs while maintaining global standards with respect to quality, brands, and market position.



International Multidisciplinary Action Projects (IMAP Team): Nathan Mah, Dave Foley, Patrick Ball, Rob Patalino, Ingrid Brenner, and Diviya Sharma

"Opportunity to address an international social issue and work with a team in a challenging, not fully defined setting."

"An ideal way to take initiative and structure issues, using course learning to apply real world challenges"

University of Pittsburgh

International Collaborations between Engineering and Business



The School of Engineering and the Katz Graduate School of Business (and its affiliated College of Business Administration) collaborate extensively on a variety of international endeavors. Both units have students who are professionally focused and have little free time in their schedules for free electives and study abroad experiences. Second, the combination of both units affords us the opportunity to offer programs for which there is not critical mass with one unit alone. Finally, both units believe that in order to compete effectively in the job market of the 21st century, graduates need to be internationally aware. Collaborations include faculty led short programs, the Semester at Sea program, language programs, study and internship abroad programs, and a program on off shore outsourcing.

Faculty-led short program- The Plus3 program target students who have just completed their freshman year and who have little or no international experience. The program is designed to be a teaser: it is an add-on to a required course in either business or engineering and is designed to increase students' interest in further language study and a longer term study or internship abroad. The program is led by either a business or engineering faculty member and involves company visits, guest lectures, and cultural trips. Students complete a project that includes the analysis of a firm and the global industry it operates in. In 2004, the third year of the program, Pittsburgh students went to one of four countries: Germany, Czech Republic, Chile, or China. The Germany trip, for example, included company visits to Audi, Infineon, Kuka Robotics, and Paulaner brewing as well as cultural and site-seeing trips. In total across countries, 75 students participated, roughly half from business and half from engineering. Plus3 was recognized by the Institute of International Education (IIE) with the 2005 Andrew Heiskell Award for Study Abroad.



Scott Hunter, a sophomore studying civil engineering commented "I invested nearly two thousand dollars into the trip, and I feel as if I received ten thousand dollars-worth of education and experience in return."

Language Programs – The business and engineering schools collaborate with the language departments to offer introductory Professional German and Professional Chinese. This program is being expanded to include Professional Portuguese and Spanish.

Semester at Sea Summer Program – In 2004, Pittsburgh's Business and Engineering Schools ran a first-time program on the summer voyage of Semester at Sea titled "Manufacturing and the Supply Chain in the Pacific Rim". Students from both business and engineering schools (from around the US) had special courses, company visits, and projects that took advantage of the voyage's ports in Russia, Korea, China, Hong Kong, Vietnam, Taiwan, and Japan.

Study and Internship Abroad Program – The Schools in cooperation with Pitt's Asian Studies program have mounted a six-week Pitt in China program that includes language coursework plus classes in economics and culture. The Schools are collaborating on Internship and coop programs abroad in which students who participate in the short program (Plus3), come back to Pittsburgh, take language classes, and after two years return and do an Internship/coop. In 2004, students interned at the stock exchange in Chile, Siemens Medical and Fürst Wallerstein Brauerei in Germany.

University of South Carolina

Honors International Business Program



The South Carolina Honors College was established in 1977 to provide highly gifted and motivated students with the opportunity to develop their intellectual potential. One of the primary methods by which the Honors College operates is its emphasis on research-based learning. Research based learning seeks to integrate the instructional and research missions of the University, as well as to combine the mastery of the substance of a particular discipline with the creation of that substance. The Honors College attracts highly motivated and highly qualified students to the University of South Carolina; the 275 students (66% in-state, 34% out-of-state) ranked on average in the top 3% of their high school class and had an average SAT score of 1401.

The International Business Department of the Moore School began offering a formal major in International Business in 2002. A maximum of 50 students per annum are admitted after completing at least 45 credit hours of undergraduate course work. International Business majors must

- Take a second major within the Moore School of Business;
- Take an introductory course, Globalization and Business;
- Take four additional International Business courses selected from a menu of functional, thematic and regional courses;
- Meet advanced foreign language requirements in at least one of ten foreign languages;
- Complete a period of study abroad.

The Combined Honors College/International Business track is being developed to allow the component parts of the individual curricula to complement and support each other, as follows:

- An Honors College track with courses that would develop the global, political and social perspective of participants;
- Honors sections in foreign languages;
- An honors section of the International Business core course, Globalization and Business, focusing on international business theory issues, including the theory of the multinational enterprise and foreign direct investment, models of international expansion, international diversification theory, and issues regarding the liability of foreignness, leading to the formulation of a research problem;
- An honors college course, Seminar in International Business Research, which would look at various cultural frameworks (Schwartz-Bilsky, Bond and Triandis), values models, research implications of individualism versus collectivism, methodological issues in cross-cultural studies, response bias, scale development and equivalence measurement, leading to the development of a research project;
- Overseas research opportunities, leading to the opportunity to execute the project developed in the honors college seminar;
- Honors College senior thesis incorporating the results of overseas research.

Through the South Carolina CIBER and its doctoral program in International Business the Moore School has developed substantial expertise in the conduct of international business research projects. Combining this expertise with the academic structure of the Honors College through the vehicle of an International Business track within the International Business major will produce graduates with both a practical and theoretical understanding of the conduct of business across boundaries, will provide valuable international business research on relevant topics for the business constituencies of our CIBER, and provide the type of research based learning that creates the foundation experience for future International Business scholars.

University of Washington

Global Social Entrepreneurship Competition



The Center for International Business Education & Research (CIBER) and the Center for Technology Entrepreneurship at the Business School and the Daniel J. Evans School of Public Affairs launched the Global Social Entrepreneurship Competition (GSEC) in February 2005.

The GSEC harnesses the power of business, the experience of the non-profit sector, and the energy of students to improve the quality of life in developing countries.

The competition invites students from around the world to find creative and commercially sustainable ways to address problems of poverty. For 2005, student teams were invited to submit business plans in one of two thematic areas:

- Health care
- Information or communication technology

Seven teams were selected to compete in the inaugural competition - two from India, one from Cameroon, one from Brigham Young University, and three from the University of Washington. Their business plan ideas included:

- Manufacturing and exporting bio-degradable leaf cups and plates
- Using IT to improve rural health care
- Improving water quality using software that models flow of pollutants in aquifers
- Developing an IT incubator in Pakistan
- Training medical technicians in Cameroon
- Diagnosing diseases using low-cost, plastic test cards

Developing country teams received travel scholarships. University of Washington teams were required to have multi-disciplinary representation including from non-business disciplines.

Business plans were judged on the impact on quality of life, implementation feasibility, and financial sustainability. The winning teams were awarded monetary prizes.

Combining the UW Business School's strengths in global business and entrepreneurial education, the competition contributes to U.S. global competitiveness in the following ways:

- Focuses on global poverty reduction through sustainable enterprise which has been shown to increase security and, therefore, opportunity in global markets
- Engages teams from U.S. business schools who will develop contacts with and learn from teams outside the U.S.
- Involves UW student volunteers from across campus as ambassadors to non-U.S. teams for support and cross-cultural interaction
- Exposes students and judges to the issues of, and opportunities in, global social entrepreneurship
- Fosters worldwide connections and partnerships among individuals, educational institutions and disciplines, entrepreneurs, businesses and community organizations.



Students from the University of Yaounde, Cameroon, (pictured with their student mentor) won an honorable mention in GSEC 2005.

Research



Supporting and undertaking research is one of the core activities mandated by the legislation authorizing the creation of CIBERs. CIBER-sponsored research promotes the development of international skills and expertise needed by American businesses to succeed in a globally interdependent world. Nationwide, CIBERs support international business related research projects undertaken by their University's faculty and doctoral students, and share the results through working papers, publications, workshops, new courses and the Internet.



Web portal GlobalEdge's home page

CIBERs further support research activities by sponsoring and hosting academic conferences and peer reviewed journals. As a group, the CIBERs sponsor publication of the Academy of International Business' Journal of International Business Studies, whose editorial offices are headquartered at the Duke CIBER. Additionally, the University of Wisconsin CIBER took over sponsorship of the Journal of International Economics in September of 2004. Perhaps the ultimate IB research tool is the web portal GlobalEdge designed and hosted by MSU CIBER. It is the #1 resource for international business information on the Internet and receives more than 2 million hits each month.

A number of CIBERs have initiated and are leading innovative research projects of their own. For example, Duke CIBER is leading the Inter-Cultural Edge (ICE) Research and Teaching Consortium cosponsored by 13 additional CIBERS and academic partners worldwide. This research project will develop a new framework for cross-cultural and organizational research. The Offshoring Research Initiative (ORI) partners the Duke University CIBER with Connecticut based Archstone Consulting in conducting a multi-year research project and biannual surveys to track the global sourcing (offshoring) of human capital by US and European (beginning October 2006) companies. The research tracks the plans for offshoring IT application, Business Process Operations, Engineering design and services as well as research and development projects. The initial ORI findings based on responses from over 90 companies with average annual revenues of \$21 billion, indicate companies are achieving target service levels cost savings that exceed their optimistic expectations and report aggressive plans to relocate additional operations overseas. These findings and their implications for US competitiveness were presented at the CIBER sponsored 2004 National Forum on Trade Policy (NFTP), and received significant press attention. The research also includes projects on diffusion and success/failure of offshoring adoptions and case studies of emerging innovative processes and new organizational forms.

Research



The Thunderbird CIBER is leading a project involving all 30 of the Centers for International Business Education and Research on the subject of "Homeland Security and US International Competitiveness." This project will produce a range of outputs, from conferences and books on the subject, to courses and other shorter events. The goal is to lead the discussion in the United States on the implications of homeland security for the international competitiveness of US firms. How will new costs of protection to avoid terrorist activity affect American firms? How does the increase in border controls affect US imports, immigration of skilled foreign nationals, and other aspects of US international business? The project will continue for at least a five-year period, with a conference at Temple University as the first event.

The Indiana University CIBER established the Regional Integration Project (RIP) in 2004. RIP has three basic objectives: (1) preparation of research articles and dissemination of research findings on the theme of Regional Integration, (2) the creation and maintenance of suitable databases, and (3) statistical and econometric support for research. IU CIBER identified a strong core of faculty and doctoral students whose research interests focus on regional economic integration and provided a number of small research grants to support their efforts and encourage collaboration and development of a body of knowledge. Initial findings are available on the IU CIBER website, and will be published through professional academic journals, professional association presentations and, as appropriate, to business professionals by way of regional and national conferences and the popular press.

The University of Connecticut CIBER has developed a unique format for research conferences. Each year, a current theme is chosen and top researchers in their field are invited to research the theme in regards to their area of expertise. For example, in 2004 the Goldman Sachs report on the BRIC (Brazil, Russia, India, and China) countries formed the foundation for the commissioned research and subsequent conference. Experts in joint ventures, multinational companies, foreign direct investment, etc. were asked to produce research in their areas in regards to these four countries. The conference is open only to the researchers who will be presenting their work. This format allows for intense high level discussion and critique of each of the participant's work. At the conclusion of the conference, each participant is required to revise their work and then submit it to be published as a book. The UConn CIBER has held three of these conferences. The book from the first conference in 2002 was so successful that it is about to be release in soft cover.

Some other examples of CIBER research follow.

15 Years of CIBER

- ◆ Over 5,200 international business faculty and Ph.D. research projects have been supported by CIBER funding.
- ◆ Over 3,200 working papers have been published.
- ◆ Research results were disseminated in over 1,000 research conferences sponsored by CIBER programs nationwide.

Duke University

Offshoring Research Initiative



The Duke University CIBER and Archstone Consulting are conducting a multi-year joint research project and bi-annual survey on the subject of offshoring business processes. Beginning with information technology and call center activities just a few years ago, some companies are now offshoring administrative and even knowledge-based tasks. Beginning in Fall 2004, the Offshoring Research Initiative (ORI) will objectively benchmark key performance metrics and current perceptions of financial, operational and political risk associated with offshoring operational models using a comprehensive and flexible online survey of up to 600 companies selected from the Forbes Global 2000. These benchmarks will be tracked over time and be published regularly in leading business and academic periodicals along with summary analyses. Because the survey will be conducted over multiple years, it is designed to solicit from respondents additional issues not in the original survey that may uncover new research topics.

The First Duke/Archstone
Offshoring Bi-annual Survey
Featured in

Fortune Magazine
Jan 24, 2005

Financial Times
Dec 13, 2004

CBS MarketWatch
Dec 10, 2004

The survey and research will form the basis of regular professional workshops at Duke University, Executive Education programs at the Fuqua School of Business and detailed case studies of offshoring successes and failures. The findings from the first bi-annual survey and the implications for jobs were presented at the 2004 National Forum on Trade Policy (NFTP) held December 8-10 in Durham, North Carolina. The 2004 NFTP was co-hosted by the Duke University and UNC-Chapel Hill CIBERs, and sponsored by 14 additional CIBERs.

SAVINGS FROM OUTSOURCING

Big companies plan to accelerate US exodus of white-collar jobs

By Andrew Ward in Atlanta

Large US companies are gaining bigger-than-expected cost savings from the offshoring of white-collar jobs and plan to relocate more operations overseas, according to an authoritative new study.

The findings indicated that the political backlash against offshoring in the US had failed to slow the exodus of white-collar functions, such as call centres and accounting, to lower-cost countries.

Alan Levin, professor at

from the cheapest place," he said.

Seventy per cent of companies questioned had switched some white-collar jobs overseas and 55 per cent expected to offshore more over the next three years, with Asian countries the main beneficiaries.

More than 90 companies with average annual revenues of \$2bn (£160m, £110m) took part in the survey, conducted jointly by Duke University and Archstone Consulting.

Seventy per cent of companies

resources, are being sent overseas. Offshore R&D was expected to increase by 87 per cent in the next three years.

India accounted for 60 per cent of offshore operations but only 52 per cent of expansion plans were earmarked for the country.

"India is becoming a victim of its own success," said Scott Furlong, a principal with Archstone Consulting whose job is to assist companies moving to other world locations including in Asia and Latin America.

the unsuccessful Democratic candidate, pledged to stem the flow of jobs overseas if elected.

But only 4 per cent of companies postponed offshoring for political reasons and 72 per cent said politics had no impact on their plans.

"These companies are facing stiff global competition and have no choice but to find the cheapest source of labour," said Mr Levin.

However, he added that "many companies are still reluctant to move their operations overseas."

FINANCIAL TIMES MONDAY DECEMBER 13 2004

One research project already underway uses ORI data to explore the processes of early adopters in relation to late adopters of offshoring practices. Researchers hope to identify and describe organization capabilities that explain successful implementation of offshoring practices by early adopters, describe and compare organizational capabilities of late adopters with those of successful early adopters, and assess and compare the performance metrics and financial returns of successful early adopters and late adopters. The ORI will also provide objective data on the effects of offshoring on displaced knowledge-based workers. The offshoring of knowledge-based jobs creates new challenges for assisting and retraining displaced workers. What does a radiologist do when x-ray

processing is offshored to China? How is employee moral affected when a team of software developers is asked to train their replacements in India? The impact on self-esteem and moral on involuntary turnover are additional issues in understanding the dynamics of offshoring. The ORI will measure the effects of offshoring on employee moral as well as undertake targeted studies of issues relating to retraining.

