

Centers for International Business Education
U.S. Department of Education

Increasing US Global Competitiveness
through International Business Education

20 YEARS OF CIBER
1989 - 2009





Centers for International Business Education

U.S. Department of Education

The Centers for International Business Education and Research or CIBERs are making a critical contribution in educating our nation's youth as well as our business leaders to succeed in a rapidly evolving global marketplace. CIBERs were created by Congress in 1988 and are administered as part of Title VI of the Higher Education Act with the understanding that in order for U.S. businesses to be competitive, they must expand their horizons to encompass the eighty percent of the world's population that lives outside U.S. borders. To this end, a competitive process was put into motion to identify and develop a network of centers of excellence in global business education and research, with oversight by the U.S. Department of Education.



For the past two decades, CIBERs have responded in a highly positive manner to carry out the mandates of the legislation. CIBERs have -

- ◆ *Conducted research to improve the international competitiveness of U.S. businesses in the global economy;*
- ◆ *Developed innovative international business curricula and promoted their adoption by institutions across the nation;*
- ◆ *Designed instructional materials in the less commonly taught foreign languages critical to the expansion of U.S. exports and to our national economic security;*
- ◆ *Provided training to U.S. business executives on the dynamics of the global economy and assisted U.S. businesses to improve their export capabilities; and*
- ◆ *Collaborated with a multitude of educational, governmental, and business partners to leverage the impact of CIBER initiatives.*

I invite you to view the following pages for a comprehensive review of the CIBER programs and the magnitude of their accomplishments over the past 20 years. A new competition in 2010 has identified 33 CIBERs committed to continue the important work of preparing students and business personnel for the opportunities and challenges the United States will face in the next decade in the global marketplace.

*Andre W. Lewis
Deputy Assistant Secretary for International and Foreign Language Education
U.S. Department of Education*

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International Business
Education**

**20 YEARS OF CIBER
1989 – 2009**

**Susanna Easton
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Executive Summary



After decades of resting comfortably at the top of the global marketplace, US companies have been awakened to fierce competition from companies in both developed and developing nations. As more countries become industrial powerhouses and their companies seek larger marketplaces, competition will continue to rise.

At the same time, US supremacy is being challenged as the powerful force of technology drives the world toward a converging commonality: the emergence of global markets. To capitalize on this trend, US companies must learn to operate and compete globally. Doing business in a global economy requires a lot of new learning, including how to find the right country in which to build a plant, how to coordinate production schedules across borders, and how to absorb research wherever it occurs. Companies must learn what sort of people to hire, how to inculcate a global mentality among their ranks, and when to sell standardized products instead of customizing them for local markets. Recognizing the competitive rigors of the new global marketplace, the federal government passed the Omnibus Trade and Competitiveness Act (OTCA) in 1988 to enhance the business community's international skills and to educate the American public about the world's move toward globalization.

OTCA was based on the premise that American businesses' success in the global marketplace was tied to improving global education in colleges and universities, particularly the global expertise of our business schools. The Act established the Centers for International Business Education (CIBERs), administered by the U.S. Department of Education under the Title VI of the Higher Education Act; these national, university-based centers offer expertise and resources for developing educational programs that focus on functioning effectively in global business environments. The legislation requires every federal dollar to be matched by institutional funds.

Since the first six CIBERs were established in 1989, the CIBER program has not only grown dramatically over 20 years to include 31 centers, but has also broadened its programmatic scope. In their beginning years, CIBER programs focused primarily on curriculum development; however, this focus broadened over the years to include research on global competitiveness, faculty development in international business (both in the US and abroad), and learning of foreign languages and cultures. Also, the initial emphasis on large manufacturing companies operating in domestic markets evolved to include small- and medium-sized firms, companies offering services and high technology firms.

Twenty years since the first CIBERs were established, we seem to be living in a different world today. There is a change in the power surge of regions beyond Western Europe, long the center of American curricular outreach beyond national borders, and the popular destination for US-based study abroad programs. The growing need to deal with the rising prominence of China and India, new tensions and diversities within the Middle East, and the complexities of Africa and

20 Years of CIBER

- ◆ *Over 2 million students have taken courses with international business emphasis offered by CIBER-funded universities*
- ◆ *More than 7000 international business courses have been upgraded or created*
- ◆ *Students across the US have access to over 650 international business degrees, majors, and concentrations*
- ◆ *Almost a quarter million students have graduated from CIBER universities with degrees reflecting concentration in international business*
- ◆ *Each year, thousands of alumni impacted by CIBER programs are expected to be working in international related positions within 5 years after graduation*

Data incorporated in this report comes from AIBER's annual CIBER statistical study, the AIBER Report.



Executive Summary

Latin America create new challenges and exciting opportunities. Clearly, international education has become truly global. To meet this range of challenges and opportunities, CIBERs have worked rigorously, investing large amounts of energy and resources to become acknowledged as global experts. Multiple initiatives – from continuing professional education for faculty (and subsequent curriculum reforms and research opportunities) to forging alliances with other business schools overseas – have positioned CIBERs as invaluable resources for helping key stakeholders address globalization.

These initiatives have contributed to advancing the global perspective of management education. CIBERs have developed the experience to manage substantive differences in diverse settings around the world. A variety of programs have been developed that promote learning and understanding languages, as well as explore the cultural, social, economic, and structural idiosyncrasies of different nations.

This report highlights CIBER programs' accomplishments over the past 20 years and the impact they have had on enhancing America's competitiveness in global markets. CIBERs' wide array of activities, wealth of detailed effort, and deep and lasting commitment have produced thousands of students and business professionals capable of handling the challenges of the global market. Eight areas of CIBER focus have been chosen to report hallmarks of their programs, providing specific examples of their far reaching impact. While this report pinpoints the overall achievements of the CIBER program, all 31 CIBERs have built international capacity and expertise relative to their curricula, research, and outreach programs. Each CIBER partners with dozens of non-CIBER schools to assist them in their internationalization endeavors by sharing their experience and expertise.

In addition to individual achievements of different CIBERs, the CIBER program has been instrumental in making a long-term contribution in these areas: (a) generating additional resources from universities, foundations, and businesses for international business programs; (b) building capacity and collaborating with other schools to create networks across the nation for multiplying the impact of these programs; and (c) broadening and deepening the international expertise of US higher education through the spillover effect of CIBER programs on other colleges and universities.

In sum, over the past two decades, CIBERs have played a key role in moving US business education towards globalization. Through farsightedness, creative thinking, and judicious use of limited resources, they have emerged as leading national resources of global expertise. Their initiatives have led to internationalization of the curricula and research, faculty development in international business, and enhanced interest in learning foreign languages at hundreds of business schools.

By all measures, the CIBER program has been a success story as the following highlights suggest. The government over the last 20 years allocated approximately \$192 million to the program, which was matched 100% by university funds. This support has enabled over 2 million US students to take international business courses and over 160,000 faculty to gain international business and culture expertise through faculty programs, both domestically and overseas, and to bring that knowledge to their classrooms – impacting millions of US undergraduate and graduate students across the country.

CIBERs have organized over 2000 research conferences to advance the field of international business. These have resulted in over 5000 working papers which have been widely disseminated throughout the country.

Another hallmark of the CIBER program is its annual language conference. The conference, hosted by one CIBER, is co-sponsored by all the CIBERs. Almost 43,000 language faculty have participated in the language conferences, gaining knowledge and experience to incorporate business perspectives in their courses. Almost a quarter-of-a-million students have been able to enroll in language courses, which is directly attributable to CIBER initiatives. Overall, over 4.5 million students benefited from enriched business language courses.

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CIBERs have organized almost 7000 workshops for businesses over the 20-year period and impacted executives in over 5000 US companies annually. Each year, thousands of alumni impacted by CIBER programs are expected to be working in international related positions within 5 years after graduation.

These collective, noteworthy achievements of the CIBER program have helped a wide range of stakeholders. Clearly, students have been given opportunities to develop global mindsets and the confidence to be effective competing in the global marketplace. Also, faculty have been able to internationalize their courses and research in keeping with the emerging world. Furthermore, businesses have gained insights and training to help them succeed in international markets.

Of all the resources, talent is the most precious and scarce for competing in global markets. Perhaps CIBER's most significant contribution has been – and will continue to be – helping current managers and younger, emerging leaders develop the right capabilities for competing globally. CIBERs take pride in making a small contribution to strengthen America's global competitiveness.

As suggested earlier, CIBERs intensively cooperate with each other to realize synergies and economies of scale. To judiciously promote such cooperation, the CIBERs have formed an association called the Association for International Business Education and Research (AIBER). AIBER adds value to the work of CIBERs through (a) facilitating their ability to conduct programs in accordance with their objectives and promoting joint activities to make the most of federal funding, (b) information-sharing with other organizations engaged in activities similar to CIBERs, (c) facilitating communication among CIBERs and area studies programs, and (d) making interactions with the private sector easier.

The CIBERs support a website, CIBERweb, that provides information on CIBERs' past and present programs. Cumulatively, the website has received over 400 million hits.

As to the future, globalization will require operating and organizing successfully in an environment of "manyness," which implies many choices, countries, economies, markets, locations, and facilities, each a unique window onto the world and each a unique combination of customers, competitors, suppliers, resources, infrastructures, and cultures. The struggle will be determining where to have presence in the world, of what type, at what level, with what purpose, and how to get there. In this struggle, CIBERs will stand out as a dependable resource for providing education and learning to American companies as they jockey for their positions on the world stage.

CIBER awards for 2010-2014 have been announced. Thirty-three business schools including 3 first-time additions, will serve as CIBERs during 2010-2014. These schools represent significant human capital: talented individuals fully committed to enhancing global education, research, and outreach activities, so American companies may effectively compete in the global marketplace.

I believe that expanding trade and breaking down barriers between countries is good for our economy, for our security, for American consumers, and for American workers. Globalization is a technological revolution that is fundamentally changing the world economy, producing winners and losers along the way. The question is not whether we should protect our workers from competition, but what we can do to fully enable them to compete against workers all over the world.

Barack Obama, President, United States of America



CIBER Legislation

TITLE VI – INTERNATIONAL EDUCATION PROGRAMS

PART B – BUSINESS AND INTERNATIONAL EDUCATION PROGRAMS

SEC. 611. [20 U.S.C. 1130] FINDINGS AND PURPOSES.

(a) FINDINGS. – The Congress finds that –

- (1) the future economic welfare of the United States will depend substantially on increasing international skills in the business and educational 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, professional international affairs education programs, public and private sector organizations, and United States business in a mutually productive relationship which benefits the Nation's future economic interests;
- (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) PURPOSES. – 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 noninstitutional educational and training activities that will contribute to the ability of United States business to prosper in an international economy.

SEC. 612. [20 U.S.C. 1130–1] CENTERS FOR INTERNATIONAL BUSINESS EDUCATION.

(a) PROGRAM AUTHORIZED. –

- (1) PURPOSE. – The purpose of this section is to coordinate the programs of the Federal Government in the areas of research, education, and training in international business and trade competitiveness.
- (2) IN GENERAL. – The Secretary is authorized to make grants to institutions of higher education, or consortia 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;

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- (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.
- (3) 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 made 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 visiting scholars and faculty to the center to teach or to conduct research; and
 - (5) training and improvement of the staff, for the 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. – Programs 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 curricula;
 - (B) interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and degree candidates;
 - (C) 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 consortia 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 not currently active in international trade.
 - (2) PERMISSIBLE ACTIVITIES. – Programs and activities to be conducted by centers assisted under this section may include –



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- (A) the establishment of overseas internship programs for students and faculty designed to provide training and experience in international business activities, except that no Federal funds provided under this section may be used to pay wages or stipends to any participant who is engaged in compensated employment as part of an internship program;
- (B) the establishment of linkages overseas with institutions of higher education and other organizations that contribute to the educational objectives of this section;
- (C) summer institutes in international business, foreign area studies, foreign language studies, and other international studies designed to carry out the purposes of subparagraph (A) of this paragraph;
- (D) the development of opportunities for business students to study abroad in locations which are important to the existing and future economic well-being of the United States;
- (E) outreach activities or consortia with business programs located at other institutions of higher education (including those that are eligible to receive assistance under part A or B of title III or under title V) for the purpose of providing expertise regarding the internationalization of such programs, such as assistance in research, curriculum development, faculty development, or educational exchange programs;
- (F) programs encouraging the advancement and understanding of technology-related disciplines, including manufacturing software systems and technology management; and
- (G) other eligible activities prescribed by the Secretary.

(d) **ADVISORY COUNCIL.** –

- (1) **ESTABLISHMENT.** – In order to be eligible for assistance under this section, an institution of higher education, or consortium of such institutions, shall establish a center advisory council which will conduct extensive planning prior to the establishment of a center concerning the scope of the center's activities and the design of its programs.
- (2) **MEMBERSHIP ON ADVISORY COUNCIL.** – The center advisory council shall include –
 - (A) one representative of an administrative department or office of the institution of higher education;
 - (B) one faculty representative of the business or management school or department of such institution;
 - (C) one faculty representative of the international studies or foreign language school or department of such institution;
 - (D) one faculty representative of another professional school or department of such institution, as appropriate;
 - (E) one or more representatives of local or regional businesses or firms;
 - (F) one representative appointed by the Governor of the State in which the institution of higher education is located whose normal responsibilities include official oversight or involvement in State-sponsored trade-related activities or programs; and
 - (G) such other individuals as the institution of higher education deems appropriate, such as a representative of a community college in the region served by the center.

CIBER Legislation



(3) MEETINGS. – In addition to the initial planning activities required under subsection (d)(1), the center advisory council shall meet not less than once each year after the establishment of the center to assess and advise on the programs and activities conducted by the center.

(e) GRANT DURATION; FEDERAL SHARE. –

(1) DURATION OF GRANTS. – The Secretary shall make grants under this section for a minimum of 3 years unless the Secretary determines that the provision of grants of shorter duration is necessary to carry out the objectives of this section.

(2) FEDERAL SHARE. – The Federal share of the cost of planning, establishing and operating centers under this section shall be –

(A) not more than 90 percent for the first year in which Federal funds are received;

(B) not more than 70 percent for the second such year; and

(C) not more than 50 percent for the third such year and for each such year thereafter.

(3) NON-FEDERAL SHARE. – The non-Federal share of the cost of planning, establishing, and operating centers under this section may be provided either in cash or in-kind.

(4) WAIVER OF NON-FEDERAL SHARE. – In the case of an institution of higher education receiving a grant under this part and conducting outreach or consortia activities with another institution of higher education in accordance with section 612(c)(2)(E), the Secretary may waive a portion of the requirements for the non-Federal share required in paragraph (2) equal to the amount provided by the institution of higher education receiving such grant to such other institution of higher education for carrying out such outreach or consortia activities. Any such waiver shall be subject to such terms and conditions as the Secretary deems necessary for carrying out the purposes of this section.

(f) GRANT CONDITIONS. – Grants under this section shall be made on such conditions as the Secretary determines to be necessary to carry out the objectives of this section. Such conditions shall include –

(1) evidence that the institution of higher education, or consortium of such institutions, will conduct extensive planning prior to the establishment of a center concerning the scope of the center's activities and the design of its programs in accordance with subsection (d)(1);

(2) assurance of ongoing collaboration in the establishment and operation of the center by faculty of the business, management, foreign language, international studies, professional international affairs, and other professional schools or departments, as appropriate;

(3) assurance that the education and training programs of the center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in programs under this section; and

(4) assurance that the institution of higher education, or consortium of such institutions, will use the assistance provided under this section to supplement and not to supplant activities conducted by institutions of higher education described in subsection (c)(1).



CIBER on the Web

CIBERs have been using the Internet to provide important resources for businesses and educators for more than fifteen years. To make all of their information easier to access, the CIBER schools collaboratively created CIBERweb, a home on the web for all CIBER activities across the nation.

CIBERweb is a clearinghouse for products and information produced by the individual Centers. Visitors can find international business resources, publications, and educational opportunities to improve their businesses within the site.

The website is a one-stop-shop for users who want to know about activities that are taking place at each CIBER. As a hub for all CIBERs and their programs, information about workshops, conferences, publications, online resources, and research reports are all available on CIBERweb.

CIBERs reach out to target audiences by holding events (conferences, workshops, speaker series, etc.), 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 US competitiveness in global markets.

CIBERweb	
CENTERS FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH	
Home Research Language Business Outreach Faculty Dev.	
About CIBERs	Upcoming Activities
Legislation	Aug 19, 2010 - U.S.-Korea Partnership: Growing Jobs
Institutions	Sep 5, 2010 - 2010 China Trade Mission
National Impact Publications	Sep 13, 2010 - Research presentation by Professor Metanational Firm
Success Stories	Sep 16, 2010 - Global Business Club of Mid-Michigan the Middle East
eNewsletter	Sep 17, 2010 - 2009-2010 Bradbury Distinguished International Economics
	Sep 21, 2010 - Global Management Forum: Alberto President, Human Resources, CFME C.V.

CIBERweb is the home for the events, publications, e-newsletters, and success stories of the CIBERs across the nation.

To help users find what they are looking for easily, CIBERweb is separated into categories based on major focus areas.

- ◆ In the research section, educators can find information about training and collaboration opportunities to improve their international business research.
- ◆ The language section is filled with ways to learn and teach the languages that businesses need to communicate around the world.
- ◆ In the business outreach section, business people can find chances to interact with leading international business faculty and get support for exporting to overseas markets.
- ◆ The faculty development section is devoted to furthering the education of professors and graduate students through workshops and enrichment programs.
- ◆ The academic program development section is where opportunities to improve or create international business curriculum can be found as well as international exchange opportunities for students.
- ◆ The study abroad section showcases all the places students can travel to gain international business experiences and other learning programs.

CIBER on the Web



Beyond the wealth of information on CIBERweb, visitors can also find easy access to the websites of individual CIBERs through the online directory. Each CIBER website contains more detailed descriptions of lectures, workshops, events, publications, and funding opportunities that pertain to that CIBER's area of specialization. CIBERweb also features a free monthly electronic newsletter for the public, highlighting upcoming programs, publications, and resources.

The site includes information on the Title VI-B 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, "CIBERweb 2.0" has been 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/>.

CIBERs are using new technology to enhance learning, connect with users, and offer new services. A number of CIBERs are using video conferencing and social media; the University of Washington's Foster School of Business uses Facebook to connect with people involved in the Global Business Case Competition; George Washington University and other CIBERs have video libraries of educational lectures, discussions, and other events that can be viewed online.



Many CIBERs, like Penn Lauder at the University of Pennsylvania, use Facebook to announce events and communicate with their key audiences.



My Africa Experience: Dawn New, at Indiana University's Kelley School of Business, blogged about her experiences while she was in Africa. Her blog recounts her journey, from the people she met to the lessons that she brought back with her. You can read about her experience at: <http://www.newinafrica.blogspot.com/>



Students in Prague pose for a photograph in 2009. The University of Texas at Austin's CIBER uses Flickr to post photographs from study abroad programs.



globalEDGE

One of the most frequently consulted online international business resources in the world was also produced by a CIBER. globalEDGE (globalEDGE.msu.edu), created and maintained by the Michigan State University CIBER, is a powerful database of the latest and most comprehensive international business and trade resources for a wide range of topics, including specific business information about 201 countries, 20 industry clusters, and all of the US states. globalEDGE offers tools to help prepare companies to export their products ranging from education modules in collaboration with the U.S. Commercial Service, to decision-support tools developed to help companies find international partners.

These collections of information help businesses find markets for their products and help educate the next generation of entrepreneurs. globalEDGE was created as a resource for global business knowledge and it is now heavily used by business people, educators, students, and more. These products provide timely, accessible information for consultants and managers to help them take the first steps in international expansion.

globalEDGE launched an International Business Blog in 2008. Hundreds of people regularly read posts about current events in international business and up-to-date research.

Databases of international business statistics are also located on globalEDGE as well as the yearly Market Potential Index which is used by researchers and businesses alike. The globalEDGE Business Review, a publication of globalEDGE, is distributed free to more than 25,000 people each month. This publication is aimed at providing business executives with current research they can apply to their companies.

The globalEDGE network connects more than 40,000 international business professionals, students, and educators to make American companies more competitive.

globalEDGE is the nec plus ultra of international business portals: an essential tool for students, executives and researchers. It is a magnificent source and resource, continuously updated; its diagnostic tools are true interactive learning opportunities for all users. We use it integratively and fully at Georgia Tech.

John R. McIntyre, Professor of International Management
and Executive Director, Georgia Tech CIBER

IB Curricula



CIBER schools have been in the creative vanguard of business schools as they have responded over the past five years to major changes in business education. The market for full-time, two-year MBA programs has become far more competitive, with a number of business schools, particularly those without significant brand identity, facing flat to declining enrollments. Part-time and executive MBA programs have begun to gather a more substantial market share. As a result, CIBER schools have needed to respond to the shift from the relative flexibility available for international activities in a full-time MBA program, and have developed innovative solutions for the tightly scheduled programs for full-time managers in executive MBA programs whose time for international activities is severely constrained. The need to provide international components in MBA programs for working executives remains critical, as these individuals have the direct opportunity to apply what they learn immediately in activities that directly enhance US competitiveness. The University of Washington is expanding its global study tour offerings to evening MBA participants, for example, and the University of South Carolina's Exploring Global Business courses offer professional MBA students similar experiences in markets such as China and Tunisia.

Some CIBER schools are finding better opportunities for curriculum internationalization in undergraduate business education, where there is substantially more space available in the curriculum for developing not only international business expertise but ancillary skills as well, such as foreign language abilities, an understanding of world affairs and their interaction with the conduct of business across boundaries, an appreciation of the impact of culture, religion and national identity on the institutions within which a global business must operate, and all in all an appreciation that there are forces afoot in the world that counteract the major forces which caused the integration of world economies in the first fifteen years of the existence of these Centers. The ability to use general education requirements to develop these skills is an important advantage to developing undergraduate programs, as is the increasing tendency of some companies to rely on undergraduate hiring rather than more expensive MBAs.

The undergraduate window offers the possibility of developing more specialized Master's programs available as a continuation to the undergraduate. The proliferation and variety of specialized Master's programs at European business schools under the Bologna Accords may offer US business schools a model for developing integrated five-year programs that provide both a Bachelor's and Master's degree. A few CIBER schools are experimenting with this sort of program.

Datar, Garvin and Cullen in their path-breaking study of the MBA product, find that in terms of changes in the current structure of MBA's, "First on the list is the desire for a more global perspective."¹ They further identify eight methodologies for so doing.²

- ◆ Increasing the percentage of international students and faculty at the school
- ◆ Increasing global content or functional courses
- ◆ Creating integrative global management courses
- ◆ Developing international exchange programs
- ◆ Organizing treks and immersions that take students abroad for several weeks or months
- ◆ Offering global field studies and projects
- ◆ Establishing global research centers
- ◆ Building an overseas campus

All of these methodologies, except perhaps the last, have been familiar to CIBER directors and practiced by CIBER business schools with substantive positive results for many years. Yet it is interesting that of the eight, only the second and third relate directly to the international content of courses rather than the international context of the student's experience. If integrated into the curriculum, the overseas experiences listed have the ability to provide valuable insights regarding the application of knowledge in differing cultural settings. They are covered in a separate section of this report.

CIBER schools have developed a wide array of new educational opportunities. A classic example of a combination of liberal arts and business is Temple University's interdisciplinary Certificate of Specialization in Middle East and North



IB Curricula

Africa Business and Society. It also provides a bridge for non-business majors to develop their capabilities. Temple also provides similar certificate programs in Asian Business and Society and Spanish and Latin American Studies. Certificate programs for non-business students and minors with an International Business dimension represent a major potential area for CIBERs to have an impact on future educational development. The Planning Partnership of the CIBER and the College of Architecture at the University of Colorado Denver is an example of enhancing the global business dimensions of a university's professional school.

Texas A&M's Global Business Learning Community is an ambitious example of how one uses the undergraduate curriculum over all four years to develop core global competencies of international business, cross-cultural, and foreign language skills. While there are challenges in working with college freshmen to plan their entire course of study, we are encountering a new generation of students who have understood the need for US competitiveness to gain these skills and who are willing to dedicate their undergraduate career to the pursuit of such skills. The University of South Carolina and the Chinese University of Hong Kong (CUHK) have developed a cohort structure in the International Business and Chinese Enterprise Program that will find select South Carolina students enrolled for two academic years and two summers in Hong Kong, along-side an equal number CUHK students who will study with them for the final three undergraduate years. The University of North Carolina's successful Global Learning Opportunities in Business Education (GLOBE) Program integrates its own students with students from two partner schools (CUHK and Copenhagen Business School) for three semesters of study together.

In the traditional MBA market, the University of Memphis offers an International MBA with five separate language tracks, which integrates language and overseas study. Numerous other CIBER schools have similar options available. For shorter term study abroad, Columbia University offers a Global Immersion Program with a three-week thematic course where one week is spent in an emerging market country.

The market for continuation programs offers the ability to provide advanced International Business training without the requirements of the MBA program core, which, particularly for students just graduating from an undergraduate business program, may be somewhat repetitive. The University of South Carolina's Moore School of Business launched the Master of International Business Program which has as entry requirements an undergraduate business degree, foreign language proficiency, and prior international academic or living experience. MIB builds on this foundation an ability to apply these skills through a richer appreciation of the cultural, sociopolitical and institutional settings within which global enterprises operate, using advanced courses in International Business and Political Science.

Courses and projects on specific content topics that have emerged over the past five years, such as corporate sustainability, strategic management in emerging and developing markets, microfinance, international negotiation, African business, and techniques of learning such as action learning and overseas project teams, are extensively covered in this report.

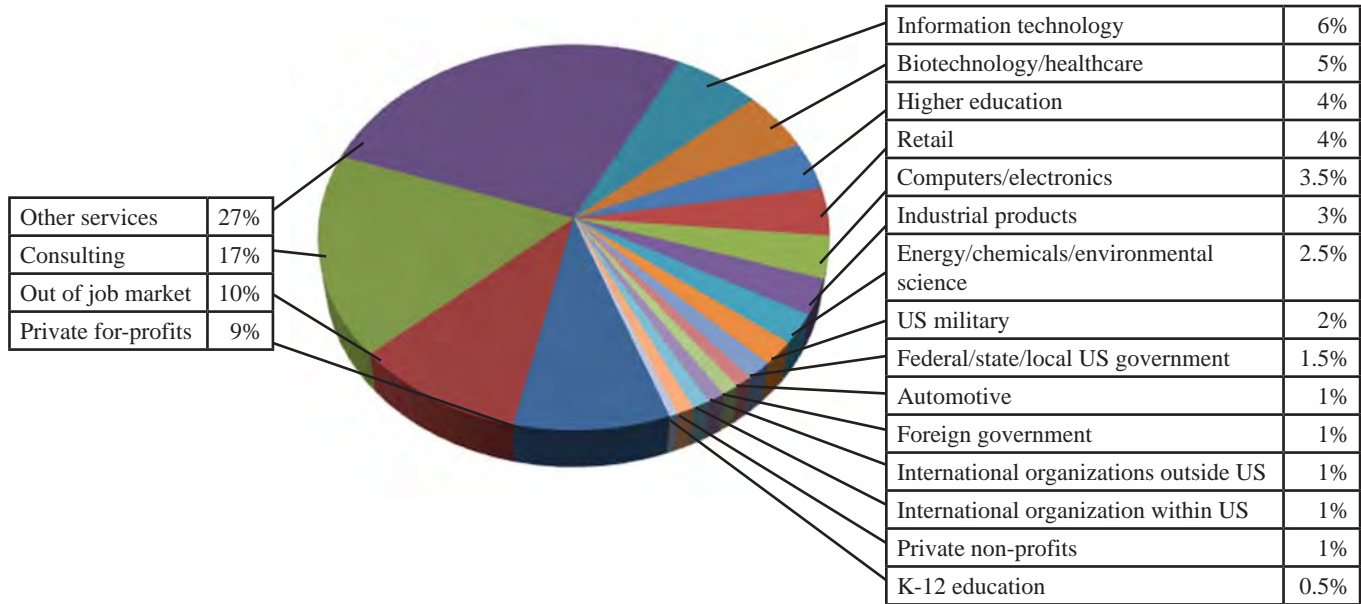
To facilitate integration of international content in the area of strategy, CIBER schools have developed student competitions. There are details in this section of competitions offered by the University of California Los Angeles and the University of Illinois, which provide both a case competition and a global sustainability competition.

CIBER schools have worked over the first twenty years of the existence of the program to develop innovative curricula to prepare students for global careers that will enhance US competitiveness. As the business school and business school funding landscape changes over the next five years, there will be substantial challenges to business education, as discussed in the first section of this introduction. CIBERs have been and will need to continue to be leaders in developing new models that fit an increasingly competitive market. As corporations have had to work smarter, business schools will have to do so as well, with more integrated, purpose driven curricula, yet curricula that provide the same ability to explore and discover, which is the hallmark of American university education.

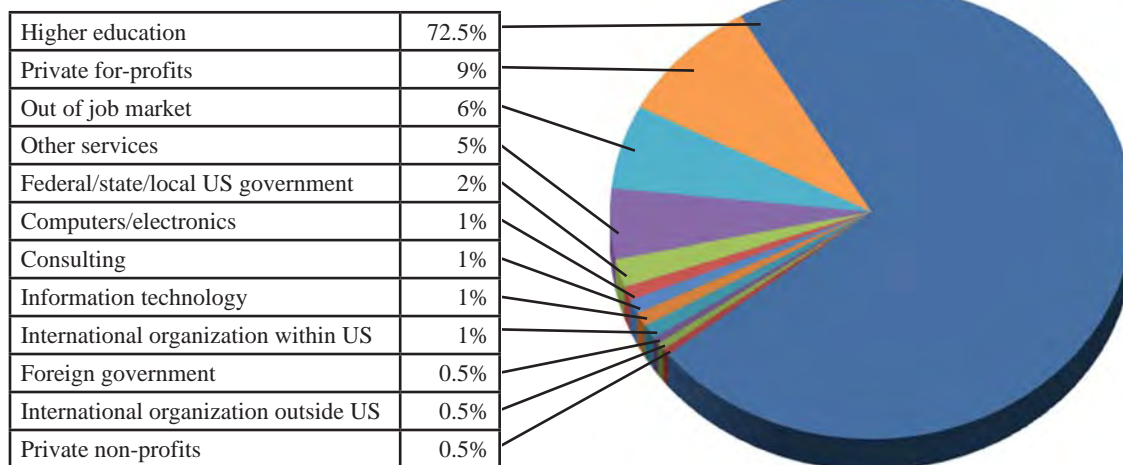
IB Curricula



CIBERs reported placements of 6221 IB experts with 2008-2009 masters level degrees in the following sectors.



CIBERs reported placements of 340 IB experts with 2008-2009 doctoral level degrees in the following sectors.



1. Datar, Srikant M., David A. Garvin and Patrick G. Cullen, *Rethinking the MBA: Business Education at a Crossroads*. Boston: Harvard Business Press, 2010, p. 84.
2. Datar, Garvin and Cullen, *op. cit.*, pp. 108-109.



University of Memphis *International MBA*

University of Memphis' International MBA is the premier program developed and administered by the Memphis CIBER. Started in 1993, the program has been extremely successful, graduating over 270 students that have developed sophisticated business acumen, a global mindset, and an advanced understanding of language and culture. In a testament to its success, IMBA alumnus and highly successful entrepreneur, Wei Chen, provided \$250,000 to enrich the student experience and expand the program. A model for other MBA programs at the University of Memphis and nationwide, the IMBA emphasizes experiential learning and immersion.

Designed for students entering the job market or wishing to expand their international career opportunities, the five-semester lock-step program features a rigorous and robust core curriculum with a mandatory two-semester international internship and study abroad component. Students hone their skills in the business practices, culture, and language of the host country. Current language tracks include Spanish, French, German, and the less commonly taught Japanese and Chinese. Language and culture tracks with respective overseas destinations include the following options.

Spanish Language Track	Instituto Tecnológico y de Estudios Superiores de Monterrey, Monterrey Mexico
French Language Track	Robert Schuman University, Strasbourg, France
German Language Track	Catholic University of Eichstaett, Eichstaett/Ingolstadt, Germany
Japanese Language Track	Osaka University of Economics, Osaka, Japan
Chinese Language Track	Nankai University, Tianjin, China
World Region Track	Indian Institute of Management, Bangalore, India Alliance Business School, Bangalore, India University College Dublin, Dublin, Ireland
US Business Track	International students usually follow the US Business Track. Students generally take classes at the University of Memphis and intern at a company based in Memphis where they develop first-hand experience in US business practices.



TECNOLOGICO
DE MONTERREY



भारतीय प्रबंध संस्थान बंगलूर
INDIAN INSTITUTE OF MANAGEMENT
BANGALORE



URS
Universität Robert Schuman
Strasbourg

Osaka University of Economics | 大阪経済大学



The Ohio State University

Action Learning



In the past three years, Fisher College students at The Ohio State University have conducted over 285 action-learning projects. This staggering number is testimony to the growing student passion for real world learning, and the OSU CIBER has been at the forefront of this movement. A prominent player in many of those projects, the OSU CIBER conducts programs that enable students to work collaboratively with US multinational corporations, Ohio based companies, and local firms in different regions of the world. Leveraging the reach of this premiere research university has resulted in company projects for Intel, IBM, Bank of America, Limited Brands, Rolls Royce, and Microsoft among many others. Students often have direct influence on developing a new business model in a foreign country, recommending solutions to business innovation issues or expanding a company's export market. At the same time, they deepen their understanding of the challenges and obstacles executives face when implementing a project in an emerging economy. Action learning projects have been used in multiple programs at the OSU CIBER, as in the case of the newly revised Emerging Market Field Study and the Micro-Enterprise & Economic Development courses. In both, OSU faculty leaders identify projects that fit the objectives of the course and give students insight into complex international business issues. For example, in Vietnam, students worked with Rolls Royce to develop a country risk comparison tool; in Ethiopia, they created a business plan for an American company working to establish a children's hospital in Addis Ababa.

In summers 2009 and 2010, 57 MBA and undergraduate students worked in integrated teams on global business execution projects in Hong Kong and Dublin via the Global Summer Program. Prior to beginning their international projects, students take a series of courses covering innovation practices for top-line growth, global strategy and execution, global finance, and human resources as well as a project management boot camp. Students form teams that are matched to large and emerging companies on consulting projects at the research and development headquarters of US multinationals and indigenous Irish firms. The program effectively enables students to take theories learned in the classroom and put them to work in a business environment made more challenging by the global financial crisis. This next generation internship program makes it possible for students to earn 12 MBA or undergraduate credit hours and valuable work experience. The field projects benefit not only from the students' creative approach to problem solving, but also from the involvement and supervision of Fisher faculty and corporate leaders. 2009 program participants have accepted job offers with Booz Allen, Ernst & Young, The Limited, and Barclays.

The OSU CIBER's action-learning programs are not limited to college students. The Global Perspectives Program invites a diverse group of high school students from the Young Scholars Program to participate in a three-part interactive series that highlights global entrepreneurship, defines emerging global markets, and heightens global awareness. During the series, students work with Fisher faculty, undergraduate peers and graduate students to prepare a business plan and gain a deeper understanding of business problems encountered in a challenging cultural environment. Creating awareness at this impressionable stage of their education helps expand participants' knowledge of international business issues, promote awareness of cultural differences, and encourage high school students to consider business as a major and a career.

From access to senior management, to relevant project work with real deliverables, this program provided every aspect of a good internship and the instructional portion was excellent. I can't imagine that any other opportunity could have done so much. For my part, I worked directly with the senior director and made the final presentation to the CAO. Pretty amazing.

Joseph Wechsler, MBA 2010, GSF Program

As The Ohio State University moves from a quarter calendar to a semester calendar, exciting new opportunities for action learning are already being planned. At the undergraduate level, students will be able to participate in industry-focused clusters that will include curricular and extracurricular programming targeted at familiarizing students with their industry of choice. Opportunities to participate in individual and team projects sponsored by industry leaders will be a major component of their learning. For MBA students, an international experience will now be compulsory. The new calendar will facilitate a 3-4 week international field study to both emerging and established market economies and will feature international service learning projects along with company-organized team projects to satisfy this requirement.



Texas A&M University

Global Business Learning Community

The Texas A&M University CIBER developed the Global Business Learning Community to bring students and experts together for a shared environment of learning and discovery to advance the development of core global competencies – international business, cross-cultural, and foreign language skills and knowledge.



