

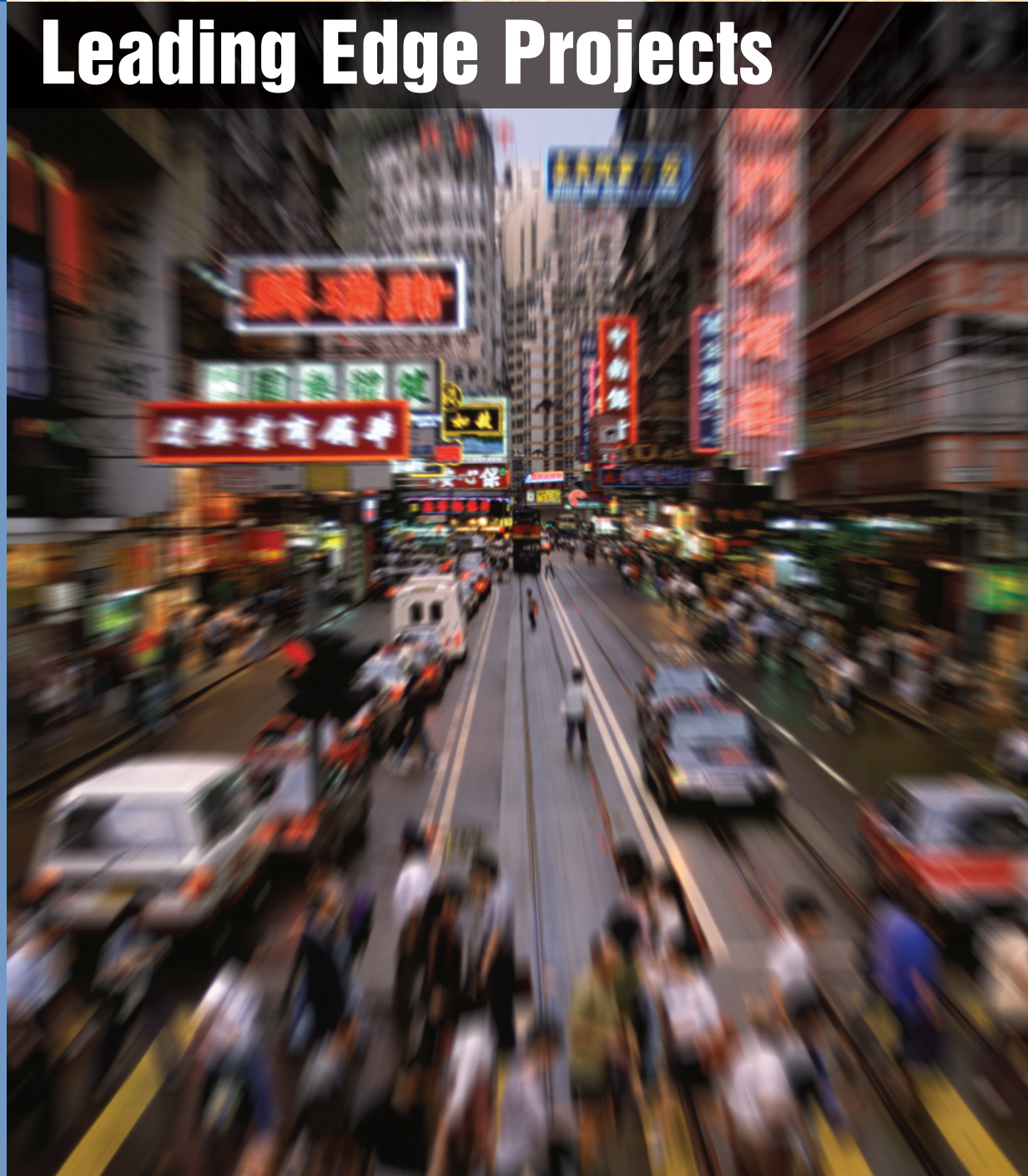
**Centers for  
International  
Business  
Education and  
Research (CIBERs)**

# CIBER

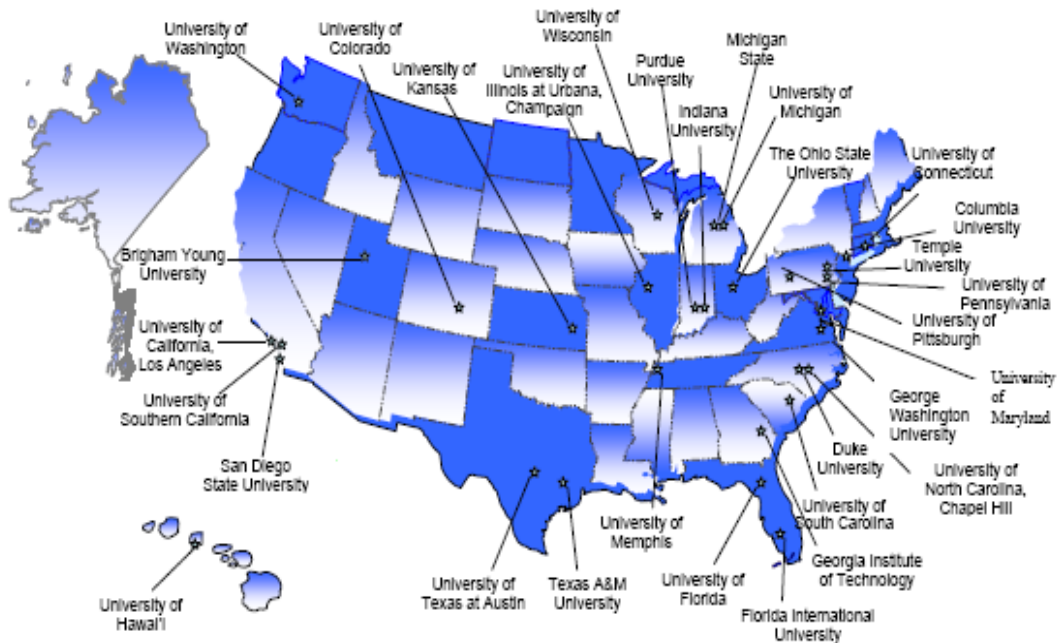
2006-2007

## Leading Edge Projects

Funded through Title VI  
of the Higher Education Act  
U.S. Department of Education



## CIBER Locations



The Centers for International Business Education and Research (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 need of U.S. business with the international education, language training, and research capacities of universities across the U.S.

Thirty-one universities designated as CIBERs serve as regional and national resources to business, students, and academics. Together, the CIBERs form a powerful network focused on improving American competitiveness and providing comprehensive services and programs that help U.S. businesses succeed in global markets. Additional and updated information about faculty development programs, conferences, papers, etc. can be found at <http://ciberweb.msu.edu>. Program Administrator: Susanna Easton, IEPS, U.S. Department of Education, 1990 K Street NW, Sixth Floor, Washington, D.C. 20006-8521; Phone: (202)502-7628; E-mail: [susanna.easton@ed.gov](mailto:susanna.easton@ed.gov); <http://www.ed.gov/about/offices/list/ope/iegps>

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

## **Leading Edge Projects**

**2006-2007**

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## Welcome and Introduction

In recent years, globalization has brought an array of formidable challenges as well as expanding opportunities to American businesses. The importance of strategy, preparation and global literacy for U.S. corporations and entrepreneurs has never been higher, and the CIBERs are engaged in a host of activities designed to strengthen and expand the knowledge base available to U.S. commercial enterprises.

The CIBER program began in 1989, authorized by the U.S. Congress to internationalize U.S. business education at our leading universities. The program was included in 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 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, 31 CIBERs were selected for funding for the 2006-2010 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 represent outstanding projects and activities which fulfill CIBER’s programmatic goals through international business curriculum development, educational outreach, research, language curriculum, faculty development, and business outreach. Such a publication is prepared each year, permitting each CIBER to highlight different projects. Our CIBERWeb, hosted by Michigan State University. CIBER, has prior Leading Edge booklets, the CIBER 15 Year Report, and a wealth of other information on the CIBER program on line at <http://ciberweb.msu.edu/>.

We thank the CIBER at the University of Illinois at Urbana - Champaign for compiling this information and for designing and printing this publication. For information concerning the CIBER initiatives discussed here, please contact the individual CIBERs.

