



LEADING EDGE PROJECTS

**Centers for International Business
Education and Research (CIBERs)**

Title VI of the Higher Education Act

Leading Edge Projects: 2003-2004

Table of Contents

	<u>Page Number</u>
I. Introduction	2
II. CIBER Leading Edge Project Descriptions by University	
a. Brigham Young University	3
b. Columbia University	3
c. Duke University	4
d. Florida International University	5
e. Georgia Institute of Technology	6
f. Indiana University	7
g. Michigan State University	8
h. Purdue University	8
i. San Diego State University	10
j. Temple University	11
k. Texas A&M University	11
l. The Ohio State University	12
m. Thunderbird, The American Graduate School of International Management	13
n. University of California at Los Angeles	13
o. University of Colorado at Denver	14
p. University of Connecticut	15
q. University of Florida	16
r. University of Hawaii at Manoa	17
s. University of Illinois at Urbana-Champaign	19
t. University of Kansas	19
u. University of Memphis	20
v. University of Michigan	21
w. University of North Carolina at Chapel Hill	22
x. University of Pennsylvania	23
y. University of Pittsburgh	23
z. University of South Carolina	24
aa. University of Southern California	25
bb. University of Texas at Austin	25
cc. University of Washington	26
dd. University of Wisconsin-Madison	27
III. CIBER Contact Information	28

Introduction

World events in the last few years have magnified the importance and relevance of the Centers for International Business Education and Research (CIBER), bringing to light the necessity of understanding the often complex economic, political and cultural characteristics of other countries, as well as developing an awareness of how the United States is viewed in return.

The CIBER program of the U.S. Department of Education was launched over a decade ago to help internationalize U.S. business education. The program was authorized under the Omnibus Trade and Competitiveness Act of 1988 and was then transferred to be administered by the U.S. Department of Education under Title VI, part B of the Higher Education Act of 1965.

The CIBER program awards grants to leading business schools throughout the United States. In turn, these CIBERs serve as national resources for teaching and outreach in business, foreign languages and cultures, and for conducting cutting edge research on key international business topics of managerial relevance and significance. In the most recent competition, 30 CIBERs were selected for funding for the 2002-2006 grant cycle.

The programmatic requirements of the legislation require that every Center will provide a comprehensive array of services and that funded Centers will:

- Be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted;
- Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
- Provide research and training in the international aspects of trade, commerce, and other fields of study;
- Provide training to students enrolled in the institution or institutions in which a Center is located;
- Serve as regional resources to local businesses by offering programs and providing research designed to meet the international training needs of such businesses; and
- Serve other faculty, students, and institutions of higher education located within their region.

This publication highlights selected “Leading Edge” projects, which reflect outstanding examples that fulfill CIBER’s programmatic goals through international business curriculum development, educational outreach, research, language curriculum, faculty development, and business outreach.

We thank Susan Huber Miller of the University of Wisconsin-Madison CIBER for compiling this information and Lori Molinaro of the University of Pittsburgh CIBER for designing and printing this publication. For information concerning the CIBER initiatives discussed here, please contact the individual CIBERs.

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CIBER Leading Edge Project Descriptions by University

Brigham Young University **Business Language Library**

The Business Language Library is a Brigham Young University CIBER-initiated program. The purpose of this program is to stand as a national resource of references for ten business languages: Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish. Not only is this site updated with current resources monthly by BYU, but any program or educator has the opportunity to post information on the website. Therefore, this program intends to educate, advertise, and promote all business language resources, so that an educator, student or businessperson can find everything they need to know about a business language in one location, in one library.

The Business Language Library is a compilation of business language resources. First of all, the library publicizes all publications related to the specific business language, including but not limited to articles, textbooks, business language dictionaries and glossaries. Secondly, if someone is interested in publishing business language texts, a list of publishers has been compiled who have been known to publish business language materials. Thirdly, business language websites have been added to provide immediate assistance via the internet. Another interesting component of the library is the Programs section, where we have posted information on all existing business language courses, including a website, course description, a list of required prerequisites, and if possible, an online syllabus. Educators could use these courses as an example for their own course, or students could decide which programs are right for their educational needs. Through the workshops section, you can find information on business language conferences and workshops around the world. And then through the certificates section, you can find out about qualifying exams and certificates in a specific business language.

Upcoming resources will include business language presentations from events and workshops. To visit the Business Language Library, peruse the references or post updated information, please see <http://www.marriottschool.byu.edu/gmc/opportunities/BusinessLang/index.cfm>.

Columbia University **Crossing Professional-School Boundaries: Joint Business, Policy and Journalism Courses**

The Columbia University Center for International Business Education and Research (CIBER) has undertaken new curricular initiatives to formalize student and faculty interaction in courses offered at the graduate professional schools of the university. Although these interactions have taken place in the past through cross-registration, joint research, and jointly taught classes, this new initiative creates a structured experience that will draw explicitly on the strengths of mixing students from differing professional backgrounds to improve the quality of the learning environment.

The initiative on terrorist use of financial networks will involve three courses. In the fall of 2003, a workshop course will be offered to students from the Business School and the School of International and Public Affairs (SIPA), involving faculty from SIPA and Political Science and guest lecturers from the Council on Foreign Relations' anti-terrorism taskforce. The workshop format is an active learning environment in which students, under the direction of faculty, consult with the Council to produce short research projects and policy recommendations on the topic of interrupting terrorist uses of financial networks in various countries. This workshop topic will be explored in spring 2004 via two seminars, one seminar focusing specifically on terrorist finances, with the other seminar looking broadly at the influence of economic globalization on modern terrorism.

The other cross-campus initiative in the 2003-04 academic year connects Joseph Stiglitz's activities in the "Initiative on Policy Dialogue" (IPD) at the Business School with the curriculum at SIPA and students from the Journalism School. IPD's journalism program strengthens journalists' economic literacy and equips them to report about the major economic issues including privatization, banking, trade, financial crises, labor issues and globalization. In 2003-04 this work will take on a curricular dimension at Columbia. Traditionally, graduate students in journalism had limited access to SIPA and Business School courses due to heavy workloads and scheduling conflicts. A group of mini-courses for academic credit addressing the challenges of accurate, fast reporting on a series of business, economic and policy issues will be offered in the evenings and on Friday afternoons to maximize the opportunities for interaction between students from all three professional schools.

By encouraging interaction between business, policy, and journalism students during their graduate education, these initiatives will strengthen their post-graduation professional links and make them more aware of the ways the international policy and media worlds shape the business environments in which they will work.

Duke University

National Forum on Trade Policy: Exploring Federal-State Cooperation

The number of bilateral and multilateral trade agreements has grown with significant consequences for the U.S. economy. The North American Free Trade Agreement (NAFTA), World Trade Organization, European Union, ASEAN, Mercosur, and others are examples of agreements that have greatly impacted the world economy, import/export trends, and market accessibility while liberalizing tariffs between trading partners. In the United States, NAFTA has greatly affected the manufacturing and textile sectors and contributed to the loss of jobs across the country, particularly among states that depend heavily on the manufacturing sector. Moreover, it ultimately falls to the state to retrain displaced workers affected by job losses due to increased economic integration and create new job opportunities.