Global Learning Community in the classroom

The GLC begins in the freshman year with student participation in the Aggie Global Interaction (AGI) and International Business Association (IBA) student organizations. Aggie Global Interaction promotes activities to build a global network of relationships among Texas A&M business-focused students and foreign exchange students through social and professional events to encourage international awareness. The International Business Association focuses on developing international business skills and knowledge by hosting a broad range of international business speakers throughout the year and an annual International Business Forum during International Education Week in November of each year.

The Global Learning Community students are encouraged to begin planning in their freshman year to pursue one of the international business certificate programs (Certificate in International Business, Certificate in European Union Business, Certificate in Latin American Business, and the Certificate in Asian Business Studies) and to study abroad to strengthen their international business, cultural, and foreign language competencies.

In the sophomore year, the GLC students can select to take a foundation global interdisciplinary course or an international business course. GLC students learn about the nature and scope of international business, how to communicate effectively with people from cultures different from their own, and attain understanding of the geopolitical forces that impact so dramatically on global business. While the base of the courses is instructor-led lectures, guest speakers and videoconference presentations from business executives and government officials (both domestic and foreign) are also included to generate highly interactive classroom discussions.

During their junior and senior years GLC students take international business and cultural courses relative to their major and serve as leaders in IBA and AGI. The GLC also provide a series of formal international business and cultural activities – noncredit seminars, guest speakers, and mentoring with international business executives. However, the principal GLC globalization activity is participation in one of the many TAMU CIBER and Texas A&M University overseas programs, including summer, semester, and year-long study abroad and foreign language immersion programs available in over 30 countries worldwide.



*2009 Barcelona
Summer Study Abroad*

University of North Carolina at Chapel Hill

Global Learning Opportunities



The University of North Carolina at Chapel Hill CIBER is committed to providing students with innovative curricula and new learning tools necessary to become effective leaders in global business environments.

With CIBER support, UNC's Kenan-Flagler School of Business was able to create the innovative and successful GLOBE (Global Learning Opportunities in Business Education) Program, which brings together three of the world's best business schools to provide undergraduate students a premier business education that spans the globe. UNC partners with the Chinese University of Hong Kong (CUHK) and the Copenhagen Business School (CBS) to offer a unique, integrated global business curriculum to prepare students as future managers and business leaders in a global economy. Fifteen students from each university are competitively selected to form a cohort for their junior and senior years. GLOBE Fellows then study together at each of the three campuses for a total period of eighteen months.



GLOBE students experience a truly global business education in Asia, Europe, and North America and learn about international business from expert faculty at each school. Participants gain further firsthand exposure to foreign business operations and culture through company visits in five different world cities: Brussels, Berlin, Shanghai, Tokyo, Washington, DC, plus Research Triangle Park, North Carolina. The professional network that UNC students build during their studies will serve them in future years as the future business leaders provide invaluable cultural and global business skills to US companies.

UNC CIBER also supported in-house development of a unique educational platform providing a real-time, data-driven, and knowledge-centered environment for teaching graduate students in the latest data analytic tools and technologies. ReasonSmart allows for the gathering of massive amounts of data, manipulation, storing, classification, and analysis for knowledge extraction and "smart" tools for decision support that assist users in solving practical problems such as global supply chain management and security, food safety and security, aviation, and so forth. ReasonSmart thus effectively responds to a critical need for students to be able to make the "best" decisions in a new international information environment that is characterized by increasingly large amounts of data.

Ultimately, ReasonSmart could become the primary aggregator of future faculty and student-developed analytics and case studies.



This digital platform will serve as a virtual "home" for open-source free tools, instructional tools developed for future projects, and as a laboratory for implementing new algorithms and executing real-time collaborative work.



Temple University

Building Bridges to the Middle East

Temple University CIBER continues to build international partnerships around the world and to focus on developing the global competence of our students and faculty through international education opportunities abroad. International politics, economics, and security are deeply affected by the dynamics in the Arab and Islamic world. As the US commitment in the Middle East intensifies, students and faculty must be exposed to business practices, language, culture, religion, history, and area studies to enhance their understanding of that region of the world.

Temple CIBER's partnership in the Middle East with Dubai Women's College (DWC) in the United Arab Emirates (UAE) features ongoing initiatives including the Cross-cultural Virtual Collaboration Project and the Insight Dubai Conference. Other initiatives include a multidisciplinary certificate program, faculty exchanges, and faculty development programming in the Middle East North Africa (MENA) region.

Each January, teams made up of students from both Temple and DWC develop foreign market strategies for a US product to enter the UAE market as part of their Global Strategic Management class. Strategies have been developed for Ben & Jerry's, Caribou Coffee, and Tastykake. Teams work virtually to develop strategies and conduct research under the leadership of Professor Arvind Phatak at the Fox School of Business and Professor Johan DeKlerk from DWC. The students from Dubai travel to Philadelphia each May to work with their American teammates and finalize projects.



Two students from Dubai and one from Temple present their foreign market entry strategy.

In February, Temple CIBER sponsors two young women to attend the annual Insight Dubai Conference in which female students from around the world actively participate with young women from the Middle East to discuss issues of government, business, and culture relevant in today's global world. The conference is characterized by its distinctive Arabic and Islamic theme. Activities include participation as a foreign diplomat in a simulated United Nations discussion, role playing within a mock Shari'ah (Islamic law) court case, debating leadership issues, and an examination of the Majlis and the local elections. Panel discussions regarding local issues such as promoting peace and female leadership in the Middle East, as well as site visits, added to the participants' understanding of the local environment.

Although I only had one suitcase when leaving the UAE, I had so much stored internally that was far more valuable than any souvenir I purchased. Insight Dubai was a powerful experience which resulted in an international network of friends and allowed me to develop the utmost respect for foreign cultures. My view of the Middle East and its people has transformed dramatically.

Rebekah Jastremski, IB student, 2009 participant

Temple CIBER's interdisciplinary Certificate of Specialization in MENA Business & Society gives both business and non-business students the opportunity to study the Middle Eastern context of society, business, and culture through required and elective courses in the Fox School of Business and the College of Liberal Arts. This program combines specialized international business courses, area studies, and language. Arabic is spoken by approximately 200 million people; Islam is one of the fastest growing religions in the world, practiced by approximately one-fifth of the world's population. Students must begin to complete coursework and be encouraged to travel to enhance their understanding of the MENA region.

University of Illinois at Urbana-Champaign

Global Sustainability Competition



The innovative Global Sustainability Competition is a collaboration between the University of Illinois at Urbana-Champaign, overseas university partners, and the C40 Cities Climate Leadership Group. The C40 is a group of large cities committed to tackling climate change. This network offers cities an effective forum in which to work together, share information, and demonstrate leadership. In partnership with the Clinton Climate Initiative, the C40 helps cities reduce greenhouse gas emissions through a range of energy efficiency and clean energy programs.

The Global Sustainability Business Plan Competition builds on this mission by providing an opportunity for students to apply classroom learning to real world problems and to engage directly with representatives from government and industry. The theme in the 2010 competition was to create a more sustainable business plan for the Olympics in London in 2012. Schools that participated in the competition were the University of Illinois at Urbana-Champaign (United States), the Hong Kong University of Science and Technology (Hong Kong), Universidade de São Paulo (Brazil), London South Bank University (United Kingdom), and Yonsei University (Korea).



Student and faculty team from the University of Illinois at Urbana-Champaign

Inaugurated in 2006 by University of Illinois at Urbana-Champaign and Hong Kong University of Science and Technology, the competition brings together students from universities in at least three countries to develop a business plan that is both profitable and addresses the sustainability concerns of the competition's host country. Teams work together virtually for three months before meeting in the host country for an intense week in which they finalize their projects. Starting with the C40's 2011 Summit in São Paulo, Brazil, the competition will be incorporated in the Summit's activities, providing tremendous visibility and exposing students to leaders and executives from around the world. UI will hold competitions outside of the C40 Summit at host sites around the world (to date: Hong Kong, London, Chicago, and Seoul) in order to expand the global network of university partners. The competition forces students to confront the tension between the global challenge of sustainability and the need for locally appropriate responses. It also requires students to work extensively within a multinational, multidisciplinary team, virtually and in person.



University of California Los Angeles

Global Business Competition

The Global Business Leadership Case (GBLC) Competition at the University of California Los Angeles' Anderson School of Management is the first and founding competition for global leadership development at UCLA. The purpose of the GBLC is to engage student leaders, faculty, and top business executives in a broad dialogue on the development of global leadership skills and mindsets for emerging MBA graduates destined to become the future class of top international managers. It is a two-day competition featuring MBA students from twelve top globally-recognized business schools. School teams compete in three case modules focused on leadership issues in the global environment. The competition addresses dilemmas faced by global leaders in any capacity by engaging student teams in interactive, task-oriented scenarios that simulate leadership challenges.



Global Business Leadership Case Competition (GBLC), 2009: Students from around the world representing twelve top-tier business schools and nine countries pose for a group photo before the competition commenced.



The GBLC is a forum where students with different perspectives share visions of leadership, showcase their skills, and have the opportunity to interact with global business leaders and academics.

With support from UCLA CIBER, the Global Business Leadership Case Competition serves as a true globalization experience with the convergence of students, faculty, and industry leaders from every major economic region around the world. Although the GBLC recognizes teams and individuals who demonstrate outstanding leadership skills, the primary goal of the competition is to establish a forum to foster leadership thinking. The discussion of ideas combined with the expertise of seasoned executives who have faced various global management challenges provide a unique opportunity for students to refine their leadership skills.

In 2008, fifteen schools took part in the competition; in 2009, twelve schools participated. Awards for first, second, and third place were \$25,000, \$10,000, and \$5,000 respectively. Schools include HEC (France), London Business School (UK), Tel Aviv Recanti (Israel), IESE Business School (Spain), Beijing University (China), University of Chicago Booth School of Business (US), UCLA Anderson (US), Seoul National University (Korea), Fudan University (China), ITAM (Mexico), and Queen's School of Business (Canada). Sponsors included Parsons Corporation, Genetech, UCLA CIBER, Wells Fargo, Nestlé, General Mills, and Roll International Corporation. In 2009, Jeff Berg, Chairman and CEO of International Creative Management (ICM), one of the most globally renowned talent and literary agencies, served as the Keynote Speaker. As a global learning forum, international MBA student teams and faculty representatives were able to interact with a variety of industry professionals who maintain a strong presence throughout the competition as content developers, judges, and guest speakers. Queen's School of Business took first place in 2009, followed by National University of Singapore, and the University of Chicago Booth.

Research



Supporting and undertaking research that advances the state of the art of international business 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 an increasingly globally interdependent world. Nationwide, CIBERs support international business-related research projects undertaken by their universities' faculty and doctoral students, and disseminate findings through working papers, publications in peer reviewed journals, case studies, practitioner publications, workshops, industry specific roundtable discussion groups, academic conferences, new international business courses, and the Internet. Examples of research activities carried out by CIBERs follow.

20 Years of CIBER

- ◆ *Over 8500 research projects funded with CIBER funds*
- ◆ *Over 5000 working papers funded with CIBER funds*
- ◆ *Research results disseminated in over 2000 research conferences sponsored by CIBERs nationwide*

The University of Maryland Smith School CIBER has provided substantial support for the school's annual Entrepreneurship Research Conference organized by Professor Anil Gupta. This has become one of the premier research conferences in the country, annually attracting leading researchers to the University of Maryland campus. The conference now devotes considerable attention to themes related to global entrepreneurship. The University of Hawai'i CIBER sponsored eleven interdisciplinary research projects in the 2006-09 academic years. The interdisciplinary awards aim to advance the competitiveness of US businesses in the global markets, improve international business education and international professional education, and promote integrated curricula. The Fox School of Business at Temple University has a history of excellence in international business research and publications. The Annual International Business Research Forum, highlighting a special international business research theme reflective of the challenges of the day, has been managed and supported by Temple University for over a decade. Invited researchers from around the world converge on Temple's main campus every spring to share and critique research on timely topics within the annual theme. The University of Connecticut CIBER organizes annual research conferences that focus on emerging issues. For example, the 2007 conference "The Global Challenge of Intellectual Property Rights" was attended by scholars from all over the world and from such well-known organizations as World Trade Organization and Organisation for Economic Co-Operation and Development. Each conference series is published as a book for wider dissemination of ideas.

The University of Southern California Marshall School CIBER has been involved in long-term collaboration on researching strategic Pacific Rim economic and business issues. Principal activities are to undertake research on the changing international business, economic and political conditions in and around the Pacific Rim. The Asia-Pacific Economic Cooperation (APEC) is a confederation of 21 Pacific Rim economies that encourages economic cooperation and promotes free trade among its members. The APEC Business Advisory Council, or ABAC, is made up of 63 chief executive officers – three from each of the 21 Pacific Rim economies who are appointed by their presidents and prime ministers. ABAC studies issues of economic importance and provides a business perspective on them. ABAC seeks to promote trade, investment, and technology cooperation among APEC members. Since 2003, the USC Marshall School of Business has been the only business school worldwide whose MBA students have conducted research for ABAC. Each year, outstanding Marshall MBA students are selected to conduct a research project on specific issues requested by APEC economies. The selected students extend their international experiential study-trip (PRIME) as a fact-finding mission to meet and interview business/government leaders for their research. In November of each year, the ABAC Marshall MBA



Research

team travels to the ABAC CEO Meeting and presents their findings. Their research is included in the annual prioritized advice report that ABAC gives to the 21 APEC Heads of State. The 2008 meeting in Lima, Peru addressed the issue of non-tariff barriers to trade in the APEC region. The 2009 meeting in Singapore focused on the issue of labor mobility.

Of special note is the web portal, GlobalEdge, designed and hosted by Michigan State University CIBER and sponsored by all CIBERs. It has become the #1 resource for international business information on the Internet and receives more than two million hits each month.

Various CIBERs have initiated and are leading large scale innovative research projects of their own. For example, Georgia Institute of Technology CIBER has sponsored a significant amount of research. Two initiatives which best exemplify this are the Multinational Enterprises and Sustainable Development (MESD) initiative and the China Goes Global Research initiative. MESD focuses on the issue of Strategies for Sustainable Technologies and Innovations. It is co-organized by the ICN Business School in Nancy, France, the CEREFIGE (Centre Européen de Recherche en Economie Financière et Gestion des Entreprises – a multi-university European business research consortium), Nancy-Metz, France, and Georgia Tech CIBER. It involves academics, research-oriented practitioners, experts, consultants and other professionals in the area of Sustainable Development, and has produced both books and special journal articles of cutting-edge research in this vital field. An outreach conference has been designed to address the needs of Governmental and Legislative Bodies, the UN, and Non-Governmental Organizations. The development of the Chinese multi-national corporations is a new feature of globalization, one that will undoubtedly change the geopolitical landscape with important implications for American competitiveness. The China Goes Global research project investigates some emerging questions related to China's globalization: Why do Chinese firms internationalize; how do they do so; and what is the impact of Chinese firms and institutions internationalization with a specific focus on the United States and Germany? The outcomes of this project so far are the organization of several international conferences at Harvard University in 2008 and 2009, the book *China Rules: Globalization and Political Transformation* (Palgrave MacMillan, 2009), a Special Issue of the Chinese Management Studies Journal (2009), and multiple journal articles. The China Goes Global research initiative is a consortium comprised of the Harvard University Kennedy School, the Crummer Graduate School of Business at Rollins College (FL), Potsdam University (Germany), and Georgia Tech CIBER.

The University of Pennsylvania CIBER seeks to leverage the international research capability of the Wharton School and UPenn's School of Arts and Sciences to undertake research and training activities that advance the competitiveness of US business. Penn Lauder CIBER has launched the Global Knowledge Lab (GKL) for sharing findings from research involving green technologies and energy, national financial security, and the competitiveness of local and regional companies. Green technologies and energy involve projects on the commercial feasibility of green products including: automobiles, electric engines, bioplastics, ethanol, and environmentally friendly tourism. The research project focuses on finding best practices in the US, Europe, Latin America, and Asia on the energy-efficient design of buildings and the possibilities for US exports of expertise in this area to the Middle East, China, and Latin America. Carbon trading schemes are examined as a way to limit and manage global warming by examining best practices in Europe and their applicability to the US.

National financial security involves projects on the economic, political, and legal aspects of sovereign wealth funds, especially in Latin America, Asia, and the Middle East; and an examination of the political aspects of special tax regimes and how multinationals firms structure their operation to take advantage of these opportunities with focus on tax havens in the Middle East (UAE), China (Macau), and Japan (Okinawa). All the Penn Lauder CIBER research projects seek to identify global best practices and strategies to deal with challenges faced by the US economy. The research projects are led by faculty from various disciplines, including architecture, economics, engineering, history, management, and political science, and help both graduate and undergraduate students acquire research skills and develop career options as they engage companies and other stakeholders at the local, regional, and national levels.

Research



Beginning in Fall of 2004, Duke University CIBER initiated a multiyear international research project on global sourcing of business services offshore. The project represents Duke CIBER's major effort on advancing the competitiveness of American companies and on drawing implications for the future competitiveness of the American economy. The Offshoring Research Network (ORN) project is based on an annual survey that tracks adoption of offshoring implementations over time by launch year and adoption of offshoring strategies at corporate and function level. As of the end of 2009, the ORN database covers 1445 companies that do, do not, or are considering offshoring business services and over 4800 discrete offshoring events. It covers all industries (e.g., financial services), all functions (e.g., IT), all locations (e.g., Latin America), and all delivery models (e.g., captive, hybrid). It is complemented by an annual ORN Service Provider Survey (500+ providers) which tracks the emergence and growth of the global provider industry and identifies to what extent the provider industry drives the demand for its services. ORN analyses and findings are disseminated through debriefing workshops, reports, case studies, academic publications, and press releases. ORN is one of the two Duke CIBER's signature programs. The many corporate sponsors include the Conference Board, PricewaterhouseCoopers, Booz Allen Hamilton, TPI, Booz and Company, and Archstone Consulting LLP. Since 2004, external corporate support for ORN project exceeds \$1.4M.

University research partners include ten CIBERs plus Copenhagen Business School (Scandinavia), Manchester Business School (UK), RSM Erasmus University (Netherlands), ULB-Solvay Business School (Belgium and France), WHU Otto Beisheim School of Management (Germany), IESE (Spain), Macquarie University (Spain), University of Tokyo (Japan), and Kyung Hee University (Korea).

Among the many significant findings of the ORN project is that offshoring of business services has increased the efficiency and effectiveness of American companies. Perhaps more important is the finding that globalization of innovation work is directly related to American competitiveness and long-term economic viability. Contrary to conventional wisdom, labor arbitrage for offshoring innovation work is not the key driver. After the cut back in the H1B visa quota in 2003 (from an annual quota of 195,000 to 65,000), the primary driver for offshoring and outsourcing innovation projects was the growing shortage of science and engineering talent in the US and the need for companies to access qualified science and engineering talent anywhere in the world. ORN research has been presented at many academic conferences such the Academy of International Business, Strategic Management Society, and Academy of Management, as well at many business oriented conferences such as the annual Summit of the International Association of Outsourcing Professionals, the meetings of the Shared Services Organization, and the annual Conference Board Strategic Outsourcing conference. In the coming years, the ORN project will focus on the following research themes.

- ◆ How and why do American companies, from small entrepreneurial firms to major corporations, offshore and/or outsource innovation work?
- ◆ What are the strategic drivers for offshoring or outsourcing innovation?
- ◆ What are the factors that explain a decline in US citizens selecting careers in science and engineering?
- ◆ What are the risks of lock in effects and the growing trend for decomposing and segmenting large innovation projects to be distributed to research/engineering groups located across the world?
- ◆ How is China emerging as a major outsourcing destination and what are the long-term implications of newly industrialized countries implementing national aspirations to attract business services outsourcing?

CIBER travel grants have allowed me to present my research at the major conferences in our discipline and connect with scholars with similar interests doing very exciting work. CIBER's support has helped me develop an academic network that is leading to new collaborations, new research, and hopefully, new publications.

Sinziana Dorobantu, Doctoral Student, Duke University

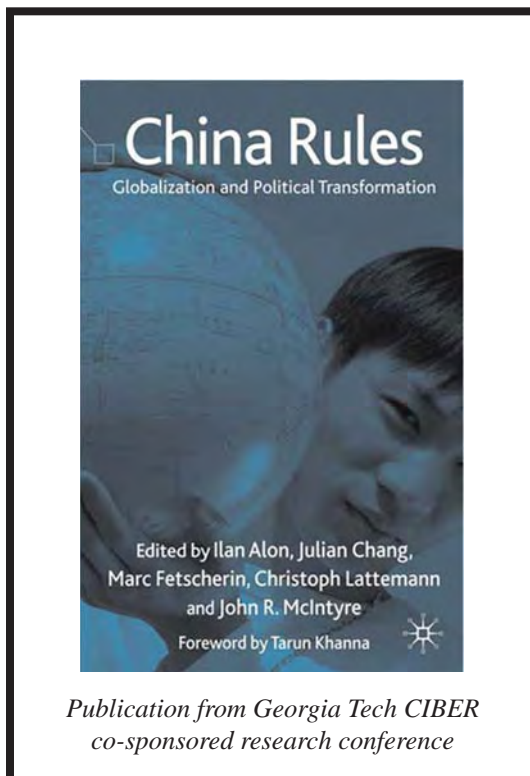
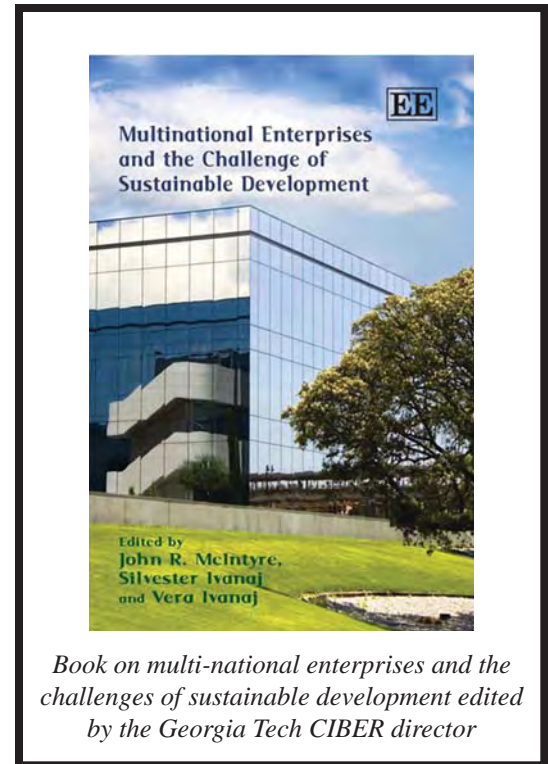


Georgia Institute of Technology

Research Initiatives

Georgia Institute of Technology CIBER has sponsored a significant amount of research. Two initiatives which exemplify the nature of research during this time are the Multinational Enterprises and Sustainable Development initiative and the China Goes Global initiative.

Transnational corporations play a role in the design, diffusion, and consolidation of sustainable development in the context of globalization and multinational firms. Multinational Enterprises and Sustainable Development focuses on the issue of Strategies for Sustainable Technologies and Innovations. It is co-organized by the ICN Business School, Nancy, France, the CEREFIGE (Centre Européen de Recherche en Economie Financière et Gestion des Entreprises – a multi-university European business research consortium), Nancy-Metz, France and Georgia Tech CIBER. Multinational Enterprises and Sustainable Development involves academics, research-oriented practitioners, experts, consultants, and other professionals in the area of Sustainable Development, and has produced both books and special journal articles of cutting-edge research in this vital field. This conference has also been designed to address the needs of governmental and legislative bodies, the UN, and non-governmental organizations.



China is the most populous nation in the world, second largest economy in purchasing power terms, third largest trader, and gaining ground in foreign direct investments, mergers and acquisitions, and international resource acquisitions. The development of the Chinese multinational corporation is a new feature of globalization, one that will undoubtedly change the geopolitical landscape. The China Goes Global research project investigates some emerging questions related to China's globalization: Why do Chinese firms internationalize, how do they do so, and what is the impact of Chinese firms and institutions internationalization with a specific focus on the United States and Germany? The aim of this project is to answer these questions among others. The outcomes of this project are the organization of several international conferences at Harvard University in 2008 and 2009, the book *China Rules: Globalization and Political Transformation* (Palgrave MacMillan, 2009), a Special Issue of the *Chinese Management Studies Journal* (2009), and multiple journal articles. The China Goes Global research initiative is a consortium comprised of the Harvard University Kennedy School, the Crummer Graduate School of Business at Rollins College (FL), Potsdam University (Germany), and Georgia Institute of Technology CIBER.

Duke University

Globalization of Innovation



The InterCulturalEdge (ICE) project is one of two long term signature projects of the Duke CIBER which have achieved new levels of national significance and purpose. ICE is an ongoing research project and instrument for assessing and training cross-cultural communication effectiveness. It was launched in 2004 by the Duke CIBER in collaboration with CIBERs at Georgia Tech, Purdue, UNC at Chapel Hill, South Carolina, University of Pennsylvania, and University of Washington. The Duke CIBER recruited and coordinated the lead research team of Professors Wendy Adair (Waterloo University), Nancy Buchan (South Carolina), and Xiaoping Chen (University of Washington).

The ICE instrument assesses an individual's cross cultural communication profile on the basis of three communication styles (Direct, Expressive and Indirect) and four social interaction styles (Communication Style, Relationship Context, Time Context, and Space Context). By 2009, ICE became a social psychological validated instrument and was integrated into the revised Fuqua School Cross Continent MBA (CCMBA) program. Following successful CCMBA application, ICE was rolled out to other MBA programs (full time day, weekend and newly revised Global Executive MBA). In response to students' suggestions, ICE assessment will take place before graduation and again 18 months after graduation. The application of ICE requires that faculty and trainers be trained and certified by Duke CIBER on the social psychological theoretical foundations of the assessment, its application, and debriefing as well as the design of experiential disconnects, and guiding students in the interpretation of their individual ICE profiles.



*Professor Arie Lewin discusses
ORN survey results*

The second Duke CIBER signature program involves the international Offshoring Research Network (ORN). It was initiated by the Duke CIBER in the Spring of 2004 as a result of an inquiry by a Fuqua 2000 alum who was concerned about long term effects of offshoring on American competitiveness. This long term project involves two multiyear surveys. The first tracks adoption and experience of companies offshoring administrative and technical work. The second survey aims to understand the emergence and dynamics of a global service provider industry. By the end of 2009, the corporate database included 1445 companies that do, do not, or are considering offshoring and over 4800 discrete offshoring events. The service provider database covered over 500 providers worldwide. The surveys cover all industries (e.g., financial services), functions (e.g., IT), locations (e.g., Latin America), and delivery models (e.g., captive, hybrid). In addition to annual research reports and extensive outreach programs to business, the ORN project also undertakes rapid focused surveys, industry specific roundtables, in-depth analyses, custom reports, case studies, and academic publications.

Offshoring of business services is not just a US phenomenon. As of June 2010, ORN had research partners in all major industrialized countries including Australia, Belgium/France, Germany, Italy, Japan, Korea, Netherlands, Scandinavia, Spain, and the UK. Since 2006, the ORN project has been almost entirely funded by various corporate sponsors including the Conference Board, PricewaterhouseCoopers, Booz Allen Hamilton, Archstone Consulting, and TPI. Ten CIBERs sponsor the annual Offshoring Research Conference at Duke University.

Among the many significant findings of the ORN project is that globalization of innovation work is directly related to American competitiveness and long-term economic viability. During the next grant cycle, ORN will launch a major initiative to track and understand how and why American companies, from small entrepreneurial firms to major corporations, offshore and/or outsource innovation work. Examples of themes to be investigated include strategic drivers for offshoring-outsourcing innovation, factors explaining decline in US citizens selecting careers in science and engineering, risks of lock-in effects, and the growing trend for large innovation projects to be segmented and distributed to research/engineering groups located across the world.



Brigham Young University

Research Initiatives

Brigham Young University CIBER has a four-fold strategy to help fund international business (IB) research:

1. To leverage the resources of the College, the Department, and CIBER in funding relevant IB research.
2. To “feed” faculty who are committed to doing high quality IB research.
3. To use FDIB experiences to open the eyes of faculty who have never published IB research.
4. To meet with faculty groups to discuss potential IB research and encourage them to submit proposals for funding.

Below are some examples of IB research funded in recent years.

Peter Madsen is a faculty member in Organizational Behavior and Human Resources who has a passion for research on IB topics. His funded research project, “Does FDI Drive a Race to the Bottom in Environmental Regulation: the Effect of FDI on National Environmental Regulatory Stringency,” was published in the December 2009 issue of the *Academy of Management Journal*. His most recent article (co-authored with Vinit Desai), “Failing to Learn? The Effects of Failure and Success on Organizational Learning in the Global Orbital Launch Vehicle Industry,” was published in the June 2010 issue of the *Academy of Management Journal*. The article was recently spotlighted in *The Economist* for its contribution to help organizations understand how to learn from past failures.

I would not have been able to collect the data to carry out my research project on the effect of environmental regulation on corporate foreign investment without research funding from the BYU CIBER. Because this project was unique in focusing on investment at the firm level (rather than the industry level) in assessing the impact of environmental regulation, it required a much more detailed dataset than traditional work in this area. The results of the project demonstrated that a country's environmental regulations have a much greater impact on which companies choose to invest in that country than on the aggregate level of foreign direct investment that that country receives.

Professor Peter Madsen, Marriott School of Management

Professor Jeff Dyer, recognized as the 17th most cited scientist in economics and business from 1996-2006 as recognized by *Essential Science Indicators*, has a distinguished publishing career in international business. One of his best known articles (co-authored with Winjin Chu), “The Determinants of Trust in Supplier-Automaker Relationships in the US, Japan, and Korea,” was published in the *Journal of International Business Studies* in 2000. The article was recognized by the Academy of International Business in 2010 as the most influential article published in the *Journal of International Business Studies* for the decade.

Professor Bruce Money has a distinguished career publishing research that uses cultural differences in marketing and negotiation settings. One of his most recent publications funded by CIBER is “Celebrity Endorsements in Japan and the United States: Is Negative Information All That Harmful,” published in the *Journal of Advertising Research* in 2006.

A faculty member who developed a research project resulting from an FDIB program is Professor Gerry Sanders, who went to a conference in Nankai, China to present a paper on corporate governance and interview executives, academics, and consultants. As a result of the trip and contacts he made, Professor Sanders co-authored “Effects of Corporate Elite Experiences on Governance Choices: Appointment of Independent Directors in Chinese Listed Companies,” which has been accepted for publication in a book on Top Management Teams.

BYU CIBER staff met with the Finance faculty to discuss ways to increase research in international finance and as a result provided funding to help purchase a dataset called Datastream Advance. Professor Todd Mitton has used the dataset to publish three articles in *The Journal of Financial Economics* and is helping some of the other faculty learn how to use the dataset in their research and teaching.

Purdue University

Empirical Investigations in International Trade



Purdue University CIBER hosted the 16th Annual Empirical Investigations in International Trade (EIIT) conference November 6-8, 2009 on the Purdue West Lafayette campus. Led by Purdue Professor of Economics, Dr. David Hummels, this three-day conference brought together economics faculty, PhD students, policy makers, and practitioners from the US and around the world to present and discuss empirical research in international trade. The goal of the conference was to promote awareness of ongoing research and to increase interest in and communication of ideas regarding future directions for the general research area. Conferences typically include researchers at many different stages in their careers and provide an informal and lively atmosphere characterized by significant audience participation and in-depth discussion of each work presented.

EIIT was founded at Purdue in 1994 as a partnership between the Economics Department and Purdue CIBER. At that time, research in international trade was highly theoretical with few outlets in conferences or journals for studies with an empirical or policy-oriented approach. EIIT provided a unique venue for this work and a special commitment to involve young scholars and new topics of investigation. Each year a monetary prize and a place on the program is awarded to the top PhD student submission. Many of these student papers have placed in elite journals, and the student winners themselves have gone on to be leaders in the profession. By showcasing new areas of exploration, EIIT has been key in the disseminating of early work on topics such as the expansion strategies of multinational firms, the effects of trade on the environment, trade facilitation, the productivity gains of exporting, and the effects of migration and outsourcing on labor markets.



2009 EIIT Conference Plenary Session

In its early years, the conference was small and submissions sparse. Sixteen years later, empirical and policy-oriented work is no longer a rarity in the international trade field, and the conference at Purdue must turn away five papers for each one it accepts. Happily, EIIT has with CIBER's support, expanded beyond Purdue. Conference originator Jon Haveman founded the Forum for Research in International Trade (FREIT), an umbrella organization that organizes sister conferences in Asia, Eastern Europe, and throughout North America. In this way, the original investment of Purdue CIBER in EIIT has been leveraged into a global and enduring research phenomenon.



University of Southern California

Asia-Pacific Economic Cooperation Business Advisory Council

Since 2003, the University of Southern California Marshall School of Business has provided a team of 12 MBA students to do an annual research project for the Asia-Pacific Economic Cooperation (APEC) Business Advisory Council (ABAC). ABAC is an organization comprised of 63 CEOs who are appointed by the presidents and prime ministers of the 21 APEC economies.

Every November, ABAC meets with the 21 presidents and prime ministers and provides its advisory recommendations to facilitate Pacific Rim trade and investment flows, usually including recommendations from the Marshall MBA research report. Over the past seven years, Marshall MBA teams have done research for ABAC on the following issues: e-commerce, rules of origin, port security, trade facilitation, non-tariff barriers, labor mobility, and environmental goods and services.



The MBA team presents its research results to ABAC two days prior to the annual APEC summit meeting of the 21 presidents and prime ministers. These recommendations stem from the following activities: a semester-long research class, 150 interviews with business and government leaders conducted by the MBA team members in all 21 APEC economies (70% of interviews are done in-person and the balance done by phone), and the MBA team presentation of research results to ABAC members at their November meeting.

In November 2009, the Marshall team participated in ABAC's meeting in Singapore to present their recommendations on the politically-sensitive topic of labor mobility. Two days later, ABAC presented its recommendations to the 21 APEC leaders (President Barack Obama, President Hu Jintao, etc.)

The Marshall report concluded that the efficiencies of APEC economies would be damaged if they do not improve their inadequate policies on the international movement of temporary workers, in order to overcome their skilled and unskilled labor shortages.

“A rationalized policy framework for the movement of workers will give APEC economies benefits of economic development, and do so in an inclusive way. Much is lost if protectionist tendencies prevail and the topic of international labor mobility continues to be neglected,” the report said.

In May 2010, the Marshall team interviewed 150 executives and government officials regarding barriers to the development of robust markets in “Environmental Goods and Services.” They will report their recommendations at ABAC's meeting in Yokohama in November 2010.

YEAR	ABAC SUMMIT	RESEARCH PROJECT
2003	Bangkok, Thailand	Connecting BizAPEC and E-IAP to the Business Community
2004	Santiago, Chile	Developing the E-Commerce Environment
2005	Seoul, South Korea	Barriers to Global Trade Through Marine Ports
2006	Hanoi, Vietnam	Proliferation of Free Trade Agreements in Asia Pacific
2007	Sydney, Australia	Rules of Origin Regimes and Impact on Business in the APEC Region
2008	Lima, Peru	Behind the Border: Non-Tariff Barriers to Trade in APEC Region
2009	Singapore	Labor Mobility
2010	Yokohama, Japan	Environmental Goods and Services

George Washington University

Summer Doctoral Research Institute



The Summer Doctoral Institute (SDI) provides leading doctoral students from across the US an opportunity to conduct research on George Washington University CIBER's theme of Institutions, the State, and Development, in collaboration with aligned GW faculty experts. Both doctoral and faculty participants are recruited from a wide range of fields, such as business, economics, political science, public administration, international relations, and sociology. The students live together for two months in GW housing on the downtown Washington, DC campus, to promote interaction and the development of a scholarly community. The student participants also:

- ◆ Engage with GW doctoral students and faculty in various fields, and develop a network for future collaboration.
- ◆ Work with a GW faculty member on a co-authored article for a top-tiered journal in their discipline on the theme of Institutions, the State, and Development.
- ◆ Participate in research colloquia and a doctoral seminar related to international business and GW CIBER's unifying theme.
- ◆ Take advantage of Washington, DC experts and resources in conducting important international business research.

SDI provides a conducive atmosphere for productive academic interaction with a diverse pool of high achieving doctoral students who serve as peer motivators in a research environment. The CIBER faculty and staff are extremely collegial and supportive of fellows and provide invaluable present and future avenues for collaborative research with fellows.