### **Susanna C. Easton**

Program Specialist - International Education Programs Service, OPE  
U.S. Department of Education, Washington, DC



## **Brigham Young University The Business Language Case Competition**

In accordance with the Marriott School of Management's mission to collaborate in the development of management-education programs, Brigham Young University CIBER will host this academic year in Provo, Utah the premiere of its Business Language Case Competition. Convening on March 21, 2007, the three-day competition will give business undergraduates from NIBES and CIBER universities around the world an exciting opportunity to showcase both their theoretical business knowledge and mastery of a second language. It will also sharpen their collaboration and presentation skills under pressure in an authentic global business competitive environment.

The competition includes three days of business-related activities, such as formal business dining, a tour of the Provo area business sector, and plenty of opportunity to network amongst the 15 invited teams. The heart of the competition will be an intensive 24-hour period in which teams of five students from each participating university try to solve a theoretical -- and challenging -- business scenario problem.

The following morning, the teams present their solution to a panel of judges made up of University leaders and business executives. Each team presents their case solution in a language that is second to every team member, either English, Portuguese or Spanish.

After deliberation, the judges choose three teams from each language group to compete in a final round. The competition ends at an awards banquet on the evening of Friday, March 23rd when the winning team is announced and the \$500 prize awarded.

Brigham Young University CIBER is proud to host this fun, exciting, and a matchless opportunity for students who are serious about success to test and refine their skills in a real-world, high-pressure setting.

**Columbia University  
New York City High School Essay  
Competition on Global Business  
Competitiveness**



Designed to foster a global mindset, heighten awareness of international business issues, and encourage further study of international business, the Columbia University CIBER - New York City High School Essay Competition invites 11<sup>th</sup> and 12<sup>th</sup> grade high school students to submit an original essay on an important and timely topic relevant to international business and enhancing American global business competitiveness.

The winning student(s) will conduct independent research and write an engaged, analytical response to a published question based not only on information they have researched but also on their own perspectives and opinions. The essay is not a summary or evaluation of the work of scholars, thought leaders, government officials or authors. Instead, students use these resources to structure their own arguments, critically analyze the issue(s) and draw their own conclusions.

The CIBER/New York City High School Essay Competition:

- Promotes serious discussion among high school students, teachers, and national leaders about globalization and American business competitiveness;
- Complements existing curricula and other scholastic activities;
- Strengthens students' research, writing and critical thinking skills; and
- Expands educational opportunities and the pool of talented students for the next generation of American business leaders

Contestants are encouraged to collaborate with a faculty mentor at their institution to ensure they meet all stated procedures and guidelines, as well as provide constructive direction and feedback.

Essays are judged by a committee of Columbia Business School faculty with expertise in the field of the selected essay topic. The committee will select three winners (first place, second place and third place). Winners will receive awards to be used toward their college or university studies. Faculty mentors will receive an award for their educational service, and the high schools will receive an award for library materials. Winning essays will also be published in the Chazen Institute's *Web Journal of International Business*. An awards ceremony will be held at Columbia University and press will be invited to attend.

The essay competition is an incremental project. In year one (2006-07) the Columbia CIBER will develop the structure and content of the competition and meet with New York City high school vice principals who oversee business and social studies curricula. We expect to publicly launch the competition in year two (2007-08).



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## Duke University New International Business Concentration at Fuqua

Duke CIBER is leading an effort to begin offering a new “*International Business Concentration*” at the Fuqua School of Business in the Fall of 2007. In the past decade, internationalization effort was infused throughout the daytime MBA and executive MBA curricula at Fuqua. The School is responding to market demand for qualified talent including IB trained managers and its affect on strategies to internationalize human capital.

There are two unique components to this concentration. Students are strongly encouraged to have language competency in a second language but it is not a requirement. The curriculum encompasses six required courses including electives (with no more than four courses can be taken from one discipline) and study abroad. Students can select non-U.S. exchange programs abroad or enroll in Global Academic Travel Experience (GATE) offered in between quarters. In addition, participating students are encouraged to attend seminars offered throughout Duke University campus, such as the Asian Pacific Studies Institute.

Once the concentration is established, the Fuqua School may consider expanding the concentration to a “certification” option that demonstrates competence in greater depth and language proficiency. This might include language certification, functional area competency, individual project, and country tests. In longer term, Fuqua hopes to add additional international electives in management, strategy, finance, supply chain management, and other areas.

Duke CIBER’s role is to help develop the IB Concentration, develop and design a mechanism in which to measure language competency, and maintain information concerning courses, seminars, and other IB events available across Duke University.



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## **Florida International University Bangalore Internship Initiative**



FIU CIBER will participate in the Bangalore Internship Initiative in partnership with Temple University, George Washington University and San Diego State University CIBERs. The Bangalore Internship entails the placement of approximately 24 Spanish-speaking interns from our 4 schools' undergraduate International Business (IB) programs (n=6 from each University) with a prominent Indian software development company, Infosys, headquartered in Bangalore, India. In recent years, Bangalore's top IT/BPO (Information Technology/Business Process Outsourcing) companies have wanted to expand their client base to Latin America, and seek a stronghold in the same time zone. Recall that Bangalore is 9.5 hours ahead of the east coast of the U. S. and 12.5 hours from the west coast of the U.S. exacerbating difficulties in face-to-face communication, or even problem solving, given the time dispersion, and global distances.

Equally relevant is the way in which software development takes place amongst globally-distributed teams. This is not a sequential process but one that involves continuous and reciprocal interactions. For call center employees, located in India, they must abandon their 'normal' clock and work in their evenings. All of this is to suggest that India's towering outsourcing and offshoring giants have encountered high degrees of employee turnover, given the unnatural times these employees must work. One of these vanguard companies began toying with the idea of using students that could speak both English and Spanish to expand their client base, and do so in the same time zone of their largest market—the U.S. Cost ineffective to locate such operations in the U.S., Infosys sought a foothold in Latin America, where wages approximate that of India, and hence this initiative was borne. However since there are few Spanish-speaking Indians, they seized upon the opportunity to source and recruit students not from India, but from the U.S. who are bilingual in Spanish for Business. This Bangalore Internship Initiative seeks Spanish-speaking students and interns from the U.S. and Latin America who attend one of the 4 Universities. FIU is ranked in the top 10% of Colleges and Universities for Hispanics, and as well, ranked #7 in Undergraduate IB Programs (2006 U.S. News and World Report) in the U.S.

Our partner CIBERs have well established Language and IB Internship Programs, and thus we can provide the Spanish-speaking students for internships in Bangalore. These IB students will be trained in Bangalore for several weeks, and subsequently sent to call centers in Latin America for 3-6 months. The program serves multiple purposes. First, it will enhance student interns' sales ability in Spanish, their knowledge of outsourcing and it will occur in one of the most dynamic IT and BPO environments in the world, thereby providing them with unique experiences with one of the top software development companies in the world. For Infosys, the payoff is equally positive: they will achieve their foothold in Latin America, reach a wider client base (Spanish speaking clients in the U.S. and in Latin America), operate in the same time zones and serve as an industry leader in training call center employees who can quickly move into an expanded position upon graduation. The opportunities are stellar on both sides of the equation.

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## **George Washington University International Business Career Video Vignettes**



Taking advantage of its geographic proximity to the wide range of international organizations in the Washington, D.C. area, the GW-CIBER will create a series of video vignettes examining career options and experiences relevant for international business. The vignette series will include individuals employed in a wide variety of international business positions in private-sector, public-sector, non-profit sector and multilateral organizations identified through GW-CIBER's partnerships including those with local business associations, including Women in International Trade. The featured individuals will represent various career stages—from the new matriculate seeking that important first job to the experienced professional at the pinnacle of his/her career.

The vignettes will provide insider perspectives on job searches, professional demands in different settings and positions, common career paths, career highlights and possible pitfalls in seeking and landing international positions, and in succeeding professionally in international business careers. The videos will be created in association with the School for Media and Public Affairs at GW and will be professionally recorded and disseminated through various digital media to GW students, CIBER partner schools, other universities and the practitioner community. Collaboration with the GW Center for Innovative Teaching and Learning will allow for enhancement of these video vignettes with relevant text, audio and video resources associated with each vignette.

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## **Georgia Institute of Technology** **Researching Globalization, Innovation, and Competitiveness:** **Leveraging Georgia Tech's Strengths**

Our research program has an emphasis on innovation, competitiveness, and globalization for U.S. firms. Our four research axes focus on global technology sourcing, global financial integration and governance, global R&D and intellectual property protection, and global distributed work through information technology. Issues surrounding international technology transfer, localization for technology firms and products are considered along with the impacts of financial markets' governance on competitiveness. A multidisciplinary approach, drawing on management disciplines and complemented by social science-based fields, yields probing answers to complex local and global questions.