Besides States' Single Points of Contact for the U.S. Trade Representative (USTR) that provide linkages between federal and state agencies on trade related matters, there is not a nationwide outlet for states to share information, lessons learned, and best/worst practices. For this reason, the Center for International Business Education and Research (CIBER) at Duke and UNC-

Chapel Hill are partnering with the North Carolina Department of Commerce – International Trade Division and several other regional agencies to plan and produce a series of annual forums to address significant trade and workforce development issues including: trade deficit challenge, the increasing impact of global competition on business and employment levels, trade policy options for state and federal officials, and proactive economic development strategies for our communities. In addition, it will help educate the states, communities, corporations, and workers on critical policy issues that impact our states.

This invitation-only conference will include a delegation of six representatives from each state including States' Single Points of Contact for USTR, trade directors, industry executives, and academic experts. The first annual conference will be held at Chapel Hill from December 10-12, 2003, with the subsequent one at Duke University the following year. Succeeding conferences will be hosted by other sponsoring CIBER institutions and will focus on trade challenges from different geographical regions.

The conference structure will include keynote speeches, panel discussions, breakout sessions, and expert commentators to summarize the issues and solutions developed by each group. Conference organizers hope to: 1) construct a common fact-based understanding of the role of trade and workforce development in economic growth; 2) begin to identify successful state and regional policies for expanding employment through trade expansion and restructuring of import-competing industries; and 3) help state leaders develop thoughtful responses to federal policy and initiate discussions about ongoing trade negotiations. At the end of the conference, key topics will emerge leading to recommendation for actions during the final sessions along with a proposed agenda for the future forum. Participants will gain information on how trade policy affects their states and will come away with an action-oriented plan to assist their communities, companies, and citizens to better prepare for the impact of increased economic integration.

Florida International University Smuggling & Money Laundering: PDIB in Panama and the Cayman Islands

Florida International University's CIBER is proud to announce the first Professional Development in International Business (PDIB) program to Panama and the Cayman Islands. Each year, the U.S. government loses millions of dollars in revenue, according to FIU specialists in clandestine and suspicious financial transactions (human trade, organ trade and money laundering). Accordingly, the U.S. Congress approved, and President Bush signed, a \$2 million grant to assist in the discovery of such lost monies.

However, the United States is not the only country that "loses" in cases of money laundering. Recently in Panama and the Cayman Islands, this subject has been the attention of numerous sectors, and each country has elected to do something about it. In February 2002, the authorities in Panama unveiled a \$1.2 billion two-year program designed to put a stop to international money laundering activities through the country's banking sector. This PDIB program will cover issues such as tax benefits when having off-shore accounts. Using Panama as an example, its income tax system is basically territorial. In other words, only income that is earned from

operations made within the territory of Panama (so called local-source income) is subject to income tax in Panama, while all those operations made outside of Panama or made from Panama to produce its effects outside of the country (foreign source income) are not subject to Panamanian income tax.

It is the purpose of this PDIB, designed to include professionals in sectors outside academe, including small and medium enterprises of Miami, Florida, and beyond, to learn about the “culture” of money laundering/smuggling: how it is aided and abetted by various countries in the Caribbean, and how certain of those countries are taking steps to remedy these problems.

This PDIB is planned for 2004 to allow CIBERs to think about funding allocations for the coming year. We welcome support from other CIBER institutions with co-sponsorships of \$1,000 along with the commitment of sending a minimum of one participant per program. Price for the program is to be determined.

Georgia Institute of Technology **Language and Business Internship Abroad**

Working in cooperation with the Georgia Institute of Technology’s School of Modern Languages, its Head, Dr. Phillip McKnight, and Dr. Heidi Rockwood, GT CIBER Director, Language for Business and Technology, Georgia Tech has developed an innovative program titled: *Language and Business Internship Abroad*. The model was conceptualized and developed in 2002 and became fully implemented in 2003.

The program’s objectives include the following:

- Insure proficiency in a foreign business and technology language through targeted language courses and an overseas residency;
- Provide on-the-job-training and an overseas work experience for Georgia Tech students in engineering, science, management, and liberal arts;
- Establish a network of overseas corporate partners whose goals are consonant with Georgia Tech’s desire to be a global technology university so as to institutionalize international internship positions;
- Provide students with exposure to cross-cultural work differences;
- Further deepen a network of overseas university partners whose relationship will facilitate the hosting of our students as interns; and
- Devise a replicable university/corporate relationship model to be extended to other targeted countries from which other CIBER schools may derive applicable pedagogical lessons.

Students pursue their normal course of study at Georgia Tech, including a foreign language. Students then participate in Georgia Tech’s Language for Business and Technology (LBAT) immersion program. Students enroll in the partner school for the fall semester and take an additional intensive language course. In the spring semester, students enter into a six-month internship with a partner company.

The initial partner was in Germany at the Technischen Universität München (TUM), with most internships taking place at corporations such as Siemens and Deutsche Bank. The next phase of this program will begin this year with a focus on Spanish. The partner school is Monterrey Tech in Monterrey, Mexico.

For more information, please contact Dr. Heidi Rockwood, GT CIBER, Director of Languages for Business & Technology at: heidi.rockwood@modlangs.gatech.edu.

Indiana University

Outreach to High Schools: The Next Generation

The IU CIBER at the Kelley School of Business has placed major emphasis on upgrading and expanding the pedagogical resources available to faculty to help internationalize the curriculum over the years. Since the late 1990s, the IU CIBER has been providing pedagogically based outreach services to the pre-collegiate community of students and teachers.

This effort began with a plea from the Indiana Department of Education (IDOE) to create a set of interdisciplinary curricular materials on the characteristics and impact of internationalization in the state, designed specifically for teachers and students in Indiana's middle and high schools. The resulting curriculum, *Indiana in the World*, was developed in a collaborative effort by the IU CIBER, several IU area studies centers, IDOE curriculum specialists, EconomicsAmerica officials, and the Purdue CIBER. It was distributed to every Indiana middle and high school – public and private – and is currently undergoing yet another reprint as a result of continuing demand. Creative teachers at the community college and even elementary school level have adapted lessons from *Indiana in the World* for use in their respective classroom settings.

The need for such outreach was clear and we believed, and continue to believe, that early preparation of students and the state's workforce for the opportunities and challenges presented by the global economy is both a wise and fruitful investment in the future. Today, the IU CIBER supports and participates in an intensive, two-week summer institute, the International Studies Summer Institute (ISSI), designed with a track for high school students and another for high school teachers. This past summer, more than 30 teachers from across the country (more than 75 percent of the participants were from outside Indiana) and 40 students attended the ISSI here at Indiana University. With input from faculty associated with the IU CIBER, IU area studies centers, and foreign language departments, participants examined topics including international economics and trade, the impact of population on economics and agriculture from a comparative perspective, food supply and world security, among a range of other issues. In the teacher-track, participants examined pedagogical issues as well as content, and each teacher developed lesson plans and/or instructional units incorporating themes covered in the two-week Institute.

Programs such as these help create important new linkages for the IU CIBER, and contribute significantly to the education of our future students, business practitioners, and leaders.