Michigan State University

Integration of Global Business Research and Education



The mission of the Center for International Business Education and Research in The Eli Broad Graduate School of Management at Michigan State University (**MSU-CIBER**) is to provide world-class education, research, and assistance to businesses on issues of importance to international trade and global competitiveness. Under the guidance of its Business Advisory Council, MSU-CIBER is dedicated to:

- Carry out research that generates best-practice knowledge on global business operations and global competitiveness (Knowledge Creation).
- Offer professional development and academic outreach programs on contemporary international business techniques, strategies, and methodologies (Learning Materials and Programs).
- Provide innovative, technology-driven dissemination of international business knowledge to business executives, public policy makers, scholars, and students (Dissemination and Outreach Activities).



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knowledge.

<http://globalEDGE.msu.edu>

INTEGRATION OF GLOBAL BUSINESS RESEARCH AND EDUCATION

Partnerships between MSU-CIBER and non-governmental organizations such as

the Academy of International Business (AIB), Federal of International Trade Associations (FITA), American Marketing Association (AMA), and the North American Small Business International Trade Educators (NASBITE) serve as catalysts for bridging the gap between research and education. Instrumental to serving the current U.S. business needs

for training, researchers must understand the challenges faced in the global marketplace. For example, the Annual Emerging Research Frontiers in International Business Conference brings together the highest regarded researchers in the field to analyze upcoming trends in business and chart future research areas. The conference is a collaborative effort between CIBERs, AIB (<http://aib.msu.edu>), and the Journal of International Business Studies (<http://www.jibs.net>)

Another form of collaboration between AIB and MSU-CIBER is data feeds from the number one resource for international business on the Internet, globalEDGE™: your Source for Global Business Knowledge (<http://globaledge.msu.edu>), to AIB website. Using a specially developed technology, globalEDGE™ data are presented on the AIB website in real-time and seamlessly without disrupting the AIB identity. Similar alliances also exist with AMA and FITA.

With over 2 million hits per month, globalEDGE™ continues to be very visible project. It is knowledge web-portal that connects international business professionals worldwide to a wealth of information, insights, and learning resources on global business activities. Designed and developed by MSU-CIBER as the ultimate research tool, globalEDGE™ boasts information on about 200 countries and over 5000 online resources.

Compiled information on each country includes a map, key statistics, history, economy, government, and links to country specific resources, stock markets, and recent news. In addition, the Academy section (<http://globaledge.msu.edu/academy/>) consists of Interactive Online Course Modules, Video Depositories, Textbook Publishers, Job Postings, Grant Opportunities, Conferences, Journals, Academy Publishers, and much more, providing academicians with valuable resources to internationalize their research and teaching.



For more info: <http://ciber.msu.edu>

Purdue University

Global Supply Chain Management Initiative



"In today's global business environment, being competitive requires that the supply chain span across countries. Understanding how to structure and manage these supply chains for long term success requires a diverse set of capabilities best reflected by a multifunctional view. The Global Supply Chain Management initiative at Krannert will focus on such a perspective to guide education and research into global supply chain management." Anath Iyer, Professor of Management, Purdue University Krannert School of Management



Professor Luk Van Wassenhove, INSEAD, Fontainebleu, France and Professor Anath Iyer, Krannert School of Management, Purdue University, "Understanding Global Outsourcing Conference" December 2004

The Global Supply Chain Management (GSCM) Initiative is a new Purdue CIBER sponsored interdisciplinary program of the Krannert School of Management that capitalizes on the school's unique expertise in the fields of Supply Chain Management and Logistics. In collaboration with entities within and outside the school, this initiative will focus the resources and expertise of Krannert's world-class research faculty in supply chain and logistics management on relevant issues in an international forum. Internal partners include the Dauch Center for Manufacturing Management Enterprises (DCMME), the Center for E-Business Education and Research (CEER), and the Center for Supply Chain Management (SCM). External collaborators include CIBERs from other universities, partnerships with leading non-CIBER universities with interest and expertise in supply chain management, and prominent internationally-based Krannert alumni.

Several new projects are in process or planned as part of the GSCM program. A series of annual international academic conferences on global supply chain management was initiated in December 2004. The first conference of the series, "Understanding Global Outsourcing," was jointly sponsored and organized by Purdue CIBER and the Global Business Institute of the Leonard N. Stern School of Business, New York University and cosponsored by CIBERs from the University of Colorado at Denver, Columbia University, University of Illinois at Urbana-Champaign, University of Kansas, University of Pittsburgh, Texas A&M University, and Thunderbird. A new interdisciplinary Global Supply Chain Management Option within the Krannert Professional MBA program is planned. Interdisciplinary functions will include Operations Management (supply contracts, supply chain structure, risk, disruptions, outsourcing), Finance (international joint ventures, acquisitions, managing global risk, exchange rates), Marketing (understanding global customers, managing new product development, long-term supply relations), Accounting (tax structures, duties, transfer pricing), Management Information Systems (security, databases, technology), OBHR (international human resources, negotiations), and Strategy (exit strategies, international joint ventures). Short term study abroad courses to China, Korea, India and Taiwan are planned. A series of GSCM academic case studies on companies in Mexico and India, to be published in a special CIBER working paper series is being developed and a new doctoral consortium of CIBER universities with relevant expertise will be organized to support internationalization of doctoral research in supply chain management.

University of Florida

Impacts of Trade Liberalizations



Jacksonville Port, a gateway to Florida's globalization efforts

Florida's Global Frontiers: Impacts of Trade Liberalization is a unique "Summit on Globalization" at the state level. It demonstrates effective leveraging of global expertise---and Title VI monies--across universities in a region, and it provides a prototype for helping state businesses, community leaders, policy makers, labor groups and environmental organizations understand the multiple channels through which globalization is changing their opportunities and presenting them with new challenges. It is predicated on the observations that (1) broad, national changes and outlooks do not necessarily reflect individual state experiences and prospects, but region-specific effects often receive less research attention; (2) a state's industries, labor markets, natural environment and policy making institutions are interrelated so that globalization's impacts on one inevitably affect the others also.

Meeting the challenges raised by these two observations is typically beyond the scope of one institution--even a large, diversified one. In this application of developing a Florida-specific study and conference, six groups collaborated on funding the project, planning the program, and identifying and mobilizing the requisite expertise: University of Florida (UF) CIBER; the UF and Florida International University (FIU) National Resource Center for Transnational and Global Studies; the University of South Florida (USF) Globalization Research Center; the USF Center for International Business; the University of Central Florida (UCF) Office of the Special Assistant to the President for Global Perspectives.

Core to the conference was the commissioning of new research on Florida-specific impacts of globalization. Five academics with established expertise on the state were provided funding to develop four papers: globalization's impact on Florida's (1) industries; (2) workforce development; (3) environment; (4) state/local policymaking. Commissioned research stressed elucidating impacts at an indirect as well as a direct level. For example, trade liberalization has altered relative job growth across states, thereby impacting interstate work-related migration flows with subsequent consequences for local population-serving industries. This type of indirect dynamic is often ignored in the globalization debate, but it is not insignificant at the regional level. Minimizing overlap—yet highlighting linkages—was achieved through a set of research coordination and strategy meetings.

Four panels of non-academics, representing diverse perspectives on the issues, were invited to respond to the commissioned research. Panelists represent winning, losing and restructuring industries; unions, grassroots workers' organizations and state agencies formally charged with workforce development; firms at the interface of Florida's regional economic, global economic and natural environments, sustainability proponents, and eco-tourism promoters; state policy makers, local leaders and private policy analysts.

Following the September 23-24, 2004 conference in Tampa, FL—which includes keynote addresses as well as the four non-concurrent panels, an edited conference proceedings volume will be produced. In addition, follow-up led by the UF CIBER will document the lessons of this project in terms of challenges and opportunities for regional cooperation among Title VI participants--and between Title VI participants and other higher education academic centers--in addressing region-specific issues of US competitiveness in global markets.

Hence, *Florida's Global Frontiers* is not only a prototype for translating national averages into regional reality, it is a prototype for much needed regional *process*, as well as regional *product*, evaluation and growth.

University of Wisconsin - Madison

Biotechnology and Global Implications



With recent advancements in the areas of stem cell research and the ability to deliver unique, individualized ways of diagnosing and treating disease, the relevance of biotechnology and its impact on people around the globe has become increasingly clear. Add to that the uncertainty we now live with and the potential threat of bioterrorism, and the possibilities that biotechnology applications hold quickly become an important tool in the area of global security. The Wisconsin CIBER has been developing a number of programs (highlighted below) to support the burgeoning biotechnology sector in the state, a sector that holds significant economic growth potential in Wisconsin.

CIBER staff worked with faculty from the newly developed Master of Science in Biotechnology program to integrate an international experience into the curriculum that addresses the business, legal, ethical and technical aspects of biotechnology. The result was a two-week pilot research abroad program and on-site learning experience in Uganda which enabled students to see how U.S. biotechnology affects countries around the world, exposed them to the realities of biotechnology research and applications in developing economic contexts and provided an opportunity for students to work with Ugandan policy leaders, business people, teachers, researchers and citizens.

CIBER also recently co-developed, with the Wisconsin Department of Commerce, a program to encourage smaller Wisconsin-based biotechnology and high technology companies to seek out new international markets. CIBER provided partial funding to 18 small companies to attend BIO 2004, one of the largest international biotechnology trade shows in the world with nearly 17,000 participants from around the world. The purpose of the travel grant program is to encourage smaller Wisconsin-based companies to become exporters and to help existing smaller exporters seek out new markets.



In cooperation with the UW-Madison Technology Business Development Institute, CIBER organized a two-part seminar series which targeted the biotechnology and high technology sectors. "Using Alliances as a Business Growth Strategy," offered an introduction to strategy fundamentals and the role of alliances as vehicles for implementing domestic and international strategies. "Using Mergers and Acquisitions for Growth," revisited the strategy fundamentals framework and the role of acquisitions as vehicles for implementing domestic and international strategies.

In fall 2004, CIBER and the UW-Madison Center for World Affairs and the Global Economy (WAGE) co-sponsored and organized three sessions on exploring foreign opportunities at the annual Wisconsin Biotechnology and Medical Device Association conference. CIBER/WAGE sessions included Asian Market Entrance & Expansion; European Market Entrance & Expansion and Advanced Educational Opportunities for the Biotechnology and Medical Device Sectors. Some 400 attendees gathered for this day-long series of presentations designed to help Wisconsin companies commercialize innovative science and develop successful companies with global potential.

Mark Harms, a production scientist at Promega Corporation, gets a lesson on the Matooke (banana) from a scientist at the National Agricultural Biotechnology Center. Mark was among the M.S. in Biotechnology students who participated in the CIBER sponsored research abroad program in Uganda.

Language Programs



Globalization and the war on terrorism have increased America's need for international experts and an informed citizenry with foreign language skills and global understanding. The Centers for International Business Education and Research (CIBERs), funded by the U.S. Department of Education's Title VI initiatives, have been meeting America's need for fluent and culturally sensitive U.S. business practitioners since 1989. Funded as a result of the U.S. Omnibus Trade and Competitive Act, the CIBER network is charged with enhancing U.S. competitiveness by engaging the resources of some of the nation's finest business schools and research universities in relevant teaching, research, and outreach activities. There are currently 30 CIBERs in the network and all have contributed significantly to meeting the nation's foreign language and global understanding needs through several activities:

1. The teaching of foreign languages for business and commercial purposes;
2. Faculty development in the teaching of business foreign languages in the form of short-term seminars and conferences;
3. The development of specialized teaching and testing materials; and
4. Research in the form of books and journals

The Teaching of Foreign Languages for Business and Economic Purposes

Foreign languages for business and economic purposes involves the dissemination of business lexicon as well as intercultural business communication and business practices to undergraduate and graduate business and international business students. As stated in Table 1, CIBERs teach 15 foreign languages for business and economic purposes ranging from Arabic to Thai. In 2003-2004, CIBERs offered 224 business language courses at the undergraduate level to 12,902 students and 571 courses at the graduate level to 5,275 students. The Brigham Young University CIBER offers 11 business languages, the highest number of business languages in the CIBER network. BYU is followed closely by the University of Pennsylvania CIBER with 10 business languages and the Purdue University CIBER with 9 business languages.

Table 1
**Commercial Languages taught
during 2003-2004 at CIBER Universities**

Arabic	Italian	Portuguese
Chinese	Japanese	Russian
French	Korean	Spanish
German	Mandarin Chinese	Swahili
Hungarian	Persian	Thai

Language Programs



There are numerous best practices among the CIBERs in teaching business languages. Columbia University and Indiana University have developed a program to increase language proficiency among heritage speakers. Tapping the talents of heritage speakers is an excellent and efficient means of providing the U.S. with language experts since heritage speakers are often fluent speakers, using the language at home. For example, Columbia and Indiana regularly sponsor small group tutorials in Business Arabic to Arab-American business students. In a relatively short period of time, CIBERs prepare Arab-American students to conduct business in the Arab World or to pursue careers in the U.S. intelligence community.

Faculty Development in the Teaching of Business Foreign Languages

Faculty development has been a hallmark of the CIBER network since 1989. Many CIBERs offer workshops for foreign language faculty to systematically prepare them to teach Business French, Business Chinese, Business Portuguese and several other languages. The University of South Carolina CIBER is the premier faculty development program in its 16th year. Focusing on Spanish for International Business, the six-day workshop offers Spanish-language faculty nationwide insights into curriculum design, cross-cultural communication and testing procedures. More than 250 faculty from over 100 colleges and universities attending since 1990, many of which are faculty from Historically Black Colleges and Universities (HBCUs).



Best Paper and Presentation Winners at the CIBER 2004 Language Conference with UConn CIBER Director Subhash Jain

The University of Memphis CIBER is another pioneer in foreign language faculty development and has offered their workshop since 1991. To date, 589 foreign language faculty have attended their February workshop entitled “Language and Culture for International Business: A Workshop for Foreign Language Educators.” BYU, San Diego State University, Michigan State University, Georgia Tech and the University of South Carolina co-sponsor this workshop. Other workshops for language faculty include Ohio State’s “Lessons from the MBA Classroom: Business Concepts for Foreign Language Teachers and Professionals” (225 participants since 1998), Florida International University’s “Spanish Language Faculty Development Program in Spain,” and Purdue University’s “Business Chinese Language and Culture Conference.”

In addition to seminars and workshops, the CIBER network sponsors an annual conference on the teaching of business languages. The CIBERs adopted this conference from Eastern Michigan University’s World College which offered it from 1982 to 1997. Since 1998, San Diego State University has hosted the conference twice while other CIBERs (Thunderbird, the University of North Carolina, Duke University, Florida International University, the University of Connecticut and Brigham Young University) have hosted the conference. An average of 200 language and international business faculty attend this conference each year.