Georgia Tech CIBER is sponsoring extensive research involving 21 cross-disciplinary faculty members along four research axes:

- \* Global Technology Sourcing Strategies - Global technology sourcing has become critical because the locus of innovation has moved to trans-border networks of learning and innovation. Questions such as alliance timing and sequencing as well as the balance between internal and external technology sourcing remain to be answered.

- \* Global Financial Integration and Corporate Governance - Global capital market integration is predicated on transparency and norms of generally accepted corporate governance. Can firms in sourcing of capital across national financial markets with various corporate governance practices and policies remain globally competitive or will disintegrated capital markets limit the potential for global growth.

- \* Managing Global R&D and Protecting Intellectual Property – This research team will address the role intellectual property protection plays in creating firm, industry, and country-level incentives for innovation research across national borders, how innovating firms' choice of strategies are affected by the institutional environments and shape on international strategic opportunities. The 2005 UNCTAD World Investment Report, Transnational Corporations and the Internationalization of R&D, underlines the centrality of this research axis.

- \* Globally Distributed Work to Support Integrated Value Chains - Globally distributed work (GDW) is an emerging area dealing with the management of work parceled out geographically across nations, economies, and cultures. Asia is at the forefront of new GDW patterns, such as the international outsourcing of services.



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## Indiana University New International Business Elective Study Tour Courses

Hundreds of KSB students go abroad each year. Many select (1) English-language programs, with limited foreign language training, and (2) courses that count toward general education, not business, credits. The experiences are valuable, but lack the impact of a more content-full IB study & travel model. A majority of Kelley faculty have international experience, and area studies faculty at IU cover the full range of liberal arts, with expertise in almost every region of the world. CIBER worked with IU's East Asian Studies Center (EASC) to develop a semester-long pilot course with a mid-course study tour (China or Japan), and tested it over the last two years. Based on its success, CIBER will offer additional elective study tour courses and integrated foreign language study opportunities under the theme of *regional integration*.

In addition to the existing East Asia course, IU CIBER will develop new courses on NAFTA, the EU, and a comparative course on China/India. Key lessons learned from the pilot course that will be applied include:

- the importance of involving a diverse student population (business and area studies students);
- developing a team-taught course with a business faculty member and an area studies expert;
- organizing the trip agenda around course learning objectives, enabling student teams to affirm or reject previously developed hypotheses, and
- holding class size to no more than 25 (to accommodate complex travel and scheduling logistics and the comparatively young age of participants).

Each course will draw on area expertise. A NAFTA course will involve the Latin American and Caribbean Studies Center. A second course will focus on the EU, for which the Russian and East European Institute, West European Studies Center, and IU's new EU Center will assist CIBER in developing and teaching the course. Finally, a comparative course on the fast-growing economies of China and India will be developed in cooperation with IU's EASC and India Study Program.



Participating Business students and their Arts & Sciences counterparts will have an international experience within the context of a content-rich course with lessons for understanding key aspects of regional economic integration.





## Michigan State University K-12 Education Outreach Project

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 a National Resource Center in international business by the U.S. Department of Education. In this capacity, the mission of MSU-CIBER is to leverage our leading-edge competencies to provide superior education, research, and assistance to businesses, public policy makers, academics, and students on issues of importance to international trade and global competitiveness using our guiding principles as the foundation. To realize this mission, MSU-CIBER focuses its efforts on three areas that are vital to all aspects of organizations' global value chains:

- Knowledge development centers on conducting research that produces leading-edge knowledge.
- Knowledge deployment centers on offering leading-edge professional development programs and products.
- Cultural competitiveness centers on permeating leading-edge knowledge into business and society.

One of the leading-edge knowledge production projects that MSU-CIBER has proposed for the 2006-2010 funding cycle is the K-12 Education Outreach Project. MSU-CIBER in collaboration with Virtual Interactive Teaching and Learning (VITAL) in the College of Education at MSU will develop interactive exercises and online modules on international topics for K-12 teachers and students. The exercises and online modules will be developed and made available on globalEDGE (<http://globaledge.msu.edu/>), the world's number one online resource in international business according to major search engine rankings using the search term "international business."

In addition to collaborating with VITAL, we will also form strategic alliances with K-12 textbook publishers and authors to feature the exercises in various textbooks. At the higher education level, globalEDGE exercises have been included in the following textbooks with several more in the pipeline: International Business: Competing in the Global Marketplace (Hardcover, ISBN: 0072949392) by Charles W. L. Hill; Global Business Today with CD, Map, and PowerWeb (Paperback, ISBN: 0072855568) by Charles W. L. Hill; International Business: The Challenge of Global Competition, with CESIM and OLC access card (Hardcover, ISBN: 0073105767) by Donald Ball, et al; Pride-Ferrell Foundations of Marketing (Hardcover, ISBN: 0618251510) by William M. Pride.



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## **Ohio State University Target Markets-Business Language and Business Faculty Initiative**

The newly conceived “Target Markets” business language and business faculty initiative will be scheduled in off years when the OSU Language FDIB program is not offered. Like the FDIB program “Target Markets” will be undertaken by a relatively small consortium of CIBERs. From experience, we find that much learning occurs through conversations between business faculty and language faculty. Stereotypes have been broken down; differences in perspective have been aired and debated.

The Target Markets initiative will capitalize on past experience by developing an intense two-to-three week in-country workshop in language and culture marketed to language and business faculty. Business faculty would learn language survival and cultural skills. Language faculty would learn about business and economic issues. The program will include company visits, lectures by faculty at partner universities and case studies.



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## Purdue University Corporate Public Diplomacy Initiative



Working with its partners, Purdue CIBER plans a series of initiatives in Corporate Public Diplomacy. The 'Research Symposium on Corporate Public Diplomacy' will enable academicians to explore the U.S. business community's role in improving perceptions of America abroad and thereby improving national security, and preserving U.S. global competitiveness. The symposium will identify and frame issues for research and curriculum development. It will further serve as a forum for analyzing the possible roles of U.S. corporations in public diplomacy, examining strategies and sharing best practices. Participants will be drawn from the public and private sectors (DDB Worldwide, McDonald's Corporation, Eli Lilly, Allstate Insurance) and leading academic institutes (University of Southern California's Annenberg School of Communication, the Fletcher School of Law and Diplomacy at Tufts University).

The conference proceedings will result in a special journal issue, and a C-SPAN-style video production to be made available through streaming video. Working with corporate and educational partners, we will produce a series of case studies of the roles of managers and corporations in public diplomacy. These materials will be available for undergraduate, MBA, and executive education. Purdue CIBER will sponsor related research activities in areas of specific need, including the effect of foreign policy on the perceptions of U.S. products and brands in selected world markets, and the effectiveness of specific public diplomacy strategies by business.

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## **San Diego State University MBA in Global Entrepreneurship**

As the global economy expands, the demand for a citizenry who have an international entrepreneurship expertise will increase. San Diego State University's Center for International Business Education and Research (SDSU CIBER), with support from the College of Business Administration, and in partnership with universities in the Middle East, India and Asia, among others, has designed a Masters of Business Administration in International Entrepreneurship (MBA in IE) as a step toward the accomplishment of this goal.

The MBA in IE is a highly innovative program that builds on the nationally recognized international business and entrepreneurship programs at SDSU. The outcome of the MBA in IE degree is an overseas experience and business plan that involves an international venture. Along with the business plan, an in-depth inquiry into international entrepreneurship is required in the capstone research project. Each student will work on a one-to-one basis with a professor to investigate and analyze an international entrepreneurship research question. Each institution has developed a very close relationship with businesses in the community.

Currently our industry partners are Microsoft, Intel, Invitrogen, and Hewlett-Packard. Entrepreneurs, and especially women entrepreneurs, will be recruited to lecture in the program. A solid relationship, along with an innovative curriculum and a delivery mechanism that is based on mutual gains, will cement the long-term success of the joint degree. A long-term plan to sustain the program, state-of-the-art teleconferencing infrastructure, clear objectives, measurable outcomes and a comprehensive evaluation strategy form the basis of a performance measurement system that will guide the development and success of the program.

The logo for SDSU | CIBER is a blue rectangular box with the text "SDSU | CIBER" in white, sans-serif font. The vertical bar between "SDSU" and "CIBER" is slightly taller than the letters.