Michigan State University

globalEDGE™: Your Source for Global Business Knowledge

<http://globaledge.msu.edu>

The Center for International Business Education and Research in the Eli Broad Graduate School of Management at Michigan State University (MSU-CIBER) was designated in 1990 as one of the pioneer National Resource Centers in international business by the U.S. Department of Education. In this capacity, the mission of MSU-CIBER is to provide world-class education, research, and assistance to businesses on issues of importance to international trade and global competitiveness.

One of the highly visible projects serving the mission of MSU-CIBER is globalEDGE™ (<http://globaledge.msu.edu>). globalEDGE™ is a knowledge web-portal that connects international business professionals worldwide to a wealth of information, insights, and learning resources on global business activities. Designed and developed by MSU-CIBER as the ultimate research tool, globalEDGE™ provides information on about 200 countries with over 2,000 online resources. Compiled information on each country includes a map, key statistics, history, economy, government, and links to country-specific resources, stock markets, and recent news. By serving as a gateway to specialized knowledge on countries, cross-border business transactions, and international business, globalEDGE™ responds to a real interest expressed by an increasing number of global business academicians and professionals. Some of the featured sections include:

- **Global Resources:** Resources – ranging from the official websites of government agencies to the international organizations that provide business, demographic, or statistical information at the global level – have been categorized by specific orientation and content.
- **Country Insights:** Current and valuable information on business climate, political structure, statistical data, and business news is presented in a regional and country-specific format for about 200 countries.
- **Knowledge Room:** With its four sections (Featured Insights, Media Update, Selected Articles, and Special Reports), the Knowledge Room contains something for the researcher looking for resources, the student seeking help with an assignment, and the business professional trying to stay abreast of current developments in international business.
- **Academy Section:** This section provides international business-focused resources that cater to the needs of teachers, researchers, students, and professionals.

Purdue University

Business and Cross-Cultural Understanding between the United States and the Islamic World

Business and Cross-Cultural Understanding between the United States and the Islamic World is a program of ongoing activities conducted by the Purdue CIBER within the Indiana Center for Cultural Exchange (ICCE). The ICCE, to be headquartered at Purdue's Discovery Park on the West Lafayette campus seeks to advance understanding and cooperation between the United States and the Islamic world through a comprehensive statewide collaboration between Purdue,

Indiana University, the University of Notre Dame and the Indiana-based Islamic Society of North America (ISNA). The ICCE seeks to achieve its vision through the following six programs of cultural exchange and international cooperation involving business, academic, civic and clerical Muslim leaders from the Islamic world who will be Fellows of the Center:

1. *International Cooperation* will build enduring bridges between the University and the communities of its Fellows (24 each year). Purdue CIBER will cooperate in development of distance-learning programs and videoconferencing from Indiana universities to audiences in the Muslim world, and from institutions and communities of the Muslim Fellows to audiences in the United States, including undergraduate, graduate, and executive management programs of the Krannert School (including the proposed executive program in Dubai), and K-12 students throughout Indiana.
2. *International Affairs* will help Muslim Fellows share religious and cultural experience and perspectives on foreign affairs with individuals and organizations that craft or influence U.S. foreign policy, meeting with faculty at the three Indiana Universities, the Walsh School of Foreign Service at Georgetown University, and Senator Richard Lugar, chairman of the Senate Foreign Relations Committee.
3. *Democracy at Work* exposes overseas Muslim leaders to the democratic process of governmental legislation and policy-making in America, and helps Americans to understand better governmental systems found in the countries of the Fellows. The Fellows will meet and hold conversations with a mayor and members of the West Lafayette City Council, the governor, commissioner of higher education, state senators and representatives.
4. *Islam in America*, which introduces overseas Muslim leaders to Islam's experience in the United States, and through arrangements with organizations such as ISNA, American Society of Muslims, Council of Islamic Organizations in Chicago, American Muslim Council, and Center for the Study of Islam and Democracy will offer American Muslims the opportunity to share their own experience of being Muslim in a multi-ethnic, multi-cultural and multi-religious society.
5. *Interfaith Dialogue*, a program to bring Fellows of the Center into dialogue with religious leaders in the United States, especially Christian and Jewish leaders. The dialogues will address misperceptions on all sides and foster greater interfaith understanding and respect, through inter-religious dialogues arranged by, among others, the World Conference on Religion and Peace, Parliament of the World's Religions, United States Conference of Catholic Bishops, National Council of Churches of Christ, Christian Theological Seminary in Indianapolis, and Institute for Interreligious Study and Dialogue, Catholic University of America.
6. *Religious Peace-building*, a program to help all participants understand the importance of culture, religion and peace-building, and introduce the Fellows of the Center to the new field of religious peace-building that seeks to understand and resolve the causes and dynamics of religious violence.

CIBER has assembled a special advisory panel of U.S. business leaders with extensive business experience in the Middle East, Malaysia and Indonesia and Muslim managers to play a critical role in shaping the mission and agenda of ICCE to develop programs that both advance the cause of management education in the United States and ensure more effective business relationships between U.S. businesses and managers, clients and customers in the Islamic world. Ongoing activities will see Purdue CIBER host an annual Conference on Business in the Islamic World in Indianapolis that will bring American executives from around the country to meet with the ICCE Fellows to discuss how Islamic cultures and values affect business in Muslim countries, and sponsor an executive in residence. We plan to sponsor a Muslim management fellow as executive in residence in the Krannert School, and direct sponsored faculty research to business in Islamic countries.

San Diego State University

Higher Education Goes Global through North American Economic Integration

San Diego State University (SDSU) is a well-positioned driver in international business education for San Diego and the Southern California region given our unique geographic location along the western and southern frontiers of the United States. With extremely close partnerships across Baja California and Mexico as well as equally strong relationships with partner universities spanning the breadth of Canada, a pivotal focus of SDSU's international business programming rests on North American Economic Integration and the forces driving this process. With the creation of dual-degrees, triple-degrees and a range of experiential programming to afford students an array of integrated choices, SDSU and the Center for International Business Education and Research (CIBER) have developed a new platform for educating students for the new North American business environment, including the trend toward hemispheric trading relationships.

San Diego State University is about doing *Business Without Borders*. That was the theme of our CIBER's first Fund for the Improvement of Postsecondary Education (FIPSE) grant in 1992 for the MEXUS program, which was designed to create the nation's first undergraduate dual-degree with Mexico in international business. With \$257,000 in seed capital from FIPSE and an equal contribution of staff and fiscal resources from the University and the CIBER, MEXUS became over time a significant model for how to structure interdisciplinary dual-degree programs across borders.

Project North America, another initiative of the CIBER, was developed with additional funds from the FIPSE North American Mobility Program to educate future North American managers. Project North America Fellows were required to study abroad and intern in each of the partner countries, Canada and Mexico, with students having the option in Canada of a Francophone or an Anglophone institution. Using two or three languages in their study and internship experiences gave these students a sense of the business, social and protocol environments that few academic programs can provide.

The MEXUS model continues to evolve and it has now been emulated by over a dozen institutions across the United States. SDSU has taken the model to new heights with dual-

degrees in Europe and Latin America and triple-degrees among the United States and its chief trading partners, including Canada, Mexico, Chile, and Brazil. When new international business opportunities in emerging markets surface, those students and companies with the language and cultural exposure and experience will be well-positioned to seize upon and develop these new challenges.