Language Programs



The Development of Specialized Teaching and Testing Materials

CIBERs are the national leaders in U.S. higher education in creating state-of-the-art teaching and testing materials for business language instruction. A key best practice is the University of Texas' online materials that include cultural interviews with Latin American, Spanish, and Brazilian executives, the description of a typical workday, the functions of EXCEL, and business practices. These materials, which are free of charge, include 350 video clips together with their transcription and translation. Texas is currently developing versions for Russian, German, and Japanese business language programs.

The teaching of business languages via distance learning is becoming more prevalent within the CIBER network. The University of Washington CIBER sponsors a program *Business Japanese Online* that is designed to train business students in business and cultural etiquette in a 24/7 virtual classroom format. The program lasts three quarters and students can begin any quarter.

In test development, San Diego State University has taken the lead in ensuring that U.S. MBA and undergraduate international business students possess the language skills and business knowledge needed to handle business demands between U.S. and Latin American companies. In 1998, SDSU developed a Business Spanish certification exam known as the EXIGE (Examen internacional de negocios en español) in conjunction with the World Trade Center. Designed to test international business students' knowledge of business vocabulary, business practices, and sociocultural/geopolitical knowledge of the Spanish-speaking world, the EXIGE boasts 35 test centers in the U.S., in addition to test centers in Spain and Latin America.

15 Years of CIBER

- ◆ Over 7,300 commercial language courses have been taught at CIBER universities, with over 140,000 students enrolled.
- ◆ Over 17,800 language faculty have participated in over 480 internationalization business language workshops.
- ◆ Over 2.4 million students have benefited from enhanced commercial foreign language instruction at universities across the U.S.

Research in the Form of Books and Journals

Thunderbird has been publishing *The Journal of Language for International Business* (JOLIB) since 1984, five years before the CIBER network was formed. JOLIB is a refereed journal published twice annually, features articles on business language education, intercultural communication, and cross-cultural studies. JOLIB, which sports 500 subscribers worldwide, has published 336 articles since its inception. It is one of the few journals in any field that accepts manuscripts in several languages other than English. These include Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

Purdue University is another pioneer in business language publication in the U.S. Its annual volume *Global Business Languages* also features theoretical and practical articles in the field of business language education. Founded in 1996, *Global Business Languages* has published 87 articles and numerous book reviews.

Brigham Young University

Business Language Programs



As a national and increasingly international institution, BYU's influence extends beyond the region and the nation. Nearly three-fourths of BYU students speak a language other than English, allowing the university to provide a rich forum for language instruction. At the Marriott School of Management, over 80% of all MBA students are bilingual and about 20% speak a third language. Half of the Marriott School graduate students have lived outside the USA for a year or more, and 73% of Marriott School faculty members speak a second language.

BYU naturally builds on its students' language capabilities by offering over 61 languages on the Provo campus. About 25% of BYU's students are enrolled in a language course at any one time, compared with 8% nationally. Language enrollments exceed 20,000 indicating students' interest in language learning, including least commonly taught languages at more than 20 universities.

The Marriott School of Management offers 10 business language classes at 400 level: Spanish, Portuguese, French, Italian, German, Russian, Chinese, Japanese, Korean and Arabic. Over 160 students attended these classes during fall 2004 and winter 2005 period. The business language classes are for experienced speakers of the language who want to learn to communicate in professional settings. Each class emphasizes business concepts, practice and case study to help students increase their skills in conversation, literacy, and public presentations, while enriching business vocabulary. A Business Language Committee—composed of faculty members from the Marriott School of Management, College of Humanities and members of other international departments at BYU – coordinates across campus to identify ways to continually enhance these courses.

In April 2005, Brigham Young University hosted the 2005 CIBER Business Language Conference, in Park City, UT, with focus on the theme “Business, Language, and Culture: Putting the Pieces Together”. Through a variety of workshops, over 50 paper presentations, and a panel of international business professionals, this conference addressed the issues relevant to business language and provided access to opportunities that will establish mutually beneficial relationships, enrich Business Language courses, and further develop individual and institutional curricula. Some of the new items in this year's conference were the language specific workshops, taught in 9 different languages, and the Saturday session focusing on the needs of K-12, as related to business language. The 2005 CIBER Business Language Conference was a gathering place for business language professionals from around the nation to share experience and knowledge.



The conference was held at The Canyons Resort Village, set on one of the most breathtaking stages of Utah's Wasatch Range in the Rocky Mountains.

Georgia Institute of Technology

The Language for Business and Technology Programs



The Georgia Tech School of Modern Languages in close working collaboration with the GT CIBER, College of Management, has gradually developed five full-fledge multi-track special summer business language immersion programs in China, France, Germany, Japan, and a Spanish program featuring Mexico and Spain. The intensive summer programs in Languages for Business and Technology (LBAT) consist of six to eight weeks of study abroad in which classroom lessons in business, culture, and technology are combined with field work, cultural events, excursions, and visits to area businesses--all conducted in the target language. The intensive summer LBAT program offers students instruction in Chinese, French, German, Japanese, and Spanish with an “applied” language perspective; while developing the ability to communicate effectively in daily living situations and specific professional settings, students use the language to learn about basic aspects of business culture, technology, and society and to understand the issues of local economies and global interdependence.



A varied business and cultural program is integral to each Language for Business and Technology learning experience. Typical offerings consist of guided city tours, visits to museums and local attractions, and participation in cultural events or excursions. While spending time in the host country, students may explore possibilities for future study or work experiences. The School of Modern Languages in collaboration with GT CIBER helps students identify opportunities and find further study or work experiences abroad. Upon the students’ return from the LBAT experience, they often take a professional certificate examination. National language associations, chambers of commerce, and other entities of the host countries sponsor a variety of such general or business-specific language exams as a desirable qualification to complement the Georgia Tech degree. It is open to Georgia Tech and other students, on the basis of an application, and provides a replicable national model to integrate language education into the business and other professional curricula with proven pedagogical methods.

University of Kansas

Graduate Teaching Internships in Business/Professional Language



CIBERs are committed to building the language skills of the U.S. work force, particularly for managers in business and other professions. Preparing students who will be able to use their foreign language skills in professional settings requires faculty who have the necessary specialized knowledge to teach those skills.

While business language courses are in demand by students, faculty often don't have time, expertise, or incentive to teach them. To help address this problem, KU CIBER has created graduate teaching internships for Ph.D. students in foreign language departments at the University of Kansas. The program has three main features:

- CIBER language interns are compensated by CIBER for co-teaching a business language class for one semester with a regular foreign language faculty member. After that, the Ph.D. student teaches the business/professional language course without assistance from the faculty member.

- Each CIBER language intern also receives funding to attend at least one conference or workshop focusing on the teaching of business/professional language.

- When possible, the language intern participates in one of KU CIBER's two-week Study Abroad programs designed for graduate students in business and professional schools. The intern provides language assistance and lessons during the overseas visit and serves as a cultural resource, while learning about international business along with the rest of the class.

"Our current Business Spanish instructor has just returned from the Business Language conference that CIBER supported. She came back energized and excited. Many of the jobs announced this year ask for instructors who can teach Business Spanish. We are ahead of the curve. Most of the conferences are training people who are already faculty members, and KU is sending out doctoral students with training and experience."

Danny J. Anderson
Professor and Chair
Department of Spanish and Portuguese
University of Kansas

A pilot study of language departments at Illinois, Purdue, and Kansas, undertaken by the CIBERs at those institutions, showed that Ph.D. students are beginning to appreciate the usefulness of being able to teach business foreign language. It also showed that business/professional language workshops, such as those offered by various CIBERs, play an important role in this regard. (C. Rose and A. Wood, "Perceived Value of Business Language Skills by Doctoral Students in Foreign Language Departments," *Journal of Language for International Business*, Volume 15, Number 1, 2004).

In addition to boosting business language course offerings at KU, this program has a multiplier effect as the interns earn their doctorates and take academic positions at other universities. To date, KU CIBER has provided support to develop future business language faculty in Spanish, German, French, and Japanese. In addition, CIBER has provided language tutorials in Chinese, German, Italian, Portuguese, and Spanish, for students preparing to go abroad.

"I am pleased to help mark the 15-year anniversary for the Center for International Business Education and Research (CIBER) program. I am proud of our program in Kansas and the leadership the CIBERs provide in helping business people understand the complex international issues that affect business today. It is essential that U.S. business people have the knowledge to operate effectively in other parts of the world and the CIBER program helps us meet that goal." Senator Pat Roberts

University of Pennsylvania

Business Language Summer Institute

Certificate in Teaching Language for Business Communication



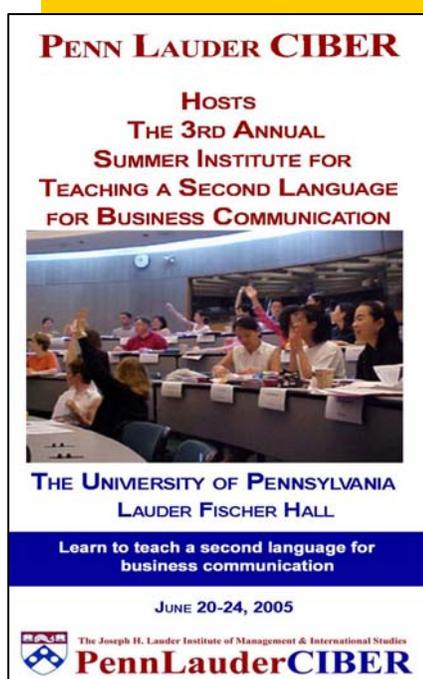
To address the growing need and demand for “business language” instruction and to meet the national need for better-trained teachers of business language, Penn Lauder CIBER has implemented a two-tiered program that comprises both a stand-alone **summer institute** and a **Certificate in Teaching Language for Business Communication**, which is an alliance program between the University of Pennsylvania’s Graduate School of Education (GSE) and Wharton’s Programs for Working Professionals (WPWP). The goal of both is to train language faculty in the basic functional areas of business, advanced applied language teaching methodology, and curriculum design. Penn Lauder CIBER is collaborating with GSE faculty and with WPWP to design and implement the curricula for these programs.

The first tier in the program is an intensive, week-long **summer institute** designed for secondary and post-secondary language educators of all world languages. The program includes an overview of basic business and its primary functional areas. It emphasizes needs analysis, curriculum design, and instructional approaches to the field of teaching language for business communication. The participants work on group projects in which they develop materials and design curricular modules. After the institute, the participants receive a compilation of all the materials and projects for adaptation and use in their own classroom situations. Educators from Pennsylvania are eligible to receive continuing education credit under Act 48. The summer institute has been held twice, in June 2003 and June 2004, and will be offered again in June 2005.

The **Certificate in Teaching Language for Business Communication** will be launched in the summer of 2005. This program is actually designed as a dual-certificate program, with a joint application process. Graduates earn both a **Certificate in Teaching Language for Business Communication** from Penn’s Graduate School of Education and a **Wharton Human Resource Management Certificate** through Wharton’s post-Baccalaureate Programs for Working Professionals. Participants in this dual-certificate program must start by participating in the **summer institute** in June, after which they complete an additional individual project to earn credit toward the GSE certificate. Then, over a period of one to three years, they will take approved courses at both Penn’s Graduate School of Education and the Wharton Program for Working Professionals to complete the dual certificates. Two other flexible program options will include earning the **Certificate in Teaching Language for Business Communication** from GSE, with two elective courses selected from the WPWP certificate program, or earning just the **Certificate in Teaching Language for Business Communication** from GSE without any WPWP coursework.

This CIBER project is designed to address the varying degrees of needs and interests of a diverse constituency of language-teaching professionals in order to create a new and constant pool of second language educators with expertise in teaching language for the purpose of business communication.

Regionally and nationally, this project responds to the need for specialized language teachers at institutions of higher education, high schools, and, perhaps, even middle and elementary schools.



Summer Institute 2005 Brochure

Overseas Travel Programs



An array of research reports over the last ten years have affirmed that managers responsible for global operations look for students to have, in addition to their disciplinary skills, a facility with other cultures and languages and an internship or study abroad experience to illustrate functionality and breadth. While most universities offer some form of study or internship abroad to students, supplementing these programs with intensive experiences for students and faculty is a task especially appropriate to the CIBERs. An important function of CIBER programs is to provide opportunities for students and faculty to travel abroad in order to experience and learn about international business issues first-hand.

To engage successfully in trade relations with global competitors, students must have knowledge of and sensitization to cultural values, norms, and taboos as well as issues of political, linguistic, historical, and economic heritage. While participants generally pay the out-of-pocket travel costs for trips, the CIBER programs play an important role in providing the expertise, coordination, and planning of site visits to embassies, factories, universities and other business and government organizations.

These programs are a critical portion of the overall CIBER mandate in that they meld classroom experience with real-time exposure to global environments. One example of a program which provides a broad base of exposure and shared interaction between business faculty and the business community is the University of Colorado at Denver's program focused on Hong Kong, Shanghai and the Pearl River Delta region of Guangdong Province, China. The program focuses on one of the most dynamic economic regions in the world. With China rapidly emerging as the pre-eminent competitive power in the region and a first-tier player across the globe, learning and experiencing fundamental aspects of the business environment are critical to the success of any global competitor. In this program, faculty meet with managers, executives and entrepreneurs to learn first-hand the practices and priorities of the region and its rapid evolution from a rural demographic to a more mixed platform of production with special economic zones. Program participants are divided by interest and specialty for particular site visits, and collective reporting to the broader group is part of the process, as are final reports which are posted to the CU Denver CIBER's website.

The University of Pittsburgh CIBER provides a menu of offerings to its constituents, including faculty-led short programs, the Semester at Sea program, language programs, and study/ internship abroad programs. For example, the Plus3 programs target students (75 in 2004) who have just completed their freshman year and who have little or no international experience. The program is designed to be a teaser: it is an add-on to a required course in either business or engineering and is designed to increase students' interest in further language study and a longer term study or internship abroad. Led by either a business or engineering faculty member, the program involves company visits, guest lectures, and cultural trips.

15 Years of CIBER

- ◆ Almost 57,000 students have participated in CIBER-sponsored internships, student exchanges, and study abroad programs.
- ◆ Almost 4,000 faculty have participated in 560 CIBER-sponsored faculty development abroad programs.

Overseas Travel Programs



Manufacturing and the Supply Chain in the Pacific Rim, a Semester at Sea program from Pitt, included student participants from both business and engineering schools (from around the US) and involved special courses and company visits that took advantage of the voyage's ports of US, Russia, Korea, China, Hong Kong, Vietnam, Taiwan, and Japan. An array of schools within Pitt combine with the Asian Studies department to mount the six-week Pitt in China program for business and engineering students that includes language coursework plus classes in economics and culture. The Schools are collaborating on internship and coop programs abroad in which students who participate in the short program (Plus3), come back to Pittsburgh, take language classes, and after two years return and do an internship/coop that can include coursework.