Temple CIBER's International Business Capstone Course, IB 381, continues to build momentum and generate success stories for both IB students and client companies alike. Students have benefited from job placements and internships while the companies profit from the professional level consulting services and market entry strategies developed by the student teams under the guidance of Adjunct Professor and Senior International Trade Specialist at Temple's Small Business Development Center (SBDC), Nicole DeSilvis.

The IB 381 curriculum focuses on integrating theory and practice through the application of international business tools and methods. The unique nature of this course allows students to acquire hands-on, practical experience which is essential to their professional development and success. This is often a missing element in many educational programs and a differentiating factor of The Fox School's IB Program.

Students work in consulting teams to examine new international markets by providing a detailed market research report and summary presentation to the client companies. They complete corporate site visits and learn from guest lecturers that are experts in various aspects of international trade: Small Business Administration, International Lawyers, Freight Forwarders, CEO's of international companies, financial institutions, and the US Commercial Service, to name a few.

Since 2002, IB seniors have worked with more than 40 client companies of the SBDC. A sampling of the projects include: Hip Hop Streaming Video – Japan and South Korea; An automotive replacement parts company – Sweden, Poland and Russia; A manufacturer of Coin Operated Amusement Games – Peru and Chile; A consulting company that links international patients with the finest U.S. physicians and surgeons – Dubai and Brazil; A beverage company – Japan and Netherlands; and a manufacturer of metalworking lubricants – China and Mexico.

Alicia Verleysen, International Coordinator, LA Weight Loss Franchise Company, highlights the success of the program and the significance of the student research conducted in Spring 2005 by stating, "The IB Capstone Project completed by the Fox students was very beneficial for LA Weight Loss in the early stages of our international expansion efforts in Australia and Mexico, and continues to be a valuable resource. I am very pleased to report that our efforts in Australia have resulted in the sale of our franchise to a master franchisee that will develop an 80 center market over the next three years. The Temple Report has been distributed to all departments for their reference and has been a valuable resource for market orientation for all staff involved in our international expansion efforts in Australia and Mexico."



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## **Texas A&M Global Business Learning Community**

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



The GLC will begin in the freshman year with student participation in the Aggie Global Interaction and International Business Association student organizations. Aggie Global Interaction (AGI) 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 (IBA) 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 will be 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 competency.

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

During their junior and senior years GLC students will pursue international business and cultural courses relative to their major and serve as leaders in IBA and AGI. The GLC will 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 will be their 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.

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## University of California at Los Angeles Intellectual Property and Innovation Theme

UCLA CIBER has two research efforts involving faculty from various centers and schools on the UCLA campus. UCLA CIBER and UCLA Law School will collaborate to launch an inaugural biannual international conference on international Intellectual Property law. There is an increasing interest in investigating alternative international IP legal regimes. UCLA's CIBER and Law School will convene annual conferences and workshops with invited international experts to focus the research agenda, identify curriculum needs, and initiate applied projects. The first meeting, organized by UCLA Law School professor Neil W. Netanel, is scheduled to take place at UCLA on March 11-12, 2007. Over 60 world experts have been invited and a book highlighting the results of the conferences will be published in 2007 by Oxford University Press.

The second project will build off of an ongoing research project in the US nano-technology industry into the international arena. Two professors from UCLA, Dr. Michael R. Darby and Lynne G. Zucker, are currently creating a public digital library (NanoBank) of data on patents, new firm formation and other factors relevant to technology commercialization. UCLA CIBER support will allow them to add international data to NanoBank. NanoBank's international market information will help business practitioners target their investments and help policy makers assess the effects of alternative policy proposals.

**CIBER**  
**UCLAAnderson**  
School of Management

## University of Colorado at Denver and Health Sciences Center Faculty Development Program in International Entrepreneurship



The Center for International Business Education and Research (CIBER) at the University of Colorado at Denver and Health Services

Center, in collaboration with Indiana University CIBER, will be offering a first of its kind faculty development program in International Entrepreneurship (FDIE) in June 2007. The program is targeted to international business and entrepreneurship faculty who wish to develop a course in international entrepreneurship, globalize the entrepreneurship course, or teach the international business course from an entrepreneurial perspective, as well as to faculty who are conducting or wish to conduct research in international entrepreneurship. In addition, the FDIE is targeted to directors of entrepreneurship centers who wish to internationalize their programs.

The program will feature two top scholars in the field: Walter Kuemmerle, formerly Associate Professor of Business Administration, Harvard Business School, and Patricia P. McDougall, Professor of Entrepreneurship, Indiana University. Both scholars have done cutting edge research in the field of international entrepreneurship. Global entrepreneurs and dealmakers from international start-ups and corporate intrapreneurs will also speak on best practices in international entrepreneurship.

In addition to learning important concepts and frameworks and the pedagogy for teaching the international entrepreneurship course or for internationalizing the entrepreneurship course, participants will have access to teaching and research resources in the field. The program will also provide an excellent opportunity to meet and network with colleagues who share similar interests in research on international entrepreneurship.

Teaching and research in international business from an entrepreneurial perspective is one of the key priorities of the CU CIBER for the current grant period. It leverages the university's strengths and resources in entrepreneurship including The Business School's nationally recognized Bard Center for Entrepreneurship, and exploits Colorado's position as one of the top entrepreneurial states.

FDIE builds on CU CIBER's success in offering innovative and specialized faculty development programs, such as the Faculty Development in International Human Resource Management, Faculty Development in International Business Law and Ethics, and the China Faculty Development in International Business.

## University of Connecticut Export Confidence Index

During 2006-2007, we consider our Export Confidence Index our leading-edge program. In this endeavor we are working with two organizations in our area, Think Global Inc. and the World Institute for Strategic Economic Research (WISER). The latter is an intellectual property rights LLC run by UConn CIBER's Export Research Coordinator, Stephen P. Coelen.

- A Confidence Index is useful because it informs those in the market of their colleagues' desires to retract or expand.
- We asked of 1541 exporters two key questions; and a variety of information on respondents' activities (the latter determining whether there were basic differences in confidence depending on these factors):
  - At what time their confidence in the market was highest and lowest,
  - How they would rate key factors that most influence their confidence in exporting; and
  - What the respondents represented in terms of type of company, industry, employment size, sales size, and percentage of sales and employment in international components of the business

Summarized below are the key findings of our work so far:

- 1) High confidence of firms, on average, lies ahead, but only barely: on average little over a year into the future
- 2) Sampled firms experienced or expected periods of highest and lowest levels of confidence in the export market to vary widely across the entire time spectrum.
- 3) There was a great level of variation in respondents perceptions, depending upon their niche, partner countries, and experience in the export market.
- 4) Respondents' perceptions of likely change in their export position reflected the shifting confidence they expressed in the market and the timing of their highest confidence.
- 5) U.S. based exporters with market connections in Africa and Western Europe and with concerns about global economic concentration tended to express less confidence in the market.
- 6) The survey distinguishes which factors (partner country inflation levels and own country business information) are considered more important by non-U.S. firms than by U.S. firms. Other factors (partner country infrastructure, and world energy crises and world terrorism) are more important to U.S. firms than to non-U.S. firms engaged in international markets.

We plan to use the above information to develop a regularly recurring Export Confidence Index. We hope the Index will be ready in its final form by the end of November and contemplate updating the Index every six months thereafter. For more information please contact our CIBER's Export Research Coordinator Stephen P. Coelen at [stephen.coelen@uconn.edu](mailto:stephen.coelen@uconn.edu).

## University of Florida Profession-Specific Language, Culture and IB Training



The FLAC (Foreign Languages Across the Curriculum) program is a proven model for integrating foreign language training and content course study. With funding from a Title VI-A grant, UF's Department of Romance Languages and Literatures pioneered development of a FLAC prototype applicable for use at a large university. A "FLAC" section is a one-credit discussion section conducted in a foreign language in conjunction with a content course. The FLAC section is taught by a foreign language graduate student who receives pedagogical training from his/her home department and who works out reading/discussion materials in conjunction with the content professor. Key to the program's success, and ability to expand it, is the fact the content professor does not have to know the foreign language of the FLAC.

When applied to courses in the business college, graduate foreign language students are introduced to business applications of their language study and enrollees in the FLAC section benefit from practicing their foreign language skills in a business discussion context. UF CIBER's *Profession-Specific Language, Culture and IB Training* program experimentally expands this model in three dimensions:

- *Interacting IB Training with Foreign Language Training in Non-Business Professional Schools:* New FLAC sections will be developed for large enrollment undergraduate courses in non-business professional schools. They will simultaneously introduce IB content to the classes and provide foreign language training. Target colleges and language(s) of the new sections are: Design, Construction and Urban Planning (French and Portuguese); Public Health and Health Professions (Spanish); Food and Agricultural Sciences (French); Health and Human Performance (Chinese).