Temple University

Developing Women Entrepreneurs for the Global Marketplace: The DWE Project

Women business owners are critically important to the U.S. economy. America's 9.1 million women-owned businesses employ 27.5 million people and contribute \$3.6 trillion to the economy.¹ The U.S. Small Business Association reported last year that women-owned businesses accounted for 30 percent of businesses that exported more than half of their products worldwide. However, women continue to face unique obstacles in the world of business. Temple University CIBER, housed at the Fox School of Business and Management, is in a unique position to combine national and state support for women business owners with expertise of faculty in entrepreneurship to enable women entrepreneurs to achieve success in the global marketplace. A partnership between the Temple University CIBER, the Commonwealth of Pennsylvania's Department of Community and Economic Development and the National Association of Women Business Owners created the Developing Women Entrepreneurs for the Global Marketplace Project (The DWE Project) as one of the flagship programming areas of the Temple CIBER. This project is designed to support women entrepreneurs through conducting meaningful applied research, delivering education and training and providing resources and networking opportunities for women entrepreneurs.

A three-pronged approach includes:

- 1) Innovative research on obstacles and opportunities for women entering the international markets
- 2) Business outreach and education through an annual spring conference
- 3) Web-based resources for international trade, entrepreneurship, and organizations that support women-owned businesses and networking opportunities.

The University of Illinois at Urbana-Champaign's CIBER is also a full partner in the DWE Project, providing an opportunity to take this leading edge program concept nationally through expanded research networks and resources.

¹ United States Small Business Association Website, www.sba.gov

Texas A&M University

Academy for Future International Leaders

The Academy for Future International Leaders is a TAMU-CIBER initiated program, which is designed to internationalize undergraduate students who exhibit strong leadership skills. This university-wide program involves the participation of students from nine different colleges on

campus. The program is coordinated through the International Center of the George Bush Presidential Library Complex. Up to five students with excellent leadership skills are nominated from each of the nine colleges from which the best 18 students are then selected to gain a global perspective and prepare them for leadership roles in an increasingly international 21st Century.

The program is interdisciplinary in nature and consists of three major components. First, a three-credit hour *academic seminar* that meets once a week during the spring semester. These team-taught sessions are lead by a Texas A&M faculty member who is an expert on the topic for the week and an executive, government official or outside expert who will focus on a topic's global importance. Issues such as global energy markets, national security, global food supply, technology development, and critical issues facing the different regions of the world are discussed from an academic and strategic perspective. The overall format provides a stimulating and highly interactive environment that challenges these top students to a sophisticated level of analytical study. Former President Bush makes it a point to participate in one of these sessions. Second, is a *mentoring program* in which each student is matched with an international business executive to receive one-on-one guidance. The mentoring is meant to help students learn about the personal and professional experiences of international executives who hold leadership roles in their careers. Third, a paid *international internship* is offered to participants in the summer following the academic seminar. The internship in the student's chosen field of study is offered/facilitated by an advisory board member of Texas A&M's international programs.

For details please visit our website at http://intlcenter.tamu.edu/academy/Program_Overview.htm.

The Ohio State University **Emerging Markets Field Study Course**

Since becoming a CIBER in 1995, this Ohio State University program has sought to create a varied portfolio of activities encompassing many constituencies and reaching across the teaching, research, and outreach continuums. Although not a new program, having been originally offered in 1995, the OSU Emerging Markets Field Study course continues to be a hallmark of the Fisher College of Business and the CIBER, and is one of the most popular courses offered at the college.

Begun as an MBA small group study, the course is now offered to two full MBA sections and one honors undergraduate section. Conceived as a way to weave academic richness and rigor into a short-term study abroad experience, students participate in a full course of study about the business environment in question, conduct the international visit during the winter or spring break holiday, and return to produce a case study based on their field study experience. What makes the EMFS course different from many is that the students determine which companies they want to learn more about, make the contacts, solidify the relationships, and lead the visits. Upon return home, students then must write an original case about the company for which they were team members. The faculty member contributes experience as a guide, acts as liaison with company executives, adds cultural and business context and content, and reviews and grades the case studies.

What also contributes to this course's "leading edge" model is that travel expenses for each student are partially underwritten by the college, making it as available as possible to all regardless of financial ability. Travel and site visit expenses for the course are borne by the students, the CIBER, a private donor, and the college's Graduate Programs Office.

Thunderbird, The American Graduate School of International Management Language and Cross-Cultural CD Project

Thunderbird has been pursuing a project to create and disseminate a series of CD-ROMs on language and cross-cultural management for use in colleges and schools, as well as other training programs for business. The CDs produced thus far are on Doing Business in Latin America (focusing on cultural issues), and on Women in Business in Latin America. Another CD is in preparation for Doing Business in China.

In each case the project is led by language/culture faculty from Thunderbird. Interviews and other authentic materials in Latin American countries and in China are being compiled. The multimedia CD-ROMs that result from this work are being distributed for free to each CIBER and for \$US 20 to any interested teachers, schools, or individuals. The Latin American CDs are in Spanish, and the Chinese ones in Mandarin.

What is so attractive about this project is that we have discovered a way to create very professional CDs without inordinate expense, and the quality of the content is equally high. We have used our School's internal audio-visual assistance, along with a professional editor and various filming and other recording methods to produce these disks. They offer an excellent means for U.S. businesspeople to become more informed about the languages and cultures of these regions, and to see people and companies in action in each of them.

For information, contact Eric Grimmer at grimmere@t-bird.edu.

University of California at Los Angeles Advanced International Management Program

As part of a four-year CIBER-funded program, UCLA offers the Advanced International Management (AIM) certificate to Anderson School MBA students. The AIM Program recognizes and builds on students' international skills by providing a menu of options. These students differentiate themselves on the basis of intensive foreign language education, study abroad, individual and group-based international research and field study, and significant international coursework. AIM students must complete international course work and an international project, in addition to fulfilling one other international component from a list of opportunities. AIM students represent approximately 10% of each Anderson MBA class.

Program modules include:

- Required international courses: AIM students must complete Mgt. 406 The Global Economy, and three additional international electives.
- Applied Management Research Project: AIM students must complete a Management Field Study, special project or business creation study with international content.
- Intensive language training: AIM students may choose to enroll in UCLA-sponsored summer immersion language courses at the beginning or intermediate level. CIBER has developed intensive business language courses in China and Peru, and maintains relationships with language programs in Japan and France.
- International internship: During the summer between their first and second year of business school, AIM students have the opportunity to enhance important linguistic, cultural and business skills by undertaking a business internship in a foreign environment.
- International exchange: The Anderson School has one of the richest arrays of international partnerships of any American business school and encourages MBA students to participate in academic exchange programs with premier universities abroad.

For more information, please visit www.anderson.ucla.edu/research/ciber/aim.html.

University of Colorado at Denver **Dialogue on Globalization**

“Dialogue on Globalization” is a CU-CIBER initiative designed to expand and enrich the understanding of globalization and attempt to frame and synthesize its issues from an interdisciplinary perspective. The initiative components are based around research, teaching, business outreach and student outreach.