Osman Antwi-Boateng, 2008 SDI Participant

The long-term objective of this program is the development of a community of scholars through both formal activities such as a research colloquium and faculty research project, as well as informal activities, such as sharing living space. As a result, doctoral participants will expand the network of scholars that they can draw upon throughout their careers. Over the long run, it is expected that they may leverage this network to find collaborators on research projects, solicit feedback on working papers, engage in discussions concerning how a particular topic is addressed in another discipline, and participate in other critical professional activities.

One of the most effective ways of promoting scholarship, teaching, and outreach in the area of Institutions, the State, and Development lies in instilling the next generation of scholars with the interest, understanding, and capabilities to pursue the topic throughout their careers. By offering a summer doctoral institute to promising young scholars, the GW CIBER inspires career-long inquiries into this important research area, as well as gives doctoral students the tools and knowledge necessary to incorporate such issues as integral elements of their courses from the very first time they teach.



SDI participants and GW CIBER Staff



Business Language Research Grants

Beginning in 2007, the University of Kansas (KU) CIBER has led a consortium of CIBER institutions (14 in 2010) that organizes a grant competition supporting research on the teaching of foreign languages for business purposes. The Business Language Research & Teaching Consortium (BLRT) solicits applications from faculty, graduate students, and foreign language professionals. Annual awards are made for research on business language pedagogy to a tenured/tenure track faculty, a doctoral candidate, and to a lecturer or other foreign language teaching professional. The award includes funding so that the recipients can present their findings at the CIBER Business Language Conference the following year assuring that research results are disseminated promptly and that best practices quickly make their way into the classroom.

BLRT awards provide resources and recognition for language faculty who teach and conduct research on the teaching of language for specific purposes. This is important as language departments at most universities emphasize literary studies and tend not to reward faculty who teach applied topics. In addition, BLRT has proven to be a unique funding opportunity for non-tenure track faculty and PhD candidates who are disproportionately represented in teaching business languages, but have fewer options for professional development and research support.

In the four years that KU CIBER has led the consortium, twelve awards have been made to faculty and doctoral students at ten institutions covering six foreign languages. While research on Chinese business language and practices has been the most dominant theme, funding has also been provided for Japanese, Portuguese, French, Korean, and Russian.

One of the first winners of a BLRT award, Tomoko Takami, is a lecturer at the University of Pennsylvania in Japanese for the Professions. Her winning proposal was entitled “Language, Culture, and Intercultural Competence: A Hybrid Curriculum Model Using International Business Cases.” In addition to presenting her findings at the 2008 CIBER Business Language Conference, Ms. Takami published “Employing International Business Cases for Business Language Instruction” in *Global Business Languages*, a CIBER supported publication at Purdue University.

BLRT Winners 2007

- ◆ Language, Culture, & Intercultural Competence: Hybrid Curriculum Model Using International Business Cases, Tomoko Takami, University of Pennsylvania
- ◆ Core Curriculum for Business Chinese: Where are we and where are we going?, Haidan Wang, University of Hawai'i at Manoa
- ◆ Teaching Chinese Language and Culture through Chinese Commercials, Min Zhou & Miao Zhao, Roger Williams University

BLRT Winners 2009

- ◆ Women's Microfinance Programs in Francophone Africa: Creating Pedagogical and Cultural Bridges, Deborah Reisinger, Duke University
- ◆ Portuguese for Specific Purposes, Vivien Felicio, University of Illinois at Urbana-Champaign
- ◆ A Study of International E-marketing Strategies of US Multinational Corporations and their Applications in the Business French Classroom, Elizabeth Ann Martin, California State-San Bernardino

BLRT Winners 2008

- ◆ A Discourse-based Study of the Conceptualization of Face in Modern China: Implications for Business Chinese Education, Regina Wu, San Diego State University
- ◆ Business Cases in the Foreign Language Classroom: Best Practices Across Disciplines, Margaret Gonglewski and Anna Helm, George Washington University
- ◆ Chinese at Work: Evaluating Advanced Language Use in China-related Careers, Patrick McAloon, Ohio State University

BLRT Winners 2010

- ◆ Multimedia Online Module for Business Korean, Mee-Jeong Park, University of Hawai'i at Manoa
- ◆ Mastering Business Case Discussion: Data-driven Teaching Materials for Intermediate Students of Russian, Irina Six, University of Kansas
- ◆ Analysis of Chinese Language Usage in Leisure Activities for Business Purposes, Bo Zhu, Ohio State University

University of Connecticut

Sustainable Environmental Stewardship Conference

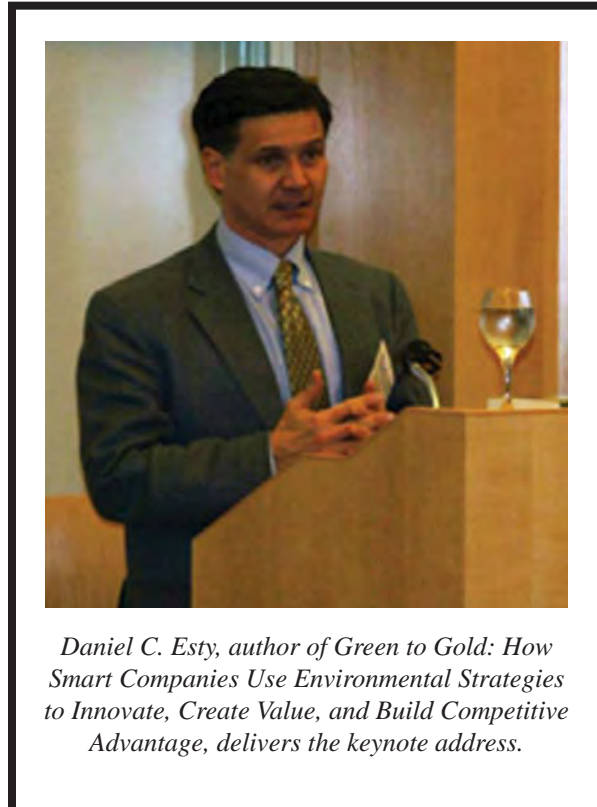


In recent years, the concept of environmental stewardship has received growing recognition. It is no more a reserve of scientists and political activists. It has become a main stream of discussion. It is now widely accepted that mankind's actions have significant impact on Earth's environment. It is recognized that environmental stewardship is a global problem that requires a global approach to resolve it.

In the world of global business, environmental stewardship has evolved from being a fringe issue to a strategic concern that requires high level deliberations and decision-making. More and more multinational enterprises (MNEs) have come to accept that the issue of environmental stewardship goes beyond the focus on a firm's brand and its social responsibility. While climate change could pose enormous problems for some MNEs, it also offers huge potential for innovation leading to new products and services. Firms that recognize the challenge early and respond imaginatively and constructively will create opportunities for themselves and thereby prosper. Others, slower to realize what is going on or elect to ignore it, will likely do markedly less well.

Considering the importance of the environmental stewardship issue, the University of Connecticut CIBER (in collaboration with the University of Memphis CIBER) organized a two-day by-invitation-only conference on May 14-16, 2009 at its main campus in Storrs, Connecticut. The CIBERs at the University of California Los Angeles, University of Maryland, Temple University, University of South Carolina, and University of North Carolina at Chapel Hill co-sponsored the conference.

Fifteen faculty members from different parts of the world made presentations at the conference. Since it was by invitation only, the conference offered the participants a unique opportunity for intensive discussion and interaction. Collectively, the presentations provided deep insights into the climate change issue including its negative and positive impacts on different industries and in different geographic regions of the world. They reinforce the thesis that environmental impact is a tectonic force that changes the economic landscape. Multinational corporations must act quickly to face the problem, make investments in new technologies and processes, and thus, gain global competitiveness. It was a useful endeavor for both practicing managers and academics. The conference introduced different frameworks and conceptual schemes to tackle the climate change challenge and identified areas for scholarly inquiry. Conference presentations will be published as a book.



Daniel C. Esty, author of Green to Gold: How Smart Companies Use Environmental Strategies to Innovate, Create Value, and Build Competitive Advantage, delivers the keynote address.

*I want to thank you for hosting such an interesting and engaging event.
It was a wonderful experience.*

Pratima Bansal, Richard Ivey School of Business,
University of Western Ontario



San Diego State University

iBEACON

The Charles W. Lamden School of Accountancy at San Diego State University (SDSU) is recognized nationally for its innovations in accounting education and contributions to the body of knowledge in accounting, auditing and taxation. As part of an effort to support high impact collaborative research, SDSU CIBER has partnered with accounting professors Dr. Victoria Krivogorsky and Dr. Gary Grudnitski to develop the International Business, Economics, and Accounting Collaborative Network (iBEACON). This project, which now includes more than 23 faculty experts from eight countries, serves to bridge the frontiers of economics, accounting, management, and corporate governance. iBEACON publishes research and develops curricula which incorporates International Financial Reporting Standards content into accounting programs across the US.

iBEACON brings together academic experts from across the globe. It supports international interdisciplinary business research and disseminates results to a wide spectrum of audiences. These include academics, students, policy makers, and other professionals interested in international scholarship. The program provides research and applied insights into international aspects of businesses, economic institutions, and accounting practices. Specifically, the research conducted by the scholars of iBEACON focuses on financial statement properties, corporate governance, financial analysis, and the convergence of international accounting standards with US accounting standards.

The project offers US faculty a unique opportunity to work collaboratively with other renowned international researchers. iBEACON has generated published research and new teaching tools which integrate theory and practice.

iBEACON continues to evolve and make valuable contributions by hosting workshops, seminars, and conferences which support and recognize innovators and leaders in the field of international accounting. iBEACON's combination of intellectual capital and distinct research environment has made a significant impact by bringing together top scholars from around the world.



University of South Carolina

Frontiers Research Conference



The University of South Carolina CIBER hosted the Sixth Annual Academy of International Business (AIB) Conference on Emerging Research Frontiers in International Business (commonly referred to as the Frontiers Conference) in Charleston, South Carolina, December 3-5, 2009. Recent past CIBER hosts have included Florida International University in 2007, San Diego State University in 2006, and Michigan State University in 2004.

The Conference on Emerging Research Frontiers in International Business, sponsored by the AIB (formally organized by the Journal of International Business Studies (JIBS) and co-sponsored by numerous Centers for International Business Education and Research (CIBERs) is an annual, high-profile event which aims to (1) encourage the exploration of emerging research ideas in an innovative environment, free from the constraints of traditional conference formats; (2) facilitate open discourse; (3) legitimize the exploration of new research domains; (4) redirect or shut down outmoded themes; and (5) build a community of international research scholars across both the social sciences and the functional areas of international business. The invited conference participants represent a broad cross-section of international scholarship; they range from advanced doctoral students to senior faculty and also include leading thinkers from the world of practice. At least half of the participants each year will be new to the conference, counteracting lock-in, and ensuring the exploration of fresh ideas.

*How will Different Models of Capitalism Survive the Global Economic Crisis?
An Interdisciplinary Conversation*

Plenary Panel
December 5, 2009
Frontiers Conference
Charleston, South Carolina

Suzanne Berger, MIT
Pankaj Ghemawat, IESE
Bruce Kogut, Columbia University

The 2009 Frontiers Conference theme, International Business and the Transformation of the Public-Private Interface, helped draw more than 70 world-wide international business and social science scholars to Charleston to exchange ideas and explore new research domains. Topics of discussion, presentation, and debate included: Globalization and Comparative Corporate Governance, Global Sourcing and International Business Research, Politics of Crisis and the New Institutions of Development, Sensemaking between Firms and Countries in Shaping Strategic Outcomes, The Emergence of Organizations and Markets, New Trends in Multinational Activity, The Disintegration of Production and the Role of Institutions, and Risks and Challenges of the Private Provision of Public Goods in Emerging Markets.

The overall success of the cutting-edge conference can be directly attributed to the financial support of the AIB and the CIBERs, to the talent and commitment of all the invited faculty and doctoral candidate participants, and especially to the program committee chaired by Professor of International Business Gerald McDermott, Moore School of Business, University of South Carolina.



The Riviera in Charleston SC, location of the 2009 AIB/CIBER Frontiers Conference



Business Language

The rise of the global economy has sparked a never-before-seen demand for international business experts equipped with foreign language skills and global understanding. China has just surpassed Japan as the world’s second leading economy while Brazil, Russia, and India are experiencing unprecedented economic growth. The continued war on terrorism has spawned astronomical growth in the teaching of Middle Eastern and South Asian languages. Given these global trends, Congress, in the Title VI, part B appropriations legislation, mandated that the Center for International Business Education and Research (CIBER) program focus its foreign language efforts on less commonly taught languages (LCTLs). The 31-CIBER network has responded aggressively. CIBERs now offer 20 LCTLs (up from 13 in 2004), ranging from Arabic to Wolof. These 20 languages, not counting English, French, Spanish and German, represent 3.7 billion people. LCTLs have been disseminated by CIBERs using a variety of instructional platforms and innovative materials.

20 Years of CIBER

- ◆ *Over 10,000 commercial language courses have been taught at CIBER universities, with 245,743 students enrolled*
- ◆ *Over 42,000 language faculty have participated in over 900 international business language workshops*
- ◆ *Over 4.5 million students have benefited from enhanced commercial foreign language instruction at universities across the US*

The 31 CIBERs have contributed significantly to meeting the nation’s foreign language and global understanding needs through educational language activities.

- ◆ Business language curricula
- ◆ Faculty development in the teaching of business foreign languages through short-term seminars and conferences
- ◆ The development of specialized teaching and testing materials
- ◆ Business language competitions

Business Language Curricula

CIBERs are teaching foreign languages for business and economic purposes. They focus on a myriad of topics and skills that include business lexicon, intercultural business communication, business practices, and negotiation for undergraduate and graduate business and international business students. CIBERs teach 20 less commonly taught foreign languages for business and economic purposes. Since 1989, CIBERs have offered 4705 business language courses at the undergraduate level to 193,607 students plus 5339 courses at the graduate level to 52,136 students.

Best practices in teaching business languages are common among the CIBERs. The most significant is the development and implementation of online business language courses to meet the needs of students and the business community at a

Less Commonly Taught Business Languages (LCTL) offered at CIBER universities during academic year 2008-2009

Arabic	Hebrew	Japanese	Portuguese	Thai
Catalan	Hindi	Korean	Russian	Turkish
Farsi	Indonesian	Mandarin	Swahili	Vietnamese
Filipino	Italian	Polish	Swedish	Wolof

Business Language



time of budgetary crises that demands large enrollments for any business language class. At the elementary level, the University of Wisconsin-Madison CIBER has developed “Introductory Online Chinese for Business Professionals.” At the advanced level, San Diego State University CIBER has launched “Online Business Italian.” Both courses incorporate three modes of learning – interpersonal, presentational, and interpretive – to address cultural, language, and business topics. They will serve as models for other online courses that CIBERs will develop in the future.

Our Conversational Chinese for Business students course, funded by the University of Florida CIBER, has become a success. Starting in spring 2011, this will become a part of the language program with levels one and two being offered. In addition, this May I am taking several of our current business students in this course to China where they will present a project to the students at Sun Yat-Sen University in Guangzhou (in Mandarin).

David A. Grossman, DBA, Assistant Professor of International Business and Marketing,
Florida Southern College

Also noteworthy is the University of North Carolina at Chapel Hill CIBER’s Working Languages Series. Designed for graduate students and professionals, North Carolina has added Mandarin Chinese and Portuguese to its existing series of business languages. These 28-week programs include interactive technology, distance learning, instructor-led workshops, and weekly small group conversation practice.

I would like to thank you and your fellow faculty and staff for offering the “Beginners Spanish – Spring 2010” ... Personally, this course was a dream come true. I have always been interested in the Spanish language and cultures. This course enabled me to cross the threshold from just reading and guessing Spanish to speaking and expressing myself in it... The strong points of this course are: the format of the course, the objectives of the course, the delivery of the information, and last but not least, the instructor. Unfortunately the weak point of the course is that we could not get enough of it.

M. Tawfil Omran, Clinical Assistant Professor, Texas A&M University

Faculty Development in Teaching Business Foreign Languages

Faculty development has been a top priority of the CIBER network since 1989. CIBERs at the University of South Carolina, University of Memphis, and Florida International University continue to offer workshops for foreign language faculty to systematically prepare them to teach business languages.

The Business Language Conference, the successor to Eastern Michigan University’s Conference on Languages for Business and the Professions, continues to thrive. Sponsored by all 31 CIBERs, the Business Language Conference rotates sponsorship every year, attracting an increasing number of faculty and international business practitioners from more than 20 countries representing six continents. In 2010, the University of Pennsylvania CIBER hosted this conference. The University of South Carolina CIBER will host it in 2011 and the University of North Carolina at Chapel Hill CIBER will host it in 2012.



Business Language

Purdue University CIBER continues to publish its annual volume GLOBAL BUSINESS LANGUAGES (GBL). GBL encourages the submission of articles on issues related to foreign languages and English as a Second Language, taught for specific purposes (business, sciences, hospitality and tourism, law, etc.). GBL accepts research manuscripts pertaining to Chinese, English for non-natives, French, German, Italian, Japanese, Portuguese, Russian, Spanish, and others.

New workshops are enhancing the CIBER network's legacy of faculty development. The University of Michigan Center for International Business Education has established a tri-annual conference on best practices in the teaching of Business Chinese. Purdue University CIBER is developing the "Business Language Doctoral Symposium" for PhD students in foreign languages. Business language faculty have eagerly completed much-needed research through the University of Kansas CIBER's Business Language Research and Teaching (BLRT) grant program. Five thousand dollar research grants have been awarded to tenured faculty or tenure-track faculty and PhD candidates.

Development of Specialized Teaching and Testing Materials

The CIBER network has solidified its leadership role in US higher education through the development of state-of-the-art teaching and testing materials for business language instruction. The most significant best practice can be found in "Cultural Interviews with International Executives" developed by the University of Texas at Austin (UT Austin) CIBER. In this cutting-edge tool, the UT Austin has compiled more than 1150 brief video clips featuring professional leaders from Latin America, Brazil, Spain, Germany, Turkey, China, and Japan. Each clip contains a native language transcription as well as an English translation of each executive's comments. These video clips can be incorporated in any business language course.

Case study use has expanded significantly since the CIBER 15 Year Report. The University of Colorado Denver CIBER has selected a niche where case studies did not previously exist – for first and second year foreign language courses. These short case studies incorporate a case summary, various language-building activities, and a problem to be solved.

In language testing, San Diego State University (SDSU) CIBER, in collaboration with SDSU Language Acquisition Resource Center, has pioneered the use of the Computer Assisted Screening Tool (CAST) to assess LCTL business language skills. CAST, developed by SDSU, the American Council on the Teaching of Foreign Languages, Brigham Young University, the Center for Applied Linguistics, and the Defense Language Institute, simplifies test taking and assessment in key critical languages such as Arabic (multiple dialects), Farsi, Filipino, Italian, Japanese, and Mandarin.

Business Language Competitions

Brigham Young University CIBER has developed the "Business Language Case Competition" to complement the development and use of case studies in Business Spanish and Portuguese programs. This unique competition is designed to provide students with the opportunity to showcase their theoretical business knowledge and foreign language skills as teams of three students prepare their presentations in a one-day event housed at the Marriott School of Management. As a result of the popularity of the "Business Language Case Competition," BYU CIBER recently introduced the "High School Business Language Competition." In this first-ever competition, each team developed a business plan to market a new product by Nu Skin Enterprises.

Further information on business languages can be found on CIBERweb's publication site: *Less Commonly Taught Foreign Languages at CIBER Schools, 2006-2010, Foundations for Global Success, April 2008.*

A special focus edition of the Modern Language Journal, Vol. 95, s1, forthcoming, December, 2011, will feature *The Evolution of Languages for Specific Purposes in the United States*, a retrospective of 20 years of this important field of language pedagogy.

University of Washington

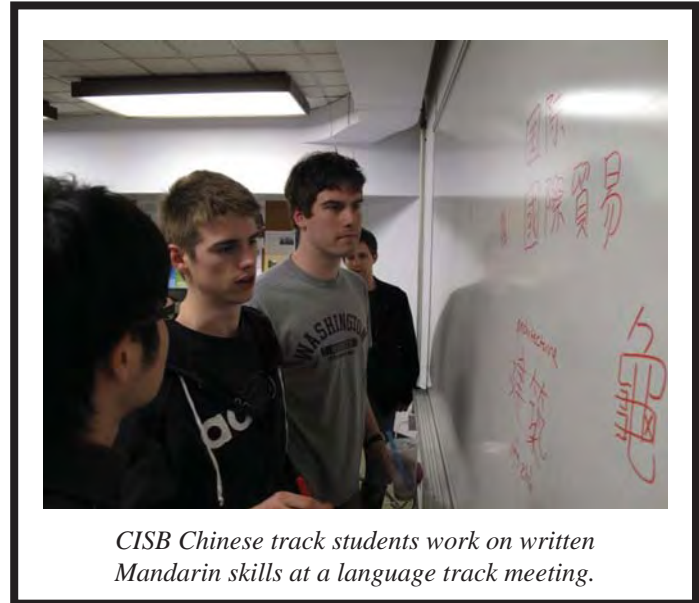
Language Tracks in Certificate Program



The University of Washington's nationally ranked undergraduate Certificate in International Studies in Business (CISB) program combines specialized international business knowledge with opportunities for language training, skill building, and international exposure. The program is a supplement to the Bachelor of Arts in Business Administration and is structured by language tracks.

These language tracks meet weekly with a faculty advisor proficient in the language to hear from guest speakers, practice their business language skills, and discuss business culture issues in the regions in which the language is spoken. For example, the Spanish track recently heard from a Peruvian manager in the Latin American Division of US Bank. She spoke in Spanish about international banking issues and about the cross-cultural and gender-based challenges of working internationally.

Many of these represented languages are designated critical by the U.S. Department of Education and other federal agencies. During the next four years the University of Washington CIBER plans to utilize technology and its expanding global alumni network to create additional opportunities for the language tracks to interact with native speakers who also have global business expertise. The Spanish, Chinese and Custom tracks have already begun doing that by holding videoconferences with alumni abroad.



CISB Chinese track students work on written Mandarin skills at a language track meeting.

CISB requirements and fulfillment opportunities are regularly reviewed to meet business community needs and to respond to student interests. For example, an annual foreign market strategy project has been added to the program. The project gives CISB students the opportunity to practice their functional international business skills while interacting with fellow students, networking with business professionals, and practicing presentation skills. Participating companies receive assistance with market analysis and feasibility studies of market entry. An Introduction to CISB Program for freshmen and sophomores is in the development stages.

Languages currently represented in the CISB program:

Arabic	Japanese
Bosnian	Korean
Chinese	Portuguese
French	Russian
German	Spanish
Italian	Ukrainian



University of North Carolina at Chapel Hill

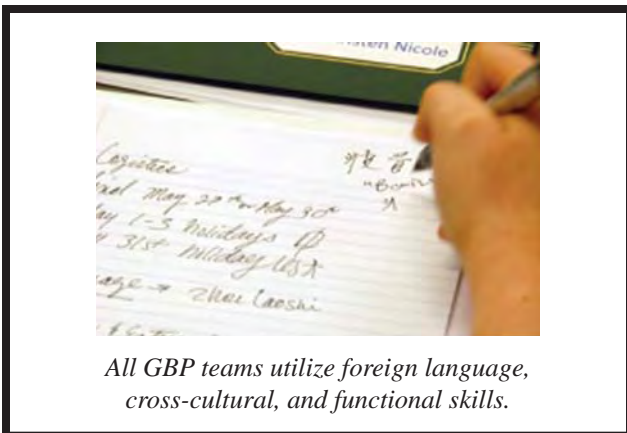
Global Business Project

Recognizing the importance of training students in less commonly taught languages as well as linking US institutions of higher education with businesses, the University of North Carolina at Chapel Hill CIBER established and leads a consortium of thirteen CIBER institutions to offer a unique MBA course, the Global Business Project (GBP). The GBP is a unique learning opportunity for MBAs and selected graduate students from other disciplines. Unlike other international consulting project courses, the GBP asks students to apply foreign language and cross-cultural skills as well as functional knowledge, to produce actionable business solutions for participating companies. Since its beginning in 2008, the GBP has offered 40-50 students each year the opportunity to increase their language proficiency in less commonly taught languages, cross-cultural competency, and global business skills through faculty guided, hands-on business experiences in global markets. At the same time, students are introduced to the challenges of virtual teaming as diverse groups of students from the consortium schools and students from the GBP target countries collaborate virtually throughout the course. The program culminates with the teams working face-to-face in the target country with their clients to ultimately deliver a formal presentation of an action plan for the client to implement over a period of 12-18 months.

The GBP [course] has, so far, been the most rewarding part of my business school experience. I cemented friendships with classmates, met new friends from other top programs, and made connections with business people around the world. I'll never forget my two weeks in Brazil with GBP – I worked harder and somehow managed to have more fun than I ever thought I would on a school-run project. Perhaps best of all, my team and I provided real value for our client, and we still keep in close contact with them to this day.

Andy Stevens, University of North Carolina at Chapel Hill
MBA, 2009

While increasing students' language skills, cross-cultural sensitivity, and global business acumen, the GBP also assists US companies to remain or become globally competitive. Companies benefit from the highly motivated and diverse student teams who – under faculty guidance – carefully analyze the company's real international business issues and deliver strategic advice that is compelling and actionable. Business issues that student teams tackled in the past have included global supply chain issues, marketing research, market entry, and new product introductions. Since the program's inception, the GBP has provided its services to 32 companies operating or intending to operate in the target countries Brazil, China, Japan, and Poland. The consortium is looking to expand to Thailand and Vietnam as well as to other countries of strategic economic importance to the US. The success of the program is reflected in participating companies' desires to continue to work with GBP students for the implementation of the recommendations and companies returning to the program with additional projects.



All GBP teams utilize foreign language, cross-cultural, and functional skills.

Georgia Institute of Technology

Languages for Business & Technology Program



The Georgia Institute of Technology School of Modern Languages, in conjunction with the Georgia Tech CIBER, offers special summer immersion programs in China, France, Germany, Japan, Russia, Egypt, South Korea, 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.

In-country Immersion Program

Immersion in a country where the language is spoken greatly accelerates progress in language acquisition. It also provides the opportunity to absorb the practices of a unique cultural setting and to gain new perspectives on how other people think, act, and live in their own culture and 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. The LBAT experience offers a unique opportunity for rapid growth in language proficiency to build a deeper appreciation for the cultures and lifestyle patterns of other peoples, and to make lifelong social and professional contacts.



LBAT Students in France

Professional Site Visits

Class sessions of the LBAT program are supplemented by visits to a variety of area businesses and institutions such as chambers of commerce and stock exchanges. These professional visits provide students with firsthand experience of business life, the protocols and strategies of business transactions, and a heightened awareness of the issues facing the economy of the host country. Company tours are followed by question-and-answer sessions with company representatives.

Exploring the Internship Market and Study Possibilities

While spending time in the host country, students may explore possibilities for future study or work experiences. The School of Modern Languages can help students identify opportunities and assist in finding further study or work experiences abroad.

Professional Examinations and Certificates

Upon students' return from the LBAT experience, they may wish to 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.



University of Hawai'i at Manoa

Online Asian Business Language Modules

Asian economies continue to grow and knowledge of Asian languages is increasingly important to international business and US interests. The University of Hawai'i at Manoa (UH) is particularly strong in East Asian and Southeast Asian languages. The university is home to a National Foreign Language Resource Center, a Korean Language Flagship Center, the Center for Philippine Studies, and the Center for Interpretation and Translation Studies. The UH CIBER has decided to tap into these resources and to fund the production of six online business language modules for the following Less Commonly Taught Languages: Korean, Japanese, Chinese, Indonesian, Vietnamese, and Tagalog. These modules are designed to meet the educational needs of students who have taken coursework in these languages but require further instruction to use their language skills in international business.

The online modules for Korean, which are still under development, were inspired by research that showed that advanced level students of the Korean language lacked skills in managing face to face interactions and had difficulties with greeting strategies, using appropriate body gestures, and dealing properly with hierarchically defined relationships. To train students to use the appropriate level of politeness in Korean culture, these modules use clips from authentic Korean TV programs. The clips make use of real-life situations to better enable students to properly interact with others in Korean culture.

The Japanese online modules are nearing completion. They are designed to teach students to make initial contacts by phone to find new clients, to perform well in job interviews in Japanese, and to collect information from a client or potential business partner.

The magnitude of trade between the US and China increases the need for Chinese speakers in the US who are able to communicate in Chinese and understand the Chinese culture. The UH CIBER has funded a team of Chinese scholars to develop online business language modules. The online language module for Chinese, which makes use of an online café, is being used as a component of the classroom sessions of the Chinese International MBA program at the UH, to prepare students for their one year study and internship in China.

Work has already begun on Indonesian language modules. These modules will be designed for intermediate to advanced students of Indonesian, introducing students to the vocabulary necessary to do business in Bahasa Indonesia.

UH CIBER has already begun working with language scholars to develop online language modules for Vietnamese and Tagalog. It will use the modules in its own programs and make them available to other CIBERs. With upcoming plans to co-lead the Global Business Project in Vietnam, the Vietnamese modules will be instrumental for faculty and students doing business with Vietnamese companies.



Students at the UH Center for Korean Studies

University of Pennsylvania

CIBER Business Language Conference



The CIBER Business Language Conference brings together teachers, scholars, policymakers, and business leaders to discuss language and cultural training for the professional environment. This annual conference fulfills the mandate of the U.S. Department of Education's CIBER grant program to enhance the competitiveness of US business globally by linking the human capital and information needs of the US business community with the international education, language training, and research capacity of universities across the United States. The conference ties into the larger national discourse about the ways language education must keep pace and meet future challenges for applied language in light of new research, trends, and needs of the changing economic environment.



Greg Moreland, Associate Professor, University of Florida, presenting at the 2010 CIBER Business Language Conference

The US business schools that receive federal funding through the U.S. Department of Education's Centers for International Business Education and Research (CIBER) program have hosted this conference annually since 1999.

The concept of the CIBER Business Language Conference was actually born in the early 1980s through the dedication and vision of the language faculty at Eastern Michigan University, who understood the need for sound approaches to the teaching and learning of foreign languages. Between 1981 and 1997, the EMU Conference on "Language and Communication for World Business and the Professions" was the venue that attracted colleagues from both the US and Europe to discuss this need and how best to meet it, well before the ubiquitous push for internationalizing the curriculum took hold. Language instructors from such specialized programs as the joint MBA/MA in International Studies degree program at the Lauder Institute at the University of Pennsylvania have attended this annual conference year after year. With the U.S. Department of Education support through the CIBER-funded institutions, one significant change is the rotation of venues and hosting institutions. This has served to broaden the reach and base of language instructors involved in teaching language for professional purposes, which now touches institutions all across the United States and attracts over 200 participants annually.



2010 CIBER Business Language Conference Participants

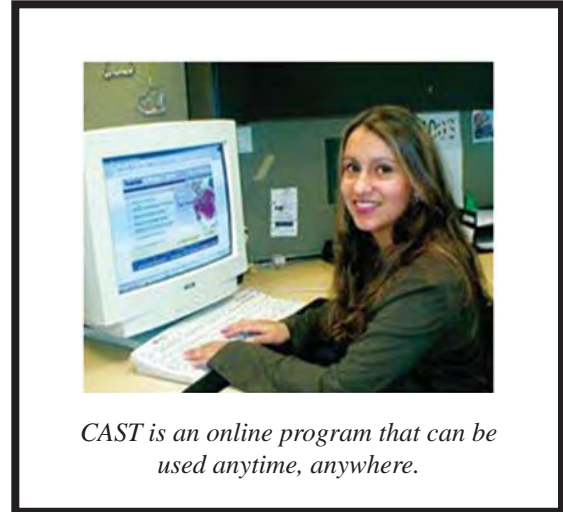
Each year the CIBER Business Language Conference organizers identify a conference theme related to business language education, which provides that year's special focus for papers, panels, keynote speeches, and discussion. The 2010 conference theme, "Global Literacies: Integrated Approaches to Cross-Cultural Training," (University of Pennsylvania) attracted a broad spectrum of interdisciplinary presentations that shared perspectives and ideas for language and cross-cultural training for business practitioners. The 2011 conference theme is "Bringing Language and Business Together: New Directions for a Critical Need" (South Carolina). Other recent themes have included "Navigating the World of Business Through Language and Culture" (Kansas, 2009), "Preparing Global Business Leaders" (Florida, 2008), "The Key to US Competitive Edge: Bridging Language and Business" (Ohio State, 2007), and "Matters of Perspective: Culture, Communication and Commerce" (Georgia Tech, 2006).



San Diego State University

Computer Assisted Screening Tool

With continued support from San Diego State University (SDSU) CIBER, the Language Acquisition Resource Center (LARC) at SDSU has successfully spearheaded, developed and launched an on-line computer program to assist with assessing foreign language proficiency. This assessment tool can be used to measure proficiency in several languages, including less commonly taught languages. This program consists of on-line exams that are efficient offshoots of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interviews and the Computerized ACTFL-based Screening Tool. The “Computer Assisted Screening Tool” (CAST) was developed jointly with five institutions: the American Council on Teaching of Foreign Languages, Brigham Young University, the Center for Applied Linguistics, the Defense Language Institute (DLI), and San Diego State University.



CAST is designed to assess business language skills and can be used to tailor and evaluate the effectiveness of language programs. CAST is extremely convenient and easily accessible. It can function on any computer platform, using any browser, by any test taker, at anytime, anywhere. It is a “semi-direct” assessment, which means oral prompts elicit oral responses from the test taker. This screening tool is considered a “low stakes advisory assessment” that will give test takers a strong idea of how they would perform in a high stakes oral proficiency interview. CAST can be used by a wide variety of audiences. It is especially beneficial for K-12 pre-service and in-service teachers, employers, and candidates for employment. It can also benefit students preparing to study abroad or entering academic programs which require advanced language skills. CAST is already used by universities and institutions to analyze the efficacy of their language programs.

The first CAST examinations integrated the advanced level of the ACTFL Oral Proficiency Scale as this level represents the minimum proficiency threshold. Currently, CAST tests advanced level speaking proficiency in six languages, including Spanish, French, Japanese, Filipino, Arabic (Modern Standard), and English as a Second Language. Production is currently underway for CAST to include diagnostic tools for other critical languages including Mandarin, Farsi, and the Egyptian and Iraqi dialects of Arabic.

The Computer Assisted Screening Tool can:

- ◆ Elicit an adequate speech sample from examinees to assure a reliable floor (or baseline) rating;
- ◆ Provide feedback to the examinees on how their proficiency can be improved;
- ◆ Estimate examinees likely score on the official ACTFL OPI;
- ◆ Provide positive washback for proficiency-based teaching.

With the newly-added “reviewer” interface, CAST is used effectively by instructors as a tool to rate their students’ oral production and to increase their own understanding of the criteria by which ACTFL ratings are given.

Overseas Education



Globalization is driving the demand for a US workforce that possesses knowledge of other countries and cultures, and is proficient in languages other than English. American businesses' success in the global marketplace depends on our ability to prepare globally competent graduates who will lead our country in the twenty-first century. Our students' abilities to interact with the world community, both inside and outside our borders, and our educators' capacity to provide that expertise and shape that knowledge will ensure our continued global leadership.

Study abroad is a powerful educational tool for developing global, cross-cultural, and language skills. The effects are felt long after students return; 95% of the Institute for the International Education alumni reported that their study abroad experience had a lasting impact on their world view and a majority said that it influenced their career path. Research shows that students who study abroad still use a language other than English on a regular basis years after they return to the US. Studying abroad profoundly impacts personal growth and intercultural development for the better. Ninety-seven percent of the survey respondents thought that their experience abroad served as a catalyst for increased maturity; 96% observed an increase in self-confidence; 95% perceived a lasting effect on world views; 98% better understood their own cultural values and biases; and 82% developed a more sophisticated way of looking at the world. In an increasingly interdependent world, these intercultural skills are perhaps the most important in the development of globally competent citizens.¹

20 Years of CIBER

- ◆ *Over 100,000 students have participated in CIBER-sponsored internships, student exchanges, and study abroad programs*

For twenty years, CIBERs have been leading efforts on their campuses, regionally and across the nation, to develop, enhance, and support international education through study abroad, student and scholar exchanges, international internships, and faculty development. More than 100,000 students have had an overseas educational experience in every region of the world as a result of the collective CIBER programming in the last two decades. The Global Leadership Program at the University of Southern California CIBER combines undergraduate study abroad opportunities in Beijing and Shanghai with competitive international business internships so that students may begin to develop their own international leadership capabilities. The University of Washington CIBER's MBA Global Business Study Tours are designed to increase students' global knowledge by providing company visits, interaction with executives working in global business, and participation in cultural excursions and events. More than 700 students and 30 faculty have visited 31 countries since the inception of this program 14 years ago. Fellowships are awarded to students by the University of Michigan CIBER to support foreign language internships in Germany and Austria, as well as positions in Turkey, Egypt, and Malaysia that do not require fluency in the local language.