- *Culture Across the Curriculum:* Business language classes have been the primary venue for training in foreign business cultures. One credit classes, modeled after the FLAC program, but conducted in English, will provide similar learning opportunities for students not proficient in the language of a country. Pilots will focus on the Asian cultures.

- *Student Culture Consulting Corp:* While business-related FLACs train graduate foreign language students in IB aspects of their expertise, similar opportunities are not available for undergraduate foreign language majors/minors. Simultaneously, in undergraduate business classes, student teams often lack the language and cultural expertise to produce top quality foreign market entry plans. The experimental *Student Culture Consulting Corp* addresses both shortcomings. Students in upper division foreign language/foreign culture programs are invited to sign up as potential language and culture consultants to business projects. Depending on country distribution of IB classroom projects, individual students will be selected for basic training on the nature of global market entry business plans and be paid a stipend to act as consultants to an IB project.



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## **University of Hawaii at Manoa Online Business Language Modules**

In collaboration with the University of Hawaii College of Languages, Linguistics, and Literature (LLL), the National Resource Centers (Centers for Chinese, Japanese, Korean, Southeast Asian and Philippine Studies), and the School of Hawaiian, Asian and Pacific Studies (SHAPS), the UH CIBER plans a major initiative to develop business modules for critical languages--Japanese, Chinese, Korean, Bahasa (Indonesian), Tagalog (Philippines) and Thai—over the next four years. Through online curriculum development, these language courses and related resource materials will be available to faculty and students of universities that have limited language curricula and expertise, especially two and four-year colleges that are unable to offer language courses beyond the first or second levels.

The first phase (2006-2007) in the implementation plan will focus on Japanese and Chinese business languages. Prof. Dina Yoshimi has almost completed her needs analysis for Business Japanese and will incorporate the results of her study in the language learning/teaching template that is under development. On the other hand, Ms. Haidan Wang, has just completed field research in China where she interviewed current UH Executive MBA students and their employers regarding both their respective experience as well as expectations. Ms. Wang also conducted interviews with other Chinese academics and purchased curriculum materials. The CIBER has funded UH Bahasa Prof. Uli Kozok to attend the Ohio-State conference on "Lessons from the MBA Classroom..." to introduce him to the business language faculty and practitioners. He has agreed to develop our proposed online Business Bahasa curriculum. This Business Chinese project is a collaborative venture with the Chinese language faculty supported by the University of Texas-Austin CIBER.

**University of Hawaii CIBER  
Shidler College of Business**

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## University of Illinois at Urbana-Champaign Science and Technology in the Pacific Century



The Illinois CIBER provides direction and major funding for a campus-wide initiative entitled Science and Technology in the Pacific Century (STIP). The activities for this multi-faceted leading edge project include the

development of business foreign languages, a new track in East Asian Business Studies, a semester-long faculty/student seminar, and outreach to academic and business audiences: public lectures, focused symposia, and a major conference. It is becoming eminently clear that development of science and technology in East Asia, as well as developments in the East Asian business environment, are already transforming American science, technology, and industry.

The Science and Technology in the Pacific Century initiative will lend equal attention to (1) the transformation of East Asia given these scientific and technological developments; and (2) the transformation in life and business in the United States as a result of these phenomena. Configured in this way, STIP is designed to appeal to humanists, social scientists, physical scientists, and business people. Over the course of the three-year STIP cycle, Illinois CIBER will co-sponsor course development grants, workshops, conferences, and semester-long programs and make the visiting scholars available to the faculty and students in the College of Business. Professor Glenn Hoetker, Business Administration and fellow in the Center for Advanced Study, is coordinating the projects associated with this interdisciplinary initiative.

CIBER will be concentrating on the following projects:

- Business Foreign Language Courses: CIBER course development awards support the development and delivery of Business Chinese and Business Japanese at the fourth semester level. Future awards will allow for the development and delivery of business language courses in Chinese and Japanese on the fifth semester level and to offer Business Korean.
- New Business Administration Track in East Asian Studies: The Department of East Asian Languages and Cultures will develop with CIBER a new major/minor program that combines 30 credits of language studies, a new course on East Asian Business Organization, several East Asian culture courses, and international business courses in addition to a semester of study abroad at an Asian university.
- STIP Seminar Series: A seminar series open to faculty, students and the general public will bring scholars to the UIUC campus with expertise in consumer behavior, science and technology education in Asia, intellectual property rights, technology management in multinational firms, and other areas.

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## **University of Kansas**

### **Thematic Learning Communities: International Business**

KU's Thematic Learning Communities (TLCs) initiative, designed to enhance retention and improve learning outcomes, allows freshman and sophomores to study as a 20-30 person cohort and to work closely with a professor. KU CIBER will sponsor an annual TLC wherein students will enroll in one area studies course and a related language course, plus a new integrative course, International Dimensions of Business and Society. The TLCs will focus on a different world area each year, beginning with Latin America and followed by East Asia, Russia and Eastern Europe, and Africa. In each case we will encourage study of less commonly taught languages for each world area, such as Arabic, Chinese, Korean, Portuguese, or Russian.

Learning communities are designed specifically for first-time freshman at KU. Each TLC is typically composed of a group of 20 students who are co-enrolled in two core courses and a seminar course that focuses on a particular theme. These courses can be used to fulfill requirements of majors and most professional schools. CIBER-sponsored TLCs will employ a broad spectrum of enrichment activities consisting of guest speakers, videos and field trips, designed to link knowledge of the world area with international business opportunities and careers in international business.

By participating in TLCs, students become involved in living-learning communities that help them transition to college. The TLC facilitates personal interaction with faculty and builds a community of peers who share an academic interest and can support each other. It is hoped that the CIBER-sponsored TLCs will also foster an interest in international business which freshmen can then build on throughout their college career.



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## University of Maryland Washington Center of Excellence

We are developing a new Washington Center of Excellence to help integrate and promote Smith School CIBER initiatives being undertaken jointly with University of Maryland academic units and Washington D.C.-based institutions and organizations. Intended to become a focal point for discussion and research on competitiveness and related issues, the Center of Excellence will also contribute to the CIBER Network by providing other CIBERs access to the Washington D.C. resources.

During the current year, we will be organizing the first annual Inside International Washington seminar on 6-8 December 2006. Washington D.C. is the quintessentially international city – with a variety of government, business, academic, and non-profit institutions addressing key issues and policies that reverberate around the nation and the world. Participating faculty and business executives will benefit from this unique opportunity to explore the international and diplomatic Washington – at the intersection of business and public policy – on themes such as: American foreign policy, international economics and trade, national security, intellectual property protection, and emerging markets.

The seminar includes presentations by senior scholars/public officials from, and/or visits to, University of Maryland Robert H. Smith School of Business and School of Public Policy, American Enterprise Institute, the Brookings Institution, the Institute for International Economics, IMF, National Defense University, the U.S. Departments of Commerce and State, the Capitol Hill, foreign embassies, and Morrison & Foerster (an international law firm).



ROBERT H. SMITH  
SCHOOL OF BUSINESS

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**Leaders** for the **Digital Economy**



## **University of Memphis International MBA — NAFTA Studies and International Hospitality Management**

NAFTA IMBA - The Memphis CIBER plans to build on a strong existing international university relationship with Monterrey Institute of Technology in Mexico and establish a new relationship with York University in Canada to develop a highly selective and very focused tripartite program. This concept capitalizes on the strategic location of the Memphis CIBER as positioned between the Canadian and Mexico universities. As Canada and Mexico are the first and third largest trading partners of the U.S. (in terms of exports), this program offers the potential to produce graduates who are “experts” in these areas.

Tennessee is one of the seven largest growth states in the country in exports to these two countries. Graduates from this program would have unique capabilities to serve businesses engaged in exporting to the two largest trading partners of the U.S. -- Canada and Mexico -- with actual in-country experiential backgrounds and rigorous academic and cross-cultural understanding of these countries.

International Hospitality Management Track in IMBA - The Memphis IMBA program will offer graduate students an opportunity to get an education in International Hospitality Management. Kemmons Wilson, a Memphian and the founder of Holiday Inns, built and donated the Kemmons Wilson School of Hospitality and Resort Management to the University of Memphis. This program will offer a balance of hands-on experience and academics in hospitality, resort business, and tourism stressing global awareness, diversity and sustainability.