Research: A team of CU faculty interested in globalization from business, economics, political science, engineering and history was selected. The members conducted a literature search. Each is now conducting research on issues relating to the pros and cons of globalization as well as to its costs and benefits. This globalization team meets monthly to discuss the topic and to present research findings. A draft report is being prepared for publication. As a wrap up, the team will present its findings to a roundtable of other CU faculty.

Teaching: 1) An anthropology course, Culture of Development and Globalization, is being developed and will use the materials created by this research team. 2) A graduate business seminar, Dialogue on Globalization, was developed and first offered in fall 2002 and will be offered again in fall 2003. Faculty from the multi-discipline research team presented to the class. Business practitioners addressed globalization issues from political, labor, economic, and environmental perspectives. Students then formed into teams and framed the pro as well as the con issues of globalization.

Business Outreach: The students presented their findings in a session of the Global Executive Forum where international business executives and select academic and political experts meet to discuss what is affecting international trade. Business leaders then addressed their thoughts on

globalization and a dynamic discussion between students and executives followed. This joint meeting is scheduled again for 2003.

Student Outreach: The discussions about globalization that took place at the Global Executive Forum were summarized and included in the winter 2003 issue of the Global Executive Forum Report and disseminated to business students and faculty across the country as well as featured on CU CIBER's website. In addition, members of the research team are being asked to present their findings at an international development program for community college faculty and to K-12 students in a Model U.N. high school initiative.

University of Connecticut **High School Global Resource Initiative**

Our leading edge program is our High School Global Resource Initiative. Ninety-five percent of the world population resides outside the U.S. and incomes and aspirations of people worldwide are increasing. Thus, large markets are emerging overseas where our companies must compete to successfully grow and be viable. We have found that our undergraduate students lack a basic understanding of global socio-economic and political affairs. This means before providing them perspectives of global business we must first expose them to the basics, which robs us of the time necessary to provide a full understanding of global business concepts. To overcome this problem, since we feel that the basic exposure should take place at the high school level, we have developed a series of resources for high school teachers and students.

We reasoned that if high school social science teachers are developed in international business, they would be encouraged to provide the basic insights into socio-economic and political perspectives of the global business scene to their students. To this end, we worked with a team of local high school teachers to develop a plan of action to address this need. The first step in the process was to prepare study material relative to fundamental aspects of global business for high school teachers to use in their classrooms. The project involved preparing three volumes on the subject:

The Global Economy:
A Resource Guide for Teachers
International Trade, Global Institutions, Multinational Corporations
2000

Economic Development in the Global Economy:
A Resource Guide for Teachers
The Developing World, Development Institutions, Economies in Transition
2001

The Developed Countries and the Promise of Globalization:
A Resource Guide for Teachers
The Developed Countries, Connectivity and Globalization, Global Challenges
2002

These volumes were distributed nationally to over 200 high schools. Every school in Connecticut received the set, and over two-thirds reported using the material in such courses as economics, introduction to business, sociology, economic history and others. We received highly favorable feedback from high schools in Connecticut and elsewhere on the relevance and significance of the study material.

In conjunction with the resource guides, we also teamed up with the Northeast Regional Academic Conference for Social Studies Teachers to provide annual workshops on basics of International Business. In each workshop an international business expert, or panel of experts (from government, academics, and business) went over the material in one of the guides and provided significant time for questions. At the end of each session, David O'Connor, the primary author of the guides, went over the logistics of using the guides. Each workshop participant received a set of resource guides at the conclusion of the workshop.

Our next step is to work with the Connecticut Department of Education to make a course on Fundamentals of Global Business a requirement in high schools. In addition, we are continuously exploring new ideas for the development of international business study material. For example, we have developed a game entitled "The Global Business Trivia Game" which students play in teams. Our experience shows this game makes learning easier and exciting. We are also exploring the idea of translating the readings in the resource guides into different languages and developing new corresponding exercises in those languages for the high school language students. Currently we have also hired the services of a junior college faculty member to develop Global Business exercises for junior college students. Looking at it from a broader angle, all of our students should be knowledgeable about global business affairs.

We are very pleased with our accomplishments to date in the K-12 sphere, and hope to take on a variety of new initiatives in the years to come. We welcome any suggestions you may have. At the same time, if you have any questions, please feel free to contact us.

University of Florida **Integrated Centers of International Business Excellence**

Integrated Centers of International Business Excellence (ICIBE) at the University of Florida (UF) Warrington College of Business CIBER address timely business issues and leverage diverse, internationally renowned UF expertise into national IB resources for educators, students and business practitioners. By itself, each integrated center is a leading edge program in that it delivers comprehensive treatment of a timely IB issue derived from the perspectives of multiple disciplines, based on established expertise and packaged in a variety of programs.

Each ICIBE addresses specific, timely IB issues; leverages internationally renowned, multidisciplinary UF expertise on the issues; develops unique curriculum programs, including language, centered on the issues; provides a research agenda focused on the issues; and yields related dissemination, outreach and faculty development programs. Five Integrated Centers of IB Excellence have been identified by UF CIBER.

- *Critical Issues in Latin American International Business* focuses on the strains of political reform and impacts of regional trade agreements in Latin America. Led by the Center for Latin American Studies, its signature programs incorporate the insights of multiple departments across campus.
- *Convergence of World Media and Telecommunications* builds on complementary expertise in three UF colleges and emphasizes business strategy in these rapidly evolving markets.
- *Reconciling Protection of the Environment and Expansion of International Trade* integrates resource expertise in agricultural sciences and the Florida Museum of Natural history with business, law and political science expertise.
- *The Interface of International Antitrust and Intellectual Property Rights* recognizes the pivotal role of the topic in sustaining an innovative world economy and the need to address its challenges from the multiple perspectives of business, law, economics and applied science.
- *Cultural Conflict and International Business* is UF's newest center and is developing in conjunction with the newly funded Title VI Global and Transnational Studies Center.

For a complete description of these centers and information on the work currently in progress, visit the UF CIBER website at <http://bear.cba.ufl.edu/centers/ciber/>.

University of Hawaii at Manoa

The PACIBER Diploma: A New Era of Business Education in the Asia-Pacific Region (www.paciber.org)

Advances in communications and transportation have drawn together the world's markets for goods, services, labor and capital. This increasingly competitive business environment has emphasized the need to develop managers who are able to understand and adapt to various foreign cultures, and are capable of operating in a foreign language.

Recognizing the need for a new kind of internationally educated manager with knowledge of the Asia-Pacific region, the Pacific Asian Consortium for International Business Education and Research (PACIBER) established the PACIBER Diploma Program that requires multiple language competency (at least two languages of the region), study outside the student's home country and an internship in a foreign or multinational corporation. In addition, groups of faculty from the consortium schools are developing a series of web-based courses with an Asia-Pacific focus. These are directed primarily at students from all member institutions and eventually, will be available to students from all over the world. Qualified students will be carefully selected for the Diploma program based on academic records, language ability and adaptability to other cultures.