Clearly, overseas educational travel programs can and are structured based on the needs, talents and priorities of each CIBER university and the constituencies served. The above represents only a brief overview of two particular programs. For a more in-depth picture of one of the signature CIBER programs offered, consider the University of Texas at Austin's Plus Global program for MBA students in the McCombs School of Business.

Offered each spring, Plus Global combines six weeks of class with a two-week business trip during the Plus period. Guest speakers, case studies, and international-business projects prepare MBA's for the Plus Global business trip where they meet with local and multinational companies, connect with McCombs alumni, and collaborate on projects with MBAs from a partner school in the region. For 2005, students are able to participate in Plus Global experiences in:

1. Brazil, Chile and Argentina
2. Eastern Europe (Prague and Budapest)
3. South Africa
4. India
5. Russia
6. Turkey
7. China
8. Southeast Asia (Singapore/Malaysia/Vietnam)
9. Australia
10. Thailand



Students tour a factory in Hungary

Plus Global classes are worth 3 credit hours and include 6 weeks of class, a 2 week trip abroad and, debriefing classes upon their return. In addition, each class has approximately 6-10 projects for companies either based in the US or in the destination country. Students choose their project (or approach the faculty with a project idea) and as part of a group of 3-5 McCombs students they are paired up with students at the partner school abroad. Through remote collaboration before the trip, and project time during the trip, McCombs students and their colleagues at the partner universities collaborate on the project and present their findings to company representatives.

Other examples of overseas study programs follow, and many more can be found on CIBERWeb at <http://CIBERWEB.msu.edu> .

Florida International University

FDIB Panama:

The Anti-Money Laundering Program



FIU-CIBER sponsors various Professional Development in International Business as well as Language Development programs. These exceptional programs respond directly to the needs of South Florida, focusing on FTAA, "homeland security," money laundering in our own backyard, "global entrepreneurship," and less commonly-spoken languages. An example is our successful annual Anti-Money Laundering (AML) Program.

The main objective of the AML program is to raise United States business professional and faculty awareness of the social, political, financial, and business environments that exist in Latin American and the Caribbean. The program is designed to include professionals from all the business sectors particularly those from small and medium sized enterprises. Those from academe are encouraged to attend, to learn about the "culture" of money laundering/smuggling: how it is facilitated by various countries in the Caribbean, and how several of those countries are taking steps to remedy these problems.

Money Laundering is any process that disguises the illegal origin of the money. Enormous sums are generated through criminal activities such as illegal arm sales, smuggling, and activities of organized crime, including drug trafficking and prostitution, embezzlement, insider-trading, bribery and computer fraud schemes. Corruption of public officials and the financing of terrorism are among the topics of discussion.



"The 2004 FIU-CIBER program on anti-money laundering was interesting, informative and substantive regarding international business regulation and practices in Florida, and the Caribbean Basin, with a particular emphasis on Panama. The program was well organized, with presentations reflecting the perspectives of both regulators and the regulated, both from the U.S. and other jurisdictions, but knowledgeable and experienced officials from business and government enforcement and regulatory agencies."

*~ Philip L. Sussler, President & Owner
New World Energy Service Advisor*

"The Anti Money laundering program was well-designed with a clearly defined educational focus and was very well implemented. I came away with a clear understanding of the dimensions of the program and its implications for international business. The panels featured a good cross-section of knowledgeable presenters who were able to explain the mechanics of money laundering as well as to offer their assessment of the effectiveness of the laws and regulations attempting to combat money laundering. Having the sessions both in Miami and Panama was a great idea, since it gave a greater awareness of the historical and institutional framework that gave rise to money laundering. There was a good mix of informational sessions and introductions to the culture, history, and geography of the two areas. All the logistical details of the program were handled extremely well by the superb staff of the FIU CIBER. I would strongly recommend this program for all faculty and others who want to understand this dimension of international business."

*~ Raghavan D. Nair, Professor
University of Wisconsin – Madison*



Established more than a decade ago, the IU CIBER began with a very practical, concrete focus – working to expand and upgrade internationally oriented pedagogical resources. While this is a job never done, with updating and developing new resources an ongoing task, the IU CIBER has developed a more conceptually rich and programmatically sophisticated strategy in its recent years. The majority of IU CIBER’s activities are guided by the key economic phenomenon occurring in the global business environment today, as well as in the social, cultural, and even political arenas – *regional economic integration*.

Kelley School of Business (and other) graduate students now participate in a range of courses that include a hands-on trip to the country of focus. These KIP (Kelley International Perspectives) courses have included countries as disparate as Chile, South Africa, India, Russia, Poland, China, Japan, Brazil, and Ireland, among others. Students, guided by the faculty leader, examine a range of issues of particular relevance to Foreign Direct Investment, international trade and border issues – particularly with respect to the expanding EU and increasing collaboration of Southeast and East Asian nations. Given the intense nature of the MBA curriculum, the IU CIBER has found the KIP course to be an extremely successful way to get 35% of the MBA students abroad in a business focused program.

Kelley MBA’s ready to roll in Santiago, Chile



The IU CIBER has been working with the Undergraduate program to develop similar opportunities. In collaboration with IU’s East Asian Study Center, the first semester-long course that includes approximately two-weeks abroad in the middle of the course has focused on East Asian countries – Japan, China, and Korea. In keeping with CIBER’s focus on regional integration and its impact on business, the IU CIBER is now assisting in the development of two additional such courses. One will focus on the European Union, include the new accession members, and the security as well as economic issues the phenomenon has and will continue to raise. A NAFTA course, with interactive participation from students and executives in Mexico and Canada, is currently being developed. The IU CIBER was able to enhance its own resources to support the NAFTA course development efforts with a grant from the Canadian Government.



The IU CIBER is now working with the MBA and Undergraduate programs to identify business executives and state policymakers interested in participating in at least a portion of these courses and their accompanying study tour component.

Kelley MBAs meet with the CEO of the Chilean Wine Corporation

University of Colorado – Denver

FDIB China:

Hong Kong, Shanghai, & the Pearl River Delta



CU-CIBER is the lead co-sponsor of a unique faculty development program focusing on China's Pearl River Delta, Hong Kong and Shanghai.

Hong Kong annually ranks among the world's most competitive areas and is the historic bridge between the People's Republic of China and the West; China's Pearl River Delta which surrounds Hong Kong is the world's most dynamic economic development area with 34% of China's exports, 30% of its foreign direct investment, 19% of its GDP, and 0.5% of its land area. Their Integration is producing a world-class economic zone, each building on the strengths of the other. This zone is compared to Shanghai, China's reputed commercial capital with 25% of China's exports and 12.5% of its financial revenues.



The 2005 CIBER study tour participants

The study tour is designed to give faculty firsthand experience of these exciting regions and to compare their phenomenal growth. Participants meet with senior executives, entrepreneurs, and government officials who are making the growth happen. They visit Chinese and foreign companies doing business in these regions. They tour shop floors and observe some of the estimated 100 million workers who have migrated from rural China. They meet with local university professors to exchange views and develop new ideas for research and teaching. Twenty-six faculty from across the US participated in this program in 2004;31 participated in 2005.

"This program has been an incredible experience. The briefings and visits were first-rate. I expected to learn a considerable amount, but my expectations were far exceeded."

*Jean-Claude Bosch
Executive Associate Dean and Dean of Faculty
University of Colorado at Denver Business School*

University of Hawaii – Manoa

PAMI Summer Asian Field Study



Pami Summer Asian Field Study Program: Industry in Asia

The summer of 2004 marked the 21st year for the Asian Field Study Program led by Dr. K.K. Seo. There were 26 students from the various UH College of Business programs that participated in this 6-credit Economics course. The group visited five Asian cities: Tokyo, Beijing, Shanghai, Hong Kong and Bangkok. They visited and studied 13 plants, attended 3 U.S. Embassy briefings and 12 executive seminars by local intellectuals and business executives.

The focus for 2004 was on the study of strengths and weaknesses of Asia's current economy, with particular emphasis on financial and industrial reforms, relationship between the U.S. dollar and Asian currencies, transformation

of Asian values and cultures, and the likely impact on competitive economic advantages and disadvantages among Asian countries due to strengthening of China's economy in the global market after China's entry to the WTO. Along with the plant visits, the program also provided cultural tours which allowed the students to learn the diversity of cultural environments of the different nations.

For more information about this program please visit:

<http://pami.hawaii.edu/fieldstudy/>



Advertising and Marketing Faculty Development Field Study

The UH CIBER completed its Faculty Development in International Business (FDIB) trip to Tokyo, Beijing, Shanghai and Ho Chi Minh City this summer. There were 18 participants, the majority marketing professors from mainland U.S. universities.

The program focused on the marketing, advertising, and retail sectors in Japan, China and Vietnam, specifically on how U.S. firms can better market products and services to these countries. The trip provided new knowledge and skills to faculty participants who will share this knowledge and experience with their students on how to advertise and market products, services and ideas to an established market like Japan, the booming consumer market that is

China, and the emerging market that is Vietnam.

The program included a complementary balance of perspectives and learning experiences from commercial, governmental and local university site visits, including the largest advertising firm in Japan and



China (Dentsu), the largest textile firm in China (China Textile), one of the largest mutual funds in China (Fortis Haitong), General Motors Shanghai, and U.S. Consulate

offices. Participants also met with faculty members from various universities in these countries to discuss recent issues and to identify potential topics for joint research or other activities. The trip would not be complete without visiting each

city's cultural treasures, including the Imperial Palace in Tokyo, the Great Wall and Forbidden City in Beijing, the Bund and Yu Yuan Gardens in Shanghai, and the Cu Chi Tunnels in Ho Chi Minh City. The CIBER utilized the College of Business' partner schools in these countries as resources and collaborators. We have already received feedback from our participants and will offer the course in 2006 with additional

international content, increased usage of Asian resources, innovative and exciting new research projects, and enhanced faculty exchanges.

University of Texas at Austin

Plus Global Program



The McCombs School of Business at the University of Texas at Austin with the assistance of the Center for International Business Education and Research has developed a program that offers MBA students the opportunity to learn about global business practices, partner with international companies and universities, and travel to selected regions to meet and learn first hand from these partners. The Plus Global program begins with six weeks of academic coursework where students learn about a region or country through guest speakers, case studies, cultural presentations, and group projects with companies, alumni, or partner university students. A two-week business trip then allows students to meet their collaborators, visit additional companies, and absorb the cultural atmosphere of the study location. Upon returning the students have a debriefing session to reflect upon their international cultural and business experiences.

This program has led to the internationalization of nearly 600 MBA students who have visited 14 countries over the last three years. These destinations have included: Brazil, Chile, Argentina, the Czech Republic, Hungary, Turkey, Russia, India, China, Singapore, Malaysia, Vietnam, Australia, and South Africa. Students have reached out to approximately 100 companies and cooperated with half a dozen partner schools. A dozen faculty members have created the academic curriculum and conducted the business trips with the assistance of 24 MBA graduate student assistants and 20 McCombs School of Business staff members.

Students come away from the program with both academic and experience based knowledge of the business practices in foreign countries and the context within which these are situated. Through their cooperation with MBA students at our partner schools, their travel is enriched, and our ties with these schools are strengthened, laying the groundwork for meaningful interactions with future Plus Global participants.

Quotes: <http://www.mcombs.utexas.edu/news/magazine/04s/plus.asp>

China

This morning we had our first team meeting with our Jiao Tong MBA team, and it was...interesting. It gave me an entirely new and firsthand perspective on what it's like to work in international business. Our team is working on a complex supply chain and logistics problem for an American technology company whose manufacturer is relocating from Taiwan to China, and we are trying to do this while managing communication between two ambitious MBA teams with a language barrier and cultural unfamiliarity.

—Claudia Castillo, MBA 2005

India

"Any misconceptions we had about the level of sophistication of Indian business were erased by our visit to Infosys in Bangalore. The company's campus included its own replica of the Sydney Opera house and the most popular Domino's Pizza in India – both testaments to world-class operations. After the tour we listened to Nandan M. Nilekani, CEO, president and managing director of Infosys, speak about the future of the company and the awareness of business process outsourcing. Our final visit of the day was with Professor Chandrashekar, the state of Karnataka's minister of IT and education. The discussion was covered by the local press, prompting a newspaper article and television spot the next day. Our group gained valuable insights from this meeting on the state of the education system within Karnataka and India."

—Adam Courneya, MBA 2005

Educational Outreach



“...centers for international business education which will be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted; will provide instruction in critical foreign languages and international fields needed to provide understanding of the cultures and customs of United States trading partners...”

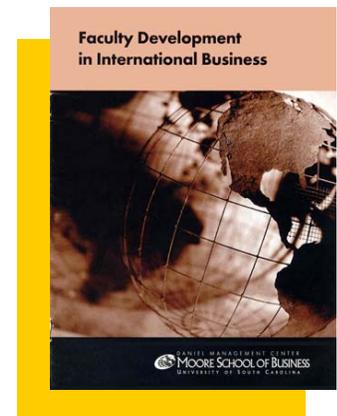
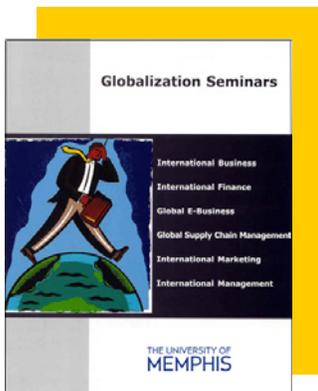
Title VI of the Higher Education Act—Part B

CIBER institutions have responded to these enabling legislation mandates with individual, collaborative, and collective efforts. Partnering in areas of expertise and positioning programs for geographical access by potential faculty and student participants have resulted in the thirty CIBERs providing premier programs in educational outreach, business language instruction, and study abroad experiences. This evolving response strategy over the past fifteen years has resulted in a wide array of programmatic offerings that have the strength and substance of the tremendous talent, expertise, and geographical distribution of the CIBER institutions as a group for enhancing the international competence of faculty and students across the United States. Many of these programs include co-sponsoring CIBERs which provide faculty expertise in teaching the seminars, financial support to continually enhance and improve the programs, and scholarships to selected faculty and students from their respective regional colleges and universities who want to attend these programs. At the same time, CIBERs are individually serving the needs of local and regional constituencies by establishing programs that are developed for and focused on the needs of these audiences including regional college and K-12 faculty and students as well as specialized programs in international business for doctoral students throughout the United States.

The CIBER network endorses the strategy of providing the best information possible to those responsible for educating others, or training the trainers. Some of the premier programs in business faculty development are the series of **Faculty Development in International Business (FDIB)** programs

at University of South Carolina that address seven disciplines. The University of Memphis also offers FDIB programs in six discipline areas. The University of Colorado offers an outreach program **International Human Resource Management**; and Duke University presents one on **Teaching International Negotiations**.