Building on the strong core international courses in the IMBA with the addition of new curricula addressing hospitality management, the program will provide students a foundation of quantitative and qualitative skills needed for success in the global business of hospitality and resort management. The international internship opportunity will round out the student’s experiential learning in this field.

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**University of Michigan**  
**The globalization of biotechnology: Culture, public policy, and security**

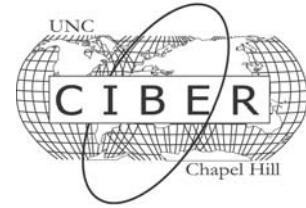
In collaboration with the University of Illinois CIBER this research and curriculum development project will address the following questions:

- Culture: How do public attitudes shape the geographic distribution of research, product development, and business creation in biotechnology?
- Public Policy: How does government shape the geographic distribution of biotechnology, including regulatory controls and various types of direct and indirect support?
- Security: What are the economic, political, and security implications of a relatively broad geographic distribution of biotechnology activity, which includes developing countries and middle-income countries as well as more conventional developers of new technologies, i.e., the U.S., Japan, and Western Europe?

The UM CIBER at the Ross School of Business has enlisted the School of Public Health, the Gerald R. Ford School of Public Policy, as well as six area centers as co-sponsors of this conference.



## The University of North Carolina at Chapel Hill STAR – Student Teams Achieving Results



In 2005 the UNC-CIBER and the Kenan-Flagler Business School initiated a pro bono consulting program called STAR— Student Teams Achieving Results. The program began as an integral part of the school’s new leadership initiative which provides MBAs with first-hand experience developing strategic plans for actual export-ready companies. The program evolved to become an initiative aimed not only to ensure MBA students acquire experiential learning but also to actively engage the university’s resources to assist in the revitalization of the state’s economically distressed communities. UNC-CIBER has targeted medium-sized North Carolina businesses in traditional and emerging industries for the program.

Companies participating in the STAR program work with MBA students to design a customized strategic plan with a detailed implementation schedule to improve profitability and international competitiveness. The MBA students apply analysis methodology and economic modeling they have learned in the class room to real situations. It is a mutual learning experience. The students gain a deep appreciation for how the decisions made by business leaders affect their communities and hundreds of workers and their families. The companies gain valuable consulting advice that they could not otherwise afford.

In its pilot stage, the STAR program assisted 13 companies in developing strategies that promise to boost average annual sales over the next three years by \$250,000 per company, mostly as a result of increased business overseas. Projects included a refined lumber company that opened distribution channels in Mexico, a business making software for smart phones seeking to enter the Chinese market and a specialty yarn manufacturer looking to export to Japan and Latin America.

This year, STAR plans to serve 24 companies and engage 120 MBAs who will work in teams supervised by Kenan-Flagler faculty and outside experts from the N.C. Department of Commerce, area businesses and the UNC system. The goal over the next four years is to support 50 companies each year by implementing strategies that will provide at least 750 new jobs and \$12 million in net taxable revenues.

STAR is collaboratively managed by Kenan-Flagler’s consulting professor Ed Cornet and selected faculty supervisors, Leadership Initiative director Mindy Storrie, UNC-CIBER faculty and staff and members of the international division of the NC Department of Commerce. The program is supported financially, in large part, by the Kenan Institute, the GoldenLEAF Foundation, and RBC Centura. For more information about the STAR program, contact [www.ciber.unc.edu](http://www.ciber.unc.edu).

**STAR** STUDENT TEAMS ACHIEVING RESULTS

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**University of Pennsylvania**  
**Wharton Global Family Alliance: Research & Case Study**  
**Development**



The Wharton Global Family Alliance (WGFA) is a unique forum designed to foster productive collaboration, learning, and knowledge creation. As WGFA pursues its mission to enhance the marketplace advantage and contributions of global families, a key activity is research focused on three main arenas affecting family businesses worldwide: philanthropy, wealth management, and a range of governance and succession issues. In this activity, WGFA researchers combine two highly credible and complementary sources of insight—the practical expertise of highly successful global families and rigorous scholarly analysis from the Wharton faculty. With support from Penn Lauder CIBER, WGFA will develop a research agenda that will benefit not only the global family enterprises themselves, but also the overall US economy and US business.

One key outcome will be the development of case studies of contemporary family businesses. These cases will begin to build a robust curriculum focused on issues that leading global families face over multiple generations, including issues in the areas of governance, wealth management, and philanthropy. Another important activity will be periodic research meetings and conferences at which the results of ongoing research projects are shared and discussed with members of the WGFA and faculty representing the research teams. The research and cases to be developed will ultimately build a robust curriculum focused on issues that leading global families face over multiple generations. This frontier research area is expected to have a major impact on the teaching of entrepreneurial management at Wharton and elsewhere. Responsible faculty: Profs. Raphael Amit and Stephen J. Kobrin.



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## University of Pittsburgh Global Supply Networking Program

The success of the “Plus3” program for freshmen has led to the development of short Study Abroad programs for upper-level business and engineering students. Two courses are being developed under the Global Supply Network Program (GSNP). The first of these is a three-week, four-credit intensive course in Uruguay for business and engineering students. This course, entitled “Global Supply Networks and Manufacturing Cultures in Latin America,” was launched by the IBC, the College of Business Administration and the School of Engineering with the University of Montevideo in May 2006. The course aims to strengthen the research, language, cross-cultural and technical skills of business and engineering undergraduate students from Pitt and Montevideo who have completed their second or third year of university.

The course was taught by University of Montevideo and Pitt faculty and guest lecturers. It focused on global supply networks, including high-end outsourcing, managing distributed product development, integrating business services and manufacturing across borders. Students attended lectures and had site visits to learn first hand about logistical issues faced by companies in Uruguay. The course provided Pitt and Montevideo students with the opportunity to work together in small cross-disciplinary, cross-cultural teams to solve logistical problems for Uruguayan companies.

A similar GSNP course is being developed for May 2007 in collaboration with Tsinghua University in Beijing, China. Another short-term Study Abroad course in information systems and technology in Ireland is being planned for Pitt business undergraduates and School of Information Systems students for May 2008.



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## University of South Carolina The Africa Initiative



A central theme of the University of South Carolina CIBER during FY07 - as well as throughout the entire four-year grant cycle - will be our continuing development of programs and research activities linked to sub-Saharan Africa. CIBER's interest in this region originates in the emerging policy priority of U.S. relationships with Africa, the as-yet-untapped potential of the region for U.S. business, the role that Africa will play in the provision of international and homeland security, and the relatively undeveloped state of African institutions. During FY07, the University of South Carolina CIBER will engage in the following five activities, which together constitute our overall CIBER Leading Edge Activity:

**Academic Courses:** New courses at the undergraduate and graduate level on African business practices and African economic relations with the United States, including a discussion of the security issues related to doing business in Africa to be offered for the first time in 2006-2007. In June 2007, a travel-study program for undergraduate students to South Africa, Mozambique, and Swaziland will be offered as part of this initiative. Subsequent annual undergraduate study abroad programs during the four-year grant cycle are tentatively scheduled to include Kenya, Uganda, Tanzania, Namibia, Mozambique, Swaziland, South Africa, and Zimbabwe.

**Swahili Track - IMBA Program:** In FY07, CIBER will study the feasibility of developing a Swahili track for the IMBA program using our "Open Language Architecture" model (to be completed no later than FY09, the third year of the current four-year grant cycle).

**FDIB-Africa -Understanding the Business Challenges of Africa:** The implementation in May 2007 of a faculty development program for faculty at U.S. business schools to visit East and South Africa to learn more about the region, to develop relationships within the region, and to integrate examples about Africa in academic courses. This program will be conducted by a consortium of eight CIBER schools, lead-managed by the University of South Carolina, and conducted by Douglas Woodward, Professor of Economics and Robert Rolfe, Professor of International Business, and managed and coordinated by the CIBER Director, Mike Shealy.

**Public Seminar Program:** The SC CIBER will develop a public seminar program involving annual invitations to two recognized scholars specializing in research on African business practices, to provide presentations to students, faculty, and regional business leaders.

**Research Funding:** CIBER funding, via a faculty competitive research application process, of \$15,000 each grant year for the conduct of research on U.S. business relationships with Africa, focusing on the co-evolution of U.S. business in Africa with African local institutions.