CIBERs are at the forefront of providing overseas programming in emerging markets and other less common destinations that are critical to US competitiveness. In addition, CIBERs have responded to the need to develop more short-term programs for underserved populations in study abroad, like students of color and non-traditional students. Programs have also been developed for professional school students. Programs like the Global Business Project (GBP), a consortium of 13 CIBERs led by the University of North Carolina at Chapel Hill CIBER, recognize the importance of linking US institutions with businesses to ultimately ensure our nation's economic interests. The GBP provides a unique learning



Overseas Education

opportunity for MBA and other selected graduate students who serve as international consultants, to apply cross-cultural awareness, foreign language skills, and functional business knowledge. The students produce actionable business solutions that enhance the global competitiveness of the US companies where the students serve as consultants. The success of the program is reflected in participating companies' desires to continue to work with GBP students for the implementation of their recommendations as well as businesses that return to the program each year. Increasingly, business leaders recognize that they must be able to draw on people with global skills if their corporations are to succeed in a world in which one American job in six is tied to international trade.

Temple University CIBER's Destination India and Destination Ghana programs combine two weeks of rigorous travel during winter break featuring academic lectures, corporate site visits, and cultural excursions, followed by a faculty-led semester-long independent research project and final presentation. The course fulfills a university international studies requirement and draws increasing numbers of students from non-business disciplines. Business in Brazil, a four-week summer program led by the University of Florida CIBER, provides intensive training on the business and culture of this major emerging market while combining coursework in Portuguese and home stays with local families to ensure cultural immersion. The University of Texas at Austin CIBER, in conjunction with the faculty of business administration at the Chinese University of Hong Kong, offers a five week intensive study abroad program focused on supply chain management. The program follows multiple phases of the supply chain of products sold by Target Corporation and includes visits to a Target retail store and distribution center in Texas, followed by factory and port tours in California, Hong Kong, and mainland China.

For America to continually be relevant, we have to start taking steps towards being more multi-cultural and open-minded.

Maxwell Cabello,
Undergraduate Student,
Indiana University
Recipient of Scholarship
for the Study of
Emerging Economies

The Emerging Markets Field Study course is a hallmark of Ohio State University CIBER and the Fisher College of Business; it is one of the most popular classes offered at the college. Conceived as a way to weave academic richness and rigor into a short-term study abroad experience, students learn about the business environment, work with executives on collaborative projects, visit the company headquarters during the winter or spring break holiday, and return to produce a final project presentation based on their field study experience. GloBaSE, Indiana University CIBER's Global Business and Social Enterprise initiative, is a social entrepreneurship consulting program that merges international experience and leadership development in Peru. Travel takes place over spring break and all students complete an additional 14 week Spanish course while the team leaders complete an advanced Spanish translation course. Georgia Institute of Technology CIBER collaborates with their School of Modern Languages to offer summer immersion programs in Languages for Business and Technology (LBAT). This study abroad program lasts from six to eight weeks and combines lectures on business, culture, and technology with field work, excursions, and visits with area businesses, all conducted in the target language of destination countries.

If the world is a book, those who do not travel read only one page.

Saint Augustine

Overseas Education



Business students seeking an international experience abroad are often challenged by additional academic hurdles. Designing programs, identifying partners to meet this growing demand, and sending business students abroad all require patience and creativity. More and more business schools recognize this and have hired study abroad professionals and created offices within the business school dedicated to internationalizing the business student population.

Every CIBER supports and promotes study abroad and overseas faculty development, while most develop, implement, and administer these opportunities themselves.

We cannot afford to give our students and educators a pass on developing the understanding of other cultures, languages, business practices, and knowledge of world regions that will be vital to US competitiveness and prosperity in the coming decades. To compete successfully in the global marketplace, US-based multinationals as well as small businesses must market products to customers around the globe – 80% of the world’s customers live outside the US – and must work effectively with foreign employees and business partners. Already, one in five US manufacturing jobs is tied to exports. Foreign consumers, the majority of whom primarily speak languages other than English, represent significant business opportunities for American producers as the United States is home to less than five percent of the world’s population. Future careers in business, government, health care, and law enforcement will require global knowledge and skills.

A recent study conducted by the University of Minnesota, *Beyond Immediate Impact: Study Abroad for Global Engagement (SAGE)*, was funded by a three-year grant from the U.S. Department of Education, Title VI: International Research and Studies Program. Its purpose was to conduct a retrospective tracer study of study abroad alumni covering a 50-year time span. This study provides strong empirical evidence that undergraduate students who study abroad during their college years become globally engaged in a variety of ways in subsequent years. Moreover, many of them attribute their global engagement to having studied abroad. This investment already has a platform in the Paul Simon Foundation Study Abroad Act and the Lincoln Commission Report. Both call for a vast expansion of study abroad opportunities, destinations, and participation of a million US students annually. The long term purpose of the act is to create a more globally informed and involved American citizenry. After all, there may be no better way for students and educators to acquire the knowledge, skills, and attitudes required to become effective change-agents in an international context than by participating in an overseas educational program.

It was a tough decision giving up my senior year at Texas A&M University to study abroad, but it’s been so worth it. Living in Edinburgh has been eye opening. Here, the world news is the local news. I understand now what it means to say that we’re all part of an international community. That concept has changed the way I see myself and the way I see the world. I’m not merely a small town girl from Texas anymore. I am an individual in this huge, complex global landscape, and I have a responsibility to make a difference. I hope to eventually work for a business that is focused on global responsibility and ethics.

Erika Schmidt, Undergraduate Business Student,
2009, Texas A&M University

1. Yemi Akande and Carla Slawson, Exploring the Long Term Impact of Study Abroad: A Case Study of 50 Years of Study Abroad Alumni, in Mary M. Dwyer and Courtney K. Peters, *The Benefits of Study Abroad: New Study Confirms Significant Gains*, Transitions Abroad, March/April 2004



University of Washington

MBA Global Business Study Tours

Each spring for the past 14 years, MBA students from the University of Washington's Michael G. Foster School of Business have proposed, led, and organized two-week intensive international study tours for graduate students from across campus. These tours are offered for credit and include intensive pre-departure sessions that engage experts from such sources as the National Resource Centers and the business community.

Accompanied by a faculty advisor, tour participants gain first-hand business and cultural knowledge about a country or region. MBA student tour organizers also gain leadership experience. Tour destinations are determined by proposals submitted by the best student leadership teams, and approximately 30% of the MBA population participates each year. Since its inception in 1996, more than 700 students and 30 faculty have participated in a study tour.

My experience with University of Washington CIBER was undoubtedly one of the highlights of my MBA career. I was fortunate to go on two Study Tours – as a participant to Argentina, then as a leader to South Africa. Study Tours are designed to expose participants to different cultures and traditions, as well as international business practices. The tours provide rare insights into the respective host countries, and as a result, participants return inspired, with a new sensitivity that they can then apply to their coursework and business decisions.

Carrie Stearns, MBA 2008

The primary objective of these tours is to increase the global knowledge of the tour participants by providing company visits, interaction with executives working in global business, and participation in cultural excursions and events.

During the last grant cycle, the Washington CIBER implemented a formal pre- and post-tour evaluation process to assess content and cultural sensitivity learning. Results of this tool have helped facilitate improvements in the tours.

Looking to the future, a new format is being developed that is more compatible with the evening MBA program. Tour proposals to emerging markets such as the 2010 tours to Kenya, the United Arab Emirates, Oman and Puerto Rico are being encouraged and supported. Finally, Washington CIBER is supporting the efforts of the MBA programs at the University of Washington branch campuses to develop study tour programs of their own.

31 countries visited (and counting)

Australia, Argentina, Belgium, Brazil, Canada, China, England, Finland, France, Germany, Greece, India, Indonesia, Ireland, Japan, Kenya, Korea, Malaysia, New Zealand, Oman, Peru, Puerto Rico, Russia, Singapore, South Africa, Sweden, Taiwan, Thailand, Turkey, United Arab Emirates, and Vietnam.



UW Foster School students and faculty in full celebration dress on a study tour to China.

Target and the China Supply Chain



An innovative study abroad program model provides students an inside look at the global supply chain that parallels their study of operations management. CIBER and the McCombs Supply Chain Management Center of Excellence have collaborated to produce the University of Texas at Austin's first supply chain management study abroad program, which debuted in summer 2010. The program integrates academic course work and company visits in the US and China. Participating students gain career-relevant, first-hand experience of an international supply chain.

The program follows the supply chain of products sold by Target Corporation through multiple phases in the US and overseas. Students visit a Target retail store and a Target distribution center in Texas. They then travel to container ports in California and Hong Kong, and visit Chinese suppliers in mainland China. McCombs' Operations Management Department will repeat the program on an ongoing basis to highlight international experience as an integral part of the Supply Chain Management curriculum at McCombs.

The intensive five-week study abroad program is the newest of the UT Austin CIBER's summer abroad programs, developed in conjunction with the faculty of Business Administration at the Chinese University of Hong Kong. In addition to offering McCombs' students a rigorous academic learning opportunity in an international context, the program uses an experiential delivery model that integrates classroom learning and cultural study in Hong Kong with an on-the-ground experience of the field of study as well as contact for students with multiple offices and operations of a major employer. The UT Austin CIBER is pleased to incorporate these diverse elements, all part of the Center's strategic vision regarding study abroad, into a single program. The close partnership with a multinational corporation has made it possible to implement a program model that offers students a comprehensive understanding of operations management as well as an up-close look at business conducted between an international company and its suppliers.

For additional information, go to: <http://www.mcombs.utexas.edu/research/ciber/summer/HongKongOM.aspx>.

This is more than a study abroad program. It's a behind-the-curtain peek into the exciting, fast-paced world of international supply chain management.

Jared Pelley, UT
McCombs Student,
2010 Program
Participant



McCombs students in Hong Kong



University of Florida

South American Study Abroad

Having celebrated its 80th birthday on June 2, 2010, Latin American Studies at the University of Florida (UF) is the oldest such program in the country. UF CIBER has integrated the exceptional depth and breadth of this expertise into a variety of South American overseas travel programs that train students in the international business of the region.

Business in Brazil is a four-week summer program that provides intensive training on the business and culture of this major emerging world market. Conducted in Rio de Janeiro and Sao Paulo, the program combines language training in Portuguese, lectures on Brazilian business practices, and visits to domestic firms and branches of US multinationals. Housing with local families assures cultural immersion. This unique overseas learning opportunity serves a national market, drawing students from universities as diverse as San Diego State, Northwestern, Kansas, New York University, UCLA, Michigan, and Harvard.



Image courtesy of UF's Center for Latin American Studies

The International Financial Markets Short Term Study Abroad (STSA) is led jointly by a finance professor from the business school and a political scientist from the Center for Latin American Studies. To avoid over-burdening foreign partners and to serve diverse student interests, the tour rotates on a three-year cycle among Brazil, Argentina, and Chile. Combining classroom instruction with a week-long visit to Latin American financial institutions, the STSA is distinguished from similar programs at other institutions because it accommodates participants from multiple graduate business programs (MBA, MS in Finance, MA in International Business) and non-business graduate programs in Engineering, Law, Liberal Arts and Sciences, Agriculture, Medicine, Latin American Studies, and Health and Human Performance. Program evaluations document (1) significant program impact on student perceptions of international business challenges and opportunities in the region and (2) significant learning from traveling and studying with students from very different disciplines. In partnership with UF's Miller Center for Retailing Education and Research, initial plans were completed for a new business STSA to Brazil, modeled after the Financial Markets tour, but focused on the retailing sector.

The Fly with the Flowers STSA combines UF South American expertise, UF European Studies expertise, UF horticultural expertise, and Florida international business experience in a unique study abroad opportunity. Approximately two-thirds of the cut flowers sold in the US are imports that enter the country at Miami. In southeast Florida, 6100 jobs derive from handling and distributing the 40,000 boxes of flowers arriving daily at Miami Airport for forwarding to wholesale and retail outlets throughout the country. Reduction in transportation costs combined with scientific advances extending product shelf-life, has permitted movement of production from regions near final consumers in industrialized countries to high-altitude equatorial areas of developing countries that have both a natural climatic advantage and lower labor costs. Led by UF experts in business and scientific aspects of the market, the tour visits Miami, Colombia, and the Netherlands (the historical production and distribution center of the world cut flower industry). Unlike most STSAs focused on a particular world region (or perhaps a particular region and discipline), Fly with the Flowers focuses on a global market, teaching multidisciplinary perspectives on issues in global market competition such as conflict and collaboration between developed and developing economies, technology-based versus resource-based national comparative advantage, and differing concepts of sustainability and ethics. Planned in 2006-2010, the STSA will be implemented in 2010-2014.

Columbia University

Global Immersion Program



The Global Immersion Program (GIP) provides Columbia Business School students with a new option for global business training through short-term immersion. Building on the success of the non-credit study tours, GIPs provide students with a more intense and focused study of an important business region. The three-credit elective courses include sessions at Columbia, which focus on a thematic business topic in an emerging market country and provide an introduction into doing business in the region, and include one week in-country experiences introducing students to the local and global business cultures through meetings with executives, government officials, and non-profit organizations. These meetings enable students to address the challenges of managing firms in the complex environment of an emerging economy across a variety of sectors. Students undertake projects that focus on a particular industry or firm and, through their own corporate visits and additional research, analyze the relationships between firm strategy and local context. Students and faculty attend meetings as a group and arrange individual meetings to research companies and industries for an analysis that serves as the final deliverable of the courses. Regional expertise is provided through the faculty member's own experiences in the country and a student from the country or region who serves as the class' teaching assistant and as the cultural guide for their fellow students throughout the planning process and country visit.

The China GIP gave me the incredible opportunity to learn directly from successful entrepreneurs in China. By interacting with them in China, I was able to begin to learn the intricacies of doing business. It was an experience that no classroom environment could effectively replicate.

James Crawford, MBA 2010

Past courses offered include Opportunities in Infrastructure in India, Growth and Sustainability in Brazil, and Growth and Challenges in the Chinese Economy. In 2010, What's New for South Africa will be added, examining how the country will continue to grow following the success of the 2010 World Cup.

Since the program's inception in the fall of 2008, students have visited with the Ministries of Railroad, Roads and Transport, National IDs and Commerce in India, the Mayor of Rio de Janeiro in Brazil, the American Chamber of Commerce in China, and companies such as Bharti Airtel and Bharti Retail, COSAN, DLF, GE India, Itau Unibanco, JP Morgan, McKinsey Petrobras, Standard Chartered, and Trayton.



The Brazil GIP 2010 class visited with the Mayor of Rio de Janeiro and learned about plans for the city's development in anticipation of the 2014 World Cup and 2016 Olympic Games.



University of Michigan *Foreign Internships*

The University of Michigan CIBER operates four undergraduate internship programs in cooperation with two foreign language departments and two area centers. Its Department of Germanic Languages and Literatures (GLL) places intermediate and advanced German speakers, including business school students, in corporate internships in Germany and Austria. CIBER awards fellowships to these students, who cover the balance of their expenses through salaries paid by the internship sponsor. This arrangement leverages GLL's ability to negotiate in German, its knowledge of local business conditions, and its vast network of alumni and corporate connections. A similar program is operated in French-speaking countries with the Department of Romance Languages and Literatures (RLL). This program is coordinated by Rachael Criso, who also teaches intermediate and advanced Business French courses. It has placed students in France, Belgium, Morocco, and French-speaking Canada.

In cooperation with two national resource centers in area studies, UM CIBER organizes and funds internships in Turkey, Malaysia, and Egypt. For Turkey and Egypt, the key partner is the Center for Middle Eastern and North Africa Studies (CMENAS) which has agreed to pay 50% of the salary of a part-time coordinator. CMENAS also provides contacts in Turkey and Egypt, help with the design and delivery of the pre-departure orientation, and awards academic credit to students who participate in the internships. CIBER funds 50% of the coordinator's salary and provides fellowships to participating students. In a similar arrangement, the Center for Southeast Asian Studies supports the internship program in Malaysia.



Internship group at Koç University in Istanbul, Turkey, 2009

Participating in this internship gave me an experience that was truly one of a kind. I probably wouldn't have experienced anything like it if I hadn't done it – not only did I actively participate in company activities, but I was able to learn about the country in a way that was intensive and hands on. I would recommend this to anyone who is willing and wants to go out of their comfort zone to participate in something that will affect them for the rest of their lives.

Internship Participant
2009

University of Texas at Austin & Michigan State University

Study Abroad & International Careers

“Unpacking”



The CIBERs at the University of Texas at Austin and Michigan State University have collaborated to create two online resources for higher education administrators and students. The project addresses two problems shared by the CIBERs and other US-based institutions. The first is that although many schools emphasize study abroad as a way to build career-related skills, campus recruiters often consider study abroad a recreational activity rather than an asset. Students themselves are often unable to articulate career-related experience and skills they have acquired during study abroad, so the value of the international experience as a differentiator during recruitment is minimal. A second common challenge for US schools is that students interested in international careers often have misconceptions about the realities of developing a career path to international work. They are frequently unfamiliar with work visa issues, and may have unrealistic expectations regarding the likelihood of finding an international job as a new hire. Many are confused about the value of an international business major vs. a major in a core discipline in securing a first job.

Online tools developed through this collaboration address each of these issues. They are designed for use by study abroad administrators, international business faculty, career advisors, and students.

Conveying the Value of Study Abroad

- ◆ (<http://ciber.msu.edu/unpacking/home.asp>) is designed to help academic institutions and their students design and execute study abroad programs with career-related skills development in mind, and promote the business-relevant aspects of study abroad on resumes and in interviews.

Exploring International Careers

- ◆ (<http://ciber.msu.edu/unpacking/career.asp>) provides information and resources to help students interested in pursuing international careers develop a strategy and overcome challenges.

This is a truly valuable resource, and we are all grateful to you for making it available to the field.

Richard Mitten, Director of Study Abroad, Baruch College

Study Abroad as a Differentiator in Recruitment

In today's global business environment, employers increasingly emphasize the importance of global skills and experience for executives. Campus recruiters, however, don't always appreciate the value of study abroad in developing career-related skills and experience. Rather than serving merely as an "academic vacation", study abroad offers students an opportunity to take initiative, develop a capacity for critical thinking, and acquire skills such as problem solving and conflict resolution. Students who have learned to articulate the business-relevant benefits of their study abroad experience can leverage it on resumes and in interviews.

Our online resource features a discussion forum in which career advisors, students, international business faculty, and recruiters describe ways to design and execute study abroad programs for maximum value relative to employment, and to leverage the experience during recruiting. It includes a videotaped workshop demonstrating a study abroad "unpacking" methodology developed at MSU, in which a career advisor works with student volunteers from UT-Austin to help them articulate business-relevant skills and experience acquired while abroad.

International Career Resource

Although many students are interested in international employment opportunities, they often don't realize the difficulties associated with finding an international position early in their careers. Our online resource includes links to sources of information and a discussion by career service professionals regarding international careers. The guide is designed to help students identify international employment opportunities, understand associated challenges, and position themselves strategically for an international career.



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 legislative 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 31 CIBERs providing premier educational outreach programs in international business, business language instruction, and study abroad experiences. The evolution of educational outreach activities over the past twenty years has resulted in a wide array of programmatic offerings that highlight the remarkable talent, expertise, and geographical distribution of the CIBER institutions. As a group, the CIBER institutions are able to offer programs and activities of unparalleled quality and scope that enhance 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, which include regional colleges, K-12 faculty and students, as well as specialized programs in international business for doctoral students throughout the United States.

20 Years of CIBER

- ◆ *CIBERs have offered over 3700 internationalization workshops for faculty at non-CIBER institutions*
- ◆ *Over 160,000 faculty and PhD students have attended these workshops*
- ◆ *Over 8900 faculty have participated in over 900 CIBER faculty development in international business programs*
- ◆ *Over 18 million students have benefited from improved international business education*

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 the 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 in International Entrepreneurship Faculty Development Program, and Duke University presents a program on Strategies for 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.

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 12 other CIBERs offers the biennial International Business Institute for Community College Faculty. The Western Regional CIBER Conference is a biennial event hosted by the Consortium of Western CIBER Universities which brings together representatives of two- and four-year colleges to provide a forum for networking and sharing pedagogical innovations.

Educational Outreach



Another example of a very specialized and targeted program is the Globalizing Business Schools at Historically Black Colleges and Universities (HBCUs). The University of Memphis and Michigan State University initiated this program and partnered with 12 other CIBERs and the Title VI B United Negro College Fund Special Programs-Institute for International Public Policy to provide a complete framework of individualized consulting, faculty development in international business, and business language seminar opportunities. Also included in the program is assistance in developing grant proposals to secure funding to globalize the business schools of the HBCU institutions.



GLOBALIZING HBCU BUSINESS SCHOOLS (GBS) PROGRAM

A COLLABORATIVE PROJECT OF HBCUs, UNCFSP-IIPP, CIBERs AND USDOE

The GBS Program is designed to infuse understanding and 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. An integral 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 on their campuses and in acquiring federal grant funds to support these efforts.

HBCU Successes in the GBS Program (2006-2010)

GBS Orientation	29 Faculty	New Undergraduate IB Courses	44
Business Lang. Workshop	49 Faculty	New Graduate IB Courses	8
BIE-HBCU Workshop	30 Faculty	Int'l Content Added to Bus. Courses	44
FDIB-Globalization Seminars	110 Faculty	Students Attended Study Abroad	152
BIE Proposals Submitted	14	Faculty Attended Study Abroad	54
BIE Grant Awards (7 HBCUs)	\$750,000+	International Research (Pres. & Pub.)	141
Alabama St. U. (twice), Bowie St. U.,		New IB Minors	4
Hampton U., North Carolina Central U.,		Int'l Business Collaborations	7
South Carolina St. U., Winston Salem St. U.		Int'l Academic Collaborations	33

Along the same lines, the University of Colorado Denver and Brigham Young University, the only two CIBER institutions located in the Rocky Mountain Region, have joined forces to provide educational outreach programming opportunities to the region's small and medium-sized rural institutions. The collaboration has evolved into the Rocky Mountain CIBER Network (RMCIBER), a consortium comprised of 32 community colleges and universities representing 10 states in the region. The goal of the network is to facilitate the development of international business expertise among the schools and share resources.

Other networks have been developed over the past twenty years for providing foreign language faculty opportunities for instruction in business foreign language. The University of Memphis has offered the Language and Culture for International Business: Workshop for Foreign Language Faculty for 17 years. This program has been co-sponsored by five CIBERs and the UNCFSP-Institute for International Public Policy. A national program offered annually with the participation of all 31 CIBERs is entitled the CIBER Business Language Conference. Other outreach programs offered include the Summer Institute for Teaching Business Language (University of Pennsylvania) and the Six Day Workshop for Business Spanish (University of South Carolina).

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. 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 International Business (FDIB): India. Florida International University hosts another program in India to Mumbai & Chennai, which focuses on the role multinationals and leading Indian companies play in the changing business environment. The University of Colorado Denver offers China: an Emerged Economic Powerhouse in the Global Economy. The University of South Carolina offers



Educational Outreach

the Africa Initiative: Understanding the Business Challenges of Sub-Saharan Africa program that has taken groups to Kenya, Botswana, Zambia, Tanzania, Zimbabwe, and South Africa. Texas A&M University offers a study abroad FDIB to Costa Rica for business faculty to study EcoBiz (Green) in Central America. The University of Pittsburgh annually offers Eastern Europe: Economies in Transition, to Croatia, Czech Republic, and Turkey. A program for Spanish faculty to learn how to teach Spanish for Business is offered by Florida International University in Spain. The University of Hawai'i at Manoa and the University of Wisconsin-Madison CIBERs co-sponsor the annual FDIB to Vietnam, giving faculty the opportunity to study the unique aspects of doing business in Vietnam.

2009-2010 CIBER Overseas Programs for Faculty

FACULTY DEVELOPMENT IN INTERNATIONAL BUSINESS (FDIB)

- FDIB-INDIA**
Mumbai & Chennai
December 16-23, 2009
Florida International University CIBER
ciber.fiu.edu
- FDIB-EUROPEAN UNION**
France & Germany
May 9-19, 2010
University of Memphis CIBER
memphis.edu/iwangctr
- FDIB-EASTERN EUROPE**
Croatia, Czech Republic & Turkey
May 20-31, 2010
University of Pittsburgh CIBER
www.business.pitt.edu/libc
- FDIB-INDIA**
New Delhi & Agra
January 4-15, 2010
University of Connecticut CIBER
www.business.uconn.edu/ciber
- FDIB-TURKEY**
Istanbul & Ankara
May 23-June 3, 2010
University of Kansas CIBER
www.ciber.business.ku.edu
- FDIB-EcoBiz (GREEN) CENTRAL AMERICA**
Costa Rica
May 14-25, 2010
Texas A&M University CIBER
cibs.tamu.edu/CostaRica
- FDIB-CHINA**
China & Hong Kong
January 3-15, 2010
University of Colorado Denver CIBER
www.ucdenver.edu/CIBER
- FDIB-MERCOSUR**
Argentina, Brazil & Chile
May 8-19, 2010
Florida International University CIBER
ciber.fiu.edu
- FDIB-AFRICA**
Kenya, South Africa & Tanzania
May 10-26, 2010
University of South Carolina CIBER
moore.school.sc.edu/moore/ciber
- FDIB-VIETNAM**
Ho Chi Minh City & Hanoi
January 2-14, 2010
University of Wisconsin CIBER & University of Hawaii CIBER
www.bus.wisc.edu/ciber/vietnam/dib

CIBER Covers the World

www.ciberweb.msu.edu/facultydev

The Florida International University CIBER in conjunction with five co-sponsoring CIBERs has offered the MERCOSUR Annual Program in Professional Development in International Business. The University of Memphis, with four co-sponsoring CIBERs, has offered an annual Faculty Study Abroad in Strasbourg, France. 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. This program is now the Short Term Study Abroad sponsored by all CIBERs.

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 the CIBER Doctoral Symposium at Purdue University, a conference for doctoral students in foreign languages to focus on business language academic environments and pedagogy. The CIBER Summer Doctoral Institute for Research and Study on Institutions and Development, hosted by George Washington University, is a cross-disciplinary program that facilitates research across a broad spectrum of social sciences and offers access to experts and resources that can only be found in Washington, DC. Internationalizing Doctoral Education in Business: PhD Seminar is hosted by the Ohio State University CIBER. 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 information to institutions, faculty, and students nationally. The CIBER network, which is comprised of 31 outstanding universities, is truly a national resource with faculty and students representing every state in the United States participating in these offerings annually. Throughout the 20 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 10 million undergraduate and graduate students.

Rocky Mountain CIBER



The University of Colorado Denver and Brigham Young University, the only two CIBERs in the Rocky Mountain region, have joined together to provide CIBER programs to the region's small and medium-sized rural institutions and to facilitate the sharing of resources among regional schools with developing international business expertise. This collaboration has evolved into the Rocky Mountain CIBER Network (RMCIBER), a consortium comprised of 32 community colleges and universities: two institutions in Arizona, ten in Colorado, four in Idaho, two in Montana, one in Nevada, one in New Mexico, three in North Dakota, two in South Dakota, six in Utah, and one in Wyoming.

RMCIBER is committed to helping faculty understand and meet the business needs of a changing global environment. It is a resource for students and businesses to be competitive in today's dynamic economy through analysis of global political, economic, and educational trends, as well as world region insights of development, languages, and cultures.

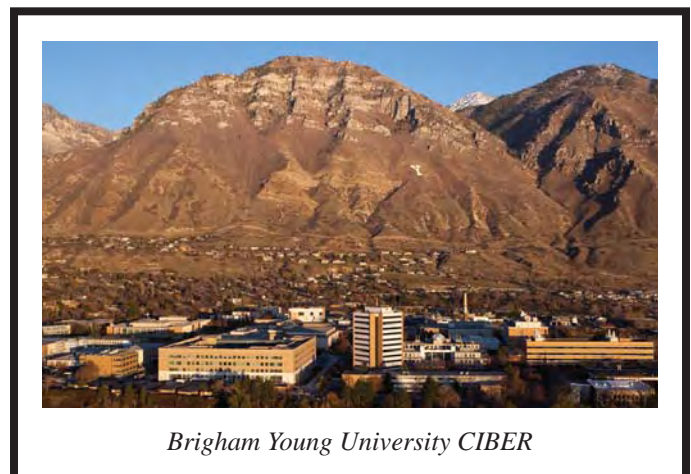
A steering committee from member institutions determines RMCIBER initiatives. These include annual faculty conferences; a faculty development program on international entrepreneurship; development of a resource guide; extensive web-based resources; faculty mentorships; competitive research, course and case development, as well as travel grants; and other activities instrumental in raising the international business competencies of member schools.

The RMCIBER assisted our John M. Huntsman School of Business in its voyage to deeply embed the notion of global vision into our strategic framework... RMCIBER provided mentorship from colleagues who share our passion and sense of purpose, programmatic support, and encouragement that helped launch our global initiatives, ones that have proven to be transformational in the lives of our students and faculty.

Chris Fawson, Senior Associate Dean, Utah State University



University of Colorado Denver CIBER



Brigham Young University CIBER



Globalizing Business Schools Program for Historically Black Colleges & Universities

The Globalizing Business Schools (GBS) Program was designed to infuse understanding of the importance of international and interdisciplinary business education in Historically Black Colleges & Universities (HBCUs) by equipping faculty with the pedagogical tools, knowledge, and experiences to incorporate international content into existing business courses and/or develop new courses. The GBS project was initiated by the University of Memphis, located where 53 of the 104 HBCUs are within 500 miles.

The University of Memphis, Michigan State University, and the United Negro College Fund's Title VI-funded Institute for International Public Policy (IIPP) were the lead project coordinators and initiated a four-year, lock-step Globalizing Business Schools Program for HBCUs.

[The Globalizing Business Schools Program] is among the most sweeping efforts to help predominantly African American schools sharpen their competitive edge in an increasingly global economy.

Ralph Hines
U.S. Department of Education

Global Business Schools Program activities were established to enhance global competency among HBCU faculty and students.

Year 1: Each HBCU is partnered with a CIBER institution for the entire four-year program.

Years 1-4: Faculty Development in International Business (FDIB) Programs.

- ◆ Each participating HBCU receives full scholarships to cover the registration fee, lodging, and most meals in FDIB programs for each of the four years.
- ◆ Each year, three HBCU business faculty may participate in one of the five FDIB globalization seminars offered: Introduction to International Business, International Finance, Global Supply Chain Management, International Marketing, and International Management, plus three workshops on Research, Grant Opportunities, or Pedagogy.
- ◆ Each year, two HBCU language faculty may participate in one of the four FDIB business language workshops: Business Spanish, Business French, Business German or Business Japanese.

Years 3-4: Short-Term Study Abroad Workshop

- ◆ Each participating HBCU is invited to send two business faculty to attend the Short-term Study Abroad Workshop.

Years 3-4: FDIB Overseas Study Abroad

- ◆ Each participating HBCU may send one business faculty each year to participate in one of the CIBER sponsored FDIB overseas programs for faculty (i.e., China, India, Vietnam, South America, European Union, Eastern Europe, Turkey, and Africa).

Globalizing Business Schools Program for Historically Black Colleges & Universities



An integral component of the Globalizing Business Schools Program is one-on-one assistance provided by the sponsoring CIBER to its respective HBCU, facilitating the implementation of international business education programs on the HBCU campus and assisting in developing proposals to secure federal grant funds to support these efforts.

In the 2002-2006 grant cycle, nine Title VI funded Centers for International Business Education and Research (CIBERs) participated in the initiative. Following the U.S. Department of Education's announcement of the 2006-2010 CIBER grant awards, the University of Memphis and Michigan State University CIBERs with support from UNCFSP-IIPP, began recruiting HBCUs for the next four-year GBS Program. Fourteen HBCUs and 14 CIBERs enthusiastically committed to participating in the 2006-2010 GBS Program.

It is certain that the GBS project has extended the reach of the CIBER network and influenced the HBCU institutions in a manner that is not only significant, but one that would not have happened without this initiative. The Institute for Public Policy, CIBER, and the U.S. Department of Education Consortium look forward to working with all partners, co-sponsors, mentors, and participants in the next GBS Program for HBCU institutions.

2002-2006 GBS PARTNERS

HBCU Institutions

- 1 Florida A&M University
- 2 Dillard University
- 3 Morehouse College
- 4 Norfolk State University
- 5 Prairie View A&M University
- 6 Southern University A&M
- 7 Tuskegee University
- 8 Tennessee State University
- 9 University of the Virgin Islands

CIBER Partners

- University of Florida
- University of Memphis
- Michigan State University
- Indiana University
- Texas A&M University
- University of Kansas
- Georgia Institute of Technology
- University of Wisconsin-Madison
- University of Connecticut

2006-2010 GBS PARTNERS

HBCU Institutions

- 1 Alabama A&M University
- 2 Alabama State University
- 3 Bethune-Cookman College
- 4 Bowie State University
- 5 Fayetteville State University
- 6 Florida Memorial University
- 7 Grambling State University
- 8 Hampton University
- 9 Mississippi Valley State University
- 10 North Carolina Central University
- 11 South Carolina State University
- 12 Texas Southern University
- 13 University of Maryland E Shore
- 14 Winston-Salem State University

CIBER Partners

- Georgia Institute of Technology
- University of Kansas
- University of Florida
- University of Maryland
- University of Pittsburgh
- University of Connecticut
- University of Memphis
- Duke University
- Michigan State University
- University of NC at Chapel Hill
- University of South Carolina
- Texas A&M University
- University of Wisconsin-Madison
- University of Pennsylvania

2002-2009 HBCU Success Stories

- 179 HBCU business faculty attended FDIB Globalization Seminars
- 67 HBCU language faculty attended Business Language Workshops
- 36 New undergraduate international business courses developed
- 11 New graduate international business courses developed
- 3 New international business Minors established
- 51 Business courses added international content
- 41 HBCU business students attended study abroad programs
- 49 HBCU business faculty attended study abroad programs
- 103 International research (presentations & publications)
- 14 HBCUs submitted Business and International Education (BIE) grant proposals
- 9 HBCUs received BIE grant awards:
 - Alabama State University (twice)
 - Bowie State University
 - Florida A&M University
 - Hampton University
 - Prairie View A&M University
 - North Carolina Central University
 - South Carolina State University
 - Winston-Salem State University

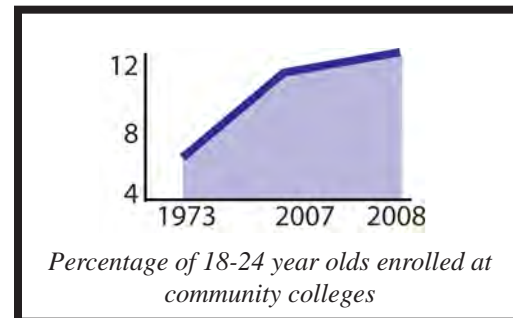
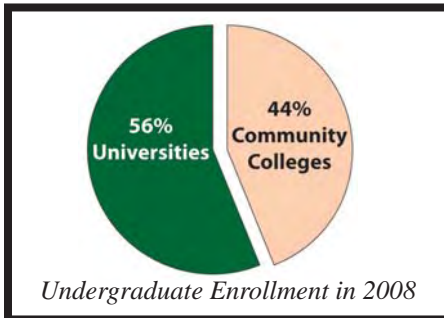


Michigan State University

International Business Institute for Community College Faculty

The future of global competitiveness in the US is based on the quality of today's graduates from universities and colleges across the country. Adding international components to business education is an important part of globalizing the workforce of tomorrow.

Community colleges are an important part of higher education in the United States. Nationally, 12 million students each year attend community colleges. More than half of the total incoming freshman in the US attend community colleges.



To address the needs of these students, Michigan State University CIBER, in conjunction with twelve other CIBERs, offers the biennial International Business Institute for Community College Faculty.

The International Business Institute for Community College Faculty brings together professors from across the nation to learn about international business, exchange ideas, and secure resources to create new programs and improve existing international education programs at community colleges.

The conference is on the campus of Michigan State University. In 2009, forty-two community college professors spent four days in sessions and workshops swapping ideas and planning new programs with other faculty members.

Community colleges play an important role in training students for employment. Adding internationally focused courses to community college curricula can broaden the perspectives of students and help them prepare to be a part of the global workforce.