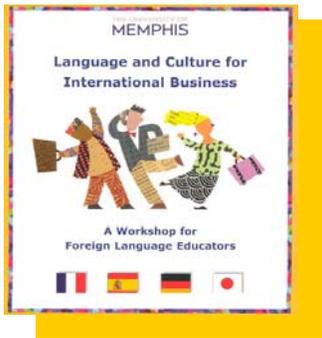
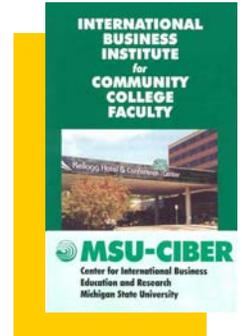
Through these programs, CIBERs serve as national resource centers to disseminate best CIBER teaching practices to the faculty and students of non-CIBER institutions.



Educational Outreach



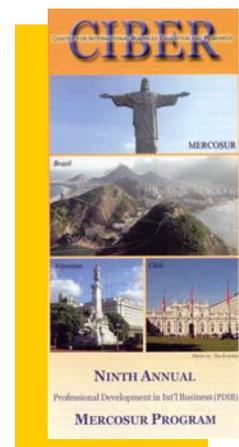
CIBERs have also designed educational outreach programs to address needs of community college faculty who want to develop skills in teaching international business and in developing or utilizing international business curriculum. Michigan State University in conjunction with twelve other CIBERs offers the biennial **International Business Institute for Community College Faculty**. San Diego State University offers the **California Community College International Business Working Group**.



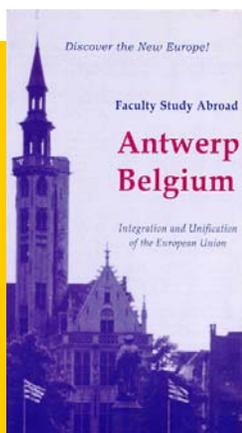
Similar formats have been developed over the past fifteen years for providing foreign language faculty opportunities for instruction in business foreign language. Ohio State University teaches the **Lessons from the MBA Classroom: Business Concepts and Pedagogy for Foreign Language Teachers**; and the University of Memphis has offered **Language and Culture for International Business: A Workshop for Foreign Language Faculty** for thirteen years. Both of these programs have co-sponsoring CIBERs. A national program offered annually with all thirty CIBERs participating is entitled The CIBER Business Language Conference. Other outreach programs offered include Summer Institute for Teaching Business Language (University of Pennsylvania); Six Day Workshop for Business Spanish (University of South Carolina); Applied Management Principles (Purdue); and Foreign Language Workshops (Michigan State University).

Another example of a very specialized and targeted program is the **Globalizing Historically Black Colleges and Universities (HBCUs) Business Schools** program. The University of Memphis and Michigan State University take the lead on this program and partner with six other CIBERs and the Institute for International Public Policy to provide a complete framework of individualized consulting, faculty development in international business and business language seminar opportunities, African area studies and study abroad experiences, and assistance in developing grant proposals to secure funding to globalize the business schools of the HBCU participants.

CIBER institutions also offer study abroad experiences to faculty, graduate, and undergraduate students at CIBER and non-CIBER schools. While participants generally defray their own travel expenses, CIBERs offer many forms of support to faculty and students in terms of stipends and scholarships that afford opportunities to attend these programs for some who would otherwise be unable to participate. Study abroad programs from the collective CIBERs cover Europe, Asia, Africa and South America and are continually changed in terms of both content and location to address evolving needs for international business instruction. For example, the University of Connecticut has taken the lead with several co-sponsoring CIBERs in offering an annual study abroad experience in India called **Faculty Development in India**. The University of Colorado at Denver will provide **China: An Emerging Economic Powerhouse in the Global Economy in 2005**.



Educational Outreach



The Florida International University CIBER in conjunction with five co-sponsoring CIBERs has offered the **MERCOSUR Annual Program in Professional Development in International Business** for nine years. The University of Memphis with four co-sponsoring CIBERs conducts **Faculty Study Abroad in Antwerp, Belgium** annually. In 2004 Duke University instituted a specialized workshop for faculty and administrators designed to assist participants in designing and implementing their first MBA short-term study abroad courses, built on lessons learned (good and bad experiences) from well-established programs.

CIBERs develop and focus programs to address doctoral education in international business to foster interest and expertise in international business in the college faculty of the future. Examples include **Internationalizing Doctoral Education in Business: A Ph.D Seminar** hosted by the University of Illinois at Urbana-Champaign with ten Midwest Consortium CIBERs. Other national efforts are discipline-focused such as the **Doctoral Internationalization Consortium on Information Systems** (University of Washington), **Doctoral Internationalization Consortium: Marketing** (University of Texas at Austin), and the **Sixth Doctoral Workshop on International Entrepreneurship** (Georgia Institute of Technology). All these programs have CIBER co-sponsors and/or CIBER support for doctoral students from CIBER and non-CIBER schools to attend.

Educational outreach programs described are but a small number of the comprehensive and extensive opportunities offered to faculty at all levels of instruction and students from K-12 through doctoral education by CIBER institutions across the United States. These programs bring together leading researchers in business and business language fields in a variety of venues and formats to address the teaching of best practices in these areas; and disseminate this information to institutions, faculty, and students nationally. The thirty CIBER network is truly a national resource with faculty and students representing every state in the United States participating in these offerings annually. Throughout the fifteen year history of the CIBER program, the cumulative effect on faculty and doctoral students who have been participants in the programs presented by the CIBERs has been tremendous. The combined impact on business and business language programs through training the trainers has impacted classroom instruction involving almost ten million undergraduate and graduate students.

15 Years of CIBER

- ◆ CIBERs have offered over 1700 internationalization workshops for faculty at non-CIBER institutions.
- ◆ Over 66,000 faculty and Ph.D. students have attended these workshops.
- ◆ Over 3800 faculty have participated in the 560 faculty development programs abroad.
- ◆ Over 9.5 million students have benefited from improved international business education.

The Ohio State University

The Mid-Ohio Faculty International Network (MOFIN)



With more than 70 four-year and more than 50 two year degree-granting institutions in the state, Ohio serves a large and diverse audience of higher education students. As the only CIBER in Ohio, the center at The Ohio State University has endeavored to be as regionally inclusive with its programs and activities as possible. To further that goal, the OSU CIBER began a program in 2002 called the Mid-Ohio Faculty International Network, or MOFIN.

Initially, the program was designed as outreach to colleges and universities within an approximate 90-minute drive from Columbus. Due to interest from beyond that range, however, the program now includes Ashland University, Cleveland State University, Columbus State Community College, Hocking College, Ohio Dominican University, Ohio Northern University, Otterbein College, the University of Dayton, and Wright State University. Other members may yet be added.

The OSU CIBER supports MOFIN by awarding at least two (three in summer 2004) grants for new global outreach or curriculum projects each year. MOFIN's goal is for each member institution to receive at least one \$2,500 award during the CIBER's 2002-2006 funding cycle. Schools interested in submitting a project proposal do so each summer, and grants are made in late July. MOFIN members also agree to attend a seminar each September, held on the OSU campus, to share the specifics of the funded projects, and to answer questions from other MOFIN members interested in replicating similar initiatives on their own campuses.

In summer 2003, Ohio Dominican University and Otterbein College each received grants. ODU furthered a project for students in International Business & Economics; Otterbein used MOFIN resources to launch a course that included study in Belgium and the Netherlands. For the 2004 cycle, Cleveland State University received funds and used the MOFIN support to send faculty to a variety of international business development programs around the country; and Columbus State Community College launched a new exchange program for students in Italy. This year (summer 2004), Hocking College is applying MOFIN support to develop a joint international business degree program with Havering College in London, England; and Ohio Northern University will host their first annual Cuban Business Paper Competition with their MOFIN funds.

When asked to comment on the impact and benefits this International Business program has had on member institutions' campus, MOFIN members reported:

“MOFIN has enabled us to identify the internationalization of our curriculum, student body, and mind set as critical components of its service to the Northern Ohio community.” -Robert Scherer, Cleveland State University

“MOFIN has enabled us to identify the internationalization of our curriculum, student body, and mind set as critical components of its service to the Northern Ohio community.” -Robert Scherer, Cleveland State University

“We are now able to enhance the internationalization of the IB program through faculty involvement.” –Charles Smith, Otterbein College

“These funds will be used to create a truly unique international business degree program. Our students will realize the global impact of international business and gain practical experience as they study for one year in the USA and another year in the UK.” -Myriah Sort, Hocking College



Left to right: Myriah Short-Director of Partnership Programs, Hocking College & Avril Lawrence, Vice Principal, Havering College

San Diego State University

Undergraduate Global Education for the 21st Century



San Diego State University is the national leader in undergraduate international business education. Our curricula model which includes business, language, and culture as well as a required international internship and study abroad has been recognized worldwide for its innovation. The SDSU CIBER works extensively to assist other universities across the United States to enhance the international business education on their campuses. We continue to participate in ongoing program development and evaluation at campuses nationwide, such as, CSU Fresno, Western Illinois University, Loyola University in New Orleans, UC Denver, Nicholls State University (Louisiana), Georgetown College (Kentucky), University of Toledo, the College of William & Mary and Cleveland State University, among others in an effort to actively educate and train faculty and staff in methods to develop programs which enhance or create internationally focused curricula across disciplines. Through our efforts, SDSU CIBER has impacted close to one million students in the past 15 years.



A graduate from San Diego State University's undergraduate international business program.

Moreover, with more than 108 community colleges in California, and 23 campuses within the California State University system, San Diego State University CIBER has been successful in assisting regional colleges and universities in improving their international business and business language curriculum. These efforts include direct coaching as well as financial support for faculty participation in national CIBER Faculty Development International Business conferences. Through a new consortium of California State University international business programs we continue to work with our regional community colleges on curriculum transfer issues and faculty skills training and workshops to continue building stronger IB programs.

University of Memphis

HBCU Partnerships



The University of Memphis, partnering with Michigan State University and the United Negro College Fund's Institute for International Public Policy (IIPP), has established the Globalizing HBCU Business Schools initiative. Other CIBER co-sponsors include George Institute of Technology, Indiana University, Texas A&M University, University of Connecticut, University of Florida, University of Kansas, and the University of Wisconsin.

The program promotes the internationalization of business education on the campuses of Historically Black Colleges and Universities (HBCUs). The program features a three-year lock-step approach with a pilot project of thirteen HBCUs participating. The globalizing HBCU Business Schools project is designed to raise awareness of the importance of international and interdisciplinary business education by equipping faculty with the pedagogical tools, knowledge, and experiences to incorporate international content into existing business courses and/or develop new courses. A major component of the program is one-on-one assistance provided by the sponsoring CIBER to their respective HBCU in facilitating the implementation of international business education programs and in acquiring federal grant funds to support these efforts. The first step in this process is the development of a Strategic Internationalization Plan.

Three years into the program, HBCUs actively participating are: Albany State University, Dillard University, Norfolk State University, Prairie View A&M University, Southern University A&M, Tennessee State University, Tuskegee University, Florida A&M University, Morehouse College, Rust College, Saint Augustine's College, Talladega College, and University of the Virgin Islands.



Designed in five phases, this program provides the continuous involvement of the CIBER partners with their respective HBCU institution:

- Phase I: A Grant Workshop is held to introduce the Business and International Education (BIE) grant and grant-writing techniques to participating HBCUs.
- Phase II: HBCU institutions are invited to send their foreign language faculty and receive a full scholarship to attend annual Business Foreign Language workshops.
- Phase III: HBCU business faculty are sponsored to participate in the FDIB Globalization Seminars focusing on International Business, International Finance, Global E-Business, Global Supply Chain Management, International Marketing, and International Management.
- Phase IV: HBCU business and foreign language faculty that have completed the former workshops will be offered the opportunity to participate in an Area Studies Program on Africa that is being developed by the CIBER at Michigan State University in conjunction with the MSU African National Resource Center and held at the University of Memphis.
- Phase V: a two-week Faculty Study Abroad Program in South Africa and Botswana coordinated by a team from Michigan State University and the University of Memphis is the last phase of the program. Participation in this activity is competitively awarded to HBCU faculty who have been designated by their institutions as significant achievers in all phases of the Globalizing HBCU Business Schools program. The purpose of the Study Abroad component is to provide in-country experiences that involve both academic and business communities; and to facilitate the HBCU institutions in establishing continuing relationships with South African institutions of higher education.

HBCU institutions that joined the program in 2004 have identified foreign language and business faculty to participate in the five-phase program. At the conclusion of the second participatory round, fifty-two foreign language faculty will have participated in the Business Foreign Language Workshops, one hundred and four business faculty will have completed FDIB programs, and more than sixty HBCU faculty will have experienced the African Studies and/or Study Abroad parts of the program. The program will experience continuous improvements based on the feedback from HBCU participants and the collaborative CIBERs.

Business Outreach



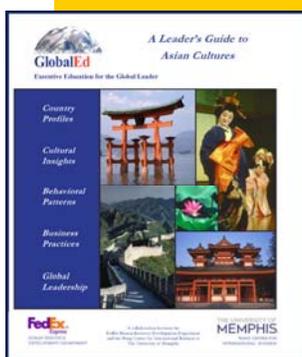
On a foggy fall morning in Seattle, Washington, a small business owner pulls up to a downtown hotel to spend the breakfast hour learning how his firm is impacted by global security trends. Under bright sunshine and over three thousand miles away, an orange grower in Immokalee, Florida logs onto a web site to track the status of hemispheric trade negotiations on citrus. And halfway in between, a Kansas City industrial chemical producer is impervious to the weather as she reads a report on potential Indian and Pacific Rim markets for her product.



Business owners attend a CIBER outreach presentation

Each is the beneficiary of a CIBER Business Outreach program. The network of programs is as diverse as US regions and US businesses, but they share a common theme—enhancing the competitiveness of American firms in global markets.

The University of Washington (UW) CIBER’s “Global Business Breakfast Series” is one of many CIBER programs that inform local businesses on current issues affecting global competition. Effectiveness is enhanced by engaging regional partners—in the case of UW, the partner is the World Affairs Council. The CIBER at the University of Hawaii partners with the Pacific Basin Economic Council, the Hawaii World Trade Center and various government agencies to annually deliver the Hawaii Business Forum, a seminar attended by over 500 Hawaii businesses each Spring. Coordinating business and university expertise from across the southeastern US, the CIBER at Georgia Institute of Technology runs a series of executive workshops and business forums for Atlanta-area firms on doing business in emerging markets.



GlobalEd Seminars in Business, Culture, and Leadership

Current topics are blended with enduring ones that constitute the backbone of a globally informed US business community. The University of Memphis CIBER’s executive seminars on Business, Culture and Leadership introduce business leaders to a breadth of economic, political, cultural, and leadership dimensions in a variety of world markets. The University of Colorado’s twice annual Global Executive Forums similarly broadly address both business and geopolitical themes, adding a wide dissemination through the published Forum Reports.