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## **University of Southern California Asia/Pacific Business Outlook in Asia Conference**

CIBER at the University of Southern California will support an annual executive education conference on the changing political, social and business environments in Asia. The inaugural *Asia/Pacific Business Outlook in Asia Conference (APBO—Asia)* will be held in Bangkok from November 2 - 4, 2006. The conference is expected to attract about 200 business participants from ten Asian economies and about 100 American business managers. The 50-person “cast” of speakers will primarily be Marshall School alumni leaders of Asian firms who will provide “Country Briefings” about opportunities and problems of doing business throughout Asia.

APBO Asia will create an opportunity where CIBER’s American clients and Marshall’s Asian alumni can network and learn about business opportunities in the rapidly-changing Asian markets. Also, the Marshall School will use APBO-Asia to substantially increase the recruitment of internships and field-study opportunities for Marshall students in Asia and to substantially expand its export of executive education programs to Asian clients.

### Session Topics

Doing Business in Asia:

China / Japan / Thailand

Globalizing Corporate Strategies

Entrepreneurship and Family Business in Asia

Innovation: Reinventing International Business Practices

Prospects for the US Economy: Implications for Asia

Industry Networking Workshops

Financial Services

Networked Digital Services

Marketing Services

Consulting & Real Estate Services

Personal Development Workshops

Maximizing Your Career Development

Maximizing Your Net Wealth

As a special event, a reception will be hosted by the Foreign Minister of Thailand, Kantathi Suphamongkhon, at the Ministry of Foreign Affairs

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## University of Texas at Austin China Today Program



The UT-Austin CIBER is pleased to announce our new *China Today* summer program for incoming MBA students. Recognizing China's status as a principal destination for international business, the McCombs School of Business is committed to offering a solid introduction to China as part of our MBA program. We have designed this intensive late-summer course to provide McCombs students with an introduction to Chinese civilization and skills for doing business in China.

The non-credit program offers a foundation in Chinese history and civilization, fundamentals of Chinese language, and business practices and culture in the Chinese-speaking world. The course takes place in August of each year, prior to the start of classes. Participants meet with instructors on the UT-Austin campus for four hours a day for two weeks, followed by travel in China with business and language instructors for two weeks.

Coursework features:

- Basic Chinese-language skills (speaking, tones and characters)
- Activities related to Chinese Business Practices and Culture
- Guest lectures, visits, workshops, and interaction with local Chinese professionals.

The combination of intensive academic study and in-country experience offers students a grounding in Chinese business practices that will serve as a basis for future investigation or a quick preparation for conducting business in China.



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## University of Washington Balanced Scorecard

One of the University of Washington CIBER's best ideas falls into the evaluation category. We've developed a "Balanced Scorecard" as the organizing framework for our evaluation efforts. It is a tool that companies often use to measure performance for strategic management purposes. It enables them to move beyond quantifiable measures of success. The scorecard we will be using will enable us to move beyond the data captured by GPRA (# of programs, # of participants etc.) to get at program quality/impact and ultimately determine how well we are achieving the overarching CIBER goals of providing international education and training and contributing to U.S. international competitiveness.

Our scorecard measures performance from four perspectives: constituent, innovation and learning, internal and financial. It will be used internally and externally with staff, advisory board members and our community partners. We plan to apply it to programs at three stages: in program design (to balance the goals), in program implementation (as a checklist to keep priorities in order), and in program assessment (where the realized measures are compared to targets). It will become the basis for the agenda for the weekly meetings of our management team. It will also guide the agenda of our Advisory Boards in their regular meetings that chart progress and impact. The University of Washington CIBER plans to share this evaluation model with the Northwest International Business Educators and CIBER networks, as well as with other universities through national conferences and seminars as program evaluation is a critical component to the work of all of these groups.



UNIVERSITY OF WASHINGTON GLOBAL BUSINESS CENTER

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## University of Wisconsin – Madison Technical Chinese Program

China's economy has grown almost 10 percent annually for over 26 years, increasing the demand for Chinese language skills among business executives, engineers and scientists operating in and with China. Chinese language programs are commonly found at U.S. universities, but many professionals are looking for coursework designed to match their technical needs. As UW-Madison Professor James L. Davis observes, "There is a difference between going abroad for two weeks...and going to China to set up a plant." In order to provide the specialized language training necessary for US professionals interested in opportunities with China, Davis has created the first technical Chinese program in the country. The program will receive support from UW-Madison CIBER, and will be offered to UW-Madison students on campus and to professionals via distance education technologies.

Modeled after UW-Madison's Technical Japanese program, the Technical Chinese Program requires students to spend roughly 15 hours per week on their studies. For working professionals, recordings of classroom instruction are available on CD/DVD and can also be downloaded from the Web. The first year of coursework, which has been offered since 2004, emphasizes basic Chinese language skills and cultural knowledge. UW-Madison plans to begin second-year technical courses, which focus on business vocabulary and related information, in fall 2007. The program's third- and fourth-year courses, to be launched respectively in 2008 and 2009, include specialized technical language instruction and an advanced technical or business project customized to student and industry needs.

CENTER FOR  
INTERNATIONAL BUSINESS  
EDUCATION AND RESEARCH (CIBER)  
University of Wisconsin-Madison School of Business

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## Contact Information

### **Brigham Young University**

Center for International Business  
Education and Research  
Global Management Center  
610 TNRB  
P.O. Box 23143  
Provo, UT 84602-3143  
<http://www.marriottschool.byu.edu/gmc>

### **Columbia University**

Center for International Business  
Education  
Columbia University  
Columbia Business School  
212 Uris Hall  
3022 Broadway  
New York, NY 10027  
<http://www.columbia.edu/cu/ciber/>

### **Duke University**

Center for International Business  
Education and Research  
The Fuqua School of Business  
Duke University  
Box 90120  
Durham, NC 27708-0120  
<http://faculty.fuqua.duke.edu/ciber/index.html>

### **Florida International University**

Center for International Business  
Education and Research  
11200 SW 8<sup>th</sup> St. MARC 240  
Miami, FL 33199  
<http://www.fiu.edu/~ciber>

### **George Washington University**

CIBER  
Duques Hall, Suite 450  
2201 G Street, NW  
Washington DC 20052  
<http://www.business.gwu.edu/CIBER/>

### **Georgia Institute of Technology**

Center for International Business  
Education and Research  
Dupree College of Management  
Georgia Institute of Technology  
800 W. Peachtree Street, NW  
Atlanta, GA 30332-0520  
<http://www.ciber.gatech.edu>

### **Indiana University**

Center for International Business  
Education and Research  
Kelley School of Business, Room 428  
Indiana University  
1309 East 10<sup>th</sup> Street  
Bloomington, IN 47405-1701  
<http://www.kelley.iu.edu/CIBER/>

### **Michigan State University**

Center for International Business  
Education and Research  
The Eli Broad Graduate School of  
Management  
Michigan State University  
International Business Center  
7 Eppley Center  
East Lansing, MI 48824-1121  
<http://ciber.msu.edu/>

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**Ohio State University**

OSU Center for International Business  
Education &  
Research  
Fisher College of Business  
2100 Neil Avenue, Room 356  
Columbus, OH 43210-1144  
<http://fisher.osu.edu/international>

**Purdue University**

Purdue Center for International Business  
Education and Research  
Krannert Building  
403 West State Street  
West Lafayette, IN 47907-2056  
<http://www.mgmt.purdue.edu/centers/CIBER>

**San Diego State University**

Center for International Business  
Education and Research  
San Diego State University  
5500 Campanile Drive – SSE 3375  
San Diego, CA 92182-8230  
<http://www.sdsu.edu/ciber>

**Temple University**

Temple Univ. Center for International  
Business Education & Research  
Fox School of Business and  
Management  
349 Speakman Hall, 1810 North 13<sup>th</sup> St.  
Philadelphia, PA 19122-6083  
[www.fox.temple.edu/ciber](http://www.fox.temple.edu/ciber)

**Texas A&M University**

Center for International Business Studies  
Mays Business School  
Texas A&M University  
4116 TAMU  
College Station, TX 77843-4116  
<http://cibs.tamu.edu>

**University of California, Los Angeles**

Center for International Business  
Education and Research  
University of California, Los Angeles  
UCLA Anderson School of Management  
110 Westwood Plaza, Gold Hall Suite  
B307, Box 951481  
Los Angeles, CA 90095-1481  
<http://www.anderson.ucla.edu/research/ciber>

**University of Colorado at Denver**

Institute for International Business  
Center for International Business  
Education and Research  
Campus Box 195  
P.O. Box 173364  
Denver, CO 80217-3364  
<http://www.cudenver.edu/International/CIBER/default.htm>