The Institute provides a unique opportunity for community college faculty to interact with their counterparts at Michigan State University, both one-on-one and in lecture settings, to learn about the current international business research that covers a wide variety of topics.

The program also includes time for community college faculty to share their experiences with each other and to find solutions to common problems.

The Institute was launched in 1995. Since then, 408 community college faculty members have attended the conference. These participants have launched or improved 816 international business courses as well as created certificate programs and other specializations that have reached almost 25,000 students across 42 states plus Puerto Rico. The program has been so successful, participants asked for a higher-level conference. In 2008, the Advanced International Business Institute was created to provide a more in-depth look at international issues and business education.

When participants leave the conference, they take with them notebooks and disk drives full of information that they can use to develop or improve classes at their respective colleges. They also leave with a new network of people that share information and work together to improve international business education across the country.

Texas A&M University
NASBITE International
Global Business Credential



The Texas A&M University CIBER has collaborated with NASBITE International for several years, with the support of CIBER universities at Brigham Young, Colorado Denver, Duke, Florida International, Illinois at Urbana-Champaign, Memphis, Michigan State, Ohio State, San Diego State, South Carolina, Temple, Texas, Washington, and Wisconsin-Madison to develop a national credential to recognize the unique knowledge and skills required by global business professionals. Strong support for this initiative has also been received from federal, state, and local trade assistance organizations; private corporations; and academic institutions. Many educational institutions across the US are using the credential to guide what they teach in their international business courses and training programs.



The credential provides a benchmark for competency in global commerce. The NASBITE CGBP™ 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.

The NASBITE CGBP™ 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

The credential is designed to meet the needs of individuals working in the profession or studying for a career related to global commerce. Professionals from both small and large companies are benefiting as will students in two or four year degree programs. The credential is also suitable for individuals working in trade assistance organizations, trade promotion agencies, and related educational institutions. The NASBITE CGBP™ does not certify that a person is an expert in each of the four domains. It certifies that he or she is proficient in the tasks and knowledge generally associated with a practitioner who has worked in global trade for two years.

To receive the NASBITE CGBP™ designation, a candidate must pass the examination and have completed either two-years of college-level study or have worked in global commerce for two years. The exam consists of multiple choice questions covering the four domains and five threads. The exam is offered in major cities at various times during the year. Over 700 professionals have earned the NASBITE CGBP™ credential.

For more information visit the NASBITE CGBP™ website www.nasbitecgbp.org or the Texas A&M University CIBER website cibs.tamu.edu.



University of Colorado Denver

Faculty Development Program in China

The University of Colorado Denver CIBER has been the host and lead co-sponsor of a unique faculty development program on China, a program that addresses China's rapid rise as a global economic powerhouse and its implications for US competitiveness.

With 1.3 billion people, China is the most populated country on the globe and encompasses 20% of the world's population. One quarter of the 500 largest urban areas are within China. Though it was a nation cut off from the global economy in more recent history, China has been the world's top economy for 18 of the past 20 centuries. Since the onset of its open door policy and economic reform in 1979, China is reemerging as one of the world's largest and most dynamic economies. By 2050, China's economy is estimated to be double that of the United States'. China's investment in education mirrors its economic development: in 1998, 3.4 million students were enrolled in its colleges and universities; by 2007 there were 20 million.

This international field study provides an overview of China, its economy, political structure, culture, and history. It highlights the economic interdependencies between the US and China. US 2009 exports to China were \$69.576 billion, up 341% since 2000 to the advantage of almost every state and county; China 2009 exports to the US were \$296.402 billion. China, including Hong Kong, holds \$907 billion in US dollar reserves and is the US' largest lender through American treasury securities.

The China program provides an essential understanding of a global powerhouse. Indeed, it is necessary for faculty in the US to witness these massive changes firsthand. Until you see the economic machinery in motion, you will not be fully informed of the scale on which it operates. As an urban planning professor, our focus must turn to China if we are to better train our students to be successful players in their future careers!

Jeremy Nemeth, Assistant Professor, Planning and Design, University of Colorado Denver

This program also compares economic giants, the Greater Yangtze River Delta and the Greater Pearl River Delta. The Yangtze River Delta, one of the most densely populated areas of the world since the 9th century, encompasses 10 major cities (including Shanghai, Nanjing, Hangzhou, and Suzhou), covers an area of 99,600 sq km, is home to nearly 90 million people, and generates 40% of China's economy and 21% of its gross GDP. The Pearl River Delta, benefiting from Hong Kong and Macau's Special Administrative Region statuses from when they reverted to Chinese sovereignty, encompasses nine major cities (including Hong Kong, Macau, Guangzhou, and Shenzhen), covers an area of 42,831 sq km, is home to over 60 million people, and is China's largest manufacturing base generating a third of China's exports.



Participants in the 2010 Faculty Development Program-China

In its seven years, 156 faculty from 29 disciplines at 72 US institutions (50 non-CIBERs) in 32 states have participated in this program, enhancing their expertise to further internationalize their courses, organize student study tours to China, develop strategies to assist in US global competitiveness, explore research opportunities, and network with faculty from the US, China, and Hong Kong.

University of Wisconsin-Madison

Faculty Development Program in Vietnam



The University of Wisconsin-Madison CIBER has regularly directed support for faculty participation in Faculty Development in International Business (FDIB) programs in emerging markets, namely China, India, and Mercosur. In 2009, in partnership with the University of Hawai'i CIBER, it hosted the inaugural FDIB to Vietnam which is among the United States' fastest growing trading partners. Twenty-one participants representing 17 institutions participated in 2009; 18 faculty from 16 institutions participated in the 2010 program.

Since its inception, the Wisconsin CIBER has made a distinctive effort to support international teaching and research initiatives throughout the University of Wisconsin System and at technical and community colleges across the upper Midwest. To date, it has awarded 169 grants totaling almost \$575,000 for global teaching and research projects or participation in FDIB or similar programs.

From start to last the [Vietnam FDIB trip] was absolutely first rate. The trip leaders from Wisconsin and Hawai'i CIBERs put together a great reading list and briefing package in advance of the trip... and a terrific set of lectures and visits with business and thought leaders while in country. These visits were greatly enhanced by the trip leaders' own perspective and expert commentary, and by interaction with Wisconsin friends and alumni who lead some of the most important institutions in Vietnam. I wanted to attend this faculty development experience to find ideas for strengthening our summer program that sends undergraduates to Vietnam and I was not disappointed.

Douglas Anderson, Dean and Professor, Jon M. Huntsman School of Business,
Utah State University



Vietnam Faculty Development in International Business (FDIB) participants visited a porcelain tile and brick manufacturer in Hanoi. Many of the products are exported to Australia, India, Taiwan, Sweden, and the UAE.

The Vietnam FDIB program has been an invaluable learning and motivating experience! The companies we visited, the presentations we heard, and the people we met have been extremely beneficial to us in understanding the business and cultural environment of Vietnam. It provided us with a wealth of information and experiences that we can convey to our students about doing business in emerging economies. The program and all the arrangements were superbly organized by the two host CIBERs that made this trip truly memorable for all of us!

Faculty Participant
University of Wisconsin



University of South Carolina

Faculty Development Program in Africa

The University of South Carolina CIBER, the host and lead CIBER in a consortium of thirteen CIBER co-sponsors, has conducted four annual Faculty Development in International Business (FDIB) Africa overseas programs each May from 2007-2010, leading more than 90 US professors and administrators on business, academic, and cultural visits in the Sub-Saharan countries of Botswana, Kenya, South Africa, Tanzania, Zambia, and Zimbabwe.

Two University of South Carolina business faculty (Rob Rolfe, Professor of International Business, and Doug Woodward, Professor of Economics) and one administrator (Mike Shealy, CIBER Director) planned, organized, managed, and led the annual groups of faculty participants from 26 different colleges and universities including faculty from eight Historically Black Colleges and Universities, in order to examine the current business challenges of Africa.



Participants in the 2009 Faculty Development Program - Sub-Saharan Africa

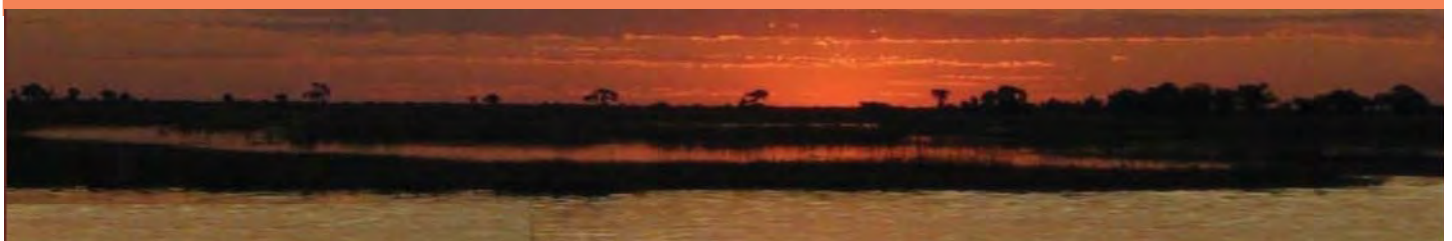
The overall goal of the annual overseas FDIB Africa program – as are all CIBER-funded and sponsored programs – is to help strengthen US global competitiveness. The specific objective of the annual overseas FDIB Africa program supports this goal by raising business faculty awareness of the economic, political, and cultural environments that exist in Sub-Saharan Africa today, enabling the faculty participants to leverage that firsthand knowledge into competence, and eventually, expertise in the classroom and at research campuses throughout the United States.

During the course of the four years of the program, faculty participants have visited numerous academic and business institutions in six different countries, to include visits to AIDS clinics, hospitals, and traditional healers; micro-finance organizations; mosquito net factories; gold and diamond mines; soft-drink bottling companies; industrial development corporations; smart villages; academic institutions; telecommunication companies; stock exchanges; banks; flower nurseries; embassies and consulates; orphanages; eco-tourism companies; wildlife services; garment factories; paleontology sites; national parks; and numerous language and cultural events and locations throughout the continent.

The overall success of the FDIB Africa Sub-Saharan Program is due in no small part to the CIBER co-sponsors of the program, which have included over the past four years the CIBER universities of Colorado Denver, Connecticut, Florida, Florida International, Maryland, Memphis, Michigan, Michigan State, North Carolina, Pittsburgh, San Diego State, Southern California, and UCLA.

This was a transformative experience in terms of enhancing my understanding of the African economy and its business opportunities and challenges. I learned so much from seeing things first-hand rather than just reading about them. I will use the information, examples, and insights in designing my future Executive MBA classes.

Carrie Leana, The George H. Love Professor of Organizations and Management, University of Pittsburgh



Business Outreach



Over the last 20 years – and adjusted for inflation – the stock of foreign direct investment in the US has quadrupled; the stock of such US investment abroad has risen more than five-fold. Imports plus exports have grown from 25 percent of US GDP to 32 percent.

CIBER business outreach programs have contributed to this increased internationalization of the US economy by providing training and information access that enhance competitiveness of US firms in global markets. Some outreach initiatives are reminiscent of programs that existed 20 years ago. For example, training on basics of exporting was needed in 1989 and it continues to be needed as regulations change and new entrepreneurs consider international sales. Hence, programs such as Temple University's *Breaking into the Trade Game*, a series of courses designed to give business executives the skills, insights, and contacts necessary to expand sales globally, have long been, and still are, part of the CIBER portfolio of outreach offerings. Many programs, however, are new, meeting changing training needs of the evolving international sector of the US economy, and meeting training needs that derive from industries and issues that didn't exist two decades ago.

Mode of delivery has changed with technology. The first major CIBER Internet outreach program, Michigan State University's *globalEDGE*, was launched in May 1991. Continually expanded and improved, it is unambiguously the premier site for both business and non-business international business (IB) researchers with its user-friendly organization of, and links to, thousands of IB information resources. Today, a variety of business outreach materials can be found at individual CIBER websites – electronic versions of outreach conferences and publications (e.g., the University of Colorado Denver's *Global Forum Reports* or the University of Florida's annual *Latin American Business Environment Report*), IB assessment tools (e.g., Duke University's InterCultural Edge instrument for testing cross-cultural competency or Ohio State University's *Getting to Global Survey* for determining export readiness), and online foreign language courses for business professionals (e.g., both the University of Southern California and the University of Wisconsin-Madison offer Mandarin in this format).

The most common types of CIBER outreach products have probably been constant over the 20 years: (1) the executive or business practitioner IB seminar /workshop /conference, and (2) enriching the international components of executive and working professional MBA programs. Over the two decades spanning 1989 to 2009, CIBERs conducted over 6000 IB conferences/workshops for over 600,000 participants; in the most recent grant year (2008-2009), they conducted almost 400 for over 76,000 participants. While broad type has remained constant, content and form has not.

In particular, outreach focus has shifted away from imparting general information to finding solutions to specific problems. In content, the shift is reflected in increased specificity and depth of outreach initiatives. In form, there is greater emphasis on individualizing the conference/workshop experience.

20 Years of CIBER

- ◆ *CIBERs collectively impacted over 5000 businesses in 2009*
- ◆ *In 2009 there were 17,522 executives in international business programs*
- ◆ *In 2009, almost 400 business seminars, conferences, and workshops were conducted for over 76,000 participants*
- ◆ *Over 6000 business conferences, workshops and seminars have been held for over 600,000 participants during CIBER's 20 year history*



Business Outreach

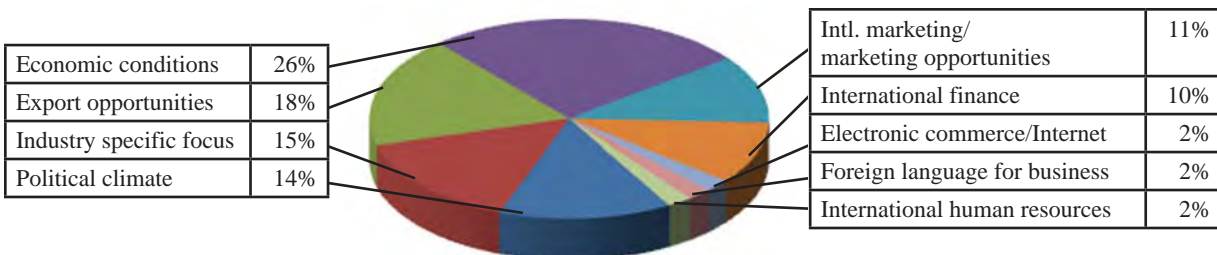
CIBER business conferences and workshops do not currently sport titles such as “Today’s Global Economy.” Many focus on a specific economy or grouping of economies. Recent examples include “Brazil and its Markets” (Georgia Institute of Technology), “Doing Business in Africa” (University of Florida), “Insight Dubai” (Temple University), “Doing Business in China” (University of Pittsburgh), “Uncertainties in Mexico” (University of Wisconsin), “Doing Business in Islamic Asia” (University of Hawai’i), and “The Americas Business Forum” (University of California Los Angeles) that highlights emerging markets in the Western Hemisphere.

The Georgia Tech CIBER is a great ally in the promotion of US exports. The annual Global Business Forum that Georgia Tech’s CIBER hosts brings together local and foreign business people around a particular country or market. The Georgia Tech CIBER’s focus and funding have been highly effective in bringing these kinds of opportunities to the Southeastern US.

Thomas Strauss, Southeast Network Director, U.S. Export Assistance Center,
U.S. Commercial Service, U.S. Department of Commerce

Of the 399 business conferences and workshops held by CIBERs from October 2008 through September 2009, 50 percent had a regional focus more specific than “general international.” Over three-quarters of these were concentrated on markets outside of North America and Western Europe. They trained US firms on doing business with key emerging and developing countries, economies generally less familiar to US industry, but ones accounting for an increasing proportion of world growth. Such markets must be successfully entered by US firms if the US is to benefit from future economic opportunities of global growth.

***CIBERs reported business outreach seminars/workshops
2008-2009 in the following topics.***



Greater specificity is also achieved by targeting particular industries. Fifteen percent of the 2008-2009 CIBER conferences/workshops had an industry-specific focus. Not all were conducted as isolated events. Annual meetings of industry professional associations provide excellent forums to address sector-specific international business (IB) issues and CIBERs have leveraged these opportunities through funding IB conference sessions – e.g., the University of Wisconsin’s IB sessions for business practitioners in the biotechnology industry or those of the University of Florida for members of the legal profession.

Business Outreach



Business training on IB policy and institutional issues that cut across regions and sectors has added depth by developing more extensive and intensive conference and workshop agendas. Examples include: (1) six years of the multi-CIBER collaborative *National Forum on Trade Policy* that moves around the country, annually addressing different aspects of US trade policy and its diverse regional impacts; (2) the University of Pennsylvania's eschewing the 20-minute luncheon talk on the current global financial crisis/recession in favor of a systematic, in-depth presentation by multiple experts on multiple aspects of the crisis over a three-day conference period; and (3) a sequence of conferences for business on security and securing the global supply chain organized by the University of Maryland CIBER.

The CIBER National Forum on Trade Policy was timely and very informative. I hope together we can continue to provide views on the positive role of trade and investment.

Gustavo Guerrero, International Trade Specialist, Centers for International Trade Development,
Southwestern College, Chula Vista, California

Beyond content, business outreach program depth is defined by participant experience. In a number of outreach initiatives, participants do not simply listen to a series of keynote addresses and panel discussions. The programs allow one-on-one time between firms and experts, time that is critical for finding solutions to specific problems. For example, participants in the University of Southern California's *Asia/Pacific Business Outlook* conference have the unusual opportunity to privately consult with any of fourteen Senior Commercial Officers (SCO's) from throughout the Asia Pacific region. Similar business practitioner access to Latin American SCO's is provided in the context of the University of California Los Angeles' *The Americas Business Forum*. Focus group discussions such as those at the University of Colorado Denver's quarterly *Global Enterprise Institute* provide an alternative format for individualizing and enhancing the conference/workshop experience. University of Wisconsin scholarships permit smaller regional biotechnology firms to benefit from the one-on-one IB mentoring opportunities available at the annual meetings of the Biotechnology Industry Organization (BIO).

Emphasis on individualizing experiences has led to upgrading a classic CIBER business outreach program, pro bono consulting for small firms by faculty-led teams of MBA students. Such programs give students "hands-on, real world" experience developing IB strategies and they simultaneously provide valuable research and analysis for small enterprises lacking human and financial resources to effectively investigate foreign market opportunities on their own. Current examples include the University of North Carolina at Chapel Hill's *STAR (Student Teams Achieving Results)* program, Michigan State University's *MEGP (Michigan Export Growth Program)*, and Ohio State University's *TARGET (To Aim and Realize Global Expansion Together)* program. The third has added significant enhancements to the basic model: (1) inclusion of a "mentor company" (one established in IB) on the consulting team, and (2) CIBER-organized trade missions to companies' target markets, where business executives and students work together to establish partnerships critical to each company's internationalization strategy.

Ohio State University's inclusion of the business mentor in its *TARGET* initiative is indicative of the extended partnerships that increasingly characterize CIBER outreach programs. Realizing the shift from transmitting general information to finding solutions to specific problems requires more partners to achieve the necessary specialization and depth. Of the 399 CIBER outreach conference/workshops held in 2008-2009, 51 percent were co-sponsored with local Chambers of Commerce, state or regional economic development agencies, district export councils, industry trade associations, and/or world trade centers; 35 percent were co-sponsored by local businesses. Such partnerships fill the voids and address the needs identified in the original CIBER enabling legislation (specifically, Section 611(a) of the Higher Education Opportunity Act, Part B) and assure that CIBER outreach programs will continue to evolve to meet their overarching goal of improving the competitiveness of US firms in the global markets.



Business Outreach

Collaborative programs extend overseas and across CIBERs as well as between CIBERs and their local business and development organizations. A 13-CIBER consortium organizes and delivers the Global Business Project initiative, a multi-university, multinational version of the MBA IB consulting project. Teams are drawn from applicants across member schools; each meets with stakeholders in target foreign countries and is required to use cross-cultural awareness and foreign language skills as well as business acumen in producing company-specific strategic IB advice.

New partnerships have also been key to enriching the international offerings of MBA programs designed for the business community, the part-time executive and working professional alternatives to the traditional 2-year full-time degree. Reflecting exceptional quality and prestigious accomplishments, business schools awarded CIBER grants can be found in the first tier of virtually all national rankings of business college offerings. They particularly dominate and set the standard in the executive MBA (EMBA) category. For example, in *Business Week's* 2009 rankings¹, seven of the top 10 US Executive MBA programs were offered by CIBER schools. IB enrichment over the 20 years of CIBER input follows the pattern of other degree programs, namely, an initial integration of international components into existing courses (or addition of entire new IB courses) is subsequently augmented with overseas experiences. Of the 35 current and recent CIBER institutions, all but three offer an Executive MBA, and 72 percent require an overseas experience as part of the program. The requirement is often a short-term study abroad (STSA), an approximately 1-2 week trip overseas comprising firm visits, lectures, and briefings by academics and business policymakers, as well as cultural experiences.

Through new partnerships with business schools overseas and innovative re-design of the part-time schedule, several CIBERs have successfully pioneered significantly deeper international experiences in their EMBA offerings. The Global or Worldwide MBAs of Duke University, University of Pittsburgh, Georgia Institute of Technology and the University of California Los Angeles exemplify such initiatives. Rather than accommodating the part-time participation of executives through weekend meetings, classes are compressed into one to two week segments which meet at various locations, domestic and international. For example, courses in Duke University's Global EMBA are delivered sequentially in the US, the UK, Russia, the UAE, India, China, and Thailand. In the University of California Los Angeles' program, participants earn two world class MBAs in 15 months. In the Asia offering, students attend six intensive two-week segments every three months (two in Singapore, two in Los Angeles, one in Shanghai, one in Bangalore) and are awarded MBAs from both the University of California Los Angeles and the National University of Singapore. The international experience of such programs is intense as a result of their combining three dimensions of globalization – course content/structure, course location, and purposefully selected international representation in each cohort of executives.

Currently, both the required short-term study abroad (STSA) and intense global programs are being designed, piloted and delivered for working professional as well as executive MBAs. For example, the University of Texas at Austin requires an STSA in its Texas Evening Program and Duke University offers a Cross-Continent Working Professional Degree analogous to its Global EMBA. Ohio State University has experimented with an overseas experience that is more focused and in-depth than the typical STSA for its working professional MBA students. In a recent implementation of the *Business Solutions Team Project*, the MBA candidates flew to Ethiopia along with experts from Ohio State's Technology, Licensing and Commercialization office, met with key Ethiopian business and government stakeholders, and applied their skills in determining how Ethiopia could best meet challenges of the global crop export market.

The talented, innovative and committed faculty at CIBER business schools, who effectively develop and utilize an expanding network of local, national, and international partners, assure CIBER business outreach programs will continue to grow and deepen in form and impact, meeting US IB training needs within realistic business practitioner time constraints.

1. <http://www.businessweek.com/bschools/rankings/>

Indiana University

National Forum on Trade Policy



The three co-hosting CIBERs for the 2009 National Forum on Trade Policy (NFTP) – Indiana University, University of Kansas, and Ohio State University – joined forces with Kansas City’s North America Works (NAW) conference. During the past four years, NAW has become the premier meeting point for discussion and exchange on critical North American developments. The annual conference combines regional, continental, and global perspectives to discuss issues critical to the Canadian, Mexican, and US business, civil, educational, research, and government communities. The event has proven successful with increasing attendance each year and a continual strengthening of partnerships. Determining that the NFTP and NAW shared parallel visions, the co-hosting CIBERs identified an opportunity to enhance the synergistic potential of such collaboration. While NAW’s focus has been primarily on trade and transportation issues across a north-south axis, the parameters were expanded to be more comprehensive geographically. Held at the Kauffman Foundation in Kansas City, this year’s forum attracted over 200 attendees.



US Senator Kit Bond welcomed forum attendees and provided points of discussion.

The forum focused on “Enhancing North America’s Competitiveness in a Changing World.” Keynote speakers included David Sanger, Chief Washington Correspondent for *The New York Times*, and Stephen Blank, Senior Fellow at the Centre for International Governance Innovation and co-chair of the North American Transportation Competitiveness Research Council. Panels with specialists from across North America discussed various timely topics, including how to reduce trade barriers, meet security concerns, cooperate in developing sustainable business practices, and build a freight transportation system that will enhance North American competitiveness in the global market.



Roberto Garcia, Clinical Associate Professor of International Business at Indiana University’s Kelley School of Business, introduces a panel.

The conference structure allowed selected partners across North America to host “satellite” forums and connect with the Kansas City conference sessions via the Internet. Coordinated by Indiana University’s CIBER, the conference was broadcast over the web through streaming high definition video. Attendees at satellite locations were encouraged to participate in real-time online chat rooms and discussion forums through the conference’s specialized social network. A satellite group hosted by Ohio State University actively participated through these media and demonstrated the potential for integrated technology to revolutionize how conference content is delivered and how “attendees” participate in conferences. This high-tech approach allowed more than 100 additional people across North America to participate in NFTP.

In addition, Indiana University’s videography team utilized portable high-definition videoconferencing equipment to broadcast selected satellite forums live into the Kauffman Foundation at the conclusion of breakout sessions on specific topics.



University of Colorado Denver *Global Enterprise Institute*

The Global Enterprise Institute (GLEI), designed to increase mid-market and entrepreneurial firms' participation in international business, is an exciting partnership between the University of Colorado Denver CIBER and KPMG Denver, the Denver office of the international accounting firm KPMG LLP. GLEI provides a quarterly forum where business executives from over 100 Colorado companies learn from thought leaders about key issues and trends in international business, share best practices dealing with opportunities and risks of international expansion, and network with regional counterparts in numerous industries to learn from each other's successes and challenges. Focus groups facilitate discussions relevant to select businesses. GLEI sessions are summarized in the University of Colorado Denver CIBER's *Global Forum Reports* and distributed to businesses and business schools across the nation as well as included in the website www.ucdenver.edu/CIBER.

Our Denver Global Enterprise Institute has taken full advantage of the CIBER network, leveraging relations with the University of Colorado Denver... This collaboration has been extremely successful... The objectives of CIBER are in line with one of our primary goals, to focus on (mid-market) business with an international footprint and/or aspirations to operate globally.

Jerry Jolly, KPMG National Partner-in-Charge, Mid-Market Line of Business

Central to the GLEI initiative is the realization that increasing participation in international business by entrepreneurial and mid-market companies is vital to US global competitiveness and building a vibrant US economy. Small business encompasses 25.8 million companies, employs more than 50% of the private workforce, generates more than half of US GDP, is the principal source of new jobs, and is fertile ground for embracing global business opportunities.

GLEI also provides an introduction to the international business expertise and services the University of Colorado Denver CIBER has to offer Colorado and US businesses as they investigate international strategies. An example is Kaman Industries, a precision equipment manufacturer with sales offices in Colorado Springs and an eye to expanding into the Chinese market. From their executives' participation in GLEI meetings, KAMAN was linked to two UC Denver China specialists, one who assigned her international business consulting class students to write a business case; the students recommended KAMAN establish a distribution network in select China locations and identified potential partners/distributors. The other China specialist traveled to Shanghai and Guangdong with two senior sales executives; this resulted in KAMAN establishing distribution outlets in Shenzhen, Shanghai, Nanning, and Taiwan.

The UC Denver CIBER/KPMG Denver partnership is replicating the GLEI model for other CIBERs and KPMG offices beginning with the University of Connecticut CIBER and KPMG Stamford.



CIBER professors Manuel Serapio (University of Colorado Denver) and Anil Gupta (University of Maryland) lead a GLEI session on Getting India and China Right.

University of Southern California

Asia Pacific Business Outlook



Since 1988, the University of Southern California Marshall School of Business, in partnership with the International Trade Administration of the U.S. Department of Commerce, has produced the Asia/Pacific Business Outlook Conference (APBO).

Each year, an APBO “cast” of 50 Asia business experts helps inform 250 American business leaders about new opportunities and new challenges of doing business in 14 Asia/Pacific economies. Included in the APBO “cast” is the Senior Commercial Officer (SCO) from each American embassy in the Asia/Pacific region, as well as a senior American business leader from each economy. In 2010, participants came from 33 states for the two-day conference. Participants “design” their own conference by self-selecting one of five concurrent sessions during each hour of the conference.

APBO also provides a unique opportunity for participants to have private business consultation appointments with the SCOs. The SCOs come to APBO well-prepared to answer specific business questions during these consultation appointments. They are able to do this because their in-country staffs have been researching the individual business issues of participants since they registered for their APBO appointments, one month prior to the conference.



APBO features networking luncheons



James Owens, Chairman/CEO, Caterpillar

The International Trade Administration values its partnership with CIBER and the opportunity that APBO provides to showcase the expertise of our Senior Commercial Officers from Asia... I look forward to our continued partnership to educate American companies and grow US exports.

Francisco J. Sanchez, Undersecretary for International Trade, U.S. Department of Commerce

Our partnership with the University of Southern California, and its Center for International Business Education and Research, is exactly the type of collaboration that will facilitate the mandate of the National Export Initiative to double US exports over the next five years and create millions of American jobs.

Suresh Kumar, Assistant Secretary for Trade Promotion and
Director General of the U.S. & Foreign Commercial Service

CIBER provides registration and travel grants to educators who do not have funding to attend APBO: faculty from state universities and community colleges. Priority is given to faculty from the California State University System and from the California Community College System (www.apboconference.com).



The Ohio State University

TARGET: Getting to Global

In 1999, The Ohio State University CIBER began the TARGET “To Aim and Realize Global Expansion Together” Program for small and medium-sized businesses in Ohio, to address their global business issues and assess their readiness to expand their business in the global marketplace. The goal of TARGET was to create and sustain a partnership between faculty and students at Ohio’s institutions of higher education, the business community, and service providers to enhance international business strategies and practices. To date the program has served 60+ companies in the Columbus, Dayton, and Cleveland areas.

In February 2008, the OSU CIBER hosted “TARGET: Getting to Global” co-sponsored by the U.S. Department of Commerce Commercial Service, and the Ohio Department of Development's Global Markets Division. During this one of a kind event, member companies striving to expand their business in the global market place networked with mentor companies that have already established international business, and with faculty and students willing to share their expertise to assist these companies to achieve their goals. The keynote address was delivered by E. Gordon Gee, President of The Ohio State University. A new assessment tool was showcased that enables executives to determine the strengths and challenge areas of their company related to expanding their business internationally. Based on the outcomes of the assessment tool and input from participants, the OSU CIBER provided businesses with additional resources including faculty research and seminars focused on international negotiations and country-specific export information.



Fisher College UG and MBA project team on site at NCR in Dublin, Ireland

Companies participating in TARGET are regularly connected to Fisher’s popular Emerging Markets Field Study and Globalization of Smaller Firms courses. Since 1995, these two courses have been successfully providing students with a global perspective on emerging and established markets and an opportunity to gain in-country international experience with a blend of academic, corporate, and cultural experiences. More than 400 MBA and undergraduate students have studied over 100 companies in a wide variety of destinations including Mexico, Brazil, Malaysia, Singapore, China, Argentina, Poland, Ethiopia, South Africa, Turkey, Cyprus, Greece, Egypt, Hungary, Panama, Costa Rica, Czech Republic, Chile, Vietnam, Namibia, Thailand, India, Bolivia, Peru, and Russia.

As the TARGET program continues to evolve, the OSU CIBER has strategically focused this program on two industries identified by the Governor of Ohio as instrumental to the state’s economic recovery after the recent recession: alternative energy and agribusiness. In conjunction with OSU’s Institute for the Energy & Environment, CIBER is working to identify companies in the state’s growing alternative energy sector that have promising export opportunities but have yet to venture into international markets. CIBER has already led the formation of a joint degree with the College of Food, Agriculture, and Environmental Science to establish a new joint degree program in which students can obtain both the MBA and a Master’s of Science in Agricultural, Environmental, and Development Economics. The dual degree will help prepare students for the business aspects of careers in institutions for which agricultural, environmental, and development issues are special concerns and contribute to university and college objectives of fostering interdisciplinary curricular options and research. Further, the OSU CIBER is leading the food security initiative of a 6 CIBER consortium. This collaborative effort will connect faculty with similar research interests across CIBER schools with premiere agricultural programs, inform policy makers about food security issues, and identify barriers and opportunities for US food exporters. A complementary program is already underway with the Ohio Department of Agriculture which has resulted in the development of a yearlong program that pairs small and medium-sized agricultural companies with MBA students. Fellows will serve as export specialists within participating companies on customized international projects that could include creating a strategic plan for expanding export activities, identifying new export markets, and/or forming a comprehensive assessment regarding the feasibility of developing an export department.

Temple University

Breaking into the Trade Game



Temple CIBER, in partnership with the U.S. Commercial Service, the Small Business Administration, and the Mid-Atlantic District Export Council, delivers the annual “Breaking into the Trade Game,” an exclusive training program that has been carefully designed to give business executives the skills, strategies, insights, and network of contacts that are necessary to expand sales globally. Exporting is a form of entrepreneurship; selling American products and services overseas is both profitable and culturally rewarding for all companies that want to prosper in today’s global marketplace. Whether businesses are just thinking about exporting or have been exporting for years, these courses will provide participants with the tools and the latest information necessary to succeed.

Each of the six courses are facilitated by Robert Elsas, Regional Manager, Export Solutions Group, U.S. Small Business Administration. U.S. Commercial Service’s Nicole DeSilvis commented, “There is a growing demand for entrepreneurs and new businesses looking to overseas markets.” The program travels throughout the region to hold sessions in Philadelphia, Chester, Montgomery, and Lehigh counties. “We had our largest attendance ever of 35 different small and medium enterprises in the region,” continued DeSilvis. “Some attendees were in the initial stages of developing their export strategy; others had been exporting for years and needed a refresher course on particular topics.” The workshop topics focused on different aspects of international trade, including: Making the Export Decision, Selecting Markets and Cultural Considerations, Transporting Goods Internationally, Legal Issues for Exporters, Creating Effective International Payment Structures, and How to Approach a Bank for Financing. Each class featured presentations from local international business experts including representatives from the U.S. Embassy in Mexico City, the Delaware Valley International Resource Center, the American Export Training Institute, and the Philadelphia U.S. Export Assistance Center, to answer any questions participants had prior to, during, and after each session.

The program regularly earns positive feedback during the program evaluation process. Joe Cygan, recently-appointed vice president of business development for ChemLogix GLOBAL, attended the Transporting Goods Internationally session. “I needed a quick way to get up to speed, learn some basic principles, and gain awareness of current and future issues in the global trade arena,” Cygan said. “It was well worth my time to attend.”

This should be an example of how sincerely, productively, and effectively a public sector branch can help the private sector. Please accept my sincere gratitude.

Shams Huda, Abitec Inc.



Tony Ceballos of the Philadelphia U.S. Export Assistance Center and Bob Elsas of Export Solutions Group pose with participants of the “Breaking Into the Trade Game” at the US Small Business Administration’s regional headquarters in King of Prussia, Pennsylvania



University of Wisconsin-Madison

Global Business in the Biotechnology Sector

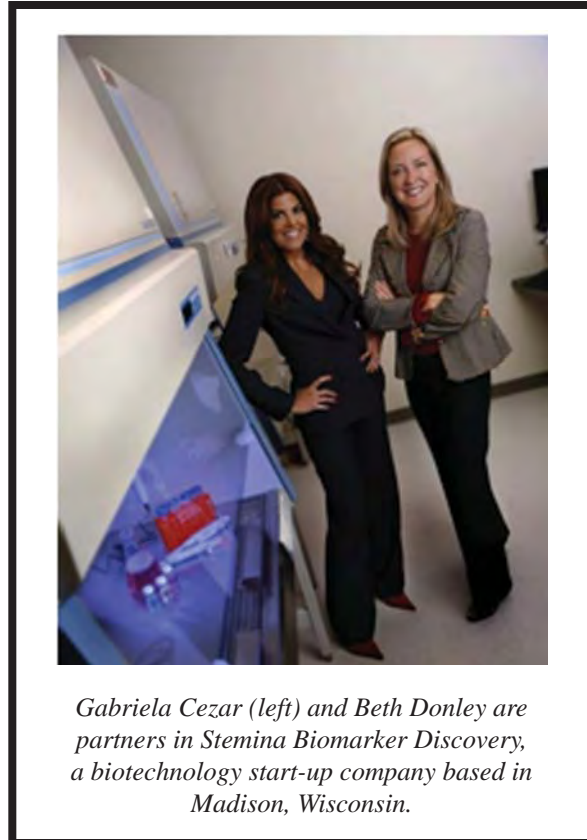
Wisconsin's economic development efforts have identified biotechnology as a strategic priority. Wisconsin has a concentration of specialized pharmaceutical, medical device, and laboratory organizations that serve as a powerful engine for the state's economic growth. According to the Wisconsin Department of Commerce, the state's biotechnology industry earned \$8 billion in sales in 2008 and the total employment impact of Wisconsin's biotechnology sector totaled more than 70,000 jobs.