The academic heart of the PACIBER Diploma is found in its emphasis on current management developments and business topics in the Asia-Pacific region. Courses focusing on Asia-Pacific management, business and financial issues can be taken at the student's own school or abroad during the exchange phase of the program. In addition, cutting edge curricula at each member campus offer PACIBER Diploma students the opportunity to discover and comprehend the new

paradigms that are unfolding from the experiences of East and West converging in the Pacific Rim. Ultimately, it is hoped that the bearer of the PACIBER Diploma will be recognized as one who is an internationally attuned management individual with the requisite academic credentials, overseas experience, language capability and cross-cultural training to be immediately productive upon accession to any Asia-Pacific-related position.

Top universities in Asia, Oceania and North America that have strong international business programs in Asia make up the membership of PACIBER. The Pacific Asian Management Institute of the University of Hawaii's College of Business Administration serves as the Secretariat for the Consortium. As of July 2003, PACIBER schools include:

Asian Institute of Management (Philippines)
The Chinese University of Hong Kong
Chulalongkorn University (Thailand)
Columbia University (USA)
De La Salle University (Philippines)
Hitotsubashi University (Japan)
Griffith University (Australia)
Japan-America Institute of Management Science (JAIMS), USA
Korea University
National Sun Yat-sen University (Taiwan)
National University of Singapore
San Diego State University (USA)
Shanghai University of Finance and Economics
Sunkyunkwan University (Korea)
Thunderbird, The American Graduate School of International Management
The University of Auckland (New Zealand)
The University of Memphis (USA)
Universiti Kebangsaan Malaysia
University of British Columbia (Canada)
University of Calgary (Canada)
University of Colorado at Denver (USA)
University of Hawaii (USA)
University of Indonesia
University of Melbourne (Australia)
University of Michigan (USA)
University of New South Wales
University of Oregon (USA)
University of Otago (Australia)
University of the Philippines
University of Sydney (Australia)
University of Wisconsin (USA)
Waseda University (Japan)
York University (Canada)

University of Illinois at Urbana-Champaign **Online Business Arabic and Arabic Alphabet CD Projects**

The University of Illinois has one of the fastest-growing Arabic language programs in the United States. Ten sections of Arabic are offered each year. Last semester alone, there were more than 100 students enrolled. The program includes courses in all levels of standard and colloquial Arabic. A course in “Business Arabic” – a mixture of standard and Egyptian Arabic – was developed, with CIBER funds, as a web-based language project, Arabic Online. Professor Elabbas Benmamoun, a professor of linguistics, is the coordinator of the Arabic program at Illinois and the lead investigator on the online Arabic project.

Arabic is a relatively difficult language to learn. It uses a writing system, or script, that is different from English, and it’s written from right to left. Also, it doesn’t share as many cognates with English as Romance languages do. In order to provide students with a learning environment that they can control, Professor Benmamoun and a team of graduate students have created a variety of unique web-based language learning experiences for students to learn Arabic. Users can evaluate their progress through online drills and assessment exercises that provide feedback and corrections. They can choose to listen to sound files over and over again at their convenience.

The Illinois CIBER awarded Professor Benmamoun another course development grant to create a CD for learning the Arabic alphabet. The Arabic alphabet is difficult for many people to learn because it has unfamiliar sounds, fine phonemic distinctions, fine visual distinctions, the shape of the cursive letters change depending on the position of the letter, and the vowels and diacritics are complicated. This project features color-coded letters given in different positions in the word, audio of each letter and word, animations that show how to write the letters, sound recognition drills, letter recognition drills, and writing exercises with feedback

University of Kansas **International business assistance for hard-to-reach firms**

The KU CIBER’s region in the Midwest is dominated by small and mid-sized businesses, which tend to be geographically dispersed across considerable distances. These conditions make it especially difficult for these firms to find assistance for doing business internationally.

A significant part of the KU CIBER’s outreach mission is focused on reaching these companies and providing them with services that can help introduce them to export markets, gain basic concepts of international business, and understand the economic and social context of doing business abroad.

To do this, the KU CIBER offers a set of activities targeting these smaller companies.

1. The International Business Resource Connection (www.ibrc.bschool.ku.edu) now includes a set of tutorials on global e-commerce and is being revamped to answer frequently asked questions to help new-to-export firms.

2. Global Field Projects (GFPs), offered by KU CIBER in cooperation with the State of Kansas' international trade office, puts teams of graduate students to work on international business questions at the request of individual firms. GFPs help ease market entry for companies interested in international business, and are in high demand.
3. Passport to International Business is an introductory program for companies new to international business. This program, presented each year in cooperation with the World Trade Center of Greater Kansas City, includes four half-day sessions focusing on different aspects of international business and major world regions.
4. Global Advantage is a new biannual conference, starting in October, 2003, that will bring together the key "players" who help to facilitate international business efforts in the region, including trade organizations, state and local government, consulting and law firms, banks, and educational institutions. The purpose is to help facilitators understand what business really needs; provide new knowledge of cutting-edge issues; introduce "best practice" models; and create better synergies among the region's international business resources. Sessions bringing together panelists from business, academia, and government will center around pressing issues in international business, including national security, globalization, and education for the global economy. KU CIBER's recognized leadership in the state and region make it possible to organize this much-needed event.

University of Memphis

Globalizing Business Schools Initiative (GBS)

Eight Title VI funded Centers for International Business Education and Research (CIBERs) are currently participating in the "Globalizing Business Schools" initiative. The University of Memphis, Michigan State University and the United Negro College Fund's Institute for International Public Policy (IIPP) are the lead project coordinators. Co-sponsors include: Georgia Institute of Technology, Indiana University, Texas A&M University, University of Connecticut, University of Florida, University of Kansas, and the University of Wisconsin.

The GBS program promotes the internationalization of business education on the campuses of Historically Black Colleges and Universities (HBCUs). Two groups of eight HBCU institutions will participate in this four-year lock-step project. It is designed to raise awareness of the importance of international and interdisciplinary business education; to equip faculty with pedagogical tools, knowledge, and experiences to incorporate international content into existing business courses; and to provide one-on-one assistance to facilitate implementation of international business education programs, including assistance with the acquisition of federal grant funds.

There are three phases of the program. The first phase begins with a grant workshop to introduce sources of grant funds and grant-writing techniques and continues throughout the program with custom consultations with established CIBER/HBCU institutional pairings. The intent of these consultations is to develop and implement an internationalization strategy. The second phase of the program consists of three Faculty Development Workshops. Participating HBCU institutions will be offered fellowships for a set number of faculty to attend the events. The first of these is a Foreign Language Workshop to enhance foreign language faculty's ability to bring foreign business language and culture into their foreign language curriculum. The second is a Faculty Development in

International Business for business faculty. These are discipline-specific workshops designed to help faculty incorporate international context into business courses. Finally, a Faculty Development in Area Studies event will be held to equip faculty with a better understanding of how society, politics, culture, and economics impact the conduct of international business in various world regions. This special session will be offered in collaboration with National Resource Centers for area studies co-located with participating CIBER institutions. The final phase of the project will include a Faculty Study Abroad and will involve two faculty members from each HBCU. This two-week study tour will include visits with educational, business, and government officials in the destination country and will provide faculty first-hand experience with the socio-cultural and political structures and systems under which business is conducted abroad and to lay the foundations for future institutional linkages, overseas teaching, student internship, and study abroad opportunities. This activity will conclude each class's program.

For more information please refer to: <http://www.people.memphis.edu/~wangctr/Pages/HBCUs.htm>.