With only a modest immediate business community to serve, and a wealth of business expertise to share, the University of Florida (UF) CIBER has emphasized translating university industry and area expertise into programs and publications that serve broad state, national and international constituencies. It has expanded the granddaddy of business outreach—agricultural extension—to include issues of agricultural trade policy and opportunities for Florida and US farmers in overseas markets.

Business Outreach



An annual publication, *The Latin American Business Environment: An Assessment*, provides a comprehensive statistical and textual examination of the 33-country region, including area-specific reports for the 20 largest markets. Annual CIBER conferences delivered jointly with the Institute for Food and Agricultural Sciences, the College of Law, the Public Utility Research Center and the London Business School translate UF expertise in agricultural trade policy, the legal environment of global business and world telecommunications policy into practical rules of thumb for business practitioners.

But ultimately, the success of US businesses in global markets is achieved patiently--one firm at a time and often one professional within one firm at a time. And CIBER Business Outreach programs are patient.



Annual Latin American Business Environment Report

The University of Kansas Global Field Projects matches graduate students in business interested in solving “real life” problems with local businesses seeking assistance in penetrating foreign markets—one group of students finding a global market solution for one firm.



MBA students discuss a Global Field Project with a representative of Kansas Granite Industries

The Texas A&M University CIBER has worked with the North American Small Business International Trade Educators Association (NASBITE) to develop a Certified Global Business Professional (NASBITE CGBP™) credential—one person competent in global commerce can lead a firm, and a community, to success in global competition.

15 Years of CIBER

- ◆ CIBERs collectively impacted approximately 4925 businesses in 2003-04 or an average of 164 businesses per CIBER.
- ◆ In 2003-04 there were 28,488 executives in international business degree programs.
- ◆ In 2003-04, 333 business seminars, conferences, and workshops were conducted for over 37,000 participants.
- ◆ Over 4,000 business seminars, conferences, and workshops have been held for 200,800 participants during CIBER's 15 year history.

Business Resources

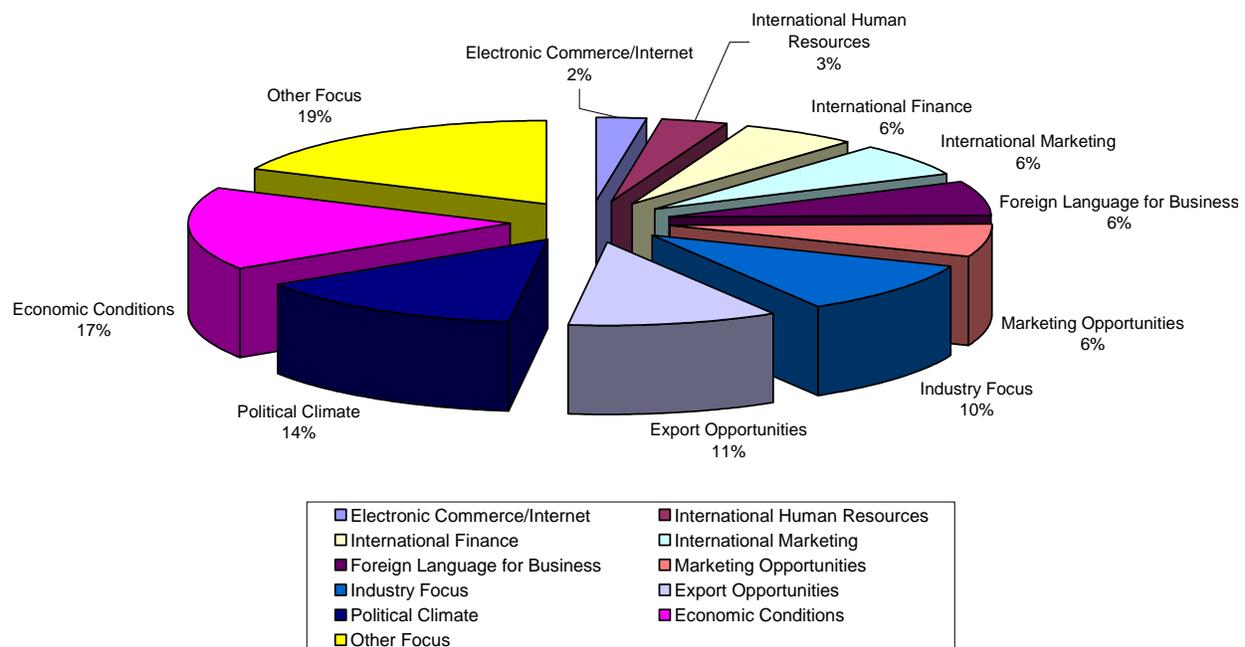


International Conferences & Seminars for Business People

The broad range of expertise at CIBER universities allows the network to cover issues and events happening throughout the globe. These seminars address a wide range of issues affecting and shaping international business. Figure A shows that in 2003-04, 31% of CIBER business seminars presented information on the political and economic conditions affecting international business; 12% focused on international marketing and marketing opportunities; 11% focused on export opportunities for American businesses; and 10% had an industry specific focus. The remaining 36% of these seminars targeted other issues including e-commerce, foreign language for business, international finance, and human resource management.

Figure A

Topical Focus
2003-04 Conferences & Seminars for Business People



In addition to focusing on international issues and events, these CIBER business conferences addressed various world regions. Figure B illustrates the comprehensive geographic coverage these CIBER seminars encompassed.

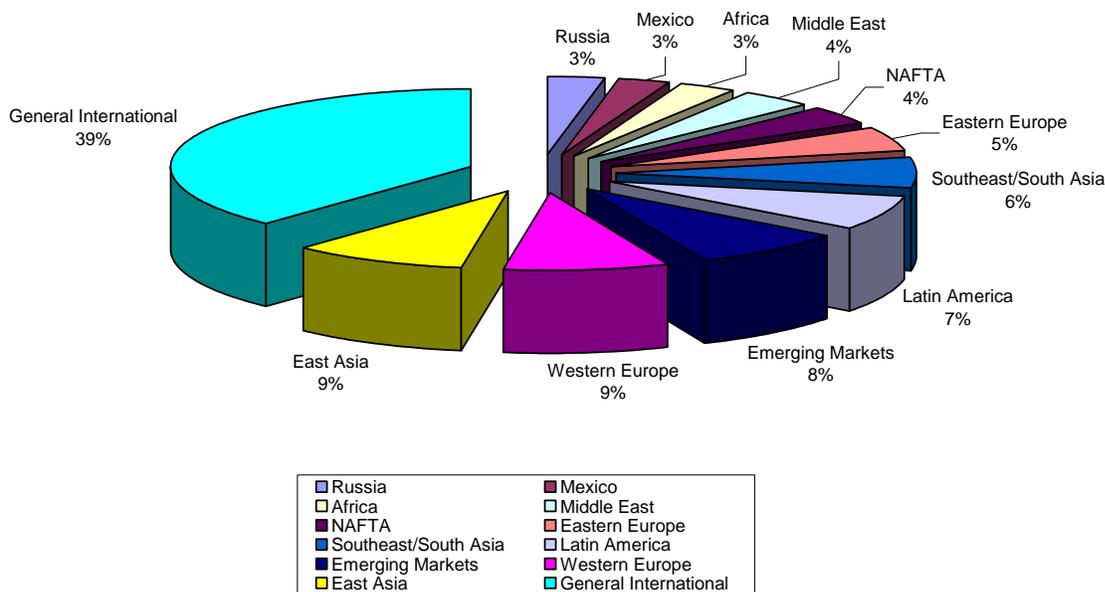
To leverage the effectiveness of conferences and seminars held for businesses, CIBERs often partner with state, federal and local agencies. In 2003-04, 233 CIBER seminars were co-sponsored by local Chambers of Commerce, state and regional economic development agencies, district export councils, industry trade associations and world trade centers. By working together with local agencies, CIBER seminars bring the resources of the nation's best universities together for the benefit of American business.



Figure B

Geographic Focus

2003-04 Conferences & Seminars for Business People



International Executive Training Programs

For more comprehensive and in-depth international business training, CIBERs offer executive training classes for corporate clients. In 2003-04, there were 28,488 business persons at CIBER schools enrolled in 543 executive training programs which had a global component; over CIBER's fifteen year history the number of business persons in executive training programs with a global component stands at 164,474. Of the 543 2003-04 executive training programs, 382 or 70% percent offered an overseas component, allowing executives the opportunity to experience an international culture and business environment firsthand.

These international executive training programs range from half-day to two weeks or longer for middle and top managers in a broad cross-section of industries. In addition to executive degree and certificate programs, international executive training programs include programs such as the University of Pennsylvania CIBER's Global Business Forum, a two-day conference organized by Wharton graduate students where business, government and academic leaders exchange ideas on current economic, political, and social trends; Georgia Institute of Technology CIBER's Global Business Forum, a two-day event co-sponsored with the Georgia Department of Economic Development that focuses on a specific world region; and the University of Hawaii at Manoa CIBER's International Conference on System Sciences that features leading scientists, engineers, academics and professionals in the information, computing, and system sciences industries.

Newsletters, Bulletin Boards, Directories, Databases, and other Information Resources for Business

One of the most valuable outreach activities of CIBER programs includes the publication of new information on international business issues. CIBERs provide newsletters, searchable databases, and other resources that businesses can use to develop their international business planning and transactions. CIBER-furnished websites reported over 59,205,093 combined hits in 2003-04, with a median of 1,973,503 hits per CIBER.

Business Resources



Examples of CIBER Business Resources and Publications

- Indiana University CIBER's Global Connector is a web search engine (www.globalconnector.org) that can be used to locate both country and industry data available via the Internet.
- Georgia Institute of Technology CIBER's *Directory of International Trade Services in Georgia* (2003, http://www.georgia.org/trade/pdf/trade_services.pdf) provides international business and trade resources.
- University of Hawaii at Manoa CIBER supports the Asia-Pacific Financial Markets Research Center which manages the Pacific Asian Capital Databases Program that creates and distributes capital market databases for ten countries in the Pacific region.
- University of Illinois CIBER, with the International Trade Center, provides current and potential exporters with individualized export finance counseling and market plan development.
- University of Pennsylvania CIBER developed and launched a new library database project, Area Studies for Business, for non-traditional literature and documents in area studies that have a business orientation relating to a particular geographic region.
- University of Florida CIBER provides *The Latin American Business Environment: An Assessment*, an annual report that provides a comprehensive examination of business conditions in Latin America.
- The University of Kansas CIBER maintains the International Business Connection Resource Website (www.ibrc.business.ku.edu), a streamlined guide to international business information on the Internet, aimed at small and mid-size firms.
- University of Colorado at Denver CIBER produces biannual, indexed *Global Executive Forum Reports* that provide insights from international executives on global business issues.
- Georgia Institute of Technology CIBER's working paper series (<http://www.ciber.gatech.edu/papers.html>).
- University of Hawaii at Manoa CIBER's annual PACIBER proceedings.
- Duke University CIBER's international negotiation role-play simulations.
- Textbooks by CIBER business faculty such as Ohio State University CIBER's Professor Oded Shenkar's book, *The Chinese Century: The Rising Chinese Economy and its Impact on the Global Economy, The Balance of Power, and Your Job*.
- Other examples of CIBER business resources and publications can be found on CIBERWeb at <http://CIBERWEB.msu.edu>.

Joint Ventures, Partnerships, and Alliances with Business, Industry, Public and Private Sector Agencies; Outreach to Federal, State and Local Government

CIBERs often partner with industry, government, and business organizations to provide conferences and seminars, and to work on advocacy efforts that promote international business expertise among US businesses. Frequently CIBER directors or their business school deans are members of the boards for these organizations, providing close coordination of efforts and resources for the benefit of American business. With some of the nation's foremost experts on international business and trade, CIBER universities play a vital role in informing federal, state, and local agencies and officials on international business issues.

Examples of these CIBER alliances include Indiana University CIBER's partnership with the Indiana Department of Commerce and the International Trade Division to produce a Quarterly Indiana Export Report; Texas A&M University CIBER's partnership with the Dallas International Trade Center Small Business Development Center in hosting international trade training programs for small to medium-size businesses; the University of Kansas CIBER's biannual conference that convenes Kansas providers of international trade and education services to discuss ways to collaborate more effectively to meet the needs of the business community; the University of Illinois CIBER's sponsorship of a reception and information session for Illinois legislators; the University of Memphis CIBER's partnership with the local US Trade Specialist of the US Department of Commerce to develop timely events for regional businesses; and Duke University and other CIBERs' National Forum on Trade Policy, co-sponsored with the North Carolina Department of Commerce – International Trade Division, to bring together high-level officials and scholars to find creative and proactive solutions to deal with global economic integration.

Examples of CIBER Outreach to Government Agencies

- Participation in task forces/committees
- Testimony for legislative bodies
- Testimony for regulatory agencies
- Briefings for government officials
- Research studies and reports
- Training seminars
- Consulting projects
- Databases
- Newsletters

Temple University

Developing Women Entrepreneurs for the Global Marketplace



It has been widely reported that women-owned businesses account for a large portion of job creation in this country. America's 9.1 million women-owned businesses employ 27.5 million people and contribute \$3.6 trillion to the economy. The U.S. SBA reported that in 2003 women-owned businesses accounted for 30 percent of businesses that exported more than half of their products worldwide. However, women continue to face unique obstacles in the world of business. The Temple CIBER has developed Business Outreach, Curriculum Development and Research projects centered around issues of women in international business.

Beginning in Spring of 2005, Temple CIBER and its partners expanded the focus of this initiative to capture the diversity of issues related to challenges and experiences women face when conducting international business. The DWE Project focuses on bringing together experts in areas important to the success of women in international business; entrepreneurship, international business development, cross-cultural issues, and gender issues in the business environment.



Research

Prof. Monica Treichel and Prof. Keith Brouters lead the research initiative on *The International Diversification of Women Owned and Managed Firms*. In this study, the authors develop new insights into why some women owned and managed firms diversify internationally while others do not. They focus on two theoretical perspectives -- strategic decision making theory and entrepreneurial orientation theory. To test their hypotheses, they gathered data from a large group of U.S. based women entrepreneurs. Their paper suggests that internationally diversified women owned and managed firms tend to be managed by women who have international experience; functional expertise in R&D, sales, and/or marketing; are younger; and have a higher level of entrepreneurial orientation.

Business Outreach

The Temple CIBER has build relationships with national women business organizations, the State's offices of economic and international business development and leveraged expertise of its entrepreneurship faculty to convene two annual conferences on Developing Women Entrepreneurs for the Global Marketplace (2003 and 2004). The DWE Speakers Series consists of a series of smaller events focusing on these specific topics. Guest speakers and practitioners will be able to network, form lasting relationships and discover invaluable resources.