Since 2004, the University of Wisconsin-Madison CIBER has developed a number of academic and business programs to support the state's burgeoning biotechnology sector. In partnership with the Wisconsin Department of Commerce and BioForward (Wisconsin's biotechnology industry association comprised of 265 member companies), CIBER encourages small Wisconsin-based biotechnology and high technology companies to seek out new international markets. Since 2004, CIBER has provided partial funding to over 35 small companies to attend international biotechnology trade shows where company executives meet with prospective partners, venture capitalists, and government officials. The purpose of this CIBER program is to encourage smaller Wisconsin-based companies to enter international markets.

For the past five years, CIBER has co-sponsored BioForward's annual conference and has assisted the conference organizers in incorporating international topics into the agenda. Examples include sessions on entering Asian and European markets and global biological threats.

In 2007, the Wisconsin School of Business and the UW-Madison Initiative for Studies in Transformational Entrepreneurship (INSITE) launched the first annual Wisconsin Entrepreneurial Bootcamp, an intensive week-long program designed to introduce UW-Madison graduate students in Physical/Life Science, Engineering, or Law to entrepreneurship and the tools, skills and issues faced in technology entrepreneurship. Since 2009, the Wisconsin CIBER has worked with the program directors to add international content to the curriculum, addressing topics such as intellectual property issues in foreign markets and cross-cultural attitudes toward science.

Recently, the Wisconsin CIBER partnered with BioForward, the UW-Madison Small Business Development Center, and TomoTherapy Incorporated (a publicly traded medical device company headquartered in Wisconsin) to deliver management training seminars intended to enhance Wisconsin biotechnology managers' ability to take advantage of global business opportunities. CIBER and its partners identified seminar topics such as communication strategies, project management essentials, and basics of financial management. In cooperation with faculty from the UW-Madison Initiative for Studies in Transformational Entrepreneurship (INSITE), CIBER will develop seminars on international biotechnology regulatory trends, intellectual property laws, emerging business opportunities, and entrepreneurial ventures.



Gabriela Cezar (left) and Beth Donley are partners in Stemina Biomarker Discovery, a biotechnology start-up company based in Madison, Wisconsin.

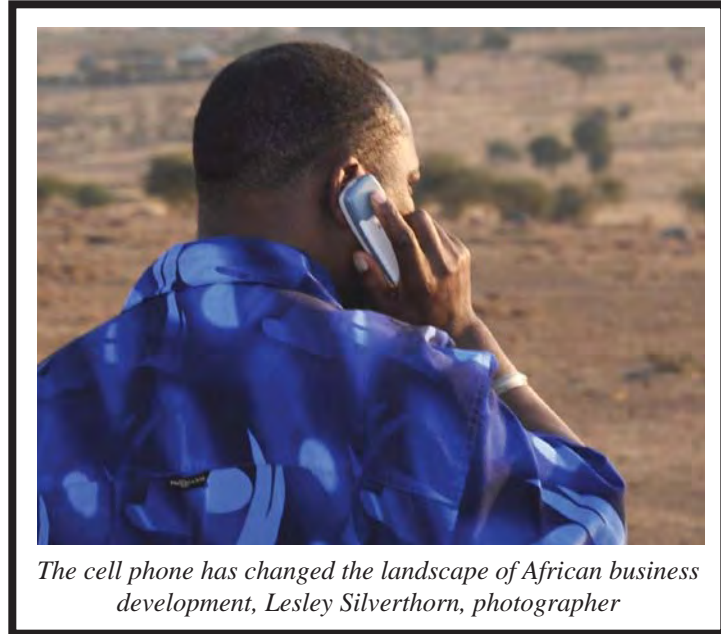
University of Florida

Business Opportunities in Africa



Ranging from anecdotes of students identifying Africa as “a country” to statistical cross-country comparisons of trade and foreign direct investment statistics, evidence abounds that US business professionals at all stages of development often understand neither the continent in general nor its specific potential as an international business (IB) partner.

The University of Florida’s African business outreach program focuses on publications and conferences that educate business professionals on opportunities the continent offers and on translation of lessons from scholarly studies into practical business prescriptions. Reflecting the challenge of effectively delivering African IB business outreach programs, regional, national, and international partnerships are critical components of all initiatives.



The cell phone has changed the landscape of African business development, Lesley Silverthorn, photographer

- ◆ Annual publication of a *Sub-Saharan Africa Business Environment Report (SABER)*: The report is modeled after UF CIBER’s successful *Latin American Business Environment Report (LABER)*. Produced each year since 1999, LABER has developed wide-spread circulation and has been highly lauded in external evaluation. Both reports are approximately 50 pages and include a mix of statistical tables and analysis covering the economy, trade, and investment in relevant political, social, and legal contexts, as well as providing individual treatment of the 20 major country economies and regional and sub-regional country aggregations. Partnership with business faculty at the University of South Carolina CIBER provides African IB expertise complementary to that in UF CIBER and in the UF Title VI Center for African Studies. Multiple sources of expertise are needed to cover the diverse continent, which lacks obvious regionalization, contains a large number of countries at low levels of development, and is home to numerous different languages. Project development funding in 2009-2010 finalized SABER topic coverage and identified sources of data. Publication will commence in 2011.
- ◆ Doing Business with Africa Outreach Conference: Both attendance (75) and evaluations (9.5 on a scale of 1 to 10) were higher than anticipated for the 2008 UF CIBER-sponsored conference, *Doing Business with Africa: Practice, Issues, and Potential*, held in Tampa, FL. Plenary sessions included World Bank and Global Insight, Inc. Africa experts and concurrent workshops drew on multiple Florida academic, government, and business sources for specialized African IB expertise on cultural, regulatory, and logistics issues. Delivery of similar conferences is scheduled for other major metropolitan areas of the state.
- ◆ Derivation of Multinational Corporation (MNC) implications of the Africa Power and Politics Program (APPP): UF’s Center for African Studies is the lead US institution on the multinational APPP research project with the mission of “discovering institutions that work for poor people.” Business aspects of APPP focus on government institutions and indigenous firms, but institutional policy recommendations will have implications for MNCs operating in Africa, including those designing development-effective corporate social responsibility programs as part of the investment agenda. Derivation of these MNC implications has been a focus of recent UF CIBER funding, with project completion anticipated in the 2010-2014 grant cycle.



University of California Los Angeles

Global Executive MBA

The UCLA Anderson School of Management now offers two global Executive MBA programs, one with the National University of Singapore (NUS) and one with the Universidad Adolfo Ibáñez (Santiago, Chile). The UCLA - NUS Global Executive MBA Program for Asia Pacific allows senior executives from anywhere in the world to participate in an unparalleled global learning experience without interrupting their careers. The program attracts highly accomplished individuals who represent very diverse cultures and who share a record of successful work performance, managerial experience, and leadership ability.



Students in the Global UCLA-NUS Executive MBA program capitalize on the immense resources of two established Pacific Rim business schools, meeting the future needs of organizational management and embarking on a challenging and intellectually stimulating voyage.

The program is comprised of 6 two-week segments over a 15-month period allowing participants to attend from all over the world and accommodating the demanding schedules of busy executives who might be located in any geographic region and cannot attend locally-based programs. It is designed for senior working professionals with a record of achievement and demonstrated leadership ability who would like to gain an extensive, well-balanced general management education with a primary focus on Asia and North America that provides the breadth and depth of knowledge, the tools, and the skill sets necessary to lead organizations. Participants are awarded two globally recognized MBA degrees - one from UCLA and one from NUS - the same MBA degrees as each university's other MBA programs (full-time, fully-employed and executive programs). Classes are conducted in residence at NUS in Singapore and at UCLA in Los Angeles, as well as in Shanghai, China and Bangalore, India. Dr. Chris Erickson, Director of UCLA CIBER, serves as the Faculty Director of this exciting Executive MBA Program.

Announced in 2010 and to be launched in 2011, the UCLA Anderson-Universidad Adolfo Ibáñez Global Executive MBA for the Americas allows students to acquire the perspective and expertise to confront local, regional, and global challenges facing the Americas now and in the future. UCLA and Universidad Adolfo Ibáñez are pleased to bring together the resources of two established universities to provide senior executives with a truly global perspective on leadership and management. The program prepares successful executives for top positions in their companies, helping them to understand the broad functions of an organization beyond their area of specialization. This academically rigorous program provides the opportunity to learn from both schools' award-winning faculties in a highly interactive and experiential environment, and become immersed in both Latin American and North American perspectives during the residential sessions in Miami, Los Angeles, São Paulo, and Santiago. Upon completion, students receive degrees from and become alumni of both universities, but more importantly, have the opportunity to develop essential skills and leadership capabilities that are directly relevant to the most critical business and organizational issues in our rapidly globalizing world. The Global Executive MBA for the Americas capitalizes on the strengths of both business schools, with the unsurpassed combination of an integrated program design, world-class faculty, accomplished peers, and a supportive learning environment. UCLA CIBER leadership, Dr. Chris Erickson and Dr. Robert Spich, serve as faculty in the degree program. Dr. Erickson will teach the Negotiations Behavior course where much of the theory will be applied with negotiation simulation in a wide variety of contexts; Dr. Spich (UCLA CIBER Faculty Director of Programs) will be involved in the Senior Management Research course, a second-year course that is an extended client-based learning experience and practical test of MBA learning.



Alliances with Agencies and Governments

CIBERs have a rich history of partnering with federal, state, and local agencies and governments to provide expertise on timely international business issues and topics for the citizens of the United States. CIBER directors and business faculty frequently provide global business expertise for white papers, official briefings, legislative hearings, advisory boards, and the press. CIBERs also serve as focal points for guidance on internationalizing the curricula and faculty of community colleges, undergraduate and graduate university programs, and K-12 institutions. In collaboration with their network of regional and national organizations, CIBERs sponsor conferences, seminars, and workshops to increase the knowledge and competitiveness of US businesses. Specific examples follow.

Brigham Young University CIBER's International Business Lecture Series with the World Trade Association Utah

Columbia University CIBER's support of New York City Economic Development Corporation's international business plan competition

Duke University CIBER's National Forum on Trade Policy Annual Conference, begun with the North Carolina Department of Commerce and the University of North Carolina at Chapel Hill CIBER and expanded to other CIBERs

Florida International University CIBER's Export University Program with the U.S. Department of Commerce; Annual Western Hemisphere Security Colloquium with the U.S. Department of Defense and the U.S. Army

George Washington University CIBER's Peace through Commerce Conference with the U.S. Institute of Peace; African Diaspora Marketplace business plan competition with USAID

Georgia Institute of Technology CIBER's U.S.-India Business Forum with community organizations and the U.S. Export Assistance Center; Global Business Forum with the Georgia Department of Economic Development, and the U.S. Department of Commerce

Indiana University CIBER's Quarterly Indiana Export Report with the Indiana Department of Commerce

Michigan State University CIBER's Exporting Module Series with the U.S. Commercial Service

Ohio State University CIBER's Minority Business International Conference; Ohio Global Summit with the Ohio Department of Development

Purdue University CIBER's Europe Now Conference with the U.S. Department of Commerce; Taiwan Conference with the Indiana Economic Development Corporation

San Diego State University CIBER's Export Control Seminar Series with the U.S. Department of Commerce and the Bureau of Industry and Security

Temple University CIBER's Breaking into the Trade Game Seminar Series with the U.S. Foreign Commercial Service, the Small Business Association, and the Mid-Atlantic District Export Council; Competing in the 21st Century: Navigating the Global Market Conference with the U.S. Department of Commerce-International Trade Administration, the Economic Development Administration, and the Minority Business Development Agency

Texas A&M University CIBER's Global Market Series with the International Trade Center Small Business Development Center; Homeland Security and Canada/US Border Trade Conference: Implications for Public Policy and Business Strategy with the Canadian Studies Grant Program and Export Development Canada

University of California Los Angeles CIBER's American Business Forum with the U.S. Department of Commerce



All CIBERs

Alliances with Agencies and Governments

University of Colorado Denver CIBER's Impact of the European Union on Central Europe Conference with the Consulate General of the Republic of Poland in Los Angeles, the European Union Delegation of the European Commission to the US, and the World Trade Center Denver

University of Connecticut CIBER's REACH EU Seminar with the U.S. Department of Commerce

University of Florida CIBER's Doing Business with Africa Conference with Enterprise Florida, the Pinellas County Economic Development Office, Tampa Bay U.S. Export Assistance Center, and the University of South Florida Small Business Development Center

University of Hawai'i at Manoa CIBER's International Business Seminars with the U.S. Department of Commerce; Student Internship Program with the State of Hawai'i's High Tech Development Corporation

University of Illinois at Urbana-Champaign CIBER's Export Seminar Series with the State of Illinois International Trade Office; Ambassador Series with embassies in Chicago

University of Maryland CIBER's Embassy Day with the World Trade Center Baltimore; Global Challenge Case Competition with USAID; Thai Study Program with Thai Embassy, Washington DC

University of Memphis CIBER's Exporting and International Business Training Program with the U.S. Export Assistance Center and the Memphis Regional Chamber of Commerce; Historically Black Colleges and Universities Globalizing Business Schools Project with the Institute of Public Policy

University of Michigan CIBER's Summer Internship Program with the U.S. Export Assistance Centers of Michigan and the Small Business Administration's Office of International Trade

University of North Carolina at Chapel Hill CIBER's Conference on Global Innovations in Energy with the U.S. Department of Energy, the NC Department of Commerce, and the Orange County Economic Development Office

University of Pennsylvania CIBER's US-Israel Cleantech Conference with the America-Israel Chamber of Commerce

University of Pittsburgh CIBER's International Video Conference with the Pennsylvania Department of Commerce and the U.S. Department of Commerce

University of South Carolina CIBER's International Business Luncheon Series with Midlands International Trade Assn

University of Southern California CIBER's Asia Pacific Business Outlook Conference with the U.S. Department of Commerce

University of Texas at Austin CIBER's Export Management and Compliance Program with the Statewide District Export Council

University of Washington CIBER's National Forum on Trade Policy on Trade & Regional Prosperity with the Trade Development Alliance of Greater Seattle, the Washington Council on International Trade, and the Puget Sound Regional Council; Africa Business Day Forum with the African Chamber of Commerce

University of Wisconsin-Madison CIBER's monthly business outreach luncheon series with the Madison International Trade Association and the State of Wisconsin International Trade Team on various international business topics

K-12 Outreach



While K-12 outreach is not a specific mandate of the Title VI CIBER legislation, CIBERs consider that K-12 outreach is an integral part of improving the quality of international business in higher education. Professors of international business often find that they need to start with very basic information about international affairs before they can progress into complex topics more suitable for the college classroom. CIBERs attempt to fill this gap by offering K-12 outreach activities.

That said, it is no secret that the K-12 system is packed with requirements for the students and that there is not much room for additional content. Keeping this in mind, almost 90% of the CIBERs have developed ways to infuse international business content into K-12 school systems. These include extracurricular activities, course content, games, internships, case competitions, and more. Teacher training and administrative roundtables have also been used to ensure that the teachers and administrators responsible for implementing these programs understand both their content and their value.

While most CIBERs pursue one or two of these outreach activities, there are nine CIBERs that have an even stronger K-12 outreach component. These CIBERs have formed the CIBER K-12 consortium. Led by the Duke University CIBER, the consortium members gather twice per year to share best practices and brainstorm innovative ways to have an even greater impact on the K-12 community.

Because K-12 education is administered on the state and local levels whereas CIBERs reside in higher education and are therefore not experts in this field, many of the K-12 outreach projects involve collaborations. Two excellent examples of this at the state level come from North Carolina and Indiana. In North Carolina, both Duke University and University of North Carolina at Chapel Hill CIBERs have contributed resources to the “North Carolina in the World” initiative created by the governor to internationalize the public school system. Duke CIBER’s Associate Director sits on the advisory council; the University of North Carolina at Chapel Hill CIBER oversees the Global Communicators Program which recognizes schools for their development of K-12 foreign language programs. Both CIBERs provide guidance and funding for the North Carolina Global Business Preparatory Program which allows high school students to complete a five-week internship in Mexico during their junior or senior year in high school.

In Indiana, most of the Title VI centers at Indiana University have pooled their resources to work with the Indiana Department of Education on the Indiana & the World Initiative. The faculty at the various centers including CIBER, act as reviewers of the content for the curriculum for this statewide program.

Excellent examples of local level collaboration come from Georgia and California. The Georgia Institute of Technology CIBER has partnered with the City of Atlanta to contribute to their international business magnet program (IBP). Faculty at Georgia Tech serve as curricular advisors and are assisting with the development of a standardized web-based testing program for the IBP diploma. In California, the University of California Los Angeles CIBER serves as the primary sponsor of the Global Arts Program in the Los Angeles Unified School District. This program helps K-3 students use art to understand globalization.

In terms of faculty development, CIBERs have been involved in both language teacher programs and general international business programs. For language teacher programs, there are three major national events each year. The first is the CIBER Business Language Conference. This conference rotates around the country and is hosted by CIBERs. While the target audience is higher education, the CIBER Business Language Conference also provides a track for K-12 language teachers. The University of Memphis CIBER also hosts an annual Business Language Workshop for Foreign Language Faculty. Again, while the majority of participants are from higher education, the conference is open to high school faculty as well. Florida International University CIBER also hosts an annual Language for Business Conference specifically for K-12 instructors.



K-12 Outreach

For international business training, the CIBERs take a more regional approach. For example, Purdue University CIBER partners with the Indiana Council for Economics Education to offer summer workshops on teaching International Economics.

The Purdue CIBER has been an invaluable resource for helping the Indiana Council bring an international focus to our economic education programs. In general, international economics is poorly understood by most teachers and they are very pleased to learn about this critical topic and how it impacts their lives. I am confident that their students benefit greatly from their teachers' new knowledge and the very practical curriculum materials that CIBER funding provided.

Harlan R. Day, Executive Director, Indiana Council for Economic Education,
Purdue University CIBER

The University of Southern California CIBER offers a program called High School Case Teaching in International Trade that helps high school teachers develop and teach case studies. The University of Pennsylvania CIBER offers a Saturday mini-conference series called “Connecting Globalism and Economic Themes to Students’ Lives.” The University of Illinois CIBER offers a seminar called “Bringing the Euro to Your Classroom” and sponsors the International Economics Annual Conference for high school economics teachers. The University of Hawai’i at Manoa CIBER offers the International Faculty Development for K-12 Teachers Program. The University of Wisconsin-Madison CIBER hosts the Annual Wisconsin Council for the Social Studies and International Education Conference.

CIBERs also organize programs directly for K-12 students. An example is Brigham Young University CIBER’s K-12 Business Language Competition where high school students must develop marketing plans for the Hispanic community. Other examples include Model UN programs (University of Illinois and University of Pittsburgh), Academic World Quest (University of Connecticut and University of Pittsburgh), and the International Economic Summit (San Diego State University and University of Southern California).

Two CIBERs have chosen to target “at-risk” and minority students with their K-12 outreach. The Ohio State University CIBER invites “at-risk” students from the Columbus Public School system to attend lectures led by their faculty. The students are also shown how to analyze a case study and are invited to act as honorary judges at the Undergraduate Case Competition, where they have a chance to interact with college students and executives. The University of Pittsburgh co-sponsors an annual event called International Connections that brings together minority students and business leaders to discuss career goals and opportunities.

Throughout the last 20 years, CIBERs have developed an abundance of resources for K-12 teachers. Recent examples include the University of Colorado Denver CIBER’s International Business Internet Resources website, the University of Texas at Austin CIBER’s Business Language Online Materials website, the University of Pennsylvania CIBER’s Knowledge@Wharton-High School Edition, the University of Connecticut’s three-volume resource guide series and International Business Handbook that reads like an encyclopedia of international business terms, Texas A&M University CIBER’s Scholastic Assistance Program for Global Education (SAGE) website, and Columbia University CIBER’s Teaching Africa Series. All of these resources can be accessed online through CIBERweb.

While the effort to internationalize the US public K-12 system continues to be an uphill struggle, the CIBERs are clearly doing their part to help pave the way. On the following pages, a few of these programs are highlighted.

University of Texas at Austin

East Side Memorial Global Tech Collaboration



The University of Texas at Austin CIBER is engaged in an active partnership with East Side Memorial Global Tech High School, a predominantly Hispanic high school in an underserved community in Austin. The CIBER is providing curricular support, presentations on applying business theory to practice, and mentoring services for the high school students.

CIBER's student mentors, all UT McCombs students who share a similar background to that of the high school students, work closely with Eastside's faculty and administrators. They have shown considerable initiative in identifying and addressing deficits in the students' knowledge, developing tutorials on practical aspects of business education such as using internet search engines, and protocol for job interviews.

In order to introduce its students to higher education in an engaging and experiential way, the partnership has developed a model for field trips that begins with the high school students visiting a company, then joining the McCombs mentors on the UT campus to discuss the company visit relative to concepts being taught in their classes. The mentors develop experiential activities for each visit; these are offered on the CIBER website as resources for high schools teaching international business and as models for higher education institutions developing K-12 outreach programs.

The CIBER student mentors have been an amazing asset to Eastside's students and to me as a teacher. They bring a viewpoint that relates to the students because they share my students' background and are close in age. They engaged quickly with our students, and have done a great job reinforcing the curriculum I've developed. Our field trips to the UT campus help my students understand the potential role of university education in their lives. I've also noticed my students sit up a little straighter when the mentors are in my classroom!

Gregory Weber, Eastside Memorial
international business teacher



Eastside students visiting McCombs demonstrate their winning project

McCombs mentors also interact with the students on their high school campus. In parallel with the international business teacher's lesson plan, they travel to the school to make presentations on business concepts taught in class. The mentors have also developed a section on the CIBER website for the high school students featuring a Q&A forum with the mentors, information about study abroad opportunities and university scholarships, online games that teach skills related to business, FAQs on higher education for parents, and offerings at the University of Texas.

The program has yielded some interesting spin-offs as well. The mentor coordinator, a McCombs undergraduate, has received a scholarship to create a travel blog for the CIBER website's high school section about her upcoming semester studying in Brazil. Her message to the Eastside students: "This could be you – if you go to college!"

CIBER K-12 page for Eastside students: www.mcombs.utexas.edu/research/ciber/K12Outreach/K12Homepage.aspx
Resources for high schools or higher education K-12 outreach programs:
www.mcombs.utexas.edu/research/ciber/k12resources.asp



University of Pittsburgh

Academic WorldQuest and Competition

The University of Pittsburgh CIBER supports several different internationalization initiatives for local K-12 schools.

Academic WorldQuest

Together with the World Affairs Council of Pittsburgh, the Pittsburgh CIBER hosts the annual Academic WorldQuest. Four-person teams from Pittsburgh area high schools compete in a contest on knowledge of international current events, politics, business, geography, and culture. The subject areas covered complement their schools' social studies curricula. Academic WorldQuest has grown from 25 to 57 teams or 228 students since its inception in 2002, engaging students from urban, suburban, and rural schools in western Pennsylvania. The winning team participates in the national competition in Washington, DC.

The 2010 winning team from Taylor Allderdice High School went on to compete against 38 other teams at the national competition in Washington, DC, where they placed fifth.

High School Marketing Competition

The University of Pittsburgh CIBER works with high school language and social science teachers to introduce international business concepts to their students through an international marketing competition which culminates in an interscholastic competition hosted by the Pittsburgh CIBER at Pitt, where students present their strategic plans. In 2009, the eighth year of the program, 120 students presented their strategic plans on marketing daily multivitamins to children in China. This program includes support from Bayer Corporation, the Global Studies Program at the University of Pittsburgh, and the Cultural Communications Alliance (an organization of high school teachers and corporate sponsors).



Academic WorldQuest 2010

Academic WorldQuest 2010 First Place - Members of the Pittsburgh Allderdice team (from left): David Clemens-Sewall, 17, Eva Petzinger, 17, Shane Fischbach, 17, Ariel Rascoe, 16, and coach Mina Levenson



First Place, Experienced Division, 2009, North Allegheny High School – Diana Kamyk (Bayer Corp), Cindy Yuan, Connie Yuan, Bonnie Yan, Annie Yan, and their teacher Barbara Zaun



Florida International University

Business Language Conference for High School Teachers



The first K-12 Language for Business Program was organized by FIU CIBER in 2006 and aimed only at Spanish high school teachers in southern Florida. By 2008, the workshop added Portuguese, Japanese, and Chinese for business, concentrating on the most relevant languages taught in the classroom today, rendering this the first national K-12 Language for Business Conference.

The conference was an immediate success; it had 92 participants from elementary, middle, and high schools, as well as junior colleges from different parts of the US. The conference is supported by a network of CIBERs, the private sector, local government institutions, consulates, and language associations. Their support makes possible the awarding of travel grants to teachers from outside South Florida, and free conference registration, including breakfast and lunch, for all participants.

In 2010, the conference surpassed all expectations; teachers' participation from outside South Florida reached more than 25 percent. We successfully held the seminar with over 100 K-12 and junior college professors registering for the conference. The 2011 conference is already in the works and will have Arabic for business as a new "special track". The new track will open a communication channel between a select group of Arabic teachers from different parts of the US with experts to explore the unique characteristics and current situation of learning Arabic at the K-12 level in the US.

Knowing and understanding various languages has become a necessity, not a luxury. Our children will be less competitive in our increasingly interdependent and globalized world without speaking more than one language. They can no longer wait until they land their first job to learn business terminology.

The program serves to instruct high school teachers and junior community college professors on the importance and necessity of incorporating aspects of Language for Business into the standard curricula. It provides teachers and professors with the necessary materials and practical lessons on how to incorporate and develop a K-12 Language for Business course.



Participants in the Chinese session



Participants listening to presentations from speakers during the general assembly

The conference was very well organized. I had a great opportunity to meet and talk with other teachers regarding teaching languages for business. Thank you very much for providing this excellent opportunity to me.

Marilyn Mi, K-12 Teacher, Franklin High School



University of Pennsylvania

Knowledge@Wharton High School

The Wharton School of the University of Pennsylvania is launching a high school version of its popular online business journal *Knowledge@Wharton*, now in its 12th year with 1.6 million subscribers worldwide. *Knowledge@Wharton High School* (KWHS) will be a free (to registered users) biweekly site offering articles, videos, podcasts, business-related learning simulations, and interactive tools targeted to high school students as well as to teachers. The goal is to help the coming generation understand business concepts and the role that business plays in realizing their dreams as well as driving innovation and social change in the US and the world. Plans ultimately include developing editions in languages other than English, beginning with a Spanish-language edition.



Each issue of KWHS will feature articles on important global business trends and people, and will explore such topics as starting a business, managing money, running a sports team, playing the stock market, going green, finding an internship, becoming a fashion buyer, and volunteering for a non-profit to name a few. All content will be customized for mobile platforms. With more than 21 million students between the ages of 15 and 19 living in the United States and approximately 600 million worldwide, the potential audience for KWHS is large and currently untapped. We expect registered users to eventually number in the hundreds of thousands.

“The mission of KWHS is to attract a broad audience of students with different academic interests and help them understand and learn the ways in which business knowledge underpins almost every aspect of their lives,” says Robbie Shell, managing director of operations of *Knowledge@Wharton*. “Whether students are interested in making money or saving the environment, playing sports or becoming artists, promoting a music group or supporting microfinance, they need to be familiar with business concepts. KWHS will be uniquely positioned to spread this message.”

Bringing leading-edge, yet accessible, economic and international business knowledge to high school students around the world will contribute to enhanced life and career chances for millions of people.

Mauro Guillen, Director, Lauder Institute of Management & International Studies, and Penn Lauder CIBER

“Wharton is excited to deliver this dynamic new site to high school students around the world – the first of its kind from a business school,” says Georgette Chapman Phillips, vice dean of the Wharton Undergraduate Division. “We hope to encourage business literacy in the next generation as well as spark the interest of students who otherwise might never have considered the ways in which business is at the core of solving the world’s problems. KWHS can also be a classroom and learning resource for teachers and other educators at the high school level.”

Penn Lauder CIBER funding is being used to develop content on international business specifically tailored to the needs of high school students and their teachers, including both social studies and language teachers. The emphasis will be placed on concepts, facts, instruments, and methodologies that would help the students acquire skills to be more competitive in the global economy. Ultimately, the project seeks to encourage students to take international business and the global economy seriously, and to encourage them to pursue a career in international management.

Homeland Security



The U.S. Department of Homeland Security's vision statement in its 2008-13 strategic plan stipulates a "[S]ecure America, a confident public, and a strong and resilient society and economy." Also, one of the Homeland Security Department's core "Guiding Principles" in its strategy is: "To build trust through collaboration and partnership[...] through education and outreach [to] foster homeland security expertise across multiple disciplines to serve as an indispensable resource for the Nation."

The Centers for International Business Education and Research (CIBERs) are well-positioned to assist the nation in providing education and outreach in the Homeland Security arena. Particularly at the international level, the relationship between homeland/national security and US international competitiveness is a key concern of the CIBERs. The CIBER Homeland Security & US International Competitiveness booklet, found on the CIBERweb at <http://ciberweb.msu.edu>, describes activities of all the CIBER institutions that speak to these concerns.

For the past 20 years, CIBER activities have included:

- ◆ Conferences and workshops relating to national security and international business concerns,
- ◆ Research projects that study specific elements of national security costs to business and risks to firms,
- ◆ Development of new university courses and curricula on national security and competitiveness, and
- ◆ Many other activities that focus attention and careful thought on these and other issues that impact national security and economic competitiveness.

As pointed out in earlier CIBER publications, the challenges of homeland and national security that affect US international competitiveness manifest themselves in four primary ways: (1) Micro Costs, (2) Macro Costs, (3) Risks, and (4) Opportunities. The activities of the CIBERs are aimed at exploring each of these challenging areas and demonstrating how US firms and the US government can respond to this new threat in continuing and comprehensive ways. During the last five years, the CIBERs have carried out sustained research and development and teaching of courses on the issues briefly described above. Our universities are in an excellent position to serve as centers for broad, multi-focused educational programs well into the future. 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. Over the course of the next five years, CIBERs will assist the US in all these areas to sustain and raise economic competitiveness in our challenging global environment.

Examples of Homeland Security activities by CIBERs during the past five years include:

Global Security Initiatives, University of Maryland CIBER

- ◆ The 2008 Global Security Conference
- ◆ The Annual CIBER Cybersecurity Forum
- ◆ Research and guest speakers addressing national security and international business

2009 Asia-Pacific Homeland Security Summit & Exposition, University of Hawai'i at Manoa CIBER

- ◆ The 7th annual event was hosted in Honolulu, Hawai'i, November 9-10, 2009, and was co-sponsored by the University of Hawai'i and other CIBERs. The theme, "Securing Population Centers," brought more than 340 speakers and participants to discuss capabilities necessary to protect and advance the security of population centers.

The 13th Annual Western Hemisphere Colloquium, Florida International University CIBER

- ◆ Hosted by Florida International University CIBER, the May 2010 event brought together hundreds of scholars and experts in the fields of politics, economics, security, and defense to examine – under the theme "A New Chapter in Trans-American Engagement" – the complicated realities and regional dynamics shaping the state of risk and insecurity in the Western Hemisphere.



University of Maryland

Global Security Conference

American corporations are now active in over 70 countries rated as “medium” to “extreme” risk, with tens of billions of dollars invested there. And, within the United States, a majority of the infrastructure including the cyber infrastructure, is owned by private individuals and organizations, all of which is susceptible to security threats. In the post-9/11 digital world, global security is being increasingly recognized as a competitiveness issue by both business and government.

The June 16-17, 2008 Global Security Conference brought together thought leaders, policymakers, scholars, corporate and government executives, and venture capitalists for an examination of security issues at both corporate and national levels – addressing some of the most important challenges (and opportunities!) facing business and government today:

- ◆ Global security, enterprise resilience, and international competitiveness
- ◆ Opportunities arising from the Congressional appropriations for homeland security
- ◆ Breaking through the barriers to government procurement and venture capital funding
- ◆ Organizational defenses against data security and cybersecurity threats
- ◆ Global security and technological innovation
- ◆ Organizational responses to security challenges arising from catastrophic and disruptive events
- ◆ Images of America abroad – and implications for corporate America



Conference Keynote Speakers:

The Honorable Jay M. Cohen

Under Secretary for Science & Technology
U.S. Department of Homeland Security

Mr. Ronald Knode

Director, Leading Edge Forum Associate
Computer Sciences Corporation

Cybersecurity has become a key issue for private and public organizations in the digital economy. The increase in cross-border trade and the fact that security challenges can arise from any corner of the globe, make this a particularly important issue. In recognition of this, the University of Maryland Smith School hosted annual Cybersecurity Forums organized by Professor Lawrence A. Gordon, a pre-eminent scholar in this field. This annual forum is intended to encourage the exchange of ideas among researchers and executives who share a common interest in issues related to Financial Information Systems and Cybersecurity.

The University of Maryland's location near the nation's capital provides it with unique access to thought leaders, policymakers, scholars, corporate and government executives, and venture capitalists. In a number of events, University of Maryland CIBER has brought these diverse constituencies together to discuss matters of importance for national security and its implications for international business.

Participant, June 2008 Global Security Conference

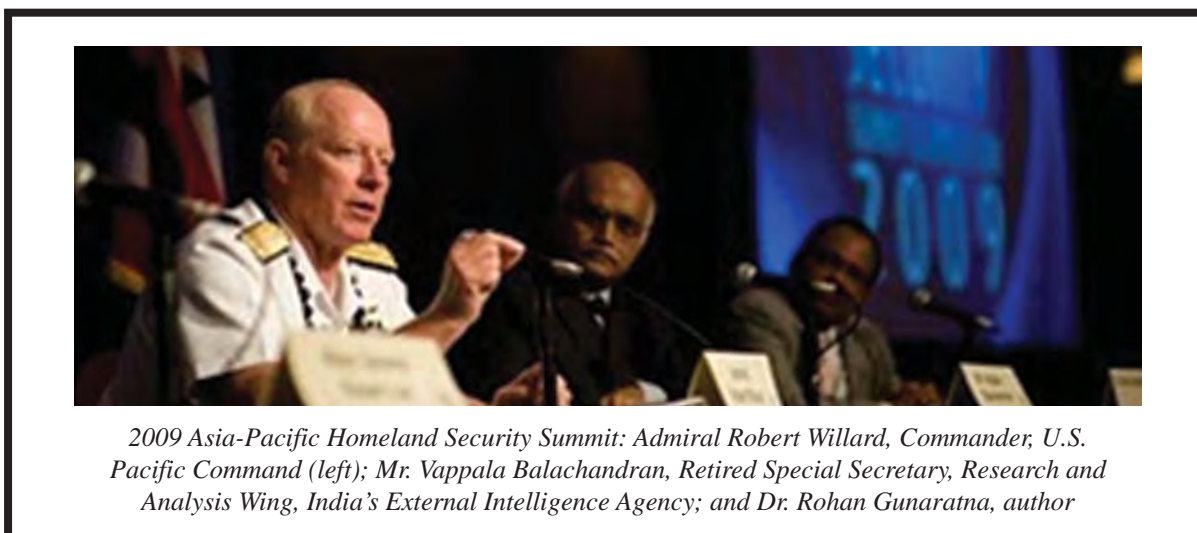
University of Hawai'i at Manoa

Asia Pacific Homeland Security Summit



The 7th Annual Asia-Pacific Homeland Security Summit was held on November 9-10, 2009 in Honolulu, Hawai'i. The University of Hawai'i at Manoa (UH) CIBER co-sponsored the event with 14 other CIBERs. The total number of meeting attendees was 343, of which 238 were from the government sector, 53 represented industry, 34 were from academia, and 18 were from non-governmental organizations. Participants represented eight countries from the Asia-Pacific region, 21 US states, the Commonwealth of the Northern Mariana Islands, and the territories of Puerto Rico, Guam, and American Samoa.

The 2009 theme was "Securing Population Centers". Speakers discussed capabilities necessary to protect and advance the security of population centers. Attendees with wide-ranging backgrounds from business, to government, to military, to non-profits discussed the opportunities and prospects for partnerships necessary for an effective response in the case of a possible attack or natural disaster.