University of Michigan **Corporate Social Responsibility in a Global Context**

A partnership between the University of Michigan Center for International Business Education (CIBE) and a Michigan-based non-governmental organization (NGO) has created opportunities for UM students from three professional schools to make a direct impact on health care and working conditions in Bangladesh's garment industry. This collaboration is part of the University of Michigan's CIBE initiative on corporate social responsibility in a global context, the main thrust of its programmatic activity for the 2002-06 award period.

Most economists explain low labor standards in developing countries as the result of low labor productivity. If firms based in developing countries were to raise labor standards by improving working conditions, the resulting increase in labor costs should lead to higher prices, making these firms less competitive in world markets. But if improvements in labor standards also lead to higher labor productivity, the improvements should pay for themselves. Could this be the case with health care, since improvements can lead to lower absenteeism, lower turnover, better cognitive skills, and higher energy levels? But if this is true, then why haven't garment factory managers undertaken these reforms on their own, without intervention from NGOs?

Bangladeshi factory owners are also concerned that their customers – major rich-country retailers and their intermediaries – are increasingly making their buying decisions based on factory working conditions, particularly looking at the issues of child labor, worker safety, and forced overtime. Increased spending on worker health may be good public relations, as well as a smart investment in worker productivity.

A total of 12 UM students from engineering, business, and public health have addressed these issues by providing on-site technical assistance in Bangladesh over the past two summers. They have helped to establish health care clinics in garment factories, collected data on workers' health, measured productivity changes in factories, and provided consulting services to local NGOs. The MBA and BBA students participating in the program have been able to use the tools they acquired in

business school to address the challenges of economic competitiveness and corporate social responsibility in a developing country context.

For further information about our internship program visit our website at www.umich.edu/~cibe.

University of North Carolina at Chapel Hill **OneMBA**

The UNC-Chapel Hill CIBER set as three of its five priorities for the current CIBER cycle to 1) significantly increase interactive experiences of students and faculty to further their understanding of the global interconnectivity of many important business decisions; 2) perfect global virtual teaming skills of students, faculty and business managers; and to 3) integrate language learning and cultural understanding into business curricula. One of Kenan-Flagler business school's new programs, the OneMBA, has proven to be an innovative way to meet those priorities head on. Consistent with our CIBER's objectives to offer a geocentric view of issues and challenges facing global business and determine and disseminate best practices for working in virtual global teams, the OneMBA makes use of an extensive global network of students and faculty through an integrated, applied, globally driven curriculum.

Launched in the fall of 2002, the OneMBA is a partnership of five of the top business schools on four continents: the Rotterdam School of Management (Europe); the Chinese University of Hong Kong (Asia); FGV in Sao Paulo, Brazil (South America); and EGADE in Monterrey, Mexico, and Kenan-Flagler in Chapel Hill, North Carolina (North America). The program design, including each individual course, is developed by five-member faculty teams representing each of the five schools. These teams combine face-to-face meetings with virtual discussions over the Internet, practicing similar virtual global teaming that is so often demanded of global executives today.

OneMBA students study for two-thirds of the program at their home schools where the home institution's faculty deliver the core courses that work best taught from a regional perspective. The remaining one-third of the program is conducted with all of the students from all of the partner schools in four week-long experiential learning modules in Asia, Europe and North and South America. Topics for these modules include Global Knowledge Management (U.S.); Logistics and Sustainability (Europe); Globalization of Finance and Cultural Marketing (Asia); Risk and Uncertainty (Brazil) or Political and Economic Transformation (Mexico). After each week-long module, students work in virtual teams comprised of students from all five schools and work for the next several months in those virtual teams at the same time they are taking core courses at home. In this way, common curricular goals are met in each institution, but with customization for the way that business is conducted in that region.

More information on the OneMBA is available at www.kenan-flagler.unc.edu/Programs/execMBA/rightMBA/onemba/index.cfm.

University of Pennsylvania

Certificate in Teaching Languages for Business and Summer Institutes

To meet the national need for better-trained teachers of business language, Penn Lauder CIBER has begun to implement a three-tiered program that will ultimately lead to a Certificate in Teaching Language for Business from the University of Pennsylvania's Graduate School of Education (GSE). The goal of the program is to train language faculty in the basic functional areas of business, advanced applied language-teaching methodology and curriculum design, intercultural communication, and socio-linguistics. Penn Lauder CIBER is collaborating with faculty at GSE and West Chester University to design and implement the curriculum for this Certificate Program.

The first tier in this program is a one-week summer institute designed for secondary and post-secondary language educators. The inaugural 30-hour institute took place at Penn during the week of June 23-27, 2003. The 19 language educators from the Greater Philadelphia area and Florida represented all levels, from elementary through graduate school. The program included a 10-hour overview of basic business, 10 hours of discussion of current issues in language-teaching methodology, and 10 hours of curriculum design. The participants worked on group projects in which they designed curriculum modules, applying the concepts discussed in the classroom. After the institute the participants received a compilation of all the projects to enable them to adapt and use the modules in their own classroom situations. The educators from Pennsylvania were eligible to receive continuing-education credit under Act 48.

For the summer of 2004, Penn Lauder CIBER is preparing to add a three-week institute with expanded training in the same areas. This program will add instruction in intercultural communication, socio-linguistics, and second-language acquisition. The third tier – the full Certificate Program – will be available in academic year 2005. To earn the Certificate, in addition to attending the two summer institutes, participants will take approved courses at Penn's Graduate School of Education and the Wharton Management Program. Ultimately, language educators will be able to choose from a menu of these three tiers – the week-long institute, the 3-week institute, and/or the Certificate Program.

All the components of this project are designed to address the varying degrees of needs and interests of a diverse constituency of language-teaching professionals in order to create a new and constant pool of second-language educators with expertise in teaching for the purpose of business communication. Regionally and nationally, the project will respond to the need for specialized language teachers at institutions of higher education, high schools, and, perhaps, even middle and elementary schools. For details, please visit our website at <http://lauder.wharton.upenn.edu/ciber/index.htm>.

University of Pittsburgh

Manufacturing and the Global Supply Chain in the Pacific Rim:

Semester at Sea[®] for Business and Engineering Students – Summer 2004

Semester at Sea[®] is a floating university that runs academic programs in conjunction with the University of Pittsburgh in fall, spring, and summer each year. Semester at Sea has been in existence for 30 years and has had more than 35,000 student participants. The 2004 Semester at Sea summer

voyage travels to Asia, including Korea, China, Hong Kong, Vietnam, Taiwan, and Japan in a 65-day trip from June 17 through August 21. On this trip, students earn nine to 12 credits by taking three or four classes.

The University of Pittsburgh IBC, School of Engineering, and College of Business Administration have designed a special program to be offered on the summer voyage for business and engineering students who have completed two or three years of coursework at their home institutions. The program includes nine credits (three courses): one course on technological aspects and another on business aspects of manufacturing and the global supply chain in the Pacific Rim. The third course is the required global studies class that is offered as part of every Semester at Sea voyage. In addition to the interport classes, the program includes site visits of manufacturing facilities in the countries visited. As part of each visit, a representative of the manufacturing company will discuss differences in manufacturing culture between the country being visited and other countries where the company operates.