Curriculum Development

The DWE speaker series invites local female international business executives into the classroom and as guest speakers for student professional organizations. Plans are underway to develop a course on women in business that will include a component on *women in the global economy*. The course will incorporate mentoring activities for students to conduct with business executives including interviews, guest speaking and career path development.

DWE Project website

An output of this initiative is the DWE Project website. As a co-sponsor of the DWE Project, the University of Illinois CIBER takes the lead in populated this website with resources for international trade, entrepreneurship, as well as organizations for women in international business. Research on topics related to the target audience is also tracked and posted. The DWE Project website is located at: www.fox.temple.edu/dwe2005.

Texas A & M University

NASBITE Certified Global Business Professional Credential



The CIBER at Texas A&M University has been working with the North American Small Business International Trade Educators Association (NASBITE) to develop a national credential to recognize the unique knowledge and skills required by global business professionals. This new national trade credential provides a benchmark for competency in global commerce. The first NASBITE CGBPtm qualifying examination will be administered in March 2005.

The credential provides a new standard for competency in global commerce. The NASBITE CGBPtm designation demonstrates an individual's knowledge, skills and ability to conduct global business. For those experienced in international trade, the certification confirms that knowledge and for those just beginning, it establishes a professional development goal to insure a full understanding of the profession.

For companies and government international organizations, it assures that employees are able to practice global business at the professional level required in today's competitive environment.

Funding for the development of the NASBITE CGBPtm was provided by CIBERs at Florida International University, Michigan State University, Ohio State University, San Diego State University, Temple University, Texas A&M University, University of Illinois at Urbana-Champaign, University of Memphis and University of Texas at Austin. The formal development process was directed by Professional Examination Service (PES) of New York, a nonprofit credentialing organization with over 60 years of experience in developing a broad range of professional credentials.



Tour of CTS Wireless in Tianjin, China for members of the Asia Faculty Development in International Business Program

The NASBITE CGBPtm certifies that a candidate is competent in the following areas:

Top Level Domains

Global Business Management
Global Marketing
Supply Chain Management
Trade Finance

Threads (Topics across all four Domains)

Documentation
Legal and Regulatory Compliance
Intercultural Awareness
Technology
Resources



For more information visit the following web sites:

Texas A&M CIBER <http://cibs.tamu.edu>
NASBITE CGBP™ <http://www.nasbitecgbp.org>

University of North Carolina

National Forum on Trade Policy



NFTP – Ongoing Facts

2003 – Chapel Hill, NC
Co-hosts: UNC and Duke CIBERs
Theme: Exploring Federal/State Cooperation
Attendance: 158, from 21 states and 4 countries

2004 – Durham, NC
Co-hosts: Duke and UNC CIBERs
Theme: International Trade – Politics and Jobs
Attendance: 181, from 34 states and 2 countries

2005 – Austin, Texas
Co-hosts: Texas A&M and UT-Austin CIBERs

2006 – Seattle, Washington
Co-hosts: San Diego State and University of Washington CIBERs

2007 – Stamford, Connecticut
Host: University of Connecticut CIBER

2008 – San Francisco, California
Co-hosts: San Diego State and University of Washington CIBERs

2009 - Chicago, Illinois
Co-hosts: University of Kansas, University of Michigan, Indiana University, and Ohio State CIBERs

2010 – Miami, Florida
Host: University of Florida CIBER

Recognizing the importance of developing strategies to help rural and inner city areas regain competitiveness in the wake of the Free Trade Agreement of the Americas, the UNC-CIBER established as one of its grant objectives preparing the southern region to utilize international trade policies to their advantage. The initial plan was to initiate activities designed to help Southeastern businesses, governments, and communities respond to both the challenges and opportunities of the FTAA. Research by UNC-Chapel Hill economics and business faculty was conducted to feed into a regional conference on international trade policy. When it came time to plan the conference, the UNC-CIBER was approached by the international division of the NC department of Commerce and the leadership of the Duke CIBER and encouraged to expand the scope of the conference to a national one dealing with issues surrounding all international trade policies.

The resulting National Forum on Trade Policy held in December, 2003 was subtitled *“Exploring Federal/State Cooperation”* and attracted attendees from the public, corporate and educational arenas, with a variety of interest and expertise in the area of trade policy. An impressive array of trade specialists from academia and the private and public sectors led discussions on issues of global competitions and trade, state-level responses to changing competitive conditions and federal state interactions to promote trade. The forum culminated in break-out sessions that generated recommendations for action in area surrounding service trade issues, innovative export promotion, and ways to restructure domestic industry and workforces for increased competitiveness.

The success of the first year’s forum prompted the UNC and Duke CIBERs to collaborate a second year, producing a forum with the theme *“International Trade: Politics and Jobs.”* Featuring keynote addresses by Howard Rosen, economists and executive director of Trade Adjustment Assistance Coalition, and David Abney, president of UPS International, it promoted discussion on the impact of international trade on state and national economies, state and local responses to global economic integration, and state and private community colleges’ roles in retaining dislocated workers. A highlight of the forum was a disclosure of the results of a survey on global white collar outsourcing, sponsored by Duke’s CIBER.

Feedback from attendees in years one and two convinced the forum’s original planners to establish it as an annual event. Realizing that issues and solutions surrounding international trade policy, while national in scope, have unique regional implications, the founders encouraged other CIBERs to join them in planning and hosting the forum in subsequent years. Building on the successful collaborative model established by the CIBER Language Conference, the National Forum on Trade Policy now involves the sponsorship of a majority of the nation’s 30 CIBERs and benefits CIBER hosts as well as renowned national and regional authorities on international trade.

Homeland Security



Homeland Security is a major concern of Americans at present, and it has a wide range of important implications for US business. At the international level, the relationship between homeland security and US international competitiveness is a key concern of the Centers for International Business Education and Research (CIBERs). The CIBER Homeland Security & US International Competitiveness booklet, found on the CIBERWeb at <http://ciberweb.msu.edu>, describes activities of the 30 CIBER institutions during Fall 2003 through Fall 2005 that speak to these concerns.

CIBER activities range from conferences that offer public opportunities to discuss key issues relating national security and business concerns, to research projects that study specific elements of national security costs to business and risks that firms face, to development of new university courses on national security and competitiveness, to many other activities that focus attention and careful thought on these issues.

We find that homeland security problems create two kinds of **costs** for US firms in their international competition. First, there are micro costs, that firms must pay more after 9/11 to protect their people and their facilities. These include such things as company-specific costs of shipping, protecting assets, and moving people. And second, there are macro costs, that all firms operating in the US are subject to greater costs of doing business because of security precautions (in Customs, for example), costs of protecting against macro events such as biological warfare, and lost sales in that firms identified as being from the US may lose customer appeal, because of their country of origin.

There are also added **risks** that firms face and that affect international competitiveness. A macro risk is that US-based firms, or firms operating in the US, may be more likely targets for terrorist acts. A key facet of this macro risk is that foreign firms may be dissuaded from setting up operations in the US (and consequently adding US jobs and income) because of the terrorist threat. And parallel to the perspective on costs, there are micro risks that will affect individual firms that are in sensitive industries (e.g., oil; airlines) and that are visible symbols of the US (e.g., McDonalds, Levis, Coca-Cola).

Interestingly, there are also new **opportunities** for US firms due to the homeland security threat. These are opportunities to produce the goods and services to protect US firms and people against threats, particularly physical threats such as military or biological attacks. These goods and services include products such as screening devices for people and goods passing through airports and seaports, protection devices such as armored vehicles and building defenses, and even services such as port inspectors and bodyguards.

Thus, altogether the problems of homeland security affect US international competitiveness in four ways: micro and macro costs, risks, and opportunities. The activities of the 30 CIBERs are aimed at exploring each of these areas and demonstrating how US firms and the US government can respond to this new threat in continuing and comprehensive ways. Over the next five years the CIBERs will carry out sustained research and development and teaching of courses on the issues described briefly above.

Homeland Security



Port security is a heightened concern in the post 9/11 world.

Examples of university wide activities that involve CIBERs include the following:

- The Department of Homeland Security selected Memphis and its metropolitan area as a test site for counter-terrorism programs and state-of-the-art technology, announced August 13, 2004. The Memphis area was selected in part because of its geographic location and its importance as a distribution hub. Memphis and four other urban areas will receive \$10 million in federal assistance to study emerging technologies and to help with security preparedness and response. The University of Memphis will participate in examining these state-of-the-art technologies.
- LOGTECH executive education for Department of Defense. This executive education program incorporates global best business practices and explores leading-edge technologies to prepare military logisticians for advances that will drive Department of Defense logistics in the future. Private sector leaders in logistics interact with DoD officers in a learning environment at the University of North Carolina-Chapel Hill, including formal instruction by faculty and out-of-class discussions. In 2004-05, nine separate one-week instructional modules were offered to over 200 DoD and private-sector logistics leaders from across the US and the around the world.
- A new University of Pennsylvania Wharton/ASIS Program for Security Executives is being offered November 28 – December 3, 2004 and will be offered again February 27 – March 4, 2005. The two-week certificate course, taught by senior Wharton faculty, seeks to broaden managerial and strategic perspectives, enhance business instincts and sharpen security professionals' ability to tackle management challenges. This new Executive Education program provides a core foundation in business knowledge, drawn from the course material of Wharton's top-ranked MBA program. It is designed to help the nation's security leaders make the transition from functional management to general management.

Our universities are in an excellent position to serve as centers for broad, multi-focused educational programs such as the ones listed above. They can facilitate cross-functional research, offer debate and expert opinion exchanges and create outreach opportunities to the greater public -- all of which serve to improve understanding and influence attitudes about important public and private policy concerns.

Thunderbird

The Garvin School of International Management

Homeland Security and US International Competitiveness



Thunderbird CIBER is leading a project involving all 30 of the Centers for International Business Education and Research on the subject of "Homeland Security and US International Competitiveness". The project results from the identified national need to explore the issue of Homeland Security, and the CIBERs' need to consider the issue in relation to the international competitiveness of US firms. The goal of the CIBERs as a group is to lead the discussion in the United States on the implications of homeland security for the international competitiveness of US firms. This project will produce a range of outputs, from conferences and books on the subject, to courses and other shorter events.

- How will new costs of protection to avoid terrorist activity affect American firms?
- How does the increase in border controls affect US imports, immigration of skilled foreign nationals, and other aspects of US international business?
- How can homeland security be conceptualized as a cost or risk of doing business for US firms?

These are a handful of the questions being explored in research at Thunderbird and at other CIBERs. The project will continue for at least a three-year period, with the conference held at Temple University on April 2, 2005, as the first CIBER network research conference. Selected papers from the Temple conference will be published in the *Journal of International Management*. A similar conference and publication will take place at Thunderbird in spring of 2006.

Thunderbird itself is pursuing several research projects on Homeland Security and its relationship to US firms in their international business. Two professors are pursuing conceptual papers on topics including homeland security as a political risk and defining the scope of the security issue in its relation to international business. Two other professors are pursuing empirical studies, including one on homeland security as a problem to be dealt with by company risk managers, and another on homeland security as a concern in supply chain management.

Findings from the research projects will be incorporated into Thunderbird's regular curriculum. We will disseminate the results of our research efforts to the existing network of Thunderbird Alumni (more than 30,000 graduates working in International Business.) This will leverage our efforts to each a very broad audience and should help us identify additional areas for research and analysis.



Thunderbird's Welcome Wall features the salutation "welcome" in 11 languages. Initially, the Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish greetings were carved into stone to represent languages which had been taught at Thunderbird, The Garvin School of International Management. A new "welcome" in Korean was unveiled on April 14, 2005.



Chicago, Illinois

Responding to the U.S. Department of Education's request that the CIBERs address issues of homeland security as they relate to international business, the Illinois CIBER has developed a wide array of programs that address security issues including, global business conferences, academic and business outreach workshops, and support for doctoral and faculty research.

The global business conference, "Corporate Security and International Operations: Threat, Prevention, Intervention," was held in Chicago and attracted participants nationwide. Co-sponsored with seventeen other CIBERs and organized by the Illinois CIBER, the event featured nine panelists discussing threat assessment in international operations, strategic responses to security risks, and operational responses to emergency situations.

The academic research workshop, "Conceptualizing Security Issues for International Business Research: Opportunities and Challenges," was an opportunity for researchers from a variety of disciplines to consider ways to expand their boundaries to create an interdisciplinary approach to research on global security. The first session was on framing security issues in analytical terms. The next panel addressed investigating security issues using scientific methods and the last panel focused on developing an interdisciplinary research agenda.

A faculty research grant awarded to Allen Poteshman, professor of finance, for "Terrorism, Homeland Security, and the Options Market," has resulted in articles in the *Journal of Business*, the *Chicago Tribune* and the *Ann Arbor News*. He studied market trading patterns and the unusual number of "put options" (contracts that pay a profit when the stock price falls) that were traded on American and United airlines just prior to 9/11. Another faculty research grant was awarded to Mike Shaw, professor of business administration, for "Using Information Technology for Effective Emergency Response," that will help multinational companies enhance their response capabilities to deal with emergency situations.

K - 12 Programs



Too often, students enter college with little to no understanding of the world around them. This lack of international knowledge makes it difficult for any student to leave college with more than a basic understanding of international events, let alone international business. In the end, it is only those who choose to major in international business that are competent upon graduation. The world in which we currently live demands that Americans are knowledgeable about other peoples and their cultures. Today's challenges, at any level, are global in nature. For our security, competitiveness and leadership, we desperately need to understand other nations – their hopes and their concerns. We therefore need to devote more attention to international education than ever before.



A graduate of University of North Carolina CIBER's "Working Spanish for Educators" program converses with one of his students in Spanish

Recognizing that international education cannot wait until students enter college, the CIBERs have taken the lead in developing programs to enhance international education at the K-12 level. One of the biggest barriers in convincing business professors to add relevant international course content is that they do not have the time to explain the basics in order to allow the students to then grasp the more complex concepts that would be relevant. If students entered college with a solid foundation in international affairs, professors of all disciplines could enhance their international course content with relevant international business content without having to worry about taking up time explaining the basics.

This is true not only in international affairs, but also in languages. A number of business language courses are taught during the fourth year of language or later. In other words, a student must be proficient in the language before they can grasp the nuances of business language. Unfortunately, most college students enter without a second language proficiency, and if they choose to further their language skills during college it is usually only to the basic level.

K - 12 Programs



The CIBERs as a group host an annual Business Language Conference for professors of language who either already have business content in their courses or are seeking ways to incorporate it. As of 2004, the conference now includes a track especially dedicated to K-12 language teachers.

In North Carolina, both the University of North Carolina and Duke CIBERs are taking innovative approaches to the issue of K-12 international education. The University of North Carolina recently won the Goldman Sachs Award for its project called, "North Carolina and the World." Part of this project entails trying to build a K-12 language program that is consistent across the state. UNC Chapel Hill's CIBER also created the *Working Spanish for Educators* course in 2002 using the successful *Working Languages* format. The program is designed specifically for those in the education field. The course has three levels, each of which is 10 weeks long and is held totally online. After completing the second level, participants are eligible to attend a 10 day in-country immersion in Mexico.