**University of Connecticut**

Center for International Business  
Education and Research  
School of Business  
2100 Hillside Road, Unit 1041  
Storrs, CT 06269-1041  
<http://www.business.uconn.edu/CIBER/>

**University of Florida**

Center for International Business  
Education and Research  
Warrington College of Business  
Administration  
224 Matherly Hall  
P.O. Box 117140  
Gainesville, FL 32611-7140  
<http://bear.cba.ufl.edu/centers/ciber/>

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**University of Hawaii at Manoa**  
Center for International Business  
Education and Research  
College of Business Administration  
2404 Maile Way, A-303  
Honolulu, HI 96822-2223  
<http://www.pami.hawaii.edu/ciber/>

**University of Illinois at Urbana-Champaign**  
CIBER  
College of Business  
430 Wohlers Hall  
1206 South Sixth Street  
Champaign, IL 61820  
<http://www.ciber.uiuc.edu>

**University of Kansas**  
Center for International Business  
Education and Research  
Summerfield Hall  
1300 Sunnyside Ave, Room 207  
Lawrence, KS 66045-7585  
<http://www.business.ku.edu/kuciber>

**University of Maryland**  
Robert H. Smith School of Business  
CIBER  
4550 Van Munching Hall  
College Park, MD 20742  
<http://www.rhsmith.umd.edu/>

**University of Memphis**  
Wang CIBER  
Fogelman College of Business and  
Economics  
220 Fogelman Executive Center  
330 DeLoach Street  
Memphis, TN 38152-3130  
[http://www.people.memphis.edu/~wang  
ctr/](http://www.people.memphis.edu/~wang_ctr/)

**University of Michigan**  
Center for International Business  
Education  
University of Michigan Business School  
701 Tappan Street  
Ann Arbor, MI 48109-1234  
<http://www.umich.edu/~cibe>

**University of North Carolina at Chapel Hill**  
Center for International Business  
Education and Research  
Kenan-Flagler Business School  
Kenan Center, CB #3440  
Chapel Hill, NC 27599  
[www.kenanflagler.unc.edu/ip/ciber](http://www.kenanflagler.unc.edu/ip/ciber)

**University of Pennsylvania**  
Penn Lauder CIBER  
The Joseph H. Lauder Institute of  
Management and  
International Studies  
Lauder-Fischer Hall 2<sup>nd</sup> Floor  
256 South 37<sup>th</sup> Street  
Philadelphia, PA 19104-6330  
<http://lauder.wharton.upenn.edu/ciber>

**University of Pittsburgh**  
Center for International Business  
Education and Research  
International Business Center  
Joseph M. Katz Graduate School of  
Business  
339 Mervis Hall  
Pittsburgh, PA 15260  
<http://ibc.katz.pitt.edu/>

**University of South Carolina**  
Center for International Business  
Education and Research  
Moore School of Business  
1705 College Street  
Columbia, SC 29208  
<http://mooreschool.sc.edu/moore/ciber>

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**University of Southern California**

Center for International Business  
Education and Research  
HOH 802  
701 Exposition Blvd Suite 802B  
Los Angeles, CA 90089-1429  
<http://www.marshall.usc.edu/cibear/>

**University of Texas at Austin**

Center for International Business  
Education and Research  
McCombs School of Business  
21st and Speedway Streets, Room 2.104  
1 University Station B6000  
Austin, TX 78712-1026  
<http://www.mcombs.utexas.edu/ciber>

**University of Washington**

Center for International Business  
Education and Research  
The Global Business Center  
University of Washington Business  
School  
Box 353200  
Seattle, WA 98195-3200  
<http://bschool.washington.edu/ciber>

**University of Wisconsin**

Center for International Business  
Education and Research  
School of Business  
Grainger Hall, Rm 2266  
975 University Avenue  
Madison, WI 53706-1323  
<http://www.bus.wisc.edu/ciber>



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## **CIBERWeb**

Information on projects featuring faculty development programs is available online and updated periodically through the national CIBER website: CIBERWeb at <http://CIBERWEB.msu.edu/>

The Michigan State University Center for International Business Education and Research (CIBER) maintains CIBERWeb. One important feature of CIBERWeb is the one-stop-shopping approach for our users to find out about activities taking place at each CIBER, historically, now, and in the future. Beyond the wealth of information on CIBERWeb, visitors can also find easy access to the web sites of the individual CIBERs.

As such, CIBERWeb serves as the "hub" for all CIBERs and their programs, activities, and products - these range from workshops/conferences (events) to publications to online resources to research reports. The site is designed with multiple points of entry, addressing each user's main interest. The categories of activities are Research, Foreign Language Development, Business Outreach, Faculty Development, Academic Program Development, and Study Abroad. CIBERs reach out to target audiences by holding events (conferences, workshops, speaker series, etc), distributing publications, disseminating online resources, and providing access to unpublished research in the areas of international business. The CIBER activities address but are not limited to the following topics:

- 15 Year Report on CIBER activities
- U.S. Competitiveness in Global Markets
- K-12 Education at CIBERs
- National Security Projects at CIBERs
- Internationalizing the Business Curriculum
- Less Commonly Taught Languages
- Faculty Developments Programs for Faculty at Non-CIBER institutions
- Annual Leading Edge Projects

The CIBERWeb also has archives of earlier CIBER publications.



## Matrix of CIBER Activity

| University                                 | Curriculum | Faculty Development | Foreign Language | Outreach: K-12 | Outreach: Business | Research | Other |
|--|------------|---------------------|------------------|----------------|--------------------|----------|-------|
| Brigham Young University                   |            |                     |                  |                |                    |          |       |
| Columbia University                        |            |                     |                  |                |                    |          |       |
| Duke University                            |            |                     |                  |                |                    |          |       |
| Florida International University           |            |                     |                  |                |                    |          |       |
| George Washington University               |            |                     |                  |                |                    |          |       |
| Georgia Institute of Technology            |            |                     |                  |                |                    |          |       |
| Indiana University                         |            |                     |                  |                |                    |          |       |
| Michigan State University                  |            |                     |                  |                |                    |          |       |
| Ohio State University                      |            |                     |                  |                |                    |          |       |
| Purdue University                          |            |                     |                  |                |                    |          |       |
| San Diego State University                 |            |                     |                  |                |                    |          |       |
| Temple University                          |            |                     |                  |                |                    |          |       |
| Texas A&M University                       |            |                     |                  |                |                    |          |       |
| University of California at Los Angeles    |            |                     |                  |                |                    |          |       |
| University of Colorado                     |            |                     |                  |                |                    |          |       |
| University of Connecticut                  |            |                     |                  |                |                    |          |       |
| University of Florida                      |            |                     |                  |                |                    |          |       |
| University of Hawaii                       |            |                     |                  |                |                    |          |       |
| University of Illinois at Urbana-Champaign |            |                     |                  |                |                    |          |       |
| University of Kansas                       |            |                     |                  |                |                    |          |       |
| University of Maryland                     |            |                     |                  |                |                    |          |       |
| University of Memphis                      |            |                     |                  |                |                    |          |       |
| University of Michigan                     |            |                     |                  |                |                    |          |       |
| University of North Carolina, Chapel Hill  |            |                     |                  |                |                    |          |       |
| University of Pennsylvania                 |            |                     |                  |                |                    |          |       |
| University of Pittsburgh                   |            |                     |                  |                |                    |          |       |
| University of South Carolina               |            |                     |                  |                |                    |          |       |
| University of Southern California          |            |                     |                  |                |                    |          |       |
| University of Texas at Austin              |            |                     |                  |                |                    |          |       |
| University of Washington                   |            |                     |                  |                |                    |          |       |
| University of Wisconsin, Madison           |            |                     |                  |                |                    |          |       |



This report was compiled and produced by the Illinois CIBER at the University of Illinois at Urbana-Champaign. For more information, contact LB Frye at (217) 244-4999 or Lynnea Johnson at (217) 333-8335. CIBERweb <http://ciberweb.msu.edu/>

For additional information concerning the CIBER program of the U.S. Department of Education, please contact:

Susanna Easton  
Program Specialist  
International Education Programs, OPE  
U.S. Department of Education  
1990 K Street NW, Sixth Floor  
TELEPHONE: 202-502-7628  
E-MAIL: [susanna.easton@ed.gov](mailto:susanna.easton@ed.gov)  
Department of Education  
International Education Program Website:  
[www.ed.gov/about/offices/list/ope/iegps/index.html](http://www.ed.gov/about/offices/list/ope/iegps/index.html)