The basic Semester at Sea summer voyage program fee is \$9,275 and includes tuition for 9-12 credits plus room and board on the ship. Costs for site visits are extra. For information on the program contact: Lori Molinaro (lrider@katz.pitt.edu; 412-648-1559). For detailed information on Semester at Sea, visit <http://www.semesteratsea.com>.

University of South Carolina **Undergraduate Business Program International Business Major**

Undergraduates interested in an international orientation may major in International Business. The International Business major requires 15 credit hours of coursework as follows:

Required:

Globalization and Business

Select one of the following functional courses:

International Financial Management

International Marketing

International Marketing Systems

The International Economy

Select at least one of the following thematic courses:

Foreign Market Entry and Growth

Cross-Cultural Behavior and Negotiations

Exporting and Importing

Select at least one of the following regional courses:

Business in Latin America

Business in Asia

Business in Europe

1. Four advanced courses (300-level or above) in one of the following languages: Chinese, French, German, Italian, Japanese, Portuguese, Russian, or Spanish.
2. At least one study period at an overseas location.
3. A second major in another business discipline to be chosen from marketing, management, finance, accounting, economics, insurance and risk management, real estate, or management science.

The International Business major offered by the Moore School of Business at USC provides excellent grounding in international business and prepares students for the global challenges facing business leaders.

University of Southern California **International Economic Summit for High School Teachers and Students**

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

The International Economic Summit is a world trade simulation that is designed to help high school students understand the benefits of trade and explore the controversies associated with globalization. The project provides students with an opportunity to acquire basic economic concepts within the framework of international trade. Working in small groups, for an eight-to-ten week period, student teams adopt a country and take on the role of economic advisor for the country's Ministry of Commerce/Trade. The goal for each student team is to develop strategies for international trade negotiations that will improve their country's standard of living/quality of life. Each team conducts extensive research to evaluate the conditions within their country and develop a strategic plan to improve living standards. The International Economic Summit, which is a daylong trade negotiation simulation, brings student teams from 50 to 75 countries together to implement their strategic plans through a day of negotiation activities.

USC's CIBER will train the trainers by bringing 20 high school teachers to USC in August 2003 for a two-day program to learn the teaching pedagogy for the semester-long course, which they will teach in their schools in fall 2003. In December 2003, 300 to 400 high school seniors from the 20 participating high schools will come to USC for the culminating International Economic Summit competition.

University of Texas at Austin **McCombs Plus Global Program**

CIBER has worked closely with the McCombs Plus Program – an element of the MBA curriculum designed to enhance students' professional skills outside the classroom – to develop "Plus Global." In this three credit-hour class, students can study the business practices of one of several foreign

countries. The experience consists of three components: a weekly class, a three-week study tour led by a faculty member expert in the subject country, and a cross-cultural company project.

Plus Global exposes students to the real-world working environment and cultural considerations of doing business outside the United States. Each course also focuses on the particular industry driving the economy in the country, giving students a deeper understanding of the integration of the world's economies. Industry and country experts from outside the McCombs School of Business are invited to the classes to further expand the students' knowledge and experience. In addition to the classroom learning, students work with MBA colleagues in the destination country to undertake project work for a local company with a global business challenge. The students learn political, social, cultural and economic issues about the target country through working on the project, as well as skills for international information-gathering and consolidation. They also experience the challenges of working as part of a multi-cultural project team, both face-to-face and through distance collaboration.

CIBER-UTexas has played a number of key roles in the development of this new strategic program:

- Conceptualizing the teaching model and promoting educational rigor;
- Defining the student support model;
- Promoting student participation;
- Funding participation of country experts from outside the university;
- Managing the network of partner schools worldwide that supports the in-country experience and provides students for the cross-cultural project teams; and
- Performing outreach to local companies that can benefit by using the projects to help solve their international challenges.

The program's inaugural year in 2002-03 was an unqualified success, and for 2003-04 the Plus Global program will grow from two courses (comprising three destination countries) to eight. For more information, please visit <http://mba.mcombs.utexas.edu/plus/studytours/index.asp>.

University of Washington **Country Theme Program**

To provide MBA students with in-depth knowledge around a particular country or region, the University of Washington CIBER links a variety of its annual events to the selected country or region. The goal is not to focus exclusively on one country, but to facilitate general learning, discussion, and interest in global business through the framework that an examination of one country/region from a variety of perspectives can provide.

The program and country/region are introduced to all first-year MBA students during fall orientation. Case studies focused on the country/region are incorporated into the macroeconomics, strategy and accounting courses of the first-year core curriculum. One of the spring Global Business Study Tours visits the country/region and relevant speakers are incorporated into the weekly Global Business Forum speaker series. The program culminates with a visit by a high-level industry or government representative from the country/region who meets with faculty and gives presentations to both students and the business community.

In 2002-2003 the country theme was India and the high-level guest was the Chairman of India's second largest bank. In 2003-2004 the theme will be Greater China, and will include an advisory board roundtable regarding the business opportunities and threats Greater China presents to the Pacific Northwest and the United States.

University of Wisconsin-Madison **International Trade Partnership**

In an effort to grow the global competitiveness of the many small to medium sized businesses which dominate our region; leverage the resources of the university, state government and the private sector; and provide students with a unique out of classroom learning and networking opportunity, the University of Wisconsin CIBER established the *International Trade Partnership*. The partnership includes participation and leadership from the UW-Madison Center for International Business Education and Research (CIBER), the Center for World Affairs and the Global Economy (WAGE), the Madison International Trade Association (MITA) the State of Wisconsin Department of Commerce and the International Business Student Association at UW-Madison.

The partnership is a collaboration among the academic, state government and business communities in southern Wisconsin. The partnership's mission is to provide educational opportunities about a wide range of timely international business topics through a program of monthly meetings, conferences and seminars. The partnership strives to enhance the competitiveness of regional companies on a global scale, to prepare future leaders for the global marketplace, and to build alliances between the university and business communities. A sampling of recent seminars and workshops include: *Managing Risk in Latin American Economies*; *Doing Business With China: Opportunities and Challenges Under WTO*; *World Report: International Market Briefings from Wisconsin's Overseas Trade Officers*; *CCC Marking – Meeting China's New Marking Requirements*; and *The State of the U.S.- European Trade Relationship*.

MITA, a non-profit professional trade association, provides the platform for delivering the monthly events, which typically feature distinguished UW-Madison faculty, prominent business executives or seasoned state government employees – all of whom offer a wealth of knowledge, experience and advice about the challenges and opportunities of operating within today's global markets. To encourage participation among UW-Madison students, CIBER sponsors the attendance of up to five students per event. This gives students a unique learning opportunity and provides a forum to interact with individuals from the private sector who are actively engaged in international business.

The International Trade Partnership was among a handful of campus initiatives recently honored at the 7th Annual Chancellor's University-Community Partnerships Recognition Reception held July 16, 2003. The project was recognized for representing best practices designed by community and university leaders and for providing high quality, unique services that benefit local residents in the spirit of the Wisconsin Idea. The Wisconsin Idea, which strives to make university resources available to individuals and institutions outside the university, has been a core value of UW-Madison for more than a century. Over the years, its scope has expanded to include national and international communities.

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