Duke CIBER developed a personal evaluation tool called "Intercultural Edge," which allows the user to assess their strengths and weaknesses in terms of international business aptitude. This tool has been adapted and is now being offered at high school teacher conferences not only to help these teachers assess themselves, but also to get them excited about the possibility of including international content in their classes.



Bayer / Heinz International Marketing Case Competition

Teaming up with Bayer and the Heinz Corporations, the University of Pittsburgh CIBER is a sponsor of an international marketing case competition for high school students. Mentors from the companies and students from the university of Pittsburgh work with local high school language teachers in recruiting and coaching the students for the competition. The competition involves one of the company's products being introduced into a country where it is not yet sold. Teams are judged on the quality of their plan, taking into consideration country-specific economic, language & cultural, and political factors. The teams first compete within-school and then the winning team from each school competes against other teams from the region.

The University of Connecticut CIBER has created a Resource Guide series. Developed by a local high school teacher in accordance with state guidelines, these resource guides provide social studies teachers with readings, exercises, transparencies, and tests that can be implemented in their classrooms simply by photocopying the pages and distributing them to their classes.

At the University of Southern California CIBER, high school teachers are brought in to help them develop semester long courses for the International Economic Summit for High School Teachers and Students. More on this project and other examples of K-12 projects can be found on the following pages.

University of Connecticut

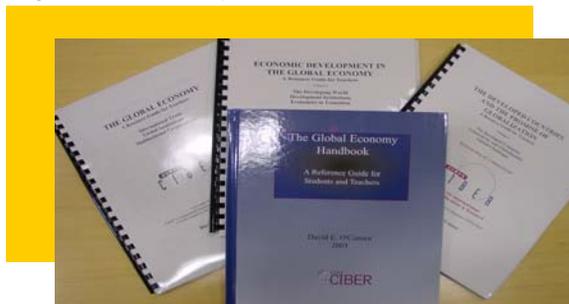
K-12 Outreach and the Global Economy



Considering the importance of K-12 international education, the University of Connecticut's Center for International Business Education and Research (CIBER) initiated a variety of programs to develop high school faculty in international business. However, many of these programs will likely be relevant for the development of teachers in international business for all levels.

Working with a high school teacher in our area, we prepared and published three study guides for high school teachers. These are entitled:

- The Global Economy: A Resource Guide
- Economic Development in the Global Economy: A Resource Guide
- The Developed Countries and the Promise of Globalization: A Resource Guide



The guides are designed in a manner most convenient to the teachers. They include readings, student exercises, sample test questions, overhead slides, and resource materials for further reading. They are organized in a manner familiar to the teachers and spiral bound, making it convenient and easy for them to implement the contents for classroom use.

The study guides were mailed to high school economics and social studies teachers throughout Connecticut. In addition, we developed a session on global international business education at the Northeast Regional Conference for Social Studies Teachers Annual Conference, which was attended by almost 70 teachers. We gave them a copy of the guides discussed above. Each CIBER was sent a set of the study guides suggesting that they share the availability of these documents with the high schools in their area. More than 100 teachers from all over the nation requested copies of the study guides.

Subsequently, our CIBER produced a fourth study guide on the subject entitled: The Global Economy Handbook. This book reads like an encyclopedia of international business terms and is bound in hardcover so that it can be used as a reference book in school libraries. This was distributed to all high schools in CT, Massachusetts, and Rhode Island, as well as to the 30 CIBERs for publications amongst their communities.

Our experience led us to develop a bold mission relative to our K-12 initiative. We aim at requiring all students at every level in Connecticut to have some exposure to international business in their K-12 education.

As a first step toward this goal, we conducted a fact-finding survey of school superintendents in Connecticut on global education in their school districts. The study revealed the dire need to train and encourage teachers to include international material in their courses. The results of the fact-finding survey were shared at the Global Education in Connecticut Schools conference on October 10, 2004. The interactive sessions at the conference pointed to recommendations that could improve the preparedness of more effective teachers in our increasingly interconnected world; they touched on curriculum and certification issues, foreign language study, programs for study and internships abroad, faculty resources, the roles of offices of international programs, funding sources, and student advising. From this session has emerged an ongoing dialogue with the CT State Association of Superintendents and the World Affairs Council of Hartford.

Currently, we are talking with members of the education committee of the Connecticut General Assembly, and consultants in the state department of education to develop and implement a plan that will require all K-12 students in Connecticut to receive basic international education. Meanwhile, our CIBER Director, Subhash C. Jain, has been invited to serve on the Governor's International Business Advisory Committee. He has discussed our K-12 mission with the Committee members and even the governor is aware of it. We hope by the fall of 2008, that the state of Connecticut will require all K-12 students to have different international aspects integrated into their curriculum.

University of Southern California

International Economic Summit for High School Teachers and Students



The CIBER at the University of Southern California (USC) is working with the Idaho Council on Economic Education, the California Council on International Trade, the USC Center for Active Learning in International Studies, and the Federal Reserve Bank of San Francisco to develop an innovative experiential learning experience for California high school economics teachers and their twelfth grade students on the role of international trade.



Local high school students in their role as “Brazilian-representatives” at the 2004 Economic Summit

The International Economic Summit is a world trade simulation that is designed to help high school students understand the benefits of trade and explore the controversies associated with globalization. The project provides students with an opportunity to acquire basic economic concepts within the framework of international trade. Working in small groups, for an eight-to-ten week period, student teams adopt a country and take on the role of economic advisor. The goal for each student team is to develop strategies for international trade negotiations that will improve their country’s standard of living/quality of life. Each team conducts extensive research to evaluate the conditions within their country and develop a strategic plan for their exports, desired imports, and procurement of infrastructure, health and education. The International Economic Summit, which is a daylong trade negotiation simulation, brings student teams representing over 75 countries together to implement their strategic plans through a day of negotiation activities.

The International Economic Summit offers The Fed an opportunity to promote best practices in economic education and curriculum development in exceptional and innovative ways rarely seen in other programs.

**Joy Hoffman, Vice President,
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Federal Reserve Bank of San Francisco**

In both 2003 and 2004, support from USC’s CIBER helped to “train the trainers” by bringing 20 high school teachers to USC in August to learn the pedagogy for the semester long course, which they taught in the fall. The curriculum culminates with every student engaged in the school-based summit. In 2004, because participating teachers involved several of their classes or partnered with another teacher, half of the school “mini-summits” expanded to the size of a regional event. Over 1,100 students each year completed the lessons and simulation. In December 2004, 350 of these 1,100 high school seniors from 15 participating schools came to USC for the Southern California regional competition. The 2004 program expanded upon the inaugural 2003 program by extending the teacher training from two to five days, piloting an online component, and giving on-site support for school summits.

Concluding Remarks



The Omnibus Trade Act which created the Centers for International Business Education (CIBER) program was passed in 1988, a time of perceived declining US competitiveness in a world economy that was shifting from domestic to increasingly global markets. In 1988 the Cold War was in its fourth decade; economic rivals were highlighted by Japan's domination in automobiles and electronics; SE Asian Tigers had three times the GDP growth rate of the West; and the economic integration of Europe into the European Union was being considered.

CIBERs were created to better understand the competitive global economic environment, to enable US businesses to acquire international business skills, to build capacity in higher education, to better equip college graduates to compete in the global environment, and to create models for other colleges and universities to use in their own internationalization processes.

The CIBER program grew from 6 programs in 1989 to 11 in 1990, then to 15, to 24, to 28 until 2002 when 30 CIBERs were funded. CIBERs responded to changing economic conditions with new courses in the business school, in international aspects of business, marketing, management and finance. Increasingly international business became a core component of the curriculum as well as a degree major for some universities. Initiatives with faculties outside the business school supported expansion of business language study opportunities and provided faculty in the arts and sciences the chance to develop their own expertise in the related international business issues in their own fields. As these curricular models proved themselves, CIBERs initiated networks to build the international capacity of other schools in their regions, providing access and grant support to Historically Black Colleges and University schools, to other four year schools and to community colleges.

CIBERs designed faculty training programs and offered them nationally (by the dozens) to leverage the knowledge of leading international scholars and provide their best practices to all faculty in their fields. New study abroad programs and study tours were launched for students and faculty which provided direct experience to other cultures, governments and business operations. Within a few years CIBERs were impacting hundreds of faculty and tens of thousands of students.

CIBERs built upon existing outreach activities to businesses in their regions and designed training programs focused on international business skills, entering new markets and exporting. Executives with international experience were invited to join with business schools to develop international strategies, participate in class lectures, and sponsor international internship programs for business students. Scholars at CIBER schools received grants to refocus their research to address global competitiveness issues and the international dimensions of doing business. They joined with faculty colleagues nationally and internationally to study export strategies, foreign direct investment, management issues of new joint ventures, and how to address cultural and political differences.

By the mid 1990s, CIBERs were facing a global environment vastly different from 1988. The fall of the Berlin wall in 1989, the demise of the USSR soon thereafter, the formation of the European Union, the rise of the Internet, and a continuing robust US economy for technological innovation were all new and defining parameters for US business. The CIBERs were implementing the ideas, courses and programs which were achieving their original goals, as well as providing second and third generation "internationalization" initiatives for faculty and developing programs with new ideas, new research and

Concluding Remarks



new approaches to conducting international business to meet the dynamic global environment. At the same time the success of CIBER faculty development programs and collaborative networks had geometrically expanded the reach of CIBER activities to students, businesses and the community.

Today, in 2005, the business environment is radically different from that of 15 years ago. Political change has altered the size and shape of the global market. The USSR's demise has resulted in dozens of nations in Eastern Europe and Central Asia integrating into the global economy; ten of these countries joined the European Union in 2004 and several more are actively pursuing membership. Other states in the region have not experienced reforms and movement towards market economies. A few are failed states and have been a base for a rise of terrorism. The Middle East as a world region has been without reform and an increasingly destabilizing influence on much of the world. The concentration of energy resources in the Middle East combined with the rise of terrorism in the region has altered the national security strategies of the US and many of its allies. National security has become a central issue in business strategy for companies operating in the global markets. At the same time the technological changes relating to information, communication and transportation have brought almost 3 billion people into the global market. The rapid emergence of China as a dominant manufacturing center and the rise of India in the services sector are defining variables in the competitive equation of the future.

These unprecedented changes and the power of these forces of change are redefining how business is done both domestically and globally. Global supply chains touch all corners of the world. Low wage workers from developing countries enter the global work force and compete directly with workers in developed countries. Knowledge workers can now enter the work force from anywhere in the world. Companies are less associated with a geographical place and are becoming more virtual in how they operate. Nation states are trying to figure out their role in this new global economy.

There has been no time when CIBER's purposes are more relevant. A network of universities focused on these issues, on the shape and direction of companies, markets, and technological forces of change, is more essential to the future of US business and to the US than it has ever been. CIBERs are engaged in leading the way to understanding these forces, researching the impact of alternative ways of addressing the changes, and transferring the new knowledge to students and businesses nationally. Now, at the 15 year mark, CIBERs can count their cumulative impact in the millions of students, faculty and citizens who have benefited from their programs. For the next 15 years, the US Department of Education's Centers for International Business Education program will build on this platform of accomplishment to be a unique and essential resource for innovative education research and outreach in this dynamic global environment.

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**For information on all
CIBER activities visit:**

<http://ciberweb.msu.edu>

C

Thanks to FIU CIBER's generous support, our Governor's International Forum Consular Corps visits to Tallahassee, were a great success, further emphasizing Florida's prominent role as the 'Gateway to the Americas.'
CIBER is a true asset to Florida's international business community.

**Jeb Bush
Governor, Florida**

Since its creation, CIBER has been, and continues to be a valuable asset to the State of Hawaii and the nation. CIBER's programs have been instrumental in upgrading the international qualification of our University's graduates, and also serve as a regional resource to American businesses operating in the Pacific Rim.

**Daniel K. Akaka
U.S. Senator**

I

The National Forum on Trade Policy is the only place where I can go to confer with colleagues from all across the nation and international trading partners about the full range of state and local policies and practices in response to globalization. It allows us to think about how we might work together to better connect the state and local experience with federal decision-makers.

**Carol Conway
Deputy Director,
Southern Growth Policies Board**

B

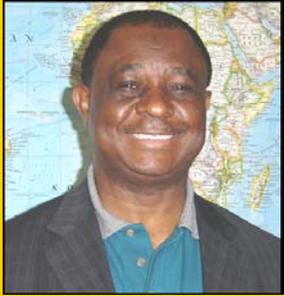
E



Panelist William de Laat, Counsellor (Public Safety and Border Security), Canadian Embassy and moderator Carol Conway, deputy director, Southern Growth Policies Board 2005 National Forum on Trade Policy Durham, NC

R

C



Since its inception in 1995, the UConn CIBER has played a significant role in boosting the Northeast's economy and providing vital education to tomorrow's high technology business leaders. We place great value on the UConn CIBER's ability to prepare students and business for the global marketplace.

Christopher Dodd
US Senator

Joseph Lieberman
US Senator

I

Participation in the "Globalizing HBCU Business Schools Program" is largely instrumental to our winning the BIE grant this year. This will enable Rust College to strengthen its international education and to provide export education and training to our business community that will contribute to their ability to prosper in the global economy through the expansion of exports.

Immediate and long term benefits include:

- * Students will acquire critical skills that will enable them to better compete in the job market and to succeed in graduate studies.*
- * Expansion of exports can be instrumental in removing a major barrier to the economic growth of Northeast Mississippi.*
- * National policy goals would be served because expansion of exports from Mississippi also means expansion of U.S. exports.*

Dr. Chigbo Ofong, Division of Business
Rust College, Holly Springs, MS

B

MSU-CIBER represents one of the true success stories of the Title VI program on global competitiveness, administered by the U.S. Department of Education, that we established in 1990. MSU-CIBER is instrumental in helping Michigan and American firms be competitive in the global marketplace.

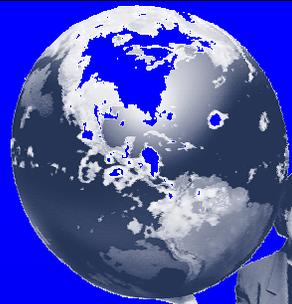
Donald W. Riegle, Jr.
Former U.S. Senator, Michigan

E

In the past decade of my association with the UCLA Anderson CIBER program I have been and remain impressed with the program's effectiveness in delivering relevant, timely, and high quality international programs to both UCLA students and to the greater Los Angeles business community. Educating US students about business practices and prospects abroad, and educating non-US students about business practices in the US and in other parts of the world, are invaluable contributions which the CIBER programs consistently make.

RAND Expert Biography,
Dr. Charles Wolf, Jr.
Senior Economic Adviser
Corporate Fellow in International Economics

R



**This report was
compiled and
produced by the
University of
Connecticut
School of
Business CIBER.**