2009 Asia-Pacific Homeland Security Summit: Admiral Robert Willard, Commander, U.S. Pacific Command (left); Mr. Vappala Balachandran, Retired Special Secretary, Research and Analysis Wing, India's External Intelligence Agency; and Dr. Rohan Gunaratna, author

UH CIBER contributed to the event by organizing the Fellows Program for which graduate and undergraduate students from CIBER schools across the US were selected to present papers at the summit. The Fellows attended the conference alongside a mentor and developed papers on topics such as combating terrorism using financial weapons, port security, applications of strategic terrorism, protecting civilians as soft targets, the role of technology in dealing with possible terrorist attacks, and the lessons from Mumbai terror attacks.

Providing adequate security for population centers is of critical importance for the tourism industry in Hawai'i. The 9/11 attacks, the outbreak of the SARS virus, and the other attempted terror plots following these incidents indicated that Hawai'i's economy remains susceptible to a changing international security environment. Speakers in attendance highlighted this point while reflecting on the mistakes, shortcomings, and security requirements that were overlooked during the 2008 Mumbai terrorist attacks.

UH CIBER organized separate discussion sessions led by industry experts in which students from the Fellows Program participated. Additionally, UH CIBER helped organize and manage the discussion panels at the Summit and hosted a reception to honor Summit Speakers and Fellows Program participants at the UH Shidler College of Business.

Themes being considered for future conferences include "Preparing for a National Special Security Event", using Hawai'i's hosting of the 2011 Asia-Pacific Economic Cooperation (APEC) Summit as a relevant example.



Homeland Security and Border Trade

The Texas A&M University CIBER has attached a high priority to national security risk management activities since the 9/11 attacks made it clear how enormously important homeland security is to the nation. These activities have been primarily educational, both on the TAMU campus for 48,000 students (almost 5,000 of them in the Mays Business School) and in outreach education forums for the general public and the business community.

The TAMU CIBER provides homeland security educational programs for Texas A&M students (especially Mays Business School students) on an ongoing basis. The Texas A&M Integrative Center for Homeland Security and the Bush School of Government (which includes several faculty members with considerable experience dealing with homeland security issues) are major resources, as are the TAMU CIBER's relationships with numerous business executives with homeland security expertise.



Windsor, Ontario riverfront

The TAMU CIBER's top priority in this arena has been border security, as is appropriate for an educational institution in the state with the longest international border. Initiatives have not been limited to the Mexican border, however. In 2007 in partnership with numerous other CIBER universities (Brigham Young, Colorado Denver, Maryland, Memphis, Michigan, Michigan State, Pennsylvania, Purdue, UT Austin, Washington, and Wisconsin-Madison), two Canadian universities (Dalhousie and Windsor), and the Canadian Government, CIBER organized a major conference focused on homeland security issues on the northern border. The conference, *Homeland Security and Canada-US Border Trade: Implications for Public Policy and Business Strategy*, was held in Windsor, Ontario in October, 2007. It attracted more than 100 attendees from business and government, and received national media attention on both sides of the border. Proceedings of the conference were recorded and can be accessed on the Texas A&M CIBER website <http://cibs.tamu.edu/border>

Program Evaluation



The Higher Education Opportunities Act of 2008, under Title VI part B, provides Congressional reauthorization of the CIBER initiative and specifies several goals and objectives for the program. These range from the comprehensive (increasing and promoting the Nation's capacity for international understanding and economic enterprise) to the specific (providing instruction in critical foreign languages).

Only by having a systematic and comprehensive approach to evaluating the programs proposed and delivered by the CIBERs can the achievement of these goals and objectives be assured. This is exactly what has been developed: after 20 years of operation, the CIBER evaluation systems are a rich and diverse set of quantitative and qualitative assessments that effectively capture and report the scope, diversity, and impact of the programs delivered by the CIBERs on behalf of the U.S. Department of Education.

The Department of Education has always been diligent in tracking the programs it sponsors, requiring that grantees annually submit both interim progress reports and end-of-year accomplishment reports describing their delivery of programs included in their funded grant proposals. This process provides a starting point for assessing the delivery of CIBER programs.

Beyond this, however, the CIBERs have always been cognizant not only of their responsibility for effective stewardship of the federal funds provided to them, but of their obligation to use the funds provided to make an impact on the international competitiveness of US businesses. In conjunction with the Department of Education's mandate to formally evaluate the programs undertaken and the effects of those programs, the CIBERs collectively took the initiative to develop a system for annually reporting and tracking a panel of data describing the impact of the programs delivered by each CIBER, in terms of the number and nature of the program beneficiaries.

This system of evaluation was created by AIBER, the Association of International Business Education and Research, which was organized in the first years of the CIBER program by the colleges and universities where CIBERs are located. AIBER's goal is to promote collaboration and facilitate information sharing among the various CIBERs to achieve economies of scale and synergies in the delivery of programs. To ensure that the program's objectives are being met while documenting its progress, AIBER produces the Annual CIBER Statistical Study (the AIBER Report,) providing cumulative CIBER activity data for the entire 20-year span of the program. This is the data used in this report.

The AIBER Report reveals that the CIBER program has had a significant impact in its 20 years of existence. For an example of this impact, we can turn to the Faculty Development in International Business (FDIB) programs pioneered by the CIBERs. In the early 1990s, some of the CIBERs began

An eight-school evaluation consortium... has developed outcome-based learning indicators for education abroad programs... [to] assess development of competencies such as adaptive skills that can be applied to a range of cultures, a comparative view of one's own culture, and commitment to life-long learning about international business including foreign languages.

University of Wisconsin Madison

Each UNC-CIBER initiative is assessed in terms of its overall quality, its output, its outcomes, and its cost-effectiveness... Perhaps most significantly, we assess outcomes as measured by changes in behavior, perceptions, and attitudes (e.g., What do people/businesses do differently as a result of the program?).

University of North Carolina
at Chapel Hill

The UT-Austin CIBER developed a survey tool to collect feedback from Doctoral Internationalization Consortium participants that included both open-ended and tailored questions... Based on the survey results, we identified specific areas of improvement for future consortia. For example, 18% of respondents indicated that they are not more likely to incorporate international research topics into their work after attending the consortium. To address this group in the future, we will administer a pre-consortium survey to determine factors that prevent students from considering international topics in their research, and identify potential inducements to internationalize doctoral research that could be incorporated into the consortium.

The University of Texas at Austin



Program Evaluation

Our evaluation activity is two-fold. Initially, we designed evaluation programs which monitor performance and collect data. This ensures that data is routinely and systematically collected and centrally stored. Our Internal Evaluator has created a set of contextual initiatives as well as input-oriented initiatives. This system has allowed us to meet identified needs, solve problems, and take advantage of new opportunities which are gleaned from the conclusions and recommendations in these evaluations.

San Diego State University

In 2008, the Pittsburgh CIBER surveyed all participants of its FDIBs [Faculty Development in International Business programs] from 2003 to 2007 with an electronic questionnaire that focused on outcomes. In this participants were asked to look back to consider the impact of the FDIB on their teaching, research, and other activities.

University of Pittsburgh

In approaching the evaluation process, the Fox School CIBER tries to assess our effectiveness in delivering the four elements of Global Competence: International exposure, Awareness of a greater world, Emotional intelligence, and Communication skills.

Temple University

A survey of undergraduate Certificate of International Studies in Business (CISB) Alumni was conducted in fall/winter 2008-2009. 51 alumni took the survey, which included questions related to demographics, CISB's impact on the personal and professional lives of the alumni, and alumni services... 33% felt that their participation in CISB had led to a significant or complete change in career.

University of Washington

reaching out to share their schools' international expertise with faculty at other colleges and universities by running intensive courses built around international business study. Other CIBERs learned of and began to emulate this FDIB model, drawing on their own faculty resources and expertise to spread them throughout the US. From 1989 to 2009, over 8900 faculty members have participated in faculty development programs in international business sponsored or co-sponsored by CIBERs. If each of those faculty members impacts hundreds of students per year and their perspective and courses have been significantly globalized by the FDIB experience (as is consistently reported in the FDIB program evaluations), then the benefit of these programs is now reaching thousands of students annually.

Through the collaborative process, one innovation like the FDIB study tour can impact other areas as well. For example, the University of Memphis heads a consortium of CIBERs in the Globalizing HBCU Business Schools program (GBS), whose aim is to equip faculty at Historically Black Colleges and Universities (HBCUs) with the tools they need to increase the internationalization of business education at those schools. One element of the program is the FDIB study tour. During each of the last two years of the four-year program, participating HBCUs are invited to nominate a faculty member to participate in an FDIB study tour; 14 HBCU faculty participated under the auspices of the GBS program in academic year 2009-2010.

In this same spirit, AIBER and the CIBERs have developed publications to communicate and share the impact of the CIBER program. These publications, ranging from national economic security, to business languages to faculty development, are made available on CIBERweb, described earlier in this publication.

Over the years, the U.S. Department of Education has adopted a series of ambitious initiatives intended to fortify and standardize outcomes reporting of its international programs. The International Resources Information System (IRIS) annually collects data about the activities and programs of the various CIBERs and makes this information publically available.

Most significantly, in 2006 the U.S. Department of Education dramatically increased the weighting placed on the Evaluation category in its CIBER competition Request for Proposals, from 5% to 20%. CIBER proposals have always been required to formally address the evaluation process to be followed in assessing the delivery, effectiveness, and impact of its proposed programs. But with the Evaluation section carrying a competitive weight equal to some of the other programmatic sections of the proposal, CIBERs engaged in a substantial reevaluation of how they evaluated their programs and impact. The schools that competed successfully in the 2006 competition proposed a rather spectacular variety of evaluation programs, techniques, and initiatives. Among these evaluation proposals, several different paradigms emerged:

Program Evaluation



Professional Evaluator Support – Many of the CIBERs now have productive working relationships, individually or via consortia, with professional evaluators. Many of these evaluators come from outside of the university. However, excellent resources were also found within the network of universities that host CIBERs. For example, the CIBER at the University of Southern California initiated a relationship with an evaluation professional in that school’s Center for Effective Organizations and then invited other CIBERs to collaborate in an evaluation consortium. Several CIBERs continue to participate in this support relationship.

Evaluation Models – Evaluation researchers have proposed many comprehensive models to provide structure and completeness to evaluation programs; several are represented among the approaches used by the CIBERs. These include the Evaluation Crosswalk used at the University of Pennsylvania and the University of Texas at Austin, the Balanced Scorecard used at the University of Washington, and the Program Logic Outcome Models used at the University of Hawai’i at Manoa and the University of Memphis.

Targeted Evaluation Consortia – The AIBER organization discussed above has achieved a long history of collaborations among the CIBERs, and evaluation is a logical extension of this effort. Often consortia are formed to address a particularly challenging evaluation problem. For example, under the leadership of the CIBER at the University of Michigan, a consortium of six CIBERs has developed a standardized but flexible model for evaluating the success of student international programs in expanding the worldview of participating students and contributing to their future success. In other cases, consortia have been formed to provide a particular kind of international program and the evaluation process develops organically from within that project. For example, the Globalizing HBCU Business Schools Consortium, under the leadership of the University of Memphis CIBER, has excelled in providing both qualitative and quantitative assessments of their efforts via an annual progress report.

Throughout its first 20 years, the CIBER program has demonstrated a commitment to performing and refining program evaluation. This is a result of (1) recognition by the CIBERs of the importance of stewardship and impact leading to a collective effort to measure program outcomes; (2) an environment of accountability established by the U.S. Department of Education and its program officer, together with an environment of collaboration that encourages the search for best practices in all areas including evaluation; and (3) the U.S. Department of Education’s increased emphasis on evaluation in the two most recent competitive proposal submission requests, which motivated the CIBERs individually and collectively to explore ways of formalizing and improving their evaluation practices, driving the evaluation effort to the next level.

Exit surveys are administered by the Office of Evaluation together with extensive use of the online OATS (online assessment tracking system) for all degree programs impacted by CIBER; International Plan host company surveys are administered by the Division of Professional Practice; study abroad returnee surveys are administered by the Office of International Education.

Georgia Institute of Technology

UF CIBER designed evaluation instruments specifically to measure learning in the form of perception changes; they subsequently revealed some dramatic short-term study abroad impacts... In general, perception changes measured in UF CIBER STSA programs have been in the direction international business professionals would agree with – negating outdated stereotypes and emphasizing issues important for current and future US competitiveness in global markets.

University of Florida

To assess the needs of our constituents, we commissioned a Business Needs Survey in December 2008, including in-depth interviews with leaders of industry associations, Chambers of Commerce, and business owners. There is also an in-progress study... on why specific companies do not export.

University of Hawai’i at Manoa

USC CIBER’s approach to evaluation over the four year funding cycle is to focus on improving key parts of the process each year. The cumulative effect over the full four years will be to make significant improvements across the range of evaluation activities.

University of Southern California



Measures of Perception Changes

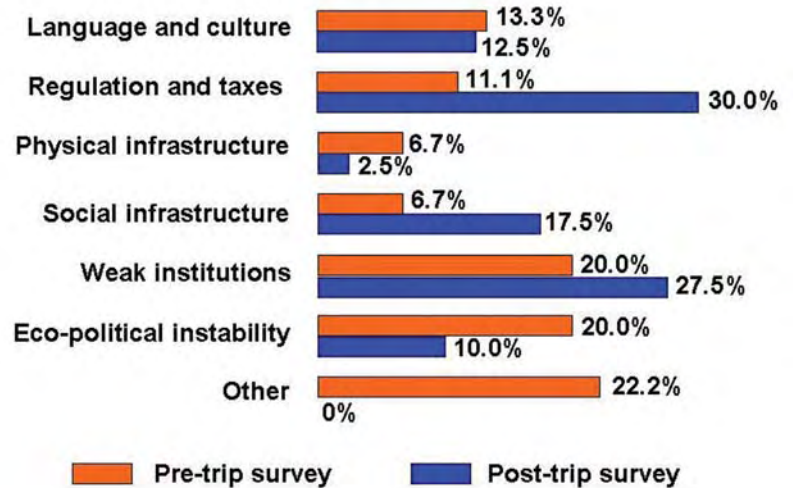
The Short Term Study Abroad (STSA) program – some classroom background orientation followed by an approximately 10-day tour abroad – has grown rapidly in popularity. It fits constraints of students short on time and finances but desiring first-hand exposure to foreign markets.

Early student evaluations of the University of Florida (UF) STSA programs sometimes offered useful advice on logistics and frequently verified that students had a “good time”, and, from their perspective, a “valuable experience.” However, they did not address a very basic question: Did those students learn anything?

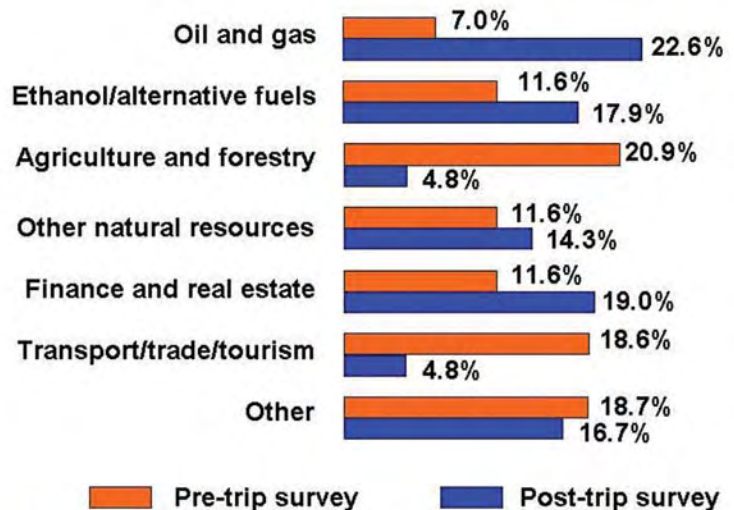
It is often relatively straightforward to design pre/post tests that allow quantification of learning when the latter takes the form of knowledge acquisition. However, absorbing factual information about the region visited cannot be the learning goal of an STSA; facts can be learned from on-campus research. Nor can skill acquisition be the goal (gaining expertise in conducting business in the country); the length of visit is too short. Primary learning is in the form of changes in student perceptions of the country.

UF CIBER designed evaluation instruments specifically to measure learning in the form of perception changes, and they subsequently revealed some dramatic STSA impacts. Accompanying graphs illustrate changes in student perceptions of challenges to and opportunities for doing business in Brazil as the result of an STSA to that country. In general, perception changes measured in UF CIBER STSA programs have been in the direction international business professionals would agree with – negating outdated stereotypes and emphasizing issues important for current and future US competitiveness in global markets.

**Responses to Open-Ended Question:
Greatest Challenge to Doing Business in Brazil?
Percent of #1 and #2 answers**



**Responses to Open-Ended Question:
Best Brazilian Sector to Invest In?
Percent of #1 and #2 answers**



University of Michigan

CIBER Collaboration on Evaluation



The University of Michigan CIBER leads a working group that was established to design and implement outcome-based evaluations of experiential learning programs. The members of the working group are the CIBERs at Duke, Hawai'i, Michigan, Pittsburgh, Texas at Austin, Texas A&M, Washington, and Wisconsin-Madison. To date the group has focused on the development of outcome-based learning indicators and assessment tools for education abroad programs, including student exchanges, short-term study abroad, internships, consulting projects, and study tours. This initiative comes at a time when many universities are becoming more focused on assessment in general.

Meeting in a workshop format under the direction of an external consultant, the first task of the group was to develop a manageable list of clear, measurable performance indicators for student learning. After consulting with key stakeholders, the group selected eleven indicators that focus on personal development, cultural intelligence, creativity, and content knowledge. A second workshop focused on the development of assessment methods, resulting in an online survey that was piloted in the spring of 2010. The responses to the survey will be analyzed and distributed by the University of Michigan. The preliminary results have already led to program innovations and improvements, including increases in the length of some study abroad programs and the introduction of structured exercises for cross-cultural learning.

One important goal of the working group is to distribute best practices to other institutions. These practices include the method by which the participating schools created their learning indicators, a highly interactive process involving multiple stakeholders. The group will also share its experience with various assessment methodologies, including written simulations and online surveys. The accomplishments of the working group have been presented at three national conferences, including the Association of International Education Administrators. An additional task of the group in the new grant period will be to perform longitudinal surveys of its alumni in an attempt to determine the impact of education abroad on career choice and managerial effectiveness.



2010 CIBER faculty directors are responsible for CIBER grant evaluations. From left to right - first row: Jo Olson, Carol West, Shirley Daniel, Susanna Easton, Arie Lewin, Subhash Jain, Francis Ulgado; second row: Ben Kedia, Tamer Cavusgil, Mike Houston, Julian Gaspar, Ihsen Ketata, John McIntyre, Lee Radebaugh; third row: Randy Folks, Greg Hundley, Randy Dunham, Debra Glassman, Manuel Serapio, David Platt; fourth row: Jennifer Spencer, Bruce Jaffe, Gangaram Singh, Joseph Ganitsky, Robert Spich; fifth row: Mauro Guillen, Kerry Cooper, Tomas Hult, Glenn Hoetker, Brad Farnsworth, Kislaya Prasad



Rising to the Global Challenge

The Centers for International Business Education and Research (CIBER) program was created in 1988 and funded by the U.S. Department of Education under Title VI of the Higher Education Act. Designed to complement the language and area studies programs in the National Defense Education Act, the CIBER program was established amid growing concerns in the US about the erosion of American competitiveness in the global economy and at a time of resurgent economies in Japan, the Asian Tigers, and Western Europe. The goal of CIBER was to promote US competitiveness in the global economy by increasing the international skills of US businesses and the American workforce, and by enhancing the global awareness of the American public.

Since the initial creation of the CIBER program in 1988, the Berlin Wall has crumbled and our national security interests have shifted from a “Cold War” mentality to a multi-faceted “War on Terrorism,” both in our homeland and abroad. The September 11, 2001 attacks on the World Trade Center were a dramatic event that underscored the fact that America’s role in international trade and economic arenas is perceived as a key element of our national strength. The Asian financial crisis in 1997 as well as the bursting of the “dotcom” bubble with the related Enron and Worldcom scandals in 2002, resulted in major policy and regulatory reforms in the US and abroad, yet these improvements were not enough to prevent the most dramatic global economic downturn since the Great Depression. The globalization of economic and financial systems and the sluggishness of economic recovery, both in the US and Europe, have reemphasized the importance of a vibrant and globally competitive international business community to restore America’s economic prosperity. Never have the findings outlined in creating the CIBER legislation been more relevant than in today’s world.

Over the past 20 years, the CIBER program has adapted to this changing environment, working to address the legislative findings set forth when it was established. The first concern expressed in the CIBER legislation is that *the future economic welfare of the US will depend substantially on increasing international skills in the business community and creating an awareness among the American public of the internationalization of the American economy.* As described in this report, the successes and contributions of the 31 CIBERs from 1989-2009 in the key areas of international business program innovation, academic outreach, business partnerships, language and curriculum development, and other initiatives have been instrumental to promoting US global competitiveness. Expanding from 6 programs in 1989 to 31 programs in 2009, CIBER programs are housed at top universities throughout the US to serve as national resources for expertise in the international context in which business is transacted.

Through local initiatives and collaborative efforts, CIBERs offer a comprehensive array of unique programs to meet the evolving needs of US businesses nationwide. Current and future business leaders are able to increase their understanding of the interrelationships between the political, economic, security, environmental, technological, and business issues in the global economy. Each year, CIBER funded universities teach over 4000 international business classes which enroll over 250,000 students.

As previously described, CIBER universities have focused on innovation in curriculum design and content to more effectively train the next generation of America’s business leaders. Programs and courses are focused on enhancing the international skills and preparedness of American students to conduct business across borders to ensure a prosperous future. Since 1989, more than 100,000 students have had an overseas educational experience due to CIBER sponsored international field study courses, which cover nearly every region of the world.

In addition to training students in their own institutions, CIBER programs have also provided significant outreach to educational institutions across the US. Through collaborative networks, CIBERs offer faculty development programs covering different regions of the world (i.e., Asia, Europe, Africa, Middle East, South America) and focusing on a wealth of relevant international topics (e.g., international marketing, finance, business language for foreign language instructors). Through these outreach programs, faculty are provided with the skills and tools they need to internationalize the curriculum at their home institutions. Since 1989, thousands of faculty and doctoral students have participated in the more

Rising to the Global Challenge



than 3700 faculty development programs and internationalization workshops offered by CIBERs across the US. These programs have leveraged the reach of faculty and their courses, impacting classroom instruction of more than 18 million undergraduate and graduate students since 1989.

The CIBER legislation states further that *concerted efforts are necessary to engage business schools, language and area studies programs, public and private sector organizations, and US business in a mutually productive relationship which benefits the Nation's future economic interest.* One of the hallmarks of the CIBER program is its unique focus on interdisciplinary programs and curriculum development. Working with other Title VI funded programs such as the National Foreign Languages Resource Centers and the National Resource Centers, CIBERs have achieved distinction for curriculum development in foreign languages and international fields that focus on an improved understanding of the cultures and customs of America's trading partners. As global trade has shifted to the fast growing regions of Brazil, Russia, China, India, and Asia Pacific, CIBERs have also met the need for business language training in the less-commonly taught languages that are critical to our economic and national security interests.

Collaborating on innovative technology to improve language learning pedagogy, CIBER programs provide language instruction for business and professional students, and management training to foreign language and international studies faculty and students. Over the past 20 years, CIBERs have supported and offered over 10,000 commercial language courses to over 240,000 students. In addition, over 40,000 language faculty have participated in the 900 language workshops offered across the US to improve business language instruction.

As stated in the legislation, prior to the formation of the CIBERs, *few linkages exist[ed] between the manpower and information needs of US business and the international education, language training, and research capacities of institutions of higher education in the US and public and private organizations.* CIBERs have specifically addressed this gap through research initiatives as well as training programs focused on the needs of business.

Over the past two decades, the CIBER research agenda has mirrored the issues prominent in policy statements of the U.S. Department of Commerce, the Organisation for Economic Co-operation and Development, the Asia-Pacific Economic Cooperation, the United Nations, and other international organizations, which call for increased free trade along with improved financial and corporate governance reforms and the protection of intellectual property. Sustainable business practices that consider the interests of indigenous communities as well as global economic interests are also key issues impacting US companies wishing to expand their operations abroad. In addressing these issues for the business arena, CIBERs have forged mutually beneficial partnerships with companies, helping them with their internationalization needs and, at the same time, drawing on their expertise and resources to enhance CIBERs' international programs.

For example, CIBERs have provided research grants to scholars to conduct global competitiveness research that helps inform international business practice. In addition, CIBERs have offered training programs to assist managers of US companies in developing the knowledge and skills to effectively conduct business in international markets.

Since 1989, CIBERs have sponsored over 2000 research conferences, published over 5000 research papers, and supported over 8000 research projects. CIBERs not only create new knowledge through research, they disseminate it through publications, websites, conferences, workshops, and seminars for the regional business community. Over the past 20 years, CIBERs have offered more than 6000 seminars attended by over 600,000 business professionals, in addition to providing in-depth executive training programs attended by over 200,000 business participants.

In 1988, the legislative findings stated that *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.* The CIBER program has specifically addressed this issue through the creation of



Rising to the Global Challenge

formal advisory boards at each center. All CIBER advisory boards have representatives from state and local economic development boards, trade councils, and other government and non-profit agencies to promote coordination and collaboration in outreach efforts. CIBER advisory board members from professional schools and other related programs across campuses ensure outreach and collaboration to science and technology fields, healthcare, and public education. The CIBER advisory boards also include business leaders and executives with international experience who serve as mentors to faculty and students, internship sponsors, and expert speakers. In 2009, over 280 business professionals from a diverse array of industries including manufacturing, transportation, telecommunications, technology, and services participated on CIBER advisory councils. These executives and business leaders offer guidance on program development and evaluation, and partner with CIBERs on program delivery.



University of Hawai'i CIBER Director Shirley Daniel, Hawai'i Governor Linda Lingle, and Professor Magdy Iskander of the University of Hawai'i Center for Advanced Communication at the Asia Pacific Homeland Security Summit, one of the many CIBER programs for business and community outreach.

Now, at the 20-year point, CIBER operates in an environment that has changed markedly since the program was first created. A number of key developments have altered the economic and geopolitical landscape of the global marketplace. These include the formation of the European Union, the Asian financial crisis, the global technology bubble, increased threats of global terrorism, and the growth of China and India to name just a few. Throughout its 20-year history, CIBER has performed well in addressing the dynamic global economy by developing and offering timely and forward-looking initiatives.



Susanna Easton, CIBER Program Officer for the U.S. Department of Education, accepting the 2009 Academy of International Business (AIB) Educator of the Year Award

The guidance and leadership of Susanna Easton, Sarah Beaton, Sylvia Crowder, Ralph Hines, and Andre Lewis in the U.S. Department of Education have driven CIBERs to find innovative ways to meet the program mandates and objectives, measure and evaluate program performance, and extend outreach to the business and academic communities. The CIBERs are grateful for their committed service, international business expertise, and direction in facilitating the important work of the CIBERs.

Rising to the Global Challenge



At no time in the past has CIBER's mission been more important to the future of the United States and US business than it is today. The global economic crisis and the ensuing great 2008-2009 economic recession in the US have powerfully demonstrated the strong interconnectedness of the global economy and underlined the importance of international business to the United States. US recovery is contingent on our ability to rise to the challenges and opportunities in the global marketplace, capitalize on large emerging markets like China and India, and address new issues such as global sustainability, global climate change, global demographic changes, and global financial risk management. We are not in this alone; as international borders continue to blur, we have the opportunity to make a substantial and dramatic impact on the future of the US and the world. The CIBER program is positioned to provide the thought leadership, actionable insights, and collective knowledge to lead the way.



Personnel from CIBERs across the country met in Charleston, South Carolina in October, 2010

There are some who believe that we must try to turn back the clock on this new world – that the only chance to maintain our living standards is to build a fortress around America, to stop trading with other countries, shut down immigration, and rely on old industries. I disagree. Not only is it impossible to turn back the tide of globalization, but efforts to do so can make us worse off. Rather than fear the future, we must embrace it. I have no doubt that America can compete – and succeed – in the 21st Century. And I know as well, that more than anything else, success will depend not on our government, but on the dynamism, determination, and innovation of the American people.

Barack Obama, President, United States of America



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INTRODUCTION

The Title VI programs in the International and Foreign Language Education Office of the U.S. Department of Education were initially authorized in 1958, after Russia launched the first satellite, “Sputnik,” into orbit in 1957. At that time the Eisenhower Administration proposed and Congress approved the National Defense Education Act that included, as Title VI, Language and Area Studies Centers and Fellowships. Fifty-two years later, these programs, now authorized as National Language and Area Resource Centers and Foreign Language and Area Studies Fellowships, support flagship programs at US universities that encourage the advanced study of foreign languages and the countries where these languages are spoken.

In 1982 the Business and International Education program was authorized; fourteen years later, in 1988, under the Reagan administration as part of the U.S. Omnibus Trade and Competitiveness Act, the Centers for International Business Education (CIBER) legislation was enacted. This report provides an overview of 20 years of CIBER activities. While neither the total number of CIBERs nor the federal funding level grew exponentially, the networking, research, and training capabilities of the CIBER program have had a substantial and sustained impact on higher education and the business community as demonstrated in the preceding pages.

International and Language Education for a Global Future – Fifty Years of U.S. Title VI and Fulbright-Hays Programs, edited by David S. Wiley and Robert S. Glew and published in August 2010 by Michigan State University Press, provides an insightful overview of the history of all the Title VI programs administered by the International and Foreign Language Education Office of the U.S. Department of Education. For a more policy-oriented assessment of the impact of these international programs, *International Education and Foreign Languages – Keys to Securing America’s Future*, published in 2007 by the National Research Council of the National Academy of Sciences in Washington D.C., provides information and recommendations that can help universities, educators, and policy makers build on the accomplishments of Title VI programs and adapt international education in response to new challenges.

2010-2014 CIBER APPLICATIONS

A competition to select a new cohort of CIBERs for fiscal years 2010-14 was held in fall 2009. Thirty-three CIBERs were selected for funding, including 30 that had competed successfully in prior funding cycles and three new grantees: Georgia State University, the University of Miami, and the University of Minnesota. The total amount awarded was \$12,757,000 in federal funds, with each grant requiring a 100% match of institutional funds. The 2010-2014 applications are filled with new themes, new degree programs, and innovative projects that respond to changing needs in higher education and the global marketplace and comply with the invitational priorities that were announced for the new funding cycle. A few highlights follow.

2010-2014 CIBER THEMES

National Export Initiative

In President Obama’s January 2010 State of the Union message, he proposed the establishment of an Export Promotion Cabinet and noted that one of its goals would be the doubling of exports and the creation of two million US jobs over five years. The National Export Initiative (NEI) represents the first time the United States will have a government-wide export-promotion strategy with focused attention from the President and his Cabinet. The CIBERs have a rich history of working closely with the U.S. Department of Commerce and with the local District Export Councils and they solicit



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private sector sponsorship for increased effectiveness in their outreach initiatives to the business community. In response to the President's 2010 National Export Initiative, the CIBERs will increase their outreach efforts to expand the global knowledge base of US companies and assist them in exporting their goods and services. Cited for development in 2010 and subsequent years are educational programs that focus on climate change and sustainable resource conservation, information and communications technology, and improved delivery of global health and other services.

Our partnership with the University of Southern California and its Center for International Business Education and Research is exactly the type of collaboration that will facilitate the mandate of the National Export Initiative to double US exports over the next five years and create millions of American jobs.

Suresh Kumar, Assistant Secretary for Trade Promotion and Director General of the U.S. & Foreign Commercial Service

Curricular Initiatives

American Competitiveness: Forum on Rethinking Business Education – led by Duke University CIBER

The American Competitiveness: Forum on Rethinking Business Education is a broad and ambitious initiative aimed at renewing business education to better align the capabilities and competitive readiness of future American managers in the highly global and interconnected 21st century. Duke CIBER, in partnership with those at Florida International, Purdue, North Carolina-Chapel Hill, Pennsylvania, and Washington, will undertake an intensive exploration of business education, focusing on American business and its 21st century challenges.

It is clear that globalization, the reality of firms increasingly interconnected in spheres such as global warming and clean technology, the globalization of innovation, and the potential market opportunities in countries like China and India create challenges and opportunities unanticipated when MBA curricula were first designed. At the same time, the need to reinvent the traditional bases of the US economy and the rapid acceptance of social networking and other electronic media have changed the fundamental focus and delivery method of the US MBA. The disconnect between traditional MBA curricula and front-page business issues is inescapable. CIBERs participating in this project will produce a collection of white papers for discussion at a series of high-level conferences culminating in a set of recommendations for a new management education model. The ambitious but attainable goal is to establish a framework to encourage business schools to break away from existing curricula and certification 'straight jackets', rethink doctoral training, and encourage and reward scholarly efforts resulting in applied collaborations among disciplines, institutions, and companies. External funding will be solicited from corporate and foundation communities to support this extraordinarily ambitious project.

Pacific Cities Sustainability Initiative – led by the University of Southern California CIBER



The goal of the Pacific Cities Sustainability Initiative (PCSI) is to help stimulate major Pacific Rim cities to transform their current carbon-intensive architecture into a more sustainable footprint. PCSI aims to catalyze behavioral change among municipal decision makers, consumers, and business by fostering on-going dialogue and sharing best practices on urban sustainability. To this end, PCSI will organize an annual series of sustainability conferences and support







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research on Pacific Cities' sustainability issues. PCSI will develop a Sustainability Awards Recognition program for Pacific Rim cities that make significant advances in sustainability.

PCSI was launched in 2009 as a joint collaboration of the Asia Society Centers of Northern and Southern California, the CIBERs at the University of Southern California and University of California Los Angeles, and the Association of Pacific Rim Universities' World Institute. By 2011, it is anticipated that the Asia Society Centers in Hong Kong, Shanghai, Manila, Melbourne, and Mumbai will become partners in this initiative. As an objective clearinghouse on urban sustainability, PCSI will support municipal projects, public-private partnerships, and outreach initiatives. PCSI will produce a series of private and public fora on the key themes of sustainable urban development: Water, Transportation, Clean Energy, Green Building, and Green Infrastructure.

 Exporting US Water Technologies to the Middle East and North Africa – San Diego State University (SDSU) CIBER
SDSU CIBER, in partnership with the San Diego World Trade Center, has established an Exporting US Water Technologies to Middle East and North Africa project. With a grant from the U.S. Department of Commerce's Market Development Cooperator Program (MDCP), SDSU CIBER will serve to connect US water technology companies to markets in the Middle East and North Africa. The project will identify those US companies that have the most potential to export to the Middle East and North Africa; identify the best export opportunities and potential foreign buyers in the region; and inform those companies of the market opportunities through individual counseling, group workshops, webinars, and presentations by visiting International Trade Administration experts. The range of water management technologies available from US companies includes desalination, wastewater reuse, water harvesting systems, water storage solutions, wastewater treatment, and sludge management. This project will help to further President Obama's National Export Initiative which aims to double US exports within the next five years and support several million US jobs.

 Focus on Islam – University of Hawai'i (UH) CIBER
The Islamic Asia Initiative has grown and prospered via the Muslim Societies in Asia program, managed by the Title VI Center for Southeast Asian Studies (CSEAS) and supported by the State of Hawai'i Legislature, School of Pacific and Asian Studies, and UH CIBER. Working together, these organizations leverage the largest concentration of expertise on the Asia-Pacific region of any university in the Western world. The program's goal is to be a resource center for academics and the general public seeking information on Muslim societies in Asia. A public network site has been established by CSEAS at: <http://www.facebook.com/pages/Honolulu-HI/MUSLIM-SOCIETIES-IN-ASIA-University-of-Hawaii/20793199981> which has become the global hub for conferences, lectures, calls for papers, collaborative research, and discussions related to Muslims in Asia. The UH CIBER will continue the study and research of business in Islamic Asia through its outreach activities, Asian Field Study, Microfinance Field Study to South Asia, and Southeast Asian FDIB programs. In addition, UH CIBER will fund other projects such as helping to publish Dr. Stanley Ann Dunham's (President Obama's mother) historical dissertation work on Indonesia microfinance operations. With its networks and programs, the UH CIBER is reaching the first, third, and fourth most populous Muslim nations of Indonesia, India, and Bangladesh, which, in addition to China and Malaysia, represent over a third of the world's Muslims (Pew Research, October 2009).

 Middle Eastern and North African (MENA) Initiatives – Temple University CIBER
Temple University CIBER's partnership in the Middle East with Dubai Women's College (DWC) in the United Arab Emirates (UAE) features ongoing initiatives including the Cross-cultural Virtual Collaboration project and the



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Insight Dubai Conference held annually in Dubai. As part of the Global Strategic Management course, the Virtual Collaboration project creates teams made up of students from both Temple and DWC that develop foreign market strategies for a US product entering the UAE market. Students in both universities communicate with each other using virtual technology and foreign market entry strategies that have been developed for several US businesses.

Each March, Temple CIBER sponsors two young women studying international business to attend the annual Insight Dubai conference in which female students from around the world actively participate with young women from the Middle East to discuss issues of government, business, and culture relevant in today's global world. The conference is characterized by its distinctive Arabic and Islamic theme. Activities include participation as a foreign diplomat in a simulated United Nations discussion, role playing within a mock Shari'ah (Islamic law) court case, debating leadership issues, and an examination of the Majlis (legislative assemblies) and the local elections. Panel discussions on promoting peace and female leadership in the Middle East as well as site visits add to the participants' understanding of the local environment.

Temple CIBER also features a new Interdisciplinary Certificate of Specialization in MENA Business & Society for Temple students and a new MENA faculty development program with travel to Dubai and Abu Dhabi in the United Arab Emirates and Cairo and Alexandria in Egypt.

Asia Pacific Homeland Security Summit – University of Hawai'i (UH) CIBER

The 9th Annual Asia Pacific Homeland Security Summit, Preparing for a National Special Security Event (NSSE), will be held in Honolulu in November 2010 and will use the 2011 Asia-Pacific Economic Cooperation (APEC) Summit as a working case. The summit is co-sponsored with the U.S. Department of Homeland Security, the State of Hawai'i Civil Defense, and the Hawai'i National Guard. Conference organizers expect some 350 high-level leaders from industry, government, and the military to attend. Conference themes are built around issues the Hawai'i APEC Committee will focus on including:

- ◆ Airport/Airspace Security, Legal Maritime Security, Civil Disturbance, Traffic Venue Security;
- ◆ Explosive Device Response, Fire/HAZMAT, Health/Medical Response; and
- ◆ Surveillance/Intelligence/Counter Terrorism.

Degree Programs

Several CIBER schools are adding Global Executive MBA programs in the new grant cycle and are developing innovative models for dual and joint degree programs with partner institutions overseas. Some CIBERs are combining undergraduate, Master of Arts, and professional degree programs with Certificate programs that add an additional dimension of training to the degree programs. Others are adding international and cross-cultural perspectives to new or existing degree programs. While CIBERs already offer myriad degrees in international fields of study, these new programs will serve targeted audiences with opportunities for additional specialization. Description of some other, more specialized degree programs that will be introduced in 2010-14 follow.

- ◆ Florida International University (FIU) CIBER's MBA in the Management of Healthcare emphasizes the practical application of theories and concepts for tomorrow's healthcare industry leaders. It focuses on the complexity of the industry and provides students with an understanding of the context, management, and reimbursement issues for healthcare organizations. It prepares students for a career in a healthcare environment by providing the management skills and knowledge of the current factors affecting the US healthcare delivery system. As a result of international and cross-cultural modules integrated throughout the curriculum, students develop an





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understanding of the impact of global issues, the need for cultural competency, and the use of technology for improving patient-centered care. The demography of South Florida makes it imperative to cover global and cross-cultural components. The new program coincides with the opening of a new medical school at FIU, the first public, urban medical school in South Florida.

- ◆ Ohio State University CIBER will develop a Joint MBA with an Agribusiness Degree and a Joint MBA degree with Veterinary Medicine.
- ◆ San Diego State University CIBER has proposed a Global Entrepreneurship MBA and an MS in International Security and Conflict Resolution.
- ◆ University of Colorado Denver CIBER will offer an MS in Global Energy Management.

Faculty Development in International Business (FDIB) Programs

2010-2011 CIBER Overseas Programs for Faculty

FACULTY DEVELOPMENT IN INTERNATIONAL BUSINESS (FDIB)

<p>FDIB-EUROPEAN UNION France & Germany May 7-15, 2011 University of Memphis CIBER University of Pittsburgh CIBER</p>	<p>FDIB-EUROPEAN ECONOMIES IN TRANSITION Hungary, Bulgaria & Turkey May 14-25, 2011 University of Pittsburgh CIBER</p>	<p>FDIB-MENA Dubai, Abu Dhabi, Cairo & Alexandria January 1-15, 2011 Brigham Young University CIBER Temple University CIBER University of Colorado Denver CIBER University of South Carolina CIBER</p>	
<p>DDIB-INDIA* New Delhi, Mumbai & Bangalore December 12-22, 2011 San Diego State University CIBER Temple University CIBER University of Connecticut CIBER University of Maryland CIBER University of Memphis CIBER</p>			
<p>FDIB-LATIN AMERICA/ CARRIBEAN (SUSTAINABILITY) Brazil May 29-June 10, 2011 Indiana University CIBER</p>	<p>FDIB-RUSSIA Moscow, St. Petersburg & Yekaterinburg May 18-June 1, 2011 University of Connecticut</p>	<p>FDIB-CHINA China & Hong Kong January 2-14, 2011 University of Colorado Denver CIBER</p>	
<p>PDIB-MERCOSUR** Argentina, Brazil & Chile May 7-18, 2011 Florida International University CIBER University of Miami CIBER</p>	<p>FDIB-AFRICA Kenya & Tanzania May 9-25, 2011 University of South Carolina CIBER</p>	<p>FDIB-INDIA Mumbai & Bangalore January 2-8, 2011 Florida International University CIBER</p>	
			<p>FDIB-SOUTHEAST ASIA Singapore & Malaysia January 2-14, 2011 University of Hawaii CIBER University of Wisconsin CIBER</p>

*Deans Development in International Business **Professional Development in International Business

CIBER Covers the World

www.ciberweb.msu.edu/facultydev

The 33 CIBERs across the United States have developed a cost-effective method for meeting the growing need for faculty to enhance their global business skills. Working together in a number of different collaborations that reflect the strengths of the participating institutions, CIBERs are able to offer numerous Faculty Development in International Business (FDIB) Programs. About 40 FDIB programs are held each year. In 2010, 11 will be held overseas – covering key emerging market regions of the world – Africa, Asia, Eastern Europe, Latin America, the Middle East, and Russia – as well as the always important major markets of Western Europe. Participating faculty, often from non-CIBER schools, gain first-hand knowledge of how business is conducted in a particular world region and have the opportunity to network with overseas counterparts. Faculty participants are then able to integrate global examples into the courses they teach, develop new teaching interests, and develop new research themes.



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Foreign Language Priority: Less Commonly Taught Languages

Foreign language instruction, especially as it relates to the teaching of foreign languages for special purposes, has been an important part of the CIBER mandate since the program's inception. When the U.S. Department of Education solicited the 2010-14 applications, it announced an invitational priority for projects that focused on language instruction in any of the 78 Less Commonly Taught Languages (LCTLs) appearing on the U.S. Department of Education's critical languages list. All 33 CIBERs responded to this priority. In 2008-09, courses in 20 business LCTLs were offered; that number will rise to 31 in the new funding cycle. These languages represent an estimated 4.7 billion speakers across the globe. A few examples of CIBER foreign language initiatives for 2010-14 follow.

Brigham Young University (BYU) CIBER

BYU offers courses in 40 LCTLs on a regular basis and makes an additional 50 available on demand as independent study courses. BYU students tend to have extensive experience living abroad; as a result, around three-fourths of BYU students speak at least one foreign language. Ten business languages are taught at BYU, six of which are LCTLs. The CIBER will extend this curriculum by including student business language training in applied experiences such as foreign language internships, consulting projects, applied research, and case competitions. Several new programs bringing together business and foreign language education are described below.

- ◆ The MBA/Chinese Flagship Program will allow students with strong Mandarin Chinese language skills to develop high proficiency in the Chinese language. Students will be required to complete the International Business Minor and the Global Management Certificate in the MBA program along with advanced Chinese language coursework at BYU and in Nanjing, China plus an eight month internship in China.
- ◆ The Global Business and Literacy Minor will be offered as a collaborative venture between BYU's Marriott Business School and its College of Humanities; an advanced ACTFL level in oral proficiency in a foreign language will be required.
- ◆ The Foreign Language Certificate is a collaborative effort to establish a certificate for non-language majors. Its objectives are to combine classes in advanced foreign language and area studies and to allow students to demonstrate their foreign language fluency through testing.
- ◆ The Business Language Case Competition developed by BYU CIBER, is the first to provide students with the opportunity to showcase their theoretical business knowledge, foreign language capability, and presentation skills. Competitions in two LCTLs, Chinese and Arabic, will be added.
- ◆ BYU CIBER will host a High School Business Language Competition in Chinese, to complement the already successful Spanish Competition launched by BYU in 2009.

University of Michigan (UM) CIBER

- ◆ Starting with Business Turkish and Business Korean, the UM CIBER will share these language courses with other Midwestern Committee on Institutional Cooperation (CIC) schools by videoconferencing.
- ◆ An intensive Chinese program for MBAs will be developed in cooperation with Purdue CIBER and one or two other Big Ten schools, and offered in Shanghai.





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- ◆ UM CIBER will offer its tri-annual conference on teaching Business Chinese in 2012 or 2013. Typically over fifty language instructors attend from throughout the United States.
- ◆ UM will offer internships in Turkey, Egypt, and Malaysia with pre-departure orientation covering language and culture of the target country.
- ◆ In cooperation with other CIBERs, UM will develop a research protocol to evaluate the effectiveness of commercial software products for self-instruction in LCTLs.

University of Pennsylvania CIBER

The University of Pennsylvania CIBER is supporting the development of a Hindi and India/South Asia Program as part of joint MBA/MA in International Studies and JD/MA in International Studies degree programs. Hindi will become the ninth language track of the program. The other language tracks are Chinese, Japanese, German, French, Russian, Arabic, Spanish, and Portuguese. All require advanced language instruction and an overseas component.

University of South Carolina CIBER

- ◆ The Arabic language track of the University of South Carolina International MBA (IMBA) program is a three year, language-intensive masters program that includes an overseas internship upon successfully completing the IMBA core on campus. The Arabic Track students transition to Morocco to complete two basic modules of modern standard Arabic language studies at the Arabic Language Institute in Fez. The next step involves a transfer to the Gulf Arabic Program in Buraimi, Oman for an eight month immersion that allows the student to develop language proficiency in Gulf Colloquial Arabic and cultural awareness. After having developed a functional fluency in Arabic, students proceed to complete internships of four to six months duration. Subsequently the students return to South Carolina for two semesters of electives and focus on their job search/ placement. The program in the recent past was almost completely comprised of active duty military, but now the program consists of civilian students looking to become experts in the Middle East & North Africa (MENA) region and the Gulf States. Similar IMBA programs with overseas study and internships are offered with the following language tracks: Chinese, Japanese, French, German, Italian, Portuguese, and Spanish.
- ◆ The University of South Carolina CIBER will host the 2011 CIBER Business Language Conference.



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Minority-Serving Institutions (MSIs) Priority

The second invitational priority for the 2010-14 competition focused on outreach activities to Minority-Serving Institutions (e.g., Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribally-Controlled Colleges). As a reflection of their role as national resource centers, CIBERS offered to provide assistance to MSIs in the internationalization of their business programs by supporting research and curriculum development in international business at these institutions and by funding faculty training projects.

The CIBERs will model many of their efforts on the outstanding HBCU program administered for several years by the University of Memphis CIBER as the lead institution for a consortium of CIBERs. To expand this initiative to HSIs, a roundtable was held at the University of Texas in April 2010 with more than 30 representatives of HSIs, CIBERs, corporations, and workforce development organizations to explore ways in which CIBERs can best support the internationalization of HSI business programs and encourage Hispanic student participation in international programs. Using the ideas garnered from the roundtable discussions, individual CIBERs will now develop programs that will include HSI institutions in their outreach activities.

Many CIBERs have extended their efforts to include community colleges and high schools as part of their MSI initiative. Additionally, several CIBERs have chosen to focus on different segments of the US population as discussed below.

Tribally-Controlled Colleges

- ◆ The University of Colorado Denver and Brigham Young University CIBERs are expanding their educational outreach to Tribally-Controlled Colleges. The first Tribal Colleges and Universities (TCU) initiative is an October 2010 Rocky Mountain Conference focused on sustainability, held at Montana State University Billings. Business faculty from the 36 US TCUs were invited to attend with stipends offered to cover expenses associated with conference attendance. Twelve Native Americans registered for the conference (62 total attendees). A pre-conference session focused on potential joint initiatives with Native American programs. Program coordinators discussed the Rocky Mountain CIBER (RMCIBER) Network and CIBERs in general, identifying international business expertise and resources. Participants from Little Big Horn College (MT), Fort Peck Community College (MT), Salish Kootenai College (MT), Oglala Lakota College (SD), and Sinte Gleska University (SD) discussed their business education programs and needs; the director of the Native American Business Administration Program at Idaho State University summarized his program and the articulation of TCU students into this program. This was followed by a Talking Circle where participants identified their interests, concerns and ideas. A common agenda to begin a partnership around international business education is the anticipated outcome. Thomas Acevedo, CEO of S&K Technologies, an entrepreneurial Native American owned company that makes parts for jets for the US and Israel, discussed the success and challenges his company has faced. TCU participants then participated in the RMCIBER Sustainability Conference. Based on input from the Billings conference, additional CIBER-TCU initiatives are being considered. These might include international content development for business administration programs with special degrees and tracks in Native American studies, online international business courses shared between schools, students from multiple schools developing international cases on Native American businesses, articles on international business education to be included in the *Tribal College Journal*, and regional indigenous entrepreneurship faculty development programs.
- ◆ The University of Hawai'i (UH) CIBER Globalizing Native Hawai'ian Programs initiative will address the needs of the thirteen two and four year institutions in Hawai'i that serve a significant number of Native Hawai'ian





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students. Participants from Hawai'i will share resources and ideas in an annual planning retreat and set an agenda to internationalize their faculty, curricula, and students. Scholarships for faculty attendance at business language conferences and faculty development programs will be offered to each institution, and technical assistance for capacity building through applications for Business and International Education (BIE) grants will be provided.

- ◆ The University of Hawai'i and University of Colorado Denver CIBERs will collaboratively offer a new faculty development workshop in international and indigenous entrepreneurship. One version will be specifically tailored to Native Hawai'ian, Alaskan, and tribal community colleges and will integrate the technical training programs they offer with IB and indigenous entrepreneurship content. A second version of the workshop will be developed for four-year institutions and will address key approaches to teaching international entrepreneurship.
- ◆ The Western Regional CIBER Network was established to pool the resources of CIBERs to serve other schools and universities in the region. It is comprised of the CIBERs at Brigham Young University, San Diego State University, Texas A&M University, UCLA, University of Colorado Denver, University of Hawai'i at Manoa, University of Southern California, University of Texas at Austin, and the University of Washington. A conference is held every two years for small- and medium-sized schools to provide information on building and strengthening international programs and curricula. In the coming grant cycle, each of the participating CIBERs will develop relationships with MSIs in their region (many of which do not have international business curricula) and will support their participation in the Western Regional Conference. The network is designed to put international business expertise from various colleges and universities at the fingertips of all network members and to serve as a resource for international business in the western United States. The University of Washington plans to focus on such institutions as the Northwest Indian College (Tribally-Controlled), Ilisagvik College (Tribally-Controlled), South Seattle Community College (Hispanic Serving Institution-HSI), and Heritage University (HSI).

CONCLUSION

For the last 20 years, CIBERs created at universities across the country have been the catalyst for the internationalization of US business schools and the pioneers in developing international professional education that spans the disciplines of higher education. CIBERs have worked to create programs that combine foreign language instruction and area studies knowledge with professional training and have been the leaders in combining classroom learning with practical training and first-hand international experiences. In order to accomplish this, CIBERs have sought to help business faculty be at the cutting edge of developments in international business and language faculty develop curricula for students in professional schools. Finally, as federally funded centers located across the country, CIBERs have worked to make their Centers' international expertise available to meet the needs of companies in their region, and in so doing, create additional opportunities for faculty and students. This tripartite mandate, curricular development, professional development, and outreach, has had an enormous impact on faculty, students, and companies. Highlights of CIBER accomplishments are reported in this volume, and along with many other activities that are continued from one funding cycle to the next, make an ongoing contribution to the quality of the American workforce and the competitiveness of US firms.

Still there is more to be done. Every four years, proposals are sought to address new challenges in the international business arena. Abstracts of the 33 new CIBER projects from the most recent competition, as well as a synopsis of themes and initiatives, *CIBERs: New Initiatives and Themes – 2010-2014*, can be found on CIBERweb. As the CIBERs use their funding to implement new initiatives, we look forward to another productive four years of programmatic activities that address the challenges and opportunities of the increasingly competitive global environment.



CIBER Internet Resources



Archive of European Integration – a repository for research materials on the topic of European integration and unification, supported by University of Pittsburgh CIBER, <http://aei.pitt.edu/>

Asia Pacific Business Outlook (APBO) – summaries of current business opportunities and challenges and topical issues related to doing business in the Asia/Pacific region, produced by University of Southern CA CIBER in partnership with the U.S. Department of Commerce, www.apbo2010.com/presentations2010.html

Association of Pacific Rim Universities World Institute Programs – information on public health challenges of chronic diseases in the Asia Pacific region plus climate change mitigation strategies from cities around the Pacific, sponsored by University of Southern CA CIBER, www.apru.org/awi/activity.htm

Business Language Library – resources in teaching Business Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Turkish with example courses, syllabi, and special projects, supported by Brigham Young University CIBER, <http://marriottschool.byu.edu/gmc/businesslanguage/index/library>

Capital Markets Lab – data and information technology resources not only for finance courses, but also for a variety of disciplines including accounting, marketing, decision sciences, international business, and IT, compiled by FL International University's trading, research, and teaching facility, <http://business.fiu.edu/cml/>

Center for Global Supply Chain Management (GSCPM) Solutions – value-added solutions to client organizations in process improvement and global supply chain design, coordination, and implementation, provided by University of SC Moore School of Business Center, www.moore.sc.edu/facultyandresearch/researchcenters/centerforglobalsupplychainmanagement.aspx

Chinese Survival Skills for Business Practitioners – an interactive tool for learning beginning Chinese for use in professional contexts, supported by Uni of PA CIBER, <http://lauder.wharton.upenn.edu/ciber/outreach/chinese/index.asp>

CIBER Focus Vodcast Series – a medium for the business community to hear from both university faculty and experienced business professionals on international developments that could impact practitioners at a local or regional level, provided by IN University CIBER, www.kelley.iu.edu/CIBER/business/page15217.html

Connecticut Exports – links on exporting for SMEs in CT, developed by University of CT CIBER, www.business.uconn.edu/cms/p1441

Conveying the Value of Study Abroad to Recruiters – a career resource for institutions and students to promote international skills to employers, including suggestions for designing and implementing study abroad to maximize career opportunities and a video of an unpacking technique to help articulate skills and experience acquired abroad, supported by University of TX at Austin and MI State University CIBERs, <http://ciber.msu.edu/unpacking/>

Country Specific Resources – information for more than 20 countries with links to local newspapers, visa requirements, economic/commercial offices and relevant texts, maintained by OH State University CIBER, <http://fisher.osu.edu/international/global-resource-center/>

CSE Knowledge Bank – scholarly research by University of NC at Chapel Hill faculty on a broad range of topics including design for sustainability, microfinance, and sustainable tourism, published by UNC's Center for Sustainable Enterprise and funded in part by UNC CIBER, www.kenaninstitute.unc.edu/cseResources/

CultureGrams – concise, reliable, and up-to-date reports on more than 200 countries, each US state, and all 13 Canadian provinces and territories, a project between Brigham Young University and ProQuest LLC, www.culturegrams.com



CIBER Internet Resources

Directory of CIBER Faculty Development Programs in International Business (FDIBs) – a directory of faculty development programs offered through CIBERs, compiled by Purdue University CIBER, <http://ciberweb.msu.edu/NationalImpact/FDIBbooklet2010-2011.pdf>

Foreign Language Interviews with International Executives – over 1150 video clips where professional leaders from Latin America, Brazil, Spain, Germany, Turkey, China, and Japan discuss cultural issues related to international business, transcribed in the native language and translated into English, supported by University of TX at Austin CIBER, www.mccombs.utexas.edu/research/ciber/languagegetools.asp

Foreign Language Use Among International Business Graduates – a report by Richard Lambert based on a survey of 600 graduates of international business programs that combine general business courses with foreign language training and international studies, supported by University of MD CIBER, <http://ann.sagepub.com/content/511/1/47.abstract>

Global Business Languages Journal – an annual publication addressing issues related to foreign languages taught for specific purposes (e.g., business, science, hotel, restaurant, law) hosted by Purdue University Press, supported by Purdue CIBER in partnership with the Department of Foreign Languages and Literatures, <http://docs.lib.purdue.edu/gbl>

Global Career Opportunities – information that provides global work opportunities in a variety of industries through the OH State University CIBER's Global Resource Center, <http://fisher.osu.edu/international/global-career-opportunities/>

Global Forum Reports – insights by international business experts on international business and cultures indexed by topic, geographic region, and issue, produced by University of CO Denver CIBER, www.ucdenver.edu/academics/InternationalPrograms/CIBER/GlobalForumReports/Pages/GlobalForumReports.aspx

Global Impact of Social Entrepreneurs – a video showcasing the importance of hands-on global social entrepreneurship training to prepare students and create new multi-disciplinary and multi-regional business models to address the problems of poverty in the developing world, sponsored by University of WA CIBER, www.foster.washington.edu/centers/gbc/globalsocialentrepreneurshipcompetition/Pages/video2010.aspx

Global Insights – an e-newsletter offering ideas for public policy and corporate strategy, developed by Columbia University Business School and supported by Columbia CIBER, www.gsb.columbia.edu/chazen/globalinsights

Global Logistics Research Initiative (GLORI) – an academic partnership doing research in logistics and supply-chain management, to transform the risks of turbulence into business opportunities, supported by University of NC at Chapel Hill CIBER, www.glori.com

Global Resources – information about business cultures, news, conversion tools, international business tools, world languages, travel resources, organizations for US and world business, provided by University of CO Denver CIBER, www.ucdenver.edu/academics/InternationalPrograms/CIBER/GlobalResources/Pages/GlobalResources.aspx

globalEDGE – a knowledge web-portal that connects international business professionals worldwide to a wealth of information, insights, and learning resources on global business activities, supported by MI State University CIBER, http://globaledge.msu.edu/about_globaledge.asp

globalEDGE Online Exporting Course Modules – course modules that provide a wealth of resources and tools that may benefit even the most experienced international business connoisseur, produced by MI State University CIBER in cooperation with the U.S. Commercial Service, <http://global.broad.msu.edu/ibc/publications/research>

CIBER Internet Resources



Go Global Blog – a resource to help undergraduate students learn about the benefits of studying/working abroad for career preparation, skills application, and personal development/transformation directly from their peers, sponsored by University of WA CIBER, www.foster.washington.edu/centers/gbc/Pages/students.aspx

GRAMER White Paper – a summary of findings from top business school deans who gathered at the University of Connecticut to discuss the future of global business education, developed by University of CT CIBER, www.business.uconn.edu/CIBER/documents/GRAMERWhitePaper.pdf

Historically Black Colleges and Universities Initiative – a project to infuse understanding and the importance of international and interdisciplinary business education for HBCU faculty and students, led by University of Memphis CIBER, <http://umdrive.memphis.edu/g-wangcenter/www/pages/hbcus1.htm>

Ideas@Work – articles that bridge global business research and practice, supported by Columbia University CIBER, www4.gsb.columbia.edu/ideasatwork/

Institutional Approach to Cross-National Distance – a paper on the impact of cross-national distance analyzing when and why different types of distance have either a positive or negative impact on managerial decisions, country trade patterns, or political relationships across countries, published in the Journal of International Business Studies and supported by University of PA CIBER, www.palgrave-journals.com/jibs/journal/vaop/ncurrent/full/jibs201028a.html; Longitudinal Cross-National Distance Data, s93298.gridserver.com/ciber/research/distance.php

International Business, Economics and Accounting Collaborative Network (iBEACON) – a network bridging the frontiers of economics, accounting, management, and corporate governance that publishes research and develops curricula which incorporates International Financial Reporting Standards content into accounting programs, supported by San Diego State University CIBER, www-rohan.sdsu.edu/~ibeacon/

International Business Measurement Repository – a resource to coordinate and advance international business research measures and a User Forum to assist in designing measures and locating international collaborators, supported by San Diego State University CIBER, www.sdsu.edu/ibmr/

International Business Research Forum (IBRF) Papers – a collection of papers around a timely global business theme from the annual IBRF conference, edited and published by Temple University CIBER, www.fox.temple.edu/conferences/ibrf/

International Experience Blogs – electronic publications that include blogs written by faculty, doctoral students, MBA students, and undergraduates, compiled by IN University CIBER, www.kelley.iu.edu/CIBER/research/page15230.html

International Job and Internship Resource Listing – a collection of overseas career and internship resources from a variety of educational, government, commercial, and non-profit organizations, supported by University of IL at Urbana-Champaign CIBER, www.ciber.uiuc.edu/events/programs/i-careers/job-list.html

Journal of International Management – a quarterly journal about risk management, organizational behavior and design, human resources, and cross-cultural management for academic researchers, educators, and business professionals, housed at the Institute of Global Management Studies and Temple University CIBER and published by Elsevier, www.fox.temple.edu/jim/

Language Materials Project for Less Commonly Taught Languages (LCTL) – a bibliographic database of teaching and learning materials for over 150 LCTLs, funded by the U.S. Department of Education's International Education and Research program, supported by the UCLA Center for World Languages and University of CA Los Angeles CIBER, www.lmp.ucla.edu/AboutLMP.aspx?menu=008



CIBER Internet Resources

Latin American Business Environment Report – an examination of Latin American business conditions tracking social, political, and economic trends for the entire region and for the 20 largest markets individually, prepared by University of FL CIBER, <http://warrington.ufl.edu/ciber/publications/laber.asp>

Lauder Global Business Insight Report 2010: First-Hand Perspectives on the Global Economy – an annual special report including short articles that provide perspectives on a range of dynamic economies and identify existing opportunities for conducting business within specific cultural, political, and institutional contexts, supported by University of PA CIBER, http://knowledge.wharton.upenn.edu/papers/download/021710_GlobalBiz_2010.pdf

Lecture Series – weekly video lectures covering a wide range of international business and internationally influenced topics, supported by Brigham Young University CIBER, <http://kennedy.byu.edu/archive/index.php?id=954>

Microfinance in Africa – a resource for Business French regarding microfinance programs in Francophone Africa, supported by Duke University CIBER, <http://womensmicrofinance.wordpress.com>

Muslim Societies in Asia on Facebook – a global hub for conferences, lectures, calls for papers, collaborative research, and discussions related to Muslims in Asia, managed by the University of HI (UH) Center for Southeast Asian Studies with support from the UH CIBER, www.facebook.com/pages/Honolulu-HI/MUSLIM-SOCIETIES-IN-ASIA-University-of-Hawaii/20793199981

NASBITE CGBP™ Credential – a benchmark for competency in global commerce, supported by Texas A&M University CIBER, www.nasbite.org

Offshoring Research Network Wiki – a depository of Offshoring Research Network information, surveys, partners, and case studies, led by Duke University CIBER, http://en.wikipedia.org/wiki/Offshoring_Research_Network

Online Journal of International Case Analysis – a journal focusing on international business issues with unusual dilemmas due to conflict, remoteness, insufficiency, or unusual challenges including cases written in foreign languages and a section that incorporates personal anecdotes and reflections, supported by FL International University CIBER, <http://ojica.fiu.edu/>

Pacific Asian Lecture Series – videos of past lectures covering a broad spectrum of topics affecting the Pacific-Asian business environment, supported by University of HI at Manoa CIBER, www.shidler.hawaii.edu/Default.aspx?tabid=920

Pennsylvania Global Compass – a global newsletter for Pennsylvania, a joint publication of the Western Pennsylvania District Export Council, the MidAtlantic District Export Council, and the University of Pittsburgh CIBER in cooperation with the U.S. Commercial Service Pittsburgh Office, www.business.pitt.edu/ibc/business-practitioners/newsletter/

Programs for International Business Development – a list of CIBER programs for international business education and research for students, teachers, faculty, and businesses, supported by University of IL at Urbana-Champaign CIBER, www.ciber.uiuc.edu/events/programs/index.html

Research by Inter-University Consortium for Political and Social Research (ICPSR) – 500,000 digital files containing social science research data in political science, sociology, demography, economics, history, gerontology, criminal justice, public health, foreign policy, terrorism, health and medical care, early education, education, racial and ethnic minorities, psychology, law, substance abuse and mental health, a University of MI resource, www.icpsr.umich.edu/icpsrweb/ICPSR/access/index.jsp;jsessionid=EA991670213E64E28B57F614C79AA876/

Research by William Davidson Institute – expertise for faculty, students and businesses researching issues affecting firms in emerging-market economies, a University of MI resource, <http://wdi.umich.edu/>

CIBER Internet Resources



Scholastic Assistance for Global Education – international business and culture educational resources for K-12 teachers and students, supported by Texas A&M University CIBER, <http://sage.tamu.edu>

UCLA CIBER Blog – updates on UCLA research, field studies, conferences, events, speaker series, and co-sponsored activities, supported by University of CA Los Angeles CIBER, <http://uclaciber.blogspot.com/>

Video Link: Brazil Business Opportunities for US Companies – a program for business leaders, senior managers, and attorneys who are interested in entering or expanding in the Brazilian market, hosted by University of WI-Madison CIBER, www.bus.wisc.edu/ciber/events/ciberevents.asp?eid=1086

Video Link: Federal Resources for Increasing Profits through Export – low-cost and no-cost services that can help WI businesses grow, hosted by University of WI-Madison CIBER, www.bus.wisc.edu/ciber/webcasts/2010-exports/

Working Paper Series – a list of research working papers related to CIBER's goals and priorities, supported by FL International University CIBER, <http://ciber.fiu.edu/workingpaperseries.php>

Working Paper Series – research supported by GA Institute of Technology CIBER, www.ciber.gatech.edu/papers.php

Working Papers Series – international business research, funded by University of SC CIBER, <http://mooreschool.sc.edu/facultyandresearch/researchcenters/centerforinternationalbusinesseducationandresearchciber/workingpapers.aspx>

Working Papers – a list of publications by University of FL faculty members from various academic disciplines, supported by University of FL CIBER, <http://warrington.ufl.edu/ciber/publications/workingpapers.asp>



2010 CIBER Administrative Directors



CIBER Institutions

Brigham Young University
<http://marriottschool.byu.edu/gmc>

Columbia University
www.gsb.columbia.edu/ciber

Duke University
<http://faculty.fuqua.duke.edu/ciber>

Florida International University
<http://ciber.fiu.edu/>

George Washington University
<http://business.gwu.edu/CIBER/>

Georgia Institute of Technology
www.ciber.gatech.edu

Georgia State University *
<http://robinson.gsu.edu/ciber/index.html>

Indiana University
www.kelley.iu.edu/ciber/

Michigan State University
<http://ciber.msu.edu/>

Purdue University
www.mgmt.purdue.edu/centers/ciber

San Diego State University
www.sdsu.edu/ciber

Temple University
www.fox.temple.edu/ciber

Texas A&M University
<http://cibs.tamu.edu>

The Ohio State University
<http://fisher.osu.edu/international>

The University of Texas at Austin
www.mcombs.utexas.edu/ciber

University of California Los Angeles
www.anderson.ucla.edu/research/ciber

University of Colorado Denver
www.ucdenver.edu/CIBER

University of Connecticut
www.business.uconn.edu/ciber

University of Florida
<http://warrington.ufl.edu/ciber/>

University of Hawai'i at Manoa
www.shidler.hawaii.edu/Default.aspx?tabid=930

University of Illinois at Urbana-Champaign
www.ciber.uiuc.edu

University of Kansas **
www.business.ku.edu/index.shtml

University of Maryland
www.rhsmith.umd.edu/ciber/

University of Memphis
<https://umdrive.memphis.edu/g-wangcenter/www/>

University of Miami *
www.umciber.com/

University of Michigan
www.umich.edu/~cibe

University of Minnesota *
www.carlsonschool.umn.edu/ciber/index.aspx

University of North Carolina at Chapel Hill
www.kenan-flagler.unc.edu/ki/ciber/

University of Pennsylvania
<http://lauder.wharton.upenn.edu/ciber>

University of Pittsburgh
www.business.pitt.edu/ibc

University of South Carolina
<http://mooreschool.sc.edu/moore/ciber>

University of Southern California
www.marshall.usc.edu/ciber/

University of Washington
<http://bschool.washington.edu/ciber>

University of Wisconsin-Madison
www.bus.wisc.edu/ciber

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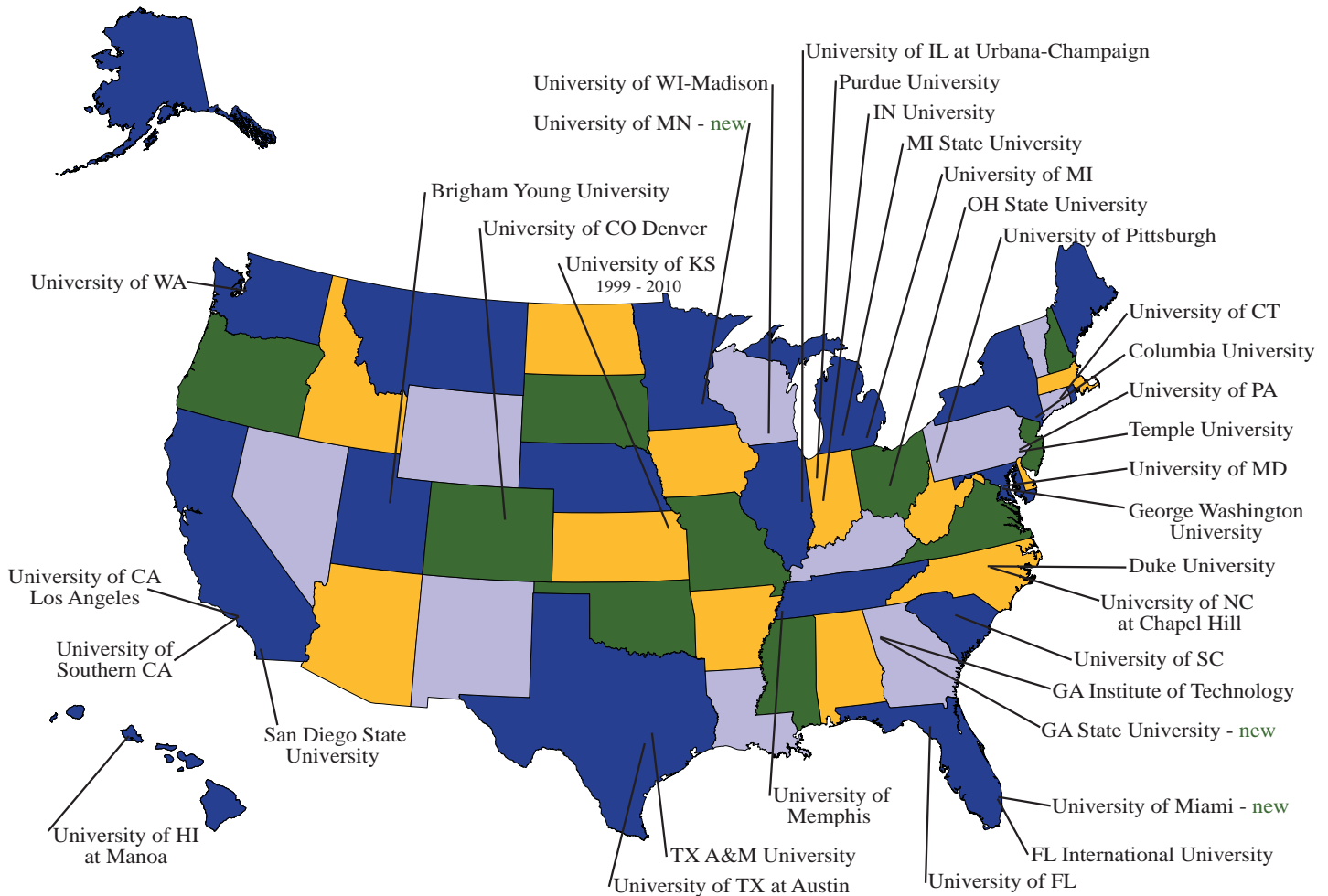
* New CIBER starting in 2010

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For information on all CIBERs visit
<http://ciberweb.msu.edu>

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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 U.S. 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.

For 2010-2014, thirty-three 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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